

**Quality Assurance of the
DHET November 2015
examination of the
GETC: ABET L4**

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

QUALITY ASSURANCE OF THE
DHET NOVEMBER 2015
EXAMINATION OF THE
GETC: ABET L4

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Acronyms

ABET	Adult Basic Education and Training
AET	Adult Education and Training
ASC	Assessment Standards Committee
CASS	Continuous Assessment
CLC	Community Learning Centres
IEB	Independent Examinations Board
GETC	General Education and Training Certificate
LA	Learning Area
NQF	National Qualifications Framework
PALC	Public Adult Learning Centre
QAA	Quality Assurance of Assessment
QP	Question Paper
SAGs	Subject and Assessment Guidelines
SAQA	South African Qualifications Authority
SBA	Site-Based Assessment
UMALUSI	Council for Quality Assurance in General and Further Education and Training

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Chapter 1

Question Paper Moderation

1.1 INTRODUCTION AND PURPOSE

Umalusi employs external moderators who have relevant subject matter expertise to scrutinise and carefully analyse the question papers developed by the Department of Higher Education and Training (DHET) for the General Education and Training Certificate (GETC). The DHET is thus expected to appoint examiners with the requisite subject knowledge for setting question papers and internal moderators to moderate the question papers before they are presented to Umalusi for external moderation. The quality and standard of question papers therefore start with the appointment of examiners.

Umalusi moderates question papers based on a set of criteria to confirm that the paper meets quality assurance requirements; and that the standard of the paper adheres to 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
- Representative of relevant levels of cognitive challenge.

The GETC: ABET L4 has 26 learning areas (LAs). The DHET offers examinations for all 26 LAs in the nine Provincial Education Departments (PEDs), as detailed in Table 1.1 below.

Table 1.1 DHET Learning Areas for the GETC: ABET L4 Examination

No	LEARNING AREAS	LA CODE
1	Ancillary Health Care	ANHC4
2	Applied Agriculture and Agricultural Technology	AAAT4
3	Arts and Culture	ARTC4
4	Early Childhood Development	ECD4
5	Economic and Management Sciences	EMSC4
6	Human and Social Sciences	HSSC4

No	LEARNING AREAS	LA CODE
7	Information Communication Technology	INCT4
8	Language, Literacy and Communication: Afrikaans	LCAF4
9	Language, Literacy and Communication: English	LCEN4
10	Language, Literacy and Communication: IsiNdebele	LCND4
11	Language, Literacy and Communication: IsiXhosa	LCXH4
12	Language, Literacy and Communication: IsiZulu	LCZU4
13	Language, Literacy and Communication: Sepedi	LCSP4
14	Language, Literacy and Communication: Sesotho	LCSO4
15	Language, Literacy and Communication: Setswana	LCTS4
16	Language, Literacy and Communication: siSwati	LCSW4
17	Language, Literacy and Communication: Tshivenda	LCVE4
18	Language, Literacy and Communication: Xitsonga	LCXI4
19	Life Orientation	LIFO4
20	Mathematical Literacy	MLMS4
21	Mathematics and Mathematical Sciences	MMSC4
22	Natural Sciences	NATS4
23	Small, Medium and Micro Enterprises	SMME4
24	Technology	TECH4
25	Travel and Tourism	TRVT4
26	Wholesale and Retail	WHRT4

1.2 SCOPE AND APPROACH

The DHET presented question papers and the accompanying marking memoranda for the 26 LAs it offered for moderation by Umalusi, in preparation for the November 2015 GETC: ABET L4 examinations. All question papers were moderated according to the Umalusi Criteria for the Moderation of Question Papers. The criteria require that moderators assess the question papers according to the following eight areas:

- Technical
- Internal moderation
- Content coverage
- Cognitive skills
- Marking memorandum
- Language and bias
- Adherence to subject assessment guidelines
- Predictability.

Each criterion has a set of quality indicators against which the question papers are evaluated and assessed. The external moderator assesses each criterion, considering four possible levels of compliance:

- No compliance (Met < 50% of criteria)
- Limited compliance (Met > 50% but <80%)
- Compliance in most respects (Met > 80% <100%)
- Compliance in all respects (Met 100%) of the criteria.

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 (A)
- Conditionally approved – no resubmission (CANR)
- Conditionally approved – resubmit (CAR)
- Rejected – if the standard and quality of the question paper is entirely unacceptable (R).

The external moderation of question papers for the November 2015 examination was conducted centrally at the offices of the Department of Basic Education (DBE) in Pretoria, from March to April 2015.

1.3 SUMMARY OF FINDINGS

The external moderators completed evaluation reports based on the moderation criteria. The moderation reports included both statistical and qualitative feedback. This report highlights the consolidated statistical and qualitative information extracted from the various external moderator reports.

Table 1.2 provides a breakdown of the status of the question papers after all external moderation exercises were completed.

Table 1.2 Approval Status of Question Papers Moderated

A = Approved | CANR = Conditionally Approved – No Resubmit | CAR = Conditionally Approved – Resubmit | R = Rejected

		NOV 2015 EXAMINATION			
	FULL LEARNING AREA DESCRIPTION	LA CODE	1 ST Mod	2 ND Mod	3 RD Mod
1	Ancillary Health Care	ANCH4	CAR	A	
2	Applied Agriculture & Agricultural Technology	AAAT4	A		
3	Arts and Culture	ARTC4	A		
4	Early Childhood Development	ECD4	A		
5	Economic and Management Sciences	EMSC4	A		
6	Human and Social Sciences	HSSC4	CANR		
7	Information Communication Technology	INCT4	A		
8	LLC: Afrikaans	LCAF4	A		
9	LLC: English	LCEN4	CAR	A	
10	LLC: IsiNdebele	LCND4	CAR	A	
11	LLC: IsiXhosa	LCXH4	CAR	A	
12	LLC: IsiZulu	LCZU4	CAR	A	
13	LLC: Sepedi	LCSP4	R	A	
14	LLC: Sesotho	LCSO4	CAR	A	
15	LLC: Setswana	LCTS4	A		
16	LLC: SiSwati	LCSW4	A		
17	LLC: Tshivenda	LCVE4	A		
18	LLC: Xitsonga	LCXI4	A		
19	Life Orientation	LIFO4	CANR		
20	Mathematical Literacy	MLMS4	CAR	CANR	
21	Mathematics and Mathematical Sciences	MMSC4	CAR	CANR	
22	Natural Sciences	NATS4	A		
23	Small, Medium and Micro Enterprises	SMME4	A		
24	Technology	TECH4	CAR	A	
25	Travel and Tourism	TRVT4	R	CAR	A
26	Wholesale and Retail	WHRT4	CAR	CAR	A

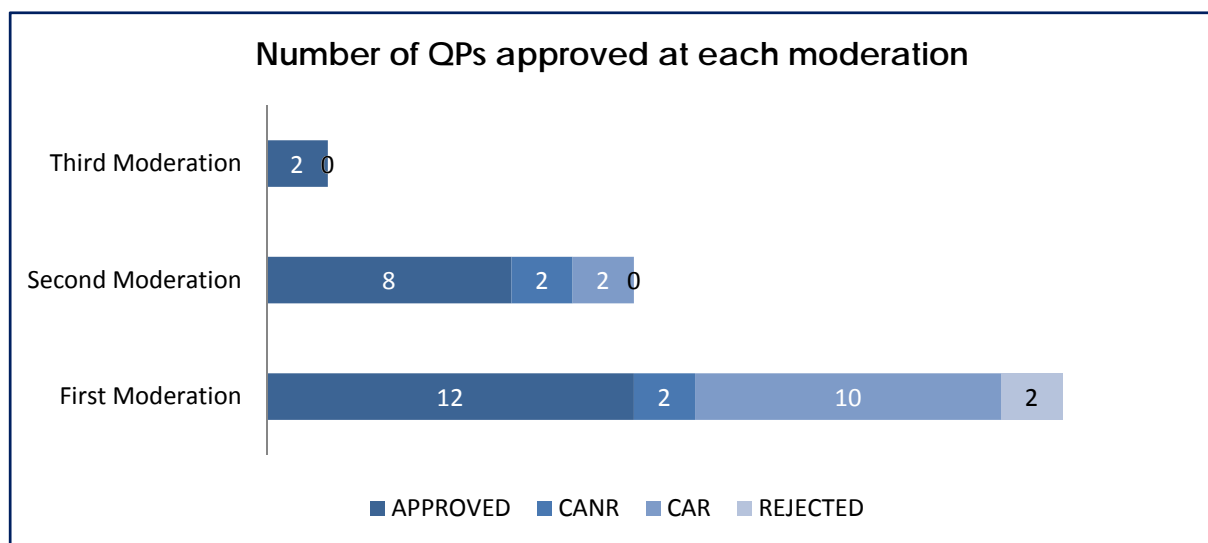
Table 1.3 summarises the status of question papers after all external moderation exercises were completed and Figure 1.1 effectively represents the same information graphically.

Table 1.3: Analysis of External Moderation of Question Papers

MODE-RATION	APPROVED	CANR	% APPROVED + CANR	CAR (Resubmit)	% CAR	REJECTED	% REJECTED	TOTAL MODS
1 ST Mod	12	2	54%	10	38%	2	8%	26
2 ND Mod	8	2	83%	2	17%	0	0%	12
3 RD Mod	2	0	100%	0	0%	0	0%	2
TOTAL	22	4		12		2		40

An analysis of Table 1.3 and information illustrated in Figure 1.1 shows that, as in 2014, 46% of the QPs were approved without amendments after first moderation. Approximately 92% of question papers can be approved without amendments at first moderation when examiners and internal moderators pay more attention to detail.

Figure 1.1: Number of types of approval of question papers at each moderation



Two question papers, HSSC4 and LIFO4, were conditionally approved with no need for second moderation. The question paper for TRVT4: Travel and Tourism, was rejected for being highly predictable and not complying with the following criteria: Cognitive Demand (C4); and Adherence to Policy (Subject and Assessment Guidelines) (C7).

In 2014 the question paper for TRVT4 was also rejected, indicating that DHET must pay more attention to the monitoring and setting of this examination paper.

Furthermore, LCSP4 was also rejected, on the grounds of numerous language mistakes and low compliance with both the Technical and Marking Memorandum criteria.

Ten QPs (38%), which is 4% lower than in 2014, were conditionally approved to be resubmitted (CAR) for second moderation. Five of these 10 papers were in the Language LAs, namely LCEN4, LCND4, LCXH4, LCZU4, and LCSO4, whereas in 2014 only two (LCND4 and LCSO4) of these five language papers were designated CAR. This shows a decline in the setting and internal moderation of, in particular, Language papers.

As in 2014, the ANHC4, MLMS4, MMSC4 and WHRT4 question papers were also defined as CAR at first moderation, which signals that not much, if anything, had been done by DHET to improve the quality of setting and moderating these papers. The main reasons, among others, for the CAR determination for these 10 QPs were: unacceptable quality of Internal Moderation, insufficient Content Coverage, poor Marking Guidelines, a 'none' in terms of adherence to prescribed cognitive weightings, and high levels of Predictability in some cases.

The DHET submitted 12 QPs for second moderation. Eight were approved and two were conditionally approved with no need for third moderation. However, TRVT4 and WHRT4 were again, as in 2014, designated CAR at second moderation. In the case of TRVT4, this was attributed to 'limited' compliance to the development of the Marking Memorandum and aspects pertaining to Language and Bias, whereas in the case of WHRT4, there was 'limited' compliance with Adherence to Policy (assessment guidelines) and cognitive weightings.

TRVT4 and WHRT4 were approved during third moderation, with WHRT4 scoring 'limited' compliance with respect to Cognitive Demand/Skills and Adherence to Policy. TRVT4 scored 'limited' compliance with Marking Guidelines and Language and Bias. This suggests that DHET should take the necessary steps to appraise both the examiner and internal moderator about low compliance with these criteria.

Table 1.4 summarises the compliance ratings for the 26 QPs evaluated during first moderation. After first moderation, evaluated question papers failed to meet 25% of the criteria. In 2014 this figure was 34%. Despite a net improvement of 9% in the meeting of the criteria in 2015, it remains a concern that there were 45 instances of 'limited' compliance and eight instances of 'none' across all eight criteria.

As was the case in 2014, Internal Moderation and Cognitive Demand remain the weakest in terms of compliance with criteria at first moderation. In 2015, there were eight instances of 'limited' compliance in both Internal Moderation and Cognitive Demand. The challenge of not meeting the criteria resulted in 12 QPs being subjected to second moderation.

There were 85 instances (41%) of 'All' ratings of compliance, which is comparable to 87 instances (42%) in 2014.

Table 1.4: Compliance Ratings for Question Papers after First Moderation

	COMPLIANCE FREQUENCY (26QPs) [208 instances]			
	None	Limited	Most	All
C1. Technical Criteria	0	4	19	3
C2. Internal Moderation	0	8	8	10
C3. Content Coverage	0	5	9	12
C4. Cognitive Demand	1	8	6	11
C5. Marking Guidelines	1	7	10	8
C6. Language and Bias	2	5	9	10
C7. Adherence to SAGs	2	5	7	12
C8. Predictability	2	3	2	19
	8	45	70	85
	25%		75%	

Table 1.5 gives a combined summary of the compliance ratings for the 26 QPs approved after first, second and third moderations.

Table 1.5: Compliance Ratings for Question Papers Approved across 3 Moderations

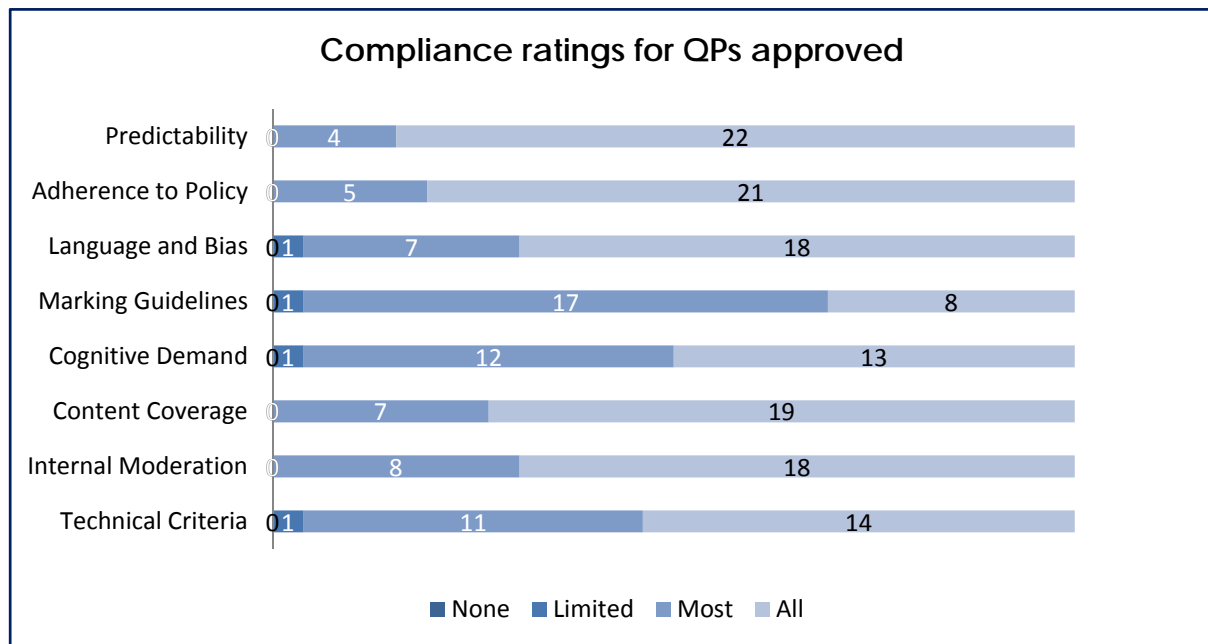
	COMPLIANCE FREQUENCY (26 QPs)			
	None	Limited	Most	All
C1. Technical Criteria	0	1	11	14
C2. Internal Moderation	0	0	8	18
C3. Content Coverage	0	0	7	19
C4. Cognitive Demand	0	1	12	13
C5. Marking Guidelines	0	1	17	8
C6. Language and Bias	0	1	7	18
C7. Adherence to SAGs	0	0	5	21
C8. Predictability	0	0	4	22
	0	4	71	133
	2%		98%	

Table 1.5 indicates that the 26 QPs were approved once all moderations (1st, 2nd and 3rd) were completed. There were four instances of 'limited' compliance, restricted to Technical Criteria and Marking Guidelines in SMME4, Cognitive Demand in WHRT4, and Language and Bias in INCT4. It was encouraging to observe that there were no

instances of 'None' regarding any criterion in any of the question papers, once finally approved.

The 'limited', 'most' and 'all' compliance with moderation criteria, as illustrated in Figure 1.2 and Table 1.5, are explained in more detail under the relevant criterion headings below:

Figure 1.2: Compliance ratings for QPs approved after 1st, 2nd and 3rd moderation



C1: TECHNICAL CRITERIA

- One question paper, SMME4, scored a 'limited' compliance rating when presented for first moderation. The external moderator noted the mistakes and made recommendations for the assessment body to consider and implement to rectify the deficiencies. These included ambiguity in candidates' instructions; unclear mark allocations; and differences in mark allocations between the question paper and memorandum.
- Fourteen question papers complied with 'all' Technical specifications, while 11 QPs met 'most' of the sub-criteria. The mistakes were minor technical issues that were resolved during the final editing and typesetting processes. Compliance with this criterion has shown a drop in quality: in 2014, 19 question papers complied with 'all' Technical specifications.

C2: INTERNAL MODERATION

- 69% (18/26) of the QPs approved met 'all' the requirements for this criterion (compared to 61%, or 16/26, in 2014), while 31% (8/26) met 'most'

of the requirements. Taking all the stages of moderation into account, not one of the 26 papers was relegated to the 'none' or 'limited' compliance categories. This demonstrated that examiners and internal moderators seriously considered, and acted on, recommendations by Umalusi's external moderators to improve the quality of a given question paper.

C3: CONTENT COVERAGE

- It must be noted that the GETC: ABET L4 qualification is a composite of a number of unit standards per learning area. Each unit standard has its own learning and assessment outcomes. Hence it was encouraging that not one of the question papers, by final approval stage, received 'none' or 'limited' compliance ratings.
- Seven QPs, namely ECD4, EMSC4, HSSC4, LCAF4, ANHC4, TRVT4 and WHRT4, met 'most' compliant ratings, since not all assessment outcomes for all unit standards were covered. These deficits were, mainly, restricted to slight deviations in the weighting and spread of content of LOs and ASs; and/or for providing for creative responses from candidates.
- The remaining 19 QPs met 'all' Content Coverage compliance requirements.

