2022

QUALITY ASSURANCE OF THE JUNE 2022 NATIONAL SENIOR CERTIFICATE AND SENIOR CERTIFICATE (AMENDED) EXAMINATIONS OF THE DEPARTMENT OF BASIC EDUCATION

UMALUSI

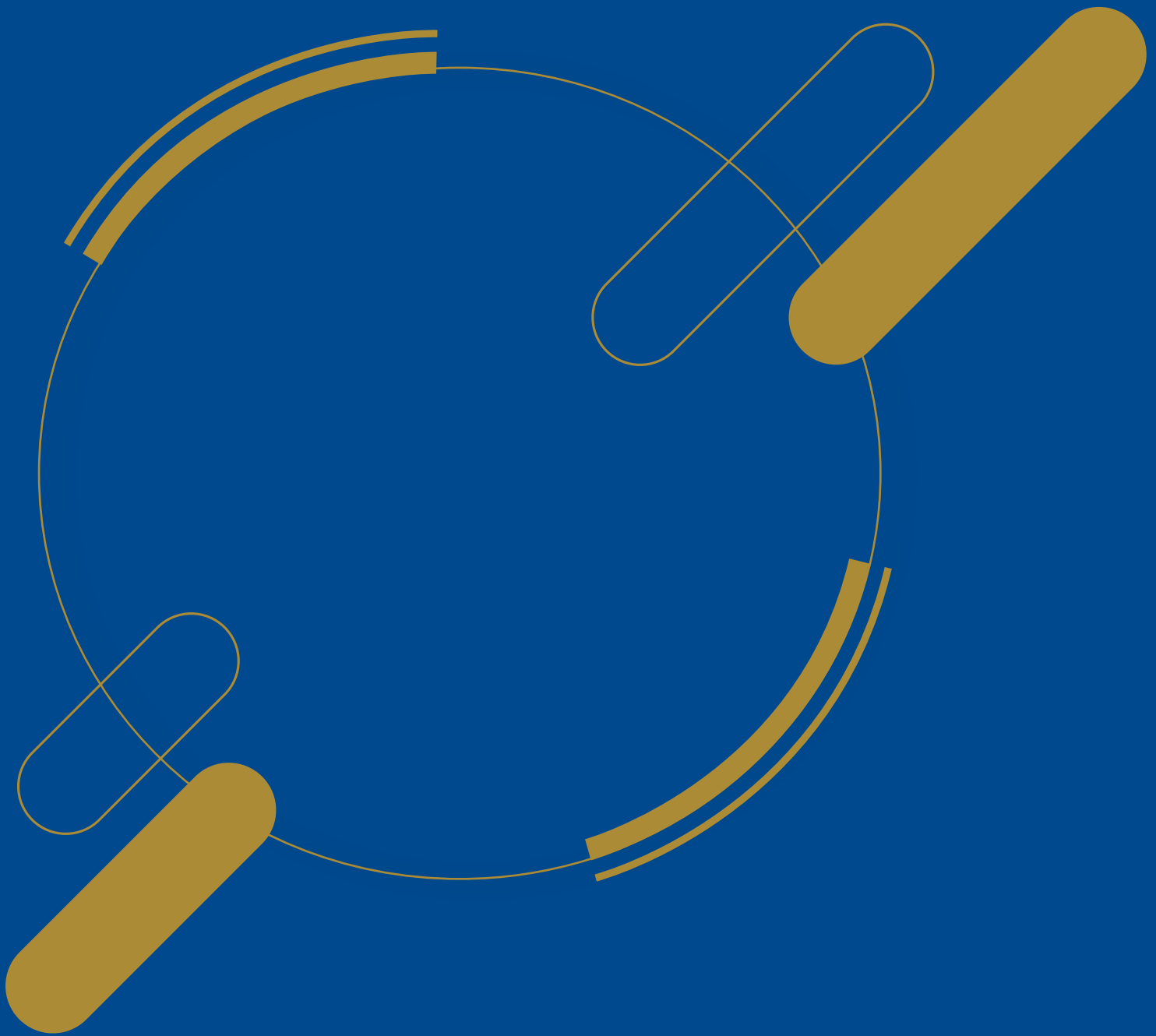**Quality Council for General and Further Education and Training**

QUALITY ASSURANCE OF THE JUNE 2022 NATIONAL SENIOR CERTIFICATE AND SENIOR CERTIFICATE (AMENDED) EXAMINATIONS OF THE DEPARTMENT OF BASIC EDUCATION

Table of Contents

FOREWORD

The Department of Basic Education (DBE) 2022 May/June National Senior Certificate (NSC)/Senior Certificate (amended)[SC(a)] examinations commenced on Monday, 9 May 2022 and concluded on Thursday, 23 June 2022. It was a fully-fledged examination administered to the following cohorts of learners:

• Adult students who had not fully complied with the requirements for a Senior Certificate prior to 2014;
• Adult students with no previous Senior Certificate (SC) credits post-2014;
• Repeating and part-time candidates previously enrolled for the NSC examination;
• Candidates who, with valid reason, did not write the NSC examination in November 2021; and
• Candidates who had written the NSC previously and desired to improve their results. These could be candidates who failed or candidates who passed.

The June NSC examination was standardised for the first time this year as a standalone examination with its own standardisation decisions. The admission of candidates who wrote the NSC examinations prior to 2021 to write the June examination is a step in the right direction. This will ensure that more learners have access to the NSC examinations.

Umalusi's quality assurance process focused on the following aspects: the external moderation of question papers; the monitoring of the writing of examinations; monitoring of the marking of examinations; the verification of marking; as well as standardisation and the approval of results.

The DBE and the provincial education departments (PED) are commended for the initiatives and varied intervention strategies they employed to improve the management of the June examinations, which resulted in a significant reduction in irregularities. However, despite these interventions, Umalusi remains concerned about the continued prevalence of the following irregularities: writing at the incorrect subject level, unregistered candidates, crib notes, possession of cell phones, imposters and group copying. Such irregularities potentially compromise the integrity of examinations if they are not addressed decisively.

The NSC and SC(a) provide access to opportunities such as admission to university and admission to post-school education. They also provide an entry point into the world of work. For this reason, all stakeholders in education have the immense responsibility of ensuring that the quality and integrity of these qualifications are not compromised.

Having studied all the evidence presented, the Executive Committee (EXCO) of Umalusi Council noted that the examination irregularities identified during the writing and marking of the examinations were not systemic and therefore did not compromise the overall credibility and integrity of the June 2022 NSC and SC(a) examinations administered by the DBE.

The EXCO approved the release of the DBE June 2022 NSC and SC(a) examination results based on available evidence that the examinations were administered largely in accordance with examination policies and regulations.
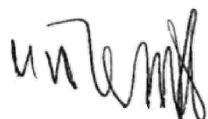
In respect of identified irregularities, the DBE is required to block the results of candidates implicated in irregularities, including candidates involved in group copying, pending the outcomes of further DBE investigations and Umalusi verification.

The DBE is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report.

The EXCO commends the DBE for conducting successful examinations.

Umalusi will continue to ensure that the quality, integrity and credibility of the NSC and SC(a) examinations are maintained. Umalusi will also continue in its endeavours of ensuring that its qualifications are internationally comparable, through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to enhance the credibility of the June 2022 NSC and SC(a) examinations.

Dr Mafu S Rakometsi
CHIEF EXECUTIVE OFFICER

EXECUTIVE SUMMARY

Umalusi is mandated by the General and Further Education Quality Assurance Act No. 58 of 2001, as amended, to quality assure assessments at all exit points of all qualifications for all registered and accredited assessment bodies, including the Department of Basic Education (DBE) and its provincial education departments (PED).

Umalusi, as part of its mandate to ensure the credibility of the June 2022 National Senior Certificate (NSC) and Senior Certificate (amended) [SC(a)] examinations, conducted the following quality assurance processes:

• Moderation of question papers (Chapter 1);
• Monitoring of writing (Chapter 2);
• Marking guideline standardisation (Chapter 3);
• Monitoring of marking (Chapter 4);
• Verification of marking (Chapter 5); and
• Standardisation and resulting (Chapter 6)

The DBE conducted the June examinations in 67 subjects for both the NSC and SC(a) examinations, which included 24 subjects that were written only by the candidates offering the Senior Certificate (amended). The report will, therefore, cover the entire examination and may, where necessary, highlight findings as they relate to either of the two qualifications.

This report seeks to provide feedback on the processes conducted by Umalusi in quality assuring the June 2022 NSC and SC(a) examinations. The report reflects on the findings; areas of improvement; areas of non-compliance; and provides directives for compliance and improvement in the conduct, administration and management of the examinations. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the DBE.

Umalusi conducts external moderation of examination question papers and accompanying marking guidelines to ensure that they are of an appropriate standard and compare favourably with the question papers written in past years, to ensure comparability of standards. This is a critical quality assurance process to ensure that the examination question papers and accompanying marking guidelines are valid and reliable. To this end, Umalusi moderated and approved 155 question papers for the June 2022 examination, 124 questions of which were used for the SC(a). Umalusi noted an upward trajectory in compliance with the criterion on cognitive skills in question papers that were approved at first moderation, which signifies an improvement in the setting of quality question papers. Umalusi notes a growing trend in non-compliance with the criteria that do not require specialised subject knowledge, such as technical details and the accuracy and reliability of the marking guidelines. Text selection, types and quality of questions is another area that requires attention.

Umalusi monitored the writing of the examinations to ensure that the writing was conducted in accordance with the "Regulations pertaining to the conduct, administration and management of the examinations". Significant improvements in the conduct of examinations were noted on many fronts across all nine PED. By the same token, Umalusi noted with concern poor record keeping in some of the examination centres monitored.

Other areas of non-compliance included non-adherence to the regulated reading time for candidates, candidates being allowed to leave the examination room during the last 15 minutes of the examination session and the technical accuracy of question papers not being checked. These pockets of non-compliance have the potential to compromise the credibility and integrity of the examinations. The DBE is urged to activate consequence management for invigilators who consistently flout regulations, so as to restore credibility in the conduct of examinations.

Umalusi participated in the marking guideline standardisation discussions to ensure that marking guidelines for all approved question papers were comprehensive and could facilitate fair, accurate and consistent marking. The marking guidelines were approved and signed off after rigorous and thorough engagement between the setting panels, PED-based chief markers and internal moderators and Umalusi external moderators. The DBE adopted

a mixed modality for the conduct of the marking guideline standardisation meetings, which included face-to-face meetings and the use of virtual platforms. This induced greater participation across the board.

The PED need to improve on the timely submission of pre-marking reports. The inputs from this would add value to the amended marking guidelines, which are tabled during the marking guideline standardisation meetings for Umalusi's approval.

The monitoring of marking is a critical quality assurance process that enables Umalusi to evaluate the readiness of the marking centres to host the marking of the examination scripts. Umalusi noted, and commends, the significant improvement in timely delivery of training scripts and marking guidelines in all marking centres monitored. The training of markers and the marking of scripts took place in accordance with the PED marking plans as a consequence of sufficiently early delivery of training material.

The verification of marking is conducted to ensure that approved marking guidelines and the respective marking principles are applied consistently in the marking of examination scripts, across all PED. In the main, there was a significant improvement in adherence to the marking guidelines across all subjects verified. The improvement in the quality of marking could be attributed to insistence on marking within the agreed tolerance range and the heightened quality of internal moderation. Despite appropriate measures and mechanisms put in place by the DBE to improve the quality of marking, pockets of non-compliance were noted. This was particularly so in non-adherence to the required quota of scripts being moderated across the different levels of internal moderation.

Umalusi standardises the examination results to mitigate sources of variability, such as cognitive demand and difficulty levels of questions, interpretation of questions and their marking guidelines, curriculum changes, etc. that impact candidate performance from one year to another. The aim of standardisation is, in the main, to achieve equivalence in examination standards across years, subjects and assessment bodies; and to deliver a relatively constant product to the market: universities, colleges and employers.

Although there were no areas of non-compliance observed regarding standardisation and resulting for SC(a), Umalusi noted, with concern, the inability of the DBE computer system to identify repeater-candidates' school-based assessment (SBA) and practical assessment task (PAT) marks from previous examination sittings. This is required to ensure correct resulting for this cohort of candidates.

Based on the findings of the reports on the quality assurance processes undertaken, the Umalusi EXCO concluded that the June 2022 NSC and SC(a) examinations were conducted in line with the policies that govern the conduct, administration and management of examinations and assessment. The EXCO approved the release of the results and commended the DBE for conducting a successful examination.

Umalusi trusts that the report will provide the DBE and other stakeholders with a clear picture of the strengths and weaknesses of different assessment systems and processes and attend to directives where improvements are required. Umalusi will continue, through bilateral meetings, to collaborate with all stakeholders to enhance the standard of education in South Africa.

ACRONYMS AND ABBREVIATIONS

ASC	Assessment Standards Committee
CAPS	Curriculum and Assessment Policy Statement
CAT	Computer Applications Technology
DBE	Department of Basic Education
GENFETQA	General and Further Education and Training Quality Assurance
FAL	First Additional Language
HL	Home Language
ICT	Information Communication Technology
IT	Information Technology
LoLT	Language of Learning and Teaching
MG	Marking Guideline(s)
NSC	National Senior Certificate
OHS	Occupational Health and Safety
PED	Provincial Education Department
PEIC	Provincial Examination Irregularities Committees
SAL	Second Additional Language
SBA	School-Based Assessment
SC(a)	Senior Certificate (amended)
Umalusi	Council for Quality Assurance in General and Further Education and Training

LIST OF TABLES AND FIGURES

CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

The Department of Basic Education (DBE) is responsible for the development and internal moderation of examination question papers and their marking guidelines. Umalusi is responsible for the external moderation of these question papers. The main objective of the external moderation of the question papers is to ensure the fairness, validity and reliability of the question papers and their marking guidelines prior to their administration by the assessment bodies. As a matter of principle, Umalusi must ensure that the standard of the question papers administered in a particular year is comparable to those approved in previous years. To achieve this, Umalusi moderates the question papers and their marking guidelines by mapping them against a set of criteria. The question papers and their marking guidelines should, therefore, cover the prescribed content, relevant conceptual domains and appropriate cognitive challenges.

This chapter reports on the extent to which the DBE June 2022 National Senior Certificate (NSC) and the Senior Certificate [SC(a)] examination question papers and their marking guidelines met the set criteria. The findings in this report are solely based on the first moderation; however, if a question paper and its marking guideline were not approved at this level, these had to be rectified and resubmitted for subsequent moderation until they fully met all criteria.

1.2 Scope and Approach

For the June 2022 NSC and SC(a) examinations the DBE administered 155 question papers. The DBE presented 140 NSC question papers and their marking guidelines to Umalusi for external moderation. The remaining 15 were sourced from the bank, being question papers and their marking guidelines that were approved previously and had been accounted for in previous reports. Of the 155 question papers, 124 SC(a) question papers were an integral part of the 140 NSC question papers and their marking guidelines. This report deals with these 140 question papers and their marking guidelines.

Table 1A tabulates the criteria and the number of quality indicators (indicated next to each criterion) that the sets of question papers and their marking guidelines are gauged against to reach an approval status.

a) Part A focuses primarily on the moderation of question papers and is comprised of seven criteria;
b) Part B focuses on the moderation of the marking guidelines and is comprised of two criteria; and
c) Part C focuses on the overall impression, with one criterion.

After a question paper and its marking guideline have been developed the set must be moderated internally. This is a process that is administered by the assessment body to ensure that a question paper and its marking guideline are print-ready before they are presented to Umalusi for external moderation. Just as the external moderation process is premised on certain principles, the same applies to the internal moderation process, as the same moderation tool is used for both processes. Therefore, when the two processes do not yield the same results, the element of non-compliance comes into play.

The external moderation process ultimately determines whether the question papers and their marking guidelines comply in all respects, in most respects, have limited compliance or do not comply at all with each of the quality indicators.

For a question paper and a marking guideline to be approved they must be evaluated against a set of three overarching aspects: moderation of the question paper, moderation of the marking guideline and overall impression. Each of the overarching aspects is comprised of a varying number of criteria.

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

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

[a] Number of quality indicators

Table 1A shows the criteria that each of the question papers and their marking guidelines are mapped against. Each criterion has an indication of the number of quality indicators that a question paper and its marking guideline must satisfy to be declared fully compliant. It is against these quality indicators that an external moderator would determine whether the question paper and its marking guideline comply: 1) in all respects, if they meet all the quality indicators, or 2) they comply in most respects, or 3) have a limited compliance, or 4) have no compliance at all with the quality indicators. If a question paper and its marking guideline do not comply fully with the set criteria and depending on the number of non-compliant quality indicators, an external moderator will declare that the question paper and the marking guideline must undergo subsequent moderation.

The next section details what hindered the approval of question papers and their marking guidelines at first external moderation level. The final question papers and their marking guidelines to be used for the examination must be fully approved by Umalusi before they may be administered.

1.3 Summary of Findings

This section summarises the findings of the external moderation of question papers and their marking guidelines, starting with an analysis of the status of question papers and their marking guidelines at first moderation. It, further, compares this with the outcomes of the past two years; followed by compliance levels per criterion. The section also strives to highlight the consequences of non-compliance, so the assessment body is made aware of what to pay attention to, so as to improve the processes of developing question papers and their marking guidelines.

