

# Report on the Quality Assurance of Assessment of the Independent Examinations Board November 2018 GETC: ABET Level 4 Examinations

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December 2018

UMALUSI



Council for Quality Assurance in  
General and Further Education and Training

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**UMALUSI**



Council for Quality Assurance in  
General and Further Education and Training

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

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## FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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Umalusi takes pride in the great strides that have been made in setting, maintaining and improving standards in the quality assurance of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) assessments and examinations over the past years.

Umalusi has, through the years, established an effective and rigorous quality assurance of assessment system with a set of quality assurance processes that cover assessments and examinations. The system and processes are continuously revised and refined.

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

- Level of adherence to policy in the implementation of examination and assessment processes;
- Quality and standard of examination question papers and assessment tasks;
- Efficiency and effectiveness of systems, processes and procedures for the monitoring of the conduct, administration and management of examinations and assessments; and
- Quality of marking, as well as the quality and standard of quality assurance processes within the assessment body.

Umalusi has, through the years, established a professional working relationship with the Independent Examinations Board (IEB). There has been marginal improvement in the conduct, administration and management of the examinations and their assessment. There is evidence that the IEB continues to strive to improve systems and procedures relating to the GETC: ABET L4 examinations and assessments. However, there remain critical aspects, such as the implementation and internal moderation of site-based assessment (SBA), that require attention in the forthcoming examination cycle. SBA contributes 50% towards the final mark and justice must be done during the conduct and internal moderation to ensure credibility of the SBA marks.

The Assessment Standards Committee (ASC) and the Executive Committee of Umalusi Council (EXCO) met in December 2018 to scrutinise evidence presented on the conduct of the November 2018 GETC: ABET L4 examinations. Having studied all the evidence presented and having noted that, apart from alleged irregularities identified during the writing and the marking of examination scripts and moderation of SBA portfolios of some examination centres, there were no systemic irregularities reported that might have compromised the overall credibility and integrity of the November 2018 GETC: ABET L4 examinations administered by the IEB.

EXCO approved the release of the results of the November 2018 GETC: ABET L4 examinations conducted by the IEB, based on the following proviso:

- The IEB was required to block the results of candidates implicated in examination and SBA irregularities pending the outcome of further IEB investigations and verification by Umalusi.

Umalusi will continue to ensure that the quality, integrity and credibility of the GETC: ABET L4 examinations and assessments are maintained. Umalusi will also continue in its endeavour towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all relevant stakeholders who worked tirelessly to ensure the credibility of the November 2018 GETC: ABET L4 examinations.

A handwritten signature in black ink, appearing to read 'Mafu S Rakometsi', with a stylized flourish at the end.

Dr Mafu S Rakometsi  
December 2018

## EXECUTIVE SUMMARY

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

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (Act No. 58 of 2001, as amended in 2008), to quality assure all exit-point assessments and approve the release of examination results. The Act, in terms of this responsibility, stipulates that Umalusi as the Quality Council for General and Further Education and Training:

- Must perform the external moderation of assessment of the different assessment bodies and education institutions;
- May adjust raw marks during the standardisation process; and
- Must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of learners if the Council is satisfied that the assessment body or education institution has:
  - conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
  - complied with the requirements prescribed by the Council for conducting assessments;
  - applied the standards prescribed by the Council which a learner is required to comply with in order to obtain a certificate; and
  - complied with every other condition determined by the Council.

In the adult education and training sector, Umalusi quality assures the assessments and examinations of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) qualification.

Umalusi undertakes the quality assurance of the national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality and standard of assessment is judged by adherence to policies designed to deal with critical aspects of administering credible national assessments and examinations.

The Independent Examinations Board (IEB) conducted the November 2018 GETC: ABET L4 examinations in eight learning areas at different types of examination centres. Candidates who wrote the GETC: ABET L4 examinations administered by the IEB came from different sectors, among others mining, community development projects, the food and beverage sector, education and training and development.

In addition to the November examinations, the IEB administers examinations in this sector also in March, June and September. The IEB conducts examinations on request in March and September of each year. The results of these 2018 IEB examinations were released and the quality assurance of assessment reports are available from Umalusi.



The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2018 GETC: ABET L4 examinations. The report also reflects on the findings, areas of non-compliance, areas of good practice and directives for compliance and improvement in the management, conduct and administration of the examination and assessments. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the IEB. Where applicable, comparisons are made with the November 2017 examinations.

This report covers the following quality assurance processes implemented by Umalusi, for which a brief outline is given below:

- Moderation of question papers (Chapter 1)
- Moderation of site-based assessment (SBA) portfolios (Chapter 2)
- Monitoring the state of readiness to conduct examinations (Chapter 3)
- Monitoring of the writing and marking of the examinations (Chapter 4)
- Quality assurance of marking (Chapter 5)
- Standardisation and Resulting (Chapter 6).

Also included is Chapter 7, which indicates the state of certification of candidates' achievements.

All the question papers for the November 2018 GETC: ABET L4 examinations were set and internally moderated by the IEB. The external moderation of question papers is Umalusi's primary process in quality assurance. The aim is to ensure that the question papers are correct, fair, valid and reliable and that they comply with the appropriate User Guides in terms of cognitive demand and content coverage. Moderation also aims to ensure that question papers are of a standard comparable to that of question papers from previous years. This aims to ensure that candidates of a specific year are not unfairly advantaged or disadvantaged when compared to those of previous years. The accompanying marking guidelines of the question papers are moderated to ensure correctness, fairness, validity and reliability.

After initial moderation, Umalusi moderators found that most question papers met most of the moderation criteria. Non-compliance observed included the limited compliance of one question paper with internal moderation criteria; and two question papers displayed deviations in mark allocation, time allocation and difficulty level. Additionally, the assessment grids for the two learning areas were not completed in accordance with the assessment standards and specific outcomes. Only one of eight question papers was not fully compliant with the cognitive demand criterion. Some challenges were observed with the marking guidelines for three of the eight question papers. The IEB is required to address the above-mentioned shortcomings during their examiner and internal moderator training sessions.

The quality assurance of SBA is of great importance since this constitutes 50% of a candidate's final mark. Umalusi moderated a sample of portfolios of all eight learning areas. Although there was some evidence of improvement in the SBA portfolios presented, Umalusi observed non-compliance in moderating SBA portfolios at some sites of learning. Students' portfolios of evidence were submitted without any accompanying facilitators' portfolios of assessment. Umalusi noted, with concern, the

low quality of internal moderation at various learning sites and in different learning areas. The assessment body did not internally moderate the A4LIFO SBA portfolios. Generally, all SBA tasks were implemented; however, Umalusi observed that at some sites and for some learning areas, outdated assessment tasks had been submitted. Inconsistent marking, non-adherence to the marking guidelines and inflation of marks were among the major contributors to findings of non-compliance. It was evident that the implementation of SBA continues to present challenges for private AET learning sites. The IEB must build capacity among facilitators at all learning sites registered to write examinations with the assessment body, on the quality implementation of SBA.

Umalusi monitors verified adherence to policy and procedures in preparation for the examinations; the conduct, administration and management of the national examinations; and the marking of the examinations scripts. Umalusi monitored the conduct, administration and management of examinations at 10 centres where examinations were administered. Interviews were conducted with the invigilation personnel and observations were made before and during writing. Umalusi also verified relevant documents. Improved levels of compliance were observed at most examination centres monitored by Umalusi. There were, however, areas of non-compliance that indicate that the IEB is required to attend to the training of examination officials and other matters around the conduct, administration and management of examinations. The marking centre was monitored by Umalusi to determine the level of preparedness to undertake the marking, and progress with the marking, of the November 2018 examinations. The marking centre was well managed.

Umalusi participated in the standardisation of the marking guidelines of question papers to confirm that justice was done to the process and that the finalised marking guidelines would ensure fair, accurate and consistent marking. Umalusi moderators monitored the standardisation of marking guidelines for all eight learning areas. Deliberations on possible alternative responses and finalisation of mark allocations were constructive. The marking of dummy scripts further enhanced the process. Verification of marking by Umalusi served to monitor that marking was conducted according to agreed and established practices and standards. Umalusi verified the marking of all eight learning areas. The quality and standard of marking and internal moderation was good in most learning areas, with any differences between the marker and internal moderator being within the acceptable tolerance range. Where discrepancies occurred, papers were re-marked and moderated again.

Standardisation and statistical moderation of results are used to mitigate the effects on performance of factors other than candidates' ability and knowledge. The process also aims to reduce variance in marks from examination to examination. Umalusi standardised the marks of the eight learning areas presented by the IEB. In most cases, the IEB's proposals corresponded with those of Umalusi.

The issuing of certificates and confirmation of those candidates who had not qualified for any type of certificate, viz. instances where candidates failed all subjects or did not write the examination, confirmed the closing of the examination cycle. Information on certification is included to inform interested parties of the state of the certification of candidates' achievements. The registration of students and the processing of the certification of student achievements were done according to the required directives and guidelines.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2018 examinations, the Executive Committee of Umalusi Council (EXCO) concluded that these GETC: ABET L4 examinations were conducted in accordance with the policies that govern the conduct of examinations and assessments. Generally, examinations and assessments were professional, fair and reliable. There were no systemic irregularities that could jeopardise the overall integrity of the examinations and the results could, therefore, be regarded as credible. The EXCO approved the release of the results, with certain provisos.

Umalusi trusts that this report will provide the assessment body with a clear picture of the strengths and areas of non-compliance of the different assessment systems and processes; and directives on where improvements are required should be met.

Umalusi will continue to collaborate with the IEB to raise standards in adult education and training in South Africa.

# ACRONYMS AND ABBREVIATIONS

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

## **Learning Areas**

A4MATH	Mathematical Literacy
A4NTSC	Natural Sciences
A4LIFO	Life Orientation
A4SMME	Small, Medium and Micro Enterprises
A4CENG	Communication in English
A4EMSC	Economic and Management Sciences
A4HSSC	Human and Social Sciences
A4TECH	Technology

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# CHAPTER 1 MODERATION OF QUESTION PAPERS

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## 1.1 Introduction

Umalusi conducts external moderation of examination question papers and the corresponding marking guidelines to ensure that quality standards are maintained in all examination cycles for the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations. The moderation of question papers is a critical part of the quality assurance process.

The main objective of moderation of question papers is to ensure that question papers:

- Have been developed with rigour;
- Comply with Umalusi quality assurance requirements and the User Guides of the assessment body;
- Are fair, valid, and reliable;
- Are representative of an adequate sample of the curriculum;
- Are representative of relevant conceptual domains; and
- Are representative of relevant levels of cognitive challenge.

## 1.2 Scope and Approach

The Independent Examinations Board (IEB) presented question papers and the accompanying marking guidelines for eight learning areas in preparation for the November 2018 GETC: ABET L4 examinations. Table 1A below shows the learning areas assessed by IEB, whose question papers were submitted to Umalusi for external moderation.

**Table 1A: Learning areas assessed by IEB for the GETC: ABET Level 4 examination**

NO	Learning areas	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 IEB provided Umalusi with the question papers, corresponding marking guidelines, analysis grids, internal moderators' reports and the history of the development of the eight question papers.

Analysis grids reflect the extent of compliance of the question papers in terms of content coverage, cognitive levels and the levels of difficulty of the questions. This should always be in line with the User Guides of the IEB.

Umalusi adopted an off-site moderation model. Both the IEB and Umalusi ensured the safety and security of the question papers.

Umalusi moderated all question papers and marking guidelines using the instrument for the moderation of question papers. The instrument assesses the quality and standard of the question papers and marking guidelines with regard to the following eight criteria:

- Technical aspects;
- Language and bias;
- Internal moderation;
- Content coverage;
- Cognitive demand;
- Adherence to User Guides;
- Predictability; and
- Marking guidelines.

Each criterion has a set of quality indicators against which the question papers are evaluated. Based on the evidence provided, Umalusi moderators decide on the compliance of the question paper and its marking guideline with each criterion, using one of the following four possible levels of compliance:

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

After evaluating the compliance of the question paper with all eight criteria, Umalusi moderators take a decision on the quality and standard of the question papers and accompanying marking guidelines, considering one of three possible outcomes:

- Approved – when the question paper meets all the criteria or requires minor amendments to be made;
- Conditionally approved – resubmit, when it complies with most criteria but contains some questions that need to be rephrased; or
- Rejected – if the standard and quality of the question paper is entirely unacceptable and most questions need to be redeveloped.

### **1.3 Summary of Findings**

Umalusi moderators completed evaluation reports based on the moderation criteria provided by Umalusi. These are the same moderation criteria used by the assessment body when moderating the question papers internally. Only after satisfaction with the quality of the question papers and marking guidelines would Umalusi moderators give their stamp of approval. The following findings relate to the compliance of question papers and marking guidelines at first moderation. The level of compliance per criterion is also compared with the compliance levels of the November 2017 question papers and marking guidelines.

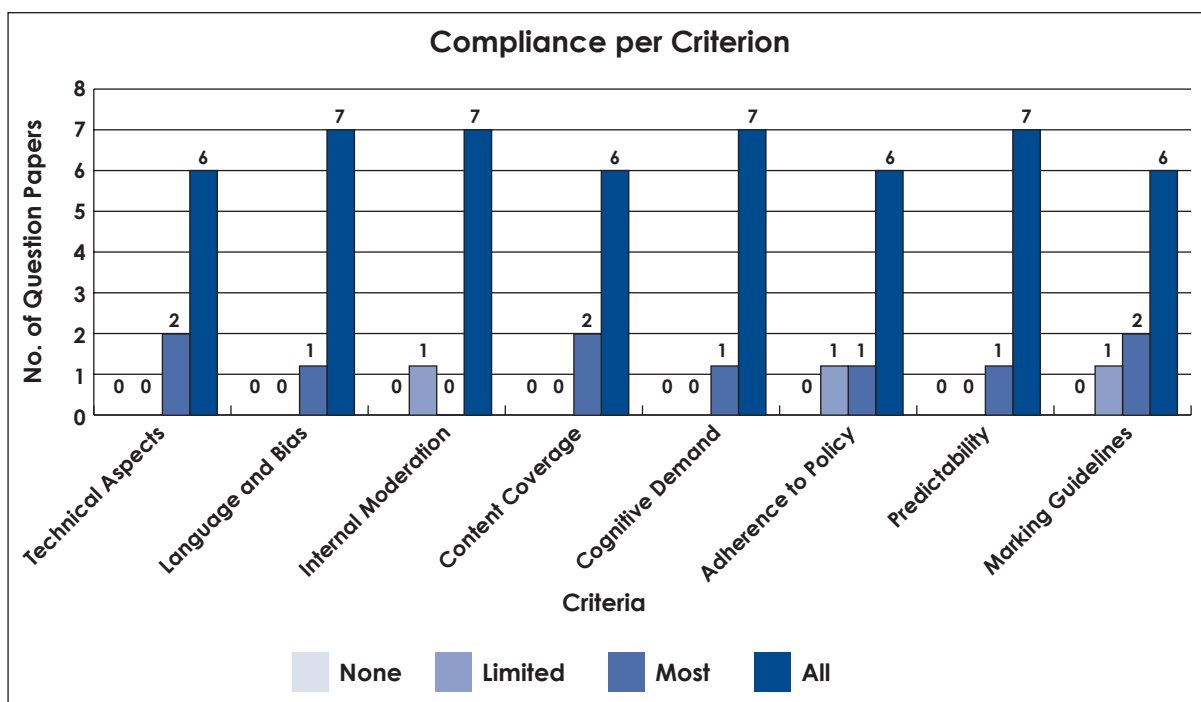
### 1.3.1 Compliance of Question Paper and Marking Guidelines at First Moderation

Umalusi desires that all question papers be approved at first moderation. This was, however, not the case with the question papers for the November 2018 GETC: AET L4 examinations. Four question papers (A4CENG; A4NTSC; A4SMME and A4TECH) were approved at first moderation. This was a marked improvement from that of November 2017 when only two question papers (A4CENG and A4HSSC) were approved at first moderation.

Table 1B below gives a summary of the compliance of the eight question papers at first moderation.

**Table 1B: Compliance of question papers at first moderation**

		Compliance Frequency [64 instances]			
		None	Limited	Most	All
1	Technical aspects	0	0	2	6
2	Language and bias	0	0	1	7
3	Internal moderation	0	1	0	7
4	Content coverage	0	0	2	6
5	Cognitive demand	0	0	1	7
6	Adherence to AG	0	1	1	6
7	Predictability	0	0	1	7
8	Marking guidelines	0	1	2	5
		<b>0</b>	<b>3</b>	<b>10</b>	<b>51</b>
		<b>3</b>		<b>61</b>	
		<b>5%</b>		<b>95%</b>	



**Figure 1A: Compliance per criterion at first moderation**



Figure 1A above indicates, graphically, the compliance of the question papers with each criterion during first moderation. The section below discusses the compliance level of question papers with each of the eight criteria at first moderation.

### **1.3.2 Compliance per Criterion**

Table 1B shows the overall compliance per criterion. In the November 2018 GETC: ABET examinations, the level of compliance stood at 95%, compared to 2017 when it was at 98%. There was a very slight decline in the compliance of question papers submitted for external moderation in 2018 when compared to 2017.

#### **a) Adherence to Technical Aspects**

For the November 2018 examinations, two question papers (A4CENG and A4EMSC) complied in most respects at first moderation with the technical aspects. The remaining six question papers were fully compliant with this criterion. In A4EMSC, instructions to candidates were written on the second page of the question paper instead of the first page. In 2017, seven question papers complied in all respects with this criterion, indicating a slight decline in 2018 in the quality of question papers at first moderation.

#### **b) Language and Bias**

Seven out of eight November 2018 question papers complied fully with the Language and bias criterion at first moderation. In 2017, only five out of eight question papers were compliant in all respects. This was a noticeable improvement. In the A4TECH question paper grammatical errors in question 2.4 were found; and incorrect terminology was used in Questions 2.5, 3.1.1, and 6.

