



2009

Report on the Quality Assurance of the Examination and Assessment of the General Education and Training Certificate: ABET Level 4 (NQF 1)

37 General Van Ryneveld Street, Perseus Technopark, Pretoria
Telephone: 27 12 349 1510 • Fax: 27 12 349 1511 • info@umalusi.org.za
www.umalusi.org.za



Council for Quality Assurance in
General and Further Education and Training



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General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE EXAMINATION AND ASSESSMENT OF THE GENERAL EDUCATION AND TRAINING CERTIFICATE: ABET LEVEL 4 (NQF 1)

2009

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Acronyms

ABET	-	Adult Basic Education and Training
AET	-	Adult Education and Training
ASC	-	Assessment Standards Committee
DHET	-	Department of Higher Education and Training
EC	-	Eastern Cape Province
FS	-	Free State Province
GETC	-	General Education and Training Certificate
GP	-	Gauteng Province
IEB	-	Independent Examinations Board
KZN	-	KwaZulu-Natal Province
L4	-	Level 4
LP	-	Limpopo Province
MP	-	Mpumalanga Province
NC	-	Northern Cape Province
NQF	-	National Qualifications Framework
NW	-	North West Province
PED	-	Provincial Education Department
SBA	-	Site-Based Assessment
UMALUSI	-	Quality Council for Quality Assurance in General and Further Education and Training
WC	-	Western Cape Province

Foreword

2009 was a year of renewed optimism for Umalusi, Council for Quality Assurance in General and Further Education and Training, and especially for the Adult Education and Training (AET) sector. Whilst many challenges currently beset the Adult Education and Training sector, there is a sense of sanguinity in the air.

In keeping with Umalusi's extended mandate to set standards, the AET sub-unit has endeavoured to cover more with less and the notion of setting and maintaining standards as well as improving quality is central to the work of this sub-unit. Umalusi quality assured the General Education and Training Certificate (GETC) for Adult Basic Education and Training: ABET Level 4 (NQF 1) for June 2009 and October 2009 examinations, for both the Department of Higher Education and Training (DHET) and the Independent Examinations Board (IEB).

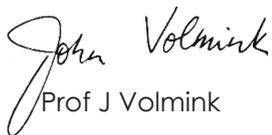
Whilst cognisant of the changing landscape in the AET arena, Umalusi endeavoured through its interactions with the two assessment bodies, to encourage renewed vigour in the quality assurance processes they employed.

Umalusi adopted the following quality assurance regime with regard to the GETC: ABET Level 4 (NQF 1) examinations and assessment:

- **moderation of question papers;**
- **moderation of internal assessment;**
- **monitoring of the conduct of the examination;**
- **moderation of marking; and**
- **standardisation of examination and internal assessment results.**

Umalusi's Assessment Standards Committee (ASC) met at Umalusi offices in Pretoria on Thursday, 17 December 2009 to approve the results. There was no report to suggest that the examination processes were compromised and the committee declared the examinations beyond reproach.

The Executive Committee of Umalusi Council has therefore concluded, that assessments for the GETC: Adult Basic Education and Training (ABET) Level 4 (NQF 1), complied with policy and regulations governing the conduct of examinations. The results are, therefore, found to be reliable, valid, fair and credible.


Prof J Volmink

17 December 2009

Chapter 1

Introduction

1. BACKGROUND

The *General and Further Education and Training Quality Assurance Amended Act (No 50 of 2008)* as well as the recently enacted *National Qualifications Framework Act (No 76 of 2008)* assigns the responsibility for quality assurance of general and further education and training in South Africa to Umalusi, the *Council for Quality Assurance in General and Further Education and Training*.

The Council executes this function through, inter alia:

- monitoring and reporting on the adequacy and suitability of qualifications and standards;
- quality assurance of all exit point assessments;
- certification of learner achievements; and
- accreditation of private providers of education and training, and assessment.

Umalusi annually reports on the standard of the GETC: Adult Basic Education and Training (ABET) Level 4 (NQF1) assessment. This report focuses on the quality assurance of the examination and assessments for the year 2009. This report covers each of the quality assurance processes and procedures, which allow Umalusi to make an evaluative judgment on the credibility of the GETC: ABET assessments. These processes ensure that all aspects of the assessment are moderated and monitored against prescribed criteria thus ensuring that standards are both maintained and improved.

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

- the level of adherence to policy in implementing assessment- related processes;
- the efficiency and effectiveness of the systems, processes and procedures for the monitoring of the conduct of examinations, the quality of marking as well as the quality and standard of internal assessment;
- the cognitive challenge of examination question papers; and
- the quality of the presentation of examination question papers.

2. PURPOSE OF THE REPORT

The purpose of this document is to report on Umalusi's quality assurance of the June 2009 and October 2009 GETC: ABET Level 4 (NQF 1) examinations with respect to the following:

- the salient findings from the external moderators' and monitors' reports, which are analysed and used to make judgments on the standard of the ABET examinations;
- the quality and standard of the marking of the ABET assessments;
- the efficiency and effectiveness of the systems and processes for the conduct of the ABET assessments;
- areas for improvement of the assessment processes; and
- the moderation of marks during the standardisation process.

3. SCOPE OF THE REPORT

This report covers the June 2009 and October 2009 GETC: ABET Level 4 (NQF 1) examinations and reports on the quality assurance of assessment processes used by Umalusi to ensure that the assessments are of the required standard.

The report covers each of the processes in separate chapters. Each chapter captures key findings with respect to each of the processes, highlights areas of good practice and ends by noting areas for improvement:

- Chapter one of this document outlines the purpose of the report, its scope and briefly discusses the quality assurance processes used by Umalusi to ensure that the GETC: ABET Level 4 (NQF 1) examination met the required standards.
- The second chapter reports on the findings of the moderation of question papers. This chapter reports on the standard of the question papers.
- Chapter three outlines the findings of the moderation of internal assessment.
- The fourth chapter discusses the findings from Umalusi's monitoring of the conduct of the GETC: ABET Level 4 examinations.
- Chapter five discusses in brief the moderation of marking.
- Chapter six reports on the standardisation of the GETC: ABET Level 4 results; and
- The seventh and final chapter summarizes the findings of the quality assurance of the 2009 GETC: ABET Level 4 examination and makes some recommendations for improvement.

Chapter 2

Moderation of Question Papers

1. INTRODUCTION

Umalusi moderates question papers to ensure that the standard is comparable across years and all assessment bodies. In order to maintain public confidence in the examination system, the question papers must be seen to be relatively:

- fair;
- reliable;
- representative of an adequate sample of the curriculum;
- representative of relevant conceptual domains;
- representative of relevant levels of cognitive challenge.

External moderators are required to carefully moderate the question papers on behalf of Umalusi, recommend improvements and finally approve the question papers.

2. SCOPE

Umalusi moderates question papers for the 23 learning areas examined by the Department of Higher Education and Training (DHET) and the 8 learning areas examined by the Independent Examinations Board (IEB): see tables 12 (a and b) and tables 13 (a and b). Previously moderated (back up papers) and approved question papers were mainly used by the DHET for the June 2009 examination. For the October 2009 examinations the DHET and IEB did not use any back up question papers.

