



Report on the Quality Assurance of Assessment of the Independent Examinations Board November 2021 GETC: ABET Examinations

UMALUSI



Quality Council for General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE
OF ASSESSMENT OF THE INDEPENDENT
EXAMINATIONS BOARD NOVEMBER 2021 GETC:
ABET EXAMINATIONS

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

Over the past years, Umalusi has made great strides in setting, maintaining and improving standards in the quality assurance of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET).

Umalusi has managed to achieve its success by establishing and implementing an effective and rigorous quality assurance of assessment system with a set of quality assurance processes that cover assessment and examinations. The system and processes are continuously revised and refined.

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

- a. Level of adherence to policy in the implementation of examination and assessment processes;
- b. Quality and standard of examination question papers, its corresponding marking guidelines, and site-based assessment (SBA) tasks;
- c. Efficiency and effectiveness of systems, processes and procedures for monitoring the conduct, administration and management of examinations and assessment; and
- d. Quality of marking, as well as the quality and standard of quality assurance processes within the assessment body.

Furthermore, Umalusi has established a professional working relationship with the Independent Examinations Board (IEB). As a result, there has been an improvement in the conduct, administration and management of the GETC: ABET examinations and their assessment. There is ample evidence to confirm that the assessment body, adult education and training centres, as well as the examination centres continue to strive to improve systems and processes relating to the GETC: ABET examinations and assessment. Umalusi noticed an improvement in the implementation and moderation of SBA and a marked decline in the occurrence of irregularities in the November 2021 examination cycle.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met in December 2021 to scrutinise evidence presented on the conduct of the November 2021 GETC: ABET examinations. Having studied all the evidence presented, the EXCO noted that, apart from the challenges of non-compliance with SBA instructions by some centres, Umalusi is satisfied that there were no systemic irregularities reported, that might have compromised the credibility and integrity of the November 2021 GETC: ABET examinations administered by the Independent Examinations Board (IEB).

The Executive Committee of Council approves the release of the IEB November 2021 GETC: ABET examination results based on available evidence that the examinations were largely administered in accordance with the examination policies and guidelines.

The IEB is required to:

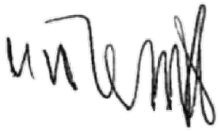
- i. Block the results of two candidates implicated in an irregularity; and
- ii. Address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and submit an improvement plan by 15 March 2022.

The Executive Committee of Council commended the IEB for conducting a successful examination despite the challenges presented by Covid-19.

Umalusi will continue to ensure that the quality, integrity and credibility of the GETC: ABET examinations

and assessment are maintained. Umalusi will also continue in its endeavours towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2021 GETC: ABET examinations.

A handwritten signature in black ink, appearing to read 'Mafu S Rakometsi', written in a cursive style.

Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

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

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001, as amended in 2008), to develop and manage its sub-framework of qualifications, to quality assure assessment at exit-point, approve the release of examination results and to certify candidate achievements.

The Act, in terms of these responsibilities, stipulates that Umalusi, as the Quality Council for General and Further Education and Training:

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

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2021 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations. The report also reflects on the findings; areas of improvement and good practice; areas of non-compliance; and provides directives for compliance and improvement in the management, conduct and administration of the examination and assessment. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the Independent Examinations Board (IEB). Where applicable, comparisons are made with the November 2019 and/or November 2020 examinations.

Umalusi undertakes the quality assurance of the national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality assurance of the standard of assessment is based on the assessment body's ability to adhere to policies and regulations designed to deal with critical aspects of administering credible national assessment and examinations.

In the adult education and training sector, Umalusi quality assures the assessment and examinations for the GETC: ABET qualification.

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

In addition to the November examinations, examinations in this sector are also conducted in June. The

IEB also conducts the examinations on request (EoR) in March and September each year. The EoR are conducted in only two fundamental learning areas, i.e., Communication in English and Mathematical Literacy.

The IEB conducted the November 2021 GETC: ABET examinations in seven learning areas. This report covers the following quality assurance of assessment processes conducted by Umalusi, for which a brief outline is given below:

- i. Moderation of question papers (Chapter 1);
- ii. Moderation of site-based assessment (SBA) tasks (Chapter 2);
- iii. Moderation of site-based assessment (SBA) portfolios (Chapter 3);
- iv. Monitoring the state of readiness to conduct the examinations (Chapter 4);
- v. Monitoring the writing and marking of examinations (Chapter 5);
- vi. Audit of appointed marking personnel (Chapter 6);
- vii. Quality assurance of marking (Chapter 7);
- viii. Standardisation and resulting (Chapter 8); and
- ix. Chapter 9, which outlines the state of certification of candidates' achievements.

The findings from the above quality assurance of assessment processes enabled the Executive Committee (EXCO) of Umalusi Council to decide whether to approve the release of the November 2021 GETC: ABET examinations or not.

The roles and responsibilities of the IEB are to:

- a) Develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- b) Develop and internally moderate SBA tasks and their accompanying marking guidelines biennially and submit them to Umalusi for external moderation and approval;
- c) Manage the implementation and internal moderation of internal assessment;
- d) Conduct, administer and manage the writing and marking of examinations;
- e) Manage irregularities;
- f) Report to Umalusi on the conduct, administration and management of examinations;
- g) Have an Information Technology (IT) system that complies with the policies and regulations, in order to be able to submit all candidate records according to the certification directives; and
- h) Process and submit records of candidate achievements to Umalusi for certification.

Umalusi conducts external moderation of examination question papers and accompanying marking guidelines to ensure that quality standards for the GETC: ABET examinations are maintained. This is a critical quality assurance process to ensure that the examination question papers are valid and reliable. The moderation process also ensures that the question papers are of the appropriate format and are of high technical quality.

The findings of the external moderation process at initial moderation indicated that there was a declining trend in the overall compliance of question papers and their corresponding marking guidelines, from 56% in November 2019 and 55% in November 2020 to 39.3% in November 2021.

The GETC: ABET qualification requires SBA to be conducted by AET learning centres. Assessment bodies set SBA tasks nationally, moderate them internally and submit these SBA tasks to Umalusi to be externally moderated. Umalusi is responsible for determining the quality and appropriateness of the standard of the SBA tasks. The SBA tasks of the IEB has a life span of two years.

The purpose of external moderation of SBA tasks is to ensure that common standards, in terms of the quality of SBA tasks, are maintained. All candidates registered to write the GETC: ABET examinations through the IEB are required to complete common SBA tasks. The findings of the external moderation process at initial moderation indicated that the overall compliance of SBA tasks and their corresponding marking guidelines declined from 67% in November 2019 to 50% in November 2021.

The IEB provides all AET learning sites with common assessment tasks of all seven learning areas for implementation. The responses of students to the common assessment tasks are filed in SBA portfolios of evidence (PoE) and are internally moderated by the IEB before they are presented to Umalusi for external moderation.

The purpose of external moderation of SBA portfolios is to establish whether the requirements for the implementation and moderation of SBA as prescribed by the IEB and Umalusi were met. It is of utmost importance to moderate SBA portfolios since SBA carries the same weight, of 50%, as the external examinations. To ensure the consistency, validity and fairness of assessment, it is imperative that the SBA portfolios of students are quality assured at different levels. A comparison of the levels of compliance for the November 2021 examinations with those of the November 2020 and November 2019 examinations was made, to check if there had been improvement in the implementation and moderation of SBA. The IEB has shown improvement in the moderation of SBA. There is also noticeable improvement in the percentage of AET centres that were fully compliant in 2021.

The purpose of verifying the state of readiness of the IEB to conduct the November 2021 GETC: ABET examinations was, largely, to:

- i) Gauge the level of preparedness of the IEB to conduct the November 2021 GETC: ABET examinations;
- ii) Track the progress made in addressing the directives for compliance and improvement issued after the November 2020 examinations;
- iii) Verify that the IEB had systems in place to ensure the integrity of the November 2021 GETC: ABET examinations; and
- iv) Report on any shortcomings identified during the evaluation and verification of the IEB systems.

The audit of the state of readiness confirmed the readiness of the IEB to administer the November 2021 GETC: ABET examinations. Umalusi noted that the IEB shows improvement in their systems and processes in each examination cycle.

Umalusi deployed monitors while the examinations were being written to check that the examination centres complied with the policy applicable to the conduct of examinations. Monitoring was also important to identify any irregularities that might have occurred during the writing of the examinations. The comparison of the November 2021 findings with the findings of the November 2020 examinations disclosed an overall improvement in the overall compliance.

Umalusi conducted the audit of the appointed marking personnel to mark the November 2021 GETC: ABET examination scripts. The purpose of this process is to verify compliance with the appointment criteria by the IEB for the marking and moderation of the November 2021 GETC: ABET examinations. The IEB appointed sufficient personnel who are adequately qualified and experienced for the marking process.

Umalusi participated in the process of the standardisation of the marking guidelines of the question papers to ensure that justice was done to the process and that the finalised marking guidelines would ensure fair, accurate and consistent marking. The standardisation process improved the quality of

the marking guidelines and ensured that all possible responses to questions were accommodated. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

Umalusi monitors the level of preparedness of marking centres to conduct the process of marking examination scripts. The purpose of monitoring was to verify:

- I. Planning prior to the conducting of the marking process;
- II. The adequacy of resources at the marking centre;
- III. Security provided at the marking centre; and
- IV. The management of irregularities identified from marked scripts.

Umalusi also monitored the marking centre to ensure that marking was properly planned and managed, which would ensure the credibility of the process and its outcomes. Proper management in the critical areas of planning, adequacy of the marking venues as well as maintenance of tight security, was evident at the marking centre.

External verification of marking by Umalusi served to ensure that marking was conducted according to agreed and established practices and standards. The verification of marking process revealed that the IEB showed improvement in the quality of marking and internal moderation in all seven learning areas and complied with marking and moderation requirements.

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in a given context, by considering possible sources of variability other than candidates' ability and knowledge.

The purpose of standardisation and statistical moderation of results is to mitigate the effects of factors other than candidates' ability and knowledge on performance, and to reduce the variability of marks from examination to examination. The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational, qualitative and statistical reasoning.

Information on certification is included to inform interested parties of the state of certification of candidates' achievements. The certification chapter is based on the 2021 certification processes and not the certification of the November 2021 cohort. Every effort must be made to ensure that all candidates who qualify for a certificate receive this as soon as possible. Umalusi observed that the registration of students and the processing of the certification of student achievements for the examinations that were reported on, were carried out according to the required directives and guidelines.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2021 examinations, the EXCO of Umalusi Council concluded that the November 2021 GETC: ABET examinations were conducted in line with the policies that govern the conduct of examinations and assessment. Generally, examinations and assessment were conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of examinations and the results could, therefore, be regarded as credible. The EXCO approved the release of the results.

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

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

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
AG	Assessment Guideline
AS	Assessment Standard
ASC	Assessment Standards Committee
CAT	Common Assessment Tasks
CLC	Community Learning Centres
DHET	Department of Higher Education and Training
EA	Examination Assistants
EAG	Examination and Assessment Guideline
GETC	General Education and Training Certificate
IEB	Independent Examinations Board
LA	Learning Area
NQF	National Qualifications Framework
PED	Provincial Education Department
POA	Portfolio of Assessment
POE	Portfolio of Evidence
QAA	Quality Assurance of Assessment
QP	Question Paper
SAG	Subject and Assessment Guidelines
SAQA	South African Qualifications Authority
SBA	Site based assessment
SOR	State of Readiness
UMALUSI	Council for Quality Assurance in General and Further Education and Training

Learning Areas

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

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

Umalusi employs external moderators who have relevant subject matter expertise to scrutinise and carefully analyse the question papers developed by the Independent Examinations Board (IEB) for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification. The moderation of question papers is a critical part of the quality assurance of assessment, to confirm whether the question papers are fair, valid and reliable. The moderation process also ensures that the question papers have been assembled with rigour and comply with Umalusi Quality Assurance of Assessment requirements and the assessment guideline documents of the assessment bodies.

The IEB is expected to appoint examiners with requisite learning area knowledge of setting question papers, and internal moderators to internally moderate the question papers, before they are submitted to Umalusi for external moderation. The quality and standard of the question papers therefore starts with the appointment of examiners.

Umalusi moderates the question papers to ensure that they meet the quality assurance requirements and the standard set by Umalusi, as well as those of the assessment body. To maintain public confidence in the national examination system, the question papers must be seen to be relatively:

- a. Fair;
- b. Reliable;
- c. Representative of an adequate sample of the curriculum;
- d. Representative of relevant conceptual domains; and
- e. Representative of relevant levels of cognitive challenge.

1.2 Scope and Approach

Umalusi received question papers and marking guidelines that were set and internally moderated by the assessment body for external moderation for each examination cycle. These were submitted together with the history of the development of the question papers and marking guidelines. The IEB submitted seven question papers, the corresponding marking guidelines and the internal moderators' reports for external moderation and approval by Umalusi, in preparation for the November 2021 examination of the GETC: ABET qualification.

Umalusi used an off-site model for moderating the GETC: ABET question papers. Table 1A shows the seven learning areas assessed by the IEB for the November 2021 GETC: ABET examination.

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

No.	Learning Areas	Code
1	Language Literacy and Communication: English	A4CENG
2	Economic and Management Sciences	A4EMSC
3	Mathematical Literacy	A4MATH
4	Small, Medium and Micro Enterprises	A4SMME
5	Life Orientation	A4LIFO
6	Human and Social Sciences	A4HSSC
7	Natural Sciences	A4NTSC

All question papers were moderated using the Umalusi Instrument for the Moderation of Question Papers. Umalusi evaluated the question papers according to the following eight criteria:

- a. Technical aspects;
- b. Internal moderation;
- c. Content coverage;
- d. Cognitive demand;
- e. Marking guideline;
- f. Language and bias;
- g. Adherence to examination and assessment guidelines; and
- h. Predictability.

Each criterion has a set of quality indicators against which the question papers and accompanying marking guidelines are evaluated. Umalusi makes a judgement regarding compliance with each criterion, considering four levels:

- i. No compliance (met less than 50% of criteria);
- ii. Limited compliance (met 50% or more but less than 80%);
- iii. Compliance in most respects (met 80% or more but less than 100%); or
- iv. Compliance in all respects (met 100%) of the criteria.

The moderator evaluates the question paper and the accompanying marking guideline, 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, considering one of four possible outcomes:

- i. Approved: if the question paper meets all the criteria;
- ii. Conditionally approved and to be resubmitted: if the question paper meets most criteria; or
- iii. Rejected: if the standard and quality of the question paper is entirely unacceptable.

1.3 Summary of Findings

The following section provides a summary of the findings after initial moderation. When question papers were approved, all the challenges had been sufficiently addressed; and all question papers and their corresponding marking guidelines were fully compliant with all the set criteria. The internal moderator addressed all challenges before the question papers and accompanying marking guidelines were approved.

1.3.1 Overall Compliance of Question Papers at Initial Moderation

Umalusi analysed the question papers and accompanying marking guidelines submitted by the IEB at initial moderation, based on the criteria in the instrument. Table 1B summarises the findings on

the overall compliance of question papers and the accompanying marking guidelines with each criterion, at initial moderation.

Table 1B: Compliance of question papers per criterion at initial moderatio

No.	Criteria	Compliance frequency [56 instances]			
		None	Limited	Most	All
1	Technical aspects	0	0	4	3
2	Language and bias	0	1	4	2
3	Internal moderation	0	2	2	3
4	Content coverage	0	1	4	2
5	Cognitive demand	0	2	1	4
6	Adherence to policy	0	0	3	4
7	Predictability	0	1	2	4
8	Marking guidelines	0	3	4	0
Total		34			22
Percentage		60.7%			39.3%

Table 1B shows that the overall % compliance of question papers in November 2021 had significantly declined from that of the previous two years, to 39.3%. This is way below the overall compliance in 2020 (55%), and in 2019 (56%). This needs to be addressed by the IEB as a matter of urgency, to prevent the decline in the quality of question papers submitted for external moderation.

Table 1C shows percentage of question papers that were compliant in all respect with each criterion at initial moderation over three years.

Table 1C: Compliance in full of question papers per criterion over three years

No.	Criteria	% Compliance per criterion over three years		
		2019	2020	2021
1	Technical aspects	50	29	43
2	Language and bias	63	71	29
3	Internal moderation	63	29	43
4	Content coverage	63	43	29
5	Cognitive demand	50	71	57
6	Adherence to policy	38	43	57
7	Predictability	88	100	57
8	Marking guidelines	38	57	0
Average % compliance		56	55	39.3

Table 1C shows that there has been no consistency in the % compliance of question papers per criterion in all respects over the three years. However, it is important to highlight the following:

- i. Content coverage has seen a gradual decline: from 62.5% (2019) to 42.89% (2020) to 29% (2021). This trend needs to be urgently addressed by the IEB as it might be indicative of declining standards and quality of question papers;
- ii. Adherence to policy has seen a gradual increase in the percentage (%) compliance, which trend needs to be maintained; while % compliance of marking guidelines seems to be worst, as it has declined from 57% in 2020 to 0% in 2021.

Figure 1A indicates the overall compliance of question papers over three years, from 2019 to 2021

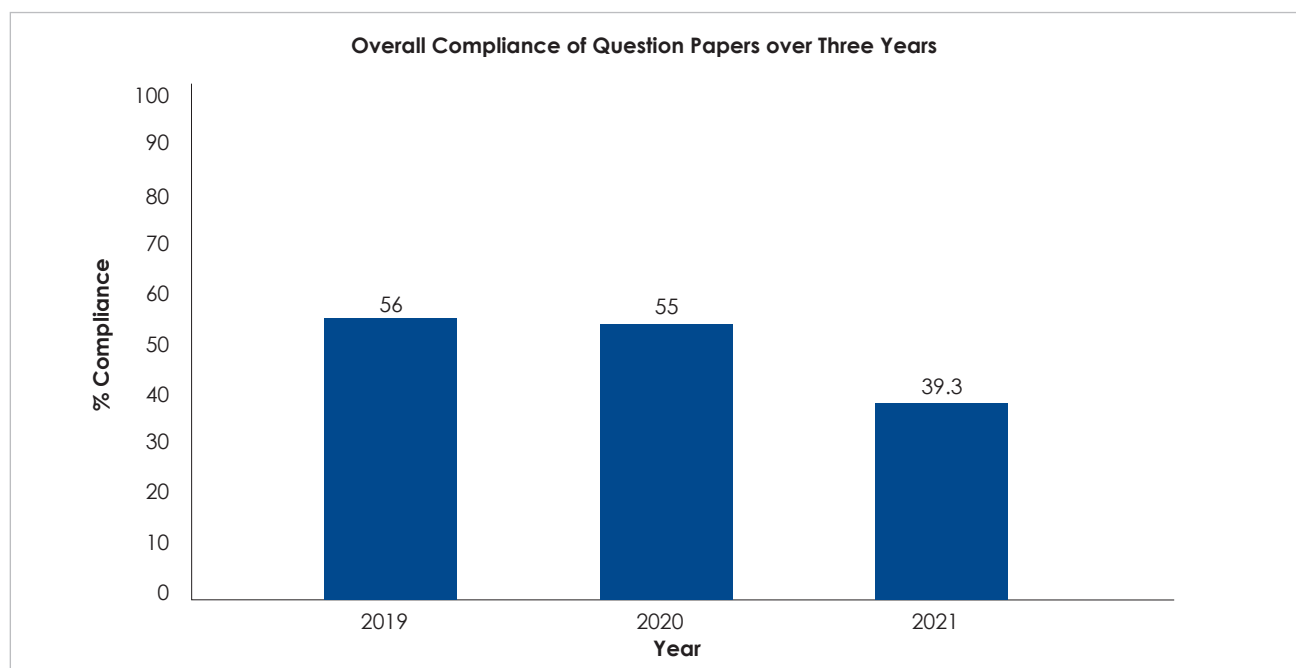


Figure 1A: Comparison of overall compliance in all respects over three years

Figure 1A shows that there has been a steady decline in the percentage compliance of question papers in all respects at initial moderation, culminating in the significant decline to 39.3% in 2021. It is therefore important that the IEB institutes appropriate measures to mitigate the situation.

1.3.2 Compliance of Question Papers with Each Criterion

The following comments on the compliance of question papers and accompanying marking guidelines with each criterion are based on the initial moderation level. Compliance in all respects refers to satisfying all the quality indicators within a criterion. The discussion below summarises the findings. When question papers were approved, all challenges identified during first moderation had been addressed and all question papers and their corresponding marking guidelines were fully compliant with the criteria.

a) Technical aspects

This criterion requires that all question papers and marking guidelines comply with the minimum standards listed below. Each question paper and corresponding marking guideline should:

- i. Be complete, with analysis grid, marking guideline and answer sheet, as well as addenda where required;
- ii. Have a cover page containing all relevant details, such as name of the learning area, time allocation and clear, unambiguous instructions to candidates;
- iii. Be reader friendly and have the correct numbering system;
- iv. Have appropriate fonts used consistently;
- v. Have mark allocation clearly indicated;
- vi. Be able to be completed in the time allocated;
- vii. Have similar mark allocation as in the marking guideline;
- viii. Have appropriate quality of illustrations, graphs, tables and figures; and
- ix. Adhere to the format requirements of the assessment guidelines.

In November 2021, three question papers (A4HSSC; A4MATH; A4SMME) met all aspects of this criterion at initial moderation. Four question papers (A4CENG; A4EMSC; A4LIFO; A4NTSC) were compliant in most respects. There were issues that were identified by Umalusi during the external moderation. In A4CENG, Section C, the details of the picture that was used were not clear. As for A4EMSC, the instructions in Q1 were incomplete and needed to be edited for language. Q1.3 also needed to be rephrased for clarity. In A4LIFO, the question types in the analysis grid (SR, RR, and FR) were cluttered. The numbering of Q4.2 in the marking guideline and Q10.3 in the question paper was incorrect. Inconsistent numbering was also identified in A4NTSC. The numbering of Q7.1 to Q7.11 was incorrect in the analysis grid. The numbering of Q3.3.1 to Q3.3.6 needed to be changed to Q3.2.1 to Q3.2.6.

Compared to November 2020, there was a slight improvement in compliance of question papers with this criterion. Three question papers complied with this criterion in all respects at initial moderation, while in November 2020 only two question papers complied fully. However, it is important to note that while two question papers were rejected in November 2020, no question paper was rejected in November 2021. This is a positive trend that needs to be maintained.

The IEB internal moderator addressed all the identified challenges before the question papers were approved.

b) Language and bias

This criterion checks whether the language register used in the question paper is suitable for the level of candidates; if the presence of subtleties in grammar might create confusion; and whether elements of bias in terms of gender, race, culture, region and religion are present.

Two question papers, (A4HSSC, A4NTSC) were compliant in all respects in this criterion in November 2021. This is significantly lower than in November 2020 where five question papers complied fully with this criterion at initial moderation.

Five question papers (A4CENG; A4LIFO; A4MATH; A4SMME) complied in most respects with this criterion, while A4EMSC showed limited compliance. A4CENG had the most challenges. In Section A the text was incorrectly punctuated. Question 3 needed rephrasing and the allocation of marks was not correct. In Q4(a), marks were adjusted from 1 to 2 marks. As for Q4(b), the question did not make any sense. Questions 5(a); 9(a); 10(d); and Q11 needed editing for language and grammar. The same was noticed in Section B Q1(a); Q2(b); Q6 and Q7(a). In Section C, Q1 and Q2 also needed editing for language and grammar.

In A4LIFO, the terminology used in Q2.3 and Q2.7 of the question paper and Q6.2 in the marking guideline needed to be revised to avoid confusion. There was editing for language and grammar to be done in Q3.4 to Q3.7; Q6.4; Q10; and Q11. As for A4MATH, the solutions in Q1B(f)(i) and (ii) were incorrect. The formula was wrongly placed in Q2B(b)(ii). Question 3(b)(ii) needed to be replaced as its marking would not yield consistency. Rephrasing of Q3C(b) was necessary to scaffold the question.

In A4SMME, the language used in the question paper was not appropriate. With A4EMSC having shown limited compliance with this criterion, Q1.7; Q2.1; Q2.5; Q3.1; Q4.1; Q7; and Q9.1 in the question paper needed grammar and language editing. In Q7.3 in the marking guideline, the word "work" was replaced with "employment opportunities" as it was deemed more appropriate.

However, the internal moderator addressed all these challenges before the question papers were approved.

c) Internal Moderation

This criterion evaluates whether the assessment body conducted internal moderation of the question papers and accompanying marking guidelines, as well as the quality of internal moderation. The criterion also verifies whether recommendations by the internal moderator were implemented or not. The quality, standard and relevance of moderation are all checked.

In November 2021, three question papers (A4EMSC; A4HSSC; A4NTSC) were compliant with this criterion in all respects at initial moderation. This was, again, an improvement from November 2020, when only two question papers were fully compliant. Although the gain seems small, it is in a positive direction and momentum needs to be maintained.

Two question papers (A4MATH; A4SMME) complied with this criterion in most respects, while two (A4CENG and A4LIFO) had limited compliance. In A4MATH, the word “percentage” in Q4A(c) had to be replaced with “likelihood” as it was deemed predictable. In Q4B(b), units to represent speed were incorrect. The challenge encountered in A4SMME was that cognitive demand and the unit standards (US) had not been distributed appropriately or in line with policy.

In A4CENG, the internal moderator's report was of appropriate quality and to the required standard. In addition, many changes were made to both the question paper and marking guideline. As for A4LIFO, there were typographical and language errors in both the question paper and marking guideline. The internal moderator's report lacked details.

However, the internal moderator had addressed all challenges before the question papers were approved.

d) Content coverage

This criterion checks whether a sufficient sample of the prescribed content is covered in each question paper. The following aspects are verified:

- i. The coverage of US;
- ii. The spread of specific outcomes (SO) and assessment standards (AS);
- iii. Whether questions are within the broad scope of the assessment guidelines;
- iv. Whether the question paper reflects appropriate levels and depth of learning area knowledge;
- v. Whether examples and illustrations are suitable, appropriate, relevant and academically correct;
- vi. That there is accurate correlation between mark allocation, level of difficulty and time allocation;
- vii. Whether the question paper allows for the testing of skills; and
- viii. The quality of the questions.

In November 2021, only two question papers (A4CENG; A4NTSC), showed compliance in all respects with this criterion. Four question papers (A4HSSC; A4LIFO; A4MATH; A4SMME) showed compliance in most respects with this criterion, while one question paper (A4EMSC) had limited compliance. In comparison, in November 2020 three question papers were compliant in all respects with this criterion.