1.3.1 Status of Question Papers Moderated

An ideal situation is to have all the question papers and their marking guidelines approved at first moderation. However, of the 140 question papers and their marking guidelines submitted for external moderation, only 45 managed to be approved at first moderation; 93 were conditionally approved and needed further improvement; and two were not approved. Figure 1A provides a graphic representation of the status at first moderation.
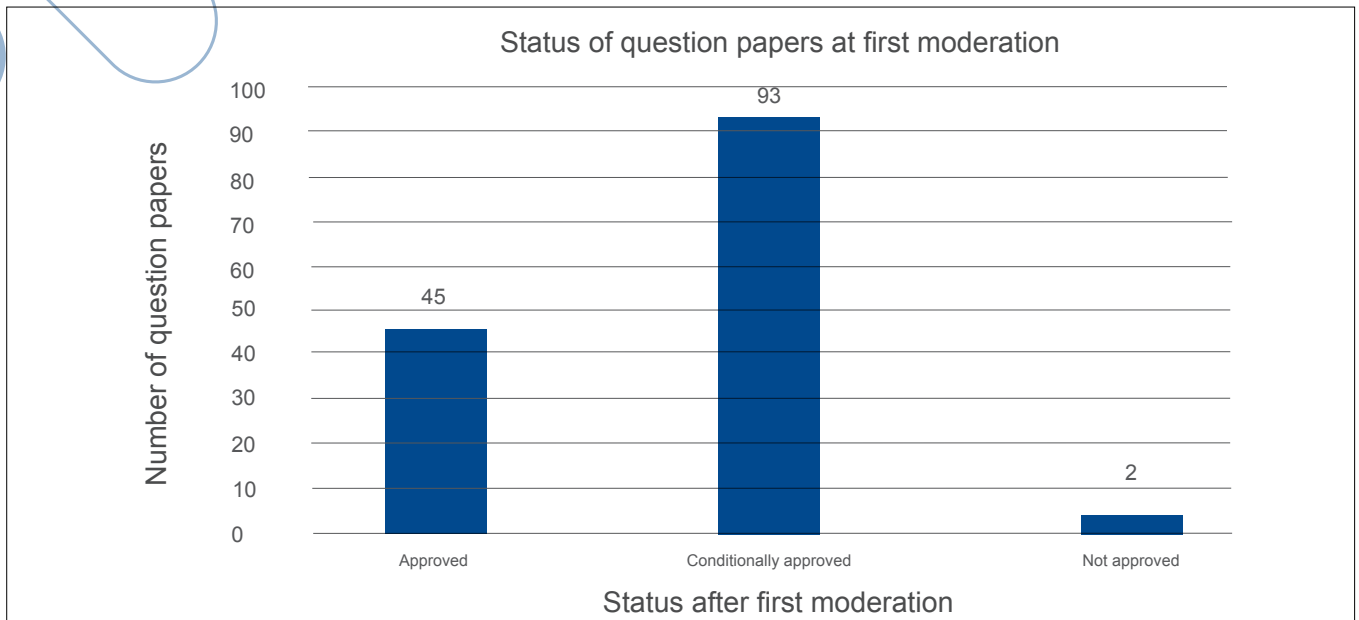
Figure 1A: Status of question papers at first moderation

Figure 1B graphically compares the status of the compliance levels of the question papers and their marking guidelines over the past three examination cycles, those of June 2019, June 2021 and June 2022[1], tabling it in percentages.
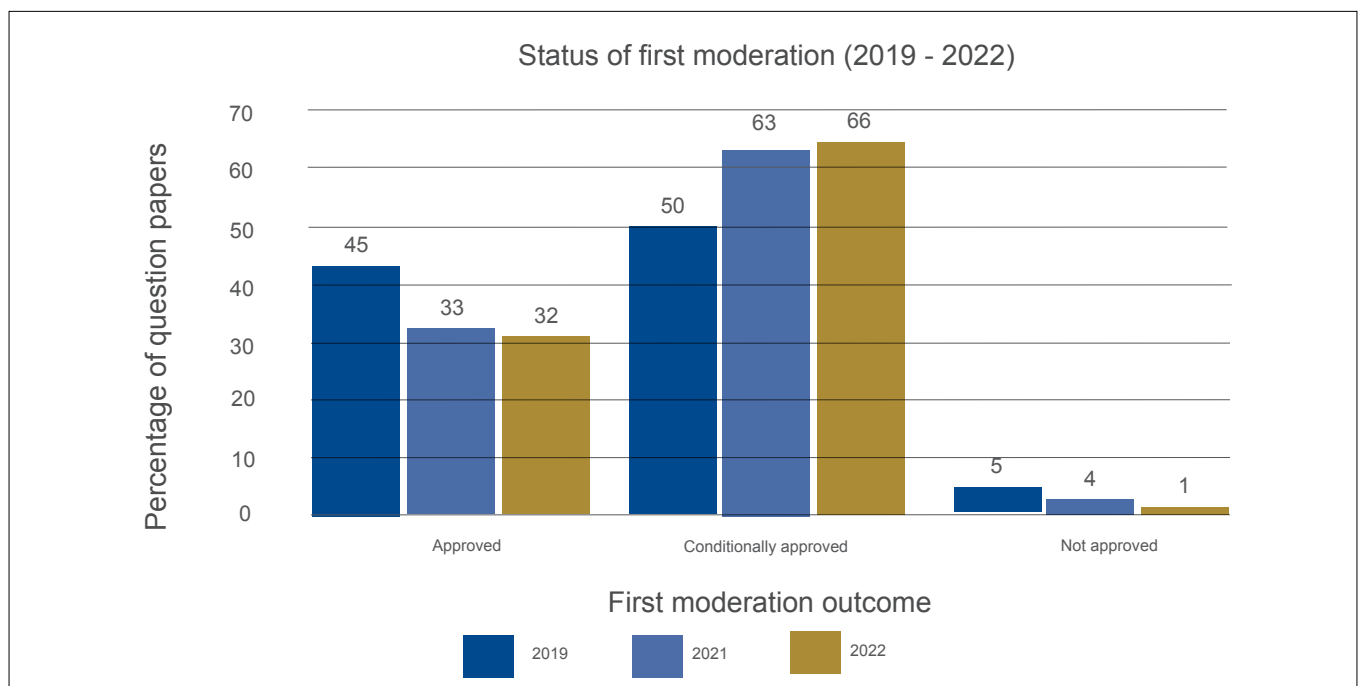
Figure 1B: Comparison of the status of question papers at first moderation for the June 2019, June 2021 and June 2022 examinations

In Figure 1B it can be observed that the approval rate declined by 12% in the first two years, with a further 1% decline in the subsequent year. It must be noted that the fewer question papers approved at first moderation, the higher the number of question papers to be conditionally approved. However, the percentage of question papers and marking guidelines that were rejected (not approved) shows a decline, which is commendable. This downward trajectory is attributable to several factors that are highlighted at length in Section 1.3.2.

---

[1] The comparison of the June 2019 and June 2021 examinations was necessary because the June 2020 examination was cancelled as a result of the COVID-19 pandemic and its restrictions and merged with the November 2020 examination.

1.3.2 Compliance Levels per Criterion

This section focuses 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) in relation to each of the ten criteria listed in Table 1B.

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

Table 1B: Compliance of question their papers and their marking guidelines at first moderation

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	52	47	1	0
Internal moderation	84	12	4	0
Content coverage	79	19	2	0
Cognitive skills	72	23	5	0
Text selection, types and quality of questions	40	54	6	0
Language and bias	60	38	2	0
Predictability	86	10	3	1
Conformity with question paper	67	27	5	1
Accuracy and reliability of marking guidelines	37	59	3	1
Overall impression	49	37	14	0
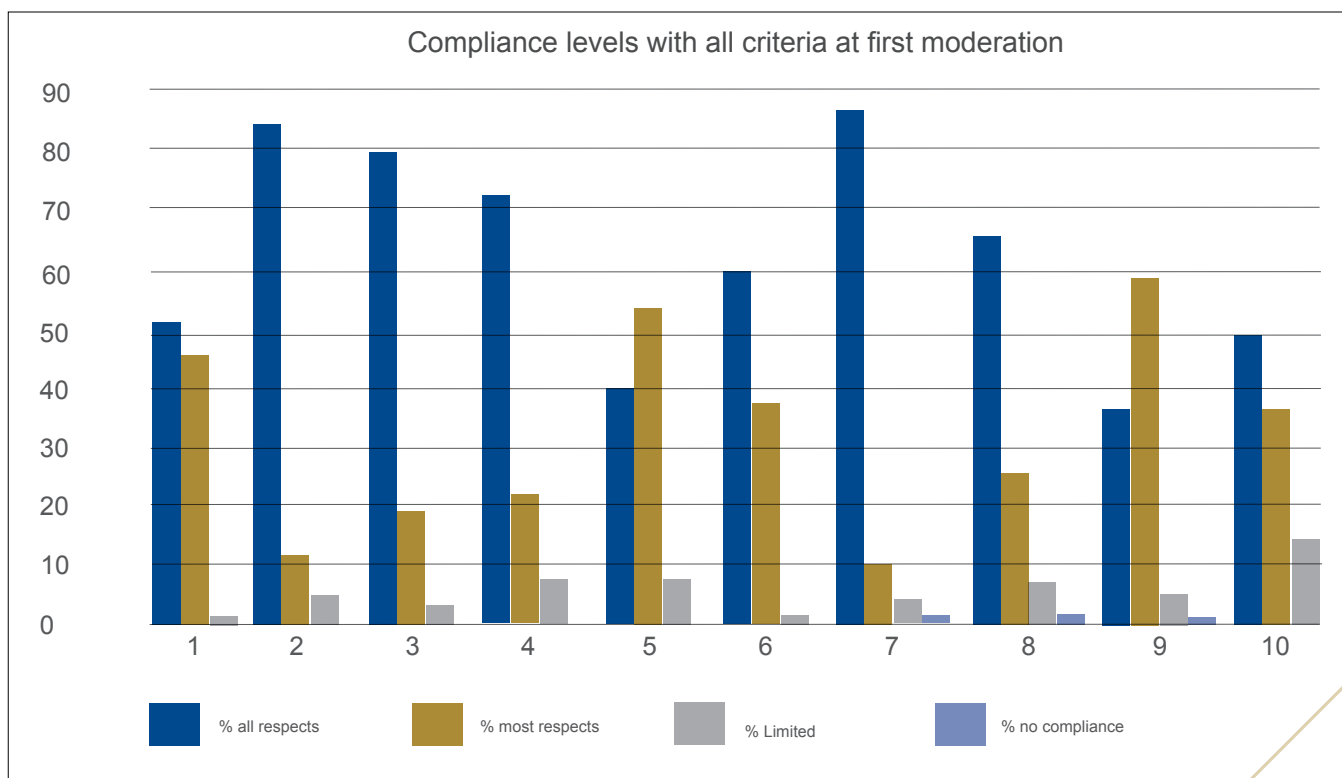
Figure 1C: Compliance levels of question papers with all criteria at first moderation for the June 2022 examinations

It is commendable that the following criteria: internal moderation, content coverage, cognitive skills, language and bias, predictability and conformity with question paper, all had compliance levels of 60% and above. On the other hand, the other criteria had compliance levels below 60%, with the accuracy and reliability of marking guideline criterion the least complied with. The following section highlights all areas of non-compliance and maps these against each of the criteria listed in Table 1A. Accompanying this analysis, Annexure 1A reflects the extent to which each question paper and its marking guideline complied with each quality indicator.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

This section reflects on the compliance levels, based on findings drawn from the first moderation of the question papers and their marking guidelines administered for the June 2022 NSC examinations.

a) Technical details

Fifty-two percent of the question papers complied fully with the 12 quality indicators for this criterion, while the other 48% had variable levels of non-compliance, as outlined below:

i)   Two question papers were submitted without relevant details such as time allocation, the name of the subject, number of pages and instructions. Although this was an improvement when compared to June 2021, when six question papers did not comply with this quality indicator, it is of concern that a question paper was submitted for external moderation without any of the elements mentioned above. These play a pivotal role in ensuring the identity of a question paper;

ii)   Instructions to candidates also play a pivotal role in ensuring that candidates are not confused. These must always be clear and/or unambiguous and conform to the prescripts of the examination guidelines. Non-compliance with instructions saw an increase, as 27 question papers did not comply, compared to 21 question papers in June 2021;

iii) The layout of nine question papers was cluttered and not reader friendly. A clutter-free question paper helps candidates to navigate through a question paper with ease;

iv)   Some questions in six question papers were incorrectly numbered. This error had the potential to cause confusion for candidates, especially in cases where choices had to be made, had this error not been detected;

v)   Pages in one question paper were incorrectly numbered. The numbering of pages goes hand in hand with instructions. Therefore, examining panels must ensure that the two must speak to each other;

vi)   Headers and footers on each page in 12 question papers and/or their marking guidelines were not consistent and did not adhere to the required format as per the curriculum and assessment policy statement (CAPS) document. If this had not been detected, it could have affected candidates negatively;

vii) Seven question papers had inappropriate fonts, as per the CAPS document. Font types and sizes send varying pictorial messages to the readers, such as the order of importance, register and many more.

viii) Mark allocations are not only indicative of the worth of a question but also guide candidates in the expected length and depth of their responses. Therefore, non-indication of marks can have dire consequences on the performance of candidates. Greater caution ought to have been exercised in two question papers;

ix)   Three question papers were deemed to be too long and could not have been completed in the time allocated;

x)   The quality of drawings, illustrations, graphs, tables, etc., must always be clear. Drawings and illustrations have a knock-on effect on the quality of questions, as questions always refer to them. However, in 36 question papers these principles were not considered; and

xi)   The examination guideline for each subject prescribes a format that must always be adhered to and this is communicated to the teaching fraternity, to standardise question papers across the country. However, three question papers were found not to have adhered to these prescripts.

b) Internal moderation

Internal moderation plays an important role in ensuring that a question paper is submitted for external moderation without any compliance issues or errors. Eighty-four percent of the question papers and their marking guidelines were quality assured and fully met all the quality indicators mapped against this criterion. Nonetheless, the other 16% did not satisfy the prescripts of the criterion, for the following reasons:

i)   Four question papers were presented for external moderation without a full history of their development. Part of the external moderator's task is to ensure that an internal moderator gives proper guidance to the examining panel. The absence of information related to the development of a question paper must, therefore, be included when submitting a question paper for external moderation;

ii)   The quality of internal moderation plays a pivotal role in ensuring that question papers are print-ready before they are submitted for external moderation. However, in 20 question papers, the quality, standard and inputs from internal moderators was questionable; and

iii)   In two question papers there was little evidence that the internal moderators' recommendations were addressed. Internal moderators' recommendations help to eliminate unnecessary errors in question papers submitted for external moderation.

c) Content coverage

Seventy-six percent of the question papers were fully compliant with the requirements for content coverage at first moderation. The remainder did not satisfy the requirements as indicated below:

i)   Analysis grids for six question papers did not show clearly how each question was linked to a topic. This indicates how the question paper complies with the requirements of the CAPS.

ii)   Five question papers did not cover the content required by CAPS adequately.

iii)   Six question papers did not reflect the latest developments in the subject.

iv)   In 11 question papers, more than three questions contained content, examples, text or illustrations that were judged inappropriate, irrelevant or incorrect/inaccurate.

d) Cognitive skills

Seventy-nine percent of the question papers were fully compliant with cognitive skills at first moderation. The balance of the question papers did not satisfy the quality indicators because:

i)   Five question papers had analysis grids that did not clearly show how each question linked to the prescribed topic. An indication of how questions map against prescribed topics conveys to the examination panel how the question paper satisfies the prescripts of the CAPS, in terms of the cognitive levels. It was therefore questionable how the examining panels and the internal moderators of the five question papers arrived at the prescribed weighting and spread of different cognitive levels and the percentages thereof.

ii)   Choice questions in nine question papers were deemed not to have been at equal levels of difficulty. Had they not been detected, candidates could have chosen easier questions;

iii)   Question papers must provide enough opportunities to assess candidates' ability to reason, communicate, translate verbal to symbolic, translate visual evidence to a written response, compare and contrast, see causal relationships, express an argument clearly or provide creative responses, but five question papers failed to do so;

iv)   Nine question papers included irrelevant information, which could have increased the degree of difficulty unintentionally; and

v)   The allocation of marks was skewed in some questions in 12 question papers. Mark allocation not only helps to determine the cognitive skill of each question but also guides candidates in the expected depth and length of the response.

e) Text selection, types and quality of questions

Only 40% of the question papers complied fully with the criterion on text selection, types and quality of questions, with the remaining 60% declared non-compliant. The following reasons were behind the failure to comply fully with this criterion:

i)   Not all source materials were subject specific, in three question papers;

ii)   In three question papers, selected source materials were deemed inappropriate as they were either not subject specific, too lengthy or too short. If source material is too lengthy it can reduce candidates' time responding to questions as they spend it on reading. By the same token, if source material is too short it can skew results since candidates have more time than scheduled to respond to the question; thus the standard of a question paper may be tainted;

iii) Nineteen question papers had source materials that were deemed not functional, relevant and appropriate;

iv) Six question papers had source materials that would not have allowed for the testing of skills;

v) Seven question papers had source materials that could not generate questions across the cognitive levels;

vi) Just as source materials are important in the formulation of questions, so too is the quality of the questions. Questions must relate to what is pertinent in every subject. Failure to do so, as was the case in five question papers whose questions could be deemed generic, would be equal to examining outside the scope of the CAPS' specifications for a particular subject;

vii) Fifty-eight question papers contained questions with vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers;

viii) Taking cognisance of the use of clear instructional key words/verbs is essential to the development of quality questions. Failure to do so has a knock-on effect on the coverage of the cognitive skills prescribed and could lead to unwarranted conclusions about a question paper. However, 32 question papers did not take careful consideration in this regard;

ix) When formulating questions, examining panels must ensure that there is sufficient information to elicit appropriate responses. Thirty-six question papers had questions that did not contain enough information;

x) Eighteen question papers had factual errors or misleading information in some questions. This must be avoided at all costs when developing questions. One factual error can disadvantage candidates unnecessarily or taint the standard of a question paper;

xi) References in questions to prose texts, visuals, drawings, illustrations, examples, tables and graphs in 14 question papers were deemed irrelevant and incorrect;

xii) Eight question papers had questions that suggested a response to another question. This must be avoided as it affects the standard of the question papers;

xiii) An overlap between questions must be avoided at all costs, as this can be taken as duplication. This was detected in 11 question papers; and

xiv) Fourteen question papers had various challenges in the formulation of multiple-choice questions, with some options in six question papers not free of logical cues. Furthermore, in one question paper, some options were not free from absolute terms like 'always' or 'never'; while in four question papers some options had varying lengths, making the correct answer predictable. Moreover, one question paper had a word or phrase in the stem of a question that was repeated in the correct answer, thereby giving away the most suitable response. Last, but not least, two question papers had multiple-choice questions whose correct answers included elements in common with other options.

f) Language and bias

Sixty percent of the question papers complied fully with the criterion for language and bias. Language plays a crucial role in the formulation of question papers. Precautions must be taken to guard against using inaccessible language, with consideration for candidates whose home language is different from the Language of Learning and Teaching (LoLT). The reasons behind question papers not complying fully were:

i) In ten question papers subject terminology or data was used incorrectly. The terminology used in the subjects' policies must always be adhered to, to guard against disadvantaging candidates;

ii) The language register and the level and/or complexity of the vocabulary used in 17 question papers was inappropriate for Grade 12 candidates. When developing questions great caution must be taken to guard against an inappropriate level of complexity in the language used, considering the age of the candidates and elementary standard of education;

iii) Elements of subtlety in grammar surfaced in 28 question papers. These must always be avoided to guard against creating confusion for candidates;

iv) Equally important in relation to the use of language is ensuring the grammatical correctness of the questions so that a question paper is not degraded in trying to compensate for the errors. Twenty-nine question papers failed to ensure that the language used in the questions was grammatically correct. These could have affected the standard of the question papers negatively;

v) In addition, it is important to ensure that question papers do not contain over-complicated syntax, as was the case in 11 question papers. Since most candidates do not have an English-speaking background, most could have been lost in the meaning of some sentences and would have forfeited marks;

vi) Seven question papers contained foreign names or terms that candidates may have not been familiar with. The external moderation process detected these and they were rectified to accommodate the candidates;

vii) Coupled with language use is the issue of bias towards particular interest groups, such as culture, gender, language, politics, race, religion, province, region and risk of stereotyping, etc. Traces of these were found in 14 question papers. Examining panels must ensure that elements of bias are avoided since such found in question papers can result in litigation against the assessment body; and

viii) Candidates with special needs must be catered for when question papers are developed, by ensuring that questions allow for adaptations. Three question papers failed in this regard

g) Predictability

Careful consideration must be taken when developing question papers to avoid using questions from the previous three years' examinations, which could lead to question papers being deemed predictable. Predictability had the highest compliance rate, of 86%. The reasons for findings of non-compliance among the other 14% were:

i) Contained questions taken from previous years' question papers that could have been easily spotted or predicted by candidates (Fourteen question papers).

ii) Contained questions that were repeated verbatim from the past three years' question papers (Five question papers).

iii) Reflected little innovation in their questions (Ten question papers).

Marking guidelines must be developed concurrently with the question papers. This prescript is aimed at ensuring that standards are set and adhered to by all markers. The next section deals with the extent to which the marking guidelines complied with the criteria on conformity with question papers; and the accuracy and reliability of the marking guidelines.

h) Conformity with question papers

Sixty-seven percent of the question papers administered in the June 2022 examination cycle complied fully with the criterion on conformity of marking guidelines with their respective question papers. Both the examining panel and the internal moderation processes ought to have ensured that the 33% of question papers that did not comply fully, were addressed before submission for external moderation. The non-compliance finding came about because:

i) Some responses in 40 marking guidelines did not correspond with their respective questions;

ii) Eighteen marking guidelines had some responses which were not aligned to the command words in the questions. As was alluded to earlier, the key verbs play an important role in determining the depth of the response expected as it is closely related to the cognitive skill of a question. Caution must be exercised to guard against such misalignments; and

iii) In some responses in six marking guidelines there was misalignment between the marks allocated and those allotted to the corresponding questions as they appeared in the question papers.

