



**Report on the Quality Assurance of the South African  
Comprehensive Assessment Institute (SACAI)  
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  
SOUTH AFRICAN COMPREHENSIVE ASSESSMENT  
INSTITUTE (SACAI) NOVEMBER 2021 NATIONAL  
SENIOR CERTIFICATE EXAMINATIONS AND  
ASSESSMENT

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# FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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

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

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

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

Furthermore, Umalusi has established a professional working relationship with the South African Comprehensive Assessment Institute (SACAI). As a result, there has been an improvement in the conduct, administration and management of the NSC examination and assessment. There is ample evidence to confirm that the SACAI, learning institutions/schools, as well as the examination and marking centres, continue to strive to improve systems and processes relating to the NSC examination and assessment.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met in January 2022 to scrutinise evidence presented on the conduct of the November 2021 NSC examinations. Having studied all the evidence at hand on the management and conduct of the NSC examination administered by the SACAI, Umalusi is satisfied that there were no systemic irregularities reported that might have compromised the credibility and integrity of the November 2021 NSC examination.

The Executive Committee of Council (EXCO) approves the release of the SACAI November 2021 NSC examination results based on available evidence that the examinations were largely administered in accordance with the examination policies and regulations. However, the SACAI is required to address the directives for compliance and improvement and submit an improvement plan to Umalusi by 15 March 2022.

The EXCO commends the SACAI 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 examination and assessment are maintained. Umalusi will also continue in its endeavours towards an assessment system that is internationally comparable through research, benchmarking, and continuous review and improvement of systems and processes.

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

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

**Dr Mafu S Rakomeisi**  
CHIEF EXECUTIVE OFFICER



# EXECUTIVE SUMMARY

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

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (Act No. 58 of 2001, as amended in 2008) to quality assure all exit point assessments and approve the release of examination results. The Act, in terms of this responsibility, stipulates that Umalusi, as the Quality Council for General and Further Education and Training:

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

The South African Comprehensive Assessment Institute (SACAI) is one of the three assessment bodies in the schooling sector that administers and manages the examinations of the National Senior Certificate (NSC) qualification. Umalusi undertakes the quality assurance of the NSC qualification through a rigorous process of reporting on each of the assessment processes and procedures. The quality and standard of assessment is judged by the adherence to policies and instructions designed to deal with the critical aspects of administering credible national assessments and examinations.

The purpose of this report is to give feedback on the processes followed by Umalusi in the quality assurance of the November 2021 NSC examination and assessment. The report also reflects on the findings, areas of improvement, areas of non-compliance and directives for compliance and improvement in the conduct, administration and management of these examinations and assessments. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the SACAI. Where applicable, comparisons are made with the November 2020 NSC examination.

Umalusi has, over the years, established a suite of quality assurance of assessment processes that are continuously enhanced. This report covers the following quality assurance of assessment processes implemented by Umalusi:

- Moderation of question papers (Chapter 1);
- Moderation of school-based assessment (Chapter 2);
- Monitoring the state of readiness to conduct the examination (Chapter 3);
- Audit of appointed markers (Chapter 4);
- Monitoring of the writing and the marking of the examination (Chapter 5);

- Marking guideline standardisation and verification of marking (Chapter 6);
- Standardisation and resulting (Chapter 7); and
- Certification (Chapter 8).

Umalusi moderated and approved 47 question papers and their marking guidelines in preparation for the writing of the November 2021 SACAI NSC examination. The external moderation of question papers and their accompanying marking guidelines is critical to establish the standard of assessment. The moderation of question papers is, therefore, one of Umalusi's key quality assurance of assessment processes. The aim is to ensure that the examination question papers are correct, fair, valid, and reliable in that they comply with the appropriate curriculum in terms of content coverage and cognitive demand. The moderation of question papers also aims to ensure that question papers are of a standard comparable to that of question papers from previous years so that candidates of a specific year are not advantaged or disadvantaged when compared to those of previous years. The marking guidelines of the question papers are moderated to ensure correctness, fairness, validity, and reliability. The first external moderation findings were that most of the question papers and marking guidelines were of appropriate standard, with some amendments required. The technical details, text selection, type and quality of questions, accuracy and reliability of marking guidelines, and overall impression, were some of the criteria that required intervention.

The quality assurance of school-based assessment (SBA) is of great importance as it constitutes 25% of a candidate's final mark of all the NSC subjects, except for Life Orientation, which constitutes 100% SBA. The SBA tasks are set and marked at institution/school level. Umalusi sampled and moderated eight subjects using an online platform. The moderation of SBA entailed rigorous scrutiny of both teachers' and learners' files, using an Umalusi-developed SBA moderation instrument consisting of 12 criteria, of which nine focused on teacher files, while three focused on learner files. The verification scrutinised whether tasks covered content and cognitive demands appropriately and that internal moderation had taken place at all moderation levels, observing all directives and policies. Umalusi then verified the files for accuracy of marking of the SBA tasks, records of learner performance and other relevant information.

The conduct, administration and management of the SBA was found to be mainly of a good standard, with most institutions/schools satisfying most requirements. There is, however, a need for improvement in the conduct, administration and management of the practical assessment tasks (PAT). The same common approaches and standards established for the conduct, administration and management of the SBA need to be established and enforced in the conduct, administration and management of the PAT.

A risk management based approach was utilised to verify the state of readiness of the SACAI to conduct, administer and manage the 2021 November examination. This approach aims to identify any potential risks that might hinder the SACAI in delivering a credible examination. It was done as follows:

- The SACAI conducted and submitted a self-evaluation report. This allowed the SACAI to conduct a self-evaluation on its state of readiness to administer and manage the examination and to submit a report to Umalusi. This was evaluated by Umalusi, who developed a risk profile for the SACAI state of readiness; and
- Evidence-based verification. Umalusi conducted on-site verification to evaluate the supporting evidence that the SACAI had submitted with the self-evaluation report.

Registration of candidates and examination centres: The SACAI registered a total of 4 181 candidates, comprised of 458 full-time, 3 549 part-time and 174 repeater candidates. The examinations were administered in 72 examination centres. Seven institutions, with a total of 124 candidates, wrote the SACAI NSC examination for the first time in 2021. Although the verification found that the SACAI had met the prescribed key indicators for state of readiness through strategies, measures and documented procedures, the SACAI failed to audit, profile and identify examination centres deemed to be at high risk for the conduct, administration and management of the November 2021 NSC examination; and failed to inform Umalusi of such centres.

The SACAI also put measures in place to address the challenges related to the COVID-19 pandemic.

Umalusi sampled 12 subjects for the desktop audit of appointed markers. A desktop audit of the evidence submitted by the SACAI was conducted in October 2021. Umalusi analysed the electronic files the SACAI submitted for the audit of appointed markers using five criteria:

- Compliance with notional marking times;
- Qualifications and subject specialisation;
- Teaching experience;
- Marking experience; and
- Adherence to Personnel Administrative Measures (PAM).

The SACAI satisfied the stipulated requirements for the appointment of the marking personnel except for non-compliance noted in the failure to submit the list of rejected and reserve markers; reasons for the appointment of a chief marker in Mathematics who had no marking experience; and non-appointment of the internal moderator for Information Technology.

Umalusi monitored the conduct, administration and management of examinations at 57 centres where the examinations were administered, including the seven new examination centres writing the SACAI NSC examination for the first time in 2021. Monitoring of the writing of the examination and the monitoring of the marking processes are conducted to ensure that examinations and marking thereof are conducted in accordance with the "Regulations pertaining to the conduct, administration and management of the National Senior Certificate Examinations".

The findings of the monitoring of the writing and marking of the SACAI NSC examination revealed that there was an improvement in the conduct, administration and management of the examination, as demonstrated at the monitored examination centres. However, of concern was non-compliance with concession conditions by some centres that were granted concessions to conduct the 2021 NSC examination. The monitoring of the marking centres continued to illustrate the high standard of compliance with the requirements for the establishment of marking centres.

Umalusi participated in the standardisation of marking guidelines for 19 question papers for ten subjects. Marking guideline standardisation is conducted with marking personnel to ensure that all possible alternative responses and corrections are agreed to and that any changes or additions are approved before the commencement of marking. This process ensures that all marking personnel have a common understanding of how to mark candidates' responses to eliminate inconsistencies in marking and ensure that justice is done to the process; and that the finalised marking guideline ensures fair, accurate and consistent marking. The deliberations also include the finalisation of mark allocations to ensure that candidates are not advantaged or disadvantaged.

External moderation of marking by Umalusi served to verify that marking was conducted according to agreed and established practices and standards. Umalusi verified the marking of ten NSC subjects consisting of 19 question papers. Verification of marking was conducted to ensure that the SACAI marked according to the approved, signed-off marking guidelines and also to ascertain that effective internal moderation took place, identify possible anomalies and confirm that the standard of marking was consistent and fair. While marking in general was fair, there were areas that would further enhance the marking process if a concerted effort is made by the role players. The SACAI is required to improve on some of the recurrent issues, as outlined in the quality assurance of assessment report and directives that have been issued.

Standardisation and statistical moderation of results are used to mitigate the effects of factors other than learners' ability and knowledge on performance, and to reduce the variability of marks from one examination to another. Umalusi standardised the marks of 25 subjects presented by the SACAI. Decisions made to accept raw marks, or to perform slight upward or downward adjustments, were based on sound educational reasoning. In most cases, the proposals by the SACAI corresponded with those of Umalusi, clearly indicating the maturity of the system.

The closing of the examination cycle is confirmed by the issuing of certificates and confirmation of those candidates who have not qualified for any type of certificate, namely, instances where candidates failed all subjects or did not write the examination. Information on certification is included to inform interested parties of the state of the certification of learner achievements. As an assessment body, the SACAI has the responsibility to process and submit records of candidate achievements to Umalusi for certification. Every effort must be made to ensure that all learners who qualify for a certificate receive this as soon as possible. The Information Technology (IT) system must be enhanced to ensure that once candidates' results have been approved, no changes to the marks will, or can, be made. Umalusi must give its approval to any mark changes made after the results have been released. In terms of the registration of learners and the certification processes, Umalusi was satisfied that all systems were in place to achieve a successful certification and issuing of certificates for the November 2021 NSC examination.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2021 NSC examination, the Executive Committee of Umalusi Council concluded that the examination was conducted in line with the policies that govern the conduct of examinations and assessments and were generally conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of examinations and the results can therefore be regarded as credible. The Executive Committee of Council approved the release of the SACAI NSC examination results.

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

Umalusi will continue to collaborate with all stakeholders in line with its mission and vision to assure education standards in the GFETQSF and to be a trusted authority in fostering high educational standards in general and further education and training.

# ABBREVIATIONS AND ACRONYMS

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ASC	Assessment Standards Committee
CAT	Common Assessment Task
DBE	Department of Basic Education
EIC	Examination Irregularities Committee
EXCO	Executive Committee of Council
FAL	First Additional Language
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
HL	Home Language
IT	Information Technology
LO	Life Orientation
LO CAT	Life Orientation Common Assessment Task
LOLT	Language of Learning and Teaching
NQF	National Qualifications Framework
NSC	National Senior Certificate
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task/s
QAA	Quality Assurance of Assessment
SACAI	South African Comprehensive Assessment Institute
SBA	School-Based Assessment
SOR	State of Readiness

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<b>Table 1A:</b>	Criteria used for moderation of question papers and marking guidelines
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# CHAPTER 1 MODERATION OF QUESTION PAPERS

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## 1.1 Introduction

The South African Comprehensive Assessment Institute (SACAI) is responsible for the development and internal moderation of examination question papers and their corresponding marking guidelines. Once approved by the internal moderators, the question papers and their marking guidelines are submitted to Umalusi for external moderation. The main objective of the external moderation process is to ensure that the question papers to be administered in the examinations are fair, valid and reliable. Further, Umalusi must ensure that the standard of question papers administered in a particular year is comparable to that of those approved in previous years. To achieve this, Umalusi moderates the question papers and marking guidelines by mapping them against a set of different criteria. Among these are requirements that the question papers cover the prescribed content, relevant conceptual domains and appropriate cognitive challenges.

This chapter, therefore, reports on the extent to which the November 2021 National Senior Certificate (NSC) examination question papers and their marking guidelines met the set criteria. The findings in this report are based solely on the first moderation; question papers and accompanying marking guidelines that were not approved at this level were required to be rectified and resubmitted until they met all the criteria.

## 1.2 Scope and Approach

The SACAI administered 47 question papers for the November 2021 NSC examinations. Forty-three of those question papers and their marking guidelines were submitted to Umalusi for external moderation. The other four (see Annexure 1B) question papers and their marking guidelines were moderated, approved and reported on in the November 2020 quality assurance of assessment (QAA) report. This report focuses mainly on the findings by Umalusi of the moderation of the 43 question papers and their marking guidelines that were presented for external moderation in preparation for the November 2021 NSC examination.

The 43 question papers and their marking guidelines were evaluated against a set of three overarching aspects, as illustrated in Table 1A:

- i. Moderation of the question paper, comprised of seven criteria;
- ii. Moderation of the marking guideline, comprised of two criteria; and
- iii. Overall impression comprised of one criterion.

Each criterion has a varied number of quality indicators, as indicated in brackets.

Some question papers were approved at first moderation while some required several moderations to meet the minimum requirements.

**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) <sup>a</sup>	8	Conformity with question paper (3) <sup>a</sup>	10	Overall impression (9) <sup>a</sup>
2	Internal moderation (3) <sup>a</sup>	9	Accuracy and reliability of marking guideline (10) <sup>a</sup>		
3	Content coverage (6) <sup>a</sup>				
4	Cognitive skills (6) <sup>a</sup>				
5	Text selection, types and quality of questions (21) <sup>a</sup>				
6	Language and bias (8) <sup>a</sup>				
7	Predictability (3) <sup>a</sup>				

<sup>a</sup> Number of quality indicators

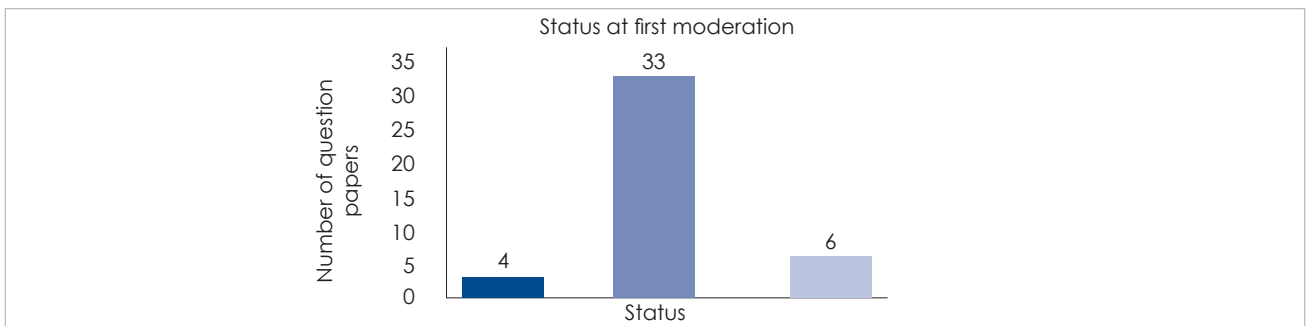
The external moderation process ultimately determines whether the question papers and their marking guidelines are approved, conditionally approved or rejected. When a question paper and its marking guideline comply fully with all the criteria, they are approved. However, if they do not comply fully with the set criteria, they must undergo subsequent moderation.

### 1.3 Summary of Findings

The findings, summarised below, reflect an analysis of the status of question papers and their marking guidelines at first moderation, compare this with the outcomes of the past two years and indicate the compliance level per criterion.

#### 1.3.1 Status of Question Papers Moderated

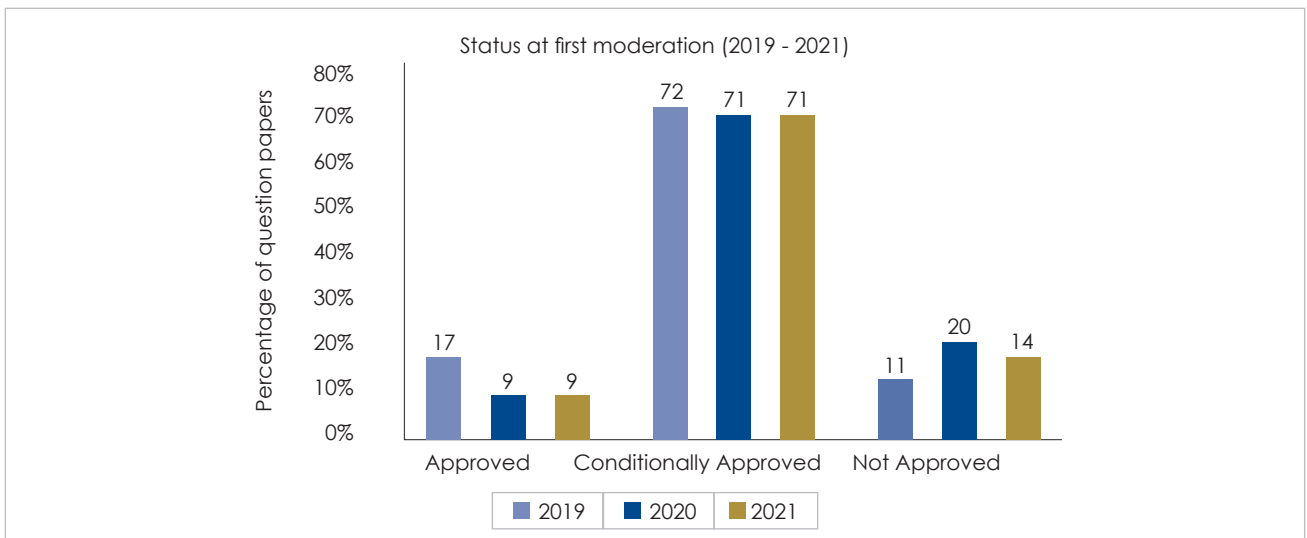
Figure 1A shows that four question papers and their marking guidelines were approved at first moderation, while 33 were conditionally approved and six were not approved.



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

Figure 1B reflects the status of question papers and their marking guidelines over three years. This serves to show clearly whether there has been an improvement in compliance with the directives issued to SACAI, or not.





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

This graphic representation shows that there was an 8% decrease in the percentage of question papers approved at first moderation in 2021 compared to November 2019 and was unchanged compared to November 2020. This decline meant that there was an increase in question papers that required more than one moderation session for approval. Nonetheless, there was a decline in the percentage of rejected question papers in November 2021 compared to November 2020.

### 1.3.2 Compliance Rate per Criterion

This section presents findings on how question papers and their marking guidelines fared, pertaining to the four levels of compliance (no compliance, limited compliance, compliance in most respects and compliance in all respects) with each of the ten criteria in Table 1A.

When a question paper and its marking guideline comply with all the quality indicators in a particular criterion, it is rated as 100% compliant. A compliance level of 60%–99% with quality indicators in a particular 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 fewer than 30% of the quality indicators in a criterion are met.