In A4HSSC, the SO and AC were not adequately covered. US 115471 was under-assessed by 7%. US 115480 was over-assessed by 12% and US 115483 was over-assessed by 19%. This was far above the acceptable tolerance range of $\pm 3\%$. In Q5.1; Q6.2; Q6.3; and Q6.4, there was a lack of correlation between mark allocation and the level of difficulty of the questions. In addition, the distractors for the

multiple-choice questions in Q1.4 and Q1.6 were not adequate as they gave away some clues.

In A4LIFO, SO and AS were not adequately assessed in each US. In fact, only one SO and AC were assessed in a US. Across Q1.1; Q3.4 to Q3.7; Q9.1 to Q9.4; Q10; Q11.4; Q12.1; and Q13, there was much incorrect information and misinterpretation of the US; in particular US 14661 and US 14666. For A4MATH, Q3C(b) needed to be rephrased and the word “percentage” changed to “likelihood” in Q4A(c).

The A4SMME question paper had instructions to questions that were vague. In fact, some of the questions gave away clues to some responses. The only question paper that showed limited compliance with this criterion was A4EMSC. That was because Q1.2 and Q3.4 had items that were outside of the required content and had to be replaced. Q4.2 and Q5.2 needed to be rephrased to fit the purpose.

However, the internal moderator addressed all challenges before the question papers were approved.

e) Cognitive demand

The cognitive demand criterion evaluates the spread of questions among different cognitive levels in each question paper. This is done by checking that the analysis grid received with the question paper clearly shows the cognitive levels of each question and sub-question; that choice questions are of equivalent cognitive demand; and that the question paper allows for creative responses from candidates.

Four question papers (A4CENG; A4EMSC; A4MATH; A4NTSC) showed compliance in all respects with this criterion in November 2021. This was against five question papers in November 2020 that achieved full compliance with this criterion. This moderate decline in compliance levels with this criterion needs to be prevented from becoming entrenched.

One question paper (A4LIFO) was compliant in most respects with this criterion, and two questions papers (A4HSSC; A4SMME) had limited compliance. The A4LIFO had cognitive demand weighting that exceeded the acceptable tolerance range of $-/+3$. The A4HSSC question paper also had inappropriate weightings of cognitive demand in Section B Q5.2; Q6.4 and Q7.4, and in Section C, Q8.2. In the choice questions, Q9.3 and Q9.4 were not at similar, or equivalent, cognitive levels. As for A4EMSC, there was inappropriate weighting of cognitive demand across Q1 to Q7.

The internal moderator addressed all challenges before the question papers were approved at the second moderation.

f) Adherence to assessment guidelines

This criterion evaluates the adherence of question papers and their marking guidelines to policy; whether each question paper is in line with the assessment guidelines of the assessment body and the requirements of Umalusi. Question papers are checked to establish whether they reflect the prescribed specific outcomes and assessment standards.

In November 2021, four question papers (A4CENG; A4EMSC; A4MATH; A4NTSC) complied with this criterion in all respects. This is against three question papers in November 2020, which shows improvement that needs to be sustained. Three question papers showed compliance in most respects with this criterion: A4HSSC; A4LIFO; and A4SMME. No question paper had limited compliance with this criterion in November 2021.

Some of the challenges identified in A4HSSC included inappropriate weighting of SO and AC. In

addition, US 115480 and US 115471 were not adequately assessed. In A4LIFO Q1.9, US 14659, SO2 and AC4 do not exist; therefore Incorrect US were used. It should be noted that there is a difference between US 14659 and US 14569, as these two often get confused. In A4SMME, the US, SO and AC were not evenly spread across the question paper.

However, the internal moderator addressed all challenges before the question papers were approved.

g) Predictability

This criterion checks whether questions in a current examination question paper are copied or repeated from previous question papers, thus making them predictable. Question papers are also checked as to whether they contain an appropriate degree of innovation to eliminate the element of predictability.

In November 2021 only four question papers (A4CENG; A4HSSC; A4NTSC; A4SMME) out of the seven were compliant in all respects for this criterion at initial moderation. Two question papers (A4EMSC and A4MATH) achieved compliance in most respects with this criterion. One question paper (A4LIFO) had limited compliance. Seven question papers written in November 2020 achieved 100% compliance in all respects for this criterion. The November 2021 question papers showed a significant decline in standard and quality.

In A4MATH, Q4A(c) had been used in the September 2021 examination. A4LIFO, which showed limited compliance with this criterion, repeated Q7.3; Q7.4; Q8.1; Q8.3; Q10.1; Q10.3; and Q11.3 from previous question papers.

However, the internal moderator addressed all challenges before the question papers were approved.

h) Marking guidelines

A question paper is approved together with its accompanying marking guideline. If the marking guideline is not compliant, both documents are rejected until both comply with requirements. This criterion evaluates compliance by checking the correctness and accuracy of marking guidelines; clarity of marking instructions; allocation of marks and their correlation with the marks in the question paper; and that the marking guidelines make allowance for relevant, alternative responses.

In November 2021, none of the seven question papers complied in all respects with this criterion at initial moderation. When compared with the question papers of the November 2020 examination cycle, all seven question papers that were submitted to Umalusi for external moderation complied with this criterion in all respects at initial moderation. This shows a zero % compliance in all respects with this criterion in 2021. This is a very significant decline in the quality and standards of question papers. Four question papers (A4HSSC; A4MATH; A4NTSC; A4SMME) showed compliance in most respects with this criterion in November 2021, while three question papers (A4CENG; A4EMSC; A4LIFO) had limited compliance. One of the challenges identified in A4HSSC included a marking instruction in Q7.5 in Section B that was not related to the responses provided. In A4MATH, responses to Q3B(b)(ii) did not consider consistency of marking. As for A4NTSC, the terminology used in the responses of Q3.2.1 were not learning-area specific. In Q3 and Q7.3 of A4SMME there was no consistency between the marking guideline and the question paper.

In A4CENG, in Section A, Q3; Section B Q1(a); Q2(a) and Q4, there were incorrect responses, inconsistent mark allocation and incoherent instructions. In Section A, an instruction guiding markers on the marking of questions that required explanations, evaluations and opinions had been omitted.

There were grammar and language errors in Section A. This was also the case in Section B Q2(b) and Q7(a). For A4EMSC, there were incorrect responses and alternative responses were not included in Q1.9; Q5.2; Q6.6; Q7.1; Q7.3; Q7.4; and Q8.1. These also had language and grammar errors. In Q1.1 in A4LIFO, the question did not correlate with the responses in the marking guideline in Q4.1 to Q11.1. The response for Q11.4 was very predictable. Lastly, Q13 needed to be replaced completely.

The internal moderator addressed all challenges before the question papers and accompanying marking guidelines were approved.

1.4 Areas of Improvement

The following area of good practice was noted:

- a. No question papers were rejected at initial moderation in the November 2021 examination cycle.

1.5 Areas of Non-compliance

The following was noted as a concern:

- a. Since 2019 there has been a decline in the overall compliance of question papers at initial moderation;
- b. There was evidence of questions being taken from previous examination question papers administered within the past three years; and
- c. There were errors in the marking guidelines that had been identified at initial moderation.

1.6 Directives for Compliance and Improvement

The IEB is required to:

- a. Strengthen the training of examiners and internal moderators. Special attention should be given to their roles and responsibilities during both the development and internal moderation of question papers;
- b. Ensure that internal moderators have access to previous question papers so that questions are not repeated within the three-year period; and
- c. Ensure that there are no errors in the marking guidelines when they are submitted for external moderation.

1.7 Conclusion

The findings of the external moderation process indicated that there had been a decline in the overall compliance of question papers and their corresponding marking guidelines, from 57.8% in November 2018 to 56% in November 2019, to 55% in November 2020 and down further to 39.3% in November 2021. Although all identified challenges were addressed when the question papers and their corresponding marking guidelines were approved, the IEB is required to improve the question paper development process by strengthening its training of examiners and internal moderators. Continuous training will help to address shortcomings in the question papers and their corresponding marking guidelines before they are submitted for external moderation.

CHAPTER 2 MODERATION OF SITE-BASED ASSESSMENT TASKS

2.1 Introduction

Site-based assessment (SBA) forms the basis of internal assessment in the adult education and training (AET) sector and contributes 50% towards a student's final mark for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

The SBA tasks are set by the respective assessment bodies and implemented at adult learning centres. The Independent Examinations Board (IEB) develops and internally moderates SBA tasks before submitting them to Umalusi for external moderation and approval. Once approved, SBA tasks are implemented at AET centre level during the following academic year. The SBA tasks are formative in design and developmental in nature. One of the main objectives of the SBA tasks is to guide and improve the teaching and learning processes in a structured manner that assists students to master skills, knowledge and values for each learning area.

The external moderation of SBA tasks is a critical process of the quality assurance of assessment. The process ensures that the SBA tasks comply with Umalusi quality assurance of assessment requirements and the assessment guidelines of the assessment bodies. Umalusi conducts the moderation of SBA tasks and corresponding marking guidelines to ensure that SBA tasks are representative of:

- a. An adequate sample of the curriculum;
- b. Relevant conceptual domains; and
- c. Relevant levels of cognitive challenge.

The purpose of external moderation is to ensure that a common standard in the quality of SBA tasks is maintained. All candidates registered to write the GETC: ABET examinations through the IEB are required to complete common SBA tasks.

2.2 Scope and Approach

The shelf life of the SBA tasks for the IEB is two years. The SBA tasks of the four learning areas expired at the end of the November 2020 examination cycle. The IEB developed and internally moderated SBA tasks for four learning areas for implementation in the 2021 and 2022 examination cycles. Table 2A indicates the learning areas whose SBA tasks were submitted by the IEB to Umalusi for external moderation.

Table 2A: SBA tasks submitted for external moderation

No.	Learning area	Learning area code
1	Communication in English	A4CENG
2	Human and Social Sciences	A4HSSC
3	Life Orientation	A4LIFO
4	Mathematical Literacy	A4MATH

Umalusi adopted an off-site approach in the external moderation of SBA tasks and used the Instrument for the Moderation of SBA Tasks. The instrument evaluates the quality and standard of tasks according to the following criteria:

- a. Adherence to assessment guidelines;
- b. Content coverage;
- c. Cognitive demand;
- d. Language and bias;
- e. Formulation of instructions and questions;
- f. Quality and standard of SBA tasks;
- g. Mark allocation and marking guidelines; and
- h. Internal moderation.

Each criterion has a set of quality indicators against which each SBA task and corresponding marking guideline is moderated. Umalusi makes a judgement regarding compliance with each criterion, considering the following four possible levels of compliance:

- i. No compliance (met less than 50% of criteria);
- ii. Limited compliance (met 50% or more but less than 80%);
- iii. Compliance in most respects (met 80% or more but less than 100%); or
- iv. Compliance in all respects (met 100%) of the criteria.

Umalusi moderators evaluate SBA tasks and their corresponding marking guidelines, based on an overall impression of how the requirements of all criteria are met. A decision is then made on the quality and standard of the SBA tasks and their corresponding marking guidelines. A decision may be one of following:

- a) Approved: if the SBA tasks and accompanying marking guidelines meet all criteria;
- b) Conditionally approved–resubmit: if the SBA tasks and their accompanying marking guidelines meet most of the criteria; or
- c) Rejected: if the quality and standard of the SBA tasks and their accompanying marking guidelines are totally unacceptable.

2.3 Summary of Findings

Umalusi adopted a holistic approach for the moderation of SBA tasks. Although Umalusi moderated the tasks individually per learning area, the final moderation judgement of compliance was based on the overall compliance of all sub-tasks of the main SBA task and the accompanying marking guidelines with the criteria and quality indicators. Umalusi approved the SBA tasks only once all the criteria were met in each task.

The data used in the findings in this report are based on the initial external moderation of the SBA tasks. Comparative data is based on the 2019 SBA tasks. The findings summarised below show the overall compliance status of the SBA tasks and the levels of compliance of SBA tasks per criterion.

2.3.1 Overall Compliance of SBA Tasks at Initial Moderation

The IEB submitted the SBA tasks for four learning areas to Umalusi for external moderation. During the initial moderation, the SBA tasks for one learning area were approved; those of the other three learning areas were conditionally approved and required resubmission. Table 2B indicates the overall compliance of SBA tasks per criterion at initial moderation.

Table 2B: Compliance of SBA tasks per criterion at initial moderation

No.	Criteria	Compliance frequency (32 instances)			
		None	Limited	Most	All
1	Adherence to assessment guidelines	0	0	1	3
2	Content coverage	0	1	0	3
3	Cognitive demand	0	0	1	3
4	Language and bias	0	0	3	1
5	Formulation of instructions and questions	0	2	0	2
6	Quality and standard of SBA tasks	0	0	3	1
7	Mark allocation and marking guideline	0	1	2	1
8	Internal moderation	0	1	1	2
Total		0	5	11	16
		16			16
Percentage		50%			50%

The overall compliance in all respects for the November 2021 SBA tasks and the corresponding marking guidelines (four learning areas) was 50%. There was a drastic decrease of 17% compared to the 67% overall compliance in November 2019 at initial moderation. Table 2C shows the percentage of SBA tasks that showed compliance in all respects at initial moderation for 2019 and 2021.

Table 2C: Compliance in all respects of SBA tasks per criterion at initial moderation

No.	Criterion	November 2019 (%)	November 2021 (%)
1	Adherence to assessment guidelines	75	75
2	Content coverage	75	75
3	Cognitive demand	75	75
4	Language and bias	75	25
5	Formulation of instructions and questions	50	50
6	Quality and standard of SBA tasks	25	25
7	Mark allocation and marking guideline	75	25
8	Internal moderation	75	25
Average compliance %		67	50

In 2019 and 2021, the compliance in all respects of SBA tasks of the first three criteria remained consistent. Similarly, consistency was also presented in criteria 5 to 7 in both years. A concern was raised regarding a sharp decrease in the language and bias criterion.

Figure 2A graphically illustrates the overall compliance of SBA tasks with criteria over two years (2019 and 2021) at initial moderation.

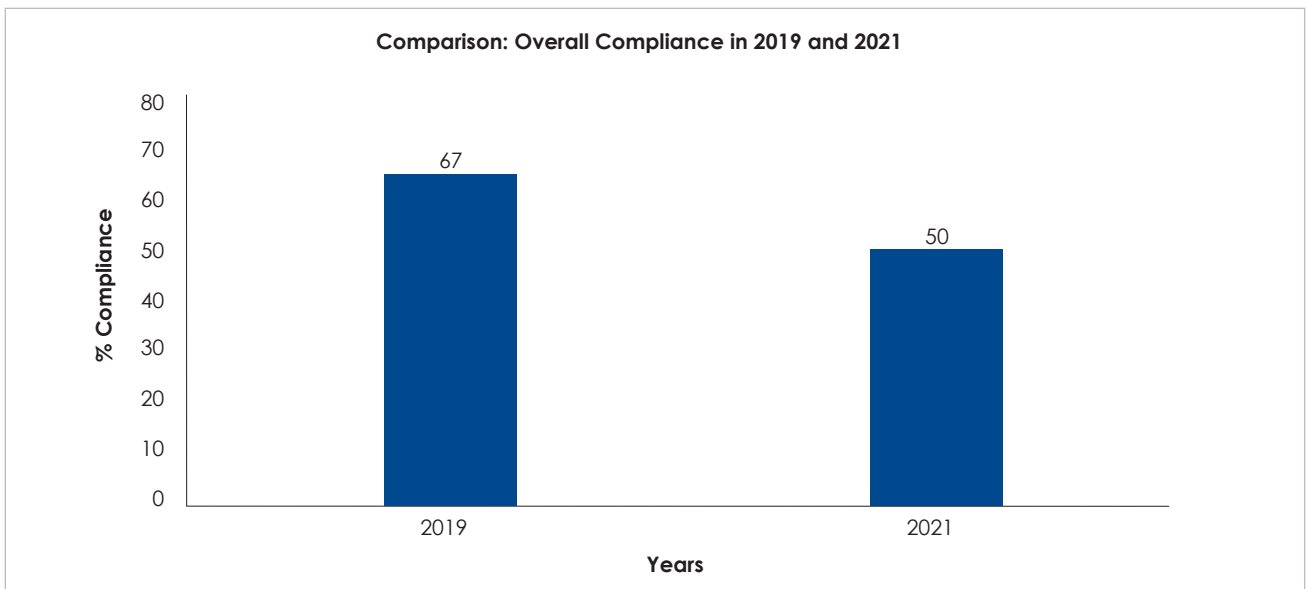


Figure 2A: Comparison of overall compliance of SBA tasks in 2019 and 2021

2.3.2 Compliance of SBA Tasks with each Criterion

The compliance of SBA tasks with each criterion for all learning areas is discussed below, under subparagraphs a to h. Each section includes a comparative graph (Figure 2B to Figure 2J) showing the differences per criteria between the findings of 2019 and 2021.

a) Adherence to assessment guidelines

This criterion verifies whether the assessment body adhered to the assessment guidelines. These are learning area-specific and stipulate the number of activities, weighting, specific outcomes and assessment standards to be assessed.

The SBA tasks of three learning areas (A4CENG, A4HSSC, A4MATH) adhered to the assessment guideline requirements and were compliant in all respects at initial moderation. The SBA tasks of one learning area (A4LIFO) was compliant in most respects with this criterion at initial moderation. The tasks (A4LIFO) were not in line with the current assessment guidelines. However, the internal moderator had addressed all these challenges before the SBA tasks and their marking guidelines were approved.

The compliance in all respects of SBA tasks with this criterion compares well in 2019 and 2021, as illustrated in Figure 2B.

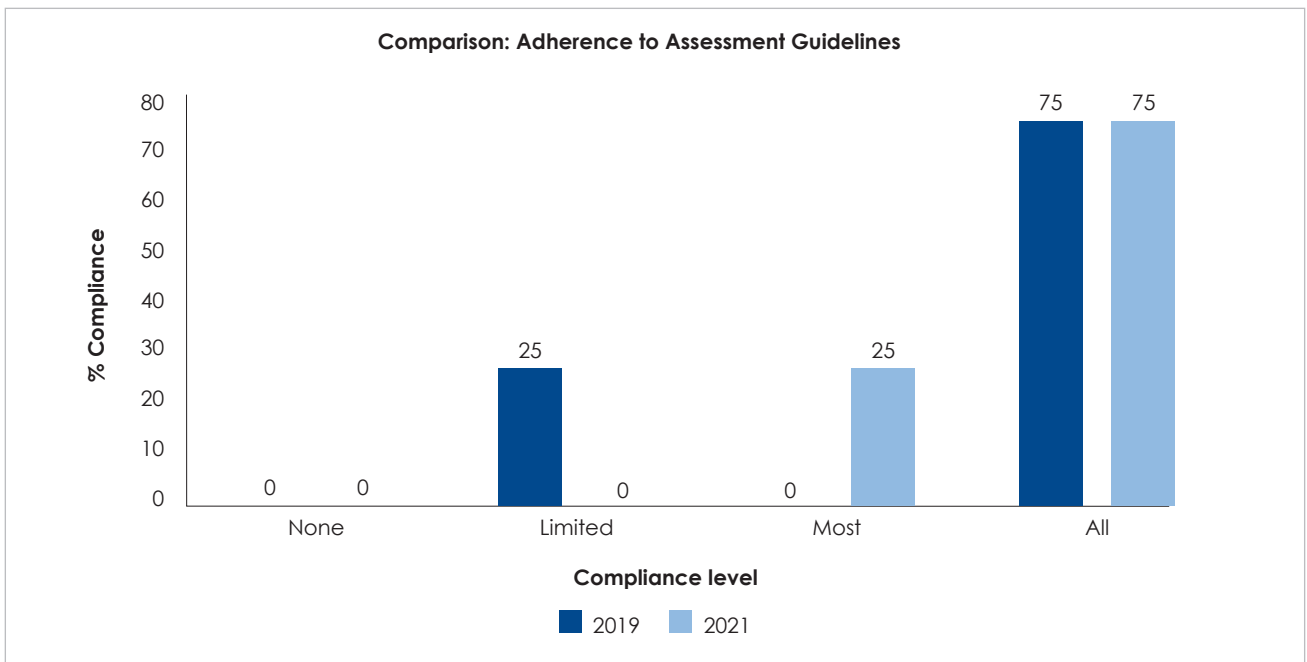


Figure 2B: Comparison of compliance with adherence to assessment guidelines criteria in 2019 and 2021

Figure 2B indicates that there was a significant improvement in 2021 compared to 2019 in this criterion in the development of the SBA tasks. In 2019, 25% of the SBA tasks showed limited compliance with adherence to assessment guidelines, whereas in 2021 this was 0%. This means that the assessment body had made an effort to implement the prescribed assessment guidelines.

b) Content coverage

Umalusi evaluated whether all tasks covered the content as prescribed by the assessment guidelines to meet this criterion. The assessment guidelines prescribe core knowledge, skills and values to be assessed in the SBA tasks of each learning area. All SBA tasks are expected to be aligned to the prescribed content as stipulated in the assessment guidelines.

The SBA tasks of three learning areas (A4CENG, A4HSSC, A4MATH) were compliant in all respects with this criterion. One learning area (A4LIFO) had SBA tasks that showed limited compliance. The following challenges were identified:

- i. The weighting and spread of the specific outcomes (SO) and assessment criteria (AC) were not in line with the requirements of the assessment guidelines;
- ii. The SBA tasks did not cover the unit standards (US) as stipulated in the assessment guideline; and
- iii. The SBA tasks were not in line with the current assessment guidelines.

However, the internal moderator had addressed all these challenges before the SBA tasks and their marking guidelines were approved.

Figure 2C compares compliance of the SBA tasks with the adherence to content coverage criterion at initial moderation in 2019 and 2021.

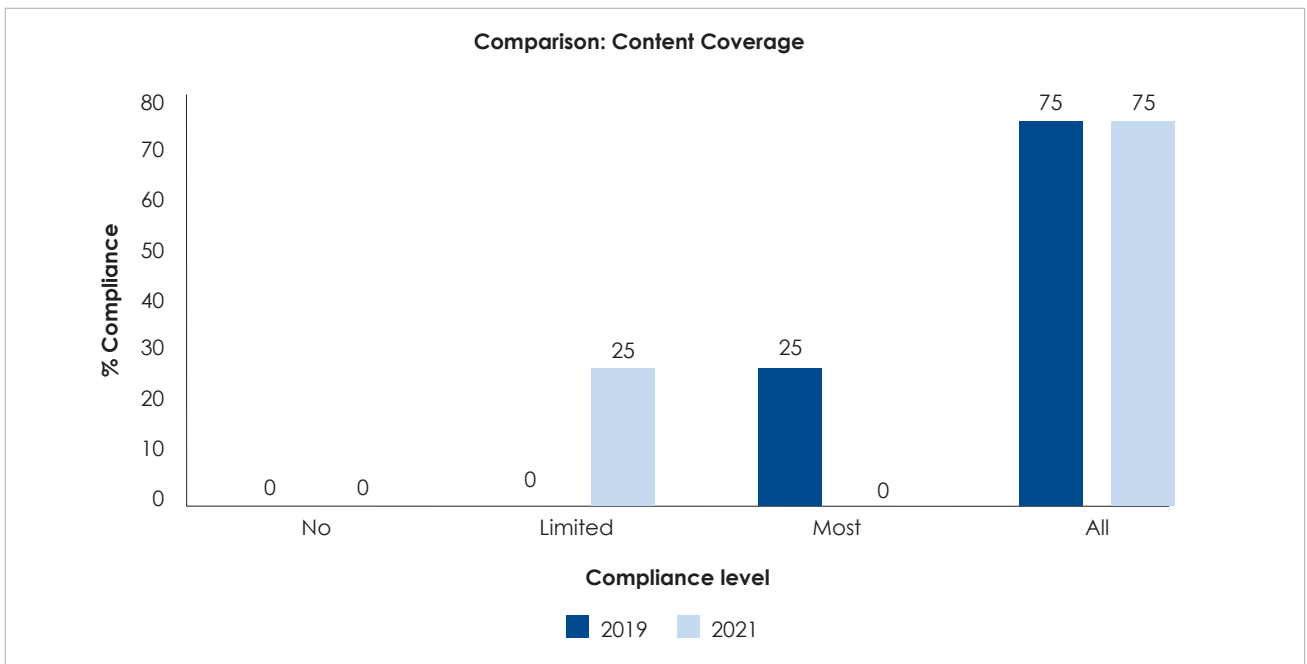


Figure 2C: Comparison of Compliance with content coverage criterion in 2019 and 2021

Figure 2C indicates that in 2021, 25% of the SBA tasks showed limited compliance with the content coverage criterion. This represented a decline compared with that of 2019, where none of the learning areas showed limited compliance.

c) Cognitive demand

This criterion checks whether all SBA tasks assess a range of cognitive skills, as prescribed in the assessment guidelines of the assessment body. Furthermore, this criterion checks if all SBA tasks provide multiple opportunities to assess various skills that cannot be assessed in summative assessments. All SBA tasks are expected to adhere to the prescribed cognitive demand (lower-, middle- and higher-order questions), as stipulated in the assessment guidelines.

The SBA tasks for three learning areas (A4CENG, A4HSSC, A4MATH) complied in all respects with this criterion. The SBA tasks for A4LIFO complied in most respects at initial moderation. The challenges that affected compliance of A4LIFO were the following:

- i. Choice questions were not of an equivalent level of difficulty and cognitive demand;
- ii. There was no appropriate distribution of questions in terms of cognitive levels; and
- iii. Some concepts were extremely difficult and beyond the scope of students.

However, the internal moderator had addressed all these challenges before the SBA tasks and their marking guidelines were approved. Figure 2D compares the compliance of SBA tasks with adherence to cognitive demand in 2019 and 2021.

