Report on the Quality Assurance of the South African Comprehensive Assessment Institute (SACAI) November 2024 GETC: ABET Examinations

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE SOUTH AFRICAN COMPREHENSIVE ASSESSMENT INSTITUTE NOVEMBER 2024 GETC: ABET EXAMINATIONS

PUBLISHED BY:

Table of Contents

LIST OF TABLES

LIST OF FIGURES

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AC	Assessment Criteria
AET	Adult Education and Training
AG	Assessment Guideline
ASC	Assessment Standards Committee
CCTV	Closed-circuit Television
CLC	Community Learning Centre
CAT	Common Assessment Task
EIC	Examination Irregularity Committee
GETC	General Education and Training Certificate
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
NQF	National Qualifications Framework
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
SACAI	South African Comprehensive Assessment Institute
SAQA	South African Qualifications Authority
SBA	Site Based Assessment
SER	Self-Evaluation Report
SO	Specific Outcome
SOP	Standard Operating Procedures
SOR	State of Readiness
US	Unit Standard

Learning areas

Code	Learning area
EMSC4	Economic and Management Sciences
HSSC4	Human and Social Sciences
LCEN4	Language, Literacy and Communication: English
LIFO4	Life Orientation
MLMS4	Mathematical Literacy
NATS4	Natural Sciences
SMME4	Small, Medium and Micro Enterprises

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 achieved success by establishing and implementing an effective and rigorous quality assurance assessment system with a set of quality assurance processes covering 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.

Furthermore, Umalusi established a professional relationship with the South African Comprehensive Assessment Institute (SACAI). As a result, there has been an improvement in the conduct, administration and management of the GETC: ABET examinations and their assessment. There is ample evidence to confirm that the assessment body and the examination centres continue to strive to improve systems and processes relating to the GETC: ABET examinations and assessment. Umalusi noticed an improvement in adherence to the assessment guidelines of SBA in the November 2024 examination cycle.

The Assessment Standards Committee (ASC) and the Executive Committee (EXCO), which are Umalusi committees of the Council, met in December 2024 and January 2025, respectively, 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 SACAI policy for GETC: ABET external examinations. There were no systemic irregularities reported that might have compromised the overall credibility and integrity of the November 2024 GETC: ABET examinations administered by the SACAI.

The EXCO of Council approved the release of the SACAI November 2024 GETC: ABET examination results.
With respect to identified irregularities, the SACAI was required to block the results of candidates implicated in the irregularities.

Umalusi noticed that the accuracy of the data-capturing process was maintained in all sampled scripts and marksheets. The system allowed for double capturing, which helped eliminate errors.

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

The Executive Committee of Council commended the SACAI for conducting a successful examination.

Umalusi will continue to ensure the quality, integrity, and credibility of the GETC: ABET examinations and assessments. It will also continue to endeavour towards an internationally comparable assessment system through research, benchmarking, continuous review, and the improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2024 GETC: ABET examinations.

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Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act no. 67 of 2008, as amended, mandates Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

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

The Act, in terms of these responsibilities, stipulates that Umalusi, as the quality council for general and further education and training:

a. must perform the external moderation of assessment of the different assessment bodies and education institutions;

b. may adjust raw marks during the standardisation process; and

c. must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of candidates if the Council is satisfied that the assessment body or education institution has:

i. conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;

ii. complied with the requirements prescribed by the Council for conducting assessment;

iii. applied the standards prescribed by the Council with which a candidate is required to comply in order to obtain a certificate; and

iv. complied with every other condition determined by the Council.

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 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 South African Comprehensive Assessment Institute (SACAI). 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 reporting process on each of the assessment processes and procedures. The quality assurance of the standard of assessment is based on the assessment body's ability to adhere to policies and regulations designed to deal with critical aspects of administering credible national examinations and assessments. In the adult education and training (AET) sector, Umalusi quality assures the examinations and assessments for the GETC: ABET qualification.

For the November 2024 examinations, the SACAI assessed the GETC: ABET qualification in the following industries or sectors:

a. Agriculture;
b. Community projects;
c. Construction;
d. Education, training and development;
e. Food and beverage;
f. Logistics and Supply Chain;
g. Mining;
h. Printing and publishing; and
i. Waste management.

Umalusi's quality assurance processes made provision for a sample from each type of industry. In addition to the November examinations, examinations in this sector are also conducted in June annually.

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

i. Moderation of question papers (Chapter 1);
ii. Moderation of site based assessment (SBA) portfolios (Chapter 2);
iii. Monitoring of the state of readiness to conduct, administer and manage examinations (Chapter 3);
iv. Audit of the appointed marking personnel (Chapter 4);
v. Monitoring of the writing and marking of examinations (Chapter 5);
vi. Quality assurance of marking (Chapter 6); and
vii. Standardisation and resulting (Chapter 7).

The findings from the above quality assurance of assessment processes enabled the 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 SACAI are to do the following:

1. Develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
2. Manage the development, implementation and internal moderation of internal assessments;
3. Conduct, administer and manage the writing and marking of examinations;
4. Manage irregularities;
5. Report to Umalusi on the conduct, administration and management of examinations;
6. 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
7. 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 decline in the overall compliance of question papers and accompanying marking guidelines from 93% in the November 2022 examination to 77% in November 2023 and 75% in November 2024.

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

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

The purpose of the external moderation of SBA portfolios is to establish whether the requirements for the implementation and moderation of SBA, as prescribed by the SACAI 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 the consistency, validity and fairness of assessment, it is imperative that students' SBA portfolios are quality assured at different levels. The SACAI has shown significant improvement in adhering to the assessment guidelines of the SBA, increasing from 29% in November 2023 to 63% in November 2024. However, there has been a decline in the implementation and assessment of SBA tasks, which decreased from 95% in November 2023 to 73% in November 2024. Additionally, moderation of SBA dropped from 71% in 2023 to 63% in 2024.

The purpose of verifying the state of readiness of the SACAI to conduct the November 2024 GETC: ABET examinations was primarily to do the following:
   a. Gauge the level of preparedness of the SACAI to conduct the November 2024 GETC: ABET examinations;
   b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2023 examinations;
   c. Verify that the SACAI had systems in place to ensure the integrity of the November 2024 GETC: ABET examinations; and
   d. Report on any shortcomings identified during the evaluation and verification of the SACAI's systems.

The audit of the state of readiness confirmed that the SACAI was ready to administer the November 2024 GETC: ABET examinations. Umalusi noted that the SACAI improved its systems and processes in each examination cycle.

Umalusi deployed monitors while the examinations were being written to check that the examination centres complied with the policy 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.

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

Umalusi participated in standardising the marking guidelines of the question papers to ensure justice was done to the process and that the finalised marking guidelines would ensure fair, accurate, and consistent marking. The standardisation process improved the quality of the marking guidelines and ensured that all possible responses to questions were accommodated. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

Umalusi verified marking to ensure that it was conducted according to agreed-upon and established practices and standards. The verification of the marking process revealed that the SACAI improved the quality and standard of marking in all seven learning areas.
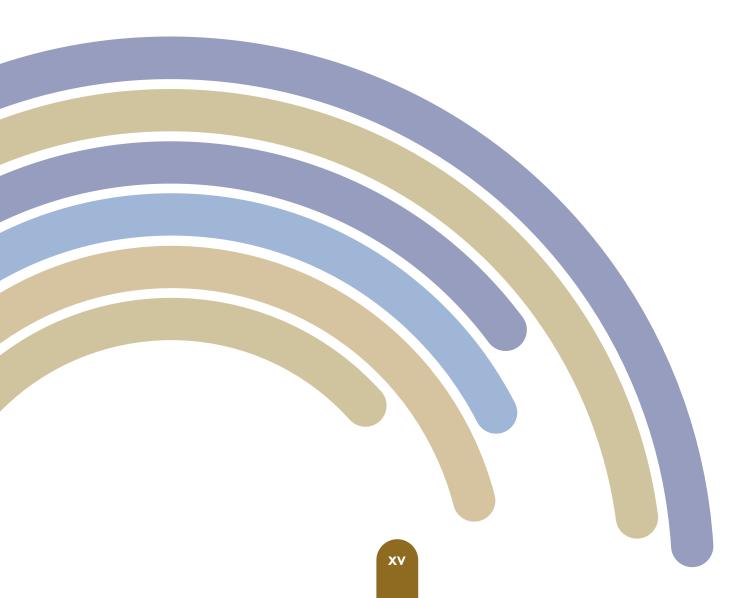
Standardisation is a process informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity in each context by considering possible sources of variability other than candidates' ability and knowledge.

The purpose of standardisation and 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 perform upward or downward adjustments were based on sound educational, qualitative and statistical reasoning.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2024 examinations, the EXCO of Umalusi Council concluded that the November 2024 GETC: ABET examinations were conducted in line with the policies and guidelines that govern the conduct of examinations and assessment. There were no systemic irregularities that could jeopardise the overall integrity of the November 2024 examinations. The EXCO of Council approved the release of the November 2024 GETC: ABET examination results.

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, and directives where improvements are required.

Umalusi will continue collaborating with all stakeholders through bilateral meetings to raise Adult Education and Training standards in South Africa.

CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 INTRODUCTION

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

Umalusi externally moderates the question papers and their marking guidelines to ensure that they meet the standards set by Umalusi and those of the assessment body. To maintain public confidence in the national examination system, the question papers must be seen to be relatively:
   a. Fair;
   b. Reliable;
   c. Representative of an adequate sample of the curriculum;
   d. Representative of relevant conceptual domains; and
   e. Representative of relevant levels of cognitive challenge.

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

1.2 SCOPE AND APPROACH

Umalusi receives question papers and marking guidelines for each examination cycle, which have been set and internally moderated by the SACAI. SACAI is expected to submit these documents along with the history of their development. The SACAI submitted seven question papers, corresponding marking guidelines and the internal moderators' reports for external moderation and approval by Umalusi in preparation for the November 2024 GETC: ABET examinations. This is the same number of question papers submitted for external moderation for the November 2022 and 2023 examinations.

Umalusi adopted an off-site model for moderating the November 2024 GETC: ABET question papers. Table 1A shows the seven learning areas assessed by the SACAI for the November 2024 GETC: ABET examinations.

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

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

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

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

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

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

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

1. Approved: If the question paper meets all the criteria;
2. Conditionally approved and to be resubmitted: If the question paper meets most of the criteria; and
3. Rejected: If the standard and quality of the question paper is entirely unacceptable.

1.3 SUMMARY OF FINDINGS

Umalusi moderators conducted comprehensive evaluations of the question papers and generated detailed reports based on established moderation criteria. These reports incorporated both quantitative and qualitative analyses. The following sections provide a synthesised account of the key findings and observations recorded by external moderators during the question paper moderation process.

1.3.1 Overall compliance of question papers at initial moderation

Umalusi conducted an in-depth analysis of the question papers and corresponding marking guidelines submitted by SACAI for initial moderation, applying the criteria outlined in the evaluation instrument. Table 1B summarises the findings regarding the compliance of these question papers and marking guidelines with each criterion during the first moderation phase. Annexure 1A indicates a summary indicating the level of compliance for each learning area.

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

No.	Criterion	Compliance frequency (56 instances)			
		None	Limited	Most	All
1.	Technical aspects	0	0	0	7
2.	Language and bias	0	0	1	6
3.	Internal moderation	0	0	1	6
4.	Content coverage	0	0	3	4
5.	Cognitive demand	0	1	1	5
6.	Adherence to assessment guidelines	0	0	2	5
7.	Predictability	0	0	1	6
8.	Marking guidelines	0	0	4	3
Total		**0**	**1**	**13**	**42**
Percentage		**0**	**1.8%**	**23.2%**	**75.0%**

Table 1B reveals that 75.0% of question papers were overall compliant during the initial moderation in November 2024, 23.2% were compliant in most aspects, while just 1.8% had limited compliance. Notably, no question paper was found non-compliant with the stipulated criteria, and only one (SMME4) demonstrated limited compliance with the cognitive demand criterion.

Table 1C demonstrates the percentage of question papers compliant in all aspects with each criterion at initial moderation over three years.

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	100	100	100
2.	Language and bias	100	71	86
3.	Internal moderation	86	71	86
4.	Content coverage	100	86	57
5.	Cognitive demand	86	71	71
6.	Adherence to assessment guidelines	100	71	71
7.	Predictability	100	100	86
8.	Marking guidelines	71	43	43

Table 1C demonstrates a decline in compliance with content coverage criteria from 100% in November 2022 to 86% in 2023 and 57% in 2024. Compliance with the predictability criteria also declined by 14% in November 2024 compared to 2023. Compliance with the four criteria was similar in both 2023 and 2024, and there was an increase in compliance with two criteria in November 2024.
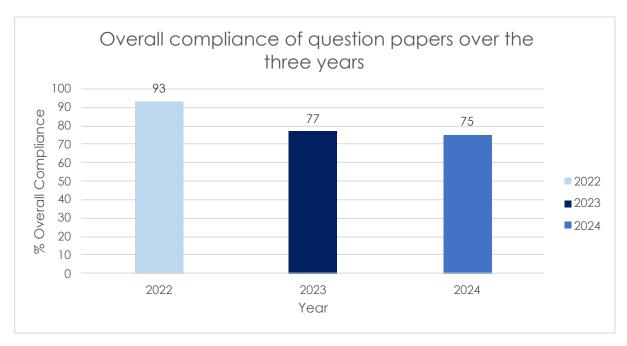
Figure 1A: Percentage of overall compliance in all respects of question papers over three years

Figure 1A illustrates a decline in the overall compliance of question papers, decreasing from 93% in 2022 to 77% in November 2023 and 75% in November 2024.

1.3.2 Compliance of question papers with each criterion

The following observations regarding compliance with each criterion are based on findings from the initial moderation phase. Full compliance signifies meeting all quality indicators within each criterion. Any challenges identified during initial moderation were thoroughly addressed before approval; consequently, all question papers and their corresponding marking guidelines fully complied with the criteria below.

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:

i.   Be complete, with an analysis grid, a marking guideline and an answer sheet, as well as addenda, where required;

ii.   Have a cover page containing all relevant details, such as the name of the learning area, time allocation and clear, unambiguous instructions to candidates;

iii.   Be reader-friendly and have the correct numbering system;

iv.   Have appropriate fonts which are used consistently;

v.   Have the mark allocation clearly indicated;

vi.   Be completed in the time allocated;

vii.   Have similar mark allocations as in the marking guideline;

viii.   Have appropriate quality of illustrations, graphs, tables, figures, etc.; and

ix.   Adhere to the format requirements of the assessment guidelines.

Regarding technical aspects, from November 2022 to November 2024, all seven question papers (LCEN4, HSSC4, LIFO4, MLMS4, NATS4, SMME4, and EMSC4) demonstrated full compliance with this criterion.

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 the presence of subtleties in grammar might create confusion, and whether elements of bias in terms of gender, race, culture, region and religion are present.

In the November 2024 cycle, compliance with this criterion increased, with six out of the seven question papers (EMSC4, HSSC4, LIFO4, MLMS4, LCEN4, and NATS4) meeting all aspects of the criterion, while only one paper (SMME4) met most aspects. This represents an improvement compared to November 2023, when five question papers (EMSC4, HSSC4, LIFO4, MLMS4, and NATS4) fully complied with the criterion, and two question papers (SMME4 and LCEN4) met most aspects. Retrospectively, in November 2022, all question papers fully complied with the language and bias criterion.

The Umalusi moderator for SMME4 identified subtle grammatical nuances within the question paper that could lead to confusion, alongside instances of incorrect grammar. Nevertheless, before final approval of the question paper, the internal moderator addressed all identified issues, ensuring clarity and accuracy in the language used in the question paper and the marking guideline.

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, standard, and relevance of the internal moderation and verifies whether the recommendations by the internal moderator were implemented.

There was an increase in the number of question papers meeting full compliance with the internal moderation criterion in November 2024 compared to November 2023. In the November 2024 cycle, six question papers (EMSC4, HSSC4, LIFO4, MLMS4, LCEN4, and NATS4) fully adhered to the internal moderation criterion at the initial moderation stage, while one question paper (SMME4) met most aspects. In contrast, November 2023 had five question papers (EMSC4, HSSC4, LIFO4, MLMS4, and NATS4) which were fully compliant with this criterion, with two question papers (SMME4 and LCEN4) meeting most aspects. The November 2024 compliance level is equal to that of November 2022, where six of the seven question papers fully complied, with only NATS4 meeting most aspects of the criterion.

