

REPORT ON THE QUALITY ASSURANCE OF
THE **SOUTH AFRICAN COMPREHENSIVE
ASSESSMENT INSTITUTE (SACAI)**
NOVEMBER 2022 NATIONAL SENIOR
CERTIFICATE EXAMINATION AND
ASSESSMENT

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

Umalusi has, over the years, established an effective and rigorous system for quality assurance of assessment to improve standards in all qualifications registered in its sub-framework. Umalusi, in its quest to remain a trusted and respected quality council, continuously reviews and refines the quality assurance processes and modalities to ensure that they are current and relevant.

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

- a. The level of adherence in the implementation of the Regulations pertaining to the conduct, administration and management of examination and assessment processes;
- b. The processes and procedures applied in maintaining the quality and standard of examination question papers, their corresponding marking guidelines and practical assessment tasks;
- c. The state of readiness of assessment bodies to conduct national examinations;
- d. That the South African Comprehensive Assessment Institute (SACAI) examination systems are in place for effectively managing the examination processes and procedures for monitoring the conduct, administration and management of examinations and assessments; and
- e. The overall planning and management of the marking process and the quality of marking. It, further, focuses on the quality assurance processes that the assessment body has put in place.

Umalusi continues to strengthen the rapport it has created over the years with the SACAI. Umalusi noted an improvement in the conduct, administration and management of the National Senior Certificate (NSC) examinations and their assessments. There is ample evidence to confirm that the SACAI management has continued to work towards improving the systems and processes relating to the NSC examinations and assessment. However, despite numerous improvement initiatives, there remain critical aspects, such as the security measures during the transportation of the examination materials and the general management of examination question papers, which are of great concern and require immediate attention.

Umalusi studied the report and evidence on the conduct, administration and management of the November 2022 NSC examination submitted by the SACAI and presented for moderation at the standardisation meeting, held on 8 January 2023, and at the approval meeting, held on 12 January 2023.

Having studied all the evidence presented, the Executive Committee (EXCO) of Umalusi Council concluded that the examination was administered largely in accordance with the Regulations pertaining to the conduct, administration and management of the NSC examination. The irregularities identified during the writing and marking of the examination were not systemic and, therefore, did not compromise the overall credibility and integrity of the November 2022 NSC examination administered by the SACAI.

The EXCO therefore approved the release of the SACAI November 2022 NSC examination results. In respect of identified irregularities, the SACAI is required to nullify the results of the candidate implicated in the irregularity.

Umalusi is concerned about the storage of examination scripts at examination centres for a prolonged period and the negligence observed in the sharing of question papers with the Umalusi post-examination analysis team, which led to the compromising of four approved November 2022 NSC examination question papers.

The SACAI is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and to submit an improvement plan by 15 March 2023.

The EXCO commended the SACAI for conducting a successful examination.

The quality, credibility and integrity of the NSC examinations and assessments are of paramount importance to Umalusi and Umalusi will, therefore, continue to ensure that it is maintained. It is Umalusi's aspiration to continue in its efforts of working towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and the improvement of systems and processes.

The November 2022 NSC examination would not have been a success without the tireless effort of all stakeholders who worked to ensure its credibility. Umalusi appreciates and thanks all relevant stakeholders.



Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

The National Qualifications Framework Act No. 67 of 2008, as amended, enjoins Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF). The General and Further Education and Training Quality Assurance Act, Act No. 58 of 2001, as amended, mandates Umalusi to quality assure assessment of all qualifications registered on its sub-framework at exit-points and to approve the release of results. The Act stipulates that Umalusi:

- a. Must perform the external moderation of assessments of the various assessment bodies and education institutions;
- b. May adjust raw marks during the standardisation process; and
- c. After consultation with the relevant assessment body, must approve the publication of the results of candidates if the Council is satisfied that the assessment body:
 - i. Conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
 - ii. Complied with the requirements prescribed by the Council for conducting assessments;
 - iii. Applied the standards prescribed by the Council with which a candidate is required to comply to obtain a certificate; and
 - iv. Complied with every other condition determined by the Council.

The South African Comprehensive Assessment Institute (SACAI) is among three assessment bodies for which Umalusi is currently responsible for certification of the National Senior Certificate (NSC). Umalusi ensures that all assessments that lead to an award of the NSC are meticulously scrutinised to ensure that they meet the norms and standards as outlined in prescribed policies and guidelines.

This report presents the findings on the processes that Umalusi followed in assuring the quality of the November 2022 NSC examination and assessments. The findings also outline the areas of improvement, areas of non-compliance and directives for compliance and improvement in the conduct, administration and management of the examination and assessments. These findings were drawn from a variety of quality assurance processes that Umalusi conducts. The processes have been summarised into eight chapters as follows:

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

Umalusi moderated and approved 48 question papers and their marking guidelines for the SACAI November 2022 NSC examination. This was done to ensure that the question papers are of good standard, fair, valid and reliable. The marking guidelines were moderated concurrently with their respective question papers to ensure that they are compatible, comprehensive, clear to markers to enable consistent and fair marking.

The findings of the external moderation of question papers revealed that most question papers and their marking guidelines were of acceptable standard and were, therefore, approved by Umalusi. However, the SACAI was urged to intensify the training of examination panel members to ensure improvement in meeting compliance with the following criteria:

- i. Technical details;
- ii. Content coverage;
- iii. Cognitive skills;
- iv. Text selection, types and quality of questions;
- v. Language and bias;
- vi. Conformity with question paper; and
- vii. Accuracy and reliability of marking guidelines.

The NSC qualification requires that SBA be conducted by the assessment bodies and moderated by both the SACAI and Umalusi's external moderators. The SBA assessment constitutes 25% of a candidate's final mark; thus, quality assurance is most critical to ensure that common standards in the quality of SBA tasks are maintained. This includes the moderation of Life Orientation, where SBA constitutes 100% of the final mark. Umalusi sampled and moderated six subjects, in 28 schools. The verification of the SBA was conducted by Umalusi through verification of both teachers' and candidates' files, guided by the SBA moderation policies.

Both teachers' and candidates' files are verified using Umalusi's SBA moderation instrument, which consists of 12 criteria. Of these, nine focus on teachers' files and three on candidates' files. During verification, the content and cognitive demands are analysed to check that these are at the appropriate levels; and that internal moderation has taken place at all moderation levels. The implementation of all directives and policies is also verified.

Umalusi then verifies the files for accuracy of marking of the SBA tasks, records of candidates' performance and other relevant information.

A general improvement in internal moderation of SBA, practical assessment tasks (PAT) and oral assessment was observed. However, there is a need for improvement in the conduct, administration and management of the PAT and Language oral assessments.

Umalusi also monitors the state of readiness to conduct NSC examinations, a critical quality assurance process that evaluates the level of preparedness of the SACAI to conduct the examination. The main objective is to identify any potential risks that might impact negatively on the credibility of the examination. The aim is to provide mitigating strategies prior to the commencement of the examination session. To fulfil this role, the following functions are required:

- i. A self-evaluation report must be conducted by the SACAI and submitted, to enable a risk profile for the state of readiness to be developed by Umalusi; and
- ii. Evidence-based verification must be conducted by Umalusi to evaluate the portfolio of evidence submitted by the SACAI with the self-evaluation report.

In preparation for the SACAI November 2022 NSC examination, no risks were identified that could compromise the credibility and integrity of the examination.

Umalusi conducted a desktop audit of appointed markers on a sample of ten subjects (Annexure 4A). This was conducted off-site, through a desktop evaluation of evidence submitted by the SACAI on the selection and appointment of markers, as per the requirements.

Umalusi conducted the desktop audit of the evidence submitted by the SACAI in October 2022. The following criteria were developed by Umalusi to analyse the electronic files submitted by the SACAI for the audit of appointed markers:

- i. Compliance with notional marking times;
- ii. Qualifications and subject specialisation;
- iii. Teaching experience; and
- iv. Marking experience.

The SACAI satisfied the stipulated requirements for the appointment of the marking personnel and strengthened the quality of internal moderation by appointing a senior marker. However, the SACAI should ensure that only markers with the appropriate qualifications, applicable subject specialisations and requisite teaching experience are appointed across all levels.

The SACAI registered a total of 4 951 candidates and established 89 examination centres. Umalusi monitored the conduct, administration and management of examinations at 31 centres where the examinations were administered. Umalusi deployed monitors while the examination was being written, to check that the examination centres complied with the Regulations pertaining to the conduct, administration and management of the NSC examinations.

The findings of the monitoring of the writing and marking phases of the November 2022 NSC indicated that the credibility of the examination was maintained. The overall conduct and management of the SACAI examination was of an acceptable standard and the requirements were adhered to. However, of concern was the non-compliance of several examination centres that failed to adhere to the set regulations and policies of conducting the examination. The monitoring of the marking centres continued to illustrate the high standard of compliance.

Umalusi participated in the process of the standardisation of marking guidelines for 20 question papers for ten subjects. This is to ensure that justice is done to the process and that the finalised marking guidelines ensure fair, accurate and consistent marking. The standardisation process improved the quality of the marking guidelines and ensured that all possible responses to questions were accommodated. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

Umalusi monitored the level of preparedness of marking centres to conduct the process of marking the November 2022 examination scripts. The purpose of monitoring was to verify:

- i. Planning prior to the conduct of the marking process;
- ii. The adequacy of resources at the marking centre;
- iii. Security provided at the marking centre;
- iv. Training of the marking personnel; and
- v. The management of irregularities identified from marked scripts.

The monitoring by Umalusi is also to verify that the marking was planned and managed properly, to ensure the credibility of the process and its outcomes.

External verification of marking by Umalusi serves to verify that marking is conducted according to agreed and established practices and standards. Umalusi verified the marking of ten NSC subjects consisting of 20 question papers.

Umalusi's external verification of marking found that that marking was conducted according to agreed and established practices and standards and the SACAI marked according to the approved, signed-off marking guidelines.

The verification of the marking guideline standardisation meetings and the verification of marking for the ten sampled subjects for the November 2022 NSC examination showed an improvement in the mitigation of the marking guidelines. The discussions around the marking process revealed that the quality of marking and internal moderation, in most learning areas, had improved in many marking centres and complied with marking and moderation requirements.

Standardisation is a process whereby factors that could advantage or disadvantage the cohort of candidates are taken into consideration on a subject-by-subject basis. Prior to a standardisation decision, qualitative inputs from external and internal moderators, as well as post-examination analysis reports for some subjects, were considered. For the November 2022 NSC examination, 25 subjects were presented for standardisation and statistical moderation.

The certification chapter is based on the 2022 certification processes and not certification of the November 2022 cohort. Every effort must be made to ensure that all candidates who qualify for a certificate receive this as soon as possible. This process also entails confirmation of all candidates who have not met the requirements. For this reason, it is the responsibility of the assessment body to ensure that the candidates' achievements are submitted to Umalusi for quality assurance; and to ensure that results are verified prior to the issuing of the certificates. The SACAI fully complied with this requirement by ensuring that candidates' raw marks were submitted to Umalusi for standardisation, statistical moderation and resulting.

For the registration of learners and the certification processes, the SACAI has adapted and aligned their processes to the quality assurance processes of Umalusi and has submitted requests for certification accordingly. All systems were found to be in place to achieve a successful certification and issuing of certificates for the November 2022 NSC examination.

After engaging with the findings of the reports on the quality assurance processes undertaken during the November 2022 NSC examination, the Executive Committee (EXCO) of Umalusi Council concluded that the examination was conducted in accordance with the policies that govern the conduct of examinations and assessments and were generally conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of the examination and the results can, therefore, be regarded as credible. The EXCO approved the release of the SACAI November 2022 NSC examination results.

The findings outlined in this report will provide the SACAI and other stakeholders with a clear picture of the strengths and weaknesses of the different assessment systems and processes. Directives on where improvements are required will be attended to.

Umalusi will continue, through bilateral meetings, to collaborate with all stakeholders to raise standards of quality assurance processes. It will also continue to uphold its mission and vision to ensure reliability and credibility of the NSC examinations and, furthermore, to be an internationally trusted authority in fostering high educational standards in general and further education and training.

ABBREVIATIONS AND ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CAT	Common Assessment Task
EIC	Examination Irregularity Committee
EXCO	Executive Committee
FAL	First Additional Language
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
HL	Home Language
ID	Identity Documents
IT	Information Technology
LO	Life Orientation
NQF	National Qualifications Framework
NSC	National Senior Certificate
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task
POA	Programme of Assessment
SAL	Second Additional Language
SAG	Subject Assessment Guideline
SBA	School-Based Assessment

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CHAPTER 1:

MODERATION OF QUESTION PAPERS

CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 Introduction

The South African Comprehensive Assessment Institute (SACAI) is responsible for the development and internal moderation of examination question papers and their marking guidelines. These question papers and their marking guidelines must be internally approved by the SACAI before they are submitted to Umalusi for external moderation. The external moderation process ensures that question papers and their marking guidelines are fair, valid and reliable. As a matter of principle, Umalusi must ensure that the standard of question papers administered in a particular year are comparable to that of those approved in previous years. To achieve this, Umalusi moderates the question papers by mapping them and their marking guidelines against a set of quality indicators. Among these, the question papers should cover the curriculum, relevant conceptual domains and appropriate cognitive challenges.

This chapter reports on the extent to which the November 2022 National Senior Certificate (NSC) examination question papers and their marking guidelines met the set criteria. The findings in this report are solely based on the first moderation of the question papers and their marking guidelines. There is also a section in this report that describes the approval level of each question paper and its marking guideline.

1.2 Scope and Approach

Forty-eight question papers and their marking guidelines for the November 2022 NSC examination cycle were submitted to Umalusi for external moderation. This report focuses on the findings of the moderation of these 48 question papers and their marking guidelines.

It is the external moderation process that ultimately determines whether a question paper and its marking guideline comply fully or not. When a question paper and its marking guideline comply fully with all the set criteria, it is approved. However, if not, it must undergo subsequent moderation.

For the question papers and their marking guidelines to be approved, they must be evaluated against a set of three main aspects: a) moderation of the question paper; b) moderation of the marking guideline; and c) overall impression and general remarks, with the first two having a number of criteria, as illustrated in Table 1A. Each of the criteria has an indication of the number of quality indicators that a question paper and its marking guideline must comply with in order to be approved.

The 48 question papers and their marking guidelines were approved at various stages, some at first moderation, while others needed a number of subsequent moderations before they were approved.

Table 1A shows all the criteria and the number of quality indicators (indicated in brackets next to each criterion) that each question paper and its marking guideline are mapped against to reach an approval status.

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

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

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

^a Number of quality indicators

It is against all the quality indicators listed in Table 1A that a determination is made as to whether the question paper and its marking guideline comply: 1) in all respects, if they meet all the quality indicators; 2) they comply in most respects; 3) have 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, the question paper and the marking guideline will undergo subsequent moderation. Therefore, the next section details the findings of this process.

1.3 Summary of Findings

This section gives a summary of the findings of the external moderation, considers the status of the moderation of question papers and their marking guidelines at first moderation and, further, compares the current outcome with that of the past two years. This is intended to highlight whether there has been evident improvement, or not, for the current examination cycle. The overview reports the levels of compliance, per criterion, and provides reasons for non-compliance so the assessment body is made aware of what to pay attention to in order to improve the development of question papers and their marking guidelines.

1.3.1 Status of Question Papers Moderated

Figure 1A graphically shows that out of the 48 question papers and their marking guidelines that were presented for external moderation, 13 were approved at first moderation while 27 were conditionally approved and needed to be resubmitted for subsequent moderation. Eight out of 48 question papers and their marking guidelines were not approved.

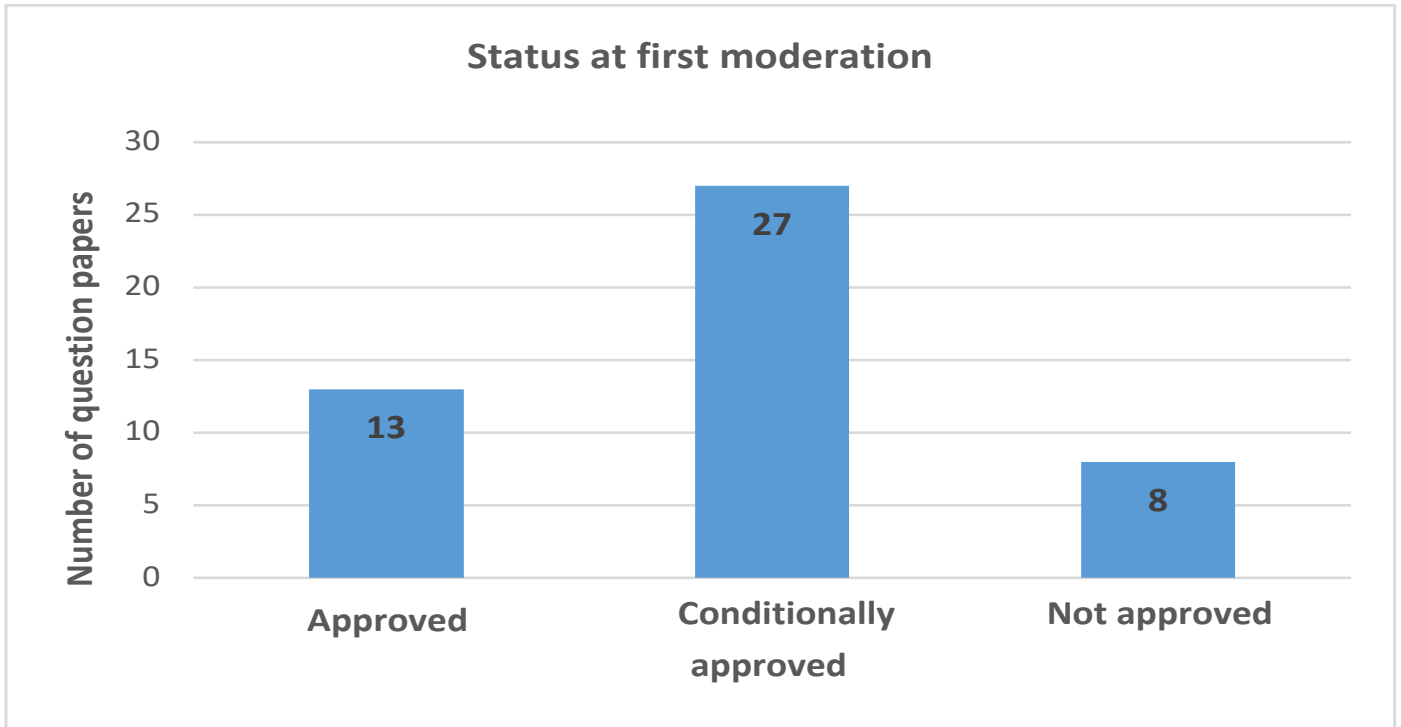


Figure 1A: Status of question papers and marking guidelines at first moderation

Figure 1B gives a graphical representation of a comparative study of the status of question papers and their marking guidelines approved over the past three years. This is done to draw a clear distinction of whether there has been an improvement or not, given the fact that the 2021 directives to the SACAI were aimed at improving the process of developing question papers and their marking guidelines in 2022.