I) Accuracy and reliability of marking guidelines

When developing marking guidelines it is very important to revisit questions to ensure that the responses given are fully aligned to the corresponding questions. Compliance with the criterion for accuracy and reliability of marking guidelines was the lowest of all criteria, at 37%. As alluded to earlier, this could point back at the examining panels and the internal moderators of the 63% of marking guidelines that did not comply fully. Therefore, caution must be exercised to ensure that responses factor in the cognitive levels and the marks allotted, so as to respond accurately to the questions posed. Failure to ensure this impinges heavily on the credibility, validity and reliability of the entire assessment. The following were reasons for non-compliance:

i) Forty marking guidelines had instances of incorrect responses in relation to the subject matter. Examining panels and the internal moderators must ensure that they consult various references when drawing out responses to arrive at the desired responses;

ii)   Forty-four marking guidelines contained typographical errors. As with any piece of writing, editing is the final stage to be employed in the writing process. Erroneous spelling does not have a place in a marking guideline, as some markers tend to follow a marking guideline religiously and without interrogating it. Examining panels should ensure that this is done appropriately;

iii) Layout plays a pivotal role in ensuring the presentability of marking guidelines, as is the case with the question papers. However, 26 marking guidelines had layouts that were questionable. The layout of a marking guideline helps to fast-track the marking process;

iv)   Four marking guidelines were incomplete, in that some showed no mark allocation while others did not clearly show how marks were distributed within each of the responses;

v)   Six marking guidelines did not show how marks were to be spread. This could have jeopardised the standard of marking in that at times there are novice markers who might not be aware that sections of a response must be awarded marks differently;

vi)   Three marking guidelines contained responses that offered such a small range of marks that it was going to be difficult to discriminate between low and high performers;

vii) Two marking guidelines had evidence of marks not being awarded positively;

viii) Reliability plays an important role when marking, since various markers are expected to arrive at the same result when marking the same script. Therefore sufficient detail must be provided to guide markers. Although in some instances markers are expected to apply their professional judgement when marking, it is crucial that sufficient detail be provided in the marking guidelines to help curb the element of subjectivity. However, 30 marking guidelines failed in this regard;

ix)   When drawing responses, relevant/correct alternative responses must be considered as there are several approaches to getting to the same result. Eighteen marking guidelines failed to encompass alternative responses to some questions; and

x)   Four marking guidelines did not use rubrics, even in cases where they ought to.

j) Overall impression and general remarks

After moderating both a question paper and its accompanying marking guideline, external moderators are expected to gauge the compliance level of a question paper and its marking guideline and offer an overall impression, guided by several components of the moderation process. Forty-nine percent of the question papers and their marking guidelines complied fully with this criterion. The other 51% failed, for the following reasons:

i)   Errors detected in some of the questions: nine question papers were generally regarded as not being in line with the CAPS and the examination guidelines as they were found not to have assessed the objectives of the CAPS in their completeness;

ii)   Fifty-seven question papers had questions that digressed, which impacted negatively on their fairness, validity and reliability. As a result, their standard was not comparable with that of previous years;

iii) Forty-seven question papers were found to have been of an inappropriate standard;

iv)   Of the 47 question papers noted in iii, the standard of 28 question papers was not comparable with that of previous years;

v)   The standard of 70 marking guidelines was found not to have been fair, valid and reliable;

vi)   The standard of 47 marking guidelines was deemed inappropriate; of these, the standard of 28 marking guidelines could not be comparable to that of the previous years; and

vii) Five marking guidelines did not provide answers that portrayed an assessment of skills, knowledge, attitudes and values.

1.3.4 Comparison of Compliance per Criterion: June 2019, June 2021 and June 2022

Table 1C compares the compliance levels, per criterion, over the three years (June 2019, June 2021 and June 2022) at first moderation level.

Table 1C: Comparison of compliance, per criterion, of question papers and their marking guidelines at first moderation in June 2019, June 2021 and June 2022

Criteria	June 2019 (% of question papers)	June 2021 (% of question papers)	June 2022 (% of question papers)
Technical details	48	56	52
Internal moderation	77	85	84
Content coverage	91	76	79
Cognitive skills	34	69	72
Text selection, types and quality of questions	67	40	40
Language and bias	64	63	60
Predictability	87	88	86
Conformity with question paper	88	69	67
Accuracy and reliability of marking guidelines	67	45	37
Overall impression	38	52	49

As can be seen from Table 1C, the criterion on predictability had the highest compliance level, which was maintained at 86%. This is understandable, given that examining panels can refer to question papers written in the previous three years to ensure that questions are not repeated in a current cycle. Predictability was followed by internal moderation, at 84%. Although there was a 1% decline when compared to the previous year, the 84% was an improvement against June 2019, when compliance was at 77%. Content coverage has fluctuated in compliance levels: at 91% in 2019, then a sharp decline in the next cycle, followed by a slight improvement this year. However, this did not match the June 2019 compliance level. Compliance with the criterion for cognitive skills continued an upward trajectory, with every year reflecting an improvement, albeit minimal in the previous two years. This was followed by the compliance with the criterion on conformity with question paper, which declined to 67%. The criterion on language and bias showed a slight decline, year on year. The compliance levels of the other criteria were below 60% and all showed a downward trajectory, except for the criterion on overall impression, which showed fluctuating compliance levels.

1.4 Areas of Improvement

The following areas of improvement were identified during moderation of the June 2022 NSC and SC(a) question papers and their marking guidelines:

a)   It is commendable that there has been an upward trajectory in the criterion on cognitive skills, as it plays a pivotal role in the development of question papers; and
b)   The stability in the compliance levels of the criterion on predictability is commendable, even though there is room for improvement.

1.5 Areas of Non-compliance

Umalusi would like to highlight the following as an area of non-compliance:

a)   The low compliance levels of question papers and their marking guidelines with the criteria on technical details, text selection, types and quality of questions and accuracy and reliability of the marking guidelines is a cause for concern.

1.6 Directives for Compliance and Improvement

Since the criteria on text selection, types and quality of questions and accuracy and reliability of marking guidelines are at the core of the development of question papers and their marking guidelines, the DBE must ensure:

a) The examining panels pay attention to:
   i)   Text selection, types and quality of questions; and
   ii) Accuracy and reliability of marking guidelines.
b) A standalone checklist is developed and used to ensure that all the elements encompassed in the criterion on technical details are checked before a question paper and its marking guideline are submitted for external moderation.

1.7 Conclusion

This chapter reported on the major findings from an analysis of the individual question paper moderation reports for the June 2022 NSC and SC(a) examinations. Although the report highlights areas of improvement, the main section of the report delves deeper into areas of non-compliance to afford the DBE insight into areas that need intensified interventions to strive for full compliance. The chapter also outlines directives for compliance and improvement the DBE must address to curb any recurrence of these areas of non-compliance.

CHAPTER 2 MONITORING OF THE WRITING OF THE EXAMINATIONS

2.1 Introduction

Umalusi monitors the conduct, administration and management of the national examinations at exit-point for the qualifications that are registered on the General and Further Education Training Qualifications Sub-framework (GFETQSF). The Executive Committee of Council (EXCO) adjudicates over the findings presented before them to decide whether the examinations were administered credibly or not.

The Regulation pertaining to the conduct, administration and management of the National Senior Certificate (NSC) published under Government Gazette Vol. 646 No. 42430 and dated 30 April 2019 makes provision for NSC candidates to register and write the May /June examination.

The Department of Basic Education (DBE) conducted the NSC and the Senior Certificate amended [SC(a)] examinations from 9 May 2022 to 23 June 2022. Umalusi deployed its monitors to selected examination centres nationally for monitoring the conduct, administration and management of these examinations.

This chapter provides a summary of the findings of the monitoring of the writing of the examinations and, further, gives an account of areas of improvement and areas of non-compliance. Based on the non-compliance, directives for compliance and improvement are issued. The DBE is required to create an improvement plan to mitigate the recurrence of the areas found to be non-compliant with the criteria.

2.2 Scope and Approach

The DBE registered 166 570 NSC part-time candidates writing in 5 232 examination centres and 124 899 SC(a) candidates writing in 1 225 examination centres nationally. Umalusi monitored 91 sampled examination centres out of the DBE population of examination centres. The collection of data was carried out using the instruments for monitoring of the examinations. The examinations were conducted at common venues; as a result the chapter reports on the conduct of both the NSC and the SC(a) examinations.

The findings arrived at are limited to the sample of monitored examination centres and the availability of evidence provided at the time of the Umalusi visits.

2.3 Summary of Findings

The findings, as outlined below, are aligned to the prescribed criteria for the monitoring of the writing of national examinations.

2.3.1 General Administration

a) Management of question papers

The appointed chief invigilators, or officially delegated persons with the responsibility of chief invigilators, collected the question papers and other related examination material from the distribution points established by the provincial education departments (PED) on a daily basis. In a few instances in eight out of the nine PED, there was evidence to suggest that the question papers were delivered to, and the scripts collected from, the examination centres by the department officials in line with the procedural arrangements made by the various districts. The Western Cape PED delivered the question papers in weekly consignments to the examination centres, through courier services. The delivery plans in all cases were verified. Chief invigilators and officials who were deployed to manage the designated examination centres verified the correctness of supplied question papers, including delivered question paper consignments in the case of the Western Cape PED. Copies of dispatch forms were verified at 81 examination centres, while at ten examination centres it was found that the dispatch forms were kept at the distribution points.

b) Appointment records of invigilators and their training

Appointment records for duly appointed chief invigilators were available at all 91 examination centres. At these centres, others were appointed by the district directors or delegated by the chief invigilators, the responsibility of chief invigilators.

Appointment letters of invigilators were available for verification at 81 examination centres. Ten examination centres did not have available the required proof of training of invigilators.

c) Management of invigilators' attendance

Generally, the examination centres complied with the invigilator to candidate ratio of 1:30, as regulated. It was noted, however, that eight examination centres did not adhere to the prescribed ratio. Signed invigilators' attendance registers were evidence of strict attendance management and attendance was aligned to the implemented examination timetable. However, 13 examination centres managed the attendance of invigilators poorly. In all 91 examination centres monitored, invigilators reported to the examination rooms on time.

d) Examination document management

Examination files that contained the relevant May/June 2022 examination documents were provided; however, files for 15 centres were not user friendly.

2.3.2 Credibility of the Writing of Examinations

a) Security and supply of question papers

The security of question papers and other examination-related material was managed well. Adequate security was available at all examination centres where question papers and other related material were kept overnight. All question papers were sealed as required and were opened in front of the candidates in the writing rooms. Umalusi was satisfied with the level of security the chief invigilators exercised.

b) Admission of candidates in the examination room

The candidates' credentials were verified; this included possession of admission letters and identity documents. In addition, the 30 minutes' admission into examination venue rule was managed well, except at 11 centres where candidates were admitted later than the set time. All candidates, including those who arrived late but within the first hour of the regulated time of the commencement of the writing, were admitted to the examination and allowed to write the examination.

There were pockets of evidence gathered that indicated that some examination centres failed to draw up seating plans prior to the start of the examination session. In such cases, candidates were found to have been seated out of chronological order and their examination numbers. It was noted that invigilators in such cases had to draw seating plans after the candidates were seated, to ensure that their seating reflected the actual floor plan for the session. In the majority of monitored examination centres, evidence of high absenteeism was noted.

All candidates who were admitted for the writing of examinations were registered to write the examination. However, there were instances of wrongly registered subjects or subject levels noted at six centres. There were incidents where candidates had to write at examination centres to which they were not initially allocated, according to their admission letters. Such candidates were redirected to other examination centres by district officials. In all cited cases, the candidates were admitted, handwritten mark sheets were completed and they were allowed to write. These cases were recorded and reported as administrative irregularities.

c) Conduciveness of the examination room

The examination centres and rooms were located in conducive areas which allowed for the examination sessions to be managed without disruption. The facilities met the required standards prescribed for the

establishment of examination centres. As a result, they were found to be conducive to run an examination. However, high noise levels were noted at four centres. At five examination centres, there were no toilet and water facilities.

d) Administration of the writing session

Generally, the examination sessions started on time. Evidence of time displaying devices such as clocks and, in some instances, time intervals were written on the information boards, except at nine centres where the intervals were provided only when the examination was already in progress. At six centres time was not displayed. No undesirable material was displayed at any of the centres monitored.

Clear instructions and rules were read out regarding unauthorised materials, across examination centres. For instance, it was noted that candidates were made aware through posters displayed at the examination venue entrance and, in some cases, inside the examination room, that cell phones were not permitted in the examination rooms. At nine examination centres candidates were granted special examination accommodations/concessions during writing.

e) Compliance with examination procedures

The examination sessions complied largely with the procedures prescribed for the conduct, administration and management of examinations. The following were observed:

i) Issuing of answer books was done procedurally and uniformly across the 91 examinations centres monitored;
ii) Chief invigilators and invigilators, including those at designated examination centres, opened the question papers in front of the candidates as required;
iii) No personnel other than those authorised to officiate at the writing sessions were found to be present in the examination rooms;
iv) Candidates who left the examination room temporarily during writing were escorted; and
v) invigilators were vigilant and mobile while in the examination room.

Some inconsistencies were noted beyond the opening and distribution of question papers to the candidates:

i) Poor time management in the distribution of question papers at nine examination centres;
ii) Not checking for technical accuracy of question papers at 12 examination centres;
iii) Inconsistencies on the ten minutes' regulated time for reading through the question paper prior to the official starting time at ten centres;
iv) Not reading the examination rules at 14 centres;
v) Invigilators not starting and ending the examination at the allocated times as determined by the subject written, at nine centres; and
vi) At six examination centres candidates were allowed to leave the examination room during the last 15 minutes of the examination.

Although Umalusi is satisfied with the compliance of the majority of the examination centres to minimum adherence to examination procedures, the gaps identified require the attention of the DBE and PED.

f) Handling of answer scripts

The handling and management of answer scripts at the end of the examination was done as per the documented standard operation procedure. At one examination centre, answer scripts were left on the table by the candidates on leaving the room and the scripts were collected by the invigilators.

The counting and packing of answer scripts took place in a secured area, mainly the examination rooms, in the presence of the chief invigilator, invigilators and monitors deployed to monitor the examination. In all cases the scripts tallied with the number of candidates who wrote and were marked present in the examination room. All scripts were sealed in satchels provided by the PED. Subsequently, the scripts were collected, in line with procedures outlined by the PED and/or handed in at the nodal points, within the prescribed norm time.

g) Irregularity with possible impact on credibility of the examination session/cycle

In drawing from the daily report received from the DBE/PED and the Umalusi monitors' reports, there were pockets of incidents/irregularities reported. This illustrated that the May/June 2022 examinations were not free from potential irregularities and incidents to compromise the credibility of examination. The following is a list of some of the reported cases.

A. Administrative Errors and Omissions

1) Wrong registration of subject or subject level;
2) Candidates redirected to write at examination centres different from the registered centres;
3) Candidates writing without admission letters;
4) Wrong time of writing indicated on the admission letters (e.g., History Paper 2); and
5) Missing answer scripts during handing over to nodal point.

B. Acts of Dishonesty and Behavioural Offences

1) Imposter candidates;
2) Candidates found in possession of cell phones;
3) Candidates in possession of cell phones with incriminating evidence;
4) Candidates in possession of crib notes;
5) Candidates alleged to have been assisted during writing;
6) Formulae written on admission letter; and
7) Candidates leaving with answer scripts after writing.

C. Isolated Incidents

1) Late start of examination resulting from a small examination room being allocated to a bigger group;
2) Community protests denied candidates access to the examination centres, in Limpopo, Eastern Cape and Western Cape; and
3) Rolling load shedding during the writing of Computer Application Technology and Information Technology (Rewrite).

In all cases noted above, except for imposter candidates, candidates were allowed to write the examination and the necessary irregularities' due process and procedures were followed.

2.3.3 Monitoring by Assessment Body

Umalusi noted a slight increase in the number of centres monitored by the assessment body, compared to the examination in 2021. Sixty-four centres out of 91 had evidence of such visits, but 24 centres had no report provided to the centres, even though there was a record of monitoring.

2.3.4 COVID-19 Compliance

The relaxation of the COVID-19 protocols came into effect when the examinations were already in progress. However, due to the examination protocol which was issued prior to the commencement of the examination for the examination centres, the implementation of the protocols continued. Adherence to COVID-19 protocols issued by the DBE was fully complied with by the majority of the examination centres, except at 32 of the sampled centres. These 32 implemented the protocols inconsistently by neglecting screening and mask-wearing inside the examination rooms. Most centres did not have any contingency plan to handle candidates showing symptoms of COVID-19.

2.4 Areas of Improvement

No areas of improvement were noted during the writing of examination.

2.5 Areas of Non-compliance

The following areas of non-compliance were noted: (See Annexure 2B for the list of centres implicated):

a) Inconsistencies in adherence to a minimum of examination procedures across a number of examination centres; and
b) Non-adherence to the DBE-issued protocols on the management of COVID-19 during the examinations was reported at 32 examination centres.

2.6 Directives for Compliance and Improvement

The DBE is required to ensure that:

a) Chief invigilators and invigilators adhere to the regulations pertaining to the conduct, administration and management of NSC examinations; and
b) PED monitor closely the implementation of protocols issued by the DBE and put measures in place for managing possible deviations.

2.7 Conclusion

The findings revealed that though the DBE/PED conducted examinations where the regulation prescripts were largely complied with, there were pockets of irregularities reported, isolated disruptions due to service delivery community protests and inconsistencies in some examination centres that did not comply with administrative procedures outlined in the regulations.

Overall, the DBE and the PED were able to conduct, administer, manage and deliver credible examinations. However, it is also necessary that the DBE/PED monitor closely areas where gaps were identified to improve compliance with the regulation prescripts.

CHAPTER 3 MARKING GUIDELINE STANDARDISATION MEETINGS

3.1 Introduction

Marking guideline standardisation meetings take place prior to the commencement of the marking of the candidates' scripts. The external moderators, examining panels and provincial delegates (chief markers and internal moderators) attend these. The marking guideline standardisation meetings, check this for the entire document are aimed at revising and amending original marking guidelines; achieving a common understanding of the final marking guidelines; and authorising provincial delegates to train and supervise markers at marking centres in their provinces.

Umalusi monitored the mediation of the June 2022 National Senior Certificate (NSC) and Senior Certificate amended [SC(a)] marking guidelines of the Department of Basic Education (DBE) to quality assure that the process was fair, valid and reliable.

3.2 Scope and Approach

The Marking Guideline standardisation meetings were held for 116 NSC question papers, which were inclusive of 99 SC(a) question papers. The quality assurance that Umalusi applied entailed evaluating the marking guideline standardisation meetings against pre-set criteria. Data was collected using the instrument for the monitoring of marking guideline standardisation meetings. The criteria reflected in the instrument are highlighted in Table 3A:

Table 3A: Criteria for the quality assurance of the marking guideline discussions

Part A: Preparatory work	Part B: Marking guideline standardisation meetings	Part C: Training at marking guideline standardisation meetings
Pre-marking standardisation meetings (8)[a]	Processes and procedures during marking guideline standardisation meetings (5) [a]	Training of senior marking personnel (8) [a]
Preparation by senior marking personnel in the assessment body (2) [a]	Mediation of marking guidelines (9) [a]	Authorisation of senior marking personnel (4) [a]
		Quality of final marking guidelines (7) [a]
	Role of external evaluators (5) [a]	

[a] Number of quality indicators

3.3 Summary of Findings

This report contains Annexure 3A, which reflects the levels of compliance, per question paper, of each of the marking guideline standardisation meetings with the criteria and quality indicators shown in Table 3A.

The findings drawn from the monitoring of the marking guideline standardisation meetings are detailed further hereunder.