The Umalusi moderator for SMME4 observed that the quality and rigor of the moderation process were unsatisfactory despite the question papers being internally moderated. The internal moderator could not detect common errors made by the examiners in both the question paper and the marking guideline. Additionally, grammatical inaccuracies were noted within the provided case study. Nevertheless, all identified issues were subsequently addressed by the internal moderator prior to the approval of the question paper.

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

Umalusi observed a decline in full compliance with this criterion for the November 2024 exam cycle. Four question papers (LCEN4, HSSC4, LIFO4, and MLMS4) were fully compliant, while three (NATS4, EMSC4, and SMME4) were compliant in most aspects. In November 2023, six question papers (LCEN4, HSSC4, LIFO4, MLMS4, NATS4, and EMSC4) were fully compliant with the content coverage criterion at initial moderation, with only SMME4 achieving compliance in most aspects. Notably, NATS4 and EMSC4, which were fully compliant in November 2023, achieved compliance only in most respects in 2024, while SMME4 maintained its compliance status. Retrospectively, in

November 2022, all seven question papers achieved full compliance in all aspects, indicating a worrying decline over the past three years.

The Umalusi moderator observed the following compliance challenges:
1. The EMSC4 question paper effectively assessed the required unit standards, though minor errors were identified, and recommendations were provided to enhance the paper's overall quality; and
2. The SMME4 question paper generally adhered to the Examination and Assessment Guidelines (EAG) standards but contained vague instructions, ambiguous wording and statements, extraneous or irrelevant information lacking sourced references, as well as trivial and unintended clues that could potentially lead candidates toward correct answers.

The internal moderators for these learning areas rectified all challenges before the question papers were approved.

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

In November 2024, five question papers (LIFO4, LCEN4, EMSC4, MLMS4, and NATS4) fully complied with the cognitive demand criterion. One paper (HSSC4) complied in most respects, while SMME4 showed limited compliance during initial moderation. Compliance levels in November 2024 reflected that of November 2023, with the same question papers maintaining their respective compliance status across both years. In contrast, a retrospective comparison with November 2022 showed six question papers (SMME4, LIFO4, HSSC4, EMSC4, MLMS4, and NATS4) in full compliance with this criterion, while LCEN4 complied in most respects.

The Umalusi moderator discovered that some questions in the SMME4 question paper were misaligned with their level of cognitive demand. These and other issues were, however, addressed by the internal moderator before the papers were approved.

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, five question papers (LIFO4, LCEN4, EMSC4, MLMS4, and NATS4) were in full compliance with all aspects of this criterion, while two (SMME4 and HSSC4) complied with most of the aspects during initial moderation. These findings were consistent with those from November 2023, wherein five question papers (LIFO4, LCEN4, EMSC4, MLMS4 and NATS4) complied with this criterion in all respects, while the

same two question papers (SMME4 and HSSC4) met most of the requirements at initial moderation. A decline was, however, noted when comparing 2023 to 2022, during which all seven question papers were fully compliant in all aspects of this criterion.

For SMME4 and HSSC4, Umalusi moderators identified that the content distribution for specific outcomes and assessment criteria and the assigned weightings were not equally distributed across the question papers. However, the internal moderators resolved these issues before the final approval of the question papers.

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, compliance with this criterion slightly declined compared to 2022 and 2023, when all question papers met full compliance. In November 2024, six question papers (LCEN4, HSSC4, LIFO4, MLMS4, SMME4, and EMSC4) achieved full compliance with all aspects of this criterion, while only one question paper (NATS4) complied in most aspects.

Regarding the NATS4, the Umalusi moderator noted that the two questions were easily predictable, though the rest of the question paper was original and unpredictable. The internal moderator attended to these questions prior to the approval of the question paper.

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 they comply. This criterion evaluates 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 that the marking guidelines make allowance for relevant, alternative responses.

In November 2024, three question papers (LIFO4, MLMS4, and NATS4) achieved full compliance at initial moderation, while four question papers (EMSC4, LCEN4, SMME4, and HSSC4) obtained compliance in most aspects. Although the compliance distribution in November 2024 resembled that of November 2023, the specific question papers differed. In 2023, EMSC4, LIFO4, and NATS4 were fully compliant, while full compliance was achieved for LIFO4, MLMS4, and NATS4 in 2024. Notably, EMSC4, which was fully compliant in 2023, was compliant in most aspects in 2024, while NATS4, which was mostly compliant in 2023, was compliant in all aspects in 2024. This indicates a shift in compliance across question papers, showing both a decline and an improvement. A retrospective analysis of November 2022 reveals that five question papers (NATS4, SMME4, EMSC4, HSSC4, and LIFO4) fully complied with this criterion, while two (LCEN4 and MLMS4) were compliant in most aspects. This indicates a gradual decline in overall compliance from 2022 to 2024.

With regard to EMSC4, LCEN4, SMME4 and HSSC4, Umalusi's moderator identified the following challenges:

i. The marking guideline contained typographical or linguistic errors;
ii. The question paper and the marking guideline lacked alignment;
iii. The marking guideline did not accommodate relevant alternative responses;
iv. The marking guideline was insufficiently detailed to ensure marking accuracy; and
v. The marking guideline did not support consistent marking practices.

The internal moderators resolved these issues before the question papers and accompanying marking guidelines were approved.

1.4 AREAS OF IMPROVEMENT

The following areas of improvement were noted:

a. Two question papers (MLMS4 and LIFO4) complied in all respects with all eight criteria in 2024;
b. Two criteria (Language and Bias and Internal Moderation) improved significantly from 2023 to 2024. In 2023, compliance for both criteria was 71%, increasing to 86% in 2024; and
c. The assessment body maintained 100% compliance with technical aspects over the past three years, 2022-2024.

1.5 AREAS OF NON-COMPLIANCE

The following concerns were noted:

a. There was a decline in compliance with the predictability criterion; in 2023, all seven question papers were compliant in all aspects, while in 2024, only six were compliant in all aspects, with SMME4 achieving compliance in most aspects;
b. There was a notable decline in the overall compliance of all question papers, from 77% in 2023 to 75% in 2024;
c. The content coverage criterion declined significantly to 57% in 2024, down from 86% in 2023; and
d. The marking guideline criterion declined from 71% in 2022 to 43% in 2023 and 2024.

1.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The SACAI must ensure that:

a. Internal moderation is performed meticulously to enhance the quality and standard of question papers; and
b. Examiners and internal moderators receive training to develop question papers and marking guidelines that align with the assessment guidelines, particularly in SMME4, where compliance has declined from 2022 to 2024.

1.7 CONCLUSION

This chapter summarised the findings of the moderation of question papers for the November 2024 GETC: ABET examinations. Umalusi moderators provided in-depth reports on the moderation of question papers and accompanying marking guidelines submitted by SACAI for external moderation. The findings from this process revealed a decline in the overall compliance of the question papers at the initial moderation stage. Specifically, the overall compliance rate decreased from 77% in November 2023 to 75% in November 2024. This decline was particularly pronounced in predictability and content coverage criteria.

The SMME4 question paper was deemed not fair, valid, and reliable at initial moderation because some questions were not correctly phrased, and the action verbs and cognitive level of demand were not used in the correct content and context. The question paper and the marking guideline did not compare favourably; the marking guideline was not comprehensive, and the internal moderator could not identify these issues. To address these challenges, SACAI must enhance the training of its examination panels to improve compliance.

CHAPTER 2: MODERATION OF SITE BASED ASSESSMENT PORTFOLIOS

2.1   INTRODUCTION

Site Based Assessment (SBA) is a compulsory GETC: ABET qualification component that contributes 50% to the final examination mark. Students present their responses to SBA tasks in a portfolio of evidence (PoE). The internal moderation of SBA portfolios is an important quality assurance process that is expected to be conducted at the centre and assessment body levels.

Umalusi also conducts rigorous external moderation of the SBA portfolios to evaluate the quality and standard of work done by students and facilitators in line with the requirements of the assessment guideline and the criteria of the assessment body and Umalusi.

The purpose of the external moderation of SBA portfolios, among others, is 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 at different levels;
  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.

2.2   SCOPE AND APPROACH

Umalusi externally moderated the SACAI's SBA portfolios on-site at the SACAI's marking and moderation centre at Tomorrow's People College, 381 Selikats Causeway, Faerie Glen, Pretoria. The process was conducted on 30 November and 01 December 2024. The SACAI submitted SBA portfolios for seven learning areas assessed for the November 2024 GETC: ABET examinations.

Umalusi sampled and moderated one student's PoE and one facilitator's portfolio of assessment (PoA) for each Adult Education and Training (AET) Centre, assessing the compliance of each centre with the requirements of SBA implementation. Table 2A summarises the AET learning sites and gives the number of SBA portfolios moderated.

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

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

Umalusi's moderators evaluated the SBA portfolios based on how the quality indicators of each criterion were met and on the overall impression of the SBA portfolios. The compliance decision was one of the following:
1. No compliance;
2. Limited compliance;
3. Compliance in most respects; and
4. Compliance in all respects.

2.3   SUMMARY OF FINDINGS

This section summarises Umalusi's findings and observations during the moderation of the SBA portfolios at the sampled AET centres. Umalusi moderated the SBA portfolio of each centre to measure the degree of compliance in the implementation and moderation of SBA. The findings and conclusions are based on the selected sample of SBA portfolios.

2.3.1   Moderated samples

Table 2A shows the number of PoA moderated and the percentage of SBA PoEs externally moderated per learning area per AET centre.

Table 2A: SBA portfolio samples submitted and moderated

Learning Area	AET Centre	Sample Submitted		Sample Moderated		Percentage Moderated
		PoA	PoE	PoA	PoE	
Language, Literacy and Communication: English (LCEN4)	Glencore Eastern Chrome Mines	1	11	1	1	17%
	CPUT	1	1	1	1	100%
	Pepsico Upington	1	1	1	1	100%
	Mponeng Centre	1	2	1	1	67%
	Nchafatso Training Centre	1	3	1	1	50%
	Karee AET Centre	1	4	1	1	40%
	Bana Ba Thari	1	3	1	1	50%
	Rustenburg Platinum Mine	1	6	1	1	29%
	Ocon Brick	1	14	1	1	13%

Learning Area	AET Centre	Sample Submitted		Sample Moderated		Percentage Moderated
		PoA	PoE	PoA	PoE	
Mathematical Literacy (MLMS4)	Rustenburg Platinum Mine	1	3	1	1	50%
	Ntchafatso Training	1	2	1	1	67%
	Oakley House High School	1	3	1	1	50%
	Marula Platinum Mine	1	5	1	1	33%
	Ruan Kruger	1	1	1	1	100%
	Karee AET	1	4	1	1	40%
	Enviroserv	1	17	1	1	11%
	Kopanong Gold Mine	1	4	1	1	40%
	Bana Ba Thari Upington	1	1	1	1	100%
Small, Medium and Micro Enterprises (SMME4)	Nchafatso Training	1	14	1	1	13%
	Oxbridge Academy	1	2	1	1	67%
	Oakley High School	1	4	1	1	40%
	Marula Platinum Mine	1	5	1	1	33%
	Glenmore Eastern Chrome Mine	1	1	1	1	100%
Life Orientation (LIFO4)	Oakley High school	1	1	1	1	100%
	Harmony Gold	1	2	1	1	67%
	Beatrix Mine AET	1	12	1	1	14%
	Kopanong Gold Mine	1	5	1	1	33%
	Rustenburg Platinum Mine	1	12	1	1	15%
	Nchafatso Training	1	14	1	1	13%
	Glencore Marula Platinum Mine	1	1	1	1	100%
	Oxbridge Academy	1	1	1	1	100%
	Karee Training Centre	1	4	1	1	40%
Natural Sciences (NATS4)	Rustenburg Platinum Mine	1	3	1	1	50%
	Oxbridge Academy	1	3	1	1	50%
	Marula Platinum Mine	1	2	1	1	67%
	Mponeng Centre	1	5	1	1	33%
	Glencore Eastern Chrome Mines	1	3	1	1	50%
	Beatrix Mine AET	1	14	1	1	13%

Learning Area	AET Centre	Sample Submitted		Sample Moderated		Percentage Moderated
		PoA	PoE	PoA	PoE	
Human and Social Sciences (HSSC4)	Nchafatso Training	1	9	1	1	20%
	Unitrans Clairwood	1	7	1	1	25%
	Oakley House High School	1	6	1	1	29%
	Unitrans Tulisa Park	1	8	1	1	22%
	Marula Platinum Mine	1	9	1	1	20%
	Oxbridge Academy	1	6	1	1	29%
Economic and Management Sciences (EMSC4)	Oxbridge Academy	1	9	1	1	20%
	Glencore Eastern Chrome Mines	1	5	1	1	33%
	Marula Platinum Mine	1	8	1	1	22%
	Nchafatso Training	1	7	1	1	25%
Total		**48**	**267**	**48**	**48**	**30 %**

Table 2A indicates that the AET centres submitted 315 SBA portfolios (48 PoA's and 267 PoE's) for moderation in November 2024. Umalusi moderated a sample of 96 SBA portfolios (48 PoA's and 48 PoE's), representing a moderated sample of 30% of the submitted portfolios.

2.3.2 Overall compliance of AET centres with each criterion

Umalusi made provision for the moderation of one facilitator portfolio and one student portfolio per learning area and AET centre. Table 2B summarises the sample's overall compliance with the six criteria against which the moderation of portfolios was conducted in November 2024.

Table 2B: Overall compliance of AET centres per criterion

No.	Criterion	Compliance frequency (126 instances)			
		No	Limited	Most	All
1.	Adherence to assessment guidelines	0	5	13	30
2.	Internal moderation	2	4	12	30
3.	Structure and content of SBA portfolios	0	2	11	35
4.	Implementation and assessment of SBA tasks	0	13	0	35
5.	Performance of students	1	4	12	31
6.	Quality of marking	1	6	11	30
Total		**4**	**34**	**59**	**191**
Actual Percentages		1.4%	11.8%	20.5%	66.3%
Rounded off Percentages		**1%**	**12%**	**21%**	**66%**

Figure 2A compares the overall compliance of the sample with each criterion against which the moderation of portfolios was conducted in November 2024 and November 2023.
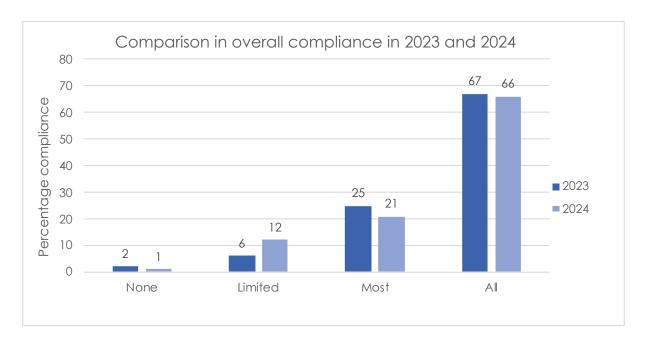
Figure 2A: Comparison of overall compliance over two years

Figure 2A indicates a 1% decrease in the number of AET centres compliant in all respects in 2024 compared with 2023. There is also, however, a combined increase in the proportion of AET centres with none and limited compliance from 8% in 2023 to 13% in 2024.

2.3.3 Compliance of AET centres with each criterion

In addition to the overall compliance indicated in Table 2B above, the level of compliance per criterion varied per learning area and learning site. The following section discusses the findings on the compliance of the SBA portfolios of each learning site per criterion. The findings are based on information observed from the SBA portfolios submitted for external moderation by the SACAI. Compliance refers to the learning site's ability to satisfy the set requirements stipulated in Umalusi's moderation instrument. Compliance in all respects would aptly mean meeting all the set requirements for a given criterion.

a) Adherence to assessment guidelines
This criterion checks the students' PoE and facilitators' PoA to ensure that the content adheres to the assessment body's assessment guidelines. The assessment guidelines prescribe the various policies and the assessment and planning documents that should be included in all facilitators' PoA. The guideline also prescribes the documents required in the students' PoE, including the assessment plan. Facilitators are expected to comply with the assessment guidelines for the content of the SBA portfolios and the implementation of the SBA tasks.