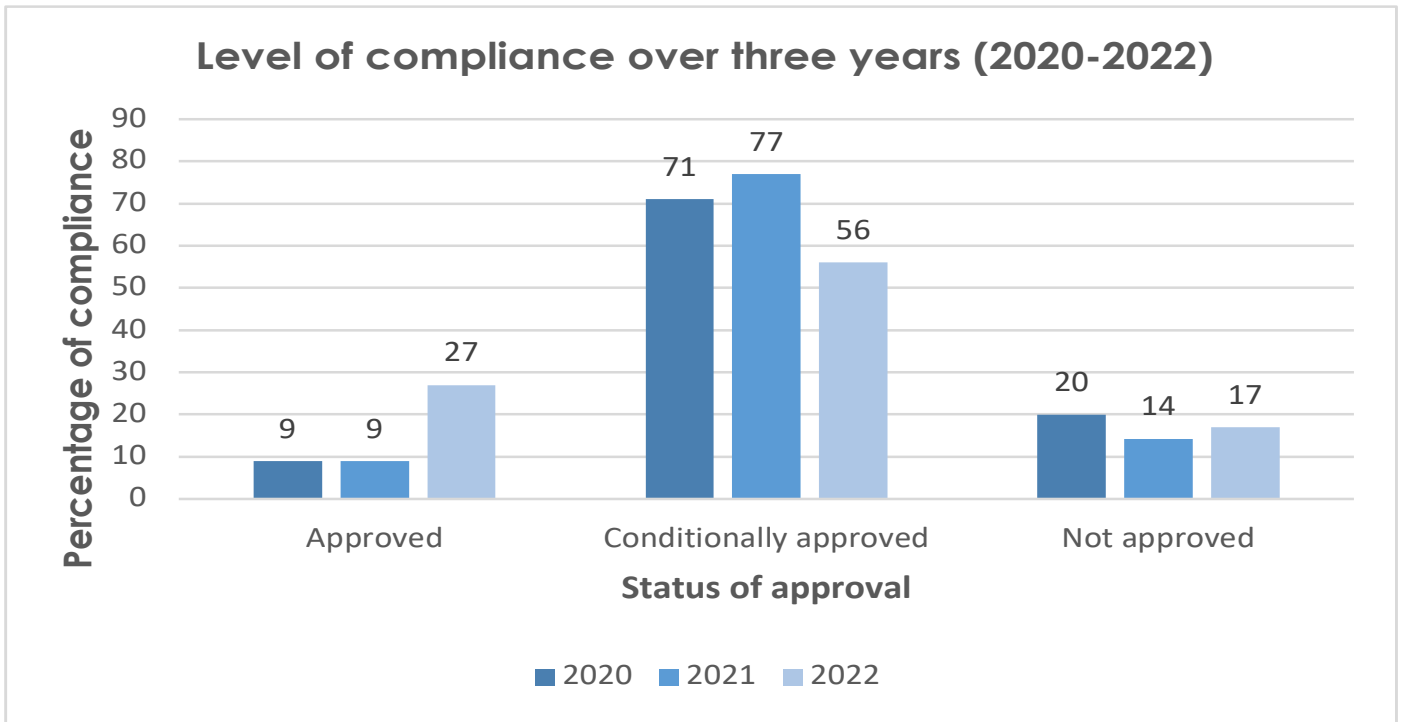


Figure 1B: Comparison of the status of question papers at first moderation for the November 2020, November 2021 and November 2022 examinations

As can be seen from Figure 1B, there is a marked improvement in relation to question papers approved at first moderation, following stagnation in the previous two years. This presentation clearly shows an improvement of 18% of question papers and their marking guidelines approved at first moderation; this upward trajectory is commendable. As a result of the improvement, other levels of approval were adversely affected, in a good way, since the approval level has ripple effects on other levels.

Section 1.3.2 provides an overview of the compliance level per criterion, to highlight challenges that need the attention of the assessment body's question paper development teams.

1.3.2 Compliance Level per Criterion

As set out in the preceding paragraph, this section presents findings related to 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 provided in Table 1B.

When a question paper and its marking guideline comply with all quality indicators in a particular criterion, it is rated as 100% compliant. A compliance rate of 60%–99% with quality indicators in a particular criterion is rated as being compliant in most respects, while a compliance rate of 30%–59% with quality indicators in a criterion is regarded as limited compliance. Non-compliance is detected when less than 30% of the quality indicators in a criterion are met. To exemplify the above, Table 1B shows how each of the criteria fared. As was the case in the November 2021 examination cycle, predictability has the highest level of compliance, 85%, showing an upward trajectory of a four

percent margin between the two years. This is followed by internal moderation, which sits at 71%, although it shows a decline from the November 2021 findings. The other criteria are all below 60%.

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

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	31	67	2	0
Internal moderation	71	17	10	2
Content coverage	54	40	6	0
Cognitive skills	50	33	17	0
Text selection, types and quality of questions	29	56	15	0
Language and bias	38	56	6	0
Predictability	85	15	0	
Conformity with question paper	46	48	4	2
Accuracy and reliability of marking guidelines	25	69	6	0
Overall impression	29	54	17	0

The next section unpacks the reasons behind the numbers above, mapping all the question papers and their marking guidelines against each of the criteria in the moderation tool, while the last section (towards the end of the report) delves into a comparative analysis of compliance levels over three years.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

This section looks at overall performance levels against each criterion, starting by explaining the importance of each criterion in the moderation process. The report ties together the percentage acquired in all respects with stating the reasons for non-compliance. For specific question papers that did not comply with each of the criterion in full, please see Annexure 1A.

The arrangement of the findings shared in this section is such that it is a true representation of the chronological presentation of the criteria in the moderation tool as shown in Table 1B. Therefore, we start with technical details.

a) Technical details

An overall compliance level of 31% was achieved with respect to technical details. There are 12 quality indicators that comprise this criterion. The quality indicators are solely meant to give a question paper and its marking guideline some form of identity so that it can be easily distinguishable among other documents. However, the other 69% of question papers failed to comply fully with this criterion, due to their not satisfying the following quality indicators:

- i. Two question papers were submitted without analysis grids. Submitting a question paper without a grid may create doubts around the quality of internal moderation, with respect to the balancing of the cognitive skills;
- ii. Every question paper must indicate all relevant details, such as time allocation, name of the subject, number of pages on the cover page and instructions to candidates. These play a crucial role in communicating the relevant messages to the candidates. Omission of any piece of this information may confuse the candidates. Unfortunately, two question papers omitted one or two of these important elements;
- iii. Ambiguity can easily result from not paying careful attention to the choice of words being used in an instruction. It is, therefore, important that the instructions are always clear so as to avoid ambiguity at all costs. Unclear and ambiguous instructions can lead to nullification of a question, thereby tainting the image of the question paper development team. Thirteen question papers had instructions that were deemed ambiguous;
- iv. Five question papers had a layout that was deemed cluttered and not reader friendly. Instructions and the layout go hand in glove. Therefore, it is paramount that the examining panels pay careful attention to these elements, to allow candidates to navigate through the question papers easily.
- v. Numbering of questions can also be coupled with the aspects mentioned above in that even if instructions may seem to be clear, if the numbering of questions is incorrect, the clarity of the instructions may be irrelevant. Two question papers had questions that were incorrectly numbered.
- vi. Headers and footers also help in ensuring the identity of a question paper. Failure to adhere to this can lead to confusion. There was no consistency in the headers and footers on each page in seven question papers,
- vii. Font types and font sizes conventionally send different kinds of messages when used in various spaces. Therefore, it is crucial that question papers adhere to the standard fonts that have been prescribed by an assessment body. Failure to do so may lead to unintended messages being communicated to the candidates, which may lead to candidates being disadvantaged. Four question papers were found wanting in this regard;
- viii. Four question papers were found to be too long, such that candidates could not have completed answering the questions in the allocated time. Extra caution needs to be taken when choosing sources that questions are based on, that they do not become too long;
- ix. Twenty-one question papers had drawings, illustrations, graphs, tables, etc., that were questionable in that some were either not clear or had errors. Failure to comply with this aspect may have negative connotations on the standard of a question paper; and

- x. One question paper did not adhere to the prescribed format requirements. Non-adherence to prescribed format requirements of the curriculum and assessment policy statement (CAPS) and examination guidelines is a gross deviation that can lead to litigation against the assessment body. To safeguard the integrity of an examination, the prescribed formats must strictly be adhered to, to ensure that candidates are not disadvantaged.

b) Internal moderation

Seventy-one percent of the question papers complied fully with the quality indicators for internal moderation. Internal moderation plays a pivotal role in ensuring that question papers and their marking guidelines are ready for external moderation. This process aims to eliminate mistakes that should be prevented before question papers and their marking guidelines are submitted for external moderation. The other 29% of the question papers did not comply due to the following factors:

- i. Four question papers were submitted for external moderation without a full history of the development of the question paper. Failure to submit this information has adverse effects on other quality indicators under this criterion, as this is required to establish whether proper guidance was provided during the development of the question paper. In its absence, the external moderation process may be compelled to speculate; and
- ii. Ten more question papers were included in a list of those whose internal moderators' quality, standard and relevance of inputs were deemed to be below par. The knowledge base of an internal moderator in a specific subject, and the assessment thereof, must be head and shoulders above that of the examining panel.
- iii. The internal moderators' recommendations had not been addressed in four question papers.

c) Content coverage

Fifty-four percent of question papers complied fully with this criterion. Content coverage is spelt out clearly in assessment/examination guidelines. Therefore, examining panels must be knowledgeable about the subject matter for which they are responsible. There are prescriptions in relation to the weighting of topics within a question paper and these are coupled with cognitive skills to ensure that a question paper seeks to assess what is relevant for a school-leaving candidate. Analysis grids play a crucial role in showing how question papers manage to reach some balance.

The other 46% of the question papers were not fully compliant with this criterion, due to the following:

- i. Seven question papers presented analysis grids where some questions were not aligned to the relevant topics;
- ii. Six question papers failed to adequately cover the topics as prescribed in the policy;
- iii. Three question papers were found to have been slightly outside of the broad scope of the national curriculum statement. This is a gross deviation, because candidates are informed of the prescriptions as they appear in the policy statements;
- iv. Three question papers had questions that were regarded as not being representative of the latest developments in those subjects. Since subjects evolve, assessments must also strive to gauge candidates' aptitude based on current discourse on issues instead of being confined to archaic knowledge systems; and

- v. In the November 2021 examination cycle 12 question papers did not comply fully with the quality indicator related to the suitability, appropriateness, relevance and academical correctness of content. However, an improvement was evident in the November 2022 examination cycle, since the number came down to seven question papers.

d) Cognitive skills

Fifty percent of the question papers satisfied the minimum requirements of the criterion on cognitive skills. This is a decrease of 4% when compared to the November 2021 examination cycle. The assessment or examination guidelines and the policy documents of the various subjects categorically state the constituents of the cognitive skills for every question paper. Therefore, careful consideration must be taken to ensure that all question papers adhere to these prescripts, to afford candidates an opportunity to showcase their abilities. In doing so, a question paper needs to make a distinction between the two extremes of candidates' performance, while also encompassing average performance. Failure to comply fully, as in the case of the other 50% of the question papers, was due to:

- i. The analysis grids of four question papers did not clearly map each cognitive skill of each question. Failure to do so leaves questions as to how an internal moderator can calculate the totals and arrive at the correct prescribed percentages of cognitive skills, to call for an external moderation of a question paper;
- ii. Seventeen question papers had varying degrees of the distribution of cognitive skills and were thus deemed inappropriate. This criterion is measured against the prescribed distribution norms in the policy documents. Deviating from these norms might disadvantage or advantage candidates unnecessarily. It may hamper other processes too, as the examination results might be dishonestly inflated or understated;
- iii. Choice questions must be of equal levels of difficulty to ensure that no candidates are advantaged over others. However, seven question papers failed to satisfy this requirement;
- iv. When developing a question paper careful consideration must be taken to ensure that it provides an opportunity to assess candidates' varying cognitive abilities, such as to reason, translate information from one form to another or to respond appropriately to communicate the message most effectively. However, six question papers did not satisfy this quality indicator. Had it not been detected during the external moderation process it could have had adverse effects on the coverage of the cognitive skills;
- v. When developing a question, addition or trivial information must be avoided so that questions are straight to the point. However, seven question papers had traces of trivial information; and
- vi. Mark allocation does not only play a crucial role in indicating the worth of a question but also plays an important role in communicating the extent to which candidates are expected to respond to a question. Ten question papers failed to take this into consideration, with some marks for questions either highly inflated or undeserving of the mark allocation. Therefore, there must be tight links between mark allocation, cognitive skills and time allocation, as candidates may be misled.

e) Text selection, types and quality of questions

This criterion forms the crux of every question paper in that all three aspects have a ripple effect on one another. Text selection informs the type of question that could be developed, and both have a close relation to the quality of such a question. A variety of text selections and types of questions accommodate multiple intelligences of the candidates and thus provides accessibility for all candidates. Twenty-nine percent of the question papers complied with this criterion, and the other 71% had the following reasons for non-compliance:

- i. One question paper had source materials that were deemed not to be subject specific; five question papers had texts that had inappropriate lengths; eight question papers had sources that lacked functionality, relevance, and appropriateness and therefore had to be replaced; three question papers had selected source materials that did not allow for testing of skills and were consequently replaced; and four question papers had sources that did not allow the examination panels to generate questions across the cognitive levels.
- ii. Equally important in the process of developing a question paper is the quality of questions. To ensure that questions are of good quality, one of the factors to be considered is whether each and every question relates to what is pertinent in the subject. In three question papers, some questions were found to have been generic in nature, not addressing what is strictly pertinent to their subjects.
- iii. The second factor to be considered is whether questions are free from vaguely defined problems, ambiguity, extraneous or irrelevant information, trivial and unintentional clues to the correct answers. However, 15 question papers failed to guard against this misnomer.
- iv. The third factor to consider relates to the use of clear instructional key words/verbs. Key words/verbs are highly crucial in that they also communicate several decisions that candidates are compelled to make. They are closely linked to the intensity and the length of a response from a candidate. Twenty-one question papers did not provide clear, instructional key words/verbs.
- v. The crux of any question is in the information it contains for candidates to elicit appropriate responses. This is the fourth factor that needs to be considered. However, 11 question papers did not take this into consideration. This could have been potentially detrimental to the candidates in their selection of questions.
- vi. Fifth factor pertains to ensuring that a question is error-free in terms of the information that is being presented in a question. However, five question papers failed to ensure this.
- vii. In two question papers, there were double negatives in some questions.

f) Language and bias

Language plays a pivotal role in the formulation of question papers, especially in the context where most learners are assessed in the language of learning and teaching (LOLT) that is not their home language. Consequently, careful consideration must be taken to guard against advantaging few candidates at the expense of the majority. Thirty-eight percent of question papers complied with criterion, and the other 62% of question papers that were non-compliant failed due to the following factors:

- i. Two question papers were found to have used terminology incorrectly;
- ii. Language, language register and the level and/or complexity of the vocabulary in ten question papers was inappropriate for Grade 12 candidates. Some of the candidates being

assessed do not have an English-speaking background. Therefore, they may struggle with the language used if it is found to be above their level of understanding. Therefore, questions must be scrutinised to avoid any errors of this nature;

- iii. Instances of subtleties in grammar were detected in 12 question papers. In the same tone as the point above, the choice of words used must be unambiguous, to avoid any confusion that might be caused by nuanced language;
- iv. Seventeen question papers had instances of grammatically incorrect language that were detected. This is understandable, since some examining panel members are faced with the same challenge most candidates are confronted with regarding disparity between LOLTs and home languages. Nonetheless it is paramount that examining panels develop their language skills in the target language so that they are not found wanting;
- v. Two question papers had instances of overly complicated syntax. It must be borne in mind that developing a question paper must not be about displaying the examiners' aptitude but should take into consideration the level of the candidates to be assessed. Formulation of sentences must, therefore, be in their simplest form.
- vi. There was evidence of the use of foreign names, terms and jargon in five question papers. Although every subject field has its own jargon, caution must be taken to ensure that candidates are familiar with the jargon used. Failure to do so might jeopardise their chances of success, since candidates tend to go blank when they are confronted with a new term;
- vii. In five question papers some questions were found to have had evidence of bias in respect of culture, gender, language, politics, race, religion, stereotyping, province, region, etc.; and
- viii. One question paper was found not to have been adaptable to assess candidates with special needs.

g) Predictability

One of the guiding principles in developing a question paper is to avoid taking questions verbatim from question papers of the previous three years. This is done to avoid predictability of questions. Adherence to this criterion indicates a level of innovation. Nonetheless, the 15% of question papers that did not comply was a result of the following:

- i. Three question papers were found to have had questions that were of such a nature that they could be easily spotted or predicted. Careful consideration must be paid to trends in formulating questions so that they do not compromise the integrity of examinations;
- ii. Three question papers had questions that were repeated verbatim from the past three years' question papers. Creativity and innovation must be tapped into to create new questions based on distinct aspects of the subjects; and
- iii. An appropriate degree of innovation is advocated in instances where a topic has limited content to be assessed. However, three question papers were found not to have been sufficiently innovative.

As can be detected, the moderation tool primarily focuses on the development of question papers and their marking guidelines, since the two play a pivotal role in the assessment of candidates. As pivotal as question papers are in the administration of the examination process, marking guidelines are equally important in ensuring that the marking is fair, reliable and valid for all candidates.

To ensure this, marking guidelines are measured against two criteria: conformity of the marking guideline with the question paper; and accuracy and reliability of the marking guideline. However, some aspects were not complied with. The next section delves into the findings related to the two criteria.

h) Conformity with question papers

It is not only the correspondence in terms of content that is crucial between a question and its suggested response, but also the marks allotted. Misalignment between the two could result in unwarranted arguments, since it may bring to the fore the question of how marks in the marking guideline could differ from those allotted. Compliance with the criterion on conformity with question papers was 45%. To bring about reliability and other conceptual aspects of assessment, responses must conform with their questions so that the marking process can be standardised across the system.