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

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	19	79	2	0
Internal moderation	72	28	0	0
Content coverage	54	42	2	2
Cognitive skills	54	37	7	2
Text selection, types and quality of questions	16	77	7	0
Language and bias	31	67	2	0
Predictability	81	19	0	0
Conformity with question paper	60	35	5	0
Accuracy and reliability of marking guidelines	28	70	2	0
Overall impression	30	56	14	0

Table 1B shows how question papers and their marking guidelines fared in each criterion. Most questions and their marking guidelines complied fully with the criteria for predictability (81%), internal moderation (72%) and conformity of marking guidelines with question papers (60%). Full compliance with the balance of the other criteria was below 60%. Fewer than 35% of the question papers and their marking guidelines complied fully with the following five criteria: technical details (19%), text selection, types and quality of questions (16%), language and bias (31%), accuracy and reliability of marking guidelines (28%) and overall impression (30%). An in-depth analysis of non-compliance of all the question papers and their marking guidelines, as mapped against each quality indicator of the criteria, is provided in Section 1.3.3 below.

### 1.3.3 Question Paper and Marking Guideline Moderation Criteria

The level of compliance of each question paper and its marking guideline, per criterion, is summarised in Annexure 1A. This section focuses on overall compliance against each criterion, starting off by explaining the importance of each in the bigger scheme of the moderation process. The report ties together the percentage of question papers and accompanying marking guidelines that complied in all respects, while stating the reasons for non-compliance by the others.

The arrangement of the findings in this section is such that it is a chronological presentation of the criteria used in the moderation of question papers and their marking guidelines as shown in Table 1A and Table 1B; that is, it starts with technical details and ends with overall impression.

#### a) Technical details

Nineteen percent of question papers and their marking guidelines complied fully with this criterion. Non-compliance was evidenced by:

- i. Two question papers were submitted without analysis grids.
- ii. Relevant details such as time allocation, name of the subject, number of pages and instructions to candidates play a crucial role in communicating the right messages to the candidates. Omission of any vital piece of information can mislead candidates. This was the case in one question paper.

- iii. It is highly important that instructions are always clear and ambiguity is avoided at all costs. Unclear and ambiguous instructions can lead to rendering affected question(s) unfair to candidates and thus, nullified. Twelve question papers were found to have unclear and ambiguous instructions.
- iv. The layout of seven question papers was deemed cluttered and not reader friendly. Candidates must be able to navigate easily through a question paper so that they do not waste time trying to figure out the arrangement of information, which would inevitably affect their responses or choices negatively.
- v. The numbering of questions links closely to the performance of candidates because some question papers require candidates to make choices. If questions are not numbered correctly, effective choices cannot be made. Three question papers did not comply in this regard.
- vi. In four question papers there was no consistency in the headers and footers on each page. Headers and footers help in ensuring the identity of a question paper and failure to adhere to this can lead to confusion.
- vii. Appropriate fonts were not used in four of the question papers. It needs to be borne in mind that various font types and sizes are intended to communicate different messages to audiences. The use of non-standard fonts can mislead candidates.
- viii. Mark allocation has an important role in communicating the expansiveness of an expected response. However, one question paper failed to indicate mark allocation clearly in some instances. This could have disadvantaged candidates; nullified the affected question(s); and affected the integrity of the examination unnecessarily.
- ix. Since the question papers are administered nationally, the quality of drawings, illustrations, graphs and tables must be appropriate, clear, error-free and print-ready. However, 24 question papers failed to ensure strict adherence to this requirement. Failure to comply has negative connotations for the standard of a question paper and can also taint the image of the assessment body.
- x. Format requirements of question papers in the various subjects are communicated well in advance. However, in one question paper, these were not taken into consideration. To safeguard the integrity of an examination, the prescribed formats must be strictly adhered to.

## **b) Internal moderation**

Seventy-two percent of the question papers and their marking guidelines complied fully with the quality indicators for internal moderation. Internal moderation plays a pivotal role in ensuring that question papers and their marking guidelines are ready for external moderation. This process eliminates preventable mistakes in submissions for external moderation. The following factors led to findings of non-compliance in some question papers:

- i. Evidence of the full history of the development of one question paper was not included when it was submitted for external moderation. Failure to submit this information has ripple effects on other quality indicators: it is required so as to establish whether proper guidance was provided during the development of the question paper and its marking guideline. In its absence, an external moderation process may be compelled to speculate.
- ii. As alluded to in (i), the internal moderation process is primarily aimed at tightening internal processes before a question paper and its marking guideline are presented for external moderation. However, the quality, standard and relevance of inputs from the internal moderators of nine question papers and their marking guidelines were deemed inappropriate. The knowledge base of internal moderators of all question papers and marking guidelines in the subjects for which they are responsible must surpass that of the examining panel. This is to avoid any unnecessary deterioration in human relations, which could adversely affect the moderation process.

- iii. In two question papers and their marking guidelines, there was traceable evidence that the internal moderators' recommendations had not been addressed.

### **c) Content coverage**

Fifty-four percent of the question papers and their marking guidelines presented for external moderation complied fully with content coverage. Content coverage is spelled out clearly in assessment/examination guidelines. Therefore, examining panels must be knowledgeable about the subject matter for which they are responsible. Those question papers and their marking guidelines that were not fully compliant with this criterion had the following failings:

- i. Analysis grids in four question papers did not show the links between some questions and the relevant topics clearly.
- ii. Seven question papers did not cover the topics as prescribed in the policy and guideline documents. Failure to adhere to the prescripts has adverse effects on the standard of a question paper and its marking guideline, and the overall process of examination, as performance results cannot be comparable. Therefore, the examining panels of the seven question papers and their marking guidelines ought to have ensured that they followed the prescripts of the subject policy and/or guidelines religiously.
- iii. As a result of the above, questions in two question papers were deemed not to have been within the broad scope of the National Curriculum Statement.
- iv. Two question papers had questions that were regarded as not being representative of the latest developments in those subjects. Since subjects evolve, assessments must strive to gauge candidates' aptitude based on current discourse rather than archaic knowledge systems.
- v. Twelve question papers and their marking guidelines did not comply fully with the quality indicator related to the suitability, appropriateness, relevance and academical correctness of content.

### **d) Cognitive skills**

Fifty-four percent of the question papers and their marking guidelines satisfied the minimum requirements of the criterion on cognitive skills. The assessment or examination guidelines and the policy documents of the various subjects categorically state the constituency of the cognitive skills for every question paper and its marking guideline. Careful consideration must be given to ensuring that all question papers and their marking guidelines adhere to these prescripts to afford candidates an opportunity to display their abilities. In doing so, a question paper and its marking guideline must distinguish between the two extremes of candidates' performance, while encompassing average performance. Failure to comply fully, as evidenced in 46% of the question papers and their marking guidelines, was the result of:

- i. The analysis grids of three question papers did not clearly map each cognitive skill of each question. Failure to do this, questions how an internal moderator can quantify the totals to arrive at the prescribed percentages of the cognitive skills so as to call for an external moderation of a question paper. Internal moderators must make a concerted effort to upskill in the subject entrusted to the individual, to prevent these mistakes.
- ii. Eleven question papers and their marking guidelines had varying degrees of inappropriate distribution of cognitive skills. Five question papers were found to be challenging while another five were deemed to be slightly difficult, and one was slightly easy.
- iii. In the case of four question papers, choice questions were not at equal levels of challenge. Why would any candidate opt for a difficult question when easy questions are presented? This represents an unfair assessment practice, since choosing an easy question may advantage one group of candidates, while those who are compelled to choose the challenging question would be relatively disadvantaged.

- iv. Paying heed to cognitive skills when developing a question paper and its marking guideline provides an opportunity for a question paper to assess candidates' varying cognitive abilities, such as to reason, translate information from one form to another or to respond appropriately so as to communicate the message most effectively. However, four question papers and their marking guidelines lacked the ability to assess one or the other conceptual ability. This had an adverse effect on the coverage of the cognitive skills, as the four question papers also featured among question papers that had an uneven distribution of cognitive skills.
- v. It is of utmost importance that questions are formulated in such a manner that they are straight to the point and avoid flowery language and trivial information. However, five question papers and their marking guidelines contained instances of trivial information.
- vi. As alluded to earlier, mark allocation does not only serve to indicate the worth of a question but also plays an important role in communicating the extent to which candidates are expected to respond to a question. Therefore, there must be strict correlation between mark allocation, cognitive skills and time allocation to prevent misleading candidates; as could have been the case in eight question papers and their marking guidelines had these disparities not been detected.

**e) Text selection, types and quality of questions**

The criterion on text selection, types and quality of questions forms the crux of every question paper and its marking guideline in that all three aspects have ripple effects. Text selection informs the type of question that could be developed, and both have a close relation to the quality of such a question. A variety of text selections and types of questions accommodates multiple intelligences of the candidates and provides accessibility to all candidates. Only 19% of the question papers and their marking guidelines complied fully with this criterion. The following were the reasons for non-compliance findings:

- i. Not having diverse types of questions in one question paper as required. Diversity encompasses multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving questions and should be evident.
- ii. In selecting texts, the length of such selected material can affect several factors in a question paper and its marking guideline, such as the candidates' ability to read for comprehension within the stipulated time frames. Conversely, a noticeably short source material could yield skewed results, in that candidates could be considered to have mastered the assessed aspect when, in essence, they were influenced by the source material.
- iii. When choosing source materials, functionality, relevance and appropriateness are key factors that must be considered. Sources have close ties with the types and quality of questions, cognitive skills, the scope of content to be covered, language, predictability and the expected responses. Failure to consider these factors results in a myriad of challenges, as was the case in eight question papers and their marking guidelines.
- iv. As alluded to above, the selected source materials in four question papers and their marking guidelines did not allow for testing of skills and were, consequently, replaced.
- v. In four question papers and their marking guidelines, the source materials chosen could not help in generating questions across the cognitive skills and had to be replaced.
- vi. Equally important in the development of a question paper and its marking guideline is the quality of the questions derived from the source materials. In three question papers and their marking guidelines, some questions did not relate to what was important in those subjects. Examining panels must be knowledgeable about the subject matter to be able to discern what is pertinent and what is trivial.
- vii. Twenty-one question papers and their marking guidelines had questions that were not free from vaguely defined problems because of their ambiguity, triviality and unintentional

provision of clues. As was stated earlier, questions must be forthright and unambiguous to avoid any misinterpretation.

- viii. Key words/verbs are crucial in that they also communicate several decisions that candidates are compelled to make. For instance, a question that requires candidates to argue for or against a particular statement in an essay format instructs candidates to write an argumentative essay, without being explicit about the type of essay. Therefore, writing a narrative essay cannot respond effectively to the questions. As a result, candidates lose considerable marks. Some questions in 20 question papers and their marking guidelines did not provide clear, instructional key words/verbs.
- ix. The crux of any question is in the information it contains in order for candidates to elicit appropriate responses. Unfortunately, 11 question papers and their marking guidelines did not take this into consideration. This was potentially detrimental to candidates in their selection of questions.
- x. Careful attention must be given to eliminating factual errors or misleading information in questions. In six question papers and their marking guidelines this deviation was detected but rectified with subsequent moderations.
- xi. There were double negatives in some questions in two question papers.
- xii. Six question papers and their marking guidelines had irrelevant and incorrect references to prose texts and visuals: drawings, illustrations, examples, tables, graphs.
- xiii. Careful consideration must be made to ensure that no one question suggests an answer to another question. However, this was evident in seven question papers and their marking guidelines. Marks could have been given away, thus compromising the assessment.
- xiv. It is equally important to guard against question overlap when designing questions. However, 11 question papers and their marking guidelines did not comply fully in this regard.
- xv. Thirteen multiple-choice questions were deemed inappropriate, due to:
  - three question papers and their marking guidelines having options that did not follow grammatically from the stem;
  - two question papers and their marking guidelines having options that were not free from logical cues that could have made one option an obvious choice;
  - one question paper and its marking guideline having used absolute terms such as 'always' or 'never' in one of the options;
  - two question papers and their marking guidelines having options that differed in length;
  - a word or phrase in the stem having been repeated in the options of three question papers; and
  - two question papers and their marking guidelines having the correct option including elements in common with other options.

#### **f) Language and bias**

Thirty-one percent of the question papers and their marking guidelines complied fully with the criterion on language and bias. Language plays a pivotal role in the formulation of question papers and their marking guidelines, especially where the majority of learners are assessed in a language of learning and teaching (LOLT) that is not their home language. Consequently, careful consideration must be taken to guard against advantaging a few candidates at the expense of the majority. Non-compliance with this criterion was due to the following factors:

- i. Subject terminology or data was incorrectly used in one question paper and its marking guideline. Examining panels must always refer to the terminology used in the subject policies as they serve as a standard guide in this regard.
- ii. The language, register and the level and/or complexity of the vocabulary in six question

papers and their marking guidelines were inappropriate for Grade 12 candidates. As stated above, the majority of candidates are assessed in a LOLT that they struggle with. Therefore, questions must be scrutinised to avoid any errors.

- iii. In 18 question papers and their marking guidelines, instances of subtleties in grammar were detected. This must be avoided at all costs to eliminate any confusion they might cause, which might lead to nullification of a question.
- iv. The arrangement of words and phrases is crucial in the development of questions and these must be direct and clear. However, in 17 question papers and their marking guidelines, instances of grammatically incorrect language were detected. This is understandable, given that some of the examining panels have the same challenge that most candidates are confronted with regarding the disparity between the LOLT and home language/s. Examining panels must ensure that they develop their language skills in the target language so that they are not found wanting.
- v. While it is important to guard against grammatically incorrect language, it is equally paramount that examining panels formulate simple sentences and avoid over-complicated syntax, as was found in six question papers and their marking guidelines.
- vi. There was evidence of the use of foreign names, terms and jargon in two question papers and their marking guidelines. Although this is discouraged, should the examining panels feel compelled to make use of such terms, this usage must be accompanied by a glossary to explain the terms.
- vii. In four question papers and their marking guidelines, some questions were found to contain evidence of bias with respect to one or more of the following: culture, gender, language, politics, race, religion, stereotyping, province, region, among others.

#### **g) Predictability**

It is commendable that 81% of the question papers and their marking guidelines complied fully with the predictability criterion. One of the guiding principles in developing a question paper and its marking guideline is to avoid taking questions verbatim from question papers of the previous three years. This is done to avoid predictability of questions. Adherence to this criterion indicates a level of innovation. Nonetheless, the 19% that did not comply was due to:

- i. Two question papers and their marking guidelines having verbatim repetition of questions from the past three years' question papers. Creativity and innovation must be tapped into to create new questions based on distinct aspects of the subjects.
- ii. Even though innovation is advocated for in the development of question papers and their marking guidelines, the examining panels of six question papers and their marking guidelines could not come up with questions that contained an appropriate degree of innovation.

#### **h) Conformity with question papers**

Sixty percent of the marking guidelines complied fully with the criterion for conformity of the marking guidelines to their accompanying question papers. To bring about reliability and other conceptual aspects related to assessment, responses must conform to their questions so that the marking process can be standardised across the system. However, some marking guidelines did not satisfy this criterion, for the following reasons:

- i. Nine marking guidelines did not correspond with the questions in the question papers. If this was not detected and rectified, it could have negatively affected the validity of the assessment.
- ii. Responses in the marking guidelines must match the command words in the questions, as illustrated in the discussion on the use of key words. However, eight marking guidelines had

responses that did not match the command words in their question papers.

- iii. Equally crucial is the correlation between mark allocation of a question and its expected response. Any misalignment between the two could set a bad precedent because once markers get to grips with marking, they make little reference to the question paper and tend to focus on the marking guideline. Any misalignment, as found in 29 marking guidelines, could compromise the standard of marking.

#### **i) Accuracy and reliability of marking guidelines**

Twenty-eight percent of the marking guidelines complied fully with the criterion on accuracy and reliability of marking guidelines. Careful consideration must be taken when developing marking guidelines and ensuring that they are ready for submission for external moderation. Marking guidelines must respond accurately to the questions posed, otherwise they can reflect the knowledge base of the examining panel and that of the internal moderator. The bulk (72%) of the marking guidelines did not comply with this criterion, due to:

- i. Some responses to questions in 14 marking guidelines were incorrect in terms of the subject matter. Examining panels must ensure that all responses are correct to avoid disadvantaging candidates, since their futures are based on the results.
- ii. Fourteen marking guidelines contained typographical errors. Enough time must be afforded to the process to allow for editing and proofreading, to eliminate any confusion caused by incorrect spelling.
- iii. Eight marking guidelines were not clearly laid out so as to facilitate marking. This would have negatively affected the marking process and lengthened marking guideline discussions had the external moderation not detected it.
- iv. Five marking guidelines were deemed not to have a spread of marks within an answer. Marking guidelines must ensure that they demonstrate how marks within a question can be spread. Without this, marking might yield unreliable results.
- v. Two marking guidelines offered such a small range of marks that the ability to distinguish between low and high performers would be compromised.
- vi. Fourteen marking guidelines did not provide enough detail to ensure reliability of marking. Given that a question might have various responses, it is always advisable to accommodate all the details that must be considered when marking since markers have variable experiences.
- vii. Eight marking guidelines made no allowance for relevant or correct alternative responses.
- viii. One marking guideline did not use rubrics where they were deemed appropriate.

#### **j) Overall impression and general remarks**

Thirty percent of the question papers and their marking guidelines complied fully with the overall impression criterion. Before concluding the moderation and providing the outcome, external moderators must consider and provide their overall impression of the question paper and its accompanying marking guideline. Non-compliance with this criterion was due to:

- i. One question paper and its marking guideline were not in line with current policy and was rejected.
- ii. Twenty question papers were deemed unfair, invalid and unreliable. Two question papers were seen as not having assessed the primary objectives of the policy documents together with assessment guidelines.
- iii. The standard of 19 question papers and their marking guidelines was deemed inappropriate.
- iv. The standard of 13 question papers and their marking guidelines was deemed not comparable to those of previous years.



- v. Nineteen marking guidelines were considered unfair, invalid and unreliable. The standard of 14 of these was questionable, while the standard of ten of these could not be comparable with those of the previous years.

Drawing from the statistics presented in Table 1B, this section dealt with an in-depth analysis of the findings related to the compliance levels of the question papers and their marking guidelines mapped against each criterion, as reflected by the moderation tool.

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

This section summarises and compares compliance levels as illustrated in a graphic representation of the findings in Table 1C. The table compares the compliance levels, per criterion, over three years (November 2019, November 2020 and November 2021) at first moderation level, starting with a discussion on technical details.

**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	45	17	19
Internal moderation	72	54	72
Content coverage	74	54	54
Cognitive skills	51	49	54
Text selection, types and quality of questions	32	17	16
Language and bias	53	34	31
Predictability	89	86	81
Conformity with question paper	72	51	60
Accuracy and reliability of marking guidelines	28	17	28
Overall impression	19	34	30

As can be seen in Table 1C, the compliance levels of the question papers and their marking guidelines were highest in November 2019, except for cognitive skills and overall impression. However, the November 2021 question papers and their marking guidelines show higher compliance, compared to those of November 2020, with five criteria, namely, technical details, internal moderation, cognitive skills, conformity of marking guidelines with question paper, and accuracy and reliability of marking guidelines.

