

Report on the Quality Assurance of the Benchmark Assessment Agency for the November 2016 GETC: ABET Level 4 Examinations

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE BENCHMARK ASSESSMENT AGENCY FOR THE NOVEMBER 2016 GETC: ABET LEVEL 4 EXAMINATIONS

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EXECUTIVE SUMMARY

The Benchmark Assessment Agency (BAA) conducts the General Education and Training Certificate (GETC): Adult Education and Training (ABET) Level 4 examinations once per year in November. There are only two learning areas in which BAA conducts the GETC: ABET Level 4 examinations. Umalusi, as mandated by the General and Further Education Quality Assurance Act (Act No. 58 of 2001, as amended in 2008), conducted quality assurance processes on all assessment practices, for this exit-point qualification registered in its sub-framework. Benchmark is provisionally accredited for three years to conduct the GETC: ABET Level 4 examinations. Thus 2016 marks the first year of piloting the GETC: ABET Level 4 examinations since its provisional accreditation.

This report provides the findings of the following quality assurance processes:

- Moderation of Question Papers (Chapter 1);
- Moderation of Common Assessment Tasks (Chapter 2);
- Moderation of Site Based Assessment(Chapter 3);
- Monitoring the State of Readiness (Chapter 4);
- Monitoring of Writing (Chapter 5);
- Monitoring of Marking (Chapter 6);
- Marking Guideline Discussions (Chapter 7);
- Verification of Marking (Chapter 8);
- Standardisation and Resulting (Chapter 9); and
- Certification (Chapter 10).

The findings from the above quality assurance processes will enable members of the Umalusi Council to decide whether Umalusi should accept and ratify the results of the GETC: ABET Level 4 examinations or not.

During the moderation of question papers for the two learning areas offered by the BAA, the Communication in English question paper was approved at first moderation; while the Mathematical Literacy question paper had to undergo second moderation.

The report discusses the moderation of Common Assessment Tasks (CATs) and that of Site based assessment, or SBA (students' portfolios of evidence). Moderation of SBA was done a week before the date of the marking of examination scripts. Ten candidates' portfolios per learning area were sampled for moderation. The findings of the moderation of SBA are discussed in this report.

Marking guideline discussions and verification of marking were conducted on the same days by the BAA. The marking guideline discussions for both learning areas were conducted to ensure that the final marking guideline made provision for alternative responses. The process was also aimed at equipping markers with a common understanding of how they should mark candidates' scripts.

Both learning areas were sampled by Umalusi for these quality assurance processes. Umalusi deployed Communication in English and Mathematical Literacy external moderators, subject experts in their respective learning areas. The external moderators attended the BAA marking session sessions. Their observations were that the marking guideline discussions equipped markers with the requisite information to undertake the marking more accurately and to identify questions where alternative responses needed to be included.

The marking of candidate examination scripts became easier and more accurate, with very few errors observed among the sampled scripts verified by Umalusi's external moderators. The marking was conducted as per the approved guidelines and the integrity of the examinations was maintained.

The report also discusses monitoring done during the writing and marking of examinations at centres, and the findings include how the monitored centres conducted these processes.

The BAA marking process of the November 2016 GETC: ABET Level 4 examinations was confirmed as fair, valid and credible.

The standardisation and resulting chapter of the report discusses these processes as part of quality assurance of assessment. The report dealt with the status of certification of the BAA.

Each chapter in this report discusses the findings, areas of good practice and concern, and provides directives for compliance and improvement for the assessment body.

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
ASC	Assessment Standards Committee
CAT	Common Assessment Tasks
CLC	Community Learning Centres
DHET	Department of Higher Education and Training
EA	Examination Assistants
EAG	Examination and Assessment Guideline
GETC	General Education and Training Certificate
LA	Learning Area
NQF	National Qualifications Framework
PALC	Public Adult Learning Centre
PED	Provincial Education Department
QAA	Quality Assurance of Assessment
QP	Question Paper
SAGs	Subject and Assessment Guidelines
SAQA	South African Qualifications Authority
SBA	Site based assessment
SOR	State of Readiness
UMALUSI	Council for Quality Assurance in General and Further Education and Training

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction and Purpose

Umalusi conducts external moderation of examination question papers and marking guidelines to ensure that quality standards are maintained in all examination cycles for the General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) Level 4 examinations. The moderation of question papers is a critical part of the quality assurance process, 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 Quality Assurance of Assessment: Policies, Directives, Requirements and Guidelines and the examinations and assessment guideline documents of the assessment bodies.

This chapter reports on the external moderation of the examination question papers and the marking guidelines for the November 2016 GETC: ABET Level 4 examinations. This section outlines the learning areas moderated and the instrument used by the external moderators to determine the quality of the examination question papers submitted by the BAA for approval. The year 2016 was the third year in which BAA conducted the GETC: ABET Level 4 examinations.

This chapter summarises the findings of the analyses of external moderator reports on the moderation of question papers and the accompanying marking guidelines. It must be noted that this report is based on the final moderation reports, where question papers had been approved and all identified anomalies addressed. The chapter concludes by highlighting areas of good practice, areas of concern and the directives for compliance and improvement for future processes.

1.2 Scope and Approach

BAA submitted two GETC: ABET Level 4 question papers and the accompanying marking guidelines for external moderation by Umalusi's external moderators, in October 2016. The moderation of the November 2016 GETC: ABET Level 4 examination question papers was conducted in Mathematical Literacy and Communication in English, the learning areas examined.

The moderation was conducted using the Umalusi Instrument for the moderation of question papers, which consists of eight criteria. Each criterion is divided into a variable number of quality indicators (QIs). Table 1A below summarises the criteria and the number of quality indicators (QIs) indicated and used to moderate question papers and marking guidelines.

Table 1A: Criteria for the Moderation of Question Papers

No.	Criteria	No. of Quality Indicators
1	Technical Criteria	12
2	Language and Bias	8
3	Internal Moderation	4
4	Content Coverage	12
5	Cognitive Skills	6
6	Adherence to Examinations and Assessment Guidelines	4
7	Predictability	3
8	Marking Guideline	11
9	Overall Impression	6

The question papers and their marking guidelines, subjected to the Umalusi instrument, are expected to meet all the criteria when approved. A question paper that does not comply sufficiently with the criteria for approval by Umalusi must be moderated more than once. In this report only the final 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 were to be satisfactorily addressed during subsequent moderations for question papers to be approved.

Moderation of question papers was conducted off-site by Umalusi external moderators. Question papers were couriered to the external moderators' homes. They were moderated and sent back to the assessment body with comments, decisions and recommendations to be effected. Safety and security were ensured.

1.3 Summary of Findings

Umalusi assigned one external moderator per question paper to conduct the external moderation and approval of the two November 2016 GETC: ABET Level 4 examination question papers. The moderators had to be satisfied with the question paper before giving it a stamp of approval. 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 and final moderations.

1.3.1 Compliance per Moderation Level

It is desirable that all question papers are approved at the first moderation; however, Table 1A indicates that one of the two question papers was conditionally approved with no resubmission during the first moderation while the other one was approved

during the second level of moderation. There was no question paper that had to undergo more than two moderation levels.

Table 1B: Number of Question Papers Approved at Each Moderation Level

Number of Moderations	Learning Area	Number of Question Papers Approved
First Moderation	Communication in English	1
Second Moderation	Mathematical Literacy	1

Figure 1A below shows a comparison (in %) of the approval of the November 2016 GETC: ABET Level 4 examination question papers at different levels of moderation in 2015 and 2016. There was no difference in the approval of question papers in 2016 when compared with 2015. Communication in English was approved at first moderation in both years, while Mathematical Literacy had to undergo second moderation in both 2015 and 2016. Only 50% of question papers were approved at first moderation.

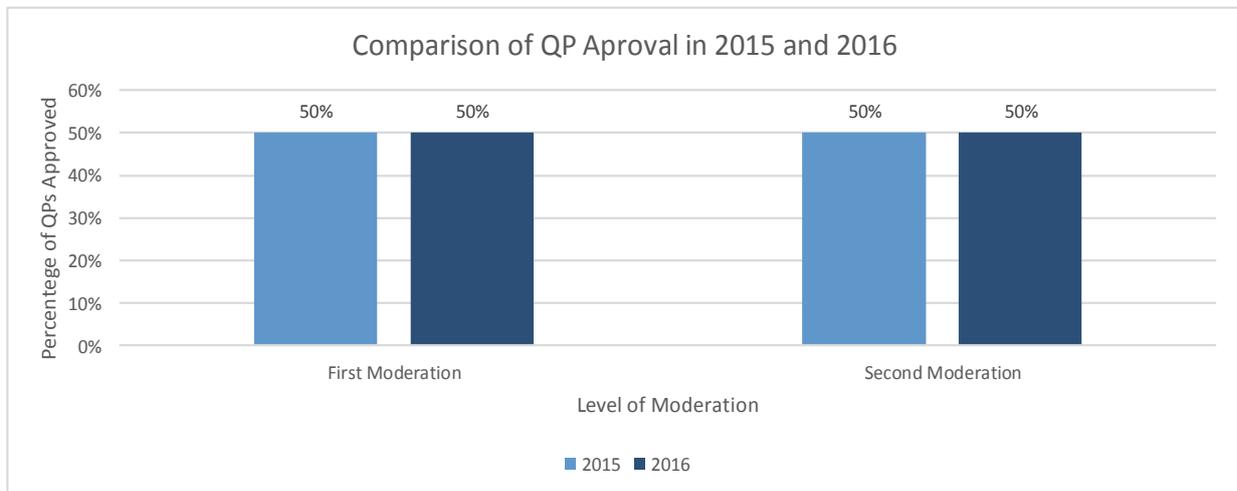


Figure 1A: Comparison of the Level of Moderation of Two Question Papers in 2015 and 2016

1.3.2 Compliance per Question Paper

Figure 1B shows an analysis of the moderation reports to assess the levels of overall compliance in the November 2016 GETC: ABET Level 4 examination question papers and their marking guidelines. The overall compliance levels were calculated by combining compliance with all the criteria considered.

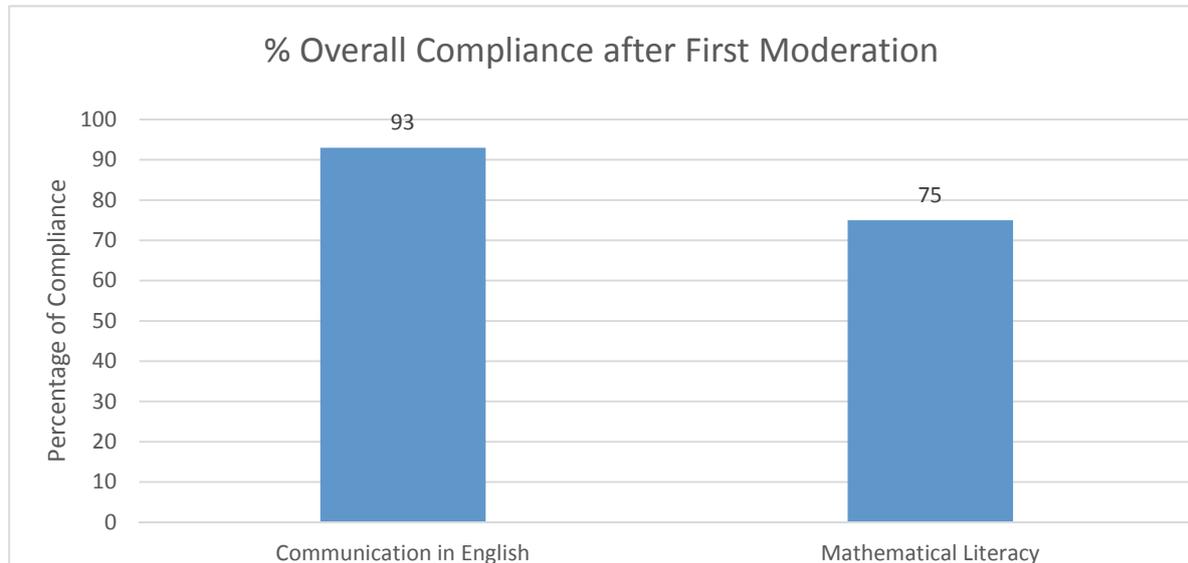


Figure 1B: Percentage of Overall Compliance of Question Papers at First Moderation

There was no question paper that met all the requirements at first moderation. Communication in English met 93% overall compliance and it was conditionally approved subject to the implementation of recommendations by the external moderator. The question paper needed minor modification only.

The Mathematical Literacy question paper met only 75% compliance at first moderation and it was rejected because there were a number of corrections to be made. The proposed changes involved mainly technical criteria, internal moderation, text selection and marking guidelines. When the question paper was submitted for second moderation, all corrections and recommended changes were made and the question paper was 100% compliant.

1.3.3 Compliance per Criterion

Despite the relatively high levels of overall compliance indicated in Figure 1C, the levels of compliance according to the different criteria varied considerably, as shown in Table 1C below.

Table 1C: Compliance of Question Papers per Criteria

No.	Criteria	Communication in English	Mathematical Literacy	
		1 st Mod	1 st Mod	2 nd Mod
1	Technical Criteria	92	67	100
2	Language and Bias	100	87	100
3	Internal Moderation	67	83	100
4	Content Coverage	100	75	100
5	Cognitive Skills	100	67	100
6	Adherence to Examinations and Assessment Guidelines	100	75	100
7	Predictability	100	100	100
8	Marking Guideline	90	72	100
9	Overall Impression	90	50	100
Percentage Overall Compliance		93	75	100

A closer look at compliance in all respects, reveals that the Communication in English question paper was compliant in all respects, meeting all quality indicators (100%) in language and bias; content coverage; adherence to examinations and assessment guidelines; and predictability criteria. Communication in English was compliant in most respects with regard to technical criteria; marking guideline and overall impression of the question paper, with 90% and above compliance. Internal moderation had the lowest percentage compliance, at 67%. The overall compliance of this question paper was 93% at first moderation. Figure 1C compares the compliance level of the Communication in English question paper at first moderation.