However, 55% of the marking guidelines did not satisfy this criterion because:

- i. Nineteen marking guidelines had responses that did not correspond with their questions, as featured in the question papers. If this had not been detected and rectified in the external moderation process, it could have negatively disadvantaged many candidates;
- ii. Eight marking guidelines had questions that did not match the command words in the questions; and

l) Accuracy and reliability of marking guidelines

Overall compliance with the criterion on accuracy and reliability of marking guidelines was shown at 25%. Careful consideration must be taken when developing marking guidelines in ensuring that they are ready for submission for external moderation. Marking guidelines must respond accurately to the questions posed otherwise they can mirror on the knowledge base of the examining panel and that of the internal moderator. The bulk (75%) of the marking guidelines did not comply with this criterion, due to:

- i. Certain responses in 14 marking guidelines were found to have been incorrect in the subject matter compared to what the questions asked for. Extra caution needs to be paid to ensure that all responses correlate with the contents of every question;
- ii. Eighteen marking guidelines had typographical errors. Editing and proofreading any document is a must in every writing activity. This helps in eliminating any confusion that could be caused by incorrect spelling;
- iii. Eleven marking guidelines were not clearly laid out. This could have affected the facilitation of marking in that the marking process could have been lengthened;
- iv. One marking guideline did not show mark allocation and mark distribution for some of the responses;
- v. Five marking guidelines were deemed not to have encouraged a spread of marks within an answer. To standardise marking, marking guidelines must ensure that they demonstrate how marks within a question can be spread to bring about consistency;

- vi. Five marking guidelines offered such a small range of marks that the ability to discriminate between low and high performers was impossible;
- vii. Reliability of marking is one of the core principles of assessment; therefore, extra caution needs to be taken to ensure that enough detail is provided to guarantee reliability in marking. Thirteen marking guidelines did not take this into consideration; and
- viii. Since a question can have multiple responses, marking guidelines must ensure that they cater for all possible responses to a question. However, 14 marking guidelines failed to ensure that all alternative responses for some questions were captured in the marking guidelines.

j) Overall impression and general remarks

Twenty-nine percent of the question papers and their marking guidelines complied fully with the overall impression and general remarks criterion. An external moderator gauges the question paper and its marking guideline and gives an overall impression of the question paper and its accompanying marking guideline. Seventy-one percent did not comply, due to:

- i. Four question papers were not in line with the current policy and, therefore, had to be revised;
- ii. Twenty-one question papers were deemed unfair, invalid and unreliable;
- iii. Five question papers were deemed not to have assessed the primary objectives of the policy documents coupled with their assessment guidelines;
- iv. The standard of 24 question papers was deemed inappropriate;
- v. The standard of 12 question papers was deemed not comparable to those of the previous years;
- vi. By the same token, 20 marking guidelines were considered unfair, invalid and unreliable;
- vii. Consequently, the standard of 15 of these marking guidelines was questionable, while the standard of seven of these could not be comparable with previous years;
- viii. Three marking guidelines were deemed not to have assessed the skills, knowledge, attitudes and values as espoused in the policy documents.

The next section compares compliance levels over the past three years of examinations.

1.3.4 Comparison of Compliance per Criterion and Levels of Moderation: November 2020 to November 2022

This section comparatively summarises the compliance levels, stemming from a graphical representation of the findings in Table 1C. The table compares the compliance levels per criterion, over three years (November 2020, November 2021, and November 2022) at first moderation level, starting with a discussion on technical details.

Table 1C: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in November 2020, November 2021 and November 2022

Criteria	November 2020 (% of question papers)	November 2021 (% of question papers)	November 2022 (% of question papers)
Technical details	17	19	31
Internal moderation	54	72	71
Content coverage	54	54	54
Cognitive skills	49	54	50
Text selection, types and quality of questions	17	16	29
Language and bias	34	31	38
Predictability	86	81	85
Conformity with question paper	51	60	46
Accuracy and reliability of marking guidelines	17	28	25
Overall impression	34	30	29

The compliance levels of the question papers and their marking guidelines with technical details show an upward trajectory since 2020, although the overall percentage is still very low. This is concerning, especially given the fact that internal moderators need to check every question paper and its marking guideline against a list of aspects that must appear on them. Concerning fluctuation in compliance levels with some criteria related to internal moderation, cognitive skills, conformity with question paper, language and bias, accuracy, and reliability of marking guidelines, from 2020 to 2022, there was no improvement regarding content coverage. However, text selection, types and quality of questions has shown an improvement. More can be done to improve this performance since policy documents spell out clearly what content each question paper must cover.

It is of great concern that performance levels in criteria that are deemed very easy, such as conformity and predictability, cannot achieve 100% compliance. To top it all, instead of seeing an improvement, regression is witnessed. It is equally concerning that crucial criteria that form the crux of the whole moderation process are still performing below 60%.

Drawing from the discussion above, the next section gives a synopsis of areas of improvement followed by areas of non-compliance. These informed the directives for compliance and improvement issued to the SACAI.

1.4 Areas of Improvement

It is commendable that the external moderation of the November 2022 NSC question papers reflect that:

- a. There was an improvement in the number of question papers approved at first moderation (see Annexure 1A); and
- b. The combined criteria on technical details, content coverage, predictability and overall impression signified an upward trajectory year on year. However, there is still room for improvement.

1.5 Areas of Non-Compliance

Although it is commendable that there was some upward trajectory on some of the criteria mentioned above, there are, however, certain criteria that need more intervention and these are:

- a. The performance levels in text selection, types and quality of questions and accuracy and reliability of marking guidelines, although showing some improvement, are still under performing;
- b. The inability to attain 100% compliance with criteria for technical details, conformity, and predictability; and
- c. Although there is no prescribed number of times that a question paper can undergo external moderation, the more moderations, the more microscopic attention they attract. Of great concern are those question papers that were approved at third and fourth moderation levels (see Annexure 1A).

1.6 Directives for Compliance and Improvement

Drawing from the findings tabled in this report, the SACAI is urged to intensify the training of examining panel members to ensure improvement in meeting compliance with the following criteria:

- a. Technical details;
- b. Content coverage;
- c. Cognitive skills;
- d. Text selection, types and quality of questions;
- e. Language and bias;
- f. Conformity with question paper;
- g. Accuracy and reliability of marking guidelines; and
- h. Overall impression.

1.7 Conclusion

This chapter presented major findings based on the performance levels drawn from the SACAI question paper and marking guideline moderation reports for the November 2022 NSC examination. The chapter provided an overview of the performance levels, starting with generics and delving into in-depth analysis of the findings, spelling out the reasons and the dangers of non-compliance. This is presented narratively and graphically to cater for all levels of readers. A comparative study of the performance levels over the past three years was conducted to paint a vivid picture of the progress made thus far, as it is expected that the assessment body shows gains made due to any interventions that the SACAI may have implemented. This was followed by areas of non-compliance and a section on directives, which is premised on areas of non-compliance but, retrospectively, aims at bringing about some improvement.

CHAPTER 2:

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

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

2.1 Introduction

School based assessment (SBA) is the process of gathering information about the performance of the learner on an ongoing basis against clearly defined criteria, using a variety of methods, tools, techniques, and contexts. SBA, practical assessment tasks (PAT) and oral assessments are all designed to address the content competencies, skills, values, and attitudes of the subject. The SBA is used to provide learners, parents and teachers with results that are meaningful indications of what the learners know, understand, and can do at the time of the assessment. They all provide learners with an alternative opportunity to display their competence in the subject. The SBA, oral assessments in languages, and PAT in subjects that have a practical component form part of the final promotional mark. The Umalusi moderation of these internal assessments is conducted to ensure uniformity and comparability of standards looking also at the schools' compliance with the Subject Assessment Guidelines (SAG).

2.2 Scope and Approach

Umalusi conducted the moderation of SBA, oral assessment and PAT on a sample of subjects and schools. The scope and approach for each process is outlined in detail below.

2.2.1 School-based Assessment (SBA)

Umalusi conducted the moderation of SBA on a sample of six subjects in 28 schools. The six sampled subjects and the 28 schools are listed in **Annexure 2A**. The SBA moderation was conducted between October 2022 and November 2022. The moderation of SBA was conducted offsite from the electronic teachers' and learners' files submitted for moderation, except for 12 schools that submitted 12 sets of both learners' and teachers' files in hard copies. Such schools include two in Accounting; two in Agricultural Sciences; one in Geography; two in History; two in Mathematics; and three in Mathematical Literacy.

In conducting the SBA moderation, Umalusi used an instrument consisting of two parts as presented in Table 2A. Part 1 of the instrument focused on teacher files and had nine criteria and part two on learner files consisted of three criteria.

Table 2A: Criteria used for the moderation of SBA

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

2.2.2 Practical Task Assessments (PAT)

Umalusi sampled two subjects, i.e., Agricultural Management Practice and Design for PAT moderation. Like the SBA moderation, the PAT moderation was conducted online in three schools/centres for Design and in four schools/centres for Agricultural Management Practice, as listed in Annexure 2B. Tables 2B and 2C below detail the criteria used for the moderation of PAT for Design and Agricultural Management Practice.

The PAT moderation was done using subject-specific moderation instruments consisting of two parts each. The first part of the Design instrument had four criteria that were utilised for evaluating teacher files, while the second part had three criteria used for evaluating learner files.

Table 2B: Moderation Criteria used for Design PAT

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical aspects	Learner performance
Programme of Assessment	Quality of marking
Assessment task and marking tools	Moderation of learner files
Moderation of teacher files	

Unlike the Design instrument, the Agricultural Management Practice instrument had eight criteria that were used for evaluating teacher files and the second part had three criteria used for evaluating learner files.

Table 2C: Moderation criteria used for Agricultural Management Practice PAT

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

2.2.3 Oral Assessment

The oral assessment gauges learners' knowledge and skills based on the spoken word. It is typically guided by questions or small tasks and can take on different formats such as prepared speech, unprepared speech, listening comprehension, and prepared reading. Umalusi sampled two language subjects for the moderation of oral assessment. The oral assessment moderation was conducted offsite from teachers' and learners' files containing evidence of learner performance including recorded audio-visuals of learners' speeches. The November 2022 NSC oral assessments moderation was conducted in four schools for each language as listed in **Annexure 2C**.

The oral assessment moderation instruments used in evaluating quality and standards in the two sampled languages consist of four criteria as illustrated in Table 2D.

Table 2D: Criteria used for the moderation of oral assessment

Teacher Files	Learner files
Technical aspects	Learner performance
Quality of assessment tasks	Internal moderation of learner files
Moderation of teacher files	
Overall impression	

2.3 Summary of Findings

This section provides the findings of the six subjects sampled for SBA moderation, the two subjects sampled for PAT moderation and the two languages sampled for the moderation of oral assessment. The findings are reported sequentially starting with SBA, followed by the PAT, and finally oral assessment for languages.

2.3.1 School-Based Assessment

The moderation of the SBA is a planned and systematic process of ensuring the reliability and validity of SBA and thus increasing public confidence in SBA. It includes all activities that take place before, during and after the actual assessment.

a) Part 1: Teacher Files

i. Technical aspects

The teacher files are expected to be neat and well organised, containing all necessary documentation such as the annual teaching plan, programme of assessment, assessment tasks, marking tools, mark sheets, and moderation reports as evidence of moderation prior to Umalusi SBA moderation.

Teacher files for three of the six sampled subjects complied fully with the requirement. The teacher files of Agricultural Sciences, Mathematical literacy, and Mathematics were neat, properly organised, and up to date containing all required documentation as directed by policy. The SACAI satisfied the technical aspects criterion in the three subjects and partially satisfied the criterion in three other subjects.

Accounting, Geography, and History are the three subjects that complied partially with the requirements of this criterion. One centre in Accounting filed incomplete marking guidelines for the assignment because Item 1.2 in question 1, and Item 2.3 in question 2 were not covered. The question paper for Paper 2 was omitted in the teacher file. Two schools in Geography did not include the topographical and orthophoto maps in the assessment of Task 3 in the teacher file. In History, one school did not include all the assessment tasks, another school submitted an incomplete mark sheet and the teacher file of a third school contained irrelevant documentation. All the omissions identified such as the missing marking guidelines and the question papers, compromised the quality and standard of the SBA in the three subjects.

ii. Programme of assessment

Teachers must adhere to and implement the subject programme of assessment that is aligned to the SACAI. The programme of assessment must be valid and must display appropriate assessment methods and relevant assessment tools.

The moderation revealed varying levels of compliance in the different sampled schools/centres and subjects regarding the programme of assessment. In Geography, History and Mathematical Literacy schools adhered to their programmes of assessment as stipulated in the SACAI subject guidelines. Each assessment task reflected a specific topic/content as prescribed.

Deviations, however, were identified in Agricultural Sciences and Mathematics. Two schools in Agricultural Sciences did not add dates on which assessment tasks in quarters two and three will be administered. The teacher files in two other schools in Mathematics were incomplete as some assessment tasks were omitted from the teacher file. Internal moderation of SBA needs to be strengthened to minimise deviations.

iii. Assessment tasks

The SAG requires that each assessment task show high fidelity to content validity, reliability, fairness, learner engagement and motivation and consequential relevance. The assessment tasks must adequately cover the topics/content, spread the content across cognitive levels and levels of difficulty, and be representative of subject-specific teaching strategies as prescribed in the SAG.

The assessment tasks in Accounting covered the topics and content adequately as prescribed in the SAG, except for one school where the assignment given covered the Grade 11 topic for inventory. According to the Accounting SAG, the Grade 12 inventory is based on specific identification, first in first out (FIFO), and weighted average.

All schools sampled in Agricultural Sciences, Geography, History and Mathematical Literacy administered the required number of assessment tasks per term. The assessment tasks were representative of subject-specific teaching strategies such as project-based learning and discovery learning in teaching, learning and assessment. The topics and content covered in the assessment tasks were aligned with the SACAI SAG as well as the SACAI Annual Teaching Plan (ATP). However, some deviations were noted in Geography and Mathematical literacy.

In Geography, one school administered Task 5 which included topics unrelated to the Economic Geography of South Africa taught in Term 3. Some schools in Mathematical Literacy struggled with the distribution of cognitive levels and degrees of difficulty in the assessment tasks.

The content of assessment tasks at schools sampled for Mathematics was generally aligned to the SAG. The cognitive levels in the Preliminary Examination were however non-compliant with the SAG. There were too many knowledge and routine questions at the expense of complex and problem-solving questions. Some questions in the assignment which were categorised as problem-solving leaned more towards routine/knowledge questions. The solutions to questions embedded in the project were mostly based on calculations. A marking guideline with descriptors would be better suited for the assessment task. The assessment task could be improved by including more interpretive and reflective questions.

iv. Technical layout of assessment tasks

The criterion requires that the labelling and instructions to the learners are clearly spelt out on the front page of each assessment task. Such information must be uncluttered and reader friendly. The items and questions in the assessment tasks must be accurately numbered. The page numbers, headers and footers on each page must be consistent and in adherence with the required format and standards.

In Accounting, the standard and quality of the technical layout of assessment tasks were acceptable. All sampled schools adhered to the specifications particular to the technical layout. The assessment tasks were uncluttered and reader-friendly, except in two schools where incorrect numbering was noted in Paper 1 and the assessment task did not have page numbers.

Three schools in Agricultural Sciences used the incorrect format for preliminary examination question papers. Section B of the question papers had seven questions as opposed to four as per the SAG requirement. It was also noted that assessment tasks such as Assignments and Practical Investigations generally did not have set time frames for submission.

The assessment tasks in Geography, History and Mathematical Literacy were neatly typed, uncluttered, and used the appropriate font types and sizes as prescribed in the SAG. The names of the schools, time allocation, subject and instructions to the learners were clearly indicated on the front page of each assessment task. The layout of the assessment tasks, the numbering, page numbers, and headers and footers adhered to the required format.

In Mathematics the diagrams in Questions 5 and Question 6 of the Preliminary Examination Paper 1 were unclear. The labelling was blurry.

v. Effectiveness of questioning

Effective questioning involves using questions to open conversations, inspire deeper intellectual thought, and promote learner interaction. It has the capacity to enhance engagement, learning, creativity, passion, and curiosity. Since questioning is a learner engagement strategy, an assessment task should have a good balance of question structure, cognitive effort, and directionality.

The three assessment tasks in Accounting did not display a good balance of question structure and cognitive demand in all the schools moderated because they had less than 10% of problem-solving questions. Only accuracy marks were allocated in all term 3 assessment tasks and this practice is contrary to the structure and format of Accounting assessments. In two schools, the past Department of Basic Education Grade 12 final examination papers were used verbatim as preliminary examination question papers, both Paper 1 and Paper 2.

From the sampled Agricultural Sciences schools, the questions used in the assessment tasks generally showed a high level of innovation. There was a fair distribution of cognitive levels captured in the midyear and preliminary examinations. In most cases, action verbs were used to determine the level of difficulty in the questions. General findings from the sampled schools were that other formal assessments were treated differently from controlled tests and examinations. There was no evidence of the distribution of cognitive levels in the assignments and practical investigations. The distribution of cognitive levels was fully implemented in the mid-year and preliminary examinations where analysis grids were available.

Clear and straightforward questions were set in the assessment tasks for Geography. The topic used in the research task at one centre/school was too broad for the learners and thus violated the principle of directionality. There was a fair distribution of cognitive levels as prescribed in the SAG and Examination Guidelines for 2022. Two schools did not include the Assessment Framework for Mapwork (Task 3). The action verbs were used appropriately, except in the midyear examinations of one centre/school.

In History and Mathematical Literacy there was an acceptable degree of appropriate distributions of cognitive levels as prescribed in the SAG and/or other applicable assessment frameworks. The questions in the assessment tasks inspired different skills. The question papers had an appropriate degree of innovation.

The Mathematics preliminary examination administered by SACAI contained some higher-order questions based on complex procedures and problem-solving but were not as sufficient as prescribed by the SAG. The use of a project to develop exploration, discovery, and critical thinking skills is commended, but the inclusion of more interpretive and reflective questions will be embraced.

vi. Question types

The SAG requirements encourage the use of questions that lead a learner on a journey in which there is a balance between content and process and thus promote purposeful learning. In every task must include both closed, and open-ended questions to check learners' memories and recall of facts while also promoting higher-order thinking skills.

Accounting assessment tasks were problematic in three schools. Some questions were not allocated enough marks in a case study in one school. In another school, the level of difficulty of items was increased by expecting all answers to be accurate while disallowing allocation of part marks. In one other school, the examiner mixed the preliminary examination topics for Paper 1 and Paper 2. And the question on Value Added Tax (VAT) was allocated 40 marks, which was too generous, as (VAT) is considered an easy topic.

In Agricultural Sciences, History and Mathematical Literacy, the teachers used a variety of questions that duly covered various cognitive levels. One-word, multiple and scenario-type of questions were used in test-based questions. The assessment tasks elicited appropriate responses and correlated with cognitive levels 1, 2 and 3 questions.

