



**Report on the Quality Assurance
of Assessment of the South African
Comprehensive Assessment
Institute November 2022 GETC:
ABET Examinations**

UMALUSI



Quality Council for General and Further
Education and Training

REPORT ON THE QUALITY ASSURANCE OF ASSESSMENT OF THE SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE NOVEMBER 2022 GETC: ABET EXAMINATIONS

Published by



Quality Council for General and Further
Education and Training

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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) examinations and assessments.

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

Umalusi judges the quality and standard of 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, their 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 assessments; 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 South African Comprehensive Assessment Institute (SACAI). As a result, there has been an improvement in their conduct, administration and management of the GETC: ABET examinations and assessments. There is ample evidence to confirm that the assessment body, as well as the examination centres, continue to strive to improve systems and processes relating to the GETC: ABET examinations and assessments. Umalusi noticed an improvement in the implementation and moderation of SBA and a marked decline in the occurrence of irregularities in the November 2022 examination cycle.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met on 16 December 2022 and 12 January 2023, respectively, to scrutinise evidence presented on the conduct of the November 2022 GETC: ABET examination.

Having studied all the evidence presented, the EXCO concluded that the examinations were administered in accordance with the applicable policies and guidelines. There were no systemic irregularities reported that might have compromised the overall credibility and integrity of the November 2022 GETC: ABET examinations administered by the SACAI. The EXCO approved the release of the SACAI November 2022 GETC: ABET examination results, based on available evidence that the examination was administered largely in accordance with the examination policies and guidelines. The SACAI is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and to submit an improvement plan by 15 March 2023.

The EXCO commended the SACAI for conducting a successful and irregularity free examination.

Umalusi will continue to ensure that the quality, integrity and credibility of the GETC: ABET examinations and assessments are maintained. Umalusi will also continue in its endeavours towards an assessment system that is internationally comparable, through research, benchmarking and 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 2022 GETC: ABET examination.



Dr Mafu S Rakometsi
CHIEF EXECUTIVE OFFICER

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act (No. 67 of 2008, as amended) 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:
 - i. Conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
 - ii. Complied with the requirements prescribed by the Council for conducting assessment;
 - iii. Applied the standards, prescribed by the Council, with which a candidate is required to comply in order to obtain a certificate; and
 - iv. 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 2022 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination. The report also reflects on the findings; areas of improvement; areas of non-compliance; and provides directives for compliance and improvement in the management, conduct and administration of the examination and assessments. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the South African Comprehensive Assessment Institute (SACAI). Where applicable, comparisons are made with the November 2020 and/or November 2021 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 examinations and assessments.

In the adult education and training (AET) sector, Umalusi quality assures the examinations and assessments for the GETC: ABET qualification.

For the November 2022 examination, the GETC: ABET qualification was assessed by the SACAI in the following Industries/sectors.

- i. Agriculture/Farming;
- ii. Community Projects;
- iii. Education, Training and Development;
- iv. Environmental Services;
- v. Manufacturing;
- vi. Mining; and
- vii. Real Estate.

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 annually.

The SACAI conducted the November 2022 GETC: ABET examination 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 examinations (Chapter 4);
- v. Monitoring of the writing and marking of examinations (Chapter 5);
- vi. Audit of the appointed marking personnel (Chapter 6);
- vii. Quality assurance of marking (Chapter 7);
- viii. Standardisation and resulting (Chapter 8); and
- ix. Certification (Chapter 9).

Chapter 9, which discusses the status of certification of candidates in 2022, is included in this report. The findings from the above quality assurance of assessment processes enabled the Executive Committee of Umalusi Council (EXCO) to decide whether to approve the release of the November 2022 GETC: ABET examination or not.

The roles and responsibilities of the SACAI 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. Manage the development, implementation and internal moderation of internal assessment;
- c. Conduct, administer and manage the writing and marking of examinations;
- d. Manage irregularities;
- e. Report to Umalusi on the conduct, administration and management of the examination;
- f. Have an Information Technology (IT) system that complies with the policies and regulations, to be able to submit all candidate records according to the certification directives; and
- g. 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 decline in the overall compliance of question papers and accompanying marking guidelines, from 60% in the November 2020 question papers to 54% in November 2021. However, there was an improvement in the overall compliance, from 54% in November 2021 to 99% in November 2022.

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 SACAI have a lifespan of three years.

The purpose of external moderation of SBA tasks is to ensure that common standards are maintained in the quality of SBA tasks. All candidates registered to write the GETC: ABET examinations through the SACAI 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 55% in November 2020 to 36% in November 2022.

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

The purpose of external moderation of SBA portfolios is to establish whether the requirements prescribed by the SACAI and Umalusi for the implementation and moderation of SBA were met. It is of utmost importance to moderate SBA portfolios, since the SBA mark carries the same weight, of 50%, as the external examination. To ensure the consistency, validity and fairness of assessment, it is imperative that the SBA portfolios of students are quality assured at different levels. The SACAI has shown improvement in the moderation of SBA. There was also noticeable improvement in the percentage of AET centres that were fully compliant in November 2022 when compared with that of the previous years.

The purpose of verifying the state of readiness of the SACAI to conduct the November 2022 GETC: ABET examination was, largely, to:

- i. Gauge the level of preparedness of the SACAI to conduct the November 2022 GETC: ABET examination;
- ii. Track the progress made in addressing the directives for compliance and improvement issued after the November 2021 examination;
- iii. Verify that the SACAI had systems in place to ensure the integrity of the November 2022 GETC: ABET examination; and
- iv. Report on any shortcomings identified during the evaluation and verification of the SACAI systems.

The audit of the state of readiness confirmed the readiness of the SACAI to administer the November 2022 GETC: ABET examination. Umalusi noted that the SACAI has shown improvement in its systems and processes in each examination cycle.

Umalusi deployed monitors while the examination was being written, to check that the examination centres complied with the policy and guidelines applicable to the conduct, administration and management of examinations. This monitoring was also important to identify any irregularities that might have occurred during the writing of the examination.

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

- i. Planning prior to conducting 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.

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.

Verification of marking by Umalusi served to ensure that marking was conducted according to agreed and established practices and standards. The verification of the marking process revealed that the SACAI 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 each 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 variability in 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.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2022 examination, the EXCO concluded that the November 2022 GETC: ABET examination was conducted in line with the policies and guidelines that govern the conduct of examinations and assessments. 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 processes, and directives where improvements are required.

Umalusi will continue, through bilateral meetings, to collaborate with all stakeholders to raise standards in the AET sector in South Africa.

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AC	Assessment Criteria
AET	Adult Education and Training
AGs	Assessment Guidelines
ASC	Assessment Standards Committee
CAT	Common Assessment Tasks
CLC	Community Learning Centres
EA	Examination Assistants
EAG	Examination and Assessment Guideline
EIC	Examination Irregularity Committee
EXCO	Executive Committee of Umalusi Council
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Sub-framework
GENFETQA	General and Further Education and Training Quality Assurance Act
IT	Information Technology
LA	Learning Area
NQF	National Qualifications Framework
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
QAA	Quality Assurance of Assessment
QP	Question Paper
SACAI	South African Comprehensive Assessment Institute
SAQA	South African Qualifications Authority
SBA	Site based assessment
SO	Specific Outcome
SOP	Standard Operating Procedure
SOR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training
US	Unit Standard

Learning Areas

EMSC4	Economic and Management Sciences
HSSC4	Human and Social Sciences
LECN4	Language, Literacy and Communication: English
LIFO4	Life Orientation
MLMS4	Mathematical Literacy
NATS4	Natural Sciences
SMME4	Small, Medium and Micro Enterprises

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

Umalusi conducts external moderation of examination question papers and marking guidelines for every examination cycle to ensure that quality and standards are maintained in all the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations. The moderation of question papers is a critical part of the quality assurance of assessment. This process ensures that the question papers have been developed with sufficient rigour.

Umalusi externally moderates the question papers and their marking guidelines to ensure that they meet the standards 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.

The purpose of external moderation is to evaluate whether the South African Comprehensive Assessment Institute (SACAI) has the capacity to develop and internally moderate question papers and the accompanying marking guidelines to meet the set standards and requirements.

1.2 Scope and Approach

Umalusi receives question papers and marking guidelines that have been set and internally moderated by the SACAI for external moderation for each examination cycle. These should be submitted together with the history of the development of the question papers and marking guidelines. The SACAI submitted seven question papers, corresponding marking guidelines and the internal moderators' reports for external moderation and approval by Umalusi, in preparation for the November 2022 examinations. This was the same number of question papers submitted for external moderation in November 2021.

Umalusi adopted an off-site model for the moderation of the GETC: ABET question papers. Table 1A shows the seven learning areas assessed by the SACAI for the November 2022 GETC: ABET examination.

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

No.	Learning area	Code
1	Economic and Management Sciences	EMSC4
2	Human and Social Sciences	HSSC4
3	Language, Literacy and Communication: English	LCEN4
4	Life Orientation	LIFO4
5	Mathematical Literacy	MLMS4
6	Natural Sciences	NATS4
7	Small, Medium and Micro Enterprises	SMME4

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 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 possible 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 external 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:

- a) Approved: if the question paper meets all the criteria;
- b) Conditionally approved and to be resubmitted: if the question paper meets most criteria; or
- c) Rejected: if the standard and quality of the question paper is entirely unacceptable.

1.3 Summary of Findings

The following section summarises the findings after initial moderation. When question papers were approved, all challenges had been sufficiently addressed and all question papers and their corresponding marking guidelines were fully compliant with all set criteria. Comparison in this report is made with the November 2020 and November 2021 question papers.

1.3.1 Overall Compliance of Question Papers at Initial Moderation

Umalusi analysed the question papers and accompanying marking guidelines submitted by the SACAI for external moderation, based on the criteria in the instrument. At initial moderation, six out of seven question papers and accompanying marking guidelines were approved and only one was conditionally approved, requiring resubmission. Table 1B summarises the findings on the 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 moderation

Criteria	Compliance frequency (56 instances)			
	None	Limited	Most	All
Technical aspects	0	0	0	7
Language and bias	0	0	0	7
Internal moderation	0	0	1	6
Content coverage	0	0	0	7
Cognitive demand	0	0	1	6
Adherence to assessment guideline	0	0	0	7
Predictability	0	0	0	7
Marking guidelines	0	0	2	5
Accuracy and reliability of marking guidelines	37	59	3	1
Overall impression	49	37	14	0
Total	0	0	4	52
	4			52
Percentage	7%			93%

Table 1B indicates that at initial moderation the overall compliance of question papers in 2022 was 93%. No question papers showed limited or non-compliance with any of the eight criteria.

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

Table 1C: Comparison of compliance in all respects over three years

Criterion	% Compliance per criterion over three years		
	2020	2021	2022
Language and bias	50	71	100
Internal moderation	34	29	100
Content coverage	67	71	86
Cognitive demand	17	57	100
Adherence to assessment guideline	83	43	86
Predictability	83	71	100
Marking guidelines	83	57	100
Conformity with question paper	50	29	71
Accuracy and reliability of marking guidelines	37	59	3
Overall impression	49	37	14
Average % compliance	60	54	93

Table 1C shows that the overall compliance of question papers with five out of eight criteria was at 100% in 2022. There was an improvement in overall compliance with all eight criteria. This was a noticeable improvement in the quality of question papers and accompanying marking guidelines. Figure 1A illustrates the trend in overall compliance of question papers over three years.

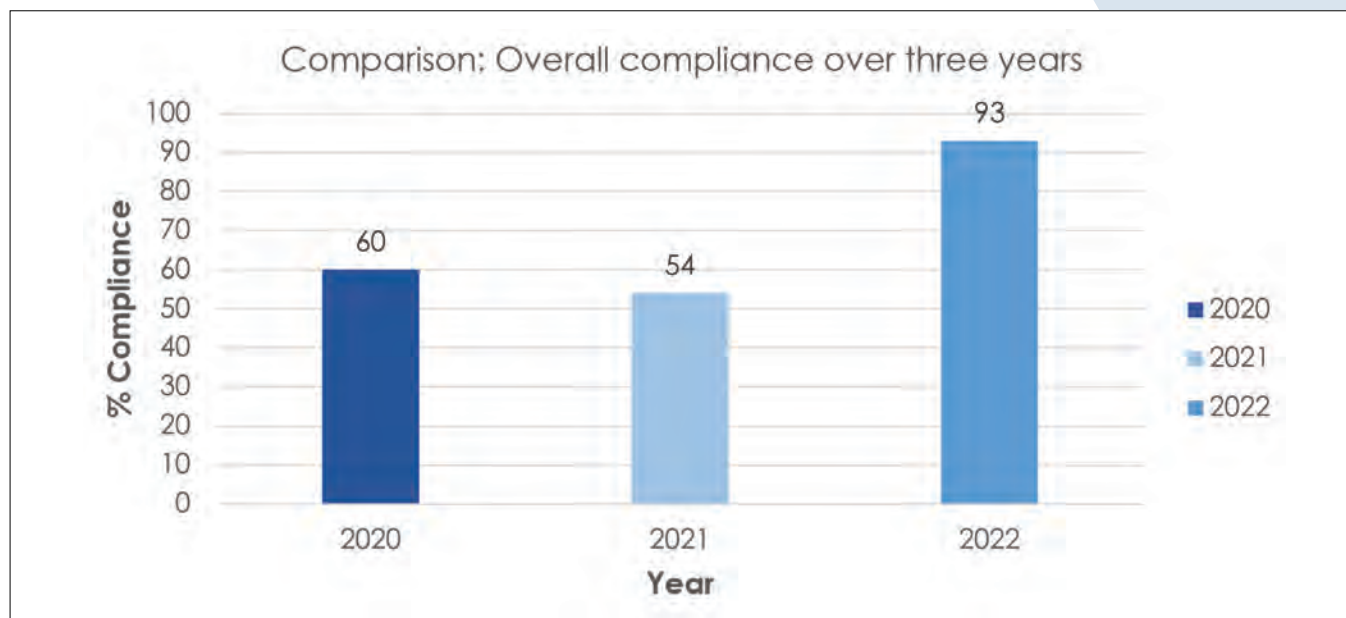


Figure 1A: Comparison of overall compliance of question papers over three years

Figure 1A shows that there was a decline in the overall compliance of question papers and accompanying marking guidelines with eight criteria from 60% in 2020 to 54% in 2021. The figure also indicates an improvement of 39% (from 54% in 2021 to 93% in 2022) in overall compliance in 2022.

1.3.2 Compliance of Question Papers with Each Criterion

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

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 allocations as in the marking guideline;
- viii. Have appropriate quality of illustrations, graphs, tables, figures etc.; and
- ix. Adhere to the format requirements of the assessment guidelines.

Regarding the technical aspects' criterion, in 2022 all seven question papers (LCEN4, HSSC4, LIFO4, MLMS4, NATS4, SMME4 and EMSC4) complied in all respects at initial moderation. In 2021, five out of seven question papers (LCEN4, MLMS4, NATS4, LIFO4 and SMME4) were compliant in all respects with this criterion, while two question papers (EMSC4 and HSSC4) were compliant in most respects. In 2020, three out of six question papers (LCEN4, HSSC4 and LIFO4) complied in all respects, while three (EMSC4, MLMS4 and SMME4) complied in most respects with this criterion at initial moderation. This means that there was an improvement in compliance with this criterion in 2022.

Language and bias

This criterion checks whether the language register used in the question paper is suitable for the level of the 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.

In 2022, all seven question papers (LCEN4, HSSC4, LIFO4, MLMS4, NATS4, SMME4 and EMSC4) were fully compliant with the language and bias criterion at initial moderation. In 2021, Only two question papers (HSSC4 and NATS4) complied in all respects and five question papers (LCEN4, LIFO4, EMSC4, MLMS4 and SMME4) were compliant in most respects with this criterion. In 2020, only two question papers (LCEN4 and HSSC4) complied in all respects, while four question papers (LIFO4, EMSC4, MLMS4 and SMME4) complied in most respects with this criterion at initial moderation. This was an improvement in the quality in 2022 compared to 2021.

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 any recommendations by the internal moderator were implemented or not. The quality, standard and relevance of moderation are also checked.

At initial moderation in 2022, six out of seven question papers (LCEN4, SMME4, MLMS4, HSSC4, EMSC4 and LIFO4) were compliant in all respects with the internal moderation criterion. The only question paper that was compliant in most respects with this criterion was NATS4. In 2021, five question papers (LCEN4, MLMS4, HSSC4, NATS4 and SMME4) complied in all respects, while two (EMSC4 and LIFO4) complied in most respects with the internal moderation criterion at initial moderation. In 2020, four out of six question papers (EMSC4, HSSC4, LCEN4 and LIFO4) complied in all respects and two (MLMS4 and SMME4) were compliant in most respects with internal moderation. This was another improvement in the quality of question papers at initial moderation in 2022.

The challenge identified in the NATS4 question paper was that the internal moderator's report was not appropriate in terms of quality, standard and relevance. However, the internal moderator addressed these challenges before the question papers were approved.

Content coverage

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

- i. The coverage of unit standards (US);
- ii. The spread of specific outcomes (SO) and assessment criteria (AC);
- 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.

All seven question papers (LCEN4, HSSC4, LIFO4, MLMS4, NATS4, SMME4 and EMSC4) were fully compliant with the content coverage criterion at initial moderation in 2022. In 2021, four question papers (LCEN4, EMSC4, MLMS4 and NATS4) complied in all respects, while two (HSSC4 and SMME4) complied in most respects and only one (LIFO4) showed limited compliance with this criterion. In 2020, only one question paper (LCEN4) complied in all respects, four (EMSC4, HSSC4, LIFO4 and MLMS4) were compliant in most respects. Only one question paper (SMME4) showed limited compliance at initial moderation in 2020. This means that there was noticeable improvement in the quality of question papers in this regard.

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.

In 2022, at initial moderation six question papers (LIFO4, HSSC4, EMSC4, EMSC4, MLMS4 and NATS4) complied in all respects with the cognitive demand criterion, while only one (LCEN4) complied in most respects. The LCEN4 question paper did not have a question where the skill to compare and contrast was assessed. However, the internal moderator addressed all challenges before the question papers were approved.

In 2021, three question papers (LCEN4, MLMS4 and NATS4) were compliant in all respects. Three others (HSSC4, LIFO4 and SMME4) complied in most respects and one (EMSC4) showed limited compliance with this criterion.

In 2020, at initial moderation five question papers (LIFO4, LCEN4, HSSC4, EMSC4 and MLMS4) complied in all respects, while one (SMME4) complied in most respects with the cognitive demand criterion.

Adherence to assessment guidelines

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

In 2022, at initial moderation, all seven question papers (LCEN4, HSSC4, LIFO4, MLMS4, NATS4, SMME4 and EMSC4) complied in all respects with the adherence to assessment guideline criterion. In 2021, five question papers (LCEN4, SMME4, EMSC4, MLMS4 and NATS4) complied in all respects, while two (HSSC4 and LIFO4) showed limited compliance with this criterion. In 2020 five out of six question papers (LCEN4, LIFO4, MLMS4, HSSC4 and EMSC4) complied in all respects and one (SMME4) complied in most respects with adhering to assessment guidelines. This implies that HSSC4 and LIFO4 improved significantly in 2022 compared to 2021.

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 2022, all seven question papers (LCEN4, HSSC4, LIFO4, MLMS4, NATS4, SMME4 and EMSC4) complied in all respects with this criterion and were not predictable at initial moderation. In 2021, four question papers (HSSC4, MLMS4, SMME4 and NATS4) complied in all respects, two (LCEN4 and EMSC4) complied in most respects and one (LIFO4) showed limited compliance with the predictability criterion. In 2020, five question papers (LCEN4, LIFO4, HSSC4, MLMS4 and SMME4) complied in all respects, while one (EMSC4) complied in most respects. This means that LCEN4, LIFO4 and EMSC4 improved in 2022 when compared to 2021.

Marking guideline

The 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 the requirements. This criterion evaluates compliance with the marking guideline that accompanies each question paper. It checks the correctness and accuracy of marking guidelines; clarity of the marking instructions; allocation of marks and correlation with the marks in the question paper; and that the marking guidelines make allowance for relevant, alternative responses.

In 2022, the marking guidelines of five question papers (NATS4, SMMS4, EMSC4, HSSC4 and LIFO4) complied in all respects with this criterion, while those of two learning areas (LCEN4 and MLMS4) complied in most respects at initial moderation. The challenges in the two learning areas were:

- i. The marking guideline contained typographical or language errors; and
- ii. The question paper and the marking guideline did not correlate.

