Report on the Quality Assurance of Assessment of the Department of Higher Education and Training June 2017 GETC:
ABET Level 4 Examinations

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

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TABLE OF CONTENTS

EXECUTIVE SUMMARY

Umalusi, as mandated by the General and Further Education Quality Assurance Act (Act No. 58 of 2001), as amended in 2008, conducts quality assurance for all assessment processes at exit-points for all qualifications registered in its sub-framework. The quality assurance processes include the following:

- Moderation of question papers;
- Moderation of internal assessment;
- Monitoring of the different phases of the examinations;
- Monitoring meetings for the standardisation of marking guidelines;
- Verification of marking;
- Standardisation and resulting; and
- Approval for the release of results.

The Department of Higher Education and training (DHET) conducted the 2017 June GETC: ABET Level 4 examinations in 26 learning areas. These learning areas are:

- Ancillary Health Care (ANHC4);
- Applied Agriculture and Agricultural Technology (AAAT4);
- Arts and Culture (ARTSC4);
- Early Childhood Development (ECD4);
- Economic and Management Sciences (EMSC4);
- Human and Social Sciences (HSSC4);
- Information and Communication Technology (INCT4);
- Language, Literacy and Communication – Afrikaans (LCAF4);
- Language, Literacy and Communication – English (LCEN4);
- Language, Literacy and Communication – IsiNdebele(LCND4);
- Language, Literacy and Communication – Sesotho (LCSO4);
- Language, Literacy and Communication – Sepedi (LCSP4);
- Language, Literacy and Communication – SiSwati (LCSW4);
- Language, Literacy and Communication – Setswana (LCTS4);
- Language, Literacy and Communication – Tshivenda (LCVE4);
- Language, Literacy and Communication – IsiXhosa (LCXH4);
- Language, Literacy and Communication – Xitsonga(LCXI4);
- Language, Literacy and Communication – IsiZulu (LCZU4);
- Life Orientation (LIFO4);
- Mathematical Literacy (MLMS4);
- Mathematics and Mathematical Science (MMSC4);
- Natural Sciences (NATS4);
- Small, Medium and Micro Enterprises (SMME4);
- Technology (TECH4);
- Travel and Tourism (TRVT4); and
- Wholesale and Retail (WHRT4).

This report provides the findings of the quality assurance processes. The quality assurance report is arranged in chapters, as indicated below:

- Moderation of Question Papers (Chapter 1);
- Moderation of Site-Based Assessment (Chapter 2);
- Monitoring of Writing (Chapter 3);
- Monitoring of Marking (Chapter 4);
- Marking Guideline Discussions (Chapter 5);
- Verification of Marking (Chapter 6); and
- Standardisation and Resulting (Chapter 7).

The findings from the above quality assurance processes enabled members of the Umalusi Council to decide whether Umalusi should accept and ratify the results of the 2017 June GETC: ABET Level 4 examinations or not.

Chapter 1 deals with moderation of question papers. Umalusi conducts external moderation of examination question papers and marking guidelines to ensure that quality standards are maintained for the GETC: ABET Level 4 examinations. This is a critical quality assurance process to ensure that the examination question papers are valid and reliable. The moderation process also ensures that the question papers are of the appropriate format and are technically of a high quality.

The purpose of this chapter is to give an overview of the standard and quality of the externally moderated question papers. This chapter summarises the findings of the analyses of external moderator reports on the moderation of question papers and the accompanying marking guidelines. It must be noted that this report is based on the final moderation reports, where question papers had been approved and all identified anomalies addressed.

Chapter 2 focuses on the moderation of site-based assessment (SBA) portfolios as evidence of the internal assessment process conducted at the sites of learning. The GETC: ABET Level 4 qualification requires SBA to be conducted by providers. Assessment bodies set SBA tasks nationally, moderate them internally and submit these SBA tasks to Umalusi to be externally moderated. Umalusi is responsible for determining the quality and appropriateness of the standard of these tasks.

The purpose of external moderation of SBA is to establish the scope, extent and reliability of SBA. It is of utmost importance to moderate SBA portfolios, since internal assessment carries the same weight as the external examinations.

Chapter 3 discusses the monitoring of the writing phase of examinations. Assessment bodies have a total responsibility for the credible conduct, administration and management of the writing phase of examinations.

Umalusi deployed monitors while the examinations were being written to check that rules and regulations applicable to the conduct of examinations were complied with. This monitoring was also important to identify any irregularities that may occur during the writing of the examinations.
Chapter 4 focuses on the monitoring of the marking phase of the examinations. Monitors were deployed to the marking venues to evaluate the readiness and effectiveness of the assessment body's preparations for marking. The process was monitored to ascertain both the credibility and management of the marking taking place at the DHET marking centre(s).

Chapter 5 discusses the monitoring of marking guideline discussions. The marking guideline discussion meetings provide a platform for markers, chief markers, examiners, internal moderators and Umalusi's moderators to standardise and approve the final marking guidelines to be used to mark candidates' scripts. Although the marking guidelines are presented together with the question papers during the moderation process, it is necessary for marking guidelines to be discussed with the marking personnel to ensure that all corrections and additions are agreed upon and that changes and additions made are approved by external moderators. This process ensures that all markers have a common understanding of how to mark candidates' responses. This is aimed at eliminating inconsistencies during marking.

Chapter 6 deals with the verification of marking of candidates' scripts. External moderators sample a number of marked and/or moderated scripts to verify the quality of marking. Adherence to approved marking guidelines and accuracy of totalling and transfer of marks are, among others, checked. This process aims to ensure that marking is conducted in a fair, valid, credible and accurate manner. Candidate performance is also analysed and compared per question.

Chapter 7 reports on the standardisation of results. According to the GENFETQA Act, (Act No. 58 of 2001), as amended in 2008, Section 17A (4), the Council may adjust raw marks during the standardisation process. This is the statistical adjustment of results to mitigate the effects on performance of factors other than candidates' ability and knowledge; and to reduce the variability of marks from examination to examination. Standardisation involves various processes that are intended to ensure that the procedure is carried out accurately. These include the verification of subject structures and electronic data booklets, development of norms and the approval of adjustments.

Each chapter of the report will indicate the scope and approach, findings, areas of good practice, areas of concern and recommendations, and provide directives for compliance and improvement.

The DHET conducts examinations in June as well as in November of each year. The June GETC: ABET Level 4 examination is a fully fledged examination and therefore deserves the same rigour as the November examination in terms of the quality assurance of assessment.

ACRONYMS AND ABBREVIATIONS

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

SOR   State of Readiness

UMALUSI   Council for Quality Assurance in General and Further Education and Training

LIST OF TABLES AND FIGURES

CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1   Introduction

Umalusi conducts the external moderation of examination question papers and marking guidelines to ensure that quality standards are maintained in all examination cycles for the General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) Level 4 examinations.

The moderation of question papers is a critical part of the quality assurance process, to ensure that the examination question papers are valid and reliable. The moderation process also ensures that the question papers have been assembled with rigour and comply with Umalusi quality assurance of assessment requirements and the assessment guideline documents of the assessment bodies.

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 GETC. 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. The quality, and the standard, of the question papers therefore begin with the appointment of the examiners.

1.2   Scope and Approach

The DHET presented question papers and the accompanying marking guidelines for 26 learning areas (LAs) that it offered for moderation by Umalusi, in preparation for the 2017 June GETC: ABET Level 4 examinations. Umalusi moderates question papers based on a set of criteria to confirm that each paper meets quality assurance requirements; and the standard of the question 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; and
- Representative of relevant levels of cognitive demand.

The GETC: ABET Level 4 examinations have 26 LAs. The DHET offers examinations for all 26 LAs in the nine provincial education departments (PEDs), as detailed in Table 1A below.

Table 1A: Learning Areas offered by DHET for the GETC: ABET Level 4 Examination

No.	Full Learning Area Description	LA Code
1	Ancillary Health Care	ANHC4
2	Applied Agriculture and Agricultural Technology	AAAT4
3	Arts and Culture	ARTC4
4	Early Childhood Development	ECD4
5	Economic and Management Sciences	EMSC4
6	Human and Social Sciences	HSSC4
7	Information Communication Technology	INCT4
8	Language, Literacy and Communication: Afrikaans	LCAF4
9	Language, Literacy and Communication: English	LCEN4

No.	Full Learning Area Description	LA Code
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 instrument for the moderation of question papers. The instrument requires that external moderators assess the question papers according to the following criteria:

- Technical aspects;
- Internal moderation;
- Content coverage;
- Cognitive demand;
- Marking guideline;
- Language and bias;
- Adherence to Subject and Assessment Guidelines (SAGs); and
- 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% but <100%);
- Compliance in all respects (Met 100%) of the criteria.

The external moderators evaluate the question papers based on the overall impression and how the requirements of all eight criteria have been met. A decision is taken on the quality and standard of the question papers as a whole, considering one of three possible outcomes:

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

1.3   Summary of Findings

The external moderators completed evaluation reports based on the moderation criteria. The moderation reports included both statistical and qualitative feedback. This report highlights the consolidated statistical and qualitative information extracted from the various external moderator reports. Table 1B provides a breakdown of the status of the question papers after all external moderation exercises were completed.

1.3.1 Compliance per Moderation Level

It is desirable that all question papers are approved at first moderation; however, Table1C indicates the number of question papers approved during the first and second moderation. There were no question papers that had to undergo more than two moderation. This report covers all 26 question papers written during the 2017 June examinations.

Table 1B: Approval Status of Question Papers Moderated

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

No.	Full Learning Area Description	LA Code	1st Mod	2nd Mod	3rd Mod
			June 2017 Examination		
1.	Ancillary Health Care	ANHC4	CAR	A	
2.	Applied Agriculture & 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	R	A	
9.	LLC: English	LCEN4	CAR	A	
10.	LLC: IsiNdebele	LCND4	A		
11.	LLC: IsiXhosa	LCXH4	R	A	
12.	LLC: IsiZulu	LCZU4	R	A	
13	LLC: Sepedi	LCSP4	CAR	A	
14.	LLC: Sesotho	LCSO4	A		
15.	LLC: Setswana	LCTS4	R	A	
16.	LLC: SiSwati	LCSW4	A		
17.	LLC: Tshivenda	LCVE4	A		
18.	LLC: Xitsonga	LCXI4	A		
19.	Life Orientation	LIFO4	CAR	A	
20.	Mathematical Literacy	MLMS4	R	A	
21.	Mathematics and Mathematical Sciences	MMSC4	CAR	A	

No.	Full Learning Area Description	LA Code	June 2017 Examination		
			1st Mod	2nd Mod	3rd Mod
22.	Natural Sciences	NATS4	A		
23.	Small, Medium and Micro Enterprises	SMME4	CAR	A	
24.	Technology	TECH4	A		
25.	Travel and Tourism	TRVT4	R	A	
26.	Wholesale and Retail	WHRT4	R	A	

Table 1C below summarises the status of question papers after all external moderation exercises were completed; and Figure 1A effectively represents the same information graphically.

Table 1C: Analysis of External Moderation of Question Papers

Moderation	Approved	% Approved	CAR	12.774 mm	Rejected	% Rejected	Total Mods
1ST	10	38%	7	27%	9	35%	**26**
2ND	16	100%	0	0%	0	0%	**16**
TOTAL	**26**		**7**		**9**		**42**
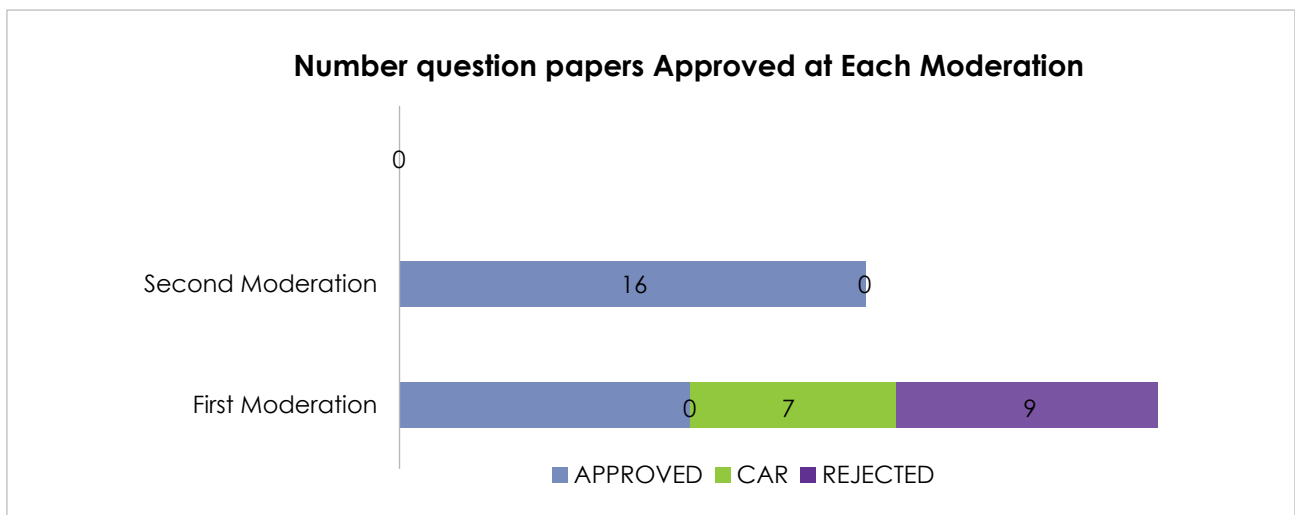
Figure 1A: Nature of Decision of Question Papers at Each Moderation

An analysis of Table 1C and the information in Figure 1A show that 38% of the question papers were approved after first moderation without amendments. This was 8% less than the approval rate for the years 2016, 2015 and 2014. Approximately 65% (compared to 92% in 2016) could have been approved, without amendments, at first moderation had the examiners and internal moderators paid more attention to detail. Overall, it appears that the setting of question papers and marking guidelines for the 2017 June examinations was not at the desired level, compared to previous years, when submitted to Umalusi for first moderation.

None of the 26 question papers were, at first moderation, conditionally approved with no need for second moderation (CANR). In 2016, the SMME4 QUESTION PAPER was adjudged CANR. This time, however, it was rejected (R) at first moderation. Conversely, this year HSSC4, which in 2016 was adjudged CANR, was approved at first moderation with no amendments.

In 2015 and 2016, 10 Question papers (38%) were conditionally approved to be resubmitted (CAR) for second moderation. This year only seven Question papers (27%), namely ANHC4, ECD4, LCEN4, LCSP4, LIFO4, MMSC4 and SMME4, were approved CAR for second moderation. Even though LCSP4 improved

from R in 2016 to CAR in June 2017, it was found ANHC4, LCEN4, LIFO4 MMSC4, which received CAR in 2016, also received CAR in June 2017. Furthermore, it was found that SMME4 weakened from CANR in 2016 to CAR in June 2017; and that ECD4 dropped from approved (A) in 2016 to CAR in June 2017. Among the main reasons for the decision to grant these seven Question papers CAR findings were: unacceptable quality of internal moderation, insufficient content coverage, poor marking guidelines, non-adherence to prescribed cognitive weightings, and high levels of predictability.

The number of papers rejected at first moderation was significantly larger than in previous years. For example, initially nine (35%) of the 2017 June examination papers (EMSC4, INCT4, LCAF4, LCXH4, LCZU4, LCTS4, MLMS4, TRVT4 and WHRT4) were rejected at first moderation, compared to two (8%) in 2016 (LCSP4 and TRVT4). It was indeed worrying to find that three papers (EMSC4, INCT4 and LCZU4), which received A ratings at first moderation in 2016, received R ratings in June 2017. This was attributed mainly to poor internal moderation practices, cognitive demand imbalances, language and grammatical errors and inappropriate language register, and similarity to previous years' question papers in the nature and form of questions. The very same challenges prevailed across many language papers (LCAF4, LCXH4 and LCTS4). Although LCSP4 improved slightly with CAR, it was found that TRVT4 remains a challenge every year. The question paper for TRVT4 was rejected because there was no compliance with content coverage (C3), marking guidelines (C5), and language and bias (C6); and very limited compliance with content cognitive demand (C4) and predictability (C8). The TRVT4 question paper and marking guideline were permeated with language and grammar errors; and the language used in the marking guideline was found to be above the designated cognitive level for the question. All this will hinder consistent marking of the TRVT4 scripts. Although this TRVT4 paper had been internally moderated by the DHET, a number of errors were found in both the QUESTION PAPER and marking guideline. Further, the internal moderator's report lacked constructive, qualitative feedback to the examiner to improve the question paper. Although all unit standards were covered in TRVT4, the weightings of content topics and cognitive demand levels were not consistent with prescribed weightings. The questions asked in the TRVT4 paper were knowledge-heavy, lacked higher order cognitive demand, and were of the same nature and format as in previous years. The setting of the question paper for TRVT4 appears to consistently challenge the DHET, since it was also rejected in 2014, 2015 and 2016. It is therefore imperative that the DHET pays more attention to the monitoring and setting of this examination paper.

The DHET submitted 16 question papers for second moderation, after attending to the recommendations and concerns expressed by the respective Umalusi moderators. All 16 question papers, together with their marking guidelines, were approved at second moderation. This showed a significant improvement compared to previous years This demonstrates that with appropriate mentoring and guidance, the DHET examiners and internal moderators do have the necessary ability to set examination papers of appropriate quality. For example, in 2016 four question papers received CANR at second moderation, while there were none so judged in June 2017. However, ECD4 showed deficiencies in language usage, correctness of the marking guideline and adherence to policy.

Table 1D below summarises the compliance ratings of the 26 question papers evaluated during first moderation. For the 2017 June examination, evaluated question papers met 68% of the criteria after first moderation – 7% less than that achieved in 2016. There was a net decrease in the number of instances of 'all' compliance, from 99 in 2016 to 68 in June 2017. This was even less than the 87 instances (42%), in 2014 and the 85 instances (41%) in 2015. Generally, this can be attributed to negligence in internal moderation practices exhibited by the DHET's internal moderators, particularly regarding subjects that required second moderation. Question papers did not meet 32% of the criteria after first moderation. This was, indeed, worse than the deficiency of 25% that prevailed in 2016 and 2015. In particular, there were 47 instances of 'limited' and 19 instances of 'none' compliance across all eight criteria. In the latter case, there were 11 more instances of 'none' compliance than occurred in 2016. As was the case in 2014, 2015 and 2016, internal moderation and marking guidelines remained a challenge during first moderation in 2017: eight instances of 'limited' compliance in internal moderation; and three instances of 'none' and five of 'limited' compliance in marking guidelines. The same concerns prevail around adherence to cognitive demand and content coverage norms, as well as language usage and similarity of questions to those of previous examinations (see Table 1D). For example, in the latter case of predictability, three question

papers received 'none' and eight question papers received 'limited' compliance ratings. All of these difficulties in meeting the criteria resulted in 16 question papers being subjected to second moderation.

Table 1D: Compliance Ratings for Question Papers after First Moderation

		Compliance Frequency (26 Question Papers) [207 instances]			
		None	Limited	Most	All
C1	Technical Aspects	1	4	13	7
C2	Language and Bias	0	7	12	7
C3	Internal Moderation	4	5	11	6
C4	Content Coverage	2	8	6	10
C5	Cognitive Demand	3	5	7	11
C6	Adherence to Policy	4	4	8	10
C7	Predictability	2	2	7	15
C8	Marking Guidelines	3	8	7	8
		19	**43**	**71**	**74**
		30%		**70%**	

Table 1E gives a combined summary of the compliance ratings for the 26 question papers approved after first and second moderations.

Table 1E: Compliance Ratings for Question Papers Approved Across Two Moderations

		Compliance Frequency (207 instances)			
		None	Limited	Most	All
C1	Technical Aspects	0	0	9	17
C2	Language and Bias	0	1	11	14
C3	Internal Moderation	0	1	11	14
C4	Content Coverage	0	0	8	18
C5	Cognitive Demand	0	1	5	20
C6	Adherence to Policy	0	0	5	21
C7	Predictability	0	1	6	19
C8	Marking Guidelines	0	0	9	17
		0	**4**	**64**	**140**
		2%		**98%**	

Table 1E indicates that the 26 question papers were approved after first and second moderations were completed. The four instances of limited compliance were restricted to internal moderation, marking guidelines and adherence to policy criteria for EDC4. It was encouraging to observe that there were no 'none' ratings with any criteria, and that none of the papers were subjected to a third moderation as occurred in previous years. Ninety eight percent (98%) of the criteria were met in June 2017 after first and second moderation, compared to 99% in 2017.

Compliance ratings for Question papers approved

Legend: None, Limited, Most, All

Criterion	Value shown
Marking Guidelines	0 ... 9
Predictabitalty	0 ... 6
Adherence to Policy	0 ... 0
Cognitive Demand	0 ... 5
Content Coverage	0 ... 8
Internal Moderation	0 ... 11
Language and Bias	0 ... 11
Technical Criteria	0 ... 9
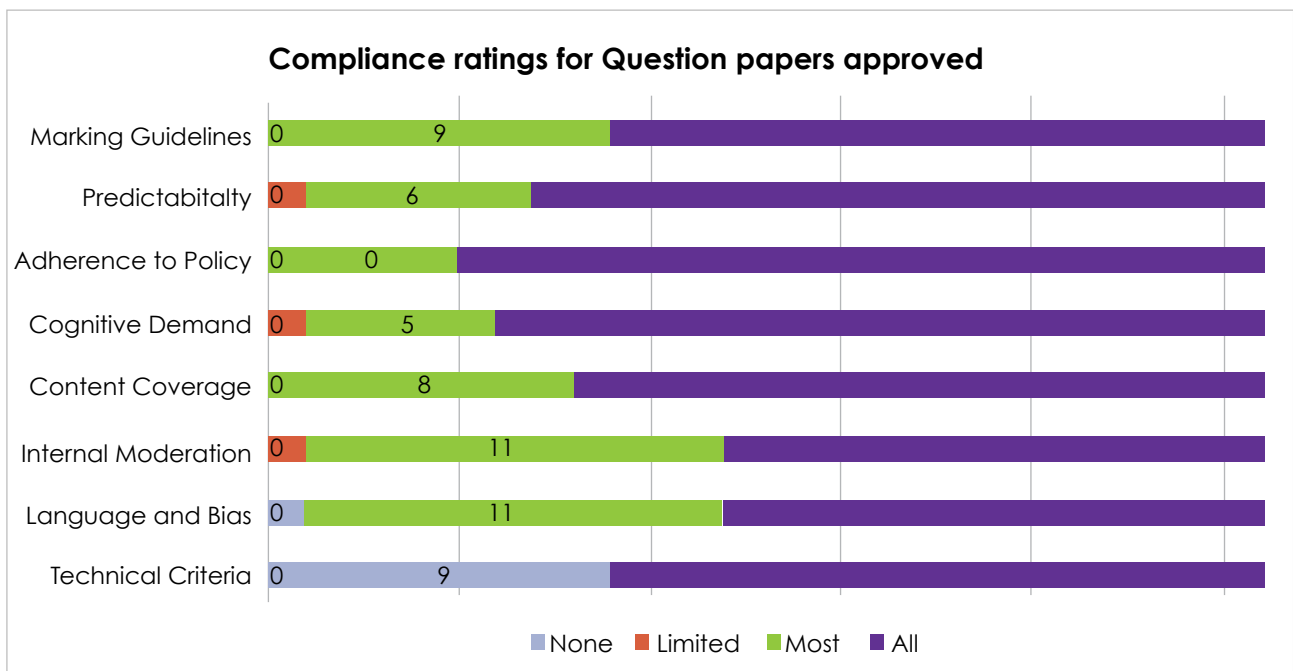
Figure 1B: Compliance Ratings of Question Papers Approved after 1st and 2nd Moderation

These 'limited' compliance, as well as instances of 'most' and 'all' compliance, as illustrated in Figure 1B and Table 1E, are explained in more detail in the relevant sections below.

1.3. 2 Compliance per Criteria

The overall compliance levels were calculated by combining compliance of each question papers with all the prescribed criteria. Despite the relative levels of overall compliance indicated in Figure 1B above, the levels of compliance according to the different criteria varied considerably, as described below.

1.3.3 Adherence to Technical Aspects

One out of the 26 question papers, namely LCTS4, was 'none' compliant when presented at first moderation; whereas in 2016 none of the question papers were 'none' compliant. Five question papers (LCAF4, LCEN4, LCZU4, LCSP4 and WHRT4) scored 'limited' compliance ratings when presented for first moderation, compared to six question papers (ANHC4, LCEN4, LCSP4, MLMS4, MMSC4, and SSME4) in 2016. Seven question papers (HSSC4, LCND4, LCS04, LCSW4, LCEV4, LCXI4, and NATS4) met all the technical criteria at first moderation. Two of these seven question papers, LCS04 and LCSW4, met all the technical criteria in 2016.

Among technical problems identified at first moderation of the 2017 June examinations were: LCTS4 lacked clear mark allocations. LCTS4 and LCEN4 had a cluttered layout and did not adhere to the formats set out in the examination guidelines. Instructions were either absent or not appropriately phrased in LCEN4, LCAF4 and WHRT4. In LCEN4, the pictures lacked clarity and purpose and were not print ready.

In the final analysis, after all 26 papers had been approved at the respective levels of moderation (which ranged from first to second), it was found that the technical specifications had been addressed sufficiently (with nine 'most' and 17 'all' compliancy). This represented a slight improvement on compliance in 2016, when one question paper (SSME4) achieved only 'limited' compliance, while 12 'most' and 13 'all' were achieved by the remaining 25 question papers.

1.3.4 Language and Bias

As in previous years, none of the question papers were non-compliant ('none') at first moderation. There were 31% (eight out of 26) compared to 23% (six out of 26) in 2016 that showed 'limited' compliance; 42% (11 out of 26) showed 'most' compliance; and 27% (seven out of 26) compared to 54% (14 out of 26) in

2016 complied with 'all' the language and bias criteria. This shows a drop in criterion of language usage, compared to the 2015 and 2016 levels of compliance. Some problems identified at the first moderation of the 2017 June GETC: ABET Level 4 question papers were: incorrect usage of subject terminology/data, coupled with inappropriate language register for the level of the candidate (ECD4, INCT4, LACF4, MMSC4 and WHRT4); prevalence of subtleties in grammar that might cause confusion (INCT4 and WHRT4); some evidence of bias in cultural, gender and race issues (LCZU4); inappropriate length of passages used in the text and inappropriate level and complexity of vocabulary (ECD4, LCAF4, WHRT4); vagueness and lack of direction in questions (EMSC4 and WHRT4). The language usage difficulties and deficits observed during the first moderation were found to be adequately addressed during second moderation, since none of the question papers scored a 'limited' compliance rating.

1.3. 5 Internal Moderation

At first moderation 15% (four out of 26) Question papers (LCTS4, MLMS4, SMME4 and TRVT4) showed 'none' compliance, compared to zero in 2016. In addition, 19% (five out of 26) showed 'limited' compliance; 42% (11 out of 26) showed 'most' compliance and 23% (six out of 26), compared to 27% (seven out of 26) in 2016, complied with all the moderation criteria. This shows some decline in the quality of moderation in the 2017 June Question papers when compared to 2015, where 69% (18 out of 26) of the Question papers approved met all the requirements of the internal moderation criterion; and 2014, where 61% (16 out of 26) of the Question papers approved met 'all' the requirements of the internal moderation criterion. Some problems identified at the first moderation in the 2017 June Question papers were: the internal moderator's report not being included (ECD4, MLMS4 and SMME4); and inappropriate quality, standard and relevance of input from the internal moderator (ECD4, HSSC4, INCT4, LCEN4, LCZU4, MLMS4, MMSC4 and TRVT4).

It was found that at second moderation the quality of moderation improved: none of the 26 approved question papers fell short in terms of compliance. This demonstrates that examiners and internal moderators had considered suggestions and recommendations from Umalusi's external moderators during the moderation processes, and had acted on them appropriately to improve the quality of given question papers.

1.3. 6 Content Coverage

It must be noted that the GETC: ABET L4 qualification is a composition of a number of unit standards per learning area. Each unit standard has learning and assessment outcomes. At first moderation two question papers (INCT4 and LCTS4) scored a 'none' compliance rating, whereas in 2016 none of the question papers were 'non-compliant'. Eight of the 26 question papers (ECD4, EMSC4, LCAF4, LCXH4, LCZU4, MMSC4, TRVT4 and WHRT4) scored 'limited' compliance ratings, whereas in 2016 there were only seven such instances. Only 10 out of 26 question papers received 'all' compliance ratings.