Figure 2B indicates that 30 of the 48 (63%) moderated learning sites complied fully with this criterion. This is an improvement from 2023, when only 29% of learning sites were compliant in all respects. Conversely, 13 of the 48 learning sites (27%) were compliant in most respects in 2024, down from 47% in 2023. Five AET Centres (10%) showed limited compliance with this criterion in 2024.

Limited compliance was found in the SMME4 and HSSC4 learning areas for various reasons, some of which are listed below:

i. Incomplete facilitator's PoA with one or more of the following assessment guideline non-conformances: missing facilitator's details, no table of contents and no assessment plan; and

ii. Other errors, including the facilitator folder having only blank documents, no assessor reports and /or moderator reports.

Figure 2B compares the compliance of AET centres with the adherence to assessment guidelines criteria in 2023 and 2024.

Compliance ratings 2023 and 2024
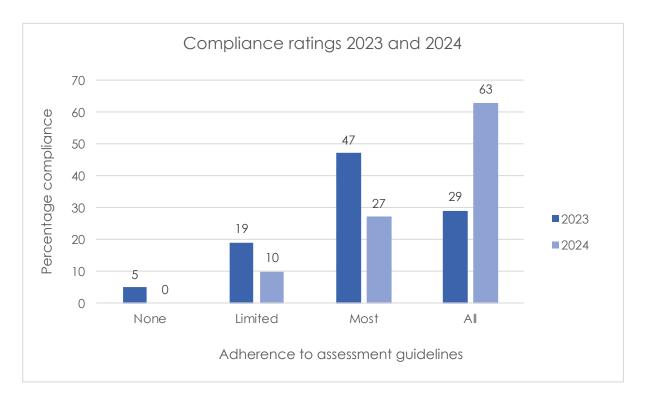
Figure 2B: Comparison of compliance with the adherence to assessment guidelines criterion over two years

As indicated in Figure 2B, compliance in all respects to the assessment guidelines criterion improved by 34% from 2023 to 2024. This improvement is to be commended.

b)   Internal moderation
This criterion verifies the evidence of internal moderation of SBA portfolios and the quality of such internal moderation by the assessment body. The expectation is that internal moderation reports would provide facilitators and students with constructive and relevant feedback.

In 2024, the proportion of moderated AET centres that complied with this criterion in all respects fell by 8% compared to 2023. In 2024, 12% of moderated AET centres were either non-compliant or had limited compliance, up from 5% in 2023.

The non-compliance of four centres for LIFO4 is attributed to the following:

  i.   Feedback from the internal moderator to the facilitator was ineffective due to its timing. Additionally, the feedback provided by the facilitator to the students was superficial and lacked depth;
 ii.   No internal moderation was conducted at Harmony Gold Mine for LIFO4;
iii.   The Nchafatso Training Centre performed a superficial internal moderation, simply reviewing the marksheet with a black pen and duplicating the facilitator's markings. While a moderation report was submitted, the quality of the moderation process was lacking. The SACAI's internal moderation offered valuable feedback and highlighted areas for improvement;
 iv.   Internal moderation at the Oakley House High School was done using a checklist and was not a rigorous process. The comments were not developmental and did not address pertinent issues of the learning area; and
  v.   The Oxbridge Academy Centre's internal moderation process was superficial. The re-marking did not address significant issues like the failure to use rubrics in tasks 1 and 2. The centre did not submit the moderation report.
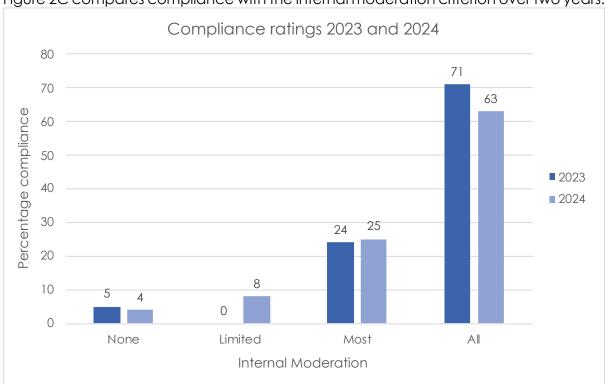
Figure 2C compares compliance with the internal moderation criterion over two years.

Figure 2C: Comparison of compliance with the internal moderation criterion over two years

Figure 2C indicates that internal moderation compliance, in all respects, fell from 71% in 2023 to 63% in 2024.

c) Structure and content of SBA portfolios

The structure and content criterion check that students' portfolios contain the relevant documents indicated in the quality indicators. The expectation is that the students' SBA portfolios will be neat and presentable, with all tasks filed orderly, and reflect that tasks were marked correctly and internally moderated.

The SACAI standardised the structure and content of the SBA portfolios and provided the learning centres with the necessary PoE content documentation templates. This has led to a marked improvement of 21% in 2024 in all compliant measures over the same period last year. The proportion of AET centres with limited compliance was 4% in 2024, down from 5% in 2023. There were no cases of non-compliance in either 2023 or 2024. Five learning areas (LCEN4, SMME4, NATS4, EMSC4 and HSSC4) contributed to compliance in most respect for this criterion.

Limited compliance was noted in LIFO4 and NATS4 for the following reasons:
  i. Non-submission of the various contents of the student's PoE;
  ii. The submission of photocopies of the SBA PoE from the Harmony Gold Centre (LIFO4);
  iii. No evidence of internal moderation; and
  iv. At Rustenburg Mine Centre, the student did not sign the declaration for Task 1. The facilitator marked responses but did not sign or date the tasks (NATS4).

Figure 2D compares the compliance of the AET centres with this criterion over two years.

Compliance ratings 2023 and 2024

Structure and Content	2023	2024
None	0	0
Limited	5	4
Most	43	23
All	52	73
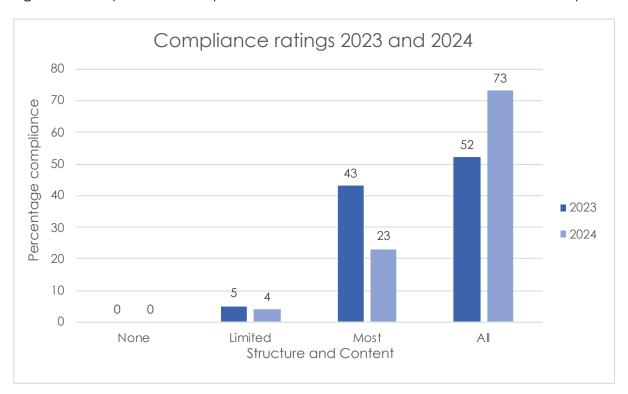
Figure 2D: Comparison of compliance with the structure and content of SBA portfolios criterion over two years

As indicated in Figure 2D, 21% more AET centres in 2024 complied in all respects with the structure and content of the SBA portfolios criterion. This improvement is to be commended.

d)   Implementation and assessment of SBA tasks

This criterion checks whether all prescribed tasks have been completed and assessed according to the assessment plan contained in the student portfolio.

The implementation and assessment of SBA tasks was 73% in 2024, down from 95% in 2023. There was also, however, a 27% increase in limited compliance in 2024. The increase in limited compliance at one LCEN4 centre, three SMME4 centres, and nine LIFO4 centres was due to the following:

 i. Nchafatso Training Centre failed to comply fully because task 4 was not filed in the learner portfolio (LCEN4);

 ii. There was no assessment plan with assessment dates for Nchafatso Training and Oxbridge Academy Centres. There is no indication of any assessments in the learner portfolios and no assessment reports (SMME4);

 iii. The assessment plan was replaced with an SBA Implementation Plan at Oakley High School Centre. There was no assessment plan with assessment dates (SMME4); and

 iv. Despite implementing the prescribed SBA tasks in all nine centres, there was no evidence that the assessment process adhered to the guidelines outlined in the Assessment Plan. The absence of specific dates and timelines in the students' PoE supports this conclusion (LIFO4).

Figure 2E compares the compliance of the AET centres with the implementation and assessment of the SBA tasks criterion over two years.
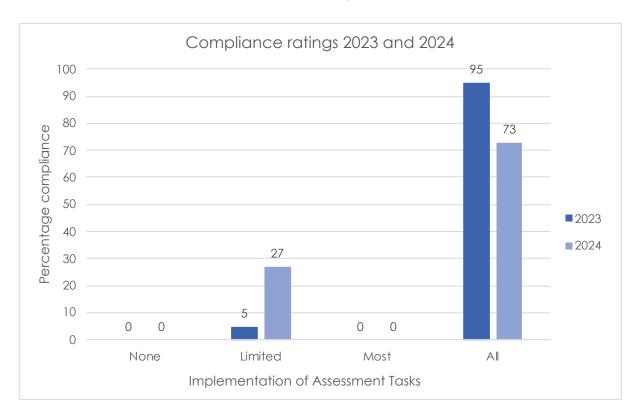
Figure 2E: Comparison of compliance with the implementation and assessment of SBA tasks criterion over two years

Figure 2E shows that most centres (73%) achieved compliance with all aspects in 2024, down from 95% in 2023, while 27% achieved limited compliance. There were no centres which complied with 'none' or 'most' aspects in either 2023 or 2024.

e) Performance of students

This criterion evaluates the performance of students against the following three quality indicators:
  i. The student interprets the assessment task correctly;
  ii. The student's responses meet the expectations and demands of the assessment task; and
  iii. The student can respond to all the questions (at different levels of difficulty) as set in the task.

The compliance of AET centres with this criterion in all respects declined from 86% in 2023 to 65% in 2024. Furthermore, this criterion received 8% limited compliance and 2% non-compliance in 2024. The LCEN4, LIFO4 and NATS4 learning areas recorded limited compliance. Non-compliance was noted for Harmony Gold Centre in the LIFO4 learning area.

The reasons for the limited and non-compliance findings are included below:
  1. At Glencore Eastern Chrome Mines Centre, one learner's scores indicate that the learner struggled with higher-order questions. The learner achieved average scores (LCEN4);
  2. The presence of the marking guideline within the students' PoE raises questions regarding whether it was provided to the student before or after the completion of the SBA tasks (LIFO4);
  3. The student PoE contained photocopied SBA tasks (LIFO4); and
  4. A student from Glencore Eastern Chrome Mines Centre achieved less than 50% in three tasks, indicating that he did not meet the expectations and demands of these assessment tasks (NATS4).
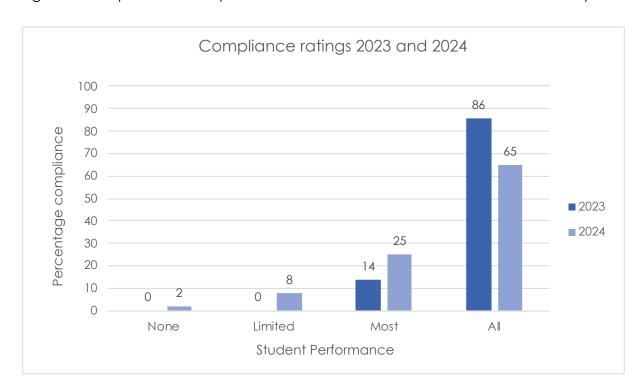
Figure 2F compares the compliance of the AET centres with this criterion over two years.

Compliance ratings 2023 and 2024

Figure 2F: Comparison of compliance with the student performance criterion over two years

Figure 2F shows that compliance in all respects declined to 65% in 2024, down from 86% in 2023, while the rate of compliance with most aspects, limited compliance, and non-compliance increased over this period.

f)   Quality of marking
This criterion checks the quality of marking to ensure it is in line with 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.

The quality of marking criterion indicates that marking, accuracy, and consistency dropped by 4% in 2024 compared to 2023. In the moderated sample, 30 out of 48 (62%) of the AET centres were fully compliant with the quality of marking criterion, and 11 out of 48 (23%) were compliant with this criterion in most respects. Six centres (13%) showed limited compliance, and one had no compliance (2%).

Limited and no compliance was recorded for four learning areas (LCEN4, LIFO4, HSSC4 and EMSC4). The reasons for the limited and no compliance results were as follows:
i.   Non-adherence to the marking guideline resulting in embellished scores (LCEN4);
ii. There was evidence of an irregularity at Kopanong Gold Mine Centre, where the student copied from the marking guideline verbatim. The quality of marking was below standard (LIFO4);

iii. Marking was not consistent. The difference between what the marker allocated and what the internal moderator allocated was far above the tolerance range of 3%. For example, in task 1, the marker allocated 31, and the internal and external moderators allocated 15 marks. In task 2, the marker allocated 29 and the internal and external moderators allocated 22 marks, and in task 3, the marker allocated 41 and the internal and external moderators allocated 17 marks (EMSC4);

iv. The marking process at Nchafatso Training Centre did not adhere to the marking guidelines and did not use rubrics. Marks were assigned indiscriminately, even for incorrect responses. This inconsistency in marking led to inflated marks (HSSC4);

v. The marking standard was unacceptable at Unitrans Tulisa Park Center. Marks were awarded indiscriminately without following the marking guidelines, as evidenced by the investigation task where marks were given for the incomplete task of setting interview questionnaires without a script. Additionally, rubrics were not used, and global marks were assigned without proper justification (HSSC4); and

vi. At Nchafatso Training Centre, the quality of marking was very bad for tasks one, two, and three. The discrepancies in marks allocated in all three tasks were above the tolerance range of marks (EMSC4).

Figure 2G compares the compliance of the AET centres with the quality of marking criterion over two years.

Figure 2G: Comparison of compliance with the quality of marking criterion over two years

Figure 2G indicates an overall decrease in the quality of marking in 2024 over 2023, with the rate of full compliance dropping from 67% to 62%.

2.4   AREAS OF IMPROVEMENT

The following were noted as areas of improvement:
   a. Adherence to assessment guidelines improved;
   b. There was notable improvement in the structure and content of learner portfolios submitted for external moderation; and
   c. The transfer of marks was accurate.

2.5   AREAS OF NON-COMPLIANCE

The following were noted as areas of concern:
   a. Learning centres did not adhere to the marking guidelines and the proper use of rubrics in marking;
   b. The facilitators' PoA did not contain all relevant documents;
   c. Lack of proper assessment plans was noted;
   d. Lack of internal assessment and moderation reports at the centre level;
   e. There was poor quality or lack of timely constructive feedback; and
   f. The submission of photocopies of PoE instead of the original scripts.

2.6   DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The SACAI must ensure that learning centres which do not fully meet the requirements are monitored and supported regarding the following:
   a. Documents to be included in the Portfolios of assessment and evidence;
   b. Capacity building of lecturers on different assessment methods and types;
   c. Records of internal moderation to be kept for verification purposes; and
   d. Giving constructive and meaningful feedback to lecturers and students.

The improvement of the above should also help ensure the improvement of the quality, accuracy, and consistency of marking at the centre level, which declined by 4% in 2024 compared to 2023.

2.7   CONCLUSION

This chapter reported on the findings of the external moderation of SBA portfolios. A comparison of the level of compliance in 2024 was made to 2023 to check for any improvement in the implementation and moderation of SBA. Although the SACAI has shown improvement in the implementation of assessment guidelines, there were still shortcomings in some learning areas and centres. More could be done to improve the quality of the implementation of SBA, as well as assessment planning and internal moderation at the centre level. Any non-compliance poses a risk regarding the credibility of the SBA mark, which contributes 50% towards the final mark per learning area.

The SACAI must ensure that all AET sites registered to write the examinations with the assessment body meet the requirements for implementing and moderating SBA. It is recommended that the SACAI implement measures to address the areas of non-compliance presented in this report.

CHAPTER 3: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1   INTRODUCTION

As part of its mandate, Umalusi quality assures the examinations of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF). Umalusi employs various quality assurance processes to oversee the South African Comprehensive Assessment Institute (SACAI) management of national examinations. A critical aspect of this oversight was the audit of the SACAI's state of readiness (SoR) to conduct, administer, and manage the November 2024 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations efficiently. The main objectives of the audit were to:

a. Evaluate the SACAI's level of readiness to conduct the November 2024 GETC: ABET examinations;
b. Authenticate that SACAI's systems were in place to maintain the integrity of the November 2024 GETC: ABET examinations;
c. Ascertain possible risks that could compromise the credibility of the examinations; and
d. Provide feedback on the SACAI's SoR to conduct the November 2024 GETC: ABET examinations.

