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

June 2016

# REPORT ON THE QUALITY ASSURANCE OF THE IEB EXAMINATION OF THE GETC: ABET L4

June 2016

# TABLE OF CONTENTS

# ACRONYMS

| | |
|---|---|
| ABET | Adult Basic Education and Training |
| AET | Adult Education and Training |
| ASC | Assessment Standards Committee |
| CAT | Common Assessment Task |
| CLC | Community Learning Centres |
| EAG | Examination and Assessment Guideline |
| GETC | General Education and Training Certificate |
| IEB | Independent Examinations Board |
| LA | Learning Area |
| NQF | National Qualifications Framework |
| PALC | Public Adult Learning Centre |
| POA | Portfolio of Assessment |
| POE | Portfolio of Evidence |
| 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 |
| AET | Adult Education and Training |
| ASC | Assessment Standards Committee |
| CAT | Common Assessment Task |

# CHAPTER 1: QUESTION PAPER MODERATION

## 1.1 Introduction and Purpose

The external moderation of the June 2016 General Education and Training Certificate (GETC) ABET Level 4 question papers (QPs) was conducted for eight learning areas offered by the Independent Examinations Board (IEB). Umalusi employs external moderators who have relevant subject matter expertise to scrutinise and carefully analyse the standard of the QPs. Basically, the quality and standard of the QPs starts at the point of the appointment of examiners. Therefore, the IEB is required to appoint suitably qualified examiners with the requisite subject knowledge to set QPs; and internal moderators to moderate the QPs before they are presented to Umalusi for external moderation.

Umalusi moderates QPs based on a set of criteria to confirm that the standard of the paper adheres to policy requirements. To maintain public confidence in the national examination system, the QPs 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.

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

The IEB offers examinations for eight learning areas (LAs) of the GETC ABET L4, as detailed in Table 1.1 below.

**Table 1.1:    IEB Learning Areas for the GETC: ABET L4**

| LA No | LEARNING AREAS | LA CODE |
|-------|----------------|---------|
| 1 | Communication in English | A4CENG |
| 2 | Economic and Management Sciences | A4EMSC |
| 3 | Human and Social Sciences | A4HSSC |
| 4 | Life Orientation | A4LIFO |
| 5 | Mathematical Literacy | A4MATH |
| 6 | Natural Sciences | A4NTSC |

| LA No | LEARNING AREAS | LA CODE |
|---|---|---|
| 7 | Small, Medium and Micro Enterprises | A4SMME |
| 8 | Technology | A4TECH |

## 1.2    Scope and Approach

The IEB presented QPs and the accompanying marking memoranda for the eight LAs it offered for moderation by Umalusi in preparation for the June 2016 GETC ABET L4 examinations.

All QPs were moderated according to the *Umalusi Instrument for the Moderation of Question Papers,* which requires that moderators assess the QPs according to eight criteria:

1. Technical quality
2. Internal moderation
3. Content coverage
4. Cognitive skills
5. Marking memorandum
6. Language and bias
7. Adherence to subject and assessment guidelines
8. Predictability.

Each criterion has a set of quality indicators against which the QPs are evaluated and assessed. The moderator makes a judgement against 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 criteria).

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

- Approved (A)
- Conditionally approved – resubmit (CAR)
- Rejected – if the standard and quality of the QP is entirely unacceptable (R).

## 1.3    Summary of Findings

The external moderators completed evaluation reports based on the moderation criteria. The moderation reports included both statistical as well as qualitative feedback. This report highlights the consolidated statistical as well as the qualitative information extracted from the various external moderator reports. The Table below provides a breakdown of the status of the QPs after all external moderation exercises were completed.

**Table 1.2:    Approval Status of Question Papers Moderated**

| A = Approved | CAR = Conditionally Approved > Resubmit | R = Rejected | |
|---|---|---|---|

| FULL LEARNING AREA DESCRIPTION | LA CODE | 1ST Mod | 2ND Mod |
|---|---|---|---|
| 1. Communication in English | A4CENG | A | |
| 2. Economic and Management Sciences | A4EMSC | CAR | A |
| 3. Human and Social Sciences | A4HSSC | A | |
| 4. Life Orientation | A4LIFO | A | |
| 5. Mathematical Literacy | A4MATH | A | |
| 6. Natural Sciences | A4NTSC | A | |
| 7. Small, Medium and Micro Enterprises | A4SMME | A | |
| 8. Technology | A4TECH | A | |

Graph 1.3 summarises the status of QPs after all external moderation exercises were completed.

**Graph 1.3:     Analysis of External Moderation of Question Papers**
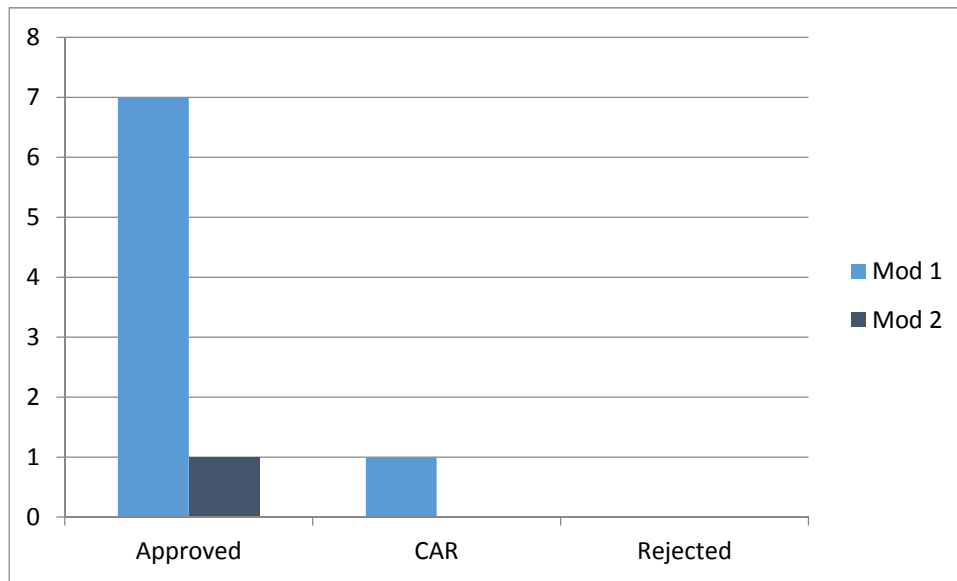


An analysis of Graph 1.3 shows that 88% of the QPs were approved after first moderation. This shows that the examiners were able to set examination QPs of a good standard. Examiners were able to pay the required attention to the detail that eliminates unnecessary errors, especially regarding technical issues.

Only one examination QP, which is A4EMSC, was conditionally approved to be resubmitted for 2nd moderation. The key concerns with this QP that led it to being resubmitted were that it did not adhere to the cognitive skill and predictability requirements expected at this level.

The internal moderators implemented the recommendations of the external moderators and the QP was approved without need for 3rd moderation.

Table 1.4 gives a summary of the compliance ratings for the eight QPs approved after 1st and 2nd moderations.