Some problems identified at the first moderation of the 2017 June question papers were: items outside the scope of the SAGs were included in the question paper (INCT4 and LCTS4); inadequate coverage of the specific outcomes (SOs) and the assessment standards (ASs) as prescribed in the SAGs (LCTS4 and EMSC4); inappropriate weighting and spread of content of learning outcomes (LOs) and ASs (INCT4, LCTS4, MMSC4, TVRT4 and WHRT4); lack of correlation between mark allocation, level of difficulty and time allocation(LCST4); questions contained insufficient information to elicit appropriate responses (ECD4 and LCXH4); language usage was not consistent with the purpose of the question (EMSC4 and LCAF4); the examples and illustrations were not suitable, not appropriate, not relevant and academically incorrect (LCZU4); question paper contained factual errors or misleading information (LCZU4).

After second moderation, it was found that 16 question papers had all achieved adequate content coverage. Four (ANHC4, ECD4, EMSC4 and LCTS4) received 'most' and 12 'all' compliance ratings. Overall, compliance with the content coverage criteria improved slightly compared to 2016.

1.3. 7 Cognitive Demand

At first moderation 11% of question papers (three out of 26: LCTS4, TRVT4 and WHRT4) showed 'none' compliance with cognitive demand criteria, compared to just 4% (one out of 26: TRVT4) in 2016; 19% (five out of 26) showed 'limited' compliance compared to 15% (four out of 26) in 2016; 27% (seven out of 26) showed 'most' compliance compared to 31% (eight out of 26) in 2016; and 42% (11 out of 26) compared to 50% (13 out of 26) in 2016 that complied with 'all' the cognitive demand criteria. In the main, this shows a slight decline in quality when compared to 2016 levels of compliance. Some problems identified during first moderation of the 2017 June question papers were: inappropriate distribution of cognitive level weightings (ECD4, EMSC4, LCAF4, LCTS4, MMSC4, TVRT4 and WHRT4); and lack of sufficient questions at the problem-solving, higher-order level (EMSC4, TVRT4 and WHRT4).

Only one of the finally approved question papers, namely ECD4, received a 'none' compliance rating after both first and second moderation. As in 2016, none of the 26 question papers scored a 'limited' compliance rating. Five of the 26 finally approved question papers scored 'most' compliance ratings, compared to eight in 2016; 20 scored 'all' compliance ratings, compared to 18 in 2016. Hence, most finally approved question papers showed an improvement in compliance levels when compared to 2016 and even 2015.

1.3. 8 Adherence to Subject and Assessment Guideline (SAG)

At first moderation 15% (four out of 26 question papers: LCTS4, MLMS4, TVRT4 and WHRT4) showed 'none' compliance, whereas in 2016 there were no such cases; and 15% (four out of 26 question papers: EMSC4, INCT4, LCZU4 and MMSC4) showed 'limited' compliance, which was the same number of cases as in 2016. Moreover, 38% (10 out of 26) complied with 'all' the adherence to policies criteria, compared to 58% (15 out of 26) in 2016. Hence, as per first moderation, there has been a drop in 2017 in the quality of compliance with the criteria governing adherence to policies. The following were problems identified at first moderation across the 2017 June question papers: non-alignment of question papers to current policy/guideline documents, e.g. learning and assessment guidelines and supporting documents (INCT4 and WHRT4); lack of adequate consideration of prescribed LOs and ASs (TVRT4, EMSC4, INCT4, LCZU4, MMSC4); lack of (or incomplete) analysis grid (LCTS4, TVRT4, WHRT4); and inappropriate weighting and spread of content of the SOs and ASs, as per the SAGs (LCTS4, EMSC4, MMSC4 and WHRT4).

The compliance ratings of the finally approved question papers, after first and second moderation sessions, were the same as in 2015 and 2016. In this respect none of the 26 question papers scored a rating below 'most' compliance. In fact, five (ARTC4, ANHC4, ECD4, LCEN4 and NATS4), when compared to five question papers (ARTC4, ECD4, EMSC4, HSSC4 and WHRT4) in 2016, scored 'most' compliance ratings and 21 scored 'all' compliance ratings. The minor deficits that prevailed among the five question papers (ARTC4, ANHC4, ECD4, LCEN4 and NATS4) did not compromise the 'adherence to policies' criterion. The issues could be easily addressed by the respective examiners and internal moderators in feasible ways, as suggested by the relevant Umalusi external moderator.

1.3. 9 Predictability

At first moderation 8% (two out of 26: ECD4 and WHRT4) showed non-compliance ('none'), 8% (three out of 26: INCT4, LCAF4 and LCTS4) showed 'limited' compliance, 27% (seven out of 26 question papers) showed 'most' compliance; and 58% (15 out of 26 question papers) complied with 'all' the predictability criteria. Across the question papers that showed deficits, it was predominantly reported that there was lack of innovation and freshness in the items (ECD4 and INCT4); and repetition of questions and passages (ECD4 and WHRT4).

The finally approved question papers for the 2017 June examinations had one instance of 'limited' compliance, namely ECD4, whereas there were no such cases in 2016. There were no cases of 'limited' compliance but six cases of 'most' compliance and 19 cases of 'all' compliance. Although there was

73% realisation of 'all' compliance, compared to 88% in 2016, the deficits could be fairly addressed by the respective examiners/internal moderators as recommended by the relevant Umalusi external moderator.

1.3. 10 Marking Guidelines

As in 2016, errors in the marking guidelines accounted for the largest number of corrections required at first moderation. For various reasons, 42% (11 out 26) marking guidelines did not comply with the quality indicators and this was marginally worse than the compliance levels in 2016 (38%, or 10 out of 26) and in 2015. Some of the problems identified at first moderation in the 2017 June question papers were: inaccuracies in the expected responses in the marking guidelines(INCT4, LCAF4, LCEN4, LCXH4, MMSC4 and WHRT4); lack of correspondence between responses in the marking guidelines and items in the question paper (LCXH4, WHRT4 and ECD4); incongruence of marks for questions between marking guidelines and question paper (INCT4, MMSC4 and WHRT4); non-provisioning and/or allowance for alternative responses in the marking guidelines (LCZU4, LCEN4, LCXH4, MMSC4 and TRVT4); the hindrance of the marking guidelines, rather than facilitation of consistent marking (LCTS4, LCXH4 and MMSC4); marking guidelines contained language errors (LCTS4, ECD4, LCAF4 and LCZU4); incongruence between the marking guidelines and mark allocation/and mark distribution within the questions (LCAF4 and WHRT4).

None of the finally approved question papers across the two moderations scored a 'none' or 'limited' compliance ratings; nine scored 'most' and 17 scored 'all' compliance ratings. This demonstrates an improvement against both the 2015 and 2016 compliance levels of the finally approved question papers. The deficits which prevailed among some quality indicators mainly after second moderation were relatively minor and did not compromise final quality in the 2017 June question papers as they could be easily rectified by the examiner and internal moderator. This was mainly limited to mark allocation.

1.4   Areas of Good Practice

The following areas of good practice were noted:

- Security measures were efficient and effective. No question paper was compromised at any stage during the external moderation process;
- The DHET examiners and internal moderators considered the comments and inputs made by Umalusi's external moderators with a positive spirit and attitude. As a result it was possible to realise 98% compliance with the minimum standards stipulated across all eight criteria;
- In particular, the moderation of TRVT4 and WHRT4 Question papers and marking guidelines improved, achieving approval at second moderation. In previous years these required a third level of moderation to meet the criteria;
- It was indeed encouraging that there were no cases of 'none' and 'limited' compliance across the following four criteria, after the required levels of moderation: technical aspects, content coverage, adherence to policy and marking guidelines;
- There were no cases of non-compliance ('none' ratings) across all eight criteria after the required levels of moderation were completed; and
- The examiners and internal moderators are to be commended on the achievement of acceptable standards in the setting of the following 2017 June ABET Level 4 question papers, at first moderation: AAAT4, ARTC4, HSSC4, LCND4, LCSO4, LCSW4, LCVE4, LCXI4, NATS4 and TECH4.

1.5   Areas of Concern

The following were noted as concerns:

- Less than 40% of question papers were approved at first moderation. This was considerably worse than 2016 and 2015 achievements;
- Errors in the marking guidelines accounted for the largest number of corrections required at first moderation. For various reasons, 42% (11 out 26) of the marking guidelines did not comply with the

quality indicators; this was worse than the 2016 and 2015 compliance levels. In this respect, inaccuracies in the expected responses presented in the marking guidelines (INCT4, LCAF4, LCEN4, LCXH4, MMSC4 and WHRT4) and the hindrance of the marking guidelines rather than its facilitating consistent marking (LCTS4, LCXH4 and MMSC4); and language errors in the marking guidelines (LCTS4, ECD4, LCAF4 and LCZU4) were the biggest challenges;

- In 2017, 23% (six out of 26) complied with all the moderation criteria compared to 27% (seven out of 26) in 2016. This reflects a decline in the quality of internal moderation executed in the 2017 June question papers. In 2015 69% (18 out of 26) of the question papers approved met all the requirements of the internal moderation criterion and in 2014, 61% (16 out of 26) of the question papers approved met all the requirements of the internal moderation criterion. The main problem in this decline is the inappropriate quality, standard and relevance of input from the internal moderator(s): ECD4, HSSC4, INCT4, LCEN4, LCZU4, MLMS4, MMSC4 and TRVT4);

- There has been a slight decline in the compliance levels with the criteria governing cognitive demand when compared to 2016 levels of compliance. Among problems identified at the first moderation of the 2017 June question papers were: inappropriate distribution in terms of cognitive level weightings (ECD4, EMSC4, LCAF4, LCTS4, MMSC4, TVRT4 and WHRT4); and lack of sufficient questions at the problem-solving/higher order level (EMSC4, TRVT4 and WHRT4);

- The setting of items outside the scope of the SAGs, coupled with inappropriate weighting and spread of prescribed content, were the main challenges in 10 question papers (INCT4, LCTS4, ECD4, EMSC4, LCAF4, LCXH4, LCZU4, MMSC4, TRVT4 and WHRT4) receiving 'none' or 'limited' compliance ratings at first moderation.

1.6 Directives for Compliance and Improvement

The DHET is required to act on the following directives for compliance and improvement:

- The DHET must strengthen the internal moderation of question papers and marking guidelines to ensure that these are not subjected to second moderation because they do not meet the prescribed requirements;

- The DHET must ensure that both examiners and internal moderators, particularly for those question papers that have been subjected to second moderation, receive appropriate and relevant training on setting and/or moderating question papers; and

- DHET must take the necessary steps to ensure that examiners and internal moderators are familiar with, and competent in the use of, relevant taxonomies, so that the cognitive levels of the various question papers are competently and correctly analysed.

1.7 Conclusion

Umalusi approved 10 question papers after first moderation and 16 question papers after second moderation. It remains a concern that nine question papers (35%) were rejected at first moderation, and that there has been a decline in the number of papers approved at first moderation in comparison to previous years.

Umalusi is particularly concerned with the poor quality of internal moderation and marking guidelines, and deficits in content coverage and cognitive demand, which were common in a large number of question papers presented for first moderation. However, it is satisfied that 100% of the question papers were approved after second moderation. The question papers approved throughout the various levels of moderation met 98% of all the minimum quality requirements with just 2% of the minimum quality requirements reflecting 'limited' compliance.

It is imperative that the DHET puts measures in place to ensure that a high percentage of question papers are approved at first moderation. This requires raising the quality and standard of internal moderation, as also directed in the past by Umalusi.

In the main, the quality and standard of the approved question papers did not compromise the 2017 June GETC: ABET L4 examinations and were fit for purpose.

CHAPTER 2 MODERATION OF SBA PORTFOLIOS

2.1 Introduction

Umalusi conducts external moderation of the implementation of site-based assessment (SBA) to ensure that SBAs are implemented and quality assured at institutional, district and provincial levels. The marks awarded to adult education and training (AET) students for SBA contribute 50% of the final mark for certification. This SBA mark is subject to statistical moderation to ensure the validity and fairness of the final mark.

The objective of conducting SBA is to guide and support the learning process in a structured approach that will assist students to master the concepts and applications without compromising the credibility of internal assessment. Successful completion of SBA confirms a student's readiness for summative assessment.

The DHET provided all provincial education departments (PEDs) with copies of the approved common assessment tasks (CATs) to be implemented provincially by all public providers offering the DHET examination.

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; and
- Report on the quality of SBA within the assessment bodies.

2.2 Scope and Approach

Umalusi used an on-site approach. External moderators were deployed to the moderation venues of six out of nine PEDs. Each PED was expected to collect and submit a sample of 10 student portfolios and one educator portfolio per site and per learning area. These portfolios would be made available to external moderators at the moderation venues. A total of 19 learning areas were sampled for the moderation, based on student enrolments for the 2017 June GETC: ABET Level 4 examinations.

This section outlines the learning areas moderated and the instruments used by the external moderators to determine the quality of the evidence generated by the educators and students during the implementation and quality assurance of SBA at site, cluster and provincial level.

Table 2A below reflects all learning areas and PEDs included in the sample for the 2017 June SBA portfolio moderation process.

Table 2A: List of PEDs and learning areas sampled for SBA portfolio moderation

No.	Learning Area	Code	FS	GP	KZN	LP	NC	NW
1	Applied Agriculture and Agricultural Technology	AAAT4						X
2	Ancillary Health Care	ANHC4				X		
3	Early Childhood Development	ECD4	X					
4	Economic and Management Sciences	EMSC4		X				
5	Human and Social Sciences	HSSC4		X				X
6	Information Communication Technology	INCT4			X			

No.	Learning Area	Code	FS	GP	KZN	LP	NC	NW
7	LC: Afrikaans	LCAF4					X	
8	LC: English	LCEN4			X			
9	LC: Sepedi	LCSP4				X		
10	LC: Setswana	LCTS4						X
11	LC: Tshivenda	LCVE4				X		
12	LC: Xitsonga	LCXI4				X		
13	LC: IsiZulu	LCZU4			X			
14	Life Orientation	LIFO4					X	
15	Mathematical Literacy	MLMS4					X	
16	Mathematical Sciences	MMSC4	X					
17	Natural Sciences	NATS4		X				X
18	Travel and Tourism	TRVT4			X			
19	Wholesale and Retail	WHRT4		X				

In sampling for internal moderation, PEDs were required to ensure that:

- Portfolios were sampled from different districts and learning sites and were representative of the number of candidates enrolled for the 2017 June examination;
- The student portfolios were required to have covered three levels of achievement: below average (0%-39%), average (40%-69%) and above average (70%-100%) at each site that was sampled for internal moderation;
- An educator portfolio had to be submitted with each batch of student portfolios;
- The working mark sheet and computerised mark sheet were to be included for verification purposes;
- The provincial moderator's report, indicating all areas of concern, good practice and recommendations were to be included;
- Only portfolios that had not been moderated previously by Umalusi were to be included for the external moderation process.

2.3 Summary of Findings

This section summarises the findings and observations of Umalusi's moderators of the the moderation of SBA portfolios. The external moderators used the quality assurance of assessment instrument developed by Umalusi as well as Internal moderators' reports during external moderation.

The following criteria were used to moderate SBA portfolios:

- Adherence to Subject and Assessment Guidelines (SAG);
- Internal moderation;
- Content coverage;
- Quality of portfolios of evidence (structure/content);
- Quality of assessment tasks;
- Student performance; and
- Quality of marking.

SBA portfolios were evaluated based on how the quality indicators of each criterion were met and on the overall impression of the tasks.

It is important to note that the PEDs did not submit the samples as required. The reasons given for not complying included low enrolments for the specific learning areas, in all provinces. Table 2B below shows the number of portfolios received from provinces.

Table 2B: List of SBA Portfolios Submitted per PED per Learning Area

Province	CET Site	Learning Area	Student Portfolios	Educator Portfolios
FS	Liberty CLC	MMSC4	15	1
	Mahlasedi CLC	MMSC4	8	1
	Mangaung CLC	MMSC4	5	1
	Fezile Dabi CLC	MMSC4	4	1
	Senkhoane Community Centre	MMSC4	3	1
	Dikgutsaneng CLC	ECD4	4	1
GP	Boksburg Correctional Services	EMSC4	1	1
	Duduza Adult	EMSC4	1	1
	Tembisa CLC	EMSC4	1	1
	Jhb Male Correctional Services	EMSC4	2	1
	Johannesburg Female Correctional Services	EMSC4	2	1
	Khutsong CLC	EMSC4	3	1
	Thokoza CLC	EMSC4	4	1
	Amogelang CLC	EMSC4	1	1
	DWT Nthate CLC	EMSC4	3	1
	Moephathutse CLC-Bolakang	EMSC4	3	1
	Reneilwe CLC	EMSC4	2	1
	Thlabolagang CLC	EMSC4	1	1
	Wattville CLC	EMSC4	1	1
	DWT Nthate CLC	HSSC4	2	1
	Gaegolelwe CLC	HSSC4	1	1
	Hammanskraal CLC	HSSC4	6	1
	Heidelberg Correctional Services	HSSC4	2	1
	PQ Vundla CLC	HSSC4	3	1
	Pretoria Female Correctional Services	HSSC4	1	1
	Tembisa CLC	HSSC4	1	1
	Thuto-Mfundo CLC	HSSC4	1	1
	Vunanimfundo CLC	HSSC4	3	1
	Wattville CLC	HSSC4	6	1
	Duduza CLC	NATS4	6	1
	Denver CLC	NATS4	4	1
	Tembisa CLC	NATS4	3	1
	Gauteng East CLC	NATS4	6	1
	Wattville CLC	NATS4	2	1

Province	CET Site	Learning Area	Student Portfolios	Educator Portfolios
GP	Victory CLC	NATS4	1	1
	Vunanimfundo CLC	NATS4	1	1
	Sharpeville CLC	NATS4	1	1
	Reneilwe CLC	NATS4	1	1
	Holy Trinity CLC	NATS4	1	1
	Chiawelo AET	NATS4	1	1
	Modderbee Correctional Services	NATS4	1	1
	Diepkloof CLC	NATS4	2	1
	Wattville CLC	WHRT4	6	1
	Morakapula Santho CLC	WHRT4	4	1
	City Deep CLC	WHRT4	5	1
	Thokoza CLC - Zonkizizwe	WHRT4	5	1
	Moepathutse CLC	WHRT4	2	1
	Gaerobe CLC - Samphodo	WHRT4	3	1
	Alexandra CLC-Tshwaranang	WHRT4	2	1
	Taamane CLC - Kungwini	WHRT4	1	1
KZN	Sicabanglile CLC	INCT4	2	1
	Mayville CLC	INCT4	4	1
	Ulwazoluhle CLC	INCT4	10	1
	Insika CLC	INCT4	9	1
	Durban Medium B Correctional Services	LCEN4	5	1
	Emthonjeni - Correctional Services	LCEN4	6	1
	Ncome- Correctional Service	LCEN4	6	1
	Mantatisi CLC	LCEN4	4	1
	Durban Medium B Correctional Services	LCZU4	10	1
	Sibani CLC	LCZU4	7	1
	Endakane CLC	TRVT4	3	1
	Sunshine CLC	TRVT4	8	1
	Thembumusa CLC	TRVT4	4	1
	Zamani CLC	TRVT4	3	1
LP	Bosveld CLC	ANHC4	4	1
	Sterkrivier CLC	ANHC4	4	1
	Tshukudu CLC	ANHC4	4	1
	Polokwane Correctional Services	LCSP4	4	0
	Duvhuledza CLC	LCVE4	2	0
	Litshovhu CLC	LCVE4	2	1
	Luvhimbi CLC	LCVE4	2	0
	Tshiombo CLC	LCVE4	2	1
	Ndzhovela CLC	LCXI4	1	1

Province	CET Site	Learning Area	Student Portfolios	Educator Portfolios
NC	Johan Taolo Gaetsewe CLC	LCAF4	3	1
	Vaal Oranje CLC	LCAF4	1	1
	Niekerkshoop CLC	LCAF4	2	1
	Philipvale CLC	LCAF4	3	1
	Reakantswe CLC	LCAF4	3	1
	Wrenchville CLC	LCAF4	3	1
	Danielskuil CLC	LCAF4	3	1
	Upington Correctional Services	LCAF4	3	1
	Gariepwater CLC	LCAF4	3	1
	Prestige CLC	LCAF4	3	1
	Carel van Zyl	LCAF4	3	1
	Nababeep CLC	LCAF4	2	1
	Garies CLC	LCAF4	2	1
	Williston CLC	LCAF4	3	1
	Platfontein CLC	LIFO 4	3	1
	Longlands CLC	LIFO 4	3	1
	Thutong CLC	LIFO 4	3	1
	Helen Joseph CLC	LIFO 4	3	1
	Letshego CLC	LIFO 4	3	1
	Goegolelwe CLC	LIFO 4	3	1
	Thuto ke Lesedi CLC	LIFO 4	3	1
	Hotazel CLC	LIFO 4	3	1
	Kuruman Correctional Services	LIFO 4	3	1
	Leliefontein CLC	LIFO 4	3	1
	Recipela CLC	LIFO 4	3	1
	Calvinia CLC	LIFO 4	3	1
	Schmidtsdrift CLC	LIFO 4	3	1
	Sunrise CLC	LIFO 4	3	1
	Greenpoint CLC	MLMS4	3	1
	Thanya CLC	MLMS4	3	1
	Kimberley Old Prison	MLMS4	3	1
	Itlhatloseng CLC	MLMS4	3	1
	Pescodia CLC	MLMS4	3	1
	Du Toitspan CLC	MLMS4	3	1
NW	Kgatelo Pele CLC	AAAT4	2	**1**
	Neo-Etsile CLC	AAAT4	3	1
	Mogwase Correctional Services	HSSC4	5	1
	Ema O Itirele CLC	LCTS4	10	1

Province	CET Site	Learning Area	Student Portfolios	Educator Portfolios
NW	Mosiane CLC	LCTS4	8	1
	Khubamelo CLC	NATS4	10	1
	Mogwase Correctional Services	NATS4	7	1
	Rooigrond Correctional Services	NATS4	3	1
Total portfolios submitted			**399**	**112**

Umalusi moderated all 399 student portfolios and 112 educator portfolios for 19 learning areas, received from 104 sites located in six provinces. Compared to the 2016 November examinations, an additional seven learning areas were moderated: INCT4, LCAF4, LCSP4, LCTS4, LCVE4, LCX14, LCZU4, MLMS4 and MMSC4. The sample of student portfolios increased by 49 portfolios and the educator portfolios by 53.

It should, however, be noted that although there seems to be an increase in the number of portfolios submitted, only 17% of the sampled sets consisted of one educator and between five and 10 student portfolios. In 3% of the sampled sets, the educator portfolios were not submitted; the balance consisted of one educator portfolio and between one and four student portfolios. Figure 2A below depicts the number of student portfolios in the sample sets submitted for external moderation.
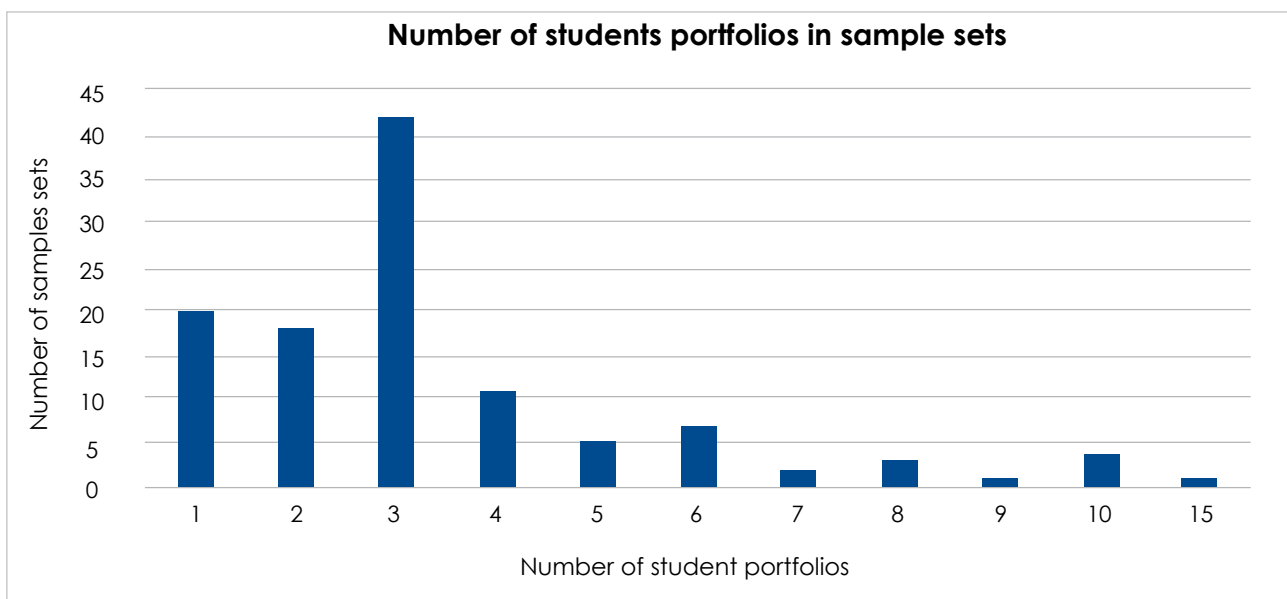
Figure 2A: Number of Student Portfolios Submitted per Sample

Challenges experienced with the sampling of SBA portfolios are discussed below:

Umalusi moderation instruments make provision for its external moderators to verify one educator portfolio and 10 students' SBA portfolios. In most instances, AET sites struggled to meet the quality assurance requirements for the 2017 June examination, as a result of low enrolments. This presented challenges, since Umalusi ended up moderating different numbers of students' SBA portfolios. Table 2B and Figure 2A above highlight this challenge, which is revealed by the number of student portfolios moderated from different sites.

Three sites from Limpopo did not submit educator portfolios. Furthermore, some PEDs indicated that in some learning areas, student portfolios included in the samples contained work completed during 2016 as well as portfolios for 2017 only. This accounted for some student portfolios containing all five tasks, and others only two or three tasks.

2.3.1 Compliance per Criterion

The findings summarised below show overall compliance and the levels of compliance per criterion of the SBA portfolios per sampled site. Table 2C below indicates the quantitative analysis of SBA portfolios moderated.

Table 2C: Quantitative Analysis of SBA Portfolios Moderated

No.	Criterion	Compliance Frequency (819 Instances)			
		None	**Limited**	**Most**	**All**
C1	Adherence to Policy	3	19	93	2
C2	Internal Moderation	8	38	48	23
C3	Content Coverage	5	35	21	56
C4	Structure of Portfolios	1	20	86	10
C5	Assessment Tasks	15	24	51	27
C6	Student Performance	3	26	62	26
C7	Quality of Marking	18	36	37	26
		53	**198**	**398**	**170**
Total		**251 (31%)**		**568 (69%)**	

Table 2C above shows that the sample moderated had 251 out of 819 instances of non-compliance with the seven criteria (53 instances of none; and 198 instances of limited compliance). Compared to the 2016 examinations, there was a decrease in overall compliance, from 90% to 69%.

