

Report on the Quality Assurance of Assessment of the DHET June 2016 GETC: ABET L4 Examinations

June 2016

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE DHET 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 | |
| CAT | Common Assessment Tasks | |
| CLC | Community Learning Centres | |
| DHET | Department of Higher Education and Training | |
| EA | Examination Assistants | |
| EAG | Examination and Assessment Guideline | |
| GETC | General Education and Training Certificate | |
| LA | Learning Area | |
| NQF | National Qualifications Framework | |
| PALC | Public Adult Learning Centre | |
| PED | Provincial Education Department | |
| 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 | |
| ABET | Adult Basic Education and Training |  |

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), a qualification registered on Level 1 of the National Qualifications Framework (NQF). The DHET is 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.

Therefore, the quality and standard of the question papers begins with the appointment of examiners.

Umalusi appoints external moderators, subject experts in the various learning areas (LAs), to moderate question papers. This moderation is 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.

1.2 Scope and Approach

The GETC: ABET L4 has 26 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 |

| No | LEARNING AREA  | LA CODE |
|----|---|---------|
| 6 | Human and Social Sciences | HSSC4 |
| 7 | Information Communication Technology | INCT4 |
| 8 | Language, Literacy and Communication: Afrikaans | LCAF4 |
| 9 | Language, Literacy and Communication: English | LCEN4 |
| 10 | Language, Literacy and Communication: IsiNdebele | LCND4 |
| 11 | Language, Literacy and Communication: IsiXhosa | LCXH4 |
| 12 | Language, Literacy and Communication: IsiZulu | LCZU4 |
| 13 | Language, Literacy and Communication: Sepedi | LCSP4 |
| 14 | Language, Literacy and Communication: Sesotho | LCSO4 |
| 15 | Language, Literacy and Communication: Setswana | LCTS4 |
| 16 | Language, Literacy and Communication: siSwati | LCSW4 |
| 17 | Language, Literacy and Communication: Tshivenda | LCVE4 |
| 18 | Language, Literacy and Communication: Xitsonga | LCXI4 |
| 19 | Life Orientation | LIFO4 |
| 20 | Mathematical Literacy | MLMS4 |
| 21 | Mathematics and Mathematical Sciences | MMSC4 |
| 22 | Natural Sciences | NATS4 |
| 23 | Small, Medium and Micro Enterprises | SMME4 |
| 24 | Technology | TECH4 |
| 25 | Travel and Tourism | TRVT4 |
| 26 | Wholesale and Retail | WHRT4 |

All question papers were moderated according to the *Umalusi Criteria for the Moderation of Question Papers*. The criterion required that moderators assess the question papers according to the following eight aspects:

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

Each criterion has a set of quality indicators against which the question papers are evaluated and assessed. The external moderator makes a judgement for 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 the overall impression and how the requirements of all eight criteria have been met. A decision is then taken on the quality and standard of the question paper 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 June 2016 examination was conducted off-site at the offices of the Department of Basic Education in Pretoria from January to April 2015.

1.3 Summary of Findings

In 2015 the DHET presented three sets of question papers and the accompanying marking guidelines for the 26 LAs it offered for moderation by Umalusi in preparation for the June 2016 GETC: ABET L4 examinations. Set 1 was set as a backup paper for the November 2015 examination. Set 2 was allocated for the June 2016 examination and the last, which was set 3, was allocated for the November 2016 examinations.

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

Table 1.2 below 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

| | | JUNE 2016 EXAMINATION | | | |
|----|--|-----------------------|---------------------|---------------------|---------------------|
| | FULL LEARNING AREA DESCRIPTION  | LA CODE | 1 ST MOD | 2 ND MOD | 3 rd MOD |
| 1 | Ancillary Health Care | ANHC4 | A | | |
| 2 | Applied Agriculture and Agricultural Technology | AAAT4 | A | | |
| 3 | Arts and Culture | ARTC4 | A | | |
| 4 | Early Childhood Development | ECD4 | CAR | A | |
| 5 | Economic and Management Sciences | EMSC4 | R | A | |
| 6 | Human and Social Sciences | HSSC4 | A | | |
| 7 | Information Communication Technology | INCT4 | R | A | |
| 8 | LLC: Afrikaans | LCAF4 | CAR | 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 | R | A | |
| 16 | LLC: SiSwati | LCSW4 | A | | |
| 17 | LLC: Tshivenda | LCVE4 | A | | |
| 18 | LLC: Xitsonga | LCXI4 | CAR | A | |
| 19 | Life Orientation | LIFO4 | CAR | A | |
| 20 | Mathematical Literacy | MLMS4 | CANR | A | |
| 21 | Mathematics and Mathematical Sciences | MMSC4 | CAR | A | |
| 22 | Natural Sciences | NATS4 | A | | |
| 23 | Small, Medium and Micro Enterprises | SMME4 | CAR | A | |
| 24 | Technology | TECH4 | CANR | A | |
| 25 | Travel and Tourism | TRVT4 | CAR | CAR | A |
| 26 | Wholesale and Retail | WHRT4 | CAR | CAR | A |

Graph 1.3: Analysis of External Moderation of Question Papers

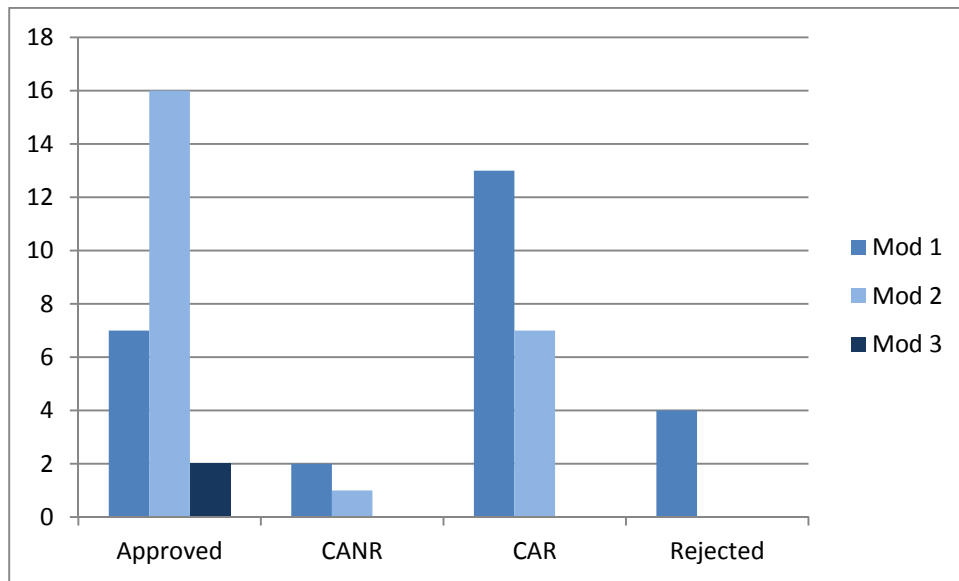


Table 1.3: Analysis of External Moderation of Question Papers

| MODE-RATION | APPROVED | CANR | CAR (Resubmit) | REJECT |
|---------------------|-----------|------|----------------|--------|
| 1 ST Mod | 7 | 2 | 13 | 4 |
| 2 ND Mod | 15 | 0 | 2 | 0 |
| 3 RD Mod | 2 | 0 | | |
| TOTAL | 26 | | | |

The analysis of Graph 1.3 above indicates that seven of the 26 question papers were approved at first moderation without amendments. Sixteen of 26 question papers that were approved at 2nd moderation could have been approved without amendments had the examiners and internal moderators paid more attention to detail.

As indicated in Graph 1.3 above, four question papers (EMSC4, INCT4, LCSP4 and LCTS4) failed to meet the requirements, hence they were rejected at 1st moderation. On the other hand, the question papers for MLMS4 and TECH4 were conditionally approved, requiring no resubmission.

Thirteen question papers – ECD4, LCAF4, LCEN4, LCND4, LCXH4, LCZU4, LCSO4, LCXI4, LIFO4, MMSC4, SMME4, TRVT4 and WHRT4 – were conditionally approved, to be resubmitted for 2nd moderation. The main concerns related to, among others, insufficient internal moderation, poor content coverage, poor marking guidelines

and lack of adherence to the SAGs. Two of 13 question papers resubmitted for 2nd moderation, namely TRVT4 and WHRT4, were approved only after 3rd moderation.

Table 1.4 below gives a summary of the compliance ratings for the 26 question papers evaluated during first moderation.

Table 1.4: Compliance Ratings for Question Papers after First Moderation

| | COMPLIANCE FREQUENCY (26 QPs) [211 instances] | | | |
|-------------------------|---|-----------|------------|------------|
| | None | Limited | Mostly | All |
| C1. Technical Criteria | 2 | 0 | 13 | 12 |
| C2. Internal Moderation | 2 | 3 | 9 | 13 |
| C3. Content Coverage | 2 | 2 | 6 | 16 |
| C4. Cognitive Demand | 1 | 4 | 6 | 16 |
| C5. Marking Guidelines | 1 | 5 | 6 | 13 |
| C6. Language and Bias | 1 | 1 | 9 | 15 |
| C7. Adherence to Policy | 1 | 4 | 6 | 15 |
| C8. Predictability | 2 | 2 | 5 | 18 |
| | 12 | 21 | 60 | 118 |
| | 16% | | 84% | |

Table 1.4 reflects 12 instances of non-compliance with the eight listed criteria. The improvement in the quality of question papers presented for external moderation is indicated by the fact that only 33 instances, of a total of 211 instances, were not compliant. On the other hand, an 84% compliance rating was achieved during 1st moderation.

It should be noted that the 12 incidents of non-compliance reflected in Table 1.4 during 1st moderation were all met after second moderation. The 21 areas identified as having “limited” compliance ratings during 1st moderation in Table 1.4 were reduced to seven after 2nd moderation. Further explanations of the moderation outcome are explained in the relevant sections below:



Technical Criteria

- Two question papers, as indicated in Table 1.4, namely TRVT4 and MMSC4, were found to have failed to adhere to the requirements of this criterion. The TRVT4 question paper was found wanting as some instructions to candidates were ambiguous.
- Once again, when looking at Table 1.4 it is encouraging to note that this was the criterion that was best addressed by all examination question papers.

