

UMALUSI



Quality Council for General and Further
Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD (IEB) NOVEMBER 2023 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT



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FOREWORD

Quality assurance of assessment is one of Umalusi's focus. The objective for the quality assurance is to ensure that all processes leading to the issuing of the National Senior Certificate (NSC) to learners at Grade 12 level are credible.

Prior to the writing of the NSC examinations, Umalusi moderated and approved the examination question papers and their marking guidelines, including school-based assessment (SBA), oral assessment and practical assessment tasks (PAT). This was done to ensure that each task complies with curriculum policies and assessment guidelines and that no learner was advantaged or disadvantaged. Umalusi also audited the two critical processes: the state of readiness and the appointed markers. This was done to ascertain whether the Independent Examinations Board (IEB) was ready to conduct, administer and manage the examinations, and that the appointed marking personnel met minimum requirements as determined by the regulations pertaining to the conduct, administration, and management of the NSC examination.

The writing of the examination commenced on 18 October 2023 and ended on 28 November 2023. The marking took place from 7 to 15 December 2023 at four marking centers. During the writing and marking of the examinations, Umalusi monitored a sample of examination centres and marking centres, participated in marking guidelines standardisation meetings for approved question papers of sampled subjects, and conducted the verification of marking of the sampled subjects at selected marking centres.

Following the completion of the marking processes, was the standardisation of results process, where candidates' examination marks were standardised to ensure that candidates are not advantaged or disadvantaged by factors other than their subject knowledge, abilities, and aptitude, as well as to achieve comparability and consistency of results from one examination to the next.

Umalusi studied the report and evidence on the conduct, administration, and management of the November 2023 National Senior Certificate (NSC) examinations submitted by the IEB and presented for moderation at the standardisation meeting held on 21 December 2023 and at the approval meeting held on 12 January 2024.

Having studied all the evidence presented, the Executive Committee (EXCO) of Umalusi Council concluded that the examinations were administered largely in accordance with the Regulations Pertaining to the Conduct, Administration, and Management of the National Senior Certificate Examination. The irregularities identified during the writing and marking of the examinations were not systemic and therefore did not compromise the overall credibility and integrity of the November 2023 National Senior Certificate (NSC) examinations administered by the Independent Examinations Board (IEB).

The EXCO therefore approved the release of the IEB November 2023 National Senior Certificate examination results.

The IEB is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and submit an improvement plan by 15 March 2024.

The EXCO commends the IEB for conducting a successful examination.

Umalusi continues in its efforts to work towards an assessment system that is internationally comparable, through research, and benchmarking.

Umalusi applauds and appreciates the IEB for their effort in trying to maintain excellence.



Acting CEO - Mr MH van der Walt

Dr Mafu S Rakometsi

Chief Executive Officer

EXECUTIVE SUMMARY

Umalusi is mandated by the General and Further Education and Training Quality Assurance (GENFETQA) Act (58 of 2001), as amended in 2008, to assure the quality of assessment at exit points and perform the external moderation of assessment of all the assessment bodies and education institutions.

According to the Act, Umalusi must ensure that the following functions are achieved:

- a. External moderation of assessments of all public and Umalusi accredited private assessment bodies;
- b. Standardisation of examination results; and
- c. Approval of the publication of the results only if the Council is satisfied that the assessment body has:
 - i. Conducted the assessments free from any irregularity;
 - ii. Adhered to all the prescribed requirements by the Council for conducting assessments; and
 - iii. Implemented and met all the standards as required by the Council with which a candidate is required to comply with to obtain a certificate.

The main purpose of this report is to present feedback on the processes that Umalusi followed in assuring the quality of the IEB November 2023 NSC examination and assessments. Also, to outline the areas of improvement observed, areas of non-compliance and directives for compliance and improvement in the conduct, administration and management of the examination and assessments.

The findings are summarised in seven chapters as follows:

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

Umalusi moderated and approved 94 question papers and their marking guidelines for the IEB November 2023 NSC examination. The findings of the external moderation of question papers revealed that all the question papers and their marking guidelines were found to be of an acceptable standard. However, the IEB was urged to put systems in place that will ensure improvement in the fluctuating performance in complying with the criteria listed under the directives for compliance and improvement.

The quality assurance of school-based assessments (SBA) is of great value as the SBA mark contributes twenty five percent to the candidate's final mark; thus, quality assurance is most critical to ensure that common standards in the quality of SBA tasks are maintained. Umalusi

moderated a sample of six subjects, in 36 schools. The verification of both teachers' and learners' files was done by Umalusi as guided by the SBA moderation criteria. Significant improvement in internal moderation of SBA was noted by Umalusi,

As part of Umalusi's quality assurance function, the state of readiness was conducted to audit the level of preparedness of the IEB to conduct the NSC examinations. Minimum standards set are utilised to identify any potential risks that might impact negatively on the credibility and integrity of the examination and alert the assessment bodies to such prior to the actual conduct of the examinations. The assessment bodies are then required to address the potential risks and report to Umalusi. The IEB was found ready to conduct the November 2023 NSC examinations.

The criteria below were used by Umalusi to audit the IEB appointed markers:

- i. The marking experience for each appointed marker;
- ii. The relevance of the qualifications and the areas of specialisation pertaining to the subject appointed to mark;
- iii. Experience in teaching; and
- iv. Compliance with notional marking time.

All the requirements for the appointment of markers were found to be in line with the policy.

Umalusi managed to monitor the conduct, administration, and management of the examinations in 44 examination centres and four marking centres. The findings revealed compliance with the regulations in 43 examination centres. Non-compliance was noted in one examination centre. The details are in the report.

Umalusi carried an oversight monitoring of the standardisation of the marking guideline of 28 question papers in 15 subjects. This was done to ensure fair, accurate and consistent marking prior to the marking of candidates' scripts. This process improved the quality of marking as the marking guideline was clear and accommodated all the relevant possible responses.

The verification of marking of 28 question papers in 15 subjects was also conducted to ensure that the agreed standards and practices were followed correctly.

Umalusi together with the IEB embarked on the process of standardisation of the examination results. The IEB presented 60 subjects for standardisation for this examination. The subjects were standardised as per the standardisation principles as set by Umalusi Council. Marks for 48 subjects were accepted as raw, while 12 subjects were standardised upwards.

After engaging with the findings of the reports on the quality assurance processes undertaken during the November 2023 NSC examination, the Executive Committee (EXCO) of Umalusi Council concluded that the examination was conducted in line with the policies that govern the conduct of examinations and assessments and were generally conducted in a professional 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 IEB November 2023 NSC examination results.

Umalusi believes that the findings provided in this report will assist the IEB 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 need to be attended to.

ACRONYMS AND ABBREVIATIONS

ASC	Assessment Standards Committee
CAPS	Curriculum and Assessment Policy Statement
EBR	Evidence Based Report
EIC	Examination Irregularity Committee
FAL	First Additional Language
NQF	National Qualifications Framework
NSC	National Senior Certificate
OHS	Occupation, Health and Safety
PAT	Practical Assessment Task
QR	Quick Response
SAG	Subject Assessment Guideline
SBA	School Based Assessment
SLA	Service Level Agreement
SOR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training

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CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 Introduction

The Independent Examinations Board (IEB) is responsible for the development and internal moderation of examination question papers and their marking guidelines. Umalusi is responsible for the external moderation of these question papers and their marking guidelines to ensure that the examination is conducted in a fair, valid and reliable manner and to establish whether the standard of the examination is comparable from one year to another.

External moderation is conducted using a set of quality indicators, grouped into ten assessment criteria. Table 1A tabulates all the quality indicators that each criterion must satisfy before a question paper and its marking guideline can be approved.

This chapter aims to highlight the extent to which the IEB November 2023 National Senior Certificate (NSC) examination question papers and their marking guidelines met the set criteria at first moderation. Where a question paper and its marking guideline are not approved at this level, these were to be amended and resubmitted for subsequent moderation until they fully met all the criteria.

The next section deals with the scope and approach to understand the context within which the findings are based.

1.2 Scope and Approach

Ninety-four question papers and their marking guidelines were submitted to Umalusi for external moderation. These were measured against the criteria as listed in Table 1A. Part A looks specifically at the moderation of question papers; Part B evaluates the moderation of the marking guidelines; Part C considers the overall impression of both the question papers and their marking guidelines.

The table provides a synopsis of all the criteria and the number of quality indicators against which the sets of question papers and their marking guidelines were measured.

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

Compliance with any quality indicator adds to the overall compliance level with a criterion, while non-compliance against any quality indicator adds to overall non-compliance with a criterion. It is on checking the compliance levels of each criterion that an external moderation process ultimately determines whether a question paper and its marking guideline comply in all respects, in most respects, have limited compliance or do not comply at all with the criterion.

It is against this backdrop that a question paper and its marking guideline can be resulted, ultimately, in one of the four categories: 1) approved; 2) conditionally approved but not to be returned for subsequent moderation (if there are minor errors that the external moderator feels can be corrected); 3) required to be resubmitted for subsequent moderation; 4) not approved.

The next section details the findings in relation to this process.

1.3 Summary of Findings

This section gives the status of question papers and their marking guidelines at first moderation. It also compares the status of question papers and the marking guidelines over a period of three years. The section strives to unpack the performance levels of the question papers and their marking guidelines, per criterion.

1.3.1 Status of Question Papers and their Marking Guidelines at First Moderation

Figure 1A is a graphic representation of question papers and their marking guidelines that were approved, conditionally approved and not approved at first moderation. Only 44 question papers were approved at first moderation; 44 were conditionally approved; and six were not approved.

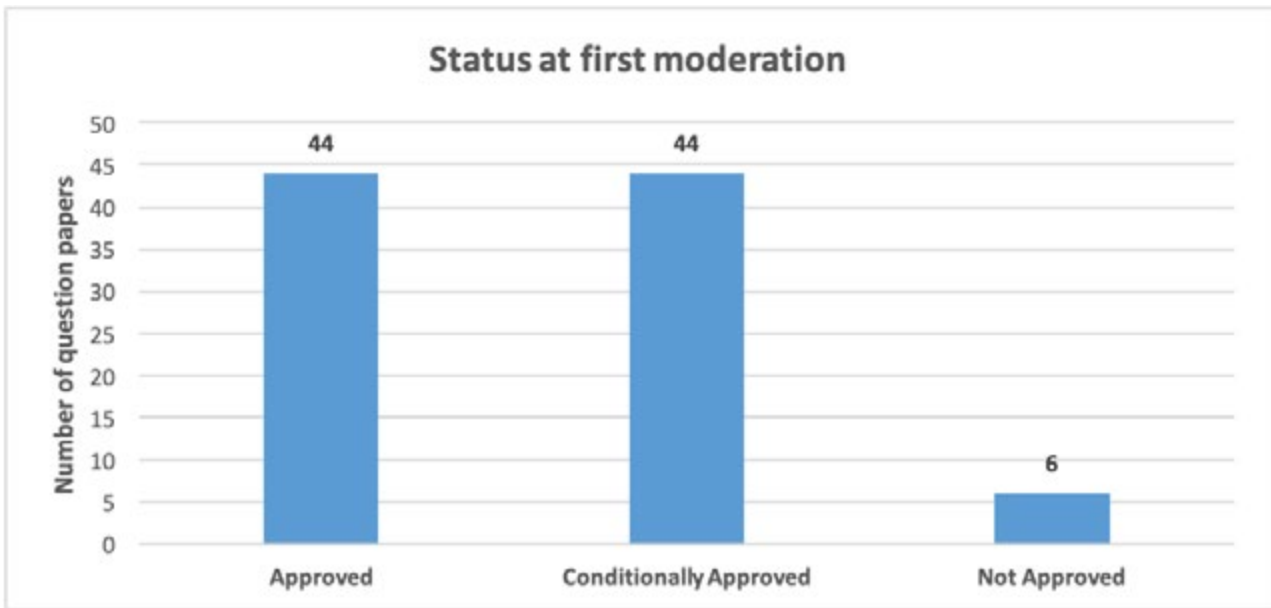


Figure 1A: Status of question papers and their marking guidelines at first moderation

Figure 1B compares in percentage, the status of question papers and their marking guidelines graphically over three years, providing an indication of whether there has been improvement. The IEB can use the information to reflect on the compliance of the question papers and their marking guidelines over the three-year period.

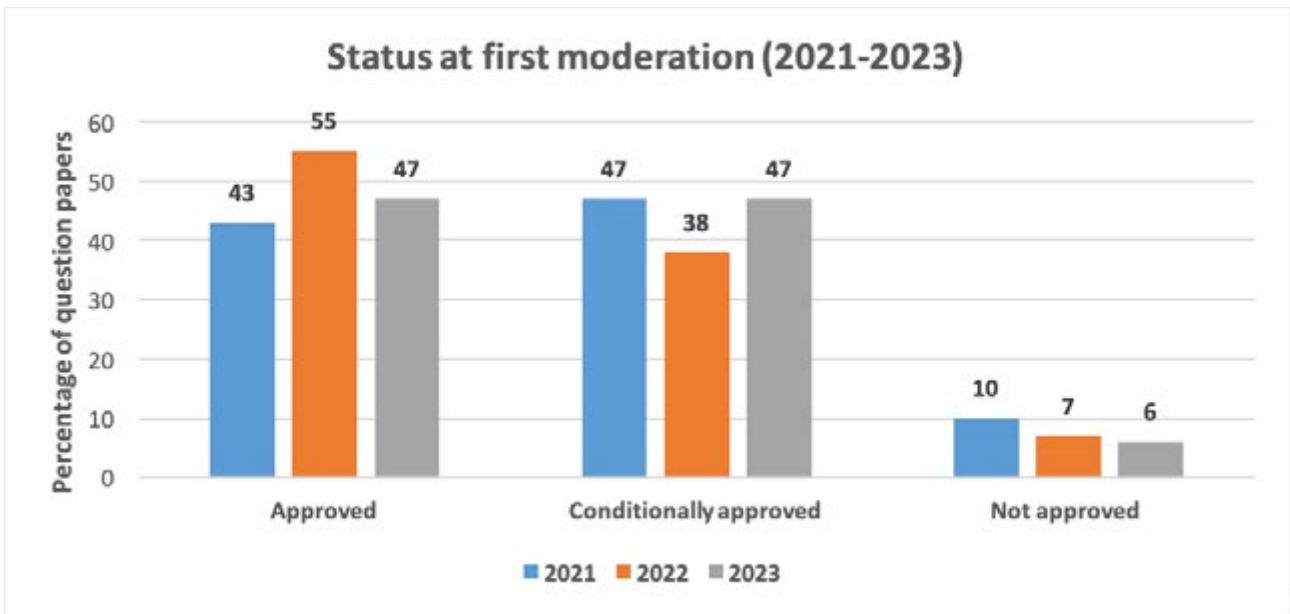


Figure 1B: Comparison of the status of question papers and their marking guidelines at first moderation for November 2021, November 2022 and November 2023 examinations

Figure 1B shows that the approval rate increased by 12% between the first two years, with a decline of eight percent in the subsequent (current) year. The lower the approval rate, the higher the number of question papers to be conditionally approved. However, the percentage of question papers and marking guidelines that were rejected (not approved) shows a decline, which is commendable.

1.3.2 Compliance Level per Criterion

This section presents findings related 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.

A question paper and its marking guideline is rated at 100% compliant if they comply with all the quality indicators in a criterion. Compliance with a criterion is rated at 60%–99% when most of the quality indicators are met. Limited compliance is rated at 30%–59% when most of the quality indicators in a criterion are not met. Non-compliance is detected when less than 30% of the quality indicators in a criterion are met.

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

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	56	41	2	1
Internal moderation	82	15	2	1
Content coverage	84	14	0	2
Cognitive skills	67	29	2	2
Text selection, types and quality of questions	50	46	3	1
Language and bias	58	39	1	2
Predictability	92	5	1	2
Conformity with question paper	72	25	2	1
Accuracy and reliability of marking guidelines	42	54	2	2
Overall impression	55	34	9	2

Table 1B shows the compliance levels with each criterion. Predictability has the highest level of compliance, at 92%. Ensuring that none of the questions are repeated in the development of a question paper is what would guarantee 100% compliance with this criterion. The criterion on content coverage attained a compliance level of 84%. Knowledge of the subject matter is necessary to ensure a 100% compliance level with this criterion. Following the criterion on content coverage is internal moderation, at 82%. Meeting the compliance level on internal moderation depends on the inputs made by internal moderators. The criterion on conformity with question paper, at 72%, followed by cognitive skills, at 67%, and, with the rest of the criteria at under 60%, it means that intensified support must be given to examining panels.

The next section deals with the rationale behind the levels of compliance, per criterion, looking specifically at each quality indicator.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

The levels of compliance, per criterion, of each question paper and its marking guideline are summarised in Annexure 1A, with the following keys: A, standing for compliance in ALL respects; M, for compliance in MOST respects; L, for LIMITED compliance; and N, for NO compliance. Each of the last three categories are then superscripted (e.g. M¹) with the number of quality indicators not complied with.

