

**REPORT ON THE QUALITY
ASSURANCE OF ASSESSMENT
OF THE DEPARTMENT OF HIGHER
EDUCATION AND TRAINING
NOVEMBER 2018 GETC: ABET LEVEL
4 EXAMINATIONS**

December 2018

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

Report on the Quality Assurance of Assessment of the Department of Higher Education and Training November 2018 GETC: ABET Level 4 Examinations

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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) 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 Department of Higher Education and Training (DHET). There has been a marginal improvement in the conduct, administration and management of the examinations and their assessment. There is ample evidence to confirm that the relevant chief directorates of the DHET, the regional offices, community learning centres, as well as the examination and marking centres, continue to strive to improve systems and procedures relating to the GETC: ABET L4 examinations and assessments. However, despite numerous improvement initiatives, there remain critical aspects, such as the implementation and internal moderation of site-based assessment (SBA), that require attention in the forthcoming examination cycle.

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 incidents such as group copying at some centres and poor management of SBA by some centres, there were no systemic irregularities reported that might have compromised the overall credibility and integrity of these examinations. The EXCO approved the release of the November 2018 GETC: ABET L4 results as administered by the DHET, based on the following provisos:

- The DHET was required to block the results of the candidates implicated in irregularities, pending the outcome of the DHET investigation; and
- The DHET was required to address the directives for compliance and improvement.

EXCO commended the DHET for conducting a successful and credible examination.

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 the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2018 GETC: ABET L4 examinations.



Dr Mafu S Rakometsi
December 2018

EXECUTIVE SUMMARY

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 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 for 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 and regulations designed to deal with critical aspects of administering credible national assessments and examinations.

The above-mentioned qualification is offered at community learning centres, or CLC (public), adult education and training learning sites (private) and Correctional Services centres. The quality assurance processes of Umalusi made provision for a sample from each type of centre/site.

In addition to the November examinations, examinations in this sector are also conducted in June. The results of the June 2018 examinations had been released and the quality assurance of assessment reports are available on the Umalusi website.

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 Department of Higher Education and Training (DHET). 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 common assessment tasks (Chapter 2)
- Moderation of site-based assessment (SBA) portfolios (Chapter 3)
- Monitoring of the state of readiness to conduct the examinations (Chapter 4)
- Monitoring of the writing of examinations (Chapter 5)
- Selection, appointment and training of marking personnel (Chapter 6)
- Standardisation of marking guidelines (Chapter 7)
- Monitoring of the marking of examinations (Chapter 8)
- Verification of marking (Chapter 9)
- Standardisation and resulting (Chapter 10).

Also included is Chapter 11, 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 DHET. 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; in that they comply with the appropriate examination and assessment guidelines 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 marking guidelines of the question papers are moderated to ensure correctness, fairness, validity and reliability.

After the initial moderation, Umalusi moderators approved seven (27%) question papers, while 13 (50%) question papers were conditionally approved and had to be resubmitted and six (23%) question papers were rejected. At first moderation only seven (26.9%) of the 26 question papers were fully compliant in terms of the internal moderation criteria. In the main, there was a very slight improvement in compliance with the content coverage criterion, as the number of question papers that were fully compliant increased from six in 2017 to seven in 2018. There was an increase in the number of question papers that were fully compliant with the cognitive demand criterion, doubling from 10 question papers (38%) in 2017 to 20 question papers (76%) in 2018. The standard of the marking guidelines submitted for external moderation was of concern, as those of only ten of the 26 learning areas were of the appropriate standard. The DHET must strengthen the training of examiners and internal moderators to ensure that developed question papers and associated marking guidelines meet the minimum standards across all criteria.

The quality assurance of SBA is of great importance as it constitutes 50% of a candidate's final mark. Umalusi moderated the SBA common assessment tasks and a sample of portfolios for all 26 learning areas. The common assessment tasks of 25 learning areas were conditionally approved to be resubmitted; and those of one learning area were rejected at first moderation. Challenges identified at first moderation included grammar, punctuation and spelling errors; non-compliance with the prescribed content coverage; poor formulation of instructions and questions; shortcomings in the marking guidelines; and inappropriate cognitive demand and weighting of questions. To address these challenges the DHET must strengthen the training of examiners and internal moderators on the quality of internal moderation of the common assessment tasks.

Based on the success of decentralised external moderation during 2017, Umalusi scheduled the 2018 moderation of SBA portfolios to coincide with provincial internal moderation at the provincial moderation centres of all nine provinces. The scope of learning areas that had to be moderated increased from a selected 20 in 2017 to all 26 learning areas in November 2018. Compared to November 2017, compliance in all respects with internal moderation increased by 8%; however, the overall compliance with this criterion decreased, from 83% in November 2017 to 77% in November 2018. There was a marked improvement in the submission of required documents and administration of all tasks, compared to 2017. There was an alarming increase, from 9% in November 2017 to 17% in 2018, in non-compliance with the quality of marking criterion. The quality of internal moderation at CLC and district level was poor. There were signs of shadow marking and internal moderators did not provide detailed and constructive feedback to lecturers and students. The above-mentioned findings clearly indicated that although there was improvement, the implementation of SBA was still a challenge in the CLC. The assessment body must build capacity of lecturers, at CLC in all its regions, 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 written. Umalusi monitored the conduct, administration and management of examinations at 36 centres (30 centres monitored by monitors and six centres monitored by Umalusi staff) where the examinations were administered. Interviews were conducted with the invigilation personnel; observations were made before and during writing; and documents were verified. Improved compliance was noticed at many examination centres monitored by Umalusi. There were, however, too many areas of non-compliance observed, which clearly indicated that training of chief invigilators and monitoring of the conduct, administration and management of examinations by the DHET was required. Twelve marking centres were monitored by Umalusi to determine their level of preparedness to undertake the marking, and progress with the marking, of the November 2018 examinations. The marking centres were, generally, well managed and were compliant in most aspects. However, critical and non-negotiable areas were not achieved at some marking centres, pointing to the need to further strengthen the training of marking personnel and /or marking management.

Umalusi visited four provinces to audit the marking personnel selected and appointed to mark the November 2018 GETC: ABET L4 examination scripts. All provinces audited

had clearly stated criteria for the selection and appointment of marking personnel, which were customised to suit the complex nature of the sector. Most applicants sampled during the audit of the selection and appointment of marking personnel met the set criteria, except for the qualifications criterion for some learning areas. To ensure consistency across the different provinces, common criteria, a single application form that indicates the position applied for and the applicant's qualification in the learning area applied for, should be introduced.

Umalusi participated in the process of the standardisation of the marking guidelines of the question papers to ensure 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 process for all 26 learning areas. Deliberations on possible alternative responses and finalisation of mark allocations were constructive in ensuring that candidates would not be unfairly advantaged or disadvantaged. The marking of a set of dummy scripts, through which challenges that might have arisen were addressed, further enhanced the process.

External 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 24 learning areas. In three learning areas, Umalusi found that adherence to the marking guidelines was erratic for responses that required explanations. These aberrations were brought to the attention of the chief markers, who indicated that these would be corrected by asking the markers to go over the marking guidelines again and re-mark the scripts.

Markers in the other learning areas adhered to the approved marking guidelines. The quality and standard of internal moderation was acceptable at all centres, but the selection of scripts for moderation was not always done in a methodical manner.

While marking was generally fair, some areas would further enhance the marking process if the role players made a concerted effort.

Standardisation and statistical moderation of results are used to mitigate the effects of factors other than candidates' ability and knowledge on performance, and to reduce the variability of marks from examination to examination. Umalusi standardised the marks of the 26 learning areas presented by the DHET. In the majority of cases, the proposals by the DHET corresponded with those of Umalusi, something that clearly indicates a maturing of the system.

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. As an assessment body, the DHET has the responsibility to process and submit records of candidate achievements to Umalusi for certification. Every effort must be made to ensure that all who qualify for a certificate receive this as soon as possible. The certification of all candidate achievements must be coordinated with the provincial education departments. It is the responsibility of the

DHET to ensure that the IT system complies with the policies and regulations, in order to be able to submit all candidate records according to the certification directives.

Umalusi noted progress by the assessment body in addressing overarching systemic issues, for example:

- A dedicated team was established for the management of assessment and examination processes of the GETC: ABET L4;
- There was improved management of irregularities in this sector.

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 the November GETC: ABET L4 examinations were conducted in line with the policies that govern the conduct of examinations and assessments. Generally, examinations and assessments were conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of examinations and the results could, therefore, be regarded as credible. The EXCO approved the release of the results, with certain provisos. Umalusi remains concerned about weaknesses in the assessment systems and processes.

Umalusi trusts that the report will provide the assessment body with a clear picture of the strengths and weaknesses of the different assessment systems and processes, and directives on where improvements are required should be met.

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

ACRONYMS AND ABBREVIATIONS

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

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

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. This is done by, among others, the external moderation of question papers for all examinations at exit level.

The moderation of question papers is a critical part of the quality assurance process, to ensure that question papers are correctly laid out, fair, valid and reliable. The moderation process also ensures that the question papers have been developed with rigour and comply with Umalusi Quality Assurance of Assessment requirements and the assessment guidelines of the assessment bodies.

To maintain public confidence in the national examination system, question papers must be seen to be relatively:

- Fair;
- Reliable;
- Representative of an adequate sample of the curriculum;
- Representative of relevant conceptual domains; and
- Representative of relevant levels of cognitive challenge.

The Department of Higher Education and Training (DHET) is expected to appoint examiners and internal moderators with the requisite learning area content knowledge for setting and the internal moderation of question papers and marking guidelines before they are presented to Umalusi for external moderation.

1.2 Scope and Approach

Umalusi employs external moderators, who have relevant learning area content knowledge expertise, to carefully analyse the question papers developed by the DHET. The DHET presented question papers and accompanying marking guidelines for 26 learning areas for moderation by Umalusi. This was in preparation for the November 2018 GETC: ABET L4 examinations.

Table 1A indicates the learning areas assessed by the DHET for the November 2018 GETC: ABET L4 examinations.

Table 1A: Learning areas assessed by DHET in the November 2018 GETC: ABET L4 examinations

No.	Learning areas	Learning area code
1	Ancillary Health Care	ANHC4
2	Applied Agriculture and Agricultural Technology	AAAT4
3	Arts and Culture	ARTC4
4	Early Childhood Development	ECD4
5	Economic and Management Sciences	EMSC4
6	Human and Social Sciences	HSSC4
7	Information Communication Technology	INCT4
8	Language, Literacy and Communication: Afrikaans	LCAF4
9	Language, Literacy and Communication: English	LCEN4
10	Language, Literacy and Communication: IsiNdebele	LCND4
11	Language, Literacy and Communication: IsiXhosa	LCXH4
12	Language, Literacy and Communication: IsiZulu	LCZU4
13	Language, Literacy and Communication: Sepedi	LCSP4
14	Language, Literacy and Communication: Sesotho	LC SO4
15	Language, Literacy and Communication: Setswana	LCTS4
16	Language, Literacy and Communication: siSwati	LCSW4
17	Language, Literacy and Communication: Tshivenda	LCVE4
18	Language, Literacy and Communication: Xitsonga	LCXI4
19	Life Orientation	LIFO4
20	Mathematical Literacy	MLMS4
21	Mathematics and Mathematical Sciences	MMSC4
22	Natural Sciences	NATS4
23	Small, Medium and Micro Enterprises	SMME4
24	Technology	TECH4
25	Travel and Tourism	TRVT4
26	Wholesale and Retail	WHRT4

Umalusi moderates question papers, based on a set of criteria, to confirm that each paper meets quality assurance requirements; and that the standard of the question paper adheres to policy requirements.

Umalusi moderated question papers using the quality assurance instrument for the moderation of question papers developed by Umalusi. The instrument requires that Umalusi moderators assess the question papers according to the following criteria:

- Technical aspects;
- Language and bias;
- Internal moderation;
- Content coverage;
- Cognitive demand;
- Adherence to examination and assessment guidelines (EAG);
- Predictability; and
- Marking guidelines.

Each criterion has a set of quality indicators against which the question papers are evaluated and assessed. The Umalusi moderator makes a judgement for each criterion, considering four possible levels of compliance:

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

Umalusi moderators evaluate the question papers and accompanying marking guidelines based on the overall impression and how the requirements of all eight criteria have been met. A decision is taken on the quality and standard of the question papers as a whole, 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 re-developed.

The external moderation of question papers for the November 2018 examination was conducted centrally at the offices of the Department of Basic Education (DBE) in Pretoria in May 2017.

1.3 Summary of Findings

Umalusi moderators completed evaluation reports based on the moderation criteria. Each Umalusi moderator had to be satisfied with the quality of question papers and accompanying marking guidelines before they were approved. The following findings are the summary of evidence observed by Umalusi moderators during the moderation of question papers and marking guidelines at first moderation.

Umalusi desires that all question papers be approved at first moderation. For 2018, at first moderation seven (27%) question papers were approved and 13 (50%) were conditionally approved and were required to be resubmitted. Six (23%) question papers (ECD4, EMSC4, HSSC4, INCT4, LCSP4 and MLMS4) were rejected.

Table 1B gives a summary of the compliance ratings of the seven examination question papers after first moderation.

Table 1B: Compliance ratings of question papers after first moderation

		Compliance frequency (208 Instances)			
		No	Limited	Most	All
1	Technical aspects	0	3	14	9
2	Language and bias	0	5	15	6
3	Internal moderation	2	8	10	6
4	Content coverage	1	7	11	7
5	Cognitive demand	0	4	10	12
6	Adherence to assessment guidelines	1	1	9	15
7	Predictability	3	0	5	18
8	Marking guidelines	1	3	18	4
		8	31	92	77
		19%		81%	

Table 1B shows that there was a decline in 2018 when compared to 10 question papers for November 2017 and 12 question papers for November 2016 being approved at first moderation. Thirteen question papers were conditionally approved and were required to be resubmitted in 2018; an increase compared to nine in 2017 at first moderation. The number of question papers that were rejected increased from eight in 2017 to nine in 2018 at first moderation. Generally, there was a decrease in the quality of the question papers when they were submitted for external moderation.

Figure 1A below indicates, graphically, the compliance frequency for each criterion after the first moderation of question papers.

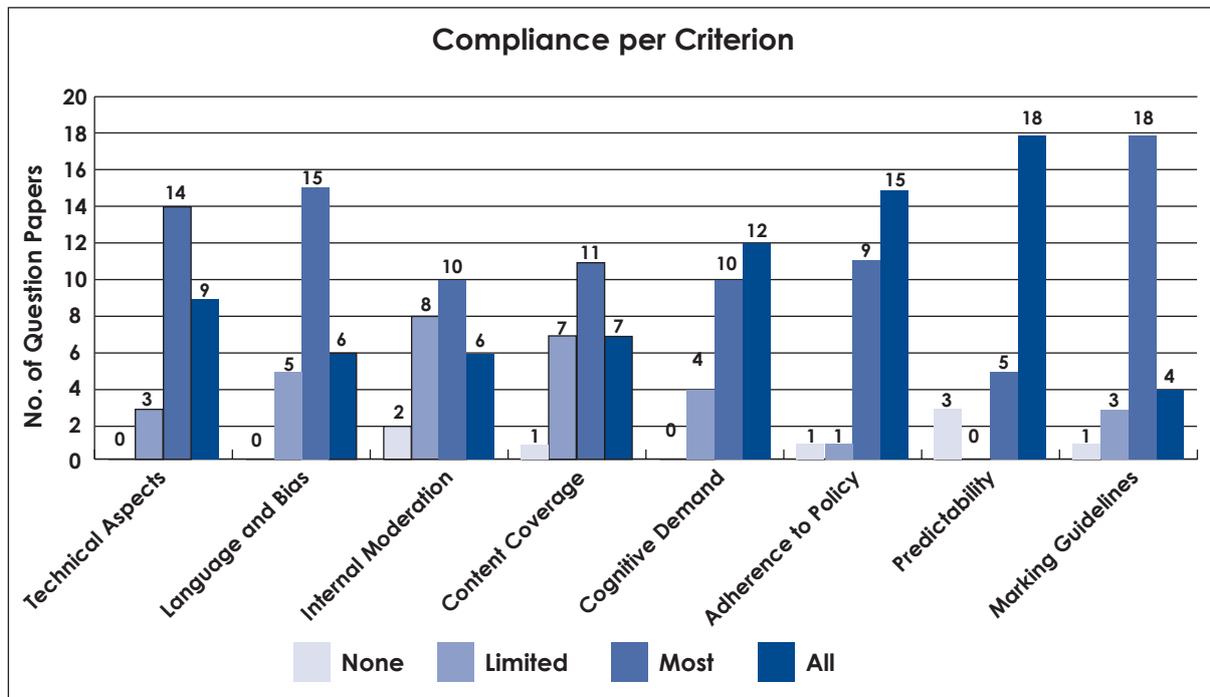


Figure 1A: Compliance of question papers at first moderation

The section below discusses the compliance of question papers with each of the eight criteria at first moderation. Compliance of question papers at approval level is also indicated. Compliance in all respects refers to satisfying all the quality indicators within a criterion.

1.3.1 Technical Aspects

In 2018 all question papers showed compliance with this criterion at first moderation, compared to one question paper (LCTS4) that showed non-compliance in 2017. Three of the 26 question papers (ECD4, LCAF4, and TECH4) showed limited compliance in 2018 when presented at first moderation, compared to two question papers (LCAF4 and LCEN4) in 2017 and six question papers (ANHC4; LCEN4; LCSP4; MLMS4; MMSC4; and SMME4) in 2016. It is evident that LCAF4 scored limited compliance ratings in 2018 and 2017. This has been primarily attributed to the assessment body not submitting a full history of the paper that included all drafts and internal moderator comments; ambiguous and unclear instructions; cluttered layout; and the fact that the question paper could not be completed in the allocated time. The same challenges presented in LCAF4, together with incongruence between the allocation of marks in the question paper and the marking guideline, which were also found in ECD4. The deficiencies in the case of TECH4 included ambiguous and unclear instructions, inappropriate use of fonts and mark allocations not being indicated clearly.

Fourteen question papers were fully compliant in most respects with technical criteria at first moderation in 2018, compared to 15 in 2017 and 13 in 2016. As in 2017, the most common deficiencies in 2018 included unclear and ambiguous instructions; incorrect numbering system and/or poor quality of illustrations, graphs and tables.

Nine question papers (AAAT4; ANHC4; ARTC4; HSSC4; LCS04; NATS4; SMME4; TRVT4; and WHRT4) met all technical criteria at first moderation in 2018, compared to eight question papers in 2017 and seven question papers in 2016. It was evident that AAAT4 was the only question paper that has met all the technical criteria for three consecutive years.

1.3.2 Language and Bias

As in 2017 and 2016, none of question papers in 2018 showed non-compliance to the language and bias criteria at first moderation. Five question papers (ECD4; LCAF4; LCND4; LCSP4; and MLMS4) showed limited compliance with this criterion in 2018, the same number when compared with compliance in 2017 and in 2016. The main reasons for limited compliance in 2018 were: inappropriate language register; subtleties in grammar that caused confusion; and passages used in the text were of inappropriate length.

1.3.3 Internal Moderation

At first moderation in 2018 only seven (26, 9%) question papers (AAAT4; ARTC4; LCEN4; LCXI4; MMSC4; SMME4; and NATS4), compared to eight (31%) question papers in 2017, were compliant in all respects. Moreover, two question papers (ECD4 and INCT4) showed non-compliance at first moderation in 2018, the same number as in 2017 and

one in 2016. As in 2017, the main challenges were: incomplete internal moderator's report; and inappropriate quality and standard of internal moderation. Also, in ECD4 the internal moderator's recommendations were not considered and implemented.

Eight out of 26 question papers (EMSC4; HSSC4; LCAF4; LCND4; LCXH4; MLMS4; TECH4; and TRVT4) showed limited compliance at first moderation in 2018, compared to six out of 26 question papers in 2017 at first moderation. HSSC4 and TRVT4 consistently scored limited compliance ratings in 2017 and 2018. In the case of HSSC4, the internal moderator did not realise that Questions 2 and 3 were not included in the analysis grid to truly ascertain whether the spread of questions were within the prescribed cognitive level norms or not. In the case of TRVT4, there were a large number of errors in both the question paper and marking guidelines that should have been identified and corrected by the internal moderator.

1.3.4 Content Coverage

The GETC: ABET L4 qualification is a composition of a number of unit standards per learning area. Each unit standard has its own specific outcomes and assessment standards. At first moderation in 2018, one out of 26 (3%) question papers, namely LCND4, was totally non-compliant with this criterion, compared to two question papers (INCT4 and LCTS4) in 2017. The main reasons for LCND4 earning this rating were attributed to: lack of spread of specific outcomes and assessment standards; source material that did not allow for testing of skills and generation of questions across cognitive levels; and poor setting of multiple choice questions, specifically with regard to suitable and meaningful distractors.

Eight question papers showed limited compliance at first moderation in 2018, compared to seven in 2017. Common challenges identified included: some of the questions contained insufficient information to elicit required responses; the questions contained factual errors or misleading information; some questions had double negatives; some multiple choice questions had logical cues that made one option follow from the other; and optional questions were not of the same length and complexity.

In the main, there was a very slight improvement in compliance with the content coverage criterion as the number of question papers that were fully compliant increased from six in 2017 to seven in 2018.

1.3.5 Cognitive Demand

At first moderation, none of the 26 question papers demonstrated non-compliance with the cognitive demand criterion in 2018; whereas in 2017, two question papers (LCTS4 and TRVT4) were non-compliant. Following the same improvement trend, only four question papers (ECD4; INCT4; LCND4 WHRT4) showed limited compliance at first moderation in 2018 compared to seven question papers in 2017. It was evident that both ECD4 and INCT4 showed limited compliance in 2018 and 2017. This was primarily attributed to the cognitive weightings for all three cognitive levels not being within an acceptable range of the prescribed norms; and lack of opportunities for students to express themselves and/or compare and contrast.

Ten question papers were compliant in most respects at first moderation in 2018, which was an improvement when compared with seven question papers in 2017. There was an increase in the number of question papers that were fully compliant with this criterion, doubling from 10 question papers (38%) in 2017 to 20 question papers (76%) in 2018.

1.3.6 Adherence to Policy

There was only one question paper in both 2018 (EMSC4) and 2017 (LCTS4) that showed non-compliance with this criterion at first moderation. In the case of EMSC4 in 2018, some items did not provide the required information pertaining to cognitive demand and the cognitive demand of the question paper did not adhere to the prescribed norm specified in the EAG.

Only one question paper (ECD4) showed limited compliance at first moderation in 2018. This was a great improvement, compared to six question papers in 2017. Challenges were, primarily, the weighting for unit standards 224262 and 224263 that was not consistent with recommended norms; and some questions did not reflect the prescribed learning outcomes and assessment standards.

Nine question papers (LCEN4, HSSC4; INCT4; LCND4; LCSO4; LCTS4; LCXH4; LCVE4; LCZU4) were compliant in most respects in 2018, compared to seven question papers in 2017 and 2016 respectively. It was noted that HSSC4 showed compliance in most respects across 2016, 2017 and 2018. Challenges identified in the nine question papers were that specific outcomes and assessment standards were not covered as per prescribed norm ranges suggested in the EAG.

1.3.7 Predictability

In 2018, three out of 26 (12%) question papers (EMSC4; INCT4; and LCXH4) showed non-compliance at first moderation. In 2017 there were also three question papers (ECD4, INCT4 and TRVT4) that were non-compliant with these criteria. INCT4 seems to present recurring challenges as it contained items that were predictable across 2018 and 2017. In INCT4 some of the theory questions (1.1.5; 1.2.4; 1.2.9) were repeated from recent past question papers. In EMSC4, Questions 2.4 and 5 were replicated directly from the set 1 question paper of 2018. However, there were no question papers with limited compliance with the predictability criteria in 2018 at first moderation. This was an improvement when compared to one question paper in 2017. Moreover, the number of question papers that were fully compliant with this criterion at first moderation increased from 15 question papers (58%) in 2017 to 18 (69%) in 2018.

1.3.8 Marking Guidelines

As in 2017, one (ECD4) out of 26 marking guidelines did not comply with this criterion in 2018. The marking guidelines of ECD4 did not comply with 10 of the 11 quality indicators at first moderation. For example, the language of the marking guidelines, particularly in Question 2, did not match that of the question paper; and alternative responses were not included in the marking guideline. However, only three out of 26 marking guidelines (INCT4, TECH4 and TRVT4) showed limited compliance at first moderation in 2018, compared to 10 in 2017 and in 2016. There was therefore a considerable

decrease in the number of marking guidelines that did not comply with the quality indicators for this criterion in 2018 compared to 2017 and 2016.

In INCT4, TRVT4 and TECH4 responses to some questions in the marking guidelines were not correct; learning area concepts were not used; and responses lacked correlation with the question paper and had the potential to compromise the facilitation of consistent marking. In addition, TECH4 had language errors and did not provide enough detail to ensure accuracy of marking.

Eighteen marking guidelines were compliant in most respects at first moderation in 2018, compared to five in 2017 and eight in 2016. The number of marking guidelines that were compliant in all respects at first moderation decreased from 10 in 2017 to four in 2018.

1.4 Areas of Good Practice

The following were noted as good practice:

- The DHET must be commended, as in 2015, 2016 and 2017, for good management of setting and moderating question papers. Security measures were efficient and no question paper was compromised at any stage during the external moderation process;
- The DHET must also be commended for setting the question papers well in advance; and
- The number of cases of non-compliance and limited compliance with criteria at first moderation was reduced from 27% in 2017 to 19% in 2018;

1.5 Areas of Non-compliance

The following were noted as non-compliance:

- Only 27% (seven out of 26) of the question papers were approved at first moderation compared to 10 in 2017 and 12 in 2016;
- Question papers submitted for external moderation contained questions repeated from previous question papers. These question papers were highly predictable;
- Poor quality of internal moderation accounted for the largest number of non-compliance instances at first moderation; and
- One marking guideline (ECD4) did not comply with 10 of the quality indicators for the criterion at first moderation.

1.6 Directives for Compliance and Improvement

The DHET must act on the following directive for compliance and improvement:

- The DHET must strengthen the training of examiners and internal moderators to ensure that developed question papers and associated marking guidelines meet the minimum standards across all criteria at first moderation in future settings.

1.7 Conclusion

Umalusi approved seven out of 26 question papers at first moderation and 13 were conditionally approved and had to be resubmitted. Six question papers were rejected.

The analysis of the external moderation reports showed that poor quality and standard of internal moderation was the prime cause for non-approval at first moderation. In addition, non-adherence to prescribed cognitive level and content coverage norms as per respective subject assessment guidelines, as well as poor quality of marking guidelines, were major challenges in question papers and marking guidelines. All these challenges can be attributed to the poor quality of internal moderation. The DHET is required to raise the quality and standard of internal moderation, as directed in the past by Umalusi.

It is sincerely trusted that the DHET will make an earnest effort to address these directives for compliance to enhance and improve the quality of question papers that will be submitted for external moderation in 2019.

CHAPTER 2 MODERATION OF SITE-BASED ASSESSMENT TASKS

2.1 Introduction

The site-based assessment (SBA) component in the adult education and training (AET) sector contributes 50% towards the final mark for assessment and certification. SBA is comprised of common assessment tasks (CAT) that are developed by the assessment body, the Department of Higher Education and Training (DHET). The DHET submits the CAT to Umalusi for external moderation and approval before these are implemented at institutional level.

The examination and assessment guideline (EAG) of the DHET guides the setting and implementation of CAT, in that it prescribes the specific outcomes and assessment criteria to be covered in each assessment task. The DHET sets and internally moderates five SBA tasks for each learning area.

Umalusi moderates the CAT to evaluate their quality and standard, based on an approved set of criteria. The external moderation process is rigorous and similar to that of the external moderation of examination question papers.

2.2 Scope and Approach

The CAT consisted of five tasks with an equal weighting of 20% for each of the 26 learning areas. These tasks were learning area-specific and consisted of a combination of assignments, projects, investigations, worksheets, demonstrations, oral tasks, journal entries, case studies, demonstrations and tests.

Umalusi conducted the moderation of the CAT on-site, at the offices of the DHET, in September 2017. The CAT were implemented in the two examination cycles of 2018. Umalusi used the instrument for the moderation of CAT. This requires Umalusi moderators to judge the quality of CAT according to the following criteria:

- Adherence to EAG;
- Content coverage;
- Cognitive demand;
- Language and bias;
- Formulation of instructions and questions;
- Quality and standard of SBA tasks;
- Mark allocation and marking guidelines;
- Use of assessment methods and forms; and
- Internal moderation.

Umalusi used the criteria and related sets of quality indicators to evaluate CAT compliance. One of the following four possible levels of compliance was selected:

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

Umalusi based final evaluation decisions on overall impression and the degree to which the tasks met the requirements of all nine criteria and quality indicators. The final decision relating to the quality and standard of CAT as a whole was taken considering one of three possible outcomes:

- Approved – if the CAT were compliant in all respects with all set criteria;
- Conditionally approved to be resubmitted – if CAT complied with most criteria but there were amendments required; or
- Rejected – if the standard and quality of CAT were entirely unacceptable.

2.3 Summary of Findings

Umalusi adopted a holistic approach during moderation of CAT. Although Umalusi moderated each of the five tasks individually, the five tasks were considered as a whole for final approval purposes. Umalusi moderators approved the task set, together with its accompanying marking guideline, only if all criteria were adequately met in all tasks.

The presence of the DHET internal moderators during external moderation had the benefit of accelerating and enhancing the moderation process. Identified challenges were immediately addressed, recommendations were implemented and CAT were resubmitted, moderated and approved immediately.

2.3.1 Compliance of CAT at first moderation

The CAT for 26 learning areas were submitted by DHET to Umalusi for external moderation. CAT for 25 learning areas were conditionally approved to be resubmitted; and those of one learning area were rejected at first moderation.

The following challenges were identified in all learning areas at first moderation:

- Grammar, punctuation and spelling errors;
- Non-compliance with the prescribed coverage of specific outcomes and assessment criteria stipulated in the EAG;
- Poor formulation of instructions and questions, e.g. questions and instructions constructed in such a way that candidates could be misled;
- Shortcomings in the marking guidelines, e.g. incorrect responses, insufficient mark distribution and discrepancies between the mark allocation on the CAT and the marking guidelines; and
- Inappropriate cognitive demand and weighting of questions.

Grammar, punctuation and spelling errors were noted as challenges in all the CAT assessment tasks and marking guidelines of all learning areas. It was a concern that during first moderation, 73% of the languages' CAT and accompanying marking guidelines (LCAF4, LCEN4, LCND4, LCSO4, LCSW4, LCTS4, LCVE4, LCXH4 and LCZU4)

contained grammar, spelling and punctuation errors at first moderation. This was higher than the 64% of 2017. Furthermore, the CAT of LCSW4 and LCXH4 contained bias relating to gender and disability.

During the first moderation of ECD4, the CAT did not comply with the quality indicators for content coverage, mark allocation and marking guideline. The content in two unit standards deviated from the prescribed requirements by +24 and –20 respectively. Furthermore, it was evident that the weighting of the cognitive levels had presented a challenge for the examiners and the internal moderator. Table 2A indicates the compliance of CAT, per criterion, at first moderation.

Table 2A: Compliance of CAT at first moderation

No.	Criterion	None	Limited	Most	All
1	Adherence to EAG	0	3	11	12
2	Content coverage	0	3	8	15
3	Cognitive demand	0	3	12	11
4	Language and bias	0	3	16	7
5	Formulation of instructions and questions	0	17	7	2
6	Quality and standard of SBA tasks	0	7	12	7
7	Mark allocation and marking guidelines	0	2	16	8
8	Use of assessment forms and methods	0	1	8	17
9	Internal moderation	0	5	17	4
Total		0	44	107	83
Percentage compliance		20%		80%	

The section below discusses the compliance of all CAT with each criterion after first moderation.

2.3.2 Compliance of CAT per criterion

Umalusi makes a decision to approve the CAT by judging the compliance per criterion stipulated in the moderation instrument. The findings are in terms of the first moderation; however, at approval level all shortcomings had been addressed and the CAT and their respective marking guidelines were compliant in all respects with each criterion.

a) Adherence to Examination and Assessment Guidelines

Most sets of CAT adhered to the minimum requirements, with CAT of 12 out of 26 learning areas compliant in all respects and 11 compliant in most respects with this criterion at first moderation. The CAT of three learning areas showed limited compliance at first moderation. These learning areas were AAAT4, ECD4 and LCXI4.

The Umalusi moderator indicated that Task 2 of AAAT4 lacked higher-order questions as required by the EAG. In ECD4 the weightings of the different unit standards and the cognitive levels did not comply with the requirements of the EAG. In LCXI4, the shorter and longer pieces had to be rephrased to meet criteria; and the instruction for the Investigation task had to be restructured to ensure it met the requirements of an Investigation.

In 2017, the CAT of eight out of 26 learning areas adhered to most aspects of this criterion and those of 18 learning areas were compliant in all respects. There was a noticeable decline in the compliance of CAT with this criterion in 2018. The comparison is illustrated graphically in Figure 2A below.

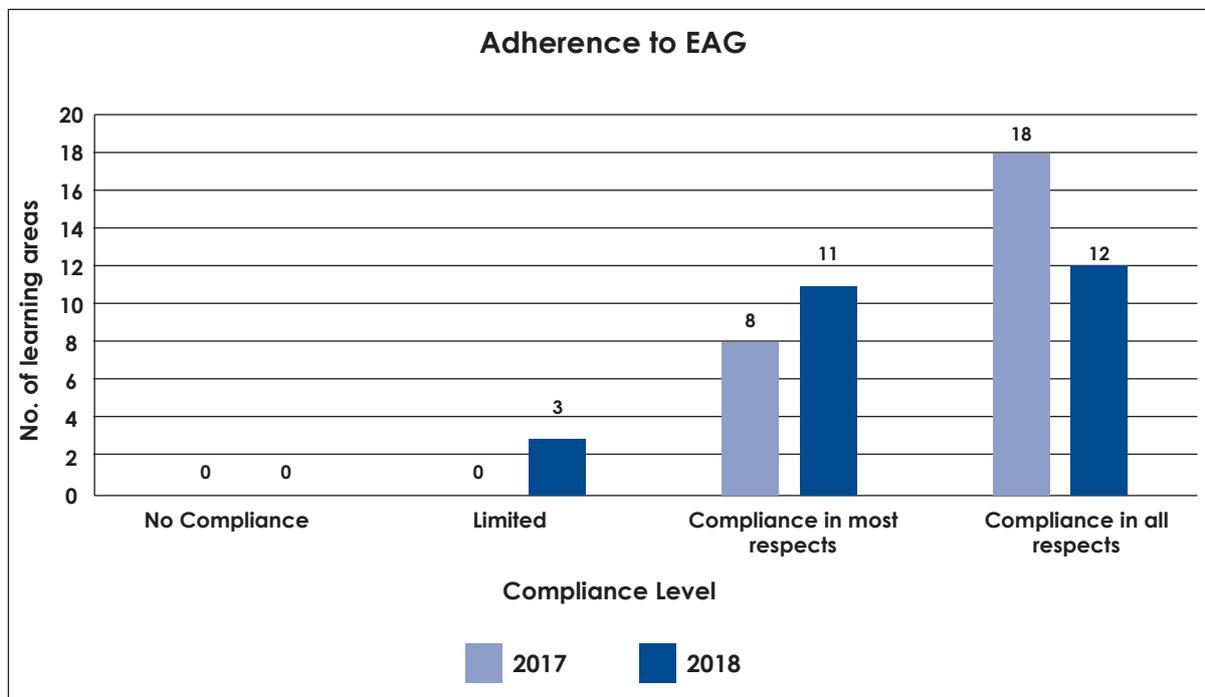


Figure 2A: Comparison of compliance with adherence to EAG in 2017 and 2018

b) Content coverage

This criterion measured the extent to which CAT covered the specific outcomes and related assessment criteria contained in the EAG. Fifteen out of 26 learning areas complied fully with all the requirements of this criterion. Eight learning areas were compliant in most respects and three (ECD4, LCXI and AAAT4) had limited compliance at first moderation.

In ECD4, there was a deviation from the requirements of the EAG in two unit standards. One unit standard was over-assessed by 24%; the other was under-assessed by 20%. The LCXI4 CAT consisted of only four tasks instead of the required five: the Investigation task had been omitted. In AAAT4, Tasks 2, 3 and 4 did not cover all the specific outcomes and assessment criteria specified in the EAG.

Compared to 2017 there was an overall decrease in compliance with this criterion. Three learning areas (12%) showed limited compliance in 2018, while there were no learning areas with limited compliance in 2017. Eight learning areas (31%) showed compliance in most respects in 2018, compared to six in 2017. In 2018, 15 learning areas were fully compliant with this criterion, compared to 20 learning areas in 2017. There was, generally, a decline in the compliance levels of CAT at first moderation in 2018. Figure 2B below illustrates the comparison of compliance in 2017 and 2018.