C4: COGNITIVE DEMAND

- WHRT4 received a 'low' compliance rating because the QP did not provide opportunities to assess learner ability to translate from verbal to symbolic; the ability to compare and contrast; and the difficulty levels of 'choice' questions were not equal. However, during third moderation the paper met some of the more weighted outcomes. The external moderator approved the question paper on the basis that the examiner and internal moderator would consider the suggestions documented in the Umalusi report and diligently attend to these.
- The external moderators noted that 12 of the question papers met 'most' sub-criteria for Cognitive Demand. The deficiencies were relatively minor, did not compromise the cognitive demand of the question paper's prescribed weightings of cognitive levels, and could be easily rectified by the examiner/internal moderator.
- The remaining 13 QPs met 'all' Cognitive Demand requirements. However, this represented a decline: in 2014, 17 QPs met 'all' Cognitive Demand requirements. DHET therefore needs to monitor this aspect more carefully during the setting and internal moderation processes.

C5: MARKING GUIDELINES

- The quality of Marking Guidelines must improve. SMME4 scored a 'limited' compliance rating and 17 QPs achieved a 'most' compliance rating; but only eight QPs met 'all' the sub-criteria that govern the quality and standard of Marking Guidelines.
- It must be noted that this criterion is subjected to an additional quality assurance process during the memorandum discussions: Umalusi moderates this process and approves the final marking guidelines.

C6: LANGUAGE AND BIAS

- One question paper, INCT4, scored a 'limited' compliance rating when presented for first moderation, attributed mainly to incorrect subject terminology, inappropriate language register for the candidate level and subtleties in grammar that could have created confusion for candidates. The external moderator made recommendations for the assessment body to consider and implement to rectify deficiencies.
- The remaining 25 QPs approved met the minimum requirements for this criterion, with eight QPs complying in 'all' respects.

C7: ADHERENCE TO POLICY – SUBJECT AND ASSESSMENT GUIDELINES (SAGs)

- All 26 QPs approved met the minimum requirements for the Adherence to Policy (subject and assessment guidelines) criterion: 81% (21/25) met 'all' sub-criteria. This suggests that DHET examiners and internal moderators now better understand and execute the policies that govern assessment in each of the prescribed LAs. This has been achieved through engaging with the inputs and feedback of external moderators during external moderation.

C8: PREDICTABILITY

- All question papers finally approved complied with this criterion and were not predictable. None of the questions in any of the finally approved QPs had been copied-and-pasted from previous question papers. Overall, the questions in the final, approved paper were relatively innovative and original.

1.4 AREAS OF GOOD PRACTICE

- The DHET must be commended for good management and administration, including the administrative process involved in QP external moderation. Security measures were efficient and effective. No question papers were compromised at any stage during external moderation.
- The DHET examiners and internal moderators took into consideration the comments and inputs from Umalusi's external moderators with a positive spirit and attitude. This resulted in 98% compliance with the minimum standards stipulated, across all eight criteria, after the three moderation rounds required for each learning area. It was indeed encouraging to note that after moderation there were no instances where compliance with the following criteria was rated 'limited' or 'none': Internal Moderation, Content Coverage, Adherence to Policy and Predictability (see Table 1.5 for details). More importantly, there were no cases in any of the eight criteria, after the required rounds of moderation were completed, where compliance was rated 'none'.

1.5 AREAS OF CONCERN

- Fewer than 50% of QPs were approved at first moderation without amendments, and only three LAs (AAT4, ARTC4 and LCSW4) met 'all' outcomes governing Technical criteria. At first moderation, only 10 to 12 LAs, out of 26, met 'all' the required outcomes that underpin Internal Moderation, Content Coverage and Cognitive Demand.
- During first moderation, Marking Guidelines did not comply with the Internal Moderation criterion, with eight memoranda riddled with errors in expected answers, incorrect mark allocations, and no provision having been made for alternative answers.
- The question papers for TRVT4 and WHRT4, when presented for first moderation, were of such poor quality and standard that they received, respectively, 'R' and 'CAR' ratings. Concerns remained at second moderation, to the extent that both received 'CAR' ratings. Both papers were finally approved after third moderation; however, WHRT4, even at this stage, exhibited only 'limited' compliance with respect to Cognitive Demand.
- Across a number of question papers presented for first moderation, the quality, standard and relevance of Internal Moderation was inappropriate. It had not contributed to any improvement in the papers.

1.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The DHET must strengthen the internal moderation of QPs to ensure papers are not subjected to second moderation because they do not meet the core, weighted outcomes across core, weighted criteria such as Content Coverage, Marking Guidelines, Cognitive Demand and Adherence to Policy. As indicated in previous reports (July 2013, December 2013 and December 2014), the current model of internal moderation does not achieve what it is intended to achieve. For example, if the 10 QPs designated 'Conditionally Approved – Resubmit' had had issues resolved during the very first internal moderation process, almost 92% of QPs would have been approved after first moderation.
- The DHET must ensure that both examiners and internal moderators, especially those responsible for question papers that have been subjected to second and third moderations, receive appropriate training in setting and/or moderating question papers. They must be equipped to ensure question papers and associated marking memoranda meet, at least, the minimum standards across each of the eight criteria governing internal and external moderation.
- As TRVT4 and WHRT4 are consistently found to be deficient in many respects (see 2014 report), requiring second and, at times, third moderation, the DHET must take the necessary steps to review the challenges faced by the examiners and internal moderators of these subjects. DHET must then implement an action plan to ensure the development of better quality question papers (specifically in TRVT4 and WHRT4). These QPs should meet the necessary requirements during first moderation to avoid their being subjected to second and third moderations.

1.7 CONCLUSION

Umalusi approved 14 QPs after first moderation, 10 after second moderation and the remaining two QPs after third moderation. Umalusi is concerned that 46% of the moderated question papers required a second round of external moderation, a result of poor internal moderation. Umalusi is particularly concerned with the poor quality of Marking Guidelines; deficiencies in Content Coverage and Cognitive Demand; and that two question papers, namely TRVT4 and WHRT4, had to be re-submitted for a third moderation. However, it is satisfied that 92% of the question papers were approved after second moderation and the remaining 8% (the two named question papers) after third moderation.

The question papers approved during moderation rounds met minimum quality requirements to an extent of 98%, with just 2% of the minimum quality requirements

being met with only 'limited' compliance. It is imperative that the DHET puts measures in place to ensure that a higher percentage of question papers is approved at first moderation. This requires raising the quality and standard of internal moderation, as directed in the past by Umalusi.

In the main, the quality and standard of the approved question papers did not compromise the GETC: ABET L4 examinations and were fit for purpose. It must, however, be emphasised that the approved question papers can improve in terms of levels of difficulty and the spread of cognitive demand. This may require a review of the current subject and assessment guidelines.

Chapter 2

Moderation of Site-Based Assessment

2.1 INTRODUCTION AND PURPOSE

The marks awarded to Adult Education and Training (AET) learners for Site-Based Assessment (SBA) provide 50% of the final mark for certification. This SBA mark is subjected to statistical moderation. The SBA mark potentially contributes substantially towards the final certification mark, as the minimum pass requirement for a learning area is 40%. This statement underlines the importance of how SBAs are implemented and quality assured at institutional, district and provincial levels.

The Continuous Assessment Tasks (CATs) are set and approved nationally. Once this process is complete the DHET issues copies of the approved CATs to all the Provincial Education Departments (PEDs) to be implemented, provincially, by all public providers offering the DHET examination. The challenge at implementation level is that AET providers often lack a system and resources to ensure the quality and credibility of internal assessment. The purpose, therefore, of external moderation of SBA portfolios is, among others, 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
- Report on the quality of SBA within the assessment bodies.

2.2 SCOPE AND APPROACH

Umalusi adopted an approach of on-site, external moderation at district and provincial offices in all nine PEDs. The external moderation was to coincide with internal moderation at provincial level. This approach would provide Umalusi with the two-fold opportunity to moderate SBA portfolios on-site for conformance to quality criteria; and conduct verification of provincial moderation.

Umalusi requested a sample of portfolios for predetermined LAs from each PED for external moderation. Each PED was expected to submit 10 learner portfolios and one educator portfolio, in specific learning fields, for external moderation.

The external moderation of these portfolios would be done on-site at the respective district office. Table 2.1 below reflects the list of LA portfolios requested from the various PEDs for the November 2015 SBA external moderation process.

Table 2.1: SBA Portfolio Sample Requested

PROVINCE	LEARNING AREA	MODERATION VENUE
Gauteng	NATS4	Mondeor
	MLMS4	
	ANHC4	
	EMS4	
	LIFO4	
	LCTS4	
	TRVT4	
	SMME4	
Limpopo	ANHC4	Umalusi
	NATS4	
	WHRT4	
	LCEN4	
KwaZulu-Natal (KZN)	TECH4	Durban/Pinetown
	INCT4	
	HSSC4	
	LCEN4	
Mpumalanga	AART4	Mpumalanga
	LCSW4	
North West	ANCH4	Mahikeng
	LIFO4	
Western Cape	ARTC4	Cape Town
	MMSC4	
Free State	NATS4	Bloemfontein
	MLMS4	
	WHRT4	
Northern Cape	MLMS4	Kimberley
	LIFO4	
	ANHC4	Umalusi
	NATS4	
	WHRT4	
	LCEN4	
Eastern Cape	LCXH4	Mthatha
	MMSC4	
	ANHC4	Umalusi
	NATS4	
	WHRT4	
	LCEN4	

PEDs offering LAs in the sample were requested to comply with the following requirements when they submitted the portfolios:

1. To submit 10 learner portfolios and one educator portfolio per centre for each learning area as indicated in Table 2.1.
2. The sample must be based on enrolments for the November 2015 examinations. It was imperative that PEDs did not resubmit portfolios that had previously been moderated by Umalusi.
3. The learner portfolios should be spread across three levels of achievement, i.e. below average, average and above average categories.
4. The submission should include a provincial mark sheet for verification purposes.
5. The submission should include a provincial moderator's report indicating all areas of concern, areas of good practice, interventions and recommendations.
6. The portfolios should comply with Umalusi's *Quality Assurance of Assessment – Policies, Directives and Requirements* policy document (Chapter 3, 2006) and other applicable circulars.

2.3 SUMMARY AND FINDINGS

It is important to note that PEDs did not submit the samples as requested by Umalusi. Table 2.2 illustrates a list of the LAs that were sampled for the November 2015 SBA portfolio moderation process.

Table 2.2: SBA Portfolios Sampled

PROVINCE	AET CENTRE	LEARNING AREA	EDUCATOR PORTFOLIOS	LEARNER PORTFOLIOS
Gauteng	Sedimogang	ANCH4	1	6
	Mamelodi Adult Centre	ANCH4	1	3
	ED Mafole	ANCH4	1	10
	Tiakene	EMSC4	1	6
	Kagiso AET Centre	EMSC4	1	4
	Khutsong AET Centre	EMSC4	1	6
	Victory AET Centre	EMSC4	1	6
	Tembisa 261297	LCTS4	1	1
	Sedimogang 913200	LCTS4	1	6

PROVINCE	AET CENTRE	LEARNING AREA	EDUCATOR PORTFOLIOS	LEARNER PORTFOLIOS
	Moepathutse Bolokanang	LCTS4	1	6
	Daveyton 311977	LCTS4	1	2
	Hammanskraal/ Temba	LCTS4	1	6
	Peter Lengene	LIFO4	1	6
	Zonderwater B	LIFO4	1	3
	Tamaane CLC	LIFO4	1	10
	Ivory Park CLC	MLMS4	1	6
	Sebokeng CLC	MLMS4	1	6
	Sharpeville CLC	MLMS4	1	6
	231696	SMME4	1	6
	221010	SMME4	1	7
	Thembisa AET 261297	SMME4	1	3
	Thembisa AET 261297	TVRT4	1	3
	Heidelberg Correctional	TVRT4	1	1
	Kwa Thema AET	TRVT4	1	1
	Victory AET Centre	TRVT4	1	1
	DWT Nthatha	TRVT4	1	1
	Vananimfundo	TRVT4	1	1
	Krugersdorp Prison	TRVT4	1	1
	Tsakane	TRVT4	1	1
	Gaegololwe	TRVT4	1	1
Limpopo	Thusano	MMSC4	1	1
	Mavhungo	MMSC4	1	2
	Siloam ABET Centre	MMSC4	1	2
KZN	Bawinile Development Centre	HSSC4	1	10
	Bhongweni AET	LCEN4	1	10
Mpumalanga	Allemansdrift AET	AAAT4	1	10
	Fernie ABET	LCSW4	1	10
North West	Kgato ka Kgato	ANHC4	1	10
	Mosiane	LIFO4	1	10
Western Cape	Malmesbury CLC Mavos	ARTC4	1	10
	City of Cape Town	MMSC4	1	10

Table 2.2 shows that Umalusi moderated a sample of 252 learner and educator portfolios for 13 LAs received from 41 centres located in six provinces. Umalusi sampled an average of 20 portfolios per learning area. It should be noted that only 10 (25%) of the centres complied with the request to submit one educator portfolio plus 10 learner portfolios.

No portfolios from the Eastern Cape, Northern Cape and Free State were sampled. The Free State internal moderation was postponed and external moderators could thus not participate in the moderation process. Northern and Eastern Cape were given two opportunities to submit portfolios: on-site, and centralised at Umalusi. Some of the reasons for non-submission included low enrolment numbers, non-submission of portfolios by learners, learners' dropout rates from courses, and learners not writing the examination.

Table 2.3 shows the compliance ratings based on the seven criteria used in the moderation of SBA portfolios.

Table 2.3: Summary of the compliance ratings of the seven moderation criteria

	COMPLIANCE FREQUENCY (287)			
	None	Limited	Most	All
C1. Compliance with SAGs	0	3	34	4
C2. Internal Moderation	0	5	27	9
C3. Content Coverage	0	2	3	36
C4. Structure/Content of Portfolios	0	4	34	3
C5. Assessment Tasks	0	7	22	12
C6. Learner Performance	0	8	15	18
C7. Quality of Marking	0	7	14	20
	0	36 (13%)	149 (52%)	102 (35%)
	36 (13%)		251 (87%)	
	287			

The table shows that the total sample moderated had no instances of non-compliance ('none') with the seven criteria. The sample had 36 (13%) instances of 'limited' compliance; 149 (52%) represented compliance in 'most' respects; and 102 (35%) were compliant in 'all' respects. This shows a marked improvement in relation to previous years. There remain, however, concerns relating to learner performance, the assessment tasks and the quality of marking. The concerns relating to the seven criteria are addressed in detail below.

Tables 2.4 to 2.10 reflect on the comparative and quantitative analyses of portfolios moderated and show compliance per criteria per province. The compliance frequency has been indicated as percentages to allow the reader to compare adherence to criteria across the provinces.

C1: ADHERENCE TO THE SUBJECT AND ASSESSMENT GUIDELINES

Each educator should submit a Portfolio of Assessment (PoA). The Educator PoA contains prescribed policy and planning documents that guide the educator through the learning and assessment process. Criterion 1 measures adherence to the subject and assessment guidelines.

The table below provides a comparison of how the sample centres adhered to Criterion 1. Values are expressed as percentages per specific province.

Table 2.4: Summary of the quantitative analysis for Criterion 1 per province

C1. Compliance with SAGs	COMPLIANCE FREQUENCY (%)			
	None	Limited	Most	All
Gauteng	0	7	90	3
Limpopo	0	0	100	0
KZN	0	0	100	0
Mpumalanga	0	0	0	100
North West	0	50	0	50
Western Cape	0	0	100	0

- It is encouraging to note that there was a marked improvement in centre adherence to this criterion compared to previous years.
- The biggest concern was that a total of 10 (24%) centres did not submit planning documents such as daily, monthly and yearly teaching and assessment plans for external moderation.
- Despite a lack of planning by AET facilitators, it must be acknowledged that common assessment tasks were implemented at the centres moderated.
- Other important documents that educators did not submit were the latest version of the subject and assessment guidelines and internal moderation feedback to learners.

C2: INTERNAL MODERATION

Internal moderation of the SBAs is conducted on three levels: centre level, district level and provincial level. Criterion 2 measures compliance at all three levels.

Table 2.5: Summary of the quantitative analysis for Criterion 2 per province

C2. Internal Moderation	COMPLIANCE FREQUENCY (%)			
	None	Limited	Most	All
Gauteng	0	7	77	16
Limpopo	0	33	67	0
KZN	0	100	0	0
Mpumalanga	0	0	0	100
North West	0	50	0	50
Western Cape	0	0	50	50

Internal moderation seemed to differ per learning centre. Generally, there was a lack of constructive feedback from either the educator or internal moderator in instances where it should have been given. The lack of moderation in some centres could be a result of poor enrolments. This was more prevalent at centres that had very few learners, as indicated by comments by external moderators. The following were some of the concerns:

- Although there was feedback to the educator, there seemed to be no feedback to learners other than pure re-marking of scripts by the internal moderator. In the moderation of the MMSC4 learning field in Limpopo, it was stated that there was evidence of shadow marking and of mistakes not being picked up.
- The feedback was vague, generalised and did not focus on improvements.
- Internal moderation focused on one task only, instead of them all.

C3: CONTENT COVERAGE

The DHET SBA CATs require learners to undertake five activities. These activities – an assignment, project, investigation, case study and test – are planned according to a prescribed schedule.

Content coverage looks at evidence of implementation of the SBAs. Criterion 3 measures whether the tasks were implemented as planned and whether there was evidence of the recording of learner performance in the form of mark sheets.

The table below reflects how the centres in the different provinces complied with these requirements.

Table 2.6: Summary of the quantitative analysis for Criterion 3 per province

C3. Content Coverage	COMPLIANCE FREQUENCY (%)			
	None	Limited	Most	All
Gauteng	0	3	7	90
Limpopo	0	33	0	67
KZN	0	0	0	100
Mpumalanga	0	0	0	100
North West	0	0	50	50
Western Cape	0	0	0	100

As reflected, all provinces complied with 'most' and 'all' criteria. In the cases where there was 'limited' compliance, centres had not conducted assessments according to plan; and not all tasks had been implemented for all learners.

C4: STRUCTURE/CONTENT OF PORTFOLIOS

The sample of learner portfolios per learning field was measured against the prescribed requirements for the evidence that must be included in the files. Criterion 4 measures the inclusion of specified documents within the portfolios.

