

**REPORT ON THE
QUALITY ASSURANCE
OF THE DEPARTMENT
OF HIGHER EDUCATION
AND TRAINING (DHET)
NOVEMBER 2024 GETC:
ABET EXAMINATIONS**

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

**Report on the Quality Assurance of the Department of Higher
Education and Training November 2024
GETC: ABET Examinations**

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37 General Van Ryneveld Street, Perseus Technopark, Pretoria
Telephone: 27 12 349 1510 • info@umalusi.org.za

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ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AC	Assessment Criteria
AET	Adult Education and Training
AG	Assessment Guideline
ASC	Assessment Standards Committee
CAT	Common Assessment Task
CCTV	Closed-circuit Television
CET	Community Education and Training
CETC	Community Education and Training College
CLC	Community Learning Centre
DHET	Department of Higher Education and Training
DMCM	Deputy Marking Centre Manager
EA	Examination Assistant
EIC	Examination Irregularity Committee
EXCO	Executive Committee
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GPW	Government Printing Works
ID	Identity Document
IT	Information Technology
NEA	National Education Association
NQF	National Qualifications Framework
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
SAPS	South African Police Services
SBA	Site-based Assessment
SER	Self-evaluation Report
SITA	State Information Technology Agency
SO	Specific Outcome
SOP	Standard Operating Procedures
SoR	State of Readiness
TVET	Technical and Vocational Education and Training
US	Unit Standard
USB	Universal Serial Bus

Learning areas

Code	Learning area
ANHC4	Ancillary Health Care
AAAT4	Applied Agriculture and Agricultural Technology
ARTC4	Arts and Culture
ECD4	Early Childhood Development
EMSC4	Economic and Management Sciences
HSSC4	Human and Social Sciences
INCT4	Information and Communication Technology
LCAF4	Language, Literacy and Communication: Afrikaans
LCEN4	Language, Literacy and Communication: English
LCND4	Language, Literacy and Communication: IsiNdebele
LCXH4	Language, Literacy and Communication: IsiXhosa
LCZU4	Language, Literacy and Communication: IsiZulu
LCSP4	Language, Literacy and Communication: Sepedi
LCSO4	Language, Literacy and Communication: Sesotho
LCTS4	Language, Literacy and Communication: Setswana
LTSW4	Language, Literacy and Communication: SiSwati
LCVE4	Language, Literacy and Communication: Tshivenda
LCXI4	Language, Literacy and Communication: Xitsonga
LIFO4	Life Orientation
MLMS4	Mathematical Literacy
MMSC4	Mathematics and Mathematical Sciences
NATS4	Natural Sciences
SMME4	Small, Medium and Micro Enterprises
TECH4	Technology
TRVT4	Travel and Tourism
WHRT4	Wholesale and Retail

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) qualification.

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

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

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

Despite the established professional working relationship with the Department of Higher Education and Training (DHET), Umalusi remained concerned about the number of areas of non-compliance and challenges raised regarding the conduct, administration, and management of the November 2024 examinations. Umalusi also noticed an improvement in the internal moderation of SBA portfolios in the November 2024 examination cycle.

The Assessment Standards Committee (ASC) and the Executive Committee (EXCO), which are Umalusi committees of Council, met in January 2025 to scrutinise evidence presented on the conduct of the November 2024 GETC: ABET examinations.

Having studied all the evidence presented, the EXCO of Council concluded that the examinations were administered largely in accordance with the National Policy Pertaining to the Conduct, Administration and Management of the Examinations of Colleges Established, Declared or Registered in terms of the Continuing Education and Training Act, 2006. The irregularities identified during the writing and marking of the examinations were not systemic and, therefore, did not compromise the overall credibility and integrity of the November 2024 GETC: ABET examinations administered by the DHET.

The EXCO of Council, therefore, approved the release of the DHET's November 2024 GETC: ABET examination results.

In respect of identified irregularities, the DHET was required to block the results of all candidates implicated in irregularities, including candidates who were implicated in alleged acts of dishonesty (as per the DHET's Report on the Conduct of the November 2024 GETC: ABET Examination), pending the outcome of further DHET investigations and verification by Umalusi.

As mentioned in November 2022 and November 2023, the high number of irregularities remains a concern.

The DHET was required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and to submit the improvement plan by 14 March 2025.

The EXCO of Council expressed its concern at the persistent lapses in the management of these examinations and requires the DHET to actively engage with Umalusi on the implementation of an agreed improvement plan.

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

Umalusi will thereafter engage the Director-General on the improvement plan from the DHET and the way forward.



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 the 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, to develop and manage its sub-framework of qualifications, quality assure assessment at exit points, approve the release of examination results, and certify candidate achievements.

The GENFETQA 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 2024 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations. The report also reflects on the findings, areas of improvement and areas of non-compliance. It provides directives for compliance and improvement in the conduct, administration and management of the examinations and assessments. The findings are based on information obtained from Umalusi's moderation, monitoring, verification and standardisation processes, as well as from reports received from the Department of Higher Education and Training (DHET). Where applicable, comparisons are made with the November 2022 and/or November 2023 examinations.

Umalusi undertakes the quality assurance of 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.

The GETC: ABET qualification is offered at community learning centres (CLC) of the community education and training colleges (CETC) (public centres), AET learning sites (private centres), and Correctional Services centres. Umalusi's quality assurance processes provided a sample from each type of centre/site. In addition to the November examinations, examinations in this sector are also conducted in June each year.

The DHET conducted the November 2024 GETC: ABET examinations in 26 learning areas. This report covers the following quality assurance of assessment processes conducted by Umalusi, for which a brief outline is given below:

- a. Moderation of question papers (Chapter 1);
- b. Moderation of site based assessment (SBA) tasks (Chapter 2);
- c. Moderation of site based assessment (SBA) portfolios (Chapter 3);
- d. Monitoring of the state of readiness to conduct, administer and manage examinations (Chapter 4);
- e. Audit of appointed marking personnel (Chapter 5);
- f. Monitoring of the writing and marking of examinations (Chapter 6);
- g. Standardisation of marking guidelines (Chapter 7);
- h. Verification of marking (Chapter 8); and
- i. Standardisation and resulting (Chapter 9).

The findings from the above quality assurance of assessment processes enabled Umalusi's Executive Committee (EXCO) of Council to decide whether to approve the release of the November 2024 GETC: ABET examinations or not.

The roles and responsibilities of the DHET are to do the following:

- 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 examinations;
- f. Have an information technology 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 high technical quality.

The findings of the external moderation process at initial moderation indicated a significant decline in the overall compliance of question papers and accompanying marking guidelines from 59% in the November 2023 examinations to 50% in November 2024.

The GETC: ABET qualification requires learning centres to conduct SBA. Assessment bodies set SBA tasks nationally, moderate them internally, and submit them to Umalusi for external moderation. Umalusi is responsible for determining the quality and appropriateness of the standard of the SBA tasks. The SBA tasks of the DHET have a life span of one year.

The purpose of the external moderation of SBA tasks is to ensure that common standards regarding the quality of SBA tasks are maintained. All candidates registered to write the GETC: ABET examinations through the DHET are required to complete common SBA tasks. The findings of the external moderation process at initial moderation indicated a remarkable improvement in the overall compliance of SBA tasks and their corresponding marking guidelines from 37% in 2022 to 55% in 2023 and 87% in 2024.

The DHET provides all CLCs with the approved common assessment tasks for implementation in all 26 learning areas. Students' responses to the common assessment tasks (CAT) are filed in SBA portfolios of evidence (PoE). The DHET internally moderates them before they are presented to Umalusi for external moderation.

The external moderation of SBA portfolios aims to establish whether the requirements for the implementation and moderation of SBA, as prescribed by the DHET and Umalusi, were met. It is of utmost importance to moderate SBA portfolios since SBA carries the same weight (50%) as the external examinations. To ensure assessment consistency, validity and fairness, the students' SBA portfolios of evidence must be quality assured at different levels. The DHET has shown improvement in the moderation of SBA from 53% in 2022 to 63% in 2023 and 73% in 2024. There was an improvement in the percentage of CLCs that were fully compliant in November 2024 (65%) compared with 58% in 2023 and 53% in 2022.

The purpose of verifying the state of readiness of the DHET to conduct the November 2024 GETC: ABET examinations was largely to do the following:

- a. Measure the level of readiness of the DHET to conduct the GETC: ABET examination during the November 2024 cycle;
- b. Verify whether the DHET had systems in place to conduct credible examinations;
- c. Track the implementation of directives for compliance and improvement issued by Umalusi to DHET after completion of the November 2023 examinations; and
- d. Establish and report on the readiness of the DHET to conduct the November 2024 examinations with integrity and reliability.

The audit of the state of readiness confirmed the readiness of the DHET to administer the November 2024 GETC: ABET examinations. However, the DHET did not provide Umalusi with progress on implementing their improvement plan within the prescribed timeframes for submission. The DHET was required to submit the first progress report on 31 July 2024 and the second progress report on 30 September 2024. They also did not submit the Self-Evaluation Report (SER) in line with Umalusi's requirements; the report did not have supporting documents.

Umalusi deployed monitors while the examinations were 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 examinations. The DHET did not provide INCT4 examination centres with Compact Discs (CD) or storage media, which led to invigilators procuring their Universal Serial Bus (USBs). There is still no consistency with the admission of candidates into the examination venue/centre. Candidates arriving late were permitted to write the exam at some centres but not others.

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

- a. Planning prior to conducting the marking process;
- b. The adequacy of resources at the marking centre;
- c. Security provided at the marking centre; and
- d. The management of irregularities identified from marked scripts.

Umalusi also monitored the DHET marking centre to ensure that marking was properly planned and managed, safeguarding the credibility of the process and its outcomes. The maintenance of tight security at the marking centre was evident; however, the irregularity register and template were not updated at the marking centre.

Umalusi participated in the standardisation process 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. Poor logistical and organisational arrangements at the marking centre resulted in the signing of the final marking guidelines as late as 18:00 and delaying the commencement of marking live scripts.

Umalusi verified marking to ensure it was conducted according to the agreed-upon and established practices and standards. The verification of the marking process revealed that the marking personnel adhered to the approved marking guidelines to a certain extent. In 21 out of 26 learning areas, discrepancies between markers and the external moderators were not within the tolerance range. The conclusion was that markers did not strictly adhere to the marking guidelines. This was addressed with the internal moderators and chief markers.

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

During the meeting for the approval of the results, several areas of non-compliance and challenges were raised regarding the conduct, administration and management of the November 2024 GETC: ABET examinations. Although the EXCO of Council found that there were no systemic irregularities that could jeopardise the overall integrity of the November 2024 examinations, there were some concerns highlighted that need the urgent attention of the DHET.

Based on the number of non-compliance and challenges highlighted during the approval of the release of results and to protect the credibility of the qualifications registered on the GFETQSF, the DHET was placed by Umalusi under close monitoring. Umalusi will deploy teams of experts in examinations and assessments to look at different systems and processes at different intervals.

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

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

CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 INTRODUCTION

The moderation of question papers confirms whether the question papers and accompanying marking guidelines are fair, valid and reliable and is a critical part of the quality assurance process. Umalusi employs external moderators to scrutinise and carefully analyse the question papers developed by the Department of Higher Education and Training (DHET) for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

The external moderation process ensures that the question papers and accompanying marking guidelines are assembled with rigour, complying with Umalusi's quality assurance of assessment requirements and the assessment guidelines (AG) of the respective assessment bodies.

The DHET conducts GETC: ABET examinations in 26 learning areas and is expected to appoint examiners with the requisite knowledge of the learning area. Additionally, the DHET appoints internal moderators to ensure that the question papers are of the required quality and standard before they are submitted to Umalusi for external moderation. These are to be submitted to Umalusi together with the history of the development of the question papers and marking guidelines.

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

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

1.2 SCOPE AND APPROACH

Umalusi receives question papers and marking guidelines for each examination cycle, set and internally moderated by the DHET. The DHET submitted 26 question papers, corresponding marking guidelines and the internal moderators' reports for external moderation and approval by Umalusi in preparation for the November 2024 examinations. This is the same number of question papers submitted for external moderation for the November 2022 and 2023 examinations.

Table 1A shows the 26 learning areas assessed by the DHET for the November 2024 GETC: ABET examinations.

Table 1A: Learning areas assessed by the DHET for the GETC: ABET qualification

No.	Learning area	Learning area code
1.	Ancillary Health Care	ANHC4
2.	Applied Agriculture and Agricultural Technology	AAAT4
3.	Arts and Culture	ARTC4
4.	Early Childhood Development	ECD4
5.	Economic and Management Sciences	EMSC4
6.	Human and Social Sciences	HSSC4
7.	Information Communication Technology	INCT4
8.	Language, Literacy and Communication: Afrikaans	LCAF4
9.	Language, Literacy and Communication: English	LCEN4
10.	Language, Literacy and Communication: IsiNdebele	LCND4
11.	Language, Literacy and Communication: IsiXhosa	LCXH4
12.	Language, Literacy and Communication: IsiZulu	LCZU4
13.	Language, Literacy and Communication: Sepedi	LCSP4
14.	Language, Literacy and Communication: Sesotho	LCSO4
15.	Language, Literacy and Communication: Setswana	LCTS4
16.	Language, Literacy and Communication: SiSwati	LCSW4
17.	Language, Literacy and Communication: Tshivenda	LCVE4
18.	Language, Literacy and Communication: Xitsonga	LCXI4
19.	Life Orientation	LIFO4
20.	Mathematical Literacy	MLMS4
21.	Mathematics and Mathematical Sciences	MMSC4
22.	Natural Sciences	NATS4
23.	Small, Medium and Micro Enterprises	SMME4
24.	Technology	TECH4
25.	Travel and Tourism	TRVT4
26.	Wholesale and Retail	WHRT4

All question papers and accompanying marking guidelines 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. Language and bias;
- c. Internal moderation;
- d. Content coverage;
- e. Cognitive demand;
- f. Adherence to assessment guidelines;
- g. Predictability; and
- h. Marking guidelines.

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

- a. No compliance (met less than 50% of the criteria);
- b. Limited compliance (met 50% or more, but less than 80% of the criteria);

- c. Compliance in most respects (met 80% or more, but less than 100% of the criteria); and
- d. Compliance in all respects (met 100% of the criteria).

The moderator evaluates the question paper and the accompanying marking guideline based on the overall impression and how all eight criteria have been met. A decision is then taken on the quality and standard of the question paper, considering one of three possible outcomes:

1. **Approved:** If the question paper and accompanying marking guidelines meet all the set criteria;
2. **Conditionally approved:** If the question paper and accompanying marking guidelines meet most of the criteria. The question paper must be resubmitted; and
3. **Rejected:** If the standard and quality of the question paper and accompanying marking guidelines are entirely unacceptable and must be resubmitted.

Umalusi adopted an on-site model for moderating the GETC: ABET question papers. Moderators completed evaluation reports based on the moderation criteria.

1.3 SUMMARY OF FINDINGS

The following section summarises Umalusi's findings during the moderation of the question papers and accompanying marking guidelines.

1.3.1 Overall compliance of question papers at initial moderation

Umalusi analysed the question papers and accompanying marking guidelines submitted by the DHET for initial moderation based on the criteria of the Instrument for the Moderation of Question Papers. Table 1B summarises the findings on the compliance of the question papers and the accompanying marking guidelines with each criterion at initial moderation.

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

No.	Criteria	Compliance frequency (208 instances)			
		None	Limited	Most	All
1.	Technical aspects	0	3	14	9
2.	Language and bias	0	3	17	6
3.	Internal moderation	1	4	6	15
4.	Content coverage	0	3	15	8
5.	Cognitive demand	0	1	9	16
6.	Adherence to assessment guidelines	0	3	2	21
7.	Predictability	1	1	2	22
8.	Marking guidelines	2	6	12	6
Total		4	24	77	103
		105		103	
Percentage		50%			50%

Table 1B shows an overall compliance of 50% for the November 2024 GETC: ABET examinations. This is a decline compared to the 59% achieved in 2023 but is consistent with the compliance achieved in November 2022 (50%). Table 1C shows the percentage of question papers that were compliant in all respects with each criterion at initial moderation over three years. Annexure 1A shows the compliance of all question papers externally moderated by Umalusi.

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

No.	Criterion	Percentage compliance per criterion over three years		
		2022	2023	2024
1.	Technical aspects	42%	46%	35%
2.	Language and bias	39%	50%	23%
3.	Internal moderation	42%	62%	58%
4.	Content coverage	42%	50%	31%
5.	Cognitive demand	62%	77%	62%
6.	Adherence to assessment guidelines	73%	73%	81%
7.	Predictability	81%	85%	85%
8.	Marking guidelines	23%	31%	23%
Total percentage of overall compliance		50%	59%	50%

Table 1C shows that compliance across six criteria declined in November 2024 compared to 2023 and that compliance across seven criteria increased in 2023 compared to 2022. Regarding technical aspects, compliance declined by 11% in November 2024 compared to 2023 and improved by 4% in 2023 compared to 2022. Regarding language and bias, compliance declined by 27% in 2024 compared to 2023 and improved by 11% in 2023 compared to 2022. Regarding internal moderation, there was a decline of 4% in November 2024 compared to 2023 and a significant improvement of 20% in 2023 compared to 2022.

Regarding content coverage, there was a significant decline of 19% in November 2024 compared to 2023 and an improvement of 8% in 2023 compared to 2022. Regarding cognitive demands, there was a significant decline of 15% in 2024 compared to 2023, and a significant improvement of 15% in 2023 compared to 2022. Regarding the adherence to assessment guidelines, compliance improved by 8% in 2024 compared to 2023 and remained consistent at 73% in both 2023 and 2022. Regarding predictability, compliance remained the same in 2024 and 2023, while there was a slight improvement of 4% in 2023 compared to 2022. Finally, regarding the marking guideline criterion, compliance declined by 8% in 2024 compared to 2023 but remained consistent with 2022.

Figure 1A compares the overall compliance over three years.

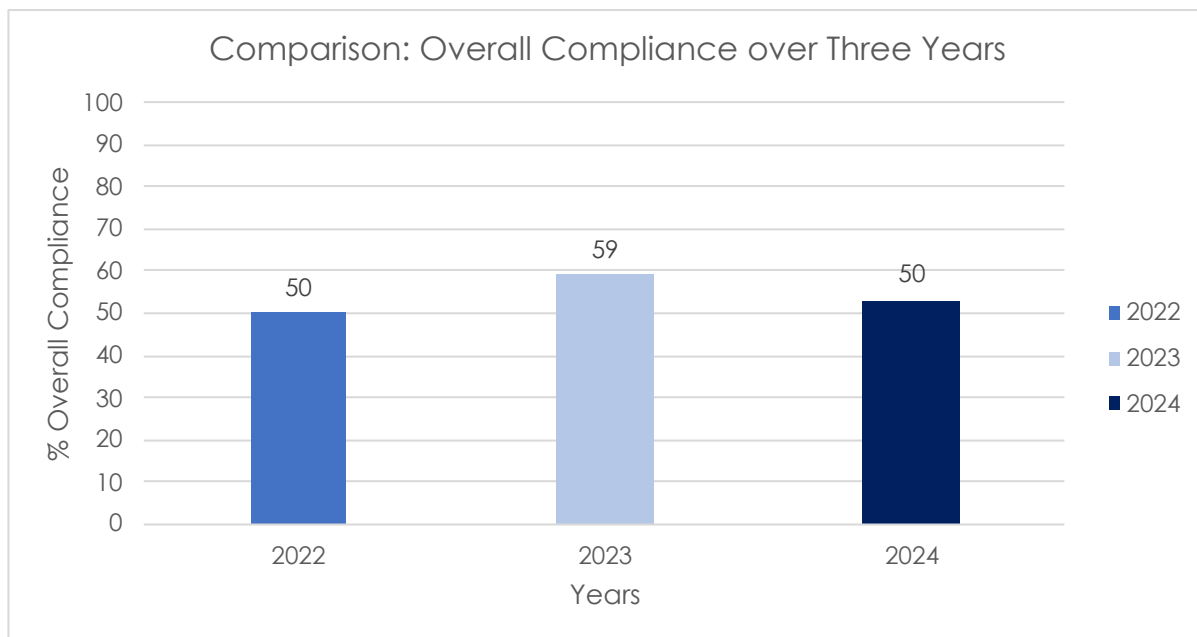


Figure 1A: Overall compliance in all respects of question papers over three years

Figure 1A shows that the overall compliance of question papers in November 2024 decreased by 9% compared to November 2023 and remained consistent with November 2022. This indicates a noticeable decline in the quality and standard of the November 2024 question papers and corresponding marking guidelines at initial moderation.

1.3.2 Compliance of question papers with each criterion

The following comments on compliance with each criterion are based on initial moderation. Compliance, in all respects, refers to satisfying all the quality indicators within a criterion. All challenges identified during the initial moderation were addressed before the question papers were approved, and therefore all question papers and their corresponding marking guidelines were fully compliant.

a) Technical aspects

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

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

Nine question papers (EMSC4, LCZU4, LCTS4, LCSW4, NATS4, ANHC4, ECD4, LCND4, and AAAT4) were fully compliant with the technical aspects criterion in November 2024, whereas 12 question papers (ARTC4, EMSC4, HSSC4, LCND4, LCTS4, LCVE4, LCXH4, LCZU4, MMSC4, TECH4, SMME4, and WHRT4) were fully compliant in 2023 and 2022. Compared to 2023 and 2022, this suggests that the compliance of three question papers declined in 2024.

In November 2024, fourteen question papers (ARTC4, HSSC4, LCAF4, LCEN4, LCXH4, LCSP4, LCVE4, TECH4, INCT4, LCXI4, MMSC4, SMME4, TRVT4, and WHRT4) complied in most respects within technical aspects, while thirteen question papers (AAAT4, ANHC4, ECD4, INCT4, LCAF4, LCEN4, LCSP4, LCSO4, LCXI4, LIFO4, MLMS4, NATS4, and TRVT4) complied in most respects in November 2023. This indicates an increase by one question paper that complied in most respects in November 2024 compared to 2023.

Three question papers (LIFO4, LCSO4, and MLMS4), which demonstrated limited compliance with the technical aspects criterion, exhibited the following challenges which in some cases were present in more than one question paper:

- i. Candidate instructions for the LCSO4 and MLMS4 question papers were ambiguous;
- ii. The LIFO4 examination question paper's numbering system was incorrect;
- iii. Mark allocation for the LCSO4 and LIFO4 question papers was not clearly indicated;
- iv. During the first moderation, it was deemed not possible for a candidate to complete all the examination questions in the MLMS4 examination question paper;
- v. Mark allocation in the LCSO4, LIFO4 and MLMS4 examination question papers was not the same as marks indicated in the accompanying marking guidelines;
- vi. The quality of illustrations, graphs, tables and other drawings were deemed inappropriate and, therefore, not print-ready; and
- vii. The format used in the setting of the LIFO4 examination question paper did not adhere to the requirements as stipulated in the Assessment Guideline document for the learning area.

b) Language and bias

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

The number of question papers that fully complied with the language and bias criterion increased from nine in November 2022 to 13 in November 2023 (AAAT4, ARTC4, EMSC4, HSSC4, LCAF4, LCEN4, LCND4, LCTS4, LCXH4, LIFO4, MLMS4, NATS4, and WHRT4). In November 2024, however, only six question papers fully complied with this criterion (EMSC4, LCXH4, LCTS4, NATS4, ANCH, and ECD4). This indicates a decline in the number of question papers that fully met the language and bias criteria in November 2024 compared to 2023 and 2022.

The number of question papers that complied with the language and bias criteria in most cases improved from 10 in 2022 to 12 in 2023 (ANHC4, ECD4, INCT4, LCSO4, LCSW4, LCVE4, LCXI4, LCZU4, MMSC4, SMME4, TECH4, and TRVT4). In 2024, 17 question papers (ARTC4, LCAF4, LCEN4, LCZU4, LCSW4, INCT4, LCND4, SMME4, TRVT4, HSSC4, LCSP4, AAAT4, LCVE4, LCXI4, MLMS4, MMSC4, and WHRT4) were mostly compliant.

The wording in the November 2024 question papers and the marking guidelines for ARTC4, LCAF4, LCEN4, LCZU4, LCSW4, INCT4, LCND4, SMME4, TRVT4, and WHRT4 contained grammatical errors, and the questions featured overly complex syntax. For HSSC4, LCSP4, and AAAT4, the marking guidelines were misaligned with the question papers, which could lead to misunderstandings. In the case of LCVE4, the question paper exhibited gender bias. The language register for LCXI4 was unsuitable for the candidates' proficiency level. Additionally, the length of the text passages was problematic. For MLMS4 and MMSC4, the language was inappropriate, and the vocabulary level and complexity were excessive, resulting in questions with overly intricate syntax.

In November 2024, three question papers and their marking guidelines (LIFO4, TECH4, and LCSO4) showed limited compliance compared to one question paper (LCSP4) in 2023 and seven in 2022. The following shortcoming was observed across the three question papers (LIFO4, TECH4, and LCSO4) in 2024:

- a. The questions contained excessively complex syntax, and there were grammatical errors and subtle nuances in the language that were likely to cause confusion.

The internal moderator addressed all the challenges before the question papers and accompanying marking guidelines were approved. No question paper showed no compliance with this criterion in all three years (2022-2024).

c) Internal moderation

This criterion evaluates whether the assessment body conducted internal moderation of the question papers and accompanying marking guidelines. It also evaluates the quality of internal moderation and verifies whether the internal moderator's recommendations were implemented. The quality, standard, and relevance of moderation are also checked.

Comparing November 2024 to November 2023, there was a minor drop in the quantity of question papers that met this requirement. In November 2023, 16 question papers (AAAT4, ARTC4, EMSC4, HSSC4, INCT4, LCAF4, LCND4, LCVE4, LCXH4, LCZU4, LIFO4, MLMS4, NATS4, SMME4, TRVT4, and WHRT4) were fully compliant, falling to 15 question papers (ANHC4, AAAT4, ECD4, EMSC4, INCT4, LCND4, LCXI4, LCXH4, LCZU4, LCVE4, MLMS4, MMSC4, NATS4, TRVT4 and WHRT4) in 2024. This is compared to 2022 when 12 question papers were fully compliant.

At initial moderation in 2024, six question papers (ARTC4, HSSC4, LCAF4, LCSP4, LCSW4, and SMME4) complied in most respects with the internal moderation criterion. This was consistent with 2023, however, the question papers that complied differed from year-to-year (ANHC4, ECD4, LCSO4, LCTS4, LCXI4, and TECH4). The following issues were identified:

- a. Regarding ARTC4 and LCSP4, the identified challenges were primarily related to the examiners' failure to address the internal moderator's recommendations;
- b. For HSSC4 and LCAF4, there was an inappropriate quality and standard of internal moderation; and
- c. The internal moderation of the LCSW4 and SMME4 focus areas was of a lower calibre and standard.

In November 2024, four question papers (LCEN4, LIFO4, TECH4, and LCSO4) demonstrated limited compliance, compared to two (LCSP4 and MMSC4) in 2023 and eight in 2022. The quality, standard, and applicability of internal moderation were found to be irrelevant in the cases of LIFO4 and LCSO4. There was no proof that the internal moderators' suggestions were considered for LCEN4 and TECH4. One question paper did not comply with the internal moderation criteria in 2024 (LCTS4), compared to two (LCEN4 and LCSW4) in 2023 and one (LCZU4) in 2022. In the case of LCTS4, the internal moderator's report was not of appropriate quality, standard, and relevance. It is noted that LCZU4 improved from no compliance in 2022 to full compliance in 2023 and 2024, whereas the LCTS4 showed a decline from full compliance in 2022 to mostly compliant in 2023 and to no compliance in 2024.

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

d) Content coverage

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

- a. The coverage of unit standards;
- b. The spread of specific outcomes (SO) and assessment criteria (AC);
- c. Whether questions are within the broad scope of the assessment guidelines;
- d. Whether the question paper reflects appropriate levels and depth of learning area knowledge;
- e. Whether examples and illustrations are suitable, appropriate, relevant and academically correct;
- f. That there is an accurate correlation between mark allocation, level of difficulty and time allocation;
- g. Whether the question paper allows for the testing of skills; and
- h. The quality of the questions.

In November 2024, eight question papers (EMSC4, LCAF4, LCZU4, NATS4, ANHC4, LCXI4, TRVT4, and WHRT4) were fully compliant with content coverage criterion at initial moderation, compared to 13 (ARTC4, EMSC4, LCAF4, LCEN4, LCND4, LCTS4, LCVE4, LCXH4, MLMS4, NATS4, SMME4, TRVT4, and WHRT4) in 2023 and 11 in 2022. According to the data, the rate of full compliance is lower in 2024 than in 2023 and 2022.

Fifteen question papers (ARTC4, HSSC4, LCEN4, LCXH4, LCTS4, LCSW4, LCVE4, ECD4, INCT4, LCND4, LCSO4, AAAT4, MLMS4, MMSC4, and SMME4) complied in most respects with the content coverage criterion in 2024, compared to 13 in 2023 (AAAT4, ANHC4, ECD4, HSSC4, INCT4, LCSP4, LCSW4, LCXI4, LCZU4, LIFO4, MMSC4, and TECH4) and 12 in 2022. The number of question papers that were compliant with most aspects increased gradually during initial moderation.

Regarding ECD4 and LCSO4, the distribution of SO and AC was inappropriate. For ARTC4, LCXH4, and LCTS4, an irrelevant and inappropriate selection of texts and source material limited the generation of questions across cognitive levels. In the case of INCT4, MMSC4, and AAAT4, there was ambiguous wording, extraneous or irrelevant information, and trivial and unintentional clues to the correct answers. For MLMS4, LCND4, and SMME4, illustrations were not conceptually correct. There was no correlation between the time allocated, difficulty level, and mark distribution for LCEN4 and LCSW4. In the case of LCVE4, spelling mistakes in the question paper resulted in unclear language and inaccurate information across various sections. These errors changed the meaning of the questions, likely causing confusion for candidates regarding how to respond.

During the initial moderation in November 2024, three question papers (LCSP4, LIFO4, and TECH4) exhibited limited compliance. In comparison, there were no compliance issues in 2023 and three compliance issues in 2022. This indicates a decline in the quality of content covered at the setting level.

The LCSP4, LIFO4, and TECH4 questions included unclear problems, ambiguous wording, irrelevant or extraneous information, trivia, and inadvertent clues to the correct answers. Additionally, they lacked precise instructional keywords and verbs, provided insufficient information to elicit appropriate responses, and contained factual errors and misleading information.

The internal moderator addressed all issues identified before the question papers were approved. Notably, none of the question papers or their marking guidelines showed non-compliance during the initial moderation in November 2024 and 2023, compared to one in 2022.

e) Cognitive demand

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

In November 2024, 16 question papers (EMSC4, LCAF4, LCXH4, LCZU4, LCSP4, NATS4, TECH4, ANHC4, ECD4, INCT4, LCXI4, MLMS4, MMSC4, SMME4, TRVT4, and WHRT4) were fully compliant with this criterion at initial moderation. This is less than the 20 question papers which were fully compliant in November 2023 (AAAT4, ANHC4, ARTC4, EMSC4, INCT4, LCAF4, LCND4, LCSP4, LCTS4, LCVE4, LCXH4, LCXI4, LIFO4, MLMS4, MMSC4, NATS4, SMME4, TECH4, TRVT4, and WHRT4) and the 16 question papers fully compliant in November 2022.

At initial moderation in November 2024, nine question papers (ARTC4, HSSC4, LCEN4, LCTS4, LCSW4, LCVE4, LCND4, LCSO4, and AAAT4) complied in most respects with this criterion, four complied in most respects in 2023 (ECD4, HSSC4, LCSO4, and LCZU4) and five in 2022.

The primary flaw in the 2024 question papers was the unfair distribution of cognitive levels (LCSO4, LCSW4, LCTS4, LCEN4, LCVE4, and HSSC4). In the case of ARTC4 and LCND4, there were no opportunities to evaluate the ability to translate from verbal to symbolic, the ability to compare, and the ability to express an argument clearly. The question paper for AAAT4 did not allow for candidates to provide original answers.

One question paper (LIFO4) showed limited compliance with this criterion at initial moderation in 2024, compared to two (LCEN4 and LCSW4) in 2023 and three in 2022. In the case of LIFO4, the cognitive demands of the questions did not adhere to the weightings prescribed in the Examination and Assessment Guideline. The knowledge questions (lower order) were over-assessed by four marks. The medium-order and the higher-order questions were each under-assessed by two marks.

None of the question papers were non-compliant with the cognitive demand criterion in November 2024 and November 2023. This is an improvement from 2022 when two question papers (EMSC4 and WHRT4) were totally non-compliant.

f) 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 criteria.

In November 2024, a total of 21 question papers fully complied with the specified criteria (ARTC4, EMSC4, LCAF4, LCEN4, LCXH4, LCZU4, LCSP4, LCTS4, LCSW4, NATS4, TECH4, INCT4, LCND4, LCSO4, AAAT4, LCXI4, MLMMS4, MMSC4, SMME4, TRVT4, and WHRT4). This is an improvement from the 19 question papers that fully complied in 2023 and 2022. On the contrary, two question papers (ECD4 and HSSC4) complied in most respects with this criterion in 2024, compared to five in 2023 (ECD4, HSSC4, ANHC4, LCEN4 and LCSO4) and three in 2022. Two question papers (LCEN4 and LCSO4) improved from being mostly compliant in 2023 to fully compliant in 2024; in contrast, ANHC4 declined from mostly compliant in 2023 to limited compliance in 2024.

The primary issue in compliance with the assessment guidelines was that the weighting and distribution of the content of the specific outcomes and assessment criteria did not meet the norm range specified in the assessment standards (HSSC4 and ECD4). Furthermore, the weighting and content coverage of the questions in ECD4 did not adhere to US 244255 as prescribed in the assessment guidelines.

In 2024, three question papers (ANHC4, LCVE4, and LIFO4) exhibited limited compliance with the criterion, compared to two papers (LCSW4 and LIFO4) in 2023 and three papers in 2022. Notably, LCSW4 improved from limited compliance in 2023 to full compliance in 2024. In contrast, LIFO4 maintained limited compliance in 2023 and 2024, with no improvement observed. The recurring issues in LIFO4 included the dispersion of questions across various cognitive levels that did not comply with the assessment guidelines and the improper weighting and distribution of the substance of the specific outcomes and assessment criteria. The internal moderators resolved all issues before the question papers were approved.

None of the question papers were non-compliant with the adherence to assessment guidelines criterion in November 2024 and November 2023, compared to one (EMSC4) in 2022.

g) Predictability

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

In November 2024, there were 22 question papers (AAAT4, ARTC4, ECD4, EMSC4, HSSC4, INCT4, LCAF4, LCEN4, LCND4, LCSP4, LCSW4, LCTS4, LCVE4, LCXH4, LCXI4, MLMS4, MMSC4, NATS4, TECH4, SMME4, TRVT4, and WHRT4) that fully complied with the predictability criterion during initial moderation. This number reflected the same status as in 2023 and an increase from 21 question papers in 2022.

Two question papers (LCSO4 and LCZU4) complied in most respects with this criterion in 2024, compared to four in 2023 and three in 2022. Three question papers that complied in most respect in 2023 (INCT4, LCSP4, and LCSW4) improved to full compliance in 2024, compared to LCSO4, which reflected the same status as in 2023.

One question paper in 2024 (ANHC4) and 2022 (LCSO4) showed limited compliance, while in 2023, there were no instances of limited compliance. Additionally, one of the question papers in 2024 (LIFO4) and 2022 (WHRT4) showed no compliance, while there were no papers with no compliance in 2023. The LIFO4 question paper declined from fully compliant in 2023 to non-compliant in 2024. This question paper was easy to spot or anticipate and repeated questions from the past three years' question papers. ANHC4 declined from full compliance in 2022 and 2023 to limited compliance in 2024. LCZU4 declined from full compliance in 2023 to mostly compliant in 2024. WHRT4 maintained full compliance in 2024 and 2023 compared to non-compliance in 2022. The internal moderators resolved all issues before the question papers were approved.

h) Marking guidelines

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 whether the question papers and marking guidelines comply with this criterion by checking the correctness and accuracy of the marking guidelines, the clarity of the marking instructions, the allocation of marks and correlation with the marks in the question paper and ensuring that the marking guidelines make allowance for relevant, alternative responses.

Six question papers (ECD4, EMSC4, LCTS4, MMSC4, NATS4, and WHRT4) complied fully with the marking guidelines criterion, compared to eight in 2023 and six in 2022. Four question papers (ECD4, EMSC4, NATS4, and WHRT4) maintained full compliance in 2023 and 2024. Consequently, 20 of the 26 marking guidelines did not meet the required standards at the initial moderation in November 2024.

In 2024, 12 question papers (AART4, ARTC4, HSS4, INCT4, LCND4, LCSO4, LCSW4, LCXH4, LCXI4, LCZU4, MLMS4, and SMME4) complied in most respects with the marking guideline criterion, compared to 12 in 2023 and 13 in 2022. Eight question papers (AAAT4, HSSC4, INCT4, LCSO4, LCXI4, LCZU4, MLMS4, and SMME4) maintained the same status in 2023 and 2024.