In 2021, the marking guidelines of only two question papers (HSSC4 and NATS4) were compliant in all respects and those of five question papers (LCEN4, MLMS4, EMSC4, SMME4 and LIFO4) complied in most respects with this criterion. In 2020, the marking guidelines of three question papers (LCEN4, HSSC4 and LIFO4) complied in all respects with this criterion, while those of the other three (EMSC4, MLMS4 and SMME4) complied in most respects with this criterion.

This means that the compliance of three question papers (SMME4, EMSC4 and LIFO4) improved in 2022 compared to 2021, while that of four question papers (LCEN4, MLMS4, HSSC4 and NATS4) remained consistent with this criterion.

However, the internal moderator addressed all challenges before the question papers and accompanying marking guidelines were approved by Umalusi.

1.4 Areas of Improvement

The following was noted as improvement and good practice:

- a) There was a significant improvement of 39% in the overall compliance of question papers and accompanying marking guidelines in 2022 when compared with 2021 and 2020;
- b. There was an improvement in the compliance of question papers and accompanying marking guidelines with all criteria in 2022; and
- c. Six out of seven question papers and accompanying marking guidelines were approved at initial moderation in 2022.

1.5 Areas of Non-Compliance

The following were noted as concerns:

- a. Marking guidelines contained typographical errors in LCEN4 and MLMS4;
- b. There was non-alignment between the question papers and the marking guidelines in LCEN4 and MLMS4.

1.6 Directives For Compliance And Improvement

The SACAI is required to:

- a. Strengthen the training of examiners and internal moderators, particularly in LCEN4 and MLMS4, to ensure that errors are eliminated before the question papers and accompanying marking guidelines are submitted for external moderation.

1.7 CONCLUSION

This chapter summarised the findings of the moderation of question papers for the November 2022 GETC: ABET examination. Umalusi moderators reported in detail on the question papers and corresponding marking guidelines that were submitted by the SACAI for external moderation. The findings of the external moderation process indicated that there was a significant improvement in the quality and standard of compliance of question papers submitted by the SACAI for initial moderation. The overall compliance of question papers and accompanying marking guidelines improved from 54% in November 2021 to 93% in November 2022. The improvement in quality was notable in five criteria, where the compliance of question papers and accompanying marking guidelines was 100%. The SACAI needs to address the minor challenges in compliance with the other three criteria by strengthening its training of its examining panels.

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 the final mark for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

The SBA tasks are set nationally and implemented at AET centres. The South African Comprehensive Assessment Institute (SACAI) develops and internally moderates SBA tasks before submitting them to Umalusi for external moderation and approval. Once approved, SBA tasks are implemented at institutional 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 moderation of SBA tasks is a critical part of the quality assurance process. 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 prescribed learning area content;
- 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 are required to complete common SBA tasks.

2.2 Scope and Approach

The shelf life of the SBA tasks for the SACAI is three years. The SBA tasks of the seven learning areas expired at the end of the November 2021 examination cycle. The SACAI developed and internally moderated the SBA tasks of seven learning areas in preparation for the 2022 to 2024 examination cycles. The assessment guideline for each learning area prescribes the requirements for developing and implementing SBA tasks at each AET centre.

The SACAI is responsible for the development and internal moderation of SBA tasks, together with their accompanying marking guidelines, for the GETC: ABET qualification. Each assessment guideline is learning area-specific and prescribes the number of activities, specific outcomes and assessment criteria. The SBA tasks consist of various assessment methods and forms that include research, tests, projects, assignments, data analysis, orals, comprehension tests, journal entries and worksheets.

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

- a. Adherence to subject and assessment guidelines;
- b. Content coverage;
- c. Cognitive demand;
- d. Language and bias;
- e. Formulation of instructions and questions;
- f. Quality and standard of 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 the 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 the 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, the final judgement of compliance was based on the overall compliance of all three tasks 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 and its accompanying marking guideline.

The data used for the findings in this report were based on the initial external moderation of the SBA tasks. Comparative data was based on the moderation of the previous SBA tasks of the same learning areas in 2020. 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 SACAI submitted the SBA tasks of seven learning areas to Umalusi for external moderation. During initial moderation, none of the SBA tasks were approved. The SBA tasks of five learning areas were conditionally approved and required resubmission. The SBA tasks of two learning areas were rejected at initial moderation and required to be reset and resubmitted for external moderation.

Umalusi approved all SBA tasks, together with the corresponding marking guidelines, after they were fully compliant in all respects. Table 2A shows the overall compliance of SBA tasks per criterion at initial moderation.

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

Criteria	Compliance frequency (56 instances)			
	None	Limited	Most	All
Adherence to assessment guidelines	0	1	3	3
Content coverage	0	1	4	2
Cognitive demand	0	1	3	3
Language and bias	0	0	3	4
Formulation of instructions and questions	0	0	3	4
Quality and standard of SBA tasks	0	0	7	0
Mark allocation and marking guideline	0	1	4	2
Internal moderation	0	0	5	2
Total	0	4	32	20
		36		20
Percentage		64%		36%

Table 2A shows that the overall compliance of the SBA tasks with eight criteria was 36% at the initial moderation. None of the SBA tasks showed non-compliance with any of the eight criteria. Table 2B shows a comparison of compliance in all respects with each criterion at initial moderation in 2020 and 2022.

Table 2B: Comparison of compliance in all respects of SBA tasks at initial moderation over two years

Criterion	November 2020 (%)	November 2022 (%)
Adherence to assessment guidelines	100	43
Content coverage	86	29
Cognitive demand	71	43
Language and bias	29	57
Formulation of instructions and questions	14	57
Quality and standard of SBA tasks	71	0
Mark allocation and marking guideline	29	29
Internal moderation	43	29
Average overall compliance %	55	36

Table 2B shows a decline in the overall compliance in five out of eight criteria in 2022 when compared with that of 2020. Figure 2A shows the overall percentage compliance of SBA tasks over two years.



Figure 2A: Comparison of overall compliance in 2020 and 2022

Figure 2A indicates a decline of 19% on the overall compliance in 2022 when compared with that of 2020.

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-h. Each section includes a comparative figure (Figure 2B to Fig 2J) showing the differences, per criteria, between the findings in 2020 and 2022.

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.

At initial moderation, the SBA tasks of three out of seven (43%) learning areas (LCEN4, MLMS4 and SMME4) were compliant in all respects with this criterion. Another three learning areas (EMSC4, HSSC4, LIFO4) were compliant in most respects and the SBA tasks of only one learning area (NATS4) showed limited compliance with this criterion in 2022. All four tasks of the NATS4 did not meet the cognitive demand and content requirements as stipulated in the assessment guidelines. However, before all SBA tasks and their marking guidelines were approved, the internal moderator addressed the identified challenges.

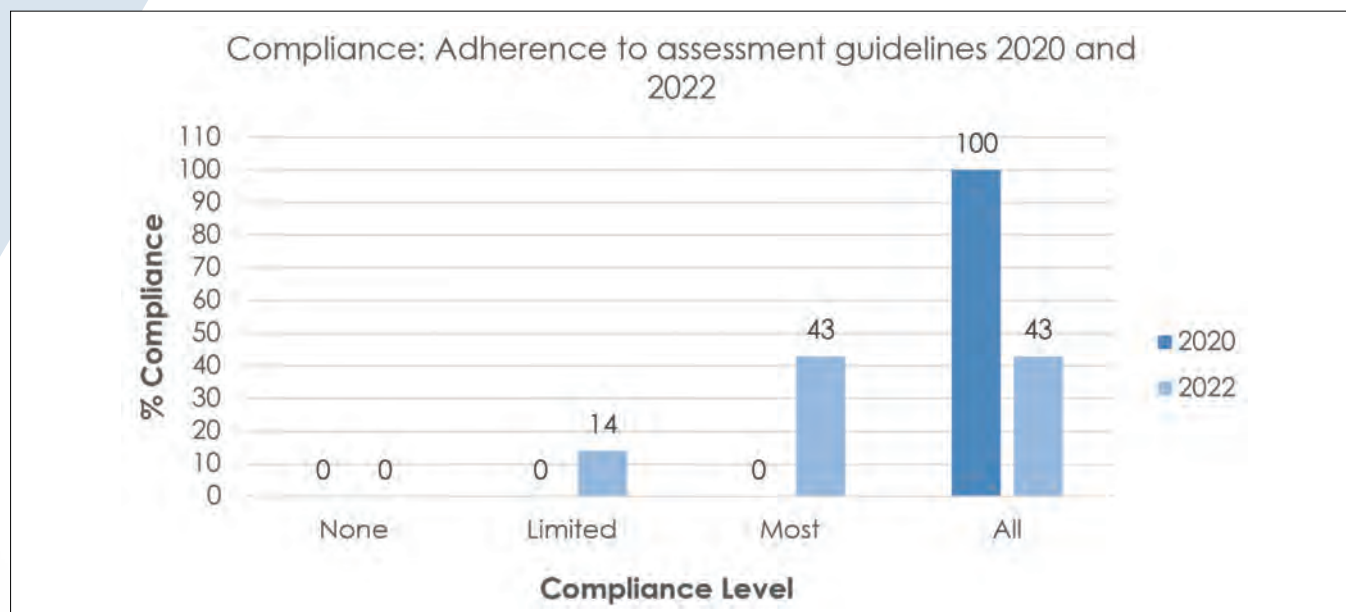


Figure 2B: Comparison of compliance with adherence to assessment guidelines criterion in 2020 and 2022

Figure 2B shows that in 2020, 100% of the SBA tasks were compliant in all respects with the adherence to assessment guidelines at initial moderation. There was a decline (57%) in the level of compliance in 2022 when compared with that of 2020.

Content coverage

Umalusi evaluated whether all tasks covered the content as prescribed by the assessment guidelines of the SACAI 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 of the SACAI.

The SBA tasks of two out of seven (29%) learning areas (LCEN4 and SMME4) were compliant in all respects, those of four learning areas (EMSC4, HSSC4, LIFO4, MLMS4) were compliant in most respects and the SBA tasks of NATS4 were totally non-compliant with this criterion at initial moderation. The challenges in the SBA tasks of four learning areas were minor. The SBA tasks of NATS4 were rejected because the content was not appropriately covered as stipulated in the assessment guidelines. However, before the SBA tasks and their marking guidelines were approved the internal moderator addressed the identified challenges.

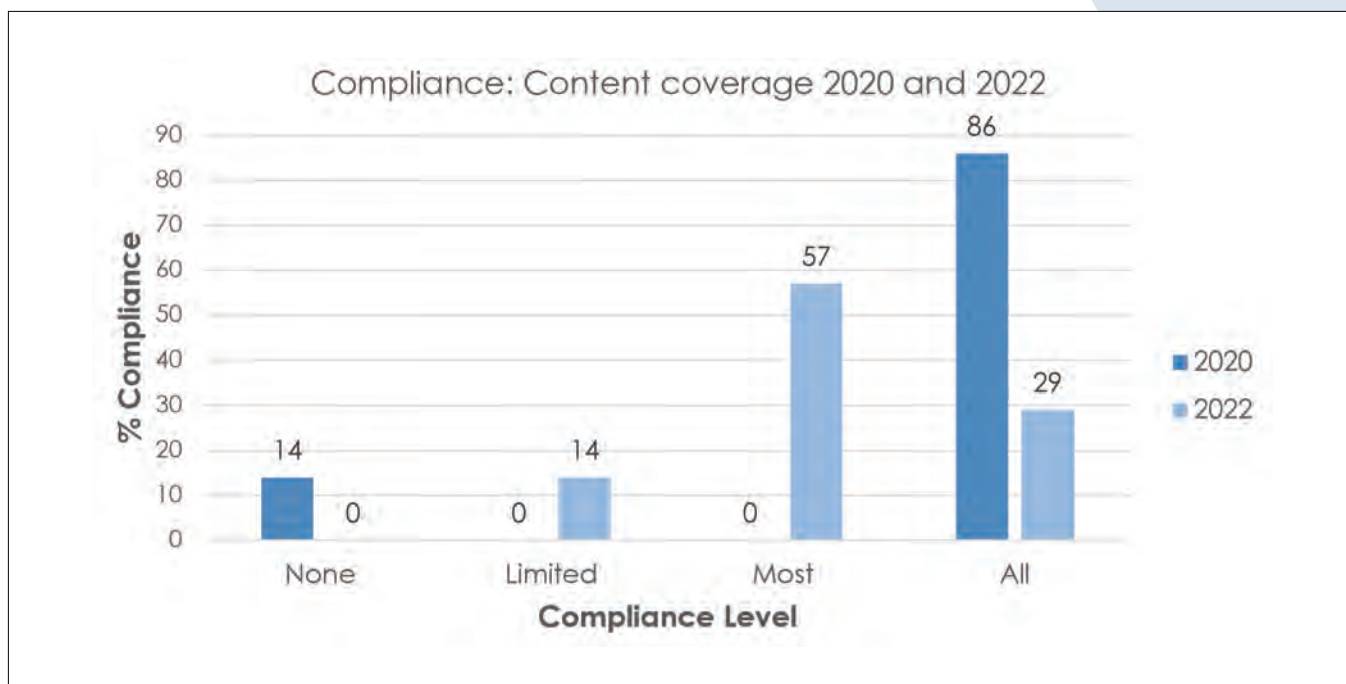


Figure 2C: Comparison of compliance with content coverage criterion in 2020 and 2022

Figure 2C indicates that there was a decline in the number of SBA tasks that were fully compliant with the content coverage criterion (from 86% in 2020 to 29% in 2022). The SBA tasks that were compliant in most respects increased from 0% in 2020 to 57% in 2022. There was, however, an improvement in the number of SBA tasks that were non-compliant (14%) and an increase (14%) in those with limited compliance in 2022.

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 that 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 of three out of seven (43%) learning areas (LCEN4, EMSC4 and MLMS4) were compliant in all respects with this criterion at initial moderation in 2022. Three (43%) learning areas (HSSC4, LIFO4 and SMME4) were compliant in most respects. The SBA tasks of NATS4 showed limited compliance with this criterion, with no tasks complying with the prescribed spread of questions among the three cognitive levels as stipulated in the assessment guidelines. However, the internal moderator addressed all identified challenges before the SBA CAT and their marking guidelines were approved.

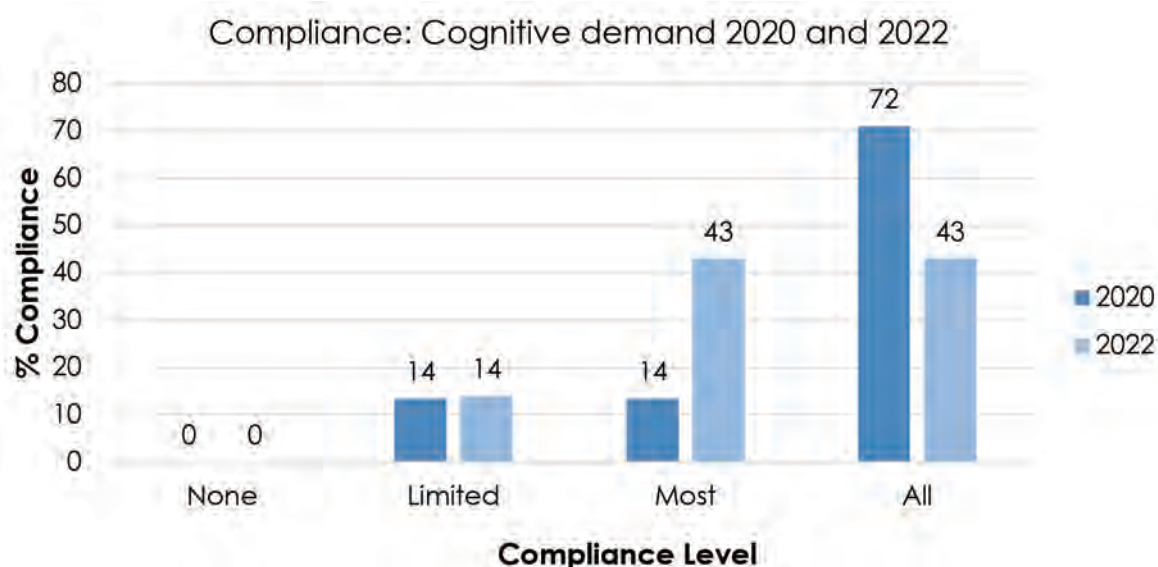


Figure 2D: Comparison of compliance with the cognitive demand criterion in 2020 and 2022

The comparison between compliance with the cognitive demand criterion in 2020 and 2022 indicates that there was a 29% decline in the number of SBA tasks that were compliant in all respects with this criterion. At the same time, there was noticeable improvement (29%) in the number of SBA tasks that were compliant in most respects with this criterion, as indicated in Figure 2D.

Language and bias

This criterion checks whether appropriate language was used in the SBA tasks. It further checks that the language used in the SBA tasks is not offensive, is free from bias of any nature and that the language register 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.

At initial moderation in 2022, 57% of the SBA tasks of four (EMSC4, MLMS4, NATS4 and SMME4) were compliant in all respects with this criterion. The SBA tasks of the other three learning areas (LCEN4, HSSC4 and LIFO4) were compliant in most respects. The following challenges were identified at initial moderation:

- i. Grammatical errors, punctuation errors and vague questions (LCEN4);
- ii. Vague questions in two tasks (HSSC4); and
- iii. Vague questions, typographical and grammatical errors (LIFO4).

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

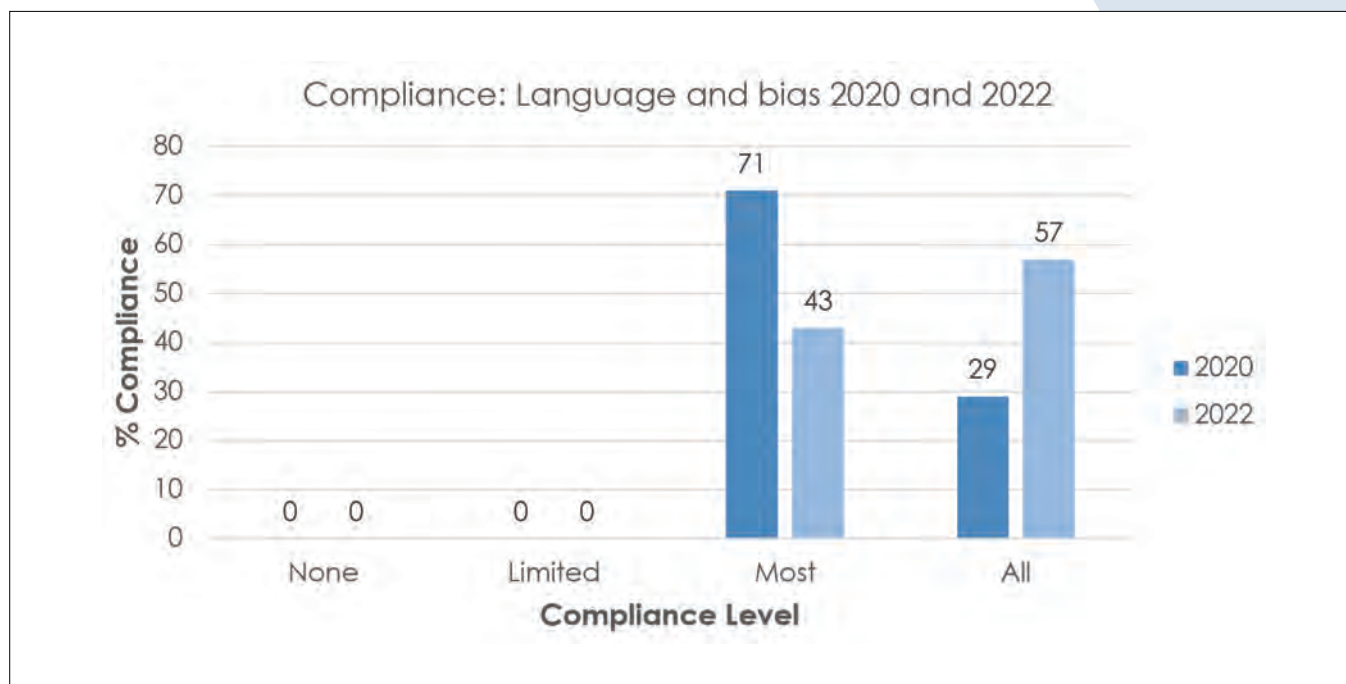


Figure 2E: Comparison of compliance with language and bias criterion in 2020 and 2022

Figure 2E indicates that in 2022, 57% of the SBA tasks were compliant in all respects. Compared with 29% in 2020, this reflected an improvement of 28%. There was a decline (from 71% in 2020 to 43% in 2022) in the number of SBA tasks that were compliant in most respects with this criterion at initial moderation.