#### **c) Internal Moderation**

Seven of the question papers complied in all respects with this criterion. This was an improvement compared to 2017, when six question papers were fully compliant with this criterion. The November 2018 A4LIFO question paper showed limited compliance with the internal moderation criterion at first moderation: the internal moderation was not thoroughly conducted, with errors in the question paper that should have been identified during internal moderation. Furthermore, the internal moderator's report was not included in the file.

#### **d) Content Coverage**

Six November 2018 question papers (A4CENG, A4HSSC, A4MATH, A4NTSC, A4LIFO and A4SMME) met all the compliance requirements for this criterion at first moderation. This was similar to the compliance levels of the November 2017 question papers. Two question papers (A4EMSC and A4TECH) were compliant in most respects, similar to 2017; thus the standard of question papers submitted for moderation was maintained in this criterion. In A4EMSC, time allocation was not included per question in the analysis grid. The correlation between mark allocation, difficulty of questions and time allocation could not be established. As for A4TECH, incorrect terminology was used. Furthermore the analysis grid was not completed in terms of the Specific Outcomes and Assessment Standards for both learning areas.

## **e) Cognitive Demand**

Seven out of eight question papers met all the requirements for this criterion at first moderation. Only one question paper (A4MATH) was compliant in most respects. In 2017, five out of eight question papers complied fully with this criterion. This means that there was a significant improvement in 2018 in comparison with 2017. The challenges identified in A4MATH were an imbalance in the lower-order and higher-order questions. There were more lower-order questions (37%) and fewer higher-order questions (22%), compared to the required 30% per cognitive level.

## **f) Adherence to User Guides**

Six out of the eight question papers were compliant in all respects with the requirements of the Adherence to User Guides criterion in November 2018 at first moderation. The A4NTSC question paper met most of the requirements and the A4EMSC question paper showed limited compliance. The challenge with A4NTSC was that Assessment Criteria were not indicated in the analysis grid. In A4EMSC, Learning Outcomes and Assessment Standards were not indicated and additional content that was outside of the required Unit Standards was included. In 2017, seven out of eight question papers met all the requirements. This shows a slight decrease in compliance standards in terms of this criterion in 2018.

## **g) Predictability**

Seven out of eight November 2018 question papers complied fully with the requirements of this criterion. The A4LIFO question paper complied only in most respects because Questions 6.2, 10.2 and 13.1.1 to 13.1.5 were repeated from previous question papers. In 2017, all eight question papers were fully compliant with this criterion. This is a slight decrease in standards of compliance from the previous year.

## **h) Marking Guidelines**

In November 2018, five out of eight question papers met all the requirements for this criterion at first moderation. Two question papers (A4CENG and A4NTSC) met most requirements, while the A4TECH question paper showed limited compliance. In A4CENG Section A, alternative responses were not accommodated in the marking guideline. In Section B, labelling of the responses was not done as required. There were incorrect responses in Question 4.1 and 5.1.1 of the A4NTSC marking guideline. For A4TECH, there were incorrect responses (Question 3.1.1 and 5.1) that needed to be corrected. Ticks indicating mark allocation in Section C, Questions 1, 2, 3, 4 and 5.1 were not indicated. Mark allocation in the marking guidelines did not match that of the question paper.

There was a decrease in compliance in 2018 when compared to the compliance of November 2017 question papers. In 2017, six out of eight question papers met all the compliance requirements, while two question papers (A4CENG and A4SMME) met most requirements. No question paper had 'Limited' compliance with compliance requirements in 2017.

## **i) Approval of Question papers and Marking Guidelines**

When the question papers and marking guidelines were approved, all the challenges had been resolved and question papers and accompanying marking complied with all quality indicators for different criteria.

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

The following was noted as good practice:

- The quality of internal moderation improved when compared to the 2017 question papers submitted to Umalusi for external moderation; and
- There was significant improvement in compliance with the cognitive demand criterion, with seven out of eight question papers having met all requirements for this criterion at first moderation.

### **1.5 Areas of Non-compliance**

The following was noted as non-compliance:

- The A4LIFO question paper submitted for external moderation did not meet the requirements in a number of the criteria, for example, repetition of questions from previous years' question papers, poor quality of internal moderation and non-submission of the internal moderator's report; and
- Incorrect responses were found on the marking guidelines for A4NTSC and A4TECH.

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

The IEB is required to ensure that:

- The internal moderators, especially for A4LIFO, must be thoroughly trained in conducting internal moderation;
- All marking guidelines must be thoroughly checked during internal moderation process for correctness of responses and mark allocation; and
- Internal moderator reports must be included in all files submitted for external moderation.

### **1.7 Conclusion**

The quality of the question papers for the November 2018 GETC: ABET L4 examinations was generally good. Although the quality of internal moderation improved, there remains room for improvement, especially for A4LIFO. The IEB must emphasise, in their training of examiners and internal moderators, the importance of innovation and creativity when developing questions. It is unacceptable to repeat questions from previous examinations, especially of those conducted within the past three years.

When the question papers and the marking guidelines were approved, all challenges had been resolved and the question papers complied with all applicable indicators for the different criteria.

# CHAPTER 2 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

---

## 2.1 Introduction

Site-based assessment (SBA) is a compulsory component of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) qualification. SBA contributes 50% towards the final mark in the GETC: ABET L4 qualification.

The assessment body sets and internally moderates SBA tasks. Students present their responses to approved SBA tasks in a portfolio of evidence. An assessment body must moderate the evidence of students' work in the SBA portfolios internally, before these are submitted to Umalusi for external moderation.

The external moderation of SBA is an important quality assurance process. Umalusi moderated SBA portfolios to:

- Verify whether SBA portfolios were quality assured by the assessment body;
- Ensure that SBA portfolios comply with the assessment guidelines of the assessment body and that they meet the standard set by Umalusi; and
- Verify the quality and standard of work done by students and facilitators responsible for the GETC: ABET L4 qualification assessed by the Independent Examinations Board (IEB).

## 2.2 Scope and Approach

Umalusi conducted on-site moderation of SBA portfolios on 23 and 24 November 2018 at the Sacred Heart College in Observatory, Johannesburg. The external moderation was conducted simultaneously with the standardisation of marking guidelines and verification of marking processes. This was the same practice observed in November 2017.

The IEB submitted SBA portfolios for all eight learning areas assessed during the November 2018 GETC: ABET L4 examinations for external moderation. The learning areas that the IEB assessed are indicated in Table 2A below.

**Table 2A: Learning areas assessed by the IEB in the November 2018 GETC: ABET Level 4 examinations**

No.	Learning areas	Learning area 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

Table 2B below indicates SBA portfolio samples moderated per learning area.

**Table 2B: SBA portfolio samples moderated**

No.	Learning area	Name of site	No. of portfolios
1	Communication in English	Ninian and Lester Pty Ltd KZN	5
		Kriel Colliery	5
2	Economic and Management Sciences	The Diepsloot Foundation (SMDA)	5
		Ekurhuleni Kempton Park: Tembisa	1
3	Human and Social Sciences	The Diepsloot Foundation	5
		Mo-Afrika Ikusasa Lethu	5
4	Life Orientation	FSG AET	3
		Transnet Lydenburg	4
		Ekurhuleni Kempton Park: Tembisa	3
5	Mathematical Literacy	The Diepsloot Foundation	5
		Rupert and Rothschild	5
6	Natural Sciences	SAADA House	5
		Sibanye Gold – Kloof College	5
7	Small, Medium and Micro Enterprises	Mo-Afrika Ikusasa Lethu	4
		South Deep Mine – Project Literacy	4
		Khoali Group: Springs	2
		Masithuthuke DRDLR	1
8	Technology	Masithuthuke DRDLR JHB	3
		Masithuthuke DRDLR Pretoria	5
		Nieuwe Sion MW WC	1
<b>Total</b>		<b>20 Learning sites</b>	<b>76</b>

Umalusi moderators were required to moderate a minimum sample of 10 student portfolios per learning area. Umalusi moderators were also required to sample students' Portfolio of Evidence (POE) across different learning sites in order to get a sense of the standard and quality of SBA per learning area.

Umalusi moderators evaluated students' POE using the quality assurance of assessment instrument for the moderation of SBA portfolios, as well as internal moderators' reports.

The following criteria were used to moderate the SBA portfolios:

- Adherence to User Guides;
- Internal moderation;
- Structure and content of SBA portfolios;
- Implementation of assessment tasks;
- Student performance; and
- Quality of marking.

## 2.3 Summary of Findings

The findings summarised below show the overall compliance of SBA portfolios and the level of compliance of SBA portfolios per criteria.

### 2.3.1 Compliance per Criteria

SBA portfolios are expected to comply in all respects with the set criteria. Table 2C shows the compliance of sampled SBA portfolios with each of the six criteria used in the external moderation.

**Table 2C: Quantitative analysis of SBA portfolios moderated**

No.	Criterion	Compliance frequency (456 Instances)			
		No	Limited	Most	All
1	Adherence to User Guides	0	46	25	5
2	Internal moderation	10	6	35	25
3	Structure and content of SBA portfolios	10	10	29	27
4	Implementation of assessment tasks	25	12	24	15
5	Student performance	19	15	28	14
6	Quality of marking	10	15	31	20
<b>Total</b>		<b>74</b>	<b>104</b>	<b>172</b>	<b>106</b>
<b>Percentage</b>		<b>16%</b>	<b>23%</b>	<b>38%</b>	<b>23%</b>
		<b>39%</b>		<b>61%</b>	

Evidence in Table 2C above shows that most SBA portfolios in the sample did not comply with minimum requirements: the sample showed 16% non-compliance and 23% limited compliance with criteria, which is of primary concern. In November 2017, sampled SBA portfolios showed 5% non-compliance and 25% limited compliance. The overall compliance with criteria dropped from 70% in 2017 to 61% in November 2018. Table 2C shows a decline in the quality of SBA portfolios submitted for external moderation when compared to November 2017.

Umalusi observed that no learning sites submitted facilitators' POA. The IEB submitted SBA User Guides for each learning area, to be used during moderation. Required documents could not be verified. The section below summarises the key findings per criterion.

## **a) Adherence to User Guides**

This criterion assesses the adherence of the SBA portfolios to the IEB User Guide. The IEB provided an SBA User Guide for each learning area containing assessment tasks and assessment tools such as rubrics and marking guidelines. When used in place of facilitator portfolios, facilitators' guides should provide all required information, such as the assessment plan, mark sheets and facilitator information. It was a major concern that no facilitator portfolios, as well as no assessment plans, were submitted for all eight learning areas. Mark sheets were included in student portfolios, as was the case in November 2017.

Umalusi noted with concern that no SBA User Guides were provided for the A4SMME and A4TECH learning areas. Consequently, SBA external moderation could not be conducted for these learning areas. Forty-six out of 76 SBA portfolios showed limited compliance with this criterion. Only five portfolios were fully compliant and 25 were compliant in most respects.

## **b) Internal Moderation**

The purpose of internal moderation is, among others, to improve teaching and learning through constructive feedback to both the facilitators and students. Internal moderation must be conducted timeously and rigorously at all levels to have an impact. The timing of the internal moderation process can render this quality assurance process futile and defeat its purpose of improving the quality of teaching and learning.

The IEB did not internally moderate the SBA portfolios for A4LIFO due to time-constraints. The Umalusi moderator had to moderate SBA portfolios that had not been moderated by the assessment body. As a result, the credibility and validity of A4LIFO SBA portfolios was at high risk. The lack of internal moderation prior to external moderation remains a challenge at IEB.

There was improvement in internal moderation at assessment body level for SBA portfolios for most learning areas presented to Umalusi for external moderation. Umalusi noted with concern that some SBA portfolios, in A4LIFO, A4EMSC, A4SMME and A4TECH, could not be externally moderated because of non-submission of assessment tools and incorrect assessment tasks. There was, however, some improvement in providing constructive feedback to facilitators and students, compared to that of November 2017. Internal moderators provided constructive and developmental comments, albeit serving no purpose given the timing of the quality assurance process. It was pleasing to observe that internal moderation at both site and assessment body levels were conducted at The Diepsloot Foundation for A4MATH, A4HSSC, A4EMSC and A4HSSC; and at Rupert and Rothschild (A4MATH).

Feedback provided in A4EMSC was too general for all tasks and did not address specific challenges in the learning area. There was an improvement from 2017 in terms of constructive feedback at assessment body level in A4HSSC, A4MATH and A4CENG. Internal moderators for A4MATH and A4HSSC (The Diepsloot Foundation) learning areas went a step further by providing recommendations for every challenge identified. The Umalusi moderator in A4CENG noted that it was impossible to moderate Activity 4, the oral component, because evidence was not provided.

Umalusi noted, with concern, the low quality of internal moderation at various learning sites and in different learning areas. Umalusi concluded that the quality of internal moderation remained poor, superficial and undertaken for compliance purposes only.

### **c) Structure and Content of SBA Portfolios**

In terms of this criterion student portfolios must contain copies of identity documents (ID), assessment plans and completed and duly signed declaration of authenticity forms, all of which help Umalusi to ascertain when the assessment was conducted and the ownership of SBA portfolios.

Students' portfolios of evidence (POE) were submitted without facilitators' portfolios of assessment (POA). This practice was also observed during the November 2017 moderation process. Regulations on the Assessment Process and Procedures for Adult Education and Training (AET) National Qualification Framework (NQF) Level 1 states as a requirement that facilitators' POA should be submitted together with the students' POE.

The non-compliance level with this criterion was similar to that of November 2017. However, it was only at Nieuwe Sion MW WC learning site that uncertified ID copies were submitted. Students' POE for A4TECH, A4LIFO (Ekurhuleni Kempton Park: Tembisa and Transnet Lydenburg) and A4SMME (South Deep Mine) were not properly filed. Students' assessment tasks were either stapled or bound together, or incomplete.

The SBA portfolios from learning sites were generally neat, well-structured and well organised, except for those of A4EMSC (The Diepsloot Foundation), A4 LIFO (Ekurhuleni Kempton Park: Tembisa and Transnet Lydenburg) and A4TECH.

### **d) Implementation of Assessment Tasks**

Umalusi evaluated whether all SBA tasks were implemented in accordance with the requirements stipulated in the User Guides. The completeness and correctness of the prescribed assessment tasks presented in the student SBA portfolios were verified. Generally, all SBA tasks were implemented, except for A4CENG, where no draft for the extended writing and oral assessment that could not be verified; and A4HSSC, where no speech presentation scripts were submitted. There was no evidence of when SBA tasks were conducted as no assessment plans were attached. Students' work was also unsigned and undated. In addition, the facilitators' POA were not submitted, thus it was not possible to ascertain correlation between the tasks contained in the POA and POE in A4SMME (South Deep Mine, Khoali Group) and A4TECH (Masithuthuke DRDRLR JHB, Masithuthuke DRDRLR Pretoria and Nieuwe Sion MW WC).

Umalusi observed that in A4SMME (South Deep Mine and Khoali Group), A4LIFO (Ekurhuleni Kempton Park: Tembisa), A4HSSC (Ekurhuleni Kempton Park: Tembisa) and A4EMSC (The Diepsloot Foundation), outdated assessment tasks were submitted.



## **e) Student Performance**

Umalusi measured compliance with this criterion by checking whether students were able to interpret SBA tasks correctly; and whether there was alignment between students' responses and the expected responses to SBA tasks. In addition, applying this criterion examines whether students were able to attempt questions of different cognitive and difficulty levels. Almost all of the students responded to SBA tasks as expected in all learning areas. However, there were instances of irregularities, where there was evidence of students assisting one another or having been assisted by facilitators, or responses copied directly from the marking guidelines. This practice was prevalent at Transnet Lydenburg (A4LIFO), SAADA House (A4NTSC) and Mo-Africa Ikusasaletu (A4SMME).

Findings also revealed that challenges were experienced in some learning areas where student performance was low compared to that of the 2017 cohort. Generally, students were unable to respond to higher-order questions in all the learning areas and most students struggled with these questions to provide the expected responses. Students struggled to draw bar graphs, collect and analyse data (A4HSSC and A4NST). Students could also not conduct an investigation, in the A4NTSC. Major concerns were raised when it was observed, in A4SMME, A4MATH and A4HSSC, that students were unable to interpret the activities.

It was difficult to measure student performance where incorrect assessment tasks were presented (A4SMME, A4EMS and A4LIFO), and where no assessment tools were provided (A4SMME, A4TECH and A4EMS). There were also difficulties encountered where inflated marks did not reflect students' true potential in some learning areas.

## **f) Quality of Marking**

This criterion evaluates the quality and standard of marking of SBA tasks. Inconsistent marking, non-adherence to the marking guidelines and inflation of marks were the major contributors to non-compliance in student portfolios. Evidence shows that there was no improvement in this criterion. Umalusi moderators detected poor quality marking that was below standard. In most instances, marks could not be accounted for.

Another common practice across the learning areas that Umalusi observed was that of blanket ticks (one big tick). In A4EMSC, marking was conducted without a marking guideline and/or rubric. In addition, it was more worrisome to note that the facilitators could not interpret the rubric. Candidates were compromised in this regard.

SBA tasks were partially marked (Ekurhuleni Kempton Park: Tembisa). One big tick compromised the integrity of the SBA. There was no alignment between marks allocated and the students' performance. The standard of marking was acceptable in A4NTSC and A4MATH. The totalling and transfer of marks was accurately done in most learning areas. Mark sheets were also provided separately, not in the POE.

## 2.4 Areas of Good Practice

The following were noted as good practice during the moderation of SBA portfolios:

- Constructive and developmental feedback was provided; and
- Internal moderation conducted at both learning site and assessment body levels in three learning sites.

## 2.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- Non-submission of facilitators' POA;
- Poor quality and standard of marking that did not reflect students' true performance;
- Non-submission of relevant documents in SBA portfolios;
- SBA portfolios that contained old SBA tasks and not those prescribed for the 2018 examination cycle; and
- No internal moderation by the IEB of A4LIFO SBA portfolios.