The main issues with the LCXH4, LCSW4, and LCND4 marking guidelines were typographical errors, which may have resulted in inconsistent marking. For HSSC4, LCZU4, and AAAT4, there was a lack of allowance for pertinent alternative answers. In the case of LCZU4 and LIFO4, there was a lack of information in the marking guidelines to ensure accurate marking. The marking guidelines for ARTC4, INCT4, and SMME4 did not match the marks assigned to each question and/or sub-question on the question paper.

Six question papers demonstrated limited compliance with the marking guidelines criteria from 2022 to 2024. The marking guidelines were not presented in a clear and organised manner, which hindered consistent marking (LCVE 4). For LCAF4, the marking guideline did not accommodate correct alternative responses, contained spelling errors in the marking rubric, and featured incorrect mark allocations. In the case of LCEN4, the marking guideline regarding the subject content of the learning area was incorrect. Consequently, the marking guideline could not facilitate consistent marking and did not align with the question paper.

In 2024, two of the 26 question papers, specifically LIFO4 and TECH4, showed non-compliance with the marking guidelines during the initial moderation. In contrast, there were no compliance issues in 2023, and only one question paper showed non-compliance in 2022. Numerous factors contributed to the non-compliance, including typographical errors in the marking guideline, a lack of alternative responses in certain cases, a lack of detail to support consistent marking, and marks in the marking guideline not matching those in the question paper (LIFO4). In the case of TECH4, the language used in the marking guideline did not align with that of the question paper. Additionally, the marking guideline contained inaccuracies regarding the learning area content, lacked sufficient detail to ensure accurate marking, and did not allocate marks appropriately.

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

1.4 AREAS OF IMPROVEMENT

The following improvements were noted:

- a. Security measures were maintained at high levels, and no question paper was compromised at any stage during the external moderation process; and
- b. Question papers were set timeously using the 18-month cycle.

1.5 AREAS OF NON-COMPLIANCE

The following were noted as concerns:

- a. There was a decline in the overall compliance of question papers and their accompanying marking guidelines from 59% in 2023 to 50% in 2024;
- b. There was a decline in the compliance of question papers in six out of eight criteria in 2024;
- c. The number of question papers that met the technical aspect criterion declined, and only nine out of 26 question papers complied at initial moderation;
- d. Only six out of 26 question papers fully complied with the language and bias criterion in 2024;
- e. Only eight out of 26 question papers were fully compliant with content coverage criterion at initial moderation;
- f. There was a decline in the quality of internal moderation of the LCTS4 question paper and its marking guideline from full compliance in 2022 to compliance in most aspects in 2023 and no compliance in 2024;
- g. Twenty out of 26 marking guidelines were of poor quality and did not meet the required standards at initial moderation in 2024; and
- h. The compliance predictability of three question papers (ANHC4, LCZU4, and LIFO4) declined from full to limited, full to most, and full to none, respectively, from 2023 to 2024.

1.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The DHET is required to:

- a. Strengthen the training of internal moderators, focusing on their roles and responsibilities during the moderation of question papers and corresponding marking guidelines; and
- b. Monitor and support internal moderators continuously to build capacity and improve the quality of moderation.

1.7 CONCLUSION

This chapter summarised the findings of the moderation of question papers for the November 2024 GETC: ABET examinations. Umalusi moderators reported in detail on the question papers and corresponding marking guidelines submitted by the DHET for external moderation. The findings of the external moderation process indicated a significant decline in the quality and overall compliance of question papers submitted by the DHET at initial moderation. The compliance of question papers and accompanying marking guidelines decreased from 59% in November 2023 to 50% in November 2024. The DHET is required to address the challenges in the compliance of question papers by strengthening the 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. All candidates registered to write the GETC: ABET examinations must complete the SBA Common Assessment Tasks (CAT), which contribute 50% towards the final mark in the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

The SBA Common Assessment Tasks (CAT) seek to guide and improve teaching and learning to assist students in mastering skills, knowledge and values for each learning area. The SBA CAT are formative in design and developmental in nature. They are set nationally by the Department of Higher Education and Training (DHET) and submitted to Umalusi for external moderation and approval. Once approved, the SBA CAT is implemented at Community Education and Training Colleges (CETC) over the following academic year.

The moderation of SBA tasks is a critical part of the quality assurance process. The process ensures that the SBA CAT complies with Umalusi's quality assurance of assessment requirements and the guidelines of the assessment bodies and that a common standard is maintained in terms of the quality of the SBA CAT.

Umalusi conducts the moderation of the SBA CAT and corresponding marking guidelines to ensure that the 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.

2.2 SCOPE AND APPROACH

The DHET developed and internally moderated the SBA CAT for all 26 learning areas in preparation for the November 2024 examination cycle. The assessment guideline for each learning area prescribes the requirements for developing and implementing the SBA CAT at each Community Learning Centre (CLC).

The SBA CAT of each learning area consists of three tasks, namely a skills-based task, a learning area-specific task, and a preparatory test, with weightings of 20%, 30% and 50%, respectively. Assessment guidelines for each learning area prescribe the specific outcomes and assessment criteria to be covered in each assessment task. These tasks take on different forms, such as assignments, projects, investigations, worksheets, demonstrations, oral assessments, journal entries, case studies and a preparatory test.

Umalusi moderated the 2024 SBA CAT on-site at the DHET Examination Section (National Offices in Pretoria) in June 2022. Umalusi used the Instrument for the Moderation of Common Assessment Tasks to evaluate the quality of the SBA CAT 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 CAT and corresponding marking guideline is moderated. Umalusi makes a judgment regarding compliance with each criterion, considering four possible levels of compliance:

1. **No compliance** (met less than 50% of the criteria);
2. **Limited compliance** (met 50% or more, but less than 80% of the criteria);
3. **Compliance in most respects** (met 80% or more, but less than 100% of the criteria); and
4. **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 the following:

- i. **Approved:** If the SBA tasks and accompanying marking guidelines meet all the criteria;
- ii. **Conditionally approved and to be resubmitted:** If the SBA tasks and their accompanying marking guidelines meet most of the criteria; and
- iii. **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 the SBA CAT. Although each task was moderated separately, the final judgment was based on the overall compliance of all three tasks and the accompanying marking guidelines with the criteria and quality indicators. Umalusi only approved the SBA CAT once all the criteria in each task and its accompanying marking guidelines were met.

The data used for the findings in this report is based on the initial external moderation of the SBA CAT. Comparative data was based on the previous two years (2022 and 2023). The findings summarised below show the overall compliance status of the SBA CAT and the compliance of the SBA tasks per criterion.

2.3.1 Overall compliance of SBA tasks at initial moderation

In preparation for the 2024 academic year, Umalusi moderated the SBA CAT of 26 learning areas by measuring compliance with the eight criteria stipulated in the moderation instrument. Table 2A depicts the overall compliance of the SBA CAT per criterion. Prior to approval, the SBA CAT across all 26 learning areas was corrected to address identified challenges and ensure compliance with the required quality and standard.

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

No.	Criterion	Compliance frequency (208 instances)			
		None	Limited	Most	All
1.	Adherence to assessment guidelines	0	2	4	20
2.	Content coverage	0	0	1	25
3.	Cognitive demand	0	0	4	22
4.	Language and bias	0	1	2	23
5.	Formulation of instructions and questions	0	1	1	24
6.	Quality and standard of SBA tasks	0	1	2	23
7.	Mark allocation and marking guideline	0	1	1	24
8.	Internal moderation	0	2	5	19
Total		0	8	20	180
		28		180	
Percentage		13%			87%

At initial moderation, the overall compliance of the SBA CAT across the 26 learning areas was 87% (180 out of 208 instances of compliance in all respects). The highest overall compliance was with the content coverage criterion at 96%, followed by 92% compliance with the formulation of instructions and questions and the mark allocation and marking guideline criteria. Internal moderation had the lowest overall compliance rate, with only 73% of learning areas showing full compliance. Table 2B compares overall compliance in all respects at initial moderation in 2022, 2023 and 2024.

Table 2B: Comparison of overall compliance of SBA CAT per criterion at initial moderation

No.	Criterion	November 2022	November 2023	November 2024
1.	Adherence to assessment guidelines	47%	58%	77%
2.	Content coverage	58%	85%	96%
3.	Cognitive demand	54%	73%	85%
4.	Language and bias	23%	31%	89%
5.	Formulation of instructions and questions	35%	46%	92%
6.	Quality and standard of SBA tasks	31%	50%	89%
7.	Mark allocation and marking guideline	19%	50%	92%
8.	Internal moderation	31%	46%	73%
Average overall compliance		37%	55%	87%

Table 2B shows a remarkable 32% increase in overall compliance with all criteria compared with 2023 at initial moderation. There was also an improvement across all criteria compared with 2022. Figure 2A shows a comparison of overall compliance over three years.

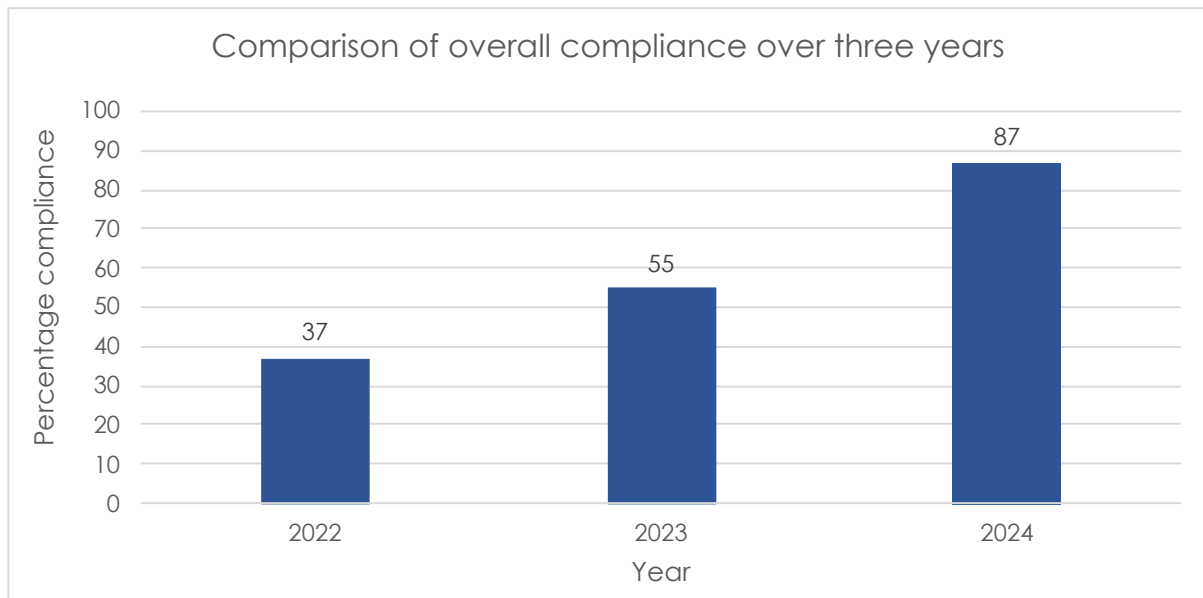


Figure 2A: Comparison of overall compliance of the SBA CAT over three years

Figure 2A indicates a remarkable improvement in the compliance of the SBA CAT over the past three years, from 37% in 2022 to 55% in 2023 and 87% in 2024. Section 2.3.2 will discuss the findings in detail and highlight the challenges per criterion.

2.3.2 Compliance of SBA tasks with each criterion

The SBA CAT's compliance with each criterion for all learning areas is depicted below under sub-paragraphs a–h. Each section includes a comparative figure (Figure 2B to Figure 2I) showing the differences per criterion between the findings in 2022, 2023, and 2024.

a) Adherence to assessment guidelines

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

In 2024, at initial moderation, 77% of the SBA CAT complied with this criterion in all respects, 15% complied in most respects, and 8% showed limited compliance. The two learning areas that showed limited compliance were LCAF4 and LCEN4.

For the LCAF4 and LCEN4 learning areas, Umalusi did not receive all the historical documents that must accompany the SBA CAT. This complicated the process of determining whether internal moderation was effective. Without this history, Umalusi cannot make an informed judgment on whether the process was followed and whether recommendations for improvement were implemented.

Additionally, concerning LCEN4, the descriptive and discursive questions for essay writing and the topics for transactional writing were not aligned with the definitions provided in the Examination and Assessment Guideline. There was also evidence that recommendations for improvement were not implemented.

Figure 2B depicts the adherence to the assessment guidelines criterion in 2022, 2023 and 2024.

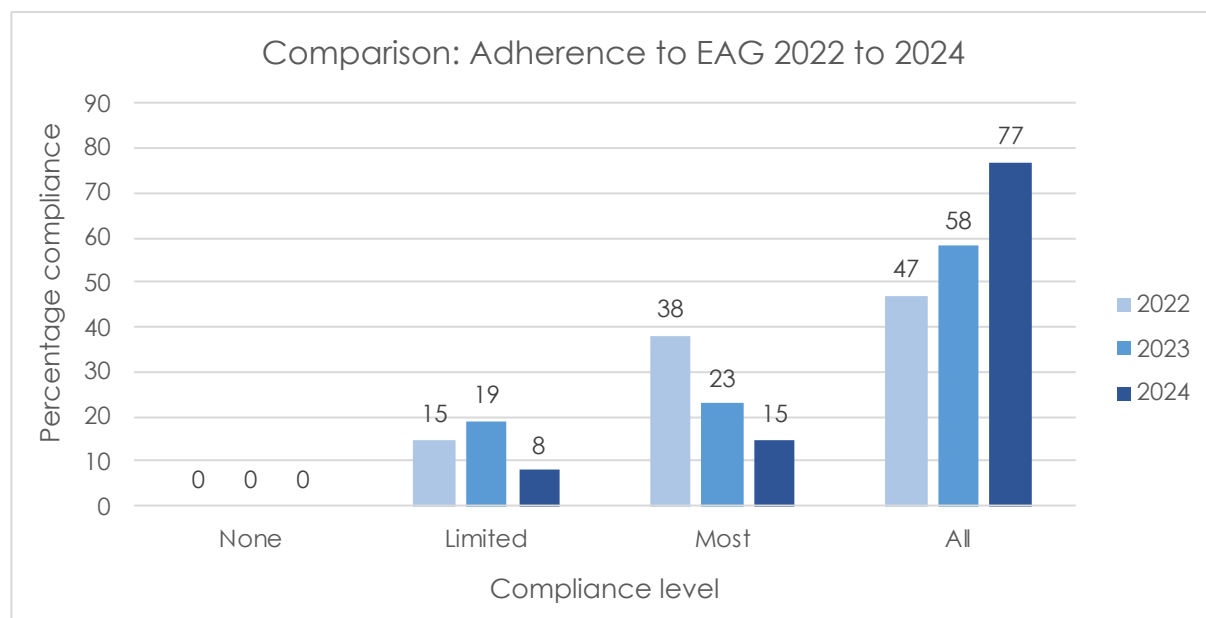


Figure 2B: Comparison of compliance with the adherence to assessment guidelines criterion over three years

Figure 2B indicates a 19% improvement from 58% full compliance in 2023 to 77% in 2024. The total increase in compliance between 2022 and 2024 was 30%. This improvement resulted in a decline in limited compliance of 11% in 2024 compared to 2023. Although challenges were identified at initial moderation, the internal moderator addressed all identified challenges prior to the approval of the SBA CAT and the marking guidelines.

b) Content coverage

The DHET assessment guidelines prescribe the core knowledge, skills, and values to be assessed in the SBA tasks of each learning area. Umalusi evaluated whether all tasks aligned with these guidelines.

The reports showed that 96% of the SBA CATs were compliant in all respects, the remaining 4% were compliant in most respects, and none of the learning areas' SBA CATs showed limited or non-compliance. Figure 2C compares the level of compliance with this criterion over three years.

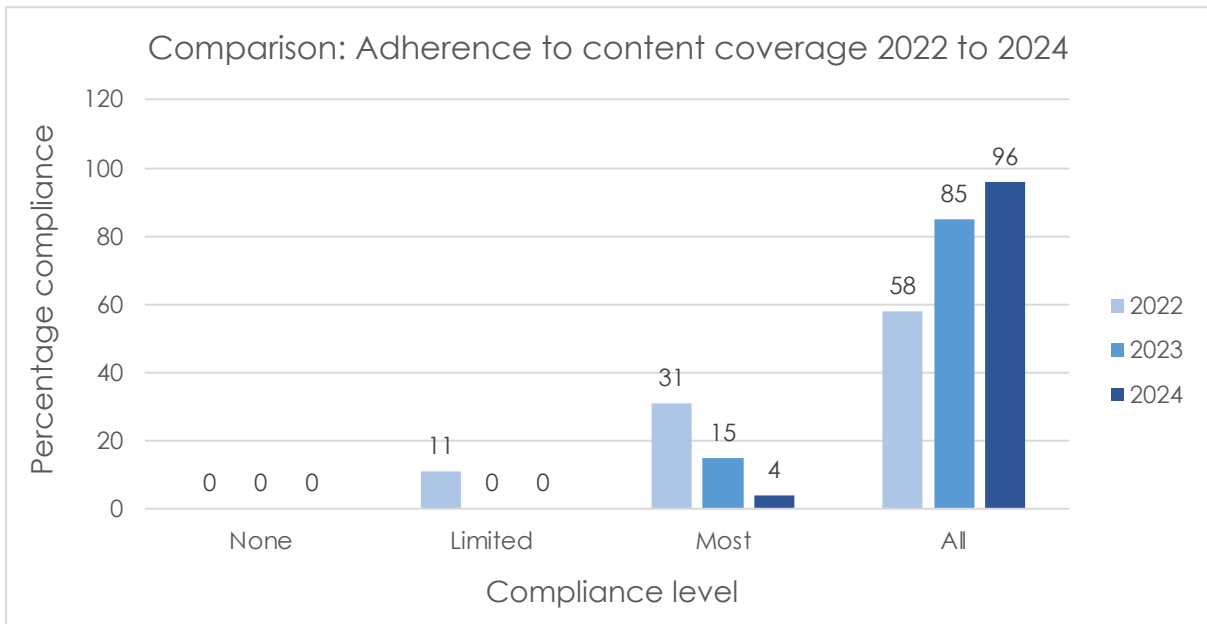


Figure 2C: Comparison of overall compliance with the content coverage criterion over three years

Figure 2C shows a vast improvement in compliance over the last three years, from 58% in 2022 to 85% in 2023 and 96% in 2024. This translates to an overall improvement of 38% over the three years.

The internal moderator addressed all identified challenges before Umalusi approved the SBA CAT and their marking guidelines.

c) Cognitive demand

This criterion determines whether the SBA CAT assess a range of cognitive skills and adheres to the prescribed distribution of cognitive demand levels (lower, middle, and higher-order questions) as stipulated in the AEG. Furthermore, this criterion checks whether all SBA tasks provided multiple opportunities to assess various skills that cannot be assessed in summative assessment.

Umalusi reported that 85% of the SBA tasks were compliant with this criterion in all respects, and the remaining 15% were compliant in most respects. None of the SBA CAT showed limited or non-compliance with the cognitive demand criterion.

In the 15% of SBA tasks that met the criterion in most respects, the following challenges were identified:

- a) There was an inappropriate distribution of cognitive level demand questions in LCXI4;
- b) The SBA CAT did not provide opportunities to assess the ability to compare and contrast in LCAF4;
- c) The SBA CAT did not allow for creative responses from candidates in LCXI4; and
- d) In LCXI4, the instructions included were found to be irrelevant. The guiding steps were likely to misguide the students, thus affecting the cognitive demands of the question. A given passage was too long, and the questions in a visual text task did not interact directly with the given picture.

Figure 2D compares compliance with the cognitive demand criterion over the last three years.

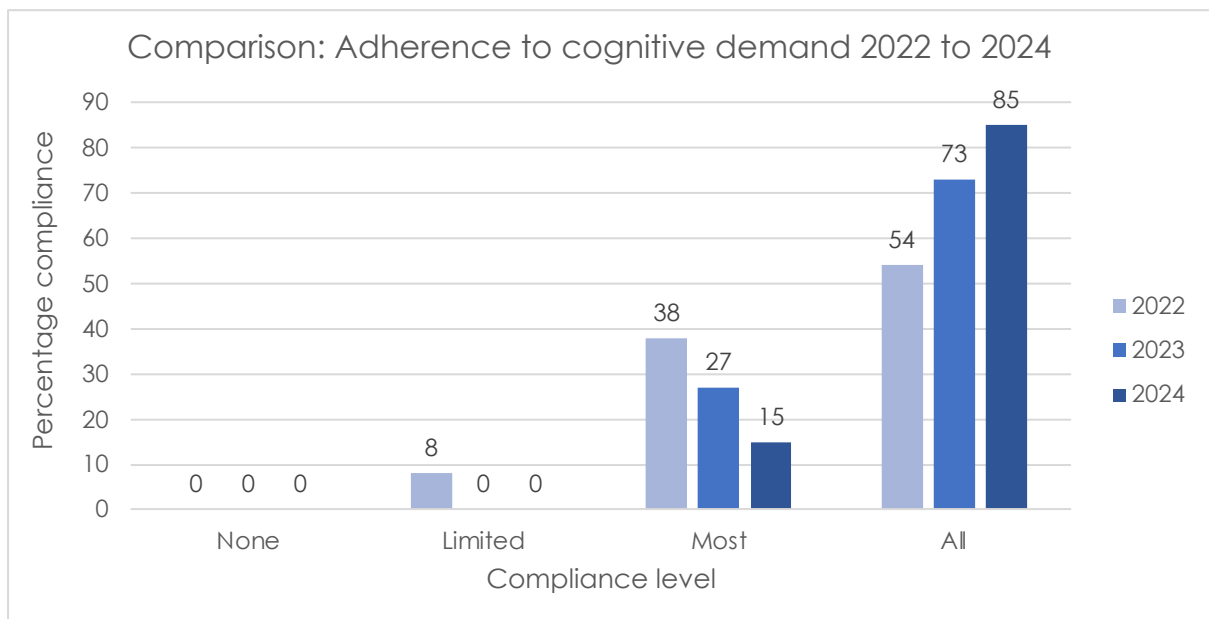


Figure 2D: Comparison of overall compliance with the cognitive demand criterion over three years

Figure 2D shows that the DHET maintained 0% of SBA CATs that were non-compliant with this criterion at initial moderation over the last three years. Furthermore, none of the SBA CATs of any of the learning areas showed limited compliance with this criterion in 2023 and 2024. Compliance in all respects improved from 54% in 2022 to 73% in 2023 and 85% in 2024.

The internal moderator addressed all identified challenges before the SBA CAT and their marking guidelines were approved.

d) Language and bias

This criterion checks whether appropriate language is used in the SBA tasks. In addition, it checks whether the language used in the SBA tasks is free from bias of any nature, is not offensive and is appropriate for NQF Level 1 students. As the tasks had already been internally moderated, the expectation is that all SBA tasks will comply with this criterion in all respects.

Analysis of the external moderators' reports revealed a tremendous improvement in compliance with this criterion. Eighty-eight percent of SBA CAT across all learning areas showed compliance in all respects, 8% were compliant in most respects, and the remaining 4% showed limited compliance.

Limited compliance of the SBA CAT for LCEN4 and MLMS4 was due to the following challenges:

- a) Subtleties in grammar that could cause confusion and misinterpretation (LCEN4 and MLMS4); and
- b) An inappropriate language register and vocabulary complexity for the candidates' level (LCEN4).

The most prevalent challenges for SBA CAT that were compliant in most respects were grammar, spelling and typographical errors in both the CAT and the marking guidelines, which could lead to misinterpretation.

Figure 2E shows the compliance with this criterion over three years.

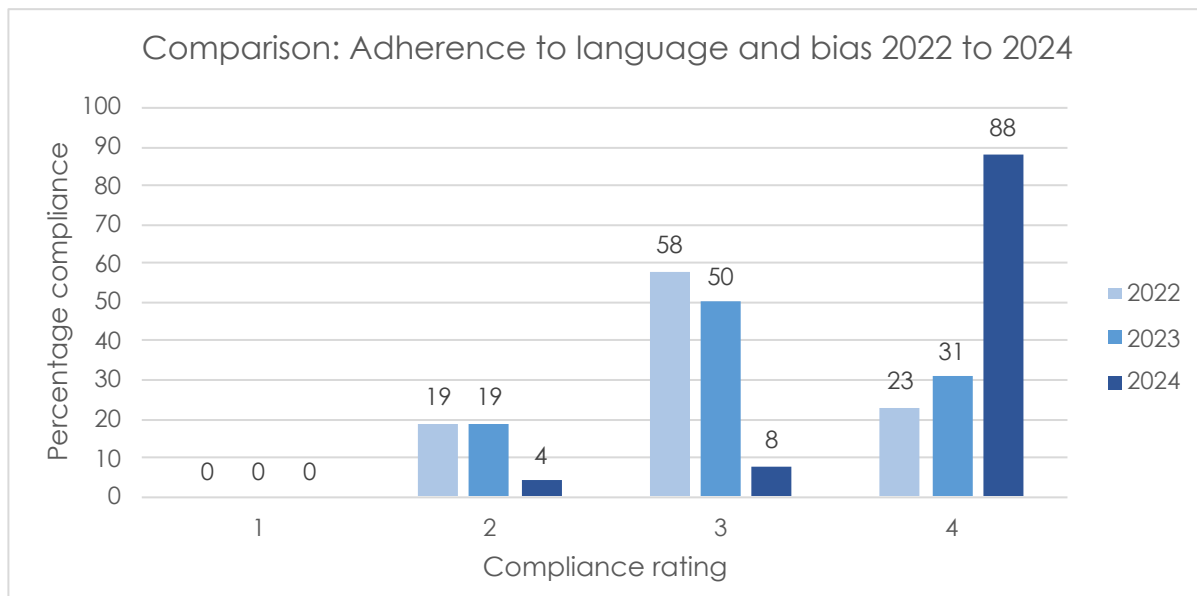


Figure 2E: Comparison of overall compliance with the language and bias criterion over three years

Figure 2E shows that there were no instances of non-compliance with this criterion at initial moderation in all three years. The number of SBA CATs that were fully compliant in 2024 increased by 57% (from 31% in 2023 to 88% in 2024). Only 4% showed limited compliance in 2024, compared to 19% in 2022 and 2023.

The internal moderator addressed all challenges before the SBA CAT and their marking guidelines were submitted to Umalusi for final approval.

e) Formulation of instructions and questions

This criterion requires questions to be clearly formulated and free of ambiguity and confusion. Thus, questions and instructions must be grammatically correct to elicit the appropriate responses.

At initial moderation in 2024, 92% of the SBA CAT complied with this criterion in all aspects, 4% complied in most respects, 4% showed limited compliance, and 0% showed non-compliance. The learning areas that did not achieve full compliance were LCEN4 (limited compliance) and WHRT4 (compliance in most respects).

In LCEN4, the language in the texts selected for Comprehension and Language was overly sophisticated and included business and accounting jargon, rendering it unsuitable for NQF1 students. These texts also did not allow for the setting of higher cognitive level questions. Instructions in other questions were unclear and could lead to misinterpretation and confusion.

Figure 2F shows the comparison of compliance in 2022, 2023 and 2024.

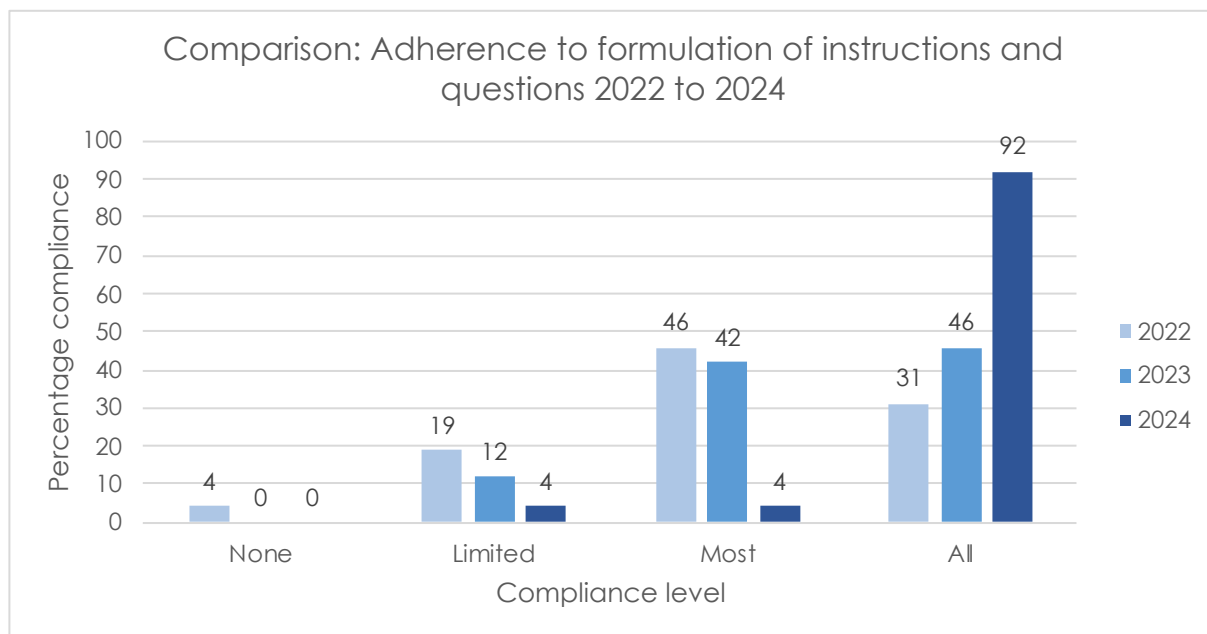


Figure 2F: Comparison of overall compliance with the formulation of instructions and questions criterion over three years

The comparison shows a 46% increase in compliance with this criterion in all respects at initial moderation in 2024 (92%) compared with 2023 (46%) and an overwhelming improvement of 61% from 2022 to 2024.

The internal moderator addressed all identified challenges before the SBA CAT and their marking guidelines were approved.

f) Quality and standard of SBA tasks

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

At initial moderation in 2024, only one learning area (LCEN4) showed limited compliance (4%), and none showed non-compliance with this criterion, while 88% of the SBA CAT were compliant in all respects and 8% in most respects in 2024.

The factors that contributed to the limited compliance include:

- The CAT were not of an appropriate standard;
- The CAT were unfair, invalid, and unreliable; and
- grammar errors and the formulation of questions and guidelines could cause misinterpretation.

Figure 2G illustrates the comparison of the SBA CAT's compliance with the quality and standard of the SBA tasks criterion over three years.

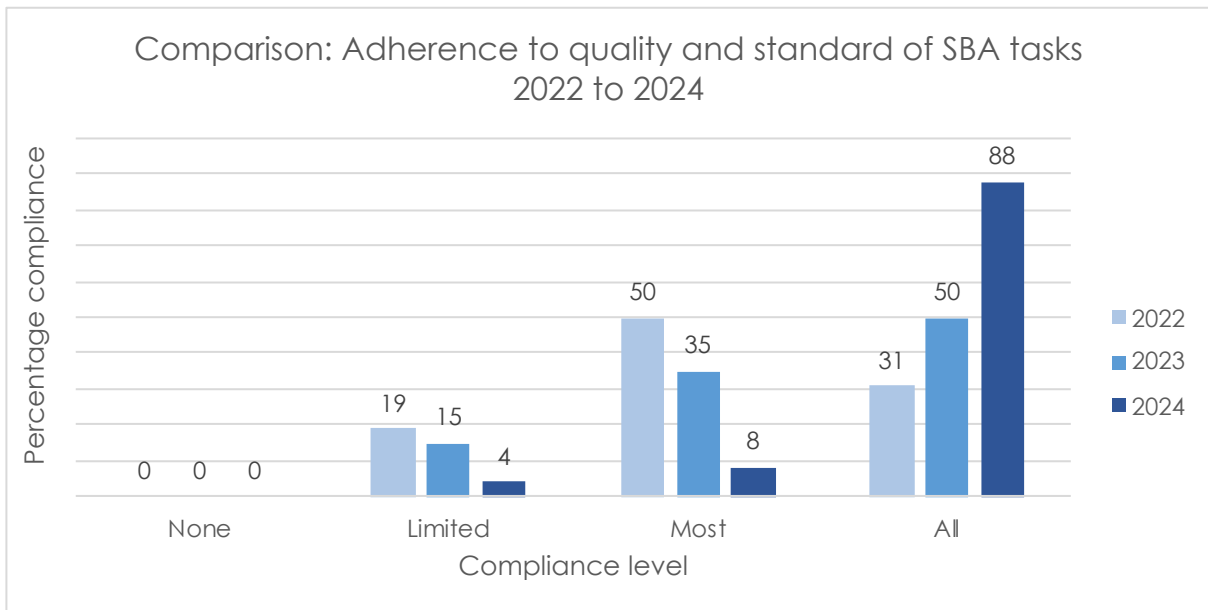


Figure 2G: Comparison of overall compliance with the quality and standard of SBA tasks criterion over three years

Figure 2G shows that compliance with this criterion across all SBA CAT improved by a remarkable 38% over two years, from 50% in 2023 to 88% in 2024. This improvement in compliance was further supported by the gradual decrease in limited compliance over the three years, from 19% in 2022 to 15% in 2023 and 4% in 2024, a total decrease of 15%.

The internal moderator addressed all identified challenges before the SBA CAT and their marking guidelines were approved.

g) Mark allocation and marking guidelines

In this criterion, Umalusi verifies that the mark allocation is accurate, that the marking guidelines are error-free, and that the mark allocation in the SBA tasks is similar to that in the accompanying marking guidelines. Examiners are expected to provide an analysis grid showing a mark breakdown for each question. For SBA tasks to be approved, the expectation is that all tasks must meet this criterion in all respects.

The Umalusi reports show an outstanding 92% compliance in all respects for this criterion, with only 4% compliance in most respects and 4% limited compliance.

The SBA CAT for LCEN4 showed limited compliance, as Umalusi found that the marking guideline was not clearly laid out or conducive to marking. The rubrics did not meet the quality standards of the EAG and did not provide clear guidelines for markers. Furthermore, in LCEN4, task 3 was rejected, and the marking guideline, therefore, needed to be changed to match the replacement task.

Figure 2H compares the overall compliance of the SBA CAT with the mark allocation and marking guidelines criterion over three years.

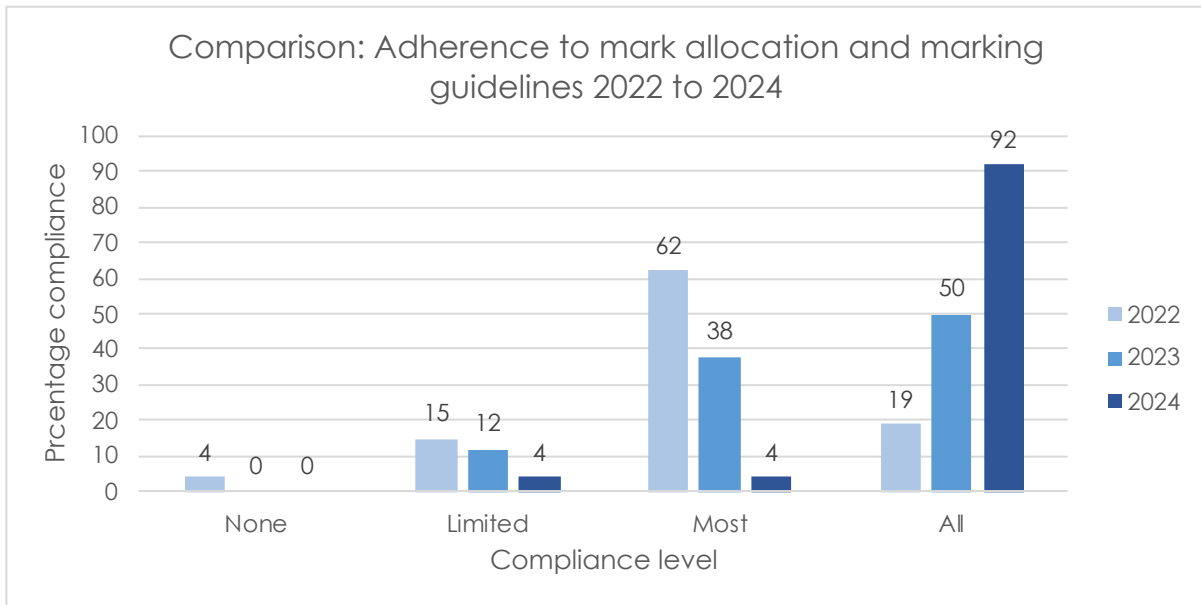


Figure 2H: Comparison of overall compliance with the mark allocation and marking guidelines criterion over three years

Figure 2H shows an upward trend in the number of SBA CATs that were compliant in all respects from 2022 to 2024. The level of compliance in all respects improved by an impressive 73% over this period, from 19% full compliance in 2022 to 92% in 2024.

The internal moderator addressed all challenges before Umalusi approved the SBA CAT and its accompanying marking guidelines.

h) Internal moderation

This criterion is a key element in the quality assurance of SBA tasks. Umalusi verifies that internal moderation has been conducted at the assessment body level through a rigorous process that ensures the quality of both SBA tasks and internal moderation. Internal moderators are expected to provide appropriate and developmental constructive feedback. The DHET is expected to provide the history of the development of the SBA tasks, the internal moderation reports, and evidence that the examiners implemented the internal moderators' recommendations.

Umalusi noticed a vast improvement in compliance with this criterion in 2024. Compliance in all respects reached 77%, compliance in most respects 15%, and limited compliance 8%.

