

# Report on the Quality Assurance of Assessment of the DBE June 2016 Senior Certificate (Amended) Examinations

UMALUSI



Council for Quality Assurance in  
General and Further Education and Training

# REPORT ON THE QUALITY ASSURANCE OF THE DBE JUNE 2016 AMENDED SENIOR CERTIFICATE EXAMINATION

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## EXECUTIVE SUMMARY

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The 2016 Grade 12 candidates are the second cohort to write the Senior Certificate (amended) examination under the auspices of the Curriculum and Assessment Policy Statement (CAPS). As mandated by the General and Further Education Quality Assurance Act (Act No. 58 of 2001, as amended in 2008), Umalusi conducted quality assurance processes on all assessment practices for all registered and accredited assessment bodies, including the Department of Basic Education (DBE) and its provincial departments of education (PDEs), for this exit-point qualification registered in its sub-framework.

This report provides the findings of the quality assurance processes conducted in a number of areas, including the following:

- Moderation of question papers (Chapter 1)
- Monitoring of writing (Chapter 2)
- Monitoring of marking (Chapter 3)
- Marking Guideline Discussions (Chapter 4)
- Verification of Marking (Chapter 5)

The findings, as generated by the quality assurance processes stated above, will enable members of the Assessment Standard Committee to decide whether Umalusi should accept and ratify the results of the Senior Certificate (amended) examinations or not.

Umalusi moderated a total of 90 question papers, representing 30 subjects for the June 2016 examinations. At first moderation, only 17.8% of the total number of question papers was approved, with most of the question papers being approved at the second moderation (70%). The percentage of question papers approved at the third and fourth moderation was 11.1% and 1.1% respectively. Each of the 11 official languages was examined at two levels, namely, Home Language and First Additional Language, with three question papers set at each language level. Thus, a total of 66 of the 90 question papers set covered the official languages.

The marking guidelines for the question papers were developed and moderated simultaneously with the question papers to ensure that they make provision for alternative answers, and that all questions are answerable. The findings revealed that there was, to a large extent, non-compliance with four of the twelve criteria, namely, technical aspects, internal moderation, making guidelines and language and bias, which were the main reasons which led to the question papers not to be approved at first moderation.

The marking guideline discussion meetings were held for each question paper before marking commences to standardise marking across the provinces. However, Umalusi attended 19 sessions representing 19 question papers (or ten subjects).

Generally all the quality assurance processes, namely, setting of question papers, development of marking guidelines and standardisation of marking guidelines through the discussion meetings were successful.

Umalusi conducted on-site and off-site verification of marking in June 2016 examinations for the gateway subjects which included English First Additional Language. External moderators were deployed to five provinces, Eastern Cape, Gauteng, Kwa-Zulu Natal, Limpopo and Mpumalanga for the verification of marking for Accounting, Business Studies, Geography, Life Sciences, Mathematics and Physical Sciences. The verification of marking for Economics, English First Additional Language, History and Mathematical Literacy was conducted off-site at Umalusi House. Though all provinces were required to submit the scripts for off-site verification, Northern Cape and Western Cape did not comply. The quality reports received from the external moderators indicated that marking, was in the main, conducted in a credible manner with only a few incidences of concern that require attention.

Umalusi monitors were deployed to 166 examination centres across the country to monitor the writing of examination. Generally the conduct of examination was found to be good. However, a few centres were found to be without strong rooms and quality storage facilities which led to chief invigilators' keeping question papers in the car boots in Kwa-Zulu Natal, North west and Eastern Cape provinces. Umalusi deployed monitors to 18 of the 23 marking centres in eight provinces to monitor the marking process. The provinces visited include, Eastern Cape, Free State, Gauteng, Kwa-Zulu Natal, Limpopo, Mpumalanga, Northern Cape and North West. The marking centres visited were generally found to have good control system in place to control the flow of scripts and that there was sufficient record keeping.



## ACRONYMS

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AB	Assessment Body
CAPS	Curriculum and Assessment Policy Statement
CMs	Chief Markers
DBE	Department of Basic Education
EAs	Examination Assistants
EMs	External Moderators
FAL	Afrikaans First Additional Language
HL	Home Language
ID	Identification Document
IMs	Internal Moderators
KZN	Kwa-Zulu Natal
Ms	Markers
MCOs	Multiple Choice Questions
QIs	Quality Indicators
PEDs	Provincial Education Departments
P1, P2, P3	Paper 1, Paper 2, Paper 3
SC	Senior Certificate
SM	Senior Marker
WCED	Western Cape Education Department
Umalusi	Council for Quality Assurance in General and Further Education and Training



# CHAPTER 1: MODERATION OF QUESTION PAPERS

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## 1.1 Introduction and Purpose

Umalusi conducts external moderation of examination question papers and marking guidelines to ensure that quality standards are maintained in all examinations including the Senior Certificate (SC) (amended) examinations. The moderation of question papers is a critical part of the quality assurance process, put in place to ensure that the examination papers are correctly laid out, fair, valid and reliable. The moderation process also ensures that the question papers have been assembled with rigour and comply with Umalusi Directives, Requirements and Guidelines for Quality Assurance of Assessment and the Curriculum and Assessment Policy Statements (CAPS).

This chapter reports on the external moderation of the examination question papers and the marking guidelines for the June 2016 Senior Certificate (amended) Examinations. This section outlines the subjects moderated and the instrument used by the External Moderators (EMs) to determine the quality of the examination question papers submitted by the Department of Basic Education (DBE) for approval. The year 2016, marks the second year in which the SC (amended) question papers have been set, based on the CAPS.

This chapter summarises the findings of the analyses of EM reports on the moderation of question papers and the accompanying marking guidelines. It must be noted that this report is based on the first moderation reports and that all the anomalies captured have been addressed in the subsequent moderation sessions. The chapter is concluded by highlighting areas of good practice, areas of concern and the directives for compliance and improvement for future processes.

## 1.2 Scope and Approach

The Department of Basic Education (DBE) submitted the 90 SC (amended) question papers and the accompanying marking guidelines for external moderation by Umalusi's EMs between November 2015 and April 2016. Through moderation, the EMs ensured that the content is adequately covered and that the cognitive demands are sufficiently catered for according to the weightings in all the subjects. The moderation of the June 2016 SC (amended) examination question papers was conducted in all subjects offered by the DBE. Table 1A below indicates the organising fields and the subjects which were examined:

**Table 1: List of subjects and their fields**

No.	Organising Fields of Learning	Selected Subjects within the Fields
1	Agricultural and Nature Conservation	Agricultural Sciences.
2	Business, Commerce and Management Studies	Accounting; Business Studies; Economics/
3	Communication Studies and Languages	English Home Language (HL); English First Additional Language( FAL); Afrikaans HL; Afrikaans FAL; IsiZulu HL; IsiZulu FAL; IsiXhosa HL; IsiXhosa FAL; SiSwati HL; SiSwati FAL; IsiNdebele HL; IsiNdebele FAL; Xitsonga HL; Xitsonga FAL; Tshivenda HL; Tshivenda FAL; Setswana HL; Setswana FAL; Sepedi HL; Sepedi FAL; Sesotho HL; Sesotho FAL.
4	Human and Social Studies	Geography; History; Religion Studies.
5	Physical, Mathematical, Computer and Life Sciences	Mathematical Literacy; Life Sciences, Mathematics, Physical Sciences, Computer Applications Technology/
6	Manufacturing, Engineering and Technology	Information Technology.

The moderation is conducted using the Umalusi Instrument for the Moderation of Question Papers which consists of twelve (12) criteria, and each criterion is divided into a variable number of quality indicators (QIs). Table 1.2 below summarises the criteria and the number of QIs indicated in parenthesis () used for moderation of question papers and marking guidelines.

**Table 2: Umalusi Instrument for the Moderation of Question Papers**

<b>Part A</b> <b>Moderation of question paper</b>	<b>Part B</b> <b>Moderation of memorandum/marketing guideline</b>	<b>Part C</b> <b>Overall impression and remarks</b>
1. Technical criteria (14) 2. Internal moderation (4) 3. Content coverage (5) 4. Text selection, types and quality of questions (22) 5. Cognitive skills (5) 6. Language bias (8) 7. Predictability (3)	8. Development (3) 9. Conformity with question paper (3) 10. Accuracy and reliability of memo/marketing guideline (12)	11. General impression (6) 12. General remarks

The question papers and their marking guidelines, subjected to the Umalusi instrument, are expected to be perfect or near perfect when approved. A question paper that does not comply sufficiently with the criteria for approval by Umalusi has to be moderated more than once. In this report only the first moderation reports were analysed to ascertain the levels of compliance, or lack thereof, according to the Umalusi instrument. It is important to note that all the concerns detected during the first moderation need to be satisfactorily addressed during subsequent moderations to secure final approval.

### **1.3 Summary and Findings**

Umalusi deployed one (1) external moderator per question paper to conduct the external moderation and approval of ninety (90) SC examination question papers except for Afrikaans First Additional Language (FAL) Paper 1 (P1) and Paper 3, where two External Moderators were deployed per question paper. The moderators had to be satisfied with the question paper before giving it a stamp of approval. The moderation was conducted at the offices of the Department of Basic Education. The findings summarised below show the number of moderations conducted for approval, the overall compliance, and the levels of compliance per criterion of the question papers and their marking guidelines at the first moderation.

### 1.3.1 Compliance per Moderation Level

It is desirable that all question papers are approved at the first moderation; however, Figure 1.1 indicates that most of the papers (sixty-three (63) of ninety (90)) were approved during the second level of moderation. Also depicted by the graph is that eleven (11) question papers had to undergo more than two moderation levels.

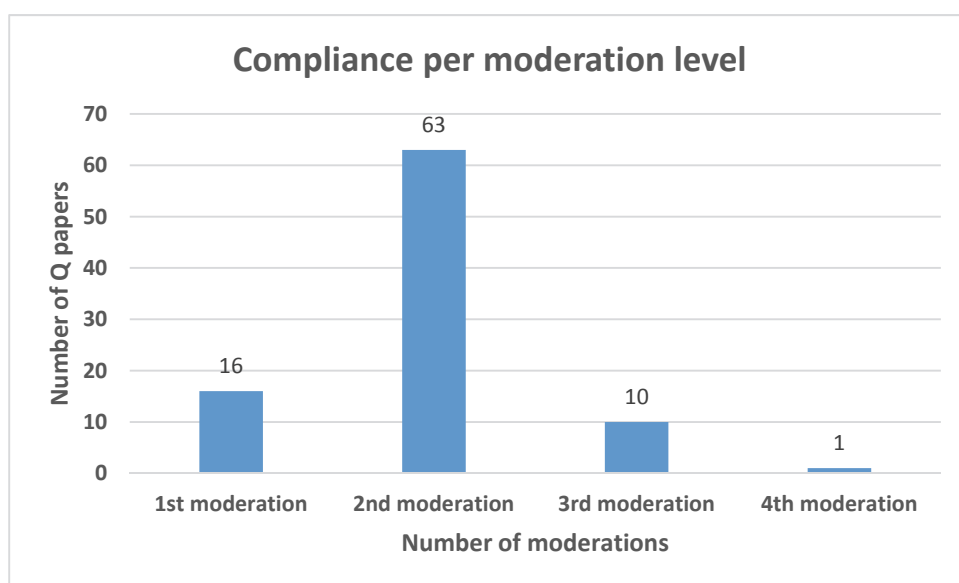


Figure 1: Number of question papers approved at each moderation level

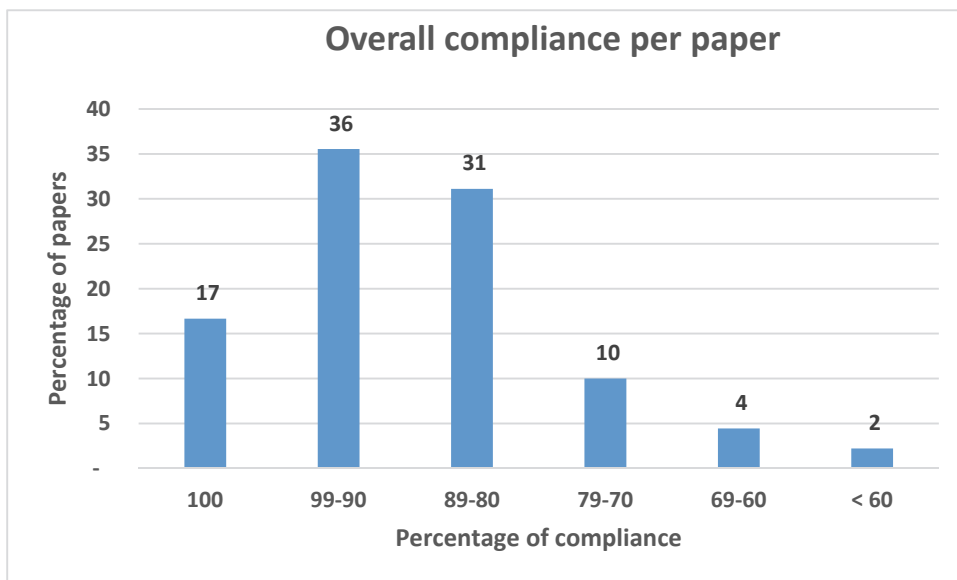
Table 1.3 below shows a comparison (in %) of the approval of the SC (amended) examination question papers at different levels of moderation in 2015 and 2016. There was a decline from 18.9% to 17.8% in approval of papers at first moderation and a great improvement of 12.2% at second moderation. Another improvement is noted in the decline of question papers that have been approved at third and fourth levels. The following question papers, Business Studies, Afrikaans Home Language (HL) P1 and siSwati FAL P1, were approved at fourth moderation in 2015; however, in 2016 they were approved at second moderation. In addition, Afrikaans FAL P1 and isiXhosa FAL P2 were approved at third moderation as compared to fourth moderation in 2015. IsiXhosa HL P2 is the only question paper that was approved at fourth moderation in 2016.

**Table 3: Comparison of percentage of question papers approved at different levels in 2015 and 2016**

Number of moderations	SC 2015	SC 2016
One	18,9%	17,8%
Two	57,8%	70,0%
Three	17,8%	11,1%
Four	5,5%	1,1%

### 1.3.2 Compliance per paper

An analysis of the moderation reports to assess the levels of overall compliance in the SC (amended) examination question papers and their marking guidelines is shown in Figure 1.2. The overall compliance levels are calculated by combining compliance on all the criteria considered.



