



# Report on the Quality Assurance of the DHET Examination of the GETC: ABET L4

UMALUSI



Council for Quality Assurance in  
General and Further Education and Training

ABRIDGED REPORT ON THE  
QUALITY ASSURANCE OF THE  
DHET EXAMINATION OF THE GETC: ABET L4

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NOVEMBER 2013

PUBLISHED BY:



Council for Quality Assurance in  
General and Further Education and Training

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# Executive Summary

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Umalusi quality assures the assessment for the General Education and Training Certificate (GETC) for Adult Basic Education and Training (ABET L4) – hereinafter referred to as GETC: ABET L4 – conducted by the Department of Higher Education and Training (DHET).

Quality assurance of the assessment for the GETC requires an engagement with every process in the examination cycle. The intention of these quality assurance activities is to determine whether all assessments and all assessment processes in the examination cycle meet the required standards. These standards are judged against various criteria appropriate to the particular assessment or assessment process.

Umalusi is committed to the ongoing improvement, validity, reliability and fairness of assessment. The report therefore includes sections on areas for improvement and recommendations, both of which are designed to offer feedback to all those involved in the processes of assessment at national, provincial, district and AET centre levels.

Umalusi believes that judicious consideration of the proposed areas for improvement and recommendations can lead to improvement when assessment personnel, educators and officials consider these in relation to the context in which they operate.

The structure of this report dedicates a chapter for each of the five key quality assurance of assessment processes:

1. Moderation of question papers;
2. Moderation of Site-Based Assessment (SBA);
3. Monitoring of both the writing and marking phases of the examinations;
4. Verification of marking, and
5. Standardisation.

## CHAPTER 1

Umalusi moderators evaluated question papers for all 26 GETC: ABET L4 learning areas (LAs) as listed in Table 1. The DHET presented two sets of question papers (QPs): one set is intended for the November examination; the other for the following June examination, providing it has not been used as a result of unforeseen circumstances.

A total of 17 QPs were approved and six QPs were conditionally approved, with no submission for second moderation required. This means that 44% of QPs were approved after first moderation. Thirteen QPs (25%) were conditionally approved, with submission for second moderation required. The remaining 16 QPs (31%) were not approved. These required resetting and resubmission for a second moderation. This means that 56% of the QPs had to be resubmitted for second moderation.

The approval of the QPs at this stage is of concern to Umalusi. However, it should be noted that 13 of the 29 QPs required resubmission as a result of technical, or minor, corrections; and all question papers submitted for second moderation were approved.

Internal moderation is an area of serious concern. A total of 12 QPs (23%) did not meet the standards for this criterion after first moderation. This is also the only criterion that remained a challenge after second moderation, with an additional four QPs not making the grade. Of 81 moderations 16, or 20%, failed to meet these criteria. The main reason for this was that internal moderators did not pay sufficient attention to detail and were not sufficiently vigilant or rigorous. Internal moderators allowed numerous errors to evade them.

The marking memoranda, generally, did not meet the required standard at first moderation, or even at final moderation. Moderators frequently indicated that the memorandum was not fully compliant with all the standards. On the whole, however, examiners and internal moderators displayed the knowledge and skills to undertake the task. The challenge lies in ensuring close attention is paid to detail.

While Umalusi is concerned with the high number of question papers that required an additional round of external moderation, it is satisfied that all question papers approved by external moderators met the minimum Learning Area Assessment Guidelines.

## **CHAPTER 2**

This chapter has two sub-sections: Moderation of SBA Instruments and Moderation of SBA Portfolios.

### **(i) Moderation of SBA Instruments**

The Assessment Body (DHET) is responsible for setting common SBA tasks for the GETC: ABET L4 qualification, based on the Learning Area Assessment Guidelines. The DHET sets five SBA tasks for each learning area every year. These tasks are subject to external moderation and approval before they can be implemented in learning and teaching practices.

The process of external moderation for the SBA instruments is almost identical to that of the question paper moderation process. Umalusi moderated the SBA task sets of five tasks per learning area for all 26 learning areas.

A total of 23 task sets were approved; two sets were conditionally approved and did not require resubmission for second moderation. In total, 96% of the 26 task sets were approved after first moderation. The task set for one learning area, Mathematics, required resubmission for second moderation.

Umalusi is, however, concerned that the final reports are misleading. The DHET invited internal moderators to the external moderation exercises. This resulted in the two moderators consulting on areas of concern on the day of the external moderation, at which time the internal moderator corrected specific concerns. Since the moderation report does not indicate the 'before' standard and quality of the task sets, and as all task sets are approved at the end of the moderation exercise, this approach has presented challenges.

Umalusi moderators are satisfied that, year-on-year, the standard of internal moderation has improved. However, Umalusi is concerned with the poor quality of internal moderation, given that in 28% of learning areas this criterion was not met. This concern speaks to subject matter expertise, dedication and commitment, since internal moderation is the highest level of internal quality assurance at national level.

(ii) Moderation of SBA Portfolios

The GETC: ABET L4 consists of two forms of assessment, Site-Based Assessment and formal examinations. This section of the report addresses SBA, which takes place on site at the time of teaching and learning. The quality assurance of SBA is of importance for two reasons: firstly, the marks awarded to candidates for SBA comprise 50% of the qualification results; secondly, the process of conducting SBA provides insight into the standards of teaching, assessing, moderation and support at site, district and provincial levels.

SBA is, therefore, conceptually formative. It should prepare candidates for success in the examinations. SBA forms an integral part of the teaching and learning process, especially for adults, but if SBA is not valid and reliable the integrity of the examination is at risk.

The external moderation of SBA tasks is based on a sample of portfolios from both learners and educators. Sample selection is, however, complicated by very low registrations in certain learning areas, e.g. some ethnic languages in certain provinces and/or regions.

Umalusi experienced difficulties obtaining registration data from Provincial Education Departments (PEDs) and/or the Department of Higher Education and Training (DHET) at the time requested. Often, the assessment body responded only after a circular requesting the sample was circulated.

All PEDs were requested to submit nine learner portfolios, plus the educator portfolio, per learning area. Each of the PEDs was also required to submit one learning area per learning centre, from four centres, in the sample. Each province was, therefore, required to submit 40 portfolios from four centres. The total sample requested from all nine provinces was 360 portfolios.

It is important to note that the samples Umalusi received were not what was requested. The rationale for the requested sample structure was to allow Umalusi to evaluate the implementation of the SBA tasks, and thus the quality and standard of teaching and learning practices, at a particular AET centre for the sampled learning areas.

The number of portfolios submitted fell short of the projected target of 40 portfolios per province. It is of concern that Umalusi received only 322 of the 360 portfolios requested (89%), and not a single PED submitted the requested 10 portfolios from any one centre for any learning area. The maximum number of portfolio submissions from any one centre for a learning area was four.

The findings, based on the moderation instrument used, can be sub-divided into two categories, i.e. the educator portfolio, and the learner Evidence of Assessment portfolio. External moderator reports indicated that educators covered the content and adhered well to the Subject and



Assessment Guidelines, achieving compliance-rating scores of 84/93 and 77/93 respectively for these two criteria.

Internal moderation, as with all quality assurance of assessment processes, remains a concern. The lack of evidence suggests that, across all provinces and all learning areas, there is virtually no internal moderation at site level. It is imperative that circuit/district officials plan and oversee site level moderation where possible.

The lack of internal moderation at site level makes thorough and effective moderation at circuit/district and provincial levels absolutely critical. In 77% of the educator files, evidence was found of internal moderation, but the quality of moderation troubled most external moderators. In many cases, the internal moderation report was simply a check-list.

The presentation of learner portfolios can improve. Insufficient attention was given to technical aspects, such as the inclusion of copies of learner ID and a signed declaration verifying the authenticity of the work presented. An inability to guarantee the authenticity of candidates' SBA marks undermines the integrity of the marks awarded.

There was no evidence of formal feedback to learners after assessment of the portfolio by the educator.

### **CHAPTER 3**

This chapter reports on the monitoring of the writing phase and the monitoring of the marking phase of the examination.

#### **(i) Monitoring of the Writing Phase of the Examination**

Umalusi deployed 35 monitors to visit a sample of 58 examination centres for the writing phase of the examination. All nine provinces were included in the monitoring of writing exercise.

The monitoring exercise involves the observation and evaluation of examination administration activities such as the receipt, storage and return of question papers and answer scripts, the preparation of examination venues, conduct of candidates, invigilation of the examination and management of procedures.

Monitors evaluated whether any examination administration procedures were compromised and resulted in irregularities, and reported on how irregularities were managed and resolved. Monitors also reported on how invigilators addressed candidate-related irregularities during the writing process, and how these were reported to the circuits/district offices and PEDs.

Monitor reports indicated that the general management of the examination was of concern as 45% of examination centres evaluated did not meet the general management of the examination criterion. Poor administration of the examination centres was limited to three provinces, i.e. Northern Cape (six centres), and Eastern Cape and Mpumalanga, with four affected centres

each. The main concern was inadequate planning regarding access control to the safe/strong-room where question papers were stored.

The seating of candidates was of minor concern. Some examination centres allowed learners to sit where they chose to and then recorded their names accordingly (in the absence of a pre-arranged seating plan). The problem with this approach was that latecomers' names were often not recorded, resulting in an inefficient attendance recording system.

Overall, the writing of examinations was adequately planned and managed, but it is of concern that 20% of the 58 centres monitored did not sufficiently implement measures that would ensure the conduct of fair and credible examinations.

Monitor reports indicated that examination centre managers were very strong regarding the packaging and transmission of answer scripts to and from distribution points and centres.

Reports showed that at least 50% of PED officials did not monitor their examination centres. Internal monitoring of the examination is of utmost important as it assists in providing examinations that are credible. The monitoring of examination centres in rural areas was often neglected, since internal monitors preferred to visit centres that were easily accessible.

Monitor reports revealed pockets of very good practice regarding the general management of the examination, but at the same time there were concerns. Too many examination centres continue to struggle to administer examinations effectively.

There was sufficient evidence that PEDs had the necessary policies and processes in place at provincial level, but that implementation at centre level was often inconsistent and ineffective.

Having said that, Umalusi was satisfied that the November 2013 examinations, as monitored, evaluated and reported by all Umalusi monitors, had not been compromised, since 68% of examination centres met compliance requirements. The concerns regarding non-compliance related more to inconsistent administration than non-compliance with policy.

## (ii) Monitoring of the Marking Phase of the Examination

The purpose of external monitoring of the marking phase is to assess the integrity of the marking processes. The act of monitoring provides an opportunity to identify best practice and it allows for the identification of challenges encountered in the marking phase. There may be a solution based on the findings presented, or that can be addressed during standardisation.

Monitors visited 10 of the 12 provincial marking centres during the marking sessions. A list of the sites and marking teams, and a collated list of the evaluation of the marking centres, are included in Chapter 3.

Good practice was observed in the thorough planning of marking centres. This is an administrative function that supports the process of marking, and it was the most highly rated area

of the marking process. In addition, assessment officials exercised tight control over the dispatch of answer scripts to storage facilities, mark sheets to data capturers, and reports to officials in the provincial office.

The monitors stated categorically that at no stage did they observe any action at a marking centre that could compromise the integrity of the marking.

## **CHAPTER 4**

This chapter has two sub-sections: memorandum discussions; and verification of marking.

### **(i) Memorandum Discussions**

Memorandum discussions were held after the writing of the question papers and prior to the commencement of marking. The purpose of the memorandum discussion workshops was to ensure that all possible variables had been addressed and that all role-players in the marking process adhered to the same marking standard. This was to ensure that all marking was fair, consistent and reliable.

The external moderator for each learning area attended the marking guideline discussions to:

- Ensure that the approved question paper was the one presented to candidates;
- Guide the interpretation of the questions and the required answers; and
- Approve the final memorandum used by all markers in each specific learning area.

A total of 24/26 Umalusi moderators attended the memorandum discussion workshops for their specific learning area of expertise. The external moderators for EMSC4 and LLC: XI4 could not attend due to ill health and work commitments respectively.

The pre-marking of at least 20 scripts per person, which encouraged a keen understanding of the question paper and how candidates were responding, was identified as good practice. The knowledge gained from pre-marking led to genuine, informed participation in the memorandum discussions. Participants also analysed the results per question, providing the discussion group with the knowledge of what worked in the memorandum and where adjustments were needed.

An area of concern arose where chief markers and/or internal moderators did not present and discuss the findings of their reports of previous examinations. Conforming to this practice would assist with both self-evaluation and in improving the setting of question papers and marking guidelines.

The reports on the memorandum discussions showed that these meetings were, to a large extent, professionally managed, and their purposes were fulfilled in each learning area. The memorandum discussions could be said to have served their intended purpose in every learning area that was externally moderated.

Umalusi was satisfied that the concerns raised above did not compromise the integrity and validity of the question papers and marking guidelines. The memorandum discussions served to strengthen and improve the marking process.

## (ii) Verification of Marking

This chapter presents the analysis of the moderation of the marking process. This is a critical process in the quality assurance of an examination, since it is impossible to have the same control over marking as one has over question paper setting and marking guideline determinations, both of which involve a limited number of people.

Verification of marking validates the process of marking and determines whether marking has adhered to the marking guidelines approved by the external moderators after the memorandum discussions. Verification of marking also determines the standard of internal moderation, and whether or not internal moderators have fulfilled their duties appropriately.

The external moderation process determines whether correct judgements have been made and, if not, identifies shortcomings for the attention of the standardisation committee.

Overall, marking was judged to be poor in 4 cases, average in 3 learning areas, good in 26 learning areas and, in one learning area, the marking was deemed to be excellent. This is reported in detail in the main report.

All external moderators reported that all questions were within the scope of the GETC: ABET L4 Subject and Assessment Guidelines. Only one issue was reported: the external moderator for LCAF recommended that the scripts be remarked because of substantial discrepancies between the marks of the marker and those of the internal moderator.

All marking was seen to be largely fair and valid with no incidents that could compromise the integrity of the marking process.

## **CHAPTER 5**

The pre-standardisation and standardisation meetings for the DHET took place on 22 and 23 December 2013 respectively, after the meetings had to be rescheduled because of incorrect data sets submitted.

Representatives from the Department of Higher Education and Training (DHET) attended the standardisation meeting on 23 December 2013. This meeting was also attended by various stakeholder representatives. The forum agreed on the standardisation results as captured in Chapter 5.

In conclusion it can be said that the process of assessment for the GETC: ABET L4 was far from perfect, but issues uncovered during moderation and monitoring of the quality assurance processes showed that the problems that occurred were isolated instances. Training, more

effective support and streamlined administration would resolve most areas of weakness and mitigate potential risks.

In every report, the moderators and monitors indicated that the assessment process was sound and that nowhere did they observe any action that undermined the integrity of the examination.

# Acronyms

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ABET	-	Adult Basic Education and Training
AET	-	Adult Education and Training
ASC	-	Assessment Standards Committee
CASS	-	Continuous Assessment
CLC	-	Community Learning Centres
DHET	-	Department of Higher Education and Training
EC	-	Eastern Cape Province
EAG	-	Examination and Assessment Guideline
EOR	-	Examinations on Request
FS	-	Free State Province
GETC	-	General Education and Training Certificate
GP	-	Gauteng Province
IEB	-	Independent Examinations Board
KZN	-	KwaZulu-Natal Province
LA	-	Learning Area
LP	-	Limpopo Province
MP	-	Mpumalanga Province
NC	-	Northern Cape Province
NQF	-	National Qualifications Framework
NW	-	North West Province
PALC	-	Public Adult Learning Centre
PED	-	Provincial Education Department
QAA	-	Quality Assurance of Assessment
SAQA	-	South African Qualifications Authority
SBA	-	Site-Based Assessment
UMALUSI	-	Quality Council for Quality Assurance in General and Further Education and Training
WC	-	Western Cape Province

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# Moderation of question papers

## 1. INTRODUCTION

The Department of Higher Education and Training (DHET) employs examiners who set the question papers for the General Education and Training Certificate (GETC). The assessment bodies also employ moderators (internal) to moderate the question papers before they are presented to Umalusi for external moderation.

Umalusi moderates question papers to ensure that the standard is comparable to that of previous years and current policy requirements. To maintain public confidence in the national examination system, the question papers must be seen to be relatively:

- Fair;
- Reliable;
- Representative of an adequate sample of the curriculum;
- Representative of relevant conceptual domains; and
- Representative of relevant levels of cognitive challenge.

Umalusi employs external moderators with the relevant subject matter expertise to carefully analyse and scrutinise the question papers, based on a set of standardised evaluation criteria.

The GETC: ABET L4 has 26 learning areas offered across all nine Provincial Education Departments (PEDs), as reflected in the table below.

**Table 1: DHET ABET L4 Learning Areas**

LA No	LEARNING AREAS	LA CODE
1	Ancillary Health Care	ANCH4
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



LA No	LEARNING AREAS	LA CODE
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

## 2. SCOPE AND APPROACH

The DHET presented two sets of question papers for the 26 learning areas for external moderation. One set is intended for the November examination; the second set is rolled over to the June examination of the following year provided it has not been used as a result of unforeseen circumstances.

Umalusi moderators moderated all 52 question papers during the first quarter of 2013. The instrument used to moderate question papers has eight criteria:

- Technical;
- Internal moderation;
- Content coverage;
- Cognitive skills;
- Marking memorandum;
- Language and bias;
- Adherence to Assessment Policies & Guidelines, and
- Predictability.

Each criterion has a set of specific questions against which the question papers are evaluated and assessed. The moderator makes a judgement for each criterion, considering four possible outcomes:

- No compliance;
- Limited compliance;
- Compliance in most respects, and
- Compliance in all respects.

The moderator evaluates the question paper based on overall impression and how the requirements of all eight criteria have been met. A decision is then taken on the quality and standard of the question paper as a whole, considering one of four possible outcomes:

- Approved;
- Conditionally approved – no resubmission;

- Conditionally approved – resubmit; and
- Not approved – if the standard and quality of the question paper is entirely unacceptable.

### 3. FINDINGS

The table below provides a breakdown of the status of the question papers after all external moderation exercises have been completed.

**Table 2: Approval Status of QPs moderated**

Full Learning Area Description	LA CODE	First Moderation		Second Moderation	
		QP1	QP2	QP1	QP2
1. Ancillary Health Care	ANCH4	CAR	CAR	A	A
2. Applied Agriculture and Agricultural Technology	AAAT4	A	A	-	-
3. Arts and Culture	ARTC4	CANR	CANR	A	-
4. Early Childhood Development	ECD4	A	CAR	-	A
5. Economic and Management Sciences	EMSC4	A	A	-	-
6. Human and Social Sciences	HSSC4	CANR	CANR	-	-
7. Information Communication Technology	INCT4	CAR	CAR	A	A
8. LLC: Afrikaans	LCAF4	CAR	CAR	A	A
9. LLC: English	LCEN4	NA	NA	A	A
10. LLC: IsiNdebele	LCND4	CAR	NA	A	A
11. LLC: IsiXhosa	LCXH4	NA	NA	A	A
12. LLC: IsiZulu	LCZU4	CANR	CANR	-	-
13. LLC: Sepedi	LCSP4	CAR	CAR	A	A
14. LLC: Sesotho	LCSO4	NA	NA	A	A
15. LLC: Setswana	LCTS4	NA	NA	A	A
16. LLC: Siswati	LCSW4	A	A	-	-
17. LLC: Tshivenda	LCVE4	A	A	-	-
18. LLC: Xitsonga	LCXI4	CAR	NA	A	A
19. Life Orientation	LIFO4	A	A	-	-
20. Mathematical Literacy	MLMS4	A	A	-	-
21. Mathematics Sciences	MMSC4	NA	NA	A	A
22. Natural Sciences	NATS4	A	A	-	-
23. Small Medium and Micro Enterprises	SMME4	NA	NA	A	A
24. Technology	TECH4	CAR	CAR	A	A
25. Travel and Tourism	TRVT4	A	A	-	-
26. Wholesale and Retail	WHRT4	NA	NA	A	A

A = Approved | CANR = Conditionally Approved – No Resubmit | CAR = Conditionally Approved – Resubmit | NA = Not Approved

Table 3 gives a quantitative analysis of the status of question papers after first and second external moderation.