The SBA tasks of five learning areas (ARTC4, LCSW4, LCXI4, NATS4 and TECH4) showed compliance in most respects. Aspects that prevented full compliance in four learning areas are as follows:

- a) The internal moderators' report lacked detail (ARTC4);
- b) The internal moderators' reports were not of appropriate quality, standard or relevance (TECH4);
- c) There was no or limited evidence that the internal moderators' recommendations were effected (LCSW4 and LCXI4); and
- d) The quality of internal moderation was not appropriate (ARTC4 and LCSW4).

LCEN4 was the only learning area showing limited compliance with this criterion. Umalusi noted that the internal moderator's report was not of appropriate quality, standard, and relevance, which resulted in the judgement that the quality of internal moderation was not appropriate.

Figure 2I compares compliance with the internal moderation criterion over three years.

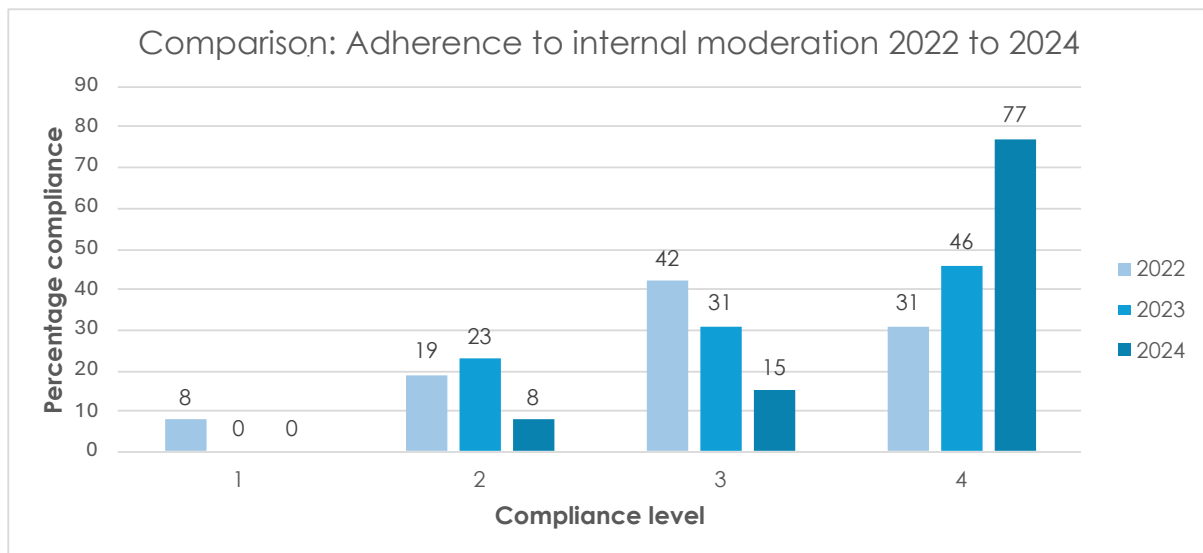


Figure 2I: Comparison of overall compliance with the internal moderation criterion over three years

Figure 2I shows that compliance in all respects improved by 31%, from 46% in 2023 to 77% in 2024. Furthermore, 0% of the SBA tasks were non-compliant in 2023 and 2024, down from 8% in 2022.

The internal moderator addressed all challenges identified at initial moderation before the SBA CAT and their accompanying marking guidelines were approved.

2.4 AREAS OF IMPROVEMENT

The following areas of improvement were noted:

- Umalusi noted a gradual improvement in the overall compliance of the SBA CAT, from 55% at initial moderation in 2023 to 87% in 2024;
- None of the SBA CAT showed no compliance with any of the criteria; and
- There was an improvement in all criteria compared to 2023.

2.5 AREAS OF NON-COMPLIANCE

The following were identified as areas of non-compliance:

- The history of the SBA CAT was either incomplete or not submitted at initial moderation (LCAF4 and LCEN4);
- There were subtleties in grammar that could cause confusion and misinterpretation. Furthermore, the language used in some SBA CAT tasks was inappropriate in language register and vocabulary complexity for the level of candidates (LCEN4 and MLMS4);

- c. The marking guideline would not facilitate consistent marking because the rubrics used were unclear and not conducive to consistent marking (LCEN4); and
- d. The internal moderation report was of a poor standard due to poor-quality internal moderation (ARTC4, LCSW4, LCXI4, LCEN4 and TECH4).

2.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The DHET is required to:

- a. Submit all requisite information for external moderation;
- b. Strengthen the training of examiners and internal moderators and focus on effective questioning techniques, language and bias in setting and internal moderation of the SBA CATs;
- c. Ensure that internal moderators fully understand their roles and responsibilities; and
- d. Ensure that the SBA CATs are thoroughly moderated before submitting them for external moderation.

2.7 CONCLUSION

Umalusi evaluated the three tasks per learning area using a moderation instrument with prescribed criteria and quality indicators as a guide. The findings showed that, although there was a vast improvement in setting the SBA CATs, minor shortcomings still needed to be addressed to ensure that the SBA CATs sufficiently addressed the different unit standards, specific outcomes and related assessment criteria. Although there was an improvement from 2023, too many tasks and marking guidelines contained grammar, spelling and technical errors and inaccuracies that should have been detected, addressed and reported during internal moderation.

CHAPTER 3: MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

3.1 INTRODUCTION

Site-based assessment (SBA) plays a significant role in assessing a student's competency in a specific learning area. The SBA prepares students, confirms their readiness for the final summative assessment, and contributes 50% towards the final mark in each learning area of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification. To ensure assessment consistency, validity and fairness, students' SBA portfolios must be quality-assured by the assessment body.

Students present their responses to SBA tasks in a portfolio of evidence (PoE). Umalusi conducts rigorous external moderation of the SBA portfolios to evaluate the quality and standard of work done by the students. The evaluation aligns with the requirements of the assessment guideline and Umalusi criteria.

The purpose of the 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 the assessment guidelines;
- c. Verify whether the assessment body conducted the internal moderation of SBA portfolios;
- d. Check the quality of the internal moderation of SBA portfolios; and
- e. Report on the overall quality of SBA portfolios.

The implementation of SBA is internally moderated and externally verified to ensure the validity and reliability of the final results.

3.2 SCOPE AND APPROACH

Umalusi scheduled the moderation of SBA for the November 2024 examination cycle to coincide with the internal moderation conducted by the Department of Higher Education and Training (DHET) at the regional moderation centres in all nine provinces. This approach was adopted in 2017 and has proven effective.

Umalusi moderated a sample of SBA portfolios for 11 learning areas. Eleven external moderators were deployed to the regional moderation centres in eight provinces to conduct the moderation process over one day. Umalusi moderators had direct access to all SBA portfolios and could select their own samples randomly from the pool of moderated portfolios at the Community Learning Centres (CLCs). One lecturer's Portfolio of Assessment (PoA) and one student's PoE were included per learning area in each of the CLCs sampled.

Umalusi moderators were required to ensure that their sampling met the following requirements:

- Moderate a total of ten students' PoE in one day;
- Ensure that the ten students' PoE come from ten different CLCs;
- Ensure that students' PoE represent three levels of achievement: below average, average, and above average;
- Include working mark sheets and computerised mark sheets for verification purposes; and
- Include internal moderators' reports at different levels of moderation per CLC.

Table 3A provides the number of sampled SBA portfolios that Umalusi planned to moderate, per learning area and region, for the November 2024 moderation process. The numbers in brackets represent the actual sample of moderated portfolios.

Table 3A: Number of SBA portfolios sampled and moderated per province

Learning area	Code	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape
Applied Agriculture and Agricultural Technology	AAAT4				41(8)					
Economic and Management Sciences	EMSC4					58(10)				
Human and Social Sciences	HSSC4						50(10)			
Language, Literacy and Communication: Sesotho	LC SO4		84(10)							
Language, Literacy and Communication: SiSwati	LC SW4						(50)10			
Language, Literacy and Communication: IsiXhosa	LC XH4									39(8)
Language, Literacy and Communication: Xitsonga	LC XI4			35(10)						

Learning area	Code	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape
Life Orientation	LIFO4							52(10)		
Mathematics and Mathematical Sciences	MMSC4				44(10)					
Natural Sciences	NATS4			48(6)						
Small, Medium and Micro Enterprises	SMME4								50(10)	
Total			84	83	85	58	100	52	50	39
Moderated SBA portfolios in November 2024		0	10	16	18	10	20	10	10	8

Umalusi conducted their moderation using the Quality Assurance of Assessment Instrument for the Moderation of SBA Portfolios. The SBA portfolios were evaluated based on the following criteria:

- i. Adherence to assessment guidelines;
- ii. Internal moderation;
- iii. Structure and content of SBA portfolios;
- iv. Implementation of SBA tasks;
- v. Student performance;
- vi. Quality of marking; and
- vii. Overall qualitative evaluation of the sample.

Umalusi moderators evaluated the SBA portfolios based on the degree to which the quality indicators of each criterion were met and on the overall impression of the SBA portfolios. The compliance decision was one of the following:

1. No compliance;
2. Limited compliance;
3. Compliance in most respects; and
4. Compliance in all respects.

3.3 SUMMARY OF FINDINGS

This section summarises the Umalusi moderators' findings from their moderation of the sampled SBA portfolios. Umalusi moderated the SBA portfolio of sampled CLC to measure the degree of compliance in implementing and moderating SBA.

3.3.1 Moderated samples

Umalusi sampled 102 students' PoE and 97 lecturers' PoA for 11 learning areas from CLCs in eight provinces.

The moderated sample represented pre-identified learning areas and provinces and was based on the availability of SBA portfolios per learning area. Umalusi determined the availability by the number of registered candidates for the November 2024 examination. Two learning areas were sampled in Gauteng, Mpumalanga and KwaZulu-Natal, and one learning area was sampled in the North West, Free State, Northern Cape, Western Cape and Limpopo.

Due to budget and time constraints, Umalusi selected only one student's PoE and one lecturer's PoA for sampled CLC, except for LCXI4, for which two students' PoE and one lecturer's PoA were selected for moderation in five of the CLCs. Although this restricted the sample size, it did allow for a thorough quality check on the consistency of implementation, performance and assessment across CLCs.

Table 3B lists CLCs for which PoA and PoE were sampled for external moderation.

Table 3B: SBA portfolio samples moderated

Province	Community Learning Centre	Learning area	Student portfolios	Lecturer portfolios
Free State	Tswelopele CLC	LCSO4	1	1
	Haetsofallwe CLC		1	1
	Montshi CLC		1	1
	Moqhaka CLC		1	1
	Ikageng CLC		1	1
	Bodibeng CLC		1	1
	Boitumelo CLC		1	1
	B M Mokotjo CLC		1	1
	Meloding CLC		1	1
	Umziwoxolo CLC		1	1
Gauteng	Victory CLC	LCXI4	2	1
	Aaron Moeti CLC		2	1
	Vunanimfundo CLC		2	1
	Mamelodi CLC		2	1
	Tembisa CLC		2	1
Gauteng	Tsakane CLC	NATS4	1	1
	Denver CLC		1	1
	PQ Vundla CLC		1	1
	Daveyton CLC		1	1
	Holy Trinity CLC		1	1
	Aaron Moeti CLC		1	1

Province	Community Learning Centre	Learning area	Student portfolios	Lecturer portfolios
KwaZulu-Natal	Siyanatha CLC	AAAT4	1	1
	Sesikwazi CLC		1	1
	Zifundise CLC		1	1
	Vukile CLC		1	1
	Siyaphumula CLC		1	1
	Bekezela CLC		1	1
	Bambumoya CLC		1	1
	Masikhuphulane CLC		1	1
KwaZulu-Natal	Siyathuthuka CLC	MMSC	1	1
	Gqamakahle CLC		1	1
	Sesikwazi CLC		1	1
	Umlazi Second Chance		1	1
	Wotana CLC		1	1
	Emlandeleni Ethethe		1	1
	Endleleni (Amajuba)		1	1
	Bonela CLC		1	1
	Intiwe CLC		1	1
	Dundee		1	1
	Limpopo		Modimolle Correctional	EMSC4
Bathopele CLC		1	1	
Seshego Hospital		1	1	
Xilumani CLC		1	1	
Mandamahulu CLC		1	1	
Maufota CLC		1	1	
Phomelelo CLC		1	1	
Matshwi CLC		1	1	
Ramullo CLC		1	1	
Riverplaats CLC		1	1	
Mpumalanga	Jongilanga CLC	HSSC4	1	1
	Lodakada CLC		1	1
	ML Nkuna CLC		1	1
	Tfutfuka CLC		1	1
	Hundzukani CLC		1	1
	Imbuzini CLC		1	1
	Sibhejane CLC		1	1
	Oakely CLC		1	1
	Mvuyazi CLC		1	1
	Moloto CLC		1	1

Province	Community Learning Centre	Learning area	Student portfolios	Lecturer portfolios
Mpumalanga	Ligugu CLC	LCSW4	1	1
	Songimvelo CLC		1	1
	Emseni CLC		1	1
	Tfufukani CLC		1	1
	Elukwatini CLC		1	1
	Malekutu CLC		1	1
	Mayflower CLC		1	1
	Emjindini CLC		1	1
	Mhwayi CLC		1	1
	Sibhejane CLC		1	1
Northern Cape	Kuruman Correctional Centre	LIFO4	1	1
	Deben		1	1
	Kareeville		1	1
	ZF Mcagwu		1	1
	Platfontein		1	1
	Mataleng		1	1
	Calvinia		1	1
	Steinkopf		1	1
	Danielskuil		1	1
	Noupoort		1	1
North West	Lesedi CLC	SMME4	1	1
	Ikaheng - Dr KK Matlosana		1	1
	Reabetswe Centre		1	1
	Lerothodi CLC		1	1
	POOE CLC Satellite: Letshubile		1	1
	POOE CLC Satellite: Thutolore		1	1
	Dithakwaneng CLC		1	1
	Legapane CLC		1	1
	Neoetsile CLC		1	1
	Sekitla (Khubamelo) CLC		1	1
Western Cape	Nolungile CLC	LCXH4	1	1
	Masiyile CLC		1	1
	Sikelela imizamo yethu CLC		1	1
	Noluthando CLC		1	1
	Hawequa CLC		1	1
	Samora Machel		1	1
	Oudtshoorn CLC		1	1
	Voorberg CLC		1	1
Total number of portfolios in the sample			102	97

Annexure 3A lists the sampled CLCs for each non-compliant learning area and specifies the type of non-compliance observed during the verification process. Figure 3A compares the sample size.

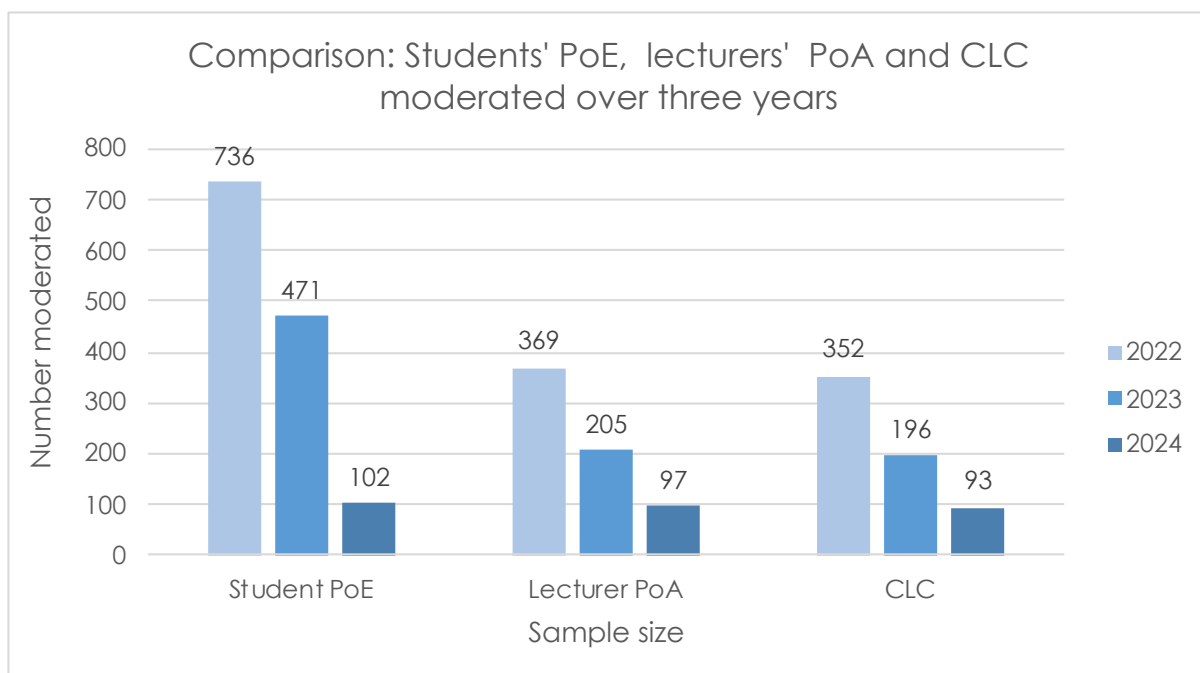


Figure 3A: Comparison of the sample size over three years

Figure 3A shows the number of PoE, PoA, and CLCs that were quality-assured over a three-year period. As illustrated, the number of externally verified documents decreased considerably from 2022 to 2024.

3.3.2 Overall compliance of moderated samples

Umalusi made provision for the moderation of one lecturer's PoA and one student's PoE per learning area per CLC. Table 3C summarises the sample's overall compliance with the six criteria against which the moderation of portfolios was conducted.

Table 3C: Overall compliance of moderated portfolios per criterion

No.	Criterion	Compliance frequency per CLC			
		No	Limited	Most	All
1.	Adherence to assessment guidelines	1	16	24	56
2.	Internal moderation	9	10	8	70
3.	Structure and content of SBA portfolios	4	4	25	64
4.	Implementation and assessment of SBA tasks	3	16	0	78
5.	Performance of students	4	13	29	51
6.	Quality of marking	9	7	29	52
Total		23	66	115	371
Percentage		4%	11%	20%	65%

In 2024 CLC's overall compliance with all criteria was 65%, compliance in most respects was 20%, and limited or no compliance was 15%. This resulted in an acceptable overall compliance rating of 85%.

Figure 3B compares the overall compliance of the CLC over three years.

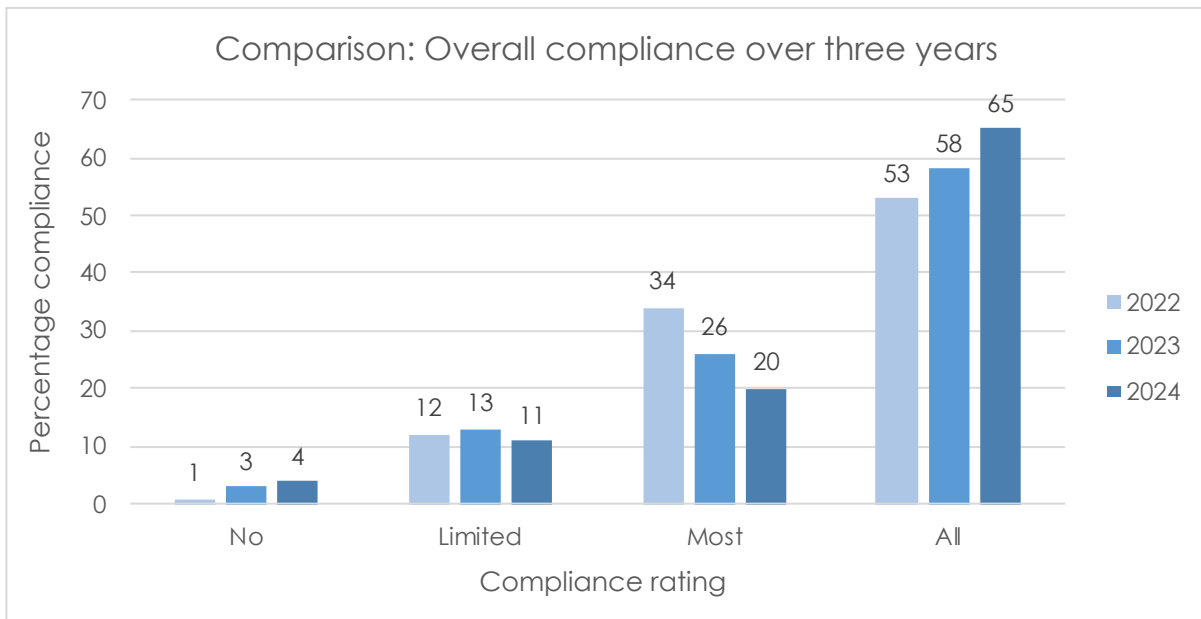


Figure 3B: Comparison of overall compliance per CLC over three years

Overall compliance per CLC increased from 53% in 2022 to 58% in 2023 and 65% in 2024, improving by 12% over this period. There was also, however, a slight increase of 1% in the rate of no compliance from 2023 to 2024.

3.3.3 Compliance of CLC with each criterion

This section outlines Umalusi's findings for each criterion over three years.

a) Adherence to assessment guidelines

This criterion checks the students' PoE and lecturers' PoA to ensure that the content adheres to the assessment guidelines of the assessment body. The assessment guidelines prescribe the policies, assessment and planning documents that should be included in all lecturers' PoA. The guidelines also prescribe the documents required in the students' PoE, which includes the assessment plan. Lecturers are expected to comply with the assessment guidelines regarding the content of the SBA portfolios and the implementation of the SBA tasks.

In 2024, 58% percent of the CLCs fully complied with this criterion, while 25% were compliant in most respects. The remaining 17% showed either limited compliance (16%) or no compliance (1%).

The CLCs which demonstrated non-compliance or limited compliance struggled in the following areas from 2022 to 2024:

- a. The lecturer portfolios of four learning areas (EMSC4, LCXH4, MMSC4 and NATS4) did not contain an assessment plan, or the plan was not aligned with the assessment guideline prescriptions;
- b. To ensure fairness and validity, assessment should be implemented in line with the accepted assessment plan, and students should have access to the assessment criteria. The assessment plan was not implemented as planned in three learning areas (EMSC4, LCXH4 and MMSC4);

- c. The work schedule, which is an important record of the planning and preparation of learning and assessment implementation, was not available in three learning areas (EMSC4, LCXH4 and MMSC4);
- d. The lecturer's PoA did not contain all the assessment tasks (EMSC4);
- e. Not all marking guidelines were filed as required (EMSC4, LCXH4 and MMSC4); and
- f. At the time of external moderation, not all computerised mark sheets were available at the marking centres.

Figure 3C compares the CLC's adherence to the Examination and Assessment Guidelines (EAG) over three years.

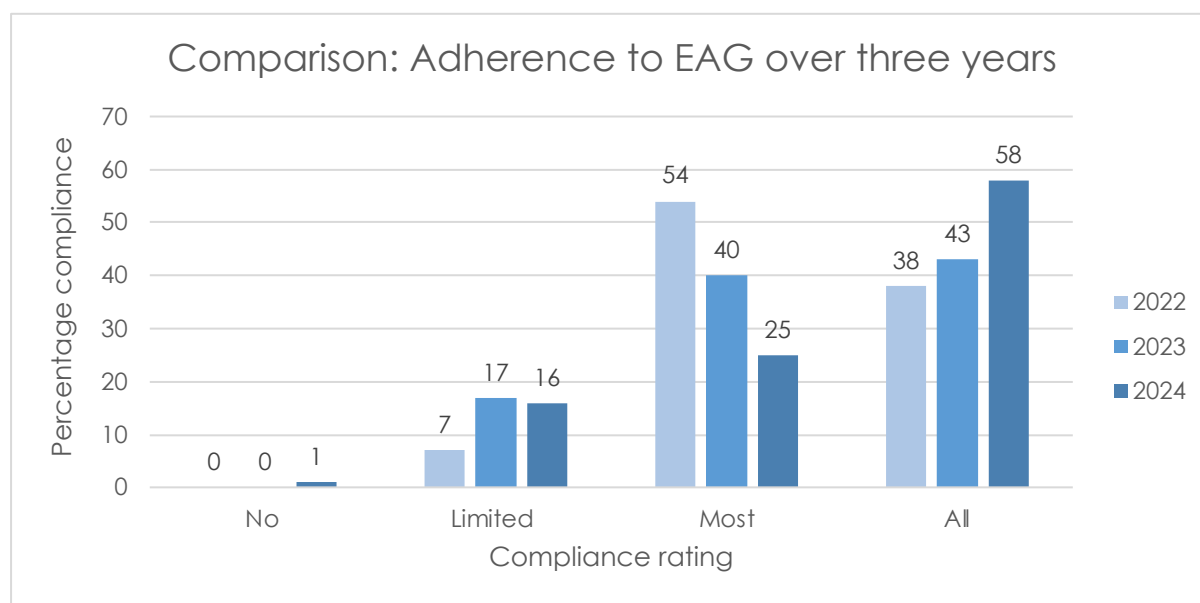


Figure 3C: Comparison of compliance with the adherence to assessment guidelines criterion over three years

Figure 3C shows that adherence to all requirements with the Examination and Assessment Guidelines (EAG) improved, from 43% in 2023 to 58% in 2024. In 2022, the rate of limited compliance was 7%, increasing to 17% in 2023 and falling slightly to 16% in 2024. No CLCs showed no compliance in 2022 and 2023; however, 1% achieved no compliance in 2024. The non-adherence was observed in LCXH4 at the Oudtshoorn CLC.

b) Internal moderation

This criterion verifies the evidence of internal moderation of SBA portfolios and the quality of internal moderation by the assessment body. The expectation is that internal moderation reports would provide both lecturers and students with constructive and relevant feedback from the moderator.

Umalusi findings show that 73% of CLCs were compliant in all respects and 8% in most respects in 2024, resulting in overall compliance of 81%. Ten percent of CLCs showed limited compliance, and 9% showed no compliance.

The evidence shows that the limited and non-compliance findings related to two learning areas, LCXH4 and MMSC4, and include all the CLCs sampled in Western Cape and KwaZulu-Natal. Non-compliance relates directly to the following challenges previously identified by Umalusi:

- a. Four sites for MMSC4 and four sites for LXCH4 either did not submit moderators' reports or the submitted reports were of sub-standard quality;
- b. The most prevalent non-compliant criteria remained the quality and standard of feedback given to lecturers and students, as well as the overall standard and quality of internal moderation; and
- c. There was some evidence of shadow marking (EMS4 and LIFO4).

Figure 3D compares compliance with internal moderation over three years.

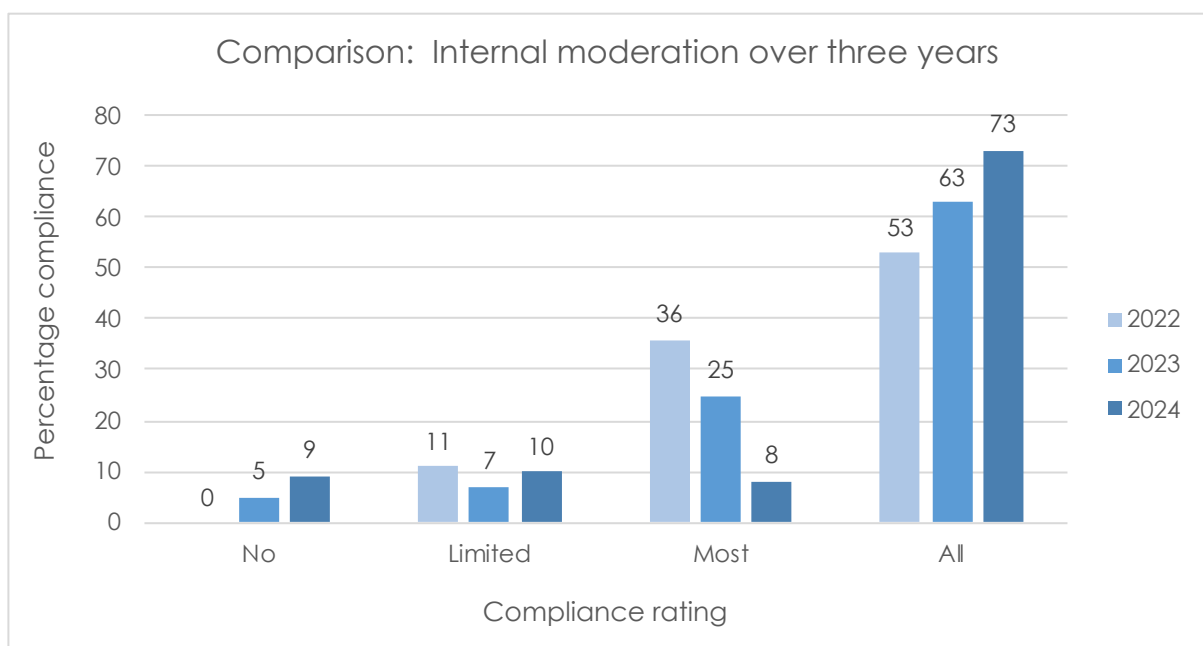


Figure 3D: Comparison of compliance with the internal moderation criterion over three years

As depicted in Figure 3D, compliance with this criterion was 73% in all respects, an increase from 53% in 2022 and 63% in 2023. At the same time, non-compliance rose to 9% in 2024, up from 5% in 2023 and 0% in 2022, while compliance in most respects declined to 8% in 2024, down from 25% in 2023.

c) Structure and content of SBA portfolios

This criterion checks that students' PoE meets the standard prescribed in the EAG and contains the relevant documents as indicated in the quality indicators. The assumption is that SBA portfolios will be neat and presentable, with all tasks filed in an orderly manner, properly marked, and internally moderated.

The DHET regions were issued with standardised templates and guidelines to ensure conformity in the structure and content of student portfolios. It is hoped that standardising the structure would, in turn, ensure consistency in overall compliance. In 2024, this criterion achieved 66% compliance in all aspects; 4% of the CLCs showed limited compliance, and another 4% showed no compliance.

The major concerns were the absence of detailed assessment plans, certified copies of identity documents, the lack of evidence of moderation, authenticity/declaration forms, and the non-signing of marked assessment tasks. The two learning areas that showed the least compliance were LCXH4 and MMSC4.

Figure 3E compares the compliance of the CLC with the structure and content of student PoE over three years.

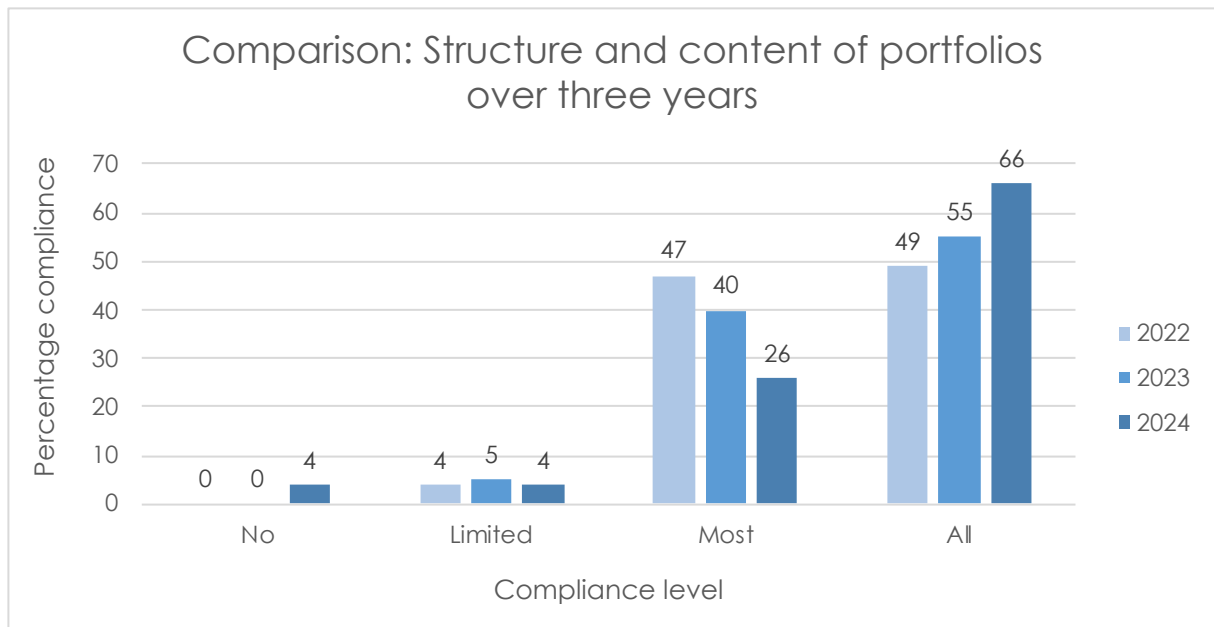


Figure 3E: Comparison of compliance with the structure and content of SBA portfolio criterion over three years

Figure 3E highlights an improvement from 49% compliance in 2022 to 55% in 2023 and 66% in 2024. This improvement is offset by the decrease in compliance in most respects, from 40% in 2023 to 26% in 2024 and the increase in no compliance from 0% in 2022 and 2023 to 4% in 2024.

d) Implementation and assessment of SBA tasks

This criterion checks whether all prescribed tasks have been administered and assessed according to the assessment plan contained in the students' PoE and lecturers' PoA. The SBA tasks are expected to be completed and assessed according to the assessment plan.

This criterion was measured against a three-point rating scale that looked at compliance in all respects, limited compliance and no compliance. Of the CLCs in the sample, 80% achieved compliance in all respects, 17% showed limited compliance, and 3% showed non-compliance. Non-compliance was evident in three learning areas (LCXH4: 3 sites showed no compliance; 4 sites showed limited compliance; MMSC4: all ten sites; and SMME4: 1 site).

Umalusi identified the following as contributing factors to the limited and non-compliance ratings for this criterion:

- a. Student portfolios did not contain an assessment plan, and in instances where it was submitted, the plan was incomplete;
- b. Assessed tasks were not dated; thus, Umalusi could not verify whether the assessments were conducted as planned (LCXH4, MMSC4 and SMME4); and
- c. Students' PoE did not contain all the required SBA tasks (LCXH4 and SMME4).

Figure 3F compares compliance with the implementation of assessment tasks criterion over three years.

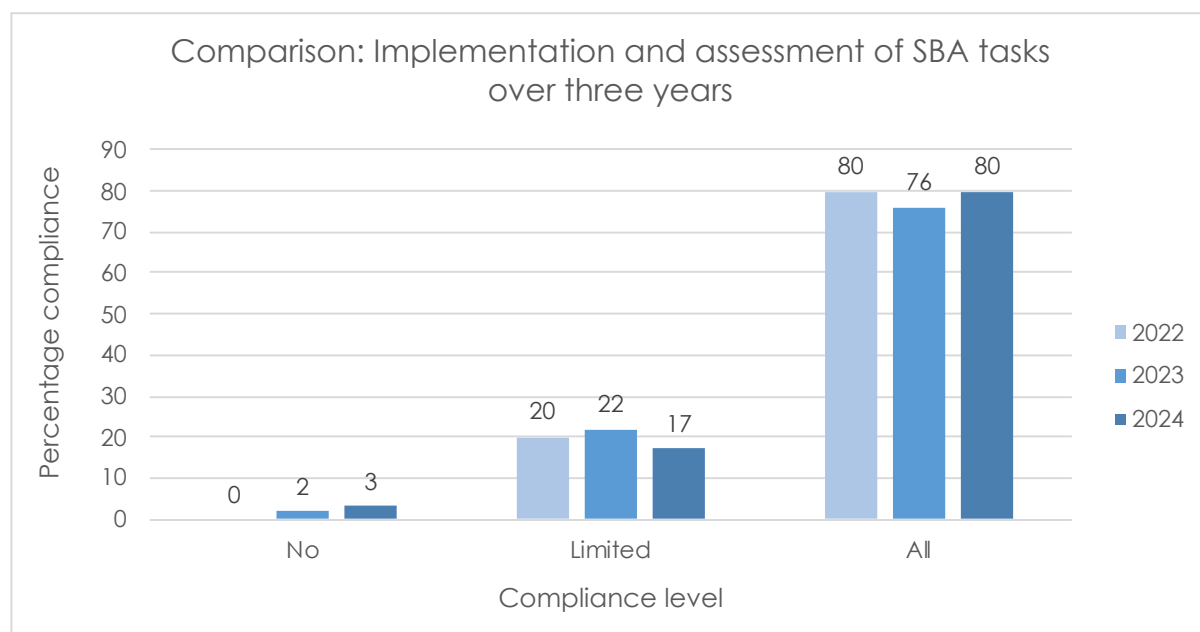


Figure 3F: Comparison of compliance with the implementation of assessment tasks criterion over three years

Figure 3F shows a 4% increase in compliance in all respects, from 76% in 2023 to 80% in 2024. There is also a 1% increase in no compliance from 2023 to 2024.

e) Performance of students

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

- i. The students interpret the assessment task correctly;
- ii. The students' responses meet the expectations and demands of the assessment task; and
- iii. The students can respond to all the questions (at different levels of difficulty) as set in the task.

In 2024, compliance was rated at 53% in all respects. There was 30% compliance in most respects, 13% compliance in limited respects, and 4% non-compliance. This resulted in an overall compliance of 83% (53% and 30%).

Two learning areas (LCXH4 (2 CLCs) and LIFO4 (2 CLCs)) were non-compliant with this criterion. Students failed to interpret questions correctly, failed to respond to different questions at different levels of cognitive demand or difficulty, and some students did not complete all the assessments.