Contributing factors to the degree of compliance may be the increased number of learning areas in the sample, the increased number of educator portfolios in the sample, the ratio of student to educator portfolios in the sample, and the inclusion of different PEDs. Figure 2B below indicates the degree of compliance of SBA portfolios with moderation criteria.
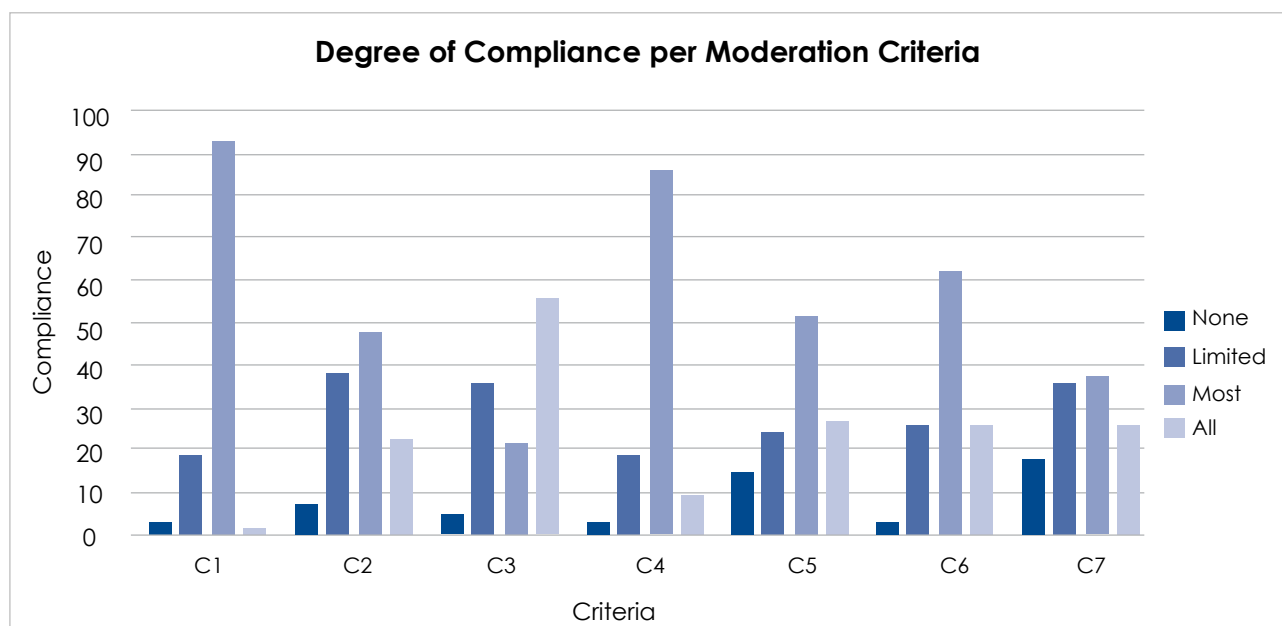
Figure 2B: Degree of Compliance with Moderation Criteria

The main concerns highlighted in the external moderators' reports included failing to file the required documents in the educator and student portfolios; weak feedback on the internal moderation process;

students failing to interpret assessment tasks correctly; and poor quality of marking. The section below is a summary of the key findings.

2.3.2 Adherence to Technical Aspects

This criterion requires educator portfolios of evidence to contain various policy, assessment and planning documents. It was encouraging to note that 81% of sites adhered to the requirements stipulated in the Examination and Assessment Guideline (EAG). It was, however, a concern that educators did not include valid and appropriate assessment tools and assessment planning evidence. These are required to structure the implementation of the SBAs.

There were an alarming number of incidents in which educators did not provide students with assessment criteria prior to assessment; and constructive feedback after assessment. Such incidents continued to be noted in 18 of the 19 learning areas. Some of these portfolios indicated feedback had been given, but this was not constructive or supportive with the aim to improve student performance.

There were an unacceptably high number of incidents where educator portfolios contained old versions of the EAGs for the learning area; or EAGs were not submitted at all. This made it difficult to determine whether assessment was conducted as planned.

2.3.3 Internal Moderation

It was encouraging to see that all PEDs had made a concerted effort to ensure that sampled portfolios were moderated at district and provincial levels. The main problems that brought about a decrease of 28% in this compliance rating, from 89% in the 2016 November examinations to 61%, remain the minimal and limited evidence of feedback provided to the educators and students. This is of particular concern in areas that require the educator to improve. This was evident in INCT4, LCAF4, EMSC4 and NATS4.

External moderators of INCT4 and LCAF4 recommended that internal moderators focus on the quality, relevance and standard of marking, and student performance, rather than the technical aspects. It was disturbing that internal moderation at some sites showed evidence of shadow-marking, where internal moderators accepted glaring mistakes and discrepancies. Examples of discrepancies included cases where educators and internal moderators accepted students submitting photocopies of work, copying from each other and a verbatim copy of the marking guidelines. These were evident in HSSC4; MMSC4 and WHRT4.

2.3.4 Content Coverage

This criterion measures the extent to which the five tasks were implemented as planned and whether educators completed mark sheets for all students for each task. It was observed that 47% of sites were compliant in all respects, while only 4% were not compliant at all. Reasons stated for non-compliance related to the implementation of the assessment plan, incomplete planning schedules, non-submission of assessment schedules, and incomplete assessment schedules and mark sheets. This was noted in INCT4, LCAF4, LCVE4, LCX14, MMSC4, TRVT4 and WHRT4.

In their effort to meet the quota of portfolios required, PEDs presented samples of portfolios where SBA was conducted in 2017, along with samples from newly enrolled students. This could account for HSSC4, LCAF4 and LIFO4 submitting student portfolios where only two to four of the tasks were completed, assessed and internally moderated.

2.3.5 Structure/Content

Non-compliance with this criterion related to limited evidence, and an absence of identity documents, assessment plans, declarations of authenticity and scores of marks in most portfolios. There was evidence

that the PEDs had provided templates and/or guidelines to the sites, to standardise the structure and content of the student portfolios. The content page was one of the templates provided. The limited compliance and non-compliance of some sites could be as a result of the templates not indicating clearly which documents were required.

One case of non-compliance and 20 cases of limited compliance were identified. This accounted for 18% of the complete sample moderated, and related to AAAT4, ECD4, EMSC4, HSSC4, LCAF4, LCEN4 and LCSP4.

In addition, there were no records of scores for work done; or for all the assessment tasks, in some of the student portfolios. Some portfolios did not contain declarations of authenticity. The absence of these documents have serious consequences: the ID and declaration of authenticity help the external moderator to verify authenticity of a student's work; and the assessment plan and record of scores underpin the principles of fairness and validity.

Table 2D below indicates the learning areas where the student portfolios of evidence did not contain the required documents.

Table 2D: Non-submission of Prescribed Documents per Learning Area

No.	Learning Area	PED	ID	Declaration of Authenticity	Assessment Plan	Record of Scores
1	AAAT4	NW	No	No	No	No
2	ECD4	FS	No		No	No
3	EMSC4	GP	No	No		No
4	HSSC4	GP	No	No		
5	HSSC4	NW	No			
6	INCT4	KZN	No	No	No	
7	LCAF4	FS	No	No	No	
8	LCEN4	KZN	No		No	
9	LCSP4	LP	No			
10	LCTS4	NW	No	No		No
11	LCVE4	NW	No		No	
12	LCZU4	KZN	No		No	
13	LIFO4	NC	No	No		
14	MLMS4	NC	No	No		
15	MMSC4	FS	No	No	No	No
16	NATS4	GP	No	No		
17	NATS4	NW	No		No	
18	TRVT4	KZN	No		No	No
19	WHRT4	GP	No	No		No
Total			**19**	**11**	**10**	**7**

Non-submission of documents for 17 learning areas is summarised in Figure 2C below.

Non-submission of Documents Per Learning Area
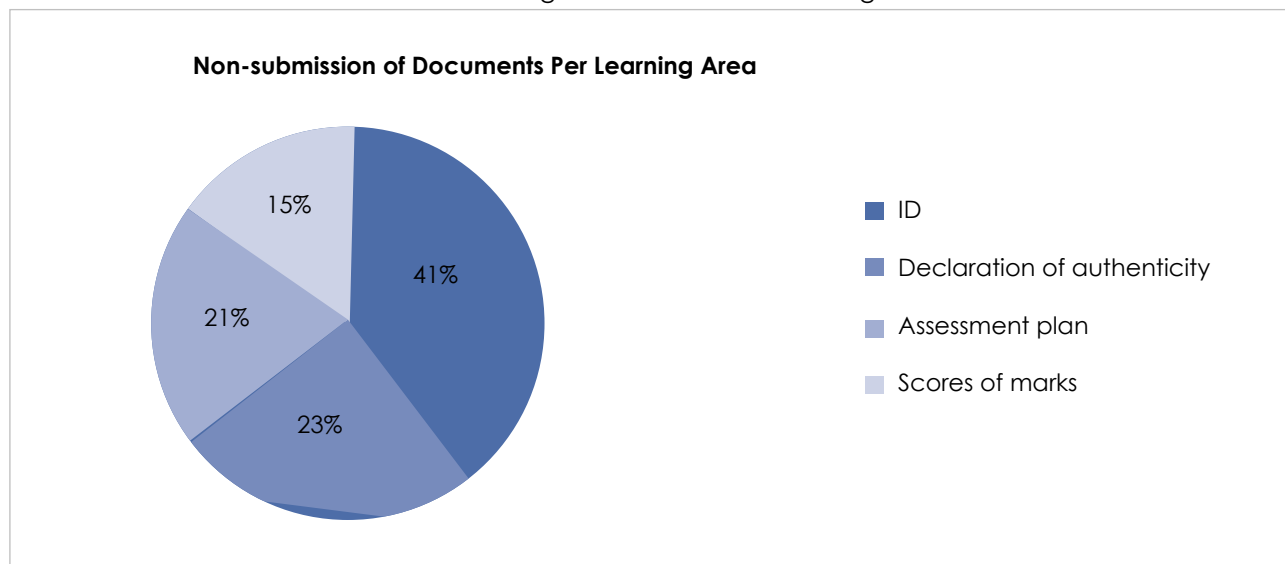
Figure 2C: Non-submission of Documents per Learning Area

2.3.6 Assessment Tasks

This criterion evaluates the completeness, correctness and quality of the work that was presented by the students. It was observed that in HSSC4, LCAF4, LCEN4, LIFO4 and MLMS4 not all the tasks were contained in the student portfolios. Portfolios from students in these learning areas contained between one and three of the five tasks.

The student portfolio for LCSP4 from the Limpopo PED contained more than five tasks. This portfolio was not accompanied by an educator portfolio so whether assessment was conducted as planned could not be confirmed.

There were inconsistencies in marking where educators deviated from the marking guidelines, for example in EMSC4, HSSC4, INCT4, LCAF4, LCEN4, LCSP4, LCXI4, LCZU4, LIFO4, MLMS4, MMSC4, TRVT4 and WHRT4. This resulted in inflated marks that did not truly reflect student performance. Students were either unfairly advantaged or disadvantaged. Many inconsistencies were related to the use of rubrics: educators allocated marks without considering the criteria of the rubrics. Additionally, students were credited for incorrect responses.

There was evidence that students found the tasks too demanding in the following learning areas: AAAT4, ECD4, HSSC4, NATS4 and TRVT4.

In the 2016 November examinations' moderation, 11% non-compliance with this criterion was recorded, compared to 33% in 2017. Compliance with this criterion has thus decreased by 22%, from 89% compliance in 2016 to 67% in 2017.

2.3.7 Student Performance

It must be noted that the sample represents only the learning areas for the provinces sampled and that the size of the sample may not represent the performance of the population. This criterion evaluates the performance of students across a number of sites in the sampled provinces for the sampled learning areas. All sites recorded instances of individual students who were unable to interpret and respond to tasks, meet the expectations and demands of tasks, and respond to different levels of difficulty of tasks.

Table 2C indicates that there were three instances of no compliance and 26 instances of limited compliance. This constitutes an overall non-compliance of 25%. Additional factors that contributed to the

non-compliance rating were inconsistent marking, with marks inflated and therefore not a true reflection of student performance. This was noted in ECD4, LCEN4 and LCZU4. Portfolios for INCT4 and LCAF4 did not contain evidence for oral tasks, which prevented verification of student performance.

Irregularities at some sites were not identified and managed by educators and internal moderators in accordance with quality assurance requirements. These included students copying from each other, educators accepting photocopies instead of original evidence, and accepting verbatim copies of the marking guideline. This was evident in INCT4 and WHRT4. Authenticity and validity had thus been compromised.

2.3.8 Quality of Marking

The non-compliance rating with this criterion is a concern. The 46% recorded is comprised of 18 instances of no compliance and 36 instances of limited compliance.

Inconsistent marking was still a major contributor to non-compliance with this criterion. Open-ended questions and the interpretation and use of rubrics remain a challenge for educators and internal moderators. Marks were inconsistent with the performance of the students. This was evident in 15 learning areas.

Concerns remain about the quality of marking in WHRT4 and INCT4, where educators marked students' work that was copied verbatim from the marking guidelines and from peers. These SBA portfolios were moderated internally. Some instances of incorrect calculation and transfer of marks were evident in EMSC4, HSSC4, INCT4, LCVE4 and TRVT4.

2.4   Areas of Good Practice

The following areas of good practice were noted:

- The DHET is commended on the concerted effort to improve internal moderation of SBA portfolios and the provision of templates for the different sites to improve consistency; and
- The external moderators commended the different sites and learning areas for the high compliance rating in Criterion 1 (81%), Criterion 4 (82%) and Criterion 6 (75%).

2.5   Areas of Concern

The following were identified as areas of concern:

- There remain educators in 18 of the 19 learning areas who still do not provide their students with the assessment criteria prior to assessment. Students in these learning areas also do not receive constructive feedback after assessment;
- It was concerning that educator portfolios did not contain the latest version of EAGs and assessment and learning planning documents;
- Some student portfolios, in 16 of the 19 learning areas, still did not contain some of the required documents. These include the student's ID, assessment plan, records of results and declarations of authenticity. Without these, authenticity cannot be verified;
- The quality of marking and internal moderation remains a great concern, with educators not adhering to the marking guidelines and rubrics; and
- The discrepancy relating to educators in INCT4 and WHRT4 allowing and accepting verbatim copies of the marking guidelines was of concern.

2.6   Directives for Compliance and Improvement

The following directive is given to improve the implementation of SBA:

- The DHET should strengthen its training of educators and focus on the following areas: content of student and educator portfolios, provision of constructive feedback, assessment planning, assessment implementation and time management.

2.7   Conclusion

This chapter summarised the major findings of the analysis of the SBA portfolio moderation reports for the 2017 June examinations. The report has also highlighted its directives for compliance, which the DHET must address before the next moderation cycle to ensure that all SBA portfolios meet moderation criteria.

CHAPTER 3 MONITORING OF WRITING

3.1   Introduction

Assessment bodies have total responsibility for the credible conduct, administration and management of the writing phase of examinations for qualifications that they are registered and accredited to offer. Umalusi monitored the writing of the 2017 June GETC: ABET Level 4 examinations administered and conducted across examination centres nationally by the DHET.

3.2   Scope and Approach

Umalusi adopted a random sampling approach in selecting the 18 examination centres it monitored nationally to comply with its mandatory obligation.

A mixed method approach was adopted for collecting this data, which included observations and interviews. The prescribed Umalusi instrument for monitoring the writing of external examinations was used. The 18 centres monitored are listed in Table 3A below. The table also provides information on the dates, numbers of candidates and learning areas monitored.

Table 3A: Examination Centres Monitored

No.	Examination centres	Province	Date	Learning area	Candidates Registered	Candidates Wrote
1	Imidange Adult Centre	Eastern Cape	31 May 2017	LLC: English	9	6
2	Balco Adult Centre	Western Cape	7 June 2017	Travel and Tourism	22	8
3	Kanyamazane Adult Centre	Mpumalanga	13 June 2017	Ancillary Health Care	7	3
4	Tshwaragang Adult Centre	North West	9 June 2017	Economic & Management Sciences	14	12
5	Tswelopelo Adult Centre	Northern Cape	5 June 2017	Mathematical Literacy	14	12
6	Leliefontein Adult Centre	Northern Cape	5 June 2017	Mathematical Literacy	11	1
7	Steinkopf Adult Centre	Northern Cape	13 June 2017	Ancillary Health Care	7	5
8	Mageme Adult Centre	Limpopo	31 May 2017	LLC: English	26	22
9	Thusa-Siza Adult Centre	Free State	31 May 2017	LLC: English	19	15
10	Sibusisiwe CLC	KwaZulu-Natal	8 June 2017	Human and Social Sciences	6	3
11	Sonwabile Adult Centre	Eastern Cape	5 June 2017	Mathematical Literacy	9	5
12	Dokkies Adult Centre	KwaZulu-Natal	5 June 2017	Mathematical Literacy	56	38
13	Hammanskraal Adult Centre	Gauteng	5 June 2017	Mathematics and Mathematical Sciences	16	11
14	Tiakeni Adult Centre	Free State	5 June 2017	Mathematical Literacy	32	17
15	Ikhewezi Adult Centre	KwaZulu-Natal	14 June 2017	Early Childhood Development	94	67
16	Phumelela Adult Centre	Western Province	13 June 2017	Ancillary Health Care	13	4
17	Pietersburg Adult Centre	Limpopo	19 June 2017	Natural Sciences	49	27
18	Iphatlhose Adult Centre	North West	19 June 2017	Natural Sciences	25	14

3.3   Summary of Findings

The findings below are presented in accordance with Umalusi's critical criteria for monitoring the writing of examinations.

The summary of the observations at the 18 centres monitored for the writing of the 2017 June GETC: ABET Level 4 examinations is discussed below.

3.3.1   Delivery and Storage of Examination Material before Writing

It was evident that all examination centres complied fully with the criteria governing the delivery and storage of examination material before writing. The following was observed:

- Examination materials were either delivered by the courier service or collected by the chief invigilator from the delivery point, or brought to the examination venue by district officials;

- Examination material was sealed in plastic bags at all except one examination venue;
- There was a lack of electricity at three venues; and
- Scripts were not sent in sealed bags to one venue.

3.3.2   The Invigilators and their Training

While14 of the centres complied with the evidence relating to chief- and invigilator training, there were centres where certain challenges were experienced. The following were identified:

- Two centres did not have appointment letters for invigilators;
- There was no evidence of training of invigilators at two centres.

3.3.3   Preparations for Writing and the Examination Venues

This segment of the examination process needs the immediate attention of all stakeholders. There was poor preparation of the examination venue at 10 centres and this had a negative impact on the quality of the administration and conduct of the examination process. The following challenges were identified:

- The furniture was inappropriate at one venue;
- The examination files were found to be unstructured at three venues;
- There was no seating plan available at one venue;
- Poor cell phone control was evident at one venue;
- There was poor preparation of the examination venue at three centres; and
- Permission letters were not checked at one venue.

3.3.4   Time Management

Time was generally managed well, with the exception of two centres. Question papers were brought timeously to the examination centres. Invigilators were punctual. Examination sessions commenced and ended on time. The following challenges were identified:

- The question papers were not checked for technical accuracy at four venues;
- Time was poorly managed at two centres.

3.3.5   Examination Environment

Thirteen of 18 centres were found to be compliant with this criterion. The invigilators checked the ablution

facilities for any material that could help candidates. The monitors reported that five centres did not check the ablution facilities toilets.

3.3.6 Writing Process

The criteria were managed well at all centres. Clear instructions were provided by invigilators during the writing phase. Invigilators were vigilant at all times. Candidates using ablution facilities were well monitored. Candidates were not allowed to leave during the last 15 minutes of the examination session.

3.3.7 Packaging and Transport of Scripts after Writing

All chief invigilators followed the necessary instructions of the respective district offices in packaging of scripts. Within a period of 45 minutes of the completion of the examination, the papers were ready to be delivered to the respective nodal point or courier centre.

3.3.8 Monitoring by Assessment Body

There was no evidence of monitoring in three of the 18 centres on the day of the Umalusi visit. It was observed that monitors from the assessment body remained only for an hour at the examination venue(s) thus did not observe the whole writing process.

3.3.9 Examination irregularities and incidents

The assessment body adhered to the reporting of irregularities and incidents, and daily reports, received weekly, were submitted to Umalusi. Annexure C provides a record of irregularities submitted since the start of the 2017 June GETC: ABET Level 4 examinations. However, a detailed irregularities report will be presented at the approval meeting, to be held on 11 August 2017.

3.4 Areas of Good Practice

The following areas of good practice were observed:

- All stakeholders contributed positively to raising the standard and integrity of the conduct of the examinations;
- Papers were brought timeously to the examination venue(s).

3.5 Areas of Concern

The following areas of concern were observed at some of the venues during the monitoring:

- No evidence to confirm appointment of invigilators;
- Some of the writing venues were not well prepared in advance;
- The examination files were not structured and organised. Furthermore, these files did not provide any records of documents (e.g. training of invigilators);
- There were pockets of poor time management that negatively affected the commencement of examinations.

3.6 Directives for Compliance and Improvement

The DHET must:

- Monitor sites closely to ensure that invigilators carry out their responsibilities and roles as outlined in the policy and regulations, with specific regard to:

- Preparation of examination centres prior to the start of the writing session;
- Safe-keeping of valuable examination documents (e.g. evidence of training of invigilators).
• Ensure that examinations start and end as per the prescribed times on the question papers.

3.7 Conclusion

The findings in this report provide valuable information on the findings during the monitoring of the writing of the 2017 June GETC: ABET Level 4 examinations. This evidence is adequate to conclude that the administration and conduct of writing was not compromised in any way.

CHAPTER 4 MONITORING OF MARKING

4.1 Introduction

Marking was conducted in 26 learning areas. Umalusi monitored the marking process conducted by the DHET for the 2017 June GETC: ABET Level 4 examinations (Level 1 on the NQF). Monitoring the marking process is important to determine the reliability of the conduct, management and administration of the marking process of the examinations; and to establish whether the overall integrity and credibility of marking was or was not compromised.

4.2 Scope and Approach

The DHET undertook the marking of scripts from 1-18 July 2017 in all nine provinces. The assessment body adopted a decentralised marking approach. This report is based on a sample of four marking centres.

Umalusi monitors were required to complete a monitoring instrument by recording observations and verbal responses from the marking centre managers. The monitors also verified documents available at the marking centre.

Table 4A below indicates the marking centres visited by Umalusi.

Table 4A: Marking centres monitored by Umalusi

No.	Province	Centre	Date
1	Free State	Bainsvlei Combined School	4 July 2017
2	Limpopo	General Piet Joubert School	4 July 2017
3	Gauteng	Hoërskool President	13 July 2017
4	KwaZulu-Natal	Adams College	13 July 2017

4.3 Summary of Findings

The findings below are presented in terms of the criteria prescribed by Umalusi for monitoring the conduct of marking.

It has been reported that the marking of the 2017 June GETC: ABET Level 4 examination scripts was conducted according to the marking policy and guidelines that the assessment body had developed. Table 4B illustrates the level of compliance of four marking centres, per criterion, during monitoring.

Table 4B: Level of Compliance in Relation to Criteria

Criteria	Compliance in All Criteria	Compliance in Most Criteria	Satisfactory Compliance
Planning for marking	3	1	0
Marking centre	2	2	0
Security	2	2	0
Training of marking personnel	4	0	0
Marking procedure	3	1	0
Monitoring of marking	2	2	0
Handling of irregularities	3	1	0
Quality assurance procedures	3	1	0
Reports	2	1	1

4.3.1 Planning for Marking

Three out of four centres visited by Umalusi were found to be fully ('all') compliant with these criteria. The exception was one centre that was rated compliant with 'most' criteria. All the centres had management plans, which were developed by DHET.

Marking centre management teams arrived between 1 July and 10 July 2017 in the various provinces. At all centres the management teams arrived before the other marking personnel. All centres received the marking guidelines before the marking started except at the Hoërskool President marking centre, where the marking guideline was emailed to the centre manager after the marking guideline discussion.

4.3.2 Marking Centres

Schools were used as marking centres. Markers were accommodated in school hostels, except at the Hoërskool President in Gauteng, where markers were not provided with accommodation.
Ablution facilities were clean and there was sufficient furniture for all marking personnel. Markers were provided with food at all the marking centres, except Hoërskool President. It was reported that the marking centres opened from as early as 06:30 and closed as late as 20:00.

4.3.3 Security

Umalusi monitors reported that two out of four centres monitored were found to be fully compliant with this criterion. The norms and standards prescribed for security at the marking centres were adequate for all centres.

At Hoërskool President, however, the Umalusi monitor was not given a register to sign. The following security measures were in place:

- Alarm system;
- 24-hours security guards;
- Surveillance cameras;
- Fire extinguisher; and
- Scripts were recorded on arrival at the marking centre and when dispatched to and from control rooms.

Escorted trucks were used to transport the scripts to the various marking centres.

4.3.4 Training of Marking Personnel

It was reported that all the centres monitored by Umalusi were found to be fully compliant with this criterion. There was evidence that all marking personnel were trained according to the marking plan developed by the assessment body.

- All marking centre managers were trained on the management of the centre and control of examination material. This was done by the assessment body on various dates;
- Centre managers trained script control managers and examination assistants (EAs);
- Chief markers and internal moderators were trained by senior provincial examination officials;
- All senior markers and markers were trained by chief markers.

4.3.5 Marking Procedure

The marking approach adopted at all marking centres monitored was to mark question-by-question. The following was reported:

- Markers were not allowed to mark scripts from their own centres;
- In cases where candidates answered optional questions, or the same questions twice, the markers marked the first answer;
- Markers were not allowed to make any changes to the marking guidelines;
- Scripts went through different levels of moderation to ensure that mark allocation was correctly captured; and
- Internal moderators took a similar approach if they found that candidates were unfairly advantaged or disadvantaged.

4.3.6 Monitoring of Marking

The performance of markers was monitored at all the marking centres:

- Senior markers kept records of marking by monitoring the progress of markers and compiling reports;
- Underperforming markers were to be subjected to retraining and close monitoring and guidance by senior markers.

Evaluation forms of markers' performance were completed and kept to be used to inform the next selection of markers.

4.3.7 Handling of Irregularities

All markers were trained on what constitutes an irregularity and the procedures to be followed should such be detected. Markers were required to report suspicions to the chief marker, who would conduct an investigation to confirm any irregularity. Completed irregularity forms were to be submitted to the Irregularity Committee, comprised of the centre manager/s and chief marker/s.

There were no irregularities confirmed during Umalusi's visits.

4.3.8 Quality Assurance Procedures

The quality assurance procedures put in place by the assessment body was well managed. The following was observed:

- Chief markers and internal moderators quality-assured script marking at various levels of marking;
- Verification of total marks was done by the chief marker, senior marker, internal moderator and EAs at various levels;
- Checking and verification were done to ensure marks were captured per sub-question.
- The capturing of marks took place at head office in all the provinces monitored by Umalusi.

4.3.9 Reports

Both chief markers and internal moderators completed qualitative reports at the marking centres using the template designed by the assessment body. These reports would be used during educator training and workshops.

There was evidence of monitoring by the provincial monitors at two of the four centres monitored by Umalusi.

4.4 Areas of Good Practice

Generally the management at the marking centres was good, with the following areas of good practice noted by Umalusi monitors:

- Effective management and administration was evident at all marking centres monitored;
- Training of marking personnel was well managed;
- Good and suitable facilities were used for marking; and
- All centres were conducive to and suitable for marking.

4.5 Areas of Concern

The following area of concern was noted by monitors:

- Security and access control at the entrance to the marking centre in Gauteng was not well managed. Some visitors were not required to sign a register and their vehicles were not searched.

4.6 Directives for Compliance and Improvement

The DHET must consider the following directive to improve the marking processes of the GETC: ABET Level 4 examinations:

- Ensure that security procedures are applied consistently in all marking centres.

4.7 Conclusion

Although the marking and related processes at the marking centres monitored were administered and managed according to the regulations pertaining to the conduct, management and administration of examinations, there were minor deviations. These, however, did not compromise the integrity and credibility of the marking of the 2017 June GETC: ABET Level 4 examinations.

CHAPTER 5 MONITORING OF THE MARKING GUIDELINE DISCUSSIONS

5.1   Introduction

The marking guideline discussion meetings provided a platform for markers, examiners, internal moderators and external moderators to discuss responses per question and to reach consensus before the final marking guidelines were approved. The purpose of the marking guideline discussions is to ensure that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines.

The process ensures that all possible alternative responses are included, incorrect responses are corrected and that all markers adhere to the same marking standard. This also ensures that all marking is fair, consistent and reliable.

5.2   Scope and Approach

The DHET facilitated marking guideline discussions for the 26 learning areas at Indlela Skills Centre, Olifantsfontein, Johannesburg, from 2 – 23 June 2017. Representatives from all nine provincial education departments (PEDs) were expected to attend these discussions. It was also expected that participants attend the discussions after having prepared for the meetings in their respective learning areas. Each province was expected to send at least an internal moderator and a chief marker.

The DHET convened a plenary session to brief all participants, to ensure a common understanding of what was expected of them.