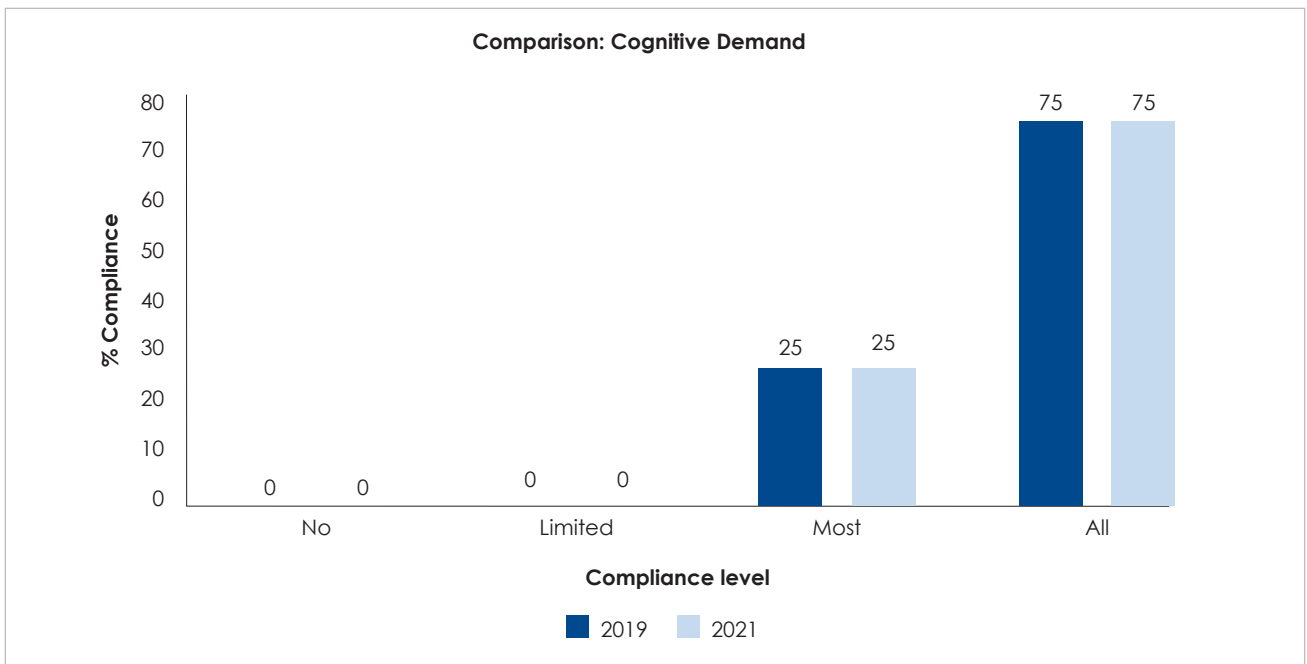


Figure 2D: Comparison of compliance with cognitive demand criterion in 2019 and 2021

Seventy-five percent of the SBA tasks of both 2019 and 2021 complied in all respects with the cognitive demand criterion, whereas 25% met this criterion in most respects in both 2019 and 2021. There was no change in performance in the two cycles.

d) Language and bias

This criterion checks whether appropriate language was used in the SBA tasks. Further, it checks that the language used in the SBA tasks is not offensive, is free from bias of any nature and is appropriate for National Qualifications Framework (NQF) Level 1 students. The expectation is that all SBA tasks will comply in all respects with this criterion.

One learning area (A4HSSC) was compliant in all respects with adherence to the language and bias criterion at initial moderation. The three learning areas (A4CENG, A4LIFO, A4MATH) complied in most respects. The following challenges were identified:

- i. The language was not at the appropriate level;
- ii. There were language and grammatical errors;
- iii. There were subtleties in the grammar that could create confusion; and
- iv. The language used in the SBA tasks and the corresponding marking guidelines was grammatically incorrect.

However, the internal moderator had addressed all these challenges before the SBA tasks and their marking guidelines were approved. Figure 2E compares compliance with adherence to the language and bias criterion at initial moderation in 2019 and 2021.

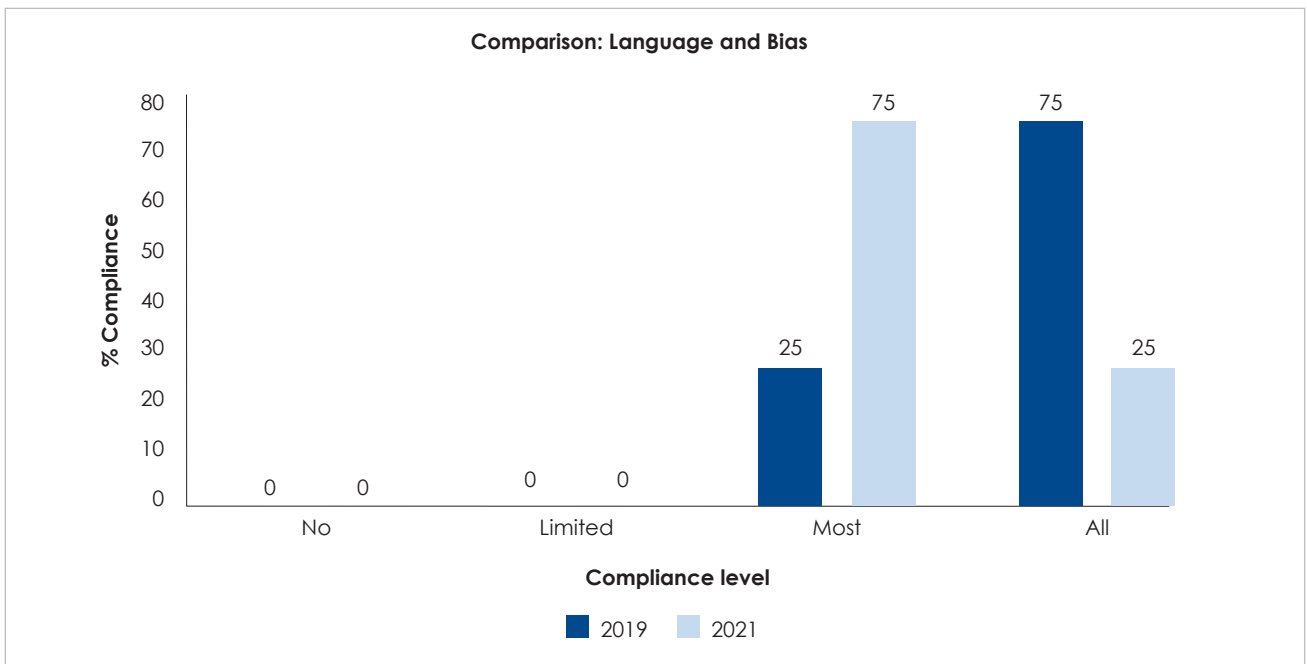


Figure 2E: Comparison of compliance with language and bias criterion in 2019 and 2021

Figure 2E shows that there was a decline in the compliance of SBA tasks in all respects in 2021 with this criterion compared to 2019. The compliance in all respects to language and bias declined from 75% in 2019 to 25% in 2021.

e. Formulation of instructions and questions

To meet this criterion, questions are expected to be clearly formulated and free from ambiguity and confusion. In addition, questions and instructions are expected to be grammatically correct, to elicit appropriate responses and avoid confusing students.

The SBA tasks of two learning areas (A4HSSC, A4LIFO) were compliant in all respects and the other two (A4CENG, A4MATH) showed limited compliance with this criterion at initial moderation. The following contributed to the limited compliance of the two learning areas:

- i. Instructions and questions were unclear and ambiguous;
- ii. SBA tasks were vague; and
- iii. SBA tasks contained misleading information.

However, the internal moderator had addressed all these challenges before the SBA tasks and their marking guidelines were approved.

Figure 2F compares compliance with adherence to the formulation of instruction and questions criterion in 2019 and 2021.

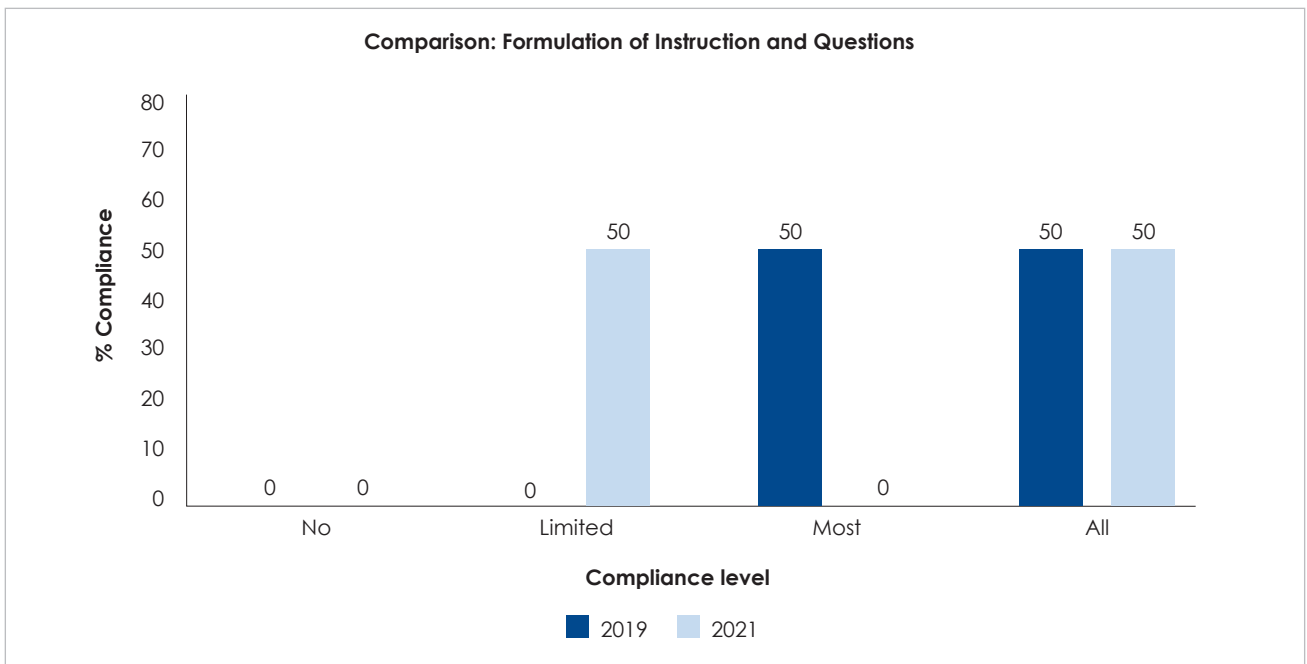


Figure 2F: Comparison of compliance with formulation of instruction and questions criterion in 2019 and 2021

Fifty percent of the SBA tasks had limited compliance with adherence to the formulation of instruction and questions in 2019. The 50% compliance in most respects in 2021 showed an improvement compared to the 2019 SBA tasks. Furthermore, the number of learning areas that were compliant in all respects remained constant in 2019 and 2021.

f) Quality and standard of SBA tasks

This criterion checks whether SBA tasks are of good quality and appropriate standard. The SBA tasks are expected to be innovative in nature. Technical aspects, such as diagrams, pictures and figures are expected to be clear, and the layout should not be cluttered. Furthermore, all SBA tasks must comply in all respects with the requirements of the assessment guidelines.

There was only one learning area (A4HSSC) that was fully compliant in all respects with this criterion at initial moderation. The SBA tasks of the three learning areas were compliant in most respects. Reasons contributing to this were:

- i. SBA tasks were not of the appropriate level;
- ii. The quality of illustrations, figures, tables, etc., was inappropriate and not print ready; and
- iii. No timeframes were provided.

However, the internal moderator had addressed all these challenges before the SBA tasks and their marking guidelines were approved.

Figure 2G compares compliance with the formulation of instruction and questions criterion in 2019 and 2021.

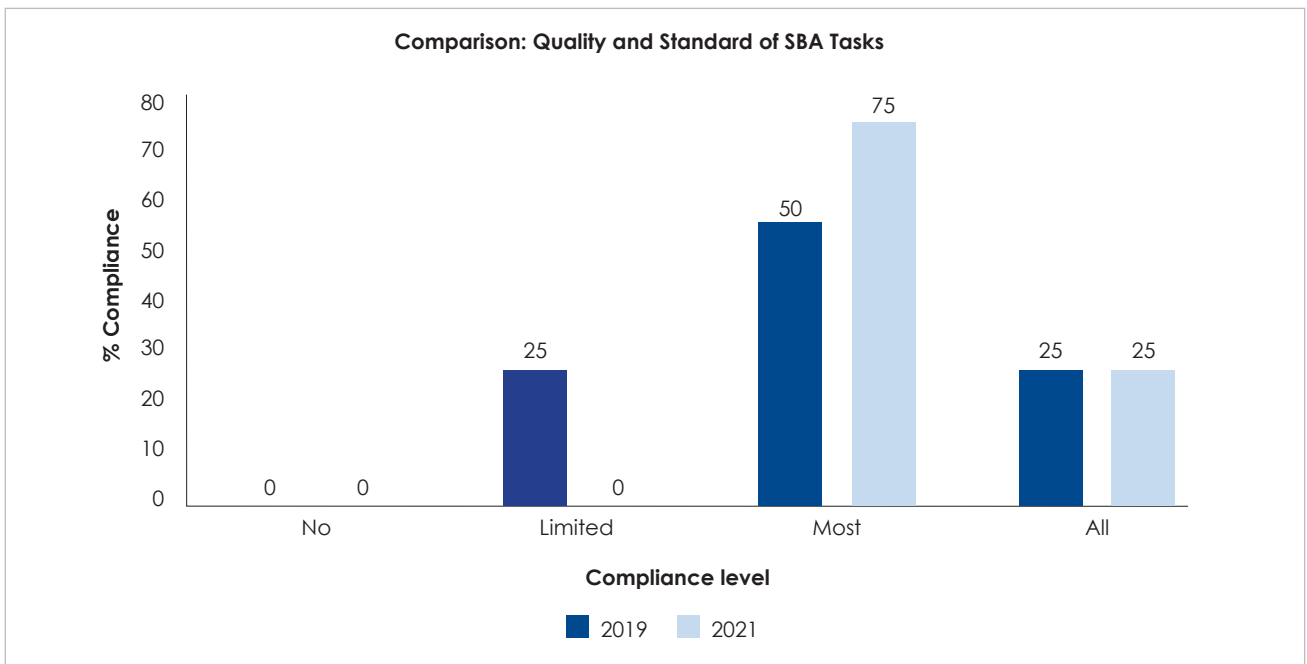


Figure 2G: Comparison of compliance to the quality and standards of tasks criterion over two years

Figure 2G shows no change in the compliance of SBA tasks in all respects with this criterion in 2019 and 2021. The quality and standard of questions had, however, improved by 25% in 2021 from 50% in 2019.

g) Mark allocation and marking guideline

In this criterion, Umalusi verifies that the mark allocation is accurate and that marking guidelines are free of errors. This criterion, further, checks that the mark allocation in the SBA tasks is similar to that in the accompanying marking guidelines. Examiners are also expected to provide an analysis grid that shows a breakdown of each question. For SBA tasks to be approved, the expectation is that all tasks meet this criterion in all respects.

One learning area (A4HSSC) was fully compliant, two (A4LIFO, A4MATH) were compliant in most respects and only one (A4CENG) showed limited compliance with this criterion. The following challenges were identified:

- i. The marking guidelines contained typographical and language errors;
- ii. The marking guidelines did not facilitate consistent marking; and
- iii. The marking guideline was cluttered and not clearly laid out.

However, the internal moderator had addressed all these challenges before the SBA tasks and their marking guidelines were approved. Figure 2H compares compliance with the mark allocation and marking guidelines criterion over two years.

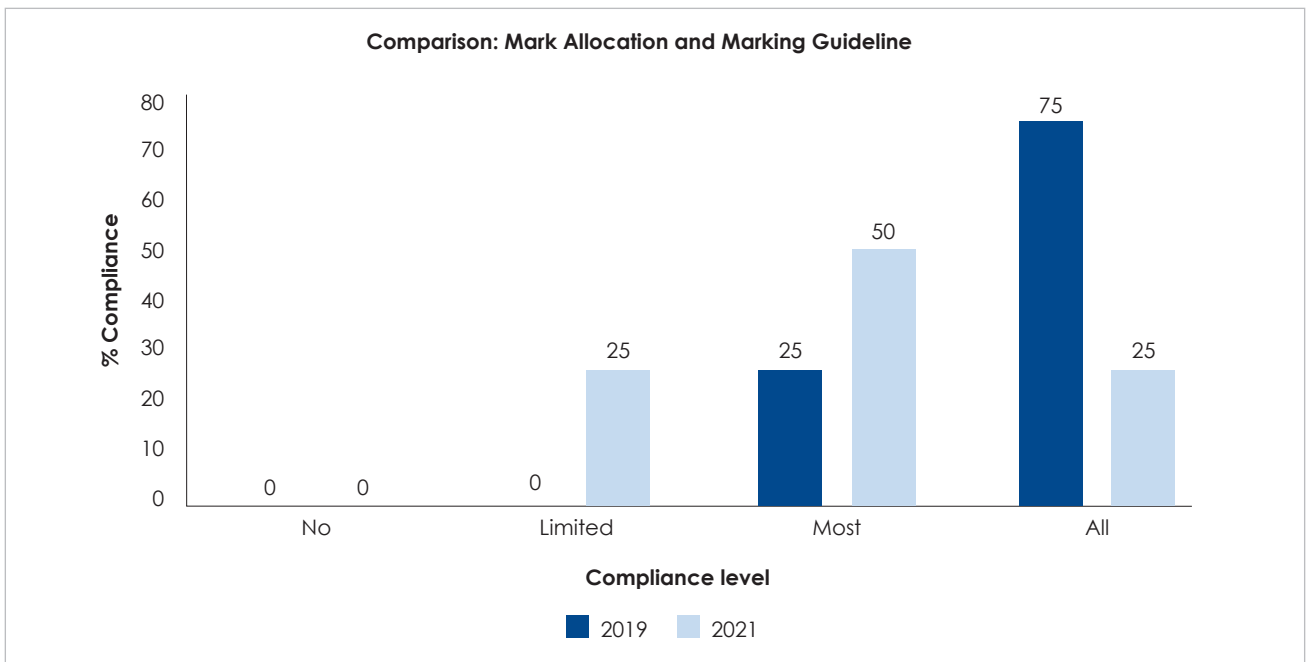


Figure 2H: Comparison of compliance with mark allocation and marking guideline criterion in 2019 and 2021

Twenty-five percent of SBA tasks showed compliance in all respects with the mark allocation and marking guideline criterion in 2021, a decrease of 50% when compared to 2019.

h) Internal moderation

Umalusi verifies that internal moderation has been conducted at assessment body level to meet this criterion. Internal moderation of SBA is a rigorous process similar to that of the question papers, to ensure that the SBA tasks developed are of good quality. The criterion also checks the quality of internal moderation. The expectation is that internal moderators will provide constructive feedback that is appropriate and developmental. It is also expected that the history of the development of the SBA tasks, along with all internal moderation reports, will be provided to Umalusi for external moderation. In addition, there should be evidence that examiners implemented any recommendations made by internal moderators.

The SBA tasks of two learning areas (A4HSSC, A4MATH) showed compliance in all respects with the internal moderation criterion. The SBA tasks of A4LIFO complied in most respects, while those of A4CENG had limited compliance with this criterion at initial moderation. The challenges that affected limited compliance were:

- i. There was no rigorous internal moderation;
- ii. The internal moderator's report was of poor quality and standard; and
- iii. The quality of the internal moderation report was inappropriate.

However, the internal moderator had addressed all these challenges before the SBA tasks and their marking guidelines were approved. Figure 2J compares compliance with the internal moderation criterion in 2019 and 2021.

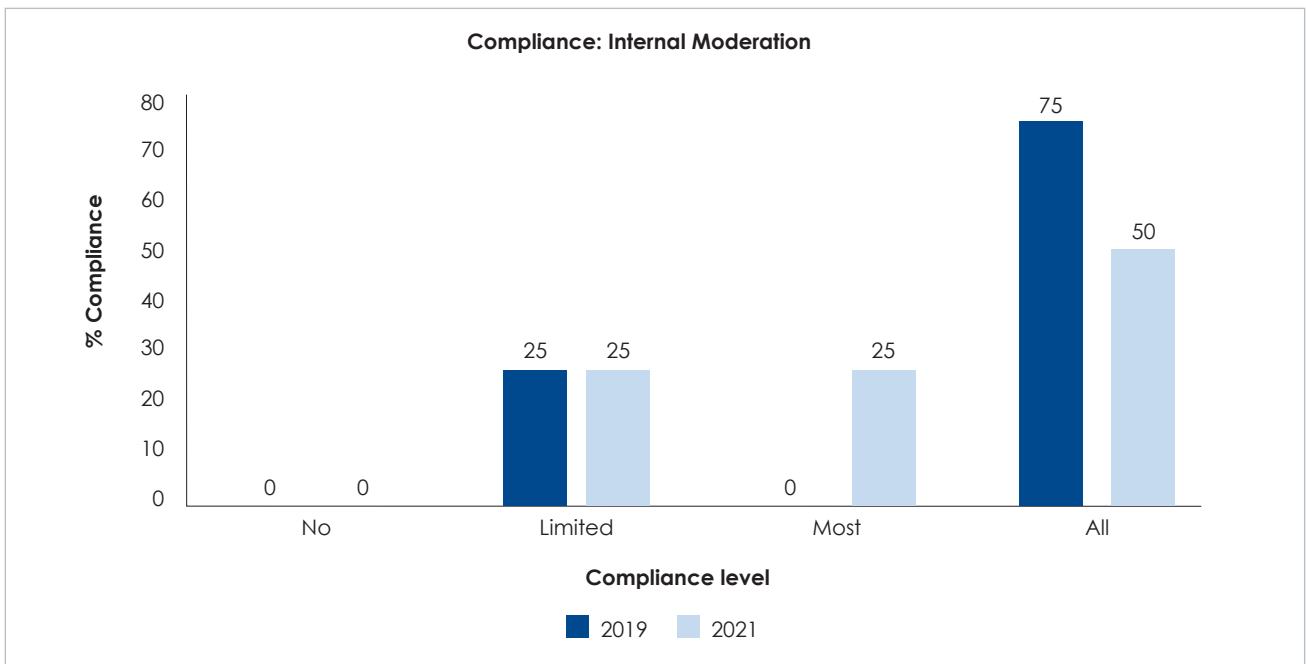


Figure 2J: Comparison of compliance with the internal moderation criterion in 2019 and 2021

Figure 2J indicates that compliance in all respects with internal moderation decreased from 75% in 2019 to 50% in 2021. Limited compliance remained consistent for 2019 and 2020. There was an increase of 25% in 2021 from 2019 in compliance in most respects.

2.4 Areas of Improvement

The following area of improvement was noted:

- a. The assessment body submitted the facilitators' file with the full history of the development of SBA tasks, all drafts and internal moderators' reports in all four learning areas.

2.5 Areas of Non-Compliance

The following were identified as areas of non-compliance:

- a. The quality of some diagrams and illustrations was poor;
- b. The formulation of questions and instructions was of major concern;
- c. The rubrics for assessment of SBA tasks were arranged in descending order instead of ascending order;
- d. Internal moderation was not acceptable; and
- e. The SO and AC were not adequately addressed as prescribed in the assessment guidelines.

2.6 Directives for Compliance and Improvement

The IEB is required to:

- a. Strengthen the training of examiners and internal moderators to ensure consistency in interpreting the assessment guideline requirements for the content of SBA tasks; and
- b. Ensure that internal moderators fully understand their roles and responsibilities during the moderation of SBA tasks.

2.7 Conclusion

The focus in the setting and moderation of SBA tasks is ensuring that all tasks address the different unit standards, related specific outcomes and assessment criteria and the cognitive weighting, as prescribed in the assessment guideline of the respective learning area. Umalusi evaluated the four SBA tasks, per learning area, using a moderation instrument with prescribed criteria and quality indicators as a guide.

The overall compliance in all respects of the SBA tasks declined by 13% from that of 2019 to 50% in 2021 at initial moderation. This decline is of major concern. Furthermore, there was a lack of rigorous internal moderation across all four SBA tasks. Rigorous internal moderation, with good quality internal moderation reports, would ensure the credibility of the SBA tasks. However, all SBA tasks were fully compliant with all set criteria at approval stage.

CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

3.1 Introduction

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

Students present their responses to SBA tasks in a portfolio of evidence (PoE). Umalusi conducts rigorous external moderation of the SBA portfolios to evaluate the quality and standard of work done by the students and facilitators, in line with the requirements of the assessment guideline and criteria of Umalusi. The purpose of external moderation of SBA portfolios is, among others, to:

- a. Establish the scope, extent and reliability of SBA across all assessment bodies;
- b. Ensure that SBA portfolios comply with the requirements of assessment guidelines;
- c. Verify whether internal moderation of SBA portfolios was conducted by the assessment body at different levels;
- d. Check on the quality of internal moderation of SBA portfolios; and
- e. Report on the overall quality of SBA portfolios.

To ensure the validity and reliability of the results, the implementation of the SBA is internally moderated and externally verified.

3.2 Scope and Approach

Umalusi externally moderated the SBA portfolios of seven learning areas on-site at the Holy Family College, Johannesburg, on 20 November 2021. This was the marking and moderation centre of the Independent Examinations Board (IEB). The IEB submitted SBA portfolios for all seven learning areas that they assessed. Umalusi sampled and moderated one SBA portfolio per adult education and training (AET) centre. This gives an indication of the compliance of each centre with the requirements of the SBA implementation.

Umalusi moderators evaluated SBA portfolios using the Quality Assurance of Assessment Instrument for the Moderation of SBA portfolios. The SBA portfolios were evaluated, based on the following criteria:

- a. Adherence to assessment guideline;
- b. Internal moderation;
- c. Structure and content of SBA portfolios;
- d. Implementation of SBA assessment tasks;
- e. Student performance;
- f. Quality of marking; and
- g. Overall qualitative evaluation of sample.

Umalusi moderators evaluated SBA portfolios based on how the quality indicators of each criterion were met and on the overall impression of the SBA portfolios. The compliance decision was either:

- i. No compliance;
- ii. Limited compliance;
- iii. Compliance in most respects; and

iv. Compliance in all respects.

3.3 Summary of Findings

This section summarises the findings and observations of Umalusi during the moderation of SBA portfolios at sampled AET centres. Umalusi moderated the SBA portfolio at each centre to measure the degree of compliance in the implementation and moderation of SBA. It should be noted that the findings and conclusions are based on the samples selected for the moderation of the SBA portfolios.

3.3.1 Moderated Samples

Table 3A shows the number of SBA portfolios, both portfolios of assessment (PoA) and PoE, that Umalusi externally moderated, per learning area, per AET centre.

