

Report on the Quality Assurance of Assessment of the Independent Examinations Board June 2017 GETC: ABET Level 4 Examinations

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

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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 findings from the above-mentioned quality assurance processes enable members of Umalusi's Council to decide whether Umalusi should accept and ratify the results of the examinations or not.

The Independent Examinations Board (IEB) conducts the June 2017 GETC: ABET Level 4 examinations in 8 learning areas. These learning areas are:

- Communication in English (A4CENG);
- Economic and Management Sciences (A4EMSC);
- Human and Social Sciences (A4HSSC);
- Life Orientation (A4LIFO);
- Mathematical Literacy (A4MATH);
- Natural Sciences (A4NTSC);
- Small, Medium and Micro Enterprises (A4SMME); and
- Technology (A4TECH).

It was, however, noticed that in the June 2017 examinations the IEB also conducted examinations in Communication in Afrikaans. This was evident in the cohort profile that the IEB submitted for these examinations. Quality assurance processes were not conducted for this learning area.

This report provides the findings of the following quality assurance processes:

- Moderation of Question Papers (Chapter 1);
- Moderation of Site-Based Assessment Portfolios (Chapter 2);
- Monitoring of Writing (Chapter 3);
- Monitoring of Marking (Chapter 4);
- Marking Guideline Discussions (Chapter 5);
- Verification of Marking (Chapter 6);
- Standardisation and Resulting (Chapter 7); and
- Certification (Chapter 8).

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

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 papers are, fair, 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 deals with the monitoring of the writing phase of examinations. Assessment bodies have total responsibility for the credible conduct, administration and management of the writing phase of examinations.

Umalusi deploys monitors while the examinations are being written to check that rules and regulations applicable to the conduct of examinations are complied with. This monitoring is 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 visit the marking venues to evaluate the readiness and effectiveness of the assessment body's preparations for marking. The process is monitored to ascertain both the credibility and management of the marking taking place at the BAA marking centre.

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 other, checked. This process aims at assuring that marking is conducted in a fair, valid, credible and accurate manner. The performance of candidates is also analysed and compared per question.

Chapter 7 reports on the standardisation of results. According to the GENFETQA ACT, 2001 as amended 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 learners' ability and knowledge, 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.

Independent Examinations Board (IEB) submitted the cohort profile of learners who wrote the June 2017 GETC: ABET Level 4 examinations. June examinations were conducted in 56 centres. Detailed description of the cohort profile is presented in the scope and approach of Chapter 3 and also in Annexures A-I of this report.

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

Learning Areas

A4MATH	Mathematical Literacy
A4NTSC	Natural Sciences
A4LIFO	Life Orientation
A4SMME	Small, Medium and Micro Enterprises
A4TECH	Technology
A4CENG	Communication in English
AEMSC	Economic and Management Sciences
A4HSSC	Human and Social Sciences

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

Umalusi conducts external moderation of examination question papers and marking guidelines to ensure that quality and standards are maintained in all examinations of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET Level 4). The moderation of question papers ensures that the papers are fair, valid and reliable. The moderation process also ensures that question papers have been developed with rigour and comply with both Umalusi directives and the assessment guidelines of the assessment body.

1.2 Scope and Approach

Umalusi receives examination question papers and marking guidelines that have been set and internally moderated by the assessment body for external moderation for each examination cycle. These should be availed together with the history of the development of the submitted question papers. IEB presented question papers, corresponding marking guidelines and the internal moderators' reports for external moderation and approval by Umalusi, in preparation for the June 2017 examination of the GETC: ABET Level 4 qualification.

The IEB submitted eight question papers for external moderation and approval by Umalusi in preparation for the June 2017 GETC: ABET Level 4 examination. The following eight learning areas (LAs) were externally moderated:

- Communication in English (A4CENG);
- Economic and Management Sciences (A4EMSC);
- Human and Social Sciences (A4HSSC);
- Life Orientation (A4LIFO);
- Mathematical Literacy (A4MATH);
- Natural Sciences (A4NTSC);
- Small, Medium and Micro Enterprises (A4SMME); and
- Technology (A4TECH).