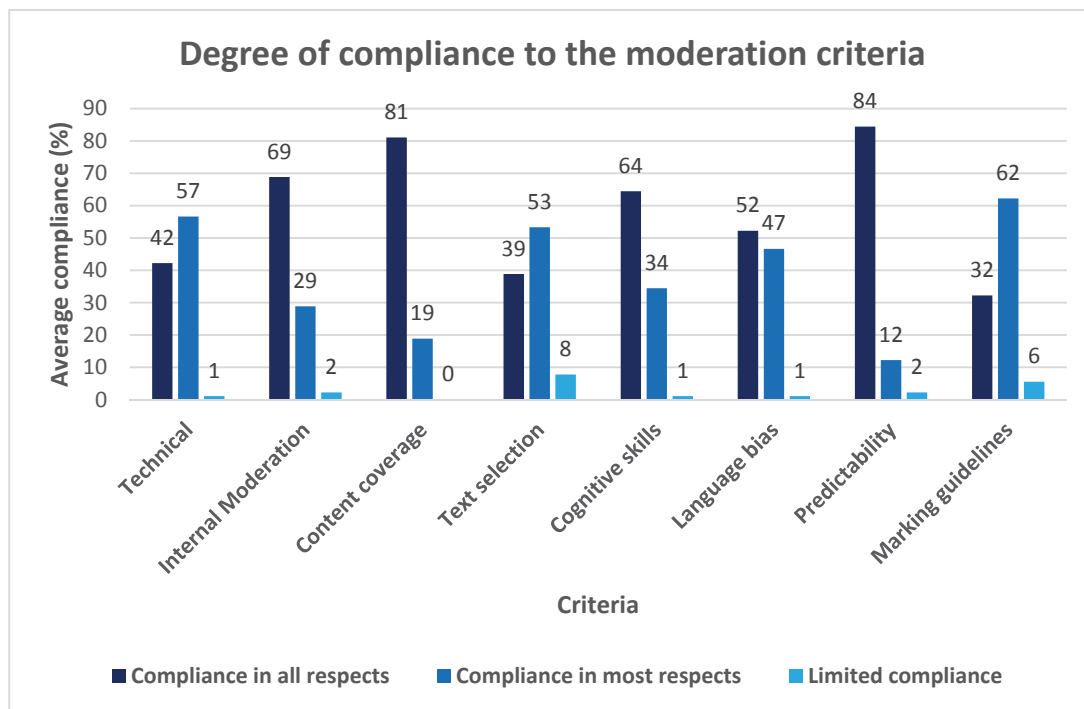
**Figure 2: Percentage overall compliance of question papers and marking guidelines during the first moderation**

Only 17% of the question papers met all the compliance requirements at first moderation. However, the following subjects were rejected outright at first moderation: isiNdebele HL P2, isiXhosa HL P1 and P3, isiXhosa FAL P1 and P3, isiZulu FAL P2, Mathematical Literacy P1 and P2. The question papers with less than 70%

overall compliance included English HL P2, isiXhosa HL P1 and P3, IsiXhosa FAL P1 and P3 and Sesotho HL P3. On the other hand, the question papers which were 80% to 99% compliant at the first moderation only needed minor modification. The proposed changes involved mainly technical criteria, internal moderation text selection and marking guidelines.

### 1.3.3 Compliance per Criterion

Despite the relatively high levels of overall compliance indicated in Figure 1.2, the levels of compliance according to the different criteria varied considerably, as shown in Figure 1.3 below.



**Figure 3: The percentage of compliant question papers and marking guidelines at the first moderation according to different criteria**

A closer look at compliance in all respects, reveals that content coverage and predictability have high averages while technical aspects and text selection as well as the quality of the marking guidelines, have very low compliance levels.

Some examples of non-compliance are illustrated per criterion in the following section:

### **1.3.4 Question Paper and Marking Guideline Moderation Criteria**

The comments about the criteria which follow are based on the first moderation where compliance refers to satisfying all the quality indicators within a criterion (compliance in all respects). All the identified problems were addressed in subsequent moderations and, hence, all the question papers were compliant in all respects during final approval. The discussion below gives a summary of findings, with more details being provided in Annexure A–I, which is attached at the end of the report.

#### **Technical Criteria**

From the analysis of data as displayed on Figure 1.3 above, the technical criterion had the third lowest degree of compliance with only 43% of the question papers meeting all the requirements during the first moderation. Some of the technical problems identified at the first moderation include the following: cluttered layout and not reader-friendly in Mathematical Literacy Paper 1 (P1) and Religion Studies Paper 2 (P2); inconsistent headers and footers in the isiZulu FAL P3 and Computer Applications Technology P2; unclear and ambiguous instructions in Life Sciences P2, Agricultural Sciences P1, Xitsonga FAL P1 and P3, Information Technology P2, isiXhosa HL P2 and isiXhosa FAL P1. In addition, the quality of diagrams, graphs or drawings needed improvement in Mathematics P2, Geography P1, Life Sciences P1, Mathematical Literacy P1 and Sesotho FAL P2.

#### ***Internal Moderation***

The standard of internal moderation was found to be 68% compliant. Some of the challenges identified at first moderation of the question papers were the following: not implementing the recommendations of the internal moderator; for example, isiXhosa FAL P2 with limited input from the internal moderator in isiZulu FAL P1 and P2, isiXhosa HL P2, Mathematical Literacy P1, Agricultural Sciences P1 and Geography P1.

#### ***Content Coverage***

The question papers were approximately 81% compliant with regard to content coverage, and there were no major discrepancies. The high level of compliance could be attributed to the design of the curriculum (CAPS), which prescribes the content to be examined and the weightings of different components of the content. Concerns with regard to content coverage in the content subjects were raised in Mathematical Literacy P2 and Computer Applications Technology P2, as well as in most languages.

Some of the problems identified during the first moderation were as follows: the analysis grid did not show the marks at the correct position in Computer Applications Technology P2 and did not clearly indicate how each question is linked to the topic in Xitsonga FAL P3. Some of the questions were not within the scope of CAPS in



Mathematical Literacy P2 and questions were not representative of the developments in isiXhosa HL P2.

### ***Text Selection***

The level of compliance on text selection at first moderation was very low at 39%, this is cause for concern. It was found that some of the instructions were not clear in Mathematical Literacy P1 and P2, Xitsonga FAL P1, History P1 and P2, which could lead to confusion with some candidates. Inappropriate text selection was identified in Geography P1, Religion Studies P1 and Sesotho FAL P2, while there were factual errors or misleading information in some of the questions in isiZulu FAL P2 and Mathematical Literacy P2.

### ***Cognitive Skills***

About 66% of question papers complied with the application of cognitive skills criterion at first submission. The findings in the question papers that did not comply with this criterion included the following: inaccurate distribution of cognitive skills as per CAPS requirements in Sesotho FAL P2, Mathematical Literacy P1, Information Technology P2, Xitsonga HL P1, Religion Studies P1, Agricultural Sciences P1 and Geography P1. Furthermore, the choice questions were not of an equal level of difficulty in Religion Studies P1 and Geography P1. The degree of difficulty has been increased by the inclusion of irrelevant information in isiXhosa FAL P2.

### ***Language Bias***

Approximately 52% of the question papers were compliant with regard to language bias. A number of questions needed to be rephrased in some question papers because there were subtleties in grammar that may cause confusion and language usage was grammatically incorrect, for instance the isiXhosa FAL and HL P2, Agricultural Sciences P1, Information Technology P2 and Mathematical Literacy P1. The other common problems which were identified were: language, register, and the level and complexity of the vocabulary not appropriate for Grade 12 learners in isiZulu FAL P1 and Xitsonga FAL P1. In addition, there was evidence that one of the maps used would be bias in favour of candidates from that region in Mathematical Literacy P1.

### ***Predictability***

It is clear from the analysis of data, as displayed in Figure 1.3 above, that this criterion has the highest level of compliance of 84% at first moderation. The few cases of non-compliance in the June 2016 SC (amended) question papers include cases of questions that can be easily spotted or predicted in isiZulu FAL P1 and P2. The examination panels have to familiarise themselves with question papers set in the previous three years as well as those in most textbooks in order to avoid repetition of questions.

## ***Marking Guidelines***

The level of compliance on marking guidelines criterion was the lowest at 33% during the first moderation. The non-compliance with this criterion observed included the inaccuracy of the marking guidelines in isiZulu FAL P3, isiXhosa FAL P2, Mathematical Literacy P1, History P1 and P2, Information Technology P2, Xitsonga HL P1, Geography P1 and Agricultural Sciences P1. In addition, the marking guidelines did not correspond with questions in the question paper in isiZulu FAL P1 and Geography P1.

### **1.4 Areas of Good Practice**

The following areas of good practice were noted:

- a) The DBE is commended on reducing the number of question papers approved at third and fourth moderation levels and, as a result, increasing the number of question papers approved at second moderation. The analysis of the question paper moderation report revealed that 70% of papers met all the external moderation criteria during the second moderation in June 2016 as compared to 57.8% in June 2015.
- b) The External Moderators (EMs) commended the DBE examiners and internal moderators on the achievement of acceptable standards in the setting of the following question papers: Accounting, isiNdebele FAL (P1, P2 and P3), isiNdebele HL P3 and Tshivenda HL (P1 and P2).
- c) Six (6) question papers, namely, Accounting, Computer Applications Technology P1, Religion Studies P2, isiNdebele HL P3, isiNdebele FAL P1 and P2, were approved at first moderation consistently in 2015 and 2016.
- d) Ten (10) question papers, which were approved, at second moderation in 2015 were approved at first moderation in 2016.

### **1.5 Areas of Concern**

The following were identified as areas of concern:

- a) The decline in the percentage of question papers approved at first moderation from 18.9% in 2015 to 17.8% in 2016 needs further attention from the DBE. It is also worth noting that eleven (11) question papers, which were approved at first moderation in 2015, were approved at different levels of moderation in 2016; that is, eight (8) question papers were approved at second moderation, two (2) question papers (isiXhosa HL P3 and FAL P2) at third moderation one (1) question paper (isiXhosa HL P2) at fourth moderation.

- b) The question papers had high levels of non-compliance in technical aspects (43%), text selection (39%), marking guidelines (39%), and language bias (52%) at first moderation.
- c) The failure of examiners to implement recommendations of Internal Moderators as well as the lack of proper guidance by internal moderators, led to some question papers (12.2%) having to undergo more than two moderations as shown in Figure 1.1 and Table 1.3.
- d) Some examiners experienced problems with the interpretation, analysis and distribution of cognitive levels in accordance with the CAPS requirements; for example, Agricultural Sciences P1; Geography P1; Information Technology P1; Mathematical Literacy P1 and Religion Studies P1.

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

The following directives are given to improve the setting of the Senior Certificate (amended) Examination question papers and to reduce the number of external moderations:

- a) DBE should strengthen its training and focus on the following areas: technical aspects, text selection and the accuracy of the marking guidelines, as these criteria had the lowest levels of compliance at first moderation.
- b) Attention should be given to the question papers that have only been approved at third and fourth moderation.
- c) The Internal Moderators (IMs) are required to give specific inputs or guidance which could be implemented with ease by the examining panel.

## **1.7 Conclusion**

This chapter summarised the major findings of the analysis of the question paper moderation reports for the 2016 SC (amended) examinations. The EMs reported satisfaction with the question papers that were finally approved. This is commendable. The report has also highlighted directives for compliance which the DBE will need to address before the next moderation cycle to ensure that the majority of the question papers are approved at the first level of moderation.

## CHAPTER 2: MONITORING OF WRITING

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### 2.1 Introduction and Purpose

Umalusi undertook a series of monitoring exercises to assess the conduct, administration and management of the writing phase of the Senior Certificate (amended) examinations administered by the Department of Basic Education across the nine Provincial Education Departments (PEDs) during May and June of 2016.

The main purpose of the monitoring by Umalusi was not only to establish the levels of compliance to the regulation pertaining to the conduct, administration and management of the examinations, but also to identify areas of good practice and challenges encountered during the writing phase at examination centres, districts, and the PEDs.

This report consolidates the findings on the monitoring of the conduct of the writing of the Senior Certificate (amended) examination in the nine Provincial Departments of Education). Data used to compile this report was gathered through the on-site monitoring visits to the examination centres, interviews and observations by the Umalusi provincial monitors, using an instrument designed for this purpose.

### 2.2 Scope and Approach

Umalusi monitored the June 2016 Senior Certificate (amended) examinations in all the nine PEDs and monitors were deployed to visit a sample of one hundred and sixty-six (166) examination centres nationally. Table 2.1 below provides an account of number of centres per province monitored, and names of centres, subjects and number of candidates who wrote are attached in **Annexure J**.

**Table 4: Number of centres monitored per province**

	Province	Number of Centres
1	Eastern Cape	26
2	Free State	15
3	Kwa-Zulu Natal	34
4	Gauteng	27
5	Limpopo	21

	Province	Number of Centres
6	Mpumalanga	12
7	Northern Cape	11
8	Western Cape	16
9	North West	4
	<b>Total</b>	<b>166</b>

### 2.3 Summary of Findings

The findings below are presented in terms of the criteria for the monitoring of the writing phase of examinations as prescribed by Umalusi. Table 2.2 below indicates the level of compliance of the centres on the eight (8) critical criteria pertaining to the conduct, administration and management of the examinations.

**Table 5: Level of compliance in relation to criteria**

Criteria	Met All Criteria	Met Most Criteria	Met Few/None of the Criteria	TOTAL
Delivery and storage of examination material	134	31	1	166
The invigilators and their training	112	48	6	166
Preparations for writing and examination room/venue(s)	87	69	10	166
Time management	99	52	15	166
Checking of the immediate environment	97	15	54	166

Activities during writing	123	35	8	166
Packaging and transmission of answer scripts	132	31	3	166
Monitoring by the Assessment Body	71	49	46	166
<b>Total</b>	<b>855</b>	<b>330</b>	<b>143</b>	
	<b>(64%)</b>	<b>(25%)</b>	<b>(11%)</b>	

An analysis of the findings reveals that the examination centres monitored still have much to do in order satisfy all criteria optimally.

#### **Delivery and storage of examination material**

The delivery and collection of question papers and answer scripts to and from the examination centres were very similar at centres across the provinces, except in the Western Cape. In most cases, district officials delivered examination material to the examination centres, which received by the chief invigilators or were collected by authorised personnel from the nodal points. In remote areas, courier services were used to deliver question papers on a weekly basis, which was also the standard practice in the Western Cape.

The Assessment Body delivered the question papers in sealed packages, secured in boxes and these were kept in a strong room at the examination rooms until an hour or so prior to the commencement of the examination. As part of a pilot project at one centre in the Western Cape PED, examination materials were delivered in lockable electronic security bags with a device to open and close the bag controlled from the PED. This system enhances the security of examination materials and reduces the risk of the leakage of question papers.

Adequate security was available at most examination centres monitored. The examination materials were securely stored in the strong rooms. The strong rooms had burglar bars, fire extinguishers and surveillance cameras as security features. It was however, observed that contrary to prescribed examination regulations, examination materials were kept in the boot of the car until commencement of the examination at four (4) centres in Kwa-Zulu Natal, North West and the Eastern Cape.

The key to the strong room was kept by the Chief Invigilator, Principal or School Administration Officer for the period during which the examination material was

stored in the strong room. In one instance in Gauteng, the key to the strong room was kept by the chief of security officer, which is not acceptable, as the accountability for the safe keeping of the examination materials was then transferred from the chief invigilator to the security officer.

### **The Invigilators and their training**

Principals or deputy principals of the centres were appointed as chief invigilators while in the Gauteng Province, community members were also appointed as chief invigilators. Educators at the centres, as well as community members, were appointed as invigilators. Generally, appointments were done in writing. At one centre in the Northern Cape, the chief invigilator had not received his appointment letter well into the third week of the examinations whilst in Mpumalanga, no appointment letters were evident in the examination file at many centres. At five centres in the Western Cape, appointment letters could not be provided. In Kwa-Zulu Natal, the appointment of Chief Invigilators was not yet finalised at the time of monitoring.

Between April and May 2016, all Chief Invigilators were trained by departmental officials concerning their duties and responsibilities, while the invigilators were trained by the Chief Invigilators. Proof of training was provided in the form of hand-outs, attendance registers and minutes of the meeting. At nine (9) centres in the Northern Cape, there was no evidence of training of invigilators. In Kwa-Zulu Natal, however, it was gleaned from the minutes of the meeting that the training did not encompass all facets of the roles and responsibilities of the invigilator.