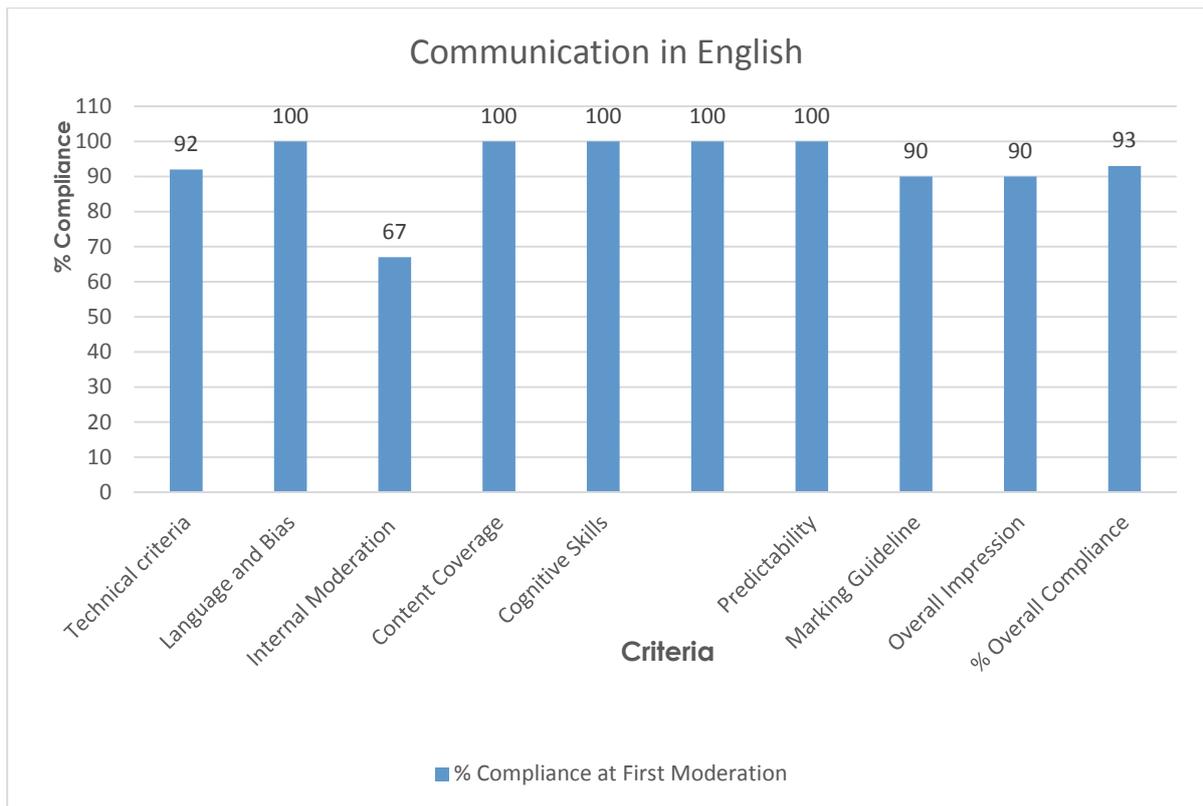


Figure 1C: Percentage Compliance of Communication in English at First Moderation Level

The Mathematical Literacy question paper met all quality indicators in only the predictability criterion at first moderation. It had the lowest overall percentage compliance of 75%. This was limited compliance and the question paper could not be approved at first moderation and had to be resubmitted for second moderation.

Figure 1D compares the compliance level of the Mathematical Literacy question paper at first and second moderation.

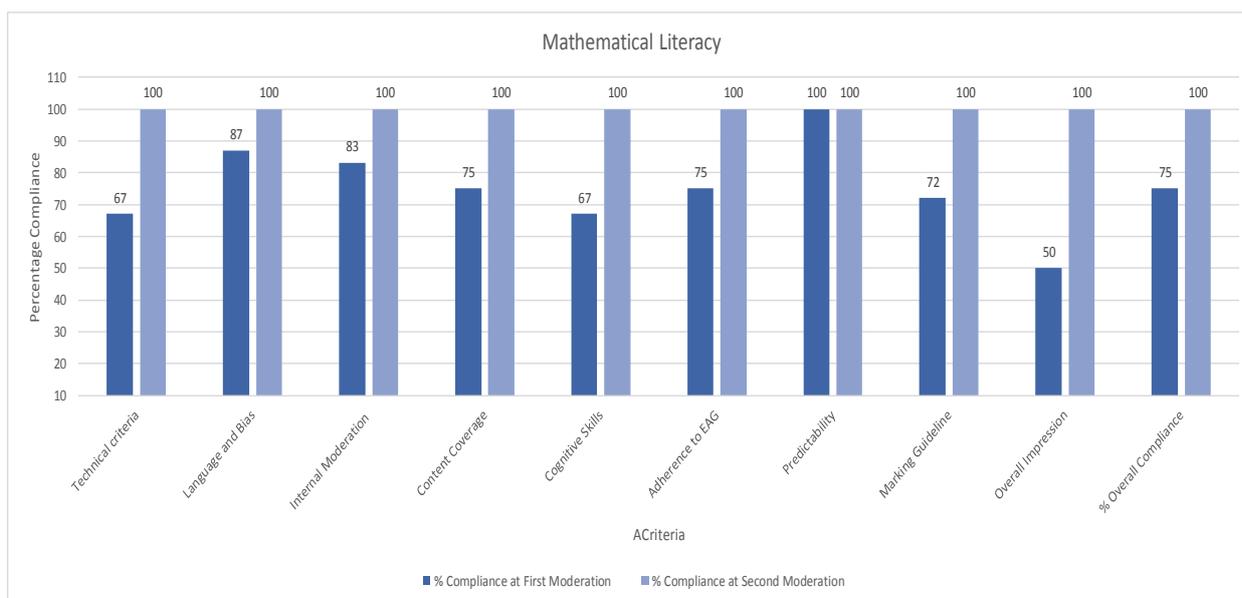


Figure 1D: Percentage Compliance of Mathematical Literacy at First and Second Moderation

1.3.4 Question Paper and Marking Guideline Moderation Criteria

The following comments about the criteria are based on the first and second moderation. Compliance refers to satisfying all the quality indicators within a criterion (compliance in all respects). All the identified problems were addressed in subsequent moderations; hence both the question papers were compliant in all respects during final approval. The discussion below gives a summary of findings.

a) Technical Aspect

From the analysis of data as displayed on Table 1D above, the technical aspect is one of the criteria with quality indicators that were not fully met in both the Communication in English and Mathematical Literacy question papers during the first moderation. Some of the technical problems identified at the first moderation included the following: cluttered layout (Mathematical Literacy); unclear and ambiguous instructions that needed to be rephrased in both question papers; inappropriate format and font type and size; and unreasonable time allocated for each question (Mathematical Literacy). These challenges were addressed when question papers were submitted for the second moderation.

b) Internal Moderation

The standard of internal moderation was 67% compliant in the Communication in English and 83% in the Mathematical Literacy question papers. Some of the challenges identified at first moderation of the question papers were the following: not implementing the recommendations of the internal moderators; the presence of technical errors that should have been identified during internal moderation in both

question papers; and incorrect responses or wrongly worked out answers in Mathematical Literacy.

c) Content Coverage

The question papers were approximately 75% and 100% compliant with regard to content coverage in Mathematical Literacy and Communication in English, respectively. Concerns with regard to content coverage were raised in Mathematical Literacy.

Some of the problems identified during the first moderation were that the options provided on the multiple choice question were biased; and, in the Mathematical Literacy question paper the correct options were obvious because the options provided were obviously wrong. It was found that in both the Mathematical Literacy and Communication in English papers some of the instructions were not clear, which could have led to confusion for some candidates.

d) Cognitive Skills

The Communication in English question paper complied (100%) with the application of cognitive skills criterion at first submission. The findings in the Mathematical Literacy question paper, which had a compliance of 67% in this criterion at first moderation, included inaccurate distribution of cognitive skills, as per the Subject Assessment Guideline. Furthermore, the choice questions were not of an equal level of difficulty. There were more questions at a higher degree of difficulty at first moderation.

e) Language Bias

Both the Communication in English and Mathematical Literacy question papers were 90% compliant with regard to language bias. A number of questions needed to be rephrased in both question papers because there were subtleties in grammar that may have caused confusion; and language usage was grammatically incorrect.

f) Predictability

It is clear from the analysis of data, as displayed in Table 1D above, that this criterion had the highest level of compliance, with 100% at first moderation. The examiners showed creativity and originality. The texts chosen were interesting and relevant to adult candidates. There was no repetition of questions from previous question papers.

g) Marking Guidelines

The level of compliance with the marking guidelines criterion was the lowest, at 72%, in Mathematical Literacy during the first moderation. Compliance was acceptable at 90% in Communication in English. Non-compliance with this criterion included: inaccuracy of the marking guidelines; exclusion of alternative responses in both question papers; and incorrect responses in Mathematical Literacy.

h) Overall Impression

Compliance with the criteria for overall impression of the Communication in English question paper was acceptable at 90%. The level of compliance with this criterion was the lowest, at 50%, in Mathematical Literacy during the first moderation. Non-compliance with this criterion included: the number of errors in the question paper and the marking guideline; the type font used, spacing and general appearance of the paper; mark allocation that did not correlate with the difficulty of the questions.

1.4 Areas of Good Practice

The following areas of good practice were noted:

- The BAA is commended for the Communication in English question paper, which was approved at first moderation level for two consecutive years. The question paper met 93% compliance at first moderation.

1.5 Areas of Concern

The following were identified as areas of concern:

- The quality of internal moderation of question papers: the quality of question papers is affected by errors that are not identified and corrected during internal moderation.
- The question papers had high levels of non-compliance with technical aspects; marking guidelines and internal moderation at first moderation.
- The failure of examiners to implement the recommendations of internal moderators, as well as a lack of proper guidance by internal moderators, led to the Mathematical Literacy question paper not being approved at first moderation.
- Some examiners experienced problems with the interpretation, analysis and distribution of cognitive levels in accordance with the SAG requirements, for example, Mathematical Literacy.

1.6 Directives for Compliance and Improvement

The following directives were given to improve the setting of the GETC: ABET Level 4 examination question papers and to reduce the number of external moderations required:

- BAA must strengthen its training of examiners and internal moderators and focus on technical aspects, text selection and the accuracy of the marking guidelines, as these criteria had the lowest levels of compliance at first moderation.
- Attention must be given to the Mathematical Literacy question paper examiners and internal moderators. This question paper has been repeatedly approved at second moderation for the past two years.

- The internal moderators must give specific inputs or guidance which could be implemented with ease by the examiners.

1.7 Conclusion

This chapter summarised the major findings of the analysis of the question paper moderation reports for the November 2016 GETC: ABET examinations. The external moderators reported in detail regarding the question papers that were finally approved. This is commendable. The report has also highlighted directives for compliance that the BAA will need to address before the next moderation cycle, to ensure that all the question papers are approved at the first level of moderation.

CHAPTER 2 MODERATION OF CATS

2.1 Introduction and Purpose

The site based assessment (SBA) mark contributes 50% towards the final mark of the GETC: ABET Level 4 examinations. Assessment bodies set common assessment tasks (CATs) and submit these to Umalusi for external moderation. Umalusi is responsible for determining the quality, or appropriateness of the standard, of these tasks.

This year, BAA developed CATs for two learning areas, namely Communication in English and Mathematical Literacy. The focus of this chapter is to summarise the findings of Umalusi's external moderators (EMs) moderation of the CATs, to identify areas of both good practice and of concern, and to provide directives for compliance and improvement.

2.2 Scope and Approach

BAA submitted GETC: ABET Level 4 CATs and the accompanying marking guidelines for two learning areas for external moderation by Umalusi's external moderators in October 2016

Umalusi adopted an off-site approach when moderating the CATs. BAA sent the tasks to the homes by courier service. Moderated CATs were sent back to BAA with comments, decisions and recommendations to be effected. The safety and security of CATs was ensured as these documents were password locked.

The moderation of the November 2016 GETC: ABET Level 4 CATs was conducted in Mathematical Literacy and Communication in English. BAA is assessing these learning areas only.

The moderation was conducted using the Umalusi instrument for the moderation of common assessment tasks, which consists of the following eight criteria:

- Adherence to curriculum and subject assessment guideline;
- Content coverage;
- Cognitive skill/demand;
- Language and bias;
- Formulation of instructions and questions;
- Quality and standard of CATs;
- Mark allocation and marking guidelines;
- Use of assessment methods and forms;
- Internal moderation; and
- Overall impression.

The tasks and their marking guidelines, subjected to the Umalusi instrument, are expected to meet all the criteria when approved. CATs that do not comply sufficiently with the criteria for approval by Umalusi must be moderated more than once. In this report, the first and final 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 concerns detected during the first moderation were to be satisfactorily addressed during subsequent moderations for CATs to be approved.

2.3 Summary of Findings

Umalusi assigned one external moderator per learning area to conduct the external moderation and approval of the November 2016 GETC: ABET Level 4 CATs. The findings summarised below show the number of moderations conducted for approval, the overall compliance, and the levels of compliance per criterion of the tasks and their marking guidelines at first and final moderations.

2.3.1 Compliance per Moderation Level

CATs are expected to be approved at the first moderation; however, Table 2A indicates that one set of CATs was conditionally approved at first moderation (Communication in English); while the other set of CATs was approved during the second level of moderation (Mathematical Literacy).

Table 2A: Sets of CATS Approved at Each Moderation Level

Number of moderations	Learning Area	No. of Sets Conditionally Approved
First Moderation	Communication in English	1
Second Moderation	Mathematical Literacy	1

2.3.2 Compliance of CATS per Learning Area

Figure 2A below shows an analysis of the moderation reports to assess the levels of overall compliance in the November 2016 GETC: ABET Level 4 examination CATs and their marking guidelines per learning area. The overall compliance levels are calculated by combining compliance on all the criteria considered.

