Quality Assurance of the IEB November 2015 examination of the GETC: ABET L4

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

QUALITY ASSURANCE OF THE IEB DECEMBER 2015 EXAMINATION OF THE GETC: ABET L4

DECEMBER 2015

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Acronyms

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ABET	Adult Basic Education and Training
AET	Adult Education and Training
ASC	Assessment Standards Committee
CASS	Continuous Assessment
CLC	Community Learning Centres
IEB	Independent Examinations Board
GETC	General Education and Training Certificate
LA	Learning Area
NQF	National Qualifications Framework
PALC	Public Adult Learning Centre
QAA	Quality Assurance of Assessment
QP	Question Paper
SAGs	Subject and Assessment Guidelines
SAQA	South African Qualifications Authority
SBA	Site-Based Assessment
UMALUSI	Council for Quality Assurance in General and Further Education and Training

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Chapter 1
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Question Paper Moderation

1.1   INTRODUCTION AND PURPOSE

Umalusi moderates question papers (QPs) based on a set of criteria to confirm that each paper meets quality assurance requirements; and that the standard of each paper adheres to policy requirements. To maintain public confidence in the national examination system, the QPs 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.

The Independent Examinations Board (IEB) submitted QPs for external moderation and approval for eight learning areas (LAs) of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) for the November 2015 examination, as detailed in Table 1.1 below:

Table 1.1   Learning Areas Submitted for Question Paper Moderation

LEARNING AREAS	LA CODE
1. Communication in English	A4CENG
2. Economic and Management Sciences	A4EMSC
3. Human and Social Sciences	A4HSSC
4. Life Orientation	A4LIFO
5. Mathematical Literacy	A4MATH
6. Natural Sciences	A4NTSC
7. Small, Medium and Micro Enterprises	A4SMME
8. Technology	A4TECH

The purpose of external moderation was to evaluate whether the IEB had the capacity to develop and internally quality assure question papers that met national standards and requirements.

1.2   SCOPE AND APPROACH

The IEB presented QPs, the marking memoranda and the history of the development of the QPs for external moderation and approval by Umalusi, in preparation for the November 2015 examination of the GETC: ABET L4 qualification.

All QPs were externally moderated according to the *Umalusi Criteria for the Moderation of Question Papers*. The criteria require that moderators assess the QPs according to the following eight areas:

- Technical
- Internal Moderation
- Content Coverage
- Cognitive Skills
- Marking Memorandum
- Language and Bias
- Adherence to Subject Assessment Guidelines (SAGs)
- Predictability.

Each criterion has a set of quality indicators against which the QPs are evaluated and assessed. The external moderator assesses each criterion, considering four possible levels of compliance:

- No compliance (Met < 50% of criteria)
- Limited compliance (Met > 50% but <80%)
- Compliance in most respects (Met > 80% <100%)
- Compliance in all respects (Met 100%) of the criteria.

The moderator evaluates the question paper based on overall impression and how the requirements of all eight criteria have been met.

A decision is then taken on the quality and standard of the question paper as a whole, considering one of four possible outcomes:

- Approved (A)
- Conditionally approved – no resubmission (CANR)
- Conditionally approved – resubmit (CAR)
- Rejected – if the standard and quality of the question paper is entirely unacceptable (R).

External moderation of QPs was conducted off-site, i.e. at the homes of the external moderators. All QPs were submitted to Umalusi and rerouted back to the assessment body after the moderation process. Umalusi is not aware of any question paper that was compromised during the external moderation process.

1.3   SUMMARY OF FINDINGS

The external moderators completed evaluation reports based on the moderation criteria. The moderation reports included both statistical and qualitative feedback. This report highlights the consolidated statistical and qualitative information extracted from the various external moderator reports. The table below provides a breakdown of the status of the QPs after all external moderation exercises were completed.

Table 1.2   Approval Status of Question Papers Moderated

A = Approved	CANR = Conditionally Approved > No Resubmit	CAR = Conditionally Approved > Resubmit	R = Rejected

FULL LEARNING AREA DESCRIPTION	LA CODE	1ST Mod	2ND Mod
1. Communication in English	A4CENG	CAR	A
2. Economic and Management Sciences	A4EMSC	A	
3. Human and Social Sciences	A4HSSC	CANR	
4. Life Orientation	A4LIFO	A	
5. Mathematical Literacy	A4MATH	A	

FULL LEARNING AREA DESCRIPTION	LA CODE	1ST Mod	2ND Mod
6. Natural Sciences	A4NTSC	A	
7. Small, Medium and Micro Enterprises	A4SMME	CANR	
8. Technology	A4TECH	A	

The external moderator for A4CENG noted some concerns for 3/8 moderation criteria and approved the question paper conditionally, to be resubmitted for second moderation. The internal moderator revised the question paper, taking into account the feedback from the external moderator, and resubmitted the paper for second moderation. The question paper for A4CENG was approved after second moderation. Table 1.3 summarises the status of the QPs after all external moderation exercises had been completed.

Table 1.3   Analysis of External Moderation of Question Papers

MODE-RATION	APPRO-VED	CANR	% APPROVED + CANR	CAR (Resubmit)	% CAR	REJECTED	% REJECTED	TOTAL MODS
1ST Mod	5	2	88%	1	12%	0	0%	**8**
2ND Mod	1	0	100%	0	0%	0	0%	**1**
TOTAL	**6**	**2**		**1**		**0**		**9**

An analysis of Table 1.3 shows that 63% of the QPs were approved after first moderation and 25% were conditionally approved (not to be resubmitted). The QPs for A4HSSC and A4SMME were conditionally approved, with no need for a second moderation.

Both external moderators noted some technical errors to be corrected, although the QPs met the minimum moderation requirements. Table 1.4 gives a summary of the compliance ratings for the eight QPs approved after first and second moderations.

Table 1.4   Compliance Ratings for Question Papers Approved

	COMPLIANCE FREQUENCE (8 QPs) [64 instances]			
	None	Limited	Most	All
C1. Technical Criteria	0	0	4	4
C2. Internal Moderation	0	0	3	5
C3. Content Coverage	0	0	3	5
C4. Cognitive Demand	0	0	2	6
C5. Marking Guidelines	0	1	6	1

	COMPLIANCE FREQUENCE (8 QPs) [64 instances]			
	None	Limited	Most	All
C6. Language and Bias	0	1	3	4
C7. Adherence to SAGs	0	0	3	5
C8. Predictability	0	0	2	6
	0	**2**	**26**	**36**
	0%	**3%**	**41%**	**56%**

One question paper, A4TECH, scored 'limited' compliance for the *Marking Guidelines* and *Language and Bias* criteria. The eight QPs approved were given an overall compliance rating of 97%.

A breakdown of the sub-criteria shows that the approved QPs were given 41% for meeting 'most' of the sub-criteria and 56% for ticking the 'all' compliance box.

Figure 1.1 shows the level of compliance per moderation criteria for the eight QPs approved.

Figure 1.1:   Compliance with Moderation Criteria
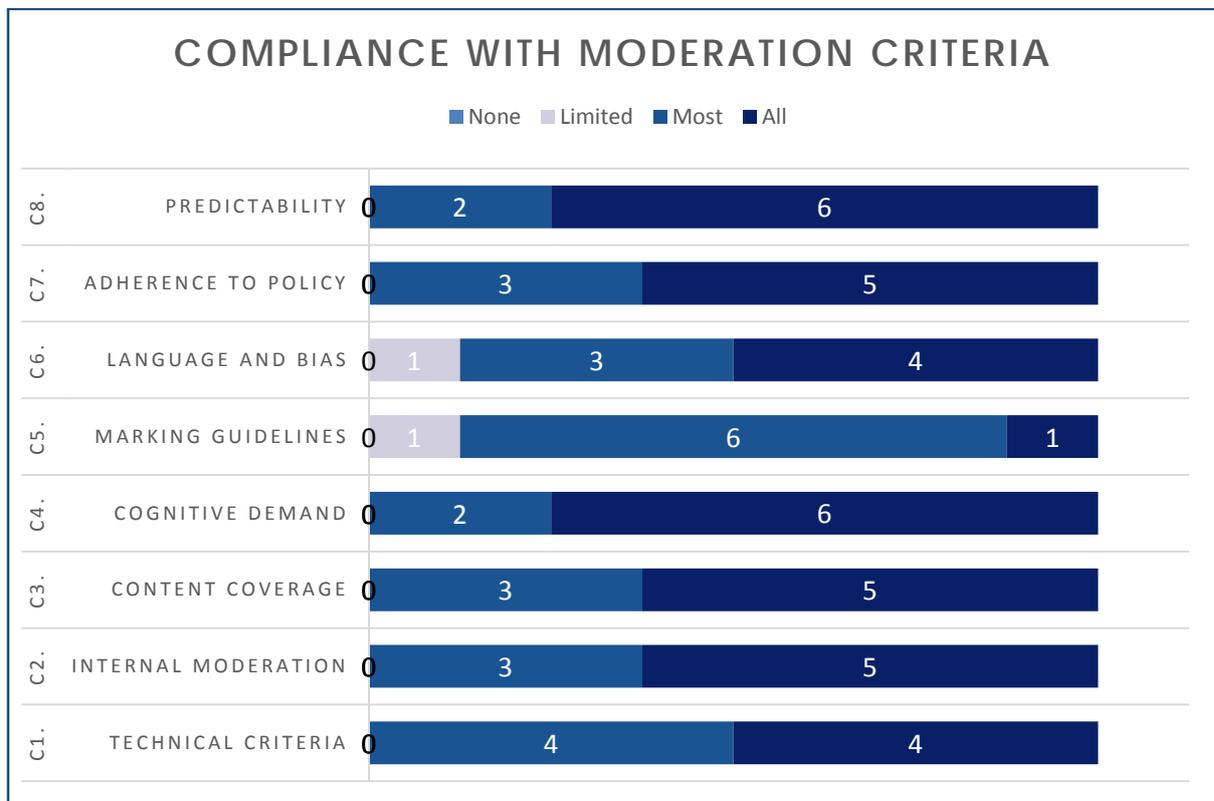
Figure 1.1 shows that two criteria, i.e. *Language and Bias* and *Marking Guidelines,* each have one instance of 'limited' compliance. This was recorded for the A4TECH question paper. The other six QPs met the moderation requirements.