## 2.6 Directives for Compliance and Improvement

The IEB is required to act on the following directives to improve the implementation of SBA. The IEB must ensure that:

- Training is conducted to build capacity of facilitators in order to improve marking, including the use of rubrics, internal moderation, and the compilation of portfolios;
- Timeous moderation is required to provide feedback into the system for improvement;
- The internal moderation of SBA portfolios is not conducted on the same day as the external moderation;
- POA containing all relevant documents are submitted by all learning sites;
- The marking of students' responses to SBA tasks is consistent with the marking guidelines;
- Current SBA tasks are implemented at all learning sites; and
- Rubrics be provided to students—and be used correctly—when assessing relevant tasks.

## 2.7 Conclusion

The implementation of SBA continues to present challenges for private AET learning sites. The findings of this verification process indicated that learning sites were, in most cases, not fully compliant with the criteria. Non-compliance poses a huge risk to the credibility of the SBA mark, which contributes 50% towards the final mark, per learning area. The assessment body must build capacity among facilitators at all learning sites registered to write examinations with the assessment body, on the quality implementation of SBA.

# CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

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## 3.1 Introduction

Umalusi is mandated to undertake the monitoring of the state of readiness to conduct the national examinations for General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) since it is a qualification registered on the General and Further Education Qualifications Sub-framework (GFETQSF).

The purpose of conducting the verification of the state of readiness of the Independent Examinations Board (IEB) to conduct the GETC: ABET L4 examinations was largely to:

- Gauge the level of preparedness of the IEB to conduct the November 2018 GETC: ABET L4 examinations;
- Track the progress made in addressing the directives for compliance and improvement issued after the 2017 GETC: ABET L4 examinations;
- Verify whether the IEB has systems in place to ensure the integrity of the November 2018 GETC examinations; and
- Report on any shortcomings identified during the evaluation and verification of the IEB systems.

In 2018 Umalusi reconceptualised the approach to carrying out the state of readiness processes. This approach is detailed in 3.2 below.

## 3.2 Scope and Approach

Umalusi's approach to the state of readiness verification process differed from that of previous years, from a once-off audit visit to a three-phase process that concentrated on a risk management based approach.

### Phase 1

The IEB was required to submit the following:

- a) Improvement plans and progress reports based on the directives for compliance issued in 2017;
- b) Their annual management plan for the 2018 examinations; and
- c) A completed self-evaluation instrument.

### Phase 2

- a) A desktop analysis of the submitted documents was conducted;
- b) A risk profile of the IEB's preparedness to conduct, administer and manage the 2018 GETC: ABET L4 examinations was determined;
- c) The analysis highlighted areas which might compromise the credibility of the GETC: ABET L4 examinations.

### **Phase 3**

This phase of the summative evaluation was conducted on-site at the IEB premises. It was critical in that it ensured that all the risks identified were understood and mitigated prior to the commencement of the writing of examinations.

Umalusi conducted its verification process on various aspects as outlined in the risk profile. The IEB offices and the printing site were visited to verify crucial processes and to ascertain and verify information noted in the self-evaluation report.

The processes entailed various methods that included, among others, observation, interviews, evidence-based verification of documents and testing of systems.

### **3.3 Summary of Findings**

The summary of findings below was captured following a focus-areas sequence, as prescribed in the instrument for monitoring the state of readiness.

#### **3.3.1 Registration of Candidates and Examination Venues**

##### **a) Registration of Candidates**

The IEB has in place a well-established system for registering their GETC: ABET L4 candidates. This process, although finalised close to the commencement of the GETC: ABET L4 examination due to sectoral factors, was finalised successfully.

A very clear registration procedure has been implemented. It entails the following processes:

- a) Once the provider had registered and confirmed candidate registration, the IEB was notified and registered such candidates on the registration database;
- b) The centres received candidate confirmation schedules, in order to verify the accuracy of the candidate information;
- c) A declaration of accuracy form was then completed and submitted to the IEB, to confirm that the registration information was correct.

Final registration schedules were checked and registration closed on 28 September 2018. The GETC: ABET L4 examination was scheduled to start on 31 October 2018.

The IEB policy outlines management and procedures for accommodations and an accommodations committee, which the IEB established, evaluates all applications.

##### **b) Registration of Examination Venues**

For 2018, the IEB confirmed 130 venues where the GETC: ABET L4 examinations were to be conducted. This confirmation was submitted after the closing of registration on 28 September 2018. The IEB conducted a desktop audit on all venues, a process done through self-evaluation forms, which the providers had to complete and return to the IEB. At the time of verification, the completed self-evaluation forms were yet to be received.

The IEB audits all GETC: ABET L4 examination venues that confirmed candidate registration.

### **3.3.2 Conduct of Internal Assessment**

The IEB sets and internally moderates common site-based assessment (SBA) tasks to be implemented by all providers. These tasks have a lifespan of two years. The IEB submits the SBA tasks for each learning area to Umalusi for external moderation. SBA tasks for four learning areas that were implemented in 2018 were quality assured and approved by Umalusi in 2017. These SBA tasks will expire at the end of 2019. The SBA tasks for the other four learning areas will expire at the end of 2018. IEB will develop SBA tasks of the latter before December 2018 to be implemented in 2019.

It is compulsory for all providers to implement SBA tasks because internal assessment contributes 50% of candidates' final marks in each learning area.

The SBA portfolios of all candidates who sat for the examination are submitted for moderation, to ensure that providers conducted internal assessments in line with the requirements in the User Guides. It was planned that a sample of SBA portfolios from each centre would be moderated during the marking process in November 2018. Management plans for the moderation of SBA portfolios (and the conduct of the marking process) were submitted to Umalusi. Moderators' reports would be shared with providers as feedback during User Forum meetings.

### **3.3.3 Printing, Packaging and Distribution of Examination Materials**

It was confirmed that the IEB had procedures in place to ensure the smooth running of timeously printing, packaging and distributing examination materials to centres. The IEB maintained the high level of security of the examination question papers. Management plans for the distribution of examination materials were in place and all contracts relating to courier services had been signed by the time of Umalusi's verification visit. Printing was outsourced: a contract stipulates the roles and responsibilities of both the IEB and the service provider. Question papers were packaged for distribution in-house, at the IEB premises. One of the IEB's roles is to monitor the printing warehouse. According to their monitoring plan, this was confirmed to be happening.

The security requirements and measures required to be in place at the printing house were well captured in the contract. On 8 August 2018, Umalusi audited the printing house and the measures and security measures stipulated in the contract were found to be in place. The printing of GETC: ABET L4 examination question papers was scheduled to commence on 4 October 2018.

The IEB highlighted in its self-evaluation report that examination venues where examination materials were stored were to be audited during the visit to monitor the examinations.

Sufficient security measures were in place for the distribution and collection of answer scripts across the IEB examination venues.

### **3.3.4 Conduct of Examinations**

According to the information provided in the self-evaluation report, management plans for monitoring the conduct of examinations had been finalised.

#### **a) Appointment and Training of Invigilators**

The appointment of chief invigilators and their training is a competency of the IEB. The training of appointed chief invigilators is held during the course of the year and all chief invigilators are required to attend. At the end of the training sessions, the chief invigilators were awarded certificates. In line with IEB examination and assessment practices, the chief invigilators were expected to train the appointed invigilators.

#### **b) Monitoring the Conduct of Examinations**

The IEB outlined its procedures for monitoring examination venues, and the following were highlighted:

- Monitoring plans were to be developed once provider registration was received;
- A detailed monitoring instrument for writing centres was in place and used during monitoring visits to centres;
- The IEB depends on the monitoring reports it receives from monitors and does not monitor its monitors;
- The IEB appoints its monitors in writing and appointed monitors received confirmation through official letters;
- Examination files were developed and maintained.

The security of examination materials was maintained and the IEB continued to use additional security measures during transportation and storage of question papers at centres where its examinations were to be written.

### **3.3.5 Selection and Appointment of Marking Personnel**

The evidence provided indicated that the IEB had a pool of markers who are contracted to mark GETC: ABET Level 4 examinations. Markers were selected from the pool based on the number of candidates scheduled to write the examinations. The training of markers was to be conducted on the first day of marking for each learning area. A process to prepare the markers for marking was explained. Marking personnel would respond to question papers at the marking venue. They would mark their own work, using an official marking guideline. This would be followed by discussions that would result in agreement on acceptable responses during actual marking. Marking personnel would then mark a sample of dummy scripts using the amended marking guidelines.

The IEB planned to use one venue for marking of their GETC: ABET Level 4 scripts: Sacred Heart College in Observatory, Johannesburg.

Table 3A below provides the dates for marking and a breakdown of expected marking personnel who will participate during the marking processes:

**Table 3A: Marking Period**

Marking	Dates
Commencement	17 November 2018
Completion	18 November 2018

For 2018, the IEB had appointed the following:

**Table 3B: Number of Marking Personnel**

Marking personnel	Numbers
Examiners	8
Sub-examiners	Dependent on registration
Internal moderators	8
Examination assistants	20
Data capturers	9 (full-time IEB staff)
Irregularities official	1
IT infrastructure and system support personnel	3

The training of markers is to take place at the marking centre. The IEB uses a standardisation session as training for their markers. Pre-marking discussions take place for every learning area. The discussions with sub-examiners would then be done among smaller groups.

### 3.3.6 Marking Venue and Venue Managers

It was noted that the IEB would appoint the marking centre manager from among its full-time staff who are experienced in managing marking centres.

For 2018, the IEB would strengthen the marking centre's access control point by conducting a stop-and-search. The security of the answer scripts was highlighted as having been enhanced. The transportation of examination material would be secured at all times. The trucks transporting scripts would be escorted to and from the marking venues to ensure protection of the examination material at all times.

Senior IEB staff were to monitor the marking sessions on a rotational basis; and the IEB CEO would be included in the monitoring team.

### 3.3.7 Systems for Capturing of Marks

The verification visit was conducted on 26 September 2018. The procedural manual for capturing marks was in place. Mark capturing would be performed in line with the guidelines, as outlined in the manual. The management plan for capturing marks was available and would be strictly adhered to. The examinations computer systems have built-in mechanisms to ensure that captured marks are verified before they can be saved. The IEB employs double capturing to ensure accuracy in the capturing of marks.

The IEB has nine permanently employed officials who capture both the SBA and examination marks on the electronic examination system. The personnel have been trained to work on the system and a training manual was available as evidence of their training. The IEB was in the process of recruiting contract data capturers to boost the current team, in preparation for capturing the end-of-year examination marks. The positions had been advertised and plans were under way to train the contract data capturers.

### **3.3.8 Management of Examination Irregularities**

The IEB has a well-structured and fully functional Independent Examination Irregularity Committee (IEIC). The policy, process and procedures were in place to guide the committee during meetings.

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

The following areas of good practice were noted:

- The policy and procedures for accommodations, which clearly state the criteria and procedure for approval of accommodations, was made available to Umalusi;
- The IEB preserved the data for the types and number of candidates who were granted accommodations;
- Marks were to be captured per item; and
- The examination system has built-in mechanisms/measures to verify captured marks.

### **3.5 Areas of Non-Compliance**

None.

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

None.

### **3.7 Conclusion**

The findings indicated that the IEB was at an acceptable and satisfactory level of compliance for readiness to conduct the November 2018 GETC: ABET Level 4 examinations.



# CHAPTER 4 MONITORING OF WRITING AND MARKING

## 4.1 Introduction

Umalusi monitored the writing and marking of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) for the November 2018 examinations conducted by the Independent Examinations Board (IEB). It is part of Umalusi's mandate to provide oversight on the conduct, management and administration of examinations.

The IEB provided Umalusi with the following:

- Learning area registration data that indicated the number of centres registered and the physical addresses of the centres; and
- The name of the marking centre, the physical address and dates of marking.

## 4.2 Scope and Approach

Ten examination centres that administered the IEB GETC: ABET L4 examinations were sampled for monitoring by Umalusi during the writing phase in November 2018. Two centres were sampled for monitoring by Umalusi staff. Monitoring the writing phase was conducted from 31 October 2018 to 8 November 2018, followed by monitoring of marking from 24 November 2018 to 25 November 2018.

Table 4A below provides the examination centres, the provinces, monitoring dates, the learning areas monitored, number of candidates and the marking centre monitored.

**Table 4A: Examination centres monitored for the writing of examinations**

No.	Province	Centre	Date	Learning area	Candidates
1	Gauteng	Bravo Group Sleep Products	05 November 2018	Mathematical Literacy	12
2		Mo-Afrika Tladi and Ikusasa Lethu	05 November 2018	Mathematical Literacy	48
3		Tshepo-Themba	08 November 2018	Small, Medium and Micro Enterprises	3
4	Free State	Boliba Centre Sibanye Gold Beatrix	07 November 2018	Natural Sciences	4
5	KwaZulu- Natal	Ninian and Lester	01 November 2018	Communication in English	28
6	Limpopo	Mo-Afrika Bochum	06 November 2018	Economic and Management Sciences	37
7		SAADA House	07 November 2018	Natural Sciences	30

No.	Province	Centre	Date	Learning area	Candidates
8	Mpumalanga	Mc Cain Factory Delmas (Masithuthuke)	08 November 2018	Small, Medium and Micro Enterprises	3
9	Northern Cape	PPC Lime Acres Centre	06 November 2018	Mathematical Literacy	3
10	Western Cape	Cape Town Skills Facilitators	02 November 2018	Life Orientation	10
<b>Monitoring by Umalusi staff</b>					
1	Limpopo	Mo-Afrika Bochum	08 November 2018	Small, Medium and Micro Enterprises	37
2		SAADA House	07 November 2018	Natural Sciences	30
<b>Marking Centre monitored</b>					
1	Gauteng	Sacred Heart College Johannesburg		24-25 November 2018	

Umalusi gathered data through recording verbal responses during structured interviews with chief invigilators and the marking centre manager as well as observations of the examination processes at the sampled examination centres. Documents used for the conduct, management and administration of examinations were perused and observations recorded.

### 4.3 Summary of Findings

The following section provides a summary of the findings of the monitoring of writing phase and monitoring of the marking phase of examinations.

#### 4.3.1 Monitoring the writing of examinations

The findings are summarised in Table 4B, which indicates the levels of compliance achieved by the examination centres in the sample, per key monitoring area or criterion, according to the monitoring of examination centres instrument. The performance of each examination centre's compliance with the given key monitoring area, or criterion, is also provided.

**Table 4B: Compliance level in each key monitoring area per centre monitored**

Key Monitoring area/ centres	Bravo Group Sleep Products	Cape Town Skills Facilitators	Mc Cain Factory Delmas	Boliba Centre Sibanye Gold Beatrix	Mo-Afrika Bochum	Mo-Afrika Tladi and Ikusasa Lethu	Ninian and Lester	PPC Lime Acres Centre	SAADA House	Tshepo-Themba	Average compliance per sample
Preparation for the examination	68.8	75	87.5	87.5	93.8	87.5	87.5	62.5	37.5	68.8	756.4 75.6
Invigilators and their training	75	100	25	100	75	75	75	0	0	0	525 52.5
Preparations for writing	100	92.9	42.9	92.9	92.9	100	78.6	35.7	42.9	71.4	750.2 75.0
Time management of activities	92.3	100	53.8	53.8	84.6	84.6	92.3	30.8	92.3	92.3	776.8 77.7
Activities during writing	100	100	75	100	100	100	100	100	50	100	925 92.5
Packaging and transmission of scripts after writing	90	90	80	100	90	90	70	90	60	90	850 85.0
<b>TOTAL</b>	<b>526.1</b>	<b>557.9</b>	<b>364.2</b>	<b>534.2</b>	<b>536.3</b>	<b>537.1</b>	<b>503.4</b>	<b>319</b>	<b>282.7</b>	<b>422.5</b>	<b>4583.4</b>
<b>AVERAGE %</b>	<b>87.7</b>	<b>93.0</b>	<b>60.7</b>	<b>89.0</b>	<b>89.4</b>	<b>89.5</b>	<b>83.9</b>	<b>53.2</b>	<b>47.1</b>	<b>70.4</b>	<b>76.4</b>

### a) Preparation for the Examinations

Nine out of ten examination centres monitored complied with the criterion on preparation for the examination by more than 62%. The least compliant centre, with a 37.5% compliance level, was a centre in Limpopo where the candidates wrote in boardrooms and used boardroom furniture. Eight candidates were seated around one table facing each other. It was explained that the centre had problems with electricity in their examination venues.

Examination materials were delivered by courier to the examination centre, or to head office where the examination venue was different from the company head office. Delivery was done as a once-off consignment before the examinations commenced. On arrival at the examination centre the question papers were securely sealed in the official, branded, IEB plastic bags. These were opened in front of the candidates, using a pin code provided by the assessment body on the day of writing and shortly before the starting time of the examination. However, an exception to this procedure was SAADA House. In 70% of the monitored centres, the examination material was kept in safe storage with the keys held either by the chief invigilator or kept in safe storage with restricted access.

The question papers were stored securely under lock and key. To gain access to the question papers, there were one or more safety measures in place. In option 1, the illustration outlined a combination of the following: strong room, security guards, access control, alarm, surveillance cameras (sometimes linked to armed response), security and fire extinguishers. In option 2, where smaller centres had no security, alternative storage was arranged. This included storing the question papers at the company head office and delivering them to the examination centre on the day of the examination.

## **b) Invigilators and their Training**

There was either no evidence of training of the invigilators or no training at all in 40% of the centres in the sample. At three centres, namely PPC Lime Acres in Northern Cape, SAADA House in Limpopo and Tshepo-Themba in Gauteng, there was 0% compliance with this key monitoring area. The invigilators at the centres did not focus on invigilation activities; two invigilators at SAADA House whispered explanations to candidates during the writing session; and some were busy with WhatsApp on their cell phones.