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.

The SBA tasks of four out of seven (57%) learning areas (EMSC4, HSSC4, MLMS4 and NATS4) were compliant in all respects with this criterion. The SBA tasks of the remaining three (43%) learning areas (LCEN4, LIFO4 and SMME4) were compliant in most respects with this criterion at initial moderation. The following challenges were found in the three learning areas:

- i. Factual error in Task 3 (LCEN4);
- ii. Incorrect verbs used in Task 4 and Task 5 questions and incorrect grammar in two questions of Tasks 1 and 2 (LIFO4);
- iii. Tasks 1 and 2 contained vaguely defined problems and ambiguous wording that could lead to unintentional clues to the correct answers (SMME4); and
- iv. In Tasks 3 and 5 the instructions to questions were vague and references in questions to style texts were irrelevant and incorrect (SMME4).

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

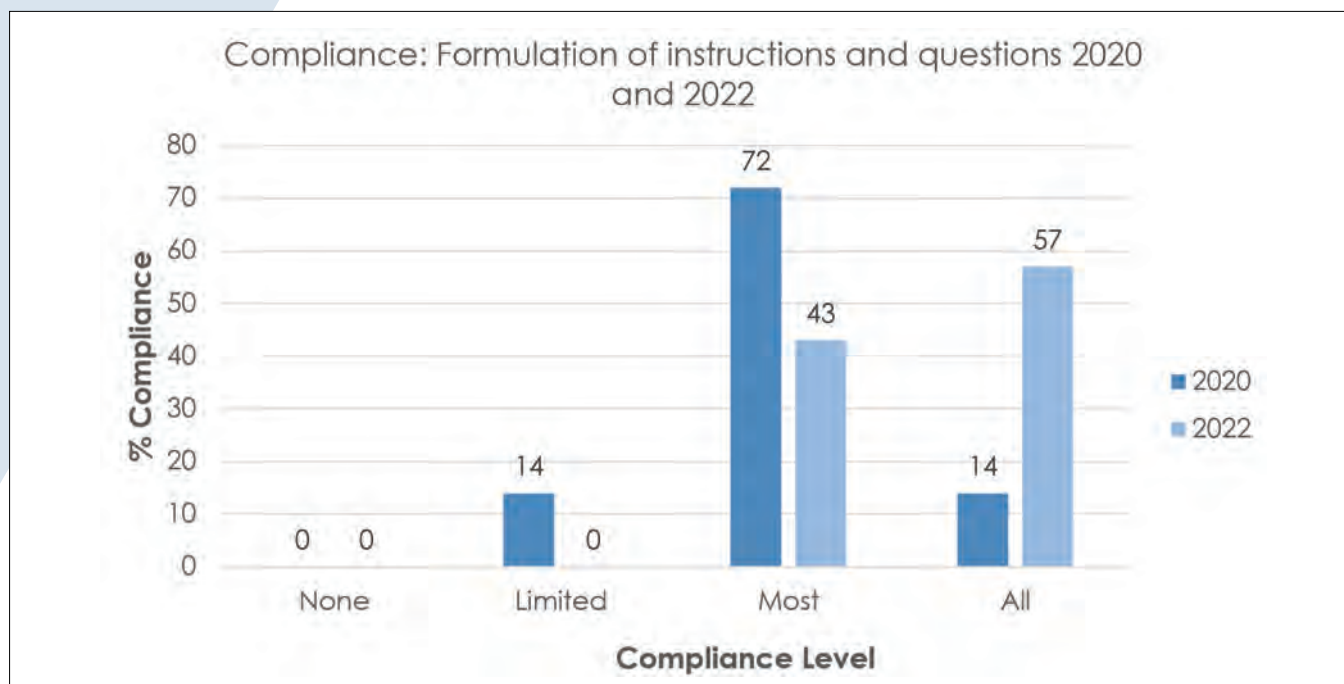


Figure 2F: Comparison of compliance with the formulation of instructions and questions criterion in 2020 and 2022

Figure 2F indicates an improvement in the number of SBA tasks that were compliant in all respects with this criterion, from 14% in 2020 to 57% in 2022. The number of SBA tasks that showed limited compliance also improved, from 14% in 2020 to 0% in 2022.

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.

At initial moderation in 2022, the SBA tasks of all seven learning areas (LCEN4, EMSC4, HSSC4, LIFO4, MLMS4, NATS4 and SMME4) were compliant in most respects with this criterion. The main reasons were:

- i. The time allocation in the task was different from that in the marking guide (LCEN4);
- ii. Incorrect mark allocation in task and rubric (EMSC4);
- iii. The content coverage of unit standards and distribution of questions in terms of cognitive levels were not in line with the requirements of the assessment guideline (HSSC4);
- iv. The quality and standard of Task 1 and Task 3 was not acceptable (LIFO4);
- v. US 119364 was not assessed (MLMS4);
- vi. Inadequate content coverage (NATS4); and
- vii. The questions were not fairly distributed among the different cognitive levels (SMME4).

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

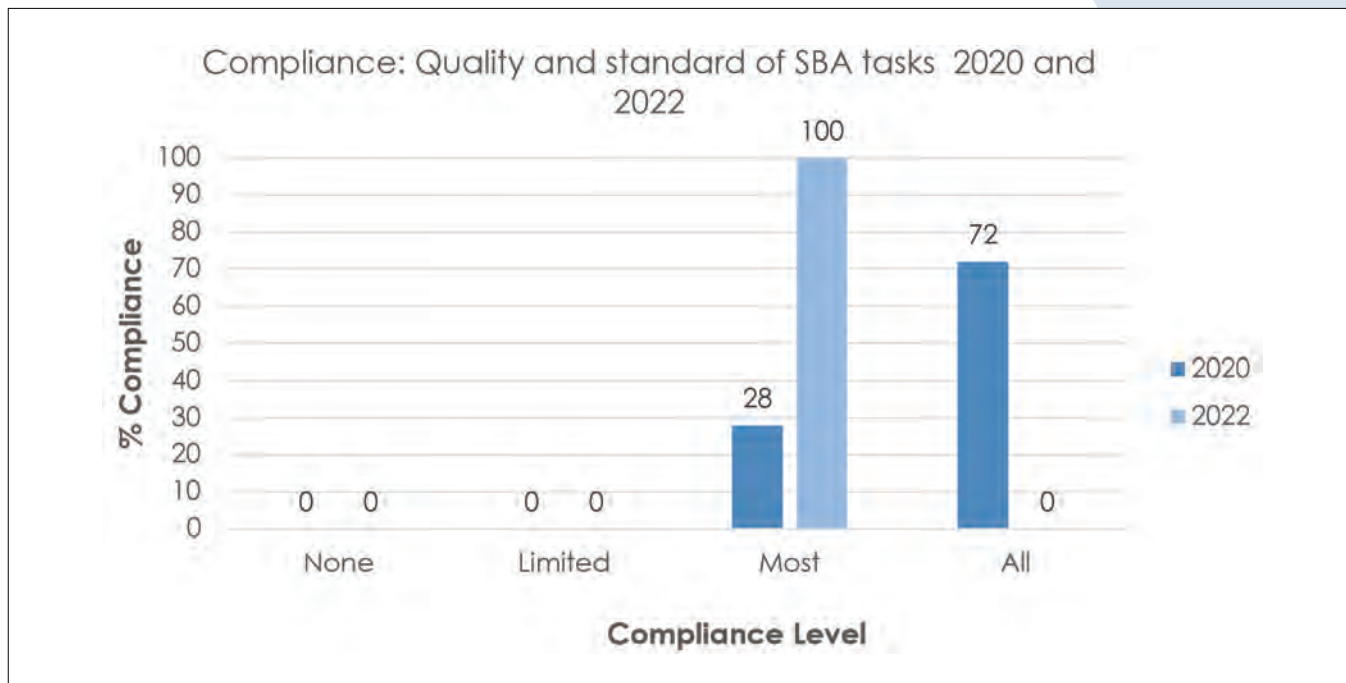


Figure 2G: Comparison of compliance with the quality and standards criterion in 2020 and 2022

The comparison in Figure 2G indicates that the number of SBA tasks that were compliant in all respects declined from 72% in 2020 to 0% in 2022 at initial moderation.

Mark allocation and marking guideline

In this criterion Umalusi verifies that the mark allocation is accurate and that marking guidelines are error-free. This criterion further checks that the mark allocation in the SBA tasks is the same as 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.

The SBA tasks of two learning areas (HSSC4 and NATS4) were compliant in all respects with this criterion at initial moderation in 2022. This represents 29% of the total learning areas. The SBA of four (58%) learning areas (EMSC4, LCEN4, MLMS4, SMME4) were compliant in most respects because of minor mark allocation errors. The SBA tasks of LIFO4 showed limited compliance with this criterion. The following challenges were identified at initial moderation:

- i. Incorrect allocation of marks;
- ii. Incorrect mark distribution within the questions; and
- iii. The misalignment of marks between the task and the marking guideline (Task 5).

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

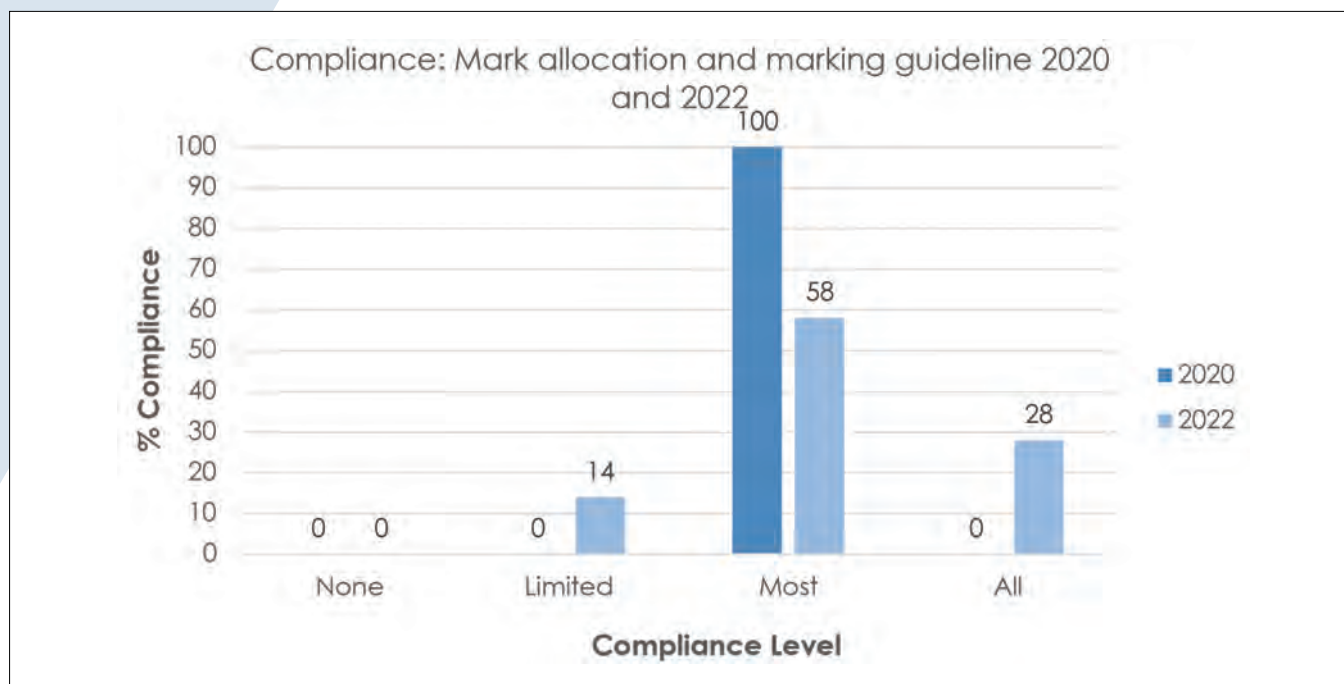


Figure 2H: Comparison of compliance with the mark allocation and marking guideline criterion in 2020 and 2022

Figure 2H shows a decline in the number of SBA tasks that were compliant in most respects with this criterion at initial moderation, from 100% in 2020 to 58% in 2022. There was an improvement in the SBA tasks that were compliant in all respects, from 0% in 2020 to 28% in 2022.

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 for the question papers, to ensure that 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 out of seven (29%) learning areas (LCEN4 and MLMS4) were compliant in all respects with the internal moderation criterion at initial moderation in 2022. The SBA tasks of five (71%) learning areas (EMSC4, HSSC4, LIFO4, NATS4 and SMME4) were compliant in most respects. The following challenges were identified at initial moderation:

- The internal moderator did not identify an inconsistency in mark allocation (Project). The criteria used in the rubric did not have allocated marks; hence the quality of internal moderation was not acceptable (EMSC4);
- The internal moderation did not check adherence to the assessment guidelines for the weighting of unit standard coverage and the distribution of questions in terms of cognitive weighting (HSSC4);
- There was incorrect mark allocation in Question 4 in the task (LIFO4); and
- The quality of internal moderation was not appropriate as there were errors that should have been detected and corrected (NATS4 and SMME4).

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

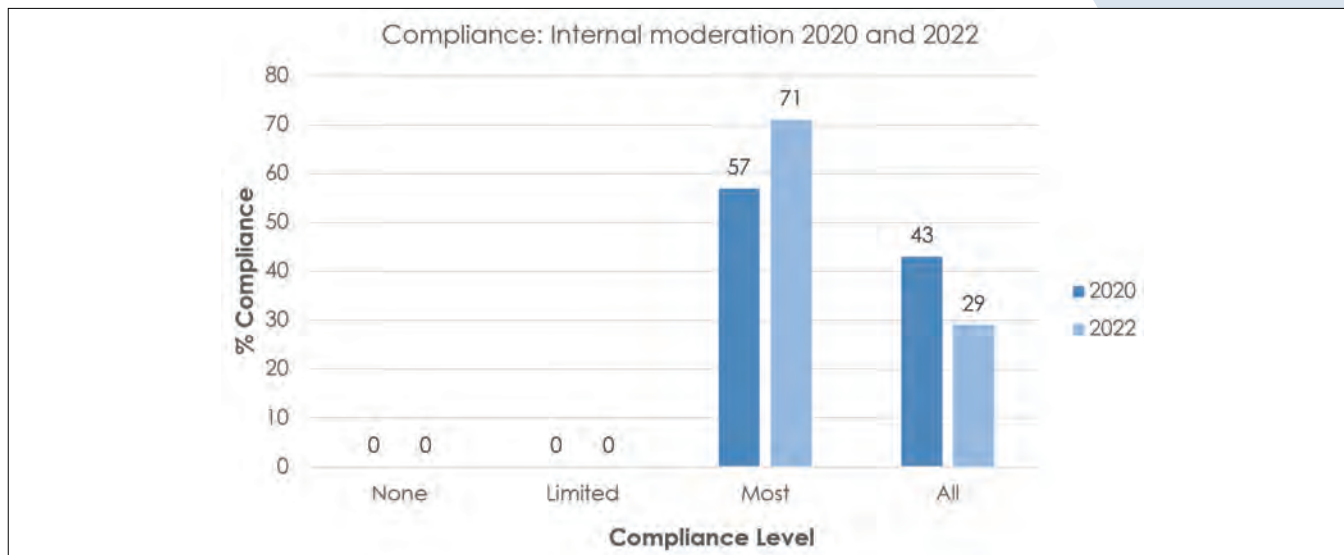


Figure 2J: Comparison of compliance with the internal moderation criterion in 2020 and 2022

Figure 2J indicates that there was a decline in the number of SBA tasks that were fully compliant, from 43% in 2020 to 29% in 2022 at initial moderation. There was an increase in the SBA tasks that were compliant in most respects with this criterion.

2.4 Areas Of Improvement

The following improvement was noted:

- None of the seven learning areas had SBA tasks that were non-compliant with any of the eight criteria at initial moderation.

2.5 Areas of Non-Compliance

The following were found to be areas of non-compliance:

- The adherence to assessment guidelines was rated as having limited compliance with this criterion as all four tasks did not comply with either the cognitive and content requirements as stipulated in the assessment guidelines (NATS4);
- SBA tasks of NATS4 were rejected at initial moderation because the content was not adequately covered as stipulated in the assessment guidelines; and
- Poor quality of internal moderation resulted in the SBA tasks and their respective marking guidelines being submitted with errors that should have been detected and corrected during internal moderation.

2.6 Directives for Compliance and Improvement

The SACAI is required to:

- Strengthen the training of examiners and internal moderators, focusing on their roles and responsibilities during the development and internal moderation of SBA tasks.

2.7 Conclusion

Umalusi moderators reported in detail on the SBA tasks and the accompanying marking guidelines that were submitted by the SACAI for external moderation.

The findings of the external moderation process indicated that there was a decline in the quality and standard of the SBA tasks at initial moderation. The overall compliance of the SBA tasks with the accompanying marking guidelines decreased from 55% in 2020 to 36% in 2022. The decline in the quality of SBA tasks was found in five out of eight criteria. The SACAI is required to strengthen its internal moderation process to address all challenges identified by Umalusi during the external moderation process.

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), while facilitators present portfolios of assessment (PoA). The internal moderation of SBA portfolios is an important quality assurance process and it is expected to be conducted at centre and assessment body levels. 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 guidelines and of Umalusi criteria for the moderation of SBA.

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 final results, the implementation of the SBA is internally moderated and externally verified.

3.2 Scope and Approach

Umalusi externally moderated the South African Comprehensive Assessment Institute (SACAI) SBA portfolios on-site at Tomorrow's People College in Garsfontein, the marking and moderation centre of the SACAI. The process was conducted from 26 November to 27 November 2022. The SACAI submitted SBA portfolios for the seven learning areas that the body assessed for the November 2022 GETC: ABET examination.

Umalusi sampled and moderated one SBA portfolio per Adult Education and Training (AET) centre. This provides an indication of the compliance of each centre with the requirements of SBA implementation. The summary of AET learning sites and the number of SBA portfolios moderated are shown in Table 3A.

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 guidelines;
- 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 decisions were 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 of 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 sample selected for moderating SBA portfolios.

3.3.1 Moderated Samples

Table 3A shows the number and percentage of SBA portfolios 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	
SMME4	Nchafatso Training Centre	1	5	1	2	100
	Glencore Eastern Mines	1	5	1	2	100
EMSC4	Oakley House High School	1	1	1	1	100
	Glencore Eastern Mines	1	1	1	1	100
	Nchafatso Training Centre	1	5	1	1	33
	University of Pretoria Hatfield	1	1	1	1	100
HSSC4	Mo-Afrika Tladi	0	5	0	4	80
	Nchafatso Training Centre	1	5	1	4	83
	Oxbridge Academy	1	2	1	2	100
LIFO4	Marula Platinum Mine	1	2	1	2	100
	Oakley House High School	0	2	0	2	100
	Oxbridge Academy	1	3	1	2	75
	Pilanesberg Platinum Mines	1	22	1	2	13
	Nchafatso Training Centre	1	6	1	2	43
LCEN4	Nchafatso Training Centre	1	7	1	3	50
	Chadon-Northam Platinum	1	21	1	3	18
	Mponeng	1	6	1	3	57
	Oakley House High School	1	3	1	2	75
	Beatrix AET	1	12	1	2	23
	Pilanesberg Platinum Mines	1	20	1	2	14
MLMS4	Samancor ECM	1	4	1	3	80
	Tharisa Minerals	1	4	1	3	80
	Northam Platinum	1	19	1	2	15
	Beatrix AET	1	15	1	2	19
NATS4	Marula Platinum Mine	1	3	1	1	50
	Beatrix AET	1	13	1	1	14
	Driefontein	1	19	1	1	10
	Mponeng	1	7	1	1	25
	Oakley House High School	1	2	1	1	67
	Harmony MOAB Khotsong	1	1	1	1	100
TOTAL		28	221	28	59	

Table 3A indicates that a total of 249 SBA portfolios (28 PoA + 221 PoE) were submitted by the AET centres for moderation. A sample of 87 SBA portfolios (28 PoA + 59 PoE), representing 35% of the total portfolios submitted, were moderated by Umalusi.