3. APPROACH

Umalusi uses external moderators who are subject matter experts and experienced in the field of assessment to moderate the question papers for every examination. The findings and recommendations are based on the reports received from the Umalusi moderators. Findings are reported against the following criteria:

- adherence to policy;
- content coverage;
- cognitive challenge;
- technical criteria;
- language and bias; and
- quality and standard of internal moderation.

4. FINDINGS

All question papers were approved by Umalusi prior to being written by candidates.

The table below represents the findings against the criteria used to moderate question papers.

Table 1: Moderation of question papers: DHET

Criteria	Findings
Technical Criteria	The papers were well laid out and all papers complied with the criteria.
Internal Moderation	All moderators confirmed that there was evidence that internal moderation had taken place. It is evident from the reports that through continuous interaction and the professional relationship between examiners, internal moderators and Umalusi's external moderators, the quality of question papers has improved over a number of years.
Content Coverage	All moderator reports indicated that the question papers were found to cover a fair spread of the required content.
Cognitive Demand	All of question papers moderated and approved covered the cognitive levels fairly well. However, some internal moderators' reports did not have the assessment frameworks for verification. Internal moderators should ensure that these assessment frameworks always accompany the internal moderator's reports.
Marking Guideline	Most marking guidelines or memoranda showed a good correlation between mark allocations per question. All marking guidelines and memoranda were user-friendly. Most marking guidelines assisted with facilitating of marking which included alternative responses.
Language and Bias	All moderated question papers were found to be learner friendly, fair and pitched at the appropriate level. No question paper was found to be biased in any way.
Adherence to Policy	Generally most question papers were compliant in most respects or in all respects to the criteria.
Predictability	No question papers were found to be predictable in any way.
Overall impression of the paper	All question papers were found to be fair and of an appropriate standard.

Table 2: Moderation of question papers: IEB

Criteria	Findings
Technical Criteria	All papers complied with criteria.
Internal Moderation	The moderators confirmed that there was sufficient evidence of internal moderation although there was still a lack of qualitative feedback in some internal moderator's reports. It is evident from the reports that through the continuous interaction and professional relationship between examiners, internal moderators and Umalusi's external moderators that the quality of question papers has improved over a number of years.
Content Coverage	Moderator reports indicated that there was compliance in this regard. The question papers addressed the unit standards adequately.

Table 2: Moderation of question papers: IEB

Criteria	Findings
Cognitive Demand	Most question paper reports indicated compliance in most respects. All the question papers moderated covered the cognitive levels fairly well. However, some internal moderators' reports were not accompanied by the assessment frameworks for verification. Internal moderators should ensure that these assessment frameworks always accompany the internal moderator's reports.
Marking Guideline	Most marking guidelines or memoranda showed a good correlation between mark allocations per question.
Language and Bias	All moderated question papers were found to be learner friendly, fair and pitched at the appropriate level.
Adherence to Policy	All moderator reports indicated that all question papers were compliant with this criterion.
Predictability	The design of most papers reduced the notion of predictability and there was no direct repetition of questions from past papers which is commendable.
Overall impression of the paper	Generally all question papers were of a good standard and were found to be fair.

5. AREAS OF GOOD PRACTICE

There is a marked improvement in the overall quality of the question papers. The quality in terms of layout and presentation is also laudable. Question papers were found to be learner friendly, fair and pitched at the right level which is encouraging.

6. AREAS FOR IMPROVEMENT

The failure by certain internal moderators to include assessment frameworks in the history of the moderation of some question papers, needs to be addressed by the assessment body as a matter of urgency.

7. CONCLUSION

It is commendable that through the professional interaction between Umalusi's external moderators, and the assessment bodies' internal moderators and examiners over the past 3 years, there has been an improvement in the quality and standard of the question papers. Assessment bodies should put measures in place to facilitate the transition between the old qualification and the new interim qualification.

Chapter 3

Moderation of Internal Assessment

1. INTRODUCTION

Internal assessment (or universally referred as Continuous Assessment (CASS) or Site-Based Assessment (SBA)), allows for assessment to take place at the time of learning or, more importantly, to be integrated with teaching. In many cases this has led to internal assessment components including a wider range of specific outcomes than traditionally assessed by an external examination.

The GETC: ABET examination consists of two components: internal and external assessment. Internal assessment or Site-Based Assessment (SBA) constitutes 50% of the final examination mark. Due to the fact that the internal assessment of the NQF 1 qualification is seen as equally important as the external assessment in terms of contribution to the final mark, Umalusi quality assures internal assessment through the application of a rigorous moderation and verification process.

2009 has seen the implementation of 5 nationally set common site-based assessment (SBA) tasks per learning area which were externally moderated by Umalusi. This was the first time that common SBA tasks were used and it was met with great optimism.

Whilst many provinces experienced implementation challenges like late delivery and distribution, the process in the main was generally well implemented. This strategy was seen as a major intervention to assist with the improvement of the quality of internal assessment in the public sector as well as improving learner attainment in general.

SBA tasks are marked and graded at site level which requires assessment bodies and Provincial Education Departments (PEDs) to have effective monitoring and moderation systems in place. Major challenges with capacity seem to hamper improvement of quality in this area. Furthermore, ensuring the reliability of internal assessment in a system with vast inequities in respect of resources remains a major challenge.

The main objective of the moderation of internal assessment is to:

- ascertain the appropriateness and standard of the assessment tasks;
- ensure that evidence is collected and documented effectively;
- assure that sufficient tasks of different types have been administered;
- ensure that assessment across different sites of delivery is consistent and that standards are maintained; and
- assure that the quality assurance of the internal assessment component of the GETC: ABET Level 4 (NQF 1) is effectively managed.

2. SCOPE

The moderation of internal assessment was conducted in a variety of learning areas across the nine Provincial Education Departments (PEDs).

The table below indicates the selected learning areas where moderation of SBAs was conducted.

Table 3: Learning areas included in SBA moderation sample

Learning area code	Assessment body																				Total
	EC		FS		GP		KZN		LP		MP		NW		NC		WC		IEB		
	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	
AAAT				Y		Y				Y	Y			Y		*					5
MLMS				Y				Y		Y		Y				*	Y				5
MMSC		Y		Y		Y				Y						*	Y				5
TECH							Y			*		*		*		*					1
HSSC							Y														1
EMSC		Y			Y							Y		Y		*				*	4
NATS				Y		Y						Y		Y				Y			5
TRVT						Y		Y				Y		Y				Y			5
LCEN				Y						Y				Y						*	3
Total	0	2	0	5	1	4	2	2	0	4	1	4	0	5	0	0	2	2	0	0	34

Y = Yes, SBA moderation conducted in learning area for a particular PED. IEB portfolios submitted after verification was concluded.

* These learning areas could not be moderated due to non or late submission by the PEDs and the IEB as well as the non-availability of the Technology moderator.