Although declining each year (89; 86; 81), most question papers complied fully with the predictability criterion. In November 2021, most question papers (54%) had a good balance of cognitive skills compared to 51% (November 2019) and 49% (November 2020). It is, therefore, not clear how it becomes impossible to attain a 100% compliance level in technical details, internal moderation, content coverage, cognitive skills and conformity with question paper, given the fact that there is also an internal moderation process in place to eliminate these errors.

Drawing from the SACAI 2021 improvement plan, the following observations were evident:

- a. That the training of the examining panels was conducted prior to the approval of the NSC November 2020 examination results, which meant that the directives were not yet issued to the SACAI; and
- b. That Umalusi reports for 2020 were 'sent' to the newly appointed examining panels for review and application of the necessary improvements for compliance purposes, but there is no mention of training of these newly appointed members. This is of great concern if an improvement was to be effected.

#### **1.4 Areas of Improvement**

It is commendable that the external moderation of the November 2021 NSC question papers reflects that:

- a. Compliance with the internal moderation, cognitive skills and conformity of marking guidelines with question papers criteria showed improvements of at least 5%.

#### **1.5 Areas of Non-Compliance**

Just as it is commendable that there was some improvement in compliance with the three criteria as spelled out in the preceding paragraph, there are also areas of non-compliance that the SACAI must concentrate on to bring about improvement. These are:

- a. Full compliance with the criteria that are below 50%, namely:
  - i. Technical details (19%);
  - ii. Text selection, types and quality of questions (16%);
  - iii. Language and bias (31%);
  - iv. Accuracy and reliability of marking guidelines; and
  - v. Overall impression (30%).
- b. Although there are no prescriptions to the number of times that a question paper can undergo external moderation, the more moderations, the more microscopic attention they attract. Of great concern are those question papers that required more than two moderations to be approved (see Annexure 1A).

#### **1.6 Directives for Compliance and Improvement**

The SACAI must ensure that:

- a. More emphasis is placed on understanding the moderation criteria during training of examining panels, and strive to submit question papers that comply fully with all of the criteria; and
- b. More training is conducted, and consequence management is applied to panels that do not show improvement.

## 1.7 Conclusion

This chapter presented major findings based on the performance levels drawn from the SACAI question paper and marking guideline external moderation reports for the November 2021 NSC examination. The chapter provided an in-depth analysis of the findings, in the form of a narrative emanating from graphically presented information. A comparative analysis of the performance levels over the past three years was conducted and this painted a vivid picture of the progress made thus far, since it is expected of the assessment body to show growth, given the interventions made over the years. It concluded with a section highlighting areas of improvement, followed by areas of non-compliance and a section on directives, which while premised on areas of non-compliance, is retrospectively aimed at bringing about some improvement.

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

## 2.1 Introduction

School-based assessment (SBA), oral assessment and practical assessment tasks (PAT) offer learners an alternative chance to demonstrate their competence in a subject and helps to assess skills that cannot be assessed through the conventional examination. The assessments form part of the final mark of the National Senior Certificate (NSC) qualification. Umalusi conducts moderation of these assessments to ensure uniformity and comparability of the quality and standards. It is essential to ensure, during moderation, that the internal assessments administered by centres/schools are in line with the South African Comprehensive Assessment Institute (SACAI) subject assessment guidelines (SAG) and resonate with the currency of the latest developments in industry and/or the workplace. The internal assessments must be fair, reliable and representative of an adequate amount of work, as outlined in the curriculum.

All the centres/schools sampled for the moderation of the SBA, PAT and languages' oral assessments were drawn from a list of centres/schools earmarked for monitoring by the Umalusi Evaluation and Accreditation Unit in 2021.

## 2.2 Scope and Approach

### 2.2.1. School-Based Assessment (SBA)

Umalusi sampled eight subjects for SBA moderation. The November 2021 NSC SBA moderation was conducted online on eight subjects in 46 SACAI centres/schools, as listed in Annexure 2A. One centre/school was sampled because it had a rejected SBA in Mathematical Literacy in 2020.

The subjects were moderated using an Umalusi SBA moderation instrument consisting of two parts, as shown in Table 2A. The first part concentrated on teachers' files (nine criteria) and the second part looked at the moderation of learners' files (three criteria)

**Table 2A: Criteria used for the moderation of SBA**

<b>Part 1 Moderation of teacher files</b>	<b>Part 2 Moderation of learner files</b>
Technical aspects	Learner performance
Programme of assessment	Quality of marking
Assessment tasks	Moderation of learner files
Technical layout of assessment tasks	
Effectiveness of questioning	
Question types	
Source/stimulus material	
Marking tools	
Moderation of teacher files	

### 2.2.2. Practical Task Assessments (PAT)

Umalusi sampled two subjects for PAT moderation, Computer Applications Technology and Visual Arts. The November 2021 NSC PAT moderation was conducted online in seven centres/schools for Computer Applications Technology and in three centres/schools for Visual Arts, as listed in Annexure 2B. Table 2B, for Computer Applications Technology, and Table 2C, for Visual Arts, detail the criteria used for the moderation of PAT for the subjects, respectively.

The PAT were moderated using subject-specific moderation instruments, which consist of two parts, as illustrated in Table 2B and Table 2C. The first part in both the instruments focused on teachers' files (four criteria) while the second part looked at the moderation of learners' files (three criteria).

**Table 2B: Criteria used for the moderation of Computer Applications Technology: 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
Moderation of teacher files	

**Table 2C: Criteria used for the moderation of Visual Arts: PAT**

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical aspects	Learner performance
Content coverage	Quality of marking
Quality of the assessment tasks	Moderation of learner files
Cognitive demand and levels of difficulty of the set tasks	
Marking tools	
Adherence to assessment policies and systemic assessment practices	
Internal moderation	
Overall impression	

### 2.2.3. Oral Assessment

Umalusi sampled two languages for the moderation of oral assessments. The November 2021 NSC oral assessments moderation was conducted online in seven centres/schools for each language subject, as listed in Annexure 2C. The moderation of oral assessments was conducted using a desktop model.

The subjects were moderated using an Umalusi oral assessment moderation instrument. The instrument consists of four criteria, as illustrated in Table 2D.

**Table 2B: Criteria used for the moderation of Computer Applications Technology: PAT**

Technical generic
Quality standards
Moderation
Overall impression

## 2.3 Summary of Findings

The section below presents a summary of the findings of the eight subjects sampled for SBA moderation, the two subjects sampled for PAT moderation and the two languages sampled for moderation of oral assessment. The findings are reported sequentially, starting with SBA, followed by the PAT and, finally, the languages' oral assessment.

### 2.3.1 School-Based Assessment

The moderation of the SBA focused on the conduct, administration and management of the SBA tasks at the various levels.

#### a) Moderation of teacher files

##### i. Technical aspects

The teacher files for four of the eight subjects sampled were well organised, up to date, accessible and easy to navigate. All the SBA tasks and other relevant documents, such as the annual teaching plans, programmes of assessment, marking guidelines, mark sheets and moderation reports, were available in the four teacher files, as required by policy. The SACAI met the technical aspects criterion in the four subjects and partially satisfied the criterion in four other subjects.

The four subjects that partially complied with this criterion were Agricultural Sciences, History, Business Studies and Mathematical Literacy. One centre sampled for Agricultural Sciences did not submit a teacher file. Three out of the four teacher files of Business Studies did not include the annual teaching plans. Task 3 was not included in one History teacher file from one school, while another school did not present Task 2. Analysis grids showing topic weightings and cognitive weightings were not submitted for certain formal assessments, such as controlled tests, June and prep examinations in Mathematical Literacy, Geography and Mathematics.

##### ii. Programme of assessment

The sampled schools/centres produced mixed success in the programme of assessment. In Accounting, Business Studies, Mathematical Literacy and Life Orientation, schools/centres adhered to their programmes of assessment as stipulated in the SACAI subject guidelines. Each assessment task reflected a specific topic/content as prescribed. Deviations were, however, observed in subjects such as Geography, History, Mathematics, Mathematical Literacy and Agricultural Sciences.

In Geography, all sampled centres/schools did not include a programme of assessment for verification. The non-inclusion of the programme of assessment suggested that although tasks were similar across centres, validation of dates of implementation could be done only through reference to learner evidence.

In History, one centre followed the programme of assessment as required and the methods of assessment and marking tools used were appropriate. Most schools/centres did not follow the programme as outlined.

In Agricultural Sciences, most schools submitted a fully completed programme of assessment signed by all relevant stakeholders, while one centre did not submit a programme of assessment as prescribed by the SAG.

In Mathematics, three schools out of the four that submitted complied with the policy for the programme of assessment regarding the number and nature of tasks administered. The content covered was generally aligned to the curriculum assessment policy statement (CAPS); one centre did not comply.

iii. Assessment tasks

The CAPS/SAG require that each assessment task covers the prescribed topics and content adequately, while also being reflective of subject-specific teaching strategies, such as project-based and discovery learning.

The SACAI SAG for Accounting prescribe the administration of three alternative forms of assessments, structured in a manner that would provide multiple opportunities for learner development and assessment of different skills. Only one centre complied with the requirement, by including a project and a case study. The rest of the schools/centres used test/examination-type tasks that teachers copied from previous examination questions.

All the administered SBA tasks in Agricultural Sciences, Business Studies, History, Geography and Life Orientation covered the prescribed subject content as specified in the SAG policy 2021 for Terms 1, 2 and 3. The various topics assessed were relevant and appropriate, and in line with the SAG.

The Mathematics content of assessment tasks was only partially aligned to the SAG, as some tasks displayed some discrepancies. One school did not include Grade 11 work in the mid-year examination; hence the examination was not compliant with the SAG. In Paper 2, the SAG requires that four topics be assessed. However, only two topics, Analytical Geometry and Trigonometry, were assessed, leaving out Statistics and Euclidean Geometry. The entire question paper was based mostly on knowledge and routine procedures. Another centre did not complete any assessment tasks in Term 2 and the centre did not provide an explanation for the incomplete SBA. Four schools/centres did not comply with the required cognitive distribution as per policy. Tasks lacked sufficient questions that demanded complex procedures and problem-solving. The SACAI provided both the preliminary examination question papers to all schools/centres that were sampled and moderated.

iv. Technical layout of assessment tasks

In Accounting, Agricultural Sciences, Business Studies, Geography, History, Life Orientation and Mathematics, the layout of the assessment tasks was acceptable. The SBA tasks were in line with the format and structure as outlined in the SAG and examination guidelines for 2021. The names of the schools/centres, time allocation, subject and instructions to the learners were clearly indicated on the front page of each assessment task. The layout of the assessment tasks and numbering, page numbering and headers and footers adhered to the required format. Instructions and mark allocations were clearly stated and provided adequate information

to guide learners properly. The SACAI had ensured that all centres organised files according to their requirements. They provided schools with relevant administrative documentation to ensure conformity and uniformity of files.

However, a few deviations were detected in Life Orientation, Agricultural Sciences and Business Studies. In one school, one task complied with most of the required technical criteria and embraced diversity, as it was accessible to learners with barriers to learning. However, the task did not include certain elements, such as time allocation, duration and submission dates. Headers and footers were evident in the trial paper but not in the June paper.

The structure and format of the Agricultural Sciences assessment task did not comply with the SAG document in one school. The mid-year and trial question papers were incorrectly numbered. One school sampled for Business Studies used an incorrect format/structure in one of the assessment tasks.

v. Effectiveness of questioning

This criterion requires that assessment tasks reflect applicable assessment frameworks particular to a subject. Questions must reflect a certain level of innovation, where assessment tasks encourage problem-solving skills, critical thinking and reasoning skills.

Four of the eight subjects sampled adhered to the required assessment frameworks, conforming to the cognitive levels as prescribed in the SAG and examination guidelines. Most schools/centres designed controlled tests, practical investigation (where applicable), assignments and mid-year and trial examinations of good quality. A variety of cognitive verbs/action verbs were used when setting the different tasks, tests and examinations. The responses on the marking guidelines were appropriately aligned to the requirements of the instructional verbs in the questions. The tasks were appropriately designed to ensure reliability and adherence to setting and marking standards. The assessment tasks encouraged problem-solving, critical thinking and reasoning skills.

In Geography, questioning techniques enabled well-grounded analysis and interpretation of topographical maps and orthophoto maps, ensuring basic recalled knowledge as well as application and analysis. Questioning techniques also occasioned the drawing or illustration of labelled and annotated diagrams; however, deviations were evident in History, Business Studies, Mathematical Literacy and Mathematics. In History, there were source-based questions and an essay question from one school that were sub-standard, compared to the November Grade 12 question paper. The task did not have choice questions.

In Business Studies, a variety of action verbs were used when setting the different tasks, tests and examinations. However, the standard and quality of these questions were partially compliant to the expected cognitive demand levels. The case studies used in the assessment tasks did not encourage discovery learning and choice questions were not of equal difficulty, especially with reference to Section B and Section C in the question papers.

The questioning techniques in Mathematical Literacy needed attention as some of the questions were vague and lacked proper instructions. In Mathematics, all tasks are to be set with appropriate weighting across all cognitive levels as per SAG prescriptions. The common preliminary examination provided by the SACAI contained inadequate questions based on the higher cognitive levels (complex procedures and problem-solving). According to



the SAG, 30% of examination tasks should be based on complex procedures and 15% on problem-solving. The investigation tasks used by schools/centres did not sufficiently represent appropriate features of an investigation. It consisted mainly of leading questions followed by direct application. It lacked sufficient exploration, discovery and critical thinking dimensions.

vi. Question types

In Agricultural Sciences, Business Studies, Geography and History, the question types ranged across the weighted allocation of the cognitive levels. Instructional verb usage and context of content examined were compliant with taxonomy prescripts. The question types were adequately designed to measure candidates' abilities and included a multi-tiered model of classifying thinking levels of complexity: remembering, understanding, applying, analysing to the level of providing an analysis and synthesis of information.

All categories of taxonomy were adequately catered for. Mark allocations corresponded with the cognitive levels of the set questions of the various administered SBA tasks. In most of the schools/centres, their controlled tests and mid-year and trial examination questions were of good quality and standard and adhered fully to the set subject cognitive demands as prescribed in the SAG and examination guidelines. The set question papers had an appropriate degree of innovation and creativity from the examiners/subject teachers, as they did not repeat the cut-and-paste phenomenon of previous question papers. The language and subject terminology used in the SBA tasks was pitched appropriately for Grade 12 learners.

Schools/centres sampled for Accounting did not adhere to the appropriate Bloom's taxonomy split of 30:40:30 necessary to ensure that a question paper is fair, valid and reliable. It is equally important that cognitive skills are analysed and that tasks are developed and assessed in line with the SAG stipulations. In none of the files from the four schools/centres was there any evidence of analysis grids. It was evident that higher-order skills were assessed, but the analysis grids meant to provide evidence of conformity to requirements were not included in the files.

In Mathematical Literacy, most of the assessment tasks were extracts from previous years' question papers from other assessment bodies. In one centre, the June Paper 2 question paper was a carbon copy of that from a province of another assessment body. The skewed balance in cognitive levels in Mathematics did not expose learners enough to questions across all cognitive levels. The lack of sufficient higher-order questions may lead to a more instrumental learning experience, at the expense of relational understanding. Most tasks were generally examined at cognitive levels 1 and 2 (knowledge and routine procedures). They were generally of the type seen in most revision sheets, past question papers, etc. The tasks lacked innovation.

vii. Source/stimulus material

In five subjects the stimulus materials used in both the controlled tests and trial examination question papers were of the appropriate length and clear for learners to comprehend. The source materials were relevant and appropriate to the framework of topics being examined. A variety of source materials were used across the SBA tasks.

In Geography a variety of materials was implemented, including case studies, infographic materials, extracts, photographs and cartoons. Instructions to the SACAI centres included a requirement to produce colour prints for the candidates, which provided extra clarity and higher resolution images that reduced ambiguity and incorrect interpretations.

In Mathematics, there was evidence of the usage of a combination of real-life source materials in the tasks. The scenarios, case studies and extracts pertaining to Life Orientation assessed the interpretation of skills and evaluation of content. However, there were instances where the reproduced illustrations were not clear or legible.

In Mathematical Literacy, the sources and stimulus responses were of a poor quality and not reader friendly. The layout plan in one assessment task did not have a key, which resulted in some questions being unanswerable.

In Accounting, schools/centres sampled generally used past papers as source and stimulus material. One school/centre allowed the learners to find their own real-life financial statements for the project. It was very pleasing to see how the learners became involved in research and how they benefited from that project.

#### viii. Marking tools

Six out of eight subjects sampled used marking guidelines as marking tools appropriate for the forms of assessments administered. The marking guidelines were available in all teacher files. Five subjects in all schools/centres produced marking tools that were adequately designed and formatted to facilitate accurate and consistent marking. The mark allocations on the marking guidelines corresponded with the mark allocations on the set SBA tasks. The marking tools provided relevant alternative responses to facilitate satisfactory marking.

Deviations were, however, evident in certain subjects. In Agricultural Sciences, the marking guidelines for the SBA tasks for one centre were not submitted for moderation; thus the quality and standard of the SBA marking guidelines could not be established for this centre.

In Business Studies, the marking tools of one school were not appropriate and comprehensive enough to guide and inspire quality marking. The marking guideline did not provide alternative responses. Mark allocation for alternative responses in the marking tools did not correlate with those on the question paper.

The use of a matrix/rubrics was a huge concern in two schools sampled for History. It was evident that teachers in the implicated schools lacked knowledge on the use of the matrix/rubrics for the assessment of paragraph and essay questions. The two teachers did not use rubrics to assess the paragraph questions, but awarded ticks without following the prescribed examination guidelines.

In one June question paper for Life Orientation, it was found that the marking guideline did not cover all aspects of the question paper. Incorrect use of rubrics was noted in one sampled school where a rubric was allocated 80 marks for a formal assessment.

In the Mathematics sample, one school's marking guideline for the June Paper 2 question paper had an incomplete solution to one question and was riddled with errors. Also, alternative solutions were not included in the marking guideline to facilitate valid and reliable marking.

In Mathematical Literacy, three schools did not have mark distributions shown; while another two had errors in their marking tools. Some errors indicated poor content knowledge. The marking tool for Assignment 1 in one school was found to be incomplete, where 20 marks were allocated for only one sentence. The rest of the marking tools of that school had no mark

distribution shown and they contained many errors. The June Paper 2 of the same school had an incomplete marking tool, with Questions 1.1 and 1.2 missing.

- ix. Pre-moderation of assessment tasks and evidence of post-moderation of assessment at different levels

In Accounting and History there was evidence of extensive moderation. Pre- and post-moderation forms were included in all files. The use of different colour pens was evident, which indicated various levels of internal moderation. The same excellent practice was also observed in Agricultural Sciences, which clearly showed evidence of internal moderation at school/centre and cluster levels. The comments on the moderation reports were appropriate and could be developmental for subject teachers.

In Life Orientation, there was evidence of proper internal moderation at one school. There was no evidence of pre-moderation of assessment tasks in three schools/centres.