Umalusi deployed 26 external moderators for the monitoring of marking guideline discussions. A group of external moderators was deployed each day according to the schedule provided by DHET. Table 5A below reflects the schedule of marking guideline discussion meetings attended by external moderators. Umalusi's external moderators' role was to:

- Observe the proceedings;
- Provide guidance regarding the interpretation of the questions and the required responses;
- Adjudicate where participants were unable to reach consensus regarding responses; and
- Approve the final marking guidelines to be used during the marking process.

Table 5A: Schedule of Marking Guideline Discussions

Date	Learning Area	No. of External Moderators	Umalusi Official
02 June 2017	Information Communication Technology (INCT4)	6	1
	Life Orientation (LIFO4)		
	Language and Communication – IsiXhosa (LCXH4)		
	Language and Communication – Sepedi (LCSP4)		
	Language and Communication – Xitsonga (LCXI4)		
	Language and Communication – siSwati (LCSW4)		

Date	Learning Area	No. of External Moderators	Umalusi Official
06 June 2017	Language and Communication – IsiNdebele (LCND4)	6	1
	Language and Communication – IsiZulu (LCZU4)		
	Language and Communication – Sesotho (LCSO4)		
	Language and Communication – Tshivenda (LCVE4)		
	Language and Communication – Setswana (LCTS4)		
	Arts and Culture (ARTC4)		
12 June 2017	Language and Communication – English (LCEN4)	5	1
	Technology (TECH4)		
	Language and Communication – Afrikaans (LCAF4)		
	Mathematical Literacy (MLMS4)		
	Mathematics and Mathematical Sciences (MMSC4)		
15 June 2017	Small, Medium and Micro Enterprises (SMME4)	4 (only one external moderator attended owing to taxi strike)	1
	Travel and Tourism (TRVT4)		
	Human and Social Sciences (HSSC4)		
	Economic and Management Sciences (EMSC4)		
23 June 2017	Applied Agriculture and Agricultural Technology (AAAT4)	5	1
	Ancillary Health Care (ANHC4)		
	Early Childhood and Development (ECD4)		
	Wholesale and Retail (WHRT4)		
	Natural Sciences (NATS4)		

Umalusi was able to participate in 23 of the 26 learning areas offered by DHET. External moderators for three learning areas, SMME4, TRVT4 and EMSC4, could not attend the marking guideline discussions because of a taxi strike that resulted in road blockades.

The external moderators evaluated the finalisation of the marking guidelines and monitored the proceedings using the Umalusi instrument for the monitoring of marking guideline discussions. The instrument has criteria that are grouped into the following six key areas:

- Attendance of internal moderator, chief marker and/or markers;
- Verification of question papers;
- Preparations for marking guideline discussions;
- Marking guideline discussion process;
- Sample marking; and
- Approval of amendments to marking guidelines.

5.3   Summary of Findings

Most provinces were able to send representatives for each learning area offered in their respective provinces. Umalusi's external moderators indicated that the internal moderators, examiners and markers

had a clear understanding of the purpose of the marking guideline discussions and their roles during this process. Below is a summary of the findings for each criterion.

5.3.1 Attendance of internal moderators and chief markers

Each PED was expected to send at least two representatives, namely the internal moderator and chief marker. However, PEDs with a high number of candidates for a particular learning area could send additional markers to participate in the marking guideline discussions. Table 5C below indicates the PEDs that were represented, and those that were not, in the marking guideline discussions in the respective learning areas.

Table 5B: Representation of PEDs at Marking Guideline Discussions

No.	LA Code	Provincial Education Departments (PEDs)								
		EC	FS	GP	KZN	LP	MP	NC	NW	WC
1.	ANHC4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2.	AAAT4	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No
3.	ARTC4	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No
4.	ECD4	Yes	Yes	Yes	Yes	No	Yes	No	No	No
5.	EMSC4	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No
6.	HSSC4	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No
7.	INCT4	Yes	No	Yes	Yes	No	Yes	No	Yes	Yes
8.	LCAF4	Yes	No	No	No	No	Yes	Yes	No	Yes
9.	LCEN4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10.	LCND4	No	No	No	No	No	Yes	No	No	No
11.	LCXH4	Yes	No	No	Yes	No	No	No	No	No
12.	LCZU4	No	No	Yes	Yes	No	Yes	No	No	No
13	LCSP4	No	No	Yes	No	Yes	Yes	No	No	No
14.	LCSO4	Yes	No	Yes	No	No	No	No	No	No
15.	LCTS4	No	No	Yes	No	No	Yes	Yes	Yes	No
16.	LCSW4	No	No	No	No	No	Yes	No	No	No
17.	LCVE4	No	No	No	No	Yes	No	No	No	No
18.	LCXI4	No	No	Yes	No	Yes	Yes	No	No	No
19.	LIFO4	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
20.	MLMS4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
21.	MMSC4	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
22.	NATS4	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No
23.	SMME4	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes
24.	TECH4	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No
25.	TRVT4	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
26.	WHRT4	Yes	No	Yes	Yes	No	Yes	No	No	Yes

The table above shows that learning areas such as ANHC4, LCEN4 and MLMS4 had representatives from all the PEDs. One would expect all PEDs to send representatives in such learning areas because these are popular in the Community Education and Training (CET) sector. One hundred percent attendance was

also expected in LIFO4 because there were candidates in all PEDs who wrote this learning area. Table 1C above shows that the Free State PED was not represented in LIFO4, but there were candidates who wrote this learning area. Also of concern was the absence of Mpumalanga PED representatives in learning areas like LCND4 and LCSW4. These languages are mostly offered at CET centres in this province.

5.3.2 Verification of Question Papers

Umalusi's external moderators confirmed that all the question papers presented were the final versions that were approved during the external moderation process except for LCAF4, LCSW4, EMSC4, SMME4 and TRVT4. Question papers of three learning areas, namely EMSC4, SMME4 and TRVT4, could not be confirmed at the venue since the responsible external moderators could not get to the discussions venue because of a taxi strike. These question papers, marking guidelines, minutes of the meetings and attendance registers were sent to external moderators for verification of decisions taken by the team during discussions. After verification of the documents, all three external moderators signed off the respective final marking guidelines.

The external moderator LCAF4 noticed that the final version of the question paper contained typing errors. The question paper presented during the marking guideline discussions for LCSW4 was not signed by the officials who had approved it.

The internal and external moderators had not signed off the examination question paper and marking guideline for WHRT4. Furthermore, the Afrikaans version of this paper contained several grammatical and spelling errors. It also contained a table in English. This was problematic since candidates were required to obtain information from the table. The incorrect table was also erroneously placed in the marking guideline.

5.3.3 Preparations for Marking Guideline Discussions

Representatives from PEDs were expected to have marked a sample of 20 candidate scripts before the marking guideline meeting, in preparation for the discussions. Table 5C below indicates the number of scripts marked by chief markers and internal moderators from different PEDs in preparation for the marking guideline discussions.

Table 5C: Number of Scripts Pre-marked per PED

No.	LA Code	GP	EC	FS	KZN	LP	MP	NC	NW	WC
1	AAAT4	1	6	10	6	16	-	-	10	-
2	ANHC4	40	20	34	20	40	-	20	20	19
3	ARTC4	-	-	-	22	4	-	-	20	-
4	ECD4	10	-	20	20	-	19	-	-	-
5	HSSC4	1	-	-	20	-	-	-	-	-
6	INCT4	1	-	-	-	-	-	-	-	9
7	LCAF4	-	-	-	-	-	-	16	-	3
8	LCEN4	30	41	43	40	40	20	20	30	11
9	LCND4	-	-	-	-	-	4	-	-	-
10	LCSO4	-	-	-	-	-	-	-	-	-
11	LCSP4	8	-	-	-	4	6	-	-	-
12	LCTS4	-	-	-	-	-	4	15	10	-
13	LCSW4	-	-	-	-	-	-	-	-	-
14	LCVE4	-	-	-	-	15	-	-	-	-

No.	LA Code	GP	EC	FS	KZN	LP	MP	NC	NW	WC
15	LCXH4	-	18	-	5	-	-	-	-	-
16	LCXI4	-	-	-	-	-	19	-	-	-
17	LCZU4	6	-	-	10	-	2	-	-	-
18	LIFO4	40	7	23	35	38	10	20	36	11
19	MLMS4	40	7	40	40	39	20	20	40	6
20	MMSC4	-	14	39	19	5	0	0	9	0
21	NATS4	-	20	-	20	18	-	-	20	-
22	TECH4	-	-	-	8	1	10	-	15	-
23	WHRT4	2	11	-	4	-	-	-	-	11

There is inconsistency in the number of scripts that were pre-marked per PED and per learning area. One of the reasons was the low number of candidates writing the 2017 June GETC: ABET Level 4 examinations per learning area in most PEDs.

5.3.4 Marking Guideline Discussion Process

In all 26 learning areas the internal moderator chaired the discussions. During the marking guideline discussions for the 2017 June GETC: ABET L4 examinations, participants in the various teams worked through the marking guidelines systematically and as a collective. All possible responses were considered. All possible alternative responses were discussed to ensure that all were correct and in line with the learning area content. In the event of disagreements, Umalusi's external moderator provided input and took final decisions on including such responses. All accepted responses were included in the final marking guidelines before it was approved.

5.3.5 Sample Marking

Table 5C above indicates the number of scripts that were marked by internal moderators and chief markers in preparation for the marking guideline discussions. After participants agreed on all the responses to the marking guidelines, they were required to mark two dummy scripts in their respective learning areas. This served as training for the marking team and helped to test the marking guidelines. The discussion by the participants after marking dummy scripts helped to refine and finalise the marking guidelines. Alternative responses proposed by participants during the discussion of marks after the dummy marking were debated critically and accepted when appropriately justified.

Amendments made during the marking guideline discussions in each learning area are indicated as Annexure A of this report. A DHET official explained to the participants the quality assurance principles to which all individuals involved in marking must adhere. This included an instruction to not make any amendments at the marking centres. During the sample marking, most officials adhered to the marking guidelines and took into consideration new responses and amendments. Scores from marked scripts and possible causes for variations in scoring were discussed.

5.3.6 Approval of Amendments to Marking Guidelines

To authenticate the final marking guidelines, examiners, internal moderators and Umalusi moderators signed each page of the final version of the marking guidelines. Their signatures would serve as proof of the authenticity of the marking guidelines to be used at all PED marking venues. Participants were also required to sign an attendance register and the minutes of the proceedings, as a record.

5.4   Areas of Good Practice

The following areas of good practice were noted by external moderators:

- The use of separate rooms by different discussion panels enabled different groups to work efficiently as they were able to focus on their discussions without interference; and
- The presentation by the DHET laid down the rules of how discussions were to be conducted, highlighted critical issues markers were to be aware of during the discussions, and how marking was to be conducted by the different PEDs.

5.5   Areas of Concern

The following concerns were identified:

- Some PEDs were not represented in the marking guideline discussions; and
- Representatives from PEDs attended the marking guideline discussions in some learning areas without having marked the required sample of candidates' scripts.

5.6   Directives for Compliance and Improvement

The DHET must consider the following directives for compliance and improvement:

- Ensure that all representatives have access to a sample of 20 scripts for pre-marking. This will assist in preparation for the meetings; and
- The DHET must ensure that attendance at the marking guideline discussions is mandatory. If a learning area is offered by a particular PED, then representatives from that province must attend the discussions.

5.7   Conclusion

The marking guideline discussions served the intended purpose of standardising the marking guidelines to be used during the marking of scripts. Standardisation improved the quality of the marking guidelines and ensured that all possible responses to examination questions were considered. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

All participants in the marking guideline discussions contributed meaningfully to the refinement of the marking guidelines. Umalusi moderators approved all recommended adjustments to the marking guidelines, as they believed these would improve the quality of marking.

CHAPTER 6 VERIFICATION OF MARKING

6.1   Introduction

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

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

6.2   Scope and Approach

Umalusi conducted on-site verification of marking from 4 to 16 July 2017 at various marking centres in nine provinces. The external moderators verified, on average, 60 scripts per learning area. The verification of marking process was based on a requested sample of 1 641 candidates' scripts for 20 learning areas, as detailed in table 6A below.

Table 6A: Number of Scripts Sampled for Verification of Marking

No.	LA Code	Number of Candidates' Scripts Sampled									
		EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
1.	AAAT4					60					**60**
2.	ANHC4									60	**60**
3.	ARTC4				40	60					**100**
4.	ECD4						60				**60**
5.	EMSC4		56		60						**116**
6.	HSSC4					60					**60**
7.	INCT4				48						**48**
8.	LCEN4				60			60	60		**180**
9.	LCSP4						42				**42**
10.	LCSW4						52				**52**
11.	LCVE4					40					**40**
12.	LCXI4	33				42					**75**
13	LCZU4						29				**29**
14.	LIFO4	60	60		60						**180**
15.	MLMS4		60				60				**120**
16.	MMSC4				60		60				**120**
17.	NATS4					60			60		**120**
18.	SMME4			60							**60**
19.	TECH4						60				**60**
20.	TRVT4									59	**59**
TOTAL		**93**	**176**	**60**	**328**	**322**	**363**	**60**	**120**	**119**	**1 641**

The external moderators verified the marking of candidates' scripts in the sample using Umalusi's instrument for the verification of marking. The instrument groups the sub-criteria into the following key focus areas:

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

6.3 Summary of Findings

The external moderators' reports reflected on the five moderation criteria. This report summarises the key qualitative and quantitative findings, per moderation criterion. The following is a summary of the findings of the verification of marking, as observed by the external moderators.

6.3.1 Adherence to Marking Guidelines

The marking guidelines for the 20 learning areas in the sample were approved by the external moderators after the marking guidelines had been finalised during the guideline discussions. Generally, all markers adhered to the approved marking guidelines. No additional changes were made to the marking guidelines during the marking process.

6.3.2 Quality and Standard of Marking

Generally, the quality of marking ranged from satisfactory to good. The internal moderators and chief markers facilitated question and answer sessions with the markers after the sample marking of scripts. In most of the learning areas, the internal moderators and chief markers marked 10 to 20 scripts and then moderated approximately 10% of the total number of scripts.

However, in 10 learning areas where questions required subjective answers and where essays had to be written, external moderators found inconsistencies in the marking and moderation of these questions. It was found that in these learning areas the markers used the marking rubrics incorrectly: essays were either over-credited or under-credited. Markers were also unable to differentiate between correct and incorrect responses to questions that required subjective responses.

6.3.3 Irregularities

The external moderators were vigilant for possible irregularities. They also asked the markers and chief markers to pay special attention to this aspect during the marking process. The external moderator for ECD4 (marked at Barberton High School in Mpumalanga) noted irregularities at Centre E6602024 where five candidates had the same responses for Questions 1.2, 1.3 and 1.4. At Centre E6601038 there were two candidates with identical answers for Question 2.6.

The external moderator for EMSC4 (marked at Adams Mission School in KZN) noted irregularities at Centre 5423156 where four candidates had similar responses for Questions 2.1, 2.3, 2.4, 3.2, 3.3, 3.5, 3.6, 4 and 5; at Centre 5423272 where nine candidates had similar responses for Questions 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 5; and at Centre 5423291 where three candidates had similar responses for Questions 2.1, 2.3, 2.4, 3.2, 3.3, 3.5, 3.6, 4 and 5.

The external moderator for EMSC4 (marked at Hoërskool Diamantveld in Northern Cape) found that at three centres – E2103115, E2048834 and E2103047 – candidates were either marked absent on the mark sheet or were not registered on the mark sheet but there was evidence of scripts that they wrote the examinations.

The external moderator for LIFO4 (marked at Bainsvlei Combined School in the Free State) found irregularities at three centres: Centre 3192043, where three candidates had identical responses (even the same spelling errors) for Sections B, C and D; Centre 3181051, where three candidates had identical responses (including spelling errors) for Sections B, C and D; Centre 3173022, where two candidates had identical responses (even spelling errors) for Sections B, C and D. Another observation made by this moderator was that candidates from Centre 3171079 used the word 'injection' instead of 'needles' for the response to Question 1.3. The word 'injection' had been used by the DHET internal moderator, chief marker and examiner during the marking guideline discussion. A decision was then taken at this marking guideline discussion to change the word 'injection' to the word 'needles', as the marking guidelines contained the word 'needles'. The issue therefore is the strange use of a word that was used in the marking guideline discussion by candidates from only one centre.

6.3.4 Performance of Candidates

The verification of marking instrument was amended to report on the performance of candidates per learning area for the sample moderated. The results of these exercises, as summarised in the figures and distribution tables below, provide only an indication of the levels of difficulty of the question papers as found in the sample scripts.

The performance figures and distribution tables in this report are not intended to reflect on the provincial or national performance of the candidates, but to give an indication of performance in a particular learning area.

a) Applied Agriculture & Agricultural Technology (AAAT4)
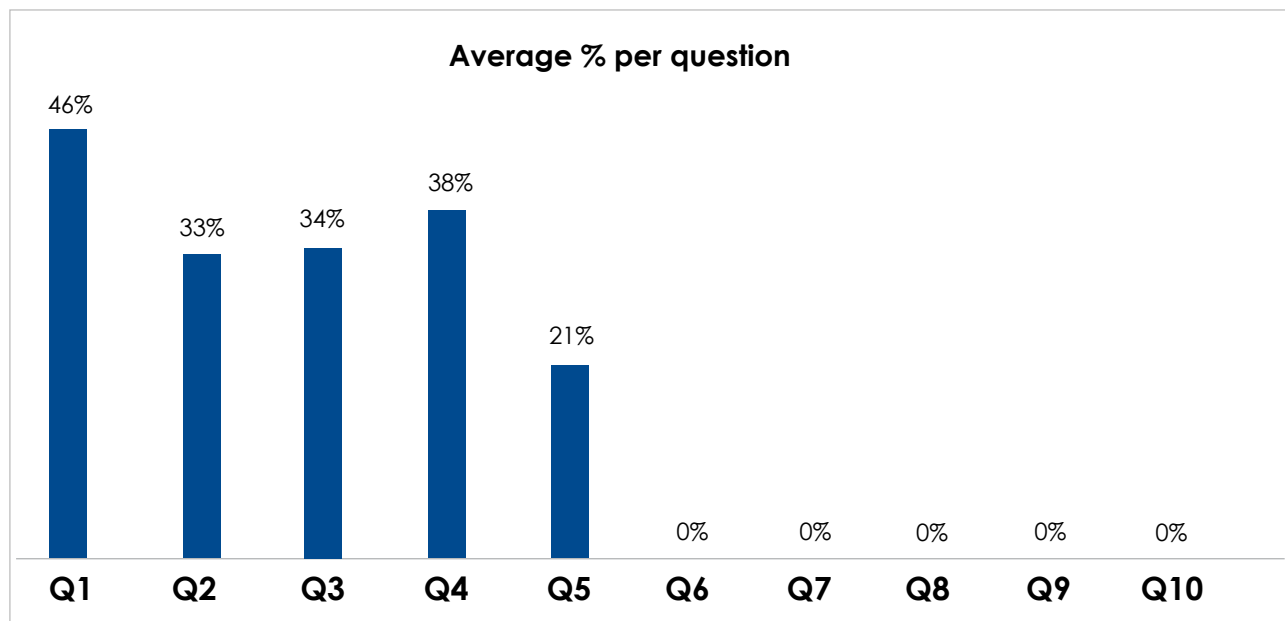
Figure 6A: Candidate performance per question for 60 scripts – Limpopo

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	4	18	17	14	4	2	0	0	0

b) Ancillary Health Care (ANHC4)
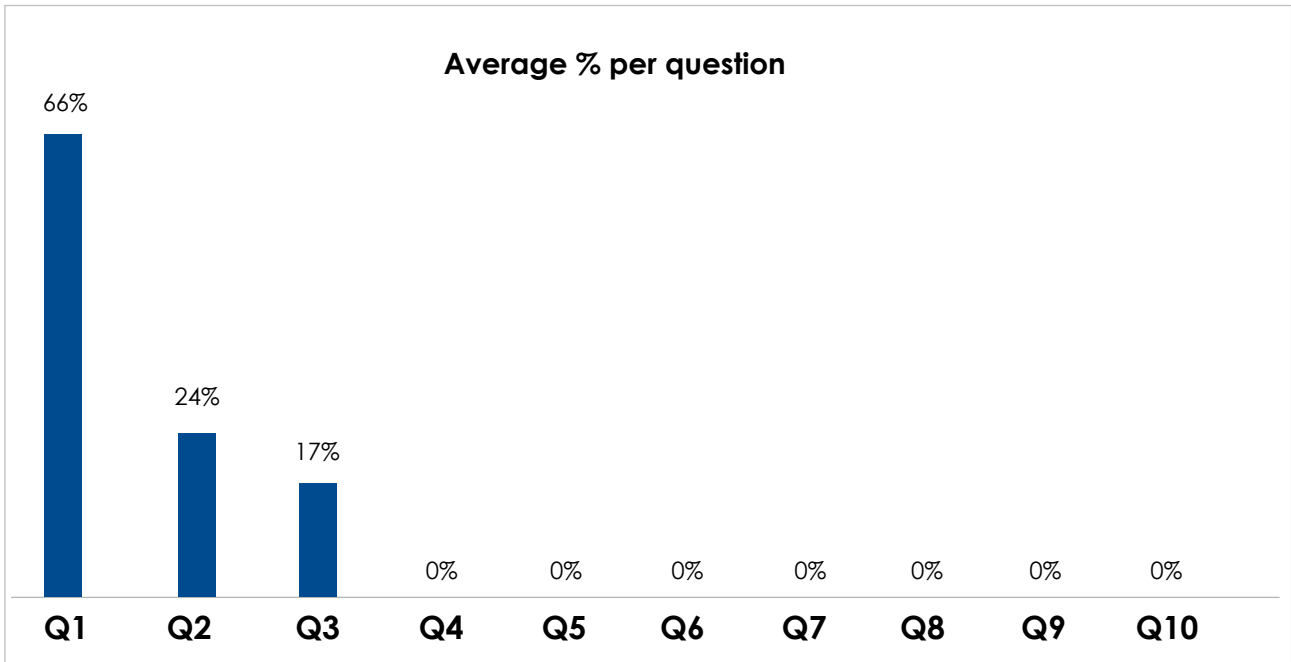
Figure 6B: Candidate performance per question for 60 scripts – Western Cape

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
7	1	8	18	18	8	0	0	0	0

c) Arts and Culture (ARTC4)
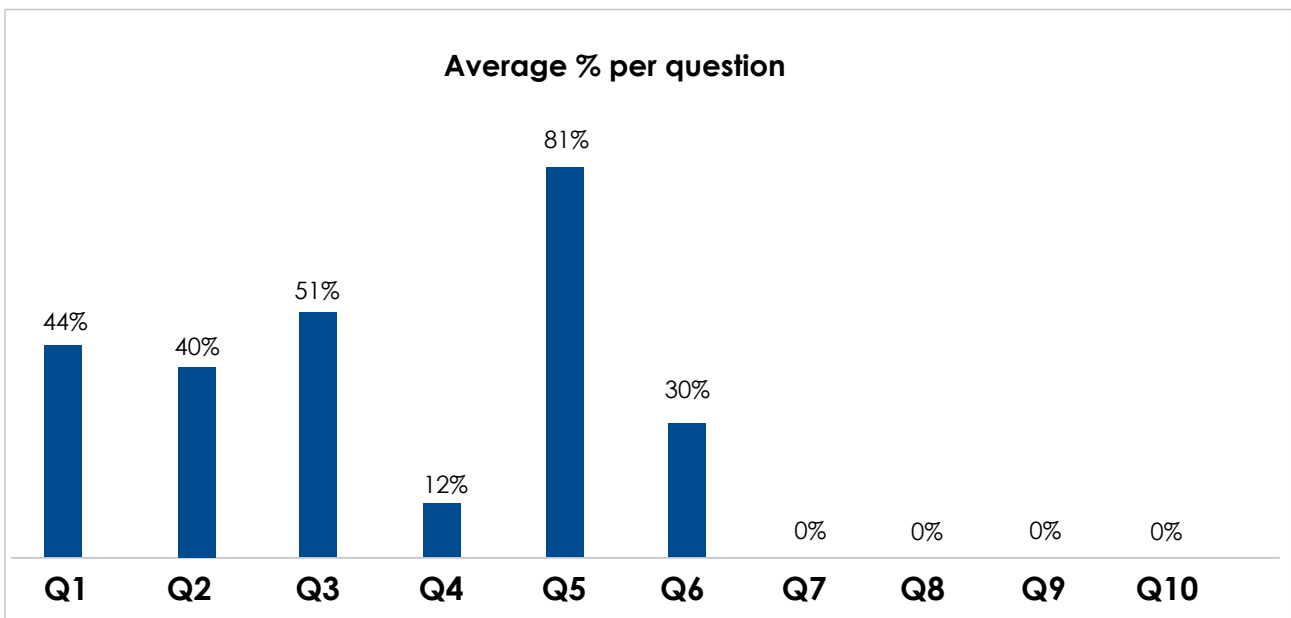
Figure 6Ci: Candidate performance per question for 40 scripts – KwaZulu-Natal

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	1	3	3	12	15	3	1	0	0

Average % per question
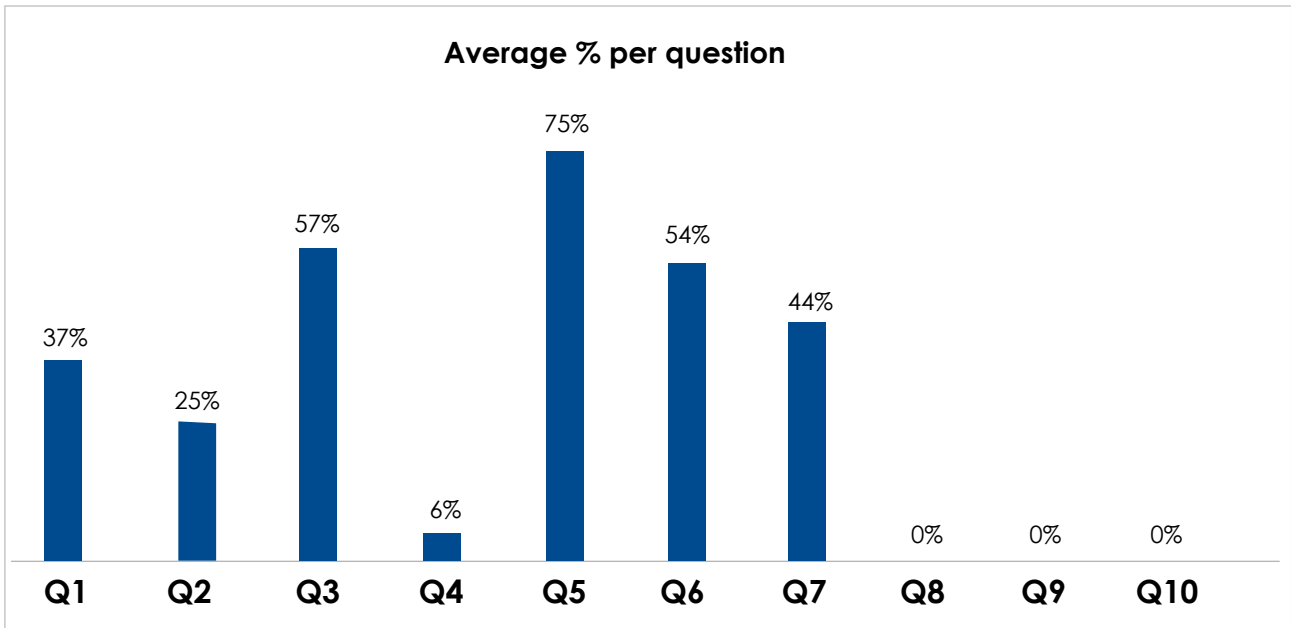
Figure 6Cii: Candidate performance per question for 60 scripts – Limpopo

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	10	16	16	14	3	0	0	0

d) Early Childhood Development (ECD4)