One school tested a concept which falls outside of the curriculum such as the manipulation of logarithmic laws in the algebra section., Manipulation of logarithmic laws should have been tested in the context of the finance questions.

vii. Source/stimulus material

The source/stimulus material refers to assessment task material that provides information about the context of the scenario for the learners during an assessment, such as visuals, illustrations, prose, texts, tables, and graphs. The material must be clear, legible, error-free, subject-specific, relevant, and appropriate, and must allow for the assessment of interpretation skills as well as the generation of questions across the cognitive levels.

The stimulus materials such as graphs, texts, visuals, drawings, illustrations, and tables in Mathematical Literacy, Mathematics, Accounting, History, and Agricultural Sciences were all clear, precise, legible, and subject-specific. The stimulus materials were used effectively to generate questions across the cognitive levels in all tasks administered in the listed subjects. The language used and the length of the materials were relevant and appropriate for Grade 12 learners. However, deviations were noted in Geography and Mathematics.

In Geography, some schools did not acknowledge the origin of sources. In Mathematics, one centre used the actual name of a company to develop a real-life question. The centre/school ascribed in the mid-year examination a formula for a COVID-19 vaccine to a specific company. The formula was incorrect for a vaccine and thereby contradicted the efficacy of the vaccine.

viii. Marking tools

Marking tools must provide plans or guidelines used in the marking of learners' written work, communicate criteria and standards simply, concisely, and clearly. The marking tools must provide sufficient detail to guide learners, assist teachers as assessors, and facilitate feedback. Effective marking tools used for SBA must provide learners with a clear and precise guide on how to improve their next piece of work.

The different subjects experienced various degrees of compliance with SAG regarding the use of various marking tools. The Agricultural Sciences, Geography and Mathematical Literacy marking tools effectively adhered to the quality indicators in most respects. On the contrary, Accounting marking guidelines for the Preliminary Examinations Paper 1 and Paper 2 did not have marking principles on the cover page in all the moderated schools. One school had incomplete marking guidelines, and another school used a rubric that showed significant deviations and it is discouraged in the subject as it was biased. In all subjects moderated, there were one or two centres with an omitted marking guideline.

The use of a matrix/rubrics remains a recurring concern in History in all schools. In these schools, the lack of knowledge and capacity to use the matrix/rubrics to assess paragraph and essay questions was evident. In the marking of these paragraph or essay questions, rubrics were not used to assess the questions ticks were merely awarded without following the marking guidelines.

ix. Moderation of teacher files

In all schools, there was evidence of internal moderation, but the nature and depth varied substantially from one subject to the next and from one centre/school to the other.

A large proportion of sampled schools in Agricultural Sciences revealed that internal moderation provided constructive and detailed feedback to the teachers, although an element of a mere checklist was also noted. In Geography, History and Mathematical Literacy, there was evidence of both pre-and post-moderation but at varying depths.

The internal moderation reports for Accounting and Mathematics were not constructive as they did not provide developmental feedback or inputs from the moderator to the teacher.

To avoid such discrepancies from recurring, the internal moderators at various levels must apply more rigour to the moderation process.

b) Part 2: Learner files

i. Learner performance

Learner performance in the six subjects varied from subject to subject and from centre/school to centre/school. All Accounting learners performed excellently in other formal assessment tasks (written reports, projects, and case studies), but their performance was ranging from poor to average in tests and examinations.

In Geography learners scored good marks in the research task but underperformed in assessment tasks that were written under controlled conditions. Learners who had not prepared well for the assessment task administered did not meet the demand of the assessment task. They were unable to interpret questions in the task. Candidates did well mostly in the lower-order questions and failed in questions that required higher-order thinking skills.

In History, learners' responses did not always meet the expectations and demands of the assessment tasks. The better learners were able to respond to all aspects at different levels of difficulty as set in the tasks. Learner performance varied from poor to average and through to very good. However, in the learners' files from one school, not all learners' tasks were submitted for moderation. Only tasks 5 and 6 were submitted while tasks 1 to 4 were omitted.

In Mathematical Literacy, the learner performance followed a normal distribution curve. In Agricultural Sciences and Mathematics, the learner performance was average.

ii. Quality of marking

The quality of marking in most subjects and in most schools was consistent and acceptable. The calculation and transfer of marks to the mark sheets was accurate. Deviations were however, observed in both History and Geography.

The quality of marking in History was of concern in all the schools. Teachers struggled to use the matrix/rubrics in marking paragraphs and essay questions. In the preliminary examinations for Paper 1, a deviation of six marks was noted in one script. The deviation resulted from the neglect of alternative responses provided in the marking guideline by both the marker and the internal moderator.

Elements of leniency and irregularity in marking were found at one school in Geography, where the teacher completed responses for learners and allocated marks for an incorrect response in Question 3.3 of Paper 1 of the preliminary examination.

iii. Moderation of learner files

Internal moderation of learner files was evident in all sampled subjects. The internal moderation of learner files conducted by the SACAI internal moderators was of good standard and acceptable.

There was evidence of sub-standard internal moderation that took place in a few subjects in different schools. In Accounting, in two of the four sampled schools, the internal moderation did not provide any form of feedback to either the teachers or learners except for the different coloured inks on the learners' scripts. The same was experienced in Geography where the feedback provided to the teacher was so minimal.

The moderation of learner files in Agricultural Sciences had an element of shadow marking at the centre/school level. There was no evidence that the scripts were re-marked for the purpose of quality assurance of the marking process with an aim to ensure fairness, reliability, and validity.

The standard of internal moderation at all the schools sampled for History was sub-standard and mostly superficially done. The internal moderator endorsed in most cases what the teachers marked correct even when it was incorrect. Where differences in marking were noted, the internal moderator did not provide constructive comments or feedback to the marker as the internal moderation lacked depth.

Two of the three sampled schools in Mathematical Literacy reflected moderation of outstanding quality. Contrary to what transpired in Mathematical Literacy, the Mathematics internal moderation at the school level in all schools needed more attention. Learners and teachers alike did not receive any constructive subject feedback to enhance teaching and learning and thereby inspire efficient teaching and understanding.

2.3.2 Practical Assessment Tasks

This section provides the findings of the moderation of PAT conducted on a sample of seven schools for Agricultural Management Practice and Design under two main sub-headings i.e., teacher files and learner files.

a) Teacher Files

i. Technical generic

The criterion requires that the teacher file(s) must be neat and well-organised and must contain all required documents such as annual teaching plan, assessment tasks, marking tools, mark sheets and moderation reports. The teacher files for Design from the three sampled schools were neatly organised. The files were easy to navigate and information in the files could be accessed with ease. The files contained all requisite documentation such as mark sheets, the teachers' files, and the PAT were all marked and readily available. The SACAI complied fully with this criterion. There were no technical challenges or issues with the files.

However, the same cannot be said about the four schools that were sampled offering Agricultural Management Practice. Only one teacher's PAT file was well-organised and neatly arranged and the contents were easily accessible. The teacher file had dividers between tasks and that made it easier for the moderator to locate the various PAT components.

ii. Programme of assessment

One school of the four schools included in the teacher's file, a programme of assessment which was fully completed, dated, and signed by all relevant stakeholders. Two other schools did have programmes of assessment, but they were incorrectly dated (2021) and not signed. The programme of assessment of the fourth school was not available in the teacher PAT file as required by the SAG.

All three schools moderated in Design had included the programme of assessment in teachers' PAT files. The programmes of assessment were all fully completed, correctly dated, and signed by all relevant role players.

iii. Assessment task and marking tools

All the schools were able to administer the approved SACAI PAT for Agricultural Management Practice. However, a deviation was noted in one school which did not fully complete the accompanying marking rubrics for the various PAT, yet learners were awarded marks. Furthermore, two other schools submitted blank/unfilled learner logbooks/time registers without a mentor or a farmer's signature and were not fully completed by learners as the policy dictates, yet all the learners were awarded marks.

In Design all PAT and examination question papers and corresponding marking guidelines were available except for one centre/school, which did not include any PAT.

iv. Internal moderation of teacher files

There was evidence of internal moderation conducted in all the schools that were evaluated in both Agriculture Management Practice and Design. The internal moderation was of good quality and standard with constructive feedback targeted at teachers. At one centre/school, the internal moderation for Agricultural Management Practice was done exceptionally well at all levels as required by the policy. However, the teachers' PAT files for the two subjects did not have evidence of internal moderation at the national level.

b) Learner files

i. Learner performance

Learner performance in Agricultural Management Practice in three of the four sampled schools was above average, and in one school, performance ranged from poor to average.

In Design, learners displayed varied performance levels in all three schools that were sampled. Most learners still focussed on 'craft' work instead of design. Too little emphasis was placed on the process hence some learners jumped from an idea to experimentation and did not develop their ideas fully.

ii. Quality of marking

In Agricultural Management Practice, marking was of acceptable quality in most schools. The rubrics were used consistently and accurately throughout and led to the correct transfer of marks to the final mark sheet. However, one school completely ignored the use of rubrics, while in all schools, in the logbook/time register, scores were allocated to learners even though their logbook sheets were blank or incomplete.

In Design marking was mainly fair and consistent with minor deviations of leniency here and there where marks were awarded for too little process development because teachers struggled in using approved marking rubrics on various PAT tasks.

iii. Moderation of learner files

The post-moderation of learner files in Agricultural Management Practice was done remarkably well at the centre/school, district, and provincial levels in one school. In three other schools, evidence of post-moderation at the centre/school level was noted and post-moderation reports were available in the teacher PAT files. However, post-moderation on learner files in most schools at the national level was not done as prescribed by the SAG.

In Design, there was sufficient evidence that learners' files were internally moderated at the centre/school level. The internal moderation was accurate and provided the necessary constructive feedback to both learners and teachers. However, there was no evidence that moderation was done at the national level as required by the SACAI moderation processes and procedures.

2.3.3 Oral assessments

This section provides the findings of the moderation of oral assessment conducted on a sample of seven schools for English First Additional Language and Afrikaans Home Language under two main sub-headings i.e., teacher files and learner files.

a) Teacher Files

i. Technical aspects

The teacher files in English First Additional Language were well organised, except in one school where it was a challenge to navigate through some of the files/folders. One school submitted excellently prepared and organised folders. It was easy to find the tasks and relevant files.

All the relevant oral assessment task sheets were attached in the submission for Afrikaans Home Language. The task sheets were very neat and well-organised, with final oral marks included. One school, however submitted an incomplete teacher file with missing unprepared oral task sheet.

ii. Quality of assessment tasks

In English First Additional Language, the assessment tasks were of good quality based on a range of topics aligned with the SAG, appropriate rubrics, and marking guidelines. The assessment tasks were pitched at the appropriate complexity and appropriate cognitive levels. They incorporated additional aids/resources that were provided by learners. Learners were provided with guidance on relevant, accessible topics based on what the assessment tasks were set out to assess for each of the oral assessment tasks.

Comprehensive guidance was provided to learners in the preparation of assessment tasks for the Afrikaans Home Language. A variety of topics were supplied which were accessible to all learners. The complexity was of a Grade 12 standard. Additional aids such as mind maps as part of the planning were suggested. The formulation of questions and answers in the listening task was clear and unambiguous. But on the contrary, the unprepared speech task and the listening skills task were incomplete to make a valid judgement on the quality of the task.

iii. Moderation of assessment tasks

The internal moderation of tasks took place at both the school and assessment body levels. The internal moderation reports served as evidence of feedback to the teacher, even though more guidance could have been provided in terms of written commentary by the internal moderators. But, generally the quality, standard and relevance of inputs were generally adequate although more specific inputs would have benefitted the teachers more.

In Afrikaans Home Language, sound central and internal moderation took place at two schools, but one school provided only part of the evidence for central moderation. The internal school moderation was also unsatisfactory in the same school because a large proportion of documents required for moderation was not submitted. Such documents include among others, the tasks for both listening and unprepared speech as well as the assessment rubric and the instructions to learners.

iv. Overall impression

The learner and teacher files were all very well organised, mark sheets fully completed, and marks correctly calculated and internal moderation duly performed. All tasks were appropriately prepared and presented for external moderation which is a vast improvement indeed. Learner achievement increased, most teachers did their work with due diligence while internal moderation took a step forward, although improvement opportunities were not always fully exploited, as indicated in this report.

b) Learner files

i. Learner performance

The overall learner performance in each of the schools in English First Additional Language was fair. Most learners scored good marks, especially in Task 2 which entails Listening Comprehension.

The learners' written responses met the expectations and demands of the assessment tasks in Afrikaans Home Language. But two schools partly provided the learners' verbal responses only instead of including all the recordings of the verbal responses so that their use of appropriate register, style, and voice according to audience and purpose could be evaluated. Their use of appropriate word choice, language structures and conventions as well as how they express and reveal values and attitudes, biases, stereotypes, emotive and persuasive and manipulative language can be measured.

ii. Internal Moderation of learner files

The quality, standard and relevance of inputs of the internal moderation conducted by one school in English First Additional Language were appropriate. The schools went an extra mile in ensuring that good feedback and guidance are provided to each of the learners whose files were moderated. The other three schools produced evidence of internal moderation of assessment tasks, but they simply marked the learners' tasks without providing any feedback or guidance in the form of commentary on areas that require further improvement. One school did not arrange files in a way that would have made it easier to locate the assessment tasks including the recordings.

For Afrikaans Home Language, the reports for both internal pre- and post-moderations of the unprepared speech were attached and used as evidence. However, for some schools, internal moderation remains a challenge because of the way it is conducted where neither guidance nor written feedback is given to learners and teachers alike.

2.4 Areas of Improvement

Umalusi noted the following area of improvement:

- a. The general improvement in internal moderation of SBA, PAT and oral assessment.

2.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. The absence of applicable marking tools for some assessment tasks in Accounting (no marking principles and incomplete marking tools), Agricultural Management Practice (one school) and Agricultural Sciences (one school) affected the reliability of assessment negatively.
- b. In several schools some learners had no PAT work to present.
- c. The degree of feedback to both the learners and teachers after internal moderation was insufficient.

2.6 Directives for Compliance and Improvement

The SACAI must ensure that:

- a. Complete and appropriate marking tools, guidelines and marking principles are submitted for every task administered and submitted for external moderation.
- b. The PAT work is presented by all learners offering a subject with a PAT component.
- c. Internal moderators, at various levels provide feedback after moderation, teachers to provide feedback to learners as well.

2.7 Conclusion

The conduct, administration and management of the SBA was on the right track with significant improvement evident in several areas. There was also a general improvement in the quality of oral assessment at schools as well as the well-arranged, accessible and organised teacher and learner files for PAT. However, there is a need for improvement in the conduct, administration and management of the PAT and language oral assessment.

CHAPTER 3:

MONITORING OF THE STATE OF READINESS TO CONDUCT EXAMINATIONS

CHAPTER 3: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

Umalusi audits the state of readiness to conduct, administer and manage the national examination by assessment bodies as one of the critical quality assurance processes. The audit is used to determine the level of risks the assessment bodies might encounter in the conduct, administration and management of the examination.

The main objectives of the audit were to:

- a. Evaluate the level of readiness of the South African Comprehensive Assessment Institute (SACAI) to conduct the November 2022 National Senior Certificate (NSC) examination;
- b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2021 examination;
- c. Verify whether the SACAI had systems in place to ensure the integrity of the November 2022 NSC examination;
- d. Provide feedback on the SACAI state of readiness to conduct the November 2022 NSC examination; and
- e. Acknowledge areas of good practice employed by the SACAI in preparation for the management of the national examination.

The findings, as outlined in this chapter, account for the state of readiness of the SACAI. The chapter also provides for directives for compliance and improvement for the assessment body, where necessary. The SACAI is expected to provide an improvement plan to address the findings and act on the improvement plan.

3.2 Scope and Approach

In 2022 Umalusi continued to use a risk management-based approach to determine the level of preparedness of the SACAI to conduct, administer and manage the examination. The following process was followed:

a) Conducting and submitting a self-evaluation report

The SACAI conducted a self-evaluation and submitted this report to Umalusi to be evaluated and for Umalusi to develop a risk profile of the assessment body.

b) Evidence-based verification

Umalusi analysed the submitted documents to evaluate the SACAI evidence.

This process provided critical information that was instrumental in Umalusi adjudicating on the state of readiness of the SACAI to conduct, administer and manage the November 2022 NSC examination.

3.3 Summary of Findings

The document analysis and validation provided underpinned the findings, as detailed below.

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

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

The SACAI was found to have the capacity to carry out the quality assurance of examination and assessment processes, owing to sound financial stability and the appointment of additional permanent staff in the 2022/2023 financial year.

b) Registration of candidates and centres

i. Candidate registration

The SACAI registered 4 951 candidates for the November 2022 NSC examination, an increase of 590 candidates above the 4 361 registered in 2021.

The SACAI processed and approved 588 concession applications for candidates who qualified for examination concessions and/or accommodations. A review of the two prior November examinations showed that in 2021 the SACAI processed and granted examination concessions to 302 candidates and in 2020, to 204 of the NSC cohort. This steady increase indicates that the SACAI advocacy for the availability of examination concessions and/or accommodations is being maintained. This also indicate that SACAI is responsive to the candidates needs.

ii. Registration of examination centres

The audited list of examination centres indicates that the SACAI established 85 examination centres, all of which were approved by Umalusi to administer the November 2022 NSC examination. A contracted services provider conducted the physical audit of the examination centres to verify their readiness to conduct the examination.

The directive issued by Umalusi in 2021 on examination centres required that the SACAI ensure that a rigorous audit of examination centres be undertaken; and that examination centres identified and profiled as high risk be reported to Umalusi. In addressing this directive, the SACAI appointed an additional, independent team to assist with a virtual walk-through system of examination centres. These were audited on a constant basis to ensure that the recommended improvements were adhered to.

iii. Marking centres

The SACAI established one marking centre for the marking of scripts. The marking centre was found to be adequately resourced during the monitoring conducted in June 2022 and was fit for the purpose of marking the November 2022 NSC examination.

c) Management of school-based assessment (SBA), practical assessment tasks (PAT) and oral assessment

The SACAI has a policy and guidelines for implementing and moderating SBA and a management plan for the moderation of SBA was in place. The plan captured timelines for training institutions on matters pertaining to moderating SBA and the SACAI's internal moderation. Umalusi conducted SBA, PAT and oral assessment moderation of the SACAI, the findings of which are reported in chapter 4 of this report.

d) Printing, packaging and distribution

Examination material, including question papers, are being printed and packaged in-house before distribution to examination centres. The SACAI has developed—and submitted to Umalusi for verification—a well-documented management plan that captured all the processes, procedures and timelines to be observed in the three activities.

i. Printing

A quality assurance procedure document is part of the management plan. This clearly indicates the measures that must be adopted to ensure that printed question papers meet the required standard. Umalusi verified the in-house printing precinct and confirmed it was fit for purpose.

ii. Packaging

Question papers were packed in a packaging room that was fitted with a surveillance camera and security gate. A biometric keypad was used to control all movement into and out of the area. The question papers were packed in plastic bags, secured by SACAI and labelled according to question paper for easy identification. They were stored in two strong rooms, each with a double-locking system. Each strong room had two keys held by two people. The strong rooms were under camera surveillance.

iii. Distribution

The distribution of question papers was well-planned and commenced on 12 October 2022. All question papers were placed in SACAI bags pre-printed with applicable centre names and chief invigilator details. The contracted service provider was to deliver the question papers at the physical addresses of examination centres as per the dates highlighted in the management plan. The chief invigilators, as part of their responsibilities, would receive the consignments and verify these against a checklist attached to the delivery note. The chief invigilators were required to notify the SACAI of the correctness of the delivery, or of any concerns raised.

e) Monitoring of examinations

The SACAI developed a comprehensive management plan for monitoring the examination. The criteria for the appointment of monitors were in place, including documented content for their training. The training sessions for chief invigilators and invigilators were scheduled in the management plan.