In the Western Cape, invigilators were issued with a certificate of attendance for training, which is valid until June 2016.

### **Preparations for writing and the examination venues**

Directions and signs indicating the location of examination rooms were visible. In the Free State, however, there was no signage directing candidates to the examination venues at most examination venues. In Mpumalanga, only five (5) out of twelve (12) centres monitored had signs to indicate the location of the examination venues/rooms. In the Northern Cape, only seven (7) of eleven (11) centres monitored had signage to the examination rooms. The majority of examination centres monitored in Kwa-Zulu Natal did not any have signage indicating the location of the examination rooms.

The conditions of the examination rooms were conducive to the writing of the examinations. Ventilation, light, temperature and cleanliness was of an acceptable standard except in five (5) centres in the Eastern Cape. The writing of the examinations was conducted in unfavourable and ill-prepared examination venues and in Northern Cape in three (3) centres, the noise levels were very high. The chief



invigilators had ensured that there was no material in the centres that could assist candidates during the writing of the examination.

Examination centres had clocks which were visible to all candidates except in the majority of centres in Limpopo Province. In cases where there were no clocks, the start and end times were written on the chalk board. Other information displayed on the chalk boards included the centre number, the examination date, name of subject written and the start and finish times.

Seating plans were available in the majority of the centres. While these were available before the start of the exams, at some centres the seating plans were drawn up after the candidates were seated. It was stated that the high number of absenteeism of candidates made it a fruitless exercise to draft the seating plans prior to the writing of the examinations. Two (2) centres in Northern Cape did not draw any seating plan in this regard.

Generally, candidates were admitted into the examination rooms once their documents and IDs were verified. It was found that verification of admission letters varied per province and per examination centre as some centres did the exercise while the writing was in progress and others at the start of the process. The following inconsistencies were noted:

- In the Eastern Cape Province at three (3) centres monitored some candidates had neither admission letters nor ID documents. In this case, the district officials were consulted for advice before the candidates wrote the examination.
- Only five (5) centres out of eleven (11) in the Northern Cape had all candidates with Identification Documents (IDs) as well as admission letters. However, the Northern Cape Education Department supplied each centre with a form that was completed for every candidate with no ID.
- A few candidates in the Western Cape only had letters of permission to write rather than admission letters. These candidates were allowed to write the examination and a manually-generated mark sheet was produced.

Generally, cell phones were not allowed into the examination room except in few centres where they were confiscated and kept at the table of the invigilator.

Examination files were available at all centres, but there were instances where the files did not contain all the required documents, as per policy, on the maintenance of an examination file.

The invigilator to candidate ratio of 1:30 was evident at all centres monitored. Calculators, where applicable, were checked by invigilators at the door. It was observed that the invigilators wearing name tags was not strictly observed except in the Western Cape.

In Gauteng Province, there were ten (10) unregistered or incorrectly registered candidates from ten (10) different centres. They were allowed to write the examination and the necessary documents were completed.

### **Time management**

Invigilators arrived at the examination centres an hour prior to the commencement of the examination, though there were reports of late arrival of invigilators in the Eastern Cape, Free State and Kwa-Zulu Natal. Candidates were admitted into the examination rooms thirty (30) to forty-five (45) minutes before the commencement of the examination. In addition, a significant number of candidates did not arrive timeously to write the examination in the Eastern Cape and Free State.

In most of the centres monitored, answer books and question papers were distributed thirty (30) minutes before the commencement of the examination. Most centres complied with examination regulations, as candidates filled in the information required on the cover page, examinations rules were read out, adequate time was allocated to check the technical accuracy of question papers, and then candidates were given the ten (10) minutes reading time.

However, the late arrival of some invigilators in the Eastern Cape, Free State and Kwa-Zulu Natal impacted negatively on time management which disadvantaged the candidates. Monitors observed that candidates were not given any reading time at one (1) centre in North West, two (2) centres in the Western Cape, and two (2) centres in Mpumalanga. Furthermore, in Mpumalanga, examination rules were not read in two (2) centres monitored.

### **Checking the immediate environment**

This criterion had to do with the checking of ablution facilities to ensure that no material, which could be of assistance to the candidates, was available. Invigilators reported that the ablution facilities were checked for any undesired material in most centres monitored, with the exception of seventeen (17) centres in the Eastern Cape and one (1) centre in Limpopo.

### **Activities during writing**

Invigilators were mobile, attentive and performed their duties in a professional manner and did not respond to any questions regarding the subject matter. In all centres monitored, candidates completed the attendance registers, and the accuracy of the candidates' information on the cover page of the examination of the answer books were checked by the invigilators. Invigilators confirmed the correctness of the information on the cover page of the answer books before the start of writing or at the end of the examination during the collection of the scripts, and where applicable, errata were handled in the correct manner.

Relief invigilators of the same gender were available to accompany candidates to the toilets in most centres monitored, with the exception of the Northern Cape and Western Cape, where candidates were not escorted in many centres.

Collection of scripts from candidates was done in an orderly fashion at centres monitored. The invigilators collected scripts from candidates while they were seated and scripts were checked before candidates left the examination room. In some instances, candidates raised their hands and the invigilators collected the scripts using a control sheet, which was in turn signed by the candidates. At other centres, candidates who had finished writing left their scripts on their desks and these were collected by invigilators after all candidates had left the examination room. Notwithstanding the non-compliance to examination regulations, which were observed in Kwa-Zulu Natal, Free State and Eastern Cape, some examination centres allowed candidates to leave the examination room in the last fifteen minutes of the examination.

### **Packaging and transmission of answer scripts**

The examination rooms were used for the counting and packaging of scripts. The invigilation teams assisted in checking and arranging the scripts in the correct sequence. Invigilators ensured that the number of scripts always corresponded with the number of candidates marked present on the mark sheets. The manually-generated mark sheets were used for packing unregistered candidate's scripts.

Scripts were wrapped together according to the various mark sheets and thereafter placed in sealable plastic bags. Most examination centres did not complete the daily situational reports. It was discovered that the majority of the chief invigilators were unaware that they had to complete situational reports; however, the centres complied fully with completion of the dispatch forms.

The scripts were collected by the district officials or transported to nodal points by chief invigilators within one (1) hour of the completion of examination. The Western Cape Provincial Education Department had its own arrangement with a courier company to collect and distribute the examination materials.

### **Monitoring by the assessment body**

There was no evidence of monitoring by the assessment body in twenty-two (22) of the thirty (30) centres monitored in the Eastern Cape PED. However, there was evidence of compliance to regulations in the various PEDs. In North West, three (3) centres were monitored by the assessment body but only one (1) centre produced evidence in this regard. In addition, Limpopo PED kept a register of monitoring visits; Gauteng registered the highest number of monitoring visits conducted by the assessment body; and Free State monitored most of the centres. Lastly, there was evidence that examination centres were visited and monitored regularly by officials

from the local district offices in the Western Cape Education Department (WCED) as in most cases, the monitors submitted reports with no specific issues being raised which needed the attention of the district office or the centre.

## **Irregularities**

### **Irregularities as reported by the examination centres**

All irregularities reported by the centres were of technical nature. Ten (10) candidates were not registered to write from the centres monitored and one (1) candidate in the Northern Cape had a clash of examination with the same date and time. The candidate was quarantined until the second paper was written.

### **Irregularities identified by Umalusi monitors**

The following irregularities were identified by Umalusi monitors during the monitoring visits:

- a) The use of public transport in the Eastern Cape to collect and deliver examination material.
- b) Examination material kept in the boot of the car in Kwa-Zulu Natal, North West and the Eastern Cape, instead of at storage facility.

## **2.4 Areas of Good Practice**

The following areas of good practice were noted:

- a) In the Western Cape invigilators were issued with attendance certificates for training, which were valid until June 2016.
- b) The security of examination materials was ensured across the PEDs.
- c) There was evidence of monitoring by the assessment body in most of the centres monitored, with Gauteng registering the highest.

## **2.5 Areas of Concern**

The following areas of concern were noted during the monitoring visits which needed to be addressed:

- a) The safety and security of examination materials was compromised due to the use of public transport to collect and deliver question papers from and to the district offices in Eastern Cape;
- b) The unavailability of strong rooms and other storage facilities at examination centres leading to storing examination material in the boot of a car in Kwa-

Zulu Natal, North West and Eastern Cape before the commencement of the examination poses a grave security risk;

- c) The failure of the assessment body to issue letters of appointment to chief invigilators and invigilators;
- d) Admission of candidates into the examination room without the correct ID documents and without verification of such ID documents poses a risk of fraud;
- e) Poor time management disadvantaged some candidates as examinations rules were not read, question papers not checked for technical accuracy and ten (10) minutes reading time was not allocated to the candidates.
- f) Allowing candidates to leave the examination room in the final fifteen (15) minutes of the examination in some centres;
- g) Lack of evidence of monitoring of examination by the Eastern Cape.

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

In light of the identified incidents of non-compliance to the regulations pertaining to the conduct of the examination, the assessment body must ensure that a serious effort is made to improve on the following key monitoring areas:

- a) The DBE must ensure that a secure mode of transportation for examination material is used at all times.
- b) The DBE must conduct an audit of examination readiness to ensure that all centres have secure storage facilities for examination materials.
- c) All chief Invigilators and invigilators must be appointed in writing for each examination and copies thereof available for verification during monitoring.
- d) The DBE must ensure that it is compulsory for private/part-time candidates to produce IDs before entry into the examination venue to avoid cases of fraud.
- e) Invigilators on duty need to be identified by means of name tags especially if the community members perform as invigilators.
- f) The DBE must ensure that all invigilators/chief invigilators are trained in examination regulations.
- g) The assessment body should monitor examination centres to ensure compliance with examination regulations.

## **2.7 Conclusion**

The details in this report give an indication of the areas of non-compliance and areas of good practices, as observed by Umalusi monitors during the monitoring of the writing phase of the Senior Certificate (amended) Examination administered by the Department of Basic Education in May/June 2016 across the nine (9) provinces. It is imperative that serious irregularities and areas of non-compliance noted in this report be investigated by the assessment body. The directives for compliance and improvement need the attention of the DBE to ensure that the Provincial Education Departments comply with the examination regulations and policies.

Despite the technical concerns and challenges noted in this report, the writing process of the examination was managed well, not compromising the credibility of the examination and can be approved as free, fair and credible.

## CHAPTER 3: MONITORING OF MARKING

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### 3.1 Introduction and Purpose

Umalusi, the Quality Council in General Education and Further Education and Training has an obligation to ensure the integrity and credibility of the conduct, administration and management of examinations for qualification it certifies. During the month of July, the Department of Basic Education conducted the marking of the June 2016 Senior Certificate (amended) across the nine (9) Provincial Education Departments.

During this period, Umalusi provincial monitors conducted the monitoring of the marking phase which commenced on 06 July 2016 and concluded on 12 July 2016. The monitoring process provided Umalusi with an opportunity to assess and evaluate the conduct and management of the marking process.

The purpose of this section is to report on the effectiveness of the systems implemented by the DBE in the administration of the marking of the SC (amended) examinations across the nine (9) Provincial Departments of Education. Furthermore, it evaluates the marking centres' compliance levels with regard to adherence to policies, regulations and directives that govern the marking of the SC (amended) examination. It will further give a summary of findings, areas of good practice, areas of concern, and lastly, the directives for compliance and improvement.

### 3.2 Scope and Approach

The marking of the June 2016 SC (amended) examination was conducted at various marking centres across the nine provinces. Umalusi monitors visited twenty (20) marking centres between 5 and 12 July 2016 across eight (8) of the nine (9) provinces. Table 3.1 below provides details of the marking centres monitored in each province. The marking centre in the Western Cape was visited on 12 July 2016, and it was reported that marking had been completed the previous day, due to the lower number of scripts received, hence no report could be provided.



**Table 6: Marking centres monitored by Umalusi monitors**

No.	Province	Name of Centres Monitored	Date of Monitoring
1.	Eastern Cape	Daniel Pienaar High School	06/07/2016
2.	Free State	Unitas High School	11/07/2016
		HTS Louis Botha	08/07/2016
		Brebner Primary School	09/07/2016
3.	Gauteng	Hoërskool Kempton Park	09/07/2016
		Rand Girls High School	11/07/2016
4.	Kwa-Zulu Natal	A M Moolla Spec Nova School	11/07/2016
		Haythron Secondary School	09/07/2016
		VN Naik School	10/07/2016
		Port Shepstone Primary	09/07/2016
5.	Limpopo	Merensky High School	09/07/2016
			11/07/2016
6.	Mpumalanga	Hoërskool Nelspruit	09/07/2016
		Lowveld High School	09/07/2016
		Izimbali Boarding School	08/07/2016
7.	North West	Klerksdorp Technical School	11/07/2016
		Ferdinand Postma High School	12/07/2016
		Hoërskool Tegnies Potchefstroom	12/07/2016
		Klerksdorp High School	011/07/2016
8.	Northern Cape	Diamantveld High School	12/07/2016

Monitors visited the marking centres on selected days and were required to complete a monitoring instrument by recording observations and verbal responses from the Marking Centre Managers on the administration of the marking process. The monitors also verified documents available at the marking centres. These findings are summarised in Section 3.3 below:

### 3.3 Summary of Findings

**Table 7: Level of compliance in relation to criteria**

Criteria	Met All Criteria	Met Most Criteria	Met Few/None of the Criteria	Total
Planning for marking	20	0	0	20
Marking centre	20	0	0	20
Security	16	4	0	20
Training of marking personnel	10	10	0	20
Marking procedure	18	2	0	20
Monitoring of marking	19	1	0	20
Handling of irregularities	15	5	0	20
Quality assurance procedures	17	3	0	20
Reports	18	2	0	20
Total	153	27	0	180

#### **Planning for Marking**

All marking centres had marking plans provided by the respective Provincial Education Departments. The marking centres started operating from 04 to 06 July 2016 with the administration personnel receiving, scanning and verifying the scripts and performing other administration-related matters. Marking staff arrived at the marking centres according to scheduled dates in the marking management plans and the common dates were the 06 to 08 July 2016 for training purposes. All centres monitored were able to start the marking session as planned by the respective provinces.

All marking centres monitored could provide registers of all Chief Markers, Markers, Internal Moderators and Examination Assistants in each of the marking venues, from where their attendance was also monitored.

At all the centres monitored, marking guidelines were delivered along with the answer scripts. At the marking centre in the Eastern Cape, it was reported that marking guidelines for a few subjects only arrived a day after marking had commenced.

#### **Marking Centres**

In most provinces, schools with boarding facilities were used as marking venues. The number of rooms and halls used varied from centre to centre depending on the number of subjects and Markers appointed. Script control rooms were large enough to accommodate all marked and unmarked scripts. In most cases, school halls were used for this purpose.

Marking centres' operating times varied from province to province between 07:00 and 20:00 with an average of 10-12 operating hours per day. At all centres monitored, the furniture used was conducive for marking.

The Marking Centre Manager at each centre had access to the telephone, internet service, fax machine and the copy machine, which were also made available to the Chief Markers, moderators and examination administration personnel.

The ablution facilities throughout were clean and adequate for the staff employed at a specific centre. With the exception of Gauteng where Markers were not provided with accommodation, marking centres in all the other provinces could accommodate Markers in the school hostels in rooms that varied from single to dormitory-type accommodation. Markers were mostly satisfied with the accommodation provided and found the accommodation to be of an acceptable standard.

