REPORT ON THE QUALITY ASSURANCE OF THE SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE (SACAI) NOVEMBER 2023 NATIONAL SENIOR CERTIFICATE EXAMINATION AND ASSESSMENT

UMALUSI

Quality Council for General and Further Education and Training

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FOREWORD

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

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

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

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

The Assessment Standards Committee (ASC), which is a committee of Umalusi Council, and the Executive Committee of Umalusi Council (EXCO) met in January 2024 to scrutinise evidence presented on the conduct of the November 2023 NSC examinations.

Umalusi studied the report and evidence on the conduct, administration and management of the November 2023 National Senior Certificate (NSC) examinations submitted by the South African Comprehensive Assessment Institute (SACAI) 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 examinations administered by the South African Comprehensive Assessment Institute (SACAI) .

EXCO of Council therefore approves the release of the SACAI November 2023 National Senior Certificate examination results.

In respect of identified irregularities, the SACAI is required to nullify the results of the candidates implicated in the irregularities.

Umalusi is concerned about SACAI's failure to inform candidates about the change in the setworks for IsiZulu First Additional Language Paper 2 (poems and short stories). Furthermore, Umalusi emphasises the importance of submitting datasets for standardisation and resulting within the stipulated timeframes.

The SACAI 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.

EXCO of Council commended the SACAI for conducting a successful examination.

Umalusi will continue to ensure that the quality, integrity and credibility of the NSC examinations and assessment are maintained. Umalusi will also continue in its endeavours towards maintaining an assessment system that is internationally comparable, through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2023 NSC examinations.

Acting CEO - Mr MH van der Walt

Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act 67 of 2008, as amended mandates Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act 58 of 2001, as amended to quality assure assessments of all qualifications registered on its sub-framework at exit point and approve the release of examination results.

The Act stipulates that Umalusi as the Quality Council for General and Further Education and Training:

a. Must perform the external moderation of assessments of the various assessment bodies and education institutions;

b. May adjust raw marks during the standardisation process; and

c. After consultation with the relevant assessment body, must approve the publication of the results of candidates if the Council is satisfied that the assessment body:

   i. Conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;

   ii. Complied with the requirements prescribed by the Council for conducting assessments;

   iii. Applied the standards prescribed by the Council with which a candidate is required to comply to obtain a certificate; and

   iv. Complied with every other condition determined by the Council.

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

The purpose of this report is to give feedback on the processes followed by Umalusi in the quality assurance of the November 2023 NSC examinations and assessment. The report also reflects on the findings, areas of improvement, areas of non-compliance and directives for compliance and improvement in the conduct, administration and management of these examinations and assessments. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the SACAI, where applicable comparisons are made with the November 2022 NSC examinations.

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

a. Moderation of question papers (Chapter 1);

b. Moderation of school-based assessment, practical assessment tasks and oral assessment (Chapters 2);

c. Audit of the state of readiness to conduct the examinations (Chapter 3)

d. Audit of appointed markers (Chapter 4)

e. Monitoring of writing and marking of examinations (Chapter 5);

f. Marking guideline standardisation meetings and verification of marking (Chapters 6); and

g. Standardisation and resulting (Chapter 7).

Umalusi conducted external moderation of 46 question papers and their marking guidelines for the SACAI November 2023 NSC examinations. This was done to ensure that the question papers are of good standard, fair, valid and reliable. The marking guidelines were moderated concurrently with their respective question papers to ensure correctness, fairness, validity and reliability and that they are clear to markers to enable consistent and fair marking.

The findings of the external moderation of question papers revealed that content coverage as one of the criteria for question paper moderation was complied with and compliance to it has been improving throughout the years. However, only five question papers were approved at the first moderation and the 33 question papers were conditionally approved. The SACAI is urged to give intensive training to the examining panels; and to share the training programme with Umalusi. This will ensure compliance with the following criteria:

i. Technical details;

ii. Content coverage;

iii. Cognitive skills;

iv. Text selection, types and quality of questions;

v. Language and bias;

vi. Conformity with question paper; and

vii. Accuracy and reliability of marking guidelines.

Umalusi quality assured the implementation of SBA, PAT and oral assessment on a sample of subjects and centres/schools. This was done to verify compliance to requirements of SBA, PAT and oral assessment as outlined in the SACAI Subject Assessment Guidelines (SAG) and related policies.

There was evidence of the maintenance of appropriate standards in the conduct, administration and management of internal assessment across subjects sampled for moderation. Umalusi noted a marked improvement in the quality of internal moderation in Mathematics in all centres/schools sampled for moderation when compared to the previous years. However, there were a lot of aspects that needed attention details, of which will be provided in the body of the report. Some of the challenges identified included non-adherence to the technical aspects relating to the layout of assessments and the quality of assessment tasks.

Umalusi also monitors the state of readiness to conduct NSC examinations. This is one of the critical quality assurance processes that evaluates the level of preparedness of the SACAI to conduct the examination. Umalusi used a Risk Management Based approach as its strategy to evaluate the level of preparedness of SACAI to conduct the NSC examination.

The strategy allowed for the timeous identification of areas with potential risks which might have compromised the delivery of credible examinations. The aim was to provide mitigating strategies prior to the commencement of the examination. To fulfil this role, the following were required:

    i.   A self-evaluation report must be compiled by the SACAI and submitted to Umalusi, to enable the development of a risk profile for the state of readiness by Umalusi; and

    ii.   Evidence-based verification must be conducted by Umalusi to evaluate the portfolio of evidence submitted by the SACAI with the self-evaluation report.

    iii.   Onsite audit verification was conducted.

In preparation for the SACAI November 2023 NSC examinations, risks that could compromise the credibility and integrity of the examination were identified. They were shared with SACAI in order for SACAI to address them before the commencement of examinations.

Fifteen subjects were sampled for the audit of appointed markers. This was conducted off-site, through a desktop evaluation of evidence submitted by the SACAI on the selection and appointment of markers, as per Umalusi requirements.

The following criteria were developed by Umalusi to analyse the electronic files submitted by the SACAI for the audit of appointed markers:

    i.   Compliance with notional marking times;

    ii.   Qualifications and subject specialisation;

    iii.   Teaching experience; and

    iv.   Marking experience.

The SACAI satisfied the stipulated requirements for the appointment of the marking personnel and strengthened the quality of internal moderation by appointing senior markers in most for both marking and moderation purposes. However, Umalusi noted the lack of provisions in the policy for the requirements for the selection and appointment of senior markers as an area of non-compliance.

The SACAI established 103 examination centres and one centralised marking centre for writing and marking respectively. Umalusi monitored the conduct, administration and management of examinations at 39 centres and one marking centre where the examinations were administered, and marking was conducted. Umalusi monitors were deployed while the examination was written, to assess the levels of compliance by the examination centres to the regulations pertaining to the conduct, administration and management of the NSC examinations.

The findings of the monitoring of the writing and marking phases of the November 2023 NSC examinations revealed that the SACAI managed to conduct, administer and manage the examination to an acceptable level of compliance across the monitored examination

centres and the marking centre. There was notably improved invigilation demonstrated across centres monitored. However, of concern was the non-adherence of five examination centres to the regulations and policies governing the conduct, administration and management of the NSC examination and the absence of the marking centre manager when marking was taking place.

Umalusi participated in the process of the marking guidelines standardisation of ten subjects comprising 22 question papers. This was done to ensure the finalisation and approval of marking guidelines and marking principles that could facilitate fair, accurate and consistent marking. The findings of the monitoring of the marking guideline standardisation meetings showed that the marking guideline standardisation meetings were effective in strengthening the final marking guidelines for the ten subjects.

Umalusi participated in the verification of marking to ensure that marking was conducted according to agreed and established practices and standards. The quality of marking in subjects sampled for the verification of marking was mainly up to the required standard. However, the candidate performance in the subjects verified was worrisome. This low performance continues to be a cause for concern for Umalusi.

For the November 2023 NSC examination, SACAI presented 25 subjects for standardisation. The primary aim of standardisation is to achieve an optimum degree of uniformity, by considering possible sources of variability other than the candidates' abilities 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. All subjects submitted for standardisation were standardised accordingly.

Based on 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 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 examinations. The EXCO of Council approved the release of the SACAI November 2023 NSC examination results.

The findings outlined in this report will provide the SACAI and other stakeholders with a clear picture of the strengths and weaknesses of the different assessment systems and processes. The directives for compliance and improvement on areas of non-compliance and areas which require improvements have been issued to SACAI.

Umalusi will continue, through engagement and collaboration with all stakeholders, to raise standards of quality assurance processes. Umalusi will also continue to uphold its mission and vision to ensure reliability and credibility of the NSC examinations. Umalusi will continue to benchmark its qualifications with those of the sister countries to maintain and improve their currency and status internationally.

ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
FAL	First Additional Language
FET	Further Education and Training
GENFETQA	General and Further Education and Training Quality Assurance
HL	Home Language
NCS	National Curriculum Statement
NSC	National Senior Certificate
SACAI	South African Comprehensive Assessment Institute
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 South African Comprehensive Assessment Institute (SACAI) 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. This is done to ensure that question papers and their marking guidelines are fair, valid and reliable before they are administered; 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 SACAI 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 is 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

Forty-six 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 of a criterion while non-compliance against any quality indicator adds to the overall non-compliance level of a criterion. It is upon 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.

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 (if they comply in all respects); 2) conditionally approved and not to be submitted for subsequent moderation (if they comply in most respects); 3) conditionally approved and to be resubmitted for subsequent moderation (if they have limited compliance); 4) not approved (if they have no compliance with the quality indicators).

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 the question papers and their 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 Moderated

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 five question papers were approved at first moderation; 33 were conditionally approved; eight were not approved.
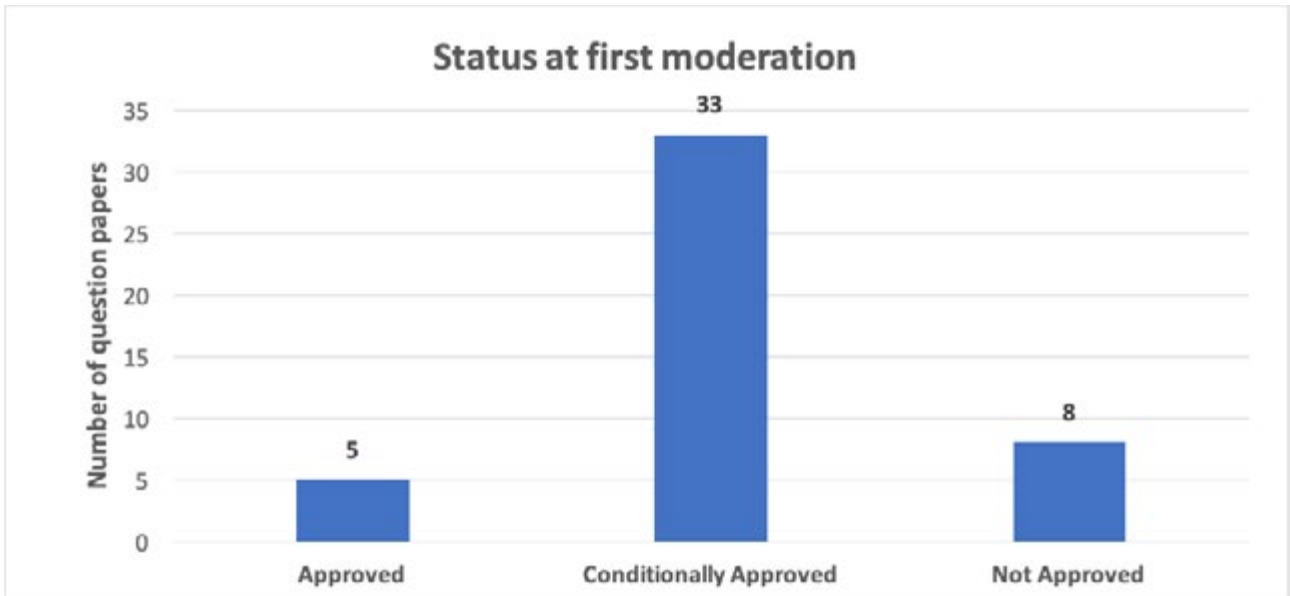
Figure 1A: Status of question papers and their marking guidelines at first moderation

Figure 1B compares the status of question papers and their marking guidelines graphically over a period of three years, providing an indication of whether there has been improvement. The SACAI can use the information to reflect on the compliance of the question papers and their marking guidelines over the three-year period.
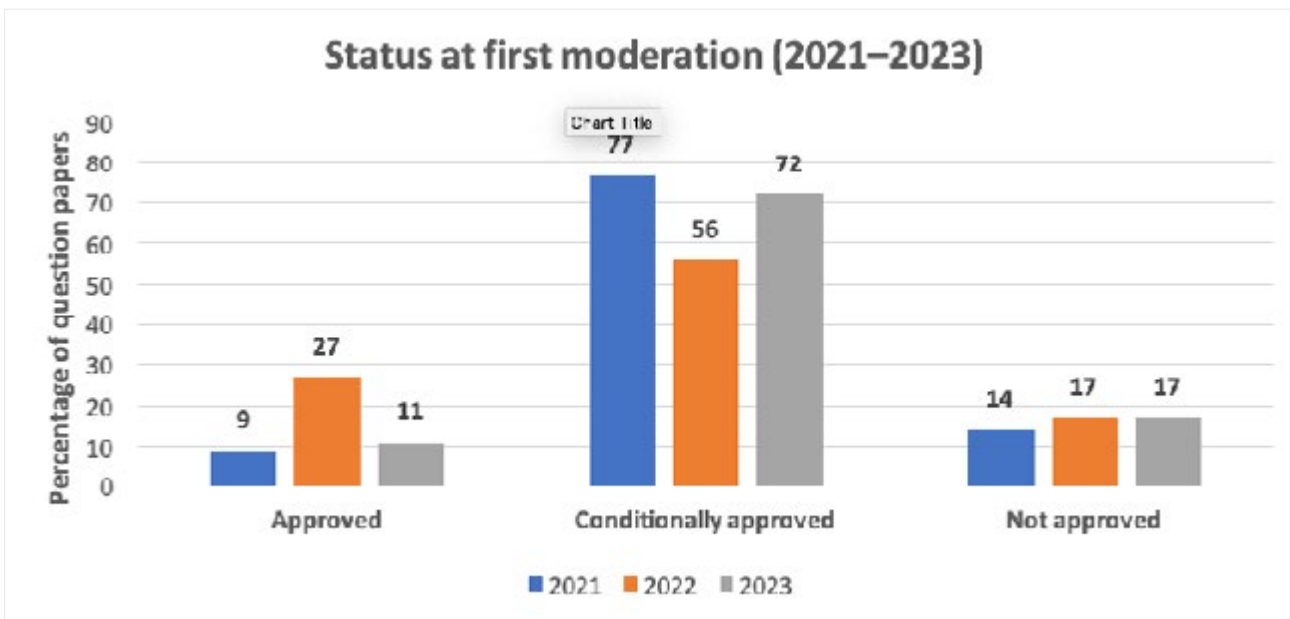
Figure 1B: Comparison of the status of question papers and their marking guidelines at first moderation for November 2021, November 2022 and November 2023 examinations

Figure 1B shows that the approval level of question papers and their marking guidelines increased by 18% in the first two years, with a decline of 16% in the subsequent year. The lower the approval rate, the higher the number of question papers to be conditionally approved. The rate of question papers and their marking guidelines rejected (not approved) increased by three percent in the first two years with no improvement in the subsequent year.