All question papers were externally moderated in line with Umalusi's question paper moderation instrument. The instrument assesses the quality and standard of the question papers with regard to:

- Technical Aspects;
- Language and Bias;
- Internal Moderation;
- Content Coverage;
- Cognitive Demand;
- Adherence to User Guides (UGs);
- Predictability; and
- Marking Guideline.

Each criterion has a set of quality indicators against which the question papers are evaluated. Based on the evidence provided, Umalusi's moderator decides on the compliance of the question paper with each criterion using one of the following four possible levels of compliance:

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

After evaluation of the compliance of the question paper with all eight criteria, a decision is taken on the quality and standard of the question paper as a whole, considering one of three possible outcomes:

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

Umalusi used an off-site model for the moderation of GETC: ABET Level 4 question papers presented by IEB. The question papers were couriered to the external moderators.

The first examination question paper (A4CENG) was approved on 19 April 2017 and the last examination question paper (A4TECH) was approved on 17 May 2017.

1.3 Summary of Findings

Umalusi completed evaluation reports based on its moderation criteria. The moderation reports included both statistical and qualitative feedback. The following findings are the summary of evidence observed by external moderators during the moderation of question papers. Table 1A below provides a breakdown of the level at which each question paper was approved.

Table 1A: Approval Status of Moderated Question Papers

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

No.	Learning Area Description	1 st Mod	2 nd Mod	3rd Mod
1.	Communication in English (A4CENG)	A		
2.	Economic and Management Sciences (A4EMSC)	R	A	
3.	Human and Social Sciences (A4HSSC)	R	A	
4.	Life Orientation (A4LIFO)	CAR	A	
5.	Mathematical Literacy (A4MATH)	CAR	A	
6.	Natural Sciences (A4NTSC)	CAR	A	
7.	Small, Medium and Micro Enterprises (A4SMME)	CAR	A	
8.	Technology (A4TECH)	CAR	CAR	A

Of the eight question papers submitted for external moderation, the A4EMSC and A4HSSC question papers were rejected at first moderation, while A4LIFO, A4MATH, A4NTSC, A4SMME and A4TECH were conditionally approved and required resubmission.

Umalusi's moderator rejected the A4EMSC mainly because it did not adhere to the requirements of the UG. During external moderation, it was observed that although the question paper presented for external moderation for the June 2017 examination was comparable to the previous years' examination question papers, it assessed a unit standard that was not, as per the UG, supposed to be assessed. After amendments were made by the assessment body, the question paper was approved at second moderation level.

The A4HSSC examination question paper did not adequately assess all unit standards at first moderation. Learning outcomes and assessment standards for unit standard 115480 were not assessed as required. This led to the rejection of the question paper. Figure 1A below summarises the status of the question papers after all external moderation levels were conducted.