**Table 1.4:     Compliance Ratings for Question Papers Approved**

|  | COMPLIANCE FREQUENCY (8 QPs) | | | |
|---|---|---|---|---|
|  | None | Limited | Most | All |
| C1.   Technical Criteria | 0 | 0 | 5 | 3 |
| C2.   Internal Moderation | 0 | 0 | 3 | 5 |
| C3.   Content Coverage | 0 | 2 | 1 | 5 |
| C4.   Cognitive Demand | 0 | 1 | 2 | 5 |
| C5.   Marking Guidelines | 0 | 0 | 4 | 4 |

|  | COMPLIANCE FREQUENCY (8 QPs) | | | |
|---|---|---|---|---|
|  | None | Limited | Most | All |
| C6. Language and Bias | 0 | 1 | 5 | 2 |
| C7. Adherence to Policy (SAGs) | 0 | 0 | 2 | 6 |
| C8. Predictability | 1 | 0 | 1 | 6 |
|  | **1** | **4** | **24** | **35** |
|  | **8%** | | **92%** | |

The Table indicates that after the eight QPs were all externally moderated there were still areas for improvement regarding content coverage, cognitive demand, language and bias, and predictability. The eight criteria are explained in the relevant sections below.

## C1. Technical criterion

- All QPs approved met the minimum requirements regarding the technical criterion, as the internal moderators implemented the recommendations of the external moderators.

- The five QPs that were given a "most" compliance rating could have easily attained "all" requirements with improved internal moderation.

## C2. Internal moderation

- Internal moderation was met by six QPs that were externally moderated for IEB during this cycle. This is an indication of a good system, as it shows that with more attention given to this criterion all QPs could have easily been approved during 1st external moderation.

- It is also encouraging that five out of a total of eight QPs complied with all the requirements for this criterion.

## C3. Content coverage

- A4NTSC was the only QP that did not meet the requirements for this criterion. The internal moderator's comments indicated the aspects to be addressed, but were not, until the QP reached the external moderator.

## C4. Cognitive demand

- All the QPs were able to meet the requirements of this criterion.

*C5.    Marking guidelines*

- Only the A4TECH QP failed to meet all requirements for this criterion. It received a "limited" compliance rating. The external moderator identified several issues that needed to be rectified. These included

    o  Ensuring that all possible responses were included

    o  Removing incorrect responses to some questions

    o  Expressing some responses as a ratio.

*C6.    Language and bias*

- All QPs approved met the minimum requirements for this criterion.

- The examiners did very well. Only one QP received a limited compliance rating.

*C7.    Adherence to policy (Subject and Assessment Guidelines – SAGs)*

- Only two QPs, namely A4MLMS and A4NATS, failed to meet all the requirements for this criterion. The other six QPs were able to meet "most" requirements for this criterion.

- The examiners did very well, as six QPs complied in all respects at 1st moderation.

*C8.    Predictability*

- Only the A4EMSC QP received a non-compliance rating for this criterion.

- The examiners did very well as six QPs complied in all respects.

- Examiners must be complimented as many questions were original, innovative and creative.

## 1.4 Areas of Good Practice

1. The QPs covered technical aspects, cognitive demand and language and bias very well. These three criteria were given compliance ratings of 75% each.

    The elements of creativity, innovation and originality were appropriately demonstrated in the development of questions.

## 1.5 Areas of Concern

1. The QP for A4EMSC was of a poor quality and standard. It was the only paper that needed 2nd moderation.

## 1.6 Directives for Compliance and Improvement

1. The IEB should improve the quality of future A4EMSC QPs, with specific reference to predictability.

## 1.7 Conclusion

Umalusi approved seven QPs after 1st moderation and the remaining A4EMSC QP was approved after 2nd moderation. Overall, the quality of the QPs was good, with a majority not having critical issues to address in instances where they had not met all requirements. The quality of all the QPs could improve if examiners and internal moderators paid closer attention to the work.

# CHAPTER 2: MODERATION OF COMMON ASSESSMENT TASKS

## 2.1 Introduction and Purpose

The IEB as the assessment body is responsible for setting Common Assessment Tasks (CATs) for the administration of Site-Based Assessment (SBA) for the GETC: ABET L4 qualification, based on the Subject and Assessment Guidelines (SAGs). The IEB offers eight LAs for the GETC qualification. The IEB set two new tasks that were moderated by Umalusi external moderators in March 2016. These tasks were for only two LAs, namely Mathematical Literacy (A4MATH), and Communication in English (A4CENG).

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 QPs.

## 2. 2 Scope and Approach

The five CATs for A4MATH and A4CENG consist of five activities each. 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 CATs was conducted off-site, at the external moderators' homes, in March 2016.

## 2. 3   Summary of Findings

The moderation reports included both quantitative information and qualitative feedback. This chapter reflects the quantitative as well as the qualitative 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 activities 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 activities have been met. Table 2.1 provides a breakdown of the status of the CATs after all external moderation exercises were completed.

*Table 2.1:* *Approval of CATs Moderated*

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

| | | 2016 COMMON ASSESSMENT TASKS | |
|---|---|---|---|
| **FULL LEARNING AREA DESCRIPTION** | **LA CODE** | **1ST MOD** | **2ND MOD** |
| LLC: English | A4CENG | CAR | CANR |
| Mathematical Literacy | A4MATH | CANR | |

Graph 2.1 summarises the status of CATs after all external moderation exercises were completed.

*Graph 2.1:* *Analysis of External Moderation of Common Assessment Tasks*
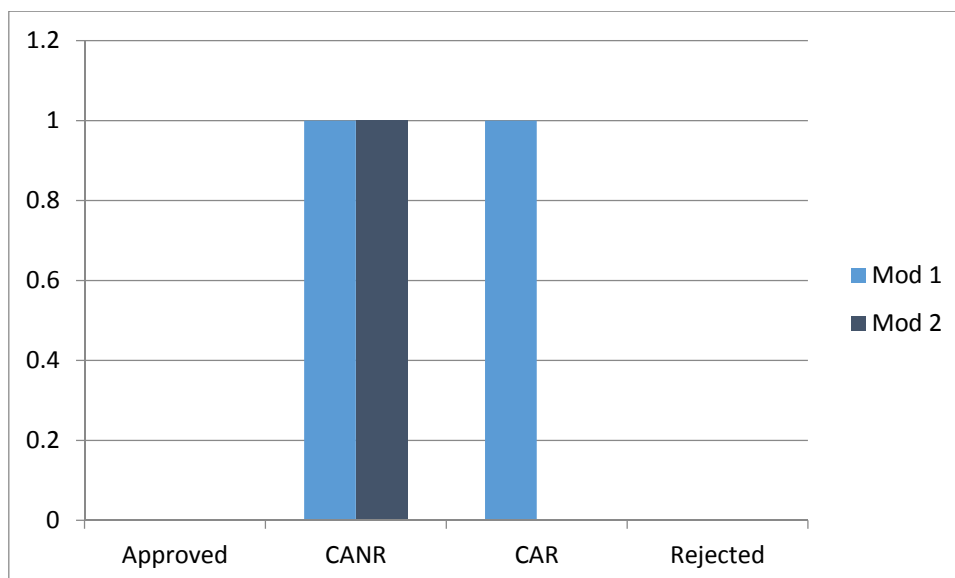


An analysis of Graph 2.1 shows that 50% of the CATs were approved after first moderation. Most amendments relating to the second LA, which is Communication in English (A4CENG), related to poor language used in some activities, and confusing instructions.