In Business Studies, the moderation instrument was a mere checklist that did not provide for constructive feedback. The moderation reports did not give detailed feedback or developmental comments to the teachers and learners.

In Mathematical Literacy, there was evidence that in one school no assessments were conducted in Term 2. The teacher file, learner files and mark sheets contained no evidence of assessments in Term 2. There were no reasons provided for the omissions.

In Mathematics there was evidence of inefficient moderation in one school. The total mark allocation for Test 2 was 40 marks and the duration of the test was 60 minutes, which was not compliant with the SACAI SAG. Completion of checklists did not indicate adequate qualitative moderation, but rather clinical compliance without the value of assessment illustrated.

## **b) Content coverage**

- i. Learner performance

A range of marks was evident in six learner files sampled for external moderation in Accounting and Geography, but very few in high mark categories. On average, learners performed more poorly in the examination-type assessment tasks than in other forms of assessment. The poor performance of candidates in Geography could be ascribed to poor content knowledge and/or the candidates' inability to comprehend the questions (inadequate preparation for assessments). Some candidates struggled with recall of basic concepts. Geographical skills and techniques in map work were not adequately mastered, as candidates struggled to demonstrate appropriate laying out of calculations. In some instances, basic geographical computational skills were clearly lacking.

In Agricultural Sciences, learner performance in schools/centres moderated was above average in the controlled test, mid-year and trial examination question papers. The learner performance in the practical investigations and assignments in most schools were also within the acceptable range. The learner files were well organised, neatly arranged and user friendly, except for one school/centre where the learner file did not meet the basic requirements of file organisation and arrangement.

Learners performed well in Business Studies, with an average SBA mark of 60%. However, this performance could be attributed to lenient marking through non-adherence to the marking

guideline and other marking requirements, which might have resulted in those marks being slightly too high. Externally moderated marks for the trial examination displayed a substantial difference in learner performance/achievement from internally awarded marks. Markers did not mark according to the placement of ticks for responses as indicated in the marking tool.

Performance varied from poor to very good in History. The more gifted learners were able to respond to all questions at different levels of difficulty as set in the tasks. Weaker candidates struggled to meet the expectations and demands of the assessment tasks.

The candidates' performance in Life Orientation was average. Most learners were unable to deal with higher-order questions.

Learner performance in Mathematical Literacy varied between average and below average. Learners struggled with space, shape and measurement topics, as well as Financial Mathematics questions. Two learners were disadvantaged due to inaccurate marking.

ii. Quality of marking

The standard of marking in Accounting and Agricultural Sciences was good, with method marks well utilised, with consistency and accuracy. The teachers consistently adhered to the marking guidelines and addressed candidates' responses appropriately. The totalling and transferring of marks from the scripts to the recording sheets were accurate and correct.

In Geography minimal deviations occurred between markers and moderators, but where deviations occurred, it was largely due to inadequate and omitted responses on the marking tool.

In Agricultural Sciences there was sub-standard marking of SBA tasks in two schools/centres, where the mid-year and preparatory examination scripts were not fully marked. The quality of marking in Business Studies was also unacceptable. The marking of tasks, tests and the examination were inconsistent. Ticks were not always according to those on the marking tools. For example, the introduction in the essay is allocated one mark and not two; markers corrected learner responses with a red pen and still allocated marks for those corrections; markers exceeded the sub-total and/or maximum allocated for a particular response; and ignored specific instructions such as "Do not award marks if the motivation is incorrect".

In History, the quality of marking in one school and one centre was below standard and inconsistent. It was evident that teachers in the school and centre lacked knowledge in the use of a matrix for paragraph and essay marking.

There was leniency, or sympathetic marking, by some teachers in Life Orientation. Marks were awarded where the fact was not clear or, in several cases, where they did not meet the specifics of the question. This resulted in a large number of mark discrepancies. The variances were in the range of more than ten marks at one school, where the learner obtained 62 marks and, after moderation, only 52 marks. At another school a learner obtained 71 marks in the June examination paper and, after moderation, 62 marks was awarded.

There were differences in mark allocations between the marker (teacher) and moderators in Mathematics, but the differences were within an acceptable tolerance range. The quality of marking was therefore acceptable.

Marking in Mathematical Literacy was of poor quality. There was evidence of limited adherence to the marking guideline. In some instances, correct responses were marked wrong due to lack of content knowledge. The external moderator increased marks in two cases, from 87 to 99 and 76 to 84, respectively; and decreased marks for one case, from 60 to 46. There was evidence that incorrect answers appeared in the marking guideline due to poor content knowledge.

iii. Moderation of learner files

In Accounting and Agricultural Sciences there was extensive internal moderation reflected by black and green pens in all the tasks of the files presented for verification. The quality of the moderation was good, despite some small variations in marks. Very good post-moderation of learner files took place, as required by the SAG policy, at school and cluster level. The post-moderation reports and comments were appropriate and developmental for subject teachers.

School/centre reports captured findings adequately after moderation of files for Geography but did not provide suggested improvements and comments about learner performance.

Internal moderation in Business Studies in four schools/centres was inaccurate and/or unreliable, as the allocation of split ticks versus double ticks for learner responses remained a challenge for schools/centres. There was evidence of post-moderation and analysis of individual learner performance, but there was no evidence that learners received any feedback.

The internal moderation of History at three schools/centres was done superficially. Internal moderation could not pick up the errors of the marker. There were no constructive comments or feedback to markers. Some of the learner scripts were inaccurately and inconsistently marked.

Marking in Life Orientation was problematic at two schools/centres. At one school, for example, a learner was allocated marks without any evidence of marking on the script. The learner obtained 26 marks, but after moderation 49 marks was allocated. At another school, a learner obtained 67 marks for Task 1, but after moderation 48 marks were awarded. Remarking of learner scripts was also difficult, as most teachers did not indicate sub-totals. The principle of one tick (P) equals one mark did not apply in most marked scripts.

There was evidence of moderation at school/centre and SACAI levels in Mathematics, but internal moderation at school level in some schools needed attention. Learners were not provided with constructive feedback to enhance learning and understanding.

Regular moderation took place in Mathematical Literacy but the quality of the internal moderation was sub-standard, as numerous errors in the marking of learner assessment tasks were noted. Qualitative learner feedback lacked in most schools.

### **2.3.2 Practical Assessment Tasks**

The findings of the verification of the PAT conducted on a sample of seven centres/schools for Computer Applications Technology and four centres/schools for Visual Arts are summarised in this section.

**a) Teacher files**

i. Technical generic

The moderation of the Computer Applications Technology PAT was riddled with challenges resulting from the electronic submission of data files for desktop moderation and, probably, communication between Umalusi and the SACAI. Schools/centres were required to submit electronic copies of the PAT folders to the assessment body for both teachers and learners. Two schools/centres submitted files that made it difficult for moderation. Five schools/centres did not submit teacher files for moderation.

Visual Arts teacher files for the sampled schools/centres were evaluated and there was evidence that regional moderation of the tasks was conducted. It was, however, noted that the marks were inflated by about 10%–20%.

ii. Programme of assessment

Most sampled schools/centres completed the three phases of the Computer Applications Technology PAT. In one school, phase 3 could not be found in either the mark sheet or the submitted learner files. Practical tasks for the Visual Arts were also completed as required in all the sampled schools/centres.

iii. Assessment task and marking tools

For Computer Applications Technology, all sampled schools/centres used the prescribed PAT marking tools, including both teacher guidelines and learner guidelines. The schools/used the approved marking guidelines or marking tools for the tasks administered in the three phases.

The quality of the assessment tasks in the Visual Arts sample was not satisfactory. Two of the three schools/centres moderated used old themes from the NSC DBE/SACAI Paper 2 and instructions contained in the Visual Arts PAT guideline document. However, one school/centre of the three designed good quality instruction, which included sufficient helpful stimuli.

iv. Cognitive demand and levels of difficulty of the set tasks

This criterion applies to Visual Arts only and the task submitted for moderation was of acceptable standard. The task adhered fully to William's Taxonomy, as used in Visual Arts. It satisfied all the requirements to be applied in the creation of the sourcebook and the final artwork. Such requirements are fluency, risk taking, flexibility, originality, complexity, curiosity, elaboration and imagination.

v. Adherence to assessment policies and systemic assessment practices

All the centres sampled for Visual Arts adhered to the assessment policies. There was, however, evidence pointing to a lack of quality control processes within the centres regarding pre- and post-moderation of the PAT tasks. Inflation of marks could have been avoided if internal moderation had been done thoroughly before the marks were recorded.

vi. Internal moderation

There was no evidence to show that internal moderation took place at school/centre level on the tasks in all the sampled schools/centres. Though regional moderation was conducted, the feedback provided did not explain why the marks were changed, which was an indication of a partial moderation.

vii. Overall impression

This criterion applies only to the Visual Arts. The tasks were all completed according to the SAG requirements. Retrospective exhibition marks were recorded in line with the PAT task mark, even though some were suspected to be inflated; except in cases where candidates had to rework some of their artworks.

The Visual Arts presented good quality images of the practical work and digital exhibition of the year work, drawings, sourcebook and final artworks.

**b) Learner files**

i. Learner performance

The learners' performance for Computer Applications Technology PAT was mainly satisfactory as most learners performed well; although two schools did not submit the mark sheets. There were four learners with a PAT mark of less than ten out of 100. Included in that was a learner with a mark of 1/100. Unfortunately, those learners' files were not submitted for moderation.

Learners' performance in the Visual Arts was also not impressive. Learners' art skills were weak and underdeveloped as they displayed poor basic drawing skills and weak presentations. There was evidence of very little experimentation of material, tonal compositional drawings in the sourcebooks. Time management was also a challenge as the final artworks were not reflective of the invested minimum of 12 hours to 24 hours for the Grade 12 artwork. However, in one school/centre learners presented exceptional drawing skills and very interesting material.

ii. Quality of marking

Marking in the Computer Applications Technology PAT tasks was done using the marking tools designed and approved for marking the PAT. Even though marking was done following a rubric, at one school marking was lenient, with the rubric used as a checkbox and less attention paid to the quality of the work. Some teachers did not adhere to the marking rubric. In the Visual Arts PAT, marking was inappropriate. There were so many inaccuracies, including the inflation of marks by between 10% and 20%. The work presented by learners was not reflective of the marks allocated, as the presentations were of poor quality. However, the marks allocated in one centre for sourcebooks were appropriate and marking was of acceptable standard.

iii. Moderation of learner files

Pre-moderation of the Computer Applications Technology PAT was conducted by Umalusi and the PAT was approved for implementation. Post-moderation of the different PAT implementation phases by the assessment body came under scrutiny in five schools/centres, with the SACAI moderating those schools/centres in a standardised manner. The SACAI moderated all the schools/centres sampled for moderation. However, the same cannot be said for Visual Arts, as there was virtually no evidence of any form of moderation of the learner files.

### **2.3.3 Oral Assessment**

The findings of the moderation of oral assessment conducted on a sample of two subjects are summarised in this section.

**a) Teacher files**

i. Technical aspects

Seven schools were sampled for moderation of English Home Language (HL) oral assessments.

Most schools/centres partially adhered to the SACAI languages oral assessment requirements. There were varied deviations where several documents that should be contained in the teachers' files were omitted. In two centres, all assessment task sheets did not have marks or scores for learners. Three centres used incorrect rubrics that were not prescribed by the SACAI for different oral assessment tasks. All centres/schools included oral mark sheets for many learners without marks.

In Afrikaans HL, four of the seven schools/centres submitted well-organised teacher files for oral assessment moderation. The files adhered to all the requirements as prescribed in the SACAI SAG. Five schools/centres did not include internal moderation reports and, in one teacher file in one centre, the oral assessment rubrics/marketing guidelines were not included.

ii. Quality of assessment tasks

The SACAI schools/centres did not use a common approach to address the Unprepared Speech task in English HL. Substantial differences were noticed in time allocations in several topics, ranging from two minutes to 20 minutes. Substantial differences between schools/centres occurred. One centre did not administer the unprepared task. In another school no tasks, marking guidelines/rubrics and evidence of moderation were available.

Three schools/centres adhered to the prescribed length of 700 to 800 words for the Listening Comprehension text and complied with the requirements of the subject and examination guidelines. At another centre, the text was fewer than 400 words. The short text impacted negatively on the quality of questions; consequently, there was an overlap in responses to Questions 7, 9, 10 and 12, although the cognitive levels of questions were pitched at the required levels.

The listening text at one school had a high level of language complexity and was challenging for listening for information. All questions posed to candidates were not for a listening task. An open-ended question that required a learner's view was not aligned to the listening assessment task and was better suited for written assessment.

Prepared Speech 2 was also administered, and one centre did not include an oral assessment task sheet in the teacher file. Four schools/centres did not align the speeches with the examination guidelines that prescribed a response to a written literary text. All the schools/centres adhered to the time allocation of four to five minutes, except for two schools/centres that allocated two to three minutes.

In the Unprepared Speech for Afrikaans HL, six of the seven schools/centres produced good work, with ample guidance provided to candidates. The correct rubrics were used and candidates were given five topics from which to choose one. One school/centre submitted no evidence of guidance and did not use the correct assessment rubric for Unprepared Speech. Three schools did not submit the texts for the Listening Comprehension assessment task. One school did not submit anything on the Listening Comprehension assessment task. All schools/centres complied with the criteria set for Prepared Speech, but the incorporation of additional aids/resources by candidates during speeches is an area that needs much attention: it was non-existent in five of the seven schools/centres.

iii. Moderation

Moderation of assessment tasks was done sporadically at different levels of moderation of oral assessment tasks. Moderation at both the school and regional level was conducted randomly



on different assessment tasks, as though there was no plan to follow. As a result, some tasks were moderated at school/centre level but they were not moderated at regional or cluster level.

iv. Overall impression

The SACAI conduct, administration and management of language oral assessments was not thorough. Most schools/centres did not have the latest examination guidelines; hence, teachers were not aware of the assessment tools and the requirements of all the oral assessment tasks to administer. Pre- and post-moderation at all levels was done scantily and, where it was done, it was not rigorous. There were, as a result, assessment tasks that were not aligned to the assessment guidelines.

**b) Learner files**

i. Learner performance

Most learners in English HL made a serious attempt to present proper oral tasks. They therefore deserved relatively good marks. The use of additional material/references by candidates was very limited. In two schools/centres the learners did not submit written responses in respect of oral tasks, as is expected in the examination guidelines. The demonstration of critical language awareness was, in general, a problematic area, as learners struggled to use figurative language, rhetorical devices and complex English HL grammar.

The two Prepared Speeches and Unprepared Speeches in two schools/centres were over-assessed and the marks inflated. All learners spoke for less than the allocated time per task. In three other schools/centres, many learners read their speeches. One school did not submit any files with meaningful information for verification.

In Afrikaans HL, the inaccessibility of most online files made it extremely difficult to verify learner performance. In those files that could be accessed, learners in general displayed sufficient skills in basic critical language awareness when expressing considered judgements, idioms and related figurative references. In the case of four schools/centres, written responses in respect of oral tasks were not available. A few learners from different schools/centres applied additional material/references in the presentation of Prepared Speeches. Learners performed well with the Listening Comprehension task.

ii. Internal moderation of learner files

In English HL the various schools/centres dealt with moderation differently. Two schools/centres moderated three of the four oral tasks, but not a Listening Comprehension assessment task. The learners received no detailed feedback after moderation, except for the ticked boxes on the moderation instruments. Regarding the Listening Comprehension task, there was evidence of post-moderation in black ink on the learner scripts in one school; however, there was no evidence of internal pre-moderation and post-moderation reports for three of the four oral assessments. Pre- and post-moderation reports were available for the Listening Comprehension plus the two Prepared Speeches at two other schools, but no evidence of pre- and post-moderation for the Unprepared Speech (Task 9).

Internal moderation at school level was a neglected area in sampled schools/centres where Afrikaans HL is taught. Only one of the seven schools/centres provided adequate feedback after school/centre moderation. The other schools/centres provided signatures and dates

only, which was not appropriate evidence of internal moderation. The assessment body moderated all schools/ centres.

## **2.4 Areas of Improvement**

Umalusi noted the following areas of improvement:

- a. The SACAI developed excellent learner mark summary sheets that were used in four schools/ centres to capture all the marks obtained by learners in Agricultural Sciences for the various SBA tasks and the conversions thereof; and
- b. The SACAI submitted, from four schools/centres, audible, clear recordings of the speeches as well as learner evidence for all four oral assessment tasks.

## **2.5 Areas of Non-Compliance**

Umalusi noted the following areas of non-compliance:

- a. Non-submission of the teacher file required for SBA moderation from one centre (Agricultural Sciences); non-submission of marking tools in a teacher file in one centre (Business Studies); and non-submission of a programme of assessment in all centres (Geography);
- b. Partial compliance with the SACAI SAG and CAPS policy documents in Accounting, Business Studies and Mathematical Literacy;
- c. Poor quality of marking resulting from non-adherence to the marking guidelines, incomplete marking of scripts, inconsistency in marking, lenient marking and poor use of rubrics in Agricultural Sciences, Business Studies, History, Life Orientation and Mathematical Literacy; and
- d. Sub-standard quality of internal moderation by some schools/centres, where moderation lacked rigour, depth and provision of qualitative feedback to teachers and learners in Geography, History and Mathematical Literacy.

## **2.6 Directives for Compliance and Improvement**

The SACAI must:

- a. All schools/centres submit all the necessary documents for SBA, PAT, and oral assessment moderation as per Umalusi requirements;
- b. The schools/centres are guided on assessment item design in relation to the SACAI subject assessment guidelines and the distribution of items across cognitive levels; and
- c. The schools/centres conduct internal moderation with rigour and depth in all subjects.

## **2.7 Conclusion**

The conduct, administration and management of the SBA was on the right track with significant improvements evident in several areas. However, there is a need for improvement in the conduct, administration and management of the PAT and language oral assessment. There is a need for common assessment standards and practices in all the SACAI-registered schools/centres for the conduct, administration and management of the PAT in specified subjects and across the languages in oral assessments. Some schools/centres demonstrated thorough knowledge and understanding of sound assessment practices, while others remained lacking in the implementation of the required high-level educational competencies.

# CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATION

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## 3.1 Introduction

The monitoring of the state of readiness to conduct national examinations is one of the quality assurance processes that Umalusi uses to determine the level of risk assessment bodies might encounter in the conduct, administration and management of an examination.

The main objectives of the audit were to:

- i. Evaluate the level of preparedness of the South African Comprehensive Assessment Institute (SACAI) 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 SACAI had systems in place to ensure the integrity of the November 2021 NSC examination; and
- iv. Provide feedback on the SACAI state of readiness to conduct the 2021 November NSC examination.

The findings, as outlined in this chapter, account for the state of readiness of the SACAI. The chapter, further, recognises areas of improvement as well as areas of non-compliance. Directives for compliance and improvement are issued, which require that the SACAI prepare an improvement plan on which the assessment body must report.

## 3.2 Scope and Approach

Umalusi adopted a risk management-based approach to determine the level of preparedness of the SACAI to conduct, administer and manage the November 2021 NSC examination. This approach aims to identify any potential risks that might hinder the SACAI in delivering a credible examination.