This report outlines Umalusi's findings on the SACAI SoR to administer the November 2024 GETC: ABET examinations. It covers the SACAI's adherence to standards, risk management strategies, and effective practices to ensure secure and credible examinations. Additionally, the report presents areas of improvement, non-compliance, and directives for compliance and improvement.

3.2   SCOPE AND APPROACH

Umalusi adopted a risk management-based strategy to evaluate the SACAI's readiness to conduct, administer, and manage the November 2024 GETC: ABET examinations. This approach combined self-reporting and external validation.

Umalusi followed a phased-in approach to determining the SACAI's readiness to conduct a credible November 2024 GETC: ABET examination, as follows:

a. **Phase 1: Desktop evaluation of documents submitted (Annexure A1 and B1)**
   Umalusi audited the SACAI's progress in implementing the 2023 improvement plan and evaluated the Self-Evaluation Report submitted by the SACAI.
b. **Phase 2: Risk analysis and feedback**
   Umalusi gave feedback on potential risks that could negatively impact the integrity and credibility of the examinations.

c. **Phase 3: Conduct of evidence-based verification audits**
    The verification audit focused on the following key SoR focus areas of evaluation:
    i.   Registration of candidates and examination centres;
    ii.   Printing, packaging, storage and distribution of question papers;
    iii. Appointment and training of markers and internal moderators;
    iv.   Auditing of storage and distribution points;
    v.   Conduct of examinations;
    vi.   Appointment and training of invigilators and monitors;
    vii. Appointment of marker and other related marking processes;
    viii. Management and reporting of irregularities; and
    ix.   Systems for the capturing of marks.

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

3.3 SUMMARY OF FINDINGS

This section offers a synopsis of the findings derived from document analysis and the validation of the verification audits conducted by Umalusi to assess the SACAI's SoR to conduct examinations.

3.3.1 Phase 1: Documents submitted for desktop evaluation

Umalusi provided the SACAI with Annexure A1 and Annexure B1 to report their SoR to conduct, administer and manage credible November 2024 GETC: ABET examinations.

    i.   Annexure A1 required the SACAI to report on the progress made in implementing the improvement plan, the directives for compliance, and areas where non-compliance was reported in 2023 to curb the recurrence of the identified areas of concern.
    ii. Annexure B1 required the SACAI to submit the Self-Evaluation Report on their SoR to conduct the November 2024 GETC: ABET examinations.

Table 3A summarises the progress made in implementing the improvement plan on the directives for compliance and improvement issued in November 2023.

Table 3A: Summary of progress made in implementing the Improvement Plan on directives issued for compliance and improvement

Focus Area	2023 Directives issued to the SACAI	Progress made from August-October 2024	Umalusi Comment(s)
Moderation of Question Papers	a. Internal moderation should be conducted thoroughly, with the aim of improving the quality and standard of the question paper.	a. The training of examiners and internal moderators was scheduled for 18 October 2024.	SACAI trained examiners and internal moderators.
Moderation of Site - Based Assessment Portfolios	a. All required SBA documents should be submitted for external moderation; and b. SACAI should monitor and support the learning centres that do not fully meet the requirements regarding the implementation of SBA portfolios as stipulated in the assessment guideline.	a. SACAI sent the November 2023 ABET centres feedback regarding non-submission of documentation and educator files; and b. SACAI hosted the bi-annual Facilitator Forum in May 2024 in preparation for SBA submissions and exam readiness.	SBA portfolios were submitted for moderation on 30 October 2024.

Focus Area	2023 Directives issued to the SACAI	Progress made from August-October 2024	Umalusi Comment(s)
Audit of Appointed Markers	a. The information regarding the specialisation in respective learning areas should be provided for each appointed marking personnel; and b. Suitably qualified and experienced markers should be appointed.	a. Markers selected for marking the June 2024 examinations were appointed in line with criteria set by the SACAI; and b. SACAI did not recruit new markers due to the lower registration numbers.	a. Marking personnel for the November 2024 GETC: ABET examination were selected from the pool of contracted examiners, internal moderators and markers in the SACAI database; b. Markers were selected based on their experience and performance in previous sessions; and c. No new markers or novice markers were appointed.
Monitoring of the Writing and Marking of the Examinations	a. Individualised appointment letters should be issued for marking personnel; b. A list of appointed personnel should be included in the marking file; and. c. The training for chief invigilators should be continuously enhanced to minimise non-compliance findings.	a. Markers for the May/June marking received individualised marker appointment letters; b. SACAI hosted the Invigilator Training on 14 May 2024 online in preparation for the May/June 2024 examinations; and c. SACAI also pre-monitored the number of examination centres before the examination sessions started in June 2024.	a. There was evidence of markers` appointment letters during the monitoring of the June 2024 GETC examinations.

Umalusi issued directives for compliance and improvement for four quality assurance of assessment processes for the November 2023 GETC: ABET examinations. By October 2024, the SACAI addressed and implemented its improvement plans. However, examination centres did not fully implement the interventions, as observed during the monitoring and moderation of the November 2024 GETC: ABET examinations.

Table 3B below summarises findings gathered from the Self-Evaluation Instrument (Annexure B1).

Table 3B: Summary of the findings gathered from the Self-Evaluation Instrument (Annexure B1)

Key Focus Area	SACAI Progress Report	Umalusi Findings
Registrations of Candidates	a. Registrations for October/November 2024 are to be finalised on 16 September 2024; and b. The number of examination accommodations granted was finalised on 16 October 2024.	a. By 8 October 2024, the SACAI successfully completed the registration of 254 candidates for the November 2024 examination; and b. Concessions were granted to 2 candidates with specific learning barriers.
Registration of Centres	a. 100% registration of part-time, full-time and designated centres for the November 2024 GETC: ABET was finalised on 16 September 2024; and b. All examination centres were audited and verified, including the marking centre, in June 2024.	a. SACAI submitted data registration with the 38 established and registered examination centres to Umalusi; b. Verification of SACAI examination centres was concluded on 31 October 2024; and c. Tomorrow People`s College was used as a marking centre.

Key Focus Area	SACAI Progress Report	Umalusi Findings
Printing, Packaging and Distribution **a. Printing**	a. The 2024 SACAI GETC: ABET printing and packing management plan was submitted to Umalusi; and b. The Service Level Agreement of outsourced printers was submitted, signed, and finalised.	a. SACAI's GETC question papers were printed in-house; b. Printing occurred on 11 October 2024 according to the Management Plan; and c. All authorised printing personnel signed declaration forms prior to performing their roles and responsibilities in the printing process.
b. Packaging	a. SACAI confirmed that the packaging area will be highly secured with restricted access to allow authorised personnel only; and b. One strong room with a double-locking system was used to store the question papers after packaging.	a. All staff handling exam papers are screened and closely monitored by security cameras; b. Packaging occurred on 14-15 October 2024, respectively; and c. Umalusi examination papers were securely stored in a high-security container with a tamper-proof padlock and combination lock.
c. Distribution	A comprehensive plan outlined the distribution procedure for question papers at all examination centres.	a. The distribution of scripts occurred on 21 October 2024; and b. The collection of scripts was planned for two consecutive dates on 11 November 2024 and 18-20 November 2024.

Key Focus Area	SACAI Progress Report	Umalusi Findings
Monitoring of the conduct of examinations and marking	i. The SACAI conducted audits at all its examination centres and enlisted Skills Pro to monitor new centres; and ii. The recruitment and appointment of monitors and invigilators, as verified by Umalusi, were in accordance with the management plan.	a. By 31 October 2024, the audit of examination centres was completed; and b. Monitors were trained in accordance with the training plan on 8 October 2024, which was preceded by the training of the chief invigilators and invigilators on 15 October 2024.
Management of Examination Irregularities	a. The Examination Irregularity Committee (EIC) was established to oversee irregularities throughout the examination process; and b. The SACAI EIC, chaired by an independent person appointed by the CEO, includes guidelines for managing issues in the training manual for invigilators, monitors, and markers.	a. The SACAI's standard operating procedure (SOP) and related guidelines on examination irregularities and reporting protocols were verified by Umalusi on 8 October 2024; b. Umalusi attended the SACAI irregularity meeting on 12 November 2024; and c. Irregularities reported during moderation and monitoring of the November 2024 GETC: ABET examinations were discussed.
Systems for capturing of examination and assessment marks	The SACAI submitted system and management plans for capturing the 2024 October/November GETC: ABET examination marks.	a. A double-capturing system was implemented to ensure the validity of marks; and b. Umalusi officials were deployed to verify the capturing of marks and compile the reports.

Key Focus Area	SACAI Progress Report	Umalusi Findings
Management of Internal Assessment	a. The SACAI scheduled 16 and 17 November 2024 to conduct the internal moderation of the SBA portfolios.	a. Umalusi confirmed that the SACAI successfully implemented its management plan for the submission, processing and moderation of SBA portfolios; and b. Umalusi conducted the external moderation of SBA portfolios during the marking process from 30 November 2024 to 1 December 2024.
Marker audit	a. The SACAI submitted a detailed plan for managing the marking process of the 2024 November GETC: ABET examination; and b. Markers were selected based on their experience and performance in previous sessions.	a. Umalusi verified the plan, including the selection criteria, the quantity of marking personnel, and the training provided; b. The SACAI also submitted potential marking risks and mitigation strategies; and c. The training for markers took place on 22 October 2024.

3.3.2 Phase 2: Risk analysis and feedback

The SACAI classified all new centres and centres that had irregularities in the previous examination cycles or did not comply with examination policies as high-risk centres.

3.3.3 Phase 3: Conduct of evidence-based verification audits

Umalusi conducted onsite verification visits to authenticate the submission of the SACAI's evidence on their readiness to administer the November 2024 examinations. On 8 October 2024, Umalusi validated the SACAI's SoR to conduct, administer, and manage the November 2024 GETC: ABET examinations.

i. Site Visits

Table 3C: Site visits for verification of SoR compliance by Umalusi

Province	Venue	Sites visited	Date
Gauteng	SACAI 278 Serene St Garsfontein Pretoria	SACAI Offices	08 October 2024

During the verification audits conducted at each stage of the examination cycle, Umalusi found no risks or issues in any area that could compromise the integrity or credibility of the November 2024 GETC: ABET examinations.

Table 3D: Site visits for audit of the printing precinct

Province	Venue	Sites visited	Date
Gauteng	SACAI 278 Serene St Garsfontein Pretoria	In - House printing precinct	08 October 2024

One strong room with a double locking system was used to store the question papers after packaging. SACAI implemented security systems to monitor the delivery of examination materials to examination centres. These measures included sealing the materials in tamper-proof bags, labelling them correctly, and using a high-security container with a tamper-proof padlock and combination lock for transport during the distribution and collection processes.

Table 3E: Site visits for the audit of appointed markers

Province	Venue	Sites visited	Date
Gauteng	SACAI 278 Serene St Garsfontein Pretoria	SACAI Offices	22 October 2024

On 22 October 2024, Umalusi verified the appointment of exam markers. Markers were selected based on their experience, qualifications, and performance in previous examination sessions.

Table 3F: Site visits at the marking centre to monitor the marking phase of the GETC: ABET examination

Province	Venue	Sites visited	Date
Gauteng	Tomorrow`s People College 381 Selikats Causeway Faerie Glen Pretoria	Marking Centre	30 November 2024

The marking venue was well-suited and conducive for the marking process. The seven designated marking rooms were clean, spacious, and appropriately sized to accommodate the marking personnel for all seven subjects. The control room was also sufficiently spacious to store all 521 scripts intended for marking. The marking centre met the minimum Occupational Health and Safety requirements.

3.4 AREAS OF IMPROVEMENT

The SACAI improved in communicating the November 2024 examination sites to Umalusi, minimising duplications in deploying external monitors to the same examination centre.

3.5 AREAS OF NON-COMPLIANCE

None.

3.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

None.

3.7 CONCLUSION

The verification audit results affirmed the SACAI's readiness to effectively conduct, administer, and manage the November 2024 GETC: ABET examination. Umalusi expressed confidence in the compliance measures implemented by the SACAI to uphold the security, integrity, and credibility of the examination process. The audit highlighted SACAI's adherence to established protocols, demonstrating the effectiveness of its systems and practices in ensuring the smooth and credible delivery of the examinations. Umalusi acknowledged the robust measures in place and the SACAI's commitment to maintaining the high standards required for managing national examinations.

CHAPTER 4: AUDIT OF APPOINTED MARKING PERSONNEL

4.1 INTRODUCTION

Umalusi audited the South African Comprehensive Assessment Institute's (SACAI) appointed marking personnel to ensure that the marking of the November 2024 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination scripts occurred in accordance with agreed-upon standards and practices. The aim of the audit was to promote fairness and reliability in the marks awarded to candidates and enhance the credibility of the GETC: ABET examinations.

Umalusi audits the appointed marking personnel process to:
  a. Ascertain whether suitably qualified and experienced marking personnel were appointed to mark the November 2024 GETC: ABET examinations; and
  b. Verify the plans for training marking personnel, who are responsible for marking and moderating the examination scripts.

4.2 SCOPE AND APPROACH

In preparation to conduct, administer, and manage the November 2024 GETC: ABET examinations, Umalusi requested the SACAI to submit information on the recruitment, selection and appointment of marking personnel for the November 2024 GETC: ABET examinations. The following information was requested from the SACAI:
  a. Criteria for the appointment of marking personnel;
  b. Management plan for the recruitment, selection, appointment and training of marking personnel;
  c. Training manual for appointed markers; and
  d. List of appointed marking personnel and reserves, indicating their qualification, teaching and marking experience.

On 8 October 2024, during the on-site audit of the SoR, Umalusi verified all submitted documents. This evaluation indicated that SACAI appointed marking personnel from the SACAI database, which includes markers, chief markers, and internal moderators. Furthermore, Umalusi verified the following documents during the on-site audit and the appointment of markers on 26 October 2024:

  i.   Criteria for the appointment of different categories of marking personnel:
  ii.   List of appointed marking personnel and reserves;
  iii. Qualifications of the appointed marking personnel;
  iv.   Teaching/facilitation experience of the appointed marking personnel;
  v.   Marking experience of the appointed marking personnel;
  vi.   Management plan for the training of marking personnel;
  vii. Inclusion of novice markers and examination assistants in the list of appointed marking personnel; and
  viii. Training manual for appointed marking personnel.

4.3   SUMMARY OF FINDINGS

The SACAI process for appointing marking personnel includes recruiting and selecting markers, signing contracts, training marking personnel, and using the monthly marking sessions for ABET levels 1-3 to prepare prospective ABET level 4 markers. The following section discusses the findings based on the information provided by the SACAI.

4.3.1   Criteria for the appointment of marking personnel

The SACAI considered the following criteria in the appointment of marking personnel:
   a. Submission of a curriculum vitae showing tertiary qualifications;
   b. A three or four-year teaching qualification (diploma or degree in education);
   c. A qualification in the learning area applied for;
   d. At least two years of teaching experience in the relevant learning area in ABET (NQF Level 1) or equivalent;
   e. Occupy a teaching, lecturing or training facilitator post at an educational institution or be an official in the Department of Education involved in the teaching of the learning area applied for;
   f. Evidence of assessor and/or moderator training;
   g. Have the necessary language proficiency and subject competency to mark the relevant answer scripts; and
   h. Be able to attend the training session and marking guideline discussions.

Umalusi found that the appointed markers met most selection criteria, except for the Natural Sciences and Mathematical Literacy markers. Contrary to SACAI's criteria for appointing markers, the chief marker in Natural Sciences had no teaching experience in the learning area, and the Mathematical Literacy marker held a Certificate in Adult Education instead of a Diploma or Degree.

4.3.2   Appointed marking personnel

Marking personnel for the November 2024 GETC: ABET examination were selected from the pool of contracted examiners, internal moderators and markers in the SACAI database.

The number of appointed marking personnel per learning area was determined by the number of candidates registered to write examinations.

The SACAI selected 26 marking personnel, including markers, internal moderators, chief markers, and examination assistants. Table 4A presents the distribution of marking personnel appointed by the SACAI for each learning area to mark the November 2024 GETC: ABET examinations.