The A4CENG CATs had to undergo 2nd moderation to address the various issues that had been picked up during the moderation period. Table 2.2 gives a summary of the compliance ratings for the two CATs evaluated after 1st moderation.

*Table 2.2:        Compliance Ratings for CATs after First Moderation*

|  |  | COMPLIANCE FREQUENCY (2QPs) | | | |
|---|---|---|---|---|---|
|  |  | None | Limited | Most | All |
| C1. | Adherence to SAGs | 0 | 0 | 1 | 1 |
| C2. | Content Coverage | 0 | 0 | 0 | 2 |
| C3. | Cognitive Demand | 0 | 0 | 1 | 1 |
| C4. | Language and Bias | 0 | 1 | 1 | 0 |
| C5. | Formulation of Questions | 0 | 1 | 1 | 0 |
| C6. | Quality & Standard of SBA | 0 | 0 | 1 | 1 |
| C7. | Mark Allocation | 0 | 1 | 1 | 0 |
| C8. | Use of Assessment Methods | 0 | 0 | 1 | 1 |
| C9 | Internal Moderation | 0 | 0 | 1 | 1 |
|  |  | **0** | **3** | **8** | **7** |
|  |  | **17%** | | **83%** | |

Non-compliance with the criteria, which was initially at 17%, was reduced to 0% at 2nd moderation. It is important to note that the areas of limited compliance observed during 1st moderation related to one or more of the five activities, and not all tasks for a specific LA.

### *C1:    Adherence to SAGs*

- This criterion was adhered to well as it was approved for both tasks at 1st moderation. The A4CENG CAT met "all" requirements while A4MATH CAT met "most" requirements.

### *C2:    Content coverage*

- This criterion was also met 100% at 1st moderation for both LAs.

- It is important to note that this criterion is very closely linked to the SAGs; therefore, the concerns noted in criterion 1 above also apply to this criterion.

### *C3:    Cognitive skills*

- Equating the cognitive demand in the A4MATH CAT activities was a challenge. It was noted that questions presented in the five activities were of different cognitive levels and different levels of difficulty. It must be noted that the SAGs are very prescriptive and provide details of the cognitive spread per question. This poses a challenge if the SAGs are structurally flawed.

*C4:*    *Language and bias*

- During 1st moderation A4MATH achieved "limited" compliance in this respect. This is a cause for concern in a LA such as A4MATH. An issue of concern was clarity of the activities, as the way instructions were phrased could potentially disadvantage learners. Even though amendments were eventually made and submitted for 2nd moderation, the rating achieved was "most" and not "all", which would have been the most appropriate amendment.

*C5:*    *Formulation of instructions and questions*

- The issues that presented a challenge regarding language and bias were similar to those lacking for this criterion. In other words, if questions present some form of bias then it means they have not been properly formulated. This is supported by the fact that similar compliance ratings were given for both criteria, i.e. language and bias, and formulation of instructions and questions.

*C6:*    *Quality and standard of SBA tasks*

- Once again language and bias and formulation of instructions and questions were criteria that, to an extent, spoke to the quality and standard of the SBA tasks. It is therefore an indication of the robustness and reliability of the way the moderation of the CATs was conducted. This criterion was, aptly, given a compliancy rating of "most" for A4MATH, which was in line with the findings of the above criteria, which are closely linked.

*C7:*    *Mark allocation and marking guidelines*

- There were activities in A4MATH where the external moderator felt mark allocation had not been done fairly. It was indicated in the feedback and, hopefully, the assessment body will take note of these concerns since the CAT itself was approved with no requirement for resubmission.

- Overall, the moderators were satisfied with the mark allocations, although they did note errors for correction.

*C8:*    *Use of assessment methods and forms*

- The assessment methods used in A4MATH and A4CENG were seen to be relevant and complied with the requirements of the assessment guidelines.

*C9:*    *Internal moderation*

- There was evidence of rigorous, quality internal moderation. Both CATs had very few corrections for this criterion. The history of these tasks shows that

moderation was done thoroughly and the recommendations of the internal moderator were implemented.

## 2.4    Areas of Good Practice

1.    The moderators were mostly satisfied with the adherence of A4CENG to the assessment guidelines.

2.    The IEB was able to ensure that the history relating to the moderation was presented for external verification. This is an indication that internal moderation was conducted as expected.

3.    The IEB has set new CATs for the two LAs, namely A4MATH and A4CENG.

## 2.5    Areas of Concern

1. The IEB examiners had difficulties ensuring that questions presented were of equal cognitive levels and equal levels of difficulty.

2. The IEB has submitted the CATs for the other examinable six LAs. These CATs have been in circulation for more than five years. CATs contribute 50% to the final examination mark.

## 2. 6    Directives for Compliance and Improvement

1. The IEB must explore strategies to ensure that examiners familiarise themselves with the concept of equating the cognitive demands of tasks they present for external moderation.

2. The IEB should set the outstanding six CATs and submit these to Umalusi for external moderation on or before 31 September 2016.

## 2.7    Conclusion

It is important to note that CATs being assessed by the IEB have been in circulation for more than six years.  Thus the development of new CATs should be prioritised to avoid predictability and to enhance the validity of the tasks. This is a cause for concern since learners from the same cohort are being assessed on different types of tasks.

# CHAPTER 3: MODERATION OF SITE-BASED ASSESSMENT

## 3.1    Introduction and Purpose

SBA in the AET sector is an important component of examinations, contributing 50% towards the final mark for certification. The IEB is responsible for presenting SBA marks that have been quality assured and which accurately reflect the competence of each candidate. 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 examination centres
- 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

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

Table 3.1:    SBA Portfolio Samples Received

| LEARNING AREA | CODE | LEARNER PORTFOLIOS | EDUCATOR PORTFOLIOS |
|---|---|---|---|
| 1.  Mathematical Literacy | A4MATH | 18 | 0 |
| 2.  Natural Sciences | A4NTSC | 18 | 2 |
| 3.  Communication in English | A4CENG | 10 | 0 |
| 4.  Small, Medium and Micro Enterprises | A4SMME | 13 | 0 |
| | | 59 | 2 |

It is important to note that the IEB changed its moderation process for June 2016, from the usual two-day period to one day only. The reason given was that a small

cohort of learners had sat for this examination. The sample used for the moderation of SBA portfolios, indicated above, was conducted successfully.

The external moderators started by moderating SBA portfolios while waiting for the markers and internal moderators to complete a sample large enough to verify marking. Due to the change of period usually taken to quality assure the IEB processes, external moderation of the SBA portfolios was completed on the second day.

The external moderation processes were conducted on-site at Sacred Heart College in Johannesburg on 25 June 2016, and completed on 27 and 28 June at the IEB offices in Johannesburg. The assessment body was required to comply with the following requirements in submitting the portfolios:

1. To submit 10 learner portfolios and one educator portfolio per centre for each LA, as indicated in Table 3.1.

2. The sample must be based on enrolments for the June 2016 examinations. It was imperative that the IEB did not resend portfolios that had been moderated by Umalusi previously.

3. The learner portfolios must reflect a spread across three levels of achievement, i.e. below average, average and above average categories.

4. A mark sheet must be included for verification purposes.

5. The submission must also include a moderator's report indicating all areas of concern, areas of good practice, interventions and recommendations.

6. The portfolios should comply with *Umalusi's Quality Assurance of Assessment: Policies, Directives and Requirements* policy document (Chapter 3, 2006) and other applicable circulars.