Umalusi's decision to moderate the internal assessment of these learning areas was motivated by the continued poor results obtained by learners in these learning areas. The decision to moderate the sample was also based on a long term strategy towards moderating all learning areas over a period of time.

3. APPROACH

For the June 2009 examination, Umalusi deployed two moderators to moderate internal assessment at four Provincial Education Departments (PEDs). On-site moderation was undertaken in three stages at each assessment body:

- a pre-moderation session;
- the moderation of portfolios; and
- a post-moderation session.

For the October 2009 examination moderation of internal assessment was conducted for the learning areas as indicated in table 3 above. Centralised moderation was undertaken in two stages at Umalusi:

- the moderation of portfolios; and
- a post-moderation session.

3.1 PRE-MODERATION

For the June 2009 examination, sessions were held with the assessment body officials who were involved with the management of the implementation of internal assessment.

Issues discussed included the:

- sampling of portfolios;
- compliance with policy;
- educator training;
- quality of site-based assessment;
- internal moderation; and
- monitoring and evaluation.

3.2 MODERATION OF EDUCATOR AND LEARNER PORTFOLIOS

A rigorous process was followed to moderate both educator and learner portfolios. The moderators evaluated, moderated (re-marked) and reported on the standard of assessment within the moderated learning areas. They looked at the following criteria:

- policies (provincial policy, learning area guidelines);
- quality of internal moderation at all levels;
- quality and standard of assessment across PEDs; and
- recording and reporting.

3.3 POST-MODERATION

In June 2009, at the end of the moderation session, the assessment body officials, as well as the moderators, had an opportunity to interact with the Umalusi external moderators during a post-moderation meeting. The external moderators tried, where possible, to give verbal feedback on the strengths and weaknesses identified during the moderation and also made recommendations.

Umalusi will provide formal feedback to the assessment bodies to allow them to develop intervention strategies to ensure that all recommendations made during the moderation of internal assessment are implemented.

4. FINDINGS

It should be noted that our findings are based on the sample of learning areas moderated as indicated in table 3. The standard of the SBAs varied from assessment body to assessment body, from province to province, from district to district and from centre to centre.

An overview of the findings for the 2009 SBA moderation process in relation to the criteria is presented in the table below.

Table 4: Moderation of internal assessment

Criteria	Findings
Compliance with national guidelines and national policy on the implementation of SBA in ABET	Most of the assessment bodies have provincial policy documents on internal assessment that outline the minimum requirements for internal assessment and moderation processes. However, there is still a substantial gap between policy and practice. The monitoring and evaluation by provincial and district officials in most cases are not effective and do not give appropriate support to new educators. Most centre managers, internal moderators and departmental officials did not have these policy documents or guidelines at hand when the documents were requested by the external moderators.

Criteria	Findings
Quality of internal moderation at all levels	<p>The quality of assessment still shows certain contradictions in most assessment bodies. Internal moderation is still not conducted at all levels. It was found that in most cases there was no effective internal moderation taking place. Instead, audits, in the form of checklists to verify whether the necessary documentation was available in the portfolios, were conducted. These audits did not focus on the quality and standard of assessment and moderation of the tasks. Most of the assessment bodies still do not provide feedback effectively. Internal moderation reports do not provide sufficient qualitative input and thus there is no effective contribution to the improvement of teaching and learning. Assessment bodies continue to have difficulty with the re-marking of all tasks due to the nature of their internal moderation processes. There are still major inconsistencies between marks at the different levels. Internal moderation in most assessment bodies was not applied consistently. Most assessment bodies do not apply their sampling for moderation at the various levels consistently. This results in a distorted representation of information with regards to the number of portfolios that need to be moderated at various levels.</p>
Quality and standard of the assessment tasks	<p>Most of the PEDs used the nationally-set SBA tasks which were externally moderated by Umalusi. Different forms of assessments as well as assessment tools were used. It was evident from the verification process that limited training was given in terms of the purpose of these assessment tools. This resulted in the inconsistent application of some tools by various educators.</p> <p>The nationally-set tasks were an improvement on the quality of these tasks in all learning areas in relation to previous years. Provincial Education Departments were responsible for the distribution, implementation, management and administration of the new SBA tasks. Whilst they experienced many teething problems, no serious irregularities were reported.</p>
Recording and reporting	<p>In general, marks were recorded using the weighted grid system. In some cases the record of marks in the educator portfolio did not correspond with the learner portfolio. Most PEDs used the five nationally-set SBA tasks for compiling the final SBA mark whilst a few used more than the 5 prescribed tasks. Most moderators' reports at most levels were generated in an audit form and contained limited qualitative feedback that could enhance the development of the learners and educators.</p> <p>In some provinces it was evident that there was no standardised working mark sheet as some centres presented hand drawn mark sheets. Some assessment bodies failed to include computerised mark sheets and this made it difficult to verify marks allocated to the learners.</p>

5. AREAS OF GOOD PRACTICE

Generally portfolios were neat and presentable. It is commendable that in some provinces there was evidence of re-marking at various levels of the moderation process. Some provinces do make a considerable effort to ensure that portfolios meet the minimum requirements. There is evidence of pockets of excellence across the assessment bodies and Provincial Education Departments (PEDs) and this is commendable.

6. AREAS FOR IMPROVEMENT

There is a general improvement in both educators' and learners' portfolios. However, the administration and management of these portfolios are not adequately addressed by Provincial Education Departments (PEDs). Below are a number of key areas for improvement.

Implementation

The lack of uniformity in terms of the sequencing of tasks within provinces needs to be addressed. This has a negative impact on the completion of assessment tasks within the allocated time.

Training

Umalusi recommends the training of ABET educators in the implementation and moderation of internal assessment. Continuous monitoring of all assessment practices is necessary to ensure that implementation of guideline documents is effected. Moderators must be trained on the purposes and criteria for moderation at all levels so that the moderation exercise does not become an audit exercise. Ongoing moderation is necessary to ensure that educators are on track and that problems can be addressed early in the academic year. Building the capacity of learning area specialists and district officials can further assist with quality moderation at district and provincial levels.

Recording and reporting

Not all working and computerised mark sheets were available to verify the recording of results during external moderation. Standardised working mark sheets should be developed to ensure uniform capturing of marks by educators. The conversion of marks should be streamlined for all Provincial Education Departments (PEDs). Final computerised mark sheets should always be available for external moderation so that verification of the marks can be done.

The educators are aware of the need to keep records of the assessments that have been conducted however they failed in many instances to use the correct forms to capture the required information. It is therefore imperative that PEDs should develop provincial mark sheets for educators to capture learners' marks so that learner performance can easily be tracked.

Feedback

The internal moderation process is seen merely as auditing and does not focus on the content (skills, knowledge and values) of the tasks. The quality of the internal moderation is, therefore, not yet at the required standard and this has a negative effect on the validity, reliability and fairness of the whole process.

The timing of moderation also needs serious consideration as it is evident that the reports from the moderation process do not lead to effective feedback to learners and educators. Internal moderation should provide qualitative developmental feedback that can enhance educator and learner performance. Educators should use previous externally moderated SBA tasks as scaffolding

tasks in order to address the problem that exists with incorrect pitching of assessment activities, inappropriate language, format and inadequate preparation for final SBA tasks. This will enhance learner performance.