Table 4A: Appointed marking personnel per learning area

Learning area	Number of scripts	Number of chief markers	Number of internal moderators	Number of markers	Examination assistants
Economic and Management Sciences (EMSC4)	168	1	1	0	0
Human and Social Sciences (HSSC4)	71	0	1	1	0
Communication in English (LCEN4)	142	1	1	4	0
Life Orientation (LIFO4)	32	1	1	2	0
Mathematical Literacy (MLMS4)	29	0	1	5	0
Natural Sciences (NATS4)	51	1	1	2	0
Small, Medium and Micro Enterprises (SMME4)	28	1	1	0	0
Total	521	5	7	14	0
GRAND TOTAL (MARKING PERSONNEL)					26

The SACAI appointed 26 marking personnel and no examination assistants for the marking of the November 2024 GETC: ABET examinations. Administrative duties were allocated to the SACAI marking centre support staff. All learning areas appointed an internal moderator. No chief markers were appointed for the HSSC4 and MLMS4 learning areas. There were also no markers for the EMSC4 learning area, which had the highest number of scripts (168).

4.3.3 Qualifications and learning area specialisation of applicants

During the desktop and onsite audit on 26 October 2024, Umalusi noticed the following information regarding the qualifications and learning area specialisation of various marking personnel.

Table 4B: Qualifications of appointed marking personnel

No.	Learning area	Qualification		Learning area specialisation
		Lowest	**Highest**	
1.	Communication in English (LCEN4)	Certificate in ABET	B. Ed in English and Linguistics	One indicated
2.	Economic and Management Sciences (EMSC4)	Assessor and Moderator	Diploma in ABET	Not indicated
3.	Human and Social Sciences (HSSC4)	Higher Diploma in ABET Education	Honours B.Ed.	Not indicated

No.	Learning area	Qualification		Learning area specialisation
		Lowest	Highest	
4.	Life Orientation (LIFO4)	Diploma in ABET	Master of Education	Three indicated
5.	Mathematical Literacy (MLMS4)	National Certificate (NQF L4): AET	Honours Bachelor of Education	One indicated
6.	Natural Sciences (NATS4)	Higher Diploma in ABET	Honours Bachelor of Education	Not indicated
7.	Small, Medium and Micro Enterprises (SMME4)	Honours Bachelor of Education	M. Ed	Not indicated

The EMSC4, HSSC4, NATS4, and SMME4 learning areas did not indicate the learning area specialisation of marking personnel. Three appointed markers for LIFO4 had an Advanced Certificate in Education, specialising in Life Orientation. One marker appointed for LCEN4 had a bachelor's degree, specialising in English and Linguistics. One marker appointed for MLMS4 had a bachelor's degree in Sciences, specialising in Mathematics and Statistics.

4.3.4 Teaching or facilitation experience

To be considered for appointment as marking personnel, the SACAI required applicants to have at least two years of teaching experience in the relevant learning area in ABET (NQF Level 1) or equivalent. Table 4C shows the findings indicating the teaching/facilitation experience of the appointed marking personnel, comprising markers, internal moderators, and chief markers for the November 2024 GETC: ABET examinations.

Table 4C: Teaching/facilitation experience of appointed marking personnel

No.	Learning area	Teaching/facilitation experience		Currently teaching NQF Level 1
		Lowest	Highest	
1.	Communication in English (LCEN4)	2 years	26 years	5/6
2.	Economic and Management Sciences (EMSC4)	7 years	13 years	2/2
3.	Human and Social Sciences (HSSC4)	5 years	28 years	2/2
4.	Life Orientation (LIFO4)	3 years	28 years	2/4
5.	Mathematical Literacy (MLMS4)	4 years	25 years	6/6

No.	Learning area	Teaching/facilitation experience		Currently teaching NQF Level 1
		Lowest	Highest	
6.	Natural Sciences (NATS4)	0 years	24 years	2/4
7.	Small, Medium and Micro Enterprises (SMME4)	12 years	29 years	2/2

The Umalusi audit found that 21 out of 26 appointed markers were teaching in the learning areas they had applied for. However, some appointed markers for LCEN4, LIFO4, and NATS4 were not involved in teaching or facilitating the learning areas which they applied for.

4.3.5 Marking experience

The section below discusses the audit findings on the marking personnel's marking experience. Table 4D indicates the appointed markers' lowest and highest marking experience per learning area.

Table 4D: Marking experience of appointed markers

No.	Learning area	Making experience		Comments
		Lowest	Highest	
1.	Economic and Management Sciences (EMSC4)	11 years	12 years	No novice marker
2.	Human and Social Sciences (HSSC4)	12 years	12 years	No novice marker
3.	Language Literacy and Communication: English (LCEN4)	7 years	22 years	No novice marker
4.	Life Orientation (LIFO4)	8 years	28 years	No novice marker
5.	Mathematical Literacy (MLMS4)	7 years	12 years	No novice marker
6.	Natural Sciences (NATS4)	2 years	17 years	One novice marker
7.	Small, Medium and Micro Enterprises (SMME4)	9 years	29 years	No novice marker

The SACAI Training Manual indicates that novice personnel should be in the ABET sector for less than five years and should have experience facilitating, examining, moderating, and marking the learning area applied for. The criteria for appointing marking personnel include at least two years of teaching experience in the relevant ABET Level 4 or equivalent learning area.

Only one NATS4 marker had two years of marking experience, while the SMME4, LIFO4, and LCEN4 learning areas had highly experienced markers with more than 20 years of marking experience.

4.3.6 Plans for the training of marking personnel

The SACAI conducted training of marking personnel on 30 October 2024, as per the management plan. Marking personnel were trained in marking and the quality assurance of examination scripts as well as the moderation of SBA portfolios. The training focused on minimising subjectivity and enhancing the validity and consistency of marking. Umalusi was represented by external moderators from the seven learning areas. The purpose of the training was to equip the marking personnel with information relating to:

a. Principles of marking;
b. Moderation of marking;
c. Controlling the flow of scripts;
d. Identification and management of irregularities;
e. Moderation of SBA portfolios; and
f. Transfer of marks.

SACAI submitted the training management plan and the training manual as required by Umalusi.

4.4 AREAS OF IMPROVEMENT

SACAI provided information about the learning area specialisation of marking personnel in three out of seven learning areas (LIFO4, MLMS4, and LCEN4) in November 2024, compared to none in November 2023.

4.5 AREAS OF NON-COMPLIANCE

The following were noted as areas of concern:

a. The qualifications of one appointed marker for LIFO4 could not be verified on the spreadsheet;
b. NATS4 had one appointed maker with no experience in teaching Natural Sciences at NQF level 1; and
c. The SACAI's recruitment criteria required markers to possess at least a three or four-year teaching qualification (diploma or degree in education). However, the highest qualification of one marker appointed for EMSC4 was the Assessor and Moderator.

4.6   DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The SACAI is required to ensure that:
  a. The marking personnel database is updated on an annual basis;
  b. Suitably qualified and experienced markers are appointed in all learning areas; and
  c. Enough markers are allocated to the learning areas with the highest number of scripts.

4.7   CONCLUSION

Umalusi observed that most of the SACAI's appointed markers for the November 2024 GETC: ABET examinations were qualified and competent, with some markers having more than 20 years of teaching and marking experience. Umalusi is confident that the appointed markers adhered to the marking standards and practices, thereby enhancing the credibility of the November 2024 GETC: ABET examinations. The SACAI is, however, required to s tudy the findings and act on the directives for compliance to improve on the shortcomings identified.

CHAPTER 5: MONITORING THE WRITING AND MARKING OF EXAMINATIONS

5.1 INTRODUCTION

Umalusi monitored the November 2024 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations, which were administered by the South African Comprehensive Assessment Institute (SACAI), to ensure that the examination process was conducted, managed, and administered with the highest standards of credibility and integrity.

The November 2024 GETC: ABET examinations began on 04 November 2024 and concluded on 18 November 2024. The marking of examination scripts took place from 30 November 2024 to 01 December 2024 at Tomorrow's People College, located in Faerie Glen, Pretoria. As part of its compliance oversight mandate, Umalusi closely monitored both the writing and marking phases of the examinations.

This chapter analyses the findings from Umalusi's monitoring of the writing and marking of examinations at sampled examination centres and one centralised marking centre. The analysis identifies areas of improvement and sets out directives for the SACAI to address the identified deficiencies and refine its operational processes for future examination cycles.

5.2 SCOPE AND APPROACH

The SACAI conducted the writing of the November 2024 GETC: ABET examinations at 38 examination centres across all nine provinces. Umalusi monitored 16 of these centres for the November 2024 GETC: ABET examinations, a decrease from the 18 centres monitored in the November 2023 examination cycle. In carrying out its verification mandate, Umalusi employed a systematic approach that included:
   a. Data collection on the writing and marking phases of the examination, utilising the Monitoring of the Writing Instrument and related methodologies. This tool facilitated a structured review of the examination processes and protocols;
   b. Scrutinising the evidence from the examination files provided at the sampled centres to verify compliance with required standards and procedures;
   c. On-site observations and interviews with key personnel at the examination centres and recording the findings; and
   d. Providing feedback on the conduct, administration and management of the examinations.

The data collection methodologies adopted by Umalusi were reliable and effective in providing a clear, evidence-based assessment of the credibility of the November 2024 examination, as outlined in this report.

5.3   SUMMARY OF FINDINGS

Two sections in this chapter detail the findings from Umalusi's monitoring of the November 2024 GETC: ABET examinations:

a. Section A provides a comprehensive analysis of data collected during Umalusi's monitoring of the writing phase across 16 examination centres, as detailed in Annexure 5A. The findings highlight the observations, documented evidence, and interviews conducted while monitoring the writing phase. The analysis evaluates the SACAI's compliance with examination administration protocols and identifies strengths and areas for improvement in the management of the writing phase; and

b. Section B analyses the findings observed from the monitoring of the SACAI centralised marking centre.

SECTION A: MONITORING THE WRITING OF EXAMINATIONS

The summarised findings reflect the data collected at the 16 monitored examination centres. They highlight areas of strength, identify instances of non-compliance and present recommendations for improvement. The names of centres that showed non-compliance are listed in **Annexure 5B.**

5.3.1 Preparation for the examination

This section evaluates the credibility of the examination writing process, focusing on compliance with regulatory obligations for the conduct, administration, and management of examinations. Umalusi assessed the compliance of examination centres using the following sub-criteria to ensure adherence to established standards:

a)   Conduciveness of the examination venue

Four of the 16 examination centres fully complied with key criteria, whilst 12 had discrepancies. The following observations were made at the sampled venues:

i.   The assessment body did not verify one examination centre for its readiness to administer the examination;

ii.   Suitable and adequate furniture was provided for each candidate at 15 examination centres, whilst at one examination centre, candidates shared a boardroom table;

iii.   The environment was conducive for writing at 12 examination centres;

iv.   Strong rooms/safes were available at 13 examination centres for the safe keeping of examination materials on arrival, while three examination venues stored the examination materials in locked cupboards;

v.   Stock control registers of answer books were accounted for at 11 examination centres;

vi.   Dispatch documents were not available at two examination centres;

vii.   The official timetable was not available at one examination centre; and

viii.   An unauthorised person received the question papers at one examination centre.

The following areas of compliance were observed at all centres:

1. Ample lighting was provided at all examination centres;
2. Water and ablution facilities were available at all examination centres;
3. The chief invigilator or authorised person received the question papers;
4. All chief invigilators or authorised persons verified that the question papers were sealed on arrival; and
5. Sufficient space was observed to accommodate candidates in all examination venues, with one-metre protocols enforced.

b)   Management of examination question papers

Umalusi confirmed that all 16 monitored examination centres fully adhered to the protocols for managing examination question papers. Upon delivery, the question papers were received by chief invigilators or authorised personnel, who verified the contents for accuracy and ensured that the question papers were properly sealed. At 14 out of 16 examination centres, delivery of the question papers was accompanied by signed dispatch documents, confirming that authorised personnel had handled the question papers correctly.

A contracted courier company was responsible for delivering the question papers to the examination centres. The papers were securely packed in satchels and transported in locked crates, ensuring their protection during transit.

Umalusi also observed the secure storage of examination scripts at all centres. The scripts were stored in designated secure areas such as strong rooms, safes, or offices with locked cupboards. Each centre implemented appropriate security measures, including restricted access, to safeguard the integrity of the examination materials. These precautions ensured that the question papers and examination scripts were protected from tampering or unauthorised access throughout the examination process.

5.3.2 Invigilator appointment and training

Principals or centre managers at four examination centres were not appointed as chief invigilators, and chief invigilators at four centres did not have appointment letters. Additionally, 13 invigilators were appointed in writing, and the appointment letters were available in the examination files as evidence. The assessment body trained fourteen chief invigilators; however, chief invigilators from two centres were not trained.

5.3.3 Preparations for writing the examination session

The administration of the writing sessions was well managed at all examination centres except for one. The following compliance was noted:

a)   Admission of candidates to the examination venue

Six centres adhered well to the protocol for admitting candidates into the examination venues. The following areas of compliance were observed:

  i.   The invigilators at all examination centres verified the admission letters or identity documents of the candidates on admission into the examination rooms;
  ii. Candidates were not in possession of cell phones at all 16 centres;
  iii. All examination centres complied with the invigilator-to-candidates ratio;
  iv. A seating plan was available, and candidates occupied their seats according to the seating plans at six examination centres;
  v.   Information boards were available at all 16 examination centres, and 15 centres contained relevant examination information; however, one centre did not have a clock; and
  vi. Calculators were checked for compliance at all examination centres.

The following issues of non-compliance were observed.

  1. The seating plan was unavailable for candidates at one examination centre, while at three centres, candidates were not seated according to the seating plan;
  2. There was no information board at one centre displaying relevant examination details;
  3. One centre lacked a clear invigilation timetable, whilst three centres did not have relief timetables; and
  4. Four centres did not admit candidates 30 minutes prior to the commencement of the examinations.

b)   Management of the examination documents

Five centres complied fully with availing the required documentation for the current examinations. Three centres did not have evidence of the examination policy/instruction in the examination file, and one did not have the official timetable. Two centres did not have monitoring reports.

There was no evidence of relief timetables at three centres, and one centre did not have the invigilator timetable. One centre did not have appointment letters for the chief invigilator and invigilators. At all centres, signed attendance registers of invigilators were available in the examination file.

5.3.4 Time management before and during the examinations

a)   Management of invigilators' attendance

All invigilators arrived at the examination centre at the expected time, except for one centre, where they arrived fifteen minutes before the examination began.

b)   Compliance with examination procedures

Six examination centres adhered to the examination procedures of compliance, which included, inter alia, the following:

i. Candidates at all centres signed attendance registers and were issued with the official answer books;
ii. Invigilators verified the correctness of the information on the cover page of the answer books at nine centres;
iii. Chief invigilators opened the question papers in the presence of the candidates at all centres;
iv. Question papers were distributed on time at 15 examination centres;
v. Technical accuracy of the question paper was checked at 10 examination centres;
vi. Reading time was provided at eight examination centres, including two centres that provided five minutes of reading time and one centre that allocated 15 minutes of reading time;
vii. Examination rules were read to candidates at 15 centres; and
viii. The examinations commenced on time at 15 centres, while at one it commenced 15 minutes late.

The following issues of non-compliance were observed at the examination centres:
1. Invigilators at one examination centre arrived 15 minutes before the commencement of the examination, which resulted in the examination commencing 15 minutes late. Consequently, the reading time was omitted;
2. The correctness of the information on the cover page of the answer books was not verified at seven examination centres;
3. Question papers were not distributed on time at one examination centre;
4. Technical accuracy was not checked at six examination centres; and
5. Candidates were not given reading time at eight examination centres.

5.3.5 Activities during writing

Umalusi made the following observations on the conduct of the examination at all monitored examination centres:
a. Invigilators strictly followed protocols, refraining from providing explanations or clarifications to candidates regarding the question papers;
b. Access to examination venues was tightly controlled, with only authorised personnel present during the examination sessions;
c. Candidates at all examination centres adhered to the rule of remaining in the examination room during the final 15 minutes of the session, except for a candidate from one centre who exited five minutes before the examination ended; and
d. Invigilators actively fulfilled their responsibilities, maintaining vigilance and demonstrating a thorough commitment to their duties throughout the examination sessions.

The aforementioned examination practices affirmed that SACAI complied with the examinations and assessment policy in conducting and managing the GETC: ABET examinations.