Annexure 1B lists the question papers and marking guidelines that were not compliant with some quality indicators at first moderation in the November 2023 examination cycle.

This section gives an overall performance level against each criterion and highlights the reasons for non-compliance. Therefore, we start with technical details.

a) Technical details

Technical details achieved 56% compliance. Forty-four of the question papers failed to comply fully, due to the following:

- i. Two question papers failed to submit a grid analysis.
- ii. In two question papers the most important aspects, such as time allocation, name of the subject, number of pages and instructions to candidates, were not included.
- iii. In nine question papers instructions were not clear. To avoid any confusion, instructions must be clear and unambiguous.
- iv. Two question papers had questions that were incorrectly numbered.
- v. Five question papers had layouts that were cluttered and not reader friendly. The layout has a direct correlation with relevant details. It becomes difficult and time-consuming to navigate through a question paper if the layout is not reader friendly.
- vi. Two question papers had inconsistent headers and footers. Failure to ensure consistency may cause confusion.
- vii. Three question papers had inappropriate fonts. Font types and sizes are ostensibly intended to communicate different messages to audiences.
- viii. Two question papers failed to indicate mark allocations in some questions.
- ix. One question paper appeared to be too long and hence could not be completed in the time allotted. Adherence to the given lengths of texts or reference materials in a question paper is crucial as this aspect may have adverse effects on the reading levels of candidates.
- x. Twelve question papers failed to satisfy the quality indicator that focuses on the quality of drawings, illustrations, graphs, tables, etc. and whether they are appropriate, clear, error free and print ready.
- xi. Four question papers failed to adhere to the format requirements in the Subject Assessment Guideline (SAG) and other assessment frameworks. Format requirements for every question paper are communicated through policies and examination guidelines or subject assessment guidelines (SAG). Therefore, prescribed format requirements of the SAG and examination guidelines must be adhered to.

b) Internal moderation

Internal moderation ensures that a question paper and its marking guideline are ready for external moderation. Eighty-two percent of the question papers satisfied this criterion, with 18% being non-compliant, because:

- i. Two question papers were submitted without a full history on the development of the question papers and their marking guidelines being presented. Failure to submit this information has knock-on effects on other quality indicators as external moderators are required to establish whether proper guidance was provided during the development of the question papers.
- ii. Eleven question papers and their marking guidelines had questionable inputs from internal moderators.
- iii. Four question papers had no evidence that changes or recommendations made by internal moderators were addressed.

c) Content coverage

The proportions in content coverage are set out in each subject policy and in the subject assessment guideline. Eighty-four percent of the question papers satisfied this criterion. The other 16% failed to satisfy this criterion, due to:

- i. Three question papers being submitted with analysis grids that did not clearly show how each question paper linked to the topics covered.
- ii. Three question papers that did not adequately cover the skills as prescribed in the CAPS and/or subject assessment guidelines (SAG).
- iii. One question paper deemed not to have been within the broad scope of the CAPS.
- iv. One question paper had skills/topics/themes that were not appropriately linked and integrated.
- v. Two question papers deemed not to have been representative of the latest developments. Since subjects evolve, examining panels need to ensure that they interpret the policies effectively to align their understanding with current developments, so candidates are not necessarily disadvantaged.
- vi. Three question papers that did not comply fully with the quality indicator on suitability, appropriateness, relevance and academic correctness of the content. Careful attention needs to be taken to ensure that the content posed in questions is correct, to avoid unnecessary confusion.

d) Cognitive skills

Sixty-seven percent of the question papers complied fully with the criterion on cognitive skills. The other 33% failed to comply fully, due to the following:

- i. Four question papers had analysis grids that did not clearly map all the questions with their cognitive levels. Failure to do this leaves one with questions as to how an internal moderator managed to determine the appropriacy of a question paper fulfilling the required cognitive levels ratios.
- ii. Twelve question papers had varying degrees of inappropriate distribution of cognitive skills.
- iii. Two question papers had choice questions that were not at equal levels of difficulty.
- iv. Two question paper did not provide opportunities to assess candidates' varying cognitive abilities, such as reasoning, translating information from one form to another or responding appropriately to communicate the message most effectively.
- v. In five question papers the degree of difficulty seemed to have been intentionally increased with the inclusion of irrelevant information. This must be guarded against as it may pose challenges to candidates of different abilities.

- vi. Six question papers failed to bring about correlation between mark allocation and cognitive levels, degree of difficulty and the time allocated. Mark allocation plays a pivotal role in communicating the extent to which candidates are expected to respond to a question.

e) Text selection, types and quality of questions

The criterion, text selection, types and quality of questions, is the crux of every question paper as these have a direct impact on other criteria, such as cognitive skills, language and bias as well as the accuracy and reliability of a marking guideline. Fifty percent of question papers complied fully with this criterion. The other 50% failed because:

- i. In one question paper, the texts chosen were inappropriate and not as prescribed in the assessment guideline. The fact that when selecting texts such as prose, visuals, graphs, tables, illustrations, examples, etc. to be used in question papers, several considerations must be made. Firstly, the texts chosen must be in accordance with the prescripts of the SAG. This is to ensure that candidates do not spend more time reading or viewing the materials than responding to questions. Secondly, the source materials selected must be functional, relevant and appropriate for their purpose. Two question papers failed to satisfy this quality indicator. Thirdly, selected materials must allow for the generation of questions across cognitive levels; however, some of the chosen materials in one question paper fell short in achieving this.
- ii. Two question papers had questions that were generic and not pertinent to their subjects. Coupled with the selection of appropriate materials is the quality of questions. A few quality indicators play pivotal roles in determining whether the questions set are of appropriate quality: 16 question papers had ambiguous questions; seven did not provide clear instructional key words or verbs; seven others had insufficient information to elicit appropriate responses. Factual errors or misleading information was detected in some of the questions of six question papers. Five question papers had references in questions to prose texts, visuals, graphs, etc. that were irrelevant and incorrect. Three question papers had instances of questions that suggested answers to other questions. Some questions, in four question papers, overlapped with others.
- iii. In one question paper some multiple-choice options were not of the same length. When formulating multiple-choice questions, careful consideration must be given to the following principle: all options in a question must be of almost the same length to avoid giving away the correct response. Another question paper had some questions with a word or phrase in the stem being repeated in the correct answer.

f) Language and bias

Language and bias play a crucial role when developing question papers. A question paper can satisfy all other criteria but if candidates cannot access questions because of the complexity of the language used or because a question paper is biased towards other aesthetics related to languages, that question paper may be deemed unfair. Fifty-eight percent of question papers complied fully with this criterion. Forty-two percent, however, failed to comply:

- i. In three question papers some elements of subject terminology or data were incorrect. Examining panels must strive to use correct terminology to avoid being seen as biased towards a particular region.
- ii. Thirteen question papers had subtleties in grammar. The language used must be clear so that no one may complain about peculiar usage of the language.
- iii. Eleven question papers had instances of grammatically incorrect language. This needs to be carefully considered as incorrect grammar can alter a question completely. Simple sentences are preferred.
- iv. One question paper had questions that could not have allowed for adaptations and modifications for assessing special needs students, in the interest of inclusivity.

g) Predictability

Ninety-two percent of the question papers complied fully with this criterion. The other eight percent failed to comply:

- i. One question paper had questions that were of such a nature that they could be spotted easily or predicted.
- ii. Four question papers had questions that were repeated verbatim from question papers administered within the past three years.
- iii. Two question papers had questions that did not contain an appropriate degree of innovation.

h) Conformity with question papers

Seventy-two percent of the marking guidelines complied fully with the criterion on conformity with question papers. The remaining 28% did not satisfy the requirements for the following reasons:

- i. In seven marking guidelines responses did not correspond with their questions.
- ii. In six marking guidelines responses did not match the command words in the questions. These could have had dire implications on the performance of the candidates had they not been detected and rectified as suggested by the external moderators of those five subjects.
- iii. In three marking guidelines the marks for each question or sub-question did not correspond with those shown in the question paper.

i) Accuracy and reliability of marking guidelines

Forty-two percent of the marking guidelines were accurate and reliable. This criterion recorded the lowest attainment level; the remaining 58% of the marking guidelines failed to comply, because:

- i. Thirteen marking guidelines had responses to questions that were incorrect in terms of the subject matter.
- ii. Nineteen marking guidelines had typographical errors.
- iii. Ten marking guidelines were not clearly laid out to facilitate marking.
- iv. Eight marking guidelines were found not to have complete mark allocations.
- v. Two marking guideline did not encourage the spread of marks within a response.
- vi. Two marking guideline offered such a small range of marks that the ability to discriminate between low and high performers would be highly unlikely.
- vii. Seven marking guidelines did not provide enough detail.
- viii. Six marking guidelines made no allowance for relevant or correct alternative responses.

j) Overall impression

Fifty-five percent of the question papers and their marking guidelines complied fully with the overall impression criterion. The other 45% failed to comply, due to the following:

- i. Five question papers were not approved as they were deemed not to be in line with the current assessment guideline policy.
- ii. Twenty question papers were deemed unfair, invalid and unreliable given the principles of assessment.
- iii. The standard of 17 question papers was generally deemed inappropriate and incomparable to those of the previous years.
- iv. Twenty-three marking guidelines were generally deemed unfair, invalid and unreliable.
- v. Twelve marking guidelines were generally of a questionable standard.
- vi. The standard of six marking guidelines could not be comparable to those of previous years.
- vii. One question paper and its marking guidelines were found not to have assessed skills, knowledge and values.

The next section compares compliance levels over a period of three years: November 2021, November 2022 and November 2023.

1.3.4 Comparison of compliance per criterion of question papers and their marking guidelines at first moderation: November 2021 to November 2023

Table 1C tabulates compliance levels of the ten criteria over a period of three years (November 2021, November 2022 and November 2023). The comparison follows the sequential order of the criteria as they appear in the external moderator tool.

Table 1C: Comparison of compliance, per criterion, of question papers and marking guidelines at first moderation in November 2021, November 2022 and November 2023

Criteria	November 2021 (% of question papers)	November 2022 (% of question papers)	November 2023 (% of question papers)
Technical details	57	51	56
Internal moderation	84	81	82
Content coverage	77	85	84
Cognitive skills	68	73	67
Text selection, types and quality of questions	48	56	50
Language and bias	65	66	58
Predictability	87	92	92
Conformity with question paper	77	79	72
Accuracy and reliability of marking guidelines	43	50	42
Overall impression	49	60	55

The figures show that the criteria on technical details and internal moderation reflect an improvement on the 2022 achievement level, with predictability being achieved at the same level as in 2022. The other criteria all saw drops in achievement.

The next section highlights areas of improvement, followed by areas of non-compliance. The latter informs the section on directives. Directives are issued to give the IEB areas that need attention.

1.4 Areas of Improvement

It is commendable that the number of question papers and their marking guidelines that were rejected (not approved) at first moderation has shown a decline as compared to the previous two years.

1.5 Areas of Non-Compliance

The following areas require intensive support:

- a. Fluctuations in compliance levels with the criteria for technical details, cognitive skills, text selection, types and quality of questions, language and bias, conformity with question paper, accuracy and reliability of marking guidelines, and overall impression; and
- b. The inability to attain a 100% compliance level in predictability, content coverage and internal moderation.

1.6 Directives for Compliance and Improvement

The IEB is urged to put systems in place that will ensure improvement in the fluctuating performance in complying with the following criteria:

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

1.7 Conclusion

The findings presented in this chapter were based on the first moderation of the November 2023 NSC examination question papers and their marking guidelines. The report highlights reasons for non-compliance, with specifics that are quantitatively presented. The chapter also highlights areas of non-compliance to help the IEB improve the development of question papers and their marking guidelines.

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

2.1 Introduction

School-based assessment (SBA), practical assessment tasks (PAT) and oral assessment offer learners an alternative path to demonstrate their competence in a subject. These also assist in assessing skills that cannot always be assessed through conventional examinations. By moderating these assessment tasks, Umalusi endeavours to ensure uniformity and comparability of the quality of internal assessment standards. The subject assessment guidelines (SAG) of the Independent Examination Board (IEB) pronounce on the principles according to which the internal assessment tasks should be executed.

The external moderation by Umalusi ensures that schools adhere to these principles and that they comply with the latest developments in industry and/or the workplace. All internal assessment tasks should be fair, valid, reliable and representative of the required amount of work as outlined in the curriculum.

2.2 Scope and Approach

2.2.1 School-based Assessment

Umalusi sampled six subjects at 36 IEB schools for online SBA moderation for the November 2023 National Senior Certificate (NSC) examination, as outlined in Annexure 2A. The moderation of SBA was conducted on 14 and 15 November 2023.

Umalusi used the criteria outlined in Table 2A to analyse and evaluate the teacher files (nine criteria) and the learner files (three criteria).

Table 2A: Criteria used for the moderation of SBA

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical aspects	Learner performance
Programme of assessment	Quality of marking
Assessment tasks	Moderation of learner files
Technical layout of assessment tasks	
Effectiveness of questioning	
Question types	
Source/stimulus material	
Marking tools	
Pre-moderation of assessment tasks and evidence of post-moderation of assessment	

2.2.1 Practical Assessment Tasks

For the moderation of PAT Umalusi sampled two subjects, Dramatic Arts and Dance Studies, in six schools, as listed in Annexure 2B. The criteria used for the moderation of PAT for Dramatic Arts and Dance Studies is shown in Table 2B. The first part focuses on teacher files (four criteria); while the second part concentrates on the learner files (three criteria).

Table 2B: Criteria used for the moderation of PAT

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

2.2.3 Oral Assessment

Umalusi sampled two languages, IsiZulu First Additional Language (FAL) and Afrikaans FAL, in six schools for each language, as listed in Annexure 2C. The oral assessments for the subjects sampled were analysed and evaluated using the Umalusi instrument, consisting of four criteria for the moderation of the teacher files; and two criteria for the moderation of the learner files, as illustrated in Table 2C.

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

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical aspects	Learner performance
Quality of assessment tasks	Internal moderation of learner files
Moderation	
Overall impression	

2.3 Summary of Findings

This section summarises the findings of the six subjects sampled for SBA moderation, the two subjects sampled for PAT moderation and the two language subjects sampled for the moderation of oral assessment. This report on the findings starts with a reflection on SBA, then the PAT and, finally, oral assessment of the languages.

2.3.1 School-Based Assessment

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

a) Teacher Files

i. Technical aspects

The IEB complied with this criterion partially because teachers files for two out of six subjects sampled were well organised, up to date, accessible and easy to navigate. The teacher files contained the required assessment tasks and marking guidelines. The second part of the marking guideline in one out of

six schools sampled for moderation, Economics, was incomplete. Another part of the marking guideline, which controlled the multiple-choice test, was handwritten in red pen. In Mathematical Literacy, only two out of six files had cover pages with tables of contents and dividers. The arrangement of files was not consistent. In Visual Arts, the documents were filed upside down. At another school the teacher file did not include a composite mark sheet. No teacher file contained annual teaching plans for Life Sciences. Two out of six schools sampled for moderation in Physical Sciences submitted all documents as one file, which made retrieval of documents very difficult. Another school for Physical Sciences did not submit the annual teaching plan.

ii. Programme of assessment

In the three subjects sampled, Economics, Visual Arts and Life Sciences, the sampled schools adhered fully to the requirements for the programme of assessment, as prescribed by the assessment body, and conducted the six formal assessment tasks. Teachers in Mathematical Literacy confused Task 2 with an alternative task and referred to it as 'assignment' instead of 'investigation'. Two schools had projects which were no longer part of the programme of assessment, for Mathematical Literacy. One school did not submit a programme of assessment for Physical Sciences.

iii. Assessment tasks

According to the SAG each assessment task must appropriately reflect the prescribed topics and content and must cover subject-specific teaching strategies, such as project based and discovery learning. In Mathematical Literacy, Visual Arts and Life Sciences, there was full compliance with policy in terms of content coverage, level of difficulty in questions, number and quality of tasks, weighting and spread of questions, teaching strategies and structure and format. One school, for Physical Sciences, was not compliant regarding practical tasks in Paper 1 (Physics) and Paper 2 (Chemistry). In Economics, the assessment tasks were aligned with the policy requirements in respect of curriculum coverage, but one school out of the six sampled for moderation did not submit a content and cognitive grid as required by the IEB SBA policy.

iv. Technical layout of assessment tasks

The technical layout of assessment tasks in schools that offered Visual Arts, Economics and Mathematics was in accordance with the norms and standards that apply to this criterion. The layout of the assessment tasks was clear, uncluttered and reader friendly, with the name of the school, time allocation, subject and instructions to the learners clearly indicated on the front page of each assessment task. In Mathematical Literacy, one school had an unclear and faint table and diagrams in their Task 1 and Task 2. One school out of six in Life Sciences experienced difficulties in the preliminary examination paper, with no date indicated on the cover page, diagrams that had no meaning and incorrect numbering in Question 1.2 (multiple-choice question). The practical task for Physical Sciences in one of the schools did not have the time and mark allocation on the cover page.

