

# **Report on the Quality Assurance of Assessment of the Department of Higher Education and Training November 2017 GETC: ABET Level 4 Examinations**

**U M A L U S I**



Council for Quality Assurance in  
General and Further Education and Training

# REPORT ON THE QUALITY ASSURANCE OF THE DHET NOVEMBER 2017 GETC: ABET LEVEL 4 EXAMINATIONS

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# TABLE OF CONTENTS

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<b>FOREWORD .....</b>	<b>vi</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>viii</b>
<b>ACRONYMS AND ABBREVIATIONS .....</b>	<b>xi</b>
<b>LIST OF TABLES AND FIGURES .....</b>	<b>xiii</b>
<b>CHAPTER 1 MODERATION OF QUESTION PAPERS .....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Scope and Approach.....	1
1.3 Findings .....	3
1.4 Areas of Compliance.....	17
1.5 Areas of Non-compliance.....	18
1.6 Directives for Compliance and Improvement.....	18
1.7 Conclusion .....	19
<b>CHAPTER 2 MODERATION OF COMMON ASSESSMENT TASKS .....</b>	<b>20</b>
2.1 Introduction.....	20
2.2 Scope and Approach.....	20
2.3 Findings .....	21
2.4 Areas of Compliance.....	27
2.5 Areas of Non-compliance.....	27
2.6 Directives for Compliance and Improvement.....	28
2.7 Conclusion .....	28
<b>CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS.....</b>	<b>29</b>
3.1 Introduction.....	29
3.2 Scope and Approach.....	30
3.3 Summary of Findings.....	31
3.4 Areas of Compliance.....	44
3.5 Areas of Non-compliance.....	44
3.6 Directives for Compliance and Improvement.....	44
3.7 Conclusion .....	44
<b>CHAPTER 4 MONITORING OF WRITING .....</b>	<b>46</b>
4.1 Introduction.....	46
4.2 Scope and Approach.....	46
4.3 Summary of Findings.....	48
4.4 Areas of Compliance.....	52
4.5 Areas of Non-compliance.....	53

4.6	Directives for Compliance and Improvement.....	53
4.7	Conclusion .....	54
<b>CHAPTER 5 SELECTION, APPOINTMENT AND TRAINING OF MARKING PERSONNEL .....</b>		<b>55</b>
5.1	Introduction.....	55
5.2	Scope and Approach.....	55
5.3	Findings .....	56
5.4	Areas of Compliance .....	61
5.5	Areas of Non-compliance.....	61
5.6	Directives for Compliance and Improvement.....	62
5.7	Conclusion .....	62
<b>CHAPTER 6 STANDARDISATION OF THE MARKING GUIDELINES.....</b>		<b>63</b>
6.1	Introduction.....	63
6.2	Scope and Approach.....	63
6.3	Summary of Findings.....	65
6.4	Areas of Compliance .....	70
6.5	Areas of Non-compliance.....	70
6.6	Directives for Compliance and Improvement.....	70
6.7	Conclusion .....	71
<b>CHAPTER 7 MONITORING OF MARKING .....</b>		<b>72</b>
7.1	Introduction.....	72
7.2	Scope and Approach.....	72
7.3	Summary of Findings.....	73
7.4	Areas of Compliance .....	78
7.5	Areas of Non-compliance.....	78
7.6	Directives for Compliance and Improvement.....	79
7.7	Conclusion .....	79
<b>CHAPTER 8 VERIFICATION OF MARKING.....</b>		<b>80</b>
8.1	Introduction.....	80
8.2	Scope and Approach.....	80
8.3	Summary of Findings.....	81
8.4	Areas of Compliance .....	104
8.5	Areas of Non-compliance.....	104
8.6	Directives for Compliance and Improvement.....	105
8.7	Conclusion .....	105

<b>CHAPTER 9 STANDARDISATION AND VERIFICATION OF RESULTS .....</b>	<b>106</b>
9.1 Introduction.....	106
9.2 Scope and Approach.....	106
9.3 Findings and Decisions.....	106
9.4 Areas of Compliance.....	109
9.5 Areas of Non-compliance.....	109
9.6 Directives for compliance and improvement .....	109
9.7 Conclusion .....	109
<b>CHAPTER 10 CERTIFICATION .....</b>	<b>110</b>
10.1 Introduction .....	110
10.2 Scope and Approach .....	111
10.3 Summary of Findings .....	111
10.4 Areas of compliance .....	112
10.5 Areas of non-compliance .....	113
10.6 Directives for compliance and improvement .....	113
10.7 Conclusion .....	113
<b>ANNEXURES.....</b>	<b>114</b>

## FOREWORD

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As chief executive officer of Umalusi, the Council for Quality Assurance in General and Further Education and Training, it gives me great pleasure to present a consolidated report on the quality assurance of the 2017 exit examinations.

Umalusi takes pride in the great strides that have been made in the quality assurance of assessment and examinations in this sector over the past few years.

By virtue of the General and Further Education and Training Quality Assurance Act, Umalusi undertakes to quality assure these national qualifications and does so through a rigorous process of reporting on each of the assessment processes and procedures. Umalusi judges the quality and standard of examinations by determining the level of adherence to policy in implementing examination related processes; the cognitive challenge of examination question papers; the appropriateness and weighting of content in question papers in relation to the syllabus/curriculum; the quality of the presentation of examination question papers; the efficiency and effectiveness of systems, processes and procedures in the monitoring of the conduct of examinations; the quality of marking; and the quality and standard of internal quality assurance processes within the assessment body.

Quality assurance activities conducted in 2017 generally mirrored those of past years. However, the process was streamlined and improved and certain new activities were included. The following quality assurance measures were taken in 2017:

- Moderation of question papers;
- Monitoring of assessment bodies' state of readiness to conduct, administer and manage the examinations;
- Moderation of assessments conducted at sites of learning;
- Verification of marking; and
- Standardisation and statistical moderation of results.

Umalusi has established a set of criteria for compliance with each of the abovementioned processes. In order to ensure that these criteria are in line with current trends in assessment and examinations, they are subjected to constant review and refinement.

A significant improvement has been observed in the administration of the exit examinations over the past few years and there is ample evidence to confirm that the assessment bodies continue to strive to improve systems, processes and procedures related to the examinations. However, despite these improvement initiatives, there are critical aspects that require attention in the coming year.

Umalusi will continue to ensure that the quality, integrity and credibility of the exit examinations for the qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) are maintained and will continue in its endeavours to create an assessment system that is equivalent to international systems.

Taking into consideration evidence from reports by Umalusi's team of external moderators and monitors, together with the deliberations and conclusions of its Assessment Standards Committee, the Executive Committee of Umalusi's Council concluded that the quality assurance processes undertaken for these examinations were generally conducted in a professional, fair and reliable manner and that the results could be regarded as credible.

Umalusi would like to take this opportunity to thank all its stakeholders for their cooperation and support in each of the quality assurance processes undertaken to ensure the credibility of the 2017 examinations.

Dr Mafu S. Rakometsi  
29 December 2017



## EXECUTIVE SUMMARY

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As mandated by the General and Further Education Quality Assurance Act (Act No. 58 of 2001, as amended in 2008), Umalusi conducts quality assurance of all assessment processes at exit-points for all qualifications registered on the General and Further Education and Training Qualifications sub-framework. The quality assurance processes include the following:

- Moderation of question papers;
- Moderation of internal assessment;
- Monitoring of the different phases of the examinations;
- Standardisation of marking guidelines;
- Verification of marking;
- Standardisation and resulting; and
- Approval for the release of results.

The findings from these quality assurance processes enable members of its Council to decide whether Umalusi should accept and ratify the results of the examinations, or not. The acceptance of results leads to certification of students.

This report contains information on the following quality assurance of assessment processes:

- Moderation of question papers (Chapter 1);
- Moderation of site-based assessment tasks (Chapter 2);
- Moderation of site-based assessment portfolios (Chapter 3);
- Monitoring the state of readiness to conduct the examinations (Chapter 4);
- Monitoring of writing (Chapter 5);
- Standardisation of the marking guidelines (Chapter 6);
- Monitoring of marking (Chapter 7);
- Verification of marking (Chapter 8);
- Standardisation and resulting (Chapter 9);

and in the final part, as the culmination of the examination process conducted by an assessment body, the report concludes with Chapter 10 on Certification.

Each chapter of the report indicates the scope and approach, findings, areas of compliance, areas of non-compliance, and provide directives for compliance and improvement. Where applicable, comparisons are made with the November 2016 examinations.

Chapter 1 of the report deals with moderation of question papers. Umalusi conducts external moderation of examination question papers and marking guidelines to ensure that standards are maintained for the GETC: ABET Level 4 examinations. The moderation of question papers is a critical quality assurance process, and ensures that

examination papers are relatively fair, valid and reliable. The moderation process also ensures that question papers are presented in the appropriate format and are technically correct.

The purpose of this chapter is to provide an overview of the standard and quality of the externally moderated question papers. This chapter summarises the findings of the analyses of external moderator reports on the moderation of question papers and the accompanying marking guidelines. This section provides information on both the initial findings and the final question papers as approved after addressing all identified anomalies.

Chapter 2 captures information from the moderators' reports on the moderation of common assessment tasks. Assessment bodies set tasks nationally, moderate them internally and submit these tasks to Umalusi for external moderation. Umalusi through the external moderation of the tasks, confirms the quality and appropriateness of the tasks.

Chapter 3 focuses on the moderation of site-based assessment (SBA) portfolios as evidence of the internal assessment process conducted at the sites of learning. The purpose of external moderation of SBA portfolios is to establish the scope, extent and reliability of SBA. It is extremely important to moderate SBA, since internal assessment carries the same weight as the external examinations.

Chapter 4 reports on the state of readiness of the Department of Higher Education and Training (DHET) to conduct the November 2017 examinations. The aim of this process is to confirm that the necessary systems and processes are in place for the effective conduct of all phases of the examinations.

Chapter 5 deals with the monitoring of the writing phase of examinations. The writing process is directly managed by the various provincial education departments (PED) as per the protocol between DHET and all nine provinces. The provincial education departments have total responsibility for the credible conduct, administration and management of the writing phase of the GETC: ABET Level 4 examinations. This includes the identification and management of all types of irregularities during the writing of the examinations. Umalusi's role during the writing of examinations is to check adherence to policies for the conduct, administration and management of examinations.

Chapter 6 concerns the standardisation of the marking guidelines. The marking guideline discussion meetings provide a platform for markers, chief markers, examiners, internal moderators and Umalusi's moderators to standardise and approve the final marking guidelines to be used to mark candidates' scripts. Although the marking guidelines are presented together with the question papers during the moderation process, it is essential that they were discussed with the marking personnel to ensure that all corrections and additions are agreed upon and that changes and additions

were approved by external moderators. This process ensures that all markers have a common understanding of how to mark candidates' responses. The purpose of this is to eliminate any inconsistencies in marking.

Chapter 7 focusses on the monitoring of the marking phase of examinations. Monitors visit the marking venues to evaluate the readiness and effectiveness of the assessment body preparations for the marking process. The marking process is monitored to ascertain the credibility and management of the marking taking place at the marking centre.

Chapter 8 deals with the verification of marking of candidates' scripts. External moderators sample a number of marked and/or moderated scripts to verify the quality of marking. Adherence to approved marking guidelines and accuracy of totalling and transfer of marks are, among others, checked. This process is conducted to ensure that marking is credible and accurate. The performance of candidates is also analysed and compared.

Chapter 9 reports on the standardisation, statistical moderation and resulting. This statistical adjustment of results is used to mitigate the effects on performance, of factors other than candidates' ability and knowledge, in order to reduce the variability of marks from examination to examination. Standardisation involves various processes that are intended to ensure that the procedure is carried out accurately and decisions are based on valid information. These include the verification of subject structures and electronic data booklets, development of norms, and the approval of adjustments.

Chapter 10 focusses on the Certification process. The closing of the examination cycle is confirmed by the issuing of certificates. This chapter serves to inform interested parties of the current state of the certification of candidate achievement for the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET Level 4) examinations at Level 1 on the National Qualifications Framework (NQF).

Umalusi trusts that this report will provide the assessment body with a clear picture of the strengths and weaknesses of the different assessment systems and processes, and directives for improvement.

Umalusi acknowledges the initiatives by the Department of Higher Education and Training curriculum and examinations units made during 2017. The DHET, as assessment body, is however required to place more emphasis on this sphere of the education system under its auspices.

Umalusi, in collaboration with all stakeholders, will continue through its quality assurance processes to ensure that the quality, integrity and credibility of the assessments and examinations are not only maintained, but also improved.

## ACRONYMS AND ABBREVIATIONS

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ABET	Adult Basic Education and Training
AET	Adult Education and Training
AS	Assessment standard
ASC	Assessment Standards Committee
CAT	Common Assessment Tasks
CET	Community Education and Training
CETC	Community Education and Training College
CD: NEA	Chief Directorate: National Examinations and Assessment
CEO	Chief Executive Officer
CES	Chief Education Specialist
CLC	Community Learning Centre
DBE	Department of Basic Education
DCES	Deputy Chief Education Specialist
DHET	Department of Higher Education and Training
EA	Examination Assistant
EAG	Examinations and Assessment Guideline
EC	Eastern Cape Province
FET	Further Education and Training
FS	Free State Province
GP	Gauteng Province
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
HOD	Head of Department
ID	Identity Document
KZN	KwaZulu-Natal Province
IT	Information Technology
LA	Learning Area
LP	Limpopo Province
MP	Mpumalanga Province
NC	Northern Cape Province
NQF	National Qualifications Framework
NW	North West Province
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PED	Provincial Education Department
PoA	Portfolio of Assessment (lecturer portfolio)
PoE	Portfolio of Evidence (learner portfolio)
SACE	South African Council for Educators
SAG	Subject and Assessment Guidelines
SAPS	South African Police Services
SBA	Site-Based Assessment

SO	Specific Outcome
SoR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training
US	Unit standard
WC	Western Cape Province

## LIST OF TABLES AND FIGURES

---

<b>Table/Figure</b>	<b>Description</b>	<b>Page</b>
Table 1A	DHET learning areas for the GETC: ABET Level 4 examinations	1
Table 1B	Approval status of moderated question papers	3
Table 1C	Analysis of external moderation of question papers for 2017	5
Figure 1A	Approval status of question papers at each moderation level	5
Figure 1B	Approval status of 2016 and 2017 question papers at each moderation level	6
Table 1D	Compliance ratings of November 2017 question papers after first moderation	9
Table 1E	Compliance ratings of November 2017 question papers at approval	10
Figure 1C	Compliance rating per criterion for question papers at approval	10
Figure 1D	Comparison of the compliance ratings of approved question papers per criterion in 2016 and 2017	11
Table 2A	Approval levels of CATs at different moderation levels	22
Figure 2A	Comparison of approval status of CATs for 2016 and 2017	23
Table 2B	Summary of compliance rating of CATs per criterion	23
Table 3A	Portfolio samples requested	30
Table 3B	Portfolio sample moderated	31
Figure 3A	Comparison of moderation samples of 2016 and 2017	34
Table 3C	Quantitative analysis of Portfolios moderated	35
Figure 3B	Comparison of compliance with adherence to EAG in 2016 and 2017	37
Figure 3C	Comparison of compliance with internal moderation in 2016 and 2017	38
Figure 3D	Comparison of compliance with content coverage in 2016 and 2017	49
Figure 3E	Comparison of non-submission of required documents in 2016 and 2017	40
Figure 3F	Comparison of compliance with assessment tasks in 2016 and 2017	41
Figure 3G	Comparison of compliance with student performance in 2016 and 2017	42
Figure 3H	Comparison of compliance with quality of marking in 2016 and 2017	43
Table 4A	Number of learning area entries per PED	46
Table 4B	Examination centres monitored for the writing of examinations	47
Table 4C	Level of compliance in relation to criteria	49
Table 5A	Learning Areas monitored during the selection and appointment of marking personnel	55

<b>Table/Figure</b>	<b>Description</b>	<b>Page</b>
Table 5B	Marking personnel appointed per learning area	56
Table 5C	Criteria for the appointment of Chief Markers and Internal Moderators	58
Table 5D	Criteria for the appointment of Chief Markers and Internal Moderators	59
Table 6A	Schedule of standardisation of marking guideline meetings	64
Table 6B	PED representation in the standardisation of marking guideline meetings	66
Table 6C	Total number of registered candidates in PEDs that were not represented in the standardisation of marking guidelines	67
Table 6D	Number of scripts pre-marked per PED	68
Table 7A	Examination centres monitored for the marking of examinations	72
Table 7B	Number of scripts and number of markers at centres	72
Table 8A	Verification of marking sample requested	80
Figure 8A (i)	Candidate performance in AAAT4 per question for 60 scripts – Eastern Cape	84
Figure 8A(ii)	Candidate performance in AAAT4 per question for 60 scripts – North West	84
Figure 8B	Candidate performance in ANHC4 per question for 60 scripts – Free State	85
Figure 8C (i)	Candidate performance in ARTC4 per question for 60 scripts – Free State	85
Figure 8C (ii)	Candidate performance in ARTC4 per question for 60 scripts – Western Cape	86
Figure 8D	Candidate performance in ECD4 per question for 60 scripts – North West	86
Figure 8E (i)	Candidate performance in EMSC4 per question for 60 scripts – KwaZulu-Natal	87
Figure 8E (ii)	Candidate performance in EMSC4 per question for 56 scripts – North West	87
Figure 8E (iii)	Candidate performance EMSC4 per question for 56 scripts – Western Cape	88
Figure 8F (i)	Candidate performance in HSSC4 per question for 60 scripts – Eastern Cape	88
Figure 8F (ii)	Candidate performance in HSSC4 per question for 60 scripts – North West	89
Figure 8G	Candidate performance in INCT4 per question for 48 scripts – Western Cape	89
Figure 8H	Candidate performance in LCAF4 per question for 60 scripts – Northern Cape	90
Figure 8I (i)	Candidate performance in LCEN4 per question for 60 scripts – Northern Cape	90
Figure 8I (ii)	Candidate performance in LCEN4 per question for 60 scripts – Western Cape	91
Figure 8J	Candidate performance in LCND4 per question for 60 scripts – Mpumalanga	91
Figure 8K (i)	Candidate performance in LCSO4 per question for 60 scripts – Free State	92

<b>Table/Figure</b>	<b>Description</b>	<b>Page</b>
Figure 8K (ii)	Candidate performance in LCSO4 per question for 60 scripts – Gauteng	92
Figure 8L	Candidate performance in LCSP4 per question for 60 scripts – Mpumalanga	93
Figure 8M	Candidate performance in LCSW4 per question for 60 scripts – Mpumalanga	93
Figure 8N	Candidate performance in LCTS4 per question for 60 scripts – Gauteng	94
Figure 8O	Candidate performance in LCVE4 per question for 60 scripts – Limpopo	94
Figure 8P	Candidate performance in LCXH4 per question for 60 scripts – Eastern Cape	95
Figure 8Q (i)	Candidate performance in LCXI4 per question for 60 scripts – Limpopo	95
Figure 8Q (ii)	Candidate performance in LCXI4 per question for 60 scripts – Mpumalanga	96
Figure 8R	Candidate performance in LCZU4 per question for 60 scripts – KwaZulu-Natal	96
Figure 8S (i)	Candidate performance in LIFO4 per question for 60 scripts – Limpopo	97
Figure 8S (ii)	Candidate performance in LIFO4 per question for 60 scripts – Northern Cape	97
Figure 8T (i)	Candidate performance in MLMS4 per question for 60 scripts – Free State	98
Figure 8T (ii)	Candidate performance in MLMS4 per question for 60 scripts – Northern Cape	98
Figure 8U	Candidate performance in MMSC4 per question for 41 scripts – North West	99
Figure 8V (i)	Candidate performance in NATS4 per question for 60 scripts – KwaZulu-Natal	99
Figure 8V (ii)	Candidate performance in NATS4 per question for 60 scripts – Mpumalanga	100
Figure 8W	Candidate performance in SMME4 per question for 60 scripts – KwaZulu-Natal	100
Figure 8X (i)	Candidate performance in TECH4 per question for 60 scripts – KwaZulu-Natal	101
Figure 8X (ii)	Candidate performance in TECH4 per question for 60 scripts – Mpumalanga	101
Figure 8Y	Candidate performance in TRVT4 per question for 60 scripts – Eastern Cape	102
Figure 8Z	Candidate performance in WHRT4 per question for 60 scripts – Gauteng	102
Table 9A	Outlier learning area	107
Table 9B	Standardisation decisions	108
Table 10A	Certificates issued per province for the examinations in November 2016 and June 2017	112
ANNEXURE A	Amendments to the standardised marking guidelines	114



# CHAPTER 1 MODERATION OF QUESTION PAPERS

## 1.1 Introduction

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

The moderation of question papers is a critical part of the quality assurance process. The moderation process also ensures that the question papers have been assembled with rigour and comply with Umalusi's directives and the assessment guidelines of the assessment body.

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

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

## 1.2 Scope and Approach

The Department of Higher Education and Training (DHET) presented question papers and the accompanying marking guidelines for the 26 learning areas it offered for moderation by Umalusi in preparation for the November 2017 GETC: ABET Level 4 examinations. The DHET offers examinations for the 26 learning areas that are indicated in Table 1A below.

**Table 1A: DHET learning areas for the GETC: ABET Level 4 examinations**

No.	Learning areas	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

No.	Learning areas	Code
14	Language, Literacy and Communication: Sesotho	LCISO4
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

The DHET is expected to appoint examiners with requisite subject knowledge for setting question papers, and internal moderators to moderate the question papers before they are presented to Umalusi for external moderation. The quality and the standard of the question papers therefore start with the appointment of examiners.

Umalusi employs external moderators who have relevant subject matter expertise to scrutinise and carefully analyse the question papers developed by the DHET for the GETC: ABET Level 4 examinations. Umalusi moderates question papers based on a set of criteria to confirm that the papers meet the quality assurance requirements and the standard of the paper adheres to policy requirements.

All question papers were moderated according to Umalusi's criteria for the moderation of question papers. The criteria require that moderators assess the question papers according to the following eight areas:

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

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

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

Umalusi evaluates the question paper based on the overall impression and how the requirements of all eight criteria have been met. A decision is then taken on the quality and standard of the question paper as a whole, considering one of three possible outcomes:

- Approved;
- Conditionally approved – resubmit;
- Rejected – if the standard and quality of the question paper is entirely unacceptable.

The external moderation of the question papers for the November 2017 GETC: ABET Level 4 examinations was conducted centrally at the offices of the Department of Basic Education in Pretoria between March and April 2016.

### 1.3 Findings

Umalusi assigned one external moderator per question paper to conduct the external moderation and approval of the November 2017 GETC: ABET Level 4 examination question papers. The moderators had to be satisfied with the question paper before giving it a stamp of approval. The findings summarised below show the number of moderations conducted for approval, overall compliance and the levels of compliance per criterion of the question papers and their marking guidelines, at the first and final moderations.

#### 1.3.1 Compliance per question paper per moderation level

Umalusi moderators completed evaluation reports based on the moderation criteria. The moderation reports included both statistical as well as qualitative feedback. This report highlights the consolidated statistical as well as the qualitative information extracted from the various moderators' reports.

Table 1B provides a breakdown of the status of the question papers after all moderation exercises were completed.

**Table 1B: Approval status of moderated question papers**

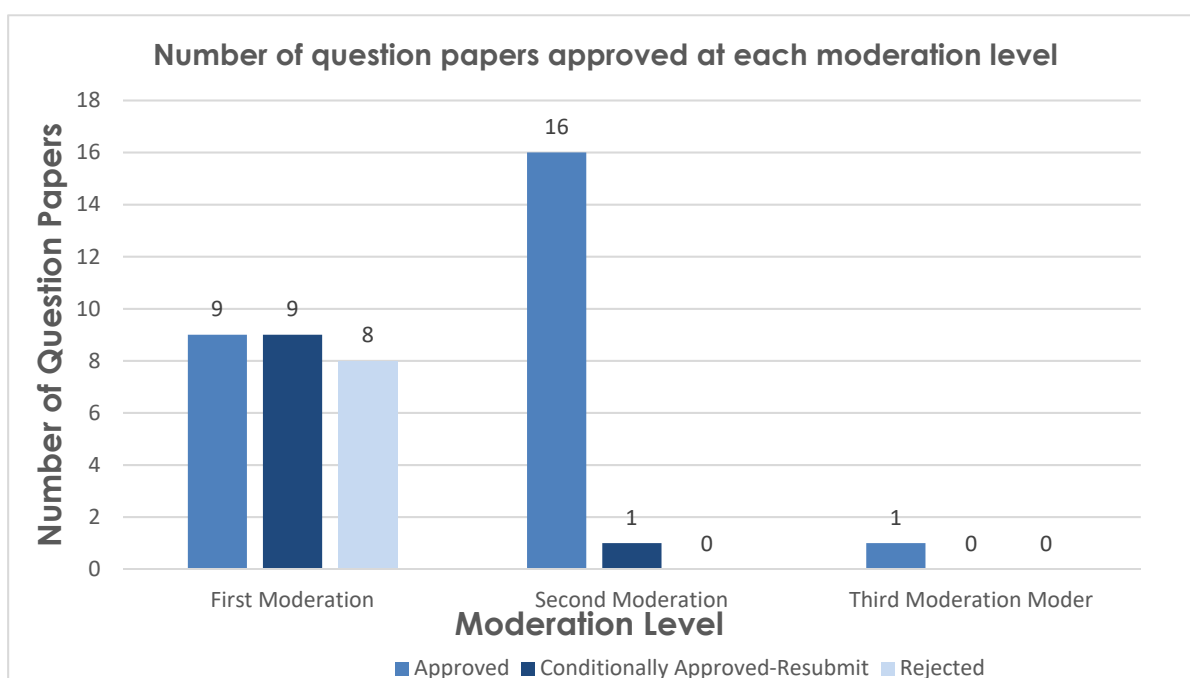
No.	Learning area	Code	Moderation level		
			1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
1	Ancillary Health Care	ANHC4	Conditionally Approved – Resubmit	Approved	
2	Applied Agriculture and Agricultural Technology	AAAT4	Approved		
3	Arts and Culture	ARTC4	Approved		
4	Early Childhood Development	ECD4	Conditionally Approved – Resubmit	Approved	
5	Economic and Management Sciences	EMSC4	Rejected	Approved	

No.	Learning area	Moderation level			
		Code	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
6	Human and Social Sciences	HSSC4	Approved		
7	Information Communication Technology	INCT4	Rejected	Approved	
8	LLC: Afrikaans	LCAF4	Rejected	Approved	
9	LLC: English	LCEN4	Conditionally Approved – Resubmit	Conditionally Approved – Resubmit	Approved
10	LLC: IsiNdebele	LCND4	Approved		
11	LLC: IsiXhosa	LCXH4	Rejected	Approved	
12	LLC: IsiZulu	LCZU4	Conditionally Approved – Resubmit	Approved	
13	LLC: Sepedi	LCSP4	Conditionally Approved – Resubmit	Approved	
14	LLC: Sesotho	LCSO4	Approved		
15	LLC: Setswana	LCTS4	Rejected	Approved	
16	LLC: SiSwati	LCSW4	Approved		
17	LLC: Tshivenda	LCVE4	Approved		
18	LLC: Xitsonga	LCXI4	Approved		
19	Life Orientation	LIFO4	Conditionally Approved – Resubmit	Approved	
20	Mathematical Literacy	MLMS4	Rejected	Approved	
21	Mathematics and Mathematical Sciences	MMSC4	Conditionally Approved – Resubmit	Approved	
22	Natural Sciences	NATS4	Rejected	Approved	
23	Small, Medium and Micro Enterprises	SMME4	Approved		
24	Technology	TECH4	Conditionally Approved – Resubmit	Approved	
25	Travel and Tourism	TRVT4	Rejected	Approved	
26	Wholesale and Retail	WHRT4	Conditionally Approved – Resubmit	Approved	

Table 1C summarises the status of question papers after all external moderation exercises were completed; and Figure 1A effectively represents the same information graphically.

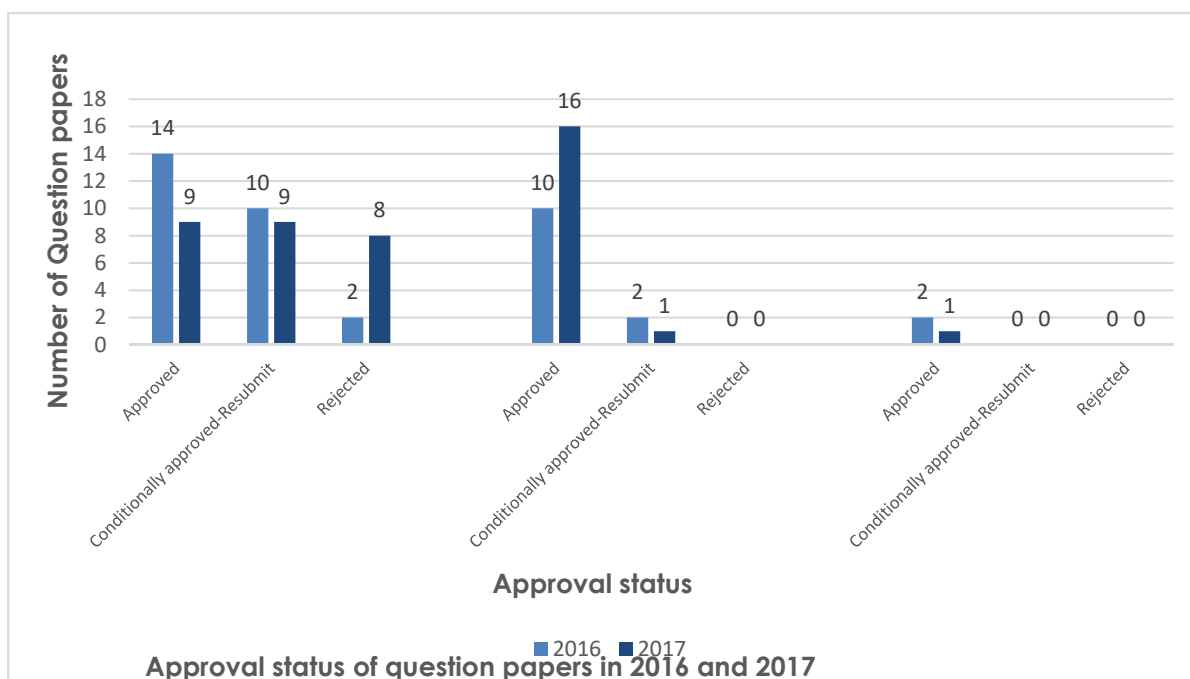
**Table 1C: Analysis of external moderation of question papers for 2017**

Moderation Level	Approved (%)	Conditionally Approved – Resubmit (%)	Rejected (%)	Total Moderations
1 <sup>st</sup>	9 (35%)	9 (35%)	8 (30%)	26
2 <sup>nd</sup>	16 (61%)	1 (4%)	0 (0%)	17
3 <sup>rd</sup>	1 (4%)	0	0 (0%)	1
<b>Total</b>	<b>26 (100%)</b>	<b>10 (38%)</b>	<b>8 (30%)</b>	<b>44</b>



**Figure 1A: Approval status of question papers at each moderation level**

Figure 1B below shows a comparison of the approval status of question papers in 2016 and 2017.



**Figure 1B: Approval status of 2016 and 2017 question papers at each moderation level**

An analysis of Table 1C and information illustrated in Figure 1A shows that only 35% (nine out of 26) of the question papers were approved without amendments after first moderation. As illustrated in Figure 1B, this was less than the 54% (14 out of 26) realised in 2016; and, incidentally, 8% less than each of the approval rates attained in 2015 and 2014. Approximately 73% of questions in 2017, compared to 92% in 2016, could have been approved without amendments at first moderation had the examiners and internal moderators paid more attention to detail.

In 2016 SMME4 was approved with no second moderation required, but in 2017 this question paper had to be submitted for a second moderation before it was approved.

As evident in Figure 1B, in 2017 nine question papers were conditionally approved with resubmission required, compared to ten question papers in 2016. The nine question papers were ANHC4, ECD4, LCEN4, LCZU4, LCSP4, LIFO4, MMSC4, SMME4 and WHRT4. The LCSP4 question paper, which in 2016 was rejected at first moderation, showed a slight improvement when it was conditionally approved with resubmission in 2017. There were grammatical errors in both the question paper and marking guideline and poor standard and quality of internal moderation in both 2016 and 2017 at first moderation. As in 2016, 2015 and 2014, the ANHC4, LCEN4, MMSC4 and WHRT4 question papers were conditionally approved with resubmission required at first moderation. The ECD4 and LCZU4 question papers, which were approved at first moderation in 2016, were conditionally approved and had to be resubmitted for second moderation in 2017. The main reasons for question papers being conditionally approved with resubmission required included language errors, unacceptable quality

of internal moderation, insufficient content coverage, poor marking guidelines, and non-adherence to prescribed cognitive weightings and spread of content.

Figure 1B also shows that eight question papers (EMSC4, INCT4, LCAF4, LCXH4, MLMS4, LCTS4, NATS4 and TRVT4) were rejected in 2017. In 2016, LCSP4 and TRVT4 were rejected at first moderation. However, in 2017, LCSP4 showed a slight improvement, but had to be resubmitted for second moderation. As in 2016 and the years prior, TRVT4 was rejected at first moderation: there was no compliance with the cognitive skills criterion, a high degree of repetition of questions from the past three years' papers, and limited compliance with language and bias, internal moderation, content coverage, adherence to assessment guidelines and marking guidelines. Additionally, the weighting of US11333 exceeded the prescribed norm, at the expense of US11334. Further, most questions were theoretical with very limited application. The TRVT4 also lacked higher order questions, did not conform to the prescribed cognitive weightings and the marking guidelines did not provide sufficient detail to ensure accuracy of marking.

Three question papers in the language learning areas, namely LCAF4, LCXH4 and LCTS4, were rejected at first moderation in 2017. This was despite LCTS4 having been approved in 2016, when LCAF4 and LCXH4 had also both received conditional approval with resubmission. The LCAF4 question paper was rejected in 2017 on the grounds that there were numerous difficult words in the comprehension passage which might have posed a challenge to candidates who were not home language speakers; the language register and vocabulary was above the level of an AET Level 4 candidate; the passage for question 2 was overly long, which could have prevented the candidates completing the paper in time; internal moderation was of poor quality; the paper lacked balance in cognitive weightings; it over-assessed interpretation and synthesis; and contained fewer questions at the literal level. The LCXH4 paper was rejected because the picture in question 3 was cluttered and unclear; the comprehension passage required editing; questions were not well constructed; all questions were in the lower cognitive order; some responses did not correspond with the questions; and the marking guidelines would not facilitate marking.

The LCXH4 question paper was rejected because it was cluttered; did not adhere to the prescribed format; contained overly long text passages, especially in question 1; displayed grammar subtleties in question 2.1 that could have led to confusion; displayed a lack of cognitive balance; and did not cover the learning outcomes and assessment standards adequately. Further, internal moderation was of poor quality and standard; the marking guidelines contained language errors; question 2 was outside the scope of subject and assessment guidelines (SAG); and wording in questions 4 and 5 was ambiguous. Additionally, some solutions had to be corrected.

The INCT4 question paper, approved in 2016, was rejected in 2017 at first moderation on the following grounds: correct computer terminology was not used; questions 1.1.9,

1.4 and 3.8 were outside the scope of SAG; the picture in question 1.3 had no relevance to the questions asked; questions, like 1.1.4, 1.1.6, 1.1.9, 3.8, were factually incorrect and misleading; the paper lacked questions requiring creative responses and innovation; it contained a repeat question (question 1.1.4); and the cognitive depth and spread of content was not aligned to suggested norms.

The EMSC4 question paper, approved in 2016, was rejected in 2017 at first moderation: it examined US13996 and US13998, which the SAG stipulates should be examined strictly in site-based assessment.

MLMS4, conditionally approved in 2016 at first moderation, was rejected in 2017 mainly because some questions, for example 2.4.4, 2.4.5, 2.4.6, 2.5.2 and 2.6, tested the same skills, and there were errors in the marking guidelines, such as those found in solutions to questions 1.5, 3.3.1, 3.3.3 and 3.3.3.

The DHET submitted 16 question papers for second moderation for 2017, compared to 12 in 2016. As indicated in Table 1B above, 15 question papers were approved at second moderation. LCEN4 was conditionally approved with resubmission required, on the grounds of poor quality of internal moderation, ambiguous wording in questions, the absence of an analysis grid and errors in the marking guidelines. LCEN4 was approved at third moderation.

Table 1D, which summarises the compliance ratings for the 26 question papers evaluated during first moderation in 2017, shows that question papers met 72% of the criteria after first moderation, compared to 75% in 2016 and 2015. The decrease in instances of full compliance fell in 2017 to 74, from 99 in 2016 and 85 in 2015. This was attributed to the poor quality of internal moderation exhibited by most internal moderators. It remained a concern that question papers evaluated in 2017 did not meet 28% of the criteria (compared to 25% in both 2016 and 2015) after first moderation. There were 46 instances of limited compliance in 2017, compared to 45 in 2016; and 12 instances of no compliance, compared to eight in 2016, across all eight criteria.

As was the case in 2014, 2015 and 2016, in 2017 the marking guidelines criterion remained one of the worst for compliance during first moderation, with one instance of no compliance and 10 of limited compliance, compared with zero instances of no compliance and 10 of limited compliance previously.

Internal moderation still needs to improve. In 2017, internal moderation moved to one instance of no compliance and nine instances of limited compliance, from two instances of no compliance and six of limited compliance in 2016.

Compliance with the content coverage and cognitive skills criteria have deteriorated, from zero instances of no compliance and limited compliance in 2016, to two instances of no compliance and seven of limited compliance each in 2017. Equally worrying was the slippage in adherence to examinations and assessment guidelines,



from zero instances of no compliance and four of limited compliance in 2016, to one instance of no compliance and six instances of limited compliance in 2017.

Compliance with the levels of predictability criterion—three instances of no compliance and one of limited compliance—that prevailed in the 2017 papers at first moderation was higher than the zero instances of no compliance and one of limited compliance in 2016.

The 2017 question papers were fully compliant in 76 instances (36%). This shows a decline in quality over the past four years. In 2016, there were 99 instances (48%) of all compliance; in 2015, there were 85 instances (41%); and in 2014, there were 87 instances (42%). This challenge of not meeting the criteria resulted in 16 question papers being subjected to second moderation.

### 1.3.2 Compliance per criterion

Table 1D below summarises the compliance of all 26 question papers with all eight criteria at first moderation.