All the SACAI examination centres were profiled as high-risk centres. This implied that physical visits by SACAI-appointed monitors would take place at all examination centres during the writing of the examination.

The SACAI trained invigilators prior to the June 2022 NSC examination. In preparation for the November 2022 NSC examination, the SACAI trained chief invigilators on an online platform, in September 2022. The prepared training material contained content relevant to those areas that were compromised during the November 2021 examination. Umalusi was satisfied with the content outlined in the material.

In 2021 Umalusi issued a directive that the SACAI ensure that an SLA be signed between the SACAI and the management of established examination centres. The agreement was required to highlight clear measures for the administration of the examination. This directive was complied with.

Another directive issued by Umalusi in 2021 required that the SACAI ensure that the conditions of the concessions granted to schools/centres to conduct, administer and manage the NSC examination were adhered to and that their implementation was closely monitored. It was observed that the SACAI had appointed and trained monitors for this purpose.

f) Marker audit and appointments

The SACAI has policy and criteria in place for the appointment of marking personnel. These are complemented by a plan for the recruitment, selection, appointment and training of marking personnel. Minutes of the selection of marking personnel meetings were made available for the audit and a database of appointed markers per subject had been established. A reserve list of markers, per subject, was compiled as a fallback option in the event of unforeseen shortages of marking personnel. This addressed a 2021 directive issued by Umalusi that the SACAI ensure that the number of appointed markers is always proportional to the number of scripts per subject/question paper.

During the June 2022 examination it was observed that the SACAI complied fully with directive requirements, issued by Umalusi in 2021. These directed that the SACAI must ensure that marking personnel with requisite experience be appointed; and that internal moderator be appointed for all subjects, including Information Technology.

Compliance with the directives for the November 2022 examination are reported on in the chapter on the audit of appointed markers in this report.

g) Systems for capturing examination and assessment marks

A dry run to test the functionality of the system was successfully completed for the June 2022 examination, to confirm error-free capturing of the examination and assessment marks for the November 2022 NSC examination. To this end, the SACAI was able to demonstrate their system readiness for the November 2022 examination.

The directive issued by Umalusi on this focus area in November 2021 required that the SACAI ensure that standardisation and resulting datasets for verification and approval are submitted within the stipulated timeframes. The SACAI complied fully with this directive and this compliance was achieved for the June 2022 examination.

h) Management of examination irregularities

The SACAI has an Examinations Irregularities Committee (EIC) in place to manage irregularities that may be identified during the writing or marking phases of the examination. The EIC is chaired by the Chief Executive Officer; however, Umalusi advised the SACAI to consider appointing an independent person to fulfil this task. Measures to manage examination irregularities are captured in a document that is incorporated into the training of invigilators, monitors and markers.

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

No risks were identified that might compromise the credibility of the conduct, administration and management of the November 2022 NSC examination.

3.4 Areas of Improvement

The SACAI has ensured the sustained and adequate availability of financial resources to administer and manage the NSC examination. It has not only retained experienced human resources, but also employed additional, permanent personnel to strengthen the staff capacity.

3.5 Areas of Non-Compliance

No areas of non-compliance were identified.

3.6 Directives for Compliance and Improvement

No directives for compliance and improvement were issued.

3.7 Conclusion

Based on the analysis conducted and the material evidence received, the findings indicated that the SACAI had put in place processes and procedures that meet the requirements of the key indicators to determine the state of readiness to successfully conduct, administer and manage the November 2022 NSC examination.

The SACAI was able to address the directives issued in 2021. To this end, Umalusi is satisfied that the SACAI implemented the improvement plan.

CHAPTER 4:

AUDIT OF APPOINTED MARKERS

CHAPTER 4: AUDIT OF APPOINTED MARKERS

4.1 Introduction

The audit of appointed markers is one of the quality assurance processes Umalusi undertakes to safeguard the integrity of the National Senior Certificate (NSC) examination. The audit is conducted to measure and evaluate the extent to which internal controls, processes, guidelines and policies for appointing markers for the NSC examination are adhered to and comply with the South African Comprehensive Assessment Institute (SACAI) marking policy and other regulatory measures, as determined by the assessment body. This will ensure that only personnel with the requisite qualifications, skills and experience are appointed.

This chapter presents the findings of the audit of markers appointed for the marking of the SACAI November 2022 NSC examination.

4.2 Scope and Approach

Umalusi conducted a desktop audit of appointed markers on a sample of ten subjects (Annexure 4A). This was conducted off-site, through a desktop evaluation of evidence submitted by the SACAI on the selection and appointment of markers, as per the requirements.

Umalusi requested the following documents, among others, for the desktop audit:

- a. The SACAI requirements/criteria for appointment of markers across levels/positions;
- b. 2022 circulars/advertisements for the recruitment of markers and the marker application form(s) issued;
- c. The database/spreadsheets/records/ electronic files extracted from the database of all appointed markers for all subjects. These included the lists of appointed markers, reserve markers and novice markers; and
- d. Minutes of the selection panel meetings held during the selection process.

Umalusi followed up with a physical visit to verify/authenticate the following documents submitted for the desktop audit:

- a. Qualifications and subject specialisation, as well as the teaching experience, of a chief marker appointed for Economics;
- b. The SACAI's verification of the foreign qualification of a marker appointed to mark Economics; and
- c. Teaching experience of a marker appointed for marking Accounting.

Umalusi analysed the evidence gathered through the audit of appointed markers, using the criteria listed in table 4A.

Table 4A: Criteria for audit of appointment of marking personnel

Marking personnel category	Auditing criteria
Markers Senior markers Deputy chief markers Chief markers and Internal moderators	Compliance to notional marking times Qualifications and subject specialisation Teaching experience Marking experience

4.3 Summary of Findings

4.3.1 Compliance to Notional Marking Time

The notional marking time is the estimated marking time taken by the average marker to complete marking one script. Umalusi used the notional marking time provided by the SACAI and the number of days allocated for marking, per subject, to determine the adequacy of numbers of markers per subject.

The SACAI did not register any marker shortages at the time of the audit in any subject question paper of the sampled subjects.

a) Markers

The SACAI is commended for appointing a sufficient number of markers to mark the subjects in five marking days per question paper. The notional marking times varied from subject to subject, ranging from 15 minutes to 60 minutes per question paper. For example, in Business Studies 30 markers were appointed to mark 2 147 scripts, which complied fully with the prescribed norm time of 29 minutes per script. In subjects with a low candidate enrolment, the SACAI appointed sufficient markers, ranging between two and four depending on the number of scripts received. An example of a sampled subject with low candidate enrolment was Information Technology, where four markers were appointed to mark the 121 scripts.

It was encouraging to note that the SACAI made provision for the appointment of novice markers, with 10% to 15% of markers across subjects and question papers being novices.

b) Senior markers

The SACAI has not appointed senior markers in the past in all subjects, owing to low candidate enrolments. For the first time, in 2022 the SACAI appointed a senior marker for English Home Language Paper 3, despite a low candidate enrolment, which was commendable. This was done to strengthen the quality of marking of creative writing in English Home Language.

c) Deputy chief markers

Owing to low enrolments in all subjects the SACAI did not appoint deputy chief markers.

d) Chief markers and internal moderators

The SACAI states in its policy for marking that the examiner and the internal moderator of a specific NSC question paper(s) are appointed as the chief marker and/or internal moderator, respectively, for marking. In most subjects, the SACAI appointed a chief marker and internal moderator for the marking and moderation processes. In subjects with low enrolments, however, only chief markers and/or internal moderators were appointed to mark. This would not compromise the marking and moderation processes, however, since either the appointed chief markers and/or internal moderators would be able to sample the required number of scripts for moderation.

4.3.2 Qualifications and Subject Specialisation

The SACAI marking policy indicates that, to be appointed as either a marker, senior marker, chief marker and/or internal moderator, an applicant must have a recognised three-year, post-school qualification with the subject applied for, at second- or third-year level, or other appropriate post-matric qualifications in the subject applied to mark. The SACAI considered the personnel administrative measures (PAM) and its marking policy for selection and appointment of markers across all levels.

a) Markers

The markers appointed for all subjects sampled complied with the set criteria. Their qualifications ranged from a three-year diploma, a bachelor's degree and postgraduate degrees, which included the subjects applied for, at second-year level and above. There was no relaxation of requirements relating to qualifications and subject specialisations indicated by the SACAI. It was of concern that the SACAI could not confirm that foreign qualifications submitted by the appointed marker for Accounting had been verified. Ensuring the legitimacy of qualifications assists in confirming the suitability of a marker appointed to mark a particular subject. As stated in the SACAI's minutes, markers would be replaced if proof of qualifications were not submitted. Umalusi visited the SACAI offices to check whether the said marker's qualifications were verified and requested proof thereof. However, the SACAI could not confirm that the submitted foreign qualifications were true and genuine. The SACAI assured Umalusi that they would institute an investigation to ensure that the appointed marker was well qualified to mark the subject, Accounting, and report to Umalusi. The matter was to be followed up during the monitoring of the marking process.

b) Senior markers

As alluded to above, the SACAI appointed one senior marker, for the marking of English Home Language Paper 3 only. The appointed senior marker complied fully with the subject qualification and specialisation criterion. She holds a bachelor's degree and subject specialisation at third-year level.

c) Chief markers and internal moderators

The appointed chief markers and internal moderators responsible for the audited subjects complied with the subject qualification and specialisation criteria, except for Economics. Umalusi noted that the appointed chief marker for Economics has a master's degree in a law qualification (LLM). The completed subjects/courses, as indicated in the application form, were not related to Economics. This was in conflict with the required three-year post-school qualification in the subject applied for, or related qualification, as indicated in the SACAI's marking policy. Umalusi conducted a physical verification of the previous/current documents that were submitted by the appointed chief marker. Evidence indicated that the chief marker in question did not have the relevant qualification and subject specialisation required. Umalusi noted as well that the chief marker had been the SACAI's examiner and marker for the past three years; however, this was the first time that the subject (Economics) was sampled for the audit of appointed markers in the past three years. Hence, this anomaly was picked up for the first time in 2022.

The SACAI instituted an investigation following Umalusi's preliminary report after the audit and ordered the chief marker in question to:

- a. Submit evidence of Grade 12 teaching experience for the past five years; and
- b. Submit the relevant academic record to verify the qualifications and subject specialisation and/or related qualification, as required by the SACAI's marking policy.

The SACAI's investigation confirmed Umalusi's findings. The appointment of said external moderator was rescinded. The implicated marking official replaced with the Economics examiner who has the requisite qualifications.

4.3.3 Teaching Experience

According to the SACAI marking policy an applicant must have four to five years' experience as a teacher in a particular subject or a related area; and at least two years' teaching experience in the subject at appropriate level or other curriculum-related experience within the last five years, at the appropriate level, to be appointed as a marker.

a) Markers

The teaching experience of the markers spanned two to 30 years across the sampled subjects. The appointed markers whose appointments were verified adhered to the stipulated appointment criteria for teaching experience and were teaching at schools affiliated to the SACAI.

b) Senior markers

The appointed senior marker for English Home Language Paper 3 has more than five years' teaching experience at a SACAI centre and thus complied fully with the teaching experience criteria for the appointment of senior markers.

c) Chief markers and internal moderators

There was compliance with required teaching experience of the appointed chief markers and internal moderators, apart from the chief marker for Economics who did not have relevant teaching experience at Grade 12 level. During the verification of evidence, Umalusi confirmed that the chief marker for Economics had no experience of teaching Economics at Grade 12 level. The SACAI conducted its own verification which confirmed Umalusi's findings. The SACAI reported cancellation of the chief marker's appointment and in her place a qualified applicant was appointed with the requisite teaching experience.

4.3.4 Marking Experience

The PAM document for appointment of markers does not specify the extent of the marking experience required to qualify for appointment as a marker. However, the SACAI marking policy indicates that experience as a SACAI marker will count in an applicant's favour. In instances where the marker has very little or no experience of marking NSC examination scripts, such a person would be appointed on a probationary basis. This means that the chief marker moderates the marking done by the person more intensively than in the case of experienced markers.

a) Markers

The SACAI struck a good balance between the appointment of experienced markers and novice markers, as per their marking policy. The percentage of novice markers appointed in all audited subjects ranged between 10% and 15%. For instance, in Computer Applications Technology three of the 18 appointed markers were novice markers. In Business Studies, of the 19 appointed markers two novice markers were appointed; while in the other subjects markers had more than three years' experience marking the subject at the SACAI. This confirmed that the SACAI had responded positively to Umalusi's 2021 directive to ensure that marking personnel with relevant marking experience were appointed.

b) Senior markers

The senior marker appointed for English Home Language Paper 3 has five years' marking experience and thus complied fully with this criterion.

c) Chief markers and internal moderators

The SACAI appointed chief markers and internal moderators with relevant marking experience in the audited subjects. The SACAI essentially complied with the requirements regarding the criterion for marking experience.

4.4 Areas of Improvement

The following area of improvement was noted:

- a. The first-time appointment of a senior marker for English Home Language Paper 3, which will enhance the quality of internal moderation.

4.5 Areas of Non-Compliance

The following areas of non-compliance were observed during the audit:

- a. The appointment of a chief marker in Economics with no requisite teaching experience at Grade 12 level and no appropriate qualifications in the subject.
- b. Lack of systems to verify the legitimacy of foreign qualifications (Accounting).

4.6 Directives for Compliance and Improvement

The SACAI must:

- a. Ensure that only markers with the appropriate qualifications, applicable subject specialisations and requisite teaching experience are appointed across all levels.
- b. Put systems in place to verify the legitimacy of foreign qualifications.

4.7 Conclusion

To strengthen the quality of moderation during the marking process, Umalusi urges the SACAI to appoint senior markers for all subjects. The SACAI must also address the area of non-compliance identified, with the aim to conform to its requirements for recruitment, selection and appointment of markers across levels.

CHAPTER 5:

MONITORING THE WRITING AND MARKING OF EXAMINATIONS

CHAPTER 5: MONITORING THE WRITING AND MARKING OF EXAMINATIONS

5.1 Introduction

In line with its quality assurance of assessment role, Umalusi carries out oversight monitoring on the conduct, administration, and management of the national examinations to assess the compliance of assessment bodies with the regulations that govern the National Senior Certificate (NSC) examination; and to determine whether the examination was delivered credibly or not.

The South African Comprehensive Assessment Institute (SACAI) is responsible for the conduct, administration, and management of the NSC examination written at institutions registered to write its examinations. The delivery of the November 2022 NSC examination commenced on 25 October 2022 and ended on 06 December 2022. The approach to the marking phase of the scripts followed a staggered approach, which commenced on 10 November and ended on 22 December 2022.

This chapter summarises the findings, notes areas of good practice and areas of non-compliance and issues directives for compliance and improvement, for which the SACAI must present an improvement plan to Umalusi.

The findings are presented in two sections: the monitoring of the writing of the examination; and the monitoring of the marking of the examination.

5.2 Scope and Approach

The SACAI established 89 examination centres for the writing of the November 2022 NSC examination and one centralised marking centre. Umalusi monitored 31 examination centres and the one marking centre.

Umalusi used the methods listed below for data collection:

- i. Criteria provided for the Monitoring of the Writing of Examination Instrument;
- ii. Interviews with chief invigilators;
- iii. Analysis of documented evidence required for verification; and
- iv. Observations made during the monitoring of the examination centres.

Overall, each of the data collection methods informed the findings outlined in this chapter. Annexure 5B provides the details of the examination centres implicated in areas of non-compliance.

5.3 Summary of Findings

The information and conclusions in this report are limited to findings from the monitored 31 examination centres and one marking centre. Further, these findings were subject to the availability of evidence and data collected at the examination centres and the monitored marking centre at the time of Umalusi's visit.

SECTION A: Monitoring of the Writing of Examinations

5.3.1 General Administration

The general administration relates to tasks that are executed to ensure a seamless and efficient writing phase of the examinations.

a) Management of examination question papers

At all the examination centres monitored the chief invigilators received the question papers dispatched by the SACAI through a contracted courier service company. The question paper consignments were verified on receipt by the appointed chief invigilators, who found these compared favourably to the dispatch lists provided by the SACAI. Copies of signed dispatch documents were made available to Umalusi as part of the evidence required to be verified. Umalusi was satisfied that the records of dispatch consignments were safely filed.

The question paper consignments were stored in lockable containers provided by the SACAI. All the examination centres complied with all the SACAI protocols for managing question papers, which required the containers be kept locked and accessed by the chief invigilator.

b) Appointment records of invigilators

Original copies of appointment letters were filed properly by all examination centres. The appointed invigilator records were also found across examination centres. Umalusi verified the evidence on the appointment of chief invigilators and found all records valid and authentic.

In line with the SACAI provisions for appointing invigilators, that invigilators will be trained, there was sufficient evidence provided to, and verified by, Umalusi as proof of the invigilator training the SACAI conducted. However, at one centre, such evidence was not provided.

c) Management of invigilators' attendance

Except at one examination centre, it was observed that all invigilators signed attendance registers on time and as per the invigilation register prepared for different examination sessions. It was observed that the SACAI was able to allocate invigilators across the writing sessions, except at one examination centre where there was one invigilator for 12 candidates instead of the regulated two allocated for the invigilation of Computer Applications Technology (CAT) Paper 1.

d) Management of examination documents

The audits conducted on the examination files found that all examination centres were in possession of examination-related documents that were well organised and properly filed.

Umalusi found the SACAI compliant with the criteria on the management of the examination documents.

