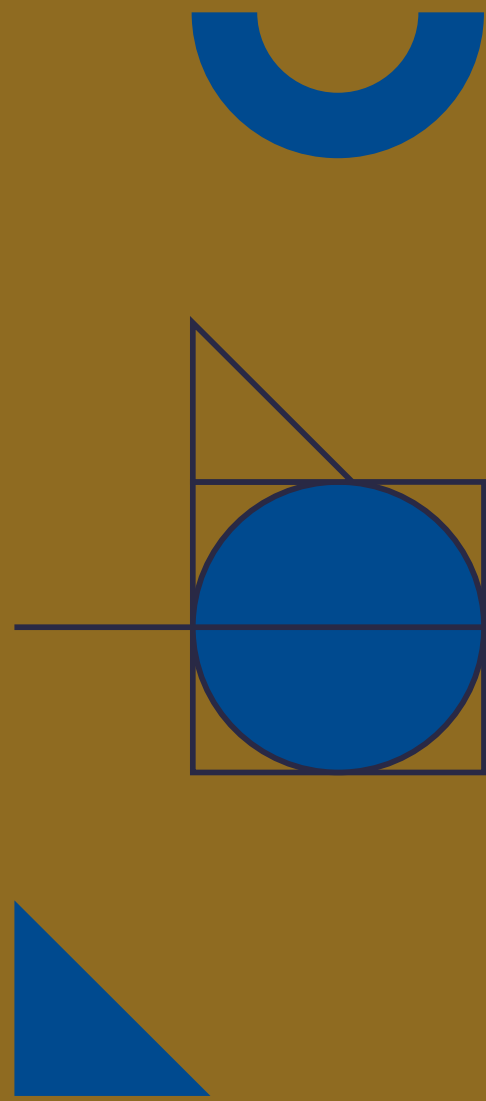
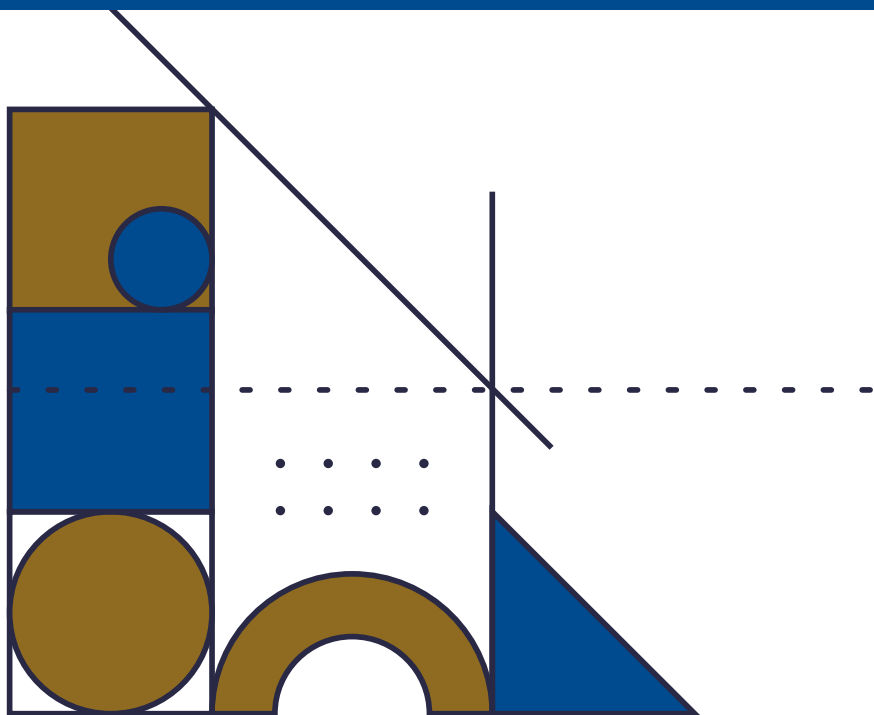


Report on the Quality Assurance of the Department of Higher Education and Training

November 2025 GETC:
ABET Examinations



**Report on the Quality Assurance of the Department
of Higher Education and Training**

November 2025 GETC: ABET Examinations

PUBLISHED BY:



Council for Quality Assurance in
General and Further Education and Training

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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

Umalusi achieved its success by establishing and implementing an effective, rigorous quality assurance system for 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 assessments; and
- d. The quality of marking processes within the assessment body.

Despite the established professional working relationship with the Department of Higher Education and Training (DHET), Umalusi remained concerned about the implementation and moderation of SBA tasks and portfolios, which dropped from the compliance rate observed in 2024 and 2023.

The Assessment Standards Committee (ASC) and the Executive Committee (EXCO), which are Umalusi committees of Council, met in January 2026 to scrutinise evidence presented on the conduct of the November 2025 GETC: ABET examinations.

Having studied all the evidence presented, the EXCO of Council concluded that the examinations were administered largely in accordance with the National Policy Pertaining to the Conduct, Administration and Management of the Examinations of Colleges Established, Declared or Registered in terms of the Continuing Education and Training Act, 2006. No systemic irregularities were reported that could have compromised the credibility and integrity of the November 2025 GETC: ABET examinations administered by the DHET.

The EXCO of Council, therefore, approved the release of the DHET November 2025 GETC: ABET examination results.

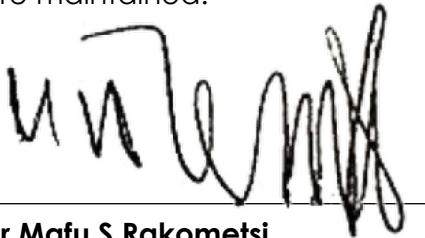
Regarding identified irregularities, the EXCO endorsed the DHET's recommendation to withhold the results of candidates implicated in irregularities, including acts of dishonesty and those identified by Umalusi. Umalusi instructed the DHET to conduct thorough investigations into alleged irregularities and submit a full report to Umalusi for verification and approval within a reasonable timeframe.

As mentioned in November 2022, 2023 and 2024, the unresolved irregularities remain a concern.

The DHET was required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and to submit the improvement plan by 13 March 2026.

The EXCO of Council expressed concern about poor examination invigilation, emphasising the need to strengthen invigilator training. This training should focus not only on conducting examinations but also on administering and managing internal assessments.

Umalusi will continue its endeavours to develop an internationally comparable assessment system through research, benchmarking, continuous review, and improvements to systems and processes, ensuring the quality, integrity, and credibility of the GETC: ABET qualification are maintained.

A handwritten signature in black ink, appearing to read 'Mafu S Rakometsi', written over a horizontal line.

Dr Mafu S Rakometsi
CHIEF EXECUTIVE OFFICER

EXECUTIVE SUMMARY

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

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

The 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 assessments 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 the 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 Umalusi followed to quality assure the November 2025 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations. The report also reflects on the findings, areas of improvement and areas of non-compliance. It provides directives for compliance and improvement in the conduct, administration and management of the examinations and assessments. The findings are based on information obtained from Umalusi's moderation, monitoring, verification and standardisation processes, as well as from reports received from the Department of Higher Education and Training (DHET). Where applicable, comparisons are made with the November 2023 and/or November 2024 examinations.

Umalusi undertakes the quality assurance of national qualifications through a rigorous process of reporting on each assessment process and procedure. The quality assurance of the standard of assessment is based on the assessment body's adherence to policies and regulations that address critical aspects of administering credible national examinations and assessments. In the Adult Education and Training (AET) sector, Umalusi quality assures the examinations and assessments for the GETC: ABET qualification.

The GETC: ABET qualification is offered at Community Learning Centres (CLC) of the Community Education and Training (CET) colleges (public centres), AET learning sites (private centres), and Correctional Services centres. In addition to the November examinations, this sector conducted examinations in June 2025.

The DHET conducted the November 2025 GETC: ABET examinations in 26 learning areas. This report covers the following quality assurance of assessment processes conducted by Umalusi, with a brief outline provided below:

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

The findings from the above quality assurance of assessment processes enabled the Executive Committee (EXCO) of Umalusi Council to decide whether to approve the release of the November 2025 GETC: ABET examinations.

The roles and responsibilities of the DHET are the following:

- i. Develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- ii. Manage the development, implementation and internal moderation of internal assessments;
- iii. Conduct, administer and manage the writing and marking of examinations;
- iv. Manage assessment and examination irregularities;
- v. Report to Umalusi on the conduct, administration and management of examinations;
- vi. 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
- vii. Process and submit records of candidate achievements to Umalusi for certification.

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

The findings of the external moderation process at initial moderation indicated a significant increase in overall compliance of question papers and accompanying marking guidelines to 62% in November 2025, up from 50% in November 2024 and 59% in November 2023.

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

All candidates registered to write the GETC: ABET examinations through the DHET are required to complete common SBA tasks. The findings of the external moderation process at the initial stage showed a significant 38% decrease in overall compliance of SBA tasks and their corresponding marking guidelines across all criteria at initial moderation compared with 2024. The decline was evident across all criteria. Furthermore, overall compliance in November 2025 was 6% lower than in November 2023.

The DHET provides all CLCs with the approved assessment tasks for implementation across all 26 learning areas. Students' responses to the Common Assessment Tasks (CAT) are filed in SBA portfolios of evidence (PoE). The DHET conducts internal moderation before submitting them to Umalusi for external moderation.

External moderation of SBA portfolios assesses whether the requirements for implementing and moderating SBA, as prescribed by the DHET and Umalusi, have been met. It is crucial to moderate SBA portfolios, as SBA carries the same weight (50%) as external examinations. To ensure consistency, validity, and fairness in assessments, students' PoE must undergo quality assurance at various levels. In November 2025, Umalusi observed a significant decline in the number of AET centres fully meeting all six portfolio moderation criteria, with overall compliance decreasing from 65% in November 2024 to 52%, below the 58% recorded in November 2023.

The purpose of verifying the DHET's SoR to conduct the November 2025 GETC: ABET examinations was largely the following:

- a. To track the overall progress made by the assessment body in addressing the directives for compliance issued post the administration of the previous examination cycle;
- b. To audit and verify the examination system and business processes set out by the assessment body for conducting credible examinations; and
- c. To articulate the overall findings from the verification conducted before the commencement of the November 2025 examinations.

The audit of the SoR confirmed the readiness of the DHET to administer the November 2025 GETC: ABET examinations. However, the DHET should ensure that regions complete the SoR before the DHET conducts its own regional audit and before Umalusi verifies it at the national level. Furthermore, the registration deadline should be revised to allow sufficient time for the preliminary audit of DHET's SoR.

Umalusi deployed monitors during the examinations to verify that the examination centres complied with the policy and guidelines governing the conduct, administration, and management of examinations. This monitoring was also crucial for identifying any irregularities that may have occurred during the examinations. In 2025, the DHET provided a computer room/laboratory with 30 cleaned computers designated for the marking of Information and Communication Technology (INCT4), which was found to be ready and fit for purpose.

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

- a. Preparations and planning for marking;
- b. The adequacy of resources at the marking centre;
- c. Security provided at the marking centre; and
- d. The management and handling of detected irregularities.

The DHET marking centre maintained strict security measures but lacked a documented procedure for handling lost scripts.

Umalusi participated in the standardisation of the marking guidelines to ensure fairness and consistency in the process and to ensure that the finalised guidelines would facilitate 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 to the marking guidelines improved the clarity of instructions for markers without compromising the examination or marking process.

Umalusi verified the marking to ensure it was conducted in accordance with the agreed-upon and established practices and standards. Verification of the marking process revealed that the marking personnel adhered mainly to the approved marking guidelines. In 16 out of 20 learning areas, discrepancies between markers and the external moderators were within the tolerance range. The conclusion was that markers did not strictly adhere to the marking guidelines in four learning areas. This was addressed with the internal moderators and chief markers. Furthermore, the Afrikaans version of the Wholesale and Retail (WHRT4) marking guidelines was not available on the third day of live script marking.

Standardisation is a process informed by evidence presented in qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity in each context by accounting for sources of variability beyond 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. For the November 2025 GETC: ABET examinations, the ASC standardised all 26 learning areas. Raw marks were accepted for 13 learning areas; five were adjusted upwards, and eight downwards. Decisions on whether to accept the raw marks or to make upward or downward adjustments were based on sound educational, qualitative and statistical reasoning.

During the meeting to approve the results, several areas of non-compliance and challenges were raised regarding the conduct, administration, and management of the November 2025 GETC: ABET examinations. Although the EXCO of Council found that there were no systemic irregularities that could threaten the overall integrity of the November 2025 examinations, the DHET's handling of irregularities identified during the examinations, the number of irregularities identified, and the implementation of SBA portfolios remained areas of concern. It highlighted the need for the DHET to strengthen invigilator training.

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

Umalusi will continue to collaborate with all stakeholders through bilateral meetings to maintain and improve standards in Adult Education and Training in South Africa.

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AC	Assessment Criteria
AET	Adult Education and Training
AG	Assessment Guideline
ASC	Assessment Standards Committee
CAT	Common Assessment Task
CD: NEA	Chief Directorate: National Examinations and Assessments
CET	Community Education and Training
CETC	Community Education and Training College
CLC	Community Learning Centre
DHET	Department of Higher Education and Training
EA	Examination Assistants
EAG	Examinations and Assessment Guidelines
EXCO	Executive Committee
GENFETQA	General Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GPW	Government Printing Works
ID	Identity document
LA	Learning area
MOU	Memorandum of Understanding
NQF	National Qualifications Framework
OHS	Occupational Health and Safety
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
SBA	Site-Based Assessment
SO	Specific Outcome
SOP	Standard Operating Procedures
SoR	State of Readiness
TVET	Technical and Vocational Education and Training

Learning areas

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

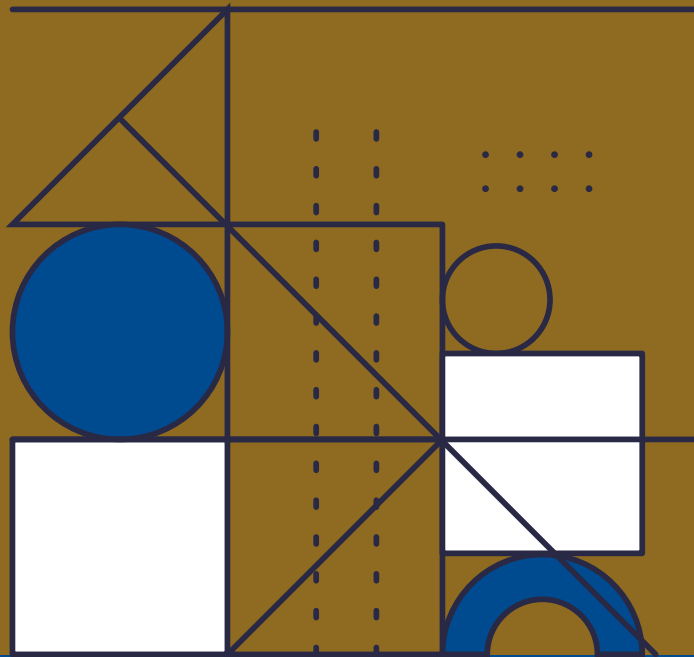
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1



MODERATION OF QUESTION PAPERS



1.1 Introduction

Umalusi conducts external moderation of examination question papers and marking guidelines for each examination cycle to ensure quality and standards are maintained in the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations. The moderation of question papers is a crucial part of the quality assurance process, ensuring that they are developed with sufficient rigour.

The external moderation process ensures that the question papers and accompanying marking guidelines meet Umalusi's quality assurance standards for assessment and comply with the assessment guidelines (AG) of the relevant assessment bodies. Umalusi employs external moderators to review and analyse the question papers prepared by the Department of Higher Education and Training (DHET) for the GETC: ABET qualification.

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

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

1.2 Scope and Approach

For each examination cycle, question papers and marking guidelines are prepared and internally moderated by the DHET before being submitted to Umalusi for external moderation. The question papers and marking guidelines are submitted with their development history. For the November 2025 examinations, the DHET submitted 26 question papers, the corresponding marking guidelines, and the internal moderators' reports for external moderation and approval by Umalusi. The same number of question papers was submitted for external moderation for the November 2024 and 2023 examinations.

Umalusi adopted an on-site approach to moderating the November 2025 GETC: ABET question papers. Table 1A lists the 26 learning areas assessed by the DHET for the November 2025 GETC: ABET examinations.

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

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

Assessment bodies are required to submit print-ready question papers and accompanying marking guidelines for external moderation. Question papers must comply with the assessment guidelines at initial moderation.

All question papers and their accompanying marking guidelines were moderated using the Umalusi Instrument for the Moderation of Question Papers, according to the following eight criteria:

- a. Technical aspects;
- b. Language and bias;
- c. Internal moderation;
- d. Content coverage;
- e. Cognitive demand;

- f. Adherence to assessment guidelines;
- g. Predictability; and
- h. Marking guidelines.

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

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

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

1. **Approved:** The question paper and accompanying marking guidelines meet the set criteria;
2. **Conditionally approved:** The question paper has minor technical changes and adjustments, and the external moderator recommends resubmission for subsequent moderation; and
3. **Not approved/rejected:** The standard and quality of the question paper and accompanying marking guidelines are entirely unacceptable, and the external moderator recommends major adjustments and resubmission.

To ensure that the November 2025 question papers and the accompanying marking guidelines met the set standards, they were systematically moderated using a structured approach. During the initial moderation phase, the question papers were externally moderated to verify their alignment with content and assessment standards. Subsequent moderation ensured consistency, quality and compliance with Umalusi requirements and assessment guidelines. Finally, the question papers underwent thorough evaluation and were approved for application.

1.3 Summary of Findings

Umalusi moderators completed evaluation reports in line with the established moderation criteria, including quantitative and qualitative measures. The following section summarises the external moderators' findings from the initial moderation of the question papers and the accompanying marking guidelines.

1.3.1 Compliance of question papers with each criterion at initial moderation

The next sections are based on compliance with each criterion. Compliance in all respects requires the fulfilment of all indicators to ensure that the question papers meet the required standards. The external moderators evaluated each criterion, and the following judgments were reached:

a) Technical aspects

The technical aspects criterion requires that all question papers and marking guidelines meet the minimum standards, ensuring that they:

- i. Are complete, with an analysis grid, a marking guideline, an answer sheet, and 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 for candidates;
- iii. Are reader-friendly and use the correct numbering system;
- iv. Use appropriate fonts consistently;
- v. Clearly indicate the mark allocation;
- vi. Can be completed within the allocated time;
- vii. Have similar mark allocations as per the marking guideline;
- viii. Have appropriate quality of illustrations, graphs, tables, figures, etc.; and
- ix. Adhere to the format requirements of the assessment guidelines.

In November 2025, 16 question papers (AAAT4, ECD4, EMSC4, HSSC4, INCT4, LCND4, LCSP4, LCTS4, LCVE4, LCXH4, LCXI4, LCZU4, MLMS4, SMME4, TECH4, and WHRT4) were fully compliant with the technical aspects criterion at initial moderation. In comparison, nine question papers (EMSC4, LCZU4, LCTS4, LCSW4, NATS4, ANHC4, ECD4, LCND4, and AAAT4) achieved full compliance in November 2024, while twelve (ARTC4, EMSC4, HSSC4, LCND4, LCTS4, LCVE4, LCXH4, LCZU4, MMSC4, TECH4, SMME4, and WHRT4) met the criterion in 2023. This indicates an improvement in compliance with this criterion in 2025 compared to 2024 and 2023.

Nine question papers (ANHC4, LCAF4, LCEN4, LCSO4, LCSW4, LIFO4, MMSC4, NATS4, and TRVT4) complied in most respects in 2025, compared to 14 (ARTC4, HSSC4, LCAF4, LCEN4, LCXH4, LCSP4, LCVE4, TECH4, INCT4, LCXI4, MMSC4, SMME4, TRVT4, and WHRT4) in 2024 and 13 (AAAT4, ANHC4, ECD4, INCT4, LCAF4, LCEN4, LCSP4, LCSO4, LCXI4, LIFO4, MLMS4, NATS4, and TRVT4) in 2023. LCAF4, LCEN4, LCSO4, and TRVT4 are the most consistently recurring learning areas, with partial compliance across all three years. Notably, only one question paper, MLMS4, demonstrated limited compliance with the technical aspects criterion.

The following shortcomings were identified in the ten question papers, which were not fully compliant with this criterion:

1. The quality of illustrations and graphs for LIFO4 and MMSC4 was inadequate. The fonts used within the illustrations were too small, making them difficult to read. Some visuals required correction, while others needed to be replaced entirely to ensure clarity and accuracy;

2. The layout of the ANHC4 question paper was cluttered;
3. The instructions were unclear and inconsistent (LCSW4, MLMS4 and TRVT4);
4. The assessment body did not submit files containing a complete history of the question papers for LCAF4 and LCEN4; and
5. There were discrepancies between the mark allocations in the marking guidelines and those in the question papers for LCSO4 and MLMS4.

b) Language and bias

This criterion checks whether the language register used in the question paper is appropriate for the candidates' level, whether grammatical subtleties might cause confusion, and whether there are elements of bias based on gender, race, culture, region, or religion.

In November 2025, 11 question papers (AAAT4, ARTC4, LCAF4, LCND4, LCSO4, LCTS4, LCXH4, LCXI4, NATS4, TECH4, and WHRT4) fully met the language and bias criteria. By comparison, only six question papers (EMSC4, LCXH4, LCTS4, NATS4, ANHC4, and ECD4) achieved full compliance in 2024, while 13 question papers (AAAT4, ARTC4, EMSC4, HSSC4, LCAF4, LCEN4, LCND4, LCTS4, LCXH4, LIFO4, MLMS4, NATS4, and WHRT4) met the criterion in 2023. This indicates an improvement in 2025 compared to 2024, but compliance remained below that of 2023.

Alongside these, 15 question papers in 2025 (ANHC4, ECD4, EMSC4, HSSC4, INCT4, LCEN4, LCSP4, LCSW4, LCVE4, LCZU4, LIFO4, MLMS4, MMSC4, SMME4, and TRVT4) were compliant in most respects, compared to 17 in 2024 (ARTC4, LCAF4, LCEN4, LCZU4, LCSW4, INCT4, LCND4, SMME4, TRVT4, HSSC4, LCSP4, AAAT4, LCVE4, LCXI4, MLMS4, MMSC4, and WHRT4) and 12 in 2023 (ANHC4, ECD4, INCT4, LCSO4, LCSW4, LCVE4, LCXI4, LCZU4, MMSC4, SMME4, TECH4, and TRVT4). Seven learning areas consistently showed partial compliance, indicating a persistent lack of improvement on this criterion (LCZU4, LCVE4, LCSW4, MMSC4, SMME4, TRVT4, and INCT4). Notably, no question papers showed limited compliance in 2025, compared to three (LIFO4, TECH4, and LCSO4) in 2024 and one (LCSP4) in 2023.

The following shortcomings were identified in the 15 question papers, which were not fully compliant with this criterion:

- i. Several sentences in the question papers were poorly structured, reducing readability and potentially causing comprehension difficulties for candidates (ECD4, EMSC4, INCT4, LCSP4, LCVE4, LCZU4, LIFO4, MLMS4 and SMME4);
- ii. Minor grammatical errors were identified throughout the question papers. Additionally, some answer levels in the marking guideline were higher than the expected competency level of the candidates (ANHC4, HSSC4, LCEN4, LCSP4, MMSC4 and TRVT4); and
- iii. Several spelling errors were present (LCSW4, LCVE4, LIFO4 and SMME4).

c) Internal moderation

This criterion assesses whether the assessment body conducted internal moderation of the question papers and accompanying marking guidelines. It also evaluates the quality,

standard, and relevance of that moderation and verifies whether the internal moderator's recommendations were implemented.

In November 2025, 16 question papers (AAAT4, ARTC4, ECD4, EMSC4, HSSC4, INCT4, LCEN4, LCND4, LCSP4, LCSW4, LCTS4, LCXH4, MMSC4, NATS4, TRVT4 and WHRT4) were fully compliant, compared to 15 (ANHC4, AAAT4, ECD4, EMSC4, INCT4, LCND4, LCXI4, LCXH4, LCZU4, LCVE4, MLMS4, MMSC4, NATS4, TRVT4 and WHRT4) in 2024, and 16 (AAAT4, ARTC4, EMSC4, HSSC4, INCT4, LCAF4, LCND4, LCVE4, LCXH4, LCZU4, LIFO4, MLMS4, NATS4, SMME4, TRVT4, and WHRT4) in 2023. The compliance level of LCEN4 with this criterion improved from limited in 2024 to full compliance in 2025; however, ANHC4, LCXH4, and LCVE4 declined from full compliance in 2024 to compliance in most respects in 2025, and LCZU4 and MLMS4 declined from full compliance in 2024 to limited compliance in 2025.

At initial moderation in 2025, eight question papers (ANHC4, LCAF4, LCSO4, LCVE4, LCXI4, LIFO4, SMME4 and TECH4) complied in most respects with the internal moderation criterion, compared to six (ARTC4, HSSC4, LCAF4, LCSP4, LCSW4, and SMME4) in 2024 and six in 2023 (ANHC4, ECD4, LCSO4, LCTS4, LCXI4, and TECH4). LCAF4 and SMME4 consistently showed compliance in most respects, while ANHC4, LCXH4, LCVE4, LCZU4, and MLMS4 showed declining compliance each year, highlighting recurring areas that require targeted support or intervention. In November 2025, two question papers (LCZU4 and MLMS4) showed limited compliance, compared to four (LCEN4, LIFO4, TECH4, and LCSO4) in November 2024 and two (LCSP4 and MMSC4) in November 2023.

The following shortcomings were identified in the ten question papers, which were not fully compliant with the internal moderation criterion:

- i. The recommended modifications from the internal moderator were not implemented by the examiners across multiple questions in the examination question paper (ARTC4);
- ii. The internal moderator's report was unsigned, undermining its authenticity (LCXI4);
- iii. The internal moderator failed to detect errors in the question papers (ANHC4, LCSO4, LCZU4 and MLMS4);
- iv. Internal moderators failed to propose necessary changes to ensure a balanced distribution of cognitive levels within the question paper (ANHC4);
- v. The internal moderation process was ineffective across several question papers (ANHC4, SMME4 and TECH4); and
- vi. The internal moderator's report lacked constructive feedback and suggestions for improvement (AAAT4, LCAF4, LCVE4 and LIFO4).

d) Content coverage

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

- i. The coverage of unit standards;
- ii. The spread of specific outcomes (SO) and assessment criteria (AC);
- iii. Whether questions fall within the broad scope of the assessment guidelines;
- iv. Whether the question paper reflects appropriate levels and depth of knowledge in the learning area;

- v. Whether examples and illustrations are suitable, appropriate, relevant and academically correct;
- vi. Whether 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.

In November 2025, ten question papers (AAAT4, ARTC4, LCAF4, LCND4, LCTS4, LCXH4, NATS4, TECH4, TRVT4, and WHRT4) were fully compliant with the content coverage criterion at initial moderation, compared to eight (ANHC4, EMSC4, LCAF4, LCXI4, LCZU4, NATS4, TRVT4, and WHRT4) in 2024 and 13 (ARTC4, EMSC4, LCAF4, LCEN4, LCND4, LCTS4, LCVE4, LCXH4, MLMS4, NATS4, SMME4, TRVT4, and WHRT4) in 2023.

In 2025, 13 question papers (EMSC4, HSSC4, INCT4, LCEN4, LCSO4, LCSP4, LCSW4, LCVE4, LCXI4, LIFO4, MLMS4, MMSC4, and SMME4) complied with the content coverage criterion in most respects, compared to 15 (AAAT4, ARTC4, HSSC4, LCEN4, LCXH4, LCTS4, LCSW4, LCVE4, ECD4, INCT4, LCND4, LCSO4, MLMS4, MMSC4, and SMME4) in 2024 and 13 (AAAT4, ANHC4, ECD4, HSSC4, INCT4, LCSP4, LCSW4, LCXI4, LCZU4, LIFO4, MMSC4, and TECH4) in 2023. During initial moderation in November 2025, three question papers (ANHC4, ECD4, and LCZU4) showed limited compliance, as did three in 2024 (LCSP4, LIFO4, and TECH4), whereas no compliance issues were recorded in 2023.

The findings show that five question papers declined in compliance in 2025 compared to 2024. Specifically, EMSC4 and LCXI4 moved from full compliance to compliance in most respects; ANHC4 and LCZU4 shifted from full compliance to limited compliance; and ECD4 fell from compliance in most respects to limited compliance. This highlights a concern about compliance stability, which DHET must address through targeted interventions.

The following shortcomings were identified in the 16 question papers, which were not fully compliant with the content coverage criterion:

- i. The questions did not adequately assess all necessary skills, resulting in an incomplete measurement of proficiency in key areas (LCSO4);
- ii. Some question papers contained material unrelated to the core competencies being tested (ECD4, INCT4 and SMME4);
- iii. Certain questions exceeded the parameters outlined in the assessment guidelines (LCEN4 and LCVE4);
- iv. The assigned marks did not align with the complexity or relevance of some questions (ANHC4 and LIFO4);
- v. Some multiple-choice questions inadvertently contained clues that could guide candidates towards the correct answers (ANHC4, EMSC4, HSSC4, INCT4 and LCSP4);
- vi. Certain questions were unclear or open to multiple interpretations, which could cause confusion among candidates (EMSC4, LCSW4, LCXI4 and LCZU4); and
- vii. Some images did not correspond accurately with the questions they accompanied or were not clear (ECD4, MLMS4 and MMSC4).

e) Cognitive demand

The cognitive demand criterion evaluates the distribution of questions across different cognitive levels in each question paper. This is done by checking that the analysis grid accompanying the question paper clearly indicates the cognitive level of each question and sub-question, that multiple-choice questions are of equivalent cognitive demand, and that the question paper allows for creative responses from candidates.

At initial moderation, 18 question papers (AAAT4, ARTC4, ECD4, EMSC4, INCT4, LCAF4, LCND4, LCSO4, LCSP4, LCSW4, LCTS4, LCVE4, LCXH4, LCZU4, MLMS4, MMSC4, NATS4, and TRVT4) were fully compliant with the criterion in November 2025, whereas 16 papers in November 2024 (ANHC4, ECD4, EMSC4, INCT4, LCAF4, LCSP4, LCXH4, LCXI4, LCZU4, MLMS4, MMSC4, NATS4, SMME4, TECH4, TRVT4, and WHRT4) and 20 in November 2023 (AAAT4, ANHC4, ARTC4, EMSC4, INCT4, LCAF4, LCND4, LCSP4, LCTS4, LCVE4, LCXH4, LCXI4, LIFO4, MLMS4, MMSC4, NATS4, SMME4, TECH4, TRVT4, and WHRT4) were fully compliant.

In 2025, seven question papers (ANHC4, HSSC4, LCEN4, LCXI4, SMME4, TECH4, and WHRT4) complied in most respects, compared to nine in 2024 (ARTC4, HSSC4, LCEN4, LCTS4, LCSW4, LCVE4, LCND4, LCSO4, and AAAT4), and exceeded the four in 2023 (ECD4, HSSC4, LCSO4, and LCZU4). Limited compliance was observed in one question paper (LIFO4) in both 2025 and 2024, compared to two (LCEN4 and LCSW4) in 2023.

The results indicate that five question papers (ANHC4, LCXI4, SMME4, TECH4, and WHRT4) saw a decline in compliance in 2025 compared to 2024, moving from full compliance to compliance in most respects. Meanwhile, LIFO4 maintained its limited compliance status in both 2024 and 2025. This raises concerns about the consistency of compliance with this criterion, which DHET needs to address through targeted intervention.

The following shortcomings were identified in the eight question papers that did not fully meet the cognitive demand criterion:

- i. The question papers for ANHC4, HSSC4, LCEN4, LCXI4, LIFO4, SMME4, and TECH4 showed a notable imbalance in the distribution of cognitive levels, favouring lower-order (knowledge-based) questions over those requiring deeper comprehension and analytical thinking;
- ii. The WHRT4 question paper lacked innovative and thought-provoking questions in both its formulation and approach; and
- iii. The assessment in ANHC4 primarily focused on questions at lower difficulty levels, which limited opportunities for students to demonstrate mastery of more complex concepts and higher-order thinking skills.

f) Adherence to assessment guidelines

This criterion evaluates whether question papers and their marking guidelines comply with policy and whether each question paper aligns with the assessment body's assessment guidelines and the requirements of Umalusi. Question papers are checked to determine whether they reflect the prescribed specific outcomes and assessment criteria.

In November 2025, 20 question papers (AAAT4, ARTC4, EMSC4, INCT4, LCEN4, LCND4, LCSO4, LCSP4, LCSW4, LCTS4, LCVE4, LCXH4, LCXI4, LIFO4, MLMS4, MMSC4, NATS4, TECH4, TRVT4, and WHRT4) fully complied with the specified criteria, compared to 21 (AAAT4, ARTC4, EMSC4, INCT4, LCAF4, LCEN4, LCND4, LCSO4, LCSP4, LCSW4, LCTS4, LCXH4, LCXI4, LCZU4, MLMS4, MMSC4, NATS4, SMME4, TECH4, TRVT4, and WHRT4) in 2024 and 19 in 2023. Regarding partial compliance, five question papers (ANHC4, HSSC4, LCAF4, LCZU4, and SMME4) met most criteria in 2025, compared to two (ECD4 and HSSC4) in 2024 and five (ECD4, HSSC4, ANHC4, LCEN4, and LCSO4) in 2023. Limited compliance was noted in ECD4 in 2025, three (ANHC4, LCVE4, and LIFO4) in 2024, and two (LCSW4 and LIFO4) in 2023.

Regarding the criterion for adherence to assessment guidelines, the following shortcomings were identified across the six question papers, which were not fully compliant:

- i. The distribution of content across the SO and AC did not align with the prescribed assessment guidelines, with notable discrepancies identified in ANHC4, ECD4, HSSC4, and SMME4;
- ii. Although LCZU4 included the required SO and AC, it also introduced content beyond the designated scope, causing deviations from the expected assessment framework and potentially compromising the validity and alignment of the evaluation; and
- iii. Errors were identified in the analysis grid, including incorrect mapping of questions to unit standards, specific outcomes, and assessment criteria, as well as misclassification within cognitive categories, particularly in LCAF4.

g) Predictability

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

In November 2025, 24 question papers (AAAT4, ARTC4, EMSC4, HSSC4, INCT4, LCAF4, LCEN4, LCND4, LCSO4, LCSP4, LCSW4, LCTS4, LCVE4, LCXH4, LCXI4, LCZU4, LIFO4, MLMS4, MMSC4, NATS4, SMME4, TECH4, TRVT4, and WHRT4) fully met the predictability criterion during initial moderation. This was an improvement from November 2024, when 22 question papers (AAAT4, ARTC4, ECD4, EMSC4, HSSC4, INCT4, LCAF4, LCEN4, LCND4, LCSP4, LCSW4, LCTS4, LCVE4, LCXH4, LCXI4, MLMS4, MMSC4, NATS4, TECH4, SMME4, TRVT4, and WHRT4) met the criterion, matching the compliance level recorded in 2023. In 2025, two question papers (ANHC4 and ECD4) complied in most respects, compared to two (LCSO4 and LCZU4) in 2024 and three (INCT4, LCSP4, and LCSW4) in 2023. Notably, there were no instances of non-compliance in 2025, one in 2024 (ANHC4), and none in 2023.

Regarding the predictability criterion, a shortcoming was identified in the ANHC4 and ECD4 question papers, which included questions very similar to those in previous question papers. Many concepts and problem-solving techniques were reused from earlier assessments, creating familiarity that could benefit candidates who had extensively studied previous question papers.

h) Marking guidelines

The question paper is approved together with its accompanying marking guideline. If the marking guideline is non-compliant, both documents are rejected until both comply with the requirements. This criterion evaluates whether the question papers and marking guidelines comply with it by checking the correctness and accuracy of the marking guidelines, the clarity of the marking instructions, the allocation of marks, the correlation of those marks with those in the question paper, and whether the marking guidelines make allowance for relevant alternative responses.

In 2025, 13 question papers (AAAT4, ARTC4, ECD4, EMSC4, HSSC4, INCT4, LCAF4, LCND4, LCTS4, LCXH4, LCZU4, TECH4, and WHRT4) achieved full compliance with the marking guidelines criterion, compared to four (ECD4, EMSC4, NATS4, and WHRT4) in 2024 and six (ECD4, EMSC4, LCTS4, MMSC4, NATS4, and WHRT4) in 2023. Compliance in most aspects was observed in 11 question papers in 2025 (ANHC4, LCEN4, LCSO4, LCSP4, LCSW4, LCVE4, LCXI4, LIFO4, MMSC4, NATS4, and SMME4), twelve in 2024 (ANHC4, ARTC4, HSS4, INCT4, LCND4, LCSO4, LCSWA4, LCXH4, LCXI4, LCZU4, MLMS4, and SMME4), and twelve in 2023. Limited compliance was observed in two question papers in 2025 (MLMS4 and TRVT4), compared to six in 2023 and 2024. Notably, no question paper was found to be non-compliant in 2025 or 2023; whereas in 2024, two (LIFO4 and TECH4) were non-compliant.

Regarding the marking guidelines criterion, the following shortcomings were identified across the 13 question papers, which were not fully compliant:

- i. The marking guidelines for LCSO4, LCSP4, LCVE4, LCXI4, LIFO4, and NATS4 contained spelling mistakes, grammatical errors, or unclear wording, which could affect the clarity of instructions for markers and lead to misinterpretations;
- ii. The marking guidelines for MLMS4 and TRVT4 did not cater for valid alternative responses, which could compromise fair marking;
- iii. There was no correlation between the marking guidelines and the actual examination questions for ANHC4, LCSW4, MLMS4, and MMSC4, which could lead to confusion and possible marking inconsistencies;
- iv. Incorrect answers were included in the LCEN4, LCXI4, and LIFO4 marking guidelines; and
- v. The marking guidelines for MLMS4 and SMME4 lacked clarity on how marks should be allocated and distributed across questions, which could have affected fairness in marking.

1.3.2 Overall compliance of question papers at initial moderation

Umalusi analysed the question papers and accompanying marking guidelines submitted by the DHET for initial moderation, in accordance with the Umalusi Instrument for Moderating Question Papers.

Annexure 1A sets out the compliance levels for each learning area against each criterion. Table 1B, which should be read alongside Annexure 1A, summarises the findings of this analysis for each criterion at initial moderation.

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

No.	Criteria	Compliance frequency (208 instances)			
		None	Limited	Most	All
1.	Technical aspects	0	1	9	16
2.	Language and bias	0	0	15	11
3.	Internal moderation	0	2	8	16
4.	Content coverage	0	3	13	10
5.	Cognitive demand	0	1	7	18
6.	Adherence to assessment guidelines	0	1	5	20
7.	Predictability	0	0	2	24
8.	Marking guidelines	0	2	11	13
Total		0	10	70	128
		80			128
Percentage		38%			62%

Table 1B presents a comprehensive analysis of the compliance frequency of 26 question papers across eight specified criteria. The assessment compliance data indicate that, of 208 evaluations, 62% achieved full compliance across the criteria. In contrast, 38% were rated as either “Most” or “Limited” expectations, with no assessments falling into the “None” category. Predictability showed the strongest performance, with 24 assessments fully compliant and only two rated as “Most”, followed by adherence to assessment guidelines, which also performed well, with 20 assessments rated “All” and only five rated “Most”. Cognitive demand was met fully in 18 cases, while technical aspects and internal moderation each had 16 assessments rated “All”. Overall, the data indicate that content coverage, language and bias, and marking guidelines were weaker areas, with only 10, 11, and 13 assessments, respectively, rated “All”, and a notable number falling into the “Most and Limited” category, warranting targeted intervention.