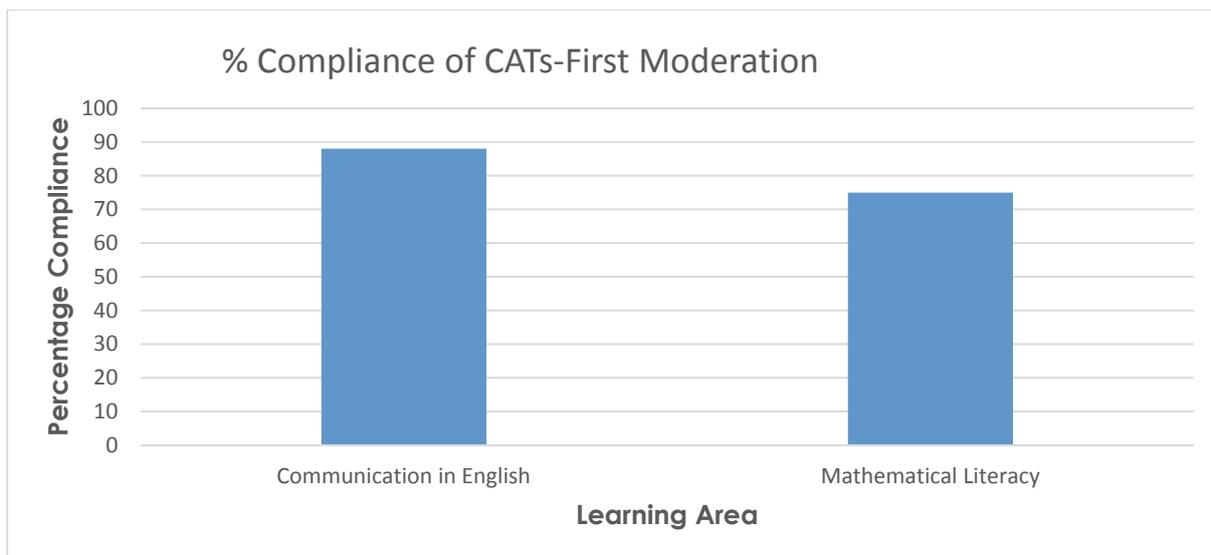


Figure 2A: Percentage Overall Compliance of CATs at First Moderation

There were no CATs that met all the compliance requirements at first moderation. Communication in English met 88% overall compliance and it was conditionally approved at first moderation, subject to correction of technical errors by the assessment body. CATs needed only minor changes.

The CATs for Mathematical Literacy met only 75% compliance requirements at first moderation and were conditionally approved, with resubmission, because there were a number of corrections to be made. Table 2C shows compliance, per criteria, of Mathematical Literacy CATS during first and second moderation and Table 2B explains the scores.

Table 2B: Compliance Levels and Scores

Score	Compliance Level
1	No compliance
2	Limited compliance
3	Compliance in Most aspects
4	Compliance in all aspects

Table 2C: Compliance for Mathematical Literacy CATS During First and Second Moderation Level (Score out of 4)

Criteria	Compliance during First Moderation	Compliance during Second Moderation
Adherence to Curriculum and Subject Guidelines	3	4
Content Coverage	4	4
Cognitive Skill/Demand	3	3
Language and Bias	3	4
Formulation of Instructions and Questions	2	4
Quality and Standard	3	3
Mark Allocation and Marking Guidelines	3	4
Use of Assessment Methods and Forms	4	4
Internal Moderation	2	3
Overall Impression	3	3

The proposed corrections and changes were mainly to be found in technical aspects and overall impression, internal moderation, formulation of instructions and questions, mark allocation and marking guidelines. When CATs were submitted for second moderation, all corrections and recommended changes were made, rendering the CATs 100% compliant.

2.3.3 Compliance per Criterion

Figure 2B below indicates the number of criteria that were met by CATs for Communication in English and Mathematical Literacy at approval level. The percentage at which these criteria complied is indicated as a cluster of interval.

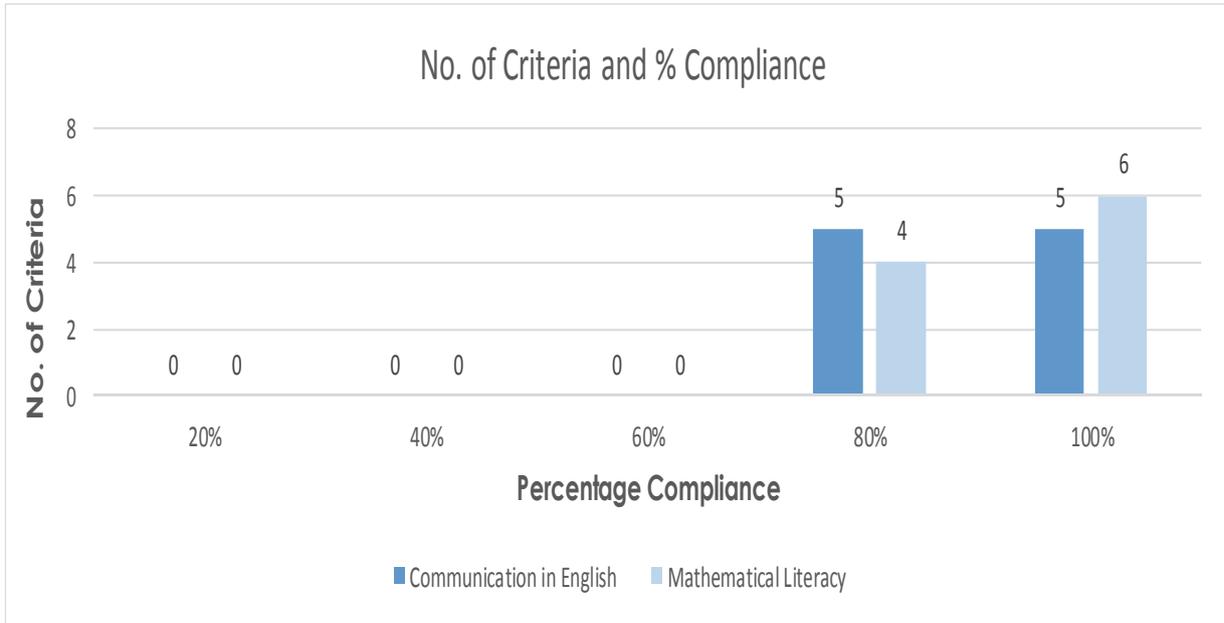


Figure 2B: No. of Criteria Met at Various % at Approval of CATs

It is evident from Figure 2B above that the Communication in English CATs had five criteria that were up to 80% compliant, and the other five criteria were 100% compliant. In Mathematical Literacy, six criteria were 100% compliant and four were 80% compliant at approval. This was after the second moderation

Despite the overall compliance indicated in Figure 2A, the levels of compliance according to the different criteria varied considerably, as shown in Figure 2C below.

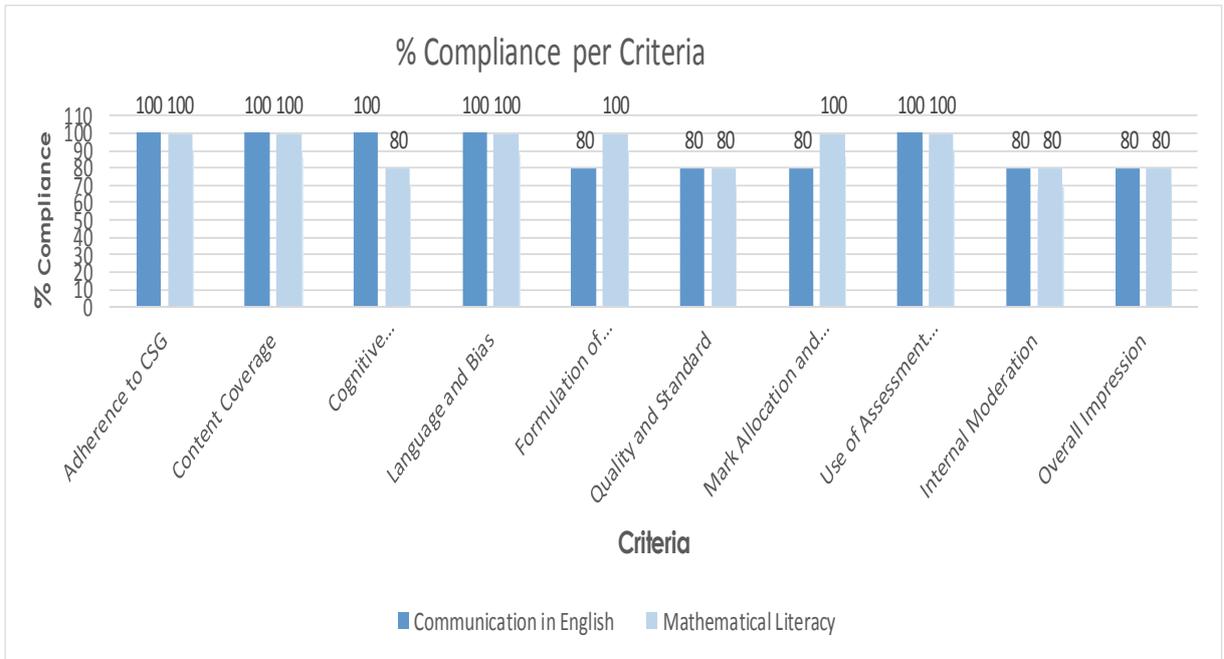


Figure 2C: Percentage Compliance of CATs per Criterion

Compliance per criteria, as illustrated in Figure 2C above, reveals that Communication in English CATs were 100% compliant in all respects in adherence to curriculum and subject guidelines, content coverage, cognitive skills/demand, language and bias and use of assessment methods and forms. Formulation of instructions and questions, quality and standard, mark allocation and marking guidelines, internal moderation and overall impression criteria had 80% compliance. This means that CATs complied in most respects regarding these criteria.

Mathematical Literacy CATs complied fully with the requirements of: adherence to curriculum and subject guidelines, content coverage, language and bias, use of assessment methods and forms, mark allocation and marking guidelines, and the use of assessment methods and forms criteria. Mathematical Literacy CATs were compliant in most respects with regard to cognitive skills/demand, quality and standard, internal moderation and overall impression criteria.

2.3.4 CATs and Marking Guidelines Moderation Criteria

The following comments about the criteria are based on the first and second moderation. Compliance refers to satisfying all the requirements (compliance in all respects). All the identified problems were addressed in subsequent moderations and, hence, all the CATs were compliant in all or most respects during final approval. The discussion below gives a summary of findings.

a) Adherence to Curriculum and Subject Guideline

From the analysis of data as displayed on Figure 2C above, adherence to curriculum and subject guidelines was one of the criteria fully met by CATs in Communication in English and Mathematical Literacy during the first moderation. Tasks cut across all unit standards in an integrated manner. Themes selected in both learning areas were relevant and dealt with current issues. There were minor technical errors identified in both learning areas. The layout of the numbering of questions and the mark allocation required attention so that the aesthetic appeal of the CATs activities question is established.

b) Content Coverage

The content covered in the CATs for both Communication in English and Mathematical Literacy was found to be 100% compliant with the subject assessment guideline documents. Oral activities for Communication in English were relevant to the adult candidate.

Tasks covered the content from a variety of unit standards in Mathematical Literacy. Unit standards such as operating with numbers; data handling; shape, space and measurement; and measurement in a variety of contexts, were all assessed in these tasks. All of these unit standards were well integrated in all tasks. There were no challenges identified at first moderation.

c) Cognitive Skills/Demand

The CATs in Mathematical Literacy were 80% compliant with regard to cognitive demand, and Communication in English CATs were 100% compliant. The Communication in English activities covered the required range of cognitive demand: lower order, middle order and higher order skills.

Different cognitive levels and difficulty levels were considered in developing tasks for Mathematical Literacy. Questions demanded that different skills be displayed by candidates. There were concerns regarding some questions that needed to be replaced as they were beyond ABET Level 4.

d) Language Bias

Both Communication in English and Mathematical Literacy CATs were 100% compliant with regard to language bias. The language used in the activities was unambiguous, inoffensive and showed no bias. As such, students from any culture would find the activities acceptable.

e) Formulation of Instructions and Questions

Communication in English CATs complied in most respects (80%) with this criterion. While the formulation of instructions and questions satisfied SAG requirements, there were technical aspects that needed attention as recommended by the EM.

The clarity of instructions and questions in Mathematical Literacy CATs was initially affected by the use of difficult terms. This was rectified after the first moderation by simplifying language and using shorter sentences, as recommended by the external moderator. This improved the clarity of the instructions and the quality of the tasks. Compliance improved from 20% during the first moderation to 100% at approval level.

f) Quality and Standard

In both learning areas, compliance of CATs with this criterion was 80% (compliant in most respects). Although Communication in English CATs complied with the SAG requirements, a few questions needed to be adjusted so that they were grammatically acceptable.

The examiners in both learning areas showed creativity and originality. The texts chosen were interesting and relevant to adult candidates. There was no repetition of questions from previous question papers or CATs. Tasks were of a required standard and the quality was good. The tasks demanded a variety of skills at different cognitive and difficulty levels.

g) Mark Allocation and Marking Guidelines

The level of compliance with the mark allocation and marking guidelines criterion was 80% in Mathematical Literacy during the first moderation. Compliance was also

acceptable at 80% in Communication in English.

Although the mark allocation and marking guidelines complied with the SAG requirements, there were technical aspects that needed attention. The EM also identified alternative responses that needed to be included in Question 1.5 of the marking guideline.

h) Use of Assessment Methods and Forms

It is clear from the analysis of data as displayed in Table 1C above that both Communication in English and Mathematical Literacy CATs met this criterion with 100% compliance at first moderation.

Different forms and methods of assessment were integrated in all the tasks. Different skills were demanded of the candidates by the tasks.

i) Internal Moderation

Mathematical Literacy and Communication in English CATs both had 80% compliance in meeting standards for internal moderation. Although the quality of Internal moderation did comply with the SAG requirements in terms of content covered, some technical aspects had not been corrected when Communication in English CATs were presented for external moderation.

In Mathematical Literacy, the quality of internal moderation was found to have improved when CATs were submitted for the second moderation. All identified mistakes were rectified as per the recommendations of the external moderator during the first external moderation. Compliance levels improved from 20% to 80% at approval.

j) Overall Impression

The compliance level with this CATs criterion in both Communication in English and Mathematical Literacy was 80% at first moderation.

The Communication in English CATs were accepted, provided that technical aspects were corrected as indicated in the report, and the actual tasks themselves as indicated in the 'insert comment' facility. For future internal moderation, it was suggested that technical aspects are also corrected.

The quality of Mathematical Literacy CATs improved after recommendations were implemented.

2.4 Areas of Good Practice

The following areas of good practice were noted:

- The examiner used the theme of water consumption, preservation and processing in the right context since the country is drought-stricken.
- The tasks were relevant to current issues and challenges.