Table 2.7: Summary of the quantitative analysis for Criterion 4 per province

C4. Structure/Content of Portfolios	COMPLIANCE FREQUENCY (%)			
	None	Limited	Most	All
Gauteng	0	3	87	10
Limpopo	0	0	100	0
KZN	0	50	50	0
Mpumalanga	0	0	100	0
North West	0	0	50	50
Western Cape	0	50	0	50

The portfolios submitted for external moderation were generally presentable and neat. The instances of 'limited' compliance related mainly to non-submission of supporting documents, such as copies of learner ID, learner information, declarations of authenticity and content pages.

C5: ASSESSMENT TASKS

This criterion evaluates the completeness, correctness and quality of the work presented by the learners as evidence of their competency. Table 2.8 reflects a comparison of the compliance frequency of the various PEDs.

Table 2.8: Summary of the quantitative analysis for Criterion 5 per province

C5. Assessment Tasks	COMPLIANCE FREQUENCY (%)			
	None	Limited	Most	All
Gauteng	0	13	58	29
Limpopo	0	67	33	0
KZN	0	0	50	50
Mpumalanga	0	0	50	50
North West	0	50	0	50
Western Cape	0	0	100	0

It was observed that:

- The quality and standard of the implementation of the tasks can be improved. In Limpopo, 'sympathetic marking' was done because the marker had not used the marking tools appropriately. Learners were unable to respond to application questions, performance was poor and worksheets were partially completed. The marker was too lenient. Marks were allocated for incorrect answers and for incomplete tasks. Learners' performance was average and the worksheet was only partially answered.
- In North West, scoring did not adequately reflect learner performance levels. There was evidence that learners were challenged by tasks and activities at higher cognitive levels: learners lacked understanding. This could have been because learners were not provided with hand-outs of task instructions, which would have provided points of reference for them whilst busy with the task(s).
- There was evidence that some learners did not understand the requirements of the tasks, as evidenced by WHRT4 portfolios. The learners had not completed all five tasks and failed to obtain a pass mark.

C6: LEARNER PERFORMANCE

This criterion directly measures the learners' ability to interpret the tasks correctly and provide responses that meet the expectations, demands and levels of difficulty of the tasks.

Table 2.9: Summary of the quantitative analysis for Criterion 6 per province

C6. Learner Performance	COMPLIANCE FREQUENCY (%)			
	None	Limited	Most	All
Gauteng	0	13	39	48
Limpopo	0	67	33	0
KZN	0	50	50	0
Mpumalanga	0	0	50	50
North West	0	50	0	50
Western Cape	0	0	50	50

- It must be noted that the sample represents only the specified LAs for the provinces sampled. The sample evaluates the performance of learners across a number of centres in a province for the sampled learning area.
- Table 2.9 shows that learners from Gauteng, Limpopo, KZN and North West did not perform very well, as 20% of the sample did not meet the minimum requirements.
- There was evidence of limited understanding of terms and concepts used in the various LAs. Learners struggled with self-expression and interpretation of tasks. Some learners struggled with higher order cognitive level tasks. This was especially evident in the following LAs: ANHC4, SMME4, TRVT4 and MMSC4.

C7: QUALITY OF MARKING

The standard and quality of marking is measured by the assessor's ability to assess, consistently and in line with the marking guidelines, and to allocate marks that correlate with learners' performance. It also measures the educator's ability to calculate and record results accurately.

Table 2.10: Summary of the quantitative analysis for Criterion 7 per province

C7. Quality of Marking	COMPLIANCE FREQUENCY (%)			
	None	Limited	Most	All
Gauteng	0	18	34	48
Limpopo	0	67	33	0
KZN	0	0	50	50
Mpumalanga	0	0	0	100
North West	0	50	0	50
Western Cape	0	0	50	50

- There was a marked improvement in the quality of SBA marking in comparison with the June marking (56% non-compliance rating). The overall non-compliance rating for the current SBAs was 17%.
- This criterion raises many concerns about the quality of marking in some of the centres in Gauteng, Limpopo and North West.
- In ANHC4 there was evidence of discrepancies in the use of the marking tool. There were instances where learners had been credited for answers that did not appear in the marking marking guideline.
- The standard of marking was compromised by mistakes in mark allocation and crediting of answers not in the memo. There was evidence that mark allocation was not in line with the performance of learners.
- Marking in SMME4 was inconsistent with the assessment tool as too many alternative answers were accepted. Some accepted answers were technically incorrect. Calculation and recording errors also affected the quality of the marking.
- Leniency was a problem in TRVT4 and MMSC4, with learners being allocated undeserved marks.
- Evidence suggested that some educators did not understand and did not know how to use marking rubrics. This issue has been noted in previous quality assurance reports.

2.4 AREAS OF GOOD PRACTICE

- The following centres complied with the request to submit 10 learner and one educator portfolio per learning area: ED Mafole, Tamaane Community Learning Centre, Bawinile Development Centre, Bhongweni AET, Kgato ka Kgato, Mosiane, Malmesbury CLC, Mavos and City of Cape Town.
- The following centres, which submitted six learner portfolios or more, complied fully with at least five of the seven criteria: Peter Lengene (LIFO4), Sebokeng CLC (MLMS4), Sharpeville (MLMS4), Ferne ABET (LCSW4) and Mosiane (LIFO4).
- Of the 41 centres, 37 (90%) complied with the requirements of C3, Content Coverage.
- It should be noted that there has been a general improvement in compliance. The total sample moderated had no instances of non-compliance ('none') with the seven criteria.

2.5 AREAS OF CONCERN

- Some aspects of internal moderation, as with all quality assurance of assessment processes, remain a concern. Although there was evidence of internal moderation at different levels, all external moderators highlighted concerns regarding either poor feedback where it was given, and, in some cases, no feedback being given to either learners or educators. In instances where it was given, the quality of the feedback would not ensure an improvement in the assessment system. Internal moderation in some cases focused on only one task.
- Marking remains a concern. External moderators indicated that there were instances of educators' marking being inconsistent with the marking guidelines, markers being unable to interpret and use rubrics, and instances of incorrect calculation and recording of marks.

2.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The DHET must ensure that internal moderators understand their role and responsibility in the quality assurance of the implementation of the SBAs. Feedback to learners and educators should focus on the improvement of the recognition system and should thus be the focus of the internal moderator reports.
- DHET must ensure that educators possess the necessary skills to interpret and implement the various assessment tools effectively.
- The DHET must monitor the implementation of SBA closely and submit quarterly reports to Umalusi for verification.

2.7 CONCLUSION

Umalusi conducted on-site moderation of internal assessment in six selected provinces for 13 LAs. The disadvantage of the on-site moderation approach was that the samples for certain learning areas were limited in the provinces. One advantage of this approach, however, was that external moderators could select the sample on-site from a broader sample, and they could provide direct feedback to centre officials.

The evaluation confirmed previous reports: that the implementation of internal assessment remains poor because educators are provided with very little, if any, support. Provinces do not provide structured support to educators to improve the quality of internal assessment.

It is imperative that the DHET and PEDs employ a system to support the implementation of internal assessment. This system should include regular monitoring and evaluation exercises, together with improvement feedback loops.

Chapter 3

Monitoring State-of-Readiness

3.1 INTRODUCTION AND PURPOSE

The Department of Higher Education and Training (DHET) is the national assessment body responsible for the conduct, administration and management of the 2015 October/November examination of the General Education and Training Certificate: Adult Education and Training Level 4 (GETC: ABET L4). However, DHET entered into an agreement with the nine Provincial Education Departments (PEDs) whereby the Directorate: Examinations and Assessment would assume responsibility for the conduct, administration and management of the 2015 October/November examinations.

It should be noted that PEDs are responsible for the conduct of the National Senior Certificate (NSC) examinations. The premise was that the PEDs would make use of the same administration systems to conduct the 2015 October/November examinations for both qualifications. For example, the system used to print the NSC question papers was used to print the GETC: ABET L4 question papers. This report reflects on the state-of-readiness findings pertaining to the conduct, administration and management of the 2015 October/November GETC: ABET L4 examinations.

3.2 SCOPE AND APPROACH

In verifying that standards were maintained and applicable policies and regulations adhered to, all nine provincial departments of the Department of Basic Education (DBE) were monitored to establish their level of readiness to administer the 2015 October/November GETC: ABET L4 examinations. Collaborative monitoring visits together with the DBE were conducted at three PEDs (North West, Northern Cape and Mpumalanga), while Umalusi carried out independent verification visits to the other PEDs. Furthermore, Umalusi monitored 76 district offices and a sample of 21 Adult Education and Training (AET) centres. The focal points for the state-of-readiness visits were to monitor:

- Appropriate policy development and implementation
- Availability and utilisation of suitable systems, processes and procedures
- Management plans for assessment, moderation and monitoring
- Appointment and training of relevant personnel
- Safety and security of examination material.

3.3 SUMMARY OF FINDINGS

3.3.1 STRATEGIC MANAGEMENT ISSUES

- The Directorates for Examinations did not originally include any quality assurance processes for the GETC: ABET L4 in their management plans and budgets for the current financial year.
- All nine PEDs reported that the last minute arrangements and agreements pertaining to the 'function shift' – to quality assure the GETC: ABET L4 – impacted negatively on their financial and human resources.
- The PEDs reported that the net result of the function shift was that they had neither the required funding nor the human capacity to effectively quality assure all assessment processes for the GETC: ABET L4 examinations.

3.3.2 MANAGEMENT PLAN FOR THE CONDUCT AND ADMINISTRATION OF THE EXAMINATIONS

- All nine PEDs audited had some evidence that they had adapted their NSC examinations' management plans to accommodate the GETC: ABET L4 examinations.
- Sections of the adapted plans were not fit for purpose because the officials responsible for certain activities were preoccupied with planning for the conduct of the NSC.
- The officials could not, at the time of the audit, provide any evidence pertaining to planning for the provincial moderation of SBA.

3.3.3 REGISTRATION OF CANDIDATES AND VERIFICATION OF THE CORRECTNESS OF DATA

- All nine PEDs were still in the process of finalising the capturing of candidates' information for the GETC: ABET L4 examination at the time of the audit visit.
- Some PEDs had completed the first round of verifying registration forms for correctness and completeness, while others had yet to start the verification process.
- The accuracy and correctness of the enrolment data could not be verified for all PEDs on the days of the audit.

3.3.4 SAFETY AND SECURITY OF EXAMINATION MATERIALS

- The PEDs provided evidence that the examination material would be safe and secure at the provincial venues identified for these purposes.

- Umalusi was, however, concerned that the examination materials for the GETC: ABET L4 would not be safe and secure at all venues in the districts or examination centres.
- Umalusi was particularly concerned with the safety and security of question papers and examination materials in Limpopo. To this end, Umalusi arranged for follow-up visits to monitor an improvement plan.

3.3.5 PRINTING, PACKAGING AND DISTRIBUTION OF EXAMINATION MATERIALS

- All nine PEDs used the same printing system and facilities to print and distribute both NSC and GETC: ABET L4 question papers.
- Umalusi raised some concerns regarding the safety and security of question papers in the Free State. These concerns had been addressed when Umalusi returned to track the progress of an improvement plan.
- The Eastern Cape PED was in the process of securing a service provider for printing examination material. This issue was concluded during the follow-up visit.

3.3.6 APPOINTMENT AND TRAINING OF INVIGILATORS

- All nine provincial examination policies state that the school principal, or head of the institution, be the chief invigilator. This principle was applied for public adult examination centres.
- The provincial Chief Director: Examinations appointed chief invigilators who, in turn, appointed the invigilators from among educators and/or external individuals.
- The PEDs could not provide evidence of the appointment of chief invigilators at the time of the audit.
- The PEDs had not conducted any training for chief invigilators at the time of the audit. Some provinces provided evidence that they planned to conduct the training within the following three to four weeks.

3.3.7 SELECTION OF MARKERS AND MARKING CENTRES

- Western Cape, Mpumalanga, Free State and Eastern Cape PEDs provided some evidence that they had begun a marking planning process but this had not been finalised at the time of the audit.
- The PEDs used some NSC processes to identify and recruit markers but, as a rule, did not have stringent processes in place to recruit adequately qualified and competent markers.
- PEDs reported that they could not finalise their marking venues because of financial constraints as a consequence of the 'function shift'

arrangements. Four provinces confirmed their marking venues approximately two weeks after the state-of-readiness visits.

- No PED could provide a list confirming the appointment of chief markers, marking centre managers, markers and administration personnel at the time of the audits.

3.3.8 APPOINTMENT AND TRAINING OF MARKING PERSONNEL

- None of the PEDs had conducted any training of marking personnel at the time of the audits, nor could they confirm the appointment of marking personnel.

3.3.9 MODERATION OF SITE-BASED ASSESSMENTS

- Western Cape, Eastern Cape, Free State and Northern Cape could provide some evidence that they had planned for provincial moderation of SBA. The plans had not been finalised at the time of the audit.
- It must be noted that provincial moderation of SBA is critical given that its implementation is a curriculum competence in all nine PEDs. Provincial moderation of SBA is thus the only quality assurance process prior to statistical moderation of raw SBA marks.

3.4 AREAS OF GOOD PRACTICE

- The concept of applying the same approach and processes to the administration of both the NSC and GETC was commendable.

3.5 AREAS OF CONCERN

- The late communication of the function shift agreement to PEDs created challenges for the departments.
- Some PEDs did not customise the NSC management plan sufficiently to fit the purpose of the GETC.
- The safety and security of examination material at the storage facility of the Limpopo PED were a cause for concern.

3.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The DHET and DBE should ensure that the administration of the GETC is effective and meets the required standards.
- Management plans for conducting the GETC require amendments, given the difference between the two learner sectors. The management of the quality assurance processes must be fit-for-purpose to suit the needs of the GETC.
- The storage facilities at the Limpopo PED must be improved to meet the minimum safety and security requirements.

3.7 CONCLUSION

The findings of this report demonstrate that the timing of visits to verify the readiness of PEDS to plan for the conduct, administration and management of examinations must be reviewed to ensure that the visits are aligned to provincial operations. Most aspects could either not be verified or verification was limited.

Except for areas of concern raised in this chapter, PEDs were ready to administer credible GETC: ABET L4 examinations.

Chapter 4

Monitoring of Writing

4.1 INTRODUCTION AND PURPOSE

This is the consolidated report on the monitoring of the conduct of the writing of the General Education and Training certificate (GETC) in all nine Provincial Departments of Education (PEDs). Data used to compile this report was gathered from interviews and observations, using an instrument designed for this purpose by Umalusi.

The purpose of this monitoring exercise was to determine whether policy regulations governing the conduct and administration of these examinations were satisfactorily implemented and managed or not. Monitoring is also undertaken to ascertain whether the overall integrity and credibility of the examination was compromised or not. Therefore, this report provides insight into the conduct of the examinations in the country as administered by the Department of Higher Education and Training (DHET).

4.2 SCOPE AND APPROACH

Umalusi provincial monitors were deployed to visit a sample of 45 examination centres across the provinces, as indicated in Table 4.1 below:

Table 4.1: Examination Centres Monitored for the Writing of Examinations

PROVINCE	CENTRE	DATE	SUBJECT	CANDI-DATES
1. Eastern Cape	Sivuyile ALC	04 Nov 2015	LCXH4	29
	Zanempucuko ALC	06 Nov 2015	LCEN4	57
	Khanya ALC	11 Nov 2015	MLMS4	25
	Mbekweni ALC	11 Nov 2015	MLMS4	43
	Sonwabile ALC	11 Nov 2015	MLMS4	84
	Zanokhanyo ALC	11 Nov 2015	MLMS4	23
	Phikolomzi ALC	13 Nov 2015	TRVT4	71
2. Gauteng	Montana ALC	03 Nov 2015	LIFO4	12
	Hammanskraal Temba ALC	11 Nov 2015	MLMS4	285
	Reneilwe ALC	11 Nov 2015	MLMS4 MMSC4	299 31
	Vunanimfundo ALC	11 Nov 2015	MLMS4 MMSC4	190 44
	Bethsaida ALC	17 Nov 2015	HSSC4	59

PROVINCE	CENTRE	DATE	SUBJECT	CANDI-DATES
2. Free State	Thahameso ALC	06 Nov 2015	LCEN4	9
	Letjhabile CLC	18 Nov 2015	EMSC4	64
4. KwaZulu-Natal (KZN)	Malvern ALC	03 Nov 2015	LIFO4	46
	Dawnridge PS/Velile ALC	06 Nov 2015	LCEN4	43
	Indumezulu ALC	06 Nov 2015	LCEN4	68
	Cebelihle ALC	11 Nov 2015	MLMS4	127
	Mbozambo PS	11 Nov 2015	MLMS4	19
	Utrecht LSEN	11 Nov 2015	MLMS4	35
	Mbalenhle PS	13 Nov 2015	TRVT4	24
	Lindayiphi PS	17 Nov 2015	HSSC4	03
	Umzinto Prison ALC	18 Nov 2015	EMSC4	19
	Fairbreeze ALC	20 Nov 2015	ANHC4	15
	Siyamukela HS	20 Nov 2015	ANHC4	36
	Tugela	20 Nov 2015	ANHC4	22
	Sizanayo ALC	20 Nov 2015	ANHC4	7
5. Limpopo	Pagameng ALC	03 Nov 2015	LIFO4	33
	Nelsonskop ALC	06 Nov 2015	LCEN4	106
	Giyani Multi-Purpose ALC	11 Nov 2015	MLMS4	23
	Mawononi ALC	11 Nov 2015	MLMS4 MMSC4	16
	Pietersburg Comprehensive School	11 Nov 2015	MLMS4 MMSC4	52 2
	Thokgwaneng ACL	11 Nov 2015	MLMS4	14
	Makanye ALC	18 Nov 2015	EMSC4	11
	Pietersburg Comprehensive School	18 Nov 2015	EMSC4	46
	7SAIBN Camp ALC	19 Nov 2015	AAAT4	14
	Tshiombo ALC	20 Nov 2015	ANHC4	10
6. Mpumalanga	Bongani ALC	19 Nov 2015	AAAT4	25
	Lindokuhle	06 Nov 2015	LCEN4	17
7. Northern Cape	Kuruman Prison	03 Nov 2015	LIFO4	7
	People's Public Centre	13 Nov 2015	TRVT4	5
8. North West	Potlakang ALC	20 Nov 2015	ANHC4	25
9. Western Cape	Ikhwezi ALC	11 Nov 2015	MLMS4	16
	Hessequa CLC	11 Nov 2015	MLMS4	12
	St Francis CLC	11 Nov 2015	MLMS4 MMSC4	265 14

4.3 SUMMARY OF FINDINGS

The summary of the findings on the examination centres monitored by Umalusi are illustrated in Table 4.2 below. The data in the table denotes the level of compliance of the centres with the eight criteria for the conduct and management of the examination.