3.3.2 Overall Compliance of AET Centres with Each Criterion

Umalusi made provision for the moderation of one facilitator portfolio and one or more student portfolios 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 November 2022.

Table 3B: Overall compliance of AET centres per criterion

Criteria	Compliance frequency (Instances)			
	No	Limited	Most	All
Adherence to assessment guideline	4	3	8	15
Internal moderation	1	1	10	18
Structure and content of SBA portfolios	0	3	10	17
Implementation and assessment of SBA tasks	0	7	0	23
Performance of students	0	3	3	24
Quality of marking	0	3	6	21
Total	5	20	37	118
Percentage (%)	3	11	21	66

Figure 3A compares the overall compliance of the sample with each criterion against which the moderation of portfolios was conducted in 2022 with that of 2021.

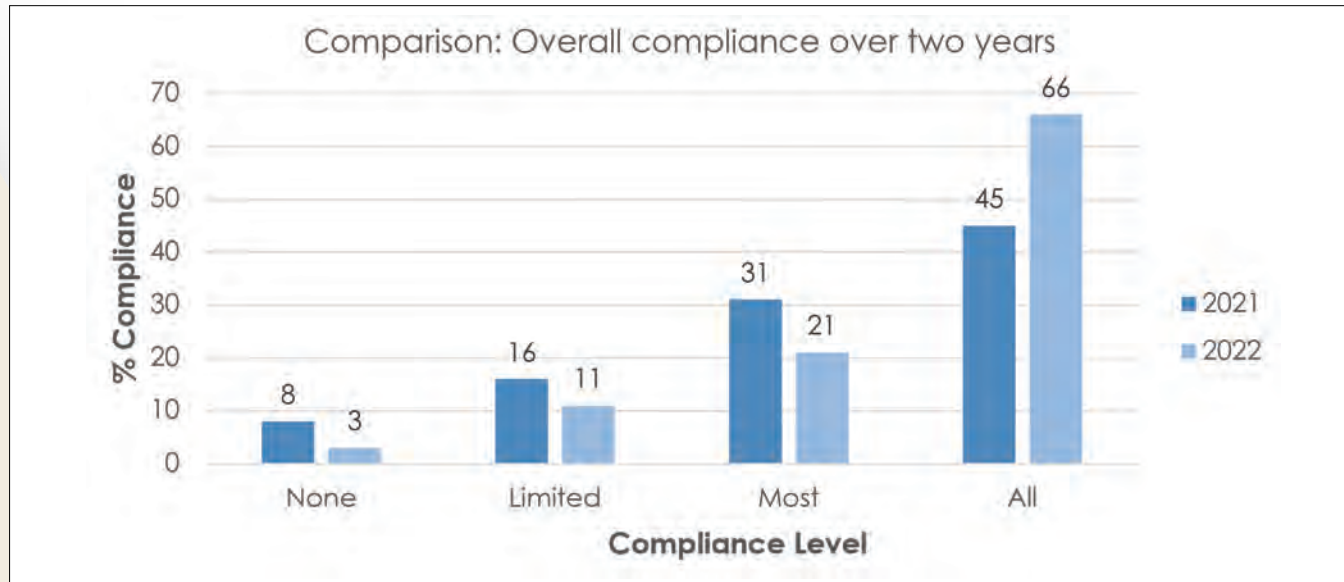


Figure 3A: Comparison of overall compliance over two years

Figure 3A shows a 21% increase in the number of AET centres that were compliant in all respects in 2022 compared with that of 2021. This is an achievement to be commended.

3.3.3 Compliance of AET Centres with Each Criterion

In addition to the overall compliance indicated in Table 3B, the levels of compliance per criteria varied per learning area and per learning site. The following section discusses the findings on the compliance of the SBA portfolios of each learning site, per criterion. The findings are based on information obtained from the SBA portfolios submitted for external moderation by the SACAI. Compliance refers to the learning site's ability to satisfy all the requirements (compliance in all respects) as stipulated in the Umalusi moderation instrument.

a) Adherence to assessment guidelines

This criterion checks the students' PoE and facilitators' PoA to ensure that the content 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 facilitators' PoA. The guideline also prescribes the documents required in the students' PoE, 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 illustration in Figure 3B indicates that 15 out of 30 (50%) of moderated learning sites complied fully and eight (27%) were compliant in most respects with the assessment guideline criterion in 2022. Three AET centres (10%) showed limited compliance and four (13%) were non-compliant with this criterion. The limited and non-compliance issues were found in the HSSC4, LCEN4, LIFO4 and NATS4 learning areas owing to various reasons, some of which are listed below:

- Missing facilitator PoA (HSSC4 and LIFO4);
- Missing assessment plans;
- The use of 2021 tasks instead of 2022 tasks (NATS4);
- Students' portfolios not containing rubrics (NATS4);
- Missing facilitator details, corresponding marking guidelines, working mark sheets and final mark sheet per AET centre.

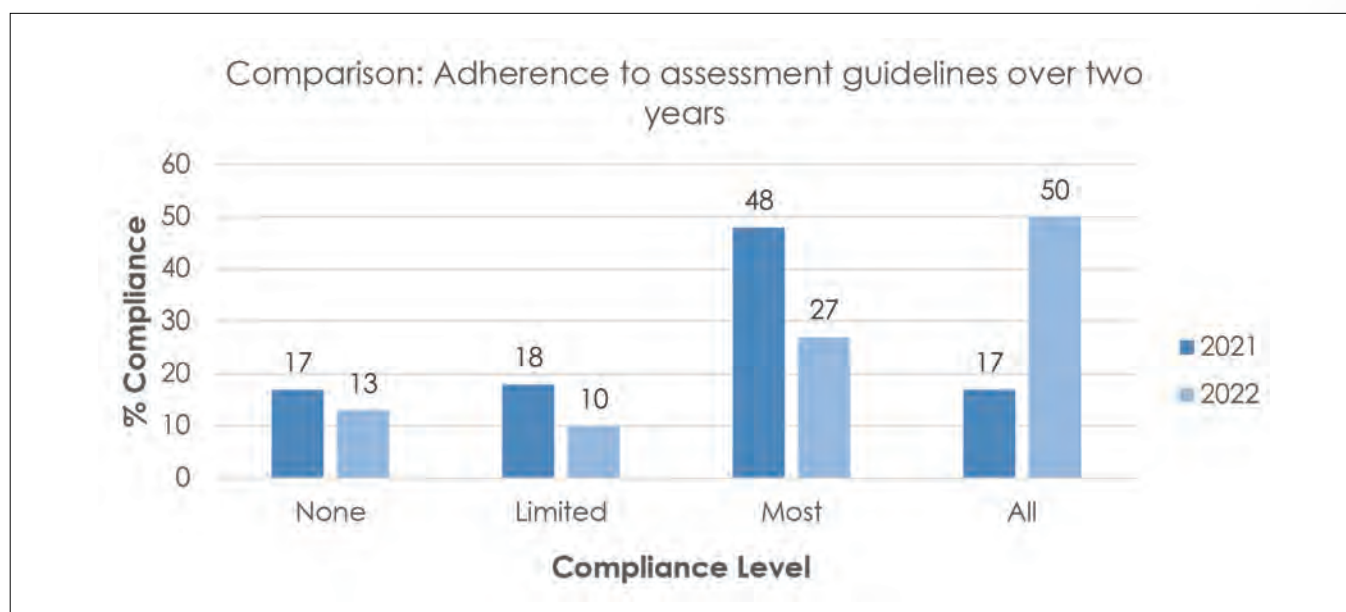


Figure 3B: Comparison of compliance with adherence to assessment guidelines over two years

A comparison with the previous year, as indicated in Figure 3B, shows a 33% improvement in compliance in all respects with adherence to the assessment guidelines in 2022 when compared with that of 2021.

b) Internal moderation

This criterion verifies evidence of internal moderation of the 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.

Eighteen out of the 30 (60%) moderated AET centres were compliant in all respects, and ten (34%) were compliant in most respects with the implementation and assessment of SBA task criterion in 2022. Of the remaining centres, one showed limited compliance (SMME4) and one was non-compliant (NATS4) with this criterion. The reason for the limited compliance for SMME4, at Glencore Eastern Mines, was that the student PoE was incomplete and had not been internally moderated. No feedback was provided to the student. The non-compliant centre (NATS4), Beatrix Mine, had no evidence of any internal moderation and there was no constructive feedback between the internal moderator, facilitator and the student.

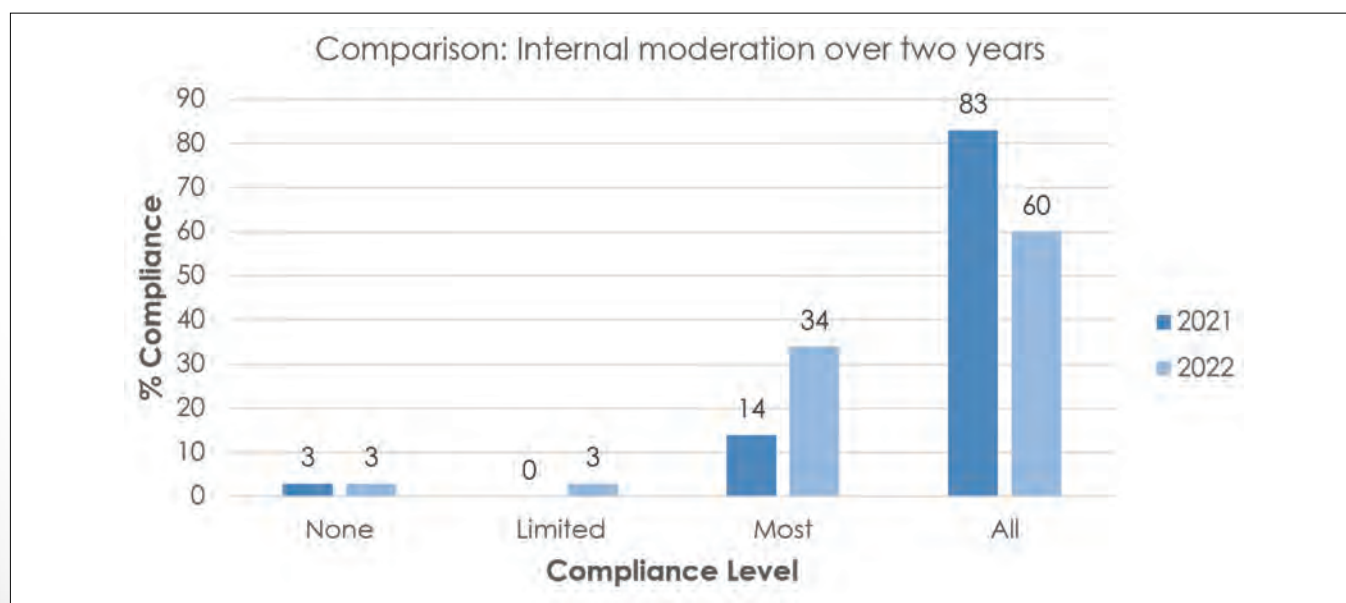


Figure 3C: Comparison of compliance with internal moderation criterion over two years

Figure 3C indicates that, when compared with 2021 where 83% of AET centres were compliant in all respects with this criterion, there was a decline of 23% in the 2022 compliance level.

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, with all tasks filed in an orderly manner; and will reflect that tasks were properly marked and internally moderated.

The structure and content of the SBA portfolios is standardised by the SACAI, who provide the learning centres with the necessary PoE content documentation templates. In terms of performance, 17 out of 30 (57%) AET centres were compliant in all respects and ten (34%) complied in most respects with this criterion in 2022. On the negative side, there were three cases of limited compliance. The two learning areas where limited and non-compliance were found were SMME4 and LCEN4. The reasons for non-compliance were mainly non-submission of:

- i. Assessment plan with timeframes;
- ii. Table of contents page;
- iii. Student information and certified Identity document; and
- iv. Authenticity/declaration forms; and those submitted were not signed.

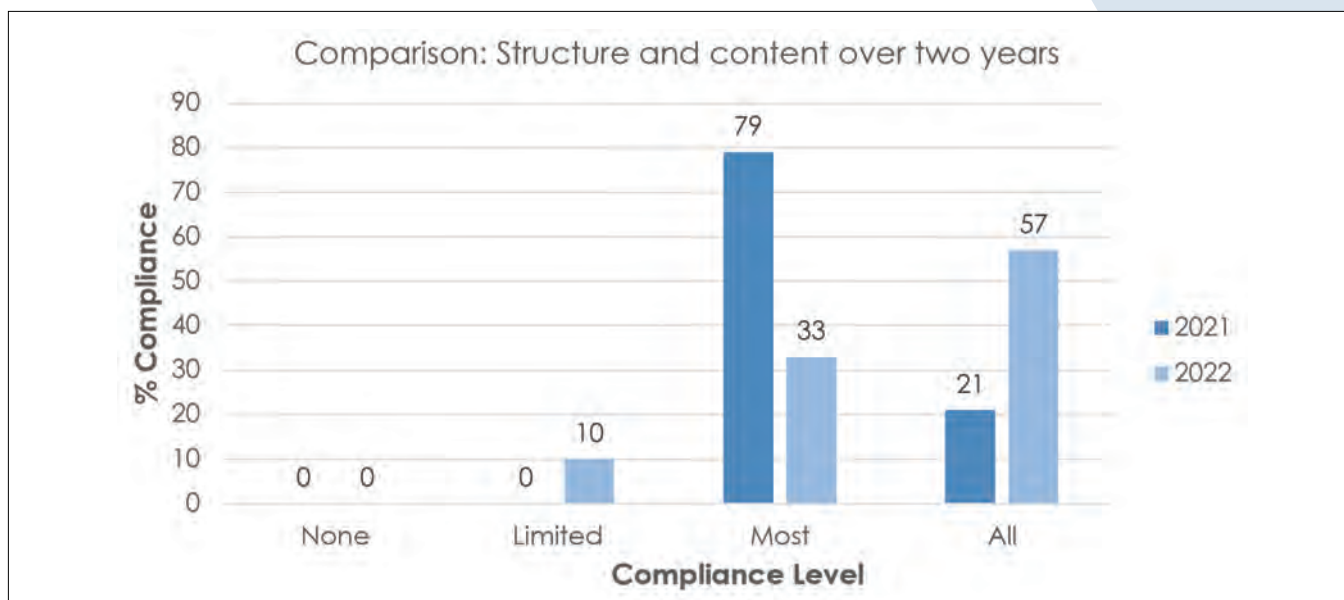


Figure 3D: Comparison of compliance with the structure and content of SBA portfolios criterion over two years

The comparison with 2021, as indicated in Figure 3D, clearly shows an improvement of 36% in compliance in all respects with the structure and content of SBA portfolios criterion in 2022.

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.

The implementation and assessment of SBA tasks is an area that can be improved, by making sure assessment plans are included in all student portfolios. This would enable proper implementation of assessment tasks. The internal assessment and moderations at centre level can also be improved. This will enable proactive feedback to both facilitators and students. The findings of external moderation indicates that 23 out of 30 (77%) AET centres were compliant in all respects. Limited compliance was identified in seven out of 30 (23%) AET centres. This was found in LCEN4 (six cases) and NATS4 (one case). The reasons for the limited compliance were as follows:

- i. In all six cases in LCEN4 there was no assessment plan to determine implementation dates of tasks; and
- ii. In one case, in NATS4, the assessment plan was not submitted to confirm implementation dates of SBA tasks.

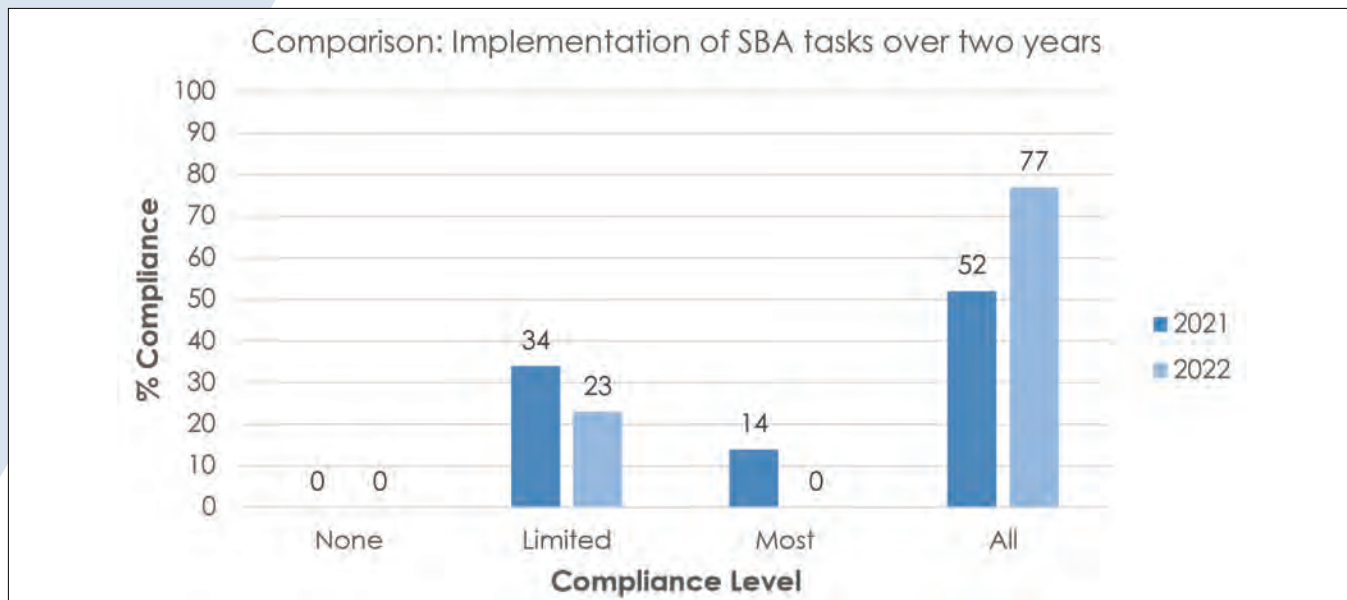


Figure 3E: Comparison of compliance with the implementation and assessment of SBA tasks over two years

Figure 3E clearly shows an improvement of 25% in AET centres complying in all respects with the implementation and assessment of SBA tasks in 2022 when compared with that of 2021.

e) Performance of students

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

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

In 2022 compliance in all respects with this criterion was found in 24 out of 30 (80%) AET centres that were sampled for moderation. Three (10%) AET centres were compliant in most respects and the other three (10%) showed limited compliance. Limited compliance was found in LIFO4 (two students) and NATS4 (one student). Figure 3F compares the compliance of AET centres with this criterion over two years.

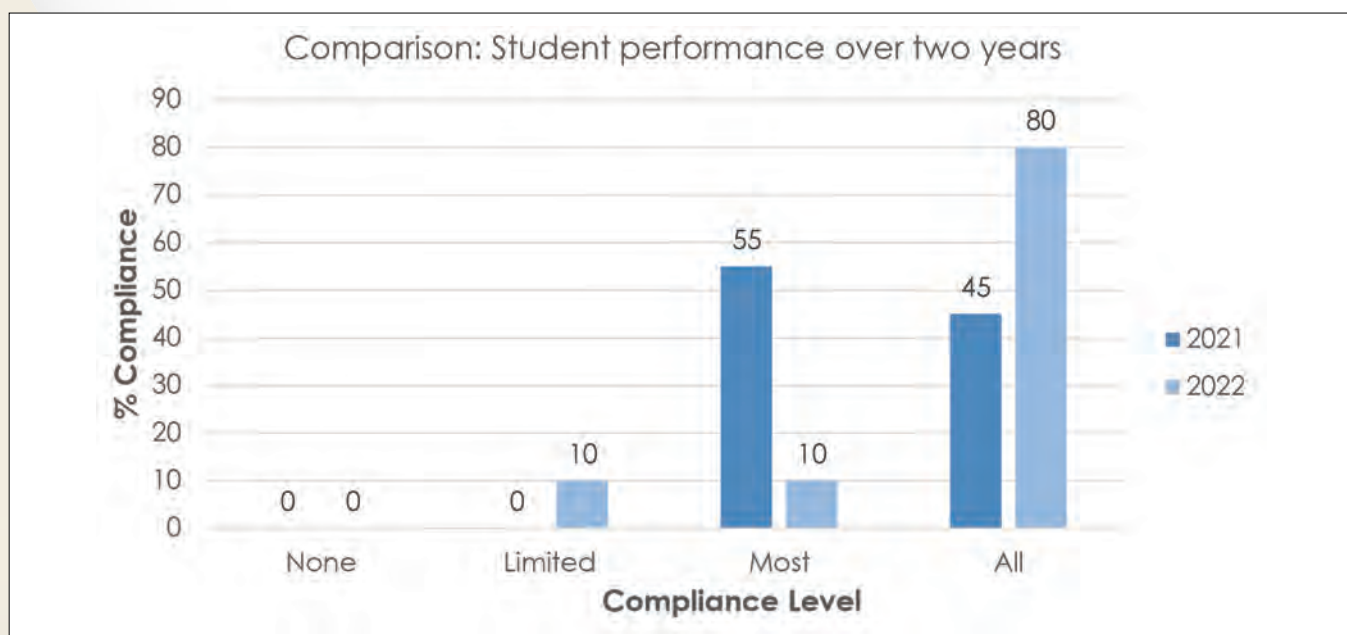


Figure 3F: Comparison of compliance with the student performance criterion over two years

The comparison with the previous year, as indicated in Figure 3F, shows an improvement of 35% in AET centres complying in all respects with the student performance criterion in 2022 compared with the compliance of 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 in line with the performance of the student.