The compliance level at 60% of the centres ranged from 75% to 100%. Non-compliance was because invigilators had not been trained for the current examinations: the invigilators at Mo-Africa Bochum were trained in 2015; those at the Bravo Group Sleep Products and Ninian and Lester examination centres were trained in 2016; and invigilators at the Mc Cain Factory Delmas examination centre were trained in 2017. Three out of 10 centres in the sample (30%), however, complied in all respects with this key monitoring area.

## **c) Preparations for Writing**

Seven out of ten (70%) monitored centres complied with this key monitoring area, with compliance levels above 70%. Two centres were 100% compliant and three centres had 92.9% compliance. The centres provided a conducive environment both inside and outside the examination room, with sufficient ventilation and proper lighting. There was no noise, except at SAADA House, Mo-Afrika Tladi and Ikusasa Lethu where noise levels were uncontrollable. There was sufficient furniture in all these centres.

The remaining 30% of the centres had compliance levels that ranged between 35.7%, at PPC Lime Acres Centre in Northern Cape, and 42.9% in two centres, SAADA House in Limpopo and Mc Cain Factory Delmas in Mpumalanga.

Cell phones were ringing during the writing of the examination at SAADA House. Although not all the centres in the sample had all the required documents in the files, 60% had examination files. At Mc Cain Factory Delmas, the chief invigilator was not aware that an examination file was required. Best practices were noted at examination centres that included Mo-Afrika Bochum, Mo-Afrika Tladi and Ikusasa Lethu, where labels were pasted neatly on desks. The labels contained candidate particulars such as examination number, identity number, name and date of birth of candidate. None of the centres in the sample had special concessions on the days that they were monitored. All the centres complied with the invigilator: candidate ratio of 1:30.

#### **d) Time Management of Activities during the Examination**

Seventy percent of the examination centres monitored complied with more than 80% of this key monitoring area, with 50% of the centres achieving compliance of more than 90%. Examinations started at 09:40 at Mc Cain Factory Delmas because the code for opening the security bag containing the question papers was sent late (at 09:33); and at 09:30 at PPC Lime Acres Centre. The Natural Sciences paper was written in the afternoon (15:10) at Boliba Centre Sibanye Gold Beatrix and ended at 18:10. A letter, signed on 25 October 2018 by the Manager: Entry & Resulting at IEB head office, granted special permission for the candidates at this centre to write the Natural Sciences paper from 15:00 to 18:00 on 7 November 2018. This was verified.

Umalusi staff reported a shortage of Life Orientation question papers on 2 November 2018 at Mo-Afrika Bochum, where the examination centre received 30 question papers instead of 40.

#### **e) Activities during Writing**

The average compliance for all ten sampled examination centres was 92.5%, with 80% of the centres—Bravo Group Sleep Products, Cape Town Skills Facilitator, Boliba Centre Sibanye Gold Beatrix, Mo-Afrika Bochum, Mo-Afrika Tladi and Ikusasa Lethu, Ninian and Lester, PPC Lime Acres Centre and Tshepo-Themba—at 100% compliance in this key monitoring area. Only authorised personnel were in the examination room and no irregularities were noted during the examination session. Except for one invigilator at SAADA House, who was busy with WhatsApp on a cell phone, the invigilators at 90% of the monitored centres were vigilant throughout the session. In 60% of the centres the invigilators signed attendance registers. This was, however, not observed at 30% of the centres, which did not have examination files. The invigilators at Mo-Afrika Bochum did not sign the register consistently; there was evidence of signatures during the first few days of the examination only.

#### **f) Packaging and Transmission of Scripts after Writing**

Compliance of the sampled examination centres with this key monitoring area was 80% and above. The two centres with 70% and 60% compliance levels were Ninian and Lester and SAADA House respectively. At SAADA House, packaging and transmission of scripts after writing could not be observed to completion. Packaging and transmission of scripts could not be completed as the invigilators were awaiting scripts from two candidates who were registered at SAADA House but wrote their examinations at centres in Nebo and Vhembe districts. These were more than 200 kilometres away from SAADA House. In all the centres, scripts were collected by the invigilator after the candidates finished writing or at the end of the writing session. Scripts were counted and packed in a secure area with only authorised personnel present. As per arrangement between the courier services and the assessment body, the packed scripts were either held at the centre or transported to the main centre where they would be collected by courier on an agreed date, for delivery to the assessment body. It was observed at SAADA House and Mo-Africa Bochum that the sealed bags were kept in a box and were not stored in a safe or strong room.

The sequence recorded in the mark sheets was used for packaging scripts. Official black, lockable IEB bags, which were opened with a pin code, were used for packaging and transmission of the answer scripts.

There was, however, no clarity on the requirement of writing daily situational reports. These were written only at Boliba Centre Sibanye Gold Beatrix, Mo-Afrika Tladi and Ikusasa Lethu centres.

### **g) Monitoring by the Assessment Body**

The assessment body had monitored only one out of ten centres at the time of monitoring by Umalusi. The assessment body did not monitor the new centres, such as Mo-Afrika Bochum, which was used as an examination centre for the first time.

### **4.3.2 Monitoring the Marking of Examinations**

The marking centre provided learning area information as reflected in Table 4C. The Table indicates the names of learning areas, the number of scripts received and the number of personnel appointed for marking.

**Table 4C: Learning area information**

<b>Learning Area</b>	<b>Number of Scripts</b>	<b>Examiners</b>	<b>Internal Moderators</b>	<b>Markers</b>	<b>Examination Assistants</b>
Communication in English	587	1	1	18	4
Economic and Management Sciences	234	1	1	4	2
Human and Social Sciences	343	1	1	5	3
Life Orientation	302	1	1	7	2
Mathematical Literacy	487	1	1	13	4
Natural Sciences	147	1	1	8	4
Small, Medium and Micro Enterprises	220	1	1	4	2
Technology	35	1	1	-	2

The findings indicating the levels of compliance of the marking centres, per key monitoring areas, are summarised below:

### **a) Preparation and Planning for Marking**

The marking centre complied fully (100%) with preparation and planning for marking. The marking management plan, which indicated the programme for the day, was available and adhered to. The centre management team reported for duty on time. The IEB did not appoint deputy chief markers and senior markers. A list of appointed marking personnel was available and verified by Umalusi. Marking guidelines were provided to markers on 24 November 2018 and the assessment body sent the question

papers to appointed markers immediately after the examination had been written. This allowed markers to familiarise themselves with them before the marking guideline discussions. Marking guideline discussions took place on 24 November 2018, as per the marking management plan. The marking of all the learning areas took place from 07:30 until 17:00 and, on the second day, until marking was completed.

### **b) Marking Centre Resources**

There was 85.7% compliance with the marking centre resources criterion. The marking centre was suitable for marking in terms of the marking space and furniture. Each learning area was accommodated in its own room. The marking centre used the school media centre, which was big enough to accommodate all the scripts marked at the centre. There were sufficient communication facilities; however, the IEB staff mostly used their own phones for communication. The marking venue complied with minimum occupation health and safety requirements such as water and sanitation, electricity and fire extinguishers. The markers were not provided with overnight accommodation as only local markers were appointed. Meals were, however, provided at the marking centre.

### **c) Security Measures provided**

Security measures in place at the centre included access control, an alarm system and burglar bars, and security guards were present. Security personnel at the gate controlled the entry and exit of markers and visitors to the marking centre. Measures in place to deal with unauthorised personnel at the marking centre included nametags, which were worn by all markers and security personnel at the marking centre. There were systems in place to ensure full accountability for all scripts. The script control unit received and captured on the system all scripts received. These were packed in boxes according to the subjects and levels and transported to the marking venue by IEB officials. The movement of scripts from the school media centre to the marking venues was strictly managed. IEB personnel moved all the boxes from the control room (the centre's management administration room) on the morning of marking to the various marking venues. The transportation of scripts between the marking centre and IEB head office, which was less than five kilometres away, was secured using an IEB panel van.

### **d) Handling of Irregularities**

The centre marking team had the capacity to handle suspected irregularities if they were to be experienced. Once suspected irregularities were identified during the marking process, the marker would inform the examiner and the internal moderator. The examiner would moderate the script and, thereafter, the whole identified batch and complete an irregularity form. Suspected examination irregularities confirmed by the examiner would be sent to the Irregularity Committee at the IEB head office for discussion. There were measures in place to deal with the removal of scripts from the marking centre for investigation of irregularities. All alleged irregularities would be recorded in a notebook. The examiner and internal moderator at the marking centre would pack the batch on top of all other scripts for further investigation. The markers were aware of what constitutes an irregularity, as this was part of marking guideline discussions. There was an ad hoc irregularity structure at the marking centre, made

up of the centre manager, the examiner and the internal moderator. There were, however, no irregularities reported at the time of Umalusi's monitoring.

### **e) Monitoring by the Assessment Body**

The assessment body was not required to monitor the marking centre as it was responsible for the management and administration of all the functions and activities during marking, from start to finish.

## **4.4 Areas of Good Practice**

As was noted in the November 2017 monitoring of the writing report, Umalusi observed that:

- There was great improvement in the level of compliance in the centres monitored in November 2018, with no procedural irregularities experienced at the time Umalusi was at the centre.

## **4.5 Areas of Non-compliance**

Umalusi noted the following areas of non-compliance during monitoring:

- There was lack of training and proper induction for new examination officials;
- The late transmission of secret pins for opening the locked bags of question papers delayed the start of examinations at Mc Cain Factory Delmas and PPC Lime Acres Centre;
- Permission was granted to Boliba Centre Sibanye Gold Beatrix to write Natural Sciences at 15:00 instead of 09:00 without informing Umalusi;
- Transportation of unsealed question papers to centres that were more than 200 kilometres away, as was the case with SAADA House, which could compromise the credibility of examinations;
- One chief invigilator was responsible for two Sibanye Stillwater examination centres, namely Centre number 6353 and Centre 6572;
- The script of a candidate who wrote the Mathematical Literacy L4 examination on 5 November 2018 and AET Level 2 scripts were found in unsealed plastic bags in the Director's office at SAADA House two days after the examination was written;
- There was a shortfall of Life Orientation question papers on 2 November 2018 at Mo-Afrika Bochum where the examination centre received 30 question papers instead of the required 40; and
- A lack of monitoring of new centres by the assessment body.



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

The IEB is required to ensure that:

- As was indicated in the November 2017 report, all personnel responsible for management and administration of examinations must be trained to improve their levels of compliance; and
- The assessment body must put measures in place to improve the management of question paper packaging to avoid shortages.

## **4.7 Conclusion**

There was some improvement noted in the management and administration of the IEB-administered GETC: ABET L4 examinations conducted in November 2018 compared to that of the previous year. The biggest improvement observed was in activities during writing, packaging and transmission of scripts after writing. Except for two centres in the sample, no serious irregularities were observed at the examination centres monitored by Umalusi.

As with the November 2017 examinations, there was general compliance by the marking centre with the marking procedures. The marking centre was well managed and all the necessary documents were available. All marking centre activities were implemented as per the management plan. Nothing was noted by Umalusi that could compromise the integrity and credibility of the marking of the November 2018 examinations.

# CHAPTER 5 QUALITY ASSURANCE OF MARKING

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## 5.1 Introduction

The quality assurance of marking conducted for the Independent Examinations Board (IEB) is comprised of two processes: standardisation and approval of the final marking guidelines; and verification of marking of candidates' scripts.

The standardisation of marking guidelines provides a platform for markers, examiners, internal moderators and Umalusi external moderators to discuss expected responses to each question of the question paper written during the examination. Standardisation of marking guideline meetings ensures that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included in the final marking guidelines. Participants were expected to engage in discussions and agree on the expected responses before the final marking guidelines were approved.

Verification of marking is the quality assurance process conducted by Umalusi to ascertain that marking is conducted fairly and that marking guidelines are applied consistently in all learning areas. The verification of marking evaluates adherence to the standardised marking guidelines, approved by Umalusi during marking guideline discussion meetings. The purpose of verifying the marking is to:

- Determine whether the approved marking guidelines are adhered to and consistently applied;
- Determine whether mark allocation and calculations are accurate and consistent;
- Ascertain if internal moderation is conducted during marking;
- Identify possible irregularities; and
- Confirm that marking is fair, reliable and valid.

## 5.2 Scope and Approach

The IEB conducted the standardisation of marking guidelines and the marking of scripts for the November 2018 General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations at Sacred Heart College on 24 and 25 November 2018. Marking guidelines for eight learning areas were standardised. The eight learning areas assessed by IEB are indicated in Table 5A.

**Table 5A: Learning areas assessed by the IEB**

	<b>Learning areas</b>	<b>Learning area code</b>
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

Umalusi conducted on-site monitoring of the standardisation of marking guidelines and conducted the verification of marking of candidates' scripts. Umalusi deployed one moderator per learning area to monitor the standardisation of marking guidelines and to conduct verification of marking. The moderators sampled a minimum of 20 scripts per learning area for verification of marking. The process included re-marking of scripts to check adherence to the approved marking guidelines, checking the accuracy of mark allocation, transfer of marks and correct totalling. Furthermore, the moderators verified the quality of internal moderation.

Umalusi moderators used the quality assurance instrument for the monitoring of the standardisation of marking guidelines. The instrument requires Umalusi moderators to report the findings using the following criteria:

- Attendance of internal moderators, examiners and markers at marking guideline meetings;
- Verification of question papers;
- Preparation for the standardisation of marking guidelines;
- Standardisation of marking guidelines process;
- Training at the standardisation of marking guidelines meetings; and
- Approval of the final marking guidelines.

Umalusi moderators, who are learning area specialists, attended the standardisation of marking guideline meetings to monitor the proceedings, provide guidance and take decisions where necessary and to approve the final marking guidelines.

After the standardisation of marking guidelines, Umalusi conducted verification of marking in all eight learning areas. This was conducted on 24 and 25 November 2018. Umalusi selected samples of scripts for verification while the marking process was in progress. The selected samples were representative of different levels of achievement. On-site verification of marking also enabled markers to implement recommendations by Umalusi moderators immediately, while marking was in progress.

Umalusi moderators conducted the verification of marking and reported on the findings using the quality assurance instrument for the verification of marking. The instrument focused on the following criteria:

- Adherence to marking guidelines;
- Quality and standard of marking;
- Irregularities; and
- Performance of candidates.

### **5.3 Summary of Findings**

The section below summarises the findings on the standardisation of marking guidelines and the verification of marking conducted by Umalusi on the IEB processes.

#### **5.3.1 Standardisation of Marking Guidelines**

To gauge the success of the standardisation of marking guideline meetings, Umalusi moderators checked the attendance, preparations and the rigour with which the meetings were conducted. This section reports on the findings of the standardisation of marking guidelines regarding compliance with each criterion.

##### **a) Attendance of Marking Personnel**

Internal moderators, examiners and markers were those expected to attend the GETC: ABET L4 standardisation of marking guidelines in all eight learning areas offered by the IEB. Furthermore, IEB appoints examination assistants who are responsible for, among other things, checking the accuracy of totalling, recording and transferring candidates' marks. They also check whether all the responses were marked and assist with general administrative work. Internal moderators, examiners and markers attended the standardisation of marking guideline meetings in all eight learning areas. A4MATH (12), A4LIFO (6) and A4CENG (14) were the three learning areas with the highest enrolments; therefore the highest number of marking personnel attended the standardisation of marking guideline meetings for these learning areas.

##### **b) Verification of Question Papers**

One of the responsibilities of Umalusi moderators was to verify that the question paper written by candidates was the one that was approved by Umalusi during the moderation process. This was done at the beginning of the process in all eight learning areas. Umalusi moderators confirmed that all eight question papers were the final versions approved during the external moderation process.

##### **c) Preparation for the Standardisation of Marking Guidelines**

The IEB sent question papers and their respective marking guidelines to all marking personnel per learning area. Marking personnel were required to check the accuracy and correctness of the marking guidelines. This was done by checking each response against each question in the question paper. Marking personnel were required to include alternative responses that had been omitted, correct responses that were incorrect and provide clarity on marking instructions where necessary. This was in preparation for the discussions that took place during the standardisation of marking guidelines.

## **d) The Standardisation of Marking Guidelines Process**

During the standardisation of marking guidelines the internal moderators chaired the meetings for A4MATH and A4SMME. The examiners of the respective learning areas chaired the meetings for the other five learning areas (A4LIFO, A4TECH, A4NTSC, A4HSSC, A4CENG and A4EMSC).

Marking personnel started by confirming whether they had all received the written examination question papers and corresponding marking guidelines sent to them after candidates wrote the examination. Dummy scripts were marked before discussions were held to determine the accuracy of the marking guidelines. There was a delay in the standardisation of the marking guideline meeting for A4LIFO: the meeting did not start at 08:00 as planned, but at 09:00. The delay was caused by the non-availability of dummy scripts, which had to be collected from the IEB offices.

After marking dummy scripts, marking personnel in each learning area engaged in discussions. This was where alternative responses raised by markers were rigorously discussed before a decision to accept or reject them was made. Incorrect responses were corrected and the marking instructions were also clarified. Amendments made in all learning areas were mostly additional alternative responses. (Amendments made to the marking guidelines are included as **Annexure B** in this report.)

The standardisation of marking guidelines enhanced the level of understanding and contributed to a common interpretation of marking guidelines by the marking personnel.

The role of the Umalusi moderators during this process was to:

- Observe the proceedings;
- Provide guidance on interpreting questions and the required responses;
- Adjudicate where the marking personnel were unable to reach consensus about responses; and
- Approve the final marking guidelines to be used during the marking process.

## **e) Training at the Standardisation of Marking Guideline Meetings**

Marking personnel marked a set of dummy scripts before the marking guideline discussions in all eight learning areas. Thereafter marking personnel compared their marking and motivated as to why they had, or had not, accepted certain responses. There were also discussions of deviations, to establish a common understanding of how to mark candidates' scripts.