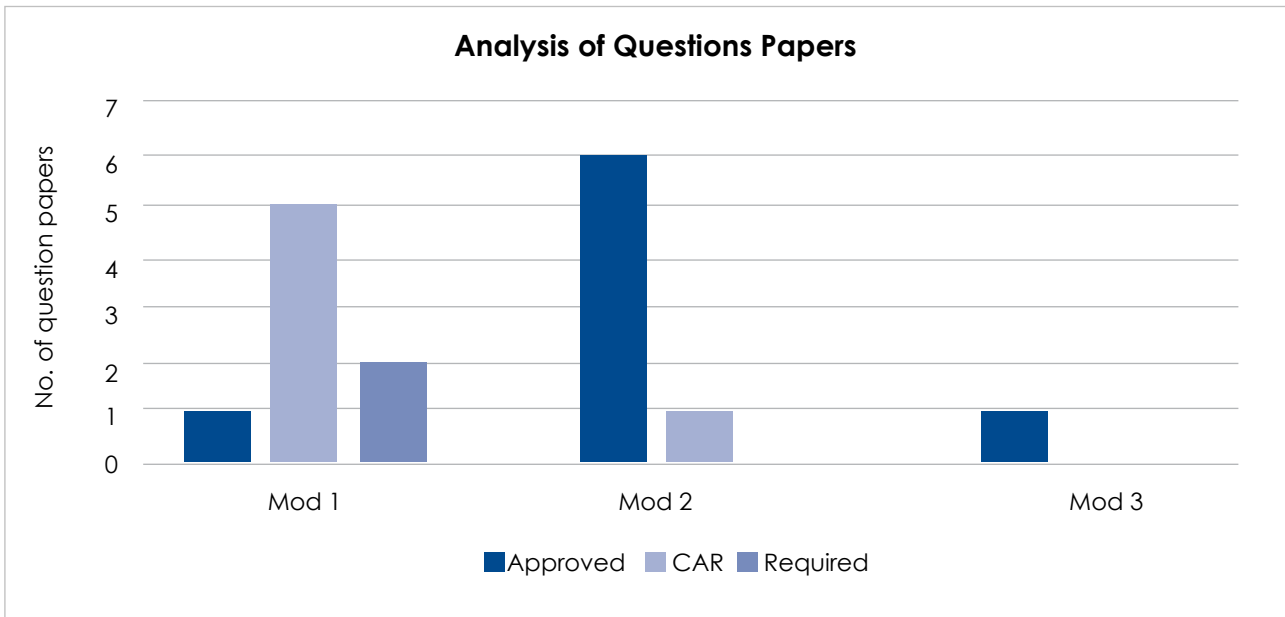


Figure 1A: Analysis of External Moderation of Question Papers

Figure 1A above illustrates the three moderation levels conducted, leading to approval of the eight examination question papers submitted by the IEB for the 2017 June examinations. Three different colours indicate the number of examination question papers that were approved, conditionally approved to be resubmitted or rejected at either first, second or third moderation stage. At first moderation level, only one examination question paper was approved, two were rejected and five were conditionally approved requiring resubmission. At second moderation level, seven examination question papers were again presented for moderation. Six question papers were approved and one conditionally approved requiring resubmission. At third moderation, one examination question paper was presented, moderated and finally approved.

Table 1B below gives a summary of the first moderation's compliance ratings for the eight examination question papers submitted to Umalusi for external moderation.

Table 1B: Summary of Compliance Ratings for Eight Question Papers

		Compliance frequency (64 instances)			
		None	Limited	Most	All
1.	Technical Aspects	0	0	4	4
2.	Language and Bias	0	0	4	4
3.	Internal Moderation	0	1	5	2
4.	Content Coverage	0	0	5	3
5.	Cognitive Demand	0	0	4	4
6.	Adherence to UGs	0	3	1	4
7.	Predictability	0	1	1	6
8.	Marking Guideline	0	0	7	1
Total		0	5	31	28
		8%		92%	

Table 1B above shows the compliance frequency and Figure 1B below, compliance per criterion, of the eight IEB 2017 June GETC: ABET Level 4 question papers, after first moderation.