7. CONCLUSION

The introduction of standardised site-based assessment (SBA) tasks brought the much needed improvement in the internal assessment practices. Whilst the purpose of these tasks is twofold: to offer learners an alternative chance to demonstrate their competence and to assess those skills that cannot be assessed through traditional examinations, it seems that this was somehow lost.

It is evident that the effective implementation of internal assessment still poses some challenges to the assessment bodies and PEDs. A major concern is the variation of assessment practices within provinces and districts or regions. There are still major discrepancies between policy and practice.

Internal assessment in the PEDs and the IEB is still questionable and Umalusi applies its statistical moderation model to reduce such variations.

Chapter 4

Monitoring of the Examination

1. INTRODUCTION

Umalusi plays a verifying role in the conduct of the examination to ensure that the examinations are conducted in terms of policy which regulates the administration and conduct of adult examinations.

The following phases of the GETC: ABET Level 4 (NQF 1) examinations are monitored:

- the design phase, which focuses on the 'state of readiness' of the assessment bodies to administer the examinations;
- the conduct of examination phase, which includes the writing and marking of the examination; and
- the capturing of marks and processing of results.

2. SCOPE

The examinations were monitored by both the Provincial Education Departments (PEDs) and the Department of Higher Education and Training (DHET). The Independent Examinations Board (IEB) also monitored examination centres under its control.

Umalusi's verification exercise extended across the nine Provincial Education Departments (PEDs), and the Independent Examinations Board (IEB). The scope of the verification exercise was limited due to budgetary constraints.

The table below represents the number of visits conducted by Umalusi monitors for the 2009 examination period.

Table 5: Monitoring of different phases of the examination

Province or assessment body	Phase of examination monitored								Total
	Design		Writing		Marking / capturing		Total		
	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	
EC	1		2	2	1		4	2	6
FS		1		2		1	0	4	4
GP				2			0	2	2
KZN				2			0	2	2
LP	1		2	2	1		4	2	6
MP	1	1	2	2	1	1	4	4	8
NW	1		2	2	1		4	2	6
NC		1		2		*	0	3	3
WC	1		2	2	1		4	2	6
IEB		1		2		1	0	4	4
Total	5	4	10	20	5	3	20	27	47

* This PED could not be monitored due to non availability of the Umalusi monitor.

3. APPROACH

Umalusi's approach to monitoring the GETC: ABET Level 4 (NQF 1) examination comprised of the following:

- the completion of a **state of readiness** questionnaire and the submission of a report by the assessment body, followed up by a **evaluation** visit by the Umalusi convening monitor to establish the validity of the report;
- receipt of daily irregularity reports from the assessment bodies;
- receipt of monitoring reports from monitors deployed to the examination centres; random, unannounced visits to the examination centres by the Umalusi monitors; and, in addition, the
- Umalusi staff shadowing monitors and making further random, unannounced visits to examination centres.

5. FINDINGS

Umalusi's evaluative report on monitoring the GETC: ABET Level 4 (NQF 1) examination seeks to determine the relative credibility of the examination and establish whether there were any factors that compromised the credibility of the examination.

The findings are presented in line with the phases of monitoring. They highlight only the key aspects underpinning the credibility of the examination.

Table 6: Monitoring of the examination

Criteria	Findings
State of readiness for the examination	All PEDs and the IEB submitted their state of readiness instruments for evaluation.
Registration of candidates	The evaluation visits revealed no problems with the registration of candidates.
Internal assessment	The internal assessment component of the qualification was conducted in all assessment bodies.
Appointment of examination personnel	All relevant examination personnel were appointed by the assessment bodies. However there were cases where personnel did not have their official letters of appointment.
Training of examination personnel	It was reported that some invigilators did not know how to deal with errata or unregistered candidates and this is indicative of a training programme that still have some gaps.
Setting, moderation and translation of question papers	These processes are the responsibility of the DoE and IEB and there is a noticeable improvement in the quality of question papers over the years.
Security of examination material	In general all the PEDs and the IEB have adequate security measures in place. Most used 24-hour CCTV coverage and had private security companies on the premises 24 hours a day. Strong rooms with burglar bars and security locks were also used. Access to these strong rooms was strictly monitored and controlled.

Criteria	Findings
Planning for monitoring	All the PEDs and the IEB had monitoring plans in place. The plans were useful in deciding which sites to verify because they gave a clear indication of where and when the assessment body would monitor the examination.
Writing of the examination	
Security of storage and dispatch of examination material	<p>Question papers were stored in strong rooms, which were either guarded by security guards or were heavily secured with burglar bars and locks. Only designated officials were allowed access to the storage points. Appointed examination personnel were mainly responsible for the storage of examination material. Question papers were printed and stored under strict security. Question papers were transported by the printers under strict security to district offices and then to centres on the day of the examinations. Most assessment bodies made use of private security companies to transport the examination material to examination centres in some instances departmental officials were assigned to perform this task.</p> <p>It is apparent that assessment bodies are putting satisfactory plans in place to ensure the security of the examination material. Most of these functions were outsourced to credible private security companies.</p> <p>The packaging of the scripts was in the main done with double perforations, which facilitated easy checking and less tampering. All staff members involved with the dispatching of question papers signed a control sheet when collecting or returning scripts.</p> <p>Examination centres were generally well managed.</p>
Management of examination centres	<p>In general, the invigilation was conducted well and in a credible manner. Most of the assessment bodies used the public schools or private institutions where the candidates receive their daily tuition. In most provinces the centre managers were appointed as the chief invigilators. Most of the prescribed standards were met. The chief invigilators all understood the procedures involving candidates who arrived late, had to leave the examination room during writing, or completed early. However, they did not all know how to handle unregistered learners, learners with special needs or emergency cases. There was little evidence of disaster management plans within centres monitored.</p> <p>Not all the rooms were clearly indicated but most of the centres were conducive for the writing of the examinations with adequate space and lighting. In general the rooms were clean.</p> <p>There was also a marked increase in some provinces in the number of candidates not having the required identification documents. This indicates challenges with regards to the registration processes which are used within provinces.</p> <p>All the question papers were still sealed on arrival; these</p>