5.3.2 Credibility of the Writing of Examinations

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

a) Security and supply of question papers

The SACAI supplied all examination centres with question papers in consignments delivered in sealed bags that were secured in locked containers. All examination centres stored the containers in lockable strong rooms. The security and supply of question papers was well documented in the management of examinations' manual possessed by the chief invigilators.

b) Admission of candidates in the examination venue

In line with the prescripts of the regulations, the following measures were adhered to across the monitored examination centres:

- i. Candidates were admitted into the examination rooms at least 30 minutes before the commencement of writing;
- ii. Invigilators verified the admission letters/identity documents(ID) of the candidates on admission into the examination rooms; and
- iii. Candidates were seated according to seating plans prepared by the examination centres for the examination sessions.

However, two examination centres did not observe some of the above-mentioned compliance measures. The non-compliance was in respect of the verification of the admission letters/IDs of the candidates and occupying seats according to a seating plan.

c) Conduciveness of the examination venue

Apart from three examination centres, 28 examination rooms were found conducive for the writing of examinations, with:

- i. Sufficient space to accommodate the candidates with at least one metre between each;
- ii. Suitable and sufficient furniture;
- iii. Suitable lighting;
- iv. Adequate clean water for drinking; and
- v. Ablution facilities that were found to be in good working order and within easy reach.

In addition, there was a SACAI directive that examination centres for Computer Applications Technology (CAT) Paper 1 have two standby computers and a generator or other contingency measure in place to mitigate power failures.

At one examination centre the candidates were found to be seated at less than one metre apart on account of the small size of the examination room. At another examination centre, only one standby computer was available for the CAT Paper 1 session, instead of the regulated minimum of two. At a third examination centre, while each candidate had their own workstation, the venues had insufficient plug points. Cables extended all over the examination room from available plug points to power computers without plug points. This posed a safety risk.

d) Administration of the writing session

Apart from at three examination centres, the writing sessions were well managed. The examination centres complied fully with the following requirements for the administration of the writing sessions:

- i. Display of time-displaying devices in front in the examination rooms;
- ii. Examination rooms free of unauthorised material;
- iii. Display of information boards with relevant information about the examination in progress;
- iv. Verification that all candidates were registered to write the examination; and
- v. Candidates who were granted concessions were allocated a separate examination room, with those granted extra-time concessions writing among the other candidates.

e) Non-compliance with the above requirements was noted at three examination centres:

- i. At one examination centre a candidate was found with a universal serial bus (USB) flash drive in the computer used during the CAT Paper 1 session;
- ii. At one centre a candidate was not registered to write Afrikaans First Additional Language (FAL) Paper 2 but Home Language; and
- iii. At one centre there was no information board display of the session in progress on the occasion of Umalusi's visit.

f) Compliance with examination procedures

Umalusi observed several shortcomings in relation to general examination procedures at nine examination centres. The non-compliance related to:

- i. Invigilators using cell phones while invigilating at two examination centres;
- ii. Unavailability of technician during the writing of CAT Paper 1 for technical support, as required, at one examination;
- iii. Failure to read examination rules to the candidates at four examination centres;
- iv. Failure to verify the correctness of the information on the cover page with candidates and failure to check the question paper for technical accuracy, at one examination centre; and
- v. Late start and ending of an examination session at one examination centre.

g) Handling of answer scripts

The handling of scripts was managed within the SACAI procedures for script collection. At the end of the examination sessions the invigilators collected answer scripts from the candidates who remained seated. These were counted and packaged in secured areas in the examination room. All scripts were packaged in accordance with the sequence reflected on the mark sheets, in the presence of the candidates. The chief invigilators sealed the answer scripts in the satchels provided by the SACAI and subsequently locked the sealed scripts in containers in the strong rooms of the

examination centres. These were to be collected by the SACAI-contracted service provider, as per a pre-arranged schedule for the collection of consignments.

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

Umalusi observed two incidents with a possible impact on the credibility of examination sessions:

- i. A candidate who was not registered to write Afrikaans FAL Paper 2 was allowed to write the paper; and
- ii. Possession of unauthorised material in the examination room by one candidate during the CAT Paper 1 session with a universal serial bus (USB) flash drive in the computer.

In both instances, the chief invigilators filled in and signed irregularities forms to be sent to the SACAI as part of the reporting of irregularities procedure.

SECTION B: Monitoring of the Marking of Examinations

5.3.3 Planning and Preparations

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

a) Appointment of marking personnel

The marking management plan that Umalusi verified indicated that six question papers were being marked on the day of Umalusi's monitoring visit. For this session under review, the SACAI had appointed six chief markers, six internal moderators, four senior markers and 67 markers. All the marking personnel were appointed in writing.

On the day of monitoring, Umalusi established that there were no marker shortages for the marking session or among the remaining marking groups that were still to attend marking sessions.

b) Availability of marking management plans

The key activities in the marking process were well encapsulated in the management plan, which Umalusi verified. The SACAI adhered to and executed the management plans for the marking session under review.

c) Availability of scripts and marking guidelines

The SACAI made marking guidelines available to the chief markers, internal moderators and senior markers for discussion and finalisation a day before the commencement of marking. The markers received and were guided through the marking guidelines on the day marking started. The centre manager and security guard placed boxed examination scripts in the appropriate marking venues identified for the six question papers to be marked, a day before the commencement of marking.

d) Storage and safekeeping of scripts

A contracted courier company delivered the examination scripts to the marking centre according to a schedule agreed on with the SACAI. After verifying the correctness of the number of scripts in the delivered crates, the security guard of the contracted company and the centre manager locked them in the strong room, which was secured with a double locking system and camera surveillance. The keys to the strong room were kept by the security company.

It was, however, later reported to Umalusi that a consignment of candidates' scripts was stolen when a courier vehicle was hijacked in Hammanskraal, north of Pretoria. The matter is under discussion between SACAI and Umalusi senior management.

e) Management and control of scripts

The SACAI adhered to a specific procedure for the management and control of scripts. This procedure entailed scanning each bag containing received scripts to display the number of scripts it contained. The scripts were counted manually to confirm the correctness of the number, before they were placed in labelled boxes and stored in the strong room. There they would await marking, according to the dates indicated in the marking management plan.

5.3.4 Resources (Physical and Human)

This indicator assesses the collective availability of resources required to perform key functions to enable efficiency in achieving the desired marking outcomes.

a) Suitability of infrastructure and equipment for facilitation of marking

The marking centre had ample space to accommodate all six question papers being marked on the day of monitoring. The furniture for the marking teams was sufficient and suitable for the marking task. Ablution facilities were observed to be near the marking venues.

b) Capacity and availability of marking personnel

A list of appointed marking personnel was in place and verified. There were no shortages noted and Umalusi was satisfied that the SACAI had appointed an adequate number of markers; and honoured the marking invitations.

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

The location of the marking centre in the quiet surroundings of the Garsfontein suburb, complemented by sufficiently spacious and well-ventilated rooms, rendered it a conducive environment for the markers to undertake the task of marking.

d) Quality of food provided for markers

The markers were provided with refreshments for two 15-minute breaks, one in the morning and another one in the afternoon. Markers were also provided with well prepared meals, catering to their dietary requirements, during the one-hour lunch.

e) Compliance with occupational health and safety requirements

The marking centre was observed to be fully compliant with occupational health and safety requirements. The following were noted:

- i. Two sick bays were available on the premises for use in the event of a marker falling sick and needing medical attention;
- ii. The centre had a fully stocked first aid kit;
- iii. The ablution facilities were clean and functional; and
- iv. Fire extinguishers were fully serviced and visible around the building.

5.3.5 Provision of Security Measures

This indicator assesses the measures in place to ensure the safety of personnel and infrastructure, as well as a great deal of confidential documents and information at the marking centre.

a) Access control into the marking centre

Access into the premises of the marking centre was controlled by a security guard who also directed marking personnel to parking spaces and the building entrance. On the first day, marking personnel produced letters of appointment to gain entry to the marking centre. They were subsequently issued with access cards that they were required to wear for the duration of the marking session.

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

The SACAI implemented a tight system of script movement. Scripts were placed in boxes, per subject, in the script control room, on the Friday preceding the commencement of marking. The centre manager verified the number of scripts per subject and signed their control lists. The following ensued:

- i. The centre manager moved the scripts to the marking venues with the assistance of the security guard;
- ii. In the marking venues the chief markers verified the number of scripts received against the control lists of their subjects and signed for them;
- iii. At the end of each day, the number of scripts marked was recorded in a register signed by the chief marker and submitted to the centre manager;
- iv. At the conclusion of marking the checking and verification process was repeated by the chief markers and the centre manager; and
- v. The marked scripts, in boxes, were then moved by the centre manager and security guard from the marking venues to the strong room, once all marking personnel had left the building.

5.3.6 Training of Marking Personnel

This indicator is intended to ascertain that the planned training of marking personnel, as provided in the marking management plans, took place.

a) Quality and standard training sessions across subjects

The training undertaken for the marking process is reported on in chapter 6 of this report.

b) Adherence to norm time

The norm time for daily marking was ten hours (07:00 to 17:00) inclusive of a one-hour lunch and two 15-minute tea breaks. These were well observed by the officials and marking personnel at the marking centre.

5.3.7 Management and Handling of Detected Irregularities

The criteria below are intended to allow for a determination on whether the procedure adopted is within the provisions of regulation 45 of the Regulation Pertaining to the Conduct, Administration, and Management of the NSC examination, and outlined to the marking personnel.

a) The procedure to be followed in the event of detected irregularities

This forms part of the training of markers. The procedure requires that a marker who identifies an irregularity must report it to the chief marker. The chief marker, if satisfied that an irregularity has occurred, must fill in an irregularity form and hand it, together with the relevant script, to the centre manager. The centre manager must make a copy of the script and return it to its batch. The matter would then be dealt with by the SACAI Examinations Irregularity Committee (EIC) consisting of the centre manager, Chief Executive Officer (CEO) of SACAI, head of department for that subject and an independent person.

5.4 Areas of Improvement

The following areas of good practice were noted:

- a. The SACAI appointed senior markers to assist chief markers and internal moderators for better management of the marking process; and
- b. For the CAT Paper 1 sessions examination centres had in place alternative power sources to mitigate the effect of load-shedding/power outages.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. General examination procedures were not adhered to in several examination centres. This included invigilators at nine centres failing to uphold their profound roles and responsibilities during examination sessions; and
- b. Evidence of examination irregularities, which related to administrative errors and omissions and an act of dishonesty, were recorded at two examination centres.

5.6 Directives for Compliance and Improvement

The SACAI must ensure that:

- a. Consequence management is applied to invigilators who fail to uphold and meet their roles and responsibilities; and
- b. Advocacy on examination irregularities is strengthened;
- c. Measures are put in place to ensure the safety of scripts during their movement from the examination centres to the SACAI and vice versa.

5.7 Conclusion

The findings of the monitoring of the writing and marking phases of the SACAI NSC November 2022 examination indicated that the SACAI planned for, administered, and managed the writing and marking of the examination fairly well, notwithstanding the examination centres that did not fully meet the requirements for administration of the examination, as found in nine examination centres. And, further, the loss of scripts to a vehicle hijacking.

The SACAI must put in place sustainable interventions to mitigate the non-compliance matters highlighted in the report.

CHAPTER 6:

MARKING GUIDELINE STANDARDISATION MEETINGS AND VERIFICATION OF MARKING

CHAPTER 6: MARKING GUIDELINE STANDARDISATION MEETINGS AND VERIFICATION OF MARKING

6.1 Introduction

Umalusi conducted the quality assurance of marking of the November 2022 National Senior Certificate (NSC) examinations conducted by the South African Comprehensive Assessment Institute (SACAI). The quality assurance of marking entails two processes i.e. the standardisation of the marking guideline and the verification of marking. Umalusi attendees and participates in the marking guideline standardisation meetings to approve and sign off marking guidelines that will be utilised in the marking of candidates' scripts. Umalusi furthermore conducts the verification of marking to ensure that marking is conducted in a fair manner used approved marking guidelines and approved marking principles to ensure fair, valid and reliable marking.

This chapter reports on the marking guideline standardisation meetings and the verification of marking of the November 2022 NSC examination of SACAI.

6.2 Scope and Approach

This section of the report below details the scope and approach for the marking guideline standardisation meetings as well as the verification of marking.

6.2.1 Marking Guideline Standardisation Meetings

Umalusi sampled ten subjects comprising 20 question papers for the marking guidelines standardisation meetings as listed in Table 6A. While eight marking standardisation meetings were held via virtual platforms (Microsoft Teams), the marking guideline standardisation meetings for Life Sciences Paper 1 and Paper 2 and Engineering Graphics and Design Paper 1 and Paper 2 were held onsite at the SACAI Offices.

The SACAI marking guideline standardisation meetings were held between the 4 November 2022 and 14 December 2022. The meetings were divided into six groups: Group A comprised five subjects (seven papers), Group B, four subjects (six papers), Group C, seven subjects (eight papers), Group D, seven subjects (eight papers), Group E, five subjects (six papers), and Group F, seven subjects (eleven papers).

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

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

Subjects			
1	Afrikaans Home Language Paper 1, Paper 2 and Paper 3	6	History Paper 1 and Paper 2
2	Engineering Graphics and Design Paper 1 and Paper 2	7	Hospitality Paper 1
3	English Home Language Paper 1, Paper 2 and Paper 3	8	Mathematics Paper 1 and Paper 2
4	Geography Paper 1 and Paper 2	9	Mathematical Literacy Paper 1 and Paper 2
5	Life Sciences Paper 1 and Paper 2	10	Tourism Paper 1

The findings of the marking guideline standardisation meetings were analysed using the criteria as presented in Table 6B.

Table 6B: Criteria for the marking guideline standardisation meetings

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

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

6.2.2 Verification of marking

Umalusi sampled ten subjects comprising 20 question papers for the verification of marking as presented in Table 6A.

The Umalusi verification of marking instrument that was used for the quality assurance of the marking process is comprised of four criteria with a variable number of quality indicators, as presented in Table 6C.

Criterion 1 focused on policy matters; criterion 2 on adherence to marking guidelines; criterion 3 dealt with the quality and standard of marking and internal moderation; and criterion 4 explored candidates' performance.

Table 6C: Umalusi criteria for verification of marking

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

6.3 Summary of Findings

This section of the report presents the findings that arose from the marking guideline standardisation meetings and the verification of marking.

6.3.1 Marking Guideline Discussions

The findings for the marking guideline standardisation meetings were analysed using four criteria i.e., preparatory work, marking guideline standardisation meetings and the quality and standard of marking guidelines as outlined below. Each criterion has variable number of quality indicators which were used to analyse these meetings.

a) Preparatory Work

i. Pre-marking guideline standardisation meetings

The pre-marking guideline standardisation meetings take place between the internal moderators, chief markers of the assessment body and Umalusi. The SACAI did conduct the pre-marking standardisation meetings for the ten sampled subjects in preparation for the marking guideline standardisation meetings as required.

At the pre-marking guideline standardisation meetings, Umalusi noted the following with concern: In Afrikaans Home Language Paper 1 – Question 5, there was a change in the text provided before the questions –which affected 4 marks, however, full credit was given to the candidates; Life Sciences Paper 2 (Afrikaans version) – Question 2, processes indicated in the diagrams were swapped around (it did not follow the sequence that it was approved at) which rendered a five mark question invalid. As a result, question 2.1.5 (5 marks) from the Afrikaans version of the marking guideline of Paper 2 was disregarded. The entire question paper was marked out of 145 marks and scaled up to 150 marks. The SACAI did not report this decision to the relevant office at Umalusi before taking the decision.

The senior marking panels of the 20 question papers were able to reach consensus on the amendments and revisions to be applied to the marking guidelines.

ii. Preparation of senior marking personnel in the assessment bodies

The SACAI requires the senior marking personnel of each question papers to pre- mark a minimum of five scripts per paper prior to the pre-meeting guideline standardisation meeting with Umalusi. The total number of scripts pre-marked by the senior marking personnel ranged from zero to 20 scripts, as indicated below:

- The chief marker and internal moderator for Afrikaans Home Language Paper 2 pre-marked two scripts each.
- The chief marker for Engineering Graphics and Design Paper 1 pre-marked three scripts, and in Paper 2 no scripts were pre-marked.
- In Life Sciences Paper 1 and Paper 2 and Geography Paper 1 and Paper 2 the chief markers and internal moderators pre-marked three scripts each.
- In History Paper 1 and English Home Language Paper 3 no scripts were pre-marked.

The lack of pre-marking or the pre-marking of a smaller number of scripts than it is required compromises the quality of marking and moderation. The senior marking personnel of these question papers failed to comply with the minimum requirements of marking five scripts per question paper, as prescribed by the assessment body.

The chief markers and internal moderators prepared the training scripts for the markers beforehand for all question papers, except for Engineering Graphics and Design Paper 2 where no training of markers was conducted.

b) Marking guideline standardisation meeting

i. Processes and procedures

The SACAI managed the processes and procedures at the marking guideline standardisation meetings appropriately. Although organisational and logistical arrangements were made to ensure a productive session by the SACAI, the following subjects and question papers fell short: Afrikaans Home Language Paper 1, Paper 2 and Paper 3 – the internal moderator was replaced at a late stage and did not participate in the pre-meetings. The two appointed internal moderators for English Home Language Paper 3 were not physically present at SACAI for the pre-marking guideline standardisation meeting and the training session with the markers, Engineering Graphics and Design had no internal moderator for both Paper 1 and Paper 2, and no training was conducted. This was a regression from the improvement Umalusi observed in 2021 where SACAI had appointed internal moderators for all subjects. The unavailability and /or late arrival of internal moderators during the pre-meetings in certain subjects was concerning.

ii. Mediation of the marking guidelines

The SACAI ensured consistent rigorous discussions during the marking guidelines meetings that resulted in the addition of alternate responses to the marking guidelines. The marking guidelines used in marking guideline standardisation meetings were the final versions as approved by Umalusi prior to the writing of the examinations. This criterion excluded Afrikaans Home Language Paper 1 (question 5 – paragraphs were swapped around in the text and affected the two questions for four marks, learners were given full credit for those questions) and Life Sciences Paper 2 (Afrikaans version – the diagrams were swapped

around in question 2 resulting in an invalid five-mark question – the total marks for this version of the paper was recalculated to 145).

Umalusi approved all valid alternative responses included in the marking guidelines. The additions to the marking guidelines did not impact the cognitive levels of the question papers. The sampled subjects were in full compliance for the processes and procedures adhered to during the marking standardisation meetings.

c) Training and quality of final marking guidelines

i. Training of markers

The SACAI conducts training of appointed markers in all subjects to ensure that markers are ready to mark in accordance with the approved marking guidelines. Prior to their attendance of the marking guideline standardisation meetings, the marking personnel were requested to have their own marking guidelines for the subjects they were appointed to mark. This was to ensure that the markers were familiar with the question papers and had a handle on the expected responses.