**Table 3: Analysis of approval of QPs**

Moderation	Approved + CANR	% Approved + CANR	CAR (Resubmit)	% CAR	Not Approved (NA)	% NA
1ST Mod	23	44%	13	25%	16	31%
2ND Mod	29	56%	0	0%	0	0%
Total	52	100%				

A study of Table 3 shows that 44% of both sets of question papers were approved after first moderation, 25% were conditionally approved to be resubmitted and 31% was Not Approved, after first moderation.

A total of 56% of the question papers had to be resubmitted for second moderation, but 13 of the 29 question papers were to be resubmitted due to minor/technical corrections.

All question papers submitted for second moderation were approved. No question paper required a third moderation.

Table 4 below summarises the moderation of question papers with specific reference to the moderation criteria used. It reflects first and second moderation processes. It is imperative to note that all QPs were approved after second moderation.

**Table 4: QP Moderation based on the Criteria**

Criterion	Findings (Set 1 and Set 2)
C1. Technical Criteria	<ul style="list-style-type: none"> <li>49 of the 52 QPs moderated (94%) met this criterion after 1ST moderation;</li> <li>MMSC (both sets) and INCT did not meet this criterion after 1ST moderation.</li> <li>EMs were generally satisfied with the technical aspects of the QPs.</li> </ul>
C2. Internal Moderation	<ul style="list-style-type: none"> <li>Internal moderation is an area of concern as a total of 12 QPs (23%) did not meet this criterion after 1ST moderation. This is also the only criterion that remained a challenge after 2ND moderation, with another 4 QPs not making the grade. This means that 16/81 moderations (20%) failed to meet this criteria.</li> <li>The main reason for this is that internal moderators do not pay attention to detail.</li> </ul>
C3. Content Coverage	<ul style="list-style-type: none"> <li>All QPs, except for LCND and WHRT (both sets), met this criterion after 1ST moderation. This issue was resolved after the 2ND moderation.</li> </ul>

Criterion	Findings (Set 1 and Set 2)
C4. Cognitive Demand	<ul style="list-style-type: none"> <li>Only 4 QPs did not meet this criterion after 1ST moderation. This issue was resolved after the 2ND moderation.</li> </ul>
C5. Marking Guideline	<ul style="list-style-type: none"> <li>The Marking Tool for WHRT (both sets), INCT, LCND, LCXH (both sets) proved to be challenging as it did not meet the criterion. This means that 12% of all QPs moderated did not meet this criterion. This issue was resolved after the 2ND moderation.</li> </ul>
C6. Language and Bias	<ul style="list-style-type: none"> <li>The correct use of language proved to be a challenge for examiners as LCXH (both sets), LCAF and INCT (both sets) failed to meet this criterion. The issues were fairly basic and due to a lack of attention to detail, and were easily corrected after 2ND moderation.</li> </ul>
C7. Adherence to Policy	<ul style="list-style-type: none"> <li>A total of 5 QPs did not meet this criterion, i.e. LCAF, MMSC (both sets) and WHRT (both sets). This means that 5% of QPs moderated did not comply with policy requirements. This is possibly because some of the examiners are fairly new.</li> </ul>
C8. Predictability	<ul style="list-style-type: none"> <li>All QPs met this criterion after 1ST moderation! Not a single QP was found to be predictable, in that no items were copied and pasted from previous QPs.</li> </ul>
C9. Overall Impression	<ul style="list-style-type: none"> <li>Considering the findings above, it is not surprising that a total of 9 QPs raised some concerns for external moderators, i.e. LCAF (x2), LCXH (x2), MMSC (x2), WHRT (x2) and LCND, some of which were referred for 2ND moderation.</li> </ul>

**Table 5: Status of QPs at final moderation**

	Compliance Frequency (Out of 81)	
	Fully	Not fully
C1. Technical Criteria	78	3
C2. Internal Moderation	65	16
C3. Content Coverage	78	3
C4. Cognitive Demand	77	4
C5. Marking Guidelines	75	6
C6. Language and Bias	76	5
C7. Adherence to Policy	76	5
C8. Predictability	81	0
C9. Overall Impression of QP	72	9

#### 4. AREAS OF GOOD PRACTICE

The DHET must be commended for good management and administration processes with respect to the external moderation of question papers. Security measures were tight and Umalusi is not aware of any QP that has been compromised during the external moderation process.

The moderation reports show that examiners were mindful of the candidates they would be examining and did well in respect of using taxonomies to ensure that they tested different cognitive levels, abilities and skills. Most examiners included a range of question forms appropriate

for the candidates. All examiners set original question papers, some of them innovative, and no examiner was found to have used questions from previous papers.

## **5. AREAS FOR IMPROVEMENT**

Internal moderation is an area of concern as 23% of QPs did not meet this criterion after first moderation. This is also the only criterion that remained a challenge even after second moderation, with another four QPs not making the grade at that stage. This means that 16/81 moderations failed to meet this criterion. Inadequate internal moderation is a serious challenge as internal moderators were not sufficiently vigilant or rigorous and allowed numerous errors to evade them.

In most cases, it seems that non-approval had less to do with the content of the question paper and more to do with errors made in the presentation of the question paper, diagrams, sketches and addenda. Technical errors rank high among problems experienced, including incorrect page and question numbering, spelling and other basic matters that simply require close attention to detail.

## **6. RECOMMENDATIONS**

1. The DHET must strengthen the internal moderation of QPs to ensure that QPs are not subjected to second moderation because of technical glitches. The current model of internal moderation does not do what it is intended to do. For example, if the 13 QPs Conditionally Approved – Resubmit has been effectively resolved during the internal moderation process, almost 70% of QPs would have been approved after 1ST moderation.
2. The training interventions do not always achieve the desired outputs. Officials continued to adopt a policy-compliance, check-box-approach. It is recommended that the DHET develops booklets for the various sections, and presents these in a series of smaller workshops at national and provincial levels.

## **7. CONCLUSION**

Umalusi is concerned that 56% of all QPs moderated required a second round of external moderation, with technical errors and poor attention to detail being the main causes. However, it is satisfied that all QPs were approved after second moderation.

Overall, all QPs met the relevant criteria, with the exception of internal moderation processes. These present ample room for improvement. It is imperative that the DHET puts in place measures to ensure that a high percentage of QPs are approved at 1ST moderation. This requires raising the quality and standard of internal moderation.

Umalusi is satisfied that all question papers approved by external moderators met the Learning Area Assessment Guidelines, notwithstanding the concerns raised. The quality and standard of the approved question papers did not compromise the GETC: ABET L4 examinations and were fit for purpose.

# Moderation of Site-Based Assessment

Internal assessment (called Site-Based Assessment in the AET sector), is an important component of examinations and contributes towards the final mark required for certification. This section of the report, firstly, reflects on the external moderation of the instruments used for internal assessment; and, secondly, reflects on the external moderation of the SBA tasks as implemented during teaching and learning.

## 1. MODERATION OF SBA INSTRUMENTS

### 1.1 INTRODUCTION

Umalusi uses examinations at exit levels on the NQF as the key quality assurance anchor point to influence quality assurance in the education and training system. Site-Based Assessment (SBA) for the GETC: ABET L4 has a weighting of 50% of the final mark required for certification.

The DHET as the assessment body is responsible for setting common SBA tasks for the GETC: ABET L4 qualification, based on the Learning Area Assessment Guidelines. Each year the DHET sets five SBA tasks for each learning area.

Umalusi evaluates the quality and standard of SBA tasks, based on a set of criteria and standards approved by Council. This external moderation process is similar to that of the moderation of question papers.

### 1.2 SCOPE AND APPROACH

The DHET presented a set of five SBA tasks per learning area for all 26 learning areas for external moderation. This external moderation is conducted annually during the month of August and the tasks are implemented the following academic year. Umalusi moderated SBA task sets of five tasks per learning area for all 26 learning areas.

The instrument used to externally moderate the SBA tasks has nine criteria:

- Adherence to Curriculum and Subject Guidelines;
- Content coverage;
- Cognitive skills;
- Language and bias;
- Formulation of instructions and questions;
- Quality and standard of SBA tasks;
- Marking guidelines;
- Use of assessment methods and forms; and
- Internal moderation.

Each criterion has a set of specific questions against which the SBA tasks are evaluated and assessed. The moderator evaluates the task against the criterion and makes a judgement

considering four possible outcomes:

- No compliance;
- Limited compliance;
- Compliance in most respects; and
- Compliance in all respects.

The moderator evaluates the SBA tasks using a scoring system that examines how the requirements of all nine criteria have been met and evaluates the quality and standard of the set of SBA tasks as a whole, considering one of four possible outcomes:

- Approved;
- Conditionally approved – no resubmission;
- Conditionally approved – resubmit; and
- Not approved – if the standard and quality of the question paper is entirely unacceptable.

It is important to note that the moderation decision considers all five SBA tasks per learning area as one set of tasks. Therefore all five tasks are considered as a whole for final approval purposes.

### 1.3 FINDINGS

The table below gives a breakdown of the status of the SBA tasks after the completion of all external moderation exercises.

**Table 6: Status of SBA Task Sets after External Moderation**

Moderation	Approved	CANR	% Approved	CAR (Resubmit)	Rejected	% CAR + Rejected	Total
1ST Mod	23	2	96%	1	0	4%	26
2ND Mod	1	0	4%	0	0	0%	1
Total	24	2	100%	1	0	4%	27

An analysis of the table shows that no SBA task set was rejected, but one task set (Mathematics) was conditionally approved and required a resubmission for second moderation (CAR). Two task sets, i.e. LLC: IsiNdebele and LLC: Xitsonga, were conditionally approved, with no resubmission required (CANR).

The DHET invited their internal moderators to be part of the external moderation process. This resulted in the two moderators consulting on areas of concern on the day of the moderation. The internal moderator then corrected specific concerns.

Umalusi is concerned that this collaborative internal moderation approach influenced the overall results of the external moderation process. Umalusi will put measures in place to ensure that the

SBA instruments moderation processes (internal and external) are separated in future external moderation exercises.

Table 7 below gives an overview of the moderation findings, based on the nine moderation criteria and measured against the four possible compliance outcomes.

**Table 7: Quantitative Analysis of Moderation of SBA Tasks**

	COMPLIANCE			
	None	Limited	Most Respects	All Respects
C1. Adherence to Curriculum and Subject Guidelines	1	1	4	20
C2. Content Coverage	0	1	5	20
C3. Cognitive Skills	1	0	9	16
C4. Language and Bias	0	2	1	23
C5. Formulation of Instructions and Questions	0	3	12	11
C6. Quality and Standard of SBA Tasks	1	0	8	17
C7. Marking Guidelines	1	3	8	14
C8. Use of Assessment Methods and Forms	0	1	4	21
C9. Internal Moderation	1	6	6	13
<b>Total Instances:</b>	<b>5</b>	<b>17</b>	<b>57</b>	<b>155</b>
	2%	7%	25%	66%

An analysis of the table shows five instances of non-compliance, all related to the task set for Mathematics, which were not approved during the first moderation.

Six of the 17 instances of limited compliance relate to poor internal moderation. Two criteria, i.e. Formulation of Instructions and Questions and Marking Guidelines, each account for three of the 17 instances of limited compliance.

Umalusi is pleased to report that the moderation of the SBA task sets had a compliance rating of 91%, with 155 instances of compliance in terms of the 'All Respects' criterion. The findings indicate that the examiners used a variety of assessment methods and forms across all learning areas.

Examiners also did very well to ensure that a total of 24/26 LAs were fully compliant with the Language and Bias criterion.



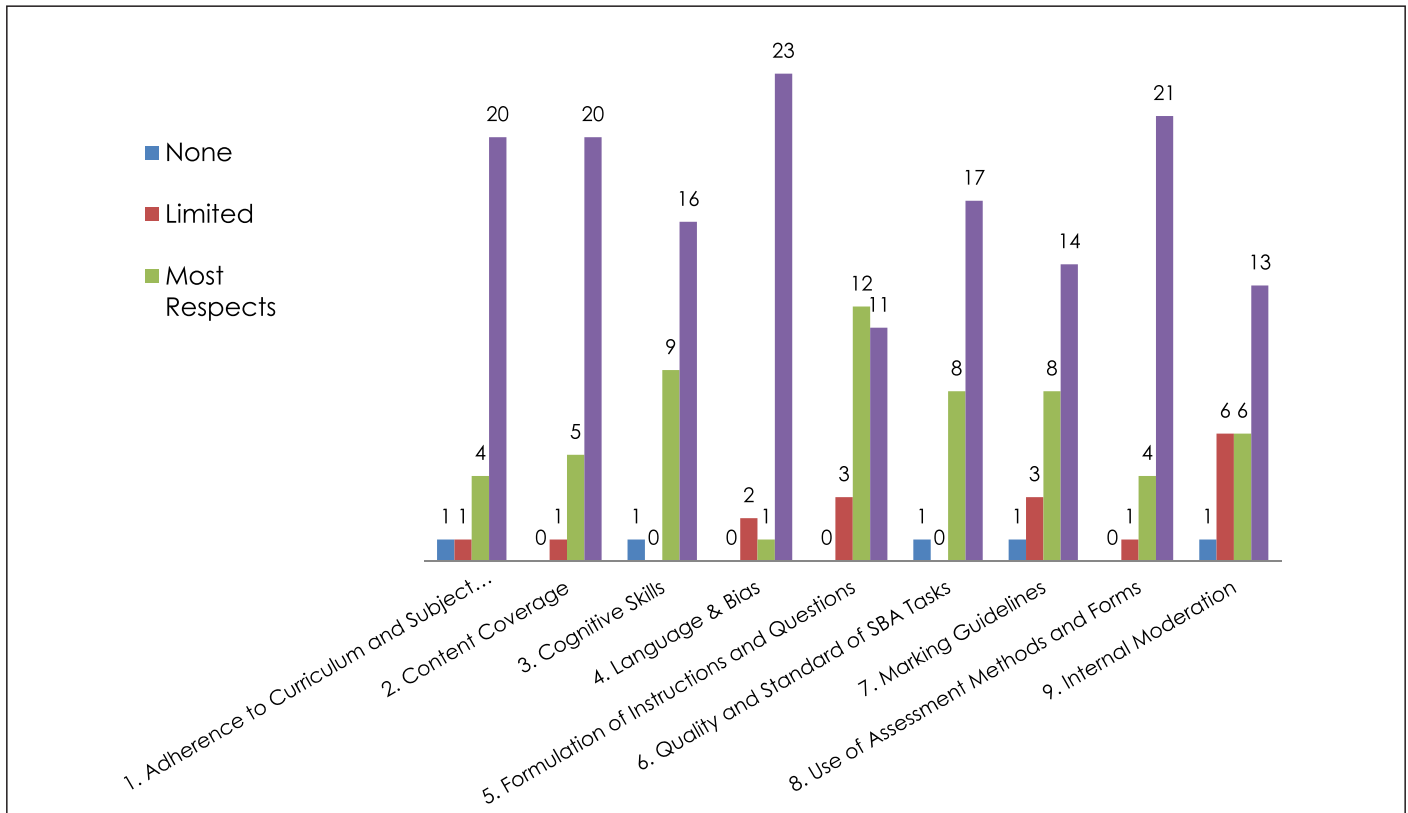
The findings are further explored, as illustrated in Table 8 (below).

**Table 8: Qualitative Analysis of Moderation of SBA Tasks**

Criterion	Findings (Set 1 and Set 2)
C1. Adherence to Curriculum and Subject Guidelines	<ul style="list-style-type: none"> <li>• Only 2 LAs, MMSC and LCXH, did not meet this criterion;</li> <li>• 20 LAs (77%) met all sub-criteria;</li> <li>• 4 LAs 'Most': LCEN4, LCSO4, LCXI4 and SMME4.</li> </ul>
C2. Content Coverage	<ul style="list-style-type: none"> <li>• TRVT had limited content coverage – all other LAs met this criterion;</li> <li>• 20 LAs (77%) met all sub-criteria.</li> </ul>
C3. Cognitive Skills	<ul style="list-style-type: none"> <li>• 96% of LAs met this criterion. Only MMSC did not comply;</li> <li>• 16 LAs (62%) met all sub-criteria.</li> </ul>
C4. Language & Bias	<ul style="list-style-type: none"> <li>• All LAs met this criterion except MMSC and ECD, with limited compliance;</li> <li>• 23 LAs (88%) met all sub-criteria.</li> </ul>
C5. Formulation of Instructions and Questions	<ul style="list-style-type: none"> <li>• ANCH, LCXH and MMSC had limited compliance. The concern is that 12/26 LAs (46%) met 'most' sub-criteria;</li> <li>• 11/26 LAs (42%) met all sub-criteria.</li> </ul>
C6. Quality and Standard of SBA Tasks	<ul style="list-style-type: none"> <li>• Only MMSC did not meet this criterion;</li> <li>• 17 LAs (65%) met all sub-criteria.</li> </ul>
C7. Marking Guidelines	<ul style="list-style-type: none"> <li>• Marking Guidelines are well designed, with 21/25 LAs meeting this criterion;</li> <li>• 8 LAs (31%) met most sub-criteria and 14 (54%) met all sub-criteria.</li> </ul>
C8. Use of Assessment Methods and Forms	<ul style="list-style-type: none"> <li>• Only LCXI did not meet this criterion;</li> <li>• 21 LAs (81%) met all sub-criteria.</li> </ul>
C9. Internal Moderation	<ul style="list-style-type: none"> <li>• Internal Moderation is the Achilles heel of this process, with only 12 LAs meeting all sub-criteria and 6 LAs meeting most sub-criteria – 6 LAs had limited compliance;</li> <li>• 6 LAs (23%) met most sub-criteria and 13 (50%) met all sub-criteria.</li> </ul>

Figure 1 below shows the percentage of learning areas that were fully compliant, measured against the nine criteria. The graphs indicate that internal moderation and marking guidelines remain a challenge but that, overall, the approved SBA task sets were of a good quality and met the minimum required standards.

**Figure 1: Learning Area compliance rate per criterion (n=26)**



#### 1.4 AREAS OF GOOD PRACTICE

The SBA tasks are developed nationally by DHET. The first level of quality assurance, i.e. internal moderation, is also a national competency. The national common SBA task sets has added value and contributed to improving the tasks, evident when tasks are compared with those of previous standards.

Umalusi moderators evaluate and approve the tasks for implementation. This strategy and approach ensures that the tasks meet a minimum standard before they are distributed to provinces for implementation.

#### 1.5 AREAS FOR IMPROVEMENT

Year-on-year the standard of internal moderation has improved. However, Umalusi is concerned that based on the originally submitted task sets it would appear that some Internal Moderators still do not understand the Learning Area Assessment Guidelines. This concern speaks to subject matter expertise, dedication and commitment, as internal moderation, at national level, is the highest level of quality assurance.