C2: Internal Moderation

- Internal moderation is a problematic criterion. For example, the TRVT4 external moderators reported that although the question paper was submitted together with the internal moderator's report, there was no evidence of what internal moderation had taken place.

C3: Content Coverage

- It is cause for concern that the WHRT4 examination question paper, having been sent back for 2nd moderation, had to undergo a 3rd moderation before it met the required content coverage. Furthermore, only 15 examination question papers were able to cover the required content for this examination. The question papers for MMSC4 and TRVT4, despite undergoing a 2nd moderation, only managed to cover "most" of the content and not the expected "all".
- 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.

C4: Cognitive Demand

- The TRVT4 examination question paper failed to meet the requirements for the cognitive demand criterion during 1st moderation; LCND4, LCSO4, LCXI4, MMSC4, TECH4 and WHRT4 met "limited" compliance.
- The TRVT4 question paper was approved at 2nd moderation with minor discrepancies that did not have any serious impact on the question paper, and the six question papers above were approved at 2nd moderation after all cognitive demand requirements were met.

C5: Marking Guidelines

- The quality of marking guidelines must improve – 10 out of 26 LAs failed to adhere to this criterion. Another 10 complied with "most" areas and only six examination question papers adhered to "all" marking guideline requirements. Although MLMS4 and TRVT4 underwent 2nd moderation, these were approved after having achieved a "limited" compliancy rating. LCSO4, MMSC4, TECH4 and WHRT4 examination question papers were approved after having achieved "most" compliancy ratings.

C6: Language and Bias

- The MMSC4 question paper failed to meet the requirements of this criterion at 1st moderation. LCND4, LCSP4, LCSO4, MLMS4, SMME4 and TRVT4 only achieved minimum compliance ratings.
- The above question papers were returned for 2nd moderation; TRVT4 and MMSC4 were approved after complying with “most” requirements.

C7: Adherence to Policies

- Seven question papers did not meet the Adherence to SAGs criterion, namely LCND4, LCSO4, LVXI4, MLMS4, TECH4, TRVT4 and WHRT4, which all achieved “limited” compliance ratings. MMSC4 received a non-compliance rating.
- It must be noted that the SAGs criterion is closely linked to the content coverage criterion. Challenges exist because the qualification is based on a number of unit standards.

C8: Predictability

- All question papers approved met “all” requirements for this criterion. No questions were copied-and-pasted from previous question papers. Overall, the questions were innovative and original.

1.4 Areas of Good Practice



The assessment body should be commended for ensuring that problems that would have been picked up during external moderation were addressed.


- The question papers addressed predictability adequately during 1st moderation.


1.5 Areas of Concern



1. The question papers for TRVT4 and MMSC4 were of poor quality and standard. Various criteria remained a concern, such that most criteria were met only at 3rd moderation, and in some instances were approved only with “limited” compliance ratings.
2. The constant changing of moderation schedules and the very long turn-around time for resubmitting the question papers for 2nd moderation must be addressed.

1.6 Directives for Compliance and Improvement

-  1. The DHET must verify the qualifications of the two examiners and the internal moderator for TRVT4, and ensure that intensive training is provided to the examiners for TRVT4 and WHRT4. The two papers consistently failed to meet requirements.
- The DHET must submit its management plan for setting and internal moderation of question papers to Umalusi on or before the end of February of each year. Amendments to the management plan must be communicated, in writing, to Umalusi before amendments are implemented.

 The DHET should embark on a series of training workshops to ensure that examiners and internal moderators have a better understanding of the unit standards and learning and assessment outcomes, as well as a better understanding and interpretation of SAGs.

1.7 Conclusion

Umalusi approved 14 question papers at 1st moderation and the remaining 12 question papers at 2nd moderation. The external moderation process of this set of question papers was more challenging when compared with those of previous years. A number of question papers were approved after meeting “most” of the requirements; not “all”. It is important to realise that a question paper may fail to meet a particular criterion, yet meet “all” requirements for other criteria, thus leading to it being approved.

This, therefore, means question papers that have been approved can further improve their content coverage, cognitive demand and adherence to SAGs, if internal moderation is done and if examiners pay more attention to detail.



CHAPTER 2: MODERATION OF COMMON ASSESSMENT TASKS (CATS)

2.1 Introduction and Purpose

The Site-Based Assessment (SBA) in the Adult Education and Training (AET) sector is an important component of examinations, contributing 50% towards the final mark for certification. SBA is comprised of common assessment tasks (CATs) that are developed by the assessment body and implemented at institutional level after external moderation and approval.

The DHET, as the assessment body, is responsible for setting CATs for the administration of SBA for the GETC: ABET L4 qualification, based on the SAGs. The DHET sets five SBA tasks for each learning area. Umalusi evaluates the quality and standard of CATs, based on a set of criteria and standards approved by Council. This external moderation process is rigorous and similar to that of the external moderation of question papers.

This chapter will, firstly, reflect on the external moderation of the CATs, and then reflect on the external moderation of the SBA tasks as implemented during teaching and learning.

2.2 Scope and Approach

The CATs for each LA consist of five tasks with equal weighting. The learning and assessment outcomes are detailed in the SAGs for the specific learning area.

The CATs were moderated according to the *Umalusi Instrument for the Moderation of Common Assessment Tasks*. This requires that moderators assess the CATs according to the following nine criteria:

1. Adherence to SAGs
2. Content coverage
3. Cognitive skills
4. Language and bias
5. Formulation of instructions and questions
6. Quality and standard of SBA tasks
7. Mark allocation and marking guidelines

8. Use of assessment methods and forms
9. Internal moderation.

Each criterion has a set of quality indicators against which the CATs are evaluated and assessed. The moderator makes a judgement for 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 CATs based on overall impression and how the requirements of all nine criteria have been met. A decision is then taken on the quality and standard of the CATs 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 CATs is entirely unacceptable (R).

The external moderation of the 2016 CATs was conducted on-site at the Pretoria offices of the assessment body, the DHET, during September 2015.

2.3 Summary of Findings

The moderation reports included both quantitative as well as qualitative information. This chapter highlights the qualitative as well as the quantitative feedback of the external moderator reports.

It is important to note that the moderation decision considers all five CATs per LA as one set of tasks. The five tasks are therefore considered as a whole for final approval purposes. The external moderator approves the set of tasks only if the criteria for all five tasks have been met. Table 2.1, below, indicates the approval status of each CAT.

Table 2.1: Approval of CATs Moderated

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

| FULL LEARNING AREA DESCRIPTION | 2016 COMMON ASSESSMENT TASKS | | | | |
|---|------------------------------|---------------------|---------------------|---------------------|---------------------|
| | LA CODE | 1 ST MOD | 2 ND MOD | 3 RD MOD | 4 TH MOD |
| Applied Agriculture and Agricultural Technology | AAAT4 | A | | | |
| Ancillary Health Care | ANHC4 | CAR | A | | |
| Arts and Culture | ARTC4 | A | | | |
| Early Childhood Development | ECD4 | CAR | A | | |
| Economic and Management Sciences | EMSC4 | R | A | | |
| Human and Social Sciences | HSSC4 | A | | | |
| Information Communication Technology | INCT4 | CAR | A | | |
| LLC: Afrikaans | LCAF4 | CAR | A | | |
| LLC: English | LCEN4 | R | A | | |
| LLC: IsiNdebele | LCND4 | A | | | |
| LLC: Sesotho | LCSO4 | CAR | A | | |
| LLC: Sepedi | LCSP4 | CAR | A | | |
| LLC: siSwati | LCSW4 | A | | | |
| LLC: Setswana | LCTS4 | R | A | | |
| LLC: Tshivenda | LCVE4 | R | A | | |
| LLC: IsiXhosa | LCXH4 | R | A | | |
| LLC: Xitsonga | LCXI4 | CAR | A | | |
| LLC: IsiZulu | LCZU4 | A | | | |
| Life Orientation | LIFO4 | R | A | | |
| Mathematical Literacy | MLMS4 | R | R | R | A |
| Mathematics & Mathematical Sciences | MMSC4 | CAR | A | | |
| Natural Sciences | NATS4 | A | | | |
| Small, Medium and Micro Enterprises | SMME4 | R | A | | |
| Technology | TECH4 | CAR | A | | |
| Travel and Tourism | TRVT4 | R | R | A | |
| Wholesale and Retail | WHRT4 | CAR | A | | |

Graph 2.1.  Analysis of External Moderation of Common Assessment Tasks

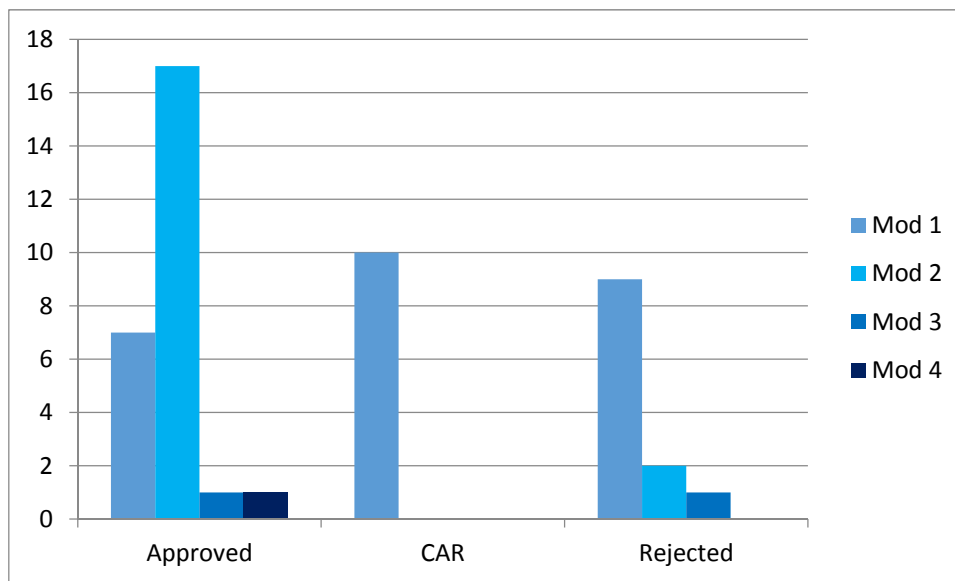


Table 2.2: Analysis of External Moderation of Common Assessment Tasks

| MODERATION | APPROVED | CONDITIONALLY APPROVED (Resubmit) | REJECTED |
|---------------------|-----------|-----------------------------------|----------|
| 1 ST Mod | 7 | 10 | 9 |
| 2 ND Mod | 17 | 0 | 2 |
| 3 RD Mod | 1 | 0 | 1 |
| 4 TH Mod | 1 | | |
| TOTAL | 26 | | |

The above Table and Graph analyses show that seven CATs were approved at 1st moderation. Most amendments required for the 10 CAR question papers, and nine that had been rejected, were duly effected during 2nd moderation. However, the CATs for MLMS4 and TRVT4 were rejected during 2nd moderation because they did not meet SAG requirements; and MLMS4 CATs were yet again rejected when they were submitted for 3rd moderation. These were only finally approved at 4th moderation.