The questions in the assessment tasks for Mathematical Literacy, Physical Sciences and Visual Arts were effective and adhered to standard practices and conventions for these subjects. Life Sciences' assessment tasks focused adequately on problem-solving, critical thinking and reasoning skills. The design grids of all the assessment tasks clearly indicated the distribution of the marks on the different levels of Bloom's taxonomy, as per the IEB SAG documents. The setting of tests using a design grid with balanced cognitive demand scores, seemed not to be challenging for the teachers anymore. Although adapted questions from past question papers and other assessment bodies were included in the standardised test in Life Sciences (on human reproduction in one school and the summative practical task in another school), the assessment tasks had an appropriate degree of innovation.

v. Question types

The question types in the assessment tasks of Physical Sciences, Mathematical Literacy, Life Sciences, Mathematics and Visual Arts were of an acceptable standard and were in line with the SAG requirements. The level of difficulty of the questions in most in these subjects for most schools correlated with the mark allocation. Low-, middle- and high-order questions were fairly distributed in the assessment tasks. The assessment tasks allowed for various types of questions appropriate to the subject, including multiple-choice, short answer, paragraph, data/resource-based responses, real-life scenarios and real-life problem-solving questions.

vi. Source/stimulus material

Some subjects made use of stimulus material such as written texts, diagrams, tables, illustrations and computer applications to stimulate thinking and to serve as knowledge sources on which questions were based. The nature of Mathematical Literacy is that the context must be clear and accessible to the questions that follow. Most schools understood this concept and complied as expected. In Life Sciences the source material (i.e., texts, visuals, drawings, illustrations, examples, tables and graphs) was subject specific, of the appropriate length, functional, relevant and appropriate and allowed for the testing of interpretation skills. The language complexity was appropriate for the grade in most subjects and allowed for the testing of interpretation skills.

For Economics tasks, questions were correctly formulated with relevant sources to stimulate responses. However, the case studies and sources were very long and often did not consider different styles of learning and the attention span of learners. The quality of questions in Visual Arts tasks was up to standard, but very wordy and excessive reading was required by the learner to understand the concepts in the visual sources, especially in the visual literacy question. The inclusion of visual sources and excessive reading for a question which does not require learners to respond to the visual sources were also detected. The source material of Figure 1.2.2 in the preliminary examination Paper 2 of one school in Visual Arts had labels on the x-axis which were not clear. In Figure 1.5 the scientific names were not written in italics, e.g., Homo. In Visual Arts preliminary examination Paper 1 at one of the centres, the font size used in the diagrams of Questions 1.4 and 2.4 were too small. The labels in the diagram of

Visual Arts, Question 4.3 were not clear. In Visual Arts, Question 4.4, the table was a cut and paste from a resource document; as a result, the table was not clear as it should be from the original source.

vii. Marking tools

In Economics five out of six schools submitted marking guidelines of an acceptable standard. Again in Economics, one school submitted an incomplete, handwritten and unstructured marking guideline where there were no ticks and mark allocations indicated. Another school in Economics, provided a marking guideline that was very generic and with no specific responses in Section B of the data response assessment task. No analysis grids for Mathematical Literacy were included, along with marking guidelines, in three schools.

All schools submitted marking guidelines for the June and Preliminary Examinations and they used the correct marking guidelines and marking rubrics in Visual Arts. However, not all other assessment tasks were accompanied by marking guidelines and marking rubrics. The mark allocation in each of the assessment tasks for Life Sciences was the same as that in the marking tool. The marking tools were clearly laid out, neatly typed and were mostly accurate, relevant and appropriate for the assessment tasks. The marking tools allowed for relevant alternative responses and facilitated accurate and consistent marking. Two schools did not submit the rubric for the marking of the essay question in the Life Sciences preliminary examination Paper 2. In the marking guideline of Life Sciences, preliminary examination Paper 1 of another school, the answer for Question 3.1.3 was corrected by hand; and mark allocation in the question paper was 3, which did not match the mark allocation of 4 in the marking guideline.

The marking guidelines in Physical Sciences included handwritten parts that were not clear and/or easy to read. The marking guideline for the practical tasks in one school had no clear distribution of the marks for the planning and report writing stage of the chemistry experiment. As a result, the marking tool was lacking in its capacity to facilitate proper marking for this school.

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

In Economics, Life Sciences and Mathematical Literacy, there was evidence of pre- and post-moderation of assessment tasks and learner evidence of performance, in the form of reports and ticks of different shades at school and cluster levels. There was general improvement in the feedback given to teachers. The quality, standard and relevance of inputs from internal moderation were appropriate. The feedback provided by the cluster moderators was precise and informative. In Physical Sciences the pre-moderation of assessment tasks was conducted in five out of six sampled schools. In one school there was no evidence of moderation. In another school there was no evidence of moderation of the Preliminary Examination question papers for Physical Sciences. The moderation report took the form of a checklist and feedback was minimal. In Mathematics cluster moderation, teachers used the standard IEB reporting instruments to provide feedback on the moderation of assessment.

b) Learner Files

i. Learner performance

In Economics learners performed well, mostly in the lower-order questions; and performed poorly in most questions that required higher-order thinking skills. Learners who did not prepare well for the assessment tasks administered did not meet the demand of those assessment tasks and were therefore unable to respond to those tasks. The performance in other assessment tasks varied from poor to very good. It was noted that most learners performed exceptionally well in the oral task assessments.

The performance of the learners in Mathematical Literacy was average, with some of the learners doing extremely well. The majority of the learners' final SBA marks were around 50% and more.

Learners performed well in Visual Arts. It was evident from their performance that enough practice was given through the various assessment tasks completed to prepare learners for the NSC examination.

The performance of learners in Life Sciences was good. Most candidates were able to interpret the assessment tasks and provide appropriate responses to the assessment tasks. Learners could respond to all the aspects of assessment tasks at different levels of difficulty, as set in the tasks. Learners' performance was good, ranging from average to excellent.

Learners were able to meet the demands of the Physical Sciences assessment tasks. Most were able to respond to all aspects of the assessment tasks. Learners at two schools struggled with higher-order questions in the Preliminary Examination question papers.

ii. Quality of marking

In Mathematical Literacy, Visual Arts and Life Sciences good quality of marking was observed, reflected in consistent and accurate marking. Marking in Physical Sciences in most schools was consistent with the marking guidelines. However, in Physical Sciences at one school, inconsistent marking was displayed in preliminary examination Paper 1 and Paper 2. Also in Physical Sciences, at one school Paper 1 had no indication of how marks were awarded in the graph of a learner.

In the Economics' assessment tasks, the quality of marking of the five tasks was of an acceptable standard. However, in one task feedback was not given to learners. The general impression of marking in all subjects sampled was of an acceptable standard.

iii. Moderation of learner files

In all subjects there was an indication that learners' files were moderated; however, the quality of moderation varied from one school/centre to another. In Economics there was evidence of moderation of learner files, hence reports of post-moderation were included at all six schools. There was evidence of cluster moderation in the Visual Arts learners' files. In Physical Sciences in all six schools there was evidence of school-based moderation, although the moderation was of a poor quality and standard as it could not detect errors in marking.

2.3.2 Practical Assessment Tasks

a) Teacher Files

i. Technical aspects

The teacher files in Dance Studies were neat and well presented. Most documents were included but did not include evidence of practical marking and/or videos of learners in the practical components. In Dramatic Arts the teacher files exhibited a commendable level of tidiness and systematic arrangement, encompassing all stipulated prerequisites. The requisite documents had been duly incorporated into the teacher files, which included the annual teaching plans, assignments, grading instruments, grade sheets and electronically submitted moderation reports.

ii. Programme of assessment

All schools offering Dance Studies and Dramatic Arts adhered to the programme of assessment as per the SAG.

iii. Assessment tasks and marking tools.

All schools presented good assessment tasks and there was appropriate distribution of cognitive demands. Questions encouraged problem solving and critical thinking. A variety of types of questions/tasks were assessed. No practical marking tools were submitted; only theory components were included.

In the assessment of the practical year work for Dramatic Arts, three documented practical tasks formed the basis, each accompanied by an integrated written component. These tasks showcased the practical skills, which were assessed considering both the process and the final product.

iv. Moderation of teacher files

There was evidence of thorough moderation across all levels in Dance Studies and Dramatic Arts. Moderation practices and protocols were clearly rigorous. The school, cluster and district levels of moderation were evident in both teacher and learner files at all schools.

b) Learner files

i. Learner performance

There was evidence of learner responses at the various levels of difficulty in Dance Studies and Dramatic Arts. There was a large amount of writing expected from the learners. The evidence showed that the learners were well prepared for the types of assessments they encountered. The research essays in the programme of assessment prepared learners for the final examination and provided good notes for the final theory examination.

ii. Quality of marking

Marking was consistent throughout in both Dance Studies and Dramatic Arts. The totalling and transfer of the marks was correct across schools and subjects.

iii. Moderation of learner files

There was evidence of moderation in learners' files in all sampled subjects. Moderation ranged from school to cluster level for different tasks in different schools. The quality of moderation varied from one school/centre to another. Evidence of thorough moderation at all levels in Dance Studies and Dramatic Arts was noted.

2.3.3 Oral Assessments

This section covers the moderation of oral assessment to determine the learners' skills levels in prepared and unprepared reading, speaking and listening comprehension. It is part of the oral component of SBA for the NSC examination.

a) Teacher Files

i. Technical aspects

All the relevant oral assessment task sheets were included in the submission for Afrikaans FAL and IsiZulu FAL. All documents were well prepared. Teachers adhered to the expected technical aspects. The files were neatly arranged and easy to navigate, with all the required items included.

ii. Quality of assessment tasks

Comprehensive guidance was provided to learners in the preparation of assessment tasks in Afrikaans FAL and IsiZulu FAL. A variety of wide-ranging topics were supplied, the complexity of which were of Grade 12 standard. The formulation of questions and answers in the assessment tasks was clear and unambiguous. Assessment tasks were in line with the subject assessment requirements. A variety of topics and the appropriate duration of each assessment task were provided. All the assessment tasks were standardised; and were issued with adequate guidance in written form with assessment rubrics and internal moderation tools. Adherence to subject requirements was observed in the prepared, unprepared and listening tasks. The question types for each of the assessments were varied and pitched at the correct level for Grade 12 learners. The use of the stimulus material/sources for the oral tasks was observed at all centres by learners who presented oral speeches. The tools/rubrics used were appropriate and standardised.

- iii. Moderation

Only one school, for Afrikaans FAL, presented evidence of school-based moderation. In IsiZulu FAL, evidence of internal oral moderation was noted in only one school. In most schools there was no oral moderation indicated.
- b) Learner files
 - i. Learner performance

The learners' written responses met the expectations and demands of the assessment tasks in Afrikaans FAL. Learners' performance in most cases indicated that candidates were well taught and adequately prepared. It was difficult to assess one centre's marks without any learner files uploaded. Most candidates obtained good marks for a prepared speech. In IsiZulu FAL learners performed very well and were prepared for the orals.
 - ii. Internal moderation of learner files

For Afrikaans FAL, only one school had evidence of internal moderation. There was no evidence of cluster moderation in all the schools in IsiZulu FAL; however, most learner files had evidence of school-level moderation in the subject.

2.4 Area of Improvement

Umalusi noted one area of improvement where good feedback was provided by teachers to learners in Visual Arts.

2.5 Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:

- a. Incomplete, unstructured, handwritten and unclear marking guidelines in Physical Sciences and Economics;
- b. Non-inclusion of annual teaching plans and programmes of assessment in the teacher files of Mathematical Literacy, Economics, Visual Arts, Physical Sciences and Economics;
- c. Poor or no moderation in Physical Sciences in most schools; and
- d. Lack of evidence of cluster moderation in IsiZulu FAL.

2.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a. The quality of the marking guidelines across subjects and schools is enhanced;
- b. All schools submit comprehensive teacher files that meet Umalusi submission requirements; and
- c. The conduct/quality of the internal moderation and feedback provided to learners and teachers during moderation are enhanced and geared to improve assessment outcomes.

2.7 Conclusion

Significant improvement was noted in the general conduct, administration and management of the SBA in most areas. However, there is a need for improvement in the conduct, administration and management of the PAT and language oral assessments. There is also a need for common assessment standards and practices in all registered schools for the conduct, administration and management of the PAT and oral assessments in specified subjects and across languages. Some schools demonstrated thorough knowledge and understanding of sound assessment practices, while others remain lacking in the implementation of the required high-level educational competencies.

CHAPTER 3: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

As part of its quality assurance function and statutory obligation, Umalusi engages in a critical process to audit the State of Readiness (SOR) to evaluate if the assessment bodies are adequately prepared for the conduct, administration and management of the national examinations at exit points. Minimum standards, established by Umalusi, are used to evaluate and determine potential risks that could compromise the integrity and credibility of examinations.

The main objectives of the audit were to:

- a. Evaluate the level of readiness of the Independent Examinations Board (IEB) to conduct the November 2023 National Senior Certificate (NSC) examination;
- b. Follow up on the progress made in implementing the recommendations for improvement and compliance following the previous examination cycle;
- c. Ascertain if the systems put in place by the IEB are being adhered to; and
- d. Provide feedback on the IEB's level of preparedness to administer the November 2023 NSC examination.

The findings presented in this chapter provide an account of the IEB's level of readiness to conduct, administer and manage the November 2023 NSC examination. Further, this chapter highlights areas of improvement, areas of non-compliance and notes any directives for compliance and improvement that the IEB is required to address and report on to Umalusi.

3.2 Scope and Approach

Umalusi maintained the adopted risk management-based approach used in the previous examination to determine the IEB's state of readiness to conduct, administer and manage the November 2023 examination.

The following process was followed:

- a. The IEB conducted a self-evaluation of its state of readiness and submitted this report to Umalusi for evaluation;
- b. A risk profile was determined from the evaluation;
- c. Evidence verification was conducted; and
- d. A report was developed by Umalusi and shared with the IEB.

3.3 Summary of Findings

Below are the findings of Umalusi's evidence-based verification.

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

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

The evidence submitted to Umalusi indicated that the IEB had adequate human and financial resources to conduct and deliver a credible November 2023 NSC examination.

- b) Registration of candidates and centres

- i. Candidate registration

The IEB registered 15 194 candidates for the November 2023 NSC examination. This number comprised 13 981 full-time candidates and 1 213 part-time candidates. The IEB allowed learners who wrote the June 2023 NSC examination an opportunity to register for the November 2023 examination. These candidates were included in the overall entries.

The IEB granted different types of accommodations to all qualifying candidates, after all due processes were followed by the respective schools. This process was completed in August 2023. In addition, language and mathematics concession applications, including immigrant applications, were processed and granted to qualifying candidates.

The IEB did not make any changes to the NSC subject structures and the subject assessment guidelines (SAG) remained unchanged. The subject structures were submitted to Umalusi and were approved.

- ii. Registration of examination centres

The IEB registered 248 examination centres for the conduct, administration and management of the November 2023 examination. The assessment body administered desktop evaluations to audit the examination centres. All the registered examination centres were classified as low risk. The IEB registered online NSC service providers and applied to Umalusi on 18 May 2023 to establish designated examination centres to accommodate the candidates from the online NSC examination providers. A list of 17 new schools to be writing the IEB NSC examination for the first time was also submitted to Umalusi.

- iii. Marking centres

The IEB identified and audited the four marking centres to be used for the November 2023 marking processes. The identified marking centres were previously used in marking processes and were found suitable during the November 2022 and June 2023 marking sessions.

Umalusi found the supporting evidence, which the IEB submitted, to be consistent with the measures and procedures of the IEB in the registration and management of examination centres.

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

Systems for managing the implementation of all components of internal assessment were documented and evidence was verified. The IEB developed comprehensive moderation strategies and protocols for the implementation and moderation of internal assessment, SBA and PAT. All systems were in place for the successful management of the SBA component. Reports on the moderation of SBA, oral examinations and PAT at regional and national levels were submitted to the IEB examination unit in preparation for moderation by Umalusi.

The moderation of SBA, orals and PAT are detailed in Chapter 2 of this report.

a) Printing, packaging and distribution

i. Printing

The printing of the examination material is outsourced to a printing company that the IEB has used for a number of years. A contract between the printer and the IEB has been signed. The procedure for printing question papers was detailed, as outlined in the contract; for instance, the printing could be done only in a properly secured environment. Access to the printing room was restricted and records were kept of personnel movement into and out of the printing room.

Umalusi was satisfied with the security enshrined in the service level agreement (SLA) between the IEB and the appointed printing company. The necessary quality assurance measures to check the quality of print-ready question papers, including proof reading, were clearly articulated and were of acceptable standard.