The Formulation of Instructions and Questions criterion is an area of concern, with 42% of the task sets meeting 'most' of the sub-criteria. This criterion is possibly the most important for evaluating the quality and standard of internal assessment instruments.

## **1.6 RECOMMENDATIONS**

1. The DHET must put in place a system to ensure that the quality and standard of internal moderation is of a higher standard. This could be achieved by ensuring that examiners and internal moderators have a workable knowledge and understanding of the relevant Subject and Assessment Guidelines.
2. The DHET must close the 'gap' between national examiners who set the SBA task sets and educators at provincial, district and AET centre levels, who do not have an opportunity to provide feedback on the tasks and their implementation. This would, potentially, also address the challenge concerning the Formulation of Instructions and Questions criterion.

## **1.7 CONCLUSION**

Overall, one must commend examiners and internal moderators for setting tasks of a quality and standard that meet national standards. There is sufficient evidence that examiners and internal moderators work well together, when compared with the final product of previous versions. This is evident when considering that the SBA tasks achieved a 91% compliance rate.

Umalusi is satisfied that the SBA tasks, as approved by external moderators, are of a good quality and standard and do not compromise the credibility of internal assessment.

## **2 MODERATION OF SBA PORTFOLIOS**

### **2.1 INTRODUCTION**

The mark awarded to AET learners for Site-Based Assessment (SBA) forms 50% of their final mark for certification. This SBA mark is also subjected to statistical moderation. Potentially, an SBA mark could account for more than 50% of the final certification mark. This statement underlines the importance of how SBAs are implemented and quality assured at institutional and provincial levels.

Considering the myriad issues regarding adult education and training, it should be understood that SBAs are formative in design and, from a learner perspective, intended to be developmental. It is therefore imperative for educators to understand the purpose and design of SBAs. The objective is to guide and support the learning process in a structured approach that will assist learners to master theories, concepts and their application, without compromising the credibility of internal assessment.

The DHET, as the public assessment body, is responsible for developing five SBA tasks per learning area. These are used nationally by all public AET providers. The SBA tasks are evaluated and approved by Umalusi before implementation by the AET providers.

The challenge at implementation level is that AET providers often lack a system to ensure the quality and credibility of internal assessment. External moderation of SBA tasks is thus imperative.

The purpose of external moderation of SBA is to:

- Ensure that SBA complies with national policy guidelines and directives;
- Establish the scope, extent and reliability of SBA across all assessment bodies;
- Verify internal moderation of SBA as conducted by the assessment bodies;
- Identify problem areas in the implementation of SBA;
- Recommend solutions to the challenges identified; and
- Report on the quality of SBA within the assessment bodies.

### **2.2 SCOPE AND APPROACH**

Umalusi moderates a sample of SBA portfolios across all learning areas and provinces. The selection of a moderation sample is complex because some AET learners register for a January–December academic year while others register for a June–June academic year.

Sample selection is further complicated because of very low registrations in certain LAs specific to certain provinces and/or regions of the country, such as some ethnic languages. Umalusi experienced difficulties obtaining the registration data from PEDs and/or DHET.

The sample for SBA moderation was limited to 12 LAs and applied to all nine PEDs, (Table 9 below). The intention of the sample was to include LAs that were not moderated during the past two examination processes, LCENG being the exception to the rule.

**Table 9: SBA Moderation sample requested**

Learning Area	Code	EC	FS	GP	KZN	LP	MP	NC	NW	WC
1. Arts and Culture	ARTC4	10	10							10
2. Applied Agriculture and Technology	AAAT4			10		10			10	
3. Ancillary Health Care	ANHC4	10			10	10				
4. Economic and Management Sciences	EMSC4		10		10					10
5. Human and Social Sciences	HSSC4		10	10	10					
6. LC: Afrikaans	LCAF4					10		10	10	
7. LC: English	LCEN4					10	10		10	
8. LC: Siswati	LCSW4		10					10		10
9. Life Orientation	LIFO4						10	10		10
10. Mathematical Literacy	MLMS4			10				10	10	
11. Natural Sciences	NATS4	10			10		10			
12. Travel and Tourism	TRVT4	10		10			10			

The table indicates that each PED was required to submit portfolios for four LAs and that each LA sampled was selected from three provinces. All PEDs were requested to submit **nine learner portfolios** plus the **educator portfolio** per learning area. They also had to submit **one learning area per learning centre** and include four centres in the sample. The provinces were thus requested to submit a total of 40 portfolios spread across **four centres**. The requested sample totalled **360 portfolios**.

The moderation of SBA tasks was conducted at Umalusi's premises, from 22–24 November 2013. The external moderators evaluated the portfolios using an instrument designed for this purpose. They also took into consideration the reports from internal moderators and the provincial mark sheets.

## 2.3 FINDINGS

It is important to note that the samples submitted were quite different from what was requested. The rationale for the sample, as explained above, was to enable Umalusi to evaluate the sample from a centre as a whole.

Instead, the majority of PEDs sent one learner portfolio from various centres, making it virtually impossible to evaluate any one centre. Table 10 is a summary of what provinces submitted for external moderation. The information is sorted per provincial education department, per learning area.

**Table 10: SBA Moderation sample submitted**

PED	Learning Area	District /Region	AET Centre	Educator Portfolios	Learner Portfolios
Eastern Cape	ANHC4	Libode	Ntapane	1	1
	ANHC4	Cradock	Sofunda	1	1
	ANHC4	Qumbu	Bhelekence	1	1
	ANHC4	Uitenhage	Phaphani	1	1
Eastern Cape	ARTC4	King William's Town	Bonweni (Ayliff Mission)	1	1
	ARTC4	Fort Beaufort	Kama Adult Tom's Place	1	1
	ARTC4	Fort Beaufort	Nomzamo Adult Gaga	1	1
	ARTC4	Mount Fletcher	Ilisolomzi	1	1
	ARTC4	East London	Emthonjeni centre	1	1
	ARTC4	Ngcobo	Ngcobo PALC	1	1
	ARTC4	Qumbu	Qumbu PALC	1	1
	ARTC4	King William's Town	Phikolomzi	1	1
	ARTC4	Ngcobo	Ngcobo PALC	1	1
Eastern Cape	NATS4	King William's Town	Masivuke	1	2
	NATS4	Cofimvaba	Nyanisweni	1	1
	NATS4	Sterkspruit	Zusakhe	1	1
	NATS4	Sterkspruit	Sisipho	1	1
	NATS4	Fort Beaufort	Thembelihle	1	1
	NATS4	Dutywa	Masivuye	1	1
	NATS4	East London	Nyameko	1	2
Eastern Cape	TRVT4	Sterkspruit	Phaphama	1	1
	TRVT4	Maluti	Nonkqubela	1	1
	TRVT4	Port Elizabeth	Masizakhe	1	1
	TRVT4	Lusikisiki	Magwa	1	1
	TRVT4	Mount Frere	Mvuzi	1	1
	TRVT4	Mthata	Mpeko	1	1
	TRVT4	Queenstown	Zokhahlamba	1	1
	TRVT4	Butterworth	Tafaloffe	1	1
	TRVT4	Mount Fletcher	Sivuyile A/C	1	1
Free State	ARTC4	Motheo	Sekgabo	1	4
	EMSC4	Motheo	Rutegang	1	4
	HSSC4	Fezile Dabi	NG Noord PALC	1	4
Gauteng	AAAT4	Ekurhuleni North	Thembisa	1	4
	HSSC4	Gauteng West	Mohlakeng AET	1	4
	MLMS4	D3	Hammanskraal: Majaneng	1	3
	MLMS4	D3	Hammanskraal: Fanjan	1	2
	TRVT4	Sedibeng East	Sharpeville AET Centre	1	4

<b>PED</b>	<b>Learning Area</b>	<b>District /Region</b>	<b>AET Centre</b>	<b>Educator Portfolios</b>	<b>Learner Portfolios</b>
KZN	ANHC4	Pinetown	Fuku	1	2
	ANHC4	Vryheid	Entuthukeni	1	1
	ANHC4	Umgungundlovu	Bramhill	1	1
	ANHC4	Uthungulu	Ingweni Indonsa	1	1
KZN	EMSC4	Umlazi	Ijingulwazi Adult	1	1
	EMSC4	Ugu	Meshack Ntshulana	1	1
	EMSC4	Empangeni	Phumelela	1	1
	EMSC4	Umgungundlovu	Phumelela	1	1
	EMSC4	Pinetown	DBN Medium B	1	1
	EMSC4	Umkhanyakude	Funulwazi AET	1	1
	EMSC4	Uthukela	Ukukhanyakwesizwe	1	2
	EMSC4	Sisonke	Mkhatshana PALC	1	1
KZN	HSSC4	Sisonke	Mkhatshana PALC	1	1
	HSSC4	Uthungulu	Khulakahle PALC	1	4
	HSSC4	Zululand	Khulangolwazi PALC	1	1
	HSSC4	Umkhanyakude	Amandla PALC	1	2
KZN	NATS	Umlazi	Zuzulwazi	1	1
	NATS	Pinetown	Siphamandla	1	2
	NATS	Ugu	Siyathuthuka	1	1
	NATS	Empangeni	Vikimithi	1	1
	NATS	Umgungundlovu	Lindikuhle	1	1
	NATS	Sisonke	Sindawonye	1	1
	NATS	Umzinyathi	Thuto Ke Lesedi	1	1
Limpopo	AAAT4	Vhembe	Tshombo	1	3
	AAAT4	Waterberg	Moshia	1	3
	AAAT4	Capricorn	Megoring	1	3
Limpopo	ANHC4	Mopani	Kubune	1	3
	ANHC4	Capricorn	Sehlomole ABET	1	3
	ANHC4	Vhembe	Ramushasha	1	3
Limpopo	LCAF	Waterberg	Krause AET	1	2
	LCAF	Waterberg	Makhutjisa	1	2
Limpopo	LCEN	Mopani	Pheeha	1	4
	LCEN	Capricorn	Dikolobe	1	3
	LCEN	Waterberg	Nylstroom Prison	1	4

PED	Learning Area	District /Region	AET Centre	Educator Portfolios	Learner Portfolios
Mpumalanga	LCEN4	Bohlabela	Mvuyazi	1	2
	LCEN4	Gert Sibanda	Mayflower	1	3
	LCEN4	Nkalanga	Witbank Prison	1	2
	LCEN4	Ehlanzeni	Lodakada	1	2
Mpumalanga	LIFO4	Gert Sibande	Hloma	1	2
	LIFO4	Ehlanzeni	Manzini AET	1	3
	LIFO4	Nkalanga	Vumazonke ABET	1	4
Mpumalanga	NATS4	Gert Sibanda	Thembelisha	1	4
	NATS4	Nkalanga	Lynnville	1	4
Mpumalanga	TRVT4	Gert Sibande	Ntabanhle Pilot Centre	1	2
	TRVT4	Nkalanga	Bongumusa ABET	1	3
	TRVT4	Gert Sibande	Emseni AET	1	2
	TRVT4	Gert Sibande	Embhuleni AET	1	2
North West	AAAT4	Bojanala	Meriting, Rustenburg	1	3
	AAAT4	Bojanala	Rankgeretihane	1	3
	AAAT4	Ngaka Modiri Molema	Reipopile	1	3
	AAAT4	Dr Ruth Segomotsi Mompoti	Itireleng	1	3
North West	LCAF4	Ngaka Modiri Molema	Lichtenburg	1	1
	LCAF4	Bojanala	Reamogetswe AET	1	3
North West	LCEN4	Central	Handicraft	1	3
	LCEN4	Dr Modiri Molema	Tshimologo	1	3
	LCEN4	Dr RS Mompoti	Namogang	1	3
North West	MLMS4	Dr Kenneth Kaunda	Glaudina	1	3
	MLMS4	Ngaka Modiri Molema	Mosiane	1	3
	MLMS4	Dr Kenneth Kaunda	Kopanang	1	3
	MLMS4	Ngaka Modiri Molema	Raphephe	1	3
Northern Cape	LCAF4	Siyanda	Askham PALC	1	4
	LIFO4	Frances Baard	Galeshewe AET	1	4
	MLMS4	Pixley Ka Seme	Nonzwakazi	1	4
Western Cape	ARTC4	Central	Best Centre	1	4
	EMSC4	Metro Central Education	St. Francis AET	1	4
	LIFO4	Metro Central Education	Shiloh	1	4
<b>Total Portfolios Submitted:</b>				<b>103</b>	<b>219</b>



The number of portfolios submitted is short of the projected target of 40 portfolios per province. Instead, Umalusi received 322 of the 360 portfolios requested (89%).

The concern is that not a single PED submitted the requested 10 portfolios from a centre for any learning area. The maximum number of portfolios submitted from the same centre for a learning area was four portfolios.

This issue must be understood in the policy context: a learner who does not complete and submit his or her portfolio cannot write the external examination. There are many variables at play here, but the concern is whether the PEDs could not submit the requested sample because learners did not complete the SBA tasks, or whether PEDs could not submit the portfolios for other, unknown, reasons.

The findings, based on the moderation instrument used, can be sub-divided into two categories: the Educator Portfolio and the learner Evidence of Assessment portfolio.

#### **A. Educators' Portfolios of Evidence**

The instrument used to evaluate the portfolios of both the educator and the learner is based on seven criteria. The first three criteria focus on the educator portfolio; the last four criteria are more concerned with the learner portfolio. It is important to note that the findings must be read as a whole.

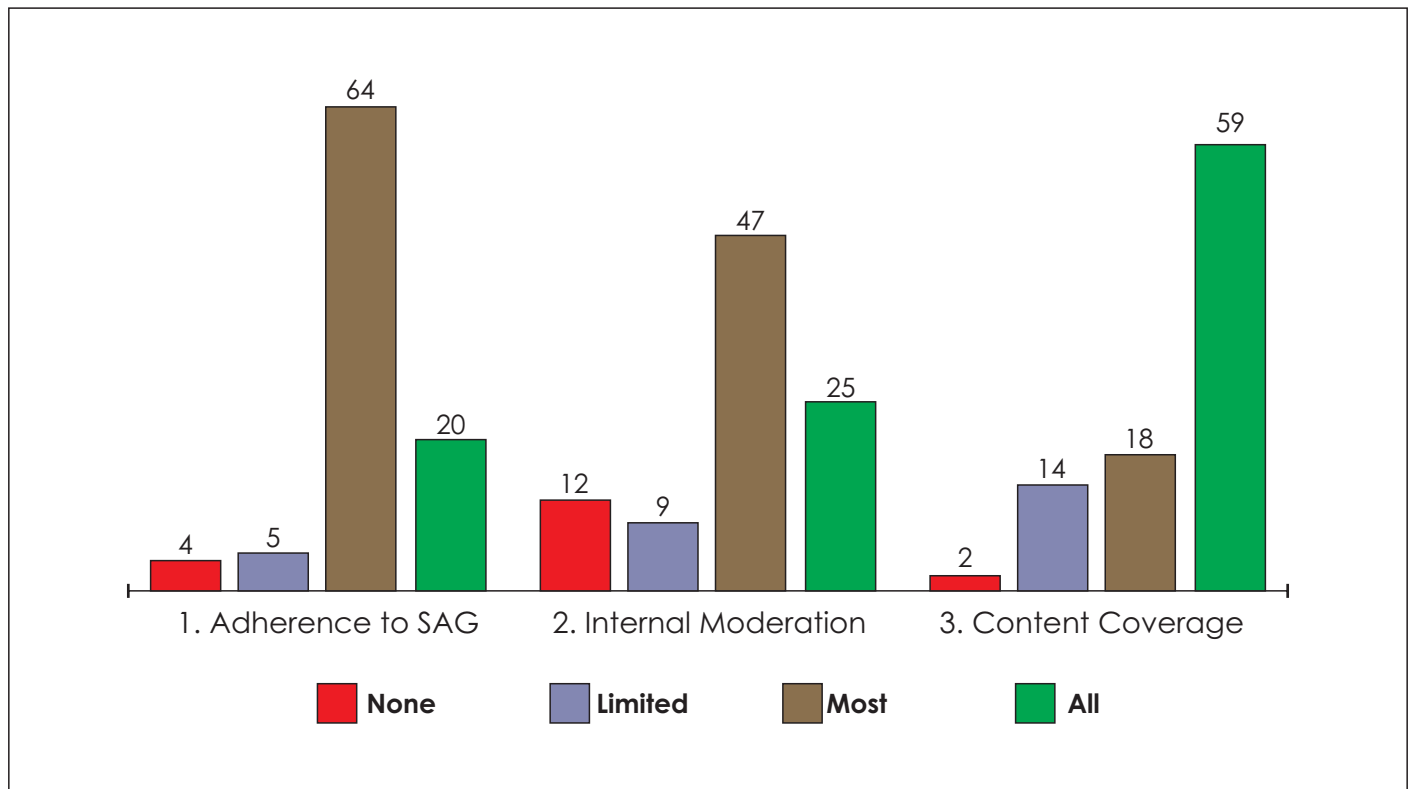
The findings for the moderation of the educator portfolio, based on the criteria, are indicated in Table 11.

**Table 11: Moderation of Educator Portfolios based on the Criteria**

Criterion	Level of Compliance			
	None	Limited	Most	All
<b>1. Adherence to SAG</b>	<b>4</b> instances 2 NW; 1 LP; 1 NC - 1 LA (LCAF)	<b>5</b> instances 3 LP; 1 FS; 1 KZN - 5 LAs	<b>64</b> instances 16 NATS (EC); 9 EMS; 9 ARTC 17 KZN	<b>20</b> instances 8 ANHC; Fairly spread across all PEDs and LAs
<b>2. Internal Moderation</b>	<b>12</b> instances: 6 KZN; 2 NW; 1 EC, NC, FS and LP	<b>9</b> instances 4 LCEN; 2 LCAF; 1 ANHC, ART and HSS	<b>47</b> instances 16 NATS; 16 EC; 12 KZN	<b>25</b> instances 8 ANCH; 7 AAAT; Fairly spread across all PEDs
<b>3. Content Coverage</b>	<b>2</b> instances 2 LCAF	<b>14</b> instances 8 EC in ARTC	<b>18</b> instances 9 NATS; Fairly spread across all PEDs	<b>59</b> instances Fairly spread across all PEDs and LAs

The level of educator compliance is summarised in Figure 2.

**Figure 2: Educator Compliance (n=93)**



The graphs show that the educators covered the content and adhered to the Subject Assessment Guidelines very well. This, at face value, is an improvement, when compared to previous evaluations of these criteria.

Internal moderation is an area of concern, especially in KwaZulu-Natal. This quality assurance function at centre/circuit/district level is imperative to improve the understanding and applications of the SBA tasks.

The 46 instances of 'none' and 'limited' compliance account for only 16% of the total evaluation. Overall, the educators met 233/279 (84%) of the sub-criteria, considering the four possible outcomes.

Please note that instances of 'limited' compliance can potentially be converted to 'most' compliance, should the PEDs identify the LAs and AET centres affected and work closely with the educators to implement an improvement strategy.

## B. Learner Evidence of Assessment

The findings for the moderation of the learner portfolios, based on four criteria, are indicated in Table 12.