The MLMS4 external moderator felt that the investigation task was too general as it had failed to address Mathematical content. Furthermore, it was noted that the paper did not adequately assess the content relative to the level of the learners. Some issues assessed were, in fact, outside of the learners' scope of learning. The examiner had failed to meet the *quality and standard of SBA task* criterion.

Table 2.3 provides a summary of the compliance ratings for the 26 CATs evaluated after 1st moderation.

Table 2.3: Compliance Ratings for CATs after First Moderation

| | | COMPLIANCE FREQUENCY (26 CATs) | | | |
|-----|-------------------------------------|--------------------------------|-----------|------------|-----------|
| | | None | Limited | Most | All |
| C1. | Adherence to SAGs | 0 | 3 | 14 | 9 |
| C2. | Content Coverage | 1 | 1 | 13 | 11 |
| C3. | Cognitive Skills | 0 | 6 | 10 | 10 |
| C4. | Language and Bias | 1 | 4 | 9 | 12 |
| C5. | Formulation of CATs | 1 | 10 | 11 | 4 |
| C6. | Quality and Standard of CATs | 0 | 10 | 9 | 7 |
| C7. | Marking Guidelines | 1 | 5 | 12 | 8 |
| C8. | Use of Assessment Forms and Methods | 0 | 3 | 11 | 12 |
| C9. | Internal Moderation | 1 | 11 | 10 | 4 |
| | | 5 | 53 | 99 | 77 |
| | | 25% | | 75% | |

The section below provides a synopsis of the evaluation findings for the overall criteria after the moderation processes of the 26 CATs for the 26 LAs were completed and approved.

C1: Adherence to SAGs

- Of a total of three sets of CATs that had scored a “limited” compliance rating during 1st moderation, EMSC4 CATs obtained “limited” compliance even after 2nd moderation, being approved only at 3rd moderation.
- Nine CATs met “all” and 14 CATs “most” evaluation requirements in this criterion and were approved at 1st moderation. The quality of the CATs can improve: three received “limited” compliance in this criterion at 1st moderation.
- It must be noted that the SAGs are based on a number of unit standards for each learning area. The CATs consist of five tasks per learning area, aligned to specific unit standards. This approach poses many challenges for item developers and moderators, as shown by the low number of papers that managed to meet all criteria during 1st moderation.

C2: Content Coverage

- HSSC4 and LCEN4 CATs did not meet this criterion after 1st moderation but did so at 2nd moderation. The DHET examiners did very well in ensuring that they met the requirements of this criterion.

C3: Cognitive Skills

- The cognitive demand in some of the sub-tasks remain a challenge for ANHC4, ECD4, HSSC4, LCEN4, LCSO4, LCXI4, as they all received “limited” compliance ratings.
- It must be noted that the SAGs are very prescriptive and details the cognitive spread per question. This poses a challenge if the SAGs are structurally flawed.

C4: Language and Bias

- It must be stated that the LCEN4 CATs were not of the required standard. At 1st moderation LCEN4 received a “none” compliance rating. This improved to “most” during 2nd moderation. ECD4, HSSC4, LCSP4 and WHRT4 all received “limited” compliance ratings after 1st moderation. However, all issues were addressed and the question papers received compliance ratings after 2nd moderation.

C5: Formulation of Instructions and Questions

- Ten CATs failed to meet the requirements for this criterion at 1st moderation. In ANHC4 the concern was incorrect use of subject-related terminology by the examiner. ECD4, LCND4 and LCSP4 instructions had to be reformulated. LCXI4 questions did not address longer transactional text that was to be assessed. There were questions that were repeated in the MLMS4 tasks and had to be changed.
- In MMSC4 the following issues had to be corrected:
- Careful language editing was required across items in the tasks, such as Test, Assignment, and Project, to avoid ambiguities, wrong interpretations and unwarranted variance in expected approaches and solutions.
- Graph questions needed to be rephrased within the context and usage of square grid paper to avoid learners’ responses deviating from expected responses.

C6: Quality and Standard of SBA Tasks

- Ten LAs received “limited” compliance ratings for this criterion. Issues identified by external moderators included inadequate or unclear instructions for learners, grammatical errors, questions that were too difficult for learners at this level, and repetition of questions.

C7: Mark Allocation and Marking Guidelines

- Mark allocation for the LCEN4 paper had to be revised to align these with the cognitive demands of the questions. Some LCEN4 tasks had not had marks allocated. The external moderator for LCSP4 raised concerns that marks indicated in the LCSP4 question paper did not correspond with the mark allocation in the task's marking guideline.
- Overall, the moderators were satisfied with the mark allocations and the quality of the marking guidelines in most LAs, but noted errors for correction.

C8: Use of Assessment Methods and Forms

- The assessment methods used in EMSC4 were seen to be confusing and require changing. A concern raised by the HSSC4 external moderator was that some tasks did not comply with the requirements of the assessment guidelines.
- Overall, all CATs complied with this criterion and met the requirements for the sub-criteria.

C9: Internal Moderation

- The CATs for LCXH4 tasks were not signed by an internal moderator. There was, nevertheless, some evidence of internal moderation; however, the moderator was not satisfied with the quality of internal moderation.

2.4 Areas of Good Practice

1. The moderators were mostly satisfied with the assessment forms and methods used in most LAs.
2. 75% of the approved CATs scored very well with respect to adherence to SAGs.

2.5 Areas of Concern

1. Most of the tasks in the CATs for MLMS4 were a concern, resulting in the paper being approved only at 4th moderation. It was a concern that 73% of the CATs were not approved at 1st moderation because of a lack of adherence to policy.
2. The SAGs were structurally flawed, which posed challenges during moderation. The problems faced in moderating MLMS4 and TRVT4 were cases in point.

2.6 Directives for Compliance and Improvement

The DHET must explore strategies to improve the quality of the CATs and the quality of internal moderation, as many errors were encountered during external moderation. The DHET should review the SAGs to address the structural flaws, as explained in *Area of Concern No 2* (above). In addition, the DHET should review the equal weightings of TRVT4 CATs.^{2.7}

2.7 Conclusion

It is important to note that the DHET has copies of the external moderators' evaluation reports for all LAs. These reports contain the details of the evaluations and provide the assessment body with specific feedback. The external moderators also communicate their concerns with internal moderators as and when necessary.

The main concerns all related to the unit standard-based structure of the qualifications. Each qualification consists of a number of unit standards, each with its own assessment outcomes. The SAGs attempt to integrate these outcomes and capture elements in the five tasks for each learning area.

The external moderation process evaluated the five tasks per LA using a rating scale. The CATs approved also noted areas for improvement during the design and development phases. Overall, the approved CATs complied with the minimum standards as prescribed in the SAGs.

CHAPTER 3: MODERATION OF SBA PORTFOLIOS

3.1 Introduction and Purpose

The marks awarded to AET learners for SBA contribute 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, since the minimum pass requirement for a LA is 40%. This underlines the importance of how SBAs are implemented and quality assured at institutional, district and provincial levels.

Considering the myriad issues related to AET, it should be understood that SBAs are formative in design and intended to be developmental in nature. It is therefore imperative for educators to understand the purpose and design of SBA. The objective is to guide and support the learning process in a structured approach that will assist learners to master theories, concepts and applications without compromising the credibility of internal assessment.

The DHET provided all PEDs with copies of the approved CATs 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 to ensure the quality and credibility of internal assessment. Furthermore, provinces distribute set tasks differently, with some distributing tasks very late in the year.

The purpose 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.

3.2 Scope and Approach

Umalusi selected portfolios for centralised moderation, carried out at Umalusi's offices, from six of nine PEDs. Each province was expected to submit 10 learner portfolios and one educator portfolio per centre and learning area, as specified, and collected by the PEDs from learning centres in their districts. Information

regarding Limpopo (LP), Mpumalanga (MP) and Western Cape (WC) is absent from this report: different reasons were given by each of the three PEDs for non-submission of portfolios. These ranged from a lack of human resource capacity to work with Umalusi officials on this project; and a lack of learner portfolios because of small enrolments.

Table 3.1 below contains a list of LAs and PEDs sampled for the June 2016 SBA portfolio moderation process.