The following process was followed:

- a. The SACAI conducted and submitted a self-evaluation report.  
This allowed the SACAI to conduct a self-evaluation on its state of readiness to administer and manage the examination, and to submit a report to Umalusi. Umalusi evaluated the report and developed a risk profile for the state of readiness of the assessment body.
- b. Evidence-based verification  
Umalusi conducted on-site verification to evaluate the supporting evidence that the SACAI had submitted with the self-evaluation report.

Overall, these processes provided critical information that was instrumental in Umalusi making a judgement on the state of readiness of the SACAI to conduct, administer and manage the November 2021 NSC examination.

### 3.3 Summary of Findings

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

**a) Management: capacity to carry out the quality assurance of examination and assessment process by assessment body**

The SACAI appointed adequate, experienced staff to carry out the quality assurance of its systems. The process provided an assurance of the readiness of the SACAI to conduct the November 2021 examination.

**b) Registration of candidates and centres**

i. Candidates' registration

The registration of candidates was managed efficiently. The candidates applied online. The applications were managed successfully and were uploaded to the registration capturing system. The candidate data was submitted timeously to the Umalusi Certification Unit for processing.

The SACAI has shown a steady increase in the number of candidates who have enrolled to write its national examination. The number of candidates captured on the examination data system for the November 2021 NSC examination was 4 177, compared to 2 927 in 2020.

The SACAI, through its functional concession committee, successfully adjudicated the applications for concessions of candidates with special needs. For the 2021 cohort, the SACAI granted examination concessions to 302 qualifying candidates, compared to 204 who received concessions in 2020.

ii. Examination centres

Umalusi requires that assessment bodies conduct an audit of their examination centres and report to Umalusi. The SACAI outsourced this audit to a service provider. The SACAI did not report any risks.

Of the 72 examination centres registered by the SACAI, 54 were granted concessions by Umalusi, based on the information provided by the SACAI. It later came to Umalusi's attention that complaints had been levelled against one of the centres approved for a concession, Teach Them Christian College. The SACAI was requested to investigate the allegations levelled against this centre and report to Umalusi. In addition, the SACAI was requested to indicate the date on which the centre had been audited to ensure its suitability as an examination centre, and to submit the audit report to Umalusi. By the time of the state of readiness reporting process, the SACAI had not submitted the requested audit report to Umalusi.

The SACAI omitted to identify the centre as a high-risk centre or inform Umalusi of plans to mitigate the risk.

**c) Printing, packing and distribution**

The SACAI had security measures in place for the printing, packaging, storage and distribution of question papers. A service level agreement with two service providers was entered into, one responsible for printing and packaging and another for the distribution of question papers. Both contracts were approved and implementable.

Umalusi noted the following evidence of security measures in place:

- i. The building in which all activities related to the printing of question papers was secured. An alarm system linked to a 24-hour armed response security company was installed at the site.
- ii. Improved scanning was noted. The SACAI incorporated a unique coding system to electronically scan question papers.
- iii. The SACAI set out stringent security measures for the storage of question papers, including an access control management register.

Umalusi confirmed that a detailed management plan was in place for the printing, packaging and distribution of question papers and other examination material at the time of the verification visit conducted to the SACAI. The following were also noted:

- i. The printing was managed in-house through a company contracted by the SACAI to perform the task.
- ii. Examination material was printed in a security-controlled environment, in line with the security measures developed by the SACAI.
- iii. The printing room was equipped with surveillance cameras to monitor movement in and out of the area. An appointed security guard provided physical security from 06:00 to 18:00 in and around the premises. In the evenings, an armed response security company monitored the facility. All printing was completed in September 2021 and confirmed at the time of the Umalusi visit.
- iv. The SACAI reinforced the security of question papers by ensuring that the question papers and returned examination scripts were sealed in tamper-proof packages. In 2020, the SACAI initiated the use of tamper-proof stickers on the packaging of question papers; in 2021 the measure was extended to the examination scripts.

The packing room was fitted with surveillance cameras to monitor movement in and out of the facility. The facility was fitted with a security gate with keypad access to ensure strict control over entry and allowed only designated persons to gain access to the packaging area.

The evidence confirmed that distribution of question papers was integrated with the entire management plan developed for printing. Security measures for the distribution of examination question papers were in place. These included the use of lockable bins during transportation of examination material by a courier company. The contracted courier vehicles used to transport question papers were fitted with tracking devices. The SACAI had a system in place to monitor the delivery of examination material to examination centres.

Overall Umalusi was satisfied with the measures the SACAI had in place to safeguard the question papers.

#### **d) Management of school-based assessment (SBA)/practical assessment task (PAT)**

The SACAI put in place clear quality assurance systems for the management of SBA and PAT. Moderators were trained, to ensure that they were well instructed in the required standards for each subject.

Considering the prevalence of COVID-19 and the restrictions imposed as a result, the SACAI opted to conduct SBA-related processes online. Institutions submitted learner files electronically and, where necessary, in hard copy format, for internal and external moderation.

Second-round moderation plans were submitted to Umalusi for verification of the SBA marks. Umalusi was scheduled to conduct external moderation in October 2021.

#### **e) Monitoring of examinations**

The evidence provided indicated that the SACAI was adequately prepared for the monitoring of the writing of the examination. The strategies in place, which Umalusi verified, included the following:

- i. The profiling of examination centres according to risk levels was in place.
- ii. Content developed for online training of monitors by the contracted service provider was relevant and fit for purpose.
- iii. Monitoring plans for the examination were finalised and the appointed monitors had received these.
- iv. Monitors had valid contracts entered into with the SACAI.
- v. Protocols were in place for implementation to address COVID-19 health and safety restrictions during the writing of the examinations.

The SACAI contracted a private company to assist with monitoring the conduct of examinations. All appointed invigilators were trained by the SACAI through a contracted private company. As was the case in 2020, the SACAI relied on the use of an electronic training booklet (e-book) for training invigilators at the examination centres. Umalusi observed that the SACAI had incorporated the non-compliance issues raised in 2020 relating to invigilation in the material prepared for the 2021 invigilator training programme.

#### **f) Management of examination irregularities**

The SACAI has a functional structure, the Examination Irregularities Committee (EIC), to deal with examination- and assessment-related irregularities. Measures to manage examination irregularities were in place and were incorporated in the training material for invigilators, monitors and markers.

#### **g) Marker audit and appointments**

Marker selection and appointments had been finalised and a database of appointed markers established.

The SACAI developed a comprehensive management plan for implementation during the marking of the November 2021 NSC examination, which captured all important aspects of the marking process. These included the appointment of markers and examination assistants, marking dates for the three groups of markers identified, training of markers, raw mark capturing and standardisation and resulting. Letters of appointment had all been communicated to appointed markers. The SACAI planned to commence with staggered marking on 5 November 2021.

The SACAI had available a revised policy on marking, which detailed the revised criteria for recruitment and appointment of markers. The plans for recruitment, selection and appointment of markers were also made available. Umalusi conducted the audit of appointed markers on 16 and 17 October 2021, through a desktop audit of documents used in the process of recruiting and appointing markers. The findings of the audit were captured in detail in the quality assurance of assessment report (Chapter 4) for the SACAI.

#### **h) Systems for capturing of examination and assessment marks**

The system and management plans were found to be in place for capturing the November 2021 NSC examination marks.

### **3.1.2 Areas with Potential Risk to Compromise the Credibility of Examinations**

The omission by the SACAI to identify the potential risks associated with Teach Them Christian College posed a risk for the conduct of the 2021 NSC examinations..

### **3.4 Areas of Improvement**

There were no areas of improvement noted during the Umalusi audit of the SACAI state of readiness to conduct, administer and manage the 2021 NSC examination.

### **3.5 Areas of Non-Compliance**

The following areas of non-compliance were noted:

- a. The SACAI failed to audit, profile and identify examination centres deemed to be high risk for the conduct, administration and management of the November 2021 NSC examination and failed to inform Umalusi of such centres.

### **3.6 Directives for Compliance and Improvement**

The SACAI is required to ensure that:

- a. A rigorous audit of examination centres is conducted and ensure that all examination centres identified and profiled as high risk are reported to Umalusi; and
- b. A strategy to mitigate potential risks identified at centres classified as high risk is submitted to Umalusi prior to the commencement of the examination.

### **3.7 Conclusion**

The findings revealed that although the SACAI managed to put in place processes and procedures to meet the requirements of the key indicators, which demonstrated its level of readiness to conduct, administer and manage the November 2021 NSC examination, the non-adherence to the accreditation requirement, as mentioned-above under 3.3.1 (b)(ii), requires immediate attention.

Umalusi recognises, with appreciation, the effort exercised by the SACAI in putting all health protocols in place to manage the November 2021 NSC examination under the COVID-19 conditions that remain prevalent in the country.

# CHAPTER 4 AUDIT OF APPOINTED MARKERS

## 4.1 Introduction

Umalusi conducts an audit of appointed markers to ensure that the assessment bodies' internal controls, processes, guidelines and policies for appointing markers for the National Senior Certificate (NSC) examinations are adequate, effective and in compliance with Personnel Administrative Measures (PAM). To this end, Umalusi deployed its moderators and verifiers to the South African Comprehensive Assessment Institute (SACAI) to conduct the audit.

This chapter presents the audit findings on the appointment of the marking personnel for the marking of the SACAI November 2021 NSC examinations. It describes the scope and approach, summarises findings, highlights areas of improvement and of non-compliance and issues directives for compliance and improvement.

## 4.2 Scope and Approach

Umalusi sampled 12 subjects for the audit of the appointed markers (Annexure 4A).

The audit was conducted off-site, through a desktop evaluation of evidence that the SACAI submitted on the selection and appointment of markers, as per requirements. The documents submitted included among others, the following:

- the SACAI requirements/criteria for appointment of markers across levels/positions;
- 2021 circulars/advertisements for the recruitment of markers and the Marker Application Form(s) issued;
- the database/spreadsheets/records/ electronic files extracted from the database of all appointed markers for all subjects, including the lists of appointed markers, reserve markers and novice markers; and
- minutes of the selection panel meetings held during the selection process.

The SACAI submission was analysed using the criteria as listed in Table 4A.

**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 marker	Marking experience
Internal moderators	



## 4.3 Summary of Findings

### 4.3.1 Compliance to Notional Marking Time

Umalusi used the notional marking time, the number of days allocated for marking a subject and the number of scripts to determine the adequacy of markers per subject. The number of appointed marking personnel varied from subject to subject. Due to low candidate enrolments across the subjects, the SACAI could not appoint markers at all levels. As per the SACAI policy on marking, in cases where the number of entries for a subject is very low in relation to others, only two markers are appointed: one will act as chief marker/internal moderator and the other as a marker.

#### a) Markers

The SACAI used the notional time and the number of scripts available to determine the number of markers to be appointed. Sufficient markers were appointed in all the subjects sampled for the audit. For instance, the SACAI appointed three markers to mark 340 scripts for Accounting in five days. This complies with the prescribed norm time of 29 minutes per script.

The SACAI made provision for the appointment of at least one novice marker per subject, where possible. The SACAI complied with its marking policy and appointed a minimum of 10% novice markers in seven of the 12 audited subjects.

The list of rejected and reserve markers was not made available as Umalusi had requested. It is important to keep a list of reserve markers to draw from to mitigate marker shortages in instances where appointed markers may no longer be available.

#### b) Senior markers and deputy chief markers

The SACAI does not apply the ratio of one senior marker to five markers and/or one deputy chief marker to five senior markers across subjects, despite having more than five markers in a subject. The SACAI did not appoint senior markers and deputy chief markers in all subjects, despite having more than five markers per paper. The following are examples of the sampled subjects where more than five markers were appointed: In Mathematical Literacy, 17 markers were appointed for Paper 1 while for Paper 2, 11 markers were appointed. In Mathematics, 12 markers for Paper 1 and 13 markers for Paper 2 were appointed. In Business Studies, 21 markers were appointed for marking. The SACAI policy on marking does not make provision for the appointment of senior markers and deputy chief markers despite the need to do so. The non-appointment of senior markers and deputy chief markers in subjects with more than five markers can have a negative impact on the quality of marking and internal moderation. Two or more levels of internal moderation increases the credibility of marking.

#### c) Chief markers and internal moderators

According to the SACAI's revised policy on marking, one chief marker and one internal moderator should be appointed per subject per question paper. There was compliance in 11 of the 12 subjects audited, the exception being Information Technology where no internal moderator was appointed for either Paper 1 or Paper 2. The SACAI appointed one chief marker per paper, for the moderation of 122 scripts; no internal moderator was appointed. Contrary to this was Agricultural Sciences, where the internal moderator was appointed for the marking of 79 scripts. The moderation of Information Technology may be compromised by the unavailability of an internal moderator.

### 4.3.2 Qualifications and Subject Specialisation

According to policy, it is a requirement for appointment as a marker that applicants have at least a Bachelor's degree, which must include the subject concerned, or a related subject, at least at second-year level.

#### a) Markers

The appointed markers in all subjects sampled complied fully with the SACAI's criteria; all possessed a minimum of a Bachelor's degree that included the subject concerned at second-year level. Foreign qualifications were noted in Business Studies and Mathematics, both of which had the required endorsements. No relaxation of qualifications and subject specialisation requirements was necessary.

#### b) Chief markers and internal moderators

The appointed chief markers and internal moderators of the audited subjects had a minimum of a Bachelor's degree that included the subject concerned, at least at second-year level.

### 4.3.3 Teaching Experience

The required experience for all SACAI marking personnel is a minimum of four years' teaching at Further Education and Training (FET) band and at least two years' teaching the subject at Grade 12 level in the past three years.

#### a) Markers

All appointed markers complied with all the requirements for appointment as markers. Each had at least two years' teaching experience in the subject they had applied to mark. The appointed markers were currently teaching the subject at Grade 12 level. Unlike in previous years, no retired teachers were appointed to mark in 2020.

#### b) Chief markers and internal moderators

The appointed chief markers and internal moderators complied with the SACAI's appointment criteria of a minimum of two years' experience as a teacher of the subject in Grade 12 in the past three years.

### 4.3.4 Marking Experience

#### a) Markers

The appointed markers (including four novice markers) in the sampled subjects complied with a minimum of four years' teaching at FET band and a minimum of two years' experience of teaching the subject at Grade 12 level in the past three years. However, three appointed novice markers did not fully meet the teaching experience requirements. The appointed novice markers for Mathematics Paper 1 and Mathematical Literacy Paper 1 both had one year of teaching experience. The novice marker appointed to mark Accounting had three years' teaching experience at FET band but did not meet the two years' experience of teaching at Grade 12 level.

#### b) Chief markers and internal moderators

The appointed chief markers and internal moderators complied with the SACAI teaching experience requirement of two years' teaching the subject at Grade 12 in the past three years. All the audited chief markers and internal moderators had more than six years' teaching experience in the subject concerned.

#### 4.3.4 Marking Experience

##### a) Markers

While no marking experience is required for appointment as a marker, the SACAI prioritised experienced markers. Markers with little or no experience of marking NSC question papers were appointed on a probation basis. The SACAI indicated that such markers would be closely monitored and supported during marking to ensure quality marking. The majority of appointed markers in the audited subjects had at least three years' marking experience at the SACAI, which is above the requirement. In some instances, the appointed markers indicated marking experience with other assessment bodies, which is regarded as added experience of marking of the NSC question papers. At least one novice marker was appointed per subject in seven of the 12 audited subjects, namely Agricultural Sciences Paper 1 and Paper 2, Mathematical Literacy Paper 1, Mathematics Paper 1 and Paper 2, Physical Sciences Paper 2, Life Sciences Paper 2, History Paper 1 and Business Studies Paper 1.

##### b) Chief Markers and internal moderators

For appointment as a chief marker or an internal moderator, one must be an experienced SACAI marker. The SACAI policy on marking and the PAM do not pronounce on the extent of the marking experience in the subject applied for. The appointed chief markers and internal moderators of the subjects sampled for the audit had a minimum of two years' marking experience at the SACAI. However, the chief marker for Mathematics Paper 2 had no marking experience but was appointed as a chief marker. This was not in compliance with SACAI policy on marking and may impact negatively on the marking and moderation of Mathematics Paper 2.

#### 4.4 Areas of Improvement

No area of improvement was identified.

#### 4.5 Areas of Non-Compliance

Umalusi noted the following area of non-compliance:

- a. Failure to submit the requested lists of rejected and reserve markers, as per Umalusi request. This area of non-compliance was also identified in 2020;
- b. Appointment of a chief marker with no marking experience in Mathematics; and
- c. Non-appointment of an internal moderator for Information Technology

#### 4.6 Directives for Compliance and Improvement

The SACAI must:

- a. The lists of rejected and reserve markers for all subjects are made available for the audit of the appointed markers;
- b. Marking personnel with the requisite experience are appointed; and
- c. Internal moderators are appointed for all subjects (Information Technology).

## 4.7 Conclusion

The SACAI appointed the marking personnel according to the criteria as set out in the PAM and the SACAI revised policy on marking. Their revised policy on marking provided detailed the requirements for the selection and appointment of SACAI marking personnel. No shortages were identified from the sample during the audit. Umalusi noted an improvement in the submission of the documents, except for the list of rejected and reserve markers.

# CHAPTER 5 MONITORING OF THE WRITING AND THE MARKING OF EXAMINATION

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## 5.1 Introduction

The South African Comprehensive Assessment Institute (SACAI) conducting of the 2021 November National Senior Certificate (NSC) examination commenced with the writing of the subjects with a practical component. The Computer Application Technology Paper 1 was examined on 12 October 2021 and Information Technology Paper 1 on 13 October 2021. The last paper was written on 6 December 2021. The SACAI staggered the marking of the examination, starting on 4 November and ended on 15 December 2021.

This report accounts for the monitoring of the two processes: the monitoring of the writing of the examinations; and the monitoring of the marking centre.

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

## 5.2 Scope and Approach

The SACAI established 72 examination centres nationally and one marking centre. Seven institutions/schools wrote the SACAI examination for the first time during the November 2021 examination cycle. Umalusi monitored 57 of the 72 examination centres (see Annexure 5A) and one marking centre.

In the execution of its oversight role, Umalusi adopted the following approach:

- I. Data collection using the Monitoring of the Writing Instrument;
- II. Supplementary data collection through interviews with chief invigilators and invigilators at the monitored centres;
- III. An analysis of documented evidence found in the examination files made available to monitors at the examination centres; and
- IV. Observations made during monitoring were recorded and reported.

Overall, each of the aforementioned data collection methods was found relevant and informed the findings, which are outlined in this report.

## 5.3 Summary of Findings

The reported information and conclusions are limited to findings from the 57 monitored examination centres only; and were subject to the availability of evidence and data collected at the examination centres at the time of Umalusi's visit.

### **SECTION A: Monitoring of the Writing of Examinations**

The findings addressed hereunder reflect the observations of the writing phase.

### 5.3.1 General Administration

General administration relates to tasks that are executed to ensure a seamless and efficient writing of the examination.