Table 3B Percentage compliance of marking guidelines per criterion

Criteria	Level of compliance per criterion (%)		
	All respects	Most respects	Limited respects
Pre-marking standardisation meeting.	38	55	7
Preparation by senior marking personnel in the assessment body.	8	25	67
Processes and procedures.	73	21	6
Mediation of the marking guidelines.	75	24	1
Role of external moderators.	89	11	0
Training of the senior marking personnel.	68	28	4
Authorisation of senior marking personnel.	76	20	4
Quality of the final marking guideline.	93	5	2

3.3.1 Part A: Preparatory Work

a) Pre-marking standardisation meetings

This quality indicator determined whether pre-marking meetings between examining panels and Umalusi took place, in preparation for the forthcoming marking guideline standardisation meetings with provincial senior marking panels. It further determined, inter alia, whether the pre-marking panels had received provincial reports for consideration in amending the initial marking guidelines where necessary, for interrogation at the marking guideline standardisation meetings.

It was established that the pre-meeting requirements were met by the panels for a significant number of marking guidelines, which complied satisfactorily (92,9% overall). However, the DBE requirement for the submission of reports on pre-marked dummy scripts by the provincial panels was not observed in some question papers: reports were either not submitted or were submitted after the pre-marking meetings.

Reports were not submitted for the following question papers:

i)   Sepedi FAL Paper 1, Paper 2 and Paper 3 – Gauteng, Limpopo and Mpumalanga;
ii)   Geography Paper 1 – KwaZulu-Natal;
iii)   Physical Sciences Paper 2 – North West and Northern Cape;
iv)   Business Studies Paper 2 – North West and Northern Cape; and
v)   Consumer Studies – KwaZulu-Natal and Northern Cape.

The late submission of reports was observed in relation to the following question papers:

i)   IsiXhosa HL Paper 2 and Paper 3 – KwaZulu-Natal, North West and Gauteng;
ii)   Mathematics Paper 2 – Eastern Cape and Western Cape;
iii)   Geography Paper 1 – Free State;
iv)   Geography Paper 2 – North West and Free State;
v)   Physical Sciences Paper 1 – KwaZulu-Natal, Eastern Cape and Gauteng;
vi)   Engineering Graphics and Design – Paper 1 – KwaZulu-Natal, Mpumalanga and Northern Cape; and
vii)   Electrical Technology: Digital Electronics – Gauteng and North West.

The reports received were considered by the pre-marking panels and were found to be appropriate. These were incorporated into the amended marking guidelines to be used on the first day of the marking guideline standardisation meetings.

b) Preparation by senior marking personnel in the assessment bodies

It was confirmed that those provincial delegates who received scripts from their provincial education departments to pre-mark prepared well for the marking guideline standardisation meetings. The pre-marking of 20 scripts by the provincial panels previously required by the DBE was amended through Circular E 05 of 2022, to accommodate subjects with low enrolments. The Circular determined that 20

scripts must be pre-marked where the number of scripts for a question paper exceeds 200; fewer than 200 but more than 50 scripts: ten scripts must be pre-marked; fewer than 50 but more than ten: five must be pre-marked. No pre-marking is required for fewer than ten scripts.

No reliable data was available to accurately evaluate the pre-marking requirement as per Circular E 05 of 2020. This accounts for the high limited compliance (66,7%) reflected in Table 3B. It was noted that even in those question papers in which it was possible for some PED to adhere to the 20 scripts pre-marking requirement, others failed to comply. This was observed in, among others, Business Studies Paper 1 (Western Cape and Limpopo); Economics Paper 1(Eastern Cape and Gauteng); and English Home Language (HL) Paper 1 (Gauteng and North West). Compliance with this sub-criterion was, however, observed in, among others, Business Studies Paper 2, English First Additional Language (FAL) Paper 1 and Paper 2, Accounting Paper 2, Agricultural Sciences Paper 1 and Geography Paper 1.

3.3.2 Part B: Marking Guidelines Standardisation Meetings

a) Processes and procedures

Umalusi observed that all organisational and logistical arrangements for the marking guidelines standardisation meetings were well managed by the DBE, as attested to by the compliance in all respects attainment of 73,7%. The provincial panels were provided with log-on details to join the meetings for their question papers and received technical support throughout the standardisation discussions. However, despite this careful planning, minor technical problems were experienced with, for example, internet connectivity at the DBE offices in Pretoria for DBE panels for English HL Paper 3 and Afrikaans HL Paper 1.

Umalusi observed that mixed modality approaches were used, indicating a gradual move away from the face-to-face meetings.

b) Mediation of the marking guidelines

A high level of compliance with this sub-criterion was observed (83,8%). The marking guidelines standardisation meetings were held over two days and were presided over by DBE internal moderators. All the participants engaged in a question-by-question interrogation of the marking guidelines. Additions and/or changes arising from the engagements were made to the marking guidelines where this was deemed necessary.

Umalusi noted that there were no questions that elicited many alternative responses. Changes/additions made to the marking guidelines did not affect the cognitive demand or level of difficulty of any of the affected questions. The external moderators approved all changes/additions made to the marking guidelines.

c) Role of the external moderators

The role of Umalusi at the marking guidelines standardisation meetings was pivotal in the discussions about amendments of the marking guidelines, to grant approval and to sign off. The external moderators adjudicated the discussions and decisions and intervened in questions with divergent viewpoints in terms of the correctness of responses. In this regard, amicable solutions were always arrived at by all the panels. It was observed that this task was well managed and a compliance level in all respects of 87,7% was attained.

3.3.3 Part C: Training at Marking Guidelines Standardisation Meetings

a) Training of senior marking personnel

The DBE provided the provincial panels with three training scripts to mark by applying the amended marking guideline. After each question the marks attained by the panel were compared and differences reflected upon. This contributed to reducing inconsistencies in marking and a better understanding of the marking guidelines in the marking process. The quality of training for all the question papers was of a good standard.

b) Authorisation of senior marking personnel

After marking the three training scripts, the provincial panels were required to mark a further three scripts for their authorisation to mark. The scripts were marked individually, without discussion among the panellists.

The marks obtained evaluated whether the provincial panels applied the approved marking guidelines accurately and within the set tolerance range.

The level of compliance with the requirements of this sub-criterion was acceptably high at 75% compliance in all respects; and 20% in most respects. However, some provincial delegates did not meet the threshold to be authorised. The following participants marked outside the tolerance range and were not authorised:

i)   Eastern Cape internal moderator and chief marker for Consumer Studies;
ii)   Free State internal moderator for English HL Paper 2;
iii)   Limpopo chief marker for IsiNdebele HL Paper 2;
iv)   KwaZulu-Natal and Limpopo chief markers and internal moderators for Geography Paper 1;
v)   Free State, Gauteng, Mpumalanga and North West chief markers; and Limpopo, Mpumalanga, Northern Cape and North West internal moderators for English FAL Paper 3; and
vi)   Free State, Gauteng and Western Cape chief markers and Free State and Limpopo internal moderators for Electrical Technology: Digital Electronics.

The internal moderator for Visual Arts was not authorised because he neither participated in the marking guidelines standardisation meetings nor the marking for the training and authorisation scripts.

The unauthorised panellists were left to the DBE to support and to enhance their capacity to apply the marking guidelines accurately.

c) Quality of the final marking guidelines

The final marking guidelines for all question papers were found to be of an appropriate quality as per the indicators contained in the Umalusi monitoring instrument. They were unambiguous and provided enough detail to ensure the reliability of marking. The attainment of 91% compliance in all respects was reflective of the quality of the final marking guidelines.

3.4 Areas of Improvement

The following area of improvement was noted:

a)   The use of the virtual platform accommodated more question papers, compared to face-to-face meetings.

3.5 Areas of Non-compliance

The following areas of non-compliance were noted:

a)   Late submission of reports on the pre-marked scripts by KwaZulu-Natal, North West, Gauteng, Eastern Cape, Western Cape, Free State, Mpumalanga and Northern Cape PED; and
b)   Allocation of fewer than the stipulated quota of pre-marking scripts by Western Cape, Limpopo, Eastern Cape, Gauteng and North West PED.

3.6 Directives for Compliance and Improvement

The DBE must ensure:

a)   PEDs submit their reports of the pre-marked scripts on time; and
b)   PEDs provide chief markers and internal moderators with the correct quota of scripts to pre-mark.

3.7 Conclusion

The findings of the monitoring of the June 2022 NSC and SC(a) marking guideline standardisation meetings indicated that the meetings complied in most respects with the prescribed criteria. The meetings succeeded in producing marking guidelines that would ensure a fair, valid and reliable marking process. The pre-marking requirement remains a challenge that requires further attention from the DBE. It is also cause for concern that some of the provincial chief markers and internal moderators were not able to mark within the prescribed tolerance ranges and were thus not authorised.

CHAPTER 4 MONITORING OF THE MARKING OF EXAMINATIONS

4.1 Introduction

The monitoring of the marking centres is one of the quality assurance processes undertaken by Umalusi to evaluate the preparedness of the marking centres to accommodate the marking of scripts.

The marking of the Department of Basic Education (DBE) National Senior Certificate (NSC) and the Senior Certificate amended [SC(a)] May/June 2022 scripts took place between 25 June 2022 and 11 July 2022 at provincially established marking centres. Umalusi monitored a sample of marking centres in the nine provincial education departments (PED).

This chapter provides a summary of the findings from the monitored marking centres and highlights areas of improvement and areas of non-compliance. Based on the areas of non-compliance, directives for compliance and improvement are issued for the DBE to address.

4.2 Scope and Approach

Umalusi monitored nine of the 48 established marking centres managed through the nine PED. Scripts of the candidates who wrote both SC(a) and the NSC examinations were marked at these centres, with the DBE offices in Pretoria serving as a venue for centralised marking for subjects with small enrolments. The data was collected using the Umalusi instrument for monitoring the marking centres. Table 4A provides the list of the sampled marking centres monitored per province.

Table 4A: Marking centres monitored by Umalusi

Province	Name of Centres Monitored	Date of Monitoring
North West	Sannieshof High School	27/06/2022
Western Cape	Durbanville High School	01/07/2022
Eastern Cape	Strelitzia High School	05/07/2022
Free State	Welkom Gymnasium High School	05/07/2022
Gauteng	President High School	05/07/2022
KwaZulu-Natal	VN Naik School	05/07/2022
Northern Cape	Kimberley Boys High School	05/07/2022
Limpopo	Mastec CPD	07/07/2022
Mpumalanga	Hoërskool Nelspruit	07/07/2022

4.3 Summary of Findings

The summary of findings presented in this chapter and conclusions drawn are limited to data collected from the sampled marking centres that were monitored.

The findings are provided in line with the Umalusi criteria for the monitoring of the marking.

4.3.1 Planning and Preparations

a) Arrival of appointments of marking personnel

The PED appointed experienced markers, with appointments based on the lists of markers that were used during the 2021 June and December marking of scripts. The lists of appointed marking personnel were verified at all marking centres. These lists compared well with the attendance registers signed by the

marking personnel. All marking centres had lists of reserve markers from which to source substitute markers should the need arise.

The appointed markers arrived at the different marking centres on scheduled arrival dates. In the Eastern Cape some markers did not arrive for marking; however, their absence did not affect the marking since only a few scripts were received at the centres as a result of high candidature absenteeism reported during the writing phase.

At one marking centre in the Free State, the chief marker for Sesotho Paper 2 fell ill and was replaced by his deputy chief marker. This incident did not affect the marking processes in the subject as a contingency plan was implemented.

b) Availability of marking management plans

All the marking centres were in possession of comprehensive management plans, which were adhered to. The plans were managed in accordance with the activities in the marking centres, taking into consideration that some of the arrival dates of markers were staggered.

Overall, the marking management plans were well structured, executed as planned and were used effectively to deliver on daily targets. The marking centre managers monitored the plans closely and Umalusi was satisfied with the management of the marking plans.

c) Availability of scripts and marking guidelines

The DBE provided all the marking centres with scripts and marking guidelines timeously. The control and verification of scripts was done before the arrival of marking teams and no delay in the start of the training of marking personnel was experienced.

d) Distribution, storage, and safekeeping of scripts

Umalusi was satisfied with the documented procedures and measures the DBE/PED put in place for the safekeeping of scripts and their storage. The following were noted:

i)   All centres were secured with alarm systems which, in some centres, were backed up by an armed response service, burglar bars were installed in administration offices and surveillance cameras covered movement in the marking centre, especially where scripts were kept;
ii) At all centres scripts were stored in a script control room when consignments were delivered until marking teams were ready to start with the marking process. In the script control rooms all received script consignments were checked and verified against the delivery notes;
iii) Chief markers were accountable for all boxes received in the marking rooms that contained scripts and their mark sheets. These were signed on receipt;
iv) At one centre in the Free State it was reported that the school principal, who was not authorised to do so, kept the keys to the script control room. The keys were handed over to the appointed script control manager through the marking centre manager's intervention;
v)   It was noted that in the marking rooms the number of scripts were again verified and compared to the initial list, per subject, which was in the possession of the chief marker. This process allowed for possible discrepancies to be resolved before the marking process commenced. It was noted that even at the level of marking rooms, the chief markers were tasked with the responsibility of ensuring that what was received was accounted for, even after the marking was completed.

The findings also confirmed the following:

vi) Secure storage of scripts was prioritised at all the marking centres. This was evident in the strict control evident when scripts were moved between the marking rooms and the script control room. Scripts were scanned when they were moved in and out of the control room; and
vii) The transportation of scripts in and out of the marking centre was another area where control of scripts was managed. Strict security measures were in place and adhered to. It was observed that either private service providers or courier services were contracted to transport all scripts. The PED escorted those transporting scripts to and from the marking centres.

The management of scripts across marking centres was strictly monitored to ensure no losses were incurred. Overall, there were sound security measures in all areas where scripts were stored. Centres could easily account for possible losses when handing in the scripts for archiving.

4.3.2 Resources (physical and human)

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

All the facilities the PED used as marking centres were equipped with printers, telephone lines and suitable furniture.

Umalusi made the following observations at the centres:

i) Adequate marking rooms to accommodate the marking of allocated subjects;
ii) Generators at centres in the Free State and North West, for backup during load shedding;
iii) Sufficient stations for the distribution of tea and coffee during breaks;
iv) Large enough rooms for the control of scripts;
v) Sufficient and clean bathrooms; and
vi) Safe parking for the marking personnel.

The DBE/PED were able to secure adequate marking personnel for the purpose of ensuring that marking was undertaken and finalised in the specified time.

b) Capacity and availability of marking personnel

Overall, there was no shortage of markers found at all marking centres monitored. The PED selected markers from their existing database of markers who were appointed for the marking of the May/June scripts. The performance evaluation reports of markers from previous marking sessions were considered in the selection of markers. This resulted in experienced markers being considered for marking the current NSC and SC(a) scripts.

At one centre in the Eastern Cape it was reported that some markers did not report on the first day and they were replaced by markers from the reserve list.

Umalusi was satisfied with the contingency plans in place in the event markers did not honour their appointments. The chief markers through the marking centre managers were able to ensure that all scripts were marked.

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

The marking centres were found to be conducive and appropriately situated in areas that were easily accessible to markers and were well-resourced to cater for the marking processes. Adequate space was allocated for marking, across the marking centres monitored.

There were clearly demarcated areas in the established facilities, like the canteen area, marking rooms and boarding facilities. Adequate clean, running water was supplied.

The furniture used was suitable and appropriate for markers. High school furniture was at the disposal of the markers. At some centres sufficient furniture was available for markers who made use of two to three tables per person.

Centre management at the centres monitored in the Western Cape and North West had contingency plans in place to ensure that the markers at the centres were not adversely affected by the possibility of load shedding during marking hours. The generator used during load shedding at the Sannieshof marking centre and extended hours exercised by the Durbanville marking centre management ensured that the determined norm time was adhered to at all times.

In Gauteng marking personnel were allowed to stay at their homes and commute daily to the marking centres. In other PED, markers were accommodated at boarding facilities.

d) Quality of food provided for markers

Healthy and freshly prepared food was served to the markers across the monitored marking centres. The meals were served daily during lunch breaks, which were incorporated in the pre-determined norm time for the marking centre programmes. The different dietary requirements were taken into consideration to cater for markers with special health conditions. There were no negative remarks or complaints regarding the quality and quantity of food provided.

e) Compliance with Occupation, Health, and Safety requirements

All the centres complied with the minimum occupational health and safety requirements, except at the Strelitzia marking centre in the Eastern Cape.

It was pleasing to note that the surroundings within the marking centres were clean.

4.3.3 Provision of Security and Measures

a) Access control at marking centre

The security measures implemented at the marking centres were found to be sufficient and adequate to guarantee a seamless marking process. Security guards wearing identifiable uniforms were visible on the premises and at all entrance points to the marking centres.

The access control at the main gates was strict and the effort was noted. The following procedures were observed:

i) Search operations of vehicles entering the premises at the main gates was uniformly conducted across marking centres;
ii) Number of security guards appointed and deployed were in line with the quota specified by the PED per centre. For instance, at a centre in KwaZulu-Natal, 30 day-shift and 15 night-shift security guards were appointed, while in the Free State the contracted service provider deployed five security officers during the day and two at night. The school where marking took place arranged for two extra security officers to strengthen access security control during the day. An armed response security vehicle was present on the premises at one centre in the Western Cape, which was noted as part of the standard security at the school. Surveillance cameras were visible and in good working condition across centres. Overall, there were different quota systems in place across the PED;
iii) Authorised personnel were allowed to enter the marking centres and marking rooms. In all these instances, name tags were issued for all markers and visitors. These tags were to be visible throughout the day (applicable to marking personnel). Visitors were required to wear visitor tags for the duration of their visit to ensure easy identification and control;
iv) Access control registers were signed and all records were submitted to the deputy centre manager and security supervisor, who inspected the facilities at different times; and
v) At all centres, visitors were identified by their identification cards and security staff escorted visitors to the marking centre management office. Access was denied at the gate to any unauthorised persons.

Umalusi was satisfied with the access control measure put in place by DBE/PED as these demonstrated the extent of the security implemented across marking centres.

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

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

i) A script control manager was appointed to take care of all the delivered consignment of scripts;
ii) During the delivery, all scripts were checked, scanned and stored in script control rooms;

iii) The scripts were dispatched from the script control rooms to the marking rooms/venues where they were to be marked;

iv) Chief markers were handed the received boxes with script control mark sheets, opened the boxes and counted the number of scripts received;

v) The control register was signed by the chief marker and the control room manager on collection and return of scripts;

vi) Marked scripts were sent to a separate quality assurance room for quality control by examination assistants, who verified the accuracy of the marked scripts;

vii) Batches of marked scripts were booked back to the control room, where they were recorded and scanned as received and boxed prior to dispatch; and

viii) A summary of the contents of all boxes accompanied the shipment back to the script archive libraries across the PED.

4.3.4 Training of Marking Personnel

a) Quality and standard of training sessions across subjects

The training of marking personnel took place as per the management plan on the scheduled day of arrival and the allocated 15 hours of training sessions were managed and adhered to. All marking centre managers monitored the effective implementation of the training of marking personnel across different levels of responsibilities, i.e., training sessions planned for deputy chief markers and senior markers, followed by those of the markers and examination assistants.

The daily meetings between the marking centre managers, chief markers, script control managers and deputy centre managers assigned with hospitality responsibilities were successfully managed and took place across the marking centres monitored. These management meetings discussed daily progress and shared critical information. The meetings were found to be useful in ensuring the smooth running of the marking process.

The chapter on marking guideline standardisation and verification of marking provides further information on the training of the marking personnel.

b) Adherence to norm time

Marking centres adhered to the determined norm times allocated for the marking of scripts. The times for the daily operations of the marking centres were from 07:00 to 20:00 across the centres, except on days when load shedding was experienced at the start or end of the day. In this event, the times would be adjusted to accommodate the expected load shedding. The centre monitored in the North West was able to adhere fully to the norm times without any load shedding disruptions because it made use of a generator, which kicked in immediately after a power outage.