## **f) Approval of the Final Marking Guidelines**

Once the marking personnel and Umalusi moderators were satisfied with all amendments made, Umalusi moderators approved the final marking guidelines as the final documents to be used during the marking process. Umalusi approved the marking guidelines for all eight learning areas.

### **5.3.2 Verification of Marking**

Umalusi conducts verification of marking to validate the process of marking and to determine whether markers adhered to the standardised marking guidelines approved by Umalusi.

#### **a) Adherence to the Marking Guidelines**

As described above, the marking process was preceded by the discussion and approval that had led to the necessary amendments being made to the marking guidelines in the eight learning areas. These amendments are attached as Annexure B in this report.

In A4MATH, three alternative responses were added during marking. All scripts already marked were checked to ensure incorporation of the amendments.

Except for A4HSSC, the marking guidelines were applied consistently. In A4HSSC, novice markers awarded marks for incorrect responses in Section C (essays). Both the internal and external moderators corrected the marking errors. Moderators supported markers with challenges and moderated most of their marking to ensure consistent marking.

#### **b) Quality and Standard of Marking and Moderation**

In A4EMSC, A4NTSC, A4TECH, A4MATH and A4SMME, markers allocated marks accurately and consistently with the marking guidelines. There was evidence of an inconsistent allocation of marks for A4CENG, A4HSSC and A4LIFO in the essay and paragraph writing questions. However, variations in mark allocation were within an acceptable range and were corrected through moderation.

The IEB conducted internal moderation in all the learning areas. This improved the standard of marking as errors had been corrected. Internal moderation facilitated common marking practices as stipulated in the marking guidelines. Internal moderators applied different approaches, from re-marking entire scripts or one question/section of the script, to effecting changes only in areas where there was disagreement with the marker. Additionally, the assessment body had appointed examination assistants who corrected errors found in the totalling of marks per questions and the transfer of marks to the back page of each script.

The marking of the IEB November 2018 GETC: ABET L4 scripts was conducted in a credible, fair, valid and reliable manner.

#### **c) Irregularities**

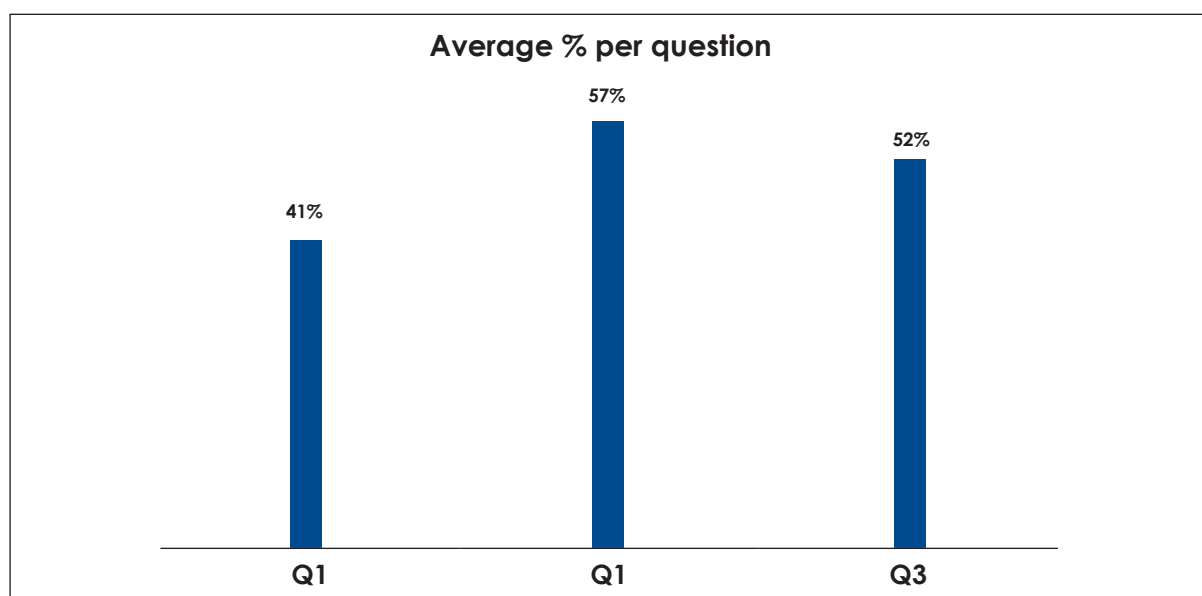
Umalusi moderators for A4LIFO and A4MATH identified suspected irregularities. These were reported to the examiners and internal moderators of the learning areas for investigation by the IEB and subsequent reporting to Umalusi. Candidates had similar correct and incorrect responses. The internal moderator for A4LIFO did not agree with the suspected irregularities; consequently these were not recorded or declared as irregularities.

## d) Performance of Candidates

The performance of candidates, discussed below, is based on the sample of scripts verified by Umalusi per learning area.

### (i) Communication in English (A4CENG)

In A4CENG, verification of marking was conducted on a sample of 40 scripts. Seventy-five percent of the sample passed the examinations by obtaining 40% and above. Two candidates obtained distinctions (80% and above). No candidates among the sample obtained below 10%. Sixty-five percent of the sample scored between 40% and 69%. Figure 5A indicates the average performance, per question. There were three questions in this learning area. There were three questions in the question paper of this learning area.

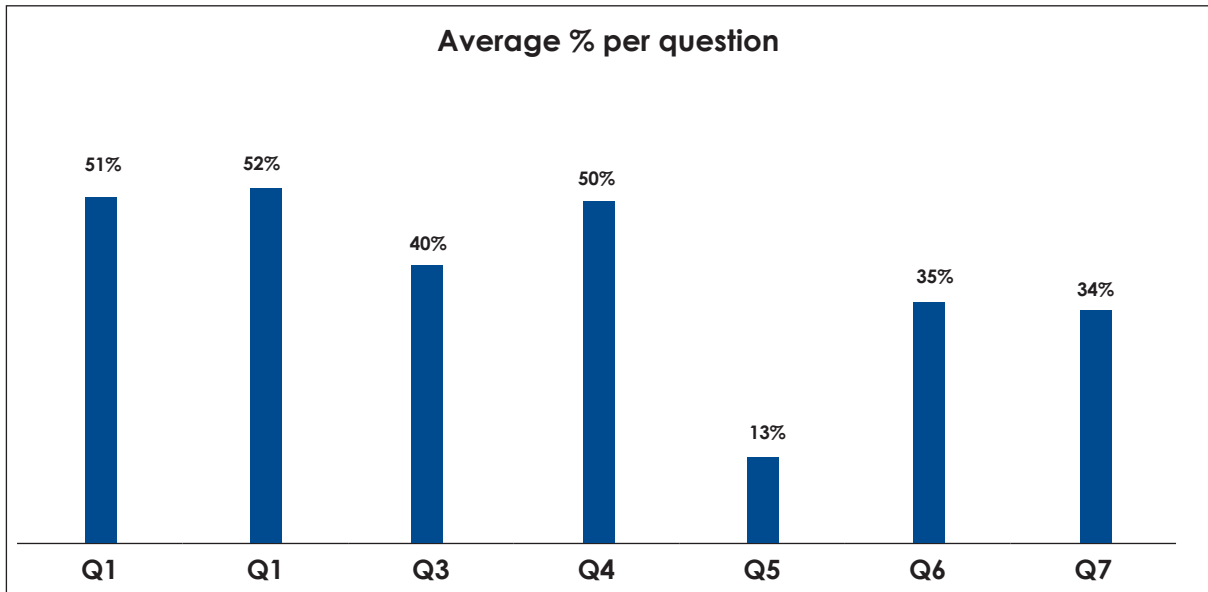


**Figure 5A: Candidate performance in A4CENG per question – 40 scripts**

Question 2, which featured a recipe with a visual, had the highest average, that of 57%, as indicated in Figure 5A. This required candidates' understanding of sequencing. Performance in Question 3 was 52%. This question tested grammar (sentence construction, punctuation, prepositions, pronouns, verb tenses, the definite/indefinite article and spelling). Question 1, based on comprehension, had an average of 41%. Generally candidates found questions that required an explanation, a comment or an opinion, challenging.

### (ii) Economic and Management Sciences (A4EMSC)

Of the 20 sampled scripts, 40% of the candidates passed. Eight out of 20 candidates scored in the range of 30% to 39%. There were no distinctions and the highest mark obtained was 70%. The lowest mark was 23%. There were seven questions in this learning area. Figure 5B indicates the average performance per question. There were seven questions in the question paper of A4EMSC.



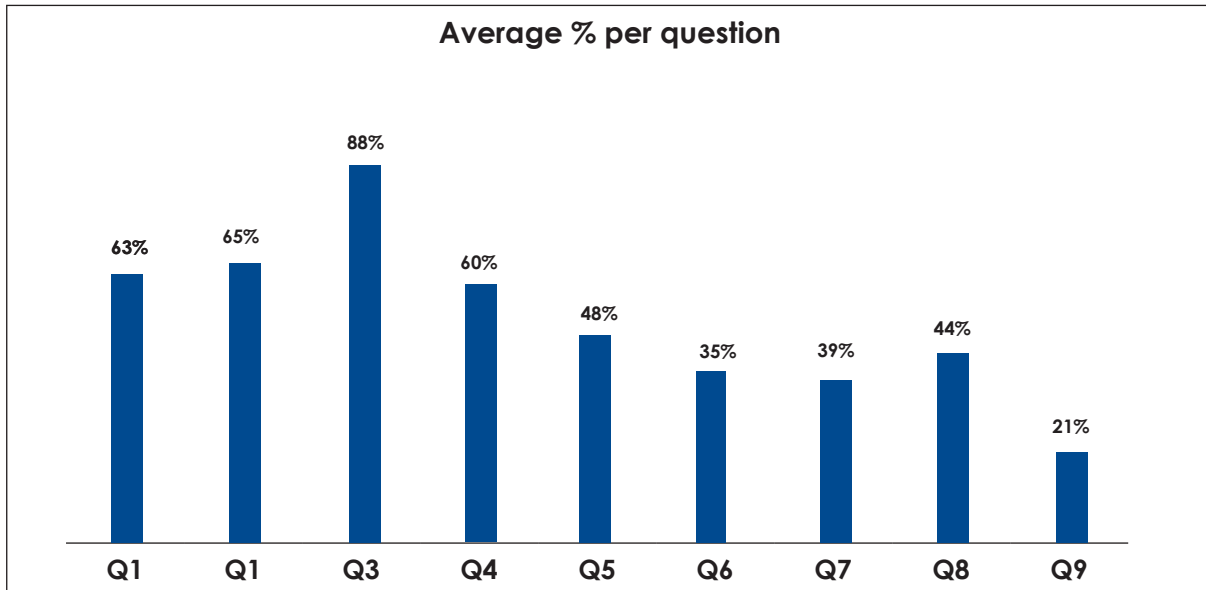
**Figure 5B: Candidate performance in A4EMSC per question – 20 scripts**

Figure 5B reflects that the average performance ranged from 40% to 52% in Section A (Questions 1 to 4). These were objective questions set at a lower cognitive level. Candidates performed poorly (average 13%) in Question 5, which examined Accounting. This performance in Accounting was, however, an improvement when compared to the average of 8% attained in November 2017. Basic recording of financial information, which required the lowest level of thinking, appeared to be a challenge. Questions 6 and 7 were mostly medium- to high-order questions and performance ranged from 34% to 35%.

### **(iii) Human and Social Sciences (A4HSSC)**

Ten out of 20 sampled candidates passed this examination, a decline of 30% when compared to November 2017. The highest score obtained was 86%, and the lowest was 6%. Figure 5C indicates the average performance per question. There were nine questions in this learning area. There were nine questions in the question paper of this learning area.



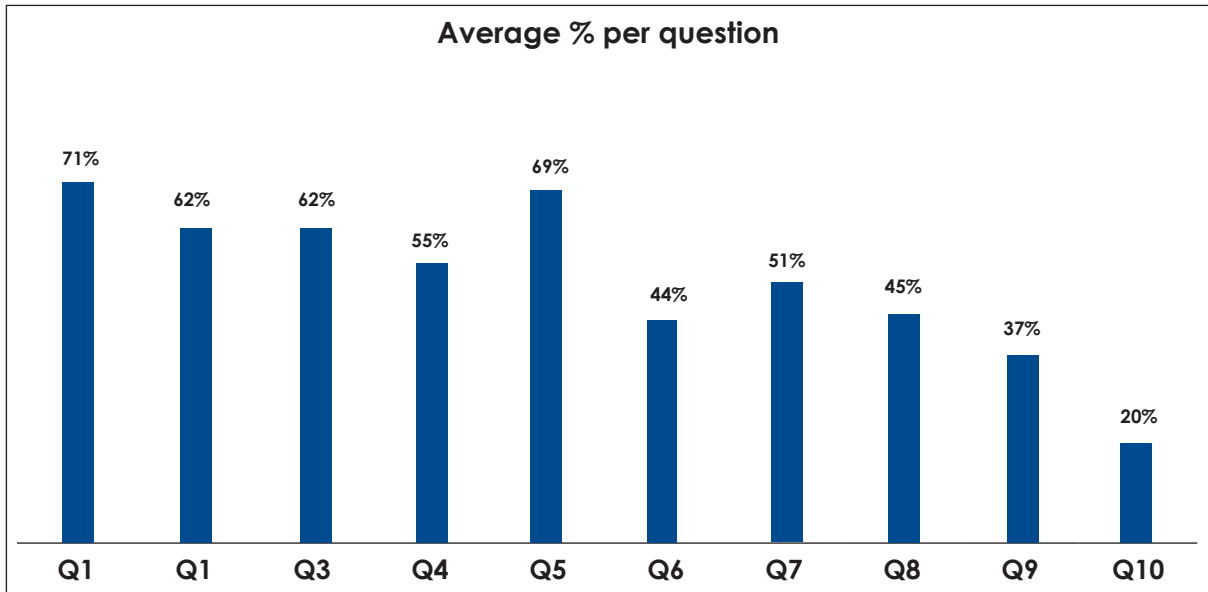


**Figure 5C: Candidate performance in A4HSSC per question – 20 scripts**

As shown in Figure 5C, Section A (Questions 1 to 4), which were objective questions, had the highest average performance, ranging from 63% to 88%. In Section B (Questions 5 to 7), Question 5 (diversity, respect and tolerance) had the highest average, that of 48%. In Section C (Questions 8 and 9), Question 8, which was based on natural disaster—drought—had an average performance of 44%. Candidates struggled to write well-structured paragraphs/essays in Questions 8 and 9. Question 9, an essay-type question (Resources—mining) has the lowest average performance, of 21%. Candidates lacked content knowledge and based their responses on general knowledge.

#### **(iv) Life Orientation (A4LIFO)**

The average pass rate of the sampled candidates in A4LIFO was 95%, with only one candidate obtaining less than 40%, which is the minimum pass requirement. Performance improved by 5% when compared with that of November 2017. There were no distinctions in the sample. Figure 5D indicates the average performance per question. There were 10 questions in this learning area. A4LIFO question paper had 10 questions

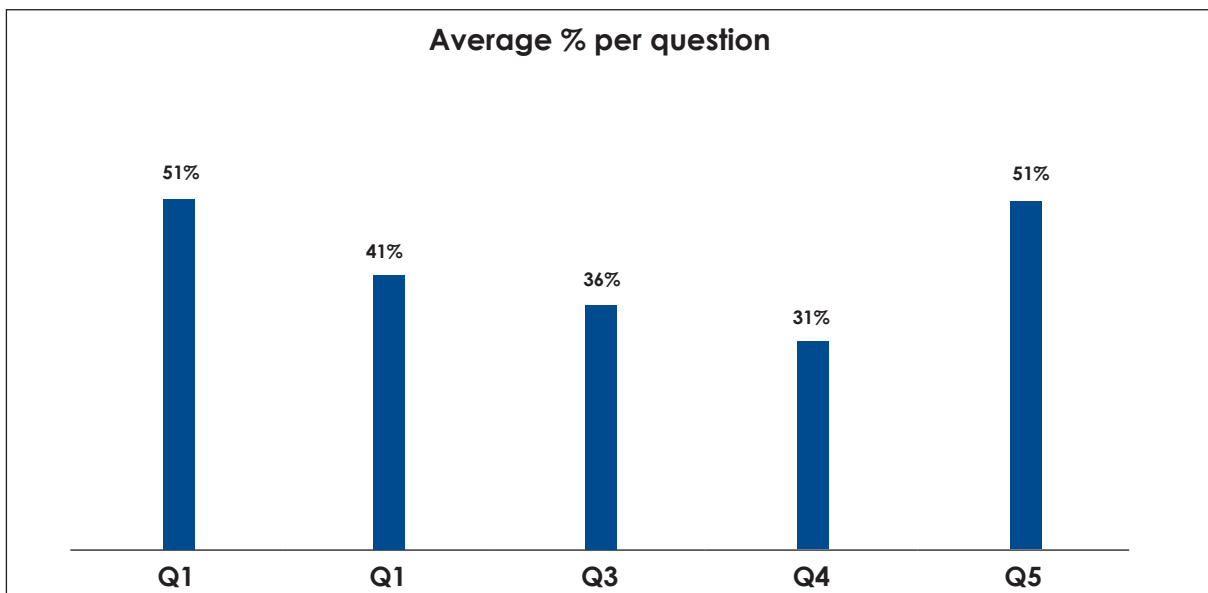


**Figure 5D: Candidate performance in A4LIFO per question – 20 scripts**

Figure 5D reveals Questions 1 to 3 and 5 as those with the highest averages: 71%, 62% and 69% respectively. Question 10 had the lowest average, of 20%. The candidate with the highest score obtained 78%. The lowest recorded score in the sample was 37%.