The next section gives us an overview of the compliance level, per criterion.

1.3.2 Compliance Level per Criterion

This section presents the 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 both 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 of a criterion 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	26	70	4	0
Internal moderation	52	33	11	4
Content coverage	61	37	2	0
Cognitive skills	48	46	6	0
Text selection, types and quality of questions	20	65	15	0
Language and bias	26	74	0	0
Predictability	81	17	2	0
Conformity with question paper	31	63	4	2
Accuracy and reliability of marking guidelines	9	89	2	0
Overall impression	24	65	11	0

Table 1B shows the performance levels of each criterion. Predictability has the highest level of compliance, at 81%. Ensuring that none of the questions are repeated in the current development of a question paper is what will guarantee 100% compliance in this criterion. Predictability is followed by the criterion on content coverage, at 61%. The rest of the criteria have performance levels below 60%, with the worst performing criterion being accuracy and reliability.

The next section deals with the rationale behind the level 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. M^1) with the number of quality indicators not complied with.

Annexure 1B lists the question papers and the marking guidelines that did not comply with each quality indicator at first moderation.

This section gives an overall performance level against each criterion and then moves on to highlight the reasons behind the non-compliance. Therefore, we start with technical details.

a)   Technical details
Technical details achieved 26% compliance. The other 74% of the question papers failed to comply, due to the following:

i.   Seven question papers were submitted without a grid. An analysis grid does not only help in determining a balanced question paper that satisfies the prescripts of the examination guidelines in relation to cognitive skills, but also becomes helpful in cases where there are misalignments in the categorisation of questions under the cognitive skills. Therefore, it is imperative that a question paper is accompanied by an analysis grid when being submitted for external moderation.

ii.   Three question papers failed to display all relevant details, such as the name of the subject, time allocation, total number of marks and number of pages.

iii.   In ten question papers, the instructions to candidates were not clear. Unclear and ambiguous instructions may confuse candidates.

iv.   Nine question papers had a layout that was deemed cluttered and not reader friendly.

v.   Three question papers had questions that were incorrectly numbered. The numbering of questions helps in navigating through a question paper and in following instructions effectively.

vi.   One question paper was incorrectly numbered.

vii.   One question paper failed to take cognisance of the headers and footers. Headers and footers also help in ensuring the identity of a question paper.

viii. Ten question papers deviated from using the appropriate fonts, as prescribed by the SACAI. Font types and font sizes conventionally send different kinds of messages when used in various spaces.

ix.   Three question papers had questions with marks that were not clearly allocated. A mark provides guidance in the extent to which a candidate must respond to a question.

x.   Seventeen question papers had drawings, illustrations, graphs, tables, etc. that were questionable.

xi.   Four question papers failed to adhere to the prescribed formats of the assessment guidelines. Non-adherence to the prescribed formats may disadvantage candidates.

b)   Internal moderation
Fifty-two percent of the question papers complied fully with this criterion. The other 48% of the question papers failed to comply, due to the following:

i.   Fifteen question papers and their marking guidelines were submitted for external moderation without a full history on the development and internal moderation. Internal moderation reports help an external moderator determine the validity of inputs made by an internal moderator.

ii.   In 16 question papers, the quality, standard and relevance of the inputs made by internal moderators were inappropriate.

iii.   Eight question papers had no evidence that the internal moderators' recommendations were addressed.

c)   Content coverage

Compliance with content coverage stands at 61%. Every subject has an assessment guideline that spells out clearly what content needs to be covered and to what extent. Thirty-nine percent of the question papers lacked full compliance because:

i.   Nine question papers did not clearly show how each question was linked to a topic.

ii.   Four question papers did not adequately cover the skills and concepts/topics/ themes as prescribed in the curriculum and assessment policy statement (CAPS) and/or assessment guidelines.

iii.   One question paper was found not to be within the broad scope of the CAPS.

iv.   Two question papers had skills/topics/themes that were not appropriately linked and integrated.

v.   One question paper had questions that were regarded as not being representative of the latest developments. Since subjects evolve, assessments must also strive to gauge candidates' aptitude based on current discourse on issues instead of being stuck in archaic knowledge systems.

vi.   Six question papers had content that was not suitably appropriate, relevant and academically correct.

d)   Cognitive skills

The cognitive skills criterion is the cornerstone of every question paper. Forty-eight percent of the question papers satisfied this criterion. Failure to comply fully was due to the other 52% that had the following failings:

i.   Five question papers did not clearly show the cognitive skill of each question. Failure to do this leaves one with questions as to how the setting panel managed to determine the appropriacy of a question paper in fulfilling the required ratios related to cognitive levels.

ii.   Fourteen question papers had inappropriate distribution of cognitive skills. This is measured against the prescribed distribution norms in the policy documents. Deviating from these norms might either advantage or disadvantage candidates.

iii.   Two question papers had choice questions that were not of equal levels of difficulty.

iv.   Four question papers had traces of irrelevant information that did not add any value to the questions affected. When developing a question, the addition of trivial information must be avoided.

v.   Thirteen question papers had questions with no correlation between mark allocation, cognitive level, degree of difficulty and time allocation.

e)   Text selection, types and quality of questions

The criterion on text selection, types and quality of questions is as important as the cognitive skills criterion. Varied types of texts and types of questions accommodate candidates of multiple intelligences and thereby bring accessibility to all candidates. Twenty percent of the question papers complied with this criterion. The other 80% were, for the following reasons, non-compliant:

i.   One question paper had questions that had no variety. A question paper needs to cater for different learning styles by varying types of questions so that all candidates can benefit from it.

ii.   In two question papers, text was not subject specific. Texts must be functional, relevant and appropriate, but nine question papers failed in this regard. Texts must not only allow for the testing of skills but also allow for the generation of questions across the

cognitive skills. Three question papers did not satisfy this quality indicator.

iii. Four question papers did not relate to what is pertinent to their respective subjects. Equally important in the process of developing a question paper is the quality of questions.

iv. Twenty-one question papers were not free from vaguely defined problems, ambiguity, extraneous or irrelevant information, trivialities and unintentional clues to the correct answers.

v. Fourteen question papers did not consider using clear instructional key words/verbs. Key words/verbs are crucial in that they also communicate several decisions that candidates are compelled to make. They are closely linked to the intensity and the length of a response from a candidate and they also have a huge bearing on cognitive skills.

vi. Ten question papers did not contain enough information for candidates to elicit appropriate responses.

vii. In ten question papers insufficient attention was paid to ensuring that questions are free from factual errors. Such errors may mislead candidates in one way or another.

viii. One question paper had double negatives in some of the questions.

ix. Three question papers had references to prose texts, visuals, drawings, illustrations, examples, tables, and graphs that were irrelevant and incorrect.

x. Four question papers had questions that suggested answers to other questions. In this manner, the examination is compromised in that one question is posed in various ways.

xi. Ten question papers had questions that overlapped with others. The overlap translates to repetition, therefore, encroaching heavily on content coverage.

xii. Five question papers did not satisfy the minimum requirements of the quality indicators related to multiple-choice questions.

f) Language and bias

Compliance with the criterion on language and bias sits at 26%. This clearly shows that more needs to be done to ensure that cognisance is taken by the examiners of the significance of language. Seventy-four percent of the question papers were non-compliant because:

i. Three question papers used terminology/data incorrectly.

ii. Six question papers were found to have inappropriate levels of language register or the level and/or complexity of the vocabulary was not appropriate for a Grade 12 cohort. Efforts must be made to conscientise examiners that when developing question papers, they must bear in mind the language level.

iii. Fourteen question papers had traces of subtleties in grammar. The choice of words used must be clear and straight to the point to avoid any misinterpretations.

iv. Twenty-two question papers had instances of grammatically incorrect language. It is crucial that examining panels ensure that question papers are edited. It is important to revise and edit every document before it is distributed to audiences.

v. Seven question papers had instances of overly complicated syntax. Developing a question paper should take into consideration the level of the candidates to be assessed. Simple sentences are preferred.

vi. Two question papers had evidence of the use of foreign names, terms and jargon. Every subject field has its own jargon. However, extra caution must be taken to ensure that the jargon used is standard in the subject so that candidates can access the language.

vii.   In one question paper, some questions were found to have evidence of bias in respect of culture, gender, language, politics, race, religion, stereotyping, province, region, etc.

viii.   One question paper had questions that did not allow for adaptations and modifications to accommodate special needs candidates.

g)   Predictability

Predictability achieved the highest compliance level, 81%. One of the guiding principles in developing a question paper is to avoid taking questions verbatim from previous question papers. This is done to avoid predictability of questions. The non-compliance of 19% was due to:

i.   Three question papers had questions that could be easily spotted or predicted. Careful consideration must be paid to trends in formulating questions so that they do not compromise the integrity of examinations.

ii.   Two question papers had questions that were repeated verbatim from the past three years' question papers. This must be avoided at all costs.

iii.   Five question papers did not contain an appropriate degree of innovation.

h)   Conformity with question papers

Thirty-one percent of the marking guidelines satisfied this criterion. To bring about reliability and other conceptual aspects related to assessment, responses must conform to their questions so that the marking process can be standardised across the system. The 69% of marking guidelines that did not satisfy this criterion was because:

i.   Nineteen marking guidelines had responses that did not correspond with their questions in the question papers, as was the case in the November 2022 examination cycle.

ii.   Eleven marking guidelines had responses that did not match the command words in the questions. Command words are the cornerstone of every question because they provide the necessary pitch to a question.

iii.   Seven marking guidelines had some suggested responses with marks allotted for each that did not correspond with the marks allotted. Such misalignment between the two should be guarded against to avoid unnecessary confusion.

i)   Accuracy and reliability of marking guidelines

Nine percent of the marking guidelines were accurate and reliable. This level of attainment was the lowest, compared to the other criteria. Careful consideration must be given to ensuring that the responses suggested are accurate and reliable; these are among the basic principles of assessment. The 91% of the marking guidelines failed to comply because:

i.   Eighteen marking guidelines had answers that were incorrect in terms of the subject matter. Being unable to respond to questions presents a challenge for the assessment body and calls for intensive training of the examining panels.

ii.   Twenty-two marking guidelines had typographical errors. Revising, editing and proofreading any written document must be features of any writing process.

iii.   Twelve marking guidelines were not clearly laid out. This could have affected the facilitation of marking in that the marking process could have taken longer than anticipated and planned for.

iv.   Three marking guidelines were deemed incomplete since they did not show mark allocation and mark distribution for some responses.

    v.   Two marking guidelines did not show how marks in some responses were to be spread to facilitate reliable and fair marking.

    vi.   Four marking guidelines offered such a small range of marks that the ability to discriminate among low and high performers would be impossible. This must be guarded against to avoid limiting candidates to showcase their aptitude.

    vii.   Twelve marking guidelines did not provide enough detail to ensure reliability in marking. Responses to questions must give as much detail as possible to cater for different abilities of the marking personnel. Therefore, extra caution is required to ensure that sufficient detail is provided to guarantee reliability in marking.

    viii.   Ten marking guidelines were found to have responses making no provision for alternative responses. Marking guidelines must ensure that they cater for all possible responses to a question.

j)   Overall impression and general remarks

Twenty-four percent of the question papers and their marking guidelines complied fully with this criterion. Seventy-six percent did not, because:

    i.   Five question papers were generally deemed not to have been in line with the current policy.

    ii.   Eighteen question papers were deemed unfair, invalid and unreliable.

    iii.   Five question papers were deemed not to have assessed the primary objectives of their respective policy documents coupled with their assessment guidelines.

    iv.   Twenty-three question papers were deemed to have an inappropriate standard.

    v.   Twelve question papers were deemed not to have been comparable to those of previous years.

    vi.   Twenty-five marking guidelines were considered unfair, invalid and unreliable. Consequently, the standard of 17 marking guidelines was questionable, while the standard of eight were not be comparable with previous years.

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

1.3.4 Comparison of compliance per criterion and levels of moderation: November 2021 to November 2023

Table 1C compares the compliance levels, at first moderation, 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 moderation tool.

Table 1C: Comparison of compliance, per criterion, of question papers and their 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	19	31	26
Internal moderation	72	67	52
Content coverage	53	60	61
Cognitive skills	54	50	48
Text selection, types and quality of questions	16	23	20
Language and bias	31	44	26
Predictability	81	85	80
Conformity with question paper	60	44	30
Accuracy and reliability of marking guidelines	28	23	9
Overall impression	30	27	24

These figures reflect that only one criterion, content coverage, showed an improvement. Five criteria reflected a decline, while the other four reveal fluctuating performance.

Drawing from the reflection above and the findings in the entire report, it becomes crucial to highlight areas of improvement and areas of non-compliance that require intensive interventions to bring about some improvement in the development of question papers and their marking guidelines.

1.4   Areas of Improvement

It is commendable that the criterion on content coverage has maintained an improvement throughout the years.

1.5   Areas of Non-Compliance

The following areas of non-compliance require attention:
   a. The decline in performance of the criteria on internal moderation, cognitive skills, conformity with question paper, accuracy and reliability of marking guidelines and overall impression;
   b. The fluctuating performance levels of the criteria on technical details, text selection, types and quality of questions, language and bias, and predictability; and
   c. The inability to attain 100% compliance with the content coverage criterion.

1.6   Directives for Compliance and Improvement

The SACAI is urged to give intensive training to the examining panels; and to share the training programme with Umalusi.