**Table 1D: Compliance ratings of November 2017 question papers after first moderation**

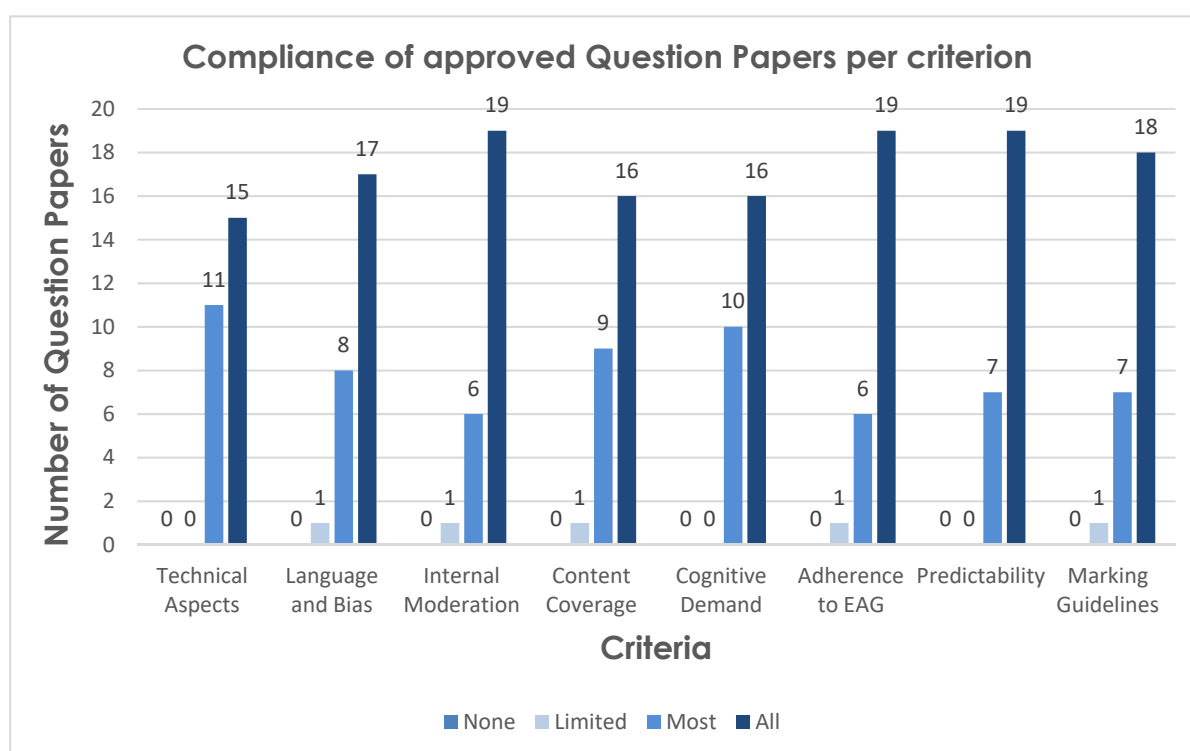
		Compliance frequency (208 instances)			
		None	Limited	Most	All
<b>1</b>	Technical aspects	1	2	15	8
<b>2</b>	Language and bias	0	5	15	6
<b>3</b>	Internal moderation	2	6	10	8
<b>4</b>	Content coverage	2	7	11	6
<b>5</b>	Cognitive demand	2	7	7	10
<b>6</b>	Adherence to policy	1	6	7	12
<b>7</b>	Predictability	3	1	6	16
<b>8</b>	Marking guidelines	1	10	5	10
		<b>12</b>	<b>44</b>	<b>76</b>	<b>76</b>
		<b>27%</b>		<b>73%</b>	

Table 1E gives a summary of the compliance ratings for the 26 question papers after all moderation levels.

**Table 1E: Compliance ratings of November 2017 question papers at approval**

		Compliance frequency (208 instances)			
		None	Limited	Most	All
1	Technical criteria	0	0	11	15
2	Language and bias	0	1	8	17
3	Internal moderation	0	1	6	19
4	Content coverage	0	1	9	16
5	Cognitive skills	0	0	10	16
6	Adherence to policy	0	1	6	19
7	Predictability	0	0	7	19
8	Marking guidelines	0	1	7	18
		0	5	64	139
		2.4%		97.6%	

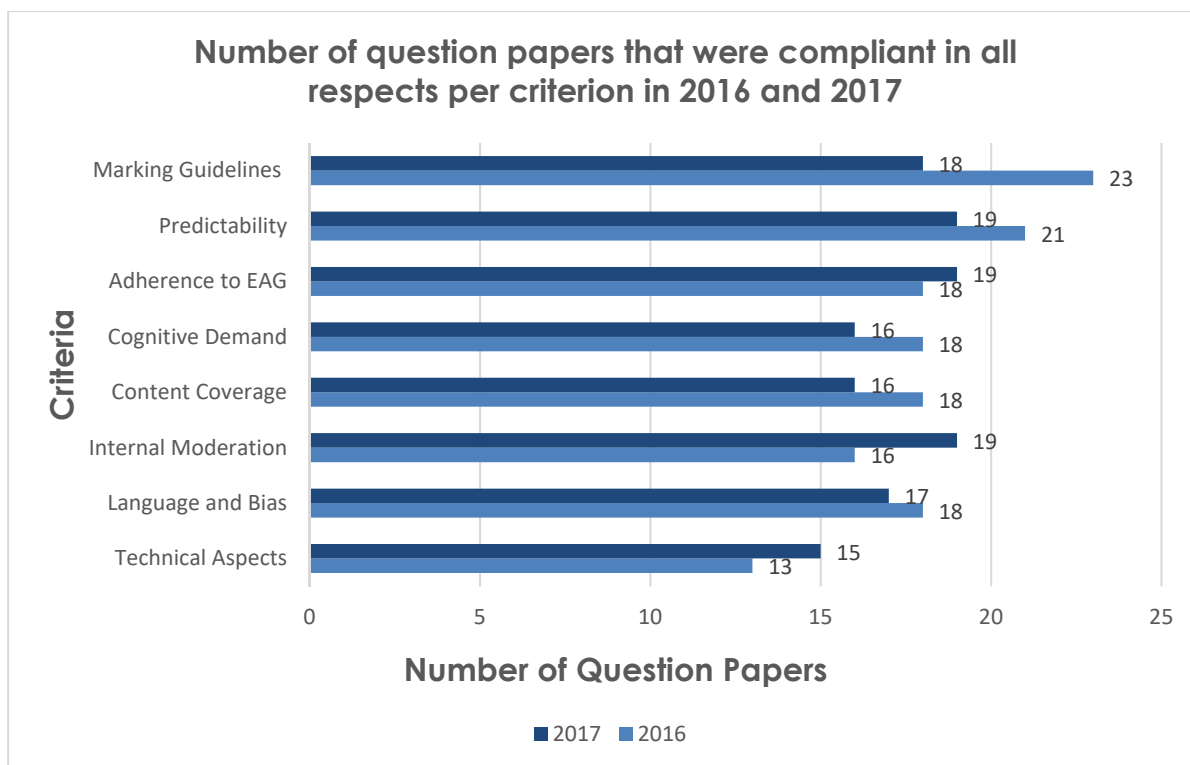
Figure 1C below indicates the compliance of approved question papers per criterion.



**Figure 1C: Compliance rating per criterion for question papers at approval**

Table 1E above indicates that the 26 question papers were approved after all moderations (first, second and third) were completed, and there were five instances of limited compliance, restricted to language and bias in ARTC4, internal moderation in HSSC4, content coverage in LCND4, adherence to policy in INCT4, and marking guidelines in TECH4.. After all levels of moderation were completed as deemed necessary by Umalusi, compliance, at 97.6%, was sufficient.

Figure 1D indicates the comparison of the number of question papers that complied in all respects with all eight criteria at approval level in 2016 and 2017.



**Figure 1D: Comparison of the compliance ratings of approved question papers per criterion in 2016 and 2017**

Despite the relatively high levels of overall compliance indicated in Table 1E, the levels of compliance according to the different criteria varied considerably. These variations are explained in more detail in the relevant sections below.

#### **a) Technical aspects**

In 2017 one of the 26 question papers, LCTS4, showed non-compliance when presented at first moderation, compared to none of the question papers receiving a non-compliance rating in 2016. In fact, in 2016, LCTS4 was compliant in most respects. This decline was attributed mainly to numerous errors in the question paper and non-adherence to the prescribed examination format as prescribed in the SAG.

Two of the 26 question papers (LCAF4 and LCEN4), scored a limited compliance rating in 2017 when presented for first moderation, compared to six question papers (ANHC4, LCEN4, LCSP4, MLMS4, MMSC4, and SMME4) scoring a limited compliance rating in 2016. It was evident that LCEN4 had not improved since 2016. The question paper's limited rating resulted from: instructions to candidates being unclear and ambiguous; cluttered presentation that was not reader friendly; an incorrect numbering system; and insufficient time to complete the paper.

LCAF4 declined from full compliance in 2016 to limited compliance in 2017 because of incomplete evidence on the cover page; an incorrect numbering system; and insufficient time to complete the paper.

Fifteen question papers were mostly compliant with technical criteria in 2017, compared to 13 in 2016. The most common failings were unclear and ambiguous instructions, incorrect numbering systems and/or poor quality of illustrations, graphs and tables. Eight question papers, AAAT4, EMSC4, HSSC4, LCND4, LCSP4, LCSO4, LCSW4 and LCXI4, met all the requirements of this criterion at first moderation level in 2017, compared to seven papers in 2016 (AAAT4, LCAF4, LCZU4, LCSO4, LCSW4, TECH4 and TRVT4). AAAT4, LCSO4 and LCSW4 maintained full compliance with this criterion from 2016 to 2017. However, LCZU4 and TRVT4 declined from all compliance in 2016 to most compliance at first moderation in 2017, because of unclear and ambiguous instructions in the case of LCZU4 and, in the case of TRVT4, incorrect numbering systems coupled with poor quality of illustrations, graphs and tables.

In the final analysis, when all 26 papers were approved after the respective levels of moderation were conducted, it was found that the technical specifications were sufficiently addressed by all 26 question papers (11 most and 15 all), compared to 25 in 2016, when SMME4 attained a limited compliance rating. This demonstrates that the overall quality of compliance with this criterion improved for question papers approved across three moderation levels.

## **b) Language and bias**

As in 2016, at first moderation none of the question papers in 2017 showed no compliance with the language and bias criterion. Five out of 26 question papers (ARTC4, ECD4, INCT4, LCAF4 and TRVT4) showed limited compliance in 2017, compared to six question papers (ANHC4, LCND4, LCSP4, MLMS4, MMSC4 and TVRT4) in 2016. The main reasons characterising limited compliance were incorrect use of grammar and terminology, and passages used in the text were of inappropriate length, level of vocabulary and language.

However, as the affected papers moved through second and third moderation, language and bias challenges were resolved. After the approval of all question papers, one out of 26 (ARTC4 was approved at first moderation) finally approved question papers achieved limited compliance ratings, eight most compliance ratings and 17 achieved all compliance ratings for this criterion. This demonstrates a marginal decline compared to the 2016 compliance levels, when eight of the 26 finally approved question papers were mostly compliant and 18, fully compliant.

## **c) Internal moderation**

At first moderation in 2017, eight out of 26 question papers (31%) were fully compliant with this criterion: AAAT4, LCND4, LCXH4, LCSO4, LCSW4, LIFO4, NATS4 and TECH4. This, however, represented a decline in quality, because 11 out of 26 (42%) were fully compliant in 2016 and 18 out of 26 (69%) in 2015. Moreover, two question papers (LCTS4 and SMME4) showed no compliance at first moderation in 2017, compared to just one (AAAT4) in 2016. In LCTS4 and SMME 4, the internal moderators' reports were

incomplete and the quality and standard of internal moderation was inappropriate. In LCTS4, the internal moderator's recommendations were not considered and implemented. Six out of 26 question papers (HSSC4, INCT4, LCEN4, LCSP4, MMSC4 and TRVT4) received limited compliance ratings in 2017 at first moderation, primarily because of poor quality moderation. For example, in the case of HSSC4, MMSC4 and TRVT4, there were too many errors and omissions that had not been detected and corrected by the internal moderator.

After all levels of moderation, as in 2016, none of the 26 question papers were non-compliant with this criterion. HSSC4, which was approved at first moderation, received a limited compliance rating in 2017, compared to non-compliance in 2016. Despite this anomaly, 25 out of 26 question papers (96%) demonstrated sufficient compliance with this criterion in 2017, with six question papers (23%) showing a most compliance rating and 19 question papers (73%) complying fully. This indicated that examiners and internal moderators do take into consideration suggestions and recommendations put forth by Umalusi during the moderation process, and act on them in an appropriate manner to improve the quality of a given question paper.

#### **d) Content coverage, types and quality of questions**

It must be noted that the GETC: ABET Level 4 qualification is comprised of a number of unit standards per learning area. Each unit standard has its own learning outcomes and assessment criteria. At first moderation in 2017, two out of 26 (8%) question papers, INCT4 and LCTS4, showed non-compliance ratings, compared to none in 2016. The main reasons for the non-compliance in 2017 was mainly attributed to questions being set outside the scope of the SAG, inappropriate cognitive balance, poor quality and factually incorrect questions. Seven question papers (ECD4, EMSC4, LCAF4, LCND4, LCXH4, MMSC4 and TRVT4) scored limited compliance ratings in 2017; and in 2016 seven question papers (ANHC4, LCND4, LCXI4, MLMS4, MMSC4, TRVT4 and WHRT4) scored limited compliance ratings. Clearly LCND4, MMSC4 and TRVT4 have not improved in this criterion.

The key challenges were inadequate coverage (weighting) of the unit standards as per prescribed norm ranges, and lack of sufficient questions at higher cognitive levels. In the main, there was a significant decline in compliance with the content coverage criterion, as the number of question papers that achieved full compliance decreased from 42% (11 out of 26) in 2016 to 23% (six out of 26) in 2017 at first moderation.

After taking all the stages of moderation into account, it was found, as in 2016, that none of the 26 question papers earned non-compliance ratings. One question paper (4%), LCND4 (which was approved at first moderation), received a limited compliance rating in 2017 as compared to none in 2016, hence showing a very minimal decline in compliance. In the same trend, 25 out of 26 question papers (96%) in 2017 demonstrated sufficient compliance, with nine question papers (35%) earning a most compliance rating and 16 question papers (62%) earning an all compliance

rating, whereas in 2016 all 26 question papers demonstrated sufficient compliance with ten question papers (38%) earning a most compliance rating and 16 question papers (62%) earning all compliance ratings. These compliance scores do suggest that persevering with moderation and with appropriate qualitative input and recommendations has helped to ensure that content coverage is sufficiently addressed to meet SAG requirements.

#### **e) Cognitive demand**

At first moderation in 2017 two question papers, LCTS4 and TRVT4, showed no compliance. In 2016 just one, TRVT4, was non-compliant with this criterion. The main challenge with the TRVT4 question paper was that the lower order questions carried a weight of 59% instead of 40%, while the higher order questions carried a weight of 6% instead of 30%. The LCTS4 paper did not provide items to assess the ability to compare and contrast, or the ability to recognise causal relationships. Also, cognitive imbalance prevailed in the LCTS4 question paper at first moderation.

Seven out of 26 question papers (ECD4, EMSC4, INCT4, LCAF4, LCEN4, MMSC4 and WHRT4) showed limited compliance at first moderation in 2017, while four question papers (LCND4, LCXI4, MMSC4 and WHRT4) showed limited compliance in 2016. It was evident that MMSC4 and WHRT4 continued to score limited compliance. This was primarily attributed to the cognitive weightings for all three cognitive levels not being within a reasonable range of the prescribed norms. In the case of WHRT4 and LCEN4, the choice questions were not at equal levels of difficulty. The LCEN4 question paper did not provide opportunities for candidates to express an argument. In the LCAF4 question paper, most sub-questions in questions 1 and 3 tested interpretative and synthesis skills at a less literal level, resulting in incorrect cognitive weightings. In the EMSC4 question paper there were too many comprehension-type questions, which resulted in the question paper not having a correct distribution of marks according to the SAG, with respect to cognitive balance. The INCT4 question paper also had inappropriate distribution of cognitive levels, did not provide opportunities for the development of arguments, or the provision of creative responses by candidates. Seven out of 26 question papers were mostly compliant at first moderation in 2017, compared to eight question papers in 2016. However, there was a decline from 50% (13 out of 26 question papers) in 2016 to 38% (10 out of 26 question papers) in 2017 showing an all compliance rating at first moderation.

At final approval, the ten question papers (ARTC4, HSSC4, LCND4, LCSO4, NATS4, ANHC4, ECD4, INCT4, LCAF4 and LCTS4) that were mostly compliant showed minimal deficits in assessing the development of arguments and stretching candidate thinking at the higher cognitive level. Although, as in 2016, all 26 question papers (100%) demonstrated sufficient compliance at approval level in 2017, there was a slight decline in the number of question papers that were fully compliant at approval: 16 out of 26 question papers (62%), compared to 18 out of 26 question papers in 2016 (69%).

## **f) Adherence to policy**

At first moderation in 2017, one question paper, LCTS4, showed no compliance with this criterion, whereas in 2016, zero question papers were non-compliant. The 2017 question paper did not have the required three sections and five types of questions prescribed in the SAG, and it lacked an analysis grid showing coverage of learning outcomes, assessment standards and cognitive levels. Additionally, the comments of the internal moderator were not attended to by the examiner before the question paper was submitted for external moderation.

The number of question papers that showed limited compliance at first moderation increased from four (LCXI4, MMSC4, TVRT4 and WHRT4) in 2016 to six (EMSC4, INCT4, LCAF4, MMSC4, TVRT4 and WHRT4) in 2017. It was evident that MMSC4, TVRT4 and WHRT4 achieved the same ratings in 2017 and 2016. This was primarily due to the respective cognitive weightings not being aligned with the prescribed norm ranges, and inadequate coverage of unit standards as per the respective SAG. Seven question papers (ARTC4, ECD4, HSSC4, LCEN4, LCXH4, LCZU4 and NATS4) were mostly compliant in 2017, while seven (ANHC4, ARTC4, EMSC4, ECD4, HSSC4, LCND4, MLMS4) received most compliance in 2016 at first moderation. Although the number of question papers that received most compliance across 2017 and 2016 remained the same, there were only two question papers, namely ECD4 and HSSC4 that maintained the same approval status across both years. In the case of HSSC4, it was found that a few questions did not belong in the learning area; and, in the case of ECD4, the spread and weighting of content was not as per SAG. In the final analysis, it was found that the number question papers that showed full compliance with this criterion at first moderation decreased from 15 question papers (57%) in 2016 to 12 question papers (46%) in 2017.

As in 2016, none of the finally approved question papers across the three levels of moderation were non-compliant with this criterion in 2017. However, one question paper (4%), namely INCT4 (which was approved at first moderation), received a limited compliance rating in 2017, compared to zero question papers in 2016. This indicated a minimal decline in compliance. The number of question papers that showed most compliance, in the final analysis, increased from five question papers (ARTC4, ECD4, EMSC4, HSSC4 and WHRT4) in 2016 to six (ARTC4, HSSC4, NATS4, ECD4, LCAF4, LCEN4) in 2017. Both ARTC4 and ECD4 had the same final compliance ratings in 2017 and 2016, which were attributed mainly to cognitive weighting imbalances in the case of ECD4 and inappropriate coverage of unit standards, in the case of ARTC4. There has been a decrease in the number of question papers that were fully compliant, from 21 (81%) in 2016 to 19 question papers (73%) in 2017, after taking all levels of moderation into consideration.

In the final analysis, the deficits that prevailed among some of the papers could be easily addressed by the respective examiners/internal moderators in feasible ways, as

suggested by relevant Umalusi external moderators. Consequently, adherence to the examinations and guidelines criterion was not compromised.

#### **g) Predictability**

At first moderation in 2017, three question papers (12%) were non-compliant; one (4%) showed limited compliance; six (23%) showed most compliance and 16 (61%) showed full compliance. This demonstrated a decrease in quality since 2016, when zero question papers were non-compliant, one (4%) had limited compliance, four were (16%) mostly compliant and 21 (81%) were fully compliant. At first moderation in 2017, three question papers, ECD4, INCT4 and TRVT4, were non-compliant. INCT4 and TRVT4, as in 2016, and ECD4 lacked the required degree of innovation and contained some questions directly repeated from recent years. The finally approved question papers for November 2017 were seven out of 26 question papers (27%) mostly compliant, compared to three (12%) in 2016; and 19 out of 26 (73%) fully compliant, compared to 21 (81%) in 2016. Although there was a drop in the levels of predictability compliance, the shortcomings could easily be addressed by the respective examiners/internal moderators as per detailed qualitative input and recommendations by the relevant Umalusi moderator(s). Adherence to the predictability criterion was therefore not compromised.

#### **h) Marking guideline**

As in 2016, errors in the marking guidelines accounted for the largest number of corrections required at first moderation in 2017. One out of 26 question papers scored a non-compliance rating, compared to zero in 2016. Ten out of 26 question papers (ECD4, INCT4, LCEN4, LCXH4, LCZU4, LCSP4, MLMS4, MMSC4, TECH4 and TRVT4) showed limited compliance at first moderation in 2017. This was comparable to the 10 question papers (ANHC4, MMSC4, LCEN4, TVRT4, WHRT4, LCND4, LCXH4, MLMS4, SSME4 and TECH4) that showed limited compliance at first moderation in 2016. The range of problems identified at the first moderation of the November 2017 question papers were the following: typographical or language errors (ECD4, LCEN4, LCZU4, LCSP4, TECH4, TVRT4 and MLMS4); inaccuracy in the expected responses presented in the marking guidelines (INCT4, LCEN4, LCXH4, LCZU4, TECH 4, MLMS4 and MMSC4); lack of correlation between response in the marking guidelines with items in the question paper (ECD4, INCT4, LCXH4, LCZU4 and MMSC4); non-provision and allowance for alternative responses in the marking guidelines (INCT4, LCXH4 and TRVT4); lack of details to ensure accuracy of marking (ECD4, INCT4, LCEN4, LCXH4, LCZU4, TVRT4 and MMSC4); the hindrance of the marking guidelines rather than facilitation of consistent marking (INCT4, LCXH4, LCZU4, LCSP4, MLMS4 and MMSC4). Five question papers showed most compliance in 2017, compared to eight in 2016, and the number of question papers that showed full compliance increased from eight in 2016 to ten in 2017 at first moderation. However, the levels of sufficient compliance remained equivalent for both 2016 and 2017 at first moderation.



None of the finally approved question papers scored a non-compliant rating in 2017 and 2016. However, only one question paper (TECH4) scored limited compliance in 2017 compared to two question papers (SMME4 and TECH4) in 2016. Furthermore, seven question papers scored most compliance in 2017 compared to eight in 2016, and 18 question papers were fully compliant, compared to 16 in 2016. This demonstrated an improvement in the compliance levels of the finally approved question papers. The deficits that prevailed among some quality indicators, mainly after second moderation, were relatively minor and did not compromise the final quality of the November 2017 question papers as these could be easily rectified by the examiner/internal moderator. This was mainly limited to mark allocation and mark distribution, and the insertion of acceptable alternative answers.

## **1.4 Areas of Compliance**

The following were noted as areas of compliance:

- The DHET must be commended, as in 2014, 2015 and 2016, for good management and administration of the process of external moderation of question papers. There was no evidence of question papers that were compromised at any stage during the process;
- The DHET examiners and internal moderators, as in 2016 and 2015, have considered the comments and inputs made by Umalusi with a positive spirit and attitude to summarily realise 97.6% compliance with the minimum standards stipulated across all eight criteria;
- The DHET examiners and internal moderators are commended on the achievement of acceptable standards in the setting of the following ten November 2017 GETC: ABET Level 4 question papers, which were approved at first level moderation: ANHC4, ARTC4, HSSC4, LCND4, LCSO4, LCSW4, LCVE4, LCXI4, NATS4 and TECH4. Approval at first level moderation was also achieved by seven of these 10 papers in 2016: ARTC4, ECD4, LCSO4, LCSW4, LCVE4, NATS4, TECH4;
- In 2016 the TRVT4 and WHRT4 question papers were finally approved at third moderation. It was encouraging to see that DHET examiners and internal moderators had acted upon the findings and recommendations put forth by Umalusi in 2016 with respect to these two papers, to the extent that these two papers received final approval at second moderation in 2017 and not at third moderation as was the case in 2016.

## 1.5 Areas of Non-compliance

The following were identified as non-compliance:

- The number of question papers approved at first moderation was 34% in 2017 compared to 50% in 2016. This represented a decline;
- Errors in the marking guidelines accounted for the largest number of corrections required at first moderation. For various reasons, 42% (11 out of 26) of the marking guidelines did not comply with the quality indicators. This was marginally worse than the 2016 compliance level of 38% (10 out of 26);
- There was a slight decline in compliance with the cognitive demand criterion compared to 2016;
- At first moderation in 2017 only eight out of 26 question papers (31%) received an all compliance rating for the internal moderation criterion. This represented a decline in quality, as 11 out of 26 question papers (42%) received an all compliance rating in 2016, while 18 out of 26 question papers (69%) were fully compliant in 2015;
- The setting of items in the question papers which are outside the scope of the SAG, coupled with inappropriate weight and spread of prescribed content, were the main factors at first moderation that resulted in one question paper (LCTS4) receiving a non-compliant rating and six question papers (EMSC4, INCT4, LCAF4, MMSC4, TVRT4 and WHRT4) receiving limited compliance ratings. The same ratings prevailed for MMSC4, TVRT4 and WHRT4 in 2016;
- The LCEN4 question paper had to be submitted for third moderation before it was approved; and
- Three question papers showed high levels of predictability when submitted for first moderation. These were ECD4, INCT4 and TRVT4. They lacked the required degree of innovation and contained some directly repeated questions from recent years.

## 1.6 Directives for Compliance and Improvement

The DHET must:

- Strengthen the internal moderation of question papers to ensure that there is no need for second moderation as a result of not meeting the required outcomes across all criteria;
- Ensure that both examiners and internal moderators, particularly for those question papers that were subjected to second and third moderation, receive appropriate and relevant training on setting and/or moderating question papers, such that developed question papers and associated marking guidelines meet the minimum standards across each of the eight criteria governing moderation of question papers;

- Take the necessary steps to ensure that examiners and internal moderators are familiar with and competent in the use of relevant taxonomies, so that the cognitive levels of the various question papers are competently and correctly analysed to improve compliance levels at the setting and internal moderation stages;
- Take the necessary steps to review the challenges faced by the examiners and internal moderator of LCEN4 and then develop and implement a plan of action to assist them in attaining a better quality question paper and prevent the necessity to subject the paper to second and/or third moderation; and
- Ensure that examiners and internal moderators of LCTS4, EMSC4, INCT4, LCAF4, MMSC4, TRVT4 and WHRT4 become more conversant with the content of the relevant unit standards and SAG. This is necessary to ensure that items are not set outside the scope of the SAG, and that appropriate weight and spread of prescribed content are maintained across each question paper.

## 1.7 Conclusion

Umalusi approved nine question papers after first moderation, 16 question papers after second moderation and one question paper after third moderation for the November 2017 GETC: ABET Level 4 examinations. In 2016, 14 question papers were approved after first moderation and 12 question papers after second moderation. This shows an increase in the number of levels of moderation from two in 2016 to three in 2017, and a decrease in the number of question papers approved at first moderation in 2017 when compared to 2016. It remains a concern that there was an increase in the number of question papers rejected at first moderation, from two question papers in 2016 to eight question papers in 2017, and the LCEN4 question paper only approved after third moderation.

Umalusi is satisfied with some improvement in the quality of the setting of TRVT4 and WHRT4 for 2017 compared to 2016. The question papers approved at various levels of moderation met the requirements to an extent of 97.6%, with only 2.4% of the requirements denoting limited compliance for 2017. It is imperative that the DHET puts measures in place to ensure that a high percentage of question papers are approved at first moderation. This requires raising the quality and standard of internal moderation, as directed in the past by Umalusi. DHET must ensure that it addresses the directives for compliance to improve the quality of question papers submitted for first moderation in 2018. In the main, the quality and standard of the approved question papers did not compromise the GETC: ABET L4 examinations and were fit for purpose.

# CHAPTER 2 MODERATION OF COMMON ASSESSMENT TASKS

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## 2.1 Introduction

The Common Assessment Tasks (CATs) form the basis of the Site-Based Assessment (SBA) in the Community Education and Training (CET) sector. The SBA component contributes 50% towards the final mark for certification. SBA is comprised of CATs that are developed by the assessment body, the Department of Higher Education and Training (DHET), and implemented at community learning centres after external moderation and approval by Umalusi.

The DHET is responsible for the setting and internal moderation of CATs for the GETC: ABET L4 qualification. The setting and implementation of CATs is guided by the Examination and Assessment Guidelines (EAG). The CATs consisted of five tasks with an equal weighting of 20% for each of the 26 learning areas. The Subject and Assessment Guideline (SAG) for each learning area prescribes the specific outcomes and assessment criteria to be covered in each assessment task. 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.

The DHET sets and internally moderates the five SBA tasks for each learning area. Umalusi evaluates the quality and standard of CATs based on a set of criteria and standards approved by Council. The external moderation process is rigorous and similar to that of the question papers. This chapter will reflect on the external moderation of CATs.

## 2.2 Scope and Approach

Umalusi conducted the moderation of the CATs at the offices of the assessment body. The DHET internal moderators were present to accelerate and enhance the moderation process, identify and address challenges and implement recommendations. Umalusi used the Instrument for the Moderation of Common Assessment Tasks, which requires moderators to evaluate and judge CATs according to the following nine criteria:

- Adherence to curriculum and subject guidelines;
- 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.

Each criterion has a set of quality indicators by which to evaluate and judge the CATs. The compliance level of CATs with each criterion may be at one of four levels:

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

Umalusi based the final evaluation decision 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 the CATs as a whole was taken, considering one of three possible outcomes:

- Approved;
- Conditionally approved – resubmit; or
- Rejected – if the standard and quality of CAT was entirely unacceptable.

## 2.3 Findings

Umalusi captured both quantitative and qualitative information in the moderation reports. This section highlights both the quantitative and qualitative feedback of the external moderators' reports.

It is important to note that Umalusi adopted a holistic approach during moderation. Each of the five tasks was individually moderated, but Umalusi considered the five tasks as a whole for final approval purposes. The external moderator approved the set of tasks only if the criteria for all tasks had been adequately met. Table 2A below indicates the levels and approval status after each moderation.

All tasks were conditionally approved at first moderation and had to be resubmitted for the second moderation. The challenges that were identified mainly related to:

- Grammar, punctuation and spelling errors;
- Technical errors in the layout of the tasks, e.g. unclear diagrams;
- Formulation of instructions and questions, e.g. vague instructions that could lead to misinterpretation;
- Shortcomings in the marking guidelines, e.g. incorrect responses, insufficient mark distribution and incorrect allocation of marks and incorrect rubrics; and
- Cognitive weighting of questions that was not accurate.

Although grammar, punctuation and spelling errors were flagged as challenges in the CATs of all learning areas, Umalusi was concerned that 64% of the Language, Literacy and Communication (LLC) tasks and marking guidelines (LCAF4; LCEN4; LCSP4; LCVE4; LCXH4; LCHI4 and LCZU4) contained unacceptable grammar, punctuation and spelling errors. Most of the language errors were identified in LCAF4 and LCVE4. The DHET could have avoided second moderations if internal moderators had paid more attention to editing before submission for external moderation.

The DHET internal moderators duly effected the proposed amendments and resubmitted the CATs for second moderation where 96% of CATs were approved. During the first moderation of MLMS4, CATs did not meet the criteria for cognitive demand, formulation of instructions and questions, mark allocation, marking guidelines and internal moderation. Some of the errors and shortcomings that Umalusi identified during first moderation were still prevalent during second moderation. These included errors in the tasks and marking guidelines, imbalances in cognitive demand, double-testing of concepts and unclear diagrams. As the full mark allocation for final response only had not been rectified at the time of second moderation, Umalusi felt that the assessment of mathematical skills would be compromised. The CATs for MLMS4 were therefore only approved at third moderation.

It should be noted that minor amendments to the LCAF4 were effected by Umalusi's moderator before the CATs were approved because the internal moderator was not available during the second moderation.

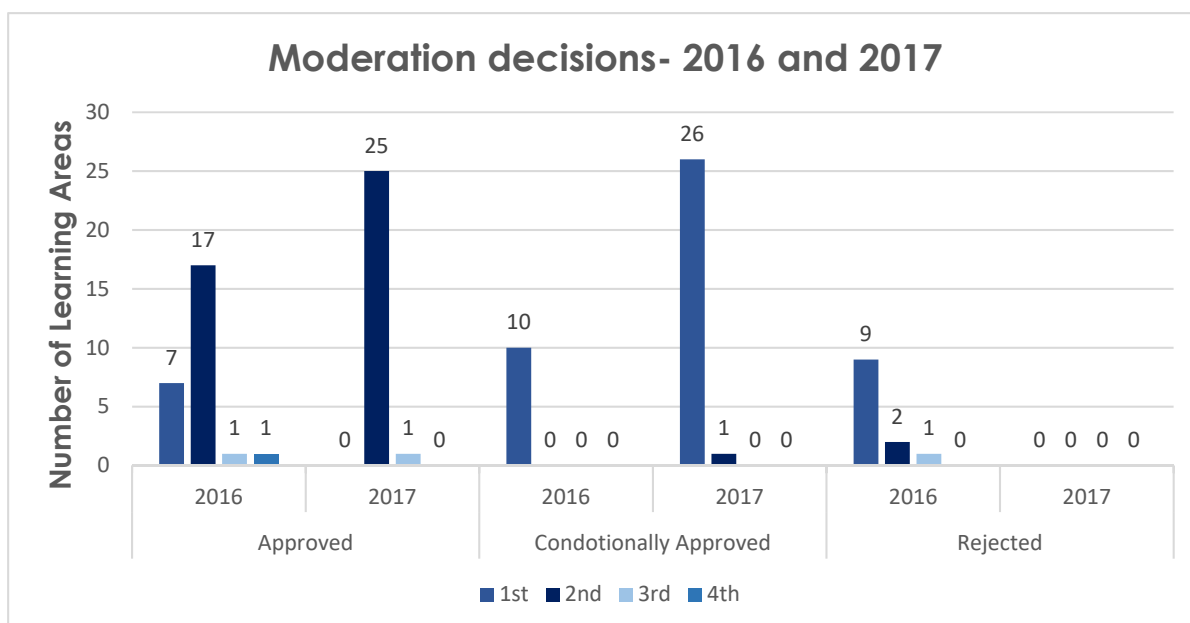
Table 2B shows the approval status of CATs at different levels of moderation.

**Table 2A: Approval levels of CATs at different moderation levels**

<b>Moderation</b>	<b>Approved</b>	<b>Conditionally Approved</b>	<b>Rejected</b>
<b>1<sup>st</sup> Moderation</b>	0	26	0
<b>2<sup>nd</sup> Moderation</b>	25	1	0
<b>3<sup>rd</sup> Moderation</b>	1	0	0
<b>Total</b>	<b>26</b>	<b>27</b>	<b>0</b>

Umalusi conditionally approved 100% of the CATs for all 26 learning areas during first moderation. The presence of DHET internal moderators during this moderation impacted positively on the process, as 96% of CATs were approved at second moderation. The CATs for only one learning area were approved at third moderation. This compared favourably with 2016, when 35% of CATs were rejected, 38% were conditionally approved and 27% were approved during first moderation. In 2016 Umalusi rejected 7% and approved 93% of CATs at second moderation. Umalusi in 2016 approved one of the rejected CATs at third moderation and CATs for the last learning area were approved at fourth moderation.

Figure 2A below shows a comparison between the approval status of CATs for the 26 learning areas at the different stages of moderation in 2016 and 2017.



**Figure 2A: Comparison of approval status of CATs for 2016 and 2017**

Umalusi took decisions about the outcome of moderation of CATs by judging the compliance of CATs per criterion, stipulated in the moderation instrument. The compliance per criterion of the 26 learning areas is summarised in Table 2C below.

**Table 2B: Summary of compliance rating of CATs per criterion**

No.	Criterion	Compliance Frequency [234 Instances]			
		None	Limited	Most	All
1	Adherence to EAG	0	0	8	18
2	Content coverage	0	0	6	20
3	Cognitive skills	0	1	9	16
4	Language and bias	0	1	11	14
5	Formulation of instructions and questions	0	2	15	9
6	Quality and standard of SBA tasks	0	0	12	14
7	Mark allocation and marking guidelines	0	1	14	11
8	Use of assessment forms and methods	0	1	10	15
9	Internal moderation	0	4	12	10
<b>Total</b>		<b>0</b>	<b>10</b>	<b>97</b>	<b>127</b>
<b>Percentage compliance</b>		<b>4%</b>		<b>96%</b>	

The section below provides a synopsis of the evaluation findings of the overall criteria after the moderation and approval of the CATs for the 26 learning areas.

### 2.3.1 Adherence to EAG

All 26 sets of CATs adhered to the minimum requirements, with 69% scoring a "compliance to all" rating. The DHET's commitment in 2016 to ensure the presence of internal moderators during Umalusi moderation had proved to be beneficial for the

process. The opportunity for direct discussions with internal moderators resulted in a common understanding of the criteria and guidelines contained in the EAG.

Umalusi questioned the fairness of the spread of the marks per art forms in ARTC4, as most of the marks were allocated to the visual arts. This could result in students being unfairly advantaged or disadvantaged. In EMSC4 the test included a question that was outside of the EAG, but DHET rectified this after first moderation. Umalusi indicated that the transactional texts in LCEN4 were not transactional texts as prescribed by the EAG and these were reset. In LCSO4 the oral tasks did not comply with the format prescribed in the EAG and had to be rearranged.

### **2.3.2 Content coverage**

This criterion measured the extent to which all CATs covered the specific outcomes and related assessment criteria contained in the EAG. It was encouraging to note that 77% of CATs complied in all respects.

In ARTC4, the coverage given to visual art overshadowed other art forms and in ECD4, Tasks 1 to 4 covered the content adequately while there should have been a more equal spread in Task 5. These shortcomings were addressed after the first moderation.

### **2.3.3 Cognitive demand**

Although there was a 96% compliance in “most and all” quality descriptors of this criterion, DHET still experienced some challenges with the weighting and coverage of cognitive demand. MLMS4 scores showed a “limited compliance” rating as a result of an imbalance of cognitive skills in the assignment and worksheet tasks. In ECD4, the weighting of cognitive skills in the test was slightly at variance with those recommended in the guidelines, but this would not have had a significant impact. INCT4 adequately covered the cognitive levels as per Bloom's taxonomy; however, the EAG of the learning area did not specify guidelines related to the required weighting.

In TECH4 the individual tasks were skewed in terms of recommended cognitive levels, but the CATs as a whole addressed the levels adequately. The same applied to TRVT4, where the cognitive demand spread over all tasks was good except in an assignment where the task had too many level 1 questions. In WHRT4, Umalusi warned that the DHET should ensure that the responses in the marking guideline should match the cognitive demand of the questions and instructions in the task.

### **2.3.4 Language and bias**

The lack of proper editing before submission of CAT for external moderation resulted in grammar, punctuation and spelling errors in all the learning areas. This accounted for the conditionally approved resubmission decisions in 100% of the CATs. The 42% “compliance in most” and 54% “compliance in all respects” ratings reflected that the



language was pitched at the level of the student and tasks were not biased. However, LCSO4 contained a cartoon that could have been perceived as racist. It was replaced by a more appropriate illustration.

In MLMS4, LIFO4 and LCSP4, the DHET replaced and rephrased sentences, words and expressions to avoid ambiguity and misinterpretation. In LCAF4, English words were replaced with Afrikaans terminology and incorrect sentence construction was rectified.

### **2.3.5 Formulation of instructions and questions**

The WHRT4 and MLMS4 CATs showed "limited compliance" with this criterion, while 58% of learning areas showed "compliance in most aspects". Only 35% complied in all aspects.

Umalusi identified ambiguous instructions and questions, grammatical errors, questions and instructions that did not meet the cognitive demand intended, and complicated questions, as the main contributing factors in inadequate compliance with this criterion.

Discussions around the restructuring and rephrasing of questions and instructions in INCT4, LCAF4, LCEN4, LCTS4, MLMS4, MMSC4, TECH4, TRVT4 and WHRT4 resulted in clear instructions that would enhance student performance.

### **2.3.6 Quality and standard of SBA tasks**

There was a clear indication that the quality and standard of SBA tasks had improved. The SBA tasks in all 26 learning areas were compliant in "most" and "all" of the quality descriptors for this criterion. Umalusi commended the assessment body for good practices in the following learning areas:

- AAAT4, LCAF4, LCEN4, LCSP4, LCTS4, LCZU4, SMME4, TRVT4 and WHRT4, in which the CATs would help students to identify key areas where practice was needed or where additional information or skills should be gained prior to summative assessment. These tasks were also deemed interesting and topical, as well as providing tools to help students acquire social and workplace skills;
- Sets of tasks for SMME4 and EMSC4 were well designed, challenging and innovative; and
- In LCTS4, the correlation between mark allocation, level of difficulty and time allocation was commended.