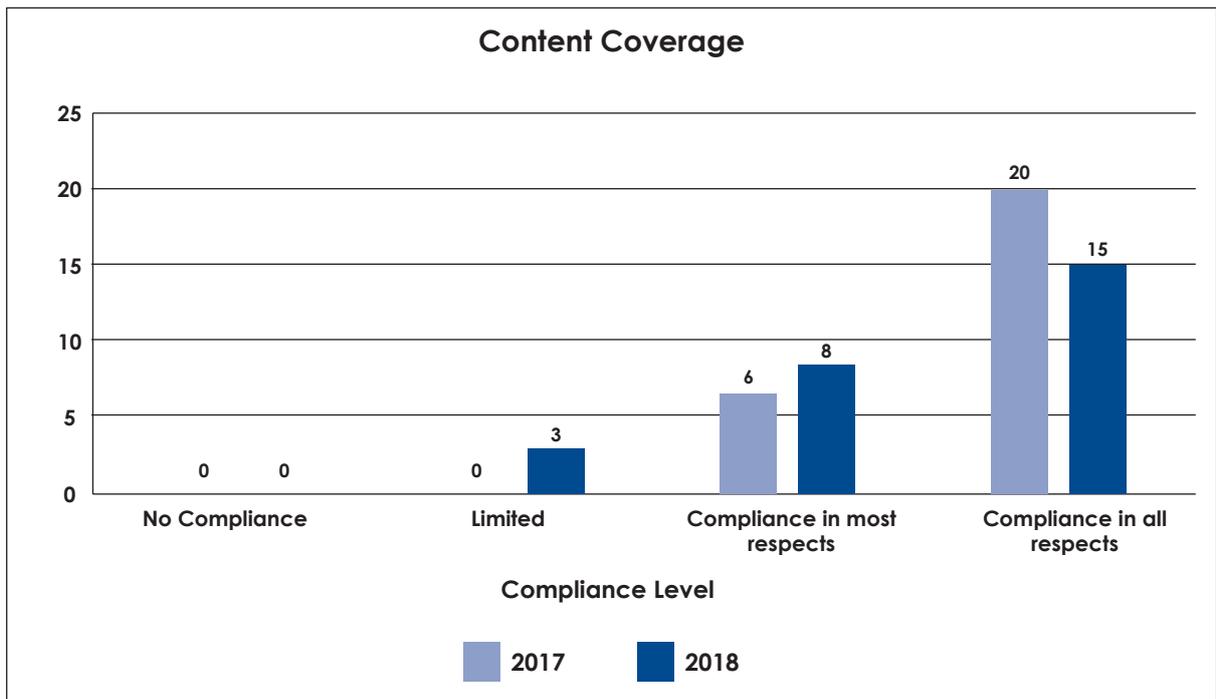


Figure 2B: Comparison of compliance with adherence to content coverage in 2017 and 2018

c) Cognitive Demand

Although at first moderation the CAT of 11 learning areas complied in most respects, and 12 CAT complied in all respects, the CAT of three learning areas had limited compliance with this criterion. The DHET still experienced some challenges with the weighting and coverage of cognitive skills in SMME4, WHRT4 and LCXI4.

In SMME4, the Umalusi moderator found that most of the questions were pitched at Level 1. Questions were not scaffolded correctly in terms of difficulty. In Task 3 of WHRT4, the focus of the questions was knowledge and the other cognitive levels were not addressed at all. The non-coverage of the Investigation in LCXI4 skewed the cognitive demands of the CAT for this learning area.

Compared to 2017, there was an increase in 2018 in learning areas that showed limited compliance with cognitive demand. There was also an increase in learning areas that showed compliance in most respects. The number of learning areas that were compliant in most respects decreased, from 16 in 2017 to 11 in 2018. This trend is illustrated in Figure 2C below.

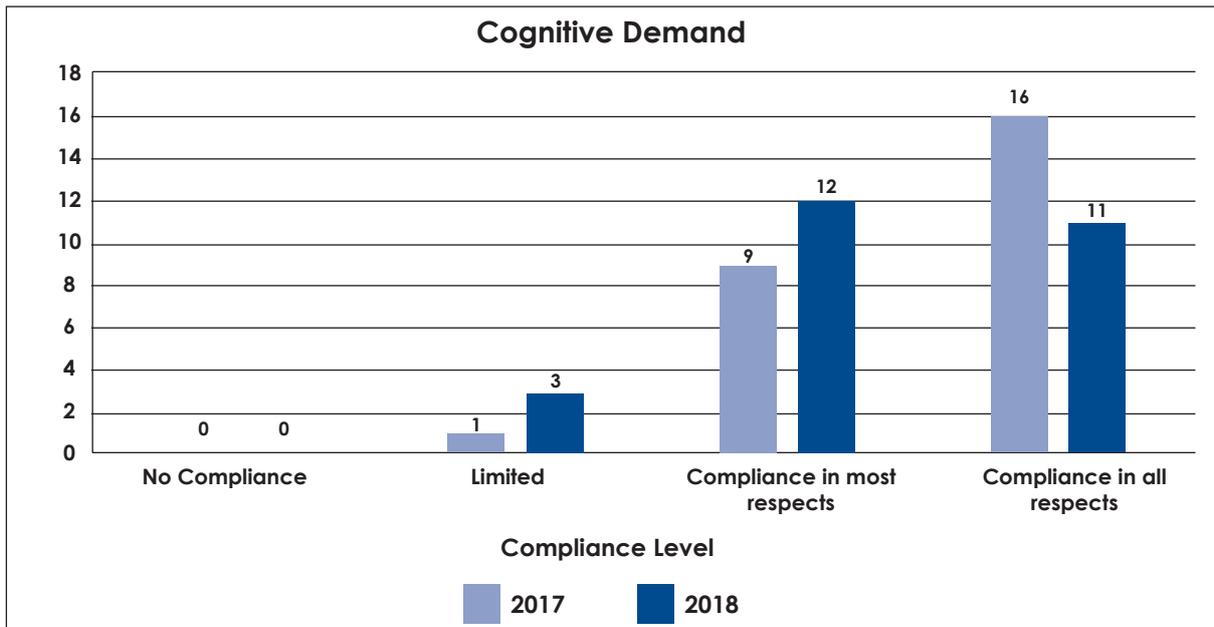


Figure 2C: Comparison of compliance with adherence to cognitive demand in 2017 and 2018

d) Language and Bias

The lack of proper editing before submission of CAT for external moderation resulted in grammatical, punctuation and spelling errors in the CAT of 19 out of 26 learning areas. Only seven of 26 learning areas complied in all respects with the language and bias criterion. The non-compliance was minor in 16 learning areas, which complied in most respects with this criterion. Three learning areas, LCSW4, LCXH4 and HSSC4 showed limited compliance. A comparison of compliance with this criterion in 2017 versus that of 2018 reflected a decrease at first moderation in 2018. Figure 2A below shows the comparison of compliance of CAT at first moderation in 2017 and 2018.

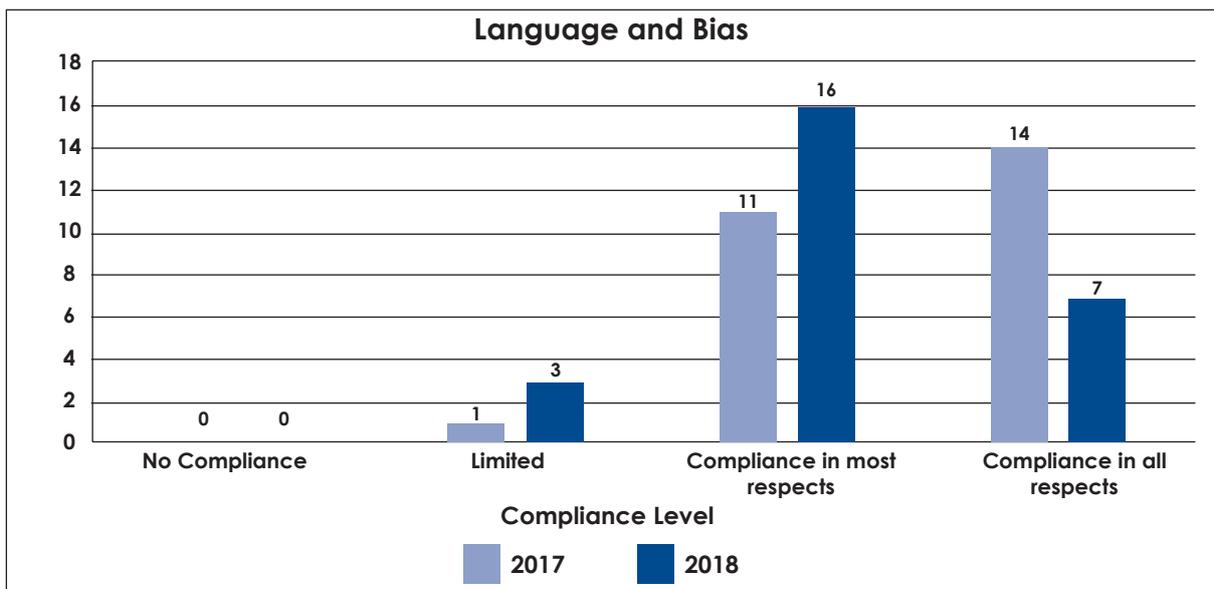


Figure 2D: Comparison of compliance with language and bias in 2017 and 2018

Compliance in all respects for language and bias declined from 14 learning areas (54%) in 2017 to seven (27%) in 2018. Apart from the grammar, spelling and punctuation errors in most of the learning areas, Umalusi expressed concern about two instances of bias. In LCSW4 the passage contained gender bias where the issue of teenage pregnancy was discussed. Cultural bias and bias against physically challenged people were also detected in LCXH4.

e) Formulation of Instructions and Questions

The challenge of meeting this criterion was noticed during first moderation where 17 learning areas had limited compliance, seven were compliant in most respects and only two were compliant in all respects.

Umalusi identified ambiguous questions, instructions that were not clear, grammatical errors in questions and complicated questions, in 24 out of 26 sets of CAT. The situation was much better in seven learning areas and worse in 17 learning areas with limited compliance.

This was a huge decline in compliance when compared with 2017, as shown in Figure 2E below. Seventeen learning areas (65%) showed limited compliance at first moderation, compared to two (8%) in 2017.

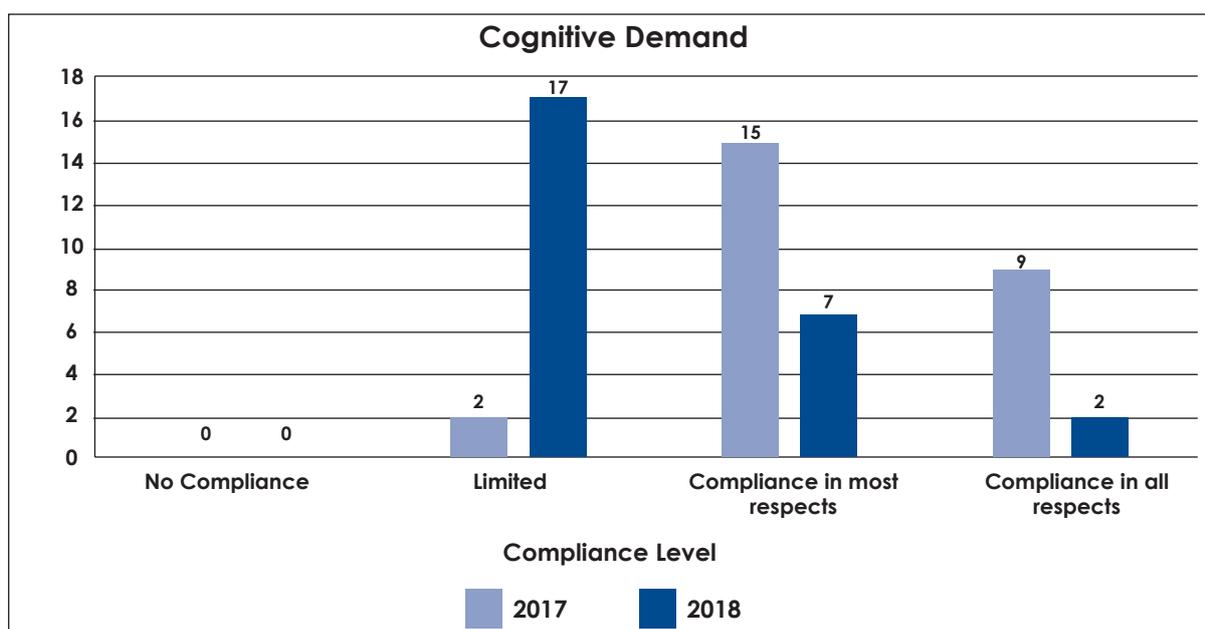


Figure 2E: Comparison of compliance with formulation of instructions and questions in 2017 and 2018

f) Quality and Standard of SBA Tasks

The CAT of seven learning areas (ANHC4, LCEN4, LCSW4, LCTS4, LCVE4, LCXH4 and TECH4) complied fully with the requirements of this criterion at first moderation. The tasks were innovative, current and allowed candidates to apply newly acquired knowledge and skills. Twelve learning areas complied in most respects and seven showed limited compliance with this criterion at first moderation.

In the seven learning areas where CAT showed limited compliance with the standards set in the EAG, questions were incorrectly phrased and not properly formulated. The learning areas affected were ECD4, LCZU4, LCXH4, LCXI4, MLMS4, SMME4 and WHRT4.

Although compliance in most respects remained the same in 2018 at 46%, there was an increase in learning areas that showed limited compliance (from none to seven) in 2018. The comparison is indicated in Figure 2F below.

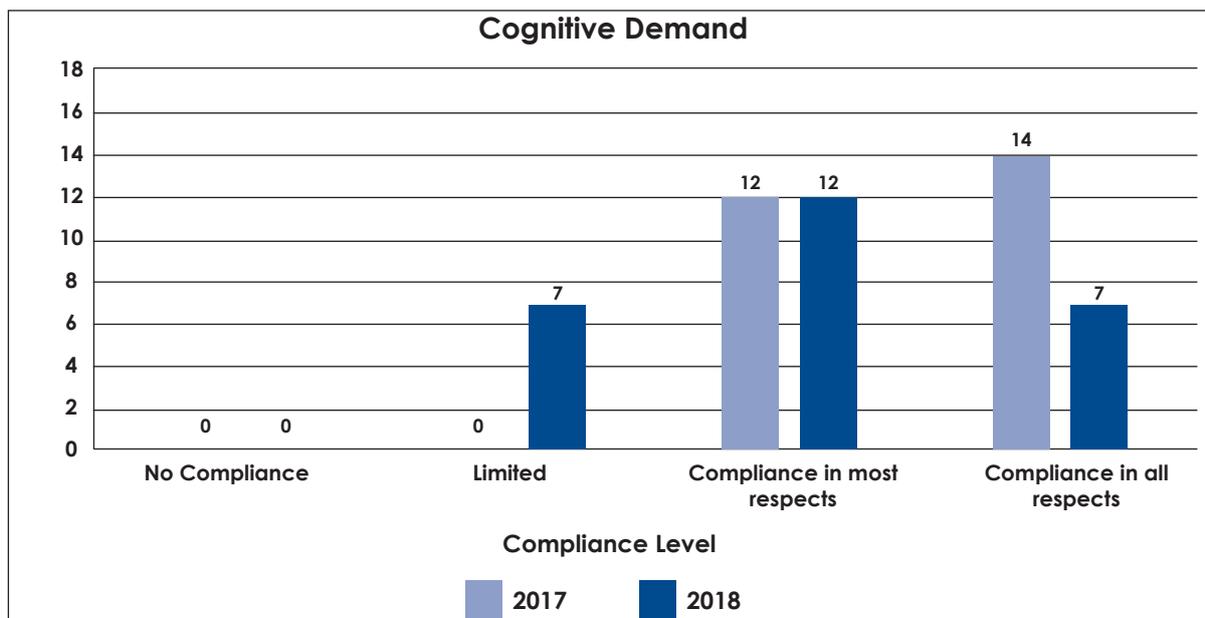


Figure 2F: Comparison of compliance with the quality and standard of CAT in 2017 and 2018

g) Mark Allocation and Marking Guidelines

At first moderation the CAT of eight learning areas complied fully with the requirements of this criterion. Sixteen CAT were compliant in most respects and only two showed limited compliance. The challenges that were identified related mainly to discrepancies in mark allocation, where the marks allocated did not match the desired performance or the questions in the tasks. The learning areas that were affected were ECD4, ANHC4, LIFO4, MMSC4 and TECH4.

In LCEN4 the Report task was awarded fewer marks than required—20 instead of 30—and in LCZU4 the structure and mark allocation in the marking grid was not compliant with the EAG. Marks were not divided according to content, structure, language and vocabulary, as prescribed in the EAG. In WHRT4, no clear instructions were given on how marks should be allocated.

The comparison of compliance levels for this criterion in 2017 and 2018 is illustrated in Figure 2G below.

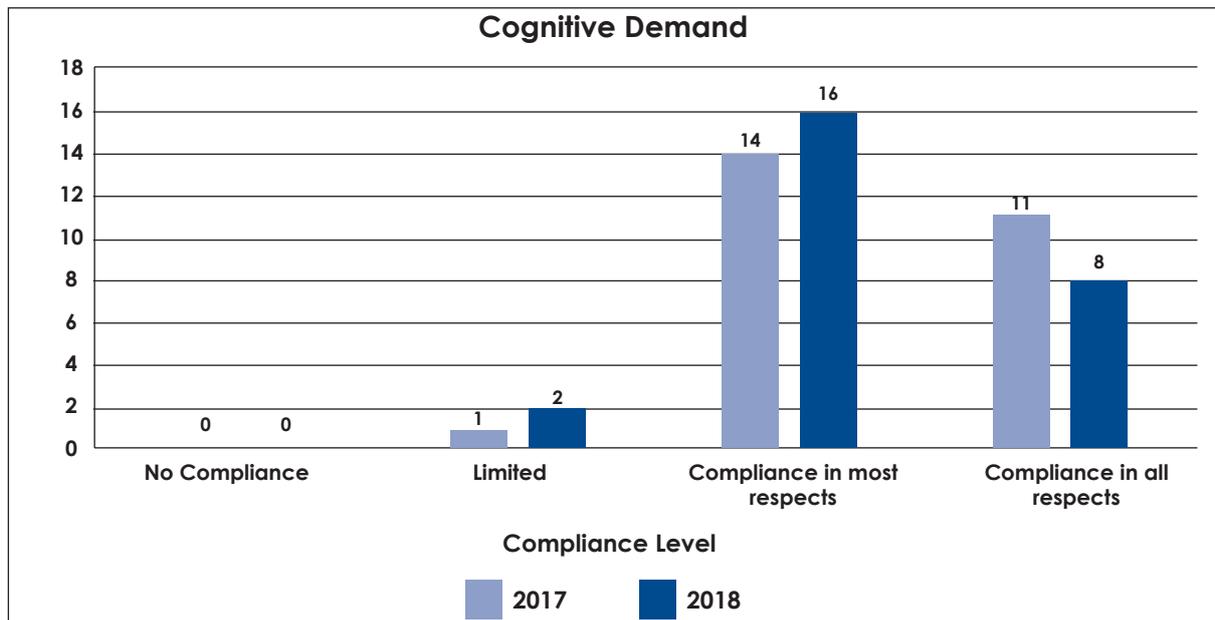


Figure 2G: Comparison of compliance with the mark allocation and marking Guidelines criterion in 2017 and 2018

It was pleasing to note that there was noticeable improvement in compliance in most respects with this criterion at first moderation, when compared with 2017.

h) Use of Assessment Forms and Methods

The CAT of 17 learning areas complied fully with this criterion at first moderation. Eight learning areas complied in most respects and only one learning area showed limited compliance with the use of assessment forms and methods. The CAT for LCXI4 were submitted for external moderation without an Investigation task; this was contrary to the requirements of the EAG. The challenge with the eight CAT was poor quality of tasks, especially in the Investigation, or Demonstration, of role-play, which were too theoretical. There was nothing, or very little, practical about them.

It was good to note that the compliance in all aspects rating improved from 15 learning areas (58%) in 2017 to 17 learning areas (65%) in 2018. Figure 2H below illustrates the comparison of 2017 and 2018.

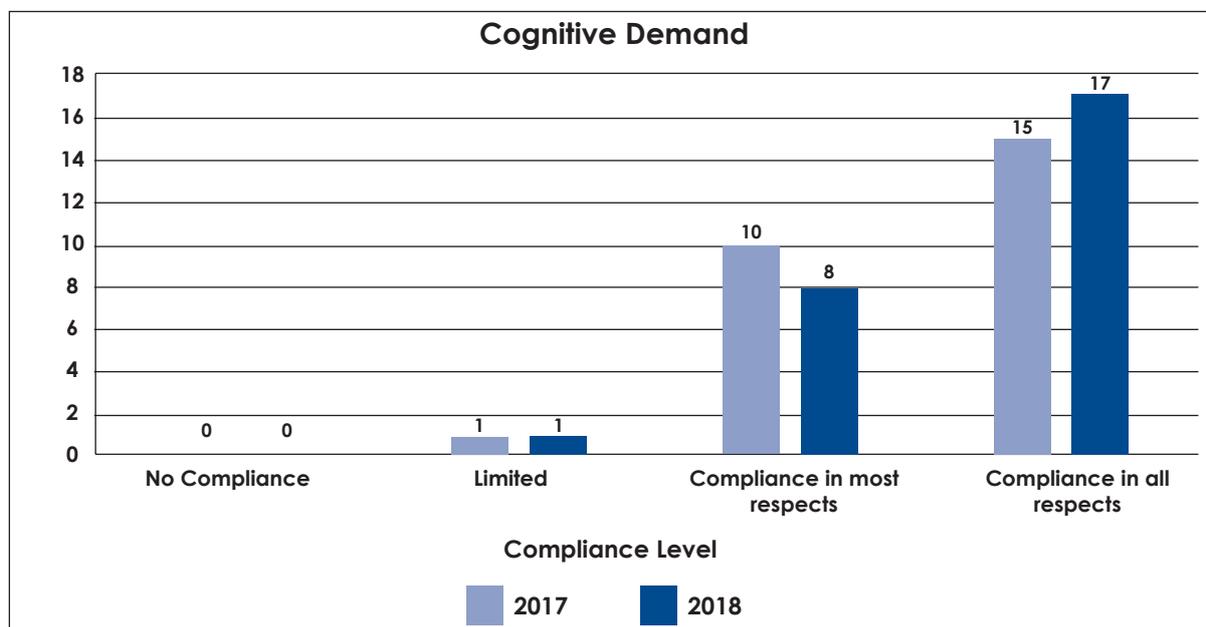


Figure 2H: Comparison of compliance with the use of assessment forms and methods in 2017 and 2018

i) Internal moderation

The CAT of only four learning areas were compliant in all respects with the internal moderation criterion at first moderation. The CAT of 17 learning areas met most requirements; while the CAT of five learning areas showed limited compliance at first moderation: these were ECD4, WHRT4, LCEN4, AAAT4 and LCSW4.

The challenge with the CAT of these five learning areas at first moderation included errors in technical aspects; grammar, spelling and punctuation; as well as mark allocation shortcomings. This pointed to a poor quality of internal moderation in these learning areas. These issues were minor in the CAT of 17 learning areas, but were of great concern in the five learning areas with limited compliance.

Figure 2I below indicates a comparison of compliance with the internal moderation criterion in 2017 and 2018.

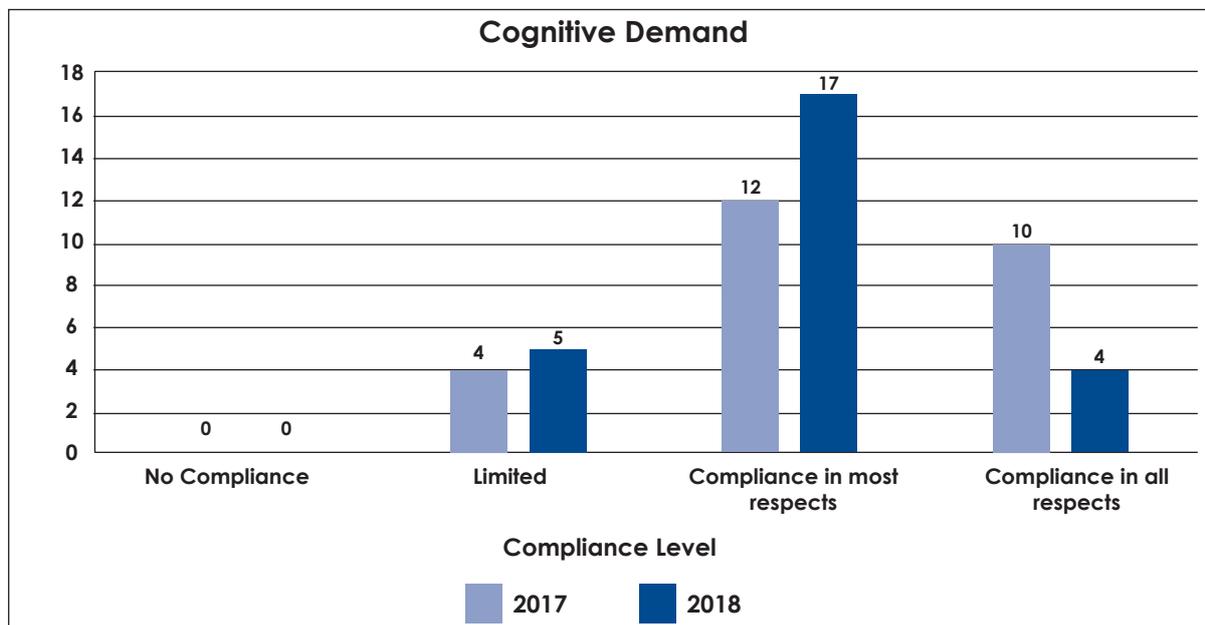


Figure 2I: Comparison of compliance with internal moderation in 2017 and 2018

Umalusi indicated that, generally, there was an improvement in internal moderation, in that the history of the development of CAT and internal moderation reports accompanied the tasks and marking guidelines in all 26 learning areas.

2.4 Areas of Good Practice

The DHET complied adequately in the following areas:

- Most CAT showed adherence to the EAG when they were submitted for external moderation;
- Content was adequately covered in the CAT of most learning areas at first moderation; and
- There was an improvement in the compliance of CAT with most criteria at first moderation.

2.5 Areas of Non-compliance

Umalusi identified the following areas of non-compliance:

- CAT were submitted for external moderation with grammatical, spelling and technical errors;
- CAT were submitted containing gender, disability and cultural bias;
- Instructions were not clear in some tasks and needed to be rephrased;
- A CAT was missing a task, in LCXI4, when it was submitted for external moderation; and
- CAT were submitted for external moderation did not comply fully with internal moderation compliance indicators.

2.6 Directives for Compliance and Improvement

The DHET must act on the following directive for compliance and improvement:

- The DHET must strengthen the training of examiners and internal moderators to improve the quality of internal moderation of CAT.

2.7 Conclusion

The main challenge in setting and moderating CAT was ensuring that the tasks addressed the different unit standards and related specific outcomes, assessment criteria, and covered content and cognitive weighting as prescribed in the EAG of each learning area. Umalusi evaluated the five tasks per learning area using a moderation instrument containing criteria, quality indicators and rating scales. The CAT, once approved, were fully compliant with all criteria.

Although the compliance levels with most criteria showed improvement when compared with 2017, there remains much that needs to be done by the DHET to improve the quality of internal moderation. CAT submitted for external moderation contained grammatical, spelling and technical errors and mistakes in the marking guidelines. This points to poor quality of internal moderation.

CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

3.1 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 main objective of the SBA is to afford the students the opportunity to practise and apply newly acquired knowledge and skills during structured formative assessment activities. These assessment tasks are developmental in nature and act as diagnostic assessments, providing educators and students with specific guidelines on knowledge and skills gaps that need to be addressed before final summative assessment. SBA can thus be used as a gauge of the candidate's readiness for summative assessment.

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

To ensure the validity and reliability of the final results, the implementation of the SBA is externally verified. 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 Department of Higher Education and Training (DHET).

3.2 Scope and Approach

Based on the success of decentralised external moderation during 2017, Umalusi scheduled the 2018 moderation of SBA to coincide with the provincial internal moderation at the provincial moderation centres of all nine provinces. The scope of learning areas that had to be moderated increased from a selected 20 in 2017 to all 26 learning areas in all nine provinces in November 2018. The selection of the learning areas per province was based on enrolment data received from the provinces and on a rotation related to the moderation that was conducted during 2017.

Umalusi deployed the moderators to the PED moderation centres for a period of three days. Umalusi moderators had direct access to the internal moderators to observe the provincial moderation process. Umalusi moderators selected the samples for external moderation from all the submitted portfolios in the respective learning areas. The selected samples had to be comprised of one lecturer portfolio and ten students'

portfolios per Community Learning Centre (CLC) per learning area. Furthermore, Umalusi set the objective of the quality assurance of a sample of CLC per learning area per PED over the three days of moderation.

In an attempt to ensure that a sample of 60 student portfolios were moderated in the three days, Umalusi moderators were required to check the compliance of all SBA tasks in each portfolio and to re-mark a minimum of three out of the five tasks per student's POE. This would allow for detailed assurance of each task.

Table 3A below lists sampled SBA portfolios per learning area per PED for the November 2018 SBA portfolio moderation process.

Table 3A: Sampled SBA portfolios per learning area per PED for the November 2018 GETC: ABET L4 examinations

Learning area	Code	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Applied Agriculture and Agricultural Technology	AAAT4						60			
Ancillary Health Care	ANHC4				60					
Arts and Culture	ARTC4									60
Early Childhood Development	ECD4							60		
Economic and Management Sciences	EMSC4								60	
Human and Social Sciences	HSSC4		60							
Information Communications Technology	INCT4			60						
LC: Afrikaans	LCAF4									60
LC: English	LCEN4							60		
LC: Ndebele	LCND4						60			
LC: Sesotho	LCSO4		60							
LC: Sepedi	LCSP4						60			
LC: SiSwati	LCSW4						60			
LC: Setswana	LCTS4			60						
LC: Tshivenda	LCVE4					60				
LC: IsiXhosa	LCXH4									60
LC: Xitsonga	LCXI4					60				
LC: IsiZulu	LCZU4			60						
Life Orientation	LIFO4	60								
Mathematical Literacy	MLMS4								60	
Mathematics and Mathematical Sciences	MMSC4	60								
Natural Sciences	NATS4	60								
Small, Micro and Medium Enterprises	SMME4	60								
Technology	TECH4				60					
Travel and Tourism	TRVT4				60					
Wholesale and Retail	WHRT4				60					
Total		240	120	180	180	120	180	120	120	120

The PED were requested to allow Umalusi moderators to select a sample from all the portfolios submitted for provincial moderation. The sample must meet the following requirements:

- A total of 60 students' portfolios per PED for each learning area, consisting of 10 SBA portfolios and one lecturers' portfolio per CLC, as indicated in Table 3A;
- The students' portfolios must be representatives of three levels of achievement, i.e. below average; average and above average;
- Working mark sheets and provincial computerised mark sheets must be included in each set of SBA portfolios for verification purposes;
- There must be evidence of centre, cluster and provincial moderation in the sampled SBA portfolios; and
- Internal moderation reports per level of moderation must be included, indicating areas of good practice, areas of concern, as well as interventions and recommendation.

Umalusi moderators evaluated SBA portfolios 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 examination and assessment guidelines (EAG);
- Internal moderation;
- Structure and content of SBA portfolios;
- Implementation of assessment tasks;
- Student performance; and
- Quality of marking.

Compliance was measured on a four-point scale:

- No compliance;
- Limited compliance;
- Compliance in most respects; or
- Compliance in all respects

3.3 Summary of Findings

This section presents the findings related to sample selection and compliance per criterion in the Umalusi instrument.

3.3.1 Submission of Requested Samples

It is important to note that all SBA portfolios submitted for provincial moderation were available at the PED moderation centres for Umalusi moderators to select their sample from the total population per learning area. The required sample size of 10 students' portfolios per CLC and 60 SBA portfolios per learning area was affected by low registration numbers in certain learning areas. A delay in the internal moderation affected the time allowed for external moderation. Table 3B shows the number of portfolios moderated per learning area, per CLC in each province.

Table 3B: Portfolio sample moderated per CLC, per learning area in each province

Province	Community Learning Centre	Learning Area	Student's Portfolios	Lecturer's Portfolios
Eastern Cape (EC)	St Denis CLC	LIFO4	10	1
	Sinethemba CLC		10	1
	Zanokukhanya CLC		10	1
	Jolobe CLC		5	1
	Teko-Kona CLC	MMSC4	10	1
	Cecilia Makiwane CLC		10	1
	Mtontsasa CLC		10	1
	Ntapane CLC		3	1
	Mzoxolo CLC		7	1
	Simanzi CLC	NATS4	8	1
	Nyameko CLC		10	1
	Vorster CLC		9	1
	Nyanisweni CLC		9	1
Free State (FS)	Liberty CLC	HSSC4	10	1
	Mohlodi Wa Thuto CLC		10	1
	Tiakeni CLC		10	1
	Lere CLC		10	1
	Mmamahabane CLC		8	1
	Sedibeng SA Thuto CLC	LCSSO4	9	1
	Mathuwathaba CLC		10	1
	Botshabelo CLC		10	1
	Itshebeletseng CLC		10	1
	Itshebeletseng CLC		7	1
	Tsamaiso CLC		9	1
	Kgothalletso CLC		6	1

Province	Community Learning Centre	Learning Area	Student's Portfolios	Lecturer's Portfolios	
Gauteng (GP)	Mamelodi CLC	INCT4	10	1	
	St Charles Lwanga CLC		10	1	
	Sharpeville CLC		10	1	
	21 Battalion CLC		10	1	
	Wattville CLC		3	1	
	DWT Nthathe CLC		7	1	
	Moepathutse CLC	LCTS4	10	1	
	Tlhalologo CLC		10	1	
	Bethsaida CLC		10	1	
	Sedimogang CLC		10	1	
	DWT Nthathe CLC		6	1	
	Mamelodi CLC		2	1	
	Morakapula Santho CLC		5	1	
	Reneilwe CLC	LCZU4	6	1	
	Taamane CLC		10	1	
	Vunanimfundo CLC		6	1	
	Wattville CLC		6	1	
	Reneilwe CLC		6	1	
	KwaThema CLC		8	1	
	Bethsaida CLC		5	1	
	Aaron Moeti CLC	LCZU4	6	1	
	Sydney Maseko CLC	SMME4	10	1	
	DWT Nthathe CLC		10	1	
	Wattville CLC		10	1	
	Pretoria Central Prison CLC		10	1	
	KwaZulu-Natal (KZN)	Manaye-Phumelela CLC	ANHC4	10	1
		Second Chance CLC		10	1
Bernard Huss CLC			10	1	
Emlandeleni CLC			10	1	
Umlozana CLC			10	1	
Zifundele CLC		TECH4	10	1	
Ekuseni Correctional Centre			10	1	
Buhlebethu CLC			9	1	
Masibambisane CLC		TRVT4	10	1	
Ensane CLC			10	1	
Ethethe (Shakahead) CLC			10	1	
Inkanyiso CLC			10	1	
Ncome CLC			10	1	
Ethethe (Lloyd) CLC		WHRT4	10	1	
Zuzimfundo CLC			10	1	
PMB Correctional Services			10	1	
Intiwe CLC			10	1	

Province	Community Learning Centre	Learning Area	Student's Portfolios	Lecturer's Portfolios
Limpopo (LP)	Madabani-Soutbansberg East CLC	LCVE4	10	1
	Mbaleni Thohoyandou CLC		10	1
	Tshandama-Tshilamaba CLC		10	1
	Vhumbedzi-Tshifudi CLC		10	1
	Matangari-Mudaswali CLC		10	1
	Mangomani-Dzondo CLC		10	1
	N'wajaheni CLC	LCXI4	9	1
	Charlie Rhangani CLC		9	1
	Vusizi CLC		8	1
	Haaka CLC		6	1
	Mbetana CLC		5	1
	Mahunsi CLC		8	1
	Masekgo CLC		5	1
Mpumalanga (MP)	M L Nkuna CLC	AAAT4	10	1
	Bhekiswayo CLC		10	1
	Mangweni CLC		9	1
	Salibindza CLC		1	1
	Sele CLC		10	1
	Vumazonke CLC	LCND4	9	1
	Marhagi CLC		10	1
	Sozilani CLC		3	1
	Intuthuko CLC		5	1
	Mandlethu CLC		3	1
	Lesedi CLC	LCSP4	10	1
	Klarinet CLC		10	1
	Casteel CLC		10	1
	Greenside CLC		5	1
	Mhluzi CLC		5	1
	Ntabanhle CLC	LCSW4	10	1
	Embhuleni CLC		10	1
	Mohlakwaan CLC		10	1
	Salubindza CLC		10	1
Northern Cape (NC)	Mataleng CLC	ECD4	6	1
	Pescodia CLC		10	1
	Nonkwakazi CLC	LCEN4	5	1
	Thuto Boswa CLC		5	1
	Retsweletse CLC		10	1
	Ithlatloseng CLC		5	1

Province	Community Learning Centre	Learning Area	Student's Portfolios	Lecturer's Portfolios
North West (NW)	Thuto Lesedi CLC	EMSC4	10	1
	Ramesega CLC		10	1
	Ratanang CLC		10	1
	Itlhabolole CLC		8	1
	Reaitshoka CLC		5	1
	Bololang CLC		5	1
	Bana Pele CLC		4	1
	Boikanyo CLC		8	1
	Mosiane CLC	MLMS4	10	1
	Fathlogang Bakgatle CLC		10	1
	Koketso CLC		10	1
	Maiteko CLC		10	1
	Emang Mmogo CLC		10	1
	Ikageng CLC		10	1
Western Cape (WC)	Best College CLC	ARTC4	9	1
	Perseverance Delft CLC		7	1
	Worcester CLC	LCAF4	10	1
	George CLC		10	1
	Malmesbury CLC		10	1
	Nolungile CLC	LCXH4	10	1
	Samora Machel		10	1
	St Francis CLC		13	1
Intando Yethu CLC		9	1	
Total number of portfolios submitted			1 104	129

The table shows that Umalusi moderated a sample of 1 104 students' portfolios and 129 lecturers' portfolios from 123 CLC for all 26 learning areas in nine provinces. In November 2017, SBA portfolios (students) for 20 learning areas were moderated. The November 2018 sample showed an increase of 23% when compared to that of November 2017.