7. To ensure that the sample portfolios were at the identified venue for external moderation on the scheduled dates.

## 3.3   Summary of Findings

The external moderators evaluated a total of 39 portfolios spread across the four LAs. Table 3.2 shows the compliancy ratings based on the seven criteria used in the moderation of SBA portfolios.

**Table 3.2:       Quantitative Analysis of Portfolios Moderated**

|  | COMPLIANCE FREQUENCY (84) | | | |
| --- | --- | --- | --- | --- |
|  | None | Limited | Most | All |
| C1.   Adherence to Assessment Guidelines | 3 | 8 | 1 | 0 |
| C2.   Internal Moderation | 0 | 0 | 12 | 0 |
| C3.   Content Coverage | 0 | 3 | 9 | 0 |
| C4.   Structure/Content | 1 | 2 | 9 | 0 |
| C5.   Assessment Tasks | 3 | 1 | 7 | 1 |
| C6.   Learner Performance | 3 | 0 | 3 | 6 |
| C7.   Quality of Marking | 3 | 2 | 4 | 3 |
|  | **13** | **16** | **45** | **10** |
|  | **35%** | | **65%** | |

The Table shows that the sample moderated had 29 (35%) instances of non-compliance with the seven criteria. Overall the sample had a compliance rating of 65%, with 55 instances of compliance. The main issues leading to non-compliance were non-adherence to assessment guidelines, and learner portfolios that indicated that not all tasks had been implemented. The lack of implementation of tasks resulted in poor learner performance. The section below is a summary of the key findings.

It is important to note that the IEB provides its education and training providers with workbooks and User Guides (assessment manuals). The User Guides and workbooks provide a "framework" for Umalusi's quality assurance requirements.

## C1:    Adherence to assessment guidelines

- It is a concern that, despite previously indicating the importance of submitting the educators' portfolios for external moderation, this matter seems not to get the desired attention.  In instances where educators' portfolios were submitted, important documents such as rubrics, model answers and even latest versions of examination guidelines, were often lacking.

- From the centres sampled, this challenge was most prevalent with the A4SMME LA.

- Centres need to provide learners with the assessment criteria before they undertake any assessment.

## C2:  *Internal moderation*

- Indications are that internal moderation is conducted. However, in most instances this is irrelevant as it does not comment substantially on the quality of work, or the presentation, of the portfolio of assessment (POA) and portfolio of evidence (POE).

- It was observed that internal moderation was sometimes conducted at marking centre level; there was no evidence that moderation took place at centre level. This practice, at such a time, does not benefit learners.

## C3:  *Content coverage*

- An assessment plan helps external moderators to ascertain how and when various tasks are to be implemented. In the absence of an assessment plan, an external moderator cannot validate that various tasks were implemented as planned.

## C4:  *Structure/content of portfolios*

This criterion evaluated the structure, presentation and supporting documents of learner portfolios. However, the following areas of concern were noted:

- Each learner's POE must contain copies of identity documents – not ID numbers – as well as authenticity forms and assessment plans as provided by the educator.

- Evidence suggests that educators do not provide support to learners to guide them in the development and presentation of their POE.

- In instances where feedback was provided it was inadequate and did not concentrate on challenges that required attention.

## C5:  *Assessment tasks*

This criterion evaluates whether the learners completed the tasks, and the quality of the presentation of the tasks.

- It was encouraging to note that 65% of the portfolios sampled met the requirements, with only 35% being given "none" and "limited" compliance ratings.

- It was good to note that, from the sampled centres, most learners did all the tasks required. This was indicated by the high number of centres that met this criterion.

## C6:    *Learner performance*

- It was good to note that of all the criteria evaluated, learner performance had the most positive outcome. Most learners assessed in the different LAs sampled for verification received a high rating and candidates from these different centres performed well.
- Learners were also able to respond to all activities at different levels of difficulty.

## C7:    *Quality of marking*

- Except in the case of A4CENG where there were instances of inconsistent marking, the internal moderators corrected any errors.

- Generally, there were minor marking errors for all other LAs.  Marking in most instances was generally accurate and consistent.

## 3.4    Areas of Good Practice

1. Notwithstanding the concerns noted in this report, some learners' portfolios were meticulously compiled and indicated that all tasks had been completed.

2. The response of learners for A4MATH was satisfactory and met expectations. Learners also responded well to questions of higher order levels of difficulty.

## 3.5    Areas of Concern

1. IEB educators generally did not submit their portfolios. Those who did submit appeared to not make an effort to ensure all required documents were included.

2. Educators often did not provide learners with the marking rubric before they attempted the activity.

3. Computation of learner marks ought to be implemented systematically to ensure that the marks are computed and captured correctly at all times.

## 3.6    Directives for Compliance and Improvement

1. The IEB must enforce the assessment policy and make it compulsory for centre managers to submit their POA for external moderation.

2. Educators must provide learners with the marking rubric before activities are attempted. This would provide guidance on how written pieces ought to be organised in terms of content, language and structure.
3. A systematic method of checking on the computation of marks ought to be implemented to ensure that learners' marks are computed and captured accurately at all times.

## 3.7    Conclusion

The IEB supplies providers with User Guides to help them implement internal assessment effectively. While the guides are helpful, it is imperative that the educators plan for learning, teaching and assessment. Weekly, monthly or quarterly schedules will improve the implementation of internal assessment. The IEB may ask providers to develop templates and to submit completed plans to the IEB at a predetermined time for verification.

The IEB should revise the User Guides as these have been in circulation since 2011 and educators may need new examples to help them improve their understanding of formative assessment. Regular revision of the guides will assist educators and assessors to improve their understanding of internal assessment.

Umalusi recognises that SBA is a difficult concept to implement effectively in the private sector, which has many issues to consider. However, it is imperative that all role-players commit to providing quality teaching and assessment to protect the integrity of the qualification.

# CHAPTER 4: MARKING GUIDELINE DISCUSSION

## 4.1 Introduction and Purpose

The marking process involves a large number of markers, each of whom may have a slightly different interpretation of the QP and marking guidelines. Furthermore, each script marked is unique and a judgement of its adherence to the guidelines has to be made. The marking guideline discussion provides a platform for markers, chief markers, internal moderators and Umalusi's external moderators to discuss and approve the final marking guideline instrument. This is the platform where all possible model answers are considered and taken into account.

The purpose of these discussions extends to ensuring that all role-players in the marking process adhere to the same marking standard, and that all marking is fair, consistent and reliable.

## 4.2 Scope and Approach

The IEB facilitated marking guideline discussions at Sacred Heart College in Johannesburg on 25 June 2016. Umalusi moderated four of the eight LAs for the June 2016 examinations. The four LAs selected were Natural Sciences (A4NTSC), Mathematical Literacy (A4MATH), Communication in English (A4CENG) and Small, Medium and Micro Enterprises (A4SMME). The purpose of the external moderation of marking guideline discussions is to:

1. Ensure that the approved QP was the one presented to candidates during the writing phase of the examination.

2. Guide the interpretation of the questions and the required answers, considering all possible responses.

3. Approve the final marking guideline to be used by all markers in a specific LA.

The internal moderator, examiner and the markers form the discussion panel for each LA. The internal moderator and examiner lead the discussions.