Table 3.1: SBA Portfolio Samples Requested

| Learning Area | Code | EC | FS | GP | KZN | LP | MP | NC | NW | WC |
|--|-------|------------|------------|------------|------------|----------|----------|------------|------------|----------|
| 1. Arts and Culture | ARTC4 | | | 20 | 20 | | | | 20 | |
| 2. Applied Agriculture and Agricultural Technology | AAAT4 | 20 | | | | | | 20 | 20 | |
| 3. Ancillary Health Care | ANHC4 | 20 | 20 | | 20 | | | 20 | | |
| 4. Natural Sciences | NATS4 | 20 | | | 20 | | | | 20 | |
| 5. Economic and Management Sciences | EMSC4 | | | 20 | 20 | | | 20 | 20 | |
| 6. Small, Micro & Medium Enterprises | SMME4 | 20 | | 20 | 20 | | | | | |
| 7. LC: English | LCEN4 | 20 | 20 | | | | | 20 | | |
| 8. Maths & Mathematical Sciences | MMSC4 | 20 | 20 | 20 | 20 | | | | 20 | |
| 9. Human and Social Sciences | HSSC4 | 20 | | 20 | 20 | | | | | |
| 10. Mathematical Literacy | MLMS4 | 20 | 20 | | | | | 20 | | |
| 11. Travel and Tourism | TRVT4 | 20 | 20 | 20 | 20 | | | 20 | | |
| 12. Life Orientation | LIFO4 | | | 20 | 20 | | | 20 | | |
| Total Portfolios per PED: | | 180 | 100 | 140 | 180 | 0 | 0 | 140 | 100 | 0 |

PEDs offering LAs in the sample were required to comply with the following requirements:

1. To submit 10 learner portfolios and one educator portfolio per centre for each learning area, as indicated in Table 3.1.
2. The sample was to be based on enrolments for the June 2016 examinations. It was imperative that PEDs did not resend portfolios that had been moderated previously by Umalusi.
3. Learner portfolios must span three levels of achievement, i.e. below average, average and above average categories.
4. A provincial mark sheet must be included, for verification purposes.
5. The submission must include a provincial moderator's report that indicates all areas of concern and of good practice, as well as interventions and recommendations.
6. Portfolios must comply with Umalusi's Quality Assurance of Assessment Policies, Directives and Requirements policy document (Chapter 3, 2006) and other applicable circulars.
7. PEDs must ensure that sample portfolios are at the identified office for external moderation on the scheduled dates.

3.3 Summary and Findings

It is important to note that the PEDs did not submit the samples as required. Table 3.2 shows the number of portfolios received from provinces.

Table 3.2: SBA Portfolio Sample Moderated

| PROVINCE | AET CENTRE | LEARNING AREA | LEARNER PORTFOLIOS | EDUCATOR PORTFOLIOS |
|---------------|------------------------|---------------|--------------------|---------------------|
| NORTH WEST | Kopano | NATS4 | 5 | 1 |
| | Gagotshamekwe | | 3 | 1 |
| | Rankgerethane | | 2 | 1 |
| KWAZULU-NATAL | Siyanceda | | 3 | 1 |
| NORTH WEST | QHOO Greater Taung | AAAT4 | 4 | 1 |
| | Thuto Boswa AET Centre | | 5 | 1 |
| | Neoetsile | | 1 | 1 |
| EASTERN CAPE | Langelihle AET Centre | | 10 | 1 |
| EASTERN | Vulindlela | MLMS4 | 2 | 1 |

| PROVINCE | AET CENTRE | LEARNING AREA | LEARNER PORTFOLIOS | EDUCATOR PORTFOLIOS |
|---------------|-------------------------------------|---------------|--------------------|---------------------|
| CAPE | Mbabazo | | 3 | 1 |
| | Ntukayi | | 5 | 1 |
| FREE STATE | Rutegang | MLMS4 | 3 | 1 |
| | Tlakelani PALC | | 7 | 1 |
| FREE STATE | Vukuzenzele | ANHC4 | 5 | 1 |
| | Letjhabile | | 5 | 1 |
| | Strewe Na Sukses | | 3 | 1 |
| KWAZULU-NATAL | Durban Correctional Centre Medium B | EMSC4 | 10 | 1 |
| GAUTENG | Alexandra | | 4 | 1 |
| | Wattville Community Learning Centre | | 2 | 1 |
| | Duduza Adult Learning Centre | | 4 | 1 |
| KWAZULU-NATAL | Gymroom | SMME4 | 9 | 1 |
| GAUTENG | DWT Nthathe | | 4 | 1 |
| | Kagiso 25288 | | 3 | 1 |
| | Alexandria Adult | | 3 | 1 |
| GAUTENG | Mfundisweni | LCEN4 | 10 | 1 |
| FREE STATE | Phalole; Holema | | 9 | 1 |
| KWAZULU-NATAL | Durban Correctional Centre Medium B | HSSC4 | 10 | 1 |
| NORTHERN CAPE | Masakhane | | 5 | 1 |
| | Schmidtsdrift Centre | | 5 | 1 |
| EASTERN CAPE | Medium A Prison | TRVT4 | 4 | 1 |
| | Molly Blackburn | | 6 | 1 |
| FREE STATE | Mahlasedi FS | | 9 | 1 |
| | Kgothlalletso | | 1 | 1 |
| NORTHERN CAPE | Noupoort PALC | | 3 | 1 |
| | Sabelo Hanover | | 3 | 1 |
| | Philipvale | | 5 | 1 |
| NORTH WEST | Rokanganya | ARTC4 | 4 | 1 |
| | S'yathuthuka | | 10 | 1 |
| KWAZULU-NATAL | Fort Napier | LIFO4 | 10 | 1 |
| NORTH WEST | Thato CLC | | 5 | 1 |
| | Thuto Lesedi CLC | | 5 | 1 |

This Table shows that Umalusi moderated a sample of 209 learner portfolios and 41 educator portfolios for 11 LAs, received from 41 centres located in six provinces.

AET CATs assessed by the DHET are externally moderated by Umalusi a year before they are assessed. This means CATs are usually ready for distribution to centres at the beginning of the year. However, these CATs are often not distributed timeously. For

example, during the month of February, centres in almost all districts in Limpopo had not received their CATs to administer at their centres.

Below is a summary of some of the challenges experienced with the sampling of SBA portfolios:

- The Limpopo and Western Cape PEDs did not submit learner portfolios for external moderation. During preparations for external moderation, Limpopo PED indicated that most centres had not yet done the five tasks for Umalusi to moderate. The Western Cape PED indicated that the learner portfolios were moderated by Umalusi in the previous year, and most learners at their centres were repeating the qualification. Similarly, Mpumalanga province also indicated that most learner portfolios they had were for repeating candidates. Thus the marks submitted by these provinces for SBA marks were not quality assured. The DHET must therefore verify that the PEDs had only 10 repeat-candidates registered, per centre, in 2016.
- Umalusi moderation instruments make provision for its external moderators to verify 10 learners' SBA portfolios. In most instances, AET centres struggle to meet the quality assurance requirements. This in turn presents challenges during external moderation since Umalusi ends up moderating different numbers of learners' SBA portfolios. Table 3.2 above highlights this challenge, which is revealed by the number of learner portfolios moderated from different centres.

Table 3.3 shows the compliance ratings based on the seven criteria used in the moderation of SBA portfolios.

Table 3.3: Quantitative Analysis of Portfolios Moderated

| | COMPLIANCE FREQUENCY (11 LAs) | | | |
|-------------------------|-------------------------------|-----------|------------|------------|
| | None | Limited | Most | All |
| C1. Adherence to Policy | 1 | 8 | 28 | 6 |
| C2. Internal Moderation | 1 | 5 | 20 | 17 |
| C3. Content Coverage | 0 | 9 | 12 | 22 |
| C4. Structure | 0 | 11 | 26 | 6 |
| C5. Assessment Tasks | 1 | 14 | 20 | 8 |
| C6. Learner Performance | 5 | 5 | 7 | 26 |
| C7. Quality of Marking | 4 | 12 | 9 | 18 |
| | 12 | 64 | 122 | 103 |
| | 25% | | 75% | |

The Table shows that the sample moderated had 76 (25%) instances of non-compliance with the seven criteria; 12 instances of “none”; and 64 instances of “limited” compliance. The main concerns included failing to correctly structure the contents of the portfolios, making it difficult to locate documents required to be filed in the learners' portfolios as evidence; learners failing to interpret assessment tasks correctly; and poor quality of marking. The section below is a summary of the key findings.

C1: Adherence to Policy/Technical Criteria

- This criterion requires learner portfolios of evidence to contain various personal and policy documents. It is encouraging to note that most centres adhered to the SAG documents. It is, however, a concern that, often, educators did not include valid and appropriate assessment tools, which are supposed to be aligned with their plans.
- There were also an unacceptably high number of incidents where educators did not provide learners with assessment criteria, such as the marking rubric; and where learners' marks were not accurately recorded. Other important documents that educators did not submit for external moderation were daily, monthly and yearly teaching and assessment plans.

C2: Internal Moderation

- Internal moderation seems to differ per learning centre and per learning area. For example, in AAAT4, the external moderator indicated that at one centre in the Eastern Cape there was evidence of good moderation at all levels. There was appropriate evidence in the comments that confirmed that the five SBA tasks were completed and all the AAAT4 unit standards, namely, US13354, US13355, US13356 and US13357, were covered in the moderation report. Additionally, feedback was given to the educator.
- On the other hand, the HSSC4 external moderator found that there was no evidence of feedback given to the learners at one centre in the Northern Cape. Learners' marks were incorrect and no explanation was given in instances where changes had been made.
- There was evidence in SMME4 that all tasks were moderated at cluster and provincial level, but very few changes to the marks allocated had been recorded. The exercise appeared to be more of a “rubber stamping exercise” than proper moderation. For example, in the L2 project task every mark allocated in the eight rubrics was exactly the same, even when incorrect marks were allocated. All were allocated 17 marks (using four different pen colours) when the actual mark should have been seven.

C3: Content Coverage

- Table 3.3 shows that there were nine instances of “limited” compliance. This referred to ANHC4, ARTC4 and NATS4. Issues related to incomplete tasks submitted for external moderation; lack of mark sheets; and lack of evidence that tasks were done according to assessment schedules.

C4: Structure/Content

- This criterion involves the evaluation of the learner portfolio of evidence. Non-compliance related to lack of evidence and an absence of both identity documents and assessment plans in most portfolios. Further, there were unmarked learner assignments in the portfolios of evidence. As such, learners had no record of scores for the work done.

Table 3.4 below indicates centres whose portfolios of evidence did not contain learner identity documents and assessment plans.