- All unit standards were assessed in an integrated manner.
- The texts and questions were carefully selected so as to ensure the tasks were suitable for adult candidates.

2.5 Areas of Concern

The following were identified as areas of concern:

- The technical aspects of CATs were a concern. These affect the professional appearance and the quality of the tasks.
- The quality of internal moderation was of great concern in both learning areas.

2.6 Directives for Compliance and Improvement

The following directives are given to improve the setting of the GETC: ABET Level 4 Examination CATs and to reduce the number of external moderations:

- BAA must strengthen its training of examiners and internal moderators and focus on the following areas: technical aspects, quality and standard, internal moderation, cognitive demand, and marking guidelines, as these criteria had the lowest levels of compliance at first moderation.
- BAA must pay more attention to the technical aspects so that CATs are professionally acceptable.

2.7 Conclusion

This chapter summarised the major findings of the analysis of the CATs moderation reports for the November 2016 GETC: ABET examinations. The external moderators reported in detail regarding the CATs that were finally approved. The report also highlighted directives for compliance which the BAA will have to address to ensure that all CATs are approved at first level of moderation in future.

CHAPTER 3 MODERATION OF SBA

3.1 Introduction and Purpose

The GETC: ABET Level 4 qualification requires site based assessment (SBA) to be conducted by providers. The site based assessment (SBA) is an important component as it contributes 50% towards the final mark in each learning area. Assessment bodies set Common Assessment Tasks (CATs) nationally, moderate the CATs internally and submit these to Umalusi to be externally moderated. Umalusi is responsible for determining the quality and appropriateness of the standard of these tasks

BAA developed CATs for Communication in English and Mathematical Literacy. The tasks are distributed by BAA to private centres who mediate them to learners during teaching and learning. The CATs are implemented, marked and graded by the Adult Education and Training (AET) centres.

Umalusi conducted external moderation of SBA to assess its quality and standard, as quality assured by BAA. The external moderation of SBA is an important aspect of the quality assurance process, because such moderation:

- Ensures that the SBA complies with national policy guidelines and Umalusi directives;
- Establishes the scope, extent and reliability of SBA across all assessment bodies offering the qualification;
- Verifies internal moderation of both the set tasks and the completed tasks;
- Identifies challenges to this aspect of assessment and recommends solutions; and
- Reports on the quality of SBA within assessment bodies.

The focus of this chapter is to provide a summary of the findings of the external moderation of the SBA by Umalusi, to identify areas of good practice and concern, as well as to provide directives for compliance and improvement.

3.2 Scope and Approach

BAA submitted the SBA tasks of Communication in English and Mathematical Literacy for external moderation in November 2016.

Umalusi adopted an on-site moderation approach for external moderation of the SBA portfolio files. The moderation of SBA portfolios took place at BAA offices on 12 and 28 November 2016 respectively. The external moderators sampled 10 student portfolios for each learning area from three centres, as shown in Table 3A.

Table 3A: Site Based Assessment Portfolio Sample Moderated

Sampled Centre	Number Moderated	
	Communication in English	Mathematical Literacy
Johannesburg Male Prison	10	-
Francis Vorweg School	-	5
Siyaphambili	-	5
Total	10	10

The external moderators used the Quality Assurance of Assessment instrument developed by Umalusi for the moderation of SBA portfolios. Internal moderators' reports were also considered during external moderation. The following criteria were used to moderate SBA portfolios:

- Adherence to subject and assessment guideline (SAG);
- Internal moderation;
- Content coverage;
- Quality of portfolios of evidence (structure/content);
- Quality of assessment tasks;
- Learner performance; and
- Quality of marking.

SBA portfolios were evaluated based on how the quality indicators of the seven criteria were met and on the overall impression of the tasks.

3.3 Summary of Findings

Umalusi assigned one external moderator per learning area to conduct the external moderation of the November 2016 GETC: ABET Level 4 SBA portfolios. The findings summarised below show the overall compliance and the levels of compliance per criterion of the SBA portfolios per sampled centre.

3.3.1 Overall Compliance of SBA Portfolios

SBA portfolios are expected to comply in all respects with the set criteria. Portfolios presented by three sampled centres for external moderation had 81% overall compliance levels. Table 3B indicates the quantitative analysis and compliance level of the three AET centres moderated.

Table 3B: Quantitative Analysis of AET Centres Moderated

	Compliance Frequency (21)			
Criteria	None	Limited	Most	All
Adherence to Subject and Assessment Guidelines (SAGs)	0	2	1	0
Internal Moderation	0	1	1	1
Content Coverage	0	0	1	2
Quality of Portfolios of Evidence (Structure/Content)	0	1	2	0
Quality of Assessment Tasks	0	0	3	0
Learner Performance	0	0	3	0
Quality of Marking	0	0	3	0
	0	4	14	3
	19%		81%	

3.3.2 Compliance of SBA per Learning Area

The following comments about the criteria are based on the external moderators' reports after they had verified evidence in the SBA portfolio files of the three sampled centres during moderation. Compliance refers to satisfying all of the requirements (compliance in all respects). The discussion below gives a summary of findings.

There was no SBA portfolio that met none of the compliance requirements of any criterion. Communication in English met all requirements in two criteria and most requirements in the remaining five criteria. Figure 3A below indicates the number of criteria that were met by SBA portfolios for Communication in English.

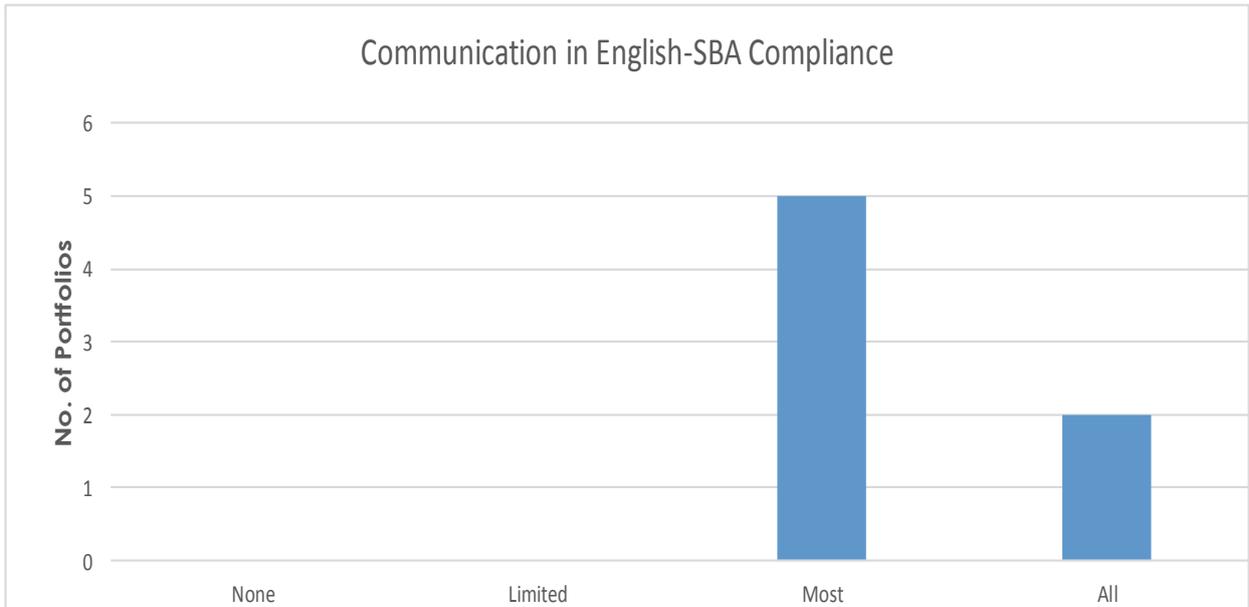


Figure 3A: No. of Portfolios Meeting Criteria at Various Levels of Compliance

In Mathematical Literacy, SBA portfolios met limited compliance with three criteria, complied in most respects with six criteria and met all the requirements of only one criterion.

Figure 3B below indicates the number of criteria that were met by SBA portfolios for Mathematical literacy.

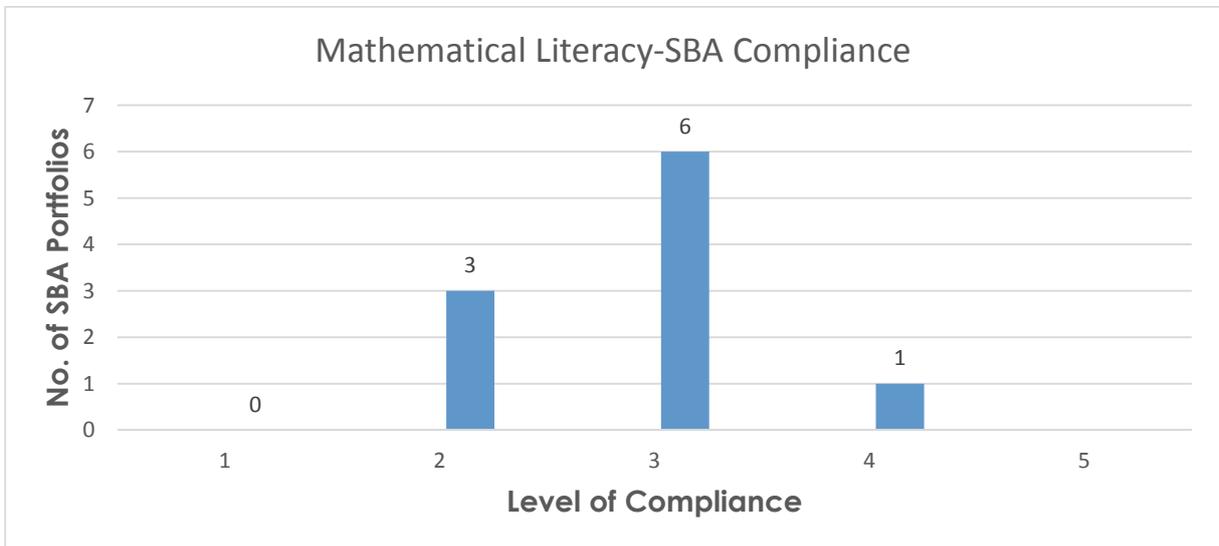


Figure 3B: No. of SBA Portfolios Meeting Criteria at Various Levels of Compliance

Despite the overall compliance indicated in Table 3A, the levels of compliance according to the different criteria varied considerably, as shown in Figure 3C below.

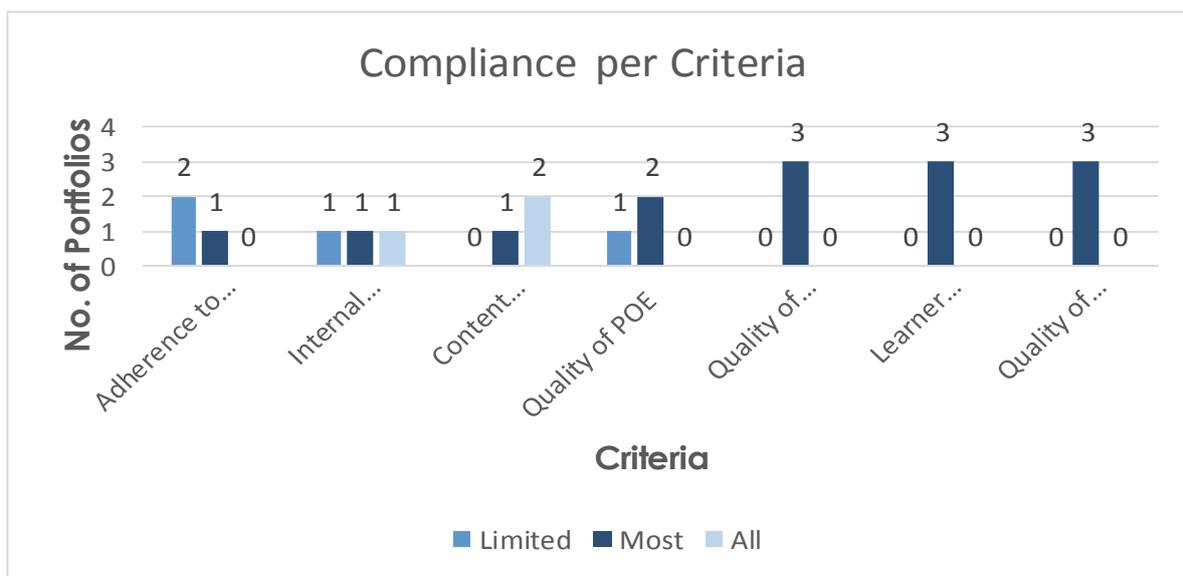


Figure 3C: Compliance of SBA portfolios per Criterion

Compliance per criteria, as indicated in Figure 3C above, reveals that all three centres were compliant in most respects in quality of assessment tasks, learner performance and quality of marking. Only one centre complied in most respects regarding adherence to subject and assessment guidelines, internal moderation and content coverage. It was also noted that one centre had limited compliance regarding internal moderation and quality of Portfolio(s) of Evidence (POE) respectively; and two centres for adherence to SAGs. One centre complied fully with internal moderation and two centres were fully compliant regarding content coverage.