#### a) Management of examination question papers

Umalusi observed that at all examination centres the appointed chief invigilators received and carefully verified the correctness of question papers dispatched to them by the SACAI. Copies of signed delivery notes were available for verification at all examination centres.

The question papers were brought to the examination rooms by the chief invigilators who opened these in front of the candidates.

#### b) Appointment records of invigilators

Chief Invigilators at all the monitored examination centres were appointed formally and were able to produce their appointment letters for verification. Similarly, the chief invigilators appointed invigilators in writing.

#### c) Management of invigilators' attendance

The invigilators signed attendance registers across the examination sessions monitored at all but two examination centres.

#### d) Management of examination documents

All the examination centres had examination-related documents on record in the examination files, which were readily available for verification. It was, however, noted that some of the documents were missing at three examination centres. One centre did not have the invigilation and relief timetables on record, while another had an invigilation timetable but not a relief timetable. The third examination centre did not have dispatch documents on file.

### 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 for the conduct, administration and management of the NSC examination. Umalusi verified the compliance of examination centres for conducting examinations, using the following sub-criteria:

#### a) Security and supply of question papers

A contracted courier company delivered question papers using vehicles fitted with tracking devices. All delivered consignments were in locked crates and the question papers were sealed in satchels.

Umalusi observed that all the examination centres ensured the security of the question papers by locking them in strong rooms to which access was limited to specific personnel.

An area of concern was noted at one examination centre where question papers were delivered to the private residence of the chief invigilator, who then personally transported the question papers to the strong room of the examination centre. This placed the security of the question papers at risk.

At one centre question papers were not delivered at the examination centre but at a primary school close to the centre. The security or safety of the examination materials at the primary school could not be verified because the primary school was closed at the time of monitoring.

**b) Admission of candidates in the examination venue**

It was noted that all the examination centres performed the task of admitting candidates to the examination venues well. The following areas of compliance were observed:

- i. Candidates were admitted 30 minutes before the start of the examination sessions;
- ii. The invigilators verified the admission letters/identity documents of the candidates on admission to the examination venues;
- iii. Candidates signed the attendance registers; and
- iv. Candidates occupied their seats according to the seating plans.

**c) Conduciveness of the examination venue**

It was established that all but two examination centre provided safe and conducive venues for the writing of examinations. The venues complied fully with the following conditions:

- i. Sufficient space to accommodate all candidates with at least one metre between them;
- ii. Suitable furniture; and
- iii. Water and ablution facilities within easy reach.

However, it was noted at one centre that the lighting in the examination venue was insufficient, with some lightbulbs found to be dysfunctional. At another centre, candidates were not seated one metre from each other.

**d) Administration of the writing session**

The administration of the writing sessions was well managed at all but two of the examination venues. The following were noted:

- i. Time-displaying devices were visible in all venues;
- ii. Examination venues were free of unauthorised material; and
- iii. Separate rooms were available for candidates granted concession status.

At two examination centres the required information board, with relevant information of the examination in progress, was not displayed.

**e) Compliance with examination procedures**

There was an acceptable degree of compliance with general examination procedures across examination centres; however, the following issues of non-compliance were observed at some examination centres:

- i. Examination rules were not read to the candidates at four centres;
- ii. At one examination centre the chief invigilator did not check the question paper for technical accuracy; and
- iii. At different stages during the writing session, invigilators at two centres left their respective examination venues, albeit for short periods. These negligent acts had the potential to compromise the credibility of the examination.

All other examination centres complied fully with the regulated examination procedures, which included, inter alia, the following:

- i. Verification of the correctness of information on the cover pages of answer books issued to candidates;
- ii. Opening the sealed satchels of question papers in front of the candidates;
- iii. Granting the candidates the regulated ten minutes' reading time before the commencement of writing; and
- iv. Starting and ending the examination at the times stipulated in the timetables.

**f) Handling of answer scripts**

An acceptable level of adherence to the criterion on the handling of answer scripts was demonstrated across all monitored examination centres. The following standard practice was observed:

- i. The invigilators collected the answer scripts from the candidates when the prescribed examination session expired;
- ii. The scripts were counted and packaged in a secure area and in the sequence reflected on the mark sheets; and
- iii. The chief invigilators sealed the answer scripts in the satchels provided by the SACAI and subsequently locked them in the strong rooms until collection by courier services, as per the SACAI pre-arranged schedule.

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

An incident highlighted in this report that had the potential to impact negatively on the credibility of the examination session relates to invigilators leaving candidates unsupervised, even for short periods.

The incident of greater concern, however, was the delivery of a consignment of question papers by the contracted courier company to the private residence of the chief invigilator. This potentially put all the question papers in that consignment at risk.

**SECTION B: Monitoring of the Unaccredited Centres Granted Concessions to Conduct the November 2021 NSC Examination**

Umalusi verified whether the examination centres satisfied the standards specified in the monitoring instrument.

All the addresses of the examination centres were verified as the same as those indicated on the Umalusi monitoring plan.

**a) Appointment of chief invigilators**

The SACAI appointed chief invigilators across all examination centres. However, some centres did not comply with a concession condition by not using the appointed chief invigilators evidenced in the concession application that was approved by Umalusi.

**b) Types of venues**

Umalusi established that 15 of the examination centres were church halls, including one mosque. The other centres were classrooms and halls within school premises, however, there was adequate evidence that an examination was conducted at a venue different from the one for which a concession had been granted.



### **c) Teaching and learning at examination venue premises**

Seventeen examination centres were on school premises where teaching and learning took place. Thirteen of these centres catered for SACAI examinations only, while four administered and managed examinations for the SACAI, the Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET).

At 19 examination venues it was evident that the centres served as expected (examination centres) and catered for candidates from several education service providers.

### **d) Education service providers: candidates registered**

It was established that all the schools that offered tuition registered their candidates to write the SACAI examination. These schools, together with the 19 examination centres that do not offer tuition, offered examination venues for several education service providers. The providers were, among others, the following:

- i. IMPAQ;
- ii. Teneo Online;
- iii. Think Digital;
- iv. Auxilio Learning Academy; and
- v. Nukleus Junior Onderwys.

## **SECTION C: Monitoring the Marking of the Examination**

The SACAI used its Head Office in Garsfontein, Pretoria, as the marking centre for the duration of the marking period. The marking process took place in a staggered approach to mitigate COVID-19 infections. The marking session was staggered to cater for six groups at different sessions. On the day of the monitoring, Group D of the staggered marking was engaged in marking.

### **5.3.3 Planning and Preparation**

This sub-section is aimed at determining the level of planning and the degree of preparation made by the SACAI for managing the marking processes.

#### **a) Appointment of marking personnel**

The marking management team provided Umalusi with a list of the marking personnel for verification. Personnel consisted of six chief markers, six internal moderators, 51 markers and 12 examination assistants. All marking personnel were appointed in writing. The SACAI did not experience any marker shortages across all the subjects and papers.

#### **b) Availability of marking management plans**

All critical activities relevant to the marking processes were well captured in a management plan that Umalusi verified.

#### **c) Availability of scripts and marking guidelines**

On the day of monitoring, it was observed that the marking teams for the seven subjects to be marked on the day had the necessary scripts, together with the relevant marking guidelines.

**d) Storage and safekeeping of scripts**

Scripts delivered at the SACAI head office from the examination centres by the contracted courier service were verified against the attendance register, per subject and per examination centre, via a barcode system. Scripts were then locked in the script control room secured by a double-locking system and camera surveillance.

**e) Management and control of scripts**

Umalusi observed that the SACAI used a barcode system to manage, account for all scripts received and control the scripts distributed for marking in the marking venues. Each bag containing scripts was scanned to display the number of scripts it contained. The bag was opened and the scripts were counted manually to verify this number, before they were stored in the script control room to await marking according to the dates captured in the management plan.

Umalusi was satisfied with the measures the SACAI put in place to manage and account for all scripts received and marked.

### **5.3.4 Resources (Physical and Human)**

The SACAI marking centre was found to be well-resourced, had all necessary infrastructure and the required human resources to undertake a successful marking process.

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

The marking centre had adequate space to accommodate the marking of all seven subjects allocated on the day of monitoring. Marking teams were provided with suitable and comfortable furniture for their task. The SACAI made its communication facilities available for use by the marking personnel.

In line with COVID-19 protocols, all marking venues were provided with sanitiser for the marking teams and the regulated 1,5-metre physical distancing requirement was observed.

**b) Capacity and availability of marking personnel**

In preparation for the marking process, the SACAI selected and appointed marking personnel to six marking groups. On the day of marking, 55 markers were trained in the marking procedures accepted as good practice for their subjects. All markers marked under the supervision of chief markers responsible for each of the seven subjects.

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

The marking centre was in a quiet and peaceful environment that was suitable and fit for purpose. The marking rooms were found to be clean and sufficiently spacious to accommodate all marking personnel. The SACAI did not provide overnight accommodation for markers. All the appointed markers stayed within a short travelling distance from the marking centre.

**d) Quality of food provided for markers**

Umalusi observed that the SACAI provided well-prepared pre-packaged meals and catered for different dietary requirements for all marking personnel.

**e) Compliance with occupational, health and safety requirements**

The marking centre was found to be compliant with occupational health and safety requirements, as attested to by a current health and safety certificate issued by Tshwane Municipality. The following were noted:

- i. Clean and functional ablution facilities were available;
- ii. The centre had a fully equipped first aid kit;
- iii. Fire extinguishers and water reels were visible around the building; and
- iv. The marking personnel were provided with bottled drinking water.

### **5.3.5 Provision of Security Measures**

Umalusi observed that security measures implemented by the SACAI at the marking centre were adequate.

#### **a) Access control to the marking centre**

There was a security guard at the gate to control access into the SACAI premises and to direct visitors to parking spaces and the entrance to the building. A sign-in register was available at the door on presentation of identification. Visitors were screened before completing the register and being allowed entry to the building.

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

The SACAI implemented an in-house system for the management of script movement within the centre. The following was noted:

- i. Scripts were released to the marking venues per subject by the centre manager;
- ii. Chief markers verified the number of scripts received against the control lists of their subjects and signed for them;
- iii. After marking was concluded the checking and verification process was repeated by the chief marker before scripts were received by the centre manager; and
- iv. Runners (examination assistants) were responsible for the in-house movement of scripts.

### **5.3.6 Training of Marking Personnel**

#### **a) Quality and standard of training sessions across subjects**

The training undertaken for marking is reported on in Chapter 6 on verification of marking.

#### **b) Adherence to norm time**

The norm time for daily marking was between 08:00 and 17:00, with an average of ten hours per day, including tea and lunch breaks. Attendance registers were maintained to record the daily attendance of marking personnel.

### **5.3.7 Management and Handling of Detected Irregularities**

The identification of irregularities forms part of marker training. This spells out specific procedures to follow in the event of alleged irregularities. The procedure was as follows:

- i. A marker who identifies a suspected irregularity reports it to the chief marker/internal moderator;
- ii. If confirmed, the chief marker must complete an irregularity form and hand this, together with the script, to the centre manager;
- iii. A script replacement form, signed by the centre manager, must be placed in the batch of scripts; and
- iv. The matter would then be dealt with by the SACAI Examinations Irregularity Committee (EIC).

## 5.4 Areas of Improvement

There were no areas of improvement identified.

## 5.5 Areas of Non-Compliance

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

- a. Roles and responsibilities of invigilation were not upheld in some centres;
- b. Lighting in one examination venue was insufficient;
- c. Question papers for one examination venue were delivered to the private residence of the chief invigilator; and
- d. Some centres granted concessions to conduct the November 2021 NSC examination did not adhere to the conditions of the concessions.

## 5.6 Directives for Compliance and Improvement

The SACAI must ensure that:

- a. The training of chief invigilators and invigilators is strengthened;
- b. Clear measures are highlighted in the service level agreement between the SACAI and the management of established examination centres, which should include a directive for the audit of examination centres; and
- c. The conditions of the concession granted to school/centres to conduct, administer and manage the NSC examination are adhered to, and their implementation is closely monitored.

## 5.7 Conclusion

The evidence presented in this report indicates that, notwithstanding ongoing challenges brought by the COVID-19 pandemic, the examination centres and marking centre monitored by Umalusi attained acceptable levels of compliance with the criteria contained in the monitoring instruments. Of note was the adequate preparation by the SACAI to ensure that the writing and marking phases were managed under strict health and safety measures. However, of concern was the non-compliance with concession conditions by some centres that were granted concessions to conduct the 2021 NSC examination.

Umalusi commended the SACAI for the efforts made to ensure that the examination was not compromised. However, it is necessary that the issued directives for compliance with, and improvement in, areas of non-compliance be addressed and sustainable mitigating strategies put in place to rectify the observed deviations.

The examination centres that were found to be non-compliant with the criteria for the monitoring of the writing phase of the SACAI 2021 NSC examination are listed in Annexure 5B.

# CHAPTER 6 MARKING GUIDELINE STANDARDISATION AND VERIFICATION OF MARKING

## 6.1 Introduction

Umalusi participates in two important processes, namely the marking guideline standardisation meetings, which take place before the start of marking; and the verification of marking, which is conducted during the marking. These processes take place before the candidates' final marks can be pronounced fair, reliable and valid. Umalusi attended and participated in the marking guideline standardisation meetings and verified the marking of the South African Comprehensive Assessment Institute (SACAI) November 2021 National Senior Certificate (NSC) examinations, to approve the marking guidelines and confirm the fairness, validity and reliability of the marking process.

This chapter reports on the marking guideline standardisation meetings and the verification of marking of the November 2021 NSC examination of the SACAI.

## 6.2 Scope and Approach

### 6.2.1 Marking Guideline Standardisation Meeting

The SACAI held the marking guideline standardisation meetings between 6 November 2021 and 9 December 2021. The meetings were divided into six groups: Group A, comprised of four subjects (seven papers); Group B, five subjects (seven papers); Group C, eight subjects (nine papers); Group D, six subjects (seven papers); Group E, seven subjects (nine papers); and Group F, seven subjects (ten papers).

Umalusi signed off the marking guidelines of the sampled subjects, listed in Table 6A, and embarked on the verification of marking of these subjects. A practical plan was in place to adhere to the regulations addressing social distancing requirements.

Table 6A lists the question papers sampled for the marking guideline standardisation meetings.

**Table 6A: Question papers sampled for marking guideline standardisation meetings**

Part A Moderation of question paper		Part C Overall impression	
1	Afrikaans First Additional Language (FAL) Paper 1 and Paper 2	6	History Paper 1 and Paper 2
2	Business Studies Paper 1 and Paper 2	7	Life Sciences Paper 1 and Paper 2
3	Engineering Graphic and Design Paper 1 and Paper 2	8	Mathematical Literacy Paper 1 and Paper 2
4	English FAL Paper 1, Paper 2 and Paper 3	9	Physical Sciences Paper 1 and Paper 2
5	Geography Paper 1 and Paper 2	10	Tourism

The criteria listed in Table 6B were used to evaluate the marking guideline standardisation meetings.

**Table 6B: Criteria for the marking guideline standardisation meetings**

<b>Part A</b>	<b>Part B</b>	<b>Part C</b>
<b>Preparatory work</b>	<b>Marking guideline standardisation meetings</b>	<b>Training and quality of the final marking guidelines</b>
Pre-marking guideline standardisation meetings	Processes and procedures	Training of markers
Preparation by senior marking personnel	Mediation of the marking guidelines	Quality of the final marking guidelines

The focus of Part A was on the pre-marking guideline standardisation meetings held by the examination panels for each question paper. This entailed assessing the level of preparedness of the chief markers and internal moderators as participants in the marking guideline standardisation meetings. Part B dealt with processes and procedures followed, as well as mediation of the marking guidelines, during the marking guideline standardisation meetings. Part C explored the quality of the training of markers and the quality of the final marking guidelines.

### 6.2.2 Verification of Marking

This part of the chapter reports on the findings of the verification of marking of ten sampled subjects, comprised of 20 question papers, as listed in Table 6A. The Umalusi Verification of Marking Instrument that was used for the quality assurance of the marking is comprised of four criteria with a variable number of quality indicators, as presented in Table 6C.

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; and criterion 4 explored candidate performance.

**Table 6C: Umalusi criteria for verification of marking**

<b>Pa Criterion 1:</b>	<b>Criterion 2:</b>	<b>Criterion 3:</b>	<b>Criterion 4:</b>
<b>Policy matters</b>	<b>Adherence to the marking guideline (MG)</b>	<b>Quality and standard of marking and internal moderation</b>	<b>Candidates' performance</b>
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	

## 6.3 Summary of Findings

This section of the report presents the findings that arose from the marking guideline standardisation meetings, elicited from the criteria and quality indicators outlined in Table 6C.

### 6.3.1 Marking Guideline Standardisation Meetings

#### a) Preparatory Work

##### i. Pre-marking guideline standardisation meeting

The pre-marking guideline standardisation meetings between the internal moderator and the chief marker for the sampled subjects took place in preparation for the marking guideline standardisation meetings. The aim of this process was to discuss and prepare amended marking guidelines, with alternative responses. Umalusi attended the marking guideline standardisation meetings for all 20 question papers sampled. While marking guideline standardisation meetings for 18 question papers were held via virtual platforms, the meetings for Life Sciences Paper 1 and Paper 2 were held on-site at the SACAI offices.

The senior marking panels at the meetings for all 20 question papers were able to reach consensus on the amendments and revisions to be effected to the marking guidelines.

##### ii. Preparation by senior marking personnel in the assessment bodies

The total number of scripts marked prior to the meetings, in preparation for the marking standardisation meetings, ranged from five to 20 scripts. These were within the required range of the assessment body's minimum of five scripts that were to be marked. The chief markers and internal moderators used the scripts from the pre-marking sample to train the markers. The chief markers and internal moderators used valid and alternative candidate responses from the pre-marked sample of scripts to strengthen the marking guidelines across all sampled subjects.

#### b) Marking Guideline Standardisation Meeting

##### i. Processes and procedures

The processes and procedures at the marking guideline standardisation meetings attended were managed appropriately by the SACAI. The COVID-19 protocols and procedures were consistently in place and adhered to by all markers. All markers were sanitised on arrival and their temperatures were taken; there was also a register that everyone entering the premises had to complete. The venues were spacious and properly ventilated. All delegates in attendance for the marking standardisation meetings were separated by the required 1.5 metres of each other.

##### ii. Mediation of the marking guidelines

The discussions during the marking guideline standardisation meetings were consistently rigorous. The engagements elicited additions to the marking guidelines that enhanced the quality and accuracy of the marking guidelines. No changes/additions to the marking guidelines affected the cognitive levels of the answers/responses required. Umalusi approved all the changes/amendments made to the marking guidelines during the marking guideline standardisation meetings.

### **c) Training and quality of the final marking guidelines**

#### **i. Training of markers**

The training during the marking guideline standardisation meetings and the quality of the approved marking guidelines depended on the level of preparedness of the chief markers and internal moderators. The chief markers and internal moderators selected a sample of scripts for pre-marking in preparation for the training of markers. The training ensured that markers were ready to mark in accordance with the approved marking guidelines.