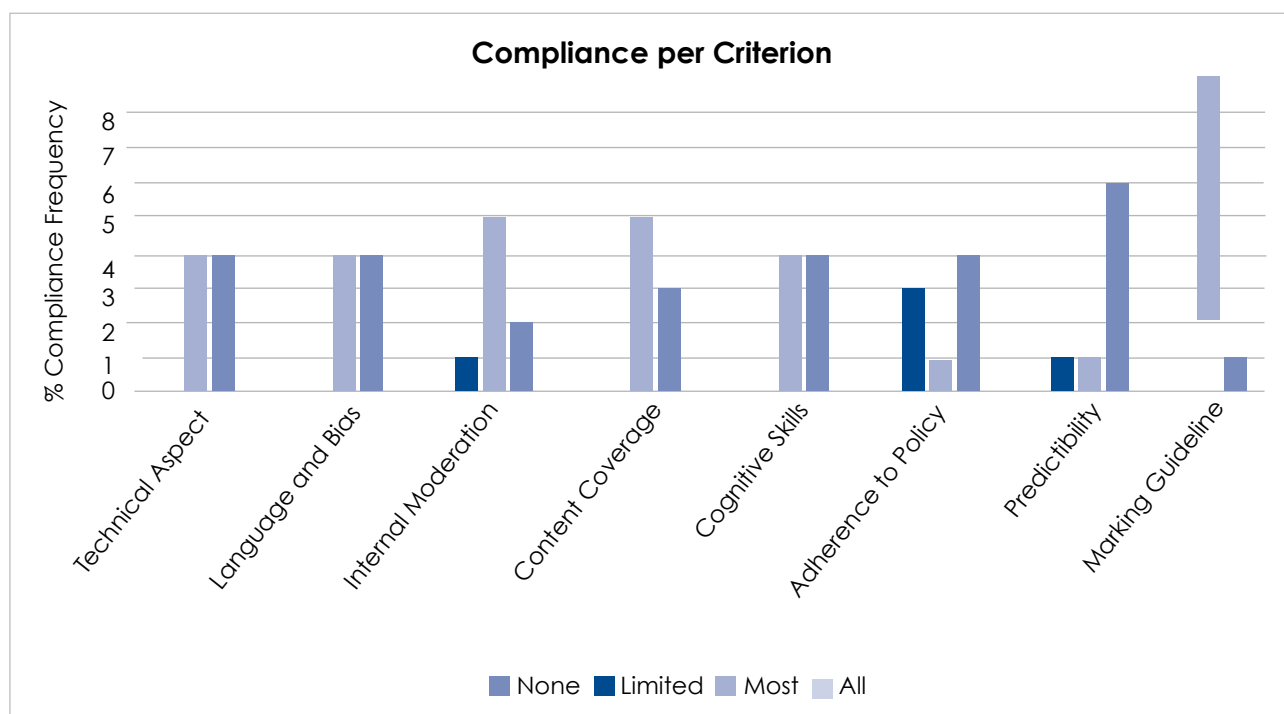


Figure 1B: Compliance of Approved Question Papers

Figure 1B above indicates the compliance frequency for each criterion used during the moderation of question papers. The section below provides a summary of findings of the eight criteria that were used to moderate the question papers.

1.3.1 Technical Aspects

Eight question papers were presented for external moderation for the 2017 June GETC: ABET Level 4 examinations. At first moderation, A4HSSC, A4MATH, A4SMME and A4TECH question papers met all the requirements, while A4CENG, A4EMSC, A4LIFO and A4NTSC question papers met most requirements of the technical aspects. In the case of A4LIFO, the marking guideline format used was not consistent. Some responses in the marking guideline had bullets; others were not bulleted. This was likely to cause confusion during marking. The graphs in the A4NTSC question paper were too small and too dark for candidates to see them clearly. Furthermore, some of the diagrams were not properly labelled. At approval, all these challenges were corrected and question papers met all quality indicators.

1.3.2 Language and Bias

A4EMSC, A4HSSC, A4LIFO and A4NTSC complied in most respects with this criterion. Word omissions in the A4EMSC paper distorted the meaning of the given text. A4LIFO and A4HSSC had several questions that contained grammatical errors. A4SMME had questions and instructions that were not applicable to the learning area. Examiners and internal moderators were required to make amendments in line with the recommendations of external moderators. When these question papers were moderated for the second time, they met the requirements and were of the required quality and standard.

1.3.3 Internal Moderation

The A4CENG was the only question paper that was approved at first moderation. Umalusi moderator was able to find evidence of internal moderation from the history of the question paper presented. There was evidence that the recommendations of the internal moderator were effected. A4EMSC, A4HSSC,

A4LIFO, A4NTSC and A4SMME complied with most requirements for this criterion. When the A4NTSC paper was submitted to Umalusi, there was evidence that internal moderation was done but recommended changes were not effected. That was the reason the question paper did not meet all requirements of this criterion. Umalusi was concerned with the quality of the question paper. Several changes were therefore recommended by the external moderator for the question paper to meet this criterion. When these question papers were approved, they met the quality indicators of this criterion.

The A4TECH question paper was the only examination paper that was approved at third moderation. This question paper was of poor quality when it was submitted for both first and second moderations. It was only after the third moderation that it met the requirements and the quality was acceptable.