**Table 12: Quantitative Analysis of Learner Portfolios**

Criterion	Level of Compliance			
	None	Limited	Most	All
<b>4. Structure of Content</b>	<b>3</b> instances 3 LCAF	<b>6</b> instances 2 ARTC; 2 HSSC; 2 LCAF	<b>61</b> instances Fairly spread across all PEDs and LAs	<b>23</b> instances 10 ANHC
<b>5. Assessment Tasks</b>	<b>5</b> instances 5 LCAF	<b>8</b> instances 6 LCEN	<b>41</b> instances 10 ARTC	<b>39</b> instances 10 ANHC; 10 NATS 8 AAAT
<b>6. Learner Performance</b>	<b>3</b> instances 3 LCAF	<b>17</b> instances 10 LCEN; 2 LCAF; 3 MLMS	<b>26</b> instances 10 ARTC; 6 NATS; 5 HSSC	<b>47</b> instances 10 ANHC, EMSC and NATS
<b>7. Quality of Marking</b>	<b>10</b> instances 4 LCEN; 3 EMSC; 2 LCAF; 1 TRVT	<b>8</b> instances Fairly spread across all PEDs and LAs	<b>33</b> instances 8 NATS; Fairly spread across all PEDs and LAs	<b>42</b> instances 10 ANHC; Fairly spread across all PEDs and LAs

**Table 13: Qualitative Analysis of Learner Portfolios**

Criterion	Findings
4. Structure of Content	<ul style="list-style-type: none"> <li>The portfolios are generally well structured and presented. There are some concerns regarding portfolios that do not contain copies of IDs and signed declarations of authenticity.</li> </ul>
5. Assessment Tasks	<ul style="list-style-type: none"> <li>This criterion evaluates the completeness, correctness and quality of the work presented by the learners, but also evaluates the quality of marking of the educators.</li> <li>Overall the portfolios presented meet the minimum requirements, with a compliancy rating of 80/93.</li> <li>There are some serious concerns regarding the portfolios presented for LCAF.</li> <li>Overall, the moderators were satisfied with the portfolios presented for ANHC, NATS and AAAT.</li> </ul>

Criterion	Findings
6. Learner Performance	<ul style="list-style-type: none"> <li>Moderator reports show that learner performances are good, but it is a fair assumption that the PEDs sent the best portfolios for moderation and that this may not be a true reflection of the entire learner population.</li> </ul>
7. Quality of Marking	<ul style="list-style-type: none"> <li>The quality of marking is a concern as reports indicated a total of 10 instances of non-compliance and another eight with limited compliance.</li> <li>The poor quality of marking is mostly spread across four LAs: LCAF, LCEN, EMSC and TRVT.</li> <li>External moderators report that some educators have difficulty understanding and applying the marking rubrics correctly. The moderators recommend that the rubrics be replaced with the marking guideline, which is easier to use.</li> </ul>

An analysis of both tables indicates that LCAF is an area of concern: both educators and learners had insufficient evidence to prove compliance, with 21 instances of 'none', 11 instances of 'limited' and three instances of 'most' compliance.

The Learner Performance criterion is another concern, with 20 instances of non-compliance. Learners have difficulties in both LCAF and LCEN.

It is clear from the learner portfolios that the quality of marking of 20% (18/93) of educators does not meet the criteria. Given the weighting of the SBA mark, this non-performance has critical implications.

## 2.4 AREAS OF GOOD PRACTICE

The external moderators agreed that there was a decided improvement in the quality of the educator and learner portfolios presented. However, they could identify few examples of particularly good practice.

An analysis of the evidence found in educator portfolios was that many educators and district officials were meticulous in ensuring that educator portfolios contained all relevant documents as per policy requirements. This was an improvement, since this issue has been raised as a concern in previous evaluation reports. However, this does not mean that the quality and standard of internal assessment has improved.

## 2.5 AREAS FOR IMPROVEMENT

The presentation of learner portfolios can improve. Insufficient attention is given to technical aspects, such as the inclusion of copies of learner IDs and signed declarations verifying the authenticity of the work presented. An inability to guarantee the authenticity of candidates' SBA marks undermines the integrity of the marks awarded.

There is also no evidence of formal feedback to learners after the portfolio has been assessed by the educator. Providing feedback is an essential part of formative assessment practices. At best, the feedback provided appears to be ad hoc and inconsistent across all provinces and all learning areas.

Internal moderation, as with all quality assurance of assessment processes, remains a concern. The lack of evidence suggests that there is virtually no internal moderation at site level across all provinces and all learning areas. It is imperative that circuit/district officials plan and oversee site level moderation where possible.

The lack of internal moderation at site level makes thorough and effective moderation at circuit/district and provincial levels absolutely critical. In 77% of the educator files, evidence was found of internal moderation, but the quality of moderation troubled most external moderators. In many cases, the internal moderation report was simply a check-list.

## **2.6 RECOMMENDATIONS**

1. The DHET must investigate the poor quality of internal moderation in KwaZulu-Natal and the poor quality of marking in Limpopo and KwaZulu-Natal. Inconsistent mark allocation is an area of concern.
2. The main challenges are poor understanding and interpretation of the marking rubrics. Alternatively, the DHET should consider replacing marking rubrics with marking guidelines, since these are easier to use.
3. It is recommended that educators must give learners a copy of their assessment plans to help the learners understand the assessment methodology and expectations.

## **2.7 CONCLUSION**

It is very difficult to evaluate the quality of work done at a particular centre because too many districts submitted only one and two portfolios per centre. It is imperative that provinces ensure that districts submit the sample as requested.

The findings indicate that learners, educators and district and provincial moderators are, largely, quite conscientious about adhering to the requirements of SBA. However, adherence to the requirements of policy has neither resulted in quality moderation nor has it supported an improvement in learner performance.

It is imperative that institutional, district and provincial officials view internal moderation as a tool that will, if applied correctly and adequately, assist with the improvement of internal assessment practices.

## Chapter 3

# Monitoring

Monitoring of the AET national examinations is comprised of two phases: the writing of the examinations; and the marking of answer scripts. This report reflects, firstly, on the writing phase of the examinations; and then on the marking phase of the answer scripts.

## 1. MONITORING OF THE WRITING PHASE OF THE EXAMINATION

### 1.1 INTRODUCTION

External monitors quality assure assessment processes and procedures during the writing of the question papers. The act of monitoring allows for administrative practices and examination invigilation to be observed, to ensure that all policies, regulations and Umalusi directives are adhered to.

Centre managers, chief invigilators, invigilators, officials and candidates are involved in this phase of the examination cycle, and their actions are carefully monitored and evaluated. Monitoring of examination writing centres also provides an opportunity for the monitor to check that irregularities, should they occur, are handled correctly.

### 1.2 SCOPE AND APPROACH

Umalusi deployed 35 monitors to visit a sample of 58 examination centres for the writing phase of the examination. All nine provinces were included in the monitoring exercise, as illustrated in Table 14.

The sample was based on the number of monitors in a province and their schedules, since they also monitored the National Senior Certificate (NSC) and the Vocational Education and Training (VET) examinations. The monitoring of the writing phase of the GETC: ABET L4 examination was conducted from 31 October to 22 November 2013.

**Table 14: Examination Centres Monitored**

Province	Date	Region/ District	Name of Centre	LAs	
Eastern	07 Nov 2013	King Williams Town	Mzoxolo AEC (Rural)	LCEN4	<b>5</b>
Cape	07 Nov 2013	Uitenhage	KwaNomzamo AEC (Township)	LCEN4	
	12 Nov 2013	Uitenhage	Boskor AEC (Rural)	MLMS4	
	20 Nov 2013	Mthatha	Ngcendese AC (Rural)	AAAT4	
	20 Nov 2013	Libode	Ngqeleni Prison AEC (Urban)	ECD4	

Province	Date	Region/ District	Name of Centre	LAs	
Free State	07 Nov 2013	Thabo Mofutsanyana	Tjheseho, Reitz (Rural)	LCEN4	<b>8</b>
	07 Nov 2013	Thabo Mofutsanyana	Mashaeng, Fouriesburg (Rural)	LCEN4	
	07 Nov 2013	Xhariep	Matoporong, Reddersburg (Rural)	LCEN4	
	12 Nov 2013	Thabo Mofutsanyana	Bonawena, Warden (Rural)	MLMS4	
	12 Nov 2013	Fezile Dabi	Rammulutsi, Viljoenskroon (Township)	MLMS4	
	13 Nov 2013	Xhariep	Liberty, Mangaung Prison, Bfn.(Urban)	SMME4	
	21 Nov 2013	Thabo Mofutsanyana	Ikatametseng, Lindley (Rural)	ANHC4	
	22 Nov 2013	Lejweleputswa	Thusanang Bahale, (Township)	ECD4	
Gauteng	05 Nov 2013	Gauteng West	Wedela AEC (Township)	LCXH4	<b>5</b>
	07 Nov 2013	Gauteng North	Toamane AEC	LCEN4	
	12 Nov 2013	Tshwane North	Hoërskool Montana	MLMS4	
	18 Nov 2013	Gauteng West	Munsienville AEC	HSSC4	
	22 Nov 2013	Gauteng East	Kwa-Thema AEC	ECD4	
KwaZulu-Natal	04 Nov 2013	Ugu	Siphembukukhanya, Nkonka High	LIFO4	<b>7</b>
	04 Nov 2013	Amajuba	Lwandile, Waterval Prison	LIFO4	
	07 Nov 2013	Umlazi	Zuzulwazi hosted, Zandile Primary	LCEN4	
	07 Nov 2013	Amajuba	Thando	LCEN4	
	12 Nov 2013	Ugu	Siyathuthuka, Cophela Primary	MLMS4	
	12 Nov 2013	Amajuba	Ekukhanyeni, Panorama Combined	MMSC4	
	15 Nov 2013	Amajuba	Thathakanye	ANHC4	
Limpopo	04 Nov 2013	Mopani	Mhalamhala/Shiphamele AET	LIFO4	<b>7</b>
	05 Nov 2013	Vhembe	Vleifontein (Township)	LCEN4	
	05 Nov 2013	Waterberg	Leubaneng (Rural)	LCSP4	
	07 Nov 2013	Mopani	Xitlhangu (Rural)	LCEN4	
	12 Nov 2013	Vhembe	Musina (Urban)	MLMS4	
	12 Nov 2013	Waterberg	Motlaro (Rural)	MLMS4	
	18 Nov 2013	Sekhukhune	OR Tambo AET (Rural)	HSSC4	
Mpumalanga	04 Nov 2013	Bohlabela	Simile ABET Centre (Township)	LIFO4	<b>8</b>
	04 Nov 2013	Ehlanzeni	Magogeni Adult Centre (Rural)	LIFO4	
	07 Nov 2013	Gert Sibande	Siratu Adult Educ Centre (Township)	LCEN4	
	07 Nov 2013	Nkangala	Delmas Public ABET Centre (Township)	LCEN4	
	19 Nov 2013	Bohlabela	Ludlow AET (Rural)	EMSC4	
	19 Nov 2013	Gert Sibande	Cheshire ABET Centre (Rural)	EMSC4	
	20 Nov 2013	Bohlabela	Madukulushu ABET Centre (Rural)	AAAT4	
	21 Nov 2013	Ehlanzeni	Vulamehlo High School (Township)	ANHC4	
North West	04 Nov 2013	Bojanala	Leseding (Township)	LIFO4	<b>5</b>
	07 Nov 2013	Bojanala	Mmakau (Rural)	LCEN4	
	12 Nov 2013	Dr RS Mompoti	Monnaaphang (Rural)	MLMS4	
	20 Nov 2013	Dr RS Mompoti	Kehentse(Township)	AAAT4	
	21 Nov 2013	Dr K Kaunda	Lebaleng (Township)	ANHC4	

Province	Date	Region/ District	Name of Centre	LAs	
Northern Cape	04 Nov 2013	Siyanda	Askham Public Centre (Rural)	LIFO4	<b>7</b>
	04 Nov 2013	Frances Baard	Galeshewe Public Centre	LIFO4	
	07 Nov 2013	Namakwa	Kamieskroon Public Centre (Rural)	LCEN4	
	07 Nov 2013	Pixley-Ka-Sema	Campbell Public Centre (Rural)	LCEN4	
	11 Nov 2013	Siyanda	Sternham Primary School (Rural)	LCAF4	
	12 Nov 2013	Pixley-Ka-Sema	Douglas Combined Public Centre	MLMS4	
	21 Nov 2013	Namakwa	Steinkopf Public Centre (Rural)	ANHC4	
Western Cape	04 Nov 2013	Eden	Oudtshoorn School of Skills	LIFO4	<b>6</b>
	12 Nov 2013	Eden	Calitzdorp CLC (Rural)	MLMS4	
	04 Nov 2013	Winelands	Worcester CLC (Rural)	LIFO4	
	21 Nov 2013	South	Westridge CLC (Township)	ANHC4	
	11 Nov 2013	Central	Steenberg CLC (Urban)	LCAF4	
	19 Nov 2013	South	Phumalela CLC (Township)	EMSC4	

**Number of Centres Monitored:** **58**

The monitoring exercise involved the observation and evaluation of examination administration activities such as the receipt, storage and return of question papers and answer scripts, to preparation of examination venues, the conduct of candidates, invigilation of the examination, and management of procedures.

Monitors evaluated whether any examination administration procedures were compromised, resulting in an irregularity, and reported on how irregularities were managed and resolved. Monitors reported on how invigilators addressed candidate-related irregularities during the writing process and how these were reported to the circuits/districts offices and PEDs.

The monitoring instrument for the writing phase of the examination has six key evaluation areas:

- General management of the examination;
- The examination room – seating of candidates;
- Before the commencement of the examination;
- The writing of the examination;
- Packaging and transport of answer scripts; and
- Internal monitoring.

Each key area had a set of specific questions with which to evaluate the effectiveness of the planning, administration and management of the key area.

It is important to note that the monitoring process and instrument were exactly the same as those used in the Schools and Vocational Education and Training (VET) sectors. The same monitors worked across all three sectors and were all experienced, with a tenure ranging from three to 10 years. The monitors were required to rate the key areas using a rating scale, as illustrated in Table 15.



**Table 15: Rating descriptions for monitoring of Writing Centres**

LEVEL	RATING	RATING DESCRIPTION / LEVEL OF COMPLIANCE
1	Poor/unacceptable	Examination centre did not meet the minimum requirements / standards. Requires urgent intervention, development, support and follow-up monitoring.
2	Fair/partially meets requirements / standards	Examination centre partially met the minimum requirements / standards. Requires intervention, support and follow-up monitoring.
3	Good/meets requirements/ standards	Examination centre met the minimum requirements / standards. Requires limited support and cyclic monitoring.
4	Very good/exceeds requirements/ standards	Examination centre exceeded the minimum requirements / standards and showed evidence of good practice. Requires limited monitoring.

It must be noted that the monitors evaluate and report only on processes and procedures that they observe during their visits. A report will therefore not include information on a criterion that he or she does not, or cannot, observe during the monitoring visit.

### 1.3 FINDINGS

Considering the rating scale (Table 15), ratings of 1 and 2 represent poor performance, while ratings of 3 and 4 reflect good performance. Table 16 provides a breakdown of the evaluations of the writing centres, using the rating scale.

**Table 16: Writing Centre ratings per Key Monitoring Area**

Key Monitoring Areas	Ratings per Centre				Total # centres
	1	2	3	4	
C1. General management of the examination	4	22	28	4	<b>58</b>
C2. The examination room – seating of candidates	3	16	31	8	<b>58</b>
C3. Before the commencement of the examination	2	17	32	7	<b>58</b>
C4. The writing of the examination	2	10	41	5	<b>58</b>
C5. Packaging and transmission of answer scripts	1	6	42	9	<b>58</b>
C6. Internal monitoring	12	15	22	9	<b>58</b>

The table indicates a total of 238/348 instances of good practice, with a rating of 3 (196/238) making up the bulk of this score, while 42 centres were doing excellent work. Overall, this implies that the administration processes of examination centres were managed well, with a total rating of 68%.

Umalusi was pleased to report that 7 centres (12%) had a rating score of 4. This exceeds the minimum requirements rating. However, it is of great concern that 7% of the centres did not achieve the minimum administration requirements and that 14 centres only partially met the minimum requirements.

Table 17 provides a qualitative evaluation of the administration of the examination centres, using the key monitoring areas.

**Table 17: Qualitative Evaluation of the centres per Key Monitoring Area**

Key Monitoring Areas	Analysis/Evaluation - Comments
C1. General management of the examination	<ul style="list-style-type: none"> <li>• This area was of concern as reports indicated that the examination administration processes were not well managed, with 26/58 (45%) monitored centres not meeting the minimum requirements.</li> <li>• Findings indicated that the main concerns were located in the NC (6 centres), EC (4 centres) and MP (4 centres),</li> <li>• While chief invigilators were trained by PED officials, some did not cascade the training to invigilators. The training, where provided, was informal, with no supporting material.</li> <li>• Areas of concern included insufficient control over access to the safe/strong-room where QPs were stored.</li> </ul>
C2. The examination room – seating of candidates	<ul style="list-style-type: none"> <li>• The planning of seating arrangements remains a concern. Only 67% of the centres used a seating plan or ensured that all requirements were met.</li> <li>• The centres that did not comply generally allowed candidates to choose their seat and later recorded their names accordingly. Monitors reported that this approach often resulted in some form of chaos.</li> <li>• Some of the 19 centres that did not comply with this criterion also did not adhere to the spacing requirements, thus improving the probability that candidates could see each other's work. This was of concern mostly in NC and MP.</li> </ul>
C3. Before the commencement of the examination	<ul style="list-style-type: none"> <li>• This criterion evaluates how centres plan for, and manage, the period before the start of the examination, as this generally sets the mood and atmosphere for the examination.</li> <li>• The challenge for many centres was that too many candidates arrived late for the examination, making it difficult to effectively manage and control the use of cell phones, the reading and explaining of examination rules, etc.</li> </ul>

Key Monitoring Areas	Analysis/Evaluation - Comments
C3. Before the commencement of the examination	<ul style="list-style-type: none"> <li>• Verification of identity was often done after the candidate was seated and, in some cases, after they had started to write, particularly in regard to latecomers.</li> </ul>
C4. The writing of the examination	<ul style="list-style-type: none"> <li>• Overall, the writing of examinations was adequately planned and managed, but it was of concern that 20% of centres did not sufficiently implement measures that would ensure the conduct of fair and credible examinations.</li> </ul>
C5. Packaging and transmission of answer scripts	<ul style="list-style-type: none"> <li>• The majority (88%) of centres complied with this criterion. Logistical arrangements were very good and very detailed.</li> <li>• This appeared to be an area of strength across all PEDs and almost all centres.</li> <li>• It can be safely reported that no answer script was compromised during this phase of the examination cycle.</li> </ul>
C6. Internal monitoring	<ul style="list-style-type: none"> <li>• At least 50% of PED officials did not monitor their examination centres. Internal monitoring of the examination is important to ensure examinations are credible.</li> <li>• The monitoring of examination centres in rural areas was often neglected as internal monitors preferred to visit centres that were easily accessible.</li> <li>• Internal monitoring provided support to officials responsible for the administration of the examination.</li> </ul>

The statistics, as reported above, did not adequately reflect on the many issues that were at play at examination centres during the writing phase. To address this issue, it would be better to peruse the consolidated reports submitted by each provincial convenor of monitors. These reports evaluate the administration of the examinations in detail, for the province as a whole. The reports below summarise the key issues, as reported.

## **EASTERN CAPE**

1. The province is divided into 23 education districts, each headed by a district director. Question papers were kept at and issued from district offices. Each district office had an examination section and an officer in charge of examinations.
2. Question papers were stored at district offices in strong rooms situated in the examination sections. Security officials guarded the entrance to the building. This area had a burglar alarm system and burglar-barred windows. A fire extinguisher was placed next to the door of the strong room.
3. Question papers were delivered from the examination office in King Williams Town to the district offices by a private security firm. At Ngcendese and Ngqeleni Prison, there was no

security whatsoever. At Ngcendese the doors stood ajar, walls had gaping holes and floors had 'potholes'. At Ngqeleni the examination venue was a small building next to the prison. The gate was not guarded.