Thirteen CLCs in 6 learning areas showed limited compliance with this criterion: EMSC4 (4), HSSC4 (1), LCXH (1), MMSC4 (5), NATS4 (1), and SMME4 (1). Student performance in these learning areas is related mainly to incorrect task interpretation and responding to different levels of cognitive demand or difficulty. In most cases, when students misinterpreted a task, they were then unable to respond appropriately.

Figure 3G compares compliance with the student performance criterion over three years.

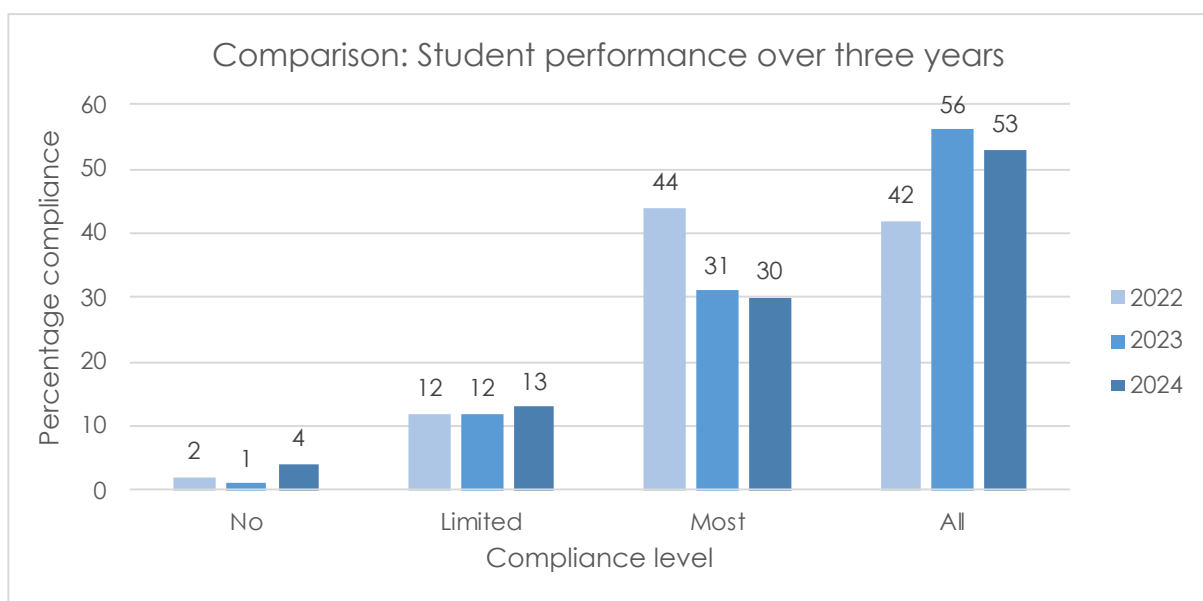


Figure 3G: Comparison of compliance with the student performance criterion over three years

Figure 3G shows that in 2024, there was 53% compliance in all respects, down from 56% in 2023, while compliance in most respects fell from 31% to 30%.

f) Quality of marking

This criterion checks the quality of marking against the marking guidelines. The expectation is that marking should be accurate and consistent, that the totalling, recording, and transfer of marks to the mark sheet are correct, and that the final mark allocated aligns with the student's performance.

In 2024, 54% of sampled CLCs complied fully with this criterion, while 30% complied in most respects, resulting in an overall compliance rating of 84%. Of the remaining 16%, only 7% of CLCs showed limited compliance, and 9% showed no compliance.

Poor quality marking was prevalent at nine CLCs and involved four learning areas: EMSC4 (2 CLCs), LCXH4 (5 CLCs), LIFO4 (1 CLC), and SMME4 (1 CLC).

The primary concerns identified were:

- i. Inconsistency with the marking guideline (EMSC4, LCXH4, LIFO4 and SMME4) and the allocation of marks which did not match the students' performance, including marks allocated for incorrect answers, inflated marks, and correct responses being marked as incorrect, which resulted in students being unfairly advantaged or disadvantaged;
- ii. Some calculation and transfer errors were detected in EMSC4, LCXH4, LIFO4 and SMME4; and
- iii. A possible irregularity was identified in the test at one of the sites in NATS4, where the candidate's answers were verbatim copies of the marking guideline (Daveyton CLC).

Figure 3H illustrates the comparison of compliance with the quality of marking criterion over three years.

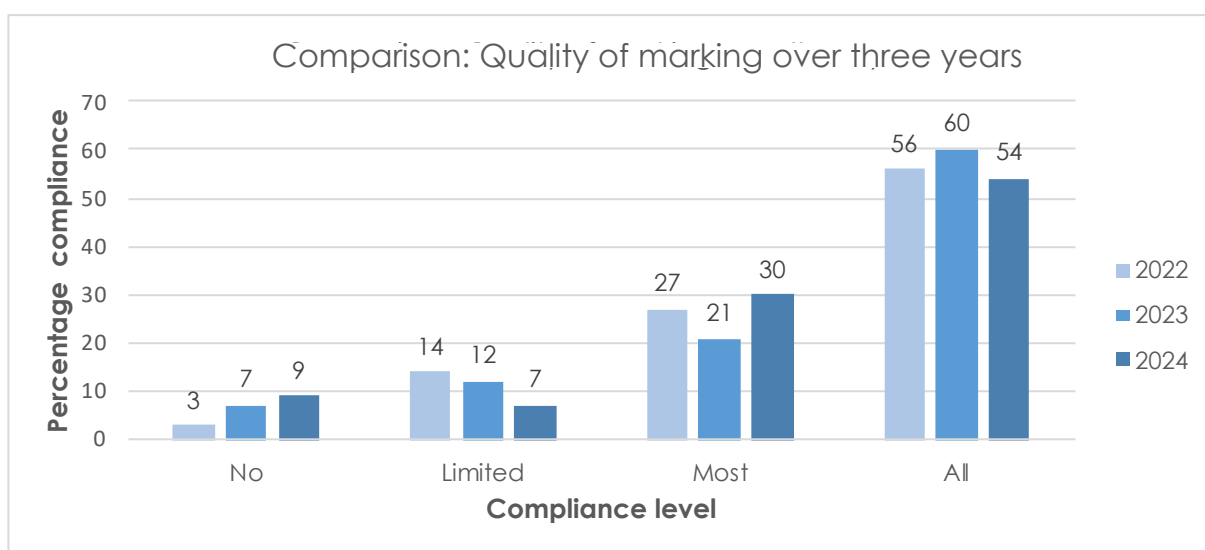


Figure 3H: Comparison of compliance with the quality of marking criterion over three years

The comparison shows a 6% decline in compliance in all respects, from 60% in 2023 to 54% in 2024, and a 9% improvement in compliance in most respects in 2024 compared to 2023, resulting in overall compliance of 84% in 2024. Nevertheless, the continual increase in non-compliance is concerning.

3.4 AREAS OF IMPROVEMENT

None.

3.5 AREAS OF NON-COMPLIANCE

The following areas of concern were identified in the selected sample during external moderation:

- a. The assessment plan was either not submitted in the facilitator's PoA, not filed in the student's PoE, or did not meet the required criteria (AAAT4, EMSC4, LCXH4, MMSC4 and NATS4);
- b. Some lecturers' PoA and students' PoE did not contain all the assessment tasks and marking guidelines (EMSC4, LCXH4 and MMSC4);
- c. The non-submission of computerised mark sheets in the files prevented Umalusi from verifying whether the recording and transfer of marks were accurate (all learning areas);
- d. Detailed feedback from the internal moderators was not provided to lecturers and students (EMSC4, LCXH4, LIFO4, MMSC4 and NATS4);
- e. There were instances of poor quality marking, resulting in students' unfair advantage or disadvantage, and misrepresentation of actual performance (EMS4, LCXH4, LCXI4, NATS4 and SMME4); and
- f. A possible irregularity was detected at one CLC in LCXH4.

3.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The DHET is required to:

- a. Support the regions regarding the planning, implementation and recording of assessments;
- b. Ensure that the facilitators' PoA and students' PoE are submitted with all the required documents;
- c. Ensure that computerised mark sheets are available in all portfolios during external moderation;
- d. Ensure that detailed feedback is given timeously to both lecturers and students;
- e. Provide opportunities for lecturers to engage in training to mark SBA; and
- f. Manage the identification and handling of irregularities relating to SBA portfolios.

3.7 CONCLUSION

This chapter reported on the findings during the moderation of SBA portfolios submitted by the CLC for the November 2024 GETC: ABET examination cycle. The level of compliance for the November 2024 examination was compared with compliance in November 2022 and 2023 to check for any improvements in the implementation and moderation of SBA. Although the DHET has shown improvement in some areas, there were shortcomings in others.

The DHET must ensure that all CLCs registered to write examinations meet the requirements for implementing and moderating SBA at all times. The DHET should also strengthen the monitoring and support of all CLCs in conducting SBA.

CHAPTER 4: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

4.1 INTRODUCTION

Umalusi, as the accounting authority for the establishment and implementation of systems to ensure quality in the General and Further Education and Training Qualifications Sub-framework (GFETQSF), interrogated reports submitted by the Department of Higher Education and Training (DHET) on the State of Readiness (SoR) to conduct the November 2024 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations.

Similar to previous years, Umalusi conducted an external risk management audit to ensure fairness, integrity and efficiency in the November 2024 GETC: ABET examinations.

The objectives of the audit were to:

- a) Measure the level of readiness of the DHET to conduct the GETC: ABET examination during the November 2024 cycle;
- b) Verify whether the DHET had systems in place to conduct credible examinations;
- c) Track the implementation of directives for compliance and improvement issued by Umalusi to DHET after completion of the November 2023 examinations; and
- d) Establish and report on the readiness of the DHET to conduct the November 2024 examinations with integrity and reliability.

The findings presented in this chapter are based on the information received from the DHET and the onsite verification. These findings informed Umalusi's announcement on 11 October 2024 of the DHET's SoR to conduct, administer and manage the November 2024 examinations.

4.2 SCOPE AND APPROACH

Umalusi applied a risk management-based approach to determine the level of preparedness of the DHET to conduct, administer and manage the GETC: ABET examinations. Umalusi followed an onsite phased-in approach indicated below:

1. **Phase 1: Desktop Evaluation of Documents submitted (Annexures A2 and B2)**
Umalusi audited and evaluated the progress made by the DHET in implementing the improvement plan and their Self-Evaluation Report.
2. **Phase 2: Risk Analysis and Feedback**
3. **Umalusi gave feedback on potential risks that could negatively impact the integrity and credibility of the GETC: ABET examinations.**
4. **Phase 3: Conduct of Evidence-based Verification Audits**

The verification audit focused on the following SoR focus areas of evaluation:

- a) Registration of candidates and examination centres;
- b) Printing, packaging, storage and distribution of question papers;
- c) Appointment and training of markers and internal moderators;
- d) Auditing of storage and distribution points;
- e) Conduct of examinations;
- f) Appointment and training of invigilators and monitors;
- g) Appointment of markers and other related marking processes;
- h) Verification of internal assessments;
- i) Management and reporting of irregularities; and
- j) Systems for capturing marks.

To do this, a phased-in approach was followed through:

1. Document analysis of the examination-related records conducted from 30 June to 30 September 2024;
2. Desktop analysis of the submitted documents by the DHET; and
3. Verification audits and visits across the different Regions/Provinces and sites, conducted in September and October 2024.

The SoR findings informed Umalusi's announcement on 11 October 2024 of the DHET's SoR to conduct, administer, and manage the November 2024 examinations.

4.3 SUMMARY OF FINDINGS

4.3.1 Phase 1: Documents submitted for desktop evaluation

Umalusi provided the DHET with Annexure A2 and Annexure B2 to report to Umalusi on the DHET SoR to conduct, administer and manage credible GETC: ABET November 2024 examinations.

1. **Annexure A2** required the DHET to report on the progress made in implementing the improvement plan, addressing the directives for compliance, and addressing areas of non-compliance reported in November 2023 to curb the recurrence of the identified areas of concern.
2. **Annexure B2** required the DHET to submit the Self-Evaluation Report on the DHET SoR to conduct the November 2024 GETC: ABET examinations.

Annexure A2

Table 4A summarises the progress made in implementing the improvement plan on the directives for compliance and improvement issued during the November 2023 GETC: ABET examinations.

Table 4A: Progress made in implementing the improvement plan on the November 2023 issued directives for compliance and improvement

Focus Area	2023 Directives issued to DHET	Progress Report as of 28/06/2024	Umalusi Comment(s)
Moderation of Question Papers	Strengthen the training of internal moderators with a focus on their roles and responsibilities during the moderation of question papers and corresponding marking guidelines.	None	DHET did not submit evidence that the training took place.
Moderation of Site Based Assessment Tasks	Strengthen the training of examiners and internal moderators and focus on effective questioning techniques, language, and bias in setting and internal moderation of SBA CAT.	The style guide was to provide question frames to examiners, ensuring that the technical aspects of the paper were improved significantly.	a. Five out of 26 SBA tasks moderated in 2024 were approved at initial moderation, meaning 19.23% were fully compliant. b. More training is required.
Moderation of Site Based Assessment Portfolios	a. Support the regions regarding the planning, implementation and recording of assessments. b. All required documents are submitted with the Portfolio of Assessment (PoA) and Portfolio of Evidence (PoE).	None	Some portfolios were submitted for external moderation without the required documents.
Audit of Appointed Markers	a. The criteria for the appointment of marking personnel must indicate the specific requirements per category of marking personnel.	None	During the November 2024 desktop audit of markers, the criteria for the appointment of marking personnel did not indicate specific requirements for different categories of marking personnel.

Focus Area	2023 Directives issued to DHET	Progress Report as of 28/06/2024	Umalusi Comment(s)
	<p>b. Evidence of qualifications (specialisation) in the learning area applied for is included for verification purposes.</p>		
<p>Monitoring of Writing and Marking</p>	<p>a. Supply the necessary examination materials timeously and adequately at examination writing centres.</p> <p>b. Handle registration and admission documents of candidates timeously and accurately.</p> <p>c. Ensure that invigilators and chief invigilators are officially appointed and trained; such evidence is available in examination files.</p>	<p>Systems were in place to ensure the timely delivery of examination materials.</p>	<p>a. During the June 2024 examinations, question papers were delivered on time.</p> <p>b. During the June GETC: ABET examination, examination centres in the Eastern Cape were not provided with admission letters and marksheets.</p> <p>c. In October 2024, invigilators and chief invigilators received training. However, some centres lacked evidence of training and appointment of invigilators and chief invigilators.</p>
<p>Marking Guidelines Standardisation</p>	<p>a. Prepare dummy scripts to be used during training in all learning areas to facilitate proper and effective training sessions.</p> <p>b. Improve logistical arrangements to ensure that required personnel do not miss the discussions due to logistical glitches.</p>		<p>a. On 03 December 2024, the internal moderator and chief marker for all learning areas were provided with marking guidelines and dummy scripts.</p> <p>b. Due to the delay in starting time, not all markers utilised the dummy scripts for training purposes.</p>

Focus Area	2023 Directives issued to DHET	Progress Report as of 28/06/2024	Umalusi Comment(s)
			c. The marking guideline discussion started between 09:45 and 10:30 and concluded as late as 18:00 because DHET prepared marking venues on the day of the marking guideline discussion.

The DHET did not provide Umalusi with progress on implementing their improvement plan within the prescribed timeframes for submission. DHET was required to submit the first progress report on 31 July 2024 and the second progress report on 30 September 2024.

Annexure B2: Self Evaluation Instrument

Annexure B2 required the DHET to submit the Self-Evaluation Report and supporting documents on the DHET SoR to conduct the November 2024 GETC: ABET examinations. The DHET did not, however, submit the Self-Evaluation Report (SER) in line with Umalusi's requirements; the report did not have supporting documents.

Below is the summary of findings gathered from the DHET Self-Evaluation Report.

Table 4B: Summary of the findings gathered from Annexure B2, Self-Evaluation Instrument

Key Focus Area	DHET Progress Report	Umalusi Findings
Registration of Candidates	<p>a. 100% of candidate registration is managed in line with registration requirements and registration data submitted.</p> <p>b. Registration data was sent to Umalusi on 01 October 2024.</p>	<p>a. The DHET data system captured candidates' registration data.</p> <p>b. DHET registered 55 184 candidates (full-time and part-time) for the November 2024 examinations, compared to 51 316 candidates in November 2023.</p>
Registration of Centres	Auditing of examination and marking centres registration was conducted internally through the submission of SoR documents by colleges and through monitoring the conduct of examinations.	DHET approved 1 562 full-time and part-time examination centres for the writing of GETC: ABET examinations in November 2024 compared to 1 912 in November 2023, representing a decrease of 350 centres.

Key Focus Area	DHET Progress Report	Umalusi Findings
<p>Printing, Packaging and Distribution</p> <p>a. Printing</p> <p>b. Packaging</p>	<p>Service Level Agreement (SLA) of outsourced printers submitted, signed and finalised.</p> <p>Monitoring the packaging of question papers and related examination material conducted by appointed and authorised officials. Monitoring plan and report submitted.</p>	<p>DHET finalised and signed an SLA with the Government Printing Works (GPW), and a Standard Operating Procedure (SOP) and management plan were in place. The GPW submitted an Occupational Health and Safety evaluation report.</p> <p>a. The SOP, which outlined maximum security measures, was agreed on with the GPW. It included a system for packaging question papers, norms and standards for storage facilities used for post-packaging question papers, and norm times for storage of printed consignments prior to dispatch.</p> <p>b. The management plan indicated the distribution times per consignment, and a continuous monitoring plan for appointed and authorised DHET officials was available.</p> <p>c. Signed declaration forms of appointed printing storeroom key holder custodians were in place.</p>

Key Focus Area	DHET Progress Report	Umalusi Findings
c. Distribution	An approved management plan for the distribution of question paper consignments was put in place.	<ul style="list-style-type: none"> a. An approved management plan for the distribution of question papers was drawn, a risk assessment was conducted, and measures to mitigate possible risks were determined. b. Distribution and nodal point managers were appointed and duly trained; DHET worked with the Provincial Education Departments (PEDs) in the Free State, North West, Northern Cape, Mpumalanga and the Eastern Cape to distribute question papers. c. In KwaZulu-Natal and Limpopo, DHET used TVET campuses as delivery points; examination centres were used in Western Cape. d. Security measures, such as biometrics and double locking systems, were in place for the distribution and storage of question papers.
Monitoring of the Conduct of Examinations and Marking	<p>The following documents were available:</p> <ul style="list-style-type: none"> a. Strategy and plan for the training of invigilators; and Guidelines for the training of invigilators. b. The criteria used by the Chief Director: National Examinations and Assessment (CD: NEA) include officials who are examiners, moderators, CD: NEA officials, regional officials and Community Education and Training (CET) branch officials. 	<ul style="list-style-type: none"> a. Invigilator training strategy and training plans were developed and approved. b. Chief invigilators were trained at the national level, invigilators were trained at the centre level, and the deputy principal of the respective colleges monitored the training of invigilators at centre level. c. The plan for invigilator training and the SOP for monitoring compliance with the examination policy were submitted to Umalusi. d. Internal monitors were appointed, comprising officials who are examiners, moderators, CD: NEA, regional officials, and CET branch officials.

Key Focus Area	DHET Progress Report	Umalusi Findings
	c. The Examination Management and Monitoring (EMM) Directorate trained the monitors.	e. Training was conducted in October 2024.
Management of Examination Irregularities	The SOP for managing and handling unresolved examination irregularities was submitted.	The training of invigilators and markers included handling and management of irregularities.
Systems for Capturing Examination and Assessment Marks	A report was submitted on the process of ensuring the authenticity of mark sheets and managing mark alterations.	<p>a. A double-capturing system was employed. One examination assistant captured the marks, while another verified the marks and transferred them to the marksheet. After capturing and verification, the Capturing Manager checked for accuracy using a different IT function.</p> <p>b. The capturing manager used another IT function to send the marks to SITA, verifying whether the data was correct.</p> <p>c. The marking centre has a designated room for capturing and verifying marks, headed by one of the marking personnel managers.</p>
Management of Internal Assessment	Guidelines for the implementation and moderation of Internal Assessment were made available.	<p>a. Umalusi was provided with the DHET management plans for monitoring and moderation of internal assessments.</p> <p>b. The DHET conducted monitoring and moderation visits for the implementation of SBA.</p> <p>c. Umalusi monitored and verified portfolios across eight provinces from 07 October 2024 to 25 October 2024.</p>
Marker Audit	a. On 17 September 2024, the memo inviting prospective markers to apply for the November 2024 marking process was forwarded to colleges.	a. The minutes of the marking personnel selection meeting were forwarded to Umalusi.

Key Focus Area	DHET Progress Report	Umalusi Findings
	b. A copy of the management plan for the recruitment, selection, appointment, and training of marking personnel was submitted to Umalusi.	b. The database of all appointed officials was submitted to Umalusi during the audit of the SoR; however, Umalusi noted that the reserve list of markers was not completed/finalised. c. Umalusi received a copy of the manual for training the marking personnel.

4.3.2 Phase 2: Risk analysis and feedback

Umalusi analysed the documents submitted by the DHET to determine a risk profile. All centres implicated in group copying and centres listed on the 2022 and 2023 irregularities report submitted to Umalusi during the approval meetings were classified as high-risk. Close monitoring was conducted at these centres.

The following risks that could compromise the reliability of the November 2024 examinations were persistently addressed:

- a) The risk of load shedding;
- b) The risk of natural disasters; and
- c) The risk of community unrest.

DHET ensured that centres offering Information and Communication in Technology (INCT4) had backup generators in case of power failure. There were also backup question papers for unforeseen circumstances like natural disasters.

4.3.3 Phase 3: Evidence-based verification

i. Provincial Site Visits

Umalusi embarked on the verification and audit of the DHET SoR by attending the National Examination and Assessment Training for Technical and Vocational Education and Training (TVET) and GETC: ABET Delivery Points organised by the DHET. Table 4C indicates the provincial site visits for TVET and GETC: ABET Delivery Points training.

Table 4C: Provincial site visits for training for TVET and ABET: Delivery Points

Province	College	Sites visited	Date
Limpopo	Capricorn TVET College	Polokwane Campus	17/09/2024
	Lephalale TVET College	Lephalale TVET Ellirus Campus	18/09/2024
Gauteng	Central Johannesburg	Johannesburg Campus	11/09/2024
KwaZulu Natal	Umfolozzi TVET College	Eshowe Campus	28/08/2024

The training covered the following areas:

- a) Appointment of Deputy Delivery Points Managers;
- b) Preparation of delivery and collection of question papers;
- c) Training and communication with collection centres;
- d) Management of control registers; and
- e) Daily reporting.

Table 4D indicates provincial site visits for verification of SoR compliance conducted by Umalusi.

Table 4D: Provincial site visits for verification of SoR compliance conducted by Umalusi

Province	Venue	Sites visited	Date
Limpopo	Mastec Seshego	Tzaneen Campus Seshego Campus Modimolle Campus Waterberg Campus	25-27 September 2024
Gauteng	Germiston Campus	Sebokeng Campus George Tabor Carletonville Campus Alexandra Campus Riverlea Campus	1-3 October 2024
KwaZulu-Natal	Premier Hotel	Umlazi Campus	9-11 October 2024

ii. Monitoring the training of chief invigilators and invigilators

An invigilator training strategy and training plan was developed and approved. Chief invigilators were trained at a national level, and the deputy principals of the respective colleges monitored the training of invigilators at the centre level. The DHET conducted the training of invigilators from 2 October to 24 October 2024 across the nine provinces.

Umalusi attended and verified the training of chief invigilators at the Tshwane South TVET College, Centurion Campus, on 08 October 2024 and at the Umfolozi TVET College, Esikhawini Campus, on 17 October 2024. Chief invigilators were trained using the policy gazetted in 2021 pertaining to the conduct, administration and management of GETC: ABET examinations. The presenter indicated that the self-evaluation report was not expected from GETC: ABET for 2024, contradicting the letter sent to DHET on 21 June 2024, which indicated the dates to submit self-evaluation reports to Umalusi.

iii. SOR audit and verification conducted for internal continuous assessment tasks

Umalusi selected a sample of 97 lecturer portfolios and 97 student portfolios representing 11 learning areas in eight provinces. Table 4E indicates SBA Portfolio samples moderated by Umalusi.

Table 4E: SBA Portfolio Samples Moderated

Province	Number of Community learning centres	Learning area code	Student portfolios	Lecturer portfolios
Free State	10	LCSO4	10	10
Gauteng	5	LCXI4	5	5
KwaZulu-Natal	6	NATS4	6	6
	8	AAAT4	8	8
KwaZulu-Natal	10	MMSC4	10	10
Limpopo	10	EMSC4	10	10
Mpumalanga	10	HSSC4	10	10
Mpumalanga	10	LCSW4	10	10
Northern Cape	10	LIFO4	10	10
North West	10	SMME4	10	10
Western Cape	8	LCXH4	8	8
Total	97		97	97

When compared to 2023, there was a considerable decrease in the size of the sample selected for external moderation from 471 candidates' PoE in 2023 to 97 in 2024, from 205 lecturers' PoA in 2023 to 97 in 2024, and from 196 CLC in 2023 compared to 94 in 2024.

DHET is required to support the regions in planning, implementing, and recording internal assessments and ensure that computerised mark sheets are available in all portfolios during external moderation.

iv. Printing, packaging, storage and distribution of examination material

Umalusi visited the GPW on 09 September 2024 and verified that security measures were in place for the printing, packaging, storage, and distribution of examination material.

a. Security Measures

The DHET security measures met the following minimum security requirements:

- a) Controlled access: closed circuit surveillance cameras and security guards were available at all entrances to the printing venue;
- b) Secured building: up-to-date alarm systems, smoke detectors and fire hydrants were available;
- c) The SOP, which outlined the norms and standards for printing, packaging and distribution of examination materials, was in place;
- d) Security clearance certificates for personnel handling live question papers were provided;
- e) A signed agreement to maintain secrecy was presented; and
- f) A signed declaration of confidentiality, including the pronouncement of any relatives registered for any GETC: ABET examinations, was provided.

DHET developed a monitoring instrument for on-site monitoring of printers when printing was in progress, and the monitoring took place weekly.

A detailed printing plan was in place, and the management of printing the GETC: ABET examination materials was outlined. The plan detailed activities for the final signed-off timetable, preparation of question papers, data extraction, printing and packing timelines and handover dates to the courier for delivery at various delivery points. During the verification of the SOR in Limpopo, it was discovered that one personnel kept all the keys to the strong room, which was a concern for Umalusi.

Umalusi further monitored the DHET at the Tshwane South TVET College, Centurion Campus, which was used for the November 2024 marking processes. On 4 December 2024, Umalusi deployed external moderators for the 26 learning areas for the Standardisation of the Marking Guidelines as per the DHET's marking management plan.

The external moderators were accommodated in a boardroom from 08:00 to 09:30 because DHET was still organising the marking venues and allocating space to different learning areas.

When the external moderators arrived at various venues to take part in the marking guideline discussions, they found that:

- i. The marking venues did not have enough furniture to accommodate all markers;
- ii. All learning areas did not mark dummy scripts prior to arrival at the marking centre in preparation for the marking guideline discussions;
- iii. Markers did not receive the marking guidelines to prepare for the marking guideline discussions;
- iv. External moderators had to wait for the marking personnel to mark the dummy scripts before the start of the standardisation of the marking guidelines;
- v. The marking guideline discussion meetings started between 09:45 and 11:47;
- vi. Markers had to wait in the queues for lunch for almost 3 hours, delaying the process of the marking guideline discussion; no drinking water was provided until after 16:00;
- vii. The printing of the final marking guideline was completed around 18:23, which delayed the signing of the final approved marking guidelines in learning areas such as Language Literacy and Communication: IsiXhosa; and
- viii. Not all scripts of all learning areas from different provinces were available during the verification of marking.

In total, 188 250 scripts in 26 learning areas were marked at the marking centre for the November 2024 examinations. All marking personnel were officially appointed, and a list was available.

4.4 AREAS OF IMPROVEMENT

The following improvements were noted:

- a. Minimum security measures were agreed on with the GPW to safeguard the printing, packaging and distribution of all examination materials; and
- b. DHET developed strategies to combat the prevalence of irregularities.

4.5 AREAS OF NON-COMPLIANCE

The following areas of non-compliance were noted:

- a. DHET did not provide all the required documents to Umalusi as supporting evidence for the self-evaluation report;
- b. Poor management of the GETC: ABET marking centre;
- c. Dummy scripts were not marked in preparation for marking guideline discussions; and
- d. Late delivery of scripts in some areas led to the late start of verifying the marking process.

4.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The DHET should ensure that:

- a. The policy on the conduct, administration and management of examination is fully adhered to;
- b. Submission dates for the Improvement Plan (Annexure A2) and Self Evaluation Report (Annexure B2) are adhered to;
- c. The desktop self-evaluation report includes supporting documents to verify the overall readiness of the assessment body to conduct and manage the GETC: ABET examinations successfully; and
- d. The community learning centres are prioritised when planning the SoR visits across the Regions.

4.7 CONCLUSION

Umalusi established reasonable assurance from the evidence provided by DHET regarding the capability of DHET to govern the GETC: ABET November 2024 examination in accordance with set standards without compromising the reliability of the examination. However, DHET should ensure that the directives for compliance and improvement are addressed and that submission dates are adhered to.

CHAPTER 5: AUDIT OF APPOINTED MARKING PERSONNEL

5.1 INTRODUCTION

Umalusi audits the appointment of marking personnel to ensure that the quality and standard of marking candidates' scripts in the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations are maintained. Inconsistencies in the marking of the scripts compromise the fairness and reliability of marks awarded to candidates, threatening the credibility of the GETC: ABET examinations.

Appointing qualified and competent marking personnel is imperative to meet the requirements of assessment bodies and Umalusi. The purpose of the audit is to verify the quality of the appointed marking personnel and ensure that personnel involved in marking and moderation of marking of the November 2024 GETC: ABET examinations receive training.

The National Examinations and Assessment Chief Directorate of the DHET conducts this process.

5.2 SCOPE AND APPROACH

Umalusi requested that the DHET submit the following information on the selection and appointment of marking personnel for the November 2024 GETC: ABET examinations:

- a) The DHET's examination instructions with the application form and appointment criteria;
- b) Attendance registers and minutes of the selection committee meetings;
- c) Lists of appointed marking personnel and reserve lists; and
- d) A summary of appointed marking personnel per category, indicating the registered candidates per learning area.

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

- i. The DHET's examination instructions, including the invitation for applications and the application form;
- ii. Criteria for the appointment of different categories of marking personnel;
- iii. Qualification of applicants;
- iv. Teaching or facilitation experience of applicants; and
- v. Marking experience of applicants.

Umalusi sampled 12 learning areas, not sampled in the previous year, and audited all appointed marking personnel to verify whether suitably qualified and experienced marking personnel were appointed. Umalusi also verified whether novice markers were included in the appointed marking personnel. Table 5A shows the learning areas sampled for the audit.

Table 5A: Learning areas sampled for the audit of appointed marking personnel

No.	Learning area	Code
1.	Language, Literacy and Communication: Afrikaans	LCAF4
2.	Language, Literacy and Communication: IsiNdebele	LCND4
3.	Language, Literacy and Communication: IsiXhosa	LCXH4
4.	Language, Literacy and Communication: IsiZulu	LCZU4
5.	Language, Literacy and Communication: Sepedi	LCSP4
6.	Language, Literacy and Communication: Sesotho	LCSO4
7.	Language, Literacy and Communication: Setswana	LCTS4
8.	Language, Literacy and Communication: SiSwati	LCSW4
9.	Language, Literacy and Communication: Tshivenda	LCVE4
10.	Language, Literacy and Communication: Xitsonga	LCXI4
11.	Travel and Tourism	TRVT4
12.	Wholesale and Retail	WHRT4

5.3 SUMMARY OF FINDINGS

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

5.3.1 Recruitment and appointment of marking personnel

The DHET issued Memo AE 04 of 2024, dated 17 September 2024, inviting applications for markers for the November 2024 GETC: ABET examinations. The memo was shared with Heads of Examinations and Assessment, National and Regional Chief Directors and Directors of Community Education and Training Colleges (CETS) in the nine provinces, Principals and Deputy Principals: Academics of Public and Private Colleges and other relevant bodies. Completed application forms were submitted to the Deputy Principal: Academics of the respective CETs, who then submitted them to the National Examinations and Assessment official at the DHET's head office.

The DHET then established selection panels per learning area in line with the National Policy Pertaining to the Conduct, Administration and Management of the Examinations of Colleges Established, Declared or Registered in Terms of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006). The selection panel comprised a DHET official, a CETC official, a chief marker per learning area, and observers of recognised unions. After scrutinising the submitted applications, the selection panel recommended the potential applicants for appointment as marking personnel.

5.3.2 Criteria for the appointment of marking personnel

The criteria to qualify for appointment as part of the marking personnel (including markers, senior markers, deputy chief markers, chief markers and internal moderators), in addition to those criteria referred to in the national policy, included the following:

- a) REQV13 or higher qualification (i.e. B-Degree, a three or four-year Higher/National Teaching Diploma);

- b) Qualification for the subject relating to the learning area on at least a second-year university level;
- c) At least two-years teaching experience in the relevant learning area;
- d) Competency in the language of learning and teaching (LOLT) indicated on their application form;
- e) Experience supporting the learning area within the past three years as Adult Basic Education and Training (ABET) coordinator;
- f) Proven record of good performance in the learning area applied for; and
- g) Applicants for the position of Chief Marker and Internal Moderator are to have five years of experience teaching the learning area at Level 4 and two years of experience as a senior marker.

In addition to the above criteria, the DHET reserves the right to appoint applicants to positions they didn't apply for. The appointed individuals would be given the opportunity to accept or decline the offer. The closing date for submission of applications was 07 October 2024.

5.3.3 Appointed marking personnel

Table 5B shows the number and classification of appointed marking personnel, per learning area.

Table 5B: Total number of expected scripts and summary of appointed marking personnel for the November 2024 GETC: ABET examinations

No.	Learning area code	Total scripts	Chief marker	Internal moderator	Senior marker	Marker
1.	AAAT4	4 604	1	1	1	7
2.	ANHC4	33 458	1	1	6	45
3.	ARTC4	2 225	1	1	0	3
4.	ECD4	25 243	1	1	3	25
5.	EMSC4	6 052	1	1	2	14
6.	HSSC4	7 136	1	1	0	15
7.	INCT4	2 420	1	1	1	9
8.	LCAF4	1 334	1	1	0	2
9.	LCEN4	46 587	1	1	10	70
10.	LCND4	321	1	1	0	1
11.	LCSP4	3 633	1	1	0	6
12.	LCSO4	1 366	1	1	1	6
13.	LCSW4	3 633	1	1	0	4
14.	LCTS4	2 640	1	1	0	7
15.	LCVE4	888	1	1	0	3
16.	LCXH4	6 996	1	1	2	14
17.	LCXI4	1 230	1	1	0	3
18.	LCZU4	8 498	1	1	2	15
19.	LIFO4	44 921	1	1	10	70
20.	MLMS4	42 432	1	1	10	70

No.	Learning area code	Total scripts	Chief marker	Internal moderator	Senior marker	Marker
21.	MMSC4	5 720	1	1	1	10
22.	NATS4	1 959	1	1	1	4
23.	SMME4	15 429	1	1	4	29
24.	TECH4	845	1	1	0	3
25.	TRVT4	18 126	1	1	3	20
26.	WHRT4	4 186	1	1	0	11
Total		291 882	26	26	57	466

The DHET received a total of 1 980 applications from the nine CETs. Based on the number of candidates who registered for the November 2024 GETC: ABET, 575 marking personnel were appointed to mark an expected 291 882 scripts for 26 learning areas offered by the DHET in the GETC: ABET qualification. This number excludes examination assistants and deputy chief markers. The number of expected scripts increased by 108 026 in November 2024 compared to November 2023.

Umalusi verified the list furnished by the DHET, containing the names of chief markers, senior markers, markers, and internal moderators appointed by the DHET for the various learning areas. This list was used to populate Table 5B and to verify whether the DHET had made appointments based on the criteria they had shared with Umalusi. The DHET indicated that it would only start the appointment of examination assistants once it received the exact number of scripts to be marked.

Table 5B shows that LCEN4, LIFO4 and MLMS4 had the highest number of appointed marking personnel, while LCAF4, LCND4, LCXI4, ARTC4, LCVE4, and TECH4 had the lowest number.

5.3.4 Qualifications and learning area specialisation

Marking personnel must have a qualification in the learning area applied for. For candidates without a post-matric qualification, experience in teaching the learning area was considered.

The 2024 enrolment period improved on previous years by indicating, in the advert, that the following categories of applicants were ineligible for appointment:

- a) Lecturers or Heads of Departments who do not interact with students in the respective subjects;
- b) Lecturers who have taken the voluntary severance package or are medically boarded;
- c) Lecturers who are under suspension or have pending disciplinary cases; and
- d) Lecturers whose services were terminated (dismissed) in any college/public institution or government department.

Stating the above information in the call for applications advert reduced the expectations of the above groups and the administrative work required to screen out these candidates.

The individuals encouraged to apply were the ones who met the following qualification requirements:

- i. Employment as a lecturer (in terms of the Continuing Education and Training Act No. 16 of 2006 (as amended), the Public Service Act and the Labour Relations Act);
- ii. Suitable qualification in the field;
- iii. A minimum of at least three full years lecturing/teaching experience in the subject; and
- iv. A recognised professional qualification.