The markers, examiner and the internal moderator marked a section of a dummy script after the marking guideline discussions were completed. Marking of the examination scripts started immediately after the internal moderators were satisfied that all markers had an acceptable level of understanding and competence to undertake the marking exercise.

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

## 4.3    Summary of Findings

The evaluation reports showed that there was a clear understanding of the purpose of the marking guideline discussion and the respective roles of the examiners, moderators and markers in the marking process.

Table 4.1 summarises the findings of the external moderation process. A "yes" response is positive and is, therefore, the expected response.

**Table 4.1:    Verification of Memoranda Discussions**

|  | A4NTSC | A4MATH | A4CENG | A4SMME |
|---|---|---|---|---|
| 1.   Did the internal moderator/examiner, chief marker and markers attend the marking guideline discussions? | Yes | Yes | Yes | Yes |
| 2.   Do the examination QP and marking guideline represent the final version of the approved QP? | Yes | Yes | Yes | Yes |
| 3.   Did the chief marker/s mark a sample of scripts? | Yes | Yes | Yes | Yes |
| 4.   Were any adjustments made to the marking guideline during the marking guideline discussions? | No | **Yes** | No | **Yes** |
| 5.    Did the internal moderator, chief marker and markers receive a sample of scripts to mark after the marking guideline discussions? | Yes | Yes | Yes | **No** |
| 6.   Did you approve the changes/ additions to the marking guideline? | Yes | Yes | Yes | Yes |
| 7.   Having gone through the marking guideline discussion, were there any concerns / problems that were not appropriately addressed during the setting and moderation process. | **Yes** | **Yes** | No | No |

The external moderators' reports indicated that the examiners and internal moderators for A4NTSC, A4MATH, A4CENG and A4SMME were well prepared to conduct the discussions. Alternative answers were added to the marking guidelines for A4MATH and A4SMME. No changes/amendments were made to the marking guidelines for A4NTSC and A4CENG.

The internal moderators, examiners and markers provided alternative solutions and recommendations to improve the marking guidelines. The discussions ensured that all participants had the same understanding and interpretation of the marking guideline.

The internal moderators and examiners for A4MATH and A4SMME noted changes to the marking guideline after all participants agreed. Finally, all Umalusi external moderators approved and signed off the final marking guidelines for their respective LAs.

## 4.4    Areas of Good Practice

1. The panel deliberations and the marking of a section of exemplar scripts ensured an acceptable level of competence before marking commenced.

## 4.5    Areas of Concern

1. Only one A4SMME dummy script was marked at the marking centre; none of the participants had done so prior to attending the marking guideline discussion. The pre-marking exercise is meant to:

    - Encourage participation by all attendees in the deliberations.
    - Save time during the whole process, bearing in mind that the IEB marking guideline discussion, moderation of SBA portfolios and verification of marking are all done at the same time.

2. The Umalusi external moderator for A4SMME noted that participants arrived late at the marking venue despite the period usually allocated for the event having been reduced from two days to one day. Changes of this nature must be communicated to Umalusi in advance, because these have a negative impact on the deployment of external moderators.

## 4.6    Directives for Compliance and Improvement

1. IEB should encourage pre-marking of dummy scripts by its internal moderators/examiners, chief markers and markers. This contributes to the smooth running of the various activities undertaken on the day.

2. The set times for conducting various IEB processes should be adhered to at all times.

## 4.7    Conclusion

The marking guideline discussion served its intended purpose: to improve the quality of marking and offer an opportunity to re-examine the marking guideline. As a result, a common understanding was developed and displayed by all participants during the marking exercise.

# CHAPTER 5:   Verification of Marking

## 5.1    Introduction and Purpose

Verification of marking is a critical process in the quality assurance of an examination, because the marking process involves a large number of marking personnel who might have different interpretations of the QP and the marking guideline.

Verification of marking validates the marking process and determines whether markers adhered to the marking guidelines approved by the external moderators at the marking guideline discussions. The verification process evaluates adherence to agreed marking practices and standards. This section focuses on the following aspects:

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

Each of these criteria also has quality indicators, which were verified.

## 5.2    Scope and Approach

The moderation of marking took place at Sacred Heart College in Johannesburg on 25 June 2016 and included four LAs: Natural Sciences (A4NTSC), Mathematical Literacy (A4MATH), Communication in English (A4CENG), and Small, Medium and Micro Enterprises (A4SMME).

Marking was centralised, which allowed for markers to discuss issues with the examiner, internal moderator and external moderator where necessary.

## 5.3    Summary of Findings

The number of scripts moderated varied per LA, depending on the number of learners who wrote the examination. In the main, the number of learners sitting for the June 2016 examinations was very small compared to previous examination sittings. This led the IEB to reduce the number of days from two to one to conduct the marking guideline discussions, moderate SBA portfolios and verify marking.

**Table 5.1: Number of Scripts Moderated**

| | A4NTSC | A4MATH | A4CENG | A4SMME |
|---|---|---|---|---|
| No of scripts moderated | 17 | 30 | 19 | 19 |

The minimum number of learner scripts Umalusi external moderators are expected to verify is 20 learner scripts per day. However, external moderators could not verify the required sample as the marking guideline discussion and verification of marking were conducted on the same day. The quality of marking was deemed to be good in the LAs that were verified.

## C1. Adherence to marking guideline

- There were two learner scripts for A4NTSC that had a variance of five marks, three A4MATH learner scripts with a variance of one mark each, and A4SMME scripts that had the highest number of scripts with variances. This may have been caused by participants for this LA having arrived late at the marking centre and without having pre-marked dummy scripts. They might have been marking under pressure to finish according to the set timelines, which would have resulted in a large number of errors.

- A4SMME recorded an incorrect marking rate of 11%. It also recorded the highest number of amendments that had to be made to the marking guideline.

## C2. Quality and standard of marking

- Inconsistences were observed in which A4SMME learners were credited for incorrect responses, not credited for correct responses, or under- scored for correct responses.

- In instance where marking errors occurred the internal moderator, particularly for A4CENG, was able to pick up the errors before the external moderator verified the learner scripts.

- The majority of learner scripts were internally moderated.

- Incorrect transfer of learner marks was observed in A4SMME. This was picked up by the external moderator.

## C3. Irregularities

- External moderators were satisfied that marking was of an acceptable standard, notwithstanding the few concerns raised above.

- Nothing serious enough to be considered an irregularity was observed during the marking from the sample scripts verified.

*C4.* *Performance of candidates*

- Internal moderators were present in the marking venue for all LAs. They re-marked a sample of scripts and gave immediate feedback to the markers.

## 5.4 Areas of Good Practice

1. The internal moderator and examiner were present in the marking room and provided support to the markers during the marking process. All issues related to marking and internal moderation were resolved when these were raised.

2. No cases of irregularities were observed during verification of the sampled scripts.

3. The majority of learner scripts were internally moderated.

## 5.5 Areas of Concern

1. A4SMME recorded an incorrect marking rate of 11%. It also recorded the highest number of amendments to be made to the marking guideline.

2. Although the internal moderator for the A4SMME picked up the incorrect transfer of learner marks before submission for external moderation, the competency of markers in this LA is questionable.

## 5.6 Directives for Compliance and Improvement

1. The IEB should ensure that measures are put in place to reduce errors, as observed where A4SMME learner marks were incorrectly computed and scripts were incorrectly marked.