Average % per question
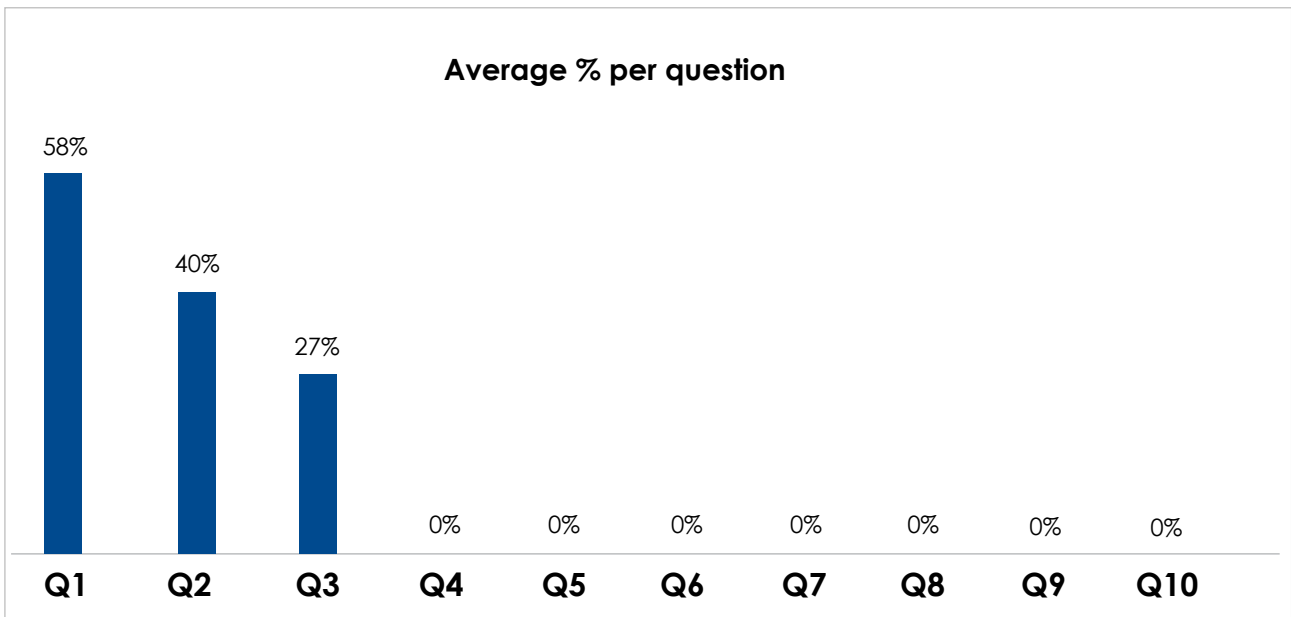
Figure 6D: Candidate performance per question for 60 scripts – Mpumalanga

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	4	6	10	22	13	3	2	0	0

e) Economic and Management Sciences (EMSC4)

Average % per question

Question	Average %
Q1	45%
Q2	27%
Q3	13%
Q4	9%
Q5	27%
Q6	0%
Q7	0%
Q8	0%
Q9	0%
Q10	0%
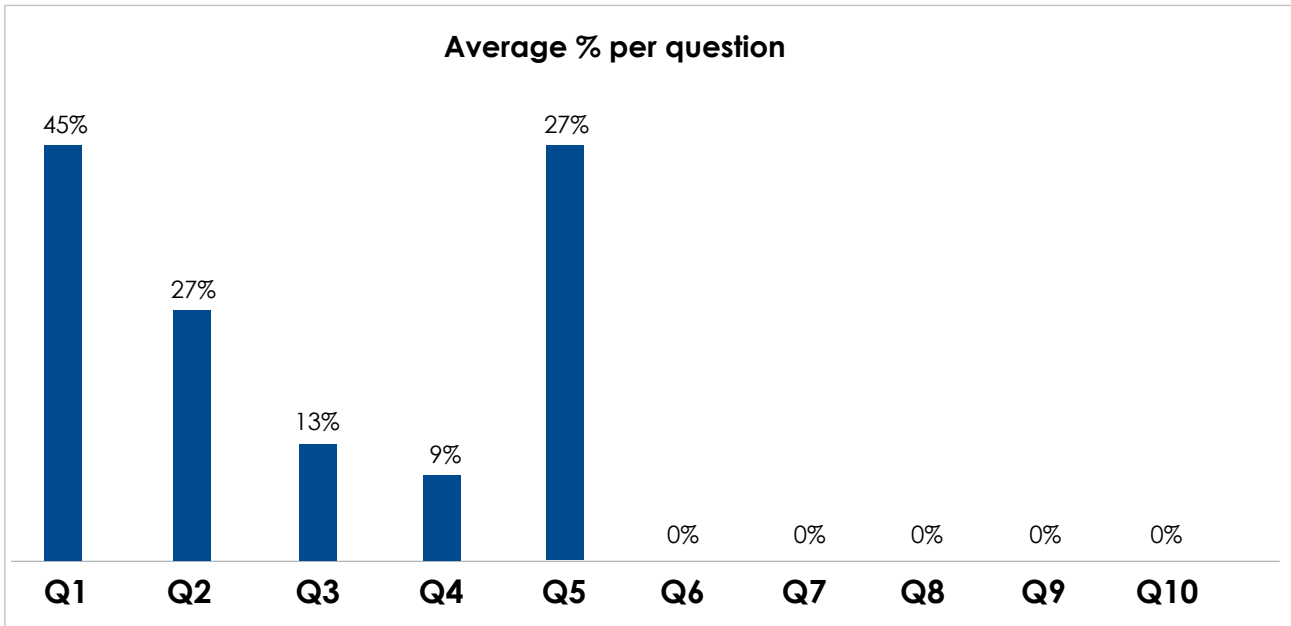
Figure 6Ei: Candidate performance per question for 56 scripts – Free State

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	9	25	14	7	1	0	0	0	0

Average % per question

Question	Average %
Q1	52%
Q2	39%
Q3	14%
Q4	5%
Q5	29%
Q6	0%
Q7	0%
Q8	0%
Q9	0%
Q10	0%
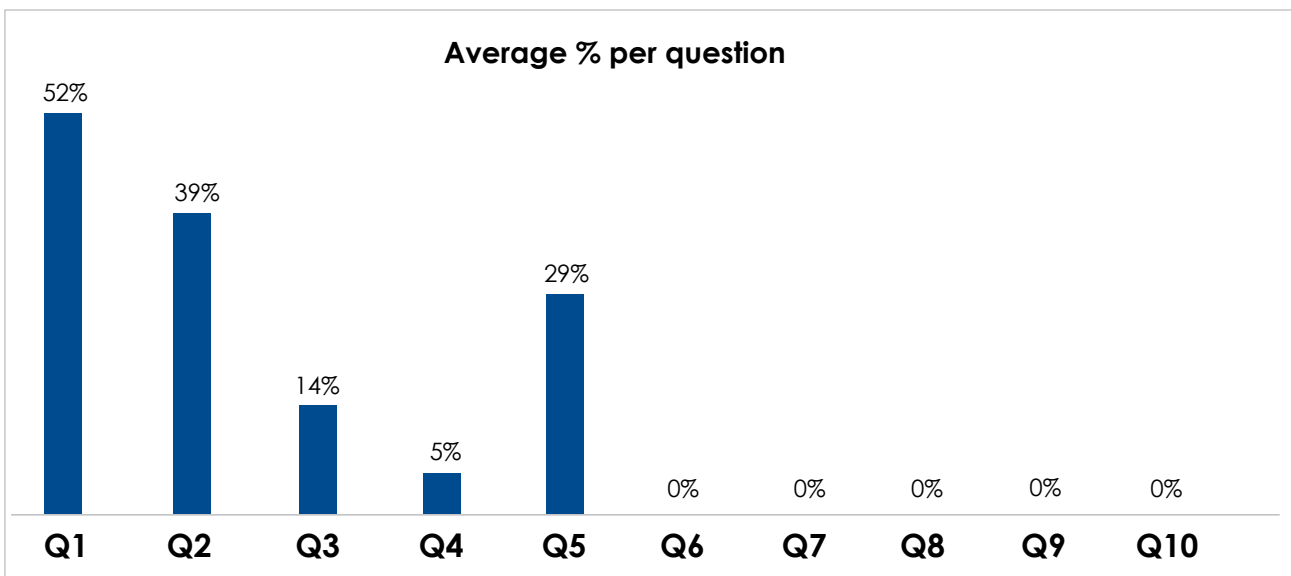
Figure 6Eii: Candidate performance per question for 58 scripts – KwaZulu-Natal

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	9	15	18	6	8	1	1	0	0

Average % per question
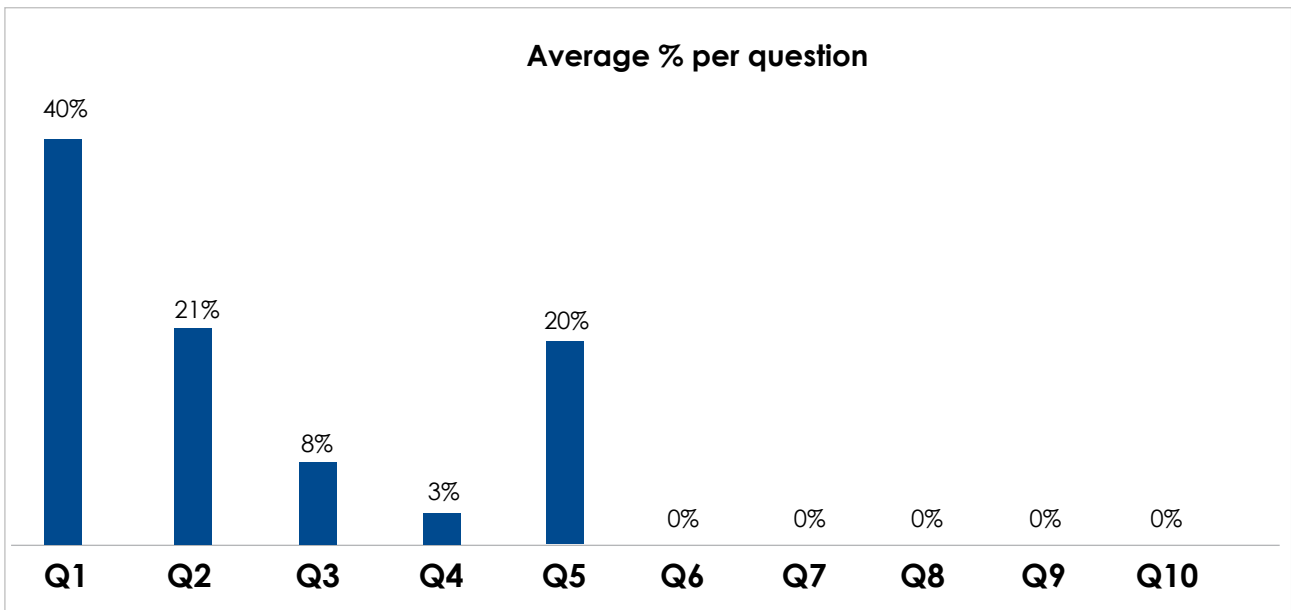
Figure 6Eiii: Candidate performance per question for 59 scripts – Northern Cape

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	19	30	10	0	0	0	0	0	0

f) Human and Social Sciences (HSSC4)

Average % per question
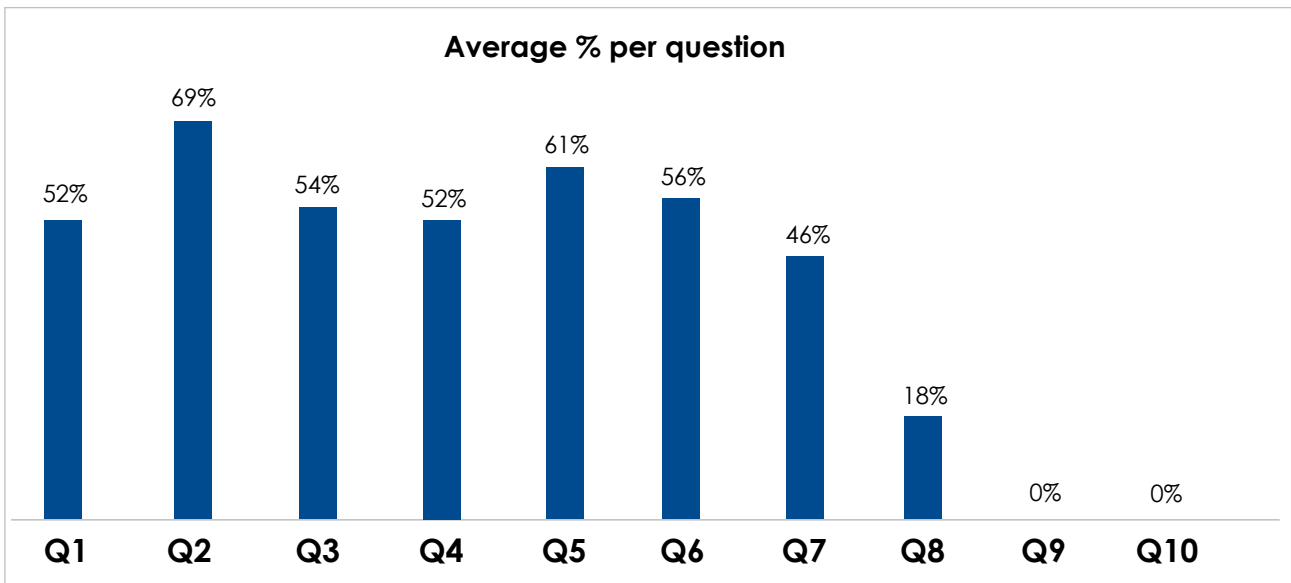
Figure 6F: Candidate performance per question for 60 scripts – Limpopo

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	3	8	20	14	10	3	0	0

g) Information Communication Technology (INCT4)
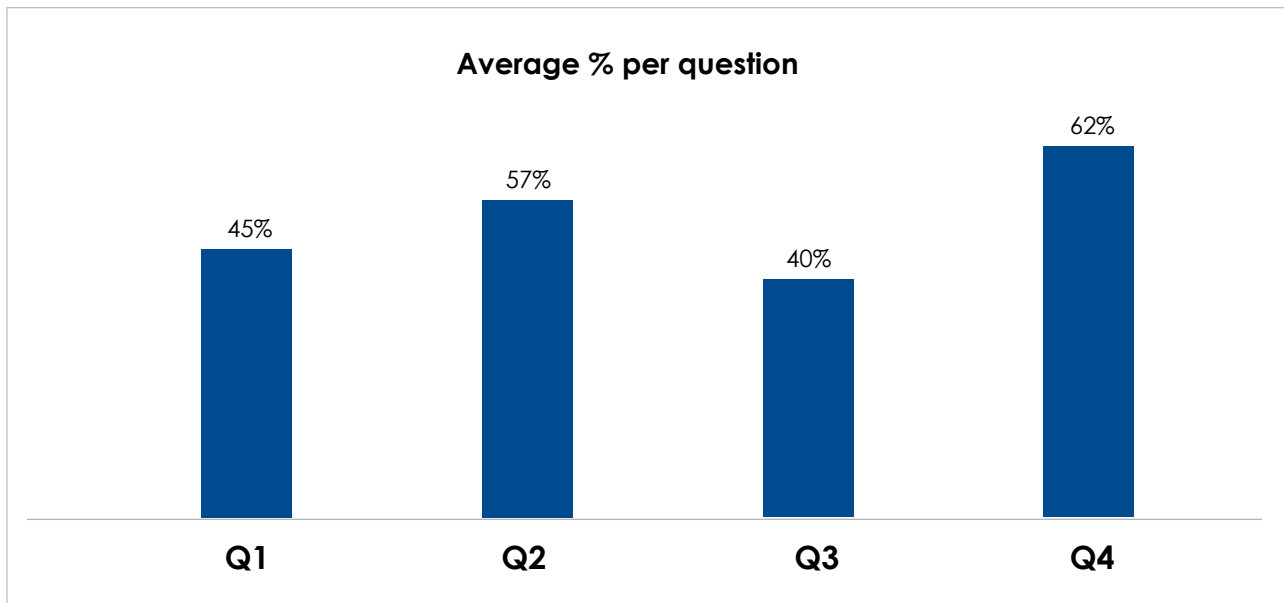
Figure 6G: Candidate performance per question for 48 scripts – KwaZulu-Natal

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	5	6	4	8	6	6	7	6	0

h) Language, Literacy and Communication: English (LCEN4)
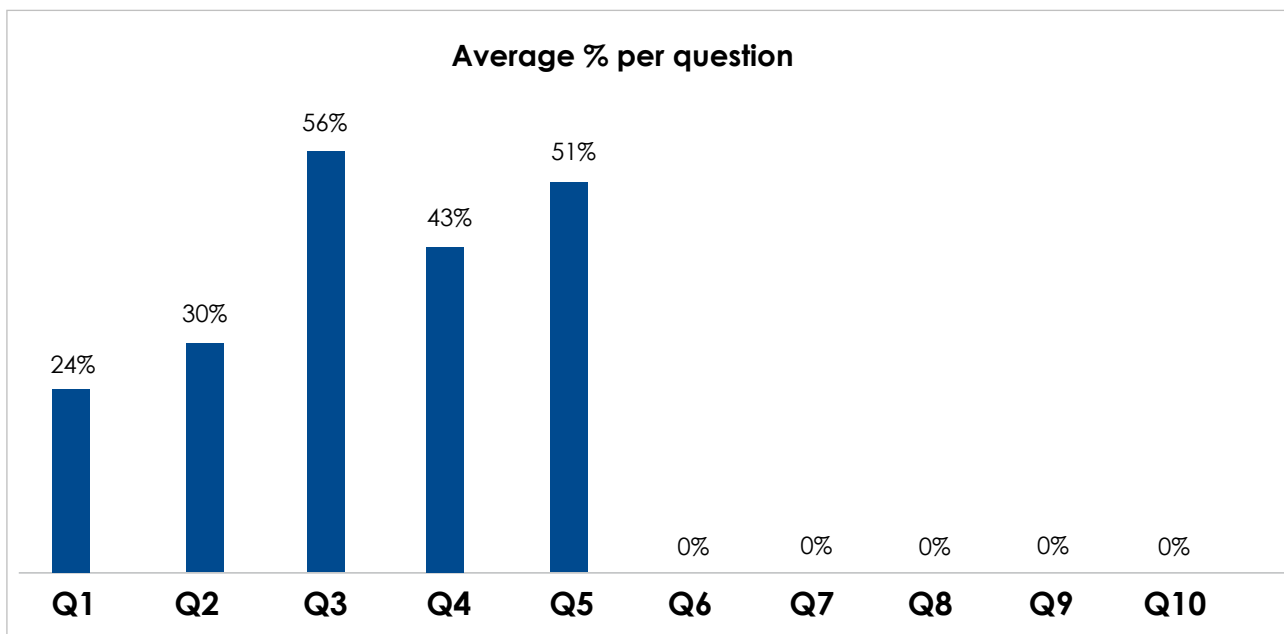
Figure 6Hi: Candidate performance per question for 60 scripts – KwaZulu-Natal

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	5	4	17	14	12	5	0	0	0

Average % per question

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
| 26% | 20% | 40% | 34% | 35% | 0% | 0% | 0% | 0% | 0% |
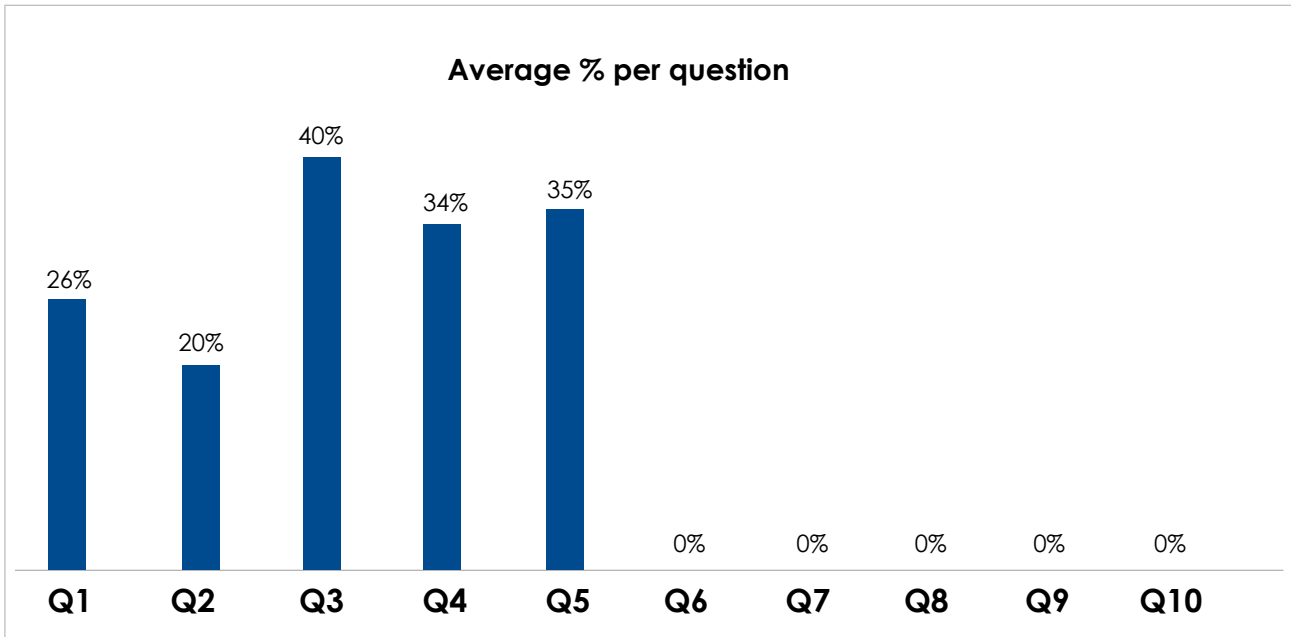
Figure 6Hii: Candidate performance per question for 60 scripts – Northern Cape

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	6	21	16	14	1	0	0	0	0

Average % per question

| Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 |
| 28% | 18% | 33% | 31% | 36% | 0% | 0% | 0% | 0% | 0% |
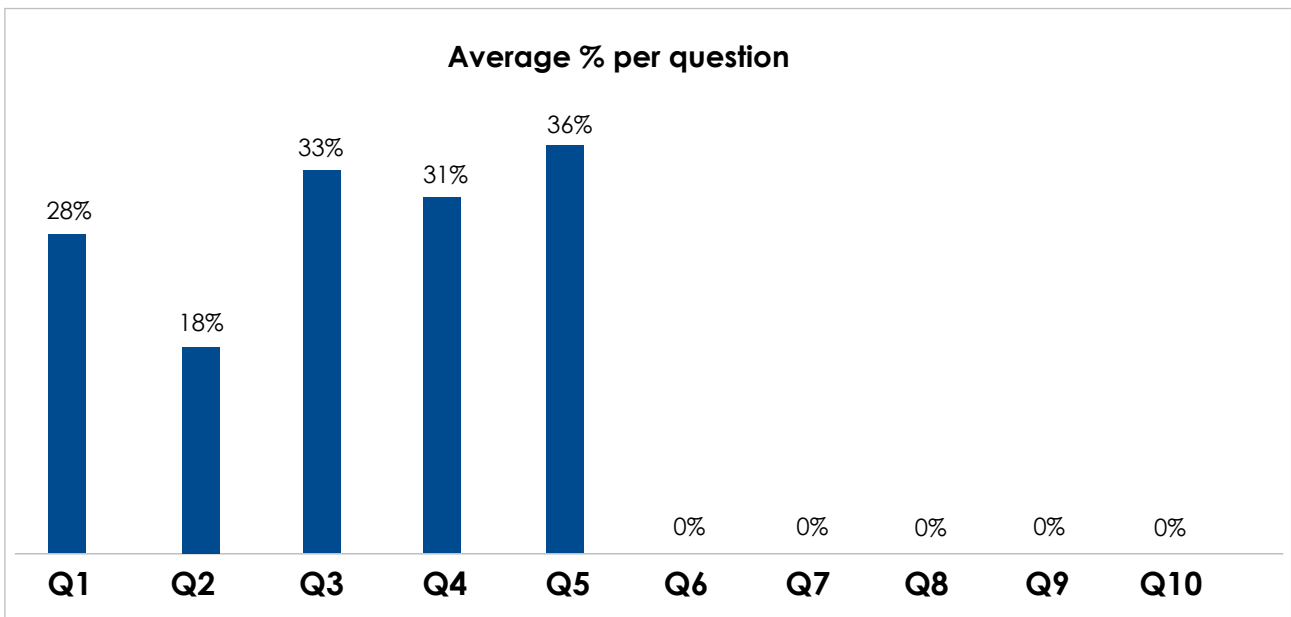
Figure 6Hiii: Candidate performance per question for 60 scripts – North West

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	8	21	20	9	0	0	0	0	0

i) Language, Literacy and Communication: Sepedi (LCSP4)
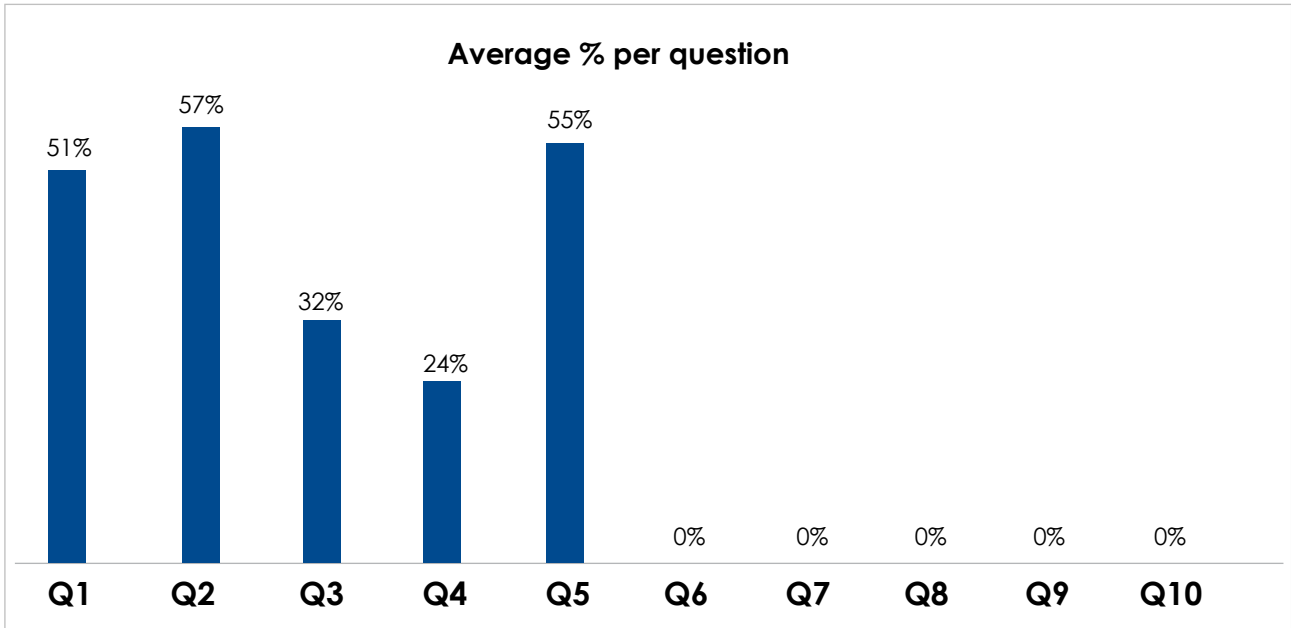
Figure 6I: Candidate performance per question for 42 scripts – Mpumalanga