The initial challenges experienced in five of the learning areas were as follows: in ARTC4 the research did not speak to the action of doing actual research; in LCSO4 the comprehension was not up to standard; in MLMS4 the test was not up to standard;

TRVT4 did not allow for sufficient "own work", and passages in WHRT4 were too lengthy and questions were repeated. At second moderation DHET had implemented the recommended amendments and the CATs were approved.

### **2.3.7 Mark allocation and marking guidelines**

In 54% of the tasks per learning area grammar, punctuation and spelling errors prevented a moderation judgement of compliance in all respects. However, these were not the only challenges that Umalusi identified. The allocation of marks to the different forms of art in the ARTC4 could have led to unfair advantage or disadvantage of students.

As a result of inflated marks for some questions in a sub-task in ECD4, the DHET had to adjust mark allocation and effect changes to the scoring and the rubric. The quality of rubrics used in LCAF4, LCEN4, LCZU4 and SMME4 proved to be challenging and Umalusi proposed amendments that would align the scoring with the expected performance of the students.

Incorrect responses in the marking guidelines of MLMS4 and MMSC4 had to be corrected before they were finally approved.

At first moderation, MLMS4 showed limited compliance with this criterion. This was a result of incorrect responses in the marking guideline, not catering for alternative responses and not adhering to the EAG regarding mark allocation. Umalusi indicated that the allocation of marks for an answer only should be limited to questions that did not assess the application of skills. These issues were duly addressed by third moderation and the CATs were subsequently approved.

On approval of the CATS, there was a noticeable improvement in the allocation of marks. Mark allocations matched the required skills and expected student performance.

### **2.3.8 Use of assessment forms and methods**

In the overall judgement, 96% of CATs of all 26 learning areas complied with the criteria and quality indicators. The DHET used the assessment forms and methods prescribed in the EAG. This ensured fair and reliable assessment.

### **2.3.9 Internal moderation**

Umalusi welcomed the opportunity to work closely with the DHET internal moderators as this allowed for the establishment of a common understanding of quality assurance of internal assessment. Furthermore, the assessment body could immediately address issues of non-compliance and accelerate the moderation process.

The overall level of compliance in this criterion was based on the evidence presented by the internal moderator. Umalusi indicated that there was an improvement in

internal moderation and the history and moderation reports that accompanied the tasks and marking guidelines added value. However, there remained much room for improvement as errors and challenges still slipped through during internal moderation. The technical, grammar, spelling and punctuation errors could be regarded as minor challenges as these would be identified and rectified during the DHET editing process. However, in the four cases where the moderation judgement was deemed to be of “limited compliance,” a lack of quality moderation led to the resetting of a rubric for a sub-task in ARTC4; the superficial moderation of LCSO4 led to topics and questions having to be replaced and the oral task rearranged; inefficient moderation in MLMS4 allowed irrelevant questions and double-testing to be approved during internal moderation; and the presence of errors in the CATs for SMME4 needed to be addressed during external moderation. This affected the cost-effectiveness of the process in terms of time.

## **2.4 Areas of Compliance**

The DHET adequately complied in the following areas:

- The sets of CATs in all learning areas were aligned to the minimum requirements of the EAG and covered the unit standard, specific outcomes and assessment criteria of the learning areas adequately.
- The content, standard and quality of the SBA tasks were good and all learning areas complied in “most” and “all” aspects.

## **2.5 Areas of Non-compliance**

Umalusi identified the following areas of non-compliance:

- The assessment body submitted CATs that contained grammatical, spelling and technical errors at first moderation, thus CATs did not meet the language and bias criterion adequately;
- Although most of the CATs complied with the minimum requirements for cognitive demand, Umalusi identified shortcomings where the cognitive demand was not balanced in some sub-tasks of MLMS4 and in WHRT4; and instances where responses provided in the marking guideline did not match the cognitive demand of some of the questions;
- The EAG of INCT4 did not clearly indicate the weighting of cognitive levels in CATs;
- Rubrics remained problematic in LCAF4, LCEN4, LCZU4 and SMME4. Criteria and scoring did not relate directly to the expected performance of the students; and
- Internal moderation remained a challenge in ARTC4, LCSO4, MLMS4 and SMME4.

## **2.6 Directives for Compliance and Improvement**

The DHET must act on the following directives for compliance and improvement. The DHET should:

- Develop and implement strategies to improve the quality of internal moderation;
- Conduct training of examiners and internal moderators with focusing on cognitive demand and the design of rubrics; and
- Review the Examination and Assessment Guidelines of all learning areas and ensure that requirements are clearly indicated.

## **2.7 Conclusion**

External moderators' reports for the 26 learning areas in ABET Level 4 were used to compile this chapter. These reports contained detailed feedback on compliance with all the criteria.

The main challenge in the setting and moderation of CATs was in ensuring that the SBA tasks addressed the different unit standards, related specific outcomes and assessment criteria, and the format and cognitive weighting as prescribed in the EAG of each learning area. The EAG attempted to integrate these outcomes and capture the elements in the five tasks for each learning area.

The presence of the DHET internal moderators during external moderation enhanced the quality assurance process and proved to be cost effective in terms of time spent on effecting recommended amendments.

Umalusi evaluated the five tasks per learning area using a moderation instrument containing criteria, quality descriptors and rating scales. Overall, the approved CATs met the minimum criteria for approval and not necessarily all criteria. Improving all CATs should therefore be regarded as an ongoing objective.

## CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

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### 3.1 Introduction

Site-based assessment (SBA) contributes 50% towards the final certification mark in each learning area in the General Education and Training: Adult Basic Education and Training Certificate (GETC: ABET) Level 4 qualification. It is thus imperative that SBA implementation of all five prescribed tasks at learning centres is quality assured at centre, district and provincial levels.

The Department of Higher Education and Training (DHET), as an assessment body, sets and internally moderates common assessment tasks (CAT). Umalusi conducts external moderation of the CAT to ensure that they comply with the requirements of DHET and Umalusi.

The DHET provided all provincial education departments (PED) with CAT for all 26 learning areas to be implemented by all community learning centres (CLC) of each community education and training college (CETC) in each province. Successful completion of SBA would confirm the candidate's readiness for summative assessment. The responses of students to the CAT are filed in SBA portfolios and presented to Umalusi to be externally moderated.

The purpose of external moderation of SBA portfolios is, among others, to:

- Ensure that SBA portfolios moderated at centre, district and provincial level comply with national guidelines;
- Establish the scope, extent and reliability of SBA across all assessment bodies;
- Verify internal moderation of SBA portfolios at centre, district and provincial level, as conducted by the assessment body;
- Identify problem areas in the implementation of SBA;
- Recommend solutions to the challenges identified; and
- Report on the quality of SBA of the assessment body.

This section of the report outlines the learning areas moderated and the instruments used by Umalusi to determine the quality of the evidence generated by the educators and students during the implementation and quality assurance of SBA at different levels.

The findings of the analysis of Umalusi's moderators on the moderation of SBA portfolios of students and educators are summarised. Feedback is also provided.

### 3.2 Scope and Approach

Umalusi ensured that its decentralised, external moderation coincided with the provincial internal moderation carried out at provincial moderation venues. Umalusi moderators were deployed at the provincial centres for three days during which they could observe the moderation approach adopted by each PED. A total of 20 learning areas were selected from the nine PEDs.

Umalusi made a concerted effort to increase the sample size in 2017, compared to 2016 and an additional eight learning areas were moderated. These were INCT4, LCSO4, LCSP4, LCSW4, LCZU4, MLMS4, MMSC4 and SMME4. Instead of moderating only eight PED, portfolios from all nine PED were moderated. The educator portfolio sample for moderation increased by 60; while the sample of student portfolios increased by 627.

Umalusi used the registration data to sample the SBA portfolios per district and, where possible, per CLC. The ideal was to select ten student portfolios and one lecturer portfolio per CLC in each learning area, as specified. Umalusi requested a sample of eight packs of (10+1) SBA portfolios from the same CLC. From that requested sample, Umalusi moderators were required to verify a minimum of six packs over three days at the venue. Table 3A below indicates SBA portfolio samples requested per learning area, per PED, for the November 2017 GETC: ABET Level 4 examinations.

**Table 3A: Portfolio samples requested**

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 and Communications Technology	INCT4			60						
LC: English	LCEN4				60					
LC: Sesotho	LCSO4		60							
LC: Sepedi	LCSP4					60				
LC: siSwati	LCSW4						60			
LC: IsiZulu	LCZU4				60					
Life Orientation	LIFO4								60	
Mathematical Literacy	MLMS4				60					
Mathematics and Mathematical Sciences	MMSC4									60
Natural Sciences	NATS					60				
Small, Micro and Medium Enterprises	SMME4									60
Technology	TECH4								60	
Travel and Tourism	TRVT4								60	

Learning area	Code	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Wholesale and Retail	WHRT4		60							
<b>Total per learning area</b>		<b>120</b>	<b>120</b>	<b>120</b>	<b>180</b>	<b>120</b>	<b>120</b>	<b>60</b>	<b>180</b>	<b>180</b>

The PED offering the learning area in the sample were required to comply with the following requirements:

- To submit a total of 60 student portfolios per PED for each learning area, consisting of 10 student portfolios and one educator portfolio for each learning area per centre, as indicated in Table 3A;
- To base the sample on the enrolments for the November 2017 examination. It was imperative that these portfolios had not been moderated previously by Umalusi;
- The student portfolios should span three levels of achievement, i.e. below average; average and above average categories;
- A provincial mark sheet should be included for verification purposes;
- The batch should include centre, cluster and provincial moderators' reports, indicating areas of concern and of good practice, as well as interventions and recommendations;
- Portfolios should comply with the requirements of the regulations on the assessment process and procedures for adult education and training (AET) National Qualifications Framework (NQF) Level 1, and requirements of Umalusi.

### 3.3 Summary of Findings

This section will discuss the findings related to sample selection and compliance per criterion in Umalusi's instrument.

#### 3.3.1 Sample submission

It is important to note that although all PED were aware of the moderation requirements, some could not provide the samples as required. The PED that did not comply with the request for 10 students' portfolios and one educator portfolio per CLC per learning area indicated that low enrolment numbers for the specific learning area was the main reason for non-compliance with the request. Table 3B shows the number of portfolios moderated in the provinces.

**Table 3B: Portfolio sample moderated**

Province	Community Learning Centre (CLC)	Learning area	Students' portfolios	Lecturers' portfolios
Eastern Cape	Lukhanyiso (Satellite: Upper Mjika)	AAAT4	6	1
	Lukhanyiso (Satellite: Gobinamba)		4	1
	Siyanda AET		9	1
	Lusikisiki Prison		10	1
	Khowa PALC		7	1
	Hlomelo		10	1
	Mavuya Adult Centre		8	1

Province	Community Learning Centre (CLC)	Learning area	Students' portfolios	Lecturers' portfolios
	Nomadolo	ARTC4	8	1
	John Walton CLC		9	1
	Bell		9	1
	Middledrift Prison		9	1
	Entilini Art Centre		9	1
	Phakamani		9	1
Free State	Tumahole	LCSO4	10	1
	Kgothalletso		4	1
	NG Noord		7	1
	Kutlwano Siyavana		16	1
	Montshi		9	1
	Mathuwathaba		10	1
	Tumahole CLC	WHRT4	10	1
	Goedemoed		10	1
	Bikarabelo		10	1
	Seinodi AET		10	1
Gauteng	Daveyton CLC	ECD4	10	1
	Herbert Mdingi – Satellite – Orlando East		10	1
	Sydney Maseko		10	1
	Thokoza CLC		10	1
	Taamane CLC		10	1
	DWT Nthathe CLC	INCT4	10	1
	Mohlakeng Adult Centre		10	1
	Victory CLC: Siphamandla		10	1
	Sharpeville CLC: Vukuzakhe		10	1
	21 Battalion		10	1
	Thutomfundo: Main – day		10	1
KwaZulu-Natal	Mpumelelo CLC	LCEN4	10	1
	Malvern		10	1
	Umzamokazulu		10	1
	Khombindlela		10	1
	Kokstad Medium CC		10	1
	Ncumuse		10	1
	Daliso CLC	LCZU4	10	1
	Emamfemfetheni CLC		10	1
	Zuzulwazi CLC		10	1
	Umendomuhle CLC		10	1
	Manthatisi CLC		10	1
	Palmiet CLC		10	1
	O.H.C	MLMS4	10	1
	Dumisa		10	1
	Ethubeni Youth Centre		10	1
	Ingceboyolwazi		10	1
	Qalakabusha		10	1
	Sosukwana		10	1
Mpumalanga	Rivoningo CLC	EMSC4	10	1
	Kabokweni		10	1
	Khulufunde		10	1
	Lesedi CLC		10	1
	Marcia		10	1
	Malekutu		10	1

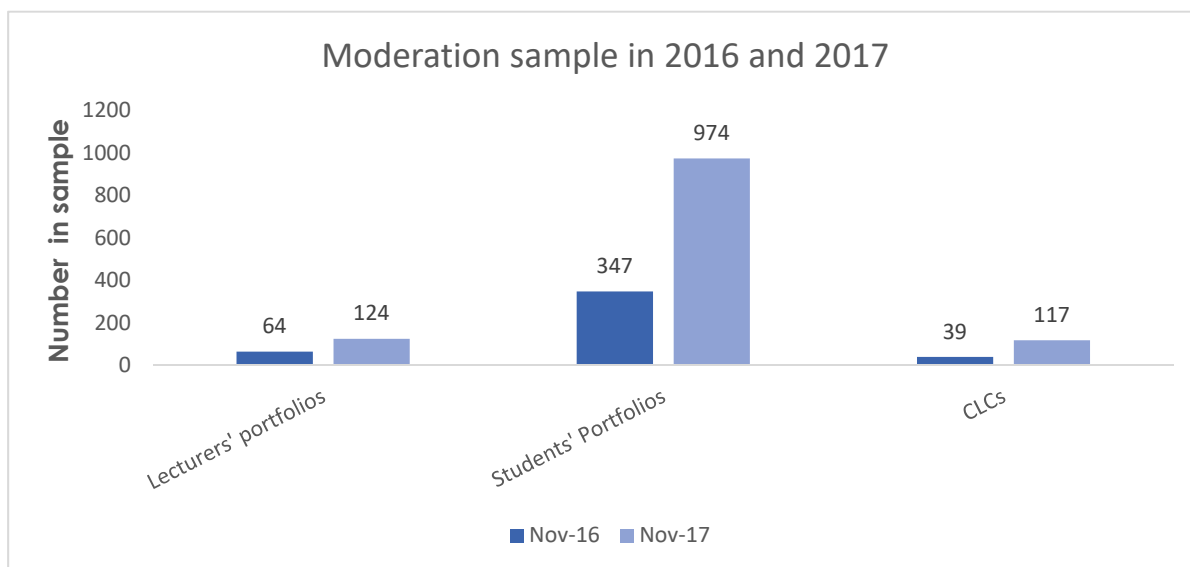


Province	Community Learning Centre (CLC)	Learning area	Students' portfolios	Lecturers' portfolios
	Sipelanyana	LCSW4	10	1
	Somcuba		10	1
	Kanyamazane		10	1
	Nkanini CLC		10	1
	Emseni CLC		10	1
	Mayflower		10	1
Northern Cape	Itsotsoropeng	ANHC4	3	1
	Mecwi		3	1
	Deben		3	1
	Hotazel		3	1
	Thuto Boswa		3	1
	Thabane Reapila		3	1
	Wrenchville		3	1
	Thuto Ke Lesedi		3	1
	Learn for Life		3	1
	Strewe Na Sukces		3	1
	Sunrise		3	1
	Du Toitspan		3	1
	Green Point		3	1
	Rooikoppies		3	1
	Karel Van Zyl		3	1
	Protea		3	1
	Mziwabantu		3	1
	Steinkopf		3	1
	Sutherland		3	1
	Bulletrap		3	1
	2028822	TRVT4	3	1
	Kathu CLC		3	1
	Kimberley Correctional Centre		3	1
	Galeshewe		3	1
	Letshego CLC		3	1
	Nonzwakazi PALC		3	1
Western Cape	St Francis Adult Education Centre	HSSC4	10	1
	Hawequa Correctional Centre		10	1
	Malmesbury CLC		10	1
	Mkhanyiseli CLC		10	1
	St Francis Adult Education	MMSC4	23	1
	Brandvlei Maximum Centre		3	1
	City of Cape Town		13	1
	City of Cape Town	SMME4	10	1
	Elsie		10	1
	Bredasdorp		10	1
	George		10	1
	Balco		7	1
North West	Tshipidi	LIFO4	9	1
	Letukile Lebone		10	1
	Thato CLC		7	1
	Mogwase Correctional	TECH4	5	1
	Tlholwe		5	1
	Rekopantswe		7	1
Limpopo	Mamahlo ABET Centre (Kgakotlou Circuit)	LCSP4	10	1

Province	Community Learning Centre (CLC)	Learning area	Students' portfolios	Lecturers' portfolios
	Maswahlene (Sekgosesa) AET Centre	NATS4	5	1
	Pietersburg Comprehensive		3	1
	Malopeng (Maune)		9	1
	Mmasesha (Seshego Circuit)		9	1
	Bosmahla		6	1
	Rakopi ABET Centre		6	1
	Mohlabi ABET Centre		5	1
	Musina		10	1
	Masetoni		10	1
	Mandamahulu		9	1
	Muwaweni		2	1
	Mapeloana		10	1
	Rev MP Malatjie		10	1
	Seshego Hospital		10	1
Total number of portfolios submitted			974	124

Table 3B above shows that Umalusi moderated a sample of 974 student portfolios and 124 educator portfolios for 20 learning areas from 117 CLC in nine provinces. It should be noted that 54% of CLC in eight PED managed to provide sample portfolios for 10 students and one educator as required, while Northern Cape submitted portfolios for only three students and one educator per centre for both learning areas moderated. In other PED where fewer than the requested number of student portfolios were submitted, the reason stated was low enrolment numbers for the specific learning area at the centres.

Figure 3A below shows a comparison of the moderation samples of 2016 with 2017.



**Figure 3A: Comparison of moderation samples of 2016 and 2017**

### 3.3.2 Compliance per criterion

The Umalusi instrument for the moderation of SBA portfolios made provision for the moderation of one educator portfolio and 10 student portfolios per CLC. Umalusi measured the compliance of SBA portfolios against the following seven criteria:

- Adherence to examinations and assessment guidelines (EAG);
- Internal moderation;
- Content coverage;
- Quality, structure and content of SBA portfolios;
- Assessment tasks;
- Student performance; and
- Quality of marking.

Compliance was measured on a four-point scale, as indicated below:

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

Table 3C shows the compliance ratings of the sample measured against the seven criteria used in the moderation of portfolios.

**Table 3C: Quantitative analysis of Portfolios moderated**

No.	Criterion	Compliance Frequency (868 Instances)			
		No	Limited	Most	All
1	Adherence to EAG	0	27	81	16
2	Internal moderation	1	20	74	29
3	Content coverage	1	12	37	74
4	Quality, structure and content of SBA portfolios	0	10	99	15
5	Assessment tasks	0	38	51	35
6	Student performance	6	30	46	42
7	Quality of marking	11	26	44	43
	<b>Total</b>	<b>19</b>	<b>163</b>	<b>432</b>	<b>254</b>
		<b>2%</b>	<b>19%</b>	<b>50%</b>	<b>29%</b>
		<b>21%</b>		<b>79%</b>	

Evidence in Table 3C above shows that the sample moderated had 19 (2%) instances of no compliance and 163 (19%) instances of limited compliance, thus resulting in a non-compliance rating of 21%. The compliance rating of the sample was 79%, with 50% of centres achieving compliance in most respects and 29% in all respects. Although this rating was good, in 2017 there was a drop of 11% in overall compliance compared to the 2016 rating of the sample. This could be attributed to the change in the sample constitution and size with more PED, learning areas, students and educator portfolios being included in the sample.

It was good to note that the 2017 sample scored an overall compliance rating of 90% for content coverage, with 74(59%) achieving compliance in all respects and 37(30%) being compliant in most respects.

Compared to 2016, there was an improvement in the no compliance rating in the following criteria: adherence to policy, internal moderation and content coverage. Criterion 4: quality, structure and content of portfolios; and Criterion 5: assessment tasks, had zero ratings for no compliance. However, it was disturbing to note that the incidence of no compliance ratings for Criterion 6: student performance; and Criterion 7: quality of marking, increased. Compliance with these two criteria had thus decreased in 2017, despite both being flagged as areas of concern in 2016.

The main concerns highlighted in the Umalusi moderation reports included:

- Educators and students failed to include the required documents in the portfolios;
- There was a lack of internal moderation at CLC level;
- The timing, quality and feedback in internal moderation was questionable;
- The standard of student performance; and
- Poor quality of marking.

The section below summarises the key findings per criterion.

#### **a) Adherence to EAG**

This criterion required that the educator comply with the prescriptions of the EAG as well as provide proof of the application of the principles and processes of assessment. Umalusi checked whether the educator portfolios contained the latest version of the EAG, learning and teaching planning documents, the assessment plan for SBA that contains details of the methods and assessment criteria, evidence of feedback to students and completed mark sheets. In this regard it was concerning that:

- The lecturers' portfolios from 54 centres (44%) did not contain the latest version of the EAG; and
- Although 81% of the CLC filed an assessment plan, the plan did not identify the assessment criteria in 49% of cases; and/or the assessment methods in 15% of the cases.

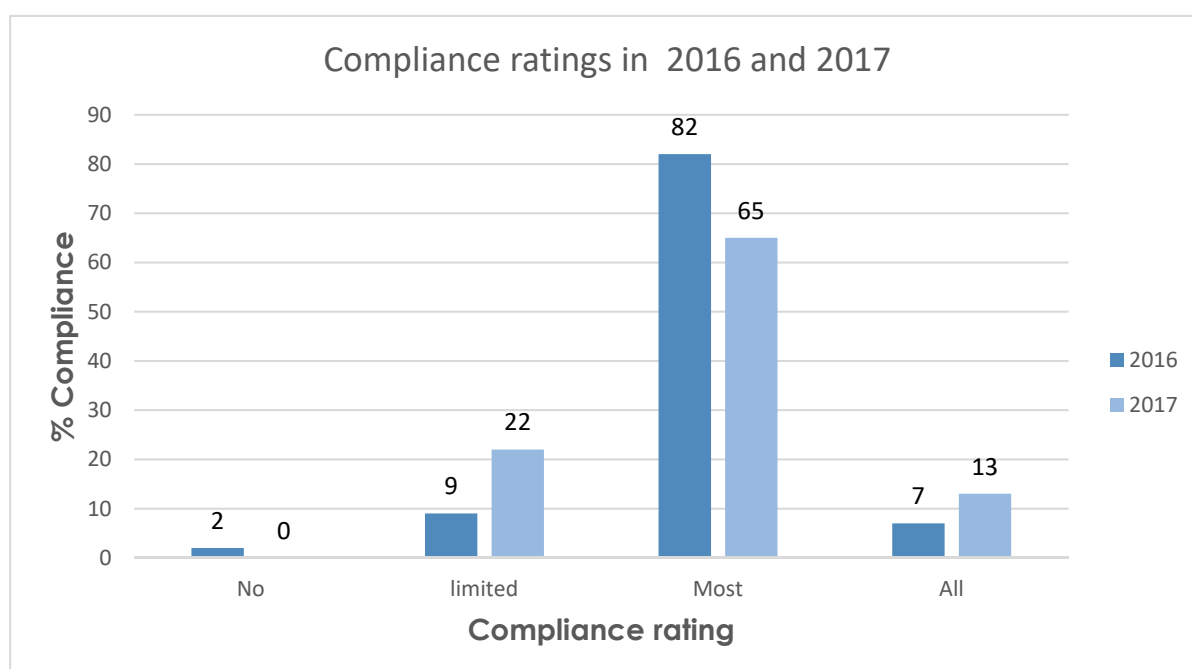
At 41% of the CLC, Umalusi could not find evidence of feedback to students on their performance.

The learning areas that complied in all aspects of this criterion were: AAAT4 at one centre in Eastern Cape, LCSO4 at all centres in Free State, MLMS4 at three centres in KwaZulu-Natal, LCSW4 at two centres in Mpumalanga and LIFO4 at all centres in North West.

Learning areas that scored limited compliance were: AAAT4 at two centres in Eastern Cape; ARTC4 at three centres in Eastern Cape; WHRT4 at three centres in Free State; LCSW4 at one centre in Mpumalanga; ANHC4 at seven centres and TECH4 at two centres in Northern Cape; and LCSP4 at one centre and NATS4 at seven centres in Limpopo.

There were zero non-compliance ratings in 2017 compared to 2% in 2016; while compliance in all respects improved from 7% in 2016 to 13% in 2017. There was, however, a shift in the limited and most compliance ratings over the two years, with 9% limited compliance in 2016 compared to 22% in 2017; and 82% compliance in most respects in 2016 was down to 65% in 2017.

Figure 3B depicts the comparison of the compliance of SBA portfolios with adherence to EAG criterion for 2016 and 2017.



**Figure 3B: Comparison of compliance with adherence to EAG in 2016 and 2017**

#### **b) Internal moderation**

Both the educator and student portfolios were checked for evidence of internal moderation at CLC, district and provincial levels. The quality and standard of the moderation was determined by the moderation reports that were filed in the educator portfolios. Umalusi also evaluated the quality of the feedback on performance to the educators and the students.

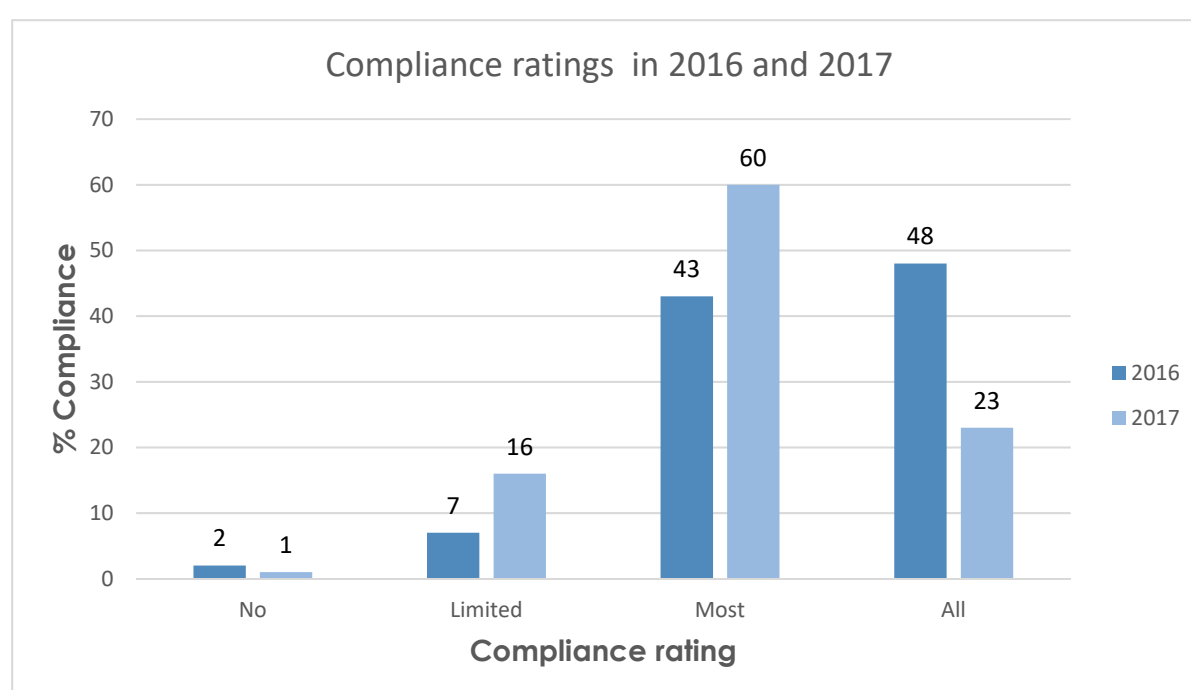
The major contributor to the 16% limited compliance rating was non-existent or limited feedback to educators and students. Umalusi found that 37% of the sample did not comply with this criterion: internal moderators either provided no feedback, or

feedback that was given lacked detail, was not constructive and did not address recommendations for improving performance.

Umalusi indicated that internal moderation at all levels was conducted too late in the year and that any recommendations the assessment body made would not have reached the educators in time to address these.

INCT4 SBA portfolios in one CLC showed non-compliance for internal moderation and all CLC in LCSW4 in Mpumalanga scored limited compliance.

Compared to 2016, compliance in most respects improved by 17%, while compliance in all respects decreased by 25%. Figure 3C below compares the compliance levels of the samples in 2016 and 2017.



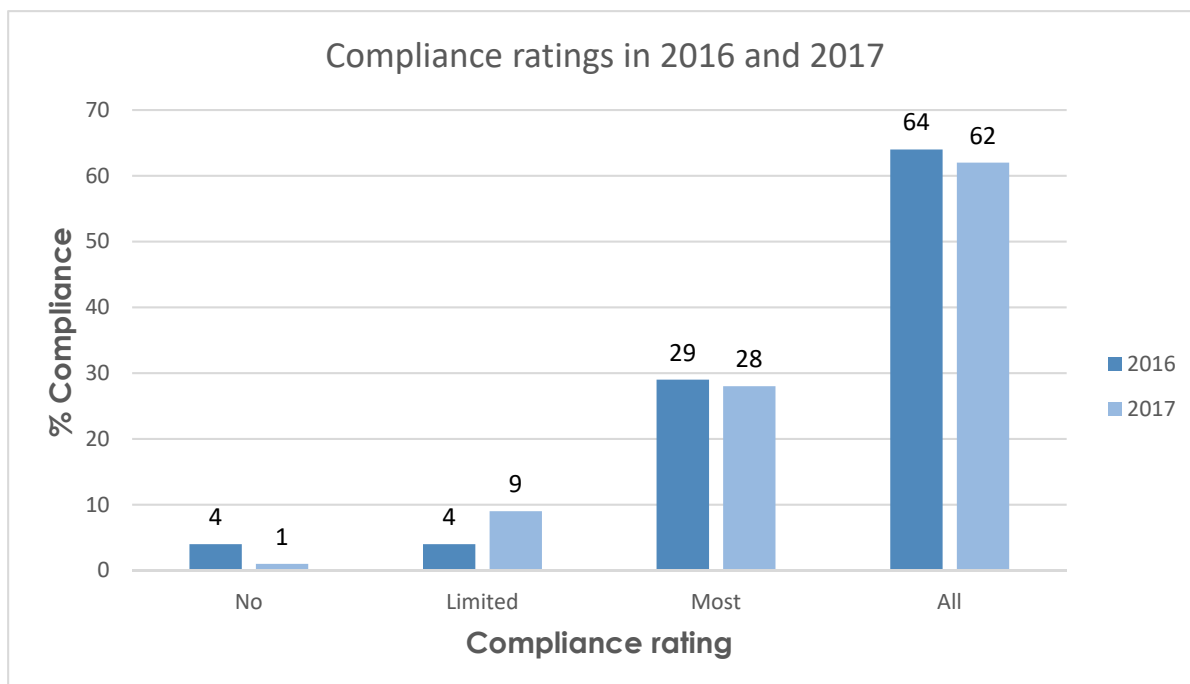
**Figure 3C: Comparison of compliance with internal moderation in 2016 and 2017**

### **c) Content coverage**

This criterion evaluated whether the educators implemented the SBA tasks as stipulated in the assessment plan and whether the educators completed mark sheets for candidates for each task.

There was only one CLC, in AAAT4 in the Eastern Cape, that scored no compliance and 12 centres (9%) that scored limited compliance. The learning areas that were affected were AAAT4, ARTC4, LSO4, WHRT4, LCZU4, EMSC4, LCSP4 and NATS4.

Sixty-two percent of the sample was compliant in all respects. This compared favourably with the compliance ratings of 2016, as indicated in the comparison shown in Figure 3D below.



**Figure 3D: Comparison of compliance with content coverage in 2016 and 2017**

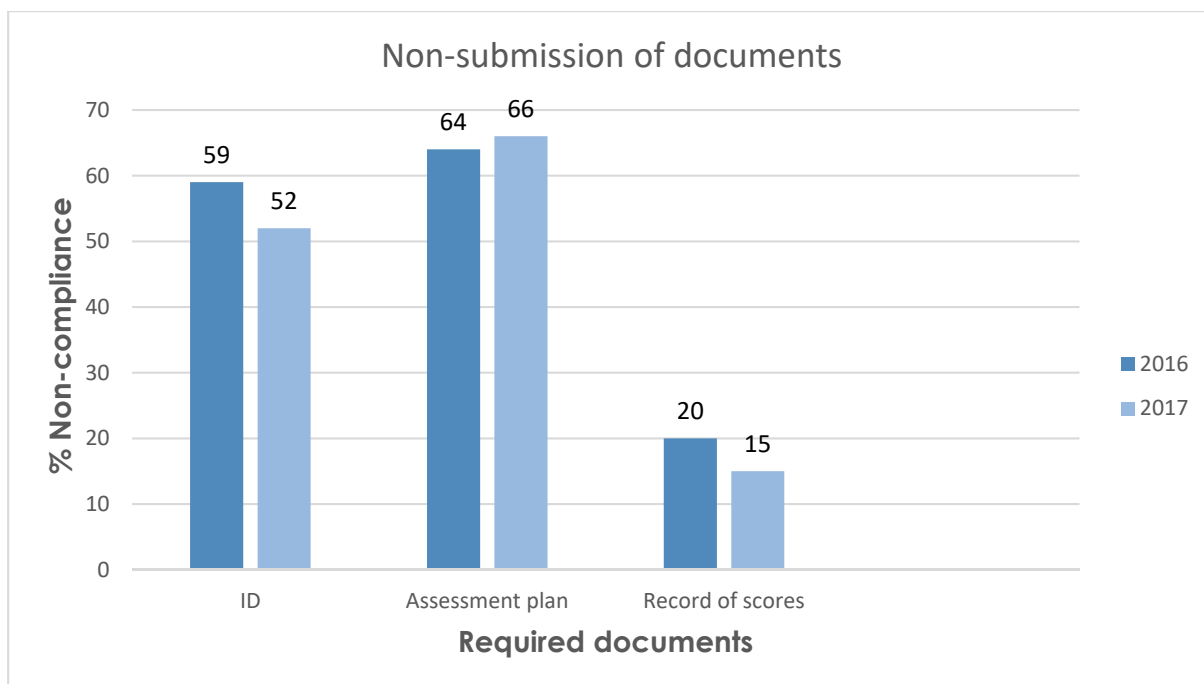
#### **d) Quality, structure and content of SBA portfolios**

The portfolios of students must contain the following documentation as evidence of the validity, authenticity, relevance, sufficiency and currency of evidence:

- Student information;
- Copy of identity document;
- Authenticity form duly completed and signed;
- Assessment plan;
- Marked tasks;
- Record of scores/marks; and
- Evidence of internal moderation.

Further requirements were that the portfolio had to contain a contents page and the portfolio had to be presentable, organised and neat.

Although the sample scored an 80% rating of compliance in most respects and 12% compliance in all respects, 52% of the portfolios did not contain a copy of the student's identity document, 66% had no assessment plan and 15% had no record of students' scores or marks. The non-submission of these documents was highlighted in 2016 as a contributing factor to non-compliance, but it remained a concern in 2017, as seen in Figure 3E below.



**Figure 3E: Comparison of non-submission of required documents in 2016 and 2017**

It should be noted however, that in Mpumalanga and Gauteng, non-submission of documents happened in isolated cases.

#### **e) Assessment tasks**

Umalusi checked the students' portfolios to determine whether:

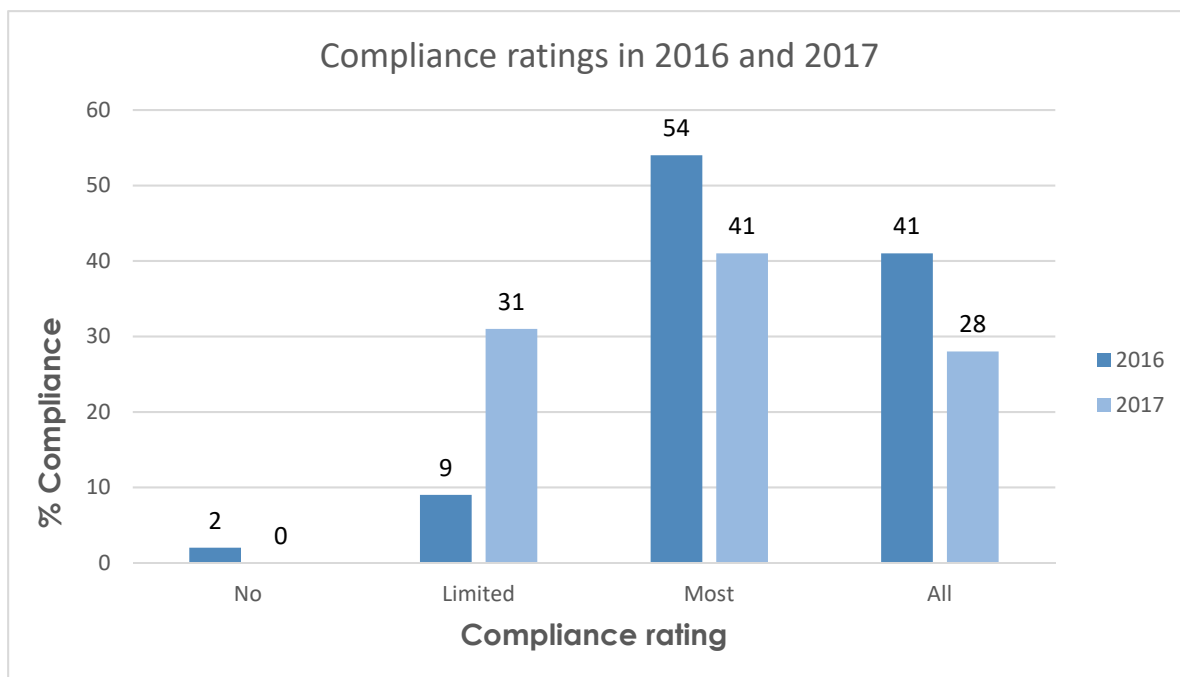
- All five tasks were contained in the portfolio;
- The tasks were assessed according to the assessment schedule;
- Marking was appropriate to the task and the marking guideline, and
- The candidate was able to respond appropriately.

It was concerning that 31% of the sample scored a limited compliance rating and 28% scored compliance in all respects. The factors that contributed to the non-compliance rating were inappropriate marking (27%) and inappropriate candidate responses (31%). This was prevalent in the following learning areas: ARTC4, WHRT4, ECD4, INCT4, LCEN4, LCZU4, MLMS4, EMSC4, MMSC4 and NATS4.

In 26 cases (21%) the student portfolios contained incomplete tasks or did not contain all five tasks. The learning areas concerned were: LCSO4, WHRT4, ECD4, INCT4, LCEN4, HSSC4, MMSC4, SMME4, LCSP4 and NATS4.

It was noted that in comparison to 2016, the limited compliance rating increased from 9% to 31%, while compliance in most respects decreased from 54% to 41%. Compliance in all respects dropped from 36% to 28%. Figure 3F below compares compliance levels of SBA portfolios with this criterion in 2016 and 2017.





**Figure 3F: Comparison of compliance with assessment tasks in 2016 and 2017**

#### **f) Student performance**

Umalusi measured compliance with this criterion by checking whether:

- Individual 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 task.

Umalusi was concerned that six CLC (4%) scored no compliance and 30 CLC (24%) scored limited compliance for this criterion. Most CLC in the following learning areas were limited in compliance or did not comply: ECD4, INCT4, EMSC4 and MMSC4.