2. The IEB will have to provide Umalusi with information regarding the training of their markers so that Umalusi can have an observer present.

## 5.7 Conclusion

The verification of marking process confirmed that the quality and standard of marking was good. The marking was fair, valid and reliable.

# CHAPTER 6:   MONITORING OF WRITING

## 6.1    Introduction and Purpose

Umalusi undertook a series of monitoring exercises to assess the writing phase of the conduct, administration and management of the GETC examinations in different IEB centres during May and June of 2016.

The main purpose of external monitoring by Umalusi on the writing phase was not only to establish the levels of compliance to the regulations that govern the examinations, but also to identify areas of good practice, and challenges encountered, during the writing at sampled IEB centres.

This report consolidates the findings on the monitoring of the conduct of the writing of the GETC examination in the seven IEB centres. Data used to compile this report was gathered from on-site monitoring of the examination centres and interviews and observations by Umalusi provincial monitors, using an instrument designed for this purpose.

## 6.2    Scope and Approach

Umalusi monitored seven GETC examination centres for the June 2016 examination. Table 6.1 below provides an account of the centres, subjects and numbers of candidates who wrote on the dates indicated.  A monitoring tool, pre-designed by Umalusi, was used to gather data through observation, verification and interview of personnel, as well as available documents. This report should be read in conjunction with Addendum A and Addendum B.

**Table 6.1: Examination Centres Monitored for the Writing of Examinations**

|  | PROVINCE | CENTRE | DATE | SUBJECT | CANDIDATES |
|---|---|---|---|---|---|
|  | Gauteng | Ekurhuleni Metro Edenvale (Lethabong) | 02-06-2016 | Communication in English AET L4 | 11 |
|  |  | Mo-Afrika Itlhokomele | 06-06-2016 | Mathematical Literacy AET L4 | 20 |
|  |  | Sibanye Gold - Rand Uranium | 08-06-2016 | Natural Sciences AET L4 | 28 |
|  |  | Ekurhuleni Metro Germiston | 03-06-2016 | Life Orientation | 8 |
|  |  |  |  | Mathematical Literacy | 1 |

| | PROVINCE | CENTRE | DATE | SUBJECT | CANDIDATES |
|---|---|---|---|---|---|
| | | Sibanye Gold Kloof College | 08-06-2016 | Natural Sciences | 14 |
| | | Kloof Gold Mine College No 1 | 08-06-2016 | Natural Sciences | 14 |
| | | South Deep Mine (Project Literacy) | 03-06-2016 | Life Orientation L4 | 27 |

## 6.3    Summary of Findings

The findings below are presented in terms of the criteria for monitoring the writing phase of examinations as prescribed by Umalusi. Table 6.2 below and Addendum A and Addendum B indicate the level of compliance of the centres on the eight critical criteria indicators on the conduct, administration and management of the 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 | 7 | 0 | 0 | 7 |
| The invigilators and their training | 3 | 2 | 2 | 7 |
| Preparations for writing and examination room/venue(s) | 2 | 4 | 1 | 7 |
| Time management for crucial activities during the examination | 5 | 2 | 0 | 7 |
| Checking of the immediate environment | 5 | 0 | 2 | 7 |
| Activities during writing | 6 | 1 | 0 | 7 |
| Packaging and transmission of answer sripts | 6 | 1 | 0 | 7 |
| Monitoring by the assessment body | 2 | 2 | 3 | 7 |
| Total | 36 | 12 | 8 | 56 |

**a) Delivery and storage of examination material**

All the centres monitored complied with this criterion. The examination materials were either collected from IEB Head Office by the examination centre coordinator or delivered by RAM courier services, one day prior to the start of examinations. All QPs were sealed upon arrival at the centre and a code to open the bag was sent on the morning of the writing of the QP to the AET facilitator, the centre coordinator or the chief invigilator. The examination materials were safely locked in a cabinet or safe in the examination manager's office at the examination centre. The keys were kept by a designated official with sole access to the cabinet or safe. The security of the examination materials at all the centres was very tight, with some, or a combination of the following, in place: an alarm system manned by the security company, strict access control at the gate, surveillance cameras, and a strong room.

**b) The invigilators and their training**

The overall performance of the centres in this key monitoring area was very poor. In all the centres, a centre staff member was appointed as the chief invigilator and the facilitators were appointed as invigilators, except at two centres where experiential learners (interns) were appointed as invigilators. In four centres monitored, the chief invigilators and invigilators did not have appointment letters. From the performance at the centres where some examinations were breached – such as not giving the candidates 10 minutes' reading time before the start of the examinations, not accompanying candidates to the toilet, and allowing candidates to leave during the last 15 minutes of writing – it can be concluded that the training of invigilators and chief invigilators was not effective.

In three of the seven centres monitored it was indicated that training was last conducted by an IEB Head Office official in 2015; while the four centres indicated that over and above the 2015 formal training, additional refresher workshops were conducted by the centre coordinator and IEB official in 2016. Evidence of such training was available through IEB certificates of attendance. There was a lack of standardisation of processes with regard to training of the invigilators and chief invigilators, with serious inconsistencies noted across IEB examination centres.

There was a general problem of verification of evidence as, in most instances, the records were kept in a Human Resources office at the workplace and not at the writing venue.

**c) Preparations for writing and the examination venues**

Although generally the environment inside and outside the examination rooms was conducive for the writing of examinations, there were areas in this key monitoring area where some centres did not do well (see Addendum A and Addendum B). In all the centres the furniture was sufficient and arranged appropriately, with no material inside the examination room(s) that could assist the candidates. In five of the seven centres monitored, over and above the clock or any other means of displaying the time, the invigilator(s) announced the time at regular intervals. The IEB

did not provide a formal attendance register for invigilators, but some centres developed one, which was signed. At other centres, the invigilator signed on the candidates' attendance register.

In six of the seven centres monitored the invigilators did not display name tags. As most examination centres were small, the chief invigilator also acted as relief invigilator. In four examination centres there were no invigilation and relief time-tables available. It was explained that the same invigilator(s) were on duty throughout the examinations.

There were no examination files in three examination venues as all the administrative documents were kept in an office not at the writing venue. Two centres had "Adult Assessment Information" booklets in the office, instead of the examination file. The assessment body monitored and left reports in only two centres; they did not monitor three centres (refer to Addendum A). Records of previous irregularities could not be verified in six centres, except at one centre where a copy of a technical irregularity report of 2 June 2016 was given to the Umalusi monitor.

Compliance regarding seating plans was another area of concern. At one centre where there was such a plan, the candidates were not seated according to the plan. In some instances, the monitor had to ask the invigilators to compile a seating record after the candidates were seated, and these were submitted, with the report, to Umalusi. Three centres complied in this respect.

Another area of concern was some candidates' lack of proper identification documents. In two centres identification documents were not verified before candidates were admitted to the examination venue but were checked while the candidates were writing.

In all the centres monitored, there were no special concessions for candidates on the day of monitoring by Umalusi. All the centres complied with the cell phone regulation, with cell phones either not being allowed in the examination centre or being switched off.

IEB officials did not leave reports in the centres where they monitored. It was explained that the IEB monitoring reports would be sent to the centres at a later date.