Table 3A: SBA portfolio samples submitted and moderated

Learning area	AET centre	Sample submitted		Sample moderated		% Moderated
		PoA	PoE	PoA	PoE	
A4EMSC	Cullinan Development Centre	0	1	0	1	100%
	Mash Computer Training STD Client	0	2	0	2	100%
	FH Chamberlain Trading	0	2	0	2	100%
	Kriel Colliery	0	5	0	3	60%
	St Georges Life Campus	0	2	0	1	50%
	Mogolo Academy ABET & Skills Provider	0	5	0	2	40%
	The Diepsloot Foundation	1	5	1	2	50%
	The Training Professionals	0	4	0	2	50%
A4HSSC	The Training Professionals	0	4	0	1	25%
	Saldahna Bay Municipality	0	5	0	1	20%
	Mogolo Academy ABET & Skills Provider	0	5	0	1	20%
	Kriel Colliery	0	2	0	1	50%
	Mash Computer Training STD Client	0	2	0	1	50%
	Palabora Learning Centre	0	1	0	1	100%
	Cape Town Skills Facilitator	0	5	0	1	20%
	Stellenbosch Municipality–Project Literacy	0	1	0	1	100%
	St Georges Life Campus	0	1	0	1	100%
	The Diepsloot Foundation	1	5	1	1	20%
A4CENG	Mogolo Academy ABET & Skills Provider	1	5	1	1	33%
	Kriel Colliery Zibulo	0	3	0	1	33%
	Northam Platinum Mine	0	5	0	1	20%
	MQA Impala Platinum Limited	1	5	1	1	33%

Learning area	AET centre	Sample submitted		Sample moderated		% Moderated
		PoA	PoE	PoA	PoE	
A4CENG	Woolworths Supply Chain	0	4	0	1	25%
	Unity College-Witkoppen	0	2	0	2	100%
	Chili Pepper IT Solutions Pty Ltd	0	5	0	1	20%
	Woolworths Maxmead Distribution Centre	1	3	1	1	50%
	Eamogetswe Community Learning Centre	0	7	0	1	14%
	Eamogetswe Vereeniging	0	22	0	1	5%
A4LIFO	Bambanani AET Centre	0	1	0	1	100%
	Herzlia WC MW	0	5	0	1	20%
	Circleway College	0	5	0	1	20%
	Mash Computer Training STD Client	0	1	0	1	100%
	Mogolo Academy ABET & Skills Provider	1	5	1	1	33%
	Kriel Colliery	1	3	1	1	50%
	Kriel Colliery Zibulo	0	1	0	1	100%
	The Diepsloot Foundation	0	1	0	1	100%
	FH Chamberlain Trading	0	5	0	1	20%
	The Training Professionals	0	1	0	1	100%
A4MATH	Woolworths Supply Chain	0	5	0	1	20%
	Siphakamise Mossel Bay Municipality	1	5	1	1	33%
	Siphakamise West Coast District Municipality	1	5	1	1	33%
	Impala Platinum Mine	1	5	1	1	33%
	The Diepsloot Foundation	1	5	1	1	33%
A4NATSC	St Georges Life Campus	0	1	0	1	100%
	FH Chamberlain Trading	0	1	0	1	100%
	Siphakamise Mossel Bay Municipality	0	1	0	1	100%
	Mogolo Academy ABET & Skills Provider	1	6	1	4	71%
	Kriel Colliery	0	5	0	3	60%
A4SMME	Cape Town Skills Facilitator	0	2	0	2	100%
	Kriel Colliery	0	1	0	1	100%
	Mash Computer Training STD Client	0	2	0	2	100%
	Mogolo Academy ABET & Skills Provider	0	5	0	5	100%
	Kyocera	0	1	0	1	100%
TOTAL		12	196	12	72	40,4%
		208		84		

Table 3A indicates that Umalusi moderated a selected sample of 84 of 208 SBA portfolios, or 40,4% of the submitted SBA portfolios in November 2021. Umalusi moderated 12 PoA in 2021. This was 11 more than in November 2019 and eight more than in 2020. Figure 3A compares the selected SBA portfolio sample sizes in November 2019, 2020 and 2021.

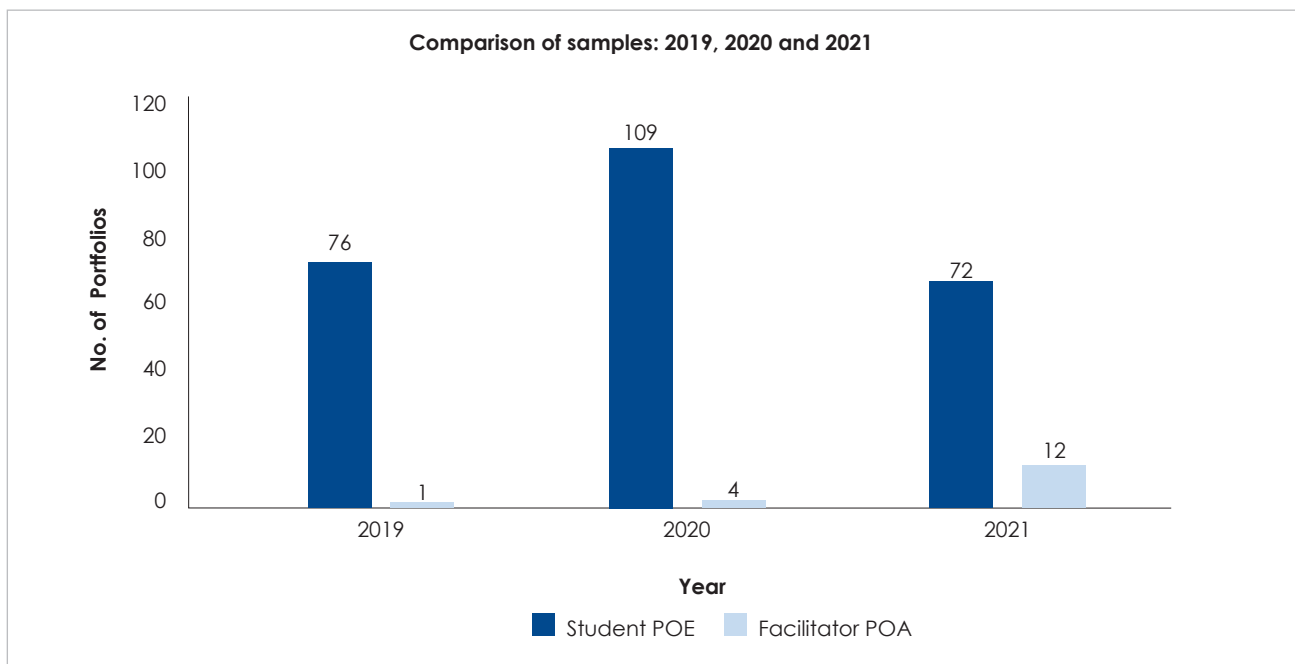


Figure 3A: Comparison of moderated samples in November 2019, 2020 and 2021

Figure 3A indicates the least number of PoE when compared to November 2019 and 2020. This was because of a change to the approach, with more AET centres and fewer SBA portfolios per centre moderated. In 2019 the number of PoE was 76, whereas in 2020, 109 PoE were submitted. However, the number of PoA was the highest in 2021, when compared to the previous two years. In 2021, the IEB submitted 12 PoA. This was an improvement on the November 2019 and 2020 submissions.

Figure 3A compares the sampled AET centres for the moderation of SBA portfolios in November 2019, 2020 and 2021.

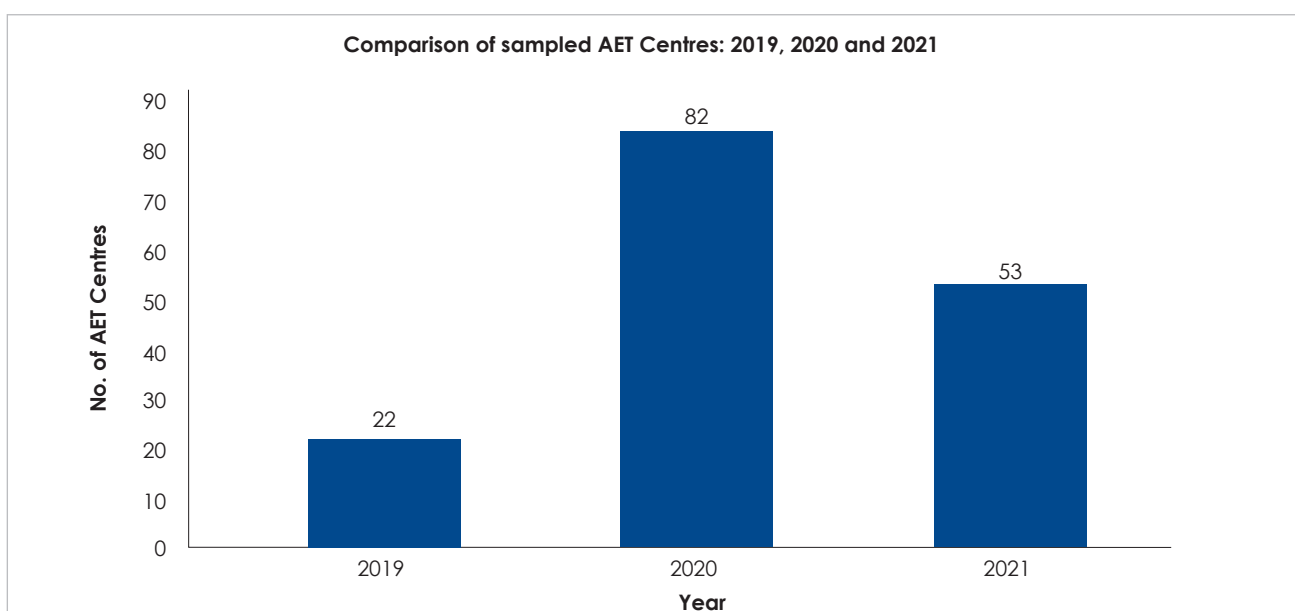


Figure 3B: Comparison of sampled AET centres in November 2019, 2020 and 2021

Figure 3B shows that there was a decrease in the number of AET centres sampled in the past three years. The number of sampled AET centres increased from 22 in 2019 to 82 in 2020 but decreased to 53 in 2021.

Initially, Umalusi was expected to moderate one PoA and one PoE per AET centre from ten centres. However, Umalusi was unable to meet this threshold as in some learning areas there were fewer than ten centres registered for the November 2021 examinations; additionally, not all AET centres in all learning areas submitted the PoA. Umalusi therefore moderated more than one PoE in the following learning areas: A4EMSC (except Cullinan Development Centre and St Georges Life Campus), A4CENG (Unity College-Witkoppen), A4NTSC (Mogolo Academy ABET & Skills Provider and Kriel Colliery) and A4SMME (except Kriel Colliery and Kyocera).

3.3.2 Overall Compliance of AET Centres with Each Criterion

Umalusi made provision for the moderation of one facilitator portfolio and one student portfolio per learning area, per AET centre. Table 3B summarises the overall compliance of the sample, with each of the six criteria against which the moderation of portfolios was conducted. In addition, Table 3B summarises the overall compliance status of AET centres with the quality standard criteria for all learning areas.

Table 3B: Quantitative analysis of compliance per criterion of moderated portfolios

No.	Criterion	Compliance frequency [432 instances]			
		No	Limited	Most	All
1	Adherence to assessment guideline	10	13	25	24
2	Internal moderation	1	14	15	42
3	Structure and content of SBA portfolios	1	6	25	40
4	Implementation and assessment of SBA tasks	2	26	14	30
5	Performance of students	3	4	24	41
6	Quality of marking	3	5	18	46
Total		20	68	121	223
Percentage (%)		5	15	28	52
% Overall compliance in 2020		12	40	28	21
% Overall compliance in 2019		13	22	22	43

The findings indicated in Table 3B show that 52% (223) of SBA portfolios complied in all respects with all six criteria. There were 20 instances (5%) of SBA portfolios that were not compliant; 68 instances (15%) of limited compliance and 121 instances (28%) of compliance in most respects. When compared with the overall performance in 2019 and 2020, the 2021 overall performance was better, with a noticeable improvement. Figure 3C compares the overall compliance of the samples in November 2019, 2020 and 2021.

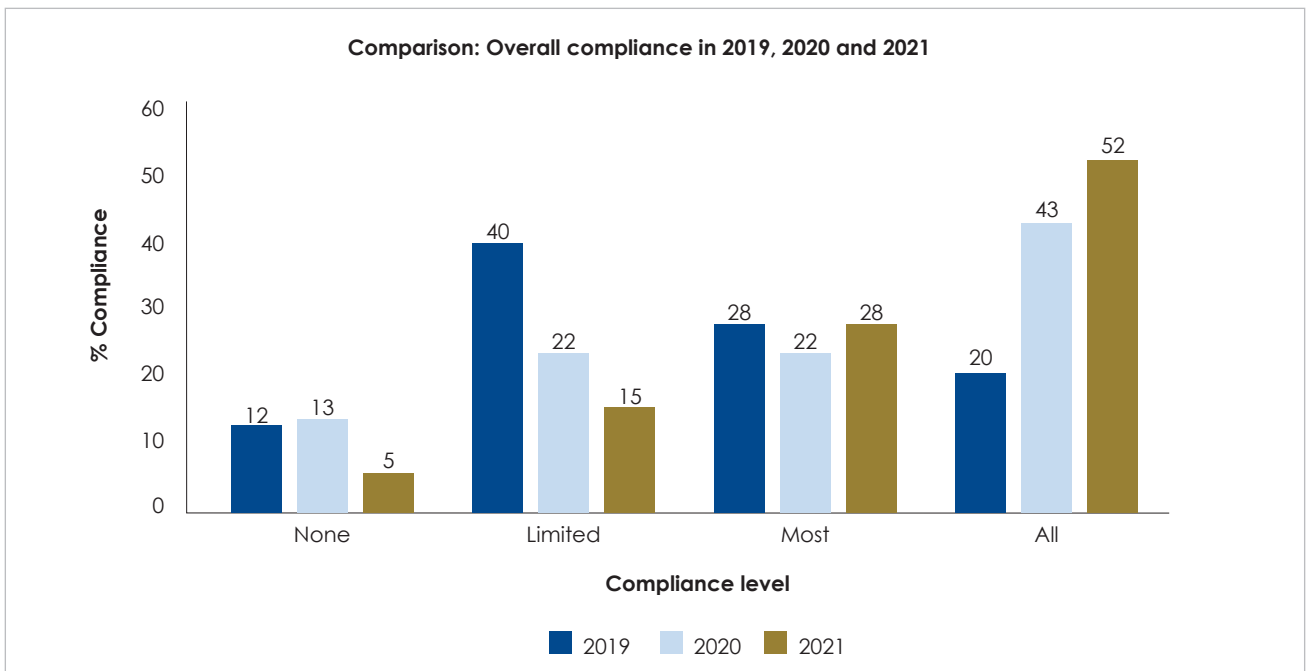


Figure 3C: Comparison of overall compliance in November 2019, 2020 and 2021

Figure 3C shows that there was an improvement in the overall compliance in 2021, compared to 2019 and 2020. In 2021, 52% of the sampled SBA portfolios were compliant in all respects with the six criteria.

3.3.3 Compliance of AET Centres with Each Criterion

The section below is a summary of key findings, per criterion.

a) Adherence to assessment guideline

This criterion checks that the content of the student and facilitator portfolios adheres to the assessment guidelines of the assessment body. The assessment guidelines prescribe the various policies and assessment and planning documents that should be included in all facilitator portfolios. The guideline also prescribes the documents required in the students' portfolios, which includes the assessment plan. It is expected that the facilitator will comply with the assessment guidelines for the content of the SBA portfolios and the implementation of SBA tasks.

The assessment body has shown an increase in the number of PoA submitted for moderation. It was noted, however, that the majority of the PoA submitted did not contain the assessment plans. In the case where assessment plans were submitted, these were not implemented as there were no dates when assessment was conducted. It is worth noting that the assessment plan of A4CENG (Woolworths Maxmead Distribution Centre) was meticulously implemented.

Thirty-three percent of the sample was fully compliant with adherence to assessment guidelines. The learning area that complied in all respects was A4LIFO (two AET centres).

A total of 18% of the SBA portfolios were compliant in most respects with this criterion. The following challenges were identified:

- i. The PoA were incomplete;
- ii. Some assessment plans submitted did not contain dates; and
- iii. Where dates were inserted, assessments were implemented outside of the dates indicated.

There were 35% of SBA portfolios that showed limited compliance with adherence to assessment guidelines. The following challenges were identified:

- a. Assessment plans were not provided; and
- b. Marks allocated to students could not be verified (A4SMME).

Fourteen percent of the sample reflected non-compliance with this criterion. Umalusi noted the following reasons:

- i) Outdated SBA tasks were implemented (A4HSSC, A4LIFO);
- ii) There was evidence of irregularity (A4EMSC);
- iii) Non-submission of PoA (A4EMSC);
- iv) Non-submission of working mark sheet (A4SMME); and
- v) Students were not provided with rubrics (A4EMSC).

Figure 3D indicates the comparison of compliance with adherence to assessment guidelines in November 2019, 2020 and 2021.

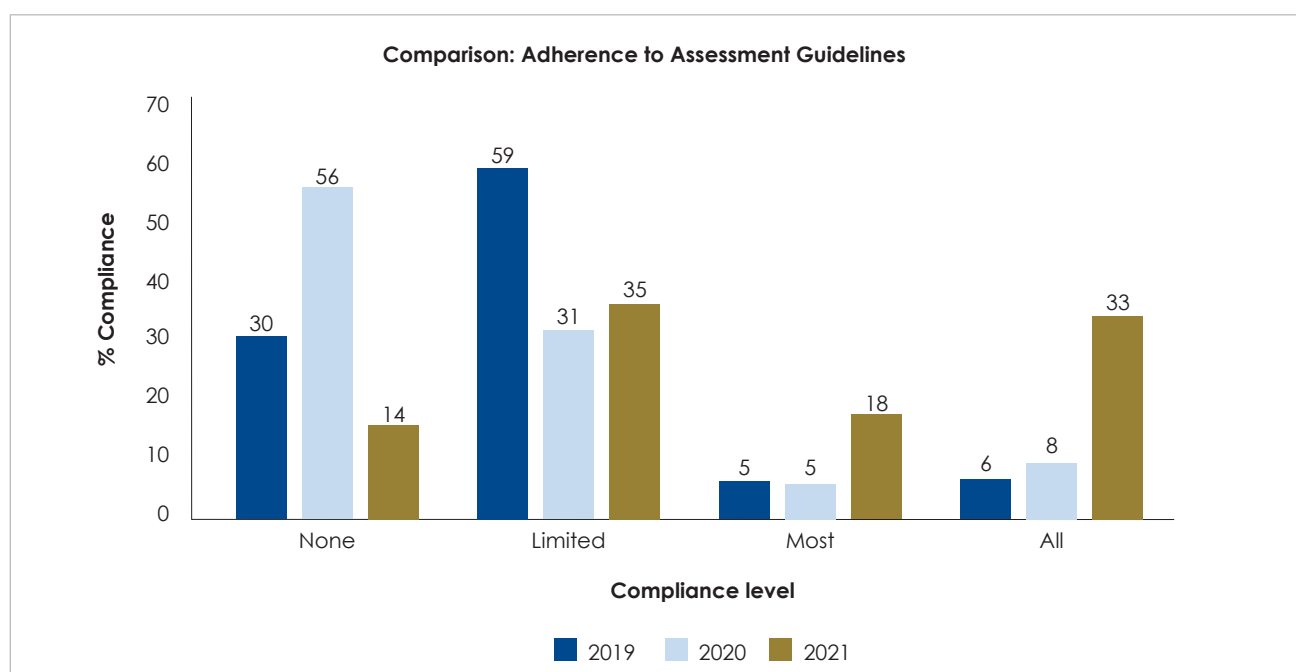


Figure 3D: Comparison of compliance with adherence to assessment guidelines in November 2019, 2020 and 2021

The graph depicts a significant improvement over the three years. In 2021, the overall compliance with adherence to assessment guidelines increased by 28% from that of 2019 (5%), and by 25% from 2020 (8%).

b) Internal moderation

This criterion verifies evidence of internal moderation of SBA portfolios and the quality of such internal moderation by the assessment body. The expectation is that there would be internal moderation reports that contain constructive and relevant feedback from the moderator to both facilitators and students.

There was evidence that rigorous internal moderation was conducted in 2021. Fifty-eight percent of the sample complied in all respects with this criterion. This was an improvement when compared with 2019 and 2020. Good quality internal moderation reports accompanied SBA portfolios. Twenty-one

percent of SBA portfolios complied in most respects with this criterion. This was an improvement in the quality of portfolios. Umalusi noted the following challenges:

- i. Internal moderation reports were generalised and were not specific to the tasks and individual facilitator (A4CENG);
- ii. The quality of the reports was questionable as there were neither comments nor suggestions for effective teaching and learning (A4SMME); and
- iii. Comments were directed to the facilitators only and not to the students (A4CENG).

Nineteen percent of the sampled SBA portfolios showed limited compliance with internal moderation, an increase from one percent in 2020. Two percent could not be moderated owing to the submission of outdated (2019) SBA tasks. Figure 3E indicates the comparison of compliance with internal moderation in November 2019, 2020 and 2021.

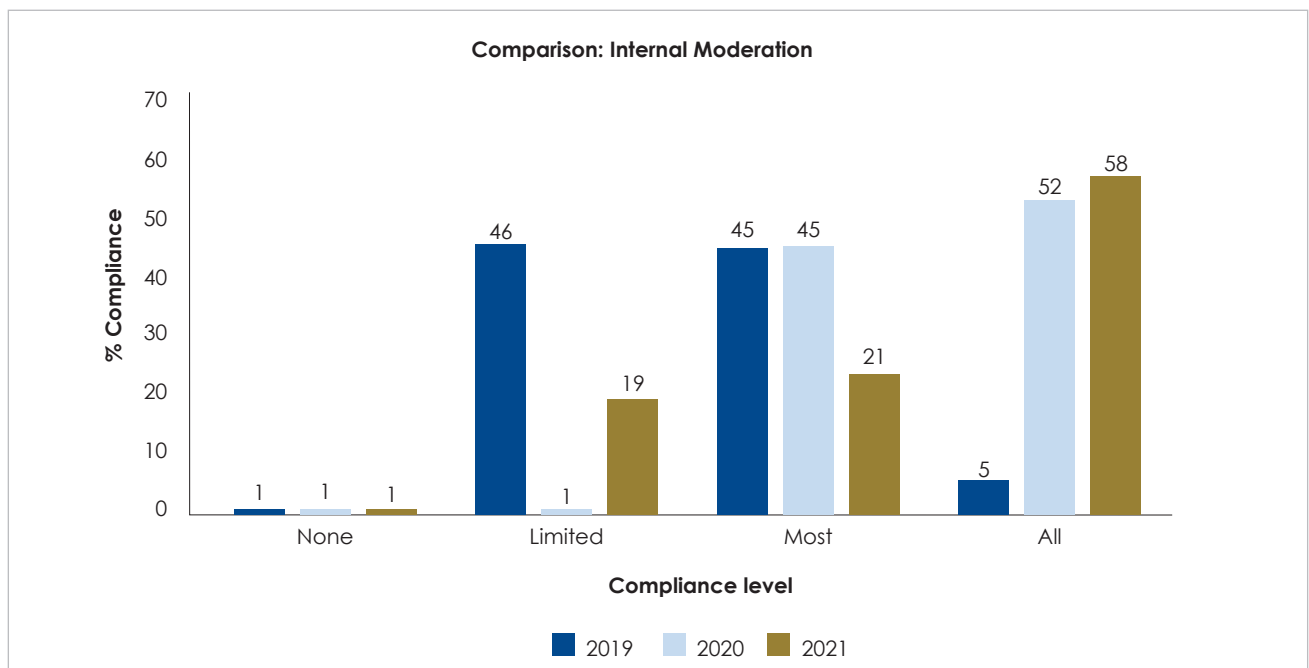


Figure 3E: Comparison of compliance with internal moderation in 2019, 2020 and 2021

Figure 3E reflects a great improvement in 2021 in compliance with the internal moderation criterion, compared with that of 2019 and 2020. In 2019 there was full compliance of 5%, which jumped to 52% in 2020 and to 58% in 2021.

c) Structure and content of SBA portfolios

The structure and content criterion checks that students' portfolios contain the relevant documents indicated in the quality indicators. The expectation is that the students' SBA portfolios will be neat and presentable; all tasks filed in, in an orderly manner; and evidence that tasks were properly marked and internally moderated.

Only 55% of the moderated samples complied in all respects with this criterion in November 2021. The PoE were neat and tidy and all tasks were internally moderated. Thirty-five percent of SBA portfolios showed compliance in most respects; 8% with limited compliance; and only 1% were non-compliant with this criterion. It was evident that many AET centres still need support in compiling the PoE. There were many AET centres that had the following challenges:

- i. Certified identity document copies not included;

- ii. Assessment plans not submitted;
- iii. Tables of contents not included;
- iv. Marked responses in the students' PoE that were not signed by facilitators; and
- v. Two portfolios were submitted for the same student (A4CENG).

Figure 3F indicates the comparison of compliance with the structure and content of SBA portfolios over the three years.

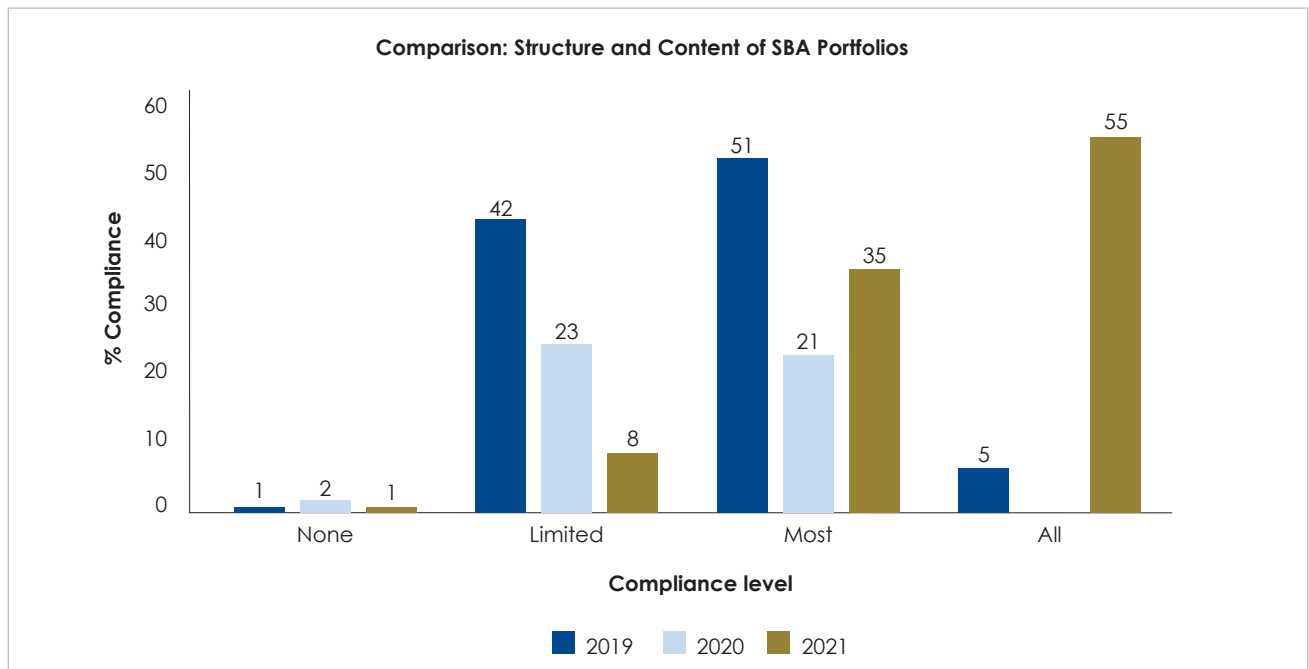


Figure 3F: Comparison of compliance with structure and content of SBA portfolios in 2019, 2020 and 2021

Figure 3F indicates that in 2021 compliance with the structure and content of SBA portfolios in all respects was highest, compared to 2019 and 2020. There was a significant improvement from 0% in 2020 to 55% in 2021.

d) Implementation and assessment of SBA tasks

This criterion checks whether all prescribed tasks have been completed and assessed according to the assessment plan contained in a student portfolio. The expectation is that the SBA tasks are completed and assessed according to the assessment plan.