	<p>were opened in the presence of the learners and the invigilators. After the learners had completed writing, the scripts were counted and packed by the chief invigilators. In many cases a recording register to dispatch the scripts was not completed by chief invigilators which are a course for concern. Scripts were packed in either numerical order or according to the attendance register. The scripts were then taken to the district or circuit offices of the assessment bodies.</p>
Invigilation of the examination	<p>The examinations were generally managed well. Invigilators understood the task at hand, and most conducted the examinations and themselves very professionally. Most of them were alert and attentive and very mobile during monitoring. Not all the invigilators had identification cards; it was assumed that everyone knew they were teaching at the centres. Some centres did not have invigilator registers available. Chief invigilators received training from the provincial office and they in turn trained the other invigilators. However the quality of the training is questionable. Most centres had relief invigilators. It was also found that many invigilators did not have official appointment letters from the PEDs or assessment body and this might compromise the security and integrity of the examination if it is widespread.</p> <p>It was also reported that a number of candidates came late and this must be closely monitored to reduce the risk of possible irregularities.</p> <p>The issue of not having daily seating plans at certain centres needs further investigation.</p>
Management of irregularities	<p>Whilst most PEDs submitted daily reports to Umalusi, there is still a misconception with regards to why daily reports should be submitted even though there were no serious irregularities observed.</p>
Resulting	
Monitoring of marking	<p>Monitoring of marking was conducted at a sample of marking centres across the PEDs and the IEB. Marking centres were found to be conducive for marking.</p> <p>There were adequate security measures in place to ensure the safety of the marking centres as well as the scripts. Whilst the majority of marking centres had control measures in place to monitor the flow of scripts the process was not closely monitored. Markers and administrative assistant were appointed officially in writing.</p> <p>It was reported by the monitors that the markers were trained although the training and support for novice markers seemed not to be adequate.</p> <p>Provincial marking guideline (memorandum discussions) meetings took place prior to marking as part of the training programme. The approved marking guidelines were discussed and marking commenced thereafter. Marking</p>

	<p>was done either question by question or section by section or whole answer script; methods varied from marking centre to marking centre.</p> <p>Generally 10% of scripts were remarked by internal moderators from a random sample. The evidence of internal moderation suggests that moderators were monitoring the marking to ensure that there was no deviation from the approved marking guidelines.</p> <p>The performance of markers was monitored by the chief markers and where underperformance was detected it was immediately addressed.</p> <p>Chief markers and internal moderators completed qualitative reports as evidence of their moderation and monitoring.</p> <p>There were no serious irregularities reported.</p>
<p>Computing, capturing and processing of scores</p>	<p>Most PEDs used the double capture method to capture and control the capturing process.</p> <p>It was reported by the SITA that some PEDs were experiencing major challenges with the capturing of mark sheets on the system and this might negatively affect the printing of standardisation booklets as well the resulting process.</p> <p>The capturing of mark must be closely monitored by the DHET, PEDs and SITA to ensure timeframes are adhered to.</p>

5. AREAS OF GOOD PRACTICE

The examinations were generally well managed within all the Provincial Education Departments as well as the Independent Examinations Board (IEB).

Most examination centres were conducive for the writing of the examination which is commendable. The monitoring of the centres by the PEDs and the IEB during the examination is encouraging.

At the majority of sites monitored, the chief invigilators and invigilators were appointed in writing and trained. There were good security measures in place, for example, access control, the use of identity and visitors' cards, burglar alarms and security gates, CCTV cameras, etc. Many ABET centres had seating plans in place. Clocks were displayed in most centres, and where there was no clock times were indicated on the board.

Marking centres were generally well managed. The sample of marking centres that was monitored was found to be conducive for marking. The security measures to ensure the safety of the marking centres as well as the scripts were also adequate. Internal moderation and monitoring proved to be sufficient to ensure that there was no deviation from the approved marking guidelines.

6. AREAS FOR IMPROVEMENT

Examination materials were generally well managed. However, the administration and management of examination centres are not adequately addressed by Provincial Education Departments (PEDs).

Below are a number of key areas for improvement.

Appointment of examination personnel

The lack of appointment letters of some of the examination personnel including invigilators is something that needs urgent attention from the PEDs and IEB.

Training of examination personnel

The quality and effectiveness of the training programmes offered to these personnel also needs further investigation to ensure continuous improvement in service standards.

Security of printing, storage and dispatch of examination material

The keeping of appropriate records with the dispatch and receipt of examination material between examination officials needs further tightening as it was found that in many cases there were no such records.

Management of examination centres

The increasing lack of proper identification of registered candidates must be investigated to establish the extent of this problem. PEDs should have alternative measures in place to verify identification and to discourage the practice of allowing candidates to write and prove identification later. This might lead to exploitation and may also compromise the integrity of the examinations.

Management of irregularities

Whilst some PEDs submitted daily (irregularity) reports it is evident that some failed to submit the required reports. This practice needs an urgent intervention to prevent future reoccurrence. The importance of the submission of daily reports to Umalusi cannot be overstated.

Monitoring of marking

PEDs must implement proper processes for monitoring the flow of scripts between the district / regional offices and the marking centres.

Computing, capturing and processing of scores

The capturing rates of mark sheets must be closely monitored by marking centre management to ensure that all marks are captured timeously.

7. CONCLUSION

All the PEDs and the IEB have appropriate systems in place to ensure the effective conduct of the examinations. All irregularities reported were handled in a satisfactory manner by the Irregularity Committees operating in the assessment bodies. It can be concluded that the 2009 examination was managed in a credible manner.

Chapter 5

Moderation of Marking

1. INTRODUCTION

The moderation of marking is of critical importance as it largely determines the standard and quality of marking and ensures that marking happens according to established practices and standards and that learner performance is not compromised.

2. SCOPE

For the June 2009 examination, Umalusi moderated the marking of 6 learning areas. The focus was on the learning areas which showed continued underperformance, as well as learning areas that showed consistent improvement over a number of years.

For the October 2009 examination, Umalusi conducted centralised moderation of marking for 7 learning areas. The table below shows the sample of learning areas and provinces that were part of the moderation of marking cycle for 2009.

Table 7: Learning areas included in moderation of marking sample

Learning area code	Province / Assessment body																						Total	
	EC		FS		GP		KZN		LP		MP		NW		NC		WC		IEB		TOTAL			
	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct	Jun	Oct		
AAAT				Y		Y				Y	Y			Y		*						1	4	5
MLMS				Y				Y		Y		Y				*	Y					1	4	5
MMSC		Y		Y		Y				Y						*	Y					1	4	5
TECH								Y														1	0	1
HSSC								Y														1	0	1
EMSC		Y			Y							Y		Y		*				Y		1	4	5
NATS				Y		Y						Y		Y				Y				0	5	5
TRVT						Y		Y				Y		Y				Y				0	5	5
LCEN		Y		Y						Y				Y						Y		0	5	5
Total	0	3	0	5	1	4	2	2	0	4	1	4	0	5	0	0	2	2	0	2	6	31	37	

Y = Yes, moderation of marking conducted in learning area for a particular PED or IEB.

* = Scripts not moderated due to late submission.

3. APPROACH

The purpose of this exercise was to validate and ensure that marking in the different provinces adhered to the approved marking guidelines as agreed upon during the marking guideline approval (memorandum discussion) meetings. Furthermore, it was to verify the internal moderation of marking.

4. FINDINGS

Marking guidelines

All marking guidelines (marking memoranda) were approved and signed off by Umalusi’s external moderators.

The table below represents the findings against the criteria used for the marking guideline approval (memorandum discussion) meetings.