1.7   Conclusion

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

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

2.1   Introduction

Through school-based assessment (SBA), practical assessment tasks (PAT) and oral assessment learners have an alternative opportunity to demonstrate their competence in a subject. The SBA, PAT and oral assessments are supplementary tools aimed at assessing skills that cannot be assessed through the conventional examination. Umalusi conducts moderation of these forms of assessment to ensure uniformity and comparability of quality and standards. This process aims to ensure that internal moderation of SBA, PAT and oral assessment moderation adhere to the subject assessment guidelines (SAG) and policies of the South African Comprehensive Assessment Institute (SACAI).

2.2   Scope and Approach

2.2.1   School-based Assessment (SBA)

Umalusi sampled six subjects at 36 SACAI schools/centres for online SBA moderation for the November 2023 National Senior Certificate (NSC) examination, as outlined in Annexure 2A. The moderation of SBA was conducted from 9 to 15 November 2023.

Umalusi used the criteria outlined in Table 2A to evaluate 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	

2.2.2   Practical Task Assessments (PAT)

For the moderation of PAT, Umalusi sampled two subjects, Computer Applications Technology and Engineering Graphics and Design, in six schools each, as listed in Annexure 2B.

The criteria used for the moderation of PAT for Computer Applications Technology and Engineering Graphics and Design is shown in Table 2B. Part 1 focuses on the teachers' files (four criteria) while Part 2 concentrates on the learners' 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, English First Additional Language (FAL) and Afrikaans FAL, in six schools/centres for each language, for moderation of oral assessments, 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 teachers' files; and two criteria for the moderation of the learners' files, as shown 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. These findings start with a reflection on SBA, the PAT and, finally, oral assessment of the languages.

2.3.1   Moderating SBA

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

a) Teacher Files
   i.   Technical aspects
        Teacher files need to contain all the required documentation, such as the annual teaching plan, programme of assessment, tasks, assessment tasks, marking tools, mark sheets and moderation reports as evidence of moderation to comply fully with this criterion. The files are expected to be neat and well organised. In Business Studies, sampled schools partially met the criterion: only half of the sampled schools had all the required documents in the teachers' files.

        In Economics, the folders were neatly arranged. In Mathematics, all teacher files were neat and well arranged. All centres/schools submitted files with cover pages

that reflected the teacher and content details as required. The teacher files of all centres/schools in the sample contained all the required assessment tasks, marking guidelines and moderation reports. Overall, the criterion was fully complied with.

In Life Sciences, in four centres/schools teacher files had all the required documents. Two centres/schools submitted neat and well-organised files, but the teacher file from another centre/school contained old documents that were not needed. Two other centres/schools had some assessment tasks missing, while two other schools did not submit the annual teaching plan and the programme of assessment.

In History, teacher files from two centres/schools were well organised and contained all the required documents, including an annual teaching plan, programmes of assessment, formal and informal SBA assessment tasks, marking guidelines and marking rubrics with assessment frameworks, mark sheets and moderation reports. The teacher files from the remaining four centres/schools in the sample were not organised and did not contain all the required documents.

ii. Programme of assessment
In Life Sciences, History, Physical Sciences and Mathematics all the centres/schools complied with the requirements for implementing the programme of assessment. The assessment tasks included the requisite investigations, assignments, tests and examinations and their respective marking guidelines.

Four of the six centres followed and implemented assessment programmes for Business Studies; in the other two centres, assessment tasks did not have implementation dates. In Economics, all sampled centres/schools followed and implemented their programme of assessment well.

iii. Assessment tasks
The assessment tasks administered in Business Studies, Economics, Life Sciences, History and Mathematics covered content as prescribed by the Curriculum and Assessment Policy Statements (CAPS) and the SACAI subject assessment guidelines. The quality and standard of the assessment tasks in Economics varied from one centre/school to the next: in three centres, assessment tasks were of a sub-standard quality, with questions copied verbatim from previous question papers while in the other three centres, the quality of assessment was good.

In Life Sciences, four centres/schools conducted assessment tasks that adequately covered the content as prescribed in the CAPS and SACAI subject assessment guidelines. At two centres/schools, Task 6 had content that is no longer assessed in Grade 12. Although the assessment tasks in the four centres/schools mentioned above covered the prescribed content, the file did not include the assessment grid to indicate the spread of the content weighting. As a result, it was not possible to determine the weighting of the different topics in the controlled tests and preparatory examinations. The assessment tasks in all centres/schools reflected subject-specific teaching strategies, project-based learning and discovery learning in teaching, learning and assessment of the subject. The practical tasks did not assess practical skills sufficiently; they were more like teaching tools and mostly assessed content knowledge. It was difficult to determine what practical skills were

assessed in these tasks as there were no grids or checklists to indicate the assessed practical component. For Life Sciences, one school administered an assignment that was out of 100 marks instead of 50.

In Mathematics, most sampled centres/schools used assessment tasks set by the SACAI. Those assessment tasks, as well as those produced by schools, were in line with the requirements of the CAPS and SACAI subject assessment guidelines. There was a good spread of questions across topics and cognitive levels. Discovery learning, as it is important in Mathematics, was provided for in the applicable assessment tasks. The innovative use of daily problem solving for the assignment represented an appropriate teaching strategy in Mathematics.

All five assessment tasks in Physical Sciences covered the spectrum of types of assessment required in the subject.

iv.   Technical layout of assessment tasks
There was compliance with the requirements for this criterion in all centres/schools sampled for Mathematics and Physical Sciences. In both subjects, teachers provided assessment tasks with neat and well laid-out cover pages that featured appropriate logos, all necessary information and instructions. The layout of pages and questions were neat and clear.

In Business Studies, five out of six sampled centres/schools adhered to the technical layout of the assessment tasks in all respects. In Economics, the assessment tasks of all schools/centres sampled had appropriate front pages.

In Life Sciences, most schools/centres had assessment tasks with uncluttered and reader-friendly layouts, except for one centre/school, where the marking guideline of Task 3 was cluttered and not reader friendly. All the questions in the assessment tasks had appropriate numbering except at two centres/schools, where the responses/answers to Question 1 of Task 5 in the marking guideline were incorrectly numbered. The assessment tasks had correct page numbers at all the centres/ schools.

In History, all centres/schools used assessment tasks received from the SACAI and these met the criteria of the CAPS and SACAI subject assessment guidelines. The name of the school/centre, time allocation, name of subject and instructions to the learners were clearly indicated on the front page of each assessment task. The layout of the assessment tasks, the numbering of questions, page numbers and headers and footers adhered to the required format.

v.   Effectiveness of questioning
In Mathematics, questions generally followed the subject conventions where cognitive level analysis grids indicated the spread/distribution of questions across the knowledge, routine processes, complex processes and problem-solving levels in the correct proportions. Some centres/schools did not submit cognitive level analysis grids/frameworks for all assessment tasks.

In Business Studies, the cognitive levels analysis grids, which indicated the distribution of cognitive levels according to Bloom's Taxonomy and as prescribed in CAPS and the SACAI subject assessment guidelines, were included in four of the six sampled centres/schools. The June examinations, Paper 1 and Paper 2 at one centre were of a sub-standard quality. Another centre had a task (case study) that contained grammatical errors.

The choice of questions in Section B and Section C of the March controlled test, June examination and preparatory examination question papers were not of the same level of difficulty in all sampled centres/schools.

For Economics, assessment tasks in four out of six centres included all types of questions, as outlined in the CAPS and SACAI subject assessment guidelines. However, most of these assessment tasks were recycled. The following observations were made in the two remaining centres: the sequence of the questions was inaccurate, e.g., in Section A, in Questions 1.2 and 1.3, the numbering was transposed; in Section B, the use of the action verbs was not in line with the SACAI subject assessment guideline and examination guideline and were also used inappropriately, e.g., 'Analyse', where it was a middle-order question and 'Explain', where the answer ought to be at a high cognitive level. Furthermore, the scaffolding of the cognitive levels, from low to high, did not correlate with the mark allocations from lowest to highest, based on questions. An assignment had a question that instructed learners to refer to a link, for only 2/50 marks, while the rest of the questions in the assessment task were based on data stimuli. In most schools/centres, assessment tasks did not adhere to the structural layout/format of the NSC final question papers.

In Life Sciences there was evidence of distribution of cognitive levels in the controlled tests and the preparatory examinations. There were questions in all the assessment tasks that encouraged problem solving, critical thinking and reasoning skills. The assessment tasks had some interesting questions that showed some degree of innovation.

In History, there was an appropriate distribution of cognitive levels across questions in most assessment tasks as prescribed in the CAPS and subject assessment guideline and/or other applicable assessment frameworks. Questions in the assessment tasks encouraged the application of different skills.

In Physical Sciences, most assessment tasks did not include a grid that showed the weightings of the cognitive levels. All assessment tasks had questions that tested different abilities. The questions set encouraged critical thinking.

vi.   Question types
In Business Studies and History, most questions were aligned to the assessment policy and examination guidelines for these subjects.

In Economics, all assessment tasks had questions that were relevant even though most activities were recycled. The question format and sequence of the recycled tasks were not aligned to the prescripts of the subject assessment guidelines and examination guidelines. The questions were not all based on the content that

was assessed in the term as per subject assessment guideline and examination guideline.

In Mathematics, all assessment tasks had types of questions that were in line with those that are applicable and relevant in the subject. They used diagrams that were good and appropriate to the types of questions and context.

Most assessment tasks in Physical Sciences had good correlation between the levels of difficulty and the time and marks allocated. There was repetition in some types of questions in the Term 1 and the June test, which rendered the June test predictable.

vii.   Source/stimulus material
Scenarios used in all assessment tasks for Business Studies were appropriate and of the required length.

In Mathematics, the diagrams were used effectively in all centres/schools, particularly in geometry, trigonometry and questions which used graphs as stimuli. The diagrams were clearly presented, and questions based on them were appropriate and covered various cognitive levels as required.

The sources/stimuli used in the assessment tasks for Life Sciences in most centres/schools were clear, legible and error free. They were subject specific, relevant and appropriate, with a language complexity that was appropriate for Grade 12 learners. In four centres/schools the source/stimulus material for Task 1 and Task 3 was not of the appropriate length.

The source materials (i.e., prose, texts, visuals, drawings, illustrations, examples, tables, graphs) in History were subject specific, of appropriate length, relevant and of acceptable standard in most of the centres.

The source materials in all the assessment tasks for Physical Sciences were clear and legible in most cases in all centres. The exceptions were in the SACAI preliminary examination Paper 1, Question 9, where the pair of voltmeters and ammeters were not appropriately labelled in the printed copies of some centres/schools.

viii.   Marking tools
The marking rubric in Business Studies complied with the requirements in most respects, except in two centres/schools, where the marking rubric for a presentation and a project did not have level descriptors for each criterion. The rubrics made marking difficult to execute as it was not clearly explained what learners should do to obtain marks in each task. The marking rubric for the presentation at the other four schools was more relevant to the oral presentation part.

The marking tools of most assessment tasks in Economics were not of a quality as to facilitate reliable and valid marking. The rubrics were without supporting marking guidelines with model/possible responses. The marking tools of some assessment tasks were without the ticks to show where marks were allocated.

The marking guidelines in Mathematics were neatly typed and set out in columns. The use of a column for mark descriptors was a good practice that was noted in the marking guidelines at all schools in the sample and in all assessment tasks developed by the SACAI. The marking guidelines were generally accurate and relevant. Where small errors occurred, they were corrected accordingly. Some marking guidelines had annotations to reflect additional alternatives included. All schools/centres in the sample met the requirements for this criterion.

In Life Sciences, the marking tools of all the assessment tasks were clearly laid out and neatly typed. All schools had appropriate tools of assessment, e.g., marking guidelines, marking rubrics, etc. The marking guidelines for all the assessment tasks were complete; they indicated mark allocation and mark distribution for each question within the assessment task. The marking guideline allowed for relevant alternative responses in all the assessment tasks. At one school the marking guideline for Task 7.1 was incomplete. In two other centres/schools, the graphs in Question 2.3.2 were not drawn. In all centres/schools, most marking guidelines were accurate, relevant and appropriate for the set assessment tasks, except for incorrect answers in different assessment tasks at three centres/schools. At two centres/schools the mark allocations for different assessment tasks were not commensurate with the demand of the questions.

The marking tools in the teacher files for History complied in all respects with the criterion: they were clearly laid out, accurate and facilitated efficient marking. The matrix/rubrics that were used to mark learners' responses to the paragraph and essay type of questions, were of a sub-standard quality and did not facilitate quality of marking.

The marking guidelines were not properly followed by all schools/centres when marking most of the tasks.

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

In all schools there was evidence of pre- and post-moderation of assessment, but the extent varied substantially. There was evidence of both pre- and post-moderation of assessment in all sampled schools for Business Studies. The moderation tools used, however, did not make provision for detailed and constructive feedback to the teacher for developmental purposes.

In Economics all the assessment tasks were accompanied by pre- and post-moderation reports, with feedback on marking only. The pre-moderation was of a poor quality. As a result, pre-moderation reports lacked feedback details.

In Mathematics, internal moderation instruments were used to moderate assessment tasks at centre/school level. In all centres there was evidence of national and school level moderation. The moderation instruments used in these instances ensured proper moderation of files and helped to give feedback to teachers.

There was evidence of pre-moderation of the assessment tasks in all sampled centres of Life Sciences. However, pre-moderation of SBA tasks was of poor quality

and did not assist teachers to improve their practices in developing SBA tasks. One centre did not have reports of the school level pre-moderation process while in the other five centres, school level pre-moderation reports were available. All centres/ schools had evidence of school level post-moderation of assessments tasks. There was evidence of feedback for post-moderation provided to teachers, in the form of moderation reports, in all schools/centres.

There was evidence in History teacher files of moderation at school and national levels at all the centres/schools sampled. However, the school level moderation, in most cases, was of poor quality and did not assist teachers to develop quality assessment tasks.

b) Learner Files
    i. Learner performance
Learner performance in Business Studies was good, especially in non-test tasks in all centres. A range of marks was evident in examination type assessment tasks.

For Economics in most centres, learner performance varied from very poor to average in most assessment tasks. Some learners were unable to get good marks in Section A of the June and preliminary examinations. Most learners performed better in the non-examination tasks, such as assignment, project and case study, than in the tests or examinations. A few learners from the respective individual centres/schools performed well across all the SBA tasks.