Number of question papers approved at initial moderation

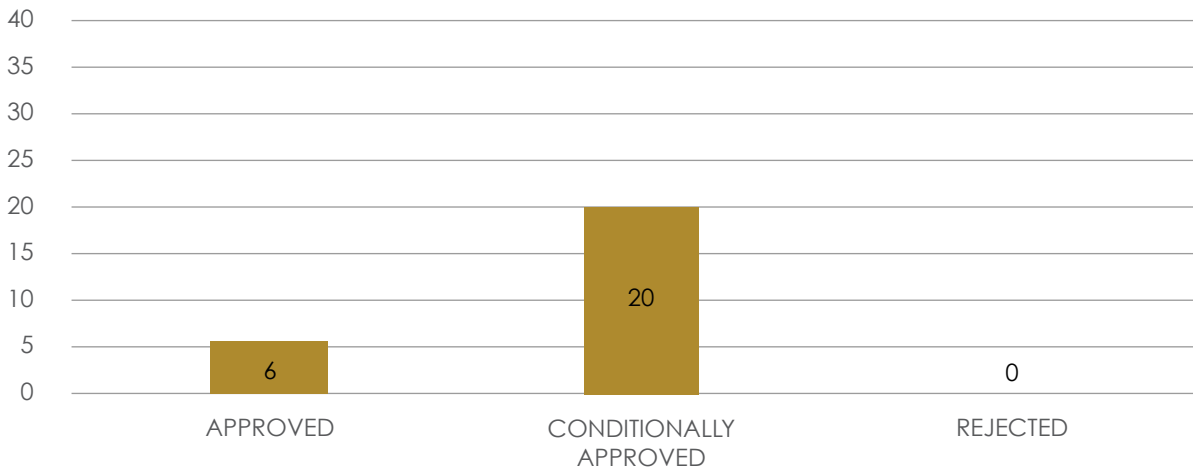


Figure 1A: Number of question papers approved at initial moderation

Figure 1A shows that six question papers (AAAT4, ARTC4, LCND4, LCTS4, LCXH4 and NATS4) were approved at initial moderation, while the remaining 20 were conditionally approved and required further adjustments before final approval.

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

No.	Criterion	Percentage compliance per criterion over three years		
		2023	2024	2025
1.	Technical aspects	46	35	62
2.	Language and bias	50	23	42
3.	Internal moderation	62	58	62
4.	Content coverage	50	31	38
5.	Cognitive demand	77	62	69
6.	Adherence to assessment guidelines	73	81	77
7.	Predictability	85	85	92
8.	Marking guidelines	31	23	50
Total percentage of overall compliance		59%	50%	62%

Table 1C shows a decline in 2024 followed by a recovery in 2025, with overall compliance at 59% in 2023, 50% in 2024, and 62% in 2025. Technical aspects fell from 46% in 2023 to 35% in 2024, then improved to 62% in 2025. Language and bias dropped from 50% to 23%, then rose to 42%. Content coverage decreased from 50% to 31%, then increased slightly to 38%. Cognitive demand was strong in 2023 at 77%, weakened to 62% in 2024, and strengthened again to 69% in 2025. Adherence to assessment guidelines remained robust, moving from 73% to 81% and then to 77%, with predictability consistently high at 85% in 2023 and 2024, and increasing to 92% in 2025. Marking guidelines were a notable weakness, falling to 23% in 2024 before improving to 50% in 2025, indicating that corrective measures should be consolidated.

Overall, 2024 stands out as a low point across several criteria, while 2025 shows notable improvement. However, persistent issues in content coverage, language, and bias require targeted intervention to ensure sustained progress.

1.3.3 Subsequent moderation

The rejected and conditionally approved question papers and marking guidelines were reviewed and resubmitted for subsequent moderation within the set timelines. For the November 2025 examinations, 20 conditionally approved question papers, together with the accompanying marking guidelines, underwent subsequent moderation, and no question papers were rejected at initial moderation.

1.3.4 Approval

At this stage, the external moderators recommend approval of the question papers if they meet all Umalusi requirements as stipulated in the criteria, with no amendments. The internal moderators resolved all issues before the November 2025 question papers and their accompanying marking guidelines were approved, ensuring that all 26 question papers and their corresponding marking guidelines fully complied with each criterion.

1.4 Areas of Improvement

The following areas of improvement were noted:

- a. Security measures were maintained at a high level, and no question paper was compromised at any stage during the external moderation process;
- b. Question papers were set in a timely manner using the 18-month cycle; and
- c. Compliance of question papers in all respects improved across seven out of eight criteria in 2025, compared to an increase in one in 2024.

1.5 Areas of Non-Compliance

The following areas of concern were noted:

- a. Full compliance with the language and bias criterion was achieved by 11 out of 26 question papers;
- b. Ten out of 26 question papers were fully compliant with the content coverage criterion at initial moderation;
- c. Full compliance with the marking guideline criterion was achieved by 13 out of 26 question papers at initial moderation;
- d. The marking guidelines for LCSP4, LCVE4, LCXI4, LIFO4, and NATS4 contained spelling mistakes, grammatical errors, or unclear wording; and
- e. Six learning areas (ANHC4, ECD4, LCZU4, LIFO4, MLMS4 and TRVT4) achieved limited compliance across the six criteria, except for predictability and the language and bias.

1.6 Directives for Compliance and Improvement

The DHET is required to:

- a. Strengthen training for internal moderators, emphasising their roles and responsibilities in moderating examination question papers and marking guidelines;
- b. Ensure that training focuses on quality assurance principles, consistency in evaluation, and adherence to established academic and assessment standards;
- c. Ensure that moderators are equipped with the skills to identify discrepancies and errors, promote fairness, and safeguard the credibility of the assessment process;
- d. Implement ongoing monitoring and support mechanisms, including regular performance evaluations, constructive feedback, and capacity-building initiatives to enhance moderation quality; and
- e. Add an extra layer of internal moderation when editing question papers and marking guidelines before submitting them for external moderation.

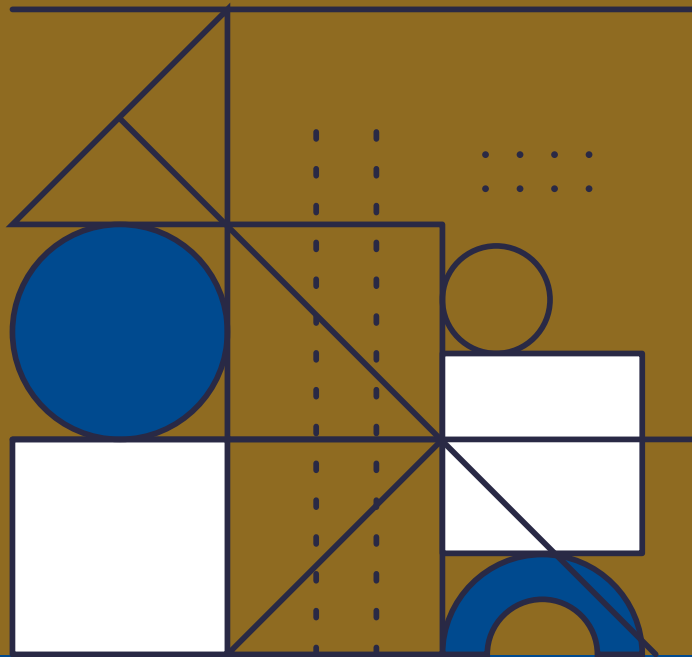
1.7 Conclusion

This chapter presented a detailed evaluation of the moderation outcomes for the November 2025 GETC: ABET examination question papers. Umalusi moderators conducted a thorough review of the question papers and accompanying marking guidelines submitted by the DHET for external moderation. Notably, the findings showed a marked improvement in the overall standard of the question papers at the initial moderation stage, with the compliance rate rising from 50% in November 2024 to 62% in November 2025, signalling a positive trend in adherence to established assessment criteria.

Despite the progress identified, challenges remain in the accuracy, fairness, and alignment of examination materials with expected standards. To address these gaps, the DHET must urgently strengthen its quality assurance processes for developing question papers and marking guidelines. This includes enhancing the training of examining panels through targeted professional development, refining moderation protocols, and promoting collaboration between learning area experts and examining panels.

Umalusi urges the DHET to pursue continuous improvement through strategies such as benchmarking against best practice and integrating feedback from previous moderation cycles. By implementing these measures, the department can reinforce trust in the integrity and reliability of the GETC: ABET examination process and ensure that assessments effectively measure the intended competencies and knowledge of adult candidates.

2



MODERATION OF SITE-BASED ASSESSMENT TASKS



2.1 Introduction

Site-Based Assessment (SBA) forms the basis of internal assessment in the Adult Education and Training (AET) sector. All candidates registered to write the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations must complete the SBA Common Assessment Tasks (CAT). The SBA CAT are formative in design and developmental in nature, and they contribute 50% towards the final mark in the GETC: ABET qualification. The main objective is to provide an alternative assessment for students to demonstrate their competence and to assess skills that cannot be assessed through summative examinations.

The Department of Higher Education and Training (DHET) develops and internally moderates the SBA CAT and marking guidelines before submitting them to Umalusi for external moderation and approval. Once approved, the SBA CAT are implemented at Community Education and Training Colleges (CETC).

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

Umalusi conducts the moderation of the SBA CAT and corresponding marking guidelines to ensure that the tasks are representative of:

- a. An adequate sample of the prescribed learning area (LA) content;
- b. Relevant conceptual domains; and
- c. Relevant levels of cognitive challenge.

2.2 Scope and Approach

The DHET developed and internally moderated the SBA CAT for all 26 LA in preparation for the November 2025 examination cycle. The assessment guidelines for each LA set out the requirements for developing and implementing the SBA CAT at each Community Learning Centre (CLC).

The SBA CAT for each LA comprises three tasks: a skills-based task, a learning-area-specific task, and a preparatory test, with weightings of 20%, 30%, and 50%, respectively. Assessment guidelines for each LA specify the outcomes and criteria to be assessed in each task. These tasks take various forms, including assignments, projects, investigations, worksheets, demonstrations, oral assessments, journal entries, case studies, and a preparatory test.

Umalusi moderated the 2025 SBA CAT on-site at the DHET Examination Section (National Offices in Pretoria) in March and April 2024. Umalusi used the Instrument for the Moderation of Common Assessment Tasks to evaluate the quality of the SBA CAT against the following criteria:

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

Each criterion has a set of quality indicators against which each SBA CAT and its corresponding marking guideline are moderated. Umalusi makes a judgment on compliance with each criterion, according to four possible levels of compliance:

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

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

1. **Approved:** The SBA CAT and accompanying marking guidelines meet all the criteria;
2. **Conditionally approved and to be resubmitted:** The SBA CAT and their accompanying marking guidelines have minor technical changes and adjustments, and the external moderator recommends resubmission for subsequent moderation; and
3. **Not approved/rejected:** The quality and standard of the SBA CAT and their accompanying marking guidelines are entirely unacceptable, and the external moderator recommends major adjustments and resubmission.

To ensure that the November 2025 SBA tasks and the accompanying marking guidelines met the set standards, they were systematically moderated using a structured approach. Although each task was moderated separately, the final judgement was based on the overall compliance of all three tasks and the accompanying marking guidelines with the criteria and quality indicators.

In the initial moderation phase, the SBA CAT were externally moderated to verify their alignment with content and assessment standards. Subsequent moderation ensured consistency, quality and compliance with Umalusi requirements and the assessment guidelines. Finally, the SBA CAT underwent thorough evaluation and were approved for application.

2.3 Summary of Findings

This section summarises the findings from Umalusi's external moderation of the SBA CAT and the accompanying guidelines. The data underpinning these findings are drawn from the initial external moderation of the 2025 SBA CAT. Comparative data cover the previous two years (2023 and 2024). The subsequent findings summarise the overall compliance status of the SBA CAT and the extent to which the SBA tasks adhere to each criterion.

2.3.1 Compliance of SBA tasks with each criterion at initial moderation

The SBA CAT's compliance with each criterion across all LA is shown below in sub-paragraphs a-h. Each section includes a comparative figure (Figures 2A-2H) showing differences for each criterion between the findings in 2023, 2024, and 2025.

a) Adherence to examinations and assessment guidelines

This criterion verifies whether the assessment body adhered to the examinations and assessment guidelines (EAG). These guidelines are LA-specific and indicate the number of activities, weightings, specific outcomes, and standards to be assessed.

At initial moderation, only 50% of the SBA CAT met this criterion in all respects, 35% met it in most respects, and the remaining 15% of the LA showed limited compliance. These were ANHC4, EMSC4, LCZU4 and SMME4.

All proposed tasks in EMSC4 were rejected. The skills task required students to conduct an investigation, complete an assignment, and complete a worksheet. The investigation and the assignment were invalid because they did not meet these requirements. Neither task assessed the identified skills, as both required students to answer questions in about 45 minutes, which was not the stipulated time specified in the assessment guidelines.

The number of errors in grammar, question numbering, format, and mark allocation led to the limited compliance decision. CAT three contained questions on a unit standard that was not supposed to be included in the task, according to the EAG.

The SMME4 SBA CAT contained errors in page numbering, borders, instructions, omissions, and incorrect answers, as well as a few technical and spelling errors that needed to be corrected to comply with the EAG requirements.

Figure 2A shows adherence to the examination and assessment guidelines criterion in 2023, 2024 and 2025.

Comparison: Adherence to EAG 2023 to 2025

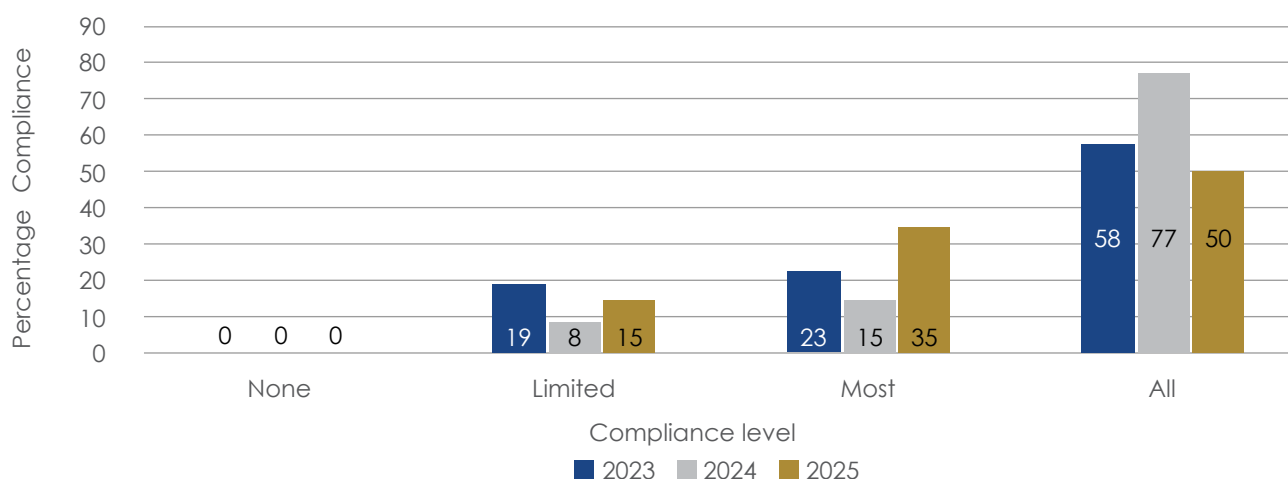


Figure 2A: Comparison of compliance with the adherence to examinations and assessment guidelines criterion over three years

Figure 2A shows a 27% decline in full compliance, from 77% in 2024 to 50% in 2025. Compliance in all respects in 2025 was eight percentage points lower than in 2023 (58%). In 2025, compliance in most respects was 35%, up from 15% in 2024. Compared with 2024, limited compliance increased by 7%. These findings raised concerns about the examining body’s declining adherence to EAG at initial moderation.

b) Content coverage

The DHET assessment guidelines set out the core knowledge, skills, and values to be assessed in the SBA tasks for each LA. Umalusi evaluated whether all tasks aligned with these guidelines.

In 2025, Umalusi found that 81% of the SBA CAT were compliant in all respects, 11% in most respects, 4% showed limited compliance, and 4% showed no compliance.

EMSC4 failed to meet the content coverage criteria. Umalusi identified significant discrepancies between the prescribed and actual weightings of the unit standards. Furthermore, two unit standards were not assessed, while another was over-assessed.

MLMS4’s limited compliance resulted from SBA CAT three not covering the content as stipulated in the EAG. Figure 2B compares compliance with the content coverage criterion over three years.

Comparison: Content coverage 2023 to 2025

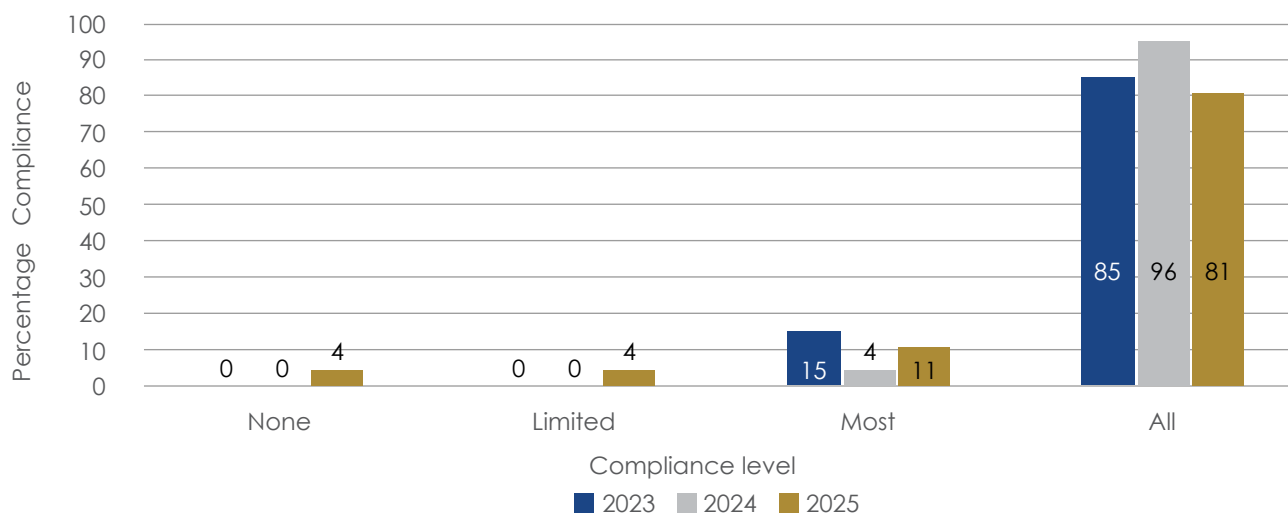


Figure 2B: Comparison of overall compliance with the content coverage criterion over three years

Figure 2B shows a decline in compliance over the past three years. The 81% compliance in 2025 is 15% lower than the 96% in 2024 and 4% lower than the 85% in 2023. A further concern is the rise in limited and non-compliant instances to 4% each, up from zero in the previous two years.

c) Cognitive demand

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

Umalusi reported that in 2025, only 54% of the SBA tasks were fully compliant with this criterion, 42% were compliant in most respects, and 4% were non-compliant.

EMSC4 was the only LA that showed non-compliance due to significant deviations from the prescribed weightings of cognitive demand.

In 42% of SBA tasks that met the criterion in most respects, the following challenges were observed:

- i. There was inappropriate distribution of cognitive levels in some of the tasks in HSSC4, LCEN4, LCSW4, LCVE4, LCXI4, LIFO4, and MLMS4;
- ii. In ANHC4, in one of the SBA tasks, the instructions were unclear and could hinder a student's ability to express their argument clearly, while LCSW4 did not provide a question that assessed the students' ability to translate from verbal to symbolic; and
- iii. In LCAF4, the lecturer had discretion to assess any topic in the unprepared speech task. This compromised the cognitive demand and fairness of the assessment.

Figure 2C compares compliance with the cognitive demand criterion over the past three years.

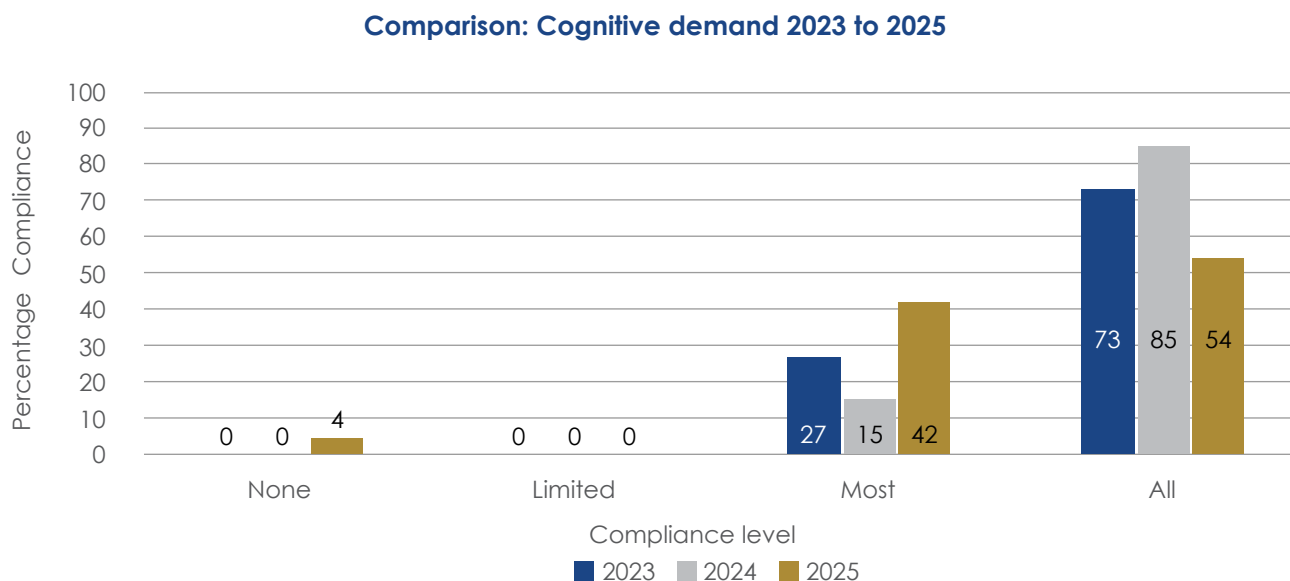


Figure 2C: Comparison of overall compliance with the cognitive demand criterion over three years

Figure 2C shows a sharp decline in compliance in all respects in 2025 (54%), compared with 85% in 2024 and 73% in 2023. Although 42% compliance in most respects might seem an improvement over the other two years, it still reflects a decrease in adherence to cognitive demand.

d) Language and bias

This criterion assesses whether the language used in the SBA tasks is appropriate, non-offensive, unbiased, and suitable for National Qualifications Framework (NQF) Level 1 students. As the tasks had already been internally moderated, it is expected that all SBA tasks will comply with this criterion in all respects.

The analysis of the external moderator's reports confirmed Umalusi's concern about the quality of the SBA CAT submitted for moderation under this criterion. Only 31% of SBA CAT fully complied with this criterion, 58% complied in most respects, and 11% showed limited compliance. There were no instances of non-compliance.

Limited compliance of the SBA CAT was due to the following challenges:

- i. In ANHC4, EMSC4, and LCZU4, grammar and spelling errors were prevalent in some of the tasks and marking guidelines; and
- ii. In ANHC4, some questions contained misleading phrasing and may have been too complex for students to interpret. There were instances of inappropriate terminology that could have caused confusion. Some geographical bias was evident, which could have disadvantaged students from different geographical areas.

In the SBA CAT that were compliant in most respects, there were grammatical, spelling, and typographical errors in both the CAT and the marking guidelines; furthermore, there were subtle grammatical points that could lead to misinterpretation.

Figure 2D shows compliance with this criterion over three years.

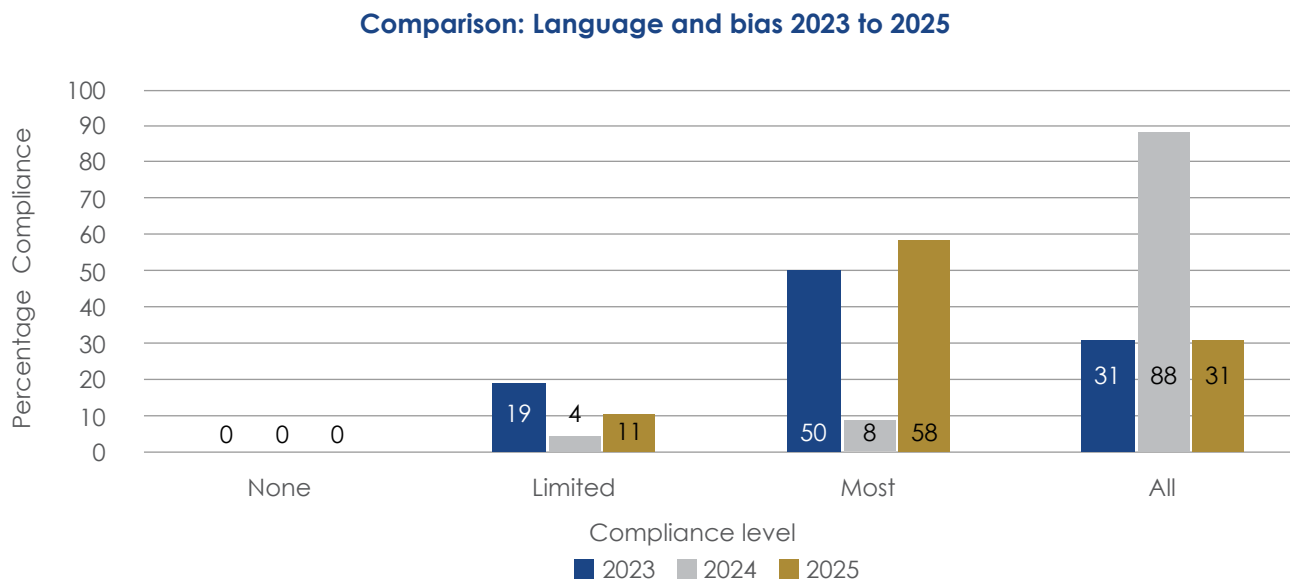


Figure 2D: Comparison of overall compliance with the language and bias criterion over three years

Figure 2D shows no instances of non-compliance with this criterion during initial moderation across all three years. In 2025, 31% of SBA CAT were fully compliant, the same as in 2023 but 57% lower than in 2024 (88%). Limited compliance in 2025 was 11%, compared with 4% in 2024 and 19% in 2023. This indicates a sharp decline in compliance with this criterion.

e) Formulation of instructions and questions

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

In 2025, during initial moderation, only 35% of SBA CAT fully met this criterion; 27% met it in most respects; 31% showed limited compliance; and 7% showed no compliance. The LA that did not achieve compliance in all respects were ECD4, LCSP4, LCVE4, LCXH4, LCXI4, LCZU4 and SMME4 (limited), while ANHC4 and EMSC4 showed no compliance.

The following factors contributed to the limited and non-compliance of SBA CAT:

- i. Instructions and questions were not clearly formulated and could lead to misinterpretation and disadvantage students (ANHC4, EMSC4, ECD4, LCSP4, LCXH4, LCZU4 and SMME4);

- ii. Spelling and grammar errors, missing or misleading information, ambiguous words, poor punctuation and irrelevant information could cause unintended responses and undermine assessment quality (ANHC4, EMSC4, ECD4, LCSP4, LCXH4, LCZU4 and SMME4);
- iii. Where pictures or illustrations were used, the printing quality of the pictures was sub-standard (EMSC4), or instructions and questions did not relate to the pictures or accompanying text (ECD4 and LCXH4);
- iv. The order of questions had to be rearranged to progress from less complicated to more complex (LIFO4); and
- v. One of the tasks in LCVE4 contained questions based on Technology and Natural Sciences, and another contained outdated information. This affected the validity, fairness, and currency of the assessment.

Figure 2E compares compliance with this criterion across 2023, 2024, and 2025.

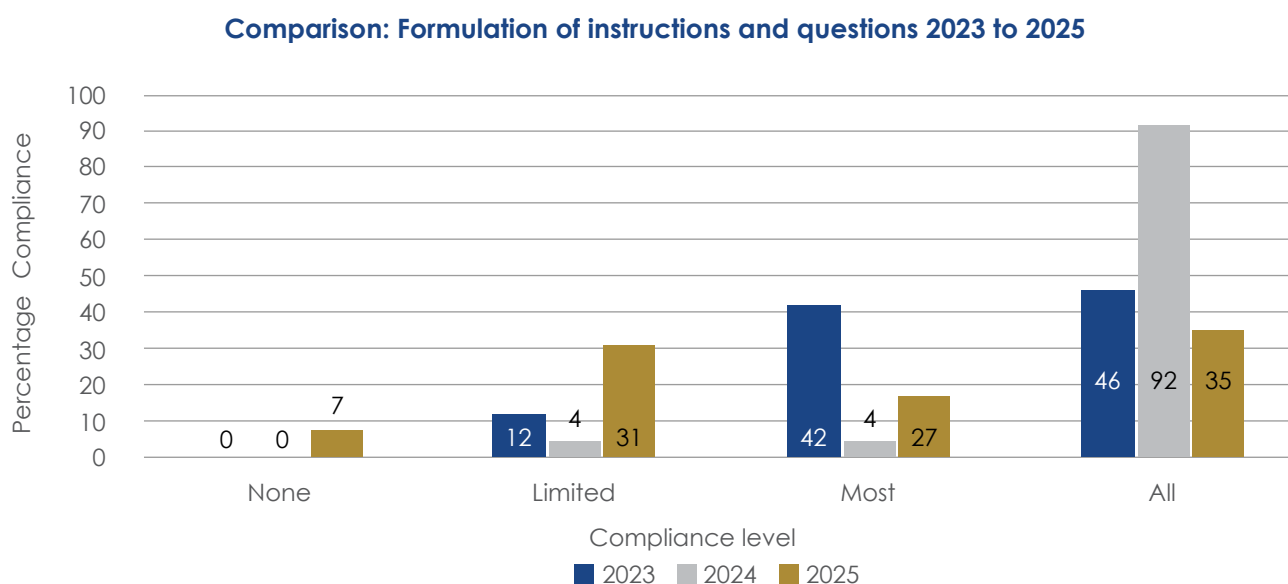


Figure 2E: Comparison of overall compliance with the formulation of instructions and questions criterion over three years

Compared with previous years, overall compliance with this criterion decreased significantly. In 2023 and 2024, there were no instances of SBA CAT scoring non-compliance; in 2025, Umalusi reported that 7% of LA showed no compliance. A further 31% showed limited compliance in 2025, compared with 4% in 2024 and 12% in 2023. In 2025, compliance in most respects was 27%, while compliance in all respects was 35%. Umalusi is alarmed by the 57% decline from 92% in 2024 and the 11% drop from 46% in 2023.

f) Quality and standard of SBA tasks

This criterion assesses whether SBA tasks are of good quality, innovative, and meet appropriate standards. Technical elements, such as diagrams, pictures, and figures, should be clear, and the layout should not be cluttered. Furthermore, the SBA CAT must comply with all the requirements of the assessment guidelines.

In 2025, only one (4%) LA (EMSC4) showed no compliance, and two (8%) showed limited compliance (LCZU4 and LIFO4). 42% complied in most respects, and 46% complied in all respects. The following factors contributed to the limited and non-compliance of SBA CAT:

- i. Substandard quality of the SBA CAT;
- ii. Poorly constructed assessment tools that could compromise the validity, fairness, and consistency of assessment;
- iii. The quality of illustrations, pictures, and tables was not appropriate and print-ready;
- iv. The CAT were unfair, invalid, and unreliable; and
- v. Grammatical errors and the phrasing of questions and guidelines could lead to misinterpretation.

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

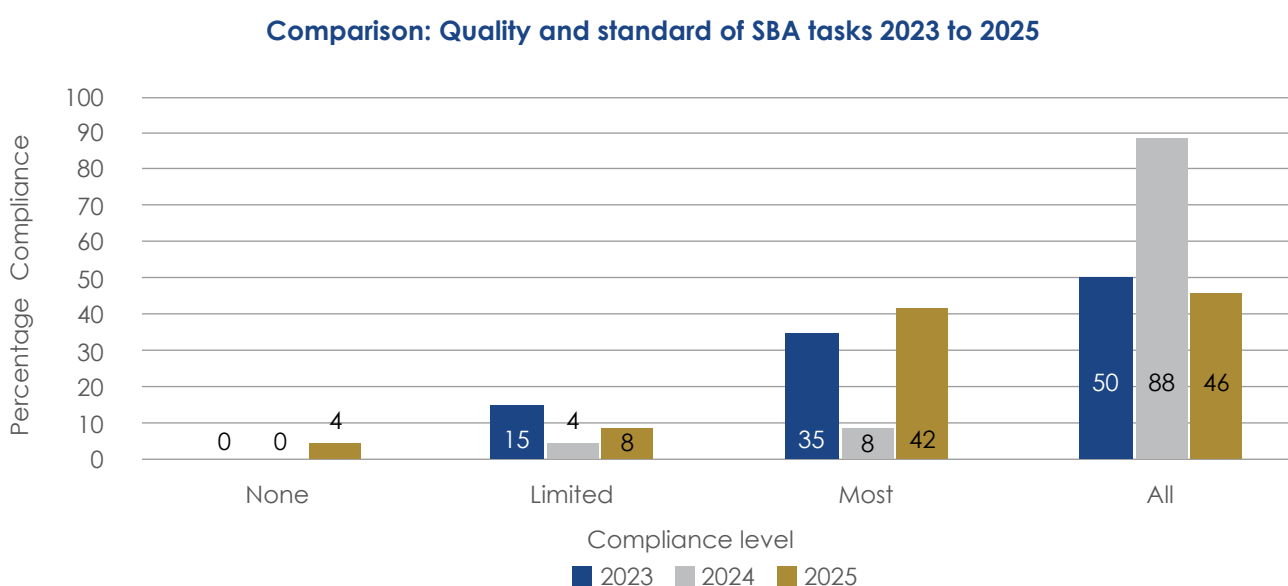


Figure 2F: Comparison of overall compliance with the quality and standard of SBA tasks criterion over three years

Figure 2F shows that compliance with this criterion deteriorated alarmingly over the last three years. Between 2023 and 2024, compliance improved from 50% to 88%, followed by a 42% decrease to 46% in 2025. The decline in compliance was further reflected in 4% non-compliance and 8% limited compliance in 2025, compared with no instances of non-compliance in 2023 or 2024 and 4% limited compliance in 2024.

g) Mark allocation and marking guidelines

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

The Umalusi reports indicate a concerning 38% compliance in all respects for this criterion, with 42% in most respects, 12% limited compliance and 8% non-compliance.

The SBA CAT for ANHC4 and EMSC4 showed non-compliance, while LCSP4, LCZU4, and LIFO4 showed limited compliance.

The following factors contributed to the non-compliance and limited compliance of the marking guidelines of the noted LA:

- i. Mark allocation in the marking guideline did not correlate with the marks in the CAT (ANHC4, EMSC4, LCSP4, LCZU4 and LIFO4);
- ii. Mark distribution within the questions was not specified in the marking guideline (ANHC4, EMSC4, LCSP4 and LIFO4);
- iii. Marking tools were inappropriate for the tasks, e.g., a marking memorandum was used where a rubric would have been more appropriate, the rubric did not match the requirements of the tasks, or the rubric in the marking guideline did not correspond with the rubric provided to the students (EMSC4, LCSP4, LCZU4, and LIFO4);
- iv. The marking guidelines contained incorrect or vague responses (ANHC4 and EMSC4);
- v. The marking guidelines contained typographical, grammatical and spelling errors and were not clearly laid out (ANHC4, LCSP4, LCZU4 and LIFO4);
- vi. Expected responses in the marking guidelines were vague and had to be rephrased;
- vii. Questions in some of the tasks were replaced, and answers in the marking guidelines had to be changed to match the replacement questions and instructions (EMSC4 and LIFO4); and
- viii. Page and question numbers were incorrect (LCZU4 and LIFO4).

All these challenges would undermine the validity, consistency, and fairness of assessments. Figure 2G shows the overall compliance of the SBA CAT with the mark allocation and marking guidelines criterion over three years.

Comparison: Mark allocation and marking guidelines 2023 to 2025

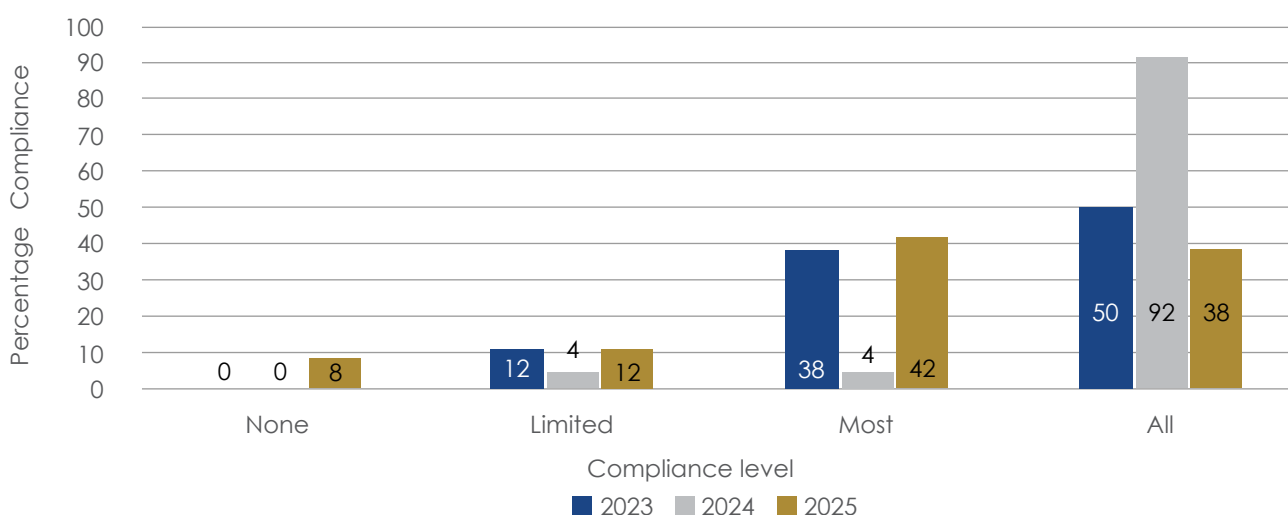


Figure 2G: Comparison of overall compliance with the mark allocation and marking guidelines criterion over three years

Figure 2G shows a 54% decline in overall compliance, from 92% in 2024 to 38% in 2025. Compliance in all respects in 2025 was 12% lower than the 50% in 2023. Further signs of the decline in compliance with this criterion were increases in non-compliance and limited compliance, which together accounted for 20% of the LA in 2025, up from 12% in 2023 and 4% in 2024.

h) Internal moderation

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

At the initial moderation in 2025, Umalusi reported a disturbing 23% non-compliance and 8% limited compliance with this criterion. Overall, non-compliance with this criterion was 31%. Additional concerns were that only 54% of LA achieved compliance in all respects, and 15% in most respects.

The non-compliant LA were ECD4, LCAF4, LCTS4, LCXH4, LCZU4, and LIFO4. The two LA that showed limited compliance were EMSC4 and SMME4.

In ECD4, Umalusi found that the internal moderator's report did not align with the SBA CAT. The report included a unit standard and a worksheet that were not part of the LA or the CAT. Furthermore, there was evidence that the internal moderator merely copied the examiners' analysis grid, which contained incorrect totals. Although the internal moderator offered positive suggestions, the examiners did not implement them. Umalusi found that the internal moderator's report was not shared with the examiners; it was submitted directly to the Umalusi external moderator.

The internal moderator of LCAF4 assisted in setting the SBA tasks and training a new examiner, but could not moderate simultaneously. As a result, internal moderation could not be verified. No internal moderation took place for LCXH4.

There was evidence that all LCTS4 tasks were moderated, but the quality and standard of the internal moderator's report were inadequate. Furthermore, the analysis grid for all the CAT was incorrect. There was no proof that the internal moderator's recommendations were addressed.

Internal moderation of LCZU4, EMSC4, and SMME4 did not meet an appropriate standard or quality. The internal moderation was not sufficiently meticulous and thus failed to detect numerous spelling, grammar, punctuation, numbering, and other errors prior to external moderation.

In ANHC4 and LCZU4, the internal moderator did not sign the task cover pages. Neither of the LA provided a complete history of the internal moderation and development stages for the tasks. These lapses complicated efforts to determine the effectiveness of internal moderation. Without the internal moderation history, informed judgment regarding adherence to the process and the implementation of improvements cannot be made.

Umalusi found that the internal moderation of LIFO4 did not meet standards and was not of acceptable quality. The internal moderators' reports were incomplete and indicated that all tasks were approved during initial moderation, even though they contained numerous challenges and errors. No historical evidence was submitted, and Umalusi could not determine whether recommendations for change were made or implemented. Across all LA that did not fully comply, the overall finding was that internally approved tasks were not print-ready, as reported by the internal moderators.

Figure 2H compares compliance with the internal moderation criterion over the three years from 2023 to 2025.