Table 8: Marking guideline approval meetings

Criteria	Findings
The examination question paper and memorandum (marking guideline) represent the final version of the paper moderated	All the question papers and memoranda represented the final versions moderated by the external moderators. Translations of question papers and memoranda from English to Afrikaans are not signed-off by Umalusi’s external moderators. This poses a serious threat to the quality assurance process with regards to the accuracy of the different versions of the question papers.
The changes recommended by the external moderator, chief markers, internal moderators, etc. were appropriately amended in the marking guideline or memorandum	All the changes recommended by external moderators were accepted. Alternative learner responses were also accepted provided that sufficient evidence was available to motivate inclusion into the marking guidelines or memoranda. Where no consensus could be reached, Umalusi 's decision was accepted as final. Discussions were conducted in a very professional and participatory manner.
The availability of chief marker's report of the previous examination discussed at the guideline approval (memorandum discussion) meeting	During most of the discussions these reports were not made available for perusal and referral due to time constraints. These reports need to be made available prior to the marking guideline meetings to all stakeholders to facilitate the process.
Attendance of all chief markers/examiners and internal moderators of the guideline approval (memorandum discussion) meeting	Most of the assessment bodies were well represented for most of the marking guideline meetings. External moderators for NATS and LCXH were unable to attend the marking guideline approval (memorandum discussion) meetings and the internal moderators were tasked to facilitate these meetings.

Criteria	Findings
Preparedness of chief markers/examiners and internal moderators for the guideline approval (memorandum discussion) meeting	<p>Most chief markers came prepared to the meetings with worked out answers. Most chief markers gave verbal feedback on the performance and responses of learners. There should be a uniform instrument to capture such findings and a thorough analysis of learner performance needs to be done.</p> <p>Many chief markers did not bring their pre-marked scripts for verification; this concern must be addressed by the assessment bodies to ensure compliance.</p>
Sample scripts received by all the chief markers/examiners/internal moderators for marking	<p>In most cases it was only the chief markers who received scripts for pre-marking. In some cases examiners and internal moderators were not exposed at all to this process of pre-marking. All chief markers, examiners and internal moderators should be encouraged to mark and develop their own marking guideline or memorandum to check the appropriateness and correctness of the final marking guidelines.</p>
Changes and/or additions made to the approved marking guideline or memorandum	<p>Many changes were recommended and included in the final marking guidelines. Many mistakes were discovered on the memoranda and this point to some gaps in the moderation of these tools.</p> <p>Translation errors were also notably common in some learning areas. The changes further included alternative correct responses by candidates.</p>
Changes/additions impacted or did not impact on the cognitive level of the answer/response	<p>In all cases the changes had no impact on the cognitive levels of the answers. The changes made room for the inclusion of alternative correct answers that neither advantaged nor disadvantaged the candidates.</p>
Measures are in place to ensure that changes to the marking guideline or memorandum are communicated effectively and the same adjustments are implemented consistently at all marking centres	<p>All learning areas were marked at centralised provincial locations. The national DHET was responsible for liaison between Provincial Education Departments and Umalusi external moderators in the event of any request to make changes to the approved marking guidelines. No official requests for any changes were received from the DHET.</p>
Distribution of minutes of the marking guideline meetings to all the delegates	<p>All delegates present were supplied with the minutes of the marking guideline meetings.</p>
Approval of final marking guidelines	<p>All final marking guideline documents were signed off by external moderators, examiners and internal moderators as evidence of their approval.</p> <p>Provincial chief markers were given copies of these approved marking guidelines for implementation at their marking centres.</p>

Umalusi's external moderators moderated a random sample of scripts from a varied range as prescribed by its directives. In most cases there were some minor requests for changes to the approved marking guidelines as to allow for alternative correct responses.

Moderation of marking

The tables below represent the findings against the criteria used for the moderation of marking.

Table 9: Moderation of marking

Criteria	Findings
Appointment of markers, chief markers and internal moderators	The appointments are generally based on qualification and ABET facilitation and / or learning area expertise.
Training of markers, chief markers and internal moderators	<p>Training was mostly informal and it was based on the national marking guideline approval meetings. General administration and rules regarding the marking processes were also discussed.</p> <p>The training of novice markers needs intervention to ensure good marking standards are maintained.</p>
Marking guideline approval meetings	<p>These discussions took place at national level. All chief markers and or internal moderators that attend these meetings were expected to pre-mark a sample of 20 scripts from candidates from a variety of performance ranges and centres. This was done to allow chief markers an opportunity to critically evaluate the marking guideline and also to gauge candidates' performance and make meaningful contributions to the marking guideline approval meeting. Many chief markers expressed a challenge with regards to receiving the sample for pre-marking timeously. However no formal report is submitted on the pre-marked sample in PEDs. PEDs are encouraged to use the same template used by chief markers to report on their findings from the pre-marked sample. This will allow for a more concrete approach in terms of reporting on their findings.</p> <p>PEDs and the IEB had their own marking guideline approval meetings where the minutes of the approved marking guidelines were discussed and shared with markers.</p> <p>Absenteeism of some PED's chief markers and internal moderators was noted and the DHET was duly informed. The approved marking guidelines were distributed for implementation at this meeting.</p>
Marking procedure	<p>Most PEDs had training manuals on the marking procedure in place, for example the transfer of marks, internal moderation, marking approach, etc.</p> <p>The evidence suggests that PEDs and the IEB use different procedures to marking but all have adequate procedures in place to ensure credible marking.</p>
Adherence to marking guideline and consistency of marking	Reports received indicated that most PEDs and the IEB adhered to the approved marking guideline or memoranda. There were a few errors detected in terms of the tallying of marks but this was not widespread.
Changes to marking guidelines	<p>No formal requests for changes to the approved marking guidelines were received from DHET or PEDs. No changes were made to the nationally approved marking guidelines.</p> <p>However it was reported that the marking of some scripts suggested changes had been made.</p>
Quality and standard of marking Internal moderation	Generally the quality of marking ranged between poor and good. The marking standard is generally acceptable but more can be done in terms of the training of markers

Criteria	Findings
	and internal moderators on improving marking techniques.
Internal moderation	There was sufficient evidence of internal moderation in the sample moderated. There were some cases where constructive comments were made after moderation which is encouraging. However some samples were not internally moderated at all.
Unfair questions	All external moderators indicated that there were no unfair questions.
Candidates performance	Candidate performance across learning areas was generally above 40% with the exception of a few.
Irregularities	No serious irregularities were reported.
Adjustment of marks	It was proposed by most external moderators that the raw marks should be accepted as it gave a true reflection of candidates' performance.

Chief marker's reports

The table below represents the findings against the criteria used for the chief markers' reports.