During the desktop audit, Umalusi found the following information regarding the qualifications of marking personnel (Table 5C).

Table 5C: Qualifications of appointed marking personnel

No.	Learning area	Learning area specialisation	Qualification	
			Lowest	Highest
1.	LCAF4	Not indicated	Higher Diploma in Education	BA
2.	LCND4	Not indicated	Grade 12/Matric	BA Honours
3.	LCXH4	Not indicated	Grade 12/Matric	BEd
4.	LCZU4	Not indicated	Grade 12/Matric	BEd
5.	LCSP4	Not indicated	Grade 12/Matric	BEd
6.	LCSO4	Not indicated	Grade 12/Matric	BEd
7.	LCTS4	Not indicated	Grade 12/Matric	Advanced Diploma in ABET
8.	LCSW4	Not indicated	Grade 12/Matric	Diploma in ABET
9.	LCVE4	Not indicated	Grade 12/Matric	Master's Degree
10.	LCXI4	Not indicated	Grade 12/Matric	Honours Degree
11.	TRVT4	Not indicated	Grade 12/Matric	Advanced Diploma in ABET
12.	WHRT4	Not indicated	Diploma in ABET	BA Administration

Table 5C shows that the minimum qualification held by applicants was Matric, while the highest qualification was a Master's Degree.

5.3.5 Teaching, facilitation, or lecturing experience

The following are the findings of the marking personnel's teaching, facilitation, or lecturing experience. The DHET supplied the information summarised in Table 5D.

Table 5D: Teaching or lecturing experience of appointed marking personnel

No.	Learning area	Teaching, facilitation or lecturing experience		Currently teaching NQF Level 1
		Lowest	Highest	
1.	LCAF4	0 years	40 years	Not indicated
2.	LCND4	0 years	7 years	Not indicated
3.	LCXH4	0 years	20 years	Not indicated
4.	LCZU4	0 years	30 years	Not indicated

No.	Learning area	Teaching, facilitation or lecturing experience		Currently teaching NQF Level 1
5.	LCSP4	0 years	17 years	Not indicated
6.	LCSO4	0 years	14 years	Not indicated
7.	LCTS4	0 years	30 years	Not indicated
8.	LCSW4	0 years	16 years	Not indicated
9.	LCVE4	0 years	17 years	Not indicated
10.	LCXI4	12 years	25 years	Not indicated
11.	TRVT4	0 years	17 years	Not indicated
12.	WHRT4	0 years	13 years	Not indicated

Table 5D indicates that, although all applicants in all the sampled learning areas had relevant teaching, facilitation, or lecturing experience, they did not indicate whether they are currently teaching, facilitating or lecturing the learning area they applied for. They only indicated the present post. The teaching, facilitation or lecturing experience of the appointed marking personnel ranged from 12 to 30 years. Those with 0 years of experience were mostly novice markers recruited to ensure continuity within the system and build capacity.

5.3.6 Marking experience

The section below discusses the findings on the marking experience of the marking personnel.

Table 5E: Marking experience of appointed marking personnel

No.	Learning area	Marking experience		Comments
		Lowest	Highest	
1.	LCAF4	0 years	17 years	Novice markers appointed
2.	LCND4	1 year	5 years	Novice markers appointed
3.	LCXH4	0 years	21 years	Novice markers appointed
4.	LCZU4	0 years	17 years	Novice markers appointed
5.	LCSP4	0 years	12 years	Novice markers appointed
6.	LCSO4	0 years	10 years	Novice markers appointed
7.	LCTS4	0 years	17 years	Novice markers appointed
8.	LCSW4	3 years	15 years	Novice markers appointed
9.	LCVE4	0 years	7 years	Novice markers appointed
10.	LCXI4	8 years	16 years	Not novice markers appointed
11.	TRVT4	0 years	17 years	Novice markers appointed
12.	WHRT4	0 years	12 years	Novice markers appointed

Table 5E indicates that some appointed personnel had 0 years' marking experience, while LCXH4 had a marker with the most marking experience at 21 years. It was also noted that no novice markers were appointed in LCXI4.

5.3.7 Plans for the training of marking personnel

The DHET conducted the training of marking personnel on 3 December 2024 at Tshwane South TVET College, Centurion Campus, Pretoria.

The training aimed to equip marking personnel with information relating to:

- a) Principles of marking;
- b) Quality assurance of marking;
- c) Controlling the flow of scripts;
- d) Identification and management of irregularities; and
- e) Transfer of marks.

Furthermore, the training ensured that markers had a common understanding and built capacity among the marking personnel to improve the quality of marking and moderation. Practical training activities were also used during the standardisation exercise to enhance the markers' knowledge.

5.4 AREAS OF IMPROVEMENT

The following was noted as an area of improvement:

- a) The DHET submitted evidence of the selection panel meetings convened for the selection and appointment of marking personnel.

5.5 AREAS OF NON-COMPLIANCE

The following were noted as concerns:

- a. The criteria for the appointment of marking personnel did not indicate specific requirements for different categories of marking personnel. For example, there was no indication of the learning area in which appointed markers specialised, as stated in the list of requirements for prospective applicants; and
- b. The information supplied to Umalusi was not in line with the requirements set by Umalusi.

5.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The DHET must ensure that:

- a. Appointed marking personnel have a qualification related to the learning area they are appointed to mark; and
- b. The Umalusi spreadsheet, which requires specific information on the appointed DHET marking personnel, is completed and submitted to Umalusi.

5.7 CONCLUSION

Umalusi's desktop audit of the appointed marking personnel for the marking of the DHET's November 2024 GETC: ABET examinations showed that the recruitment and appointment process was properly conducted. However, there were instances where the qualifications of the appointed marking personnel were not aligned with the requirements of the particular learning areas and/or information to show this alignment was lacking.

CHAPTER 6: MONITORING THE WRITING AND MARKING OF EXAMINATIONS

6.1 INTRODUCTION

Umalusi monitored the conduct, administration, and management of the November 2024 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations to evaluate the compliance of the Department of Higher Education and Training (DHET) with the national policy pertaining to the conduct, administration and management of examinations.

The writing of the examinations commenced at 1 562 examination centres across all nine provinces on 1 November 2024 and concluded on 25 November 2024. The monitoring aimed to verify that the sampled examination centres effectively and efficiently adhered to the regulations, policies, and requirements for conducting credible, reliable, and transparent examinations for the GETC: ABET qualification. This was followed by monitoring the marking phase, conducted at the Department of Higher Education and Training (DHET) marking centre on 06 December 2024.

The results identify areas of improvement, areas of non-compliance, and directives for compliance and improvement.

6.2 SCOPE AND APPROACH

The DHET established 1 562 examination writing centres nationally. Umalusi visited 50 of these centres in the November 2024 examination cycle, compared to 127 in November 2023. The sampled centres are listed in Annexure 6A.

The data used for this evaluation was gathered through:

- a. Completion of the instrument for monitoring the writing of examinations;
- b. Observations and interviews during on-site visits at the sampled writing centres and the centralised marking centre by Umalusi monitors; and
- c. Analysis of the evidence of supporting material provided at the respective centres.

6.3 SUMMARY OF FINDINGS

The findings detailed in Section A reflect a consolidated analysis of the reports on the monitoring of the writing of the November 2024 GETC: ABET examinations, which took place from 01 to 25 November 2024, whereas Section B indicates findings on the monitoring of the marking conducted from 01 to 14 December 2024.

SECTION A: MONITORING THE WRITING OF EXAMINATIONS

Section A summarises the findings on the general administration, conduct, and management of the writing phase of the November 2024 GETC: ABET examinations and their credibility.

6.3.1 Preparations for the examination

In preparation for the examination, the assessment body was expected to verify and ensure that the examination centres were suitable and ready to administer the November 2024 GETC: ABET examinations. Umalusi found, however, that 30 of the 50 sampled centres were without proof of a State of Readiness (SoR) report.

a) Conduciveness of the examination centres

Umalusi monitored 50 examination centres and found that all examination rooms were spacious and had adequate furniture to accommodate the registered candidates. All but five of the sampled centres had adequate water and toilet facilities, and on the monitoring day, generators were available at the centres that wrote Information and Communication Technology (INCT4).

However, invigilators failed to confirm that the toilets at eight centres were free of materials that could assist candidates, and the hosting school locked the toilets at the Soniye ABET Centre. A movement register for candidates who temporarily left the examination room was available at 45 of the sampled centres.

The following contradictions with regulatory policies were reported:

- i. A very noisy environment at Masakhane Community Learning Centre (CLC) and Ikaheng PALC;
- ii. The surroundings and examination venue at Sekgabo CLC were not well maintained; and
- iii. Electricity was not available at Sekgabo CLC and Makanaskop Adult Centre.

Umalusi noted that the examination rooms were free of material that could assist the candidates, except at the Douglas Correctional Centre, where computers were not checked and cleaned. The candidates' previous work was accessible during the writing of the INCT4 examination.

b) Security and supply of question papers

The sealed question papers were delivered and collected by authorised officials or chief invigilators and were accompanied by duly signed dispatch forms, except at five of the sampled centres. DHET appointed courier services to deliver and collect examination material at two centres (Worcester CLC and Masakhane CLC). Chief invigilators at the sampled centres verified that the correct question papers were delivered/collected. All question papers were sealed upon delivery.

Umalusi reported that the safekeeping of assessment material was compromised at three centres, namely:

- i. No strong room/safe was available at Soweto on Sea and Qinabout CLC to store the assessment material safely;
- ii. Examination material was kept on a table in the examination room at Mokgopa ABET Centre; and
- iii. Although a strong room was at the disposal of Makanaskop Adult Centre, it was used as a store room.

c) Examination document management

At 49 sampled centres, except Makanaskop Adult Centre, an examination file and a copy of the official timetable for the current examination cycle were available. Five of the sampled centres did not have examination policies and instructions for effectively managing examinations. Absentee forms were not filed at Soweto on Sea, and irregularity forms were not filed at the three centres. At seven centres, no stock control register was available to monitor the number of answer books issued, the number of answer scripts used, the number of spoiled scripts/answer books, and the number of scripts returned.

6.3.2 Invigilators and training

The chief invigilators, as accounting officials at the examination centres, were expected to have a thorough knowledge of the policy, procedures, rules, and regulations guiding the execution of fair, effective, and transparent examination writing sessions at the respective examination centres. Therefore, it was the responsibility of the DHET to ensure that the chief invigilator and the invigilators were trained and appointed.

Existing evidence indicated that the principals/centre managers were officially appointed as chief invigilators at 39 centres; however, at five centres (Douglas Correctional Centre, Kimberley Correctional Centre, Makgopa ABET Centre, Qinabout CLC, and Fund CLC), there were no records of training for chief invigilators. At some centres, including the Alexandra Adult Centre, the centre manager could not assume the responsibility of the chief invigilator and the substitutes were officially appointed as chief invigilators.

At 48 sampled centres, the exception being Kimberley Correctional Centre and Bofolo CLC, lecturers or community members were appointed in writing by the chief invigilators as invigilators. There was also no evidence of official training for invigilators at Douglas Correctional Centre, Kimberley Correctional Centre, Makgopa ABET Centre, and Alexandra CLC for the current cycle.

The IT technicians did not have official appointment letters at four of the sampled centres (Douglas Correctional Centre, DWT Nthathe Adult Edu Centre, and Manaye ABET Centre) where the Information and Communication Technology (INCT4) exam was written.

Training of the chief invigilators and invigilators occurred at most examination centres, demonstrating the DHET's compliance with the Umalusi directive to ensure proper and timely training of invigilators and chief invigilators.

6.3.3 Preparations for the writing of the examination session

a) Admission of candidates to the examination venue

All candidates, except those at three examination centres, were seated at least 30 minutes before the examination session began.

Candidates who arrived after 14:00 were not allowed to sit for the examination session. However, candidates who arrived late at the Kgodiso ABET Centre and Sandanezwe ABET Centre were allowed to write. One candidate without a valid passport was denied entry to write at Marhagi CLC.

At John Walton Adult Centre and Sekgabo CLC, the chief invigilator did not verify the candidates' admission letters and identity documents (ID). At Mecwi CLC, the verification was not done correctly because one candidate was found to be without an admission letter after the commencement of the examination session. The invigilators' late arrival resulted in the admission letters and IDs not being verified at the Dikgelela CLC.

One candidate who lost her ID document at Xilumani ABET Centre was admitted through her admission letter and an affidavit from the South African Police Service (SAPS). However, verifying whether the correct candidate had been admitted into the examination room was difficult since the SAPS affidavit did not include the candidate's recent photographic evidence. Calculators were checked at all but two of the sampled centres (Funda CLC and Estcourt Correctional Centre).

b) Relief invigilation timetable

Invigilation timetables were filed in all the centres; however, Umalusi noted the following inconsistencies regarding the management of invigilators' attendance:

- i. No relief timetables were available at eight of the sampled centres;
- ii. At four centres, attendance registers were not signed by invigilators/relief invigilators; and
- iii. At 11 centres, invigilators were not wearing name tags.

c) Seating plan

The examination rooms were demarcated at all the sampled centres, and candidates were seated one metre apart from each other. However, at one of the four monitored centres (Douglas Correctional Centre), where INCT4 was written, dividers were not available between the computer stations, which could have jeopardised the credibility of the examination session. Permanent seats were allocated to candidates at Cradock Prison and Bofolo CLC. Seating plans were filed and pasted at the entrances to the examination rooms, except at Soweto on Sea and Sekgabo CLC. Soniye ABET Centre and Impumalanga ABET Centre did not adhere to the seating plan.

6.3.4 Time management before and during the examination

All the sampled centres had an information board visible to all candidates, displaying relevant information relating to the examination session. Except for one centre in Limpopo (Makgopa ABET Centre), time was well displayed at the sampled centres.

The commencement of the examination sessions was delayed by 15 minutes at Thokoza CLC due to the late arrival of answer books. At two other sampled centres, Sekgabo CLC and Sandanezwe ABET Centre, the examination commenced 12 and 3 minutes late, respectively. The invigilators did not arrive on time at Makanaskop Adult Centre, and at Dikgelela CLC, only the Chief invigilator arrived on time.

There is still no consistency regarding the admission of candidates. Candidates who arrived after 14:00 were allowed to sit for the examination at two of the sampled centres but not at four centres.

Candidates signed the attendance register at all the sampled centres and were issued with the official answer book. The sealed question papers were opened in front of the candidates by either the chief invigilator or invigilator at the sampled centres.

The ten-minute regulated reading time was not adhered to, and the technical accuracy of the question papers was not checked at the five centres. At Bofolo CLC, one candidate was writing during reading time.

6.3.5 Activities during writing

The invigilators did not explain or clarify anything to candidates regarding the question paper except the number of questions to be answered.

At five centres, movement registers were unavailable to record candidates who temporarily left the examination room. Candidates left the examination room temporarily without being escorted by an invigilator of the same gender at two centres. At Funda CLC, a candidate was allowed to leave the examination room during the last 15 minutes of the examination session.

6.3.6 Handling, packaging and transporting of scripts

The sampled centres strictly adhered to prescribed regulations on handling, packaging and transporting scripts. Authorised staff handled the examination materials, and Umalusi monitors witnessed the material being sealed in official satchels. At Douglas Correctional Centre, ten candidates were captured on the mark sheet, but 11 wrote the exam. An adjustment was noted.

At three of the four sampled centres where INCT4 was administered, candidates' answers were successfully saved, and backups were made and securely stored. However, at Douglas Correctional Centre, the educator only had one compact Disc (CD) available to save the candidates' answers, so some responses had to be saved on her Universal Serial Bus (USB) drive. At Pretoria Prison, the CD was faulty, necessitating the use of a personal USB to save the candidates' answers. Additionally, the candidates at Pretoria Prison did not verify whether all their answers were successfully transferred to the USB.

6.3.7 Incidents with possible impact on the credibility of the examination sessions

Four of the 50 sampled centres reported irregularities that could impact the credibility of the examination writing phase.

- a. At Ilungelolethu ABET Centre, eight candidates had incorrect ID numbers on their admission letters;
- b. At Makanoskop Adult Centre, one candidate's name on the birth certificate differed from the name on the admission letter. Additionally, a candidate fainted and was transported to the hospital;
- c. A candidate who was not registered was permitted to write on the day of the Umalusi visit at Cradock Prison; and
- d. There was no evidence that computers (hardware and software) were checked at Douglas Correctional Centre; the candidates' previous work was still on their computers.

In addition to these irregularities, Umalusi identified incidents that could negatively affect the reliability of the examinations, which are summarised in Table 6A.

Table 6A: Centres with incidents that could negatively affect the reliability of the examination sessions

Centre	Nature of the incidents
Sandanezwe ABET	<ol style="list-style-type: none"> a. Some of the candidates left the examination room temporarily without an escort; b. Some of the candidates were allowed to leave the examination room during the last 15 minutes of the examination session; c. Some of the candidates handed over their answer scripts to the invigilators after writing concluded; d. There were no signs on the door/in the vicinity that indicated that this was an examination room; e. The invigilators did not check that the toilets were devoid of any material that may assist the candidates; and f. The examination file did not have dispatch documents duly signed by all authorised personnel.
Cradock Prison	<ol style="list-style-type: none"> a. The examination file did not have dispatch documents duly signed by all authorised personnel; b. The invigilator didn't read the examination rules; and c. There was one candidate who was not registered.
Bofolo CLC	<ol style="list-style-type: none"> a. The seating plan was different from the way the candidates were seated; b. Examination rules were not read to the candidates; c. The invigilator did not stop one candidate from writing during reading time; and d. There was no male escort because all invigilators were female. The female escort left the male candidates outside the door of the toilets.

Centre	Nature of the incidents
Impumalanga ABET Centre	<ul style="list-style-type: none"> a. Candidates were not seated according to the seating plan; and b. Invigilators had no name tags.
Funda CLC	<ul style="list-style-type: none"> a. No relief timetable was available; b. There was a lot of material on the walls; c. Examination policy/instructions were not available; d. The Chief invigilator did not verify the correctness of the information on the cover page of the answer book; and e. Two candidates were escorted outside within the first hour, at 14:12 and 14:48.
Daveyton Adult Centre	<ul style="list-style-type: none"> a. There was no evidence of a relief timetable.
Ilungeloletu ABET Centre	<ul style="list-style-type: none"> a. There were no lights; b. There was no strong room at the centre, and the examination materials were kept in the examination rooms at the centre; c. Candidates' ID numbers on their admission letters did not correspond with the original ID document; and d. The register was not available for candidates who temporarily left an examination room.
Makanaskop Adult	<ul style="list-style-type: none"> a. The examination centre had no electricity; b. The examination material was kept on top of the desk of the Chief Invigilator until such time it was taken to the examination room; c. Candidates were not seated according to the seating plan; d. The technical accuracy of the question paper was not checked with the candidates; e. Exam rules were not read; and f. Candidates were allowed five minutes of reading time.
Pondo ABET Centre	<ul style="list-style-type: none"> a. The stock control register was not available; b. Only seven of the 24 candidates who wrote the examination were seated by 13:30; and c. Copies of dispatch forms were not in the examination file.
Douglas Community Centre	<ul style="list-style-type: none"> a. No evidence that computers (hardware and software) were checked at the centre: the candidates' previous work was still on their computers; and b. Examination policy/instructions were not available.
John Walton Adult Centre	<ul style="list-style-type: none"> a. Copies of dispatch forms were not in the examination file; and b. The correctness of the question paper on the cover page was not verified.
Letjhabile CLC	<ul style="list-style-type: none"> a. An attendance register was available but not signed by all the invigilators.

Centre	Nature of the incidents
Standerton Prison	<ul style="list-style-type: none"> a. Dispatch documents were signed at the district office, and no copies were evident at the examination centre; b. Candidates were only allowed five minutes of reading time; and c. Invigilators could not be identified as they did not have name tags.
Kgodiso ABET Centre	<ul style="list-style-type: none"> a. There was no signed invigilation register; and b. The seating plan was not displayed outside the examination room.
Dikgelela CLC	<ul style="list-style-type: none"> a. Invigilators had no name tags; and b. The examination rules were not read to the candidates.
Ikaheng PALC	<ul style="list-style-type: none"> a. The irregularity form was not available; b. There was too much noise coming from the busy street, which made the centre not conducive to administer the examination; and c. There were no female lecturers to escort female candidates who left the examination room temporarily.
Dundee ABET Centre	<ul style="list-style-type: none"> a. There were no name tags for the invigilators; and b. The technical accuracy of the question paper was not checked.
Xilumani ABET Centre	<ul style="list-style-type: none"> a. The Invigilator did not check and verify the question paper for technical accuracy; and b. The invigilator did not read the examination rules to the candidates.
Kabukweni ABET Centre	<ul style="list-style-type: none"> a. The Chief Invigilator did not read the examination rules.
Sekgabo CLC	<ul style="list-style-type: none"> a. There was no electricity in the block of classrooms; b. Mainstream learners from other classrooms were very noisy: some learners knocked and/or opened the door; c. The main road passing outside the school premises was noisy; d. There was no dispatch document, stock control register, seating plan, or evidence of training manual/material in the exam file; and e. Four candidates arrived after 14:00, at 14:06, 14:12, 14:15 and 14:32.
Soweto on Sea	<ul style="list-style-type: none"> a. There were no dispatch documents duly signed by all authorised personnel, no safe/ strong room available or stock control register; b. The candidates' cell phones were not checked; c. There were six invigilators present, but only three had appointment letters; d. No seating plan was available in the exam file. Only the candidates' names were displayed on a list outside the door; e. Some invigilators had no name tags; and f. Examination rules were not read to the candidates.
Soniye Adult Centre	<ul style="list-style-type: none"> a. The stock register was not kept at the centre; and b. Candidates were not given ten minutes of reading time.

Centre	Nature of the incidents
Masakhane CLC	<ul style="list-style-type: none"> a. The environment was not conducive for writing the examination. There was a lot of movement and loud noise from construction vehicles; and b. A relief timetable was not available.
Mokgopa AET Centre	<ul style="list-style-type: none"> a. There was no strong room available; hence, the question papers were kept on the table in the examination room; b. There was no evidence of dispatch documents duly signed by all authorised personnel; c. There was no evidence that the chief invigilator was trained; d. There was no examination manual in the examination file; and e. Two candidates were allowed to leave the examination room 15 minutes (16:50) before the examination ended.
Mecwi CLC	<ul style="list-style-type: none"> a. Verification of admission letters and identity documents was not properly done. A candidate was found without an admission letter; b. Examination policy/instructions were not available; and c. Invigilators had no name tags.
Bathophuthanang ABET Centre	<ul style="list-style-type: none"> a. The centre had no safe or strong room for the safekeeping of assessment material; b. The centre did not have the attendance register of invigilators; c. A relief timetable was not available; d. The invigilator did not check the question paper for technical accuracy; and e. Examination rules were not read.
Kimberly Correctional Centre	<ul style="list-style-type: none"> a. There was no stock control register; b. There was no evidence of training invigilators; c. Invigilators did not have appointment letters; and d. There was no strong room/safe at the examination centre.
Noah Adult Centre	<ul style="list-style-type: none"> a. Some candidates were allowed to enter the examination room with blank papers in their plastic sleeves.
Nigel Correctional Centre	<ul style="list-style-type: none"> a. Candidates were allowed to share stationery.
Qinabout CLC	<ul style="list-style-type: none"> a. There was no evidence that the assessment body trained the chief invigilator.
Masibambisane CLC	<ul style="list-style-type: none"> a. Candidates who arrived 30 minutes after the start time were allowed to write.
Pretoria Correctional Centre	<ul style="list-style-type: none"> a. There was no evidence or documentation, e.g., register or checklist, which verified that all computers were checked; and b. The IT support staff did not have appointment letters.
Marhagi CLC	<ul style="list-style-type: none"> a. Candidates were given 15 instead of 10 minutes of regulated reading time; and b. Two candidates did not have ID documents.

SECTION B: MONITORING OF THE MARKING OF EXAMINATIONS

Umalusi monitored the centralised marking centre for the November 2024 GETC: ABET examinations at Tshwane South Technical and Vocational Education and Training (TVET) College, Centurion Campus. Marking was conducted between 01 and 14 December 2024.

6.3.8 Preparations and planning for marking

This criterion reports on findings regarding the preparations and planning of the marking session, which were identified during external moderation. Umalusi's monitoring followed the completion of a State of Readiness Report (SoR) by the DHET, submitted to Umalusi on 18 October 2024.

DHET planned and prepared the marking process for the November 2024 examination cycle in compliance with DHET regulations. This ensures the credibility of the examination for the GETC: ABET qualification, which is registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

a) Appointment of marking personnel

The assessment body (DHET) appointed a centre manager to manage the marking of 188 250 scripts during the December 2024 marking period. The marking personnel, listed in Annexure 6B, arrived at the marking centre on the scheduled dates, and all markers produced signed appointment letters upon arrival. Umalusi verified the marking personnel's signed attendance registers.

b) Availability of marking management plans

DHET provided the marking centre with a comprehensive marking management plan, indicating the operating details that were to be strictly adhered to.

The following information was verified in the marking management plan:

- i. The marking management team reported on 01 December 2024 at the marking centre;
- ii. Chief markers and internal moderators arrived on 03 December 2024 at the marking centre, except for the IsiNdebele chief marker, who reported sick;
- iii. The markers arrived on 04 December 2024;
- iv. Standardisation of the marking guidelines and training of the markers took place on 04 December 2024; and
- v. The daily start and end of marking (08:00 to 20:00) was verified.

c) Availability of scripts and marking guidelines

By 03 December 2024, the marking centre had not yet received all scripts for the 26 learning areas from DHET. The 26 learning areas had marking guidelines available during the standardisation of marking guideline meetings. The marking guidelines were shared timeously with the chief markers before the marking of dummy scripts. Except for NATS4, dummy scripts were available to all learning areas.

d) Quality and standard of training sessions across learning areas

Training of the markers by the chief markers, senior markers and internal moderators included:

- i. Duties and responsibilities of marking personnel;
- ii. Pre-marking of dummy scripts;
- iii. Handling of scripts;
- iv. Accurate transfer of marks;
- v. Handling and management of irregularities;
- vi. Confidentiality and declarations; and
- vii. Discipline and conduct of marking personnel.

All markers who attended the training signed attendance registers.

e) Adherence to norm time

The marking centre's norm time was from 08:00 to 20:00, as per the management plan (which included a tea and lunch break). The centre manager confirmed that the marking personnel reported on time daily.

6.3.9 Marking centre resources

The availability of adequate resources at a marking centre enables the execution of reliable and transparent marking of examination scripts.

a) Suitability of the infrastructure and equipment required for marking

A safe environment with suitable and sufficient space for the marking of scripts was observed.

In addition to ample, spacious, and suitable furnished marking venues to accommodate the 591 marking personnel, an office earmarked for meetings, an administration office, and a control room equipped with computers were also available.

The administration office had printing and telecommunication facilities, computers, scanners, and Wi-Fi access. However, some parts of the marking centre (near the South African Defence Force base) experienced poor cell phone connectivity.

During on-site monitoring, Umalusi noted that INCT4 was not accommodated at the computer centre/laboratory and that the markers used their personal laptops to mark the candidates' practical work.

b) Conduciveness of the marking centre and marking rooms, including accommodation for markers

The marking centre was hosted at a TVET College and was suitable for marking. The marking venues had adequate lighting, ventilation, and no disturbing noise. The centre was equipped with numerous lecture rooms and halls; however, some learning areas shared the marking venue. The centre accommodated more than 500 marking personnel for marking more than 188 000 scripts. The script control room was also well-equipped and large enough to set up different stations to accommodate the various learning areas.

c) Quality of food provided for markers

The markers were provided with good-quality meals, including morning and afternoon tea. The caterers met special dietary requests. They were accommodated in hotels and transported daily to the marking centre.

d) Compliance with Occupational Health and Safety requirements

The marking centre complied with Occupational Health and Safety (OHS) requirements. Umalusi verified a copy of a recent OHS compliance certificate dated 18 October 2024. The following were verified:

- i. Access to clean water and sanitation facilities;
- ii. Electricity and backup generators;
- iii. Recently fire equipment tested;
- iv. Sickbay;
- v. Visible safety signage and assembly points;
- vi. Ramps for people with disabilities; and
- vii. Controlled access into the marking centre.

6.3.10 Provision of security measures

Stringent security measures are paramount for the safety of the marking centre, scripts, and marking personnel.

a) Access control into the marking centre

Security personnel operated the access gate to the marking centre 24 hours a day. Vehicles were searched, and a register was signed upon entry. All personnel were required to produce appointment letters or IDs. Visitors wore visitor cards issued at the marking centre's office for identification.

In cases where no authorisation letter was available, the security personnel requested permission from the marking management and accompanied the visitor to their destination within the marking centre. However, the security personnel at the entrance gate did not request authorisation letters or IDs from the Umalusi official. Laptops were also not checked or recorded, and there was no sign-out register at the exit gate.

b) Movement of scripts within the marking centre

The script control room manager was responsible for overseeing the movement of scripts within the marking centre. Scripts were transferred to and from the control room only at the request of chief markers and were always accompanied by examination assistants (EA) and security guards.

Both chief markers and examination assistants were required to sign dispatch/receipt forms and flow sheets to ensure the safe and controlled movement of the scripts. After the examination assistants checked the scripts, they were recorded, counted, and verified in the nerve centre/control room.

c) Storage and safekeeping of scripts

Scripts were delivered by a guarded courier service, received by the control room manager, and securely moved to the control room. To account for each batch of scripts received at the control room, the script control managers scanned the marksheet number to record and verify that the scripts delivered to the marking centre corresponded with the marksheets. Batches without computerised marksheets were captured manually in the control room.

Security officials manned the entrance to the control room, and security personnel escorted the EA to and from the marking venues. The marking centre did not have a register for lost scripts.

To limit the in-and-out movement of scripts, scripts were transported back to the DHET after the marking and mark capturing were completed.

6.3.11 Management and handling of detected irregularities

Marking personnel were trained on what constituted an irregularity and how they should be managed and handled.

The following protocols follow the identification of an irregularity:

- a. Chief markers/internal moderators investigate suspected and reported irregularities;
- b. If confirmed by chief markers/internal moderators, irregularity forms are completed;
- c. The chief markers/internal moderators write "IRR" on the affected script/s;
- d. A copy of the implicated script/s and irregularity forms, as well as evidence for further investigation, are forwarded to the irregularity manager, who convenes a meeting;
- e. All information regarding the detected and confirmed irregularity is filed;
- f. For serious irregularities, the marking centre manager couriers the evidence of the irregularity (including the original script/s) to the DHET irregularity structures for further investigation;
- g. Copies of the affected scripts are returned to the batch; and
- h. A file containing information on irregularities per learning area is kept.

In contravention of the above protocol, an irregularity register was not updated during Umalusi's external moderation of the marking centre. A suspected irregularity of group copying in ECDV4 was recorded on 05 November 2024 at the ECDV4 marking room but not captured at the Deputy Marking Centre Manager (DMCM) Academic office.

6.3.12 Monitoring by the assessment body

The assessment body (DHET) monitored the marking centre on 06 November 2024, but no report was available on the day of the Umalusi visit on 09 December 2024.

6.3.13 Quality assurance procedures

The following procedures were undertaken to ensure the highest quality of marking at the marking centre:

- a. The chief markers and internal moderators moderated the marked scripts in the respective learning areas and verified if the entire script had been marked. As a second layer of verification, the examination assistant quality assured, in pencil, the ticks, totals and transfer of marks;
- b. The chief markers, senior markers and internal moderators also checked the transfer of marks to the cover of scripts before signing them off to the control room. The examination assistants again verified the transfer of marks at the control room;
- c. Marks were captured in a designated area at the marking centre;
- d. A double-capturing system was used. Each province was allocated two examination assistants to capture marks; one captured the marks, and the other verified their accuracy;
- e. Thereafter, the capturing manager checked the accuracy of the capturing of marks using a specific Information Technology (IT) function; and
- f. The capturing manager was to use a different IT function to send the marks to the State Information Technology Agency (SITA) for verification.

6.3.14 Reporting on qualitative reports

At the end of the marking process, the chief markers and internal moderators completed qualitative reports. Each marker was expected to take notes during the marking, which were then presented to the chief marker and the internal moderator to enhance the qualitative reports.

Afterwards, the chief markers and internal moderators submitted the qualitative reports to the DMCM: Academic. In the event that errors or quality issues were identified, the DMCM: Academic conducted a quality assurance review of the reports and returned them to the chief markers and internal moderators for corrections. Once the qualitative reports met the required quality standards, the DMCM: Academic issued a clearance certificate to the internal moderator and the chief marker. The finalised reports were then submitted to Umalusi.

6.4 AREAS OF IMPROVEMENT

The following area of improvement was noted at the marking centre in November 2024 compared to the previous year:

- a. Sampled examination centres strictly adhered to prescribed regulations pertaining to the handling, packaging and transporting of scripts.

6.5 AREAS OF NON-COMPLIANCE

Non-compliance in the following monitoring areas (writing and marking) was reported:

- a. Only 30 of the sampled examination centres had evidence of their State of Readiness (SOR) to administer the November 2024 GETC: ABET examination;
- b. The DHET did not provide INCT4 examination centres with CD or storage media, which led to invigilators procuring their storage media (USBs);
- c. Markers of INCT4 used personal computers to mark candidates' work;
- d. No official appointment letters of technical support staff were available at four centres monitored during the writing of INCT4;
- e. There is still no consistency with the admission of candidates into the examination venue/centre. Candidates arriving late were permitted to write the exam at some centres but not others;
- f. The irregularity register and template were not updated at the marking centre; and
- g. There was no evidence of internal monitoring at the examination centres and the marking centre.

6.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

DHET must ensure that:

- a. All examination centres are verified to administer the GETC: ABET examinations, and there is evidence that State of Readiness (SoR) was conducted;
- b. The marking centre has computers available for use by INCT4 markers;
- c. Examination centres offering INCT4 are provided with two formatted discs or storage devices;
- d. All invigilators and IT technicians are officially appointed and trained before the commencement of the writing of examinations;
- e. Examination material at all writing centres, before and after examination sessions, are safely stored;
- f. Latecomers should not be allowed to sit for the examination;
- g. Accurate and verified information is captured during the registration of candidates;
- h. Only registered candidates are allowed to write the examinations;
- i. The main management plan from DHET for marking should be broken down into manageable marking activities; and
- j. The training of marking personnel on the handling, reporting and management of irregularities is intensified.

6.7 CONCLUSION

Umalusi concluded that the DHET November 2024 GETC: ABET examinations (writing and marking) were administered largely in accordance with the national policy pertaining to the conduct, administration and management of examinations. However, some regulations were either partially complied with or not complied with at all. Thus, DHET is urged to intensify support in the learning and assessment of INCT4 and ensure total compliance at all examination and marking centres. The DHET should also improve the logistical and organisational arrangements at the marking centre.

CHAPTER 7: STANDARDISATION OF MARKING GUIDELINES

7.1 INTRODUCTION

Umalusi is required to ensure that the quality and standards of all assessment practices associated with the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations are maintained. The quality assurance of marking begins with the standardisation of marking guidelines, which provides a platform for the marking personnel and Umalusi moderators to discuss responses per question and to reach a consensus before the final marking guidelines are approved.

Inconsistencies in the marking of the scripts negatively impact the fairness and reliability of marks awarded to candidates and threaten the validity of examinations. Furthermore, this process ensures that all possible alternative responses are included in the final marking guideline (to ensure the credibility and integrity of the marking processes).

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

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

Furthermore, this process aims to ensure that all possible alternative responses are included in the final marking guidelines so that candidates are not unfairly disadvantaged.

7.2 SCOPE AND APPROACH

Umalusi participated in 25 of the 26 standardisation of marking guideline meetings organised by the DHET for the November 2024 GETC: ABET examinations. The meetings for 25 learning areas took place on 04 December 2024 at the DHET's marking centre at the Tshwane South Technical and Vocational Education and Training (TVET) College, Centurion Campus.

The Umalusi moderator for ANHC4 could not attend the meeting for this learning area. However, the discussions in these learning areas took place under the leadership of the national examiners and DHET's internal moderator and thus were deemed sufficient.

Umalusi moderators used the Quality Assurance of Assessment Instrument for the Monitoring of the Standardisation of Marking Guidelines to monitor the discussions. This instrument requires Umalusi moderators to report their findings based on the following criteria:

- a. Attendance of marking personnel;
- b. Verification of question papers and the marking guidelines;
- c. Preparations for the standardisation of marking guidelines;
- d. Standardisation of the marking guidelines process;
- e. Training during the standardisation of marking guidelines meeting;
- f. Verification of the quality of the final marking guidelines; and
- g. Approval of the final marking guidelines.

Umalusi moderators attended the onsite standardisation of marking guideline meetings for 25 of the 26 learning areas to monitor the proceedings, provide guidance where needed, make final decisions, and subsequently approve the final marking guidelines to be used during marking.

7.3 SUMMARY OF FINDINGS

The section below summarises the findings on the standardisation of marking guidelines conducted by Umalusi on the DHET's examination processes. To assess the effectiveness of the standardisation of marking guideline meetings, Umalusi moderators checked attendance, preparation, and the thoroughness with which the meetings were conducted. This section reports on the findings on the standardisation of marking guidelines, as observed by Umalusi, regarding compliance with each criterion.