The moderation of the quality of marking criterion indicates that the marking in general was accurate and consistent. In the sample moderated, 21 out of 30 (70%) AET centres were fully compliant with the quality of marking criterion and six (20%) were compliant in most respects.

In SMME4 compliance in most respects was found because of lenient marking and non-adherence to the marking guide, at both Nchafatso Training Centre and Glencore Centre. Incorrect totalling and transfer of marks was also found at Nchafatso Training Centre for LCEN4. There were also challenges of inaccurate marking (NATS4) at three AET centres, which led to limited compliance findings for this criterion. Figure 3G compares the compliance of AET centres with this criterion over two years.

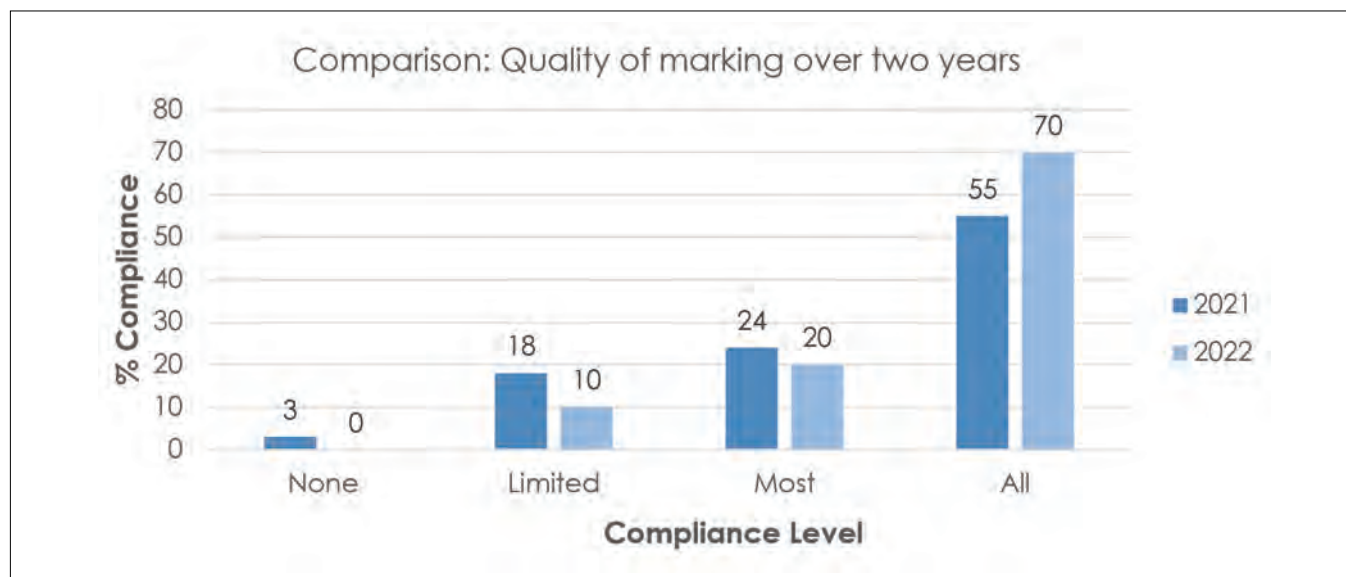


Figure 3G: Comparison of compliance with the quality of marking criterion over two years

Figure 3G indicates a 15% improvement in compliance in all respects with the quality of marking criterion in 2022 compared with that of 2021.

3.4 Areas of Improvement

The following areas of improvement were noted:

- There was improvement in the quality of marking and internal moderation;
- Improvement was noted in the adherence to assessment guidelines; and
- The overall compliance of AET centres improved when compared to 2021.

3.5 Areas of Non-Compliance

The following were noted as concerns:

- Incomplete or non-submission of facilitators' PoA;
- The non-submission of required documents by students in their PoE;
- Poor quality of internal moderation; and
- Poor quality of feedback;

3.6 Directives for Compliance and Improvement

The SACAI is required to ensure that:

- a. All required documents are submitted for external moderation;
- b. All AET centres submit facilitators' PoA together with students' PoE for external moderation; and
- c. The learning centres that do not fully meet the requirements for implementing SBA portfolios, as stipulated in the assessment guidelines, are monitored.

3.7 Conclusion

This chapter reported on the findings of the external moderation of SBA portfolios. A comparison of the levels of compliance in 2022 was made with those of the 2021 examination, to check if there was any improvement in the implementation and moderation of SBA. Although the SACAI has shown improvement in some areas, there were shortcomings in some learning areas and more could still be done to improve the quality of the implementation of SBA. Any non-compliance poses a risk to the credibility of the SBA mark, which contributes 50% towards the final mark per learning area. The SACAI must ensure that all AET sites registered to write the examinations with the assessment body meet the requirements set for the implementation and moderation of SBA. It is recommended that the SACAI put measures in place to address the areas of non-compliance mentioned in this report.

CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

4.1 Introduction

In line with its mandatory obligation, Umalusi audits the assessment bodies to determine their preparedness to conduct, administer and manage national examinations at exit-point. The Council has set minimum standards as measures to determine and identify potential risks that are likely to compromise the credibility of the examination.

The main objectives of the audit were to:

- a. Evaluate the level of readiness of the South African Comprehensive Assessment Institute (SACAI) to conduct the November 2022 General Education and Training Certificate: Adult Basic Education (GETC: ABET) examination;
- b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2021 GETC: ABET examination;
- c. Verify whether the SACAI had systems in place to ensure the integrity of the November 2022 GETC: ABET examination;
- d. Provide feedback on the SACAI state of readiness to conduct the November 2022 GETC: ABET examination; and
- e. Acknowledge key areas of good practice employed by the SACAI in the management of the national examination.

The findings described in this chapter account for the state of readiness of the SACAI. This chapter also allows for issuing directives, if necessary, for compliance and improvement for the assessment body to address. The SACAI is expected to provide an improvement plan to address any findings; and to act on such improvement plans.

4.2 Scope and Approach

In 2022, Umalusi continued to use a risk management-based approach to determine the level of preparedness of the SACAI to conduct, administer and manage the examination.

The following process was followed:

a) Self-evaluation and reporting

The SACAI conducted a self-evaluation and submitted this report to Umalusi.

b) Evidence-based verification

Umalusi analysed the documentation to evaluate the SACAI evidence, in line with pre-determined criteria.

The process provided critical information that was instrumental in Umalusi adjudicating on the state of readiness of the SACAI to conduct, administer and manage the November 2022 GETC examination.

4.3 Summary of Findings

The document analysis and validation underpinned the findings detailed below.

4.3.1 Compliance Status on the Readiness Levels to Conduct, Administer and Manage the Examination

a) Management: Capacity to conduct the quality assurance of the examination and assessment processes by the assessment body
Umalusi confirmed that additional staff members had been appointed in the 2022/23 financial year to complement the existing experienced personnel in key strategic positions, to manage and conduct the 2022 November GETC: ABET examination.

b) Registration of candidates and centres:

i. Candidate registration

The SACAI finalised the registration of 374 candidates, with three concessions granted for a scribe/reader and an additional 15 minutes for each hour. A decrease of 12 candidates was noted in comparison to the number of candidates who registered to write the 2021 November examination.

ii. Registration of examination centres

The SACAI established and registered 38 examination centres to conduct and manage the November 2022 examination.

iii. Marking centres

Only one marking centre was established for marking the November 2022 GETC: ABET examination. Umalusi found the marking centre satisfactorily fit for purpose, after it was resourced sufficiently for the marking of the November 2021 and the June 2022 GETC: ABET examinations.

c) Management of site-based assessment (SBA)

Umalusi verified the management plan submitted by the SACAI for the moderation of SBA portfolios. The SACAI scheduled 19 and 20 November 2022 to conduct the moderation of the SBA portfolios. Umalusi's findings are highlighted in chapter 2 of this report.

d) Printing, packaging, distribution and storage

The SACAI submitted a concise management plan for security measures for the printing, packaging, storage and distribution of question papers; and specific processes on the roles and responsibilities of involved officials. The service provider was officially appointed for the in-house printing, packaging and distribution of question papers and other examination material. A contractual service level agreement between the SACAI and the service provider was signed. The printing warehouse was audited by Umalusi and was found to be compliant in meeting the prescribed minimum standards for this focus area.

Umalusi acknowledged the documented management plan for printing as substantive and fully integrated the security measures for printing and distribution of the examination question papers, as follows:

i. Printing

Staff assigned to work at the printing premises signed confidentiality declaration forms. At the printing site there were surveillance cameras inside and outside the printing, packaging and distribution areas that were linked to a 24-hour armed response security company. Printing was done in a controlled environment with strict adherence to security measures. The appointed security services were provided from 06:00 to 18:00 and an armed response security company monitored the site at night.

ii. Packaging

Surveillance cameras were installed in the packing room. These monitored the movements of personnel in and out of the facility. An additional security measure was a security gate with keypad access ensured only authorised persons gained entry. Umalusi was satisfied that appropriate security measures were in place.

iii. Distribution

The SACAI had security systems in place to monitor the delivery of examination material to examination centres. The plans for the collection of consignments, their distribution to storage facilities at examination centres and the return of scripts were verified and met the required standards. A detailed procedure document and plan were in place for the distribution of question papers at all examination centres. The SACAI appointed a courier service to distribute and collect the question papers, weekly, to and from the examination centres. The courier service vehicles had tracking device systems installed.

e) Monitoring of examinations

Umalusi was satisfied that the SACAI was prepared for monitoring the writing of the 2022 November GETC: ABET examination. The monitoring plan and related documentation, which effectively outlined how the November 2022 examination was to be conducted, included the following:

- i. The SACAI audited all its examination centres and profiled them according to their risks;
- ii. Criteria for the recruitment and appointment of monitors were in place and well documented;
- iii. Umalusi evaluated the training content for examination monitors and found it to be substantive in addressing all aspects of monitoring; and
- iv. The SACAI submitted the November 2022 evidence of the training of invigilators to Umalusi.

f) Marker audit and appointments

The SACAI submitted an inclusive marking management plan for implementation during the marking of the 2022 November GETC: ABET examination. The marking management plan for the appointment of all marking personnel—criteria used for appointments, number of appointed marking personnel and the training of the selected marking personnel—was verified by Umalusi. The SACAI submitted to Umalusi the identified potential risks to marking and mitigating strategies to minimise such risks.

Umalusi's audit findings on the appointment of markers are presented in chapter 5.

g) Systems for capturing examination and assessment marks

The SACAI submitted system and management plans for capturing the 2022 November GETC: ABET examination marks. University or higher-education students and graduates were preferred candidates for the capturing positions. Umalusi's findings on this focus area audit are presented in chapter 7.

h) Management of examination irregularities

The SACAI has a well-designed standard operating procedure (SOP) for the management of examination irregularities. An Examination Irregularity Committee (EIC) was established to oversee examination and assessment irregularities throughout the examination phases. Guiding documents to manage examination irregularities were in place and formed part of the manual for training invigilators, monitors and markers. These were verified by Umalusi. For every examination cycle, Umalusi releases the protocol for reporting incidents/examination irregularities that impact the credibility of the examinations.

4.3.2 Areas with Potential Risk to Compromise the Credibility of the Examinations

No areas of potential risk were identified during the audit.

4.4 Areas of Improvement

The following areas of good practice were noted:

- a. The SACAI documented implementable measures to ensure the delivery of credible examinations and to minimise potential risks, by ensuring compliance with standard operating protocols; and
- b. The SACAI addressed the November 2021 directives for compliance and improvement when preparing the training material content for invigilators.

4.5 Areas of Non-Compliance

There were no areas of non-compliance identified.

4.6 Directives for Compliance and Improvement

No directives for compliance and improvement were issued.

4.7 Conclusion

The findings affirm that the SACAI was able to meet the minimum standards set to gauge its state of readiness to conduct, administer and manage the November 2022 GETC: ABET examination. Umalusi was satisfied with the evidence the SACAI submitted, which was sufficient to enable a fair verification process.

Based on the analysis conducted and the material evidence received, Umalusi was satisfied with the compliance measures taken by the SACAI to demonstrate its readiness to conduct, administer and manage the November 2022 GETC: ABET examination.

CHAPTER 5 MONITORING OF WRITING AND MARKING OF EXAMINATIONS

5.1 Introduction

Umalusi monitored the conduct, administration and management of the November 2022 examination for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) administered by the South African Comprehensive Assessment Institute (SACAI) as part of its oversight role. The purpose of monitoring is to establish whether the examination sessions were administered credibly or not.

The SACAI November 2022 GETC: ABET examination commenced with writing on 1 November 2022 and concluded on 16 November 2022. The scripts were marked on 26 and 27 November 2022 at Tomorrow's People College, Faerie Glen, Pretoria. Umalusi monitored both the writing and marking phases of the November 2022 examination.

This chapter describes two of the quality assurance processes undertaken by Umalusi, the monitoring of the writing and the marking of the November 2022 examination. It provides the findings, as well as areas of good practice and areas of non-compliance. It, further, highlights directives for compliance and improvement that the SACAI is required to address and report on.

5.2 Scope and Approach

SACAI established 32 examination centres and one marking centre for the November 2022 examination. Umalusi monitored a sample of 14 examination centres for the writing phase and monitored one established marking centre.

The approach adopted entailed the following measures:

- i. Data collection using the Monitoring of the Writing Instrument for monitoring the writing of examinations and marking session and related methodologies;
- ii. Analysis of documented evidence found in the examination files made available to monitors at the examination centres; and
- iii. Observations and interviews conducted during monitoring that were recorded and reported accordingly.

The quality assurance data collection methods were found reliable and informed the findings to verify the credibility of the examination, as indicated in this chapter.

5.3 Summary of Findings

The findings reported in Section A reflect a consolidated analysis of the data collected from 14 examination centres at the time of the visits by Umalusi during the writing phase. Section B highlights the findings of the monitoring of the marking centre for the November 2022 examination.

SECTION A: MONITORING OF THE WRITING OF THE EXAMINATION

The findings summarised reflect the data collected at the 14 monitored examination centres.

5.3.1 General Administration

a) Management of examination question papers

Umalusi acknowledged that all 14 examination centres monitored complied with the requirements for the management of examination question papers at the examination venues. All the chief invigilators verified the correctness of question papers delivered by the SACAI and delivery documents were signed for. The chief invigilators were responsible for taking the question papers to the examination rooms and the chief invigilators opened the sealed question papers in front of the candidates. All examination centres were in possession of dispatch documents duly signed by all authorised personnel.

b) Appointment records of invigilators

The examination centre managers at nine examination centres and officials at four examination centres, who were delegated to act as chief invigilators and to manage the examination sessions, were formally appointed in writing and trained by the assessment body. The invigilator training and appointments were verified, with the exception of one centre which, owing to an industrial strike, did not have evidence of invigilator training.

c) Management of invigilators' attendance

All invigilators arrived at the examination centre at the expected time, i.e. an hour prior to the start of the examination. Invigilators signed attendance registers at all 14 centres; the registers were in the examination file and were successfully verified.

d) Examination document management

All examination centres had an examination record file available for verification. Six of the 14 centres complied fully with supplying the required documentation for the current examination. However, some documents were missing at eight examination centres: one centre did not have invigilation relief timetables and a signed invigilator attendance register, while another did not have irregularity forms in the examination files. Seven of the examination centres did not have the monitoring reports from the assessment body on file.

5.3.2 Credibility of the Writing of Examinations

a) Security and supply of question papers

A contracted courier company delivered question papers using vehicles fitted with tracking devices to all the SACAI examination centres. Question papers were sealed in satchels and were delivered in locked crates.

Umalusi observed the safekeeping of examination scripts implemented at all examination centres. These were stored either in a strong room or a safe and in offices with acceptable security measures in place.

All the chief invigilators verified the correctness of question papers, which were sealed on delivery and dispatch documents were signed accordingly. At all 14 examination centres, question papers were found sealed before being opened in front of candidates.

b) Admission of candidates in the examination venue

With the exception of one examination centre, all centres adhered well to requirements for admitting candidates into the examination venues. The following areas of compliance were observed:

- i. All centres admitted candidates 30 minutes prior to the commencement of the examination;
- ii. A seating plan was available and candidates occupied their seats according to the seating plans; and
- iii. The invigilators at all centres verified the admission letters or identity documents of the candidates on admission into the examination rooms.

At one centre, candidates were allowed into the examination venue with their cell phones switched off.

c) Conduciveness of the examination venue

All examination centres provided a safe environment and the following adherence to requirements was observed at the venues:

- i. Sufficient space to accommodate all candidates in all examination venues, with one metre protocols observed;
- ii. Suitable and adequate furniture was provided for each candidate at 11 of the 14 centres;
- iii. The environment was conducive for writing at all centres;
- iv. Sufficient lighting was provided; and
- v. Water and ablution facilities were in close proximity to the examination venues.

At three examination centres candidates did not have individual seating arrangements, which resulted in candidates sharing a table.

d) Administration of the writing session

The administration of the writing sessions was well managed at all centres, with the exception of one. The following were noted:

- i. A clock was visible at all centres and, in addition, time slots were indicated at some centres;
- ii. Information boards at 13 centres contained relevant information pertaining to the examination;
- iii. The examination rooms were free of any material that would have assisted the candidates in writing their examination;
- iv. All the candidates were registered to write the November 2022 examination; and
- v. Calculators were checked for compliance at all centres.

At one examination centre the required information board, with relevant information of the examination in progress, was not displayed.

e) Compliance with examination procedures

All monitored examination centres adhered to the regulated general examination procedures, including the following:

- i. Candidates were issued with the official answer books;
- ii. Invigilators verified the correctness of information on the cover page of the answer books;
- iii. Chief invigilators opened the question papers in the presence of the candidates at all centres;
- iv. Examination rules were read to candidates; and
- v. No unauthorised personnel were in the examination venues during the examination session.

The following issues of non-compliance were observed at some examination centres:

- 1. The examination at three centres exceeded the regulated reading time of ten minutes; and
- 2. Technical accuracy of the question papers was not checked with candidates at two centres.

f) Handling of answer scripts

The criterion on the management of answer scripts was fully adhered to across all the examination centres monitored. The following practices were observed:

- i. Invigilators collected the scripts from the candidates when they indicated the completion of writing of the examination;
- ii. All scripts were counted and packaged according to the numbering sequence reflected on the mark sheets;
- iii. Only authorised personnel were present during the packaging process;

- iv. The number of scripts at all centres corresponded with the number of candidates present who wrote the examination; and
- v. The number of scripts packaged corresponded with the number written on the wrapper.

Scripts were sealed by the chief invigilators in the official satchels provided by the SACAI and in the presence of the Umalusi monitor. The chief invigilators locked the scripts in lockable containers and stored these for safekeeping in a strong room until collection by the contracted courier service according to the SACAI schedule.

g) Incidents/occurrences with a possible impact on credibility of the examination session

No incidents were recorded that could have impacted the credibility of the examination.