C1.   TECHNICAL CRITERION

- The technical presentation of the QPs was very good as all the QPs met the moderation requirements.

- The 50% of QPs given a 'most' rating had minor technical errors.

C2.   INTERNAL MODERATION

- The IEB submitted the history of the development of the QPs and thus provided evidence of internal moderation.

- 63% of the QPs met 'all' moderation requirements; with A4EMSC, A4HSSC and A4TECH meeting 'most' of the requirements.

C3.   CONTENT COVERAGE

- The content coverage of the approved QPs complied with the Subject and Assessment Guidelines (SAGs).

- Five QPs scored an 'all' compliance rating with A4HSSC, A4SMME and A4TECH meeting 'most' moderation requirements.

C4.   COGNITIVE DEMAND

- The QPs complied with the SAG requirements regarding cognitive demand, with the exception of A4HSSC and A4SMME, which received 'most' compliance ratings.

- 75% of the QPs scored an 'all' compliance rating.

C5.   MARKING GUIDELINES

- The quality of the Marking Guidelines can be improved: six QPs met 'most' of the moderation requirements; A4TECH was given a 'limited' compliance rating.

- A4CENG met 'most' of the requirements, even after being submitted for second moderation.

C6.   LANGUAGE AND BIAS

- A4TECH was given a 'limited' compliance rating for this criterion as the external moderator had concerns about the use of subject terminology, as well as subtleties in the QP that might create confusion.

The external moderator made recommendations regarding these issues in the detailed moderator report.

- 50% of the QPs met 'all' the sub-criteria, while 38% met 'most' moderation requirements.

C7.   ADHERENCE TO SUBJECT AND ASSESSMENT GUIDELINES (SAGS)

- All the QPs approved met 'all' the requirements of this criterion.

- 62% of the QPs met 'all' moderation requirements; 38% met 'most' requirements.

C8.   PREDICTABILITY

- All QPs approved met the minimum requirements for this criterion.

- The examiners did very well: six QPs complied in 'all' respects, with only A4EMSC and A4HSSC having met 'most' of the requirements.

1.4   AREAS OF GOOD PRACTICE

- Overall the quality of the QPs was very good. Only one required second moderation. The QPs complied with 97% of the moderation criteria.

- 75% (6/8) of the QPs met 'all' criterion requirements for *Cognitive Demand* and *Predictability*. The examiners and internal moderators must be commended for the good standard.

1.5   AREAS OF CONCERN

- None noted.

1.6   DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- None.

1.7   CONCLUSION

Umalusi approved five QPs and conditionally approved two QPs after first moderation. Only A4CENG required second moderation. Overall, the quality and standard of the approved QPs were very good, with an overall compliance rating of 97% and only 3% of 'limited' compliance. The overall compliance rating for the June 2015 QPs was 87%. Umalusi acknowledges the 10% improvement in the quality of the November 2015 QPs.

Chapter 2

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Moderation of Site-Based Assessment

2.1   INTRODUCTION AND PURPOSE

Quality assurance of assessment includes evaluating and judging the quality and standard of the internal assessment of programmes offered in the Adult Education and Training (AET) sector. Internal assessment, called Site-Based Assessment (SBA) in the AET sector, is an important component of examinations and contributes 50% of the final mark required for certification.

Considering the myriad issues related to adult education and training, it should be understood that SBA is formative in design and intended to be developmental in nature. It is therefore imperative for educators to understand the purpose and design of site-based assessment. The objective is to guide and support the learning process in a structured approach that will assist learners to master theories, concepts and application without compromising the credibility of internal assessment.

The IEB sets common assessment tasks (SBA tasks), contained in _User Guides._ _These are assessment manuals_ to ensure that internal assessment tasks are standardised across all AET providers. Umalusi quality assures and approves the _User Guides_ before they are implemented. The _User Guides_ are implemented, marked and graded by the adult education and training (AET) providers.

The challenge with implementation is that AET providers often lack a system to ensure the quality and credibility of internal assessment. These challenges are amplified because most AET providers do not have the resources to provide quality learning and teaching. The net result of this situation is that AET providers and learners often use a _User Guide_ as if it is the curriculum, although the IEB clearly states in the guides that these do not replace learning and teaching materials.

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

- Ensures that the SBAs comply 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

- Reports on the quality of SBA within assessment bodies.

2.2   SCOPE AND APPROACH

Umalusi sampled 4/8 LAs, i.e. A4CENG, A4EMSC, A4MATH and A4NTSC. The external moderation was thus focused on the quality and standard of the implementation of the *User Guides* by AET providers, and internal moderation by the IEB.

It is important to note that the sample was used for three moderation processes, conducted successively over a two-day moderation period:

(i)   Memorandum discussions

(ii)   Verification of marking

(iii)   Moderation of SBA portfolios.

Umalusi moderated the SBA portfolios on-site at Roedean High School in Parktown, Johannesburg, on 21 and 22 November 2015.

The process began with the memorandum discussions on the Saturday morning. Marking commenced immediately after the amended memorandum had been approved and signed by the external moderator.

The external moderator started to moderate SBA portfolios while waiting for the markers and internal moderators to complete a sample large enough to verify marking. The verification of marking and the external moderation of the SBA portfolios were completed on the second day.

Table 2.1:   SBA Portfolio Sample Moderated

LEARNING AREA	LA CODE	# PORTFOLIOS
1. Economic and Management Sciences	A4EMSC	10
2. Communication in English	A4CENG	10
3. Mathematical Literacy	A4MATH	10
4. Natural Sciences	A4NTSC	10
		40

The sample of 40 portfolios was a result of the IEB internal moderation process as their computer system automatically selected 10 portfolios of learners who wrote the examination for each learning area in the sample. The learners were required to bring their portfolios to the examination venue on the day that they wrote the examination.

The external moderators evaluated the SBA portfolios using an instrument designed for this purpose. SBA moderation takes into account the following seven criteria:

- Adherence to Subject and Assessment Guidelines (SAGs)
- Internal Moderation
- Content Coverage
- Quality of Portfolios of Evidence (Structure/Content)
- Quality of Assessment Tasks
- Learner Performance
- Quality of Marking

The moderator evaluates the SBA based on how the requirements of the seven criteria have been met; and overall impression of the completed tasks.

2.3 SUMMARY AND FINDINGS

The external moderators completed evaluation reports based on the moderation criteria. The moderation reports included both statistical and qualitative feedback. The evaluation also considered the reports from internal moderators. This SBA moderation report highlights the consolidated statistical as well as the qualitative information extracted from the various external moderator reports.

It must be noted that the IEB provides a *Facilitator's Guide* per learning area for SBA. The booklet contains:

- Background to site-based assessment
- Internal assessment tasks
- Marking memoranda for assessing tasks
- Mark sheets for individual learners

The educators use the *Facilitator's Guide* developed by the IEB as the national standard.

C1: ADHERENCE TO ASSESSMENT GUIDELINES

- The IEB developed *User Guides* that contain SBA tasks to be used by all AET providers. The SBA tasks are thus standardised by the assessment body.

- The SBA tasks provide assessment guidelines to help the educators and the learners understand how the tasks should be assessed.

- The AET centres in the sample implemented the SBA tasks as provided by the assessment body. The learner portfolios showed evidence of compliance with the SBA tasks and thus the assessment guidelines.

C2: INTERNAL MODERATION

- The external moderators for the four learning areas reported that internal moderation was conducted, but that quality and depth varied.

- The internal moderator for A4EMSC gave in-depth comments, whereas the internal moderator for A4CENG generalised.

- Overall the conduct of internal moderation had improved compared to previous evaluations.

C3: CONTENT COVERAGE

- The portfolios sampled had evidence that all SBA tasks were completed as per the requirements in the *User Guides* and the *Facilitator's Guides*.

- The AET providers complied with the IEB's SBA requirements for the specific learning areas.

C4: QUALITY OF PORTFOLIO OF EVIDENCE

- The external moderators for the four learning areas noted that the portfolios contained all relevant documents and complied with the moderation requirements.

- The moderator for A4CENG was particularly impressed with the very good presentation of some portfolios. The external moderator wrote: Best Practice: the files of learners 4, 5 and 6 (Centre 1969) were meticulously compiled.

- Each activity was clearly labelled and filed in the correct sequence. For Activity 4 (Formal Speaking) the centre prepared its own grid, based on the IEB assessment, for the benefit of the learners. The files were very neat and attractively arranged.

- The external moderator for A4CENG was, however, concerned with the presentation of some portfolios: the files of Learners 7, 8 and 9 (Centre 8366) were very untidily compiled; the numerous staple-puncture marks indicated that the activities were stapled and unstapled a number of times; the edges of many of the pages were curled in, torn or frayed.

C5: QUALITY OF ASSESSMENT TASKS

- The portfolios for A4EMSC did not meet the moderation requirements as the 10 portfolios contained only one completed task, yet had mark sheets for all three tasks in the *User Guides.*

- The external moderator for A4EMSC noted an SBA irregularity as the portfolio for Learner 10 (Centre 6803) contained work from four different learners and five different learning areas (A4MATH, A4SMME, A4CENG, A4HSSC and A4LIFO). The external moderator wrote: The file contains a whole lot of tests, but [it] does not contain any of the prescribed assessment tasks, e.g. the business plan.

- The external moderator for A4CENG also noted an SBA irregularity, as she believed that the educator may have given one learner a copy of the memorandum to complete Activity 1.

- Overall, the quality of the completed SBA tasks presented varied, with examples of good work; but very poor quality work was also presented for moderation.

C6: LEARNER PERFORMANCE

- The external moderator for A4MATH reported good learner performances, ranging from 68% to 72%.