7.3.1 Attendance of marking personnel

This criterion checks the attendance of national examiners, national internal moderators, chief markers, senior markers and markers at the standardisation of marking guideline meetings.

Table 7A indicates the number of marking personnel who attended the standardisation of marking guideline meetings per learning area. These are examiners, internal moderators, chief markers, senior markers and markers.

Table 7A: Attendance at the standardisation of marking guideline meetings per learning area

No.	Learning area	Marking personnel in attendance					Total
		Examiners	Internal moderator	Chief marker	Senior marker	Marker	
1.	ANHC4	Umalusi was not represented					-
2.	AAAT4	-	1	1	1	6	9
3.	ARTC4	1	1	1	1	2	6
4.	ECD4	1	1	1	5	27	35
5.	EMSC4	-	1	1	-	15	17
6.	HSSC4	-	1	1	1	12	15
7.	INCT4	-	1	1	-	6	8
8.	LCAF4	-	1	1	-	2	4
9.	LCEN4	-	1	1	10	82	94
10.	LCND4	-	1	-	-	1	2

No.	Learning area	Marking personnel in attendance					Total
		Examiners	Internal moderator	Chief marker	Senior marker	Marker	
11.	LCSO4	-	1	1	1	5	8
12.	LCSP4	-	1	1	1	6	9
13.	LCSW4	-	1	1	-	5	7
14.	LCTS4	-	1	1	1	6	9
15.	LCVE4	-	1	1	-	3	5
16.	LCXH4	-	1	1	2	12	16
17.	LCXI4	-	1	1	-	3	5
18.	LCZU4	-	1	1	2	13	17
19.	LIFO4	-	1	1	7	56	65
20.	MLMS4	-	1	1	10	59	71
21.	MMSC4	-	1	1	2	9	13
22.	NATS4	-	1	1	-	4	6
23.	SMME4	-	1	1	1	32	35
24.	TECH4	-	-	1	1	3	5
25.	TRVT4	-	1	1	3	23	28
26.	WHRT4	-	1	1	1	6	9
Total		2	24	24	50	398	498

The standardisation of marking guideline meetings was attended by 498 marking personnel, comprising 398 markers, 50 senior markers, 24 internal moderators, and 24 chief markers. The examiners present were appointed as either internal moderators, chief markers, senior markers, or markers except for ARTC4 and ECD4. Only two participants attended the standardisation of marking guidelines meeting in one learning area (LCND4) due to the number of available scripts. The meetings in three learning areas (LCEN4: 94, LIFO4: 65 and MLMS4: 71) had the most participants.

7.3.2 Verification of question papers and marking guidelines

This criterion verifies whether the question paper and the accompanying marking guidelines are those approved during external moderation. All questions papers were confirmed as the correct versions.

7.3.3 Preparation for the standardisation of marking guideline meetings

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

Thirteen learning areas did not have any pre-marked scripts, while 12 learning areas (ARTC4, ECD4, LCND4, LCXH4, LCZU4, LCSP4, LCTS4, LCSW4, MLMS4, MMSC4, TECH4 and TRVT4) had pre-marked scripts in preparation for the standardisation of the marking guidelines. Of the twelve learning areas that had pre-marked scripts, one of them (MMSC4) had amendments made to the marking guideline prior to the standardisation of the marking guideline.

7.3.4 Standardisation of marking guidelines process

This criterion checks the actual process of standardising marking guidelines in each learning area. It also checks the quality and rigour of discussions per group and decisions made during the discussions.

In all learning areas, the organisational and logistical arrangements to facilitate the standardisation of marking guideline meetings were not properly made. The external moderators were accommodated in a boardroom from 08:00 to 09:30 because DHET was still organising or allocating the marking venues to different learning areas. The marking guideline discussion meetings started between 09:45 and 11:45. Markers had to wait in the queues for lunch for almost 3 hours, delaying the process of the marking guideline discussion; no drinking water was provided until after 16:00. The printing of the final marking guideline was completed around 18:23, which delayed the signing of the final approved marking guidelines in learning areas such as Language Literacy and Communication: IsiXhosa.

The processes and procedures followed during the standardisation of marking guidelines included the following: In most cases, the internal moderators chaired the meeting, except in very few cases where the chief marker served as chair. The chairperson introduced all attendees and explained the purpose of the meeting. Ground rules were set, followed by the discussion of the pre-marked scripts. In most cases, the internal moderators, chief markers or examiners interchangeably read the questions and the responses provided in the marking guideline. In a few cases, markers were each given different questions to read. This was accompanied by discussions on how each participant marked the dummy scripts. The Umalusi moderator was invited to contribute and/or arbitrate in all discussions. Minutes of the meeting were, in most cases, taken by the examiner. The chairperson ensured that consensus was reached concerning the responses in the marking guidelines. In this way, the final marking guidelines were approved.

During the standardisation of marking guideline meetings, all participants contributed meaningfully during the discussions. The questions and their corresponding responses were analysed in detail to show the nature and frequency of potential common marking errors that could be made during initial marking.

In all the learning areas, especially those with essay-type questions, rigorous discussions clarified possible responses and increased the markers' ability to mark interpretive questions. Rigorous discussions elicited alternative responses, particularly to questions that required analysis and synthesis.

Amendments were made to the marking guidelines during the standardisation of marking guidelines in all learning areas. However, the amendments did not impact the cognitive demand of the examination question papers. Clear motivations were provided for each amendment. Umalusi moderators approved all the amendments. Amendments were in the form of alternative responses, clarifying and correcting marking instructions and correcting wrong responses.

Umalusi moderators played the roles of arbiter, quality verifier, observer, guide, verifier, and supporter.

7.3.5 Training during the standardisation of marking guidelines

This criterion checks whether training was conducted in the use of the amended marking guidelines. It also verifies whether a common understanding and interpretation of the marking process was achieved.

Training was provided in 25 of the 26 learning areas, facilitated by a discussion of the marking of dummy scripts. For NATS4, no training was given during the standardisation of the marking guidelines because there were no dummy scripts for pre-marking in preparation for the standardisation process.

7.3.6 Verification of the quality of the final marking guidelines

This criterion verifies the quality of the standardised marking guidelines regarding accuracy, correctness, the inclusion of alternative responses, and the clarity of marking instructions, allowing for consistency and accuracy in the marking process.

In all 26 learning areas, the marking guidelines included:

- a. General marking instructions;
- b. Clear marking instructions that permitted uniform or standardised marking;
- c. Unambiguous answers that were well laid out;
- d. Enough detail to ensure fair and reliable marking; and
- e. Marking guidelines that did not seek to legislate for every possible case but reflected the different approaches that candidates might take.

7.3.7 Approval of the final marking guidelines

This criterion checks that the marking guidelines to be used in all learning areas bear the signatures of the participants who approved them. In all 26 learning areas, each of the Umalusi moderators concerned approved the final marking guideline by appending a signature on the front page. The internal moderator and the examiners also appended their signatures to indicate approval.

7.4 AREAS OF IMPROVEMENT

Umalusi noted the following areas of improvement:

- a. All marking personnel, including markers in each learning area, attended the standardisation of marking guidelines meeting; and
- b. Almost all learning areas had dummy scripts to facilitate training.

7.5 AREAS OF NON-COMPLIANCE

The following were noted as areas of concern:

- a. Dummy scripts were not provided in one (NATS4) of the 26 learning areas and, therefore, training could not take place;
- b. Standardisation of marking guideline meetings did not start at 08:00 as scheduled; and
- c. There were delays in all learning areas caused by organisational and logistical issues.

7.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The DHET is required to:

- a. Prepare dummy scripts to be used during training in all learning areas to facilitate a proper and effective training session; and
- b. Improve logistical arrangements to ensure that the required personnel do not lose valuable time due to logistical glitches.

7.7 CONCLUSION

The marking guideline discussions served the intended purpose of standardising the marking guidelines to be used during the marking of scripts at DHET's centralised marking centre. The discussions rose above the challenges, improving the quality of the marking guidelines and ensuring 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.

CHAPTER 8: VERIFICATION OF MARKING

8.1 INTRODUCTION

Verification of marking validates the process of marking and determines whether the marking personnel have adhered to the marking guidelines approved by Umalusi moderators at the national standardisation of marking guideline discussion meetings. The verification process evaluates adherence to marking standards. In addition, Umalusi moderators scrutinise answer scripts for possible irregularities.

The purpose of conducting verification of marking is to:

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

8.2 SCOPE AND APPROACH

Umalusi conducted on-site verification of the marking of the November 2024 GETC: ABET examination administered by the DHET from 04 to 09 December 2024. The DHET conducted marking at the Tshwane South TVET College, Centurion Campus.

Umalusi sampled 26 learning areas to verify marking. The learning areas and the number of scripts sampled are indicated in Table 8A.

Table 8A: Learning areas and scripts sampled for the verification of marking

No.	Learning area	Learning area code	No. of sampled scripts
1.	Ancillary Health Care	ANHC4	20
2.	Applied Agriculture and Agricultural Technology	AAAT4	20
3.	Arts and Culture	ARTC4	20
4.	Early Childhood Development	ECD4	20
5.	Economic and Management Sciences	EMSC4	20
6.	Human and Social Sciences	HSSC4	20
7.	Information Communication Technology	INCT4	20
8.	Language, Literacy and Communication: Afrikaans	LCAF4	20
9.	Language, Literacy and Communication: English	LCEN4	20
10.	Language, Literacy and Communication: IsiNdebele	LCND4	20
11.	Language, Literacy and Communication: IsiXhosa	LCXH4	20
12.	Language, Literacy and Communication: IsiZulu	LCZU4	20
13.	Language, Literacy and Communication: Sepedi	LCSP4	20
14.	Language, Literacy and Communication: Sesotho	LCSO4	20

No.	Learning area	Learning area code	No. of sampled scripts
15.	Language, Literacy and Communication: Setswana	LCTS4	20
16.	Language, Literacy and Communication: Siswati	LCSW4	20
17.	Language, Literacy and Communication: Tshivenda	LCVE4	20
18.	Language, Literacy and Communication: Xitsonga	LCXI4	20
19.	Life Orientation	LIFO4	20
20.	Mathematical Literacy	MLMS4	20
21.	Mathematics and Mathematical Sciences	MMSC4	20
22.	Natural Sciences	NATS4	20
23.	Small, Medium and Micro Enterprises	SMME4	20
24.	Technology	TECH4	20
25.	Travel and Tourism	TRVT4	20
26.	Wholesale and Retail	WHRT4	20
	Total		520

Umalusi verified the marking of candidates' scripts using the Umalusi Instrument for the Verification of Marking. Candidates' scripts were evaluated against the following four key criteria:

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

8.3 SUMMARY OF FINDINGS

This section summarises the key qualitative findings per criterion from the verification of marking conducted in 26 learning areas. The report is based on the sample of scripts selected by Umalusi at the marking centres and reflects on the four key criteria listed in Section 8.2.

8.3.1 Adherence to the marking guidelines

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

The standardisation of marking guidelines meetings for all learning areas occur before marking takes place. In these meetings, necessary amendments are made to ensure that no new amendments are needed during marking. Therefore, it was expected that all marking personnel strictly adhere to the approved marking guidelines.

The marking personnel adhered to the approved marking guidelines to a certain extent. In five learning areas, discrepancies between markers and the external moderators were within the tolerance range (ANHC4, ARTC4, EMSC4, INCT4, and NATS4).

The verification of marking reports stated that in 21 out of the 26 learning areas, the variations in mark allocation between markers and the external moderators exceeded the tolerance range of $\pm 3\%$ (AAAT4, ECD4, HSSC4, LCAF4, LCEN4, LCND4, LCSO4, LCSP4, LCSW4, LCTS4, LCVE4, LCXH4, LCXI4, LCZU4, LIFO4, MLMS4, MMSC4, SMME4, TECH4, TRVT4, and WHRT4). The conclusion was that markers did not strictly adhere to the marking guidelines. This was addressed with the internal moderators and chief markers.

8.3.2 Quality and standard of marking

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

Appropriate quality measures were taken to ensure that quality marking was achieved. Internal moderation was done for all 26 learning areas. Deviations by markers from the marking guideline were, in certain instances, corrected by the internal moderators. This was done to ascertain that marking was fair, valid and reliable. Additions and transfer of marks, in many instances, were done correctly. It is, however, concerning that in 21 learning areas out of 26, there were discrepancies above the tolerance range between marks allocated by markers, internal moderators and the Umalusi external moderators.

Discrepancies, according to subject verification reports by external moderators, were caused by the following:

- a. Marking incorrect responses as correct, or vice versa;
- b. Allocating marks different from those suggested by the marking guideline;
- c. Incorrect calculations or additions;
- d. The use of the marker's discretion in deciding whether or not to award marks;
and
- e. Negligence by markers.

This high number of discrepancies above the tolerance range was a serious concern; however, the chief markers and internal moderators closely monitored the situation and ensured that the quality of marking was not compromised.

8.3.3 Alleged irregularities

This criterion verifies whether the marking personnel were trained, whether they could identify suspected irregularities, and their ability to manage identified irregularities. The Umalusi external moderators identified irregularities in ECD4 and LIFO4 during marking verification. Details of the irregularities are provided in Table 8B.

Table 8B: Alleged irregularities

Examination centre	Learning area	No. of candidates	Nature of irregularity
4329013	ECD4	2	Two candidates provided similar responses to questions 2.1, 2.3, 2.5, 2.6, 2.7, 2.8, and 2.9 and questions 3.1, 3.3, 3.4, and 3.5.
E5223143	LIFO4	1	The first name and the student number were written on the front page of the answer script.
E6612046	LIFO4	1	Two different handwriting styles were noticed in the candidate's answer script.
E5121367	LIFO4	04	Candidates' responses were similar in certain questions, including some verbatim responses.

8.3.4 Performance of candidates

This criterion analyses the candidates' overall performance, and their performance per question, within the sample. The Verification of Marking Instrument requires Umalusi moderators to report on the performance of candidates per learning area for the verified sample. 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 about the strengths and challenges surrounding the teaching and learning of the curriculum. The following findings are presented per learning area, based on the sample of scripts.

a) Ancillary Health Care (ANHC4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of three questions. Figure 8A indicates the candidates' performance per question in the selected sample.

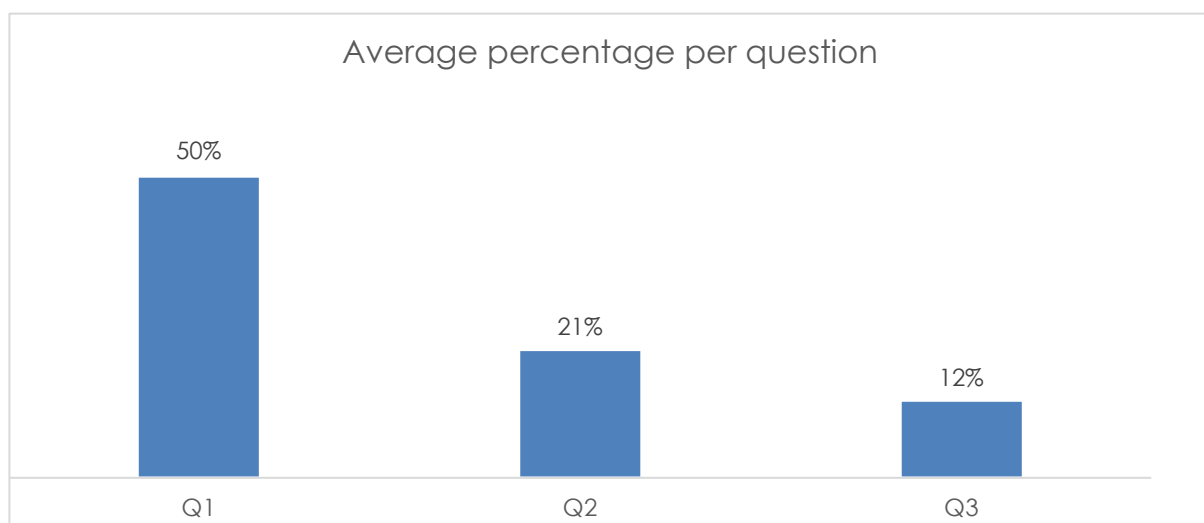


Figure 8A: Candidates' performance in ANHC4 per question – 20 scripts

Figure 8A indicates that question one, which consisted of multiple-choice questions and covered the entire syllabus, had the highest average performance of 50%. Question three, which covered the causes and prevention of constipation, had the lowest average performance of 12%.

Table 8C: Mark distribution as a percentage – ANHC4

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

Table 8C shows the mark distribution of the 20 sampled scripts. Six candidates passed and 14 failed. The highest mark obtained was 51% and the lowest was 14%. None of the candidates obtained 10% or less, and none obtained above 80%.

b) Applied Agriculture and Agricultural Technology (AAAT4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8B indicates the candidates' performance per question in the selected sample.

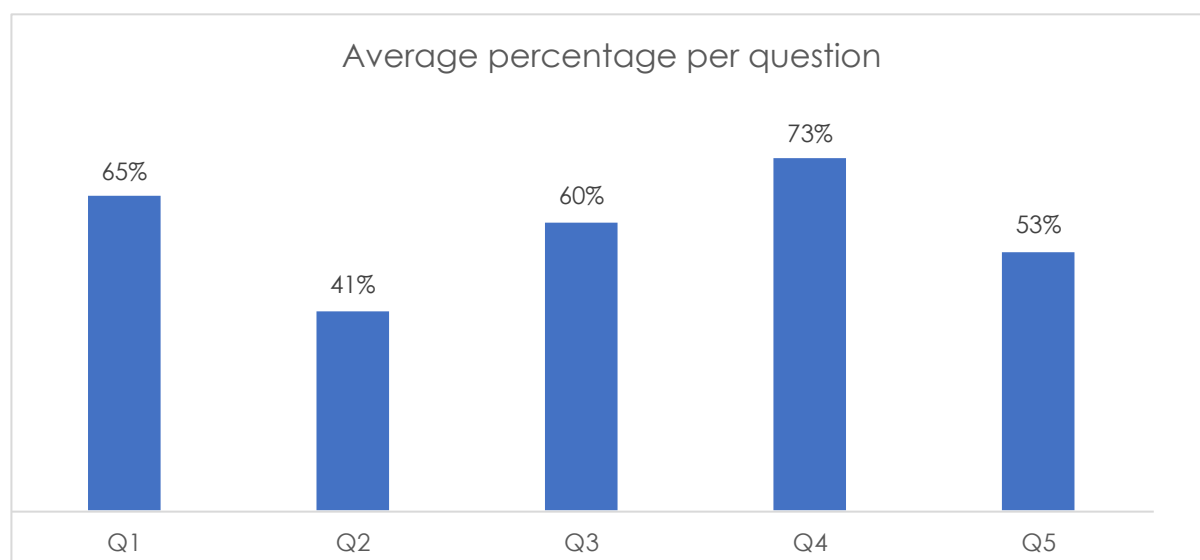


Figure 8B: Candidates' performance in AAAT4 per question - 20 scripts

Figure 8B indicates that question four, which covered sustainable crop production, had the highest average performance of 73%. Question two, which covered field crops, soil science, livestock science, and agricultural economics, had the lowest average performance of 41%.

Table 8D: Mark distribution as a percentage – AAAT4

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	5	4	7	2	1	0

Table 8D shows the mark distribution of the 20 sampled scripts. Of the sample, 19 candidates passed, and one failed. The highest mark obtained was 80% and the lowest was 38%. None of the candidates obtained 10% or less. Only one candidate obtained 81%.

c) Arts and Culture (ARTC4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of seven questions. Figure 8C indicates the candidates' performance per question in the selected sample.

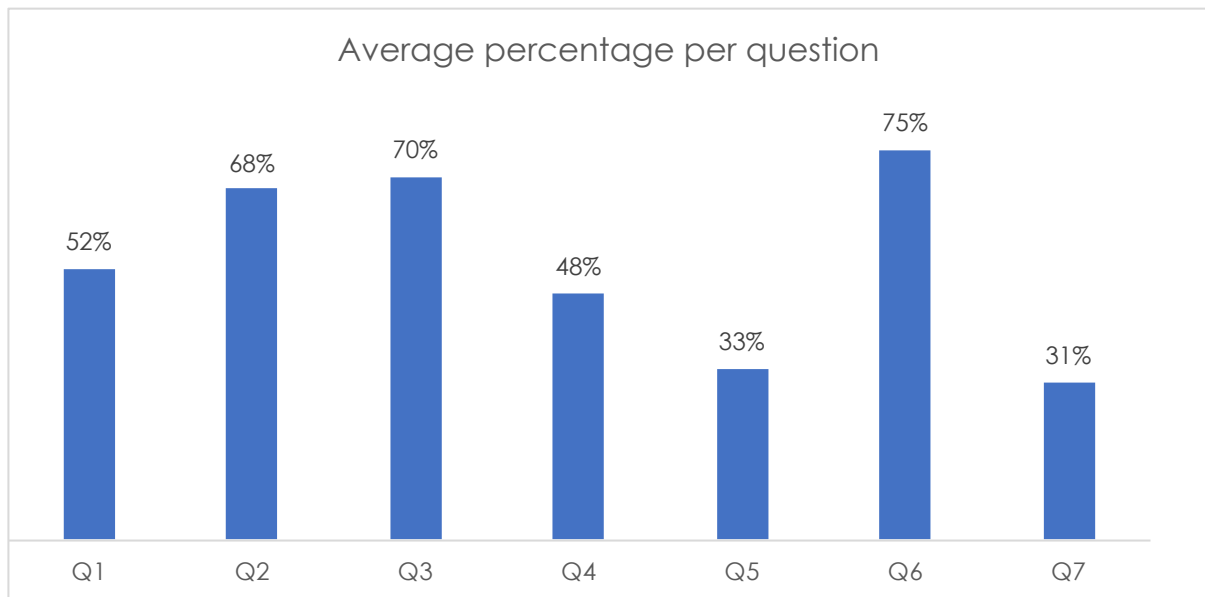


Figure 8C: Candidates' performance in ARTC4 per question – 20 scripts

Figure 8C indicates that question six, which was about dance, had the highest average performance of 75%. Question seven, which covered arts and technology, had the lowest average performance of 31%.

Table 8E: Mark distribution as a percentage – ARTC4

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

Table 8E presents the mark distribution for the 20 sampled scripts. From this sample, 17 candidates passed while three failed. The highest mark achieved was 81%, and the lowest was 29%. No candidates received a 10% or lower score, and one candidate scored above 80%.

d) Early Childhood Development (ECD4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of three questions. Figure 8D indicates the candidates' performance per question in the selected sample.

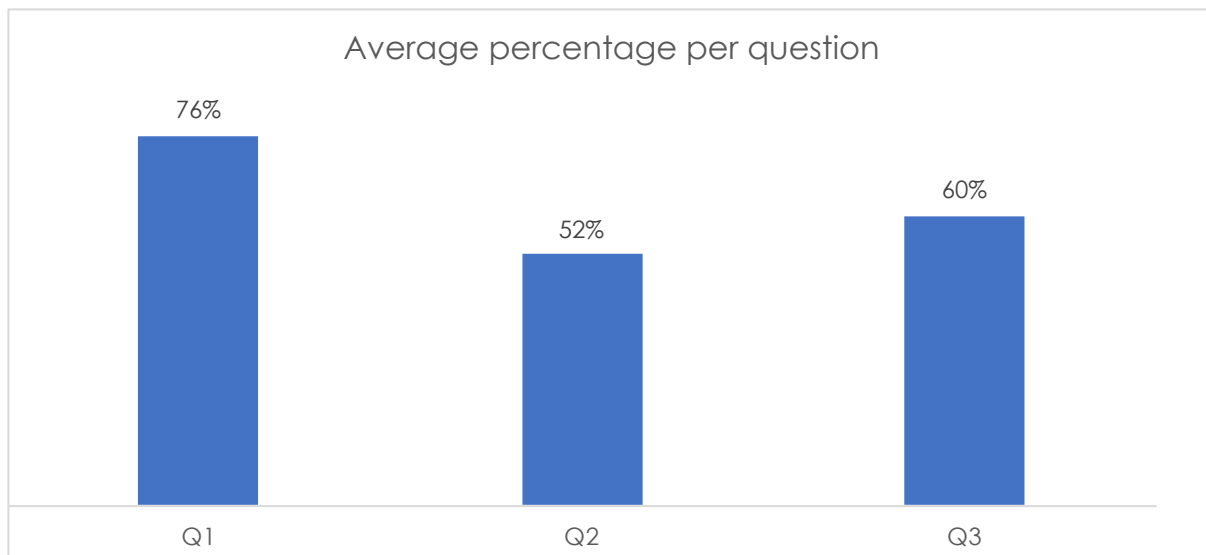


Figure 8D: Candidates' performance in ECD4 per question – 20 scripts

Figure 8D indicates that question one, a multiple-choice question covering the entire syllabus, had the highest average performance of 76%. Question two had the lowest average performance of 52% and covered issues relating to child development, focusing on children's common behaviours in given contexts.

Table 8F: Mark distribution as a percentage – ECD4

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

Table 8F shows the mark distribution of the 20 sampled scripts. Nineteen candidates passed, and one candidate failed. The highest mark obtained was 85% and the lowest was 17%. None of the candidates obtained 10% or less, and two of the candidates obtained above 80%.

e) Economic and Management Sciences (EMSC4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8E indicates the candidates' performance per question in the selected sample.

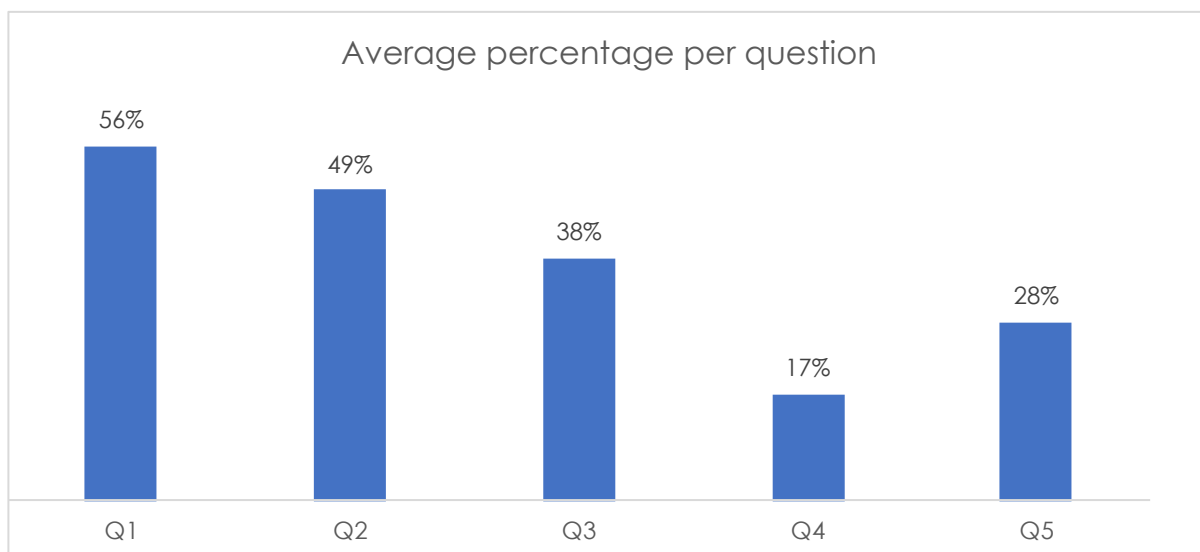


Figure 8E: Candidates' performance in EMSC4 per question – 20 scripts

Figure 8E shows that question one, a multiple-choice question covering the entire syllabus, had the highest average performance at 56%. Question four, which focused on management, had the lowest average performance at 17%.

Table 8G: 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
2	2	4	2	2	4	2	2	0	0

Table 8G shows the mark distribution of the 20 sampled scripts. Ten candidates passed and 10 failed. The highest mark obtained was 79%, and the lowest was 8%. Two candidates obtained 10% or less, and none obtained 80% and above.

f) Human and Social Sciences (HSSC4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of three questions. Figure 8F indicates the candidates' performance per question in the selected sample.

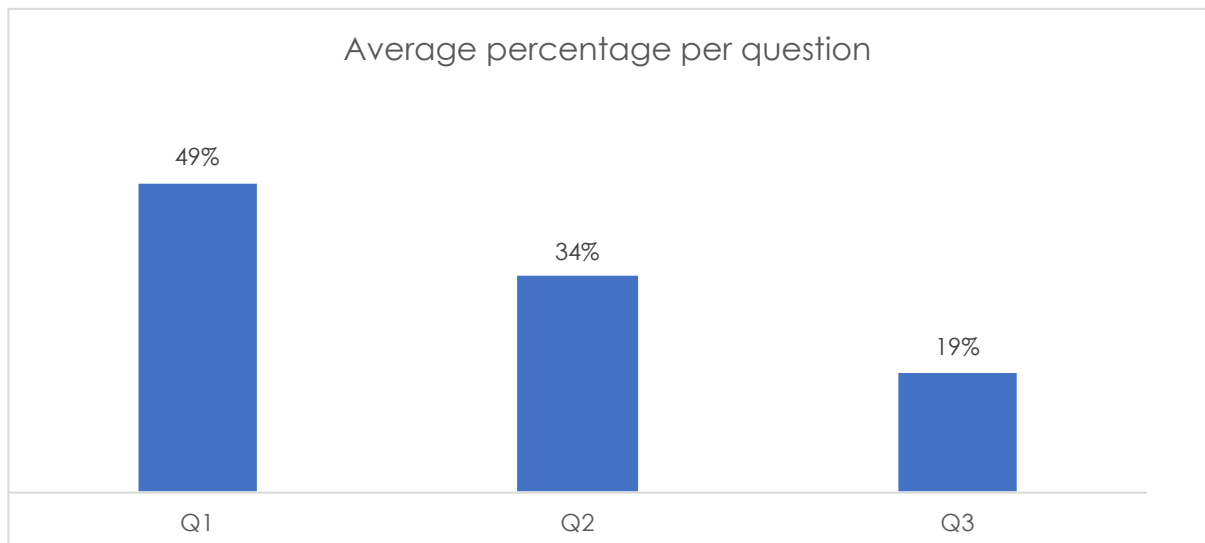


Figure 8F: Candidates' performance in HSSC4 per question – 20 scripts

Figure 8F indicates that question one, a multiple-choice question covering the entire syllabus, had the highest average performance of 49%. Question three had the lowest average performance of 19% and covered the benefit of women leaders and the challenges they face in the workplace.

Table 8H: Mark distribution as a percentage – HSSC4

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

Table 8H shows the mark distribution of 20 sampled scripts. Nine candidates passed, and 11 failed. The highest mark obtained was 64%, and the lowest was 18%. None of the candidates obtained 10% or less, and none obtained above 80%.

g) Information and Communication Technology (INCT4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8G indicates the candidates' performance per question in the selected sample.

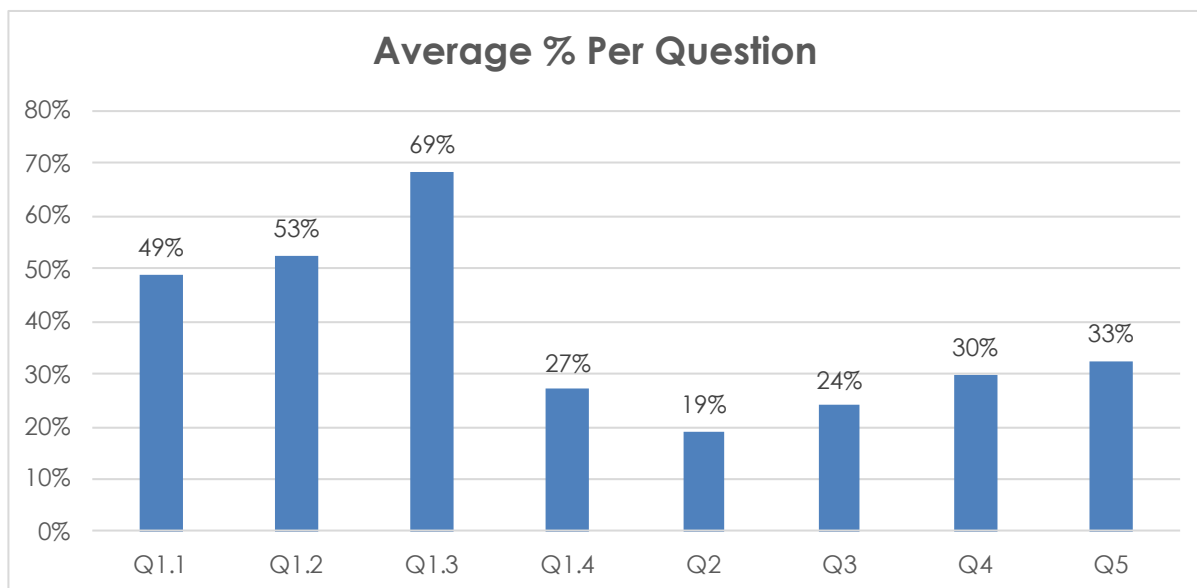


Figure 8G: Candidates' performance in INCT4 per question – 20 scripts

Figure 8G shows that question 1.3 had the highest average performance with a score of 69%. This question asked candidates to determine whether a given statement was true or false, assessing their knowledge of computer functions. Question two had the lowest average performance at just 19% and focused on the candidate's knowledge of MS Word.

Table 8I: Mark distribution as a percentage – INCT4

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

Table 8I shows the mark distribution of the 20 sampled scripts. Nine candidates passed and 11 failed. The highest mark obtained was 77% and the lowest was 8%. None of the candidates obtained above 80%.

h) Language, Literacy and Communication: Afrikaans (LCAF4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8H indicates the candidates' performance per question in the selected sample.

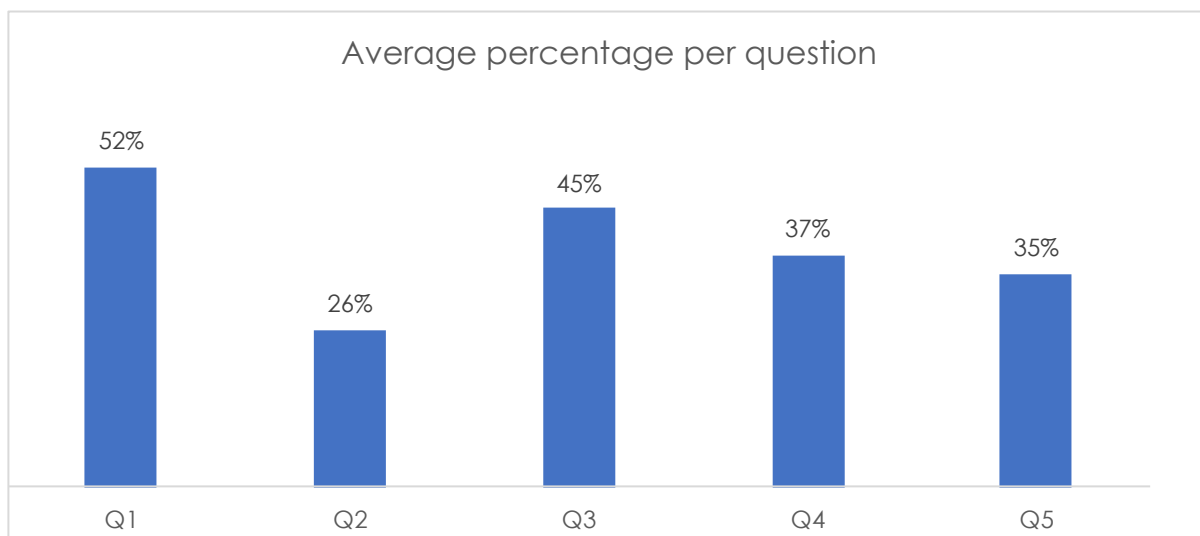


Figure 8H: Candidates' performance in LCAF4 per question – 20 scripts

Figure 8H indicates that question one, which was comprehensive, had the highest average performance of 52%. Question two had the lowest average performance of 26% and covered language usage/grammar.

Table 8J: Mark distribution as a percentage – LCAF4

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

Table 8J shows the mark distribution of the 20 sampled scripts. Seven candidates passed and 13 failed. The highest mark obtained was 91%, and the lowest was 4%. Only one candidate obtained less than 10%. One candidate obtained 80% or above.

i) Language, Literacy and Communication: English (LCEN4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8I indicates the candidates' performance per question in the selected sample.