## **Security**

Access to all centres was controlled day and night by security guards from a variety of security companies. All personnel could only enter the premises on producing name tags which were issued as identity cards to be shown on entering and exiting the centre.

Access was generally strictly controlled by the security staff, however, at eight (8) marking venues, cars were not searched at the gate, whilst at six (6) venues monitors were not asked to sign the registers on entry. All marking centres monitored had security features such as alarm systems, surveillance cameras and fire extinguishers.

Security of scripts at all marking centres was managed by Scripts Control Managers. Scripts were physically verified and controlled using control sheets for verification and accountability purpose. The script control registers were used for this purpose to ensure that all scripts were accounted for. Chief Markers signed when they received and returned scripts.

Transportation of scripts to and from the marking venues was mostly handled by provincial officials, but the logistics varied from province to province. In three (3) provinces, the assessment body hired trucks to transport scripts, usually escorted by a security company. Two (2) of the three (3) centres in Mpumalanga made use of trucks with a tracking system, accompanied by an armed security guard on board. At the other centre in this province, scripts were couriered from storage in closed

vehicles with no escort. In the other provinces, closed secure vehicles escorted by departmental officials were used for the transportation of scripts.

It is pleasing to note that the security of scripts and other examination material during the transportation and marking process was given top priority. The movement of all scripts was recorded and signed for by relevant parties. This arrangement ensured that every answer script, mark sheet and any other examination material was accounted for.

### **Training of marking personnel**

Training of the Marking Centre Managers, Deputy Centre Managers, Chief Markers and Internal Moderators was done either by the National or Provincial officials as indicated below:

- Marking Centre Managers were trained for a day by the provincial examination officials;
- Chief Markers and Internal Moderators were trained for a day by the DBE before the marking guideline discussion;
- Script Control Managers were trained at the provincial head office by departmental examination officials; and
- Markers were trained by Chief Markers and Deputy Chief Markers prior to the start of marking.

In only one province, Mpumalanga, Markers were subjected to a marking competency test before they were appointed. At all centres monitored, Markers were given dummy scripts to mark during the marking guideline discussions before the actual marking process started.

Each centre appointed students from higher institutions of learning as well as clerks and administrative officials from circuits and districts as Examination Assistants. To ensure that a professional service was rendered in the handling of answer scripts, the EAs were also subjected to training on arrival at the centre by the Marking Centre Managers in all the provinces monitored.

### **Marking procedures**

Each marking room had an attendance register where the markers signed in upon arrival before they commenced with the marking process, and signed out again in the evening on departure. The registers were controlled by Chief Markers or Deputy Chief Markers of the respective subjects.

Since all the candidates were private candidates and not attached to any school or centre, there was no direct contact between candidates or markers. However, some centres allocated unique numbers to mark sheets to make it easier to identify centre numbers thus prohibiting markers from marking scripts from familiar centres. Markers

were expected to sign a declaration form in this regard as well, stating their centre numbers. This could not be guaranteed where there were only few scripts with one or two markers.

A question by question marking approach was followed in all subjects at all marking centres monitored. The only variation was for subjects with very few scripts where markers marked the whole script, as well as Paper 1 of the languages. Markers were not allowed to make any changes to the approved marking guidelines but were allowed to discuss any possible/alternate answer with the Chief Markers. Where candidates answered more than the required number of questions in optional questions or answered the same question twice, only the first question was considered for marking.

The checking of the correctness of the mark allocation was done by the markers and verified by the Examination Assistants. Each script passed through the hands of all seniors and ended with EAs completing the final check. At one (1) centre, a marker was assigned per group to ensure the quality of mark allocation by checking that marks are allocated accurately before reaching the EAs. There was adequate supervision of marking for all subjects by the immediate seniors; e.g. all markers were supervised by the Senior Markers.

Differences of mark allocation detected by Internal Moderators were discussed with the marker concerned and the Senior Marker (SM), and where necessary, the script, or the whole batch was remarked and the marker was retrained. In general, the Chief Markers conducted regular meetings with the markers to ensure uniform and quality of marking.

The flow of scripts from the holding rooms to the marking venue, and from the marking venue to the control rooms was handled very well. Appropriate records were kept to account for scripts at all points. Every script was checked to ensure that all questions were marked, and that mark allocation and transfer to the mark sheets was correct. There were no reports of any scripts or mark sheets lost during the monitoring visits.

### **Monitoring of marking**

Marking processes in all provinces were monitored by the Senior Markers and Chief Markers through moderation of marked scripts. Each official moderated a minimum of 10% of the scripts. The respective Chief Markers and Internal Moderators controlled the marking of each subject allocated at the provincial marking centres.

New markers were closely monitored by Senior Markers by following their progress script by script, until they were satisfied with the progress. New markers were linked with experienced markers to ensure peer group assistance.

A marker's immediate senior completed an evaluation form on the performance. These reports will be used to determine markers' eligibility for future marking sessions, as well as to inform decision makers of the selection of future markers. Underperforming markers were retrained or were allocated less demanding questions.

It is clear from the monitoring reports that most batches were moderated and that whole scripts, not just certain questions, were moderated. In most cases, the 10% sample recommended for moderation was exceeded and the sample included poor, average and good performing candidates.

### **Handling of irregularities**

The handling and management of irregularities differed from province to province, and per marking centre. For instance, it was noted that in North West, responses received on how irregularities were treated were not consistent. In the latter case, two (2) centres reported that an Irregularity Committee only exists at provincial level, whereas at the other two centres it was reported that an internal Irregularity Committee exists consisting of Chief Markers from different subjects and the marking centre manager.

At most centres monitored, the irregularity manager or Chief Marker conducted training sessions at the beginning of marking where the issue irregularities were explained, how to detect and recognise them and then the process to follow once detected. Markers were also provided with a list of previously identified irregularities, and were encouraged to add new ones. Generally, it was discovered that marking centres kept the irregularity registers in each marking room as well as one in the marking centre manager's office.

At one (1) centre in Gauteng, it was reported that over thirty (30) irregularities were reported, whilst in one (1) centre in North West Province, crib notes were found in a Life Science P1 answer script. In Kwa-Zulu Natal, the chief marker and internal moderator suspected an irregularity in the Accounting paper, though it was still in the initial stages of the investigation. Other irregularities reported from various marking centres at the time of monitoring, were of a technical nature.

Irregularities reported at most centres were adequately dealt with and the marking centre personnel were knowledgeable on how to deal with the irregularities, beginning with detection by the marking personnel to reporting to the irregularities committees.

### **Quality Assurance Procedures**

All marking centres had systems in place to ensure the quality and accuracy of marking. The marking personnel checked the marking and capturing of marks at different levels. EAs and Markers endorsed their codes to confirm and verify that the

complete script was marked and marks allocated were correctly totalled. EAs also verified the correct transfer of marks to the mark sheet.

All marking centres confirmed that any lost mark sheet would be physically verified and could be reprinted from the examination system if needed. Capturing of marks took place at central venues determined by the different provincial offices.

The selection and submission of marked scripts for external moderation by Umalusi is the last layer to ensure that quality was built into and observed during the entire marking process. All provinces complied with Umalusi instructions for external moderation of selected subjects.

## **Reports**

At most centres monitored, it was reported that the Chief Marker and the Internal Moderator worked together to complete the qualitative report to be submitted to the Centre Manager on completion of marking. The markers did not write reports, but contributed to the reports of the Chief Markers by making valuable inputs to the Senior Markers to be included in the reports.

Centre Managers made use of the check list of all reports completed and made use of the guidelines issued by the Department on the minimum standards to be maintained in the compilation of all the reports.

These reports are used by the DBE and the PEDs to report on the quality of examination, performance, training of educators and curriculum development. Subject advisors also use these reports during their cluster meetings with educators to advise them on areas where learners performed poorly.

With regards to the monitoring of the assessment body, it was reported that, except for one (1) marking centre in Kwa-Zulu Natal, there was evidence of monitoring of the marking process at all the other marking centres in the various provinces monitored.

### **3.4 Areas of Good Practice**

It is pleasing to note that monitors nationally reported very positively about their respective monitoring sessions, and the following positive remarks were made by the majority:

- a) Safety and security in all centres monitored was of an acceptable standard;
- b) The marking centres monitored were found to be conducive for the purpose and had necessary resources to facilitate the efficiency in marking. These include facilities for communication, marking, storing, accommodation, parking and clean ablution facilities; and



- c) The marking centres in all provinces monitored had good control systems in place to control the flow of scripts from one point to the other, with satisfactory record-keeping.

### **3.5 Areas of Concern**

A number of areas of concern were noted which need to be addressed, as listed below:

- a) Although security measures were in place and visible throughout, it was noted that it was not always consistent, since at a number of centres, vehicles were not inspected, and at a few centres visitors were not asked to sign in;
- b) Lack of thorough training of markers, as norm time allocated for this aspect was not standardised and monitored across PEDs;
- c) The inconsistent way of handling irregularities at the different centres and the lack of irregularity officials at some centres is an area that needs attention.

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

The following recommendations are made with respect to the conduct of the marking of the ASC examinations in the future, based on the monitoring experience of monitors at marking centres in the different provinces:

- a) Vehicles, including visitor's vehicles, should be checked by security;
- b) Thorough training of markers should be conducted before marking commences, and norm time for training should be standardised across the provinces per subject;
- c) The assessment body should monitor all marking venues to ensure implementation of the marking plans and related processes;
- d) Chief Marker evaluation reports should be considered when appointing markers to ensure that identified incompetent markers are not re-appointed; and
- e) The PEDs should maintain an updated register of reported irregularities at marking centres.

### **3.7 Conclusion**

Based on the reports received from Umalusi monitors, it can be concluded that the marking process in all the provinces was well conducted, therefore no reports of systemic irregularities were received or observed during the marking process that might compromise the integrity and credibility of the June 2016 Senior Certificate (amended) Examinations.

## CHAPTER 4: MARKING GUIDELINE DISCUSSION MEETINGS

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### 4.1 Introduction and Purpose

The quality assurance of marking comprises of two processes, namely, the approval of the final marking guidelines at the marking guidelines discussion meetings and the verification of marking. Umalusi engages in its annual quality assurance of marking exercise in preparation for the marking processes to ensure that markers maintain appropriate standards and uphold marking quality.

The marking guidelines discussion meetings for the 2016 Senior Certificate examinations took place between 30 May and 05 July 2016 at the Department of Basic Education offices in Pretoria. The senior marking personnel from the various provinces, the Internal Moderators and Chief Markers for each subject, are active participants in these meetings. During these meetings, answers to questions in the marking guidelines for the various subjects are rigorously discussed with the aim of establishing their correctness as well as checking for other relevant and acceptable alternative answers. The aim is to improve the quality of the marking guidelines to ensure that no learners are advantaged or disadvantaged in the marking of the script. Furthermore, the senior marking personnel representing the various provinces are trained to ensure that the marking guidelines in each subject are applied consistently across the provinces. This practice ensures standardisation of the marking process in each subject across the nine (9) provinces.

### 4.2 Scope and Approach

Umalusi conducted the quality assurance of marking in a sample of ten (10) gateway subjects in the June 2016 Senior Certificate (amended) Examinations. Umalusi External Moderators participated in the marking guideline discussions for the sampled gateway subjects. A list of the sampled subjects is indicated in Table 4.1 below.

**Table 8: List of subjects sampled for marking guidelines discussion**

Subjects sampled for marking guideline discussions	
Accounting	History P1 and P2
Business Studies	Life Sciences P1 and P2
Economics P1 and P2	Mathematical Literacy P1 and P2
English FAL P1, P2 and P3	Mathematics P1 and P2
Geography P1 and P2	Physical Sciences P1 and P2

The instrument used by Umalusi External Moderators to assess the quality of marking guideline discussion meetings is based on three sections, Part A, Part B and Part C, with a set of criteria in each section as indicated in Table 4.2 below. The number of criteria in each sub-section is shown in brackets.

**Table 9: Instrument used for marking guideline discussion**

Part A	Part B	Part C
1. Pre-marking guideline meetings (1) 2. Preparation by IMs and CMs (3)	3. Processes and procedures (14)	4. Training at Marking Guideline discussion meetings (3) 5. Quality of the final marking guidelines.

### 4.3 Summary of Findings

This section reports on the analysis of the Umalusi External Moderators on the marking guideline discussion meetings. Part A of the instrument focuses on the preparation of marking by participants for the marking guideline discussions as well as the logistical arrangements. Parts B and C focus on the processes followed, and the conduct of training respectively during the discussion meetings, which led to the finalisation of the marking guidelines. For purposes of reporting, a general discussion on findings based on Part A is given. A summary of findings based on Parts B and C in the instrument are provided in a table form (see Table 4.3 below).

The criteria as outlined in the instrument are considered important in determining the levels of compliance at the marking guideline discussion meetings with respect to attendance, refinement of the marking guidelines, as well as the overall judgement about the quality of training and of the final marking guidelines produced.

#### Part A: Pre-marking Guidelines Discussions

The DBE processes are such that senior marking personnel have to come to the marking guideline discussions with possible prepared responses in order to improve the standardisation process. Furthermore, the senior marking personnel are expected to submit a report on their impressions of the paper and learner performance, based on their pre-marking of dummy scripts in preparation for the marking guideline discussion meetings. These reports are used as the starting point for the marking guideline discussion meetings.

The attendance to the marking guideline discussion meetings was good at above 92% with only two Chief Markers from Free State in Physical Sciences P2 and another in Accounting from North West who failed to attend due to transport problems and ill health respectively. The Internal Moderator and Chief Marker for History P1 from Free

State was unable to attend the meeting, however the province sent the Deputy Chief Marker as stand-in for the Chief Marker.

Most participants came prepared for marking guideline discussion meetings in all the ten subjects sampled by Umalusi. In History P2, the following attended without marking a sample of scripts as expected; Chief Marker and Internal Moderator from North West, Chief Marker from Northern Cape and Internal Moderator from Kwa-Zulu Natal. In Mathematics P1, the Chief Marker from Gauteng did not receive scripts before attending the meeting. The dummy scripts in all subjects were marked by the participants and reports with regard to the quality (impression) of the papers and learner performance were provided in each subject by all provinces. No deviations were reported in this regard.

### Part B and Part C

It is worth noting that all participants in the marking guideline discussions for the sampled gateway subjects contributed meaningfully to the refinement of the marking guidelines with possible marking problems identified and measures put in place to mitigate them. The marking guideline discussions were generally successful. The processes and procedures measures used by Umalusi to gauge the success of marking guideline discussion meetings relate to attendance, logistical preparations and the rigour with which the marking guidelines discussions are conducted.

Parts B and C of the Umalusi moderation instrument are used to establish whether training of the senior marking personnel took place and that all participants were provided with a sample of scripts during training. This section also measures the quality of the final marking guidelines in that they are clear, detailed, and will be able to facilitate effective marking. Table 4.3 below summarises the findings of Parts B and C for all the subjects sampled by Umalusi for quality assurance of marking.