5.3.6 Handling, packaging, and transporting scripts

The criteria for managing answer scripts was fully adhered to across all examination centres. The following practices were observed:
a. The invigilators collected the answer scripts from the candidates as they indicated that they had completed the examination;
b. All scripts were counted and packaged in the correct numerical order as indicated by the mark sheet;
c. Only authorised personnel were involved in the packaging process, ensuring that handling was controlled;
d. The number of scripts at each examination centre matched the number of candidates present; and
e. The number of packaged scripts matched the count noted on the wrapper.

Once packaged, the answer scripts were sealed in official satchels provided by the SACAI, with the Umalusi monitor present to oversee the process. The sealed satchels were then stored securely in locked containers in a strong room, safe or locked cupboard until the contracted courier service collected them, as per SACAI's scheduled arrangements. These practices ensured the integrity and security of the answer scripts throughout the process.

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

At one centre, the chief invigilator administered the examination without attending the required training and having a letter of appointment. The examination commenced fifteen minutes later at another centre due to the invigilators' late arrival.

SECTION B: MONITORING OF THE MARKING OF EXAMINATIONS

The SACAI conducted the marking of examination scripts from 30 November to 1 December 2024 at Tomorrow's People College in Pretoria. Umalusi monitored the marking session to enforce compliance.

5.3.8 Preparations for marking

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

a)   Availability of marking management plans
The SACAI had a comprehensive marking management plan available in all marking rooms, which was also included in the examination management plan file.
b)   Appointment of marking personnel
The audit verified the list of marking personnel, all of whom were formally appointed in writing. The marking team included a centre manager, seven chief markers, seven internal moderators, and 12 markers. Table 5A shows the number of marking personnel appointed by the SACAI per learning area and the number of scripts marked for the November 2024 GETC: ABET examinations.

Table 5A: Total number of marking personnel per learning area and number of scripts marked

Learning Area	Number of Scripts	Number of Chief Markers	Number of Internal Moderators	Markers	Examination Assistants
Economic and Management Sciences	168	1	1	0	0
Human and Social Sciences	71	0	1	1	0
Communication in English	142	1	1	4	0
Life Orientation	32	1	1	2	0
Mathematical Literacy	29	0	1	5	0
Natural Sciences	51	1	1	2	0
Small, Medium and Micro Enterprises	28	1	1	0	0
Total	521	5	7	14	0
GRAND TOTAL (MARKING PERSONNEL)					26

c)   Availability of scripts and marking guidelines

Two days before marking commenced, a communiqué of marking guidelines and dummy scripts for all subjects was sent to the marking personnel, who verified them accordingly. The marking guidelines were discussed and standardised on the first morning of the marking process.

d)   Quality and standard of training sessions across learning areas

On 26 October 2024, the SACAI held an in-service training session for all appointed markers to ensure the marking process adhered to the established marking management plan. The training aimed to equip markers with the necessary guidance and standards required for effective execution of marking. A representative from Umalusi was present at the session to observe and support the training initiative.

The actual training of the marking personnel across all seven learning areas was conducted on the first day of marking (30 November 2024), as specified in the SACAI marking management plan. The findings by Umalusi confirmed that all seven learning areas complied with the following standard procedure:

i.   SACAI sent question papers and two dummy scripts (Set A) to the appointed markers via e-mail;

ii.   The markers marked the dummy scripts at home in preparation for the marking guideline discussions, checking the accuracy of the marking guidelines, possible alternative responses, and the clarity of the marking instructions; and

iii.   On arrival at the marking venue, markers marked two dummy scripts (Set B), discussed the mark allocations and alternative responses, and discussed the variations in their mark allocation.

All seven learning areas used the marking guidelines approved by Umalusi.

e)   Time management

The standard marking time averaged eight hours. The marking centre operated daily from 08:00 to 17:00, including time for lunch and tea breaks.

5.3.9 Marking centre resources

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

The school premises at Tomorrow's People College in Pretoria met the minimum requirements. The SACAI ensured adequate infrastructure and human resources were in place to facilitate a smooth marking process. Communication equipment necessary for marking personnel was readily available. Additionally, marking rooms and one control room were allocated to each relevant learning area. While the furniture provided for the markers was generally suitable and adequate, the chairs were noted to be too small for adult use.

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

The marking venue was well-suited and conducive to the marking process. The seven designated marking rooms were clean, spacious, and appropriately sized to accommodate the marking personnel for all seven subjects. The control room was also sufficiently spacious to store all 521 scripts intended for marking. The SACAI did not arrange overnight accommodation for the markers, as all marking personnel lived within a reasonable travelling distance from the marking centre.

c)   Compliance with Occupational, Health and Safety requirements

The SACAI ensured compliance with the minimum Occupational Health and Safety (OHS) standards at the marking centre. Clear signage was in place, indicating designated entrances and exits, ablution facilities, electrical points, locations of first aid kits, and fire extinguishers. The fire extinguishers' last service was in September 2024, and the next service date will be September 2025. These measures demonstrated a commitment to creating a safe and secure environment for all personnel involved in the marking process.

5.3.10 Provision of security measures

The SACAI implemented comprehensive 24-hour security measures at the marking centre to ensure the safety and integrity of the marking process. These measures included closed-circuit television (CCTV) surveillance covering the premises' interior and exterior and an alarm system linked directly to a security company. A backup generator was available to maintain the functionality of the alarm system and cameras during power outages to guarantee uninterrupted security.

a)   Access control into the marking centre

An attendance register at the entrance of the marking centre indicated the markers' arrival and departure times. Security personnel manned the gate and ensured that access to the examination venue was restricted to authorised personnel whose names appeared in the register. Additionally, all marking personnel and visitors were required to wear identification badges throughout the marking session.

b)   Movement of scripts within the centres

The internal moderators for each learning area were responsible for receiving scripts from the centre manager. Upon receipt, the moderators counted the scripts and signed them out, with the centre manager also signing as confirmation of the dispatch. This procedure was consistently followed when scripts were returned to the control room. Documentation of this process was available, ensuring proper tracking and accountability.

c)   Storage and safekeeping of scripts

After the marking session ended, the examination scripts were securely moved to the designated security room at the SACAI offices. The scripts were safeguarded under strict security measures until the commencement of the data-capturing process.

5.3.11 Management and handling of detected irregularities

The SACAI Examinations Irregularity Committee (EIC) oversees all examination irregularities. Markers were asked to identify the different types of irregularities during their training. Procedures implemented in the event of alleged irregularities include:
   a. Any alleged irregularity was documented in the irregularity register and promptly reported to the centre manager for further investigation;
   b. The affected scripts were identified and removed from the batch, and a copy of the script was made and handed over to the centre manager;
   c. The marker proceeded to mark the script and compiled the detailed report, which the internal moderator submitted to the centre manager;
   d. The scripts, along with relevant documentation, were forwarded to the assessment specialist for further investigation in collaboration with the EIC; and
   e. The SACAI Examination EIC reviewed the case, determined the outcome, and communicated the decision to Umalusi.

5.3.12 Monitoring by assessment bodies

The assessment body conducted no monitoring activities during the November 2024 GETC: ABET examination as expected.

5.3.13 Quality assurance procedures

Markers were responsible for marking, verifying that the entire script was marked, and ensuring that accurate totals were transferred to the cover of the script. Although no examination assistants were appointed, three internal staff members were utilised as examination assistants (EAs) to verify the marks on the scripts and ensure the marks were correctly transferred to the marksheet. Furthermore, the internal moderators ensured that each script was thoroughly marked and the totals accurately recorded on the cover page. Internal staff captured the marks at the SACAI offices. The SACAI used a double-capturing system.

5.3.14 Reporting on qualitative reports

The internal monitors compiled qualitative reports and the minutes from the marking guideline discussions and submitted these at the end of the marking session. These reports were strengthened by notes taken by the markers and the chief markers during the marking process. The SACAI ABET Head of the Division quality assured the qualitative reports before submitting them to Umalusi.

5.4 AREAS OF IMPROVEMENT

The following areas of improvement were noted:
   a. The SACAI undertook verifications of additional examination venues to evaluate and ensure their preparedness for the examinations;
   b. No irregularity was reported during the writing and marking of the November 2024 GETC: ABET examinations;
   c. Umalusi was provided with timely notification of the designated examination venues, enabling effective oversight planning; and
   d. During the monitoring of the marking phase, it was noted that the appointment letters were issued to individual marking personnel, demonstrating a professional approach to appointing and deploying markers.

5.5 AREAS OF NON-COMPLIANCE

The following areas of non-compliance were identified:
   a. The state of readiness to administer the examination was not verified at one examination centre;
   b. Candidates shared a boardroom table at one examination centre, in contravention of the seating guidelines;
   c. The environment was not conducive, and the noise levels were disruptive at four examination centres;
   d. Question papers were not received by the authorised personnel at one examination centre;
   e. The official timetable was not available at one examination centre;
   f. Four chief invigilators were not appointed in writing, and at two examination centres, there was no evidence of the training for the chief invigilator;

g. At two examination centres, facilitators were appointed as the chief Invigilators without evidence of an appointment letter or evidence of being a centre manager, principal or authorised personnel;

h. A safe or strong room was not available at three examination centres and assessment materials were locked in cupboards;

i. Dispatch documents were not available at two examination centres;

j. At five examination centres, there was no stock register to indicate the number of answer books issued, to whom they were issued, the number of scripts used, the number spoilt, and the number returned;

k. At one examination centre there was no seating plan available, and at three centres candidates were not seated according to the seating plan;

l. At one examination centre there was no clock or other device to indicate the time;

m. At one examination centre the invigilators' timetable was unavailable, whilst three centres did not have relief timetables;

n. Four examination centres did not admit candidates 30 minutes prior to the commencement of the examination;

o. Three examination centres did not have evidence of the examination policy/ instruction in the examination file;

p. Two examination centres did not have monitoring reports;

q. At one examination centre, the invigilators arrived 15 minutes late, which resulted in the commencement of the examination 15 minutes later than scheduled and omitted reading time;

r. The correctness of the information on the cover page of the answer book was not verified at seven examination centres, and examination rules were not read out at one examination centre;

s. Technical accuracy of question papers was not checked with candidates at six examination centres; at one centre, the question papers were not distributed on time; and at eight examination centres, candidates were not given the regulated reading time; and

t. At one examination centre, candidates were allowed to leave the room during the last 15 minutes of the examination.

5.6   DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

The SACAI must ensure that:

a. The policy on the conduct, administration and management of examinations is adhered to;

b. The training of chief invigilators and invigilators is continuously strengthened to ensure a credible examination;

c. Chief invigilators (authorised personnel) and invigilators are appointed in writing for every examination cycle; and

d. The marking centre is monitored.

5.7 CONCLUSION

The monitoring of the writing and marking of the November 2024 GETC: ABET examinations is done to ensure that the examinations are conducted credibly and in line with national requirements, upholding the integrity of the assessment process. Umalusi commends SACAI for implementing effective measures to support candidates and markers. It is, however, imperative that the SACAI implements Umalusi's directives for compliance and improvement, addressing the areas of non-compliance. The examination centres found non-compliant with the criteria for monitoring the writing phase of the SACAI November 2024 GETC examination are listed in Annexure 5B.

CHAPTER 6: QUALITY ASSURANCE OF MARKING

6.1   INTRODUCTION

The quality assurance of marking conducted for the South African Comprehensive Assessment Institute (SACAI) consists of two processes: the standardisation and approval of the final marking guidelines and the verification of the marking of candidates' scripts.

The meetings for standardising marking guidelines provide a platform for the SACAI's marking personnel and Umalusi's moderators to discuss the expected responses to each question in the examination question paper written for the November 2024 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations.

The meetings ensure that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process seeks to ensure that all possible alternative responses are included, that responses are corrected and that the marking instructions are clarified in the final marking guidelines. Participants must discuss and agree on the expected responses before the final marking guidelines are approved.

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

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

6.2   SCOPE AND APPROACH

In preparation for the marking process, the SACAI conducted the standardisation of marking guidelines for the November 2024 GETC: ABET examinations on 30 November 2024. The marking guidelines of seven learning areas were standardised. The process occurred at Tomorrow's People's College, 381 Selikats Causeway, Faerie Glen, Pretoria.

Umalusi deployed one moderator per learning area to attend the meeting. Umalusi moderators reported on the findings using the Quality Assurance Instrument for Monitoring the Standardisation of Marking Guidelines.

This instrument requires Umalusi's moderators to report their findings based on the following criteria:

a. Attendance of marking personnel;
b. Verification of question papers and marking guidelines;
c. Preparation for the standardisation of marking guideline meetings;
d. Standardisation of the marking guidelines process;
e. Training during the standardisation of marking guidelines;
f. Quality of the final marking guidelines; and
g. Approval of the final marking guidelines.

Umalusi's moderators attended the standardisation of marking guidelines meetings to monitor the proceedings, provide guidance, make final decisions, and approve the final marking guidelines to be used during marking. Following these meetings, Umalusi verified marking in all seven learning areas.

Verification of marking was conducted soon after finalising and approving the final marking guidelines. Umalusi selected samples of scripts for verification while the marking process was in progress. The selected samples were representative of candidates' different levels of achievement. On-site verification of marking enabled the marking personnel to implement the recommendations by Umalusi's moderators immediately while marking was underway.

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

i. Adherence to marking guidelines;
ii. Quality and standard of marking;
iii. Irregularities; and
iv. Performance of candidates.

6.3   SUMMARY OF FINDINGS

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

6.3.1   Standardisation of marking guidelines

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

a) Attendance of marking personnel

This criterion checks the attendance of markers, examiners, and internal moderators at the standardisation of marking guideline meetings. Anyone involved in marking and quality assurance of marked scripts must attend these meetings.

The SACAI conducted the standardisation of marking guideline meetings on the day of marking, ensuring that all internal moderators, chief markers, and markers were present.

Table 6A: Number of marking personnel per learning area

No.	Learning Area	Number of Marking Personnel
1.	Communication in English (LCEN4)	6
2.	Economic and Management Sciences (EMSC4)	2
3.	Human and Social Sciences (HSSC4)	2
4.	Life Orientation (LIFO4)	4
5.	Mathematical Literacy (MLMS4)	6
6.	Natural Sciences (NATS4)	4
7.	Small, Medium and Micro Enterprises (SMME4)	2
Total		**26**

Table 6A indicates that Mathematical Literacy (MLMS4) and Communication in English (LCEN4) had the highest number of marking personnel compared to other learning areas. Mathematical Literacy (MLMS4) had 168 candidates but only six marking personnel.

b) Verification of question papers and marking guidelines

This criterion verifies that the question paper and accompanying marking guidelines are those approved by Umalusi during external moderation. At the commencement of the standardisation of marking guideline meetings, Umalusi's external moderators confirmed that Umalusi had approved all question papers and marking guidelines. The verification process was done by comparing these papers with those emailed by Umalusi to all external moderators a few days before the standardisation of marking guideline meetings.

c) Preparation for the standardisation of marking guideline meetings

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

In preparation for the standardisation of marking guidelines meetings, the SACAI emailed the question papers, marking guidelines, and at least two dummy scripts to all marking personnel. The marking personnel were expected to mark the dummy scripts using the approved marking guidelines. The dummy scripts were marked before the standardisation meeting, and the marked dummy scripts were returned to the centre for discussion.

The marking centre used by SACAI was easily accessible to all marking personnel. The venue was suitable for marking, and each learning area was allocated a room where marking took place. The rooms were quiet and able to accommodate all markers. There was no interference or unauthorised people within the marking venue or premises. Sufficient meals were provided.

d) Standardisation of marking guidelines process

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

The internal moderators chaired the marking guideline meetings in all learning areas. Attendance registers were circulated and signed by all attendees. Marking personnel brought copies of the question papers and marking guidelines, which were emailed to them before attending the meetings. Some marking personnel made notes on the question papers and the marking guidelines prior to the meeting.

The chair of the meeting explained the procedure to be followed when discussing the marking guidelines. Marking personnel were to take turns reading the questions and responses. The chairperson read the first question and then asked other marking personnel to read the corresponding responses. Deliberations took place if the marking personnel felt that responses to the questions were incorrect or insufficient. In these cases, deliberations took place until a consensus was reached. Umalusi's external moderators were invited to participate in select deliberations, only after the marking personnel had disagreed on the appropriateness of any particular response. All marking personnel took part in these deliberations.