Table 4.2: *Level of Compliance in Relation to Criteria*

CRITERIA	COMPLIANCE		
	ALL	MOST	LIMITED/ NONE
1. Delivery and Storage of Examination Material	25	17	3
2. Invigilators and their Training	28	12	5
3. Preparations for Writing and Examination Room(S)/Venue(s)	26	14	5
4. Time Management	27	13	5
5. Checking of Immediate Environment	22	6	17
6. Activities during Writing	33	11	1
7. Packaging and Transmission of Answer Scripts	35	9	1
8. Monitoring by the Assessment Body	17	8	20

4.3.1 DELIVERY AND STORAGE OF EXAMINATION MATERIAL

Delivery and collection of examination materials varied among the PEDs. In general, chief invigilators collected and returned examination material daily from the circuit, district or nodal points, using their personal transport. The assessment body was responsible for this process in the case of examination centres that were distant from the distribution points.

In the Western Cape, this task was outsourced to a courier service on a weekly basis. Examination material collected or delivered was recorded and signed for by chief invigilators or a person delegated for this task. All examination centres received examination material in sealed plastic bags. It was observed that a vast range of acceptable levels of security measures were in place for the storage of the examination material at the centres. These took the form of steel cabinets, safes, strong rooms, burglar bars, fire extinguishers, alarm systems, security guards, access control and surveillance cameras.

The following incidents of non-compliance with this criterion were identified: exam material was kept in an cabinet without keys, in a strong room whose keys were in the safekeeping of a School Governing Body (SGB) member who refused to submit

them to the centre manager; incorrect exam material was delivered to one centre, hence delivery of the correct material was delayed; in six centres that lacked secure storage facilities question papers were not safely stored but were placed on an invigilator's table or locked in a chief invigilator's car; and in four centres there were no measures in place to ensure the security of the stored material.

4.3.2 INVIGILATORS AND THEIR TRAINING

Predominantly, adult learning centre managers were appointed as chief invigilators. In some instances community members were elected, at both this level and that of invigilator. Chief invigilators and invigilators were officially appointed, trained and evidence, in the form of training manuals, attendance certificates or attendance registers, was available at the centres.

Although centre managers were officially appointed and trained, non-compliance with regulations was observed in the following instances at some exam centres: seven chief invigilators did not have appointment letters; the appointment letter of a chief invigilator was not signed; a chief Invigilator was not trained; 11 invigilators did not have appointment letters; no invigilators in one particular centre had been trained; and, in four centres there was a lack of evidence of training for invigilators.

4.3.3 PREPARATIONS FOR WRITING AND THE EXAMINATION VENUES

Directions and signs to examination room(s) were visible, except in nine exam centres. Examination centres had adequate space, desks and chairs for the candidates, except in two centres where it was observed that candidates had to share desks due to a shortage. At one centre the size of the desks and chairs was inappropriate for adult candidates.

The conditions of the examination rooms were conducive for the writing of the examination with regards to ventilation, lights, temperature and cleanliness, with the exception of three centres where ventilation and electricity – including relating to heat – was not conducive to writing the examination. There was nothing in the examination venues that could assist candidates with the examination, with the exception of four centres that had posters on the walls and / or stacks of books at the back of the examination room(s).

Examination centres had clocks visible to all candidates, with the following exceptions: 11 centres that had no clocks on display; four exam centres where not all examination rooms had clocks; and one centre where clocks were too small to be visible to the candidates.

Information was displayed on chalk or white boards indicating the centre number, examination date, name of subject being written and the start and finish times. It was noted that invigilators did not fully comply with the principle of wearing name tags during invigilation: invigilators in 23 exam centres did not wear name tags. A

shortage of relief invigilators posed a challenge in some examination centres, to the extent that in one, candidates who left the room to use the toilet were not accompanied. Eleven centres had no relief invigilators and 10 exam centres had no relief timetables. Chief invigilators in these examination centres could not draw up relief timetables, citing 'challenges'.

Although many centres had examination files, some did not contain all the necessary documents. For example, four centres had no examination manual in the exam file; eight centres had no registers for monitors; eight centres had no dispatch forms; three centres had no irregularities forms; and seven centres, no absentee forms.

Verification of examination permits and identity documents was conducted extensively, before candidates entered the examination room; only nine examination centres did not comply in this regard. Two candidates wrote without presenting identity documents and one without an examination permit.

Candidates were seated according to available seating plans, although in some cases these were drawn up once candidates were seated; hence only five examination centres did not have seating plans. In one examination centre, candidates were seated according to the sequence of their examination numbers. Desks remained empty for absent candidates; as a result, absentees were not reflected in the seating plan.

Five exam centres did not check calculators or for other programmable devices before writing commenced. Examination centres complied with the policy of not allowing cell phones into the examination room, but in five centres candidates were asked only to switch off their cell phones. Putting them out of sight was not emphasised.

Although nearly all candidates were registered in the examination centres, unregistered candidates were permitted to write the examination: in one centre 15 candidates were allowed to write the examination, in a separate examination room, despite not being registered and presenting no identity documents.

4.3.4 TIME MANAGEMENT

In general, invigilators and candidates arrived on time as scheduled and signed the attendance registers, except at eight examination centres that did not comply in this regard. In one centre invigilators arrived late, exactly at the official starting time. The late arrival had a negative impact on the activities preceding the start of the writing session.

Candidates who arrived late cited transport problems as reasons. Two cases of non-compliance were reported in this regard: at different centres, isolated cases were

noted of candidates having been admitted 15 minutes, 20 minutes, 30 minutes, 45 minutes and even an hour after writing had started.

At the examination centres answer scripts and question papers were distributed approximately 20 minutes before writing began, examination rules were read out and the technical accuracy of the question papers was checked with the candidates.

The following incidences of non-compliance were identified in this regard: a shortage of answer books affected the starting time at one centre; question papers that were distributed as candidates entered the examination room brought about disorder since most candidates did not have tables to write on at that time; at seven centres no examination rules were read to candidates; at 10 centres question papers were not checked for technical accuracy; at three centres candidates were not allocated the 10-minute reading time of question papers; and at one centre, question papers arrived late at the examination room.

4.3.5 *CHECKING THE IMMEDIATE ENVIRONMENT*

Invigilators indicated that prior to the start of writing they had checked toilets for materials that might advantage candidates; however 17 centres did not comply in this regard. Nevertheless, candidates who left the examination room to use the toilet were accompanied by an invigilator of the same gender. At one centre, candidates were not accompanied to the toilet since there was no relief invigilator available at the examination centre.

4.3.6 *ACTIVITIES DURING WRITING*

In general, candidates completed the attendance register while the invigilators checked the accuracy of the candidates' information on the cover page of the answer book. Contrary to exam regulations, at four centres candidates requested clarification of aspects of the question paper and invigilators responded. At two of these exam centres it was observed that candidates raised a hand and the invigilator responded by whispering assistance.

Only one case involving errors was identified during the monitoring visits. The errors were comprised of grammatical and mathematical errors in a question paper. This issue was not addressed. At eight centres candidates were allowed to leave during the last 15 minutes of an exam session.

In general, scripts were collected by invigilators from the candidates when they finished writing. In some instances, candidates put their scripts on the invigilator's table when they left the examination room. At one centre, candidates left their scripts on the desk for invigilators to collect.

4.3.7 *PACKAGING AND TRANSMISSION OF ANSWER SCRIPTS*

In general, the examination rooms were used for the counting and packaging of scripts at the various examination centres. The chief invigilator, together with the invigilators on duty and the monitor assigned to monitor the exam centre for the day, were always present when the answer scripts were counted and packed.

Invigilators checked and arranged the scripts according to the sequence contained in the mark sheets. Invigilators ensured that the number of scripts corresponded with the number of candidates marked 'present' on the mark sheets. At one centre, the examination numbers of only 13 of 53 candidates appeared on an attendance register and a hand-generated attendance register was compiled to record the missing candidates.

Chief invigilators completed a daily situational report, except at eight centres that had no relevant forms for this purpose. Scripts were wrapped together according to the various mark sheets and then placed in sealable plastic containers. Dispatch forms were completed, except at four centres that did not have the relevant forms.

After packaging, scripts were transported to the assessment body by the chief invigilators or district officials, within approximately one hour of the examination ending. At examination centres that used courier services, scripts were locked in storage facilities until collection by the courier service and dependent on the planned schedule of the assessment body.

4.3.8 *MONITORING BY THE ASSESSMENT BODY*

The assessment body conducted monitoring visits to examination centres prior to and during the writing of the final-year examinations. Monitoring reports show that a significant number of examination centres were visited by the monitors of the assessment body, but few reports were left at the centres visited. These reports did not highlight any key issues; instead general comments on the conduct of the examination were recorded. There were no reports left at 11 centres. In addition, at 22 centres there was no evidence of monitoring by the assessment body.

4.3.9 *IRREGULARITIES*

The following administrative irregularities were noted during the monitoring of the writing phase of the 2015 October-November GETC examination.

- At one centre unregistered candidates were allowed to write examinations.
- At some centres candidates failed to produce identity documents and/or examination permits.

- In one centre candidates were not accompanied by an invigilator to the toilets during the writing session, since there was no relief invigilator available.
- At one centre the examination numbers of only 13 of 53 candidates appeared on an attendance register. As a result, a hand-generated attendance register was compiled to record the candidates missing from the register.
- There were six incidents of examinations starting later than scheduled due to incorrect question papers being delivered, a shortage of answer books and the late arrival of invigilators, respectively. At three centres there were late starts to examinations because of delays in preparing examination rooms after the host school's learners had vacated the premises
- In one centre, a candidate arrived one hour after the examination had started and was allowed to write.

A. IRREGULARITIES IDENTIFIED BY UMALUSI MONITORS

The following were irregularities identified by Umalusi monitors during the monitoring visits:

- Incorrect question papers were delivered by couriers to one centre, leading to a change in the scheduled start time of the examination.
- At one centre Mathematical Literacy question papers arrived 45 minutes late.
- In one centre a candidate arrived one hour after the examination had started, citing that the candidate's employer had refused to release him/her from the workplace in time.
- At one centre a physically handicapped candidate arrived 45 minutes after the examination had started and was allowed to write. An irregularity report was completed by the chief invigilator.
- A shortage of answer books resulted in an examination starting five minutes late in one centre.
- In one centre, while cell phones were required to be switched off, they were left on top of candidates' desks. In five centres candidates were asked only to switch off their cell phones. In two centres, no procedure was followed for cell phones.
- One or more candidates wrote examinations without an examination permit at two centres.

B. IRREGULARITIES REPORTED BY DHET TO UMALUSI

- Candidates at Ngomsawakhe AET Centre in KwaZulu-Natal could not write Mathematics and Mathematical Sciences as a result of a service delivery protest by the community.
- At Delft CLC, four candidates were issued with Mathematical Sciences question papers instead of Mathematical Literacy. Candidates were issued with the correct question paper at 16:00 and were given three hours to write the examination.
- At St Francis CLC one candidate was caught copying from crib notes during the writing of Ancillary Health Care. The case was investigated and the candidate's results for Ancillary Health Care were declared null and void. The candidate was also barred from writing the ABET Level 4 examination for two years.

4.4 AREAS OF GOOD PRACTICE

- The delivery and collection of examination material by departmental officials to and from the examination centres is applauded.
- The training of chief invigilators and invigilators contributed positively to their vigilance and the smooth conduct of examinations.
- Environments at various centres were conducive for the writing of the examinations.
- Time was well managed to allow all candidates to have their full, allocated time for writing various subjects.

4.5 AREAS OF CONCERN

Please refer to Annexure A for a detailed list of concerns. The following summarises issues noted during the monitoring visits:

- Six centres had no secure storage facilities for examination material. As a result, examination material was, variously, left on tables in an examination room, held by a chief invigilator, and locked in an invigilator's car before candidates wrote the examination. Furthermore, four centres had no security measures in place for the storage of examination material.
- In one incident, a shortage of desks resulted in candidates sharing desks and, further, impacted negatively on the drawing up of a seating plan.

- Posters on walls and / or books at the back of an examination room at four centres were of concern.
- A shortage of personnel resulted in 11 centres having no relief invigilators. In one exam centre, candidates left the examination room, unaccompanied, to use the toilet.
- In four centres invigilators responded to requests from candidates for clarification of aspects in a question paper.

4.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

In light of the identified incidents of non-compliance with regulations governing the conduct of the examination, the DHET must ensure that:

- Examination centres have adequate security measures for storing examination material; and adequate furniture for all registered candidates.
- Examination rooms must not have material on view that could assist candidates in the examination.
- Invigilation teams in all examination centres are adequate.
- Adequate examination material is supplied to all examination centres.

4.7 CONCLUSION

The details in this report demonstrate that incidences and instances of non-compliance with examination regulations were found in some examination centres visited for monitoring purposes. However, those incidents were not widespread and were not found to jeopardise the credibility and integrity of the 2015 GETC examination as administered by the DHET.

Annexure A: Detailed Areas of Concern – Writing Phase

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
Delivery and storage of examination material	Examination material stored in cabinet/storeroom without keys to secure it.	Potlakang ALC
	Lack of secure storage facility at examination centre (exam material left on table/locked in chief invigilator's car).	Sivuyile; Mbekweni; Nelsonskop; 7SAIBN Camp; Zanempucuko; Tugela
	No security measures for storage of examination material at the examination centre.	Dawnridge; Sizanayo; Siyamukela; Mbalenhle
	Delayed delivery of correct question papers.	St Francis

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
Invigilators and their training	No appointment letter for the chief invigilator.	Kuruman Prison; Sivuyile; Khanya; Mbekweni; Phikolomzi; Sonwabile; Reneilwe
	Appointment letter of the chief invigilator not signed.	Hammanskraal; Indumezulu
	Chief invigilator not trained.	Sivuyile
	No appointment letters for invigilators.	St Francis; Sivuyile; Khanya; Mbekweni; Phikolomzi; Zanokhanyo; Zanempucuko; Sonwabile; Sizanayo; Umzinto Prison; Indumezulu
	Invigilators not trained.	Sivuyile
	No evidence of training of invigilators.	Sivuyile; Khanya; Phikolomzi; Sonwabile
Preparations for writing and the examination venues	No signs and directions indicating location of examination room(s).	Letjhabile; Dawnridge; Tugela; Sizanayo; Umzinto Prison; Cebelihle; Lindayiphi; Mbozambo; Lindokuhle
	Untidy examination room.	Sonwabile
	Noise outside examination room.	Ikhwezi; Montana
	Ventilation not conducive for writing in the examination room.	Tshiombo
	Electricity / lights not in working order, examination room dark.	Mbalenhle
	High temperature inside examination room.	Giyani
	Wall posters / textbooks / books / charts at the back of the examination room.	Thokgwaneng; Montana; Pietersburg; Sizanayo
	Sharing of desks by candidates due to shortage of furniture.	Phikolomzi; Montana
	Inappropriate size of desks and chairs for candidates.	Phikolomzi
	No invigilators' attendance registers available for signing.	Ikhwezi; Sivuyile; Mbekweni; Zanempucuko; Thokgwaneng; Dawnridge; Sizanayo; Umzinto Prison
	No clock in examination room to display time.	Sivuyile; ; Potlakang; Letjhabile; Khanya; Mbekweni; Sonwabile; Vunanimfundo; Thokgwaneng; Giyani; Dawnridge; Siyamukela; Pagameng; Sizanayo; Reneilwe; Lindayiphi; Mbozambo; Malvern; Indumezulu; Bongani; Lindokuhle
	Not all examination rooms had clocks.	St Francis; Pietersburg; Nelsonskop; Cebelihle
	Small clocks not visible to candidates.	Hammanskraal
Invigilators had no name tags.	St Francis; Potlakang; Kuruman Prison; Peoples Public Centre; Letjhabile; Khanya; Mbekweni;	

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
		Phikolomzi; Sivuyile; Hammanskraal; Vunanimfundo; 7SABN Camp; Dawnridge; Makanye; Giyani; Nelsonskop; Bethsaida; Reneilwe; Pietersburg; Bongani Lindayiphi; Lindokuhle Mbozambo
	No relief invigilators.	Mbekweni ; Phikolomzi; Giyani; Makanye; Sonwabile; Sivuyile ; Hammanskraal ; Nelsonskop; Peoples Public Centre; Zanokhanyo; Umzinto Prison
	Examination file content not relevant to the examination.	St Francis; Sivuyile
	No examination manual in the exam file.	St Francis; Sivuyile; Zanokhanyo; Sonwabile
	No invigilators' timetable in the exam file.	Ikhwezi; Peoples Public Centre; Sivuyile; Mbekweni; Khanya; Zanokhanyo; Sonwabile; Dawnridge; Mbalenhle; Mbozambo
	No relief timetable.	Peoples Public Centre; Sivuyile; Khanya; Mbekweni; Phikolomzi; Zanempucuko; Hammanskraal; Giyani; Dawnridge; Lindokuhle
	No monitors' register in the exam file.	Letjhabile; Kuruman Prison; Sivuyile ; Phikolomzi; Ikhwezi; Zanempucuko; Mbekweni; Potlakang
	No seating plans in the exam file.	St Francis; Sonwabile; Tugela; Thokgwaneng; Lindokuhle
	Seating plan not relevant to learning area written on day of visit.	Sizanayo
	Candidates not seated according to the seating plan.	Sizanayo
	No dispatch forms in the exam file.	St Francis; Sivuyile; Khanya; Dawnridge
	No irregularities forms in the exam file.	St Francis; Sivuyile; Dawnridge
	No absentee forms in the exam file.	St Francis; Sivuyile; Khanya; Zanokhanyo; Tugela; Utrecht; Cebelihle
	No verification of exam permits and ID on admission of candidates to examination rooms.	Peoples Public Centre; Khanya; Sonwabile; Pietersburg; Bongani; Sizanayo; Mbalenhle; Cebelihle; Lindokuhle
	One or more candidates writing without an examination permit.	Makanye; Pietersburg
	Unregistered candidates writing the examination.	Nelsonskop; St Francis