**d) Time management**

Most centres did very well with regard to time management for crucial activities during the examination (Addendum A). The examination rules were read out to candidates and the QPs were checked for technical accuracy at all centres except one. At two examination centres, candidates were not given time to read the QP before writing. The examinations started and ended at the scheduled times in all the

centres. Very few candidates arrived after the starting time. Where candidates arrived late, transport problems were cited.

## e) Checking the immediate environment

The male and female toilets were checked for any material that could be used by candidates in all except two examination centres.

## f) Activities during writing

The invigilators were vigilant throughout the examination sessions in all seven centres. Candidates who left the examination venue to use the toilets were accompanied by an invigilator of the same gender, except at one examination centre where a male candidate went to the toilet unaccompanied. At one examination centre, candidates were allowed to leave the examination room during the last 15 minutes of writing, which is in conflict with the regulations and policy for the conduct, administration and management of examinations.

## g) Packaging and transmission of answer scripts

All the examination centres performed very well in this key monitoring area. Answer scripts were packed and sealed in the examination venue itself, in the presence of the invigilators and the chief invigilators. In some centres the centre coordinator and IEB official were also present during the packaging of scripts. As the IEB does not use mark sheets, the sequence on the attendance register was used for packaging scripts. The official IEB pack was used for sealing scripts. This is a lockable bag opened with the use of a code, which is controlled by the IEB Head Office. In all the centres, daily situational reports were not completed for the sessions monitored, since no incidents occurred during the writing. It was explained that an evaluation report was written by the chief invigilator to cover any incident that may have occurred.

In all the examination centres the scripts were held in a safe place for collection by RAM courier services at the end of the examination session. However, this did not compromise the security of the answer scripts as the IEB pack is security-tight.

## h) Monitoring by the assessment body

This is one area where performance was not good. The IEB monitor arrived during the Umalusi monitor's visit at two centres. At (another) two centres it was explained that the assessment body had monitored, but this could not be verified as no report was furnished. No monitoring by the assessment body had taken place at the remaining three centres by the time of the Umalusi visit.

## i) Irregularities

Irregularities as reported by the examinations centres

The only irregularities reported by the examination centres were of candidates who were not registered to write the examination, at two centres. The candidates were permitted to write and a technical irregularity report was lodged.

*Irregularities identified by Umalusi monitors*

<u>Serious irregularities:</u>

There were no serious irregularities identified by Umalusi monitors. However, the following were noted in some centres (refer to Addendum A and Addendum B for more detail):

a) Candidates were not given the required 10 minutes' reading time.

b) Examination rules were not read out to candidates; QPs were not checked for technical accuracy.

c) Candidates went to the toilet unaccompanied.

d) Examination venues' immediate surroundings were not checked (e.g. toilets).

e) Candidates were allowed to leave the examination room during the last 15 minutes of the exam session.

<u>Technical irregularities:</u>

There were no technical irregularities identified by Umalusi monitors.

There were also no records of previous irregularities. Various reasons were given: the examination monitored was the only session written at that centre; or the first session written at that centre; or that no technical irregularities had occurred in the centres. Irregularities that were reported by various centres related to candidates who were not registered to write the QPs at a particular level.

## 6.4   Areas of Good Practice

The following areas of good practice were noted:

1. The use of an electronic lockable bag, which is opened with the use of a code only given to the person in charge on the morning of the examination, guaranteed tight security of the examination materials.

2. The environment was conducive to writing the examinations.

3. Time management was generally good.

4. Packaging and transmission of answer scripts was carried out in a professional manner.

## 6.5    Areas of Concern

The following areas of concern, which need to be addressed, were noted during the monitoring visits:

1.  Disregard for examination rules and regulations at some centres:

    *   Daily situational reports were not written at examination centres.
    *   Candidates were not seated according to seating plans. This could have dire consequences in the case of irregularities.
    *   Candidates were admitted to the examination venue without proper identification documents.

2.  There was a lack of standardisation of processes for appointing and training invigilators and chief invigilators, with serious inconsistencies noted across IEB examination centres.

3.  There was a general problem of verification of evidence. In most instances the records were kept in the Human Resources office at a workplace separate from the writing venue.

4.  There was no evidence of monitoring by the assessment body in centres monitored.

## 6.6    Directives for Compliance and Improvement

In light of the identified concerns of non-compliance with the regulations governing the conduct of the examination, the assessment body must ensure that they make a serious effort to improve on the following key areas:

1.  The training of examination officials on examination rules and regulations warrants urgent intervention by the IEB Head Office.

2.  Centres must draw up seating plans, and candidates must be seated accordingly, for any future verification that may arise.

3.  The assessment body should standardise the process of training invigilators and chief invigilators to ensure effectiveness, uniformity and consistency across centres.

4.  The IEB needs to ensure that chief invigilators have examination files with them at the examination venue so monitors can carry out verification of evidence.

5.  The IEB should ensure that all examination centres monitored maintain such monitoring records in order to implement the recommendations.

6. All centres must ensure that candidates have proper identification documents and that these are verified before candidates are admitted into an examination venue.

## 6.7 Conclusion

The details in this report indicate areas of non-compliance and areas of good practice as observed by the IEB for the June 2016 GETC examination during the writing phase of the examination, as sampled across IEB centres. The directives for compliance and improvement require the attention of the IEB to ensure that examination centres comply with examination regulations and policies.

The technical irregularities and concerns raised in this report did not compromise the credibility of the writing process of the examinations, which can be certified as having been credible, free and fair.

# CHAPTER 7:  MONITORING OF MARKING

## 7.1    Introduction and Purpose

As part of its mandate, Umalusi monitors the marking for all qualifications registered on the sub-framework of its qualifications, in this case the June 2016 IEB GETC ABET Level 4 examinations. The purpose of this report is to provide an overview of the compliance levels displayed by the IEB with respect to adherence to policies, regulations and directives that govern the marking of the GETC examination. The report, further, summarises findings, areas of good practice, areas of concern and, lastly, directives for compliance and improvement.

## 7.2    Scope and Approach

The marking of the June 2016 GETC examinations was conducted at Sacred Heart College. An Umalusi monitor visited the marking centre on 25 June 2016.  The monitor was required to complete a monitoring instrument by recording observations and verbal responses from the marking centre manager and, where necessary, the examiners, on the administration of the marking process. The monitor also verified documents available at the marking centre. The findings are summarised in Table 7.1 below.

## 7.3    Summary of Findings

*Table 7.1: Level of Compliance in Relation to Criteria*

| CRITERIA | Met All Criteria | Met Most Criteria | Met Few/None of the Criteria | Total |
|---|---|---|---|---|
| Planning for marking | 1 | 0 | 0 | **1** |
| Marking centre | 1 | 0 | 0 | **1** |
| Security | 1 | 0 | 0 | **1** |
| Training of marking personnel | 1 | 0 | 0 | **1** |
| Marking procedure | 1 | 0 | 0 | **1** |
| Monitoring of marking | 1 | 0 | 0 | **1** |
| Handling of irregularities | 1 | 0 | 0 | **1** |

| CRITERIA | Met All Criteria | Met Most Criteria | Met Few/None of the Criteria | Total |
|---|---|---|---|---|
| Quality assurance procedures | 1 | 0 | 0 | **1** |
| Reports | 1 | 0 | 0 | **1** |
| **Total** | **9** | **0** | **0** | **9** |

### a) Planning for marking

Evidence of planning for marking was available during monitoring, confirming that the IEB complied fully with this criterion. The marking centre manager implemented a well-developed marking plan. The marking centre management team and all marking personnel reported for duty on 25-06-2016 and the marking was scheduled to be concluded on the same day.  The marking guidelines were received on 24-06-2016 from the Materials Production Section of the IEB Head Office.  The materials were kept safely in a secure, lockable location that was equipped with surveillance cameras.  The marking proceeded as planned and all marking personnel performed their duties according to plan.