4. District officers received question papers in security bins. They were sealed in envelopes with labels that listed the centre, subject, date and the number of candidates. This information was checked against a schedule. On receipt of the question papers by the chief invigilator, the information was double-checked and signed for.
5. The district officials delivered question papers and answer scripts to the examination centres where they were held. However, at Mzoxolo, question papers and stationery were held at a nearby prison for collection by the chief invigilator, who used public transport to do so. At both Mzoxolo and Ngqeleni, the chief invigilators travelled on public transport while in possession of the question papers.
6. In the past, only senior examination officials had access to strong rooms; and anyone accessing a strong room was required to be accompanied (by an examination official). This year, however, administrative assistants (who are contract workers) and others were allowed into strong rooms at, for example, KwaNomzamo.
7. At Mzoxolo and Ngcendese the chief invigilator was appointed verbally by the centre manager. At Mzoxolo, neither the chief invigilator nor the invigilator were trained for this examination.
8. All question papers, which were in sealed envelopes, were timeously received. The question papers were checked and signed by the chief invigilator on delivery. The district official, who collects the answer scripts, conveys these as well as all unused examination material from the venue to the district office.
9. There were enough invigilators, including sufficient to provide relief when this was required, in almost all centres. However, at Ngqeleni where there were three examination areas, including a passage, the third area had no dedicated invigilator. Instead, one from another examination room invigilated (at intervals).
10. Seating plans were available at the start of the examination sessions, except at Ngcendese and at Mzoxolo. The seating plans, which were not part of the package, were developed manually by the chief invigilator who used candidates' examination numbers. The seating plan was completed from 30 minutes to an hour after the start of an examination, when late candidates were no longer allowed in. At Ngqeleni, although a seating plan was available, candidates sat in any available space.
11. At Ngcendese, candidates wrote at low, uncomfortable tables. At Ngqeleni, there were no desks. Candidates sat on benches and bent forward in an uncomfortable manner to write on a second bench. Some benches were shared by two and three candidates. One could

assume that candidates seated in this manner could access one another's work.

12. In most centres, invigilators, chief invigilators and candidates were punctual. In almost all centres, tutors at ABET centres invigilated at examinations written by their own students.
13. Question papers were opened in front of the candidates by the chief invigilator at all centres. Chief invigilators asked candidates to witness the batches and to sign these off; the instructions on the question papers were read to the candidates; and candidates were asked to double-check that they had received the correct paper.
14. Rules governing the conduct of the examination were read out at the ABET centres prior to the examination. At Ngcendese and Ngqeleni rules were not read and there was no paging through of question papers with candidates to check for technical errors. Candidates were instructed to verify that they were writing the correct paper.
15. In most centres the invigilator paged through the question paper with candidates to check for technical problems, e.g. blank or missing pages, or incorrect numbering.
16. In the event of an irregularity occurring, the chief invigilators telephone the district office and follow up with a written report. However, in most centres, there were no irregularity registers in evidence. When an irregularity was detected, the procedure, as described in the examination manual, was followed. Invigilators were aware of the correct process. Some examination centres used files to compile daily reports, copies of which were sent to the relevant district office.
17. Scripts are checked, counted, bundled in numerical order and wrapped by the invigilators and the chief invigilator. They are then placed in a plastic, sealable envelope.
18. After each session district officials collected the answer scripts and took them to the district office. At KwaNomzamo, a register to record the dispatch of scripts from the centre was kept, as was as an irregularity file. The irregularity forms were sent back to the district office, irrespective of whether there was a nil return.
19. In almost all centres there was no record of internal monitoring because there were no log books, no visitors' books and no other method of recording visits.

## **FREE STATE**

1. The security measures for the safekeeping of examination materials were adequate at seven of the centres visited. Safety measures at the centres included strong rooms, safes, burglar alarm systems, burglar-bars, fire extinguishers and access controls. At Rammulutsi, examination material was stored in a steel cabinet.
2. At six of the centres visited, examination material was delivered by district officials before each examination session. At Liberty and Tjheseho, examination material was collected by

the schools from the district offices. At all the centres, question papers received were sealed, carefully checked and signed for.

3. At Tjheseho, Bonawena, Mashaeng and Rammulutsi there were control registers to record the issuing, control and return of examination material from the examination centres. The other four centres detailed the process, from the time the examination material was delivered at the centre until the scripts were dispatched.
4. Records of the examination material/stationery were kept at all the centres visited, with the exception of Rammulutsi.
5. At all eight centres chief invigilators were appointed by district directors. All chief invigilators were centre managers and had letters of appointment.
6. The chief invigilators received training in management and administration of examinations, including the procedures, rules and regulations of conducting examinations. The training was of varying duration: Matoporong and Liberty (three hours); Thusanang Bahale (two hours) and Rammulutsi (four hours). Only Liberty and Rammulutsi had manuals as proof of training.
7. At six of the centres invigilators were appointed by the chief invigilators, and were trained before their appointment. At Thusanang Bahale and Rammulutsi it was merely indicated that invigilators had been appointed by chief invigilators.
8. Examination and invigilation timetables, seating plans and manuals for examinations were available in examination files at all centres.
9. At six centres, unregistered candidates were not permitted to write the examinations. All candidates had to be registered before the examinations began. No changes to levels or subjects were allowed at any centres.
10. All the centres visited, except Tjheseho, had contingency plans to deal with crises or disruptions that might occur during the writing of examinations.
11. At all centres candidates were seated according to the seating plans, ordered numerically. The one metre distance between desks was adhered to and there was no sharing of desks.
12. At all the centres IDs and examination permits were checked, except at Rammulutsi. At Liberty only examination permits were checked because this is a prison centre and inmates' IDs are held by the prison authorities.
13. At almost all of the centres examination rules were read to candidates before the commencement of the examination. In two out of three venues at Rammulutsi, this did not take place.

14. At all the centres, question papers were opened by the chief invigilators in the presence of the candidates and the invigilators, and distributed by the invigilators to candidates. Where there was more than one venue, the papers were opened at the main venue and delivered to the other venues by invigilators.
15. At all centres except Thusanang Bahale chief invigilators paged through the question papers with candidates to check for technical errors.
16. Candidates were instructed to verify that they were writing the correct paper, except at Rammulutsi.
17. Daily reports were prepared and submitted to the assessment body by Matoporong, Liberty, Tjheseho and Bonawena. The other centres did not do so.
18. Irregularities were dealt with according to prescribed procedures at all the centres visited. The centres used irregularity registers or irregularity forms for such record-keeping. There were no irregularities recorded at the time of our visits at any of the centres.
19. Answer scripts were counted and recorded by the chief invigilator who, in most cases, was assisted by the invigilators.
20. To ensure security, the bundles of scripts were bound with strings or twine and placed in sealable plastic bags. For control purposes, the mark sheet for each set was placed on top of the relevant script package.
21. All the centres visited were equipped with registers to record the dispatch of answer books.
22. To ensure that all scripts were received at the district offices, they were signed for when they changed hands. However, at Thusanang Bahale and Rammulutsi, it was assumed that because they were collected "by district", they would be received at the district office.
23. At five of the eight centres visited, there was evidence of visits by monitors from the assessment bodies. All were first visits. There was no evidence of monitoring at Liberty, Thusanang Bahale and Rammulutsi.

## **GAUTENG**

1. At all the centres monitored there were security measures available that included security officers, safes, fire extinguishers and burglar gates. Chief invigilators and centre managers had access to the examination material.
2. All GDE chief invigilators were appointed by district directors. Chief invigilators were appointed on the basis of their competency and experience. Most were centre managers.
3. All GDE chief invigilators were trained by district officials. All invigilators were appointed and



trained by chief invigilators. Appointment letters were issued after vigorous and intensive training. The chief invigilators produced evidence of training, such as registers and training material.

4. Chief invigilators collected the question papers and answer books from a nodal point or district office and returned the scripts to the same venue after each session.
5. The centres provided copies of the manual, invigilation timetables and seating plans. There were no invigilation and seating plans at two centres.
6. All chief invigilators reported that they had been supplied with emergency numbers for the police, fire station, ambulance service and education authorities. Only one centre, Kwa-Thema Adult Centre, had a typed evacuation plan. The other centres visited did not have any back-up plans, e.g. a generator in case of power outages. They also did not have any evacuation plans.
7. Examination venues visited were adequate throughout the province. Lights worked properly and windows allowed enough light into exam rooms.
8. Chief invigilators produced their seating plans and made sure that the candidates were seated according to those plans. They made sure that each candidate occupied his/her own seat. There was, therefore, no sharing of seats.
9. Invigilators and candidates were punctual at the centres. Candidates arrived 30 minutes before the commencement of any session. Identification documents and permit letters were checked by invigilators when candidates entered the examination venues.
10. Chief invigilators made sure that examination rules were read before the candidates started writing. The exercise of paging through, with the candidates, to check for technical errors such as blank or missing pages, was done by all chief invigilators.
11. Answer scripts were collected by chief invigilators and other invigilators in the centre while the candidates remained seated. This gave the invigilators time to verify all information needed before the candidates were released.
12. Chief invigilators, and all invigilators, were aware of irregularity procedures. For example, if an irregularity was detected, crib notes were to be confiscated, the answer book taken away from the candidate, time of stoppage recorded on the answer book, crib notes attached to the answer book, a new book allocated to the candidate, and the time indicated.
13. At the end of the session no extra time would be given to such a candidate, who would be required to write a report about the crib notes. The invigilator would also write a report. All centres had irregularity registers. No centre reported any irregularity during the October/November 2013 examinations.



14. The district official collected the scripts immediately after the end of every session, or the chief invigilator delivered the answer book to the nodal point/district. There was usually a control list with the sealed plastic bags containing the scripts, for control purposes. Registers were kept by district officials either at the district offices or at nodal points.
15. There was sufficient evidence at all GDE centres that district officials visited the centres every day.

## **KWAZULU-NATAL**

1. The examination material was not stored at the examination centres, but at nodal points. It was collected from the nodal point on the day of the examination. Security guards at the gates controlled access to the centres. At Thathakenye there were burglar bars and an alarm system. At Thando, serviced fire extinguishers were observed. At all centres only the chief invigilators had access to examination material.
2. The examination material was collected from the nodal points every day. All question papers were sealed and had not been tampered with. The packets were checked. Control sheets were signed to acknowledge receipt of question papers and stationery. The chief invigilator retained a copy in the examination file.
3. The chief invigilators were appointed by district officers and confirmed in writing. The appointments of chief invigilators were on the basis of being ABET managers or principals, i.e. being an educator with experience as an invigilator.
4. Chief invigilators underwent training for an average of two hours. Training workshops were confirmed by minutes taken during training and the possession of manuals. The chief invigilators were trained in invigilation, examination rules and procedures and in handling irregularities. In the absence of the chief invigilator, authority was delegated to the deputy chief invigilator or an invigilator whose subject was not being written at the time.
5. Invigilators were all punctual and arrived 30 minutes before the commencement of the session. Some centres made use of external invigilators while others used internal educators. External invigilators were local and an identification document was required to confirm their identity. Relief invigilators were scheduled in the invigilation timetable.
6. Examination timetables, examination venues, seating plans, records of daily reports, control sheets and attendance registers were available in the examination files.
7. Unregistered candidates were not allowed to write. There was no changing of levels, no changing of subjects and no candidates with special needs.
8. All candidates arrived on time at Thathakanye. Candidates who arrived after starting time were not given extra time.

9. In many of the centres there were no contingency measures in place. The centres relied on telephoning the circuit offices in the event of a crisis. Thando and Siyathuthuka had fire extinguishers. Siphembukukhanya and Lwandile reported to the municipality and Eskom that there would be examinations at the centres.
10. There were no directions to the examination venues in many of the centres. At Zuzulwazi, seating plans were pinned to the doors of venues, indicating their use as exam rooms.
11. At all the centres visited the environment was conducive for the writing of examinations. Ventilation was good and there was sufficient light. The rooms were clean. There was no material that could assist candidates.
12. Candidates were seated according to seating plans, drawn up according to examination numbers. Candidates were seated more or less one metre apart. There was no sharing of desks. However at Zuzulwazi, there was one venue in which ABET L3 candidates were writing at the same time as ABET L4 candidates. Additionally, there were eight Level 3 day-learners at a table piled with exercise books at the back of the room, which resulted in the room being overcrowded.
13. Most of the candidates were punctual. About 50% of the learners arrived just before starting time. IDs and exam permits were not checked at the door in many centres, but checking took place when candidates were seated.
14. At centres with more than two venues, the chief invigilators supplied invigilators with one batch of question papers each. The chief invigilator then followed the invigilators to “top up” where there were shortages.
15. The examination rules were read before the exam commenced. At Zuzulwazi the invigilators did not page through the paper, but at Thando, Siyathuthuka and Ekukhanyeni the invigilators went through the papers with the candidates to check for technical errors. There were no errata.
16. Answer scripts were collected from the candidates' desks before they were allowed to leave the exam room. Templates of the daily reports, supplied by the PED, were completed by the chief invigilators and dispatched with answer scripts to the nodal point.
17. The procedures to be followed when irregularities were detected were known by the invigilators. They were trained on irregularities.
18. The PED daily report template contained a section on irregularities to ensure irregularities were reported. No irregularities were reported.
19. Scripts were counted, batched and recorded in the exam rooms by the invigilators. The invigilators then took the scripts to the chief invigilator, where a final count and recording was made. Reconciliation of the attendance registers was made, noting absentees.

20. For security, the scripts were packed in sealable envelopes, which were taken to a nodal point immediately after the session. These would be opened only at the nodal points, for recounting and rechecking. For control purposes, the scripts were packed according to the mark sheets; the mark sheets were included on top of the batches of scripts.
21. There was a record of submission or delivery of scripts at the nodal point, which was retained by the chief invigilator in the examination file.
22. Unused exam material/stationery was collected, checked against the control sheet and returned to the circuit office, together with answer scripts after each session. Unused question papers were retained by the centre.
23. To ensure that scripts reached the nodal point, after each exam session the answer scripts were personally transported by the chief invigilator to the nodal point. A form was completed at the nodal point, verifying receipt of scripts. The sealed packet of scripts was opened and the scripts recounted and recorded by the examination official, in the presence of the chief invigilator. A form was signed by both to verify that all scripts had been received by the nodal point.
24. District officials monitored the centres regularly, but there was no evidence of any monitoring at Siphembukukhanya. Provincial officials conducted monitoring every day.

## **LIMPOPO**

1. At all AET centres visited, stationery and other examination materials were stored in either a steel cupboard or another cupboard, at the school accommodating the AET centre.
2. The chief invigilator received the question papers delivered by the circuit office each day. The centre manager collected the question papers 35 minutes before the start of the examination session.
3. An official from the circuit office collected the answer scripts from the centre. There was a register for issuing, control and recording of examination material. Question papers were signed for by the principal of the school and the scripts were signed by the centre manager and circuit officials, on collection from the centre.
4. All question papers were delivered in a sealed plastic bag (satchel-type). At all the centres visited, question papers were delivered by the circuit officials.
5. Chief invigilators were trained, together with the principals of high schools, by head office officials from the examination section. They were appointed by the circuit managers. Letters of appointment were contained in the examination files. In the absence of the centre manager, authority was delegated, in writing, to an educator.
6. The examination rooms were conducive for writing: they were well ventilated, there was no

noise and lighting was good.

7. At all centres visited, there were no items or materials that could assist candidates; all walls were cleared of posters and centre numbers and start and finish times were written clearly on the chalk board. Centres visited had no clocks displayed in rooms, except at OR Tambo AET Centre.
8. Most candidates registered but many did not turn up to write. This made preparing seating plans futile. There was no sharing of desks at any centre visited. All desks were a metre or more apart. Candidates did not have access to each other's work.
9. Candidates had their admission letters and their green ID books checked on entering the examination room.
10. The chief invigilator opened the satchels containing the question papers in front of the candidates at all centres visited. None of the chief invigilators at the centres visited went through the question papers page by page to check for technical errors.
11. Candidates signed the attendance register and a copy was attached to a batch of scripts during packaging at the end of the examination session.
12. Although there were no irregularities reported or captured, registers for this purpose were kept. Invigilators were aware of the procedure to be followed in the event of irregularity.
13. After all scripts were handed to the invigilator, both the chief invigilator and the invigilator counted and recorded scripts with a tick on the mark sheet. There was a register in place to record the dispatch of scripts collected by the circuit official. On the day of the visit, the circuit manager collected the scripts. The unused examination material was returned to the circuit office at the end of each writing session for safekeeping.
14. At the time of the visits to all centres, there were no irregularities and no daily reports were submitted to the circuit offices. Irregularity registers did not contain any reported incidents.

## **MPUMALANGA**

1. The general management of the examination, in spite of there being numerous areas for improvement as tabulated at the end of the report, was well conducted in Mpumalanga province.
2. The centres did not have facilities of their own and relied on those of host schools, especially the use of examination rooms.
3. Question papers were kept at circuit offices where there was access control, strong rooms/safes. At seven centres monitored, question papers were delivered by circuit officials shortly before the start of writing. At Siretu, the chief invigilator collected the question

papers, scripts and stationery from the circuit before writing commenced.

4. Because examination material was stored, the centres had no inventory of materials and stationery.
5. Access to the examination question papers was limited to the chief invigilators/deputy chief invigilators and the circuit office staff, or district officials responsible for the delivery of examination material to and from the circuits. At times, when question papers were delivered too early or before the chief invigilators arrived, they were given to the principal or support staff to hold until their arrival.
6. There is evidence that chief invigilators checked the question papers before accepting them, and that question papers were sealed when received. The chief invigilator, deputy chief invigilators and invigilators were responsible for opening the question papers in front of the candidates, and distributing these.
7. The Mpumalanga Education Department trained all its invigilators, during the period 7-9 October 2013, on the content contained in a comprehensive manual, titled 'Mpumalanga Chief Invigilator's Training Manual, 2013'. Evidence, in the form of invitation letters, was available in some centres.
8. There was evidence of the appointment, in writing, of invigilators at the centres at Cheshire, Stratum Delmas, and Vulamehlo. There was no evidence at Simile, Magogeni, Ludlow and Mandukulushe.
9. Candidates who were late but arrived within an hour of the start of the examination were allowed into the examination venue. Latecomers were not checked for cell phones and/or identity documents and examination permits. No late candidate was allocated extra time.
10. None of the centres had clearly written contingency plans in case of a crisis, such as a power outage or fire.
11. At six centres, identification documents and examination permits were not checked at all. The checking was done well at Magogeni and Delmas Public.
12. The chief invigilators at Delmas Public paged through the question paper with candidates to check for technical problems, e.g. blank or missing pages or incorrect numbering. None of the chief invigilators at the other seven bothered to do this.
13. In the main, invigilators were punctual. However, the chief invigilator at Mandukulushe was late. She could not provide a valid reason other than to say she lived some distance from the centre.
14. All centres had irregularity forms/registers as prescribed by the Mpumalanga PED.

15. It was indicated that when an irregularity was detected it would be dealt with “in terms of regulations pertaining to the conduct, administration and management of assessment for the National Senior Certificate”.
16. Chief invigilators were fully aware of procedures to be followed if an irregularity was detected and irregularity registers were kept.
17. There were no irregularities reported or registered. There was an unrecorded irregularity at Vulamahlo, when the circuit office delivered the Ancillary Health question paper late, at 14h20 on the 21/11/2013.
18. The packing of answer scripts took place in one room, where they were carefully counted, placed in labelled, brown wrappers and inserted into strong, sealable satchel(s). On receipt, the circuit official counted and verified all contents before personally placing the scripts in the satchels and sealing them.
19. The scripts were checked carefully against mark sheets and other records, such as absentee numbers and the list of those present.
20. Internal monitoring at district/provincial level was inconsistent, with only three centres monitored. Five centres were not monitored at all.