- The learners for A4CENG performed very well, excluding the learner who copied the memorandum for Activity 1.

- The learners for A4EMSC performed well, except for the learner from Centre 6803 whose portfolio contained tasks from other learning areas and the prescribed business plan was not completed.

C7: QUALITY OF MARKING

- Generally, the marking for A4MATH was accurate and consistent with the required responses.

- The external moderator for A4CENG was concerned with examples of poor and inconsistent marking. She noted that in Activity 2, mark allocation was not consistent for Learners 7, 8 and 9 with learner

performance in the areas of content, language and structure. This resulted in the responses being over-assessed.

- The external moderator for A4EMSC noted that the marking did not meet any of the moderation requirements; was inconsistent; and there was evidence that the marker had not used a rubric to mark the SBA tasks.

2.4   AREAS OF GOOD PRACTICE

- The IEB developed *User Guides* and *Facilitator's Guides* for the learning areas to help to implement the standardised SBA tasks.

2.5   AREAS OF CONCERN

- The poor quality of internal moderation in A4CENG is a concern as the internal moderation reports generalised and lacked depth.

- Umalusi is concerned with the SBA irregularities in A4EMSC and A4CENG as explained in section *C5: Quality of Assessment Tasks* above.

- The *User Guides* and *Facilitator's Guides* currently in use are dated 2011. Umalusi raised this concern with the IEB at a bilateral meeting held during 2015. The IEB confirmed that it was in the process of revising the guides (SBA tasks) for A4CENG and A4MATH, to be implemented in 2016.

2.6   DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The IEB must ensure that internal moderation for all learning areas meet the required assessment standards.

- The IEB must investigate the two alleged SBA irregularity incidents, as outlined in this report, and submit its findings to Umalusi.

- The IEB must revise the *User Guides* and *Facilitator's Guides* and present these to Umalusi for external moderation and approval.

2.7   CONCLUSION

The external moderation reports highlighted areas of good practice, but also noted some areas of concern, particularly the issue of an educator allegedly giving a learner access to the marking guideline to complete SBA tasks. The quality and depth of internal moderation had improved, but concerns were

noted in A4CENG. Overall, the quality of marking, excluding A4EMSC, was good and met moderation requirements.

The *User Guides* and *Facilitator's Guides* assisted AET providers to implement the SBA tasks, but external moderation reports indicated that it was imperative for AET providers to provide good learning and teaching opportunities based on the curriculum, and not to use the standardised tasks as if these were the curriculum.

The challenge for assessment bodies is that they are not directly involved in the learning and teaching practices of AET providers and do not have mechanisms in place to monitor and evaluate institutional assessment. Umalusi is not convinced that the 50% weighting of SBA is accurately accounted for.

Chapter 3

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Monitoring the State-of-Readiness

3.1 INTRODUCTION AND PURPOSE

The Independent Examinations Board (IEB) is a private assessment body that has applied for accreditation by Umalusi to conduct, administer and manage the examination of the General Education and Training Certificate: Adult Education and Training Level 4 (GETC: ABET L4).

As part of its quality assurance mandate, Umalusi has an obligation to ascertain an assessment body's level of readiness to conduct, administer and manage examinations of qualifications on its sub-framework of qualifications. This report seeks to highlight the state of readiness of the IEB to conduct the 2015 October/November GETC examinations.

3.2 SCOPE AND APPROACH

To verify the maintenance of standards and adherence to applicable policies and regulations, Umalusi prepared a self-evaluation instrument for the IEB to complete and to prepare evidence for verification. The self-evaluation instrument focused on key processes that are critical for the management and administration of examinations. These include but are not limited to the following:

- Availability and implementation of appropriate policies and procedures
- Availability and utilisation of suitable systems, processes and procedures
- Management plans for assessment, moderation and monitoring
- Appointment and training of relevant personnel
- Adequacy of resources
- Safety and security of examination material.

However, the claims provided by the IEB on the self-evaluation instrument could not be confirmed as no verification visit was made. Therefore, this report is based on information provided by the IEB, as captured in the self-evaluation instrument.

3.3 SUMMARY OF FINDINGS

3.3.1 STRATEGIC MANAGEMENT ISSUES

The IEB had five permanent staff members, as per the approved organogram, for the management of the GETC examinations. The roles of each were clearly specified and those, combined, covered all aspects relating to the management of examinations.

The budget allocated by the IEB for the 2015 November examinations was sufficient to carry through the process. The IEB has the relevant infrastructure for the management of examinations.

The candidates wrote at their own assessment centres and the IEB ensured that all required documentation was delivered. The marking of candidates' answer scripts was centralised at the IEB offices, where all the required facilities were available, including the capturing of marks. The printing of examination material was outsourced.

3.3.2 MANAGEMENT PLAN FOR THE CONDUCT AND ADMINISTRATION OF THE EXAMINATIONS

The IEB indicated that it had a detailed plan in place for the conduct, management and administration of the 2015 GETC: ABET L4 examinations. This plan was further monitored by each designated role-player in his/her department, in terms of meeting their deadlines.

3.3.3 REGISTRATION OF CANDIDATES AND VERIFICATION OF THE CORRECTNESS OF DATA

Registration data for examination centres and candidates was not available to Umalusi by the date of submission of the self-evaluation instrument. A contributing factor was late payment of registration fees by IEB clients. As a result, registration data was finalised late, into the commencement of the writing of the scheduled examinations. For the 2015 October/November GETC examination, the closing date for registration was 12 October 2015.

Staff members in the registration department used the double-checking method to verify entries against information provided by clients at the time of registration. Examination centres were then sent a registration confirmation report containing all registration details captured. Centres were required to confirm the accuracy of the captured information and inform the IEB accordingly.

3.3.4 SAFETY AND SECURITY OF EXAMINATION MATERIALS

Examinations material was to be packed and secured with a combination lock, the pass-code of which was not released to the courier company transporting the material. Only the chief invigilator would receive the code for unlocking the papers, an hour before the examination was scheduled to start. Verification visits to a sample of examination centres was not possible as the data for registered centres was not finalised in time.

3.3.5 PRINTING, PACKAGING AND DISTRIBUTION OF EXAMINATION MATERIALS

The IEB outsourced the printing of examination material and Umalusi visited the printing company to monitor how it conducted and managed the printing process. The printing company operated in a building that was used exclusively for the printing of examination material. Security officials manned the gate and the premises were surrounded by an electric fence. There were five surveillance cameras, all in good working order, inside the building. There were sufficient printing machines linked to a computer loaded with M-File software, a system that grants temporary access to authorised people only. In addition to security features, no cell phones were allowed in the printing facilities.

The company employs two permanent technicians to deal with any breakdown of printing machines. In cases where additional manpower was needed to fast track the printing of QPs, they would use staff usually employed in printing study guides and books to plug the gap. There was a large generator on standby in case of a power failure. All the people involved in the printing of examination material were subject to police clearances and lie detector tests. They were also required to sign confidentiality forms.

A hard copy of the question paper was sent to the printers by IEB for a master copy to be printed and approved by the IEB. Once approved, the QPs were printed on a large scale. Any spoilt papers were put aside to be shredded by the Exams Printing Manager after printing was completed. Once printed, they were returned to the IEB for a final quality check before being sealed in the envelopes for distribution purposes. These were distributed to the assessment centres from the IEB offices by a contracted courier company. The materials handling department worked with the entry and resulting department to obtain physical addresses from the database. Tracking numbers were attached to the deliveries so papers could be tracked throughout the process.

3.3.6 APPOINTMENT AND TRAINING OF INVIGILATORS AND MONITORS

Assessment centres appointed their own chief invigilators. They were usually the centre coordinators/training managers or the human resources manager of the

company. They sometimes requested assistance from the IEB, who would then provide invigilators, at additional cost. The IEB conducted provincial invigilator training sessions, which are scheduled to be held annually. IEB staff members monitored a sample of assessment centres throughout the examination session. The plan was finalised only once the registration process was completed.

3.3.7 THE MANAGEMENT OF IRREGULARITIES AND CONCESSIONS

The IEB had a policy in place for managing irregularities. This stipulates the procedures that must be followed for any irregularity that may occur during any stage of the assessment process. For example, all alleged irregularities would be investigated and candidates' results may be withheld during the handling of any irregularities that occurred during the writing phase of examinations. There was an intensive process in place for the approval of concessions.

3.3.8 SELECTION OF MARKERS AND MARKING CENTRES

The IEB's selection criteria for the appointment of marking personnel highlight the following:

- Examiners (chief markers) and internal moderators: must be subject matter experts as well as experienced developers and moderators.

- Markers: should ideally be facilitators at AET centres at which the IEB NQF Level 1 exams are written. In cases where there were insufficient applicants, school educators teaching the subject were considered.

- Examination assistants: previous experience and/or current studies under way at a tertiary institution were requirements.

Examiners and moderators attended a workshop on 11 July 2015 at Sacred Heart College. Cross-moderation workshops were held to ensure that standards across the different exams were the same. Markers were trained on the morning of marking by the examining panel. Markers were required to complete the exam paper, mark exemplar papers and work through the marking guidelines with the panel. At the time the completed self-evaluation instrument was submitted to Umalusi, however, marking personnel were still to be appointed.

The marking centre was identified on the basis of it having adequate and appropriate infrastructure and equipment for the marking process. Security of examination material was also a priority for selection of the marking centre. The marking centre manager must always be a permanent member of IEB staff, and is appointed by virtue of the position occupied in the IEB.

3.3.9 MODERATION OF SITE-BASED ASSESSMENTS (SBAS)

Registered centres were provided with a guideline document, which includes the SBA tasks, memoranda and assessment grids, as well as information on SBA implementation. A sample of learners' SBA portfolios was selected for moderation during the marking process.

Moderation at client level was through the completion of an internal moderation form. Each registered centre received a moderator's report when the SBAs were returned to the centre. Feedback was also given at the AET forums organised by the IEB. There was no monitoring of SBA at GETC level by the IEB.