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

3.3.3 SBA Portfolio Moderation per Criteria

The following comments about the SBA portfolio moderation are based on compliance in each criterion. Compliance refers to satisfying all the requirements (compliance in all respects). The discussion below summarises the findings.

a) Adherence to Subject and Assessment Guideline

From the analysis of data as displayed in Figure 3C above, two centres had limited compliance and one centre complied in most respects with the adherence to subject and assessment guidelines criterion. The limited compliance was in Mathematical Literacy and was observed in Siyaphambili and Francis Vorweg centres. SBA portfolios did not contain contents pages and assessment plans, and no Portfolio of Assessment (POA) was submitted.

b) Internal Moderation

One centre each had limited, most and compliance in all respects in meeting the standard of internal moderation. Limited compliance was achieved for SBA portfolios for Mathematical Literacy by Siyaphambili centre. Moderation did not occur at different levels and the centre did not quality assure portfolios before submitting them for external moderation.

c) Content Coverage

The content covered in SBA portfolios for both Communication in English and Mathematical Literacy was found to be compliant in all respects with the subject assessment guideline in two centres; and mostly compliant in one centre. Siyaphambili was compliant in most respects regarding this criterion in Mathematical Literacy.

d) Quality of Portfolio of Evidence

Two out of three centres sampled were compliant in most respects regarding the quality of POE criterion. SBA portfolios of evidence at Siyaphambili centre had limited compliance in this criterion.

e) Quality of Assessment Tasks

All three centres complied in most respects with this criterion in both Communication in English and Mathematical Literacy. The challenge identified in all three centres was unacceptable quality of marking. Markers did not mark according to the marking guideline consistently.

f) Learner Performance

SBA portfolios for all Communication in English and Mathematical Literacy candidates complied mostly with this criterion. Performance was acceptable, although candidates were unable to respond to all the aspects, at different levels of difficulty, as set in the task. Candidate marks were, to some extent, inflated because of non-compliance by markers to the marking guidelines in Communication in English.

g) Quality of Marking

In both learning areas, the SBA portfolios complied in most respects, although in both learning areas there was non-adherence to the marking guidelines. A major concern arising from the Communication in English SBA portfolios relates to the rubric used to assess Task 2, Activity 1. The activity is a project and the final product is a report that the candidate must produce. However, this report is marked as if a memorandum was used, and is entirely littered with ticks.

3.4 Areas of Good Practice

The following areas of good practice were noted:

- BAA provided evidence that the assessment body monitored the implementation of SBA CATs, and provided feedback to assist centres with quality improvement.
- BAA supplied providers with a self-evaluation instrument to complete and report on the quality of implementation of the SBA CATs.
- BAA monitored the conduct of internal moderation at centre level.

3.5 Areas of Concern

The following were identified as areas of concern:

- The educators' Portfolios of Assessment were not presented for external moderation. External moderators could not evaluate evidence such as assessment plans and latest version of examination and assessment guidelines.
- There were documents missing from candidates' POE. Copies of ID and signed authenticity/declaration forms assist in authenticating students' work.
- Markers did not fully adhere to the marking guidelines.
- The level of internal moderation was a concern

3.6 Directives for Compliance and Improvement

The following directives are provided to improve the conduct of site based assessment for GETC: ABET Level 4:

- BAA must ensure that educators' Portfolios of Assessment are submitted for external moderation.
- BAA must ensure that POEs submitted for external moderation have all necessary documents included.
- BAA must strengthen its training of facilitators, markers and internal moderators and emphasise the importance of adherence to the marking guidelines. Training of educators in the use of rubrics is important.
- BAA must strengthen the internal moderation of SBA portfolios at all levels.

3.7 Conclusion

This chapter summarised the major findings of the SBA moderation reports for the November 2016 GETC-ABET examinations. The report has highlighted areas of good practice, concerns, and directives for compliance that the BAA will need to address to ensure that all CATs are approved at the first level of moderation.

CHAPTER 4 MONITORING THE STATE OF READINESS

4.1 Introduction and Purpose

Umalusi is the Quality Council responsible for the quality assurance of qualifications registered on the General and Further Education and Training Qualifications Sub-Framework. Umalusi has the responsibility to ensure that the conduct, administration and management of examinations are credible. As part of its mandate, Umalusi verifies the extent to which assessment bodies are ready to conduct the national examinations.

The purpose of this report, therefore, is to report on the State of Readiness of Benchmark Assessment Agency (BAA) to administer the November 2016 GETC: ABET Level 4 examinations.

4.2 Scope and Approach

Umalusi visited the BAA on 26 September 2016. The external monitoring by Umalusi was intended to verify appropriate procedures put in place by BAA, at national and examination centre level, to conduct the November 2016 GETC: ABET examinations. Umalusi's verification process involved data collection through observations, interviews, verification of evidence, and presentations by BAA officials, using pre-determined audit tools. The summary of findings, areas of good practice, areas of concern and directives for compliance and improvement are discussed in the sections below.

4.3 Summary of Findings

Umalusi officials visited the BAA head office for the verification of the State of Readiness to administer the November 2016 GETC: ABET Level 4 examinations. The discussions that follow provides the summary of Umalusi findings.

4.3.1 Registration of Candidates

Table 4A below provides the numbers of candidates registered by BAA for the 2016 examination.

Table 4A: Numbers of Registered Candidates

Learning Area	No. of Registered Candidates
Mathematical Literacy	185

Learning Area	No. of Registered Candidates
Communication in English	139

The registration of candidates is done by uploading data from a spreadsheet. Candidates complete registration forms manually and attach ID copies. The examination centres populate the spreadsheet and send it to the assessment body. In turn, the assessment body uploads the registration data from the spreadsheet onto their examination system. Registration of candidates was still in progress at the time of Umalusi's visit. The closing date for registration was set for 30 September 2016. At the time of the visit there were 185 and 139 applications for writing the Communication in English and Mathematical Literacy examinations, respectively. These applications came from 12 centres. The preliminary entry forms for the verification of candidates' registration data had been generated.

The registration processes had shown improvement compared to the previous year. It allows candidates to confirm that the registration data had been captured correctly. The form had to be corrected to indicate that once a certificate has been issued no changes can be effected if no corrections were made on the registration confirmation form.

The preliminary schedule contains a provision for the candidate's signature. According to the management plan, the schedules were to be sent to the examination centres after 30 September 2016.

4.3.2 Registration of Examination Centres

Table 4B provides the number of BAA examination centres registered to write the November 2016 GETC: ABET Level 4 examinations.

Table 4B: Number of Centres Registered to Write Examinations

Category	Number
Examination centres	19

The centre registration form, candidate registration form and examination timetable were made available electronically to all centres to register for the November 2016 GETC: ABET Level 4 examinations. BAA exports all centre and candidate examination registration forms (sent by centres) to its Examination Administration System.

4.3.3 Conduct of Internal Assessment

The policy that addresses the implementation, monitoring and moderation of internal assessment is currently being updated. BAA trains its clients on the implementation of internal assessment. The training focused on facilitators and centre managers. An internal monitoring plan is incorporated in the implementation plan. BAA independent contractors conduct the monitoring of internal assessment using the monitoring instrument. BAA is currently working on a ratio of 10% monitoring visits. Centres are also monitored telephonically and electronically when they are required to submit evidence.

The following documents were verified:

- Internal assessment monitoring plan;
- Internal assessment implementation plan;
- Monitoring instrument; and
- Moderation instrument.

BAA requires centre managers to appoint centre moderators/senior facilitators for each learning area to moderate site based assessment (SBA). This is the first level of moderation. BAA was in the process of training educators on the importance of completing mark sheets accurately. Mark sheets used by the centres will allow BAA and Umalusi to verify the mark sheets when SBAs are submitted for external moderation.

Capturing of internal assessment (SBA) marks were to be done in-house at a centralised venue.

4.3.4 Printing and Packaging of Examination Material

BAA has a printing and distribution plan that spells out the responsibilities of the printer and processes required to ensure that printing, packing and distribution of examination material is done effectively. BAA contracted a private company for the printing of examination material. Only permanent staff who had worked at the printing company for three years or more and who had proved through their conduct that they were trustworthy and of good character, worked with examination material. All staff members at the printing company had signed declarations of confidentiality. They also had police clearance certificates.

Once the development of examination question papers is completed, they were kept on the server in a password-protected file. BAA uses a "folder protector" to store its examination papers. An added security measure within BAA was that question papers that were ready for printing were sent to the printers via an encrypted platform, called M-Files. Printers were given access to the question papers on a specific day and time, for a limited period. Once the duration has passed, printers could not access the question papers. Printing and packaging of question papers took place at the secure printing and packaging hall, guarded by security personnel.

Cell phones are surrendered at security checkpoints. The venue is equipped with cameras and has internal rooms for storing question papers prior to the delivery. The examination manager at BAA is responsible for the management of the printing and packaging operations and monitor the venue.

The printing of question papers had not yet commenced at the time of the State of Readiness visit. The printing plan was presented for verification. BAA's printing and packaging systems were of an acceptable standard. Umalusi was to visit the printing site for verification of evidence.

4.3.5 Distribution of Examination Material

BAA uses a security-compliant storage area of the printing house as its distribution point. Question papers, packaged in tamper-proof bags, were to be distributed 24 hours after printing. The BAA planned to deliver question papers to the examination centres a week before the commencement of the examinations; and to collect scripts within 24 hours after the examinations had been written. In turn, the distribution progress report would then be sent back to BAA by an outsourced courier company during the delivery of the question papers and collection of scripts.

4.3.6 Conduct of Examinations

Most of the examination centres had been audited and others were to be audited, from 27 September 2016. There was evidence, but the instrument needs to be completed in full.

There was no evidence of training of chief invigilators, but there was a training manual in evidence. Chief invigilators were appointed in writing by BAA. They would be trained by BAA, according to the centre examination management file. The chief invigilator was expected to appoint invigilators and then embark on an online invigilator training programme.

Seemingly; some of the processes were lagging behind as the appointment of examination monitors; the monitoring plan and the training of monitors were not finalised at the time of the Umalusi verification visit. However, the training manual and the monitoring instrument were available and were verified during the SOR visit.

4.3.7 Appointment and Training of Marking Personnel

The total number of marking personnel would be determined by the number of candidates registered to write the examinations in November 2016. Criteria for the recruitment of marking personnel were clearly stated. Table 4C below details the numbers of marking personnel involved in the 2016 marking process.

Table 4C: Marking Centre Personnel

Marking Centres and Personnel	Number
Marking Centres	1
Markers	9
Deputy Chief Markers	0
Chief Markers	2
Internal Moderators	2
Centre Managers	1
Examination Assistants	4

a) Appointment of Markers

At the time of the of the verification visit the selection and appointment of the marking personnel was not concluded. Data in Table 4C above was submitted later. An adequate number of applications was received from potential markers. BAA also appointed novice markers.

b) Training of Marking Personnel

The training programme for markers, including identifying irregularities, was in place. BAA has a generic training manual for its marking personnel (markers, chief markers and internal moderators). The training of the marking personnel was not concluded at the time of the verification visit, and the BAA indicated that training is scheduled to be conducted on 22 October 2016. The plans for the marking of dummy scripts and marking guideline discussions were verified.

BAA planned to train novice markers through the marking of AET Level 1-3 examinations before being given an opportunity to mark NQF Level 1 examinations. They would be paired with seasoned moderators and would receive constructive feedback immediately. In addition, there were plans to provide developmental meetings for novice markers.

4.3.8 Marking Centres and Centre Managers

Table 4D below describes the marking period for this marking process.

Table 4D: Dates of Marking Process

Marking	Date
Commencement	3 December 2016
Termination	4 December 2016

The marking centre was identified and audited by BAA. BAA identified the two boardrooms in their Rivonia offices as marking venues for the November 2016 GETC: ABET Level 4 examinations. The marking centre was to operate for two days. This excluded training, which would be carried out two days before marking commenced.

BAA appointed its Quality Assurance Manager as a marking centre manager for the November 2016 GETC examination. The centre manager had been trained in the marking processes.

4.3.9 Capturing, Release of Results and Certification

a) Capturing and Resulting

The system for the capturing of SBA marks electronically to the mark sheet was ready for the process. The capturing centre will be used to capture the candidates' raw scores, which will be verified and signed off by the Head of the capturing centre. The electronic mark sheets will be sent directly to BAA via email. The BAA has the system to print mark-sheets and make them available during the third phase of moderation, and Umalusi external moderation. After moderation, the mark sheets will be imported into the BAA's examination system per centre.

The capturing of internal assessment and examination marks is done in-house. The two people who capture data have been trained. The training manual was availed as evidence of training. The CEO oversees the process of capturing. He assigns functions to the users.

Controls were in place to manage internal assessment and examination mark sheets. Remaining candidate marks reports are generated by the system to track progress. This is done to ensure that there is 100% capture of candidate results by the time results are standardised.

b) Certification

The assessment body has only one full-time employee who deals with the certification of candidate achievement. Given the low number of candidates registered to write the examination this is currently sufficient; however, should the employee not be available there would be a dilemma.

First issue certification is run by the Service Provider who then sends the dataset name to the Managing Director/CEO for submission to Umalusi. This is problematic as the assessment body is not autonomous from the Service Provider in this respect. The matter was receiving attention, with the intention being that the certification module be enhanced to compensate for this. There was also a communication disjunction in that the certification official may not be aware of the progress of the process.

Error reports are dealt with by the Service Provider; however, the certification module was being enhanced to allow for the error list to be uploaded on the candidate record.

The certification system is being enhanced to allow for the certification official to access records of previous years

4.3.10 Management of Irregularities

Irregularities are handled by a BAA Irregularities Committee consisting of the Managing Director, Quality Assurance Manager, and Logistics and Certification Manager.

There was evidence of separate lists and reporting tools for irregularities that occur during internal assessment, the writing of examinations, the marking process and capturing, standardisation, release of results and certification.

Examination centres with irregularities in recent examinations were identified. These centres will be closely monitored during examinations

4.4 Areas of Good Practice

The following areas of good practice were noted:

- The assessment body has systems in place to verify the correctness of registration data;
- A procedural document/manual for capturing was in place.
- Centres with previous irregularities were identified; and would be monitored closely
- Online training of chief invigilators and invigilators.
- The assessment body employs double capture of the examination marks to assure accuracy.

4.5 Areas of Concern

The following aspects raised concern on the state of readiness of BAA:

- The proof of registration/preliminary schedule is signed only by the candidate; it does not have provision for signature by the head of the examination centre/principal.
- There was no management plan for examination centres yet to be audited.
- There was no management plan for training invigilators.
- The minutes of the BAA Irregularities Committee were not available.
- No evidence of capturing of the nature of irregularities and how those irregularities were resolved.
- There is an over-reliance on the service provider for all certification-related processes.

4.6 Directives for Compliance and Improvement

Benchmark Assessment Agency must act on the following directives for compliance:

- The centre manager's signature and date must be accommodated on the preliminary schedule of registration.
- The audit of examination centres must be conducted earlier prior to the commencement of the examinations. Plans and reports for the audit of examination centres must be made available;
- The BAA must record the minutes of the Irregularities Committee and keep them safe as evidence;
- The nature of the irregularities and the resolutions must be recorded.
- BAA must develop an in-house system that deals with certification.