Too many facilitators' PoA and students' PoE did not contain assessment plans. It was therefore difficult for Umalusi to determine whether the SBA tasks had been implemented accordingly. Forty-two percent of the SBA portfolios complied in all respects, 19% showed compliance in most respects, 36% had limited compliance and 3% were totally non-compliant with this criterion in 2021. Limited compliance was a result of the following:

- i. The SBA tasks were not implemented according to the assessment plan; and
- ii. Not all SBA tasks were included in the PoE: A4CENG (one AET centre); A4HSSC (two AET centres).

Figure 3G indicates the comparison of compliance with the implementation and assessment of SBA portfolios in November 2019, 2020 and 2021.

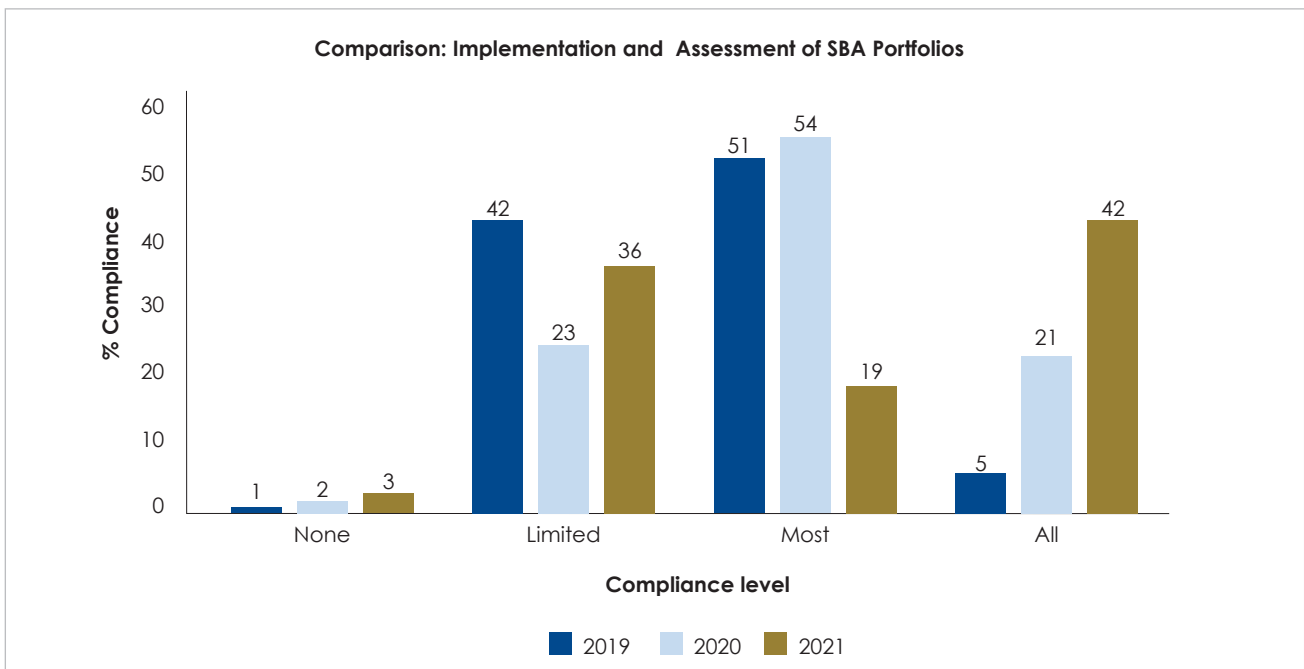


Figure 3G: Comparison of compliance with implementation and assessment of SBA tasks in 2019, 2020 and 2021

There has been a great improvement over the three years in compliance of SBA portfolios with this criterion. There was improvement from 5% in 2019 to 21% in 2020 and to 42% in 2021, as indicated in Figure 3G.

e) Performance of students

This criterion evaluates the performance of students against the following three quality indicators:

- i. The student interprets the assessment task correctly;
- ii. The student's responses meet the expectations and demands of the assessment task; and
- iii. The student is able to respond to all the questions (at different levels of difficulty) as set in the task.

The compliance in all respects with this criterion was notable in 57% of sampled SBA portfolios. Students were able to interpret questions at different cognitive levels and, furthermore, met the expectations of the assessment tasks. Thirty-three percent were compliant in most respects; 6% showed limited compliance; 4% were not compliant at all.

Umalusi identified the following challenges that caused limited compliance:

- i) Face-to-face tasks, such as interviews and speeches, could not be verified (A4CENG);
- ii) Students were awarded marks for tasks that were not included in the PoE;
- iii) Students provided vague responses (A4SMME);
- iv) Students could not interpret questions (A4SMME); and
- v) Students did not meet the expectations and demands of tasks (A4MATH).

Evidence of a suspected irregularity in students' responses, which resembled the marking guideline at one AET centre for both A4HSSC and A4EMSC, as well as another one at another AET centre (A4EMSC). In addition, there was plagiarism suspected in two AET centres (A4HSSC). Figure 3H indicates the comparison of compliance with student performance in November 2019, 2020 and 2021.

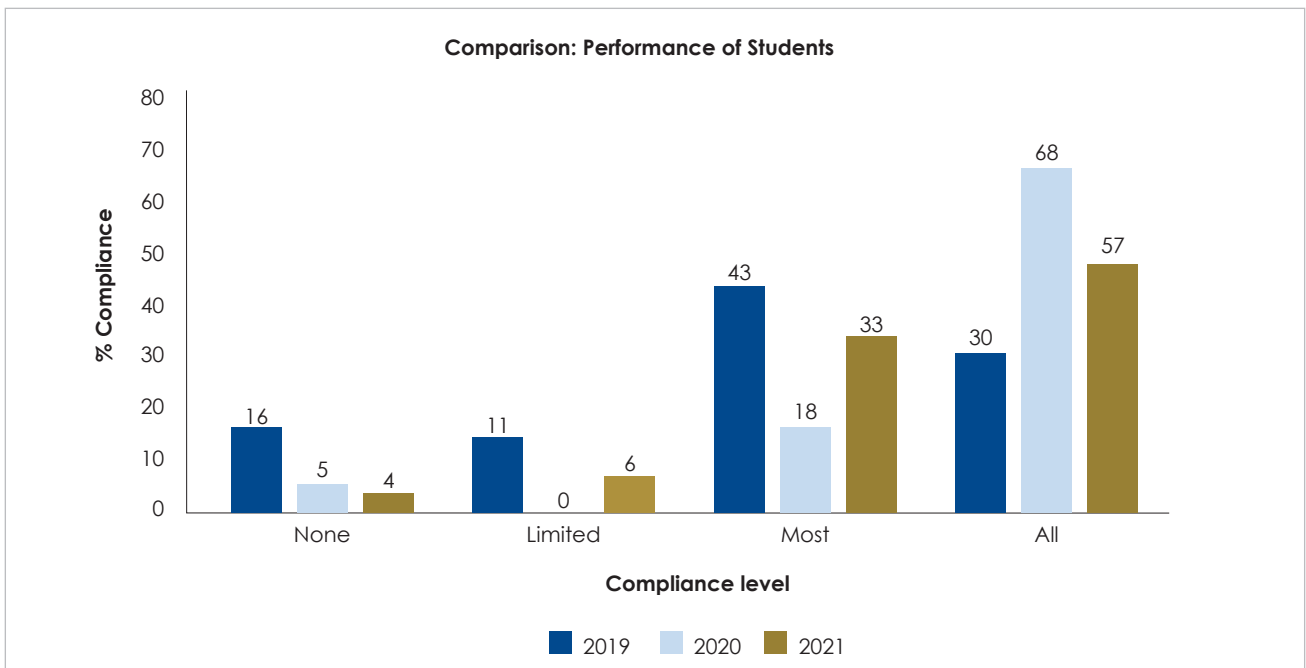


Figure 3H: Comparison of compliance with performance of students in 2019, 2020 and 2021

Figure 3H depicts a decline in 2021 in full compliance with the criterion for students' performance, from 68% in 2020 to 57% in 2021.

f) Quality of marking

This criterion checks whether marking was accurate and consistent with the marking guidelines. The expectation is that marking should be accurate and consistent; that totalling, recording and the transfer of marks to the mark sheet are accurate; and that the final mark allocated is consistent with the performance of the student.

The quality of marking improved in 2021, with 64% of sampled SBA portfolios compliant in all respects with the quality of marking criterion and 25% compliant in most respects. Limited and non-compliance were identified in 7% and 4% of the samples, respectively. The following were identified as reasons for non-compliance with this criterion:

- i. No evidence of marking; students were simply awarded marks in one AET centre (A4HSSC);
- ii. Marking was not consistent with the marking guideline and was therefore unacceptable and was of poor quality: A4HSSC (one centre); A4EMSC (one centre); A4SMME (two centres);
- iii. Mark sheets were not provided for verification: A4HSSC (one centre);
- iv. No rubrics were used to assess students' responses: A4HSSC, A4CENG, A4SMME (one centre each);
- v. Wrong responses were marked correct: A4EMSC (one centre);
- vi. No transfer of marks to the final mark sheet: A4HSSC (one centre); and
- vii. There were suspected irregularities (A4SMME).

Figure 3J shows the comparison of compliance with the quality of marking criterion in November 2019, 2020 and 2021.

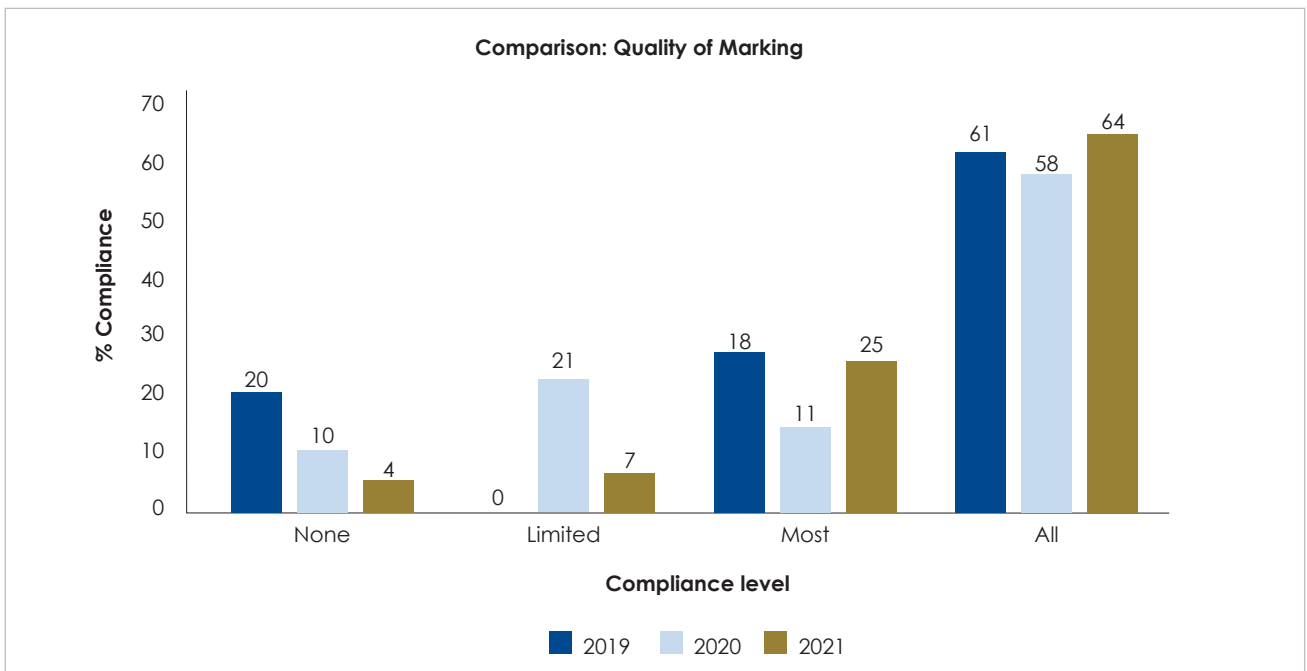


Figure 3J: Comparison of compliance with the quality of marking in 2019, 2020 and 2021

Compliance in all respects with the quality of marking criterion showed a slight decline in 2020, from 62% in 2019 to 58% in 2020; and a slight improvement, to 64%, in 2021.

3.4 Areas of Improvement

Umalusi noted the following areas of improvement during moderation of SBA portfolios in November 2021:

- Overall compliance with all criteria improved compared to 2019 and 2020;
- More facilitators' PoA were submitted and were fully compliant;
- Centre moderation had been conducted;
- The totaling, conversion and transfer of marks were accurate; and
- There was evidence of rigorous internal moderation with good quality moderation reports presented.

3.5 Areas of Non-compliance

The following were noted as concerns:

- AET centres that did not submit facilitators' PoA;
- Assessment plans that were submitted without assessment dates;
- Students' PoE that were incomplete, without relevant documents;
- Irregularities were suspected where students had access to the marking guideline;
- Students were awarded marks without evidence of tasks being completed;
- The quality of marking was unacceptable in some centres; and
- One AET centre submitted outdated SBA tasks.

3.6 Directives for Compliance and Improvement

The following directives are given to improve the implementation and moderation of SBA. The IEB is required to ensure that:

- a. All AET centres submit facilitators' PoA for moderation;
- b. All relevant documents are included in the PoE;
- c. There is evidence for the marks awarded to students' work;
- d. The quality and standard of marking improves so that marks are a true reflection of students' performance; and
- e. All AET centres are provided with the most recent SBA tasks.

3.7 Conclusion

This chapter reported on the findings of the external moderation of SBA portfolios. A comparison of the level of compliance of the November 2021 examination was made with that of the November 2019 and 2020 examinations, to check if there had been any improvements in the implementation and moderation of SBA. Although the IEB showed improvement in some areas, there were shortcomings in some learning areas and more could still be done to improve the quality of the implementation and moderation of SBA. The IEB must ensure that all learning sites registered to write examinations with the IEB meet the requirements that are set for the implementation and moderation of SBA at all times.

CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

4.1 Introduction

As mandated, Umalusi is required to evaluate the level of preparedness of assessment bodies to conduct national examinations. In keeping with this mandate, Umalusi undertook an external risk management-based audit to determine the state of readiness (SOR) of the Independent Examinations Board (IEB) to conduct the November 2021 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination.

The main objectives of the audit verification were to:

- i. Evaluate the level of preparedness of the IEB to conduct the November 2021 GETC: ABET examination;
- ii. Evaluate the systems that have been put in place by the IEB to ensure the delivery of a credible examination;
- iii. Track the progress made in addressing the directives for compliance and improvement, if any, issued in respect of the November 2020 examination; and
- iv. Report on any shortcomings identified during the evaluation and verification of the IEB systems.

4.2 Scope and Approach

Umalusi adopted a risk management-based approach in evaluating the level of readiness of the IEB for the conduct, administration and management of the November 2021 GETC: ABET examination. The purpose was to identify any potential risks that could compromise and negatively impact the delivery of a credible examination. The findings were, furthermore, used to ensure that mitigation strategies are put in place by the IEB prior to the commencement of the examination. The following process was implemented:

a) Desktop evaluation

Umalusi used self-evaluation reports submitted by the IEB to conduct a desktop analysis of each process of the examination cycle.

b) Risk analysis and feedback

Umalusi developed a risk profile of the IEB, based on the submitted self-evaluation reports and evidence. This process identified areas of potential risk that could compromise the delivery of a credible examination.

c) Evidence-based audits

Umalusi did not conduct on-site verification visits as the country was under Alert Level 3 of the COVID-19 pandemic. The evidence-based verification audits were performed through remote analysis of the submitted self-evaluation report, supported by evidence received from the IEB.

4.3 Summary of Findings

The findings on the analysis audits conducted are presented in accordance with predetermined key

indicators for each of the focus areas used to assess and evaluate the IEB's state of preparedness to conduct the 2021 examination.

4.3.1 Management

The audit outcomes on the state of readiness revealed that the IEB had sufficient financial and human resources to conduct, manage and administer the November 2021 GETC: ABET National Qualifications Framework (NQF) Level 1 examination. The management also had contingency plans in place to address unforeseen challenges that might compromise the integrity of the delivery of a credible examination.

4.3.2 Registration of Candidates and Examination Venues

a) Registration of candidates

At the time of verification by Umalusi, the IEB had registered 495 candidates for the November 2021 GETC: ABET examination. An increase of 379 registered candidates, compared to 116 candidates registered in 2020, was recorded.

b) Examination venues

Fifty-nine examination centres applied to write, and entered candidates for, the IEB November 2021 examination. At the time of Umalusi's verification, the IEB audit of examination centres had not yet been conducted. The IEB had a procedure in place to conduct the auditing of centres, which would inform the desktop audit to be conducted after the centres had confirmed their registration. Umalusi found a decline of five examination centres, from 64 examination centres in the November 2020 examination cycle to 59 examination centres in 2021.

4.3.3 Printing, Packaging and Distribution of Examination Material

a) Printing and packaging

The IEB entered into a contractual agreement with a private service provider for the printing and packaging of the November 2021 GETC: ABET examination material. The evidence clearly indicated that tight security measures were implemented and that the roles and responsibilities of the examination panel, as outlined in a service level agreement, were confirmed. The printing phase of the question papers was closely monitored, under 24-hour surveillance from a central control point at the IEB headquarters.

Furthermore, all personnel entrusted with the handling of examination materials, signed confidentiality forms. The question papers were packed and locked in sealed bags by means of an electronic smart locking system. Chief invigilators were provided with security codes to unlock the bags containing the question papers on examination days. Comprehensive plans were in place for fortnightly delivery and collection of examination material by courier services and under closely monitored camera surveillance.

b) Distribution of examination material

A distribution management plan was in place and was aligned in accordance with the printing plan. Strict security measures were established to distribute question papers and collect answer scripts across all examination venues. To strengthen the security of the examination material, the IEB used padlocks with combination codes to seal the packaged examination question papers.

4.3.4 Management of Internal Assessment

Guidelines for the implementation and moderation of internal assessment was in place. The site-based assessment (SBA) moderation management plan and the examination marking plan, which indicated dates and venue, were submitted for Umalusi to analyse.

The IEB had a system in place to ensure the implementation of Umalusi's findings from its moderation of internal assessment. The sampling strategy was well presented.

4.3.5 Monitoring of Examinations

The IEB developed plans to monitor the November 2021 GETC: ABET examination. The IEB administered the training of invigilators. There was a plan in place for the training of sub-invigilators. All chief invigilators signed confidentiality forms as part of accountability.

The IEB communicated examination-related and COVID-19 protocols to the chief invigilators to address the health and safety measures and restrictions relating to social distancing in the examination centres.

The IEB would monitor the examination using a mixed approach, via WhatsApp video calls and physical monitoring. Umalusi closely verified the approach used and reports the findings in the chapter on monitoring of writing.

4.3.6 Management of Examination Irregularities

The IEB has established a well-structured and fully functional Examination Irregularity Committee (EIC), responsible for the handling of examination irregularities. Effective management strategies for the implementation of possible irregularities were in place.

4.3.7 Selection and Appointments of Markers

Criteria for the appointment of marking personnel were submitted, but did not specify qualifying requirements for the following:

- a. Qualifications of applicants;
- b. Qualification in the learning area applied for;
- c. Teaching experience at NQF Level 1;
- d. Teaching experience in the learning area; and
- e. Whether the applicant is currently teaching the learning area at NQF Level 1.

One marking centre was established and subject to COVID-19 protocols developed by the IEB for the marking of the November 2021 GETC: ABET examination.

4.3.8 Systems for Capturing Examination and Assessment Marks

The IEB used internal permanent staff members to capture marks for the GETC: ABET qualification. The management plans that detailed the capturing process were made available. The capturing plan had been incorporated and took into consideration COVID-19 restrictions.

4.4 Areas of Improvement

No areas of improvement were noted

4.5 Areas of Non-Compliance

The following area of non-compliance was noted:

- a) Evidence of the audit of the GETC: ABET examination centres was not available

4.6 Directives for Compliance and Improvement

The IEB is required to ensure that:

- a) The report on the audit of examination centres is submitted to Umalusi for evaluation.

4.7 Conclusion

The findings from this report confirmed that the IEB was equipped and prepared to conduct, administer and manage the November 2021 GETC: ABET examination. The evaluated evidence also confirmed that the IEB examination unit was, despite the threat of the COVID-19 pandemic, fully compliant in most respects to administer the November 2021 GETC: ABET examination.

CHAPTER 5 MONITORING OF WRITING AND MARKING

5.1 Introduction

Umalusi, as part of its mandatory oversight role, monitors the conduct, administration and management of the national examination for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) set by the Independent Examinations Board (IEB).

The IEB examined candidates registered to write the GETC: ABET November 2021 examination. Writing commenced on 2 November 2021 and ended on 10 November 2021; and the marking of the scripts took place on 20 and 21 November 2021, at Holy Family College. Umalusi monitored both the writing and marking phases.

This chapter reports on the two quality assurance processes undertaken by Umalusi and provides a summary of the findings of the monitoring of the writing and the monitoring of the marking. The chapter, further, notes areas of improvement and areas of non-compliance. It also delivers directives for compliance and improvement, for which the IEB will prepare an improvement plan and on which it must report.

5.2 Scope and Approach

The IEB established 68 examination centres and one marking centre for the November 2021 examination. Umalusi monitored a sample of 19 examination centres for the writing phase and one marking centre established for the marking session.

Umalusi collected the data using the Instrument for Monitoring the Writing of Examinations and Marking and related methodologies (observations and interviews). This quality assurance initiative was instrumental in verifying whether the examination was conducted credibly.

5.3 Summary of Findings

The findings detailed in Section A reflect a consolidated analysis of the reports on the monitoring of the writing; Section B indicates the findings from the monitoring of the marking, for the November 2021 examination.

SECTION A: Monitoring the Writing of the Examination

5.3.1 General Administration

Umalusi undertook its mandatory quality assurance oversight role and responsibility to check how well the IEB met the regulatory obligations outlined for conducting, administering and managing the GETC: ABET examination.

The section below summarises the findings, in line with the criteria determined for the monitoring of the writing of examinations.

a) Management of examination question papers

The examination material, including question papers, were delivered to the examination centres prior to the commencement of the examination, by a courier service and were received by the chief invigilators. Verification was undertaken by the chief invigilator to confirm that the correct question papers had been delivered. It was found that the dispatch documents were signed by all authorised personnel across the monitored examination centres.

b) Appointment and training of chief invigilators and invigilators

Evidence to confirm that the chief invigilators were appointed, in writing, was made available in 13 of the 19 sampled examination centres. In two examinations centres, there was no evidence that invigilators had been appointed in writing. In four examination centres, training for chief invigilators was not conducted and in two other examination centres, training for invigilators was not conducted for the current examination cycle. In the two latter examination centres, invigilators' training was last conducted in 2017 and 2019 respectively.

c) Management of invigilators' attendance

Of the 19 sampled examination centres monitored, 15 complied fully with this criterion. In four centres there were no invigilators' and relief timetables and in two centres, the attendance registers were not signed by invigilators. In another examination centre, invigilators did not arrive on time at the examination room.

d) Examination document management

There were no examination files at three examination centres; in two centres, the examination files were available but were incomplete. One centre out of the 19 did not have the official examination timetable available. In all 19 sampled examination centres, all candidates were registered to write the examination.

5.3.2 Credibility of the Writing of the Examination

The credibility of the writing of examinations is reliant on compliance with regulatory obligations outlined for the conduct, administration and management of the examinations. The findings observed during the monitoring of the examination, in accordance with Umalusi criteria, determine whether the examination may have been compromised in any way. Sub-sections of key criteria relate to the security of question papers at centres; examination administration in examination venues and the application of examination procedures when examinations are in progress; the handling of answer scripts by invigilators; and examination incidents and/or irregularities.

a) Security and supply of question papers

The question papers were securely sealed on arrival at the examination centres and were kept in a strong room, safe or lockable cabinet in 19 examination centres. It was discovered that with this security measure in place, the security of examination material, including the question papers, was not compromised. It was, further, evident that the questions papers were sealed prior to being distributed in the examination rooms.

b) Admission of candidates in the examination venue

Ten examination centres were fully compliant with this criterion. The following areas of non-compliance were recorded:

- i. In five examination centres candidates were admitted late to the examination venues;
- ii. In one centre most candidates arrived late, with the last candidate arriving at 09h30. The

- candidates had been informed, late, of a change of venue;
- iii. Admission letters were not verified in one centre; in another centre, it was recorded that three candidates did not have identity documents; and
 - iv. As two examination centres did not have seating plans, candidates were not seated in accordance with a seating plan as required.

c) Conduciveness of the examination venue

It is required that examinations be conducted in an environment that is conducive for candidates while examination sessions are in progress. The following conditions were noted across the examination centres visited:

- i. A conducive environment for writing examinations was observed in 17 examination centres monitored;
- ii. A high level of noise from the outside environment was noted in two examination centres;
- iii. All the examination rooms had sufficient space to accommodate all candidates, with proper lighting and ablution facilities; and
- iv. Furniture was appropriate and adequate to accommodate all the candidates, except in one centre where the furniture was not suitable for writing the examination (the tables were too small for adult use).