3.3.10 CAPTURING OF MARKS AND CERTIFICATION

The IEB used an electronic examination management system to manage learner records, from registration to resulting and certification processes. The double capturing method was implemented in all cases. For security reasons, the system for data capturing was accessible to authorised personnel only.

3.4 AREAS OF GOOD PRACTICE

- The adequacy of human resources with clearly defined roles covering all aspects relating to the management of examinations.

- The availability of relevant policies for the conduct, management and administration of examinations.

- The printing company presented a safe and secure environment for the printing of examination material.

- The safety measures employed by IEB during the transportation of examination material to the examination centres.

3.5 AREAS OF CONCERN

- None

3.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- None

3.7   CONCLUSION

The desktop presentation by the IEB indicated that systems were in place for the administration of the 2015 GETC examinations. Those processes that were outstanding have been noted and would be closely monitored by Umalusi during the writing of examinations.

Chapter 4

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Monitoring of Writing

4.1   INTRODUCTION AND PURPOSE

The Independent Examination Board (IEB) administered the GETC examinations during October/November 2015. Umalusi monitored a sample of examination centres to establish whether the examination was conducted in compliance with the prescripts and whether the overall integrity and credibility of the examination was compromised or not. Special attention was given to security of examination material, the suitability of the writing venues and training of invigilation teams.

4.2   SCOPE AND APPROACH

Table 4.1 below reflects the examination centres monitored by Umalusi in different provinces during the period of the writing of the GETC examinations, as administered by the IEB.

Table 4.1:   Examination Centres Monitored for the Writing of Examinations

PROVINCE	CENTRE	DATE	SUBJECT	CANDI-DATES
1. Western Cape	Siyapambile	2015.11.05	Numeracy Mathematical Literacy	11
2. Western Cape	Drakenstein Municipality	2015.11.10	Small, Medium and Micro Enterprises	4
3. KZN	SAPS Durban	2015.11.10	Small, Medium and Micro Enterprises	5
4. Limpopo	Petakgomo Municipality	2015.11.05	Mathematical Literacy	17
5. Mpumalanga	SAPS Kwamhlanga	2015.11.09	Natural Sciences	3
6. Eastern Cape	SAPS Bisho	2015.11.10	Small, Medium and Micro Enterprises	7
7. Eastern Cape	SAPS Queenstown	2015.11.05	Mathematical Literacy	3
8. Gauteng	SAPS Academy Atteridgeville	2015.11.09	Natural Sciences	5
9. Gauteng	Makro Strubens Valley	2015.11.05	Mathematical Literacy	5
10. Gauteng	SAPS Parktown	2015.11.05	Mathematical Literacy	16
11. Gauteng	Nchafatso Training Programme	2015.11.10	Small, Medium and Micro Enterprises	11

PROVINCE	CENTRE	DATE	SUBJECT	CANDI-DATES
12. Gauteng	SAPS Dog Unit Atteridgeville	2415.11.10	Small, Medium and Micro Enterprises	5
13. Western Cape	Woolworths Supply Chain	2015.11.05	Numeracy and Mathematical Literacy	9
14. Gauteng	Mthimkulu Training Centre	2015.11.05	Mathematical Literacy	8
15. Western Cape	Peninsula Beverages	2015.11.05	Communication L2 – L4 and Mathematical Literacy	10

4.3   SUMMARY OF FINDINGS

Table 4.2 below illustrates the level of compliance with the different criteria at a glance, and it is clear that the most alarming shortcomings were evident in invigilator training, preparations for writing in the examination rooms, and monitoring by the IEB. Each criterion will be discussed individually and in depth in the paragraphs which follow. In this report, venue/exam venue indicates the room in which the exam was written, while centre refers to the institution hosting the examination.

Table 4.2:   Level of Compliance in Relation to Criteria – Writing Phase

CRITERIA	COMPLIANCE		
	ALL	MOST	LIMITED / NONE
1. Delivery and storage of examination material	5	9	1
2. Invigilators and their training	2	5	8
3. Preparations for writing and examination room/venue(s)	1	6	8
4. Checking of the immediate environment	6	1	8
5. Activities during writing	7	8	0
6. Packaging and transmission of answer scripts	7	6	2
7. Monitoring by the assessment body	1	2	12

4.3.1   DELIVERY AND STORAGE OF EXAMINATION MATERIAL

The IEB policy was to deliver the QPs for the entire examination to the centres and then collect the scripts at the end of the examinations. However, at three of the 15 centres monitored, it was found that the chief invigilator had to collect the QPs at nodal points every morning and return the scripts to the nodal point after the

writing session. The papers were sealed in sturdy, padlocked bags. The code to open the padlock was sent to the centres shortly before the commencement of the writing session.

Eight of the 11 centres that had to store exam material for the duration of the exam possessed strong-rooms. At the other three there were only lockable cabinets in which to keep exam material safe. More worrying was that at one centre to which the nodal point delivered the papers daily, the papers for Monday were delivered to the home of the chief invigilator (CI) on Sunday, where he kept them until Monday.

4.3.2   INVIGILATORS AND THEIR TRAINING

A diverse group of people were appointed as CIs and invigilators, ranging from principals, centre managers, educators/facilitators to community members. At four centres these functionaries could prove that they had been formally appointed, with written confirmation. At the other centres they were either appointed verbally or could not substantiate their claims of written appointment by producing the necessary letters. The functionaries at 10 centres claimed they had been trained.

The monitors reported that the training was superficial in some cases. Where training was done, it took place in September and October, except at two centres where the CIs claimed that they had been trained In February. On the day of Umalusi's visit, the invigilators were either the person assigned the task of invigilator, or an untrained community member. At a few centres the CI acted as invigilator while at one centre, only an invigilator turned up. What is even more disturbing is that, except at one centre, invigilators had no name tags or IDs by which to be identified by the monitors.

4.3.3   PREPARATIONS FOR WRITING AND THE EXAMINATION VENUES

Signs to indicate the exam venue and directions were observed at three centres. At one centre, a noise outside the venue was so loud that the invigilator felt compelled to step outside and subdue it. There was, also, a low noise factor at SAPS Durban. The atmosphere and physical conditions at all centres were nevertheless judged to be conducive to writing an examination, and there was no material anywhere that could assist the candidates.

There were enough tables and chairs at all centres but only seven centres had seating plans drawn up before the exam, and at these centres the candidates were seated according to the seating plans. The seating plans were relevant to the learning areas being written. At two centres seating plans were drawn up after the candidates had taken seats of their own choice. The subjects monitored

required only the most basic equipment and that was available at all centres. At one centre, however, the tables and chairs had not been arranged for the exam and initially these were not sufficient for the five candidates!

The information on the writing board was meagre at most centres. Some did display the date, centre number and start-finish times. At six centres the important learning area and learning area code were displayed. Five centres had a clock visible to all and at another the time was written on the board in intervals and deleted as time passed. Relief invigilators were available at some centres, but at least one was described by the monitor as untrained. There were no invigilator and monitor registers for signing, at 10 centres.

Exam files were found at only two centres, but these did not didn't contain all the necessary documentation on the administration of the current examinations. A few centres had some forms and documents, but no exam files. Identity documents and exam permits were not checked before candidates were admitted to the exam venue. Five monitors reported that only a few candidates had IDs and/or exam permits at the centres they monitored. The same concern could be voiced about unregistered candidates who turned up at three centres.

The QPs were opened by the CI/invigilator in front of the candidates at all centres and were distributed with exam sheets attached to them. No separate exam books were used. There were no special concessions at any of the examination centres monitored.

At eight centres calculators were not checked to prevent the use of programmable devices. Connected to this was the use of cell phones as calculators at four centres. At most centres the invigilators allowed candidates to keep their cell phones on condition that they were switched off.

The number of candidates per centre did not exceed 17 at any one centre, so with one invigilator it was possible to honour the invigilator to candidate ratio of 1:30.

4.3.4 TIME MANAGEMENT

The CI/invigilator arrived late at three centres, in one case 45 minutes late. In this specific instance, the CI claimed that the person delivering the papers at the nodal point arrived late. As a result of these late arrivals, the exam began late and ended late at the affected centres, since the CIs extended the writing session to catch up on lost time resulting from their late arrival. At the other 12 centres the exams started on time and candidates were admitted on time. The answer sheets were incorporated in the QPs and these were handed out in good time.

However, the exam rules were read at only three centres, while at five centres the technical accuracy of the papers was not checked. The required 10 minutes'

reading time was provided at eight centres. At one centre, 20 minutes' reading time was allowed and at two, five minutes; while no reading time was allowed for at four centres. The exam ended at the stipulated time at most centres, excluding those where the CIs had extended the writing sessions.

4.3.5   CHECKING THE IMMEDIATE ENVIRONMENT

The ablution facilities were checked by invigilators at seven centres.

4.3.6   ACTIVITIES DURING WRITING

Only one instance occurred where the invigilator did not guide the candidates through completing the cover page of the script. All invigilators were vigilant and mobile. At one centre, the monitor noted numerous requests to the invigilator for help, as the paper was in English in which the candidates were not well-versed. The invigilator obligingly translated questions for candidates. More or less the same scenario was observed at another centre, while at a third centre the invigilator flatly refused to answer candidates' questions.

Three instances occurred where candidates left the venue unaccompanied to visit the toilets. No errors were reported; and no candidate left the venue in the last 15 minutes of the writing session. The CI collected the scripts at the end of the session (except where the exam ended early), while the candidates remained seated. Where the exam ended early, candidates were told to raise a hand after which the invigilator collected their scripts.

4.3.7   PACKAGING AND TRANSMISSION OF ANSWER SCRIPTS

The scripts were packaged in the examination venue without exception. The CI did this in the presence of the Umalusi monitor, an IEB monitor in two cases and an invigilator in some instances. At the centre where the CI did not show up, the packaging was done by the invigilator on duty. The scripts were arranged in the sequence of the mark sheet and the number of scripts corresponded with the number of candidates marked as present.