**Table 10: Umalusi findings relating to Parts B and C**

Subject / Question Paper	Part B: Processes and procedures	Part C: Training and quality of marking guidelines
Accounting	Twenty-one (21) people attended the marking guideline discussion at the DBE. The IMs and CMs were represented in eight (8) provinces, for North West only one (1) representative attended due to serious illness of the second representative. Three (3) representatives of DBE as well as	The panel had all pre-marked the paper prior to the meeting and some alternatives were suggested and discussed. Some allocations of marks were clarified. All provincial representatives had marked a sample of scripts and were prepared for the meeting and all contributed to the discussions

Subject / Question Paper	Part B: Processes and procedures	Part C: Training and quality of marking guidelines
	<p>the Umalusi EM attended the meeting.</p> <p>The discussion began with each province giving a report back on the paper and what their sample marking had revealed. All nine (9) provinces reported that the paper was fair with some very interesting questions but reported very poor performance by the sample.</p> <p>Discussions were held around the traditional accounting tasks particularly focussing on what method marks were, when to allocate part marks, or operation marks. Negative marks for foreign entries and presentation were discussed in detail. The memo was finalised and the training conducted thereafter.</p>	<p>that followed.</p> <p>The discussion was followed by a training session in which the members each marked one question which was then discussed and consensus reached, the same was done for the next question until all questions were covered. This process extended to the second dummy script. Members were then requested to mark dummy script 3 in the evening. The 2<sup>nd</sup> morning began with the discussion of the third dummy script discussed and again consensus was reached. Each member was then required to mark a further three (3) dummy scripts on their own and their scores were recorded.</p> <p>The training session was extremely effective and went a long way to ensure an understanding between all of how to mark scripts in a way that would ensure consistency and a common standard throughout the provinces.</p>
Business Studies P1 and P2	All provincial delegates attended the marking guideline discussion. Relevant and meaningful inputs were given by the various delegates regarding the intended questions v/s the expected outcome/response. Valuable inputs, which enhanced the	In consultation with DBE officials, the number of dummy scripts to be issued to delegates was reduced from six (6) to four (4). Dummy scripts were divided into 2 scripts for group marking and 2 scripts for individual marking. Group marking was used to discuss possible responses from

Subject / Question Paper	Part B: Processes and procedures	Part C: Training and quality of marking guidelines
	<p>overall standard and quality of the marking guideline, were given. Where necessary, adjustments were made to address the comprehensiveness of the marking guideline. Potential areas for misinterpretation were highlighted and addressed (Markers were cautioned against certain practices and thorough preparation was emphasised).</p> <p>All questions that needed clarity were posed thereby increasing a common understanding amongst all Markers. Consensus was always reached before finalising and implementing a particular decision/response. The external moderator's duty was to observe the whole process, interject/advise the DBE panel where deemed fit and quality assure the process. Recommendations/changes to the marking guideline were all approved by the external moderator and were captured as such on the final marking guideline.</p>	<p>question to question. Alternative answers were discussed and only accepted when consensus was reached. The individual marking was used to determine the tolerance range. When agreement was reached and the final tolerance range for the question/sub-question was determined. The final version of marking guideline was of good quality and it was signed off for use by all provinces in marking.</p>
Physical Sciences P1 and P2	Chief Markers and Internal Moderators from the various provinces attended the marking guideline discussion meetings for both papers with the exception of the Chief Marker from Free State who	A set of six (6) dummy scripts were used for each paper to train participants in marking. Further refinement of the marking guidelines was achieved through rigorous discussions emanating from the

Subject / Question Paper	Part B: Processes and procedures	Part C: Training and quality of marking guidelines
	<p>failed to come for Paper 2 due to transport challenges. Twenty-two (22) people attended the marking guidelines discussion for Paper 1 at the DBE. Two representatives were deployed per province i.e. their IM, CE, or CM. Both the DBE IMs as well as the Umalusi EM attended. In both papers, the procedure was to discuss the correctness of the answers provided in the marking guidelines and alternative answers to questions, which were either rejected or accepted by the end of the discussions. Accepted alternative answers were added to the marking guidelines, which enhanced the quality of the marking guidelines. All interpretive questions were identified and critically scrutinised to establish a uniform approach to marking across provinces. Changes to the marking guidelines were only effected after consensus was reached.</p>	<p>learner responses on the dummy scripts. The training process was very effective and showed that the final marking guidelines were accurate and would serve as the basis for a consistent, reliable and fair marking process. Tolerance range was achieved in both cases. The final marking guidelines were signed off for use in the various provinces to standardise marking.</p>
<p>Geography P1 and P2</p>	<p>All PEDs were represented by their Chief Markers and Internal Moderators in both papers. All delegates participated actively giving constructive inputs to improve the quality of the marking guidelines. The team worked systematically to achieve well standardised marking guidelines. Consensus was sought as various</p>	<p>The training commenced on day two in both P1 and P2. The marking of the dummy scripts enhanced earlier preparation and the marking guidelines were further amended. The focus was on limiting the tolerance range especially with respect to the paragraph questions. The training process led to further refinement of the</p>

Subject / Question Paper	Part B: Processes and procedures	Part C: Training and quality of marking guidelines
	<p>participants made suggestions and changes were accordingly effected in the marking guidelines. The printing of the Annexure, Figure 1.1, in Limpopo was of poor quality when compared to other provinces, the candidates could thus be disadvantaged.</p>	<p>marking guidelines. Final marking guidelines were satisfactory when checked against the criteria. They were then signed off when the process ended. Participants were convinced that the marking guidelines were good enough to ensure that marking is done consistently across provinces.</p>
Life Sciences	<p>All provinces were represented at the marking guideline discussion meetings. In general, delegates for both P1 and P2 from provinces engaged in sample marking and therefore were prepared for the discussions. These discussions focused on refining the marking guidelines and ensuring that all possible alternate answers that are acceptable were accommodated. Suggested changes during the discussions were captured and effected after consensus was reached. During the entire process, the delegates adjusted the marking guideline and made their own notes for the purpose of training the Markers in their provinces.</p>	<p>All delegates were provided with three (3) sample scripts. The first script was marked through group marking. Discussions of learner responses followed. Representatives had to mark the remaining two (2) scripts at night in preparation for the training of day 2. Individual scores from the marking of scripts were captured and used to determine the tolerance ranges per question. Three (3) additional dummy scripts were provided on the second day for further training. The final marking guidelines, where all adjustment emanating from the discussions were effected, were signed off for use in the various provinces during marking.</p>
History P1 and P2	<p>All provinces attended the marking guideline discussion for both papers and participated constructively in the process. Free State was only represented by the Deputy Chief Marker in P1. They all presented detailed</p>	<p>The training in both papers focussed on the marking of essays, paragraphs and source-based answers. Dummy scripts were used for training. North West province representatives for P2 had not received</p>



Subject / Question Paper	Part B: Processes and procedures	Part C: Training and quality of marking guidelines
	<p>reports verbally and in writing. The majority of the answers in History elicited alternative responses; hence various possible answers were discussed in answering different questions to cover all possibilities for both P1 and P2. The amendments suggested in the discussions for both papers were debated and adopted or discarded through general consensus. The changes and additions made to the marking guidelines were to accommodate all possible responses from the candidates. The final marking guidelines were products of a collaborative effort that ensured that marking is done consistently throughout the various provinces.</p>	<p>examination papers and scripts and, as a result, were unable to mark a sample of scripts. The P2 Chief Marker and Internal Moderator from North West, Chief Marker from Northern Cape and Internal moderator from Kwa-Zulu Natal did not manage to mark scripts prior to attending the meeting. Sections of the marking guidelines that could lend themselves to inconsistent marking were noted and measures were put in place to guard against inconsistent marking in such sections. The final marking guidelines were signed off for use in the marking of scripts in all the provinces.</p>
Economics P1 and P2	<p>All the provincial delegates and all members of the P1 examination panel attended the marking guideline discussion. The P2 chief examiner was not available for the discussion. In both papers, the marking guideline discussions focused on the correctness of given responses and possible alternatives that could be accepted. A common understanding was reached with regard to the interpretation of the responses in the marking guidelines. The discussions were open and transparent with regard to all</p>	<p>In both P1 and P2, the marking guideline discussions were followed by training in the afternoon although the discussions took place on different days. Dummy scripts were used for training purposes and further discussions on alternative responses were conducted. The marking of the dummy scripts helped to bring greater clarity to the marking guideline to ensure consistency in the marking and allocation of marks.</p>

Subject / Question Paper	Part B: Processes and procedures	Part C: Training and quality of marking guidelines
	contentious issues and all final decisions reached were as a result of consensus for both papers.	
Mathematics P1 and P2	All provincial Chief Markers, internal moderators, DBE examination panel members and internal moderator attended. Question papers and marking guidelines were available for all participants. Requests for printing were complied with efficiently. A data projector, to project the marking guideline with effected changes onto a screen, was used for discussion and clarification purposes. The discussions were led by the DBE Internal moderator. Changes to the marking guidelines were made only when consensus was reached. The external moderators contributed by providing guidance, support and critical feedback with regard to rejection or acceptance of particular possible answers to questions.	The Chief Marker from Gauteng had not received scripts prior to attending the meeting and thus had not pre-marked scripts as expected. Marking guideline discussions for both P1 and P2 were finalised on the first day with training conducted during the afternoon. The participants on day one marked three (3) dummy scripts. For all three (3) scripts, marks arrived at were within the agreed tolerance range in both papers. On the second day, a further three (3) scripts were marked to further enhance the training. The final marking guidelines were found to be fair, valid and reliable as they contained a range of possible answers to ensure that candidates were not disadvantage during marking.
Mathematical Literacy P1 and P2	All provinces were fully represented in the marking guideline discussions for both papers. Day 1 was devoted to the standardisation and refining of the marking guidelines in both papers. The discussion focused on each question and possible answers were scrutinised with a view to refine	Training took place from Day 1 in the afternoon for both papers. Five (5) dummy scripts were marked during training. Delegates engaged in rigorous discussions of the answers provided in the marking guidelines with alternate answers suggested. The marking guidelines were then refined

Subject / Question Paper	Part B: Processes and procedures	Part C: Training and quality of marking guidelines
	<p>the marking guideline. Alternate answers were rigorously debated and consensus reached.</p> <p>In P1, the diagram of Question 3.1.3, worth two marks, was omitted in Kwa-Zulu Natal; while the diagram of Question 3.2.2, also worth two marks, in Eastern Cape was of poor quality; both these questions were therefore not to be marked. The calculation of marks for Question 3 in these provinces was discussed and agreed upon to compensate for the questions. In P2, there were discrepancies in the scale of measurement due to printing in Question 4.2, with the result, that Markers had to do measurements during marking and mark accordingly.</p>	<p>and finalised.</p> <p>Day 2 focussed on further refining the marking guideline and ensuring that the variance in mark allocation was within the acceptable range by marking four (4) more sample scripts. The marking guideline was simultaneously updated during the discussions. Alternate solutions were discussed and recorded only if approved by the External Moderators.</p>
English FAL P1, P2 and P3	<p>The marking guideline discussion was fully attended to by all the provincial representatives for all the three (3) papers. All CMs and IMs came prepared, having marked between ten (10) and twenty (20) scripts each, and having prepared a report. The discussions were all meaningful and coherent. All potential pitfalls and misunderstandings were thoroughly discussed and potential common marking errors eliminated. Very few questions needed alternative</p>	<p>Sufficient time was made available for training. The discussion itself went smoothly, so that it was possible to start the training on the first day in the afternoon. The marking of dummy scripts was followed by robust discussions in all papers. The Internal Moderators facilitated this process very well. The Chief Markers and the Internal Moderators noted sections of the marking guidelines that could lend themselves to inconsistent marking and, as a result,</p>

Subject / Question Paper	Part B: Processes and procedures	Part C: Training and quality of marking guidelines
	<p>responses. The changes/additions were mostly for clarification and the cognitive levels were not affected in any way whatsoever. In all cases, the External Moderators observed the procedure and contributed where necessary. In two instances, the External Moderators were required to make the final decisions. The discussions were amicable with everyone participating freely. The IM handled the meeting very well indeed.</p>	<p>corrective measures were put in place to counter these. The marking during training went very well. Any misinterpretations were dealt with by the panel and representatives after robust discussions. The final marking guideline was found to be accurate and marker-friendly.</p>

#### 4.4 Areas of Good Practice

The following good practices were noted:

- The attendance to marking guideline discussions meetings was very good at above 92%.
- The consistent use of dummy scripts by senior marking personnel from provinces to prepare for the marking guideline discussion meetings and for the training of Markers is commendable.

#### 4.5 Areas of Concern

The DBE is conducting its marking guideline discussions in a very professional manner; however, the following were noted as areas of concern:

- The marking of a sample of scripts by senior marking personnel is not consistent as some attended the marking guideline discussion without having completed this critical task or having only marked a limited number of scripts in preparation. Reasons given include late distribution of the question papers and marking guidelines. Senior marking officials who arrived unprepared for the marking guideline discussion meetings include Chief Markers for Gauteng Mathematics P1 and Chief Marker and Internal Moderator for North West,

Chief Marker from Northern Cape and Internal Moderator from Kwa-Zulu Natal in History P2.

- The omission of a diagram in Question 3.1.3 in the Kwa-Zulu Natal Mathematical Literacy P1 question paper and the poor quality of diagrams when printing, for example, Mathematical Literacy P1 Question 3.2.2 in Eastern Cape as well as Figure 1.1 in the Annexure for Geography P1 in Limpopo, need to be attended to in future.

#### **4.6 Directives for Compliance and Improvement**

In order to improve the quality of the marking guideline discussions, the DBE needs to;

- Ensure that question papers and marking guidelines are distributed on time to senior marking personnel and that a set number of scripts are prescribed to be marked by all participants in preparation for the marking guideline discussions.
- Quality assure the question papers at the printing phase before packaging so that all question papers are of the same quality for all learners.

#### **4.7 Conclusion**

Umalusi was able to monitor all the DBE marking guideline discussion meetings for the ten (10) gateway subjects. All the marking guideline discussion meetings were found to be fruitful and successfully conducted.

## CHAPTER 5: VERIFICATION OF MARKING

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### 5.1 Introduction and Purpose

Verification of marking is one of the quality assurance processes conducted by Umalusi for all exit examinations. This is done to ascertain if marking is conducted fairly and whether there is consistency in the application of marking guidelines in all subjects.

Umalusi followed a two-pronged approach in the verification of marking for the Senior Certificate (amended) written in June 2016, namely: on-site and centralised verification of marking. Whilst the findings from centralised verification of marking are used to assist with the improvement of marking in the future, on-site verification of marking has an added advantage in that the findings by Umalusi moderators are immediately implemented as marking would still be in progress.

### 5.2 Scope and Approach

A total of ten (10) gateway subjects were selected for verification of marking. Six (6) of the ten (10) subjects, namely: Accounting, Business Studies, Physical Sciences, Mathematics, Geography and Life Sciences were selected for on-site verification of marking whilst the other four (4), namely; History, Economics, Mathematical Literacy and English First Additional Language (FAL), were verified centrally at Umalusi House.

All nine (9) provinces were expected to submit the candidate scripts in all the subjects selected for centralised verification of marking. However, the Western Cape and Northern Cape did not submit scripts for central verification of marking. Five (5) provinces were selected for on-site verification of marking in some or all of the subjects (as in Kwa-Zulu Natal), mentioned above. Table 5.1 below indicates the distribution of subjects in the selected provinces for onsite verification of marking:

**Table 11: Provinces and subjects selected for on-site verification of marking**

Accounting	Accounting	Accounting	Business studies	Business Studies
Physical Sciences	Physical Sciences	Business studies	Physical Sciences	Physical Sciences
Mathematics	Mathematics	Physical Sciences	Mathematics	Mathematics
Life Sciences	Life Sciences	Mathematics	Geography	Life Sciences

Accounting	Accounting	Accounting	Business studies	Business Studies
		Geography		
		Life Sciences		

### 5.3 Summary of Findings

The findings on how the marking in the various subjects satisfied the first two criteria on the Umalusi verification of marking instrument, namely: adherence to marking guideline and quality and standard of marking, are discussed below. A general discussion on the performance of candidates is also given. It is worth noting that not all provinces included the question papers and the marking guidelines from Chief Markers, except for Limpopo and Gauteng. The External Moderators also checked for evidence of unauthorised alterations or additions to the marking guidelines during centralised verification of marking at Umalusi House.