Table 10: Chief markers' reports

Criteria	Findings
Overall standard of papers	Most question papers were of an appropriate standard.
Appropriateness of mark allocation	In the main mark allocation was seen to be appropriate for the type of questions. However, some chief marker reports indicated that some questions were allocated too few marks in terms of what was expected from the candidate.
Sufficiency of time allocated to answer the paper	In most learning areas candidates were able to complete the question paper in the allotted time.
Questions that were not understood by candidates	Some questions were found to be problematic mainly due to the limited language abilities of candidates. It was reported that some Afrikaans learners experienced problems due to poor translations from English into Afrikaans.
Design of question paper: clarity of instructions, language level, picture quality, etc.	The layout and design of the question papers were found to be in order. Clarity of diagrams and pictures were also acceptable although some chief markers indicated problems with the clarity of diagrams. This might be due to the editing by PEDs after the approval of print ready copies. Instructions in most cases were very clear although in some cases it was mentioned that the language caused problems with comprehension as all papers are either in English or Afrikaans.
Learner performance	Learner performance ranged from poor to good in different learning areas and differed from province to province.
Sections which presented problems for markers	All reports indicated that markers had not experienced problems with any of the sections.

Criteria	Findings
Advice to educators with regards to teaching and learning where performances was bad or good	<p>Most chief markers suggested that educators should familiarise themselves with the unit standards and become subject matter experts in order to improve the quality of teaching and learning.</p> <p>Educators were encouraged to use various appropriate resources to support candidates with preparation for the examination like old question papers.</p> <p>While the SBA tasks provided some guidance, proper examination guidelines must be developed to assist educators in preparing their learners adequately to write the examination.</p>
Changes to marking memorandum	No changes were made to the approved marking guidelines.
Irregularities during marking process	There were no serious irregularities reported.

5. AREAS OF GOOD PRACTICE

Most chief markers conducted pre-marking prior to the marking guideline approval meetings. This contributed significantly to the overall improvement in the quality of marking and internal moderation of marking within PEDs. Furthermore, this supported decisions that had to be taken at the memorandum discussion. Chief markers are encouraged to do a thorough analysis of the learner's performance to make more qualitative inputs during these meetings.

Assessment bodies should be commended for their efforts in ensuring that the administrative support was in place to ensure the writing, marking and capturing was conducted with the minimum of irregularities.

Marking guideline meetings

All the question papers and memoranda represented the final versions moderated by the external moderators. In all cases the changes had no impact on the cognitive levels of the answers but made room for the inclusion of alternative correct answers that neither advantaged nor disadvantaged the candidates. All delegates present were supplied with the minutes of the marking guideline meetings.

Moderation of marking

The evidence suggests that PEDs and the IEB used different procedures in marking but all had adequate procedures in place to ensure credible marking. The reports received indicated that most PEDs and the IEB adhered to the approved marking guideline.

There was sufficient evidence of internal moderation in the sample moderated. All external moderators indicated that there were no unfair questions and no serious irregularities were reported.

Chief marker's reports

Most question papers were of an appropriate standard and in the main mark allocations were appropriate for the type of questions.

All reports indicated that majority of markers did not experience any problems with any sections and no further changes were made to the approved marking guidelines.

6. AREAS FOR IMPROVEMENT

The capturing of mark must be closely monitored by PEDs and SITA to ensure timeframes are adhered to. The timeous submission of reports related to the moderation of marking needs urgent attention from PEDs and the IEB to ensure that Umalusi is informed of all developments.

All PEDs and the IEB submitted the requested sample of scripts for moderation of marking very late which impacted negatively on the sample size moderated. One PED submitted the scripts after the moderation of marking.

Marking guideline meetings

The timeous distribution of the prescribed sample of scripts to chief markers for pre-marking needs attention in some PEDs to ensure continued improvement in terms of the quality of marking. The sampling of scripts for pre-marking needs to be honoured by examinations and assessment directorates or departments to ensure that chief markers get a good spread of learner responses which would feed into the marking guideline approval process.

The late or non submission of scripts for centralised moderation of marking needs to be addressed by the PEDs and IEB as a matter of urgency as it had a negative effect on the quality assurance processes of Umalusi. PEDs and the IEB are requested to submit scripts timeously to ensure the moderation of marking process is not compromised.

Moderation of marking

Succession planning and training in respect of a cadre of novice markers also needs some intervention to ensure good marking standards are maintained. There were a few errors detected in terms of the tallying of marks but this was not widespread.

Generally the marking standard was found to be acceptable but more can be done in terms of the training markers and moderators in marking techniques.

Some samples were not internally moderated.

Chief marker's reports

There was a marked improvement in the qualitative feedback given by chief markers and internal moderators in their reports. In most cases the prescribed report format was used although some provinces failed to submit the required reports.

7. CONCLUSION

It can be concluded that the marking process as a whole was of an acceptable standard. The standard of the GETC: ABET Level 4 examination was in no way compromised. However the DHET, PEDs as well as the IEB need to ensure that the areas suggested for improvement are addressed effectively in order to keep the standard of marking at a credible level.

Chapter 6

Standardisation of Results

1. INTRODUCTION

Moderation of marks is conducted to address any variations in learner performance over time which may arise as a result of a differences in the standard of the question papers, internal assessment or the standard of marking.

2. SCOPE

All the GETC: ABET Level 4 results of the June 2009 and October 2009 examinations were standardized.

The standardisation meetings took place on Monday 27 July 2009 and Tuesday 15 December 2009 respectively.

The table below indicates a summary of the decisions taken at the standardisation meetings.

Table 11: Summary of standardisation outcomes

Description	Number of learning areas			
	27 July 2009		15 December 2009	
	DoE	IEB	DoE	IEB
Number of learning areas presented for standardisation	23	7	23	8
Number of learning areas where no decisions were taken due to insufficient data	0	0	0	0
Number of learning areas that could not be standardised because less than 80% of the results were available	0	0	0	0
Number of learning areas where all the candidates that wrote the learning area failed	0	0	0	0
Number of learning areas where Umalusi requested a revision of the proposed decision of the DHET or IEB	3	0	6	0
Number of learning areas where raw marks were accepted	16	7	15	8
Number of learning areas for which marks were adjusted upwards	6	0	3	0
Number of learning areas for which marks were adjusted downward	1	0	5	0
Number of learning areas standardised	23	7	23	8

3. APPROACH

The approach to the statistical moderation of the examination marks for the 2009 GETC: ABET Level 4 examinations remained unchanged and consisted of comparisons between the current mark distributions and the mark distribution of the previous years since 2001.

Comparisons between the current mark distribution and the mark distribution of the norm were made in both the examination sessions. Pairs Analysis was also used in these processes. The Pairs Analysis compares the mean marks in two learning areas taken by the same group of candidates. These analyses are based on the principle that, as a group, the performances of the same candidates in two related learning areas (taken at the same level) should closely correspond. On the basis of all these comparisons, together with qualitative reports from chief markers, internal and external moderators, marks were either not adjusted or they were adjusted upwards or downwards by specific amounts over defined mark ranges.

4. FINDINGS

There is a continued underperformance in most learning areas. The raw marks were generally accepted in most learning areas as these reflect the actual performance of learners.

5. AREAS OF GOOD PRACTICE

It was noted that the performance of candidates in the African Language learning areas has been consistently good over a number of DHET examinations, and this year has been no exception.

The improvement in MLMS and MMSC was also worth noting.

However, the absence of a common curriculum still poses major challenges and the continued high failure rates continue to be a major concern.