The scripts were placed in the lockable bag in which the papers arrived, after being sealed in a plastic envelope. Once the bag was locked it could not be opened, as the opening code of the morning was automatically invalid. Only two CIs completed daily report forms. As explained above, scripts were stored at the centres until the exam was completed. Where the CI had to collect the papers from a nodal point, he/she had to return the scripts to this nodal point after the writing session.

4.3.8   MONITORING BY THE ASSESSMENT BODY

There was evidence of monitoring of the writing of examinations by IEB. However, there were no reports left by IEB monitors at these three centres. At one centre the IEB monitor arrived at 11:55, five minutes before the end of the writing session.

4.3.9   IRREGULARITIES

The following irregularities were reported by Umalusi monitors during the monitoring of the writing of examination:

- The use of cell phones by candidates as calculators during the writing of examinations.

- Late start of examinations at three examination centres.

- The invigilator obligingly translated questions for candidates at two centres.

The following irregularities were reported by IEB for the writing of the examination:

- Candidates were allowed to visit the bathroom unescorted at two centres.

4.4   AREAS OF GOOD PRACTICE

- The determined efforts of the invigilator who handled numerous requests for translation of questions without revealing any information about the answers.

- The use of coded, lockable bags for storing papers in transit.

4.5   AREAS OF CONCERN

- The late start of examination sessions at some centres without prior approval by IEB.

- Chief Invigilators and Invigilators at a number of centres couldn't provide proof-of-invigilator training.

- At some centres candidates' identity documents and/or examination permits/timetables were not verified by the invigilators.

- Candidates' answer scripts were not sealed after packaging at one centre.

Table 4.3:   Detailed Areas of Concern – Writing Phase

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
Delivery and storage of examination material	Papers for Monday delivered to home of CI on Sunday	SAPS Kwamhlanga
	Papers stored in lockable cabinet which could be easily accessed	Mthimkulu Training Centre
The invigilators and their training	CIs and invigilators not trained or poorly trained	Drakenstein Municipality; Petakgomo Municipality; SAPS Kwamhlanga; Makro Strubens Valley; SAPS Dog Unit; Woolworths; Mthimkulu; Peninsula Beverages
Preparations for writing and the examination venues	Admission of candidates without IDs and/or exam permits	Siyapambile; SAPS Parktown; Mthimkulu; Peninsula Beverages
	No exam files with the relevant documents	All centres
	Cell phones used as calculators by candidates	Petakgomo; SAPS Dog Unit; Mthimkulu; Peninsula Beverages
	Cell phones supposed to be switched off (but ringing intermittently) in candidates' possession	Strubens Valley
	No registers to record attendance of invigilators and monitors	All centres visited except SAPS Dog Unit; Woolworths; Mthimkulu
	No checking of calculators	Nchafatso Training Programme; Siyapambile; Strubens Valley; Petakgomo; Parktown
	CI "nowhere to be found" during writing session	SAPS Dog Unit
Time management	Ten minutes extra reading time given	SAPS Bisho
	Only 5 minutes reading time given	Peninsula Beverages
	Writing session extended by up to 45 minutes	Bisho; Siyapambile; SAPS Queenstown
	Late arrival of CI/invigilator	Bisho; Siyapambile; Queenstown
	No checking of technical accuracy of paper	Siyapambile; Bisho; Queenstown; Parktown
	No reading time given	Siyapambile; Queenstown; Parktown
Activities during writing	Candidates allowed to go to the toilet unescorted	Siyapambile; SAPS Atteridgeville; Peninsula Beverages

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
Packaging and transmission of answer scripts	Scripts not sealed after packaging	Queenstown
	Scripts not arranged according to sequence on mark sheet	SAPS Durban; Parktown

4.6   DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The IEB should intensify the training of invigilators to ensure consistent applications of relevant procedures.

- Examination centres should not deviate from the stipulated time of the examinations unless approved by the IEB.

- Candidates must be subjected to identification verification for the writing of examinations.

- The IEB should ensure that examination centres have measures in place to ensure cell phones are not permitted in the examination rooms.

4.7   CONCLUSION

Despite the policy and procedural deviations noted in this report, none were deemed sufficient and serious enough to have compromised the integrity and credibility of the examinations.

Chapter 5

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Monitoring of Marking

5.1   INTRODUCTION AND PURPOSE

This chapter is based on the report of the monitoring of marking of the November 2015 General Education and Training Certificate (GETC) examination conducted by the Independent Examination Board (IEB). All the marking was conducted centrally at Roedean School in Parktown, Johannesburg.

As a quality council, Umalusi has an obligation to ensure that the conduct, administration and management of examinations are credible. The purpose of this chapter is therefore to report on the integrity of the IEB's marking process of the November 2015 GETC: ABET L4 examination.

The report gives a brief account of the IEB's planning for marking, the state of the marking centre, the security at the marking centre, training of marking personnel, marking procedure, monitoring of marking, handling of irregularities, quality assurance procedures and reports. This chapter also records areas of concern, areas for improvement and directives for compliance and improvement.

5.2   SCOPE AND APPROACH

All the IEB's marking was conducted at a central venue, at Roedean School in Parktown, Johannesburg. The table below details Umalusi's monitoring of marking of the IEB's GETC: ABET L4 examination.

Table 5.1:   Marking Centres Monitored by Umalusi Monitors

NO.	PROVINCE	CENTRE	DATE
1.	Gauteng	Roedean School	21 November 2015

An Umalusi-approved monitoring instrument was completed by the monitors. Through this, they were able to gather critical information relating to the process of marking at the marking centre. They, additionally, observed the practices, interviewed the marking centre manager and recorded the findings. These findings are presented in the following section.

5.3   SUMMARY OF FINDINGS

Table 5.2:   Level of Compliance in Relation to Criteria – Marking Phase

CRITERIA	COMPLIANCE		
	ALL	MOST	LIMITED/ NONE
1. Planning for Marking		x	
2. Marking Centre	x		
3. Security		x	
4. Training of Marking Personnel		x	
5. Marking Procedure	x		
6. Monitoring of Marking	x		
7. Handling of Irregularities	x		
8. Quality Assurance Procedures	x		
9. Reports	x		
TOTAL:	6	3	

5.3.1   PLANNING FOR MARKING

There was evidence of a marking management plan at the marking centre. The marking centre management team (chief markers and internal moderators) reported for duty at the centre on 20 November 2015. The markers reported for duty on 21 November 2015. A list of all marking personnel was readily available on request and was verified on-site. The marking centre received the marking guidelines/memoranda on 20 November 2015.

5.3.2   MARKING CENTRES

The IEB used a school as a marking centre. It was conducive for marking with the necessary space and facilities to accommodate all marking personnel. A total of 14 classrooms were used for marking eight learning areas. All the classrooms had adequate furniture, i.e. sufficient numbers of tables and chairs to accommodate markers.

The school library was big enough to accommodate all the scripts and was used as a script control room. The centre manager made use of her personal cell phone for communication. This posed a serious risk if anything were to happen to her cell phone during an emergency.

Very clean, and sufficient, ablution facilities were observed. The operational times for marking were from 07:00 to 17:00 daily. There was no provision for accommodation. Catering was provided, with provision made for special dietary requirements.

5.3.3 SECURITY

The IEB made use of the services of the school's security arrangements at the marking centre. The marking centre had three security personnel at the gate controlling access and it was equipped with surveillance cameras and fire extinguishers. The centre manager had the number of scripts per learning area available and these were packed into the boxes that were distributed to each specific marking room.

It was a matter of concern that the centre manager did not have statistics readily available on the number of scripts marked and those still to be marked. The responsibility of issuing and receiving the scripts was left to the controllers in each marking room. The scripts were transported to the marking venue by IEB staff using a closed vehicle.

5.3.4 TRAINING OF MARKING PERSONNEL

The marking centre manager has performed this role for nine consecutive years and it is part of her duties as "an events manager" at IEB. The assessment specialist conducted a full day's training for chief markers, internal moderators and the script control manager, on 6 June 2015. The chief marker then trained the markers and the examination assistants (EAs), on 21 November 2015 from 08:00 to 12:00.

5.3.5 MARKING PROCEDURES

The marking personnel signed attendance registers in the marking classrooms. This register was controlled by the chief marker. The controllers had an effective system in place to ensure that markers did not mark the scripts of their own candidates. There was no uniform approach to marking (question-by-question or whole script); this was determined by the chief examiner of each learning area.

Markers were not allowed to change the memorandum once approved by the external moderator. However, in practice they could agree to add to the memorandum, with the approval of the internal moderator. Candidates were provided with QPs that were used as answer books; therefore there was little chance of a candidate answering the same question twice.

While the chief markers supervised marking, controllers verified that marks were allocated correctly. In the event of the internal moderator detecting that candidates were either advantaged or disadvantaged during marking, consultation with the assessment specialist preceded any change.

5.3.6   MONITORING OF MARKING

A very effective system of chief markers monitoring the performance of markers was in place. The chief markers completed an evaluation form at the end of marking, through which the chief marker was able to identify underperforming markers who were either recommended for retraining or were paired with a strong marker. More scripts of the underperformers were sampled for moderation. Individual marker performance was used to inform selection for the next marking process. This method was considered to be more developmental than exclusionary. Underperformers may be re-appointed, but restricted to marking lower-level papers.

5.3.7   HANDLING OF IRREGULARITIES

Markers were aware of what constitutes an irregularity as this was part of their training. They also knew the procedure to follow when they detected an irregularity. Implementation of this practice was confirmed during the marking of A4EMSC, when a marker suspected copying as having occurred with two learners from Okani Commercial College (Centre number 6830). This alleged irregularity was recorded in the register kept at the marking venue.

The assessment specialist was responsible for investigating any alleged irregularity. Once declared an irregularity, it would then be reported to an irregularity committee, comprised of the assessment specialist, senior management and entry and resulting manager. Irregularities identified by IEB were resolved and reported to Umalusi except for the following which were still being investigated.

- Suspected copying by candidates in Communications in English (SBA) at six centres.