During the standardisation meetings, a few changes were made to the EMSC4, LCEN4, LIFO4, and SMME4 marking guidelines, and minor amendments were made to the HSSC4, MLMS4, and NATS4 marking guidelines. In many instances, the amendments were about adding possible responses that did not impact the cognitive levels of the examination question paper. Umalusi's external moderators approved all amendments.

After the marking guidelines had been deliberated and amendments and/or corrections made, the marked dummy scripts were compared to the memorandum. Any discrepancies discovered in the mark allocation per item were discussed until a consensus was reached. In these discussions, the marking personnel were made aware of loopholes that might occur during marking.

e) Training during the standardisation of marking guidelines

This criterion checks whether training was conducted in the use of the amended marking guidelines. It also verified the achievement of a common understanding and interpretation of the marking process. Participants in the standardisation of the marking guideline meetings must attend the discussions, having marked the dummy scripts provided to them by the SACAI.

The participants are expected to conduct pre-marking to familiarise themselves with the candidates' responses.

The SACAI emailed the marking personnel the approved question papers and marking guidelines for specific learning areas. Two dummy scripts, Set A and Set B, were emailed to the marking personnel. Marking personnel were expected to mark the dummy scripts before coming to the marking centre, where they were used in training sessions.

The allocation of marks in the dummy scripts was compared in each learning area. Reasons were given for discrepancies in mark allocation. In the event of such an occurrence, the issue was debated until a consensus was reached. It was observed that discrepancies or variations may be the result of negligence on the side of the marker or because of unclear or poor question construction. It is understood that such questions allow for the individual markers' discretion, which is based on the marker's experience with the subject. These discussions were also used as training sessions for marking personnel.

During this training, the following was emphasised:
- i. Adherence to the marking guideline;
- ii. Ensuring that the addition of candidates' marks is done accurately;
- iii. Avoidance of unnecessary mistakes;
- iv. The correct capturing of candidates' marks;
- v. Consistency in marking; and
- vi. The identification of and dealing with irregularities.

This exercise strengthened the training offered to marking personnel and ensured that marking personnel were alerted to factors that could lead to inconsistencies in marking.

f)   Quality of the final marking guidelines

This criterion checks the accuracy, correctness, and inclusion of alternative responses and allows for consistent accuracy in marking. Umalusi measures the quality and standard of the marking guidelines by detailing whether they include general marking instructions. It considers the clarity and non-ambiguity of the marking instructions to ensure their reliability. Marking personnel also consider candidates' wording of responses.

All examination question papers had either alternative responses added, clarification of marking instructions, and/or additional responses to various questions. These amendments ensured, among others, that there was no lack of focus or ambiguity in the question papers and that the final marking guidelines were of good quality.

The training done through the marking of dummy scripts improved the marking guidelines. Amendments made in the marking guidelines did not impact the cognitive weighting of the examination question papers. Umalusi's moderators approved all amendments.

The final marking guidelines are the product of the marking guideline meetings and are produced by subject experts. They accommodate all possible responses to all questions and are free of errors. Therefore, Umalusi determined that the final copies of the marking guidelines were of good quality.

g) Approval of the final marking guidelines

This criterion checks whether Umalusi approved all amendments and the final marking guidelines.

The marking personnel in the seven learning areas produced error-free marking guidelines. Marking guideline meetings for all learning areas discussed question papers and marking guidelines and refined the responses to different questions. All alterations to the existing approved marking guidelines were motivated and, after deliberations, accepted by the marking personnel and Umalusi's moderators. The approved marking guidelines consisted of clear instructions and sufficient alternative responses to ensure consistent, accurate and reliable marking.

At the end of the marking guideline meetings, Umalusi's moderators approved final copies of the marking guidelines in all seven learning areas. The respective internal and external moderators printed and signed off the amended copies.

6.3.2 Verification of marking

The section below discusses the findings on the verification of marking conducted in all seven learning areas. The findings are based on a sample of 70 out of 517. The section anchors on the four key moderation criteria mentioned in section 6.2 and summarises the key qualitative findings per moderation criterion.

a) Adherence to the marking guidelines

This criterion checks whether markers interpret and apply the approved marking guidelines consistently. It verifies whether candidates' responses to the examination item are marked based on merit.

The marking personnel in all learning areas adhered to the approved marking guidelines. This ensured that all candidates were assessed using the same marking guideline that met the required validity, reliability and fairness standards. No changes were made during the marking process. Changes were only made during the standardisation of marking guidelines and the marking of dummy scripts. All marking personnel agreed on all the changes. The changes did not impact the cognitive levels of the question paper since they were mainly about adding alternative responses and not introducing new responses or changing existing ones.

b) Quality and standard of marking

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

The quality and standard of marking was good. The marking personnel adhered to the approved marking guidelines. Marking personnel were consistent in allocating marks to candidates' responses. Discrepancies between marks allocated by marking personnel for the same responses were minimal and within the tolerance range of ±3. Inconsistent marking, incorrect addition, mark allocation and the transfer of marks by markers were often corrected using thorough internal moderation. Internal moderation took place in most of the sampled scripts. It can, therefore, be concluded that the marking was fair, valid and reliable.

c) Alleged irregularities

This criterion verifies whether the marking personnel were trained to identify and manage irregularities.

During marking guideline discussions, markers were trained to detect and report suspicious conduct on the examination scripts. Marking personnel in all the learning areas did not detect any signs of alleged irregularities during the marking process.

d) Performance of candidates

This criterion analyses candidates' overall performance and performance per question. The Verification of Marking Instrument requires the Umalusi moderator to report candidates' performance per learning area for the verified sample. The results of this exercise, as summarised in the figures and distribution tables below, indicate questions with high and low average performance. This will assist the assessment body in advising curriculum providers regarding teaching and learning.

i. Economic and Management Sciences (EMSC4)

Marking for the EMSC4 learning area was verified on a sample of 10 out of 32 scripts. The question paper consisted of five questions. Figure 6A indicates the performance of sampled candidates per question.
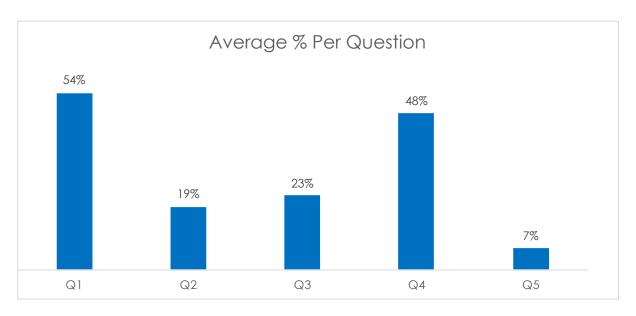
Figure 6A: Candidates' performance in EMSC4 per question -10 scripts

According to Figure 6A, question 1 had the highest average performance at 54%. This multiple-choice question covered the whole syllabus. Question 5 had the lowest average performance at 7%. This question covered the forms of ownership and contracts.

Table 6B: Mark distribution as a percentage – EMSC4

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	0	4	3	3	0	0	0	0	0

Table 6B shows the mark distribution of 10 sampled scripts. From the sample, 30% of the candidates passed and 70% failed. The highest mark obtained was 49%, and the lowest was 24%. None of the candidates obtained less than 10%, and none obtained 80% and above.

ii.   Human and Social Sciences (HSSC4)

Marking for the HSSC4 learning area was verified on a sample of 10 out of 25 scripts. The question paper consisted of eight questions. Figure 6B indicates the performance of the sample candidates per question.

Figure 6B: Candidates' performance in HSSC4 per question - 10 scripts

According to Figure 6B, question 5 had the highest average performance, at 65%. This question covered justice and human rights. Question 8 had the lowest average performance, at 42%. This question covered matching statements.

Table 6C: Mark distribution as a percentage – HSSC4

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	0	0	2	0	4	4	0	0	0

Table 6C shows the mark distribution of 10 sampled scripts. Of the sample, 80% of the candidates passed and 20% failed. The mark distribution ranges from 33% to 67%. None of the candidates obtained less than 10%, and none obtained 80% and above.

iii. Communication in English (LCEN4)

Marking for the LCEN4 learning area was verified on a sample of 10 out of 141 scripts. The question paper consisted of three questions. Figure 6C indicates the performance of the sampled candidates per question.


Figure 6C: Candidates' performance in LCEN4 per question -10 scripts

According to Figure 6C, question 3 had the highest average performance at 39% and covered a comprehension text. Questions 1 and 2 had the lowest average performance at 36% each. These questions covered formal grammar as well as creative writing.

Table 6D: Mark distribution as a percentage – LCEN4

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	1	1	3	4	1	0	0	0	0

Table 6D shows the mark distribution of 10 sampled scripts. Of the sample, 50% of the candidates passed, and 50% failed. The mark distribution ranges from 17% at the lowest to 51% at the highest. None of the candidates obtained less than 10%, and one obtained 80% and above.

iv. Life Orientation (LIFO4)

Marking for the LIFO4 learning area was verified on a sample of 10 out of 71 scripts. The question paper consisted of seven questions. Figure 6D indicates the performance of the sampled candidates per question.
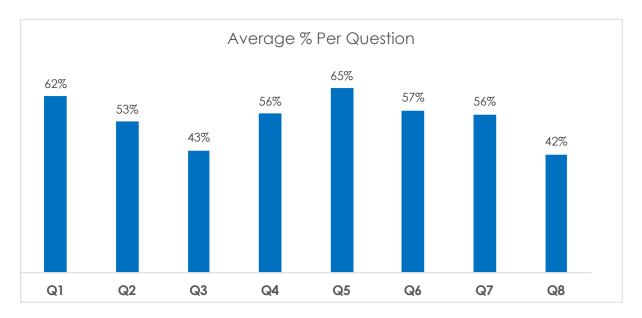

Figure 6D: Candidates' performance in LIFO4 per question - 10 scripts

According to Figure 6D, question 1 had the highest average performance at 66%. Question 1 covered the entire prescribed syllabus. Question 4 had the lowest average performance at 25% and covered self-identity and self-awareness.

Table 6E: Mark distribution as a percentage – LIFO4

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	1	1	1	2	3	0	2	0	0

Table 6E shows the mark distribution of 10 sampled scripts. Of the sample, 70% of the candidates passed and 30% failed. The mark distribution ranges from 18% to 75%. The pass rate was excellent. None of the candidates obtained 10% or below, and no candidate obtained 80% or above.

v. Mathematical Literacy (MLMS4)

Marking for the MLMS4 learning area was verified on a sample of 10 out of 168 scripts. The question paper consisted of 10 questions. Figure 6E indicates the performance of the sampled candidates per question.
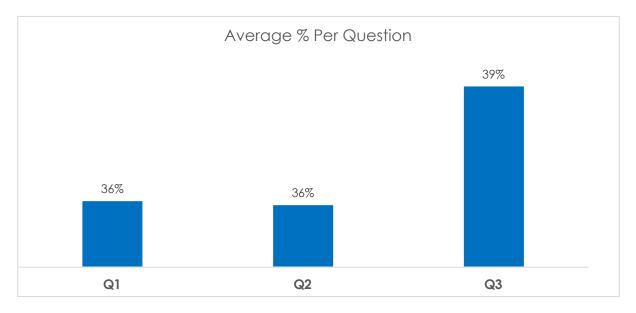

Figure 6E: Candidates' performance in MLMS4 per question - 10 scripts

According to Figure 6E, question 8, which covered data handling, had the highest average performance at 58%. Questions 3 and 10 had the lowest average performance at 4%. These two questions covered rates and ratios and problem-solving, respectively.

Table 6F: Mark distribution as a percentage – MLMS4

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	2	6	1	1	0	0	0	0	0

Table 6F shows the mark distribution of the 10 sampled scripts. Of the sample, 10% of the candidates passed and 90% failed. The mark distribution ranges from 11% to 46%. The sample's pass rate was very low, at only 10%. None of the candidates obtained less than 10%, and none obtained 80% or higher. The highest mark obtained from the sample was 46%.

vi. Natural Sciences (NATS4)

Marking for the NATS4 learning area was verified on a sample of 10 out of 51 scripts. The question paper consisted of five questions. Figure 6F indicates the performance of the sampled candidates per question.
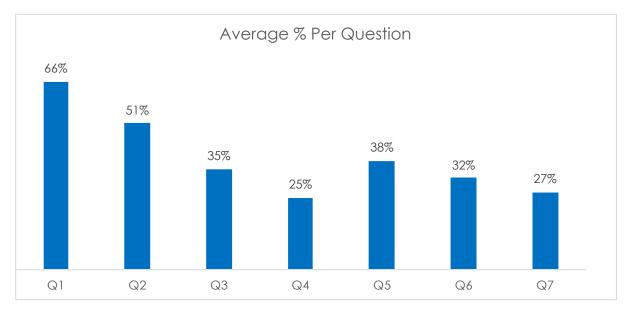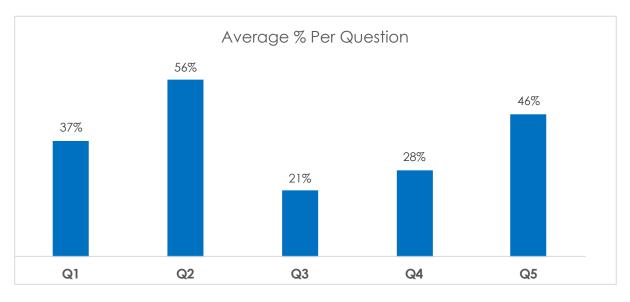

Figure 6F: Candidates' performance in NATS4 per question - 10 scripts

According to Figure 6F, question 2 had the highest average performance at 56%. Question 2 had short-response questions and covered the combination of life and living. Question 3 had the lowest average performance at 21%, and covered energy and change.

Table 6G: Mark distribution as a percentage – NATS4

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	0	1	5	3	1	0	0	0	0

Table 6G shows the mark distribution of 10 sampled scripts. Of the sample, 40% of the candidates passed and 60% failed. The mark distribution ranges from 24% to 59%. None of the candidates obtained less than 10%, and none obtained 80% and above.

vii. Small, Medium and Micro Enterprises (SMME4)

Marking for the SMME4 learning area was verified on a sample of 10 out of 29 scripts. The question paper consisted of three questions. Figure 6G indicates the performance of the sampled candidates per question.
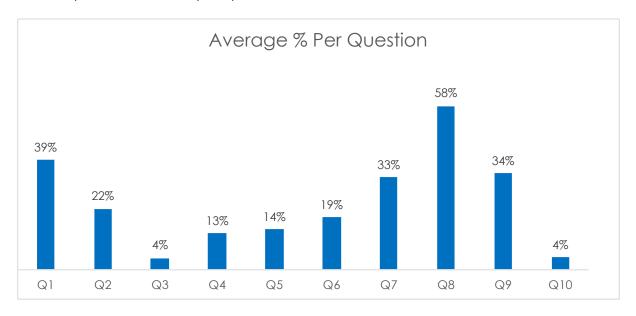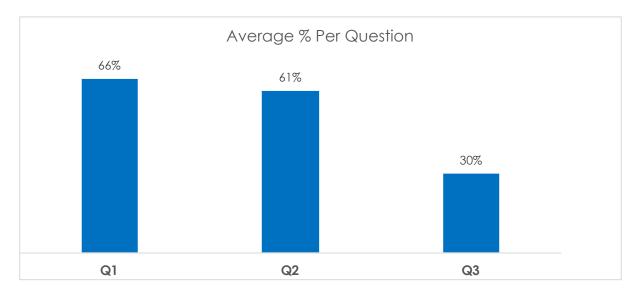

Figure 6G: Candidates' performance in SMME4 per question - 10 scripts

According to Figure 6G, question 1 had the highest average performance at 66% and consisted of multiple-choice questions. Question 3 had the lowest average performance at 30% and consisted of higher-order questions requiring written answers across all the approved unit standards.

Table 6H: Mark distribution as a percentage – SMME4

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	0	0	2	1	2	4	1	0	0

Table 6H shows the mark distribution of 10 sampled scripts. From the sample, 80% of the candidates passed and 20% failed. The mark distribution ranges from 36% to 74%. None of the candidates obtained less than 10% or 80% and above.

6.4 AREAS OF IMPROVEMENT

The following areas of improvement were noted:
 a. There was an improvement in the quality and standard of marking in all seven learning areas, and very few marking inconsistencies were identified;
 b. All marking personnel received dummy scripts to mark prior to the marking session; and
 c. Most of the sampled scripts were internally moderated.