For Mathematics in all centres/schools, there was a huge fluctuation in the quality of learner responses, which translated into varied overall performance in different assessment tasks.

Learners' performance in Life Sciences in all centres differed from one centre/ school to the next. Some performed well in controlled tests and the examinations, while others performed poorly in both controlled tests and examinations.

In History, in four out of six centres learners did not perform well in most of the assessment tasks. There were learners who were able to respond well to difficult questions set in the assessment tasks. Learner performance varied from poor to very good.

In Physical Sciences, learners had difficulty responding to Level 3 and Level 4 types of questions. Of concern was the inability of learners to define terms/concepts and state scientific laws and principles correctly. Learner performance in most centres/ schools was poor in most assessment tasks.

    ii. Quality of marking
In Business Studies and Life Sciences marking was inconsistent, with non-adherence to marking guidelines in most of the schools/centres. In examination types of assessment tasks in Business Studies, split ticks were not awarded as required by the nature of the question and the action verb used. Marks for insight [Layout; Analysis; Synthesis & Originality (LASO)] were not indicated in the margin, as required in the

marking of essays. Notes guiding teachers on how to mark answers, where learners are expected to identify the answer from the scenario and provide motivation thereafter, were in most cases ignored. Consequently, a big difference in marks was found after moderation of scripts for one centre/school: in the preparatory examination Paper 2, marks for one learner decreased from 106 to 77; and from 42 to 31 in Paper 1 for another learner. Those differences were too big to be justified and could be attributed to poor adherence to the marking guideline.

Correct answers were marked wrongly in Life Sciences, or not marked at all; and, in some instances, incorrect responses were credited, in most centres/schools. As a result, there were variations in mark allocation between the markers and the moderators. The totalling of marks and transfer of marks to the mark sheets were done well in all schools.

The marking of assessment tasks in Economics was in line with the marking tools provided. A challenge arose where a rubric was used to mark, without a supporting tool. In such cases the next level of moderation simply copied the marks of the teacher.

Marking was generally accurate in Mathematics. In four centres/schools, teachers made comments in learner files to provide feedback to learners.

The quality of marking of paragraph and essay questions in History was a big concern at all the centres/schools. Teachers lacked knowledge in the use of the matrix for marking paragraph- and essay-type questions; or did not use a matrix at all. Another concern was that teachers were too lenient and awarded unnecessarily high marks in essay questions.

The marking tended to be on the lenient side in Physical Sciences, except at one centre/school. The basic marking rules pertaining to use of units and definitions were often overlooked and the marking guideline was not followed. In many cases the marks given by the centres/schools were about five marks higher.

iii.   Moderation of learner files
There was evidence of moderation of learner files in all subjects, but with varied standards. National moderation was conducted by the SACAI and was of a good standard. Clear evidence was noted of post-moderation in all learner files moderated in Business Studies.

In Economics, all learner files had evidence of national moderation conducted by the SACAI. Developmental feedback was provided in the learner files in all assessment tasks sampled for moderation.

There was thorough internal moderation in Mathematics, both at school and national levels. Evidence of internal moderation was found in learner files, in the form of ticks in different colours and internal moderators' reports.

There was evidence of internal moderation at centre/school level in all six learner

files sampled in Life Sciences; and national moderation of SBA was evident in five of six centres/schools sampled. Moderation at centre/school level was of poor quality and standard and did not add any value in improving the quality of marking. The moderation of SBA at national level was of good quality and standard.

There was evidence that the learners' assessment tasks in History were internally moderated at all centres/schools sampled for moderation. The standard of internal moderation at all centres was inferior and mostly superficial. It failed to identify and correct marking errors; there were no constructive comments or feedback provided to the marker, as the internal moderation lacked depth.

2.3.2   Moderating PAT

a) Teacher files
    i.   Technical aspects
        In Engineering Graphics and Design, PAT folders submitted for moderation in one school were comprehensive and well organised, while in the other five centres/schools numerous folders were without the necessary data required for moderation. The teacher files were not organised and, in many instances, did not contain the correct information. Two schools did not include mark sheets in their submissions for Engineering Graphics and Design.

    ii.   Programme of assessment
        The technical layout of the Computer Applications Technology PAT was of a high standard in five out of six centres/schools. One centre set its own PAT, which was of poor quality. In Engineering Graphics and Design a generic programme of assessment was included in the SACAI 2023 Engineering Graphics and Design PAT guideline document, but no PAT specific programme of assessment was submitted by any of the Engineering Graphics and Design teachers/facilitators. A very serious concern was noted where two schools in Engineering Graphics and Design used the 2022 SACAI Engineering Graphics and Design Civil PAT, instead of the 2023 SACAI Engineering Graphics and Design Civil PAT.

    iii.   Assessment tasks and marking tools
        All but one of the centres/schools sampled for PAT moderation in Computer Applications Technology used the prescribed PAT, including both teacher and learner guidelines. All centres/schools sampled used the approved marking tools for all three required phases of the conduct and administration of PAT. The PAT documents incorporated rubrics for the three phases of the conduct and administration of PAT, which offer clear and accessible performance criteria. The rubrics were used appropriately to assign marks in line with the applicable criteria. Next to each mark, comments were provided to substantiate the allocated marks. The sampled centres/schools administered the prescribed PAT as per the accompanying teacher and learner guidelines, except for one centre that did not use the prescribed moderation guidelines. Furthermore, across all three phases, the sampled centres/schools consistently used the appropriate marking tools.

Teachers implemented the Engineering Graphics and Design PAT and marking tools according to the presentation requirements of the SACAI 2023 Engineering Graphics and Design PAT guideline document. The scenarios and presentation requirements of the SACAI 2023 Engineering Graphics and Design PAT were compliant with the prescribed weightings of the cognitive levels.

iv. Moderation of teacher files
There was evidence of internal moderation in the teacher files in all the sampled centres/schools for Computer Applications Technology and Engineering Graphics and Design.

b) Learner Files
i. Learner performance
The learners in the sampled centres/schools in Computer Applications Technology performed well in the PAT. The individual PAT marks were generally higher than the SBA mark. The externally moderated average for the 15 Engineering Graphics and Design PAT was 55%. The overall performance of learners was satisfactory. The candidate performance ranged from 12% to slightly above 80%.

ii. Quality of marking
The marking in Computer Applications Technology was of good quality and standard in most centres/schools. The PAT were marked in accordance with the approved PAT marking tools. Very few instances of lenient marking across centres/schools were noted, where some teachers used the marking tool as a checkbox rather than using it to critically assess the quality of the submitted work. At one centre the mark allocation was too high as compared to the quality of the work submitted.

The quality and standard of marking in Engineering Graphics and Design was poor in all sampled centres/schools. The difference in mark allocation between external moderation and marking was 13% on average. This is a clear indication that the teachers/facilitators lacked understanding of some of the level descriptors, rubrics and/or assessment criteria/requirements.

iii. Moderation of learner files
There was evidence of national moderation by the SACAI for both Engineering Graphics and Design and Computer Applications Technology in all centres. The quality of internal moderation of PAT in Engineering Graphics and Design was concerning, with an unacceptable difference of 20% between the externally moderated average of 49% and the internally moderated average of 69% for the 12 PAT files that were internally moderated. The difference between the marked average and the internal moderated average for the 12 PAT files was 6%, with the marked average being 63%. That is an indication that both the teacher and the SACAI moderator lacked a common understanding of many of the level descriptors, rubrics and/or assessment criteria/requirements

2.3.3 Moderating Oral assessments

a) Teacher Files
   i. Technical aspects

   In English FAL, the teacher files were easy to locate in the online submission. The name of the teacher for one school did not appear on any file submitted and the Microsoft Excel spreadsheet did not include a summary of learners' marks. In Afrikaans FAL, the teacher files from the sampled schools/centres were better organised.

   ii. Quality of assessment tasks

   The English FAL assessment tasks were clearly laid out in most schools/centres. The overall technical layout of the assessment tasks was clear and in compliance with the requirements. The questions posed in the oral assessment tasks were clear and free of errors. The question types for all assessments tasks were varied and pitched at the correct level for Grade 12 learners. However, there was no clear evidence of stimulus material/sources in some of the oral assessment tasks. The quality of assessment tasks and quality of marking in Afrikaans FAL were good.

   iii. Moderation

   There was evidence of internal moderation of oral assessment tasks in teacher files for English FAL. Good, valuable feedback and guidance were provided by the internal moderator in all oral assessment tasks submitted for moderation across schools/centres for English FAL. In Afrikaans FAL, the quality of internal moderation of oral assessment tasks was satisfactory.

   iv. Overall impression

   The centres/schools were on an upward learning curve as they have shown improvement in the administration and management of oral assessment. Umalusi noticed improvements in the learner performance, when compared to 2022. Teachers were more focused. Improvement was noted in the internal moderation of most oral assessment tasks; however, there is still a room for improvement.

b) Learner files
   i. Learner performance

   Overall, learner performance in each of the centres/schools moderated for English FAL was fair. Some candidates scored good marks, especially in Task 5 and Task 6. In Afrikaans FAL the learner performances were also satisfactory in all centres/schools.

   ii. Internal moderation of learner files

   In English FAL internal moderation of learner files was evident in four out of six centres. The quality, standard and relevance of inputs of the internal moderation were appropriate. In Afrikaans FAL, leaner files in five out of six centres/schools, internal moderation remained a challenge.

2.4   Areas of Improvement

Umalusi noted the following areas of improvement:
   a. In Mathematics there was full compliance by all centres/schools in the sample regarding the nature and quality of all requisite assessment tasks, as compared to 2022; and
   b. Internal moderation in Mathematics, when compared to previous years, was thorough and the use of standardised instruments for reporting on moderation promoted compliance in all centres/schools.

2.5   Areas of Non-Compliance

Umalusi noted the following areas of non-compliance:
   a. Non-adherence to the technical aspects' requirements of the teachers' files and assessment tasks in History and Physical Sciences in the submission of the assessment programme, marking rubrics and cognitive analysis grids;
   b. Poor quality of internal moderation of learner files for PAT in Engineering Graphics and Design and Afrikaans FAL oral assessments;
   c. Poor quality of practical tasks which failed to assess practical skills in Computer Applications Technology;
   d. Submission of incorrect and incomplete marking guidelines of some assessment tasks in Economics;
   e. The use of outdated PAT in Engineering Graphics and Design;
   f. Poor quality of marking matric/rubrics that were used to mark the essay-type questions in History; and
   g. Poor quality of marking of all assessment tasks in Life Sciences and PAT in Engineering Graphics and Design.

2.6   Directives for Compliance and Improvement

SACAI must:
   a. Capacitate teachers/facilitators on assessment task development and presentation (technical layout of assessment tasks) to ensure compliance with the assessment policy requirements;
   b. Strengthen internal moderation processes and upskill teachers on moderation practices to improve the implementation of the SBA and oral assessment in languages;
   c. Capacitate teachers on the development and application of rubrics to improve the quality of marking;
   d. Capacitate teachers in the development of assessment tasks and marking guidelines that assess the required skills; and
   e. Use PAT that are current in all subjects where PAT is administered.

2.7   Conclusion

There was evidence of the maintenance of appropriate standards in the conduct, administration and management of assessment and internal assessment across subjects, but there were a lot of aspects that need attention. It is therefore important that the SACAI implements all the recommendations provided, to ensure full compliance with assessment policies.

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 of auditing the state of readiness (SOR) of the assessment bodies to ensure that they are adequately prepared to conduct, administer and manage national examinations at exit points. Minimum standards have been established as a means of evaluating and determining 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 South African Comprehensive Assessment Institute (SACAI) to conduct the November 2023 National Senior Certificate (NSC) examination;
b. Follow up on the progress made in implementing the plans put in place to address directives issued following the November 2022 NSC examination;
c. Ascertain if the systems put in place by the SACAI to conduct credible examinations were being adhered to; and
d. Provide feedback on the SACAI's level of preparedness to administer the November 2023 NSC examination.

The findings presented in this chapter provide an account of the SACAI's level of readiness to conduct, administer and manage the November 2023 NSC examination. Further, this chapter highlights areas of improvement and non-compliance and issues directives for compliance and improvement. The SACAI is expected to develop an improvement plan, act on it and report to Umalusi on progress made.

3.2 Scope and Approach

Umalusi maintained the adopted risk management-based approach used in the previous examination to determine the state of readiness of the SACAI to conduct, administer and manage the November 2023 NSC examination. The following process was followed:
a. The SACAI 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.
d. A report was developed by Umalusi and shared with the SACAI.

3.3 Summary of Findings

Following 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 examination and assessment processes by the assessment body

The audit confirmed that the SACAI had the capacity to manage all examination and assessment activities for the November 2023 NSC examination. According to their financial position SACAI will be able to maintain its head office staff complement, and also be able to finance all examination and assessment deliverables. However, instability in the key management positions posed a risk that could compromise the credibility of the November 2023 examination.

b) Registration of candidates and centres
   i.   Candidate registration
         The SACAI registered 5 889 candidates for the November 2023 NSC examination, surpassing the 4 951 registered in 2022 by 938. This increase in the number of candidates was due to the University of Cape Town (UCT) Online High School, which wrote its NSC examination with the SACAI for the first time.

         The approval process of the 2023 applications for candidates seeking concessions and/or accommodations in recognition of learning barriers had been completed. All relevant concessions and/or accommodations had been communicated to the examination centres.

         A review of comparable data for the previous two examination cycles showed that the SACAI approved 302 concessions and accommodations in 2021 and 588 in 2022, whereas 369 were approved for the 2023 examination.

   ii.   Registration of examination centres
         Umalusi approved 103 examination centres established by the SACAI for the November 2023 NSC examination; 18 more than the 85 approved in 2022. SACAI staff conducted on-site audits of newly registered examination centres during in July and August 2023. Seventy of the established examination centres were audited, while the other 33 of the 103 established examination centres were not verified. As a result, their ability of the 33 centres to conduct, administer and manage a credible examination cannot be confirmed.

   iii. Marking centres
         The SACAI would use the two marking centres used for the marking of the June 2023 examination scripts. These centres had been audited and were found to be fit for purpose. One marking centre is to be used for the marking of scripts of subjects with high enrolments and the other for subjects with low enrolments.