Table 3.4: Centres whose Portfolios of Evidence Did Not Have Learner Identity Documents and Assessment Plans

| Name of Centre | Province | Learning Area | Identity Document | Assessment Plan |
|----------------|---------------|---------------|-------------------|-----------------|
| Vukuzenzele | Free State | ANHC4 | No | No |
| Lejweleputswa | Free State | ANHC4 | No | No |
| Noupoort | Northern Cape | ANHC4 | No | No |
| Sabelo Hanover | Northern Cape | ARTC4 | No | No |
| Rokanganya | North West | ARTC4 | No | No |
| S'yathuthuka | KZN | ARTC4 | No | No |
| Dbn Medium B | KZN | EMSC4 | No | No |

C5: Assessment Tasks

This criterion evaluates the completeness, correctness and quality of the work that was presented by the learners. To this end, it was observed that:

- In instances where feedback was given, it was neither useful nor developmental.
- Where tasks were marked, there was no indication of how marks were derived as the rubrics used were not filed in the portfolio of evidence. This indicated that centre managers did not understand the principles of

assessment and how to use formative assessment as a developmental tool.

- There was evidence that some learners did not understand the requirements of the tasks, as evidenced by the ARTC4 learner portfolios moderated in KZN.

C6: Learner Performance

- It must be noted that the sample represents only the LAs for the provinces sampled. This criterion evaluates the performance of learners across a number of centres in the sampled provinces for the sampled LAs.
- Table 3.3 indicates that there were five instances of non-compliance and five instances of “limited” compliance. One moderated centre in North West presented only one task for AAAT4; Eastern Cape submitted portfolios for two learners for MLMS4 that did not cover all the tasks; and SMME4 learners from a centre in KZN failed to interpret the tasks correctly.

C7: Quality of Marking

- Poor use, or lack of use, of rubrics was the main challenge at most centres. Evidence suggested that some educators did not understand how to use marking rubrics. This issue has been noted in previous quality assurance reports.
- Table 3.3 further indicates that the quality of marking was poor in four instances of “non-compliance” and 12 instances of “limited” compliance.
- This criterion raises many concerns, with a non-compliance rating of 25%.

3.4 Areas of Good Practice

1. North West PED must be commended for submitting all portfolios as requested.

3.5 Areas of Concern

1. 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, the internal moderation report resembled a checklist. It is a concern when tasks are not assessed according to the agreed criteria.

2. The presentation of learner portfolios can improve. Many portfolios did not meet the minimum requirements regarding structure and content. This concern is notable, considering that the CATs are developed nationally and educators are responsible only for implementation.

3.6 Directives for Compliance and Improvement

1. The DHET must ensure that internal moderators provide constructive feedback to learners.
2. The DHET must monitor the implementation of SBA closely and submit quarterly reports to Umalusi for verification.
3. Training of AET educators on internal assessment should be prioritised.

3.7 Conclusion

Umalusi conducted the centralised moderation of internal assessment in six provinces. The plan was to verify internal assessment in nine provinces, but three failed to submit learner portfolios to Umalusi, presenting varying reasons.

Provinces do not provide structured support to educators to improve the quality of internal assessment.

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

CHAPTER 4: MARKING GUIDELINE DISCUSSION

4.1 Introduction and Purpose

The marking guideline discussion involves a large number of markers, chief markers and internal moderators, all of whom may have slightly different interpretations of the question papers and marking guidelines.

The discussions therefore provide a platform for these examination officials, and Umalusi's external moderators, to standardise and approve final marking guidelines. It is at these discussions that all possible model answers are considered and taken into account.

The purpose is to ensure that all possible variables are considered and that all role-players in the marking process adhere to the same marking standard; and that marking is fair, consistent and reliable.

4.2 Scope and Approach

The DHET facilitated marking guideline discussions for the 26 LAs at Indlela, in Olifantsfontein, Gauteng, from 3 – 26 June 2016. A total of 16 Umalusi external moderators attended the discussions for the sampled LAs.

Table 4.1 shows the schedule of marking guideline discussions attended and the names of the Umalusi external moderators involved. The Table also indicates the second LAs at which the moderators were required to report, covering both the proceedings and the decisions.

Table 4.1: Schedule of Memorandum Discussions Attended

| DATE | LEARNING AREA |
|--------------|---|
| 03 June 2016 | Information Communication Technology (INCT4) |
| | Language and Communication - IsiXhosa (LCXH4) |
| | Language and Communication - Sepedi (LCSP4) |
| | Language and Communication - Xitsonga (LCXI4) |
| | Language and Communication - siSwati (LCSW4) |
| 06 June 2016 | Language and Communication - IsiNdebele (LCND4) |
| | Language and Communication - IsiZulu (LCZU4) |
| | Language and Communication - Sesotho (LCSO4) |
| | Language and Communication - Tshivenda (LCVH4) |

| DATE | LEARNING AREA |
|--------------|---|
| | Arts and Culture (ARTC4) |
| 10 June 2016 | Language and Communication - English (LCEN4) |
| | Language and Communication - Afrikaans (LCAF4) |
| 15 June 2016 | Travel and Tourism (TRVT4) |
| | Small, Medium and Micro Enterprises (SMME4) |
| 24 June 2016 | Applied Agriculture and Agricultural Technology (AAAT4) |
| | Wholesale and Retail (WHRT4) |

4.3 Summary of Findings

The marking guideline discussions were attended by officials representing the nine PEDs and included the internal moderators, chief markers and markers. Attendees had a clear understanding of the purpose of the meeting and their roles in the marking process. Below is a summary of the findings, per criterion.

C1. Attendance of Internal Moderator/Examiner, Chief Marker and Markers

- The marking guideline discussions were chaired by the relevant LA chief marker or internal moderator. As most provincial representatives were present, LA representatives voted in a chairperson. In most instances, the individuals who had chaired a previous session were nominated.

C2. Verification of Question Papers

- All external moderators reported that the marking guideline and question papers presented at the workshops were the versions approved during the process of moderation of question papers.

C3. Preparation for Memorandum Discussion

- Table 4.2 below indicates the number of scripts marked in the different provinces in preparation for the marking guideline discussions. For example, in KZN one script was marked for AAAT4, 20 for ARTC4 and 20 for INCT4.
- According to the Umalusi external moderators' reports, no amendments were made to the marking guidelines before the discussions.

Table 4.2: Number of Scripts Pre-Marked Per Province

| LA CODE | GP | EC | FS | KZN | LP | MP | NC | NW | WC |
|---------|----|----|----|-----|-----|-----|-----|-----|-----|
| AAAT4 | A | 9 | 9 | 1 | 12 | 40 | A | 13 | A |
| ARTC4 | 40 | 10 | 0 | 20 | 9 | 34 | A | 29 | A |
| INCT4 | 9 | 0 | A | 20 | A | A | A | A | A |
| LCAF4 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| LCEN4 | 20 | 25 | 0 | 40 | 40 | 40 | 40 | 40 | 14 |
| LCND4 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 |
| LCSO4 | 6 | 6 | 10 | N/A | N/A | N/A | N/A | N/A | N/A |
| LCSP4 | 8 | 0 | 0 | 0 | 20 | 20 | 0 | 0 | 0 |
| LCSW4 | 0 | 0 | 0 | 0 | 0 | 20 | 0 | 0 | 0 |
| LCVH4 | A | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| LCXH4 | 0 | 10 | 0 | 20 | 0 | 0 | 0 | 0 | 0 |
| LCXI4 | 2 | 0 | 0 | 0 | 6 | 10 | 0 | 0 | 0 |
| LCZU4 | 27 | 0 | 0 | 6 | 0 | 6 | 0 | 0 | 0 |
| SMME4 | 40 | 10 | 0 | 7 | 9 | 40 | 0 | 20 | 6 |
| TRVT4 | 40 | 15 | A | 24 | 31 | 39 | 13 | 31 | 13 |
| WHRT4 | 20 | 4 | 0 | 2 | 0 | 13 | 0 | 0 | 0 |

C4. Marking Guideline Discussion Process

The marking guideline discussion for any LA is attended by the internal moderator, chief marker and markers from all nine PEDs. The number of participants varies, depending on attendance.

A DHET official starts the sessions with a PowerPoint presentation to highlight marking principles and best practice. These sessions are interactive, with attendees encouraged to participate.

Each LA session is chaired by a chief marker or person appointed by the team.

After the appointment of a chairperson, the participants (representing different provinces) were asked if they had made any changes to the marking guideline, of which none had.

The team worked through the marking guideline systematically and discussed all possible answers. These were included in the final marking guideline to be used in all provincial marking centres.

The Umalusi external moderator was asked to make final decisions when the team could not agree on proposed answers, and was responsible for approving final marking guidelines.

C5. Sample Marking

Following the marking guideline discussion, participants were asked to mark a sample of scripts for their respective LAs. The sample scripts marked for LCND4 were from Mpumalanga, which was the only province to bring samples to the discussions. Scripts marked for other LAs were provided at the marking guideline discussions.

The Umalusi external moderator advised participants on the quality assurance principles to which all had to adhere. This included instructions not to make amendments when they returned to their provincial marking centres.

- During the sample marking, most officials adhered to the marking guidelines and took into consideration new suggestions and amendments.

C6. Approval of Amendments to Marking Guidelines

- Umalusi external moderators who attended the marking guideline discussions approved any amendments for their respective LAs.
- External moderators were also furnished with minutes of the proceedings.

C7. Findings and Recommendations

Umalusi external moderators, having noted amendments made to the marking guidelines mostly indicated that the discussions were conducted in a positive manner.

C8. Post-Evaluation of Question Papers

After observing and participating in the marking guideline discussions, Umalusi external moderators commented on the various criteria they had used during the moderation of the question papers. What was apparent from most external moderators' comments was that participants seemed to pay more attention to the question papers rather than the marking guidelines. This was evidenced by most amendments being made to the marking guidelines, as opposed to the question papers.

4.4 Areas of Good Practice

1. The planning, administration and management of the marking guideline discussion workshops were efficient. A DHET official presented an overview of marking principles at each session. These presentations provided a platform for the discussions.
2. Most attendees from various provinces brought pre-marked scripts to the marking guideline discussions.

4.5 Areas of Concern

1. The deliberations in the groups that had not pre-marked scripts took longer to work through the marking guidelines and to reach consensus.

4.6 Directives for Compliance and Improvement

1. The DHET must ensure that scripts are pre-marked in all 26 LAs, across all provinces, in preparation for national marking guideline discussions.
2. An effort has to be made to ensure that all provinces have at least one representative at all marking guideline discussions.