The printing follows a well-documented management plan.

ii. Packaging

The IEB submitted to Umalusi a detailed plan for the 2023 NSC packaging, storage and delivery of question papers. The procedure for the packaging of question papers was to be carried out according to IEB specifications, which includes a quality check of the printed question papers prior to their packaging for delivery.

Stringent security measures were outlined in the IEB procedure and process document that was issued in June 2023 as supporting evidence. There were clear controls in place in the packaging area and the measures included, among others, the signing of declaration forms by all staff deployed in the packaging area.

In addition, the IEB uses electronic seals, remotely located smart keys and software application systems to open the bags containing the question papers. Umalusi was satisfied with the documented standard procedures, which outlined storage standards and process flow in place for the packaging of question papers.

Overall, all evidence relating to occupation, health and safety (OHS) compliance requirements, as provide for in the OHS Act and Regulation 85 of 1993, were submitted to Umalusi for verification.

Umalusi found the measures set out for printing, packaging, storage and distribution of examination materials were fully complied with. The security measures that the IEB put in place to safeguard the question papers during packaging and storage were acceptable.

iii. Distribution

The IEB developed a detailed procedural management plan for the distribution, collection and collation of examination materials at the registered examination centres. The management plan provided information on the specific requirements for the collection of consignments, distribution for storage at examination centres and the return dates of answer scripts. Umalusi found the outlined security measures and procedure for the storage, distribution and collection of examination materials relevant and acceptable.

b) Monitoring of examination

The IEB is to continue with its standard practice of audio-visual monitoring of examinations. This method will see IEB staff monitoring the conduct of the examination via video streaming. To this end, the evidence suggests that all registered examination centres were equipped with electronic audio-visual monitoring devices, which will enable IEB examination officials to monitor examination processes from a central point.

The IEB developed training plans for the training of chief invigilators, invigilators and on-site monitors. Four training sessions were planned and the last training session took place on 8 September 2023. Chief invigilators were trained during the Principals' Meetings in January 2023. The IEB intended to randomly monitor schools' invigilation training sessions. The updated IEB training manual was used for the said training sessions.

Umalusi was satisfied with the prescribed training content incorporated in the training manual. The critical examination regulatory aspects and directives issued in 2022 by Umalusi formed part of the training content.

c) Marker audit and appointments

Clear systems for the recruitment and appointment of markers were documented and verified. In March 2023 the IEB issued circular No. 46/2023, inviting applications for marking. All marking arrangements relating to the recruitment of markers were outlined in detail in the circular and was shared with all IEB-registered schools.

The IEB appointment of marking personnel was finalised in June 2023. The pool of appointed markers was sourced from practising teachers from IEB schools. As per a contract signed by the schools and the IEB, schools are bound to be represented in the NSC marking sessions in the June and December examination periods. In addition, the IEB policy and criteria for the appointment of marking personnel were applied in the selection process. The norm times for the marking of scripts were clearly defined and were to be monitored during marking in December.

A standardised management plan provided adequate information on the training of markers and was to be implemented across the identified marking centres. The duration of the marking period was pre-determined and marking dates were shared with Umalusi timeously.

The findings on the marker audit and appointment is detailed in Chapter 4 of this report.

d) Systems for capturing of examination and assessment marks

The IEB provided evidence of the procedural documentation for capturing the candidates' marks and related processes. Data capturers were to be sourced from a pool of seasoned capturers who had performed this task in previous marking sessions.

e) Management of examination irregularities

The IEB established a well-structured and fully functional Examination Irregularity Committee (EIC), which is responsible for handling identified examination irregularities.

A process and procedure document was in place to ensure that the handling and management of identified irregularities was standardised and reported on.

Umalusi was satisfied with the IEB processes and procedures for handling identified irregularities.

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

The IEB submitted a risk assessment report to Umalusi. Potential risks, together with well-developed risk mitigating strategies, were well articulated in that report. Umalusi's verification could not identify any potential risk that could impact on the credibility of the November 2023 examination.

3.4 Areas of Improvement

The IEB presented a report to the expected standard.

3.5 Areas of Non-Compliance

The IEB complied with the state of readiness criteria in all respects.

3.6 Directives for Compliance and Improvement

Having met all the expected state of readiness criteria, no directives for compliance and improvement were issued.

3.7 Conclusion

The findings revealed that the IEB had standard operating procedures in place and these were submitted as supporting evidence of meeting the state of readiness audit requirements. The evidence submitted was of an acceptable standard.

Umalusi commended the IEB for demonstrating a satisfactory level of preparedness to conduct, administer and manage the November NSC 2023 examination.

CHAPTER 4: AUDIT OF APPOINTED MARKERS

4.1 Introduction

Umalusi conducts an audit of appointed markers to measure and evaluate the extent to which assessment bodies' internal controls, processes, guidelines and policies for the appointment of markers for the National Senior Certificate (NSC) examinations are adhered to and comply with the marking policy and other regulatory measures, as determined by the Independent Examinations Board (IEB).

Umalusi conducted this process to ascertain whether the marking personnel appointed to mark the IEB's November 2023 NSC examination possessed the required qualifications, competencies and experience.

4.2 Scope and Approach

Annexure 4A lists the subjects that Umalusi selected for the desktop audit of appointed markers, conducted off-site on 9 and 10 October 2023.

Umalusi used the criteria listed in Table 4A to analyse the electronic files the IEB submitted for the audit process.

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

Marking personnel category	Criteria
Markers	Compliance with notional marking times
Senior markers	Qualifications and subject specialisation
Examiners	Teaching experience
Internal moderators	Marking experience

4.3 Summary of Findings

Umalusi summarises the outcomes of the audit in this chapter.

4.3.1 Compliance with Notional Marking Time

a) Markers

Umalusi used the notional marking times provided by IEB, as well as the number of days allocated for marking, to determine the adequacy of the number of markers appointed per question paper. According to the number of markers appointed versus the number of scripts to be marked per question paper, time taken to mark per day and the number of days allocated for marking for each of the sampled subjects, Umalusi was able to determine the adequacy of the appointed markers. In all sampled subjects, the IEB complied with the notional marking time.

b) Senior markers

According to the IEB criterion for the selection of markers, the ratio for the appointment of senior markers to markers is one senior marker to seven markers (1:7). However, the ratio may differ, at the discretion of the IEB, depending on the nature of the question paper being marked. It was evident during the audit that German Second Additional Language, Paper 1 and Paper 2, had ratios of 1:7. Business Studies and IsiZulu First Additional Language, Paper 1 and Paper 2, Afrikaans Home Language Paper 1 and Paper 2, French Second Additional Language, Paper 1 and Paper 2 and Visual Arts Theory had ratios of 1:6. This implied that the IEB managed to appoint senior markers in seven out of ten subjects audited. There were no senior markers appointed in the three remaining subjects, i.e., Maritime Economics, Sport and Exercise Science and Music Theory, because of low enrolments in these subjects. The IEB complied fully with its requirement in this aspect.

c) Examiners and internal moderators

The IEB criterion for the appointment of examiners and internal moderators requires that, for one subject, there must be an examiner and an internal moderator. For a subject that has two papers, the IEB appoints an examiner per paper and one internal moderator to oversee both papers. In all sampled subjects the IEB appointed one examiner per question paper and one internal moderator to oversee both papers, thus complying fully with its requirement in appointing examiners and internal moderators.

4.3.2 Qualifications and Subject Specialisation

To be eligible for appointment as a marker or a senior marker at the IEB, a candidate must hold an academic qualification that includes the relevant subject, or a related subject, at least at a first year level. Additionally, an applicant must be teaching the subject at Grade 12 level at an educational institution registered with the IEB to write Grade 12 examinations. However, proof of proficiency through additional courses in the subject applied for may also be considered for appointment.

a) Markers

The qualifications of all appointed markers in the sampled subjects were verified. Five out of the ten sampled subjects had markers who held academic qualifications that included the subject applied for, at the required minimum of first year level. All appointed markers were teaching the subject at an IEB institution. For the five remaining subjects, regarded as scarce skills subjects, the IEB recognised related subjects and/or proof of proficiency through additional courses of study in the relevant subject. These subjects were: French Second Additional Language Paper 1 and Paper 2, German Second Additional Language Paper 1 and Paper 2, Maritime Economics, Music Theory and Sport and Exercise Science. The audit process confirmed that the IEB met this requirement in its entirety.

b) Senior markers

The IEB criteria for the appointment of marking personnel requires that all prospective senior markers hold, at the minimum, an academic qualification that includes the subject applied for, or a related subject, at first year level at university, or proof of proficiency through additional courses of study. The qualifications of the appointed senior markers were verified and the IEB complied fully with the requirements.

Subject specialisations for appointed senior markers were verified to check whether the IEB had complied with the requirements stated above. In seven out of ten sampled subjects, senior markers appointed held the academic and professional qualifications as required. They also had at least a one-year level of specialisation in the subject they had applied to mark; and were currently teaching it in this academic year. All appointed senior markers had credible and relevant academic qualifications. In the three remaining subjects, Maritime Economics, Sport and Exercise Science and Music Theory, there were no senior markers appointed, due to low candidate enrolments.

c) Examiners and internal moderators

For an applicant to be considered for appointment as an examiner or an internal moderator, they should have a recognised degree or diploma in the subject for which the application is made, or at least tertiary training in the subject. In addition, the internal moderators must have been examiners in the subject previously, while examiners must have been appointed, previously, as senior markers in the subject. The IEB complied with its requirements for appointing examiners and internal moderators. All examiners of the sampled subjects held the relevant qualifications and were specialists in the subjects for which they were appointed. They were all appointed for three years and, at this stage, their contracts are all active. There were no new examiners or internal moderators appointed for this marking session for the sampled subjects.

4.3.3 Teaching Experience

To be appointed as a marker candidates must be teaching or have taught the specific subject at Grade 12 level in the past three years at an educational institution registered through the IEB to write Grade 12 examinations.

a) Markers

Teaching experience for all appointed markers was verified. It was found that markers appointed in seven out of the ten subjects taught the subject concerned for at least two years at Grade 12 level at an IEB-registered school or at another assessment body. There were cases identified in the verified subjects where appointed markers were not teaching the subject concerned at Grade 12. However, those teachers had taught the subject concerned at Grade 12 in the past five years at IEB schools. This was prevalent in Business Studies, German Second Additional Language Paper 1 and Paper 2 and isiZulu First Additional Language Paper 1 and Paper 2, where Grade 11 teachers were appointed. There was one case in French Second Additional Language Paper 1 and Paper 2 where a marker not teaching the subject at Grade 12 level was appointed for marking. Otherwise, in all the instances above, the IEB took cognisance of their teaching experience at Grade 12 in the previous five years. The IEB, therefore, fully complied with this requirement.

b) Senior markers

The IEB criteria for appointing senior markers stipulate that all appointed senior markers must have been teaching the subject they are applying for, for at least three years. In addition, they must have previously marked the paper applied for, preferably at the last marking session. All senior markers appointed were experienced teachers in the subjects they were appointed to mark. Their teaching experience ranged between three and 10 years. The IEB fully complied with its requirements in this regard.

c) Examiners and internal moderators

The IEB criteria for appointing examiners and internal moderators is based on the applicant having taught the subject at Grade 12 level, at an institution registered with the IEB to write Grade 12, for more than three years. In addition, to be appointed as an internal moderator an applicant should previously have been an examiner. To be appointed as an examiner an applicant should previously have been a senior marker in a school registered with the IEB. Thus, appointed examiners have previous experience within the IEB system as senior markers. Internal moderators have previous experience as examiners within the IEB system. The IEB complied fully with these requirements.

4.3.4 Marking Experience

a) Markers

The IEB criteria for the appointment of markers do not require marking experience from the applicants. However, the IEB does require that an applicant who has previously marked received positive reports from the examiners in such previous marking sessions. The appointed markers ranged from novices, not-so-well-experienced to well-experienced. The IEB's aim for such a spread of markers is to inculcate an understanding of the standards that apply in the IEB, across the board. The IEB has complied fully with its requirements in this regard.

b) Senior markers

According to the IEB requirement for the appointment of marking personnel, a senior marker can be appointed based on the applicant having marked the paper applied for at Grade 12 level for at least two years at an IEB-registered educational institution. All senior markers appointed were teachers with relevant teaching experience, ranging from two years to more than ten years in the subjects they were appointed to mark at an IEB educational institution registered to write Grade 12. The appointed senior markers had marking experience of more than three years in the subjects for which they were appointed, as required.

c) Examiners and internal moderators

The IEB appoints examiners and internal moderators based on their marking experience in the IEB for the subject applied for. The IEB also considers subject-related marking experience from other assessment bodies. The criteria further state that to be appointed as an internal moderator the applicant must have been an examiner at the IEB or any assessment body. The examiner position requires that the applicant has experience as a senior marker at the IEB. All internal moderators and examiners appointed had relevant experience, as required by the IEB for these appointments. The IEB therefore complied fully with the requirements in the appointment of its examiners and moderators.

4.3.5 Enhancements to the Criteria for the Appointment of Markers

The IEB appoints markers and senior makers based on their performance in the previous marking session. The evaluation report from the previous marking session informs senior marker and marker appointments for the subsequent IEB marking session. All marking personnel were subject to meeting this criterion before they could be considered for appointment.

4.4 Areas of improvement

There were no areas of improvement observed.

4.5 Areas of Non-Compliance

There were no areas of non-compliance noted.

4.6 Directives for Compliance and Improvement

There were no directives for compliance and improvement issued.

4.7 Conclusion

The audit process has confirmed that the IEB complied with most of its requirements in appointing the November 2023 NSC markers, senior markers, examiners and internal moderators, as prescribed in the IEB criteria for the appointment of marking personnel. In future audits the IEB must provide detailed minutes from meetings held regarding the appointment of markers. This will help to clarify all decisions taken during discussions about the appointment of marking personnel.

CHAPTER 5: MONITORING THE WRITING AND MARKING OF THE EXAMINATION

5.1 Introduction

As outlined in its mandate, Umalusi quality assures exit-point assessments and examinations conducted by assessment bodies. This chapter provides an account of the monitoring by Umalusi of the conduct, administration and management of the Independent Examinations Board (IEB) November 2023 National Senior Certificate (NSC) examination.

The writing of the examination commenced on 18 October 2023 and ended on 28 November 2023. The marking took place from 07 to 15 December 2023 at four marking centres.

While providing a summary of the findings of the monitoring of the writing and the marking, this chapter also highlights any areas of non-compliance. These translate into directives for compliance and improvement.

5.2 Scope and Approach

The IEB established 248 examination centres and four marking centres. Of the 248 examination centres, 17 were schools registered to write the IEB NSC examination for the first time. Umalusi monitored 44 of the 248 examination centres and four marking centres.

The centres monitored for the writing of the examination are listed in Annexure 5A, while those monitored for marking are listed in Annexure 5B. Annexure 5C details the centres implicated in non-compliance issues.

Umalusi used the instrument for monitoring the writing of examinations and marking centres, as well as related methodologies (observations and interviews), to gather the data for this chapter.

5.3 Summary of Findings

The reported information and conclusions are limited to findings from the 44 examination centres and four marking centres monitored. Furthermore, these findings were subject to the availability of evidence and data at the examination centres and the marking centres at the time of Umalusi's visit.

SECTION A: Monitoring the Writing of the Examination

5.3.1 General Administration

This section relates to how the tasks relevant for the general administration of the examination were executed.

a) Management of examination question papers

The IEB ensured that maximum security measures prevailed during the distribution of the question papers to the examination centres.

Question papers were packed according to the registration data of the different examination centres. The question paper consignments were received in electronically sealed bags.

All delivered question papers were received by the chief invigilators who checked the question paper consignments against the delivery notes and/or the waybill from the courier services. The question papers were then stored in strong rooms for safekeeping until the day of the examination. All question papers were removed from the storage room by the appointed chief invigilators on the scheduled examination days and in line with the examination timetable.

b) Appointment records of invigilators

The school principals were appointed as chief invigilators. However, school principals had the prerogative to delegate the chief invigilator duties in writing and this responsibility was in line with the IEB protocols. Chief invigilators were responsible for appointing the invigilators and their training.

c) Management of invigilators attendance

Chief invigilators managed the invigilators attendance satisfactorily. The invigilators in all the 44 examination centres monitored signed the attendance registers. Umalusi was satisfied that both the invigilators and the relieve invigilators attendance registers' records were up to date across the examination centres.

d) Examination document management

The examination management files were in place and contained the relevant and current examination documentation. The records of all the centres monitored were found to be in order.