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
	Candidates writing the examination without ID.	Phikolomzi; Indumezulu; Fairbreeze; Malvern; St Francis
	No checking of calculators before the start of writing.	St Francis; Letjhabile; Sonwabile ; Siyamukela; Pietersburg; Khanya; Mbekweni
	Cell phones switched off but left on top of candidates' desks.	Phikolomzi; Siyamukela; Mbozambo
	No procedure followed for cell phones in the examination room	Sonwabile; Cebelihle
Time management	Invigilators arrived 10 minutes prior / exactly at official start time of the examination session.	Sonwabile; Tugela
	Delivery of incorrect question papers led to late start of examination session.	St Francis
	Early distribution of question papers to candidates, as they entered the examination room.	Phikolomzi
	Examination rules not read out to candidates before the start of writing.	St Francis; Ikhwezi; Mbekweni; Reneilwe; Pietersburg; Dawnridge; Lindayiphi
	No checking of technical accuracy of question papers.	Ikhwezi; Sivuyile; Mbozambo; Reneilwe; Pietersburg; Sizanayo; Dawnridge; Siyamukela; Khanya; Bongani
	Checking of cover of answer books conducted after candidates had left exam room.	Sizanayo
	Candidates granted only five minutes' reading time.	Mbekweni
	Candidates granted 15 minutes' reading time.	Khanya
	No reading time granted to candidates.	Sonwabile
	Delayed start of examinations, due to preparation of examination rooms in host schools.	Sivuyile; Mbekweni; Montana
Checking of the immediate environment	No checking of men's and women's toilets for material that could be used by candidates.	St Francis; Ikhwezi; Peoples Public Centre; Sivuyile; Khanya; Mbekweni; Zanempucuko; Giyani; Dawnridge; Sizanayo; Siyamukela; Mbalenhle; Tugela; Utrecht; Cebelihle; Mbozambo; Lindokuhle
Activities during writing	Shortage of answer books, which affected starting time.	Phikolomzi

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
	Candidate admitted to examination room one hour after writing started.	Phikolomzi
	Candidates not accompanied by invigilators to the toilets.	St Francis; Giyani
	Candidates requested clarification of aspects in the question paper and invigilators responded.	Phikolomzi; Zanokhanyo; Sonwabile; Tshiombo
	Candidates allowed to leave examination room during the last 15 minutes of writing session.	Ikhwezi; St Francis; Hessequa; Sivuyile; Mbekweni; Sonwabile Reneilwe; Cebelihle
Packaging and transmission of answer scripts	No daily situational report completed by chief invigilator.	St Francis; Sivuyile; Phikolomzi; Sonwabile; Hammanskraal; Thokgwaneng; Dawnridge; Cebelihle
	Only 13 of 53 candidates recorded in an attendance register. A hand-generated register was developed to record the missing candidates.	Sonwabile
	Details of two candidates did not appear on a mark sheet at one centre. An irregularity form was completed by the invigilator.	Indumezulu
Monitoring by the assessment body	Monitoring conducted by assessment body but no report left at examination centre.	Hessequa; Zanokhanyo; Sonwabile; Montana; Tugela; Pietersburg; Mbalenhle; Utrecht; Cebelihle; Mbozambo; Lindayiphi
	No evidence of monitoring by the assessment body.	St Francis; Ikhwezi; Potlakang; Kuruman; Letjhabile; Sivuyile; Khanya ; Mbekweni; Phikolomzi; Zanempucuko; Pagameng; Makanye; 7SABN Camp; Giyani; Tshiombo; Thokgwaneng; Dawnridge; Sizanayo; Malvern ; Fairbreeze; Indumezulu; Lindokuhle

Chapter 5

Monitoring of Marking

5.1 INTRODUCTION AND PURPOSE

The purpose of the monitoring of the marking phase is to determine the reliability of the conduct, management and administration of the marking process of the examination; and to establish whether the marking was consistent, fair and reliable. The monitoring provides an opportunity for the identification of best practices, and challenges, encountered in the marking of the examination.

5.2 SCOPE AND APPROACH

The monitoring was centralised at provincial level. Umalusi deployed monitors to six provincial marking centres, as illustrated in Table 5.1 below.

Table 5.1: *Marking Centres Monitored by Umalusi Monitors*

NO.	PROVINCE	CENTRE	DATE
1.	Limpopo	Northern Academy	05 Dec 2015
2.	Gauteng	Roosevelt High School	03 Dec 2015
3.	Eastern Cape	Stutterheim High School	03 Dec 2015
4.	Mpumalanga	Hoërskool Ermelo	08 Dec 2015
5.	KwaZulu-Natal	Suid Natal	04 Dec 2015
6.	North West	Potchefstroom Hoër Tegniëse Skool	08 Dec 2015

5.3 SUMMARY OF FINDINGS

Table 5.2: *Level of Compliance in Relation to Criteria*

CRITERIA	COMPLIANCE		
	ALL	MOST	LIMITED/ NONE
1. Planning for Marking	5	1	-
2. Marking Centre	6	-	-
3. Security	3	3	-
4. Training of Marking Personnel	3	3	-
5. Marking Procedure	6	-	-

CRITERIA	COMPLIANCE		
	ALL	MOST	LIMITED/ NONE
6. Monitoring of Marking	6	-	-
7. Handling of Irregularities	5	1	-
8. Quality Assurance Procedures	6	-	-
9. Reports	6	-	-

5.3.1 PLANNING FOR MARKING

- Marking centres had marking management plans in place, including lists of all marking and administrative personnel allocated to the individual marking centre by the assessment body. Only one marking centre had no marking management plan available at the centre.
- The arrival dates for the various categories of personnel were adhered to; thus marking started on schedule in all marking centres. Marking guidelines were received on the day of arrival of the marking personnel; hence memo discussions and training of markers were conducted appropriately before marking of scripts started. Some marking guidelines were received on the second day.

5.3.2 MARKING CENTRES

- Mainly public schools with hostel facilities were used as marking centres, since these were adequately resourced in terms of offices, classrooms, communication facilities and accommodation. At all marking centres centre managers were allocated offices for administration and management purposes, classrooms were used as marking rooms and the school hall or a large office was used as a control room.
- Ablution facilities were clean and there was sufficient, suitable furniture for all marking and administrative personnel. Markers were provided with hostel accommodation including Bed & Breakfast facilities, and all dietary requirements were provided for. Marking centres were open 10 to 12 hours daily.

5.3.3 SECURITY

- Adequate security was posted at the gate and main entrance of the management and administration blocks of the marking centres. It was obligatory for visitors to sign a visitor's register and for security personnel to check visitors' vehicles at the main gate of the centres.

- Two instances of non-compliance with regulations were identified: a monitor was not given the visitor's register to sign at one centre; and in another centre, a monitor's vehicle was not checked. Security measures were in place at the centres in terms of burglar bars, fire extinguishers, alarm systems and / or surveillance cameras.
- In general, all scripts were recorded on arrival at the marking venue and when dispatched to and from the control room to the marking rooms. At one centre, scripts were scanned to ensure that they were all accounted for. Different ways of transporting scripts were used in the various centres. Secured trucks monitored by tracking devices, or accompanied by either security guards or metro police, were used for transporting scripts.

5.3.4 TRAINING OF MARKING PERSONNEL

- In each province training of the centre managers and deputy centre managers was conducted by the assessment body prior to the start date of the marking phase. These marking personnel were trained in administration and management at the marking centre. Memo discussions and training on the marking process were also conducted for both internal moderators and chief markers.
- Markers were trained by chief markers on the marking process, including handling of irregularities, on arrival at the marking centre. Lastly, examination assistants were trained by the control room manager on how to ensure that all scripts were marked, that mark totals were accurate, and how to control scripts in the marking centre.
- Markers were subjected to a competency test in Mpumalanga only. Training was conducted for markers during the first day or two of the marking phase. Markers were required to bring self-prepared memoranda for their training on the first day of marking. During their training, a memo discussion was conducted to refine the prepared memoranda. Markers marked dummy scripts, which were moderated by both the chief markers and moderators, before they were allowed to begin the actual marking of scripts.

5.3.5 MARKING PROCEDURES

- Attendance registers were kept and signed by the marking personnel at all marking centres. The registers were signed daily by personnel on arrival in the morning and on departure in the evening. The centre manager controlled the register for the management personnel; control room managers checked the register for examination assistants; and chief markers were responsible for the markers' attendance register.

- As a measure to ensure that markers did not mark the scripts of their own candidates, all markers were required to declare their school centre numbers on the day of arrival at the marking centre. Each chief marker used the codes allocated to markers to control allocation of batches to markers.
- In general, a question-by-question approach was used for the marking of scripts. Markers were not allowed to make any changes to the memoranda, since most possible answers were furnished in the memoranda. If markers identified a discrepancy in the memoranda, they were expected to inform the chief marker. It was reported that, in cases where candidates answered both optional questions or answered a question twice, the following marking procedures were used at the various marking centres: the first answer was marked; and / or both questions were marked and the higher of the scores allocated.
- To ensure that marks were allocated correctly, scripts were taken through different levels of moderation by senior markers, chief markers and internal moderators, and examination assistants double-checked sub-totals and totals, including transfer of marks to the cover page of the script. In instances where the internal moderator found candidates had been advantaged or disadvantaged, the entire batch was sent back to the marker for re-marking.
- The re-marking was closely monitored by the senior marker, deputy chief marker and chief marker. There was supervision of marking at all marking centres. The senior markers moderated the markers' scripts. In turn, the deputy chief markers and chief markers moderated the senior markers' scripts.

5.3.6 MONITORING OF MARKING

- Performance of markers was monitored in all marking centres. The following process was used: senior markers selected a sample of 10% of scripts from each batch marked by the markers. Deputy markers randomly selected scripts from the batch moderated by the senior markers. In addition, markers were required to complete performance evaluation forms. In KwaZulu-Natal, a detailed report on each marker was written and provided to the assessment body.
- Underperforming markers were guided and supported by senior markers until their performance improved, or the marker was redirected to mark easier questions. In the Eastern Cape, it was reported that where a marker continued to underperform after marking dummy scripts, the marker was thereafter barred from selection for marking for a period of three years. Information recorded from the evaluation forms was considered in determining the appointment of markers in future marking sessions.

5.3.7 HANDLING OF IRREGULARITIES

Markers in all marking centres were trained on how to identify irregularities, including procedures to follow in any such cases. Markers reported irregularities to the chief marker, who in turn submitted these to an irregularities officer for investigation (one of whom was appointed in all marking centres). The irregularities were recorded in an irregularities register, which was available in all centres except one. In instances where irregularities could not be resolved at the level of the irregularities officer, these were referred to the irregularities committee established in all marking centres.

The following irregularities were noted by monitors during the monitoring visits to the examination centres:

- Examination number of one candidate recorded incorrectly
- Two distinct handwritings in one candidate's script
- Mathematics scripts sent to incorrect marking centres
- Scripts of unregistered candidates identified in batch of scripts.

The following irregularities were reported to Umalusi by DHET and are still under investigation:

- Two different scripts, different handwriting and different marks, under one examination number.
- Candidate answered the November 2014 ABET Level 4 English question paper during the writing of English (LCEN4).
- English (LCEN4) examination not completed in the stipulated departmental answer book by two candidates who used the same examination number.
- Two candidates had no data files for INCT4.
- One INCT4 candidate's folder contained the work of another candidate.

5.3.8 QUALITY ASSURANCE PROCEDURES

- In all marking centres senior markers, deputy chief markers, chief markers and internal moderators all quality assured script marking at various levels of moderation. The examination assistants were responsible for the verification of mark totals of questions and sub-questions, as well as mark transference to the cover page of each script and the mark sheets. Checking and verification was carried out to check that marks were captured per sub-question; that sub-totals and totals were added accurately; and that these were correctly transferred to the cover page of the script and the mark sheets.

- Exam assistants were also responsible for checking the scripts against the mark sheets to ensure no scripts were lost. In instances where a mark sheet was lost, a copy was requested from the assessment body. Marks were captured electronically at central venues identified by the assessment body in the different provinces. Mark sheets were transported from the various marking centres to the central data capturing venues.

5.3.9 REPORTS

- Both chief markers and internal moderators completed qualitative reports, which were required for submission to the assessment body at the end of the marking phase. Markers made inputs to the qualitative reports of the chief markers. However, qualitative reports were completed in only three centres.
- The assessment body conducted monitoring visits to all but two marking centres, which did not have evidence in this regard.

5.4 AREAS OF GOOD PRACTICE

- Good communication was observed between school management personnel and the centre managers.
- Conducive environments were provided for marking at the marking centres.
- Good security control was in place at the marking centres.
- Effective administration and management was evident at all centres.
- Newly appointed markers gained experience from the support rendered by senior markers.
- Marking personnel were punctual at the marking centres.

5.5 AREAS OF CONCERN

A number of areas of concern were noted that need to be addressed. These are contained in Table 5.3 below. The following is a summary of these concerns:

- In one centre no marking management plan was available.
- Security staff at the main gate at one marking centre failed to search a monitor's vehicle and in one incident failed to provide a monitor with a register for sign-in purposes.
- One centre did not have an irregularities register available.

Table 5.3: Areas of Concern – Marking Phase

CRITERIA	NATURE OF NON-COMPLIANCE	CENTRES IMPLICATED
Planning for Marking	No marking management plan available at the marking centre	Roosevelt HS
Security	Monitor's vehicle not searched by security at the main gate of the marking centre.	Stutterheim HS
	Umalusi monitor not given register to sign by security at the main gate of the marking centre.	Hoërskool Ermelo
Handling of Irregularities	No irregularities register available at the marking centre.	Roosevelt HS
	No irregularities committee at the marking centre.	Potchefstroom Tegniese Skool
	Scripts of unregistered candidates identified in batches of scripts.	Northern Academy
	Incorrect examination number of a candidate.	Hoërskool Ermelo
	Two distinct handwritings in one script.	Roosevelt HS
	Math scripts sent to wrong centre.	Roosevelt HS Northern Academy
Reports	No evidence available of monitoring by assessment body.	Suid Natal; Roosevelt HS

5.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The DHET must ensure that every marking centre has a detailed management plan prior to the commencement of marking.
- The DHET should ensure that security procedures are applied consistently at all marking centres.
- The DHET should ensure that every marking centre keeps and controls an irregularities register.

5.7 CONCLUSION

In general, the marking centres monitored were administered and managed according to the prescripts on the conduct, management and administration of examinations. Minor deviations identified did not threaten the credibility of the marking of the 2015 GETC examinations.

Chapter 6

Memorandum Discussions

6.1 INTRODUCTION AND PURPOSE

The assessment body presented a marking memorandum with the question paper for each learning area for external moderation. Although the memoranda were approved with the question papers, it was necessary to revise and finalise them as the marking process involved a large number of markers, chief markers and internal moderators, 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 of its adherence to the memorandum must be made.

The memorandum discussion workshops provide a platform for markers, chief markers, internal moderators and Umalusi's external moderators to discuss and approve the final marking instrument. This is the platform where all possible model answers are considered and taken into account. The purpose of the workshop is to ensure that all possible variables are considered; that all role-players in the marking process adhere to the same marking standard; and that marking is fair, consistent and reliable.

6.2 SCOPE AND APPROACH

The DHET facilitated memorandum discussions for 26 LAs at Indlela, in Olifantsfontein, Gauteng, from 9 to 26 November 2015. A total of 14 (54%) Umalusi moderators attended the memorandum discussion workshops for their respective LAs of expertise. Table 6.1 shows the schedule of memorandum discussions attended.

Table 6.1: *Schedule of Memorandum Discussions Attended*

DATE	LEARNING AREA	EXTERNAL MODERATOR
9 November 2015	LIFO4	R.B. Monyai
	INCT4	A.S. Naicker
12 November 2015	ARTC4	N.A.L. Esbach
17 November 2015	LCEN4	Z.P. Khumalo
	TECH4	R.C. Gayadeen
	MMSC4	R. Govender
	SMME4	D. Hanneman
	MLMS4	R. Mogoroga
20 November 2015	TRVT4	D. Spingies

DATE	LEARNING AREA	EXTERNAL MODERATOR
	EMSC4	E.J. Alman
	NATS4	I. Kungwane
26 November 2015	AAAT4	J. Ngobeni
	ANHC4	L. Nyanda
	WHRT4	H. Nortje

The internal moderators and the examiners discussed the marking instrument and considered all possible model answers. The external moderator for each LA 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
- Approve the final memorandum to be used by all markers in specific LAs.

The external moderators evaluated the finalisation of the marking memoranda using the revised 2015 instrument. The revision groups all sub-criteria into six key areas, as illustrated below:

- Attendance of Internal Moderator, Chief Marker and Markers
- Verification of Question Papers
- Preparations for Memorandum Discussions
- Memorandum Discussions Process
- Sample Marking
- Approval of Amendments to Memorandum.

6.3 SUMMARY OF FINDINGS

The memorandum discussion workshops were attended by the nine provincial internal moderators for their respective LAs. Some provinces also invited the chief markers and senior markers to attend the workshops. The size of the groups varied from 20 to 30 role-players per LA.

Overall the evaluation reports showed that internal moderators, chief markers and markers had a clear understanding of the purpose of the meetings and their roles in the marking process. Below is a summary of the findings for each criterion.

C1. ATTENDANCE OF INTERNAL MODERATORS, CHIEF MARKERS AND MARKERS

- The internal moderators, chief makers and markers from various provinces attended the memorandum discussions for the 14 LAs that were moderated.
- It must be noted that not all PEDs offer all 26 LAs. The Northern Cape, for example, offers only 11 LAs.
- The internal moderators and chief markers who attended the workshops represented the PEDs where the LAs were offered.

C2. VERIFICATION OF THE QUESTION PAPERS

- All the external moderators, except the moderator for INCT4, could verify that the question papers written were the ones that Umalusi approved during the question paper moderation process.
- The external moderator for INCT4 could not verify the authenticity of the question paper as there were no signatures on the paper. The external moderator noted his concern with the DHET official.

C3. PREPARATIONS FOR THE MEMORANDUM DISCUSSIONS

- The pre-marking of scripts prior to the memorandum discussions was inconsistent and ad hoc at best. Some provinces pre-marked dummy scripts and others did not. In addition, the number of scripts that were pre-marked varied considerably per province.
- The chief makers and internal moderators for 50% of the moderation sample pre-marked between 10 and 20 scripts in preparation for the discussions.
- Table 6.2 gives an overview of the number of scripts pre-marked for the remaining LAs.