#### **(v) Mathematical Literacy (A4MATH)**

In general, 45% of the sample obtained 40% and above (passed), and 55% scored less than 40% (failed). Figure 5E indicates the average performance per question. There were five questions in this learning area. There were five questions in the question paper of this learning area.

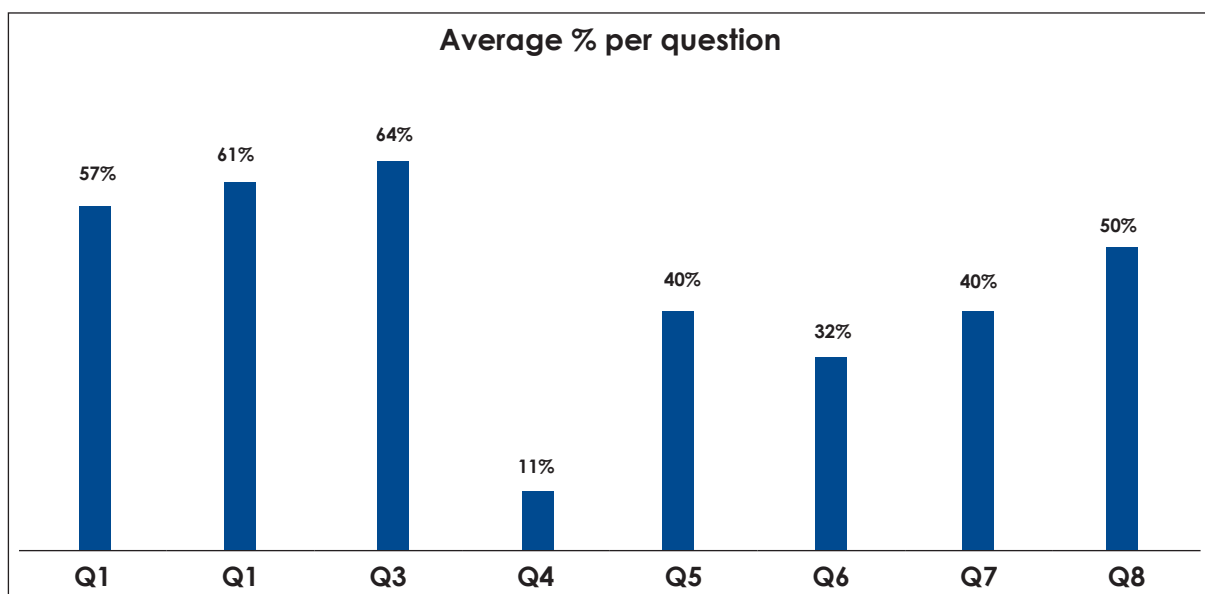


**Figure 5E: Candidate performance in A4MATH per question – 20 scripts**

As indicated in Figure 5E, Questions 1 and 5 had the highest average, 51%. Most candidates were able to answer the question on basic mathematical skills and on measurement. The question with the lowest average was Question 4, which dealt with probability. The average performance for this question was 31%. The candidate with the highest score obtained 78%, and the lowest score was 1%.

#### **(vi) Natural Sciences (A4NTSC)**

From the sample of 20 scripts verified, 55% of candidates scored 40% and above, and there were no distinctions. The highest mark obtained was 67%, and the lowest was 10%. Figure 5F indicates the average performance per question. There were eight questions in this learning area. There were eight questions in the question paper of this learning area.

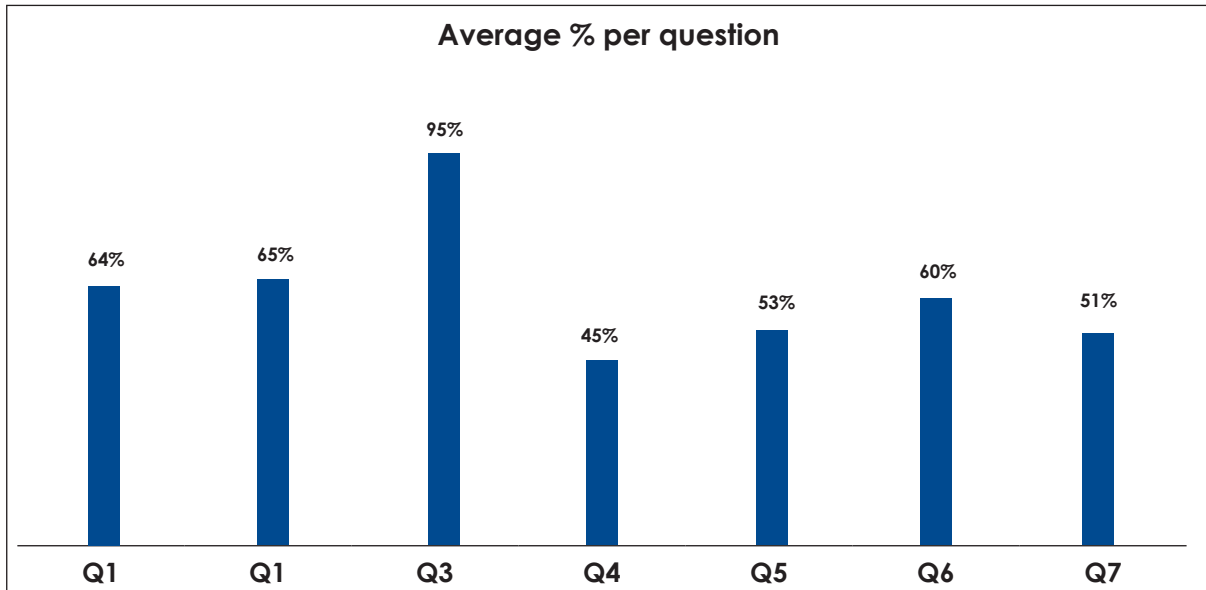


**Figure 5F: Candidate performance in A4NTSC per question – 20 scripts**

As per Figure 5F, the sampled candidates performed very well in Question 3. This was based on the human excretory system. The average obtained was 64%. This question required candidates to label a diagram and complete multiple-choice questions. Question 4, which assessed higher cognitive thinking, had the lowest performance at 11%.

#### **(vii) Small, Medium and Micro Enterprises (A4SMME)**

Based on the sample of 35 scripts, A4SMME was one the learning areas where performance was high, at 95%. Only one candidate obtained a score lower than 40%. Question 3, as indicated in Figure 5G, had the highest average, 95%, and the lowest average, of 45%, was recorded in Question 4. There were seven questions in this learning area. Figure 5G indicates the average performance per question. There were seven questions in the question paper of A4SMME.

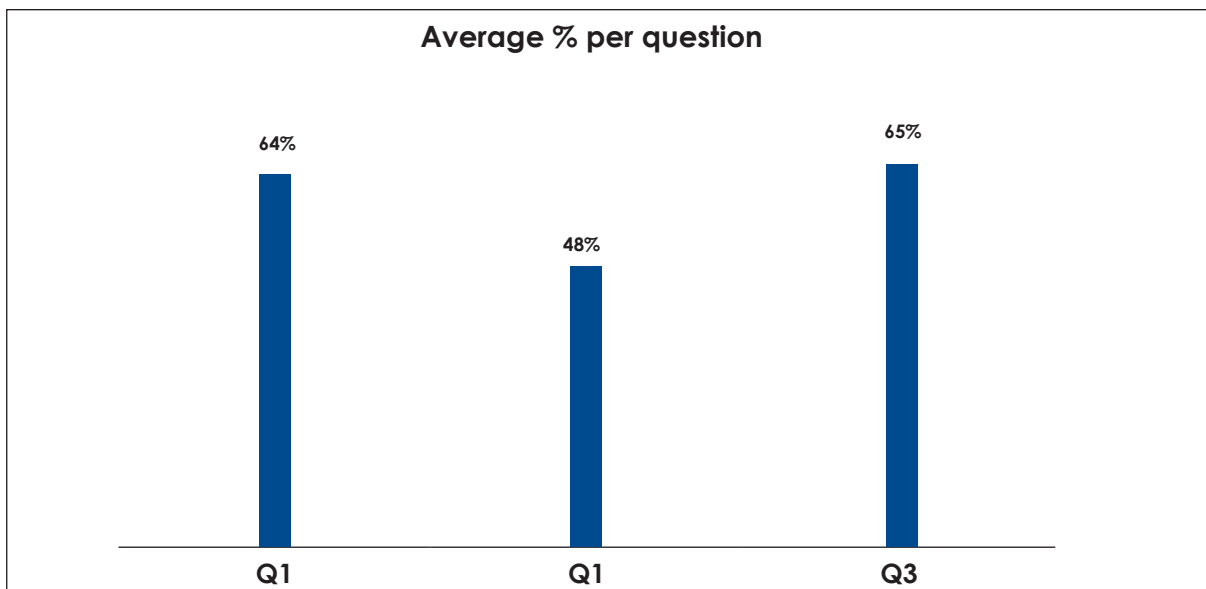


**Figure 5G: Candidate performance in A4SMME per question – 35 scripts**

Three candidates obtained distinctions, with the highest mark being 88%. The lowest score obtained was 37%.

#### **(viii) Technology (A4TECH)**

This learning area had a pass rate of 94.2%, based on the sample of 35 scripts. According to Figure 5H, Question 3 (Section C) had the highest average performance, at 65%. The lowest average performance, recorded in Question 2, (Section B) was 48%. There were three questions in the question paper of this learning area.



**Figure 5H: Candidate performance in A4TECH per question – 35 scripts**

One candidate obtained a score of 86%. The lowest recorded performance was 28%.

## 5.4 Areas of Good Practice

The following were noted as good practice in both processes:

- Adherence to the marking guidelines in most learning areas, with any differences between the marker and internal moderator being within the acceptable tolerance range; and
- The re-marking and moderation of scripts in all learning areas where there were inconsistencies and where there were amendments to the marking guidelines.

## 5.5 Areas of Non-compliance

The following was noted as non-compliance:

- The unavailability of dummy scripts in A4LIFO delayed the standardisation of marking guidelines process.

## 5.6 Directives for Compliance and Improvement

The IEB must act on the following directive:

- The IEB must ensure that dummy scripts are available, on time, before the standardisation of marking guidelines process begins.

## 5.7 Conclusion

The marking guideline discussions were intended to improve the quality of the marking guidelines for the eight learning areas. The purpose was also to ensure that all possible alternative responses were included so that candidates were not unfairly disadvantaged by rigidity in the marking guidelines. The process served its intended purpose. Although there were challenges experienced in the A4LIFO learning area regarding dummy scripts, this was resolved and the process started an hour later.

The verification of marking conducted by Umalusi revealed that marking was done fairly and internal moderation was conducted thoroughly. In general, the standard of marking improved in all eight learning areas. Marking personnel must remain vigilant in identifying and handling irregularities at marking centres. Irregularities were, in most cases, identified by Umalusi.

# CHAPTER 6 STANDARDISATION AND RESULTING

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## 6.1 Introduction

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in a given context, by considering possible sources of variability other than learners' ability and knowledge. In general, variability may be a function of the standard of question papers, quality of marking and many other related factors. It is for that reasons that examination results are standardised to control their variability of from one examination sitting to the next.

Section 17A (4) of the GENFETQA Act of 2001 as amended in 2008 states that the Council may adjust raw marks during the standardisation process.

In broad terms, standardisation involves verification of subject structures and capturing of marks and the computer system used by an assessment body. It also involves the development and verification of norms, the production and verification of standardisation booklets in preparation for the standardisation meetings. During standardisation, qualitative inputs from external moderators, internal moderators, monitoring reports, intervention reports presented by the assessment bodies and the principles of standardisation are used to inform decisions. The process is concluded with the approval of mark adjustments per learning area, statistical moderation and the resulting process.

## 6.2 Scope and Approach

The Independent Examinations Board (IEB) presented eight learning areas for the General Education and Training Certificate (GETC) Examinations for standardisation. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

### 6.2.1 Development of Historical Averages

Historical averages for GETC Examinations are developed using previous five examination sittings. Once that is done, as per policy requirements, IEB submits to Umalusi historical averages or norms for verification purposes. In the case where a distribution contains outliers, the historical average is calculated excluding data from the outlying examination sitting. Umalusi applies a principle of exclusion when calculating the historical average for such instructional offerings. Finally, Umalusi takes into account historical averages during the standardisation process.

### 6.2.2 Capturing of Marks

Umalusi verified the capturing of examination marks to determine the reliability of the conduct, management and administration of the capturing process. Umalusi monitors the capturing of marks, also to establish whether the capturing was accurate

and credible. The verification of the capturing of the GETC examination marks looked at, among other things, management of the capturing system and verification of the systems, including security systems, for the examination. Umalusi monitored the capturing of marks at the IEB offices.

### 6.2.3 Verification of Datasets and Standardisation Booklets

The IEB submitted standardisation datasets and electronic booklets as per the Umalusi management plan. The datasets were verified and approved timeously, as a result of which final standardisation booklets were printed in a timely manner.

### 6.2.4 Pre-standardisation and Standardisation

The pre-standardisation and standardisation meetings for GETC Examinations were held on 18 and 20 December 2018 respectively. Umalusi was guided by a myriad of factors, including qualitative and quantitative information to reach its standardisation decisions. Qualitative inputs included evidence-based reports presented by the IEB, reports of Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information is concerned, Umalusi considered historical averages and pairs analysis in connection with standardisation principles.

### 6.2.5 Post Standardisation

Beyond standardisation meetings, the IEB submitted the final adjustments and candidates' resulting files for verification and eventual approval.

## 6.3 Summary of Findings

### 6.3.1 Standardisation and Resulting

#### a) Development of Historical Averages

The historical averages for GETC Examinations were developed using previous five examination sittings. For that to happen, the IEB submitted the historical averages for verification in accordance with the Umalusi management plan. Where outliers were found, the principle of exclusion was applied and, as a result, the norm was calculated using four examination sittings. Table 6A outlines the Learning Area with an outlier for the October/November 2018 GETC Examinations.

**Table 6A: Learning Areas with outliers**

Learning Area Code	Learning Area	Outlying Year
616460021	Human and Social Sciences	201311

#### b) Capturing of Marks

The capturing of marks took place in line with the IEB management plan and the procedural manual on capturing. The data capturers have been trained to use the

system. The training manual was provided as evidence of training. The data capturers signed a declaration of confidentiality agreement prior the commencement of the capturing process.

The IEB employs a double capturing method to verify accuracy of the captured marks. IEB's electronic examination management system has built-in mechanisms/measures to ensure that the captured marks are verified before they can be processed and submitted to Umalusi for standardisation purposes. The system is designed to ensure that a user cannot capture and verify what s/he has captured.

The capturing facility was subjected to under 24-hours security surveillance. The centre is equipped with an alarm system as well as a generator on standby to mitigate any possible power failures.

### **c) Electronic Datasets and Standardisation Booklets**

In preparation for the standardisation processes, Umalusi, in conjunction with the IEB, embarked on a process of verifying its systems through dry runs. The aim was to ensure proper alignment of the examination computer systems and to ensure compatibility of data and formulae used for data processing. The IEB participated in all processes to ensure correct resulting of candidates.

The submitted standardisation datasets and electronic booklets for GETC Examinations conformed to the requirements as spelt out in the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy.

#### **6.3.2 Pre-standardisation and Standardisation**

The qualitative input reports i.e. IEB evidence based report and external moderators' reports, standardisation principles, the norm and previous adjustments were used in determining the adjustments per learning area.

#### **6.3.3 Standardisation Decisions**

The qualitative reports produced by external moderators, monitoring including intervention reports presented by the assessment bodies and the principles of standardisation were used to inform decisions. Table 6B outlines the summary of the standardisation decisions taken.

**Table 6B: Standardisation Decisions for the November 2018 GETC: ABET Level 4**

<b>Description</b>	<b>Total</b>
Number of Learning Areas presented	8
Raw marks	3
Adjusted (mainly upwards)	2
Adjusted (downwards)	3
Unstandardised	0
Number of Learning Areas standardised:	8



### **6.3.4 Post-standardisation**

The adjustments, statistical moderation and resulting files were submitted and approved on first submission.

### **6.4 Areas of Good Practice**

The following areas of good practise were observed:

- The IEB submitted all the qualitative input reports as required;
- The IEB presented standardisation booklets free from error;
- Marks are captured per item;
- The examination system has built-in mechanisms/measures to verify captured marks.
- The high levels of compliance in capturing examination marks; and
- The adjustments, statistical moderation and resulting files were submitted and approved on first submission.

### **6.5 Areas of Non-Compliance**

None

### **6.6 Directives for Compliance**

None

### **6.7 Conclusion**

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform slight upward or downward adjustments were based on sound educational reasoning. The majority of the IEB proposals corresponded with those of Umalusi, which is a clear indication of a maturing examination system.

# CHAPTER 7 CERTIFICATION

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## 7.1 Introduction

Umalusi is mandated by its founding and amended General and Further Education and Training Quality Assurance (GENFETQA) Act (Act No. 58 of 2001) for the certification of student achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). Umalusi upholds adherence to policies and regulations promulgated by the Minister of Higher Education and Training for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET L4).

Certification is the culmination of an examination process with different steps conducted by an assessment body, in this instance the Independent Examinations Board (IEB). This process commences with the registration of students. After the candidate has written the examination, administered by the assessment body, the examination scripts are marked, the marks are processed; and only after quality assurance and approval by Umalusi, are students presented with individual Statements of Results. These are preliminary documents outlining the outcomes of the examination, issued by the assessment body. Certification is done after finalisation and verification that all examination marks have indeed been captured and processed. The Statement of Results is, in due course, replaced by the final document, a certificate issued by Umalusi.

This chapter informs interested parties of the current state of the certification of student achievement for the GETC: ABET L4, a qualification at Level 1 on the NQF, for candidates registered to write the examinations through the IEB as assessment body.

## 7.2 Scope and Approach

In order to ensure that the data for certification are valid, reliable and in the correct format, 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. All records of candidates who registered for the GETC: ABET L4 examinations are submitted by the IEB to Umalusi for certification.