The quality of the approved marking guidelines depended on the level of preparation of the chief markers and internal moderators. The marking personnel came well prepared and engaged in robust discussions, which was evident in their marking of the sample scripts used for training. The chief markers and internal moderators in preparation of the pre-meetings sampled a few scripts that were later used in the training of markers.

In English Home Language Paper 3, the two appointed internal moderators did not attend the training of markers. There was also no training of markers for Engineering Graphics and Design Paper 2, SACAI indicated that this was due to time constraints. No participation in the training of markers affect the entire marking process, as it will be indicative of lack of marker preparedness to mark.

ii. Quality of the final marking guidelines

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

6.3.2 Verification of Marking

Umalusi used three main criteria with variable quality indicators as outlined in Table 6C as a framework for the analysis of the findings from the verification of marking. The findings of the verification of marking of the ten sampled subjects, comprised of 20 question papers are presented below.

a) Policy matters

i. Statistics

The quality indicator aimed to establish whether sufficient marking personnel were appointed to mark the available scripts across subjects and question papers. To conclude if the number of appointed marking personnel across the sampled subjects were sufficient, Umalusi considered the number of scripts available for marking, number of days scheduled for marking and the number of appointed marking personnel, across levels.

The number of scripts received for the verification of marking per question paper ranged from 279 (Hospitality Studies) to 2953 (English Home Language). Given the relatively low number of scripts per subject, SACAI did not appoint deputy chief markers in all subjects. The SACAI introduced another level of moderation, senior markers, to specific question papers; English Home Language Paper 3, Geography Paper 1 and Paper 2, Mathematics Paper 2 and Mathematical Literacy Paper 1 and Paper 2.

The candidates' scripts for the 20 sampled question papers were shared uniformly among the marking personnel, where specific questions were marked by markers based on their performance and interaction in the training sessions, except for Engineering Graphics and Design Paper 1 and Paper 2. Regarding to the criteria on marker proficiency, the English Home Language Paper 2 markers experienced challenges in marking literary work. Hence, marker proficiency in the marking of this paper, was of great concern.

The ratio of markers to the number of scripts was not always aligned to the requirements of the marking of a specific subject/question paper. Due to the shortages of appointed markers, the chief markers for Hospitality Studies Paper 1 and Mathematics Paper 2 took on the responsibility to mark specific questions while the internal moderator was the only moderator on the panel. In the case of English Home Language, the enrolment had almost doubled since 2021, the appointment of markers across the three papers were disproportional. English Home Language Paper 1 had 20 appointed markers, English Home Language Paper 2 and Paper 3 had 15 appointed markers at each marking centre. The marking demands of English Home Language Paper 2 and Paper 3 exceeded the demands of English Home Language Paper 1. This impact negatively on the marking process.

ii. Official appointment letters

The SACAI embarked on an electronic platform for the appointment all marking personnel. The chief marker, the internal moderator, senior markers and all markers appointed for the sampled question papers, received confirmation of appointment electronically.

b) Adherence to the marking guidelines

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

Umalusi affirmed during the verification of marking process that the marking guidelines used at the marking centres were the ones Umalusi approved at the marking guideline standardisation meetings. No additions or changes had been made to the marking guidelines after the marking standardisation meetings, without the approval of Umalusi.

- i. Application of the approved marking guidelines
Through the verification of marking, it was evident that the final approved marking guidelines were used by all marking personnel. Only the accepted additions and alternatives included during the pre-meeting of all 20 question papers were annotated on the marking guidelines for markers to use during the marking process.
- ii. Evidence of changes and/or additions to the marking guideline and process followed
The process of approving the additions to the already approved marking guidelines must involve discussion and consultation with the external moderators, who approved the additions after careful consideration. Umalusi noted non-compliance in this criterion in Afrikaans Home Language Paper 1, question 5 which affected 4 marks and in the Afrikaans version of Life Sciences Paper 2, question 2, as indicated in 6.3.1 b (ii).

c) Quality and standard of marking and internal moderation

- i. Quality and standard of marking
Umalusi noted inconsistencies in marking in five question papers during the initial stages of the marking, these were addressed with marking guideline discussions and retraining of markers. Consistency in the allocation of marks was subsequently attained as the marking progressed. These discrepancies ranged from minus three marks to thirty marks across five question papers. In many subjects this was out of the tolerance range and the expectation of the senior marking personnel was to retrain the inconsistent markers, remark specific batches of scripts affected by the discrepancies as well as to moderate a sample larger than 20% to monitor the consistency and accuracy of marking.

The five question papers included English Home Language Paper 1, Paper 2 and Paper 3, Mathematics Paper 2 and Tourism Paper 1. While four out of the five question papers listed were able to achieve an acceptable marking standard, English Home Language Paper 2 struggled to achieve an acceptable marking standard within the tolerance range as the variance in the marking ranged from minus three to seventeen marks. From the poor marking practises, it was evident that many of the appointed markers for English Home Language Paper 2 were not competent in the literary genres on study at SACAI. The English Home Language Paper 2 marking session was extended by SACAI for an additional five days. The chief marker and internal moderator had to retrain all markers and prepare an additional four scripts for training. Markers were allocated questions according to their scores and all batches from day one to four of marking had to be remarked. The marking of English Home Language Paper 3 also had inconsistencies where variations ranged from one to thirty marks. The English Home Language Paper 3 marking panel was also continuously retrained when discrepancies larger than the tolerance range was noted. The marker with the highest variance of 30 marks was retrained separately and monitored closely by the chief marker.

This was to ensure that discrepancies were attended to on time and that the marks obtained by candidates were fair and reliable.

ii. Internal moderation of marking

In the question papers sampled for the verification of marking, the requirements of the criterion on the quality of internal moderation were satisfied by senior marking personnel. In 15 question papers verified, the senior marking personnel were very vigilant in their moderation of whole scripts and very quickly and efficiently addressed inconsistent markers by retraining and conducting a moderation sample of more than 10% for those markers.

In English Home Language Paper 3, there were two appointed internal moderators who moderated specific questions and not whole scripts as is required by the SACAI policy on marking and moderation. Both the chief markers and internal moderators moderated specific questions and not whole scripts in Geography Paper 2 and Mathematics Paper 2. This resulted in the external verification of questions and not whole scripts during the verification of marking process in Geography Paper 2. This has also impacted on the skewed reporting of the candidates' performance of Geography Paper 2 as averages for questions were available and not for full scripts.

In Mathematics Paper 2, whole script moderation was done after the intervention of Umalusi external moderator. In Afrikaans Home Language Paper 1, during the verification of three scripts, it was evident that the internal marker was not applying the marking guidelines consistently and was 'shadow marking' the markers. This was evident in the missed discrepancies by the internal moderator, only to be picked up by the external moderator. There was only one level of whole script moderation for Engineering Graphics and Design conducted by the chief marker as an internal moderator was not appointed for both Paper 1 and Paper 2. Internal moderation was not thoroughly done in some of the question papers.

iii. Addition and transfer of marks

The accuracy in calculations was another quality indicator with which most of the sample subjects complied. Afrikaans Home Language, English Home Language and Life Sciences noted discrepancies in transferring of marks and summative calculations of marks per script which was brought to the attention of internal moderators. Where there were discrepancies in totals, these were verified and double checked by the examination assistants appointed by SACAI.

d) Candidate performance

The verification of the 20 question papers showed that the overall performance of candidates ranged from poor to average, with only a few candidates achieving the good to excellent range.

The analysis of the candidate performance in the subjects verified is summarised below:

- i. Mathematical Literacy showed a very a good range in the allocation of marks across the levels in both papers verified. From the verified sample, Paper 1 had an overall average of 67.3%, Paper 2 had an overall average of 56.3%.

- ii. English Home Language showed a fair spread of the performance levels. In Paper 1 the average was 50.8%, there was a noted improvement in the responses to comprehension and summary type questions, however the pure language question showed a lack of basic foundational skills. In Paper 2 the candidates' responses to the literary essay questions were mere narratives and showed no understanding of the critical appreciation of the genres tested. The average achieved was 50.4%. Paper 3 average was 58.1%, there was a noted improvement in the essay responses. Candidates fell short in the transactional writing questions – structure, format, tone and register are still a challenge.
- iii. Afrikaans Home Language showed an average to good performance from the scripts verified, whilst some candidates excelled in comprehension, summary, visual literacy, unseen poetry, and questions on the prescribed novel, many performed very poorly in language and prescribed poetry. The performance in Paper 3 was also good and there was a noted improvement in creative writing skills. From the verified sample, Paper 1 had an overall average of 54.6%, Paper 2 had an overall average of 35.9% and Paper 3 had an overall average of 62.9%.
- iv. Life Sciences for Paper 1 and Paper 2 achieved averages of 45.4% and 41.2%, this was an improvement from 2021. Candidates performed well in the first question which included multiple choice questions in both papers, candidates also showed an understanding of diagrams and tables testing concepts and linked to the human male reproductive organ and the growth hormone secreted in humans. The case study questions in both Paper 1 and Paper 2 were answered very poorly and achieved an average of less than 35%.
- v. Mathematics had a fair to average range in achievement, with an overall average of 39.6% from the sample verified for Paper 1. In Paper 2 candidates achieved an average of 39.3% which was a decline from 2021. Poorly performing questions in Paper 1 included Functions, Differential Calculus and Probability whilst in Paper 2 the poor performance was noted in 2D and 3D diagrams as well as Euclidean Geometry.
- vi. In Engineering Graphics and Design, the average of the externally moderated scripts for Paper 1 was 40.6%. Candidates performed poorly in questions 2 and 3. Paper 2 achieved an average of 34.8% from the sample verified.
- vii. The verification of Tourism showed an average performance amongst candidates with 47.9% which was a decline from 2021. Question 9, Survey and the questionnaire were poorly answered and achieved an average of less than 34%.
- viii. The History averages were very poor with the Paper 1 average achieved at 39%. Questions on the case study and Civil Society achieved an average of less than 40% from the sample scripts verified. There was a slight improvement in the average of Paper 2 since 2021, the average from the sample verified was 37.7%. The questions on Democracy in South Africa and end of the Cold War and a new world order, averaged of less than 30%.
- ix. Geography Paper 1 showed a sharp decline in performance since 2021 with an average of 27.8%. Question 1 on Climate and Weather achieved an average of 35% from the sample verified whilst Question 2 Geomorphology and Question 3 on Geographical Skills and Techniques performed very poorly with an average below 24%. Due to the poor internal moderation practises of the senior marking personnel in Paper 2, the verification of Geography Paper 2 was done on questions and not full scripts. The averages achieved per question in Paper 2, Question 1 (Rural and Urban Settlements) achieved an average of 27.9%, Question 2 (Economic Geography of South Africa) achieved an average of 34.1% and Question 3 (Geographical Skills and Techniques) achieved an average of 23.8%.

- x. Candidates poorly performed in Hospitality Studies with an overall average from the sample verified, of 54.6%. in the questions on Food Commodities and Sectors and Careers.

Possible reasons for candidates' unsatisfactory performance post verification:

- i. Poor content knowledge and inadequate/gaps in understanding of subject-specific terminology (English Home Language, Hospitality Studies, Life Sciences, Geography, Mathematical Literacy, Mathematics, Engineering Graphic and Design and History);
- ii. Inability to respond adequately to case studies and higher-order questions (Life Sciences, History and Tourism);
- iii. Inadequate responses, lack of insight and depth (Geography, History, English Home Language, Afrikaans Home Language and Tourism); and
- iv. Inability to make comparisons and value judgements (Mathematics, Mathematical Literacy, and Tourism).

The overall average achievement from the sample verified might be an improvement from those of 2021 in certain subjects, the performance could still be attributed to a lack of development of cognitive academic language proficiency skills, which formal schooling promotes.

6.4 Areas of Improvement

The following area of improvement was noted:

- a. An additional level of moderation was introduced, senior markers were appointed in English Home Language Paper 3, Geography Paper 1 and Paper 2, Mathematics Paper 2 and Mathematical Literacy Paper 1 and Paper 2.

6.5 Areas of Non-Compliance

SACAI is required to take note of and address the following areas of non-compliance:

- a. The unavailability of the internal moderator for Engineering Graphics and Design Paper 1 and Paper 2.
- b. Non-attendance of the pre-meeting in preparation of the marking guideline standardisation meetings for History Paper 1 and Engineering Graphics and Design Paper 1 and Paper 2.
- c. Failure to pre-mark a minimum of five scripts per question papers in preparation for the pre-marking guideline standardisation meeting: Afrikaans Paper 2, English Home Language Paper 3, Engineering Graphic and Design Paper 1 and Paper 2, Life Sciences Paper 1 and Paper 2 and Geography Paper 1 and Paper 2.
- d. Changes to the marking guidelines (Afrikaans Home Language Paper 1 and Life Sciences Paper 2 (Afrikaans version) without following procedure.
- e. Failure to train the markers for Engineering Graphics and Design Paper 1 and Paper 2.
- f. Failure to ensure that the appointed Home Languages Paper 2 were fully competent to mark the literary text used at SACAI.

6.6 Directives for Compliance and Improvement

The SACAI must ensure that:

- a. Changes to the final marking guidelines (inclusive of the Afrikaans versions) are communicated to Umalusi for proofreading and approval before printing.
- b. There is full adherence to the appointment of the senior marking personnel for all subjects, and that compliance to their roles is adhered to.
- c. The required quota of the number of scripts to be marked in preparation for the marking guideline standardisation meetings is complied with across subjects.
- d. Training of markers is conducted across subjects/question papers in preparation for the marking to enhance the quality of marking.
- e. Competent markers are appointed in Home Languages for the marking of literary texts (Paper 2).

6.7 Conclusion

The findings of the monitoring of the marking guideline standardisation meetings and the verification of marking for the 10 sampled subjects, for the marking of the 2022 NSC examinations, shown an improvement in the mitigation of the marking guidelines during the discussions. The final marking guidelines were effectively strengthened through rigorous discussions, for the ten verified subjects. Lack of preparedness and literature marking competencies for the marking of Paper 2 (English Home Language) is the greatest concern for Umalusi. The unavailability and /or late arrival of internal moderators during the pre-meetings in certain subjects was concerning. Unfortunately, candidate performance in the subjects verified continues to be a cause for concern for Umalusi.

CHAPTER 7:

STANDARDISATION AND RESULTING

CHAPTER 7: STANDARDISATION AND RESULTING

7.1 Introduction

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

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

7.2 Scope and Approach

The South African Comprehensive Assessment Institute (SACAI) presented 25 subjects for the standardisation of the November 2022 National Senior Certificate (NSC) examination. In turn, Umalusi verified the historical averages, standardisation data, adjustments, statistical moderation and the resulting datasets.

7.2.1 Development of Historical Averages

Historical averages (norms) for NSC examinations are developed using the previous three to five November examination sittings. Once that is done, as per policy requirements, Umalusi calculates and submits the norms to the SACAI. Where a distribution contains outliers, the historical average is calculated, excluding data from the outlying examination sitting.

7.2.2 Verification of Datasets and Standardisation Booklets

The SACAI submitted standardisation datasets and electronic booklets per the Umalusi management plan. The datasets were verified and approved timeously, resulting in the final standardisation electronic booklets being printed on time.

7.2.3 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the November 2022 NSC examination were held from 7–8 January 2023. Umalusi considered many factors in reaching its standardisation decisions, including qualitative and quantitative information. Qualitative inputs included evidence-based reports presented by the SACAI, research findings from Umalusi's post-examination analysis in selected subjects and the reports of Umalusi's external moderators and monitors on the conduct, administration and management of the examination. Quantitative information included historical averages and pairs analysis. Lastly, standardisation decisions were guided by set standardisation principles.

7.2.4 Post-Standardisation

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

7.3 Summary of Findings

This section presents the most important findings and discusses the standardisation decisions taken.

7.3.1 Development of Historical Averages

The historical averages (norms) for the November 2022 NSC examination were developed using the five previous examination sittings (2017–2021), in accordance with the Umalusi management plan. There were no outliers identified and no new subjects were introduced in 2022.

7.3.2 Standardisation Decisions

The qualitative reports produced by the external moderators and consolidated by Umalusi's Quality Assurance of Assessments Unit, together with the monitoring and intervention reports presented by the assessment body and the principles of standardisation, informed the final standardisation decisions. Table 7A lists the standardisation decisions taken:

Table 7A: Standardisation decisions for the SACAI NSC November 2022 examination

Description	Total
Number of subjects presented	25
Raw marks	15
Adjusted (mainly upwards)	07
Adjusted (downwards)	03
Number of subjects standardised	25

All 25 subjects were standardised by considering the trends in student performance (historical averages), pairs analysis and the qualitative inputs provided.

7.3.3 Post-Standardisation

The standardisation decisions were submitted to the assessment body and approved on first submission.

7.4 Areas of Good Practice

The findings revealed the following areas of good practice:

- a. The standardisation data was submitted timeously, in accordance with the management plan; and
- b. Umalusi commends the SACAI for the excellent quality of the standardisation booklet.

7.5 Areas of Non-Compliance

None

7.6 Directives for Improvement

Although this was not an area of non-compliance, the SACAI is advised to provide more detailed information in the evidence-based report, particularly on the nature of the cohort.

7.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept all raw mark adjustments were based on sound educational reasoning, guided by established standardisation principles.

CHAPTER 8:

CERTIFICATION



CHAPTER 8: CERTIFICATION

8.1 Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance (GENFETQA) Act, 2001 (Act No. 58 of 2001) for the certification of candidate achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). The responsibilities of Umalusi are, further, defined as the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit-points and the certification of candidate achievements.

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere to policies and regulations promulgated by the Minister of Basic Education for the National Senior Certificate (NSC), a qualification at level 4 on the NQF.

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

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

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

8.2 Scope and Approach

The period covered in this report is from 01 December 2021 to 30 November 2022. All requests for certification received during this period that were finalised, in other words, with feedback provided to the assessment body by Umalusi, is included and addressed in this report. The main examination reported on is the November 2021 NSC examination.

Certification of candidate achievements cannot be pinned to a single period in the year because it is a continuous process whereby certificates are issued throughout the year. The bulk of the certification happens, usually, within three months of the release of the results. Throughout the year certificates are requested, either as a first issue, duplicate, replacement due to change in status or a re-issue.

To ensure that the data for certification is valid, reliable and in the correct format, Umalusi publishes directives that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification and a specific type of certificate.

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

In addition, this chapter includes statistics on the number of requests, in the form of datasets, that were received, with an indication of the percentage rejections in the applications due to non-compliance with the directives. The number and type of certificates issued in this period is also provided.

Several findings were made while processing the requests for certification in the period of reporting. These will be highlighted and expanded on. The findings should not be regarded as a comprehensive list of findings but as key points that need to be addressed.