4.3.5 Management and Handling of Detected Irregularities

Chief markers were assigned responsibility to ensure that markers were well informed about the management, handling and protocols for reporting irregularities. Notably, all the chief markers incorporated the management of identified irregularities during the marking phase into the presentations prepared for the training of the markers.

At the time of monitoring only one suspected case of a possible irregularity, due to suspicious answers, was reported at a marking centre in Gauteng. This was handled as per the regulation and reported for further investigation. Other recorded irregularities reported were of a technical nature.

The procedure and basic reporting protocols followed standardised protocols across the PED. These entailed the following procedures:

i) Alleged irregularities were reported to the chief markers through the senior markers in each subject being marked;

ii) Each of the alleged irregularities would be discussed and assessed and a decision taken by the senior marking team, headed by the chief marker of the subject; and

iii) Alleged irregularities would be registered and recorded by the centre manager. The Provincial Examinations Irregularities Committee (PEIC) would then be informed, for further investigation.

In addition to this procedure, it was found that in the case of a script being removed due to alleged irregularities during marking, a script replacement sheet was inserted in the batch and clearly labelled 'IRR'. This form would be removed after the script was brought back into the batch by the IRR coordinator when the reported case was resolved.

There were functional structures in place to deal with reported irregularities across the nine PED and the structure known as the PEIC was responsible for reporting all irregularities to the assessment body.

All marking centres monitored had in place clear procedures on how to manage possible lost script incidents at the marking centre. The script control official in the script control room would be responsible for confirming the lost script and a lost script report would be submitted to the Director of Examinations and the PEIC. In cases where there was adequate proof of a lost script, an application for a concession would be considered. However, at the time of monitoring at the marking centres, no lost scripts had been reported.

Umalusi was satisfied that all structures and processes were in place to ensure that detected irregularities were dealt with effectively and as per the regulations pertaining to the conduct, administration and management of the national examinations.

4.4 Areas of Improvement

The following area of improvement was noted:

a) The timely dissemination by the DBE of signed-off marking guidelines assisted marking centres to commence with the markers' training sessions as planned, to improve on the directive issued in 2021, which indicated that marking guidelines must be provided timeously to all marking centres.

4.5 Areas of Non-compliance

The following areas of non-compliance were noted:

a) The occupational health and safety certificate was not available for verification at Strelitzia marking centre; and
b) Keys to the script control room at the Welkom Gymnasium marking centre were held by the principal of the school and not the person delegated this responsibility.

4.6 Directives for Compliance and Improvement

The DBE must ensure:

a) All marking centres provide evidence of compliance with occupational health and safety regulations;
b) Potential risk related to safekeeping of marking centre materials is mediated through the training of marking centre managers; and
c) There are clearly defined and documented areas of responsibility for the management of keys at the marking centres.

4.7 Conclusion

The findings revealed that the marking centres were established in accordance with the procedures and criteria determined by the DBE. All the monitored centres were managed relatively well and all centres were able to plan adequately for the marking sessions.

Umalusi is satisfied that the DBE/PED put contingency plans in place to deal with unforeseen circumstances that might derail the implementation of the marking plans. The DBE/PED is commended for ensuring that marking sessions took place in secured and conducive environments. The DBE is, however, required to develop a strategy to address the areas of non-compliance highlighted in this report.

CHAPTER 5 VERIFICATION OF MARKING

5.1 Introduction

Umalusi quality assures the marking conducted by all assessment bodies to confirm the fairness, validity, and dependability of the marking process and thus give credence to the Senior Certificate (amended) [SC(a)] and the National Senior Certificate (NSC) qualifications. Umalusi verified the marking of the June 2022 SC(a) and NSC examinations conducted in all nine provincial education departments (PED) of the Department of Basic Education (DBE).

The specific objectives for verifying the marking were to:

i)   Ensure the Umalusi-approved marking guidelines were adhered to and consistently applied across PED;
ii) Establish that if changes were made to the marking guidelines, due process was followed;
iii) Determine that mark allocations and calculations were accurate and consistent; and
iv) Verify that internal moderation was conducted during marking.

This chapter reports on the verification of marking of the June 2022 SC(a) and NSC examinations of the DBE.

5.2 Scope and Approach

Umalusi sampled 20 subjects, comprised of 45 question papers, for on-site verification of marking of the June 2022 SC(a) and NSC qualifications, as listed in Annexure 5A.

On-site verification of marking of both the SC(a) and NSC for all sampled subjects for the DBE was conducted at 25 provincial marking centres, except for Accounting, Mathematics and Sesotho First Additional Language. The marking of Accounting and Mathematics were verified online, as the subjects were marked online by the Gauteng Department of Education. The Sesotho First Additional Language was verified on-site at a nationally centralised marking centre hosted by the Free State Department of Education, on behalf of the DBE. Both the on-site and online verification of marking provided an opportunity for the Umalusi external moderators to intervene appropriately during the marking process and provide immediate support to marking personnel when necessary while the marking process was under way. E-marking is a fairly new online marking project in the Gauteng Department of Education.

Table 5A outlines the criteria used for verification of marking.

Criterion 1 focused on the statistics and official appointment of markers; criterion 2 on the application of the approved marking guidelines and changes and/or additions to the marking guidelines and processes followed; criterion 3 dealt with the quality and standard of marking and internal moderation; and criterion 4 explored the candidates' performance.

Table 5A: Umalusi criteria for verification of marking

Criterion 1: Policy matters	Criterion 2: Adherence to the marking guidelines	Criterion 3: Quality and standard of marking and internal moderation	Criterion 4: Candidate' performance
Statistics	Application of the approved marking guidelines.	Quality and standard of marking.	
Official appointment of marking personnel.	Evidence of changes and/or additions to the marking guideline and processes followed.	Internal moderation of marking.	

5.3 Summary of Findings

The findings of the verification of the marking process are summarised in this section, in line with the criteria outlined in Table 5A.

5.3.1 Policy Matters

a) Statistics (the appointment of deputy chief markers, senior markers and markers, according to the ratio of 1:5)

The PED are required to comply with the ratio of 1:5 in the appointment of senior markers to markers; and deputy chief markers to senior markers. The 1:5 ratio was met in several PED in most subjects' question papers, such as Accounting Paper 1 and Paper 2 in Gauteng, where the ratio of deputy chief markers to senior markers was 1:4 and senior markers to markers 1:3. Similar distributions were evident in Mathematics Paper 1 and Paper 2 in Gauteng; and Afrikaans Home Language Paper 2 and Paper 3 in the Eastern Cape and Western Cape, where the ratio of deputy senior markers to markers ranged from 1:3 to 1:4. These ratios enhanced the quality of internal moderation.

In North West, it was noted that two senior markers were appointed for 18 markers in the History Paper 1 question paper. The appointment of the chief marker, internal moderator, deputy chief marker and the two senior markers assisted both the marking and internal moderation processes. The redistribution of labour among all available senior marking personnel eased the pressure on the two senior markers. The senior marking personnel exchanged roles and assumed multiple roles to fortify both the marking and the internal moderation processes. This enabled the PED to comply with the 1:5 ratio requirement.

In the Free State, in Mathematical Literacy Paper 1 six senior markers were appointed for 26 markers. Only five senior markers were actively involved in the moderation process. The additional senior marker was deployed to assist with administrative work and with Question 2 (which turned out to be a problem question during marking). This was implemented accordingly.

Again, in the Free State, in Sesotho First Additional Language Paper 1, Paper 2 and Paper 3, no senior marker was appointed for six markers. One internal moderator and one chief marker were appointed to take care of the internal moderation. The limited number of scripts from North West were also marked at this marking centre. The distribution of labour was proportional to the number of scripts available for marking.

In Mpumalanga it was noted that eight markers for English First Additional Language Paper 2 did not show up for marking: three had declined, two had fallen ill, two claimed they had not received appointment letters and one could not be reached. However, two markers were subsequently appointed and received training. The ratio of senior markers to markers was still within the acceptable range of between 1:4 and 1:5 senior markers to markers. In North West, 18 markers were initially appointed for Paper 2, based on the initial approximately 400 scripts expected. However, only 15 markers reported for marking. Owing to the low number of scripts finally received, additional markers were not appointed to replace those markers who did not arrive for marking. The ratio of one senior marker to five markers was achieved and marking continued as planned.

In KwaZulu-Natal fewer markers than appointed arrived at the marking centre for English Home Language Paper 1, Paper 2 and Paper 3. The centre manager attempted to contact substitute markers but was unsuccessful. However, the ratio of markers to senior markers still satisfied the requirement of one senior marker to five markers. The ratio was 1:3.5 for Paper 1 and 1:4 for Paper 2.

Instances of non-compliance were, however, identified in Geography Paper 1 in Limpopo, where the ratio of deputy chief markers to senior markers was 1:6. However, this did not compromise the marking standards because the number of scripts was far lower than the allocated workforce of marking personnel. A reallocation of marking personnel was determined by the number of markers who reported for marking and the number of scripts to be marked.

In Mathematics Paper 2 in the Western Cape the ratio of deputy chief markers to senior markers was 1:6. Although the ratio did not meet the norm, it did not affect the moderation process as the team consisted of seasoned markers.

Generally, the PED excelled in attempting to comply with the ratio requirements for senior markers to markers. Notably, most provinces had, in most subjects, met the requirements for this criterion.

b) Official appointments of markers

Marking personnel at all levels were officially appointed and in possession of appointment letters. All marking personnel for the sampled subjects were officially appointed to mark the June 2022 SC(a) examinations. This was inclusive of both Mathematics and Accounting in Gauteng, where the two subjects were marked using an e-marking solution. The appointed markers for these two subjects had their profiles uploaded to the e-marking system for identification by senior marking personnel and were each given personal log-in details. The following must be noted:

Dramatic Arts Paper 1: In Gauteng, only one chief marker and one internal moderator were appointed owing to the low number of scripts. Neither was in possession of an appointment letter. In KwaZulu-Natal one internal moderator was appointed; no appointment letter was available for verification.

Setswana First Additional Language Paper 1, Paper 2 and Paper 3: At a centralised DBE marking venue one substitute marker was not in possession of an appointment letter at the time of the verification of marking.

5.3.2 Adherence to Marking Guidelines

a) Application of the approved marking guidelines

Most marking centres applied the approved marking guidelines, stamped by the DBE and bearing the signatures of the internal and external moderators. During the early stages of marking a few minor variations were experienced with the application of approved marking guidelines in some subjects. The chief markers and internal moderators stationed at various marking centres dealt with specific instances of minor variations accordingly. The following instances were noted:

Accounting Paper 1 and Paper 2: In Gauteng, both Paper 1 and Paper 2 marking was conducted off-site on an e-marking system. As a result, there was no access to the markers to verify whether the approved marking guidelines were used or not. However, no evidence was picked up to indicate the contrary.

Life Sciences Paper 1: There was no evidence of any changes to the nationally approved marking guideline, except for one answer in Paper 1 in the Eastern Cape. This was rectified by the external moderator and the original answer was retained.

b) Evidence of changes and/or additions to the marking guidelines and processes followed

The marking guidelines, as approved by Umalusi at the marking guideline standardisation meetings, were applied and adhered to in marking. Some changes and/or additions were, however, observed.
Due process was followed with the changes of and/or additions to the respective marking guidelines. In all instances, approval was obtained from the Directorate: Examinations and Assessment in schools, as well as the internal and external moderators. All changes/additions were communicated to all marking centres. The following cases were noted:

Physical Sciences Paper 1 and Paper 2: Possible options found in candidates' scripts were submitted by chief markers or internal moderators to the examination panel. The DBE examination panel and external moderators then discussed possible options and those found to be relevant and correct were accommodated in the marking guidelines. Markers in all the provinces were informed, through chief markers, of the additional options.

5.3.3 Quality and Standard of Marking and Internal Moderation

a) Quality and standard of marking

Collectively, marks were correctly allocated. During the early stages of marking, variations in mark allocation occurred. Most variations were within the approved tolerance range. All variations were addressed at the

different levels of moderation and resolved through discussions, re-marking of the scripts and retraining of the affected markers. Inconsistencies included the interpretation of open-ended questions and marking without consistent reference to the marking guidelines. The following aspects were discovered during the verification process:

Afrikaans Home Language Paper 3: In the Western Cape one substantial inconsistency was detected in the awarding of a mark for an essay with a deviation of ten marks. The problem was identified and corrected.

Engineering Graphics and Design Paper 1 and Paper 2: As the concept of 'marking with the mistake' must be applied to all drawing questions and as there could be slight differences in, and/or misinterpretations of, how some of the penalties and notes should be implemented, there were slight discrepancies between the marks awarded by the markers and those of the various moderators; and even between the marks awarded by the various moderators. All the final moderated marks were, however, within the 3% tolerance range.

Economics Paper 1 and Paper 2: In Mpumalanga one marker was outside the tolerance range with several scripts at the onset of marking the allocated question of Paper 1, and was allocated another question after training. In Paper 2, the same occurred with two markers, who were retrained. In both papers, the affected markers improved and started marking within the tolerance range thereafter.

English First Additional Language Paper 3: In Mpumalanga markers struggled with awarding marks in various scripts. The candidates' language proficiency was very low and impeded meaningful expression of their views and ideas in essay writing. Markers subsequently awarded low marks even when the content of the essays deserved more. The external moderator increased the content mark through moderation. In one case a candidate wrote an obituary tribute in IsiZulu, while in another case, a candidate responded to an entire question in Afrikaans. In both instances, no marks were awarded to the two candidates for responding to questions in a language other than English. The matter of answering questions in a language other than the subject required was discussed with the internal moderator. Markers were then trained on how to handle such submissions.

English Home Language Paper 3: Few variances in allocated marks were detected and these were within the tolerance range. The detected variances could be ascribed to the creative writing aspects of this paper; rubrics are used for marking and therefore marking can be subjective. There was one script in both the Free State and Gauteng where the difference between the markers and the moderators was eight marks. This was discussed with the chief markers and corrected to within the tolerance range. Additional verification of these batches of scripts was completed by the external moderator to ensure that the scripts were treated as isolated cases.

Geography Paper 1: In Limpopo deviations in mark allocation were addressed by the external moderator and the internal moderator on the identified scripts. Such scripts were referred to the marking room and identified markers and internal moderators were made aware of the specific problem areas. In areas where candidates' responses were not decipherable/comprehensible, markers were encouraged to convey the uncertainty to internal moderators for assistance.

Life Sciences Paper 1 and Paper 2: In Limpopo, while there was general consistency, some incorrect answers were credited by markers in Paper 1. In some instances, markers did not credit candidates who wrote answers that were correct but stated differently on the marking guidelines. The moderation by senior markers and deputy chief markers attempted to eliminate some inconsistencies, but the moderation by senior markers was not thorough. In Paper 2, some incorrect answers were credited, while there was also inconsistent application of the rubric for Question 2.1.5. The issue was reported to the internal moderator who then went on to train markers and the moderation team to correct the inconsistencies.

Mathematical Literacy Paper 1: In the Free State four of 30 scripts were found to exceed the tolerance range. In two of these scripts totalling errors were found. These were brought to the attention of the internal moderator, who intervened and the errors were corrected.

b) Internal moderation of marking

Evidence of internal moderation at all levels for all verified subjects was evident. Full script internal moderation, using different coloured pens at different levels, took place. The quality of internal moderation was maintained throughout the process. The following aspects were noted:

Accounting Paper 1 and Paper 2: Gauteng employed online marking, which took place off-site. Consequently, it was not always clear who had done the script moderation, but there was evidence of a very high moderation percentage. This was because the electronic system did not differentiate between the different levels of moderation.

Dramatic Arts: The Gauteng internal moderator marked all papers from KwaZulu-Natal, but these were not moderated. This discrepancy resulted from the chief marker and internal moderator not having received clear instructions regarding their marking dates: the papers from KwaZulu-Natal arrived after the chief marker had left.

Economics Paper 1 and Paper 2: In Limpopo the marking of some questions was outside the tolerance range. In the Free State for Paper 1 and Paper 2, there was evidence of internal moderation although it was under the required quota as per the directive. Much of the incorrect marking and awarding of marks could have been identified by the senior markers had they moderated the required quota as per the directive.

English First Additional Language Paper 2: In Mpumalanga a senior marker was found to be marking inconsistently. The external moderator isolated scripts marked by the senior marker and requested further moderation of those scripts. The senior marker was requested to re-mark those scripts and the scripts were to be moderated thereafter. The marking improved to an acceptable level after the intervention. In English Home Language Paper 2, except for three scripts in Paper 2 in the Western Cape, all other scripts verified across the provinces had no calculation errors.

English Home Language Paper 2 and Paper 3: In the Western Cape there was no full script moderation conducted by the senior markers, deputy chief markers, the chief marker and/or the internal moderator. The senior markers moderated questions on different scripts, which led to no whole-script moderation. However, the moderation was within the required levels to ensure consistency in marking within the tolerance range.

Geography Paper 1: The external moderator moderated a more purposive sample that included batches of scripts (up to six scripts in a batch), with the maximum level of moderation at senior and/ or deputy chief marker and chief marker and/or internal moderator level. A further purposive sample for external moderation included scripts that were unmoderated. It was through this sampling method that computational errors from markers were detected. The external moderator noted that owing to the independence of checking at the nerve centre, the computational errors were corrected and candidates were not unduly advantaged or disadvantaged.

In Geography Paper 1 in Limpopo in cases where computational errors were found, these were brought to the attention of the internal moderator and chief marker. The systematic approach of using examination assistants ensured that where computational and calculation errors were evident, these followed the route through the checking process back to the marker responsible.

IsiZulu Home Language Paper 1 and Paper 2: There were a few differences in allocation of marks by the markers and moderators in the marking of the summary, the use of rubrics, marking of open-ended questions and essays for literature, as well as creative writing questions. These differences were corrected through internal moderation.

Consumer Studies: A few instances of incorrect mark totals were noted in both the Western Cape and KwaZulu-Natal. These were brought to the attention of the internal moderator and were then corrected.

Life Sciences Paper 1 and Paper 2: In the Eastern Cape in Paper 1 and Limpopo in Paper 2 the external moderators identified two instances of computational errors. It must be noted that the sample of scripts

verified by the external moderators had not yet been checked by the examination assistants at that stage. This process resulted in the elimination of such errors.

5.3.4 Candidates' Performance

Overall candidates' performance was at the lower end of achievement. This finding, however, does not necessarily reflect the actual performance of all the candidates in the country, given the small sample size of the verified scripts.

Accounting Paper 1 and Paper 2: In Paper 1, 160 scripts were verified. The average obtained for Paper 1 was 11%. Only seven candidates obtained more than 30%. In Paper 2, 165 scripts were verified. The average obtained for Paper 2 was 14.3%. In this paper, two candidates obtained more than 70%, while 12 candidates scored more than 30%. However, 143 candidates scored less than 30%.

Afrikaans Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 40 scripts were verified. The average obtained was 25.1%; 31 candidates obtained less than 40%. No candidate scored 80% or above. In Paper 2, 40 scripts were verified. The average obtained was 19.3%; 38 candidates obtained less than 40%. No candidate scored 80% or above. In Paper 3, 45 scripts were verified. The average obtained was 49.1%. Six candidates obtained less than 40%. One candidate scored 80% or above.

Agricultural Management Practices: In this subject 15 scripts were verified. From the sample, 11 candidates scored less than 30% and no candidate scored more than 80%. The average for this paper was 26.1%.

Business Studies Paper 1 and Paper 2: In Paper 1, 43 scripts were verified, and 24 candidates scored less than 30%. No candidate obtained more than 70%. In Paper 2, 45 scripts were verified. In the sample, 21 candidates scored less than 30% and one candidate scored more than 70%. The average for this subject was 30.4%.