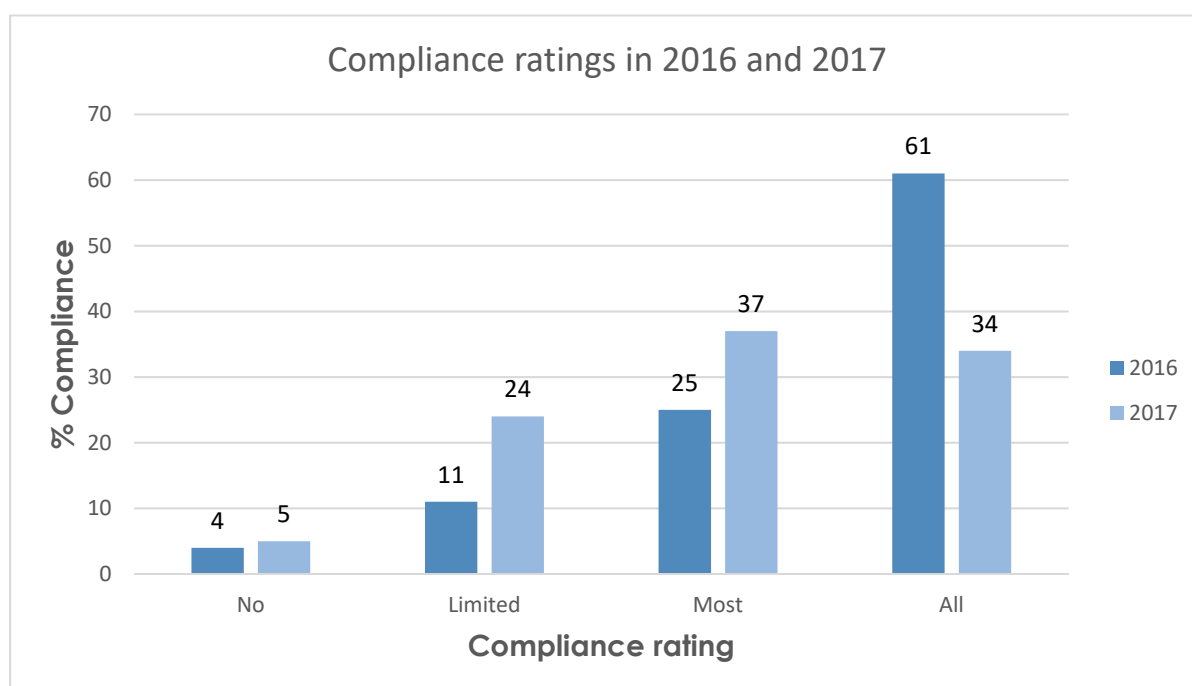
In ECD4, one CLC showed no compliance while the others had limited compliance. Contributing factors to compliance with this criterion being compromised were: students at one centre copied from each other and students at another copied verbatim from the marking guideline of the test. At another CLC, the marks were not a true reflection of student performance as the lecturer had inflated the marks.

Two CLC in the INCT4 sample scored no compliance and three scored limited compliance. In the case of the limited compliance rating, students could not cope with higher order questions in the case study, the assignment and the test; students were unable to interpret the tasks appropriately and respond to higher order questions. Therefore their performance did not meet the demands of the tasks. Additionally, some students did not attempt all the tasks.

All the CLC in EMSC4 achieved limited compliance ratings. Students misinterpreted some of the questions in the worksheet and the project, they could not respond to higher order questions and they could not meet the demands of the tasks.

In MMSC4, students found the assignment, investigation and project challenging. They misinterpreted the questions and could not respond appropriately to higher order questions.

In 2017 the level of non-compliance had increased from 15% to 29%, while compliance decreased from 86% to 71%, as shown in Figure 3G below.



**Figure 3G: Comparison of compliance with student performance in 2016 and 2017**

#### **g) Quality of marking**

This was one of the most important aspects to determine the fairness and validity of SBA portfolios. Umalusi evaluated whether:

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

There were an alarming 11 cases of non-compliance (8%) and 26 cases of limited compliance with this criterion.

All the CLC in NATS4, were deemed to be non-compliant. This was the result of poor quality marking that was inconsistent with the marking guidelines and was thus not a true reflection of students' performance.

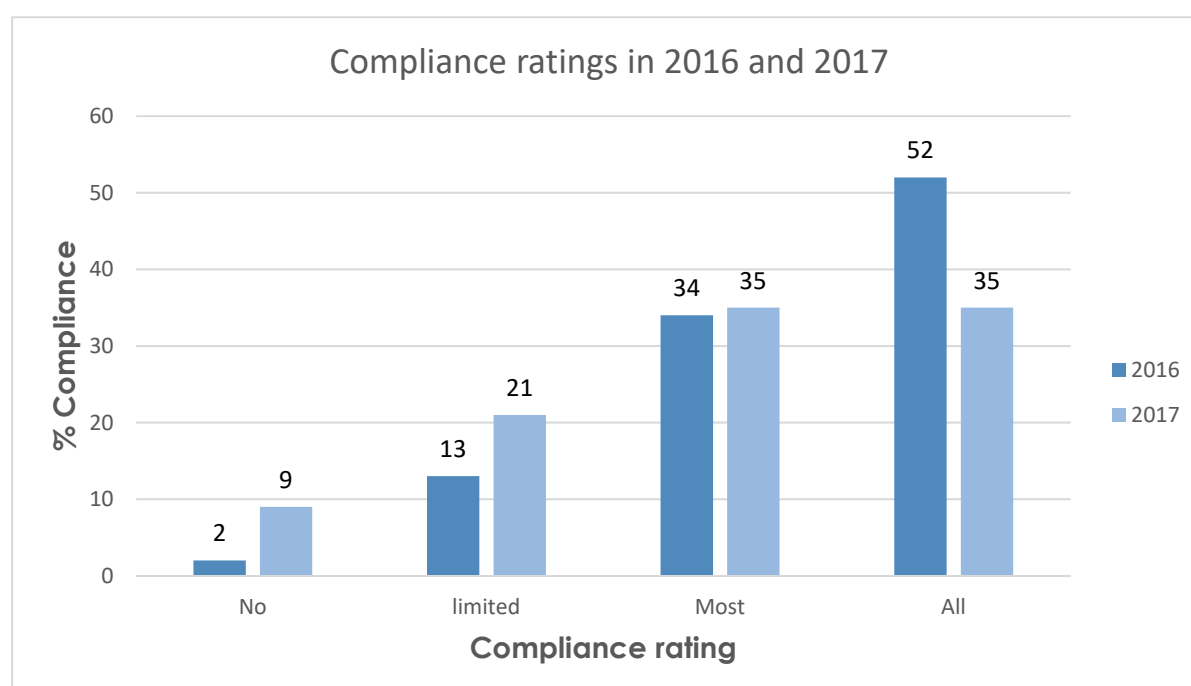
In ECD4, marking was inconsistent with the marking guidelines and the educators awarded marks for copied work. They also made errors in the calculation and transfer of marks. The mark allocation was subsequently not in line with the performance of the students.

The lecturer for INCT4 was not consistent in the marking of the test and the project. These marks therefore did not reflect the true performance of the students.

In LCZU4, inconsistent marking related to incorrect usage of rubrics and there were instances where the educator at one CLC inflated marks by awarding more than those allocated. This resulted in the marks not being in line with the students' performance. The educators also did not calculate and record marks accurately. In addition, educators in some centres marked too leniently and awarded marks for incorrect and unrelated responses; and made calculation and recording errors, which were approved by the internal moderators.

Inconsistent marking, inflation of marks and incorrect calculation and transfer of marks resulted in non-compliance ratings for the following learning areas: WHRT4, ANHC4, HSSC4, SMME4 and LCSP4. In ANHC4, poor quality of marking was prevalent in 45% of the CLC in the sample.

Despite poor marking having been identified as a concern in 2016, the quality of marking remained a concern in 2017. The instances of non-compliance and limited compliance increased by 15%, while compliance in all respects decreased by 17%. Figure 3H below shows a comparison of compliance ratings for this criterion in 2016 and 2017.



**Figure 3H: Comparison of compliance with quality of marking in 2016 and 2017**

### **3.4 Areas of Compliance**

The following areas of compliance were noted during the moderation of SBA portfolios:

- SBA portfolios were implemented in line with the assessment schedule;
- Internal moderation covered all the tasks and was conducted at CLC, district and provincial levels.

### **3.5 Areas of Non-compliance**

The following areas of non-compliance were identified:

- Lecturers' portfolios did not contain the latest version of the EAG;
- Assessment plans were not detailed and were not included in student portfolios;
- Internal moderators did not provide detailed and constructive feedback to educators and students;
- Student portfolios did not contain all the required documents; and
- Marking was of a poor standard and quality.

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

The following directives are given to improve the implementation of SBA:

- DHET should strengthen its training, with a focus on:
  - The contents of both student and educator portfolios;
  - Providing constructive feedback;
  - Marking of assessment tasks;
  - Assessment planning; and
  - Assessment implementation.
- Ensure that internal moderators provide specific and constructive feedback to both educators and students; and
- Implement moderation of internal assessment earlier in the year to allow educators and students to implement recommendations in preparation for the final examinations.

### **3.7 Conclusion**

The implementation of SBA is critical in the formulation of evidence that is contained in the portfolios of evidence (PoE) presented by students. Improper implementation of SBA will disadvantage students unfairly, considering that the SBA mark contributes 50% towards the final mark. It is the responsibility of DHET to ensure that the implementation process is continuously monitored at CLC and regional levels.

Umalusi is currently concerned about different practices in implementation and moderation of SBA in the different provinces. The implementation of internal assessment should be standardised so that there is common practice across all provinces and all CETCs.

## CHAPTER 4 MONITORING OF WRITING

### 4.1 Introduction

The monitoring of the writing of examinations is a critical mandatory quality assurance process that Umalusi undertakes to verify compliance with its directives.

During November 2017, the Department of Higher Education and Training (DHET) conducted the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 examinations. The DHET national office does not manage the administration of the conduct of GETC: ABET Level 4 examinations. This process is directly managed by the various PED as per the protocol between DHET and all 9 PEDs.

Umalusi visited a sample of examination centres to establish whether examinations were conducted in compliance with the prescripts that govern the conduct of examinations. The purpose of monitoring the writing phase of examinations was to establish whether the overall credibility and integrity of the examinations had been compromised in any way.

### 4.2 Scope and Approach

The Department of Higher Education and Training (DHET) submitted the registration data of students who will sit for the November 2017 GETC: ABET Level 4 examinations. Data submitted shows learning area entries in each community learning centre per district in each Provincial Education Department (PED). Table 4A below summarises indicates the total number of learning area entries per PED.

**Table 4A: Number of learning area entries per PED**

Provincial Education Department	Learning Area Entries
Eastern Cape	63 584
Free State	18 912
Gauteng	68 026
KwaZulu-Natal	101 423
Limpopo	70 326
Mpumalanga	43 244
North West	32 374
Northern Cape	8 177
Western Cape	15 098
<b>Total</b>	<b>421 164</b>

The appointment of chief invigilators and invigilators was done by the PEDs, who were also expected to develop management plans for the conduct and administration of the November 2017 GETC: ABET Level 4 examinations

Umalusi deployed monitors to 30 examination centres nationally during the November 2017 GETC: ABET Level 4 examination cycle. Centres were selected according to pre-determined criteria. Data was collected by verifying examination-related documents and forms that had been issued, as well as observations and interviews during on-site monitoring visits to examination centres. Table 4B below lists the centres monitored in each PED.

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

No.	Province	Centre	Date	Learning Area	Candidates	
					Regis-tered	Actual wrote
1	Eastern Cape	Benton Adult Centre	6/11/2017	Mathematical Literacy	68	30
2	Eastern Cape	Cecilia Makiwane Community Learning Centre	7/11/2017	Small, Medium and Micro Enterprises	38	33
3	Eastern Cape	Frere Hospital ABET Centre	15/11/2017	Ancillary Health Care	30	22
4	Eastern Cape	Ilinge Adult Centre	6/11/2017	Mathematical Literacy	21	15
5	Eastern Cape	Kwanobuhle AET Centre	26/10/2017	Information Communication Technology	78	30
6	Eastern Cape	Lingelihle Adult Centre	14/11/2017	Applied Agriculture and Agricultural Technology	27	19
7	Eastern Cape	Mpeko Adult Centre	16/11/2017	Early Childhood Development	25	25
8	Eastern Cape	Tamboville Adult Centre	27/10/2017	Life Orientation	41	26
9	Eastern Cape	Vorster Community Learning Centre	15/11/2017	Ancillary Health Care	50	45
10	Eastern Cape	Zanokhanyo AET Centre	17/11/2017	Wholesale and Retail	29	20
11	Free State	Letjhabile Community Learning Centre	13/11/2017	Economic and Management Sciences	120	82
12	Free State	Liberty Community Learning Centre – Correctional Services	8/11/2017	Travel and Tourism	24	23
13	Free State	Ubhaqa Adult Centre	6/10/2017	Mathematical Literacy	26	21
14	Gauteng	21 Battalion Adult Centre	7/11/2017	Small, Medium and Micro Enterprises	331	255
15	Gauteng	Anglo Gold Ashanti Tau Tona Mine Motebong Residence	6/11/2017	Mathematical Literacy	13	12
16	Gauteng	Marakapule Santho Adult Centre	17/11/2017	Wholesale and Retail	120	92

No.	Province	Centre	Date	Learning Area	Candidates	
					Regis-tered	Actual wrote
17	Gauteng	Moepathutse Community Learning Centre	17/11/2017	Wholesale and Retail	152	142
18	Gauteng	Pretoria Correctional Centre	17/11/2017	Wholesale and Retail	28	27
19	KwaZulu-Natal	Access Buhlebentuthuka Primary School	26/10/2017	Information Communication Technology	60	48
20	KwaZulu-Natal	Dokkies	15/11/2017	Ancillary Health Care	118	107
21	KwaZulu-Natal	Endleleni Cluster Centre (located at Mbalenhle Primary School)	27/10/2017	Life Orientation	105	49
22	KwaZulu-Natal	Ethethe	17/11/2017	Wholesale and Retail	34	17
23	KwaZulu-Natal	Malvern Adult Centre	16/11/2017	Early Childhood Development	32	27
24	KwaZulu-Natal	Umbonomusha PALC	9/11/2017	Natural Sciences	40	22
25	KwaZulu-Natal	Umzinto Correctional Services	10/11/2017	Human and Social Sciences	14	13
26	Limpopo	Nelskop AET Centre	15/11/2017	Ancillary Health Care	38	30
27	Limpopo	Tshikondeni AET Centre	13/11/2017	Economic and Management Sciences	49	35
28	Mpumalanga	Lynnville AET Centre (hosting school – Bongisimbi Secondary School)	9/11/2017	Natural Sciences	173	135
29	Mpumalanga	Wesselton Adult Centre	6/11/2017	Mathematical Literacy	124	89
30	North West	Madiphiri AET Centre	7/11/2017	Small, Medium and Micro Enterprises	45	40

### 4.3 Summary of Findings

The findings of the monitoring process, according to Umalusi's criteria on the monitoring of the writing process instrument, are described below.

Table 4C presents a summary of compliance levels in relation to the eight criteria found by Umalusi during the visits to the 30 centres. The monitoring visits were conducted during the writing phase of the November 2017 GETC: ABET Level 4 examinations.



**Table 4C: Level of compliance in relation to criteria**

Criteria	Compliance in all criteria	Compliance in most criteria	Satisfactory compliance	Limited compliance	Total
Delivery and storage of examination material before writing	15	13	1	1	30
The invigilators and their training	13	12	3	2	30
Preparation for writing and the examination venues	4	16	5	5	30
Time management for crucial activities during the examination	13	9	3	5	30
Checking of the immediate environment	17	2	10	1	30
Activities during writing	17	9	3	1	30
Packaging and transmission of scripts after writing	20	9	1		30
Monitoring by the assessment body	9	14	5	2	30

#### 4.3.1 Delivery and storage of examination material before writing

Examination materials were collected from district and circuit offices by chief invigilators, or delivered by district officials to the centres on a weekly or daily basis.

The sealed material was stored in lockable cabinets and strong rooms at the centres, or at one centre, stored at the district office. When stored at the centres, the keys were kept by either the chief invigilator or the administration clerk. Tight security measures including burglar bars, alarms connected to armed response, access control, surveillance cameras and security guards ensured the safekeeping of examination material.

At two centres, the examination material was kept in the chief invigilator's car until 13:30. At one centre, the chief invigilator used public transport to collect the examination material and at another centre, public transport was used to collect the examination material. Examination material was left on the table in one examination venue and at another centre, insufficient security measures were in place, i.e. only burglar bars and no fire extinguishers.

### **4.3.2 The invigilators and their training**

Facilitators, centre managers and a former principal (at one centre) were appointed as chief invigilators and trained by head office assessment officials, or provincial or district examination officials. Invigilation manuals, copies of slides of presentations and training guidelines (operating procedures) were used in training the chief invigilators. In one centre, a DHET official trained the chief invigilator appointed. An Examinations Training Resource Pack was used in the training.

Community members, facilitators and lecturers were appointed as invigilators. The chief invigilators and district officials trained the invigilators using examination guidelines. Minutes of the training programmes presented by the chief invigilators were contained in the examination files at centres and at one centre, certificates of participation for the invigilators were filed.

At one centre, the appointment of the chief invigilator was done telephonically. No appointment letters for invigilators were available at three centres and no evidence of training of invigilators was observed in two of the centres. At one centre, an unemployed person was appointed for three years by the district as a chief invigilator.

### **4.3.3 Preparation for writing and the examination venues**

It was reported that six centres had no signs indicating the location of the examination rooms. The examination venues were conducive for the writing of the examinations with regard to noise levels, light, temperature and cleanliness. Cell phones were not permitted in the examination venues and no material that could assist the candidates in the completion of the examination papers was observed.

The ratio of 1:30 (invigilator: candidates) was maintained in the centres visited. At three centres, no seating plans were available and at one centre, candidates were not seated according to the seating plan. Three centres failed to present an examination file.

Examination files containing the required documentation were maintained in the centres, but in five centres, no monitor records were filed and in four centres, no attendance registers for invigilators were observed.

Nine candidates at a centre had no admission letters: this was reported to the district office and the candidates were allowed to write the examination paper. Two candidates in a centre did not receive their timetables; two candidates at another centre were not registered and, at a centre where two candidates did not appear on the mark sheet, the necessary irregularity process was followed. At one centre half of the candidates used only identity documents and the others, only admission letters. At one centre, a candidate who did not have an admission letter was turned away; and at another centre, candidates who were not registered were allowed to write. In the latter case, the necessary irregularity forms were completed and forwarded.

At a centre in Mpumalanga, one candidate had a birth certificate, another candidate a driver's licence and a third candidate an uncertified copy of an ID as evidence of identification. In the Eastern Cape, a centre allowed candidates to borrow calculators from other candidates. At a centre in KwaZulu-Natal, a candidate had a certified copy of his ID, but the date of certification had expired. A misprinted name on an identity document and examination permit, and a name on an examination permit and identity document that did not correspond were observed at two centres.

#### **4.3.4 Time management for crucial activities during the examination**

Invigilators arrived at least 40 minutes before the commencement of the examination, except at one centre in the Eastern Cape. Candidates were admitted 30 minutes prior to the starting time of the examinations and scripts were handed to the candidates 15 minutes before the commencement of the examinations.

Examination rules were read to the candidates and a summary of the rules was written on the board in one examination venue. At seven centres and nine centres respectively, the rules were not read and the papers were not checked for technical accuracy. Although at five centres the candidates were not allowed ten minutes' reading time, at other centres reading time was permitted, and even extended to 15 or 20 minutes.

The starting and ending times as scheduled were adhered to. Most candidates arrived on time at the examination centres. At one centre writing started 15 minutes late. The few candidates that arrived late were still within the first hour after the commencement of the examination. Reasons cited by candidates for arriving late included transport challenges and delays at work.

At one centre in the Eastern Cape, the examination did not start at the scheduled time because most candidates and the invigilators arrived late at the examination venue. At this centre, candidates commenced writing as they received their papers and no directions (for e.g. rules, starting time, technical checking) were given to the candidates by the invigilators.

#### **4.3.5 Checking of the immediate environment**

Most invigilators were vigilant in checking the toilets for cleanliness and possible material that could assist candidates. At one centre, the monitor checked the toilets and at eight centres, no checking of the ablution facilities was conducted.

#### **4.3.6 Activities during writing**

The cover pages of candidates' scripts were checked by the invigilators before the start of the examinations, when the invigilators collected the scripts and before the

candidates were allowed to leave the examination room, to ensure accurate completion of this page.

The invigilators were attentive and vigilant for the duration of the examination session. When a candidate sought assistance at one centre, the invigilator refused to help the candidate.

Invigilators of the same gender accompanied candidates who requested to use the toilets and they signed a roster on leaving and returning to the venue. An exception occurred at one centre in KwaZulu-Natal where Umalusi observed that candidates were allowed to leave the examination venue, without an escort, to use the ablution facilities.

On completion of the examination papers, candidates raised their hands and the invigilators collected their scripts while they remained seated, after the cover pages had been checked and the attendance register signed. Candidates were then granted permission to leave. At some centres, candidates brought their scripts to the front of the room and handed these in at the invigilator's desk.

#### **4.3.7 Packaging and transmission of scripts after writing**

Examination answer books were counted and packed in the examination room after each writing session. This was done in the presence of the chief invigilator, invigilator/s and relief invigilator/s (where applicable). The scripts were packed and sealed, after the correlation of the sequence in the mark sheet/s had been checked, in transparent plastic envelopes supplied by the assessment body. District officials or the chief invigilators transported the scripts. In one centre, the chief invigilator used public transport for delivering the scripts after the writing session.

The invigilators completed a daily situational report at the end of the examination sessions. A centre in KwaZulu-Natal and another in the Eastern Cape was not aware of the daily situational report. During the packaging of the scripts a candidate in the Eastern Cape brought an additional answer sheet to the room where the packaging was under way, claiming that he/she had accidentally forgotten to submit it. The invigilator did not permit the submission of this answer sheet.

#### **4.3.8 Monitoring by the assessment body**

No evidence of monitoring by the assessment body was found at 12 of the centres monitored. This meant that there were no reports detailing areas of concern available for Umalusi to verify and correct

### **4.4 Areas of Compliance**

It is evident from Table 5B and the foregoing narrative that the writing process of the examination was in the main well conducted and managed. Umalusi reported a high

level of compliance with the eight criteria at the centres visited. The following areas of compliance were derived from the monitoring reports:

- Environments were conducive for the conduct of examinations;
- Security measures for storing examination material were effective;
- Training of the chief invigilators and invigilators was efficient;
- Cell phone rules (invigilators and candidates) were well managed and well executed;
- Checking of the ablution facility was done daily before the writing of the examinations;
- Invigilators managed time well prior to writing of the examinations by introducing ten minutes' reading time, allowing enough time for technical checking, completing the cover pages and reading the examination rules;
- The invigilators were attentive and vigilant for the duration of the examination sessions monitored;
- Collecting, packaging, checking and transport of scripts were well managed;
- Candidates arrived on time at the examination rooms;
- The invigilator to candidate ratio of 1:30 was maintained.

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

The following summarises areas of non-compliance that need to be addressed (see Annexure A for details):

- Use of public transport to collect or deliver examination materials;
- Three centres failed to provide Umalusi with examination files;
- Signed appointment letters were not available in the examination files. The authenticity of the appointment of invigilators and chief invigilators could not be verified;
- Evidence of training of invigilators was not available in the examination files;
- There were no seating plans in some examination centres; and
- Late commencement of examinations as a result of the late arrival of candidates and invigilators (one centre), and the conclusion of a three-hour session at a centre after 4.5 hours.

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

The DHET is required to ensure that:

- Transport to collect and deliver examination material meets the highest security measures;
- Appointment letters of invigilators and chief invigilators are signed and kept in the examination files;

- The chief invigilator and/or other examination officials cascade training to the invigilators, with the necessary evidence to be made available in the examination file;
- Seating plans per session are drawn by the invigilators or chief invigilators prior to the commencement of each session;
- Examination centres should verify candidates' documentation at the entry point to prevent candidates being impersonated;
- The examination centres are monitored regularly; and
- All examination centres must have an examination file with all relevant materials and records of the examination. This file must be available for verification by Umalusi during the examination.

## **4.7 Conclusion**

There were some unacceptable practices in some of the centres monitored. There is a need for thorough of chief invigilators and close monitoring in certain centres where a number of unacceptable practices observed. Despite the isolated cases of examination irregularities, it can be concluded that there were no incidents that could have compromised the credibility and integrity of the November 2017 GETC: ABET Level 4 marking process, The PEDs are acknowledged and appreciated for managing the examinations well.

Although DHET has an agreement with PEDs to conduct GETC examinations on its behalf, the accountability regarding the conduct of GETC: ABET Level 4 examinations remains with the DHET

## CHAPTER 5 SELECTION, APPOINTMENT AND TRAINING OF MARKING PERSONNEL

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### 5.1 Introduction

Umalusi is required to ensure that the quality, or standard, of all the assessment practices associated with the GETC: ABET Level 4 examinations is maintained. The appointment of appropriately qualified and experienced marking staff is of paramount importance in the success and credibility of assessments. Evidence gathered over the years suggests that inconsistency in the marking of GETC: ABET Level 4 scripts decreases the fairness and reliability of marks awarded to candidates, and therefore threatens the validity of the examinations. Therefore, the selection of competent markers has become imperative for the Department of Higher Education and Training (DHET), and to Umalusi, which is required to ensure the quality of the marking of the GETC: ABET Level 4 examinations.

### 5.2 Scope and Approach

The Department of Higher Education and Training entered into an agreement and signed a protocol giving the responsibility for the conduct and administration of GETC: ABET Level 4 examinations to the provincial education departments (PEDs). The selection, appointment and training of the marking personnel is conducted by PEDs. In the past years, Umalusi did not monitor selection, appointment and training of the marking personnel for the GETC: ABET Level 4 examinations. It was the first time that this process was monitored and Umalusi started by monitoring the process in the Gauteng PED. Umalusi received the management plan for the selection of GETC: ABET Level marking personnel from Gauteng PED. Umalusi staff member visited Gauteng PED on 6 October 2017 at Wits Education Campus. The selection of the marking personnel was monitored in the six learning areas indicated in Table 5A below.

**Table 5A: Learning Areas monitored during the selection and appointment of marking personnel**

Internal Moderators	Chief Markers	Deputy Chief Markers	Senior Markers	Markers
NATS4	MLMS4	MLMS4	MLMS4	ECD4
				MLMS4
				MMSC4
				SMME4
				WHRT4

The selection and appointment of marking personnel took place over two days. Umalusi visited the second day of the process. The main objective of monitoring the selection and appointment of marking personnel process was to:

- Investigate the marker selection practices in the province;
- Audit/verify the quality of markers appointed; and
- Investigate/verify the type of training provided to the marking personnel markers.

### 5.3 Findings

Gauteng PED issued Examination Instruction No 9 of 2017 to inform AET centre managers and district officers of the guidelines for the appointment of marking officials for the November 2017 GETC: ABET Level 4 examinations. Included in the Examination Instruction No 9 of 2017 were the following:

- Guidelines for the appointment of marking officials;
- Requirements and criteria;
- Roles and responsibilities of PED officials;
- Checklist;
- The application form; and
- Summary of applications received.

Because of the high number of absenteeism in the CET sector, Gauteng PED estimated the number of candidates' scripts to 80% of the total entries per learning area. In their selection and appointment of marking personnel, the PED used this estimate. The PED also creates a reserve list of markers should there be shortages based on their estimations or if appointed markers decline the appointment due to non-availability. Table 5B below indicates the number of marking personnel that Gauteng PED appointed for the marking of November 2017 GETC: ABET Level 4 scripts.

**Table 5B: Marking personnel appointed per learning area**

Learning Area	No. Registered	80% of Registered	Norm	IM	CM	DCM	SM	M	Total
LCAF4	93	93	23	1	1	0	0	1	<b>3</b>
ANHC4	6934	5547	20	1	1	1	4	26	<b>33</b>
AAAT4	122	98	20	1	1	0	0	0	<b>3</b>
ARTC4	1154	923	20	1	1	0	1	4	<b>7</b>
ECD4	4386	3509	20	1	1	0	2	17	<b>21</b>
EMSC4	2967	2374	20	1	1	0	2	11	<b>15</b>
LCEN4	11452	9162	23	1	1	1	7	50	<b>60</b>
HSSC4	2464	1971	20	1	1	0	1	9	<b>13</b>
INCT4	321	258	20	1	1	0	0	1	<b>3</b>
LCND4	14	14	23	1	1	0	0	0	<b>2</b>
LCXH4	166	133	23	1	1	0	0	1	<b>3</b>
LCZU4	1163	930	23	1	1	0	1	5	<b>8</b>
LIFO4	10429	8343	20	1	1	1	6	40	<b>48</b>
MLMS4	10041	8033	20	1	1	1	5	38	<b>46</b>
MMSC4	964	771	20	1	1	0	1	4	<b>6</b>
NATS4	635	508	20	1	1	0	0	2	<b>5</b>
LCSP4	593	474	23	1	1	0	0	3	<b>5</b>
LCSO4	230	184	23	1	1	0	0	1	<b>3</b>
LCTS4	599	479	23	1	1	0	0	3	<b>5</b>



Learning Area	No. Registered	80% of Registered	Norm	IM	CM	DCM	SM	M	Total
LCSW4	7	7	23	1	1	0	0	0	<b>2</b>
SMME4	3044	2435	20	1	1	0	2	12	<b>15</b>
TECH4	379	303	20	1	1	0	0	1	<b>4</b>
TRVT4	4571	3657	20	1	1	0	2	17	<b>22</b>
LCVE4	10	10	23	1	1	0	0	0	<b>2</b>
WHRT4	1889	1511	20	1	1	0	1	7	<b>10</b>
LCXI4	94	94	23	1	1	0	0	1	<b>3</b>
<b>TOTAL</b>	<b>64 721</b>	<b>51 821</b>		<b>26</b>	<b>26</b>	<b>5</b>	<b>36</b>	<b>255</b>	<b>349</b>

### 5.3.1 Appointment of Marking Centre Managers and their Deputies

Marking centre managers and deputy marking centre managers are appointed by the Director: Examinations of the PED. They are officials in the Examination Directorate and must be at CES or DCES level.

### 5.3.2 Appointment of Chief Markers and Internal Moderators

Chief markers and internal moderators were appointed for the period of three years. Their contract ended in November 2016 and was extended for another year because DHET was supposed to take over the management, administration and the conduct of the GETC: ABET Level 4 examinations in 2017. The agreement for the management, administration and the conduct of the GETC: ABET Level 4 examinations was between DHET and the PEDs was extended for another five years. Chief markers and internal moderators apply for these positions. They are interviewed by a panel that is made up of the following:

- Director: Examinations;
- Chief Education Specialists (CES): Examinations;
- Deputy Chief Education Specialists (DCES): Examinations; and
- Representatives from recognised Teachers' Unions

Although the chief markers and internal moderators had a 3 year contract, they are still required to complete application forms. An application form for the chief marker of ECD was not signed by relevant departmental official as this was one of the requirement stipulated in the Examination Instruction No 9 of 2017. Table 5C below indicates the criteria used for the appointment of chief markers and internal moderators.

**Table 5C: Criteria for the appointment of Chief Markers and Internal Moderators**

Position	Criteria
Chief Markers	<ul style="list-style-type: none"> <li>• Evaluation Form-scores from the previous marking session;</li> <li>• 3 years' experience as a deputy chief marker in the learning area;</li> <li>• REQV 13</li> <li>• At least 5 years teaching experience in relevant Learning Area at AET Level 4;</li> <li>• Qualification for the subject relating to the Learning Area on at least second year university level;</li> <li>• Occupy a teaching post at an CET centre;</li> <li>• Departmental official or CET facilitator who are directly involved with the relevant Learning Area;</li> <li>• The necessary language proficiency and subject proficiency to mark the relevant examination answer scripts;</li> <li>• Attend a compulsory training session at the start of the marking session</li> </ul>
Internal Moderators	<ul style="list-style-type: none"> <li>• Evaluation Form-scores from the previous marking session;</li> <li>• 3 years' experience as a chief marker in the learning area;</li> <li>• REQV 13</li> <li>• At least 5 years teaching experience in relevant Learning Area at AET Level 4;</li> <li>• Qualification for the subject relating to the Learning Area on at least second year university level;</li> <li>• Occupy a teaching post at an CET centre;</li> <li>• Departmental official or CET facilitator who are directly involved with the relevant Learning Area;</li> <li>• The necessary language proficiency and subject proficiency to mark the relevant examination answer scripts;</li> <li>• Attend a compulsory training session at the start of the marking session</li> </ul>

The appointment of the recommended candidates is the responsibility of the Director: Examinations. He signs the appointment letters for the appointed chief markers and internal moderators. The performance of the appointed chief marker and internal moderator is monitored annually.

The application form of chief marker for Mathematical Literacy and internal moderator of Natural Sciences were verified by Umalusi monitor. Both had relevant qualifications and experience in their respective learning areas. They also have vast experience in the marking process. Mathematical Literacy chief marker has three years' experience as a chief marker and the Natural Sciences internal moderator has two years' experience as a chief marker and one year as an internal moderator.

### 5.3.3 Selection and appointment of the Deputy Chief Markers, Senior Markers and Markers

Detailed criteria for the section of markers were provided in the Examination Instruction No 9 of 2017. The PED was unable to use criteria in the Personnel Administrative Measures (PAM) document because the CET sector is not governed by PAM document. Most of the criteria in the PAM document do not apply because of the nature and the context of the sector. That is the reason for the PED to have its own requirements and criteria to suit the CET sector. The marker selection panels consisted of PED officials at DCEs and SES level, chief markers and internal moderators. In addition, recognised unions are invited to act as observer but they normally do not attend.

The criteria indicated in Table 5D below were used in the selection and appointment of deputy chief markers, senior markers and markers:

**Table 5D: Criteria for the appointment of Chief Markers and Internal Moderators**

Position	Criteria
Deputy Chief Markers	<ul style="list-style-type: none"> <li>• Evaluation Form-scores from the previous marking session;</li> <li>• 2 years' experience as a senior marker in the learning area;</li> <li>• REQV 13;</li> <li>• At least 5 years teaching experience in relevant Learning Area at AET Level 4;</li> <li>• Qualification for the subject relating to the Learning Area on at least second year university level;</li> <li>• Occupy a teaching post at an CET centre;</li> <li>• Departmental official or CET facilitator who are directly involved with the relevant Learning Area;</li> <li>• The necessary language proficiency and subject proficiency to mark the relevant examination answer scripts;</li> <li>• Attend a compulsory training session at the start of the marking session.</li> </ul>
Senior Markers	<ul style="list-style-type: none"> <li>• Evaluation Form-scores from the previous marking session;</li> <li>• 3 years' experience as a marker in the learning area;</li> <li>• REQV 13;</li> <li>• At least 3 years teaching experience in relevant Learning Area at AET Level 4 within the past five years;</li> <li>• Qualification for the subject relating to the Learning Area on at least second year university level;</li> <li>• Occupy a teaching post at an CET centre;</li> <li>• Departmental official or CET facilitator who are directly involved with the relevant Learning Area;</li> <li>• The necessary language proficiency and subject proficiency to mark the relevant examination answer scripts;</li> <li>• Attend a compulsory training session at the start of the marking session.</li> </ul>
Markers	<ul style="list-style-type: none"> <li>• Evaluation Form-scores from the previous marking session (where applicable);</li> </ul>

Position	Criteria
	<ul style="list-style-type: none"> <li>• REQV 13;</li> <li>• At least 2 years teaching experience in relevant Learning Area at AET Level 4 within the past five years;</li> <li>• Qualification for the subject relating to the Learning Area on at least second year university level;</li> <li>• Occupy a teaching post at an CET centre;</li> <li>• Departmental official or CET facilitator who are directly involved with the relevant Learning Area;</li> <li>• The necessary language proficiency and subject proficiency to mark the relevant examination answer scripts;</li> <li>• Attend a compulsory training session at the start of the marking session.</li> </ul>

The Director: Examinations approves and signs the appointment letters for the appointed Deputy Chief Markers, Senior Markers and Markers.

One application form for a deputy chief marker was verified. This was for Mathematical Literacy. The appointed deputy chief marker has two years' experience as a senior marker and one year as a deputy chief marker. The appointed senior marker for Mathematical Literacy has one year experience as a chief marker and two years as a deputy chief marker. The applicant has been teaching in the sector for nine years and has a B Ed-Mathematics qualification.

There was no evidence of the qualification in the respective learning areas in four out of eight appointed markers. Two of them were appointed to mark Small, Medium and Micro Enterprises (SMME4) and the other two will be marking Wholesale and Retail (WHRT4). They were appointed based on their experience in teaching the learning area. One appointed SMME4 marker has taught the learning area for the past eight years and marked for four years. The other three had three years' experience of teaching and marking in their respective learning areas.

### **5.3.4 Training of Centre Management Team, Chief Markers and Internal Moderators**

The training of the marking centre management team, chief markers and internal moderators was scheduled to be conducted from 21 to 28 October 2017. This will be conducted by the Director: Examinations together with the examination management team of the PED. Aspects covered in the training include the following:

- Preparation for the standardisation of marking guidelines;
- Management plans for marking;
- Training of markers;
- Marking model;
- Management of irregularities;
- Management of the flow of scripts;
- Re-training of marker;

- Tolerance range; and
- Quality of internal moderators' reports.

After the training, all chief markers were required to develop management plans for the marking of their respective learning areas. The training of the marking personnel was not monitored by Umalusi. Umalusi only monitored the standardisation of marking guidelines for all 26 learning areas that was attended by chief markers and internal moderators from all PEDs

### **5.3.5 Training of Deputy Chief Markers, Senior Markers and Markers**

The training of Deputy Chief Markers, Senior Markers and Markers will be conducted at the marking venues by chief markers and internal moderators. Aspects that will be covered are:

- Standardisation of marking guidelines;
- Dummy marking
- Norm time for marking;
- Marking model;
- Consistency and adherence to the marking guideline;
- Accuracy in the totalling and transfer of marks;
- Management of irregularities;
- Management of the flow of scripts; and
- Tolerance range.

Discussions will take place after the marking of each dummy script to check compliance/adherence to the marking guidelines and to deal with deviations. The training of the marking personnel was not monitored by Umalusi.

## **5.4 Areas of Compliance**

The following areas of compliance were noticed:

- In the absence of guideline document for the selection and appointment of marking personnel from the DHET, Gauteng PED issued Examination Instruction to communicate criteria and requirements for the appointment of GETC: ABET Level 4 marking personnel; and
- The marking personnel is trained and important aspects are well covered in the training programme.

## **5.5 Areas of Non-compliance**

The following was noted as non-compliance:

- An application form for the chief marker of ECD was not signed by relevant departmental official as this was one of the requirement stipulated in the Examinations Instruction No 9 of 2017; and
- The absence of the common guiding document from DHET regarding the selection and appointment of marking personnel.

## **5.6 Directives for Compliance and Improvement**

DHET must act on the following directives for compliance:

- Ensure that application forms of all applicants are duly signed by respective departmental officials as indicated in the Examination Instruction; and
- Develop a common guideline document to guide the selection and appointment of marking personnel in all Provincial Education Departments (PED).

## **5.7 Conclusion**

The current instability in the CET sector makes it difficult to have a cohort of experienced marking personnel. This leads to the increased number of novice markers in each examination cycle. It becomes difficult to select and appoint the best markers in certain learning areas because of the narrow pool to select from. It is also difficult to stick to the qualification requirement/criteria because in learning areas like Ancillary Health Care, Wholesale and Retail, Early Childhood Development, etc. lecturers have only experience in teaching such learning areas but there is no evidence of qualifications.