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

The SACAI ensured adherence to its policy and guidelines for the implementation and moderation of SBA, PAT and oral assessment through conducting information sharing sessions with centres and schools registered with the SACAI. A management plan for all

moderation activities was in place. The 2022 external moderation reports were shared with the centres and schools as part of feedback for improvement and development. The SACAI's moderation of SBA, oral assessment and PAT was concluded in September 2023. The SACAI moderation of SBA is reported on in Chapter 2 of this report.

d) Printing, packaging and distribution

Umalusi verified the management plan developed by the SACAI. This describes the processes, procedures and timelines that must be observed in relation to printing, packaging and distribution of examination materials, including question papers. Examination materials are printed and packaged in-house before they are distributed to examination centres.

i. Printing

Printing is done at the SACAI premises, which Umalusi verified and found to be fit for purpose. Printing was to be undertaken by an external service provider, Elite Print and Projects (Pty) Ltd, who supplied the printing infrastructure and technical competencies for operating the printers. The printing was to be done in accordance with the printing plan for the November 2023 examination and in compliance with a service level agreement (SLA) between the SACAI and the service provider. The SACAI were to print 24 subjects in-house; and source five subjects from the Independent Examinations Board (IEB) and 11 from the Department of Basic Education (DBE).

ii. Packaging

The SACAI has an SLA with another service provider for the packaging and distribution of examination materials. An integrated management plan was in place to direct the two processes. In the course of the audit, Umalusi observed that the consignment for the first two weeks of the examination had been printed, packaged in tamper-proof bags and were stored in a strong room.

iii. Distribution

The distribution of examination materials would be guided by clearly defined security measures that would be strictly adhered to by the service provider.

e) Monitoring of the examination

The SACAI developed comprehensive plans for monitoring the conduct of the examination. Training sessions for chief invigilators and invigilators scheduled in the management plan were conducted virtually in May 2023, with follow-up sessions held in August 2023.

Resident monitors will be deployed to all examination centres categorised as high-risk centres. All newly established centres fall into this category. Risk management plans and mitigation strategies were compiled for each of these examination centres.

f) Marker audit and appointments

Policy and criteria were in place for the selection and appointment of marking personnel. The assessment body had concluded the process of selecting and appointing marking personnel for the November 2023 examination. Umalusi concluded the audit of appointed marking personnel in early October. During the on-site verification audit, Umalusi identified that the SACAI was over-reliant on Gauteng Provincial Education Department (GPED) markers. This was a potential risk that could impact negatively on the SACAI marking process should the GPED marking plans change and conflict with those of the SACAI.

g) Systems for capturing examination and assessment marks

Umalusi confirmed that the systems used for capturing the June 2023 examination and assessment marks were efficient and fit for purpose. In this respect, the SACAI had demonstrated their system readiness for capturing the November 2023 examination and assessment marks.

h) Management of examination irregularities

The SACAI has a functional Examinations Irregularities Committee (EIC), chaired by the Chief Executive Officer (CEO). Measures to manage examination irregularities were in place and formed part of the content for training invigilators, monitors and marking personnel.

It is to SACAI's credit that it conducts training sessions on how to handle irregularities for all personnel engaged in examination activities. Advocacy on examination irregularities was strengthened during the training of the invigilation team and a meeting with parents and candidates.

As a result, for the June 2023 NSC examination, the SACAI delivered a credible examination that recorded only one administrative error and omission case.

Additionally, the SACAI does not have any record of unresolved examination irregularities from previous examinations.

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

During the evaluation conducted on 30 September 2023, Umalusi identified the following risks which could compromise the credibility and integrity of the November 2023 NSC examination:
   a. Instability in key management positions;
   b. Appointment of the November 2023 NSC markers not finalised; and
   c. The state of readiness of 33 examination centres to conduct, administer and manage the NSC examination was not verified.

3.4   Areas of Improvement

The SACAI shared the 2022 external moderation reports with its centres/schools as part of feedback for improvement and development. All examination centres categorised as high risk will have resident monitors during the writing of the 2023 examination.

3.5   Areas of Non-Compliance

The following areas of non-compliance were noted:
   a. Instability in key management positions;
   b. Appointment of the November 2023 NSC markers not finalised; and
   c. The state of readiness of 33 examination centres to conduct, administer and manage the NSC examination was not verified.

3.6   Directives of Compliance and Improvement

The SACAI must ensure that:
a. Mitigating strategies to address the instability of key management positions are in place;
b. Recruitment and training of markers was completed on time; and
c. All established examination centres are audited.

3.7   Conclusion

The audit of the state of readiness of the SACAI to conduct, administer and manage the November 2023 NSC examination indicates that the assessment body has met the quality assurance requirements determined by Umalusi. The SACAI is committed to improving its capacity to deliver a credible, November 2023 NSC examination. This was attested to by, among others, the deployment of resident monitors to all high-risk examination centres. However, Umalusi is concerned about SACAI over-reliance on the Gauteng Education Department markers and the 33 examination centres that were not audited. The SACAI should endeavour to create a dedicated pool of markers to mark their examination scripts.

CHAPTER 4: AUDIT OF APPOINTED MARKERS

4.1   Introduction

Umalusi conducts an audit of appointed markers to measure and evaluate the extent to which internal controls, processes, guidelines and policies for appointing markers for the National Senior Certificate (NSC) examination are adhered to and comply with the South African Comprehensive Assessment Institute (SACAI) marking policy. The process of auditing the appointed markers ensures, and confirms, that only qualified marking personnel in possession of the necessary qualifications, skills and experience are appointed.

This chapter reports on the selection and appointment of marking personnel for the November 2023 NSC examination.

4.2   Scope and Approach

Umalusi sampled 15 subjects for the audit of appointed markers, as specified in Annexure 4A. The selection of subjects for the audit was informed by the following:
   a. Subjects that had not been audited in previous years;
   b. Subjects that were implicated in areas of non-compliance in the 2022 audit of appointed markers; and
   c. Subjects with high candidate enrolments.

Umalusi prioritised the audit of appointed novice markers, as well as experienced markers who had never previously been audited, at different levels of appointment. The intention is to have a fully-fledged, audited database of markers across levels for all assessment bodies. Such a database would allow us to identify and rapidly place new appointments for the audit in future.

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

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

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

4.3   Summary of Findings

4.3.1   Compliance with Notional Marking Time

Umalusi used the notional marking time as provided by the SACAI, the total number of entries and the number of days allocated for marking, per subject, to determine the adequacy of the number of markers per subject.

a)   Markers

The SACAI did not register any shortage of markers in any of the audited subjects. A sufficient number of markers for the audited subjects, in the specified five marking days per question paper, were appointed. The SACAI also registered the appointment of novice markers in certain subjects.

In Afrikaans First Additional Language (FAL) Papers 1, 2 and 3, the SACAI appointed 33 experienced markers with four novice markers, which was in full compliance with the norm time of 20 minutes per script for Paper 1; 18 minutes for Paper 2; and 25 minutes for Paper 3. The SACAI appointed two and three markers per paper for the marking of 112 and 125 Agricultural Sciences papers and Agricultural Management Practices papers, respectively. The appointment of markers in both subjects complied fully with the norm time of 30 and 22 minutes per script, respectively. For Business Studies, the SACAI registered 2 420 entries per paper, with 30 appointed markers, per paper, at a norm time of 25 minutes per script for both papers. Of the 30 appointed markers, 12 were novice markers appointed to mark both papers. There was full compliance with the notional marking time.

The SACAI appointed one novice marker for Consumer Studies and five markers for 636 entries, at a norm time of 35 minutes per script for seven days. In Dramatic Arts the SACAI appointed four markers for 106 entries, which was adequate for the marking of this paper for seven days, at a norm time of 30 minutes per script. In Engineering Graphics and Design, with 581 entries, the SACAI appointed five markers for both Paper 1 and Paper 2, at a notional marking time of 23 minutes per script. The SACAI complied fully with the criterion.

The SACAI appointed 16 markers per paper for English FAL, with 1 303 entries per paper, and complied with the notional marking time of 20 minutes per script for Paper 1, 18 minutes for Paper 2 and 25 minutes for Paper 3.

In Hospitality Studies, the SACAI appointed four markers for the marking of 325 scripts, three being appointed as senior markers. The appointed senior markers would, over and above conducting internal moderation, perform a marker's role in this subject, at a notional time of 30 minutes per script. To mark Life Sciences papers, with 2 206 entries per paper and at a norm time of 28 minutes per script for both papers, the SACAI appointed 35 markers, of whom five were novice markers. There was full compliance with the criterion.

The two Physical Sciences papers had 1 318 entries each, with 33 appointed markers, five of whom were novice markers for both papers. The SACAI complied fully with the norm times of 30 minutes for Paper 1 and 27 minutes for Paper 2. The marking days for each paper would be fewer than seven days, given the number of appointed markers and the number of entries per paper.

The Religious Studies paper registered only two entries and the appointment of one marker. In Tourism, the SACAI appointed 17 markers, including four novice markers. The appointed markers were sufficient for the marking of 1 568 entries at the notional marking time of 40 minutes per script. For the marking of Visual Arts entries, the SACAI appointed four markers, with one novice marker, to mark 347 entries at a notional marking time of 30 minutes per script, which was adequate for the marking of this subject.

The SACAI demonstrated compliance with notional marking times in most respects.

b)   Senior markers

The SACAI marking policy does not include a requirement to appoint senior markers, or for adherence to a ratio. Umalusi noted that the SACAI appointed one to three senior markers, for different papers per subject.

For Agricultural Sciences, the SACAI appointed one senior marker for the marking and moderation of both Paper 1 and Paper 2. The SACAI appointed three senior markers, per paper, for 16 markers appointed, per paper, for English FAL.

For the marking and moderation of Life Sciences Paper 1 and Paper 2, the SACAI appointed five senior markers for each paper to 35 appointed markers per paper. The SACAI appointed one senior marker for five markers in Consumer Studies; no senior marker was appointed for Religious Studies, due to low entries. In Tourism, the SACAI appointed two senior markers for 17 markers. For the marking and moderation of Visual Arts, the SACAI appointed four markers and two senior markers.

The SACAI appointed one senior marker for three markers in Dramatic Arts and one senior marker to five markers in Engineering Graphics and Design for both Paper 1 and Paper 2. In Business Studies Paper 1 and Paper 2, and Afrikaans FAL, the SACAI appointed three senior markers, per paper, to 34 and 33 markers, respectively.

c)   Deputy chief markers

The SACAI marking policy does not make provision for the appointment of deputy chief markers.

d)   Chief markers and internal moderators

The SACAI states in its policy for marking that the examiner and the internal moderator of a specific NSC question paper(s) are appointed as the chief marker and/or internal moderator, respectively, for marking. In the audited subjects, the SACAI had appointed a chief marker and internal moderator for the marking and moderation processes on a contract basis of five years. The contracts of the appointed chief markers and internal moderators are, in 2023, in their fifth year.

4.3.3   Qualifications and Subject Specialisation

In accordance with the SACAI's marking policy, the minimum qualification for appointment as a marker, senior marker, chief marker and/or internal moderator is a recognised three-year, post-school qualification with the subject applied for; at second- or third-year level; or other appropriate post-matric qualification, in the subject applied to mark.

a)   Markers

The markers appointed for all subjects sampled complied with the set criteria. Their qualifications ranged from a three-year diploma, a bachelor's degree and postgraduate degrees, which included the subjects applied for, at second-year level and above. There was no relaxation of requirements for qualifications and subject specialisations indicated by the SACAI.

b)   Senior markers

The appointed senior markers for the audited subjects possessed the necessary subject-specific qualifications. There were no areas of concern regarding the qualifications and subject specialisations of the appointed senior markers.

c)   Chief markers and internal moderators

The appointed chief markers and internal moderators responsible for the audited subjects complied with the subject qualification and specialisation criteria.

4.3.4   Teaching Experience

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

a)   Markers

The teaching experience of the markers ranged between two and 27 years across the sampled subjects. The appointed markers adhered to the stipulated appointment criteria for teaching experience and were currently teaching Grade 12 at schools and centres affiliated to the SACAI, the Department of Basic Education (DBE) or the Independent Examinations Board (IEB).

b)   Senior markers

The appointed senior markers met the specified criteria, with between nine- and 40-years' teaching experience at schools and centres affiliated to the SACAI, the DBE or IEB.

c)   Chief markers and internal moderators

The appointed chief markers and internal moderators were experienced in teaching the subjects for which they were appointed. Their teaching experience, in different subjects, ranged between five and 44 years.

4.3.5   Marking Experience

According to the SACAI's marking policy experience as a marker counts in an applicant's favour. In instances where the marker has very little or no experience of marking NSC examination scripts, such a person would be appointed on a probationary basis. In 2023, the SACAI appointed experienced marking personnel as well as novice markers from the three assessment bodies to mark the NSC examination scripts.

a)   Markers

The SACAI appointed markers with experience in marking SACAI NSC scripts, while others had marking experience for the DBE and/or the IEB.

b)   Senior markers

The SACAI's marking policy does not specify the marking experience required for the appointment of senior markers.

c)   Chief markers and internal moderators

The SACAI appointed chief markers and internal moderators with marking experience in the audited subjects for SACAI and/or DBE and/or IEB.

4.4   Areas of Improvement

The first-time appointment of senior markers in most subjects, for both marking and moderation purposes, was observed as an area of improvement.

4.5   Areas of Non-Compliance

Umalusi noted an area of non-compliance in the lack of provisions in the policy for the requirements for the selection and appointment of senior markers.

4.6   Directives for Compliance and Improvement

The SACAI must ensure that their policy on marking clearly states the requirements for the appointment of senior markers.

4.7   Conclusion

Umalusi observed an improvement in the appointment of markers with appropriate qualifications and subject specialisations, which was a directive of 2022. Umalusi, further, commends the SACAI for the appointment of senior markers; however, the SACAI must clearly indicate the requirements for their appointment.

CHAPTER 5: MONITORING THE WRITING AND MARKING OF EXAMINATIONS

5.1   Introduction

As outlined in its mandate, Umalusi quality assures the assessments and examinations conducted by the assessment bodies. This chapter provides an account of Umalusi's monitoring of the conduct, administration and management of the South African Comprehensive Assessment Institute (SACAI) November 2023 National Senior Certificate (NSC) examination.

The writing of the examination commenced on 25 October 2023 and concluded on 5 December 2023. The SACAI adopted a staggered marking approach, which started on 10 November and ended on 17 December 2023.

This chapter summarises the findings of the monitoring of the writing and the marking. It also highlights areas of non-compliance, which translate into directives for compliance and improvement.