Umalusi was satisfied that the examinations were managed well, despite the noise experienced at two centres.

d) Administration of the writing session

There was no clock at two examination centres and no information board at three centres. Calculators were not checked for compliance at one centre. However, in all the sampled centres, the examination rooms were free of any material, writing and/or drawings that could assist the candidates in writing the examination. All candidates were registered to write the examination in all 19 sampled centres.

e) Compliance with examination procedures

The following findings were noted:

- i. There was no evidence at 13 examination centres that they had been verified by the assessment body for their readiness to administer the examination.
- ii. Question papers were checked for technical accuracy at 14 sampled examination centres; one examination centre did not verify the correctness of the information on the cover page.
- iii. Umalusi observed that examination rules were not read to candidates in five centres.
- iv. In four centres question papers were not distributed to candidates on time, because the examination did not start at the time indicated on the timetable.
- v. Candidates in one examination centre were given 15 minutes' reading time, while in the other two centres, candidates were given five minutes' reading time.
- vi. The candidates were not allowed to leave the examination room without an escort in all 19 sampled examination centres and no unauthorised personnel were in the examination rooms with invigilators during examination sessions.
- vii. The invigilators were vigilant and did not engage in any activities not related to the invigilation of the examination.

f) Handling of answer scripts

The handling and reconciliation of scripts at the end of a writing session is one of the most critical quality assurance processes in the administration and management of the examination. The following procedure was noted:

- i. The scripts were sealed in official IEB satchels, which were provided with a pin code, in all the centres.
- ii. The packaging was done in the presence of Umalusi monitors.
- iii. The scripts were packaged using the sequence in the mark sheet, except at one centre where the mark sheet was not provided to give guidance on the packaging of scripts. However, the number of scripts corresponded with the number of candidates who were marked present and wrote the examination.
- iv. The assessment body arranged for the scripts to be collected from all the examination centres by the courier services in accordance with a pre-set schedule; except at one centre where the scripts were transported to their main campus for collection, as scheduled. It was, however, noted that scripts were kept securely until the stipulated time for collection.

g) Incidents with possible impact on credibility of the examination sessions

Umalusi observed that the examination started late at six examination centres; and three candidates at one centre did not have identity documents.

SECTION B: Monitoring the Marking of the Examination

Umalusi monitored the IEB GETC: ABET marking centre for marking the November 2021 scripts at Holy Family College. The marking of examinations commenced on 20 November 2021 and ended on 21 November 2021.

5.3.3 Preparations and Planning for Marking

The marking centre was conducive and furnished with suitable desks and chairs. The security measures were of acceptable standard, since there were surveillance cameras installed and an intercom at each entrance door into the marking venues. One full-time employee, with in-depth knowledge and extensive experience in marking, was appointed as the marking centre manager.

a) Appointment of marking personnel

All marking personnel were appointed by the IEB prior to the commencement of the marking session and a list of appointed marking personnel was in place and verified. An additional marker (reserve) was also appointed for each learning area, in the event that an appointed marker failed to report for duty.

b) Availability of marking management plans

A detailed management plan was available and verified. The management plan was adhered to by the assessment body without fail.

c) Availability of scripts and marking guidelines

The marking guidelines were provided to marking personnel, who were given an opportunity to interact and engage in discussions to ensure that everyone was conversant with the guidelines and uncertainties were clarified. The IEB ensured that suitably qualified and experienced internal moderators and examiners for each learning area were appointed timeously to conduct the training and standardisation of the marking guidelines. Pre-marking was conducted during training. Script controllers were trained on the handling and controlling of the script movement.

d) Storage and safekeeping of scripts

Scripts were kept in the control room at the IEB offices from the last day of the writing of the examination. The control room was protected by an alarm system and the keys to the control room were kept by the

dispatch manager. There was a 24-hour surveillance camera and alarm systems that were connected to a 24/7 security company. The scripts were transported by the dispatch team from the IEB offices to the marking centre (Holy Family College) on 19 November 2021, using unmarked vehicles, and were kept in a boardroom (which was used as a control room) that was protected by an alarm system.

5.3.4 Resources (Physical and Human)

The immediate surroundings at the centre were clean, with sufficient and spacious marking rooms to enable social distancing, as per COVID-19 protocols.

a) Suitability of the infrastructure and equipment for facilitation of marking

The marking centre had water and toilet facilities with proper lighting in the marking venues. In addition, there was a reliable photocopying facility and a Wi-Fi password was provided to the marking management team. The centre manager was required to use her personal cell phone and laptop for communication purposes.

b) Capacity and availability of marking personnel

The marking personnel were appointed prior to the marking session and all personnel were available for this session, in accordance with the management plan. Markers were not provided with overnight accommodation, except in the case of three moderators who were from outside Gauteng.

c) Conduciveness of the marking centre and marking rooms (including accommodation for markers)

The marking centre was conducive, had sufficient classrooms and were furnished with suitable desks and chairs to accommodate all marking personnel. The security measures were of acceptable standard, with surveillance cameras installed and an intercom at each door to the marking venues. One full-time IEB employee with in-depth knowledge and extensive experience in marking was appointed as the marking centre manager.

d) Quality of food provided for markers

The IEB acquired the services of a reputable catering company to supply all marking personnel with food. Healthy breakfasts and lunches were provided to all marking personnel. The IEB officials ensured that there was no congestion in the dining room and all COVID-19 social distancing protocols were adhered to. The marking personnel did not share eating utensils.

e) Compliance with occupational, health and safety requirements

The marking centre complied fully with the minimum occupational health and safety requirements. A COVID-19 committee was appointed prior to the start of the marking session to ensure that all protocols were observed and all regulations adhered to. Provision was made for an isolation room to ensure that all personnel with COVID-19 symptoms were sequestered until the necessary measures were taken. However, during this marking session no personnel showed any COVID-19 symptoms. Sanitisers were placed at the entrance to each marking venue.

5.3.5 Provision of Security Measures

Security measures were in place at the marking centre. The security was visible and tight, from the entrance gate.

a) Access control at the marking centre

All visitors were expected to identify themselves and register their names with the security official at the gate prior to gaining access to the marking centre. Details of vehicles entering the marking centre were recorded in a register. Markers were expected to sign the attendance register daily.

b) Movement of scripts in the centres

Boxes of scripts were moved to the respective marking venues in the morning. The examiners and the centre manager verified that the markers had been provided with the correct boxes of scripts. All marked scripts were kept in their respective marking venues until marking was concluded and then transported back to the IEB offices for safekeeping.

5.3.6 Training of Marking Personnel

The marking guidelines were provided to marking personnel, who were given an opportunity to interact and engage in discussions to ensure that everyone was conversant with the guidelines and any uncertainties were clarified. The IEB ensured that suitably qualified and experienced internal moderators and examiners for each learning area were appointed timeously to conduct the training and standardisation of the marking guidelines. Pre-marking was conducted. Script controllers were trained to handle and control script movement.

Table 5A outlines the details of the total number of marking personnel, the learning areas and number of scripts received.

Table 5A: Marking personnel, learning areas and scripts received

Learning area	No. of scripts received	No. of chief marker(s)	Internal moderator(s)	Deputy chief marker	Number of senior markers	Number of markers	Number of examination assistants (EAs)
Communication in English	253	1	1	-	-	16	2
Mathematical Literacy	245	1	1	-	-	16	2
Economic and Management Sciences	43	1	1	-	-	3	1
Human and Social Sciences	38	1	1	-	-	2	1
Life Orientation	71	1	1	-	-	7	2
Natural Sciences	83	1	1	-	-	5	2
Small, Medium and Micro Enterprises	39	1	1	-	-	4	1

a) Quality and standard of training sessions across subjects

Pre-marking was conducted during training. Training was provided to the examination assistants to ensure that all scripts were accounted for. A script control sheet was signed by each marker and reconciled at the end of the session to ensure that no script was missing. The examination assistants ensured that

the correct number of scripts allocated to markers was returned. No lost scripts were reported for this marking session.

b) Adherence to norm time

The norm time was fixed at nine hours a day, including tea breaks and lunchtime, which was strictly adhered to.

5.3.7 Management and Handling of Detected Irregularities

The IEB has a well-constituted Examination Irregularity Committee (EIC). The committee is comprised of IEB assessment specialists and executive management, as well as a representative from Umalusi. Examiners were trained in the procedures to be followed should an irregularity be detected. Therefore, all markers were aware of what constituted irregularities. No irregularities were reported by the time the Umalusi monitor left the marking centre.

5.4 Areas of Improvement

There were no areas of improvement noted during the monitoring of the writing and marking centres.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

- a. There was no evidence that the chief invigilators were appointed in writing in six examination centres, while in two centres, invigilators were not appointed.
- b. Training for chief invigilators was not conducted in four examinations centres while training for invigilators was not conducted in two other examination centres for the current examination cycle. In the two latter examination centres, invigilators' training was last conducted in 2017 and 2019, respectively.
- c. There were no invigilators' and relief timetables in four centres and the attendance registers were not signed by invigilators in two centres.
- d. In one examination centre, invigilators did not arrive on time at the examination room.
- e. There were no examination files at three examination centres; while in two other centres, the examination files were available but were incomplete. One centre out of the 19 did not have the official examination timetable.
- f. In one centre examination material was kept in a car as it was reported that the examination centre did not have a strong room or a safe in which to store the material.
- g. In five centres candidates were admitted late to the examination venues; most candidates arrived late at one centre as they were informed very late on a change of venue.
- h. There was no clock in two examination centres and no information board in three centres.
- i. It was observed that the examination started late in six examination centres and three candidates in one centre did not have identity documents.
- j. Admission letters were not verified in one centre; in another centre, it was recorded that three candidates did not have their identity documents during the verification of documents.
- k. Two centres did not have seating plans; therefore, candidates were not seated in accordance with a seating plan as required.
- l. A high level of noise from the outside environment was observed in two centres.
- m. Furniture was not suitable for writing the examination in one centre (the tables were too small for adult use).
- n. Calculators were not checked for compliance at one centre.

- o. In 13 examination centres there was no evidence that the centres were verified by the assessment body for readiness to administer the examination.
- p. Question papers were not checked for technical accuracy in five sampled examination centres and one examination centre did not verify the correctness of the information on the cover page.
- q. It was observed that in five centres the examination rules were not read to the candidates; while in four centres, the question papers were not distributed on time as the examination did not start at the time indicated on the timetable.
- r. Out of the 19 sampled examination centres, candidates were given 15 minutes' reading time in one centre; in two other centres, candidates were given five minutes' reading time.
- s. The examination did not end at the time stipulated on the timetable in one centre (it ended at 12h07).
- t. In one centre the mark sheet was not provided to give guidance on the packaging of scripts. However, the number of scripts corresponded with the number of candidates marked present and had written the examination.

5.6 Directives for Compliance and Improvement

The IEB is required to ensure that:

- a. All personnel responsible for the management and administration of the examinations are trained to improve their levels of compliance;
- b. Evidence of appointment and training of chief invigilators and invigilators are available at centres;
- c. All assessment materials are stored safely and in accordance with the security measures prescribed by the assessment body; and
- d. The regulations outlined for the conduct, administration and management of examinations be adhered to all times as required.

5.7 Conclusion

Despite serious areas of non-compliance on the conduct and administration of the November 2021 GETC: ABET examination alluded to above, the sampled examination venues monitored were of an acceptable standard.

There was general compliance with the marking procedures. The marking centre was well managed and all necessary documents were available. The marking centre activities were implemented as per the management plan. Nothing was found that could compromise the integrity and credibility of the marking of the November 2021 GETC: ABET examination.

CHAPTER 6 APPOINTMENT OF MARKING PERSONNEL

6.1 Introduction

Umalusi audits the selection, appointment and training of marking personnel to ensure that the quality and standard of marking of candidates' scripts of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations are maintained. Inconsistencies in the marking of scripts compromise the fairness and reliability of marks awarded to candidates and, therefore, threaten the credibility of the GETC: ABET examinations and the qualification as a whole. The appointment of qualified and competent marking personnel is imperative for assessment bodies and Umalusi.

The purpose of the audit process is to verify the quality of marking personnel appointed; and to monitor the training of marking personnel who would be involved in the marking and moderation of marking of the November 2021 GETC: ABET examinations.

6.2 Scope and Approach

Umalusi requested the Independent Examinations Board (IEB) to submit information on the selection and appointment of marking personnel for the November 2021 GETC: ABET examinations. The following information was requested from the IEB:

- i. Invitation with application form and appointment criteria;
- ii. Lists of appointed marking personnel and reserve lists; and
- iii. Summary of appointed marking personnel per category, indicating the registered candidates.

Umalusi received the required information from the IEB and conducted a desktop audit of appointed marking personnel. In conducting the audit, Umalusi verified the following:

- a. Criteria for appointment of different categories of marking personnel;
- b. Appointed marking personnel;
- c. Qualification of applicants;
- d. Teaching/facilitation experience of applicants;
- e. Marking experience of applicants; and
- f. Plans for the training of marking personnel.

Umalusi audited all appointed marking personnel to verify whether suitably qualified and experienced marking personnel were appointed to mark the November 2021 GETC: ABET examination. Umalusi also verified whether novice markers were included in the appointed marking personnel.

6.3 Summary of Findings

The following section discusses the findings and is based on information provided by the IEB.

6.3.1 Criteria for the Appointment of Marking Personnel

To be considered for appointment, the IEB required applicants who:

- a. Are familiar with the assessment systems of the IEB;

- b. Have experience in teaching at pre-NQF Levels and NQF Level 1;
- c. Have teaching experience in the learning area and at the level they wish to mark, or be strongly recommended by their training manager/centre coordinator. Such recommendation or motivation should be made in writing; and
- d. Are willing to share knowledge and/or experience gained during marking with their colleagues in their organisations.

6.3.2 Appointed Marking Personnel

The IEB has a pool of examiners and internal moderators who are contracted to develop and moderate GETC: ABET question papers and site-based assessment (SBA) tasks and portfolios. Only markers are required to apply every year.

The total number of marking personnel to be appointed per learning area was determined by the number of candidates who registered to write examinations in each learning area.

The IEB selected and appointed 63 marking personnel, comprised of examiners, internal moderators and markers, from the pool of contract workers. Table 6A shows the number of marking personnel appointed by the IEB, per learning area, to mark the November 2021 GETC: ABET examination.

Table 6A: Appointed marking personnel per learning area

Learning area	Registered candidates	Markers	Internal moderators	Examiners	Examination assistants	Total marking personnel
Communication in English	265	14	1	1	2	18
Economic and Management Sciences	48	3	1	1	1	6
Human and Social Sciences	75	2	1	1	1	5
Life Orientation	71	7	1	1	2	11
Mathematical Literacy	283	14	2	-	2	18
Natural Sciences	78	5	1	1	2	9
Small, Medium and Micro Enterprises	40	4	1	1	1	7
Total	860	49	8	6	11	74

6.3.3 Qualifications of Applicants

The IEB indicated that personnel who would be involved in the November 2021 GETC: ABET marking would be selected from the IEB database. According to the IEB, all the individuals in their database had the required qualifications. Upon desktop verification and audit, Umalusi noticed the following information regarding the qualifications of markers, as summarised in Table 6B below.

Table 6B: Qualifications of appointed markers

No.	Learning area	Qualification		Learning area specialisation
		Lowest	Highest	
1	Communication in English	Assessor	BA Education	Not indicated
2	Economic and Management Sciences	Diploma in Theology	B.Ed.– EMS	Economics in 1/3
3	Human and Social Sciences	AET Facilitator	STD and ACE	Not indicated
4	Life Orientation	Not qualified	B. Ed	Not indicated
5	Mathematical Literacy	Assessor and Moderator	B. Sc (Hons) in Statistics	Mathematics indicated in 2/16
6	Natural Sciences	Higher Certificate in ABET	B. Ed (Senior & FET)	Not indicated
7	Small, Medium and Micro Enterprises	N4 and N5 in Marketing Management	B. Ed (Hons)	Not indicated

Learning area specialisation was not indicated for all appointed marking personnel in five out of seven learning areas. The lowest qualification was a concern in all learning areas, as one of the appointed markers in Life Orientation did not have a qualification in education.

6.3.4 Teaching Experience

The information summarised in Table 6C, regarding the teaching/facilitation experience of markers, was received from the IEB.

Table 6C: Teaching/facilitation experience of appointed markers

No.	Learning area	Teaching/facilitation experience		Currently teaching NQF Level 1
		Lowest	Highest	
1	Communication in English (A4CENG)	4 years	24 years	12/14
2	Economic and Management Sciences (A4EMSC)	1 year	8 years	2/3
3	Human and Social Sciences (A4HSSC)	1 year	12 years	2/2
4	Life Orientation (A4LIFO)	5 years	20 years	7/7
5	Mathematical Literacy (A4MATH)	6 years	10 years	13/14
6	Natural Sciences (A4NTSC)	4 years	18 years	4/5
7	Small, Medium and Micro Enterprises (A4SMME)	5 years	15 years	4/4

The teaching/facilitation experience of the appointed marking personnel ranged from one year (in A4EMSC and A4HSSC) to 24 years (A4CENG). All appointed marking personnel were currently teaching the learning areas appointed to mark at NQF Level 1 in three learning areas (A4HSSC, A4LIFO, A4SMME). Two markers appointed were not currently teaching (A4CENG); one (A4EMSC); one (A4MATH); and one (A4NTSC).

6.3.5 Marking Experience

The marking experience of potential markers ranged from zero in two learning areas to 20 years in one learning area. Most markers have been with the IEB for a minimum of two years as markers.

Table 6D: Marking experience of appointed markers

No.	Learning area	Marking experience		Comments
		Lowest	Highest	
1	Communication in English	4 years	20 years	Two not indicated
2	Economic and Management Sciences	1 year	5 years	One not indicated
3	Human and Social Sciences	0 years	7 years	One novice marker
4	Life Orientation	2 years	14 years	
5	Mathematical Literacy	5 years	11 years	Two not indicated
6	Natural Sciences	0 years	7 years	One novice marker
7	Small, Medium and Micro Enterprises	1 year	10 years	One not indicated

Verification by Umalusi revealed that novice markers were appointed in only two learning areas (A4HSSC and A4NTSC). Marking experience was not indicated in four learning areas (A4CENG–2, A4EMSC–1, A4MATH–2, A4SMME–1)

6.3.6 Plans for Training Marking Personnel

The IEB uses its office-based staff to train all appointed examiners and internal moderators per learning area. This is the responsibility of the IEB Events Unit. The training of markers is conducted by the examiners and internal moderators, per learning area, on the first day of the marking process. The training of markers and examinations assistants takes place during the standardisation of the marking guidelines in preparation for the marking of scripts. The purpose of the training is to equip the marking personnel with information relating to:

- i. Principles of marking;
- ii. Moderation of marking;
- iii. Controlling the flow of scripts;
- iv. Identification and management of irregularities;
- v. Moderation of SBA portfolios; and
- vi. Transfer of marks.

6.4 Areas of Improvement

The following was noted:

- a. The IEB contracts examiners and internal moderators for three years. This ensures consistency and stability in the marking process.

6.5 Areas of Non-Compliance

The following were noted as concerns:

- a. The unavailability of information regarding the learning area specialisation of all appointed marking personnel in five out of seven learning areas in the information provided by the IEB;

- b. Irrelevant lowest qualifications of one appointed marker in, respectively, A4CENG, A4EMSC, A4MATH and A4SMME learning areas;
- c. Appointment of one marker with no qualifications in the learning area (A4LIFO);
- d. One marker per learning area appointed in four learning areas (A4CENG, A4EMSC, A4MATH and A4NTSC) who are not currently teaching the learning area at NQF Level 1;
- e. Marking experience not indicated for some appointed markers in four learning areas (A4CENG-2, A4EMSC-1, A4MATH-2, A4SMME-1); and
- f. Novice markers appointed in only two learning areas (A4HSSC and A4NTSC).

6.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a. The information regarding the appointment of marking personnel is complete before it is submitted to Umalusi; and
- b. Suitably qualified and experienced markers are appointed.

6.7 Conclusion

The advent of Covid-19 compelled Umalusi to work in a different manner in ensuring that it fulfils its mandate of quality assurance of assessments. The audit of appointed marking personnel had to be conducted using a desktop verification model to minimise personal contact with assessment bodies. Relying on the information that was received from the IEB regarding the appointment of marking personnel, Umalusi was able to conduct the desktop audit and to draw conclusions on the compliance of the IEB. The IEB is required to ensure that the information provided is complete, to enable Umalusi to conduct the audit. The IEB is also required to study the findings and act on the directives for compliance to improve where shortcomings have been identified.

CHAPTER 7 QUALITY ASSURANCE OF MARKING

7.1 Introduction

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

The meetings to standardise marking guidelines provided a platform for markers, internal moderators and Umalusi moderators to discuss expected responses to each question of the question paper written during the November 2021 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination.

The meetings ensure that the marking personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included, that responses are corrected (where applicable) and clarity of marking instructions are provided in the final marking guidelines. Participants are expected to engage in discussions and agree on the expected responses before the final marking guidelines are approved.

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

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

7.2 Scope and Approach

The IEB conducted the standardisation of marking guidelines for the November 2021 GETC: ABET examinations on 20 November 2021 in preparation for the marking process. The marking guidelines of seven learning areas were standardised. The process took place using a face-to-face approach at Holy Family College, Parktown, Johannesburg, the marking centre of the IEB.

Umalusi deployed one moderator per learning area to attend the meetings. Umalusi moderators reported on the findings using the Quality Assurance Instrument for the Monitoring of the Standardisation of Marking Guidelines. The instrument requires moderators to report the findings based on the following criteria:

- a. Attendance of internal moderators, examiners and markers at the meetings;
- b. Verification of question papers;
- c. Preparation for the standardisation of marking guidelines;
- d. Standardisation of the marking guidelines process;
- e. Training at the standardisation of marking guideline meetings;

- f. Quality of the final marking guidelines; and
- g. Approval of the final marking guidelines.

Umalusi moderators attended the standardisation of marking guideline meetings to monitor the proceedings, provide guidance where needed, take final decisions and to approve the final marking guidelines to be used during actual marking. After the standardisation of marking guideline meetings, Umalusi conducted the verification of marking in all seven learning areas.

Verification of marking was conducted immediately after the finalisation and approval of the final marking guidelines. Umalusi selected samples of scripts for verification while the marking process was in progress. The selected samples were from different examination centres and were representative of candidates' different levels of achievement. On-site verification of marking enabled the marking personnel to implement recommendations by Umalusi moderators immediately, while marking was under way.

Umalusi moderators conducted the verification of marking and reported on the findings using the Quality Assurance Instrument for the Verification of Marking. The instrument focuses on the following criteria:

- a. Adherence to marking guidelines;
- b. Quality and standard of marking;
- c. Irregularities; and
- d. Performance of candidates.

7.3 Summary of Findings

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

7.3.1 Standardisation of Marking Guidelines

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

a) Attendance of marking personnel

This criterion checks the attendance of markers, examiners and internal moderators at the standardisation of marking guideline meetings. It is mandatory that anyone who will be involved in the marking and quality assurance of marked scripts must attend these meetings.

The IEB often appoints examination assistants for each learning area during marking. Examination assistants checked the accuracy of totalling, recording and transferring candidates' marks. They also checked that all responses were marked and assisted with general administrative work. Table 7A indicates the number of marking personnel who attended the standardisation of marking guideline meetings, per learning area.

Table 7A: Number of marking personnel per learning area

No.	Learning area	Number of marking personnel
1	Communication in English (A4CENG)	18
2	Economic and Management Sciences (A4EMSC)	6
3	Human and Social Sciences (A4HSSC)	5
4	Life Orientation (A4LIFO)	11
5	Mathematical Literacy (A4MATH)	18
6	Natural Sciences (A4NTSC)	9
7	Small, Medium and Micro Enterprises (A4SMME)	7

Communication in English had the highest number of marking personnel (18), and Human and Social Sciences had the lowest number of marking personnel (5).

b) Verification of question papers and marking guidelines

This criterion verifies that the question paper and accompanying marking guideline to be discussed are those approved by Umalusi during external moderation.

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

c) Preparation for the standardisation of marking guideline meetings

This criterion verifies the preparations carried out by marking personnel before attending standardisation of marking guideline meetings.

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

d) Standardisation of marking guidelines process

This criterion checks the actual process of the standardisation of marking guidelines in each learning area. It also checks the quality and rigour of discussions per group. Decisions taken during the discussions are also checked.

During the standardisation of marking guidelines for A4HSSC, A4CENG, A4LIFO and A4NTSC, meetings were chaired by the examiners. In the A4MATH and A4SMME meetings, internal moderators led discussions. The A4EMSC meeting was the only one that was chaired by the marker.

Marking personnel started by confirming whether they had all received the written examination question papers and corresponding marking guidelines sent to them after candidates wrote the examination. Dummy scripts were marked before discussions were held, to determine the accuracy in marking and interpretation of the questions and of the marking guidelines.

After marking dummy scripts, marking personnel in each learning area engaged in discussions. Participants raised alternative responses, and these were rigorously discussed before a decision was taken to accept or reject them. Incorrect responses were corrected and marking instructions were clarified. Amendments made in all learning areas were mostly additional alternative responses.

The standardisation of marking guideline meetings enhanced the level of understanding and contributed to a common interpretation of marking guidelines by the marking personnel. The role of Umalusi during this process was to:

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

e) Training during the standardisation of marking guidelines

This criterion checks whether training in the use of the amended marking guidelines was conducted. The achievement of a common understanding and interpretation of the marking process is also verified. Participants in the standardisation of marking guideline meetings are required to attend the discussions after having marked dummy scripts provided to them by the IEB. They are expected to conduct pre-marking as a way of familiarising themselves with the candidates' responses.

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

f) Quality of the final marking guidelines

Umalusi measures the quality and standard of the marking guideline: whether it includes general marking instructions, clarity of marking instructions, non-ambiguity, is sufficiently detailed to ensure reliability of marking, considers candidates' own wording of responses. This criterion also checks accuracy and correctness, the inclusion of alternative responses and that it allows for consistent accuracy in marking.

After the rigorous discussions held in the different groups, both Umalusi and the marking personnel of the IEB agreed on the final marking guidelines. The final marking guidelines had the following qualities:

- i. General instructions on marking;
- ii. Marking instructions that were not vague or general and permitted uniform/standardised marking;
- iii. Were unambiguous and clearly laid out;
- iv. Were detailed to ensure reliability of marking; and
- v. Did not seek to legislate for every possible case but reflected different approaches that candidates may take.

g) Approval of the final marking guidelines

This criterion checks the quality of the standardised marking guideline: accuracy, correctness, inclusion of alternative responses and allowing for consistent accuracy in marking.

After discussions relating to the question paper, both the marking personnel and Umalusi must agree

that they are satisfied with all amendments. Umalusi approved the marking guidelines for all seven learning areas. The finalisation of this process was indicated by the Umalusi external moderator appending a signature on the final marking guideline. All marking guidelines that were used at the marking centre were the ones bearing the signatures of Umalusi external moderators.

7.3.2 Verification of Marking

Umalusi conducts verification of marking to evaluate the quality of marking and internal moderation of scripts. This section reports on the findings of the verification of marking in terms of compliance with each criterion.

a) Adherence to the marking guideline

This criterion checks whether markers interpret and apply the approved marking guidelines consistently. It further verifies whether candidates' responses are credited, based on the merit concerning the examination item and the expected response in the marking guidelines.

In general, the marking personnel adhered fully to the approved marking guidelines. This was evident in the four learning areas (A4LIFO, A4NTSC, A4EMSC and A4SMME), with 100% adherence. Umalusi identified one or two cases of deviation from the approved marking guidelines in A4CENG, A4MATH and A4HSSC.