# CHAPTER 6 STANDARDISATION OF THE MARKING GUIDELINES

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## 6.1 Introduction

Umalusi must ensure that the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 examinations conducted each year are fair, valid and credible. To perform this function, 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 these 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 quality assurance of marking begins with the process of standardising the marking guidelines for all learning areas in which examinations were conducted.

Although marking guidelines are approved together with the question papers, it is necessary to standardise and finalise them. The marking process involves a large number of people including markers, senior markers, chief markers and internal moderators. Each of these people may have a slightly different interpretation of the question paper and marking guideline. Marking guideline discussion meetings provide a platform for examiners, marking personnel and Umalusi moderators to discuss and approve final marking guidelines.

The purpose of the marking guideline discussions 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
- The final versions of all marking guidelines are approved by Umalusi.

## 6.2 Scope and Approach

DHET marking guideline discussion meetings for the November 2017 GETC: ABET Level 4 examinations were conducted from 6 to 23 November 2017. They were for the first time conducted at the Department of Basic Education offices in Pretoria. Previously, these meetings were held at Indlela Skills Training Centre in Olifantsfontein, Gauteng. Representatives from all nine provincial education departments (PED) were expected to attend these meetings. It was also expected that participants attend the

discussions after having prepared for the meetings in their respective learning areas. Each province was expected to send at least an internal moderator and a chief marker.

The DHET did not convene a plenary session at which to brief participants and ensure a common understanding of what was expected of them.

Umalusi deployed 25 moderators to participate in the standardisation of marking guidelines. A group of Umalusi moderators was deployed each day according to the schedule provided by DHET. Table 6A below shows the schedule of marking guideline discussion meetings attended by Umalusi. The role of Umalusi 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 various provinces during the marking process.

**Table 6A: Schedule of standardisation of marking guideline meetings**

Date	Learning Area	No. of Umalusi moderators	Umalusi official
06 November 2017	Information Communication Technology (INCT4)	6	1
	Life Orientation (LIFO4)		
	Language and Communication – IsiXhosa (LCXH4)		
	Language and Communication – Sepedi (LCSP4)		
	Language and Communication – Xitsonga (LCXI4)		
	Language and Communication – siSwati (LCSW4)		
08 November 2017	Language and Communication – IsiNdebele (LCND4)	6	1
	Language and Communication – IsiZulu (LCZU4)		
	Language and Communication – Sesotho (LCSO4)		
	Language and Communication – Tshivenda (LCVE4)		
	Language and Communication – Setswana (LCTS4)		
	Arts and Culture (ARTC4)		
10 November 2017	Language and Communication – English (LCEN4)	2	1
	Technology (TECH4)		
13 November 2017	Afrikaans (LCAF4)		
	Mathematical Literacy (MLMS4)		



Date	Learning Area	No. of Umalusi moderators	Umalusi official
	Mathematics and Mathematical Sciences (MMSC4)	3	1
15 November 2017	Small, Medium and Micro Enterprises (SMME4)	2	1
	Travel and Tourism (TRVT4)		
17 November 2017	Human and Social Sciences (HSSC4)	2	1
	Natural Sciences (NATS4)		
20 November 2017	Applied Agriculture and Agricultural Technology (AAAT4)	2	1
	Economic and Management Sciences (EMSC4)		
23 November 2017	Ancillary Health Care (ANHC4)	2	1
	Early Childhood and Development (ECD4)		
	Wholesale and Retail (WHRT4)		

Umalusi was able to participate in the meetings of 25 out of 26 learning areas. The Umalusi moderator for ECD4 could not attend the marking guideline discussions because of a family commitment.

The external moderators evaluated the finalisation of the marking guidelines and monitored the proceedings using the Umalusi instrument for the monitoring of marking guideline discussions. The instrument has criteria that are grouped into the following six key areas:

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

## 6.3 Summary of Findings

Most provinces were able to send representatives for each learning area offered in their provinces. Umalusi observed that even in instances where provinces sent representatives to marking guideline discussions for the first time, they were able to contribute meaningfully during group discussions. This was despite DHET not conducting a plenary session at which principles to be adhered to during marking would have been highlighted. The following is a summary of the findings for each criterion.

### 6.3.1 Attendance of internal moderators and chief markers

Provincial departments are expected to send at least two representatives to marking guideline discussions: the internal moderator and chief marker. However, those with a high number of candidates for a particular learning area sometimes send additional

representatives (markers) to participate. Table 6B below indicates PED representation in the standardisation of marking guideline meetings held in the respective learning areas.

**Table 6B: PED representation in 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	No	Yes	Yes
3	ARTC4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4	ECD4	Yes	Yes	Yes	Yes	No	Yes	No	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	No	Yes	-	Yes	Yes
8	LCAF4	No	No	Yes	-	No	Yes	Yes	No	Yes
9	LCEN4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10	LCND4	-	-	No	-	No	Yes	-	-	-
11	LCXH4	Yes	No	Yes	Yes	No	No	Yes	No	Yes
12	LCZU4	No	-	Yes	Yes	No	Yes	-	No	-
13	LCSP4	-	-	Yes	-	Yes	Yes	-	No	-
14	LCSO4	No	Yes	No	No	No	Yes	-	No	-
15	LCTS4	-	No	Yes	-	No	Yes	Yes	Yes	-
16	LCSW4	-	-	No	No	No	Yes	-	-	-
17	LCVE4	-	-	No	-	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	No	Yes	Yes
22	NATS4	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes
23	SMME4	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
24	TECH4	No	No	Yes	Yes	Yes	Yes	-	Yes	Yes
25	TRVT4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
26	WHRT4	Yes	No	Yes	Yes	No	Yes	-	No	Yes

Table 6B above shows that learning areas such as ANHC4, ARTC4, EMSC4, HSSC4, LCEN4, LIFO4, MLMS4 and TRVT4 had representatives from all nine PEDs. On the other hand, only Mpumalanga PED sent representatives for LCSW4 and LCND4, languages predominantly spoken in Mpumalanga. Enrolment statistics supplied by the DHET showed seven candidates had registered to write LCSW4 in Gauteng, two in KwaZulu-Natal, five in Limpopo, and 2 500 in Mpumalanga.

Similarly, the enrolment data for LCND4 indicates that seven candidates registered to write examinations in Limpopo, 11 in Gauteng and 409 in Limpopo. Although registration data indicated that LCXH4 was written in all nine provinces, candidate numbers were high in EC, WC and KZN. The number of registered candidates in each of the PEDs who were not represented in the standardisation of marking guidelines is indicated in Table 6C below.

**Table 6C: Total number of registered candidates in PEDs that were not represented in the standardisation of marking guidelines**

No.	Provincial Education Department	Learning Area	Registered Candidates
1	Eastern Cape	LCAF4	146
		LCZU4	1
		LCSO4	84
		TECH4	232
2	Free State	LCXH4	7
		LCTS4	9
		NATS4	116
		TECH	8
		WHRT4	437
3	Gauteng	LCND4	11
		LCSO4	248
		LCSW4	7
		LCVE4	15
4	KwaZulu-Natal	LCSO4	1
		LCSW4	2
5	Limpopo	ECD4	939
		INCT4	19
		LCND4	7
		LCXH4	5
		LCZU4	120
		LCSO4	11
		LCTS4	79
		LCSW4	5
		WHRT4	1
6	Mpumalanga	LCXH4	1
7	Northern Cape	AAAT4	43
		ECD4	84
		MMSC4	27
		NATS4	20
		SMME4	78
8	North West	LCAF4	5
		LCXH4	1
		LCZU4	2
		LCSP4	3
		LCSO4	1
		WHRT4	64

It is a concern that learning areas like WHRT4 in Free State (437 candidates) and ECD4 in Limpopo (939 candidates) were not represented during the standardisation of marking guidelines. Non-attendance to the marking guidelines meetings compromise the marking process.

### 6.3.2 Verification of question papers

With the exception of the ECD4 external moderator who was not available, Umalusi confirmed that all question papers presented during the standardisation of marking guideline meetings were the final versions that had been approved during the

external moderation process. The LCAF4 moderator indicated that the numbering of the marking guideline document was incorrect and had to be rectified.

### 6.3.3 Preparations for the standardisation of marking guideline meetings

The chief markers and internal moderators from each PED were expected to attend the marking guideline discussion meetings after having marked a sample of 20 candidate scripts for their respective learning areas. Table 7D below indicates the number of scripts marked by chief markers and internal moderators from each PED in preparation for the standardisation of marking guideline meetings.

**Table 6D: Number of scripts pre-marked per PED**

LA code	GP	EC	FS	KZN	LP	MP	NC	NW	WC
AAAT4	-	-	-	-	-	42	-	30	40
ANHC4	23	30	40	40	39	40	20	25	40
ARTC4	14	20	20	20	9	20	-	20	14
EMSC4	19	18	47	20	40	38	40	40	20
HSSC4	20	30	40	20	20	20	20	20	0
INCT4	10	40	16	40	-	16	-	20	40
LCAF4	23	-	-	-	-	4	20	-	22
LCEN4	20	20	20	20	20	20	20	20	20
LCND4	-	-	-	-	-	19	-	-	-
LCSO4	5	-	49	-	-	20	-	-	-
LCSP4	60	-	-	-	27	20	-	-	-
LCTS4	11	-	-	-	-	20	40	34	-
LCSW4	-	-	-	-	-	20	-	-	-
LCVE4	-	-	-	-	60	-	-	-	-
LCXH4	5	40	-	20	-	-	-	-	20
LCXI4	10	-	-	-	40	20	-	-	-
LCZU4	8	-	-	40	-	40	-	-	-
LIFO4	4	3	5	4	4	4	4	4	4
MLMS4	40	40	40	40	40	40	40	40	19
MMSC4	39	36	23	40	20	26	-	20	21
NATS4	26	30	-	40	37	38	-	19	20
SMME4	34	40	20	40	15	30	-	40	31
TECH4	5	-	-	27	37	40	-	20	40
TRVT4	40	40	46	20	40	20	40	40	40
WHRT4	0	38	20	12	-	40	-	12	32

There were only two PED representatives who came to the meetings without having marked the required sample of scripts as required. Those were one from Gauteng in the WHRT4 group and Western Cape in the HSSC4 group. The need to conduct pre-marking by various provincial representatives is vital in preparing for these meetings. When PED representatives come to the meetings well prepared, their contributions to the discussions add value in deliberations especially in terms of alternative responses.

### 6.3.4 Marking guideline discussion process

As indicated in Table 7B and Table 7D above, Umalusi participated in 25 out of 26 learning area meetings, at which DHET national internal moderators chaired

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

Umalusi moderators acted as observers during the discussions. Where participants differed regarding a response, Umalusi moderators could contribute and take a final decision. This procedure took place from the first question to the last in the question papers. One examiner acted as a scribe, taking minutes of the proceedings, while the other effected amendments to the marking guideline. Where there was an Afrikaans marking guideline, another representative was appointed to make amendments on the Afrikaans version of the marking guidelines.

Some of the 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 of questions.

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

### **6.3.5 Sample marking**

Table 5C above reflects the number of scripts that were pre-marked by participants prior to attending the standardisation of marking guideline meetings. After all questions and their corresponding responses were discussed and amendments made to the marking guidelines, participants were given at least two dummy scripts each to mark, using the standardised marking guidelines. This was a part of the training and tested the correctness and accuracy of the standardised marking guidelines. The internal moderator led the discussions regarding the comparison of marks awarded by each participant per question. There were rigorous discussions where there were variations in marks awarded per question. This helped in the finalisation of the marking guidelines to be used for marking in all nine provinces.

During the sample marking conducted after the standardisation of marking guideline meetings, it was noted that most officials adhered to the new marking guidelines and

took into consideration amendments made. Scores from marked scripts and possible causes for variations in scoring were discussed.

### **6.3.6 Approval of amendments to marking guidelines**

At the end of the meeting, Umalusi moderators ensured that they signed the final versions of the approved marking guidelines for their respective learning areas. The Umalusi signatures confirm the authenticity of marking guidelines used when Umalusi monitors the verification of marking in the various provinces.

Participants were required to sign attendance registers and the minutes of the proceedings in their respective learning areas. Amendments made during the standardisation of marking guidelines in each learning area are indicated as Annexure 7A in this report.

Umalusi received the minutes of the proceedings and the attendance registers after the meetings.

## **6.4 Areas of Compliance**

Umalusi noted the following areas of compliance:

- There was an improvement in the number of PEDs represented in the standardisation of marking guideline meetings;
- The number of PED representatives who came prepared to the meetings also improved. Most participants marked a sample of scripts before attending the meetings; and
- The level of fruitful engagements and discussions was high.

## **6.5 Areas of Non-compliance**

The following areas of non-compliance were identified:

- Some PEDs were not represented in the standardisation of marking guideline meetings; and
- Representatives of PEDs attended the standardisation of marking guideline meetings without having pre-marked the required sample of candidates' scripts in some learning areas.

## **6.6 Directives for Compliance and Improvement**

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

- Ensure that all representatives have access to a sample of scripts for pre-marking in preparation for the standardisation of marking guideline meetings; and

- Ensure that attendance of the standardisation of marking guideline meetings is mandatory. If a learning area is offered by a particular province, representatives from that province must attend these meetings.

## **6.7 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 most instances, amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process

## CHAPTER 7 MONITORING OF MARKING

### 7.1 Introduction

This chapter reports on the findings gathered from the monitoring of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 marking session conducted during December 2017.

The purpose of this process to ensure that the necessary systems are in place for credible marking, e.g. conducive environment, security, effective control, etc. The monitoring of marking aims to establish whether marking was conducted in compliance with the prescripts governing this process, and whether the overall integrity and credibility of marking was or was not compromised.

### 7.2 Scope and Approach

Monitoring of marking by Umalusi was conducted at five marking centres. A prescribed monitoring instrument for monitoring the marking of examinations was used to collect data at the different centres. Observations and interviews were other data collection methods used. Umalusi also verified relevant documents available at the examination venues.

Table 7A reflects the five centres visited by five monitors during the November 2017 examinations marking process that was conducted during December.

**Table 7A: Examination centres monitored for the marking of examinations**

No.	Province	Centre	Date
1	Eastern Cape	Graeme College	7 /12/ 2017
2	KwaZulu-Natal	Harding Secondary School	4 /12/ 2017
3	Mpumalanga	Hoërskool Rob Ferreira	6 /12/ 2017
4	North West	Hoërskool Zeerust	5 /12/ 2017
5	Limpopo	Northern Academy Secondary School	1 /12/ 2017

Table 7B indicates the number of scripts marked at the five centres visited and the number of markers appointed to mark at the respective centres.

**Table 7B: Number of scripts and number of markers at centres**

No.	Province	Centre	Number of scripts	Number of markers
1	Eastern Cape	Graeme College	40 748	187
2	KwaZulu-Natal	Harding Secondary School	12 694	74
3	Mpumalanga	Hoërskool Rob Ferreira	26 923	195
4	North West	Hoërskool Zeerust	26 700	172
5	Limpopo	Northern Academy Secondary School	70 040	309



## **7.3 Summary of Findings**

Prior and proper planning of the marking process is imperative to assure the smooth running of the marking programme. The marking centres should comply with all requirements set and verified by the assessment body regarding facilities necessary for conducting the marking of scripts. Appointing well trained, experienced and professional staff is key to providing valid, reliable and equitable assessment in a professional, efficient and effective manner. The findings of the monitoring are discussed below, in accordance with the Umalusi monitoring of marking instrument.

### **7.3.1 Planning for marking**

A marking management plan was in place at the five centres visited. Five centres reported having marking management files. The marking centre officials reported for duty before the commencement of the actual marking of the scripts. The chief markers and internal moderators reported at the centres at least two days prior to start of the marking of scripts. The markers arrived at the respective centres one day before marking started. All the centres received the marking guidelines well in advance.

### **7.3.2 Marking centre**

The marking centres monitored were all used as teaching and learning institutions and were conducive for the marking of examination scripts. Sufficient space was available at the venues to accommodate the needs of the marking process: they were equipped with furniture suitable for adult markers; were ventilated comfortably; noise levels and temperature were controlled; there was sufficient light; and they were clean. Adequate marking rooms (classrooms/computer rooms) were allocated to accommodate the marking personnel in the different subjects as well as a control centre and administrative room/s. At two centres, 14 rooms were used; at another, nine rooms; at one 24; and at another, 12 rooms. This was in addition to control rooms and administrative rooms, which at one centre also accommodated DHET officials. At all the centres the allocated script control rooms were big enough to accommodate all the scripts.

The following communication facilities were available at marking centres:

- Cell phones;
- Land lines;
- Internet connections; and
- Photocopying machines.

At one centre, markers were accommodated at two different school boarding facilities. At another centre, ten markers were accommodated in one room and all the senior markers in another room, men and women separately. At other centres, marking officials were accommodated in either single or double rooms or grouped

four in a room. At all five monitored centres, the monitors reported that special arrangements were made for diabetics and/or vegetarians.

At two centres the venue opened at 08:00 and closed at 20:00; at another the opening time was 07:00 and it closed at 20:00. At the other three venues, the opening time was 07:00 and closing at 19:00. The administration staff worked from 07:00 to 20:00 and sometimes until 20:30. Markers worked from 07:30 to 19:30 at this centre.

### **7.3.3 Security**

Various security measures were provided at the marking centres monitored, as highlighted below:

- Robust security measures were observed at five centres, comprised of:
  - Security checks at main gates by security guards;
  - Patrols in the vicinity of the marking venues;
  - 24-hour armed response;
  - Alarm systems, burglar guards and surveillance cameras;
  - Visitors were body-searched by guards, were required to sign access registers and visitors' cards were distributed;
  - Vehicles were searched.
- Forty two security guards were deployed at five marking centres monitored:
  - At one centre 25 security personnel were deployed, with 18 deployed during the day and seven at night.
- At two centres the marking centre manager and deputy centre managers convened meetings with the security manager. Control rooms were locked when not in use and access was strictly controlled by security officers;
- Scripts were received in sealed bins;
- A flow-of-scripts form was used at one centre to ensure that all scripts were accounted for. At another centre, senior markers and chief markers employed a double-checking system using the mark sheets as reference. Examination assistants verified all scripts on receipt and dispatch;
- Either an SAPS officer, provincial education department (PED) official and/or armed security guards escorted vehicles transporting the scripts. Additionally, the vehicles were fitted with tracker systems.

### **7.3.4 Training of marking personnel**

The following observations were made:

- At three centres, markers did not report for duty because they opted instead for National Senior Certificate (NSC) marking. A shortage of markers was reported at one centre;

- The marking centre manager and/or deputy marking centre manager/s were trained at head office prior to the commencement of the marking session at all centres;
- Chief markers, senior markers and internal moderators were mainly trained by provincial examination and assessment unit personnel;
- Chief markers and internal moderators in the respective learning areas trained the markers on arrival at the marking centres;
- The monitors verified the attendance registers of the training staff; and
- Dummy scripts were used as part of the training that was offered.

### **7.3.5 Marking procedure**

Clearly defined marking procedures set the scene for maintaining high standards in the marking of exit examinations and were formulated by the assessment body, the DHET.

All marking officials signed registers daily, on arrival and when they finished work at their marking rooms, per learning area. The registers were checked daily by the chief markers and deputy centre managers.

Markers were divided into groups according to a national ratio of 1:5, where one senior marker was responsible for overseeing and supervising five markers. One deputy chief marker was appointed according to a ratio of 1:6, to oversee and supervise seven senior markers. A shortage of markers was noted at one centre; however, available markers compensated for this.

The chief markers ensured that markers did not mark or moderate scripts from centres where they teach, or those of immediate family members. The chief markers used a control list containing the centre numbers where the markers were lecturers.

The approach to marking differed depending on the learning area. Working in groups, some markers marked only certain questions; in other learning areas, whole script marking was applied. Experienced markers were grouped with new markers as mentors.

If a candidate answered both optional questions, and the same question twice, the markers marked only the first response, regardless of the candidate's performance.

After standardisation of the marking procedure by the chief marker in collaboration with the internal moderator, he/she ensured a uniform marking standard among all markers was maintained. Markers were not permitted to change the marking guidelines; and sampling of marker scripts was constant throughout the marking process.

The following levels of supervision were noted at the centres:

- The chief markers supervised the markers and moderated 10% of the scripts;
- Senior markers and/or more experienced markers supervised novice markers;
- The internal moderators moderated 10% of the scripts;
- Where applicable, another layer of moderation was introduced by means of deputy chief markers;
- All supervisors completed progression reports using an approved and prescribed template;
- Double-checking within the groups and checking by the chief marker, senior marker and internal moderator were conducted to ensure that marks were allocated correctly; and
- Re-marking was done when it was found that candidates had been advantaged or disadvantaged during the marking process.

### **7.3.6 Monitoring of marking**

Continual monitoring and evaluation ensured all marking personnel followed the correct marking procedures and marking methodologies. The performance of markers was continually monitored by chief markers. The chief markers completed evaluation reports, in collaboration with internal moderators and including oral contributions from markers.

Markers were promptly retrained, reskilled and supported and, in some cases, allocated lower-order questions to mark, in the event of any problem being identified.

The consolidated reports by the chief markers will be submitted to the PED, DHET and Umalusi and will inform future marking staff appointments.

### **7.3.7 Handling of irregularities**

All marking personnel were trained to identify and deal with any suspected irregularity. Technical irregularities were dealt with at one of the visited centres. All forms relating to the incident were completed and presented as evidence to the monitor. The following recorded examinations' irregularities were noted at the centres visited:

- Two candidates used the same examination number at a centre, while seven administrative irregularities were discovered, recorded and dealt with at another centre; and
- No irregularities had been reported at the other three centres at the time of monitoring.

The Provincial Examination Irregularity Committees (PEIC) at each PED were to be provided with recorded lists of irregularities after marking was completed.

### **7.3.8 Quality assurance procedures**

The following quality assurance procedures were observed at the sample of centres monitored:

- All stages of the marking process prevented professional or administrative mistakes occurring through oversight or negligence;
- Repeated checking of marking and instant feedback ensured marking quality and maximised marker congruence at all the monitored centres;
- Chief markers controlled the collection and flow of all scripts and ensured that script marks and mark sheets corresponded;
- To confirm the accuracy of marks, that entire scripts had been marked and that marks had been added correctly per question, the following process was followed:
  - Examination assistants checked that all subtotals and totals were correct, that transfer of the marks to the cover page was correct and that the transfer to the mark sheets was correct;
  - Chief markers and internal moderators checked and moderated a sample of marked scripts from markers at the centres;
  - Immediate feedback regarding these aspects of the marking process ensured immediate intervention.

It was noted that the capturing of marks was not done at the marking centres, but at PED offices and district offices. Lastly, at the time of the monitoring visits, the rate of capturing was in line with the capturing management plan.

### **7.3.9 Reports**

Different types of reports were generated at marking centres, according to the roles and responsibilities of role players:

- Markers did not complete qualitative reports but provided inputs to the chief marker's report;
- An evaluation report was used to report on the performance of markers in terms of their speed and accuracy of marking. All markers were rated according to their performance;
- In collaboration with internal moderators, chief markers completed a consolidated report on their respective learning areas. No chief marker was allowed to leave the centre before submitting the report to the marking centre manager, who did the final quality assurance of the reports.

It was highlighted that these reports served different purposes:

- The reports would be used not only to inform teaching and learning at the institutions but would also assist the provinces, DHET and Umalusi during the

standardisation process. Furthermore, the reports provided details on the quality of the examination (per question); and

- Daily reports by marking centre managers updated the DHET on the progression of the marking process and the occurrence of irregularities.

There was evidence available of external monitoring at all the centres.

## **7.4 Areas of Compliance**

The following areas of compliance were reported:

- Adequate facilities, including communication facilities, at the marking centres to accommodate the needs of marking personnel, as well as the registration requirements for marking centres, were observed;
- Well-formulated management plans for the conduct of the marking session were available at the marking centres;
- Marking guidelines were available in good time at the centres;
- Ample training of marking staff and continual monitoring and feedback of marking processes at different levels to quality assure marking was in evidence;
- Regulatory measurements to combat and report irregularities were in place;
- Regular reports, compiled at different levels according to set requirements, were physically checked by the deputy centre manager and the marking centre manager;
- There was evidence of monitoring by the PED.

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

The monitors noted the following areas of non-compliance with regard to quality and effectiveness at the centres, which threatened the integrity of the examination marking process:

- A shortage of markers was noted at one centre;
- Natural Sciences' scripts were marked out of 99. One mark had to be added to all candidates' totals as per the marking guidelines;
- At one centre, scripts were transported to the marking centre by provincial vehicles without any police escort;

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

Based on the above findings, the DHET is required to ensure that:

- A supplementary list of markers should be used to address any potential shortage;
- Security in transporting scripts should always be prioritised at all levels;
- Proper channels are followed where application of concessions needed;
- Security checks at the marking centres must not be compromised and should be strictly controlled by the marking centre management team.

## **7.7 Conclusion**

Given the DHET level of compliance with the criteria for monitoring the marking of the November 2017 GETC: ABET Level 4 examinations, it was clear that the examinations were not compromised. The DHET is required to address the directives for compliance and improvement as outlined, and provide Umalusi with the interventions that will be implemented.

## CHAPTER 8 VERIFICATION OF MARKING

### 8.1 Introduction

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

Verification of marking validates the process of marking and determines whether markers has adhered to the marking guidelines approved by the external moderators at the marking guideline discussions. The verification process evaluates adherence to marking standards. In addition, external moderators will scrutinise answer scripts for possible irregularities.

The purpose of verifying marking was to:

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

### 8.2 Scope and Approach

Umalusi conducted on-site verification of marking from 29 November to 8 December 2017 at various marking centres in all nine provinces. Umalusi verified, on average, 60 scripts per learning area. The verification of marking process was based on a requested sample of 2 261 answer scripts for 26 learning areas, as detailed in Table 8A below.

**Table 8A: 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		120
2.	ANHC4		60								60
3.	ARTC4		60							60	120
4.	ECD4								60		60
5.	EMSC4				60		60			60	180
6.	HSSC4	60							60		120
7.	INCT4									60	60
8.	LCAF4		60								60
9.	LCEN4							60		60	120



No.	Learning Area code	Number of answer scripts sampled									
		EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
10.	LCND4						60				60
11.	LCSD4		60	60							120
12.	LCSP4			60							60
13.	LCSW4						60				60
14.	LCTS4					60					60
15.	LCVE4								60		60
16.	LCXH4	60									60
17.	LCXI4					60	60				120
18.	LCZU4				60						60
19.	LIFO4					60		60			120
20.	MLMS4		60					60			120
21.	MMSC4								41		41
22.	NATS4				60		60				120
23.	SMME4				60						60
24.	TECH4				60		60				120
25.	TRVT4	60									60
26.	WHRT4			60							60
<b>Total</b>		<b>240</b>	<b>300</b>	<b>180</b>	<b>300</b>	<b>180</b>	<b>360</b>	<b>180</b>	<b>281</b>	<b>240</b>	<b>2 261</b>

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.

### 8.3 Summary of Findings

Umalusi reports reflected on the five key moderation criteria. This section summarises the key qualitative findings per moderation criterion.

#### 8.3.1 Adherence to marking guidelines

The marking guidelines for the 26 learning areas in the sample were approved by Umalusi after standardisation was finalised in November.

In two learning areas, INCT4 and TECH4, some amendments made during these marking guideline discussions were not captured. The Umalusi moderator contacted all the provinces to ensure the incorporation of the INCT4 amendments. Markers in all marking centres adhered to the approved marking guidelines. No additional changes were made to the approved marking guidelines.

### **8.3.2 Quality and standard of marking**

The quality of marking ranged from satisfactory 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.

Umalusi moderators found that markers in seven learning areas failed to credit alternative answers to questions that required explanations in the candidates' own words. Some markers applied the marking guidelines rigidly. This practice suggested a lack of content knowledge. The following learning areas and marking centres were affected:

- ECD4- North West (Zeerust High School);
- EMSC4-KwaZulu-Natal (Harding High School);
- HSSC4-Eastern Cape (Greame College);
- LCTS4-Gauteng (Rooseveldt High School);
- LCZU4-KwaZulu-Natal (Vukile High School);
- LIFO4-Northern Cape (Diamant High School); and
- TECH4- KwaZulu-Natal (Harding High School).

In the languages learning areas, most markers in all the marking centres appeared to be unable to assess essays and transactional pieces correctly: these were either over- or under-assessed. Markers appeared to have difficulty differentiating between the criteria listed in the rubrics;

In two learning areas, LCAF4 (marked in Free State) and LCSO4 (marked in Free State and Gauteng), there were challenges with internal moderation. For LCAF4, the internal moderator was involved in marking question 5 until the Umalusi moderator intervened. For LCSO4, there was no internal moderator to perform the task of internal moderation: the chief marker performed the internal moderator task, in addition to that of chief marker.

In 12 learning areas Umalusi found inconsistencies in the marking and moderation of questions that required subjective responses and where essays and transactional pieces were written. In these learning areas some markers used the marking rubrics incorrectly: essays were either over- or under-assessed. Some markers were also unable to differentiate between correct and incorrect responses to questions that required subjective answers.

### **8.3.3 Irregularities**

Umalusi moderators were vigilant in identifying and identifying possible irregularities. They also asked the markers and chief markers to pay special attention to this aspect during the marking process. There were technical irregularities in six learning areas,

ranging from candidates' names being written on the answer scripts to candidates submitting blank scripts. However, the technical irregularity discovered in LCSO4 (marked in Free State) was serious: four out of 12 candidates from Centre 318104 wrote in answer books that had blue covers; other candidates wrote in answer books that had red covers, which was consistent with all other candidates nationally.

The technical irregularity in INCT4 marked in the Western Cape compromised the marks of the candidates: two candidates from Centre 23417 submitted empty folders on their disks and one candidate, from Centre 20430, submitted files as a shortcut that could not be accessed for marking. Umalusi's moderator for NATS4 (marked in KwaZulu-Natal) identified serious irregularities at two centres: Centre 5121481 had 14 candidates, all of whom had identical answers for question 2.5; and Centre 5122588 had 31 candidates with identical answers for question 2.5.

Umalusi's moderator for SMME4 (marked in KwaZulu-Natal) suspected irregularities at two centres. Centre 5121481 had six candidates who had the same responses for question 2.7: they gave six responses in the same table format to the question when only four responses were required; all candidates from this examination centre used the same income statement format, which was different from the format used by candidates from other centres. Centre 5122588 had two candidates who had identical responses for Questions 1.1 and 1.2; this centre also had three candidates who had the correct response to question 3.1 but the calculations to work out the answer were all incorrect.

#### **8.3.4 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 only 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)

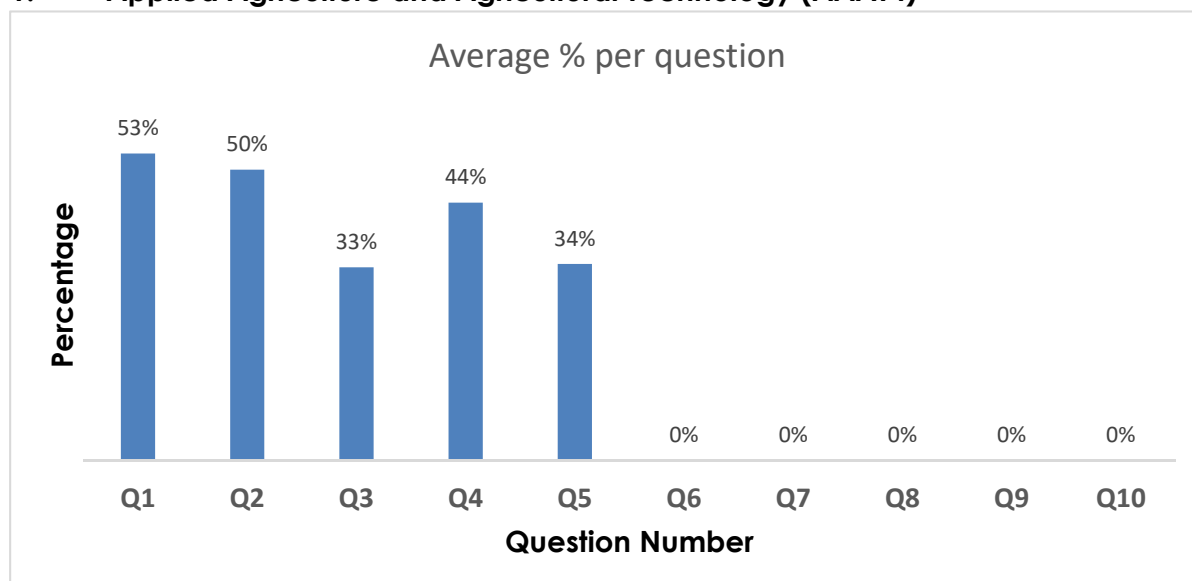


Figure 8A (i): Candidate performance in AAAT4 per question for 60 scripts – Eastern Cape

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	4	13	26	15	0	0	0	0

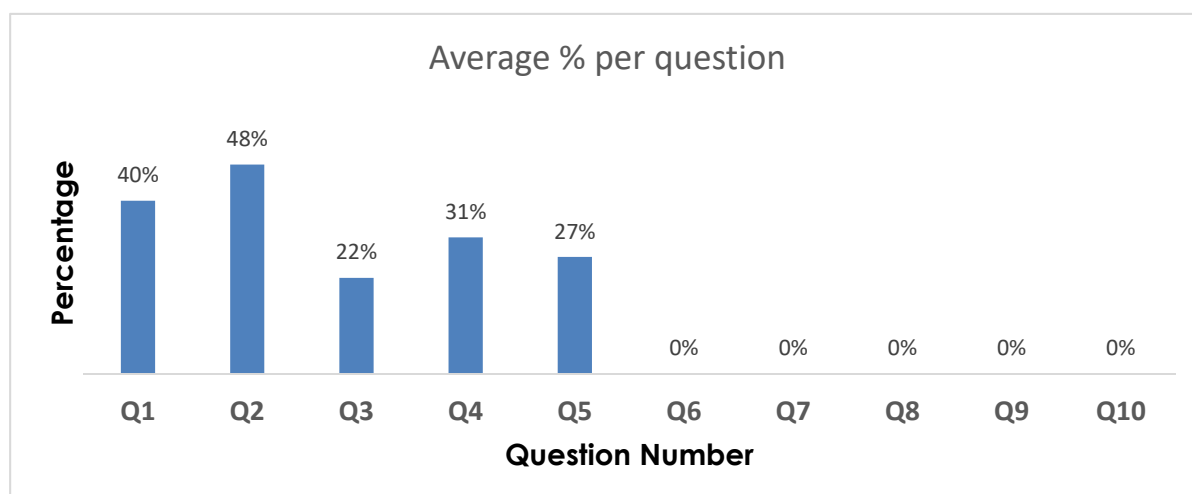


Figure 8A (ii): Candidate performance in AAAT4 per question for 60 scripts – North West

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	17	16	18	3	0	0	0	0

## 2. Ancillary Health Care (ANHC4)

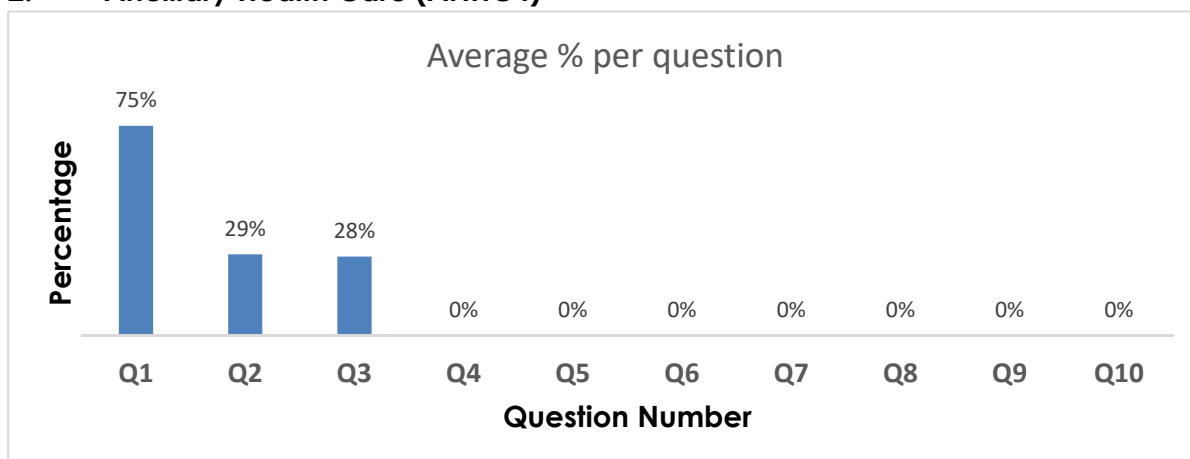


Figure 8B: Candidate performance in ANHC4 per question for 60 scripts – Free State

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	3	7	27	18	5	0	0	0

## 3. Arts and Culture (ARTC4)

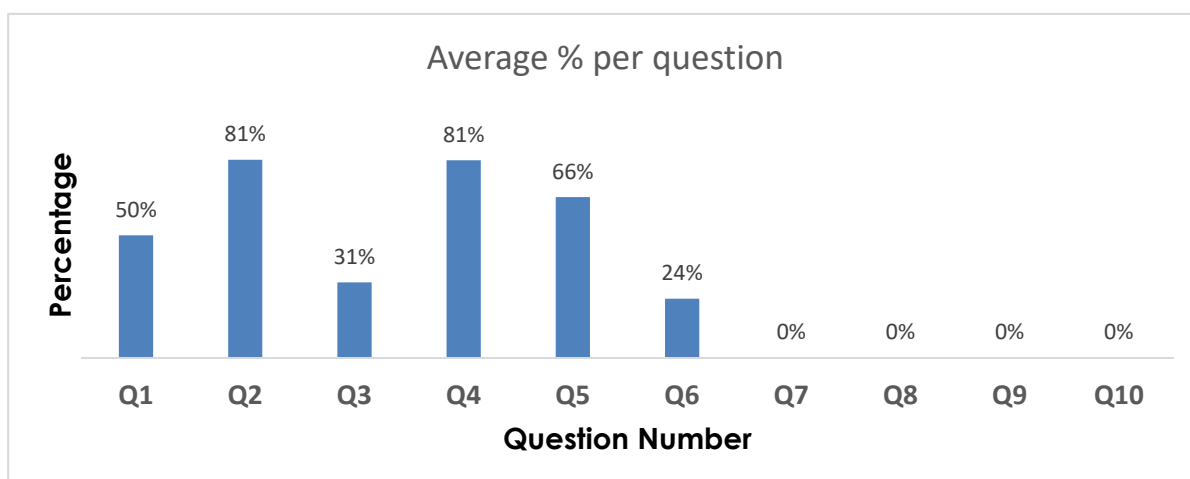
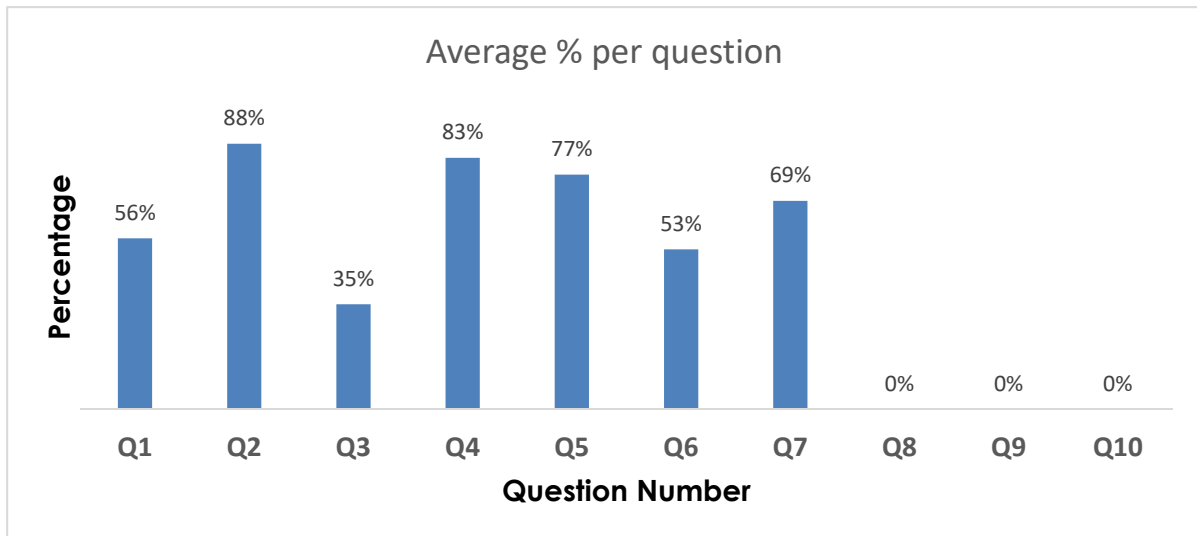