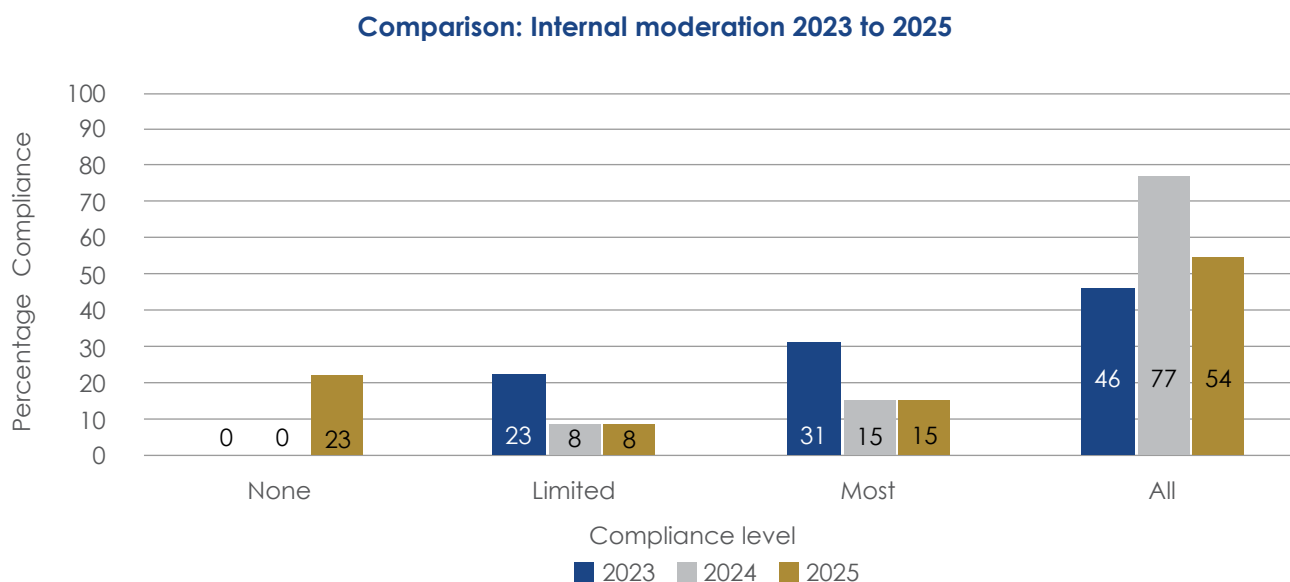


Figure 2H: Comparison of overall compliance with the internal moderation criterion over three years

Figure 2H shows that SBA tasks that did not comply with this criterion increased substantially, from 0% in 2023 and 2024 to 23% in 2025. The decline in compliance in all respects from 2024 (77%) to 2025 (54%) is concerning when compared with the tremendous improvement from 2023 to 2024.

2.3.2 Overall compliance of SBA tasks at initial moderation

Umalusi moderated the SBA CAT across 26 LA, assessing compliance with the eight criteria set out in the moderation instrument. Table 2A presents the overall compliance of the SBA CAT with each criterion at first moderation.

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

No.	Criterion	Compliance frequency (208 instances)			
		None	Limited	Most	All
1.	Adherence to assessment guidelines	0	4	9	13
2.	Content coverage	1	1	3	21
3.	Cognitive demand	1	0	11	14
4.	Language and bias	0	3	15	8
5.	Formulation of instructions and questions	2	8	7	9
6.	Quality and standard of SBA tasks	1	2	11	12
7.	Mark allocation and marking guidelines	2	3	11	10
8.	Internal moderation	6	2	4	14
Total		13	23	71	101
		107			101
Percentage		51%			49%

At initial moderation, overall compliance with the SBA CAT across the 26 LA was 49% (101 out of 208 instances). The highest overall compliance was for the content coverage criterion at 81%, followed by 54% for cognitive demand and internal moderation. The criterion language and bias had the lowest overall compliance, with only 31% of LA fully compliant. Table 2B compares overall compliance across all respects at initial moderation in 2023, 2024 and 2025.

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

No.	Criterion	November 2023	November 2024	November 2025
1.	Adherence to assessment guidelines	58%	77%	50%
2.	Content coverage	85%	96%	81%
3.	Cognitive demand	73%	85%	54%
4.	Language and bias	31%	88%	31%
5.	Formulation of instructions and questions	46%	92%	35%
6.	Quality and standard of SBA tasks	50%	88%	46%
7.	Mark allocation and marking guidelines	50%	92%	38%
8.	Internal moderation	46%	77%	54%
Average overall compliance		55%	87%	49%

Table 2B shows a significant 38% decrease in overall compliance across all criteria at initial moderation compared with 2024. The decline was evident across all criteria. Furthermore, overall compliance in 2025 was 6% lower than in 2023. Figure 2I compares overall compliance over three years.

Comparison of overall compliance over three years

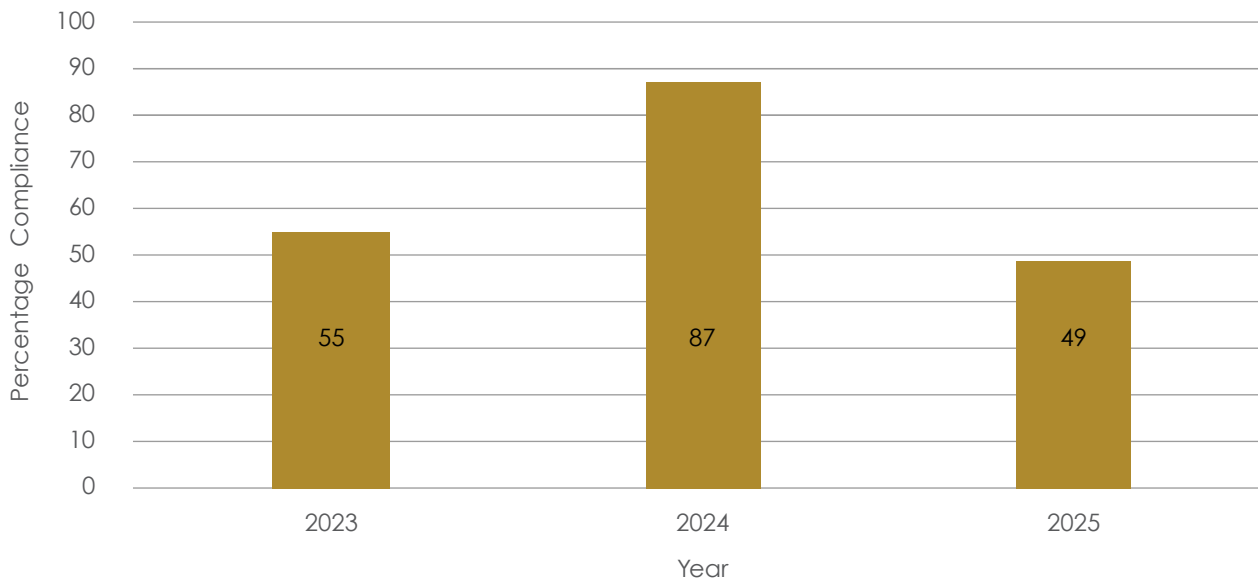


Figure 21: Comparison of overall compliance of the SBA CAT over three years

Figure 21 reveals a concerning drop in SBA CAT compliance over the last three years, decreasing from 87% in 2024 to 49% in 2025, which is below the 55% level seen in 2023. Section 2.3.1 above examined the results thoroughly and highlighted the specific challenges associated with each criterion.

2.3.3 Subsequent moderation

The rejected and conditionally approved SBA tasks and marking guidelines were reviewed and resubmitted for subsequent moderation within the set timelines. For the 2025 examination cycle, three rejected SBA tasks (EMSC4, LCX14, and SMME4) and 18 conditionally approved SBA tasks, together with the accompanying marking guidelines, underwent subsequent moderation. The SBA tasks for ARCT4, INCT4, NATS4, TECH4 and WHRT4 were approved during initial moderation.

2.3.4 Approval

The external moderators recommend the approval of the SBA CAT if they meet all Umalusi requirements as stipulated in the criteria, with no amendments.

The internal moderators resolved all issues before the 2025 SBA CAT, and the accompanying marking guidelines were approved, ensuring full compliance with each criterion across all three SBA tasks and their corresponding marking guidelines.

2.4 Areas of Improvement

The following area of improvement was noted:

- a. SBA CAT of five LA complied fully with all criteria and were approved during initial moderation (ARCT4, INCT4, NATS4, TECH4, and WHRT4).

2.5 Areas of Non-Compliance

The following areas of non-compliance were identified:

- a. The internal moderation history of the SBA CAT was either incomplete or not submitted at initial moderation (ANHC4 and LCZU4);
- b. The content and weighting of the SBA CAT were not aligned with the EAG (EMSC4 and MLMS4);
- c. SBA CAT did not adhere to the weighting and distribution of cognitive demand requirements as specified in the EAG. There were instances of significant deviation from the guidelines, including cases where lecturers had freedom to choose their own topics, thereby not ensuring consistency in the cognitive distribution within the tasks (ANHC4, HSSC4, LCAF4, LCEN4, LCSW4, LCVE4, LCXI4, LIFO4 and MLMS4);
- d. Instructions and questions were not clearly formulated and could lead to misinterpretation, thus disadvantaging students and compromising the fairness of the assessment (ANHC4, EMSC4, ECD4, LCSP4, LCXH4, LCZU4 and SMME4);
- e. Grammar and spelling errors were prevalent in some of the tasks and marking guidelines (ANHC4, EMSC4 and LCZU4);
- f. Mark allocation and distribution in the marking guidelines did not align with the SBA CAT, marks were not indicated clearly (ANHC4, EMSC4, LCSP4, LCZU4 and LIFO4), and inappropriate marking tools were used for the tasks (EMSC4, LCSP4, LCZU4 and LIFO4);
- g. Internal moderation did not comply with quality standards, and some reports did not align with the tasks;
- h. The CAT submitted for moderation contained numerous errors in language, content format, and layout (ECD4, EMSC4, LCAF4, LCTS4, LCXH4, LCZU4, LIFO4, and SMME4); and
- i. In LCAF4, no internal moderation was carried out because the internal moderator was engaged in training a newly appointed examiner and assisting with setting the SBA CAT.

2.6 Directives for Compliance and Improvement

The DHET is required to:

- a. Submit all requisite internal moderation historical documentation for external moderation;
- b. Timeously employ new examiners and internal moderators and ensure their readiness for the setting and internal moderation functions;

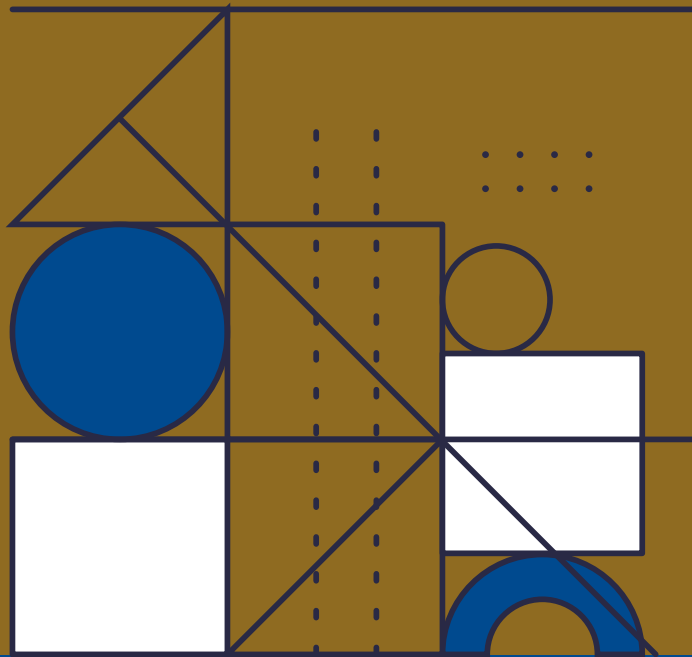
- c. Strengthen the training of examiners and internal moderators and focus on effective questioning techniques, language and bias, selecting applicable assessment tools and adhering to EAG in setting and internal moderation of the SBA CAT;
- d. Ensure that internal moderators fully understand their roles and responsibilities relating to quality assurance of tasks; and
- e. Ensure that the SBA CAT are thoroughly moderated before submitting them for external moderation.

2.7 Conclusion

Umalusi evaluated the three SBA tasks in 26 LA using a moderation instrument with prescribed criteria and quality indicators as a guide. The findings showed a substantial decline in compliance with quality indicators across all criteria. These shortcomings need to be addressed to restore SBA CAT to its previous quality levels. Most tasks and marking guidelines contained grammar, spelling and technical errors and inaccuracies that should have been detected, addressed and reported during internal moderation.

The DHET should aim to improve adherence to all criteria and address every challenge raised by Umalusi during external moderation.

3



MODERATION OF SITE- BASED ASSESSMENT PORTFOLIOS



3.1 Introduction

Site-Based Assessment (SBA) plays a crucial role in evaluating a student's competence in a specific learning area. It prepares students, verifies their readiness for the final summative assessment, and contributes 50% to the final mark in each learning area of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification. To ensure consistency, validity, and fairness in assessment, the assessment body must quality-assure the students' SBA portfolios.

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

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

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

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

3.2 Scope and Approach

Umalusi scheduled SBA moderation for the November 2025 examination cycle to align with the internal moderation conducted by the Department of Higher Education and Training (DHET) at the regional moderation centres across all nine provinces. This approach, adopted in 2017, has proven effective.

Umalusi moderated a sample of SBA portfolios across 20 learning areas. Twenty external moderators were deployed to regional moderation centres across nine provinces to conduct the moderation over two days. Umalusi moderators had direct access to all SBA portfolios and could randomly select their own samples from the pool of internally moderated portfolios at the Community Learning Centres (CLC). In each sampled CLC, one lecturer's Portfolio of Assessment (PoA) and a minimum of two students' PoE were included per learning area.

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

- a. Moderate a total of 24 students' PoE over the two days;
- b. Ensure that the 24 students' PoE came from 12 different CLC;
- c. Ensure that the students' PoE represented three levels of achievement: below average, average, and above average;
- d. Include working and computerised mark sheets for verification; and
- e. Include internal moderators' reports at different levels of moderation per CLC.

Table 3A presents the number of SBA portfolios sampled for Umalusi moderation, by learning area and region, for the November 2025 moderation process. The numbers in brackets indicate the number of student portfolios submitted for moderation.

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

Learning area		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape
Code										
Applied Agriculture and Agricultural Technology	AAAT4						24 (44)			
Arts and Culture	ARTC4			12 (30)						
Early Childhood Development	ECD4				12 (25)					
Economic and Management Sciences	EMSC4				20 (48)					
Human and Social Sciences	HSSC4			18 (45)						
Information Communications Technology	INCT4				18 (43)					
Language, Literacy and Communication: Afrikaans	LCAF4									24 (57)
Language, Literacy and Communication: English	LCEN4					24 (107)				
Language, Literacy and Communication: Sesotho	LCSO4			22 (40)						
Language, Literacy and Communication: Sepedi	LCSP4			8 (19)						

Learning area		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	Northern Cape	North West	Western Cape
	Code									
Language, Literacy and Communication: SiSwati	LCSW4						33 (60)			
Language, Literacy and Communication: Tswana	LCTS4								20 (50)	
Life Orientation	LIFO4			16 (40)						
Mathematical Literacy	MLMS4									24 (51)
Mathematics and Mathematical Sciences	MMSC4				24 (61)					
Natural Sciences	NATS4								20 (20)	
Small, Medium and Micro Enterprises	SMME4							18 (44)		
Technology	TECH4				4 (10)					
Travel and Tourism	TRVT4	14 (55)								
Wholesale and Retail	WHRT4		24 (57)							
Total SBA Received		55	57	174	187	107	104	44	70	108
Moderated SBA portfolios in November 2025		14	24	76	78	24	57	18	40	48

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

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

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

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

3.3 Summary of Findings

This section summarises the Umalusi moderators' findings from their moderation of the sampled SBA portfolios. Umalusi moderated the SBA portfolios of sampled CLC to measure the degree of compliance with the implementation and moderation of SBA.

3.3.1 Moderated samples

Umalusi sampled 172 lecturers' PoA and 379 students' PoE across 20 learning areas from 162 CLC in nine provinces.

The moderated sample covered 20 pre-identified learning areas in the nine provinces. Five learning areas were sampled in Gauteng, five in KwaZulu-Natal, two in Mpumalanga, North West, and Western Cape, and one in the Eastern Cape, Free State, Limpopo, and Northern Cape.

Each identified CLC in the sample was required to submit five students' PoE and one lecturer's PoA; Umalusi then sampled a minimum of two students' PoE and one lecturer's PoA. This approach enabled a thorough quality check of the consistency of implementation, performance, and assessment across CLC.

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

Table 3B: SBA portfolio samples moderated

Province	Community Learning Centre	Learning area	Student portfolios	Lecturer portfolios
Eastern Cape	Dalukhanyo CLC	TRVT4	2	1
	Equleni CLC		2	1
	Khanyisa Hb CLC		2	1
	Lower Lafuna CLC		2	1
	Makanaskop CLC		2	1
	Masibambisane CLC		2	1
	Mnceba CLC		2	1

Province	Community Learning Centre	Learning area	Student portfolios	Lecturer portfolios
Free State	Bahladi Banqabi CLC	WHRT4	2	1
	Gontse CLC		2	1
	Kroonstad Prison		2	1
	Lere CLC		2	1
	Mpho CLC		2	1
	Nqoba CLC		2	1
	Ratega CLC		2	1
	Retsweleleng CLC		2	1
	Thabang le Rona CLC		2	1
	Thusanang CLC		2	1
	Thusanang Bohale CLC		2	1
	Virginia Rehabilitation CLC		2	1
Gauteng	JHB Female Correctional Centre	ARTC4	2	1
	Kwa-Thema CLC		2	1
	Madiba PR CLC		2	1
	Nigel Correctional Centre		2	1
	Tlhabologa CLC		2	1
	Wattville CLC		2	1
Gauteng	Aaron Moeti CLC - Kgolamorithi Satellite	HSSC4	2	1
	Bekkersdal CLC – Glanharvie Satellite		2	1
	Chiawelo CLC		2	1
	City Deep CLC – City Deep Day		2	1
	DWT Nthate CLC		2	1
	Gaegolelwe CLC		2	1
	Ivory Park CLC – Ebony Park Satellite		2	1
	Setlakalana Molepo CLC – Mmila Day Satellite		2	1
	Thuto-Mfundo CLC – Windmill Park Satellite		2	1
Gauteng	Aaron Moeti CLC	LCSO4	3	1
	Daveyton CLC		3	1
	Holy Trinity CLC		1	1
	Sebokeng CLC		3	1
	St. Anthony CLC		3	1
	Sydney Maseko CLC		3	1
	Tswinyane CLC		3	1
	Wattville CLC		3	1
Gauteng	Bethsaida CLC	LCSP4	2	1
	Thembisa CLC		2	1
	Vunanimfundo CLC		2	1
	Wattville CLC		2	1

Province	Community Learning Centre	Learning area	Student portfolios	Lecturer portfolios
Gauteng	City Deep CLC	LIFO4	2	1
	Denver CLC		2	1
	Emthonjeni Youth Centre Tembisa		2	1
	Fourways CLC		2	1
	Gaerobe CLC		2	1
	Sebokeng CLC		2	1
	Sydney Maseko CLC		2	1
	Tswinyane CLC		2	1
KwaZulu-Natal	Bayabonga CLC	ECD4	2	1
	Inqabayamangwe CLC		2	1
	Mbangeni CLC		2	1
	Mlozana CLC		2	1
	Sikhanyiselwe (Almah) CLC		2	1
	Xhuluweshe CLC		2	1
KwaZulu-Natal	Braaimwood CLC	EMSC4	2	1
	Phaphamani CLC		2	1
	Thembelihle CLC		2	1
	Phindangene CLC		2	1
	Sibanini CLC		2	1
	Sikhanyiselwe CLC		2	1
	Sevontein Prison		2	1
	Siyakhula CLC		2	1
	Ithafa CLC		2	1
	New Hanover Correctional Centre		2	1
KwaZulu-Natal	ULwazoluhle CLC (u-UMgungundlovu)	INCT4	2	1
	KZN CLC Sesikwazi (King Cetshwayo)		2	1
	Manaye - Sithandokuhle (UMgungundlovu)		2	1
	Ekwenameni CLC		2	1
	Seg/121 Battalion CLC (UMkhanyakude)		2	1
	Endleleni Thuthukani CLC (Amajuba)		2	1
	Dokkies CLC (Umlazi)		2	1
	Ikusasaletu CLC (Pinetown)		2	1
	Mayville CLC (Umlazi)		2	1

Province	Community Learning Centre	Learning area	Student portfolios	Lecturer portfolios
KwaZulu-Natal	Almah CLC	MMSC4	2	1
	Dokkies CLC		2	1
	PMB-Medium B		2	1
	Vusisizwe CLC		2	1
	Emlandeleni / Ethethe CLC		2	1
	Funulwazi CLC /Dundee		2	1
	Endleleni CLC /Umbonomusha		2	1
	Ithuba CLC		2	1
	Nqamlela CLC		2	1
	Batallion/ SEG Skills Centre		2	1
	Siyathuthuka CLC		2	1
	Phindangene CLC		2	1
KwaZulu-Natal	Thandiwe Mount Edgecombe CLC	TECH4	2	1
	Umzamo CLC		2	1
Limpopo	Bogwasha Rotole CLC	LCEN4	2	1
	Masedi CLC		2	1
	Tshidongololwe CLC		2	1
	Khomisani CLC		2	1
	Lepelle CLC		2	1
	Muvhi-Tshikhovha CLC		2	1
	Megoring CLC		2	1
	Redeeming CLC		2	1
	Ntji Mothapo CLC		2	1
	Mageme CLC		2	1
	Phukubjane CLC		2	1
	Maphuto CLC		2	1
Mpumalanga	Langelooop CLC	AAAT4	3	1
	White River CLC		3	1
	Ndlela CLC		3	1
	Senzakahle CLC		3	1
	Vezukhono CLC		3	1
	Tiyimeleni CLC		3	1
	Zakheleni CLC		3	1
	Marcia CLC		3	1

Province	Community Learning Centre	Learning area	Student portfolios	Lecturer portfolios
Mpumalanga	Vulamehlo CLC	LCSW4	2	1
	Cheshire CLC		2	1
	Embhuleni CLC		2	1
	Buhle Bemfundvo CLC		2	1
	Emseni CLC		2	1
	Matsulu CLC		2	1
	Mhwayi CLC		2	1
	Sibhejane CLC		2	1
	Ligugu CLC		2	1
	Sipelanyane CLC		5	1
	Elukwatini CLC		5	1
	Manzini CLC		5	1
Northern Cape	Gaegolelwe CLC	SMME4	2	1
	Mqacawu F CLC		2	1
	Deben CLC		2	1
	Nonzwakazi CLC		2	1
	Itharabologelo CLC		2	1
	Thuto Boswa CLC		2	1
	Mataleng CLC		2	1
	Helen Joseph CLC		2	1
	Elukhanyiswine CLC		2	1
North West	Ntshepe – Dr Kenneth Kaunda CLC	LCTS4	2	1
	Ikageng (Lebakeng) – Dr Kenneth Kaunda CLC		2	1
	Pooe – Ngaka Modiri Molema CLC		2	1
	Lodirile (Aganang) – Ngaka Ruth Mompoti CLC		2	1
	Reabetswe – Ngaka Ruth Mompoti CLC		2	1
	Lethabo – Bojanala CLC		2	1
	Kgatelopele (Manthe) – Dr Ruth Segomotso Mompoti CLC		2	1
	Kgathelopele(Phisego) - Dr Ruth Segomotso Mompoti CLC		2	1
	Sekitla (Apogang) – Bojanala CLC		2	1
	Neo – Etsile – Dr Ruth Mompoti CLC		2	1
North West	Botswaphalaneng CLC	NATS4	5	1
	Gagotshamekwe CLC		5	1
	Khubamelo CLC		5	1
	Rankgerethane CLC		5	1

Province	Community Learning Centre	Learning area	Student portfolios	Lecturer portfolios
Western Cape	George CLC	LCAF4	2	1
	Hesselqua CLC		2	1
	Oudtshoorn CLC		2	1
	Malmesbury CLC		2	1
	Mossel Bay Youth Centre CLC		2	1
	Elsies River CLC		2	1
	Voorberg CLC		2	1
	Vanrhynsdorp CLC		2	1
	Mosselbay CLC		2	1
	Atlantis CLC		2	1
	Witzenberg CLC		2	1
	Overberg CLC		2	1
Western Cape	Western Cape CLC	MLMS4	2	1
	George CLC		2	1
	St Francis CLC		2	1
	Polls Moore Prison		2	1
	Riviersonderend CLC		2	1
	Worcester Female Centre		2	1
	Delft CLC		2	1
	St Helena Bay CLC		2	1
	Bridge Town CLC		2	1
	Mossel Bay Youth Centre		2	1
	Siyazama CLC		2	1
Helderstroom Maximum CLC	2	1		
Total number of portfolios in the sample			379	172

Annexure 3A details the sampled CLC for each non-compliant learning area and outlines the type of non-compliance observed during verification.

Figure 3A compares the sample size across 2023, 2024 and 2025.

Comparison: Students' PoE, Lecturers' PoA and CLC moderated over three years

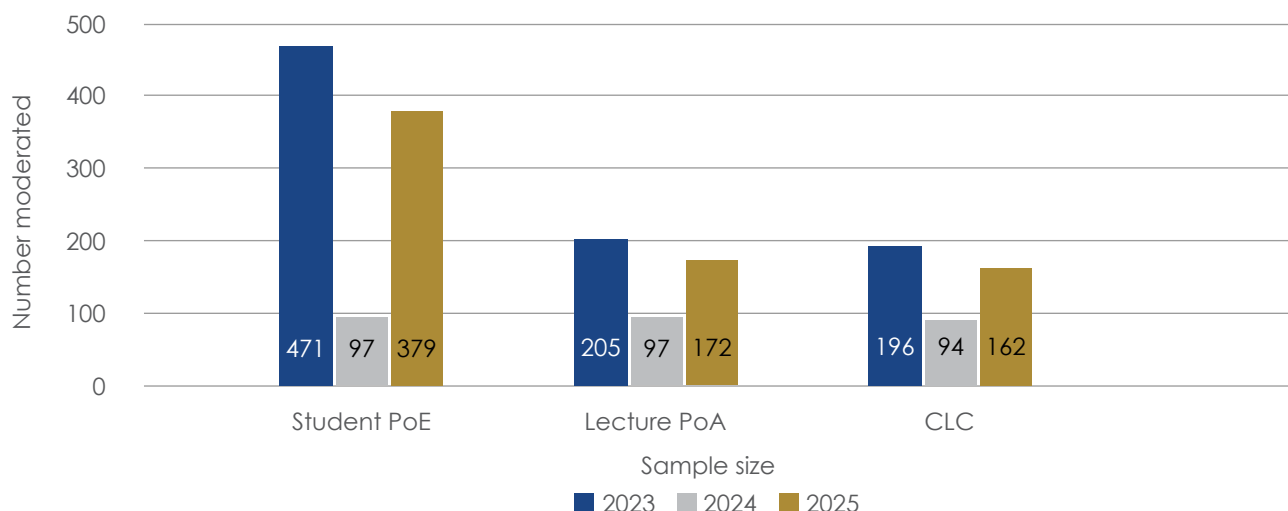


Figure 3A: Comparison of the sample size over three years

Figure 3A shows the number of PoE, PoA, and CLC that were quality-assured over three years. As illustrated, Umalusi increased the number of externally verified student PoE from 97 in 2024 to 379 in 2025. The number of lecturers' PoA and CLC increased from 97 in 2024 to 172 in 2025; however, the sample sizes for students' PoE, lecturers' PoA, and CLC remained smaller than in 2023.

3.3.2 Compliance of CLC with each criterion

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

a) Adherence to assessment guidelines

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

In 2025, only 44% of the CLC fully complied with this criterion, while 40% were compliant in most respects. The remaining 16% were either partially compliant (15%) or non-compliant (1%).

Umalusi reported that the CLC demonstrating non-compliance or limited compliance struggled in the following areas in 2025:

- i. The lecturer portfolios for eight learning areas (ECD4, EMSC4, INCT4, LCAF4, LCTS4, TECH4, TRVT4, and WHRT4) either lacked an assessment plan or contained a plan that was not aligned with the assessment guideline prescriptions;

- ii. In EMSC4, LCAF4, MLMS4, TECH4, TRVT4, and WHRT4, there was no evidence that the prescribed assessment plan was properly implemented and followed as required;
- iii. The lecturer's PoA did not include all the assessment tasks (EMSC4, INCT4, LCAF4, LCTS4, MLMS4 and WHRT4);
- iv. Not all marking guidelines were filed as required (EMSC4, INCT4, LCTS4 and WHRT4);
- v. Some of the facilitator portfolios did not contain the facilitator details (LCTS4, MLMS4 and WHRT4);
- vi. At the time of external moderation, the mark sheets were not filed in the PoA for INCT4 and LCTS4; and
- vii. Umalusi observed that the limited compliance rating of nine CLC facilitator PoA in WHRT4 for this criterion was due to the implementation of standardised provincial templates in the students' PoE and lecturer PoA.

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

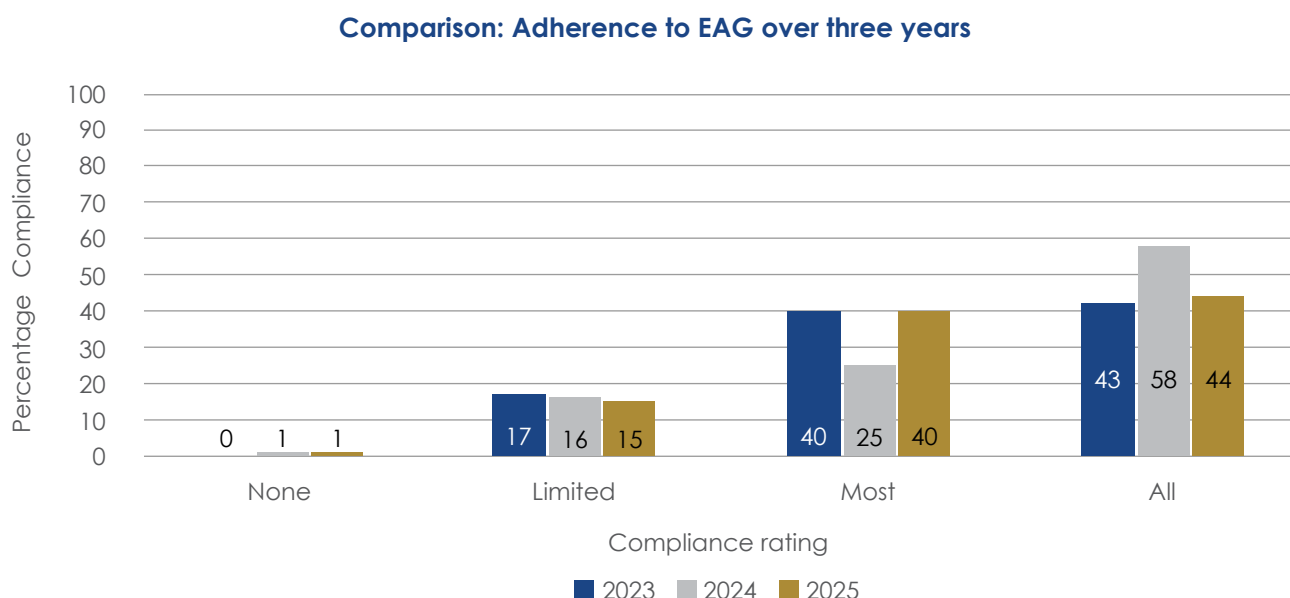


Figure 3B: Comparison of compliance with the adherence to assessment guidelines criterion over three years

Figure 3B shows that overall compliance with the EAG declined from 58% in 2024 to 44% in 2025, whereas compliance in most aspects increased from 25% in 2024 to 40% in 2025. Limited and no compliance over the three years remained relatively constant, with a total non-compliance rate of 17% in 2023 and 2024, compared with 16% in 2025. This level of compliance raises concerns about the CLC's adherence to DHET's instructions on the contents of the PoA and PoE.

b) Internal moderation

This criterion assesses the evidence of internal moderation of SBA portfolios and the quality of the assessment body's internal moderation. The expectation is that internal moderation reports will provide lecturers and students with clear, constructive and relevant feedback.

Umalusi findings indicate that in 2025, 57% of CLC were compliant in all respects and 21% in most respects, resulting in an overall compliance rate of 78%. The remaining 22% comprised 13% with limited compliance and 9% with no compliance.

The number in brackets indicates the number of limited and non-compliant centres across eight learning areas. The identified LA and the number of CLC were ARTC4 (6), LCAF4 (1), LCSO4 (4), LCSP4 (4), MLMS4 (7), MMSC (3), SMME4 (6), and WHRT4 (9). The CLC were located in the Free State, Gauteng, Northern Cape, and Western Cape.

The following challenges were identified in the non-compliant CLC:

- i. Internal moderator reports were of poor quality in the following learning areas: ARTC4 (3), LCAF4 (1), LCSO4 (4), LCSP4 (4), MLMS4 (7), SMME4 (9), and WHRT4 (7);
- ii. The most prevalent non-compliant criteria remained the quality and standard of feedback given to lecturers and students, as well as the overall standard and quality of internal moderation; and
- iii. There was some evidence of shadow marking (ECD4, EMSC4, LCTS4, SMME4 and WHRT4), where the internal moderator blindly followed the marking and the mark allocation of the lecturer.

Figure 3C compares compliance with internal moderation across three years.

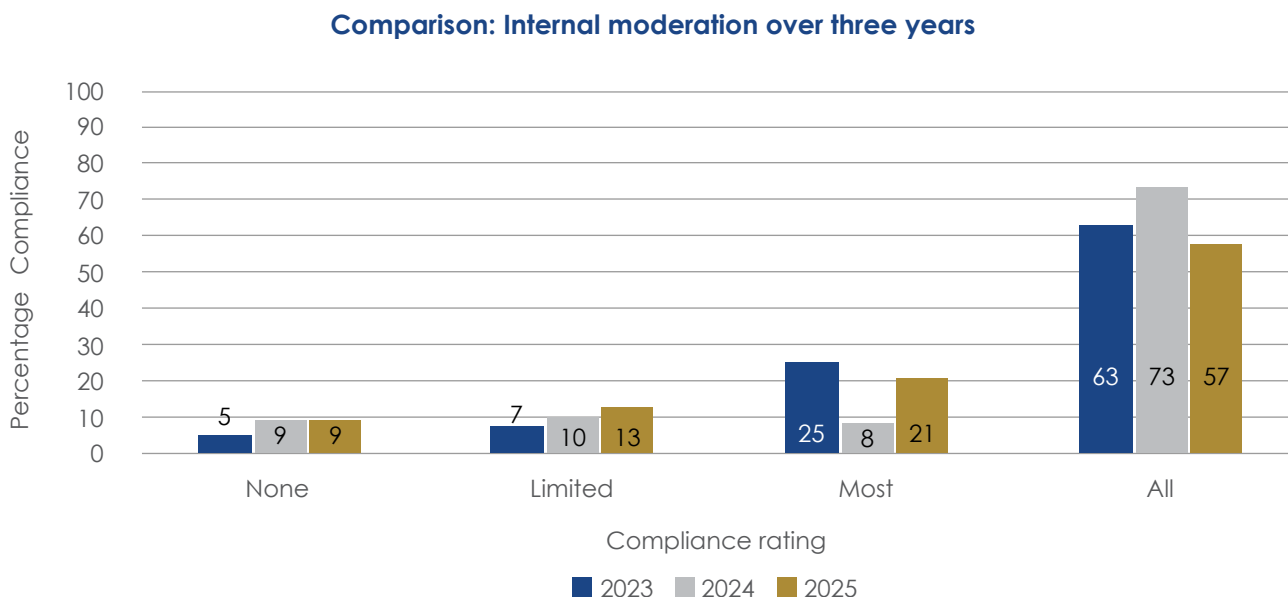


Figure 3C: Comparison of compliance with the internal moderation criterion over three years

As shown in Figure 3C, overall compliance with this criterion decreased by 16%, from 73% in 2024 to 57% in 2025, six percentage points below 2023 (63%). Overall compliance was 88% in 2023, 81% in 2024, and 78% 2025 (most compliant and all compliant). Umalusi found this gradual decline in the quality of internal moderation concerning, as it led to a 10% rise in non-compliance, from 12% in 2023 to 22% in 2025 (limited and none compliant).

c) Structure and content of SBA portfolios

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

The DHET regions were issued with standardised templates and guidelines to ensure conformity in the structure and content of student portfolios. It is hoped that standardising the structure would, in turn, ensure consistency in overall compliance.

In 2025, 53% of the CLC achieved full compliance, 42% partial compliance, 4% limited compliance, and 1% non-compliance. One CLC of INCT4 showed no compliance, and two showed limited compliance. One centre in LCAF4 showed limited compliance, one in LCEN4 and one in WHRT4.

No compliance in INCT4 and WHRT4 was due to the following challenges:

- i. The contents page was missing or not organised;
- ii. Files were not neatly organised;
- iii. Declaration forms were incomplete;
- iv. Assessed evidence lacked dates, signatures and feedback;
- v. Not all tasks were filed in the PoE; and
- vi. Students' PoE lacked evidence of site, cluster or district moderation.

In LCEN4, not all tasks were included in the Students' PoE; there was no assessment plan, no certified copies of identity documents (ID), and no signed declaration forms. However, all tasks that were in the PoE were internally moderated.

In addition to missing and incomplete documentation, Umalusi found no evidence in the LCAF4 students' PoE of the investigation, yet marks exceeding the maximum were awarded.

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

Comparison: Structure and content of PoE over three years

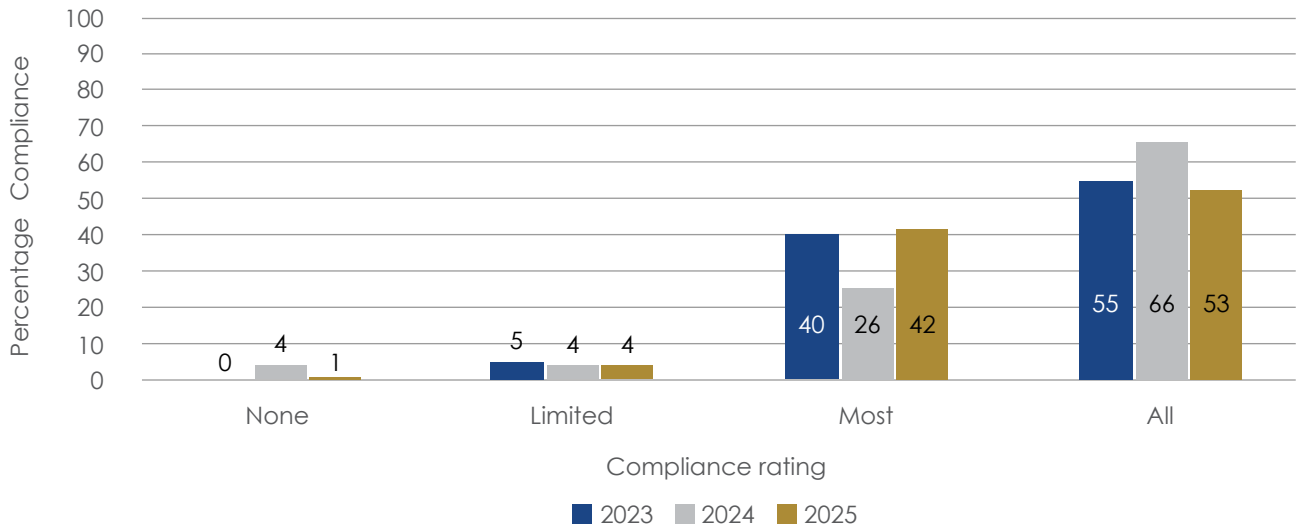


Figure 3D: Comparison of compliance with the structure and content of SBA portfolio criterion over three years

Figure 3D shows a 13% decline in compliance across all respects, from 66% in 2024 to 53% in 2025. Furthermore, compliance in most respects was 16% higher in 2025 than in 2024 and 2% higher than in 2023. Although non-compliance is lower than in 2024, Umalusi is concerned about the ineffective implementation of the standardised templates and the quality of control over implementation across the various sites.

d) Implementation and assessment of SBA tasks

This criterion assesses whether all prescribed tasks have been administered and evaluated in line with the assessment plan outlined in the students' PoE and lecturers' PoA.

This criterion was assessed using a three-point rating scale that evaluated compliance in all respects, limited compliance, and no compliance. Umalusi found that 70% of the sample complied fully with this criterion. Full compliance with all aspects of the students' PoE was achieved in nine learning areas (AAAT4, ARTC4, HSSC4, LCSO4, LCSP4, LCSW4, LIFO4, SMME4, and TRVT4) for the selected sample. In the remaining 30%, 28% exhibited limited compliance, and 2% showed no compliance.