In A4CENG, the interpretation of the marking rubric for Question 3, an essay, was problematic. Further training was conducted to rectify the problem. In A4MATH (single case) and A4HSSC (two cases) deviations occurred where students were not awarded for correct responses.

b) Quality and standard of marking

Umalusi measured the quality and standard of marking in terms of adherence to the marking guidelines; the correct allocation of marks per item; variation in marks between markers, internal moderators and Umalusi external moderators; and the accurate totalling and transfer of marks.

Mark allocations were applied consistently, as per the approved marking guidelines in the seven learning areas. However, cases of miscalculations and incorrect totalling of marks per section were noted in A4SMME, A4EMSC and A4HSSC. Corrections in these cases increased the final mark of the students by two to three marks. Internal and external moderations corrected inconsistencies in the application of the approved marking guides and miscalculations. Furthermore, the IEB appointed examination assistants who checked errors and escalated them to the marking personnel to resolve. In A4HSSC, the marking personnel wrote the final mark obtained by students on the sheet with a list of examination numbers, with a pencil.

c) Alleged irregularities

This criterion verifies whether the marking personnel were trained in and able to identify possible suspected irregularities. The criterion also verifies the ability of the marking personnel to manage identified irregularities.

All Umalusi moderators verified that marking personnel were trained to identify and manage alleged irregularities in all learning areas. No irregularities were reported during the marking process in this examination.

d) Performance of candidates

This criterion analyses the overall performance of candidates and their performance, per question.

The Verification of Marking Instrument requires that the Umalusi moderator reports on the performance of candidates per learning area for the sample verified. The results of this exercise, as summarised in the figures and distribution tables below, provide an indication of questions with high and low average performances. This will assist the assessment body in advising curriculum providers regarding teaching and learning. The findings per learning area are discussed in the section below.

a. Communication in English (A4CENG)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of three questions. Figure 7A indicates the performance of sampled students per question.

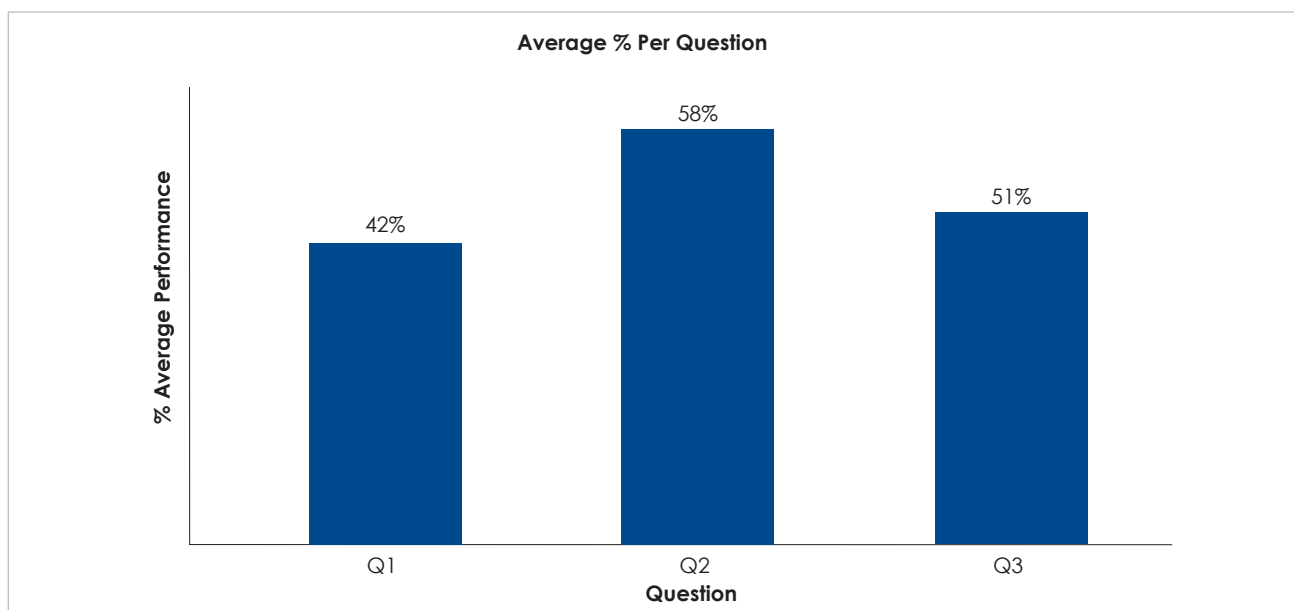


Figure 7A: Candidate performance in A4CENG per question – 20 scripts

According to Figure 7A, candidates performed well, at 58% in Question 2. This question covered visual literacy, where graphics were within their range of experience. Question 1, which covered comprehension, had the lowest average performance, of 42%. This marked an improvement in performance when compared to November 2020. Question 1, covering the same content, increased by 6%, from 36% in 2020. Question 2 had an increase of 13%, from 45%, in 2020.

Table 7B: Mark distribution as a percentage – A4CENG

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

Table 7B shows that 70% of the sample passed and 30% failed. The pass rate increased by 15%, from 55% in 2020. The current performance reflects an upward trend, with two distinctions compared to none in 2020. The highest mark obtained was 83%, higher than the 72% of 2020. The lowest mark obtained was 29%. No student performed below 10%.

b. Economic and Management Sciences (A4EMSC)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of ten questions. Figure 7B shows how the sampled students performed across the ten questions.

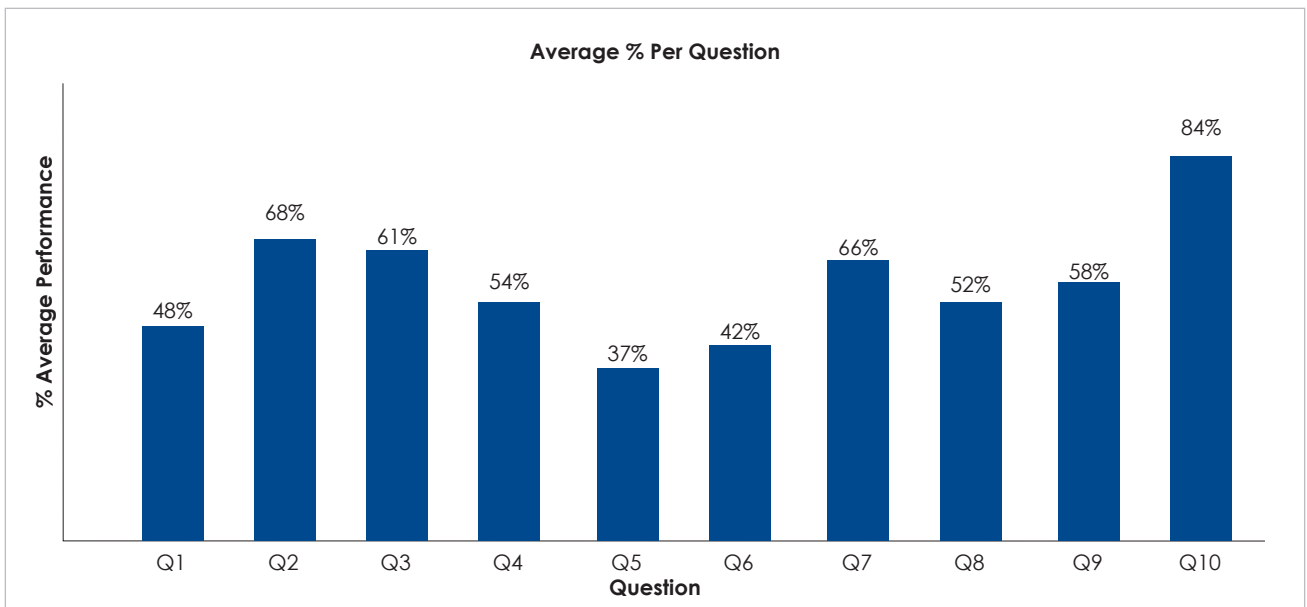


Figure 7B: Candidate performance in A4EMSC per question – 20 scripts

Figure 7B depicts Question 10 (financial and other relevant data to make informed decisions) with the highest average performance, of 84%. Question 5, which assessed financial accounting, had the lowest average performance, of 37%. This underperformance was also reported in the November 2020 examinations.

Table 7C: Mark distribution as a percentage – A4EMSC

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

As shown in Table 7C, 80% of sampled students passed the examination, whereas 20% failed. This is an improvement of 10%, from 70% passes in 2020. Another improvement was evident in the quality of passes: the increase in passes above 80% moved from one in 2020 to two in this examination. No student obtained a mark below 10%, also an improvement when compared to the 2020 examination.

c. Human and Social Sciences (A4HSSC)

The verification of marking was conducted on a sample of 15 scripts. The question paper had nine questions. Figure 7C depicts the performance of students in the nine questions.

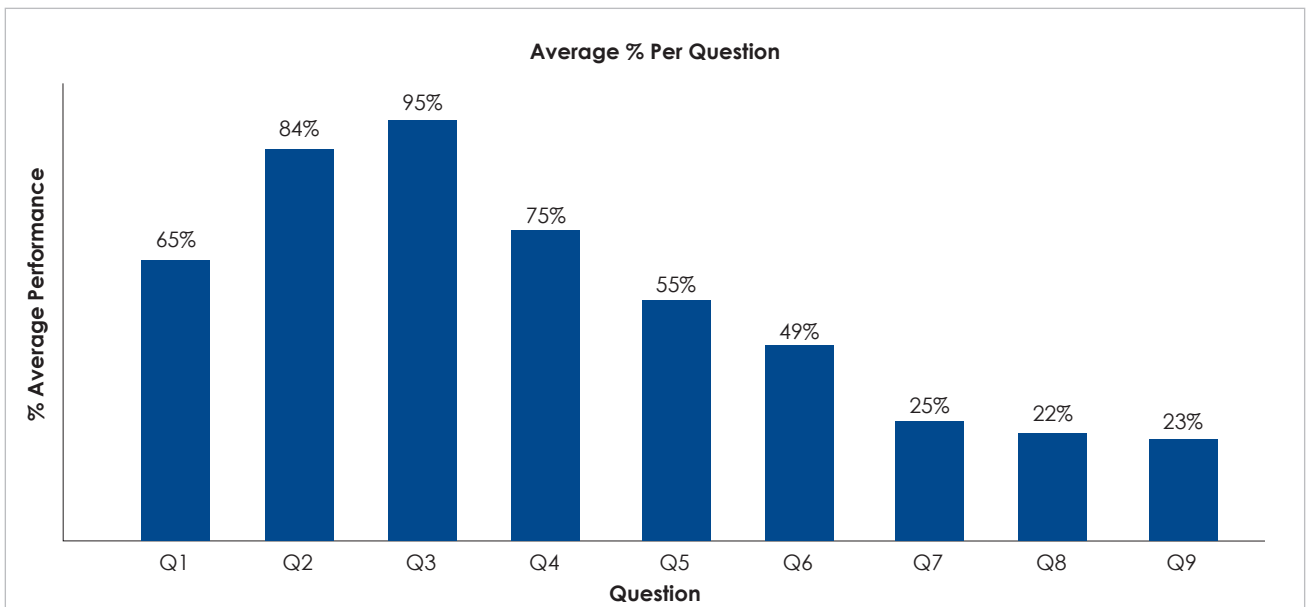


Figure 7C: Candidate performance in A4HSSC per question – 15 scripts

Referring to Figure 7C, Question 3, which assessed short questions from all four Unit Standards, had an average performance of 95%. Questions 8 and 9, based on paragraph/essay writing, had the lowest average performance, of 22% and 23%, respectively. Question 8 covered content on inequality and human rights in South Africa and Question 9 assessed the impact of invasive alien plants on the environment. A similar trend of underperformance in paragraph/essay writing was noted in 2020. The 2021 average performance in paragraph/essay writing dropped 6% when compared to the 29% average performance of 2020.

Table 7D: Mark distribution as a percentage – A4HSSC

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	2	2	5	3	1	2	0	0

In Table 7D, 73.3% of the sampled students passed, a 1.7% drop when compared to the 75% pass rate in 2020. The failure rate was at 26.7% for this examination. The highest mark obtained was 78% and the lowest was 25%. This performance showed an improvement in the quality of passes. In 2020, the highest mark obtained was 61% and the lowest mark was 16%. As in 2020, no student obtained between 0-9% and 80-100%.

d. Life Orientation (A4LIFO)

The verification of marking was conducted on a sample of ten scripts. The question paper consisted of 13 questions. Figure 7D indicates the performance of students in the 13 questions.

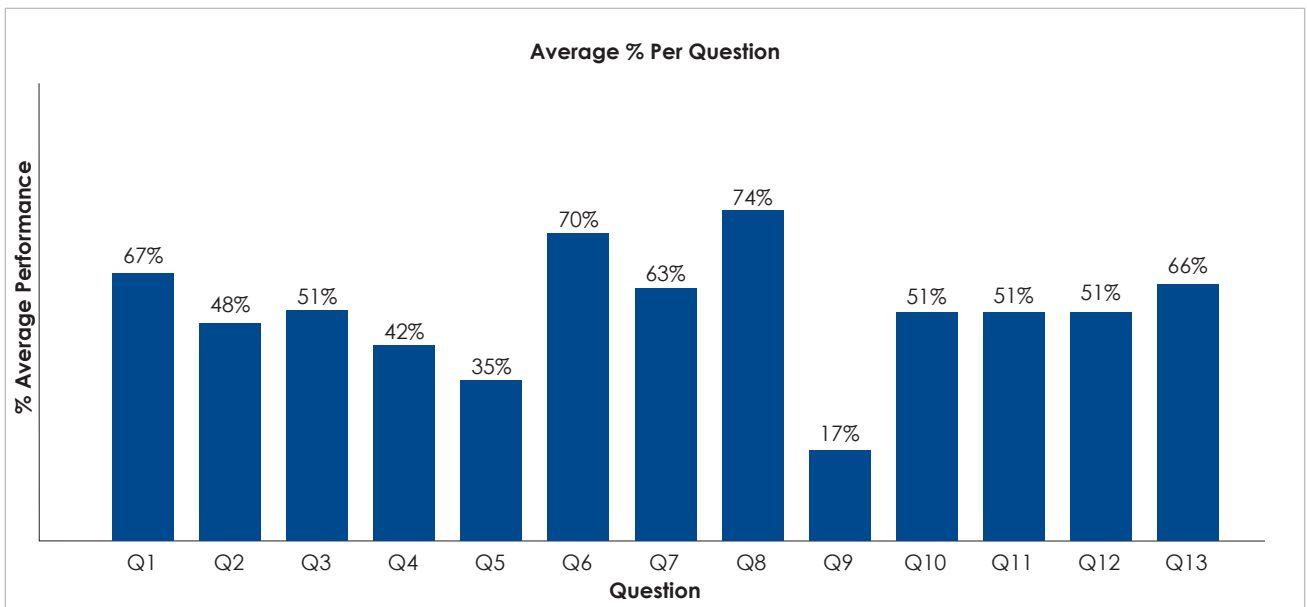


Figure 7D: Candidate performance in A4LIFO per question – 10 scripts

According to Figure 7D, Question 8, covering substance abuse, scored the highest average performance, of 74%. Students did well in interpretive and analysis questions when compared to 2020, where performance was highest in a multiple-choice question. The students performed worst in Question 9, covering HIV-AIDS, at 17%.

Table 7E: Mark distribution as a percentage – A4LIFO

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	1	2	1	1	2	3	0	0

Table 7E shows that 70% of sampled students passed the examination and 30% failed. This marks a slight drop of 5% from the 75% pass rate in 2020. The highest mark obtained was 76% and the lowest was 27%. There was a drop in quality of passes when compared to 2020, when one candidate performed above 80%, against none in 2021. The lowest mark obtained was better than the 19% of 2020. No student performed below 10% in this examination.

e. Mathematical Literacy (A4MATH)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of 12 questions. Figure 7E indicates the performance of students across the questions.

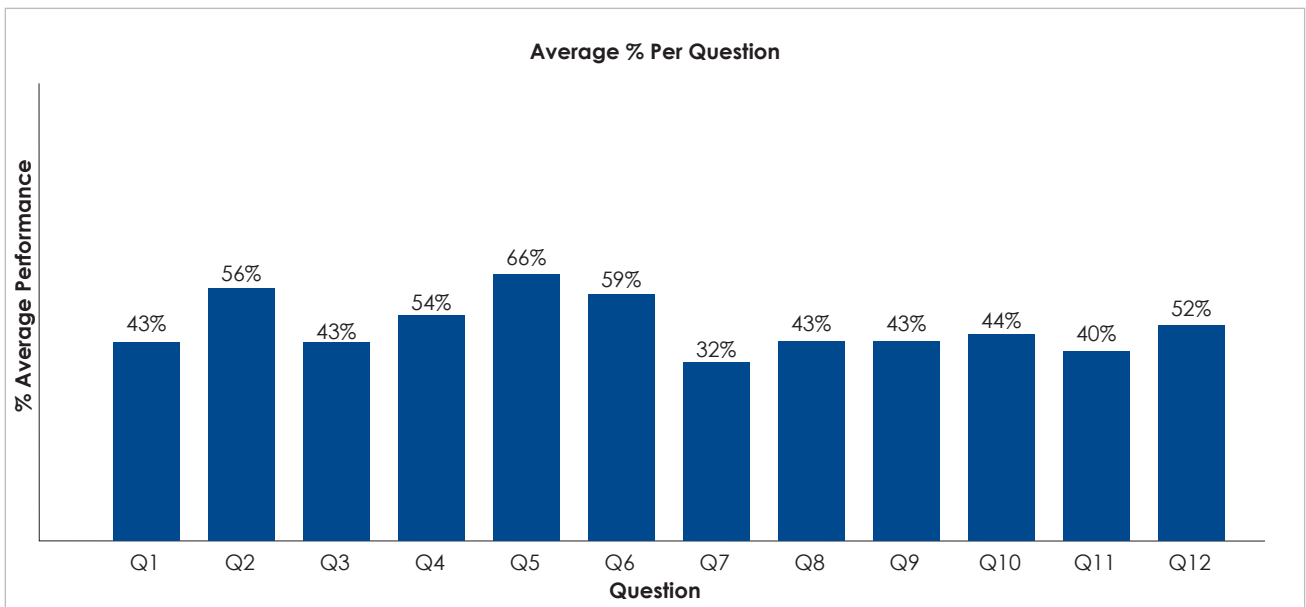


Figure 7E: Candidate performance in A4MATH per question – 20 scripts

Referring to Figure 7E, sampled students performed the highest in Question 5. This question assessed real-life problem-solving in context. The highest average performance was 66%. Performance in Question 7, covering application of the mean in real context, was the lowest, at 32%. Performance dropped per question when compared to 2020, where the highest performance average was 69%.

Table 7F: Mark distribution as a percentage – A4MATH

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

Table 7F presents a similar performance to that of the 2020 sample, with the pass rate 80% and the failure rate 20%. The highest mark obtained in 2021 was 78%, lower than the 83% of 2020. The lowest mark obtained was 23%, higher than the 14% of 2020. No candidate obtained 80% and above, unlike in 2020 when one candidate achieved 83%. No candidate performed below 10%, as in 2020.

f. Natural Sciences (A4NTSC)

The verification of marking was conducted on a sample of ten scripts. The question paper consisted of eight questions. Figure 7F shows performance of the sample per question.

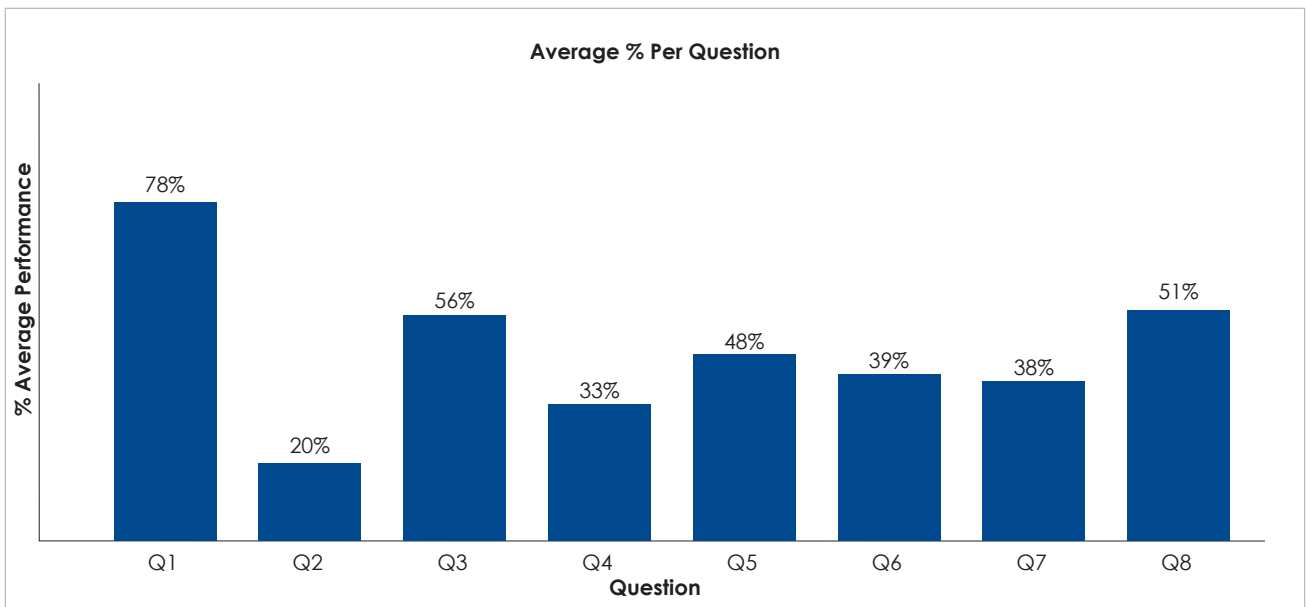


Figure 7F: Candidate performance in A4NTSC per question – 10 scripts

According to Figure 7F, Question 1, assessing short questions in all four Unit Standards, had the highest average performance of 78%. The lowest average performance (20%) was in Question 2. This question was based on the properties of matter.

Table 7G: Mark distribution as a percentage – A4NTSC

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

Table 7G shows a pass rate of 70%, an improvement of 45% from 25% in 2020. Thirty percent of the sample failed this examination. The highest mark obtained was 65% and the lowest was 24%. There was no record of performance below 10% and above 80%.

g. Small, Medium and Micro Enterprises (A4SMME)

The verification of marking was conducted on a sample of 19 scripts. The question paper consisted of seven questions. Figure 7G shows the performance of the sample per question.

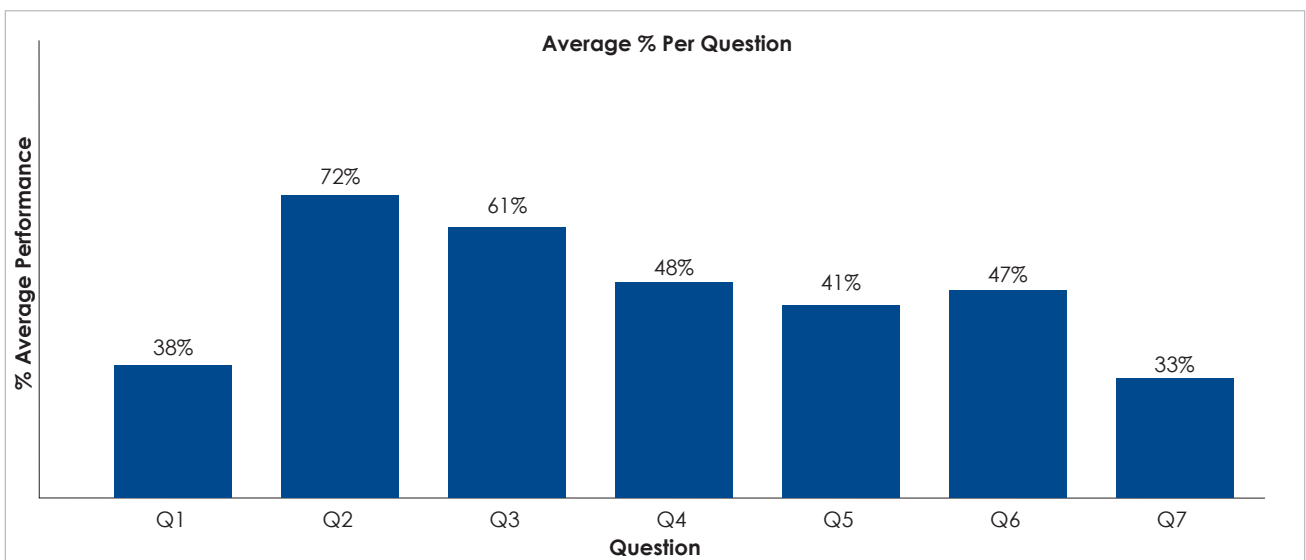


Figure 7G: Candidate performance in A4SMME per question – 19 scripts

In Figure 7G, Question 2, which assessed multiple-choice questions covering all the Unit Standards, had the highest average performance, at 72%. Question 7 showed the lowest average performance, of 33%. In general, performance shows improvement compared to November 2020.

Table 7H: Mark distribution as a percentage – A4SMME

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	6	4	2	2	2	0	0

Table 7H shows the pass rate at 52%, a 12% improvement in performance when compared to the 40% of 2020. Forty-eight percent of the sampled candidates failed the examination. The highest mark obtained was 75% and the lowest was 17%. No candidate obtained less than 10% or more than 80%.

7.4 Areas of Improvement

The following improvement was noted:

- a. There was improvement in adherence to the approved marking guidelines in all the learning areas.

7.5 Areas of Non-compliance

None

7.6 Directives for Compliance and Improvement

None

7.7 Conclusion

The IEB successfully conducted the marking and quality assurance of marking in the seven learning areas. The standardisation of marking guidelines is intended to improve the quality of the marking guidelines for the seven learning areas. The purpose is also to ensure that all possible alternative responses are included so that candidates are not disadvantaged by rigidity in the marking guidelines. The process served its intended purpose. In all the learning areas the process ran smoothly, and no challenges were encountered.

The verification of marking conducted by Umalusi revealed that marking was done fairly, and internal moderation was conducted thoroughly. In general, the standard of marking improved in all seven learning areas. Marking personnel were vigilant in checking for possible irregularities at marking centres. There were no irregularities identified during the marking and verification of scripts.