4.7 Conclusion

The audit of state of readiness of the BAA examination office has confirmed that the assessment body is compliant with most State of Readiness requirements to administer the November 2016 GETC: ABET Level 4 examinations. The assessment body must, however, consider the areas for improvement, as noted in this report, and report to Umalusi on full compliance, to administer these examinations.

CHAPTER 5 MONITORING OF THE WRITING

5.1 Introduction and Purpose

Umalusi is mandated through its founding Act, the General and Further Education and Training Quality Assurance (GENFETQA) Act 58 of 2001 as amended in 2008, and the National Qualification Framework (NQF) Act 67 of 2008, to ensure the integrity and credibility of the examination results.

Assessment bodies have total responsibility for the credible conduct, administration and management of the writing phase of examinations of qualifications for which they are registered and are accredited to offer.

Umalusi monitored the writing of the 2016 November GETC: ABET Level 4 examinations administered by BAA.

This chapter reports on the findings gathered during the monitoring of the conduct of the writing of examinations. It reflects on areas of good practice and areas of concern, and provides directives for compliance and improvement.

5.2 Scope and Approach

Umalusi conducted monitoring visits to a sample of examination centres during the writing of the November 2016 GETC: ABET Level 4 examinations. Benchmark Assessment Agency conducted November 2016 GETC: ABET Level 4 examinations in 19 centres. Two monitors were deployed by Umalusi on 15 and 17 November 2016 to two sampled examination centres managed by BAA.

Table 5A below provides an account of centres, learning areas and the number of candidates who wrote on the dates indicated.

Table 5A: Centres, Learning Areas and Number of Candidates

	Centre	Date	Learning Area	Candidates
1	Frances Vorweg School	15/11/ 16	Mathematical Literacy	14
2	Gauteng City Region Academy	17/11/ 16	Communication in English	30

The monitors used the approved criteria as provided for in the monitoring of the writing phase instrument to verify compliance with the regulations and policies pertaining to the conduct, administration and management of examinations. Annexure 5A provides compliance ratings.

The completion of the instrument entailed a rigorous quality assurance process. The following quality indicators were evaluated at both examination centres monitored by Umalusi:

- General management of examinations;
- The examination room: seating plans and invigilation were focal points;
- Management of the examination room prior to, during and at the end of the writing session;
- Packaging and dispatch of answer books to distribution/nodal points; and
- External monitoring of examinations by the assessment body.

Table 5B: Level of Compliance in Relation to Criteria

No.	Criteria	Rating				
		1	2	3	4	5
1.	Delivery and storage of exam material before writing					2
2.	The invigilators and their training					2
3.	Preparations for writing and the venue			1	1	
4.	Time management			1	1	
5.	Checking of immediate environment					2
6.	Writing process			1	1	
7.	Packaging and transmission of scripts after writing			2		

5.3 Summary of Findings

The findings below are provided in accordance with Umalusi's prescribed criteria for monitoring the writing of examinations.

5.3.1 Delivery and Storage of Examination Material

The examination material was delivered to the Gauteng City Region Academy office by a courier service as one consignment. The examination materials were transported to the examination centre each day by the chief invigilator.

Examination material was stored in a safe in a lockable cupboard in the Director's office at the Gauteng City Region Academy. At Frances Vorwerg, a school for candidates with special educational needs, the examination material was stored in

a safe in the administration office. The keys were kept by the Finance Officers in both centres.

Access control, security guards and safes were in evidence at the examination centres monitored. The Gauteng City Region Academy also had a surveillance camera. The chief invigilators were escorted by other vehicles when transporting the examination material to the examination centres.

5.3.2 The Invigilators and their Training

The Training Officer for AET was appointed as the chief invigilator at the Gauteng City Region Academy. At the Frances Vorweg centre, the centre manager was appointed as the chief invigilator. The chief invigilators were appointed and trained by BAA officials on 22 June 2016 and 6 September 2016. The trainers at Gauteng City Region Academy were appointed as invigilators and were also trained by BAA officials.

5.3.3 Preparations for Writing and the Examination Venues

The examination centres displayed clear signs and directions indicating the location of the writing venues. At Gauteng City Region Academy there were sufficient chairs and tables, but the examination room was too small to accommodate all the candidates. At Gauteng City Region Academy there were seating plans, clocks, examination files, examination manuals, and invigilators' attendance registers. Information such as the date, subject and starting and finishing times were displayed on a board. At Frances Vorweg School, only the time was displayed.

The invigilators in both examination centres verified all candidates by checking admission letters and identity documents before candidates entered the examination rooms.

One candidate, at Frances Vorweg centre, had permission for a special concession allowing for a scribe and reader. Permission was verified. There were no unregistered candidates in the two examination centres.

5.3.4 Time Management

At Gauteng City Region Academy, the invigilators and 24 candidates arrived on time. The invigilators arrived at the examination room at 07h45 and candidates were admitted into the examination room at 08h30. Answer sheets and question papers were distributed to candidates at 08h55. Candidates were not given the prescribed reading time. There were six candidates who arrived late; transport was cited as the reason.

At Frances Vorweg centre, time was managed well. The invigilators arrived at the examination room at 08h00 and candidates were admitted into the examination room at 08h20. The examination rules were read out to candidates at 08h25. The

question papers were checked with candidates for technical accuracy in terms of subject, paper, and number of pages, blank pages and diagrams. Candidates were given 10 minutes to read the question paper before writing commenced.

In both examination centres the examination session started at the scheduled time, which was 09h00, and ended at 12h00.

5.3.5 Checking the Immediate Environment

The invigilators checked the males' and females' toilets at both sampled centres. There was no material that could have assisted candidates in the writing of their examinations.

5.3.6 Activities during Writing

The invigilators ensured that the cover page of the examination answer book was completed by candidates at the beginning of the examination. At Gauteng City Region Academy, four candidates requested clarification from the invigilator on aspects of a question. The invigilator did not assist them. However, at Frances Vorweg centre, the Invigilator was constantly requested to read out questions to candidates. This was because the centre caters for Learners with Special Educational Needs (LSEN) and candidates there suffer with various disabilities.

Candidates who left the examination venue to use the toilets were accompanied by an invigilator.

All scripts were collected by the invigilator at the end of the examinations, and all candidates remained seated until the end of the examination sessions.

5.3.7 Packaging and transmission of answer scripts

It was noted that in both Gauteng City Region Academy and Frances Vorweg centres, the examination rooms were used for packaging the scripts. The chief invigilators and invigilators were involved in this process. The scripts were packaged according to the seating plan.

Furthermore, it was found that BAA could not provide the examination centres with sealable satchels. As a result, the Gauteng City Region Academy examination centre packaged the scripts in a plastic bag and used insulating tape for sealing, while at Frances Vorweg centre a stapler was used.

The packaged scripts were transported to Gauteng City Region Academy by the chief invigilator where they were to be kept in a safe prior to collection by the courier service, as arranged by the assessment body.

The monitors discovered that the centres had not written daily situational reports. It was highlighted that these were written in cases of irregularities only.

5.3.8 Monitoring by the assessment body

There was monitoring by the BAA Monitor at Gauteng City Region Academy on 17 November 2016, the day of writing. However, the Monitor did not leave a report. There was no evidence of monitoring by BAA at Frances Vorweg centre.

5.3.9 Irregularities

a) Irregularities identified by Umalusi monitors

The following incidents were identified as irregularities by Umalusi monitors.

- Frances Vorweg centre photocopied a question paper for a scribe appointed for a candidate with a concession, because there was no extra question paper provided by BAA. However, it was evident that the assessment body was telephonically notified of the concession.
- At Frances Vorweg centre the invigilator was constantly requested to read questions to candidates because the centre had candidates with different kinds of disabilities.
- Three candidates' names and surnames were wrongly captured on the attendance register at Gauteng City Region Academy.

5.4 Areas of Good Practice

The following areas of good practice were noted:

- At Gauteng City Region Academy four candidates asked the invigilator to clarify certain aspects of a question, but the invigilator did not assist them.

5.5 Areas of Concern

The following areas of concern were noted:

- Candidates were not given prescribed reading time at Gauteng City Region Academy.
- Invigilators explained questions to candidates at Frances Vorweg.
- At Frances Vorweg centre, no information was displayed on the board.
- The writing space at Gauteng City Academy was inadequate.
- BAA did not provide sealable satchels in which to seal answer scripts for both centres monitored.
- Daily reports were not written at examination centre level.

5.6 Directives for Compliance and Improvement

BAA needs to work on the following directives for compliance and improvement:

- BAA must strengthen the security of answer scripts by providing sealable satchels to all its examination centres.
- The examination centres must create an environment that is conducive to the writing of examinations.

5.7 Conclusion

There is a need for close monitoring of the writing of examinations so that the areas of concern identified above can be addressed during the training of chief invigilators and invigilators. There must be compliance with the requisite conduct and management so that the credibility of the examination is not compromised.

CHAPTER 6 MONITORING OF MARKING

6.1 Introduction and Purpose

As part of its mandate, Umalusi monitored the marking processes for the November 2016 GETC: ABET Level 4 examinations administered by BAA. This process was monitored to ascertain the credibility and management of the marking taking place at the BAA marking centre.

This chapter provides an overview and the findings of the monitoring of BAA's plans for the marking processes and, most critically, the state of the marking centre, the security provided, handling of irregularities, and the quality assurance procedures and reports generated at the marking centre by the assessment body. The report also highlights areas of good practice and concern, and directives for compliance that need to be adhered to by the assessment body.

6.2 Scope and Approach

BAA undertook the marking of scripts between the 3rd and 4th December 2016 at their Randburg head offices. The assessment body adopted a centralised marking approach and, as indicated, one marking venue was used.

The number of candidate scripts marked was small, with fewer than 200 scripts controlled across the two learning areas that were written. The monitors collected data using the approved monitoring of marking instrument. The following aspects were observed to determine the levels of compliance:

- General management of the marking process with respect to provision of adequate and suitable facilities;
- All basic aspects required for the security of scripts, such as alarm systems and whether these were linked to armed response; security guards; service-compliant fire extinguishers; and burglar-proof doors.

6.3 Summary of Findings

The findings below are presented in terms of the criteria prescribed by Umalusi for monitoring the conduct of marking. The monitoring was generally conducted in accordance with Umalusi directives and Regulation Gazette No. 31337 of 2008.

It has been reported that the marking of the BAA examination scripts was conducted according to the marking policy and guidelines that the assessment body has developed. It was discovered that there was a great improvement in terms of the preparations for the planning towards the conduct of marking.

BAA was found compliant in most of the marking activities, as indicated in the Table below. The marking centre file was preserved and all plans, records of documents and forms were safely filed. The record of activities carried out before and during marking was available.

Table 6A illustrates the levels of compliance observed during monitoring.

Table 6A: Level of Compliance in Relation to Criteria

Criteria	Compliance in All Criteria	Compliance in Most Criteria	Satisfactory Compliance
Planning for Marking	√		
Marking Centre			√
Security		√	
Training of Marking Personnel	√		
Marking Procedure	√		
Monitoring of Marking	√		
Handling of Irregularities		√	
Quality Assurance Procedures	√		
Reports		√	

6.3.1 Planning for Marking

It was found that the BAA had compiled a marking file containing a detailed management plan for marking. This was found to be an improvement since there was no plan in 2015. The monitor noted that all marking personnel, including examination assistants, came prepared. The records also confirmed that the management plan for marking was adhered to.

6.3.2 Marking Centre

The report highlighted that the general conditions at the marking centre were satisfactory. BAA used two boardrooms as marking halls, which provided an environment conducive to the marking process. However, the following conditions were discovered:

- The area was clean and tidy, but too small and congested;
- The centre manager’s office was used as the script control room and was found to be adequate to accommodate all scripts;

- Marking started at 8h30 and ended at 17h40 and meals were provided;
- The assessment body had two chief markers, who were also internal moderators, and two senior markers per paper;
- All scripts were marked, moderated and then checked by the examinations assistants for accurate allocation of marks;
- Scripts were kept in the Quality Assurance Manager's office for safe keeping; and
- The marks were captured by the Logistics and Certification Manager.

6.3.3 Security

Generally, the norms and standards prescribed for marking centres were found adequate, with the following security measures in place:

- The premises were under 24-hour security guard;
- An alarm system was installed in the boardroom where marking was taking place;
- Serviced fire extinguishers were installed inside the building to protect examination material in case of fire; and
- All scripts were kept in a secure storage room inside BAA offices.

6.3.4 Training of Marking Personnel

It was indicated that sufficient evidence was provided by the centre manager that training of marking personnel had taken place and was carried out in accordance with the marking plan. Additionally, two intensive training sessions were held during February and October for all personnel involved with marking. It was noted that the Quality Assurance Manager and Managing Director had conducted the training using a detailed, 2016/2017 manual. The training manual provided information that outlined the procedure to deal with examination irregularities, and the roles and responsibilities of examination assistants was well captured.

6.3.5 Marking Procedure

BAA adopted sectional marking where one script was marked by four markers and then moderated by the internal moderator. The examinations assistants checked whether the markers had added and captured the marks correctly.

An attendance register, controlled by a security officer, was signed by all marking personnel in the mornings. The selection process was used to check that markers were not facilitators of students from centres registered with BAA. This is an area requiring special focus as mechanisms must be built into the marking manual to address this issue.

Marking guideline discussions were conducted prior to the commencement of the marking process. These discussions allow for alternative responses, which must first be considered and approved as alternative answers, to be considered. Additional and

alternative answers that the markers agree upon are endorsed by the chief marker. Such discussions are guided and directed by chief markers and/or internal moderators.

The assessment body used examination assistants to ensure that all mark totals were checked and transferred accurately onto the mark sheet before marks were captured. The internal moderator, who was also the chief marker, together with the senior markers, conducted the process of moderation of scripts to ensure that all candidates were marked fairly.

6.3.6 Monitoring of Marking

BAA had in place an effective system of monitoring the performance of markers. Chief and senior markers monitored the performance of markers. Twenty percent moderation, whole script moderation, as well as section moderation methods were used to ensure compliance and to monitor marker performance. Markers, senior markers and chief markers submitted independent evaluation reports at the end of marking for consolidation by the centre manager. These reports will be used during the selection process for the next marking session, in 2017.

6.3.7 Handling of Irregularities

From the report it was noted that special training was undertaken focusing on the handling of irregularities. Markers' awareness of what constitutes an irregularity was highlighted during this training.