6. AREAS FOR IMPROVEMENT

6.1 JUNE 2009 EXAMINATIONS:

Department of Higher Education and Training (DHET)

- Candidate performance was generally poor for most learning areas. Special attention should be given to learning areas like English and Mathematical Literacy as these are fundamental learning areas and have shown consistent under performance over a number of years.
- The June 2009 cohort was generally seen as weaker and under prepared as there was no real intervention programme by PEDs to assist these candidates. The June examination is perceived as a “supplementary” examination providing candidates with an opportunity to re-write if they have been unsuccessful in previous examinations.
- The low capturing rates in some learning areas like Arts and Culture (75%), IsiZulu (86%), SeSotho (55%) and Siswati (52%) must be investigated to establish which PEDs were responsible for the delay.
- The apparent lack of qualitative reports from DHET and PEDs on the various monitoring processes must also be addressed as a matter of urgency as these reports proved to be a valuable source of information and also assist the Assessment Standards Committee of Umalusi Council to pass judgment on the credibility of the examination and assessment processes as a whole.

- There is a notable increase in enrolment in many learning areas however the high absenteeism rates in some learning areas needs investigation and urgent attention.
- The perceptible lack of national and provincial performance targets for learning areas needs to be explored to ensure that appropriate programmes are put in place that would yield the much needed results.

Independent Examinations Board (IEB)

- Candidate performance was generally poor for most learning areas. Special attention should be given to learning areas like English and Mathematical Literacy as these are fundamental learning areas and have shown consistent under performance over a number of years.

6.2 OCTOBER 2009 EXAMINATIONS:

Department of Higher Education and Training (DHET)

- There is evidence that results are beginning to stabilize in some learning areas. However the low pass rates in most learning areas remains a major concern for Umalusi and needs urgent attention.
- The marking process was delayed in certain provinces, which was cause for concern as it had an impact on the mark capturing rates.

Independent Examinations Board (IEB)

- The low pass rates in most learning areas, was still a major concern and needs urgent attention.

Both Assessment bodies should endeavour to strengthen their assessment systems and processes. The delay in the marking which had a knock on effect on the capturing of results must be corrected as the quality assurance processes may be compromised.

8. CONCLUSION

The Assessment Standards Committee (ASC) of Umalusi Council has recommended the following:

The continued under performance of candidates in most learning areas, needs to be investigated and effectively addressed. The DHET, PEDs and the IEB should develop intervention programmes to improve learner attainment across these learning areas. In the case of the IEB the ASC has also requested a special investigation and report on the poor performance of candidates in the March 2009 examination, which should provide reasons for the poor performance. Further, the IEB must provide a profile of the candidature as well a profile of the providers of teaching and learning.

It must further be noted that the ASC of Umalusi Council, will in future require reports on learning areas that have performed below a pass rate of 20%.

The DHET together with PEDs and SITA should investigate reasons for the low capturing rates of marks for the identified learning areas and create measures that will prevent a reoccurrence of this situation. In future the ASC should be provided with a status report prior to standardization.

The apparent lack of qualitative reports from assessment bodies on the various monitoring of assessment processes needs to be addressed as a matter of urgency.

Finally it is recommended that the areas for improvement identified in this report should be addressed by the DHET, PEDs and the IEB as a matter of urgency and a progress report submitted to the Assessment Standards Committee of Umalusi Council by 31 March 2010.

Chapter 7

Conclusion

The implementation of the GETC: ABET Level 4 (NQF 1) is in its eighth year and there is evidence of improvement in both the quality of internal and external assessment instruments.

The introduction of standardised site-based assessment (SBA) tasks brought the much needed improvement in the internal assessment practices. However it is evident that the effective implementation of internal assessment still poses some challenges to the assessment bodies and PEDs.

The conduct of internal assessment in the PEDs and the IEB is still not at the required standard and Umalusi applies its statistical moderation model to reduce such variations.

It is commendable that through the professional interaction between external moderators, internal moderators and examiners over the past 3 years, that there has been an improvement in the quality and standard of the question papers.

All the PEDs and the IEB have appropriate systems in place to ensure the effective conduct of the examinations. All irregularities reported were handled in a satisfactory manner by the Assessment Body Irregularity Committees.

The Assessment Standards Committee (ASC) expressed concern with the continued high failure rates of both DHET and IEB candidates in some learning areas and requested further investigations to the possible reasons for the continued underperformance of the GETC: ABET Level 4 candidates.

An Umalusi report entitled *Inspecting the foundations, July 2009*, has made recommendations with regards to the absence of a core curriculum and would be a useful document to the ABET fraternity.

Umalusi looks forward in anticipation to the successful implementation of all the areas for improvement.

Annexures

Table 12 (a): GETC – ABET L 4 (NQF 1) Content Learning Areas offered by DHET

LA No	CONTENT: LEARNING AREAS	LA CODE
1	Applied Agriculture and Agricultural Technology	AAAT4
2	Arts and Culture	ARTC4
3	Ancillary Health Care	ANHC4
4	Economic and Management Sciences	EMSC4
5	Human and Social Sciences	HSSC4
6	Life Orientation	LIFO4
7	Mathematical Literacy	MLMS4
8	Mathematics and Mathematical Sciences	MMSC4
9	Natural Sciences	NATS4
10	Small Medium and Micro Enterprises	SMME4
11	Technology	TECH4
12	Travel and Tourism	TRVT4

Table 12 (b): GETC – ABET L 4 (NQF 1) Language, Literacy and Communication Learning Areas offered by DHET

LA No	LANGUAGE, LITERACY AND COMMUNICATION: LEARNING AREAS	LA CODE
13	Language, Literacy and Communication: Afrikaans	LCAF4
14	Language, Literacy and Communication: English	LCEN4
15	Language, Literacy and Communication: IsiNdebele	LCND4
16	Language, Literacy and Communication: IsiXhosa	LCXH4
17	Language, Literacy and Communication: IsiZulu	LCZU4
18	Language, Literacy and Communication: Sepedi	LCSP4
19	Language, Literacy and Communication: Sesotho	LC SO4
20	Language, Literacy and Communication: Setswana	LCTS4
21	Language, Literacy and Communication: Siswati	LCSW4
22	Language, Literacy and Communication: Tshivenda	LCVE4
23	Language, Literacy and Communication: Xitsonga	LCXI4

Table 13 (a): GETC – ABET L 4 (NQF 1) Content Learning Areas offered by IEB

LA No	CONTENT: LEARNING AREAS	LA CODE
1	Human and Social Sciences	A4HSSC
2	Life Orientation	A4LIFO
3	Mathematical Literacy	A4MATH
4	Economic and Management Sciences	A4EMSC
5	Natural Sciences	A4NATS
6	Technology	A4TECH
7	Small Medium and Micro Enterprises	A4SMME

Table 13 (b): GETC – ABET L 4 (NQF 1) Language, Literacy and Communication Learning Area offered by IEB

LA No	LANGUAGE, LITERACY AND COMMUNICATION: LEARNING AREA	CODE
8	Communication in English	A4CENG

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