Non-compliance was evident in three learning areas: EMSC4 (1), INCT4 (1), and WHRT4 (1). Limited compliance was observed at the following sites: ECD4 (2); EMSC4 (7); INCT4 (1); LCAF4 (2); LCEN4 (4); LCTS4 (1); MLMS4 (6); MMSC4 (12); TECH4 (2); and WHRT4 (10). The highest numbers of sites with no or limited compliance were observed in the KwaZulu-Natal, Western Cape, and Free State regions.

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

- i. Student portfolios did not contain an assessment plan, and in instances where it was submitted, the plan was incomplete;
- ii. Assessed tasks were not dated, making it impossible for Umalusi to verify whether the assessments were conducted as planned; and
- iii. Students' PoE did not contain all the required SBA tasks (ECD4, INCT4, LCAF4, LCEN4, LCTS4, MLMS4, and WHRT4).

Figure 3E compares compliance with the criterion for implementing assessment tasks over three years.

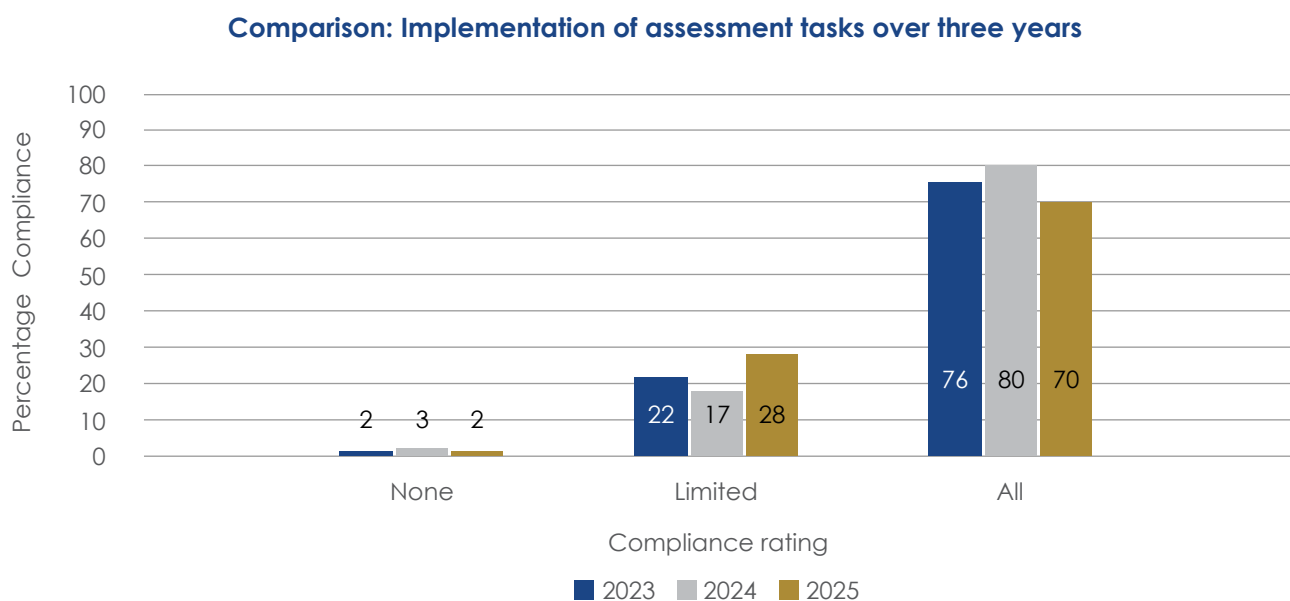


Figure 3E: Comparison of compliance with the implementation of assessment tasks criterion over three years

Figure 3E shows a 10% decrease in compliance in all respects, from 80% in 2024 to 70% in 2025, which was lower than the 76% in 2023. In 2025, limited compliance reached 28%, higher than 17% in 2024 and 22% in 2023. These findings raise concerns, as the implementation of standardised templates in the regions should have improved compliance.

e) Performance of students

This criterion assesses the performance of students using the following three quality indicators:

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

The 2025 reports showed troubling results: 49% fully complied, 36% mostly complied, 10% had limited compliance, and 5% had no compliance.

Three learning areas: EMSC4 (3), INCT4 (1), and MLMS4 (5) were non-compliant with this criterion. Students misinterpreted questions, failed to respond appropriately to questions across varying levels of cognitive demand or difficulty, and some did not complete all assessments. Umalusi reported suspected irregularities in ECD4 (1), EMSC4 (3), and LCEN4 (1) to the DHET for further investigation.

Umalusi found that 17 centres demonstrated limited compliance with this criterion across six learning areas: SMME4 (6), MLMS4 (5), WHRT4 (3), and one CLC each in LCEN4, LCSP4, and LCAF4. Student performance in these learning areas was primarily attributable to misinterpretation of tasks and to responding to varying levels of cognitive demand or difficulty.

Figure 3F compares compliance with the student performance criterion across three years.

Comparison: Student performance over three years

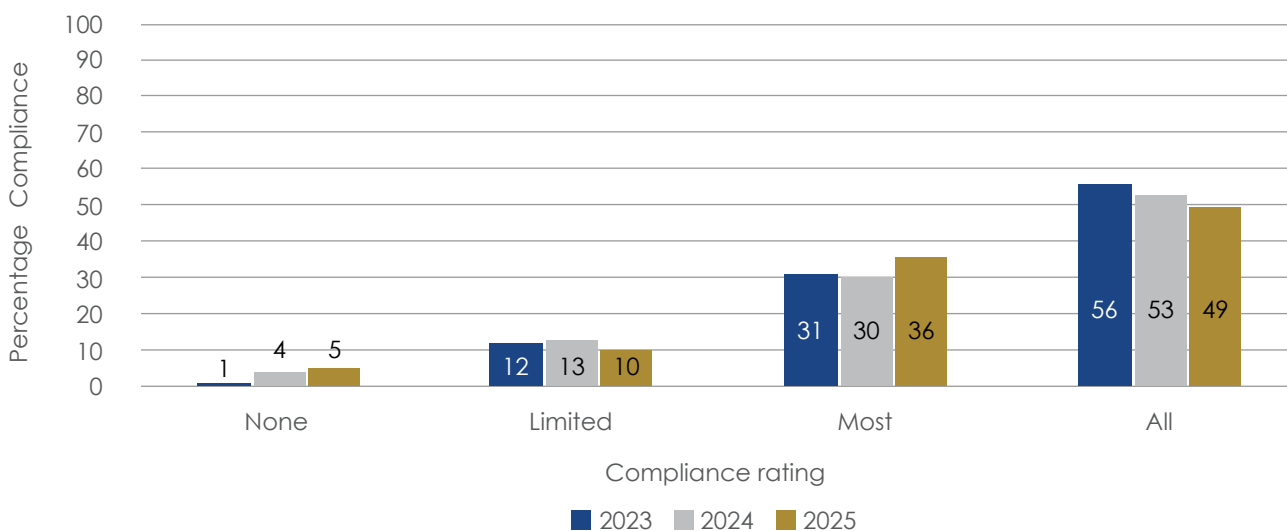


Figure 3F: Comparison of compliance with the student performance criterion over three years

Figure 3F shows a gradual decline in adherence to this criterion from 56% in 2023 to 53% in 2024, followed by a further 4% decline to 49% in 2025. This is somewhat concerning, as the assessment of students' performance across all aspects fell below 50%.

f) Quality of marking

This criterion assesses the quality of marking to ensure compliance with the marking guidelines. It expects marking to be accurate and consistent, with correct totalling, recording, and transfer of marks to the marksheet, and a final mark that reflects the student's performance.

In 2025, 46% of sampled CLC fully complied with this criterion, while 26% complied in most respects, resulting in an overall compliance rate of 72%. Among the remaining 28% of the sample, 16% of CLC exhibited limited compliance, and 12% showed no compliance. This result is of grave concern to Umalusi, as students' SBA CAT results constitute 50% of their final mark.

Umalusi reported poor quality marking at 47 CLC across nine learning areas: ECD4 (2); EMSC4 (8); INCT4 (2); LCAF4 (1); LCEN4 (2); LCTS4 (2); MLMS4 (12); SMME4 (9); and WHRT4 (9). This includes centres that displayed limited or no compliance.

The primary concerns identified were:

- i. Inconsistency with the marking guidelines and the allocation of marks, which did not match the students' performance, including marks allocated for incorrect answers, inflated marks, and correct responses marked as incorrect, resulting in students being unfairly advantaged or disadvantaged (All CLC mentioned);
- ii. The failure to use prescribed rubrics. In INCT4, there was no hard or soft copy evidence of the students' tasks, only a rubric with a final decision and no mark allocation; in EMSC4, the lecturers did not use the prescribed rubric, resulting in inconsistent marking;
- iii. Some calculation and transfer errors were detected in EMSC4, LCEN4, LCTS4, MLMS4, and WHRT4; and
- iv. Possible irregularities were identified in the candidate's answers, which were either verbatim copied from the marking guideline or were similar to those of other candidates (EMSC4, ECD4 and LCEN4).

Figure 3G shows the comparison of compliance with the quality of marking criterion over three years.

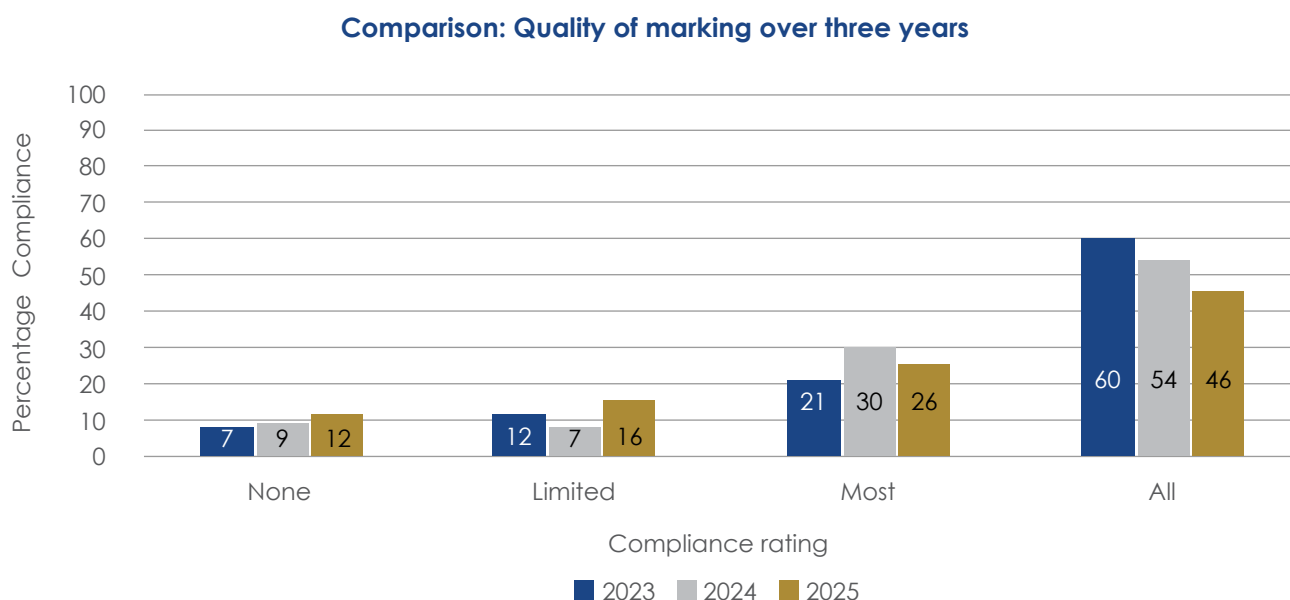


Figure 3G: Comparison of compliance with the quality of marking criterion over three years

The comparison shows a continuous decline in compliance across all respects over the three years. In 2024, compliance across all respects declined to 54%, and in 2025 it fell further to

46%. Compliance declined in most respects, from 30% in 2024 to 26% in 2025, resulting in a rise in non-compliance from 9% in 2024 to 12% in 2025 and in limited compliance from 7% in 2024 to 16% in 2025. The persistent instability in marking quality is concerning.

3.3.3 Overall compliance of moderated samples

Umalusi made provision for the moderation of one lecturer's PoA and a minimum of two students' PoE per learning area per CLC. Table 3C summarises the sample's overall compliance with the six criteria used to moderate portfolios.

Table 3C: Overall compliance of moderated portfolios per criterion

No.	Criterion	Compliance frequency per CLC (1032 instances)			
		None	Limited	Most	All
1.	Adherence to assessment guidelines	1	26	69	76
2.	Internal moderation	16	22	36	98
3.	Structure and content of SBA portfolios	1	5	91	75
4.	Implementation and assessment of SBA tasks	3	48	0	121
5.	Performance of students	9	17	61	85
6.	Quality of marking	21	27	44	80
Total		51	145	301	535
Percentage		5%	14%	29%	52%

In 2025, overall compliance across all criteria was 52%. Compliance in most respects was 29%, limited compliance was 14%, and no compliance was 5%. This raises a concern about the implementation of SBA tasks and marking of students' PoE.

Figure 3H compares the overall compliance of the CLC across three years.

Comparison: Overall compliance over three years

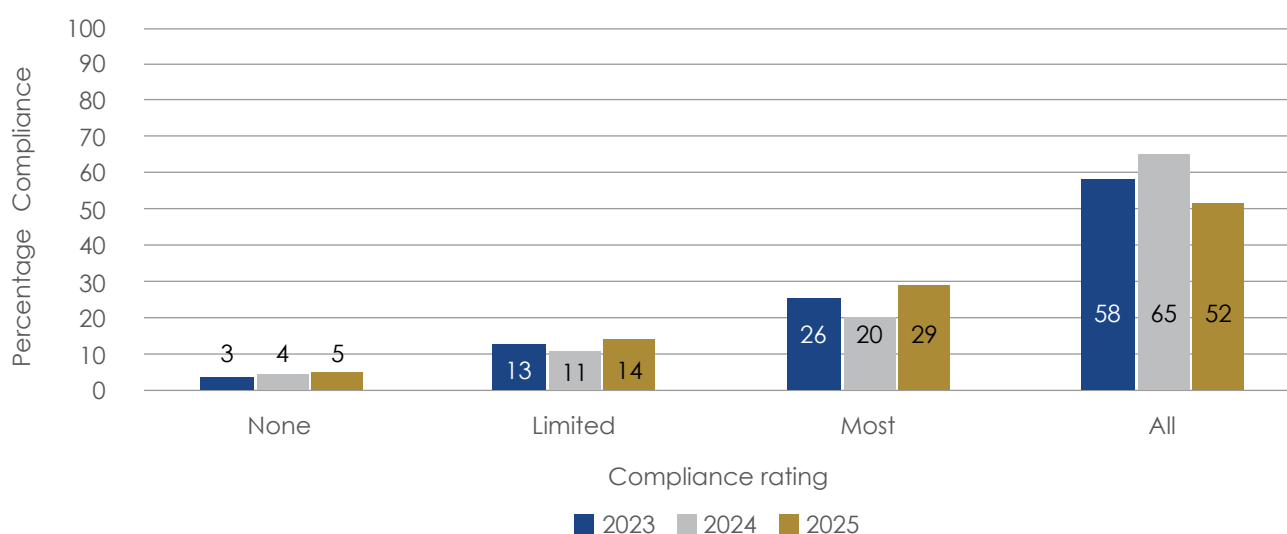


Figure 3H: Comparison of overall compliance per CLC over three years

Overall compliance per CLC increased from 58% in 2023 to 65% in 2024, then decreased to 52% in 2025. In 2025, limited compliance increased by 3% and non-compliance by 1%, with figures rising from 11% in 2024 to 14% and from 4% in 2024 to 5%, respectively. This analysis indicates a decline in overall CLC compliance over three years.

3.4 Areas of Improvement

None.

3.5 Areas of Non-Compliance

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

- a. The assessment plan was either not submitted in the lecturer's PoA, not filed in the student's PoE, or did not meet the quality descriptors of the EAG (ECD4, EMSC4, INCT4, LCTS4, MLMS4, TECH4, TRVT4 and WHRT4);
- b. Some lecturers' PoA and students' PoE did not include all the assessment tasks and marking guidelines (EMSC4, INCT4, LCAF4, LCTS4, MLMS4 and WHRT4);
- c. The non-submission of computerised mark sheets in the files prevented Umalusi from verifying whether the recording and transfer of marks were accurate across all 20 learning areas;
- d. The internal moderators' reports lacked detail, and feedback was not provided to lecturers or students (ARTC4, LCAF4, LCSO4, LCSP4, MLMS4, MMSC4, SMME4, and WHRT4); and
- e. There were instances of poor-quality marking, resulting in students' unfair advantage or disadvantage and misrepresentation of actual performance (ECD4, EMSC4, INCT4, LCAF4, LCEN4, LCTS4, MLMS4, SMME4, and WHRT4).

3.6 Directives for Compliance and Improvement

The DHET is required to:

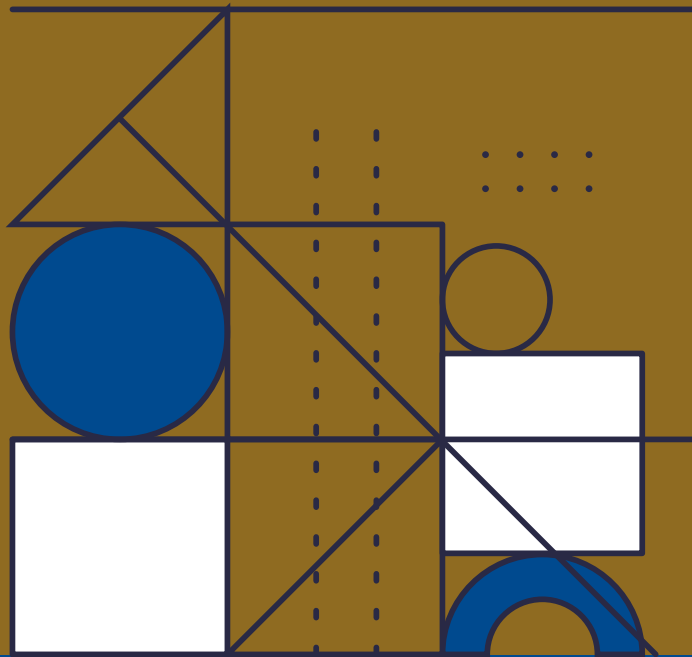
- a. Support the regions regarding the planning, implementation, and recording of assessments;
- b. Ensure that computerised mark sheets are available in all portfolios during external moderation;
- c. Ensure that detailed moderation feedback is given timeously to both lecturers and students; and
- d. Provide opportunities for lecturers to engage in training to mark SBA.

3.7 Conclusion

This chapter presents findings on the moderation of SBA portfolios submitted by the CLC for the November 2025 GETC: ABET examination cycle. The level of compliance for the November 2025 examination was compared with that in November 2023 and 2024 to assess improvements in the implementation and moderation of SBA. The findings indicate a decline in the implementation, marking, and moderation of SBA portfolios in 2025, raising concerns about the evaluation of students' competence and the quality of SBA tasks, which account for 50% of the final mark.

The DHET must ensure that all CLC registered to write examinations adhere to the requirements for implementing and moderating SBA. The DHET should also enhance continuous monitoring and support for all CLC in conducting SBA.

4



MONITORING THE
STATE OF READINESS TO
CONDUCT EXAMINATIONS



4.1 Introduction

Umalusi, as the accounting authority responsible for establishing and overseeing quality assurance systems within the General and Further Education and Training Qualifications Sub-framework (GFETQSF), audited and verified the State of Readiness (SoR) reports submitted by the Department of Higher Education and Training (DHET) for the November 2025 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations.

As in previous years, Umalusi conducted an external audit of risk management to ensure fairness, integrity, and efficiency in the November 2025 GETC: ABET examinations.

The main objectives of the audit of SoR were:

- a. To track the overall progress made by the assessment body in addressing the directives for compliance issued after the administration of the previous examination cycle;
- b. To audit and verify the examination system and business processes set out by the assessment body to conduct credible examinations; and
- c. To pronounce on the overall findings gathered from the verification conducted before the commencement of the November 2025 examinations.

The findings presented in this chapter are based on the documents received from the DHET and the outcomes of the on-site verification. These findings informed Umalusi's announcement on 15 October 2025 of the DHET's SoR to conduct, administer and manage the November 2025 GETC: ABET examinations.

4.2 Scope and Approach

Umalusi applied a phased approach to assess the level of preparedness of the DHET to conduct credible November 2025 GETC: ABET examinations, as follows:

Phase 1: Desktop Evaluation of Documents submitted (Annexures A2 and B2)

Umalusi audited and evaluated the DHET's progress in implementing the improvement plan and its Self-Evaluation Report.

Phase 2: Risk Analysis and Feedback

Umalusi provided feedback on potential risks that could undermine the integrity and credibility of the November 2025 GETC: ABET examinations.

Phase 3: Conducting Evidence-based Verification Audits

Umalusi conducted a verification audit focusing on, but not limited to, the following areas:

- a. Registration of candidates;
- b. State of readiness of examination centres;
- c. Development and quality assurance of question papers;
- d. Printing, packaging and distribution of question papers;
- e. State of readiness of storage points;
- f. Plans for the conduct and monitoring of the examinations;

- g. Appointment and training of invigilators and monitors;
- h. Audit of appointed markers and other related marking processes;
- i. Risk analysis of examination systems; and
- j. Management of irregularities and strategies to combat irregularities.

The phased approach entailed the following critical undertakings:

- i. Independent audit of the business processes set out for the SoR of the examination systems;
- ii. Verification of the required evidence for each business process; and
- iii. Provision of feedback following the verification.

The audit findings informed Umalusi's announcement on 15 October 2025 of the DHET's readiness to conduct, administer, and manage the November 2025 examinations.

4.3 Summary of Findings

4.3.1 Phase 1: Documents submitted for desktop evaluation

Umalusi provided the DHET with Annexures A2 and B2 as a guide for reporting on their SoR to conduct, administer, and manage credible November 2025 GETC: ABET examinations.

a) Annexure A2: Improvement Plans

Annexure A2 required the DHET to provide a progress report on the implementation of the improvement plan, compliance with directives, and the mitigation of non-compliance identified in November 2024, to prevent the recurrence of these challenges. Table 4A shows progress in implementing the improvement plan in response to the November 2024 directives on compliance and improvement.

Table 4A: Progress in implementing the improvement plan on directives issued

Focus Area	2024 Directives issued to DHET	Progress report as of 29/09/2025	Comments by Umalusi
Moderation of Question Papers	To strengthen the training of internal moderators with a focus on their roles and responsibilities during the moderation of question papers and corresponding marking guidelines.	Focused training was conducted with the examiners and moderators from 02/02/2025 to 08/03/2025.	Moderators were trained jointly with Umalusi officials, who addressed examiners and moderators on the shortcomings identified in the November 2024 examinations.

Focus Area	2024 Directives issued to DHET	Progress report as of 29/09/2025	Comments by Umalusi
Moderation of Site-Based Assessment Tasks	To strengthen the training of examiners and internal moderators, and focus on effective questioning techniques, language, and bias in the setting and internal moderation of Site-Based Assessment (SBA) tasks.	Focused training was conducted with the examiners and moderators from 02/02/2025 to 08/03/2025.	Moderators were trained jointly with Umalusi officials, who addressed examiners and moderators on the shortcomings identified in the November 2024 examinations.
Moderation of Site-Based Assessment Portfolios	To support the regions regarding the planning, implementation and recording of assessments.	The DHET supported the regions by appointing and deploying learning area specialists and the examination setting panels to moderate the SBA portfolios in all regions from 01 to 26 October 2025.	<p>Umalusi monitored the moderation of SBA portfolios in three out of nine regions.</p> <p>The suspected irregularities were reported to DHET for further investigation.</p> <p>The DHET should intensify the implementation and moderation of SBA portfolios.</p>
Monitoring the State of Readiness to Conduct Examinations	The desktop self-evaluation report should include supporting documents to verify the assessment body's overall readiness to successfully conduct and manage the GETC: ABET examinations.	The DHET sent the self-evaluation tool and the computer snag list to all Community Learning Centres (CLC), and the final snag list report was submitted to Umalusi.	The DHET submitted the self-evaluation report and supporting evidence, including the consolidated snag list report, in accordance with Umalusi requirements.
Audit of Appointed Markers	The criteria for appointing marking personnel must specify the requirements for each category and include evidence of qualifications (specialisation) in the learning area applied for, for verification.	The DHET selected and appointed markers with qualifications aligned to their learning areas on 18 October 2025.	Umalusi audited and verified the process for appointing marking personnel and was satisfied that the DHET had implemented Umalusi's recommendations for marker appointments.

Focus Area	2024 Directives issued to DHET	Progress report as of 29/09/2025	Comments by Umalusi
Monitoring the Writing and Marking of Examinations	All examination centres are verified for their readiness to administer the GETC: ABET examinations.	The 1561 CLC completed and submitted the self-evaluation instruments to declare their readiness to conduct the November 2025 examinations.	During the monitoring of the November 2025 GETC: ABET examinations, proof of self-evaluation was unavailable for verification at some centres. The DHET is required to intensify measures and strategies to ensure that examination centres are pre-monitored and verified before examinations are conducted.
	The marking venue for Information Communication Technology (INCT4) is a designated computer room or computer laboratory.	The DHET allocated a computer room for the INCT4 markers.	A well-resourced designated marking venue for the INCT4 was made available for the June and November 2025 GETC: ABET examinations.
Marking Guidelines Standardisation	Prepare dummy scripts for use during training across all learning areas to ensure a proper and effective marking session.	The DHET planned to print dummy scripts for each learning area and distribute them in preparation for marking.	The DHET implemented this directive in the June and November 2025 examination cycles. All learning areas were provided with three dummy scripts.

By 29 September 2025, the DHET had made notable progress in implementing Umalusi's 2024 directives, particularly by strengthening the training of examiners, moderators, invigilators, and marking personnel. Umalusi observed that the targeted training had effectively addressed several shortcomings identified in previous examination cycles. However, the DHET still needs to strengthen its management of irregularities identified during the moderation of SBA portfolios.

b) Annexure B2: Self-Evaluation Instrument

Annexure B2 required the DHET to submit a Self-Evaluation Report and supporting documents to Umalusi, demonstrating its readiness to conduct the November 2025 GETC: ABET examinations. Table 4B summarises the findings from Annexure B2, the Self-Evaluation Instrument.

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

Key focus area	DHET progress report	Umalusi findings
Registration of Candidates	Registration of candidates was concluded on 25 September 2025. No GETC: ABET candidates applied for concessions and accommodations.	Umalusi verified the registration of 50129 candidates for the November 2025 GETC: ABET examinations. This was a decline compared with 55184 candidates in November 2025.
Registration of Centres	The DHET submitted the report on registered and established examination centres.	The DHET established 1519 GETC: ABET centres in November 2025, compared to 1562 in November 2024.
Printing, Packaging and Distribution	The DHET conducted a risk assessment for printing, packaging, storage, and distribution with appropriate mitigation strategies in place.	Umalusi was satisfied with the ongoing enhancement of security measures, particularly the expedited vetting of personnel handling live question papers.
a. Printing	The DHET service level agreement for printing examination materials was established and signed.	All security protocols for printing examination materials were classified and treated with strict confidentiality.
b. Packaging	The DHET supplied the Government Printing Works (GPW) with question papers for each consignment. After printing, packing, and consolidation, the materials were handed over to the national courier for delivery to the designated delivery points.	
c. Distribution	The DHET delivery points and consolidation centres for Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) list, as well as the national question paper production management plan for the November 2025 examination cycle, were provided. Distribution and nodal point managers were also trained and appointed.	

Key focus area	DHET progress report	Umalusi findings
Monitoring the Conduct of Examinations and Marking	The DHET policies and guidelines for the conduct of examinations, including Standard Operating Procedures (SOP), were in place.	Umalusi developed a monitoring management plan and established sample centres to ensure the integrity of the writing phase during the administration of the examinations by DHET.
	Training of chief invigilators by the DHET was conducted from 17 March to 17 April 2025, followed by training organised by CET colleges in October 2025. Training of monitors was planned for 27 October 2025.	Umalusi was satisfied with the intensive training of invigilators conducted in March and April 2025, as well as the monitor training on 27 October 2025.
	A total of 18 DHET monitors from the Chief Directorate: National Examinations and Assessments (CD: NEA) and CET branches were deployed across CET colleges in all provinces. At the national level, 50 centres were monitored, while regional officials monitored 467 centres.	The DHET submitted the monitoring plan for verification as requested by Umalusi on 02 November 2025.
Management of Examination Irregularities	The structure for addressing and managing examination irregularities was established in accordance with the regulations governing the administration and management of examinations.	Umalusi found the strategies determined to combat irregularities to be implementable and acceptable.
Systems for Capturing Examination and Assessment Marks	The DHET planned to use a double-entry system in which one appointed official entered a mark, and the other verified it. The capturing of GETC: ABET marks was scheduled for 8-17 December 2025.	Umalusi monitored this focus area on 9 December 2025. The DHET trained its capturers in accordance with the marking management plan.
Management of Internal Assessment	The GETC: ABET management plans for SBA were in place. The quality assurance process was scheduled for 1-26 October 2025.	Umalusi sampled 20 learning areas for SBA portfolio moderation across nine provinces. Umalusi was satisfied that the DHET had implemented adequate management plans for moderation, including appointing subject specialists and executing internal moderation processes.

Umalusi was dissatisfied with the DHET's system for registering candidates for the November 2025 end-of-year examinations. The region did not fully comply with the established management plans for the registration of candidates and centres. In addition, there was no standardised registration system across all regions. For instance, the Mpumalanga region used candidates' identity documents (ID) numbers as examination numbers, a practice not followed by other regions.

However, notable improvements were observed in training and capacity-building initiatives to address irregularities in the writing and marking phases. Umalusi's verification of the DHET's processes, including the submission of the self-evaluation report and management plans, monitoring of the GPW, final registration of centres and candidates, training interventions for examiners, invigilators and monitors, moderation of SBA portfolios, and audits of the marking centre and centres offering INCT4, demonstrated confidence in the DHET's capacity and systems to conduct, administer and manage credible November 2025 GETC: ABET examinations.

4.3.2 Phase 2: Risk analysis and feedback

The risk profile for the GETC: ABET was not completed. According to the DHET's SOPs, examination centres previously flagged during monitoring as problematic or at high risk of irregularities, those with a high number of students registered for a particular examination cycle, and learning areas with high student registration were prioritised for monitoring.

4.3.3 Phase 3: Conducting evidence-based verification audits

Umalusi validated the DHET's SoR to conduct, administer, and manage the November 2025 GETC: ABET examinations through the following processes:

- a. Preliminary verification;
- b. Presentation by assessment body; and
- c. Feedback to the assessment body on identified risks.

a) Preliminary verification

Umalusi conducted a preliminary verification of the DHET's state of readiness to conduct, administer and manage the November 2025 GETC: ABET examinations by visiting various DHET sites to validate compliance and the reliability of the submitted reports and supporting evidence. Umalusi visited the Government Printing Works, DHET offices, Provincial delivery points, Provincial CET centres and the marking centre.

i. Monitoring the Government Printing Works (GPW)

Umalusi visited the GPW on 22 July 2025 and confirmed that security measures were in place for the printing, packaging, storage, and distribution of examination materials. The following strengths were noted:

1. Comprehensive risk assessment was completed;
2. Service level agreements were established;
3. Enhanced security measures, including expedited vetting; and
4. Strict confidentiality protocols were implemented.

Umalusi further verified and was satisfied with a detailed production plan that outlined the activities for the final signed-off timetable, preparation of question papers, data extraction, printing and packing timelines, and handover dates for the November 2025 GETC: ABET examination materials to the courier for distribution to the various delivery points.

ii. DHET offices

Table 4C: Preliminary site visit for verification of SoR compliance

Province	Venue	Activity	Date
Gauteng	DHET offices 222 Struben Street, Pretoria, 0001	Verification of: a. Registrations; b. Composite snag list; c. Management plans for printing and distribution; d. SOPs; e. Marking management plan; and f. Appointment of marking personnel.	18-19/08/2025

The DHET's mid-September closing date for registering candidates and centres hindered Umalusi's ability to conduct a smooth preliminary verification of the DHET's SoR. The DHET's available and verified evidence, including policies governing the conduct of examinations, SOPs, approved GETC: ABET print-ready question papers, and management and monitoring plans for examination processes, indicated the DHET's preparedness to conduct the November 2025 GETC: ABET examinations.

iii. Provincial delivery points

Table 4D: Provincial delivery points site visits

Province	College	Campus visited	Date
North West	Vuselela TVET College	Klerksdorp Campus	04/09/2025
Mpumalanga	Enhlanzeni TVET College	Mapulaneng Campus	09/09/2025
Eastern Cape	Buffalo City TVET College	East London Campus	18/09/2025

Umalusi visited three sampled delivery points across three regions to verify compliance with policies and to attend the training of the delivery point managers.

The training for delivery point managers was conducted in accordance with the DHET management plan from 20 August and concluded in October 2025. Umalusi verified the training in three centres. The training covered the following areas:

- i. Appointment of deputy delivery points managers;
- ii. Preparation of delivery and collection of question papers;
- iii. Training and communication with collecting centres;
- iv. Management of registers;
- v. Signing of declaration forms;
- vi. Tracking of consignments;
- vii. Contacting courier services companies for the delivery and collection of examination materials; and
- viii. Presentation by the courier service company.

Umalusi also verified the storage facilities at the three TVET campuses visited and was satisfied with the level of compliance, safety standards, and security measures that the DHET had put in place to store the November 2025 examination materials.

iv. Provincial CET centres

Table 4E: Provincial CET site visits for verification of the SoR

Region	Venue	Number of sites visited	Date
Mpumalanga	Ehlanzeni	1	09/09/2025
Western Cape	Cape Town	5	10 -12/09/2025
Limpopo	Polokwane	5	10-12/09/2025
Eastern Cape	East London	7	17-19/09/2025
	Port Elizabeth	2	17-19/09/2025
KwaZulu Natal	Ethekwini	2	17-19/09/2025
Free State	Bloemfontein	2	24-26/09/2025

During visits to various CLCs, Umalusi noted that poor environmental conditions, a lack of storage facilities, and insufficient resources at certain CLCs made them unsuitable for the conduct of the November 2025 GETC: ABET examinations. There was also no evidence of approved concessions or a Memorandum of Understanding (MoU) between TVET colleges and CET colleges to accommodate INCT4 centres without computer facilities at TVET colleges.

Additionally, by 26 September 2025, data from sampled regions showed varying levels of readiness. There was evidence of final registration of centres, with district moderation in progress in regions such as the Eastern Cape, Mpumalanga, and KwaZulu-Natal, but some regions lacked finalised data on registered centres. Incomplete data from some provincial sites highlight the need for improved coordination among CLC, CET colleges, and regional offices, as well as stronger, evidence-based accountability mechanisms.

v. The marking centre

On 25 November 2025, Umalusi conducted verification of the State of Readiness of the marking centre at Tshwane South TVET College. Umalusi was satisfied with the systems put in place by the DHET for marking the November 2025 GETC: ABET examinations. The marking centre was found to be compliant with the Occupational Health and Safety (OHS) requirements. The management plan was in place, and all relevant registers were available. The designated and separate marking venues were spacious and appropriately sized to accommodate 571 marking personnel across all 26 learning areas. The marking centre also ensured that INCT4 marking took place in a designated room equipped with computers, in accordance with the directive issued in November 2024.

Subsequently, on 2 December 2025, when the marking centre opened, Umalusi observed the training of the marking management team and the orientation of cleaning and security personnel, in line with the management plan. Umalusi further verified all necessary documentation for the effective management of the marking centre.

Based on these observations, Umalusi confirmed that the DHET was ready to mark the November 2025 GETC: ABET examination scripts.

b) Presentation by the assessment body

On 30 September 2025, the DHET presented to Umalusi their state of readiness to conduct, administer and manage the November 2025 examinations. The presentation addressed all the focus areas in Annexure B2 (Self-Evaluation Report) as required by Umalusi. Additionally, the DHET included the following focus areas that were not in the Self-Evaluation Report:

i. Management of resources

The CET Directorate needed to establish a dedicated team comprising senior managers, deputy directors and assistant directors responsible for the CET examinations. For the November 2025 examinations, the CET examinations were managed transversally across DHET directorates. Nevertheless, there was an adequate budget for the November 2025 GETC: ABET CET examination activities.

ii. CET delivery points

The DHET conducted training for delivery-point managers across all nine provinces. It also developed a security-driven model to guide the printing, packaging, and distribution of GETC: ABET question papers. The delivery of the question papers followed a blended approach, with each province determining its preferred delivery model. The DHET used the Department of Basic Education's Provincial Education Department, Regional/District offices, and TVET delivery points. However, Umalusi noted that the MoU with the DBE PEDs in the Eastern Cape for the delivery of the GETC: ABET question papers was not available for Umalusi's verification.

iii. Consolidation centres

Nine consolidation centres were established across the nine provinces to audit scripts and ensure they accurately reflect the centres that participated in the November 2025 GETC: ABET examinations. These centres were piloted during the June 2025 GETC: ABET examinations. The centres were located within TVET colleges that had the necessary secure storage facilities. Umalusi audited two of the nine consolidation centres in September 2025.

c) Feedback to the assessment body on identified risks

Following verification of the submitted documents and the Umalusi media briefing on 15 October 2025, a feedback letter outlining DHET's readiness was issued. DHET was deemed ready to conduct, administer, and manage the November 2025 GETC: ABET examinations; however, it was required to finalise and submit all outstanding documents before the examinations commenced.

4.4 Areas of Improvement

The following areas of improvement were noted:

- a. The DHET addressed the directive by strengthening examiner and moderator training and inviting Umalusi to make a presentation;
- b. The DHET's marking management plan was broken down into manageable marking activities in accordance with the Umalusi directive issued in November 2024;
- c. The marking centre provided a designated computer laboratory for marking the INCT4 in accordance with the directive issued in November 2024; and
- d. Community learning centres were included in planning the SoR visits across the regions.

4.5 Areas of Non-Compliance

The following areas of concern were noted:

- a. CET centres were not profiled according to risk levels;
- b. There was no evidence that the training on how to mark SBA portfolios was offered to lecturers;
- c. The DHET had not finished verifying the regions' SoR when Umalusi began its verification; and
- d. The late submission of registration data delayed Umalusi's ability to plan timeously for quality assurance processes, such as the moderation of SBA portfolios and the monitoring of examination centres.

4.6 Directives for Compliance and Improvement

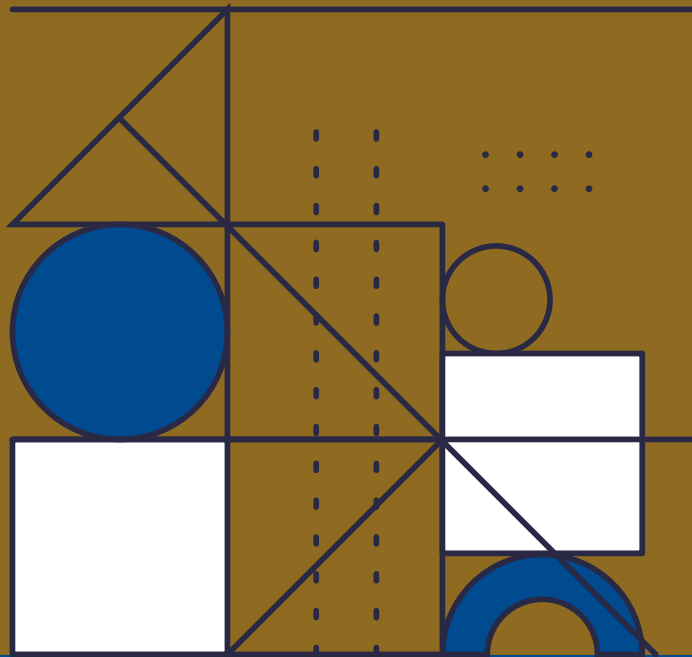
The DHET is required to:

- a. Audit and profile CET centres according to risk levels;
- b. Conduct focused training on marking the SBA portfolios, as well as the management of SBA irregularities at the CET level;
- c. Ensure that regions conduct and complete the SoR before the DHET national office and Umalusi can resume with provincial verifications; and
- d. Revise the closing date for the registration of candidates to allow sufficient time for preliminary audit of the DHET's SoR.