Consumer Studies: 55 scripts were verified, with 27 candidates scoring less than 30% and no candidate scoring more than 80%. The average for this paper was 29.1%.

Dramatic Arts: 33 scripts were verified, with 20 candidates scoring less than 30% and no candidate scoring more than 80%. The average for this paper was 25.2%.

Economics Paper 1 and Paper 2: In Paper 1, 43 scripts were verified for the SC(a). From the sample, 30 candidates scored less than 30% and no candidate scored more than 80%. The average for this paper was 20.1%. In Paper 2, 47 scripts were verified; 36 candidates from the sample scored less than 30% and one candidate scored more than 80%. The average for this paper was 21.4%. In Paper 1, 85 scripts were verified for the NSC. From this sample, 50 candidates scored less than 30% and no candidate scored more than 80%. The average for this paper was 23.6%. In Paper 2, 101 scripts were verified; 62 candidates from the sample scored less than 30% and no candidate scored more than 80%. The average for this paper was 23.5%.

Engineering Graphics and Design Paper 1 and Paper 2: In Paper 1, 43 scripts were verified. From the sample, 28 candidates scored less than 30% and no candidate scored more than 80%. The average for this paper was 24.5%. In Paper 2, 44 scripts were verified; 32 candidates from the sample scored less than 30% and no candidate scored more than 80%. The average for this paper was 21.3%.

English First Additional Language Paper 1, Paper 2 and Paper 3: In Paper 1, 42 scripts were verified, with 23 candidates scoring less than 40% and one candidate scoring more than 80%. The average for this paper was 41.3%. In Paper 2, 31 scripts were verified, with 24 candidates scoring less than 40% and no candidate scoring above 80%. The average for this paper was 21.8%. In Paper 3, 36 scripts were verified, with the average for this paper at 55.8%. Two candidates scored less than 40% and one candidate attained above 80%.

English Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 51 scripts were verified, with 18 candidates scoring less than 40% and no candidate scoring more than 80%. The average for this paper was 41.4%. In Paper 2, 46 scripts were verified, with 19 candidates scoring less than 40% and no candidate scoring more than 80%. In Paper 3, 60 scripts were verified. From the sample, 14 candidates scored less than 40% and six candidates attained above 80%. The average for this paper was 53.0%.

Geography Paper 1 and Paper 2: In Paper 1, 61 scripts were verified, with the performance of candidates at the lowest end of achievement. In the sample, 42 candidates scored less than 30% and no candidate obtained above 80%. The average for this paper was 23.1%. In Paper 2, 71 scripts were verified, with 50 candidates scoring less than 30% and no candidate above 80%. The average for this paper was 23.0%.

History Paper 1 and Paper 2: In Paper 1, 36 scripts were verified, of which 31 scored less than 30%. No candidate scored more than 80%. The average for this paper was 19.3%. In Paper 2, 65 scripts were verified, of which 43 scored less than 30%. No candidate scored more than 80%. The average for this paper was 27.5%.

IsiZulu Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 51 scripts were verified and from the sample, 13 candidates scored less than 40% and no candidate scored more than 80%. The average for this paper was 47.5%. In Paper 2, 48 scripts were verified; from the sample 31 candidates scored less than 40% and no candidate scored more than 80%. The average for this paper was 41.3%. In Paper 3, 45 scripts were verified; from the sample, 11 candidates scored less than 40% and two candidates scored more than 80%. The average for this paper was 51.5%.

Life Sciences Paper 1 and Paper 2: The trend in the distribution of marks was similar for both papers. In Paper 1, 100 scripts were verified and an average of 19.5% was obtained. Of these, 76 candidates scored less than 30%, and no candidate obtained above 80%. In Paper 2, 90 scripts were verified and an average of 21.3% was obtained. From the verified scripts, 71 candidates achieved less than 30%, and no candidate attained above 80%.

Mathematical Literacy Paper 1 and Paper 2: In Paper 1, 30 scripts were verified. From the sample, 13 candidates scored less than 30% and no candidate scored more than 80%. The average for this paper was 34.2%. In Paper 2, 30 scripts were verified. Seven candidates from the sample scored less than 30% and one candidate scored more than 80%. The average for this paper was 45.3%.

Mathematics Paper 1 and Paper 2: In Paper 1, 47 scripts were verified, with an average of 28.7%. From these scripts, 34 candidates scored less than 40% and no candidate scored above 80%. In Paper 2, 46 scripts were verified, with an average of 23.9%. From these scripts, 40 candidates scored less than 40% and no candidate scored above 80%.

Physical Sciences Paper 1 and Paper 2: In Paper 1, 60 scripts were verified. From the sample, 44 candidates scored less than 30% and no candidate scored more than 80%. The average for this paper was 23.5%. In Paper 2, 79 scripts were verified, with 57 candidates attaining less than 30% and no candidate scoring above 80%. The average for this paper was 22.7%.

Sesotho First Additional Language Paper 1, Paper 2 and Paper 3: In Paper 1, 15 scripts were verified. From the sample, 12 candidates scored less than 40%. No candidate scored more than 80%. The average for this paper was 28.2%. In Paper 2, 22 scripts were verified and from the sample all 22 candidates scored less than 40% and no candidate scored more than 80%. The average for this paper was 11.2%. In Paper 3, 17 scripts were verified; 15 candidates from the sample scored more than 50% and one candidate scored more than 80%. The average for this paper was 65.0%.

Setswana First Additional Language Paper 1, Paper 2 and Paper 3: In Paper 1, 18 scripts were verified. From the sample, three candidates scored less than 40%. One candidate scored more than 80%. The average for this paper was 56.4%. In Paper 2, 22 scripts were verified and from the sample all 19 candidates scored less than 40% and no candidate scored more than 80%. The average for this paper was 23%. In Paper 3, 21 scripts were verified; three candidates from the sample scored less than 40%. No candidate scored more than 80%. The average for this paper was 53.3%.

The following reasons were provided by external moderators for verified candidates' unsatisfactory performance:

i) A lack of content knowledge and inadequate understanding, or gaps in the understanding of subject-specific terminology (Business Studies, Life Sciences, English Home Language, Geography, Mathematics, Physical Sciences, Consumer Studies, Dramatic Arts, Sesotho First Additional Language);
ii) An inability to respond adequately to opinion-based questions and higher-order questions (English Home Language, Business Studies, Economics and History);

iii) Inadequate responses lacking insight and depth (Accounting, Business Studies, Geography, Mathematics, Agricultural Management Practices, Consumer Studies and Mathematical Literacy);

iv) An inability to execute calculations, make comparisons and make value judgements (Accounting, Engineering Graphics and Design, Economics, Mathematical Literacy, Mathematics and Physical Sciences); and

v) Poor interpretation of texts and an inability to think in creative ways (English First Additional Language, Engineering Graphics and Design, Sesotho First Additional Language and Setswana First Additional Language).

5.4 Areas of Improvement

The following areas that showed improvement were noted:

a) The marking at most of the marking centres was consistent (kept within the tolerance range) and according to the agreed marking guidelines;

b) A marked improvement in internal moderation across various levels of moderation;

c) Communication of identified marking differences for all subjects as soon as they were detected: this action ensured that moderation was both informative and developmental for all marking personnel; and

d) The successful continuation of the e-marking solution implemented by Gauteng in Accounting Paper 1 and Paper 2 and Mathematics Paper 2.

5.5 Areas of Non-compliance

The following areas of non-compliance were noted:

a) Inconsistent moderation by senior markers in Life Sciences in Limpopo; and

b) Non-adherence to the required quota of scripts to be moderated in Economics in the Free State.

5.6 Directives for Compliance and Improvement

The DBE must ensure that:

a) The training of marking personnel is intensified across all levels to enhance the quality and standard of marking and internal moderation; and

b) Marking personnel entrusted with internal moderation moderate the required quota of scripts to enhance internal moderation.

5.7 Conclusion

The thorough training of marking personnel performed by the DBE during the marking guideline standardisation meetings and cascaded to all provinces supported the subsequent consistency in the marking of scripts. The DBE is therefore applauded for conducting a successful marking process of the June 2022 SC(a) and NSC examinations. Overall, all PED adhered to the marking guidelines for the question papers for subjects sampled by Umalusi for verification of marking. The Gauteng Department of Education innovation in the implementation of an effective e-marking solution, which is important given the evolutionary nature of education, is applauded. The fairness, validity and reliability of the results of the June 2022 examinations were all positively enhanced as a result.

CHAPTER 6 STANDARDISATION AND RESULTING

6.1 Introduction

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

As articulated in section 17A (4) of the GENFETQA Act No. 58 of 2001, as amended, the Council may adjust raw marks during the standardisation process. The process of standardisation commences with the checking of the registration data of candidates, verification of subject structures and capturing of marks by an assessment body. It also involves the development and verification of norms and standardisation booklets in preparation for the meetings. During standardisation, Umalusi considers qualitative inputs such as the external and internal moderators' reports, monitoring reports, post-examination analysis reports in selected subjects and intervention reports presented by assessment bodies, all in association with the principles of standardisation. The process is concluded with the approval of mark adjustments per subject, statistical moderation and the resulting process.

6.2 Scope and Approach

The Department of Basic Education (DBE) presented 53 subjects for the June 2022 National Senior Certificate (NSC) examination and 35 subjects for the Senior Certificate (amended) [SC(a)] examination. In turn, Umalusi developed the historical averages, conducted monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

6.2.1 Development of Historical Averages

In developing historical averages for both the NSC and SC(a) examinations, the previous five examination sittings were used. Once that was done, as per policy requirements the DBE submitted to Umalusi the developed historical averages, or norms, for verification purposes. Where a distribution contained outliers, the historical averages were calculated with the exclusion of data from the outlying examination sitting. Finally, the standardisation decisions for each of these qualifications were made, with reference to the historical averages to guide the process.

6.2.2 Capturing of Marks

Umalusi followed a four-phased procedure in the verification of mark capturing process. The first phase involved all provincial education departments (PED) filing self-evaluation questionnaires from Umalusi on their preparedness and procedures in place for the capturing of marks. Umalusi then instituted a desktop analysis report. The second phase involved the verification of the transfer of marks from the scripts to the mark sheets at the marking centres across the country, by collecting copies of sampled marks and recording marks on the Umalusi template to be verified with standardisation data. The third phase involved the monitoring of the capturing of marks at provincial capturing centres and the collection of copies of mark sheets. The final phase involved the verification of marks recorded on candidates' scripts against the DBE standardisation data. The verification of mark capturing was monitored across capturing centres in all nine PED.

6.2.3 Verification of Datasets and Standardisation Booklets

The standardisation datasets and electronic booklets that were submitted by the DBE for verification

purposes were found to be accurate. The datasets were verified and approved timeously for both these qualifications.

6.2.4 Pre-Standardisation and Standardisation

The virtual meetings for pre-standardisation and standardisation for both qualifications were held on 19 and 20 July 2022, respectively. Both the qualitative and quantitative evidence presented was considered by the Assessment Standard Committee (ASC), to assist in making evidence-based decisions. The qualitative inputs included evidence-based reports presented by the DBE, reports from Umalusi's internal and external moderators and monitors on the conduct, administration and management of the examinations. The quantitative information Umalusi considered included historical averages and pairs analysis, in connection with standardisation principles.

6.2.5 Post-Standardisation

Beyond standardisation meetings, the DBE submitted to Umalusi the final adjusted marks and candidates' resulting files for verification and eventual approval for both the NSC and SC(a).

6.3 Summary of Findings

6.3.1 Standardisation and Resulting

a) Development of historical averages

The June NSC examination was presented for the first time as a full examination with its own standardisation meeting and standardisation adjustments. Umalusi developed the interim norm for NSC examinations using historic data from the previous five supplementary examination sittings (201703–202103). The subjects which did not have historic data from the supplementary examination, the norm for the November 2022, was used as a reference point. Umalusi submitted the reference norm to the DBE for implementation.

The historical averages for the SC(a) subjects were developed using the previous five years' examination sittings (2017–2021). The DBE submitted historical averages for the purposes of verification, in accordance with the management plan developed by Umalusi. It was found that there were no subjects with outliers for the June 2022 examinations.

b) Capturing of marks

Umalusi verified the capturing of examination marks to determine the reliability of the conduct, management and administration of the capturing process. The process to capture marks was monitored to establish whether it was conducted accurately and credibly. The verification of the capturing of the NSC and SC(a) examination marks looked at, among other things, the verification of systems, the appointment and training of capturers, the management of capturing centres as well as the security systems for the examination materials. This process provides an opportunity for Umalusi to identify best practices and challenges encountered during the capturing of marks. The verification of marks for the external examination marks was conducted in all nine provinces.

All the provinces had measures in place to verify the authenticity of incoming mark sheets delivered from the marking centres. All mark sheets were generated by the system with unique bar codes. The mark sheets were checked for different signatories, to ensure that they had undergone all the verification stages. The capturing centres encountered no major challenges pertaining to the authenticity of mark sheets. There were sufficient personnel appointed to assist at all capturing centres to capture marks. All PED considered the number of mark sheets due to be received, the number of marks to be captured, as well as the number of days available for capturing, to determine the number of capturers and verifiers needed to complete the capturing process in time to meet the target set in the DBE management plan.

The provinces used a combination of permanent and temporary staff members to capture marks. The permanent staff members were officials stationed in the provincial examination sections during the

year; while for temporary staff members, university students in their third and fourth years of Education studies were preferred. The temporary capturers were trained by the provincial system administrators and allocated unique user identities. All appointed capturers had appointment letters, which clearly outlined their key performance areas, signed by the Head of Examinations. Attendance registers were provided to Umalusi as evidence of personnel having attended training. All provinces provided training manuals, or PowerPoint presentations, over and above attendance registers as evidence of training. All personnel in charge of capturing had signed declarations of confidentiality before assuming their duties. There were adequate resources available in the provinces for capturing of marks.

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

Mark sheets were transported by department officials from the marking centre to the capturing centre, tracked and monitored by control sheets. A manual system was used to record delivery of the mark sheets to the capturing centre in most provinces. On delivery, the batches of mark sheets were verified against control lists at the capturing centre. Designated personnel were appointed to collect the mark sheets from their respective marking centres daily. All the capturing centres were under 24-hour security surveillance. There was access control at all capturing centres monitored. All provinces had satisfactory security measures in place for the storage of examination materials.

All provincial capturing centres had contingency plans in place, such as backup computers, daily backup of captured data and standby generators to guard against unplanned power failures.

c) Electronic datasets and standardisation booklets

The verification of standardisation datasets and electronic booklets for the SC(a) examinations went swiftly and conformed to the requirements prescribed by Umalusi. However, the standardisation of the DBE NSC encountered challenges in dealing with technical irregularities, i.e., records submitted for resulting without a valid SBA mark.

Some of the principles for the resulting of the June NSC examinations were:

- All candidates to be registered as repeater candidates opting to use school-based assessment (SBA) from previous examinations;
- In the layout, provision be made for additional "record type" of the examination sitting from which the SBA is being used;
- Umalusi to verify the correctness of the transformed SBA and, in cases where the transformed SBA is incorrect, the candidate record is to be rejected;
- All assessment bodies to put controls in place to ensure all candidates are repeater candidates;
- Candidates who do not meet the above admission requirements to be regarded as irregular and to be submitted with 333, with an irregularity indicator 3;
- Verification of the SBA will be conducted at all standardisation and resulting processes; and
- Candidates without SBA mark will be regarded as irregular and will be excluded in the standardisation process (SP).

The challenges came through the SP submitted by the department for records that did not have verified SBA marks: according to the principle above, the records were to be regarded as technical irregularities and resulted with an indicator 333. The assessment body stated that such a change, to result the candidates with 333, would require major program modifications to the IT the system. Decisions were taken to determine, on the standardisation data, the severity of the impact on the candidates with missing SBA marks. Five subjects, Technical Mathematics; Design; Dramatic Arts; Visual Arts and Civil Technology (Civil Services), had major impacts and the data had to be corrected.

d) Dry runs and verification of new NSC system

In preparation for the standardisation processes, Umalusi, in conjunction with the DBE, embarked on a process to verify its systems through dry runs and testing the new systems for the June NSC examinations. The purpose of the dry runs was to ensure that the mainframe was ready for the June data processing. The NSC June examination was the first fully standardised examination that consisted of only repeater candidates with SBA marks from previous examinations. The dry runs focused on verifying the following aspects relating the new NSC system:

- The cohort being standardised is comprised of repeaters only;
- All candidates have an SBA mark from previous examinations; and
- The system can verify that an SBA mark exists for each candidate from the previous examinations.

6.3.2 Pre-Standardisation and Standardisation

During the pre-standardisation meetings both the qualitative and quantitative inputs were used to provide evidence about factors that might positively or negatively affect candidate performance. The qualitative input included issues emanating from the moderation of questions papers, marking guideline discussions and the marking process, focusing on issues that might unfairly advantage or disadvantage candidates. Quantitative inputs included pairs analysis and the performance of candidates in the previous five years. All this information was considered in relation to the standardisation principles.

6.3.3 Standardisation Decisions

The ASC and the DBE agreed on the standardisation decisions for the 53 NSC and 35 subjects presented for the SC(a) qualification. Table 6A and 6B below present a summary of how the SC(a) subjects were standardised. The four subjects affected by the SBA technical irregularity had provisional decisions, pending investigation by the department and corrections of the datasets. While on the SC(a), the ASC raised concerns about Religion Studies, which had been propped up in the previous five consecutive years. Regarding Sepedi Home Language, it was observed that this subject was the worst performing of the home languages and had assumed a declining trend in the past three examinations for the SC(a) qualification.

Table 6A: List of standardisation decisions for the June 2022 NSC examinations

Description	Total
Number of subjects presented	53
Raw marks	49
Adjusted (mainly upwards)	03
Adjusted (downwards)	01
Provisional decisions	00
Number of subjects standardised:	**53**

Table 6B: List of standardisation decisions for the June 2022 SC(a) examinations

Description	Total
Number of subjects presented	35
Raw marks	22
Adjusted (mainly upwards)	10
Adjusted (downwards)	03
Number of subjects standardised:	**35**

The following issues were raised during the standardisation of the SC(a) qualification:

a) Umalusi is concerned about the continued failure of the system to provide the necessary support to the adult students enrolled for the SC(a). This matter was confirmed by the DBE's presentation on 19 July 2022, in which it was mentioned that this cohort lacked the necessary abilities to engage with the content of the subjects for which they were enrolled, such as explaining subject-specific terminology. The DBE has been urged in previous reports to invest sufficient resources to ensure that adequate educational support is provided to these candidates;

b) Similarly, Umalusi has previously flagged Computer Applications Technology (CAT) and Information Technology (IT), both of which continue to record low performance, as the subjects that should be given the attention that they deserve in the form of technological resources;

c) These are important matters because the validity of any examination depends heavily on whether candidates have had access to relevant and adequate resources needed for teaching and learning; and

d) Another observation made was that this qualification continues to record very low numbers of candidates arriving to write the exams after registering; and very high failure rates at subject level.

6.3.4 Post-Standardisation

The standardisation decisions were submitted to the assessment body and approved on first submission for both qualifications for the NSC. However, the NSC had issues around the 2021 November concessions for repeater candidates enrolled for the Technical Mathematics, which had to be addressed by extending the concessions to this cohort.

6.4 Areas of Improvement

The following areas of improvement were observed:

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

6.5 Areas of Non-compliance

a) There were no directives issued for compliance for the improvement of the SC(a).
b) The new system used to standardise and result the June NSC candidates experienced difficulties in picking the repeater candidates' SBA and practical assessment task (PAT) marks from the previous examination sittings, a result of the changed structure of the subjects involved.