4.7 Conclusion

The marking guideline discussions served their intended purpose: to improve the quality of the marking guidelines. Most participants were well prepared, although some did not pre-mark a sample of scripts.

The quality of the discussions continues to improve, when compared to previous sessions. The discussions were based on marking principles and there was less of a bargaining approach displayed, possibly because the internal moderators and chief markers have developed expertise over time.

The amendments made were mostly technical and minor. Umalusi moderators approved all recommended changes, which they believed improved the quality of the marking guidelines.

CHAPTER 5: VERIFICATION OF MARKING

5.1 Introduction and Purpose

Verification of marking validates the process of marking and determines whether marking has adhered to the marking guidelines approved by the external moderators during the marking guideline discussions. The verification process evaluates adherence to the marking standards and focuses on the following:

- Adherence to the marking guideline
- Quality and standard of marking
- Irregularities
- Performance of candidates.

For each of these criteria, the external moderators must address the following quality indicators:

- Did the markers make additions/changes to the marking guideline at the marking centre?
- Were the markers consistent in the allocation of marks?
- Was there evidence that answer scripts were internally moderated?
- Was the marking fair, valid and reliable?
- Was the addition and transfer of marks accurate and correct?
- Was there any evidence of possible cheating or irregularities?

5.2 Scope and Approach

The selection of samples was complicated by low registrations in certain LAs specific to certain provinces and/or regions of the country. The verification of marking process was based on LAs deemed to have a reasonably high learner enrolment. Table 5.1 below indicates the LAs verified per province.

Table 5.1 Moderation of Marking Sample

| Date of Verification | Province | Learning Area | Number of Scripts Verified |
|----------------------|------------|---------------|----------------------------|
| 27-29 June | Free State | LC SO4 | 40 |
| | | TRVT4 | 40 |
| 28-29 June | Mpumalanga | LC SW4 | 40 |

| Date of Verification | Province | Learning Area | Number of Scripts Verified |
|----------------------|---------------|---------------|----------------------------|
| | | LCND4 | 40 |
| 29-30 June | Gauteng | LCSW4 | 40 |
| | | EMSC4 | 40 |
| 30 June-1 July | Limpopo | LCSP4 | 40 |
| | | LCVH4 | 32 |
| | | LCXI4 | 44 |
| 1-2 July | Western Cape | LIFO4 | 40 |
| 4-5 July | Eastern Cape | WHRT4 | 45 |
| 8-9 July | KwaZulu-Natal | TECH4 | 42 |
| | | HSSC4 | 40 |
| | | LCEN4 | 40 |
| | | INCT4 | 40 |
| | | LCZU4 | 40 |

External moderators were expected to verify a minimum of 40 learner scripts. Where an external moderator verified fewer than this, the most probable reason would be low enrolment numbers, or that registered candidates had not sat for the examination as expected.

5.3 Summary of Findings

The external moderators completed evaluation reports based on the moderation criteria. These reports included both qualitative and quantitative feedback. This report highlights the consolidated qualitative information extracted from the various external moderator reports. External moderators conducted verification of marking in seven provinces and verified marking for 16 LAs.

C1. Adherence to Marking Guidelines

- The external moderator for TECH4 reported a lack of adherence to the marking guideline. The markers and internal moderators accepted responses that did not appear in the approved marking guideline for Q4.3, Q6.1.1; Q6.1.2 and Q6.2. However, the changes did not affect mark allocation.

- Marking in the Free State was riddled with a number of inconsistencies and did not fully comply with the marking guideline. Marking for LCSO4 was done by the chief marker alone as there were only 33 learner scripts.
- The external moderator for INCT4 indicated that in KwaZulu-Natal the internal moderator had to manage some challenges in marking Q1.3.2 and Q1.4.2. It appeared participants had not considered alternative responses during the marking guideline discussions. The external moderator approved the chief marker and the internal moderator considering candidates' responses that were not worded exactly as in the marking guideline, but with the same meaning.

C2. Quality and Standard of Marking

- External moderators for HSSC4, EMSC4, LCEN4, LCSP4 and LCND4 reported consistent and fair marking. Generally, the markers adhered to the marking guidelines as approved during the marking guideline discussions. Thorough internal moderation was observed, especially in the Mpumalanga marking centre.
- However, three LCSO4 candidates were marked incorrectly on Q1.4 and Q1.8, being allocated two marks instead of three. In LCTS4, one candidate was reported to have been allocated marks for an incorrect response. Another candidate for LCTS4, in Gauteng, was awarded one mark instead of two. These errors were identified by the external moderators and corrected at the marking centres.

C3. Irregularities

External moderators were required to peruse the scripts for evidence of possible irregularities, with the moderation instrument amended to allow for the reporting of such. Table 5.2 lists two incidents of possible irregularities that were noted by the external moderator for INCT4 and TECH4 in KwaZulu-Natal.

Table 5.2: Irregularities Register

| LA CODE | PROV | CANDIDATE NO | CENTRE | IRREGULARITY |
|----------------|-------------|---|---------------|--|
| TECH4 | KZN | 5661235940003 5661235940008 5661235940010 5661235940013 5661235940014 | 5123594 | Five candidates had similar answers on questions 1.5, 1.9, 2.10, 3.5, 3.6, 4.9, 5, 6 and 7 |

| LA CODE | PROV | CANDIDATE NO | CENTRE | IRREGULARITY |
|---------|------|---|---------|---|
| INCT4 | KZN | Candidates 26, 27, 28, 29, 30, 31 and 32 on spreadsheet | 5422271 | Seven candidates had identical answers for questions 1.1, 1.2 and 3.1.1 |

The DHET is expected to investigate the alleged irregularities and must submit a detailed report to Umalusi.

5.4 Areas of Good Practice

1. LCEN4 markers in Gauteng were noted to have impressed the external moderator in that they showed experience in the field of English and their marking was good. This was particularly so in the essay section, where most markers usually fail to demonstrate the application of the rubric. These markers applied it well.

Internal moderators in Mpumalanga conducted internal moderation thoroughly.

5.5 Areas of Concern

The mark allocation on the final marking guidelines must indicate mark allocations for each question. For example, in Gauteng the external moderator for EMSC4 reported that Q3.7 mark allocations caused confusion as marks were to be allocated for part of the response. In some cases markers did not allocate the part-mark where a candidate had only managed to correctly respond to one part of the question.

5.6 Directives for Compliance and Improvement

1. The DHET should ensure that markers are inducted and that chief markers across PEDs attend the marking guideline discussions for the various LAs so that they can implement recommended changes.
2. The DHET must ensure that the approved marking guidelines are distributed to the marking centres on time; and that amendments are discussed during training at Indlela.
3. Block the results of all candidates implicated in acts of dishonesty; Centre number 5123594 (block results of all candidates for Technology L4, Natural Sciences L4 and Ancillary Health care L4); Centre number 5422388 (block results of all candidates for Economic and Management

Sciences L4, Mathematical Literacy L4 and Ancillary Health Care L4); and Centre number 5422271 (block results of all candidates for all subjects).

5.7 Conclusion

It is clear that Umalusi should continue with the on-site moderation process. This enables external moderators to independently choose their samples and make realistic judgements regarding the AET sector.

CHAPTER 6: MONITORING OF WRITING

6.1 Introduction and Purpose

Umalusi is responsible for verifying the extent to which examination centres comply with regulations and policies pertaining to the conduct, administration and management of examinations. This is also intended to report on conformity to section 18 of the GENFETQA Act, which states that assessment bodies must have in place adequate measures to combat irregularities by ensuring the confidentiality and integrity of the assessment.

The purpose of this chapter is therefore to report on how these examinations were conducted, administered and managed in the examination centres monitored nationally. This report will, further, present a summary of all the activities as they transpired during the writing phase of the examinations. It also identifies areas of concern and good practice, and provides directives for improvement.

6.2 Scope and Approach

Umalusi monitored the GETC examinations at 27 examination centres across the nine provinces. Table 6.1 below provides details of the centres visited, subjects monitored and candidate numbers.

Table 6.1: Examination Centres Monitored for the Writing of Examinations

| | Province | Centre | Date | Subject | No. of Candidates |
|--|---------------|------------------|---------|-------------------------------------|----------------------------|
| | KwaZulu-Natal | Dokkies | 14/6/16 | Ancillary Health Care | All candidates were absent |
| | | Chesterville Ext | 8/6/16 | Travel & Tourism | 1 (absent) |
| | | Prince Mshiyeni | 6/6/16 | Mathematical Literacy | 4 |
| | | Waterval Prison | 7/6/16 | Small, Medium and Micro Enterprises | 5 |
| | | Tugela High | 20/6/16 | Natural Sciences | 13 |
| | | Siyamukela | 14/6/16 | Ancillary Health Care | 18 |
| | Gauteng | Denver CLC | 20/6/16 | Natural Sciences | 14 |
| | | Moepathutse AET | 21/6/16 | Wholesale & Retail | 5 |

| | Province | Centre | Date | Subject | No. of Candidates |
|--|---------------|----------------------------------|---------|---|-------------------|
| | Eastern Cape | Siyazakha AET | 14/6/16 | Ancillary Health Care | 6 |
| | | Mdantsane Prison | 8/6/16 | Travel & Tourism | 7 |
| | | Mdantsane Prison | 21/6/16 | Wholesale & Retail | 10 |
| | | Mzoxolo AET | 6/6/16 | Mathematical Literacy | 2 |
| | North West | Marang AET | 14/6/16 | Ancillary Health Care | 5 |
| | | Tau-Malebye | 14/6/16 | Ancillary Health Care | 4 |
| | | Legatelle AET | 8/6/16 | Travel & Tourism | 7 |
| | Free State | Mahlasedi PALC | 8/6/16 | Travel & Tourism | 8 |
| | | Menyatso PALC | 14/6/16 | Ancillary Health Care | 1 |
| | Mpumalanga | Kanyamazane ABET | 9/6/16 | Human and Social Sciences | 18 |
| | | Zenzeleni AET | 14/6/16 | Ancillary Health Care | 2 |
| | Limpopo | Chumana AET | 6/6/16 | Mathematical Literacy | 16 |
| | | Seshego Hospital | 20/6/16 | Natural Sciences | 24 |
| | | Thusano ABET Centre | 13/6/16 | Applied Agriculture and Agricultural Technology | 43 |
| | | Nkwana ABET Centre | 14/6/16 | Ancillary Health Care | 4 |
| | Western Cape | Plettenberg Bay CLC | 6/6/16 | Mathematical Literacy | 10 |
| | | Highlands Primary | 8/6/16 | Travel & Tourism | 10 |
| | Northern Cape | Steinkopf Public Centre | 6/6/16 | Mathematical Literacy | 2 |
| | | Tswelopele Correctional Services | 20/6/16 | Natural Sciences | 10 |

6.3 Summary of Findings

Table 6.2 below indicates the level of compliance of the relevant centres to the eight criteria delineated in the instrument for monitoring the writing of examinations.