The adherence to the request for 10 students' portfolios per CLC increased to 60% of CLC in nine provinces. In KZN, the ratio of 10 students' portfolios plus one lecturer's portfolio was evident in three out of four learning areas (ANHC4, TRVT4 and WHRT4) that were moderated. Only one of the 17 CLC submitted a sample of nine students' portfolios in TECH4. In five other provinces, five learning area samples with 10 students' portfolios plus one lecturer's portfolio were submitted per CLC: SMME4 (GP) at four CLC; LCVE4 (LP) at six CLC; LCSW4 (MP) at four CLC; MLMS4 (NW) at six CLC and LCAF4 (WC) at three CLC.

Other CLC submitted fewer than the requested 10 students' portfolios plus one lecturers'. The reason stated was low registration numbers for the specific learning area at the CLC.

Figure 3A below shows a comparison of the moderation sample of November 2017 with that of November 2018.

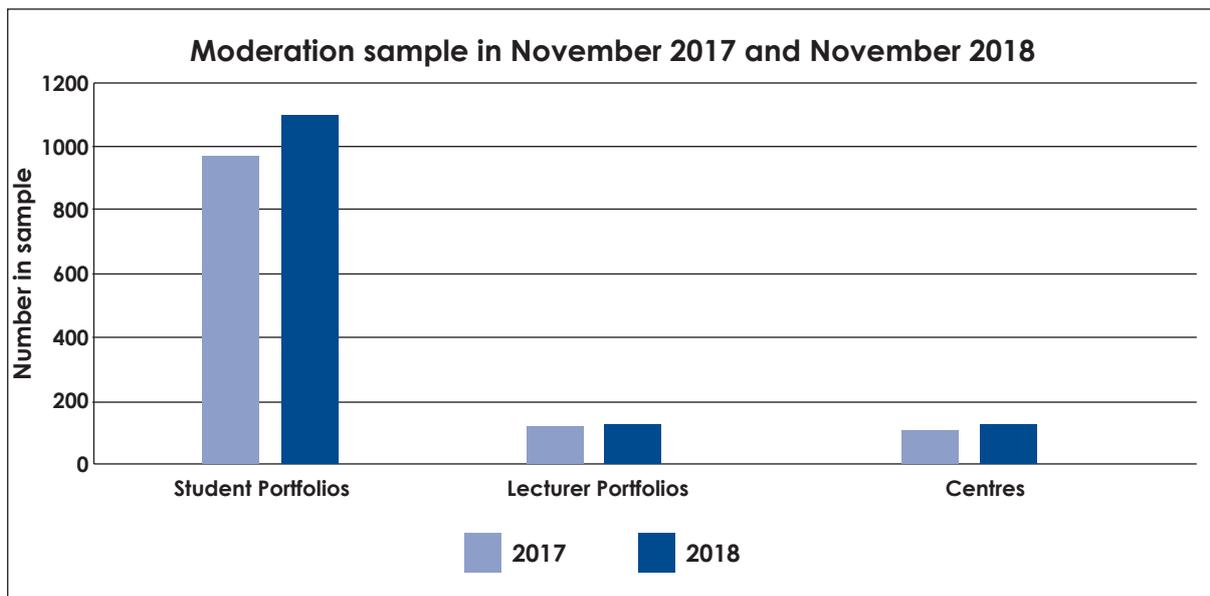


Figure 3A: Comparison of moderation sample of November 2017 and November 2018

3.3.2 Compliance per Criterion

The Umalusi instrument made provision for the moderation of the lecturer's portfolio and 10 students' portfolios per CLC. Table 3C shows the compliance of the sampled CLC with seven criteria.

Table 3C: Compliance of CLC with each criterion

No.	Criterion	Compliance frequency (774 Instances)			
		No	Limited	Most	All
1	Adherence to EAG	1	21	85	22
2	Internal moderation	10	19	59	41
3	Structure and content of SBA portfolios	0	18	72	39
4	Implementation of Assessment Tasks	2	51	0	76
5	Student performance	2	17	64	46
6	Quality of Marking	23	20	44	42
Total		38	146	324	266
Percentage		5%	19%	42%	34%
		24%		76%	

The table shows that the sample moderated had 38 (5%) instances of no compliance and 146 (19%) instances of limited compliance. This resulted in overall non-compliance of 24%. The overall compliance of the sample was 76% with 42% of CLC showing compliance in most respects and 34% of CLC compliant in all respects.

In both 2016 and 2017, internal moderation and the quality of marking had been identified as areas of concern. It was thus concerning to note that 10 CLC (8%) did not comply with internal moderation and 23 CLC (18%) with the quality of marking. Thus contributed to the overall non-compliance of 22% and 33% with these two criteria respectively.

The section below provides a summary of the key findings per criterion.

a) Adherence to Examination and Assessment Guidelines

The EAG provided by DHET provides the lecturers with guidelines regarding the form and format of the SBA portfolios. It also gives the assessment process and principles the lecturers need to adhere to. For this criterion Umalusi checked whether the lecturer's portfolios contained, among other documentation, evidence of teaching and learning (work schedules), the assessment plan for SBA containing details of the methods and assessment criteria, evidence of providing candidates with the assessment criteria for the tasks, evidence of feedback to candidates and completed mark sheets.

Although overall compliance in this criterion was 83%, it was concerning that:

- There was no evidence in 50% the lecturers' portfolios of assessment (POA) that the assessment criteria had been communicated to the students during formative assessment;
- The lecturers' POA of 42 CLC (33 %) did not contain evidence of teaching and learning; and
- Although 80% of the lecturers' portfolios contained an assessment plan, 24% of the CLC did not implement the assessment according to the assessment plans.

Evidence revealed that 12% of lecturers' POA did not have records of scores for the assessment and the assessment guidelines.

Compared to compliance with this criterion in November 2017, there was a 5% improvement overall, from 78% compliance in November 2017 to 83% compliance in November 2018. This was the result of an improvement in both compliance in most respects and compliance in all respects in 2018.

Figure 3C illustrates the comparison of compliance with this criterion in November 2017 and November 2018.

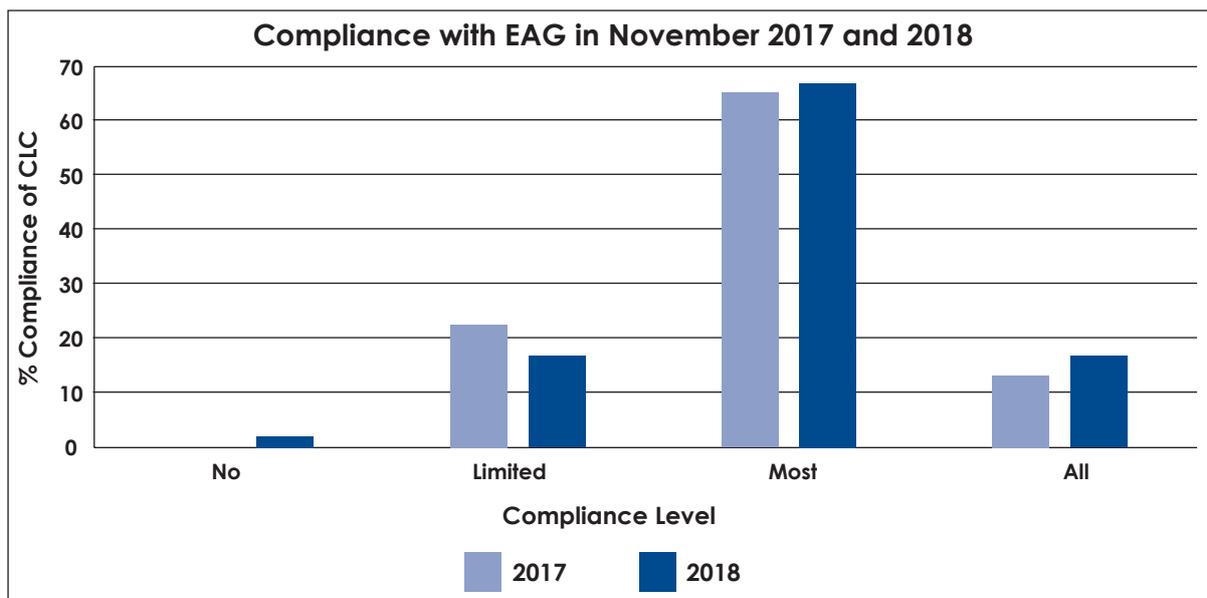


Figure 3B: Comparison of compliance with EAG in 2017 and 2018

b) Internal Moderation

Umalusi checked the lecturers' POA and the students' POE for evidence of internal moderation at CLC, district and provincial levels. The quality and standard of internal moderation was determined by the following:

- The internal moderation reports that were filed in the lecturers' portfolios;
- The verification of the marking, scoring and accuracy of mark allocation; and
- The availability and quality of the feedback to the lecturers and the students.

It was alarming to note that 8% of the sample was not compliant at all with internal moderation. The learning areas that showed no compliance were ECD4, EMSC4, HSSC4, INCT4, LCND4, LCSW4, LCTS4, LCXH4, MLMS4, NATS4, TECH4 and WHRT4. The contributing factors were:

- Internal moderation did not take place at all the levels;
- An absence of internal moderation reports for CLC moderation;
- Internal moderators did not provide detailed and constructive feedback to lecturers and students;
- Moderation judgements were not in line with the actual performance of the students;
- There were cases where internal moderation was just shadow marking;
- Inflated marks that were not accounted for;
- Moderation did not detect errors in calculation and transfer of marks; and
- Irregularities not detected in all levels of moderation.

Umalusi was still concerned that internal moderation at all levels was conducted too late in the year and that any recommendations that the assessment body had made would not reach the lecturers in time for these to be addressed.

Compared to 2017, compliance in all respects with internal moderation increased by 8%. The overall compliance with this criterion decreased from 83% in November to 77% in November 2018. Figure 3C below shows the comparison of the sample compliance with internal moderation in November 2017 and 2018.

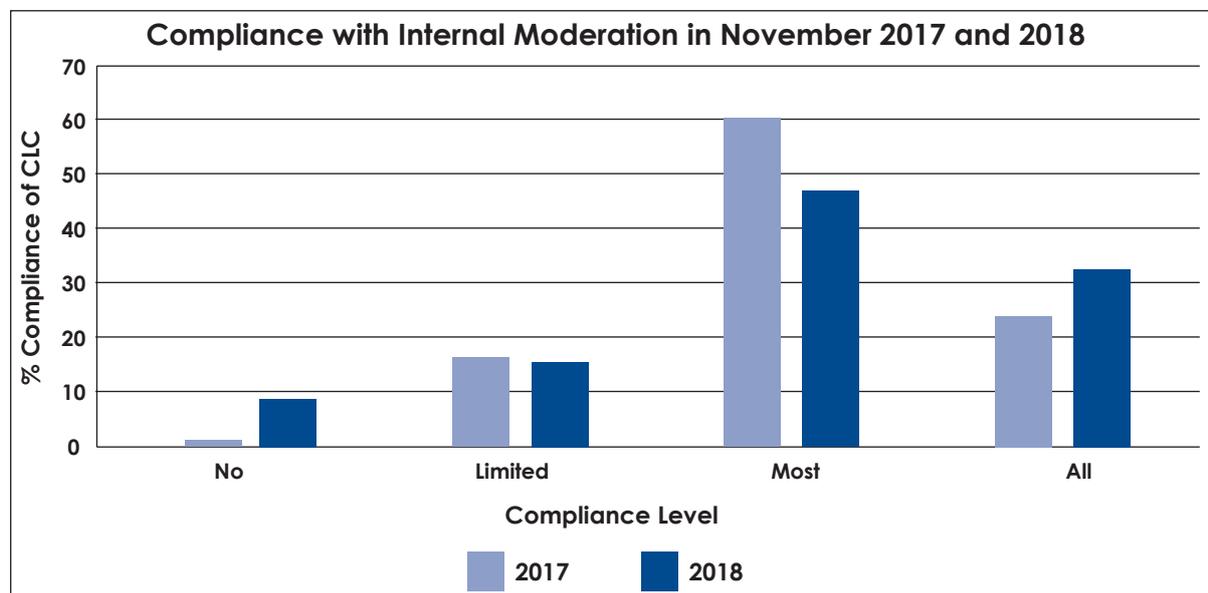


Figure 3C: Comparison compliance with Internal Moderation in 2017 and 2018

c) Structure and Content of SBA Portfolios

This criterion measured whether the students' portfolios contained all the required documents as stipulated by the EAG of the DHET. The criterion also checks whether there was evidence of the records of scores in the students' portfolios.

The students' POE must contain the following documents as evidence of the validity, authenticity, relevance, sufficiency and currency of evidence:

- Contents page;
- Student's information;
- Copy of identity document;
- Authenticity form duly completed and signed;
- Assessment plan;
- Marked tasks/answer sheets; and
- A record of scores/mark sheets

Further, the students' POE must be presentable, organised and neat. Adherence to this criterion could serve as evidence of the candidate's competence in the critical cross-field outcomes.

As depicted below in Figure 3D, there was a marked improvement in the submission of required documents, compared to 2017. Only 27% of all students did not submit certified identity documents compared to the 52% in November 2017; and 40% did not have an assessment plan, compared to the 66% in November 2017. The level of non-compliance decreased in 2018. There were, however, more students' portfolios

that did not contain records of scores in 2018. Figure 3D below compares compliance with this criterion in November 2017 and 2018.

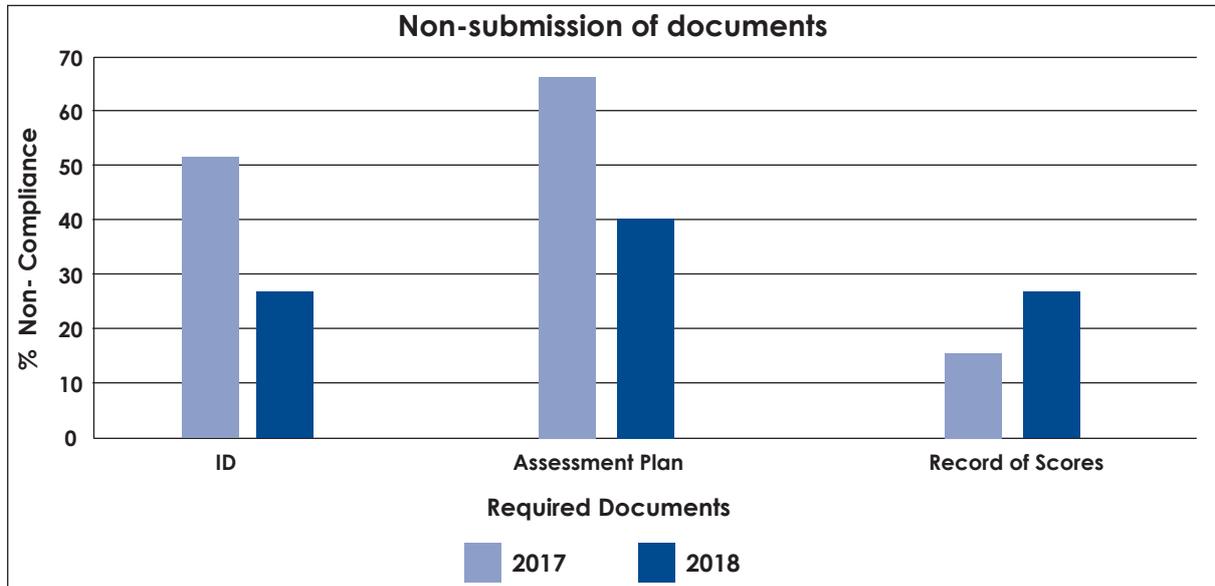


Figure 3D: Non-submission of required documents in 2017 and 2018

Overall, compliance with the criterion was 86%, with 30% compliance in all respects, while 14% showed limited compliance with this criterion. The learning areas that showed limited compliance were ANHC4, ARTC4, ECD4, LCEN4, LCVE4, LCXH4, LCXI4, LCZU4, NATS4 and WHRT4.

The results of the November 2018 moderation compared favourably with 2017. This is illustrated in Figure 3E.

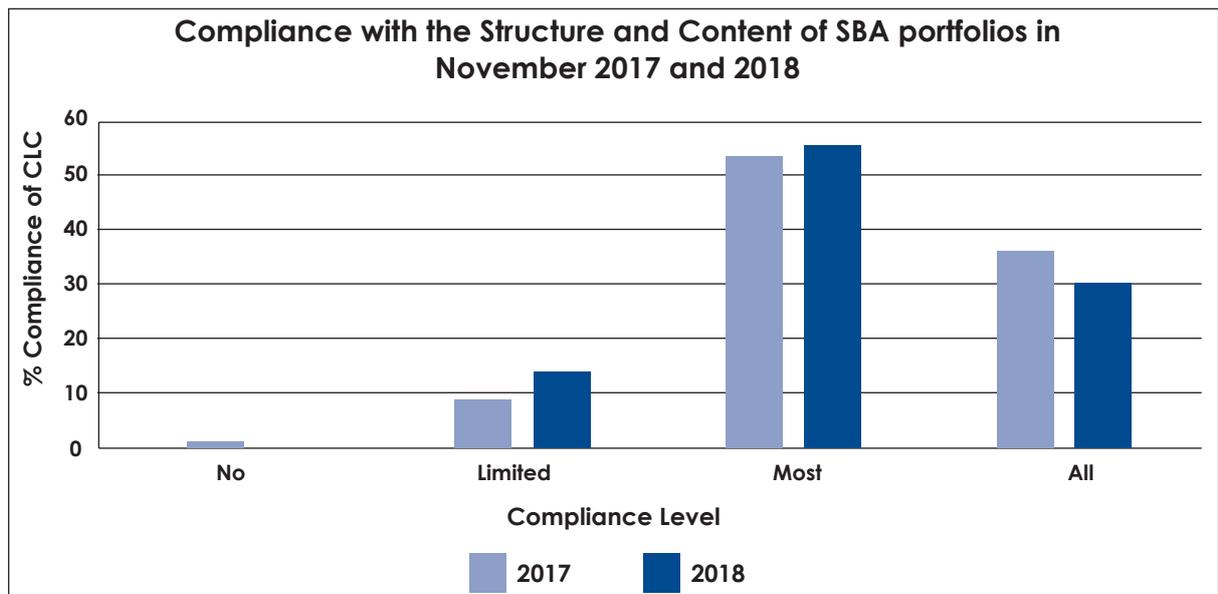


Figure 3E: Comparison of compliance with the structure and content of SBA portfolios in November 2017 and 2018

d) Implementation of Assessment Tasks

This criterion checked the students' POE to determine whether all five tasks were contained in the portfolio and whether the tasks were assessed according to the assessment schedule. Compliance with this criterion was judged using one of the following three outcomes:

- No compliance;
- Limited compliance;
- Compliance in all respects.

The findings show that 2% of the CLC showed non-compliance, 48% showed limited compliance and 58% were compliant in all respects with this criterion. The non-compliance was evident in two learning areas only (WHRT4 and LCZU4). In WHRT4 the project task at one of the sampled CLC was not in the students' portfolios but there was a mark for the task. There were also no dates indicated as to when the assessments were conducted. The LCZU4 students' portfolios did not contain all the tasks and rubrics and the assessments were not conducted according to the assessment plan.

e) Student Performance

Umalusi measured compliance in this criterion by checking whether:

- Students interpreted the tasks correctly;
- Students' responses met the expectations and demands of the tasks; and
- Students were able to respond to questions at different levels of difficulty, as set in the SBA task.

The overall compliance for this criterion was 86%. Fifty percent of the CLC were compliant in most respects and 36% were compliant in all respects. The learning areas that showed full compliance, in the SBA portfolios that were moderated, were: LCND4 (four CLC), LCSO4 (three CLC), LCVE4 (five CLC), NATS4 (six CLC), MMSC4 (four CLC), AAAT4 (four CLC), HSSC4, INCT4 and LCTS4 (three CLC each), ANHC4, LCSW4 and LCSP4 (two CLC each) and LIFO4 (one CLC).

Thirteen percent of the sample had limited compliance. Umalusi moderators identified the following challenges:

- Misinterpretation of questions and instructions. Students did not understand what was expected from them. (ECD4, LCEN4, LCZU4, LIFO4, SMME4, TECH4);
- The lecturers did not understand the requirements of the task and provided marks without referring to the key evidence indicators in the rubric (ECD4);
- No evidence of how marks were awarded (ECD4, LCEN4, LCXI4). This was especially true in the case where rubrics and matrices had to be used;
- It was difficult for students at one CLC to sympathise with the real-life situation that the question demanded (EMSC4);
- Poor performance of students was linked to poor guidance from the lecturers (HSSC4, ECD4, TECH4 and WHRT4);
- Calculation errors and errors in the transfer of marks resulted in misrepresentation of student performance (LCAF4);

- Students submitted incomplete tasks and, in some cases, did not submit the tasks at all (LCZU4, LCXI4, LIFO4, TECH4, WHRT4); and
- There was evidence of copying and photocopies were submitted (WHRT4).

Two centres showed non-compliance (one for LCXH4 and the other for TECH4) with this criterion. Umalusi indicated that at one centre, the LCXH4 assignment was incomplete and there was no evidence of the research or investigation. Students in another CLC found all the TECH4 tasks challenging. Their performance was poor and this showed insufficient preparation for the tasks by the lecturer.

Non-compliance decreased from 29% in November 2017 to 14% in 2018. Compliance with this criterion increased from 71% in November 2017 to 84% in 2018. The comparison for 2017 and 2018 is indicated in Figure 3F below.

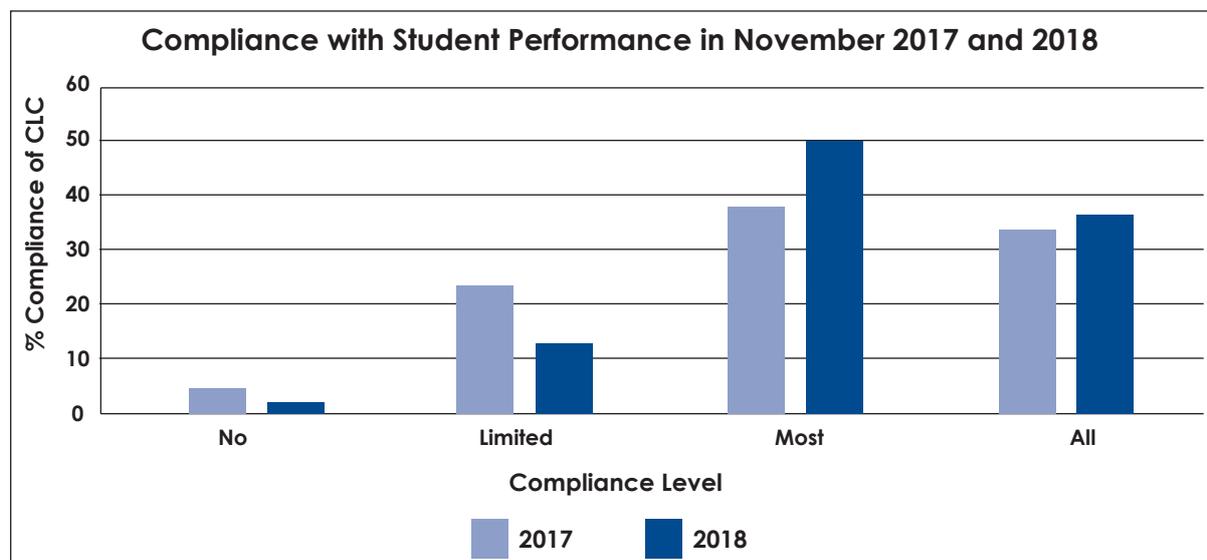


Figure 3F: Comparison of compliance with student performance in November 2017 and 2018.

f) Quality of Marking

This criterion determines whether:

- Marking was consistent with the marking guideline;
- The quality and standard of marking was acceptable;
- The mark allocation was in line with the performance of the candidate; and
- The totalling and transfer of marks to the mark sheet were accurate.

There was an alarming increase, from 9% in November 2017 to 17% in 2018, in non-compliance with the quality of marking criterion. The following learning areas were affected: ECD4 (one CLC), EMSC4 (eight CLC), LCEN4 (three CLC), LCXH4 (three CLC), LIFO4 (one CLC), MLMS4 (one CLC), NATS4 (four CLC) and WHRT4 (two CLC).

In ECD4 the marking was inconsistent with the marking guideline, with marks being allocated for incorrect responses, thus not reflecting the true performance of the students. The lecturer allocated marks for unmarked tasks, made calculation and

recording errors and it was evident that the lecturer was not familiar with the use of a rubric as a marking tool.

There was a considerable gap between the original marks by the marker, those of the provincial moderator and those of the Umalusi moderator in EMSC4. This was the result of inconsistency in applying the marking guideline. Marks were inflated and thus were not a true reflection of students' performance.

There was a general trend towards over-marking in LCEN4, caused by incorrect use of the marking tools, especially the matrix, and of accepting incorrect responses in the test.

In LCXH4, the lecturer did not use the rubrics as required. This was evident in the final marks allocated, as the rubric was totalled out of 20 instead of the 25 that was allocated by the lecturer. High marks were also allocated for incomplete tasks.

There was evidence of poor quality marking and marking that was inconsistent with the marking guideline in all sampled CLC in NATS4. The marks were not a true reflection of students' performance.

Apart from poor marking and deviation from the marking guidelines, Umalusi also suspected copying and cheating, with students producing verbatim answers across all tasks in WHRT4. This was not detected by internal moderators across the different levels of moderation.

Despite poor marking being identified as a concerning factor in 2016 and 2017, it continued to be a concern in 2018. Figure 3G below shows a comparison of compliance for this criterion in November 2017 and 2018.

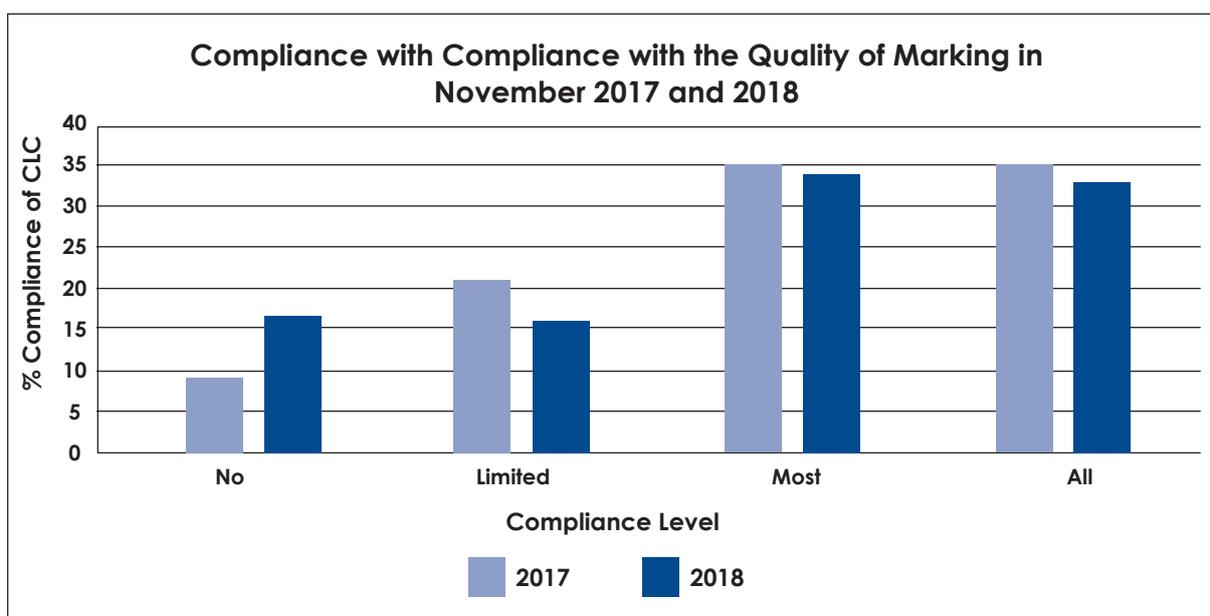


Figure 3G: Comparison of compliance with quality of marking in November 2017 and 2018

3.4 Areas of Good Practice

The following were identified as good practice during moderation:

- There was improvement in the adherence of SBA portfolios with the EAG;
- Students' portfolios contained most of the required documents; and
- Overall, student performance was more in line with expected performance.

3.5 Areas of Non-compliance

The following areas of non-compliance were identified:

- Most lecturers' portfolios did not contain evidence of teaching and learning;
- Lecturers in most CLC did not provide students with the criteria for assessment;
- Students' portfolios in some CLC did not contain assessment plans, other documents and records of scores;
- The quality of internal moderation at CLC and district level was poor. There were signs of shadow marking, which allowed inconsistencies in marking;
- Internal moderators did not provide detailed and constructive feedback to lecturers and students; and
- The quality of marking was poor in most CLC.

3.6 Directives for Compliance and Improvement

The DHET must act on the following directives in order to comply with the requirements and to improve the quality of SBA portfolios. The DHET must:

- Strengthen its training of lecturers on the proper implementation of SBA;
- Train internal moderators to conduct an effective moderation process. This will eliminate shadow marking practices; and
- Monitor the implementation and moderation of SBA portfolios in all the provinces.

3.7 Conclusion

Generally there was an improvement in the implementation and moderation of SBA when compared with November 2017. Although there was improvement, the implementation of SBA is still a challenge in the CLC. The findings of the verification process indicated that CLC were, in most cases, not fully compliant with the criteria. This 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 of lecturers at CLC in all its regions, on the quality implementation of SBA.

CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

4.1 Introduction

Umalusi is mandated to undertake the monitoring of the state of readiness to conduct the national examinations at exit-point across the assessment bodies that offer qualifications registered on the General and Further Education Qualifications Sub-framework (GFETQSF).

The purpose of verifying the state of readiness of the Department of Higher Education and Training (DHET) to conduct the November 2018 General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations was, largely, to:

- Gauge the level of preparedness of the DHET 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 and June 2018 examinations;
- Verify that the DHET had systems in place to ensure the integrity of the November 2018 GETC: ABET L4 examinations; and
- Report on any shortcomings identified during the evaluation and verification of the DHET systems.

For 2018, Umalusi piloted a reconceptualised approach to carry out the state of readiness processes. This approach is detailed in 4.2 below.

4.2 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-phased approach that emphasised a risk-management based approach.

In Phase 1, a desktop evaluation, the DHET was required to submit the following:

- a) Improvement plans and progress reports related to the directives for compliance issued for the 2017 GETC: ABET L4 examinations;
- b) Their annual management plan for the 2018 examinations, and
- c) A completed self-evaluation instrument.

Phase 2 covered risk analysis and feedback, in which Umalusi used submitted self-evaluation reports to assess the level of preparedness of DHET to conduct the examinations. The reports were analysed and from the information gathered, risks and gaps that might impact on the delivery of a credible examination were identified. Such identified potential risks and or gaps informed the follow-up verification audits that Umalusi carried out.

In Phase 3, a summative evaluation of DHET to deliver a credible examination was conducted to verify aspects listed in the risk profile report. This phase was critical in ensuring that all risks identified were understood and mitigated prior to the commencement of the writing of the examinations.

The verification process was conducted on various aspects, as outlined in the DHET GETC risk profile.

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

4.3 Summary of Findings

The summarised findings below are in line with the focus areas indicated in the instrument for monitoring the state of readiness.

4.3.1 Registration of Candidates and Examination Centres

a) Registration of Candidates

Registration of candidates was completed in seven out of nine provincial education departments (PED) at the time of the state of readiness visit. Eastern Cape and Limpopo were still busy with the registration of candidates. Preliminary schedules of entries had been sent to centres for verification and correction of information in the seven PED. The PED cited time constraints caused by the delay in the approval for the release of the June 2018 GETC: ABET L4 results as a reason for registration being delayed. Table 4A provides the number of registered candidates registered at the time of the visit to the DHET.

Table 4A: Number of registered students at the time of the visit

PED	Number registered
Eastern Cape	Still capturing
Free State	3 035
Gauteng	14 560
KwaZulu-Natal	19 826
Limpopo	Still capturing
Mpumalanga	6 628
Northern Cape	1 512
North West	3 736
Western Cape	2 642
Total	51 939

The procedures to manage immigrant candidates and concessions were in place in all PED; however, no PED submitted information regarding immigrant candidates. KwaZulu-Natal and Northern Cape PED had a total of 27 concession applications that had been finalised.

4.3.2 Registration of Examination Centres

No new examination centres were registered for the November 2018 GETC: ABET L4 examinations. Table 3B provides the number of centres registered to write the November 2018 GETC: ABET L4 examinations.

Table 4B: Number of registered examination centres at the time of visit

PED	Examination centres	Correctional Services
Eastern Cape	Still capturing	-
Free State	127	8
Gauteng	47	0
KwaZulu-Natal	704	0
Limpopo	Still capturing	-
Mpumalanga	195	0
Northern Cape	93	5
North West	141	1
Western Cape	77	1
Total	1 384	15

All PED categorised their examination centres in terms of risk profile: 1 327 centres were classified as low risk, 40 as moderate risk and 27 as high risk centres. All Correctional Services centres were classified as high risk and were to be closely monitored. Table 4C indicates the classification of centres.

Table 4C: Categorisation of examination centres at the time of visit

PED	Low risk	Medium risk	High risk
Eastern Cape	Still capturing	-	-
Free State	127	0	8
Gauteng	47	0	0
KwaZulu-Natal	666	25	13
Limpopo	Still capturing	-	-
Mpumalanga	180	10	5
Northern Cape	88	5	0
North West	141	0	1
Western Cape	77	0	1
Total	1 326	40	28

4.3.3 Conduct of Site-Based Assessment (SBA)

The provincial moderation of SBA in Eastern Cape, Gauteng, Free State, Kwazulu-Natal, Mpumalanga, Northern Cape, North West and Western Cape was managed by the respective PED, and each had management plans in place for this process. These eight PED had dedicated provincial officials responsible for coordinating moderation. In Limpopo, the regional office of Community Education and Training, together with the Limpopo Community Education and Training College, conducted moderation of SBA. The Limpopo PED was responsible only for capturing the SBA marks.

A dedicated DHET team had plans in place to monitor the moderation of SBA portfolios in all nine provinces. The team shared a report on the process in Northern Cape with Umalusi. There was evidence that all PED trained staff at their community learning centres on SBA implementation.

Umalusi visited the nine PED and found that they were ready to conduct the moderation of SBA portfolios.

4.3.4 Printing, Packaging and Distribution

Printing, packaging and distribution of examination material was conducted by all nine PED.

a) Printing and Packaging of Question Papers

All nine provinces had developed management plans for printing question papers. Seven provinces used in-house printing facilities while the printing was outsourced in Free State and Northern Cape. Improvements in handling question paper master copies had been implemented in all provinces. Dedicated staff members were appointed to monitor the printing process and regular evaluation meetings were held to evaluate progress. All officials involved in the printing process had either already been vetted or were undergoing the vetting process. All officials signed an oath of secrecy and declaration forms.