6.6 Directives for Compliance and Improvement

a) The are no directives issues for compliance in respect of the SC(a).
b) The DBE is directed to refine the new system to standardise and result the June NSC candidates. It must ensure that the difficulties experienced in selecting repeater candidates' SBA and PAT marks from the previous examination sittings, despite the changed structure of the subjects involved, does not recur; and
c) The new system must be closely aligned with the Umalusi specifications and requirements documents, Volume 7, dated 28 February 2022.

6.7 Conclusion

The decisions taken on whether to accept raw marks or to perform upward or downward adjustments were based on sound educational reasoning. It was observed that most of the proposals by the DBE corresponded with those of Umalusi. The challenges in the NSC system require both Umalusi and the DBE to reflect on and work on the problems that occurred; and assist in the resulting of candidates who register for examinations that have subject structures different from what is currently being implemented.

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

Subject (question paper)	Compliance per criteria at first moderation										Approval level
	TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
Accounting Paper 1	A	A	A	A	A	A	A	A	A	A	1
Accounting Paper 2	A	A	A	A	A	A	A	A	A	A	1
Afrikaans First Additional Language (FAL) Paper 1	M^1	A	A	A	M^4	M^4	A	M1	M^3	M^4	2
Afrikaans FAL Paper 2	M^2	A	A	A	M^3	M^4	A	M^2	M^4	M^4	2
Afrikaans FAL Paper 3	M^2	A	A	A	M	M^2	A	M1	M^2	M^3	2
Afrikaans Home Language (HL) Paper 1	M^3	M^1	M^2	A	M^6	M^4	A	A	M^5	M	2
Afrikaans HL Paper 2	M^2	M^1	A	M^1	M^3	M^4	A	M^1	M5	M^6	2
Afrikaans HL Paper 3	M^2	M^1	A	A	M^1	M^1	A	M^1	M^3	M^6	2
Afrikaans Second Additional Language (SAL) Paper 1	A	A	A	A	A	A	A	A	A	A	2
Afrikaans SAL Paper 2	A	A	A	A	M^3	M^2	A	M^2	M^2	M^3	2
Afrikaans SAL Paper 3	M^1	A	A	A	A	M^2	A	M^1	M^2	M^3	2
Agricultural Management Practices	A	A	A	A	A	A	A	A	A	A	1
Agricultural Sciences Paper 1	A	A	A	A	A	A	A	A	A	A	1
Agricultural Sciences Paper 2	A	A	A	A	A	A	A	A	A	A	1
Agricultural Technology	A	A	A	A	A	A	A	A	A	A	1
Business Studies Paper 1	A	A	A	A	M^2	M^1	A	M^1	M^2	M^4	2
Business Studies Paper 2	M^1	A	A	A	M^2	M^2	A	A	M^3	M^4	2
Civil Technology: Civil Services	A	A	A	A	A	A	A	A	A	A	2
Civil Technology: Construction	M^2	M^2	M^1	M^1	M^4	A	N^3	A	M^1	M^3	2
Civil Technology: Woodworking	A	A	M^1	M^1	M^2	A	M^1	M^1	M^2	M^6	2
Computer Applications Technology Paper 1	A	A	A	A	M^4	M^5	A	A	M^3	M^1	2
Computer Applications Technology Paper 2	A	A	A	A	M^2	M^2	A	A	M^2	A	2
Computer Applications Technology Paper 1 Backup	A	A	A	M^1	M^2	M^2	A	A	M^3	A	1
Consumer Studies	M^1	L^1	M^2	M^1	L^6	L^3	M^1	M^1	M^3	A	2
Dance Studies	A	A	A	A	A	A	A	A	A	A	1
Design Paper 1	M^1	A	A	A	A	A	A	A	M^1	A	1
Dramatic Arts	M^2	M^1	L^3	M^1	M^3	M^2	L^2	A	A	M^2	1
Economics Paper 1	M^4	M^1	M^1	M^2	M^2	M^2	A	M^2	M^4	L^6	2
Economics Paper 2	M^2	M^1	M^1	M^1	M^2	M^2	M^1	M^2	N^6	L^6	2
Electrical Technology: Digital Electronics	M^1	A	A	M^1	A	M^1	A	A	A	L^5	1
Electrical Technology: Electronics	M^1	A	M^1	A	M^4	M^2	A	A	M^2	L^5	1
Electrical Technology: Power Systems	M^1	A	A	M^2	M^2	M^1	L^3	A	M^2	L^6	1
Engineering Graphics and Design Paper 1	M^3	L^2	M^1	M^2	M^1	M^2	A	M^2	M^2	M^2	2

Subject (question paper)	Compliance per criteria at first moderation										Approval level
	TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
Engineering Graphics and Design Paper 2	M^3	L^2	M^1	M^2	M^1	M^2	A	M^2	M^2	M^2	2
English FAL Paper 1	L^3	M^1	A	A	M^5	M^2	A	M^1	A	A	2
English FAL Paper 2	M^2	A	A	A	M^5	M^2	A	M^1	M^1	A	2
English FAL Paper 3	M^3	A	A	A	L^4	M^1	A	A	M^1	A	2
English HL Paper 1	M^1	M^1	L^4	L^5	L^9	L^5	M^1	N^3	L^8	L^8	3
English HL Paper 2	M^2	A	A	M^1	M^2	A	M^1	M^1	M^4	L^6	2
English HL Paper 3	A	M^1	A	M^1	M^2	A	M^1	A	M^1	L^6	3
English SAL Paper 1	A	A	A	A	M^1	A	A	M^1	A	A	2
English SAL Paper 2	M^2	A	A	M^1	M^1	A	A	M^1	A	A	2
English SAL Paper 3	M^1	A	A	A	M^1	M^1	A	A	A	A	2
Geography Paper 1	M^1	A	M^1	M^1	M^1	A	A	L^2	M^1	M^1	2
Geography Paper 2	M^1	A	M^1	M^1	M^4	A	A	L^2	M^2	M^3	2
History Paper 1	M^1	A	A	A	L^3	A	A	A	L^1	M^1	2
History Paper 2	A	A	A	A	A	A	A	A	A	M^1	2
Hospitality Studies	M^1	A	A	A	M^2	M^2	A	M^1	M^1	A	2
Information Technology Paper 1 Backup	M^1	A	A	A	M^1	M^2	A	A	A	A	2
Information Technology Paper 1	M^1	A	M^1	M^2	M^2	M^2	A	M^1	M^1	M^3	2
Information Technology Paper 2	A	A	A	M^1	M^2	M^4	A	A	A	M^2	2
IsiNdebele FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
IsiNdebele FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
IsiNdebele FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
IsiNdebele HL Paper 1	A	A	A	A	A	A	A	A	A	A	1
IsiNdebele HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
IsiNdebele HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
IsiNdebele SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
IsiNdebele SAL Paper 2	A	A	A	A	A	A	A	A	AMG	A	1
IsiNdebele SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
IsiXhosa FAL Paper 1	A	A	M^1	A	M^6	A	A	A	M^2	L6	2
IsiXhosa FAL Paper 2	A	A	A	A	M^5	M^1	A	M^2	M^2	L^6	2
IsiXhosa FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
IsiXhosa HL Paper 1	M^1	A	M^1	L^3	M^9	M^3	A	N^3	M^4	L^7	2
IsiXhosa HL Paper 2	A	A	A	M^1	L^7	A	L^2	L^6	L^6	L^6	2
IsiXhosa HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
IsiXhosa SAL Paper 1	A	A	A	A	A	A	A	A	M^1	A	1
IsiXhosa SAL Paper 2	M^2	A	A	A	A	A	A	A	A	A	1
IsiXhosa SAL Paper 3	M^1	A	A	A	M^3	A	A	M^2	M^2	M^6	2
IsiZulu FAL Paper 1	A	A	A	A	M^2	M^2	A	A	M^3	L^6	2
IsiZulu FAL Paper 2	A	A	A	M^2	M^3	M^4	A	A	L^4	L^6	2
IsiZulu FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
IsiZulu HL Paper 1	A	A	A	A	M^2	A	A	M^1	M^1	M^4	2
IsiZulu HL Paper 2	A	A	A	A	M^2	A	A	M^1	M^1	M^4	2
IsiZulu HL Paper 3	A	A	A	A	A	A	A	A	M^1	A	1
Life Sciences Paper 1	A	IM	CC	M^1	M^3	LB	Pre	Con	AMG^2	M^2	2
Life Sciences Paper 2	A	A	A	M^1	M^3	M^1	A	A	M^2	M^2	2
Marine Sciences Paper 1	M^2	A	M^1	M^1	M^4	M^4	A	L^3	A	A	2

Subject (question paper)	Compliance per criteria at first moderation										Approval level
	TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
Marine Sciences Paper 2	M^3	A	A	A	M^3	M^2	A	L^3	M^5	A	2
Mathematical Literacy Paper 1	A	M^1	A	M^1	M^3	M^3	A	A	M^1	A	2
Mathematical Literacy Paper 2	M^1	M^1	A	M^1	M^3	M^2	A	A	M^2	M^2	2
Mathematics Paper 1	M^1	M^1	M^1	L^2	M^1	A	L^2	A	M^1	L^5	2
Mathematics Paper 2	M^1	A	A	A	A	A	A	A	A	A	2
Mechanical Technology: Automotive	A	A	A	A	A	A	A	A	A	A	1
Mechanical Technology: Fitting and Machining	A	A	A	A	A	A	A	A	A	A	1
Mechanical Technology: Welding and Metalwork	A	A	A	A	A	A	A	A	A	A	1
Music Paper 1	A	M^1	M^2	L^3	M^1	A	A	M^1	M^3	M^3	2
Music Paper 2	M^1	M^1	A	A	M^1	M^1	M^1	M^1	M^1	M^1	2
Physical Sciences Paper 1	M^1	A	M^1	A	M^3	M^1	A	A	M^1	M^1	2
Physical Sciences Paper 2	M^2	A	A	A	M^1	M^3	M^1	A	M^3	A	2
Religion Studies Paper 1	A	A	A	A	A	A	A	A	A	A	1
Religion Studies Paper 2	A	A	A	A	A	A	A	A	A	A	1
Sepedi FAL Paper 1	M^2	M^1	M^2	A	M^4	A	A	A	M^1	M^5	2
Sepedi FAL Paper 2	A	A	M^1	L^3	A	A	N^3	A	M^1	L^4	2
Sepedi FAL Paper 3	M^2	A	M^1	A	M^1	M^1	A	A	A	L^5	2
Sepedi HL Paper 1	M^1	A	A	A	M^3	A	A	M^1	A	M^5	2
Sepedi HL Paper 2	M^1	A	M^2	M^1	M^1	A	M^1	M^1	M^1	M^6	2
Sepedi HL Paper 3	M^1	A	A	A	A	M^1	M^1	M^1	M^1	M^6	2
Sepedi SAL Paper 1			B	A	N	K					
Sepedi SAL Paper 2			B	A	N	K					
Sepedi SAL Paper 3			B	A	N	K					
Sesotho FAL Paper 1	M^1	A	A	M^2	M^6	M^1	A	A	M^1	M^3	2
Sesotho FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
Sesotho FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
Sesotho HL Paper 1	M^1	A	L^3	L^3	M^1	A	M^1	A	A	L^6	2
Sesotho HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
Sesotho HL Paper 3	A	A	A	A	M^1	A	M^1	A	M^1	M^2	2
Sesotho SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
Sesotho SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
Sesotho SAL Paper 3	A	A	A	A	A	A	A	A	M^1	A	1
Setswana FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
Setswana FAL Paper 2	M^3	M^1	M^1	M^1	A	A	M^2	M^1	M^2	L^5	2
Setswana FAL Paper 3	M^2	A	A	A	M^1	A	A	A	M^3	M^2	2
Setswana HL Paper 1	M^1	A	A	A	M^3	A	A	M^1	M^1	M^1	2
Setswana HL Paper 2	A	A	A	A	M^3	M^2	A	M^1	M^2	A	2
Setswana HL Paper 3	A	A	A	A	A	A	A	A	A	A	1
Setswana SAL Paper 1			B	A	N	K					
Setswana SAL Paper 2			B	A	N	K					
Setswana SAL Paper 3			B	A	N	K					
SiSwati FAL Paper 1	TD^1	IM	CC	CS	M^3	LB	Pre	Con	M^1	M^3	2
SiSwati FAL Paper 2	M^1	A	A	A	M^2	A	A	A	M^1	M^3	2
SiSwati FAL Paper 3	M^1	A	A	A	M^3	A	A	A	M^2	M^4	2

Subject (question paper)	Compliance per criteria at first moderation										Approval level
	TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
SiSwati HL Paper 1	M^1	A	A	A	M^5	A	A	A	M^1	M^3	2
SiSwati HL Paper 2	M^1	A	A	A	M^4	A	A	A	M^1	M^3	2
SiSwati HL Paper 3	M^1	A	A	A	M^3	A	A	A	M^2	M^4	2
SiSwati SAL Paper 1			B	A	N	K					
SiSwati SAL Paper 2			B	A	N	K					
SiSwati SAL Paper 3			B	A	N	K					
South African Sign Language HL Paper 1	A	A	A	A	A	A	A	A	A	A	1
South African Sign Language HL Paper 2	M^1	M^1	A	Lv	L4	M^3	M^1	M^2	M^2	M^4	2
South African Sign Language HL Paper 3	A	M^1	M^1	A	M^3	A	A	A	M^1	A	2
Technical Mathematics Paper 1	M^2	A	A	A	M^1	A	A	A	M^2	M^3	2
Technical Mathematics Paper 2	A	A	A	A	A	A	A	A	M^1	A	2
Technical Sciences Paper 1	M^1	A	A	A	M^1	M^1	A	A	M^1	A	2
Technical Sciences Paper 2	A	A	A	A	A	A	A	A	M^1	A	1
Tourism	A	A	M^1	A	M4	M^2	A	M^1	M^1	A	1
Tshivenda FAL Paper 1	A	A	A	A	M^1	A	A	A	M^1	A	2
Tshivenda FAL Paper 2	A	A	A	A	M^1	M^1	A	M^1	M^1	A	2
Tshivenda FAL Paper 3	A	A	A	A	M^2	A	A	A	M^1	A	2
Tshivenda HL Paper 1	A	A	A	A	L^1	A	A	A	M^1	M^1	2
Tshivenda HL Paper 2	M^1	A	A	A	A	A	A	A	M^1	A	2
Tshivenda HL Paper 3	A	A	A	A	M^1	A	A	A	A	A	2
Tshivenda SAL Paper 1			B	A	N	K					
Tshivenda SAL Paper 2			B	A	N	K					
Tshivenda SAL Paper 3			B	A	N	K					
Visual Arts Paper 1	M^1	A	A	M^1	A	M^2	A	A	A	A	1
Xitsonga FAL Paper 1	M^1	A	A	A	M^3	A	A	A	M^1	M^4	2
Xitsonga FAL Paper 2	M^1	A	A	A	M^1	A	A	A	M^2	M^4	2
Xitsonga FAL Paper 3	A	A	A	A	A	A	A	M^1	M^2	M^2	2
Xitsonga HL Paper 1	A	A	M^1	M^1	A	A	M^1	A	M^2	M^4	2
Xitsonga HL Paper 2	M^2	A	A	A	M^2	M^1	A	M^1	M^1	M^4	2
Visual Arts Paper 1	M^1	A	A	M^1	A	M^2	A	A	A	A	1
Xitsonga FAL Paper 1	M^1	A	A	A	M^3	A	A	A	M^1	M^4	2
Xitsonga FAL Paper 2	M^1	A	A	A	M^1	A	A	A	M^2	M^4	2
Xitsonga HL Paper 3	A	A	A	A	A	A	A	A	A	A	2
Xitsonga SAL Paper 1			B	A	N	K					
Xitsonga SAL Paper 2			B	A	N	K					
Xitsonga SAL Paper 3			B	A	N	K					

KEY:

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

A = compliance in ALL respects; M = compliance in MOST respects; L = LIMITED compliance; N = NO compliance
M^x, L^x, N^x: x = number of quality indicators not complied with

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

Sepedi SAL Paper 1	Setswana SAL Paper 1
Sepedi SAL Paper 2	Setswana SAL Paper 2
Sepedi SAL Paper 3	Setswana SAL Paper 3
SiSwati SAL Paper 1	Tshivenda SAL Paper 1
SiSwati SAL Paper 2	Tshivenda SAL Paper 2
SiSwati SAL Paper 3	Tshivenda SAL Paper 3
Xitsonga SAL Paper 1	Xitsonga SAL Paper 2
Xitsonga SAL Paper 3	

Annexure 2A: Examination centres monitored

Province	Date	Examination Centre	Subject
Eastern Cape	09/05/2022	Struandale FET College	English Home Language Paper 1; English First Additional Language Paper 1
	13/05/2022	Zwelitsha Senior Secondary School	Mathematics Paper 1; Mathematical Literacy Paper 1
	16/05/2022	Ngqungqushe Campus	Mathematics Paper 2
	17/05/2022	Phakamisa Adult Centre	Geography Paper 1
	18/05/2022	Thanduxolo High School	Accounting Paper 1
	20/05/2022	KSD Private	Physical Sciences Paper 1
	27/05/2022	Isekelo Private Centre	Life Sciences Paper 1
	30/05/2022	Umtata Technical	Life Sciences Paper 2
	01/06/2022	Davies South Private Centre	Business Studies Paper 1
	01/06/2022	Nzunkulu Adult Centre	Business Studies Paper 1
	09/06/2022	Bofolo Adult Centre	Economics Paper 1
	10/06/2022	Mt Ayliff Town Hall	English Home Language Paper 3; English First Additional Language Paper 3
	15/06/2022	Libode Town Hall	Agricultural sciences Paper 1
	21/06/2022	Phakama Adult centre	Economics Paper 2
Free State	09/05/2022	Navalsig Commercial Secondary School	English First Additional Language Paper 1
	13/05/2022	Mampoi Secondary School	Mathematical Literacy Paper 1
	17/05/2022	Sekhutlong High School	Geography Paper 1
	23/05/2022	Nkgopoleng Secondary School	Physical Sciences Paper 2
	30/05/2022	Tlotlisong Secondary School	Life Sciences Paper 2
	01/06/2022	Brentpark Secondary School	Business Studied Paper 1
	09/06/2022	Matlwangtlwang Secondary School	Economics Paper 1
	10/06/2022	Boitumelo PALC	English Home Language Paper 3; English First Additional Language Paper 3
Gauteng	13/05/2022	Silver Oaks Secondary School	Mathematics Paper 1
			Mathematical Literacy Paper 1
	16/05/2022	Buhlebemfundo Secondary School	Mathematics Paper 2
	16/05/2022	Hoërskool Elandspoort	Mathematics Paper 2
	16/05/2022	Ikageng-Barnato Adult Education centre	Mathematics Paper 2
			Mathematical Literacy Paper 2
	17/05/2022	Munsieville Adult Centre	Geography Paper 1
	23/05/2022	Hoërskool Staatspresident CR Swart	Physical Sciences Paper 2
	27/05/2022	Michael Seageng CLC	Life Sciences Paper 1
	30/05/2022	Leshata Secondary School	Life Sciences Paper 2
	31/05/2022	DWT Nthate CLC	English Home Language Paper 2; English First Additional Language Paper 2
	01/06/2022	Alberton Matric Project	Business Studied Paper 1
	01/06/2022	Florida Park Adult Centre	Business Studies Paper 1
	09/06/2022	Pretoria Institute of Learning	Economics Paper 1