4.7 Conclusion

Based on the findings above, Umalusi concluded that the DHET had made notable progress in implementing the 2024 directives and demonstrated substantial readiness to administer the November 2025 GETC: ABET examinations. The DHET strengthened its moderation and marking systems through comprehensive training for examiners, moderators, and marking personnel. Additionally, enhanced security protocols at the GPW contributed to the system's overall credibility. The DHET should ensure compliance with the November 2025 directives for improvement.

5



AUDIT OF APPOINTED MARKING PERSONNEL



5.1 Introduction

Umalusi audits the appointment of marking personnel to ensure that the quality and standard of marking examination scripts for General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) candidates are maintained. This quality assurance process is undertaken to guarantee that suitably qualified markers are appointed to maintain fairness in marking, the reliability of marks awarded to candidates, and the credibility of the GETC: ABET examinations.

The appointment of qualified and competent marking personnel is imperative for assessment bodies and Umalusi. The main purpose of this process is to verify that suitably qualified and experienced marking personnel were appointed to mark the November 2025 GETC: ABET examinations and to assess plans for training these appointees in marking and moderation of the examinations.

The appointment of marking personnel is carried out by the DHET Chief Directorate: National Examinations and Assessment (CD: NEA).

5.2 Scope and Approach

Umalusi requested that the DHET provide information on the recruitment, selection, and appointment of marking personnel for the November 2025 GETC: ABET examinations.

The following information was requested:

- a. The DHET's examination instruction, application form, and appointment criteria;
- b. Lists of appointed marking personnel and reserve lists; and
- c. A summary of appointed marking personnel per category, indicating the registered candidates per learning area.

The above information was submitted by the DHET via email. Subsequently, on 14 November 2025, Umalusi visited the DHET to verify the information submitted.

In conducting the audit, Umalusi verified the following:

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

Umalusi sampled 13 learning areas not sampled in the previous year and audited all appointed marking personnel to verify that suitably qualified and experienced marking personnel were appointed to mark the November 2025 GETC: ABET examinations. Umalusi also verified whether novice markers were included among the appointed marking personnel. Table 5A shows the learning areas sampled for the audit of appointed marking personnel.

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

No.	Learning area	Code
1.	Ancillary Health Care	ANHC4
2.	Applied Agriculture and Agricultural Technology	AAAT4
3.	Arts and Culture	ARTC4
4.	Early Childhood Development	ECD4
5.	Economic and Management Sciences	EMSC4
6.	Human and Social Sciences	HSSC4
7.	Information Communication Technology	INCT4
8.	Life Orientation	LIFO4
9.	Mathematical Literacy	MLMS4
10.	Mathematics and Mathematical Sciences	MMSC4
11.	Natural Sciences	NATS4
12.	Small, Medium, and Micro Enterprises	SMME4
13.	Technology	TECH4

5.3 Summary of Findings

This section presents the findings based on the information provided by the DHET.

5.3.1 Recruitment and appointment of marking personnel

The DHET issued Memo AE 11 of 2025 on 01 August to:

- a. National and Regional Chief Directors;
- b. Directors and CET Regional Directors;
- c. Principals and Deputy Principals: Academic of the Public and Private CET Colleges;
- d. Managers and lecturers of the Community Learning Centres (CLC); and
- e. Teachers' Formations.

The memo invited applications to mark the November 2025 GETC: ABET examinations. Interested persons completed application forms, which were submitted to the Deputy Principal: Academic of the respective CETs, who then forwarded them to the National Examinations and Assessments officials at the DHET's office. The deadline for submitting applications was 15 September 2025.

The DHET then established selection panels for each learning area, in accordance with the National Policy Pertaining to the Conduct, Administration, and Management of the Examinations of Colleges Established, Declared, or Registered in Terms of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006). The selection panels recommended potential applicants for appointment as marking personnel after scrutinising the submitted applications.

5.3.2 Criteria for the appointment of marking personnel

The DHET appointed marking personnel based on the following criteria. In addition to those referred to in the national policy, the criteria for appointment as part of the marking personnel (including markers, senior markers, deputy chief markers, chief markers and internal moderators) were as follows:

- a. REQV 13 or higher qualification, i.e., a B-Degree, a three- or four-year Higher/ National Teaching Diploma, or a recognised academic or professional qualification in Adult Basic Education relevant to the learning area applied for;
- b. Qualification for the subject relating to the learning area at least at a second-year university level;
- c. Competency in the language of learning and teaching indicated on the application forms;
- d. Experience supporting the learning area over the past three years as an ABET coordinator;
- e. Proven record of good performance in the learning area applied for;
- f. Applicants for the marking position must have at least two years of teaching experience in the relevant learning area;
- g. The senior marker should have at least three years of experience as a marker;
- h. The chief marker should have at least two years of experience as a senior marker in the learning area at level 4;
- i. The internal moderator should have three years of experience as a chief marker in the learning area at level 4; and
- j. Applicants for the position of chief marker and internal moderator are to have at least five years of experience in teaching the learning area at Level 4.

In addition to the above criteria, the DHET included a disclaimer stating its right to appoint applicants to positions for which they had not applied. The appointed individuals could accept or decline the offer.

In general, markers were required to have only the basic qualifications, subject competency, and teaching experience. Senior markers and Deputy Chief markers were expected to have extensive marking experience and leadership skills. Chief markers were required to meet the same requirements as Senior markers and Deputy Chief markers, but at a higher level of authority. Internal Moderators were required to have previously held the position of Chief marker. Furthermore, they were required to be highly experienced markers with strong leadership skills.

5.3.3 Appointed marking personnel

Table 5B shows the expected number of scripts and the summary of the appointed marking personnel per learning area.

Table 5B: Appointed marking personnel per learning area

No.	Learning area code	Total scripts expected	Chief marker	Internal moderator	Deputy chief marker	Senior marker	Marker	Total
1.	AAAT4	4940	1	1	0	1	11	14
2.	ANHC4	30067	1	1	1	6	45	54
3.	ARTC4	2141	1	1	1	0	3	6
4.	ECD4	23239	1	1	0	5	30	37
5.	EMSC4	5291	1	1	0	1	9	12
6.	HSSC4	6314	1	1	0	1	11	14
7.	INCT4	2259	1	1	0	1	9	12
8.	LCAF4	1150	1	1	0	0	3	5
9.	LCEN4	42166	1	1	1	11	82	96
10.	LCND4	278	1	1	0	0	2	4
11.	LCSP4	3605	1	1	0	0	9	11
12.	LCSO4	1200	1	1	0	1	7	10
13.	LCSW4	1425	1	1	0	0	5	7
14.	LCTS4	2169	1	1	0	1	8	11
15.	LCVE4	869	1	1	0	0	3	5
16.	LCXH4	5400	1	1	0	2	13	17
17.	LCXI4	1090	1	1	0	0	3	5
18.	LCZU4	8607	1	1	0	2	19	23
19.	LIFO4	40681	1	1	1	12	53	68
20.	MLMS4	39501	1	1	1	10	62	75
21.	MMSC4	4899	1	1	0	1	8	11
22.	NATS4	1534	1	1	0	2	5	9
23.	SMME4	14482	1	1	0	2	20	24
24.	TECH4	696	1	1	0	0	1	3
25.	TRVT4	16984	1	1	0	4	24	30
26.	WHRT4	4212	1	1	0	0	6	8
Total		265 199	26	26	5	63	451	571

A total of 571 marking personnel were appointed to mark an expected 265,199 learner scripts across 26 learning areas offered by the DHET in the GETC: ABET qualification in November 2025. This figure excludes examination assistants. The expected number of scripts decreased by 26,683 in 2025 compared with November 2024, but increased by 108,026 compared with November 2023.

Table 5B shows that ANHC4, LCEN4, LIFO4 and MLMS4 had the highest number of appointed marking personnel. By contrast, LCAF4, LCND4, LCXI4, ARTC4, LCVE4 and TECH4 had the lowest number of appointed marking personnel in November 2025, as in November 2024.

5.3.4 Qualifications and learning area specialisation

Marking personnel must hold a recognised three- or four-year teacher qualification or an ABET Tutor's Certificate in the relevant learning area. They must also have competency in the relevant learning area.

The DHET strictly adhered to its established criteria when appointing marking personnel. The DHET set different criteria for different posts. This differentiation of requirements across positions made it easier for the panellists to select candidates for consideration. This classification ensured efficient selection. Eligible applicants were informed of the expected skills and qualifications, thereby reducing misunderstandings and mismatches.

Conversely, applicants encouraged to apply for senior marker, deputy chief marker, chief marker, and internal moderator positions were those who satisfied the following qualification requirements:

- a. Be employed as a lecturer (in terms of the Continuing Education and Training Act No. 16 of 2006 (as amended), the Public Service Act of 1994, and the Employment of Educators Act of 1998);
- b. Be suitably qualified in the field;
- c. Hold a recognised professional qualification;
- d. Demonstrate proven ability in leadership, management, and administrative skills; and
- e. Involvement in the development of learning programmes in the learning area concerned will be an advantage.

The appointment requirements mentioned above were among the criteria applicants needed to satisfy. Furthermore, to be appointed to mark in a particular learning area, applicants had to have specialised knowledge of that area or hold a qualification in it. Table 5C shows the highest and lowest qualifications held by appointed marking personnel. Although 26 learning areas are offered in AET, only 13 were sampled for verification by Umalusi.

Table 5C: Qualifications of appointed marking personnel

No.	Learning area	Qualification	
		Lowest	Highest
1.	ANHC4	Grade 12 Matric	BEd
2.	AAAT4	Grade 12 Matric	BEd
3.	ARTC4	ACE	Post Graduate Certificate in Education
4.	ECD4	Grade 12 Matric	BEd
5.	EMSC4	Grade 12 Matric	BEd
6.	HSSC4	Grade 12 Matric	BEd
7.	INCT4	Grade 12 Matric	BEd
8.	LIFO4	Grade 12 Matric	BEd
9.	MLMS4	Grade 12 Matric	BEd
10.	MMSC4	Grade 12 Matric	BEd
11.	NATS4	Grade 12 Matric	Honours Degree

No.	Learning area	Qualification	
		Lowest	Highest
12.	SMME4	Grade 12 Matric	BEd
13.	TECH4	Grade 12 Matric	Advanced certificate in Education

Table 5C shows that the lowest qualification among applicants was Matric, while the highest was a Bachelor's degree. However, the Excel spreadsheet provided by the DHET did not indicate whether the applicants specialised in the learning areas for which they applied.

5.3.5 Teaching or facilitation experience

Experience in teaching the specific learning area was considered alongside post-matric qualifications. The following are the findings on the teaching or facilitation experience of the marking personnel. The DHET supplied the information summarised in Table 5D.

Table 5D: Teaching or facilitation experience of appointed markers

No.	Learning area	Teaching, facilitation or lecturing experience		Currently teaching NQF Level 1
		Lowest	Highest	
1.	ANHC4	0 years	20 years	Yes
2.	AAAT4	0 years	19 years	Yes
3.	ARTC4	18 years	23 years	Yes
4.	ECD4	0 years	30 years	Yes
5.	EMSC4	0 years	21 years	Yes
6.	HSSC4	4 years	21 years	Yes
7.	INCT4	8 years	23 years	Yes
8.	LIFO4	0 years	23 years	Yes
9.	MLMS4	0 years	30 years	Yes
10.	MMSC4	0 years	30 years	Yes
11.	NATS4	8 years	20 years	Yes
12.	SMME4	0 years	25 years	Yes
13.	TECH4	0 years	21 years	Yes

Table 5D shows that all applicants from the sampled learning areas had relevant experience and were currently teaching, facilitating, or lecturing in the learning area for which they applied. The appointed marking personnel's teaching, facilitation, or lecturing experience ranged from 0 to 30 years. Those with no experience were novice markers recruited to ensure system continuity and capacity building.

5.3.6 Marking experience

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

Table 5E: Marking experience of appointed markers

No.	Learning area	Marking experience 2020-2024		Comments
		Lowest	Highest	
1.	ANHC4	5 years	5 years	No Novice markers appointed
2.	AAAT4	2 years	5 years	No Novice markers appointed
3.	ARTC4	5 years	5 years	No Novice markers appointed
4.	ECD4	0 years	5 years	Novice markers appointed
5.	EMSC4	5 years	5 years	No Novice markers appointed
6.	HSSC4	0 years	5 years	Novice markers appointed
7.	INCT4	2 years	5 years	No Novice markers appointed
8.	LIFO4	0 years	5 years	Novice markers appointed
9.	MLMS4	1 year	5 years	No Novice markers appointed
10.	MMSC4	0 years	5 years	Novice markers appointed
11.	NATS4	5 years	5 years	No Novice markers appointed
12.	SMME4	0 years	5 years	Novice markers appointed
13.	TECH4	5 years	5 years	No Novice markers appointed

Table 5E presents the marking experience of DHET marking personnel from 2020 to 2024. Applicants were not asked to state their total marking experience in the learning areas for which they were applying; instead, they were asked to list the learning areas they marked over the past five years (2020 to 2024) and the positions they held. Therefore, the highest level of marking experience recorded in the application form across all learning areas was five years. This is recorded as such because the DHET application form used to select markers was structured that way.

5.3.7 Plans for the training of marking personnel

The DHET planned to conduct training for marking personnel on two separate dates. Chief markers, internal moderators, and senior markers were to be trained on 4 December 2025 at the marking centre at Tshwane South Technical and Vocational Education and Training College in Centurion, Pretoria. Thereafter, other marking personnel were to be trained the following day, on 5 December 2025.

The two scheduled training sessions aimed at equipping the marking personnel with information relating to:

- Principles of marking;
- Quality assurance of marking;
- Controlling the flow of learner scripts;
- Identification and management of irregularities; and
- Transfer of marks.

Furthermore, the training ensured that markers had a common understanding and built capacity among marking personnel to improve the quality of marking and moderation. The training scheduled for 5 December 2025 focused on standardising the marking guidelines. This practical training, which included activities such as marking dummy scripts, was designed to enhance the knowledge of the designated marking personnel.

5.4 Areas of Improvement

None

5.5 Areas of Non-Compliance

The following concerns were noted:

- a. Not all the information collected by the DHET during the appointment of marking personnel aligned with the information required by Umalusi. Umalusi often had to consult the DHET to understand how to interpret the submitted spreadsheet;
- b. The requirements for teaching and marking experience outlined in Memo AE 11 of 2025 and the criteria received from the DHET did not fully align;
- c. There was no provision in the application form for applicants to indicate their total marking experience; and
- d. Learning area specialisation was not clearly indicated.

5.6 Directives for Compliance and Improvement

The DHET must ensure that:

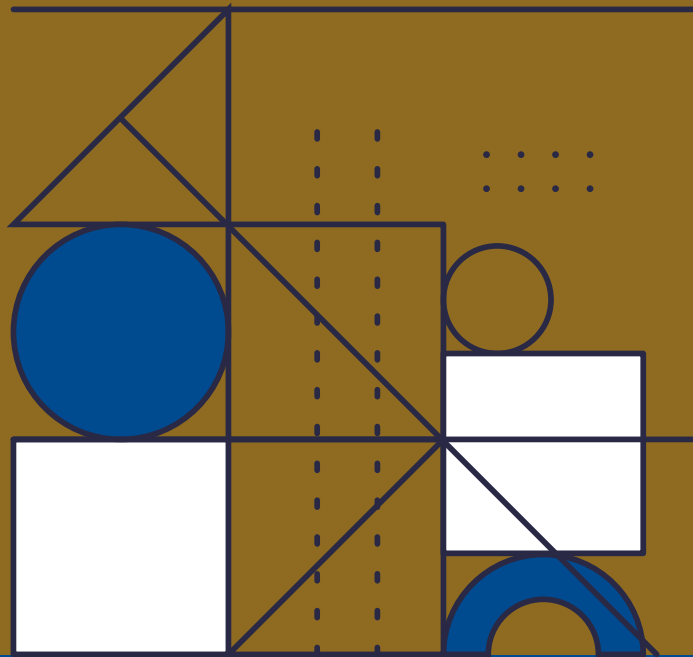
- a. The spreadsheet completed by the DHET aligns with the one provided to them by Umalusi, which requires specific information on the appointed DHET marking personnel;
- b. There is a correlation between the information outlined in the DHET Memo inviting applicants to apply for marking and the criteria used to appoint markers; and
- c. There is a provision in the application form to indicate total marking experience and the learning area specialisation.

5.7 Conclusion

Umalusi conducted a desktop audit of the appointed DHET marking personnel using the submitted spreadsheet, followed by a site visit on 14 November 2025 to verify the information. Due to structural differences in the DHET spreadsheet, Umalusi found it challenging to extract the required information. For example, it was often difficult to align the qualifications of appointed marking personnel with the requirements of the learning areas for which they were appointed.

The DHET must ensure that the information collected from its applicants aligns with Umalusi's requirements. The DHET application form should allow the applicant to specify their total marking experience and clearly list the qualifications relevant to the learning area for which they are applying to mark.

6



MONITORING THE
WRITING AND MARKING
OF EXAMINATIONS

6.1 Introduction

Umalusi conducted monitoring of the November 2025 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations to evaluate the Department of Higher Education and Training's (DHET) compliance with the policy governing the conduct, administration, and management of the GETC: ABET examinations, thereby ensuring high standards of credibility and integrity.

The purpose of monitoring the writing and marking processes was to:

- a. Verify that the sampled examination centres effectively and efficiently adhered to the regulations, policies, and requirements for conducting credible, reliable, and transparent GETC: ABET examinations;
- b. Determine whether the directives issued to the DHET in November 2024 and June 2025 were addressed; and
- c. Identify any irregularities or incidents that could impact the credibility of the November 2025 GETC: ABET examination.

In line with its compliance oversight mandate, Umalusi closely monitored the writing and marking of the examinations.

6.2 Scope and Approach

The DHET registered 1519 examination centres across all nine provinces. The DHET oversaw the administration of the November 2025 GETC: ABET examinations, held from 3 to 25 November 2025, and the marking of examination scripts from 5 to 18 December 2025 at Tshwane South Technical and Vocational Education and Training (TVET) College, Centurion Campus. Umalusi monitored 84 examination centres from 3 to 25 November 2025 (see Annexure 6A). The marking centre was monitored on 9 December 2025.

In fulfilling its verification mandate, Umalusi employed a systematic approach that included:

- a. Utilising monitoring instruments to collect data during the writing and marking of the examinations. The instruments 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 writing and marking 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 2025 GETC: ABET examinations, as outlined in this report.

6.3 Summary of Findings

Section A analysed various reports on monitoring the writing of the DHET November 2025 GETC: ABET examinations. Section B analysed the findings observed during monitoring of the DHET marking centre on 9 December 2025.

SECTION A: MONITORING THE WRITING OF EXAMINATIONS

This section presents a consolidated analysis of reports on the monitoring of the writing of the November 2025 GETC: ABET examinations at 84 sampled DHET examination centres, focusing on the general administration, conduct, and management of the examinations, as well as their credibility.

6.3.1 Preparations for the examination

In preparation for the examination, the focus was mainly on the following key indicators: verification of the centre's readiness by the assessment body, self-monitoring evidence (including the computer snag list), and examination and invigilation timetables.

The DHET was expected to verify that the examination centres were suitable and ready to administer the November 2025 GETC: ABET examinations. Preparation for the examination was found to be grossly inadequate and systematically weak across most centres, posing a serious threat to the examination's credibility. Umalusi found that only two of the 84 sampled centres, namely Dokkies Adult Centre and Glencoe Correctional Service, fully complied with the rules and regulations governing the writing of the examinations, achieving a 100% compliance score across all focus areas. It should also be noted that the sampled centres offering Information Communication Technology (INCT4) completed the computer snag list. However, Sesikwazi Adult Centre, which had reported that it was ready for the INCT4 examinations, was found not to be prepared due to a shortage of computers. As a result, learners were relocated to another venue while the examination was in progress. Figure 6A illustrates the level of preparedness of the examination centres.

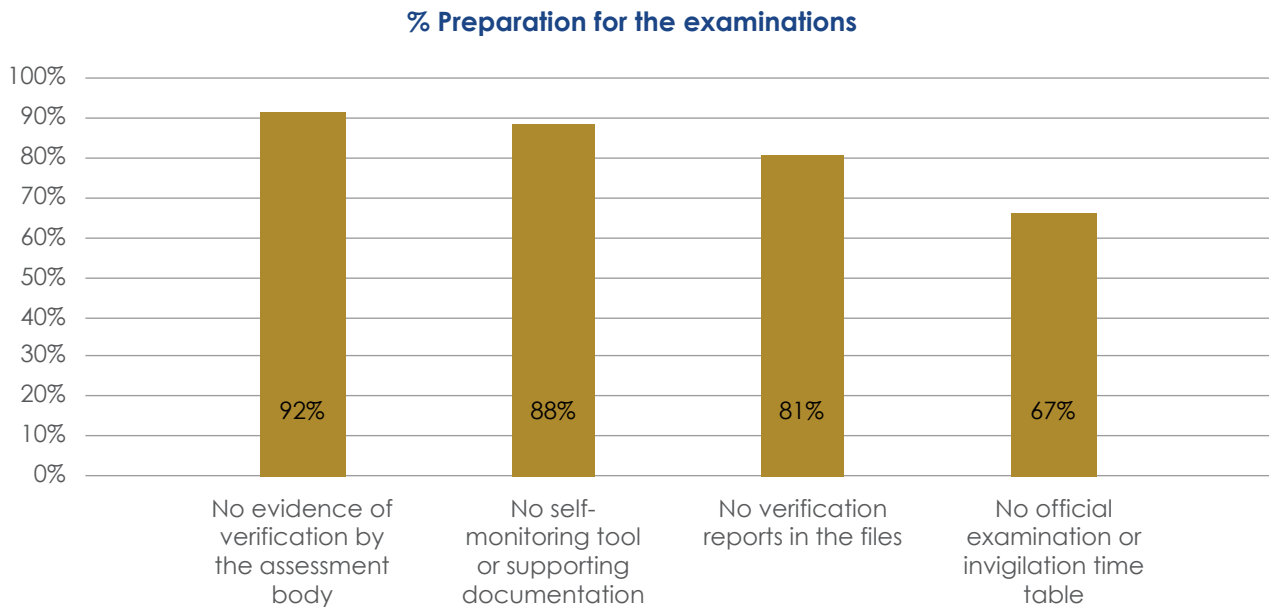


Figure 6A: Level of preparedness of the examination centres

The results revealed a striking pattern of non-compliance across centres. An overwhelming 92% lacked verification evidence, making it the most prevalent gap. Close behind, 88% lacked a self-monitoring tool or supporting documents, and 81% had no verification reports on file. Additionally, 67% lacked official examination or invigilation timetables, highlighting a significant administrative weakness. Overall, the findings indicated consistent shortcomings in record-keeping, monitoring, and quality-assurance processes across most centres.

The centres that did not meet the requirements for one or more of the above-mentioned key indicators were: Emamfemfetheni ABET Centre, Sebelaolo ABET Centre, Kgautswane ABET Centre, Bergsig Public Centre, Blythswood Centre, CB Addison, Cecilia Makiwane AEC, Durban Medium B, Mphatlalatsane, OR Tambo Adult Centre, Phenyo Adult Centre, Platfontein Public Centre, Matsulu Adult Centre, Meloding, Molise Tlale Adult Centre, Thando PALC, Worcester CLC, Vukutakhe ABET Centre, Polokwane Correctional Centre, Bethelsdorp, City of Cape Town AL, Wesley AEC, Lynnville ABET Centre, and Krugersdorp Prison.

a) Conduciveness of the examination centres

The suitability of the examination centres was a critical factor influencing candidates' performance. It ensured that every candidate had an equal opportunity to demonstrate their knowledge and skills without being hindered by external factors. The key expectations for a suitable environment included the following indicators:

- i. Noise-free environment;
- ii. Suitable furniture used;
- iii. Functioning lights;
- iv. Cleanliness and sanitation; and
- v. Suitable venue.

Figure 6B presents percentages indicating the compliance and conduciveness of the examination centres monitored by Umalusi.

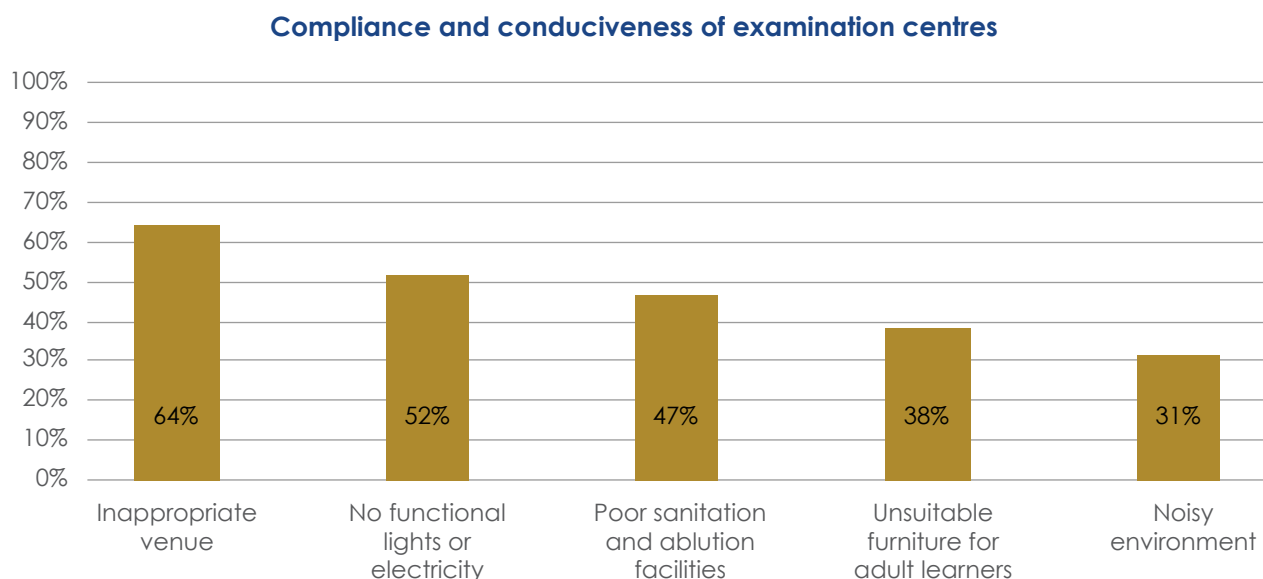


Figure 6B: Percentages reflecting the centres' conduciveness to examination administration

The assessment of examination centres identified several significant compliance and conduciveness challenges. Overall, 64% of centres were unsuitable for examinations. Infrastructure issues were widespread: 52% reported non-functional lighting or electricity outages, and 47% reported poor sanitation, including a lack of running water and unhygienic toilet facilities. Additionally, 38% of centres used inappropriate furniture, particularly seating designed for younger learners.

Environmental factors also contributed to poor examination conditions, with 31% of centres reporting disruptive noise. At Isiboniso Adult Centre, children from the feeding scheme entered the examination room, creating excessive noise and disrupting candidates writing the examination.

Additionally, examination centres lacked a Memorandum of Understanding (MoU) with the host schools. At Zuzulwazi ABET Centre, the host school's security services were not provided to the examination centre, so the Chief Invigilator hired temporary security for the duration of the examination.

Centres that had been adversely affected by one or more key indicators in the aforementioned criteria included: Delft CLC, Mphatlalatsane, Isiboniso Adult Centre, Thubelihle PALC, Golden Village, Rankgerethane ABET Centre, Majuba Adult Education, Leokeng CLC, Zuzulwazi ABET, Bethelsdorp ABET Centre, Platfontein Public Centre and Lynnville ABET Centre.

Collectively, these findings underscore the urgent need for targeted interventions to ensure environments that support fair, safe, and effective assessment processes.

b) Security and delivery of examination materials

Securing the delivery of question papers was critical to maintaining the integrity of the examinations. This was achieved through a multilayered approach that integrated physical security, tracking by delivery-point managers, and the safe storage of question papers. Examination centres collected their question papers either by courier or from the nearest nodal point. The DHET was expected to have verified that appropriate security and safety measures for examination materials were in place at the examination centres and to have ensured compliance with the following key indicators:

- i. Availability of security personnel;
- ii. Safe storage (strong rooms and lockable storage);
- iii. Controlled access to the storage; and
- iv. Security during transportation.

Figure 6C shows the level of safety and security of examination materials at the sampled examination centres.

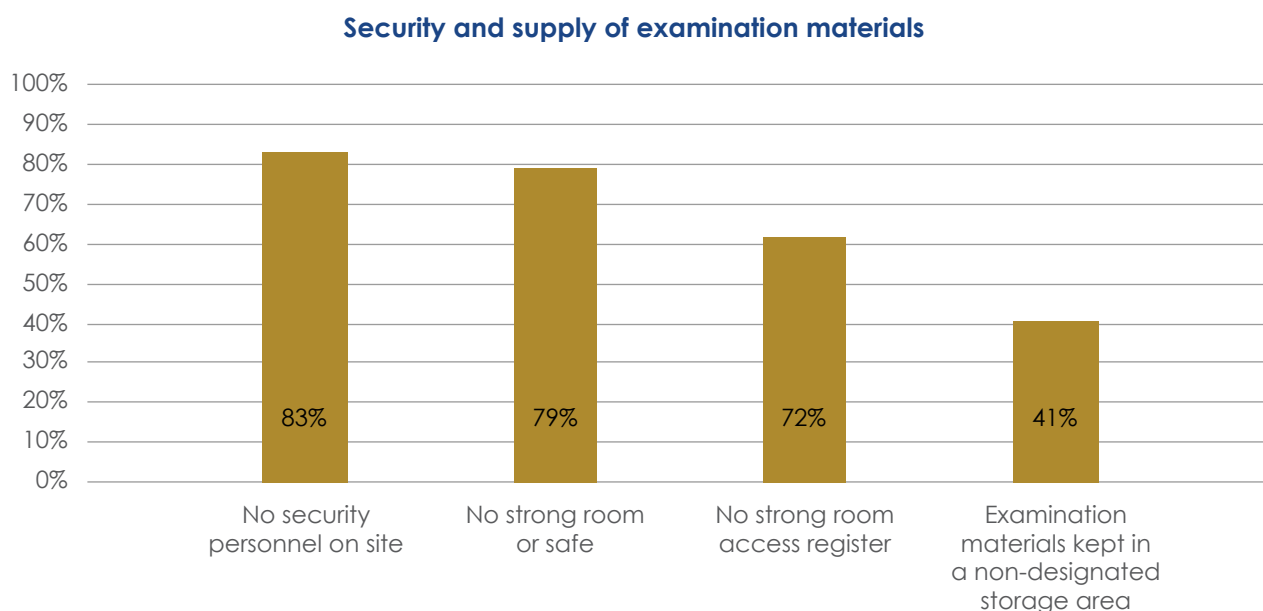


Figure 6C: Level of safety and security of examination materials at examination centres

The findings on security and storage practices for question papers revealed critical vulnerabilities across examination centres. A striking 83% of centres operated without security personnel, while 79% lacked a strong room or secure safe for storing confidential materials. Furthermore, 72% had no access register, making it impossible to track access to secure spaces. Alarming, 41% of centres stored examination materials in unsecured locations, including offices, cars, cupboards, and classrooms. These gaps collectively indicated severe risks to the integrity and security of examination processes, requiring immediate corrective action.

The most affected centres were Meriting-Iphathose, Fairbreeze Adult Centre, Taamane CLC, Golden Village, Vukutakhe ABET Centre, and Molise Tlale Adult Centre.

c) Examination document management

The main objectives of examination document management were to streamline administrative processes, improve transparency, and provide efficient access to all examination-related information. Examination document management included, but was not limited to, the availability and proper filing of the following key documents: stock control registers, dispatch documents, attendance registers, and monitoring reports. Figure 6D shows the level of compliance with examination document management.

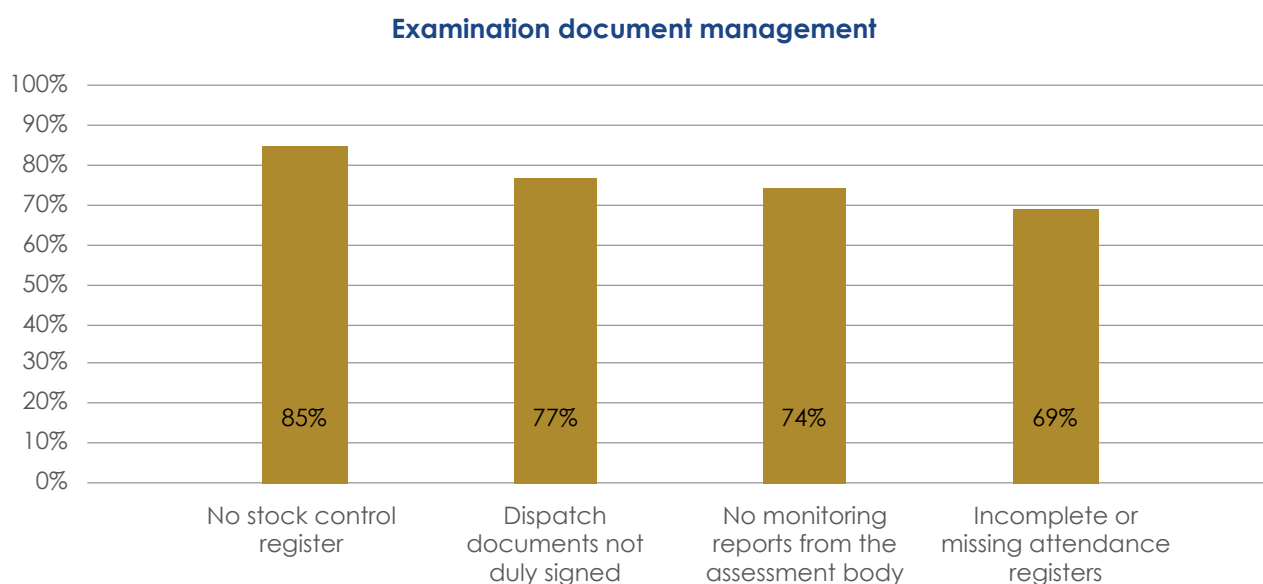


Figure 6D: Compliance level to examination document management

The evaluation of examination document management revealed widespread administrative and record-keeping deficiencies. 85% of centres lacked stock-control registers, and 77% had no properly signed dispatch documents, undermining the traceability of materials. Additionally, 74% had no monitoring reports from the assessment body, and 69% had incomplete or missing attendance registers. These gaps collectively point to serious weaknesses in documentation systems and oversight processes.

The examination centres that lacked one or more documents were: CB Addison, Cecilia Makiwane AET, Durban Medium B, Platfontein ABET, Molise, Bethelsdorp, City of Cape Town AL, Reneilwe Adult Centre, Wesley AET, Muledane ABET Centre, Ntjji Mothapo ABET Centre, and Maphopha AET Centre.

6.3.2 Invigilators and the training

Invigilators and chief invigilators play an essential role in maintaining the integrity, fairness, and security of the examination process. Their training ensures adherence to strict national policies and procedures. Training for invigilators and chief invigilators is mandatory to ensure examinations are conducted consistently and in accordance with regulations. Trained

invigilators undertake a range of duties before, during, and after each examination to uphold a secure and fair environment.

The DHET ensured the measures above were implemented correctly by conducting targeted training in March and April 2025. In addition, regions conducted invigilator training in October. However, Umalusi could not verify evidence of training or appointment letters at some examination centres.

The following indicators were identified to assess the above criterion:

- a. Evidence/proof of training;
- b. Appointment letters; and
- c. Attendance registers.

Figure 6E shows the percentages of examination centres with evidence of training and of the appointment of invigilators.

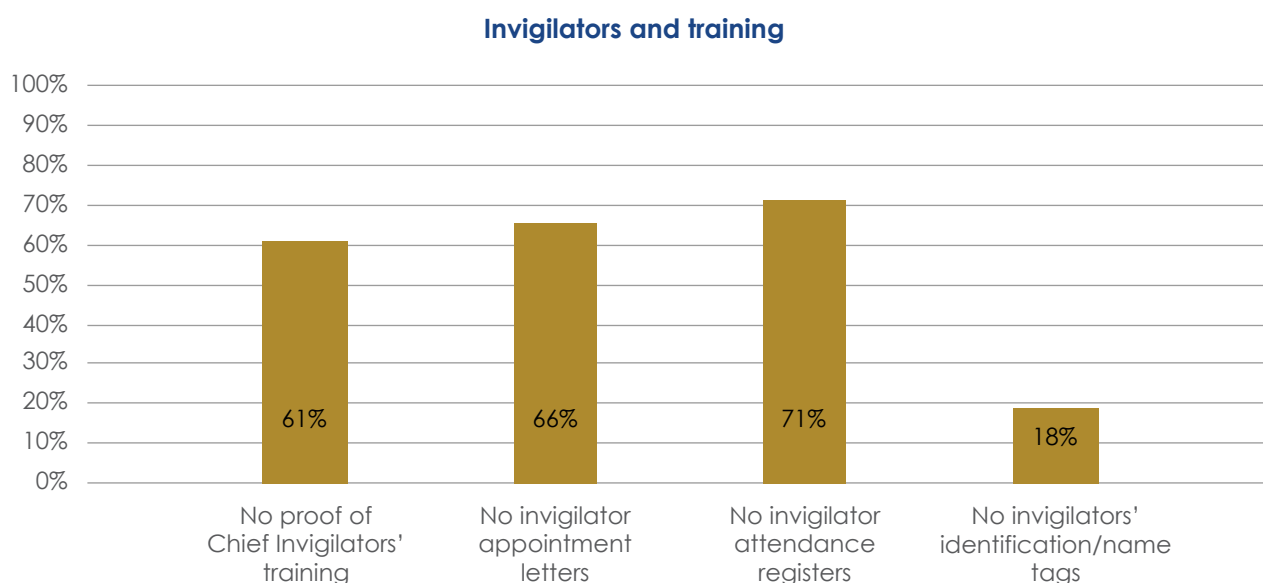


Figure 6E: Percentages of examination centres with evidence of training and appointment letters

The evaluation of invigilation readiness revealed substantial administrative and training gaps. Sixty-one percent of centres could not provide evidence that chief invigilators had been trained, and 66% lacked formal appointment letters for their invigilators. In addition, 71% lacked attendance registers, making it difficult to verify staffing during examinations. Although less prevalent, 18% of centres had invigilators without identification or name tags, posing risks to accountability and security. Overall, these findings point to significant weaknesses in invigilation management and documentation.

The most affected centres were Bergsig Public Centre, Thando PALC, Die Duine CLC, Scottsdene CLC, Wesley AET, Kameeldrift AET, Molise Tlale Adult Centre, OR Tambo Adult Centre, Bethelsdorp, and Lynnville ABET Centre.

6.3.3 Preparations for the writing of the examination session

a) Admission of candidates to the examination venue

Candidates were expected to arrive at the examination centre at least 30 minutes before the start of the examination to allow time for screening.

Candidates were required to present their letters of admission and identity documents (ID) upon entry. Invigilators and examination centres had to verify the following key indicators before admitting candidates to the examination venue:

- i. Admission letters;
- ii. Identity documents; and
- iii. The possession of unauthorised materials, including cell phones.

However, at Frere Hospital, one candidate was found in possession of crib notes and a cell phone; these items were confiscated before they could be used. Meriting-Iphathose, one candidate retained stationery at their seat until it was discovered, indicating that proper verification was not conducted before candidates entered the examination room. At Krugersdorp Correctional Centre, one candidate was allowed to write the examination despite not appearing on the marksheet. At Bethelsdorp ABET Centre, three candidates entered the examination venue between 14:00 and 14:32. At CD Addison, the candidates were not seated by 13:30 because the examination centre had to wait for the host school to close before accessing the examination venues, resulting in a delay. Figure 6F shows the percentage of centres that verified admission documents.