## **NORTH WEST**

1. At all centres, question papers and other examination materials were not stored at the centres but were collected each day from nodal points. Not all centres visited had strong rooms and burglar proofing. Lesedi had proper facilities and security measures were of a high standard. At Lebaleng, stationery and question papers were stored in the boot of a car between times of collection and writing. Security for storing question papers and stationery at all centres visited was adequate and satisfactory, considering the challenges experienced at some centres.
2. At all centres visited, assessment officials, the chief invigilators and their deputies were the only people to have access to examination material.
3. The question papers arrived at the centres approximately two hours before the writing of the examination. They were then temporarily stored in the strong rooms and, 30 minutes before writing started, the chief invigilators carried the packs into the writing rooms. Here they were opened and distributed as prescribed. Where there were no strong rooms, the question papers were stored in lockable steel cupboards or in locked vehicles.
4. In all centres visited, the question papers were collected by chief invigilators from the assessment offices of the district offices every day. At Matlapaneng in Taung, the chief invigilator used public transport to collect question papers and consequently did not arrive in good time to start examinations. The answer scripts were delivered to the assessment

offices after each writing session. All deliveries and collections, with the exception of Leseding, were signed for in a register at the distribution point.

5. In most cases, the chief invigilator was the manager of the AET centre and had been appointed by designated officials in the district offices. Invigilators were appointed by the chief invigilators. Appointments were done in writing. At Leseding, a centre under Catholic administration, it appeared that the chief invigilator was not appointed by the assessment body. Neither the chief invigilator nor her invigilators had appointment letters.
6. The training of chief invigilators was done by the assessment officials of the districts and the chief invigilators, in turn, trained the centre-based invigilators. The period of training varied from one to three hours, depending on the experience level of the trainee. For this examination, training was done in October 2013.
7. All venues were ideal in all respects for writing examinations. Noise levels were low and ventilation good, but in most cases the rooms were untidy, since there was no time to clean after day classes vacated.
8. The invigilation ratio was adhered to. Most invigilators had been trained on conduct of examinations. A relief invigilator was present at all centres, but in all cases the invigilation timetable did not reflect the names of relief invigilators.
9. No materials other than IDs and candidates' admission letters were allowed into the rooms.
10. Few centres had put in place, or thought about, comprehensive measures to deal with crises or emergencies. Any measures were reactive rather than proactive.
11. Seating was not pre-planned in any centre, as the chief invigilators were not sure how many candidates would arrive to write. The desks were spaced a reasonable distance apart. It was not easy for candidates to see the work of other candidates.
12. At Lebaleng the furniture used for writing was not suitable for adults: it was designed for foundation phase learners. The rooms were not clean as the host classes had vacated the rooms at the starting time of examinations.
13. Invigilators were all educators at the centres visited. All invigilators were punctual. Candidates were reasonably punctual, though a few arrived after the prescribed 30 minutes before the start of writing. At Leseding, three candidates were denied permission to write because they arrived at the centre more than an hour late.
14. Not all candidates could produce ID books and examination admission letters. At Lebaleng, only 46% of the candidates could be positively identified by using their identity documents.
15. Candidates were not reminded of general examination regulations before the examination



started. Only the examination instructions on the question papers were read.

16. The question papers were opened in front of the candidates by the chief invigilator, after checking that the packages were sealed. The candidate who checked the seal with the invigilators was required to sign a declaration confirming that the packets were sealed.
17. Candidates checked that they were writing the correct paper. Papers were also checked page by page for correctness and completeness.
18. The centres must adopt a uniform practice in regard to the time allowed to read the question paper before the start of writing. Some allowed 15 minutes; others 10 minutes.
19. Script collection was accorded special attention to avoid loss. Invigilators collected each script from the table where candidates were seated, after ensuring that all details on the cover were correct and complete.
20. Daily reports were not sent to the assessment body unless there was an incident or irregularity to report. Invigilators were trained to recognise and handle irregularities, except at Mmakau where invigilators were not sure what to do if and when an irregularity occurred.
21. Most centres kept irregularity registers. However, in all centres monitored, no irregularities were reported. Lebaleng AET centre had no irregularity register and did not register the irregularities that were experienced there, e.g. an unregistered candidate. Centres omitted to record technical or administrative irregularities. An irregularity that occurred was not handled correctly.
22. Answer scripts were collected and counted by the chief invigilators and other invigilators. These were counted and packed in the order in which the examination numbers appeared on the mark sheets. Scripts were returned by chief invigilators to the closes assessment office. Unused material was retained by some centres for future use; in some cases it was returned to the assessment office each day.
23. Monitoring of examinations by provincial teams was minimal and, in some cases, absent. At Monnaaphang at Ganyesa, monitors from the assessment body had not visited by the time the Umalusi monitor visited. At Matlapaneng at Taung, only one visit had been recorded. Monitoring of AET examinations by assessment body officials was not given priority.
24. Centres expressed appreciation for the external monitoring and tips that helped them to improve the administration and conduct of examinations.

## **NORTHERN CAPE**

1. The security situation varied at the centres monitored. At Askham PC & Sternham PS there was no access control, burglar alarm or security guards. The two boxes containing the



papers and stationery were too large to be placed in the safe. There was no strong room. At Douglas PC there were no burglar guards and no alarm.

2. At the centres monitored, the chief invigilators had access to examination material. At Kamieskroon PC, however, the monitor found the papers and stationery in their boxes in the chief invigilator's office, which was not locked. On the contrary, anyone could have gained access as the door was, in fact, left open .
3. It must be noted that the chief invigilator collected the papers and stationery at the nodal school the day before each subject was written. This meant that the papers were secured overnight only by an ordinary door lock and flimsy burglar bars.
4. The chief invigilators collected the papers from the nodal point every day. At Campbell PC, the papers were delivered by officials from the exam section. At all centres, question papers were sealed and checked upon receipt. The chief invigilators took the papers and stationery to the exam venue and handed them out. The issuing, control and return of examination material to the exam room was recorded on the official control sheets after the exams. At all centres, daily records of the examination material and stationery were entered on the department control sheet.
5. Chief invigilators were appointed by the Northern Cape Education Department in writing. The letters were dated. This could not be confirmed at Galeshewe PC because the exam file had been locked in the strong room and the principal had returned home with the keys.
6. At Kamieskroon PC and Steinkopf PC the principals of the schools, at which the ABET classes are taught, were appointed as chief invigilators.
7. All the chief invigilators were trained by officials from the examination section. The training manuals were in the exam files, except at Galeshewe PC.
8. Policy dictates that authority should be delegated to a deputy principal in writing. At Askham PC and Sternham PS no such evidence was found in the exam files. No delegation of authority took place at Kamieskroon PC.
9. Invigilators were appointed by the chief invigilators. However, at Askham PC and Sternham PS there was no evidence of appointment letters. Appointment was done verbally at Steinkopf PC and Galeshewe PC. At Kamieskroon PC the chief invigilator was the only invigilator.
10. At Douglas PC, the principal could not fulfil the duties of chief invigilator as his son was writing the NSC. He was appointed as an invigilator by the CES.
11. Training of invigilators varied: at Askham PC the invigilator had not been trained. At Sternham PS the invigilator was trained, on 16 October 2013, using the chief invigilator training manual. At Kamieskroon PC no one other than the principal (chief invigilator) was

trained. At Steinkopf PC and Campbell PC the invigilators attended training with the chief invigilator. There was no evidence of training at Galeshewe PC.

12. The examination timetable, invigilation timetable, manual for examinations and seating plans were available for scrutiny in the exam files at most centres. At Kamieskroon PC only the seating plan and attendance register were available. No seating plan was available at Douglas PC. This was arranged at the last moment when it was known which candidates would arrive. At Galeshewe PC there was no seating plan at the beginning of the session and a seating plan was drawn up during the writing of the examination. It was incorrect and had to be redone.
13. At Campbell PC and Galeshewe PC the chief invigilators allowed unregistered candidates to write the exam, later reporting the matter as an irregularity.
14. At Askham PC, Sternham PS and Campbell PC, local authorities were issued with the timetable as a means of dealing with any crisis. In the event of a crisis, candidates were instructed to remain in the exam room until the crisis had been assessed. If it became necessary, they would be relocated to another venue, under supervision. No crisis measures were in place at Kamieskroon PC, Steinkopf PC and Galeshewe PC. At Douglas PC the provincial help-line was to be used.
15. The location of the examination rooms at all the centres was clearly indicated. The environment at all the centres was found to be conducive to the writing of examinations: ventilation was good, the rooms and surroundings were quiet, and light and temperature were comfortable. Except at Galeshewe PC, the exam rooms were clean.
16. At all centres there were no materials in the room that could assist candidates during the examination. Posters and pictures were covered. The centre number and start/finish times of the examination were clearly displayed to candidates, except at Kamieskroon PC where only the centre number was displayed. There was a clock in each examination room, except at Askham PC.
17. Candidates were seated according to seating plans in alphabetical and numerical order, except at Douglas PC and Galeshewe PC. Candidates were seated at single desks; there was no sharing of desks. Desks were arranged at least one metre apart. This ensured that candidates could not access each other's work.
18. Identification documents and examination permits were not generally checked prior to entering the examination room. At Askham PC, Sternham PS, Kamieskroon PC and Galeshewe PC, candidates entered the room without being checked by the invigilator. At Douglas PC and Campbell PC documents were not checked at the door, but were checked once candidates were seated.
19. At all centres the rules of the examination were read out to the candidates before the

commencement of the examinations, except in the big venue at Galeshewe PC.

20. The chief invigilators opened the question papers in front of the candidates at all the centres. The papers were distributed by the chief invigilator with the assistance of invigilators, where available.
21. As prescribed, the chief invigilator paged through the question papers with the candidates to check for any technical problems. At Askham PC the invigilator verified only the total number of pages in the question paper, but did not read the first and last word/sentence on each page.
22. At most exam centres monitored, chief invigilators were well versed in the procedures to be followed in the case of irregularities. The exception was Kamieskroon PC. It was pleasing to note that most centres had an irregularity register. Askham PC, Campbell PC and Galeshewe PC did not. No serious irregularities were reported during the visits.
23. The chief invigilator, with the assistance of the invigilator, checked and arranged answer scripts in numerical order, according to the numbers on the mark sheets and attendance register. To ensure packing security, scripts were wrapped in a signed, brown wrapper and sealed in a security bag. There were measures in place at all centres to ensure that all scripts were received at the circuit office.
24. There was little evidence of monitoring by the assessment body.

## **WESTERN CAPE**

1. The question papers, examination materials and answer books were stored in a strong room and/or safe in the administration block of the school/community learning centre, usually within or adjacent to the office of the principal/centre manager. The administration blocks had burglar bars and alarms and, in high risk areas, surveillance cameras. Fire extinguishers were positioned accessibly. Provision was made for an armed response to alarms. Access to the papers and materials was restricted to the principal of the host school and/or the centre manager, who were in possession of the keys to the strong rooms.
2. Question papers were couriered, in consignments and one week in advance, directly from the Western Cape Education Department examinations directorate to the examination centres.
3. On delivery, a district official checked the consignment into the strong room in the presence of the principal/centre manager and chief invigilator. A form, on which was recorded the number of answer books for a particular examination, was included. At the end of the examination the numbers of books used and returned were recorded and all unused booklets and forms returned to the Western Cape Education Department.

4. The timetable was displayed prominently on or alongside the door of the strong room. This made it possible to check when papers were drawn on the day of writing. A register of removal of the question papers was on file or pasted to the door of the strong room or safe.
5. The chief invigilator had an examination file, which was stored in the strong room and taken to the examination room for each examination. This file contained the examination timetable, manual of regulations for the conduct of the examination, irregularity forms, seating plans and the invigilation timetable. Some form of written appointment of the invigilators was also in the file, e.g. a certificate or letter from the assessment body or centre manager.
6. The principal/centre manager or, in some cases, chief invigilator, retained possession of the key to the strong room or safe for the duration of the examinations. Approximately 30-45 minutes before the scheduled start of an examination, the sealed package containing the papers and answer booklets was withdrawn from the strong room and the following checking procedure took place:
  7. The principal/centre manager and chief invigilator checked the sealed packages of question papers against the timetable; and the head of subject verified and signed a register of removal, confirming that the correct papers had been drawn. This register was also signed by the principal and chief invigilator.
  8. The centre manager and the governing body nominated a member of the community – in good standing and with at least a matriculation qualification – as the chief invigilator. Other external invigilators were appointed where necessary. The Western Cape Education Department organises training workshop/seminars annually (September) at district level. A certificate, valid until the ABET L4 examinations in May/June of the following year, was issued to each attendee.
  9. Training was cascaded to invigilators by the centre manager. Certificates of training were awarded as above.
  10. Those nominated were vetted and approved, in writing, by the district office.
  11. The venues for writing were generally well lit, ventilated and located in the quietest areas of the centre. They were generally neat and tidy without any materials displayed which could be of assistance to candidates.
  12. Seating plans, posted at the entrance to the venue, were accepted practice so candidates were directed to their allocated seats. Seats were arranged in rows, according to the numerical order of the mark sheets. In some instances, where there were large numbers, the candidates were seated as they arrived and a seating plan was then constructed to indicate where each candidate sat.

13. Candidate identification consisted of the examination letter/permit from the assessment body indicating the individual timetable of the candidate, plus identity documents. Candidates at Wellington did not have identity documents for the last examination.
14. As a general practice, the rules and regulations pertaining to the examinations were read to candidates. In some cases this was done by the centre manager.
15. Chief invigilators asked candidates to verify that the correct papers were being opened. A Western Cape Education Department register had to be signed by two candidates verifying this checking process. After verification the sealed packages were opened by the chief invigilator or, in some cases, by the centre manager or chief invigilator.
16. The Western Cape Education Department did not require daily reports unless there was an anomaly or irregularity.
17. Scripts/answer books were checked by the chief invigilator and assistants, ordered according to the mark sheets and bundled, using a brown paper wrapper.
18. File copies were made of the seating plan, script control register/attendance register and mark sheet. The originals were placed on top of the arranged scripts within the brown paper wrapper.
19. The bundles were placed in heavy plastic wrappers supplied by the courier service and waybills were prepared. A record of collection by the courier was filed.
20. It was a requirement that monitors sign a register. District officials were assigned to centres.

#### **1.4 AREAS OF GOOD PRACTICE**

The various PED officials must be commended on the very good processes and procedures in place to manage the packaging and transmission of answer scripts to and from the examination centres. One monitor reported that centres were becoming accustomed to following the procedures specified in the comprehensive manuals supplied by the education department for guidance, and the checklists for administering the examinations.

There is sufficient evidence that PEDs made a concerted effort to improve the regime of monitor training. Almost all had a system to ensure that chief invigilators were appointed and trained. Overall, the training of chief invigilators was comprehensive and of a high standard.

#### **1.5 AREAS FOR IMPROVEMENT**

The lack of adequate security measures at some district offices remains a concern. In particular, access to strong rooms was not restricted at these centres, and there was no policy or system in place to manage the keys for the safe/strong room.

It was a concern that fewer than five examination centres had a risk management or contingency plan to mitigate risk factors. Only one centre was reported to have had an evacuation plan, in case of fire or a bomb scare.

Chief Invigilators were well trained, but this training was not effectively cascaded to all invigilators in a structured manner. Most invigilators were AET educators with poor tenure. To complicate matters, many centres did not offer administrative support to the invigilators.

The administration involved in verifying the identity of candidates before they were allowed to write varied across all centres, with pockets of good practice. However, there were serious concerns of non-compliance. A few candidates were allowed to write without proper identification. This was further complicated by too many candidates arriving late for the examination.

Inconsistency regarding proper seating plans remains a concern. Too many centres allowed candidates to choose where to sit, recording the end result as a seating plan. Where candidates sat was often inadequately recorded and latecomers were inconsistently recorded.

The requirement that chief invigilators read and explain examination rules prior to writing was not met at some centres. Often this was a result of a lack of a seating plan and/or the late arrival of candidates, both of which compounded time constraints. This was why the planning of the period before the commencement of the examination was crucial.

The practice of the chief invigilator checking the question paper, in the presence of the candidates, for blank and/or missing pages and technical errors, was inconsistent. The PEDs must put measures in place to ensure that this becomes standard operating procedure.

Provincial and district officials tasked with monitoring examinations were inconsistent and sporadic across almost all provinces, with only 53% meeting this requirement. The concern was that officials tended to visit only those centres that were easily accessible. Some rural centres were, therefore, not monitored.

Almost all examination centres had a provincial/district policy regarding the management of irregularities. There were examples of good practice, but these were exceptions to the rule. Too many centres did not record and/or report all irregularities observed by Umalusi monitors. The concern was that administrators regarded only candidates attempting to cheat as "irregularities". They did not, for example, understand that an invigilator who monitored two different venues simultaneously was an administrative irregularity. The recording of irregularities in the registers was inconsistent and somewhat ad hoc.

## **1.6 CONCLUSION**

Monitor reports showed that there were pockets of very good practice regarding the general management of the examination. However, there were concerns that too many examination centres continue to struggle to administer the examinations effectively.

There was sufficient evidence that PEDs had the necessary policies and processes in place at provincial level, but the implementation at centre level was often inconsistent and ineffective.

The security of question papers and answer scripts was of an acceptable standard at the 51/58 centres monitored. Overall, no answer scripts were compromised and the integrity of the examinations was intact.

It was recommended that PEDs address the shortcomings of AET centres accommodated in schools. The venues were used by school learners on the day of the examinations and centre managers/chief invigilators did not have sufficient time to prepare the venues for adult candidates. It was reported that in one case a group of learners was permitted to study in a venue while an examination was in progress.

Having said that, Umalusi was satisfied that the November 2013 examinations, as monitored, evaluated and reported on by all Umalusi monitors, was not compromised, though only 68% of examination centres met compliance requirements. The concerns regarding non-compliance relate more directly to inconsistent administration, and not necessarily non-compliance with policy.

## 2. MONITORING OF THE MARKING CENTRES

### 2.1 INTRODUCTION

The purpose of external monitoring of the marking phase of the examination is to assess the integrity of marking processes. The act of monitoring provides an opportunity for the identification of best practices. It also allows for the identification of challenges encountered in the marking of the examination.

The monitoring of marking was centralised at provincial level, with one marking centre at seven of the provinces. The Eastern Cape had three marking centres and KwaZulu-Natal, two.

### 2.2 SCOPE AND APPROACH

Umalusi deployed monitors to the ten provincial marking centres, as illustrated in Table 18 below. Monitoring of the marking centres was conducted from 28 November to 9 December, as each province had its own blocked marking period.

**Table 18: Marking Centres monitored**

Province	Date	Region/ District	Name of Centre
Eastern Cape	09 Dec 2013	Queenstown	Grens High School
Free State	09 Dec 2013	Fezile Dabi	Kroonstad H/S
Gauteng	07 Dec 2013	Gauteng Central	Roosevelt H/S
KwaZulu-Natal	04 Dec 2013	Umgungundlovu	Arthur Blaxall H/S
KwaZulu-Natal	06 Dec 2013	Umlazi/Durban	Port Natal H/S
Limpopo	01 Dec 2013	Capricorn	Northern Academy
Mpumalanga	06 Dec 2013	Nkalanga	CN Mahlangu FET College
North West	04 Dec 2013	Potchefstroom	Potchefstroom Technical H/S
Northern Cape	26 Nov 2013	Frances Baard	Masiza P/S, Galeshewe
Western Cape	28 Nov 2013	Central	CPUT, Mowbray Campus

In addition to the monitoring exercise by Umalusi monitors, Umalusi officials visited some marking centres. The purpose of these visits was general oversight and to evaluate the marking systems against policy requirements.