- Suspected copying by two candidates in Mathematical Literacy at one centre.

5.3.8   QUALITY ASSURANCE PROCEDURES

The examination assistants (EAs), referred to as controllers, were responsible for verifying entire scripts were marked. They also made sure that each question had a total, that marks were captured per sub-question/item and that subtotals, totals and the final total were all correct.

The IEB did not use mark sheets – marks were captured directly from the answer scripts. Mark capturing takes place at the IEB offices by the capturing unit. The controllers must be commended for the effectiveness and efficiency of the quality assurance process.

5.3.9 REPORTS

Both the chief marker and internal moderator used standard templates to complete qualitative reports. Markers did not complete qualitative reports but held discussions after marking. These contributed to the chief markers' report.

The reports were then emailed to the material production manager and the assessment specialist. These reports were discussed at the Adult Education and Training (AET) User Forum and shared with all providers and centres.

5.4   AREAS OF GOOD PRACTICE

- The centralised marking centre worked very well for the marking of the GETC ABET L4 scripts.
- The presence of the assessment body officials at the marking centre for the duration of marking was commendable.
- There were sufficient resources and facilities at the marking venue to facilitate the marking process.

5.5   AREAS OF CONCERN

- None

5.6   DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- None

5.7   CONCLUSION

The IEB demonstrated the capacity to conduct and manage the marking process successfully. The marking venue was adequately resourced, with all necessary furniture and ablution facilities.

Chapter 6

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Memorandum Discussions

6.1   INTRODUCTION AND PURPOSE

The assessment body presented a marking memorandum with the QP for each learning area for external moderation. Although the memoranda were approved with the QPs, it was necessary to revise and finalise them as the marking process involves a large number of markers, chief markers and internal moderators, each of whom may have a slightly different interpretation of the question paper and marking memorandum. Furthermore, each script marked is unique and a judgement of its adherence to the memorandum must be made.

The memorandum discussion workshops provide a platform for markers, chief markers, internal moderators and Umalusi's external moderators to discuss and approve the final marking instrument. This is the platform on which all possible model answers are considered and taken into account.

The purpose of the workshop is to ensure that all possible variables are considered; that all role-players in the marking process adhere to the same marking standard; and that marking is fair, consistent and reliable.

6.2   SCOPE AND APPROACH

Umalusi sampled 4/8 LAs, i.e. A4CENG, A4EMSC, A4MATH and A4NTSC, for the moderation of the memorandum discussions. The moderation took place at Roedean High School in Parktown, Johannesburg, on 21 and 22 November 2015.

The internal moderators and the examiners discussed the marking instrument and considered all possible model answers. The external moderator for each learning area attended the marking guideline discussions to:

- Ensure that the approved QP was the one presented to candidates

- Guide the interpretation of the questions and the required answers

- Approve the final memorandum to be used by all markers in specific learning areas.

The external moderators evaluated the finalisation of the marking memoranda using the revised 2015 moderation instrument. The revision groups all sub-criteria into six key areas, as illustrated below:

- Attendance of internal moderator, chief marker and markers
- Verification of question papers
- Preparations for memorandum discussions
- Memorandum discussions process
- Sample marking
- Approval of amendments to memorandum.

6.3   SUMMARY OF FINDINGS

Overall the evaluation reports showed that internal moderators, chief markers and markers had a clear understanding of the purpose of the meetings and their roles in the marking process. Below is a summary of the findings for each criterion.

C1.   ATTENDANCE OF INTERNAL MODERATOR, CHIEF MARKER AND MARKERS

- The internal moderators and chief markers for the four learning areas in the sample attended the memorandum discussion workshops and the marking process thereafter.

C2.   VERIFICATION OF QUESTION PAPERS

- All the external moderators could verify that the QPs written were the ones that Umalusi approved during the question paper moderation process.
- The verification process also confirmed that no new or additional changes were made to the QPs after they were approved.

C3.   PREPARATIONS FOR MEMORANDUM DISCUSSIONS

- The internal moderators, chief markers and markers for A4CENG and A4MATH did not pre-mark a sample of scripts in preparation for the memorandum discussions.
- The internal moderator and chief marker did not make any amendments to the memorandum in preparation for the discussions.

C4.   MEMORANDUM DISCUSSIONS PROCESS

- The internal moderator, examiner and the markers form the discussion panel for each question paper.

- The panel worked systematically through the question paper and the memorandum, and discussed understanding of the question and all possible responses.

- Marking of the examination scripts started only once the internal moderator was satisfied that all markers had an acceptable level of understanding and competence to mark the scripts.

- The internal moderator consulted the external moderator as and when necessary. The external moderator advised the panel when necessary.

C5. SAMPLE MARKING

- The markers, examiner and the internal moderator marked a section of exemplar scripts after the memorandum discussions were completed. Some internal moderators and examiners marked one or two scripts; others marked sections of a script.

- Markers generally marked two to three dummy scripts, which were checked by the internal moderator. The markers were then advised accordingly.

C6. APPROVAL OF AMENDMENTS TO MEMORANDUM

- The external moderators were part of the memorandum discussions and advised the panel as and when required to do so.

- The amendments to the memoranda were minor and mostly of a technical nature. The amendments did not impact on the quality and standard of the memoranda.

- The external moderators approved all amendments as discussed and signed the final memoranda with the internal moderators and the chief markers.

6.4 AREAS OF GOOD PRACTICE

- The panel discussions and the marking of exemplar scripts ensured an acceptable level of competence before marking commenced. This approach works well for the IEB.

6.5 AREAS OF CONCERN

- The internal moderators and chief markers did not, prior to the memorandum discussions, work through the QPs and memoranda to

prepare possible alternative answers. This concern has been raised in previous quality assurance reports.

6.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The IEB must ensure that all internal moderators and chief markers develop a draft memorandum in preparation for the memorandum discussions.

6.7 CONCLUSION

The memorandum discussions served the intended purpose, to improve the quality of the marking memoranda and to ensure that all possible responses had been considered. The amendments to the four marking guidelines moderated were mostly technical, with minor changes.

Umalusi moderators approved all recommended changes to the marking guidelines as they believed that the exercise had improved the quality of the marking guidelines.

Chapter 7

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Verification of Marking

7.1   INTRODUCTION AND PURPOSE

Verification of marking is a critical process in the quality assurance of an examination because the marking process involves a large number of people, each of whom may have a slightly different interpretation of the question paper and the marking memorandum.

Verification of marking validates the process of marking and determines whether marking has adhered to the marking memorandum approved by the external moderators after the memorandum discussions. The verification process evaluates adherence to marking standards. In addition, the external moderators scrutinised answer scripts for possible irregularities.

7.2   SCOPE AND APPROACH

Umalusi conducted on-site verification of marking at Roedean High School in Parktown, Johannesburg, on 21 and 22 November 2015. The external moderators sampled a total of 83 scripts for the four learning areas over the two-day moderation period. The moderators also moderated the memorandum discussions and the SBA portfolios during this period.

The external moderators verified the marking of learner scripts for A4EMSC, A4CENG, A4MLM and A4NTSC using the revised 2015 moderation instrument for the verification of marking. The revision groups all the sub-criteria into five key areas, as illustrated below:

- Adherence to marking memorandum
- Quality and standard of marking
- Irregularities
- Performance of candidates
- Findings and suggestions.

7.3 SUMMARY OF FINDINGS

The external moderators' reports reflected on the five key moderation criteria. This report summarises the key qualitative findings per moderation criterion.

C1. ADHERENCE TO MARKING MEMORANDUM

- The marking memoranda for the four learning areas were approved by the external moderators after the memoranda were finalised during the memorandum discussions.

- All markers adhered to the approved memoranda. No additional changes were made.

C2. QUALITY AND STANDARD OF MARKING

- The internal moderators and the examiners facilitated question and answer sessions with the markers. This ensured that all markers had the same understanding of each question, and possible answers. This exercise helped to improve the quality of marking.

- The internal moderators and the examiners moderated samples of scripts during the course of the marking process and gave direct feedback to the markers as and when necessary. The marking was fair and reliable.

C3. IRREGULARITIES

- The external moderators were vigilant for possible irregularities. They also asked the markers and chief markers to pay special attention to this aspect during the marking process.

- The external moderator for A4MATH Question 1 noted similar responses and mistakes, including wording of responses, in three centres (2489, 6751 and 9551). The learners in the three centres had similar responses for questions 1A, 1B and 1C. Wording, where explanation was needed, was similar and similar mistakes were committed. The learners received the same marks for these questions. The external moderator brought these anomalies to the attention of the internal moderator and requested that he re-mark these scripts to verify the findings.

- The external moderator for A4EMSC also noted and reported the following irregularities:

Table 7.1:   Irregularities found in A4EMSC

| CENTRE	CANDIDATE	QUESTION Nº	DETAILS
6830	136830318138	Q2, Q4, Q5, Q6.2, Q7, Q8, Q10	The answers in these questions are exactly the same. Where the answers are the same, the handwriting in both scripts looks the same.
6830	13630318133	Q2, Q4, Q5, Q6.2, Q7, Q8, Q10	The answers in these questions are exactly the same. Where the answers are the same, the handwriting in both scripts looks the same.
6751	156751408154		This script is not an original examination script; it is a photocopy of an original script. The original script for this learner was not submitted. On the attendance register the name of this candidate was not computer-printed, instead it was handwritten. It can therefore be concluded that the learner was not registered.
	136751319785		This script is not an original exam script; it is a photocopy of an original script. The original script for this learner was not submitted. On the attendance register the name of this candidate was not computer-printed, instead it was handwritten. It can therefore be concluded that the learner was not registered.
9577	159577409076		The original exam answer book was not submitted. The whole exam answer book, with answers, was a photocopy. No register was submitted with this script in order to verify whether the learner was registered or not.

- It must be noted that the IEB markers noted the anomalies and the internal moderator confirmed their findings.
- The IEB was requested to conduct an internal investigation into the alleged irregularities and to submit a detailed report to Umalusi before the scheduled standardisation meeting in December 2015.