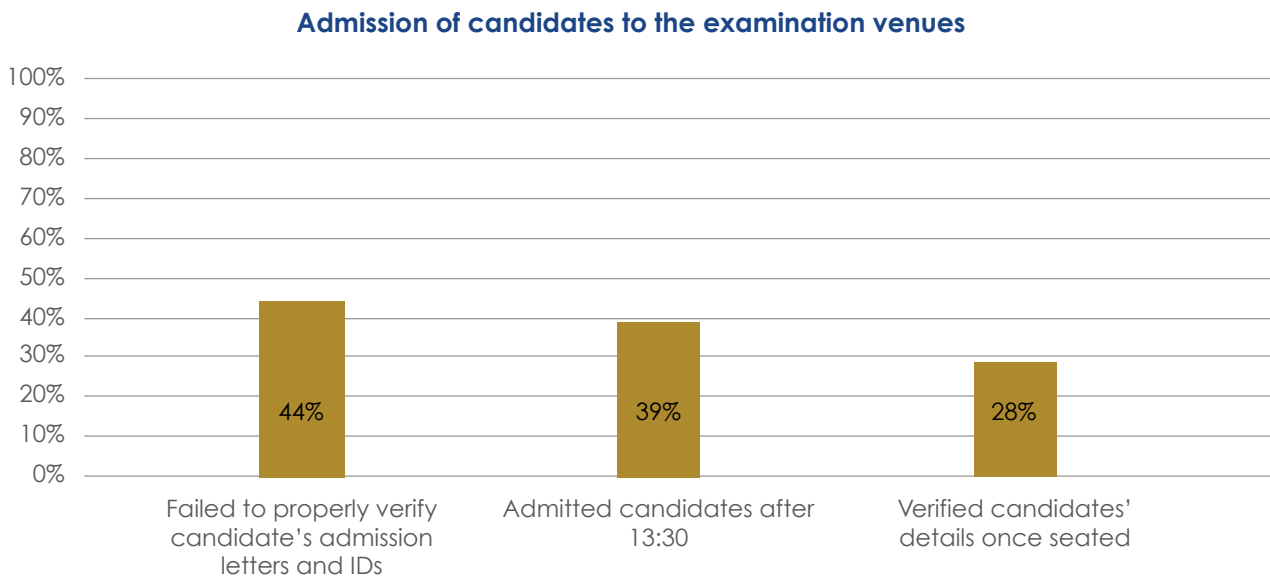


Figure 6F: Percentage of centres that verified admission documents

The findings reveal notable weaknesses in examination centre compliance, with 44% of centres failing to verify admission letters and candidate identification properly, highlighting a major gap in pre-examination checks. Additionally, 39% of centres admitted candidates

after 13:30, indicating inconsistent enforcement of examination start-time rules. Furthermore, 28% of centres verified candidates only after seating, increasing the risk of irregularities. Overall, these results suggest the need for stricter supervision and standardised verification procedures to ensure examination integrity.

The most affected centres included: Bethelsdorp ABET Centre, Magakolodi ABET, Precious Makwabe, Krugersdorp Correctional Centre, CD Addison, Sakhingomso, Makgane CLC, Meriteng-lphathose, Mphatlalatsane, and Frere Hospital.

b) Relief invigilation timetable

The chief invigilators had to prepare the invigilation and relief invigilation timetables and submit them to the assessment body for approval. The timetable would help determine who was expected to be on duty on a specific day and plan for standby in case an issue arose.

The most affected centres included: Hlabelela, Blythswood, Mzinti, Platfontein ABET, Matsulu, Setlakalana Molepe, Reneilwe, Makgwading, Bethelsdorp, City of Cape Town AL, Witzenberg, Kameeldrift AET, and Wesley AET.

c) Seating plan

Seating plans were an effective tool for examination management, ensuring the smooth running of examinations. They also provided vital information when suspicions of copying arose. Although many centres were already familiar with examination seating plans and used them, Umalusi noted that some centres failed to draw them correctly, to seat candidates according to the plans, or to display them.

The most affected centres were: Amaoti ABET Centre, Bethelsdorp ABET Centre, Emamfemfetheni ABET Centre, Golden Village CLC, Holy Trinity Adult Centre, Molise Tlale Adult Centre, Molokoane Correctional Centre, Rantlhake AET Centre, Sesikwazi CLC, Taamane CLC, and Worcester CLC.

6.3.4 Time management before and during the examination

Time management during the examination was identified as the most critical criterion, requiring chief invigilators, invigilators, and candidates to exercise heightened caution in managing all time-related aspects before and during the examinations.

This criterion focused on, but was not limited to, the following key indicators: the distribution and opening of question papers, the provision of regulated reading time to candidates, and the start and end times of the examinations.

a) Distribution of question papers during the writing session

Twenty-four percent of centres distributed question papers late, thereby disrupting start times and time management, including the following concerning scenarios:

- i. Emamfemfetheni ABET Centre: Question papers were distributed at 13:50;
- ii. Sesikwazi Adult Centre: Question papers were distributed at 13:53;
- iii. Witzenberg CLC: Question papers were distributed at 13:54;
- iv. Wesley AEC: Question papers were handed out at 13:50 during reading time; and
- v. Fairbreeze Adult Centre: Question papers were distributed one hour late, at 15:00.

b) Adherence to reading time

During monitoring, Umalusi found that 21% of centres had deviated from the regulated 10 minutes of reading time, granting either less or excessive reading time, which constituted an irregularity, including the following concerning scenarios:

- i. OR Tambo Adult Centre: Candidates were given five minutes of reading time instead of the prescribed ten minutes;
- ii. Rebone CLC: Candidates were given 35 minutes of reading time;
- iii. Witzenberg CLC: Regulated reading time was only three minutes instead of the prescribed ten minutes;
- iv. Fairbreeze Adult Centre: Candidates were not given any reading time;
- v. Lynnville Adult Centre: Candidates were given additional reading time from 13:40; and
- vi. Wesley AET: Question papers were handed out during what was supposed to be reading time.

c) Start and end time of examination

Umalusi noted that the start time at some centres was affected by candidate movement between venues. At Die Duine CLC, candidates started at 14:05 due to a sudden venue change. At the Sesikwazi Adult Centre, candidates were moved to another centre at 15:00 while the examination was in progress. Furthermore, at the Tlhabologo ABET Centre, the examination ended after 1 hour and 30 minutes, and all candidates had finished writing by 15:30.

6.3.5 Activities during writing

This section emphasised adherence to procedures after writing had begun. The key indicators were as follows:

a) Verification of the technical accuracy of question papers

During monitoring, Umalusi found that 46% of the 84 sampled centres failed to verify the technical accuracy of the question papers with candidates before the examination began. This posed a risk that errors might go unnoticed, gave some candidates an unfair advantage, and compromised the integrity of the examination.

The most affected centres were: Durban Medium B ABET Centre, Phenyo ABET Centre, Vukotakhe ABET Centre, Magakolodi ABET L4, Witzenberg CLC, Wesley AET, Amaoti ABET

Centre, Makgane CLC, Meriting-Iphathose, Bethelsdorp ABET Centre, and Molise ABET Molise Tlale Adult Centre.

b) Movement of candidates

Candidates temporarily leaving the examination room without an escort were identified as a concern. The Umalusi monitors found that 34% of centres had not properly managed candidates' movement. Some candidates had left the examination room without an escort and without signing the movement registers, thereby increasing the risk of malpractice.

The most affected centres included:

- i. Pheny ABET Centre: One candidate left the examination room without being escorted;
- ii. Bethelsdorp ABET Centre: Three candidates left the examination room without an escort and did not sign the movement register;
- iii. Feke CLC: No movement register had been made available;
- iv. Frere Hospital: There was no male invigilator to escort candidates to the toilet; the security guard was asked to assist; and
- v. Rankgerethane ABET Centre: No movement register had been made available.

c) Conduct during writing

Instances were recorded by Umalusi monitors in which the chief invigilators had clarified questions, failed to verify cover page information, or left the examination venue, all of which were non-compliant with regulations.

The most affected centres included:

- i. Durban Medium B ABET Centre: Cover page information was not verified;
- ii. Tzaneen Correctional Services: Question clarification occurred due to skewed printing;
- iii. Wesley AET: Invigilator attempted to clarify the question paper;
- iv. Thaba Moopo Hospital: The candidate read the instructions, and an invigilator explained in Sepedi; and
- v. Molise Tlale Adult Centre: Candidates were not given the opportunity to verify saved work (INCT4) before submitting their scripts.

d) Poor control of answer books during writing

Approximately 29% of sampled centres failed to handle answer books properly during writing and submission, including missing verification and stamping. The most affected centres were: Durban Medium B ABET Centre, Golden Village, Bethelsdorp ABET Centre, Pescodia Public Centre, Mamahabane CLC, Lynnville Adult Centre, and Thubelihle PALC.

6.3.6 Handling, packaging and transporting of scripts after writing

Most of the sampled centres strictly followed the prescribed regulations for handling, packaging, and transporting scripts. The invigilator collected the scripts at 98% of the sampled centres. Only candidates at Maphopha AET centre and the City of Cape Town AL personally handed the answer scripts to the invigilator.

Authorised personnel handled the examination material proficiently, and Umalusi monitors observed the material being sealed in official satchels. Apart from the Vukutakhe ABET Centre, which did not seal the scripts, and Golden Village, which used a broken seal.

Despite printing challenges at two INCT4 centres (Hlabelela PALC and Molise Tlale Adult Centre), all centres eventually managed to save candidates' practical work on the Universal Serial Bus, unlike the November 2024 examination cycle, when centres struggled to burn discs and save candidates' work. Furthermore, at Matsulu Adult Centre, during script packaging, it was discovered that the candidate's information had been incorrectly captured.

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

No serious irregularities were reported; however, Umalusi noted incidents that could affect the credibility of the examinations. Table 6G lists incidents that could affect the credibility of the examinations.

Table 6A: Incidents that could have an impact on the credibility of the examinations

Name of centre	Descriptions
Meriting-Iphatlhose	Scripts were stored in the chief invigilator's car.
Mphatlalatsane	During verification of admission letters and ID documents, one candidate presented an ID that did not match the admission letter.
Sesikwazi Adult Centre	Candidates were relocated to another centre at 15:00 during the examination due to insufficient computer capacity.
Matsulu Adult Centre	During script packaging, it was discovered that the candidate's information had been recorded incorrectly.
Zuzulwazi ABET Centre	The host school's security services were not provided to the examination centre, so the Chief Invigilator engaged temporary security for the duration of the examination.
Fairbreeze Adult Centre	Candidates were not given the ten-minute reading time.
Golden Village	Transported unsealed scripts. The scripts were sealed at the nodal point.
Vukutakhe ABET Centre	Due to an error on the marksheet, the invigilator had to break the seals after packaging. Scripts were transported with a broken seal.
Molise Tlale Adult Centre	The available printer could not print Word documents, and there was no backup printer. The centre concluded the session at 19:00.
Hlabelela PALC	The malfunctioning printer delayed printing the candidates' work until 18:50.

Name of centre	Descriptions
Frere Hospital	There was no male invigilator to escort candidates to the toilet; the security guard was asked to assist. One candidate was found with crib notes and a mobile phone, but these were confiscated before they could be used. This indicates that proper verification was not carried out before candidates entered the examination room.
City of Cape Town AL	Candidates from examination room one submitted their scripts to examination room two without an escort.
Wesley AET	Two candidates attempted to force entry into the examination venue at 15:30. The invigilator had to leave the examination room to assist latecomers.
Rebone	The reading time was 35 minutes. The question papers were distributed to candidates too early.
Bethelsdorp ABET Centre	Three candidates were permitted to enter the examination venue between 14:00 and 14:32.
Thubelihle PALC	The examination room was filled with books and exercise books, and the examination rules were not read to the candidates. The invigilator stated that the rules were read only on the first day of the examinations.

Umalusi also noted that centres without storage facilities risked compromising the credibility of the examination.

SECTION B: MONITORING THE MARKING OF EXAMINATIONS

Umalusi monitored the centralised marking centre for the November 2025 GETC: ABET examinations at Tshwane South TVET College's Centurion Campus. Marking took place between 5 and 20 December 2025. Umalusi confirmed that the DHET had verified the marking centre to ensure the necessary facilities were in place.

6.3.8 Preparations and planning for marking

Preparations and planning for the centralised venue for marking examination scripts had involved detailed logistics, stringent security measures, and a structured process to ensure accuracy and confidentiality. The DHET had planned and prepared the marking process for the November 2025 examination cycle in compliance with the examination and assessment policy, thereby ensuring the credibility of the examination for the GETC: ABET qualification, which is registered on the GFETQSF.

On 2 December 2025, the DHET conducted a State of Readiness assessment of the marking centre, and Umalusi was satisfied with its readiness to mark GETC: ABET scripts.

a) Appointment of marking personnel

The DHET appointed a centre manager to oversee the marking of approximately 196,687 scripts during the December 2025 marking period. Annexure B lists the number of scripts and the appointed marking personnel. The marking personnel arrived at the marking centre on the scheduled dates, and all markers presented signed appointment letters upon arrival. Umalusi verified the signed attendance registers of the marking personnel.

b) Availability of marking management plans

A comprehensive marking management plan was provided to the marking centre by DHET, outlining the operating details that had to be strictly adhered to. Verification of the marking management plan and attendance registers included the following information:

- i. The marking management team arrived on 2 December 2025;
- ii. Training of the marking team was conducted, and all preparations were completed to enable the commencement of the marking process;
- iii. Examination assistants (EAs) arrived and underwent the required training;
- iv. Chief markers, internal moderators, and senior markers reported for duty on 4 December 2025, while markers reported as scheduled on 5 December 2025; and
- v. Marking rooms were allocated for each learning area in preparation for the standardisation of the marking guidelines.

c) Availability of scripts and marking guidelines

All marking guidelines were received on time. Copies of dummy scripts were prepared in advance, packed as a set, and handed over to markers.

d) Quality and standard of training sessions across learning areas

Training for marking management, markers, capturers, examination assistants, cleaners, and security personnel was delivered as scheduled. The training for marking personnel took place on 5 December 2025. Markers were trained to:

- i. Score scripts accurately and consistently according to national standards;
- ii. Handle and manage irregularities;
- iii. Adhere to marking guidelines, ensure scripts' security; and
- iv. Work collaboratively with chief markers and moderators to uphold assessment quality and fairness.

e) Adherence to norm time

The marking centre's norm time, as outlined in the management plan, was from 08:00 to 20:00, with tea and lunch breaks. A daily hour for irregularity meetings was also allocated in the management plan.

6.3.9 Marking centre resources

Marking centres are crucial hubs in the education system, particularly for national examinations, as they ensure the credibility, reliability, and fairness of the assessment process; therefore, adequate resources and support are essential. The resources available within the marking centre, which extended beyond physical materials and communication equipment to include human capital, were sufficient to support the marking operations.

a) Suitability of the infrastructure and equipment required for marking

A safe environment with sufficient space for marking scripts was observed. The coordination, movement (receiving and dispatching), and storage of scripts were well managed. The centre had ample space to accommodate all the learning-area scripts. The learning areas with the highest number of appointed markers were each housed in venues that could be partitioned into two rooms, allowing them to hold one marking guideline discussion and then split into marking groups.

The INCT4 marking centre was equipped with 30 computers, which were cleaned and certified as reliable, an improvement on November 2024, when markers used their personal computers to mark INCT4. The offices of the Centre Manager and Deputy Manager were furnished with all necessary communication facilities, including computers, scanners, and Wi-Fi access.

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

The marking centre, located at a TVET College, was well-suited to the task. It had ample space to store all the learning-area scripts. LIFO4, LCEN4, MLMS4, and ANHC4 were housed in venues that could be divided into two rooms. The spacious hall was used as a script control room to hold all the scripts. Standard-sized desks and chairs were placed in the marking rooms. The markers had individual tables, preventing sharing.

The computer room was designated as the INCT4 marking centre. The marking venues had adequate lighting and ventilation, with no disruptive noise.

c) Quality of food provided for markers

Markers were provided with nutritious lunches and afternoon tea, catered by personnel from the TVET college's hospitality section. They were allocated accommodation at various hotels in Tshwane and transported to and from the marking centre daily.

d) Compliance with Occupational Health and Safety requirements

The marking centre met the minimum Occupational Health and Safety (OHS) requirements; however, the certificate expired on 7 October 2025. Audits were underway to renew the certificates. Emergency numbers, assembly points, ramps, running water and electricity were visible.

6.2.10 Provision of security measures

Stringent security measures are essential to the safety of the marking centre, scripts, and marking personnel.

a) Access control into the marking centres

The marking centres had 24-hour security personnel stationed at the access gate. Additionally, as the marking centre was located within the South African National Defence Force, it benefited from enhanced security and controlled access.

All personnel entering the marking centre were required to present valid identification for verification. The names of all marking personnel were recorded in a register at the entrance. All vehicles entering or leaving the marking centre were searched. No unauthorised persons were permitted at the marking venue, and visitors without proof of identification were escorted to the offices by security personnel.

b) Movement of scripts within the marking centre

The controlled and tracked movement of scripts within a marking centre was primarily important for ensuring the integrity, security, accuracy, and accountability of the entire examination process.

Control forms were completed whenever scripts were moved. The dispatcher signed one form, and the receiver signed another. Chief markers were responsible for identifying and recording scripts received from designated officials, and the same process was followed when scripts were dispatched.

c) Storage and safekeeping of scripts

A secure, lockable hall with burglar bars was used to store scripts. Additionally, three security personnel oversaw the movement of scripts from the control room to the marking venues. During lunch or tea breaks, the marking venues were either locked or a chief marker remained on site. The security personnel also patrolled the area.

6.2.11 Management and handling of detected irregularities

Managing detected irregularities at a marking centre is crucial to safeguarding the integrity, credibility, and fairness of the entire examination system. It ensures that results accurately reflect a candidate's individual effort and skills, thereby upholding the value of their qualification. All marking staff were trained to recognise, manage, and address irregularities appropriately.

The following protocol was followed upon identification of an irregularity:

- a. When an irregularity was identified, it was immediately reported to the chief marker, who, together with the deputy marking centre manager, would convene a meeting to assess it;
- b. The centre management team would convene a meeting and complete an irregularity form;
- c. The irregularity script would be isolated and sent to DHET after marking;

- d. The copy of the front page would be inserted into the batch; and
- e. The irregularity would be recorded before it was sent to DHET.

6.2.12 Monitoring by the assessment body

The centre conducted self-monitoring on 25 November 2025. The internal monitoring report contained no findings.

6.2.13 Quality assurance procedures

The following procedure was undertaken to ensure the highest quality of marking at the marking centre:

- a. The chief markers, internal moderators, and senior markers moderated the marked scripts in the respective learning areas, verified that the entire script had been marked, checked the transfer of marks to the cover of the scripts, and signed them off to the control room;
- b. As a second layer of verification, the examination assistant quality assured, in pencil, the ticks throughout the scripts, the totals for each question and the transfer of marks;
- c. The examination assistant checked the total marks for each script and compared them with the total on the script's cover page;
- d. The marks were captured by ten appointed data capturers in the computer laboratory; and
- e. The senior data capturer verified the marks on the mark sheet against the captured marks.

6.2.14 Reporting on qualitative reports

Reporting on qualitative findings after marking is significant because it transforms raw data into meaningful insights, enhances transparency and credibility, and enables the findings to inform practice, policy, and future research.

Markers were expected to take notes during marking, which were then presented to the chief marker and the internal moderator to inform the qualitative report. This was done before leaving the marking centre.

The Deputy Centre Manager systematically and carefully gathered data from multiple sources. The quality manager quality-checked the reports, and once the qualitative reports met the required standards, the Deputy Centre Manager: Academics issued a clearance certificate to the internal moderator and the chief marker. The finalised reports were then submitted to Umalusi.

6.4 Areas of Improvement

6.4.1 Monitoring the writing of examinations

None

6.4.2 Monitoring the marking of examinations

The following areas of improvement were noted at the marking centre in December 2025, compared with the previous year:

- a. The computer room/laboratory, with 30 cleaned computers designated for the marking of INCT4, was found to be ready and fit for purpose; and
- b. Improved logistical arrangements for external moderators on the first day of marking.

6.5 Areas of Non-Compliance

Areas of non-compliance were identified in the following examination activities:

6.5.1 Monitoring the writing of examinations

- a. Two centres offering INCT4 ended the session after 19:00 due to challenges in saving and printing candidates' work;
- b. Poor planning and preparation for INCT4 centres. At one centre (Sesikwazi Adult Centre), candidates were moved to another venue while the examination was in progress;
- c. The DHET did not inform Umalusi timeously about the movement of candidates between examination centres;
- d. Shortage of plastic satchels, wrappers, and official answer books at centres such as Vukutakhe Adult Centre;
- e. There was no MoU between the examination centres and the hosting schools; therefore, examination centres were denied access to services such as printing;
- f. The DHET did not verify examination centres to determine whether they were suitable for administering examinations. Ablution facilities at centres such as Mphatlalatsane Adult Centre, Thubelihle CLC, Rankgerethane ABET Centre, Precious Makwabe Centre, OR Tambo Adult Centre, Amaoti CLC, and Bethelsdorp ABET Centre were found to be broken, unhygienic, unusable, or without water; and
- g. Poor planning was evident, with invigilator training taking place on 27 October 2025, a week before the examinations began on 3 November 2025, and the appointment of chief invigilators and invigilators occurring on 4 November 2025, a day after exams had started.

6.5.2 Monitoring the marking of examinations

The marking centre lacked a written procedure for lost scripts.

6.6 Directives for Compliance and Improvement

6.6.1 Monitoring the writing of examinations

The DHET must ensure that:

- a. There is full adherence to the national policy on conduct, administration and management during the writing of the examinations;
- b. Examination centres are well stocked with stationery, and centres offering INCT4 are sufficiently equipped with working computers and printers;
- c. A memorandum of understanding (MoU) with the hosting schools is developed and signed;
- d. On-site verification of the infrastructure of all examination centres is conducted to ensure their conduciveness for administering the examination; and
- e. The movement of candidates to other examination venues is communicated to Umalusi in a timely manner.

6.6.2 Monitoring the marking of examinations

The DHET must ensure that:

- a. The Standard Operating Procedure (SOP) for managing lost scripts is developed.

6.7 Conclusion

While Umalusi acknowledges the DHET's monitoring of some examination centres, with regional and college officials supporting the writing of examinations, persistent non-compliance remains a serious concern. The DHET is encouraged to address the identified infrastructure challenges, incidents that could undermine the credibility of examinations, and areas of non-compliance to strengthen compliance, efficiency, and the quality of future writing and marking in the GETC: ABET examination processes.

Monitoring of the November 2025 GETC: ABET marking at Tshwane South TVET College confirmed that the process was generally well planned, effectively managed, and largely compliant with DHET regulations. Adequate infrastructure, trained marking personnel, clear management plans, and effective quality assurance procedures underpinned the credibility and reliability of the marking process. Security measures, script management, and procedures for handling irregularities were satisfactory and helped safeguard the integrity of the examinations. Overall, the marking centre showed notable improvement compared with previous examination cycles.

7.1 Introduction

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

Inconsistent marking undermines the fairness, reliability of marks, and the validity of examinations. Therefore, marking guidelines are standardised to ensure that all possible alternative responses are considered, thereby safeguarding the credibility and integrity of examination outcomes.

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

- a. All amendments to the marking guidelines are agreed upon after deliberations;
- b. All marking personnel have a common interpretation of the marking guidelines;
- c. Chief markers and internal moderators are trained to test the accuracy of the standardised marking guidelines before they are approved;
- d. All acceptable alternative responses are incorporated into the final marking guidelines to ensure that fairness is guaranteed for all candidates; and
- e. Umalusi approves the final versions of all marking guidelines.

7.2 Scope and Approach

Umalusi participated in 23 of the 26 standardisation of marking guideline meetings organised by the DHET for the November 2025 GETC: ABET examinations. The meetings for 23 learning areas were held on 05 December 2025 at the Department of Higher Education and Training (DHET) marking centre: Tshwane South Technical and Vocational Education and Training (TVET) College, Centurion Campus, Pretoria.

The Umalusi moderators for ARTC4, LCZU4, and LIFO4 were unable to attend the standardisation meetings on the marking guidelines. The discussions for these learning areas were led by the national examiners and the internal moderators and were considered appropriate.

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

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

Umalusi external moderators attended the on-site standardisation meetings for the marking guidelines for 23 of the 26 learning areas to monitor proceedings, provide guidance where needed, and subsequently approve the final marking guidelines to be used during marking.

7.3 Summary of Findings

This section reports the findings from the standardisation of marking guideline meetings conducted by Umalusi, focusing on compliance with each criterion. To assess the effectiveness of these meetings, Umalusi moderators evaluated attendance, the level of preparation, and the rigour applied in conducting them.

7.2.1 Attendance of marking personnel

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

Table 7A shows the number of marking personnel who attended the standardisation of marking guideline meetings for each learning area, as reported by the external moderators.

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

No.	Learning area	Marking personnel in attendance					Total
		Examiners	Internal moderator	Chief marker	Senior marker	Marker	
1.	LIFO4	Umalusi was not represented.					0
2.	LCZU4						0
3.	ARTC4						0
4.	AAAT4	0	1	1	1	10	13
5.	ANHC4	1	1	1	1	41	45
6.	ECD4	0	1	1	5	30	37
7.	EMSC4	0	1	1	1	9	12
8.	HSSC4	0	1	1	1	11	14
9.	INCT4	0	1	1	1	9	12
10.	LCAF4	0	1	1	0	1	3
11.	LCEN4	1	1	1	15	41	59
12.	LCND4	0	1	1	0	1	3
13.	LCSO4	2	1	0	0	6	9
14.	LCSP4	1	1	0	1	8	11
15.	LCSW4	0	1	1	0	5	7
16.	LCTS4	1	1	0	0	8	10
17.	LCVE4	0	1	1	0	3	5
18.	LCXH4	0	1	1	2	13	17
19.	LCXI4	1	1	0	0	2	4
20.	MLMS4	2	1	1	10	61	75

No.	Learning area	Marking personnel in attendance					Total
		Examiners	Internal moderator	Chief marker	Senior marker	Marker	
21.	MMSC4	2	1	1	1	8	13
22.	NATS4	1	1	0	0	4	6
23.	SMME4	2	1	1	3	20	27
24.	TECH4	0	1	1	0	1	3
25.	TRVT4	1	1	1	4	24	31
26.	WHRT4	0	1	0	1	5	7
Total		15	23	17	47	321	423

The standardisation of marking guideline meetings for the 23 learning areas was attended by 423 marking personnel, comprising 321 markers, 23 internal moderators, 17 chief markers, 47 senior markers, and 15 examiners. The examiners were appointed as either internal moderators, chief markers, senior markers, or markers. Only three participants attended the standardisation of marking guidelines meeting in three learning areas (LCND4, TECH4, LCAF4) due to the low number of available scripts. On the other hand, the meetings in three learning areas (LCEN4: 59, ANHC4: 45, and MLMS4: 75) had the highest participation.

7.2.2 Verification of question papers and marking guidelines

This criterion verifies whether the question paper and the accompanying marking guidelines are the versions approved by Umalusi. All question papers were confirmed to be the correct approved versions.

7.2.3 Preparation for the standardisation of marking guideline meetings

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

No preparations, in the form of pre-marked scripts, were undertaken in seven of 23 learning areas (ANHC4, ECD4, HSSC4, LCND4, LCSW4, LCVE4, and NATS4) to support the standardisation of marking guideline meetings.

Of the fifteen learning areas with pre-marked scripts, five (AAAT4, EMSC4, MLMS4, SMME4, and TECH4) made notes on the marking guideline prior to the standardisation of the marking guideline meetings, with the intention of presenting them for discussion and approval by Umalusi.

7.2.4 Standardisation of marking guidelines process

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

In most learning areas, logistical arrangements to facilitate the standardisation of marking guideline meetings were properly made. In two learning areas, the external moderators experienced time delays caused by unreadiness of question papers and marking guidelines (LCSO4) and by a printing facility that had run out of toner (NATS4).

The procedures during the standardisation of marking guidelines were as follows:

- a. In most cases, the internal moderators chaired the meeting, except in very few cases where the chief marker served as chairperson;
- b. The chairperson introduced all attendees and explained the purpose of the meeting;
- c. Ground rules were set, followed by the discussion of pre-marked scripts;
- d. In most cases, the internal moderators, chief markers, or examiners, interchangeably, read the questions and the responses provided in the marking guidelines;
- e. In a few instances, markers were each given different questions to read, and this was accompanied by discussions on how each participant marked the dummy scripts;
- f. The Umalusi moderator was invited to contribute and/or arbitrate in all discussions;
- g. Minutes of the meeting were, in most cases, taken by the examiner;
- h. The chairperson ensured that consensus was reached concerning the responses in the marking guidelines; and
- i. The final marking guidelines were approved.

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

Across all learning areas, particularly those with essay-type questions, rigorous discussions clarified possible responses and enhanced markers' ability to mark interpretive questions. They also elicited alternative responses, particularly for questions that required analysis and synthesis.

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

Umalusi moderators served as arbitrators, quality verifiers, observers, guides, and supporters.

7.2.5 Training during the standardisation of marking guidelines

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

Training was delivered across all learning areas, facilitated by a discussion of the marking of dummy scripts.

7.2.6 Verification of the quality of the final marking guidelines

This criterion assesses the quality of the standardised marking guidelines in terms of accuracy, correctness, the inclusion of alternative responses, and the clarity of marking instructions, thereby ensuring consistency and accuracy in the marking process.

In all 23 learning areas, the marking guidelines included:

- a. General marking instructions;
- b. Clear marking instructions that permitted uniform or standardised marking;
- c. Clear, well-structured, and unambiguous answers;
- d. Enough detail to ensure fair and reliable marking; and
- e. Varied approaches that candidates might take, and did not prescribe every possible case.

7.2.7 Approval of the final marking guidelines

This criterion ensures that the marking guidelines used across all learning areas are signed by the personnel who approved them. In all 23 learning areas, each Umalusi moderator signed the final marking guideline on the front page. The internal moderator and the examiners also signed to indicate their approval. The marking guidelines for the remaining three learning areas, where Umalusi was not present, were signed by internal moderators and chief markers and were considered valid and final.

7.4 Areas of Improvement

The following areas of improvement were noted:

- a. There was a notable improvement in the logistical arrangements for 21 out of 23 learning areas where Umalusi was represented; and
- b. All learning areas had dummy scripts to facilitate training.

7.5 Areas of Non-Compliance

The following areas of concern were noted:

- a. In seven of 23 learning areas (ANHC4, ECD4, HSSC4, LCND4, LCSW4, LCVE4, and NATS4), no preparations in the form of pre-marked scripts were undertaken to support the standardisation of marking guideline meetings; and
- b. Delays in two learning areas were caused by logistical challenges (LCSO4 and NATS4).

7.6 Directive for Compliance and Improvement

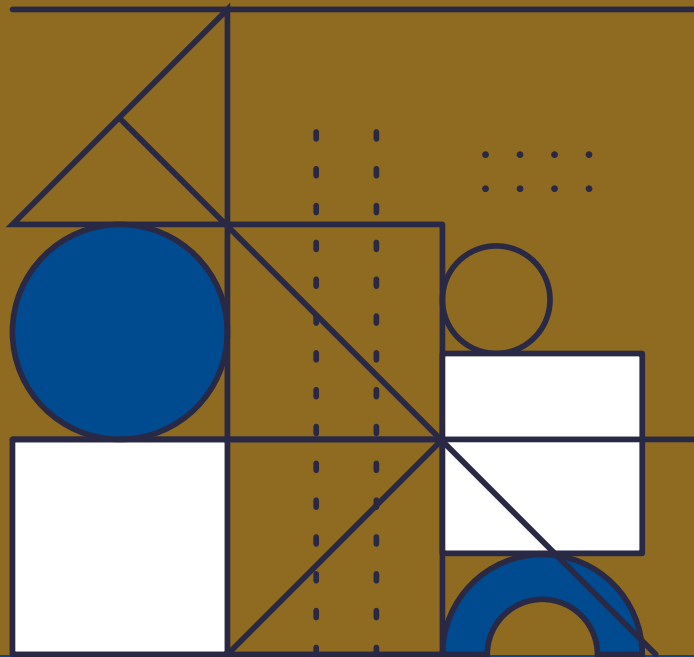
The DHET is required to ensure that:

- a. There is evidence that preparations for the standardisation of marking guidelines were undertaken across all learning areas; and
- b. Logistical arrangements are improved across all learning areas to ensure that required personnel do not lose valuable time due to logistical issues.

7.7 Conclusion

The marking guideline discussions served the intended purpose of standardising the marking guidelines for use during the marking of scripts at DHET's centralised marking centre. The discussions rose above the challenges, improving the quality of the marking guidelines and ensuring that all possible responses to questions were accommodated. Amendments to the marking guidelines improved the clarity of instructions for markers without compromising the examination or marking process.

8



VERIFICATION OF MARKING



8.1 Introduction

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

The purpose of conducting verification of marking is to:

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

8.2 Scope and Approach

Umalusi conducted on-site verification of the marking of the November 2025 GETC: ABET examination, administered by the DHET from 4 to 12 December 2025. The DHET conducted the marking at the Tshwane South TVET College, Centurion Campus.

Umalusi sampled 20 learning areas to verify marking. The learning areas and the number of scripts sampled are shown in Table 8A.

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

No.	Learning area	Learning area code	No. of sampled scripts
1	Ancillary Health Care	ANHC4	20
2	Applied Agriculture and Agricultural Technology	AAAT4	20
3	Early Childhood Development	ECD4	18
4	Economic and Management Sciences	EMSC4	20
5	Human and Social Sciences	HSSC4	20
6	Language, Literacy and Communication: Afrikaans	LCAF4	20
7	Language, Literacy and Communication: English	LCEN4	20
8	Language, Literacy and Communication: IsiNdebele	LCND4	20
9	Language, Literacy and Communication: Sepedi	LCSP4	20
10	Language, Literacy and Communication: Sesotho	LCSO4	20
11	Language, Literacy and Communication: Setswana	LCTS4	20
12	Language, Literacy and Communication: Tshivenda	LCVE4	20
13	Language, Literacy and Communication: Xitsonga	LCXI4	20
14	Life Orientation	LIFO4	20
15	Mathematical Literacy	MLMS4	20
16	Mathematics and Mathematical Sciences	MMSC4	20

No.	Learning area	Learning area code	No. of sampled scripts
17	Natural Sciences	NATS4	20
18	Small, Medium and Micro Enterprises	SMME4	20
19	Travel and Tourism	TRVT4	20
20	Wholesale and Retail	WHRT4	20
	Total		398

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

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

8.3 Summary of Findings

This section summarises the key qualitative findings for each criterion, drawn from the verification of marking across 20 learning areas. The report is based on a sample of scripts selected by Umalusi at the marking centres and addresses the four key criteria listed in Section 8.2.

8.3.1 Adherence to the marking guidelines

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

Standardisation of marking guidelines across all learning areas must take place before marking begins. The purpose of these standardisation meetings is to verify that the proposed responses to each question address the question. Vigorous discussions in these meetings ensure that all necessary amendments are made and that no further amendments are required during marking. Once the amended marking guidelines are approved, all marking personnel are expected to adhere strictly to them. In ANHC4, AAAT4, ECD4, EMSC4, HSSC4, LCEN4, LCND4, LCSP4, LCSO4, LCTS4, LCVE4, LCXI4, LIFO4, MLMS4, NATS4, SMME4, TRVT4, and WHRT4, marking personnel made no changes following the standardisation of the marking guidelines. Amendments were made to the approved marking guidelines during marking in LCAF4 and MMSC4. Marking was therefore conducted in accordance with the finally approved marking guidelines. However, the Afrikaans version of the WHRT4 marking guideline was not available at the marking centre on the third day of live script marking.

Although all marking personnel adhered strictly to the standardised and approved marking guidelines, there were minor deviations in marking that were, however, within the $\pm 3\%$

tolerance range. In LCTS4, for example, these minor deviations were observed in 19 of 20 moderated scripts. Many of these deviations were mainly caused by:

- a. Marks awarded for wrong responses, and sometimes marks not awarded (LCTS4);
- b. Some questions left unmarked (LCTS4);
- c. Awarding of incorrect marks, e.g., one or two marks for a response worth one mark (LCTS4);
- d. The inability to interpret a candidate's answer and match it with the answer in the marking guideline for question three (LCAF4); and
- e. A graph containing misleading information (MMSC4).

8.3.2 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, the variation in marks between markers, internal moderators, and Umalusi's external moderators, and the accurate totalling and transfer of marks.

Appropriate quality measures were implemented to ensure that quality marking was achieved. In the marking centre, marked scripts are quality-assured by internal moderators to ensure that the marking process is consistent and up to standard. Internal moderators are members of the marking personnel who should always be present at the marking centre during marking. This ensures that a significant number of marked scripts are internally moderated. Hence, all reports from Umalusi moderators indicated that internal moderation was carried out in all sampled learning areas, namely ANHC4, AAAT4, ECD4, EMSC4, HSSC4, LCAF4, LCEN4, LCND4, LCSP4, LCSO4, LCTS4, LCVE4, LCXI4, LIFO4, MLMS4, MMSC4, NATS4, SMME4, TRVT4, and WHRT4. Deviations by markers from the marking guidelines were, in certain instances, corrected by the internal moderators. This was done to ensure that marking was fair, valid and reliable. Additions and transfers of marks were, in many instances, carried out correctly.

In 14 of the sampled learning areas, marking was consistent. However, in learning areas such as EMSC4, LCAF4, LCEN4, LCND4, LCSP4, and LCTS4, marking personnel were inconsistent in their marking. Inconsistencies were mainly caused by:

- a. Marking wrong responses as correct or correct responses as wrong;
- b. Wrong totalling or transfer of marks;
- c. Negligence by markers;
- d. Allocating marks different from those suggested by the marking guideline;
- e. The use of the marker's discretion in deciding whether or not to award marks; and
- f. Improper use of the rubric in questions four and five of the language learning areas caused the markers to inflate the scores.

8.3.3 Alleged irregularities

This criterion assesses whether the marking personnel were trained, whether they could identify suspected irregularities, and whether they could manage them.

Umalusi confirmed that the assessment body provided training on recognising suspected irregularities. The marking staff and Umalusi external moderators reported the alleged irregularities they identified to the DHET for further investigation.

8.3.4 Performance of candidates

This criterion analyses candidates' overall performance and their performance on each question in the sample. The Verification of Marking Instrument requires Umalusi moderators to report on candidates' performance per learning area for the verified sample. The results of this exercise, summarised in the figures and distribution tables below, indicate which questions have high and low average performance. This will assist the assessment body in advising curriculum providers on the strengths and challenges of teaching and learning the curriculum. The following findings are presented per learning area, based on the sample of scripts.

a) Ancillary Health Care (ANHC4)

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

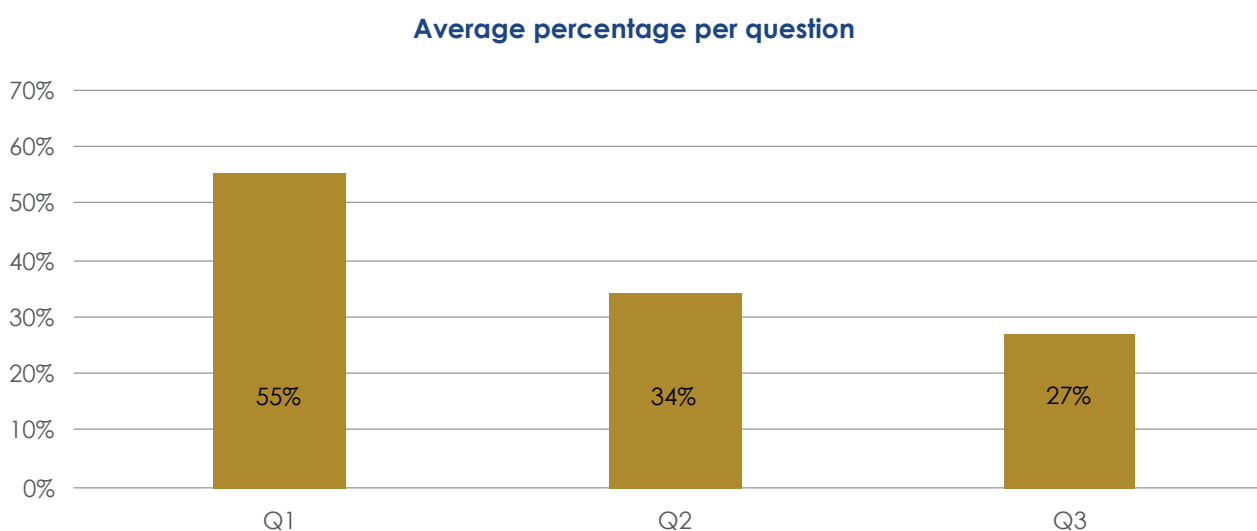


Figure 8A: Candidates' performance in ANHC4 per question – 20 scripts

Figure 8A shows that question one, a multiple-choice question covering the entire syllabus, had the highest average performance at 55%. Question three, which covered anatomy and applied physiology, disease management, disaster management, and health promotion, had the lowest average performance at 27%.