5.3.2 Credibility of the Writing of the Examination

a) Security and supply of question papers

The examination material arrived in sealed consignments on pre-determined dates. The question papers were safely stored in the strong rooms and the chief invigilators kept proper records of the movement of staff into the storage rooms. The opening of all question papers was managed centrally by the IEB through the use of a remote locking system. Chief invigilators opened the sealed envelopes that contained the question papers in front of the candidates before the start of the examination. Strict security measures prevailed at the examination centres monitored.

b) Admission of candidates in the examination room

The admission of candidates was one of the systems the IEB examination centres managed well. Only registered candidates were allowed to enter the examination rooms, at least half an hour before the commencement of the examination. The invigilators authenticated the admission letters and identity documents of the candidates at the point of entry into the examination room.

c) Conduciveness of the examination venue

The monitored examination centres were fully compliant with regard to the conduciveness of the examination venues.

The following was reported:

- i. All the examination centres were accessible and safe, with special reference to ample space and suitable furniture;
- ii. There was adequate lighting and clean ablution facilities in close proximity to the examination rooms; and
- iii. Noise levels and movement at the examination centre premises were strictly controlled.

Umalusi found that each of the examination centres monitored were noise-free and conducive for the writing of the examination.

d) Administration of the writing session

The chief invigilators were assisted by the invigilators to deal with the administration-related aspect of the writing phase. The following were observed:

- i. Registered candidates reported on time and were seated according to the seating plans;
- ii. All the monitored examination centres were equipped with visible clocks and information boards which indicated the progression of the examination timeframes to the candidates;
- iii. Ten minutes' regulated reading time was allocated to the candidates.

The overall administration of the examination sessions was managed effectively and efficiently in all the monitored examination centres.

e) Compliance with examination procedures

The IEB examination procedures were complied with across the 44 examination centres monitored and the following were observed:

- i. Chief invigilators issued the answer scripts and verified the information on the cover pages;
- ii. The question papers were opened in front of the candidates and distributed on time to the candidates; and
- iii. The technical accuracy of the question papers was verified.

The monitored examination centres demonstrated satisfactory compliance with examination procedures.

f) Handling of answer scripts

The examination session started and ended at the stipulated times indicated on the question papers. The examination was managed, incident free, in all the centres monitored by Umalusi. The handling of answer scripts was managed satisfactorily by all the monitored examination centres. The invigilators collected the answer scripts in the sequence provided in the attendance register or mark sheets. Chief invigilators subsequently placed the answer scripts, seating plans and invigilation registers in the sealable envelopes. The sealed envelopes were placed in electronically lockable black bags and stored in the strong room for collection by the IEB-appointed couriers.

All the IEB procedures outlined for the handling of scripts were uniformly adhered to, across examination centres.

g) Incidents with possible impact on the credibility of the examination session
One incident occurred, where a candidate requested an additional answer script after having used all the space on the Business Studies answer script. An invigilator decided to tear a page from an unused answer script and stapled it to the candidate's answer script, instead of providing the whole answer book as required by the candidate.

SECTION B: Monitoring of the Marking of Examinations

The findings are based on the monitoring of marking of the IEB conducted by Umalusi at four marking centres, namely Crawford International College, SAHETI School, St Benedict's College and St Stithians College.

5.3.3 Planning and Preparation

a) Appointment of marking personnel
The IEB selection and appointment of the marking personnel was finalised by June 2023. The IEB did not experience any shortages of markers since all appointed markers honoured their appointments.

b) Availability of marking management plans
The managers of the marking centres presented well-documented management plans that indicated marking-related activities to be implemented and accomplished during the allocated marking days. Umalusi was satisfied with the details provided in the management plans and in the manner in which the marking personnel adhered to the plans.

c) Availability of scripts and marking guidelines
The marking guidelines were delivered on time and made available to all marking personnel on the first day of marking. These were used during the training of markers.

d) Storage and safekeeping of scripts
The IEB delivered the script consignments in unmarked vehicles to the four marking centres a day prior to the commencement of the marking. On arrival, the scripts were first stored in strong rooms and thereafter in the script control rooms, ready to be handed over to the examiners. The scripts were received by examiners across marking centres and these were kept safely in lockable marking rooms.

e) Management and control of scripts
The management of scripts was the responsibility of the marking centre managers and examiners. The answer scripts were packed in boxes on arrival at the marking centres, counted and distributed to the marking rooms where they were received and recorded by the examiners. Clear procedures for the management of scripts was in place and each of the marking centres adhered to the standardised procedures. In the same manner, the resubmission of scripts back to the script control room was managed well and all responsible personnel were able to account for the consignments. The boxes were loaded into the unmarked trucks prior to their travelling to IEB head offices. Examiners kept the marking rooms locked at the end of each marking day.

5.3.4 Resources (Physical and Human)

All four marking centres were well-resourced schools that the IEB had used in previous marking processes.

a) Suitability of infrastructure and equipment for facilitation of marking

The marking centres were located in conducive and safe locations. The centre provided spacious marking rooms that were furnished with suitable chairs and tables for markers. All marking centres provided relevant physical resources, as specified in the service level agreement signed between the identified schools and the IEB.

b) Capacity and availability of marking personnel

A list of the appointed marking personnel was available for verification at the monitored marking centres. The total number of marking personnel for the November 2023 examination cycle was 2 610 and comprised four centre managers, six assessment specialists, 61 examiners, 56 internal moderators, 366 senior markers and 2 117 markers.

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

The monitored marking centres were conducive for marking. The following was observed:

- i. The marking rooms were clean and spacious;
- ii. There was sufficient lighting;
- iii. The physical resources and communication facilities were accessible to the marking personnel for the duration of the marking phase; and
- iv. Tight security measures were in place.

The IEB markers made own accommodation arrangements in the hotels near the marking centres and were able to commute daily to their marking centres.

d) Quality of food provided for markers

The IEB acquired the services of esteemed caterers to provide refreshments and nutritious meals to the marking personnel. Different dietary requirements were catered for. The norm time was pre-determined and this included two hours allocated for three breaks (morning tea, lunch and afternoon tea).

e) Compliance with occupational, health and safety requirements

The monitored marking centres adhered to the occupation, health and safety requirements and this included the availability of first aid kits and doctors on call in case of emergencies. Evacuation signs and fire extinguishers were clearly displayed at all the marking centres.

5.3.5 Provision of Security Measures

The security checkpoints were closely guarded and security guards patrolled regularly in and around the buildings. In addition, all the marking centres were equipped with 24-hour surveillance cameras attached to 24-hour armed response.

a) Access control into the marking centre

Security personnel at the main gates controlled access to the buildings and applied most stringent measures. The marking personnel were issued with access cards for easy

identification and embedded with quick response (QR) codes to access the buildings. The visitors produced proof of identification before being allowed entry to the premises and buildings.

b) Movement of scripts in the centres

The managers of the marking centres supervised the systematic movement of scripts. The script control forms were instrumental in ensuring that all scripts could be accounted for across all levels of control, from control room to reaching the marking rooms. An acknowledgment of receipt of scripts was one of the well-managed controls the IEB put in place for marking centres to implement. Examiners signed mark sheet summaries on receipt of the boxes that contained the answer scripts. They signed the mark sheet summaries for correctness when they returned the marked scripts to the control room. The scripts were transported in unmarked vehicles to the IEB head office.

5.3.6 Training of Marking Personnel

a) Quality and standard of training sessions across subjects

The training sessions across subjects were highly constructive. Constant support from assessment specialists, examiners and internal moderators ensured ongoing marker training for quality, effectiveness and credibility. The findings on the quality and standard of the training sessions is reported in Chapter 6.

b) Adherence to norm time

The norm time for the marking deliverables was clearly defined as nine hours per day. The daily starting time was 8:00, with closing at 17:00. This included two tea-breaks and a one-hour lunch break.

5.3.7 Management and Handling of Detected Irregularities

The IEB's Examination Irregularities Committee, responsible for handling detected irregularities, was fully functional. In addition, the appointed markers were trained to identify different types of irregularities that might be detected during the marking process and the reporting protocols for such irregularities. The outcome of all irregular cases would be reported to Umalusi.

5.4 Areas of Improvement

No areas of improvement were detected during the monitoring of the writing and marking of the examination.

5.5 Areas of Non-Compliance

The following incident was noted:

- a. An invigilator tore a page from an unused answer script and stapled it to a candidate's answer script, during the writing of Business Studies. This was inconsistent with the regulations pertaining to the conduct, administration and management of the NSC examination.

5.6 Directives for Compliance and Improvement

The IEB must ensure that invigilators are trained to fully understand the regulations governing the conduct, administration, and management of the NSC examinations.

5.7 Conclusion

The findings revealed compliance with the regulations set out for the monitoring of the writing of examinations at all but one of the centres monitored. Forty-three of the 44 monitored examination centres were able to adhere to the IEB examination procedures uniformly. Furthermore, Umalusi noted, with appreciation, the continuous compliance of the IEB to the criteria for marking. All four marking centres upheld the standards set out in the IEB policies governing the monitoring of marking of the NSC examination.

The IEB is required to address the directive for compliance and improvement issued.

CHAPTER 6: MARKING GUIDELINE STANDARDISATION MEETINGS AND VERIFICATION OF MARKING

6.1 Introduction

Umalusi participates in the marking guideline standardisation meetings and the verification of marking to maintain appropriate standards of the approved marking guidelines and the quality of marking of the National Senior Certificate (NSC) examinations. The marking standardisation meetings are held to approve the final marking guidelines, to facilitate consistent and accurate marking.

Umalusi participated in the marking guideline standardisation meetings and verification of the marking of the November 2023 NSC examination of the Independent Examinations Board (IEB).

6.2 Scope and Approach

Umalusi participated in the marking guideline standardisation meetings of 28 question papers, listed in Table 6A. The marking guideline standardisation meetings for the 15 subjects sampled for verification of marking were held from 7 to 9 December 2023.

6.2.1 Marking Guideline Standardisation Meeting

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

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

Subjects			
1.	Afrikaans First Additional Language Paper 1 and Paper 2	9.	Mandarin Second Additional Language Paper 1 and Paper 2
2.	Dramatic Arts Paper 1	10.	Maritime Economics Paper 1
3.	English Home Language Paper 1 and Paper 2	11.	Mathematical Literacy Paper 1 and Paper 2
4.	Geography Paper 1 and Paper 2	12.	Mathematics Paper 1 and Paper 2
5.	German Second Additional Language Paper 1 and Paper 2	13.	Marine Sciences Paper 1 and Paper 2
6.	Information Technology Paper 1 and Paper 2	14.	Physical Sciences Paper 1 and Paper 2
7.	IsiXhosa First Additional Language Paper 1 and Paper 2	15.	Setswana First Additional Language Paper 1 and Paper 2
8.	IsiZulu First Additional Language Paper 1 and Paper 2		

In analysing and discussing the marking guideline standardisation meetings, Umalusi used the criteria 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 meeting	Processes and procedures	Training of markers
Preparation by senior marking personnel	Mediation of the marking guideline	Quality of final marking guideline

Part A focused on the pre-marking guideline standardisation meetings held by the examining panels and preparations by the senior marking personnel. Part B examined the processes and procedures followed, as well as the mediation of the marking guidelines during the marking guideline standardisation meetings. Part C investigated the quality of the training of markers and the quality of the final marking guidelines.

6.2.2 Verification of Marking

This part of the chapter reports on the findings of the verification of marking conducted on the 15 sampled subjects, comprising 28 question papers as presented in Table 6A. The IEB hosted the marking sessions at various centres in Gauteng from 3 November 2023 to 14 December 2023.

The Umalusi verification of marking instrument 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.

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	Consistency in awarding of marks	
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	

Criterion 1 examined the statistics and the official appointment of markers; criterion 2 dealt with adherence to the marking guidelines; criterion 3 explored the quality and standard of marking and internal moderation; and criterion 4 addressed candidate performance.

6.3 Summary of Findings

This section of the report presents the summary of findings of the marking guideline standardisation meetings and the verification of marking.

6.3.1 Marking Guideline Standardisation Meetings

a) Preparatory work

i. Pre-marking guideline standardisation meetings

The IEB pre-marking guideline standardisation meetings took place a day before the marking standardisation meetings, with appointed marking personnel. The aim of this meeting was for the senior marking personnel to select and mark sampled scripts in preparation for the training of markers; and systematically work through the marking guidelines to include all possible alternatives and directives to better facilitate the marking process.

At the pre-marking guideline standardisation meetings, out of 28 question papers, the pre-meetings for the 15 question papers complied with this quality indicator. These were: Dramatic Arts Paper 1, English Home Language Paper 1 and Paper 2, German Second Additional Language Paper 1 and Paper 2, IsiXhosa First Additional Language Paper 1 and Paper 2, Mandarin Second Additional Language Paper 1 and Paper 2, Maritime Economics Paper 1, Marine Sciences Paper 1 and Paper 2, Physical Sciences Paper 2 and Setswana First Additional Language Paper 1 and Paper 2.

The senior marking personnel for the remaining 13 question papers met with the markers on the day scheduled for the marking standardisation meetings. At these meetings, the sample scripts were marked by all markers after discussion of the question paper and marking guidelines. The IEB informed Umalusi in advance about the arrangements for the pre-meetings for each subject and question paper to be discussed.

ii. Preparation by senior marking personnel

The IEB prescribes those three scripts per question paper be pre-marked in preparation for the marking guideline standardisation meetings.

The total number of scripts marked by the chief markers and internal moderators prior to the pre-meeting ranged from zero to a maximum of ten scripts. The chief markers and internal moderators for English Home Language Paper 1 and Paper 2 pre-marked ten scripts each; the chief markers and the internal moderators for Mathematics Paper 1 and Paper 2 marked six scripts each; the senior marking personnel for Geography Paper 1 and Paper 2, and Physical Sciences Paper 1 and Paper 2 each marked five scripts; while the chief markers and internal moderators for Dramatic Arts Paper 1 and German Second Additional Language Paper 1 and Paper 2 pre-marked four scripts each. The chief markers and internal moderators for IsiXhosa First Additional Language Paper 1 and Paper 2, IsiZulu First Additional Language Paper 1, Maritime Economics Paper 1 and Setswana First Additional Language Paper 1 and Paper 2, pre-marked the minimum requirement of three scripts each.

The senior marking personnel for IsiZulu First Additional Language Paper 2, Mandarin Second Additional Language Paper 1 and Paper 2 and Marine Sciences Paper 1 and Paper 2, failed to comply with the minimum requirements of three scripts per question paper, having pre-marked only two scripts each. The

chief markers and internal moderators for Afrikaans First Additional Language Paper 1 and Paper 2, Information Technology Paper 1 and Paper 2, as well as Mathematical Literacy Paper 1 and Paper 2, failed to pre-mark any scripts in preparation for the marking guideline discussions.

The pre-marking by internal moderators and chief markers of the required number of scripts in preparation for the marking guideline standardisation meetings contributes to the smooth running of the meetings and serves to identify, with ease, any additional potential responses. The failure to pre-mark any of the scripts in the subjects and question papers indicated above is of concern.

b) Marking guideline standardisation meetings

i. Processes and procedures

The marking guideline standardisation meetings for the 28 question papers Umalusi attended were managed professionally. Where a subject had more than one question paper and the meetings for the affected question papers were scheduled to run concurrently, the chief marker and internal moderator shared the responsibility of leading the discussions. The relevant senior marking personnel made all organisational and logistical arrangements to ensure productive sessions. The IEB's logistical arrangements were commendable for all the sampled question papers. The question papers and marking guidelines, as well as the sample scripts for training, were available for markers on their arrival.

ii. Mediation of the marking guidelines

The chief markers and internal moderators engaged in rigorous discussions, which allowed for meaningful contributions from the markers. This enriched the quality and accuracy of the marking guidelines to ensure uniform and fair marking across all verified question papers.

Umalusi ratified all valid alternative responses and marking directives included in the marking guidelines to enhance the marking process. The inclusion of the alternative responses and marking directives did not impact on the cognitive levels of the 28 question papers. The marking guidelines used in the marking guideline standardisation meetings for the sampled question papers represented the final versions.

The sampled question papers from the subjects verified were in full compliance with the quality indicator on the mediation of the marking guidelines.

c) Training and quality of the final marking guidelines

i. Training of markers

The appointed IEB senior marking personnel facilitated intensive quality training of markers in all the sampled subjects. The chief markers and internal moderators prepared a minimum of three and a maximum of six sample scripts across question papers used in the markers' training. The rigorous discussions during training confirmed that markers were ready to mark, with a clear understanding of the approved marking guidelines.

- All appointed markers were expected to answer the question paper and submit their responses to the senior IEB marking personnel, in preparation for the marking guideline standardisation meetings. This precondition ensured that all markers had worked through the question paper and provided the expected responses. This allowed for valid alternative and synonymous responses to be considered in the sampled question papers. Umalusi carefully examined and accepted additions to the marking guidelines that strengthened and ensured all valid responses were credited during the marking process. The inclusions also allowed for smooth administration of the meetings; and Umalusi observed robust discussions that involved all marking personnel.
- ii. Quality of the final marking guidelines
The final marking guidelines were unambiguous, clearly laid out and provided sufficient detail to ensure reliability of marking.