The monitors were required to rate the key areas using a rating scale, as illustrated in Table 19.



**Table 19: Rating descriptions for monitoring of Writing Centres**

LEVEL	RATING	RATING DESCRIPTION / LEVEL OF COMPLIANCE
1	Poor/unacceptable	Examination centre did not meet the minimum requirements / standards. Requires urgent intervention, development, support and follow-up monitoring.
2	Fair/partially meets requirements / standards	Examination centre partially met the minimum requirements / standards. Requires intervention, support and follow-up monitoring.
3	Good/meets requirements/ standards	Examination centre met the minimum requirements / standards. Requires limited support and cyclic monitoring.
4	Very good/exceeds requirements/ standards	Examination centre exceeded the minimum requirements / standards and has shown evidence of good practice. Requires limited monitoring.

### 2.3 FINDINGS

Table 20 provides a breakdown of the monitor evaluations of the marking centres, using the rating scale as explained in Table 19 above.

**Table 20: Marking Centre ratings per Key Monitoring Area**

Key Monitoring Areas	Frequency counts of centre ratings			
	1	2	3	4
C1. Planning for Marking	0	0	5	5
C2. Marking Centre	0	0	8	2
C3. Security	0	1	4	5
C4. Appointment of Markers & EAs	0	0	9	1
C5. Training of Markers	0	0	7	3
C6. Marking Procedure	0	1	5	4
C7. Internal Moderation	0	0	6	4
C8. Monitoring of Marking	0	0	8	2
C9. Handling of Irregularities	0	0	6	4
C10. QA Procedures	0	0	7	3
C11. Reports	0	0	8	2
C12. Packaging & Transport of Docs	0	0	6	4

An analysis of the table shows that all provinces operated marking centres that met and exceeded quality standards and requirements, with only one rating of 'partial compliance' for security arrangements and one partial rating for the planning of marking procedures. An evaluation of the criteria shows 39 instances of excellent performance. Table 21 gives a comparison analysis of the evaluation ratings per province.

**Table 21: Marking Centre evaluation ratings per province**

Key Monitoring Areas	EC	FS	GP	KZN 1	KZN 2	LP	MP	NW	NC	WC
C1. Planning for Marking	4	3	3	4	3	3	4	4	4	3
C2. Marking Centre	4	3	3	3	3	3	3	3	4	3
C3. Security	4	3	3	2	3	4	4	4	4	3
C4. Appointment of Markers & EAs	3	3	3	3	3	3	4	3	3	3
C5. Training of Markers	4	3	3	3	3	4	4	3	3	3
C6. Marking Procedure	4	3	3	2	3	3	4	4	4	3
C7. Internal Moderation	3	3	3	3	3	4	4	4	4	3
C8. Monitoring of Marking	4	3	3	3	3	3	4	3	3	3
C9. Handling of Irregularities	4	3	3	3	3	4	4	3	4	3
C10. QA Procedures	4	3	3	3	3	3	4	4	3	3
C11. Reports	3	3	3	3	3	4	4	3	3	3
C12. Packaging & Transport of Docs	4	3	3	3	3	4	4	4	3	3

Careful perusal of the table shows that the administration and management of the marking centres in Mpumalanga and Eastern Cape were of a very high standard. The marking centre managers at these centres must be commended for excellent work. All provinces administered marking centres that were functional and effective.

It is important to note that this does not necessarily speak to the quality and standard of marking. This evaluation will be reported in the next chapter.

## 2.4 AREAS OF GOOD PRACTICE

The concept of one marking centre per province worked very well for the marking of the GETC: ABET L4 answer scripts. Both preparation of the marking centres and management of the marking process were very well managed.

All marking centre managers were competent and experienced in the administration of these centres and had good administrative processes and procedures in place.

Security measures were very good and no centre experienced any incident that could compromise the credibility of the marking process.

## **2.5 AREAS FOR IMPROVEMENT**

The security issues of one marking centre in KZN was more of a technical matter: the monitor was not comfortable with the use of bakkies to transport scripts to the marking centre. He also believed that the security guards were not sufficiently thorough in the execution of their responsibilities.

The appointment of markers remains a contentious issue, as the criteria and processes vary across all provinces. There was a concern that some provinces did not appoint a sufficient number of markers in certain learning areas, although norm times were used to calculate the number of markers at a specific marking rate. A reduced number of markers put unnecessary pressure on the markers and may have compromised their quality of marking.

## **2.6 RECOMMENDATIONS**

1. The planning and administration of the marking centres were very good and there were no specific recommendations.

## **2.7 CONCLUSION**

Marking centres exceeded the minimum requirements/standards and showed evidence of good practice. The marking processes at marking centres were well managed. All officials responsible for the planning and executing of functions at the marking centres must be commended for their commitment and dedication to ensuring the validity and integrity of these critical phases of the examination process.

# Verification of Marking

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The verification of marking is of critical importance as it largely determines the standard and quality of marking and ensures that marking happens according to nationally agreed marking principles, practices and standards. Verification of marking is comprised of two phases, memorandum discussions; and moderation of marking.

## 1. MEMORANDUM DISCUSSIONS

### 1.1 INTRODUCTION

The marking process involves a large number of people, each of whom may have a slightly different interpretation of the question paper and marking memorandum. Furthermore, each script marked is unique and a judgement has to be made for each in respect of its adherence to the memorandum.

The purpose of the memorandum discussion workshops is to ensure that all possible variables have been addressed and that all role-players in the marking process adhere to the same marking standard. This is to ensure that all marking is fair, consistent and reliable.

### 1.2 SCOPE AND APPROACH

The DHET facilitated memorandum discussions at Indlela in Olifantsfontein, Johannesburg, from 8 to 29 November 2013. These workshops created a platform for markers, chief markers, internal moderators and external moderators to discuss and approve the final marking instrument, considering all possible model answers.

The external moderator for each learning area attended the marking guideline discussions to:

- (i) Ensure that the approved question paper was the one presented to candidates;
- (ii) Guide the interpretation of the questions and the required answers; and
- (iii) Approve the final memorandum to be used by all markers in a specific learning area.

A total of 24/26 Umalusi moderators attended the memorandum discussion workshops for their specific learning area of expertise. The external moderators for EMSC4 and LLC: XI4 could not attend because of, respectively, ill health and work commitments.

The external moderators evaluated the process using a standardised instrument designed for this purpose. This report reflects on the evaluation process based on the key reporting criteria used in the instrument.

### 1.3 FINDINGS

The external moderation instrument used has a broad range of criteria with specific questions related to the criteria. The list below is a summary of the key criteria used to evaluate the marking

guidelines:

C1. Is this the QP you approved?

C2. Were the changes recommended by you appropriately amended in the marking memorandum?

C3. Did the chief marker/s mark a sample of scripts?

C4. Was the chief marker's report of the previous examination discussed at the memorandum discussion?

C5. Did all markers, examiners and internal moderators attend the memorandum discussion?

C6. Did all markers, examiners and internal moderators come prepared to the memorandum discussion?

C7. Did each marker, examiner and internal moderator receive a sample of scripts to mark?

C8. Were there any changes and/or additions made to the marking memorandum during the memorandum discussion?

C9. Did you approve the changes/ additions to the marking memorandum?

The findings of the external moderation evaluations are summarised in tables 22 and 23 below. A 'yes' response is positive and is, therefore, the expected response. A 'no' response indicates an area of concern.

**Table 22: Quantitative analysis of Memo Discussion findings**

LA CODE	C1	C2	C3	C4	C5	C6	C7	C8	C9	Total Yes	% Yes
AAAT4	Y	Y	Y	Y	Y	Y	Y	Y	Y	9	100%
ANHC4	Y	N	Y	N	Y	Y	Y	Y	Y	7	78%
ARTC4	Y	Y	Y	N	N	Y	Y	Y	Y	7	78%
ECD4	Y	Y	Y	N	N	Y	Y	Y	Y	7	78%
HSSC4	Y	Y	Y	N	Y	Y	Y	Y	Y	8	89%
INCT4	N	Y	Y	N	Y	Y	N	Y	Y	6	67%
LCAF4	N	N	Y	N	N	Y	N	Y	Y	4	44%
LCEN4	Y	Y	Y	N	Y	N	Y	Y	Y	7	78%
LCND4	Y	Y	Y	Y	N	Y	Y	Y	Y	8	89%
LCSP4	Y	Y	Y	N	Y	Y	Y	Y	Y	8	89%
LCXSW4	Y	Y	Y	N	Y	Y	Y	Y	Y	8	89%
LCTS4	Y	Y	Y	N	Y	Y	Y	Y	Y	8	89%
LCVE4	Y	Y	Y	N	N	N	N	Y	Y	5	56%
LCXH4	Y	Y	Y	N	N	Y	Y	Y	Y	7	78%

LA CODE	C1	C2	C3	C4	C5	C6	C7	C8	C9	Total Yes	% Yes
LCZU4	Y	Y	Y	N	N	Y	Y	Y	Y	<b>7</b>	78%
LIFO4	Y	Y	Y	Y	Y	Y	Y	Y	Y	<b>9</b>	100%
MLMS4	Y	Y	Y	N	Y	Y	Y	Y	Y	<b>8</b>	89%
MMSC4	N	Y	Y	N	N	Y	Y	Y	Y	<b>6</b>	67%
NATS4	Y	Y	Y	N	Y	Y	Y	Y	Y	<b>8</b>	89%
SMME4	Y	Y	Y	Y	Y	Y	Y	Y	Y	<b>9</b>	100%
TECH4	Y	Y	Y	N	Y	Y	Y	Y	Y	<b>8</b>	89%
TRVT4	N	Y	Y	N	N	Y	Y	Y	Y	<b>6</b>	67%
WHRT4	Y	Y	Y	N	N	Y	Y	Y	Y	<b>7</b>	78%
<b>TOTAL YES</b>	<b>20</b>	<b>22</b>	<b>24</b>	<b>5</b>	<b>14</b>	<b>21</b>	<b>21</b>	<b>24</b>	<b>24</b>	<b>175</b>	<b>75%</b>
<b>% YES</b>	83%	92%	100%	21%	58%	88%	88%	100%	100%		

The memorandum discussion workshops served their intended purpose, as strengths were highlighted and any concerns regarding the question papers were raised. The meetings also confirmed the commitment and readiness of the markers, chief markers and internal moderators to fulfil their duties.

Overall, a total of 5/24 LAs had a rating with more than two 'no' responses. Broadly, this means that the system met the minimum requirements and that all relevant stakeholders were ready for the next phase of marking. The table below provides a more in-depth analysis of the memorandum discussion workshops and the external moderators' evaluation thereof.

**Table 23: Qualitative analysis of Memo Discussion findings**

Criterion	Findings
C1. Is this the QP you approved?	<ul style="list-style-type: none"> <li>4 QPs, i.e. INCT, LCAF, MMSC &amp; TRVT were not the QPs approved;</li> <li>All 4 moderators reported that the issue might have been of a technical nature – typesetting and printing glitches;</li> <li>It was important to note that EMs did not have a copy of the approved QPs and relied on recollection to verify the actual QP.</li> </ul>
C2. Were the changes recommended by you appropriately amended in the marking memorandum?	<ul style="list-style-type: none"> <li>The changes were not implemented for ANHC &amp; LCAF;</li> <li>The EMs believed that the wrong memorandum was printed for the memo discussions – this is an old issue that has been raised before.</li> </ul>
C3. Did the chief marker/s mark a sample of scripts?	<ul style="list-style-type: none"> <li>All CMs marked a sample of scripts. This was very good and spoke to the commitment to assist in improving the quality and standard of the QP and memorandum;</li> <li>The samples varied across LAs and PEDs.</li> </ul>

Criterion	Findings
C4. Was the chief marker's report of the previous examination discussed at the memorandum discussion?	<ul style="list-style-type: none"> <li>• This was a concern as 19/24 CM reports were not discussed at the workshops. This might have been due to a misunderstanding of their role and expectations as many thought that the purpose of the day was to make amendments to the marking guidelines;</li> <li>• The discussion of the reports was imperative as it informed the QA process, based on self-evaluation, feedback loops and internal improvement strategies.</li> </ul>
C5. Did all markers, examiners and internal moderators attend the memorandum discussion?	<ul style="list-style-type: none"> <li>• This was another area of concern as only 58% (14/24) attended the workshops. Each PED was expected to send two officials to the workshop. Some CMs and/or IMs sent a senior marker as a delegate;</li> <li>• The attendance of CMs and IMs was mandatory as they were directly responsible for ensuring that all amendments were effectively implemented at provincial level and across the country;</li> <li>• The 10 LAs affected were: ARTC, ECD, LCAF, LCND, LCVE, LCXH, LCZU, MMSC, TRVT and WHRT.</li> </ul>
C6. Did all markers, examiners and internal moderators come prepared to the memorandum discussion?	<ul style="list-style-type: none"> <li>• Three officials for LCEN, LCSO and LCVE did not come prepared;</li> <li>• This was a concern as mere attendance defeated the purpose of the memo discussions;</li> <li>• Markers, examiners and internal moderators were appointed as subject matter experts and were directly responsible for ensuring that the final marking instrument was of an acceptable standard.</li> </ul>
C7. Did each marker, examiner and internal moderator receive a sample of scripts to mark?	<ul style="list-style-type: none"> <li>• Most (21/24) officials marked a sample of scripts during the workshop;</li> <li>• The 3 LAs not marked were: INCT, LCAF and LCVE;</li> <li>• The DHET did not provide the samples for these LAs.</li> </ul>
C8. Were there any changes and/or additions made to the marking memorandum during the memorandum discussion?	<ul style="list-style-type: none"> <li>• Changes to the marking guidelines were made in all 24 LAs moderated;</li> <li>• Overall the changes/amendments were of a technical nature and were necessary to improve the quality of the marking instrument. All EMs were satisfied that the changes/amendments served to improve the quality and standard of the marking guidelines.</li> </ul>
C9. Did you approve the changes/additions to the marking memorandum?	<ul style="list-style-type: none"> <li>• All 24 external moderators were comfortable in approving the amendments as they believed that all changes were valid;</li> <li>• The changes to the marking guideline did not influence cognitive levels. In most cases they required the inclusion of an alternative, with no change in content or cognitive level.</li> </ul>

## **1.4 AREAS OF GOOD PRACTICE**

The planning, administration and management of the memorandum discussion workshops were effective. The DHET official responsible presented an overview of marking principles at each session. These presentations created a platform to facilitate the marking guideline discussions. All stakeholders involved in the process agreed that the pre-marking of at least 20 answer scripts was good practice as it improved understanding of the variables impacting on marking. Additionally, it assisted markers to engage in meaningful discussions and participation.

## **1.5 AREAS FOR IMPROVEMENT**

The unavailability of dummy scripts at the memorandum discussions for three LAs was not acceptable. The marking of dummy scripts was necessary in addressing the different understandings of the memorandum. It also allowed, in some learning areas, for additional changes to be made to the memorandum in making it more user-friendly.

The DHET must put in place measures to ensure that only question papers and marking guidelines approved by Umalusi moderators are implemented. The DHET must ensure that there are no technical 'glitches' that may compromise the integrity and validity of the examinations.

Chief markers and/or internal moderators who did not present and discuss the findings of their reports on the previous examination was an area of concern. Adopting this practice would assist with self-analysis, evaluation and an improvement in setting question papers and marking guidelines.

## **1.6 RECOMMENDATIONS**

1. The external moderators proposed that the DHET put in place measures to ensure that copies of script analyses be sent to the head of examinations in the province to address shortcomings. It is important that circuit officials, district officials and educators receive feedback on the strengths and concerns of the learning areas to improve the quality of teaching and learning.
2. The external moderators also recommended that sufficient time be allowed for participants to obtain and mark scripts before the memorandum discussion was held. The value of the exercise would be greatly enhanced if participants were well prepared.

## **1.7 CONCLUSION**

The reports received on the memorandum discussions show that these meetings were professionally managed and the purpose of the meeting was fulfilled, to a large extent, in each learning area. The memorandum discussions can be said to have served their intended purpose in every externally moderated learning area.



Umalusi is satisfied that the concerns raised above did not compromise the integrity and validity of the question papers and the marking guidelines. The memorandum discussions served to strengthen and improve the marking process.

## 2 VERIFICATION OF MARKING

### 2.1 INTRODUCTION

Verification of marking is a critical process in the quality assurance of an examination because the marking process involves a large number of people, each of whom may have a slightly different interpretation of the question paper and marking memorandum.

Verification of marking validates the process of marking and determines whether marking has adhered to the marking guidelines approved by the external moderators after the memorandum discussions. Verification of marking also determines the standard of internal moderation and whether or not internal moderators have fulfilled their duties appropriately.

### 2.2 SCOPE AND APPROACH

The verification of marking process was based on the external moderation of a sample of answer scripts, as detailed in Table 22. The sample included 14 of the 26 GETC: ABET L4 LAs (54%) and was spread across all nine provinces.

Sample selection was complicated as a result of low registrations in certain LAs, specific to certain provinces and/or regions of the country, e.g. some languages such as Sepedi and SiSwati.

**Table 24: Marking sample requested**

LA CODE	No Answer Scripts per PED									LA Total
	EC	FS	GP	KZN	LP	MP	NC	NW	WC	
INCT4	20	20							20	60
LCAF4		20					20		20	60
LCND4			20		20	20				60
LCSO4		20	20				20			60
LCSP4					20	20				40
LCSW4							20	20		40
LCVE4			20		20	20				60
LCXH4	20			20			20		20	80
LIFO4				20			20	20		60
MMSC4	20		20			20		20		80
NATS4	20	20						20	20	80
SMME4				20	20			20		60
TECH4			20	20		20				60
TRVT4	20	20		20					20	80

The sample required 100 scripts per PED, spread across 14 LAs, and 60/80 scripts per learning area.

The moderation of marking instrument is comprehensive and evaluates all the aspects of marking.

Reporting focused on the following key aspects:

- C1. Was the marking memorandum adhered to?
- C2. Did the marking memorandum make provision for alternate responses?
- C3. Was there any consistency in the allocation of marks and accuracy of totals?
- C4. Were any changes to the marking memorandum effected at the marking centre?
- C5. How do you rate the marker's performance?
- C6. Was there evidence that marking was internally moderated?
- C7. Were there any questions that were inaccurately presented?
- C8. Based on the responses from candidates, how did they find the paper?
- C9. What is your recommendation regarding the adjustment of marks?

## 2.3 FINDINGS

It is important to note that the number of samples submitted was slightly less than requested. Of the 880 scripts requested, only 680 scripts were submitted, or 23% fewer than requested. The main reasons for this was that PEDs could not provide samples for LCND4 (GP), LCSO4 (NC), LCSW4 (NC and NW), LCVE4 (MP), LCXH4 (NC and WC) and MMSC4 (NW). The concern was that it will remain a challenge to sample the ethnic languages listed.

Table 23 is an overview of the evaluation process of the moderation of marking, as per the sample moderated. The findings were based on the eight key criteria used in the instrument.