Figure 8C (i): Candidate performance in ARTC4 per question for 60 scripts – Free State

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	2	11	18	16	11	2	0

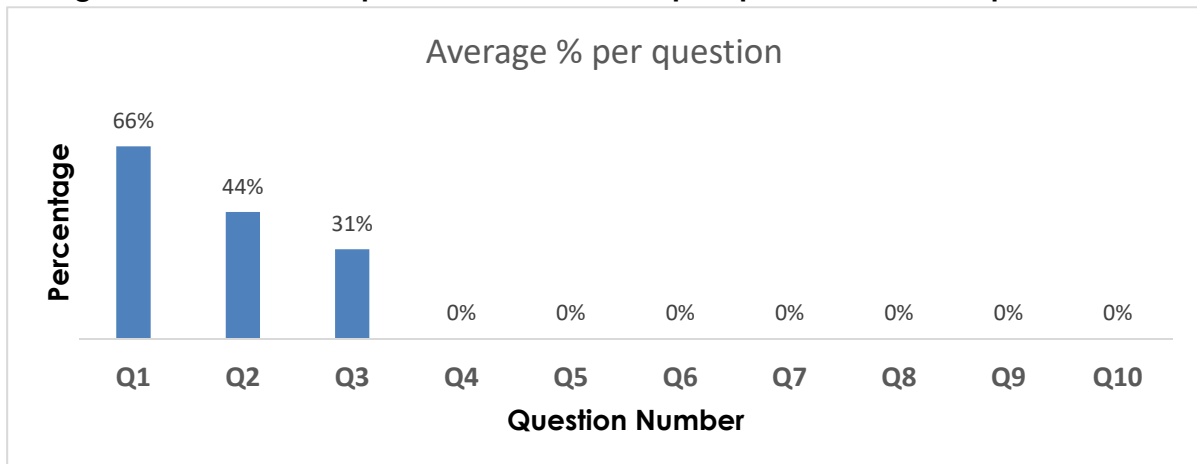


**Figure 8C (ii): Candidate performance in ARTC4 per question for 60 scripts – Western Cape**

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	5	3	21	18	12	1	0

#### 4. Early Childhood Development (ECD4)

**Figure 8D: Candidate performance in ECD4 per question for 60 scripts – North**



**West**

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	8	5	11	16	9	5	2	0

## 5. Economic and Management Sciences (EMSC)

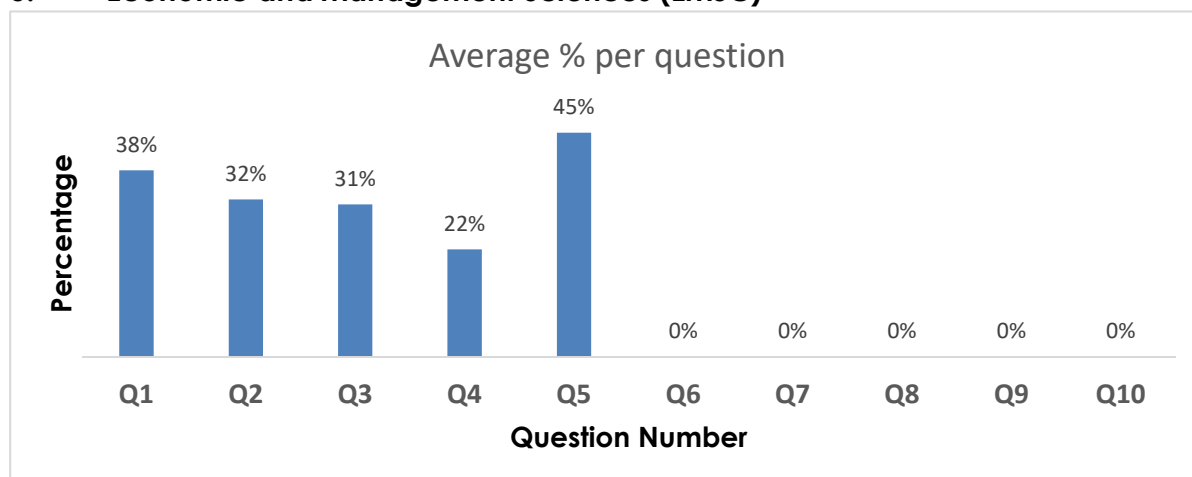


Figure 8E (i): Candidate performance in EMSC4 per question for 60 scripts – KwaZulu-Natal

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

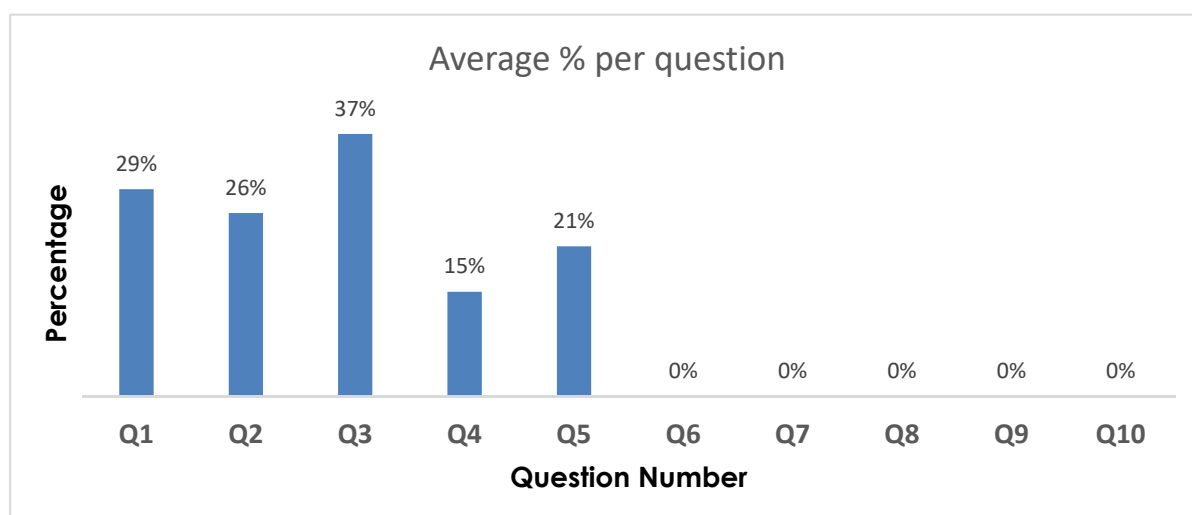


Figure 8E (ii): Candidate performance in EMSC4 per question for 56 scripts – North West

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	17	21	14	3	0	1	0	0	0

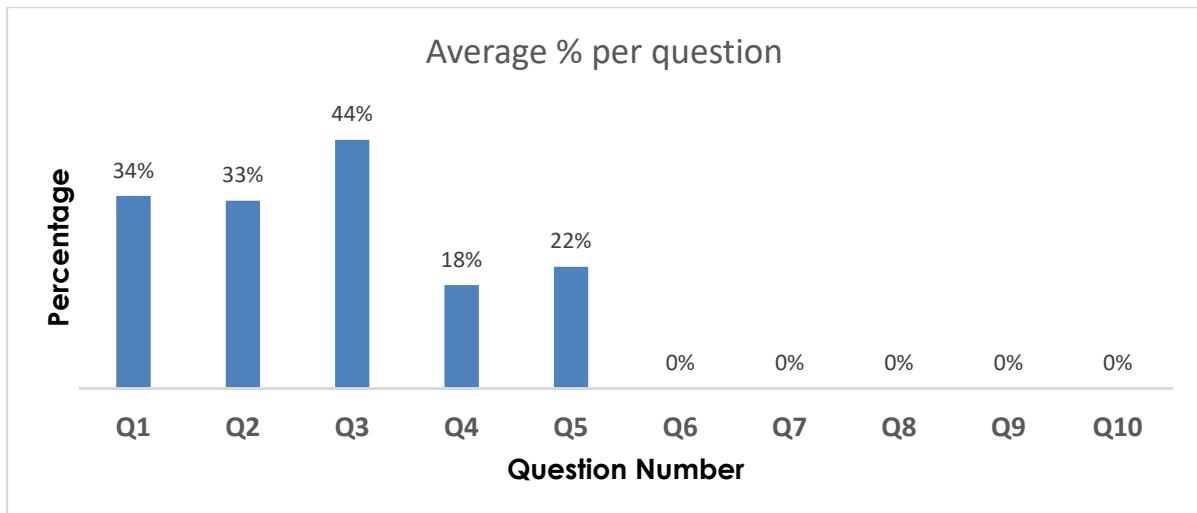


Figure 8E (iii): Candidate performance EMSC4 per question for 60 scripts – Western Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	8	17	21	9	3	0	0	0	0

#### 6. Human and Social Sciences (HSSC4)

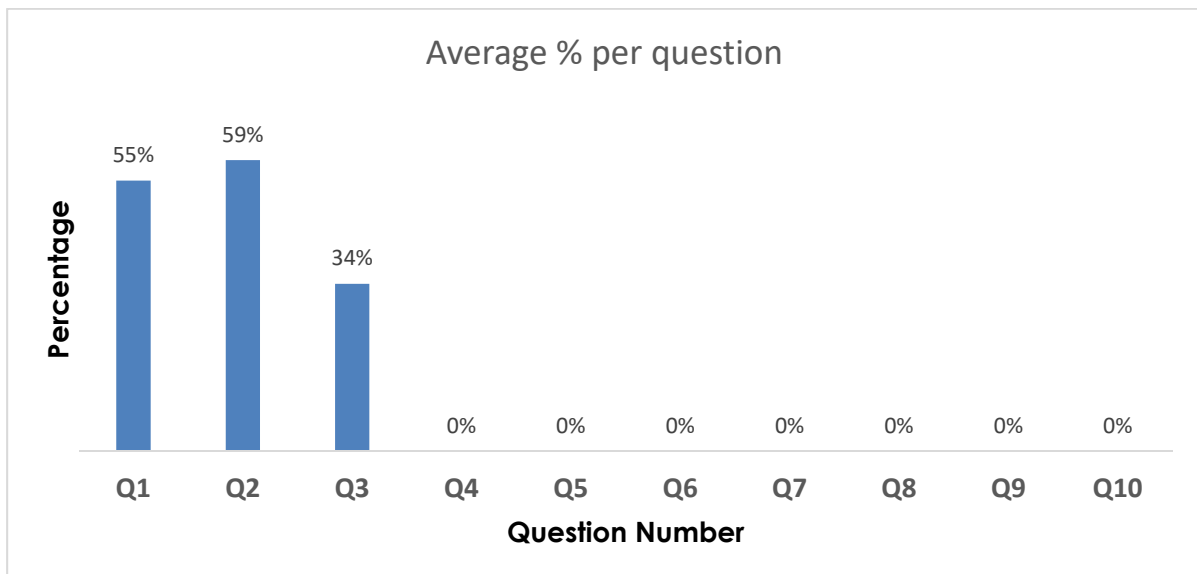


Figure 8F (i): Candidate performance in HSSC4 per question for 60 scripts – Eastern Cape

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	12	6	13	7	13	2	0



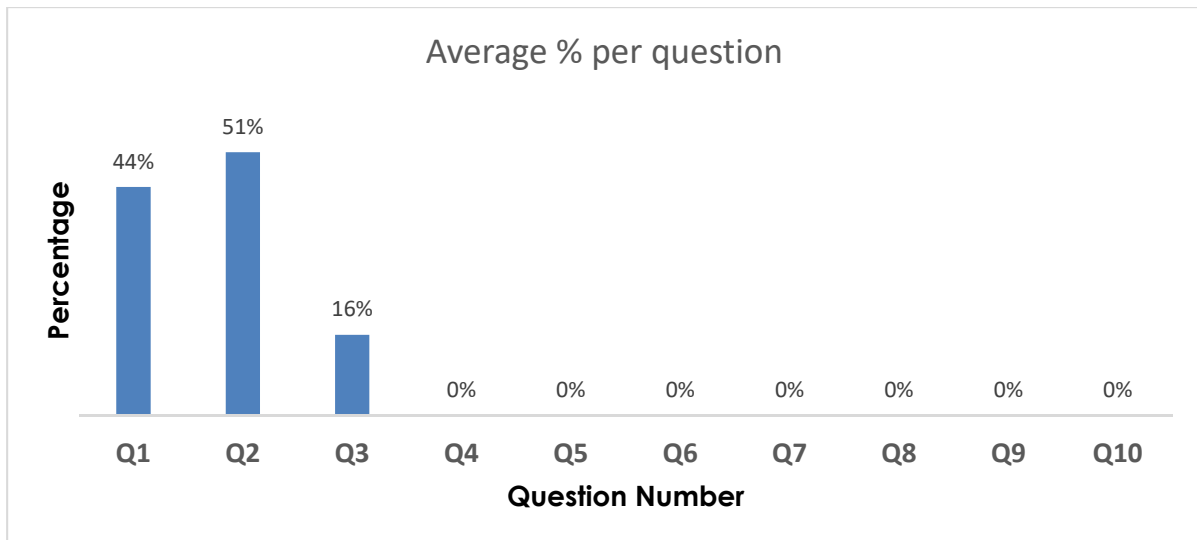


Figure 8F (ii): Candidate performance in HSSC4 per question for 60 scripts – North West

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	5	13	20	12	4	0	0	0

## 7. Information Communication Technology (INCT4)

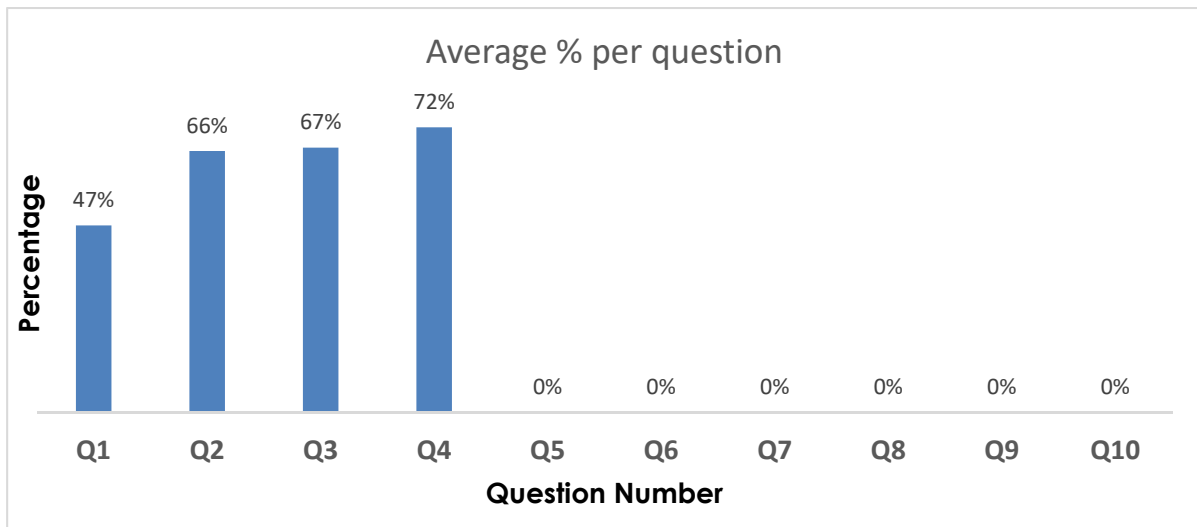


Figure 8G: Candidate performance in INCT4 per question for 60 scripts – Western Cape

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	1	8	7	8	9	15	9	1

## 8. Language, Literacy and Communication: Afrikaans (LCAF4)

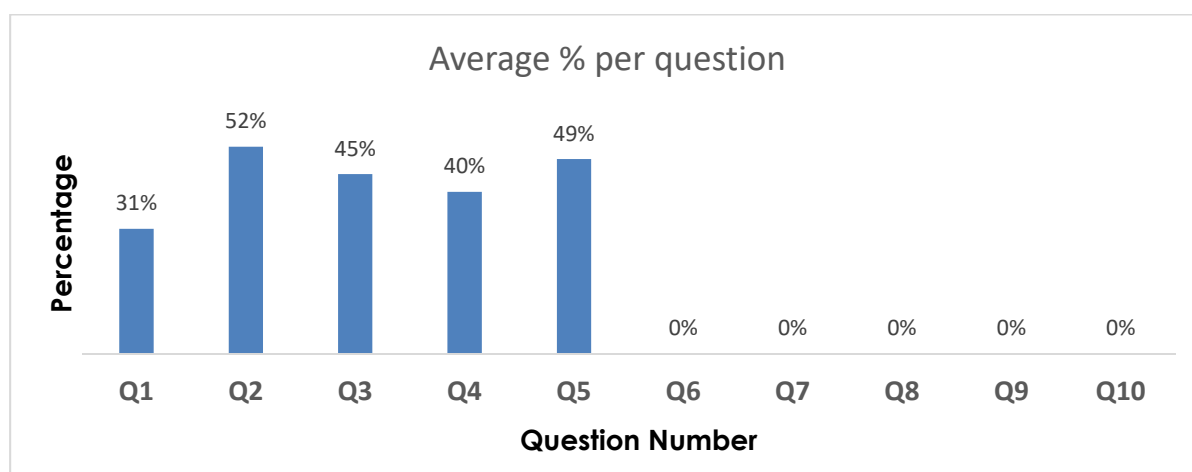


Figure 8H: Candidate performance in LCAF4 per question for 60 scripts – Northern Cape

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	9	10	19	16	3	1	0	0

## 9. Language, Literacy and Communication: English (LCEN4)

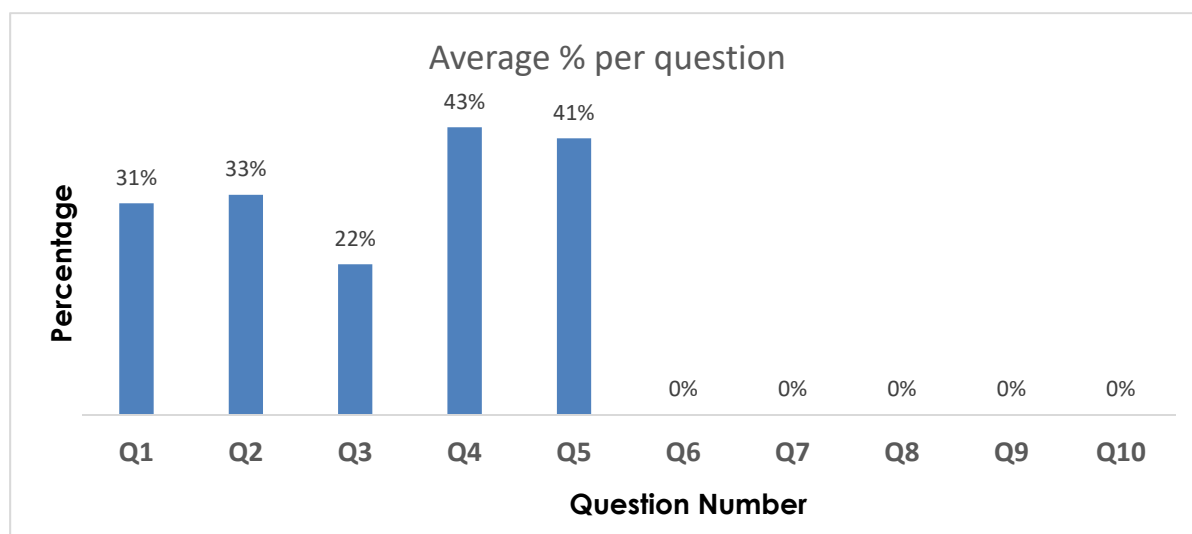


Figure 8I (i) Candidate performance in LCEN4 per question for 60 scripts – Northern Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
6	3	8	13	18	10	2	0	0	0

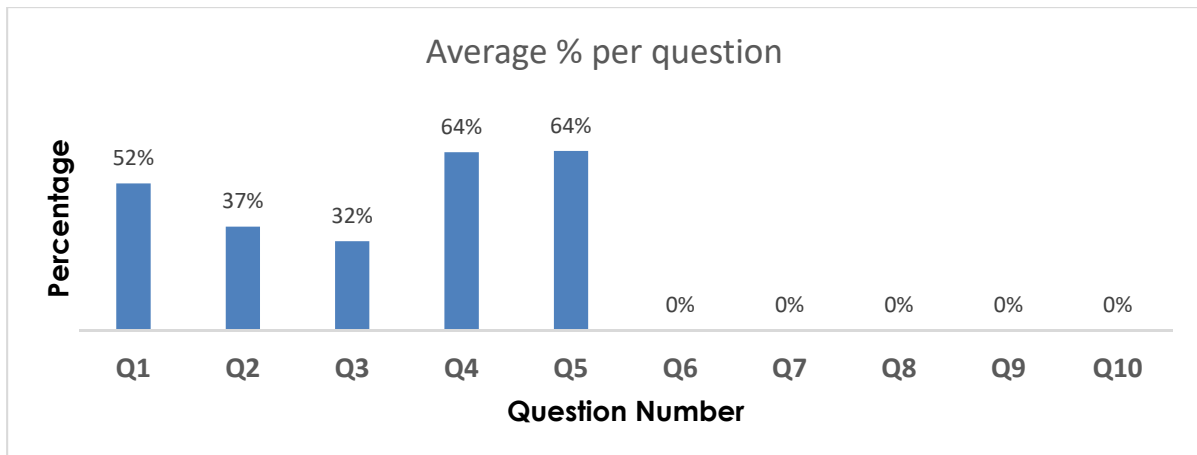


Figure 8I (ii) Candidate performance in LCEN4 per question for 60 scripts – Western Cape

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

#### 10. Language, Literacy and Communication: IsiNdebele (LCND4)

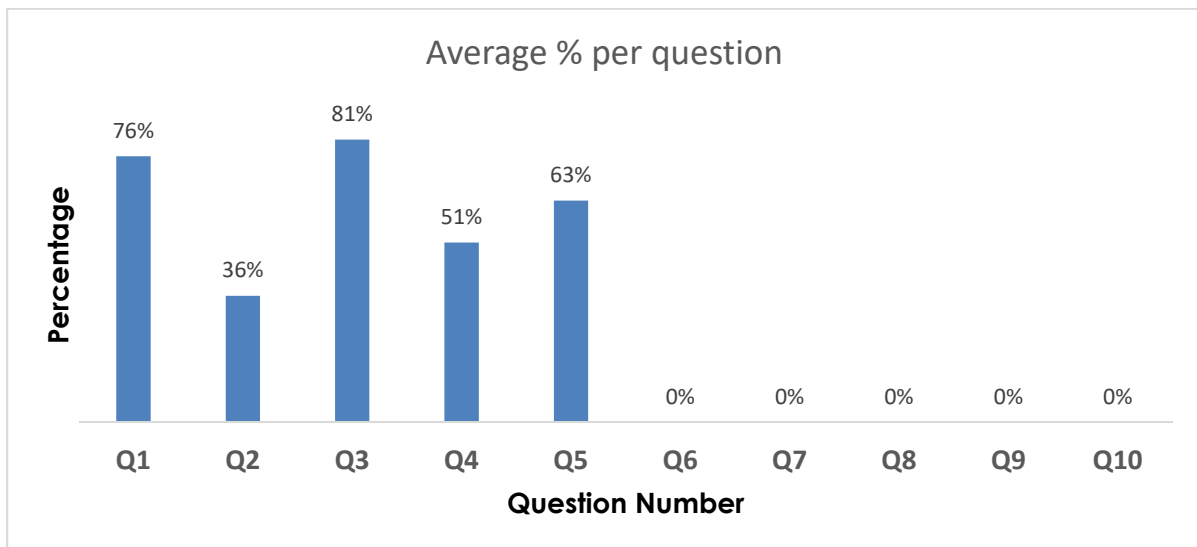


Figure 8J: Candidate performance in LCND4 per question for 60 scripts – Mpumalanga

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	1	2	8	13	23	12	0	0

## 11. Language, Literacy and Communication: Sesotho (LCSO4)

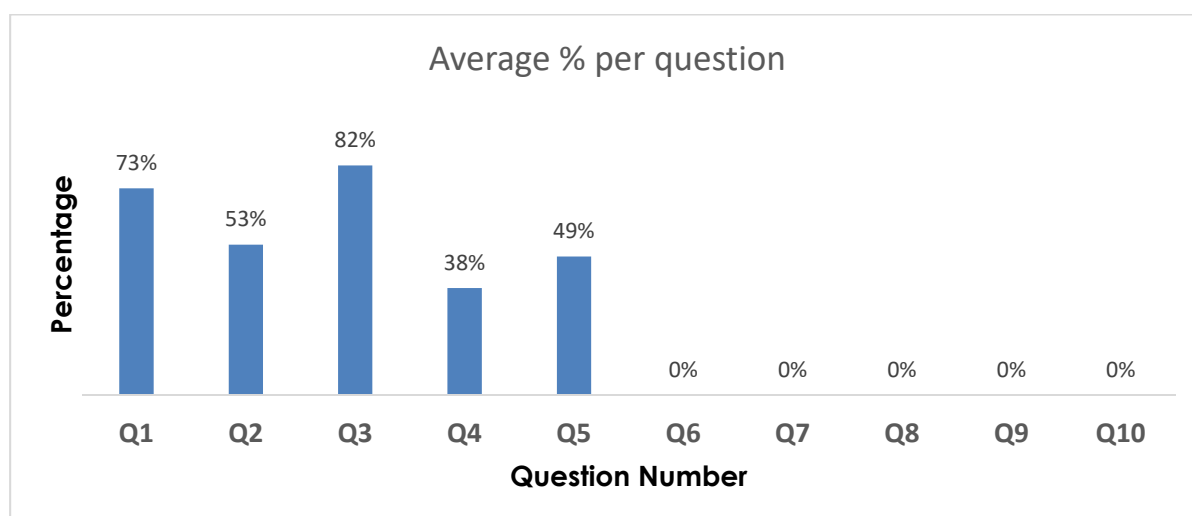


Figure 8K (i): Candidate performance in LCSO4 per question for 60 scripts – Free State

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	1	5	8	19	20	3	2	0

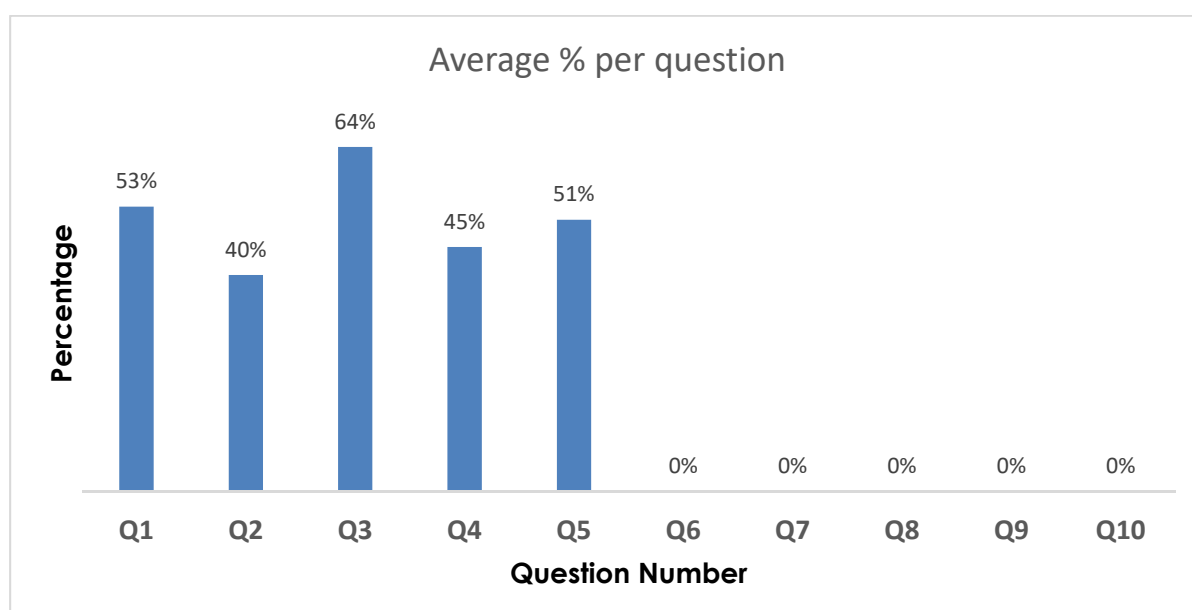


Figure 8K (ii): Candidate performance in LCSO4 per question for 60 scripts – Gauteng

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
8	2	6	3	8	8	8	13	4	0

## 12. Language, Literacy and Communication: Sepedi (LCSP4)

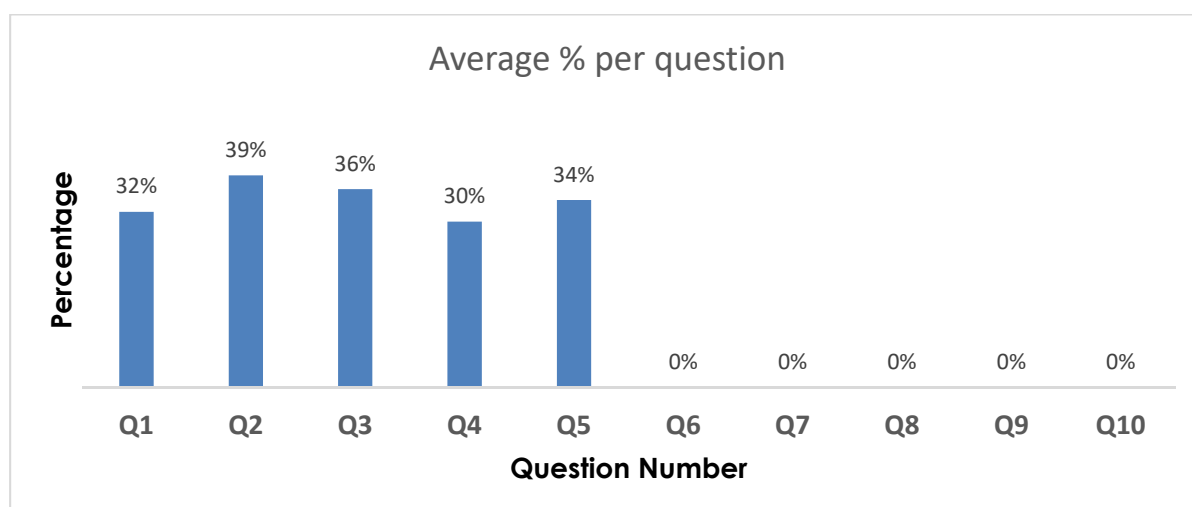


Figure 8L: Candidate performance in LCSP4 per question for 60 scripts – Gauteng

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

## 13. Language, Literacy and Communication: siSwati (LCSW4)

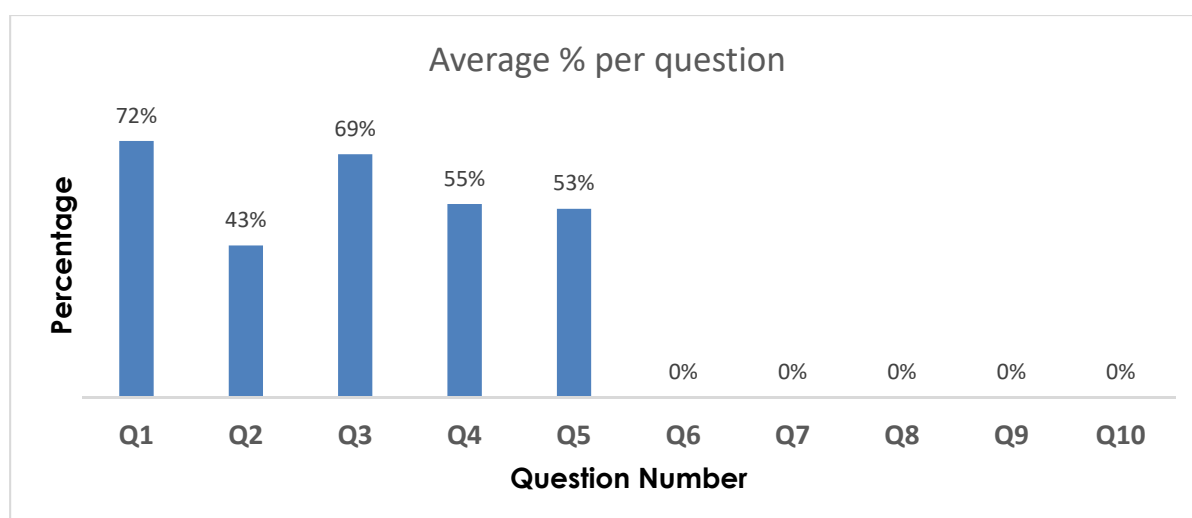


Figure 8M: Candidate performance in LCSW4 per question for 60 scripts – Mpumalanga

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	3	2	7	7	11	13	10	0

#### 14. Language, Literacy and Communication: Setswana (LCTS4)

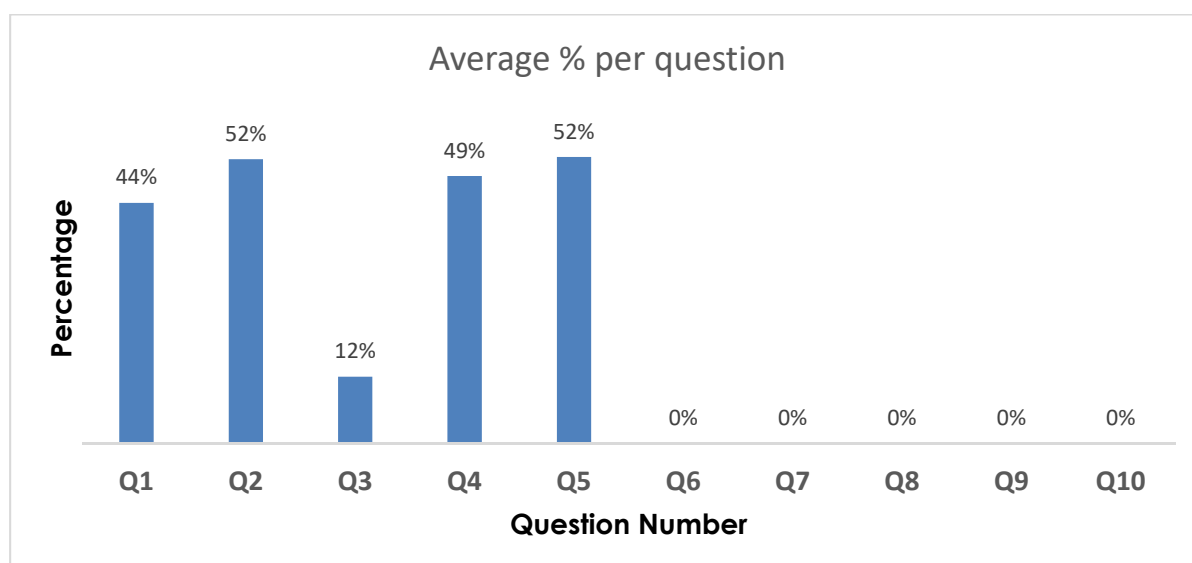


Figure 8N: Candidate performance in LCTS4 per question for 60 scripts – Gauteng

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	3	8	11	9	24	3	0	0	0

#### 15. Language, Literacy and Communication: Tshivenda (LCVE4)

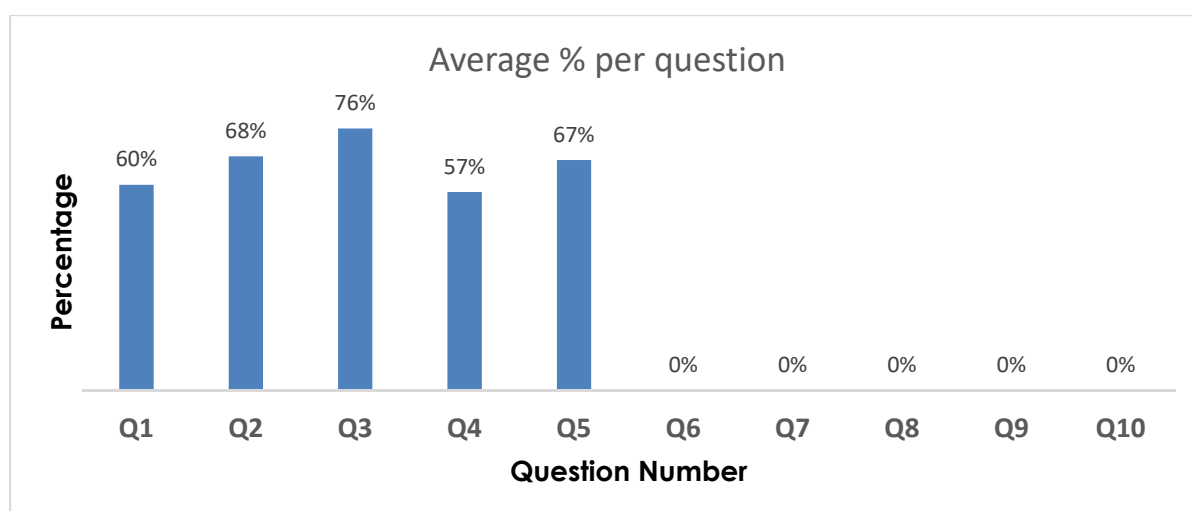


Figure 8O: Candidate performance in LCVE4 per question for 60 scripts – Limpopo

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	1	0	3	15	20	15	4	1

16. Language, Literacy and Communication: IsiXhosa (LCXH4)

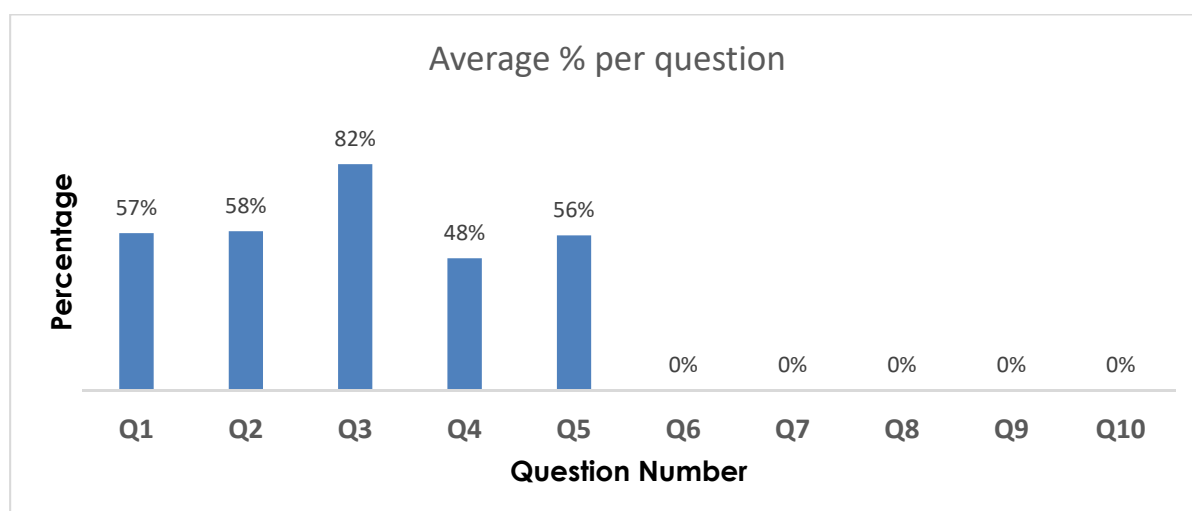


Figure 8P: Candidate performance in LCXH4 per question for 60 scripts – Eastern Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	3	11	9	7	11	11	8	0