6.3.2 Verification of Marking

Umalusi used the criteria in Table 6C as the framework for analysing the verification of the marking of the 15 subjects sampled.

- a) Policy matters
 - i. Statistics
This quality indicator aimed to establish if sufficient marking personnel had been appointed to mark the available scripts, across subjects and question papers. It was found that the IEB had met this criterion. The number of scripts received for the verification of marking, per question paper, ranged from a minimum of ten, for Marine Sciences, to a maximum of 13 466, for English Home Language. According to the IEB policy on marking, the ratio of senior marker to markers is 1:7. This, unfortunately, was not consistently applied across all subjects verified. For Afrikaans First Additional Language Paper 1 and Paper 2, Mathematical Literacy Paper 1 and Paper 2 and Physical Sciences Paper 1, the ratio of senior markers to markers was 1:8. The German Second Additional Language Paper 1 and Paper 2 and Maritime Economics paper had eight markers, with no senior marker. For Mathematics Paper 1 and Paper 2, the ratio of senior markers to markers equated to 1:9. Despite the deviations from the IEB policy, the quality of marking was not compromised in all question papers verified by Umalusi.
 - ii. Official appointment of markers
Umalusi confirmed the appointment of all markers at the marking centres against the lists provided per question paper by the senior marking personnel. The appointments were aligned to the lists provided.
- b) Adherence to the marking guidelines
During verification of marking Umalusi confirmed that the marking guidelines used at the marking centres were those approved at the marking guideline standardisation meetings. There were no additions or changes made to the marking guidelines, without the approval of Umalusi, after the meetings.
 - i. Application of the approved marking guidelines
The marking personnel at the IEB marking centres applied the final marking guidelines consistently during the marking process. All marking personnel used

the approved, annotated marking guidelines, as discussed and agreed upon during the marking guideline standardisation meetings.

- ii. Evidence of changes and/or additions to the marking guideline and process followed

Umalusi approved and accepted valid alternatives and synonymous responses that arose during the marking process. From the 28 sampled question papers, additions to the marking guidelines were noted in Mandarin Second Additional Language Paper 1; Mathematics Paper 2; and Mathematical Literacy Paper 1 and Paper 2.

a) Quality and standard of marking and internal moderation

- i. Quality and standard of marking

Umalusi noted no significant variances in the standard of marking across all question papers. Discrepancies in marking in all subjects verified were insignificant; however, certain responses prompted discussions between the markers and senior marking personnel, to ensure that all markers had the same understanding. The consistency of the internal moderation also ensured that the standard of marking was maintained.

Variations in marking of between two and five marks occurred in Afrikaans First Additional Language Paper 1, Dramatic Arts Paper 1, English Home Language Paper 1, German Second Additional Language Paper 1 and Paper 2 and Mathematics Paper 2. In IsiZulu First Additional Language Paper 1, there were variations in marking in two scripts of six and nine marks. Through consistent discussions and retraining across all question papers verified by Umalusi moderators, the discrepancies were reduced to a minimum and the required standard of marking was achieved. In all 28 question papers verified, Umalusi affirmed that the overall marking process was fair, valid and reliable. There was a high level of consistency in mark allocations between the marking personnel in all subjects verified.

- ii. Internal moderation of marking

The internal moderators, the chief markers and the senior markers are responsible for the internal moderation at the marking centres. The expectation is that the senior marker moderates specific questions while the internal moderator and the chief marker moderate the entire script. Although there were a few concerns observed in some of the verified subjects, internal moderation at all levels conducted by the IEB moderators was of an acceptable standard. This entailed a moderation sample of 10% across batches in all subjects verified.

Umalusi observed concerns with the moderation of scripts of the following question papers: the Geography internal moderator conducted no moderation for Paper 2; there was no evidence of internal moderation for Mandarin Second Additional Language Paper 1 and Paper 2; in Information Technology Paper 1 and IsiXhosa First Additional Language Paper 1, the chief markers moderated questions and not whole scripts.

Except for the concerns raised above, internal moderation was consistent and of a good quality and ensured that the marking standard was maintained.

iii. Addition and transfer of marks

The accuracy in calculations was another quality indicator with which all the sample subjects complied. The IEB captured the candidates' marks directly from the scripts onto the examination computer system.

b) Candidates' performance

The analysis of the candidate performance in the subjects verified differed per subject. The results ranged from average to good:

- i. In Afrikaans First Additional Language, candidates achieved an average of 58,1% and 56,4% in Paper 1 and Paper 2 respectively;
- ii. In Dramatic Arts Paper 1, an average of 64,5% was achieved, which showed an increase from 2022. Candidates excelled in Question 2: South African Theatre;
- iii. In English Home Language Paper 1, candidates achieved an average of 56,9%, which was a decline of 3% from 2022; while in Paper 2, candidates achieved a slightly increased average of 61,8%;
- iv. In Geography, candidates achieved an average of 41,6% in Paper 1 and an average of 50,3% in Paper 2. Candidates performed poorly in Question 2, on Climate and Map Skills, in Paper 2;
- v. In German Second Additional Language Paper 1 and Paper 2, candidates achieved good averages of 71,1% and 72,2% respectively. In Paper 1, Question 1, on a Short Story, candidates achieved an average of 80%; while in Paper 2, candidates achieved an average of 84% for the question on Transactional Writing;
- vi. Candidates writing Information Technology Paper 1 achieved a fair average of 53,6% and an average of 66,1% in Paper 2. Candidates performed very well in Paper 2, Question 2 (System Technology), where the average achieved was 80%;
- vii. Candidates in IsiXhosa First Additional Language Paper 1 achieved a good average of 77,9% and an average of 54,8% for Paper 2. Candidates performed very poorly in Question 10, where the average was 5%;
- viii. Candidates in IsiZulu First Additional Language Paper 1 achieved an average of 48,1% and of 70,6% for Paper 2;
- ix. In Mandarin Second Additional Language, candidates achieved an outstanding average of 89,8% for Paper 1 and 83,5% for Paper 2;
- x. In Maritime Economics, candidates achieved an average of 47,4%;
- xi. In Marine Sciences Paper 1 and Paper 2 candidates achieved averages of 60,5% and 54,4%, respectively;
- xii. Candidates in Mathematics obtained an average of 49,3% in Paper 1 and of 57,3% in Paper 2. In both papers candidates showed a significant decline in performance from 2022;
- xiii. Candidates in Mathematical Literacy achieved fair averages of 68,5% for Paper 1 and 67,3% for Paper 2;
- xiv. Candidates in Physical Sciences had an average of 56,3% for Paper 1 (the same average was achieved in 2022), while in Paper 2 they achieved an average of 54,4%. Candidate performance in Paper 2 showed an increase of 4% from the scripts verified in 2022; and
- xv. In Setswana First Additional Language candidates achieved an average of 70% in Paper 1 and 63,8% in Paper 2.

Most subjects verified showed a slight improvement in performance when compared to the 2022 examination. However, Umalusi is concerned about the subjects which showed a decline in the averages from the previous year.

6.4 Areas of Improvement

There were no areas of improvement noted in the verification of marking of the November 2023 NSC examination.

6.5 Areas of Non-Compliance

The following area of non-compliance requires attention:

- a. Failure to pre-mark the required quota of scripts in preparation for the marking guideline standardisation meetings (Mathematical Literacy Paper 1 and Paper 2, Afrikaans First Additional Language Paper 1 and Paper 2 and Information Technology Paper 1 and Paper 2).

6.6 Directives for Compliance and Improvement

The IEB must ensure that the marking of the required quota of scripts in preparation for the marking guideline standardisation meetings for all subjects and question papers is adhered to.

6.7 Conclusion

The marking guideline standardisation meetings for the November 2023 NSC examination were effective and prepared markers appropriately for marking. The IEB is required to ensure that the required quota of three scripts per question paper is pre-marked in preparation for the marking guideline standardisation meetings. The marking guidelines were correctly applied across all question papers verified during marking. The IEB is commended for the rigorous training of markers, which brought consistency to the standard of marking. Overall, the marking was found to be fair, valid and reliable in all 28 question papers that Umalusi sampled for verification of the marking process.

CHAPTER 7: STANDARDISATION AND RESULTING

7.1 Introduction

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

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

7.2 Scope and Approach

In preparation for the November 2023 National Senior Certificate (NSC) standardisation and resulting processes, the Independent Examinations Board (IEB) developed and submitted the historical averages (norms), standardisation datasets and the standardisation booklet for approval. In turn, Umalusi processed, verified and approved the norms, standardisation datasets and booklets. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) was guided by many factors, including the quantitative data and qualitative inputs, to reach the standardisation decisions. After the standardisation meeting, the IEB submitted the final adjustments, statistical moderation and candidates' resulting files for verification and eventual approval.

7.3 Summary of Findings

The following section presents the most important results and decisions reached before, during and after the standardisation meetings.

7.3.1 Development of Historical Averages (Norms)

The historical averages (norms) for the NSC examination were developed from the previous five examination sittings for the November 2023 standardisation meeting. Once that was done, following policy requirements, the IEB submitted the norms to Umalusi for verification and approval purposes. Analysis of the historical datasets showed that there were three subjects with outlier years for the November 2023 NSC examination. Therefore, based on the principle of exclusion, the outlier years were excluded from the norm calculation. Table 7A shows subjects with outliers for the November 2023 examination:

Table 7A: Subjects with outliers for the November 2023 NSC

Level	Code	Subjects	Outlier year
NQF 4	13352354	Italian Second Additional Language	201811
	15351504	Mechanical Technology (Welding and Metal Work)	202011
	19351534	Technical Sciences	202111

7.3.2 Electronic Datasets and Standardisation Booklets

The standardisation datasets and electronic booklets for the NSC examination submitted by the IEB adhered to the requirements articulated in the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Guideline document. The standardisation datasets and the electronic booklet were verified and eventually approved.

7.3.3 Dry Runs and Verification of the NSC System

In preparation for the November 2023 standardisation processes, Umalusi and the IEB embarked on a process to verify systems, through dry-run testing. The dry-run testing aimed to ensure the alignment and readiness of the mainframe system for the November 2023 data processing. The dry-run testing focused on verifying the following aspects:

- i. All candidates have a school-based assessment (SBA) mark for the examination; and
- ii. The system can correctly calculate each candidate's marks against the subject structures.

The process also checked for compatibility of data and formulae used for data processing. The IEB participated in the dry-run testing for system readiness.

7.3.4 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the NSC examination were held on 21 December 2023. The ASC was guided by many factors, including qualitative inputs and quantitative data, in their decision-making. The qualitative input included issues emanating from the moderation of question papers, marking guideline discussions and the marking process, and an evidence-based report (EBR) focusing on issues that might unfairly advantage or disadvantage candidates. Quantitative inputs included guiding historical averages (norms), pairs analysis and eigenvalues. All evidence was considered based on the standardisation principles. The NSC November 2023 standardisation decisions are listed in Table 7B:

Table 7B: List of standardisation decisions for the November 2023 NSC

Description	Total
Number of subjects presented	60
Raw marks	48
Adjusted (mainly upwards)	12
Adjusted (downwards)	0
Unstandardised	0
Number of subjects standardised:	60

Once Umalusi was satisfied with the reliability of the information presented, all the subjects presented were standardised. Umalusi accepted the raw marks for 48 out of the 60 subjects, while 12 subjects were adjusted mainly upwards. Considering all the factors discussed at the standardisation meeting, the ASC commended the IEB for administering an incident-free examination.

7.3.5 Post-Standardisation

The approval of the adjustments process was conducted after the standardisation meeting. The IEB captured the approved adjustments and submitted the adjusted datasets to Umalusi for approval. Subsequently, the datasets were verified and approved. The IEB then submitted the statistical moderation and resulting datasets to Umalusi for verification. Umalusi eventually approved the datasets.

7.4 Areas of Good Practice

The following area of good practice was observed:

- a. The IEB maintained an irregularity-free examination.

7.5 Areas of Non-Compliance

None

7.6 Directives for Compliance and Improvement

None

7.7 Conclusion

The decisions taken on whether to accept the raw marks or to perform upward adjustments were based on sound educational reasoning. The IEB and Umalusi agreed on all standardisation decisions. Therefore, Umalusi can conclude that the standardisation process was conducted in a fair, transparent and reliable manner.

ANNEXURES

Annexure 1A: Compliance per criteria at first moderation of each question paper and its marking guideline

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	A	M ¹	M ³	A	A	A	M ²	M ⁴	3
2.	Accounting Paper 2	A	A	A	A	A	A	A	A	M ²	A	3
3.	Afrikaans First Additional Language (FAL) Paper 1	M ²	A	A	A	M ⁴	M ¹	A	M ¹	M ²	M ²	3
4.	Afrikaans FAL Paper 2	M ¹	M ¹	A	M ¹	M ⁴	L ²	A	L ¹	L ³	L ⁴	4
5.	Afrikaans Home Language (HL) Paper 1	M ¹	M ¹	A	A	M ²	M ¹	A	M ¹	M ⁵	M ³	3
6.	Afrikaans HL Paper 2	A	M ¹	A	A	M ¹	M ²	A	A	M ²	M ³	3
7.	Agricultural Management Practices	A	A	A	A	A	A	A	A	A	A	1
8.	Agricultural Sciences	A	A	A	A	A	A	A	A	A	A	1
9.	Business Studies	M ²	M ¹	M ¹	A	M ³	M ¹	A	A	M ¹	M ²	3
10.	Computer Applications Technology Paper 1	M ¹	A	A	M ²	M ³	M ¹	A	A	M ¹	A	3
11.	Computer Applications Technology Paper 2	A	A	A	A	M ²	M ¹	A	M ¹	M ¹	A	3
12.	Consumer Studies	M ¹	A	A	M ¹	M ¹	M ¹	A	A	A	M ¹	2
13.	Dance Studies	M ³	M ¹	M ³	L ³	M ²	A	L ²	A	A	M ¹	3
14.	Design	A	A	M ¹	M ¹	A	A	A	A	M ²	A	2
15.	Dramatic Arts	M ¹	A	A	M ¹	A	M ²	A	A	M ¹	A	3
16.	Economics	M ³	M ¹	A	M ¹	M ⁵	A	A	M ¹	M ²	L ³	3
17.	Engineering Graphics and Design Paper 1	M ³	A	A	L ²	L ²	M ¹	A	M ¹	L ³	M ²	3
18.	Engineering Graphics and Design Paper 2	M ³	A	A	A	A	A	A	A	M ¹	M ¹	3
19.	English FAL Paper 1	M ²	A	A	A	L ³	M ¹	A	A	M ¹	M ⁵	3
20.	English FAL Paper 2	A	A	A	A	M ²	M ¹	A	M ¹	A	A	2
21.	English HL Paper 1	M ¹	A	A	M ¹	M ³	M ¹	A	L ²	M ⁴	L ⁶	3
22.	English HL Paper 2	M ¹	A	A	A	A	M ¹	A	A	A	M ⁶	3

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
23.	Geography Paper 1	M ¹	A	M ¹	M ¹	M ¹	A	A	A	M ¹	M ¹	3
24.	Geography Paper 2	A	A	A	A	A	A	A	A	M ¹	A	2
25.	German Second Additional Language (SAL) Paper 1	A	A	A	A	A	A	A	A	A	A	2
26.	German SAL Paper 2	A	A	A	A	A	A	A	A	A	A	2
27.	Hindi FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
28.	Hindi FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
29.	Hindi FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
30.	Hindi SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
31.	Hindi SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
32.	History Paper 1	A	A	A	A	A	A	A	M ¹	A	A	2
33.	History Paper 2	M ¹	A	A	A	M ²	M ¹	A	A	A	M ¹	3
34.	Hospitality Studies	M ¹	A	M ¹	A	M ¹	M ¹	A	M ¹	M ¹	A	2
35.	Information Technology Paper 1	A	A	A	A	A	M ²	A	M ¹	M ¹	A	2
36.	Information Technology Paper 2	M ¹	A	A	A	A	M ²	A	A	M ¹	A	2
37.	IsiXhosa FAL Paper 1	A	A	A	A	M ²	M ¹	A	A	M ¹	M ¹	3
38.	IsiXhosa FAL Paper 2	A	A	A	A	M ¹	M ¹	A	M ¹	M ²	M ¹	3
39.	IsiZulu FAL Paper 1	A	A	A	M ¹	M ²	M ¹	A	M ¹	M ¹	M ¹	3
40.	IsiZulu FAL Paper 2	A	A	A	A	A	M ¹	A	A	M ¹	A	2
41.	IsiZulu HL Paper 1	M ²	A	A	M ¹	M ²	A	A	M ²	M ²	L ⁷	3
42.	IsiZulu HL Paper 2	M ¹	A	A	A	A	A	A	A	A	L ⁶	3
43.	Italian SAL Paper 1	A	A	A	A	M ⁵	M ²	A	A	M ²	A	2
44.	Italian SAL Paper 2	A	A	A	M ¹	M ³	A	A	M ¹	A	A	2
45.	Life Sciences Paper 1	A	A	A	A	M ¹	M ¹	A	A	M ³	M ¹	3
46.	Life Sciences Paper 2	A	A	A	A	M ²	M ¹	A	A	M ²	M ²	3
47.	Mandarin SAL Paper 1	M ¹	A	A	A	M ³	A	A	M ¹	M ¹	A	3
48.	Mandarin SAL Paper 2	M ¹	A	A	A	A	A	A	A	M ¹	A	2
49.	Maritime Economics	M ¹	A	A	A	M ¹	M ¹	A	A	A	A	2