Table 6.2: Level of Compliance in Relation to Criteria

| CRITERIA | Met All Criteria | Met Most Criteria | Met Few/None of the Criteria | TOTAL |
|--|-------------------------|--------------------------|-------------------------------------|--------------|
| Delivery and storage of examination material | 19 | 8 | 0 | 27 |
| The invigilators and their training | 20 | 5 | 2 | 27 |
| Preparations for writing and the examination room/venue(s) | 19 | 6 | 2 | 27 |
| Time management for the conduct of examinations | 23 | 3 | 1 | 27 |
| Checking of the immediate environment | 17 | 1 | 9 | 27 |
| Activities during writing | 22 | 4 | 1 | 27 |
| Packaging and transmission of answer scripts | 21 | 5 | 1 | 27 |
| Monitoring by the assessment body | 8 | 4 | 15 | 27 |
| Total | 149 | 36 | 31 | 216 |

a) Delivery and storage of examination material

The delivery and the storage of examination materials were generally well administered by the examination centres monitored and the district offices. It was reported that 18 of the 26 centres monitored by Umalusi met "all" the requirements in this criterion, while eight complied in "most" aspects. The question papers were either collected by the chief invigilator/s from the nodal point or delivered to the examination centres by district officials. Only in the Western Cape were the papers delivered in consignments to the examination centres, by Sky Net courier services. By virtue of the accountability vested with the chief invigilator, in most centres the principal received and stored the examination papers in a lockable strong-room.

It was found that the question papers and answer books were at all times transported and delivered to the examination venues on the date of the examination, under the watchful eye of a chief invigilator.

b) Invigilators and their training

There was clear evidence that the chief invigilators were trained by the relevant district officials. While documentary proof of invigilator training by chief invigilators

was evident, the minutes of meetings omitted to capture information on invigilator training.

The invigilators were trained by the respective chief invigilators. However, at some centres there was no proof of training of either chief invigilators or invigilators. The district officials or principals of examination centres were appointed as chief invigilators. Appointment letters for invigilators were, in some cases, not signed.

c) Preparations for writing; and the examination venues

This segment of the criteria requires that the assessment body has measures in place to manage the conduct of examinations. During the monitoring of the writing phase, the following were discovered:

- Signage indicating the location of the writing venue was not in all cases provided.
- Formal identification of candidates is a requirement that must be observed at all times. However, this was not always the case. The checking of such documents was not enforced across centres.
- The display of name tags by invigilators was neglected. Because invigilators were dressed informally, it was at times difficult to differentiate between candidates and invigilators.
- Where there was an absence of seating plans, mark sheets were used for this purpose.
- It was difficult to trace irregularities because the register of irregularities, or examination occurrences, was not updated daily.
- In cases where the centres made use of chalk-boards for providing administrative information to the candidates (e.g. time intervals, centre number, subject codes, etc.) it was discovered that information for previous sessions had not been removed.
- The daily situational report was not completed at almost all centres. There were no irregularity records available at the centres.

d) Time management

The time allocated for administering the examinations at different centres was, generally, managed satisfactorily. From the sample where monitoring was conducted, it was noted that examination materials and papers were brought to the examination centres in good time. Notably, the invigilators were also punctual, except that:

- The 10 minutes' reading time was, in very few cases, not adhered to. Candidates were at times unfairly treated because of poor time management by certain chief invigilators.
- At some examination centres the examination rules were not read out.
- The checking of technical aspects of the question papers and issuing of answer books were not attended to.

e) Checking the immediate environment

The checking of the immediate environment and surroundings at a venue where examinations are administered is crucial and requires the attention of invigilating personnel. It was found that where surroundings were neglected or not thoroughly checked, there was a potential for misuse that presented an advantage to candidates. This applied particularly to the use of toilets while an examination was in progress.

f) Activities during writing

The commencement of the exams was not compromised across centres where Umalusi monitored. It was, however, noted that:

- The "last five minutes" rule was not brought to the attention of candidates at most exam venues.
- At a few centres, candidates were allowed to leave the exam room during the last 15 minutes. Where relevant, monitors brought this infringement to the attention of chief invigilators.
- There were instances where candidates arrived after the commencement of the exams because they had experienced transport problems. In some instances, it was reported that candidates had to work for half the day and then rush to the exam centres.
- Cases were discovered where candidates were not registered with the examination centre; and/or their names did not appear on the mark sheet. In such cases, the chief invigilators used manually generated mark sheets.
- At one centre the host school delayed the commencement of the exams by about 15 minutes. The candidates were allowed the 15 minutes at the end of the session.

g) Packaging and transmission of answer scripts

In general, the examination venues were used for packaging answer scripts after the writing session. In such cases, examination centres carried out this responsibility satisfactorily. Teams in monitored centres found no instances of non-compliance with the procedure prescribed in the regulation. Furthermore, it was noted that examination material and answer books were transported within 30 minutes of the end of the writing session. Clearly, at the centres monitored by Umalusi, chief invigilators were ready to transport the papers to the nodal points or to inform courier services to collect answer scripts.

h) Monitoring by the assessment body

While there was fairly good support from the relevant district offices, at 19 centres there was no record of any monitoring reports. The issues of manually generated mark sheets and candidates not being registered should have been recorded as this can assist in the planning and conduct of future examinations.

i) Irregularities

Irregularities identified by Umalusi monitors:

- Learners were not registered for the exams at three centres
- Learners were admitted into an examination centre without identity documents.

6.4 Areas of Good Practice

- The appointment of chief invigilators at all examination centres was evident.

6.5 Areas of Concern

1. The registration of candidates was not administered by the assessment body on time.
2. Admitting candidates to an examination room without identity documents posed a risk of imposters sitting examinations.
3. Seating plans for candidates were not drawn up.
4. Identification tags for examination officials were not in evidence.
5. A high rate of absenteeism of candidates registered to write an examination contributed to poor logistical planning at the examination centres.

Table 6.3: Summarised Areas of Concern – Writing Phase

| CRITERIA | NATURE OF NON-COMPLIANCE | CENTRES IMPLICATED |
|--|--------------------------------------|--|
| Delivery and storage of examination material | No store room facilities | Prince Mshiyeni |
| The invigilators and their training | No evidence that training took place | Steinkopf Public Centre Tswelopele Correctional |

| CRITERIA | NATURE OF NON-COMPLIANCE | CENTRES IMPLICATED |
|---|---|---|
| | | Services Marang AET Mzoxolo AET |
| | No appointment letters for chief invigilator and invigilators | Tau-Malebye |
| Preparations for writing and the examination venues | No seating plan | All centres |
| | No clock | Dokkies |
| | Date, subject information not displayed | Mbalenhle Primary School |
| | Poor control / lack of verification of identity documents | Waterval Prison Mbalenhle Primary School Lwandile AET |
| | Outside noise | Umkhubane AET Dokkies |
| | Unstructured exam file | Almost all centres |
| | Poor signage to exam venue | Almost all centres |
| Time management | Poor time management | Waterval Prison Prince Mshiyeni |
| | No reading time allowed | Mdantsane Prison Plettenberg Bay CLC Marang AET |
| | Poor punctuality of invigilators | Tugela High |
| Activities during writing | - | - |
| Packaging and transmission of answer scripts | No situational reports | Denver CLC Moepathutse AEC |
| | Packaging of scripts | Mzoxolo AET |
| Monitoring by the assessment body | No evidence of monitoring at all | All centres |

6.6 Directives for Compliance and Improvement

1. The registration process for candidates must be completed prior to the conduct of the writing of examinations by the assessment body.
2. The assessment body should address the high rate of absenteeism of registered candidates; and remedial action sought to enhance logistical planning by the examination centres.

6.7 Conclusion

The administration of the GETC examination was managed fairly well by the DHET nationally. However, there are areas for improvement, as noted in this report.

Despite the technical challenges noted, the writing process was managed well. There were no reports of serious cases of irregularities that might have compromised the credibility of the examinations.

CHAPTER 7: MONITORING OF MARKING

7.1 Introduction and Purpose

Umalusi, as a quality council, has an obligation to ensure that the conduct, administration and management of examinations are credible. The purpose of this chapter is therefore to report on the integrity of the DHET marking process of the June 2016 GETC examination.

Umalusi's external monitoring of the marking phase is intended to establish the levels of compliance to the regulations governing the examinations. Its purpose is, further, to identify areas of good practice and challenges encountered by marking centres and, where necessary, issue directives for improvement.

7.2. Scope and Approach

This report consolidates the findings of the Umalusi monitors on the conduct of the marking process of the GETC examinations. Data used to compile this report was gathered by Umalusi's provincial monitors from on-site monitoring at marking centres, and interviews and observations, using an instrument designed for this purpose.

Umalusi monitored the GETC examination marking process in seven provinces; monitors were deployed to a sample of seven marking centres nationally.

This report provides a brief account of the DHET's plans for marking, state of the marking centre, security at the marking centre, training of marking personnel, marking procedure, monitoring of marking, handling of irregularities, and quality assurance procedures and reports. Table 7.1 below provides an account of centres, subjects and numbers of candidates per centre, on the dates indicated.