Table 6.2: Poor Pre-Marking of Scripts in Preparation for Memo Discussions

Learning Area	Province	Number of scripts pre-marked
AAAT4	Eastern Cape	4
ANHC4	KwaZulu-Natal	7
EMSC4	Western Cape	0
INCT4	Free State	0
MMSC4	Eastern Cape	10
WHRT4	Eastern Cape	6
WHRT4	Free State	2

- It is of concern that internal moderators and chief markers attended the memorandum discussions poorly prepared. Their contributions and participation in the finalisation of the marking memoranda were limited. This explained why some provinces experienced problems with the approved marking memoranda during the period of marking.

C4. MEMORANDUM DISCUSSION PROCESS

- The DHET official started the sessions with a PowerPoint presentation – the same presentation used in 2013. The presentation may in fact be even older than this. It had not been amended to accommodate changes in the system. For example, it used the same (irrelevant) examples to demonstrate questions that may be confusing.
- The administration of and preparations for the memorandum discussions were good. However, the facility was too cramped. The DHET scheduled six LAs per day. Three subjects were accommodated in the hall and one in the foyer of the hall. It was mostly too noisy and not conducive for the discussions.
- The memorandum discussions were generally chaired by the national internal moderator for the learning area, assisted by the examiner. The committees work systematically through the question paper and corresponding memorandum, seeking clarity and exploring all possible responses.
- The groups of approximately 20 participants were largely dominated by three to five individuals. The participation and contribution of some provincial officials was very limited.
- All amendments were carefully noted by the scribe and were verified by the chairperson. The final amended marking memorandum was submitted to the DHET official, who printed a copy and ensured that the document was signed by the chairperson, chief markers and external moderator.

C5. SAMPLE MARKING

- The officials who attended the workshop marked a section of exemplar scripts after the memorandum discussions were completed. Some internal moderators and chief markers marked one or two scripts while others marked sections of a script.
- The sample marking to verify the amended marking memorandum was inadequate and did not do justice to the process. The main reasons were that many officials had to leave early because of flight schedules and other travel arrangements.

C6. APPROVAL OF AMENDMENTS TO THE MEMORANDA

- The external moderators were part of the memorandum discussions and advised the panel as and when required to do so.
- The amendments to the memoranda were minor and mostly of a technical nature. The amendments did not impact on the quality and standard of the memoranda.
- The external moderators approved all amendments as discussed and signed the final memoranda with the internal moderators and the chief markers.

6.4 AREAS OF GOOD PRACTICE

- The chairpersons and some provincial officials were well prepared and added value to the process of finalising the marking memoranda. Their efforts were noted and commended.

6.5 AREAS OF CONCERN

- The Afrikaans versions of most marking memoranda were poor and not of a good standard. It was noted that some provinces, the Western Cape for example, worked through their Afrikaans memoranda in preparation, but were poorly supported at the workshop because some provinces were not interested in the Afrikaans memoranda.
- It was a concern that some provincial officials approached the memorandum discussions as if these were bargaining chambers. Too many officials attempted to offer alternative responses that were based on social-political issues and not on sound academic reasoning.

6.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The DHET must put a system in place to ensure that the Afrikaans versions of the marking memoranda are of a national standard and comply with the required directives. Umalusi will table this issue at the first bilateral meeting with the DHET in 2016.
- The DHET must ensure that the approved marking memoranda comply with national standards and that all possible responses are academically correct.

6.7 CONCLUSION

Provincial officials from all nine provinces were involved in the memorandum discussions and considered all possible responses based on pre-marking after the question paper was written. The workshops, however, do not necessarily result in quality memoranda as a number of errata were issued by the DHET to the provincial marking centres during the marking process.

The Afrikaans versions remain a concern, as demonstrated by the Afrikaans memorandum for MLMS4. The memorandum discussions did, however, serve the immediate need of improving the quality of the marking memoranda.

Chapter 7

Verification of Marking

7.1 INTRODUCTION AND PURPOSE

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 the marking memorandum.

Verification of marking validates the process of marking and determines whether marking has adhered to the marking memorandum approved by the external moderators after the memorandum discussions. The verification process evaluates adherence to marking standards. In addition, the external moderators scrutinised answer scripts for possible irregularities.

7.2 SCOPE AND APPROACH

Sample selection was complicated as a result of low registrations in certain LAs specific to certain provinces and/or regions of the country. The verification of marking process was based on a requested sample of 945 answer scripts for 15 LAs, as detailed in Table 7.1.

Table 7.1 Moderation of Marking Sample Requested

LA CODE	NO OF ANSWER SCRIPTS SAMPLED									
	EC	FS	GP	KZN	LP	MP	NC	NW	WC	TOTAL
1. AAAT4						60				60
2. ANCH4							60			60
3. ARTC4	60									60
4. EMSC4								60		60
5. INCT4				60						60
6. LCEN4						60				60
7. LCXH4	60									60
8. LIFO4								60		60
9. MLMS4			60		60					120
10. MMSC4									60	60
11. NATS4					60					60
12. SMME4	60									60

LA CODE	NO OF ANSWER SCRIPTS SAMPLED									TOTAL
	EC	FS	GP	KZN	LP	MP	NC	NW	WC	
13. TECH4				60						60
14. TRVT4			60							60
15. WHRT4		45								45
TOTAL	180	45	120	120	120	120	60	120	60	945

Verification of marking was conducted on-site at various marking centres across all nine provincial marking centres, from 25 November to 9 December 2015. The external moderators verified, on average, 60 scripts per learning area, selected from nine provinces, for a total sample of 945 scripts.

The external moderators verified the marking of learner scripts in the sample using the revised 2015 instrument for the verification of marking. The revision groups all the sub-criteria into five key areas, as illustrated below:

- Adherence to Marking Memorandum
- Quality and Standard of Marking
- Irregularities
- Performance of Candidates
- Findings and Suggestions.

7.3 SUMMARY OF FINDINGS

The external moderators' reports reflected on the five key moderation criteria. This report summarises the key qualitative findings per moderation criterion.

C1. ADHERENCE TO MARKING MEMORANDUM

- The marking memoranda for the 15 LAs in the sample were approved by the external moderators after the memoranda were finalised during the memorandum discussions.
- All markers adhered to the approved memoranda. No additional changes were made.

C2. QUALITY AND STANDARD OF MARKING

- Generally the quality of marking ranged from average to good; however, the external moderator for SMME4 reported poor quality of marking in the Eastern Cape.

- The norm times varied from province to province. For example: the Northern Cape shared the total number of scripts among a small number of markers for a fixed number of days. The net result was that markers in the Northern Cape were expected to mark approximately 60 – 70 scripts per day in LCEN4, compared to the 30 – 40 scripts in the Eastern Cape, where more markers were employed.
- Generally the internal moderators and chief markers marked 20 scripts each from the total number of scripts, and then moderated 10% each from the balance of the scripts. This approach may work for LAs with a small number of scripts, but may not be effective for LAs with a large number of scripts. The internal moderation model varied from province to province.
- The ratio of novice markers to more experienced markers was problematic for some LAs in the Northern Cape, Free State and Eastern Cape. To address this challenge, the internal moderators and chief markers claimed that they moderated the marking of novice markers.

C3. IRREGULARITIES

- The external moderators were vigilant for possible irregularities. They also asked the markers and chief markers to pay special attention to this aspect during the marking process.
- The external moderator for SMME4 conducted on-site verification of marking in the Eastern Cape and noted irregularities for centre number E415058. The centre had a total of 20 scripts for SMME4. The external moderator then re-marked all 20 scripts. The re-marking confirmed the irregularity.
- The external moderator for INCT4 noted possible irregularities in KwaZulu-Natal. Four candidates (Centre E5121408) and three candidates (Centre E5121258) copied the entire question paper.
- Umalusi requested that the DHET investigate the alleged irregularities and submit a detailed report before the standardisation meeting, scheduled for December 2015.

C4. PERFORMANCE OF CANDIDATES

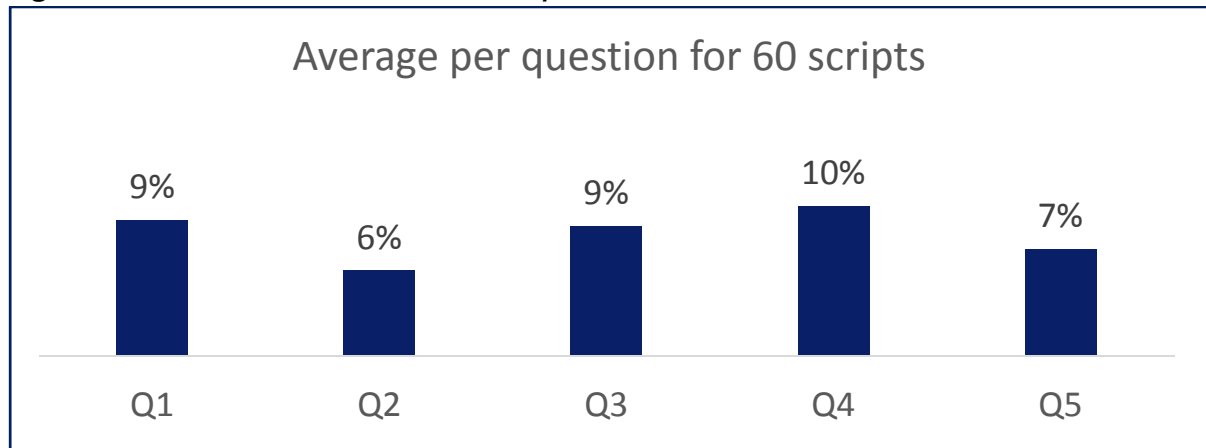
The verification of marking instrument was amended to report on the performance of candidates per LAs for the sample moderated. The performance of the candidates in the sample were analysed using the assessment grid and other assessment tools.

The results of these exercises, as summarised in the graphs and distribution tables below, provides only an indication of the levels of difficulty of the question papers.

The performance graphs and distribution tables in this report are not intended to reflect on the provincial or national performance of the candidates in a particular learning area.

1. Applied Agriculture & Agricultural Technology

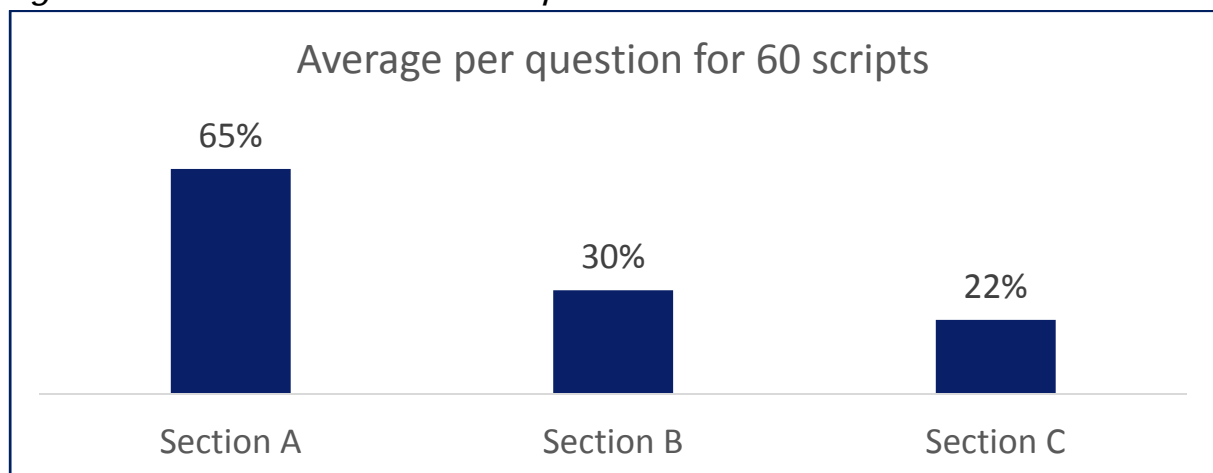
Figure 7.1: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	12	15	20	10	2	0	0	0

2. Ancillary Health Care

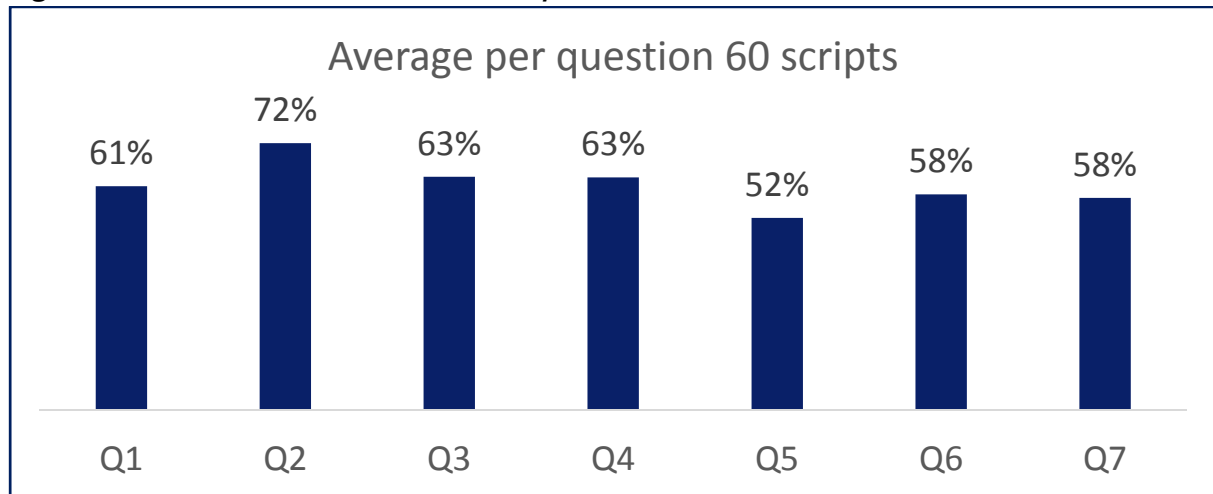
Figure 7.2: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	4	6	11	18	18	2	1	0	0

3. Arts and Culture

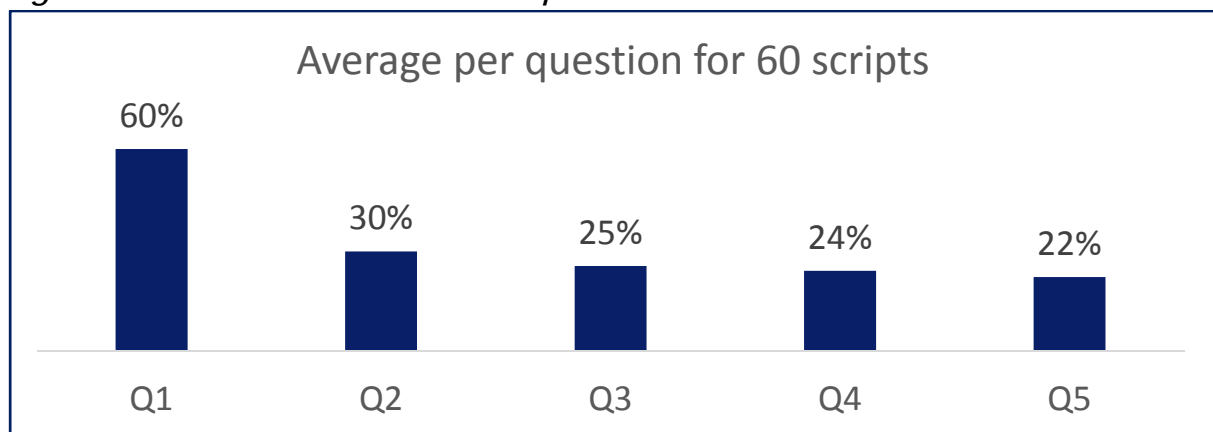
Figure 7.3: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	1	7	10	9	14	7	11	1

4. Economic and Management Sciences

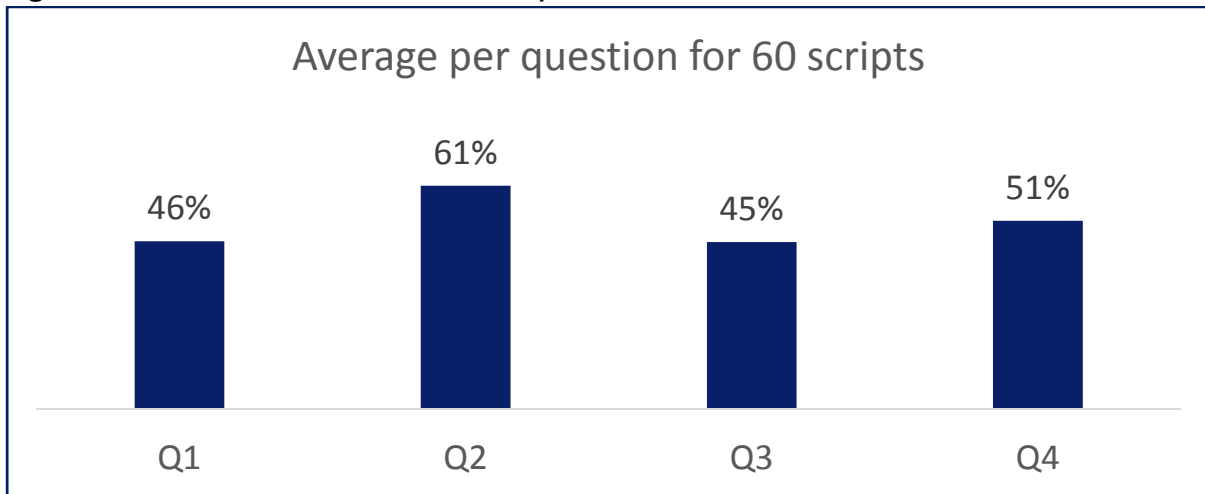
Figure 7.4: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	7	8	12	25	8	0	0	0	0