#### **ii. Quality of the final marking guidelines**

The final marking guidelines included instructions on marking, which enabled uniform and standardised marking. The marking guidelines were unambiguous, clearly laid out and provided sufficient detail to ensure reliability of marking.

### **6.3.2 Verification of Marking**

Umalusi used the criteria listed in Table 6C as the framework to analyse the findings from the verification of the marking of the ten sampled subjects, comprised of 20 question papers.

### **a) Policy matters**

#### **i. Statistics**

The total number of scripts received for marking, per question paper, selected for verification of marking, ranged from a minimum of 417 scripts for History to a maximum of 2 386 scripts for Mathematical Literacy. Given the relatively low number of scripts across subjects, the SACAI did not appoint deputy chief markers and senior markers. The candidates' scripts for the sampled question papers were shared proportionally among the marking personnel and specific questions were marked by markers, based on their performance and interaction during the training session. The number of marking personnel was, however, not always proportional to the number of scripts in most subjects/question papers. For example: In 2020, eight markers were appointed for the marking of 880 Life Sciences Paper 1 scripts, while in 2021, only ten markers were appointed for 1 561 Life Sciences Paper 1 scripts. In History Paper 1, seven markers were appointed for only 417 scripts. Eighteen markers were appointed for the marking of 2 386 Mathematical Literacy Paper 2 scripts.

The ratio of markers to the number of scripts was not always aligned to the requirements of the marking of a specific subject/question paper. This may have put too much strain on some markers and may have affected the marking.

#### **ii. Official appointment of markers**

Umalusi verified the official appointment letters of the markers, chief markers and/or internal moderators appointed for the sampled question papers. All appointed marking personnel were officially appointed, in writing, and met the requirements for appointment as markers, chief markers and/or internal moderators for the 20 question papers verified.

### **b) Adherence to the marking guidelines**

This criterion sought to establish whether the marking guidelines used at the marking centres were the ones Umalusi approved at the marking guideline standardisation meetings. The aim was to ascertain if any additions or changes had been made to the marking guidelines after the marking standardisation meetings and, if so, whether appropriate processes had been followed to effect the changes; and whether there was adherence to the finally approved marking guidelines during the marking.



- i. Application of the approved marking guidelines  
The marking guidelines used during the marking were those finalised after the pre-marking guideline standardisation meetings with the chief markers and internal moderators for the 20 verified question papers. Umalusi observed that in all the verified subjects/question papers, there was a general adherence to the finally approved marking guidelines. During the first few days of marking, Business Studies, Engineering Graphics and Design, English FAL and Life Sciences had concerns raised as the marking was out of the prescribed tolerance range for each subject. Although there were discrepancies in the marking at the outset, moderation done by the internal moderators and the chief markers ensured those markers were retrained to ensure a proper understanding of the marking guidelines. All the scripts with discrepancies were re-marked, to ensure consistency in marking.
- ii. Evidence of changes and/or additions to the marking guidelines and processes followed  
Three question papers (Life Sciences Paper 1 and Paper 2 and Mathematical Literacy Paper 2) had alternative responses added to the marking guidelines during the marking process to ensure consistency in the marking. These additions were communicated to all marking personnel to ensure fairness and consistency in marking.

**c) Quality and standard of marking and internal moderation**

- i. Quality and standard of marking  
While there were inconsistencies reported in 12 question papers during the initial early stages of the marking process, the chief markers and internal moderators addressed these and consistency in marking was subsequently attained as the marking session progressed. Discrepancies of inconsistent marking ranged from one mark to nine marks, most of which were out of the tolerance range in many subjects. There were several question papers with discrepancies larger than the prescribed tolerance range. These included Business Studies Paper 1 and Paper 2, Engineering Graphics and Design Paper 2, English FAL Paper 1, Paper 2 and Paper 3, Life Sciences Paper 1 and Paper 2, Physical Sciences Paper 1 and Tourism. The senior marking personnel retrained the identified markers and moderated a sample larger than 10% to enhance and ensure consistency. These effective interventions resulted in the marking being consistent towards the end of the verification process for all 20 verified question papers.
- ii. Internal moderation of marking  
All 20 question papers sampled for verification satisfied the requirements of the criterion on quality of internal moderation. All appointed internal moderators and chief markers were vigilant in their moderation of scripts and efficiently addressed inconsistent marking by retraining the markers and moderating a sample of more than 10% for those markers. The sample of scripts that were internally moderated by the chief markers and internal moderators ranged from 10%–15% in the 20 question papers verified.
- iii. Addition and transfer of marks  
Accuracy in calculations was another quality indicator with which most of the sampled subjects complied. There were discrepancies noted in Business Studies, Geography, Life Sciences and Tourism. These discrepancies were brought to the attention of the internal moderators. Where there were discrepancies in totals, these were verified and double-checked by the examination assistants and were rectified.

The candidates' marks were captured on the mark sheets after marks and totals were verified by the examination assistants appointed by the SACAI. Overall, the marking of the 20 question papers verified by Umalusi was found to be fair, valid and reliable.

#### **d) Candidates' performance**

The overall performance of candidates in the verified subjects ranged from poor to average, with only a few candidates achieving in the good to excellent range.

- i. In the verified scripts of Afrikaans FAL, some candidates excelled in specific content while others performed poorly to average. Overall, candidates' performance was average. The average obtained from the verified sample for Paper 1 was 47.8% and 48% for Paper 2.
- ii. The performance of candidates in English FAL showed a good range in the allocation of marks across the levels in all three papers verified. From the verified sample of scripts, the average for Paper 1 was 56.2%, 48.5% for Paper 2, and 63.7% for Paper 3.
- iii. In Business Studies candidates performed fairly. In Questions 3, 4 and 6 in Paper 1 and Questions 2 and 5 in Paper 2, candidates achieved an average below 40%.
- iv. Performance in Geography showed improvement, with candidates achieving at the higher end in Paper 1 with an average performance of 82%. The candidates' performance in Questions 2 and 5 of Paper 2 was, however, on average, below 40%.
- v. In Life Sciences Paper 1 and Paper 2 candidates achieved averages of 40.8% and 44.5%. The case study questions in both Paper 1 and Paper 2 were answered poorly and candidates achieved an average below 40%.
- vi. Candidates in Mathematical Literacy had a fair to good range in achievement, with an overall average of 71.7% from the sample verified for Paper 1. The candidate performance in Paper 2 showed a substantial decline from 2020, which had an outstanding average achievement of 75%; for 2021 in this paper, candidates achieved an average of 47.8%, from the sample verified.
- vii. In Engineering Graphics and Design, the average of the externally moderated scripts for Paper 1 was 40.6%. Candidates performed poorly in Questions 2 and 3, with Paper 2 having an average of 34.8%.
- viii. There was consistency in the averages achieved in 2020 and 2021 from the verified sample of scripts for Physical Sciences. Physical Sciences Paper 1 saw an average of 53.7% in 2021 and Paper 2, an average of 50.2%.
- ix. In Tourism, candidates achieved an average performance of 54%. Question 5 was poorly answered and candidates' performance in this question was below 40%.
- x. The candidates' performance in History from the scripts verified were of low achievement, with the Paper 1 average at 39.2%. In Paper 2, candidates performed at an average of 34.3%. The performance of candidates in History was generally poor.

External moderators provided the following possible reasons for candidates' unsatisfactory performance:

- i. Poor content knowledge and inadequate/gaps in understanding of subject-specific terminology (Business Studies, Life Sciences, Geography, Mathematical Literacy, Engineering Graphic and Design and Physical Sciences);
- ii. Inability to respond adequately in case studies and higher-order questions (Life Sciences, History and Tourism);
- iii. Inadequate responses that lacked insight and depth (Geography, Business Studies and English FAL, Afrikaans FAL, Tourism and History);

- iv. Inability to make comparisons and value judgements (Mathematical Literacy and Physical Sciences); and
- v. Inability to access and understand texts due to limited vocabulary and language (Afrikaans FAL).

The overall average achievement from the sample verified might be an improvement on 2020 in certain subjects; but it may be attributable to a continued lack of development of cognitive academic language proficiency skills, which formal schooling promotes.

#### **6.4 Areas of Improvement**

The following areas of improvement were noted:

- a. Thorough internal moderation by both the chief markers and internal moderators across all verified question papers, which resulted in minimal deviations from the tolerance range and consistency in marking.

#### **6.5 Areas of Non-Compliance**

The following area of non-compliance was observed:

- a. The number of marking personnel was not always proportional to the number of scripts in most subjects/question papers.

#### **6.6 Directives for Compliance and Improvement**

The SACAI must ensure that:

- a. The number of marking personnel appointed is always proportional to the number of scripts per subject/question paper.

#### **6.7 Conclusion**

The findings of the monitoring of the marking guideline standardisation meetings and the verification of marking of the 20 sampled question papers showed that the marking guideline standardisation meetings were effective in strengthening the final marking guidelines used for marking candidates' scripts. Overall, most chief markers and internal moderators were seen to be thorough and fair in their moderating. Unfortunately, candidate performance in the subjects verified continue to be a cause for concern for Umalusi.

# CHAPTER 7 STANDARDISATION AND RESULTING

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## 7.1 Introduction

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

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

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

## 7.2 Scope and Approach

The South African Comprehensive Assessment Institute (SACAI) presented 25 subjects for the standardisation of the November 2021 National Senior Certificate (NSC) examinations. In turn, Umalusi performed verification of the historical averages, monitoring of capturing of marks and verification of standardisation adjustments, statistical moderation and the resulting datasets.

### 7.2.1 Development of Historical Averages

Historical averages for NSC examination were developed using average marks obtained from the previous three to five examination sittings. Once that was done in accordance with policy requirements, the SACAI submitted to Umalusi historical averages, or norms, for verification purposes. Where a distribution contained outliers, the historical average was calculated with the exclusion of data from the outlying examination sitting. It is a normal practice for Umalusi to apply the principle of exclusion when calculating the historical average for such instructional offerings. Finally, during the standardisation process Umalusi took into account historical averages.

### 7.2.2 Capturing of Marks

Umalusi followed a three-phase procedure in verifying the mark capturing process. The phases aimed to establish whether the marks were captured accurately and were therefore credible. The first phase involved the SACAI completing a self-evaluation questionnaire from Umalusi on their preparedness and procedures in place for the capturing of marks and a desktop analysis was instituted. The second phase involved monitoring the capturing of marks at the SACAI capturing centres; collection of

copies of mark sheets; and verification of the IT systems and security systems in place to secure the capturing venue as well as transits of mark sheets from the marking centre to the capturing venue. The final phase involved the verification of marks recorded on candidates' scripts against the SACAI NSC standardisation data. The verification of capturing was monitored at the SACAI head offices at Garsfontein, Pretoria.

### **7.2.3 Verification of Datasets and Standardisation Booklets**

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

### **7.2.4 Pre-standardisation and Standardisation**

The virtual meetings to pre-standardise and standardise the November 2021 examinations were held on 9 January 2022. In making standardisation decisions, Umalusi considered both the qualitative and quantitative information presented. The qualitative inputs included evidence-based reports presented by the SACAI, research findings from Umalusi's post-examination analyses of a selection of subjects and reports from Umalusi's external moderators and monitors on the conduct, administration and management of the examination. As far as quantitative information is concerned, Umalusi considered historical averages, commonly known as the norm, and pairs analysis in association with principles of standardisation.

### **7.2.5 Post-standardisation**

SACAI submitted the final adjustments and candidates' resulting files for the purposes of verification and eventual approval before the release of the NSC 2021 examinations.

## **7.3 Summary of Findings**

### **7.3.1 Standardisation and Resulting**

#### **a) Development of historical averages**

The historical averages were developed using the previous five examination sittings. The historical averages were submitted for verification purposes, in accordance with Umalusi's management plan. Analysis of the submitted datasets showed that there were no subjects with outliers for the November 2021 NSC examinations.

#### **b) Capturing of marks**

Umalusi followed a three-phase approach in the verification of marks. The first phase involved the recording of candidates' marks from marked scripts for verification with standardisation data, as well as a desktop evaluation of the SACAI's preparedness for the capturing of examination marks. The second phase involved the verification of capturing at the capturing centres and the recording of candidates' marks from the mark sheets. The third phase involved verifying the recorded marks from both the marking centre and the capturing centre with standardisation data.

The verification of capturing of examination marks was conducted at the SACAI head offices. The verification was to monitor the following aspects of the capturing: authenticity of mark sheets; evidence

of double-capturing; capturing of examination assessment marks; appointment and training of capturers; management of the capturing centres and the systems for securing examination materials.

The Umalusi official observed that the marking and capturing of marks took place at the same venue. The official noted that the marks sheets were generated during marking sessions, and included the chief marker and examination assistant as signatories. Any mark sheet without the required signatures or unclear signatures, were submitted to the chief marker through two examination assistants who were dedicated to that task.

During verification of the systems, the official observed that eight computers were allocated for capturing marks. However, 12 officials were trained for capturing; the additional four officials were used as back-up in the event of COVID-19 infections. The Umalusi official noted that the SACAI used temporary data capturers who had matric and were currently enrolled for a tertiary qualification. The capturers and the verifiers were allocated a unique username and password. The training manual, the manual for the capturing of marks, the management plan and the flow diagram for the flow of mark sheets were submitted to Umalusi. Although there were no clear roles for either capturing or verifying, the system blocked a username from both capturing and verifying the same mark sheet. This ensured compliance with the double-capturing criterion. The process that the SACAI followed to capture the results was found to meet the criteria for the capturing of examination marks.

Umalusi concluded that the reliability and accuracy of the marks captured were high. Secondly, the security of the mark sheets was ensured through a secure electronic system at the entrance to the building. During the third phase, all subjects and candidates' marks, on both the mark sheets and the scripts, were successfully verified.

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

The standardisation datasets and electronic booklets for the NSC examination submitted by the SACAI adhered to the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy.

#### **7.3.2 Pre-standardisation and Standardisation**

The qualitative input reports, i.e., the SACAI evidence-based report, reports by the post-examination analysis teams in selected subjects, external moderators' reports, standardisation principles and the historical averages provided guidance in standardising each subject.

During pre-standardisation, the Assessment Standards Committee (ASC) observed an increase in the number of candidates in most subjects. The ASC raised concerns over the quality of examination papers as most appeared to be easier, implying that the assessment has yet to stabilise at the correct standard; for instance, those for Economics, Business Studies and Geography.

A lack of stability in most content subjects was of concern to the ASC, which urged the SACAI to investigate the causes for the high failure rate in Mathematics, Physical Sciences and Mathematical Literacy, considering that the qualitative reports indicated that the papers were not that difficult.

However, the ASC applauded the assessment body for English Home Language, where a trend of steady performance was a clear indication of a mature system.

### 7.3.3 Standardisation Decisions

The qualitative reports produced by external moderators and monitors, post-examination analyses and reports on a selection of subjects, intervention reports presented by the assessment bodies and the principles of standardisation informed all decisions.

**Table 7A: List of standardisation decisions for the November 2021 NSC**

Description	Total
Number of subjects presented	25
Raw marks	12
Adjusted (mainly upwards)	5
Adjusted (downwards)	8
Unstandardised	0
<b>Number of subjects standardised:</b>	<b>25</b>

### 7.3.4 Post-standardisation

SACAI adjustments were approved during the third submission whilst the statistical moderation and resulting datasets were approved after several submissions. Rejections of the SACAI resulting datasets were mainly due to the incorrect application of the statistical moderation principles.

## 7.4 Areas of Improvement

The following areas of improvement and good practice were observed:

- a. The SACAI submitted all the qualitative input reports as required; and
- b. The SACAI presented standardisation electronic booklets that were free from errors.

## 7.5 Areas of Non-Compliance

The following area of non-compliance was noted:

- a. The SACAI's non-adherence to the management plan in the submission of datasets for verification and approval.

## 7.6 Directives for Compliance and Improvement

The SACAI must ensure that:

- a. Standardisation and resulting datasets for verification and approval are submitted within the stipulated timeframe.

## 7.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept raw marks or to adjust mark distribution upwards or downwards were based on evidence presented, as well as adherence to standardisation principles.

# CHAPTER 8 CERTIFICATION

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## 8.1 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. The South African Comprehensive Assessment Institute (SACAI) is required to submit all learner achievements to Umalusi, the Quality Council, to quality assure, verify and check the results before a certificate is issued. The specifications and requirements for requesting certification are encapsulated in the form of directives for certification to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. This has been done to ensure that the correct results are released to the 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 SACAI to the directives for certification, as specified in the regulations for certification.

## 8.2 Scope and Approach

The period covered in this report is 1 December 2020 to 30 November 2021. All 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 reported on 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 a 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 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 owing to non-compliance with the directives. The number and types 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.

### **8.3 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 SACAI must ensure that the structures are correctly registered for the new examination cycle and are aligned with those of Umalusi.

During the desktop evaluation, several areas were examined in terms of certification, with the focus on the registration of candidate information, the resulting of candidates and the actual submission of data for the certification of learner achievements.

The registration of candidates at the schools was captured on spreadsheets, which was electronically uploaded onto the examination system. The examination centres also supplied a completed registration form and copies of identification documents, such as a South African identity document, passport or birth certificate.

Despite COVID-19 challenges, a schedule of entries was sent to the centre for signature by the candidate, parent and centre manager, to confirm the accuracy of the captured information. If it was found that a candidate's information was not correct, an amendment was captured on the system prior to the issuing of the timetable.

Two submissions of the registration data to Umalusi are required: three months after registration; and the final dataset at the end of October. The first is regarded as preliminary registration while the second, as the final set of registrations. Both sets of registration data were submitted by the SACAI and were checked by Umalusi, with the following minor findings: invalid spaces between the names; invalid characters in the Surname/Name field; invalid ID number/Date of Birth; Date of Birth not submitted for some candidates; and some candidate records did not include any subject detail.

It should be noted that these errors might result in a certificate not being issued to the candidate.

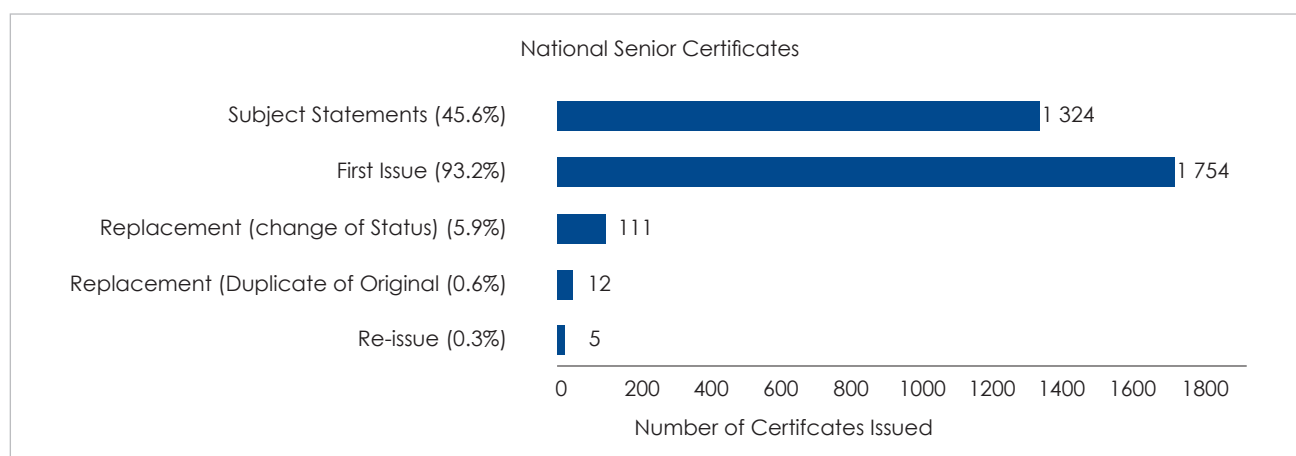
After conducting the end-of-year examination, all learners' raw marks must be submitted to Umalusi for standardisation, statistical moderation and resulting of learner achievements. Umalusi must approve all learner records before the results can be released by the SACAI. The approval of results follows several quality assurance processes and, in terms of certification, the focus is on the verification and checking of the final results of the candidates.