Table 7.1: Examination Marking Centres Monitored

| | Province | Centre | Date | Subject | No. of Candidates |
|---|--------------|---------------------------------|---------|-------------|-------------------|
| 1 | Eastern Cape | Phandulwazi Agricultural Centre | 3/7/16 | 16 subjects | 3352 |
| 2 | Free State | Hoërskool Sentraal | 30/6/16 | 7 subjects | 1842 |

| | Province | Centre | Date | Subject | No. of Candidates |
|---|----------------|---------------------------|---------|--------------|-------------------|
| 3 | Gauteng | Roosevelt High | 29/6/16 | All subjects | 3188 |
| 4 | KwaZulu- Natal | VN Naik | 8/7/16 | 3 subjects | 1447 |
| 5 | Limpopo | General Piet Joubert High | 30/6/16 | 24 subjects | 26614 |
| 6 | Mpumalanga | Izimbali Combined School | 29/6/16 | 6 subjects | 3754 |
| 7 | North West | Zeerust Hoërskool | 10/7/16 | 16 subjects | 3382 |

7.3 Summary of Findings

The findings below are presented in terms of the criteria for monitoring the marking phase of examinations, as prescribed by Umalusi. Table 7.2 below indicates the level of compliance of the centres with the nine critical criteria indicators for the conduct, administration and management of examinations.

Table 7.2: Level of Compliance in Relation to Criteria

| CRITERIA | Met All Criteria | Met Most Criteria | Met Few/None of the Criteria | TOTAL |
|-------------------------------|------------------|-------------------|------------------------------|-----------|
| Planning for marking | 7 | - | - | 7 |
| Marking centre | 5 | 2 | - | 7 |
| Security | 4 | 3 | - | 7 |
| Training of marking personnel | 4 | 3 | - | 7 |
| Marking procedure | 7 | - | - | 7 |
| Monitoring of marking | 6 | 1 | - | 7 |
| Handling of irregularities | 6 | 1 | - | 7 |
| Quality assurance procedures | 6 | 1 | - | 7 |
| Reports | 6 | 1 | - | 7 |
| Total | 51 | 12 | - | 63 |

Planning for marking

The marking plan was developed by the respective PEDs. It was evident from reports that the centre managers monitored the progress of marking as planned. A comprehensive list of marking and administrative personnel was maintained by the respective centre managers. Further, all guidelines were received timeously at all marking centres.

Marking centre

There was adequate control of scripts at all centres. The marking centres were well chosen as all facilities, including communication channels, were available. The centres were equipped with appropriate furniture. At the centres where accommodation was provided, markers were provided with dormitory style accommodation, which was comfortable. Special dietary requirements for markers were met. Only in Limpopo was there a slight disruption in hot water availability for the markers. All centres began marking between 7:00 and 7:30 and concluded daily around 17:30.

Security

There was adequate security at all marking centres. The buildings were well burglar-proofed and had armed response support. Security personnel accompanied exam assistants when scripts were moved from the control centres to the exam venues, and vice versa. All scripts were transported to the exam venue in specially designated trucks of the respective provinces and were all fitted with tracking devices. While there were sufficient security personnel at the gates, the cars at certain marking centres were not checked.

Training of marking personnel

All marking centre managers were trained by the PEDs. The chief markers and internal moderators were trained during the marking guideline discussions at provincial level. The chief markers were responsible for training the senior and deputy markers. All markers were trained by the chief markers at the training centres and were provided with dummy scripts to mark. On-the-spot training was provided when certain challenges were identified. It was the duty of the respective province to train and select examination assistants. All personnel were informed in writing of their appointment.

Marking procedure

The attendance registers for the markers were controlled and monitored by the respective chief markers. Once marking guidelines had been approved (at the marking guideline discussion), no changes were allowed. At most centres there was

fairly good quality assurance in place to ascertain that the entire script was marked. There were procedures in place to monitor underperforming markers.

Monitoring of marking

The pace and the quality of marking were very closely monitored by the chief markers, who were assisted by internal moderators. The internal moderators were part of the marking team for the duration of the marking session. The chief markers made copious notes on each marker as the process unfolded. The evaluation of the markers will assist the province when making appointments in the future. The quality assurance process in place, through verification by examination assistants, assures that issues regarding computation and transfer of marks to the cover page are correct.

Handling of irregularities

The handling of irregularities was discussed at the marking guideline discussion. All markers were made aware of the procedure to be followed when an irregularity was detected. First, they were to inform their respective senior markers. If the senior marker felt an irregularity was suspected, the matter was then discussed with the chief marker. Finally, it was the call of the chief marker whether to discuss the matter with the irregularity committee, which was chaired by the marking centre manager.

Quality assurance

Checks and balances were in place and quality was assured at each step of the marking process. Once marking of a script was completed, the respective codes of each marker were appended to the script. The senior marker checked that all sections of the script were marked; subtotals were correct; and all other computation procedures were in place. The senior marker also appended his/her code to the script. Finally, the chief marker and the internal moderator ratified a sample of all scripts. When the scripts reached the control centre, it was the duty of the examination assistant to check each script, including the correctness of marks transferred to the mark sheets.

Reports

It was the responsibility of the chief marker to evaluate each marker under his/her care. This report was forwarded to the respective PED, a system that assists in the future appointment of markers. The internal moderator compiled a detailed report on the subject, identifying all strengths and weaknesses. The chief, senior and deputy markers and the marking personnel fed the internal moderator with information that would help in compiling the report.

Irregularities reported by the examinations centres

None were reported.

Irregularities identified by Umalusi monitors

None were reported.

7.4 Areas of Good Practice

The following areas of good practice were noted:

1. The marking plan was closely adhered to.
2. The marking venues were well selected, with all necessary infrastructures.
3. The integrity of the exam process was not compromised.
4. Good control of the flow of scripts was evident.

7.5 Areas of Concern

The following area of concern was noted during the monitoring visits, which needs to be addressed;

1. The security personnel at the gate at some centres did not check the cars that entered marking venues.

7.6 Directives for Compliance and Improvement

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

1. Security personnel at the gates are properly trained to check each vehicle entering and leaving the marking centre. This is imperative.

7.7 Conclusion

The details in this report provide an indication of the areas of non-compliance and areas of good practice observed by Umalusi monitors during the monitoring of marking of the GETC examinations administered by DHET. The directives for compliance and improvement require the attention of the DHET.

Finally, it must be noted that, despite the concerns raised in this report, the conduct of all processes in regard to marking was not compromised in any way, and can be accepted as having been a legitimate process.

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 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 a relatively constant product is delivered to the market.

In terms of the GENFETQA Act, 2001 (as amended, 2008) section 17 a(4), Umalusi may adjust raw marks during standardisation. Qualitative inputs from external moderators, internal moderators, post-examination analysis reports as well as the principles of standardisation are taken into consideration in carrying out the statistical moderation process.

Standardisation involves various processes to ensure that the procedure is carried out accurately. It involves mainly verification of subject structures, 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 NQF. Umalusi conducted the verification of the capturing of marks in four PEDs, i.e. Gauteng, Limpopo, Western Cape and Mpumalanga.

8.3 Summary of Findings

Development of historical averages

The subject structures were verified and approved. The historical averages were verified and approved after several moderations. The delays in the approval of the historical averages were due to misinterpretation of the maximum mark. The historical average was then accepted, following the correct maximum mark.

Capturing of marks

In the provinces monitored, mark capturing and the marking process were verified at the marking centre, except in the Western Cape where the marking process had already been completed. The system administrators described the capturing

process, and a sample of mark sheets was verified. Consequently, a description of the security systems for the examination materials was provided and verified, which was highly commendable.

The verifiers also checked the data capturing rooms, which were declared appropriate for the purpose. In addition, captured marks were verified against the mark sheets, and alignment between the two was evidenced. The guideline for the capturing process was also provided; however, no evidence of training or training manuals was available.

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

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 the graphs per subject, with particular attention paid to different colours and raw mark adjustments. The pairs analysis and percentage distribution per subject were also verified and approved.

Pre-standardisation and standardisation

The external moderators' report, monitoring reports on the conduct of writing and marking as well as standardisation principles were used to determine adjustments per subject. The historical average, computed from the raw marks of five years from the November examination, was used for the June examination. Therefore, the norm was very high for this cohort.

Subsequently, the historical average was used as a guideline; and the pairs analysis and the mean of candidates in other subjects laid the basis for the standardisation process, in relation to the above-mentioned reports. The late submission of the internal moderators' report was noted as a point for concern, as this could have contributed positively to the statistical moderation process.

Standardisation decisions

The decisions for the June 2016 ABET L4 were informed by the historical average, or norm, as a guideline, but 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 | 12 |
| Adjusted (mainly upwards) | 12 |
| Adjusted (mainly downwards) | 2 |
| Number of LAs standardised: | 26 |

Post-standardisation

The assessment body was required to submit the adjusted data sets as per the agreed standardisation decisions. These were verified after a few moderations, and adjustments were approved after the differences were rectified.

8.4 Areas of Good Practice

1. Adequate numbers of permanently appointed data capturers were used in all the provinces monitored.
2. The use of experienced data capturers reduced the margin of error.
3. The use of a double capturing system to verify the accuracy of capturing was commendable.
4. The Mpumalanga Education Department's capturing centre had excellent security systems, i.e. biometric systems and CCTV.
5. The guideline for the management of capturing in the centres was available in Mpumalanga.

8.5 Areas of Concern

1. In all the PEDs monitored, except one, capturing centres did not have procedural documents pertaining to the authenticity of mark sheets and the capturing of marks. The exception was Mpumalanga, which did have the guideline for the management of capturing on hand.
2. Meetings and training of capturers were informal. No minutes or training manuals were evident to confirm that training had taken place.
3. Generally, the performance of learners was extremely poor compared to that of previous years.
4. A high number of irregularities were noted.
5. The number of absentee candidates was very high.

8.6 Directives for Compliance and Improvement

1. The DHET must ensure that the negative differences in the medians are reflected correctly in pairs analysis.
2. The DHET must ensure that capturing of adjustments is done diligently and timeously.
3. The DHET must ensure that amendments are attended to timeously.

8.7 Conclusion

Although there were delays in the approval of the data sets, this did not hinder the credibility and integrity of the DHET GETC ABET L4 examinations.

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