#### Adherence to the Marking Guidelines

Evidence showed that Markers adhered strictly to the marking guidelines in all provinces, finalised at the marking guideline discussion meetings conducted by the DBE between June and July 2016 in the selected subjects. Adherence to the selected subject marking guidelines is discussed below:

**Accounting:** The marking guideline, as agreed to and signed off at the marking guideline discussion meeting, was fully adhered to. No changes or alterations were made to the marking guideline. The standard of marking was of good quality in all the three provinces (the Eastern Cape, Gauteng and Kwa-Zulu Natal) selected for on-site verification of marking.

**Business Studies:** There was full adherence to the marking guideline as finalised at the marking guideline discussion meeting. No adjustment or changes were made to the marking guidelines.

**Economics:** Markers fully adhered to the marking guideline. Markers were flexible in allocating discretionary marks (especially with regard to higher cognitive level responses) in questions where this becomes necessary for alternative substantive facts put forward by candidates. Markers also allocated marks to candidates when core elements of the desired responses were given in their own words. No evidence of changes or additions to the marking guidelines was observed.

**English First Additional Language:** There was strict adherence to the marking guideline as agreed upon at the marking guidelines discussion meetings held in June 2016 for the three (3) papers. The marking guidelines that were finalised at the conclusion of the marking guideline discussions were used. No further additions

and/or amendments were made to the final version. The scripts that were pre-marked were revisited by the chief marker and marker and mark allocation adjustments, where applicable, were effected.

**Geography:** The marking guidelines have been strictly adhered to. The paragraph questions were marked as prescribed by the marking guidelines. The tolerance range was also achieved in both papers. The officially approved marking guidelines were used by the Markers, Senior Markers, Chief Marker and Internal Moderator throughout the marking at the marking centre. There were no hand-written additions and/or alterations to the marking guidelines.

In general, there was a relation between the marks that were allocated by the Markers, Senior Markers and Moderator; hence the variance was within the tolerance range.

**History:** The source-based questions and source-based essays were marked as prescribed by the marking guidelines, as agreed upon at the Marking Guideline discussions. The system, that includes training and double-marking, ensured adherence to the marking guideline. The marking guidelines that were finalised at the conclusion of the marking guideline discussions were used. No further additions and/or amendments were made to this final version.

**Life Sciences:** Evidence from the sampled scripts indicated that the approved marking guidelines were strictly followed. No changes were effected to the marking guidelines, as agreed upon, during the marking guideline discussions.

**Mathematics:** The marking guidelines, as agreed at the national discussion, were strictly followed. No changes were effected to the marking guidelines. However, Question 9.2.3 worth four (4) marks, in P2 was not marked in all the provinces. An examination instruction from DBE was circulated to all affected marking venues indicating how marks for Question 9 were to be calculated. The reason for not marking Question 9.2.3 was as a result of insufficient information provided on the question paper, an error only discovered after completion of the marking guideline discussion.

**Physical Sciences:** The marking guidelines as finalised at the marking guideline discussion meeting were strictly adhered to. No evidence of changes to the marking guidelines were observed.

### **Quality and Standard of Marking**

Markers were generally consistent and accurate in the allocation of marks except in a few minor cases. It was evident from the scripts verified during both on-site and centralised verification of marking that Markers had been adequately trained and therefore understood and could apply the marking guidelines.



Internal moderation was found to be of good quality in all provinces across the selected subjects. Senior Markers, generally, moderated 10% of the marked scripts. The variance of the Markers' mark and that of the senior moderators was within the tolerance range in the various subjects, ranging from a difference of – 2 to 3 marks in most cases. The largest discrepancy in allocation of marks, discovered through verification of marking by Umalusi, was in Business Studies in Kwa-Zulu Natal where two learners' marks had to be increased by 11 and 13 marks respectively. This was attributed to inefficiency by individual Markers in allocating part marks and poor reading of learner responses.

In Mathematics in Limpopo, Umalusi moderators found that, although the internal moderation by Senior Markers was of good quality, very few scripts were internally moderated by the Chief Markers and the Internal Moderators.

In general, the marking process in all the selected subjects was found to be fair, reliable and valid.

**Accounting:** Markers were fairly consistent in the allocation of marks in all the three (3) provinces where the verification of the marking of Accounting was conducted, as indicated above. In Gauteng, inconsistent allocation of marks was noted at the beginning of the marking process for Questions 3.3.1 and 4.3.3. However, the External Moderator arrived on time at the marking centre and managed to correct the mistakes in the mark allocation which was then applied correctly throughout the marking. There was also some misunderstanding at the start of marking in Kwa-Zulu Natal over the allocation of some marks in certain questions. The Umalusi moderator dealt with these issues and reached a consensus with the marking team on how the allocation of marks should be done. As this was early in marking in both cases, no learners were disadvantaged due to incorrect allocation of marks.

Internal moderation was found to be of good quality in all the three (3) provinces. More than 10% of the scripts in each batch were found to have been internally moderated and the errors correctly identified in most cases. It was further noted that the corrections made by the Internal Moderator ranged from 1 to 2 marks between the marks allocated by the Markers and those internally moderated in most cases, which was within the tolerable range of 3% set as the limit in the paper.

**Business Studies:** Allocation of marks was done correctly and consistently. Sub-maximum and maximum marks indicated in the marking guideline were not exceeded by Markers in the scripts moderated. After final moderation, marks changed in 3.3% of the scripts were verified and changes were within the tolerance range. Addition of marks and calculation of totals was done accurately. There was evidence of internal moderation at all levels. Different colour pen usage was evident in the majority of scripts. The moderation was of good quality. Although marking was generally accurate, there were variances between the marker and internal moderator scores in some cases. However, these were within acceptable

parameters and there were no consistent trends with regard to deviations. All variances were within the tolerance range (4 marks) agreed to at the marking guideline discussion.

**Economics:** Marking teams were generally consistent and accurate in the allocation of marks for the questions for which they were responsible. There was no evidence that any additions and/or amendments were made to the final version of the marking guideline. For the centralised verification process, only two provincial assessment bodies included copies of marking guideline with the answer scripts (Gauteng and Limpopo). These marking guidelines were as per the final approved. From the sample scripts moderated, it was evident that Markers had been adequately trained and they understood the marking guidelines. However, some Markers struggled with questions requiring indirect/higher cognitive responses. The uniform system of entering sub-totals and totals contributed appreciably to the accuracy and calculation of marks. There was evidence of proper checking by Examination Assistants.

**English First Additional Language:** Generally, there has been particular improvement in the marking of the papers, with the exception of a few isolated cases where certain Markers and even SMs and IMs still find it challenging assessing some of the tasks. There has been a clear improvement in the allocation and transfer of marks onto mark sheets in general. In a few instances only, some inaccurate mark transfers was identified, but these were rectified by the Examination Assistants. There was evidence of appropriate checking by Examination Assistants.

The marking was found to be generally fair, valid and reliable. Based on the sampled scripts, not too many candidates were advantaged or disadvantaged during the marking process. However, some inaccuracies are still a matter of concern. The answer scripts were internally moderated. The standard of internal moderation was good in most cases. Where variances in marks allocation occurred, these were within the agreed tolerance range, with the exception of a few cases.

**Geography:** There was consistency in the mark allocation. The marks as indicated on the question papers were allocated accordingly on the learner scripts during marking. In the sample, less than ten (10) scripts had their marks changed by the moderators. The marks were also transferred correctly from the scripts onto the cover page. The marks were added correctly in each question. The marks of the different questions were totalled correctly in most cases. Examination Assistants helped with the checking and quality assurance of the addition and transference of marks.

**History:** In general, there is a relationship between the marks that were allocated by the Markers, Senior Markers and Moderator. The marks were, to a large extent, the same and in line with the marking guidelines. In a few scripts, the mark allocated by the senior marker and moderator differed substantially from the mark by the marker. Appropriate guidance to improve marking was given through the process of

moderation. The uniform system of entering sub-totals and totals contributed appreciably to the accuracy and calculation of marks. Marks per question were correctly transferred to the front cover of the answer scripts and the accompanying mark sheets. There was evidence of correct checking by Examination Assistants. Marking was generally accurate. The variances between the marker and internal moderator scores were within acceptable parameters and there were no irregular trends with regard to deviations. There was also evidence of returning scripts for re-marking, if necessary.

The marking was found to be fair, valid and reliable. No candidates were advantaged or disadvantaged during the marking process. This could be attributed to the consistent application of the marking guidelines and a good system of moderation. The answer scripts were internally moderated. The standard of internal moderation was very good. Where variances in marks allocated occurred, these were within the agreed tolerance range. The scope of internal moderation was satisfactory and evidence indicated that it averaged between 15% and 20% across the randomly selected sample that was subjected to external moderation/verification.

**Life Sciences:** In most of the scripts that were verified, there were small discrepancies of 1 to 4 marks, which is within the tolerance range. Most of the discrepancies were from the scripts that were not moderated at any of the levels. In most instances, Markers marked the keywords and not the sense or content of the answer provided. On the whole, addition of marks and calculation of totals was accurately done. There was evidence of adequate moderation and discrepancies were within the tolerance range. None of the scripts verified were moderated by the chief marker. An isolated incident where the transfer of marks was incorrectly recorded as 73 instead of 37 was found in a batch, which was ready for dispatch, in Paper 2 in the Eastern Cape Province.

**Mathematics:** Evidence gathered from the scripts moderated indicates that there was consistency in mark allocation. However, there were a few instances where incorrect totalling of marks was noted in Paper 1 in Mpumalanga. Some of the scripts were moderated by the internal moderator and there was little difference of marks allocated of between 1 and 2.

**Physical Sciences:** There was consistency in the allocation of marks. Internal moderation was of a good quality. The variance between the marks allocated by markers and that of Chief Markers and Internal Moderators was low and within the tolerance range.

### **Candidate performance**

There were however, some Markers who struggled with questions requiring indirect/higher cognitive responses; for example, in Economics Paper 2. Evidence also shows that some Markers across the provinces are challenged in marking

extended writing questions in English FAL Paper 1 (comprehension) and Paper 3 (essays). However, available evidence across the ten (10) subjects show that, from the scripts that were verified, learners were not disadvantaged in the marking of such questions. The subject specific findings are indicated below:

**Accounting:** The performance of learners was generally poor across the provinces where verification of marking in Accounting was conducted. The scores of top performers in Accounting for this examination are within the range of 50% to 59%. Copying is suspected with two (2) candidates in Kwa-Zulu Natal with the examination numbers 5233017160065 and 5233017160086. The above two (2) scripts from centre number B5233017 had almost identical responses for Questions 3, 5 and 6. The other questions had not been marked, so it was not able to be checked during the verification of marking. Scripts in the rest of the centre seemed to be satisfactory with no evidence of cheating. This matter was brought to the attention of the Chief Marker and Internal Moderator. A certain candidate's script (examination number 5132009160023) was also moderated. A report from the district indicates that the candidate wrote on behalf of the cousin (imposter) and the matter was reported to the police.

**Business Studies:** Better performance of learners was recorded in Question 1 with an average of 34%. Candidates generally performed poorly in Questions 2 to 10 with an average of less than 20%.

Evidence gathered during verification of marking also show that addition of marks and transference to mark sheets was done correctly. There is also evidence that Examination Assistants were used to check and quality assure the addition and transference of marks from scripts to mark sheets.

**Economics:** The candidates' overall performance was far below average except in Question 1 in both papers. The candidates struggled to deal appropriately with the required responses to Questions 2; 3 and 4 in Section B Paper 1. The scores for these questions were far below average at 23.0%, 22.0%, and 19.0%, respectively. The majority of the candidates also performed poorly in Questions 5 and 6 in Section C, with an average score of 24% and 13%, respectively. A few candidates did not even attempt to answer one of the two questions. The overall performance in Question 1 (Section A) was marginally above average at 53.0%. The overall performance of the candidates in Paper 2, with a few exceptions, varied from poor to average.

The sample moderated/verified revealed that many candidates struggled to respond appropriately to the data response questions and middle/higher order cognitive level questions in Section B of the paper. The majority of the candidates, who attempted the essay response question in Section C of the paper, performed poorly with the question. In addition, candidates could not respond appropriately to the additional part (higher order) of the questions. The performance in Question 1 (Section A) varied from average to above average.

The answer scripts of the average/below average performance candidates were once again characterised by lack of current Economics knowledge, poor spelling, careless sentence construction and unsubstantiated arguments. Many candidates also lacked knowledge of basic Economics concepts.

**English First Additional Language:** The sample moderated/verified indicated a variation in marks across the three (3) papers, where some candidates scored high marks whilst others very low. Most candidates struggled to respond appropriately to Questions 1 and 5 of Paper 1 as well as to Question 6 (Short Stories/Literature) in Paper 2. Learner performance was not compromised by the marking guideline. All candidates were fairly treated by the acceptance of alternative substantive facts captured in all the approved textbooks and other verifiable sources. In addition, where the following responses were required: namely: an appropriate example, argument, expressing an opinion, and/or making a suggestion, discretionary marking was applied.

**Geography:** In Paper 1, candidates obtained an average percentage of 10.3% in Question 1, 12.0% in Question 2, 13.5% in Question 3 and 25.0% in Question 4. In most cases, the paragraph questions were not attempted. Candidates also failed to analyse the temperature inversion influences on the valley. Question 1.5, which focused on stream piracy, was also a challenge. However, candidates performed well in Question 4 and even better in Question 4.4 on informal settlements.

**History:** The sample moderated/verified indicated that the candidates' overall performance ranged from satisfactory to poor. The candidates generally were not prepared for the papers and their answers were weak.

**Life Sciences:** The average performance in Paper 2 for the various questions was above 7% except for Question 3.5 which realised 3.3%. The question in which candidates displayed the best performance was Question 1.3 at 39.6% and the worst performance was in Question 3.5 at 3.3%. Candidates struggled with Question 2.4, concerning an experimental design to test Darwin's theory of natural selection and Question 3.5, concerning gene mutation. Not a single question had an average performance of 50% and above in both papers. Only one question had an average performance of between 40% and 49% in Paper 1. In Question 1.1 of Paper 1, which consisted of ten multiple choice questions (MCQs,) valued at two (2) marks each, candidates achieved an average performance of 48.0%. In Paper 2, the overall average performance in this paper was 40.9% and most candidates attempted all the questions. In the sampled scripts there was no candidate who obtained Level 7 which is in the 80 - 100% range.

**Mathematics:** Generally the performance of candidates in Mathematics in both papers was extremely poor. Analysis shows that candidates from Limpopo performed in a satisfactory manner in Question 1 in Paper 1. The worst answered question was Question 11 which assessed probability. Most of the candidates did not attempt this

question. Candidates also did not perform well in Questions 3, 4, 5, 6, 9 and 10. The performance was only satisfactory in Questions 1, 2 and 7 according to the scripts moderated on site.

**Physical Sciences:** The candidates performed poorly in all the questions in both papers, reflecting the absence of quality teaching to this category of learners. The worst answered questions in Paper 1 were 5 and 11. Question 5, on energy concepts including friction, is relatively new to the syllabus for learners who are used to the old NSC syllabus. Question 11, on the photoelectric effect, again is a relatively new concept. Poor performances also occurred in Questions 7, 8 and 9 which are based on electrostatics and current electricity, which are sections persistently register under achievement by most learners. Poor performance in Paper 2 was recorded for Questions 3, 4, 5, 7, 9 and 10.