Question papers were to be packaged automatically at the printing facilities in six provinces to avoid, where possible, human contact with live question papers. Manual packaging was to be done in North West, Free State and Northern Cape. Umalusi noted with concern that loose question papers were to be transported between Pretoria (where they were printed) and Kimberley (to be packed) and recommended strict monitoring of the process.

b) Distribution of Question Papers

All nine provinces would closely monitor distribution of question papers from the provincial printing facilities to the provincial nerve centres and nodal points. Distribution vehicles were to be tracked in transit and, where necessary, armed security guards were to be employed. Question papers would be distributed weekly, using secured vehicles.

All provinces had made considerable improvement in security at storage facilities. Double locking systems were installed at storage points across the PED and security guards were deployed at all storage facilities. Storage points had been audited by the respective PED and facilities that did not meet security standards had been improved or replaced.

The distribution and return of question papers and answer scripts to and from examination centres was to be managed through identified distribution points, except in the Western Cape. Here, the process was to be managed, on a weekly basis, by an appointed courier company. Question papers would be stored at the respective

schools. PED had set a one-hour norm time for the return of answer scripts to the distribution points by the examination centres.

Umalusi recommended triple-seal satchels for Free State, where single-seal satchels were being used for the return of answer scripts. Installation and maintenance of security cameras at district nodal points required attention of PED.

Umalusi noted substantial improvement in the printing process of the question papers across the provinces and in the implementation of recommendations from the 2017 state of readiness report. Umalusi acknowledged the following innovations at printing facilities:

- In-house state-of-the-art printing facilities in Gauteng and Western Cape;
- Electronic scanning and archiving of scripts in Gauteng; and
- A central monitoring system at head office to monitor all nerve centres and nodal points in Mpumalanga.

The following observations required attention:

- Manual packaging of question papers in Free State and North West;
- Transport of non-prepacked question papers in Northern Cape;
- Vacancies in the examination section that put pressure on available staff across all PED; and
- Security measures in a number of schools used as storage facilities in Northern Cape and North West (45) and 59 storage points in Limpopo.

4.3.5 Conduct of the Examinations

The PED conducted an audit of all their examination centres. All PED had plans in place for the appointment and training of chief invigilators and invigilators. In all PED, training of invigilators was to be conducted in October 2018. The chief invigilators were to train invigilators. The DHET head office was to monitor the training of chief invigilators in the provinces. PED had plans to implement monitoring of the writing phase of the examination. Examination monitors, both district and provincial, were not yet trained in all PED but the management plans were in place for this process. Training programmes and monitoring instruments to be used were ready.

4.3.6 Appointment and Training of Marking Personnel

The absence of common guidelines with common criteria was noticed. Each PED had developed its own criteria and a published list, as part of the Examination Instructions. Different stakeholders were to be invited to form a panel for the selection process. Evidence, such as attendance registers and minutes, were verified.

4.3.6.1 Appointment of Marking Personnel

Chief markers and internal moderators were appointed for a minimum period of three years, depending on the requirements and period stipulated by each PED. The DHET monitored the selection and appointment of marking personnel in KZN and GP. DHET also conducted the verification audit of selected marking personnel in EC, FS, MP, NC, NW, and WC provinces. Umalusi conducted an audit of selected marking personnel

recommended for appointment in four provinces, namely Free State, KwaZulu-Natal, North West and Western Cape.

All PED appointed sufficient marking personnel for the marking of the November 2018 GETC: ABET L4 examinations. PED also had reserve lists of marking personnel should there be a need for additional markers.

Table 4D below provides the details of the number of marking personnel appointed for the GETC November 2018 GETC: ABET L4 marking process.

Table 4D: Number of marking centres and marking personnel

Marking Personnel	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Marking centres	1	1	1	5	1	1	1	1	1	13
Markers	212	106	362	341	326	157	28	104	55	1 691
Senior markers	38	15	52	68	45	28	0	16	7	269
Deputy chief markers	11	0	14	10	4	3	0	0	0	42
Chief markers	15	15	26	20	22	24	10	16	18	166
Internal moderators	15	9	26	20	16	24	10	16	18	154
Centre managers	1	1	1	5	1	1	1	1	1	13
Deputy centre managers	1	1	1	5	1	1	1	1	1	13
Examination assistants	32	28	24	54	45	25	12	12	14	246
Data capturers	12	15	10	60	18	10	4	16	2	147

4.3.6.2 Training of Marking Personnel

Training of chief markers and internal moderators was to be coordinated at national level during the standardisation of marking guidelines. Management plans were in place in all PED for the training of chief markers. Chief markers and internal moderators were to train senior markers and markers at provincial level at the marking centres, prior to the commencement of marking.

A new initiative was that the DHET would use national internal moderators to assess the standard and quality of marking of the fundamental learning areas across sampled PED marking centres.

4.3.7 Marking Centres and their Management

a) Dates for Marking

At the time of the state of readiness visit, all PED had secured the marking centres for the GETC: ABET L4 examinations. Table 4E below provides details of the marking period for the November 2018 GETC: ABET L4 marking process.

Table 4E: Marking period per province

PED	Commencement	Termination
Eastern Cape	1 December 2018	11 December 2018
Free State	30 November 2018	9 December 2018
Gauteng	30 November 2018	14 December 2018
KwaZulu-Natal	2 December 2018	10 December 2018
Limpopo	30 November 2018	11 December 2018
Mpumalanga	1 December 2018	12 December 2018
Northern Cape	24 November 2018	13 December 2018
North West	30 November 2018	14 December 2018
Western Cape	24 November 2018	30 November 2018

b) Management of Marking Centres

Centre managers had been appointed in seven of the nine provinces at the time of Umalusi's visit. The appointment of centre managers was to be finalised at the end of October 2018 in Gauteng and Northern Cape. In all PED, marking centre managers were to be appointed among examination officials. PED appoint staff from deputy chief education specialist level and upwards as centre managers. Training of centre managers would take place, according to the respective PED management plans, in November 2018.

4.3.8 Management of Irregularities

The DHET had appointed a project manager who was responsible for developing the regulations. These had not been finalised at the time of Umalusi's visit, but the intention was to complete the draft of the irregularities chapter before the November 2018 examinations.

It was reported that PED, through their Provincial Examination Irregularities Committee (PEIC), would be responsible for dealing with any GETC irregularities. The DHET would play an oversight role.

The DHET was in the process of establishing the committee that would deal with GETC irregularities, to be called the Community Education and Training National Examination Committee (CETNEC). The irregularities structure would have committees dealing with irregularities at campus, regional and national levels.

4.3.9 Capturing of Examination Marks

The DHET has developed standard operating procedures for mark capturing. The different PED had developed management plans and a process flow for mark sheets and mark capture. Data capturers had been appointed: the PED used both permanent staff and contract personnel. All capturers were to be security verified and were required to sign confidentiality declarations. All provinces indicated that a double-capture process would be in place. This also incorporated a built-in system that barred one person from both capturing and verifying a particular mark sheet.

A provincial database for certification would be submitted to Umalusi, as per provincial plans. Dedicated staff had been appointed by provinces to manage the certification processes.

4.4 Areas of Good Practice

Umalusi acknowledged the following good practices and progress by DHET:

- The registration process of candidates had been completed effectively in seven provinces;
- All PED categorised their examination centres in terms of risk profile;
- State-of-the-art printing equipment and/or a substantial improvement to minimise human involvement in the printing and packaging process;
- Vetting of personnel involved in the printing and packaging of question papers;
- Monitoring of the training of chief invigilators in provinces;
- Dedicated team responsible for the GETC: ABET L4 processes;
- Monitoring of the moderation of SBA portfolios in a sample of PED;
- Clearly set criteria for appointment of marking personnel were available for verification;
- Drafting of a chapter on GETC irregularities was under way;
- Proposal for the establishment of structures dealing with GETC irregularities at campus, regional and national levels;
- The efficiency of PED (GETC) in the control of bulk certificates before dispatch to centres was commendable;
- The system's ability to separate reissues from normal replacements when certification datasets were extracted;
- The certification system prevents one user from both capturing and approving a certification request.

4.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- Unavailability of training manual and procedural manual /guidelines/ policy for the capturing of marks;
- Absence of common practice and guidelines for the implementation and moderation of SBA across provinces;
- Absence of common guidelines for the appointment of marking personnel across PED;
- Transport of non-prepacked question papers in Northern Cape;
- Vacancies in the examination section that put pressure on available staff;
- The DHET not fully carrying out its responsibility of overseeing the resolution of GETC irregularities by the PEIC.

4.6 Directives for Compliance and Improvement

Umalusi requires the DHET to ensure that:

- There is common practice across all PED regarding the implementation and moderation of SBA portfolios;
- Guidelines be developed and implemented across all PED for the appointment of marking personnel;
- There is adequate security during the transit of examination material by PED and that the DHET oversees the process of transit; and
- DHET oversees the resolution of GETC irregularities by the PEIC.

4.7 Conclusion

After the challenges experienced with the June 2018 examinations, the DHET appointed a dedicated team to attend to GETC issues. This was commendable and it is assumed that the team will ensure constant communication and improved practices. The team has begun its work, with monitoring of processes like the state of readiness of provinces to conduct examinations, the training of chief invigilators, moderation of SBA portfolios and the appointment of marking personnel. With all the measures put in place to strengthen systems and processes, Umalusi was satisfied that the DHET would be able to conduct, administer and manage the November 2018 GETC: ABET L4 examinations in a credible manner.

CHAPTER 5 MONITORING OF WRITING

5.1 Introduction

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

The Department of Higher Education and Training provided Umalusi with the following:

- Learning area registration data that indicates the number of centres registered and the physical addresses of the centres.

The registration data showed learning area entries in each examination centre per district in each Provincial Education Department (PED).

5.2 Scope and Approach

Umalusi used the enrolment data provided by the DHET to sample sites to be monitored. Nationally, Umalusi monitored 30 examination centres where Umalusi monitors were deployed and six additional centres were monitored by Umalusi staff (See Table 5A). Table 5A indicates the number of centres monitored per province.

Table 5A: Number of centres monitored per province

	EC	FS	GP	KZN	LP	MP	NW	NC	WC	Total
Number of Centres	04	04	02	08	03	06	02	02	05	36

Table 5B indicates the centres monitored across the nine provinces.

Table 5B: Examination Centres monitored for the writing of Examinations

No.	Province	Community Learning Centre	Date	Learning Area	No. of Candidates	
					Registered	Wrote
1	Eastern Cape	Bofolo CLC	29 October 2018	Information and Communication Technology L4	63	34
2	Eastern Cape	Mdantsane Correctional Centre	07 November 2018	Mathematical Literacy L4	60	29
3	Eastern Cape	Mgobozi CLC	02 November 2018	English L4	15	07
4	Eastern Cape	Ntukayi CLC (Bizana)	16 November 2018	Early Child Development L4	73	65
5	Free State	Ikatemetseng CLC	02 November 2018	English L4	04	04
6	Free State	Lengau Government CLC	09 November 2018	Travel and Tourism L4	24	10
7	Free State	Phalole CLC	31 October 2018	Life Orientation L4	45	30
8	Free State	Umzamo Wemfundo CLC	13 November 2018	Economic and Management Sciences L4	56	24

No.	Province	Community Learning Centre	Date	Learning Area	No. of Candidates	
					Registered	Wrote
9	Gauteng	Reneliwe CLC	07 November 2018	English L4	502	264
10	Gauteng	Victory CLC	07 November 2018	Mathematics and Mathematical Sciences L4	54	25
					223	157
11	KwaZulu-Natal	Celulwazi CLC	29 October 2018	Information and Communication Technology L4	37	34
12	KwaZulu-Natal	Esikhawini CLC	02 November 2018	English L4	243	14
13	KwaZulu-Natal	Impumelelo CLC	02 November 2018	English L4	191	118
14	KwaZulu-Natal	Kwa-Njinwayo CLC	13 November 2018	Economic and Management Sciences L4	112	99
15	KwaZulu-Natal	Second Chance CLC	16 November 2018	Early Child Development L4	199	183
16	KwaZulu-Natal	Mayika CLC *	15 November 2018	Ancillary Health Care L4	42	33
17	KwaZulu-Natal	Ndlangubo CLC *	08 November 2018	Small Medium and Micro Enterprises L4	55	55
18	KwaZulu-Natal	Wisdom Cluster of Centres *	16 November 2018	Early Childhood Development L4	173	121
19	Limpopo	Makwerela CLC	01 November 2018	Arts and Culture L4	92	81
20	Limpopo	Nkwana CLC	07 November 2018	Mathematics and Mathematical Sciences L4	98	21
21	Limpopo	Thusano CLC	19 November 2018	Wholesale and Retail L4	169	162
22	Mpumalanga	Inkambeni CLC *	12 November 2018	Human and Social Sciences L4	41	41
23	Mpumalanga	Kabokweni CLC*	13 November 2018	Economic and Management Sciences L4	67	28
24	Mpumalanga	KaMaqhekeza CLC	31 October 2018	Life Orientation L4	208	136
25	Mpumalanga	Ntsie CLC *	09 November 2018	Travel and Tourism L4	44	33
26	Mpumalanga	Rivoningo CLC	13 November 2018	Economic and Management Sciences L4	92	45
27	Mpumalanga	Wesselton CLC	02 November 2018	English L4	92	61
28	North West	Lemogang CLC	08 November 2018	Small Medium and Micro Enterprises L4	19	14
29	North West	Mphatlhalatsane CLC	07 November 2018	Mathematical Literacy L4	70	47
30	Northern Cape	Itsosoropeng CLC	07 November 2018	Mathematical Literacy L4	32	29
31	Northern Cape	Pescodia CLC	16 November 2018	Early Child Development L4	20	12
32	Western Cape	Die Duine CLC	19 November 2018	Wholesale and Retail L4	26	19

No.	Province	Community Learning Centre	Date	Learning Area	No. of Candidates	
					Registered	Wrote
33	Western Cape	Drakenstein Correctional Centre	13 November 2018	Economic and Management Sciences L4	40	40
34	Western Cape	George CLC	09 November 2018	Travel and Tourism L4	78	60
35	Western Cape	Phumelela CLC	07 November 2018	Mathematical Literacy L4	78	38
36	Western Cape	Witzenburg CLC	12 November 2018	Human and Social Sciences L4	41	26

*Centres monitored by Umalusi staff

The monitors reported on the capabilities of the centres in terms of the six criteria of the Umalusi instrument used for the monitoring of writing of examinations and reported on the level of compliance by the centres to the policies pertaining to the conduct, administration and management of the GETC: ABET Level 4 examinations.

5.3 Summary of Findings

Guided by the grounding criteria of the monitoring of writing of examinations instrument, Table 5C indicates the compliance of the 30 centres with six criteria as captured in the monitoring reports of the Umalusi monitors. Please note that the findings of the Umalusi staff is not included in this table.

Table 5C: Level of compliance in relation to monitoring of writing criteria

Criterion	Met 90% to 100%	Met 80% to 89%	Met 70% to 79%	Met 60% to 69%	Met 50% to 59%	Met 40% to 49%	Met less than 40%	Total number of centres
Preparation for the examination	46.7	36.7	06.7	10.0	00.0	00.0	00.0	30
Invigilators and their training	73.3	00.0	17.2	00.0	10.0	00.0	00.0	30
Preparations for writing	40.0	13.3	30.0	03.3	06.7	03.3	03.3	30
Time management of activities during the examination	66.7	16.7	03.3	03.3	06.7	00.0	03.3	30
Activities during writing	53.3	36.7	06.7	00.0	00.0	00.0	03.3	30
Packaging and transmission of scripts after writing	90.9	10.0	00.0	00.0	00.0	00.0	00.0	30
Average %	61.7	18.9	10.6	02.8	03.9	00.6	01.7	

A comprehensive analysis, evaluation and interpretation of the data derived from the monitoring reports are provided in the section below.

5.3.1 Preparation for the Examination

Preparation of examination venues is a responsibility entrusted to the chief invigilators and invigilators.

From the 30 monitored centres, an official from the assessment body to verify that all the facilities required for conducting the examination were available evaluated fewer than 50%. Thirteen (43%) had state of readiness (SoR) reports. At one centre (KaMaqhekeza CLC), the centre manager himself completed a SoR monitoring tool. At Lengau CLC, a district official brought a copy of the SoR on request to the monitored centre.

At KaMaqhekeza CLC, Ikatametseng CLC and Bofolo CLC no official timetable developed by the Department of Higher Education and Training (DHET) was available.

Candidates were duly registered except for: one candidate at the Lemogang CLC was not registered. Furthermore, at Phumelela CLC, three candidates were registered at a different centre, four were not registered at all, and their details were not on the mark sheet.

The environment was conducive for writing of the examination at 27 (90%) of the centres, but at Lengau CLC, Makwerela CLC and Rivoningo CLC noise levels were substantial and disturbing. Hundred present of the examination rooms had ample lighting. On the day of the monitoring visit no water was available at Bofolo CLC and at Mphatlalotsane CLC the toilets were in a bad state.

Challenges in terms of accommodation in the examination rooms were observed. Eight centres (27%) accommodated candidates in more than one examination venue. At Lengau CLC the examination room was prepared for six candidates only and further preparations had to be made when more candidates arrived.

The computers at Bofolo CLC were not properly arranged. Candidates could have easy access to adjacent computers. Bofolo AET Centre and Celulwazi CLC did not have enough computers to accommodate all the candidates. At Celulwazi CLC only 28 laptops were available for 34 candidates who wrote Information Technology on the day of the monitoring visit. No dividers between the computers were provided at Celulwazi CLC.

One examination room at Itsotsoropeng CLC was overcrowded. Furniture suitable for Grade 1 and 2 learners were used to accommodate candidates at Rivoningo CLC and at Itsotsoropeng CLC candidates shared double desks in one of the examination rooms. In one of the three examination rooms at Rivoningo CLC and at Phumelela ALC the tables were not spaced one metre apart

In 23 centres (77%) the examination material was either collected and delivered by the District/Circuit officials daily or collected by the Centre Manager/Chief Invigilator at the nodal point and delivered to the nodal point. Examination materials were delivered and collected at set dates according to a schedule at Phumelela CLC. At Die Duine CLC the papers are delivered and collected by a courier. At two centres

in the Western Cape the WCED delivered and collected the material weekly. The Lemogang CLC encountered problems with the delivery of the examination material because the papers were delivered at a neighbouring school and the principal of the school had to deliver the papers at the centre (not always adhering to the time frames).

All papers were verified that it was the correct paper in terms of the time and date specified on the examination timetable. The transfer of the examination question papers were carefully checked and signed upon receipt at all the centres. The Chief Invigilators at all the centres verified that all question papers were sealed on arrival.

Sixteen (53%) centres had access to a strong room or safe to store the examination material. At Bofolo CLC the material was kept in a lockable cabinet in the office of the Centre Manager and at three examination centres (10%) the material was directly delivered to the examination rooms. At Reneilwe CLC and Kwa-Njinwayo CLC the material was kept in an unlocked cabinet in the principal's office and on the table in the administration block respectively.

5.3.2 The Invigilators and their Training

The obligation to ensure timely and thorough training of chief invigilators and invigilators rests with the assessment bodies and the PED.

Twenty-six centres appointed the principal or centre manager as chief invigilator. It was noted by the monitors that:

- At Bofolo CLC and Die Duine CLC the principal was appointed as chief invigilator but no appointment letter was available;
- At Celulwazi CLC a retired principal was appointed as chief invigilator and at Mgobozi CLC, Mdantsane Correctional Centre and Victory CLC, a teacher was appointed as chief invigilator; and
- Twenty-seven of the 30 chief invigilators were trained between 31 July 2018 and 29 October 2018, but no proof of training of the chief invigilators was observed at Lemogang CLC, Mphatlalatsane CLC, Impumelela CLC, Pescodia CLC and Esikhawini CLC.

Teachers were appointed, in writing, as invigilators at 23 centres, as were community members at Nkwana ABET Centre and Witzenburg CLC.

From the monitoring reports it became apparent that:

- The invigilator appointed at Itsosoropeng CLC had an appointment letter dated 2017 and at Mphatlalatsane CLC, Bofolo CLC, Celulwazi CLC and Lemogang CLC, there were no proof-of-appointment letters;
- No evidence of training of invigilators was available at Celulwazi CLC, Kwa-Njinwayo CLC, Mphatlalatsane CLC, Lemogang CLC, Phumelela CLC and Itsosoropeng CLC;
- The chief invigilator at Bofolo CLC reported that he had not yet appointed the invigilators because he, together with all educators, had attended a workshop conducted by the assessment body from 22 to 26 October 2018 and he had not found time to do so;

- At four (13%) centres, invigilators were not trained by the chief invigilators before the commencement of the examinations; and
- At all the other centres, training of invigilators was conducted between 14 August 2018 and 29 October 2018.

5.3.3 Preparations for Writing

Invigilators should ensure that candidates are seated at least 30 minutes before the commencement of the examination session.

At Lengau CLC candidates were admitted to the examination room at 14:40 because they had permission, in writing, for the session to start at 15:00; and at Lemogang CLC at 13:44. At 23 (77%) centres, the candidates were admitted at least 30 minutes before the commencement of the examination sessions.

It was established from monitoring at the centres that:

- The invigilators at Lemogang CLC and Makwarela CLC did not verify candidates' admission letters and proof of identity; and
- At Lengau CLC the monitor found, after the commencement of the session, blank A4 pages in a candidate's plastic pocket that also contained the admission letter and proof of identity. No verification had been done on admission of the candidates to the examination room.

There was only one invigilator, instead of two, in the computer laboratory where 21 candidates were writing at the Bofolo CLC. At Thusano CLC, the ratio was one invigilator to 32 candidates. At all other centres the ratio of 1:30 was adhered to.

Invigilator timetables were not available at Bofolo CLC and Mgobozi Adult CLC and no relief timetables were available at Phumelela ALC, Wesselton CLC, Witzenburg CLC and George CLC.

There were no seating plans indicating desk arrangements and the examination numbers of candidates were observed at nine centres. Candidates were seated randomly at five centres and at one centre the seating plan was only drawn up when the candidates arrived.

At 17 (57%) centres clocks displayed the time and in seven centres, other means of displaying time was used (time intervals on boards). Relevant examination information was displayed in 26 (87%) centres on a board. At six centres no information was noticed.

Calculators were checked for compliance in subjects where they were indicated on the examination question papers as permitted.

Non-compliance with requirements was reported at:

- Lemogang CLC where all candidates were not registered to write the examination and no irregularity documents were completed;

- Phumelela CLC where three candidates were not registered and four were not registered at all; and their names did not appear on the mark sheet; and
- Kwa-Njinwayo CLC and Lemogang CLC candidates' possession of cell phones was not checked; and at Lemogang CLC a cell phone rang at 16:12.

Examination files, including examination manuals, were available at all examination centres except Lengau CLC and Thusano CLC. Examination files contained official timetables, except at Bofolo CLC where no invigilator's timetable was observed. Six (20%) centres had no evidence of relief invigilator timetables.

At Bofolo CLC, Pescodia CLC, Lengau CLC, Umzamo Wemfundo CLC and Mphatlhalatsane CLC no signed invigilator registers were available.

No attendance record of monitors were filed at seven (23%) of the 30 examination centres. The unavailability of irregularity forms in the files of six centres and unavailability of signed dispatch forms at four centres were reported.

Twelve centres (40%) could provide proof of monitoring visits conducted by the assessment body.

No concessions were granted on the day of the monitoring visits at 29 centres. The only concession reported was at Die Duine CLC. Copies of temporary identity documents were filed at Phalole CLC (Lesotho travel document) and Reneilwe CLC (one passport and 85 temporary IDs).

5.3.4 Time Management for Activities during the Examination

Examination centres should introduce strict time management strategies and allocate time frames before, during and after the examination session, in compliance with the policies.

The monitor reports reflected that the invigilators reported at the examination venues on time; candidates present on the day of the examination sessions signed the attendance registers; and invigilators issued only official answer books to candidates.

Examination question paper envelopes were opened in front of the candidates and distributed to the candidates on time. However, the monitors reported that at Kwa-Njinwayo CLC, Phumelela CLC, Second Chance CLC, Ntukayi CLC, Die Duine CLC and Witzenburg CLC the candidates were not asked by the invigilator to go through the examination question paper, page by page, to check it against the certified copy (technical check).

At 28 (93%) of the centres candidates were allowed 10 minutes' reading time before the official commencement of the examination, except at Bofolo CLC and Second Chance CLC.

At Witzenburg CLC and Second Chance CLC, the invigilators did not check the correctness of the information on the cover page of the answer books.

From the reports, the following contradictions to the requirements for time management at examination centres emerged:

- Nine centres did not read the examination rules to candidates (Mgobozi CLC, Mdantsane Correctional Centre, Kwa-Njinwayo CLC, Impumelela CLC, Rivoningo CLC, Witzenburg CLC, Lemogang CLC, Die Duine CLC and Second Chance CLC);
- At Lengau CLC the examination session commenced at 15:10, at Kwa-Njinwayo CLC candidates started writing during the reading time and at Witzenburg CLC they started at 14:05;
- One candidate arrived after 15:00 at the examination venue at Reneilwe CLC and was refused entry; and at George CLC a candidate arrived at 14:05 when the examination session had started at 13:00. An irregularity was filed at George CLC; and
- Although the examination officially ended at 17:00 at Celulwazi CLC, the chief invigilator allowed 10 minutes' extra time for six candidates.

5.3.5 Activities during Writing

Proper management of the writing phase of the examinations must be maintained by the respective centres to combat malpractices and to safeguard the integrity of the examinations.

The data retrieved from the monitoring visits reflects the following inconsistencies:

- A candidate left the examination room to visit the ablution facilities without being escorted by a person of the same gender at Mphatlhalatsane CLC; and 11 (37%) candidates failed to produce IDs at Bofolo CLC;
- At Celulwazi CLC there was a shortage of six laptops; and the chief invigilator allowed six candidates extra time (10 minutes) of his own accord;
- Lecturers who taught the learning areas written on the day of the visit invigilated during these writing sessions at two centres (Lemogang CLC and KaMaqhekeza CLC);
- At Lemogang CLC one unregistered candidate wrote the examination and at Die Duine CLC, a candidate had neither an ID nor an admission letter, and an irregularity was filed. Other irregularities occurred during the examination session at Die Duine CLC: one candidate's surname was spelled incorrectly on the sticker page and the mark sheet; and another candidate's sticker page had been lost. The necessary irregularity forms were completed and filed. At Thusano CLC question papers arrived two hours late on 30 October 2018;
- At George CLC one candidate arrived at 14:05 at the examination room when the examination session had commenced at 13:00; another candidate failed to produce an ID. The centre had a copy of the candidates' IDs in their file. For both incidents the necessary documentation was completed and attached to the candidates' answer sheets;

- Three candidates were not registered at the centre where they wrote (Phumelela CLC) and four candidates were neither registered nor on the mark sheet - irregularity forms were completed and attached; and
- Invigilators were not active, mobile and vigilant for the duration of the examination session at Lengau CLC and at Lemogang CLC; and the monitors reported that at Witzenburg CLC the errata was not read to candidates.

No explanations of examination questions were asked or given by either invigilators or candidates. No unauthorised persons were observed in and around the examination rooms.

5.3.6 Packaging and Transmission of Scripts after Writing

Of paramount importance is the implementation of efficient and effective procedures to secure the packaging and transmission of scripts after each writing session.

From data the monitors gathered, the invigilator/chief invigilator either collected all answer scripts in all the centres after the candidates indicated that they had completed writing or when the examination time expired.

At 30 centres the scripts were counted and packed in a secured area of the examination venue, but at Rivoningo CLC the monitor reported that scripts were counted in the examination venue while disturbances by people who wanted to speak to the chief invigilator during the process were observed.

All examination answer scripts at the 30 centres were properly batched and packed sequentially, according to the candidates' examination numbers on the mark sheet. The number of scripts corresponded with the number of candidates marked present and who wrote the examination in all 30 centres.

Examination answer scripts were sealed in special envelopes provided for this purpose in the presence of the Umalusi monitor at all the centres, but at eight of the 30 centres no situational daily reports completed by the chief invigilator/invigilators were observed.

Scripts were transported from the examination centre by either a district/circuit official or the chief invigilator (centre manager), except at Die Duine CLC where a courier service was used; and at Phumelela CLC, where scripts were transported according to set dates.

Mphatlatsana CLC and Lemogang CLC could not provide the monitors with any evidence of dispatch documents.

5.3.7 Monitoring by the Assessment Body

The DHET as the assessment body has particular responsibilities regarding assessment and examinations. The assessment body must continue to monitor the conduct, administration and management of national examinations and assessment so that the level of quality and services continue to improve.

Twelve centres (40%) could provide proof of monitoring visits conducted by the assessment body.

Umalusi monitors established that the assessment body did not conduct any visits to (46%) examination centres.

At Mdantsane Correctional Centre the assessment body left a report indicating that the spelling of the names of candidates should be thoroughly checked. It had advised Reneilwe CLC to implement proper mechanisms to deal with irregularities. Although the assessment body visited the Reneilwe CLC, Wesselton CLC, Rivoningo CLC, Kwa-Njinwayo CLC, Victory CLC and Impumelela CLC, no reports were observed.

5.3.8 Feedback Meetings

Feedback meetings were conducted at all the centres and the monitors reported back on the status of the centres on the six key monitoring areas to the chief invigilators and/or team of invigilators. All stakeholders welcomed the feedback from Umalusi.

5.3.9 Monitoring Conducted by Umalusi Staff

Umalusi staff reported that at the six centres monitored, a conducive environment for writing the examination was observed:

The chief invigilators collected the question papers daily from the circuit office/nodal point and verified that they were the correct question papers at the six centres. At five centres, all invigilators were appointed in writing and trained for the current examination cycle (Ntsie CLC, Inkambeni CLC, Kabokweni CLC, Ndlangubo CLC and Mayika CLC). Candidates were admitted to the examination room 30 minutes before the commencement of the examination and their admission letters and IDs were verified at the six centres. The invigilator to candidate ratio of 1:30 was adhered to.

A seating plan was available and adhered to at all centres except Ndlangubo CLC. Although clocks were not in evidence, time intervals were noted on the chalkboard at six centres.

All centres adhered to the regulations regarding checking of cell phones, signing of attendance registers by candidates and the use of official answer books. The invigilators verified the correctness of information on the cover page of answer books and opened the question papers in front of candidates. A technical check was done and 10 minutes' reading time was observed at the six monitored centres. The invigilators read the examination rules and the examinations started and ended at the scheduled times and the packaging and transmission of scripts after writing were done in accordance with the prescribed rules and regulations.

The following areas of non-compliance were noted at the centres monitored:

- Evidence to show monitoring by the assessment body was not available at Ntsie CLC;
- At Ntsie CLC the examination file did not contain all the required documents;
- At Wisdom Cluster of Centres the question papers were kept in the boot of a car for 15 minutes before the commencement of the session;

- Candidates were allowed to leave the examination room before an hour had elapsed at Kabokweni CLC;
- Candidates were allowed to leave the examination room without an invigilator of the same gender accompanying them, at Kabokweni CLC;
- The candidates at Ndlangubo CLC had to be re-seated and a new seating plan drawn up. This took 30 minutes; however, the time was compensated for;
- At the Kabokweni CLC invigilators left the examination room unattended;
- At Ndlangubo CLC the light in the examination room was not satisfactory and one candidate suffered from bad eyesight;
- The invigilators were not appointed in writing at Wisdom Cluster of Centres; and
- The absence of a safe or strong room at the examination venue posed a security risk at Mayika CLC.

In comparison with the 2017 GETC: ABET L4 examinations, there was an increase reported in the compliance levels for the appointment and training of invigilators and chief invigilators. An improvement in the time management at the 30 centres was observed. Adherence to the requirements and regulations for the packaging and transmission of scripts after the writing sessions had improved by 23% since 2017.

5.4 Areas of Good Practice

This report acknowledges the following areas of good practice by the centres, which impacted positively on the sustainability of the writing phase of the October/November examinations:

- The availability of the official timetable at centres;
- A conducive environment for writing examinations;
- Security intact for delivery and collection of all examination papers;
- Verification by the chief invigilator before opening examination question papers that it was the correct one in terms of the time and date on the examination timetable;
- The availability of dispatch documents at the centres;
- Invigilator training was conducted at 24 of the 30 centres during 2018;
- The availability of invigilator timetables at 24 (80%) centres;
- All subject matter such as drawings were removed from the walls and chalkboards were cleared in all monitored centres;
- Examination files were available in all centres;
- Candidates were seated at least 30 minutes before the commencement of the examination session and all candidates signed attendance registers;
- At all the centres candidates were issued with the assessment body's official answer books, which were opened in front of the candidates;
- No invigilator provided any answers to any questions posed by any candidate that resulted in the explanation of an examination question; and no candidate requested clarification of any aspect of the question paper;
- Answer scripts were collected either after candidates indicated that they had finished writing or when the examination ended;

- The examination answer scripts were properly batched and packed according to the mark sheets;
- The number of candidates marked PRESENT tallied with the number of candidates who wrote the examination question papers;
- All scripts were sealed in the special envelopes provided for this purpose by the assessment body; and
- Scripts were either collected or delivered by a districts/circuit delegate or by the chief invigilator at the nodal point.

5.5 Areas of Non-compliance

In substantiation of the areas of non-compliance reported by the monitors, Annexure 5A reflects on key details regarding areas of non-compliance at the respective centres. The following areas of non-compliance were noted during the monitoring visits:

- A lack of SoR reports at 17 centres;
- An unregistered candidate at Lemogang CLC;
- At Phumelela CLC three candidates were not registered at the centre; and four were not registered and their names were not included in the mark sheet;
- A candidate without an admission letter and ID—an irregularity was filed;
- No ID numbers on the admission letters of three candidates at Pescodia Public Centre;
- No dividers observed between computer stations;
- Candidates shared double desks at Itsosoropeng CLC;
- Spaces between desks was not in accordance with examination rules, at Second Chance CLC and Phumelela CLC;
- Examination papers were stored in an administration office at Kwa-Njinwayo CLC;
- The centre manager was not appointed as chief invigilator at five centres;
- The training of the chief invigilator dated back to 2017 at Itsosoropeng CLC;
- Educators who taught the subject being written were invigilating on the day of the visit at Lemogang CLC and KaMaqhekeza CLC. These were reported;
- At three centres, candidates' proof of identity and letter of admission were not verified on admission into the examination rooms;
- At Bofolo CLC only one invigilator invigilated in the computer room where 21 candidates were writing, instead of two invigilators; and the ratio at Thusano CLC was 1:32;
- The invigilators at Lemogang CLC did not check cell phones (not allowed in examination room) and one phone rang at 16:12;
- No attendance registers signed by invigilators were available at 15 centres; at 15 centres no attendance records for monitors were filed;
- Technical checks of question papers were not observed at two centres;
- At seven centres a seating plan was not drawn up indicating the desk arrangements for the learning area written on a specific date;
- Ten minutes' reading time was not granted to candidates at two centres;
- At six centres the invigilators did not read the examination rules to the candidates;

- At two centres the examination started 10 and five minutes after the official time of the commencement on the examination timetable;
- At one centre a candidate arrived at 15:00 and was refused entry; at another centre six candidates were allowed ten minutes' extra time; and at George CLC a candidate arrived at 13:52 when the examination session had started at 13:00. An irregularity was filed;
- An erratum at Witzenburg CLC was not read to candidates;
- One candidate at Victory CLC was not registered for Mathematics and Mathematical Sciences but Mathematical Literacy;
- At two centres invigilators were reported as not being vigilant and actively invigilating for the duration of the examination session;
- The security at one centre in the room where scripts were packaged was not adequate; and
- The monitors reported that at eight centres no daily situational reports were completed by the chief invigilators.

In comparison with the areas of non-compliance articulated in the 2017 monitoring reports, the 2018 reports reflect an improvement in the following areas:

- The late delivery of question papers to centres posed a problem at only one centre; and
- Security measures to safeguard papers on arrival at the respective centres improved.

5.6 Directives for Compliance and Improvement

In support of effective management of the writing phase of GETC: ABET Level 4 examinations, Umalusi recommends that the following intervention strategies be implemented. This would impact positively on the sustainability of the delivery of valid, reliable and equitable examinations:

- All examination centres must be evaluated by an official from the assessment body to verify that all the necessary facilities required for conducting the examinations are available at the examination centres (SoR report);
- Examination rooms should accommodate all candidates and candidates may not be seated two at a desk;
- The assessment body must ensure strict security for storing examination question papers at all times. All examination material should be kept in a safe, in a strong room;
- An invigilator or chief invigilator teaching the same learning area being written on a specific day must not invigilate during that examination session;
- Verification of admission letters and identity documents should be executed on admission of candidates to the examination room;
- No cell phones are allowed inside the examination room and all centres should strictly adhere to this rule;
- Each examination session must commence and be terminated according to the time specified on the examination timetable;
- The chief invigilator should ensure that any errata are read before the commencement of the examination session; and
- The invigilators must move around for the full duration of all examination sessions to avoid any irregularities.

5.7 Conclusion

Umalusi would fail in its obligation if it did not fully respond to the mandate to critically evaluate all available evidence and assessing centres' alignment with quality standard requirements in their conduct of the writing process of the exit examination in the GETC: ABET L4 examinations.