17. Language, Literacy and Communication: Xitsonga (LCXI4)

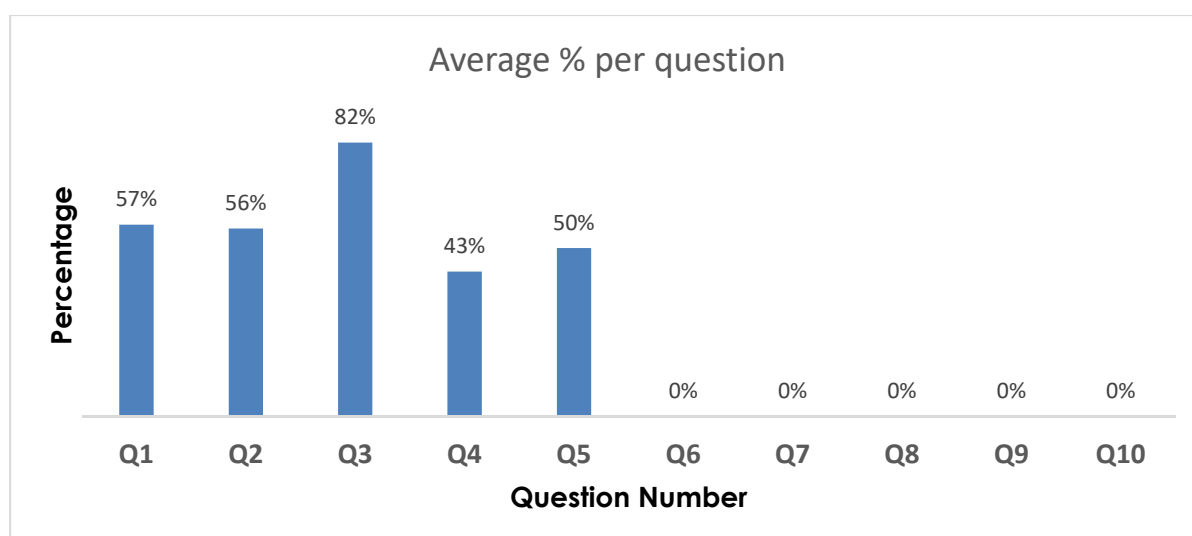


Figure 8Q (i): Candidate performance in LCXI4 per question for 60 scripts – Limpopo

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	7	6	27	12	5	0	0

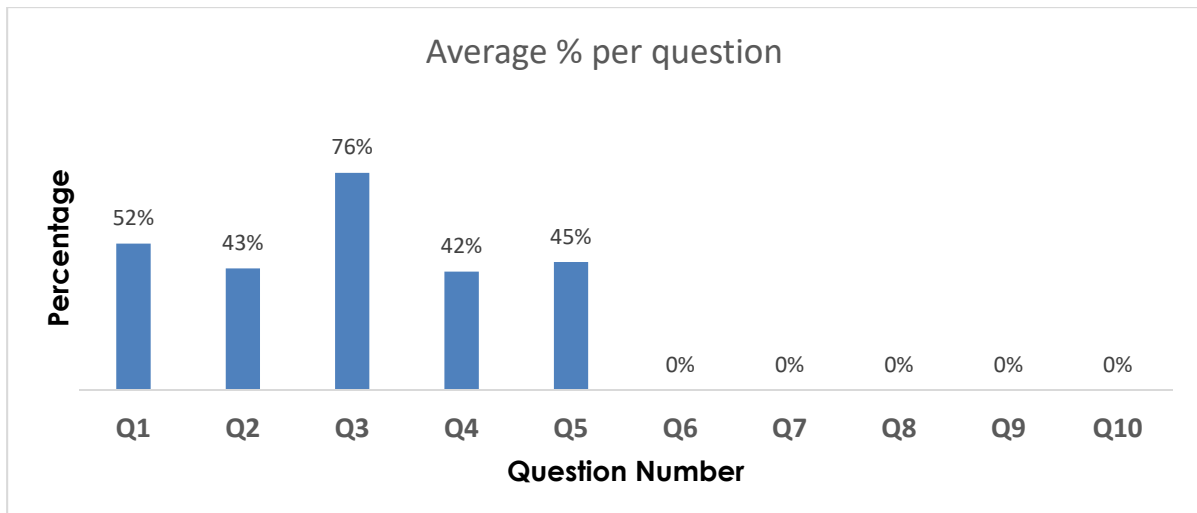


Figure 8Q (ii): Candidate performance in LCXI4 per question for 60 scripts – Mpumalanga

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
6	3	7	5	8	16	12	3	0	0

#### 18. Language, Literacy and Communication: IsiZulu (LCZU4)

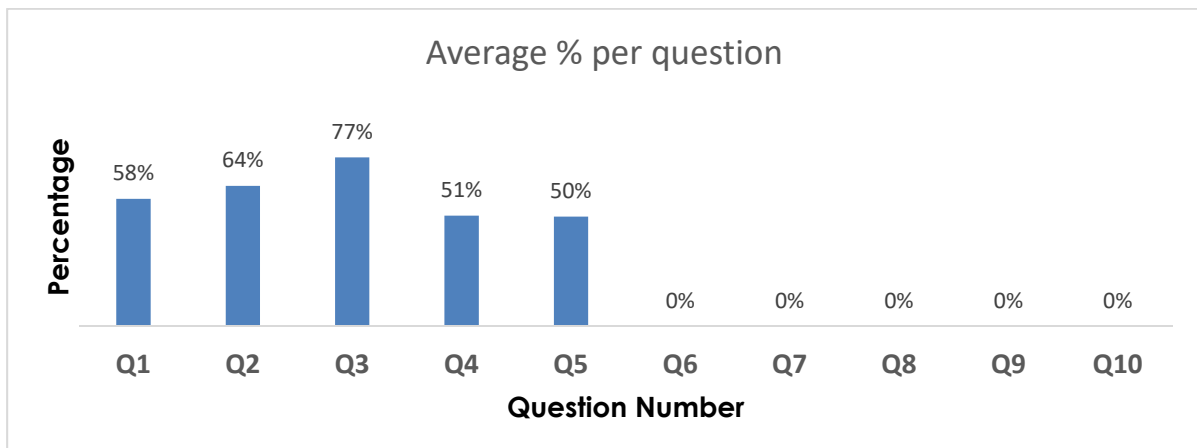


Figure 8R: Candidate performance in LCZU4 per question for 60 scripts – KwaZulu-Natal

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
4	0	1	3	6	16	16	12	2	0



## 19. Life Orientation (LIF04)

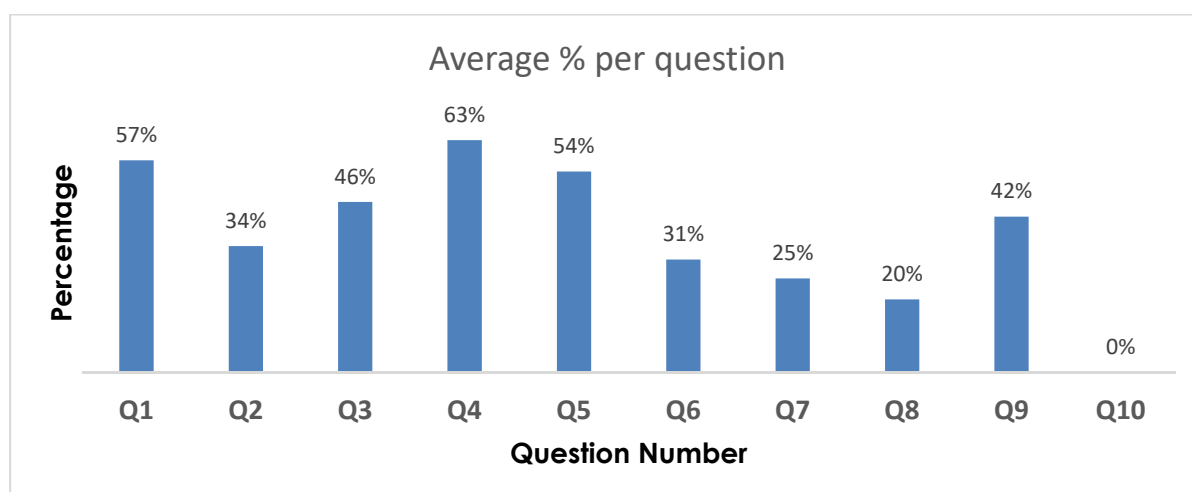


Figure 8S (i): Candidate performance in LIFO4 per question for 60 scripts – Limpopo

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	13	17	12	9	3	0	0

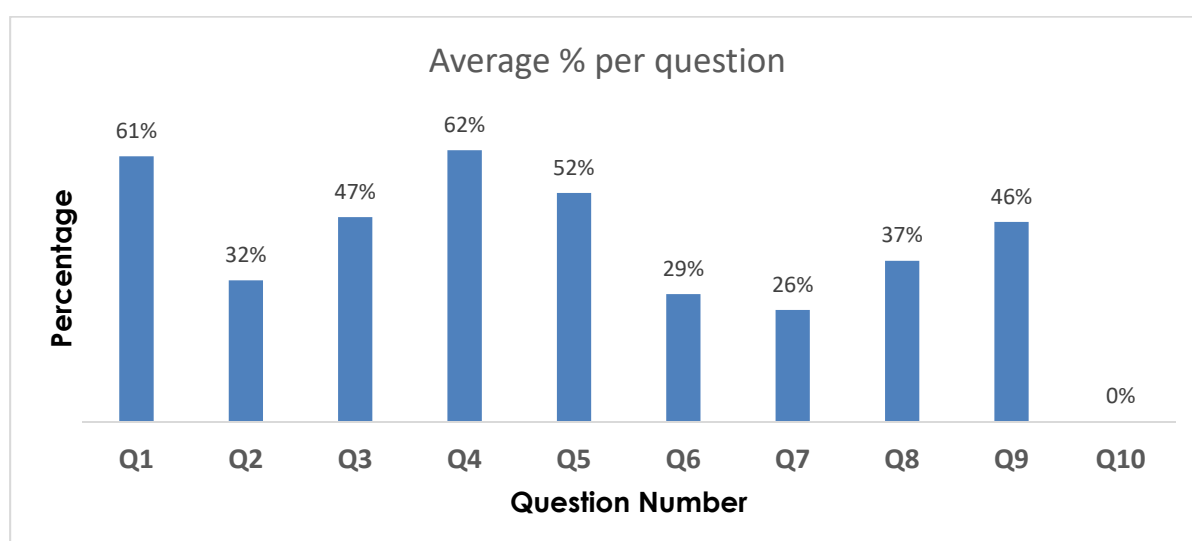


Figure 8S (ii): Candidate performance in LIFO4 per question for 60 scripts – Northern Cape

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	10	11	18	11	5	0	0	0

20. Mathematical Literacy (MLMS4)

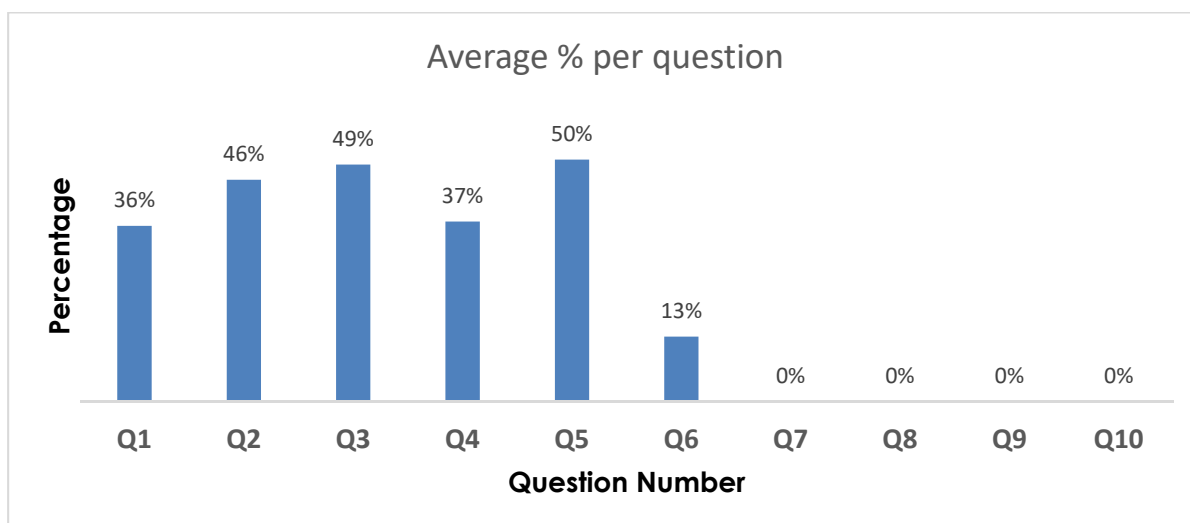


Figure 8T (i): Candidate performance in MLMS4 per question for 60 scripts – Free State

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	9	6	9	10	7	9	6	1	0

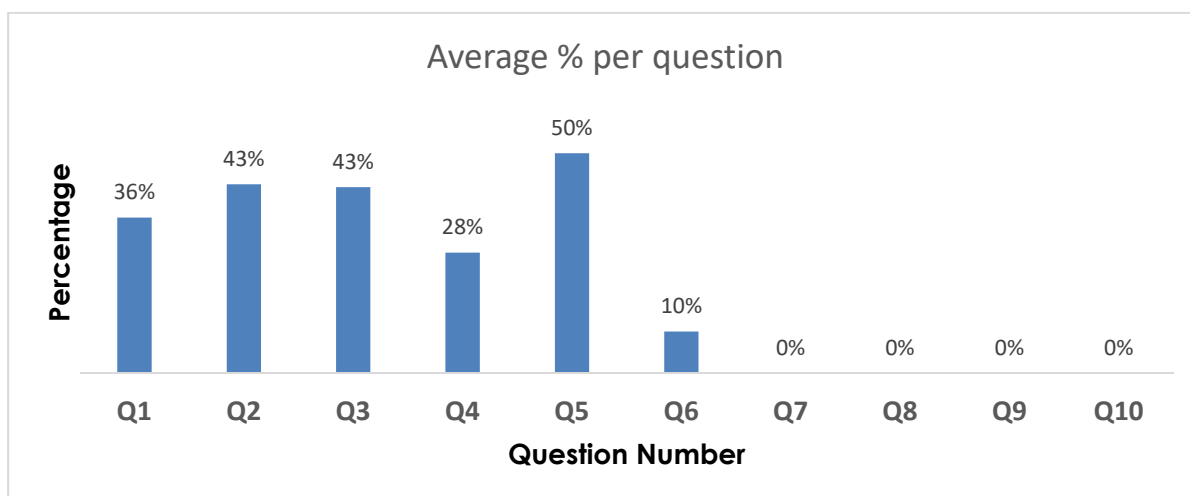


Figure 8T (ii): Candidate performance in MLMS4 per question for 60 scripts – Northern Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	4	11	20	14	5	4	1	0	0

## 21. Mathematics and Mathematical Sciences (MMSC4)

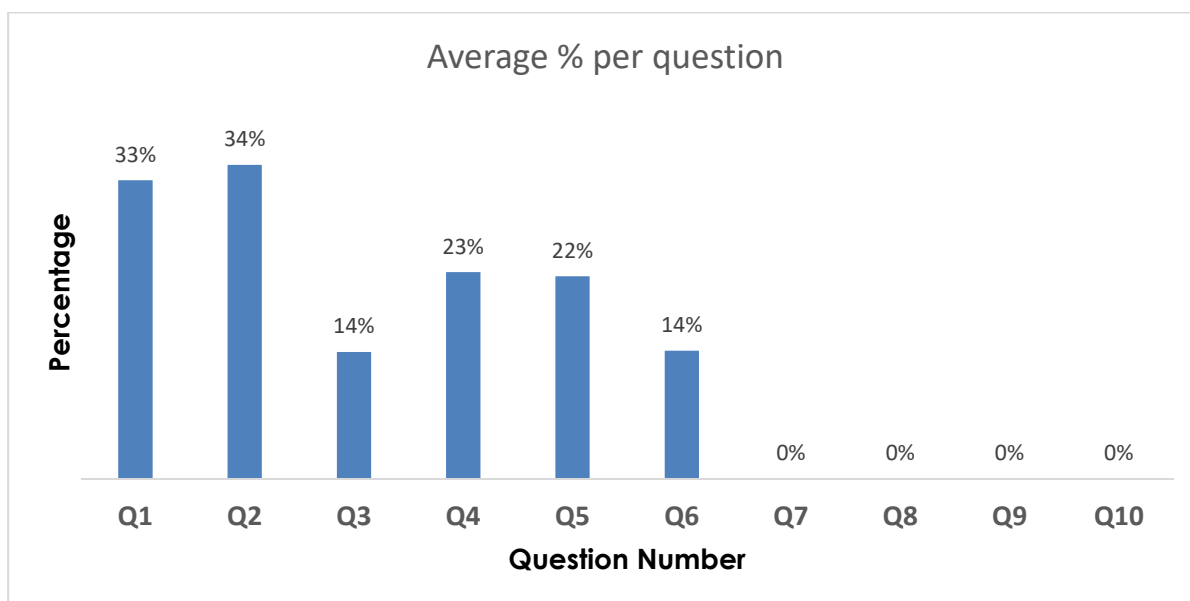


Figure 8U: Candidate performance in MMSC4 per question for 41 scripts – North West

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
8	15	9	4	3	2	0	0	0	0

## 22. Natural Sciences (NATS4)

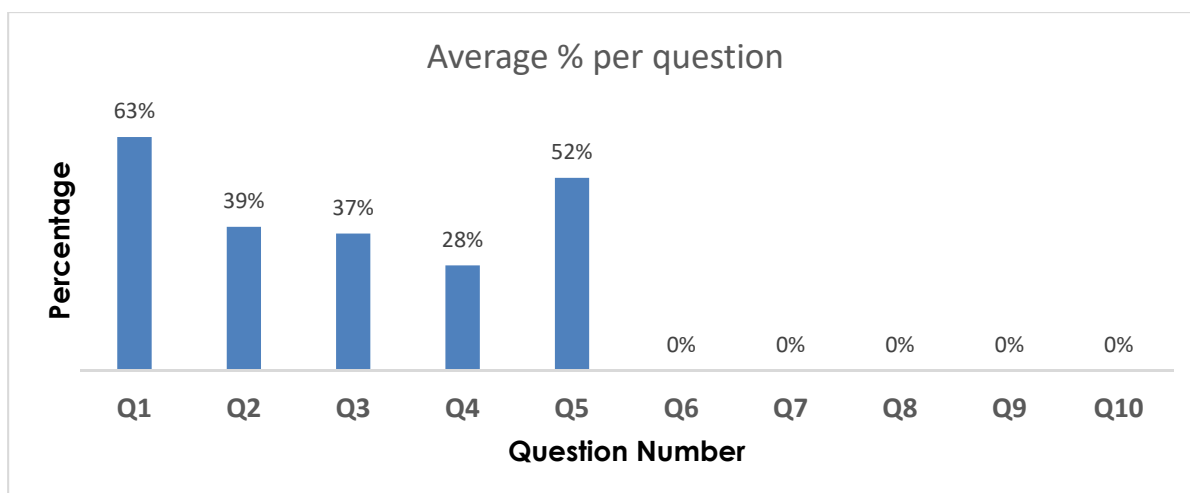
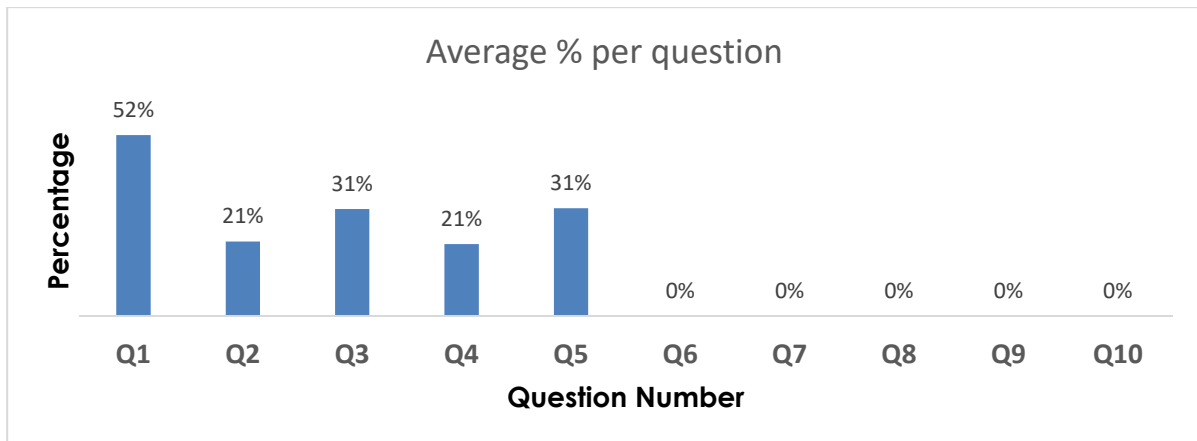


Figure 8V (i): Candidate performance in NATS4 per question for 60 scripts – KwaZulu-Natal

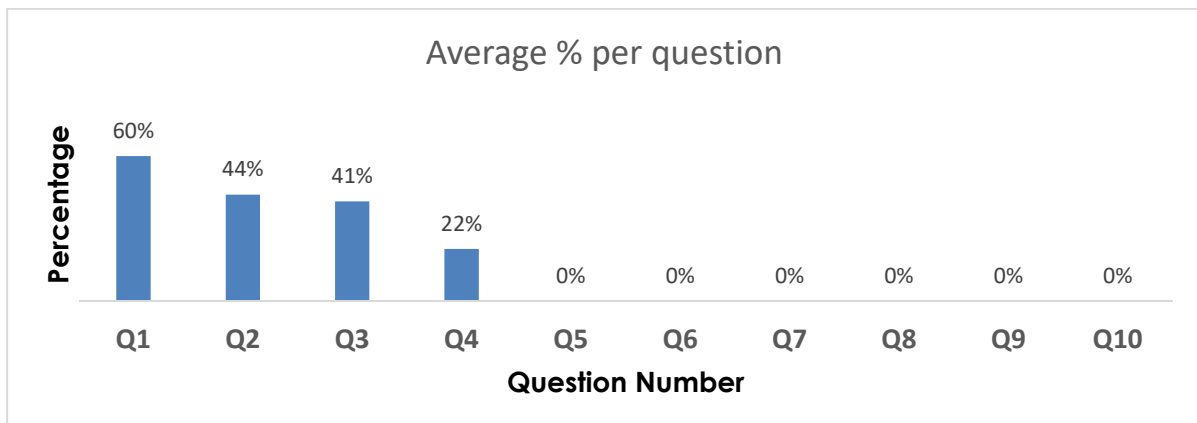
MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	3	7	12	14	6	14	4	0	0



**Figure 8V (ii): Candidate performance in NATS4 per question for 60 scripts – Mpumalanga**

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	18	8	5	2	1	0	0

### 23. Small, Medium and Micro Enterprises (SMME4)



**Figure 8W: Candidate performance in SMME4 per question for 60 scripts – KwaZulu-Natal**

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	6	16	15	9	8	3	1	0

## 24. Technology (TECH4)

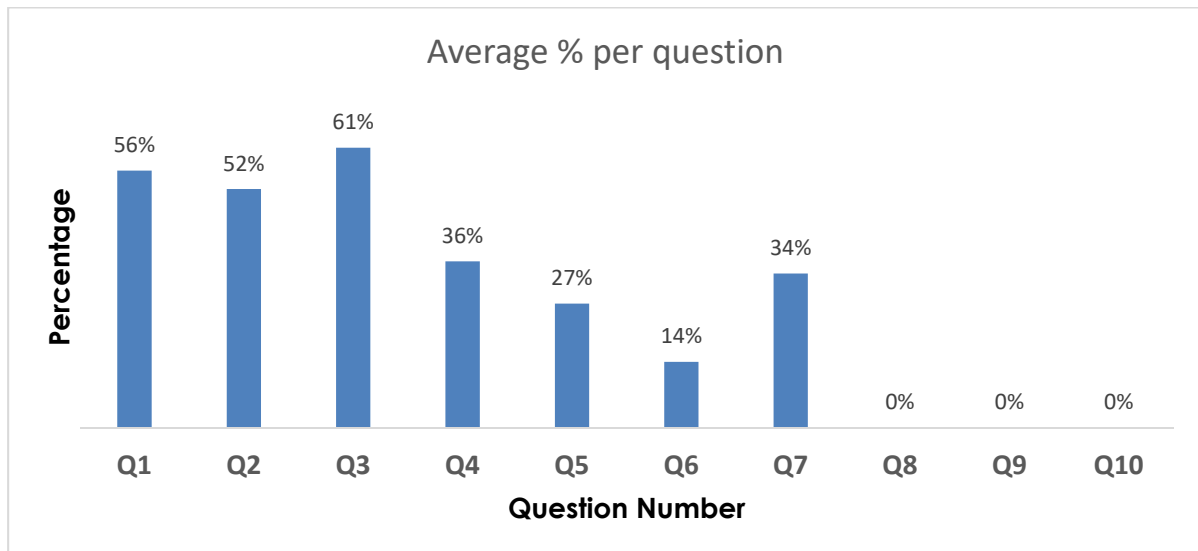


Figure 8X (i): Candidate performance in TECH4 per question for 60 scripts – KwaZulu-Natal

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

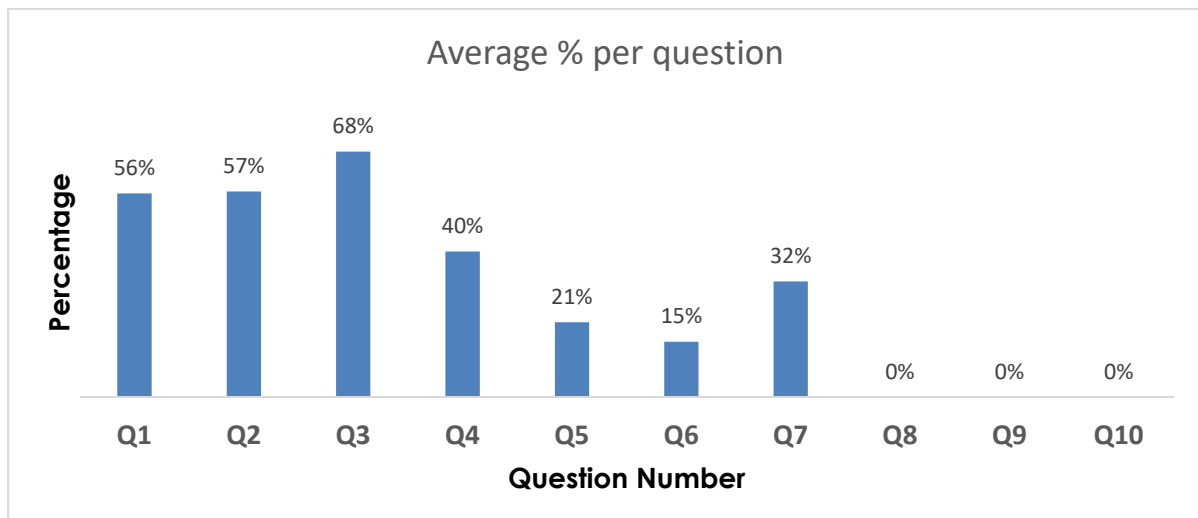
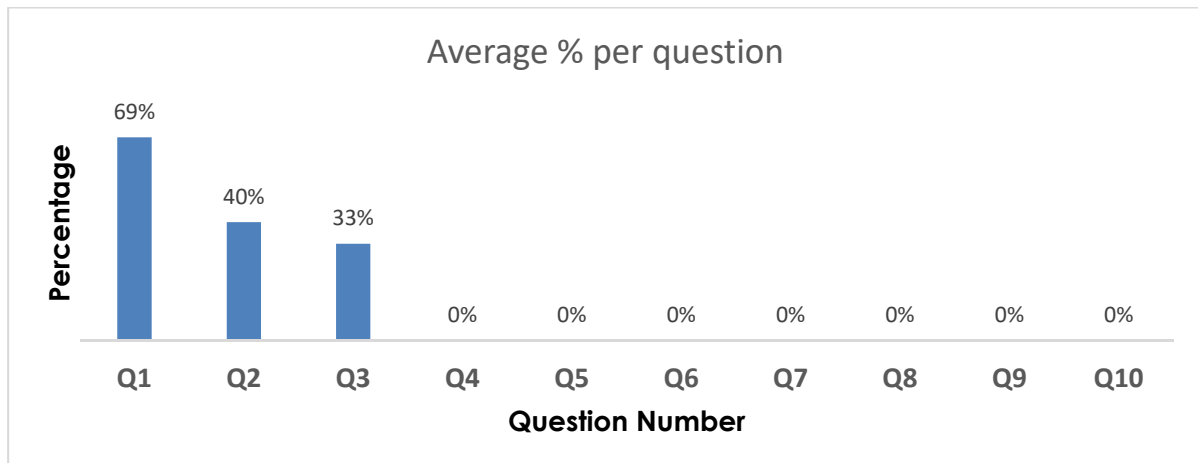


Figure 8X (ii): Candidate performance in TECH4 per question for 60 scripts – Mpumalanga

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	12	18	13	7	2	1	0	0

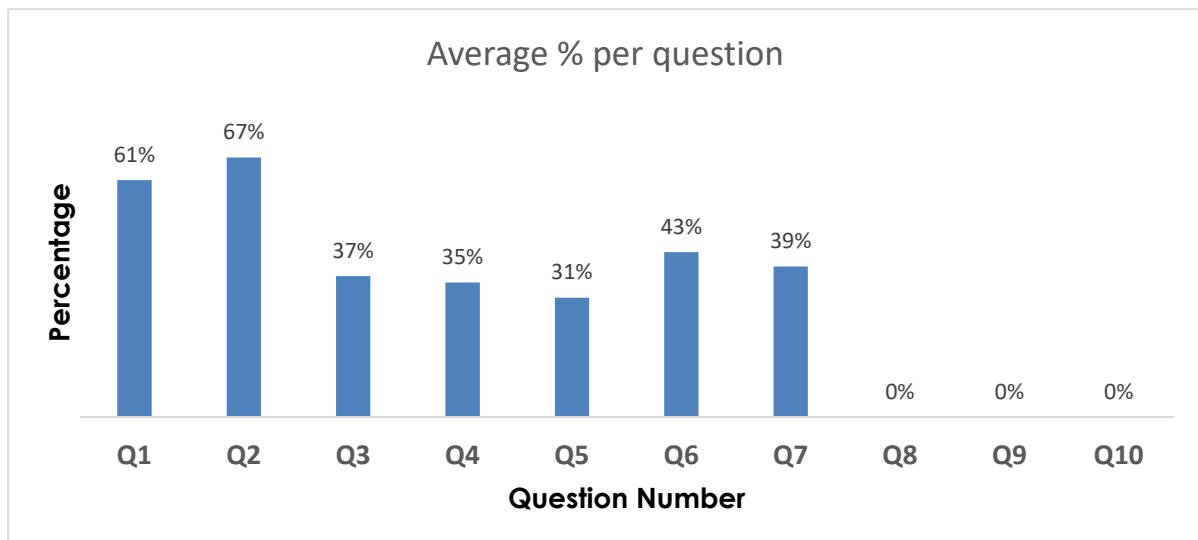
**25. Travel and Tourism (TRVT4)**



**Figure 8Y: Candidate performance in TRVT4 per question for 60 scripts – Eastern Cape**

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	2	1	6	18	17	9	6	0	0

**26. Wholesale and Retail (WHRT4)**



**Figure 8Z: Candidate performance in WHRT4 per question for 60 scripts – Gauteng**

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

### **8.3.5 Findings and recommendations**

The quality and standard of internal moderation was good at many of the centres. Based on observations regarding the poor quality of responses for AAAT4, the Umalusi moderator noticed that candidates had not done research on the Internet or print media for general knowledge on agricultural concepts and practices. Practical work or visits to farms should have been implemented to enable candidates to respond to question 5.

For the languages, Umalusi found that some markers were unable to apply the marking rubrics for marking essays and transactional pieces correctly. Markers were unable to distinguish between 'meritorious' and 'substantial' for both the language and content components. The assumption made by markers was that if the content was meritorious, then the language was also meritorious. 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, with particular emphasis on the need to underline grammatical errors.

Some markers tended to mark short-response and free-response questions very rigidly, without crediting responses that were correct but phrased differently from the marking guidelines. Any failure to credit alternative responses disadvantaged the candidates unfairly.

It was recommended that chief markers spend more time training novice markers to ensure that robotic assessments of responses are avoided and that differently phrased responses are credited.

At some marking centres chief markers and internal moderators did not insist that markers re-mark answers when incorrectly marked questions on moderated scripts were corrected by them. In the interest of fairness to all candidates, corrections need to be applied to all scripts.

A lack of content knowledge among some markers, especially in the EMSC4 and SMME4 learning areas, was identified during verification. In-service training or workshops for educators in specialised learning areas should be undertaken by the provincial education departments (PED) throughout the country.

Irregularities in terms of copying were noted by Umalusi in KwaZulu-Natal at the marking centre at Harding High School, in NATS4 and SMME4. Investigations into the matter by the relevant authorities were recommended.

## **8.4 Areas of Compliance**

The following was noticed as compliance:

- Verification of marking was conducted in all 26 learning areas;
- Some learning areas were verified in more than one marking venue, increasing the sample of verified scripts; and
- The entire process of marking and moderation of LIFO4 in Limpopo was commended by the Umalusi moderator, who was impressed by the work ethic of the markers.

## **8.5 Areas of Non-compliance**

The following were noticed as non-compliance:

- Umalusi found that markers in seven learning areas failed to credit alternative answers to questions that required explanations in the candidates' own words. Some markers applied the marking guidelines rigidly. This practice suggested a lack of content knowledge;
- In the languages learning areas, most markers in all the marking centres appeared to be unable to assess essays and transactional pieces correctly: these were either over- or under-assessed. Markers appeared to have difficulty differentiating between the criteria listed in the rubrics;
- In some centres chief markers and internal moderators did not select scripts for marking in a methodical manner. The requirement of 10% for moderation quite often overlooked large batches from single centres: Umalusi identified batches of 20 scripts or more that had not been moderated by either the chief marker or the internal moderator;
- The technical irregularities that were identified suggested laxity on the part of invigilators at examination centres, which detracted from the seriousness of the examination;
- That copying continued to take place in some examination centres, despite official reminders about the serious repercussions of this practice, was of grave concern to Umalusi;
- Novice markers appeared to be struggling with interpreting and applying the marking guidelines to partially subjective responses;
- Some centres either submitted blank discs for the INCT4 examination or saved the candidates' responses as a 'shortcut'. This meant that many candidates who had answered the questions were not credited for their work because of incorrect procedures with disks at the examination centres;
- In some learning areas, alternative responses that had been accepted during the standardisation of marking guidelines discussions were not captured in the final copy of the marking guidelines; and



- The fact that the LCSO4 did not have an internal moderator meant that the chief marker had to double-up as chief marker and internal moderator. This affected the efficiency of the marking process.

## **8.6 Directives for Compliance and Improvement**

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

- Embark on training sessions for language lecturers on assessment, particularly the correct application of marking rubrics for marking essays and transactional pieces to ensure that the candidates are not unfairly disadvantaged;
- Ensure that all provincial marking centres report all irregularities. The seriousness of not reporting irregularities must be drawn to the attention of chief markers and internal moderators, as well as the PED;
- Ensure that invigilators at community learning centres that offer INCT4 are properly trained to save candidates' work correctly so that the responses can be accessed at marking centres;
- Ensure that chief markers and internal moderators moderate 10% of scripts per centre, instead of a blanket 10% of the total number of scripts;
- Add the time taken for the training of novice markers to the time generally planned for the marking of scripts to be completed to ensure that markers are not rushed to complete marking within a given period, and that the integrity of the marking process is not compromised; and
- Have a contingency plan in place to deal with situations where key marking officials, such as internal moderators, do not report for duty.

## **8.7 Conclusion**

Umalusi was pleased to note that the quality of marking and internal moderation in most learning areas had, for the November 2017 GETC: ABET Level 4 examinations, improved in many 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 centres marking complied with moderation requirements and was consistent, fair and reliable.

Marking personnel must, however, remain vigilant in identifying and handling irregularities at marking centres. Irregularities were, in most cases, identified by Umalusi.

# CHAPTER 9 STANDARDISATION AND VERIFICATION OF RESULTS

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## 9.1 Introduction

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

According to the General and Further Education and Training (GENFETQA) Act 2001, as amended in 2008, section 17A (4), the Council may adjust raw marks during the standardisation process. Qualitative inputs from external and internal moderators, post-examination analysis reports as well as the principles of standardisation are taken into consideration in carrying out the statistical moderation process.

The various standardisation processes ensure that the procedure is carried out accurately. It involves, mainly, the verification of subject structures and electronic data booklets, the development of the historical averages and approval of adjustments, statistical moderation and resulting.

## 9.2 Scope and Approach

The Department of Higher Education and Training (DHET) presented 26 learning areas for the statistical moderation of the November 2017 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4, a qualification at Level 1 on the National Qualifications Framework (NQF). Umalusi conducted the verification of the capturing of marks in four provincial education departments (PED), i.e. Gauteng, Limpopo, Western Cape and Mpumalanga.

## 9.3 Findings and Decisions

### 9.3.1 Development of historical averages

The subject structures were verified and approved. The historical averages for each subject were developed from the previous five November examinations. The data and the calculation were verified and approved during first submission. Only one subject had an outlier, to which the principle of exclusion was applied. This was identified as listed below:

**Table 9A: Outlier learning area**

Learning area code	Learning area	Excluded examination sitting
612470031	Wholesale and Retail	201210

### 9.3.2 Capturing of marks

Umalusi verified the capturing of marks at capturing centres in four PEDs. The system administrators described the capturing process and Umalusi verified a sample of mark sheets.

Policy guidelines on the capturing process and the management plan for capturing marks were made available to Umalusi during verification. The capturing of examination marks in all provinces monitored was in line with the Department of Basic Education management plan. The national administrator provided an update of the capturing rate, per province, daily.

Adequate personnel were appointed to capture marks at all centres and appointment procedures complied with national requirements. All provinces used full-time staff to capture marks. Those with large numbers of mark sheets also employed contract workers, all of whom satisfied the minimum requirements for capturing. All contract data capturers signed contracts as proof of employment and received training from the provincial system administrators. The system administrators provided attendance registers and PowerPoint presentations as evidence of training. Furthermore, all provinces except Eastern Cape provided training manuals as part of the data capturers' training. All personnel, those in charge and those appointed for data capturing, signed confidentiality declarations prior to assuming duty.

All PED except Western Cape captured marks online; Western Cape captured marks offline and uploaded these to the mainframe daily. All provinces except Western Cape captured marks from the mark sheets; Western Cape captured marks directly from the scripts. Western Cape had control measures in place to ensure their process of capturing was not compromised: for example, the system automatically calculated total marks per question and compared these with the total calculated by the examination assistants during their checking. All provinces employed double-capturing to authenticate marks. In all provinces except Eastern Cape, there were dedicated data capturers and verifiers, i.e. capturers were not responsible for both capturing and verifying captured marks.