#### **5.4 Areas of Good Practice**

The following areas of good practice are noted:

- a) The marking processes in most subjects has improved due to quality moderation by the senior marking personnel;
- b) The timeous intervention by the Internal Moderator for Accounting in Gauteng to rectify the mistake on the allocation of marks is highly commended; and
- c) Limpopo and Gauteng are commended for submitting copies of marking guidelines with the answer scripts for the centralised verification process.

#### **5.5 Areas of Concern**

The following areas of concern are noted:

- a) Non-submission of marking guidelines and question papers by Chief Markers, except in Limpopo and Gauteng, for subjects selected for centralised verification of marking. This is necessary as to allow the Umalusi moderators to check if there have been any alterations and/or changes to the original marking guidelines.
- b) Non-submission of scripts for centralised verification of marking by Northern Cape and Western Cape.
- c) Very little moderation of scripts by Mathematics Chief Markers and Internal Moderators in Limpopo.
- d) Suspected copying of two candidates in Kwa-Zulu Natal with the examination numbers 5233017160065 and 5233017160086. The above two (2) scripts from centre number B5233017 had almost identical responses for Questions 3, 5 and 6.

- e) There were discrepancies in the allocation of marks in Business Studies in Kwa-Zulu Natal, where two (2) learners' marks had to be increased by 11 and 13 marks respectively. This is attributed to inefficiency by individual Markers in allocating part marks and poor reading of learner responses.
- f) The transfer of marks has to be given attention: a candidate who scored 37 was incorrectly awarded 73 marks on the mark sheet in Life Sciences P2 in the Eastern Cape Province.

## **5.6 Directives for Compliance and Improvement**

The Department of Basic Education needs to ensure that;

- a) Chief Markers and Internal Moderators for Mathematics in Limpopo conduct good quality moderation of the marked scripts.
- b) The DBE must ensure that the Western Cape and Northern Cape PEDs comply with the submission of scripts as non-compliance has implications for the delay in the release of results.
- c) The DBE should ensure that the Kwa-Zulu Natal PED block the results and conduct an investigation into the case of two candidates being implicated in the alleged irregularity. Thereafter, a report should be submitted on the outcome of the investigation to Umalusi for approval.
- d) The training of Markers and the internal moderation process should be strengthened with specific reference to Limpopo and Kwa-Zulu Natal PED's.
- e) The training of Examination Assistants has to be intensified so that thorough checks are done and incorrect transfer of marks does not occur.

## **5.7 Conclusion**

Generally, the marking of the Senior Certificate (amended) Examinations was conducted fairly. No incident or discovery from the verification of marking quality assurance process jeopardised the credibility of the results of marking. The outcome of the marking processes for the ten (10) gateway subjects, as selected by Umalusi, is therefore regarded as fair, valid and reliable.

# CHAPTER 6: STANDARDISATION AND VERIFICATIONS OF RESULTS

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## 6.1 Introduction and Purpose

Standardisation is a statistical moderation process used to mitigate the effects on the performance of factors other than learner ability and knowledge. The standardisation of examination results is necessary to reduce the variability of marks from year to year. The sources of variability may occur due to the standard of question papers, as well as the quality of marking. Thus standardisation ensures that a relatively constant product is delivered.

According to the *GENFETQA ACT, 2001* as amended *2008 Section 17A. (4)*, the Council may adjust raw marks during the standardisation process. During the standardisation process, qualitative inputs from external moderators, internal moderators, post-examination analysis reports, as well as the principles of standardisation, are taken into consideration to carry out the statistical moderation process.

The standardisation involves various processes to ensure that the procedure is carried out accurately, mainly pertaining to the verification of subject structures and electronic data booklets, development norms and approval of adjustments.

## 6.2 Scope and Approach

The Department of Basic Education presented a total of 35 (thirty-five) subjects for the statistical moderation of the June 2016 amended Senior Certificate. Umalusi verified the standardisation processes datasets, standardised all the subjects and verified the resulting processes datasets.

## 6.3 Standardisation and Resulting

### 6.3.1 Development of Historical Averages

The subject structures were verified and approved. The 2016/06 historical averages were used for all subjects except for IsiNdebele First Additional Language which was first offered in 2015/06, so the subject has not, as yet, accumulated enough subject history to develop a historical average. A fictitious norm was used specifically for the construction of the graph.

### 6.3.2 Electronic Data Sets and Standardisation Booklets

The electronic data sets were verified before the printing of the final standardisation booklets. The following data sets were verified and approved



after several moderations, the statistics distribution, raw mark distribution, percentage distribution and the pairs analysis. A minor difference was noticed in the application of adjustments, which was rectified. An incorrect norm was used in Physical Science and this was rectified after several moderations.

### 6.3.3 Pre-Standardisation and Standardisation

The external moderator report, the standardisation principles, the 201506 performance in relation with the 201606 performance were used in determining the adjustments per subject. The historical average could not be compared with 201606 historical average for all subjects except for languages because of the difference the 201606 cohort had with previous cohorts.

The candidates were examined on the CAPS, which is normally covered over a period of three years. However, in this case, these candidates covered the curriculum over a period of less than a year. In addition, this cohort of candidates was not familiar with the structure of the paper, and in most instances, with the content. However, the performance for 201606 was an improvement on the 201506 results for most subjects.

DBE presented datasets excluding the modularised candidates who set for the SC certificate examination although there were registered for NSC. However, decision was made that the decisions adopted on senior certificate candidates will be applied on modularised candidates who writes the senior certificate examination.

### 6.3.4 Standardisation Decisions

The decisions for the June 2016 Senior Certificate examination were informed by the historical average as a guideline but heavily relied on the pairs analysis, internal and external moderator reports and the 201506 performance as outlined below:

**Table 12: List of the standardisation Decisions for the Senior Certificate**

Description	Total
Number of learning areas presented	35
Raw marks	24
Adjusted (mainly upwards)	9
Adjusted (downwards)	2
<b>Number of learning areas standardised:</b>	<b>35</b>

### **6.3.5 Post Standardisation**

The Assessment Body was required to submit the adjusted data sets as per the agreed standardisation decisions. These were verified after a number of moderations, and adjustments were approved after the rectification of the differences. The final resulting was approved at first moderation.

#### **4. Areas of Good Practice**

- The DBE submitted all the qualitative input reports as required.
- The resulting process was approved at first moderation for all provinces.
- The DBE presented standardisation booklets free from error.

#### **5. Areas of Concern**

- Generally, the performance of learners was extremely poor as compared to the previous years with the exception of 201506.
- The lack of commitment by the two departments of education in the provision of academic support to this cohort of candidates is of concern.
- The number of candidates absent for examinations is very high.
- The decision to have the modularised candidates registered for NSC to write amended senior certificate examination has serious implications for certification.

#### **6. Directives for Compliance**

- The DBE should implement strategies and systems to ensure that the cohort of candidates is well defined and is able to manage the content of the examination.
- The DBE should collaborate with DHET to provide support in the teaching, learning and assessment of the SC candidates.
- The DBE should ensure that support systems are put in place to improve learner performance.
- The DBE should ensure that a system is put in place to capture the modularised candidates.
- The DBE should provide Umalusi with the number of modularised candidates per subject in future before and during standardisation meetings.
- The DBE should apply the approved amended Senior Certificate adjustments on the modularised candidates.

## ANNEXURES

### Annexure A: Approval level

No.	SUBJECT (QUESTION PAPER)	APPROVED AT n <sup>th</sup> MODERATION			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1	Accounting	Approved			
2	Afrikaans FAL P1			Approved	
3	Afrikaans FAL P2			Approved	
4	Afrikaans FAL P3		Approved		
5	Afrikaans HL P1		Approved		
6	Afrikaans HL P2		Approved		
7	Afrikaans HL P3		Approved		
8	Agricultural Sciences P1		Approved		
9	Agricultural Sciences P2		Approved		
10	Business Studies		Approved		
11	CAT P1	Approved			
12	CAT P2		Approved		
13	Economics P1		Approved		
14	Economics P2		Approved		
15	English FAL P1		Approved		
16	English FAL P2		Approved		
17	English FAL P3		Approved		
18	English HL P1	Approved			
19	English HL P2		Approved		
20	English HL P3		Approved		
21	Geography P1		Approved		
22	Geography P2		Approved		
23	History P1		Approved		
24	History P2		Approved		
25	Information Technology P1		Approved		
26	Information Technology P2	Approved			
27	IsiNdebele FAL P1	Approved			
28	IsiNdebele FAL P2	Approved			
29	IsiNdebele FAL P3	Approved			
30	IsiNdebele HL P1		Approved		
31	IsiNdebele HL P2		Approved		
32	IsiNdebele HL P3	Approved			

No.	SUBJECT (QUESTION PAPER)	APPROVED AT n <sup>th</sup> MODERATION			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
33	IsiXhosa FAL P1			Approved	
34	IsiXhosa FAL P2			Approved	
35	IsiXhosa FAL P3		Approved		
36	IsiXhosa HL P1			Approved	
37	IsiXhosa HL P2				Approved
38	IsiXhosa HL P3			Approved	
39	IsiZulu FAL P1		Approved		
40	IsiZulu FAL P2		Approved		
41	IsiZulu FAL P3	Approved			
42	IsiZulu HL P1		Approved		
43	IsiZulu HL P2		Approved		
44	IsiZulu HL P3	Approved			
45	Life Sciences P1			Approved	
46	Life Sciences P2		Approved		
47	Mathematical Literacy P1			Approved	
48	Mathematical Literacy P2			Approved	
49	Mathematics P1	Approved			
50	Mathematics P2		Approved		
51	Physical Sciences P1		Approved		
52	Physical Sciences P2		Approved		
53	Religion Studies P1		Approved		
54	Religion Studies P2	Approved			
55	Sepedi FAL P1		Approved		
56	Sepedi FAL P2		Approved		
57	Sepedi FAL P3		Approved		
58	Sepedi HL P1		Approved		
59	Sepedi HL P2		Approved		
60	Sepedi HL P3		Approved		
61	Sesotho FAL P1		Approved		
62	Sesotho FAL P2		Approved		
63	Sesotho FAL P3		Approved		
64	Sesotho HL P1		Approved		
65	Sesotho HL P2		Approved		
66	Sesotho HL P3		Approved		
67	Setswana FAL P1		Approved		
68	Setswana FAL P2		Approved		
69	Setswana FAL P3		Approved		
70	Setswana HL P1		Approved		

No.	SUBJECT (QUESTION PAPER)	APPROVED AT n <sup>th</sup> MODERATION			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
71	Setswana HL P2		Approved		
72	Setswana HL P3		Approved		
73	SiSwati FAL P1	Approved			
74	SiSwati FAL P2		Approved		
75	SiSwati FAL P3		Approved		
76	SiSwati HL P1		Approved		
77	SiSwati HL P2		Approved		
78	SiSwati HL P3	Approved			
79	Tshivenda FAL P1		Approved		
80	Tshivenda FAL P2		Approved		
81	Tshivenda FAL P3		Approved		
82	Tshivenda HL P1	Approved			
83	Tshivenda HL P2	Approved			
84	Tshivenda HL P3		Approved		
85	Xitsonga FAL P1		Approved		
86	Xitsonga FAL P2		Approved		
87	Xitsonga FAL P3		Approved		
88	Xitsonga HL P1		Approved		
89	Xitsonga HL P2	Approved			
90	Xitsonga HL P3			Approved	
	<b>TOTALS</b>	<b>18</b>	<b>61</b>	<b>10</b>	<b>1</b>

### Annexure B: Technical problems

Question Paper	Findings
Agricultural Sciences P1; Geography P1; Mathematics P2; History P1; Life Sciences P1; IsiZulu FAL P3; Mathematical Literacy P1 & P2 and Sesotho FAL P2	Diagrams needed improvement.
Geography P1; Religion Studies P1; IsiZulu FAL P1 & P3	The mark allocation on the question paper is not the same as that on the memorandum.
Agricultural Sciences P1; Life Sciences P2; Xitsonga FAL P1 & P3; Information Technology P2 (Theory); IsiXhosa HL P2 and IsiZulu FAL P1	Instructions to candidates were not clear and were ambiguous.
Religion Studies P1; Mathematical Literacy P1 & P2	The layout of the paper was cluttered and not reader-friendly.
Xitsonga HL P1	Mark allocations were not clearly indicated.

Question Paper	Findings
Xitsonga FAL P1	All relevant details (i.e. time allocation, name of subject, number of pages and instructions to candidates) were not included in the question paper.
IsiZulu FAL P1	The paper does not adhere to format requirements in subject assessment guideline and other assessment frameworks.
IsiZulu FAL P3; Computer Applications Technology P2	The headers and footers on each page were inconsistent and did not adhere to the required format.
Mathematical Literacy P2	Inconsistent font type and incorrect numbering

#### Annexure C: Internal Moderation

Question Paper	Findings
IsiZulu FAL P1 & P2; IsiXhosa HL P2; Mathematical Literacy P1 & P2; Agricultural Sciences P1; Geography P1	The quality, standard, and relevance of inputs from the Internal Moderator were not appropriate.
IsiXhosa FAL P2	There was no evidence that the Internal Moderator's recommendations had been addressed.

#### Annexure D: Content Coverage

Question Paper	Findings
IsiXhosa HL P2	The questions were not representative of the latest developments in the subject.
Xitsonga FAL P3	The analysis grid did not clearly show how each question was linked to a topic.
Mathematical Literacy P2	The questions were not within the scope of CAPS and do not adequately cover prescribed topics as CAPS and Examination Guideline documents.

#### Annexure E: Text Selection

Question Paper	Findings
Sesotho FAL P2; Mathematical Literacy P1	The paper did not include questions of various types, e.g. multiple choice, paragraph, data / source-based response, essay, real-life scenario and

Question Paper	Findings
	real-life problem-solving questions.
IsiXhosa HL P2	There was no correlation between mark allocation, difficulty and time allocation
Sesotho FAL P2; Mathematical Literacy P1; Religion Studies P1; Geography P1	Selection of texts was not functional, relevant nor appropriate.
Xitsonga FAL P3	The source material did not allow for the testing of skills.
IsiXhosa FAL P2; IsiXhosa HL P2; Mathematical Literacy P1; Religion Studies P1; Life Sciences P1 & P2	The questions were not free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers.
IsiXhosa FAL P2; IsiXhosa HL P2; Xitsonga FAL P1; History P1 and P2	The questions do not provide clear instructional key words/verbs.
IsiXhosa FAL P2; IsiXhosa HL P2	The questions did not contain sufficient information to elicit an appropriate response.
IsiXhosa FAL P2; IsiXhosa HL P2; Mathematical Literacy P1 & P2; IsiZulu FAL P2	There were factual errors or misleading information in the questions.

#### Annexure F: Cognitive Levels

Question Paper	Findings
IsiXhosa FAL P2; IsiXhosa HL P2; Geography P1	The degree of difficulty was increased by the inclusion of irrelevant information.
Sesotho FAL P2; Mathematical Literacy P1; Information Technology P2 (Theory); Xitsonga HL P1; Religion Studies P1; Agricultural Sciences P1; Geography P1	There was no appropriate distribution in terms of cognitive levels (Bloom's taxonomy/ other taxonomy that may have been used).
Religion Studies P1; Geography P1	Choice questions were not of an equal level of difficulty where applicable.