### b) Marking centre

Sacred Heart College was used as the only marking centre for the IEB examinations. Eight classrooms were used as marking venues.  The environment was most conducive for marking, with sufficient furniture and well-maintained ablution facilities.  This enabled the upholding of examination rules and regulations by all concerned. Marking centre personnel used their personal cell phones for communication. The college was asked to assist with facilities such as printers, with costs charged to the IEB Head Office.  No accommodation arrangements for markers were required as only local markers were appointed.  The marking centre was open for marking from 07h00 until marking was completed.

The marking venues served as script control rooms.  The scripts remained in the marking room for the duration of marking.  When marking was completed, the scripts were sealed in a box and stored in the media centre at the college, which was big enough to accommodate all the scripts.  The scripts were taken to the IEB Head Office at the end of marking.

### c) Security

There was one security guard on duty at the main gate who controlled access to the venue.  Cars were not checked. The markers signed an attendance register in each marking venue.  There was a burglar gate at the media centre entrance, as well as

surveillance cameras and an alarm system, all of which were in good working condition.  The security was sufficient for the number of markers at the centre.  The Umalusi monitor was escorted through the marking centre at all times. The scripts were sent to marking venues, where controllers controlled the scripts before and after marking.  Scripts were placed in the marking rooms on the day of marking. Transportation of scripts to the marking centre was done by IEB Head Office staff in IEB vehicles.

## d) Training of marking personnel

The marking centre manager was an experienced IEB employee who has been employed on a permanent basis as an events manager.  No formal training was conducted before the marking session as it was claimed thorough training had been done on appointment.  Informal one-on-one discussions were held between the marking centre manager and the IEB senior manager.  The training of the examiners and internal moderators was conducted annually by IEB staff, including the marking centre manager, assessment specialists and materials production manager.  This had been done in the previous year, on 6 July 2015 in preparation for the main marking session in December 2015.  The training covered the setting of QPs, managing marking, and supporting and training markers.  The marking centre manager's training material was verified by the Umalusi monitor.  The IEB does not have a script control manager.  Markers and controllers were trained by examiners on 25 June 2016 during the standardisation process.  They went through the marking guidelines discussion during the training, which lasted for two hours.

## e)  Marking procedures

The marking centre had attendance registers, which were signed by all marking personnel when they arrived at and left the marking centre.  The registers were monitored by the examiners, under the supervision of the marking centre manager.  When distributing scripts to the markers, the controllers ensured that markers did not mark scripts from their own centres.  There was no uniform approach to marking: the examiners decided whether a question-by-question or whole script approach was to be used. Markers were not allowed to change the marking guideline unless they realised that there were permissible responses that had not been included in the marking guideline.  These were discussed by the whole group and approved by the examiner.  The candidates answered on the QP, which eliminated the chance of answering the same question twice.  The QP did not contain optional questions.  The controllers checked the scripts to ensure that marks were allocated correctly. Marking was supervised by the examiner, internal moderator and assessment specialist throughout the marking process.  Should the internal moderator have found that candidates were advantaged or disadvantaged during marking, he/she would have reported this to the assessment specialist for further investigation.

### f) Monitoring of marking

The examiner monitored the performance of the markers in terms of speed, quality, ability to mark as a team and accuracy of marking. The examiner would identify any underperforming markers while moderating. Such underperformers would not be dismissed immediately but would be supported through retraining and pairing with competent markers. All their subsequent scripts would be subjected to thorough moderation. Should the problem persist, underperformers might be asked to leave. The examiners compiled reports at the end of the marking session, which inform the selection process for subsequent marking sessions.

### g) Handling of irregularities

The examiners trained all the markers on what constitutes an irregularity and the procedures to be followed should an irregularity be detected. In such cases, markers were to report to the examiner, who would create a report for the IEB on a special irregularity form. Any irregularities would be compiled at the end of the marking session and these, together with irregular scripts as indicated on the irregularity report, would be handed over to the assessment specialist for further investigation. The IEB has an Irregularity Committee comprised of the assessment specialist, the entry and resulting manager, the administrator from the entry and resulting section and one of the senior managers. Any irregularities would be reported to the Irregularity Committee after investigation and confirmation by the assessment specialist. No irregularities were reported during the Umalusi monitor's visit, which lasted until 14h00.

### h) Quality assurance procedures

The quality assurance procedures at the marking venues were the responsibility of the controllers, who checked that the entire script was marked; that each question had a total; that marks were captured per sub question/item; that subtotals, totals and the final totals were correct; and that the transfer of marks to the cover was correct. The IEB did not use manual mark sheets. Marks were captured directly from scripts, which eliminated the risk of mark sheets being lost. Marks were captured at the IEB Head Office's entry and resulting section.

### i) Reports

The examiners completed qualitative reports from inputs from markers and internal moderators, for submission to the assessment body. Internal moderators also completed qualitative reports and made recommendations. There is a system in place to control the receipt of reports from all concerned: examiners submit their reports to the assessment specialist; the reports are shared with all stakeholders during the user forum; and recommendations are implemented. There is a process in place to ensure that the qualitative reports meet the minimum requirements, and a standardised template is used for qualitative reports. The examiners send the reports

to the materials production manager, who forwards these to the assessment specialist for moderation and quality assurance.  The reports are sent back if they do not meet the minimum requirements. The assessment body uses the reports to provide feedback to all stakeholders. These are also sent to the examination centres, to facilitate improvement. As the assessment body is responsible for the marking process, it was not necessary for it to conduct monitoring.  It was, however, noted that IEB officials expressed concerns regarding non-accessibility of the Umalusi monitoring report. This has led to IEB officials refusing to sign the Umalusi monitor's report.

## 7.4 Areas of Good Practice

A number of areas of good practice were noted during monitoring:

1. The environment at the marking centre was conducive to marking.
2. Strict measures and systems were in place to ensure security of scripts and correct management of the marking process.

## 7.5 Areas of Concern

The following areas of concern were noted and need to be addressed:

1. Vehicles entering and leaving the marking venue were not checked.

2. Marking personnel were not trained for the current examination.

3. There was a lack of cooperation with Umalusi monitors during monitoring.

## 7.6 Directives for Compliance and Improvement

Based on the findings tabled in this report, the following are the directives for compliance and improvement:

1. All vehicles, including visitors' vehicles, need to be checked by security on entering and leaving the marking centre to strengthen the security and safety of examination scripts.

2. Formal refresher training for all marking personnel needs to be conducted annually.

3. Concerns that IEB have regarding the monitoring processes should be raised with Umalusi.

## 7.7 Conclusion

On the whole, the marking was conducted as per the guidelines and the integrity of the examinations was maintained. The IEB marking process of the GETC examination for June 2016 can therefore be accepted as legitimate and credible.

**UMALUSI**

Council for Quality Assurance in
General and Further Education and Training