Although capturing centres did not have guidelines or procedural documents for authenticating mark sheets, there were control measures in place. Most provinces used bar code scanners to scan mark sheets and to control the movement of mark sheets.

The capturing facilities were under 24-hour security surveillance. There was access

control at all capturing centres monitored. There were CCTV cameras at some capturing centres such as Northern Cape, KwaZulu-Natal, Western Cape and Gauteng. Bio-matrix systems were in place in provinces such as Northern Cape and Eastern Cape. Contingency measures were in place in all the centres monitored: standby computers were available; captured data was backed-up daily; standby uninterrupted power supply (UPS) was installed in case of power failures; and the State Information Technology Agency (SITA) national office backed-up data daily.

### 9.3.3 Electronic data sets and standardisation booklets

The electronic data sets were verified before the printing of the final standardisation booklets. The following data sets were verified and approved during first submission: statistics distribution, raw mark distribution and pair's analysis. However, the electronic booklets were approved after third submission. The delay in approval resulted from non-alignment of a graph with data on the statistics table. Secondly, the November 2016 graph was swapped with the November 2015 graph. Furthermore, the November 2016 adjustment did not reflect approved adjustments.

These minor errors in the statistics and graphs were addressed and approved before the final booklet was printed. The verification of the graphs per subject focused on, among other things, different colours and raw mark adjustments. The pair's analysis and the percentage distribution per subject electronic booklets were also verified and approved during first submission.

### 9.3.4 Pre-standardisation and standardisation

The external moderators' reports and standardisation principles were used to determine adjustments per subject. The historical average, the trend in candidates' performance in preceding examinations and pair's analysis were also used to reach final decisions.

### 9.3.5 Standardisation decisions

The DHET presented a total of 26 learning areas of which only three were provisionally approved. The decisions on the DHET's November 2017 GETC: ABET L4 examinations were informed by the historical average or norm, the pair's analysis and external moderators' reports, as follows.

**Table 9B: Standardisation decisions**

Description	Total
Number of learning areas presented	26
Raw marks	11
Adjusted (mainly upwards)	9
Adjusted (mainly downwards)	3
Provisionally standardised	3
<b>Number of learning areas standardised:</b>	<b>23</b>

### **9.3.6 Post-standardisation**

The assessment body submitted the adjustments data and the adjustments were verified and approved after first submission. The statistical moderation and resulting files for all provinces—except Eastern Cape—were approved during the first submission moderations. Eastern Cape had major errors in the number of candidates used to develop the moderation record, which resulted in an incorrect examination mark being used. This had adverse effects on both the moderation record and the candidates' marks.

Furthermore, major errors were identified where some centres were indicated as not having the mean, regardless of them having candidates. This resulted in not only an incorrect mean examination mark, but the tolerance factor and promotional mean mark were also incorrect. Moreover, the formula used in the moderation calculation was also incorrect. The Eastern Cape statistical moderation file and candidate records were approved before the approval meeting.

## **9.4 Areas of Compliance**

The following were noted as areas of compliance:

- Capturing of examination marks per question in Western Cape;
- The DHET submitted their GETC: ABET Level 4 booklets in time;
- The DHET's adherence to policy in submitting and presenting booklets was highly commendable;
- Norms were approved at the first level of moderation; and
- Statistical moderation was approved at first submission in most provinces.

## **9.5 Areas of Non-compliance**

The following area of non-compliance was noted:

- Incorrect calculations in the Eastern Cape moderation records.

## **9.6 Directives for compliance and improvement**

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

- The DHET must ensure that the approved adjustments are always used for previous examination sittings.

## **9.7 Conclusion**

Although there were delays in approving the Eastern Cape statistical moderation data sets, these did not hinder the credibility and integrity of the November 2017 GETC: ABET Level 4 examinations.

## CHAPTER 10 CERTIFICATION

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### 10.1 Introduction

Umalusi is responsible for the certification of candidate achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). This is mandated by the founding, and amended, General and Further Education and Training Act (GENFETQA) 2001 (Act No. 58 of 2001). Qualifications include the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4, a qualification at Level 1 on the NQF. Umalusi upholds adherence to policies promulgated by the Minister of Higher Education and Training for the GETC.

Certification is not just the issuing of a certificate at the end of an examination, but 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 candidates and ends with the writing of the examination. After the candidate has written the examination administered by the assessment body, the examination scripts are marked, the marks are processed and, after quality assurance and approval by Umalusi, candidates are presented with individual Statements of Results. These are preliminary documents that outline the outcomes of the examination, issued by the assessment body. The finalisation and verification that all the examination marks are indeed captured and processed is done before certification. The Statement of Results is, in due course, replaced by the final document, a certificate issued by Umalusi.

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 examinations, including those who qualify for a learning area only in a particular examination cycle, are submitted by the DHET to Umalusi for certification.

Umalusi verifies all the data received from DHET. These data must correspond with the quality assured results, bearing in mind that all changes in marks must be approved before release to candidates. Where discrepancies are detected, DHET is obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that no candidate is inadvertently advantaged or disadvantaged as a result of possible programme and/or human error. It also limits later requests for the re-issue of incorrectly issued certificates.

The issuing of certificates, subject statements and confirmation of those candidates who have not qualified for any type of certificate, close the examination cycle.

The balance of this chapter informs interested parties of the state of the certification of candidate achievement for the GETC: ABET Level 4 (NQF Level 1) for candidates who were registered to write examinations through DHET.

## **10.2 Scope and Approach**

The GETC provides an opportunity for candidates to accumulate credits toward the qualification across a number of examinations. Each examination is certified and successful candidates receive a learning area certificate for those learning areas passed, or a GETC should they qualify for such.

The DHET conducts two examinations during each year, one in June and one in November. Both of these examination sessions are quality assured and standardised by Umalusi.

The State of Readiness visit and records submitted for certification of candidate records for the period 1 December 2016 to 30 November 2017 were used to inform this report.

## **10.3 Summary of Findings**

The various provinces register the candidates on the examination system. Once the candidates have been registered, a schedule of entries is sent to the Community Education and Training Colleges for verification. The provincial education departments (PEDs) are in charge of the administration and conduct of the examinations for GETC candidates.

Certification of the candidates' achievements is, however, the responsibility of 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 happens after an examination, the consolidation of learning area statements into a certificate, considering the number of certificates issued, seems to be lacking. During the processing of the datasets that were submitted, a number of transactions were rejected due to evaluation and data errors.

The following table reflects the number of transactions that were submitted for the two examinations conducted for the period from 1 December 2016 to 30 November 2017. Two of the provinces did not submit any requests for certifications over this period and only two provinces submitted data for the June 2016 examination for certification.

**Table 10A: Certificates issued per province for the examinations in November 2016 and June 2017**

Province	Examination date	Learning area certificate	GETC	Failed all	With drawn	Replacement (change of status)
Western Cape	November 2016	1 074	190	208	803	
	June 2017	184	8	96	305	
<b>Total</b>		<b>1 258</b>	<b>198</b>	<b>304</b>	<b>1 108</b>	
Northern Cape	November 2016	205	6	103	347	
	June 2017	0	0	0	0	
<b>Total</b>		<b>205</b>	<b>6</b>	<b>103</b>	<b>347</b>	
Free State	November 2016	292		110	457	26
	June 2017	0	0	0	0	
<b>Total</b>		<b>292</b>		<b>110</b>	<b>457</b>	
Eastern Cape	November 2016	0	0	0	0	
	June 2017	0	0	0	0	
<b>Total</b>						
KwaZulu-Natal	November 2016	10 359	3 876	1 468	8 685	
	June 2017	0	0	0	0	
<b>Total</b>		<b>10 359</b>	<b>3 876</b>	<b>1 468</b>	<b>8 685</b>	
Mpumalanga	November 2016	0	0	0	0	
	June 2017	0	0	0	0	
<b>Total</b>						
Limpopo	November 2016	750	23	752	4 190	
	June 2017	0	0	0	0	
<b>Total</b>		<b>750</b>	<b>23</b>	<b>752</b>	<b>4 190</b>	
Gauteng	November 2016	6 408	2 750	1 303	4 394	157
	June 2017	848	11	574	458	
<b>Total</b>		<b>7 256</b>	<b>2 761</b>	<b>1 877</b>	<b>4 852</b>	<b>157</b>
North West	November 2016	2 928	1 300	1 173	1 540	1
	June 2017	0	0	0	0	0
<b>Total</b>		<b>2 928</b>	<b>1 300</b>	<b>1 173</b>	<b>1 540</b>	<b>1</b>
<b>Total all provinces</b>		<b>23 048</b>	<b>8 164</b>	<b>5 787</b>	<b>21 179</b>	<b>158</b>

#### 10.4 Areas of compliance

The following area of compliance was observed:

- PEDs adhered to the directives for certification when submitting the requests for certification.



## **10.5 Areas of non-compliance**

The following were noted as areas of non-compliance:

- Only two provinces (Western Cape and Gauteng) submitted records for June 2017 certification. All records should have been received within three months of the release of results;
- It was concerning to note the lack of submission of candidate records for certification by several PEDs; and
- All provinces noted a problem with the processing of combined results for the awarding of the GETC.

## **10.6 Directives for compliance and improvement**

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

- Determine and address the reason for the high percentage of rejected records and the inability to combine subject results over multiple examination sittings;
- Remind provinces of their obligation to submit candidate records for certification within three months after the release of results;
- Monitor the submission of candidate records; and
- Investigate and ensure that all learners who wrote an examination and qualify for a learning area statement or a certificate are certificated. Special emphasis must be placed on the combination of learning area statements into a certificate.

## **10.7 Conclusion**

As an assessment body, the DHET has the responsibility to process and submit the learner achievements for certification to Umalusi. Every effort must be made to ensure that all learners who qualify for a learning area subject statement or a certificate will receive the document. The requirements is that all students' records must be submitted to Umalusi within three months after the results have been released. It has been noted from the statistics given above that there are several examinations where learners were not certified.

# ANNEXURES

## Annexure A

### Amendments to the standardised marking guidelines

#### ANHC4

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
1.1.11	To credit options A and or B	1	1
1.2.4	Correct answer is "FALSE"	1	1
2.1.1	To write "Be aware of uncontrollable traffic" Add "Put on gloves/any other form of protection"	1	1
2.1.2	Remove "un" so that the word should be "likely" Correct wording from bullet numbers 4 to 6.	1 2	3
2.1.4	Correct the grammatical mistakes from bullets 1 to bullet 3.	3	3
2.2	Add: air sac /s to alveoli	1	1
2.3.2	Remove bullets from bullet 3 to bullet5	2	2
2.3.3	Only the first 4 bullets are correct	4	4
3.1.1	Bullets 3 and 5 are a repetition. Add" minimise/limit the use of spices/condiments"	2	2
3.2.1	Add the following: Introduce yourself. Close nearby windows/door. Ensure privacy.	2	3
3.2.2	Add: /liquids after the word "water" Mark allocation is two (2) per correct answer	1	1

#### AAAT4

Question No:	Amendments to the marking guideline	Mark Allocation	%of question paper
1.3.3	Additional responses to the marking guide was "EMS" as correct alternative answer	1	1
2.2	Added" warm" as correct alternative answer	2	2
2.5	The learner must get 1 mark out of three if only 500 was given	3	1
2.6	Alternative added answers approved were: sorting, grading and storage at 1 mark each	3	1
2.7	Alternative added answer approved is agronomy	2	2
2.8	Alternative added answers approved: train stations, door to door- at 1 mark each	2	1
3.6	Alternative added answers approved are: Urea, Vitamins- at 1 mark allocation each	2	1

**ARTC4**

<b>Question No:</b>	<b>Amendments to the marking guideline</b>	<b>Mark Allocation</b>	<b>% of question paper</b>
2.1	Strings	1	1
2.2	Split the ticks into two	3	3
2.6	Split the answer into two parts and award two marks	2	2
3.2.1	Promotion of drugs to be added; nudity; programming that is harmful to children	6	6
3.2.2	Calm down the muscles, keywords eg. Flexibility, to avoid cramps	4	4
4.4	Keywords eg. flat rock, boulders	2	2
4.6	Added one more tick	2	2
4.7	Corrected the numbering on the memo from 4.3 to 4.7	2	2
5.1	Added Instagram and snapchat	4	2
5.2	Job advertisement, information	2	2
5.5	Social media sites can make it difficult to distinguish between the meaningful relationship we foster in the real world and the casual relationship formed through social media. The devastation of these online attacks can leave deep mental scars. This can even lead to victims committing suicide.	3	3
6.2.2	Correct answers choreographer, dance teacher, dance judge, dance critic and costume designer.	3	3
8.1	Pricing, packaging & advertising	5	5
8.2	Milk, skin, meat, fat, horns, lobola	2	2
8.3	Any relevant answer within your village	2	2

**EMSC4**

<b>Question No:</b>	<b>Amendments to the marking guideline</b>	<b>Mark Allocation</b>	<b>% of question paper</b>
1.1.2	Also added option A (Business plan) as the possible answer	1	1
1.1.9	Also added option c (indemnification) as the possible answer.	1	1
1.3.3	Also added founders and promoters as possible answers.	1	1
2.2.1	Corrected marks from 2 to 1	1	1
2.4.	Risk management was added as another option	1	1
2.6.1.	Other options added (consultative and participative)	1	1
3.5.	Other options added (allow people to do as they wish. No interference by the manager)	1	1
3.6.	Other options added (public gathering, internet, and phone call)	1	1
4.1.	Taste and habits of consumers "Substitute" was added next to "price of other products" "trends" was added next to "fashion"	2	2

## HSSC4

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
1.1	Accept words as correct answers if the candidates did not use letters/alphabets in multiple choice.	10	10
1.2	Accept "T" or "F" if candidates did not use true or false	10	10
1.2.5	1.2.5 incorrect response: should be marked as true not false (delete false)	1	1
1.3	Description which correlates with the correct letter should be accepted if candidates did not use letters/alphabets in a matching of column A and B question	10	10
1.3.9	Afrikaans paper: In Gauteng and Northern Cape provinces, question 1.3.9 was omitted in the question paper, therefore the total for the entire paper should subtract one mark	1	1
1.3.10	Afrikaans paper: In Gauteng and Northern Cape provinces, question 1.3.10 was omitted in the question paper, therefore the total for the entire paper should subtract one mark	1	1
1.4.5	Afrikaans paper: 1.4.5 should accept the answer "dood"	1	1
1.4.6	English paper: possible answers provided in the box did not have a comma between the words residents and employment. Therefore 1.4.2 and 1.4.6 should accept residents' employment as the answer.	2	2
2.1.1	Additional response: should accept pull and push factors	4	4
2.1.2	Incorrect numbering in the marking guide in 2.1.2, it was written as 2.1.3 and should be corrected as 2.1.2	3	3
2.1.3	Mark allocation should be corrected to three marks instead of six marks.	3	3
2.1.3	Additional answers are: educate the community, establish community forum, and impose harsh sentences.	3	3
2.2.3	Additional answers are: internet transaction and shopping	8	8
2.2.5	Correction on the number of ticks: allocate two ticks/marks instead of one tick/mark	2	2
2.3.1	Incorrect answer should be replaced with "Child labour is work done by children under the age of 15 years"	2	2
2.3.2	Incorrect answer: delete all given responses namely; high rate of poverty, most people are illiterate, earn low income, lack political stability, and settlement are informal and should be replace with the following; restricts development, it promotes illiteracy, and it is dehumanising	3	3

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
2.3.4	Additional answer: stealing	2	2
2.3.5	Additional answers; child headed families, farmers force children to work, child trafficking, children are orphaned	2	2
2.3.5	Incorrect mark allocation: there should be one tick per answer instead of two ticks.	2	2
3.1.1	Addition: access to education/ promotion of literacy	10	10
3.1.2	Addition: promotion of black economic empowerment, self-help rejects	10	10
3.2	Correction of the numbering in the marking guide on 3.2.3 should be 3.2	20	20

#### INCT4

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
1.1.1	Accept any option The terminology 'Grow font' does not appear on all versions of MS Word	1	1
1.1.3	Accept any option The panel felt that the question was worded incorrectly, therefore no correct option. However, to my knowledge the question and the answer was correct.	2	2
1.4	Accept alternate answers	2	2
1.5	Accept examples of viruses as well No marks for blank spaces	3	3
3.8	Candidate will be awarded 2 marks even if failed to apply shading and subscript.	2	2
4.1.1	Clarity on hoe to mark: 5 marks for creating correct slides 5 marks for typing (focus on the content only not the formatting)	10	10
4.1.3	Clarity: Award one mark even if design is on one slide only	1	1
4.1.6	Clarity: Award one mark only if design appears on all slides	1	1
4.2	Clarity: Slide 2: award marks for candidates who came up with their own preventative measures When allocating marks creativity, focus on font type, font size, bullets and design	4	4

**LCAF4**

<b>Question No:</b>	<b>Amendments to the marking guideline</b>	<b>Mark Allocation</b>	<b>% of question paper</b>
1	The numbering in Question 1 on the marking guideline was changed and corrected in alignment with the Question paper.	10	10
1.5	Enige korrekte relevante antwoord was added on the memorandum.	2	2
1.10	- The first tick was cancelled and both ticks were put at the end of the sentence. - Enige korrekte relevante antwoord was added on the memorandum.	2	2
1.13	- The first tick was cancelled and both ticks were put at the end of the sentence.	2	2
1.14	0 mark for just " Ja of Nee"	2	2
2.3.1	Ergste: was added on the memorandum as another alternative answer.	1	1
2.4.2	Leer jou sykoude: was added on the memorandum as another alternative answer.	1	1
2.8.2	Reëndag(one word)/reënigerige dae/swaar tye were added on the memorandum as other alternative answers.	1	1
2.10.1	Ek gaan geld eenkant hou; was added on the memorandum as another alternative answer.	1	1
3.1	Sy sit en skryf/ sy wil nie/ sy is kwaad were added on the memorandum as other alternative answers. - Enige korrekte relevante antwoord was added on the memorandum.	1	1
3.2	Senuweeagtig: was added on the memorandum as another alternative answer. - Enige korrekte relevante antwoord was added on the memorandum.	2	2
3.4	Sy tong is 'n slang: was added on the memorandum as another alternative. Slegs "Ja" is aanvaarbaar met 'n rede.	2	2

**LCEN4**

<b>Question No:</b>	<b>Amendments to the marking guideline</b>	<b>Mark Allocation</b>	<b>% of question paper</b>
1.1	'after a short illness' was accepted as including 'after' in the given answer still constitutes a phrase. [the question asked for a phrase]	1	1
1.5	An answer implying 'continued support' will be accepted, thus moving away from the restricted answer in the marking guideline.	2	2
1.6	The mark allocation of 2 marks was divided into 1 mark for mentioning a repetition of the past, and 1 mark for mentioning the death of the current husband.	2	2
1.8	An answer dealing with 'relationship' with the woman will be accepted.	1	1

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
1.10	An answer referring to the investigator as 'he' will be accepted.	1	1
1.13	An answer that says 'burst' will be accepted. The Marking Guideline contains the word 'bust' which is incorrect, but which appears incorrectly in the Text.	1	1
1.14.2	The marking guideline is incorrect. The correct answer is 'C' not 'A' [ for Q1.14 change mark allocation from 2X1 to 1X2.]	1	1
1.15.2	Delete 'trying to' from the answer as the answer is 'poisoned' not 'trying to poison' [for Q1.15 change mark allocation from 2X1 to 1X2.]	1	1
2.1	Answers that were not written in a full sentence but consisted of the word only (in the two instances, thus two separate words) will be accepted.	2	2
2.2	For Q2.2 change mark allocation from 2X1 to 1X2.]	-	-
2.4.1	Insert 'Kamo' into the answer as the answer is grammatically incorrect without the word, 'Kamo'. However, it must be noted that 'Kamo' is not the required answer: it forms part of the sentence in which an answer is required.	2	2
2.5	In this question testing passive voice, 'her' as given in the Marking Guidelines is incorrect. The correct answer is 'me'	2	2
2.7	The answer 'practice' in the Marking Guideline is incorrect. The correct answer is 'practise'	1	1
3.1	An answer that separates 'Mysmartkid' which is the given answer, into three words: 'My smart kid' will be accepted.	1	1
3.2	Remove 'pre-school learner' as it is incorrect, and accept 'students' as one of the acceptable answers.	1	1
3.4.1	The word 'brilliant' is an acceptable alternative answer to 'intelligent/bright/clever.	1	1
3.5	The word 'bird' is an acceptable alternative answer to 'owl'.	1	1
3.6	The following will be accepted as alternative answers: To register or enrol the child in the programme / to call the given number/ to visit or google the website.	1	1
3.7	The answer has to be written with the quotation marks and the exclamation mark: 'today!'	1	1
3.8	The marks have to be changed from '2' to '1' as indicated in the Question Paper.	1	1

**LCND4**

<b>Question No:</b>	<b>Amendments to the marking guideline</b>	<b>Mark Allocation</b>	<b>% of question paper</b>
1.4	Spelling mistake wokulholwa instead of wokutlola	2	2
1.6	Mark allocation in the memo should be 2 instead of 1	2	2
1.7	Bamavila should be added as an alternative answer	2	2
1.8	Rephrase the sentence in the memo: Akusilo iqiniso, ngombana bathenge iphepha. And the mark allocation should be 2 instead of 3.	2	2
4.1-4.3	The external moderator encourages markers to summarize their marking in this section by indicating if how many scores the candidate scored for content and for language (by using a rubric and or matrix).	30	30
5.1-5.2	The external moderator encourages markers to summarize their marking in this section by indicating if how many scores the candidate scored for content and for language (by using a rubric and or matrix).	20	20

**LCXH4**

<b>Question No:</b>	<b>Amendments to the marking guideline</b>	<b>Mark Allocation</b>	<b>% of question paper</b>
1.1	Wadutyulwa was added as an alternative answer	1	1
1.5	An alternative answer was added;ukuze akwazi ukuzimela.	2	2
1.6	Wayebona engenakukwazi ukuzimela iimviwo zokuphela konyaka.	1	1
1.12	Alternative answer: Walila kakhulu, Walila ngamandla	1	1
1.13	Umnonopheli was added	1	1
2.2	There was an error in the question asked: the word was not bolded instead was in italics. The bolded word was a locative which cannot be abbreviated. The candidates were awarded full marks for this question	1	1
2.7	There was only three ticks on the corrected words. The decision made was that the words should also be underlined.	3	3
2.9.1	Alternative answer was given: Zamana ukunyukelana ezi zinto kanti ukhona/wayekhona uMnumzana	1	1
2.11.2	Added an alternative answer: Isalathisi	1	1
3.1	The answer given, Indondo was deleted because the word does not refer to spectacled but to the sunglasses. The following words included to replace it: izipekisi, iiglas zamehlo, izincedisi zamehlo	1	1



Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
3.2	The following answers were added: incwadi, umnxeba/imfonomfono/ifowuni	2	2
3.3	Question is not clear. The candidates were awarded full marks. This was also evident from the sample/pre-marked scripts as the answers to the question revealed the misunderstanding of the question.	2	2
3.5	Answers were added as there are other synonyms referring to the word phone: umnxeba/imfonomfono/umqheba womnxeba/umqheba wemfonomfono, incwadi	1	1

#### LCXI

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
1.3	Hi leswi a byeriwile hi ta ku lovola Khegwana'. A statement which embraces similar answers was added. It says 'Yin'wana na yin'wana leyi vulaka ku koxa cuma	2	2
1.6	Hi leswi Khegwana a tshama emutini wa John a nga lovoriwanga to Hi leswi John a nga tisangi cuma/tihomu/mali"	2	2
1.7	I ku rila ka riqingho ra yena to I ku rila/nkenkela ka riqingho/foni/foyini ra yena	2	2
2.1.2	Ntlawa to Ntlawa/ntangha	1	1
2.5.1	Vana va swinyenyani to Vana va swinyenyani/ swinyenyana/vana	2	2

#### LCZU4

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
1.4	Credit all candidates because no word was underlined on the extract.	1	1
1.7.1	Rephrased the response to: Iningi lisami kulokho elikushoyo / Iningi lisami kulokho elikushoyo aliguquki / Iningi alisuki kulokho elikushoyo.	2	2
1.7.2	Added: Ukuzihlupha ngento engasoze yenzeka instead of ukuzihlupha only.	2	2
2.5.1	Added: Ukuphatheka kabi / Ukuzwa ubuhlungu	2	2
2.5.2	Added: Ukuthuka	2	2
2.10	Added: Ukufika qathatha / Ukuzifikela wena siqu sakho.	2	2
2.11	Added: Bapakisha kahle	2	2

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
3.1	Added: Izimpendulo ezihambelana nendlela ekhombisa ukuthi inkosikazi inikeza indoda yakhe ukudla ngendlela engamukelekile)	2	2
3.4	Added: Unikeza umnumzane ukudla okungabekiwe kwithileyi / Unikeza umnumzane ukudla ngesandla esisodwa.	2	2
3.6	Added: Unkosikazi kumele azithobe phambi komiyeni wakhe.	2	2

#### LCSP4

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
1.2.1	Another alternative answer added	1	1
1.6	Dikarabo tše dingwe tše pedi tša maleba di tla amogelwa	2	2
2.1.1	Mohlang edited to Mohla	1	1
2.1.4	Anthe / kgane another alternative answer added	2	2
2.3	The answers for the underlined words on the paragraph has some alternative answers. More alternative answers given and written on the approved marking guideline, e.g > > kwane = ratane. > hlokofoala/hwa = a ya badimong, >tšhaba = a ja fase/ hlanola direthe, >kwagale = maaka/ ga se tšona/ mararankodi	5	5
3.1	Phaphosi ya boapeelo added as another alternative answer	1	1
3.2.1	(Dikarabo tše dingwe tše pedi tša maleba go tšwa seswantšhong di tla amogelwa) was edited	2	2
3.2.2	Imedistwego was edited to imedišitšwego, (Dikarabo tše dingwe tše pedi tša maleba go tšwa seswantšhong di tla amogelwa) was edited	2	2
3.3	(Dikarabo tše dingwe tše pedi tša maleba go tšwa seswantšhong di tla amogelwa) was added	3	3
3.4	(Dikarabp tše dingwe tše pedi tša maleba di tla amogelwa) was edited	2	2

#### LCSO4

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
1.2	Addition -ticks	3	3
1.3	Addition- motho o eletswa ke ba bang/motho o thuswa ke ba bang	1	1
1.8	Addition - swabile	2	2
1.11	Ticks, badisisa	2	2
1.12	Addition to markers-(nepisa karabo e utlwahalang)	2	2

Question No:	Amendments to the marking guideline	Mark Allocation	% of question paper
2.4	Addition- Hobane ha a ka a tsoha ka nako, o hlolehile hoy a sekolong.	2	2
2.8	Ke fumane teko ya kajeno e le bonolo haholo	3	3
3.1	Bajete, tlhahisoleseding ya tshebediso e ntle ya tjhelete	1	1
3.2	Addition-10%	1	1
3.3	Moralo wa tshebediso ya tjhelete	1	1

#### LCTS4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.11	Go se itekanele mo tlhogong	2	2
3.5	Pakaphethi	1	1
3.7	Se ileng se a bo se ile, se ile mosima motlhaelathupa lesilo ke moselatedi	2	2

#### LCSW4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.3	Inemalungelo eluntfu, ite lubandlululo. (babhala lokusetheksthini)	2	2
1.6	Nangabe acatsanise nemphilo yakhe.	2	2
1.8	Emachawe lasendlulile alwe kulwa lokuhle ancoba.	2	2
1.9	Emandiya avumelekile kuvunula imvunulo yawo. Avumelekile kubungata imigidvo yawo kulelive. (Kunye kwaloku)	2	2
2.10	Tick must be on o and i.	2	2
3.4	Bangemashumi lamabili nakubili	2	2
3.5	Unikwa likhadi lelibovu/ uyakhishwa/ uyahlawuliswa ( kubili kwaloko)	2	2

#### LCVE4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.2	Madokotela/ vhadvhi vha zwa muhumbulo/ vhafunzi.	2	2
1.4	Ha tsha kona u kondelela vhanwe / a si tsha vhona uri u khou tshilela mini.	4	4
1.5	Nga u amba na vhadvhi vha zwa mihumbulo / u shandukisa kuhumbulele kwashu.	4	4
1.6	Muthu u tea u difunza u vha murangaphanda / muthu u tea u di tangedza zwine a vha zwone / u tea u kwamana na vhadvhi vha zwa mutakalo vha mishumoni.	2	2
1.9	U sa tsha vhona zwivhuya.	2	2
2.1.1	U swika nga tshifhinga tshi sa fhedzi mbilu.	2	2

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
2.1.5	Muthu a thetshela tshithu ha tsha huma u di dzula a tshi sthi toda.	2	2
3.6	Khemisini / ha dokotela.	2	2

#### LCXI4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.3	Hi leswi a byeriwile hi ta ku lovola Khegwana'. A statement which embraces similar answers was added. It says 'Yin'wana na yin'wana leyi vulaka ku koxa cuma	2	2
1.6	Hi leswi Khegwana a tshama emutini wa John a nga lovoriwanga to Hi leswi John a nga tisangi cuma/tihomu/mali"	2	2
1.7	I ku rila ka riqingho ra yena to I ku rila/nkenkela ka riqingho/foni/foyini ra yena	2	2
2.1.2	Ntlawa to Ntlawa/ntangha	1	1
2.5.1	Vana va swinyenyani to Vana va swinyenyani/ swinyenyana/vana	2	2

#### LCZU4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.4	Credit all candidates because no word was underlined on the extract.	1	1
1.7.1	Rephrased the response to: Iningi lisami kulokho elikushoyo / Iningi lisami kulokho elikushoyo aliguquki / Iningi alisuki kulokho elikushoyo.	2	2
1.7.2	Added: Ukuzihlupha ngento engasoze yenzeka instead of ukuzihlupha only.	2	2
2.5.1	Added: Ukuphatheka kabi / Ukuzwa ubuhlungu	2	2
2.5.2	Added: Ukuthuka	2	2
2.10	Added: Ukufika qathatha / Ukuzifikela wena siqu sakho.	2	2
2.11	Added: Bapakisha kahle	2	2
3.1	Added: Izimpendulo ezihambelana nendlela ekhombisa ukuthi inkosikazi inikeza indoda yakhe ukudla ngendlela engamukelekile)	2	2
3.4	Added: Unikeza umnumzane ukudla okungabekiwe kwithileyi / Unikeza umnumzane ukudla ngesandla esisodwa.	2	2
3.6	Added: Unkosikazi kumele azithobe phambi komyeni wakhe.	2	2

**LIFO4**

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.1.5	A and C due to region preference	1	1
1.2.10	Correct response should be True	1	1
1.5.2	Additional answers added: NATU/ SAAEU/ AEPU	1	1
1.5.3	Additional answers added: counsellor/ therapist	1	1
1.5.4	Additional answer added: Delay	1	1
1.5.5	Additional answer added: Positive	1	1
2.2.2	Additional answer added: Legumes	1	1
2.3.2	Additional answer added: Lettuce, broccoli	1	1
2.4.1	Additional answers added: Keeps the body warm	2	2
2.4.2	Additional answers added: Fish oil, olive oil.	1	1

**MLMS4**

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.1.3	CA Answer and Answer only full mark (accept any applicable method)	3	3
1.1.4	CA Answer	2	2
1.1.5	CA Answer	2	2
1.2	or 16 or 42 >	1	1
1.3	for Afrikaans version must correct it as descending order	3	3
1.5.1	do not penalize units ( just for now )	2	2
1.5.2	do not penalize units ( just for now )	2	2
1.6	in the QP might be written as 1.7 in the learners answer sheet or some written has its in the question paper.	2	2
1.7	what portion of the whole is shaded	1	1
2.2.4	or R55.30	2	2
2.2.8	or R70.00 and CA Answer	2	2
2.3.3	30 min/half an hour/0.5 hour	1	1
2.3.4	60km (typing error). 05 hours should be divided into 60km to make an average speed 120km	3	3
2.3.5	or 1H30min (depending on the interpretation)	1	1
3.1.2	or (-) or dash or none	4	4
3.1.3	or 0 – 9 or e	1	1
3.1.5	or b	1	1
3.1.7	or 23 and CA Answer	2	2
3.1.9	remove CA Answers	2	2
3.1.10	both histogram and a bar graph are correct and CA Answer	4	4
3.2.2	or none or zero or impossible	1	1
4.1.2	or B	1	1
4.2.1	CA Answer	3	3
4.2.3	40cm <sup>2</sup>	3	3
4.4.1	1 cm <sup>3</sup>	2	2
4.4.2	or 101,91cm (provided a learner used 3,14 for a pi)	3	3
5.1	or B1	1	1

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
5.2	or Gauteng	1	1
5.4	or any acceptable explanation	1	1

#### MMSC4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.1	The numbering for 1.1.3 and 1.1.4 was changed.	2	2
1.2.1	The entire sequence will be awarded full marks.	2	2
1.2.2	Accept the answer if the number of stars are given	2	2
2.1.2	Answer only, award full marks	2	2
2.1.3	Answer only, award full marks	2	2
2.1.4	Re-arrange mark allocation	3	3
2.2.1	Change answer :7 <sup>th</sup> term = 21	2	2
2.2.2	Change answer :7 <sup>th</sup> term =	2	2
3.1.1	The signs in the second step are incorrect.	3	3
3.1.2	Re-arrange mark allocation	2	2
3.2.1	Incorrect answer. Answer should be $2x(1-2xy+4y^2)$	2	2
4.1.3	Accept 0 to 40 minutes	2	2
4.1.5	Accept 0,5 km/h	2	2
4.2.3	Accept answers with any co-ordinates	2	2
6.1.1	Accept 14,01 cm	2	2
6.1.2	One mark added to this question. The question paper had this question for 3 marks.	4	4
6.1.3	Accept: Square, Oval, Ellipse	2	2
6.2	Co-ordinates of point c must be changed to (-5;4)	4	4
6.4.1	Additional tick needs to be removed.	4	4

#### SMME4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.3	Answer written (from Column B) instead of Letter A, B, C, D, E. It was decided that the answer can be accepted if correct.	5	5
1.4	1.4.1- SWOT discussed and debated. The opportunity was accepted as correct. No changes. 1.4.2 Debated whether a weakness or a threat. Internal or external. Decision was made to accept weakness, the original answer as correct. No changes made.	2	2
2	2.1 Added the following to the memo: Accept the following keywords from the passage, Make /produce /bake/ produce from flour.	2	2
2.2	Add words Job creation/ empowerment/and wealth creation.	1	1

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
2.3	MEMO answers not aligned to the case study. Deleted all answers. Answers changed as follows. Attracted a large number of customers Attracted customers from the competitors It improved relationships within the business The time management increased the efficiency of the business Improved profits Hawkers receive stock on time.	4	4
2.4	Provide training/teaching skills development	2	2
2.5	Add "Bakes and Sells	2	2
	Agreed to mark right even if not in tabular form. "Do not penalise if not in Tabular format" Comparison should match.	4	4
2.9	add Distribution strategy Change Low prices to Price strategy Product strategy (Vetcake)	2	2
3	Agreed that mark allocation is correct as is - no changes.		
4	4.1 Add key words after last bullet, fail/close (Put key words in bullet format.)	3	3
4.2	Insert Identify after recognise.	2	2
4.3	Add (Any two answers related to the business plan		
4.4	Add loss of stock and /or loss of profit / can lead to extra expenditure/ loss of customers	2	2
4.5 .2	Add word skills after develop.	2	2

#### TECH4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
2.1	This was just a query between the use of gas and hydro-electricity as a form of renewable energy. No change was effected on the marking guideline	1	1
2.8	It was recommended that term apparel must not be used in future, but instead clothing must be	1	1
3.2	It was agreed that we stick to the memo after a query from one attendees on the function of a spider.	1	1
4.3	The word 'and' must be replaced on the marking guideline by 'or'.	1	1
4.3.3	On the Afrikaans marking guideline the word 'peton' must have 'pilaar' added to it as 'peton' means anything concrete. Thus it must read, 'peton pilaar.'	1	1
5.1.1	The response on the marking guideline must not include the words, 'and sound'	1	1
5.1.2	The response on the marking guideline must not include the words , 'and heat''	1	1

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
5.2.2	Candidates can mention any relevant materials in the sewing process and it is acceptable.	2	2
5.3	Statements can also be accepted in the place of headings.	8	8
6.1	Rephrase the term regulations to precautions in future. A few options of safety precautions were added to the expected responses.	6	6
6.2.1	The following responses were added to the existing ones: Paper tears easily. Paper can be shaped easily. Paper is an insulator.	2	2
6.2.2	The following responses were added to the existing ones: Wood is strong under compression. Wood is an insulator.	2	2
6.3	Use of pictures is recommended for such a question in future, as some learners might not know the said machine.	4	4
6.5	Add the following options to the responses: Riveting Soldering Stapling Fastening using nuts and bolts	4	4
7.1.2	Add Pivot as an option to Fulcrum.	1	1
7.1.3	The question is missing some important details in the form of a formula for calculating for load in the given diagram. As a result candidates' responses must be accepted as long as they are guided by the figures in the question.	1	1

#### TRVT4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
1.3.7	Multiple choice had an incorrect answer of C instead of B	1	1
1.3.8	Multiple choice had an incorrect answer of B instead of C these were both corrected.	1	1
1.5.2	It was agreed that a mark allocation can be given if only the capital city is written.	2	2
2.1.1	Greeting and welcoming guests and to assist guests	2	2
2.2	Derek Hanekom/Tokozile Xasa	2	2
2.4	Luxury ship	1	1
2.6.1	Museum	2	2
2.6.2	Restrooms for females and males	2	2
2.7	Cellphone	1	1
2.8.3	Guest farms	1	1
2.8.4	Hiking	1	1
2.8.5	Street community forum	1	1
3.1.3	Any alternative answer based on basic personal information	1	1



Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
4.1.1	Mark allocation - one mark per person and an example should be given.	2	2
4.2	Workers have the right to strike/	2	2

#### WHRT4

Question Number	Amendments to the marking guideline	Mark Allocation	% of question paper
4.1	The recorded answer 'stock stock' was corrected to read 'Stock flow'	1	1
5.1	Add "efficient/ friendly" as alternatives for excellent	1	1
5.2	Add option – "Wholesalers act as middlemen"	1	1
5.4	Add 'Shelf packer/ shelf filler	1	1
5.6	Add instruction to markers (Learner needs to mention formal training, apprenticeship and skills programmes"	3	3
5.7	Correct spelling error franchising	1	1
5.8	Add 'Client Service/ customer care" as additional option	1	1
6.1	Add additional options: Apologise to the customer Listening skills Communication skill	3	3
6.2	Add additional options: Sales/profit will decrease Image of the business will be affected Business might close down	3	3
6.7	Add more options: SETAs; TVET colleges; ABET/AET/ Community colleges/ SDF/ Managers/ Supervisors/ Internet/	2	2
6.8	Change the number to 6.8	1	1
7.3	Consider also 'increase their profitability and sustainability through skills development.	1	1
7.5.1	Panel allocate one mark irrespective of answer provided – irrespective of learner response. – Question is too vague to elicit correct response	1	1
7.5.3	Add "internship/ learnerships/ apprenticeship/ experiential learning/ on-the job "as additional options	3	3
7.6	Remove the word "ultimately" Add 'loss of current and potential clients"	1	1
7.7	Add "sales assistant and packer""	1	1
8.1	Accept any response that relates to the following Money in and out of business/ expense/ profit	1	1
8.2.1	Any response that refers to good customer service, the organisation, the customer and the employees. Should be accommodated	7	7
8.2.2	Insert additional option: Gaining good organisational reputation	1	1
8.3	Add Any Government Departments	1	1
8.4	Add loans after sales	1	1





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