Province	Date	Examination Centre	Subject
KwaZulu Natal	13/05/2022	Indala High school	Mathematics Paper 1
			Mathematical Literacy Paper 1
	16/05/2022	Greenbury Secondary School	Mathematics Paper 1
			Mathematical Literacy Paper 1
	16/05/2022	Groutville High School	Mathematics Paper 1
			Mathematical Literacy Paper 1
	16/05/2022	Sompukwane Secondary School	Mathematics Paper 1
			Mathematical Literacy Paper 1
	17/05/2022	Clydesdale Senior Secondary School	Geography Paper 1
	20/05/2022	Kwamakhutha High School	Physical Sciences Paper 1
	23/05/2022	Umzinto Secondary School	Physical Sciences Paper 2
	26/05/2022	Lugaju Secondary School	Accounting Paper 2
	27/05/2022	Mandlakazi High School	Life Sciences Paper 1
	01/06/2022	Kwabazothini High School	Business Studies Paper 1
	09/06/2022	Kukhasa Secondary School	Economics Paper 1
	15/06/2022	Umzilikazi High School	Agricultural sciences Paper 1
	23/06/2022	Buhlebomzinyathi Secondary School	Business studies Paper 2
	23/06/2022	Dundee High School	Business Studies Paper 2
Limpopo	09/05/2022	Risinga Repeat Part-time Centre	English First Additional Language Paper 1
	13/05/2022	Tshakhuma Repeat Centre	Mathematics Paper 1
			Mathematical Literacy Paper 1
	16/05/2022	Ramavhoya Repeat Part-time centre	Mathematics Paper 1
			Mathematical Literacy Paper 1
	17/05/2022	Phatametsane Repeat Centre	Geography Paper 1
	23/05/2022	Tlourwe Repeat Centre	Physical sciences Paper 2
	26/05/2022	Mmiditsi Repeat Centre	Accounting Paper 2
	27/05/2022	Nirvana Repeat Centre	Life Sciences Paper 1
	01/06/2022	Rampo Repeat Centre	Business Studies Paper 1
	08/06/2022	Marobathota High School	Sepedi Home Language Paper 3
	20/06/2022	Matladi Repeat Part Time Centre	Agricultural Sciences Paper 2
	21/06/2022	Mokomene Part-time Centre	Economics Paper 2
	21/06/2022	Watervaal High School	Economics Paper 2
	23/06/2022	Thabamoopo Multipurpose Centre	Business Studies Paper 2
	23/06/2022	OR Tambo Repeat Centre	Business Studies Paper 2

Province	Date	Examination Centre	Subject
Mpumalanga	13/05/2022	Senzangakhone Secondary School	Mathematics Paper 1
			Mathematical Literacy Paper 1
	16/05/2022	Lifalethu Primary School	Mathematics Paper 2
	20/05/2022	Kwandebele Science Combined School	Physical Sciences Paper 1
	27/05/2022	Emjindini Secondary School	Life Sciences Paper 1
	09/06/2022	Mbokodo Primary School	Economics Paper 1
	10/06/2022	Nqobile Primary School	English Home Language Paper 3; English First Additional Language Paper 3.
	10/06/2022	Qokiso Senior Secondary School	English First Additional Language Paper 3
	23/06/2022	Wesselton Primary School	Business Studies Paper 2
Northern Cape	13/05/2022	William Pescod High School	Mathematics Paper 1
			Mathematical Literacy Paper 1
			Technical Mathematics Paper 1
	16/05/2022	Wrenchville High School	Mathematics Paper 2
			Mathematical Literacy Paper 2
	17/05/2022	Baitiredi Technical and Commercial High School	Geography Paper 1
	27/05/2022	Batlharo-Tlhaping High School	Life Sciences Paper 1
	30/05/2022	Tshireleco High School	Life Sciences Paper 2
	01/06/2022	AJ Ferreira High School	Business Studies Paper 1
Northwest	09/05/2022	Tshidi-Barolong Secondary School	English Home Language Paper 1; English First Additional Language Paper 1
	16/05/2022	Freedom Park Secondary School	Mathematics Paper 2
			Mathematical Literacy Paper 2
	17/05/2022	Sebegilwe Secondary School	Geography Paper 1
	23/05/2022	Mmanotse Moduane High School	Physical Sciences Paper 2
	01/06/2022	Reboneilwe Secondary School	Business Studies Paper 1
	09/06/2022	Rauwane Sepeng High School	Economics Paper 1
	15/06/2022	Thusoetsile Secondary School	Agricultural Sciences Paper 1
Western Cape	09/05/2022	Bloubergrant High School	English Home Language Paper 1; English First Additional Language Paper 1
	13/05/2022	Bongolethu Primary School	Paper 1 Mathematics Paper 1
			Mathematical Literacy Paper 1
			Technical Mathematics
	20/05/2022	Luhlaza High School	Physical Sciences Paper 1
			Technical Sciences Paper 1
	30/05/2022	Grassdale High School	Life Sciences Paper 2
	08/06/2022	Samora Machel Primary School	IsiXhosa Home Language Paper 3; IsiXhosa First Additional Language Paper 3
	10/06/2022	Mfuleni Secondary School	English Home Language Paper 3; English First Additional Language Paper 3
	21/06/2022	Siphamandla Secondary School	Economics Paper 2
	23/06/2022	Pelikan Park High School	Business Studies Paper 2

Annexure 2B: Examination centres found not compliant during the monitoring of the writing of the June 2022 NSC/SC(a) examinations

Criteria	Area of non-compliance	Implicated examination centres
Appointment of chief invigilators and invigilators	Appointment records of invigilators not available	Thanduxolo High School [Eastern Cape (EC)] KSD Private (EC) Bofolo Adult Centre (EC) Brentpark Secondary School [Free State (FS)] Ikageng-Barnato Adult Education Centre [Gauteng (GP)] DWT Nthate CLC (GP) Emjindini Secondary School [Mpumalanga (MP)] Tsidi-Barolong Secondary School [North West (NW)] Bongolethu Primary School [Western Cape (WC)] Luhlaza High School (WC)
	Unavailability of invigilator training records	Thanduxolo High School (EC) Sompukwane Secondary School [KwaZulu-Natal (KZN)] Emjindini Secondary School (MP) Batlharo-Tlhaping High School [Northern Cape (NC)] Luhlaza High School (WC)
Examination document management	Signed invigilator attendance records not available	Ngqungqushe Campus (EC) Brentpark Secondary School (FS) Matlwangtlwang Secondary School (FS) Ikageng-Barnato Adult Education Centre (GP) Hoërskool Staatspresident CR Swart (GP) Clydesdale Senior Secondary School (KZN) Lugaju Secondary School (KZN) Luhlaza High School (WC)
	Invigilator timetable not available	Phakamisa Adult Centre (EC) KSD Private (EC) Nzunkulu Adult Centre (EC) Bofolo Adult Centre (EC) Struandale FET College (EC) Brentpark Secondary School (FS) Pretoria Institute of Learning (GP) Umzinto Secondary School (KZN) Marobathota High School [Limpopo (LP)] Tsidi-Barolong Secondary School (NW) Reboneilwe Secondary School (NW) Luhlaza High School (WC) Grassdale High School (WC)

Criteria	Area of non-compliance	Implicated examination centres
Compliance with examination procedures	Poor time management of examination procedures	Davies South Private Centre (EC) Struandale FET College (EC) Boitumelo PALC (FS) Indala High school (KZN) Sompukwane Secondary School (KZN) Kwamakhutha High School (KZN) Lugaju Secondary School (KZN) Umzilikazi High School (KZN) Tshakhuma Repeat Centre (LP) Senzangakhona Secondary School (MP) Freedom Park Secondary School (NW) Bongolethu Primary School (WC)
	Technical accuracy of question paper not checked	Thanduxolo High School (EC) Struandale FET College (EC) Phakamisa Adult Centre (EC) Groutville High School (KZN) Indala High School (KZN) Sompukwane Secondary School (KZN) Lugaju Secondary School (KZN) Kukhasa Secondary School (KZN) Tshakhuma Repeat Centre (LP) Senzangakhone Secondary School (MP) Bongolethu Primary School (WC) Luhlaza High School (WC)
	Examination rules not read to candidates	Thanduxolo High School (EC) Davies South Private Centre (EC) Nzunkulu Adult Centre (EC) Struandale FET College (EC) Matlwangtlwang Secondary School (FS) Leshata Secondary School (GP) Indala High School (KZN) Sompukwane Secondary School (KZN) Kukhasa Secondary School (KZN) Umzilikazi High School (KZN) Ramavhoya Repeat Part-time Centre (LP) Tshakhuma Repeat Centre (LP) OR Tambo Repeat Centre (LP) Luhlaza High School (WC)
	Compromised regulated reading time for candidates	Phakamisa Adult Centre (EC) Struandale FET College (EC) Boitumelo PALC (FS) Indala High School (KZN) Sompukwane Secondary School (KZN) Lugaju Secondary School (KZN) Umzilikazi High School (KZN) Tshakhuma Repeat Centre (LP) Senzangakhone Secondary School (MP) Reboneilwe Secondary School (NW)
	Candidates allowed to leave the examination room during the last 15 minutes at six centres	Ngqungqushe Campus (EC) Davies South Private Centre (EC) Rampo Repeat Centre (LP) Senzangakhona Secondary School (MP) Qokiso Senior Secondary School (MP) Luhlaza High School (WC)
Handling of answer books	Answer books left on the table by candidates when leaving the examination room	Groutville High School (KZN)

Annexure 3A: Level of compliance of marking guidelines per criterion

Subject (question paper)	Part A		Part B			Part C		
	PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
Accounting Paper 1	A	M	M	A	A	M	A	M
Accounting Paper 2	A	M	A	A	A	M	A	A
Afrikaans First Additional Language (FAL) Paper 1	A	M	A	M	A	A	M	A
Afrikaans FAL Paper 2	A	L	A	A	A	A	A	A
Afrikaans FAL Paper 3	M	M	A	M	A	A	A	A
Afrikaans Home Language (HL) Paper 1	A	L	M	A	A	A	A	A
Afrikaans HL Paper 2	A	L	M	A	A	A	M	A
Afrikaans HL Paper 3	A	L	M	A	M	A	M	A
Afrikaans Second Additional Language (SAL) Paper 1	M	L	A	A	A	A	A	A
Afrikaans SAL Paper 2	M	L	A	A	A	M	A	A
Afrikaans SAL Paper 3	M	L	A	M	A	M	A	A
Agricultural Management Practices Paper 1	A	L	A	M	A	M	A	A
Agricultural Management Practices Paper 2	A	L	A	A	A	A	A	A
Agricultural Sciences Paper 1	M	M	A	A	A	M	A	M
Agricultural Sciences Paper 2	M	M	A	A	M	A	A	M
Business Studies Paper 1	A	M	A	A	A	M	A	A
Civil Technology: Civil Services	M	L	A	A	A	M	M	A
Civil Technology: Construction	M	L	A	A	A	M	M	A
Civil Technology: Woodworking	M	L	A	A	A	A	A	A
Business Studies Paper 2	M	A	A	A	A	M	A	A
Computer Applications Technology Paper 1	A	M	A	A	M	A	A	A
Computer Applications Technology Paper 2	M	M	M	A	A	A	M	A
Consumer Studies	M	L	A	A	A	A	M	M
Dance Studies	M	L	M	A	A	A	A	A
Design Paper 1	A	L	A	A	A	A	A	A
Dramatic Arts	L	L	A	A	REM	TSM	ASM	QFM
Economics Paper 1	A	M	A	A	A	A	A	A
Economics Paper 2	A	M	A	A	A	A	A	A
Electrical Technology Electronics	M	M	A	M	A	A	A	A
Electrical Technology: Electrical (Power Systems)	M	M	A	M	A	A	A	A
Electrical Technology: Digital Electronics	M	L	A	A	A	A	A	A
Engineering Graphics and Design Paper 1	M	M	M	M	A	A	A	A
Engineering Graphics and Design Paper 2	M	M	M	A	A	A	A	A
English FAL Paper 1	M	M	A	M	A	A	A	A
English FAL Paper 2	A	M	A	A	A	A	A	A
English FAL Paper 3	M	M	A	M	M	A	M	A
English HL Paper 1	M	L	M	A	A	M	M	A
English HL Paper 2	M	M	M	M	A	M	M	A
English HL Paper 3	M	L	A	M	M	M	A	A
Geography Paper 1	M	M	M	M	A	A	M	A
Geography Paper 2	M	M	M	M	A	A	A	A
History Paper 1	M	A	A	A	M	M	A	A
History Paper 2	PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
Hospitality Studies	L	M	M	A	A	A	A	A

Subject (question paper)	Part A		Part B			Part C		
	PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
Information Technology Paper 1	M	L	A	A	A	A	M	A
Information Technology Paper 2	A	L	A	M	A	A	M	A
IsiNdebele HL Paper 2	M	L	A	A	A	A	M	A
IsiNdebele HL Paper 3	M	L	A	M	M	A	A	A
IsiXhosa FAL Paper 1	A	L	A	A	M	M	A	A
IsiXhosa FAL Paper 2	A	L	A	M	A	A	A	A
IsiXhosa FAL Paper 3	A	L	A	A	A	A	A	A
IsiXhosa HL Paper 1	A	L	A	A	A	A	A	A
IsiXhosa HL Paper 2	M	L	M	A	A	A	A	A
IsiXhosa HL Paper 3	M	L	A	M	A	A	A	A
IsiZulu FAL Paper 1	A	L	A	A	A	A	A	A
IsiZulu FAL Paper 2	A	L	A	A	A	M	A	A
IsiZulu FAL Paper 3	A	L	A	A	A	M	A	A
IsiZulu HL Paper 1	A	L	A	A	A	A	A	A
IsiZulu HL Paper 2	A	L	A	A	A	A	A	A
IsiZulu HL Paper 3	A	L	A	A	A	A	A	A
Life Sciences Paper 1	A	M	A	A	A	M	A	A
Life Sciences Paper 2	A	M	A	A	A	M	A	A
Mathematical Literacy Paper 1	A	M	A	A	A	A	A	A
Mathematical Literacy Paper 2	A	L	A	M	A	A	A	A
Mathematics Paper 1	A	M	A	A	A	L	A	A
Mathematics Paper 2	M	M	A	A	A	A	M	A
Mechanical Technology: Automotive	M	L	A	A	A	A	A	A
Mechanical Technology: Fitting & Machining	M	L	A	M	A	A	A	A
Mechanical Technology: Welding & Metalwork	M	L	A	M	A	A	A	A
Music Paper 1	L	L	L	L	A	L	L	A
Physical Sciences Paper 1	M	PSM	A	MMG	REM	TSM	ASM	A
Physical Sciences Paper 2	M	M	A	A	A	A	A	M
Religion Studies Paper 1	A	A	A	A	A	A	A	A
Religion Studies Paper 2	A	A	A	A	A	A	A	A
Sepedi FAL Paper 1	M	L	L	A	A	M	A	A
Sepedi FAL Paper 2	M	L	L	A	A	A	A	A
Sepedi FAL Paper 3	M	L	L	A	A	A	A	A
Sepedi HL Paper 1	M	L	A	M	A	M	A	A
Sepedi HL Paper 2	M	L	M	A	A	M	A	A
Sepedi HL Paper 3	M	L	M	M	A	A	A	A
Sesotho FAL Paper 1	L	L	M	A	A	A	A	A
Sesotho FAL Paper 2	L	L	M	A	A	A	A	A
Sesotho FAL Paper 3	L	L	M	A	A	A	A	A
Sesotho HL Paper 1	M	L	L	A	A	A	A	A
Sesotho HL Paper 2	M	L	L	A	A	A	M	A
Sesotho HL Paper 3	M	L	A	A	A	A	M	A
Setswana FAL Paper 1	M	A	M	A	A	A	A	A
Setswana FAL Paper 2	PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
Setswana FAL Paper 3	M	A	A	A	A	A	A	A
Setswana HL Paper 1	A	L	A	M	A	M	A	A

Subject (question paper)	Part A		Part B			Part C		
	PMS	PSM	PP	MMG	REM	TSM	ASM	QFM
Setswana HL Paper 2	M	L	A	A	A	A	A	A
Setswana HL Paper 3	M	L	A	M	A	M	A	A
SiSwati FAL Paper 1	A	A	M	M	A	A	A	A
SiSwati FAL Paper 2	A	A	A	A	A	A	A	A
Siswati FAL Paper 3	A	A	A	M	A	A	A	A
SiSwati HL Paper 1	A	A	A	A	A	A	A	A
SiSwati HL Paper 2	A	L	A	A	A	M	A	A
SiSwati HL Paper 3	A	L	A	M	A	A	A	A
Technical Mathematics Paper 1	A	L	A	A	A	A	M	A
Technical Mathematics Paper 2	A	L	A	M	A	M	M	A
Technical Sciences Paper 1	M	L	A	A	M	A	A	A
Technical Sciences Paper 2	M	L	A	A	M	A	A	A
Tourism	M	L	M	A	A	A	A	A
Tshivenda HL Paper 1	M	L	A	A	A	A	A	A
Tshivenda HL Paper 2	M	L	A	A	A	A	A	A
Tshivenda HL Paper 3	M	L	A	A	A	A	A	A
Visual Arts Paper 1	M	L	A	M	A	M	M	A
Xitsonga FAL Paper 1	L	L	A	A	A	L	L	L
Xitsonga FAL Paper 2	L	L	M	A	A	L	L	L
Xitsonga FAL Paper 3	L	L	M	A	A	L	L	L
Xitsonga HL Paper 1	M	L	A	A	A	A	M	A
Xitsonga HL Paper 2	M	L	A	A	A	A	M	A
Xitsonga HL Paper 3	M	L	A	A	A	A	A	A
Tshivenda Paper 1	M	L	M	M	M	A	A	A
Tshivenda Paper 2	M	L	M	M	M	A	A	A
Tshivenda Paper 3	M	L	M	M	M	A	A	A

KEY:

PMS = Pre-Marking Standardisation Meeting; PSM = Preparation by Senior Marking Personnel in the Assessment Body; PP = Processes and Procedures; MMG = Mediation of the Marking Guidelines; REM = Role of External Moderators; TSM = Training of the Senior Marking Personnel; ASM = Authorisation of Senior Marking Personnel; and QFM = Quality of the Final Marking Guideline

A = Comply in ALL respects; M = Comply in MOST respects; L = Comply in LIMITED respects

Annexure 5A: List of subjects sampled in the verification of marking

Senior Certificate (amended)	National Senior Certificate
Accounting Paper 1 and Paper 2	Afrikaans Home Language Paper 1, Paper 2 and Paper 3
Business Studies Paper 1 and Paper 2	Agricultural Management Practices
Economics Paper 1 and Paper 2	Consumer Studies
English First Additional Language Paper 1, Paper 2 and Paper 3	Dramatic Arts
English Home Language Paper 1, Paper 2 and Paper 3	Economics Paper 1 and Paper 2
Geography Paper 1 and Paper 2	Engineering Graphics and Design
IsiZulu Home Language Paper 1, Paper 2 and Paper 3	History Paper 1 and Paper 2
Life Sciences Paper 1 and Paper 2	Mathematical Literacy Paper 1 and Paper 2
Mathematics Paper 1 and Paper 2	Sesotho First Additional Language Paper 1, Paper 2 and Paper 3
Physical Sciences Paper 1 and Paper 2	
Setswana First Additional Language Paper 1, Paper 2 and Paper 3	

20
Anniversary

Two Decades of Education Guardianship
2002 – 2022

Two Decades of Education Guardianship
2002 – 2022

Physical Address: 37 General Van Ryneveld Street,
Persequor Technopark, Pretoria
Postal Address: P.O. Box 151 Persequor Technopark, Pretoria, 0020
Telephone: +27 12 349 1510 | Fax: +27 12 349 1511
Toll Free Fraud Line: 0800 000 889.
Email: info@umalusi.org.za | Web: www.umalusi.org.za

ISBN: 978-1-928445-44-9

www.facebook.com/UmalusiSA   @UmalusiSA