8.3 Summary of Findings

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

Therefore, the first aspect to focus on is the submission of the subject structures for approval and alignment of the IT systems. Any changes in the subject structures and/or new subjects must be applied for, at least 18 months in advance, to Umalusi. With the submission of the subject structures, the SACAI must ensure that the structures are correctly registered for the new examination cycle and are aligned with that of Umalusi. The SACAI complied with this requirement and the subjects' structures were aligned.

During the annual processes for the certification of candidate achievements, certain areas were investigated and monitored for compliance with the directives for certification. This included registration of candidates for the examinations, the resulting of candidates and the actual certification processes.

The registration of candidates at the schools was captured on spreadsheets and uploaded to the electronic examination system. The examination centres also supplied completed registration forms and copies of identification documents, such as a South African ID, passport or birth certificate.

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

Two submissions of the registration data are required: the first, three months after registration has closed; and the final dataset, at the end of October. The first is regarded as preliminary registration while the second is the final set of registrations.

The registration data submitted by the SACAI was checked by Umalusi, with the following minor findings: invalid spaces between names, invalid characters in the Surname/Name field, invalid ID number/Date of Birth and Date of Birth not submitted for some candidates. Some candidate records did not include any subject detail. The SACAI was informed of the findings for correction before certification. Irregularities were handled accordingly.

The SACAI complied with the requirement that, after conducting an examination, all candidates' raw marks must be submitted to Umalusi for standardisation, statistical moderation and resulting. Umalusi approved the records for the release of the results by the SACAI after Umalusi had conducted their quality assurance processes.

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

The recording and finalisation of irregularities are important to ensure that certificates are issued correctly to deserving candidates. The SACAI continuously informs Umalusi about all irregularities for Umalusi to record such instances. It is of the utmost importance that Umalusi be updated with the status of irregularities (pending, guilty, not guilty) before requests for certification are submitted. If irregularities are not finalised candidates may not receive their certificates and the issuing of certificates may be delayed.

The submission of datasets for certification was not done within three months of the release of results with the declaration form, as required by Umalusi. Umalusi had to keep on reminding the SACAI, as candidates and parents were contacting Umalusi directly to ask about their certificates.

Below is a summary of certificates issued for the period 01 December 2021 to 30 November 2022 by the SACAI.

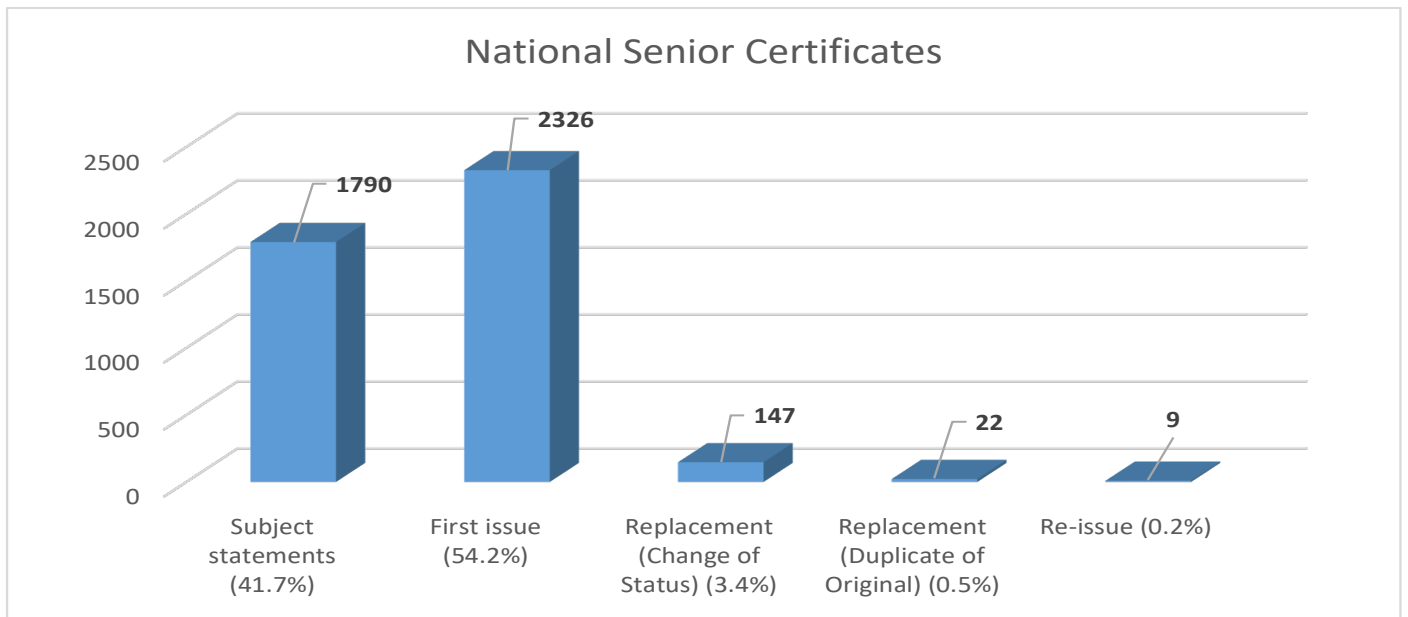


Figure 8A: Certificates issued during the period 01 December 2021 to 30 November 2022

Table 8A reflects the datasets and transactions processed during the same period.

Table 8A: Number of datasets and transactions received during the period 01 December 2021 to 30 November 2022

National Senior Certificate						
Number of datasets	Number of datasets accepted	Percentage accepted	Number of records submitted	Number of records accepted	Percentage accepted	Number rejected
88	86	97.7	10 407	4 703	45.2	5 704

8.4 Areas of Improvement

The following area of improvement was noted:

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

8.5 Areas of Non-Compliance

The following area of non-compliance was noted:

- a. The SACAI must ensure that certification datasets are submitted as per Umalusi directives, i.e., within three months of resulting.

8.6 Directives for Compliance and Improvement

The following directives must be attended to:

- a. The SACAI must ensure that registration data is submitted to Umalusi before the end of October, after correcting and finalisation. The findings, as indicated above for registration data, must be corrected by the SACAI before it is submitted to Umalusi;
- b. It must be emphasised that all candidate records are approved by Umalusi prior to extracting certification datasets, to avoid unnecessary rejections and delays in issuing certificates to candidates. This is especially so where candidates are involved in a re-mark or where marks have changed;
- c. The request for certification of candidate records must be submitted to Umalusi within three months of the release of the results. It is advisable to do an extract for certification once the applications for re-marks and rechecks have been captured on the system, to exclude these from the first extraction.

8.7 Conclusion

The SACAI, as a private assessment body, was compliant with, and executed directives for, certification. The candidates enrolled for the November 2021 NSC through the SACAI were resulted and certified.

ANNEXURES

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

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
1.	Accounting Paper 1	A	A	M1	A	A	M1	A	M2	M2	M2	1
2.	Accounting Paper 2	A	A	M1	A	A	A	A	M2	M2	M2	2
3.	Afrikaans First Additional Language (FAL) Paper 1	M1	A	A	A	M4	M4	A	M1	M3	M4	2
4.	Afrikaans FAL Paper 2	M1	A	A	A	M3	M4	A	M1	M3	M4	2
5.	Afrikaans FAL Paper 3	A	A	A	A	A	M1	A	M1	M2	M3	2
6.	Afrikaans Home Language (HL) Paper 1	A	M1	M	M2	M3	M2	A	A	M3	M6	2
7.	Afrikaans HL Paper 2	A	M1	A	M1	M2	M2	A	M1	M4	M4	2
8.	Afrikaans 3 HL Paper	A	M1	A	A	M1	A	A	A	M3	M3	2
9.	Agricultural Management Practices	M2	A	A	A	M1	M1	A	M1	M1	M1	3
10.	Agricultural Sciences Paper 1	M1	A	A	A	M1	M1	M1	A	M1	M2	3
11.	Agricultural Sciences Paper 2	M1	A	A	A	M1	M1	A	A	M1	M2	3
12.	Business Studies Paper 1	A	M1	M4	M3	M3	M3	A	M1	M3	M4	2
13.	Business Studies Paper 2	M1	M2	A	M2	M2	M1	M1	M1	M2	M2	2
14.	Computer Applications Technology Paper 1	M2	N	A	M1	M2	M2	M1	A	M3	M1	3
15.	Computer Applications Technology Paper 2	M3	A	M1	M3	M2	M2	A	M1	M2	M1	2

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
16.	Consumer Studies	M1	M1	M3	M1	L8	M4	A	L2	L3	M2	2
17.	Dramatic Arts	M2	A	L3	L4	L5	M2	A	M1	M1	L7	1
18.	Economics Paper 1	M3	A	A	L3	M3	A	A	L2	M3	M4	2
19.	Economics Paper 2	M2	A	A	M2	M2	A	A	M1	M3	M4	2
20.	Engineering Graphics and Design Paper 1	M4	L2	M1	L2	A	M1	A	M1	M1	M2	2
21.	Engineering Graphics and Design Paper 2	M4	L2	M1	L2	A	M1	A	M1	M2	M2	2
22.	English FAL Paper 1	M2	A	M1	A	L5	L4	A	A	A	M2	2
23.	English FAL Paper 2	A	A	A	A	A	A	A	A	A	A	4
24.	English FAL Paper 3	M1	A	A	A	L3	M2	A	A	A	M2	2
25.	English HL Paper 1	M2	L1	L4	L3	M6	L4	M1	M1	L6	L6	2
26.	English HL Paper 2	M2	L1	M3	M3	L7	A	M1	A	M2	L6	3
27.	English HL Paper 3	M1	L1	L4	L4	L5	M2	M1	A	M3	L7	2
28.	Geography Paper 1	M3	A	M1	M1	M2	M1	A	A	M2	L4	2
29.	Geography Paper 2	M1	M1	M1	M1	M2	M1	A	N3	M1	L4	2
30.	History Paper 1	M1	A	A	A	L2	A	A	A	L2	M1	2
31.	History Paper 2	A	A	A	A	A	A	A	A	A	A	2
32.	Hospitality Studies	M1	A	M1	A	A	A	A	A	A	A	3
33.	Information Technology Paper 1	M2	A	A	A	M1	A	A	M1	A	A	3
34.	Information Technology Paper 2	A	A	A	M1	M1	M1	A	A	A	A	3
35.	Life Orientation	M2	M1	A	M2	M2	M	A	M2	M3	M2	1

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
36.	Life Sciences Paper 1	A	A	A	A	A	A	A	A	A	A	3
37.	Life Sciences Paper 2	M2	A	M1	A	A	A	A	M1	M1	A	1
38.	Mathematical Literacy Paper 1	A	A	A	M1	M3	L3	A	A	M2	M2	2
39.	Mathematical Literacy Paper 2	M1	A	M1	M2	M2	M3	A	A	M1	M1	1
40.	Mathematics Paper 1	M1	A	A	A	A	A	A	A	M1	A	2
41.	Mathematics Paper 2	L3	A	M2	L2	M2	M1	A	M1	M1	L5	1
42.	Physical Sciences Paper 1	A	A	A	A	A	A	A	A	A	A	2
43.	Physical Sciences Paper 2	M2	A	M2	L3	M1	A	M1	M1	M3	L8	1
44.	Religion Studies Paper 1	A	A	M	A	A	A	A	A	A	A	2
45.	Religion Studies Paper 2	A	A	M	A	A	A	A	A	A	A	4
46.	Tourism	M2	A	A	A	M6	M1	A	M1	M3	A	3
47.	Visual Arts Paper 1	M1	A	A	M2	M5	M1	A	M1	M3	A	1
48.	Visual Arts P2	M1	A	A	A	M1	A	A	M1	A	A	3

KEY:

TD = Technical Details; IM = Internal Moderation; CC = Content Coverage; CL = Cognitive Levels; 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; Overall Impression

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

N = NO compliance

Mx, Lx, Nx: x = number of quality indicators not complied with

Annexure 2A: Subjects selected for SBA moderation

Subject	Schools
Accounting	Eduplanet Independent School Elroi Academy Optimi / Impaq Sion Private Academy Teneo Education Think Digital College
Agricultural Sciences	Graceland Combined School Môrester Akademie Nukleus Onderwys Optimi / Impaq Volkskool Orania Gekombineerd
Geography	Advanced College Secondary School Alpha Education SA Calibre Education Platinum College of Progress Robertson Logos Christian School
History	Calibre Education Christian Family College Excelsior Learning Centre Loerie Land Independent School SEAT Academy Syllabis Learning
Mathematics	3D Christian Academy Baken Akademie Entheos Christian School iCALC Training Academy Moore House Academy Pretium Private School
Mathematical Literacy	Advanced College Brooklyn Advanced College Secondary School Cedarwood School Didaskos Christelike Private Skool Edu-Clinic Learning Centre Excelsior Learning Centre

Annexure 2B: Subjects selected for PAT moderation

Subject	Schools
Agricultural Management Practice	Khairos Private School Môrester Akademie Nukleus Onderwys Optima / Impaq
Design	Calibre Education Study Express Teneo Education

Annexure 2C: Subjects selected for Oral assessment moderation

Subject	Schools
Afrikaans Home Language	3D Academy Bet-El Christelike Akademie Teneo Education
English First Additional Language	Christian Family College Elroi Academy Sion Private Academy Think Digital College

Annexure 4A: Subjects selected for the audit of appointed markers

No	Subjects	Question Paper
1.	Accounting	Paper 1 and Paper 2
2.	Business Studies	Paper 1 and Paper 2
3.	Computer Applications Technology	Paper 1 and Paper 2
4.	Economics	Paper 1 and Paper 2
5.	English Home Language	Paper 1, Paper 2 and Paper 3
6.	Geography	Paper 1 and Paper 2
7.	History	Paper 1 and Paper 2
8.	Information Technology	Paper 1 and Paper 2
9.	Mathematics	Paper 1 and Paper 2
10.	Mathematical Literacy	Paper 1 and Paper 2

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

No.	Province	Centre	Date	Subject written
1.	Free State	ICALC Training Academy	25 October '22	Computer Applications Technology
2.	Gauteng	SACAI Alberton	25 October '22	Computer Applications Technology
3.	Gauteng	SACAI Northriding	26 October '22	Information Technology
4.	Gauteng	SACAI Randburg	31 October '22	English Home Language Paper 1
5.	KwaZulu-Natal	SACAI Pietermaritzburg	2 November '22	English Home Language Paper 3
6.	Western Cape	SACAI George	3 November '22	Tourism
7.	Gauteng	SACAI Glenvista	4 November '22	Mathematics Paper 1
8.	North West	SACAI Rustenburg	4 November '22	Mathematical Literacy Paper 1
9.	Gauteng	SACAI Walkerville	4 November '22	Mathematical Literacy Paper 1
10.	Mpumalanga	SACAI Witbank	4 November '22	Mathematics Paper 1
11.	Gauteng	Horison Methodist Church	7 November '22	Mathematics Paper 2
12.	Gauteng	SACAI Hammanskraal	7 November '22	Mathematical Literacy Paper 2
13.	Gauteng	SACAI Vanderbijlpark	7 November '22	Mathematical Literacy Paper 2
14.	Gauteng	SACAI Meyerton	8 November '22	English Home Language Paper 2
15.	Gauteng	SACAI Krugersdorp	9 November '22	Engineering Graphics and Design Paper 1
16.	Eastern Cape	SACAI East London	10 November '22	Business Studies Paper 1
17.	Western Cape	SACAI Mossel Bay	11 November '22	Physical Sciences Paper 1
18.	Gauteng	Teach Them Christian College	11 November '22	Physical Sciences Paper 1
19.	KwaZulu-Natal	SACAI Morningside	11 November '22	History Paper 1
20.	Northern Cape	SACAI Danielskuil	14 November '22	Physical Sciences Paper 2
21.	Eastern Cape	SACAI Port Elizabeth	17 November '22	Afrikaans First Additional Language Paper 2
22.	Gauteng	SACAI Rietfontein	18 November '22	Life Sciences Paper 1
23.	KwaZulu-Natal	SACAI Ladysmith	18 November '22	Life Sciences Paper 1
24.	North West	SACAI Zeerust	18 November '22	Life Sciences Paper 1

No.	Province	Centre	Date	Subject written
25.	KwaZulu-Natal	SACAI Port Edward	21 November '22	Life Sciences Paper 2
26.	Gauteng	Advanced College Brooklyn	25 November '22	Business Studies Paper 2
27.	KwaZulu-Natal	His Church School	28 November '22	Geography Paper 1
28.	Western Cape	SACAI Surrey Estate	28 November '22	Geography Paper 1
29.	Western Cape	SACAI Velddrif	28 November '22	Geography Paper 1
30.	KwaZulu-Natal	Christian Family College	29 November '22	History Paper 2
31.	KwaZulu-Natal	AM Moola Memorial Hall	1 December '22	Accounting Paper 1
32.	Gauteng	SACAI	19 November '22	Group 2 allocated subject

Annexure 5B: Examination centres found non-compliant during the monitoring of the writing of the SACAI November 2022 NSC examination

Criteria	Nature of non-compliance	Centre implicated
Management of question papers	The centre did not have dispatch documents filed	SACAI Witbank
Appointment of chief invigilators and invigilators	The invigilators were not trained for the current examination	SACAI Alberton
	Evidence of the training of the chief invigilator was not on file	SACAI Port Elizabeth
Management of invigilators' attendance	One invigilator, instead of two, was assigned to invigilate CAT Paper 1	SACAI Alberton
	Invigilators did not sign the attendance register	SACAI Port Edward
Admission of candidates into the examination venue	There was no seating plan for the candidates	SACAI Alberton
	Invigilators did not verify the admission letters/IDs of the candidates	SACAI Pietermaritzburg
Conduciveness of the examination venue	Candidates were seated at less than one metre apart	Advanced College Brooklyn
	One standby computer was available instead of two	ICALC Training College
	There were insufficient plug points to power all available computers. Cables extended all over the venue to provide power to all the computers	SACAI Alberton
Administration of the writing session	One candidate was found with a USB device in the computer	SACAI Alberton
	A candidate not registered to write Afrikaans FAL Paper 2 wrote the paper	SACAI Port Elizabeth
	There was no information board displaying information of the examination session in progress	SACAI Rustenburg

Criteria	Nature of non-compliance	Centre implicated
Compliance with examination procedures	Two invigilators busy on their cell phones	SACAI Alberton SACAI Pietermaritzburg
	Unavailability of a technician/CAT teacher for technical assistance during the writing of a CAT paper	SACAI Alberton
	Failure to read examination rules to the candidates	SACAI Krugersdorp SACAI Pietermaritzburg SACAI Rustenburg SACAI Walkerville
	The correctness of information on the cover page not verified with the candidates, including checking the question paper for technical accuracy	SACAI Velddrif
	Late start and ending of an examination session	SACAI Randburg

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