Umalusi verifies all data received from the IEB. These data must correspond with the quality assured results. All changes in marks must be approved before release to students. Where discrepancies are detected, the IEB is obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that candidates are not inadvertently advantaged or disadvantaged as a result of possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

The issuing of the GETC: ABET L4 learning area certificates, and confirmation of those candidates who have not qualified for any type of certificate, close the examination cycle. The GETC: ABET L4 provides an opportunity for candidates to accumulate

credits toward the qualification across a number of examinations. Each examination is certified and the candidate receives a learning area certificate for those learning areas passed, or a GETC: ABET Level 4 should they qualify for such.

The IEB conducts multiple examinations during the course of the year as they have made provision for examinations on request. Each of these examination sessions are quality assured and standardised by Umalusi.

The candidate records submitted for certification for the period 1 October 2017 to 1 September 2018, compared to the data submitted for the approval of the results, were used to inform this report.

### 7.3 Summary of Findings

The registrations for the GETC: ABET L4 were processed using an Excel spreadsheet that was uploaded (imported) to the IEB's examination IT system. There were sufficient control mechanisms in place to verify the correctness of the entries for the GETC: ABET L4 registrations.

The IEB submitted datasets during the period 1 October 2017 to 30 September 2018 for certification in three examination cycles. The following were the results of the records on the datasets.

**Table 7A: Certified results for the period 1 October 2017 to 30 September 2018 per Examination cycle**

Examination Date	Learning Area Certificate	Withdrawn	Failed All	GETC: ABET Level 4	Total
November 2017	683	84	349	12	1128
March 2018	250	16	79	0	345
June 2018	380	29	116	4	529
<b>TOTAL</b>	<b>1 313</b>	<b>129</b>	<b>544</b>	<b>16</b>	<b>2002</b>

### 7.4 Areas of Good Practice

The following was noted as good practice:

- The assessment body had a good registration system in place. Several verification processes were in place to ensure the correctness of the examination entries;
- Centre Managers were required to sign declarations of accuracy to confirm the quality of the registration data. This declaration had to be submitted to the IEB;
- Requests for certification were submitted electronically, as prescribed in the directives for certification;
- A dedicated unit responsible for system administration processed the registration, resulting and certification of student achievements;
- The certification requests were submitted to Umalusi only after the standardisation and resulting of all student achievements had been processed and completed; and

- The requests for certification to Umalusi were closely monitored and a concerted effort was made to certificate all students due to be so certified.

### **7.5 Areas of Non-compliance**

None.

### **7.6 Directives for Compliance and Improvement**

None.

### **7.7 Conclusion**

The IEB, as assessment body, is assisting the adult community to acquire learning area certificates and to achieve a consolidated GETC: ABET Level 4 certificate. The registration of students and the processing of the certification of student achievements were done according to the required directives and guidelines.

# ANNEXURE A

## COHORT PROFILE

### A. GENERAL INFORMATION

#### Learning Area 1: Communication in English

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	4u Development Training	6882	N/A	2	2	4	21-40
	Abagold WC	1187	Bank	1	0	1	21-30
	Adcock Ingram Wadeville MW	1202	N/A	2	0	2	31-50
	Adlam Engineering MW GP	9885	Construction	3	3	6	21-50
	Afrimat-Lyttleton Dolomite- Marble Hall	11229	Education Training & Development	1	0	1	31-40
	Afrisam Aggregate Eikenhof	1667	N/A	1	0	1	51-60
EEE	Afrisam Cement Dudfield	9608	N/A	0	1	1	41-50
	Albany Bakery Germiston MW	2753	Food and Beverage	0	1	1	41-50
EEE	Andru Mining	11162	Education Training & Development	0	3	3	21-40
SEI	Ascendis Health Ltd - Phytovet	11019	Health and Welfare	1	0	1	21-30
SEI	Ascendis Health Ltd - Wynberg	11021	Health and Welfare	1	0	1	31-40
SEI	Ascendis Health Pharma - Isando	11022	Health and Welfare	4	3	7	31-70
	Assmang Beeshoek Mine	2779	Mining	0	1	1	31-40
	Ballito Crushers - MW	6393	N/A	0	1	1	31-40
	Bidvest Waltons	11238	Education Training & Development	1	1	2	21-40
	Botswelelo Skills Development	5493	N/A	1	1	2	21-50
	BPW Axles ( Pty ) Ltd	3473	N/A	0	1	1	51-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Bravo Group Sleep Products Johannesburg	11233	Education Training & Development	5	7	12	21-60
	Bravo Sleep Products Durban	11234	Education Training & Development	3	3	6	21-50
SEI	C Steinweg Bridge JHB	5661	N/A	0	3	3	31-40
	Chili Pepper IT Solutions Pty Ltd	1969	Education Training & Development	1	0	1	16-20
	Circleway College	6633	N/A	3	2	5	16-30
	Consupaq MW DBN	11240	Education Training & Development	0	5	5	31-50
	Doornkop ABET Centre (Harmony)	6417	Mining	0	2	2	31-50
	Ekurhuleni Metro Alberton	1221	Local Government	0	8	8	21-50
	Ekurhuleni Metro Germiston	1609	Local Government	4	1	5	31-50
	Exxaro Matla Coal	1823	Mining	0	2	2	16-60
	FH Chamberlain Trading (Pty) Ltd	3497	N/A	0	1	1	51-60
	Formsscaff Ballito MW DBN	9498	Manufacturing	0	3	3	31-40
	FSG ABETCentre - Welkom	1601	Mining	1	3	4	21-60
	Ikaheng Imperial Group Ltd	1678	Education Training & Development	1	0	1	31-40
	Ikusasa Training	11018	Education Training & Development	2	1	3	16-30
SEI	Infigro Olifantsfontein	7175	N/A	0	3	3	31-40
	Inkomati Mine - CPS	11057	Mining	8	4	12	21-60
	Khoali Group of Companies Pty Ltd Springs	9966	Education Training & Development	0	2	2	31-60
	Kriel colliery	4724	Mining	4	1	5	21-50
	Kriel colliery-Zibulo	11237	Mining	4	6	10	21-40
	Kwikspace Modular Buildings - Kliprivier	1757	N/A	0	2	2	31-50
	Leboneng Learning Centre	4238	Education Training & Development	1	1	2	21-30

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Makro - Alberton	6909	Wholesale and Retail	4	1	5	31-60
	Makro - Carnival	9951	Wholesale and Retail	4	1	5	21-50
	Makro - Crown Mines	1798	N/A	1	0	1	41-50
	Makro - Germiston	1799	Wholesale and Retail	2	3	5	31-50
	Makro - Springfield	2820	N/A	3	0	3	31-60
	Makro - Wonderboom	1802	Wholesale and Retail	0	1	1	41-50
	Makro - Woodmead	1803	Wholesale and Retail	0	2	2	31-50
The Training Professionals	Marthinusen & Coutts	1817	Manufacturing	0	4	4	31-50
	Mash Computer Training STD Client	2841	N/A	2	0	2	16-20
	Matsopa Minerals	6502	N/A	1	0	1	41-50
	MERSETA Macadams MW	5398	N/A	2	2	4	21-50
	Mineral Mining Training Institute Trading	4482	Education Training & Development	1	0	1	41-50
	Mo- Afrika Bochum	11231	Education Training & Development	27	13	40	21-60
	Mo- Afrika Ikusasa Lethu	11209	Education Training & Development	26	4	30	16-60
	Mo- Afrika Tladi	11208	Education Training & Development	31	19	50	16-60
	Mogolo Academy ABET and Skills Provider	3841	N/A	1	3	4	16-50
	MQA - Impala Platinum Limited	6076	N/A	4	14	18	31-60
	MQA - Northam Platinum Mine	6568	N/A	2	9	11	21-60
	Nalithuba	1882	N/A	3	2	5	31-50
	Ninian & Lester Pty LTD KZN	3674	Education Training & Development	25	3	28	21-60
	Orhovelani Education Centre	1944	N/A	0	6	6	16-70+
	Pilanesburg Platinum Mine	4378	Mining	12	9	21	16-50

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Popup Salvokop	8382	Education Training & Development	0	2	2	21-30
	PPC Lime Limited - Lime Acres	2020	Mining	0	2	2	21-40
	Probest Trainpro	9853	Education Training & Development	2	1	3	31-40
Akukhanya	Rappa Holdings (Pty) Ltd	7054	N/A	1	3	4	21-60
	Saada House	5581	Local Government	1	0	1	41-50
	Samancor Eastern Chrome Mine MW	6638	Mining	5	10	15	21-60
	Sibanye Gold - Beatrix Mine ABET Centre	6353	Mining	0	6	6	21-50
	Sibanye Gold - Driefontein Training Centre	6376	Mining	2	7	9	21-60
	Sibanye Gold - Kloof College No 1 Hostel	6377	Mining	2	12	14	21-60
	Sibanye Gold - Maputle Public School	6413	Mining	3	0	3	21-30
	Siphakame- Drakenstein	11131	Education Training & Development	4	1	5	16-30
	Siyanda Bakgatla Platinum Mine	8347	Mining	0	3	3	31-50
	Siyaphambili - Nelson Mandela Metro	1903	Education Training & Development	10	5	15	16-60
	Sizanani Secunda	9862	Education Training & Development	0	2	2	21-60
Project Literacy	South Deep Mine	6392	Mining	14	9	23	16-60
	St Anne`s Diocesan college ABET - Hilton	2168	N/A	4	0	4	31-50
	St Georges Life Campus	5706	Education Training & Development	1	1	2	16-20
SEI	The Court House Remgro	2220	N/A	0	1	1	51-60



Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	The Diepsloot foundation	4421	Education Training & Development	19	15	34	16-40
	The Training Pro 2	11146	Education Training & Development	0	1	1	21-30
	The Training Professionals	2224	Education Training & Development	3	5	8	16-50
	Transnet Empangeni	11223	Transport	2	2	4	21-50
	Transnet Freight Rail-Esselenpark	4379	N/A	1	3	4	31-40
	Transnet Freight Rail Kimberley	4759	Transport	1	1	2	21-50
	Transnet Lydenburg	11219	Transport	0	6	6	21-40
	Transnet Richards Bay	11222	Transport	0	1	1	21-30
	Transnet School Of Rail Bellville	11213	Transport	0	2	2	31-50
	Transnet Witbank	11220	Transport	0	1	1	41-50
	Tshepo Recruitment Mining	11013	Mining	1	5	6	16-40
	Unity College - Witkoppen	2281	N/A	1	0	1	16-20
	West Coast District Municipality	6851	Education Training & Development	1	1	2	41-60
	Woolworths Maxmead Distribution Centre	3851	Wholesale and Retail	1	0	1	51-60
	Woolworths Montague Gardens - Cape Town	3604	Wholesale and Retail	1	0	1	21-30
	Woolworths Racecourse Gardens	6849	Wholesale and Retail	0	2	2	31-40
	Woolworths Supply Chain	2259	Wholesale and Retail	7	10	17	21-50
<b>Total</b>				<b>293</b>	<b>294</b>	<b>587</b>	

## B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

### Learning Area 1: Communication in English

Industry/ Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Bank	1	0	1	<b>0.17</b>
Construction	3	3	6	<b>1.02</b>
Education Training & Development	165	96	261	<b>44.46</b>
Food and Beverages	0	1	1	<b>0.17</b>
Health and Welfare	6	3	9	<b>1.53</b>
Local Government	5	9	14	<b>2.39</b>
Manufacturing	0	7	7	<b>1.19</b>
Mining	56	82	138	<b>23.51</b>
N/A	35	60	95	<b>16.18</b>
Transport	3	13	16	<b>2.73</b>
Wholesale & Retail	19	20	39	<b>6.64</b>
<b>TOTAL</b>	<b>293</b>	<b>294</b>	<b>587</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>49.91%</b>	<b>50.09%</b>	<b>100%</b>	

## A. GENERAL INFORMATION

### Learning Area 2: Economic and Management Sciences – A4EMSC

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Ekurhuleni Kempton Park - Tembisa MLC	1737	Local Government	8	1	9	21-60
	Ekurhuleni Metro Alberton	1221	Local Government	0	2	2	41-60
	Ekurhuleni Metro Edenvale	2731	Local Government	8	1	9	31-60
	Ekurhuleni Metro Germiston	1609	Local Government	1	3	4	41-70
	Glencore Xstrata Eastern Mine	6874	Mining	7	0	7	21-40
	Ikusasa Training	11018	Education Training & Development	0	1	1	41-50
	Khoali Group of companies Pty Ltd Springs	9966	Education Training & Development	0	2	2	31-60
	Kriel Colliery	4724	Mining	2	0	2	21-50
Trainpro	Kyocera	9890	Education Training & Development	1	0	1	41-50

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
The Training Professionals	Marthinusen & Coutts	1817	Manufacturing	0	4	4	31-50
	Mo- Afrika Bochum	11231	Education Training & Development	27	13	40	21-60
	Mo- Afrika Ikusasa lethu	11209	Education Training & Development	26	4	30	16-60
	Mo- Afrika Tladi	11208	Education Training & Development	31	19	50	16-60
	Nalithuba	1882	N/A	3	2	5	31-50
	SAADA House	5581	Local Government	13	22	35	16-70
SAIL	Southern African Institute of Learning	7101	Education Training & Development	0	1	1	51-60
	St Georges Life Campus	5706	Education Training & Development	2	1	3	16-20
	The Diepsloot Foundation	4421	Education Training & Development	16	7	23	16-40
	The Training Professionals	2224	Education Training & Development	5	0	5	21-70
The Training Professionals	Vanguard	3942	Education Training & Development	0	1	1	41-50
<b>Total</b>				<b>150</b>	<b>84</b>	<b>234</b>	

## B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

### Learning Area 2: Economic and Management Sciences – A4EMSC

Industry/ Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	108	48	156	<b>66.67</b>
Local Government	30	29	59	<b>25.21</b>
Manufacturing	0	4	4	<b>1.71</b>
Mining	9	0	9	<b>3.85</b>
N/A	3	3	6	<b>2.56</b>
<b>TOTAL</b>	<b>150</b>	<b>84</b>	<b>234</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>64.10%</b>	<b>35.90%</b>	<b>100%</b>	

## A. GENERAL INFORMATION

### Learning Area 3: Human and Social Sciences – A4HSSC

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Cape Town Skills Facilitators	11241	Education Training & Development	3	8	11	16-30
	Ekurhuleni Kempton Park - Tembisa MLC	1737	Local Government	7	1	8	21-60
	Ekurhuleni Metro Edenvale	2731	Local Government	0	1	1	41-50
	Ekurhuleni Metro Germiston	1609	Local Government	4	1	5	31-50
	Ikusasa Training	11018	Education Training & Development	0	1	1	41-50
	Khoali Group Of Companies Pty Ltd Springs	9966	Education Training & Development	0	2	2	31-60
Train Pro	IH Marthinussen Phalaborwa	5269	Manufacturing	0	3	3	31-50
	Mineral Mining Training Institute	4482	Education Training & Development	1	0	1	41-50
	MMTI Trading as MTC	9524	N/A	1	0	1	41-50
	Mo- Afrika Bochum	11231	Education Training & Development	27	13	40	21-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Mo- Afrika Ikusasa Lethu	11209	Education Training & Development	26	4	30	16-60
	Mo- Afrika Tladi	11208	Education Training & Development	31	19	50	16-60
	Mogolo Academy ABET and skills Provider	3841	N/A	1	0	1	16-20
	Orhovelani Education Centre	1944	N/A	0	4	4	16-30
	SAADA House	5581	Local Government	13	22	35	16-70
	Siphakame-Drakenstein	11131	Education Training & Development	1	0	1	31-40
	Sizanani Lanxess	9721	Chemical	1	0	1	41-50
Project Literacy	South Deep Mine	6392	Mining	11	7	18	21-70
SAIL	Southern African Institute of Learning	7101	Education Training & Development	0	1	1	51-60
	St Georges Life Campus	5706	Education Training & Development	2	2	4	16-20
	The Diepsloot Foundation	4421	Education Training & Development	15	8	23	16-40
	West Coast District Municipality	6851	Education Training & Development	0	2	2	31-40
<b>Total</b>				<b>144</b>	<b>99</b>	<b>243</b>	

## B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

### Learning Area 3: Human and Social Sciences – A4HSSC

Industry/ Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Chemical	1	0	1	<b>0.41</b>
Education Training & Development	106	60	166	<b>68.31</b>
Local Government	24	25	49	<b>20.16</b>
Manufacturing	0	3	3	<b>1.23</b>
Mining	11	7	18	<b>7.41</b>
N/A	2	4	6	<b>2.47</b>
<b>TOTAL</b>	<b>144</b>	<b>99</b>	<b>243</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>59.26%</b>	<b>40.74%</b>	<b>100%</b>	

## A. GENERAL INFORMATION

### Learning Area 4: Life Orientation – A4LIFO

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Cape Town Skills Facilitators	11241	Education Training & Development	3	8	11	16-30
	Doornkop ABET Centre (Harmony)	6417	Mining	0	2	2	31-50
	Ekurhuleni Kempton Park - Tembisa MLC	1737	Local Government	11	4	15	21-60
	Ekurhuleni Metro Alberton	1221	Local Government	0	7	7	41-50
	Ekurhuleni Metro Edenvale	2731	Local Government	0	1	1	41-50
	Ekurhuleni Metro Germiston	1609	Local Government	2	1	3	41-50
	FSG ABET Centre - Welkom	1601	Mining	1	3	4	21-60
	Glencore Xstrata Eastern Mine	6874	Mining	5	0	5	21-40
	Herzilia WC MW	11132	Education Training & Development	1	0	1	16-20
	Ikusasa Training	11018	Education Training & Development	3	1	4	16-30