SECTION B: MONITORING OF THE MARKING OF THE EXAMINATION

The findings are summarised in line with the criteria determined for the monitoring of the marking centre.

5.3.3 Planning and Preparations

The SACAI is commended on satisfactorily adhering to the quality assurance criteria prescribed by Umalusi.

a) Appointment of marking personnel

Umalusi was provided with a list for verification of the marking personnel, who were selected according to the SACAI criteria and were appointed in writing. The marking personnel consisted of a centre manager, five chief markers, seven internal moderators and 30 markers. The number of markers was sufficient for the learning areas and scripts marked.

b) Availability of marking management plans

The SACAI had a comprehensive marking management plan that captured all critical activities pertaining to the marking processes and was verified by Umalusi.

c) Availability of scripts and marking guidelines

It was observed that all required scripts and accompanying guidelines for the seven subjects to be marked were made available to the marking personnel timeously. The memorandum was discussed and standardised on the first morning of the marking.

d) Storage and safekeeping of scripts

Examination scripts were delivered to the SACAI head office from the examination centres by the contracted courier service. These scripts were verified and accounted for using a barcode system to capture the attendance register, per subject and per examination centre. A report was generated detailing the scripts received per centre and per learning area. Scripts were then locked in a script control room secured by a double-locking system and a surveillance camera. Scripts were allocated by the centre manager to internal moderators on the day of marking.

e) Management and control of scripts

The SACAI fully implemented strict security measures for the checking and control of scripts during delivery at the marking centre. The appointed security company escorted the SACAI official from head office to deliver the scripts to the marking centre on the day of marking. One security guard was posted outside the marking centre. No unauthorised persons were allowed into the script control and distribution room.

After the marking was concluded, the security company escorted the SACAI official back to head office to store the marked scripts in the SACAI strong room for capturing.

The marking centre manager at the SACAI was responsible for the control and distribution of answer scripts from the script control storage room to the respective marking rooms. Strict script control procedures were executed, as follows:

- i. Scripts were collected from the marking centre manager by the internal moderators and taken to the marking rooms;

- ii. The movement of answer scripts from the internal moderators was accounted for and signed off by the chief markers on receipt of the scripts;
- iii. When marking concluded, chief markers signed the mark sheets and returned the scripts to the internal moderators;
- iv. The internal moderators subsequently returned the scripts to the centre manager;
- v. From the control room the scripts were moved to the SACAI strong room for data capturing; and
- vi. The scripts were re-counted and accounted for prior to the capturing of marks and subsequent storage.

The management and control of scripts proceeded proficiently and in accordance with the management plan.

5.3.4 Resources (Physical and Human)

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

The SACAI marking centre was conducive and well-resourced with physical and human resources to undertake the marking process. A school facility was used as the marking centre and the SACAI made available essential communication facilities for use by the marking personnel. The control room was spacious enough to accommodate all the scripts; however, the furniture provided to marking teams was unsuitable for adults, owing to the size of the chairs used.

b) Capacity and availability of marking personnel

A list of appointed marking personnel was made available by the SACAI for verification. On the day of monitoring there were 30 markers, five chief markers and seven internal moderators available to mark seven learning area examination papers.

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

The venue was conducive and the allocated rooms were clean and adequate to accommodate the marking of all seven subjects allocated on the day of monitoring. The control room was spacious enough to accommodate all the scripts that were marked. The SACAI did not provide overnight accommodation for the markers as they resided within travelling distance of the venue.

D) Quality of food provided for markers

A catering company appointed by the SACAI provided a well-balanced lunch for all marking personnel. Tea and coffee were available throughout the day for marking personnel.

e) Compliance with occupational health and safety requirements

The marking centre complied with the occupational health and safety requirements and the health and safety certificate that was issued by Tshwane Municipality was verified. Fire extinguishers were visible at key points and a first aid kit was available. Evacuation signs and signage for ablution and water facilities were clearly displayed.

5.3.5 Provision of Security Measures

a) Access control into the marking centre

A security guard was stationed at the main gate leading to the entrance of the marking venue to direct marking personnel and Umalusi officials to the entrance of the building. A sign-in register was available in front of the refreshment room for marking personnel and Umalusi officials to complete. There were no measures in place to screen and verify the identification of marking personnel and Umalusi officials entering the marking centre.

b) Movement of scripts within the centres

An in-house movement of scripts system was implemented successfully and was well managed by the centre manager and the internal moderators. The following movement of scripts was observed:

- i. Scripts were collected by the chief invigilators and internal moderators from the centre manager, per subject;

- ii. Chief markers counted and verified the number of scripts received against the control lists of their subjects and signed for these; and
- iii. Control measures after marking included the rechecking and verification of the scripts using a register and checklist before the marked scripts were returned to the centre manager.

5.3.6 Training of Marking Personnel

The SACAI held a marking training session for appointed markers undertaking the marking process and this was in accordance with the management plan.

a) Quality and standard of training sessions across subjects

The centre manager attested to the training of marking personnel prior to the marking process. No training was observed for the markers, chief markers and internal moderators on the day of monitoring. Internal moderators engaged with the marking personnel across all subjects and robust discussions were held in the respective marking rooms.

b) Adherence to norm time

The norm time for the marking was an average of eight hours. The daily start and close time of the marking centre was 08:00 to 16:30 and included time for lunch and tea breaks. On the day of monitoring the marking session commenced at 09:00, owing to the re-arrangement of the facility in preparation for marking.

5.3.7 Management and Handling of Detected Irregularities

The SACAI has established an Examinations Irregularity Committee (IEC) for handling irregularities during the marking phase. Umalusi noted the comprehensive and well documented plans in place to manage any alleged irregularity. Appointed markers were trained in the identification of different types of irregularities and specific procedures to follow in the event of alleged irregularities, as follows:

- i. A marker who identifies an alleged irregularity reports it to the chief marker/internal moderator;
- ii. The chief marker assesses the script with the alleged irregularity and completes an irregularity form before handing this to the centre manager;
- iii. A script replacement form signed by the centre manager must be placed in the batch of scripts; and
- iv. The matter would then be dealt with by the SACAI EIC and the outcome sent to Umalusi.

5.4 Areas of Improvement

There were no areas of good practice identified.

5.5 Areas of Non-Compliance

The following areas of non-compliance were identified:

- a. At two examination centres question papers were not checked for technical accuracy;
- b. The reading time at three examination centres exceeded the ten-minute regulated time by between four and 20 minutes;
- c. Invigilator training did not take place at one centre;
- d. At one centre there was no information board available;
- e. Candidates were allowed into the examination rooms with their cell phones switched off at one centre; and
- f. Candidates shared desks during the writing at three examination centres.

5.6 Directives for Compliance and Improvement

The SACAI must ensure that:

- a. Security measures are improved at the first point of entry into the marking venue and identification of visitors and marking personnel against the attendance register must be verified;
- b. Training of markers on the marking process takes place on the day of marking;
- c. Appropriate and comfortable furniture is provided for the marking team;
- d. The training of chief invigilators and invigilators is continuously reinforced to promote adherence to the conduct, administration and management of the examination; and
- e. The SACAI communicates the findings to implicated centres and includes directives for improvement at the respective examination centres.

5.7 Conclusion

The SACAI met the minimum standards that measure the required compliance for the conduct, administration and management of the examination. The findings showed that the SACAI complied with the requirements to ensure that the November 2022 GETC: ABET examination was credible. Umalusi thus found the writing and marking of the SACAI November 2022 GETC: ABET examination to be of a satisfactory and acceptable compliance standard, despite the identified areas of non-compliance.

The SACAI is required to provide implementable strategies to mitigate the identified areas of non-compliance, in line with the directives Umalusi has issued for compliance and improvement.

The examination centres that were found to be non-compliant with the criteria for the monitoring of the writing phase of the SACAI 2022 GETC: ABET examination are listed in Annexure 5A.

CHAPTER 6 AUDIT OF APPOINTED 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) examination are maintained. Any inconsistency in the marking of GETC: ABET scripts compromises the fairness and reliability of marks awarded to candidates and therefore threatens 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 for Umalusi.

The purpose of the audit of the appointed marking personnel process was to ascertain whether suitably qualified and experienced marking personnel had been appointed to mark the November 2022 GETC: ABET examination; and to check plans for training the personnel involved in the marking and moderation of the November 2022 GETC: ABET examination.

6.2 Scope and Approach

Umalusi requested that the South African Comprehensive Assessment Institute (SACAI) submit information on the selection and appointment of the marking personnel for the November 2022 GETC: ABET examination. Umalusi conducted a desktop audit of the appointed marking personnel. The following information was requested from the SACAI:

- i. Criteria for the appointment of marking personnel;
- ii. List of appointed marking personnel and reserve lists; and
- iii. Summary of appointed marking personnel, per category, indicating the registered candidates.

Umalusi verified the following documents submitted by the SACAI during the desktop audit of the appointed marking personnel:

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

Umalusi also verified whether novice markers were to be included in the appointed marking personnel for the November 2022 GETC: ABET examination.

6.3 Summary of Findings

The following section discusses the findings made, based on the information provided by the SACAI.

6.3.1 Criteria for the Appointment of Marking Personnel

To be considered for appointment as marking personnel, the SACAI requires that applicants:

- a. Submit a curriculum vitae showing tertiary qualifications;
- b. Possess a three- or four-year teaching qualification (diploma or degree in education);
- c. Possess a qualification in the learning area applied for, or at least two years' teaching experience in the relevant learning area at ABET National Qualification Framework (NQF) Level 1 or equivalent;
- d. Have a teaching, lecturing or training facilitator post at an educational institution or be an official in the Department of Education involved in the teaching of the learning area applied for;

- e. Have the necessary language proficiency and subject competency to mark the relevant answer scripts;
- f. Have any foreign qualifications in education (foreign nationals) evaluated by the South African Qualifications Authority (SAQA); and
- g. Be able to attend the training session and marking guideline discussions.

A qualification in the learning area applied for was not a criterion for appointment.

Applicants were required to submit:

- i. Curriculum vitae showing tertiary qualifications;
- ii. Certified copy of qualifications in Education. A certificate or diploma in ABET would be an advantage;
- iii. Evidence of assessor and/or moderator training;
- iv. Evidence that applicants' foreign qualifications were evaluated by SAQA (foreign nationals); and
- v. Work permit or any relevant documentation that allows the individual to work legally in South Africa (foreign nationals).

Prospective applicants for appointment as examinations assistants were expected to include proof of their registration at a recognised institution of higher learning. Appointed applicants were also supposed to attend training arranged by the SACAI.

6.3.2 Appointed Marking Personnel

The SACAI has a pool of examiners and internal moderators who are contracted to develop and moderate GETC: ABET examinations and site-based assessment (SBA) tasks and portfolios. Recruitment is conducted through various means, including the SACAI website and word of mouth. Potential candidates are required to submit their curriculum vitae and shortlisted candidates are invited to an interview at the SACAI offices. The selection panel consists of the Chief Executive Officer, the quality assurance manager and an administration person who acts as a scribe. Successful candidates are offered a five-year contract. Training is arranged and appointed examination personnel are utilised for the Adult Education and Training (AET) Level 1-3 processes, to allow them to gain experience in the assessment process, while their progress is monitored. They are gradually introduced, as novice markers, to the NQF Level 1 processes.

Marking personnel for the November 2022 GETC: ABET examination were selected from the pool of contracted examiners, internal moderators and markers in the SACAI database. The number of marking personnel to be appointed per learning area is determined by the number of candidates registered to write the examination in each learning area.

The SACAI selected and appointed a total of 39 marking personnel comprising examiners, internal moderators, markers and reserve markers. Table 6A shows the number of marking personnel appointed by the SACAI, per learning area, to mark the November 2022 GETC: ABET examination.

Table 6A: Appointed marking personnel per learning area

Learning area	Registered candidates	Markers	Internal	Most respects	Limited respects
Communication in English (LCEN4)	288	8	1	1	1
Economic and Management Sciences (EMSC4)	11	1	1	0	1
Human and Social Sciences (HSSC4)	14	1	1	0	0
Life Orientation (LIFO4)	149	2	0	2	2
Mathematical Literacy (MLMS4)	299	2	2	2	0
Natural Sciences (NATS4)	213	4	1	0	0
Small, Medium and Micro Enterprises (SMME4)	9	0	1	1	0
	983	18	7	6	4
Total	983	35			

The SACAI appointed a total of 35 marking personnel. Only three learning areas (LCEN4, EMSC4 and LIFO4) had reserve markers. The SACAI also appointed two examinations assistants. There was no internal moderator appointed for Life Orientation.

6.3.3 Qualifications and Learning Area Specialisation of Applicants

The section below discusses the findings on the verification of qualifications and learning area specialisation of markers, examiners and internal moderators. During the desktop audit, Umalusi found the following information regarding the qualifications of markers, as summarised in Table 6B below.

Table 6B: Qualifications of appointed marking personnel

Learning area	Qualification		Learning area specialisation
	Lowest	Highest	
Communication in English	Certificate in ABET	BEd	Not indicated
Economic and Management Sciences	N5 Marketing Management Certificate	Diploma in ABET	Not indicated
Human and Social Sciences	H. DE	BEd	Not indicated
Life Orientation	Diploma in ABET	MEd	Not indicated
Mathematical Literacy	Diploma in ABET	BSc in Mathematics and Statistics	Not indicated
Natural Sciences	PGCE	BEd (Hons)	Not indicated
Small, Medium and Micro Enterprises	B. Ed	MEd	Not indicated

Learning area specialisation was not indicated in all the learning areas. Qualifications held by one applicant in LIFO4 were not indicated in the spreadsheet.

6.3.4 Teaching/Facilitation Experience

The following are the findings into the teaching/facilitation experience of the marking personnel (i.e., markers, examiners and internal moderators). The information summarised in Table 6C was supplied by the SACAI.

Table 6C: Teaching/facilitation experience of appointed marking personnel

Learning area	Teaching/facilitation experience		Currently teaching NQF Level 1
	Lowest	Highest	
Communication in English	5 years	22 years	8/11
Economic and Management Sciences	7 years	13 years	1/3
Human and Social Sciences	11 years	28 years	2/2
Life Orientation	3 years	28 years	5/6
Mathematical Literacy	4 years	25 years	6/10
Natural Sciences	1 year	24 years	2/5
Small, Medium and Micro Enterprises	12 years	29 years	2/2

Two individuals who did not have any teaching/facilitation experience in LCEN4 were appointed, one as a reserve marker. Similarly, in MLMS4 two individuals who had no teaching experience of the learning area were appointed; one, however, held a bachelor's degree in which he specialised in the learning area.

6.3.5 Marking Experience

The section below discusses the findings on the marking experience of the marking personnel. Two potential markers for EMSC4 and LIFO4 had less than a year of marking experience. A marker for SMME4 had the highest number of years as a marker, a total of 29 years. Table 6D indicates the least and most years of marking experience of the appointed markers, per learning area.

Table 6D: Marking experience of appointed markers

Learning area	Marking experience		Comments
	Lowest	Highest	
Communication in English	2 years	26 years	No novice marker
Economic and Management Sciences	Less than a year	12 years	No novice marker
Human and Social Sciences	12 years	12 years	One not indicated
Life Orientation	Less than a year	28 years	No novice marker
Mathematical Literacy	4 years	18 years	No novice marker
Natural Sciences	1 year	17 years	No novice marker
Small, Medium and Micro Enterprises	9 years	29 years	No novice marker

Verification by Umalusi revealed that some novice markers were appointed in LCEN4, EMSC4 and LIFO4. The appointed markers were regarded as novices, since they had not marked for an assessment body previously.

6.3.6 Plans for the Training of Marking Personnel

The SACAI conducted training of marking personnel on 22 October 2022. The purpose was to build capacity among the marking personnel to improve the quality of marking and moderation. The SACAI presented training material as evidence of having conducted the training. Marking personnel were trained in marking and quality assuring examination scripts, as well as moderation of SBA portfolios. The purpose of the training was 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 were noted as areas of improvement:

- a. The SACAI appointed novice markers in LCEN4, EMSC4 and LIFO4 to ensure that there is an increase in the pool of markers; and
- b. There is a database of all contracted examiners, internal moderators and markers.

6.5 Areas of Non-Compliance

The following were noted as concerns:

- a. The SACAI did not provide information regarding the learning area specialisation of appointed marking personnel in all seven learning areas;
- b. The qualifications of one appointed marker for LIFO4 were not indicated; and
- c. One marker who is not currently teaching the learning area at NQF Level 1 was appointed (LCEN4).

6.6 Directives for Compliance and Improvement

The SACAI is required to ensure that:

- a. The information regarding the specialisations in respective learning areas is provided for each appointed marking member; and
- b. Suitably qualified and experienced markers are appointed.

6.7 Conclusion

Umalusi conducted a desktop audit of the appointed marking personnel for the marking of the SACAI November 2022 GETC: ABET examination. In future it is necessary that Umalusi visit the assessment body to verify submitted information. This will assist the assessment body to rectify information that may have been incorrectly completed. However, based on the information received from the SACAI on the appointment of marking personnel, Umalusi was able to draw conclusions regarding the compliance of the SACAI in ensuring that suitably qualified and experienced marking personnel were appointed. To improve on the shortcomings identified the SACAI is required to study the findings and act on the directives for compliance.

CHAPTER 7 QUALITY ASSURANCE OF MARKING

7.1 Introduction

The quality assurance of marking conducted for the South African Comprehensive Assessment Institute (SACAI) consists of two processes: the standardisation and approval of the final marking guidelines; and verification of the marking of candidates' scripts. The meeting for the standardisation of marking guidelines provided a platform for marking personnel of the SACAI and Umalusi moderators to discuss expected responses to each question of the examination question paper written for the November 2022 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination, per learning area.

The meetings ensure that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included, that responses are correct and the marking instructions are clarified in the final marking guidelines. Participants are expected to engage in discussions and agree on 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 consistently applied;
- b. Determine whether mark allocations and calculations are accurate and consistent;
- c. Ascertain whether internal moderation is conducted during marking;
- d. Identify possible irregularities; and
- e. Confirm that marking is fair, credible, reliable and valid.

7.2 Scope and Approach

The SACAI conducted the standardisation of marking guidelines for the November 2022 GETC: ABET examination on 26 November 2022, in preparation for the marking process. The marking guidelines for seven learning areas were standardised. The process took place at Tomorrow's People College, in Garsfontein, Pretoria, the marking centre of the SACAI.

Umalusi deployed one moderator per learning area to attend the meeting. Umalusi moderators reported on the findings using the Quality Assurance Instrument for the Monitoring of the Standardisation of Marking Guidelines. The instrument requires that Umalusi moderators 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 guideline meetings;
- d. Standardisation of 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 guidelines meeting 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 meeting, Umalusi conducted the verification of marking in all seven learning areas.

Verification of marking was conducted soon 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 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:

- i. Adherence to marking guidelines;
- ii. Quality and standard of marking;
- iii. Irregularities; and
- iv. 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 for the SACAI processes.

7.3.1 Standardisation of Marking Guidelines

To gauge the success of the standardisation of marking guideline meetings, Umalusi moderators check attendance, preparation and the rigour with which the meetings are conducted. This section reports on the findings of the standardisation of marking guidelines, as observed by Umalusi, 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 attend these meetings.

The SACAI conducts the standardisation of marking guideline meetings on the day of marking, hence the internal moderators, chief markers and markers were present in those meetings.

Table 7A: Number of marking personnel per learning area

Learning area	Number of marking personnel
Communication in English (LCEN4)	11
Economic and Management Sciences (EMSC4)	02
Human and Social Sciences (HSSC4)	02
Life Orientation (LIFO4)	4
Mathematical Literacy (MLMS4)	11
Natural Sciences (NATS4)	03
Small, Medium and Micro Enterprises (SMME4)	02
Total	35

Table 7A indicates that two learning areas (LCEN4 and MLMS4) had large numbers of participants because of high registration figures. Additionally, the SACAI appointed examination assistants to check that all responses were marked and that there was accuracy in totalling, recording and transferring of candidates' marks.

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.