5. Information Communication Technology

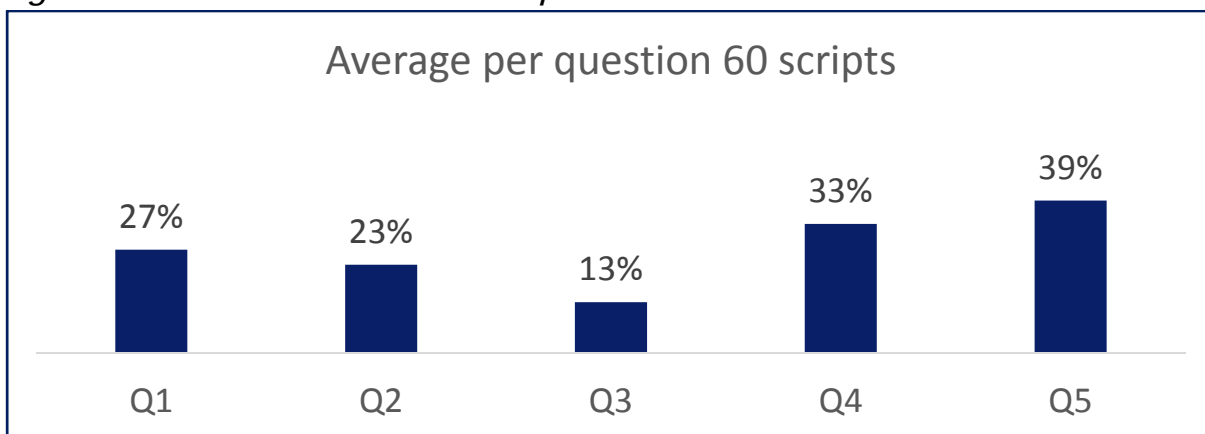
Figure 7.5: Learner Performance per Question



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

6. LC: English

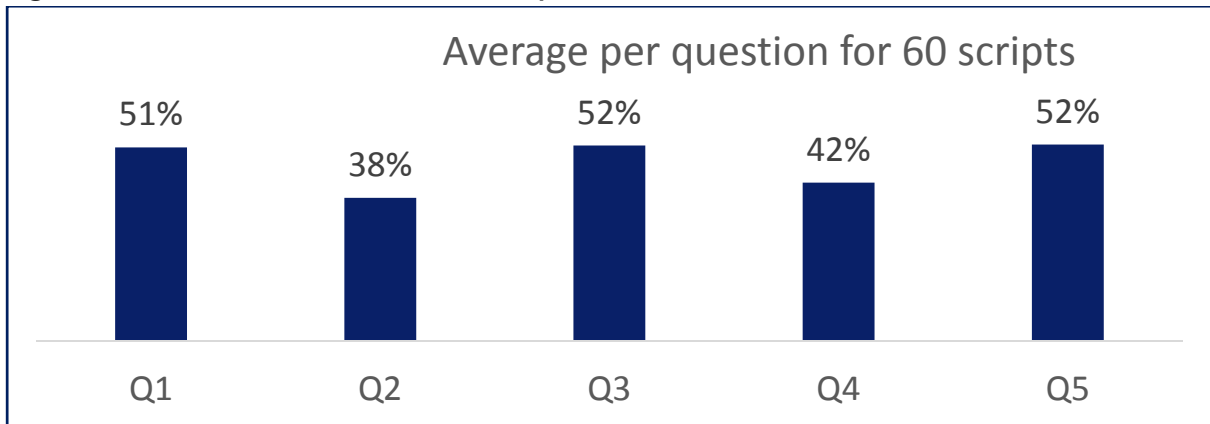
Figure 7.6: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	10	26	10	7	3	1	0	0	0

7. LC: IsiXhosa

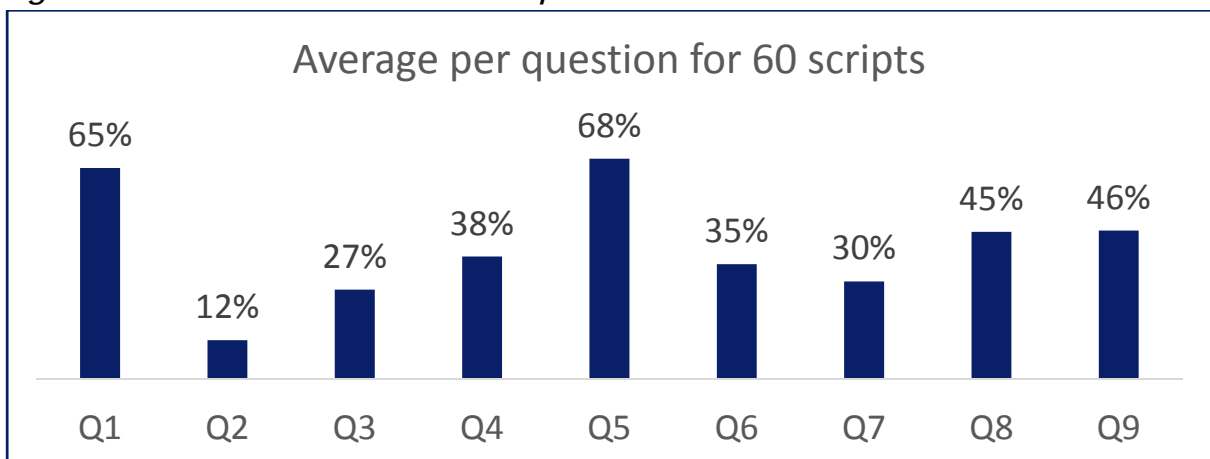
Figure 7.7: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	2	6	11	19	13	5	2	1	0

8. Life Orientation

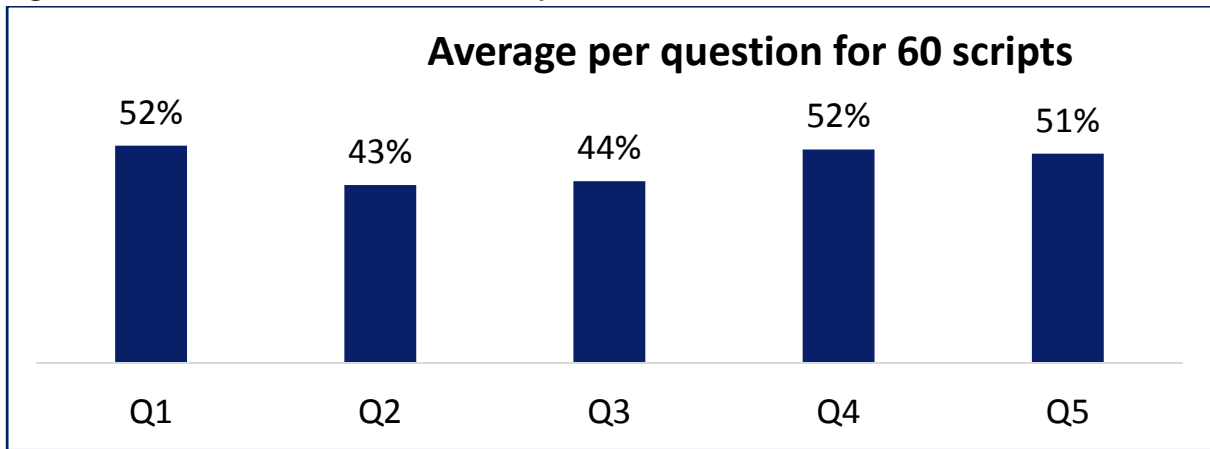
Figure 7.8: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	10	5	13	11	12	8	1	0	0

9. Mathematical Literacy – Gauteng

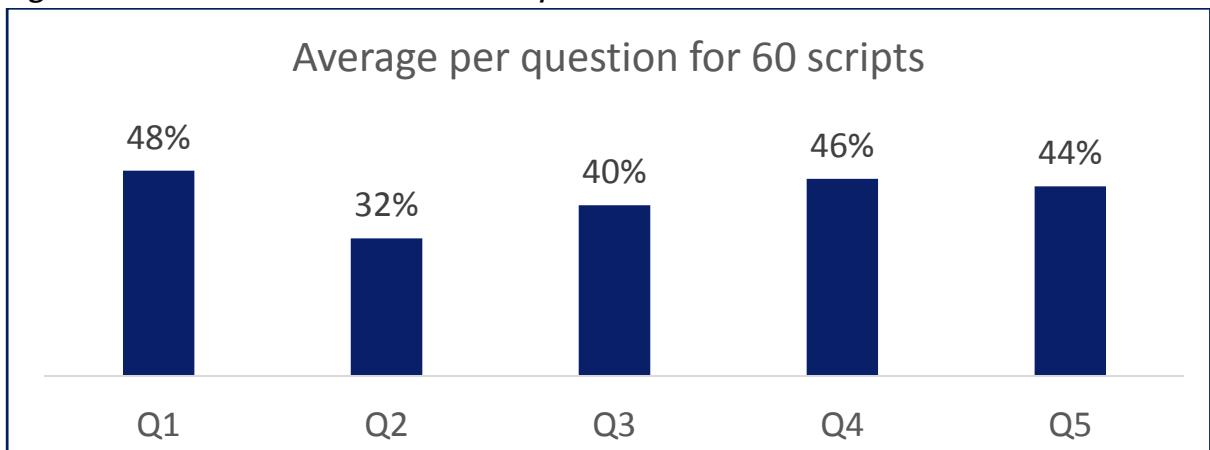
Figure 7.9: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	4	5	11	14	4	8	7	5	0

10. Mathematical Literacy – Limpopo

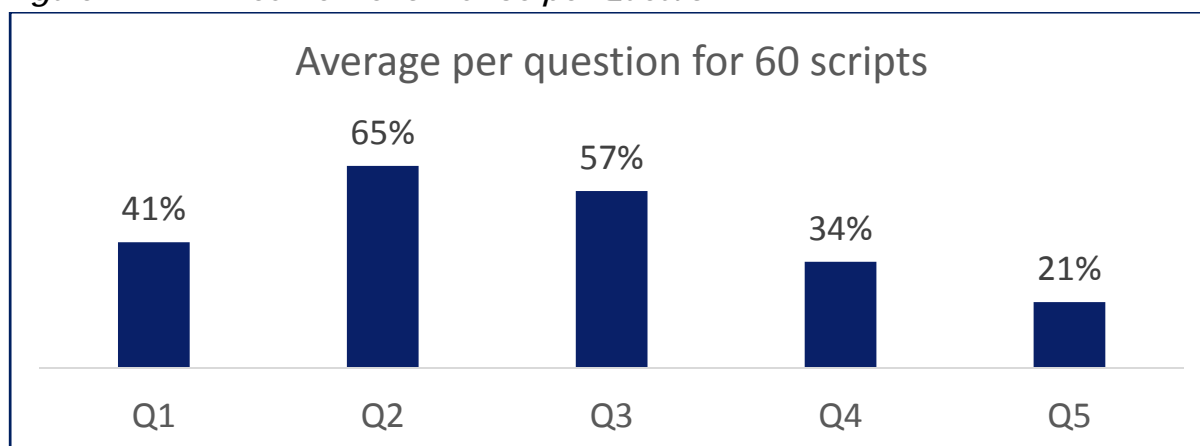
Figure 7.10: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	4	13	11	9	7	3	7	3	0

11. Mathematics and Mathematical Sciences

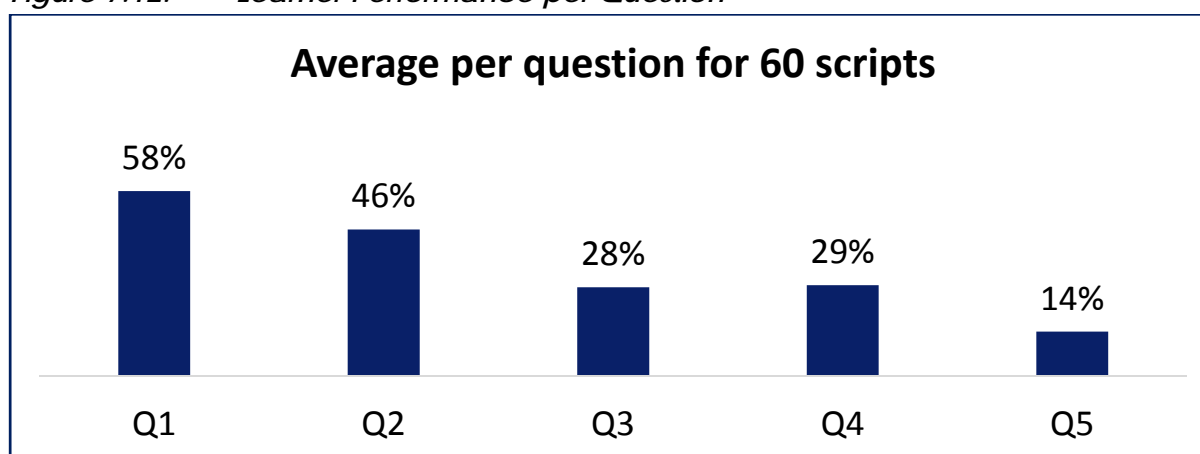
Figure 7.11: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	6	12	13	12	7	5	5	0	0

12. Natural Sciences

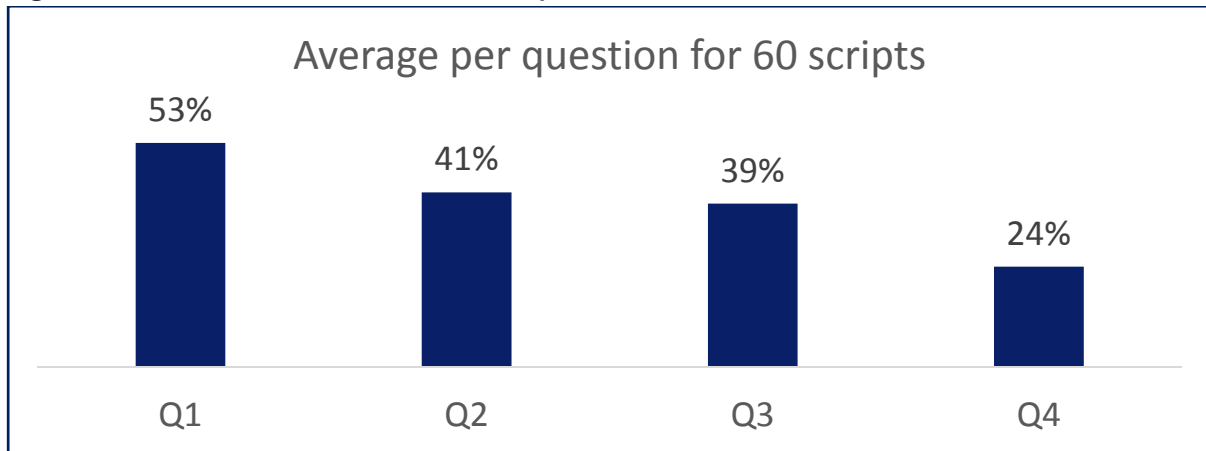
Figure 7.12: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	10	6	9	21	10	3	0	0	0

13. Small, Medium and Micro Enterprises

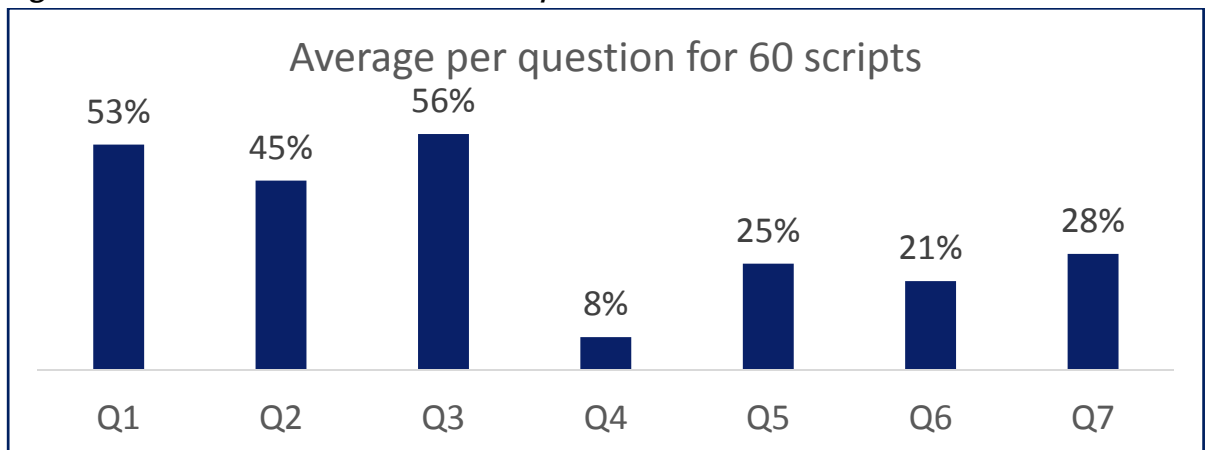
Figure 7.13: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	8	5	8	8	30	0	0	0	0

14. Technology

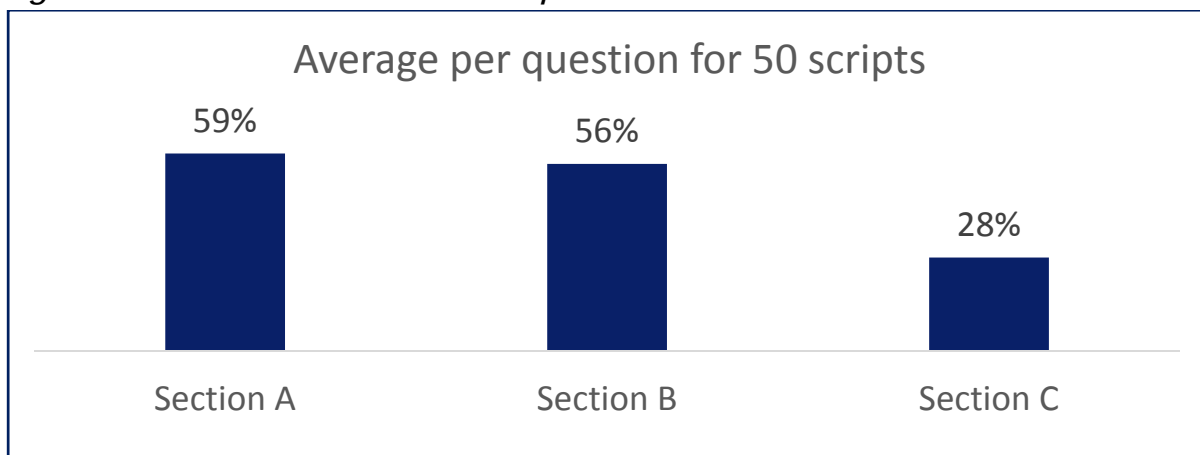
Figure 7.14: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	11	18	13	12	5	0	0	0	0

15. Travel and Tourism

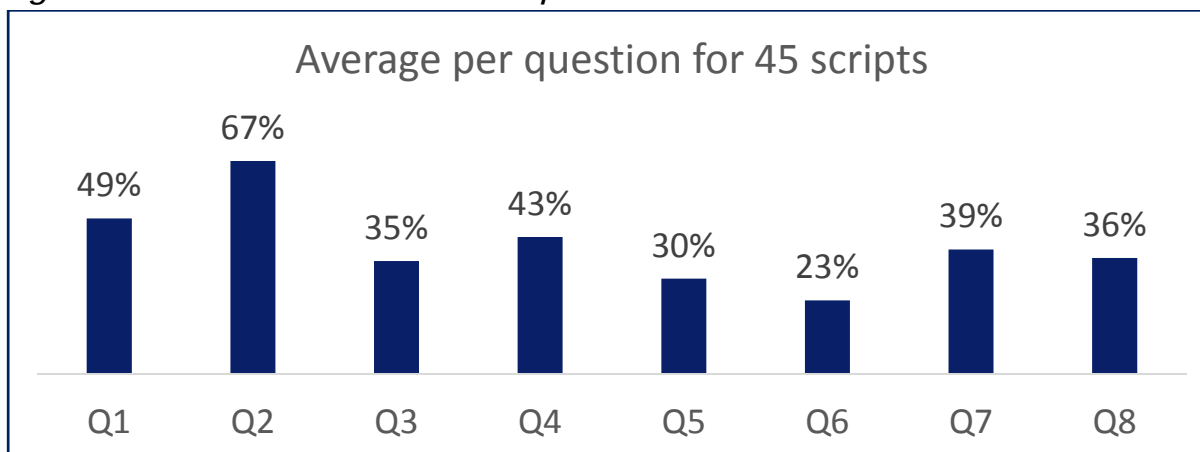
Figure 7.15: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	3	4	11	4	11	8	5	3	1

16. Wholesale and Retail

Figure 7.16: Learner Performance per Question



MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	12	8	11	10	2	0	0	0

C5. External Moderator Findings and Recommendations

- Poor quality and broken disks were submitted for INCT4 in KwaZulu-Natal, which meant that the practical computer work of the learners was lost and could not be marked.
 - 7 examination centres did not submit disks to the marking centre (5123571; 5122521; 5422209; 5222549; 5222389; 5222121; 5222534). This implies that 60% of the work of these candidates was not assessed.
 - 6 examination centres provided damaged disks that were not readable (5121154; 5121480; 5121472; 53222412; 5123603; 5121465). This implies that 60% of the work of these candidates was not assessed.
- Some markers for LCXH4 had problems using the marking rubric for creative writing. These were generally novice markers with very little training on how to use the marking rubrics.
- Generally the quality and standard of internal moderation was good, although not standardised across the eleven provincial marking centres.
- The Eastern Cape had two markers for 877 SMME4 scripts. The norm time was totally unacceptable as quality marking was compromised.
- The marking process was briefly disrupted in the Free State as markers stopped marking because of outstanding remuneration for previous marking sessions. Apparently some agreement was reached as the markers resumed marking the following day.