<b>Provider</b>	<b>Centre Name</b>	<b>Centre No.</b>	<b>Industry/ Occupation</b>	<b>F</b>	<b>M</b>	<b>Total</b>	<b>Age Range</b>
	Khoali Group Of Companies Pty LTD Springs	9966	Education Training & Development	0	2	2	31-40
	Kriel Colliery	4724	Mining	2	0	2	21-30
	Mash Computer Training STD Client	2841	N/A	2	0	2	16-20
Masithuthuke	DRDLR Pretoria	11001	Local Government	0	1	1	41-50
Masithuthuke	Mccain Springs	6918	N/A	1	2	3	41-70
	Mineral Mining Training Institute Trading	4482	Education Training & Development	0	1	1	31-40
	Mo- Afrika Bochum	11231	Education Training & Development	27	13	40	21-60
	Mo- Afrika Ikusasa Lethu	11209	Education Training & Development	26	4	30	16-60
	Mo- Afrika Tladi	11208	Education Training & Development	31	19	50	16-60
	Mogolo Academy ABET and Skills Provider	3841	N/A	1	0	1	16-20
	Orhovelani Education Centre	1944	N/A	0	5	5	16-70
	Probest Trainpro	9853	Education Training & Development	0	4	4	21-50
	SAADA House	5581	Local Government	13	22	35	16-70
	Siphakame-Drakenstein	11131	Education Training & Development	0	2	2	41-60
	Siyaphambili - Nelson Mandela Metro	1903	Education Training & Development	3	3	6	31-70
	Sizanani Secunda	9862	Education Training & Development	0	1	1	21-30
Project Literacy	South Deep Mine	6392	Mining	13	7	20	16-60
	St Georges life Campus	5706	Education Training & Development	0	1	1	16-20

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	The Diepsloot Foundation	4421	Education Training & Development	15	8	23	16-40
	The Training Pro 2	11146	Education Training & Development	1	1	2	13-30
	Transnet Freight Rail Kimberley	4759	Transport	1	1	2	21-50
	Transnet Lydenburg	11219	Transport	0	6	6	21-40
	Transnet School of Rail Bellville	11213	Transport	0	2	2	31-50
	Transnet Witbank	11220	Transport	0	1	1	41-50
	Tshepo Recruitment Mining	11013	Mining	1	5	6	16-40
	West Coast District Municipality	6851	Education Training & Development	0	1	1	41-50
<b>Total</b>				<b>163</b>	<b>139</b>	<b>302</b>	

## B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

### Learning Area 4: Life Orientation – A4LIFO

Industry/ Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	110	69	179	<b>59.27</b>
Local Government	26	36	62	<b>20.53</b>
Mining	22	17	39	<b>12.91</b>
N/A	4	7	11	<b>3.64</b>
Transport	1	10	11	<b>3.64</b>
<b>TOTAL</b>	<b>163</b>	<b>139</b>	<b>302</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>	



## A. GENERAL INFORMATION

### Learning Area 5: Mathematical Literacy – A4MATH

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Abagold WC	1187	Bank	0	1	1	21-30
	Adcock Ingram Health Care Clayville	1200	N/A	1	0	1	31-40
	Afrisam Aggregate Eikenhof	1667	N/A	1	0	1	51-60
	Armscor - Dockyard	9952	Fibre , Processing & Manufacturing	0	1	1	21-30
	Assmang Beeshoek Mine	2779	Mining	0	1	1	31-40
	Botswelole Skills Development	5493	N/A	1	1	2	21-50
	Bravo Group Sleep Products Johannesburg	11233	Education Training & Development	5	7	12	21-60
	Bravo Sleep Products Durban	11234	Education Training & Development	3	3	6	21-50
	Circleway College	6633	N/A	3	2	5	16-30
	ConsuPAQ MW DBN	11240	Education Training & Development	0	5	5	31-40
	Cullinan Development Centre	7181	Culture, Arts, Tourism, Hospitality	0	2	2	21-40
Project Literacy	Department of Energy	6147	Local Government	1	0	1	41-50
	Department of transport Kroonstad	11011	Local Government	0	3	3	51-60
	Doornkop ABET Centre (Harmony)	6417	Mining	0	2	2	31-50
	Exxaro Matla Coal	1823	Mining	0	1	1	16-20
	FH Chamberlain Trading (Pty) LTD	3497	N/A	0	1	1	31-40
	FSG ABET Centre - Welkom	1601	Mining	1	4	5	21-60
	Glencore Xstrata Eastern Mine	6874	Mining	5	3	8	21-50
	Herzilia WC MW	11132	Education Training & Development	1	2	3	21-20

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Ikaheng Imperial Group LTD	1678	Education Training & Development	0	1	1	41-50
	Ikusasa Training	11018	Education Training & Development	4	2	6	16-30
	Imana Foods SA -Pty LTD	1687	Food and Beverage	1	0	1	51-60
	Inkomati mine - CPS	11057	Mining	1	1	2	51-60
Nalithuba	JHB Water Fennel Road Depot	6588	Energy and Water	1	3	4	31-60
	Khoali Group Of Companies Pty LTD Springs	9966	Education Training & Development	1	3	4	31-60
	Kimberley Ekapa Mining JV	9486	Mining	0	1	1	51-60
	Kriel Colliery	4724	Mining	1	0	1	21-30
	Kriel Colliery-Zibulo	11237	Mining	0	1	1	31-40
	Kusasaletu ABET Centre - Carletonville	1531	N/A	0	1	1	51-60
	Makro - Alberton	6909	Wholesale and Retail	3	1	4	21-50
	Makro - Crown mines	1798	N/A	0	1	1	31-40
	Makro - Germiston	1799	Wholesale and Retail	2	1	3	31-50
	Makro - Woodmead	1803	Wholesale and Retail	0	1	1	41-50
	Mash Computer Training STD Client	2841	N/A	2	0	2	16-20
	MERSETA Macadams MW	5398	N/A	0	1	1	41-50
	Mineral Mining Training Institute Trading as MTC	4482	Education Training & Development	1	2	3	21-50
	Mo-Afrika Bochum	11231	Education Training & Development	27	13	40	21-60
	Mo-Afrika Ikusasa Lethu	11209	Education Training & Development	26	4	30	16-60
	Mo-Afrika Tladi	11208	Education Training & Development	31	9	40	16-60

<b>Provider</b>	<b>Centre Name</b>	<b>Centre No.</b>	<b>Industry/ Occupation</b>	<b>F</b>	<b>M</b>	<b>Total</b>	<b>Age Range</b>
	Mogolo Academy ABET and Skills Provider	3841	N/A	1	3	4	16-50
	MQA - Impala Platinum Limited	6076	N/A	2	13	15	31-60
	MQA - Northam Platinum Mine	6568	N/A	7	13	20	21-60
	Nieuwe sion MW WC	6569	N/A	0	1	1	41-50
	Ninian & Lester Pty LTD KZN	3674	Education Training & Development	6	0	6	31-40
SEI	Omnia - Head Office - Bryaston	6766	N/A	0	1	1	51-60
	Orhovelani Education Centre	1944	N/A	0	1	1	16-20
	Palabora Learning Centre	1977	Education Training & Development	0	2	2	21-40
	Pilanesburg Platinum Mine	4378	Mining	15	6	21	16-50
	Popup Salvokop	8382	Education Training & Development	0	2	2	21-40
	PPC Lime Limited - Lime Acres	2020	Mining	3	0	3	21-50
EEE	Rupert & Rothschild	9525	N/A	2	3	5	21-50
	SAADA House	5581	Local Government	1	0	1	41-50
	Samancor Eastern Chrome Mine MW	6638	Mining	6	11	17	21-60
	Sibanye Gold - Beatrix Mine ABET Centre	6353	Mining	0	7	7	21-50
	Sibanye Gold - Driefontein Training Centre	6376	Mining	4	8	12	21-50
	Sibanye Gold - Kloof College No 1 Hostel	6377	Mining	2	12	14	21-50
	Sibanye Gold - Maputle Public School	6413	Mining	9	3	12	21-50
	Siphakame- Drakenstein	11131	Education Training & Development	0	1	1	51-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Siyaphambili - Nelson Mandela Metro	1903	Education Training & Development	0	2	2	31-50
	Sizanani Secunda	9862	Education Training & Development	0	2	2	21-60
Project Literacy	South Deep Mine	9392	Mining	18	8	26	16-60
	St Georges life Campus	5706	Education Training & Development	2	2	4	16-20
	The Diepsloot Foundation	4421	Education Training & Development	9	13	22	16-40
	Transnet Lydenburg	11219	Transport	0	1	1	31-40
	Tshepo Recruitment Mining	11013	Mining	1	4	5	16-40
	Woolworths Maxmead Distribution Centre	3851	Wholesale and Retail	1	0	1	41-50
	Woolworths Montague Gardens - Cape Town	3604	Wholesale and Retail	1	0	1	31-40
	Woolworths Racecourse Gardens	6849	Wholesale and Retail	2	0	2	31-50
	Woolworths Supply Chain	2259	Wholesale and Retail	6	10	16	21-50
	Zest Education - Compass Bakery	11197	Education Training & Development	10	4	14	21-40
	Zest Education - Nibbly Bits	11198	Education Training & Development	16	3	19	21-50
<b>Total</b>				<b>253</b>	<b>234</b>	<b>487</b>	

## B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

### Learning Area 5: Mathematical Literacy – A4MATH

Industry/ Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Banking	0	1	1	<b>0.21</b>
Culture, Arts , Tourism ,Hospitality	0	2	2	<b>0.41</b>
Education Training & Development	142	92	234	<b>48.05</b>
Energy and Water	1	3	4	<b>0.82</b>
Fibre, Processing and Manufacturing	0	1	1	<b>0.21</b>
Food and Beverage	1	0	1	<b>0.21</b>
Local Government	2	3	5	<b>1.03</b>
Mining	72	76	148	<b>30.39</b>
N/A	20	42	62	<b>12.73</b>
Transport	0	1	1	<b>0.21</b>
Wholesale & Retail	15	13	28	<b>5.75</b>
<b>TOTAL</b>	<b>253</b>	<b>234</b>	<b>487</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>51.95%</b>	<b>48.05%</b>	<b>100%</b>	

## A. GENERAL INFORMATION

### Learning Area 6: Natural Science – A4NTSC

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Project Literacy	Department of Energy	6147	Local Government	1	0	1	41-50
	Ekurhuleni Metro Alberton	1221	Local Government	4	2	6	41-50
	Glencore Xstrata Eastern Mine	6874	Mining	8	0	8	21-40
	Ikusasa Training	11018	Education Training & Development	1	1	2	21-30
	Imana Foods SA -Pty LTD	1687	Mining	0	1	1	31-40
	Khoali Group of Companies Pty LTD Springs	9966	Education Training & Development	0	2	2	31-40
	Leboneng Learning Centre	4238	Education Training & Development	1	1	2	21-40

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Margate Sports Centre	4492	Public Service	0	1	1	51-60
	Mash Computer Training STD Client	2841	N/A	2	0	2	16-20
	SAADA House	5581	Local Government	14	22	36	16-70
	Sibanye Gold - Beatrix Mine ABET Centre	6353	Mining	2	5	7	21-50
	Sibanye Gold - Boliba Intermediate School Beatrix	6572	Mining	4	1	5	21-40
	Sibanye Gold - Driefontein Training Centre	6376	Mining	9	19	28	21-60
	Sibanye Gold - Kloof College No 1 Hostel	6377	Mining	0	11	11	31-60
	Sibanye Gold - Maputle Public School	6413	Mining	8	2	10	21-50
	Sizanani Sasolburg	9861	Education Training & Development	1	0	1	21-30
	Sizanani Secunda	9862	Education Training & Development	0	1	1	21-30
Project Literacy	South Deep Mine	6392	Mining	13	6	19	21-60
	St Georges Life Campus	5706	Education Training & Development	2	2	4	16-20
<b>Total</b>				<b>70</b>	<b>77</b>	<b>147</b>	

## B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

### Learning Area 6: Natural Science – A4NTSC

Industry/ Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	5	7	12	<b>8.16</b>
Food and Beverage	0	1	1	<b>0.68</b>
Local Government	19	24	43	<b>29.25</b>
Mining	44	44	88	<b>59.86</b>
N/A	2	0	2	<b>1.36</b>
Public Service	0	1	1	<b>0.68</b>
<b>TOTAL</b>	<b>70</b>	<b>77</b>	<b>147</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>47.62%</b>	<b>52.38%</b>	<b>100%</b>	

## A. GENERAL INFORMATION

### Learning Area 7: Small Medium and Micro Enterprises – A4SMME

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Cape Town Skills Facilitators	11241	Education Training & Development	3	8	11	16-30
	Glencore Xstrata Eastern Mine	6874	Mining	1	0	1	21-30
	Ikusasa Training	11018	Education Training & Development	2	2	4	21-50
	Khoali Group of Companies Pty LTD Springs	9966	Education Training & Development	0	1	1	31-40
Masithuthuke	DRDLR Pretoria	11001	Education Training & Development	0	1	1	N/A
Masithuthuke	Mccain Delmas	9530	Food and Beverage	3	0	3	41-60
	Mo-Afrika Bochum	11231	Education Training & Development	27	13	40	21-60
	Mo-Afrika Ikusasa Lethu	11209	Education Training & Development	26	4	30	16-20
	Mo- Afrika Tladi	11208	Education Training & Development	31	19	50	16-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Mogolo Academy ABET And Skills Provider	3841	N/A	1	0	1	16-20
	PPC Lime Limited - Lime Acres	2020	Mining	3	0	3	21-50
	SAADA House	5581	Local Government	14	22	36	16-70
Project Literacy	South Deep mine	6392	Mining	10	4	14	21-70
	The Diepsloot Foundation	4421	Education Training & Development	15	6	21	16-40
	The Training Professionals	2224	Education Training & Development	4	0	4	21-70
<b>Total</b>				<b>140</b>	<b>80</b>	<b>220</b>	

## B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

### Learning Area 7: Small Medium and Micro Enterprises – A4SMME

Industry/ Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	108	53	161	<b>73.18</b>
Food and Beverage	3	0	3	<b>1.36</b>
Local Government	14	23	37	<b>16.82</b>
Mining	14	4	18	<b>8.18</b>
N/A	1	0	1	<b>0.45</b>
<b>TOTAL</b>	<b>140</b>	<b>80</b>	<b>220</b>	<b>100</b>
<b>PERCENTAGE</b>	<b>63.64%</b>	<b>36.36%</b>	<b>100%</b>	



## A. GENERAL INFORMATION

### Learning Area 8: Technology – A4TECH

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Khoali group of companies Pty Ltd Springs	9966	Education Training & Development	0	1	1	51-60
	Mash computer training STD client	2841	N/A	2	0	2	16-20
Masithuthuke	DRDLR Bloemfontein	10999	Local Government	0	1	1	41-50
Masithuthuke	DRDLR JHB	11000	Local Government	2	1	3	31-50
Masithuthuke	DRDLR Kimberly	11006	Local Government	0	1	1	51-50
Masithuthuke	DRDLR Pretoria	11001	Local Government	1	5	6	41-70
Masithuthuke	DRDLR Vryburg	11128	Education Training & Development	0	1	1	51-60
Masithuthuke	Mccain Delmas	9530	Food and Beverage	1	0	1	51-60
	Nieuwe Sion MW WC	6569	N/A	0	1	1	41-50
	Palabora Learning Centre	1977	Education Training & Development	0	2	2	41-50
	Tharisa Minerals Mine	9837	Mining	12	4	16	16-40
<b>Total</b>				<b>18</b>	<b>17</b>	<b>35</b>	

## B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

### Learning Area 8: Technology – A4TECH

Industry/ Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	0	4	4	<b>11.43</b>
Food and Beverage	1	0	1	<b>2.86</b>
Local Government	3	8	37	<b>16.82</b>
Mining	12	4	16	<b>8.18</b>
N/A	2	1	3	<b>8.57</b>
<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>	<b>100</b>
<b>PERCENTAGE</b>	<b>51.43%</b>	<b>48.57%</b>	<b>100%</b>	

## ANNEXURE B

### Amendments made to the Marking Guideline

#### A4CENG

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
2(b)	Alternative response	1	1

#### A4EMSC

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
6.2	Alternative response	2	2
7.4	Alternative response	2	2

#### A4HSSC

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
4.1	Correction of response	1	1
5.2	Alternative response	2	2
5.5	Alternative response	1	1
6.1.3	Clarity of marking instruction	2	2
	Alternative response	2	2
6.2.2	Clarity of marking instruction	6	6
8.3	Alternative response	2	2
9.2	Alternative response	2	2
9.3	Alternative response	2	2

#### A4LIFO

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
4.1.1	Alternative response	1	1
4.1.2	Alternative response	1	1
5	Clarity of marking instruction	10	10
6.1	Clarity of marking instruction	2	2
6.2	Alternative response	2	2
8.1	Clarity of marking instruction	1	1
9.1	Clarity of marking instruction	5	5
10.2	Clarity of marking instruction	5	5
11.1	Clarity of marking instruction	4	4

**A4MATH**

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1A(a)	Alternative response	1	1
1A(f)	Alternative response	2	2
1B(e)(i)	Alternative response	1	1
2A(c)	Correction of response	2	2
4A(a)-(d)	Alternative response	4	4
5A(g)(ii)	Alternative response	4	4
5B(c)	Correction of response	3	3

**A4NTSC**

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
4.6	Alternative response	1	1
4.8	Clarity of marking instruction	1	1
5.1.4	Correction of response	1	1
7.2	Clarity of marking instruction	4	4

**A4SMME**

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
7	Alternative response	1	1

**A4TECH**

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.1	Two Alternative response".	3	3
2.1.1	Alternative response	1	1
2.1.3	Clarity of marking instruction	2	2
2.3	Alternative response	1	1

37 General Van Ryneveld Street, Persekor Technopark, Pretoria, 0121  
Tel: +27 (12) 349 1510 • Fax: +27 (12) 349 1511 • Email: [info@umalusi.org.za](mailto:info@umalusi.org.za)

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