It is a requirement that the examination question papers and marking guidelines used in the meeting are those approved by Umalusi during the moderation process. All seven question papers and accompanying marking guidelines were verified. Verification by Umalusi moderators confirmed that all question papers and marking guidelines were those approved by Umalusi.

c) Preparation for the standardisation of marking guideline meetings

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

It is expected that marking personnel be given examination question papers to mark before coming to the marking centre. In three learning areas (LCEN4, HSSC4 and LIFO4) there was sufficient preparation, since markers were given dummy scripts to mark a few days before the standardisation meeting. In all other learning areas dummy scripts were presented to marking personnel on the day of the standardisation meeting. The marking personnel marked those scripts after the marking guideline was checked and approved.

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.

The necessary logistical arrangements were made for the standardisation of marking guideline meetings. The venue was suitable and comfortable. According to the individual learning area standardisation reports, meetings were chaired by internal moderator, or chief makers or examiners. In LCEN4 the standardisation meeting was co-chaired by the internal moderator and chief marker. In LIFO4 the meeting was chaired by the examiner. In NATS4 and SMME4 the meetings were chaired by chief markers. In EMSC4, HSSC4 and MLMS4, internal moderators chaired meetings. Attendance registers were circulated and signed by all attendees. Participants took turns at reading out the questions and responses. All participants were free to suggest possible alternative response(s) to questions. Responses were checked for validity and, if possible, modified to match the questions. Where there was a need, possible responses that were not in the marking guidelines were added after they were verified through discussions. In all learning areas, there were no questions that elicited many alternative responses. The amendments made did not have any impact on the cognitive levels of the responses. Minutes of the meeting were kept and distributed to everyone present.

e) Training during the standardisation of marking guideline meetings

This criterion checks whether training in the use of the amended marking guidelines was conducted. The achievement of common understanding and interpretation of the marking process was also verified. Meeting participants are required to attend the discussions after having marked dummy scripts provided by the SACAI. They were expected to conduct pre-marking to familiarise themselves with candidates' responses.

The discussions during the standardisation of the marking guidelines seemed to be taken as a training session for marking personnel. Dummy scripts were given to marking personnel to mark as part of training. After marking, the marks were compared and discussed so that all markers had common understanding. The effectiveness of the training of marking personnel was tested in the marking of the dummy scripts, when markers were expected to apply their acquired knowledge. Marking personnel were expected to, among others:

- a. Adhere to the marking guideline;
- b. Ensure that candidates' marks were added accurately;
- c. Avoid unnecessary mistakes;
- d. Capture candidates' marks correctly, and
- e. Be consistent in marking.

After marking the dummy scripts, marks for each question were compared. Any identified deviations from the marking guidelines were brought to the attention of all markers for discussion. This exercise strengthened the training offered to marking personnel.

f) Quality of the final marking guidelines

Umalusi measures the quality and standard of the marking guideline as to whether it includes general marking instructions, the clarity of marking instructions, their non-ambiguity, whether they are sufficiently detailed to ensure reliability of marking and takes into consideration candidates' own wording of responses. This criterion also checks for accuracy, correctness, inclusion of alternative responses and consistent accuracy in marking.

There were no questions that solicited a variety of responses, nor questions whose responses could be determined by markers and candidates' interpretation. Since there was no lack of focus or any ambiguity in the question papers, the final marking guidelines were of good quality. The amendments made in the marking guidelines were mainly due to the omission of alternative responses. The amendments were approved by the Umalusi moderator. The training done through marking dummy scripts improved the marking guidelines by including all relevant alternative responses, instructions for marking certain questions and correction of errors. Such changes strengthened the quality of the marking guidelines. Amendments made did not have an impact on the cognitive weighting of the responses.

g) Approval of the final marking guidelines

This criterion checks whether amendments and the final marking guidelines were finally approved by Umalusi.

The marking personnel in the seven learning areas produced marking guidelines that were free from errors, double interpretation and ambiguous marking instructions. The approved marking guidelines consisted of marking instructions, sufficient alternative responses to ensure consistent, accurate and reliable marking. The marking guidelines were free from errors in all the learning areas. Umalusi approved all amendments to all the marking guidelines and these were signed off by Umalusi moderators, the examiners and internal moderators of the SACAI.

7.3.2 Verification of Marking

This section discusses the findings of the verification of marking conducted in all seven learning areas. The findings are based on a sample of 69 scripts selected from the verification of marking process. The section is anchored on the four key moderation criteria in 7.2 above. It summarises the key qualitative findings, per moderation criterion.

a) Adherence to the marking guideline

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

All marking guidelines for all learning areas were discussed and amendments made during standardisation of marking guidelines. Markers used the approved marking guidelines for marking. No new amendments were made during the marking process. Markers adhered to the approved amended guidelines. There were minor deviations which were identified early and corrected.

b) Quality and standard of marking

Umalusi measured the quality and standard of marking in adhering 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.

The marking was of good quality and very few inconsistencies in marking, incorrect transfer of marks and mistakes in mark allocations were noticed. The allocation of marks was in line with the marking guideline. Deviations were noted in five out of seven learning areas within the tolerance range of $\pm 3\%$. In two learning areas (NATS4 and LCEN4) there were deviations observed of six- to eight-mark allocations. These

variances were caused by miscalculations and were corrected early. The internal moderation level was good. Markers' inconsistencies were mainly identified and corrected by the internal moderators. Deviations in marking were all within the acceptable tolerance range. Marking was therefore reliable, valid and fair. From the sampled scripts a large number of those scripts were internally moderated.

c) Alleged irregularities

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

Marking personnel in all the learning areas did not detect any alleged irregularities. There was nothing in the marking centre that could be associated with irregularities.

Markers were trained on how to report any suspicious conduct on the examination scripts.

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 on teaching and learning.

a. Economic and Management Sciences (EMSC4)

The verification of marking was conducted on all ten scripts of the candidates who wrote the examination in this learning area. The question paper consisted of five questions. Figure 7A indicates the performance of sampled candidates per question.

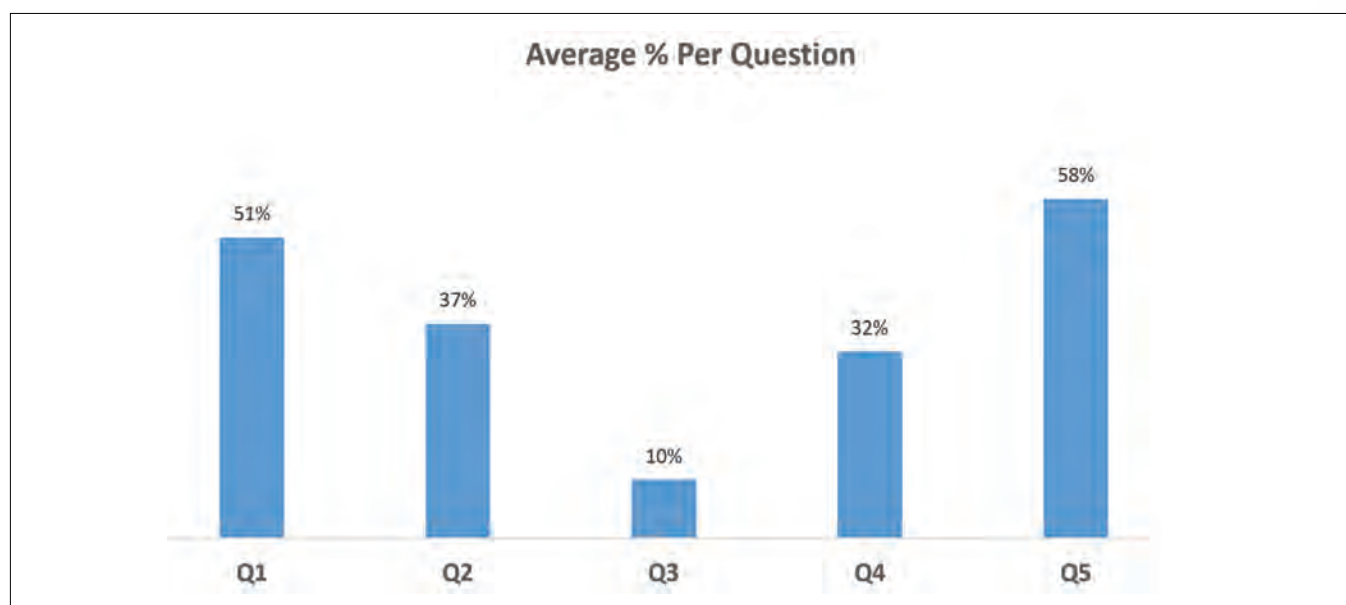


Figure 7A: Candidate performance in EMSC4 per question – ten scripts

According to Figure 7A, Question 5, about forms of ownership, had the highest average performance of 58%. Question 3 had the lowest average performance, of 10%. This question covered the Functions of Management and candidates struggled with this question.

Table 7B: Mark distribution as a percentage – EMSC4

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	3	3	1	0	1	0	0

Table 7C shows the mark distribution of ten sampled scripts. From the sample, 60% of the candidates passed and 40% failed. The mark distribution from the sample ranged from 25% to 63%. None of the candidates obtained less than 10% and none of the candidates obtained 80% and above.

c. Communication in English (LCEN4)

The verification of marking was conducted on ten out of 270 scripts. The question paper consisted of six questions. Figure 7C indicates the performance of sampled candidates per question.

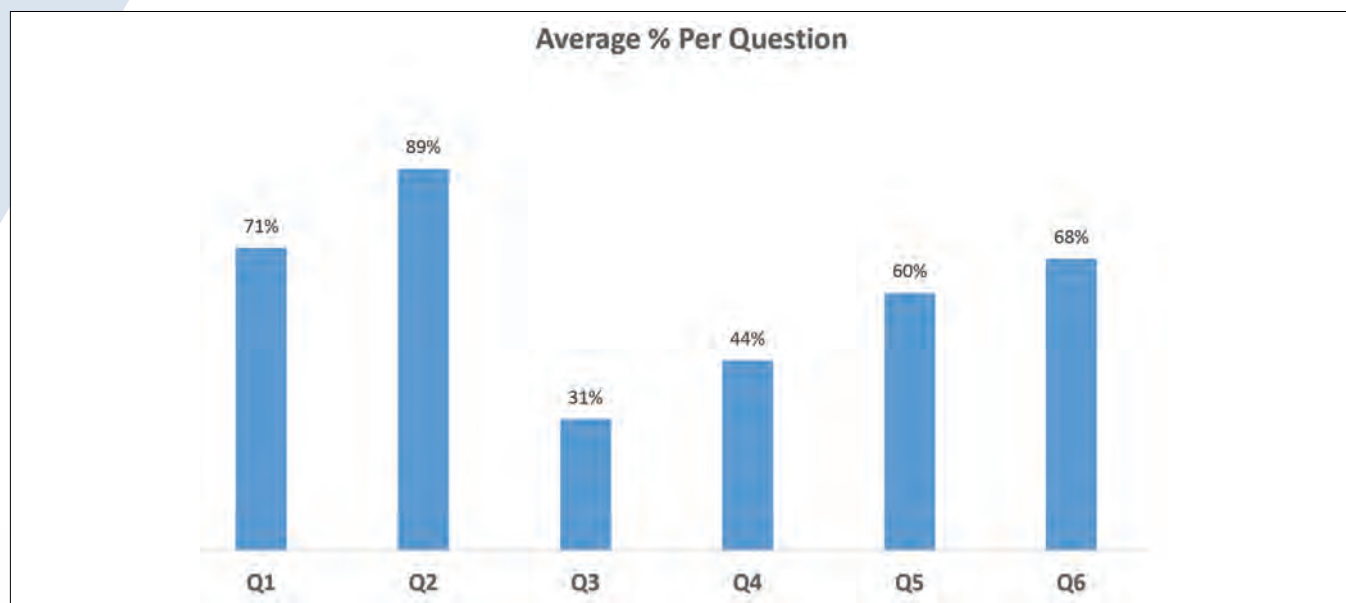


Figure 7C: Candidate performance in LCEN4 per question – ten scripts

According to Figure 7C, Question 2 had the highest average performance of 89%. Question 2 covered Graphic Literacy. Question 3 had the lowest average performance of 31%. This question covered analysis of a poem. Candidates struggled with this question.

Table 7D: Mark distribution as a percentage – LCEN4

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

Table 7D shows the mark distribution of ten sampled scripts. From the sample, 90% of the candidates passed and 10% failed. The mark distribution from the sample ranged from the lowest, 39%, to the highest, 70%. The pass rate of the sample was excellent. None of the candidates obtained less than 10% and none of the candidates obtained 80% and above.

d. Life Orientation (LIFO4)

The verification of marking was conducted on ten out of 139 scripts. The question paper consisted of seven questions. Figure 7D indicates the performance of sampled candidates per question.

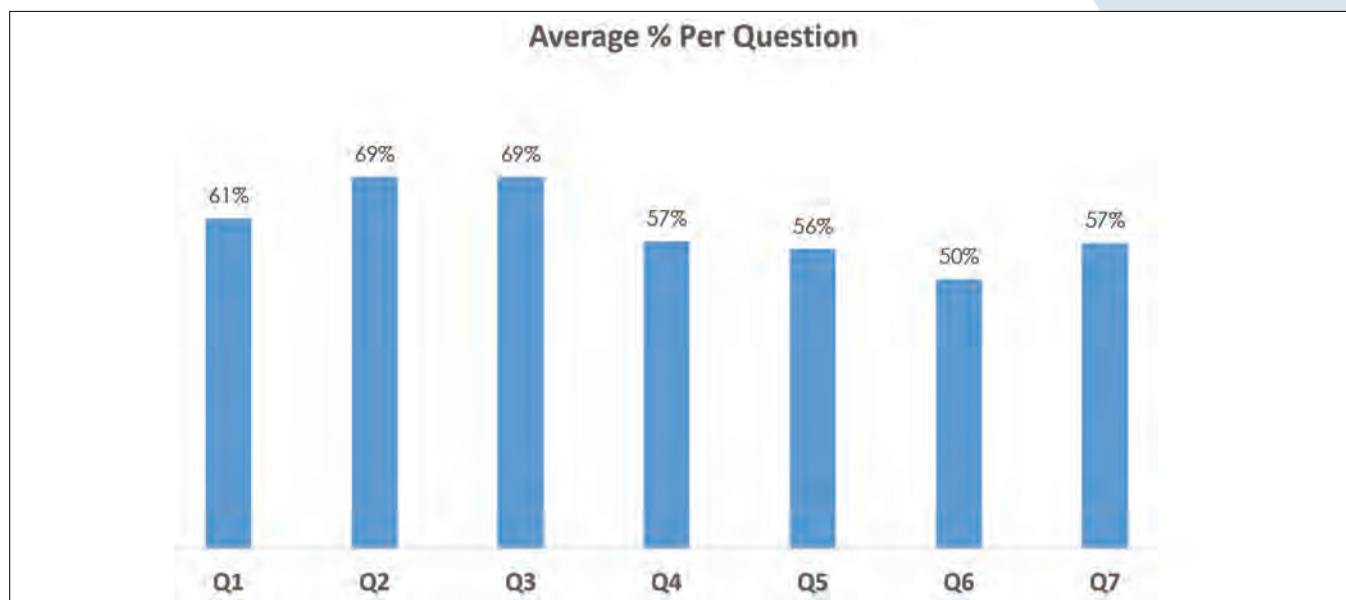


Figure 7D: Candidate performance in LIFO4 per question – ten scripts

According to Figure 7D, Questions 2 and 3 had the highest average performance, of 69%. Question 2 covered Relationships, and Question 3 covered Time Management. Question 6 had the lowest average performance, of 50%. This question covered Self Identity and candidates seemed to struggle with this question.

Table 7E: Mark distribution as a percentage – LIFO4

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	0	1	1	4	1	1	0

Table 7E shows the mark distribution of ten sampled scripts. From the sample, 80% of the candidates passed and 20% failed. The mark distribution from the sample ranged from 28% to 85%. The pass rate was excellent. None of the candidates obtained 10% and below and one candidate attained 85%.

e. Mathematical Literacy (MLMS4)

The verification of marking was conducted on a sample of ten out of 281 scripts. The question paper consisted of 12 questions. Figure 7E indicates the performance of sampled candidates per question.

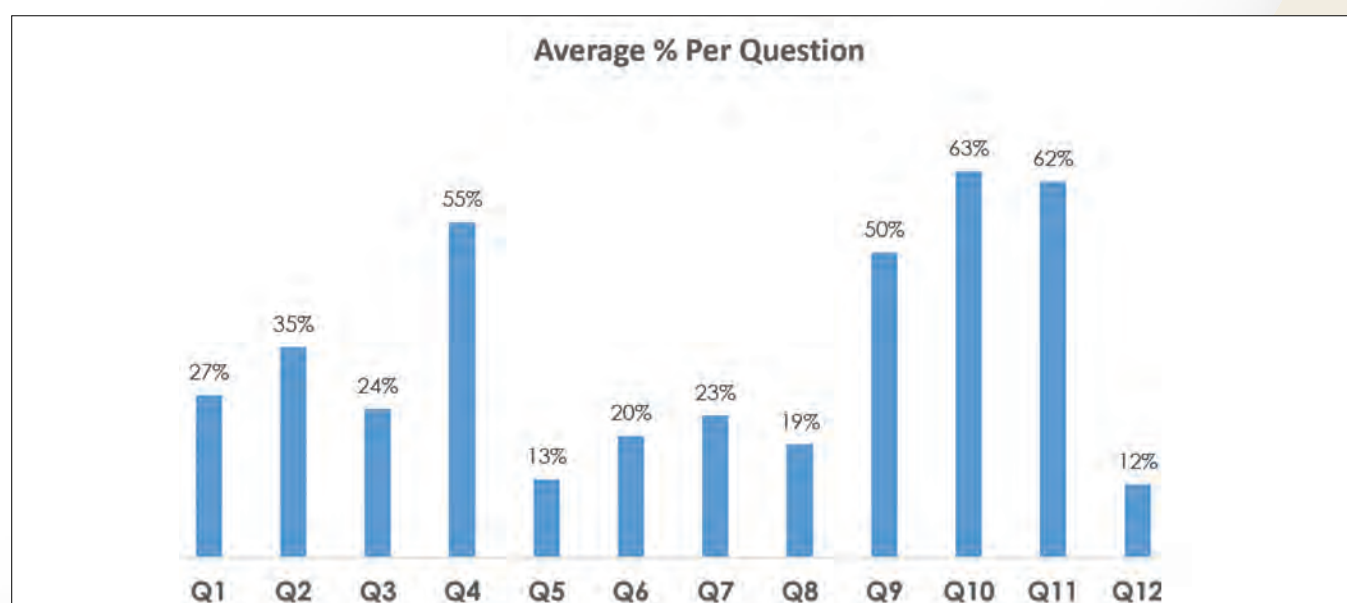


Figure 7E: Candidate performance in MLMS4 per question – ten scripts

According to Figure 7E, Question 10 had the highest average performance of 63%. Question ten covered Data Handling. Question 12 had the lowest average performance, of 12%. This question covered Probability. Candidates struggled with this question.

Table 7F: Mark distribution as a percentage – MLMS4

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

Table 7F shows the mark distribution of ten sampled scripts. From the sample, 30% of the candidates passed and 70% failed. The mark distribution from the sample ranged from 17% to 47%. The pass rate of the sample was very poor at 30%. None of the candidates obtained less than 10% and none of the candidates obtained 80% and above.

f. Natural Sciences (NATS4)

The verification of marking was conducted on a sample of ten out of 203 scripts. The question paper consisted of five questions. Figure 7F indicates the performance of sampled candidates per question.