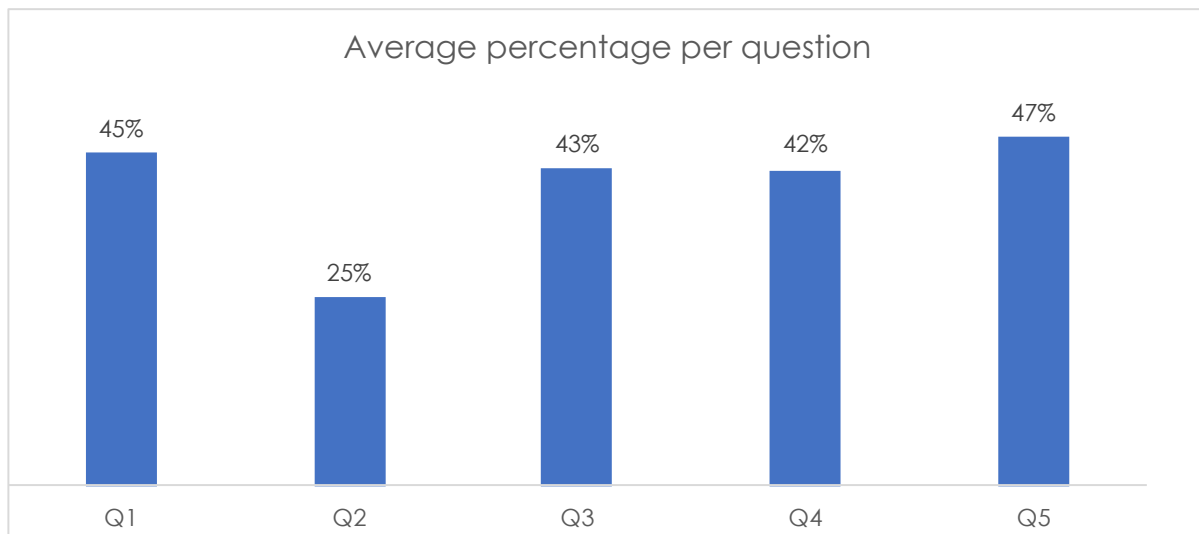


Figure 8I: Candidates' performance in LCEN4 per question – 20 scripts

Figure 8I indicates that question five, which covered language in communication, signing and creative writing, had the highest average performance of 47%. Question two, which assessed the use of language, had the lowest average performance of 25%.

Table 8K: 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
1	2	2	3	8	2	2	0	0	0

Table 8K shows the mark distribution of the 20 sampled scripts. Twelve candidates passed and eight failed. The highest mark obtained was 68%, and the lowest was 6%. One of the candidates obtained less than 10%, and none of the candidates obtained 80% and above.

j) Language, Literacy and Communication: IsiNdebele (LCND4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8J indicates the candidates' performance per question in the selected sample.

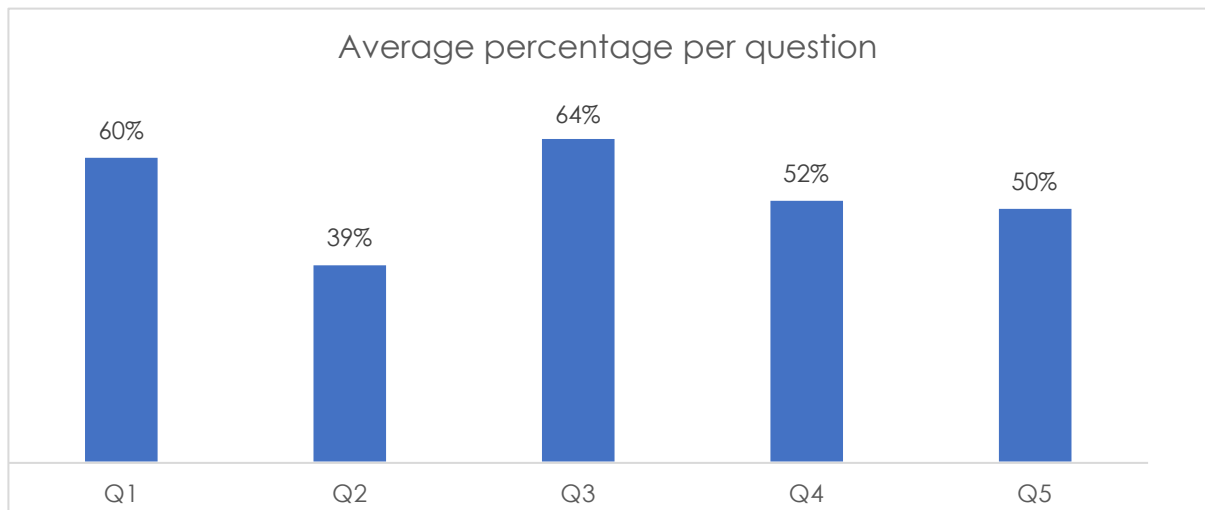


Figure 8J: Candidates' performance in LCND4 per question – 20 scripts

Figure 8J indicates that question three had the highest average performance of 64%. This question required candidates to interpret what was depicted in a given picture. Question two, on grammar, had the lowest average performance of 39%.

Table 8L: Mark distribution as a percentage – LCND4

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

Table 8L shows the mark distribution of the 20 sampled scripts. From the sample, 14 candidates passed and six failed. The highest mark obtained was 79% and the lowest was 16%. None of the candidates obtained 10% or less and none of the candidates obtained above 80%.

k) Language, Literacy and Communication: IsiXhosa (LCXH4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8K indicates the candidates' performance per question in the selected sample.

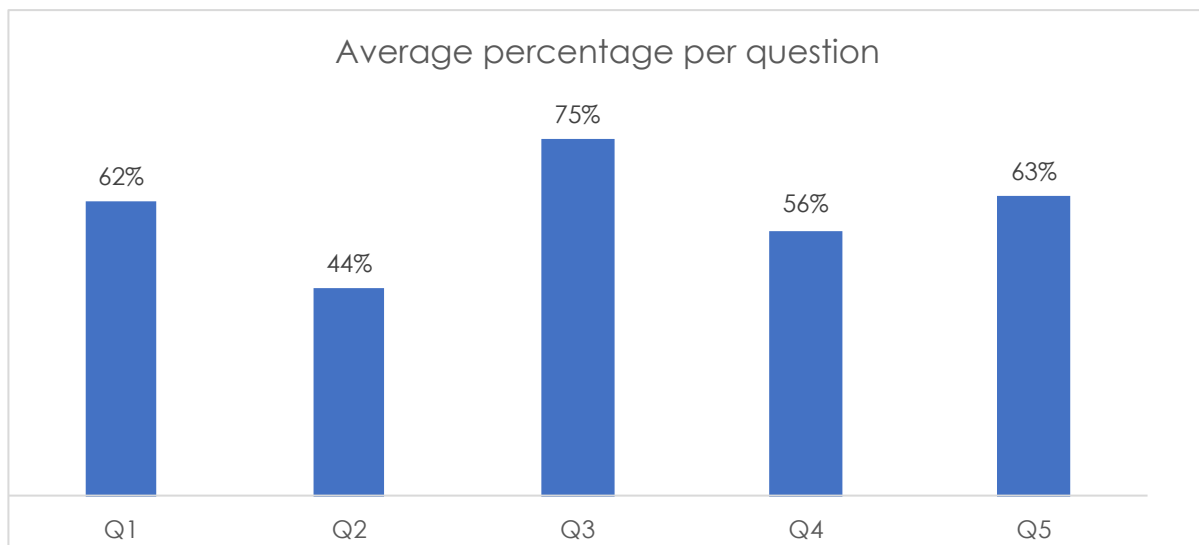


Figure 8K: Candidates' performance in LCXH4 per question – 20 scripts

Figure 8K indicates that question three, a visual question, had the highest average performance of 75%. Question two, on grammar, had the lowest average performance of 44%.

Table 8M: Mark distribution as a percentage – LCXH4

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

Table 8M shows the mark distribution of the 20 sampled scripts. Of the sample, 18 candidates passed, and two failed. The highest mark obtained was 80%, and the lowest was 15%. None of the candidates obtained 10% or less. Only one candidate obtained 80%.

I) Language, Literacy and Communication: IsiZulu (LCZU4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8L indicates the candidates' performance per question in the selected sample.

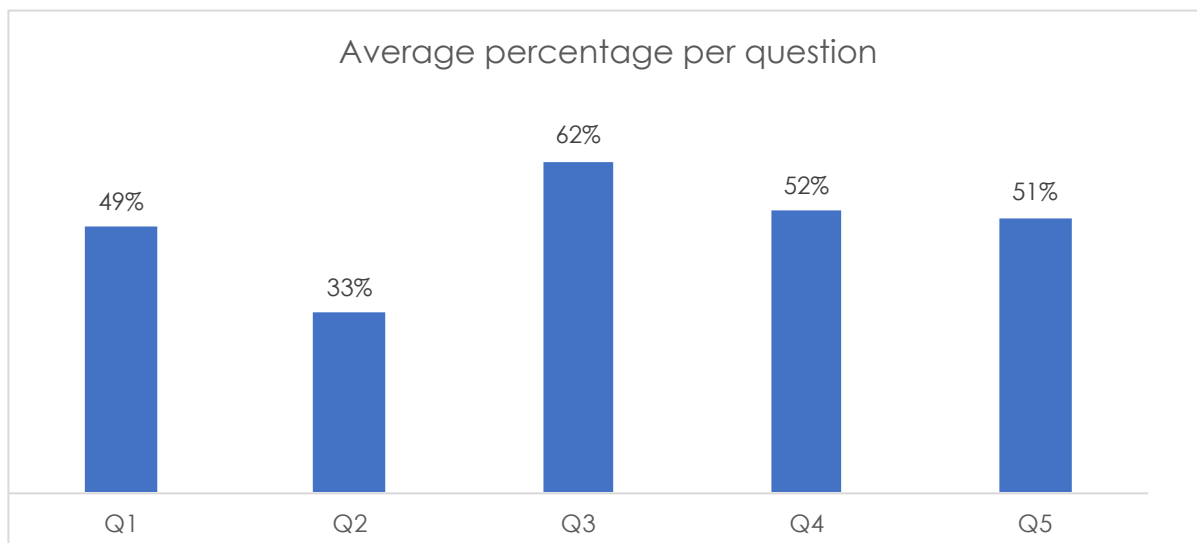


Figure 8L: Candidates' performance in LCZU4 per question – 20 scripts

Figure 8L indicates that question three, which was based on visual interpretation, had the highest average performance of 62%. Question two had the lowest average performance of 33% and covered language structures and conventions.

Table 8N: Mark distribution as a percentage – LCZU4

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

Table 8N presents the mark distribution for 20 sampled scripts. Among these, 15 candidates passed, while five failed. The highest mark was 78%, and the lowest was 5%. One candidate scored 10% or less, and no candidates scored 80% or higher.

m) Language, Literacy and Communication: Sepedi (LCSP4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8M indicates the candidates' performance per question in the selected sample.

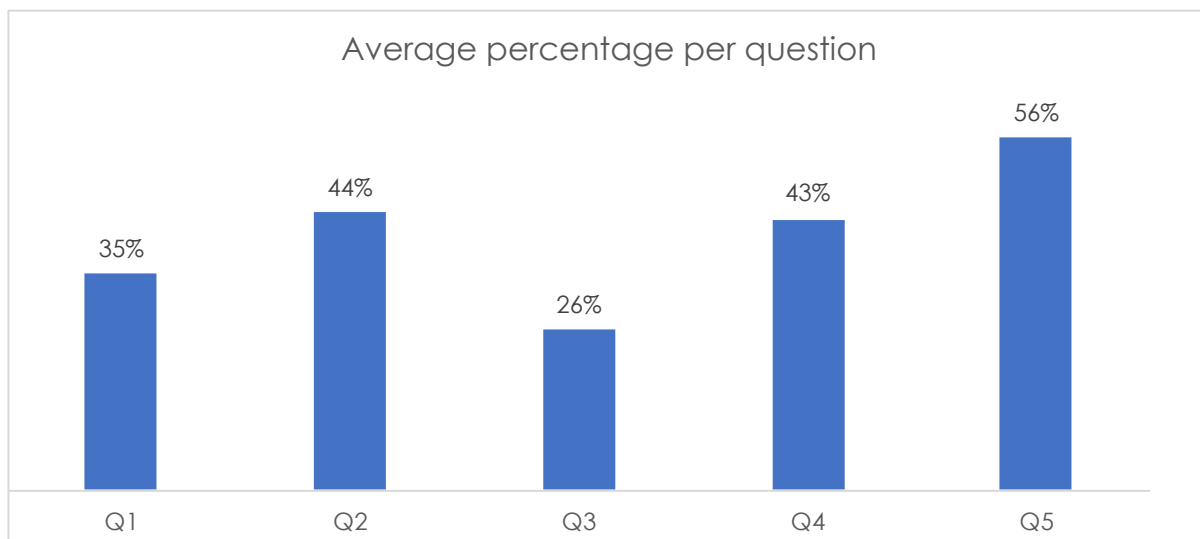


Figure 8M: Candidates' performance in LCSP4 per question – 20 scripts

Figure 8M indicates that question five, which addressed creative writing, had the highest average performance of 56%. Question three, on visual interpretation, had the lowest average performance of 26%.

Table 8O: Mark distribution as a percentage – LCSP4

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

Table 8O shows the mark distribution of the 20 sampled scripts. From the sample, 11 candidates passed, and nine failed. The highest mark obtained was 69%, and the lowest was 13%. None of the candidates obtained 10% or less, and none obtained 80% or above.

n) Language, Literacy and Communication: Sesotho (LCSO4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8N indicates the candidates' performance per question in the selected sample.

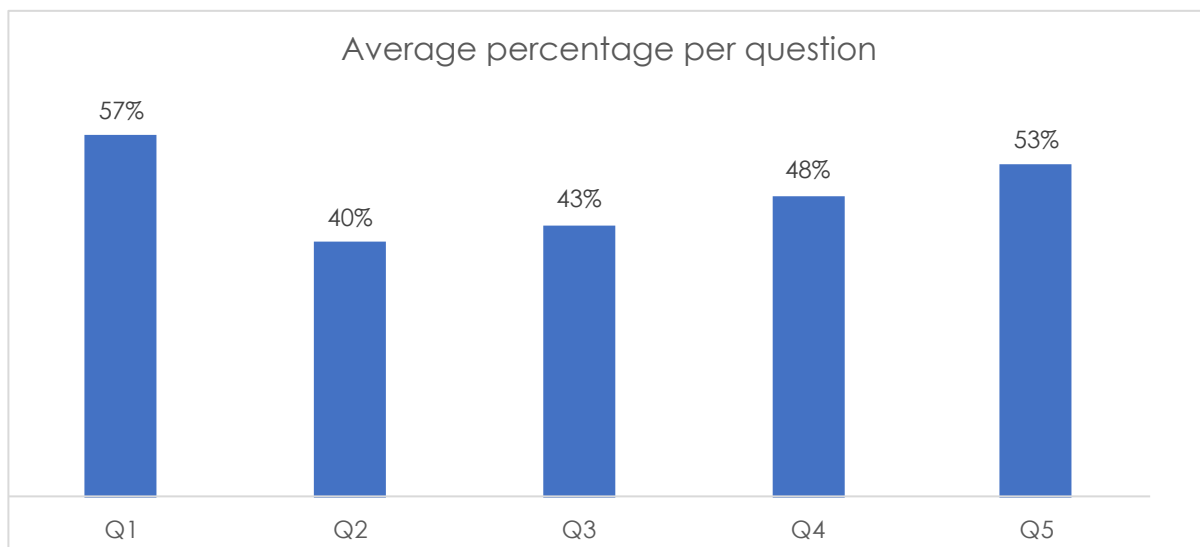


Figure 8N: Candidates' performance in LCSO4 per question – 20 scripts

Figure 8N indicates that question one, which was based on a comprehension test, had the highest average performance of 57%. Question two had the lowest average performance of 40%. This question was based on language structures and conventions.

Table 8P: Mark distribution as a percentage – LCSO4

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

Table 8P displays the mark distribution for the 20 sampled scripts. Among these candidates, 13 passed, while seven failed. The highest mark achieved was 79%, and the lowest was 10%. None of the candidates scored below 10% or less, and none achieved a score of 80% or higher.

o) Language, Literacy and Communication: Setswana (LCTS4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8O indicates the candidates' performance per question in the selected sample.

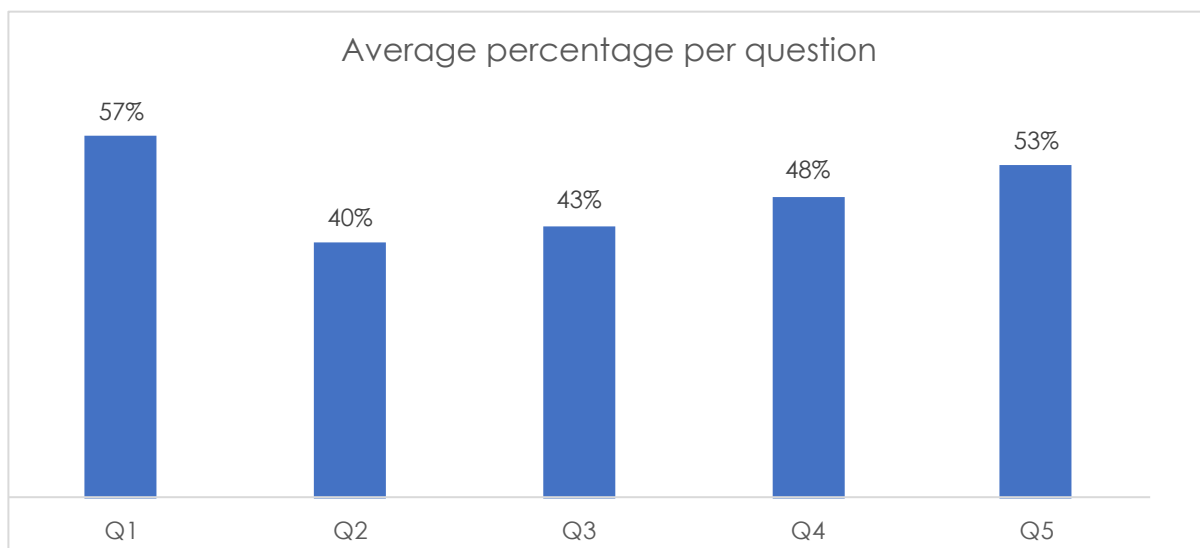


Figure 8O: Candidates' performance in LCTS4 per question – 20 scripts

Figure 8O indicates that question five, which was an essay question, had the highest average performance of 62%. Question two had the lowest average performance of 36% and was about language structure.

Table 8Q: Mark distribution as a percentage – LCTS4

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	8	5	2	3	0	0

Table 8Q shows the mark distribution of the 20 sampled scripts. Of the sample, 18 candidates passed, and two failed. The highest mark obtained was 77%, and the lowest was 35%. None of the candidates obtained 10% or less, and none obtained above 80%.

p) Language, Literacy and Communication: Siswati (LCSW4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8P indicates the candidates' performance per question in the selected sample.

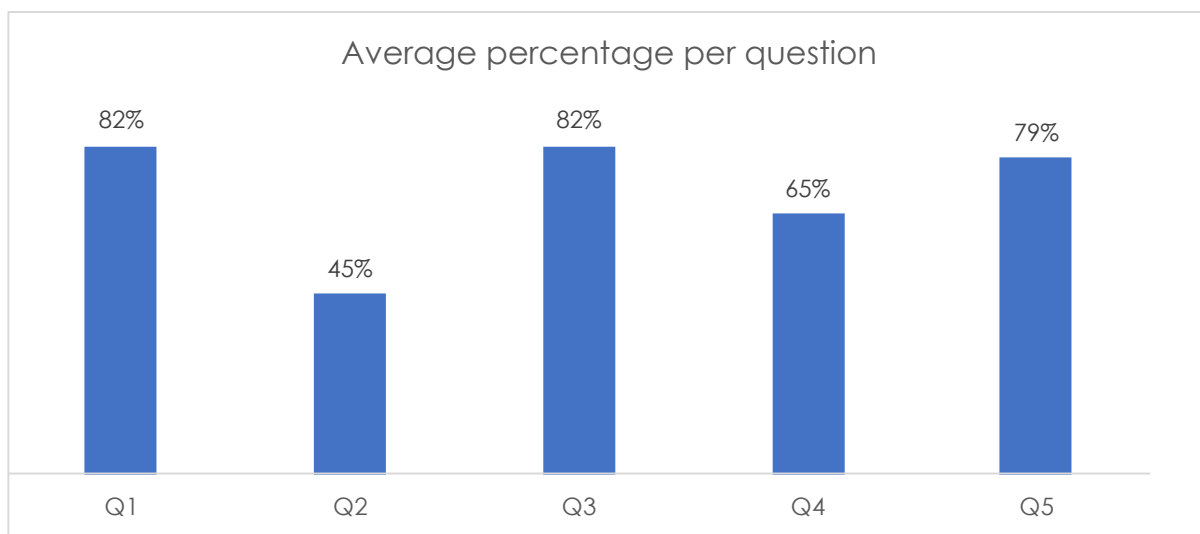


Figure 8P: Candidates' performance in LCSW4 per question – 20 scripts

Figure 8P indicates that questions one and three had the highest average performance of 82%. Question one was based on a comprehension text, while question three was based on a visual text. Question two, which was about grammar, had the lowest average performance of 45%.

Table 8R: Mark distribution as a percentage – LCSW4

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	2	1	7	7	2	1

Table 8R shows the mark distribution of the 20 sampled scripts. Twenty candidates passed from the sample, and no candidate failed. The highest mark obtained was 92%, and the lowest was 45%. None of the candidates obtained 10% or less, and three obtained 80% and above.

q) Language, Literacy and Communication: Tshivenda (LCVE4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8Q indicates the candidates' performance per question in the selected sample.

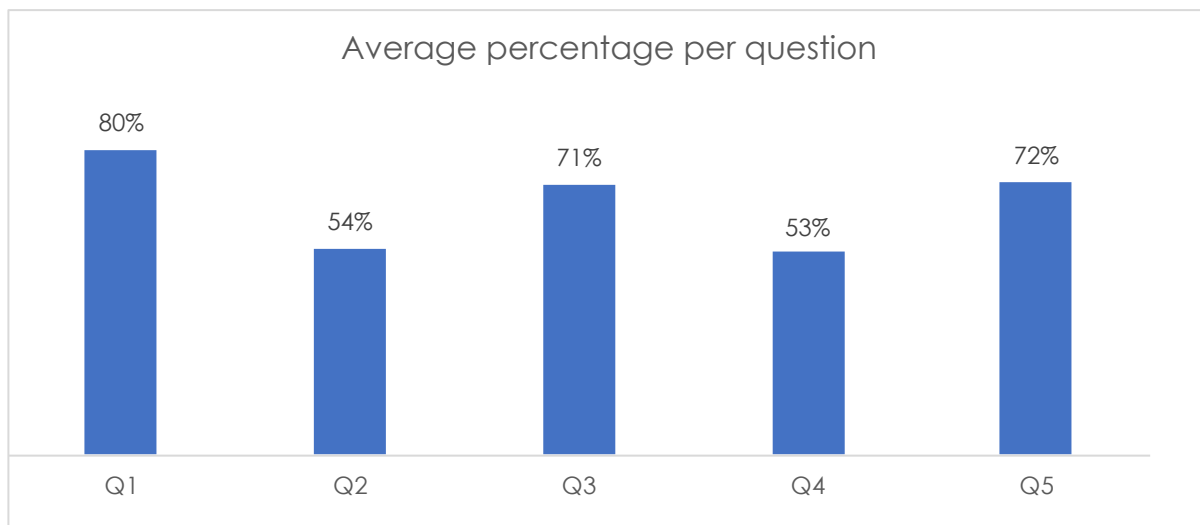


Figure 8Q: Candidates' performance in LCVE4 per question – 20 scripts

Figure 8Q shows that question one, which was a comprehension test, had the highest average performance of 80%. Question four, which addressed longer transactional writing, had the lowest average performance at 53%.

Table 8S: Mark distribution as a percentage – LCVE4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	1	0	1	3	8	7	0	0

Table 8S shows the mark distribution of the 20 sampled scripts. From the sample, 19 candidates passed, and one failed. The highest mark obtained was 79%, and the lowest was 23%. None of the candidates obtained 10% or less, and none obtained 80% or above.

r) Language, Literacy and Communication: Xitsonga (LCXI4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8R indicates the candidates' performance per question in the selected sample.

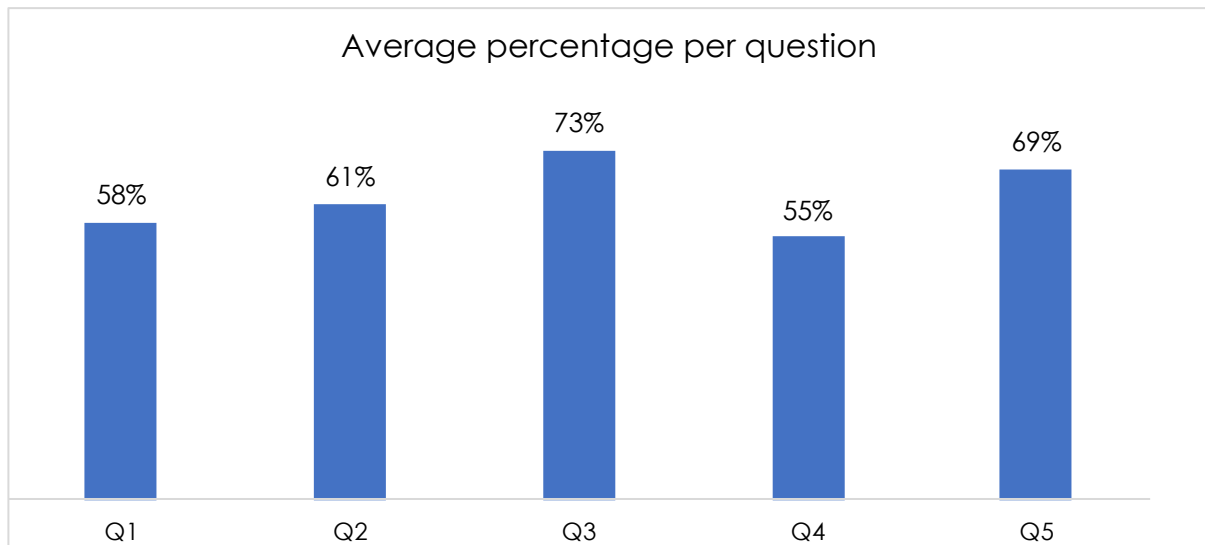


Figure 8R: Candidates' performance in LCXI4 per question – 20 scripts

Figure 8R indicates that question three, which was about interpreting images, had the highest average performance of 73%. Question four had the lowest average performance of 55% and covered essay/longer transactional writing.

Table 8T: Mark distribution as a percentage – LCXI4

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

Table 8T shows the mark distribution of the 20 sampled scripts. From the sample, 18 candidates passed, and two failed. The highest mark obtained was 81%, and the lowest was 18%. None of the candidates obtained 10% or less, and only one of the candidates obtained above 80%.

s) Life Orientation (LIFO4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of seven questions. Figure 8S indicates the candidates' performance per question in the selected sample.

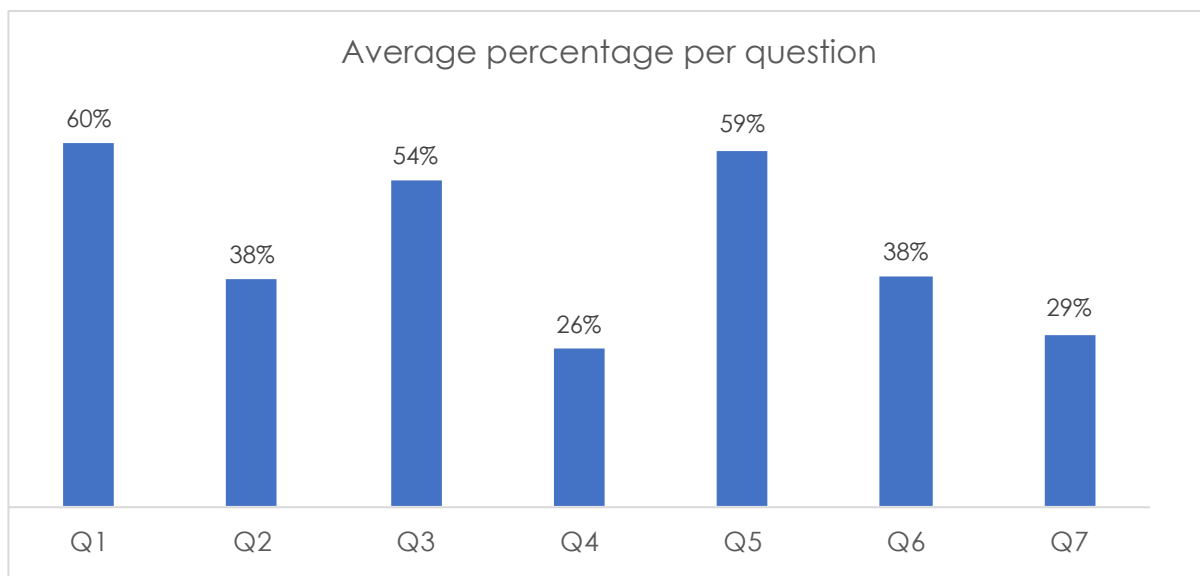


Figure 8S: Candidates' performance in LIFO4 per question – 20 scripts

Figure 8S indicates that question one, a multiple-choice question covering the entire syllabus, had the highest average performance of 60%. Question four had the lowest average performance of 26% and comprised of short questions covering a variety of content.

Table 8U: 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	2	2	2	6	1	4	2	1	0

Table 8U presents the mark distribution of the 20 sampled scripts. Out of this sample, 14 candidates passed, while six failed. The highest mark achieved was 80%, and the lowest was 13%. None of the candidates scored 10% or below, and only one scored 80% or higher.

f) Mathematical Literacy (MLMS4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8T indicates the candidates' performance per question in the selected sample.

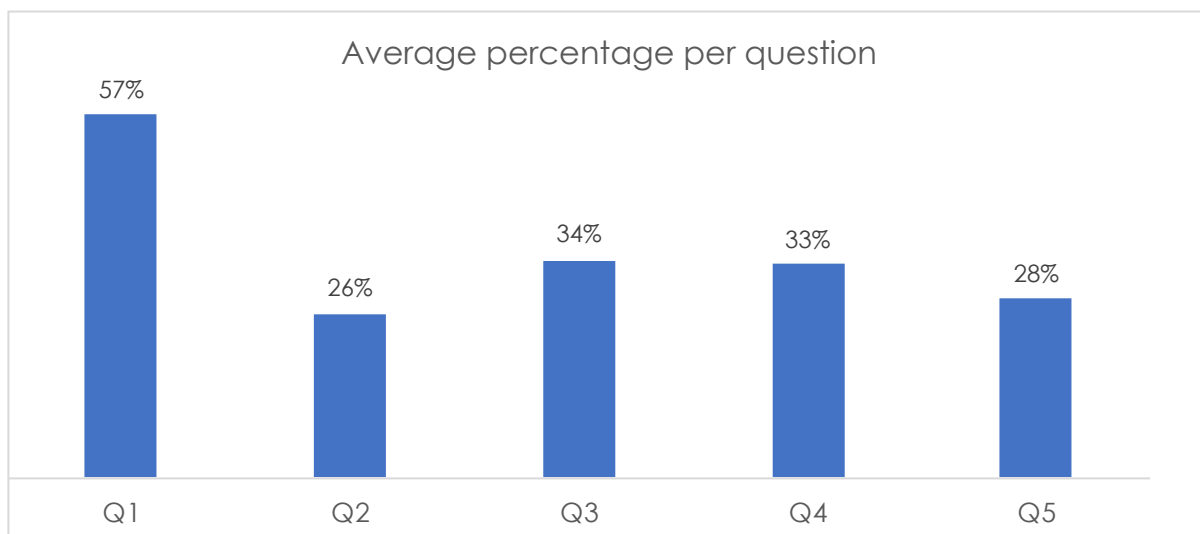


Figure 8T: Candidates' performance in MLMS4 per question – 20 scripts

Figure 8T indicates that question one, a multiple-choice question covering the entire syllabus, had the highest average performance of 57%. Question two had the lowest average performance of 26%. This question covered context-free calculations and real-life problem-solving using loans and simple interest.

Table 8V: 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
3	2	6	1	3	4	0	1	0	0

Table 8V shows the mark distribution of the 20 sampled scripts. Eight candidates passed, and 12 failed. The highest mark obtained was 79%, and the lowest was 2%. Three candidates obtained less than 10%, and none of the candidates obtained 80% and above.

u) Mathematics and Mathematical Sciences (MMSC4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of seven questions. Figure 8U indicates the candidates' performance per question in the selected sample.

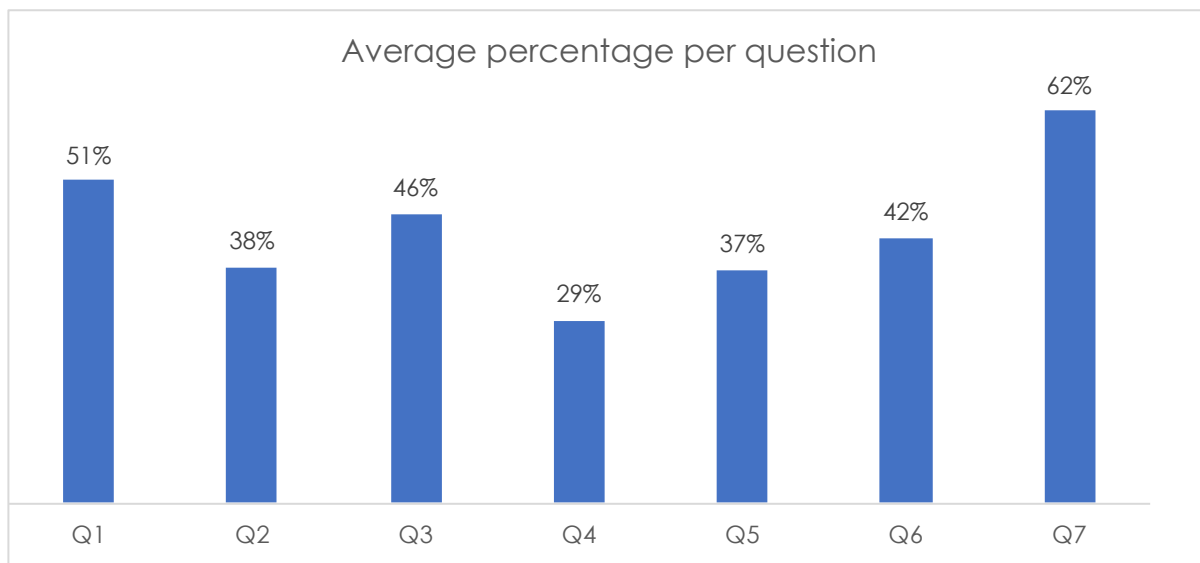


Figure 8U: Candidates' performance in MMSC4 per question – 20 scripts

Figure 8U indicates that question seven had the highest average performance of 62%. This question was about students' ability to see patterns, tessellations, and symmetry. Question four, which covered the flow diagram and inequity, had the lowest average performance of 29%.

Table 8W: Mark distribution as a percentage – MMSC4

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

Table 8W shows the mark distribution of 20 sampled scripts. Ten candidates passed, and ten failed. The highest mark obtained was 79%, and the lowest was 19%. None of the candidates obtained 10% or less, and none obtained 80% or above.

v) Natural Sciences (NATS4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8V indicates the candidates' performance per question in the selected sample.

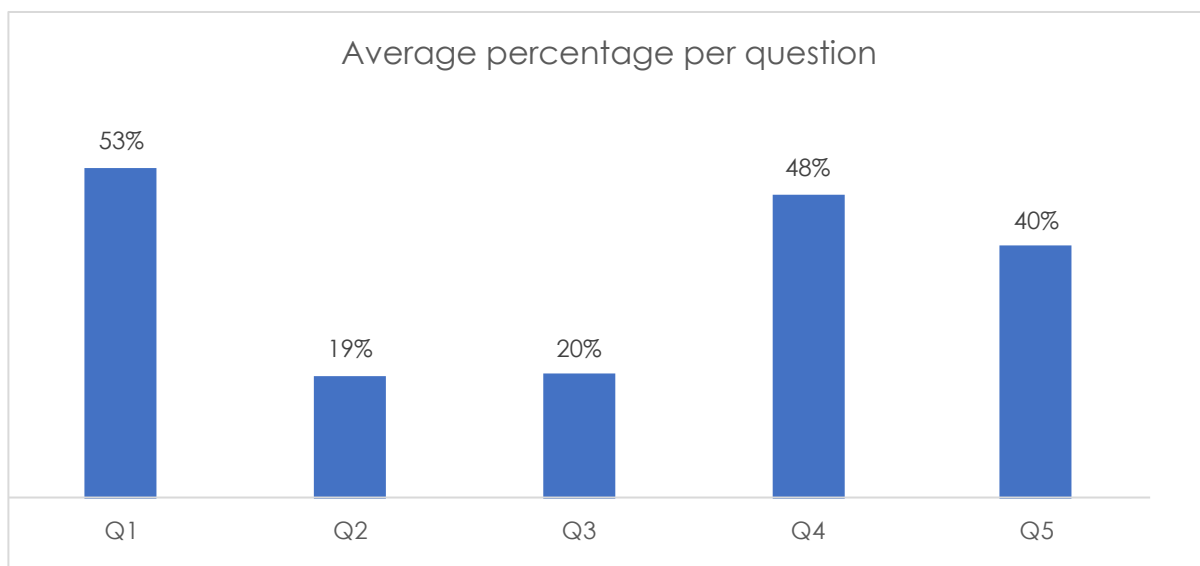


Figure 8V: Candidates' performance in NATS4 per question – 20 scripts

Figure 8V indicates that question one, a multiple-choice question covering the entire syllabus, had the highest average performance of 53%. Question two, which covered content about living and dying, had the lowest average performance of 19%.