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	1	6	7	11	10	3	2	0	0

j) Language, Literacy and Communication: siSwati (LCSW4)
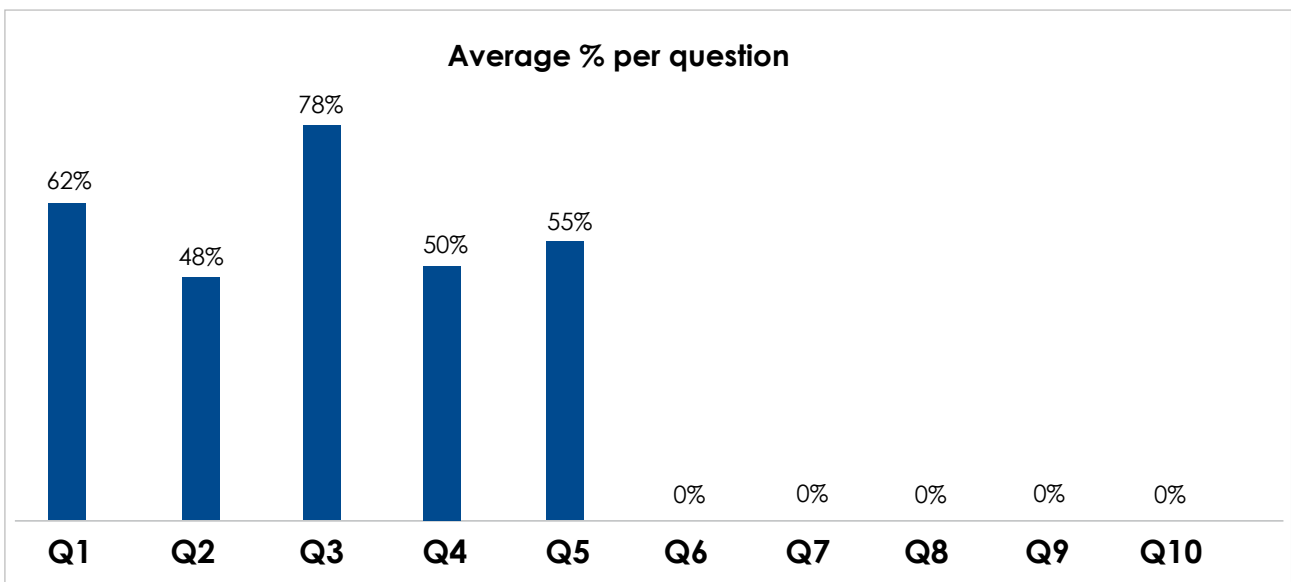
Figure 6J: Candidate performance per question for 52 scripts – Mpumalanga

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
4	1	1	2	6	9	13	14	2	0

Average % per question
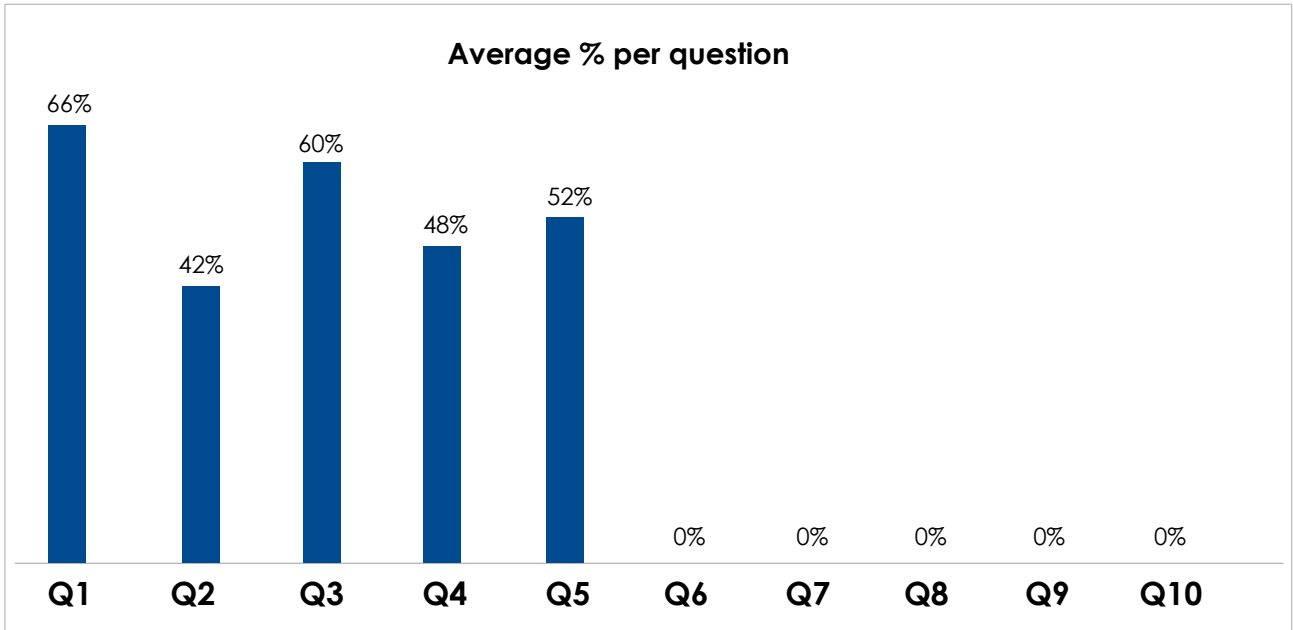
Figure 6K: Candidate performance per question for 43 scripts – Limpopo

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

I) Language, Literacy and Communication: IsiXhosa (LCXH4)

Average % per question
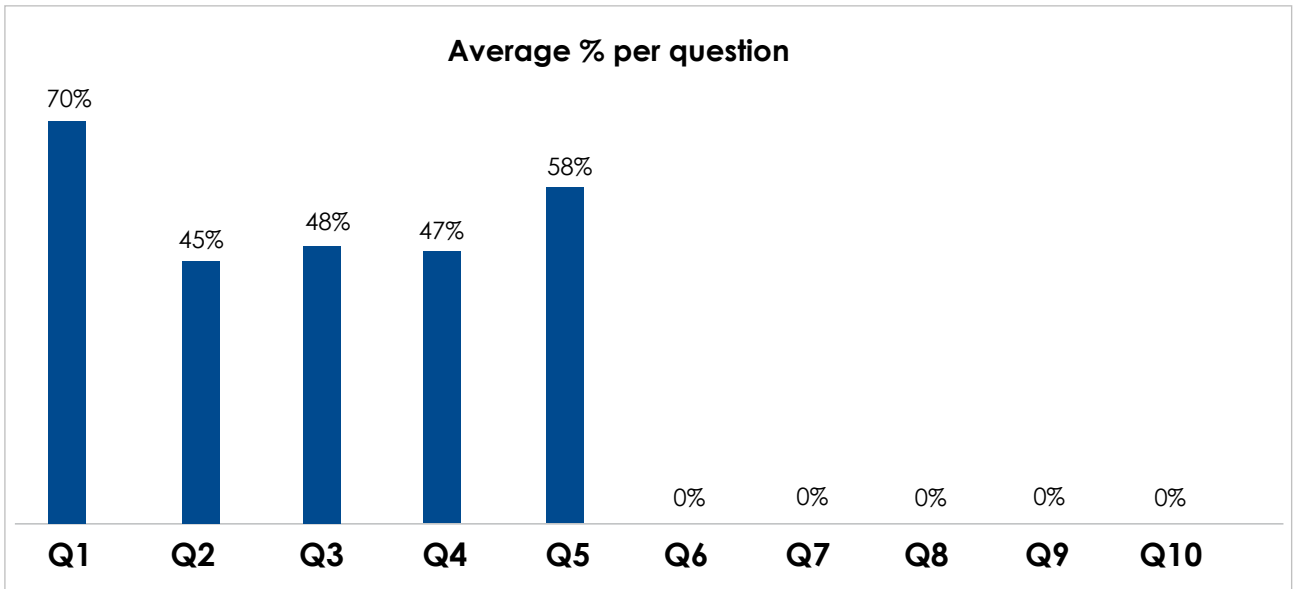
Figure 6Li: Candidate performance per question for 33 scripts – Eastern Cape

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	1	2	4	12	11	1	0	0

Average % per question
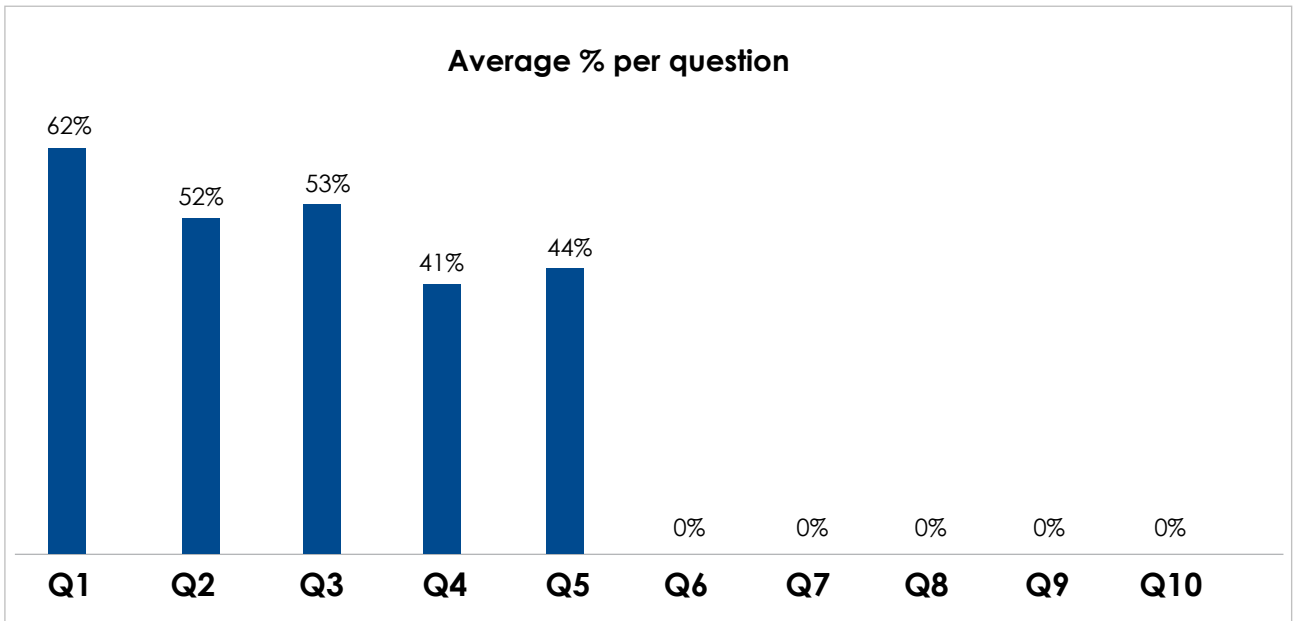
Figure 6Lii: Candidate performance per question for 42 scripts – Limpopo

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	6	2	11	12	9	1	0	0

m) Language, Literacy and Communication: IsiZulu (LCZU4)

Average % per question
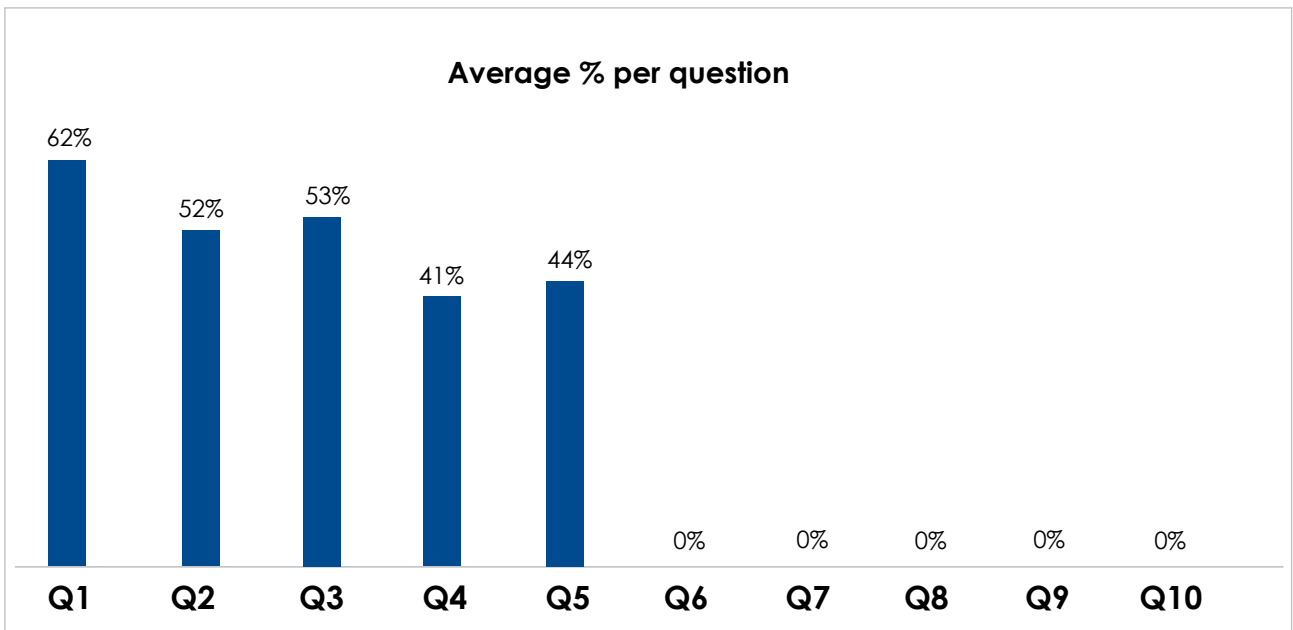
Figure 6M: Candidate performance per question for 29 scripts – Mpumalanga

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

n) Life Orientation (LIF04)

Average % per question
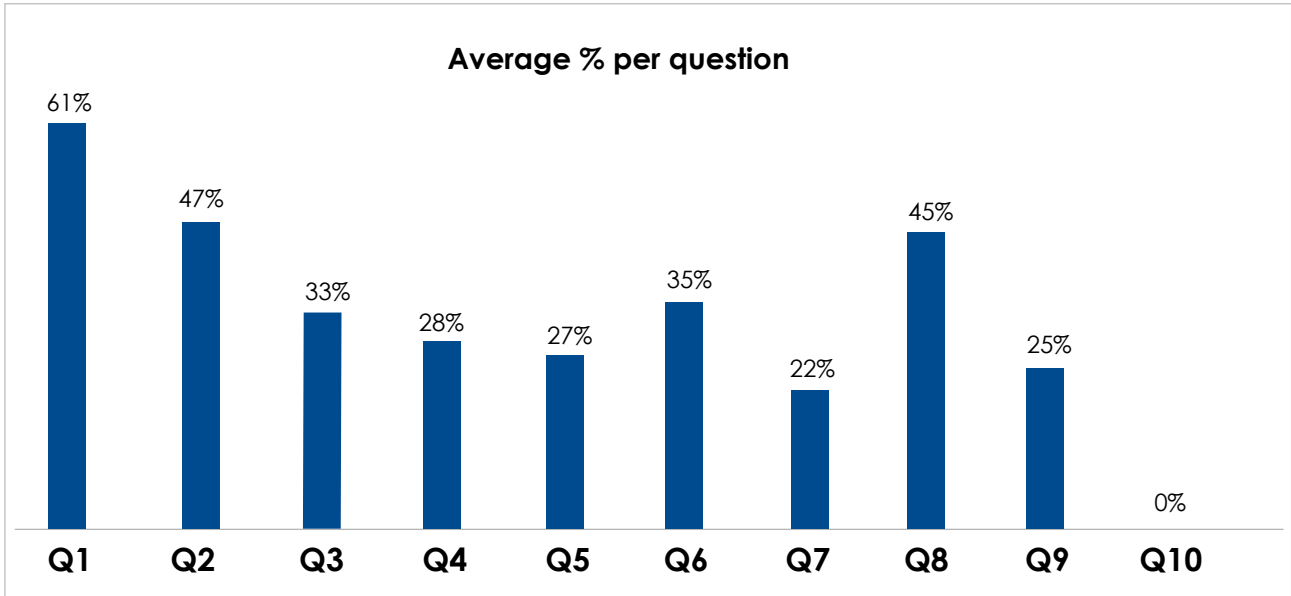
Figure 6Ni: Candidate performance per question for 60 scripts – Eastern Cape

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	4	5	17	11	13	6	4	0	0

Average % per question
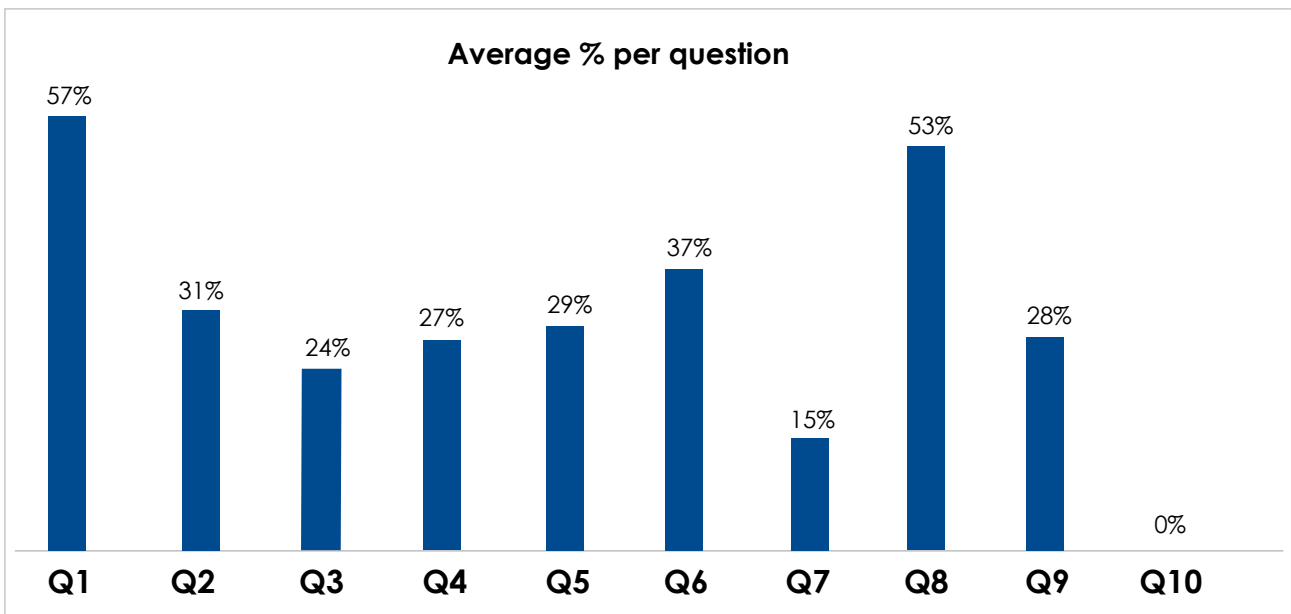
Figure 6Nii: Candidate performance per question for 60 scripts – Free State

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	5	14	21	15	4	1	0	0	0
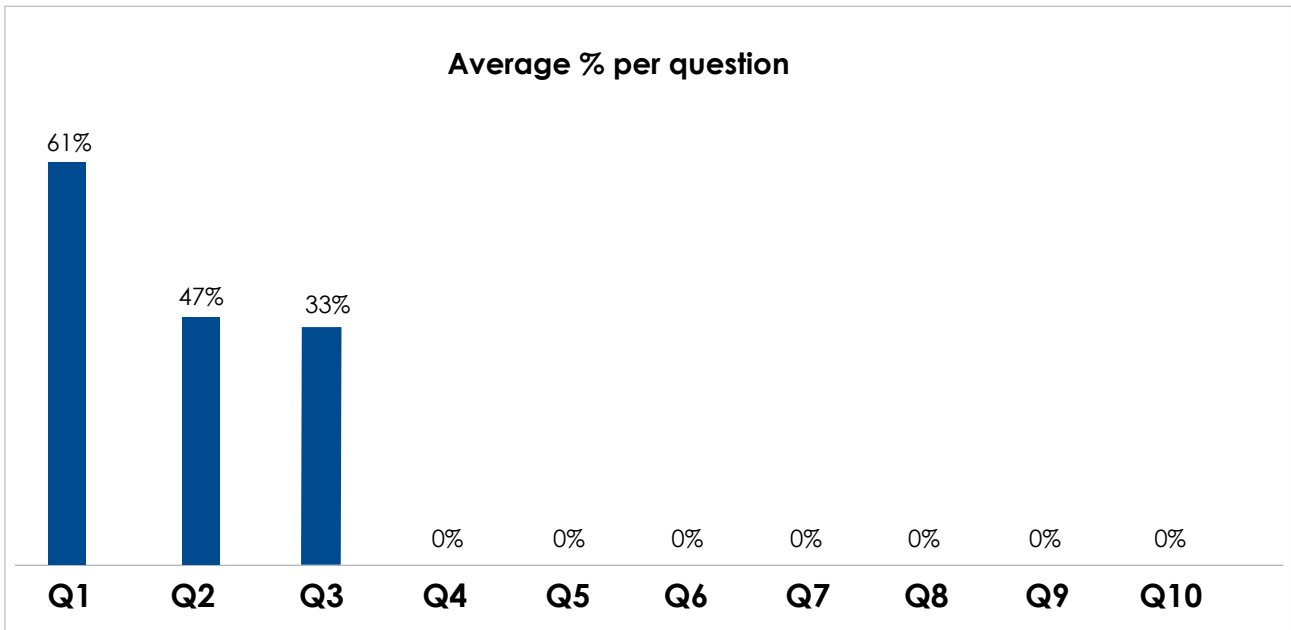
Figure 6Niii: Candidate performance per question for 60 scripts – KwaZulu-Natal

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	4	5	16	6	6	13	7	2	0

o) Mathematical Literacy (MLMS4)
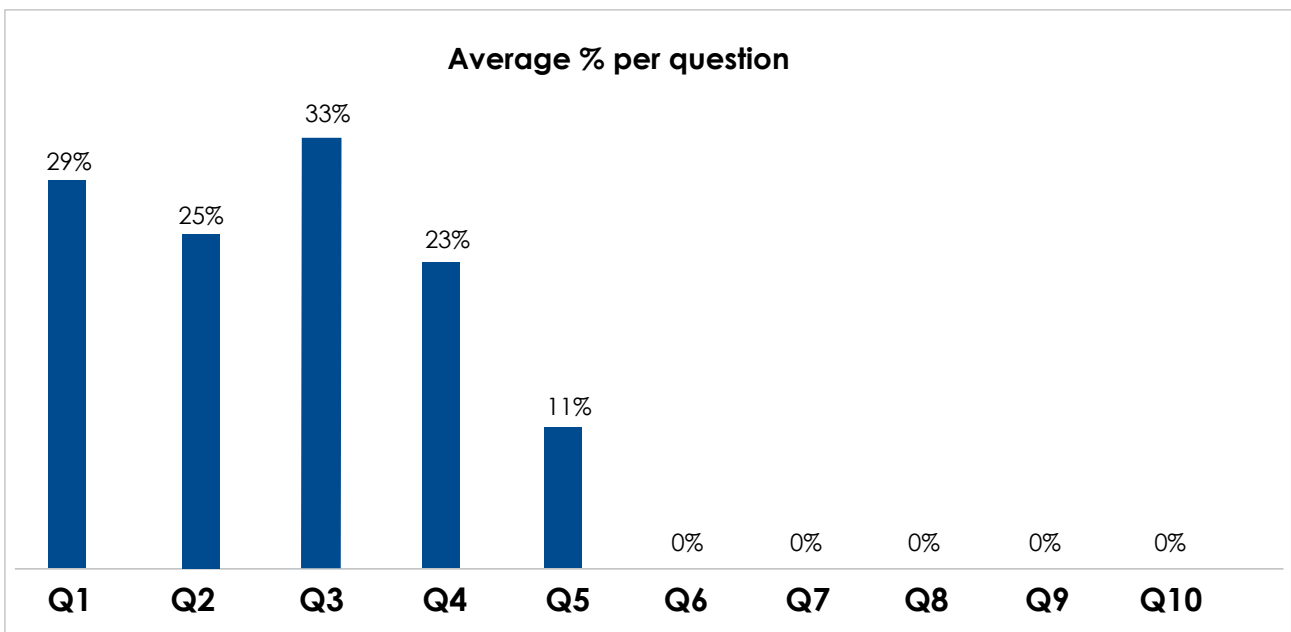
Figure 6Oi: Candidate performance per question for 60 scripts – Mpumalanga

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
5	12	15	21	7	0	0	0	0	0

Average % per question
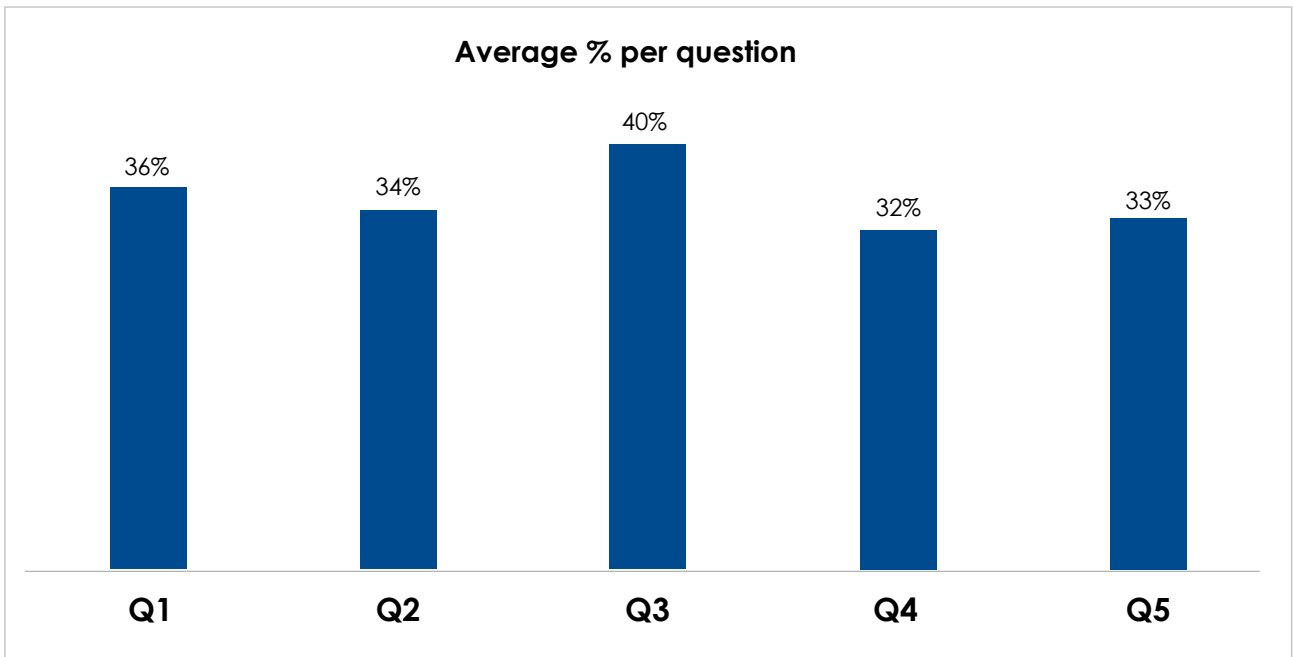
Figure 6Oii: Candidate performance per question for 60 scripts – Free State

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

p) Mathematics and Mathematical Science (MMSC4)

Average % per question
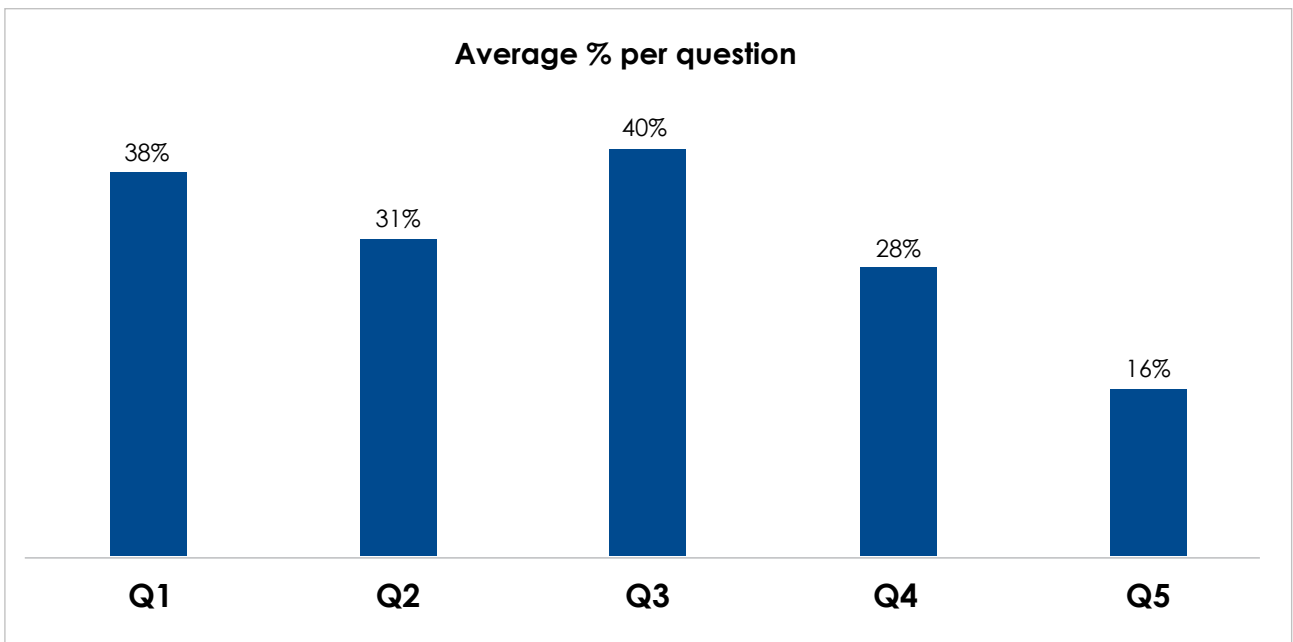
Figure 6Pi: Candidate performance per question for 60 scripts – KwaZulu-Natal