Table 8B: Mark distribution as a percentage – ANHC4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	3	1	6	5	2	1	2	0	0

Table 8B shows the mark distribution for the 20 sampled scripts. Ten candidates passed, and 10 failed. The highest mark was 73%, and the lowest was 11%. None of the candidates obtained 10% or less, and none obtained more than 80%.

b) Applied Agriculture and Agricultural Technology (AAAT4)

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

Average percentage per question

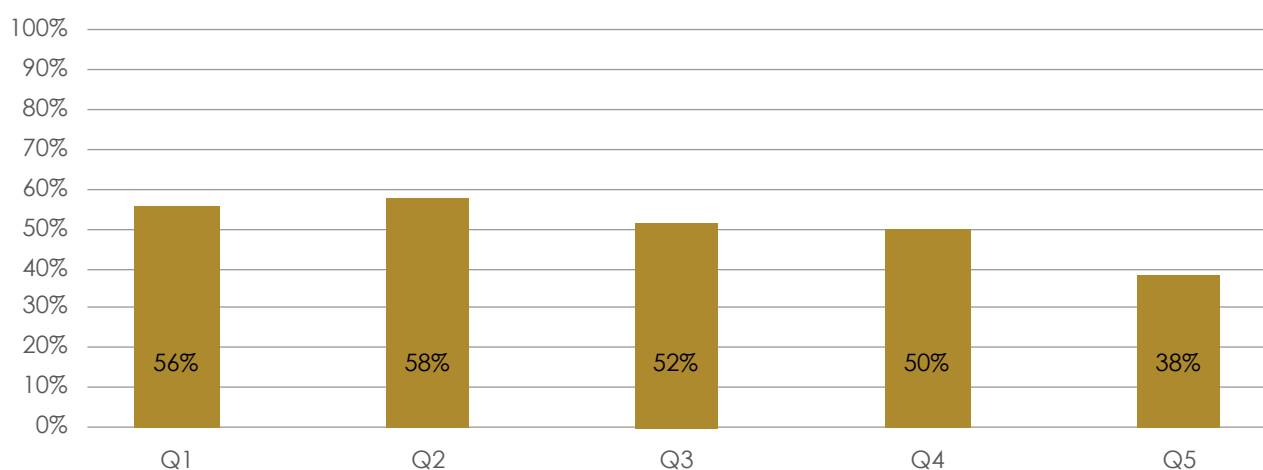


Figure 8B: Candidates' performance in AAAT4 per question – 20 scripts

Figure 8B shows that question two, which covered soil and soil climate, had the highest average performance of 58%. Question five, which covered Agricultural Enterprise, including calculations related to enterprise operations, budgeting for resource allocation and financial planning, market analysis and considerations of market dynamics, and business development aspects, including strategies for growth and sustainability, had the lowest average performance of 38%.

Table 8C: Mark distribution as a percentage – AAAT4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	0	3	4	3	4	4	0	0

Table 8C shows the mark distribution for the 20 sampled scripts. Of the sample, 15 candidates passed and five failed. The highest mark was 77%, and the lowest was 10%. Two candidates scored 10% or less. No candidate scored 80% or above.

c) Early Childhood Development (ECD4)

Marking verification was conducted on a sample of 18 scripts. The question paper comprised three questions. Figure 8C shows the candidates' performance per question in the selected sample.

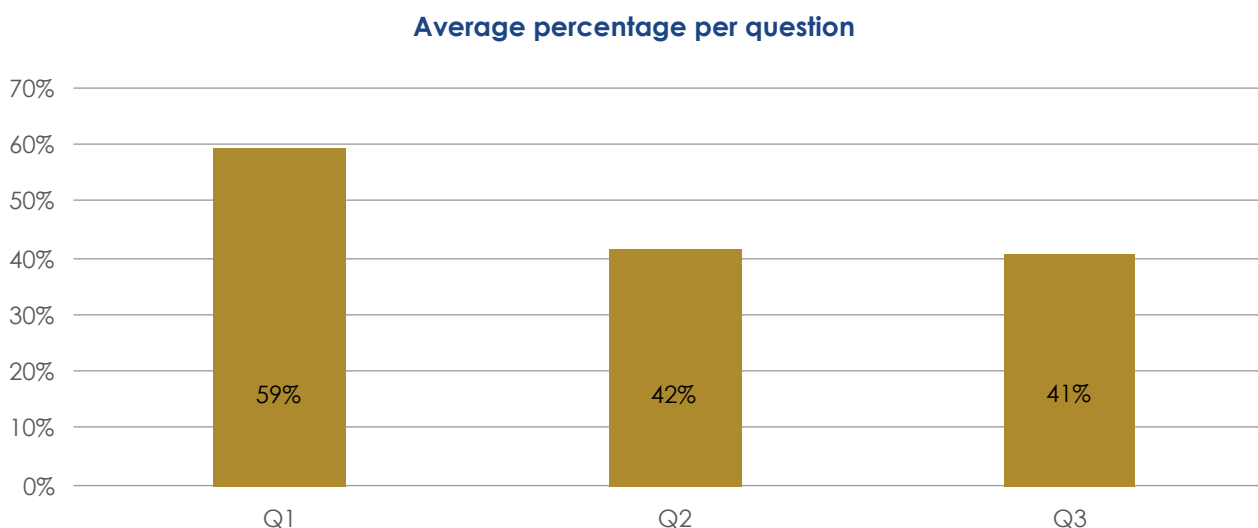


Figure 8C: Candidates' performance in ECD4 per question – 18 scripts

Figure 8C shows that question one, a multiple-choice question, along with True or False, fill-in-the-blank, and matching questions covering the entire syllabus, had the highest average performance of 59%. Question three had the lowest average performance, at 41%, and assessed learners' problem-solving and reasoning skills.

Table 8D: Mark distribution as a percentage – ECD4

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

Table 8D shows the mark distribution for the 18 sampled scripts. Ten candidates passed, and eight failed. The highest mark was 82%, and the lowest was 7%. One candidate obtained 7%, and three obtained 80% and more.

d) Economic and Management Sciences (EMSC4)

Marking verification was conducted on a sample of 20 scripts. The question paper comprised five questions. Figure 8D shows the candidates' performance per question in the selected sample.

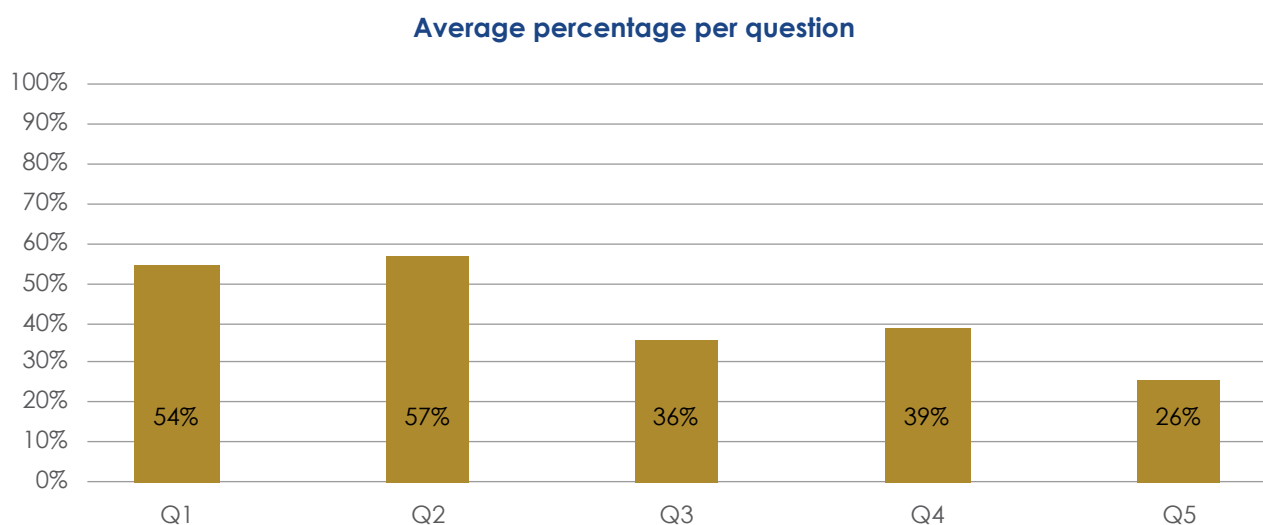


Figure 8D: Candidates' performance in EMSC4 per question – 20 scripts

Figure 8D shows that question two, focusing on the Cash Receipts Journal, had the highest average performance at 57%. Question five, focusing on management, had the lowest average performance at 26%.

Table 8E: Mark distribution as a percentage – EMSC4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	6	5	3	1	1	2	2	0

Table 8E shows the mark distribution for the 20 sampled scripts. Nine candidates passed, and 11 failed. The highest mark was 85%, and the lowest was 21%. None of the candidates scored 10% or less, and two scored 80% or more.

e) Human and Social Sciences (HSSC4)

Marking verification was conducted on a sample of 20 scripts. The question paper comprised three questions. Figure 8E shows the candidates' performance per question in the selected sample.

Average percentage per question

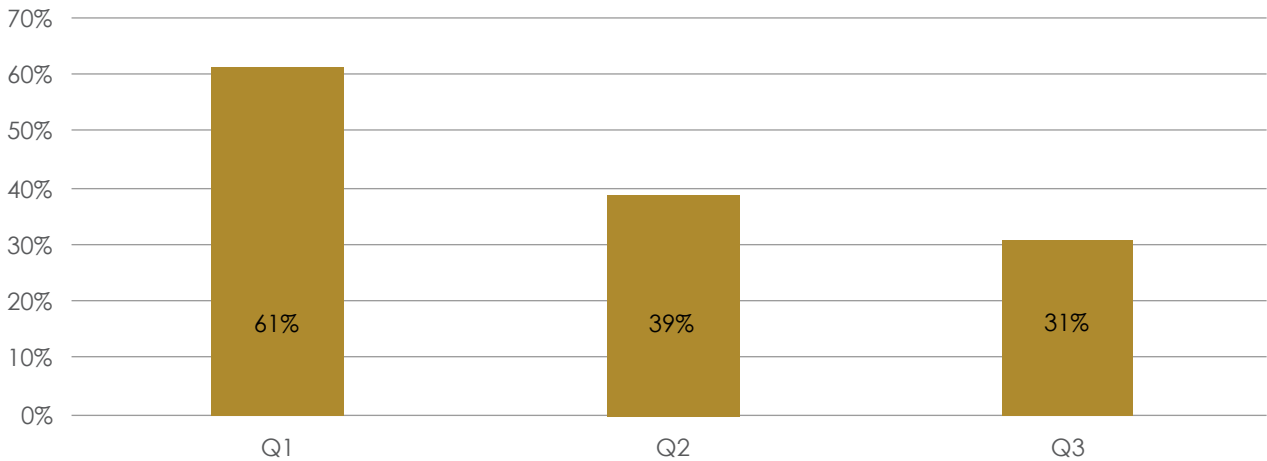


Figure 8E: Candidates' performance in HSSC4 per question – 20 scripts

Figure 8E indicates that question one, a multiple-choice question covering the entire syllabus, had the highest average performance of 61%. Question three had the lowest average performance of 31%, assessing paragraph writing skills and addressing the impact of unemployment, as well as strategies to mitigate it.

Table 8F: Mark distribution as a percentage – HSSC4

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

Table 8F shows the mark distribution for 20 sampled scripts. Thirteen candidates passed, and seven failed. The highest mark was 75%, and the lowest was 13%. None of the candidates obtained 10% or less, and none obtained more than 80%.

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

Marking verification was conducted on a sample of 20 scripts. The question paper comprised five questions. Figure 8F shows the candidates' performance per question in the selected sample.

Average percentage per question

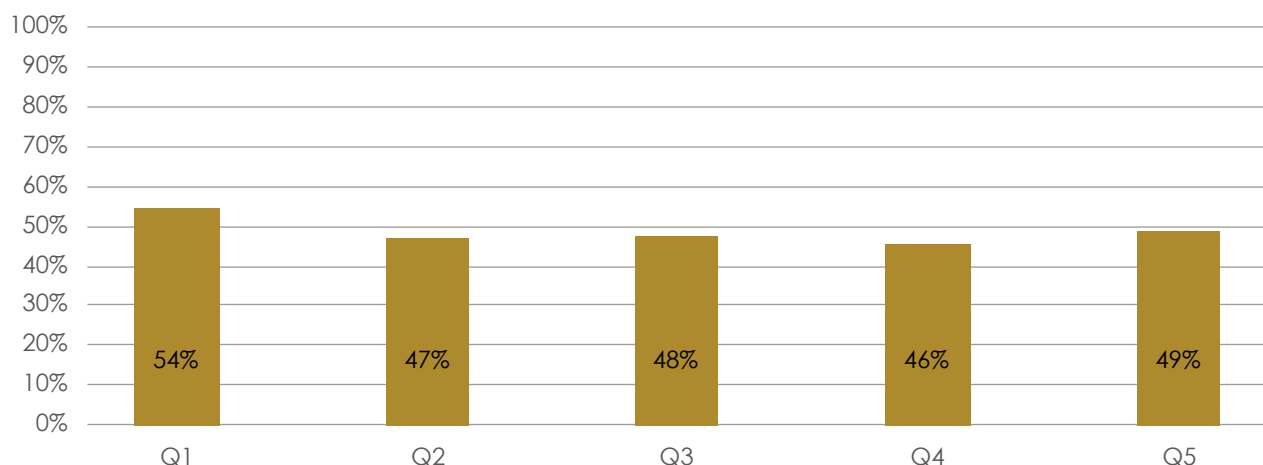


Figure 8F: Candidates' performance in LCAF4 per question – 20 scripts

Figure 8F shows that question one, which was based on a comprehension test, had the highest average performance of 54%. Question four, which covered language use and grammar, had the lowest average performance of 46%.

Table 8G: Mark distribution as a percentage – LCAF4

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

Table 8G shows the mark distribution for the 20 sampled scripts. Eleven candidates passed, and nine failed. The highest mark was 80%, and the lowest was 2%. Only two candidates scored less than 10%. One candidate scored 80%.

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

Marking verification was carried out on a sample of 20 scripts. The question paper comprised five questions. Figure 8G shows the candidates' performance on each question in the selected sample.

Average percentage per question

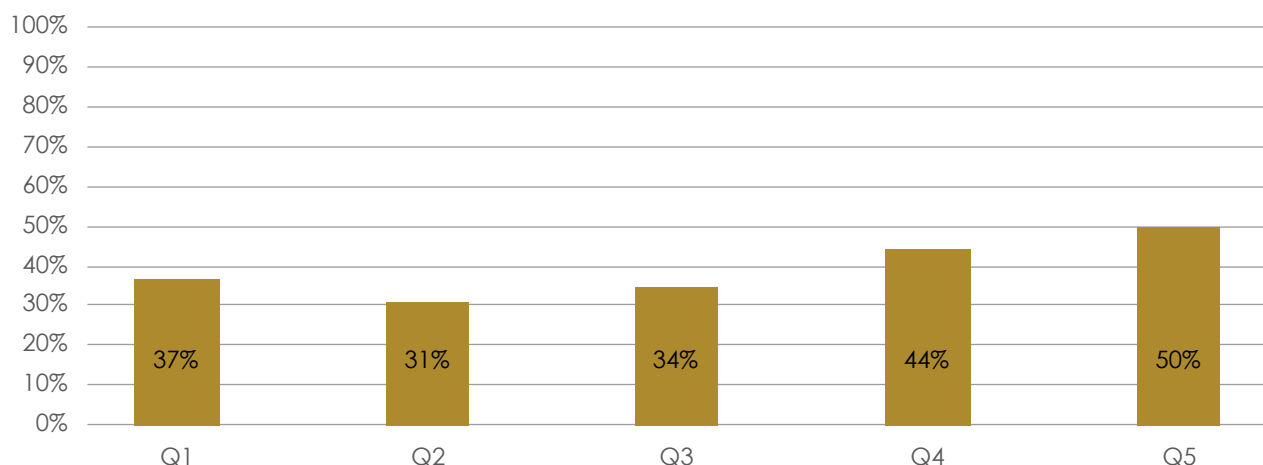


Figure 8G: Candidates' performance in LCEN4 per question – 20 scripts

Figure 8G shows that question five, which covered creative writing, had the highest average performance at 50%. Question two, which assessed grammar, had the lowest average performance at 31%.

Table 8H: Mark distribution as a percentage – LCEN4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	4	6	2	2	2	2	0	0

Table 8H shows the mark distribution for the 20 sampled scripts. Eight candidates passed, and 12 failed. The highest mark was 75%, and the lowest was 17%. No candidate scored 10% or less, and none scored 80% or above.

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

Marking verification was carried out on a sample of 20 scripts. The question paper comprised five questions. Figure 8H shows the candidates' performance on each question in the selected sample.

Average percentage per question

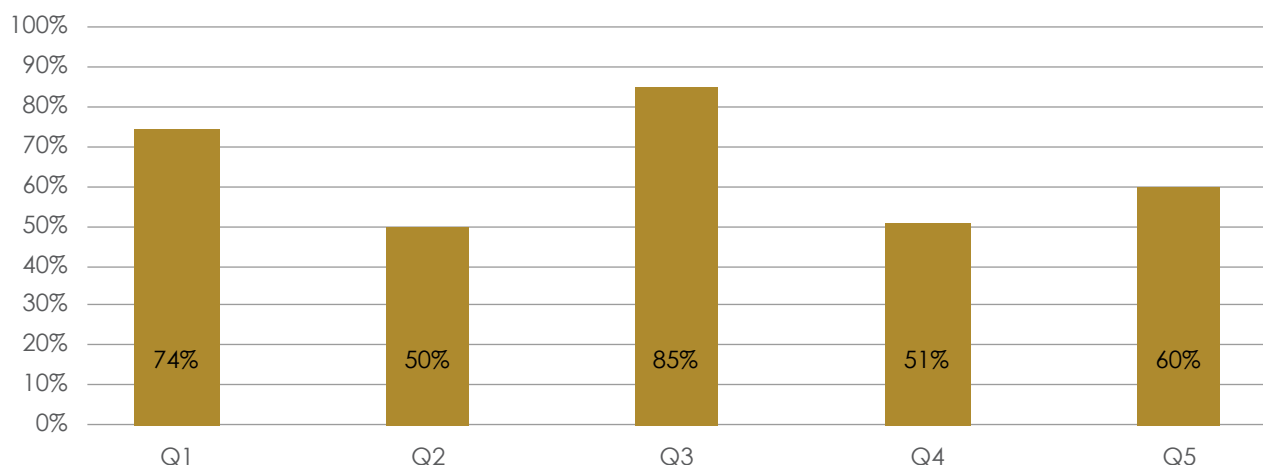


Figure 8H: Candidates' performance in LCND4 per question – 20 scripts

Figure 8H shows that question three had the highest average performance of 85%. This question required candidates to interpret a picture of a voting station. Question two, on grammar, had the lowest average performance of 50%.

Table 8I: Mark distribution as a percentage – LCND4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	2	3	5	3	5	2	0

Table 8I shows the mark distribution for the 20 sampled scripts. Of the sample, 18 candidates passed and two failed. The highest mark was 84% and the lowest was 33%. None of the candidates scored 10% or less, and two scored 80% or above.

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

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

Average percentage per question

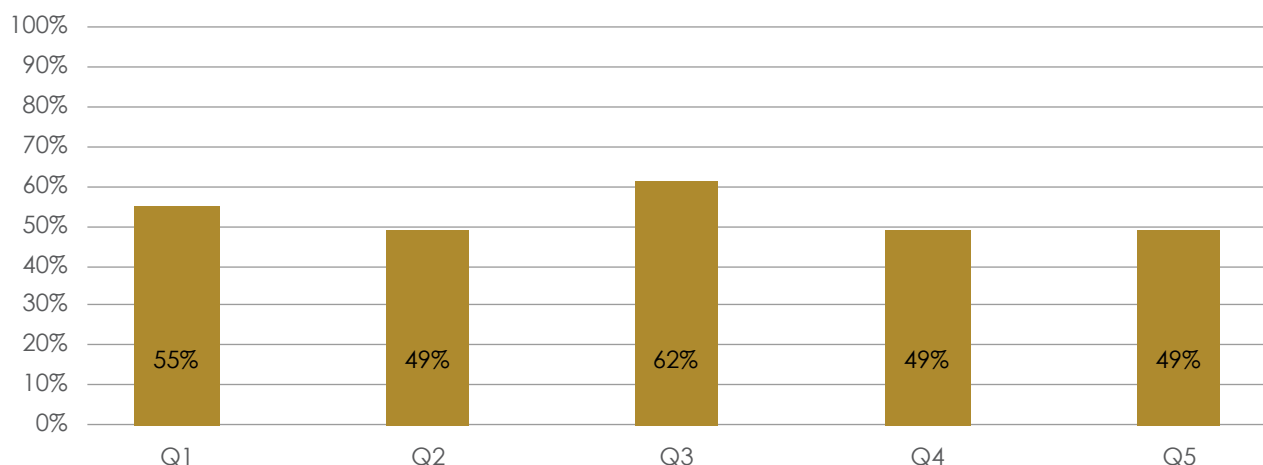


Figure 8I: Candidates' performance in LCSP4 per question – 20 scripts

Figure 8I shows that question three, which covered visual literacy, had the highest average performance at 62%. Questions two, four, and five had the lowest average performance at 49%. Question two concerned the structures and rules of language use. Question 4 was on essay writing, and question 5 was on transactional writing.

Table 8J: Mark distribution as a percentage – LCSP4

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

Table 8J shows the mark distribution for the 20 sampled scripts. Of the 20 candidates, 14 passed and six failed. The highest mark was 75%, and the lowest was 9%. One candidate scored below 10%, and none scored 80% or above.

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

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

Average percentage per question

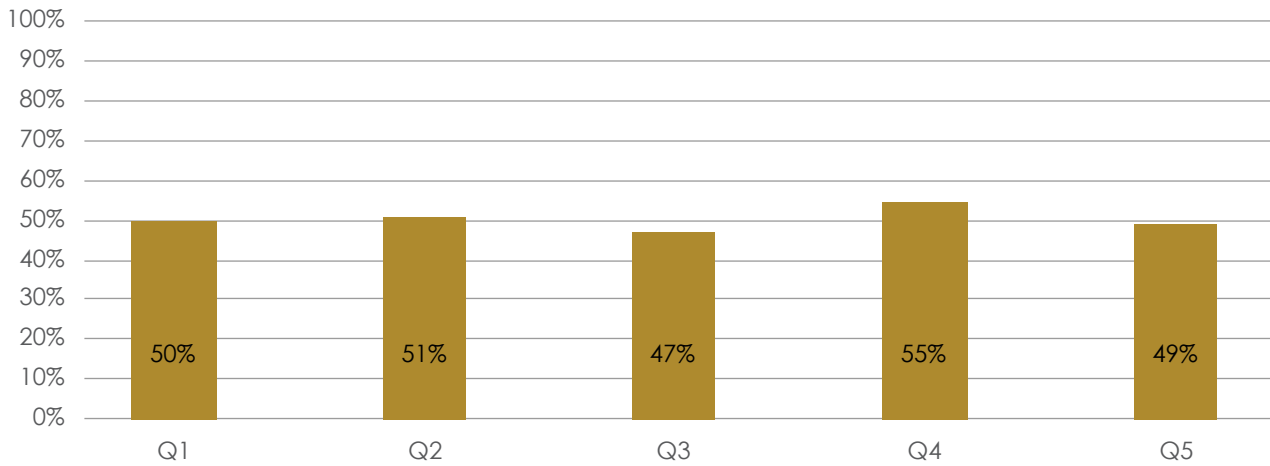


Figure 8J: Candidates' performance in LCSO4 per question – 20 scripts

Figure 8J shows that question four, which required essay writing, had the highest average performance at 55%. Question three had the lowest average performance of 47%. This question was based on visual literacy.

Table 8K: Mark distribution as a percentage – LCSO4

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

Table 8K shows the mark distribution for the 20 sampled scripts. Of these candidates, 15 passed and five failed. The highest mark was 83%, and the lowest was 8%. One candidate scored below 10%, and one scored 80% or higher.

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

Marking verification was conducted on a sample of 20 scripts. The question paper comprised five questions. Figure 8K shows the candidates' performance on each question in the selected sample.

Average percentage per question

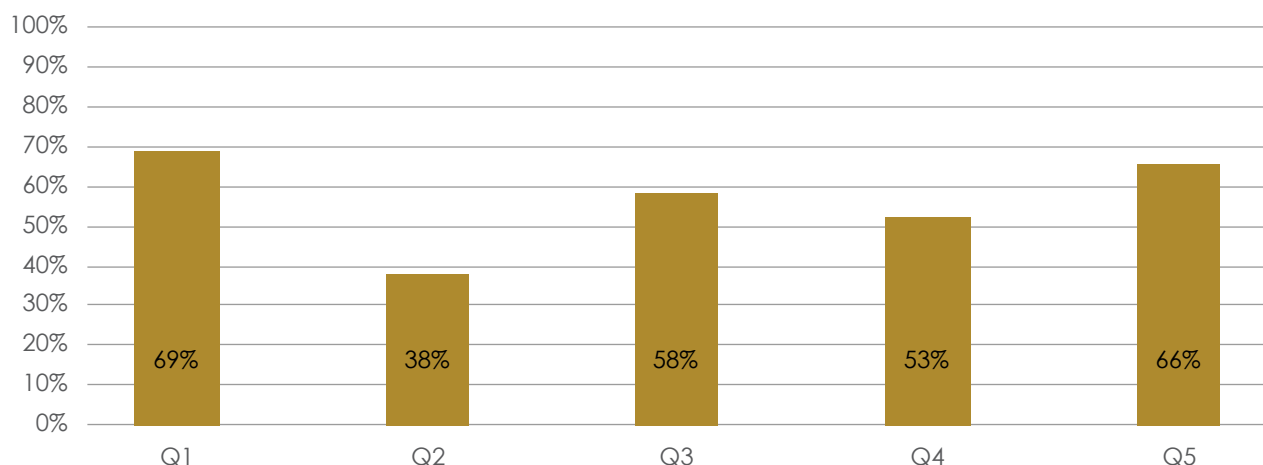


Figure 8K: Candidates' performance in LCTS4 per question – 20 scripts

Figure 8K shows that question one, based on a comprehension test, had the highest average performance of 69%. Question two had the lowest average performance, at 38%, and focused on language structure.

Table 8L: Mark distribution as a percentage – LCTS4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	2	5	8	2	1	2	0

Table 8L shows the mark distribution for the 20 sampled scripts. Of the 20 candidates, 18 passed and two failed. The highest mark was 89%, and the lowest was 38%. None of the candidates scored 10% or less, and two scored 80% or more.

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

Marking verification was conducted on a sample of 20 scripts. The question paper comprised five questions. Figure 8L shows the candidates' performance on each question in the selected sample.

Average percentage per question

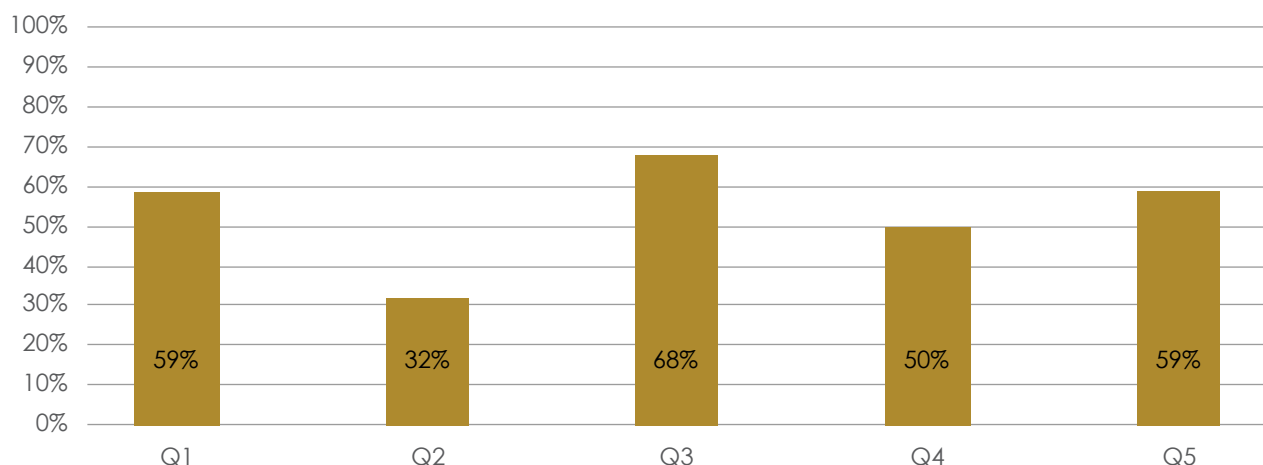


Figure 8L: Candidates' performance in LCVE4 per question – 20 scripts

Figure 8L shows that question three, which focused on visual literacy, had the highest average score of 68%. Question two, which addressed the language structure, had the lowest average score of 32%.

Table 8M: Mark distribution as a percentage – LCVE4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	0	8	11	1	0	0	0

Table 8M shows the mark distribution for the 20 sampled scripts. Of the 20 candidates, 20 passed and none failed. The highest mark was 61%, and the lowest was 46%. None of the candidates obtained 10% or less, and none obtained 80% or above.

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

Marking verification was conducted on a sample of 20 scripts. The question paper comprised five questions. Figure 8M shows the candidates' performance on each question in the selected sample.

Average percentage per question

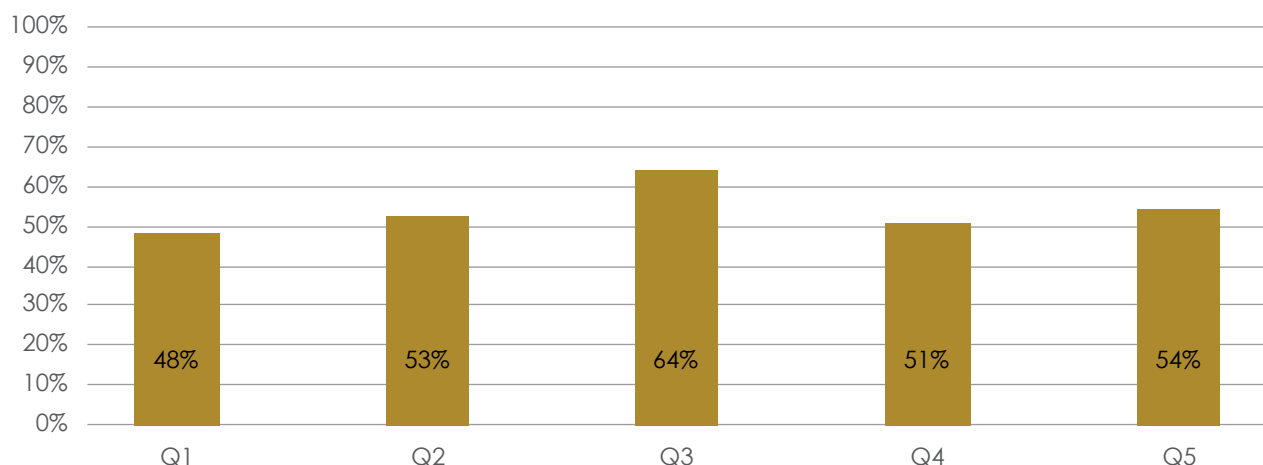


Figure 8M: Candidates' performance in LCXI4 per question – 20 scripts

Figure 8M shows that question three, which asked for the analysis of an image (picture), had the highest average performance of 64%. Question one had the lowest average performance, at 48%, and was based on the comprehension test.

Table 8N: Mark distribution as a percentage – LCXI4

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

Table 8N shows the mark distribution for the 20 sampled scripts. Of the 20 candidates, 16 passed and four failed. The highest mark was 75%, and the lowest was 3%. One candidate scored less than 10%, and none scored 80% or above.

n) Life Orientation (LIFO4)

Marking verification was carried out on a sample of 20 scripts. The question paper comprised seven questions. Figure 8N shows the candidates' performance on each question in the selected sample.

Average percentage per question

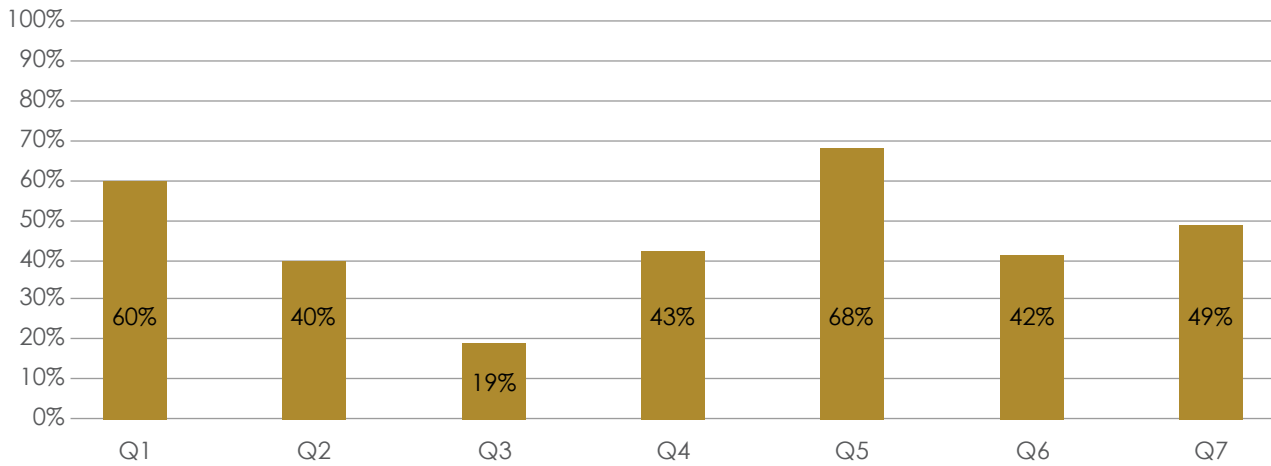


Figure 8N: Candidates' performance in LIFO4 per question – 20 scripts

Figure 8N shows that question five had the highest average performance. The question assessed learners' comprehension and life skills, with an average of 68%. Question three had the lowest average performance, at 19%, and comprised short questions on Sexuality, Human Immunodeficiency Virus (HIV), and Acquired Immunodeficiency Syndrome (AIDS).

Table 8O: Mark distribution as a percentage – LIFO4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	2	7	3	1	3	1	3	0

Table 8O shows the mark distribution for the 20 sampled scripts. Of these, 11 candidates passed, and nine failed. The highest mark was 83%, and the lowest was 21%. No candidate scored below 10%, and three scored 80% or higher.

o) Mathematical Literacy (MLMS4)

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

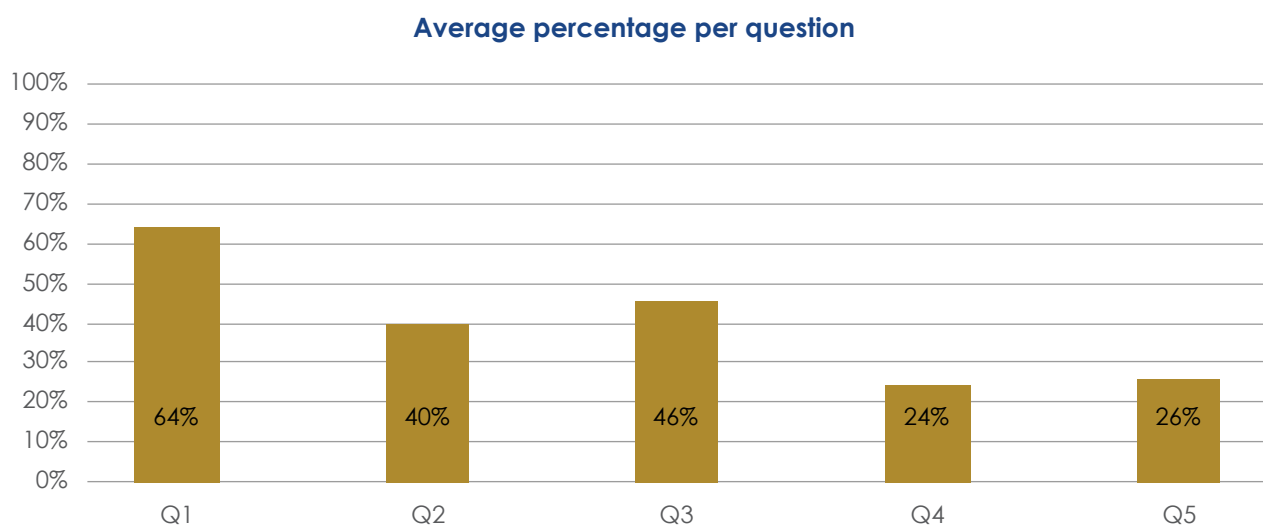


Figure 8O: Candidates' performance in MLMS4 per question – 20 scripts

Figure 8O shows that question one, a multiple-choice question covering the entire syllabus, had the highest average performance at 64%. Question four had the lowest average performance at 24%. This question covered transformations, map work (including scale, distance, speed, and time), and measurements, including calculating the area of a circle, context-free calculations, and real-life problem-solving involving loans and simple interest.

Table 8P: Mark distribution as a percentage – MLMS4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	6	7	1	6	0	0	0	0

Table 8P presents the mark distribution for the 20 sampled scripts. Seven candidates passed, and 13 failed. The highest mark was 57%, and the lowest was 21%. No candidate scored 10% or less, and none scored 80% or more.

p) Mathematics and Mathematical Sciences (MMS4)

Marking verification was conducted on a sample of 20 scripts. The question paper comprised seven questions. Figure 8P shows the candidates' performance per question in the selected sample.

Average percentage per question

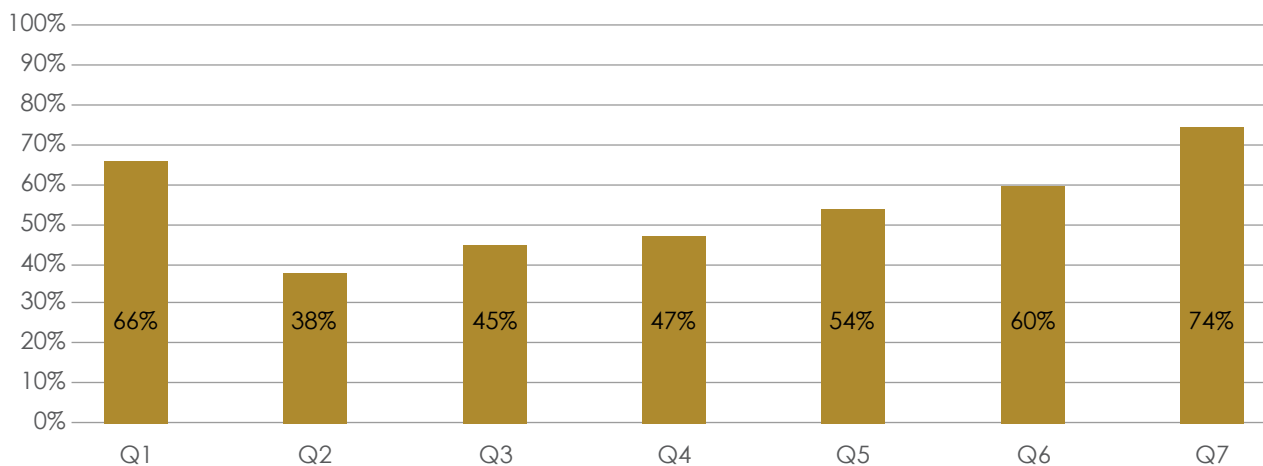


Figure 8P: Candidates' performance in MMSC4 per question – 20 scripts

Figure 8P shows that question seven had the highest average performance of 74%. This question covered geometric shapes, types of transformations, and the identification of symmetry in shapes such as triangles and squares. Question two, which included questions about sequences in scenarios, determining the general formula, and using the general pattern, had the lowest average performance of 38%.

Table 8Q: Mark distribution as a percentage – MMSC4

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

Table 8Q shows the mark distribution for 20 sampled scripts. Fifteen candidates passed, and five failed. The highest mark was 87%, and the lowest was 9%. Only one candidate scored less than 10%, and three scored 80% or more.

q) Natural Sciences (NATS4)

Marking verification was carried out on a sample of 20 scripts. The question paper comprised five questions. Figure 8Q shows candidates' performance on each question in the selected sample.