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
50.	Marine Sciences Paper 1	L ³	L ¹	N ⁶	N ⁵	L ⁵	N ³	N ²	A	N ⁷	N ⁹	4
51.	Marine Sciences Paper 2	N ⁵	L ¹	N ⁶	N ⁴	N ⁹	N ⁶	N ²	N ²	N ⁶	N ⁹	4
52.	Mathematical Literacy Paper 1	M ¹	M ¹	M ²	M ²	M ³	M ²	A	A	M ²	M ²	3
53.	Mathematical Literacy Paper 2	M ²	A	M ¹	A	A	A	M ¹	M ¹	A	A	3
54.	Mathematics Paper 1	M ¹	A	A	M ¹	A	A	A	M ¹	M ²	M ⁵	3
55.	Mathematics Paper 2	M ³	A	A	M ¹	M ¹	A	A	A	M ²	M ⁴	3
56.	Music Paper 1	A	A	A	A	A	A	A	A	A	A	1
57.	Music Paper 2	A	A	A	A	A	A	A	A	A	A	2
58.	Physical Sciences Paper 1	A	A	A	A	A	A	A	A	A	A	3
59.	Physical Sciences Paper 2	A	A	A	M ¹	M ²	M ¹	A	A	A	M ²	3
60.	Portuguese FAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
61.	Portuguese FAL Paper 2	A	M ¹	A	A	A	M ¹	A	A	A	A	2
62.	Portuguese FAL Paper 3	M ¹	M ¹	M ¹	M ¹	A	A	A	A	A	A	2
63.	Portuguese HL Paper 1	A	A	A	A	A	M ¹	A	A	A	A	1
64.	Portuguese HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
65.	Portuguese HL Paper 3	M ¹	A	M ¹	M ¹	A	A	A	A	A	A	1
66.	Portuguese SAL Paper 1	A	A	A	A	A	M ¹	A	A	M ¹	A	2
67.	Portuguese SAL Paper 2	A	A	A	A	A	A	A	M ¹	A	A	2
68.	Sepedi FAL Paper 1	M ²	A	M ²	M ²	M ²	M ²	M ¹	A	M ²	L ⁷	4
69.	Sepedi FAL Paper 2	L ²	A	A	M ¹	A	A	A	M ¹	M ¹	L ⁷	4
70.	Sepedi HL Paper 1	A	A	A	A	M ¹	A	A	M ¹	M ²	M ¹	3
71.	Sepedi HL Paper 2	A	A	A	A	A	A	A	A	M ¹	M ¹	3
72.	Sesotho FAL Paper 1	A	M ¹	A	M ²	M ²	M ²	A	A	M ³	M ⁶	3
73.	Sesotho FAL Paper 2	M ¹	M ¹	M ¹	M ²	M ¹	M ¹	M ¹	A	M ³	M ²	3
74.	Sesotho HL Paper 1	M ²	M ¹	M ³	M ¹	M ²	A	A	M ¹	M ⁴	L ⁷	3
75.	Sesotho HL Paper 2	A	M ¹	M ¹	A	A	A	A	A	M ¹	M ¹	2
76.	Setswana FAL Paper 1	M ¹	A	A	A	A	A	A	A	M ¹	M ³	3

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
77.	Setswana FAL Paper 2	M ¹	A	A	A	A	A	A	A	M ¹	M ³	3
78.	SiSwati FAL Paper 1	A	N ³	A	M ³	M ²	A	A	A	M ²	M ⁴	3
79.	SiSwati FAL Paper 2	M ¹	A	A	M ³	M ²	A	A	A	M ²	M ⁵	3
80.	Spanish SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
81.	Spanish SAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
82.	Tamil FAL Paper 1	A	A	A	A	A	M ¹	A	A	M ¹	A	2
83.	Tamil FAL Paper 3	M ¹	A	A	A	A	A	A	A	A	A	2
84.	Tamil SAL Paper 1	A	A	A	A	A	M ¹	A	A	M ¹	A	2
85.	Tamil SAL Paper 2	A	A	A	A	A	M ¹	A	A	M ¹	A	2
86.	Tourism	M ⁴	A	A	A	M ¹	M ²	A	A	M ¹	A	2
87.	Urdu FAL Paper 1	A	A	A	A	M ²	A	A	A	A	A	1
88.	Urdu FAL Paper 2	M ²	A	A	M ¹	M ²	A	M ¹	A	A	A	4
89.	Urdu FAL Paper 3	A	A	A	A	M ²	A	A	A	A	A	1
90.	Urdu SAL Paper 1	A	A	A	A	M ²	A	M ¹	M ¹	A	A	3
91.	Urdu SAL Paper 2	A	A	A	A	M ²	A	A	A	A	A	1
92.	Visual Arts	M ¹	M ¹	A	M	M ¹	A	A	A	M ¹	A	2
93.	Xitsonga FAL Paper 1	A	A	A	A	A	A	A	M ¹	M ²	M ⁴	3
94.	Xitsonga FAL Paper 2	A	A	A	A	A	A	A	M ¹	M ²	M ⁴	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

M_x, L_x, N_x: (x = number of quality indicators not complied with)

1 = Approved; 2 = Conditionally approved, need not to be submitted for second/subsequent moderation; 3 = Conditionally approved, must be submitted for second/subsequent moderation; 4 = Not approved, must be submitted for further moderation

Annexure 1B: List of question papers and marking guidelines that were not compliant with some quality indicators at first moderation in the November 2023 examination cycle

PART A: MODERATION OF QUESTION PAPERS

CRITERION 1: TECHNICAL CRITERIA

Quality indicators	Question papers not compliant
1.1 The question paper is complete with grid, memorandum, relevant answer sheets and formula sheets/addenda.	1. Portuguese First Additional Language (FAL) Paper 3 2. Portuguese Home Language (HL) Paper 3
1.2 All relevant details such as time allocation, name of the subject, number of pages and instructions to candidates are included on the question paper.	1. Engineering Graphics and Design Paper 1 2. Urdu FAL Paper 2
1.3 The instructions to candidates are clear and unambiguous.	1. Business Studies 2. Consumer Studies 3. Dance Studies 4. Economics 5. English FAL Paper 1 6. Setswana FAL Paper 1 7. Setswana FAL Paper 2 8. Tourism 9. Urdu FAL Paper 2
1.4 The layout of the paper is uncluttered and reader friendly.	1. Afrikaans FAL Paper 1 2. Afrikaans HL Paper 1 3. Dance Studies 4. Economics 5. Tourism
1.5 The questions are correctly numbered.	1. Engineering Graphics and Design Paper 2 2. English FAL Paper 1
1.6 The pages are correctly numbered.	NONE
1.7 The headers and footers on each page are consistent and adhere to the required format.	1. Dance Studies 2. Engineering Graphics and Design Paper 1
1.8 Appropriate fonts are used throughout the paper.	1. Engineering Graphics and Design Paper 2 2. Sepedi FAL Paper 1 3. Sepedi FAL Paper 2
1.9 Mark allocations are clearly indicated.	1. Business Studies 2. Computer Applications Technology Paper 1
1.10 The question paper can be completed in the time allocated.	1. Economics

Quality indicators	Question papers not compliant
1.11 The quality of drawings, illustrations, graphs, tables, etc. is appropriate, clear, error free and print ready.	1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Dramatic Arts 4. Engineering Graphics and Design Paper 1 5. Engineering Graphics and Design Paper 2 6. English HL Paper 1 7. Sepedi FAL Paper 1 8. Sepedi FAL Paper 2 9. Sesotho FAL Paper 2 10. Sesotho HL Paper 1 11. Tourism 12. Visual Arts
1.12 The question paper adheres to the format requirements in the Subject Assessment Guideline (SAG) and other assessment frameworks.	1. Sepedi FAL Paper 1 2. Sepedi FAL Paper 2 3. Sesotho HL Paper 1 4. Siswati FAL Paper 2

CRITERION 2: INTERNAL MODERATION

Quality indicators	Question papers not compliant
2.1 The assessment body submitted a file with a full history of the development of the question paper including all drafts, internal moderators' comments/reports, etc. (all of these must accompany the question paper each time it comes to the external moderator(s)).	1. Dance Studies 2. Siswati FAL Paper 1
2.2 The quality, standard and relevance of inputs from the internal moderator are appropriate.	1. Afrikaans FAL Paper 2 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Business Studies 5. Economics 6. Portuguese FAL Paper 2 7. Portuguese FAL Paper 3 8. Sesotho FAL Paper 1 9. Sesotho FAL Paper 2 10. Sesotho HL Paper 1 11. Siswati FAL Paper 1
2.3 There is evidence that the internal moderator's recommendations have been addressed.	1. Dance Studies 2. Sesotho HL Paper 2 3. Siswati FAL Paper 1 4. Visual Arts

CRITERION 3: CONTENT COVERAGE

Quality indicators	Question papers not compliant
3.1 The analysis grid shows clearly how each question is linked to an LO/topic.	1. Business Studies 2. Design 3. Portuguese HL Paper 3
3.2 The paper adequately covers the skills and concepts/ topics / themes as prescribed in the curriculum and assessment policy statement (CAPS) and/or SAG and/or other applicable assessment frameworks.	1. Dance Studies 2. Sepedi FAL Paper 1 3. Sesotho HL Paper 1
3.3 The questions are within the broad scope of the CAPS and/or SAG and/or other applicable assessment frameworks.	1. Sepedi FAL Paper 1
3.4 The skills/topics/themes and concepts are appropriately linked and integrated.	1. Dance Studies
3.5 The questions are representative of the latest developments in this subject.	1. Dance Studies 2. Sesotho HL Paper 1
3.6 The content including examples, text and illustrations included in the question paper are suitable, appropriate, relevant and academically correct/accurate.	1. Sesotho FAL Paper 2 2. Sesotho HL Paper 1 3. Sesotho HL Paper 2

CRITERION 4: COGNITIVE SKILLS

Quality indicators	Question papers not compliant
4.1 The analysis grid clearly shows the cognitive level of each question/sub-question.	1. Portuguese FAL Paper 3 2. Portuguese HL Paper 3 3. Siswati FAL Paper 1 4. Siswati FAL Paper 2
4.2 There is an appropriate distribution in terms of cognitive levels (Bloom's taxonomy or any other taxonomy that may have been used).	1. Afrikaans FAL Paper 2 2. Computer Applications Technology Paper 1 3. Consumer Studies 4. Dance Studies 5. Engineering Graphics and Design Paper 1 6. Sepedi FAL Paper 1 7. Sepedi FAL Paper 2 8. Sesotho FAL Paper 1 9. Sesotho HL Paper 1 10. Siswati FAL Paper 1 11. Siswati FAL Paper 2 12. Visual Arts
4.3 Choice questions are of an equal level of difficulty.	1. Siswati FAL Paper 1 2. Siswati FAL Paper 2
4.4 The question paper provides opportunities to assess the candidates' ability to reason, communicate, translate verbal to symbolic, translate visual evidence to a written response, compare and contrast, see causal relationships, express an argument clearly, provide creative responses, etc.	1. Sepedi FAL Paper 1 2. Sesotho FAL Paper 2

Quality indicators	Question papers not compliant
4.5 The degree of difficulty is not unintentionally increased by the inclusion of irrelevant information.	1. Accounting Paper 1 2. Dance Studies 3. Dramatic Arts 4. Physical Sciences Paper 2 5. Sesotho HL Paper 2
4.6 There is a correlation between mark allocation, cognitive level, degree of difficulty and time allocation.	1. Computer Applications Technology Paper 1 2. Dance Studies 3. Economics 4. Engineering Graphics and Design Paper 1 5. English HL Paper 1 6. Sesotho FAL Paper 1

CRITERION 5: TEXT SELECTION, TYPES AND QUALITY OF QUESTIONS

Quality indicators	Question papers not compliant
5.1 The question paper includes questions of various types, e.g. multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving questions.	NONE
Selection of texts (prose, visual, graphs, tables, etc.)	
The source material (i.e. prose text, visual, drawing, illustration, example, table, graph):	
5.2 is subject specific;	NONE
5.3 is of an appropriate length;	1. Dance Studies
5.4 is functional, relevant and appropriate;	1. Afrikaans HL Paper 1 2. Sepedi FAL Paper 1
5.5 allows for the testing of skills; and	NONE
5.6 generates questions across the cognitive levels.	1. Engineering Graphics and Design Paper 1
Quality of questions	
5.7 The questions relate to what is pertinent in the subject.	1. Sesotho FAL Paper 2 2. Sesotho HL Paper 1

Quality indicators	Question papers not compliant
5.8 The questions are free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers.	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Business Studies 7. Computer Applications Technology Paper 1 8. Computer Applications Technology Paper 2 9. Dance Studies 10. Economics 11. English FAL Paper 1 12. English FAL Paper 2 13. English HL Paper 1 14. Physical Sciences Paper 2 15. Siswati FAL Paper 1 16. Siswati FAL Paper 2
5.9 The questions provide clear instructional key words/verbs.	<ol style="list-style-type: none"> 1. Computer Applications Technology Paper 1 2. Economics 3. English FAL Paper 1 4. English HL Paper 1 5. Sepedi HL Paper 1 6. Siswati FAL Paper 1 7. Siswati FAL Paper 2
5.10 The questions contain sufficient information to elicit appropriate responses.	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Business Studies 3. Computer Applications Technology Paper 1 4. Economics 5. Engineering Graphics and Design Paper 1 6. English FAL Paper 1 7. English FAL Paper 2
5.11 There are no factual errors or misleading information in the questions.	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Consumer Studies 5. Sesotho FAL Paper 1 6. Sesotho HL Paper 1
5.12 There are no double negatives in the questions/the questions are not formulated in unnecessarily negative terms.	NONE
5.13 References in questions to prose texts, visuals, drawings, illustrations, examples, tables, graphs, are relevant and correct.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Economics 3. English HL Paper 1 4. Sepedi FAL Paper 1 5. Visual Arts
5.14 One question does not suggest the answer to another question.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Physical Sciences Paper 2

Quality indicators	Question papers not compliant
5.15 One question does not overlap with another question.	1. Afrikaans FAL Paper 2 2. Economics 3. Sesotho FAL Paper 1 4. Tourism
Multiple-choice questions (where applicable)	
5.16 The options follow grammatically from the stem.	NONE
5.17 The options are free from logical cues that make one of the options an obvious choice.	NONE
5.18 The options are free from such absolute terms as “always” or “never”.	NONE
5.19 All the options are of approximately the same length, with the correct answer not being longer, more specific or more complete than other options.	1. Computer Applications Technology Paper 2
5.20 A word or phrase in the stem is not repeated in the correct answer.	1. Business Studies
5.21 The correct answer does not include elements in common with other options.	NONE

CRITERION 6: LANGUAGE AND BIAS

Quality indicators	Question papers not compliant
6.1 Subject terminology/data are used correctly.	1. Sepedi FAL Paper 1 2. Sesotho FAL Paper 1 3. Tourism
6.2 The language, register and the level and complexity of the vocabulary are appropriate for Grade 12 learners.	NONE
6.3 There are no subtleties in the grammar that might create confusion.	1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 2 3. Business Studies 4. Computer Applications Technology Paper 1 5. Computer Applications Technology Paper 2 6. Engineering Graphics and Design Paper 1 7. English FAL Paper 1 8. English FAL Paper 2 9. Physical Sciences Paper 2 10. Tamil FAL Paper 1 11. Tamil SAL Paper 1 12. Tamil SAL Paper 2 13. Tourism

Quality indicators	Question papers not compliant
6.4 The language used in the question paper is grammatically correct.	1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 2 4. Consumer Studies 5. Dramatic Arts 6. English HL Paper 1 7. Portuguese FAL Paper 2 8. Portuguese SAL Paper 1 9. Sepedi FAL Paper 1 10. Sesotho FAL Paper 1 11. Sesotho FAL Paper 2
6.5 The questions do not contain overly complicated syntax.	1. Afrikaans FAL Paper 2 2. Business Studies 3. Dramatic Arts
6.6 Foreign names, terms and jargon are accompanied by a glossary.	NONE
6.7 There is no evidence of bias in the paper in respect of culture, gender, language, politics, race, religion, stereotyping, province, region, etc.	NONE
6.8 The questions allow for adaptations and modifications for assessing special needs students in the interests of inclusivity.	1. Portuguese FAL Paper 1