As a trusted authority in quality assurance of education provision recognised locally and internationally, Umalusi can conclude that the writing of the 2018 GETC: ABET L4 examinations were conducted and governed maintaining the required standards of quality and accountability.

CHAPTER 6 SELECTION, APPOINTMENT AND TRAINING OF MARKING PERSONNEL

6.1 Introduction

Umalusi is required to ensure that the quality and standard of all the assessment practices associated with the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations are maintained. Inconsistency in the marking of GETC: ABET L4 scripts decreases the fairness and reliability of marks awarded to candidates, and therefore threatens the validity of the examinations. Therefore, the appointment of competent marking personnel is imperative for assessment bodies and for Umalusi.

The purpose of this process was to verify the quality of marking personnel appointed; and to monitor the training of marking personnel who would be involved in the marking and moderation of marking of the November 2018 GETC: ABET Level 4 examinations.

6.2 Scope and Approach

The provincial education departments (PED) convened meetings for selecting those qualifying applicants who were to be appointed for the marking process. Umalusi visited four provinces to audit the marking personnel selected and appointed to mark the November 2018 GETC: ABET Level 4 examination scripts. The Western Cape was visited on 11 October 2018, Free State on 26 October 2018, KwaZulu-Natal on 15 October 2018 and North West on 21 October 2018. Application forms, academic qualifications and other relevant documents were checked against criteria used by each PED for the appointment of marking personnel.

Table 6A below indicates the learning areas and the number of applications audited in the four sampled provinces.

Table 6A: Learning areas and the number of applications audited per province

Province	Learning Area	Learning Area Code	Number of Applications
Free State	Ancillary Health Care	ANHC4	3
	Early Childhood Development	ECD4	2
	Life Orientation	LIFO4	4
	Language, Literacy and Communication – English	LCEN4	4
	Mathematical Literacy	MLMS4	4
	Travel and Tourism	TRVT4	3
Total			20

Province	Learning Area	Learning Area Code	Number of Applications
KwaZulu-Natal	Ancillary Health Care	ANHC4	5
	Applied Agriculture and Agricultural Technology	AAAT4	5
	Human and Social Sciences	HSSC4	5
	Language, Literacy and Communication – English	LCEN4	5
	Language, Literacy and Communication – IsiZulu	LCZU4	5
	Small, Medium and Micro Enterprises	SMME4	5
	Travel and Tourism	TRVT4	5
Total			35
North West	Arts and Culture	ARTC4	3
	Economic Management Sciences	EMSC4	3
	Life Orientation	LIFO4	3
	Mathematical Literacy	MLMS4	3
	Natural Sciences	NATS4	2
	Language, Literacy and Communication – Setswana	LCTS4	3
Total			17
Western Cape	Economic and Management Sciences	EMSC4	2
	Life Orientation	LIFO4	4
	Mathematical Literacy	MLMS4	6
	Mathematics and Mathematical Sciences	MMSC4	2
	Technology	TECH4	2
Total			16

6.3 Summary of Findings

The provinces visited by Umalusi for the verification of marking appointments all indicated that they were using the personnel administrative measures (PAM) document to guide their selection of marking personnel. The PAM document does not fully cater for the selection and appointment of marking personnel because the adult education sector is unique and totally different from the mainstream schooling sector. Each PED had its own criteria. These criteria are published in the respective Examinations Instructions. Each province provided justification for variations in their selection criteria. The summary of the findings are discussed below.

6.3.1 Total Number of Marking Personnel Appointed per PED

The number of marking personnel appointed per learning area is determined by the number of candidates registered to write the examination. Table 5B below shows the total number of marking personnel appointed to mark the GETC: ABET Level 4 examinations per province.

Table 6B: Personnel appointed to mark the GETC: ABET L4 per province

Provincial education department	M	SM	DCM	CM	IM	Total
Eastern Cape	212	38	11	15	15	291
Free State	106	9	0	15	15	145
Gauteng	362	52	14	24	24	478
KwaZulu-Natal	340	68	10	19	19	456
Limpopo	326	45	4	16	22	413
Mpumalanga	157	28	3	24	24	236
Northern Cape	28	0	0	9	9	48
North West	104	16	0	16	16	152
Western Cape	56	7	0	16	16	95
Total	1691	263	42	154	160	2314

Where PED had low enrolments and thus very few scripts to mark, they requested other provinces with large enrolments to mark those few scripts on their behalf. PED with few scripts, therefore, did not appoint markers for those learning areas. Free State PED would send LCAF4 and LCTS4 scripts to be marked in Northern Cape. LCZU4 and LCXH4 scripts would be marked in Gauteng. The LCSO4 scripts of KwaZulu-Natal would be marked in Gauteng. North West PED would send LCXH4, LCSP4 and LCSO4 scripts to Gauteng.

6.3.2 Criteria for the Appointment of Marking Personnel

There were three criteria common across all the provinces sampled for the audit of the selection and appointment of marking personnel. These criteria were applicants':

- Qualifications;
- Teaching experience and/or current involvement in the learning area; and
- Marking experience.

Each PED had its own, additional, criteria. Interested applicants who met the requirements were expected to submit certified copies of the following documents together with the application form:

- Identity document;
- Qualifications;
- Marriage certificate, where the applicant's maiden surname appears in the qualifications; and
- Proof of South African Council of Educators (SACE) registration.

In North West, Language competency was included as a requirement. Furthermore, performance per learning area per community learning centre for the past three years was provided as a guide, not a criterion, during selection. Western Cape and Free State also considered confirmation of in-service training by community education and training as qualification.

6.3.3 Completion of Application Forms

Chief markers and internal moderators are not required to apply in each examination cycle. They are appointed for three years in all four provinces audited. Their positions were advertised and a panel, led by the Director: Provincial Examinations interviewed them. Umalusi could not audit their applications as they were appointed two to three years ago.

All applicants completed the application forms in full. Respective senior officials signed all application forms audited, as per the requirement stipulated in the Examination Instructions of each PED. All required documents were certified and attached.

6.3.4 Qualifications of Applicants

The following requirements regarding the qualifications were common in all four PED audited:

- Three-year post-matric qualification, including learning area, at second- or third-year level;
- Any other appropriate post-matric qualification;
- Preference to be given to educators teaching the learning area concerned at ABET Level 4 on a full-time basis at a registered community learning centre; and
- Curriculum officials who are directly responsible for the respective ABET Level 4 learning areas on a full-time basis.

In the Western Cape, all 16 applicants verified had the requisite qualifications except in ANHC4, AAAT4, SMME4 and WHRT4. The lowest qualification was an Advanced Certificate in Education. In the Free State, Umalusi sampled 20 applicants' qualifications for verification. All applicants met the minimum requirements except in ANHC4, AAAT4, SMME4 and WHRT4. In KwaZulu-Natal and North West, all applicants audited had the required teaching qualification, except in ANHC4, AAAT4, SMME4 and WHRT4. Challenges were noticed in selection and appointment of marking personnel for ANHC4, AAAT4, SMME4 and WHRT4 in all four provinces. Applicants in these learning areas did not have the relevant qualifications; but they had experience in teaching the learning areas. There is a scarcity of capacity in these learning areas.

The other challenge was the absence of evidence of qualification in the learning area applied for. Most lecturers teaching certain learning areas do not have formal qualifications in these learning areas. Experience in teaching the learning area seems to have become acceptable evidence of meeting the requirement when applying for marking positions.

6.3.5 Teaching Experience

Appropriate teaching experience including current teaching experience at adult basic education and training (ABET) Level 4 in the learning area applied for was a common requirement in all four PED audited. Another common requirement related to the office-based curriculum officials applying to be part of the marking team: they were required to be currently involved in the learning area they were applying to mark.

In the Western Cape, it was observed that two out of 16 applicants did not indicate their teaching experience. Applicants in Free State had requisite teaching experience, which ranged from three to 10 years. All appointed applicants in KwaZulu-Natal and North West were currently teaching or were involved in the learning area at GETC: ABET Level 4.

In North West, it was also noticed that three out of 17 audited and appointed marking personnel were centre managers. Initially, centre managers were not eligible to apply but this criterion had been amended.

6.3.6 Marking Experience

All appointed marking personnel were expected to have had some form of marking experience. However, the requirement did not exclude applicants who may have had their marking experience in the mainstream schooling sector or in the technical and vocational education and training (TVET) sector. In the Western Cape, all sampled applicants had some form of marking experience, which qualified them for appointment.

In Free State, six sampled applicants did not have any marking experience at national level. They were appointed as novice markers.

In KwaZulu-Natal to be appointed as a marker, applicants were required to have three years of marking experience. Novice markers would form between 20% and 33% of the marking team, per learning area. Six years' marking experience was required for appointment as a senior marker. For a deputy chief marker, experience was not indicated. Chief markers had to have three years' experience as a senior marker or deputy chief marker. All sampled marking personnel met the requirements.

In North West, marking experience was not specified as a requirement. The PED relied on information provided by the applicant on the application form. There was a requirement that 10% of senior markers had to be markers who were to be senior markers for the first time.

6.3.7 Training of Marking Personnel

All chief markers and internal moderators attended training during the standardisation of marking guidelines. In all four provinces audited, the training of chief markers and internal moderators had been scheduled to take place two days before the commencement of the marking process. The training took the whole day and focused on the following:

- Principles of marking;
- Moderation of marking;
- Controlling the flow of scripts;
- Identification and management of irregularities; and
- Transfer of marks.

Chief markers were also guided on the development of marking management plans for their learning areas. On the second day, chief markers were to train the markers and senior markers of their respective marking teams.

6.4 Areas of Good Practice

The following was noticed as good practice:

- All provinces audited had clearly stated criteria for the selection and appointment of marking personnel;
- Panels for the selection of marking personnel included different stakeholders with interest in the GETC: ABET L4 qualification;
- Criteria were customised to suit the complex nature of the sector; and
- Most applicants sampled during the audit of the selection and appointment of marking personnel met the set criteria, except for the qualifications criterion for ANHC4, AAAT4, SMME4 and WHRT4.

6.5 Areas of Non-compliance

The following were identified as non-compliance:

- There were applications where qualifications and competence in the learning area were not indicated; and
- There were different criteria, requirements and application forms used in each PED.

6.6 Directives for Compliance and Improvement

The Department of Higher Education and Training (DHET) must ensure that:

- Common criteria and requirements for the appointment of marking personnel are developed and applied across all provinces; and
- There is a single application form used that indicates the position applied for and the applicant's qualification in the learning area applied for.

6.7 Conclusion

The process of appointment of marking personnel was properly conducted and all appointed marking personnel met the requirements set by the respective PED. According to information received from the sampled PED, training would be conducted and the aspects to be covered in the training were relevant. The timing for the training of marking personnel – a day before the commencement of the marking process – would lead to more effective implementation.

CHAPTER 7 STANDARDISATION OF THE MARKING GUIDELINES

7.1 Introduction

The quality assurance of marking conducted for the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations begins with the standardisation of marking guidelines to be used during the marking of scripts.

Umalusi is required to ensure that the quality and standards of all assessment practices associated with the qualification are maintained. Inconsistencies in the marking of the scripts decrease the fairness and reliability of marks awarded to candidates and threatens the validity of examinations. Quality assurance of marking is imperative for the Department of Higher Education and Training (DHET), as well as for Umalusi.

The purpose of the standardisation of marking guidelines is to ensure that:

- All amendments to the marking guidelines are agreed upon after deliberation;
- All marking personnel have a common interpretation of the marking guidelines;
- Chief markers and internal moderators from all provinces are trained to test the accuracy of the standardised marking guidelines before they are approved; and
- Umalusi approves the final version of all marking guidelines.

The standardisation of marking guidelines provides a platform for examiners, internal moderators, chief markers and Umalusi moderators to discuss responses per question and to reach consensus before the final marking guidelines are approved.

7.2 Scope and Approach

The DHET conducted the standardisation of marking guideline meetings for the November 2018 GETC: ABET L4 examinations from 5 to 26 November 2018. The meetings for each learning area were conducted at the Department of Basic Education (DBE) offices in Pretoria. All nine provincial education departments (PEDs) that conducted the November 2018 GETC: ABET L4 examinations were expected to send representatives, per learning area, to participate in these meetings.

Umalusi deployed one moderator per learning area to participate in the standardisation of marking guideline meetings. Each Umalusi moderator was deployed in accordance with the schedule provided by DHET. Table 7A below shows the schedule for the standardisation of marking guideline meetings conducted by the DHET.

Table 7A: Schedule for the standardisation of marking guideline meetings

Date	Learning area	Umalusi moderators	Umalusi official
05 November 2018	Information Communication Technology (INCT4)	5	1
	Language, Literacy and Communication – IsiXhosa (LCXH4)		
	Language, Literacy and Communication – Sepedi (LCSP4)		
	Language, Literacy and Communication – Xitsonga (LCXI4)		
	Language, Literacy and Communication – SiSwati (LCSW4)		
07 November 2018	Life Orientation (LIFO4)	5	1
	Arts and Culture (ARTC4)		
	Language, Literacy and Communication – IsiNdebele (LCND4)		
	Language, Literacy and Communication – IsiZulu (LCZU4)		
	Language, Literacy and Communication – Sesotho (LCSO4)		
12 November 2018	Language, Literacy and Communication – English (LCEN4)	5	1
	Technology (TECH4)		
	Language, Literacy and Communication – Tshivenda (LCVE4)		
	Language, Literacy and Communication – Afrikaans (LCAF4)		
	Language, Literacy and Communication – Setswana (LCTS4)		
15 November 2018	Mathematical Literacy (MLMS4)	4	1
	Mathematics and Mathematical Sciences (MMSC4)		
	Small, Medium and Micro Enterprises (SMME4)		
	Travel and Tourism (TRVT4)		
22 November 2018	Human and Social Sciences (HSSC4)	4	1
	Economic and Management Sciences (EMSC4)		
	Applied Agriculture and Agricultural Technology (AAAT4)		
	Ancillary Health Care (ANHC4)		
26 November 2018	Early Childhood Development (ECD4)	3	1
	Wholesale and Retail (WHRT4)		
	Natural Sciences (NATS4)		
TOTAL		26	2

Umalusi moderators monitored the proceedings in each learning area using the quality assurance of assessment instrument for the monitoring of the standardisation of marking guidelines. The instrument requires Umalusi moderators to report the findings based on the following criteria:

- Attendance of internal moderators and chief markers;
- Verification of question papers;
- Preparations for the standardisation of marking guidelines;
- Standardisation of marking guidelines process;
- Training at the standardisation of marking guidelines meeting; and
- Approval of the final marking guidelines.

Umalusi moderators attended the standardisation of marking guideline meetings to monitor the proceedings, give guidance where needed, take final decisions and approve the final marking guidelines to be used during the actual marking.

7.3 Summary of Findings

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

7.3.1 Attendance of Marking Personnel

Provincial education departments (PEDs) are expected to be represented in the standardisation meetings of all learning areas in which examinations were conducted. The provincial chief markers and internal moderators represented each PED per learning area. Two national examiners represented Western Cape. Table 7B below shows PED representation at the standardisation of marking guideline meetings for the November 2018 GETC: ABET L4 examinations.

Table 7B: PED representation at the standardisation of marking guideline meetings

No.	Learning Area Code	Provincial Education Departments								
		EC	FS	GP	KZN	LP	MP	NC	NW	WC
1	ANHC4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	AAAT4	Yes	-	Yes	Yes	Yes	Yes	-	Yes	Yes
3	ARTC4	Yes	-	Yes	Yes	Yes	-	-	Yes	Yes
4	ECD4	Yes	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes
5	EMSC4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6	HSSC4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7	INCT4	Yes	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes
8	LCAF4	-	-	Yes	-	No	Yes	Yes	-	Yes
9	LCEN4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10	LCND4	-	-	No	-	No	Yes	-	-	-
11	LCXH4	Yes	-	Yes	Yes	No	-	-	-	Yes
12	LCZU4	-	-	Yes	Yes	No	Yes	-	-	-
13	LCSP4	-	-	Yes	-	Yes	Yes	-	-	-
14	LCSO4	-	Yes	Yes	-	No	Yes	-	-	-
15	LCTS4	-	-	Yes	-	Yes	Yes	Yes	Yes	-
16	LCSW4	-	-	No	-	No	Yes	-	-	-
17	LCVE4	-	-	-	-	Yes	-	-	-	-
18	LCXI4	-	-	Yes	-	Yes	Yes	-	-	-
19	LIFO4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
20	MLMS4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
21	MMSC4	Yes	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes
22	NATS4	Yes	-	Yes	Yes	Yes	Yes	-	Yes	Yes
23	SMME4	Yes	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes
24	TECH4	-	-	Yes	Yes	Yes	Yes	-	Yes	Yes
25	TRVT4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
26	WHRT4	Yes	Yes	Yes	Yes	No	Yes	-	Yes	Yes

In Table 5B above, a “Yes” means that the PED was represented, a “No” means that the PED was not represented and (-) means that the PED did not conduct examinations in this learning area.

7.3.2 Verification of Question Papers

When Umalusi moderators attend the standardisation of marking guideline meetings, one of their roles is to verify that the question paper written by candidates is the one that was approved by Umalusi during the moderation process. This verification process is done by ensuring that the approved hard-copy examination question paper bears the signature of the Umalusi representative who quality assured the question paper. During the standardisation meetings of the November 2018 GETC: ABET L4 examinations, Umalusi moderators confirmed that all 26 question papers were the final versions approved during the external moderation process.

7.3.3 Preparations for the Standardisation of Marking Guideline Meetings

The chief markers and internal moderators from each PED are expected to attend the meetings after doing preparatory marking before the national meeting. Each representative is expected to mark a sample of 20 candidate scripts. Table 7C below indicates the number of scripts marked by PED representatives in preparation for the standardisation of marking guideline meetings.

Table 7C: Number of scripts marked per PED before the meetings

Learning Area Code	EC	FS	GP	KZN	LP	MP	NC	NW	WC
AAAT4	20	0	05	40	36	40	0	10	10
ANHC4	40	39	34	40	40	20	20	35	20
ARTC4	40	0	27	40	10	40	0	38	13
EMSC4	35	20	20	40	18	40	0	40	19
HSSC4	20	37	37	20	40	40	20	40	60
INCT4	20	20	20	20	20	20	20	20	16
LCAF4	40	12	14	40	05	0	-	20	12
LCEN4	-	-	0	-	-	05	20	-	20
LCND4	40	40	40	40	40	40	40	40	40
LCSO4	-	-	0	-	-	18	-	-	-
LCSP4	0	28	06	-	-	20	-	-	-
LCTS4	-	-	60	-	27	20	0	0	0
LCSW4	-	-	13	-	20	20	20	30	-
LCVE4	-	-	0	-	-	40	-	-	-
LCXH4	-	-	0	-	37	-	-	-	-
LCXI4	40	-	0	20	-	-	-	-	12
LCZU4	-	-	0	-	35	20	-	-	-
LIFO4	-	-	24	40	-	40	-	-	-
MLMS4	40	40	40	30	36	40	20	20	26
MMSC4	40	40	26	40	40	40	20	40	36
NATS4	20	20	10	38	20	20	0	06	12
SMME4	24	-	0	40	40	40	-	-	20
TECH4	20	44	39	41	40	40	-	40	26
TRVT4	-	-	06	12	23	41	-	20	30
WHRT4	40	27	40	43	40	40	20	40	24

From Table 7C above it is clear that there were instances where PED did not conduct examinations in the learning area, as indicated by (-). Furthermore, some provinces, such as Gauteng and Limpopo, were not represented at the meetings for some learning areas although they conducted examinations in those learning areas.

7.3.4 Standardisation of Marking Guidelines Process

Due to the unavailability of a venue to accommodate a large group of people, it was not possible to hold a plenary session. Previously, plenary sessions helped to highlight expectations of the meetings and to clarify marking principles to be adhered to in provinces during marking. In light of this, the DHET developed a document on the principles of marking. This document is discussed in each learning area. The document aims to guide markers to ensure a common understanding of what is expected of them.

The DHET national internal moderator chaired the standardisation of marking guideline meeting for each learning area. Umalusi was represented in all 26 learning area meetings.

PED representatives were given the opportunity to introduce themselves while the attendance register was circulated. It was observed that proceedings in all groups started by checking which PED were represented and how many candidate scripts had been pre-marked per PED. Internal moderators led the discussions for each question, against its response in the marking guidelines. Where there were possible alternative responses proposed by participants, discussions were opened. Each alternative response was thoroughly checked for correctness and acceptability in each learning area. Participants used the pre-marked scripts, brought to the meetings, during the discussions. Participants motivated for responses that might be acceptable and ought to be included in the final marking guidelines.

In the different learning areas, rigorous discussions were held under the watch of Umalusi. Some amendments made during the standardisation of marking guideline meetings were:

- Correction of incorrect responses;
- Alternative responses that were initially omitted; and
- Clarification of the marking instructions for questions.

Script marking, using the standardised marking guidelines, followed the discussions of questions and responses.

The role of the Umalusi external moderators was to:

- Observe the proceedings;
- Provide guidance regarding the interpretation of the questions and the required responses;
- Adjudicate where participants were unable to reach consensus regarding responses; and
- Approve the final marking guidelines to be used in the provinces during the marking process.

7.3.5 Training at the Standardisation of Marking Guideline Meetings

During marking guideline discussion meetings, participants were expected to attend after having marked some candidates' scripts. The PED were expected to make available written question papers, marking guidelines and a sample of candidates' scripts to provincial chief markers and internal moderators immediately after the writing

of each learning area examination. This provided provincial representatives at the marking guideline meetings an opportunity to work with actual scripts. The experience gained prior to attending the national discussion meeting contributed to the overall success of the discussions. Representatives tested the standardised marking guidelines by marking a set of dummy scripts. This exercise created an opportunity to address any challenges that may arise with the standardised marking guidelines and to finalise the marking guidelines.

7.3.6 Approval of the Final Marking Guidelines

During the standardisation of marking guideline meetings, minutes of proceedings were captured for record purposes. At the end of each meeting, Umalusi moderators, national examiners and national internal moderators approved the final versions of the approved marking guidelines for their respective learning areas. This was done by signing the front cover page of the approved marking guidelines. The approved marking guidelines would be used to mark the candidates' scripts for the respective learning areas in all provinces.

7.4 Areas of Good Practice

Umalusi noted the following good practice:

- There was a marked improvement in the participation and attendance of provincial representatives for the standardisation of marking guideline meetings.

7.5 Areas of Non-compliance

The following non-compliance was noted:

- The non-attendance of some provinces at the standardisation of marking guideline meetings, even when they had scripts to mark for certain learning areas. These were Limpopo (LCAF4, LCND4, LCXH4, LCSO4 and LCZU4) and Gauteng (LCND4 and LCSW4).

7.6 Directives for Compliance and Improvement

The DHET must consider the following directives for compliance and improvement:

- The DHET must ensure that all PEDs are represented at the standardisation of marking guideline meetings; and
- The DHET must ensure that representatives of all PEDs come prepared having marked the required sample of scripts.

7.7 Conclusion

The marking guideline discussions served the intended purpose of standardising the marking guidelines to be used during the marking of scripts in the various provinces. Standardisation improved the quality of the marking guidelines and ensured that all possible responses to questions were considered. In all instances, amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

CHAPTER 8 MONITORING OF MARKING

8.1 Introduction

Umalusi monitored the marking of the November 2018 General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations conducted by the Department of Higher Education and Training (DHET). It is part of Umalusi's mandate to provide oversight of the conduct, management and administration of examinations.

The monitoring of marking took place from 29 November 2018 to 9 December 2018.

8.2 Scope and Approach

Umalusi monitored a sample of 11 DHET marking centres for the GETC: ABET L4 marking of answer scripts. One marking centre was monitored for two days. The data was collected during the monitoring visits through verification of evidence, and observations and interviews conducted with the marking centre managers. Table 8A shows the 11 centres visited during the November/December marking cycle.

Table 8A: Examination centres monitored for the marking of examinations

No.	Province	Centre	Date
1	Eastern Cape	Graeme College	06 December 2018
2	Free State	Brent Park High School	05 December 2018
3	Free State	Brent Park High School	06 December 2018
4	Gauteng	Rand Girls High School	07 December 2018
5	KwaZulu-Natal	Harding High School	06 December 2018
6	KwaZulu-Natal	Vryheid Comprehensive High School	06 December 2018
7	KwaZulu-Natal	Vukile High School	05 December 2018
8	Limpopo	Northern Academy	04 December 2018
9	Mpumalanga	Hoërskool Sybrand van Niekerk	06 December 2018
10	Northern Cape	Northern Cape High School	29 November 2018
11	North West	Hoërskool Zeerust	03 December 2018
12	Western Cape	Cape Teaching and Leadership Institute	29 November 2018

Table 8B specifies the number of scripts marked at the 11 centres monitored and the number of markers appointed to mark at these centres.

Included in the scripts marked at Brent Park High School were 260 scripts from the Northern Cape.

Table 8B: Number of scripts and number of markers at centres

No.	Province	Marking Centre	Number of Scripts	Number of Markers
1	Eastern Cape	Graeme College	5 327	260
2	Free State	Brent Park High School	16 071	107
3	Gauteng	Rand Girls High School	47 801	421
4	KwaZulu-Natal	Harding High School	14 317	128
5	KwaZulu-Natal	Vryheid Comprehensive High School	8 133	06
6	KwaZulu-Natal	Vukile High School	22 263	41
7	Limpopo	Northern Academy	363	363
8	Mpumalanga	Hoërskool Sybrand van Niekerk	20 816	195
9	Northern Cape	Northern Cape High School	4 328	20
10	North West	Hoërskool Zeerust	24 110	197
11	Western Cape	Cape Teaching and Leadership Institute	11 134	109

8.3 Summary of Findings

This synopsis conveys the findings documented by the monitors at the eleven marking centres.

8.3.1 Planning for Marking

The overall responsibility to plan, execute and control the marking process at the centres is the core function of the marking centre managers in their drive towards excellence.

The monitoring reports showed that the planning at eight of the marking centres was executed in consultation with the assessment body by the centre managers and was part of their daily activities. At Northern Cape High School and Rand Girls High School the centre managers had limited content in the marking management plan; and at Vryheid Comprehensive High School in KwaZulu-Natal no marking management plan was available.

The marking centres operated from 24 to 30 November 2018 and marking personnel arrived between 24 November 2018 and 2 December 2018 for training. At Cape Teaching and Leadership Institute, training of senior marking personnel took place on 19 November 2018.

All the marking centres were able to start their marking sessions in accordance with marking centre management plans. At the 11 centres monitored, a comprehensive list of all appointed marking personnel was observed, including examination assistants, reserve markers and stand-by markers.

Marking guidelines were provided to the marking centres timeously, except at:

- Rand Girls High School: the wrong marking guidelines for Mathematics and Mathematical Sciences were received. The correct marking guidelines were sent to the marking centre when the error was reported; and
- Vukile High School in KwaZulu-Natal: Mathematics and Mathematical Sciences was received only on the first day of the commencement of the marking process.

Training of marking personnel was conducted as per the management plan, to ensure that markers were equipped to carry out their marking mandate with integrity and at the highest possible standard. During training, markers were guided on the correct procedures, norms and standards to be implemented during the marking process to maintain consistency, uniformity and accuracy. Attendance registers were verified. The markers commenced with actual marking of scripts only after the marking guidelines had been discussed and the marking of dummy scripts completed.

During the 2017 marking session as well as the 2018 session no shortage of markers was reported.

The norm time observed at the marking centres varied between opening at 07:30 at Vryheid Comprehensive High School; at 07:00 at Harding, Northern Academy, Rand Girls High School, Hoërskool Zeerust, Hoërskool Sybrand van Niekerk and Vukile High School; and at 08:00 at Graeme College, Cape Teaching and Leadership Institute and Brent Park High School. Closing times as observed at the 11 centres were at 17:00, 18:00, 19:00 or 20:00. At Graeme College, the centre closed at 07:00 due to load shedding.

8.3.2 Marking Centres

In a bid to ensure credible marking processes at the centres, the facilities used were adequate to accommodate the marking process and the needs of marking personnel.

It was observed that one classroom per learning area was allocated to markers; and at Vukile High School, three marking venues were allocated to Ancillary Health Care and two rooms for the marking of Mathematical Literacy and Mathematics and Mathematical Sciences.

The following conditions were observed at the marking centres:

- A school hall was used as control room at three centres;
- A deputy venue manager was appointed to manage the script control room at Hoërskool Zeerust and Hoërskool Sybrand van Niekerk;
- A mini-hall was used as control room at Brent Park High School; and
- A school library was occupied as control room at Vukile High School.

The following communication facilities were available at the centres: photocopiers, telephones (landlines and cell phones), computers, internet access, printers, computers for capturing of marks and an intercom system (Rand Girls High School).

The infrastructure at the centres was adequate with suitable furniture and sufficient and clean ablution facilities to accommodate all marking personnel.

From the monitoring reports, it became apparent that markers were provided with accommodation at eight centres. Boarding facilities were used at the centres, while the men at Graeme College were accommodated outside the marking centre premises. The markers from Cape Teaching and Leadership Institute were accommodated at a nearby school. Markers at Rand Girls High School travelled daily to and from the marking centre. Breakfast, tea, lunch and dinner were provided to markers at Vukile High School, Hoërskool Zeerust and Hoërskool Sybrand van Niekerk. Special provision was made across the marking centres to accommodate marking staff with special dietary requirements.

8.3.3 Security at Marking Venues

Quality assurance also includes establishing that the marking process takes place in a safe and secure environment. Therefore, all marking personnel wore ID cards, cars were searched, visitors were issued with visitors' cards, and all visitors were searched and escorted by a security guard to the centre manager's office. Security guards were visible at all the main entrances to the marking centres and the monitors verified access control registers. At Northern Academy, a visitor's room was allocated for social visits. Surveillance cameras were at the disposal of the centre management in all marking venues at Brent Park High School.

From the monitoring reports it became apparent that the measures to ensure that all scripts were accounted for during the marking process entailed:

- Under the strict control of the deputy centre manager/control room manager and with the assistance of examination assistants (EAs), a record was kept of all scripts received (script control sheets);
- Script batches were scanned and manually controlled when received;
- Control sheets for verification and accountability purposes were signed in and out of marking control rooms to marking venues and vice versa by chief markers and EAs;
- On completion of marking of scripts, the EAs checked that all the original scripts collected were returned and tallied with the records;
- All marking centres confirmed that any lost mark sheets could be reprinted from the system, or copies of the mark sheets were kept at the centres in case an original mark sheet was lost; and
- All personnel moving scripts in and out of the marking control room to the marking venues and vice versa were escorted by security officers.

Examination answer scripts were delivered to the centres in sealed, marked bins by a company contracted by the PED or by a courier company. Security guards or the South African Police Services (SAPS) or both, escorted the delivery vehicles except for:

- Northern Academy, where the delivery truck of the courier company was not escorted; and
- Rand Girls High School, where neither security guards nor the SAPS did not escort the delivery truck.

At one centre, scripts were transported to the marking centre by provincial vehicles without any escort during the 2017 marking session.

8.3.4 Handling of Irregularities

Umalusi has a policy of zero tolerance for cheating, copying or any form of examination malpractice that threatens the integrity and authenticity of the examination process.

From the on-site visits by the monitors, the following were reflected regarding irregularities identified by markers during the marking process:

- A designated room for the purpose of handling irregularities manned by an irregularity officer and an EA was observed at Graeme College;
- Markers reported detected irregularities to the chief marker and internal moderator. An irregularity was escalated to the Marking Centre Manager (Administration) and Centre Manager in writing (completion of irregularity documents). The Irregularity Committee at the centre then convened a meeting, completed the irregularities register, indicated the details regarding each case and reported it to the PED, which, after investigation, reported the matter/s to the DHET and Umalusi; and
- After irregularities were reported to the irregularity officer and the centre manager, all administrative irregularities were resolved at the centre. Serious irregularities were sent to the PED to be investigated by the Provincial Examinations Irregularities Committee (PEIC).

All markers were trained to identify and handle irregularities. At Vukile High School and Vryheid Comprehensive High School, markers were trained by exposing them to a sample containing irregularities to verify their understanding of what constitutes an irregularity. The markers were provided with a procedure manual that outlined the nature and categories of examination irregularities at Hoërskool Zeerust and Hoërskool Sybrand van Niekerk. Chief markers supported markers in this respect too.

The irregularities committees at the centres were composed of:

- The centre manager, the deputy centre manager;
- The senior markers/internal moderators of the affected learning areas;
- An irregularity officer (at Graeme College); and
- The secretary to keep the minutes of the meetings (at Northern Academy) and all irregularities, if confirmed by the irregularities committees at the centres, were referred to the PEIC and included all necessary supporting documents.

If a script was removed to be used for the investigation of an irregularity, the following procedures were followed:

- The removal of the script was recorded in an irregularity register;
- The script removed from the batch was replaced with a completed script replacement form that indicated the reason/s for the replacement;
- The identified script was labelled as irregular; and
- A control sheet to record the removed script was verified.

The centres implemented measures to deal with lost scripts by verifying all scripts received against attendance registers of candidates and cover sheets of bundled scripts. Lost scripts were also traced using the control sheets against the records kept in the control room.

At Vryheid Comprehensive High School:

- The centre manager was unable to explain how they deal with lost scripts; and
- A suspected irregularity in Economic and Management Sciences had not been reported to the centre manager at the time of the monitoring visit.

Records at the respective centres of irregularities identified were recorded in a specially designed record book maintained by the irregularity officer (Graeme College). A template of an irregularity reporting form/irregularities register was observed at Brent Park High School, Northern Academy, Cape Teaching and Leadership Institute, Northern Cape High School, Rand Girls High School, Hoërskool Zeerust, Hoërskool Sybrand van Niekerk and Vukile High School.

At Brent Park High School the following irregularities were reported:

- Compact disc (CD) was not able to be opened for Information Technology;
- Another CD opened but was empty;
- One candidate was given a sticker with a number different from the original examination number allocated to the candidate (Ancillary Health Care);
- Manually generated mark sheets were reported in Afrikaans and Arts and Culture; and
- In Sesotho, a signature was not found on a candidate's script.

8.3.5 Monitoring by the Assessment Body

At four centres the monitors reported the following regarding monitoring by the assessment body:

- At Hoërskool Sybrand van Niekerk and Hoërskool Zeerust the DHET monitored the marking centres on 30 November 2018 and reported that control measures were adequate and the record-keeping of scripts and structure to handle irregularities were well managed. The level of preparedness for the marking process at the centres met minimum standards;
- A regional officer and DHET official monitored the Cape Teaching and Leadership Institute respectively on 24 November 2018 and 28 November 2018. Both monitors commended the centre manager for the good management of the marking centre; and
- DHET monitored Brent Park High School but no monitoring report was left at the centre. The Umalusi monitor verified the register for monitors at the centre.

8.4 Areas of Good Practice

The following reflects on the good practices reported by the monitors:

- Comprehensive lists of appointed marking personnel were available at all the centres;
- The centre management, senior markers, deputy senior markers and internal moderators fulfilled their mandate in training all appointed markers, based on the approved marking guidelines from the DHET;

- At Vryheid Comprehensive High School and Brent Park High School the SAPS conducted random visits to the marking centres;
- All examination marking facilities were conducive and sufficiently secure to accommodate script marking;
- Adequate storage space, infrastructure, boarding facilities (at eight centres) and offering of catering (at five centres);
- Strict access control was available at 10 of the centres;
- The flow of all scripts was controlled and verified using different verification processes at the centres;
- At Harding High School the centre manager insisted that the security manager and two security supervisors oversee the security guards daily at the marking centre;
- The centre manager took pictures of the labelled trollies containing the scripts on delivery at Brent Park High School;
- In all 11 monitored centres markers were trained on the constitution of irregularities and how to deal with irregularities;
- At Vryheid Comprehensive High School and Vukile High School markers were exposed to sample scripts containing irregularities to verify their understanding of irregularities and the process of dealing with irregularities;
- At all the centres irregularity committees were appointed and functional; and
- The Northern Cape High School marking management team included disabled persons as EAs.

8.5 Areas of Non-compliance

The monitoring and evaluation reports of the performance of the centres recorded the following:

- No management plan was observed at Vryheid Comprehensive High School;
- A lack of comprehensive marking management plans at Northern Cape High School and Rand Girls High School;
- At Graeme College the following areas of non-compliance emerged from the monitoring report:
 - Borehole water was used for tea/coffee/drinking and ablution facilities and was not conducive to good health practices;
 - Contingency plans were not in place to counter load shedding to keep the most essential facilities and equipment operational;
 - A dedicated photocopy machine should have been available for exclusive use by the irregularity section;
 - The centre should have clear signage to direct markers/personnel visiting the marking centre;
 - No security guards were noticed at the entrance to the school premises and the dining room; only at the entrance to the marking centre and sleeping quarters;
 - National Senior Certificate (NSC) control sheets were used, which were not customised for GETC examinations; and
 - Visitors were not issued with a visitor's card on entrance.