**Table 25: Quantitative analysis of Marking Verification findings**

LA CODE	PED	C1	C2	C3	C4	C5	C6	C7	C8	Recommendation
INCT4	FS	Y	Y	Y	N	Good	Y	N	Fair	Accept
INCT4	WC	Y	Y	Y	N	Good	Y	N	Fair	Accept
LCAF4	FS	N	Y	Y	N	Good	Y	N	Fair	Remarking
LCAF4	NC	Y	Y	Y	N	Good	Y	N	Fair	Accept
LCAF4	WC	Y	Y	Y	N	Good	Y	N	Fair	Accept
LCND4	LP	Y	N	Y	N	Good	Y	N	Fair	Accept
LCND4	MP	Y	N	Y	N	Good	Y	N	Fair	Accept
LCSO4	FS	Y	Y	Y	N	Excellent	Y	N	Fair	Accept
LCSO4	GP	Y	Y	Y	N	Good	Y	N	Fair	Accept
LCSP4	LP	Y	Y	Y	Y	Good	Y	N	Fair	Accept
LCSP4	MP	Y	Y	Y	Y	Good	Y	N	Fair	Accept
LCVE4	GP	Y	Y	Y	N	Good	Y	N	Fair	Accept
LCVE4	LP	Y	Y	Y	N	Good	Y	N	Fair	Accept
LCXH4	EC	Y	N	Y	N	Good	Y	N	Fair	Accept
LCXH4	KZN	Y	N	N	N	Average	Y	N	Fair	Accept
LIFO4	KZN	Y	Y	N	Y	Good	Y	N	Difficult	Accept

LA CODE	PED	C1	C2	C3	C4	C5	C6	C7	C8	Recommendation
LIFO4	NC	Y	Y	Y	Y	Good	Y	N	Fair	Accept
LIFO4	NW	Y	Y	Y	Y	Good	Y	N	Difficult	Accept
MMSC4	EC	Y	Y	Y	Y	Good	Y	N	Fair	Accept
MMSC4	GP	Y	Y	Y	Y	Good	Y	N	Fair	Accept
MMSC4	MP	Y	Y	Y	Y	Good	Y	N	Fair	Accept
NATS4	EC	Y	Y	Y	Y	Good	Y	N	Fair	Accept
NATS4	FS	Y	Y	Y	Y	Good	Y	N	Fair	Accept
NATS4	NW	Y	Y	Y	Y	Average	N	N	Easy	Accept
NATS4	WC	Y	Y	Y	Y	Good	Y	N	Easy	Accept
SMME4	KZN	N	Y	Y	N	Poor	Y	N	Fair	Accept
SMME4	LP	Y	Y	N	N	Good	Y	N	Fair	Accept
SMME4	NW	N	Y	Y	N	Poor	Y	N	Fair	Accept
TECH4	GP	Y	Y	Y	N	Good	Y	N	Fair	Accept
TECH4	KZN	Y	Y	Y	N	Average	Y	N	Fair	Accept
TECH4	MP	Y	Y	Y	N	Good	Y	N	Fair	Accept
TRVT	FS	Y	Y	N	N	Poor	Y	N	Easy	Upwards
TRVT	KZN	Y	Y	N	N	Good	Y	N	Fair	Accept
TRVT	WC	Y	Y	N	N	Poor	Y	N	Easy	Accept

An analysis of the sample of marking verified by the external moderators show that, overall, the quality and standard of marking was very good, with only one area of concern.

**Table 26: Qualitative analysis of Marking Verification findings**

Criterion	Findings
C1. Has the marking memorandum been adhered to?	<ul style="list-style-type: none"> <li>91% of the sample moderated adhered to this criterion, with only LCAF (FS) and SMME (KZN and NW) not complying;</li> <li>The external moderator for LCAF recommended that the scripts be remarked: discrepancies varied from +21 to -6 marks between the marker, internal moderator and external moderator;</li> <li>The EM rated the marking of the marker as good; the concern was, therefore, with adjustments by the internal moderator.</li> </ul>

Criterion	Findings
C2. Did the marking memorandum make provision for alternate responses?	<ul style="list-style-type: none"> <li>• The EM for LCND believed that alternate responses agreed to at the memorandum discussion were not reflected in the memorandum;</li> <li>• The EM for LCXH ticked 'No' as he believed that as the memorandum had been approved at the memorandum discussion workshop, alternate answers could not be considered;</li> <li>• Considering the above, EMs reported that 94% of the memoranda sufficiently allowed for alternate responses.</li> </ul>
C3. Was there any consistency in the allocation of marks and accuracy of totals?	<ul style="list-style-type: none"> <li>• 82% of the sample moderated adhered to this criterion, with only LCXH (KZN), LIFO (KZN), SMME (LP) and TRVT (FS, KZN and WC) not complying;</li> <li>• An analysis of the mark sheets showed that these inconsistencies were marginal and did not compromise the validity of the marking process.</li> </ul>
C4. Were any changes to the marking memorandum effected at the marking centre?	<ul style="list-style-type: none"> <li>• This is an area of concern as EMs reported that 35% of the sample moderated indicated that changes agreed and approved at the memorandum discussion workshops had not been implemented;</li> <li>• This affected the following 9 LAs: INCT, LCAF, LCND, LCSO, LCVE, LCXH, SMME, TECH and TRVT;</li> <li>• It was the responsibility of provincial chief markers and internal moderators to ensure that the approved memorandum was cascaded to all markers in the province.</li> </ul>
C5. How do you rate the marker's performance?	<ul style="list-style-type: none"> <li>• The EMs responded as follows: <ul style="list-style-type: none"> <li>✓ Poor = 4 (SMME – KZN and NW), (TRVT – FS and WC)</li> <li>✓ Average = 3 (LCXH and TECH – KZN), (NATS – NW)</li> <li>✓ Good = 26 samples</li> <li>✓ Excellent = 1 (LCSO – FS)</li> </ul> </li> <li>• Overall, the quality and standard of marking across all provinces and learning areas was very good.</li> </ul>
C6. Is there evidence that marking was internally moderated?	<ul style="list-style-type: none"> <li>• Reports from EMs showed that 97% of internal moderation was completed, the exception being NATS (NW).</li> </ul>
C7. Were there any questions that were inaccurately presented?	<ul style="list-style-type: none"> <li>• All EMs reported that all questions were within the scope of the GETC: ABET L4 SAGs and that no issues were reported;</li> <li>• This issue speaks to the good quality and standard of the setting of the QPs. This means that the QPs met all SAG requirements.</li> </ul>

Criterion	Findings
C8. According to responses from candidates, did they find the paper:	<ul style="list-style-type: none"> <li>• The EMs responded as follows: <ul style="list-style-type: none"> <li>✓ Easy = 4 (NATS and TRVT)</li> <li>✓ Fair = 28 samples</li> <li>✓ Difficult = 2 (LIFO – KZN and NW)</li> </ul> </li> </ul>
C9. Adjustment of marks?	<ul style="list-style-type: none"> <li>• This evaluation verified the good quality and standard of the QPs.</li> <li>• The EM for LCAF recommended that the scripts (FS) should be remarked; the EM for TRVT recommended an upward adjustment. All other EMs said that the raw marks should be accepted.</li> </ul>

## 2.4 AREAS OF GOOD PRACTICE

Internal moderators must be commended on their commitment to this very important task, as 97% of them carried out their duties diligently.

The reports from the external moderators confirmed the good quality and standard of marking across all provinces and learning areas.

## 2.5 AREAS FOR IMPROVEMENT

It was imperative that all changes/amendments agreed to and approved at the memorandum discussion workshops be implemented in all provinces and for all learning areas. This was important to protect the integrity and validity of the marking process. Marking was based on the principles of fairness, consistency and reliability.

## 2.6 RECOMMENDATIONS

1. The external moderators were satisfied with the quality and standard of marking and there were no specific recommendations, except for addressing the concern raised above under 'Areas for Improvement'.

## 2.7 CONCLUSION

All marking was seen to be largely fair and valid, with no specific incident that could compromise the integrity of the marking process. All provincial officials and external moderators were to be complimented for their role in ensuring that the verification of marking process could be completed within very tight timeframes.

# Standardisation of Results

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## 1 INTRODUCTION

The primary purpose of a standardisation meeting is to mitigate factors that are outside the control of the learners and which may have unintended consequences. Standardisation is thus based on applying the principles of fairness and consistency across past and future cohorts.

## 2 SCOPE AND APPROACH

Moderation of marks is conducted to address any variation in the standard of the question papers, internal assessment and the standard of marking that may occur from examination to examination and between sites of learning.

The standardisation meeting with the DHET was scheduled for 19 December, but was only held on the 23RD because of incorrect data in the standardisation booklets. The data was only correct at the third submission.

The primary purpose of the standardisation meeting was to mitigate factors that were outside the control of the learners and which may have had unintended consequences.

## 3 DECISIONS: DHET

**Raw marks** were accepted for the following **7 learning areas**:

1. Information Communication Technology
2. Language, Literacy and Communication: IsiXhosa
3. Language, Literacy and Communication: Setswana
4. Language, Literacy and Communication: Xitsonga
5. Natural Sciences
6. Technology
7. Travel and Tourism

**Upward adjustments** were accepted for the following **13 learning areas**:

1. Language, Literacy and Communication: Afrikaans
2. Ancillary Health Care
3. Arts and Culture
4. Economic and Management Sciences
5. Language, Literacy and Communication: IsiNdebele
6. Language, Literacy and Communication: IsiZulu
7. Life Orientation
8. Mathematics and Mathematical Sciences
9. Language, Literacy and Communication: Sepedi
10. Language, Literacy and Communication: Sesotho

11. Language, Literacy and Communication: Siswati
12. Language, Literacy and Communication: Tshivenda
13. Wholesale and Retail

**Downward adjustments** were accepted for the following **6 learning areas**:

1. Applied Agriculture and Agricultural Technology
2. Early Childhood Development
3. Language, Literacy and Communication: English
4. Human and Social Sciences
5. Mathematical Literacy
6. Small Medium and Micro Enterprises

The table below indicates a summary of the decisions taken at the standardisation meeting.

**Table 27: Moderation of Marking Sample**

Description	Numbers for Nov 2013
Number of learning areas presented for standardisation;	26
Number of learning areas where <b>raw</b> marks were accepted;	7
Number of learning areas for which marks were adjusted <b>upwards</b> ;	13
Number of learning areas for which marks were adjusted <b>downwards</b> ;	6
<b>Number of learning areas standardised:</b>	<b>26</b>

#### **4 AREAS OF GOOD PRACTICE**

The DHET had in place fairly reliable systems for the administration, conduct and management of the examination, assessment and resulting processes.

#### **5 AREAS FOR IMPROVEMENT**

- Incorrect data
- Not adhering to the standardisation schedule

#### **6 RECOMMENDATIONS**

1. None.

#### **7 CONCLUSION**

Evidence presented in this report suggested that the November 2013 examinations and assessments for the GETC: ABET L4 were administered in terms of policy requirements and that there was no report of any serious irregularities that could jeopardise the credibility of the examinations.



### THE STATUS OF CERTIFICATION OF THE GENERAL EDUCATION AND TRAINING CERTIFICATE: ABET LEVEL 4, 2012/2013

#### 1 BACKGROUND

Certification is the culmination of an examination process conducted by an assessment body, in this instance the Department of Higher Education and Training (DHET), and its operational offices in the provincial education departments. After the examinations are administered and marked, the marks are processed, and candidates are presented with statements of results issued by the assessment body. The statement of results is a preliminary document outlining to the candidate the outcomes of the examination.

Umalusi, through its Act, is responsible for the certification of learner achievements in South Africa for the qualifications registered on the General and Further Education and Training Sub-framework of Qualifications. This means that Umalusi is responsible for ensuring that, through rigorous quality assurance processes, the certificates it issues meet the minimum requirements for the qualification.

In respect of this responsibility, Umalusi has published directives for certification that must be adhered to by all assessment bodies that submit candidate data for certification for a specific examination. Umalusi also ensures adherence to policies and regulations promulgated by the Minister of Higher Education and Training for the National Certificate (Vocational) and the General Education and Training Certificate (ABET Level 4).

To give further effect to this mandate, Umalusi must ensure that certification data is valid and reliable and that data is submitted in a format prescribed by the Council.

The Department of Higher Education and Training (DHET) and the provincial departments of education must ensure that all records for candidates registered for an examination in a specific examination cycle are submitted to Umalusi. The data sets must also include records of candidates who did not qualify for a certificate, including those of candidates who withdrew from the examination after registration was completed and candidates who failed all subjects.

The closing of the examination cycle is confirmed by the issuing of a certificate, learning area statement, or a confirmation that the candidate did not qualify for any type of certificate, which would be the case when all learning areas were failed or the candidate was absent for the examination.

## 2 CURRENT STATUS

### General Education and Training Certificate (GETC: ABET)

The GETC: ABET Level 4 provides an opportunity for candidates to accumulate credits towards the qualification across a number of examinations. Therefore, in reporting on the status of certification for the GETC: ABET Level 4 in 2013, it is important to examine the status of certification of the 2012 GETC: ABET Level 4 cohort.

The DHET through the nine provincial departments of education (PEDs), submitted all the records for the 2012 cohort of candidates who wrote the GETC (ABET Level 4). The Eastern Cape Department of Education submitted its records for certification for the 2012 cohort of candidates very late, and certificates were printed only in December 2013, for distribution to centres in early 2014.

Records submitted for certification for a number of candidates, which were declared by the PEDs as the final and correct data, were found not to be correct after the certification process had been completed. Such certificates have been withdrawn, amended and reissued. Replacement certificates have been printed and will be distributed to candidates in early 2014. It is unfortunate that this occurred and Umalusi, through its quality assurance processes and requirements, has confirmed with the DHET that such errors will not recur. The DHET has put in place additional verification measures, which will be verified by Umalusi in future.

Consequently, the release of results for the June 2013 cohort of candidates was delayed. The approval of the June 2013 results was completed in the second half of December 2013.

Umalusi has engaged with the DHET to ensure that the delay in the approval of results is finalised before the end of 2013. This will also result in a delay in the certification of the June 2013 GETC (ABET Level 4) results, which will take place only in early 2014. This is because requests for remarking and rechecking will require attention before the data for certification can be finalised.

An ongoing concern for Umalusi is that not all PEDs close the examination cycle by completing records and requesting all certificates immediately after the resulting process. Generally, PEDs do not adhere to timeframes for the submission of certification data – determined as three months after the release of the results. They also do not resubmit rejected records within the required timeframe.

In respect of the development of the DHET certification system for the GETC: ABET Level 4, the following issues, raised in the 2012 report, remain of concern:

- The provincial certification systems run with little or no coordination and monitoring from the DHET;
- The absence, since 2003, of a certification function to assist candidates who have lost a certificate and wish to have it replaced is a great disservice to adult learners.

The DHET has addressed the issue of combining results for candidates who wrote some subjects under the expired GETC and others under the revised GETC. This certification was done in the 2012/13 cycle.

Despite highlighting the need for training in the 2012 report, the DHET has, to date, not addressed this matter. Training on the certification module of the GETC: ABET remains an urgent need – inefficiency in the certification system is due to incapacity.

**Table 28: Status of GETC: ABET L4 certification for the November 2012 examination**

<b>PED</b>	<b>Records submitted for Quality Assurance (QA) process Dec 2012</b>	<b>GETC issued</b>	<b>Learning Area certificates issued and records accepted</b>	<b>Combinations issued – GETC - 2 or more examinations combined</b>	<b>GETC records rejected</b>	<b>Number outstanding not submitted for certification or more submitted than QA (+)</b>
Eastern Cape	19780	2586	15902	0	276	1016
Free State	7225	1498	5689	0	40	+2
Gauteng	15865	2940	12768	185	1	+28
KwaZulu- Natal	23140	4394	18610	0	1	135
Mpumalanga	14987	1768	14926	0	5	+1707
Northern Cape	2530	297	2222	0	4	7
Limpopo	25830	4063	21543	0	103	121
North West	8668	1476	7153	0	14	25
Western Cape	3983	514	3288	0	181	0
<b>TOTAL</b>	<b>118025</b>	<b>19536</b>	<b>102101</b>	<b>185</b>	<b>625</b>	

It was noted that there was an improvement in the number of candidates who achieved the GETC in November 2012. In the November 2012 examination, 16950 GETC (ABET Level 4) certificates and 45476 Learning Area certificates were issued; whereas in November 2011, 13901 GETCs (ABET Level 4) certificates and 48558 Learning Area Certificates were issued.

# Acknowledgements

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A special word of appreciation to the following individuals and groups of people for their contribution in compiling this report:

Mr Desmond April, who evaluated, synthesised and consolidated the individual reports from the external moderators and monitors into one report.

Staff of Umalusi Quality Assurance of Assessment (QAA) unit for their guidance, support and advice resulting in the final version of this report:

- Ms Eugenie Rabe for the overall quality assurance of the report;
- Mr Vijayen Naidoo for his analytical eye and constructive feedback;
- Ms Mmarona Letsholo for the administrative support and assisting with all the logistical arrangements under difficult circumstances.

Ms Kathy Waddington for the editing of the report under very tight time constraints.

Ms Annelize Jansen van Rensburg for the efficient layout and typesetting of the report.

IE Communications for the printing of this report under extremely tight time constraints.

The Umalusi team of external moderators for their tireless dedication and personal sacrifices made in their endeavours to conduct the moderation work as best as they can. Thank you for the comprehensive and analytical reports resulting in the compilation of this report:

- Ms Elvie Alman
- Mr Jayprakash Chhana
- Ms Natasha Esbach
- Mr Absalom Tolo Fakude
- Dr Marimuthy Govender
- Dr Rajendran Govender
- Mr Donald Hanneman
- Mr Ishmael Kungwane
- Ms Lee Louw
- Mr Jotham Mahlangu
- Ms Moipone Grace Makobane
- Ms Pumla Maqhude
- Ms Matlhodi Mathibela
- Mr Malese Samuel Mokoko
- Ms Precious Pearl Molepo
- Dr Reginald Monyai
- Mr Edward Mukwevho
- Mr Ashley Naicker
- Ms Louisa Ndobela-Mononyane

- Mr Jack Mazukumane Ngobeni
- Ms Hanneltjie Nortje
- Ms Lauretta Sibongile Nyanda
- Ms Phillipine Pila
- Mr Sylvester Sibanyoni
- Ms Didri Spingies

The Umalusi team of monitors for their hard work and the dedication with which they embrace the monitoring of the GETC: ABET L4 examination, as well as providing Umalusi with very comprehensive reports, resulting in the in the compilation of this report:

- Mr SM Dlakude
- Mr HE Franzsen
- Prof CZ Gebeda
- Mr LW Gwala
- Ms WJ Hector
- Mr SJ Hlatswayo
- Mr MK Kgole
- Dr GJ Kotze
- Mr C Maakal
- Mr JJ Mabotja
- Mr SM Mafora
- Mr MT Magadze
- Mr MP Mamabolo
- Mr MJ Mofokeng
- Mr MW Mokoena
- Mr A Moloabi
- Mr LJ Moloji
- Ms JN Mophiring
- Mrs MC Motlhabane
- Mr MS Nduna
- Ms SS Nongogo
- Mr BO Nzimande
- Ms EC Radise
- Mr MN Rathando
- Mr JKO Sebitloane
- Mr A Seckle
- Mr MM Seitshiro
- Mr MRC Setshogoe
- Mr DR Shepherd

- Mr KP Spies
- Mrs M van Venrooy
- Mr FG van Wyk
- Mrs MA Venter
- Mrs T Yawa
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