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	15	8	9	16	7	2	0	0	0
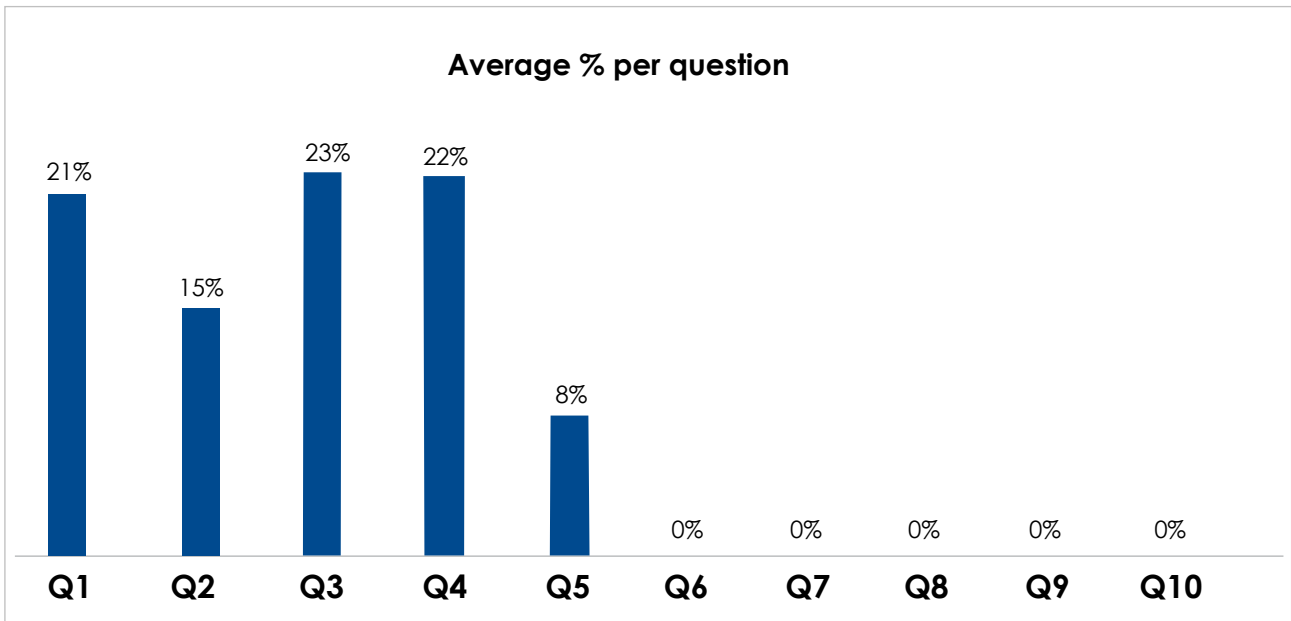
Figure 6Pii: Candidate performance per question for 60 scripts – Mpumalanga

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
16	20	15	5	2	1	1	0	0	0

q) Natural Science (NATS4)
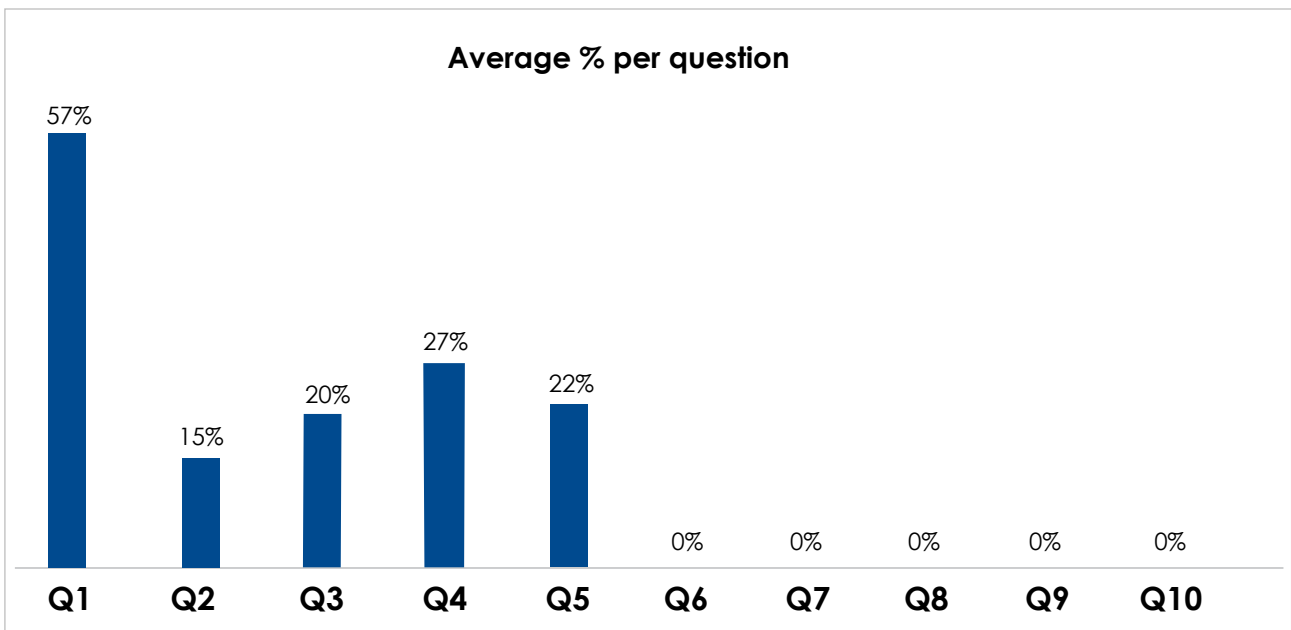
Figure 6Qi: Candidate performance per question for 60 scripts – Limpopo

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	9	19	14	18	0	0	0	0	0

Average % per question
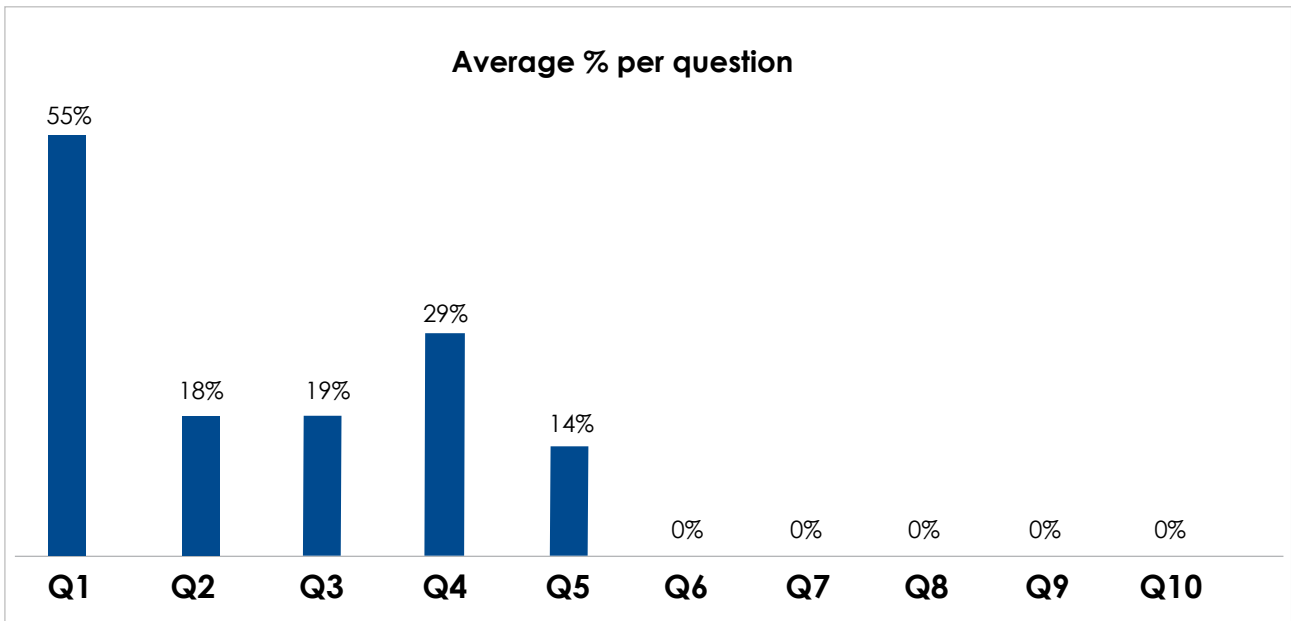
Figure 6Qii: Candidate performance per question for 60 scripts – North West

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	6	21	30	3	0	0	0	0	0

r) Small, Medium and Micro Enterprises (SMME4)

Average % per question
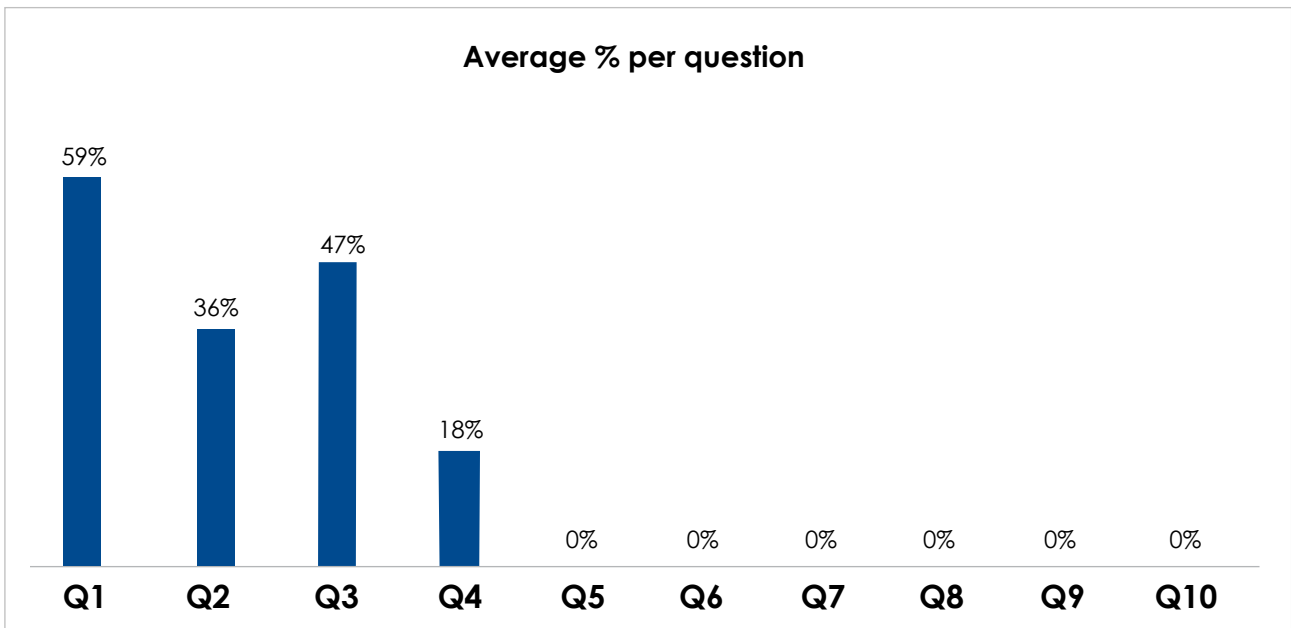
Figure 6Ri: Candidate performance per question for 53 scripts – Gauteng

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	4	6	8	10	7	8	10

Average % per question
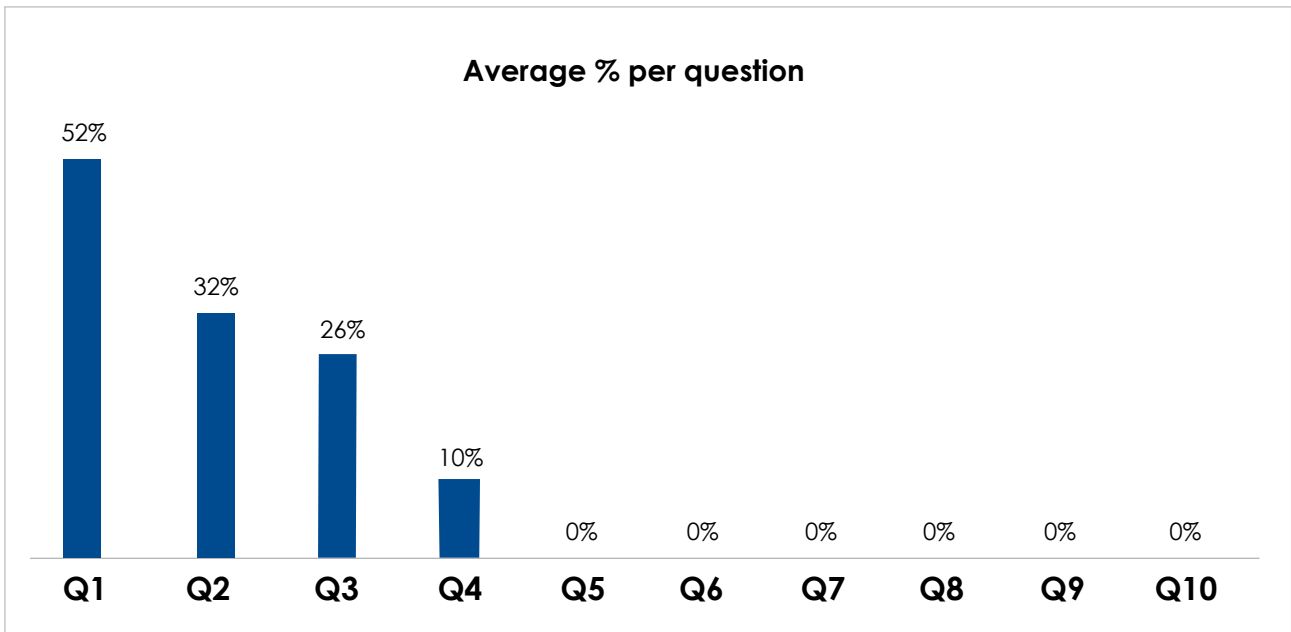
Figure 6Rii: Candidate performance per question for 46 scripts – Limpopo

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	3	2	17	18	4	2	0	0	0

s) Technology (TECH4)

Average % per question
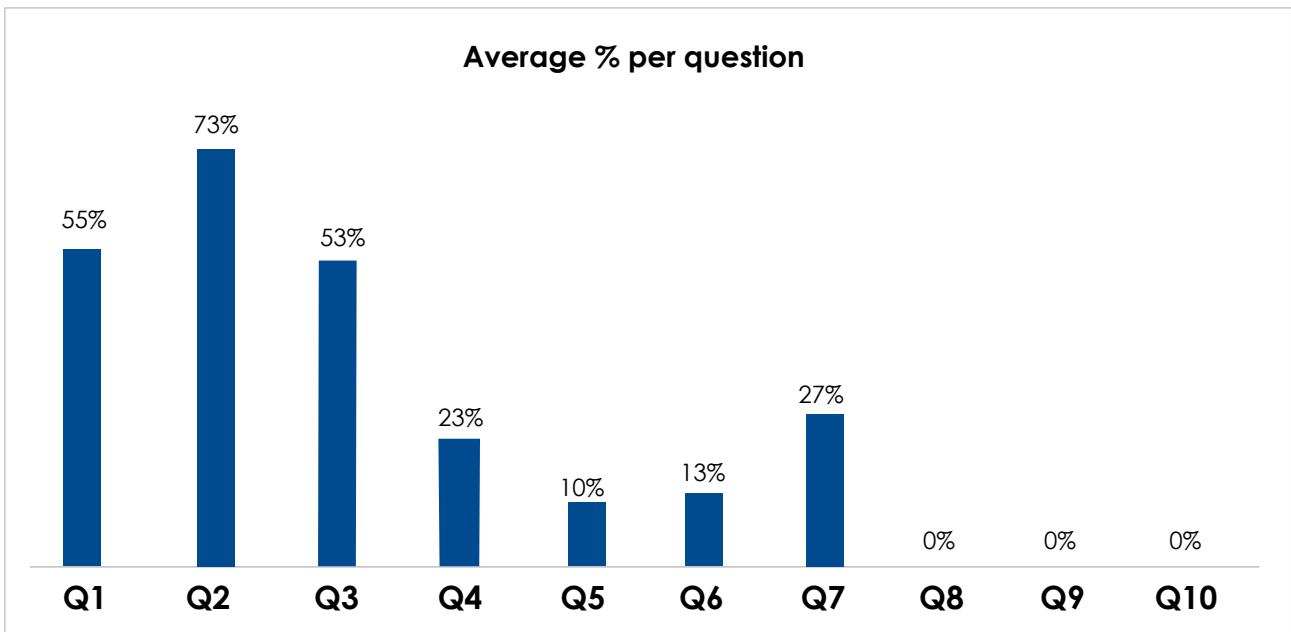
Figure 6S: Candidate performance per question for 60 scripts – Mpumalanga

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	12	19	11	14	4	0	0	0	0

t) Travel and Tourism (TRVT4)

Average % per question
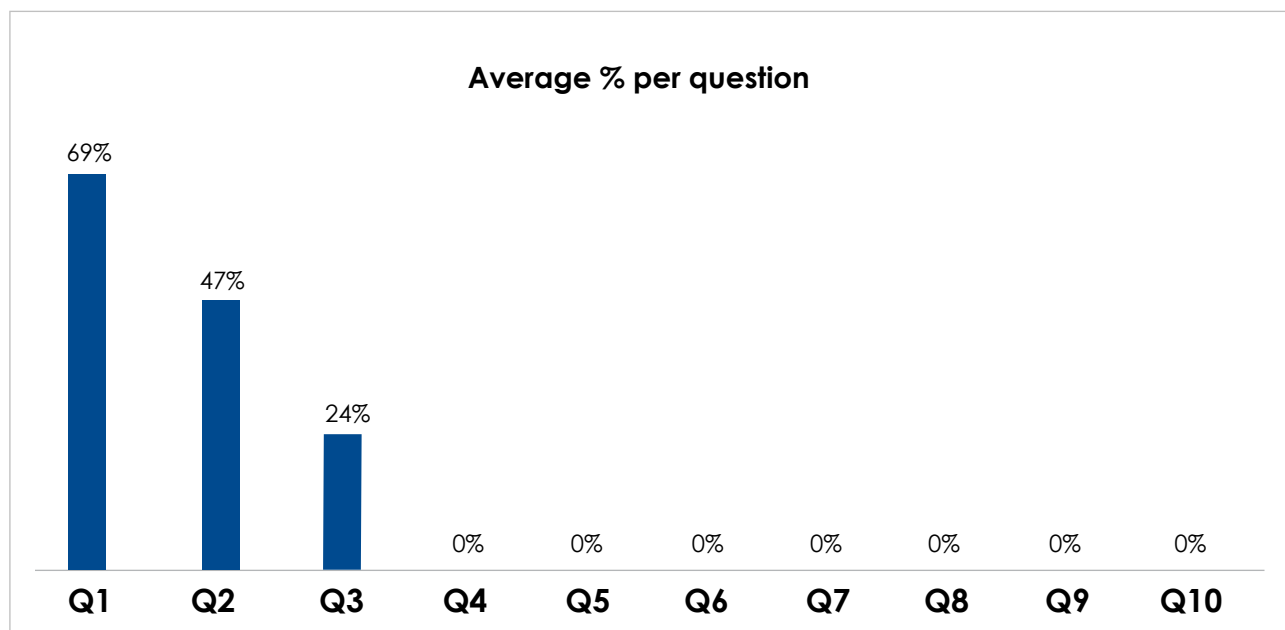
Figure 6T: Candidate performance per question for 60 scripts – Western Cape

Mark Distribution (Percentage)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	0	2	8	17	14	12	6	0	0

6.3.5 External Moderators' Findings and Recommendations

Generally, the quality and standard of internal moderation was good at many of the centres. For AAAT4 the external moderator's suggestions, based on observations regarding the poor quality of answers for Question 5, were that practical class work and farm visits must be undertaken as essential parts of teaching the learning area. For ARTC4 the external moderator's suggestions, based on observations regarding the poor quality of answers for Question 1, were that practical work in Music, Dance, Drama and Visual Art must be undertaken in class so that candidates understand terms related to these aspects of the subject.

For the languages, external moderators found that some markers appended a mark at the end of the writing pieces without any indication that the piece had been marked. It was suggested that chief markers and internal moderators train markers to underline language errors so that a realistic mark is indicated.

Novice markers tended to mark short-response and free-response questions very rigidly, without crediting answers that were correct but phrased differently from the marking guidelines. It was recommended that chief markers spend more time training novice markers to ensure that robotic assessments of responses are avoided and that differently phrased answers are credited.

At some marking centres chief markers and internal moderators did not insist that markers re-mark answers when incorrectly marked questions on moderated scripts were corrected by them. In the interest of fairness to all candidates, corrections need to be applied to all scripts.

6.4 Areas of Good Practice

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

6.5   Areas of Concern

The following areas of concern were noted:

- External moderators found inconsistencies in marking across the provinces, especially in the languages learning areas. Candidates were either advantaged or disadvantaged unfairly in essays and shorter writing pieces. The marking rubrics for these questions were not applied correctly;
- In some centres chief markers and internal moderators did not moderate marking in the true sense of the word. They engaged in 'shadow-marking' the markers' ticks and crosses;
- In some centres internal moderators and chief markers did not appear to be vigilant enough in identifying irregularities. It was the external moderator who identified marking irregularities;
- The fact that copying still took place at some examination centres, despite official reminders about the serious repercussions, was of grave concern to Umalusi;
- Novice markers appeared to struggle with interpreting and applying the marking guidelines to partially subjective responses;
- Some centres either submitted blank disks for the INCT4 examination or saved the candidate's answers as a 'shortcut'. This meant that many candidates who had answered the questions were not credited for their work because of incorrect disk-saving procedures.

6.6   Directives for Compliance and Improvement

The DHET must act on the following directives for compliance and improvement:

- Intensify the training of language educators on assessment and particularly the correct application of marking rubrics for content and language;
- Ensure that all provincial marking centres report all possible irregularities. The seriousness of not reporting irregularities must be drawn to the attention of chief markers and internal moderators;
- Intensify the training of Invigilators at centres that offer the INCT4 learning area. The focus must be on downloading candidates' work to disks so that candidates' work and responses are accessible at marking centres;
- Intensify the training of chief markers and internal moderators. Attention should be on quality moderation of marking to prevent 'shadow-marking';
- Novice markers must be thoroughly trained and closely monitored. The DHET must plan more time for the training of novice markers. This will ensure that the integrity of the marking process will not be compromised.

6.7   Conclusion

Umalusi noticed that the quality of marking and internal moderation in non-language learning areas had improved at many marking centres. The professionalism with which most of the marking officials approached the marking of the scripts is acknowledged. The verification of marking by external moderators revealed that at most centres marking complied with moderation requirements and was consistent, fair and reliable.

CHAPTER 7: STANDARDISATION AND VERIFICATION OF RESULTS

7.1 Introduction

Standardisation is a statistical moderation process used to mitigate the effects on performance of factors other than candidates' 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 as a result of the standard of question papers, as well as the quality of marking. Thus standardisation ensures that we deliver a relatively constant product to the market.

According to the GENFETQA Act (Act No. 58 of 2001), as amended in 2008, Section 17A (4), the Council may adjust raw marks during the standardisation process. The standardisation process takes into consideration qualitative inputs from external and internal moderators, post-examination analysis reports and the principles of standardisation.

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

7.2 Scope and Approach

The DHET presented 26 learning areas for the statistical moderation of the GETC: ABET Level 4, a qualification at Level 1 on the NQF.

7.3 Standardisation and Resulting

7.3.1 Development of Historical Averages

The subject structures were verified and approved. The historical averages were verified and approved after several moderations. As indicated in table 7A below, two subjects out of the 26 were approved as outliers.

Table 7A: Learning areas approved as outliers

Subject code	Learning area	Outlying year	Decision
612470031	Wholesale and Retail	201306	201306 is an outlier. Three examination sittings to be used to develop the norm.
619470041	Information and Communication Technology	201406	201406 is an outlier. Three examination sittings to be used to develop the norm.

7.3.2 Capturing of Marks

Umalusi verified the capturing of marks at capturing centres in all PEDs. In verifying the authenticity of the capturing of the 2017 June GETC: ABET L4 the infrastructure, security, training of the relevant personnel and the MIS used in the capturing process were scrutinised.

The policy guideline document, or procedural documentation on the capturing process, was made available to the monitors during monitoring of the capturing of examination marks. The documentation was silent on how the mark sheets were authenticated, but measures were observed. Most provinces used bar code scanners to scan mark sheets during dispatch and on return to head office.

All provinces derived their management plans from the DBE management plan and these were presented during verification. The capturing of examination marks in most provinces was in line with the DBE management plan, except in the Eastern Cape and Northern Cape, which started a few days later than scheduled because of delays in mark sheets reaching the provincial departments from the marking centres. The respective provinces had contingency plans in place to achieve the target date. The National Systems Administrator supplied daily reports of the progress made by each province and included when and what remedial action needed to be taken to speed up capturing.

There were adequate personnel appointed at all capturing centres for the capturing of marks. The appointment procedures were verified and found in line with national requirements. Full time staff members were widely utilised to capture marks. Contract workers who satisfied the minimum requirements were used only in provinces with a very large number of mark sheets to capture. All the contract data capturers appointed signed contracts as evidence of employment and received training from provincial system administrators. Attendance registers were provided as evidence of training. All provinces, except Eastern Cape, provided training manuals or PowerPoint presentations over and above attendance registers as evidence of training. All personnel in charge of and appointed for data capturing signed a declaration of secrecy before the assumption of duty.

All provinces, except Western Cape, captured marks online. Western Cape captured marks offline, but the captured marks were uploaded daily on the mainframe. There were mechanisms in place to ensure that the process was not compromised. In all the provinces, marks were captured from the mark sheets, except in the Western Cape where marks were captured directly from scripts. In the Western Cape control measures were in place to ensure that the process of capturing was not compromised. For instance, marks were captured per question and the system automatically calculated the total. This was compared against the hash total, which was worked out by the examination assistants during the checking. The hash total was worked out by adding the total marks obtained to the last four digits of the candidate's examination number. A double capturing method of capturing marks was employed in all provinces to authenticate marks. Data capturers and verifiers were allocated user IDs, which were attached to functions. A user could be allocated one function only, either capturing or verifying. There were therefore dedicated data capturers and verifiers and no capturer was responsible for both capturing and verifying the captured marks. This applied in all provinces except the Eastern Cape.

7.3.3 Electronic Datasets and Standardisation Booklets

The DHET submitted datasets for the verification of systems, although these were not approved because of time constraints. The standardisation datasets and the electronic booklets were verified and approved during first moderation. The booklets were submitted and were approved subject to an assurance from the DHET that the electronic booklets submitted would be exact prints of those that had been approved.

7.3.4 Pre-standardisation and Standardisation

The external moderators' report and the standardisation principles were used in determining the adjustments per subject. The historical average, the trend of candidate performance in preceding examinations, the pair's analysis and external moderators' reports were also used to reach the final decision. The DHET's failure to submit internal moderators' reports was noted as a point of concern as it could have contributed positively in the statistical moderation process.

7.3.5 Standardisation Decisions

The decisions for the DHET 2017 June GETC: ABET L4 examination were informed by the historical average or norm, the pair's analysis and external moderators' reports, as follows.