- At Northern Academy the courier company that transported the scripts was not escorted by armed security and at Rand Girls High School the truck was neither escorted by security guards nor the SAPS;
- The centre manager at Vryheid Comprehensive High School could not explain the procedures to deal with lost scripts to the monitor;
- The following irregularities were reported by the monitors:
 - The centre manager at Vryheid Comprehensive High School had not been informed on the day of the visit by the monitor of the suspected irregularity (group copying and candidates being assisted) in Economic and Management Sciences L4; and
 - At Brent Park High School the irregularities report included:
 - a CD not able to be opened for Information Technology;
 - another CD without any stored information; one candidate being issued a sticker with a number different from the candidate's original examination number (Ancillary Health Care); and
 - manually generated mark sheets were submitted in Afrikaans and Arts and Culture; and in Sesotho, a candidate had not signed his/her script.

8.6 Directives for Compliance and Improvement

The DHET is required to ensure that the following directives for compliance are addressed accordingly:

- All marking centres must develop, in consultation with the assessment body, a detailed marking management plan to be adhered to by the marking centre management team, marking personnel and all other stakeholders;
- The DHET and the marking centre management team must ensure that preparation of the marking centres are in accordance with the requirements for occupational health and safety, for e.g. security guards at the entrance to the school premises and all entrances; clean water; contingency plans for load shedding; clear signs indicating directions to the marking venues; and the issuing of visitor's cards on entrance to the premises; and
- The transport of examination scripts must be closely monitored by the PED and the DHET to comply with all necessary security measures (escorted trucks).

8.7 Conclusion

As deduced from the gathered findings, Umalusi acknowledges that the marking of the November 2018 GETC: ABET L4 examination scripts was managed well and without compromising the integrity and credibility of marking procedures and processes. The DHET is, therefore, encouraged to ensure that marking centres maintain areas of compliance that have been identified; and address those that have been flagged as non-compliant.

CHAPTER 9 VERIFICATION OF MARKING

9.1 Introduction

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 effectively during marking;
- Identify possible irregularities; and
- Confirm that marking is fair, reliable and valid.

9.2 Scope and Approach

Umalusi conducted on-site verification of marking from 27 November to 7 December 2018 at various marking centres in nine provinces. Umalusi verified, on average, 60 scripts per learning area. The verification of marking process was based on a requested sample of 2040 answer scripts for 24 learning areas, as detailed in Table 9A below.

Table 9A: Verification of marking sample requested

No.	Learning Area Code	Number of Answer Scripts Sampled									
		EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
1	AAAT4		60								60
2	ANHC4							60			60
3	ARTC4	60		60							120
4	ECD4				60		60				120
5	EMSC4	60			60					60	180
6	HSSC4							60			60
7	INCT4		60								60
8	LCAF4							60			60
9	LCEN4	60									60
10	LCND4						60				60
11	LCSO4		60	60							120
12	LCSP4			60							60
13	LCTS4							60	60		120
14	LCVE4					60					60
15	LCXH4									60	60
16	LCXI4						60				60
17	LCZU4				60						60
18	LIFO4						60				60
19	MLMS4									60	60

No.	Learning Area Code	Number of Answer Scripts Sampled									
		EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
20	MMSC4				60						60
21	NATS4		60						60		120
22	TECH4			60		60					120
23	TRVT4							60	60		120
24	WHRT4	60		60							120
Total		240	240	300	240	120	240	300	180	180	2040

Umalusi verified the marking of candidates' scripts in the sample using the Umalusi instrument for the verification of marking. Candidates' scripts were evaluated against the following five key criteria in the instrument:

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

9.3 Summary of Findings

Umalusi conducts verification of marking to validate the process of marking and to determine whether markers adhered to the final marking guidelines approved by Umalusi. The findings below reflect on the qualitative and quantitative findings per verification criterion.

9.3.1 Adherence to Marking Guidelines

Umalusi approved the marking guidelines for all the learning areas after the standardisation process was finalised in November 2018.

In three learning areas (ECD4, TECH4 and TRVT4), Umalusi found that adherence to the marking guidelines was erratic for responses that required explanations: some correct responses were marked as incorrect; some incorrect responses were marked as correct; and some responses were given partial marks when they deserved full marks. These aberrations were brought to the attention of the chief markers, who indicated that these would be corrected by asking the markers to go over the marking guidelines again and re-mark the scripts.

Markers in the other learning areas adhered to the approved marking guidelines. No additional changes were made to the approved marking guidelines at the marking centres.

9.3.2 Quality and Standard of Marking

The quality of marking ranged from poor to very good. The internal moderators and chief markers facilitated question and answer sessions with the markers after marking a sample of scripts. In most learning areas, the internal moderators and chief markers marked between 10 and 20 scripts, and then moderated approximately 10% of the total number of scripts.

In five learning areas (ECD4; TECH4; TRVT4; LCAF4; and LCTS4) Umalusi moderators found the quality and standard of marking and internal moderation to be problematic. In ECD4 marked in Mpumalanga, 90% of the 60 scripts moderated had errors in marking; markers did not credit responses that were correct but were phrased differently. Marks changed marginally after external moderation (ranging from one to seven marks) for 23 out of the 60 scripts. In TECH4 and TRVT4, markers were unsure about the marking of responses that required explanations. In LCAF4 and LCTS4, markers had problems applying the marking rubrics correctly to essay and transactional pieces.

In all the languages (LCAF4; LCEN4; LCND4; LCSO4; LCSP4; LCTS4; LCVE4; LCXH4; LCXI4; and LCZU4) Umalusi found that markers were lax when it came to indicating grammatical errors in the essays and transactional pieces. However, poor grammar was penalised; markers simply did not indicate the errors.

9.3.3 Irregularities

Umalusi moderators were vigilant in identifying possible irregularities. They also reminded the markers and chief markers to pay special attention to this aspect during the marking process.

There were technical irregularities in two learning areas: HSSC4 (NC) and MLMS4 (WC). For HSSC4, the irregularities were: no barcodes on the script cover (Centre 2028818), incorrect examination numbers (Centres 203817 and 2028831) and the chief invigilator signing in the space allotted for the examination assistant (Centre 2018866). For MLMS4 the irregularities were: candidates answered in pencil (Centre 11402), examination numbers did not correspond with the numbers on the stickers (Centre 22413) and National Senior Certificate (NSC) answer books were used (Centre 19401).

There were suspected acts of dishonesty in three learning areas (ECD4, EMSC4 and LIFO4). In ECD4 marked in KwaZulu-Natal, one centre had eight candidates with the same responses for Questions 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4 and 3.6. In EMSC4 marked in KwaZulu-Natal, three candidates had identical responses for Questions 1, 2, 3 and 4, and three candidates had identical responses for Questions 1, 2 and 3. In EMSC4 marked in the Eastern Cape, one centre had 11 candidates suspected of group copying responses for Questions 1.3.3, 1.3.4, 1.4, 2, 3, 4, 5.2.1 and 5.2.2. One centre had six candidates suspected of copying responses for Questions 2.3 and 2.4.3. Two candidates had the same responses for Question 1.5 of LIFO4. These incidents were reported to the Department of Higher Education and Training (DHET) for further investigation.

9.3.4 Performance of Candidates

The verification of marking instrument requires that the moderator reports on the performance of candidates per learning area for the sample moderated. The results of these exercises, as summarised in the figures and distribution tables below, provide an indication of the levels of difficulty of the question papers as found in the sample scripts. The figures and distribution tables in this report are based on the samples verified by Umalusi, per learning area.

1. Applied Agriculture and Agricultural Technology (AAAT4) – Five questions

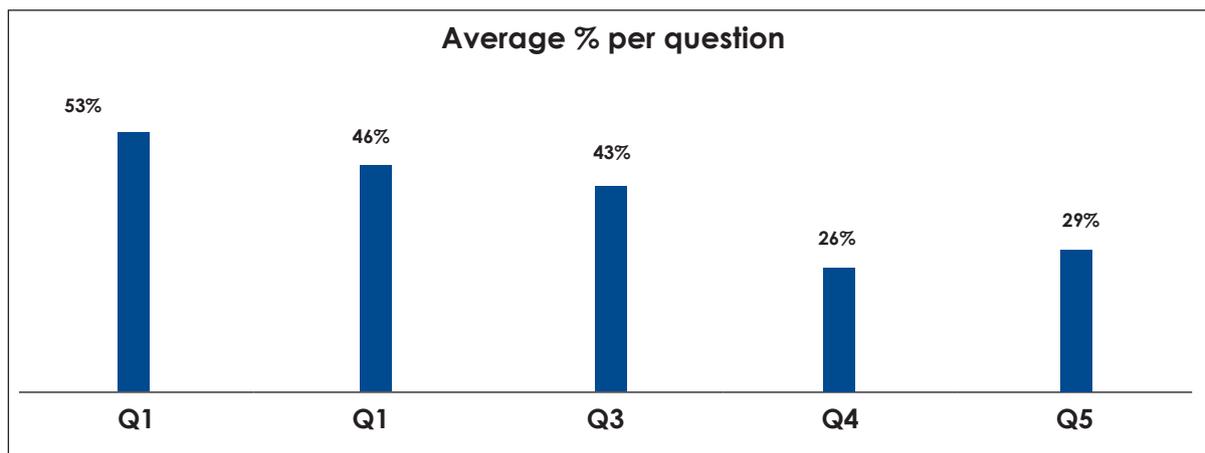


Figure 9A: Candidate performance in AAAT4 per question for 60 scripts – FS

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	4	6	19	16	7	5	1	0	0

2. Ancillary Health Care (ANHC4) – Three questions

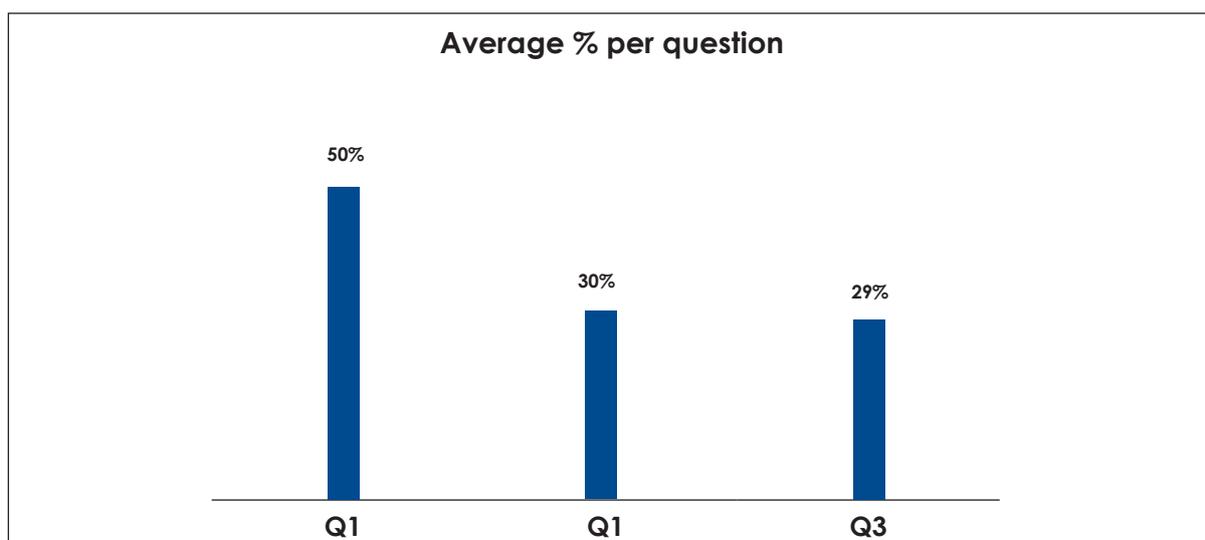


Figure 9B: Candidate performance in ANHC4 per question for 60 scripts – NC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	14	19	19	7	1	0	0	0

3. Arts and Culture (ARTC4) – Six questions

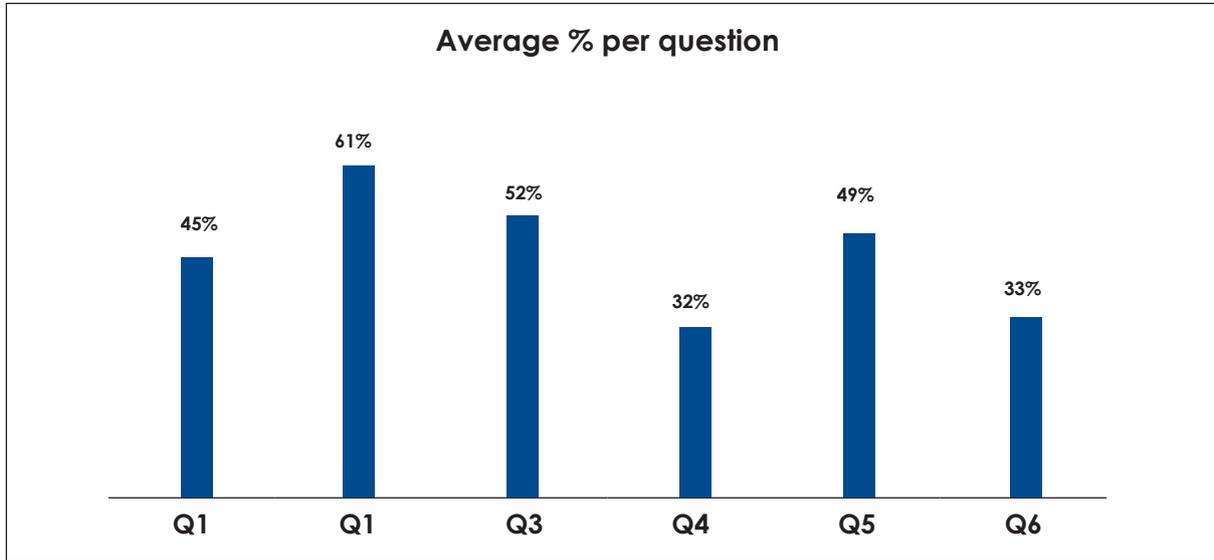


Figure 9C (i): Candidate performance in ARTC4 per question for 60 scripts – EC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	5	11	13	11	13	7	0	0

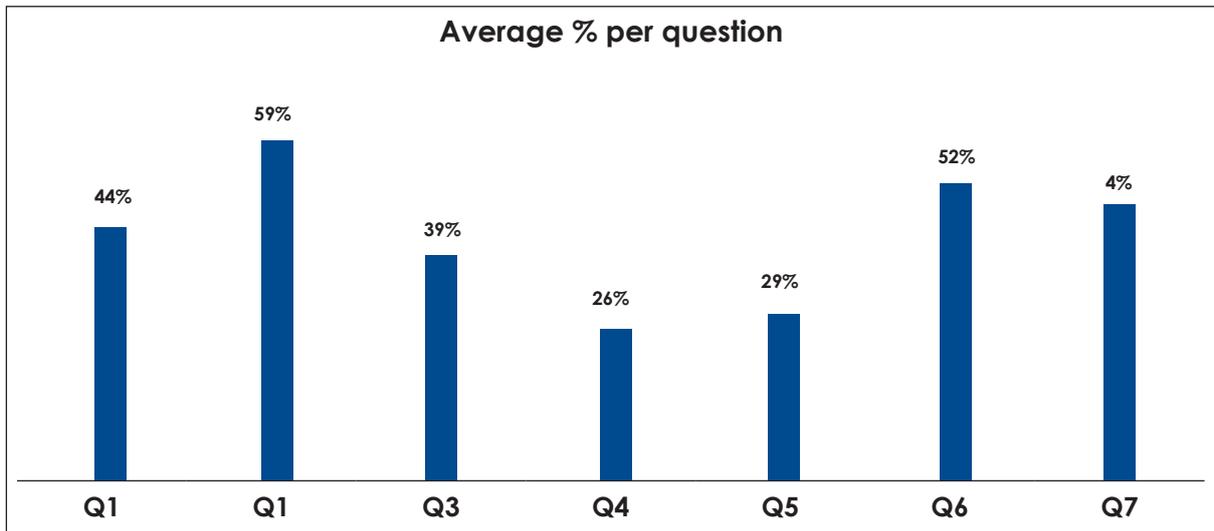


Figure 9C (ii): Candidate performance in ARTC4 per question for 60 scripts – GP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	9	22	13	9	3	3	0	0

4. Early Childhood Development (ECD4) – Three questions

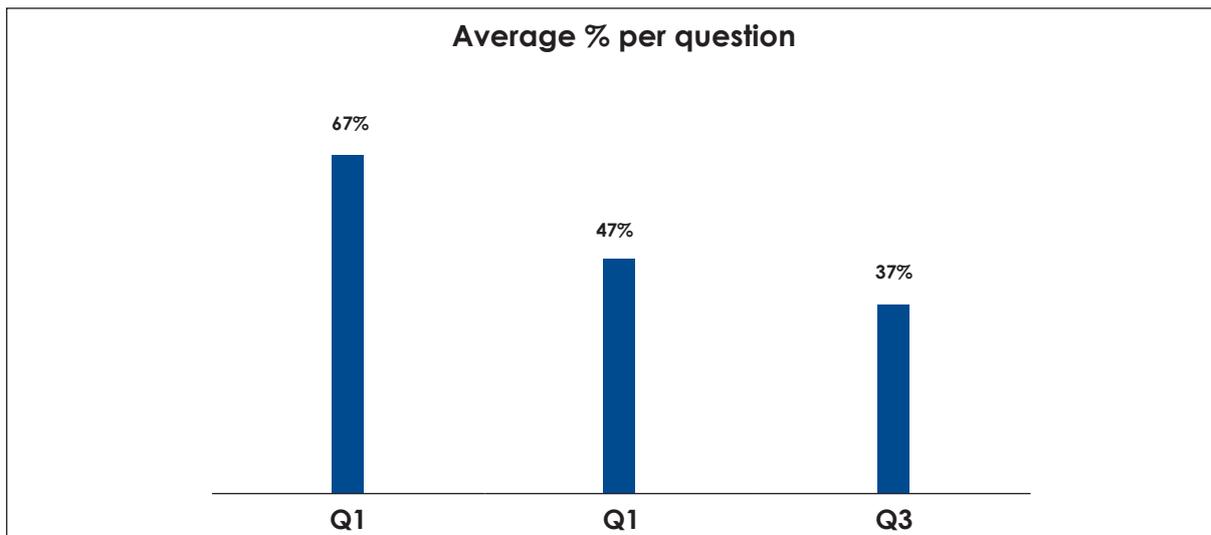


Figure 9D (i): Candidate performance in ECD4 per question for 60 scripts – KZN

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	5	7	6	10	10	7	6	8	1

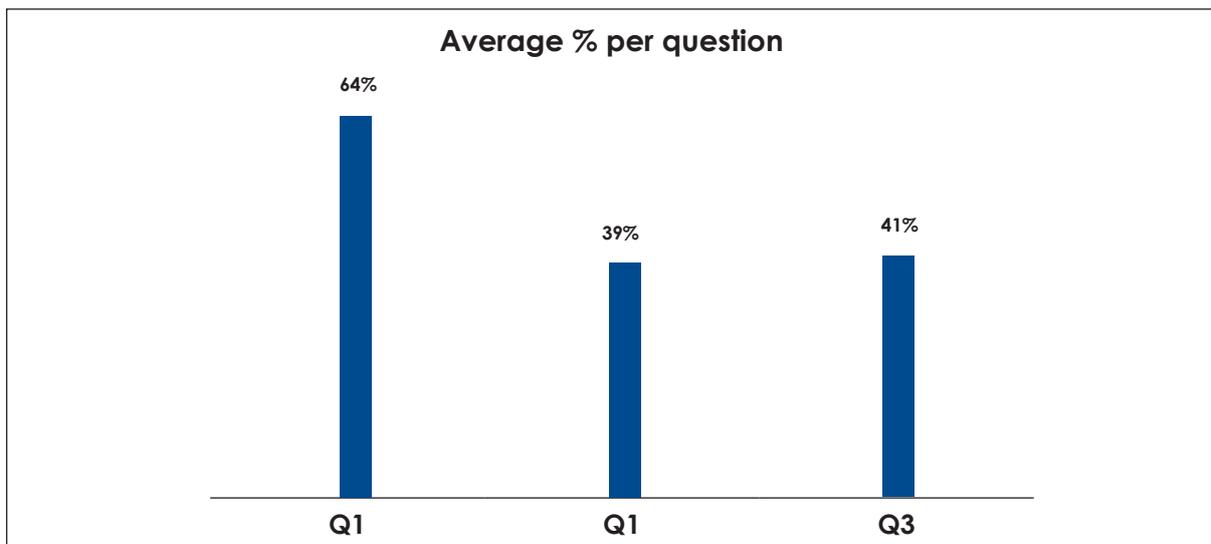


Figure 9D (ii): Candidate performance in ECD4 per question for 60 scripts – MP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	5	5	10	7	9	11	10	2	0

5. Economic and Management Sciences (EMSC) – Five questions

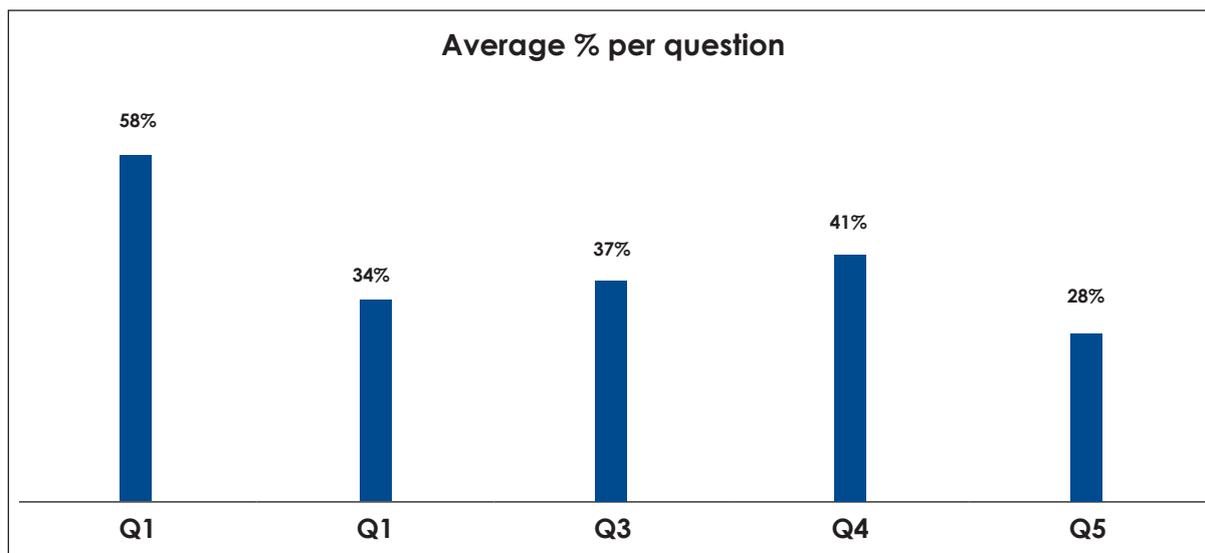


Figure 9E (i): Candidate performance in EMSC4 per question for 60 scripts – EC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	6	6	13	16	8	11	0	0	0

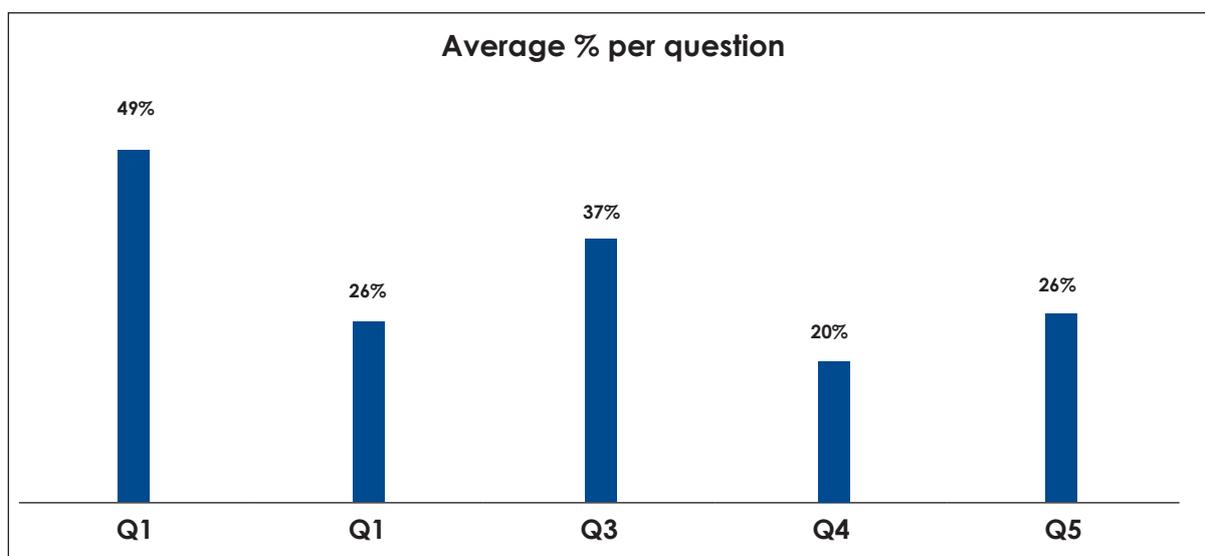


Figure 9E (ii): Candidate performance in EMSC4 per question for 60 scripts – KZN

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
5	11	7	10	15	7	3	2	0	0

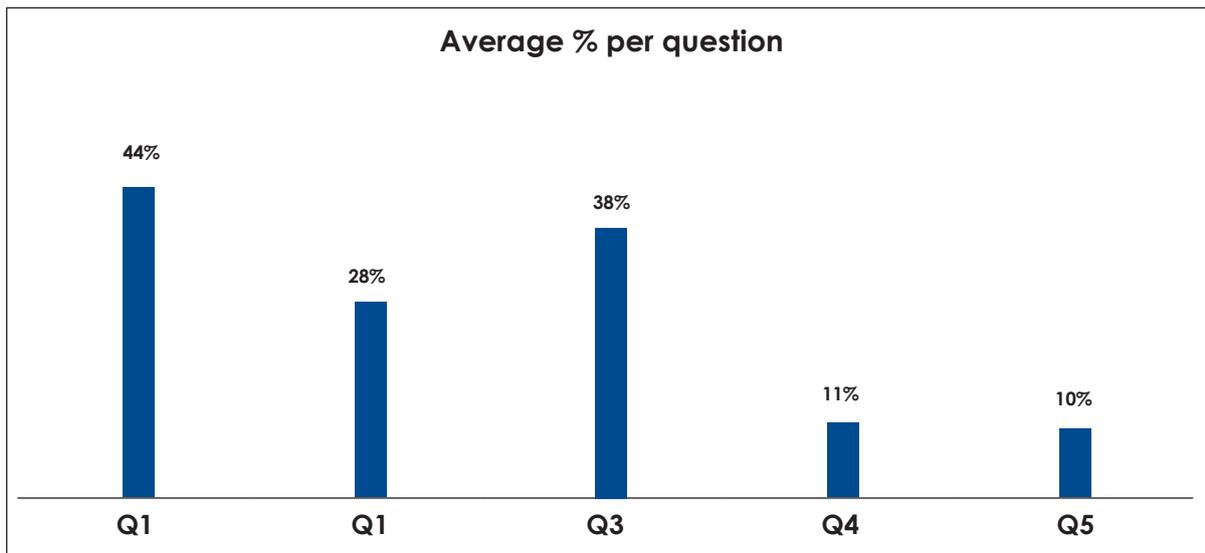


Figure 9E (iii): Candidate performance in EMSC4 per question for 60 scripts – WC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	12	22	13	4	6	1	1	0	0

6. Human and Social Sciences (HSSC4) – Three questions

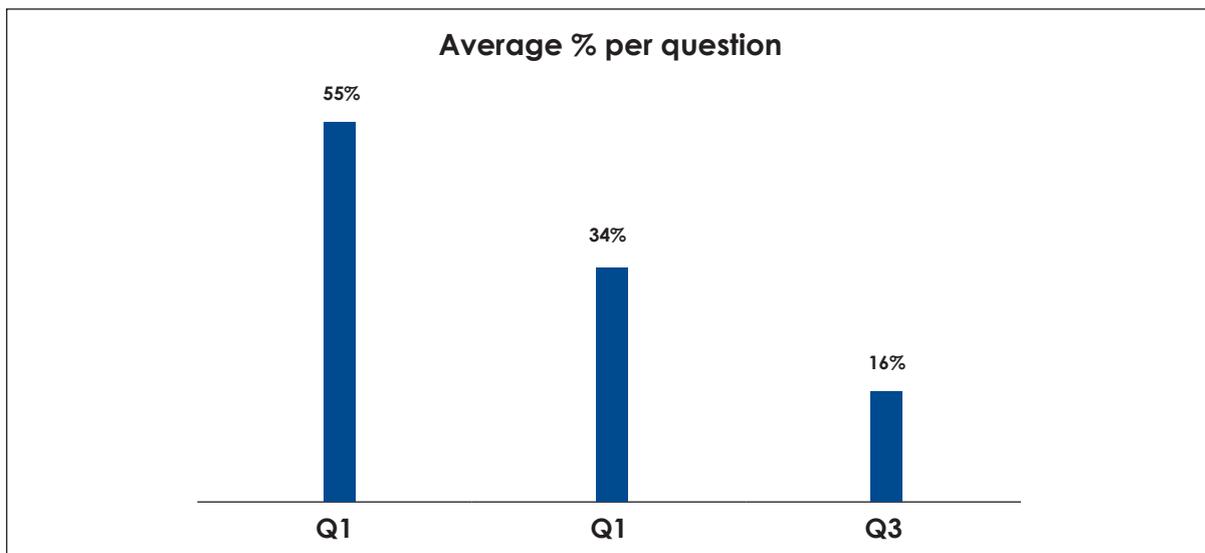


Figure 9F: Candidate performance in HSSC4 per question for 60 scripts – NC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	13	18	16	7	4	0	0	0

7. Information Communication Technology (INCT4) – Four questions

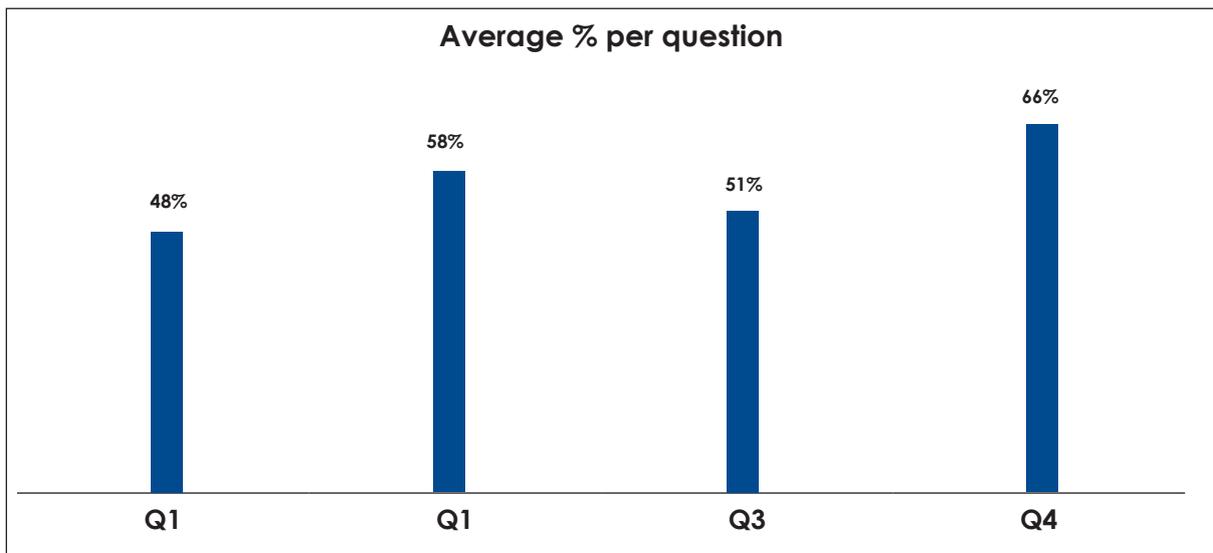


Figure 9G: Candidate performance in INCT4 per question for 60 scripts – FS

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	4	2	9	7	9	14	10	3	2

8. Language, Literacy and Communication: Afrikaans (LCAF4) – Five questions

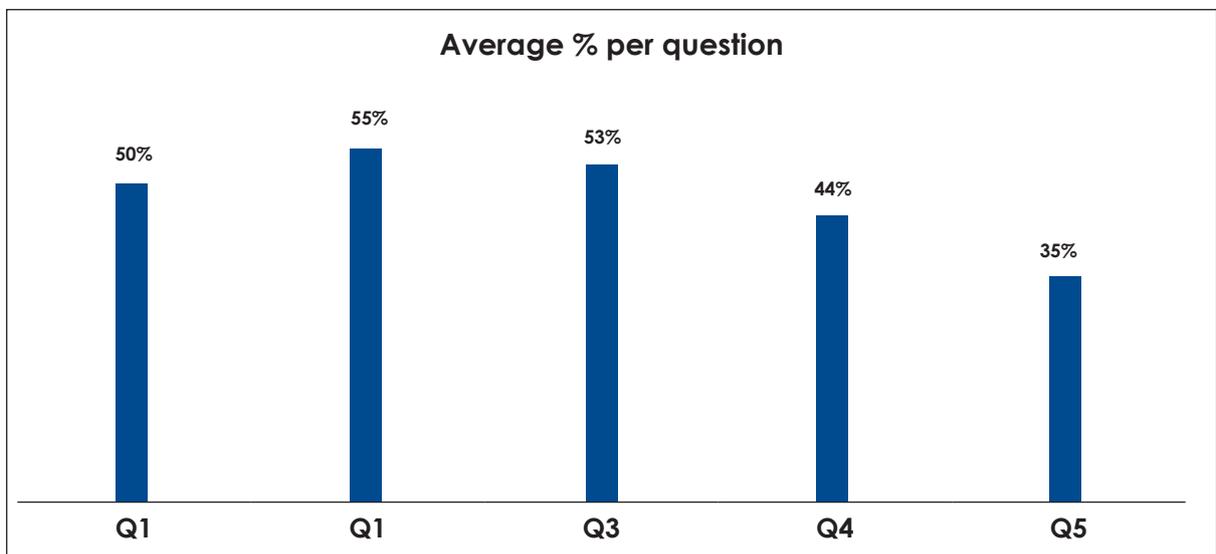


Figure 9H: Candidate performance in LCAF4 per question for 60 scripts – NC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	5	4	5	12	18	8	4	1	0

9. Language, Literacy and Communication: English (LCEN4) – Five questions

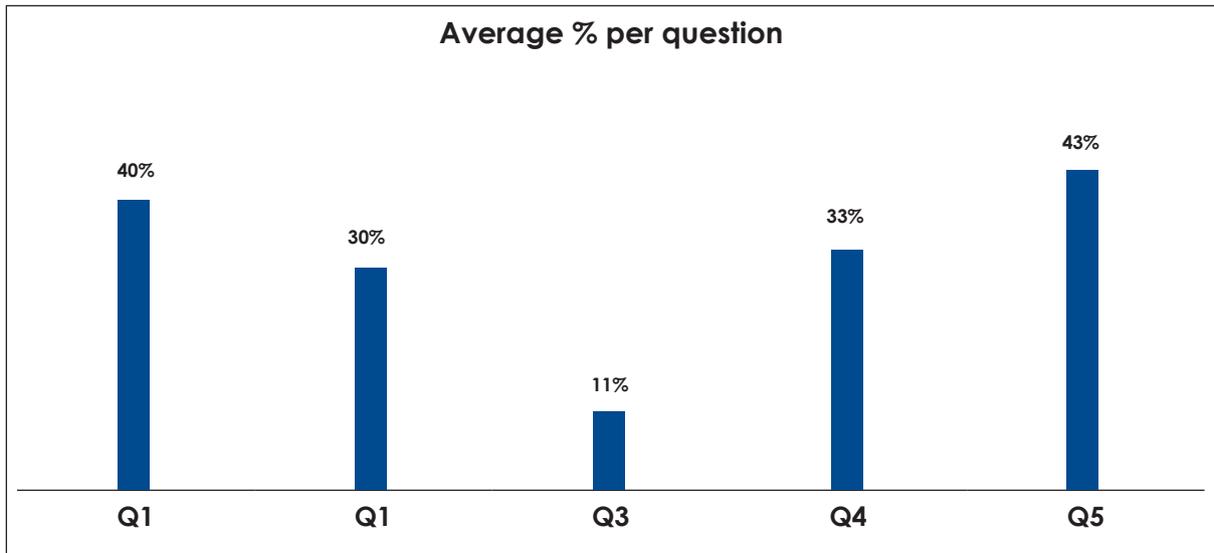


Figure 9I: Candidate performance in LCEN4 per question for 60 scripts – EC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	8	17	14	13	5	2	0	0	0