Table 8X: 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	5	10	2	2	1	0	0	0

Table 8X shows the mark distribution of the 20 sampled scripts. Five candidates passed, and 15 failed. The highest mark obtained was 65%, and the lowest was 20%. None of the candidates obtained 10% or less, and none of the candidates obtained 80% or above.

w) Small, Medium and Micro Enterprises (SMME4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8W indicates the candidates' performance per question in the selected sample.

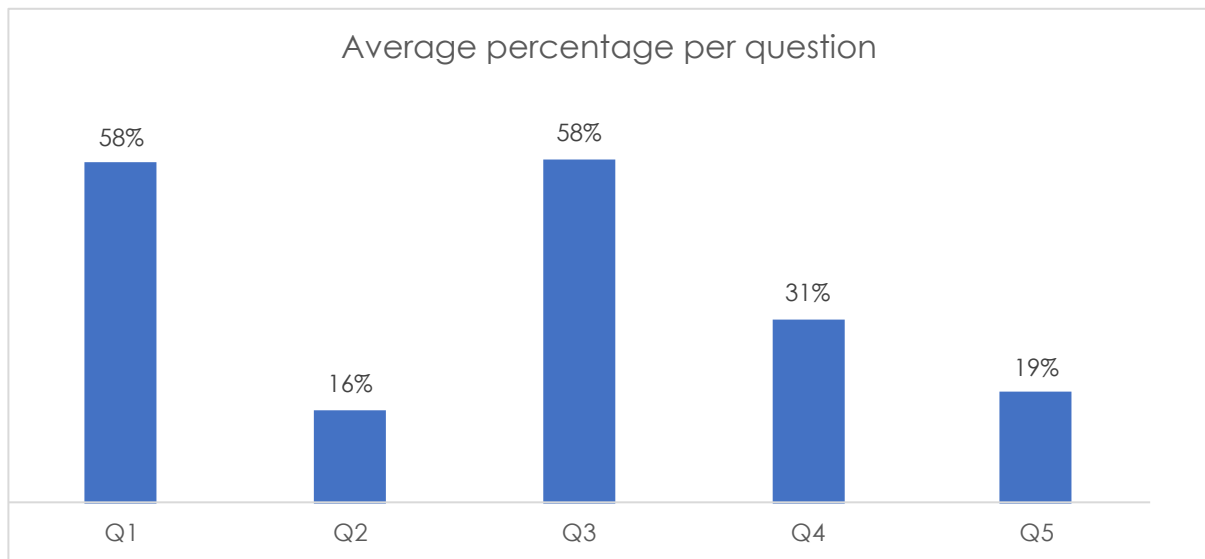


Figure 8W: Candidates' performance in SMME4 per question – 20 scripts

Figure 8W indicates that questions one and three had the highest average performance of 58%. Question one comprised of multiple-choice questions that covered the whole syllabus, while question three was about completing a Cash Flow statement. Question two had the lowest average performance of 16%. This question was a case study that required candidates to show their knowledge about running a business.

Table 8Y: 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
1	0	1	8	4	5	1	0	0	0

Table 8Y shows the mark distribution of the 20 sampled scripts. Ten candidates passed, and ten failed. The highest mark obtained was 69%, and the lowest was 6%. One of the candidates obtained less than 10%, and none of the candidates obtained above 80%.

x) Technology (TECH4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of seven questions. Figure 8X indicates the candidates' performance per question in the selected sample.

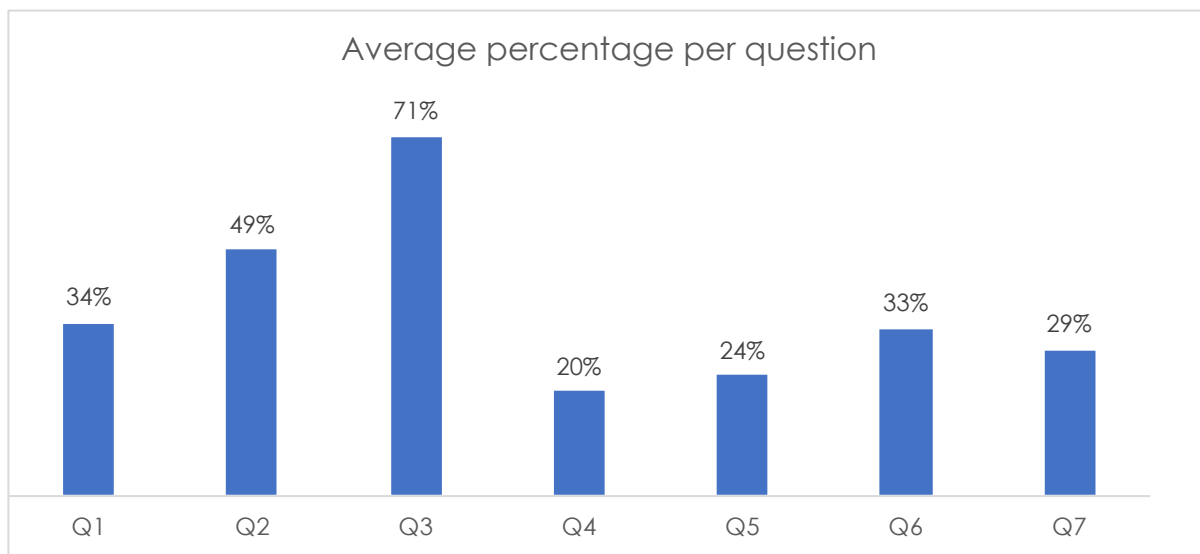


Figure 8X: Candidates' performance in TECH4 per question – 20 scripts

Figure 8X indicates that question three had the highest average performance of 71%. This question was about multiple-choice questions covering the whole syllabus. Question four, which covered content about structures, had the lowest average performance of 20%.

Table 8Z: Mark distribution as a percentage – TECH4

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

Table 8Z shows the mark distribution of the 20 sampled scripts. Nine candidates passed, and 11 failed. The highest mark obtained was 67%, and the lowest was 5%. One candidate obtained less than 10%, and none obtained above 80%.

y) Travel and Tourism (TRVT4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of three questions. Figure 8Y indicates the candidates' performance per question in the selected sample.

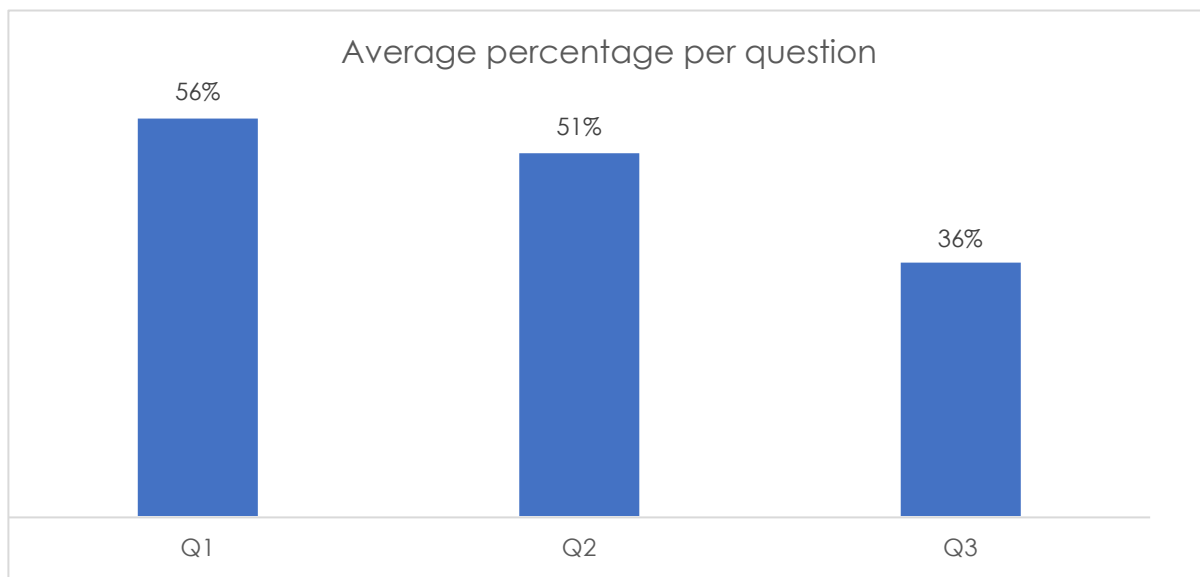


Figure 8Y: Candidates' performance in TRVT4 per question – 20 scripts

Figure 8Y indicates that question one, a multiple-choice question, had the highest average performance of 56%. Question three, which required candidates to assess their understanding of the relationship between tourism and different cultures, had the lowest average performance of 36%.

Table 8AA: Mark distribution as a percentage – TRVT4

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	0	3	6	4	2	1	2	0

Table 8AA presents the mark distribution of the 20 sampled scripts. Among these candidates, 15 passed and five failed. The highest mark was 87%, while the lowest was 15%. None of the candidates scored 10% or lower, and two candidates achieved marks of 80% or above.

z) Wholesale and Retail (WHRT4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of seven questions. Figure 8Z indicates the candidates' performance per question in the selected sample.

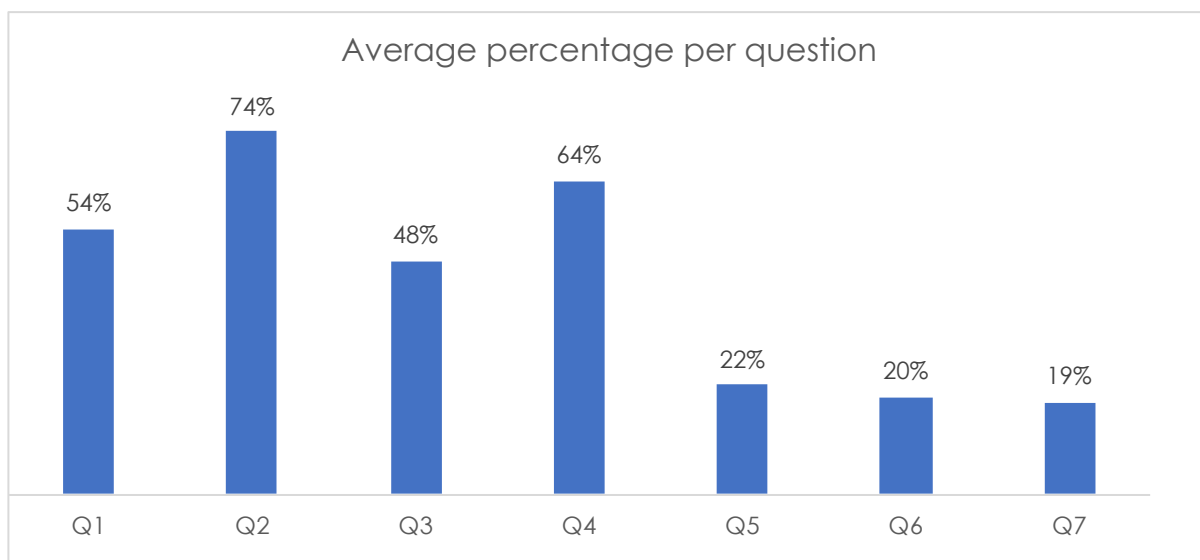


Figure 8Z: Candidates' performance in WHRT4 per question – 20 scripts

Figure 8Z indicates that question two, a multiple-choice question covering the entire syllabus, had the highest average performance of 74%. Question seven had the lowest average performance of 19%. This question assessed candidates on the National Qualifications Framework (NQF) and business principles in relation to the Wholesale and Retail industry.

Table 8AB: Mark distribution as a percentage – WHRT4

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

Table 8AB shows the mark distribution of the 20 sampled scripts. Eight candidates passed, and 12 failed. The highest mark obtained was 70%, and the lowest was 6%. One candidate obtained less than 10%, and none of the candidates obtained above 80%.

8.4 AREAS OF IMPROVEMENT

None.

8.5 AREAS OF NON-COMPLIANCE

The following areas of concern were observed:

- a. In 21 out of 26 learning areas, the marking variations between the markers, chief markers, internal moderators and external moderators were above the tolerance range of +/-3%;
- b. Poor logistical arrangements by the assessment body resulted in a chaotic situation not conducive to marking examinations;
- c. There was no equipment to enable efficient marking of learning areas such as INCT4. Markers used their personal laptops to mark the practical part of the examination; and
- d. For some centres, the practical part of the INCT4 examination could not be marked due to unreadable soft copies.

8.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The DHET is required to ensure that:

- a. Thorough training of marking personnel coupled with intensive internal moderation is conducted to eliminate the numerous marking errors observed;
- b. Proper and timeous planning is conducted to avoid unnecessary inconveniences to marking personnel;
- c. All Community Learning Centres offering the INCT4 have the required electronic equipment to administer and save the practical part of the examination; and
- d. The marking centre has the required electronic equipment to mark learning areas such as INCT4.

8.7 CONCLUSION

The verification of the marking process for the November 2024 GETC: ABET examination went well. The marking personnel received basic training, and the marking process was deemed valid and fair. Umalusi acknowledges the professionalism with which the marking officials approached the marking of scripts.

Furthermore, internal moderators were able to identify and correct marking errors, and marking personnel and moderators were able to identify irregularities. Although the verification of marking showed that the differences in mark allocation generally exceeded the acceptable tolerance range of $\pm 3\%$, this issue was addressed by the internal moderators and chief markers who communicated with the markers once the issues were noted.

CHAPTER 9: STANDARDISATION AND RESULTING

9.1 INTRODUCTION

Standardisation is a process of controlling the variability of examinations from one examination sitting to the next. This process is informed by the evidence presented in qualitative and quantitative reports. The aim is to achieve an optimum degree of uniformity in each context by considering possible sources of variability other than the student's ability and knowledge. In general, variability may occur because of the standard of question papers, the conduct of the examinations, the quality of marking, and other related factors.

In broad terms, standardisation involves the verification of subject structures, monitoring of the capturing of marks, dry run testing for system alignment, developing and verifying norms, and verifying the standardisation booklets in preparation for standardisation meetings. Standardisation decisions are informed by various factors, including Umalusi principles of standardisation, qualitative inputs compiled by internal and external moderators, and examination monitors and intervention reports presented by assessment bodies. The process concludes with the approval of mark adjustments per subject, statistical moderation and the resulting process.

9.2 SCOPE AND APPROACH

Umalusi quality assured the results of 26 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) learning areas for the November 2024 examinations, administered by the Department of Higher Education and Training (DHET), through the standardisation and resulting processes. In preparation for the standardisation meeting, Umalusi verified the historical averages (norms) after checking for outlier years, conducted dry-run testing, and processed and verified the standardisation datasets and the e-booklet. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) considered quantitative data and qualitative inputs to reach standardisation decisions per learning area. After the standardisation meeting, Umalusi verified the correctness of the adjustments applied to each learning area and subsequently verified and approved the resulting files on the learning area level.

9.3 SUMMARY OF FINDINGS

The following section presents the most important results and decisions before, during, and after the standardisation meetings.

9.3.1 Development of norms

The norms for the GETC: ABET examination were developed from the previous five sittings for the November 2024 examinations. Once the norms were set in accordance with policy requirements, the DHET submitted them to Umalusi for verification and approval. Analysis of the norm's datasets showed that one learning area had an outlier year for the November 2024 GETC: ABET examination (Table 9A). Therefore, the outlier year was excluded from the norm calculation, in line with the exclusion principle.

Table 9A: Learning area with outlier for the November 2024 GETC: ABET examinations

Level	Code	Learning areas	Outlier year
NQF 1	616460021	Human and Social Sciences	201910

9.3.2 Dry runs and verification of the GETC: ABET system

In preparation for the November 2024 standardisation processes, Umalusi and the DHET embarked on a process to verify systems through dry-run testing. The purpose of the dry run testing was to ensure the alignment and readiness of the mainframe system for the November 2024 data processing. The dry run testing focused on ensuring that:

- a. Formulae used for data processing were compatible;
- b. The historical data on both systems were accurate; and
- c. The systems could verify whether an SBA mark exists for each repeater candidate.

9.3.3 Monitoring mark capturing for the GETC: ABET examinations

Umalusi monitored the capturing of the November 2024 GETC: ABET examination marks on 09 and 13 December 2024 at Tshwane South College (Centurion Campus), Gauteng Province. During this monitoring, Umalusi assessed the authenticity of marksheets, verified the capturing system, and evaluated the accuracy of the mark capturing process. The accuracy of the data capturing process was maintained in all sampled scripts and marksheets. Furthermore, the system allowed for double capturing, which was feasible in eliminating errors. Umalusi noted concerns regarding the marksheets lacking the required signatures from officials involved in moderation and verification.

The capturing and verification of marks adhered to DHET's management plan and guidelines. Umalusi further reviewed documents related to the capturing process, employment procedures for data capturers, and activities ensuring error-free and credible mark capturing. Documentation such as appointment letters, training documentation for capturers, procedural documents for capturing marks, as well as Umalusi's self-evaluation tool were not provided at the time of Umalusi's visit to the centre. However, these documents were later submitted to Umalusi, confirming that the mark capturing process adhered to established policy and procedural standards.

DHET appointed data capturers who were duly trained to implement the double capturing directives. The data capturers were assigned user IDs, with the system configured to flag variations between capturers. The enquirer officer used marksheets and candidates' scripts to confirm the assigned marks. However, DHET lacked a control mechanism to regulate the number of candidate scripts circulated during verification.

Procedures were in place to monitor personnel entering and leaving the venue. However, there was no evidence of confidentiality forms for designated personnel. Scripts and marksheets were stored in the same venue, expediting the verification process.

In summary, DHET generally adhered to reliability and accuracy standards in mark capturing.

9.3.4 Electronic datasets and standardisation booklets

The DHET submitted the standardisation datasets to Umalusi for verification purposes. The standardisation datasets and booklet for the GETC: ABET examinations adhered to the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Guideline document. The standardisation datasets and booklet were verified and approved.

9.3.5 Pre-standardisation and standardisation

Umalusi held the pre-standardisation and standardisation meetings for the GETC: ABET examinations on 03 and 04 January 2025. Many factors, including qualitative and quantitative data, guided the ASC in making adjustment decisions. The qualitative input included matters emanating from the moderation of question papers; marking guideline discussions on issues that might unfairly advantage or disadvantage candidates; Post Exam Analysis (PEA); and Evidence-Based Reporting (EBR). Quantitative inputs included guiding norms and pairs analysis. All evidence was considered based on the established standardisation principles. The GETC: ABET November 2024 standardisation adjustment decisions are listed in Table 9B:

Table 9B: List of standardisation decisions for the November 2024 GETC: ABET examinations

Description	Total
Number of learning areas presented	26
Raw marks	12
Adjusted (mainly upwards)	10
Adjusted (downwards)	4
Unstandardised	0
Number of learning area's standardised:	26

Once the ASC was satisfied with the reliability of the information provided, the 26 learning areas presented were standardised. For the November 2024 GETC: ABET examinations, the ASC accepted the raw marks for 12 out of 26 learning areas.

Ten learning area marks were adjusted upwards, and four learning area marks were mainly adjusted downwards. Considering all the factors discussed at the standardisation meeting, the ASC remain concerned regarding the overall conduct and administration of the GETC: ABET examinations.

9.3.6 Post-standardisation

Umalusi conducted the approval of the mark adjustments and the verification of the resulting process after the standardisation meeting. Umalusi verified the correctness of the adjustments applied to each learning area and subsequently verified and approved the resulting files on the learning area level.

9.4 AREAS OF IMPROVEMENT

None.

9.5 AREAS OF NON-COMPLIANCE

The following areas of non-compliance were identified:

- a. The DHET failed to complete Umalusi's self-evaluation tool, a mandatory prerequisite for the monitoring of mark capturing process; and
- b. Documentation, including appointment letters of data capturers, training materials for data capturers, and procedural guidelines for capturing marks, was not made available during Umalusi's visit to the capturing centre.

9.6 DIRECTIVES FOR COMPLIANCE

The DHET must ensure the timely completion of the Umalusi self-evaluation tool prior to the monitoring of mark capturing and must ensure that all documentation related to mark capturing is properly filed and available for scrutiny at all times.

9.7 CONCLUSION

The standardisation decisions were based on sound educational reasoning. Umalusi, therefore, concludes that the standardisation process was conducted in a fair, transparent, and reliable manner.

ANNEXURES

Annexure 1A: Compliance of question papers with each criterion at initial moderation

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT INITIAL MODERATION									
		TA	LB	IM	CC	CD	AAG	PRE	MG	TOTAL: (A)	%: (A)
1.	Ancillary Health Care (ANHC4)	A	A	A	A	A	A	A	A	8	100
2.	Applied Agriculture and Agricultural Technology (AAAT4)	A	M	A	M	M	A	A	M	4	50
3.	Arts and Culture (ARTC4)	M	M	M	M	M	A	A	M	2	25
4.	Early Childhood Development (ECD4)	A	A	A	M	A	M	A	A	6	75
5.	Economic and Management Sciences (EMSC4)	A	A	A	A	A	A	A	A	8	100
6.	Human and Social Sciences (HSSC4)	M	M	M	M	M	M	A	M	1	12,5
7.	Information Communication Technology (INCT4)	M	M	A	M	A	A	A	M	4	50
8.	LLC: Afrikaans (LCAF4)	M	M	M	A	A	A	A	L	4	50
9.	LLC: English (LCEN4)	M	M	L	M	M	A	A	L	2	25
10.	LLC: IsiNdebele (LCND4)	A	M	A	M	M	A	A	M	4	50
11.	LLC: IsiXhosa (LCXH4)	M	A	A	M	A	A	A	M	5	62,5
12.	LLC: IsiZulu (LCZU4)	A	M	A	A	A	A	A	M	6	75
13.	LLC: Sepedi (LCSP4)	M	M	M	L	A	A	A	M	3	37,5

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT INITIAL MODERATION									
		TA	LB	IM	CC	CD	AAG	PRE	MG	TOTAL: (A)	%: (A)
14.	LLC: Sesotho (LCSO4)	L	L	L	M	M	A	A	A	3	37,5
15.	LLC: Setswana (LCTS4)	A	A	N	M	M	A	A	A	5	62,5
16.	LLC: SiSwati (LCSW4)	A	M	M	M	M	A	A	M	3	37,5
17.	LLC: Tshivenda (LCVE4)	M	M	A	M	M	N	N	N	1	12,5
18.	LLC: Xitsonga (LCXI4)	M	L	L	A	M	A	M	M	2	25
19.	Life Orientation (LIFO4)	L	L	L	L	L	L	N	N	0	0
20.	Mathematical Literacy (MLMS4)	L	M	A	M	A	A	A	L	4	50
21.	Mathematics and Mathematical Sciences (MMSC4)	M	M	A	M	A	A	A	A	5	62,5
22.	Natural Sciences (NATS4)	A	A	A	A	A	A	A	A	8	100
23.	Small, Medium and Micro Enterprises (SMME4)	M	M	M	M	A	A	A	M	3	37,5
24.	Technology (TECH4)	M	L	L	L	A	A	A	N	3	37,5
25.	Travel and Tourism (TRVT4)	M	M	A	A	A	A	A	A	6	75
26.	Wholesale and Retail (WHRT4)	M	M	A	A	A	A	A	A	6	75

KEY:

TA = Technical Aspects
LB = Language and Bias
IM = Internal Moderation
CC = Content Coverage
CD = Cognitive Demand
AAG = Adherence to Assessment Guideline

PRE = Predictability
MG = Marking Guideline
A = Compliance in **ALL** respects
M = Compliance in **MOST** respects
L = **LIMITED** compliance
N = **NO** compliance

Annexure 3A: Non-compliant community learning centres

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
1.	Adherence to the Examination and Assessment Guideline (EAG)	<p>The lecturer's PoA did not contain all of the following:</p> <ul style="list-style-type: none"> • Assessment plan; • Computerised mark sheet; • Assessment tasks; • Marking guidelines; and • Evidence that students had access to the assessment criteria. 	AAAT4	Siyanatha CLC
				Sesikwazi CLC
				Zifundise CLC
				Vukile CLC
				Siyaphumula CLC
				Bekezela CLC
				Bambumoya CLC
				Masikhuphulane CLC
			EMSC4	Modimolle Correctional Centre
				Bathopele CLC
				Seshego Hospital
				Xilumani CLC
				Mandamahulu CLC
				Maufota CLC
				Phomelelo CLC
				Matshwi CLC
				Ramullo CLC
				Riverplaats CLC
			HSSC4	Jongilanga CLC
				Lodakada CLC
				ML Nkuna CLC
				Tfutfuka CLC
				Hundzukani CLC
				Imbuzini CLC
				Sibhejane CLC
				Oakely CLC
				Mvuyazi CLC
				Moloto CLC
			LSCW	Ligugu CLC
				Nolungile CLC
			LCXH	Masiyile CLC
				Nolungile CLC
Sikelela imizamo yethu CLC				
Noluthando CLC				
Hawequa CLC				
Samora Machel CLC				
Oudtshoorn CLC				
Voorberg CLC				
LCXI4	Aaron Moeti CLC			
LIFO4	ZF Mcagwu CLC			

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
			MMSC4	Siyathuthuka CLC Gqamakahle CLC Sesikwazi CLC Umlazi Second Chance Wotana CLC Emlandeleni Ethethe CLC Endleleni (Amajuba) CLC Bonela CLC Intiwe CLC Dundee CLC
			SMME4	Lerothodi CLC Neoetsile CLC
2	Internal moderation	Moderation did not take place at all three levels. The internal moderator reports did not contain sufficient detail and did not provide quality feedback to lecturers and students.	EMS4	Sesikwazi CLC Mandamahulu CLC Maufota CLC
			LCXH	Masiyile CLC Nolungile CLC Sikelela imizamo yethu CLC Noluthando CLC Hawequa CLC, Samora Machel Oudtshoorn CLC, Voorberg CLC
			LIFO4	Kuruman Correctional Centre, Deben CLC Kareeville CLC
			MMSC4	Siyathuthuka CLC Gqamakahle CLC Sesikwazi CLC Emlandeleni Ethethe CLC Endleleni (Amajuba) CLC Bonela CLC Umlazi Second Chance Wotana CLC Emlandeleni Ethethe CLC Dundee CLC
			NATS4	Denver CLC

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
3	Structure and content of student portfolios	Student portfolios did not contain all of the following; <ul style="list-style-type: none"> • Student information or ID; • Declaration of authenticity; • Assessment plan; • Marked responses; • Mark sheets; and • Moderation reports. 	AAAT4	Siyanatha CLC
				Vukile CLC
				Siyaphumula CLC
				Bambumoya CLC
			EMSC4	Masikhuphulane CLC
				Modimolle Correctional Bathopele CLC
				Seshego Hospital
				Xilumani CLC
				Mandamahulu CLC
				Maufota CLC
				Phomelelo CLC
				Riverplaats CLC
			LCXH4	Masiyile CLC
				Nolungile CLC
				Sikelela imizamo yethu CLC
				Hawequa CLC
				Samora Machel CLC
				Oudtshoorn CLC
				Voorberg CLC
			MMSC4	Siyathuthuka CLC
				Gqamakahle CLC
				Sesikwazi CLC
				Umlazi Second Chance
				Emlandeleni Ethethe CLC
				Endleleni (Amajuba) CLC
				Bonela CLC
				Intiwe CLC
				Dundee CLC
				Lesedi CLC
				Ikaheng - Dr KK CLC
			Matlosana CLC	
			Dithakwaneng CLC	

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
4	Implementation and assessment of SBA tasks	The student portfolios did not contain all the tasks and were not assessed as planned.	EMS4	Riverplaats CLC
			LCXH4	Masiyile CLC
				Nolungile CLC
				Sikelela imizamo yethu CLC
				Hawequa CLC
				Samora Machel
				Oudtshoorn CLC
				Voorberg CLC
			MLMS4	Siyathuthuka CLC
				Gqamakahle CLC
				Sesikwazi CLC
				Umlazi Second Chance
				E. Wotana CLC
				Emlandeleni Ethethe CLC
				Endleleni (Amajuba) CLC
				Bonela CLC
				Intiwe CLC
			Dundee CLC	
			SMME4	Reabetswe Centre
Legapane CLC				
5	Student performance	<p>The student performance at these centres was not up to standard for the following reasons:</p> <ul style="list-style-type: none"> Students struggled to interpret the questions correctly. Answers were not aligned to the questions, especially in the test, and some did not attempt all the questions or tasks; Student performance did not meet expectations; and Students did not cope with different levels of difficulty or cognitive demand. 	EMS4	Bathopele CLC
				Xilumani CLC
				Mandamahulu CLC
				Maufota CLC
				Phomelelo CLC
				Matshwi CLC
				Ramullo CLC
				Riverplaats CLC
			HSSC4	Lodakada CLC
				Tfutfuka CLC
				Sibhejane CLC
			LCSW4	Ligugu CLC
				Elukwatini CLC
				Mayflower CLC
			LCXH	Nolungile CLC
				Hawequa CLC
				Samora Machel CLC
				Oudtshoorn CLC
				Voorberg CLC

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
			LIFO4	Kuruman Correctional Centre Deben CLC Kareeville CLC ZF Mcagwu CLC Platfontein CLC Mataleng CLC Calvinia CLC Steinkopf CLC Danielskuil CLC
			NATS4	Denver CLC Holy Trinity CLC
			SMME4	Ikaheng - Dr KK Reabetswe Centre Lerothodi CLC Legapane CLC Neoetsile CLC
6	Quality of marking	<p>The quality of marking was not up to standard at these centres because the markers did not comply with all or most of the following:</p> <ul style="list-style-type: none"> Marking was not consistent with the guideline; markers deviated from the marking guideline and did not use rubrics as required in some of the learning areas; The standard of marking was unacceptable as it either advantaged or disadvantaged students, thus resulting in unfair and inconsistent results; The marks that the markers allocated were not a true reflection of the students' performance; and 	<p>EMS4</p> <p>Bathopele CLC Seshego Hospital Mandamahulu CLC Maufota CLC Phomelelo CLC Ramullo CLC</p> <p>HHSSC4</p> <p>Sibhejane CLC</p> <p>LCXH4</p> <p>Nolungile CLC Hawequa CLC Oudtshoorn CLC Voorberg CLC</p> <p>LCXI4</p> <p>Victory CLC</p> <p>LIFO4</p> <p>Deben CLC Kareeville CLC ZF Mcagwu CLC Platfontein CLC Steinkopf CLC</p> <p>MMSC4</p> <p>Dundee CLC</p> <p>NATS4</p> <p>Daveyton CLC</p> <p>SMME4</p> <p>Lesedi CLC Ikaheng-Dr KK CLC Reabetswe Centre Lerothodi CLC</p>	

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
		<ul style="list-style-type: none"> There were challenges in the awarding, recording and calculation of marks. 		POOE CLC Satellite : Letshubile CL POOE CLC Satellite: Thutolore Dithakwaneng CLC

Annexure 6A: Examination centres per learning area monitored for the writing of examinations

No.	Province	Centre	Date	Learning Area	Candidates	
					Registered	Actual
1.	Eastern Cape	Phathisanani Satellite Centre	01/11/24	LLC: English	16	16
2.	Eastern Cape	Soweto on Sea	04/11/24	Life Orientation	195	146
3.	Eastern Cape	Makanoskop Adult Centre	08/11/24	Early Childhood Development	48	42
4.	Eastern Cape	Noah Adult Centre	08/11/24	Early Childhood Development	45	35
5.	Eastern Cape	John Walton Adult Centre	13/11/24	Afrikaans	22	18
6.	Eastern Cape	Masibambisane CLC	18/11/24	Economic and Management Sciences	28	09
7.	Eastern Cape	Cradock Prison	21/11/24	Applied Agriculture and Agricultural Technology	25	19
8.	Eastern Cape	Bofolo CLC	22/11/24	Wholesale and Retail	64	38
9.	Free State	Sekgabo CLC	06/11/24	Ancillary Health Care	37	30
10.	Free State	Funda CLC	07/11/24	Mathematical Literacy	63	42
11.	Free State	Letlhabile Community Learning Centre	11/11/24	Travel and Tourism	129	71
12.	Free State	Kgodiso ABET Centre	20/11/24	Natural Sciences	15	12
13.	Gauteng	Thokoza CLC	01/11/24	LLC: English	239	127

No.	Province	Centre	Date	Learning Area	Candidates	
					Registered	Actual
14.	Gauteng	Daveyton Adult Centre	05/11/24	LLC: Xhosa, Sepedi, Tsonga, Swati/Swazi, Ndebele, Zulu, Sotho, Venda, Setswana	116	89
15.	Gauteng	Alexandra CLC	08/01/24	Early Childhood Development	79	21
16.	Gauteng	DWT Nthathe CLC	11/11/24	Information Communication Technology	40	37
17.	Gauteng	Pretoria Prison	11/11/24	Information Communication Technology	15	15
18.	Gauteng	Nigel Correctional Centre	12/11/24	Arts and Culture	07	07
19.	Gauteng	Tsakane Adult Centre	22/11/24	Wholesale and Retail	108	48
20.	KwaZulu-Natal	Sandanezwe ABET Centre	04/11/24	Life Orientation	40	30
21.	KwaZulu-Natal	Ilungelolethu ABET Centre	08/11/24	Early Childhood Development	93	73
22.	KwaZulu-Natal	Manaye CLC	11/11/24	Information and Communication Technology	79	21
23.	KwaZulu-Natal	Estcourt Correctional Services	20/11/24	Natural Sciences	07	07
24.	KwaZulu-Natal	Qinabout CLC	22/11/24	Wholesale and Retail	100	76
25.	KwaZulu-Natal	Dundee ABET Centre	24/11/24	Small, Medium and Micro Enterprises	36	20
26.	Limpopo	Makgopa AET Centre	01/11/24	LLC: English	20	15
27.	Limpopo	Helen Franz CLC	05/11/24	LLC: Sepedi	45	45
28.	Limpopo	Pondo ABET Centre	08/11/24	Early Childhood Development	34	24
29.	Limpopo	Pietersburg Comprehensive Satellite Centre	14/11/24	Human and Social Sciences	30	25

No.	Province	Centre	Date	Learning Area	Candidates	
					Registered	Actual
30.	Limpopo	Xilumani ABET Centre	18/11/24	Economic and Management Sciences	17	16
31.	Limpopo	Mapeloana Community Centre	20/11/24	Natural Sciences	35	33
32.	Limpopo	Moreko ABET Centre	21/11/24	Applied Agriculture and Agricultural Technology	18	10
33.	Limpopo	Thohoyandou Correctional Centre	25/11/24	Small Medium and Micro Enterprises	21	20
34.	Mpumalanga	Soninye ABET Centre	01/11/24	LLC: English	43	25
35.	Mpumalanga	Marhagi CLC	04/11/24	Life Orientation	40	39
36.	Mpumalanga	Kabukweni ABET Centre	05/11/24	LLC: SiSwati	48	28
37.	Mpumalanga	Witbank Prison	14/11/24	Human and Social Sciences	13	06
38.	Mpumalanga	Standerton Prison	19/11/24	Technology	08	08
39.	Northern Cape	Mecwi CLC	06/11/24	Ancillary Health Care	43	32
40.	Northern Cape	Douglas Community Centre	11/11/24	Information and Communication Technology	10	11
41.	Northern Cape	Kimberley Correctional Centre	15/11/24	Travel and Tourism	10	09
42.	North West	Tshipidi CLC	05/11/24	LLC: Setswana	49	29
43.	North West	Bathophuthanang ABET Centre	08/11/24	Early Childhood Development	31	19
44.	North West	Tsholetsanang ABET Centre	19/11/24	Technology	20	17
45.	North West	Dikgelela CLC	21/11/24	Applied Agriculture and Agricultural Technology	39	30
46.	North West	Ikaheng PALC	25/11/24	Small Medium and Micro Enterprises	22	20
47.	Western Cape	Masakhane CLC	01/11/24	LLC: English	49	30
48.	Western Cape	Worcester CLC	13/11/24	LLC: Afrikaans	40	30

No.	Province	Centre	Date	Learning Area	Candidates	
					Registered	Actual
49.	Western Cape	Impumalanga ABET Centre	18/11/25	Economic and Management Sciences	20	14
50.	Western Cape	Brandvlei Correctional Services	21/11/24	Applied Agriculture and Agricultural Technology	33	32

Annexure 6B: Total number of marking personnel per learning area and the number of scripts received

Learning Area Code	Number of Chief Markers	Internal Moderators	Number of Markers
ANHC4	1	1	45
AAAT4	1	1	7
ARTC4	1	1	3
ACDV4	1	1	32
EMSC4	1	1	15
HSSC4	1	1	14
INCT4	1	1	9
LIFO4	1	1	72
LCAF4	1	1	3
LCEN4	1	1	87
LCXH4	1	1	14
LCZU4	1	1	15
LCND4	0	1	1
LCS04	1	1	7
LCSW4	1	1	5
LCSP4	1	1	7
LCTS4	1	1	7
LCXI4	1	1	3
LCVE4	1	1	3
MLMS4	1	1	68
MMSC4	1	1	45
NATS4	1	1	4
SMME4	1	1	30
TECH4	1	1	4
TRVT4	1	1	32
WHRT4	1	1	8
TOTALS	25	26	540
Total number EAs	120		
Total number of captures	11		
Total Number of scripts	188 250		

PHYSICAL ADDRESS:

37 General Van Ryneveld Street,
Persequor Technopark, Pretoria

POSTAL ADDRESS:

P O Box 151
Persequor Technopark, Pretoria, 0020

CONTACTS:

 +27 (12) 349 1510  www.umalusi.org.za  info@umalusi.org.za

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