Table 7B: Standardisation Decisions

Description	Total
Number of instructional offerings presented	26
Raw marks	17
Adjusted (mainly upwards)	5
Adjusted (mainly downwards)	4
Number of instructional offerings standardised:	**26**

7.3.6 Post-standardisation

The assessment body submitted the adjustments data and the adjustments file was approved during first submission. The statistical moderation and candidate record for some provinces were verified and approved after several moderations.

7.4 Areas of Good Practice

The following were identified as good practice:

- Norms were approved at the first level of moderation;
- The standardisation datasets, electronic booklets and the adjustment file were approved during first submission;
- The DHET's ability to sustain the same standard for most subjects was evident in that most subjects were kept at a raw mark;
- The provinces' high compliance with capturing examination marks in all provinces was highly commendable.

7.5 Areas of Concern

The following were noted as of concern:

- The DHET's lack of a functional GETC: ABET Level 4 management plan impacted heavily on Umalusi standardisation meeting dates; and
- The DHET did not adhere to the management plan in the submitting statistical moderation and candidate record datasets for approval.

7.6 Directives for Compliance and Improvement

The DHET must act on the following directive for compliance:

- The DHET must ensure that the exact printed version, as approved during verification of the electronic booklets, is printed for standardisation.

7.7 Conclusion

Although there were delays in approval of the datasets, these delays did not hinder the credibility and integrity of the 2017 June DHET GETC: ABET L4 examination standardisation, statistical moderation and resulting processes.

ANNEXURES

Annexure 3A: Summarised Areas of Non-Compliance

Aspect	Non-Compliance	Examination Centre
Delivery and storage of Exam material	• Lack of Electricity	Tiakeni Adult Centre /Dokkies
	• Scripts not sent in sealed bags.	Tiakeni
The Invigilators and their training	• No appointment letters for Invigilators	Imidange /Steinkop/Thusa-Siza
	• No evidence of training	Steinkop/Sonwabili
Preparations for writing and the examination venues	• Furniture Inappropriate	Imidange Adult Centre
	• Unstructured exam file	Steinkop/Leliefontein/Tswaranang
	• No seating plan	Kanyamazane
	• Cell phone	Magemi
	• Poor preparation of exam venue	Tiakeni/Mageme/Sonwabili
	• Monitor's permission letters not checked	Dokkies
Time Management	• Checking for Technical accuracy	Kanyamazane/ Lielifontein/ Pietersburg Dokkies Adult Centre
	• Poor management of time	Mageme and Phumelele Adult Centre
Checking of environment	• Immediate environment and toilets not checked.	Kanyamazane, Leliefontein, Steinkop, Sonwabili and Tiakeni Adult Centre
Monitoring of assessmen body	• No evidence of monitoring	Imidange, Hammanskraal and Tiakeni Adult Centre.

Annexure 3B: Level of None-Compliance

No.	Criteria	Met All Criteria	Met Most Criteria	Met None of the Criteria
1	Delivery and storage of exam material before writing	14	3	1
2	The invigilators and their training	8	8	2
3	Preparations for writing and the examination room	3	13	2
4	Time management	8	8	2
5	Checking of the immediate environment	8	2	8
6	Writing process	11	7	0
7	Packaging and transmission of scripts after writing	10	8	0
8	Monitoring by the assessment body	3	12	3

Annexure 3C: Examination Irregualrities Reported During Writing

* Nature of irregularities: Administrative

Province	Centre	Learning Area	No. of Candidates Affected	Nature of Irregularities/ Incidents Reported	Action taken
Mpumalanga	Elukwatini CLC	LCEN4	12	Administrative: Late delivery of question papers due to community protest.	The chief invigilator alerted the Circuit Manager who sourced excess question papers and answer books from the neighbouring exam centers. Candidates were compensated for lost time and examination was not compromised
	Embuleni CLC		06		
Gauteng	Aaron Moeti CLC	MLMS4	01	Unregistered candidate	Candidates allowed to write
	Boksburg Correctional Service	MMSC4	01	Unregistered subject	Candidates allowed to write
Mpumalanga	Shobiana CLC	MLMS4	01 8605220965 089	A candidate (for MLMS 4) went into labour pain an hour after the examination had started.	Candidate was taken to hospital and could not proceed with the exam.
North West	Tsholetsanang CLC	MLMS4	05	Candidates were prohibited from going to the centre because of service delivery protests.	No show, and assessment body was informed through the protocol

Annexure 5A: Changes Made during Marking Guideline Discussions

AAAT4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.1.2	Choice 'A' was included as an alternative	1	1
	1.2.1	Changed to 'TRUE'	1	1
	1.3.2	Acid was added as an alternative	1	1
	2.6	Added the following; Natural disasters/veld fires Poor economy/climate/global warming	2	2
		Separated 'theft' and 'damages'		
		Added 'diseases/pests'		
	3.4	Corrected grammar by inserting 'on' in first bullet	1	1
	4.3.1	Added 'not expensive' to bullet 1	1	1
	4.8.1	Added 'wash' to bullet 1	1	1
	4.8.2	Added 'durability' to bullet 2	1	1
	5.1	Added 'Horizon A' as an alternative to Topsoil and 'Horizon B' respectively	2	2
	5.2.1	Deleted the word 'coarse'	1	1
	5.2.2	Deleted the word 'fine'	1	1
	5.3	Added 'organic matter' to bullet 3	1	1
	5.5	Added 'rotational grazing' as an alternative	1	1
	5.6	Added the word 'medium' to bullet	1	1
	5.7	Added 'lakes' as an alternative response	1	1

ANHC4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No: 2	2.1.2	Additions made to the signs and symptoms as required by the question. These were: dizziness; sleepiness; nausea; Red /blood shot eyes; sweating Alternatives were added to the following: slurred speech/ difficulty in speech Mood swings/ change of mood Moist face/ cold and clammy	5	5
	2.1.3	Get medical assistance/call ambulance	5	5
	2.2.5	Temporary keeps/holds	3	3
	2.2.6	The following answers were removed as they were repetition: bullets 4, 5. 6 and 7.	2	2
	3.1.2	The following answers were added Chills and sweating Quick shallow breathing/shortness of breath	5	5
	3.1.3	Bullet number 2 was removed as it was repetition Addition: Encourage the patient to drink a lot of fluids	7	7
	3.1.4	Additions: Cover your mouth when coughing Do not spit openly	6	6
	3.2.1	The first tick was removed to the end of the sentence to make 2 ticks. Additions: A disease causing inflammation and stiffness of joints	2	2
	3.2.2	Additions: himself/herself Increase water intake Rub with an ointment prescribed by the	8	8
	3.2.3	Additions: Change the bed linen/bedding	10	10

ARTC4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	2.3	Fathers and Grandfathers	1	1
	2.4	to stop baby from crying and when putting the baby to sleep	2	2
	3.6	Proscenium	1	2
	4.4	Purple	1	2
	5	Any relevant alternative answer (General knowledge)	15	15
	6.9	False	1	1

ECD4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.1.2	Alternate answer for consideration is A	1	1
	1.1.6	Alternate answer for consideration is A	1	1
	2.2	Include an additional tick as there is only 2 ticks noted	1	1
	2.3	Remove 1 tick as there should be 3 ticks and not 4	1	1
	2.4	Remove 1 tick as there should be 4 ticks and not 5	1	1
	2.5	Include : Parents can allow children to watch a TV program only if its purposeful in promoting cognitive development in young children.	5	5
	2.7	Remove (As this does not directly answer the question) The home is dirty. There is warmth in the shack. Replace Children can be exposed to abuse The home is properly built	2	2
	3.3	Remove 2 tick as there should be 4 ticks and not 6	4	4
	3.4.1	Remove 1 tick as there should be 3 ticks and not 4	3	3
	3.4.3	Reword the sentence from: "Child shows an interest when you go to the bathroom" to "the child shows an interest in using the potty" Include "any related relevant answer"	2	2

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	3.5	Remove 4 ticks as there should be 4 ticks and not 8. Re-order the responses from most relevant by adding the necessary ticks as follows: Children learn through communication. Children learn through exploring the environment. √ They learn to follow rules when they are on an outing. √ They learn how to cross the road and other safety rules. √ Children can learn new words. √	4	4
	3.6	Include the following answers to the question. Create family feeling that gives safety and security to children. √ Encourage the spirit of sharing Organise activities that children to work as team. √ Promote family values. √ Be a positive role-model to children. √	5	5

HSSC4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1	Question 1 learners will be credited even when they write the answer in words instead of the letter Next to the correct answer.	1	1
	2	Learners will also be credited for T/F in question 2 INSTEAD of True or False.	10	10
	4.9	Afrikaans version-Question 4, 4.6 and 4.9 changes were effected due poor translation.	4	4
	5.5.1	English version: Two additional answers were provided.	1	1
	5.3	Correction on bullet five, creation was replaced by refilling.	1	1
	5	Section B-Question 5 Afrikaans version should not be marked. The source content was not translated into Afrikaans. (12 marks.)	12	12
	6.5	Marks were distributed to all four answers, one mark each.	4	4
	7.3	Answers were rephrased, Poverty, need for money/material things, Peer pressure, Family background/family to support. Any four was deleted and replaced by any two.	2	73
	7.4	An additional answer was provided-Children were forced to work on farms.	7.3	7.3
	8. 8.1.1	Addition of possible answers, bridges are destroyed ,road are destroyed, graves are exposed and potholes formed	4	4
		OR		
	8.2.2	Addition of possible answer, SKA and any other relevant answers.	1	1

INCT4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.1.4	Accept alternatives C OR D	1	1
	1.1.6	Accept alternatives A, B OR D	1	1
	1.1.9	Accept alternatives B OR D	1	1
	1.2.9	Accept any option from Column B or if left blank	1	1
	1.2.10	Accept option E OR F	1	1
	1.3.7	Only accept page up/down or UP arrow or DOWN arrow ONLY – remove mouse scroll wheel	2	2
	2.1	Re-allocation of marks – 3 accurately typing the document, 1 for heading, 1 for paragraph and 1 for paragraph 2	3	3
	4.1.2	Accept any type of bullet on any 2 slides (not all five)	2	2
	4.1.6	Accept animation on any slide	1	1
	4.1.7	Change font size to 24 on any slide	1	1
	4.2.3	Accept ANY TWO: font type & size design colour animation	2	2
	4.2.4	Allocate the mark if filename is spelt incorrectly.	1	1

LCAF4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.9	(Addition) Internet taal	1	1
	1.3	(Addition) Werkesel	11	11
	1.12	Ja/Nee. Both alternatives were accepted after a discussion but the second part of the answer was accepted as is.	2	2
	2.1	(Addition) Twintig vyftien		
	2.3.1	Wakker was replaced by lewend and cancelled from the memorandum.		
	2.3.2	The following alternatives were cancelled and deleted: Krom/ Gebuig		
	2.5.1	(Addition)Nasorgsentrum		
	2.9.1	(Addition) Die trek het on 16:00 by die huis gekom (meubels)		
	3.2	(Addition) (Enige relevante antwoord was added to accommodate relevant alternatives		
	3.3	The second bullet was cancelled.		

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	3.5	(Addition) (Enige relevante antwoord was added to accommodate relevant alternatives. An answer without inverted commas was also accepted. (Addition) (Enige relevante antwoord was added to accommodate relevant alternatives.		
	3.6	Nee, my vriend(Alternative). The answer can be in inverted commas or without for the full mark.		
	4 and 5	In both matrices. *(Addition) Bewys van beplanning en voorbereiding by 'Goed' onder Inhoud.		

LCAF4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.9	(Addition) Internet taal	1	1
	1.3	(Addition) Werkesel	11	11
	1.12	Ja/Nee. Both alternatives were accepted after a discussion but the second part of the answer was accepted as is.	2	2
	2.1	(Addition) Twintig vyftien		
	2.3.1	Wakker was replaced by lewend and cancelled from the memorandum.		
	2.3.2	The following alternatives were cancelled and deleted: Krom/ Gebuig		
	2.5.1	(Addition)Nasorgsentrum		
	2.9.1	(Addition) Die trek het on 16:00 by die huis gekom (meubels)		
	3.2	(Addition) (Enige relevante antwoord was added to accommodate relevant alternatives		
	3.3	The second bullet was cancelled.		
	3.5	(Addition) (Enige relevante antwoord was added to accommodate relevant alternatives. An answer without invert-ed commas was also accepted. (Addition) (Enige relevante antwoord was added to accommodate relevant alternatives.		
	3.6	Nee, my vriend(Alternative). The answer can be in inverted commas or without for the full mark.		
	4 and 5	In both matrices. *(Addition) Bewys van beplanning en voorbereiding by 'Goed' onder Inhoud.		

LCEN4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.2	An addition to the marking instruction was made in order to facilitate the process. This had to do with the acceptance of the answer, 1990	1	1
	1.8	The placement of ticks in the marking guideline was changed because, not the True/False got the credit but the reason that got the credit. The same was done in questions 2.4 and 2.6.	11	11
	2.8	Another option was added to those that were already in the marking guideline. The option read; "History was made when Kevin Hart became the first comedian…"	2	2

LCND4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.8	Insert (Nezinye iimpendulo ezinembako zamukelekile)	2	2
	1.9	Candidates should be credited for the answer which is supported. No credit for yes and no answer.	2	2
	2.2	Alternative answer: Bangawukham-beli umtholapilo oseduze/Angeze bawukhambele umtholapilo oseduze	2	2
	3.1	Alternative answer: (some candidates see the picture as in the sea)	1	1
	3.4	Alternative answer: Umzali nakungeze aphumelela ukuba khona, angaqatjha umuntu ozokutlhogomela abantwana nabadudako.	2	2

LCSO4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No: 1	1.1	Included the instruction: Mark every correct answer that is based or that relates to the given text. It would be stated in the question paper as: "Nepisa karabo e nngwe le e nngwe e tsamaelanang le ditaba tse temeng"	2	2
	1.3	Added another tick to make up for two marks	2	2
	1.5	Added another correct option to the answer: "ho shwa"	1	1
	1.6	Added an instruction to the marker: "Credit the correct answer from the learner who shows individual, self-creative thinking that differs with the given response in the marking guideline and would be stated as: "Ananela maikutlo a mohlahlobuwa ya nang le monahano o fapaneng le tseo ho fanweng ka tsona"	2	2
	1.7	Added another instruction to the marker: Should be inserted at rightful place and stated as: "(eseng wa)". Furthermore it should be stated that: "Karabo efe kapa efe e nepahetseng, qotsitsweng temeng"	1	1
	1.9	Correction of the incorrect spelling: "metswalle" instead of "metwalle" in Question 1.9	2	2
	1.11	Correction – "tshepahaleng" instead of "tshepahalang"	2	2
	1.12	Added response – "selekane" / "tumellano" for "ditaba tsa lerato"	2	2
Question No. 2	2.5.1	Addition of "tsohle" in "ka dinako tsohle"	2	2
	2.7.1	Identification of the demonstrative "enwa" and the construction of a sentence that involves the third position from the speaker, namely, "yane".	2	2
Question No. 3	3.1	Added response: "Ngwana e mong o tloka e mong"	2	2
	3.6	(Addition) (Enige relevante antwoord was added to accommodate relevant alternatives.	2	

LCSP4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.2	Sebining goba Shipalane	1	1
	1.4.1	Botagwa	1	1
	1.4.2	Khantlele goba kerese	1	1
	1.6	(Dikarabo tse dingwe le tse dingwe tsa maleba di tla amogelwa)	2	2
	1.7.1	Hlakana hlogo/go timelela ke monagano	1	1
	1.7.2	Go hloka thari / go hloka pelego	1	1
	2.2	Leitsibulo / thakgaletswalo	1	

LCSW4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.4	Umuntfu lofe emehlo. (addition)	2	2
	1.5	Lohluphekako/ Lophuyile. (addition)	2	2
	1.8	Liphalishi leliphekwe laba timvutfu/ Kudla lokuphekwe kwafakwa imphuphu lenyenti. (addition)	2	2
	1.10	Ngumuntfu lotsatsela labanye phasi / longenaluvelo/ lobandlulula labanye ngesimo sabo. (addition)	2	2
	2.4.1	Kuba nako konkhe lokudzingako/ kungesweli/ kuphatseka kahle. (addition)	1	1
	2.4.2	Kunyamalala/ Kuhamba ungabuyi ekhaya/ kubhunguka/ kungatiwa kutsi wayaphi/ washonaphi. (addition)	1	1
	2.8.2	Kudvumala (addition)	2	2
	2.9	(k) atingihambeli	2	2
	2.10	Wona the instruction says it is an under-lined word yet it is a word in bold print. We agreed that candidates will see which word is being referred to.	2	2
	3.2	Litfwasana/ Gobela	1	1
	3.3	Bayaphilisa	1	1
	3.4	Ticks were placed on the correct points instead of placing both of the ticks at the end of the complete answer.	2	2
	3.5	Lirantabuli was removed as an alternative answer because it means a rondavel and it is general. A traditional healer's house does not necessarily has to be a rondavel, it could be any type of house structure.	1	1
	3.6	Concords of the responses were changed to first person instead of third person for consistency and correct grammar Ngesaba ingati,	2	2

LCTS4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.5	Ba bogadi/Bommatsalaagwe	1	1
	1.6	Go tiisa lenyalo/Go ba aga/Go agisanya monna le mosadi kgotsa banyalani	1	1
	1.6	Go kgaphela tlhalo kgakala/Go ba ruta go baakanyetsa/botshelo ba lenyalo	1	1
	1.7.1	E ka ntsha sephiri/E ka utolola makunutu	1	1

LCVE4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.2	Mavhengele	1	1
	1.4	U sa toda mushumo	1	1
	1.5	Hai asi vhothe ngauri vhanwe vha tenda kha uphasa ,vhanwe vha fhisedzela dzitsemo / vhanwe vharerela midzimu	2	2
	1.7	Thingo kwalwa/ vhudzulo	2	2
	1.8	U fa/u dzama	2	2
	1.9	Masheleni	2	2
	2.1.4 (b)	(Dzi)mbanzhe	1	1
	3.1	Mavhele	1	1
	3.3	Muhasho wa vhulimi	1	1

LCXH4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.8	Kukwazi ukuba esi sifo siyanyangeka kwaye awusayi kosulela mntu xa amachiza uwasebenzise ngohlobo olufanelekileyo.	1	1
	2.4.2	Ukukhala	1	1

LCXI4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	Q1	1,4 alternative a ri na nhloko yo olova	1	1
	Q3	3.3 add a guiding marking instruction.	2	2

LCZU4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.4.	Alternative response – "amawongowongo"	2	2
	1.5	Alternative answer – "Ukushaywa yinyoni"	2	2
	1.7.1	Ucansi olulukwe ngotshani olundlalwa phansi kulalwe kule (the original response would have had misleading interpretations).	2	2
	1.8	Alternative response – "Ukuphosisa"	2	2
	2.2.2	Alternative responses – "abahluphekile" / "abahlongayo" / "abaswele"	2	2
	2.4	Alternative response – "Abanye bayodinga ukusizwa ukuze baphume kulolu bishi" ("Inkathi ezayo" in IsiZulu can mean both immediate and / or uncertain future.	2	2
	2.5.2	Alternative response – "Kuyoqondana ngelinye ilanga."	2	2
	2.8	Alternative response – "Amashumi amahlanu opondo."	2	2
	2.9	Alternative responses - "Isinyama" / "Isidina"	2	2
	2.10	Alternative response - Ukuze abathengi basheshe babone	2	2
	3.2	Alternative responses – "Ukukhwehlela" / "Ukucinana" / "Umdlavuza womphimbo" / "Ukuhungeka unomphelo" / "Ukungatholi abantwana kwabesilisa" / "Isifo senhliziyo", kanye (Nezinye izifo ezidalwa ukubhema ugwayi ziyokwamukeleka). (The underlined response was suggested by the External Moderator and was accepted because the nature of the question required general knowledge about diseases associated with smoking, it had nothing to do with subject knowledge of IsiZulu. It also had nothing to do with the text to which learners were expected to respond).	1	1
	3.4	Alternative response – "Kuncishiswe izikhangiso ezikhangisa ngogwayi"	2	2

LIFO4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.1.4	From D to A	1	1
	1.5.4	The word Front was replaced with Fighters	1	1
	2.2	Add "blindness"	1	1
	2.3	More alternative answers were given: Lettuce, Cabbage, Asparagus, Tomato, Red/yellow/green Peppers, Celery, Mango, Grapefruit, Watermelon, Milk, Fish	1	1
	3.3	Agreed that when a candidate wrote <u>condoms</u> for <u>protection</u> be given (2 marks) One must also use gloves when working with blood (2 marks)	2	2
	4.1	Added "workshop"	1	1
	4.2	Added more answers: Cost effective/saving, Customized, Flexible/Dates set to suit you and presenter's availability, Enhances team dynamics, Raises the knowledge of entire team, Training is focus on specific requirements and needs	1	1
	4.3	Added more answers: Online application forms, Download application forms and attaching it by email, Networking, Company website, Head-hunters and Recruitment Agencies.	1	1
	6.1	Added "procrastination" and "gossiping"	1	1
	6.2	Added "cell-phone", "timetable", "clock" or "watch"	1	1
	6.3	Added "timeframe" and "achievable"	1	1
	7.3	Removed "attacks another person physically or verbally" and added "addresses the person"	1	1
	8.1	Added have fun, stress relieve, medical purposes	3	3
	8.2	School: Added: "always tired, aggressive towards other learners, stealing and lying" Work: Changed "Employer" to "employees" Added mistakes, becomes unproductive and aggressiveness	2	2
	9.3	Added "equal treatment" and awareness campaigns	2	2

MLMS4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.1.4	Added 0.45 to the answer as an equivalent	1	1
	1.2	750g added as an equivalent answer	1	1
	1.3	Equivalent answers as % and decimals were added.	3	3
	1.5	5/8 was added as an alternative answer	1	1
	1.6.1	0 – 6 kl was added as an alternative answer	1	1
	2,2	9:21 was added as an equivalent answer	1	1
	2.4.4	Answer only: Full marks was added	2	2
	2.4.5	Answer only: Full marks was added	2	2
	2.5.2 (a)	Answer only: Full marks was added	3	3
	2.5.2 (b)	Answer only: Full marks was added	2	2
	3.1.5	1 CA answer was added	2	2
	3.1.6	Credit any form of tallies was added	3	3
	3.2.2	An alternative working of R7500 – R6975 = R525 was added	2	2
	3.3.2	Zero, none, impossible, N/A were added	2	2
	3.3.3	Equivalents such as 4:10 or four out of ten were added	1	1
	3.3.4	3:9 or 1:3 or in words were added OR 0,3 or 30% or 3:10 or in words were added	2	2
	4.1.2	Rectangular replaced square	1	1
	4.2.1 – 4.3.1	Do not penalize units and Answer only: Full marks was added	-	-
	5.1.1	Or four was added	1	1
	5.1.2	9 or 8 or in words	1	1

Changes effected to the marking guideline			Mark Allocation	% of QP

MMSC4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.2	Award 2 marks if learner gave the answer 14 , 23.	3	3
	1.3.4	The answer for d can be obtained from 1.3.2. Answer must be marked as CA	2	2
	1.3.5	Alternate answer: 5; 1; -3; -7; -11; -15; -19; -23; -27; -31 T_{10} = -31	2	2
	1.6	The alternate solution must be rearranged. One mark must be awarded for the following step: Balance = R 6750 – R2000. The next step should read "Payment period" and not "Balance"	4	4
	2.2	Step 2 should be changed to: $(x+6)(x-3)$	3	3
	2.3.1	Any bracket can be placed first	2	2
	2.3.2	Any bracket can be placed first	3	3
	2.4	Award full marks for correct answer only	2	2
	2.6.1	Accept answer in words: x is greater than or equal to 5	2	2
	2.6.2	Accept answer in words: x is greater than or equal to - 1 and less than 3 or x is between -1 and 3 but includes - 1	3	3
	3.1.2 3.1.3	Mark allocation should be changed 2	3	3
	3.1.4	Accept any reasonable answer	2	2
	3.1.5	Accept any reasonable answer	2	2
	3.1.6	Award 1 mark for the correct y intercept.	3	3
	3.2.2	2 marks for x intercept and 1 mark for TP	3	3
	3.2.3	Must be CA	1	1
	3.2.4	Remove the descriptors	-	-
	4	Numbering to be corrected	-	-
	4.1	Answer only , award full marks	3	3
	4.3.3	Accept hypotenuse or the longest side	2	2
	5.2.1	Accept "Rhombus"	1	1
	5.2.5	Change answer to "Isosceles triangle"	1	1

NATS4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	1.1.1	B or D	3	3
	1.1.4	A or C	2	2
	1.1.7	C or D	2	2
	2.1.2	Osteoporosis	1	1
	2.1.4	Resist infection	1	1
	2.1.6	First two points is actually supposed to be 1 mark. Added one answer: the dough is not mixed by hand.	2	2
	3.1.2	No Air Pollution	3	3
	3.1.3	Produces radioactive waste Nuclear waste is hazardous (additional options)	2	2
	3.1.4	There are four options instead of 3 options. Electrical energy did not have a mark.	1	1

TECH4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	2.1-2.10	Answers were candidates wrote only a "T & F" will also be accepted as correct.	10	10
	3.1-3.10	If a candidate writes the full word in place of the correct letter, this will also be considered as correct.	10	10
	4.1	Iron was added as an alternative.	1	1
	4.3	Asbestos was added as an alternative.	1	1
	4.4.2	Sparks was added as an alternative.	1	1
	4.4.3	Drilling machine was added as an alternative option.	1	1
	4.4.4	To make holes was added as an option. If a candidate listed examples of materials i.e. Wall/metal/wood. This will also be accepted as correct.	1	1
	5.1	The word "Fool" was changed to play. The workshop must be kept clean, was added as an alternative option.	1	1
	5.3	Chemical energy to heat energy. Light energy to heat energy. These options were added as alternative options.	2	2
	6.4.2	Remove was added to the answer.	1	1
	6.4.4	The last word "form" was removed from the answer as this was a repetition and did not add any value to the answer.	2	2
	6.6	Electroplating was added as an alternative option.	1	1
	6.7	Laminating/cover with plastic was added to the answer.	1	1
	7.2.6	Answer was changed from battery to switch.	1	1
	7.2.7	Answer was changed from switch to bulb.	1	1
	7.2.8	Light energy to heat energy was added as an alternative option.	1	1

Changes effected to the marking guideline			Mark Allocation	% of QP

WHRT4

Changes effected to the marking guideline			Mark Allocation	% of QP
Question No:	2.10	Change to false	1	1
	5.1.2	Two options: If a candidate has written the qualification in full, but no ID number or vice versa = it is accepted. If the candidate wrote the ID number but not the qualification in full accepted. This includes the qualifications in the both columns as long as they are not on the same level.	4	4
	5.1.2	Afrikaans QP and Marking guideline: Credit learners who answered in English as the Table in the question paper was in English.	4	4
	5.2	Add the words Google/Social media/ twitter/ Facebook and whatsapp as more options of the internet	1	1
	5.3	Add: RPL (Recognition of Prior Learning) recognition of existing skills, knowledge and attitudes. (Recognition of Prior Learning) recognition of existing skills, knowledge and attitudes.	2	2
	6.3	Added to Finance (Bookkeeping/accountant/ Auditor)	1	1
	6.4	Added more options Employer representatives and employee	1	1
	6.5	Take out the wholesaler and put the flow as follows: retailer √ to consumer √ & general dealer √ to consumer (the consumer is not marked twice, but once only.)	1	1
	7.1	ADD "the service was poor/not good. On the second bullet add: showed lack of respect / showed unethical behaviour/was rude."	1	1
	7.3	Separate the responses: ask questions to confirm understanding √ Listen to the query √; Use different questions to get clarity √; Repeat the query √ ADD (Any other relevant).	1	1
	7.4	Add the mark to the stock √ and cash flow √	1	1
	7.5	Add – credit the candidate where the response refers to the responses; credit the learner with any additional relevant answer to those responses in the marking guide. The marker should not allocate marks when the candidate has repeated the same response	1	1
	8.1.1	Add: "Any other relevant personality trait that would enable one to secure the opportunity"	7.5	7.5
	8.1.2	Add instruction to marker: Ensure the candidate describes what has been mentioned in 8.1.1	7.5	7.5
	8.2	ADD STATEMENT: Any other relevant.	7.5	7.5