10. Language, Literacy and Communication: IsiNdebele (LCND4) – Five questions

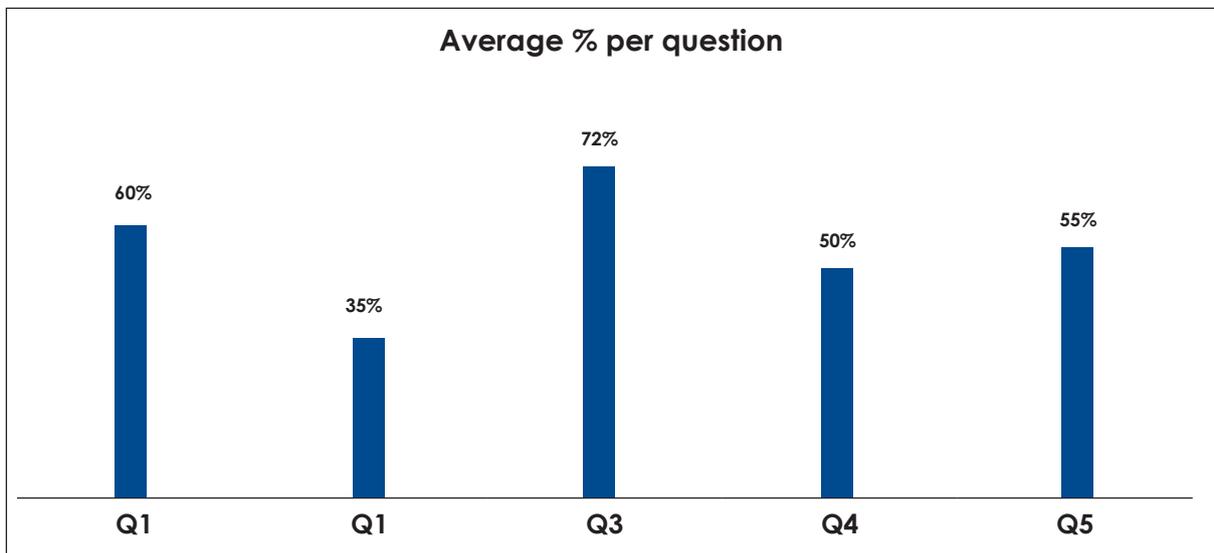


Figure 9J: Candidate performance in LCND4 per question for 60 scripts – MP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	5	3	15	14	13	8	0	0

11. Language, Literacy and Communication: Sesotho (LCSO4) – Five questions

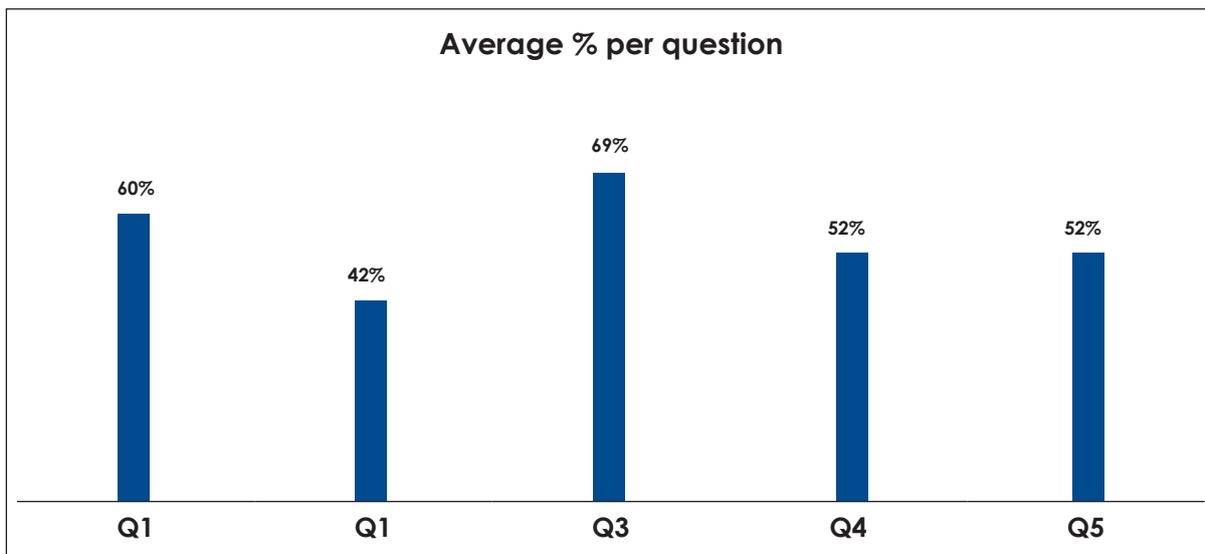


Figure 9K (i): Candidate performance in LCSO4 per question for 60 scripts – FS

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	0	7	5	6	13	21	6	1	0

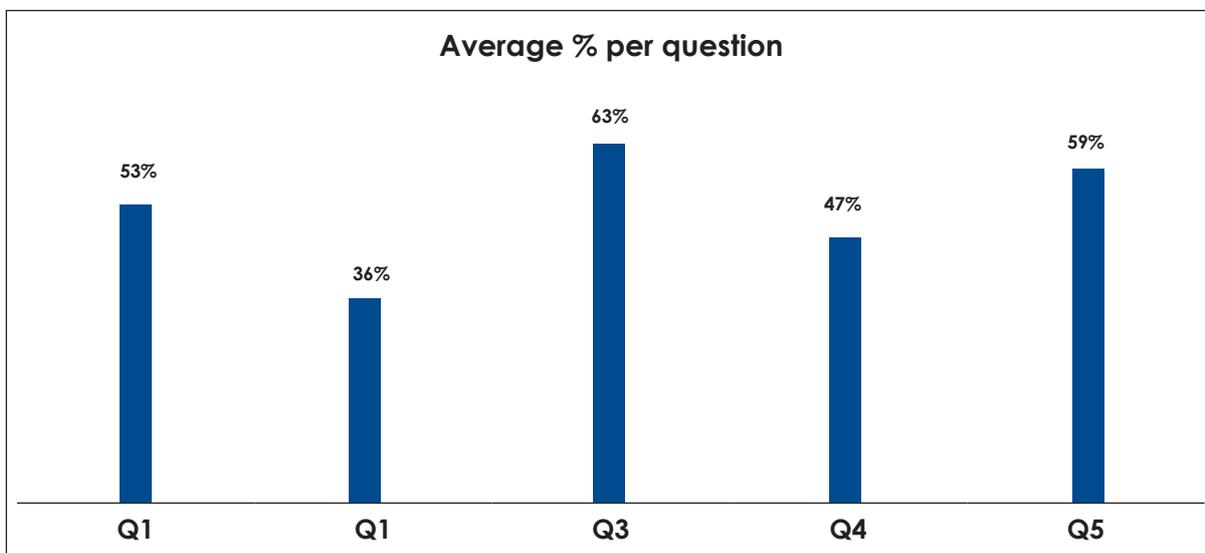


Figure 9K (ii): Candidate performance in LCSO4 per question for 60 scripts – GP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	2	5	11	10	10	13	5	2	0

12. Language, Literacy and Communication: Sepedi (LCSP4) – Five questions

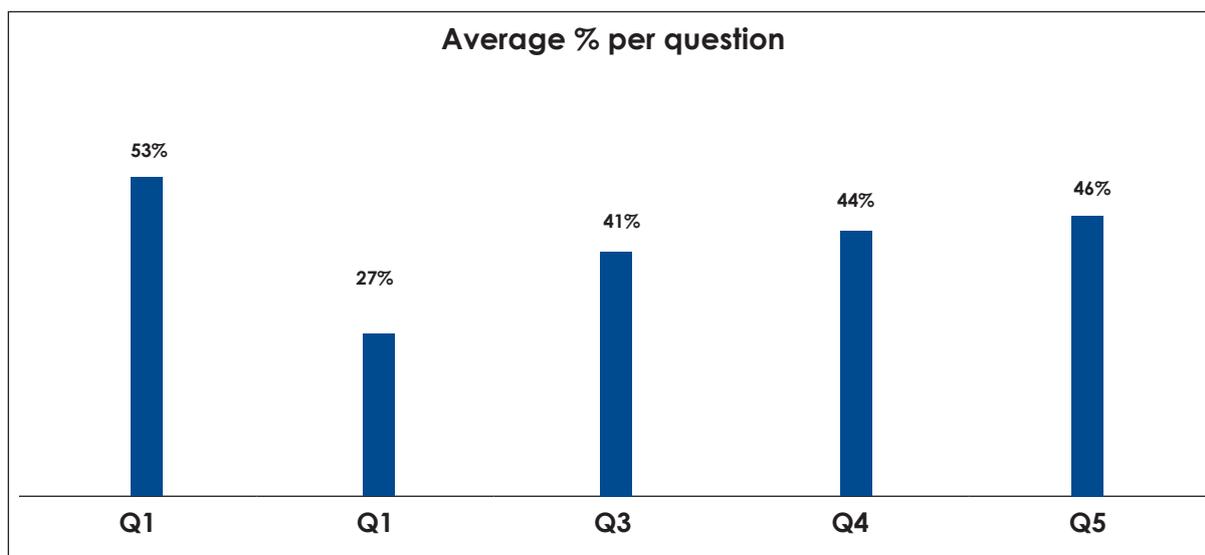


Figure 9L: Candidate performance in LCSP4 per question for 60 scripts – GP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	2	11	12	10	9	12	2	0	0

13. Language, Literacy and Communication: Setswana (LCTS4) – Five questions

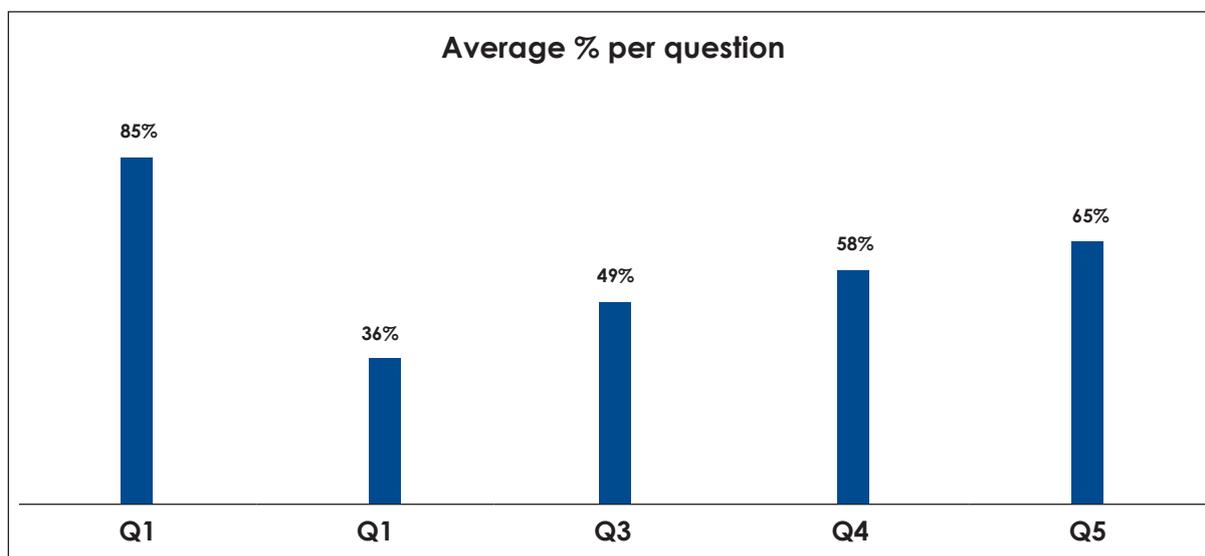


Figure 9M (i): Candidate performance in LCTS4 per question for 60 scripts – NC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	0	1	12	13	17	14	2	0

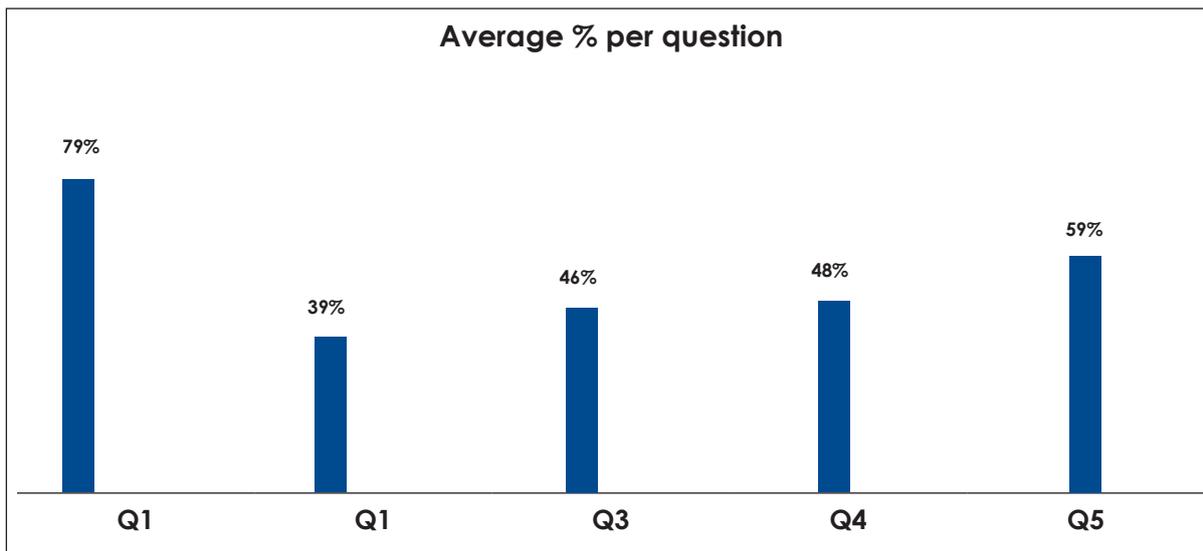


Figure 9M (ii): Candidate performance in LCTS4 per question for 60 scripts – NW

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	2	3	13	23	7	9	2	0

14. Language, Literacy and Communication: Tshivenda (LCVE4) – Five questions

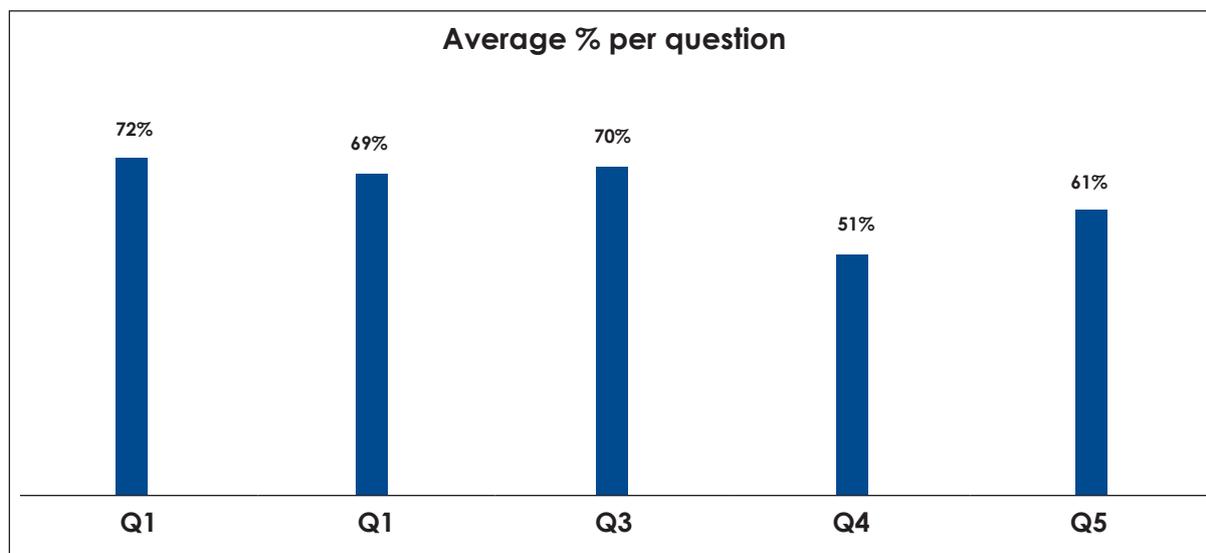


Figure 9N: Candidate performance in LCVE4 per question for 60 scripts – LP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	1	0	2	2	13	18	21	2	0

15. Language, Literacy and Communication: IsiXhosa (LCXH4) – Five questions

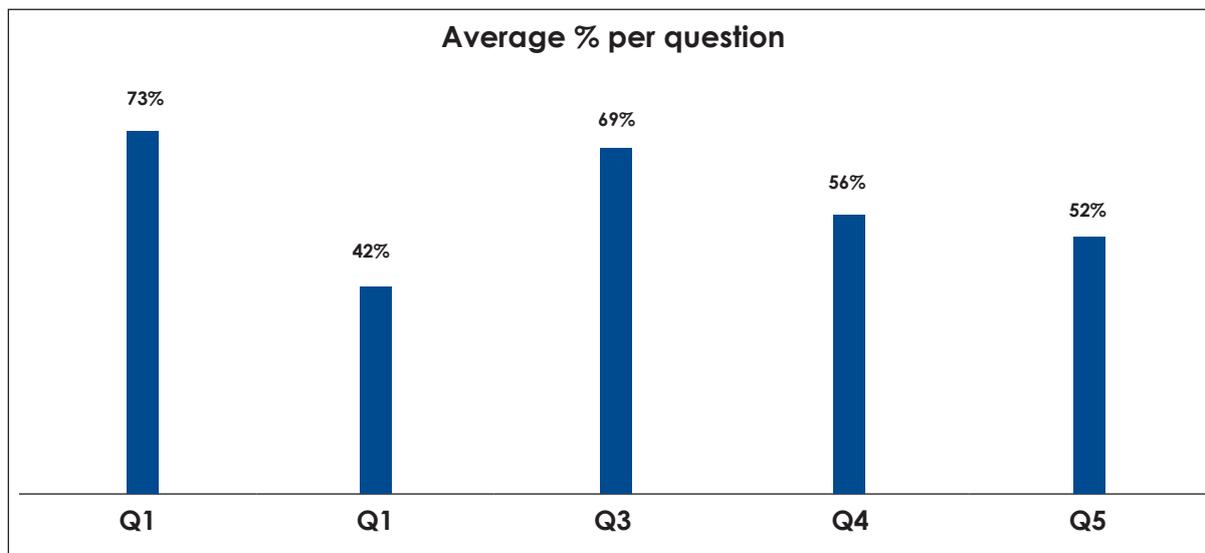


Figure 9O: Candidate performance in LCXH4 per question for 60 scripts – WC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	1	3	5	6	11	11	12	8	0

16. Language, Literacy and Communication: Xitsonga (LCXI4) – Five questions

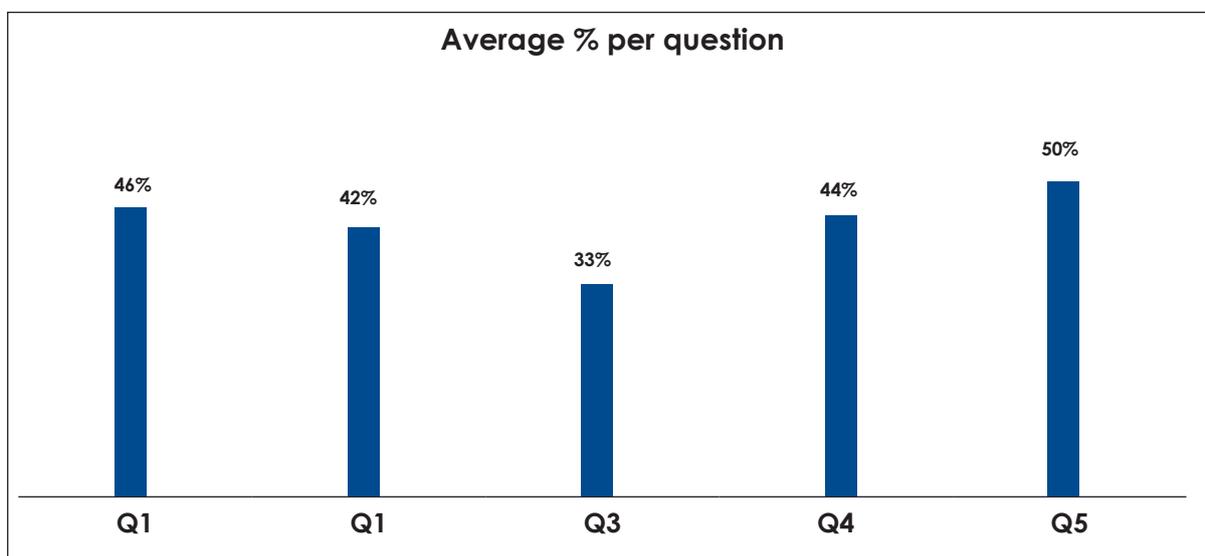


Figure 9P: Candidate performance in LCXI4 per question for 60 scripts – MP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
4	4	6	8	9	16	7	5	1	0

17. Language, Literacy and Communication: IsiZulu (LCZU4) – Five questions

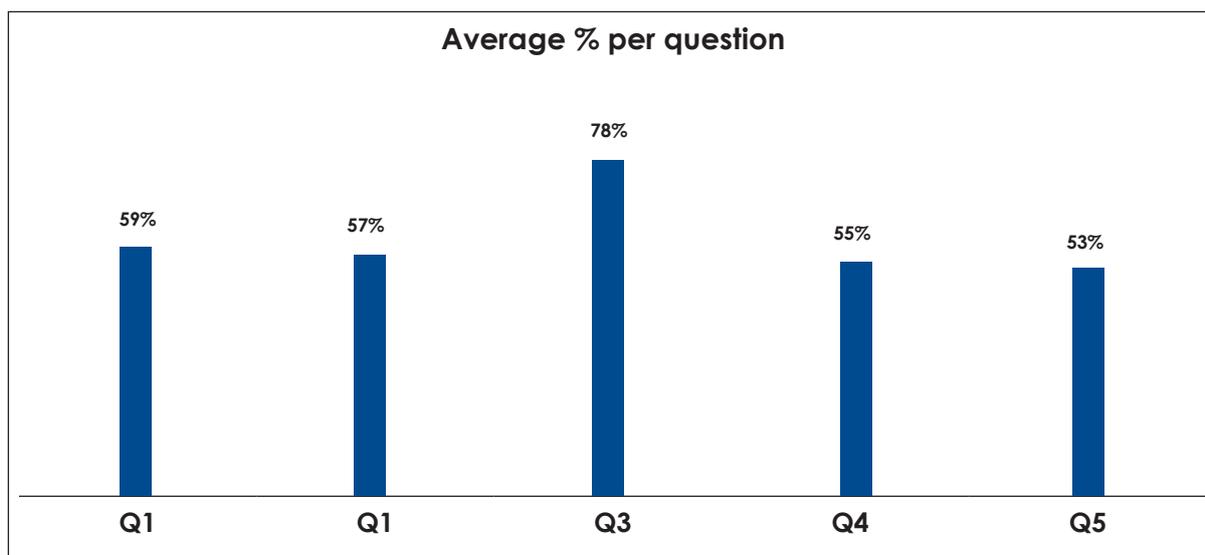


Figure 9Q: Candidate performance in LCZU4 per question for 60 scripts – KZN

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	0	3	5	5	14	14	16	2	0

18. Life Orientation (LIF04) – Nine questions

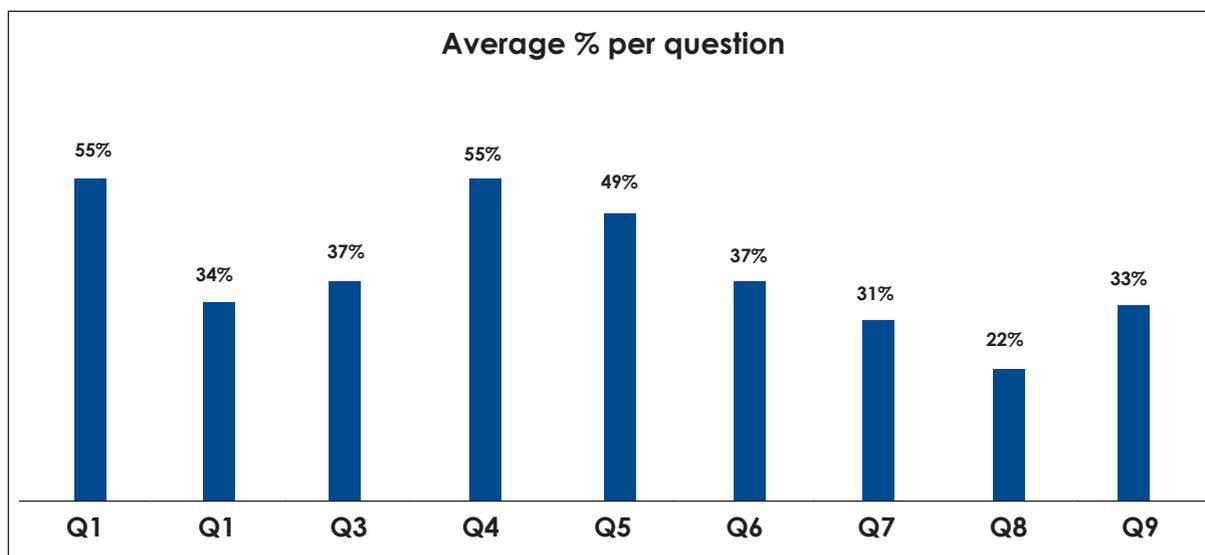


Figure 9R: Candidate performance in LIF04 per question for 60 scripts – MP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	11	10	14	12	8	2	0	0	0

19. Mathematical Literacy (MLMS4) – Five questions

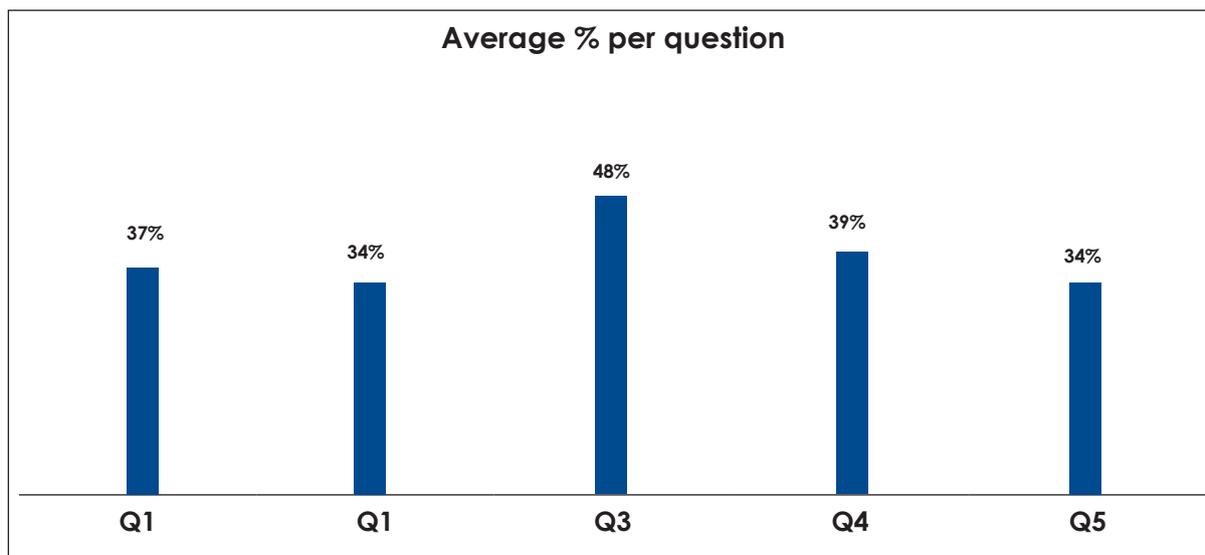


Figure 9S: Candidate performance in MLMS4 per question for 60 scripts – WC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	5	7	13	18	7	4	2	1	0

20. Mathematics and Mathematical Sciences (MMS4) – Six questions

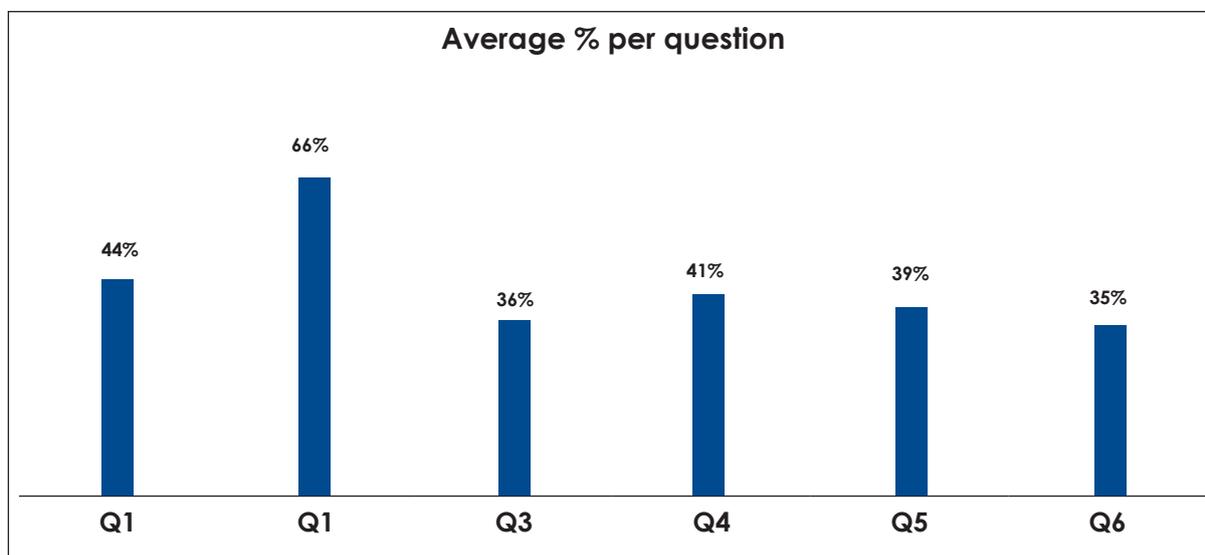


Figure 9T: Candidate performance in MMS4 per question for 60 scripts – KZN

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	4	6	8	12	13	8	5	1	0

21. Natural Sciences (NATS4) – Five questions

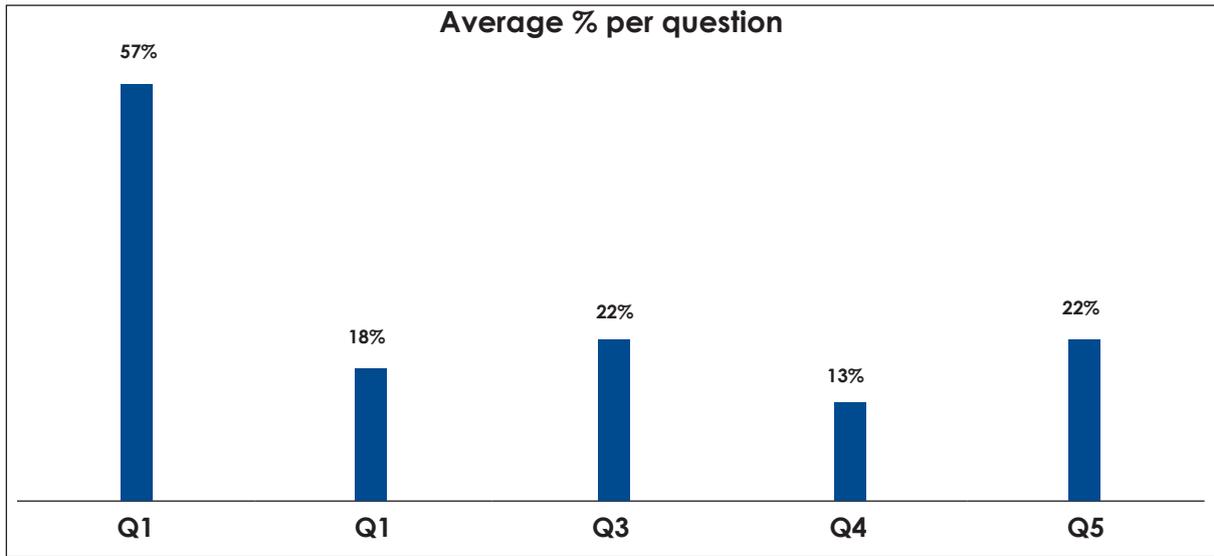


Figure 9U (i): Candidate performance in NATS4 per question for 60 scripts – FS

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	12	14	18	8	4	1	0	0	0

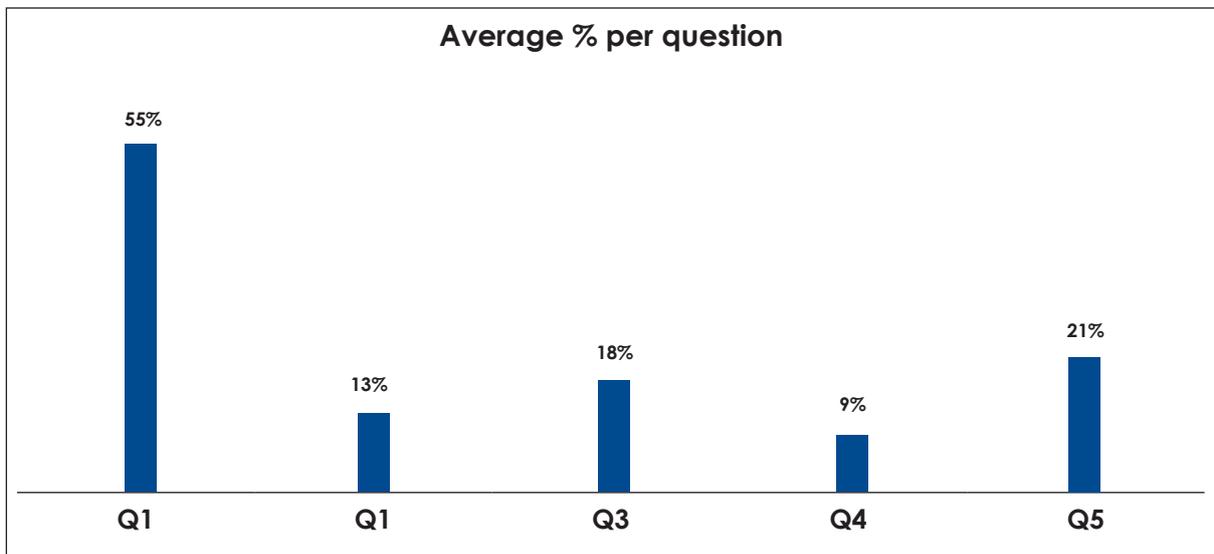


Figure 9U (ii): Candidate performance in NATS4 per question for 60 scripts – NW

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	17	17	16	4	3	1	0	0	0

22. Technology (TECH4) – Seven questions

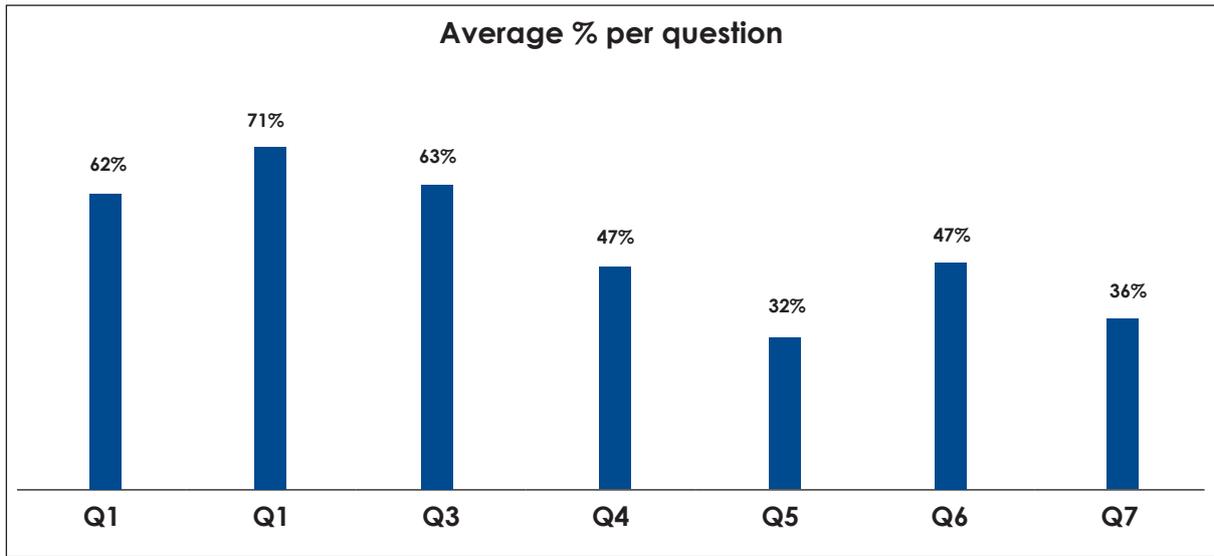


Figure 9V (i): Candidate performance in TECH4 per question for 60 scripts – GP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	6	7	3	9	17	10	5	3	0