5.2   Scope and Approach

The SACAI established 103 examination centres for the writing of the November 2023 NSC examination and one centralised marking centre. Umalusi monitored 39 examination centres and one marking centre.

The centres monitored for the writing of examinations and the centre for marking are listed in Annexure 5A. Annexure 5B details the centres implicated in non-compliance issues.

Data used in this chapter was collected using the instrument for monitoring of the writing of examinations and marking centres and related methodologies (observations and interviews).

5.3   Summary of Findings

The reported information and conclusions are limited to findings from the 39 examination centres and one marking centre monitored. Furthermore, these findings were subject to the availability of evidence and data at the examination centres and the monitored marking centre at the time of Umalusi's visit.

SECTION A: Monitoring of the Writing of Examinations

5.3.1   General Administration

a) Management of examination question papers
The chief invigilators appointed by the SACAI at all examination centres received weekly consignments of the question papers. The chief invigilators verified the question paper

consignments to establish whether the consignments were in line with the dispatch lists provided by the SACAI.

The question paper consignments were sealed prior to their delivery in lockable containers provided by the SACAI. On receipt of the consignment, the chief invigilators locked these delivered packs in strong rooms or safes available at the examination centres. The lockable containers were accessed by the chief invigilators at appropriate times using pin codes shared with them by the SACAI.

b) Appointment records of invigilators
Except at two examination centres, invigilators were appointed by chief invigilators. At two examination centres no evidence was provided to confirm that the SACAI trained the chief invigilators.

c) Management of invigilators attendance
Clear records of invigilators attendance were in place and verified. All verified records suggested that invigilators' attendance registers were updated daily and were in accordance with the invigilation timetables.

d) Management of examination documents
The audits conducted on examination files established that all the examination centres kept well-organised files.

Umalusi is satisfied that all examination centre records were in order.

5.3.2 Credibility of the Writing of the Examination

a) Security and supply of question papers
The SACAI supplied all examination centres with consignments of question papers, delivered by a contracted company. The question papers were sealed in locked containers. All delivered consignments were secured in lockable storage facilities (e.g. built-in strong rooms). The one examination centre that did not have a strong room had question papers delivered in the morning and scripts collected after the sessions by a contracted courier company.

b) Admission of candidates in the examination room
All visited examination centres were found compliant with admission requirements as provided for in the regulations pertaining to the conduct, administration and management of the NSC examination.

Umalusi was satisfied that the regulation was uniformly implemented across all 39 monitored examination centres.

c) Conduciveness of the examination room
All the examination rooms across all monitored examination centres were found suitable for the writing of the examination. The examination rooms complied with the following requirements:
  i.   Well-lit examination rooms;
  ii.   Suitable and sufficient furniture;

iii.   Sufficient space to accommodate the candidates seated at least one metre apart from each other; and

iv.   Easily available ablution and drinking water facilities.

d) Administration of the writing session

The examination centres managed and administered the writing sessions well and the following were noted:

i.   The clock or other time-displaying devices were placed in the front of the examination rooms and were visible to all candidates;

ii.   The examination rooms were free of unauthorised material; and

iii.   Information boards with relevant information about the examination sessions in progress were displayed in all but one of the examination centres monitored.

Overall, the administration of the writing session and related activities were of an acceptable standard and within the prescripts of the regulations that govern the conduct of the NSC examination.

e) Compliance with examination procedures

The general examination procedures were complied with across the sampled examination centres. The procedures included, among others:

i.   Verification of the examination centres by the assessment body for readiness to administer the examination;

ii.   Checking of the question paper for technical accuracy with the candidates by the invigilators. This was consistently applied across examination centres;

iii.   The movement of candidates when the examination was in progress was closely monitored and well managed. The candidates who left the examination room temporarily to visit the ablution facilities were always escorted; and

iv.   The examination sessions started and ended at the times stipulated in the timetable.

Non-compliance with one or more of the above-listed general examination procedures was noted at five examination centres. The following were noted:

i.   At four examination centres no evidence was found of the assessment body having verified their state of readiness to administer the examinations.

ii.   The invigilator did not check the question paper for technical accuracy with the candidates at two centres;

iii.   At one examination centre the invigilator allowed two candidates to leave the examination room during the examination room without an escort.

iv.   At one examination centre, the IsiZulu First Additional Language (FAL) question paper was not distributed to the candidates on time, thus the start and end times were affected; and

v.   The examination rules were not read to candidates at one centre.

While invigilators' execution of their responsibilities had improved in most examination centres, Umalusi was concerned that a pocket of invigilators in implicated centres performed undesirably and not to the required standard.

f) Handling of answer scripts

The handling of scripts across examination centres was managed in compliance with the prescribed procedures. It was noted that all centres demonstrated the following conscientiously:

    i.   The invigilators collected the answer scripts from the candidates at the end of the sessions;

    ii.   The answer scripts were counted and batched in accordance with the sequence reflected on the mark sheets; and

    iii.   The invigilators sealed the scripts in bags provided by the SACAI and subsequently locked them in containers in strong rooms at the examination centres. Here the containers awaited collection by the SACAI-contracted service provider per a pre-arranged collection schedule.

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

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

    i.   Two candidates left the examination room without an escort during the Mathematical Literacy Paper 1 writing session; and

    ii.   The SACAI delivered fewer IsiZulu FAL Paper 1 question papers than the number of candidates registered for the subject at SACAI Durban Morningside. All 30 candidates were registered to write isiZulu FAL, but the delivery of the consignment was altered such that SACAI Richards Bay received 30 question papers instead of 5. The mistake was corrected, and photocopies of the question paper were made. Consequently, the writing session started 40 minutes later than the time stipulated on the timetable. All affected candidates were compensated for lost time and no candidates were disadvantaged.

SECTION B: Monitoring of the Marking of Examinations

5.3.3 Planning and Preparations

a) Appointment of marking personnel

Umalusi monitored the marking of seven subjects comprising 12 papers. For the session under review, the SACAI had appointed 11 chief markers, 11 internal moderators, 18 senior markers and 134 markers. The appointment letters of all the marking personnel were verified and Umalusi found the list consistent to the approved list of appointed markers.

b) Availability of marking management plans

Management plans for all the key activities in the marking process were verified and found to be in place.

c) Availability of scripts and marking guidelines

All scripts were prepared and available for the marking of allocated subjects on the day of the Umalusi visit. The marking guidelines were also timeously provided and ready for use in the training of markers and marking guideline discussion meetings. The marking centre used the control room for the management of scripts. The centre manager, assisted by security guards, was responsible for moving boxed scripts from the control room to the appropriate marking rooms, as identified for the marking of the 12 question papers.

d) Storage and safekeeping of scripts

Scripts at the marking centre were packed in labelled boxes and placed in crates. The crates were locked in secure cages inside the control room. Umalusi did not have access to the control room because the centre manager was not available on the day of the Umalusi visit. There was no caretaker manager delegated; instead, the marking centre was under the management of the chief markers. The lack of a marking centre manager was irregular.

e) Management and control of scripts

The bags containing scripts were scanned to display the number of scripts they contained. The centre manager counted the scripts manually to confirm the number of scanned number of scripts. The scripts were then boxed, put in crates and locked in secure cages in the control room to await marking in line with the dates reflected in the marking management plan. All scripts were closely controlled through script control forms and in line with SACAI prescribed script control procedures in place.

5.3.4   Resources (Physical and Human)

a) Suitability of the infrastructure and equipment to facilitate marking

The marking centre had adequate space to accommodate the 12 question papers marked on the day of monitoring. Umalusi was, however, unable to determine whether the control room was spacious enough to accommodate all the question papers marked. The marking facility was found suitable for marking and was adequately resourced with the required equipment for the marking activities (e.g. telephones, photocopiers, etc.)

b) Capacity and availability of marking personnel

Umalusi observed that markers present at the marking discussion sessions were appointed as per the audited list of markers provided by the SACAI. The markers were able to attend as per the dates specified on the marking management plan.

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

The marking rooms provided a comfortable and suitable environment for the marking activities. They were found to be sufficiently illuminated, ventilated and spacious to comfortably accommodate the marking personnel.

d) Quality of food provided for markers

The markers were provided with refreshments during the comfort breaks, which included well-prepared meals during the lunch break. The served food met all dietary requirements and catered for all marking personnel.

e) Compliance with occupational health and safety requirements

The marking centre complied fully with occupational, health and safety requirements. This was evidenced by, among others, by adequate, clean and functional ablution facilities and visibly located and serviced fire extinguishers.

5.3.5   Provision of Security Measures

a) Access control into the marking centre

The markers were required to produce their identification documents for verification by a security guard at the gate to be allowed entry into the marking centre premises. All marking personnel produced their appointment letters to be allowed access to the marking centre by a second security guard stationed at the building entrance.

Strict access control measures were in place and this area of competence was managed well.

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

The SACAI adhered to a strict system in the movement of scripts in the marking centre. The scripts, in labelled boxes, were moved by the centre manager from the control room to the marking rooms where they were kept. Security guards monitored this movement closely. At the conclusion of marking, the process was reversed.

A strict control system within the marking rooms to account for the scripts was followed. The chief markers verified the number of scripts they received from the centre manager against the accompanying control lists and signed these off. At the conclusion of marking, the process was repeated to confirm that the number of marked scripts corresponded with the number of delivered scripts at the start of the marking session.

5.3.6   Training of Marking Personnel

a) Quality and standard training sessions across subjects

Umalusi verified all evidence to confirm that the markers were taken through the marking guidelines by the chief markers during the scheduled training sessions. These were held on the first day, before marking commenced. Detailed findings on the quality and standard of training are captured in Chapter 6 of this report, on marking guideline standardisation and verification of marking.

b) Adherence to norm time

The norm time for daily marking was ten hours (07:00 to 17:00) inclusive of a tea break and lunch. All marking personnel adhered to the stipulated norm time.

5.3.7   Management and Handling of Detected Irregularities

The procedure for the handling of irregularities identified during the marking process forms part of the training of markers by the chief markers. A marker who identifies an irregularity must report it to the chief marker, who will make a judgement call on whether there was evidence of an irregularity. The chief marker, if persuaded that an irregularity has occurred, must fill in an irregularity form which, together with the relevant script, must be handed to the centre manager. The centre manager will follow due process, as outlined in the guidelines for managing irregularities, and return the script to its batch. The matter will subsequently be handled by the SACAI Examinations Irregularities Committee (EIC). All cases of irregularities, with recommended sanctions, would be presented to Umalusi for consideration.

5.4   Areas of Improvement

There were no areas of improvement identified.

5.5   Areas of Non-Compliance

The following areas of non-compliance were noted:
  a. Five examination centres did not comply with the general examination procedures, as indicated under 5.3.2.(e);
  b. The absence of the marking centre manager when marking was taking place was a major concern, and
  c. The irregularity under 5.3.2 (g) was discovered at 2 centres.

5.6   Directives for Compliance and Improvement

The SACAI is required to:
  a. Strengthen its advocacy and training of invigilators with an effort to improve the general administration of the writing sessions and compliance with examination procedures;
  b. Ensure that systems are in place for the management of the marking centre.
  c. Put stringent quality control systems in place to avoid the recurrence as outlined under 5.3.2 (g).

5.7   Conclusion

Umalusi monitored an increased number of SACAI examination centres in the November 2023 NSC examination cycle. The findings suggested that the SACAI managed to conduct, administer and manage the examination to an acceptable level of compliance across the monitored examination centres and the marking centre.

There was notably improved invigilation demonstrated across centres to ensure that the examination centres delivered a credible examination. It was further noted that at the monitored marking centre the SACAI had established, planned and executed the marking of scripts well, despite the absence of the marking centre manager on the day the centre was monitored. To this end, SACAI complied with the requirements, as provided for in the regulations pertaining to the conduct, administration and management of the NSC examination.

The SACAI must put in place sustainable interventions to areas of non-compliance, as highlighted in this chapter.

CHAPTER 6: MARKING GUIDELINE STANDARDISATION MEETINGS AND VERIFICATION OF MARKING

6.1   Introduction

Umalusi participates in the quality assurance of two processes in the marking of the examination scripts: the marking guideline standardisation meetings; and the verification of marking. The marking guideline standardisation meeting precedes the verification of marking. The purpose of the marking guideline standardisation meeting is to ensure that the final marking guideline to be used to mark the candidates' scripts is fair, valid and reliable.

Umalusi participated in the marking guideline standardisation meetings and verification of the marking of the South African Comprehensive Assessment Institute (SACAI) for the November 2023 National Senior Certificate (NSC) examination.

This chapter reports on the marking guideline standardisation meetings and the verification of marking of the November 2023 NSC examination of the SACAI.

6.2   Scope and Approach

6.2.1   Marking Guideline Standardisation Meeting

The SACAI hosted the marking guideline standardisation meetings between 12 November 2023 and 12 December 2023. During this period, Umalusi participated in the marking guideline standardisation meetings of ten sampled subjects (Table 6A), comprising 22 question papers sampled for the verification of marking.

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

Subjects			
1.	Afrikaans Home Language (HL) Paper 1, Paper 2 and Paper 3	6.	English HL Paper 1, Paper 2 and Paper 3
2.	Business Studies Paper 1 and Paper 2	7.	Geography Paper 1 and Paper 2
3.	Computer Applications Technology Paper 1 and Paper 2	8.	Life Sciences Paper 1 and Paper 2
4.	Economics Paper 1 and Paper 2	9.	Mathematics Paper 1 and Paper 2
5.	Engineering Graphics and Design Paper 1 and Paper 2	10.	Mathematical Literacy Paper 1 and Paper 2

Umalusi used the criteria listed in Table 6B to evaluate the marking guideline standardisation meetings held.

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 for each question paper and the preparations by senior marking personnel. Part B focused on the processes and procedures followed, as well as the mediation of the marking guidelines during the marking guideline standardisation meetings. Part C examined the quality of the training of markers and the quality of the final marking guidelines.

6.2.2   Verification of Marking

This part of the chapter reports on the findings of the verification of marking of the ten sampled subjects, which comprised 22 question papers, as presented in Table 6A. The Umalusi verification of marking instrument used to quality assure the marking consists of four key criteria. These have a variable number of quality indicators, as presented in Table 6C.

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

Table 6C: Umalusi criteria for verification of marking

| Criterion 1:
Policy
matters | Criterion 2:
Adherence to the
marking guideline (MG) | Criterion 3:
Quality and standard of
marking and internal
moderation | Criterion 4:
Candidates'
performance |
|---|---|---|---|
| Statistics | Application of the approved marking guidelines | 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 | |

6.3   Summary of Findings

The findings of the moderation of the marking guideline standardisation meetings are reported in this section.