It was reported that the BAA Irregularity Committee was comprised of the Chief Executive Officer, Quality Assurance Manager, and Logistics Manager and, as observer, the Umalusi representative.

The centre manager notified Umalusi during the monitoring visit that a case of group copying had been identified during the marking of Mathematical Literacy Level 4 paper, and this at Bravo Centre. Further investigations were to be conducted.

6.3.8 Quality Assurance Procedures

The quality assurance procedures adopted by BAA were informed and well managed. The procedure entailed the following:

The examination assistants and chief markers were responsible for verifying that the entire script was marked. Examination assistants ensured that each question had a total, that marks had been captured correctly per sub-question, and that subtotals, totals and the final total had been transferred onto the mark sheet accurately, prior to capturing taking place.

The capturing of marks took place at the BAA administration offices by the capturers.

6.3.9 Reports

BAA required of all markers, internal moderators and chief markers that they submit the qualitative reports to the centre manager and QAA manager. These reports were to be consolidated into one report, and used to improve the processes.

6.4 Areas of Good Practice

The following were areas of good practice observed:

- Marking was at a centralised venue, was centrally controlled and was well managed.
- Senior management's support and presence were constant.
- Two intensive training sessions for markers were held in February and October.

6.5 Areas of Concern

During the monitoring the following areas of concern were observed:

- Control over Markers marking their own centres, or marking candidates with whom the markers may be linked, or may influence or support, needs to be regulated through the marking manual, to prevent markers from marking such centres.
- The current contract allows for markers to be appointed for a five-year period. This contract must include provisions that prevent markers from marking their own centres and/or candidates known to them.
- The marking rooms were too small and did not adequately allow for free movement and handling of scripts.

6.6 Directives for Compliance and Improvement

BAA must consider the following directives to improve the marking processes of the GETC: ABET Level 4 examinations:

- The marking manual must clearly stipulate that markers are not allowed to mark centres or candidates with whom they are linked in any manner.
- The marking rooms need to be larger to allow more space in which to work.

6.7 Conclusion

The general management of the processes involved in marking the November 2016 GETC: ABET Level 4 examinations progressed and were managed very well. BAA has made notable progress with the security and handling of all processes associated with the marking of scripts. BAA will, however, need to secure bigger and more suitable premises to ensure that the quality of marking is not compromised by congestion and the limited movement of marking personnel.

CHAPTER 7 MONITORING OF THE MARKING GUIDELINE DISCUSSIONS

7.1 Introduction and Purpose

The quality assurance of marking is comprised 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.

Although the marking guidelines were presented together with the question papers during the moderation process, it was necessary for marking guidelines to be discussed with the marking personnel to ensure that all corrections and additions were agreed upon and that changes and additions made were approved by external moderators.

The focus of this chapter is to provide a summary of the findings of the marking guideline discussions by Umalusi's external moderators; to identify areas of both good practice and concern; and to provide directives for improvement.

7.2 Scope and Approach

The marking guidelines discussion meetings for the November 2016 GETC: ABET Level 4 examinations took place on 3 December 2016 at the Benchmark Assessment Agency offices in Rivonia. The internal moderators, chief markers and markers for Communication in English and Mathematical Literacy were active participants in these meetings. During these meetings, answers to questions in the marking guidelines for the learning areas were rigorously discussed to establish their correctness and to check for other relevant, acceptable, alternative answers.

The instrument used by Umalusi's external moderators to assess the quality of marking guideline discussion meetings is based on criteria that are clustered into the following six key areas:

- Attendance of internal moderators, chief markers and markers;
- Verification of question papers;
- Preparations for marking guideline discussions;
- Marking guideline discussions processes;
- Sample marking; and
- Approval of amendments to marking guidelines.

The aim is to improve the quality of the marking guidelines to ensure that no

candidates are unfairly advantaged or disadvantaged in the marking of the scripts. Furthermore, the marking personnel are trained to ensure that the marking guidelines in each learning area are applied consistently.

Umalusi's external moderators attended the marking guideline discussions to monitor the proceedings, guide where needed, take final decisions and approve the final marking guidelines to be used during marking.

7.3 Summary of Findings

This section reports on the analysis by the Umalusi external moderators of the marking guideline discussion meetings. The criteria as outlined in the instrument are considered important to determine the levels of compliance at the marking guideline discussion meetings with respect to attendance, refinement of the marking guidelines, as well as overall judgement of the quality of training, and of the final marking guidelines produced.

All participants in the marking guideline discussions for the two learning areas contributed meaningfully to the refinement of the marking guidelines. The marking guideline discussions were generally successful.

The processes, procedures and 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.

The findings below are based on the six criteria in 7.2 above.

7.3.1 Attendance of Internal Moderators, Chief Markers and Markers

The chief marker (an examiner), one senior marker and four markers were among the marking personnel who attended the marking guideline discussions in each learning area. There was an internal moderator in Mathematical Literacy. The marking team for Communication in English was led by the internal moderator.

7.3.2 Verification of Question Papers

The examination question papers and marking guidelines in both learning areas were the final versions of the question papers that were approved during the moderation process.

7.3.3 Preparations for Marking Guideline Discussions

BAA provided their markers with question papers days before they attended the marking guideline discussion meetings. Markers must have familiarised themselves with the question paper and developed their own marking guideline in preparation. This practice was the same for both Communication in English and Mathematical Literacy.

The Communication in English markers were given dummy scripts to mark before this session. No pre-marking was done as part of markers' input into the marking guideline discussion in Mathematical Literacy.

7.3.4 Marking Guideline Discussions Process

The marking teams were addressed by the centre manager, who outlined the expectations, principles, procedures and processes governing the marking guideline discussions, approval of the final marking guideline, and the application of the approved marking guideline during the marking process. The importance of maintaining validity and reliability, together with the value of constant monitoring of the marking teams were emphasised.

The chief marker chaired the marking guideline discussion for Mathematical Literacy. The session was devoted entirely to the critical discussion of the marking guideline in terms of mathematically correct responses, acceptable alternative responses, standardisation and refinement of the marking guideline to facilitate consistent and efficient marking of scripts at the marking centre. As the response to each sub-question was discussed and changed through consensus, the marking guideline was simultaneously updated by one of the examiners on the electronic copy.

Table 7A indicates amendments that were made to the marking guideline during the discussions on the Mathematical Literacy question paper.

Table 7A: Changes Made to the Marking Guideline during Discussions

No.	Question	Changes effected to the marking guideline
1	2.1(a)	Accept a decimal number 0,75
2	2.2	Calculating the mean candidates can show the addition of all the weights given as $= \frac{162}{5} = 32,4 \text{ kg}$
3	3.1	Accept a decimal number 0,33
4	4.2	Accept [Answer only full marks]
5	6.3	Alternative: $3n + 5 = 203$ $3n = \frac{203}{3}$ $n = 66$

No.	Question	Changes effected to the marking guideline
6	7.3	Follow on from Q7.1. Carried accuracy (CA) marking

The changes did not influence the cognitive level of the expected responses as they mainly entailed forms of acceptable representations or the application of carried accuracy (CA) marks. The Umalusi external moderator ensured that additional solutions were correctly reflected in the marking guideline, and that the marking guideline that resulted from the discussions was correct and unambiguous so that it could be used effectively by all markers.

The Communication in English marking guideline discussion was chaired by the internal moderator. Markers were asked to make comments on the marking guideline, using the information they might have gathered after having gone through the dummy scripts, which they marked before this session. After the deliberations, all four markers were given another dummy script to mark and discussions were held to resolve any discrepancies that might arise, especially in the marking of the creative writing sections.

Table 7B indicates amendments that were made to the marking guideline during the discussions on the Communication in English question paper.

Table 7B: Changes Made to the Communication in English Marking Guideline

No.	Question	Changes Effected to the Marking Guideline
1	Sec A: Q1.3 (a) and (b)	One more option was added in each of the questions.
2	Q 2.4	An option to the list of answers was added to the memo. The option was "people who want to lose weight". The question related to an advert which dealt with a weight loss product.
3	Sec. B: Q3.4(b) and (e).	A few options were added to the list of answers which were provided in the memorandum.

These additions rendered the marking guidelines more judicious and appropriate. The additions didn't affect the cognitive levels of the answers; they merely augmented the answers that were already provided.

7.3.5 Sample Marking

After the marking guideline was provisionally finalised, two dummy scripts were marked, which served the purpose of training the Senior Marker and four markers on the use of the marking guideline, and to refine and polish the marking guideline.

Feedback on the allocation of marks to responses contained in the dummy script helped to test and refined the marking guidelines. Alternative solutions proposed by participants were considered and critically debated by all participants, and accepted with appropriate justification. The principle of CA marks; circular reasoning and breakdown in a solution were clarified by the Umalusi external moderator. Training was provided to the markers during the sample marking.

Markers were given dummy scripts to mark before the marking guideline discussion in Communication in English. After the deliberations during the meeting, all four markers were given another dummy script to mark, followed by discussions to resolve any discrepancies that might arise, especially in marking creative writing sections.

No further changes or adjustments were made to the marking guideline after the sample marking.

7.3.6 Approval of Amendments to Marking Guidelines

The training process revealed that the marking guidelines were accurate, fair and consistent and served as the basis for a process with marking integrity. External moderators approved the marking guidelines after they were satisfied that the marking guideline discussions had been conducted correctly and that all adjustments, additions and changes were justifiable.

7.4 Areas of Good Practice

The following areas of good practice were noted:

- BAA provided the marking teams with question papers a week before the marking guideline discussions.
- Amendments made in the marking guidelines did not affect the cognitive demand and level of difficulty of question papers.
- BAA used more than one dummy script to train markers.
- No further amendments were made to marking guidelines after the final ones were approved.

7.5 Areas of Concern

The following were identified as areas of concern:

- There was no pre-marking of dummy scripts in Mathematical Literacy. This was done by Communication in English Markers only.

7.6 Directives for Compliance and Improvement

The following directives are given to improve marking guideline discussions of the GETC: ABET Level 4 examinations:

- BAA must ensure training of markers is consistent in all learning areas.

- Pre-marking of dummy scripts must be implemented in all learning areas

7.7 Conclusion

This chapter summarised the major findings of the marking guideline discussion meetings for the 2016 November GETC-ABET examinations. The report has highlighted areas of good practice, concerns and directives for compliance which the BAA will need to address to ensure that all the marking guideline discussion meetings are conducted effectively.

CHAPTER 8 VERIFICATION OF MARKING

8.1 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 that marking is conducted fairly and that there is consistency in the application of marking guidelines in all learning areas. The verification of marking evaluates adherence to the marking guidelines approved by Umalusi external moderators during marking guideline discussion meetings.

8.2 Scope and Approach

Umalusi deployed two external moderators to conduct on-site verification of marking for Communication in English and Mathematical Literacy at the BAA marking centre on 3 and 4 December 2016 respectively. On-site verification of marking has an added advantage in that the findings by Umalusi's external moderators could be implemented immediately as the marking would still be under way.

The external moderators used the Quality Assurance of Assessment instrument for the verification of marking, developed by Umalusi. The following criteria were used to verify marking of candidates' scripts:

- Adherence to Marking Guideline;
- Quality and standard of Marking;
- Irregularities;
- Performance of Candidates; and
- Findings and Suggestions.

Each criterion has a number of quality indicators to assist in verifying whether a criterion has been met during marking. External moderators also checked candidates' scripts for possible irregularities.

Table 8A below indicates the number of scripts sampled for the verification of marking per learning area.

Table 8A: Scripts Sample for Verification of Marking

Learning Area	No. of Sampled Scripts
Communication in English	10
Mathematical Literacy	11
Total	21

8.3 Summary of Findings

Umalusi assigned one external moderator per learning area to conduct the verification of marking for the November 2016 GETC: ABET Level 4 at the BAA marking centre. Discussed below are findings on how the marking in the two subjects satisfied the first three criteria on the Umalusi verification of marking instrument, namely:

- adherence to the marking guideline,
- the quality and standard of marking, and
- irregularities.

A general discussion on the performance of candidates is also given. The external moderators also checked for evidence of unauthorised alterations or additions to the marking guidelines during verification of marking at the BAA marking centre.

8.3.1 Adherence to the Marking Guidelines

Evidence showed that, generally, the markers adhered to the marking guidelines approved at the marking guideline discussion meetings, conducted on 3 December 2016, before the commencement of the marking process. Adherence to the marking guidelines for Communication in English and Mathematical Literacy is discussed below:

a) Communication in English

The marking guideline, as agreed to and signed off at the marking guideline discussion meeting, was adhered to. While no changes or alterations were made, there were minor instances of non-adherence to the marking guideline. The instances where non-adherence occurred took place at Best Med Centre, in the scripts of three candidates, as explained below:

One candidate was not credited for a correct answer in Question 3.4(b). This was worth one mark. In another script, a candidate was credited for an incorrect answer in Question 3.9(a) which was one mark. In the third script, a candidate was not credited for correct answer in Question 3.8(c). This question was one mark.

These minor instances of non-adherence to the marking guideline led to differences in marks allocated by the marker and both the internal and external moderator. This was rectified during internal moderation of marked scripts.

b) Mathematical Literacy

The external moderator found that there was non-adherence to the marking guideline finalised at the marking guideline discussion meeting. Although the external moderator was not present during the discussion, additions and changes were presented to the external moderator, who checked and approved all the

additions. The following were instances where non-adherence to the marking guideline was noticed:

In Question 2.2, some markers awarded two marks for the answer only, while others awarded one mark. The latter was in keeping with the marking guideline and consistent with the instruction to 'show working'. Those who allocated two marks showed disregard for this instruction; hence a discrepancy in marking, which accounted for one mark. The same kind of inconsistency occurred in the marking of Question 3.3(a) and Question 3.3(b), both of which accounted for one mark each.

Question 10.2 required candidates to state whether triangles were congruent or not and to justify the statement with a valid reason. A number of markers did not follow the marking memorandum and allocated a mark for incorrect justifications such as: 'because they have parallel lines.' It seems the markers themselves did not understand the requirements of the question.

8.3.2 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 on-site that markers had been adequately trained, and understood and could apply the marking guidelines.

Internal moderation was found to be of good quality across the selected learning areas. Internal moderators, generally, moderated 10% of the marked scripts. The variance between the markers' mark and that of the internal moderators was within the tolerance range, with a difference of two to three marks in most cases.