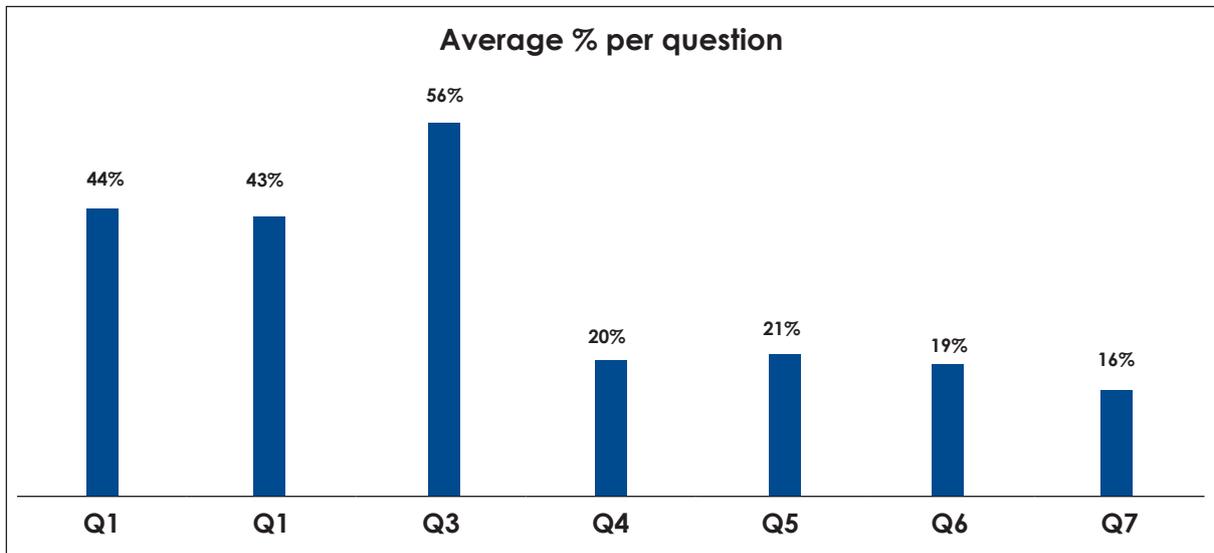


Figure 9V (ii): Candidate performance in TECH4 per question for 60 scripts – LP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	17	15	14	11	2	0	0	0	0

23. Travel and Tourism (TRVT4) – Four questions

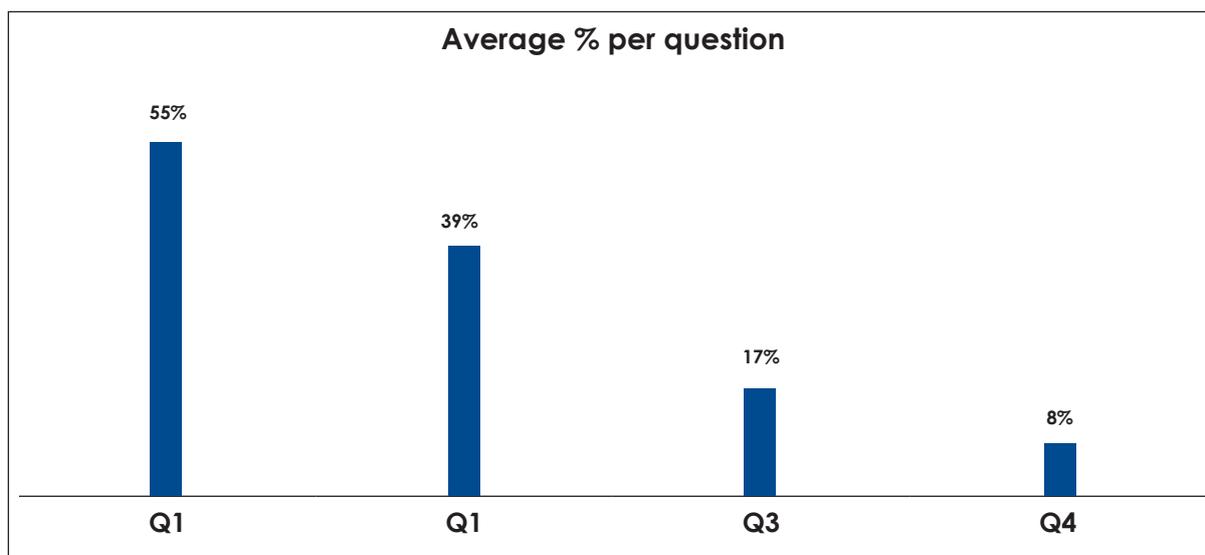


Figure 9W (i): Candidate performance in TRVT4 per question for 60 scripts – NC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	8	24	15	8	4	0	0	0	0

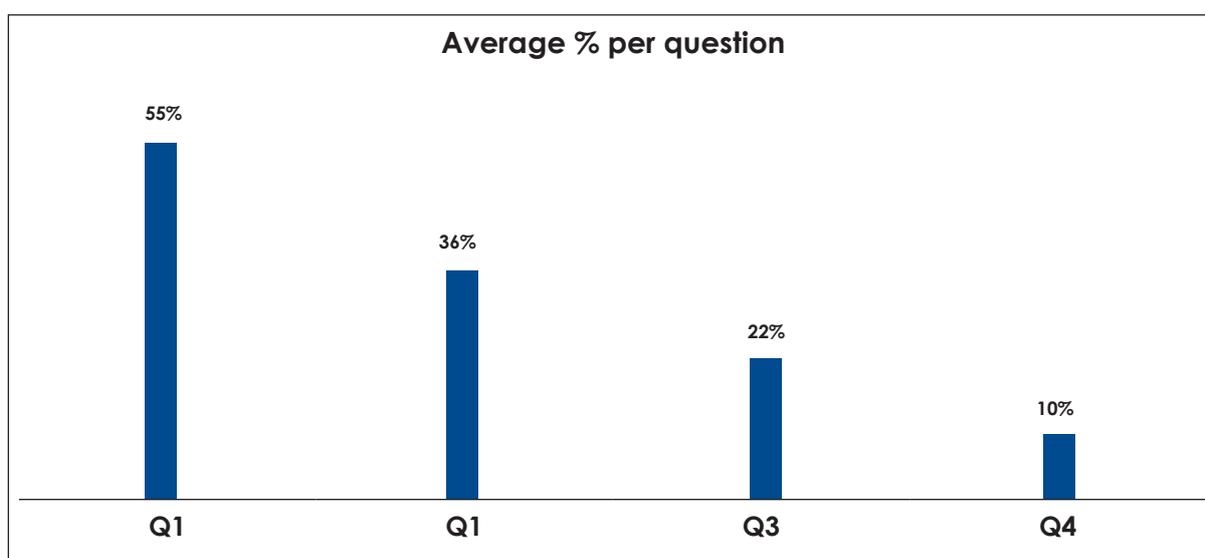


Figure 9W (ii): Candidate performance in TRVT4 per question for 60 scripts – NW

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	6	16	19	11	6	1	0	0	0

24. Wholesale and Retail (WHRT4) – Eight questions

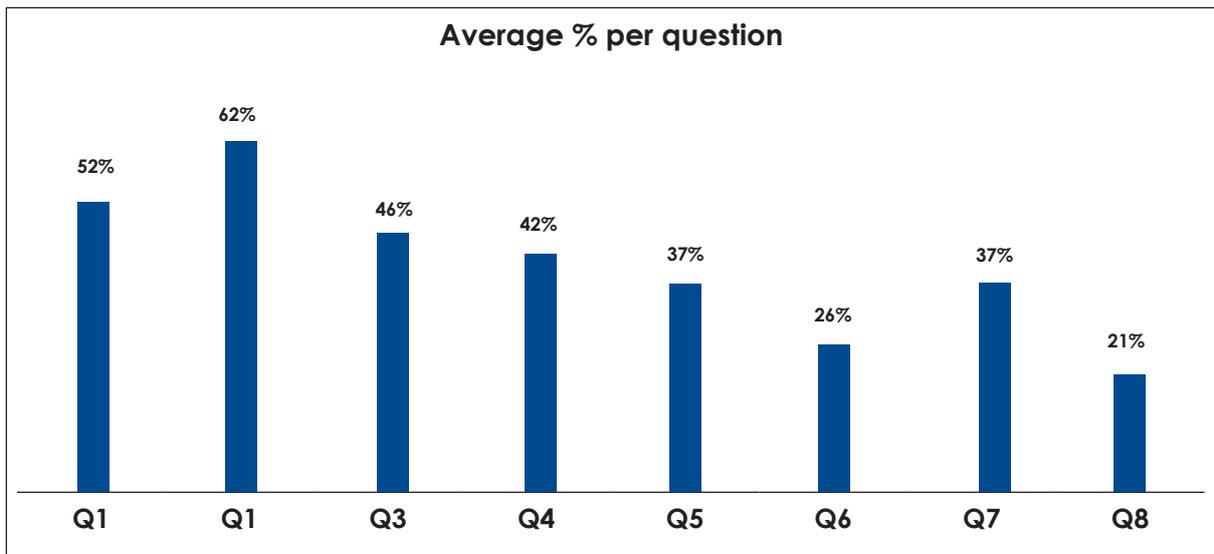


Figure 9X (i): Candidate performance in WHRT4 per question for 60 scripts – EC

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	10	13	18	12	3	3	0	0	0

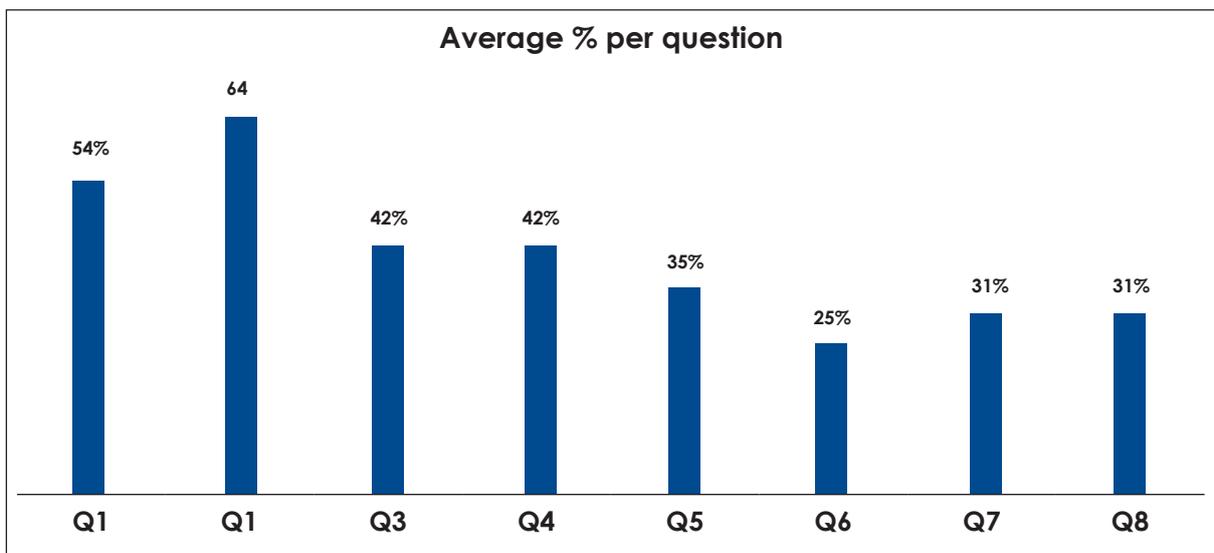


Figure 9X (ii): Candidate performance in WHRT4 per question for 60 scripts – GP

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	9	17	6	8	11	4	3	2	0

9.3.5 Findings and Recommendations

The marking of objective questions and free-response questions was challenging to inexperienced markers. They marked these questions very rigidly without crediting responses that were correct but phrased differently from the marking guidelines. Lack of content knowledge interfered with the recognition of correct responses that were phrased differently from the marking guidelines. It is recommended that where explanations are required, examiners provide alternative responses or indicate that responses phrased differently should be credited. This should also be done during the standardisation of marking guidelines.

It is recommended that personnel appointed to mark satisfy the criterion for content knowledge. Chief markers should spend more time training novice markers to ensure that robotic assessments of responses are avoided and that differently phrased responses are credited. In-service training or workshops for lecturers in specialised learning areas should be undertaken by the DHET throughout the country during the academic year.

The quality and standard of internal moderation was acceptable at all centres. However, the following learning areas did not have an internal moderator: ARTC4 (EC), LCISO4 (FS) and NATS4 (FS). The chief marker marked some scripts and moderated the marking of the markers. This meant that there was no moderation of chief markers' marking and moderation. It is recommended DHET ensures that PEDs appoint internal moderators for all the learning areas to be marked at each PED. To raise the quality of marking and moderation of the GETC: ABET L4 examinations, it is recommended that specific training workshops for chief markers and internal moderators in terms of allocation of questions to markers, guidance of markers, etc. be held.

For INCT4, there were problems with discs at two centres — discs from one centre malfunctioned during the marking session; another centre submitted discs that did not contain evidence of the candidate's work. DHET is required to supply branded, good quality discs for future examinations.

For the languages (LCAF4; LCEN4; LCND4; LCISO4; LCSP4; LCTS4; LCVE4; LCXH4; LCXI4; and LCZU4) Umalusi found that some markers were unable to apply the marking rubrics correctly for essays and transactional pieces. Markers were unable to distinguish between 'threshold' and 'credit' for both the language and content components. The assumption made by markers was that poor grammar meant that the content was also weak. It was suggested that chief markers and internal moderators spend more time training markers to apply the different criteria listed in the marking rubric correctly. Another area that needed attention was the actual marking of the essays and transactional pieces: markers were lax when it came to indicating grammatical errors (either by underlining or ringing errors) in the essay and transactional pieces. One is not sure whether the pieces were marked or whether a mark was appended at the end of the piece. The suggestion is that chief markers and internal moderators emphasise the importance of underlining grammatical errors in essays and transactional pieces during marking of examinations.

9.4 Areas of Good Practice

The following were noted as compliance:

- With the exception of learning areas mentioned in the report, the marking officials for the other learning areas ensured that marking was fair, valid and reliable by following the processes required for marking, moderation, addition of marks and transfer of marks to mark sheets; and
- The control exercised by the chief markers over their teams of markers was indicative of a level of professionalism that ensured that the integrity of the marking process was not compromised.

9.5 Areas of Non-compliance

The following were noted as non-compliance:

- Failure to credit alternative responses to questions that required explanations in the candidates' own words in three learning areas (ECD4, TECH4 and TRVT4). Markers applied the marking guidelines rigidly, which suggested a lack of content knowledge;
- Inability to assess essays and transactional pieces correctly in all the languages' learning areas. Some markers had difficulty differentiating between the criteria listed in the rubrics for language and content; markers also did not indicate grammatical errors in the essays and transactional pieces;
- Novice markers appeared to be struggling with interpreting and applying the marking guidelines to partially subjective responses;
- In some centres, chief markers and internal moderators did not select scripts for moderation in a methodical manner. The requirement of 10% for moderation quite often overlooked large batches from single centres; and
- Suspected irregularities in some examination centres, despite official reminders about the serious repercussions of this practice.

9.6 Directives for Compliance and Improvement

The Department of Higher Education (DHET) must act on the following directives for compliance and improvement. The DHET must:

- Embark on training sessions for language educators on assessment; particularly the correct application of marking rubrics for marking essays and transactional pieces. This was also a directive in 2016 and 2017;
- Ensure that chief markers and internal moderators moderate 10% of scripts per centre, instead of a blanket 10% of the total number of scripts;
- Ensure that the training of novice markers is conducted thoroughly and that more time is allocated for this.; and
- Appoint marking personnel who possess the requisite content knowledge so that they can recognise responses that are correct but phrased differently from that in the marking guidelines.

9.7 Conclusion

The quality of marking and internal moderation in most learning areas for the November 2018 GETC: ABET L4 examinations had improved in most marking centres. The professionalism with which most marking officials approached the marking of the scripts is acknowledged. The verification of marking by Umalusi revealed that in most marking centres marking complied with policy requirements and was consistent and fair.

While it was encouraging to note that there was a decrease in the number of instances of irregularities in the November 2018 examinations, the very fact that there were instances of irregularities is cause for concern. Therefore, the marking personnel must continue to be vigilant in identifying and handling irregularities at marking centres. Chief invigilators at the various centres where examinations are written ought to aim for total compliance in order to eliminate any irregularities.

CHAPTER 10 STANDARDISATION AND RESULTING

10.1 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.

10.2 Scope and Approach

The Department of Higher Education and Training (DHET) presented 26 Learning Areas for the standardisation of the General Education and Training Certificate (GETC) Examinations. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

10.2.1 Development of Historical Averages

Historical averages for GETC Examinations are developed using previous five examination sittings. Once that is done, as per policy requirements, DHET 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.

10.2.2 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. The following provinces were sampled for verification: Mpumalanga, Limpopo, Gauteng, KwaZulu-Natal and Eastern Cape.

10.2.3 Verification of Datasets and Standardisation Booklets

The DHET 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.

10.2.4 Pre-standardisation and Standardisation

The pre-standardisation and standardisation meetings for GETC Examinations were held from the 20 and 23 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 DHET, 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.

10.2.5 Post Standardisation

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

10.3 Summary of Findings

10.3.1 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 DHET 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 10A outlines the learning areas with outliers for the October/November 2018 GETC Examinations.

Table 10A: Learning Areas with Outliers

Learning Area Code	Learning Area	Outlying Year
613400331	Language Literacy and Communication: IsiNdebele	201310
614470011	Early Childhood Development	201310

b) 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 monitored 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. The verification process provides an opportunity to identify best practices and challenges in mark capturing. The following provinces were sampled for verification: Mpumalanga, Limpopo, Gauteng, KwaZulu-Natal and Eastern Cape.

The national policy, guidelines and procedural documentation on the capturing process were made available to the monitors during monitoring of the capturing of examination marks. The guidelines and procedural documents were, however, silent on how the mark sheets were authenticated. Despite this, there were measures in place to authenticate mark sheets: they are barcoded and have unique, system-generated mark sheet numbers. The mark sheet number is entered into the system before marks can be captured. Provinces such as Gauteng and Mpumalanga, used barcode scanners to scan the mark sheets during dispatch and on return to head office or the capturing centre for capturing and storing.

The availability of management plans in all monitored provinces was verified on site. All provinces derived their management plans from the DHET management plan. The capturing of examination marks in all provinces monitored was, to a large extent, in line with the DHET management plan. The capturing plans were implemented with minor deviations. The national systems administrator provided daily progress reports on capturing for every province. These included any remedial action required in cases where intervention was required. The provincial systems administrators ran similar progress reports, both to track progress and to intervene in time if needs be. In cases where capturing centres fell behind schedule, turnaround plans were devised to catch up and, eventually, a 95% capture rate was realised in all learning areas for standardisation purposes.

There were adequate personnel appointed at all capturing centres for the capturing of marks. The appointment procedures were verified and found to be in line with national requirements. In all provinces full-time staff were utilised to capture marks. Contract workers who satisfied the minimum requirements were used only in provinces with very large numbers of mark sheets to capture. All appointed capturers had appointment letters, which clearly outlined their key performance areas, signed by the Head of Examinations, in place of signed contracts. All contract workers appointed for capturing were trained by the provincial system administrators. Attendance registers were provided as evidence of training. All provinces except Eastern Cape also provided training manuals, or PowerPoint presentations, over and above attendance registers as evidence of training. While no training manual was available for the Eastern Cape PED, data capturers confirmed that training had taken place. All personnel in charge of and appointed for data capturing signed declarations of secrecy before assuming duty. Adequate resources were available in all the provinces for capturing marks.

All provinces monitored captured marks online. The GETC system does not have a provision for double capturing. Marks are captured by a single data capturer and once a correct hash total is entered the marks are transferred without some form of verification. Coding was used to ensure mark sheets were captured and verified. In cases where mark sheet marks allocated to a candidate were unclear, the capturer discussed the issue with the capturing supervisor. Where challenges could not be resolved, the mark sheet was submitted to the systems administrator for further investigation.

Mark sheets were transported by departmental officials from marking centre to capturing centre, tracked and monitored by control sheets. A manual system was used to record delivery of the mark sheets to the capturing centre in most provinces. On delivery, the batches of mark sheets were verified against control lists at the capturing centre.

The process flow of mark sheets was checked. All marks sheets were scanned at the marking centre before leaving for capturing. On receipt of the mark sheets at the provincial office, the mark sheets were scanned again. All mark sheets were scanned on arrival and verified against the control sheet for accountability purposes. In capturing centres where no scanners were available, control sheets were used to track and monitor the flow of marks sheets from the marking centres to the capturing rooms. In Mpumalanga and Gauteng, in addition to barcode scanning, the completed mark sheets were image-scanned in real time. Designated personnel were appointed to collect the mark sheets from the respective marking centres daily.

The capturing facilities were under 24-hour security surveillance. There was access control at all capturing centres monitored. There were CCTV cameras at all centres monitored. The KwaZulu-Natal PED had CCTV facilities in passages only. Biometric systems were in place in provinces such as Mpumalanga and Eastern Cape. Therefore only authorised personnel could enter the capturing centre. There was ample storage in all provinces monitored.

Contingency plans or measures were in place in all the centres monitored, i.e. standby computers were available; there was daily backup of captured data and standby UPS was installed in case of power failure. Some PED had MOUs in place with well-resourced high schools, colleges or institutions to assist in the event of a continued power failure or other unforeseen circumstance. However, the Eastern Cape had no contingency plan in place for power failures. All back up of data was done daily at the SITA national office.

c) Electronic Datasets and Standardisation Booklets

In preparation for the standardisation processes, Umalusi, in conjunction with the DHET, embarked on a process to verify 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 DHET 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.

10.3.2 Pre-standardisation and Standardisation

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

10.3.3 Standardisation Decisions

The qualitative reports produced by external moderators and monitoring including the intervention reports presented by the assessment bodies and the principles of standardisation were used to inform decisions.

Table 10B: List of standardisation decisions for the October/November 2018 GETC

Description	Total
Number of instructional offerings presented	26
Raw marks accepted	08
Adjustments (mainly upwards)	12
Adjustments (mainly downwards)	06
Provisionally standardised	00
Not standardized	00
Number of learning areas standardised:	26

10.3.4 Post-standardisation

The adjustments were submitted and approved on time. The adjustments were approved on second submission. The statistical moderation and resulting files were approved on first submission for all provinces.

10.4 Areas of Good Practice

The following areas of good practise were observed:

- Good adherence to management plan in provinces monitored;
- Good process flow of mark sheets from marking centre to capturing centres;
- Good tempo of capturing; and
- The statistical moderation and resulting files were approved on first submission for all provinces.

10.5 Areas of Non-Compliance

The following area of non-compliance was observed:

- Lack of evidence of training documents;
- Lack of contingency plan in case of power failure; and
- Lack of systemic verification mechanism of captured marks

10.6 Directives for Compliance

DHET must develop a computer system with built-in verification mechanisms/measures of captured marks

10.7 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 DHET proposals corresponded with those of Umalusi, which is a clear indication of a maturing examination system.

CHAPTER 11 CERTIFICATION

11.1 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). These include the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4), a qualification at Level 1 on the NQF. Umalusi upholds adherence to policies and regulations promulgated by the Minister of Higher Education and Training for this qualification.

Certification is the culmination of an examination process with different steps conducted by an assessment body, in this instance the Department of Higher Education and Training (DHET). 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 qualification.

11.2 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 are registered for the GETC: ABET L4 examinations, including those who qualify for a learning area only in a particular examination cycle, are submitted to Umalusi for certification by the provincial education departments (PED) of the Department of Basic Education (DBE) on behalf of the DHET.

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

The issuing of certificates, 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 L4, should they qualify for such.

The DHET conducts two examinations during the year, one in June and the other in October. Each of these examination sessions is quality assured and standardised by Umalusi.

The candidate records submitted for certification for the period 1 October 2017 to 1 September 2018 were used to inform this report.

11.3 Summary of Findings

The various provinces register the candidates on their examination system. Once the candidates have been registered, a schedule of entries is sent to the adult centre for verification. The PED are in charge of the administration and conduct of the examination for the GETC: ABET L4 candidates. The certification of the students' achievements is, however, the responsibility of the DHET. Despite the challenges in this sector, good management and control ensures that the examinations are conducted and results are released.

While certification of the learning areas regularly happens after the examination; based on the number of certificates issued, the consolidation of such into a full GETC: ABET L4 certificate appears to be lacking.

Umalusi has engaged in a process to determine the number of possible full certificates that could be issued should the consolidation of subject statements over multiple examinations be done. A large number of such records have been identified and the results have been provided to the DHET for further investigation and processing.

The following records, indicated in Table 10A, were submitted for the period 1 December 2017 to 30 November 2018, with a breakdown per province.

Table 11A: Certificates issued per province for the examinations in October 2017 and June 2018.

Province	Examination Date	Learning Area Certificate	GETC: ABET L4	Failed All	Withdrawn
Western Cape	October 2017	1 740	616	269	865
	June 2018	169	23	77	403
Total		1 909	639	346	1 268
Northern Cape	October 2017	742	224	264	567
Free State	October 2017	1 652	1 021	247	347
Eastern Cape	October 2017	3 591	1 970	542	3 060
KZN	October 2017	9 175	3 113	1 484	7 456
Mpumalanga	October 2017	3 148	1 411	682	2 245
Limpopo	October 2017	5 619	2 015	2 024	3 667
Gauteng	October 2017	6 792	2 749	1 235	3 848
North West	October 2017	3 363	1 256	1 127	1 185
Total all provinces		35 991	14 398	7 951	23 643

11.4 Areas of Good Practice

The following was noted as good practice:

- The DHET adhered to the directives for certification when submitting the requests for certification per examination cycle.

11.5 Areas of Non-compliance

The following was noted as non-compliance:

- Only one PED submitted the records for June 2018 certification at the time of reporting. All records for certification should have been received within three months of the release of results; and
- All provinces noted problems with the processing of combined results for the awarding of the GETC: ABET L4, as well as for combining the records of candidates across provinces.

11.6 Directives for Compliance and Improvement

The DHET is required to act on the following directives for compliance and improvement:

- The IT system must be investigated to determine the reason for the high percentage of rejected records and the inability to combine learning area results over multiple examination sittings;
- Provinces must be reminded of their obligation to submit candidate records for certification within three months of the release of results. This requires monitoring by the DHET; and
- The IT system should be investigated to determine its functionality to process all types of records for all candidates, across all examination dates.

11.7 Conclusion

The DHET, as assessment body, is required to place more emphasis on this sphere of the education system under its auspices. The management of the GETC: ABET L4 examination, and the certification of all student achievements, must be coordinated with the PED. It is the responsibility of the DHET to ensure that the IT system complies with the policies and regulations, in order to be able to submit all student records according to the certification directives.

ANNEXURE A

Amendments made to the Marking Guidelines

AAAT4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.1.5	Correction of response	1	1
1.3.2	Alternative response	1	1
2.5	Alternative response	1	1
2.8	Correction of response	3	3
2.9	Alternative response	2	2
2.10	Correction of responses	2	2
3.2	Alternative response	3	3
3.4	Alternative response	2	2
3.5	Correction of response	1	1
3.6	Correction of response	1	1
3.8	Alternative response	2	2
4.2.2	Alternative response	1	1
4.3	Alternative response	1	1
4.4	Clarity to marking instruction	3	3
4.5	Alternative responses	1	1
4.6	Correction of response	1	1
5.4	Correction of responses	2	2
5.5	Correction of response	1	1

ANHC4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.1.15	Correction of response	1	1
1.2.7	Correction of response	1	1
1.2.10	Correction of response	1	1
2.1.3	Correction of mark allocation.	1	1
2.3.2.	Correction of responses	2	1

ARTC4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1	Clarity to marking instruction	2	2
2	Alternative response	2	2
3	Clarity to marking instruction and Correction of response	2	2
3.2.2	Alternative response	2	2
3.2.3	Alternative response	2	2
4.2	Clarity to marking instruction	2	2
4.3	Clarity to marking instruction	3	3
7.1	Alternative response	1	1
7.2	Alternative response	1	1
8.3	Alternative responses	2	2

ECD4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.3.1	Correction of response	1	1
1.3.8	Correction of response	1	1
1.3.10	Correction of response	1	1
2.1	Clarity to marking instruction	2	2
2.2	Alternative responses	2	2
2.3	Alternative responses	3	3
2.4	Clarity to marking instruction	2	2
2.6	Correction of response	1	1
2.9	Alternative responses	2	2
3.2	Correction of response	1	1
3.4	Correction of response and Alternative responses	3	3
3.5	Alternative responses	1	1
3.6	Correction of response	5	5

EMSC4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
2.1.1	Alternative response	1	1
2.1.2	Alternative responses	2	2
2.3	Alternative responses	6	6
4.1	Alternative responses	2	2
5.1.1.	Alternative response	1	1
5.1.2.	Alternative response	1	1
5.1.3.	Alternative response	1	1

HSSC4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.4.9	Alternative responses	2	2
2.1.2-2.1.4	Alternative responses	3	3
2.2.3-2.2.6	Alternative responses	4	4
2.3.1-2.3.5	Alternative responses	5	5
3.1.1-3.1.2	Clarity to marking instruction	20	20
3.2.1	Clarity to marking instruction	20	20

INCT4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.3.2	Clarity to marking instruction	2	2
1.3.3	Clarity to marking instruction	2	2
1.3.4	Clarity to marking instruction	2	2
1.3.5	Clarity to marking instruction	2	2
1.3.7	Alternative responses	3	3
3.1	Alternative responses	2	2
3.5	Correction of response	1	1
4.2.1	Alternative responses	1	1
4.2.4	Correction of numbering	1	1

LCAF4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.2	Clarity to marking instruction	1	1
1.6	Alternative response	1	1
1.9	Alternative response	1	1
1.11	Clarity to marking instruction	2	2
1.12.1	Alternative response	1	1
1.12.2	Alternative response	1	1
1.12.3	Clarity to marking instruction	1	1
2.1.1	Alternative response	1	1
2.1.2	Alternative response	1	1
2.5	Alternative response	1	1
3.1	Alternative response	1	1
3.3.1	Alternative response	1	1
3.3.2	Alternative response	1	1
3.4	Alternative responses	2	2
3.5	Alternative responses	2	2

LCEN4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.3	Clarity to marking instruction	2	2
1.5	Correction of response	2	2
1.6	Alternative response	1	1
2.7	Alternative response	1	1
3.4	Correction of response	2	2
3.6	Correction of response	1	1

LCND4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.5	Clarity to marking instruction	2	2
1.7.2	Clarity to marking instruction	1	1
1.10	Alternative response	2	2
1.11	Correction of response	2	2
2.5	Alternative response	1	1
2.12	Correction of response	2	2
3.3	Correction of response	2	2

LCSO4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.1	Alternative responses	2	2
1.3	Alternative response	2	2
1.4	Alternative response	1	1
1.5	Correction of response	1	1
1.7	Clarity to marking instruction	2	2
1.6	Alternative response	1	1
1.8	Alternative response	2	2
1.10	Alternative response	3	3
1.11	Clarity to marking instruction	2	2
2.1	Marks corrected	2	2
3.1	Alternative response	1	1
3.2	Alternative response	1	1
3.4	Alternative response	2	2
3.6	Clarity to marking instruction	2	2

LCSP4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.2.1	Alternative response	1	1
1.6	Alternative response	2	2
2.1.1	Correction of response	1	1
2.1.4	Alternative response	2	2
2.3	Clarity to marking instruction	5	5
3.1	Alternative response	1	1
3.2.1	Correction of response	2	2
3.2.2	Correction of response	2	2
3.3	Correction of response	3	3
3.4	Correction of response	2	2

LCSW4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
2.2	Alternative response	1	1
2.9	Alternative response	1	1
3.1	Alternative response	1	1
3.2	Alternative response	1	1
3.3	Alternative response	1	1
3.6	Alternative response	1	1

LCTS4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.10.2	Correction of response	1	1
2.9	Correction of response	2	2

LCVE4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.3	Clarity to marking instruction	2	2
1.7	Clarity to marking instruction	2	2
1.8	Alternative response	2	2
2.2.1	Alternative response	1	1
2.7	Alternative response	1	1

LCXH4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.3	Alternative response	2	2
1.12	Alternative response	2	2
2.8	Alternative response	2	2
3.2	Alternative response	2	2
3.7	Alternative response	2	2

LCXI4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.3	Alternative response	2	2
3.1	Alternative response	2	2
Matrix	Correction of spelling	20	20

LCZU4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.4	Alternative responses	2	2
1.5	Alternative responses	2	2
1.9	Alternative responses	2	2
2.3	Alternative response	1	1
2.4	Alternative response	1	1
2.5.1	Alternative responses	2	2
2.7	Correction of response	2	2
2.7	Alternative response	1	1
3.3	Alternative response	1	1
3.4	Correction of response	1	1
3.5	Alternative response	1	1

LIFO4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.1.3	Alternative response	1	1
1.2.1 to 1.2.10	Alternative responses	10	10
1.2.8	Correction of response	1	1
2.1	Correction of response	1	1
2.2	Alternative response	1	1
2.2.3	Alternative response	1	1
3.1	Alternative response	1	1
3.2	Alternative response	1	1
3.3	Alternative response	1	1
3.4	Alternative response	1	1
4.3	Alternative responses	3	3

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
4.4	Alternative response	1	1
5.3	Give 2 ticks per answer.	4	4
6.1	Alternative response	1	1
6.2	Alternative response	4	4
7	Alternative response	10	10
8.1	Alternative response	1	1
8.3	Correction of response	1	1
9.1	Alternative response	1	1
9.4	Alternative response	4	4

MLMS4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.6.1	Clarity to marking instruction	2	2
1.6.2	Clarity to marking instruction	3	3
2.2.2	Clarity to marking instruction	2	2
2.2.3	Clarity to marking instruction	2	2
2.3.3	Clarity to marking instruction	3	3
2.3.5	Clarity to marking instruction	3	3
2.4.2	Clarity to marking instruction	2	2
3.2.2	Correction of response	6	6
3.4.1	Correction of response	1	1
4.1.1	Clarity to marking instruction	3	3
4.1.2	Clarity to marking instruction	3	3
4.2.1	Clarity to marking instruction	3	3
4.2.2	Correction of response	3	3

MMSC4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.2.4	Alternative response	2	2
1.2.5	Alternative response	2	2
3.1.2	Alternative response	1	1
3.1.6	Correction of response	1	1
6.1	Alternative response	1	1

NATS4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
2.1.4	Alternative responses	3	3
2.2.3	Alternative response	1	1
3.1.2	Alternative response	2	2
3.3.1	Clarity to marking instruction	1	1
4.1.1	Alternative response	1	1
4.2.2	Alternative response	1	1
5.1.3	Correction of response	1	1
5.2.3	Clarity to marking instruction	1	1
5.3.1	Clarity to marking instruction	1	1
5.3.3	Alternative response	1	1

SMME4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.2.5	Correction of response	1	1
1.4.3	Alternative response	2	2
2.1	Alternative response	1	1
2.3	Alternative response	1	1
2.5	Correction of response	1	1
2.9	Alternative response	1	1
3.2	Correction of response	3	3
4.5	Alternative response	1	1

TECH4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
4.1.2	Alternative response	2	2
4.2.1	Alternative response	2	2
4.3.1	Alternative response	2	2
4.3.2	Alternative response	2	2
4.4	Alternative response	3	3
5.1.2	Alternative response	2	2
6.2	Correction of response	4	4
6.4	Correction of response	4	4
6.5	Correction of response	3	4
6.6.2	Alternative response	2	2

TRVT4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.4.9	Correction of response	1	1
1.5.2	Clarity to marking instruction	2	2
1.5.3	Clarity to marking instruction	1	1
1.5.5	Clarity to marking instruction	1	1
1.5.6	Clarity to marking instruction	1	1
2.1.1-2.1.2	Clarity to marking instruction	1	1
2.1.2	Alternative response	1	1
2.3	Correction of response	1	1
2.3	Alternative response	1	1
2.4.2	Correction of response	1	1
2.6	Clarity to marking instruction	1	1
2.7	Correction of response	2	2
2.8.2	Alternative response	2	2
3.4	Correction of response	1	1
4.3.2	Alternative response	2	2
4.4	Correction of response	2	2

WHRT4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
3.5	Correction of response	1	1
3.7	Alternative response	1	1
5.5	Correction of response	7	7
5.5	Correction of response	1	1
5.5	Correction of response	2	2
6.6.1	Alternative response	1	1
7.1	Alternative response	1	1
7.3	Alternative response	1	1

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