7.4 AREAS OF GOOD PRACTICE

- None noted as marking practices were not standardised across the provincial marking centres.

7.5 AREAS OF CONCERN

- The on-site verification of marking confirmed that internal moderators and chief markers generally did not report all marking irregularities. Irregularities noted by external moderators were not always reported to the DHET as the provincial marking centres generally ticked the “no irregularities” box in the reporting template.

- The incident of damaged and missing computer disks containing the practical work of candidates in KwaZulu-Natal was a serious concern as the learners were disadvantaged. Please refer to section C5 above for the details. This incident was not reported as an irregularity.
- Generally the quality of marking ranged from average to good; however, the external moderator for SMME4 reported poor quality marking in the Eastern Cape. Other incidents of poor marking were reported, generally linked to differentiated norm times. Some markers were under pressure to complete their quotas in unreasonable time-frames.
- A number of novice markers were noted in the provincial marking centres. It was of concern that training was mostly conducted on the first day of marking and, further, that such training did not adequately address the needs of new markers.

7.6 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The DHET must ensure that all provincial marking centres consistently report all possible irregularities. The DHET should implement disciplinary action against officials who deliberately attempt to hide irregularities.
- The DHET must investigate the incident of the damaged and missing computer disks for INCT4 in KwaZulu-Natal and submit its report to Umalusi.
- The DHET must standardise norm times per script per marker across all nine provinces, as good norm times will help to improve the quality of marking.
- The DHET must ensure that provinces implement a training plan for new markers that has the necessary depth and breadth to address their training needs. The training may possibly be conducted earlier than the scheduled marking.

4.8 7.7 CONCLUSION

Umalusi is glad to note that the quality of marking has improved, compared to the November 2014 marking. The efforts of all officials and markers are commendable.

Umalusi acknowledges that provincial marking centres should have their own identities to allow for best practices, but also notes the need to standardise certain marking processes, such as the criteria for the appointment of competent markers. Another area for standardisation is the norm time per marker per script per learning area.

Notwithstanding the concerns raised in this report, the verification of marking confirmed that marking complied with the moderation requirements, as the marking was consistent, fair and reliable.

Chapter 8

Standardisation and Verification of Results

8.1 INTRODUCTION AND PURPOSE

Standardisation is a statistical moderation process used to mitigate the effects on performance of factors other than learners' ability and knowledge. The standardisation of examination results is necessary in order to reduce the variability of marks from year to year. The sources of variability may occur due to the standard of question papers, as well as in the quality of marking. Thus standardisation ensures that we deliver a relatively constant product to the market.

According to the GENFETQA Act, 2001 (as amended, 2008) Section 17A. (4), the Council may adjust raw marks during the standardisation process. During standardisation, qualitative inputs from external moderators, internal moderators, post examination analysis reports, as well as the principles of standardisation, are taken into consideration to carry out statistical moderation.

Standardisation involves various processes that ensure it is carried out accurately. It includes the verification of subject structures and electronic data booklets, development norms and approval of adjustments.

8.2 SCOPE AND APPROACH

The DHET presented a total of 26 LAs for the statistical moderation of the GETC ABET Level 4, a qualification at level 1 on the National Qualifications Framework (NQF). Umalusi verified the capturing of marks in four PEDs, i.e. Gauteng, Limpopo, Western Cape and Mpumalanga.

8.3 STANDARDISATION AND RESULTING

8.3.1 DEVELOPMENT OF HISTORICAL AVERAGES

The subject structures were verified and approved. The historical averages were verified and approved after several moderations.

8.3.2 CAPTURING OF MARKS

In the provinces monitored, the capturing of marks and the marking process were verified at the marking centres.

The system administrators described the capturing process and a sample of mark sheets was verified. A description of the security system for the examination materials was provided and verified, which was highly commendable.

The verifiers checked the data capturing rooms, which were appropriate for the purpose. Captured marks were verified against mark sheets and alignment between the two was evidenced. The guidelines for the capturing process were provided but no evidence of training, or training manuals, was available.

The examination capturing centres did not have guidelines or procedural documents for authenticating mark sheets, the appointment and training of capturers or the management of capturing centres. Thus while the capturing centres complied *mostly* with procedures, it was recommended that these procedures be documented.

8.3.3 ELECTRONIC DATA SETS AND STANDARDISATION BOOKLETS

The electronic data sets were verified before the final standardisation booklets were printed. The following data sets were verified and approved after several moderations: statistics distribution, raw mark distribution and graphs per subject. Particular attention was paid to different colours and raw mark adjustments. The pairs analysis and percentage distribution per subject were also verified and approved.

8.3.4 PRE-STANDARDISATION AND STANDARDISATION

The external moderators' reports and standardisation principles were used in determining adjustments per subject. The historical average, the trend of learner performance in previous examinations, pairs analysis and external moderators' reports were also used to reach the final decision.

8.4 STANDARDISATION DECISIONS

The decisions for the June 2015 ABET L4 were informed by the historical average or norm as a guideline, but also relied heavily on the pairs analysis and external moderators' reports, as follows.

Table 8.1 Standardisation Decisions

Description	TOTAL
Number of LAs presented for standardisation	26
Raw marks	8
Adjusted (mainly upwards)	17
Adjusted (mainly downwards)	1
Number of learning areas standardised:	26

8.5 POST-STANDARDISATION

The assessment body submitted the adjustment data and the adjustments were verified and approved after several moderations. The statistical moderation and resulting files were approved after several rectifications.

8.6 AREAS OF GOOD PRACTICE

- There were no paper leakages identified / reported during the November examinations
- The DHET submitted the GETC: ABET L4 booklets in time
- The DHET's adherence to the policy with regards to submitting and presenting booklets was highly commendable.
- Norms were approved at the first level of moderation.

8.7 AREAS OF CONCERN

- None of the DHET capturing centres monitored had a procedural document for the management of the capturing of marks.
- Meetings or training of the capturers were informal with no minutes and training manuals evident to confirm that training had taken place.
- There was an absence of qualitative input from DHET.

8.8 DIRECTIVES FOR COMPLIANCE AND IMPROVEMENT

- The DHET must develop procedural documents for the management of the capturing process.
- The DHET must ensure that declaration forms are signed by all capturers at the beginning of the process and copies kept for verification purposes.
- The DHET must ensure that internal moderator reports for marking are made available early enough to provide a varied on which decisions should be made.

Chapter 9

The status of certification of the GETC: ABET L4 2013/2014

9.1 BACKGROUND

Through its founding Act, Umalusi is responsible for the certification of learner achievements in South Africa for qualifications registered on the General and Further Education and Training Sub-framework of the National Qualifications Framework (NQF). These include the General Education and Training Certificate: Adult Basic Education and Training.

Umalusi ensures adherence to policies and regulations promulgated by the Minister of Higher Education and Training for the awarding of the General Education and Training Certificate. Certification is the culmination of an examination process conducted by an assessment body, in this instance, the Department of Higher Education and Training.

This process has a number of different steps, commencing with registration of the candidate to the writing of the examination. After the candidate has written the examinations administered by the assessment body, the examination scripts are marked, the marks are processed and, after quality assurance and approval by Umalusi, candidates are presented with individual statements of results. These are preliminary documents that outline the outcomes of the examinations and are issued by the assessment body. The statement of results is, in due time, replaced by the final document, a certificate issued by Umalusi.

To give further effect to its certification mandate, Umalusi must ensure that certification data has been submitted in the format prescribed by the Council, and is both valid and reliable. For these reasons, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification. Umalusi further verifies that the information supplied at certification corresponds with the quality-assured data. Should there be any discrepancies, the assessment body is required to submit explanations and, where necessary, supporting documentation, to support such differences.

The assessment bodies must ensure that *all* records of candidates who are registered for the General Education and Training Certificate examination in a specific examination cycle are submitted to Umalusi for certification. The data sets must include all who are awarded the qualifications, as well as those who have passed one or more learning areas. The data sets must also include the records of

candidates who have *not* qualified for a certificate, such as candidates who have withdrawn from the course/qualification (candidates who registered to write examinations, but did not write any subjects) and those candidates who failed all LAs (candidates who wrote the examination, but could not pass any learning area).

The closing of the examination cycle is confirmed by the issuing of certificates, learning area certificates, and confirmation of those candidates who have not qualified for any type of certificate – viz. the instances where the candidates failed all LAs or did not write the examinations.

Certification fees are payable by private assessment bodies; those of public institutions are funded through an agreement with the Department of Basic Education for public assessment bodies.

The GETC: ABET L4 provides an opportunity for candidates to accumulate credits toward the qualification across a number of examinations. Each examination sitting is certified and the candidate receives a learning area certificate for those LAs passed. These results can be combined for the awarding of the GETC qualification once the candidate has achieved the requisite number of credits. Therefore, in reporting on the status of certification for the GETC: ABET L4 in 2015, it is important to examine the status of certification of the 2014 GETC: ABET cohort.

9.2 CURRENT STATUS – DEPARTMENT OF HIGHER EDUCATION AND TRAINING

The DHET, through the nine PEDs, submitted all the records for the 2014 cohort of candidates who wrote the GETC: ABET L4. However, the PEDs could not account for the discrepancy between the number of candidates entered for the examination and the number certified. As reported in 2014, this situation is the result of three key failings:

- PEDs do not finalise the examination cycle by completing records and requesting all certificates immediately after the resulting process.
- PEDs do not adhere to time frames for submitting certification data (determined as three months after the release of the results).
- PEDs do not re-submit rejected records within the required time frame.

Regarding the development of the certification system for the GETC: ABET in the DHET, the following concerns remain:

- The provincial certification systems run with no – or little – coordination and monitoring by the DHET.

- The certification system for combining results for candidates who wrote some subjects under the expired GETC and others under the revised GETC is *long overdue*.
- The absence, *since 2003*, of a certification function to assist candidates who have lost certificates and wish to have these replaced, is a great disservice to adult learners.
- The system for combining results is in a sad state with no means of verifying the processing of combinations, and it is not credible.
- The system is in a state of flux. It changes constantly, with marks being recalculated. The data is therefore not credible.

Finally, there is an urgent need for training of PED and DHET officials on the certification module of the GETC: ABET L4 because the certification process is inefficient. This is a result of incapacity and the lack of a stable system. This problem is reported on annually and yet remains unchanged from year to year.

Below are the statistics on the status of the GETC: ABET L4 certification for the 2014/10 and 2015/06 assessment periods for the DHET:

Table 9.1: Statistics for the 2014/10 assessment period

Province	WC	NC	FS	EC	KZN	MP	LP	GP	NW
Number of candidates	5 243	1 878	7 679	15 749	30 106	11 884	21 340	18 606	9 114
Full-time	0	0	0	0	0	0	0	0	0
Part-time	5 243	1 878	7 679	15 749	30 106	11 884	21 340	18 606	9 114
Pass	881	289	1 597	3 693	4 005	1 886	3 428	3 823	2 033
Fail	3 113	1 000	2 763	7 307	12 875	5 159	12 700	9 733	5 488
Withdrawn	1 249	589	3 319	4 749	13 226	4 839	5 212	5 050	1 593
GETC certificates awarded	881	289	1 597	3 693	4 005	1 886	3 428	3 823	2 033

Table 9.2: Certification Statistics for the 2015/06 assessment period

Province	WC	NC	FS	EC	KZN	MP	LP	GP	NW
Number of candidates	1 000	0	0	0	0	0	0	2 050	0
Full-time	0	0	0	0	0	0	0	0	0
Part-time	1 000	0	0	0	0	0	0	2 050	0
Pass	25	0	0	0	0	0	0	21	0
Fail	510	0	0	0	0	0	0	1 641	0
Withdrawn	465	0	0	0	0	0	0	388	0
GETC certificates awarded	25							21	

As can be seen from the above, *only* Western Cape and Gauteng have certified candidate records for the 2015/06 cohort of learners. This is not acceptable, particularly from the point of view of the learners.

Table 9.3: Statistics for the period up to 2015/06

Total number of candidates	477
Full-time	0
Part-time	477
Pass GETC	0
Learning area certificates	352
Failed all	125
Withdrawn	0
GETC certificates issued	0

9.3 STATISTICS FOR ALL ASSESSMENT BODIES

Statistics for all assessment bodies for the period 2014/11/28 to 2015/11/30 on certificates issued are as follows:

Table 9.4: Statistics for all assessment bodies for the period 2014/11/28 to 2015/11/30

Type of certificate (Old GETC)	Assessment body	Number
Replacement GET	Limpopo	21
Duplicate GET	Limpopo	1
Learning Area Certificate	Free State	4
Replacement GET	Free State	6
Duplicate GET	Free State	1
Replacement GET	Gauteng	3
Learning Area Certificate	Mpumalanga	6
GET	Mpumalanga	1
Replacement GET	Mpumalanga	57
Duplicate Learning Area Certificate	Mpumalanga	1
Duplicate GET	Mpumalanga	1
Learning Area Certificate	North West	26
GET	North West	1
Replacement GET	North West	6
Learning Area Certificate	Eastern Cape	328
Learning Area Certificate	KwaZulu-Natal	3
Replacement GET	Northern Cape	9
Total Learning Area Certificates		367
Total GETC		2
Total Replacement GETC		102
Total Duplicate Learning Area Certificates		1
Total Duplicate GETC		3
Total Old GET certificates issued		475

Table 9.5: Types of Certificates Issued

Type of certificate (New GETC)	Assessment body	Number
First issue: Learning Area Certificate	Northern Cape	993
First issue: GETC	Northern Cape	289
Replacement GETC (Change of status)	Northern Cape	7
Replacement Learning Area Certificate (Lost)	Northern Cape	1
First issue: Learning Area Certificate	Limpopo	12 670
First issue: GETC	Limpopo	3 461
Replacement GETC (Change of status)	Limpopo	267
Replacement Learning Area Certificate (Lost)	Limpopo	1
Replacement GETC (Lost)	Limpopo	1
Re-issue GETC (Correction)	Limpopo	1
First issue: Learning Area Certificate	Gauteng	10 611
First issue: GETC	Gauteng	3 901
Replacement GETC (Change of status)	Gauteng	212
Replacement GETC (Lost)	Gauteng	1
Re-issue Learning Area Certificate (Correction)	Gauteng	2
Re-issue GETC (Correction)	Gauteng	4
First issue: Learning Area Certificate	Mpumalanga	5 957
First issue: GETC	Mpumalanga	1 949
Replacement GETC (Change of status)	Mpumalanga	291
Replacement GETC (Lost)	Mpumalanga	1
Re-issue GETC (Correction)	Mpumalanga	7
First issue: Learning Area Certificate	Free State	2 912
First issue: GETC	Free State	1 615
Replacement GETC (Change of status)	Free State	12
Replacement GETC (Lost)	Free State	1
First issue: Learning Area Certificate	North West	5 514
First issue: GETC	North West	2 033
Replacement GETC (Change of status)	North West	85
First issue: Learning Area Certificate	Western Cape	3 360
First issue: GETC	Western Cape	942
Replacement GETC (Change of status)	Western Cape	8
Replacement GETC (Lost)	Western Cape	1
First issue: Learning Area Certificate	KwaZulu-Natal	91
First issue: GETC	KwaZulu-Natal	3
Replacement GETC (Change of status)	KwaZulu-Natal	1 599
First issue: Learning Area Certificate	Eastern Cape	6 302
First issue: GETC	Eastern Cape	3 701
Replacement GETC (Change of status)	Eastern Cape	302
First issue: Learning Area Certificate	IEB	1 460
Replacement GETC (Change of status)	IEB	3
First issue: Learning Area Certificate	Benchmark	54
Total Learning Area Certificates		49 864
Total GETC		17 894
Total GETC (Change of status)		2 783

Type of certificate (New GETC)	Assessment body	Number
Total Learning Area Certificate (Lost)		2
Total GETC (Lost)		5
Total Learning Area Certificate (Correction)		2
Total GETC (Correction)		12
Total certificates issued		70 562

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