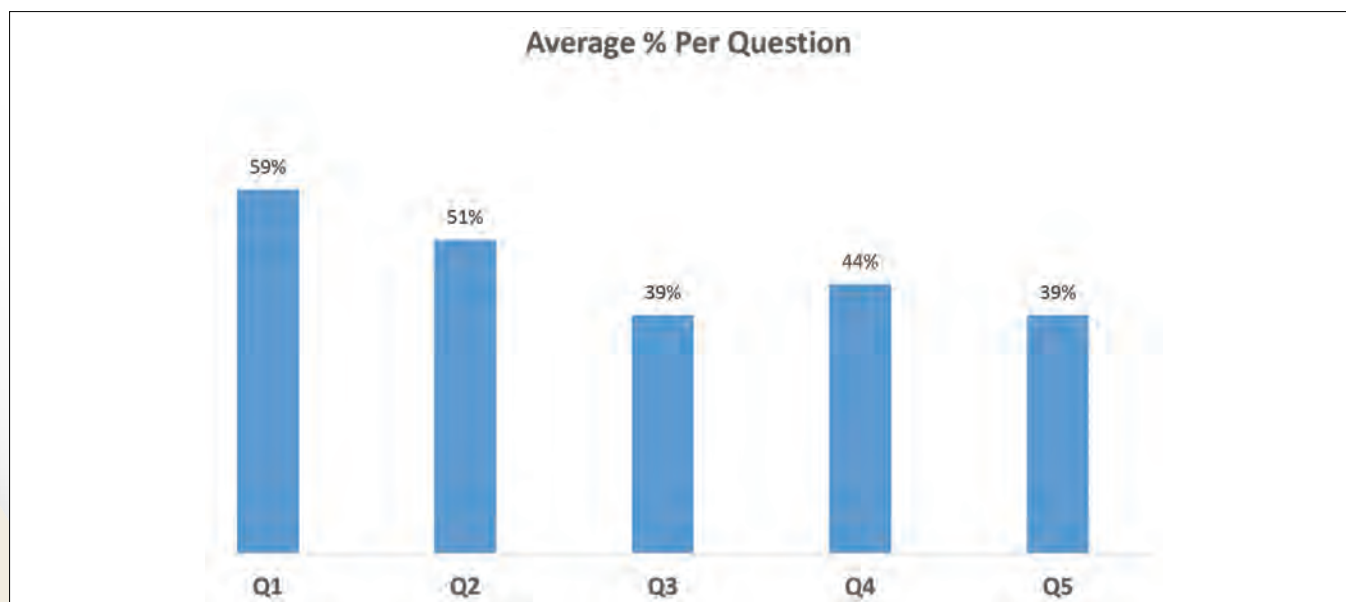


Figure 7F: Candidate performance in NATS4 per question – ten scripts

According to Figure 7F, Question 1 had the highest average performance of 59%. Question 1 had short response questions and it covered all unit standards. Questions 3 and 5 had the lowest average performance, of 39%. The two questions assessed content from energy and change as well as earth and beyond.

Table 7G: Mark distribution as a percentage – NATS4

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

Table 7G shows the mark distribution of ten sampled scripts. From the sample, 80% of the candidates passed and 20% failed. The mark distribution from the sample ranged from 31% to 70%. The pass rate of the sample was very good. None of the candidates obtained less than 10% and none of the candidates obtained 80% and above.

g. Small, Medium and Micro Enterprises (SMME4)

The verification of marking was conducted on nine out of nine scripts (100%). The question paper consisted of three questions. Figure 7G indicates the performance of sampled candidates per question.

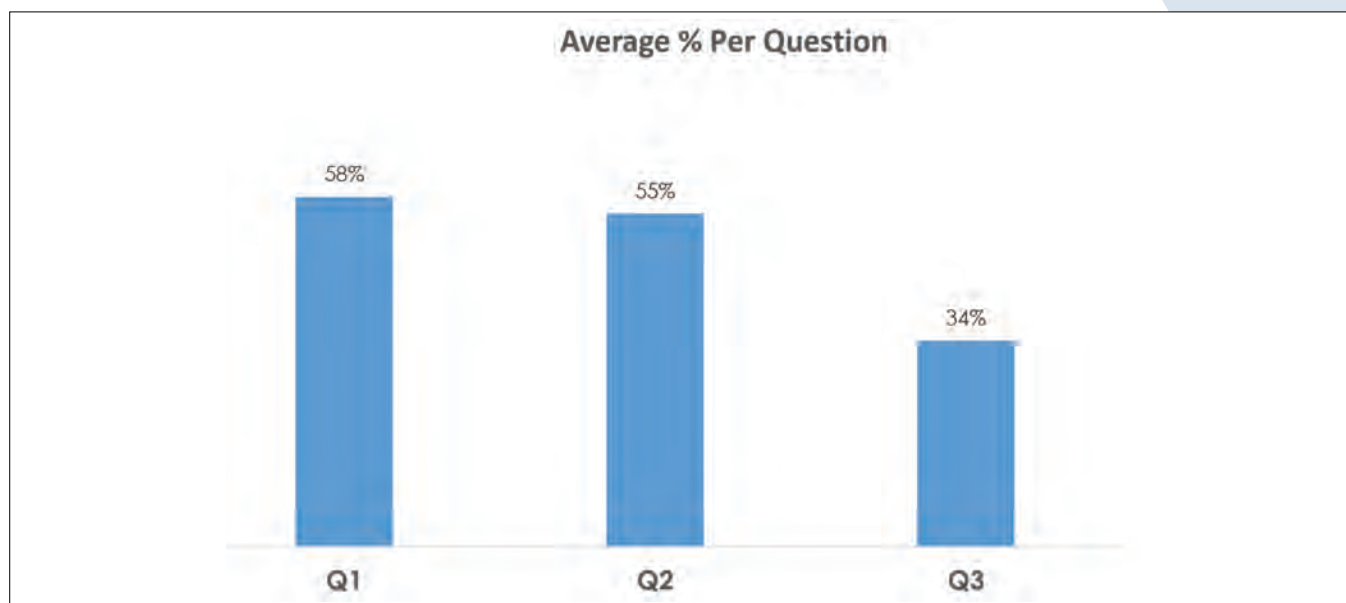


Figure 7G: Candidate performance in SMME4 per question – nine scripts

According to Figure 7G, Question 1 had the highest average performance of 58%. Question 1 was a multiple-choice question. Question 3 had the lowest average performance of 34%. This question had restricted response questions. Candidates seemed to struggle with this question.

Table 7H: Mark distribution as a percentage – SMME4

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

Table 7H shows the mark distribution of nine candidates who wrote the examination in this learning area. From the sample, all nine candidates passed (100%). The mark distribution from the sample ranged from 41% to 68%. None of the candidates obtained less than 10% and none of the candidates obtained 80% and above.

7.4 Areas of Improvement

The following improvement was noted:

- There was improvement in the quality of marking in all seven learning areas.

7.5 Areas of Non-Compliance

The following concern was noted:

- The marking personnel in four learning areas did not receive dummy scripts to prepare before arriving at the marking centre.

7.6 Directives for Compliance and Improvement

The SACAI is required to ensure that:

- a. Markers are given dummy scripts to mark in preparation for the standardisation of marking guidelines, before the meeting at the marking centre.

7.7 Conclusion

Umalusi noted during the verification of marking that the standard of marking improved in the November 2022 examinations. The marking personnel were trained using dummy scripts during the standardisation of marking guidelines. Inconsistencies in marking were minor. Most markers were consistent in marking and accurate in the allocation of marks; and in the transfer and recording of marks. The quality of internal moderation was good. Umalusi and internal moderation ensured fair and credible marking of the SACAI November 2022 GETC: ABET examination.

CHAPTER 8 STANDARDISATION AND RESULTING

8.1 Introduction

Standardisation is a process informed by evidence presented in qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in each context, by considering possible sources of variability other than students' ability and knowledge. In general, performance variability may occur due to the standard of question papers, quality of marking and other related factors. For these reasons Umalusi standardises examination results: to control their variability from one examination session to the next. Umalusi derives this function from section 17A (4) of the General and Further Education and Training Quality Assurance Act (GENFETQA) 2001 (Act No. 58 of 2001, as amended in 2008), which states that the Council may adjust raw marks during the standardisation process.

In broad terms standardisation involves verifying subject structures, mark capturing and the computer system used by an assessment body. It also involves developing and verifying historical averages (norms), culminating in the production and verification of standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by the principles of standardisation, qualitative inputs compiled by internal and external moderators and examination monitors, intervention reports presented by assessment bodies, as well as other related information which may be available at the time. Finally, the process is concluded with the approval of standardisation decisions per subject, statistical moderation and the resulting process.

8.2 Scope and Approach

The South African Comprehensive Assessment Institute (SACAI) presented seven learning areas for the November 2022 examination associated with the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) for standardisation. In turn, Umalusi verified the historical averages, standardisation, adjustments, statistical moderation and the resulting datasets.

8.2.1 Development of Historical Averages

Historical averages (norms) for GETC: ABET examinations are developed using the previous three to five November examination sittings. Once that is done, as per policy requirements Umalusi calculates and submits the norms to the SACAI. Where a distribution contains outliers the historical average, excluding data from the outlying examination sitting, is calculated. In addition, Umalusi applies a principle of outliers when calculating the historical average for such instructional offerings. Finally, Umalusi considers historical averages during the standardisation process.

8.2.2 Verification of Datasets and Standardisation Booklets

The SACAI submitted standardisation datasets and electronic booklets as per the Umalusi management plan. The datasets were verified and approved. Thereafter the final standardisation booklets were printed.

8.2.3 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the GETC: ABET L4 examinations were held on 16 December 2022. Umalusi was guided by many factors to reach its standardisation decisions, including qualitative and quantitative information. Qualitative inputs included reports from Umalusi moderators and monitors on the examination's conduct, administration and management and an evidence-based report (EBR). Quantitative information included historical averages and pairs analysis. Lastly, standardisation decisions were guided by set standardisation principles.

8.2.4 Post-Standardisation

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

8.3 Summary of Findings

This section presents the most important findings and discusses the standardisation decisions taken.

8.3.1 Development of Historical Averages

The historical averages (norms) were developed from the previous five November examination sittings for Mathematical Literacy and Language Literacy and Communication: English. For the other learning areas, the norms were developed from a maximum of four examination sittings. There were no outliers and no new subjects introduced for the November 2022 GETC: ABET examination.

8.3.2 Standardisation Decisions

The qualitative reports produced by Umalusi external moderators and the monitoring and intervention reports presented by the assessment body, together with the principles of standardisation, informed the final decisions. Table 8A provides a summary of the standardisation decisions taken:

Table 8A: Standardisation decisions for the November 2022 GETC: ABET L4

Description	Total
Number of learning areas presented	7
Raw marks	7
Adjusted (mainly upwards)	0
Adjusted (downwards)	0
Not standardised	0
Number of learning areas standardised:	7

The seven learning areas were standardised by considering the trends in student performance (historical averages), pairs analysis and the qualitative inputs provided. Although 100% of the standardisation decisions maintained the raw marks, the failure rates for Mathematical Literacy and Natural Sciences were too high.

8.3.3 Post-Standardisation

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

8.4 Areas of Improvement

The following areas of good practice were observed:

- The standardisation data was submitted timeously, in accordance with the management plan; and
- The booklets were printed and submitted on time.

8.5 Areas of Non-Compliance

None

8.6 Directives for Compliance and Improvement

To improve the quality of standardisation information, the SACAI is requested to:

- a. Ensure systems are in place to address and rectify minor differences in the reporting of information between the EBR and the standardisation booklet; and
- b. Ensure that examination centres address the high failure rates in Mathematical Literacy and Natural Sciences by implementing teaching intervention strategies for these two subjects.

8.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept all raw mark adjustments were based on sound educational reasoning, guided by established standardisation principles.

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). Umalusi upholds the 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.

The responsibilities of Umalusi are, furthermore, defined as the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit points and the certification of learner achievements.

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere to policies and regulations promulgated by the Minister responsible for Higher Education and Training for the GETC as registered on the NQF.

The quality assurance processes instituted by Umalusi for certification ensure that the qualification awarded to a learner complies with all the requirements for the qualification, as stipulated in the regulations. The South African Comprehensive Assessment Institute (SACAI) is required to submit all student achievements to Umalusi, as the quality council, to quality assure, verify and check the results before a certificate is issued. The specifications and requirements for requesting certification are encapsulated in the form of directives for certification, to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. This has been done to ensure that the correct results are released to candidates, that all results are approved by Umalusi before release and that the certification of the candidates' achievements are done in accordance with the approved results.

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 are registered for the GETC: ABET examinations, including those who qualify only for a learning area in a particular examination cycle, are submitted to Umalusi for certification.

Umalusi verifies all the data received from the SACAI. The certification data must correspond with the quality assured results, keeping in mind that all changes to marks must be approved before they may be released to students. Where discrepancies are detected, the SACAI is obliged to provide supporting documentation and explanations for such discrepancies. This process serves to ensure that no candidate is inadvertently advantaged or disadvantaged because of possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

This chapter focuses on the overall certification processes and the compliance of the SACAI to the directives for certification, as specified in the regulations for certification.

9.2 Scope and Approach

The period covered in this report is 1 December 2021 to 30 November 2022. All requests for certification received during this period that were finalised, i.e., including feedback provided to the SACAI by Umalusi, is included and addressed. The main examinations covered are the October 2021 and June 2022 examinations.

Certification of learner achievements cannot be pinned to a single period in the year because it is a continuous process whereby certificates are issued throughout the year. The bulk of the certification happens usually within three months of the release of the results. Throughout the year, certificates are requested, either as a first issue, duplicate, replacement due to change in status or re-issue.

This chapter focuses on the shortfalls by the SACAI in complying with certification directives; and how this can affect the quality assurance processes and the certification of learner achievements.

In addition, this chapter includes statistics on the number of requests, in the form of datasets, that were received with an indication of the percentage of rejections in the applications, owing to non-compliance with the directives. The number and type of certificates issued in this period is also provided.

With the processing of requests for certification in the period of reporting, several findings were made that are highlighted and expanded on. These findings should not be regarded as a comprehensive list of findings, but as key points that need to be addressed.

9.3 Summary of Findings

Every examination cycle starts with the registration of learners for the academic year. The registration of learners must be done according to an approved qualification structure and listing the required subjects, subject components, pass percentages, combination of subjects and the like. The specification of the qualifications is a very important aspect because it lays the foundation for a credible qualification.

After the SACAI has conducted the examinations, all results are submitted to Umalusi for standardisation, statistical moderation and the resulting of the learner achievements. All the learner records must be submitted to Umalusi for approval before the results can be released. Umalusi approves the results for release to the learners after several quality assurance processes. The SACAI complied with these requirements.

The general principle that must be adhered to is that all results must be approved before release and the request for certification submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, correction of marks cannot be effected by submitting a mop-up dataset. A re-issue must be requested to correct marks on a certificate already issued. The SACAI is adhering to these general principles.

The certification of learner achievements has improved and the candidate information submitted for certification was correct. The certification data was aligned with the approved results and, therefore, certification could be performed without problem. Learning area certificates were issued to successful candidates. The combination of learning area certificates for possible GETC: ABET certificates must, however, be attended to.

Figure 9A reflects a summary of certificates issued for the period 1 December 2021 to 30 November 2022.

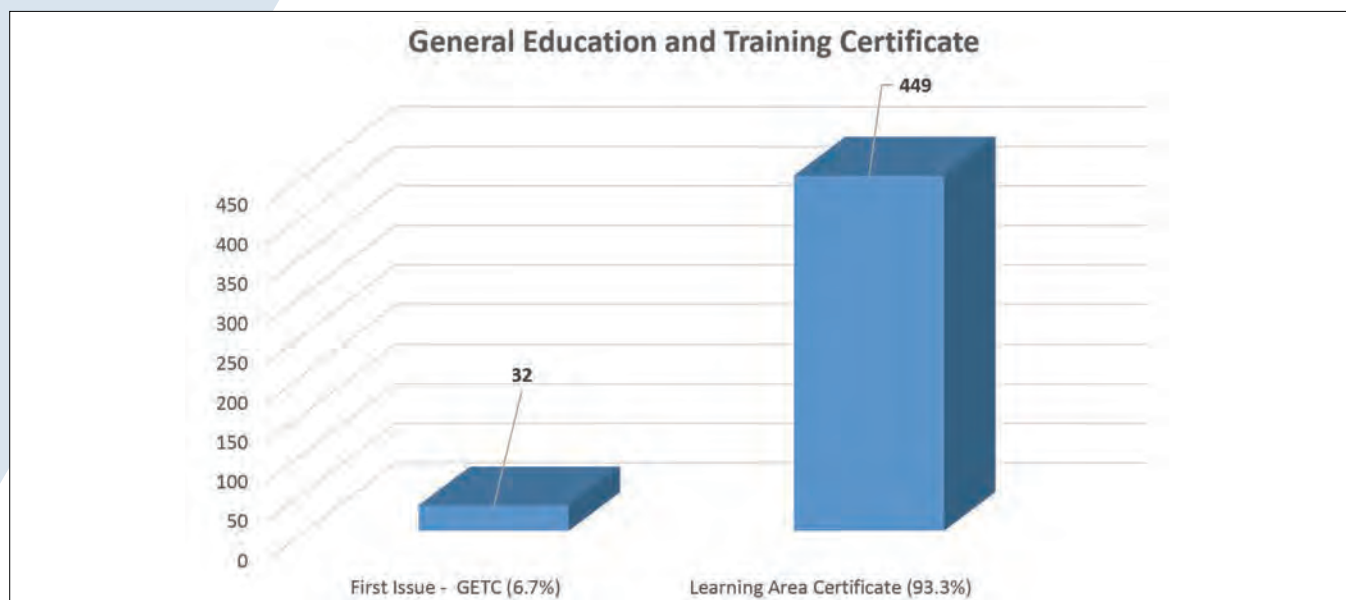


Figure 9A: Certificates issued during the period 1 December 2021 to 30 November 2022

Table 9A shows the number of datasets and transactions received in this timeframe.

Table 9A: Number of datasets and transactions received during the period 1 December 2021 to 30 November 2022

GETC						
Number of datasets	Number datasets accepted	Percentage accepted	Number of records submitted	Number records accepted	Percentage accepted	Number rejected
5	4	80.0	1 037	742	71.6	295

9.4 Areas of Improvement

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. Only after the standardisation and resulting of all learner achievements have been processed and completed will they submit the certification request to Umalusi. 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. However, some records were rejected at certification and the assessment body is encouraged to ensure that the percentage of records accepted at the first submission is increased. The target should be 100%.

9.6 Directives for Compliance and Improvement

The SACAI complied with the directives for certification. The percentage of rejected records for certification was minimal.

9.7 Conclusion

Umalusi has monitored compliance with directives for certification and candidate records submitted for certification. It was found that the SACAI is complying in this regard, as indicated above.

ANNEXURE 1A

Compliance of Question Papers with each criterion at initial moderation

SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT INITIAL MODERATION									
	TA	LB	IM	CC	CD	AAG	PRE	MG	TOTAL: (A)	%: (A)
Economic and Management Sciences	A	A	A	A	A	A	A	A	8	100
Human and Social Sciences	A	A	A	A	A	A	A	A	8	100
LLC: English	A	A	A	A	M	A	A	M	6	75
Life Orientation	A	A	A	A	A	A	A	A	8	100
Mathematical Literacy	A	A	A	A	A	A	A	M	7	88
Small, Medium and Micro Enterprises	A	A	A	A	A	A	A	A	8	100
Natural Science	A	A	M	A	A	A	A	A	7	88

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 5A

Annexure 5A: Examination centres monitored during the writing and marking of the examinations

Province	Monitored centre	Date	Learning area written
Gauteng	Jonathan Ball Publishers	01-Nov-22	Mathematical Literacy
	Kloof AET Centre	14-Nov-22	Natural Sciences
	Harmony Mponeng	14-Nov-22	Natural Sciences
	Nchafatso Training Programme	09-Nov-22	Economic and Management Sciences
	Ocon Bricks	07-Nov-22	Communication in English
	University of Pretoria – Onderstepoort	07-Nov-22	Communication in English
	West End Clay Bricks	01-Nov-22	Mathematical Literacy
Limpopo	Marula Platinum Mine	14-Nov-22	Natural Sciences
	Samancor ECM (Lwala Satellite)	01-Oct-22	Mathematical Literacy
North West	Tharisa Minerals	03-Nov-22	Life Orientation
	Thusanang	14-Nov-22	Natural Sciences
	Chadon Trading and Projects (Northam Platinum Mine Zondereinde)	01-Nov-22	Mathematical Literacy
Gauteng	Oakley House High School	07-Nov-22	Mathematical Literacy
	Youth Academy for Leadership Excellence (Oxbridge Academy)	03-Nov-22	Life Orientation
Province	Marking Centre	Date	Learning area marked
Gauteng	Tomorrow's People College	26-Nov-22	All examined

UMALUSI



Quality Council for General and Further
Education and Training

37 General Van Ryneveld Street,
Perseus Technopark, Pretoria

Telephone: +27 12 349 1510 | Fax: +27 12 349 1511

Email: info@umalusi.org.za | Web: www.umalusi.org.za

Facebook: www.facebook.com/UmalusiSA

Twitter: @UmalusiSA

ISBN: 978-1-928445-52-4