In general, the marking process in both learning areas was found to be fair, reliable and valid.

a) Communication in English

Internal moderation was found to be of good quality. Differences in marks allocated by the marker and the internal moderator and identified by the External moderator were as follows:

Bob Edward Centre, Candidate No. 1002600000057, Question 3.9: the marker allocated 21 marks and the internal moderator's mark was 19; and

Frances Vorweg Centre, Candidate No. 1002600000013, and Question 3.1: The marker's mark was 28 while the Internal Moderator's mark was 29.

One incident of incorrectly computed marks was found in the script of Candidate No. 1002600000042. The candidate was awarded 29/25 instead of 19/25 in Section C. On the whole, the marking was fair and valid. The minor instances of non-adherence did not render the marks invalid.

b) Mathematical Literacy

Internal moderation was of a satisfactory level as the internal moderator ensured that the Umalusi external moderator's concerns and recommendations were adequately considered and addressed during internal moderation of the scripts, even if this meant reviewing and remarking scripts.

The internal moderator considered the Umalusi external moderators' concerns and recommendations, and implemented them in the external moderator's presence at the marking centre. Markers were appraised and scripts were re-marked where it was necessary to do so. It is therefore reasonable to assert that the marking can be deemed to have been fair, valid, and reliable. There was no evidence observed of errors in addition or the transfer of marks in the moderated sample.

8.3.3 Irregularities

The following comments about irregularities are based on entire scripts marked in both learning areas, and including those that did not form part of the samples verified by external moderators. Markers, during their training, were trained to identify possible irregularities and how to handle them. The discussion below summarises findings in each learning area.

a) Communication in English

There were no serious irregularities identified during marking and verification of marking in this learning area.

b) Mathematical Literacy

Table 8B below indicates suspected irregularities that were identified in Mathematical Literacy scripts during the marking and verification process:

Table 8B: Suspected Irregularities

Centre	Candidate	Question	Details
Bravo Group Sheep Products	1;3; 4;5;8 , 10;11	1.3	Scratched B and chose A
	1;;2;3;4;5;7;8; 9;;10;11	4.1(a)	Scratched $\frac{6}{20}$ and replaced by $\frac{6}{20}$
	1;2;3;4; 5;7; 8;9;10 ;11	4.1(b)	Scratched 24% and replaced by 30%; Or replaced $\frac{6}{25} \times 100 = 24$ by $\frac{6}{20} \times 100 = 30$
	1;2;3;4;5;7;8;10;11	4.2	Consistently incomplete answer $0,60 \times 20 = 12$

Centre	Candidate	Question	Details
	2;3;5;8;11	5.1	Items in second and third places in ascending order same but incorrect.
	1;2;4;5;6;9;11	7.1.	Candidates consistently wrote $40+5 = R45$ which was not the expected answer
	1;2;3;4;5;6;7;9;10;11	7.3	Straight line drawn incorrectly. In majority of cases all were below and parallel the broken line graph virtually in the same position
	1;24;5;7;8;9;10;11	7.4	42 consistently incorrect answers
	1;2;3;4;6;7;9; 8;9;10;11	10.2	Candidates consistently wrote the same kinds of incorrect justification as to why the triangles were congruent: '..they are congruent because they have two parallel lines'
	1;2;3;4; 5;6;7;9;10;11	11.2	Candidates consistently stated North East, which was incorrect
	1;2;3;4;5;6;7;8;9;10;11	11.3	Virtually the same incorrect answer and steps
	1; 2;3;4;5;6;7;8;9;10	12	All candidates scored 0, with the same incorrect answers provided. For example in Q12.1 the response was $A'(2;-5)$ or $A' 2 -5$
	1;3;4;5;6;7;8;10;11	13.4	Candidates consistently calculated the range $98-12= 82$ instead of the mean $= \frac{1599}{30} = 53,3$
	1;3;4;5;7;8;9;10	15	Most candidates scored 0, with many not answering the question

8.3.4 Candidate Performance

Available evidence in both Communication in English and Mathematical Literacy showed that, from the scripts that were verified, candidates were not disadvantaged in the marking of such questions. The subject specific findings are indicated below:

a) Communication in English

All 10 candidates whose scripts were moderated did very well and all passed the examination. The best-performing candidate obtained 81% and the lowest mark obtained was 42%. Two candidates received distinctions. The general performance was good in all three sections. All the candidates passed Section A. Only two candidates fared poorly in Section B.

b) Mathematical Literacy

Candidate performance ranged from poor to satisfactory with the bulk of the candidates scoring between 40% and 59%, and none scoring more than 60%. This signals that the students from Bravo Group Sheep Products (Navada) were not adequately prepared to respond to questions pegged at the complex procedure and problem solving level. Candidates struggled with the mensuration question 3.3(b), which required calculating the surface area of the jewellery box. Primarily, candidates did not have a firm conceptual understanding of the concept 'surface area'.

Candidates failed to read, understand and interpret the requirements of Question 4.2, which asked 'How many more circles must be shaded to have 60% of the circles black? Most candidates calculated 60% of 20 black and white circles only, and stopped there.

Question 9.4 required candidates to calculate the volume of the liquid needed to fill a container to the top. Even though the formula was given, many candidates got this wrong because they either used the wrong radius (r) value or failed to realise that they were required to square the radius.

In Question 10.2, none of the candidates in the Bravo Group were able to provide a correct justification as to why the triangles were congruent. Question 12, which was more of a routine procedure question, was one in which candidates performed worst, with all in the Bravo Group scoring 0 marks.

Question 15, which was a moderately difficult problem solving question, was not answered by eight out of 11 candidates in the Bravo Group. The three remaining, who made an attempt, received 0 marks.

8.4 Areas of Good Practice

The following areas of good practice were noted:

- There were no serious irregularities identified in Communication in English during the verification of marking;
- BAA increased the number of days for the training of marking personnel; and
- BAA separated moderation of SBA from marking days, creating more time to train Markers.

8.5 Areas of Concern

The following were noticed as areas of concern:

- There were serious Irregularities suspected in Mathematical Literacy scripts in Bravo Group Sheep Products (Nevada);
- The non-adherence to the marking guideline in Mathematical Literacy is a concern; and
- The level of internal moderation in Mathematical Literacy was very poor. Some scripts had to be re-marked.

8.6 Directives for Compliance and Improvement

The following directives are given to improve the quality of the GETC: ABET Level 4 examination marking processes:

- BAA must investigate all suspected irregularities and provide a report to Umalusi on the findings and sanctions thereof;
- BAA must strengthen the recruitment and quality training of markers and internal moderators.

8.7 Conclusion

This chapter summarised the major findings of the verification of marking reports for the November 2016 GETC-ABET examinations. The report has highlighted areas of good practice, concerns and directives for compliance which the BAA will need to address to ensure improvement of the quality of marking.

CHAPTER 9 STANDARDISATION AND RESULTING

9.1 Introduction and Purpose

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

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.

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

9.2 Scope and Approach

BAA presented a total of two learning areas for the statistical moderation of the November 2016 GETC: ABET Level 4 examinations, a qualification at Level 1 on the NQF. Umalusi did not conduct the verification of the capturing of marks at the BAA Head Office.

9.3 Standardisation and Resulting

9.3.1 Development of Historical Averages

There was no subject history for either subject.

9.3.2 Electronic Datasets and Standardisation Booklets

The electronic data sets were verified before the printing of the final standardisation booklets. However, the colour coding of the statistics table had to be rectified after verification to comply with the guidelines. The following data sets were verified and approved after several moderations: statistics distribution, raw mark distribution and graphs per subject, paying particular attention to different colours and raw mark adjustments. The pairs analysis and the percentage distribution per subject were also verified and approved.

9.3.3 Pre-Standardisation and Standardisation

The external moderators' report and standardisation principles were used in determining the adjustments per subject. Since BAA did not have subject histories for both subjects, the historical average could not be used since this would be a fictitious norm. The pairs analysis also could not be used, because the assessment body had one pair only. An increase in candidate numbers was noted for the English examination, while a slight drop in Mathematical Literacy candidates was noted. This made comparisons with the previous year reliable for both subjects.

9.3.4 Standardisation Decisions

The decisions for the November 2016 GETC: ABET Level 4 examinations were informed by the external moderators' reports, as follows.

Table 9A: Standardisation Decisions

Description	Total
Number of learning areas presented for standardisation	2
Raw marks	2
Number of learning areas standardised:	2

9.3.5 Post Standardisation

The assessment body did not submit the adjustments as all subjects were accepted as raw scores.

9.4 Areas of Good Practice

The following areas of good practice were noticed:

- BAA's adherence to the policy with regards to submission of booklets was highly commendable.
- BAA's prompt rectification of datasets was commendable.

9.5 Areas of Concern

The following areas of concern were observed:

- The use of bold lines after the raw mark, adjusted mark and cumulative mark needs to be rectified.
- The use of the correct colour coding on the statistics table needs to be attended to at all times.

9.6 Directives for Compliance and Improvement

The following directives must be implemented:

- BAA should ensure that a bold line is inserted only after each year on the statistics table.

9.7 Conclusion

Although there is a need to perfect standardisation booklet 1, the lack of bold lines did not hinder the credibility and reliability of BAA's processes.

CHAPTER 10 CERTIFICATION

10.1 Introduction and Purpose

This chapter serves to inform interested parties of the current state of the certification of student achievement for the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET Level 4) examinations, at Level 1 on the National Qualifications Framework (NQF). This chapter will focus on BAA as an assessment body.

Umalusi affirms the adherence to policies and regulations promulgated by the Minister of Higher Education and Training for the GETC.

Through the founding act, (General and Further Education and Training Act (GENFETQA) 2001 (Act No. 58 of 2001) as amended), Umalusi is responsible for the certification of learner achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework of the NQF. These include the GETC: ABET Level 4.

Certification is the culmination of an examination process conducted by an assessment body, in this instance BAA, which is in the process of applying for accreditation by Umalusi.

The examination process has a number of different steps, commencing with the registration of candidates and ending with the writing of the examination. After the candidate has written the examination, administered by the assessment body, the examination scripts are marked, the marks are processed, and only after quality assurance and approval by Umalusi, are candidates presented with individual Statements of Results. These are preliminary documents outlining the outcomes of the examination, issued by the assessment body. The Statement of Results is, in due time, replaced by the final document, a certificate, issued by Umalusi.

To give further effect to its certification mandate, Umalusi must ensure that certification data has been submitted in the format prescribed by Council, and that the data is both valid and reliable. For that reason, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidates' data for the certification of a specific qualification.

BAA must therefore ensure that all records of candidates who registered for the GETC: ABET Level 4 examinations are submitted to Umalusi for certification. It is imperative that datasets also include the records of candidates who have not qualified for a certificate. These would be candidates who withdrew from the course/qualification (that is, candidates who registered to write examinations, but

did not write any subjects) as well as those who failed all subjects (candidates who wrote the examination, but did not pass any subject).

On receipt of this data, Umalusi verifies that the certification request corresponds with the quality assured results. Where these do not correspond, BAA is obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that the candidate is not inadvertently advantaged or disadvantaged as a result of possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

The closing of the examination cycle is confirmed by the issuing of learning area certificates and confirmation of those candidates who have not qualified for any type of certificate, viz. instances where candidates failed all subjects or did not write the examination.

Umalusi charges private assessment bodies, of which BAA is one, certification fees.

10.2 Scope and Approach

The GETC: ABET provides an opportunity for candidates to accumulate credits towards the qualification across a number of examinations. Each examination is certified and the candidate receives a learning area certificate for those learning areas passed. These results can be combined for the awarding of the GETC qualification once the candidate has achieved the requisite number of credits.

As BAA administers examinations for only two learning areas, candidates wishing to achieve the GETC are required to write the remaining learning areas through other assessment bodies. BAA conducts a single examination in October of each year.

Officials from the Certification Sub-unit paid BAA a visit to evaluate the State of Readiness to conduct, administration and management of the examinations, which forms the basis for this report, along with the certification of candidate records, for the period 1 December 2015 to 1 December 2016.

10.3 Summary of Findings

During the State of Readiness visit it was found that BAA had made improvements to the status of the registration and certification modules on their IT system. Previously candidate records could not be viewed after certification, but these were now available.

Registration processes had been improved to allow for the correction of errors to ensure that candidate information submitted at certification was true and correct. The system had also been improved to ensure the detection of duplicate records, one of which could be deleted.

The following certificates were issued to candidates who wrote examinations through BAA:

Table 10A: Certificates Issued Between 1 December 2015 to 1 December 2016

Type of Certificates Issues	No. of Certificate
Learning area certificate	97
GETC	0
Replacement (change of status)	0
Replacement learning area certificate (lost)	0
Replacement GETC (lost)	0
Re-issue learning area certificate	0
Re-issue: GETC	0
Total	97

Table 10B: Certified Results from 1 December 2015 to 1 December 2016.

Type of Certificate Issued	Number of issues
Learning area certificate	97
Withdrawn	41
Failed all	36

10.4 Areas of Good Practice

The following was identified as good practice:

- The assessment body has improved the certification and registration modules of their programmes.
- BAA officials were familiar with the programmes that they use and could demonstrate all aspects of the work, when requested.
- BAA had training manuals and policies in place to govern all aspects of their work. This was commendable.
- Plans were in place to improve the certification module, to allow for combinations of results from other assessment bodies as well as requests for replacement (lost) certificates. The plans were for these to be fully automated, which would be to the advantage of BAA.

10.5 Areas of Concern

The following concerns were noticed:

- BAA remains heavily reliant on an IT service provider for the submission and processing of datasets to and from Umalusi.

10.6 Directives for Compliance and Improvement

In order to improve certification process, BAA must work on the following:

- BAA must ensure that a schedule of entries is issued to each candidate, which should be signed and dated by the candidate and centre manager, to validate the correctness of the captured registration data.
- All communication with the service provider pertaining to certification must include that of the Certification officials, and not be limited to communication with the CEO.

10.7 Conclusion

This chapter summarised the major findings of the verification process of certification of GETC-ABET Level 4 candidates. BAA has shown improvement in their certification processes.

The report has highlighted areas of good practice, concerns and directives for compliance and improvement which BAA will need to address to ensure that all the Certification process improves.

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