CRITERION 7: PREDICTABILITY

Quality indicators	Question papers not compliant
7.1 Questions are of such a nature that they cannot be easily spotted or predicted.	1. Dance Studies
7.2 There is no verbatim repetition ("cut and paste") of questions from the past three years' question papers.	1. Dance Studies 2. Dramatic Arts 3. Urdu FAL Paper 2 4. Urdu SAL Paper 1
7.3 The paper contains an appropriate degree of innovation.	1. Sepedi FAL Paper 1 2. Sesotho FAL Paper 2

PART B: MODERATION OF MARKING GUIDELINE

CRITERION 8: CONFORMITY WITH QUESTION PAPER

Quality indicators	Question papers not compliant
8.1 The memo/marking guideline corresponds with the questions in the question paper.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Engineering Graphics and Design Paper 1 5. English HL Paper 1 6. Xitsonga FAL Paper 1 7. Xitsonga FAL Paper 2
8.2 The memo/marking guideline matches the command words in the questions.	<ol style="list-style-type: none"> 1. Computer Applications Technology Paper 2 2. Economics 3. English FAL Paper 2 4. English HL Paper 1 5. Sepedi HL Paper 1 6. Sesotho HL Paper 1
8.3 The marks for each (sub-) question shown in the memo/marking guideline correspond with those shown in the question paper.	<ol style="list-style-type: none"> 1. Portuguese SAL Paper 2 2. Sepedi FAL Paper 2 3. Urdu SAL Paper 1

CRITERION 9: ACCURACY AND RELIABILITY OF MARKING GUIDELINE

Quality indicators	Question papers not compliant
9.1 The answers in the marking guideline are all correct in terms of the subject matter.	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 2 4. Engineering Graphics and Design Paper 1 5. Engineering Graphics and Design Paper 2 6. English HL Paper 1 7. Sepedi FAL Paper 1 8. Sepedi HL Paper 1 9. Sepedi HL Paper 2 10. Sesotho FAL Paper 1 11. Sesotho FAL Paper 2 12. Urdu FAL Paper 1 13. Xitsonga FAL Paper 2

Quality indicators	Question papers not compliant
9.2 The marking guideline does not contain typographical errors or errors in language.	<ol style="list-style-type: none"> 1. Accounting Paper 2 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Design 7. Dramatic Arts 8. English HL Paper 1 9. Portuguese SAL Paper 1 10. Sepedi FAL Paper 1 11. Sepedi FAL Paper 2 12. Sepedi HL Paper 1 13. Sesotho FAL Paper 1 14. Sesotho FAL Paper 2 15. Sesotho HL Paper 1 16. Siswati FAL Paper 1 17. Siswati FAL Paper 2 18. Tourism 19. Visual Arts
9.3 The marking guideline is clearly laid out and facilitates marking.	<ol style="list-style-type: none"> 1. Afrikaans FAL Paper 2 2. Afrikaans HL Paper 1 3. Economics 4. Engineering Graphics and Design Paper 1 5. English HL Paper 1 6. Sesotho HL Paper 1 7. Siswati FAL Paper 1 8. Siswati FAL Paper 2 9. Xitsonga FAL Paper 1 10. Xitsonga FAL Paper 2
9.4 The marking guideline is complete, showing mark allocation and mark distribution in each of the questions.	<ol style="list-style-type: none"> 1. Afrikaans HL Paper 1 2. Business Studies 3. Design 4. Engineering Graphics and Design Paper 1 5. Sesotho HL Paper 1 6. Tamil FAL Paper 1 7. Tamil SAL Paper 1 8. Tamil SAL Paper 2
9.5 The marking guideline encourages a spread of marks in an answer.	<ol style="list-style-type: none"> 1. Sesotho HL Paper 1 2. Xitsonga FAL Paper 1
9.6 The marking guideline does not offer such a small range of marks that the ability to discriminate among low and high performers is compromised.	<ol style="list-style-type: none"> 1. Computer Applications Technology Paper 1 2. Engineering Graphics and Design Paper 1
9.7 The marking guideline awards marks positively/there is no negative marking.	NONE

Quality indicators	Question papers not compliant
9.8 The marking guideline provides enough detail to ensure the reliability of marking.	1. English FAL Paper 1 2. English HL Paper 1 3. Sesotho FAL Paper 1 4. Sesotho FAL Paper 2 5. Sesotho HL Paper 1 6. Setswana FAL Paper 1 7. Setswana FAL Paper 2
9.9 The marking guideline makes allowance for relevant/correct alternative responses.	1. Accounting Paper 1 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans HL Paper 1 5. Computer Applications Technology Paper 2 6. Economics
9.10 The marking guideline uses rubrics where appropriate.	NONE

PART C: OVERALL IMPRESSION AND GENERAL REMARKS

CRITERION 10: OVERALL IMPRESSION

Quality indicators	Question papers not compliant
10.1 The question paper is in line with the current policy/guideline documents.	1. Physical Sciences Paper 2 2. Sepedi FAL Paper 1 3. Sepedi FAL Paper 2 4. Sesotho HL Paper 1 5. Siswati FAL Paper 2
10.2 The question paper is fair, valid and reliable.	1. Accounting Paper 1 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Business Studies 5. Economics 6. Engineering Graphics and Design Paper 1 7. English FAL Paper 1 8. English HL Paper 1 9. Physical Sciences Paper 2 10. Sepedi FAL Paper 1 11. Sepedi FAL Paper 2 12. Sesotho FAL Paper 1 13. Sesotho FAL Paper 2 14. Sesotho HL Paper 1 15. Setswana FAL Paper 1 16. Setswana FAL Paper 2 17. Siswati FAL Paper 1 18. Siswati FAL Paper 2 19. Xitsonga FAL Paper 1 20. Xitsonga FAL Paper 2
10.3 The question paper as a whole assesses the objectives of the CAPS and/or SAG and/or other applicable assessment frameworks.	NONE

Quality indicators	Question papers not compliant
10.4 The question paper is of the appropriate standard.	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper P1 4. Afrikaans HL Paper 2 5. Consumer Studies 6. Dance Studies 7. Economics 8. English FAL Paper 1 9. English HL Paper 1 10. Sepedi FAL Paper 1 11. Sepedi FAL Paper 2 12. Sesotho FAL Paper 1 13. Sesotho HL Paper 1 14. Siswati FAL Paper 1 15. Siswati FAL Paper 2 16. Xitsonga FAL Paper 1 17. Xitsonga FAL Paper 2
10.5 The standard of the question paper compares favourably with previous years.	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Afrikaans FAL Paper 2 3. English FAL Paper 1 4. English HL Paper 1 5. Sepedi FAL Paper 1 6. Sepedi FAL Paper 2 7. Sesotho FAL Paper 1 8. Sesotho HL Paper 1
10.6 The marking guideline is fair, valid and reliable.	<ol style="list-style-type: none"> 1. Accounting Paper 1 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Business Studies 7. Economics 8. Engineering Graphics and Design Paper 1 9. Engineering Graphics and Design Paper 2 10. English HL Paper 1 11. Sepedi FAL Paper 1 12. Sepedi FAL Paper 2 13. Sepedi HL Paper 1 14. Sepedi HL Paper 2 15. Sesotho FAL Paper 1 16. Sesotho FAL Paper 2 17. Sesotho HL Paper 1 18. Setswana FAL Paper 1 19. Setswana FAL Paper 2 20. Siswati FAL Paper 1 21. Siswati FAL Paper 2 22. Xitsonga FAL Paper 1 23. Xitsonga FAL Paper 2

Quality indicators	Question papers not compliant
10.7 The marking guideline is of the appropriate standard.	1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 2 3. English FAL Paper 1 4. English HL Paper 1 5. Sepedi FAL Paper 1 6. Sepedi FAL Paper 2 7. Sesotho FAL Paper 1 8. Sesotho HL Paper 1 9. Setswana FAL Paper 1 10. Setswana FAL Paper 2 11. Xitsonga FAL Paper 1 12. Xitsonga FAL Paper 2
10.8 The standard of the marking guideline compares favourably with previous years.	1. English FAL Paper 1 2. English HL Paper 1 3. Sepedi FAL Paper 1 4. Sepedi FAL Paper 2 5. Sesotho FAL Paper 1 6. Sesotho HL Paper 1
10.9 Skills, knowledge, attitudes and values are assessed.	1. Siswati FAL Paper 2

Annexure 2A: Subjects and schools/centres sampled for SBA moderation for the November 2023 NSC examination

	Sampled subject	Sampled school /centre	Modality
1.	Mathematical Literacy	<ul style="list-style-type: none"> · Convent of the Holy Family College Parktown · Kingfisher Private School · Kitsong School · Maragon Mooikloof Private School · Mitchell House School · Waterfall College 	Desktop evaluation
2.	Economics	<ul style="list-style-type: none"> · Abbotts College Northcliff · Kearsney College · Maseala Progressive School · Selly Park Secondary School · Trinityhouse Glenvista · Xanadu Private School 	Desktop evaluation
3.	Life Sciences	<ul style="list-style-type: none"> · Curro Independent School Mossel Bay · Curro Klerksdorp · Granteigh School · Kingswood College · Penryn College · Woodhill College 	Desktop evaluation

4.	Physical Sciences	<ul style="list-style-type: none"> · Abbots College Northcliff · Curro Salt Rock Combined School · Eagles Nest Christian School · Reddam House College Atlantic Seaboard · South Coast Academy · Verney College 	Desktop evaluation
5.	Mathematics	<ul style="list-style-type: none"> · Kitsong School · Palm Hills College · St Dunstan's College · St Thomas Aquinas Combined School · Treverton College 	Desktop evaluation
6.	Visual Arts	<ul style="list-style-type: none"> · Holy Rosary School · Oakhill School · Reddam House Umhlanga · Somerset West Private School · St Patrick's College Kokstad · Waterstone College 	Desktop evaluation

Annexure 2B: Subjects and schools/centres sampled for PAT moderation for the November 2023 NSC examination

	Sampled subject	Sampled school/centre	Modality
1.	Dramatic Arts	<ul style="list-style-type: none"> · Durban Girls' College · Oprah Winfrey Leadership Academy for Girls · Reddford House Northcliff · Roedean School (SA) · St Dominic's College · Treverton College 	Desktop evaluation
2.	Dance Studies	<ul style="list-style-type: none"> · Crawford College La Lucia · Curro Private School Durbanville · Reddam House College Bedfordview · Southdowns College · St Mary's School Waverley 	Desktop evaluation

Annexure 2C: Subjects and schools/centres sampled for oral assessment moderation for the November 2023 NSC examination

	Subject	School/centre	Modality
1.	IsiZulu First Additional Language (FAL)	<ul style="list-style-type: none"> · Crawford College, La Lucia · Curro Edenvale School · Kearsney College · Maris Stella School · Roedean School (SA) · Waterstone College 	Desktop evaluation
2.	Afrikaans FAL	<ul style="list-style-type: none"> · Felixton College · Future Nation Schools Fleurhof · Leeuwenhof Akademie · Roedean School (SA) · St Patrick's College Kokstad · Waterfall College 	Desktop evaluation

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

1.	Afrikaans Home Language Paper 1 and Paper 2
2.	Business Studies
3.	French Second Additional Paper 1 and Paper 2
4.	German Second Additional Language Paper 1 and Paper 2
5.	IsiXhosa First Additional Language Paper 1 and Paper 2
6.	IsiZulu First Additional Language Paper 1 and Paper 2
7.	Maritime Economics
8.	Music Theory
9.	Sport and Exercise Science
10.	Visual Arts Theory

Annexure 5A: Examination centres monitored during the writing phase of the examination

No.	Province	Centre	Date	Subject written
1	Eastern Cape	Vela School	18 October 2023	Computer Applications Technology Paper 1
2	Free State	St Dominic College	18 October 2023	Computer Applications Technology Paper 1
3	Gauteng	Crawford College Pretoria	18 October 2023	Computer Applications Technology Paper 1
4	Gauteng	Curro Helderwyk	18 October 2023	Computer Applications Technology Paper 1
5	KwaZulu-Natal	Southcity Christian School	18 October 2023	Computer Applications Technology Paper 1
6	Limpopo	Mokopane English Combined School	18 October 2023	Computer Applications Technology Paper 1
7	Mpumalanga	Penryn College	18 October 2023	Computer Applications Technology Paper 1
8	North West	Kitsong Schools of the Royal Bafokeng	18 October 2023	Computer Applications Technology Paper 1
9	Western Cape	Bridge House	18 October 2023	Computer Applications Technology Paper 1
10	Gauteng	Crawford College Sandton	20 October 2023	Information Technology Paper 1
11	Gauteng	Dainfern College	20 October 2023	Information Technology Paper 1
12	KwaZulu-Natal	Crawford International La Lucia	20 October 2023	Information Technology Paper 1
13	KwaZulu-Natal	Curro High School Hillcrest	20 October 2023	Information Technology Paper 1
14	Western Cape	Elkanah House	20 October 2023	Information Technology Paper 1 Information Technology Paper 1
15	Eastern Cape	St Dominics Priory School	23 October 2023	Business Studies Paper 1
16	Gauteng	Curro Hazeldean High School	23 October 2023	Business Studies Paper 1
17	Limpopo	Waterberg Academy	23 October 2023	Business Studies Paper 1
18	Western Cape	Reddam House College Durbanville	23 October 2023	Business Studies Paper 1
19	KwaZulu-Natal	Maris Stella School	24 October 2023	Afrikaans First Additional Language Isizulu First Additional Language Paper 1
20	Free State	St Andrew's School	26 October 2023	English Home Language Paper 1
21	Gauteng	Curro Thatchfield Independent High School	26 October 2023	English Home Language Paper 1
22	KwaZulu-Natal	Creston College	26 October 2023	English Home Language Paper 1
23	KwaZulu-Natal	Hermannsburg School	30 October 2023	Mathematics Paper 1
24	KwaZulu-Natal	St Dominics Newcastle	30 October 2023	Mathematics Paper 1
25	Limpopo	King's Court Christian School	30 October 2023	Mathematics Paper 1
26	Eastern Cape	Umthatha Christian School	2 November 2023	Life Sciences Paper 1

No.	Province	Centre	Date	Subject written
27	Gauteng	Deutsche Internationale Schule Johannesburg	2 November 2023	Life Sciences Paper 1
28	North West	Lebone 11 College of the Royal Bafokeng	2 November 2023	Life Sciences Paper 1
29	Gauteng	Sacred Heart College	6 November 2023	Physical Sciences Mathematical Literacy
30	Mpumalanga	Curro Secunda	6 November 2023	Physical Sciences Paper 2 Mathematical Literacy Paper 2
31	KwaZulu-Natal	St Benedict School	7 November 2023	History Paper 2
32	Eastern Cape	Merrifield Preparatory School and College	10 November 2023	Geography Paper 1
33	Gauteng	Curro Roodeplaat	10 November 2023	Geography Paper 2
34	Mpumalanga	Hatfield Christian Online School	13 November 2023	Mathematics Paper 2
35	Mpumalanga	Volle Evangelie Kerk Ermelo	14 November 2023	Engineering Graphics and Design
36	Mpumalanga	Global Online School/ Wellspring Ministries	15 November 2023	Afrikaans First Additional Language Paper 2
37	Gauteng	Deutsche Internationale Schule Pretoria	15 November 2023	Afrikaans First Additional Language Paper 2
38	Eastern Cape	Highway Christian Church HCOS	17 November 2023	History Paper 2
39	Gauteng	Curro Private School Serengeti Academy	20 November 2023	Life Sciences Paper 2
40	KwaZulu-Natal	Accelerated Education Enterprises (AEE) Head Office	20 November 2023	Life Sciences Paper 2
41	Western Cape	Curro Hermanus	20 November 2023	Life Sciences Paper 2
42	KwaZulu-Natal	Maritzburg Christian School	23 November 2023	English Home Language Paper 2 English Additional Language Paper 2
43	Gauteng	Education Incorporated	23 November 2023	English Home Language Paper 2
44	Mpumalanga	St Thomas Aquinas School Witbank	27 November 2023	Physical Sciences Paper 2

Annexure 5B: Marking centres visited during the marking phase of the examination

No.	Province	Marking centre	Date
1.	Gauteng	St Stithians College	9 December 2023
2.		Crawford International Sandton	
3.		St Benedict's College	
4.		SAHETI School	

Annexure 5C: Examination centres implicated in non-compliance areas

Criteria	Nature of non-compliance	Centre implicated
Handling of answer scripts	An invigilator tore a page from an unused answer book and stapled it to the candidate's answer script, instead of providing the candidate with a new answer book.	Curro Private School Serengeti Academy (Centre No. 3379)

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