Average percentage per question

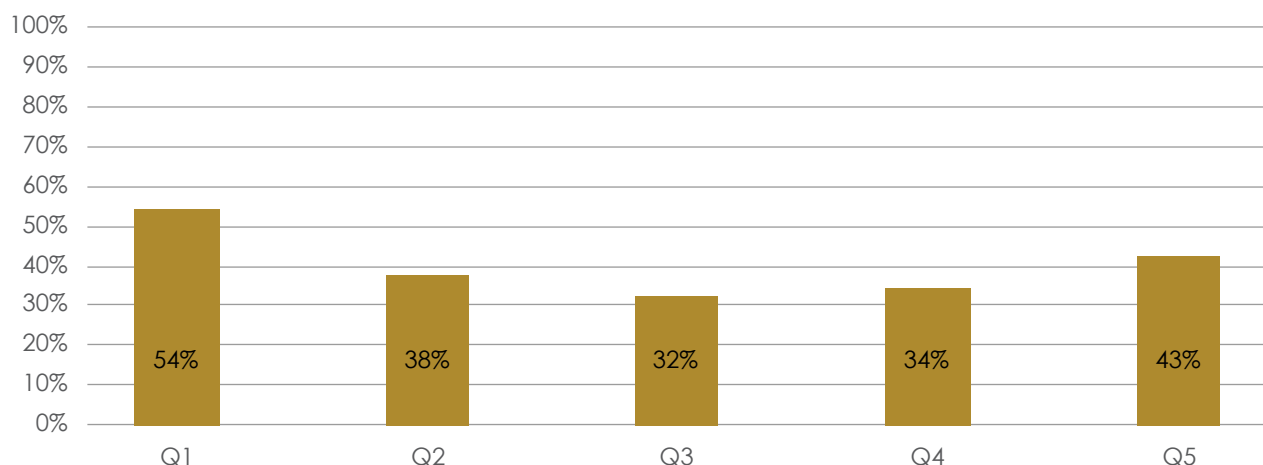


Figure 8Q: Candidates' performance in NATS4 per question – 20 scripts

Figure 8Q shows that question one, a multiple-choice question covering the entire syllabus, had the highest average performance at 54%. Question three, which covered energy and change, had the lowest average performance at 32%.

Table 8R: Mark distribution as a percentage – NATS4

Mark distribution (percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	0	0	8	6	4	0	1	0	0

Table 8R shows the mark distribution for the 20 sampled scripts. Eleven candidates passed, and nine failed. The highest mark was 78%, and the lowest was 4%. One candidate scored 10% or less, and none scored 80% or above.

r) Small, Medium and Micro Enterprises (SMME4)

Marking verification was carried out on a sample of 20 scripts. The question paper comprised five questions. Figure 8R shows the candidates' performance on each question in the selected sample.

Average percentage per question

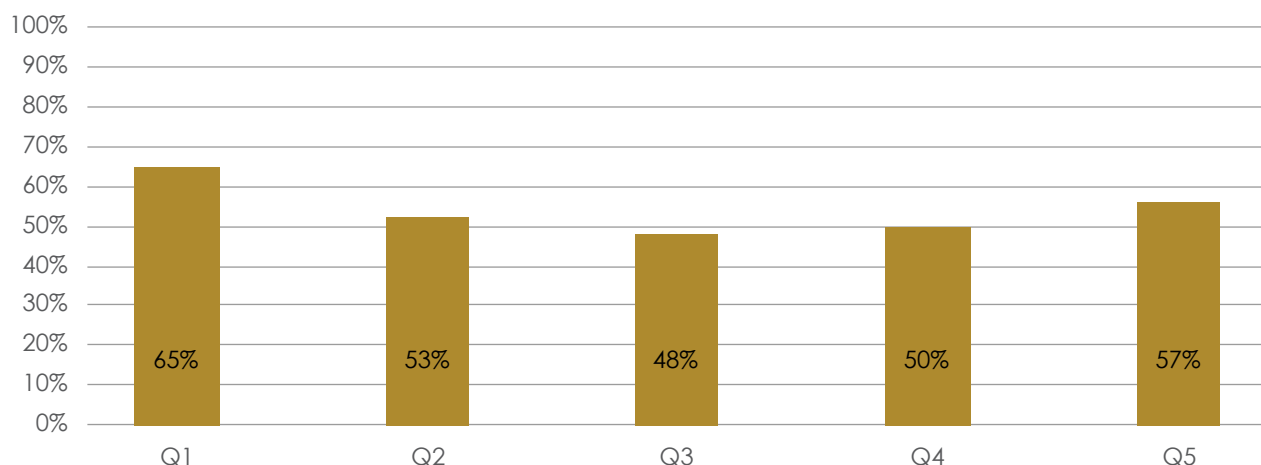


Figure 8R: Candidates' performance in SMME4 per question – 20 scripts

Figure 8R shows that question one had the highest average performance of 65%. It covered entrepreneurship, with particular emphasis on developing entrepreneurial qualities, identifying business opportunities, business planning, operating a business, and adapting to changes in the business environment. In contrast, question three focused on completing an income statement, with particular reference to the calculations within it. Question three had the lowest average performance of 48%.

Table 8S: Mark distribution as a percentage – SMME4

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

Table 8S shows the mark distribution for the 20 sampled scripts. Eighteen candidates passed, and two failed. The highest mark was 84%, and the lowest was 36%. No candidate scored below 10%, and one scored above 80%.

s) Travel and Tourism (TRVT4)

Marking verification was conducted on a sample of 20 scripts. The question paper comprised three questions. Figure 8S shows the candidates' performance per question in the selected sample.

Average percentage per question

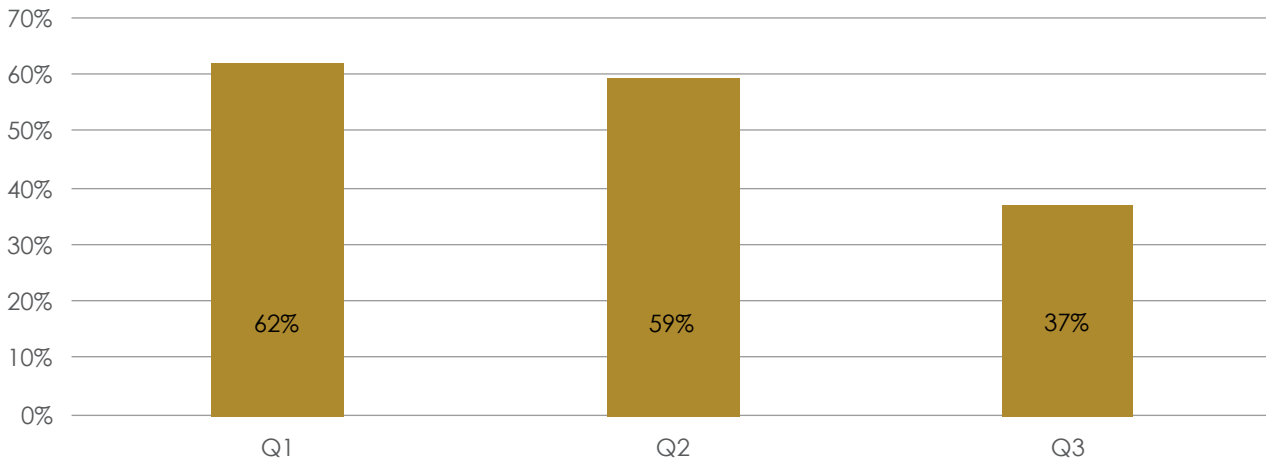


Figure 8S: Candidates’ performance in TRVT4 per question – 20 scripts

Figure 8S shows that question one, which included short questions such as Multiple Choice, True or False, Matching Columns, fill-in-the-missing-word, and a Map case study, had the highest average performance at 62%. Question three, which covered the definition of tourism, safety tips for tourists, careers in the hospitality industry, and the social impacts of tourism, had the lowest average performance at 37%.

Table 8T: Mark distribution as a percentage – TRVT4

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

Table 8T presents the mark distribution for the 20 sampled scripts. Of these candidates, 15 passed and five failed. The highest mark was 77%, and the lowest was 17%. None of the candidates scored 10% or lower, and none achieved 80% or above.

f) Wholesale and Retail (WHRT4)

Marking verification was conducted on a sample of 20 scripts. The question paper comprised seven questions. Figure 8T shows the candidates’ performance on each question in the selected sample.

Average percentage per question

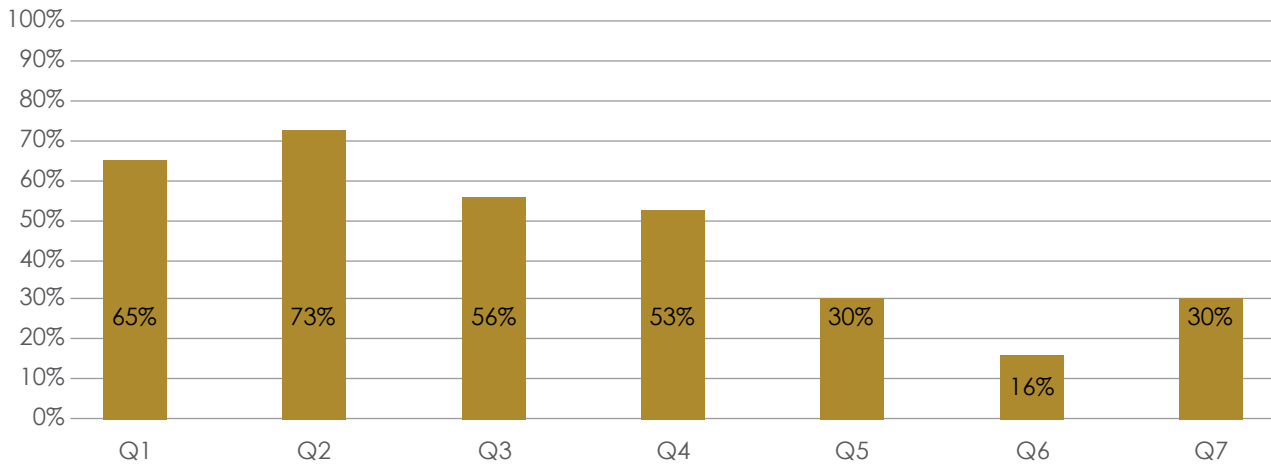


Figure 8T: Candidates' performance in WHRT4 per question – 20 scripts

Figure 8T shows that question two, a multiple-choice question covering the entire syllabus, had the highest average performance of 73%. Question six had the lowest average performance of 16%. This question assessed candidates on the WHRT4 case study related to training opportunities. Candidates had to identify the subsectors of WHRT4, explain how occupational skills contribute to the acquisition of NQF qualifications, and describe the stock flow in a retail store.

Table 8U: Mark distribution as a percentage – WHRT4

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

Table 8U shows the mark distribution for the 20 sampled scripts. Eight candidates passed, and 12 failed. The highest mark was 93%, and the lowest was 16%. No candidate scored below 10%, and one candidate scored above 80%.

8.4 Areas of Improvement

None

8.5 Areas of Non-Compliance

The following areas of concern were observed:

- The marking personnel were inconsistent in their mark allocation (EMSC4, LCAF4, LCEN4, LCND4, LCSP4, and LCTS4); and
- The unavailability of the Afrikaans version of the WHRT4 marking guidelines on the third day of live script marking.

8.6 Directives for Compliance and Improvement

The DHET is required to ensure that:

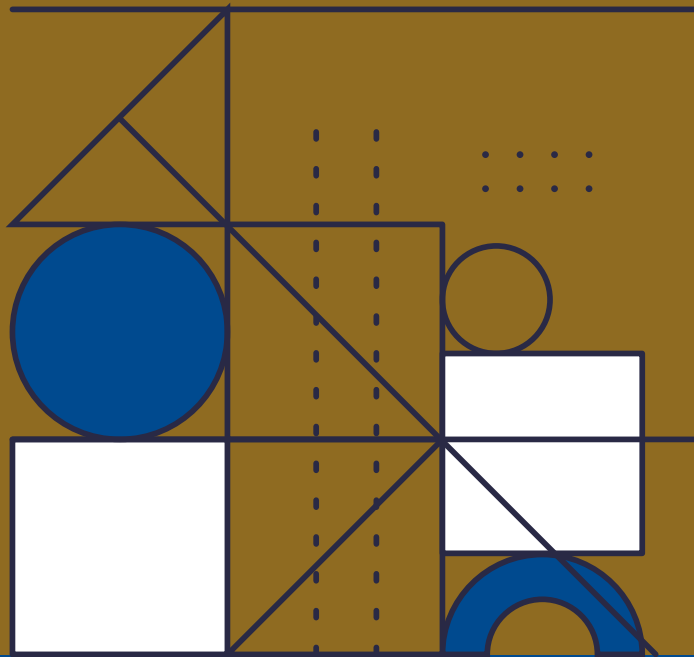
- a. Thorough training of marking personnel, coupled with intensive internal moderation, is conducted to eliminate the numerous marking errors observed; and
- b. Afrikaans versions of the marking guidelines are available at the marking centre from day one.

8.7 Conclusion

The verification of the marking process for the November 2025 GETC: ABET examination was successful. The marking personnel received basic training, and the marking process was deemed valid and fair. Umalusi acknowledges the professionalism with which the marking officials approached the marking of scripts.

Furthermore, internal moderators identified and corrected marking errors, and marking personnel and moderators identified irregularities. Although there were some discrepancies in marks, most were within the $\pm 3\%$ tolerance range and were corrected by internal moderators.

9



STANDARDISATION AND RESULTING



9.1 Introduction

Standardisation is a process based on evidence presented in qualitative and quantitative reports. Its primary goal is to achieve a high degree of uniformity within each context, accounting for sources of variability beyond the learner's ability and knowledge. Variability can arise from factors such as the standard of question papers, the conduct of the examinations, the quality of marking, and other related factors. For this reason, examination results are standardised to control their variability and ensure consistency across different examination sittings.

In broad terms, standardisation encompasses verifying subject structures, monitoring the capturing of marks, conducting dry-run tests for system alignment, developing and verifying norms, and reviewing standardisation booklets in preparation for standardisation meetings. Decisions made during standardisation are based on various factors, including Umalusi's principles of standardisation, qualitative inputs gathered from internal and external moderators and examination monitors, and intervention reports presented by assessment bodies. The process concludes with the approval of mark adjustments per subject, statistical moderation, and the subsequent steps.

9.2 Scope and Approach

Umalusi quality-assured the results for 26 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) learning areas in the November 2025 examinations, administered by the Department of Higher and Training (DHET), through the standardisation and resulting processes. In preparation for the standardisation meeting, Umalusi verified the historical averages (norms) after checking for outlier years, conducted dry-run testing, and processed and verified the standardisation datasets and the e-booklet. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) considered both quantitative data and qualitative inputs to make standardisation decisions for each subject. After the meeting, Umalusi verified the correctness of the adjustments made to each subject and subsequently reviewed and approved the resulting files at the learning area level.

9.3 Summary of Findings

This section outlines the key results and decisions made before, during, and after the standardisation meetings.

9.3.1 Development of norms

The norms for the GETC: ABET examinations were developed based on the previous five examination sittings for the November 2025 examinations. Once this process was completed, in accordance with policy requirements, the DHET submitted the norms to Umalusi for verification and approval. Analysis of the norms' datasets showed no outlier years in any learning areas for the GETC: ABET examinations.

9.3.2 Dry runs and verification of the GETC: ABET system

In preparation for the November 2025 standardisation processes, Umalusi and the DHET initiated a verification process through dry-run testing. This testing aimed to ensure the alignment and readiness of the mainframe system to process data for the November 2025 examinations. The dry-run testing focused on ensuring that:

- a. The formulae used for data processing were compatible; and
- b. The historical data on both systems were accurate.

9.3.3 Capturing of marks

Umalusi monitored the capturing of marks for the November 2025 GETC: ABET examinations, administered by the DHET on 14 December 2025 at Tshwane South TVET College, Centurion Campus. During this monitoring, Umalusi assessed the authenticity of marksheets, verified the capturing system, and evaluated the accuracy of the mark-capturing process.

The system implemented by the DHET adhered to the double-capturing functionality, a mechanism designed to enhance data accuracy by minimising errors. Marksheets used in the process were embedded with unique barcodes and colour-coded to distinguish between provinces. These marksheets were either computer-generated or manually produced, and each was assigned a unique marksheet number to ensure traceability. The barcode on each marksheet was directly linked to the scripts within the examination bundle, enabling accurate script tracking. For delivery to the capturing venue, marksheets and accompanying reports were transported in sealed, tamper-proof bags by examination assistants. Umalusi observed that the DHET had security measures in place, and the movement of marksheets was accompanied by security personnel. This represents an improvement compared with observations recorded during the previous monitoring exercise.

To uphold the double-capturing principle, the DHET appointed system personnel responsible for the GETC: ABET qualification and employed ten temporary staff members, comprising both capturers and verifiers, who were trained before the commencement of the process and assigned unique login credentials. The initial capturing of marks was conducted directly from the original marksheets by the DHET, followed by an independent verification process carried out by the verification team, also using the original marksheets, to ensure data accuracy and integrity.

Umalusi reviewed documents covering the capturing process, employment procedures for data capturers, and activities to ensure error-free and credible examination mark capturing. The capturing and verification of marks complied with DHET's management plan and guidelines, and the process also conformed to procedural standards. The Capturing Centre Manager provided the necessary appointment letters, training documentation for capturers, and information on managing the capturing centre and securing examination materials. Confidentiality protocols were in place, and all individuals signed a confidentiality agreement.

Access to the mainframe system was strictly controlled and limited to authorised users with valid usernames and passwords. Only the specific functions necessary for the capturing process were enabled, and access was granted to a limited number of personnel. All staff involved received training before using the system, in line with the manual functionality guidelines for the capturing process. The system was programmed to enforce data integrity by preventing the same user from capturing a marksheet more than once and by restricting the transfer of marksheets into candidate files unless verification had been completed and no discrepancies were identified. The capturing was performed on a live system in a venue adequately equipped with computers and an alarm system.

In summary, the capturing of marks for the November 2025 GETC: ABET examinations administered by the DHET was found to be accurate and aligned with established data-capturing principles. The administration and management of the capturing process were conducted in accordance with acceptable standards. It can therefore be concluded that the mark-capturing process implemented by the DHET for the November 2025 examinations was consistent, well-managed, and reliable.

9.3.4 Electronic datasets and standardisation booklets

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

9.3.5 Pre-standardisation and standardisation

Umalusi held the pre-standardisation and standardisation meetings for the GETC: ABET examinations on 5 January 2026. The ASC made adjustment decisions based on several factors, including qualitative and quantitative data. Qualitative input included information derived from the moderation of question papers, marking guidelines discussions, matters that might unfairly advantage or disadvantage candidates, and Evidence-Based Reporting (EBR). Quantitative input included guiding norms and pairs analysis. All evidence was reviewed in accordance with the established standardisation principles. The adjustment decisions for the November 2025 GETC: ABET standardisation are presented in Table 9A.

Table 9A: List of standardisation decisions for the November 2025 GETC: ABET examinations

Description	Total
Number of learning areas presented	26
Raw marks	13
Adjusted (mainly upwards)	05
Adjusted (downwards)	08
Unstandardised	00
Number of learning areas standardised	26

Once the ASC was satisfied with the reliability of the information provided, 26 learning areas were standardised. For the November 2025 GETC: ABET examinations, the ASC accepted the raw marks for 13 of the 26 learning areas. The marks for five learning areas were adjusted upwards, while those for the remaining eight were adjusted downwards. Considering all the factors discussed at the standardisation meeting, the ASC expressed concern about the high rates of absenteeism.

9.3.6 Post-standardisation

Umalusi approved the mark adjustments and verified the statistical moderation and resulting processes following the standardisation meeting. Umalusi ensured the correctness of the adjustments applied to each subject and subsequently verified and approved the resulting files at the learning area level.

9.4 Areas of Improvement

The DHET had security measures in place, and the movement of marksheets was escorted by security personnel.

9.5 Areas of Non-Compliance

None.

9.6 Directives for Compliance and Improvement

None.

9.7 Conclusion

The standardisation decisions were grounded in sound educational reasoning. As a result, Umalusi can conclude that the standardisation process was conducted in a fair, transparent, and reliable manner.

ANNEXURES

ANNEXURES

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

No.	LEARNING AREA (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT INITIAL MODERATION								TOTAL: (A)	%: (A)
		TA	LB	IM	CC	CD	AAG	PRE	MG		
1.	Ancillary Health Care (ANHC4)	M	M	M	L	M	M	M	M	0	0
2.	Applied Agriculture and Agricultural Technology (AAAT4)	A	A	A	A	A	A	A	A	8	100
3.	Arts and Culture (ARTC4)	A	A	A	A	A	A	A	A	8	100
4.	Early Childhood Development (ECD4)	A	M	A	L	A	L	M	A	4	50
5.	Economic and Management Sciences (EMSC4)	A	M	A	M	A	A	A	A	6	75
6.	Human and Social Sciences (HSSC4)	A	M	A	M	M	M	A	A	4	50
7.	Information Communication Technology (INCT4)	A	M	A	M	A	A	A	A	6	75
8.	LLC: Afrikaans (LCAF4)	M	A	M	A	A	M	A	A	5	63
9.	LLC: English (LCEN4)	M	M	A	M	M	A	A	M	3	38
10.	LLC: IsiNdebele (LCND4)	A	A	A	A	A	A	A	A	8	100
11.	LLC: IsiXhosa (LCXH4)	A	A	A	A	A	A	A	A	8	100
12.	LLC: IsiZulu (LCZU4)	A	M	L	L	A	M	A	A	4	50
13.	LLC: Sepedi (LCSP4)	A	M	A	M	A	A	A	M	5	63
14.	LLC: Sesotho (LCSO4)	M	A	M	M	A	A	A	M	4	50
15.	LLC: Setswana (LCTS4)	A	A	A	A	A	A	A	A	8	100
16.	LLC: SiSwati (LCSW4)	M	M	A	M	A	A	A	M	4	50
17.	LLC: Tshivenda (LCVE4)	A	M	M	M	A	A	A	M	4	50
18.	LLC: Xitsonga (LCXI4)	A	A	M	M	M	A	A	M	4	50
19.	Life Orientation (LIFO4)	M	M	M	M	L	A	A	M	2	25
20.	Mathematical Literacy (MLMS4)	L	M	L	M	A	A	A	L	3	38
21.	Mathematics and Mathematical Sciences (MMSC4)	M	M	A	M	A	A	A	M	4	50
22.	Natural Sciences (NATS4)	M	A	A	A	A	A	A	M	6	75
23.	Small, Medium and Micro Enterprises (SMME4)	A	M	M	M	M	M	A	M	2	25

No.	LEARNING AREA (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT INITIAL MODERATION									TOTAL: (A)	%: (A)
		TA	LB	IM	CC	CD	AAG	PRE	MG			
24.	Technology (TECH4)	A	A	M	A	M	A	A	A	A	6	75
25.	Travel and Tourism (TRVT4)	M	M	A	A	A	A	A	L	A	5	63
26.	Wholesale and Retail (WHRT4)	A	A	A	A	M	A	A	A	A	8	88
TOTAL : (A)		16	11	16	10	18	20	24	13		128	62%
% Compliance in all respects per criterion		62%	42%	62%	38%	69%	77%	92%	50%		62%	

KEY:

TA = Technical Aspects

LB = Language and Bias

IM = Internal Moderation

CC = Content Coverage

CD = Cognitive Demand

AAG = Adherence to Assessment Guideline

PRE = Predictability

MG = Marking Guideline

A = compliance in **ALL** respects

M = compliance in **MOST** respects

L = **LIMITED** compliance

N = **NO** compliance

Annexure 3A: Non-compliant Community Learning Centres (CLC)

No.	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed Non-compliance
1.	Adherence to the Examinations and Assessments Guidelines (EAG)	Lecturer PoA did not contain all of the following: a. Assessment plan; b. Evidence that the assessment plan adhered to the EAG; c. Assessment tasks; d. Marking guidelines; e. Facilitator details; f. Computerised mark sheets; and g. Evidence that students had access to the assessment criteria.	ECD4	Sikhanyiselwe (Almah) CLC
			EMSC4	Phaphamani CLC
				Thembelihle CLC
				Phindangene CLC
				Sibanini CLC
				Sevontein Prison
				Siyakhula CLC
				Ithafa CLC
				New Hanover Correctional Centre
			INCT4	Ikusasaletu CLC
				Hesselqua CLC
				Voorberg CLC
			LCAF4	Hesselqua Community Learning Centre
				Voorberg CLC
			LCTS4	Kgathelopele(Phisego) - Dr Ruth Segomotso Mompoti
			MLMS4	Mossel Bay Youth Centre
				Helderstroom Maximum
			TECH4	Umzamo CLC
				Thandiwe Mount Edgecombe
			TRVT4	Lower Lafuna CLC
			WHRT4	Thusanang CLC
Kroonstad Prison				
Lere CLC				
Mpho CLC				
Gontse CLC				
Ratega CLC				
Thusanang Bohale CLC				
Virginia Rehabilitation Centre				
Thabang le Rona CLC				

No.	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed Non-compliance
2.	Internal moderation	<p>Although internal moderation was conducted at all CLC, the following challenges were encountered:</p> <p>a. The internal moderator reports were of sub-standard quality: reports were not detailed enough and were incomplete;</p> <p>b. Limited or no feedback was provided to lecturers and students; and</p> <p>c. There was evidence of shadow marking where the internal moderator merely followed the facilitator's marking and allocated marks for incorrect answers.</p>	ARTC4	JHB Female Correctional Centre
				Tlhabologa CLC
				Nigel Correctional Centre
			LCAF4	Hesselqua CLC
			LCSO4	Tswinyane CLC
				Wattville CLC
				Aaron Moeti CLC
				Holy Trinity CLC
			LCSP4	Vunanimfundo CLC
				Wattville CLC
				Bethsaida CLC
				Thembisa CLC
			MLMS4	Western Cape CLC
				George CLC
				Polls Moore Prison
				Riviersonderend CLC
				Worcester Female Centre
				Bridge Town CLC
				Helderstroom Maximum
			MMSC4	Batallion/ SEG Skills Centre
				Siyathuthuka CLC
				Phindangene CLC
			SMME4	Gaegolelwe CLC
				Mq̄cawu F CLC
				Deben CLC
				Nonzwakazi CLC
				Itharabologelo CLC
				Thuto Boswa CLC
Mataleng CLC				
Helen Joseph CLC				
Elukhanyiswine CLC				
WHRT4	Thusanang CLC			
	Kroonstad Prison			
	Lere CLC			
	Mpho CLC			
	Nqoba CLC			
	Gontse CLC			
	Ratega CLC			

No.	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed Non-compliance
3.	Structure and content of student portfolios	<p>Umalusi reports indicated the following challenges:</p> <p>a. Contents page was not submitted or was not organised;</p> <p>b. Files were disorganised and not neatly presented</p> <p>c. Declaration of authenticity forms were incomplete;</p> <p>d. PoE did not contain an assessment plan;</p> <p>e. Marked responses lacked dates, signatures and feedback;</p> <p>f. Not all tasks were filed;</p> <p>g. Some PoE did not contain scores of marks; and</p> <p>h. Moderation reports or feedback were not filed.</p>	INCT4	KZN CETC Sesikwazi CLC
				Ekwenameni
				Ikusasaletu CLC
			LCAF4	Hesselqua CLC
			LCEN4	Bogwasha Rotole CLC
	WHRT4	Gontse CLC		

No.	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed Non-compliance		
4.	Implementation and assessment of tasks	<p>Umalusi identified the following shortcomings:</p> <p>a. Students' PoE did not contain an assessment plan, or assessment tasks were not dated, thus it could not be determined if the assessments were conducted as planned; and</p> <p>b. Students did not submit all the tasks in their PoE.</p>	ECD4	Sikhanyiselwe (Almah) CLC Mbangeni CLC		
			EMSC4	Braaimwood CLC Phaphamani CLC Thembelihle CLC Sibanini CLC Sikhanyiselwe CLC Sevontein Prison Siyakhula CLC Ithafa CLC		
				INCT4	Ekwenameni CLC Ikusasaletu CLC	
					LCAF4	Hesselqua CLC Voorberg CLC
				LCEN4		Bogwasha Rotole C LC Megoring CLC Phukubjane CLC Maphuto CLC
					LCTS4	Kgathelopele(Phisego) - Dr Ruth Segomotso Mompoti
					MLMS4	Western Cape CLC Riviersonderend CLC Bridge Town CLC Mossel Bay Youth Centre Siyazama CLC Helderstroom Maximum
						TECH4
				WHRT4		

No.	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed Non-compliance
5.	Student Performance	<p>The student performance at these centres was not up to standard for the following reasons:</p> <p>a. Students struggled to interpret the questions correctly. Answers were not aligned to the questions, especially in the test, and some did not attempt all the questions or tasks;</p> <p>b. Student performance did not meet expectations; and</p> <p>c. Students did not cope with different levels of difficulty or cognitive demand.</p>	EMSC4	Phindangene CLC
				Sevontein Prison
				New Hanover Correctional Centre
			INCT4	Ikusasaletu CLC
			LCAF4	Hesselqua CLC
			LCEN4	Bogwasha Rotole CLC
			LCSP4	Vunanimfundo CLC
			MLMS4	Western Cape CLC
				George CLC
				Polls Moore Prison
				Riviersonderend CLC
				Delft CLC
				St Helena Bay CLC
				Bridge Town CLC
				Mossel Bay Youth Centre
				Siyazama CLC
				Helderstroom Maximum
			SMME4	Nonzwakazi CLC
				Itharabologelo CLC
				Thuto Boswa CLC
				Mataleng CLC
Helen Joseph CLC				
Elukhanyiswine CLC				
WHRT4	Kroonstad Prison			
	Lere CLC			
	Gontse CLC			

No.	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed Non-compliance
6.	Quality of marking	<p>The quality of marking was not up to standard because the markers did not comply with all or most of the following:</p> <p>a. Marking was not consistent with the guideline, markers deviated from the marking guideline and did not use rubrics as required in some of the learning areas</p> <p>b. The standard of marking was unacceptable as it either advantaged or disadvantaged students, thus resulting in unfair and inconsistent results;</p> <p>c. The marks that the markers allocated were not a true reflection of the students' performance; and</p> <p>d. There were challenges in the awarding, recording and calculation of marks.</p>	ECD4	Mlozana CLC
				Bayabonga CLC
			EMSC4	Braaimwood CLC
				Phaphamani CLC
				Thembelihle CLC
				Phindangene CLC
				Sikhanyiselwe CLC
				Sevontein Prison
				Ithafa CLC
				New Hanover Correctional Centre
			INCT4	Ekwenameni CLC
				Ikusasaletu CLC
			LCAF4	Hesselqua CLC
			LCEN4	Mageme CLC
				Maphuto CLC
			LCTS4	Ntshepe – Dr Kenneth Kaunda
				Lodirile (Aganang) – Ngaka Ruth Mompoti
			MLMS4	Western Cape CLC
				George CLC
				St Francis CLC
				Polls Moore Prison
				Riviersonderend CLC
				Worcester Female Centre
				Delft CLC
				St Helena Bay CLC
				Bridge Town CLC
				Mossel Bay Youth Centre
				Siyazama CLC
				Helderstroom Maximum
SMME4	Gaegolelwe CLC			
	Mqacawu F CLC			
	Deben CLC			
	Nonzwakazi CLC			
	Itharabologelo CLC			
	Thuto Boswa CLC			
	Mataleng CLC			
	Helen Joseph CLC			
	Elukhanyiswine CLC			

No.	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed Non-compliance
	Quality of marking		WHRT4	Kroonstad Prison
				Lere CLC
				Mpho CLC
				Gontse CLC
				Ratega CLC
				Thusanang Bohale CLC
				Virginia Rehabilitation Centre
				Bahladi Banqabi CLC
				Thabang le Rona CLC

Annexure 6A: Examination centres visited during the writing and marking of the examinations

No.	Date	Learning Area Code	Name of AET Centre	Province
1.	03/11/2025	INCT4	Cecilia Makiwane AEC	Eastern Cape
2.	03/11/2025	INCT4	Delft CLC	Western cape
3.	03/11/2025	INCT4	Hlabelela PALC	Gauteng
4.	03/11/2025	INCT4	Molise Tlale Adult Centre	Free State
5.	03/11/2025	INCT4	Ntji-Mothapo ABET Centre	Limpopo
6.	03/11/2025	INCT4	Sesikwazi Adult Centre	Kwa Zulu Natal
7.	03/11/2025	INCT4	Thando Public Adult Learning Centre	Mpumalanga
8.	04/11/2025	LIFO4	Phenyo Adult Centre	Free State
9.	04/11/2025	LIFO4	Platfontein Public Centre	Northern Cape
10.	04/11/2025	LIFO4	Reneilwe Adult Education	Gauteng
11.	04/11/2025	LIFO4	Vukutakhe ABET Centre	Mpumalanga
12.	05/11/2025	LCZU4	Amaoti ABET Centre	KwaZulu Natal
13.	05/11/2025	LCXH4	Blythswood Centre	Eastern Cape
14.	05/11/2025	LCZU4	Emamfemfetheni ABET Centre	KwaZulu Natal
15.	05/11/2025	LCSW4	Mzinti ABET Centre	Mpumalanga
16.	05/11/2025	LCND4 LCSP4 LCZU4	O R Tambo Adult Centre	Limpopo
17.	06/11/2025	ANHC4	Durban Medium B ABET Centre	KwaZulu-Natal
18.	06/11/2025	ANHC4	Kgautswane ABET Centre	Limpopo
19.	06/11/2025	ANHC4	Krugersdorp Prison	Gauteng
20.	06/11/2025	ANHC4	Pescodia Public Centre	Northern Cape
21.	06/11/2025	ANHC4	Platfontein Public Centre	Northern cape
22.	07/11/2025	LCAF4	Scottsdene CLC	Western Cape
23.	07/11/2025	LCAF4	Thubelihle PALC	KwaZulu-Natal
24.	10/11/2025	ECDV4	Matsulu Adult Centre	Mpumalanga
25.	10/11/2025	ECDV4	Mbekweni CLC	Eastern Cape
26.	10/11/2025	ECDV4	Meloding	Free State
27.	10/11/2025	ECDV4	Meriting-lphatlhose	North West
28.	10/11/2025	ECDV4	Zanempucuko AEC	Eastern Cape
29.	11/11/2025	LCEN4	Bergsig Public Centre	Northern Cape
30.	11/11/2025	LCEN4	CB Addison	KwaZulu Natal
31.	11/11/2025	LCEN4	City of Cape Town AL	Western Cape
32.	11/11/2025	LCEN4	Golden Village	North West
33.	11/11/2025	LCEN4	Grahamstown Prison	Eastern Cape
34.	11/11/2025	LCEN4	Frere Hospital	Eastern Cape
35.	11/11/2025	LCEN4	Muledane ABET Centre	Limpopo
36.	11/11/2025	LCEN4	Polokwane Correctional Centre	Limpopo
37.	11/11/2025	LCEN4	Tswinyane Community Learning Centre	Gauteng
38.	12/11/2025	ARCT4	Elukwatini Adult Centre	Mpumalanga
39.	12/11/2025	ARCT4	Mphatlalatsane	North west
40.	12/11/2025	ARCT4	Sebelaolo ABET Centre	Limpopo
41.	12/11/2025	ARCT4	Setlakalana Molepo A	Gauteng

No.	Date	Learning Area Code	Name of AET Centre	Province
42.	13/11/2025	HSSC4	Duduza Adult Centre	Gauteng
43.	13/11/2025	HSSC4	Fairbreeze Adult Centre	KwaZulu Natal
44.	13/11/2025	HSSC4	Feke AET Centre	Limpopo
45.	13/11/2025	HSSC4	Witzenberg C.L.C	Western Cape
46.	14/11/2025	MLMS4	Dokkies Adult Centre	KwaZulu-Natal
47.	14/11/2025	MLMS4	Eamogetswe Adult Centre	Mpumalanga
48.	14/11/2025	MLMS4	Glencoe Correctional Centre	KwaZulu Natal
49.	14/11/2025	MLMS4	Maraxwe ABET Centre	Limpopo
50.	14/11/2025	MLMS4	Medium-A-Prison	Eastern cape
51.	14/11/2025	MLMS4	Mogakolodi - ABET L4	North West
52.	14/11/2025	MLMS4	Rebone PALC	Free state
53.	14/11/2025	MLMS4	Sebokeng Adult Centre	Gauteng
54.	14/11/2025	MLMS4	Worcester C.L.C-Eden	Western Cape
55.	17/11/2025	TRVT4	Holy Trinity Adult Centre	Gauteng
56.	17/11/2025	TRVT4	Bethelsdorp ABET Centre	Eastern Cape
57.	17/11/2025	TRVT4	Precious Makwabe Sakhingomso ABET Centre	Eastern Cape
58.	17/11/2025	TRVT4	Makgwading ABET Centre	Limpopo
59.	18/11/2025	EMSC4	Tlhabologo ABET Centre	Gauteng
60.	18/11/2025	EMSC4	Isiboniso Adult Centre	Mpumalanga
61.	18/11/2025	EMSC4	Makgane CLC	Limpopo
62.	18/11/2025	EMSC4	Lynnville ABET Centre	Mpumalanga
63.	18/11/2025	EMSC4	Imbali Yesizwe ABET Centre	KwaZulu Natal
64.	19/11/2025	TECH4	Tzaneen Correctional	Limpopo
65.	19/11/2025	TECH4	Sekolo	Free State
66.	19/11/2025	TECH4	Seshego Hospital Centre	Limpopo
67.	19/11/2025	TECH4	Thaba Moopo Hospital	Limpopo
68.	20/11/2025	NATS4	Wedela Adult Centre	Gauteng
69.	20/11/2025	NATS4	Majuba Adult Educ entre	Mpumalanga
70.	20/11/2025	NATS4	Rankgerethane ABET Centre	North West
71.	21/11/2025	AAAT4	Faza ABET Centre	Limpopo
72.	21/11/2025	AAAT4	Langelooop CLC	Mpumalanga
73.	21/11/2025	AAAT4	Maphopha ABET Centre	Limpopo
74.	24/11/2025	WHRT4	Ivory Park ABET Centre	Gauteng
75.	24/11/2025	WHRT4	Die Duine CLC	Western Cape
76.	24/11/2025	WHRT4	Moepathutse CLC	Gauteng
77.	24/11/2025	WHRT4	Wesley AEC	Eastern Cape
78.	24/11/2025	WHRT4	Zuzulwazi ABET Centre	KwaZulu Natal
79.	25/11/2025	SMME4	Kammelsdrift AET	Gauteng
80.	25/11/2025	SMME4	Leokeng	North West
81.	25/11/2025	SMME4	Mamahabane	Free State
82.	25/11/2025	SMME4	Tswelopele Correctional Centre	Northern Cape
83.	25/11/2025	SMME4	Taamane CLC	Gauteng
84.	25/11/2025	SMME4	Rantlhake AET Centre	Mpumalanga

Annexure 6B: Total number of markers and learning area information

No.	Learning Area Code	Total scripts expected	Actual number of scripts	CM	IM	DCM	SM	M	Actual number marking personnel
1.	AAAT4	4940	3504	1	1	0	1	14	13
2.	ANHC4	30067	22058	1	1	1	6	54	50
3.	ARTC4	2141	1557	1	1	1	0	6	5
4.	ECD4	23239	16850	1	1	0	5	37	35
5.	EMSC4	5291	3731	1	1	0	1	12	12
6.	HSSC4	6314	4819	1	1	0	1	14	14
7.	INCT4	2259	1664	1	1	0	1	12	12
8.	LCAF4	1150	884	1	1	0	0	5	3
9.	LCEN4	42166	31363	1	1	1	11	96	76
10.	LCND4	278	263	1	1	0	0	4	2
11.	LCSP4	3605	2677	1	1	0	1	11	11
12.	LCSO4	1200	860	1	1	0	1	10	9
13.	LCSW4	1425	972	1	1	0	0	7	7
14.	LCTS4	2169	1795	1	1	0	1	11	11
15.	LCVE4	869	737	1	1	0	0	5	5
16.	LCXH4	5400	3570	1	1	0	2	17	15
17.	LCXI4	1090	846	1	1	0	0	5	5
18.	LCZU4	8607	8604	1	1	0	3	23	19
19.	LIFO4	40681	30122	1	1	1	10	68	67
20.	MLMS4	39501	29140	1	1	1	10	75	71
21.	MMSC4	4899	3364	1	1	0	1	11	11
22.	NATS4	1534	1119	1	1	0	2	9	6
23.	SMME4	14482	10144	1	1	0	2	24	25
24.	TECH4	696	492	1	1	0	0	3	3
25.	TRVT4	16984	12776	1	1	0	4	30	29
26.	WHRT4	4212	2956	1	1	0	0	8	7
Total		265199	196867	26	26	5	63	451	571

KEY:

CM= Chief Marker

IM= Internal Moderator

DCM= Deputy Chief Marker

SM= Senior Marker

M= Marker

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ISBN: 978-1-928445-91-3



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General and Further Education and Training