The general principles that must be adhered to is that all results must be approved before release; and prior to the request for certification is submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, the correction of marks cannot be effected by submitting a mop-up dataset. A re-issue must then be requested to correct marks on a certificate already issued. The SACAI has adhered to this principle and submitted the data according to the requirements.

The recording and finalisation of irregularities are important, to ensure that certificates are issued correctly to deserving candidates. The SACAI must continuously inform Umalusi about all irregularities for Umalusi to record such instances. It is of the utmost importance that Umalusi be updated on the status of the irregularities (pending, guilty, not guilty) before the requests for certification are submitted. If this is not done, the possibility exists that learners might not receive their certificates; and the issuing of certificates may be delayed as a result of irregularities not being finalised.

The submission of datasets for certification was not done within three months after the release of results, with the declaration form, as required by Umalusi. The delay was a result, mainly, of COVID-19 challenges.

Figure 8A shows a summary of certificates issued for the period 1 December 2020 to 30 November 2021 by the SACAI. Table 8A shows all datasets processed for the same period.



**Figure 8A: Certificates issued during the period 1 December 2020 to 30 November 2021**

**Table 8A: Number of datasets and transactions received during the period 1 December 2020 to 30 November 2021**

NSC							
Number of datasets	Number datasets accepted	Percentage accepted	Number of records submitted	Number records accepted	Percentage accepted	Number rejected	Certificates printed
106	106	100%	7 141	3 485	48.8%	3 656	3 206

## **8.4 Areas of Improvement**

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

## **8.5 Areas of Non-Compliance**

No areas of non-compliance were noted.

## **8.6 Directives for Compliance and Improvement**

The SACAI must ensure that:

- a. The second and final set of registration data is submitted to Umalusi before the end of October after finalisation of the entries. The minor findings, as indicated above, such as invalid spaces between the names, invalid characters in the Surname/Name field, invalid ID number/Date of Birth, Date of Birth not submitted for some candidates and some candidate records not including any subject detail, must be corrected prior to submitting the final set of registration data in future; and must be verified as correct before the requests for certification are submitted.
- b. All candidate records must be approved by Umalusi prior to extracting certification datasets, to avoid unnecessary rejections and delays in issuing certificates to candidates, especially where candidates were involved in a re-mark or where marks have changed.
- c. Too many records are rejected for errors in the candidate's transaction, which must then be corrected with a second submission. These rejections delay the issuing of certificates to candidates. The number of records that are accepted with the first submission for certification must improve.

## **8.7 Conclusion**

Umalusi will look very closely into the matter of unaccredited centres, which led to candidates' results not being released. Overall, the SACAI, as a private assessment body, was compliant and executed the directives for certification. The candidates who were enrolled for the NSC through the SACAI were resulted and certified.

# ANNEXURES

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

No	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
1.	Accounting	A	M <sup>1</sup>	A	A	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>3</sup>	M <sup>2</sup>	2
2.	Afrikaans First Additional Language (FAL) Paper 1	M <sup>1</sup>	A	A	A	M <sup>3</sup>	M <sup>4</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>4</sup>	2
3.	Afrikaans FAL Paper 2	M <sup>1</sup>	A	A	A	M <sup>3</sup>	M <sup>4</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>4</sup>	2
4.	Afrikaans FAL Paper 3	A	A	A	A	A	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	2
5.	Afrikaans Home Language (HL) Paper 1	M <sup>3</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>4</sup>	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>3</sup>	M <sup>6</sup>	2
6.	Afrikaans HL Paper 2	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>3</sup>	M <sup>3</sup>	A	A	M <sup>4</sup>	M <sup>6</sup>	2
7.	Afrikaans HL Paper 3	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>6</sup>	2
8.	Agricultural Sciences Paper 1	L <sup>3</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	2
9.	Agricultural Sciences Paper 2	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	A	A	A	A	1
10.	Business Studies Paper 1	A	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	2
11.	Business Studies Paper 2	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>7</sup>	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>6</sup>	2
12.	Computer Applications Technology Paper 1	A	A	M <sup>2</sup>	M <sup>1</sup>	M <sup>4</sup>	A	A	A	M <sup>3</sup>	M <sup>1</sup>	3
13.	Computer Applications Technology Paper 2	M <sup>2</sup>	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>2</sup>	M <sup>2</sup>	A	A	A	M <sup>1</sup>	2
14.	Consumer Studies	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>11</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>4</sup>	M <sup>2</sup>	3
15.	Economics Paper 1	A	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>3</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	2
16.	Economics Paper 2	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>3</sup>	M <sup>1</sup>	L <sup>2</sup>	M <sup>2</sup>	M <sup>1</sup>	2
17.	English FAL Paper 1	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	A	L <sup>2</sup>	A	A	2
18.	English FAL Paper 2	M <sup>1</sup>	A	A	A	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	M <sup>1</sup>	M <sup>1</sup>	2
19.	English FAL Paper 3	M <sup>2</sup>	A	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	A	2
20.	English HL Paper 1	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>3</sup>	M <sup>6</sup>	A	M <sup>1</sup>	A	M <sup>5</sup>	L <sup>6</sup>	3
21.	English HL Paper 2	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	L <sup>4</sup>	M <sup>6</sup>	A	M <sup>1</sup>	A	M <sup>3</sup>	L <sup>6</sup>	3
22.	English HL Paper 3	M <sup>3</sup>	M <sup>1</sup>	M <sup>4</sup>	L <sup>4</sup>	M <sup>5</sup>	A	A	A	A	L <sup>6</sup>	2
23.	Geography Paper 1	M <sup>2</sup>	A	A	M <sup>2</sup>	M <sup>3</sup>	M <sup>3</sup>	A	A	M <sup>2</sup>	L <sup>5</sup>	2
24.	Geography Paper 2	M <sup>1</sup>	A	A	A	M <sup>4</sup>	L <sup>4</sup>	A	A	M <sup>1</sup>	M <sup>3</sup>	2
25.	History Paper 1	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>2</sup>	A	A	A	M <sup>2</sup>	M <sup>2</sup>	2
26.	History Paper 2	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>1</sup>	A	M <sup>2</sup>	2
27.	Hospitality Studies	M <sup>3</sup>	A	M <sup>1</sup>	A	M <sup>1</sup>	A	A	A	A	A	1
28.	Information Technology Paper 1	M <sup>2</sup>	M <sup>1</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>2</sup>	A	A	A	A	2

No	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	L&B	Pre	Con	ARM	OI	
29.	Information Technology Paper 2	M <sup>1</sup>	M <sup>1</sup>	A	A	M <sup>3</sup>	M <sup>3</sup>	A	A	A	A	2
30.	Life Orientation CAT	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>10</sup>	A	A	A	M <sup>3</sup>	M <sup>2</sup>	3
31.	Life Sciences Paper 1	M <sup>2</sup>	A	A	A	A	A	A	A	M <sup>1</sup>	A	2
32.	Life Sciences Paper 2	M <sup>2</sup>	A	M <sup>1</sup>	A	A	A	A	A	A	A	3
33.	Mathematical Literacy Paper 1	M <sup>3</sup>	A	L <sup>3</sup>	M <sup>1</sup>	L <sup>6</sup>	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>1</sup>	L <sup>8</sup>	2
34.	Mathematical Literacy Paper 2	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>2</sup>	M <sup>3</sup>	A	A	M <sup>2</sup>	M <sup>1</sup>	3
35.	Mathematics Paper 1	M <sup>2</sup>	A	A	A	M <sup>4</sup>	A	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	2
36.	Mathematics Paper 2	M <sup>2</sup>	A	M <sup>2</sup>	A	M <sup>2</sup>	A	A	A	M <sup>1</sup>	M <sup>1</sup>	2
37.	Physical Sciences Paper 1	M <sup>2</sup>	A	M <sup>1</sup>	A	M <sup>2</sup>	A	A	A	M <sup>1</sup>	A	2
38.	Physical Sciences Paper 2	M <sup>2</sup>	A	M <sup>1</sup>	M <sup>2</sup>	M <sup>1</sup>	A	A	A	M <sup>1</sup>	L <sup>6</sup>	2
39.	Religion Studies Paper 1	A	A	A	A	A	A	A	A	A	A	2
40.	Religion Studies Paper 2	A	A	A	A	A	A	A	A	A	A	2
41.	Tourism	M <sup>3</sup>	A	M <sup>1</sup>	A	M <sup>4</sup>	M <sup>2</sup>	A	L <sup>2</sup>	M <sup>2</sup>	A	1
42.	Visual Arts Paper 1	M <sup>1</sup>	A	A	M <sup>1</sup>	M <sup>4</sup>	M <sup>2</sup>	M <sup>1</sup>	A	M <sup>2</sup>	M <sup>3</sup>	2
43.	Visual Arts Paper 1	M <sup>2</sup>	A	A	A	A	M <sup>1</sup>	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; ARM = Accuracy and Reliability of Marking Guideline; OI = Overall Impression

A = compliance in ALL respects; M = compliance in MOST respects; L = LIMITED compliance.

M<sup>x</sup>, L<sup>x</sup>: x = number of quality indicators not complied with.

**Annexure 1B: List of question papers sourced from the bank**

1.	Agricultural Management Practices
2.	Dramatic Arts
3.	Engineering Graphics and Design Paper 1
4.	Engineering Graphics and Design Paper 2

## Annexure 2A: Subjects and schools/centres sampled for SBA moderation

Subject	Centre/school
Accounting	EduPlanet Independent School Robertson Logos Christian School Sion Privaat Academy Zwartkop Christian School
Agricultural Sciences	All Children Can Learn Auxilio Learning Academy Free2bme Academic Centre Graceland Combined School Impaq Centre Nukleus Onderwys Teneo Education Centre Volkskool Orania
Business Studies	Excelsior Private School Robertson Logos Christian School Zerowa Christian Academy
Geography	Boost Centre Elroi Academy His Church School Nukleus Onderwys Platinum College of Progress Pretium College of Progress Study Xpress Teneo Education Centre The Boost Centre (Glenhazel) Zwartkop Christian School
Life Orientation	Elsen Bridging School Morester Akademie Pierre Van Ryneveld Christian Academy Robertson Logos Christian School School of Transformation Study Xpress Teach Them Christian College Volkskool Orania Zerowa Christian Academy Zwartkop Christian School
Mathematics	Cedarwood School Excelsior Private School Morning Star Education and Consultancy Zwartkop Christian School
Mathematical Literacy	Cedarwood School Excelsior Private School Morning Star Education Zerowa Christian Academy
History	Excelsior Private School Zerowa Christian Academy Zwartkop Christian School

## Annexure 2B: Subjects and schools/centres sampled for PAT moderation

Subject	Centre/school
Computer Applications Technology	EduPlanet Independent School Excelsior Private School His Church School Life Ministries Christian School Study Xpress Teach Them Christian College Zwartkop Christian School
Visual Arts	Alpha Education SA Edu-Funda Learning Centre Ivy Academy Pierre Van Ryneveld Christian School Robertson Logos Christian School Study Xpress Think Digital College Volkskool Orania

## Annexure 2C: Subject and schools/centres sampled for oral assessment moderation

Subject	Centre/school
Afrikaans Home Language (HL)	All Children Can Learn Auxilio Learning Academy Elroi Academy Nukleus Onderwys Teneo School Think Digital Academy Volkskool Orania
English HL	All Children Can Learn Auxilio Learning Academy Clonard Education DawnCroft Education Elroi Academy Mindscape Education Teneo School Think Digital Academy

## Annexure 4A: Subjects sampled for audit of appointed markers

1.	Accounting	Paper 2
2.	Agricultural Sciences	Paper 1 and Paper 2
3.	Agricultural Management Practices	Paper 2
4.	Business Studies	Paper 1 and Paper 2
5.	Consumer Studies	Paper 1 and Paper 2
6.	Geography	Paper 1 and Paper 2
7.	History	Paper 1 and Paper 2
8.	Information Technology	Paper 1 and Paper 2
9.	Life Sciences	Paper 1 and Paper 2
10.	Mathematics	Paper 1 and Paper 2
11.	Mathematical Literacy	Paper 1 and Paper 2
12.	Physical Sciences	Paper 1 and Paper 2

## Annexure 5A: Examination centres monitored during the writing of the SACAI 2021 NSC examination

No.	Province	Centre	Date	Subject written
1.	Eastern Cape	EduPlanet Independent School	1 December	Economics Paper 1
2.		Jaybay Academy	8 November	Mathematics Paper 2
3.		SACAI East London	10 November	Business Studies Paper 1
4.		SACAI Port Elizabeth	8 November	Mathematical Literacy Paper 2
5.		SAAAC Queenstown	8 November	Mathematical Literacy Paper 2
6.	Free State	ICALC Training Academy	19 November	Life Sciences Paper 1
7.		SACAI Bloemfontein	5 November	Mathematical Literacy Paper 1
8.	Gauteng	Baken Akademie	5 November	Mathematics Paper 1
9.		Boston NSC Open Distance Education	12 November	History Paper 1
10.		3D Christian Academy	11 November	Afrikaans Home Language (HL) Paper 2
11.		Boost Academy	8 November	Mathematical Literacy Paper 2
12.		Calibre Education	19 November	Life Sciences Paper 1
13.		Cedarwood School	27 October	English HL Paper 1
14.		Cedarwood School	26 November	Business Studies Paper 2
15.		Entheos Christian School	5 November	Mathematics Paper 1
16.		Excelsior Private School	9 November	English Paper 2
17.		Life Ministries Christian School	2 December	Tourism
18.		Loerie Land Independent	29 November	Geography Paper 1
19.		Pierre van Reyneveld Christian School	8 November	Mathematics Paper 2
20.		Pierre van Reyneveld Christian School	26 November	Business Paper 2
21.		Prefium Private School	9 November	English HL Paper 2
22.		SAAC Prestige College	2 December	Tourism
23.		SACAI Alberton	3 November	English HL Paper 3
24.		SACAI Centurion	11 November	Afrikaans HL Paper 2
25.		SACAI East Rand	12 November	Computer Applications Technology Paper 1 Information Technology Paper 1
26.		SACAI Gezina	12 November	Computer Applications Technology Paper 1
27.		SACAI Krugersdorp	2 December	Tourism Paper 1
28.		SACAI Moregloed	29 November	English HL Paper 3
29.		SACAI Olivedale	29 November	Geography Paper 1
30.		SACAI Randburg	9 November	English HL Paper 2
31.		SACAI Vanderbijlpark	19 November	Life Sciences Paper 1



No.	Province	Centre	Date	Subject written
32.		Tomorrow's People College	28 November	Afrikaans First Additional Language (FAL) Paper 1
33.		Zerowa Christian Academy	26 November	Business Studies Paper 2
34.		Zwartkop Christian School	18 November	Afrikaans FAL Paper 2
35.	KwaZulu-Natal	Boutique School	22 November	Life Sciences Paper 2
36.		SACAI Durban	8 November	Mathematical Literacy Paper 2
37.		SACAI Richards Bay	29 November	Geography Paper 1
38.		SACAI Port Edward	25 November	Engineering and Graphic Design
39.		Amanzimtoti High School	12 November	Physical Sciences Paper 1
40.		His Church Combined School	12 October	Computer Applications Technology Paper 1
41.	Limpopo	SACAI Ellisras	2 December	Tourism
42.		SACAI Thabazimbi	22 November	Life Sciences Paper 2
43.		SACAI Polokwane	12 October	Computer Applications Technology Paper 1
44.		Graceland Combined School	3 December	Economics Paper 2
45.	Mpumalanga	Hoërskool Patriot	12 November	Physical Sciences Paper 1
46.		SACAI Lydenburg	11 November	Afrikaans HL Paper 2
47.		SACAI Nelspruit	8 November	Mathematical Literacy Paper 2
48.		SACAI Secunda	15 November	Physical Sciences Paper 2
49.		Purpose College	3 December	Visual Arts Paper 1
50.	Northern Cape	Upington High School	29 November	Geography Paper 1
51.		Volksskool Orania Gekombineerd	8 November	Mathematics Paper 2
52.	North West	Study Xpress Potchefstroom	27 October	English HL Paper 1
53.	Western Cape	Iqra Academy	26 November	Business Studies Paper 2
54.		Platinum College of Progress	19 November	Life Sciences Paper 1
55.		Robertson Logos Christian School	15 November	Physical Sciences Paper 2
56.		SACAI Brackenfell	13 October	Information Technology Paper 1
57.		SACAI George	20 October	English HL Paper 1

## Annexure 5B: Examination centres found not compliant during the monitoring of the writing of the SACAI November 2021 NSC examination

Criteria	Nature of non-compliance	Centre implicated
Appointment of chief invigilators	Using the same chief invigilator appointed by the centre registered with DBE/Western Cape Education Department (WCED)	Iqra Academy
	Appointment of the chief invigilator approved as a condition of the concession	SACAI Akasia, SACAI East London and SACAI Moregloed
Management of invigilators' attendance	Invigilators did not sign the attendance registers	Boutique School and Volkskool Orania Gekombineerd
Management of examination documents	No invigilation and relief timetables on file	SACAI Port Elizabeth
	No relief timetable on file	Life Ministries Christian School Hoërskool Patriot
	No dispatch documents on file	
Security and supply of question papers	A consignment of question papers delivered to the private residence of a chief invigilator	SACAI Randburg
	The chief invigilator left the keys of the strong room unattended on a desk	SACAI Moregloed
	The examination material, including question papers, was stored in the same strongroom of the school used by the SACAI as examination centres	Iqra Academy
Approved examination centres	Examination was conducted at a venue different from that for which the concession was granted	SACAI Port Elizabeth and SACAI Thabazimbi
Conduciveness of the examination venue	Lighting in the examination venue was insufficient	Zerowa Christian Academy
Administration of the writing session	Information boards with relevant examination information not displayed	SACAI Polokwane and SACAI Port Edward
	In one examination venue, candidates were seated at less than one metre apart	SACAI Alberton
Compliance with examination procedures	Examination rules were not read to the candidates	SACAI Secunda, SACAI Port Edward, Pretium Private School and Study Xpress
	Two invigilators left their examination venues unattended for short periods	Platinum College of Progress



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