#### Annexure G: Language and Bias Matters

Question Paper	Findings
IsiXhosa HL P2; Mathematical Literacy P1	Subject terminology and data were not used correctly.
IsiZulu FAL P1; Xitsonga FAL P1	The language, register and the level of complexity of the vocabulary were not appropriate for grade 12 learners.
IsiXhosa FAL P2; IsiXhosa HL P2; Mathematical	There were subtleties in the grammar

Question Paper	Findings
Literacy P1	that might have caused confusion.
IsiXhosa HL P2; Mathematical Literacy P1; Information Technology P2 (Theory); Agricultural Sciences P1	The language used in the question paper was not grammatically correct.
Geography P1	The questions contained over-complicated syntax.
Mathematical Literacy P1	There was evidence of bias in the paper in respect of region and other.

#### Annexure H: Level of Predictability

Question Paper	Finding/Concern
IsiZulu FAL P2 & P3	Questions were of such a nature that they could be easily spotted and predicted.

#### Annexure I: Concerns with Marking Guidelines

Question Paper	Findings
IsiZulu FAL P3; IsiXhosa FAL P1 & P2; Mathematical Literacy P1; Sesotho FAL P1; Information Technology P2 (Theory); Xitsonga FAL P2 & P3; Xitsonga HL P1; Life Sciences P1 & P2; Agricultural Sciences P1; Geography P1; History P1 & P2	The marking guidelines were not accurate.
IsiZulu FAL P1; IsiXhosa FAL P1 & P2 Agricultural Sciences P1	The marking guidelines did not correspond with the questions in the question paper.
Mathematical Literacy P1; Xitsonga HL P3; Mathematics P2; Agricultural Sciences P1	The marking guidelines did not make allowance for relevant alternate responses.
IsiZulu FAL P3; IsiXhosa FAL P1 & P2	The marking guidelines will not facilitate marking.
Information Technology P2 (Theory)	The marking guidelines were not clearly laid out.
Religion Studies P1; History P1 & P2	The marking guidelines were not complete with mark allocation and mark distribution within each of the questions.



Annexure J: Examination Centres monitored for the writing of examinations

	Province	Centre	Date	Subject	Candidates
1	Eastern Cape	Hlaziya	03 June 2016	Mathematics P1	63
				Mathematical Literacy P1	70
		Dutywa	06 June 2016	Mathematics P2	38
				Mathematical Literacy P2	12
		Ulwazi	10 June 2016	Life Sciences P1	35
		Illinge	13 June 2016	Life Sciences P2	37
		Ukwazi	23 June 2016	Agricultural Science P1	9
		Omhle Finishing	31 May 2016	Accounting	46
		Zwelitsha District Centre	06 June 2016	Mathematics P2	19
				Mathematical Literacy P2	22
		H B Mazwi	14 June 2016	English FAL P2	180
English HL P2	21				
Mdantsane Prison	8 June 2016	Travel and Tourism	7		
Hlaziya	28 June 2016	Geography P1	63		
Butterworth Training Centre	29 June 2016	Business Studies	23		

	Province	Centre	Date	Subject	Candidates
		Siyaphakama	27 May 2016	English FAL P1	51
				English HL P1	8
		Nkwankca	3 June 2016	Mathematical Literacy P1	46
				Mathematics P1	27
		St Marks Town Hall	23 June 2016	Agricultural Science P1	14
		Malcomess	24 June 2016	History P1	21
		Zwelitsha District Centre	2 June 2016	IsiXhosa HL P1	17
		Dimbaza Private Centre	15 June 2016	Physical Sciences P1	7
		Phakamisa	10 June 2016	Life Sciences P1	5
		Makana Skop	10 June 2016	Life Sciences P1	42
		Hlaziya NU4	14 June 2016	English FAL P2	166
		Bofolo	21 June 2016	IsiXhosa	18
				IsiSwati	1
		Maitland	29 June 2016	Business Studies	24
		H B Mazwi	3 June 2016	Mathematical Literacy P1	68
				Mathematics P1	88

	Province	Centre	Date	Subject	Candidates
		Davies South Private	22 June 2016	Afrikaans FAL P2 Afrikaans HL P2	16 3
		Uitenhage	29 June 2016	English FAL P3 English HL P3	37 5
		St Thomas	24 June 2016	Economics P1	21
2	Free State	Rutegang Sec School	31 May 2016	Accounting	41
		Lebogang High School	31 May 2016	Accounting	38
		Leseding High School	3 June 2016	Mathematical Literacy P1 Mathematics P1	136 13
		Khabareng Sec School	3 June 2016	Mathematical Literacy P1	20
		Ntebaleng Inter. School	6 June 2016	Mathematics P2 Mathematical Literacy P2	05 31
		Makabelane High School	10 June 2106	Life Sciences P1	22
		Lerato-Uthando Sec School	10 June 2016	Life Sciences P1	25
		Marematlou Sec	10 June 2016	Life Sciences P1	40

	Province	Centre	Date	Subject	Candidates
		School			
		Phehellang High school	14 June 2016	English FAL P2	236
		M.J.Mohlahli Sec School	14 June 2016	English FAL P2	27
		Navalsig High School	30 June 2016	Economics P2	73
		Ntsu Sec School	28June 2016	Geography P1	68
		Kananelo Sec School	28June 2016	Geography P1	77
		Esizibeni Sec School	29 June 2016	English FAL P3	37
		Makabelane High School	29 June 2016	Business Studies	48
3	Gauteng	Reneilwe AET	30 May 2106	Sotho Lang HL	119
				Sotho Lang FAL	8
		Gaegolelwe CLC	31 May 2016	Accounting	95
		Hammanskraal CLC	31 May 2106	Accounting	73
		Kagiso AEC	31 May 2016	Accounting	56
		Tembisa AC	31 may 2016	Accounting	137

	Province	Centre	Date	Subject	Candidates
		Watville ALC	31 May 2016	Accounting	91
		Mohlakeng ALC	2 May 2016	IsiXhosa P1	24
		Diphetogo AET Centre	03 June 2016	Mathematics P1	44
				Mathematical Literacy P1	56
		DWT Nthate	03 June 2016	Mathematics P1	20
				Mathematical Literacy P1	86
		Mamalodi AEC	03 June 2016	Mathematics P1	152
				Mathematical Literacy P1	44
		Pretoria Institute	03 June 2016	Mathematics P1	44
				Mathematical Literacy P1	56
		Holy Trinity ALC	6 June 2016	Mathematics P2	56
				Mathematical Literacy P2	101
		St Antony's AC	6 June 2016	Mathematical Literacy P2	127
		Vunanifundo CTC	6 June 2016	Mathematics P2	67
				Mathematical Literacy P2	149

	Province	Centre	Date	Subject	Candidates
		City Deep AC	10 June 2016	Life Sciences P1	319
		Hoërskool Marais Viljoen	10 June 2016	Life Sciences P1	23
		H Mamelodi West ALC	10 June 2016	Life Sciences P1	313
		Moepathutse ALC	10 June 2016	Life Sciences P1	110
		Elandspoort AET	14 June 2016	English FAL P2 English HL P2	33 122
		Sebokeng ALC	14 June 2016	English FAL P2	392
		Aaron Moeti ALC	15 June 2016	Physical Sciences P1	123
		Gaerobe ALC	15 June 2016	Physical Sciences P1	69
		Victory AC	15 June 2016	Physical Sciences P1	42
		Jiyana AC	20 June 2016	Physical Sciences P2	46
		Betsaida CLC	20 June 2016	Physical Sciences P2	121
		Academy of Business and Computer Studies	29 June 2016	English FAL P3 English HL P3	113 91
		Davyton PALC	01 July 2016	Isixhosa HL P3 IsiXhosa HL P3 IsiSwati HL P3	30 11 1

	Province	Centre	Date	Subject	Candidates
				IsiZulu FAL P3	1
				IsiXhosa FAL P3	1
4	Kwa-Zulu Natal	Anchorlite	31 May 2016	Accounting	21
		Chatswoth Edu. Centre	28 June 2016	Geography P1	332
		Clairwood High	27 June 2016	Agricultural Science	18
		Rosburgh High	3 June 2016	Mathematics P1	37
				Mathematical Literacy P1	89
		Dhanhauser Sec.	3 June 2016	Mathematics P1	9
				Mathematical Literacy P1	7
		Waterval Prison	24 June 2016	History P1	9
		Zithuthukise Primary	20 June 2016	Physical Sciences P2	9
		Charlestown High	20 June 2016	Physical Sciences P2	10
		Tugela High	10 June 2016	Life Sciences P1	88
		Steadville High	14 June 2016	English FAL P2	16
				English HL P2	01
		Drakensberg Sec	6 June 2016	Mathematics P2	15
				Mathematical Literacy	06

	Province	Centre	Date	Subject	Candidates
				P2	
		Ladysmith High	28 June 2016	Geography P1	07
		Groutville High	3 June 2016	Mathematics P1	41
				Mathematical Literacy P1	37
		Richards Bay Sec.	10 June 2016	Life Sciences P1	53
		Stanger Heights	6 June 2016	Mathematics P2	52
		Imbewehnle High	15 June 2016	Physical Sciences P1	34
		Marianridge Sec.	31 May 2016	Accounting	47
		Margofontein High	28 June 2016	Geography P1	15
		Mowat Park High	29 June 2016	Business Studies	31
		Amazimtoti High	24 June 2016	Economics P1	31
		Moonlight Centre	3 June 2016	Mathematics P1	14
				Mathematical Literacy P1	102
		Springlake High	14 June 2016	English FAL P2	47
		Ethangeni	15 June 2016	Physical Sciences P1	11
		Amadada High	28 June 2016	Geography P1	24



	Province	Centre	Date	Subject	Candidates
		Qinabout	10 June 2016	Life Sciences P1	37
		Siyanatha High	24 June 2016	Economics P1	21
		Bhobhoyi Centre	28 June 2016	Geography P1	40
		Ncumuse Centre	30 June 2016	Economics P2	21
		Eshowe Primary	28 June 2016	Geography P1	20
		Nkodibe High	24 June 2016	Economics P1	26
		Icesa	27 June 2016	Agricultural Science P2	39
		Christian High	29 June 2016	Business Studies	90
		Phoenix Tech. School	30 June 2016	Afrikaans FAL P3	84
		Adams College	30 June 2016	Economics P1	26
5	Limpopo	Mokopane College	30 May 2016	Sepedi HL P1	51
				Tshivenda HL P1	01
				Sepedi FAL P1	03
		Sibasa P T Centre	31 May 2016	Accounting	14
		Mastec College	31 May 2016	Accounting	56
		Phomelelo Centre	31 May 2016	Accounting	35
		Mmiditsi Centre	31 May 2016	Accounting	96

	Province	Centre	Date	Subject	Candidates
		Phusela Centre	03 June 2016	Mathematical Literacy P1	101
		Mabalane Seleka Centre	03 June 2016	Mathematics P1	116
		Tshebela centre	03 June 2016	Mathematics P1 Mathematical Literacy P1	45 37
		Hwithi Centre	03 June 2016	Mathematics P1	35
		Pietersburg Military Base Centre	06 June 2016	Mathematics P2	55
		Flora Park Centre	10 June 2016	Life Sciences P1	58
		Makgofe Centre	10 June 2016	Life Sciences P1	56
		Nokunkwetlou Centre	13 June 2016	Life Sciences P2	46
		Phalaborwa Centre	13 June 2016	Life Sciences P2	60
		Mahumani Centre	14 June 2016	English FAL P2	40
		Thabamooopo Centre	14 June 2016	English FAL P2	79
		Giyani Centre	23 June 2016	Agricultural Science P1	103

	Province	Centre	Date	Subject	Candidates
		Shingwedzi Centre	23 June 2016	Agricultural Science P1	227
		Mmantutule Centre	27 June 2016	Agricultural Science P2	24
		Waterval Centre	27 June 2016	Xitsonga HL P3 Tshivenda HL P3	48 22
		Silemale Centre	28 June 2016	Geography P1	72
6	Mpumalanga	John Mduli	10 June 2016	Life Sciences P1	99
		Sidlamafa Sec	14 June 2016	English FAL P2 English HL P2	173
		Ngwane Primary School	15 June 2016	Physical Sciences P1	25
		Mthayiza Primary	23 June 2016	Agricultural Science P1	78
		Mafu Secondary	06 June 2016	Mathematics P2 Mathematical Literacy P2	43 37
		Maqhawe Primary	13 June 2016	Life Sciences P2	68
		Mbalenhle Secondary	01 July 2016	Isindebele P3	6
		Bonginhlanhla Secondary	01 July 2016	History P2	16

	Province	Centre	Date	Subject	Candidates
		Senzangakhona Secondary	27 June 2016	Agricultural Science P2	28
		Mkhephula Secondary	29 June 2016	Business Studies	106
		Hlonipha Secondary	29 June 2016	English FAL P3	104
		Hlonipha Secondary	1 July 2016	Isindebele P3	12
7	Northern Cape	Steinkopf HS	3 June 2016	Mathematics P1	07
				Mathematical Literacy P1	0
		Paballelo HS	3 June 2016	Mathematics P1	14
				Mathematical Literacy P1	27
		AJ Ferreira HS	6 June 2016	Mathematics P2	02
				Mathematical Literacy P2	13
		Boesmanland HS	10 June 2016	Life Sciences P1	6
		SA Van Wyk HS	13 June 2016	Life Sciences P2	12
		Ratang Thuto HS	13 June 2016	Life Sciences P2	12
		Weslaan HS	22 June 2016	Afrikaans FAL P2	13
		Lesedi HS	23 June 2016	Agricultural Science P1	21

	Province	Centre	Date	Subject	Candidates
		William Pescod HS	24 June 2016	Economics P1	39
		Alexanderbaai HS	30 June 2016	Economics P1	11
		Blinkklip HS	30 June 2016	Afrikaans FAL P3 Afrikaans HL P3	02 21
8	North West	Tlhabane Resource Centre 2	03 June 2016	Mathematics P1 Mathematical Literacy P1	207 205
		Mogwase Middle	10 June 2016	Life Sciences P1	112
		Brits High	14 June 2016	English FAL P2 English HL P2	9 87
		Rustenburg College	20 June 2016	Physical Sciences P2	21
9	Western Cape	Sithembele Mathiso Sec	31 May 2016	Accounting	251
		Malibu Sec	3 June 2016	Mathematics P1	26
		Groenberg Sec	3 June 2016	Mathematics P1	5
		Knysna Sec	8 June 2016	Afrikaans HL P1	21
		Esselen Park Sec	8 June 2016	Afrikaans FAL P1	21
		Themba lethu	10 June 2016	Life Sciences P1	151
		Elsies River Sec	10 June 2016	Life Sciences P1	11

	Province	Centre	Date	Subject	Candidates
		Bridgeton	13 June 2016	Life Sciences P2	23
		Indwe	14 June 2016	English FAL P2	15
				English HL P2	06
		Strandfontein Sec	14 June 2016	English FAL P2	04
				English HL P2	235
		WorcesterCLC	14 June 2016	English FAL P2	28
		Gordon Sec	22 June 2016	Afrikaans FAL P2	23
				Afrikaans HL P2	58
		Mathew Goniwe	24 June 2016	History P1	30
		Qhayiya Sec	24 June 2016	History P1	30
		Meiring	28 June 2106	Geography P1	23
		Belhar	29 June 2016	Business Studies	66

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