CHAPTER 8 STANDARDISATION AND RESULTING

8.1 Introduction

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

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

In broad terms, standardisation involves verification of subject structures, mark capturing and the computer system used by an assessment body. It also involves the development and verification of norms, as well as the production and verification of standardisation e-booklets in preparation for the standardisation meetings. Standardisation decisions are informed by, among others, the principles of standardisation; qualitative inputs compiled by internal and external moderators and examination monitors; and intervention reports presented by assessment bodies. The process is concluded with the approval of mark adjustments, per learning area; statistical moderation; and the resulting process.

8.2 Scope and Approach

The novel COVID-19 pandemic and implementation of lockdown levels resulted in restrictions on gatherings and imposed social distancing. As a result, Umalusi convened a virtual standardisation meeting for the November 2021 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination. The Independent Examinations Board (IEB) presented seven learning areas for standardisation. In turn, Umalusi verified the historical averages, standardisation data, adjustments, statistical moderation and the resulting datasets.

8.2.1 Development of Historical Averages

Historical averages for GETC: ABET examinations were developed using average marks obtained from the November examination sittings (2016–2020). Once that was done, in accordance with policy requirements, the IEB submitted historical averages, or norms, to Umalusi for verification. Where a distribution contained outliers, the historical average was calculated with the exclusion of data from the outlying examination sitting.

Finally, Umalusi takes into account historical averages during the standardisation process. Umalusi did not verify the capturing of examination marks.

8.2.2 Verification of Datasets and Standardisation Booklets

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

8.2.3 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the GETC: ABET examinations were held on 17 December 2021. Umalusi was guided by many factors, including qualitative and quantitative information, to reach its standardisation decisions. Qualitative inputs included reports from external Umalusi moderators and monitors on the conduct, administration and management of the examination and an evidence-based report (EBR). The quantitative information and data that Umalusi considered were historical averages and pairs analysis, together with standardisation principles.

8.2.4 Post-Standardisation

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

8.3 Summary of Findings

8.3.1 Standardisation and Resulting

a) Development of historical averages

The historical averages for the GETC: ABET examination were developed using the five examination November sittings (2016/17–2020/21). To this end, the IEB was required to submit the historical averages for verification, in accordance with the Umalusi management plan. Where outliers were found, the principle of exclusion was applied and, as a result, the norm was calculated using four examination sittings. There were outliers identified for Mathematics Literacy for the November 2021 GETC: ABET examinations, thus only four examination sittings were used to develop the norm.

b) Electronic datasets and standardisation booklets

The IEB resubmitted standardisation datasets and electronic booklets for the November 2021 GETC: ABET examination to conform to the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy. After the first submission was rejected. This was because the IEB had not used the approved norms as verified by Umalusi.

8.3.2 Pre-Standardisation and Standardisation

The qualitative input reports, i. e Umalusi internal moderators' reports, IEB evidence-based reports and external moderators' reports, standardisation principles, the norms and previous adjustments, were used in determining the decisions on the learning areas.

8.3.3 Standardisation Decisions

The qualitative reports produced by external moderators and monitoring and intervention reports presented by the assessment body, together with the principles of standardisation, informed the final decisions. Table 8A outlines the summary of the standardisation decisions taken. There were two learning areas “parked” during the standardisation meeting, Life Orientation and Small, Medium and Micro Enterprises, which the assessment body had requested be adjusted upwards. The Assessment Standards Committee (ASC) regrouped to discuss the assessment body's request. It subsequently concluded by retaining their original positions on both learning areas, citing relatively low enrolments and high failure rates in the affected learning areas. It was noted that no internal or external moderators' and markers' reports had indicated any deviation in the quality of the question papers or cognitive demands that might have warranted the adjustment decision proposed by the assessment body.

Table 8A: Standardisation decisions for the IEB November 2021 GETC: ABET examination

No.	Number of marking personnel
Number of learning areas presented	7
Raw marks	6
Adjusted (mainly upwards)	1
Adjusted (downwards)	0
Not standardised	0
Number of learning areas standardised	7

8.3.4 Post-Standardisation

The adjustments were approved at first submission. The assessment body submitted the moderation files, which were verified and approved on first submission.

8.4 Areas of Improvement

The following areas of good practice were observed:

- a. The IEB submitted all the qualitative input reports as required;
- b. The standardisation data was submitted timeously, in accordance with the management plan; and
- c. The adjustments, statistical moderation and resulting files were submitted and approved on first submission.

8.5 Areas of Non-Compliance

None noted

8.6 Directives for Compliance

None noted

8.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational reasoning. The two learning areas, Life Orientation and Small, Medium and Micro Enterprises, were “parked” as the assessment body and the ASC had differences on the standardisation decisions. However, the differences were resolved after the ASC considered the IEB motivations.

CHAPTER 9 CERTIFICATION

9.1 Introduction

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

Certification is not just the issuing of a certificate at the tail-end but is the culmination of an examination process with different steps conducted by an assessment body, in this instance, the Independent Examinations Board (IEB).

The examination process commences with the registration of students and ends with the certification of learner achievements. After the candidates have written the examination, administered by the assessment body, examination scripts are marked, marks are processed and, only after quality assurance and approval by Umalusi, students are presented with individual Statements of Results. These are preliminary documents outlining the examination outcomes issued by the assessment body. Finalisation, and verification that all examination marks have been captured and processed, is completed before certification is done. 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 is valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification. All records of candidates who registered for the GETC: ABET examination are submitted by the IEB to Umalusi for certification.

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

Issuing the GETC: ABET and Learning Area certificates, as well as confirmation of candidates who have not qualified for any certificate, closes the examination cycle.

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

9.2 Scope and Approach

The GETC: ABET provides an opportunity for candidates to accumulate credits toward the qualification

across several examinations. Each examination is certified, and the candidate receives a Learning Area certificate for those Learning Areas passed, or a GETC: ABET, should they qualify for such.

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

The candidate records submitted for certification for the period 1 December 2020 to 30 November 2021, compared to the data submitted for the approval of the results, were used to inform this report.

9.3 Summary of Findings

The registrations for the GETC: ABET are processed using an Excel spreadsheet that is uploaded (imported) to the IEB's examination Information Technology (IT) system. There are sufficient control mechanisms to verify the correctness of the entries for the GETC registrations.

The IEB submitted datasets from 1 December 2020 to 30 November 2021 for certification in a three-month cycle. The following were the results of the records on the datasets:

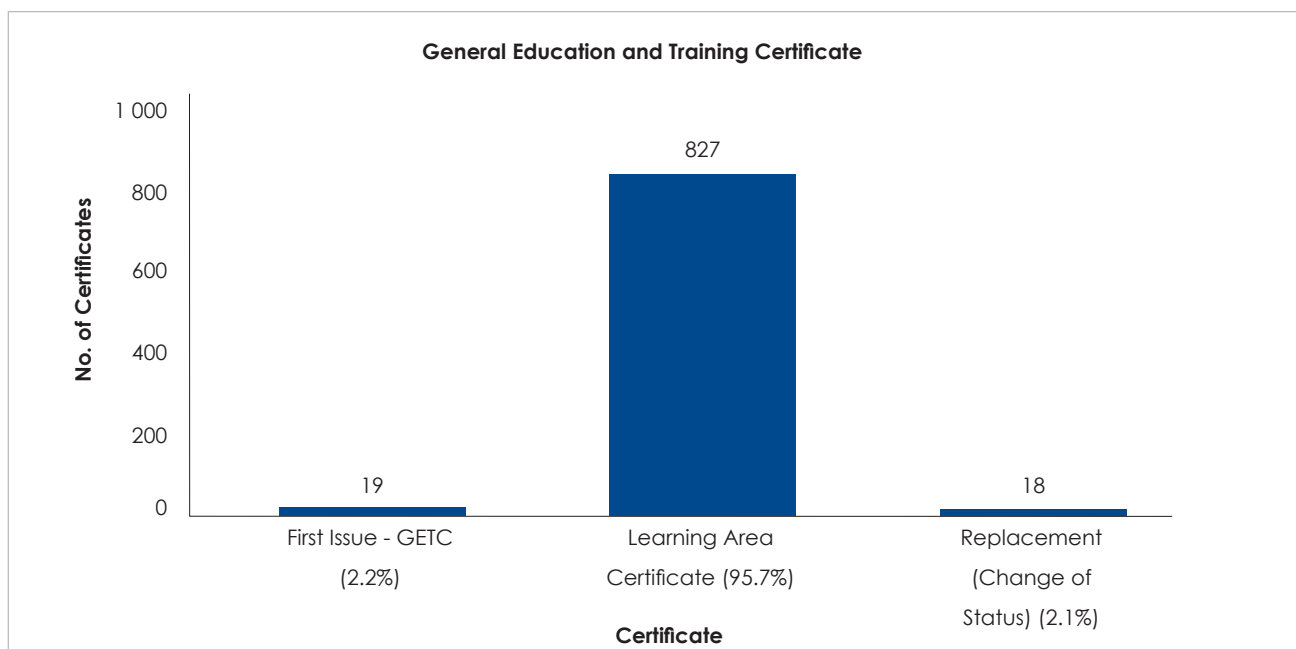


Figure 9A: Certified results for the period 1 December 2020 to 30 November 2021

Table 9A: Number of datasets and transactions received during the period 1 December 2020 to 30 November 2021

Number of data-sets	Number datasets accepted	Percentage accepted	Number of records submitted	Number records accepted	Percentage accepted	Number rejected	Certificates printed
67	67	100%	1 270	1 131	89.1%	139	864

9.4 Areas of Improvement

The assessment body has a good registration system in place. Several verification processes are in place to ensure the correctness of the examination entries. Principals must sign a declaration of accuracy to confirm the quality of the registration data. This declaration must be submitted to the IEB.

Requests for certification are submitted electronically, as prescribed in the directives for certification. A dedicated unit processes the system administration and certification of learner achievements. The certification request will be submitted to Umalusi after the standardisation and resulting of all learner achievements have been processed and completed. The requests for certification to Umalusi are closely monitored and a concerted effort is made to certificate all learners who are due to be certified.

9.5 Areas of Non-compliance

No areas of non-compliance were noted.

9.6 Directives for Compliance and Improvement

The IEB is complying in terms of the directives for certification.

9.7 Conclusion

The IEB, as the assessment body, is assisting the adult community to acquire Learning Area certificates and achieve a certificate. The registration of learners and the processing of the certification of learner achievements are done according to the required directives and guidelines.

ANNEXURE 1A

Compliance of Question Papers with Each Criterion at Initial Moderation

No.	LEARNING AREA	COMPLIANCE PER CRITERIA AT INITIAL MODERATION									
		TA	LB	IM	CC	CD	AAG	PRE	MG	TOTAL: (A)	%. (A)
1	Economic and Management Sciences	M	L	A	L	A	A	M	L	3/8	37.5%
2	Human and Social Sciences	A	A	A	M	L	M	A	M	4/8	50%
3	LLC: English	M	M	L	A	A	A	A	L	4/8	50%
4	Life Orientation	M	M	L	M	M	M	L	L	0/8	0%
5	Mathematical Literacy	A	M	M	M	A	A	M	M	3/8	37.5%
6	Small, Medium and Micro Enterprises	A	M	M	M	L	M	A	M	2/8	25%
7	Natural Science	M	A	A	A	A	A	A	M	6/8	75%

KEY:

TA = Technical Aspects;

LB = Language and Bias;

IM = Internal Moderation;

CC = Content Coverage;

CD = Cognitive Demand;

AAG = Adherence to Assessment Guideline;

PRE = Predictability;

MG = Marking Guideline.

A = compliance in ALL respects;

M = compliance in MOST respects;

L = LIMITED compliance;

N = NO compliance.

ANNEXURE 2A

Compliance of Question Papers with Each Criterion at Initial Moderation

No.	LEARNING AREA	COMPLIANCE PER CRITERIA AT INITIAL MODERATION									
		AAG	CC	CD	LB	FIQ	QST	MA & MG	IM	TOTAL: (A)	%(A)
1	Economic and Management Sciences	A	A	A	A	A	A	A	A	8	100
2	Human and Social Sciences	M	M	L	A	A	A	A	L	4	50%
3	LLC: English	A	A	A	M	L	M	L	L	3	37.5
4	Life Orientation	M	L	M	M	A	M	M	M	1	12.5
5	Mathematical Literacy	A	A	A	M	L	M	M	A	5	62.5
6	Small, Medium and Micro Enterprises	M	A	A	A	A	A	A	M	6	75%
7	Natural Science	A	A	A	M	A	M	A	A	6	75%

KEY:

AAG = Adherence to assessment guideline;

CC = Content coverage;

CD = Cognitive demand;

LB = Language and bias;

FIQ = Formulation of instructions and questions;

QST = Quality and standard of tasks;

MA/MG = Mark allocation and marking guideline;

IM = Internal moderation.

A = Compliance in all respects;

M = Compliance in most respects;

L = Limited compliance;

N = No compliance

ANNEXURE 5A

Sampled Examination Centres Monitored for the Writing and Marking of Examinations

No.	Province	Centre	Date	Learning area	Candidates
1	Eastern Cape	AEC–Burgersdorp	04 November 2021	Mathematical Literacy	5
2	Free State	Omnia Sasolburg	04 November 2021	Mathematical Literacy	4
3	Gauteng	Adcock Ingram Wadeville	02 November 2021	Communication in English	3
4		Afrimat Glen Douglas Dolomite Meyers–SEI	04 November 2021	Mathematical Literacy	5
5		Eamogetswe	02 November 2021	Communication in English	22
6		Lakato (Pty) Ltd, Johannesburg, Skills for Life	04 November 2021	Mathematical Literacy	4
7		Makro–Alberton	04 November 2021	Mathematical Literacy	4
8		Mash Computer Training STD Client	03 November 2021	Economic and Management Sciences	3
9		Trt Hillcrest–Masithuthuke	02 November 2021	Communication in English	1
10	KwaZulu-Natal	Ballito Crushers	02 November 2021	Communication in English	3
11		Makro–Amanzimtoti	04 November 2021	Mathematical Literacy	4
12		Ulusha Development Network Trainpro	02 November 2021	Communication in English	5
13	Limpopo	Bokamoso AET Centre	04 November 2021	Mathematical Literacy	3
14		Dee's Holding Centre	04 November 2021	Mathematical Literacy	8
15	Mpumalanga	Eamogetswe Community Learning Centre	04 November 2021	Mathematical Literacy	23
16		Kriel Zibulo	03 November 2021	Numeracy in English	5
17	Western Cape	Herzlia High School WC	04 November 2021	Mathematical Literacy	5
18		Saldanha Bay Municipality: Vredenburg Library Louwville	10 November 2021	Human and Social Sciences	8
19		Mossel Bay Municipality (Siphakame Skills Development)	09 November 2021	Small, Medium and Micro Enterprises	5
Monitoring of Marking					
1	Gauteng	Holy Family College	20 – 21 November 2021	All learning areas	120 candidates from all 19 sampled centres

ANNEXURE 5B

Non-compliant During the Writing of Examinations

(a) Management of examination question papers

Centre name	Centre number	Date of exam	Learning area	Chief invigilator	Monitor's findings
Makro– Alberton	6909	04 November 2021	Mathematical Literacy	D Mabaso	The question papers were received by the chief invigilator; however, the chief invigilator was not appointed in writing.

(b) Appointment of chief invigilators and invigilators

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Afrimat Glen Douglas Dolomite Meyers–SEI	10992	04 November 2021	Mathematical Literacy	M Ncube	There was no evidence that the centre manager was appointed as chief invigilator.
Bokamoso AET Centre	8347	04 November 2021	Mathematical Literacy	G Mataboge	There was no appointment letter for the chief invigilator and invigilators. There was no evidence of chief invigilator and invigilators' training.
Eamogetswe Community Learning Centre	11103	04 November 2021	Mathematical Literacy	A Mahoai	There was no evidence that the centre manager was appointed as the chief invigilator. There was no appointment letter for the chief invigilator and invigilators. There was no evidence that training for chief invigilator and invigilators was conducted.

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Lakato (Pty) Ltd, Johannesburg, Skills for Life	6395	04 November 2021	Mathematical Literacy	D van der Westhuizen	<p>The examination coordinator who works for the company acted as the chief invigilator, however, there was no appointment letter.</p> <p>There was no evidence that the chief invigilator was trained by the assessment body.</p> <p>Training for invigilators was last conducted in 2019.</p>
Makro–Alberton	6909	04 November 2021	Mathematical Literacy	D Mabaso	<p>There was no appointment letter for the chief invigilator.</p> <p>Training for the chief invigilator was last conducted in 2017.</p> <p>There were no invigilators. The chief invigilator conducted the invigilation session.</p>
TRT Hillcrest–Masithuthuke	11554	02 November 2021	Communication in English	B Mdakane	<p>There was no evidence available to verify the appointment of the chief invigilator.</p> <p>There was no evidence that the chief invigilator was trained.</p>

(c) Management of invigilators' attendance

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
AEC Burgersdorp	11502	04 November 2021	Mathematical Literacy	A Baduza	<p>There was no invigilation timetable available, including a relief timetable.</p> <p>An attendance register was not signed by all invigilators.</p>
Herzlia High School WC	11132	04 November 2021	Mathematical Literacy	A Varkel	<p>There was no invigilation or relief timetable available. The invigilator stayed for the duration of the examination session. All candidates were special needs learners; one invigilator was used as reader and scribe.</p>

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Lakato (Pty) Ltd, Johannesburg, Skills for Life	6395	04 November 2021	Mathematical Literacy	D van der Westhuizen	There was no invigilation timetable available.
Makro–Amanzimtoti	1800	04 November 2021	Mathematical Literacy	N Kisten	The invigilators did not arrive at the examination room on time. They arrived at 08h45.
TRT Hillcrest–Masithuthuke	11554	02 November 2021	Communication in English	B Mdakane	The invigilators did not arrive at the examination room on time. They arrived at 09h15.
Ulusha Development Network Trainpro	7047	02 November 2021	Communication in English	W Mtshali	There was no invigilators' timetable available.

(d) Examination document management

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
AEC Burgersdorp	11502	04 November 2021	Mathematical Literacy	A Baduza	There was no examination file available at the examination room, only loose documents, some of which were not relevant to the examination.
Herzlia High School WC	11132	04 November 2021	Mathematical Literacy	A Varkel	Examination file was incomplete.
Lakato (Pty) Ltd, Johannesburg, Skills for Life	6395	04 November 2021	Mathematical Literacy	D van der Westhuizen	There was no official timetable available for the current examination cycle. There was no examination file containing all required examination documents.
Makro–Alberton	6909	04 November 2021	Mathematical Literacy	D Mabaso	There was no examination file available.
Trt Hillcrest–Masithuthuke	11554	02 November 2021	Communication in English	B Mdakane	Examination file was available; however, some documents were missing.
Ulusha Development Network Trainpro	7047	02 November 2021	Communication in English	W Mtshali	There was no examination file available.

(e) Security and supply of question papers

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
AEC Burgersdorp	11502	-04 November 2021	Mathematical Literacy	A Baduza	-There was no strong room or safe available for safekeeping of assessment material; however, examination material was stored in a steel cabinet and were secure.

(f) Admission of candidates in the examination venue

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
AEC Burgersdorp	11502	04 November 2021	Mathematical Literacy	A Baduza	Candidates were admitted late (09h10) by the invigilators in the examination room. Out of the five candidates, three did not have identity documents.
Afrimat Glen Douglas Dolomite Meyers-SEI	10992	04 November 2021	Mathematics Literacy	M Ncube	Candidates were not admitted to the examination room by the invigilators at least 30 minutes before the commencement of the examination. They were admitted at 08h50.
Eamogetswe Community Learning Centre	11103	04 November 2021	Mathematical Literacy	A Mahoai	Most candidates arrived late. The last candidate arrived at 09h30. This was due to a change in examination venue. Candidates were informed very late.
Lakato (Pty) Ltd, Johannesburg, Skills for Life	6395	04 November 2021	Mathematical Literacy	D van der Westhuizen	The invigilators did not verify the admission letters/ identity documents of the candidates on admission to the examination room.
Makro- Amanzimtoti	1800	04 November 2021	Mathematical Literacy	N Kisten	The candidates were admitted to the examination room by the invigilators at 09h10. There was no seating plan available. Candidates were not seated in accordance with a seating plan.

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Makro–Alberton	6909	04 November 2021	Mathematical Literacy	D Mabaso	The candidates were admitted to the examination room by the invigilators at 08h37.
TRT Hillcrest–Masithuthuke	11554	02 November 2021	Communication in English	B Mdakane	The candidates were admitted late (09h10) to the examination room by the invigilators.
Ulusha Development Network Trainpro	7047	02 November 2021	Communication in English	W Mtshali	There was no seating plan available.

(g) Administration of the writing session

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
AEC Burgersdorp	11502	04 November 2021	Mathematical Literacy	A Baduza	There was no clock on the wall.
Afrimat Glen Douglas Dolomite Meyers–SEI	10992	04 November 2021	Mathematical Literacy	M Ncube	There was no clock or other time-displaying device available and visible to all candidates. Calculators were not checked for compliance.
Ballito Crushers	6393	02 November 2021	Communication in English	S Zondi	There was no clock or other time-displaying device available and visible to all candidates.
Eamogetswe Community Learning Centre	11103	04 November 2021	Mathematical Literacy	A Mahoai	There was no clock. Time was communicated verbally by the chief invigilator. There was also no information board available and visible to all candidates displaying relevant information of the examination in progress and centre information.
Herzlia High School WC	11132	04 November 2021	Mathematical Literacy	A Varkel	There was no information board available and visible to all candidates displaying relevant information of the examination in progress and centre information.

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Makro–Alberton	6909	04 November 2021	Mathematical Literacy	D Mabaso	There was no information board available and visible to all candidates displaying relevant information of the examination in progress and centre information. Calculators were not checked for compliance.

(h) Conduciveness of the examination venue

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Lakato (Pty) Ltd, Johannesburg, Skills for Life	6395	04 November 2021	Mathematical Literacy	D van der Westhuizen	There was too much noise coming from outside (from other employees of the company).
Eamogetswe Community Learning Centre	11103	04 November 2021	Mathematical Literacy	A Mahoai	The furniture used was not suitable for writing the examination. The tables used were too low for adult use.
Makro–Alberton	6909	04 November 2021	Mathematical Literacy	D Mabaso	The environment was not conducive for writing the examination; there was noise.

(h) Conduciveness of the examination venue

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Adcock Ingram Wadeville	1202	02 November 2021	Communication in English	J van Aarde	There was no evidence related to the state of readiness of the examination centre.
AEC Burgersdorp	11502	04 November 2021	Mathematical Literacy	A Baduza	There was no evidence related to the state of readiness of the examination centre. The invigilators did not verify the correctness of the information on the cover page of the answer book. Question papers were not distributed to the candidates on time (09h10). The candidates were not given 10 minutes' regulated reading time.

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
					<p>The examination did not start at the time indicated on the timetable. It started at 09h10.</p> <p>A female candidate was escorted by a male invigilator to the bathrooms.</p>
Afrimat Glen Douglas Dolomite Meyers-SEI	10992	04 November 2021	Mathematics Literacy	M Ncube	<p>There was no evidence related to the state of readiness of the examination centre.</p> <p>The candidates were only given five minutes' regulated reading time.</p> <p>Examination rules were not read to the candidates.</p> <p>The examination did not start at the time indicated on the timetable. It started at 09h07, as candidates were admitted late.</p> <p>The examination did not end at the time stipulated on the timetable. It ended at 12h07.</p>
Ballito Crushers	6393	02 November 2021	Communication in English	S Zondi	<p>There was no evidence related to the state of readiness of the examination centre.</p> <p>The invigilator(s) did not check the question paper for technical accuracy with the candidates.</p> <p>The examination rules were not read to the candidates.</p>
Bokamoso AET Centre	8347	04 November 2021	Mathematical Literacy	G Mataboge	<p>There was no evidence related to the state of readiness of the examination centre.</p>

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Eamogetswe Community Learning Centre	11103	04 November 2021	Mathematical Literacy	A Mahoai	<p>There was no evidence related to the state of readiness of the examination centre.</p> <p>The question papers were not distributed to the candidates on time. They were distributed at 08h55.</p> <p>The invigilators did not check the question paper for technical accuracy with the candidates.</p> <p>The candidates were only given five minutes' regulated reading time.</p>
Lakato (Pty) Ltd, Johannesburg, Skills for Life	6395	04 November 2021	Mathematical Literacy	D van der Westhuizen	<p>There was no evidence related to the state of readiness of the examination centre.</p>
Makro–Amanzimtoti	1800	04 November 2021	Mathematical Literacy	N Kisten	<p>The question papers were not distributed to the candidates on time. They were distributed at 09h10.</p> <p>The invigilator did not check the question paper for technical accuracy with the candidates.</p> <p>The candidates were not given 10 minutes' regulated reading time before writing.</p> <p>The examination rules were not read to the candidates.</p> <p>The examination did not start at the time indicated on the timetable. It started at 09h15.</p>
Makro–Alberton	6909	04 November 2021	Mathematical Literacy	D. Mabaso	<p>There was no evidence related to the state of readiness of the examination centre.</p>

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Mash Computer Training STD Client	2841	03 November 2021	Economic and Management Sciences	H.S Makuoa	There was no evidence related to the state of readiness of the examination centre. Examination rules were not read to the candidates.
Saldanha Bay Municipality: Vredenburg Library Louwville	6538	03 November 2021	Human and Social Sciences	M. Jordaan	The candidates were given only five minutes' regulated reading time before writing.
Mossel Bay Municipality (Siphakame Skills Development)	11129	09 November 2021	Small Medium and Micro Enterprises NQF1	J Kitshoff	There was no evidence related to the state of readiness of the examination centre.
TRT Hillcrest–Masithuthuke	11554	02 November 2021	Communication in English	B Mdakane	There was no evidence related to the state of readiness of the examination centre. The question papers were distributed late (09h25) to the candidates. The invigilator did not check the question paper for technical accuracy with the candidates. The candidates were given 15 minutes' regulated reading time before writing. The examination rules were not read to the candidates. The examination did not start at the time indicated on the timetable. It started at 09h45.
Ulusha Development Network Trainpro	7047	02 November 2021	Communication in English	W Mtshali	There was no evidence related to the state of readiness of the examination centre. The invigilator did not check the question paper for technical accuracy with the candidates.

(j) Handling of answer scripts

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
Bokamoso AET Centre	8347	04 November 2021	Mathematical Literacy	G Mataboge	The mark sheet was not provided to give guidance on the packaging of scripts. However, the number of scripts was equal to the number of candidates who wrote the examination.

(k) Incidents with possible impact on the credibility of the examination sessions

Centre	Centre Number	Date of Examination	Learning Area	Chief Invigilator	Findings
AEC Burgersdorp	11502	04 November 2021	Mathematical Literacy	A Baduza	Three candidates had no ID. The examination started late as candidates were only admitted to the examination room at 09h10. The chief invigilator was not available and there was no letter of appointment.

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