6.3.1 Marking Guideline Standardisation Meetings

a) Preparatory work

    i.   Pre-marking guideline standardisation meeting
These meetings took place between Umalusi, the SACAI internal moderators and the chief markers for the ten sampled subjects, in preparation for the marking guideline standardisation meetings to be held with the appointed markers. The inclusion of senior markers at the pre-meeting session was well received by Umalusi, as the senior markers added value to the rigorous discussions. A total of 18 marking guideline standardisation meetings were held via virtual platforms (MS Teams). The marking guideline standardisation meetings for Life Sciences Paper 1 and Paper 2, as well as Engineering Graphics and Design Paper 1 and Paper 2, were held on-site at the SACAI offices.

    ii.   Preparation by senior marking personnel in the assessment bodies
During the pre-marking guideline standardisation meetings Umalusi noted that, for Engineering Graphics and Design Paper 1 and Paper 2, the two internal moderators did not mark any sample scripts in preparation for the meetings; and the appointed chief markers were not in attendance. The senior marking personnel came unprepared to the meetings. This delayed the process as they had to first mark the sample scripts.

The senior marking panels of the 22 question papers were able to reach agreement on the modifications and revisions to be applied to the marking guidelines, to ensure a fair, valid and reliable marking.

The total number of scripts marked prior to the pre-meeting with Umalusi ranged from 0 to 21 scripts. The chief markers and internal moderators who marked fewer than the required sample included Afrikaans HL Paper 2 and Paper 3, Engineering Graphics and Design Paper 1 and Paper 2 and Life Sciences Paper 1 and Paper 2. The senior marking personnel for Afrikaans HL Paper 2 and Paper 3 only pre-marked four scripts each; for Engineering Graphics and Design Paper 1 and Paper 2, no scripts were pre-marked; while for Life Sciences Paper 1 and Paper 2, only two scripts were pre-marked by each moderator. The senior marking personnel of these question papers failed to adhere to the minimum requirements of five scripts per paper, as required by the assessment body.

Umalusi noted, however, that despite the challenges mentioned, the senior marking personnel for the 22 question papers prepared the required sample scripts for the training of the markers during the marking guideline standardisation meetings.

b) Marking guideline standardisation meeting
    i.   Processes and procedures
The 22 marking guideline standardisation meetings Umalusi attended were managed appropriately by the senior marking personnel. Although organisational and logistical arrangements were made by the SACAI to ensure productive sessions, the following subjects and question papers fell short: for Mathematics Paper 1 and Paper 2, only one internal moderator was appointed for both papers.

For English HL Paper 2, the appointed chief marker took ill on the first day at the marking guideline standardisation meeting and was, consequently, replaced. This led to a delayed process, due to the management of two papers by one internal moderator (Mathematics Paper 1 and Paper 2) and the unpreparedness of the new chief marker (English HL Paper 2).

ii. Mediation of the marking guidelines
All 22 question papers for the subjects sampled were in full compliance with the criterion on the mediation of marking guidelines. There were constant, thorough discussions of all questions and responses, which resulted in the addition of valid alternate responses in the marking guidelines. The marking guidelines used in marking guideline standardisation meetings for the 22 question papers verified represented the final versions approved by Umalusi prior to the writing of the examination. Umalusi approved the inclusion of all valid alternative responses in the marking guidelines to ensure accuracy and consistency in marking. The responses added to the marking guidelines did not impact the cognitive levels of the question paper. The ten sampled subjects were in full compliance with the processes and procedures during the marking guideline standardisation meetings.

c) Training and quality of the final marking guidelines

i. Training of markers
The senior marking personnel for all 22 question papers prepared sample scripts for the training of markers during the marking guideline standardisation meetings. The rigorous training of markers ensured markers were adequately prepared to mark in alignment with the approved marking guidelines. In English HL Paper 1, there was a concern that the chief marker instructed the markers to mark the first training script before the mediation of the marking guidelines. This was a matter of concern as markers were not alerted of the approved alternate responses included in the marking guidelines during the pre-meeting. This practice affected the marking accuracy of the training script.

ii. Quality of the final marking guidelines
In all 22 question papers the final marking guidelines included instructions on marking that reinforced uniform and standardised marking. The marking guidelines were unambiguous, clearly laid out and provided sufficient detail to ensure the reliability of the marking.

6.3.2 Verification of Marking

Table 6C indicates the framework for the analysis and findings from the verification of marking of the ten sampled subjects, presented in Table 6A.

a) Policy matters
i. Statistics
The number of scripts received for the verification of marking per question paper ranged from 446 for Economics to 3 641 for English HL. These statistics are based on the actual numbers reported at the marking centres. With the relatively low number of scripts per subject, the SACAI did not appoint deputy chief markers in any of the subjects verified.

The SACAI has sustained the additional level of moderation of senior markers. Only four of the 22 question papers verified did not have senior markers, namely: Afrikaans HL Paper 1; Computer Applications Technology Paper 1 and Paper 2; and Economics Paper 2. The ratio of senior markers to markers varied from question paper to question paper. Question papers that were allocated senior markers but failed to ensure a ratio of 1:5 included: Afrikaans HL Paper 2 and Paper 3; Business Studies Paper 1 and 2; Economics Paper 1; English HL Paper 3; Geography Paper 1 and Paper 2; Life Sciences Paper 1 and Paper 2; Mathematics Paper 1 and Paper 2; and Mathematical Literacy Paper 1 and Paper 2. Although Engineering Graphics and Design Paper 1 and Paper 2 included two senior markers, the senior markers operated as markers as only five markers had been appointed for Paper 1 and six for Paper 2.

The scripts of candidates for the 22 sampled question papers were shared uniformly among the markers. Specific questions were marked by markers, based on their competency and interaction in the training session.

ii.   Official appointment of markers
The chief markers, internal moderators, senior markers and markers appointed for the sampled subjects received confirmations of appointment electronically. It was of concern that some appointment letters did not include the markers' personal details (English HL, Afrikaans HL and Geography).

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

i.   Application of the approved marking guidelines
Umalusi confirmed during the verification of marking process that the marking guidelines used at the marking centres were the marking guidelines approved at the pre-marking guideline standardisation meetings.

ii.   Evidence of changes and/or additions to the marking guideline and process followed.
No additions or changes were made to the marking guidelines after the marking guideline standardisation meetings.

c) Quality and standard of marking and internal moderation
i.   Quality and standard of marking
There were inconsistencies and discrepancies noted in the marking of all question papers during the initial days of the marking, these were addressed through discussions of the marking guidelines and retraining of markers. Consistency in the allocation of marks was subsequently attained as the marking progressed. These discrepancies ranged from minus three marks to ten marks across question papers.

To ensure consistency and accuracy of marking in question papers where the variances fell outside of the prescribed tolerance range, the senior marking personnel employed the following measures: retraining of inconsistent markers, remarking the batches of scripts affected by the discrepancies and moderating a sample larger than 20%.

Many of the discrepancies noted in Economics Paper 1 and Paper 2 were from the appointed novice markers for this session of marking.

In verifying the 22 question papers, Umalusi concluded that the marking achieved the required standard, i.e., within the allocated tolerance range of 3% per question paper. The consistency in applying the marking guidelines was achieved before the marking was signed off by Umalusi.

ii. Internal moderation of marking
The requirements of the criterion on the quality of internal moderation were satisfied in the sample subjects verified. In all 22 question papers verified, the senior marking personnel were vigilant in their moderation of the whole script. They very swiftly and efficiently addressed inconsistent markers by retraining and conducting a moderation sample of more than 10% for those markers.

iii. Addition and transfer of marks
This quality indicator includes accuracy in mark calculation captured per script. Most subjects verified complied with this quality indicator. However, a few question papers had noted discrepancies in the addition of marks: Afrikaans HL; Computer Applications Technology; Economics; Engineering Graphics and Design; and Geography. The noted discrepancies in transferring of marks and the summative calculations of marks per script was brought to the attention of the internal moderators. Where there were discrepancies in totals, these were verified and double checked by the examination assistants appointed by the SACAI.

Overall, the marking of the 22 question papers Umalusi verified was found to be fair, valid and reliable.

d) Candidates' performance
During the verification of the 22 question papers, the overall performance of candidates ranged from poor to average. Only a few candidates achieved good to excellent results.

The analysis of the candidate performance in the subjects verified is summarised below:
i. In Afrikaans HL candidates showed poor to average performance from the scripts verified. The performance in Paper 3 was the best of the three papers. From the verified sample, Paper 1 had an overall average of 42,5%, Paper 2 an overall average of 32,7% and Paper 3 an overall average of 62,2%. Performance in all three papers declined from the averages noted in 2022;
ii. The performance of candidates in both Mathematical Literacy papers showed a good range of marks across the levels verified. From the verified sample, Paper 1 had an overall average of 63,7%, Paper 2 had an overall average of 64,7%. In Paper 2 Umalusi noted an improvement of 8% from 2022 while Paper 1 had a decline of 2%;

iii.   In Mathematics, there was a fair to average range in achievement, with an overall average of 39,3% from the sample verified for Paper 1. In Paper 2 candidates achieved an average of 28,6%, a significant decline of 10% from 2022. The poorest performing question in Paper 1 was based on Functions, while in Paper 2, poor performance was noted in Euclidean Geometry;

iv.   The performance of candidates in English HL was fair. In Paper 1 the average was 50,8%. In Paper 2 the average achieved was 47,9%, an average that indicated a decline of 2% from 2022. The responses to the literary essay questions were mere narratives and showed no understanding of the critical appreciation of the genres tested. Candidates also fared poorly in the poetry contextual questions of Paper 2. In Paper 3 the average was 57,2%, which was also a slight decline from 2022;

v.   Candidates achieved an average of 63,1% and 43,4% in Life Sciences for Paper 1 and Paper 2, an improvement since 2022. They performed well in the first question, which included multiple-choice questions (in both papers). There was a notably significant improvement in Paper 1, by 18%;

vi.   In Engineering Graphics and Design, the average of the externally verified scripts for Paper 1 was 41,5%, a slight decline from 2022. In Paper 2, candidates achieved an average of 27,8% from the sample verified; a significant decline from 2022;

vii.   The verification of Economics showed an average performance among candidates of 43,2% for Paper 1 and 54,9% for Paper 2. Question 4 in both papers was poorly answered and had the lowest averages;

viii.   The Business Studies averages were very poor, with the Paper 1 average being 35,4% from the sampled scripts. Legislation and Business Strategies performed poorly in Paper 1. In Paper 2 the average achieved was very low, at 33,4% from the scripts verified. Business Ventures achieved the lowest average in Paper 2, of 20,4%;

ix.   There was a noted decline since 2022 in candidate performance in Geography Paper 1, with an average of 25,7%. In Question 1, on Climate and Weather, candidates achieved an average of 29,3% from the sample verified, while in Question 3, on Geographical Skills and Techniques, candidates performed poorly, with an average below 17.1%; and

x.   In Computer Applications Technology, Paper 1 candidates achieved an average of 39,4%, while Paper 2 achieved a very low average of 27.7%. In Paper 1, candidates performed poorly in Question 3, on Spreadsheets; and in Paper 2, candidates performed poorly in Question 8, on Solution Development.

Possible reasons for candidates' unsatisfactory performance, post verification:

a.   Inadequate responses, lacked insight and depth (Geography, English HL, Afrikaans HL and Business Studies);

b.   Inability to respond adequately in case studies and higher-order questions (Life Sciences, Economics and Business Studies);

c.   Poor content knowledge and inadequate/gaps in understanding of subject-specific terminology (Afrikaans HL, English HL, Life Sciences, Geography, Mathematical Literacy, Mathematics, Economics, Business Studies, Engineering Graphics and Design and Computer Applications Technology); and

d.   Inability to make comparisons and value judgements (Mathematics, Mathematical Literacy, Engineering Graphics and Design and Economics).

The overall average achievement from the sample verified showed a decline from 2022 in certain subjects and question papers. This could be attributed to a lack of development of cognitive academic language proficiency skills.

6.4   Areas of Improvement

Umalusi found the following area to be an improvement:
a. The appointment of additional senior markers for English HL, Geography, Business Studies, Mathematics and Mathematical Literacy.

6.5   Areas of Non-Compliance

Umalusi identified the following area of non-compliance:
a. Failure to pre-mark a minimum of five scripts in preparation for the pre-marking meeting (Afrikaans HL Paper 2, Engineering Graphics and Design Paper 1 and Paper 2 and Life Sciences Paper 1 and Paper 2). This directive is a repeat from 2022.

6.6   Directives for Compliance and Improvement

The SACAI must ensure that:
a. All senior marking personnel pre-mark a minimum of five scripts before the pre-marking meeting.

6.7   Conclusion

The findings of the monitoring of the marking guideline standardisation meetings and the verification of marking of the ten sampled subjects for the SACAI 2023 NSC examination, indicated that the marking guideline standardisation meetings were effective in strengthening the final marking guidelines for the ten subjects. Unfortunately, candidate performance in the subjects verified continues to be a cause for concern for Umalusi.

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 South African Comprehensive Assessment Institute (SACAI) 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 SACAI 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, the SACAI submitted the norms to Umalusi for verification and approval purposes. Analysis of the historical datasets showed that there were no subjects with outlier years for the November 2023 NSC examination.

7.3.2 Electronic Datasets and Standardisation Booklets

The standardisation datasets and electronic booklets for the NSC examination submitted by the SACAI adhered to the requirements articulated in the Requirements and Specifications 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 SACAI 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 examinations; 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 SACAI 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 20 and 21 December 2023, respectively. 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, as well as 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 7A:

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

Description	Total
Number of subjects presented	**25**
Raw marks	14
Adjusted (mainly upwards)	7
Adjusted (downwards)	4
Unstandardised	0
Number of subjects standardised:	**25**

During the standardisation meeting, the ASC observed a declining trend in candidate performance for Dramatic Arts; and an improvement in the candidate performance of Information Technology. Once Umalusi was satisfied with the reliability of the information presented, all the subjects presented were standardised. Umalusi accepted the raw marks for 14 out of the 25 subjects, while four subjects were adjusted mainly downwards, and seven subjects adjusted mainly upwards.

7.3.4 Post-Standardisation

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

7.4 Areas of Improvement

The following area of good practice was observed:
    a. The SACAI maintained an irregularity-free examination.