6.5 AREAS OF NON-COMPLIANCE

None

6.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

None

6.7 CONCLUSION

It was observed during the verification process that the standard of marking improved in the November 2024 examinations. The marking personnel were trained using dummy scripts, the number of inconsistencies in marking was minimal, and there was a high level of accuracy in allocating, transferring and recording marks. The quality of internal moderation was good, and Umalusi's external moderation ensured the fairness and credibility of the marking of the November 2024 GETC: ABET examinations.

CHAPTER 7: STANDARDISATION AND RESULTING

7.1 INTRODUCTION

Standardisation is a process informed by evidence presented in the form of qualitative and quantitative reports. The primary aim of standardisation 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. It is for this reason that examination results are standardised to control their variability from one examination sitting to the next.

In broad terms, standardisation involves the verification of learning area 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 monitoring and intervention reports presented by assessment bodies. The process concludes with the approval of mark adjustments, per learning area, statistical moderation and the resulting process.

7.2 SCOPE AND APPROACH

Umalusi quality assured the results of seven General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) learning areas for the November 2024 examinations, administered by the South African Comprehensive Assessment Institute (SACAI), 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 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 areas level.

7.3 SUMMARY OF FINDINGS

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

7.3.1 Development of norms

The norms for the GETC: ABET examination were developed from the previous five examination sittings for the November 2024 examinations. Once complete, in

accordance with policy requirements, the SACAI submitted the norms to Umalusi for verification and approval purposes. Analysis of the norms' datasets showed that four learning areas had an outlier year for the November 2024 GETC: ABET examinations. Table 7A shows the learning areas with an outlier year for the November 2024 GETC: ABET examinations.

Table 7A: Learning areas with an outlier year for the November 2024 GETC: ABET examinations

Level	Code	Learning Area	Outlier year
NQF 1	61943001	Mathematical Literacy	202110
	612460011	Economic and Management Sciences	202010
	612470021	Small, Medium and Micro Enterprises	202110
	613400241	Language Literacy and Communication: English	202110

7.3.2 Dry runs verification of the GETC: ABET system

In preparation for the November 2024 standardisation processes, Umalusi and the SACAI 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.

7.3.3 Capturing of marks

Umalusi monitored the capturing of the November 2024 GETC: ABET examination marks on 05 November 2024 at the SACAI head offices in Garsfontein, Gauteng province. During monitoring, Umalusi assessed the authenticity of marksheets, verified the capturing system, and evaluated the accuracy of the marks-capturing process. The accuracy of the data-capturing process was maintained in all sampled scripts and marksheets. The system allowed for double capturing, which was useful in eliminating errors. However, Umalusi noted concerns regarding marksheets lacking the required signatures of some officials involved in moderation and verification.

Umalusi further reviewed documents related to the capturing process, employment procedures for data capturers, and activities ensuring error-free and credible capturing of examination marks. The capturing and verification of marks adhered to SACAI's management plan and guidelines. Additionally, the process conformed to policy and procedural standards. The Capturing Manager provided necessary appointment letters, training documentation for capturers, and information on managing capturing centres and securing examination materials.

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

The capturing venue had 24-hour security and strict entry protocols. This includes evidence of confidentiality forms for designated personnel. Scripts and marksheets were stored in the same venue, expediting the verification process. The venue also featured a backup cloud system for automatic data storage and backup generators to handle electricity load shedding.

In summary, SACAI adhered to reliability and accuracy standards for marks capturing. Therefore, the administration process for the November 2024 GETC: ABET examinations was credible.

7.3.4 Electronic datasets and standardisation booklets

The SACAI submitted the standardisation datasets to Umalusi for verification purposes. The submitted 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 the booklet were verified and eventually approved.

7.3.5 Pre-standardisation and standardisation

Umalusi held the pre-standardisation and standardisation meetings for the GETC: ABET examinations on 20 and 21 December 2024, respectively. 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 and marking guideline discussions on issues that might unfairly advantage or disadvantage candidates and Evidence-Based Reports (EBR). Quantitative inputs included guiding norms and pairs analysis. All evidence was considered based on the established standardisation principles. The November 2024 GETC: ABET standardisation adjustment decisions are listed in Table 7B below.

Table 7B: List of standardisation decisions for the November 2024 GETC: ABET examinations

Description	Total
Number of learning areas presented	**7**
Raw marks	4
Adjusted (mainly upwards)	3
Adjusted (downwards)	0
Unstandardised	0
Number of learning areas standardised	**7**

After verifying the reliability of the information provided, the ASC standardised seven learning areas. For the November 2024 GETC: ABET examinations, the ASC accepted the raw marks for four of these areas, while the marks for three areas were adjusted upward. The ASC expressed concern about the high variability and poor performance in Life Orientation, Mathematical Literacy, and Natural Sciences.

7.3.6 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.

7.4 AREAS OF IMPROVEMENT

None.

7.5 AREAS OF NON-COMPLIANCE

None.

7.6 DIRECTIVES FOR IMPROVEMENT AND COMPLIANCE

None.

7.7 CONCLUSION

The standardisation decisions taken were based on sound educational reasoning. Therefore, Umalusi can conclude 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.	Economic and Management Sciences	A	A	A	A	A	A	A	M	7	88
2.	Human and Social Sciences	A	A	A	M	A	A	A	M	6	75
3.	LLC: English	A	A	A	A	M	M	A	M	5	63
4.	Life Orientation	A	A	A	A	A	A	A	A	8	100
5.	Mathematical Literacy	A	A	A	A	A	A	A	A	8	100
6.	Small, Medium and Micro Enterprises	A	A	A	M	A	A	M	A	6	75
7.	Natural Science	A	M	M	M	L	M	A	M	2	25

KEY:

TA = Technical Aspects

LB = Language and Bias

IM = Internal Moderation

CC = Content Coverage

CD = Cognitive Demand

AAG = Adherence to Assessment Guideline

PRE = Predictability

MG = Marking Guideline

A = compliance in ALL respects

M = compliance in MOST respects

L = LIMITED compliance

N = NO compliance

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

No.	Province	Monitored Centre	Date	Learning Area Written
1.	Limpopo	Bana Ba Thari	04/11/2024	Mathematical Literacy
2.	Limpopo	Marula Platinum Mine	04/11/2024	Mathematical Literacy
3.	Limpopo	Glencore Eastern Chrome Mines	11/11/2024	Economic & Management Sciences
4.	North West	Karee 3 Shaft Training Center	04/11/2024	Mathematical Literacy
5.	North West	Tharisa Minerals	13/11/2024	Small, Medium and Micro Enterprises
6.	Free State	Kopanang Gold Mine	06/11/2024	Life Orientation
7.	Free State	Beatrix Mine	15/11/2024	Natural Science
8.	Gauteng	Enviroserv Waste Management	04/11/2024	Mathematical Literacy
9.	Gauteng	In2Food Spring Valley, Bapsfontein	08/11/2024	Communication in English
10.	Gauteng	SACAI Halfway Gardens	11/11/2024	Economic and Management Sciences
11.	Gauteng	Nchafatso	11/11/2024	Economic and Management Sciences
12.	Gauteng	Harmony Mponeng	15/11/2024	Natural Science
13.	Western Cape	Cape Peninsula University of Technology	04/11/2024	Mathematical Literacy
14.	Western Cape	Unitrans Cape Town	18/11/2024	Human and Social Sciences
15.	Western Cape	Oakley House	13/11/2024	Small, Medium and Micro Enterprises
16.	Mpumalanga	Unitrans JHB	06/11/2024	Life Orientation

Annexure 5B: Examination centres that showed non-compliance during the writing of the examination

Centre Name	Centre Number	Date of Exam	Learning Area	Chief Invigilator	Monitor's Findings
Beatrix Mine	225001	15/11/2024	Natural Sciences	Lilian Mohapi	The assessment body did not verify the readiness of the centre to administer the examination.
Unitrans JHB	139007	06/11/2024	Life Orientation	Lesly McHarg	Candidates shared a boardroom table.
Nchafatso	112615	11/11/2024	Economic and Management Sciences	Molebogeng Mogale	The environment was not conducive for the writing of examinations.
Oakley House	295008	13/11/2024	Small, Medium and Micro Enterprises	James Buchanan	
Harmony Mponeng	11700	15/11/2024	Natural Sciences	Zacharia Mdluli	
SACAI Halfway Gardens	EVCPS525	11/11/2024	Economic and Management Sciences	Theodore Gaira	
SACAI Halfway Gardens	EVCPS525	11/11/2024	Economic and Management Sciences	Theodore Gaira	The assessment materials were in locked cupboards.
Enviroserv Waste Management	731002	04/11/2024	Mathematical Literacy	Aletta Alelia Mazoek	
In2Food Spring Valley	583101	08/11/2024	Communication in English	Kamogelo Mokoena	

Centre Name	Centre Number	Date of Exam	Learning Area	Chief Invigilator	Monitor's Findings
Marula Platinum Mine	585101	04/11/2024	Mathematical Literacy	Lorraine Mahlodi Manyaka	Dispatch documents were not available.
Beatrix Mine	225001	15/11/2024	Natural Sciences	Lilian Mohapi	
Marula Platinum Mine	585101	04/11/2024	Mathematical Literacy	Lorraine Mahlodi Manyaka	There were no stock registers to indicate how many answer books were issued, to whom, the number of scripts used, the number spoilt, and the number returned.
Nchafatso	112615	11/11/2024	Economic and Management Sciences	Molebogeng Mogale	
Glencore Eastern Chrome Mines	255005	11/11/2024	Economic & Management Sciences	Eruska Engelbrecht	
Oakley House	295008	13/11/2024	Small, Medium and Micro Enterprises	James Buchanan	
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	The official timetable was not available.
Cape Peninsula University of Technology	609506	04/11/2024	Mathematical Literacy	Khanyisa Mtingeni	Questions papers were not received by the authorised personnel.
SACAI Halfway Gardens	EVCPS525	11/11/2024	Economic and Management Sciences	Theodore Gaira	The Chief invigilators and invigilators were not appointed in writing or trained by the assessment body.

Centre Name	Centre Number	Date of Exam	Learning Area	Chief Invigilator	Monitor's Findings
Unitrans JHB	139007	06/11/2024	Life Orientation	Lesly McHarg	The Chief invigilators were not appointed in writing.
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	
Cape Peninsula University of Technology	609506	04/11/2024	Mathematical Literacy	Khanyisa Mtingeni	Two Triple E Facilitators at Unitrans Cape Town and Cape Peninsula University of Technology mentioned that they were appointed as Chief invigilators. There was no evidence of an appointment letter for the Chief invigilator/ Invigilator. There was no evidence of letters of authority delegating them to perform the role of the chief invigilator.
Tharisa Minerals	11666	13/11/2024	Small, Medium and Micro Enterprises	Vusi Muzi Mzelem	There was no evidence that the assessment body trained the chief invigilator.

Centre Name	Centre Number	Date of Exam	Learning Area	Chief Invigilator	Monitor's Findings
Cape Peninsula University of Technology	609506	04/11/2024	Mathematical Literacy	Khanyisa Mtingeni	The invigilators' appointment letters were not available.
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	
Oakley House	295008	13/11/2024	Small, Medium and Micro Enterprises	James Buchanan	There was no evidence that invigilators were trained.
Nchafatso	112615	11/11/2024	Economic and Management Sciences	Molebogeng Mogale	
In2Food Spring Valley	583101	08/11/2024	Communication in English	Kamogelo Mokoena	There was no seating plan available to candidates.
In2Food Spring Valley	583101	08/11/2024	Communication in English	Kamogelo Mokoena	Candidates were not seated according to the seating plan.
Enviroserv Waste Management	731002	04/11/2024	Mathematical Literacy	Aletta Alelia Mazoek	
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	
Tharisa Minerals	11666	13/11/2024	Small, Medium and Micro Enterprises	Vusi Muzi Mzelem	There was no clock.
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	The invigilator timetable was not available.
Oakley House	295008	13/11/2024	Small, Medium and Micro Enterprises	James Buchanan	There were no relief timetables.
Marula Platinum Mine	585101	04/11/2024	Mathematical Literacy	Lorraine Mahlodi Manyaka	
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	

Centre Name	Centre Number	Date of Exam	Learning Area	Chief Invigilator	Monitor's Findings
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	The centre did not have an official timetable available.
Bana Ba Thari	111670	04/11/2024	Mathematical Literacy	Solly Tsatsi	Four centres did not admit candidates 30 minutes prior to the commence-ment of the examination.
Glencore Eastern Chrome Mines	255005	11/11/2024	Economic & Management Sciences	Eruska Engelbrecht	
Oakley House	295008	13/11/2024	Small, Medium and Micro Enterprises	James Buchanan	
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	
Nchafatso	112615	11/11/2024	Economic and Management Sciences	Molebogeng Mogale	Three centres did not have evidence of the examination policy/ instruction in the examination file.
Oakley House	295008	13/11/2024	Small, Medium and Micro Enterprises	James Buchanan	
Tharisa Minerals	11666	13/11/2024	Small, Medium and Micro Enterprises	Vusi Muzi Mzelem	
Bana Ba Thari	111670	04/11/2024	Mathematical Literacy	Solly Tsatsi	Two centres did not have monitoring reports.
Karee 3 Shaft Training Center	608503	04/11/2024	Mathematical Literacy	Jackson Sibande	

Centre Name	Centre Number	Date of Exam	Learning Area	Chief Invigilator	Monitor's Findings
Bana Ba Thari	111670	04/11/2024	Mathematical Literacy	Solly Tsatsi	The invigilators arrived 15 minutes late, so the examination started 15 minutes late and reading time was omitted.
Karee 3 Shaft Training Center	608503	04/11/2024	Mathematical literacy	Jackson Sibande	The correctness of the information on the cover page of the answer book was not verified at seven centres.
Cape Peninsula University of Technology	609506	04/11/2024	Mathematical Literacy	Khanyisa Mtingeni	
Enviroserv Waste Management	731002	04/11/2024	Mathematical Literacy	Aletta Alelia Mazoek	
In2Food Spring Valley	583101	08/11/2024	Communication in English	Kamogelo Mokoena	
Nchafatso	112615	11/11/2024	Economic and Management Sciences	Molebogeng Mogale	
Tharisa Minerals	11666	13/11/2024	Small, Medium and Micro Enterprises	Vusi Muzi Mzelem	
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	
Karee 3 Shaft Training Center	608503	04/11/2024	Mathematical literacy	Jackson Sibande	Technical accuracy of question papers was not checked with candidates at six centres.
Cape Peninsula University of Technology	609506	04/11/2024	Mathematical Literacy	Khanyisa Mtingeni	
Enviroserv Waste Management	731002	04/11/2024	Mathematical Literacy	Aletta Alelia Mazoek	
In2Food Spring Valley	583101	08/11/2024	Communication in English	Kamogelo Mokoena	
Nchafatso	112615	11/11/2024	Economic and Management Sciences	Molebogeng Mogale	
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	

Centre Name	Centre Number	Date of Exam	Learning Area	Chief Invigilator	Monitor's Findings
Cape Peninsula University of Technology	609506	04/11/2024	Mathematical Literacy	Khanyisa Mtingeni	Question papers were not distributed on time.
Karee 3 Shaft Training Center	608503	04/11/2024	Mathematical Literacy	Jackson Sibande	The eight centres were not given the regulated reading time.
Cape Peninsula University of Technology	609506	04/11/2024	Mathematical Literacy	Khanyisa Mtingeni	
In2Food Spring Valley	583101	08/11/2024	Communication in English	Kamogelo Mokoena	
Nchafatso	112615	11/11/2024	Economic and Management Sciences	Molebogeng Mogale	
Unitrans Cape Town	199005	18/11/2024	Human and Social Sciences	Rosy Mpompi	
Tharisa Minerals	11666	13/11/2024	Small, Medium and Micro Enterprises	Vusi Muzi Mzelem	
Harmony Mponeng	11700	15/11/2024	Natural Science	Zacharia Mdluli	
Unitrans JHB	139007	06/11/2024	Life Orientation	Lesly McHarg	
Cape Peninsula University of Technology	609506	04/11/2024	Mathematical Literacy	Khanyisa Mtingeni	A candidate was allowed to leave the room during the last 15 minutes of the examination.

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