C4.   PERFORMANCE OF CANDIDATES

The external moderation instrument was amended to record learner performances in the moderation sample, as indicated below:

C4.1   Economic and Management Sciences

Figure 7.1:   Learner Performance per Question – A4EMSC
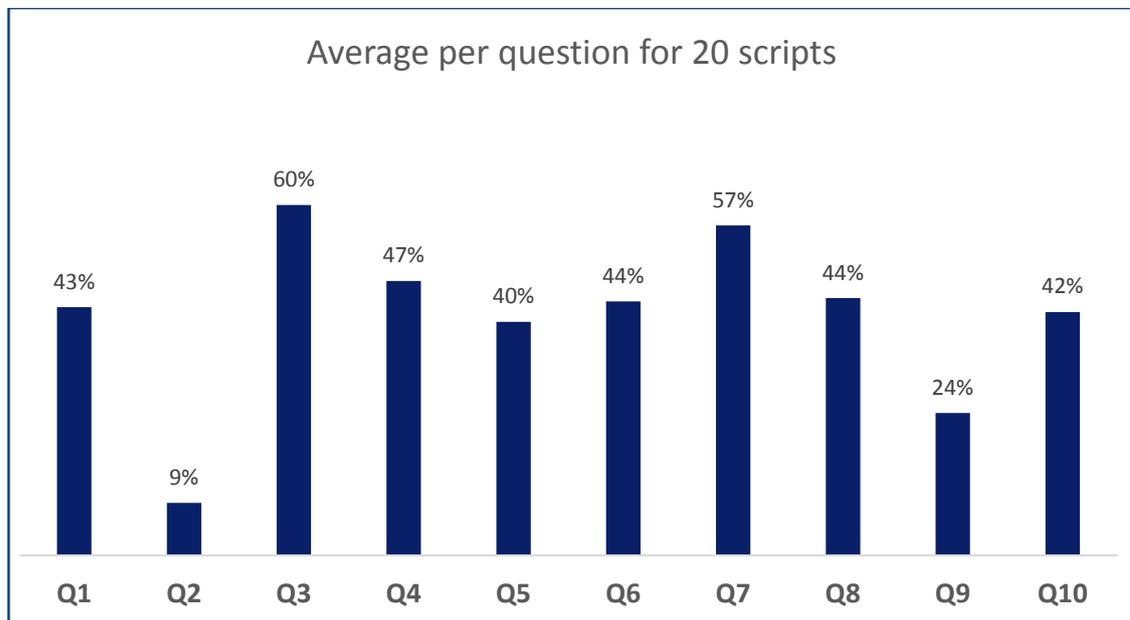

The external moderator noted:

- Learners had done much better in this examination compared to the June 2015 examination.
- Looking at some scripts, it was clear that certain topics were not covered by certain centres as none of the learners at those centres answered the questions on those topics.
- Accounting remains one of the topics that learners struggle with.
- Learners were able to answer questions at all levels of difficulty.
- From the sample of 20 learners, one learner obtained a distinction in this learning area.

Table 7.2:   Mark Distribution as a Percentage – A4EMSC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	3	6	9	1	0	0	1	0

C4.2   Communication in English

Figure 7.2:   Learner Performance per Question – A4CENG
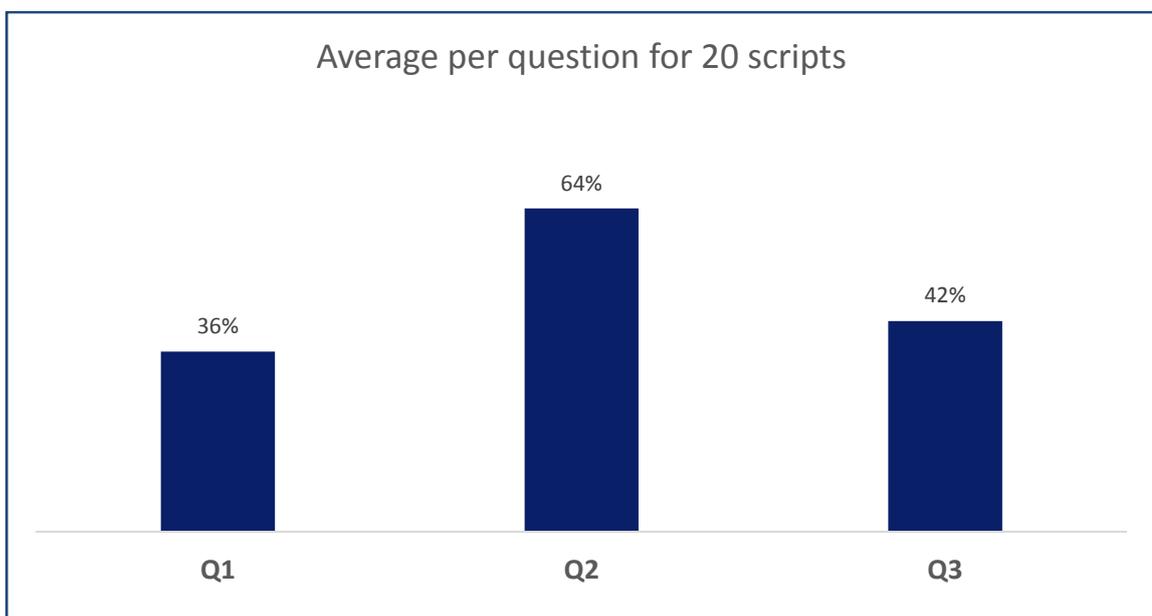
- Learners struggled with the higher order cognitive levels (evaluative questions) in both Section A and Section B.

- In both Sections A and B, questions which tested language and formal grammar were answered badly by learners.

- In marking Section C, some markers did not appear to be able to recognise well-written essays, giving an average mark of 27 or 28 out of 50. Other markers (not many) awarded very high marks for mediocre work.

Table 7.3:   Mark Distribution as a Percentage – A4CENG

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	0	8	4	5	2	0	0	0

C4.3   Mathematical Literacy

Figure 7.3:   Learner Performance per Question – A4MATH

Average per question for 30 scripts

- Q1: 41%
- Q2: 59%
- Q3: 62%
- Q4: 44%
- Q5: 26%
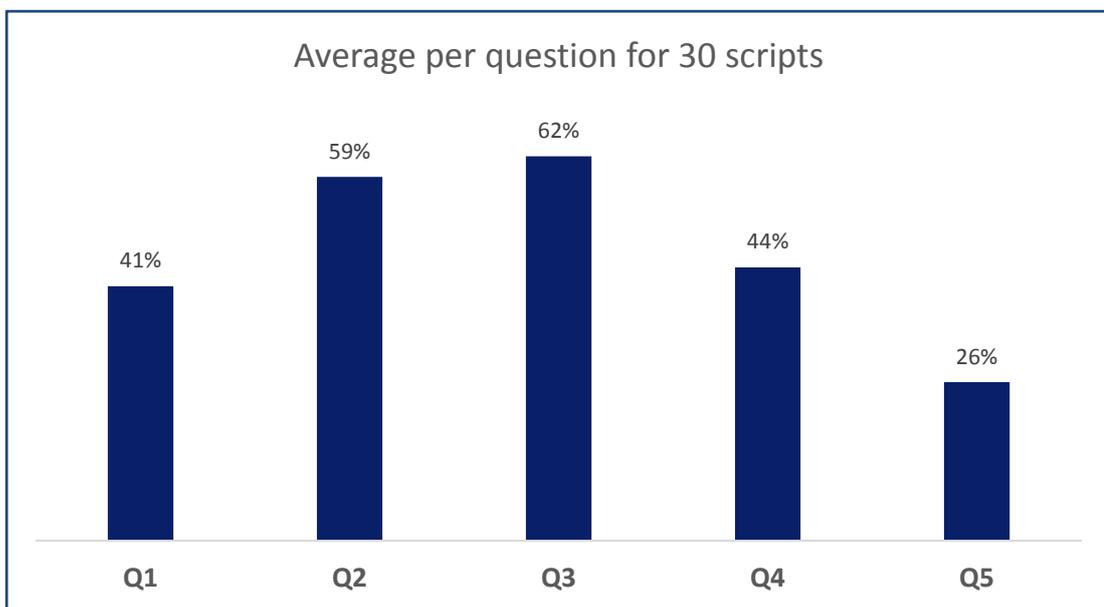
- The graph shows that learners performed well in Question 3. The average performance for this question was 62% and for Question 2, 59%. Learners performed badly in Question 5, with an average of 26%.

- Learners were mostly challenged with space, shape and measurement. Question 5, which made up 17 marks of the paper, mostly contained questions requiring comprehension and analysis. These questions required higher order thinking and were at a higher difficulty level. It is important that examinations include questions that are challenging and promote thinking and reasoning.

- Out of 30 scripts that were moderated, three learners obtained between 70 and 89, with the highest mark being 84%. Fifteen learners obtained between 40% – 69% and 12 learners, 0 – 39%. The lowest mark was 0. In total, 18 of 30 learners passed the examination, representing a 60% pass rate.