7.5 Areas of Non-Compliance

The following area of non-compliance was observed:
    a. The SACAI failed to submit the standardisation datasets within the agreed timeframes.

7.6 Directives for Compliance

The SACAI is required to ensure that:
    a. Standardisation and resulting datasets for verification and approval are submitted within the stipulated timeframes.

7.7 Conclusion

The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational reasoning. The SACAI 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

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	M	A	M^1	M	M^1	A	A	M^2	M^2	M^2	4
2	Accounting Paper 2	M	A	M^1	M	A	M^1	M^1	M^2	M^2	M^2	4
3	Afrikaans First Additional Language (FAL) Paper 1	M^2	A	A	A	M^4	M^4	A	M^1	M^3	M^4	4
4	Afrikaans FAL Paper 2	A	M^1	A	A	M^3	N^4	A	M^1	M^3	M^4	3
5	Afrikaans FAL Paper 3	A	M^2	A	A	A	M^1	A	M^1	M^3	M^3	3
6	Afrikaans Home Language (HL) Paper 1	M^1	M^1	A	A	M^4	M^3	A	A	M^4	M^6	3
7	Afrikaans HL Paper 2	A	M^1	A	A	M^1	M^2	A	A	M^2	M^3	3
8	Afrikaans HL Paper 3	A	M^1	A	A	M^1	M^1	A	A	M^3	M^6	3
9	Agricultural Management Practices	A	A	A	A	M^1	M^1	A	M	M^1	M	3
10	Agricultural Sciences Paper 1	A	A	A	A	M^1	M^1	A	M	M^1	M	3
11	Agricultural Sciences Paper 2	A	A	A	A	M^1	M^1	A	M	M^1	M	3
12	Business Studies Paper 1	M^3	M^2	A	A	M^1	M^1	A	M^2	M^2	M^1	3
13	Business Studies Paper 2	M^1	A	M^1	M^4	M^5	M^1	M^1	M	M^2	M^6	4
14	Computer Applications Technology Paper 1	M^2	A	M^1	M^1	M^2	L^3	A	M^1	M^4	M^3	3
15	Computer Applications Technology Paper 2	M^1	L^3	A	M^2	M^3	M^1	M^1	L^2	M^1	A	3
16	Consumer Studies	M^4	L^1	L^2	M^1	L^{12}	M^3	A	N^3	M^4	M^3	3
17	Dramatic Arts Paper 2 (Theory)	M^1	A	M	M^1	M^2	M^2	A	M^1	M^4	M^2	3
18	Economics Paper 1	M^1	A	A	A	A	M^2	A	L^2	M^1	M^3	2
19	Economics Paper 2	M^1	A	A	A	A	A	A	A	M^1	M^3	2

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
20	Engineering Graphics and Design Paper 1	M^4	L^3	M^2	L^3	A	M^1	L^2	A	M^1	M^2	3
21	Engineering Graphics and Design Paper 2	M^4	L^3	M^1	L^2	A	M^1	A	A	M^1	A	3
22	English FAL Paper 1	M^2	A	A	A	L^3	M^1	A	A	M^1	M^3	3
23	English FAL Paper 2	M^2	A	A	A	L^3	M^1	A	M^1	M^1	M^3	3
24	English FAL Paper 3	M^3	A	A	A	L^5	M^2	A	A	M^1	M^3	3
25	English HL Paper 1	M^3	M^1	M^1	M^2	M^6	M^1	A	M^1	M^4	L^6	3
26	English HL Paper 2	A	M^1	M^2	M^3	L^7	M^1	M^1	M^1	M^3	L^6	3
27	English HL Paper 3	M^3	M^1	M^1	M^2	M^6	M^1	A	M^1	M^4	L^6	3
28	Geography Paper 1	M^2	M^1	M^1	M^1	M^1	A	A	M^1	M^2	M^2	3
29	Geography Paper 2	M^4	M^1	A	M^2	M^2	A	A	M^1	M^2	M^3	3
30	History Paper 1	A	N^3	A	A	M^1	A	A	A	L^1	M^1	3
31	History Paper 2	A	M^1	M^1	A	M^1	A	A	A	M^1	M^2	3
32	Hospitality Studies	A	M^2	A	M^1	M^4	M^1	A	M^1	M^2	A	3
33	Information Technology Paper 1	M^3	A	A	A	M^2	M^3	A	A	A	A	2
34	Information Technology Paper 2	M^2	A	A	M^3	M^1	M^1	A	A	A	A	2
35	Life Orientation	L^2	M^1	M^1	M^2	M^6	M^1	M^2	M^2	M^1	M^6	4
36	Life Sciences Paper 1	M^1	A	A	A	A	A	A	A	M^1	A	3
37	Life Sciences Paper 2	A	A	A	A	M^1	A	A	M^1	M^1	A	3
38	Mathematical Literacy Paper 1	M^3	A	A	M^1	A	A	M^1	M^1	M^2	A	3
39	Mathematical Literacy Paper 2	M^2	A	A	M^1	A	M^1	A	M^1	M^2	A	3
40	Mathematics Paper 1	M^3	M^1	M^1	M^1	M^3	A	M^1	M^1	M^2	M^4	3
41	Mathematics Paper 2	L^4	N^3	M^1	L^2	L^4	M^1	A	M^1	M^2	L^6	4
42	Physical Sciences Paper 1	M^2	L^3	M^3	M^1	M^4	M^2	A	M	M	M^4	4
43	Physical Sciences Paper 2	M^1	A	M^1	M^1	M^1	A	A	M^1	M^1	L^6	3

No.	Subject (question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
44	Tourism	M^2	A	A	A	M^6	M^3	A	M^1	M^2	A	2
45	Visual Arts Paper 1	M^1	A	A	M^1	M^1	M^3	A	M^1	M^1	A	3
46	Visual Arts Paper 2	M^2	A	A	A	M^1	M^2	A	M^1	A	A	3

KEY:

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

A = compliance in ALL respects; M = compliance in MOST respects; L = LIMITED compliance; N = NO compliance

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

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

No.	Subject	School /Centre	Modality
1	Business Studies	• Advanced College Secondary School Thabazimbi • Graceland Combined School • Platinum College of Progress • SAAAC East London • Teach Them Christian College • Zerowa Christian Academy Eldorado Park	Desktop evaluation
2	Economics	• Alpha Education • Auxilio Distance Education • Life Ministries Christian School Heidelberg • Moore House Academy • Pierre van Ryneveld Christian School • Platinum College of Progress	Desktop evaluation
3	History	• Christian Family College • Elroi Academy Pretoria • Moore House Academy • Volkskool Orania Gekombineerd • Zerowa Christian Academy Eldorado Park • Elroi Academy	Desktop evaluation
4	Life Sciences	• Christian Family College • Edu-Funda Learning Centre • Optimi - Impaq • Graceland Combined School • His Church School Pinetown • Zerowa Christian Academy Eldorado Park	Desktop evaluation
5	Mathematics	• Bet-El Christelike Akademie • Boutique School Durban • Platinum College of Progress • Pretium Private School Pretoria • Auxilio Distance Education • Study Xpress-Potchefstroom	Desktop evaluation
6	Physical Sciences	• Bet-El Christelike Akademie • Boutique School Durban • Platinum College of Progress • Pretium Private School Pretoria • Auxilio Distance Education • Study Xpress-Potchefstroom	Desktop evaluation

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

No.	Subject	School/Centre	Modality
1.	Computer Applications Technology	• Bet-El Christelike Akademie • Think Digital Academy • His Church School Pinetown • Life Ministries Christian School Heidelberg • Moore House Academy • Teach Them Christian College	Desktop evaluation
2.	Engineering Graphics and Design	• Bet-El Christelike Akademie • Optimi - Impaq • Entheos Christian School • Qurtuba Online Academy • Khairos Privaatskool • Entheos Christian School	Desktop evaluation

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

No.	Subject	School/Centre	Modality
1.	Afrikaans FAL	• Auxilio Distance Learning • Graceland Combined School • Auxilio Distance Education • Purpose College Nelspruit • Teneo Education • 3D Christian Academy	Desktop evaluation
2.	English FAL	• Christian Family College Future Nation Schools Fleurhof • Leeuwenhof Akademie • Roedean School (SA) • St Patrick's College Kokstad • Waterfall College	Desktop evaluation

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

Subjects	Question Papers
Afrikaans First Additional Language (FAL)	Paper 1, Paper 2 and Paper 3
Agricultural Sciences	Paper 1 and Paper 2
Agricultural Management Practices	Paper 1
Business Studies	Paper 1 and Paper 2
Consumer Studies	Paper 1
Dramatic Arts	Paper 1
Engineering Graphics and Design	Paper 1 and Paper 2
English FAL	Paper 1, Paper 2 and Paper 3
Hospitality Studies	Paper 1
Life Orientation	Paper 1 and Paper 2
Life Sciences	Paper 1 and Paper 2
Physical Sciences	Paper 1 and Paper 2
Religious Studies	Paper 1 and Paper 2
Tourism	Paper 1
Visual Arts	Paper 1

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

No.	Province	Centre	Date	Subject written
1.	Gauteng	SACAI Boksburg Comet	25 October 2023	Computer Applications Technology Paper 1
2.	Gauteng	Tshwane Christian School	25 October 2023	Computer Applications Technology Paper 1
3.	Gauteng	SACAI Pretoria East	26 October 2023	Information Technology Paper 1
4.	Eastern Cape	Bet-El Christelike Akademie	27 October 2023	English Home Language (HL) Paper 3
5.	Gauteng	Edu Clinic Learning Centre	27 October 2023	English HL Paper 3
6.	Mpumalanga	SACAI Lydenburg	27 October 2023	English First Additional Language (FAL) Paper 1
7.	Gauteng	SACAI Waverly	1 November 2023	Afrikaans HL Paper 1
8.	Northern Cape	SACAI New Park	1 November 2023	Afrikaans HL Paper 1
9.	Free State	SACAI Bloemfontein	2 November 2023	Computer Applications Technology Paper 2
10.	Free State	SACAI Bethlehem	3 November 2023	Physical Sciences Paper 1
11.	Limpopo	SACAI Polokwane	3 November 2023	Physical Sciences Paper 1
12.	Limpopo	Graceland	8 November 2023	Economics Paper 1
13.	Gauteng	Zerowa Christian Academy	8 November 2023	History Paper 1
14.	Western Cape	SACAI Rondebosch	8 November 2023	Agricultural Sciences Paper 1; Economics Paper 1
15.	KwaZulu-Natal	Boutique Schoolz	9 November 2023	Afrikaans FAL Paper 2
16.	Gauteng	Pretium Private School	10 November 2023	Mathematics Paper 1
17.	Western Cape	Platinum College of Progress	10 November 2023	Mathematical Literacy Paper 1
18.	Mpumalanga	SACAI Nelspruit	10 November 2023	Mathematical Literacy Paper 1
19	North West	SACAI Potchefstroom	10 November 2023	Mathematical Literacy Paper 1
20.	Gauteng	Sion Private Academy	10 November 2023	Mathematical Literacy Paper 1
21.	Free State	ICALC Training Academy	13 November 2023	Mathematical Literacy Paper 2
22.	Gauteng	SACAI Strydom Park	13 November 2023	Mathematics Paper 2
23.	North West	Study Xpress	13 November 2023	Mathematics Paper 2
24.	Limpopo	SACAI Bela-Bela	15 November 2023	Geography Paper 2
25.	Gauteng	Benhale Academy	16 November 2023	Life Sciences Paper 1
26.	Limpopo	SACAI Ellisras	16 November 2023	Life Sciences Paper 1
27.	KwaZulu-Natal	SACAI Richards Bay	16 November 2023	Life Sciences Paper 1

No.	Province	Centre	Date	Subject written
28	KwaZulu-Natal	SACAI Ladysmith	20 November 2023	Life Sciences Paper 2
29.	Gauteng	SACAI Kibler Park	20 November 2023	Life Sciences Paper 2
30.	Gauteng	SACAI Turffontein	20 November 2023	Life Sciences Paper 2
31.	KwaZulu-Natal	SACAI Durban North	20 November 2023	Life Sciences Paper 2
32.	Gauteng	Cedarwood School	21 November 2023	Business Studies Paper 1
33.	Gauteng	SACAI Brakpan	21 November 2023	Business Studies Paper 1
34.	KwaZulu-Natal	SACAI Newcastle	21 November 2023	Business Studies Paper 1
35.	Gauteng	SACAI East Rand	21 November 2023	Business Studies Paper 1
36.	KwaZulu-Natal	SACAI Durban Morningside	21 November 2023	Business Studies Paper 1
37.	KwaZulu-Natal	SACAI Pinetown	22 November 2023	IsiZulu FAL Paper 1
38.	KwaZulu-Natal	SACAI Durban Morningside	22 November 2023	IsiZulu FAL Paper 1
39.	Gauteng	SACAI Florida	27 November 2023	Accounting Paper 2
40.	Gauteng	SACAI Head Office	16 November '23	Allocated subject

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

Criteria	Nature of non-compliance	Centre implicated
Appointment of chief invigilators and invigilators	There was no evidence that the invigilators were appointed by the chief invigilator.	SACAI Lydenburg SACAI Kibler Park
	There was no written evidence of the appointment of the chief invigilator.	SACAI Kibler Park SACAI Pretoria East
	No evidence was provided to indicate that the assessment body trained the chief invigilator.	SACAI Kibler Park SACAI Pretoria East
	There was no evidence of the training of the invigilators for the current examination.	SACAI Kibler Park
Management of invigilators' attendance	There was no attendance register for the invigilator to sign.	SACAI Kibler Park
Security and supply of question papers	The examination centre does not have a strong room or safe for the storage of question paper consignments. The question papers were delivered directly to the examination centre by the contracted courier company.	SACAI Polokwane
Administration of the writing session	No information board containing relevant information about the examination in progress was displayed.	SACAI Polokwane
Compliance with examination procedures	There was no evidence that the examination centre was verified by the assessment body for its readiness to administer the examination.	Platinum College of Progress SACAI Potchefstroom SACAI Turffontein SACAI Florida
	The invigilator did not check the question paper with the candidates for technical accuracy.	Platinum College of Progress
	Two candidates left the examination room without an escort during the writing session.	Platinum College of Progress
	The question papers were not distributed to candidates on time.	SACAI Durban Morningside
	The examination did not start or end on the time stipulated on the timetable.	
	Examination rules were not read to the candidates.	Boutique Schoolz

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