Table 7.4:   Mark Distribution as a Percentage – A4MATH

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	1	2	6	6	5	4	2	1	0

C4.4   Natural Sciences

Figure 7.4:   Learner Performance per Question – A4NTSC

Average per question for 13 scripts
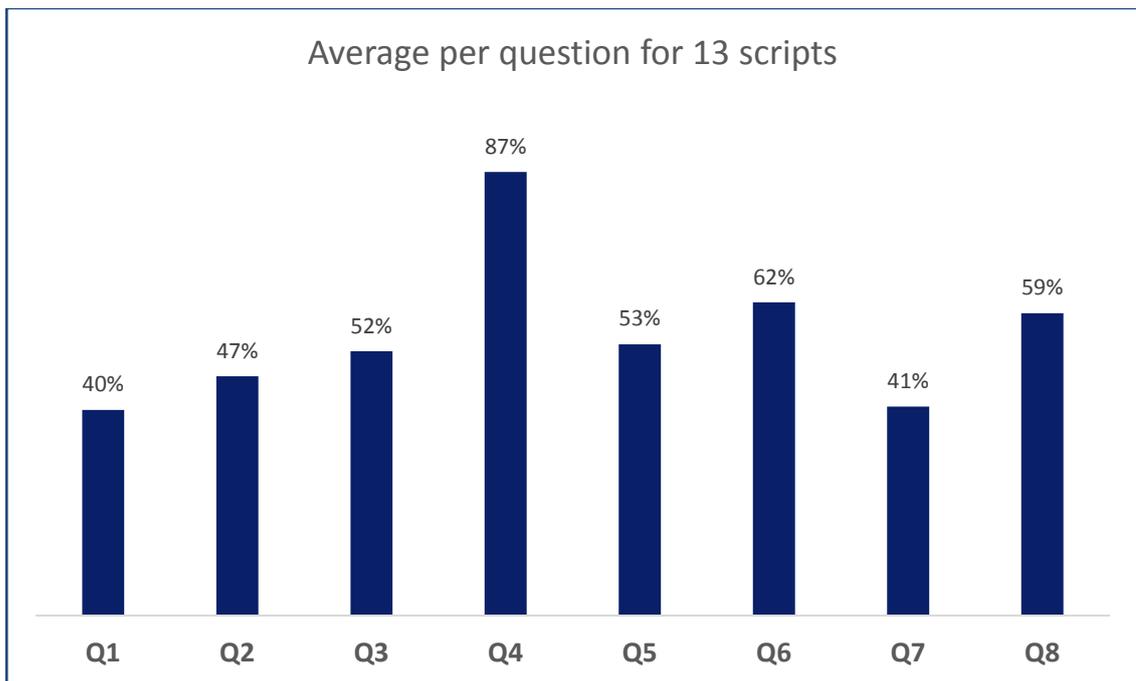
- Of the 13 scripts that were moderated, 1 learner was deemed not yet competent. This gives an 8% failure rate and a 92% pass rate.

- Most of the learners performed well on the following questions; 3,4,5,6 and 8. They performed not so well on questions 1, 2 and 7.

- In terms of the cognitive levels, most learners were not able to answer higher order questions. Answers to lower order questions were fair.

- There were no learners who obtained 70% and above. The two learners who obtained the highest marks, from two different centres, achieved 69% each.

Table 7.5:   Mark Distribution as a Percentage – A4NTSC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	1	6	2	4	0	0	0

C5.   FINDINGS AND SUGGESTIONS

- The external moderators reported that the marking was fair, valid and reliable as the markers adhered to the approved memoranda and applied good marking principles.

7.4   AREAS OF GOOD PRACTICE

- The internal moderators and chief markers were present in the marking rooms and provided support to the markers during the marking process. All issues related to marking and internal moderation were resolved as and when raised.

7.5   AREAS OF CONCERN

- The alleged irregularities regarding A4EMSC and A4MATH at the centres as recorded in this report were noted and reported to the IEB.

7.6   DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The IEB is required to investigate the incidents regarding the alleged irregularities and to submit a report to Umalusi.

7.7   CONCLUSION

Overall the quality and standard of both marking and internal moderation was good as the IEB complied with the moderation requirements.

The verification of marking confirmed that marking complied with the moderation requirements. The marking was consistent, fair and reliable. The internal moderators and the examiners supported the markers very well and ensured good quality marking in line with national standards.

Chapter 8

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Standardisation and Verification of Results

8.1   INTRODUCTION AND PURPOSE

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

The _GENFETQA ACT of 2001 (_as amended, _2008), Section_ 17 A. (4) states that Umalusi Council may adjust raw marks during the standardisation process. The standardisation process considers the qualitative inputs from external moderators, internal moderators, post examination analysis reports as well as the principles of standardisation.

Standardisation involves various processes such as the verification of subject structures, the verification of electronic data as presented in the booklets, the development of norms, and the approval of adjustments.

8.2   SCOPE AND APPROACH

The IEB presented a total of 10 learning areas for the statistical moderation of the GETC: ABET Level 4, comprised of eight learning areas for the November examination and two learning areas for the October Examination on Request (EOR). Furthermore, Umalusi verified the capturing of marks at the IEB head offices in Parktown, Johannesburg.

8.3   STANDARDISATION AND RESULTING

8.3.1   DEVELOPMENT OF HISTORICAL AVERAGES

The existing subject structures and the historical averages developed in the previous examinations were utilised.

8.3.2 CAPTURING OF MARKS

Monitoring was conducted at the IEB offices. Umalusi personnel verified the availability and implementation of guidelines or procedural documents used for the authentication of mark sheets, capturing of examination marks, appointment and training of data capturers, management of capturing centres and the security systems for the examination materials.

In addition, the copies of mark sheets, status report on capturing, list of data capturers, sample of signed contracts of confidentiality and declaration forms of all personnel involved in the examination processes were verified. The assessment body provided a detailed training programme for the system administrator and capturers, evidence of meetings held in this regard as well as an organogram of the examination office.

8.3.3 ELECTRONIC DATA SETS AND STANDARDISATION BOOKLETS

The electronic data sets were verified before the printing of the final standardisation booklets. The booklets were verified and approved after rectifications. The following data sets were verified and approved: the statistics distribution, raw mark distribution and the 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.

8.3.4 PRE-STANDARDISATION AND STANDARDISATION

The external moderators' report and the standardisation principles were used in determining the adjustments per subject. Pairs analysis played an integral role in the decisions.

8.4 STANDARDISATION DECISIONS

The decisions for the November 2015 examination and the October EOR for the GETC: ABET Level 4 qualification were informed by the pairs analysis as well as the external moderators' reports, as outlined below:

Table 8.1: Standardisation Decisions for GETC: ABET L4

Description	Total
Number of learning areas presented for standardisation	8
Raw marks	8

Description	Total
Adjusted (mainly upwards)	0
Adjusted (mainly downwards)	0
Number of learning areas standardised:	**8**

Table 8.2 Standardisation Decisions for GETC: ABET L4 (October EORs)

Description	Total
Number of learning areas presented for standardisation	2
Raw marks	2
Adjusted (mainly upwards)	0
Adjusted (mainly downwards)	0
Number of learning areas standardised:	**2**

8.5   POST-STANDARDISATION

The assessment body was not required to resubmit the data sets as no adjustments were made during the standardisation meeting.

8.6   AREAS OF GOOD PRACTICE

- The IEB used the "double capture" method, as per requirements
- The IEB's security of mark sheets was commendable
- The detailed process/procedure document was very impressive
- The accompanying flow diagram was excellent
- The checking of sub-totals was also good.

8.7   AREAS OF CONCERN

- The IEB used internal staff to capture examination results but still needs to develop criteria for the selection of the data capturers.
- The IEB needs to ensure that the graphs and the statistics correlate.

8.8   DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The IEB should revise the current NSC policy and procedural documents to ensure that these include the data capturing of the GETC results.

8.9   CONCLUSION

Although there were delays in the approval of the data sets, these did not hinder the credibility and integrity of the IEB GETC ABET L4 November and October examinations.

Chapter 9

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Certification of the GETC: ABET L4

9.1   BACKGROUND

Through its founding Act, Umalusi is responsible for the certification of learner achievements in South Africa, for qualifications registered on the General and Further Education and Training Sub-framework of the National Qualifications Framework (NQF). These include the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET).

Umalusi ensures adherence to policies and regulations promulgated by the Minister of Higher Education and Training for the awarding of the General Education and Training Certificate. Certification is the culmination of an examination process conducted by an assessment body, in this instance, the IEB.

This process has a number of different steps, commencing with registration of the candidate, to the writing of the examination. After the candidate has written the examinations, administered by the assessment body, the examination scripts are marked, the marks are processed and, after quality assurance and approval by Umalusi, candidates are presented with individual statements of results. These are preliminary documents that outline the outcomes of the examination and are 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 the Council, and is both valid and reliable. For these reasons, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification. Umalusi further verifies that the information supplied at certification corresponds with the quality-assured data. Should there be any discrepancies, the assessment body is required to submit explanations and, where necessary, supporting documentation to support such differences.

The assessment bodies must ensure that *all* records of candidates who are registered for the General Education and Training Certificate examination in a specific examination cycle are submitted to Umalusi for certification. The data sets must include all who are awarded the qualifications, as well as those who have passed one or more learning areas. The data sets must also include the records of candidates who have *not* qualified for a certificate, such as candidates who have withdrawn from the course/qualification (candidates who

registered to write examinations, but did not write any subjects) and those candidates who failed all learning areas (candidates who wrote the examination, but could not pass any learning area).

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

Certification fees are payable by private assessment bodies; those of public institutions are funded through an agreement with the Department of Basic Education for public assessment bodies.

The GETC: ABET L4 provides an opportunity for candidates to accumulate credits toward the qualification across a number of examinations. Each examination sitting 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. Therefore, in reporting on the status of certification for the GETC: ABET L4 in 2015, it is important to examine the status of certification of the 2014 GETC: ABET L4 cohort.

9.2   CURRENT STATUS – THE INDEPENDENT EXAMINATIONS BOARD

The IEB conducts Examinations on Request, usually monthly. Certification takes place shortly thereafter. Examinations on Request permit a candidate to choose a limited number of learning areas to be assessed and to write the examination when they feel they are ready to do so. Once the candidate has completed the required number of credits for the awarding of the General Education and Training Certificate, the full certificate can be requested.

Table 9.1:   Statistics for the period up to 2014/10

Total number of candidates	630
Full-time	0
Part-time	630
Pass GETC	1
Learning area certificates	450
Failed all	179
Withdrawn	0
GETC certificates issued	1

Table 9.2:   Statistics for the period up to 2015/06

Total number of candidates	477
Full-time	0
Part-time	477
Pass GETC	0
Learning area certificates	352
Failed all	125
Withdrawn	0
GETC certificates issued	0

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