1.3.4 Content Coverage

Five question papers complied in most respects with this criterion: A4EMSC, AHSSC, A4LIFO, A4NTSC and A4SMME. Some unit standards were over-assessed in A4EMSC and A4HSSC when compared to the requirements in the UGs. Umalusi also noted that some key instructional words were not clear and could be misinterpreted by candidates. In A4LIFO it was noted that some questions were placed in inappropriate sections. The A4NTSC examiner did not indicate the assessment standards being assessed in the question paper; diagrams were incomplete; and some questions required rephrasing. Poor phrasing of questions was also noted in the A4SMME question paper during first moderation. The challenges identified during first moderation were corrected when the question papers were submitted for second moderation, and these question papers were approved.

1.3.5 Cognitive Demand

Four question papers, namely: A4CENG, A4HSSC, A4MATH and A4TECH met all requirements for this criterion. The other four question papers complied in most respects with this criterion during first moderation. These question papers are: A4EMSC, A4LIFO, A4NTSC and A4SMME. In A4EMSC question paper, questions were not appropriately distributed across the three cognitive levels. Choice questions were not of equivalent cognitive levels. Questions in the A4LIFO examination paper were to be rephrased so that they could be more challenging to learners. Questions in the A4LIFO question paper were not distributed across the cognitive levels in accordance with the SAG. The analysis grid that was presented did not indicate the type of questions used in the examination. The challenges identified during first moderation were corrected when the question papers were submitted for second moderation and these question papers were approved.

1.3.6 Adherence to Subject and Assessment Guidelines (SAG)

Four learning areas, namely A4CENG, A4MATH, A4SMME and A4TECH complied with all requirements for this criterion. A4LIFO complied with most quality indicators of this criterion, however according to the SAG, unit standards 113966 and 15092 were not supposed to be assessed in the question paper. These two unit standards are specifically assessed in site-based assessment (SBA) and the applicable questions had to be replaced. The A4EMSC and A4HSSC question papers had limited compliance at first moderation. The A4EMSC question paper did not indicate the specific outcome and assessment standards assessed. The analysis grid submitted for A4HSSC was not completed. Furthermore, questions 2,1; 3,5; 4,7; 5,4; 5,5; 5,7 and 7,5 did not assess unit standard 115480 as stated by the assessment body. In fact unit standard 115480 was not assessed at all. The challenges identified during first moderation were corrected when the question papers were submitted for second moderation and these question papers were approved.

1.3.7 Predictability

Six question papers met all the requirements of this criterion. These were A4CENG, A4HSSC, A4LIFO, A4MATH, A4NTSC and A4SMME. Umalusi confirmed that the questions asked were in line with the requirements of various quality indicators relating to this criterion. The A4EMSC question paper showed a limited compliance rating. Umalusi noted that some questions had only slight changes when compared to previous years' examination

questions. For example, questions 7.1 and 8.1 were exact replicas of questions 5 and 2.1 of the November 2016 question papers respectively. Similarly, A4TECH contained questions taken from the 2014, 2015 and 2016 examination question papers. In other instances the source was changed but the phrasing of the questions remained the same. The number of questions repeated verbatim from past examinations was so high that a candidate could have easily passed the current examination by merely looking at past examination questions. For these reasons, the external moderators did not approve the papers. These had to be resubmitted after suggested amendments. Once these problems were corrected, all question papers were approved.

1.3.8 Marking Guideline

Only A4TECH complied with all quality indicators of this criterion. The other seven question papers met most requirements after first moderation. The response for question 2 in the A4CENG marking guideline was incorrect, as it had not been derived from the passage as was required. The date on the A4EMSC marking guideline was incorrectly captured as 2016 instead of 2017. In A4HSSC, changes effected to the question paper affected the alignment of the marking guideline. As such, both the question paper and marking guideline had to be re-worked so that the two documents could be aligned. In A4LIFO, sub-headings needed editorial changes. In section C, a word in the marking guideline needed to be changed. Alternative correct responses were also proposed for inclusion in the A4MATH marking guideline. Inconsistencies were observed with some expected responses for A4SMME and the external moderator suggested alternative responses. These challenges were corrected before the question papers were submitted for second moderation and these question papers were approved.

1.4 Areas of Good Practice

The following areas of good practice were noticeable during the moderation of examination question papers:

- The A4ENG question paper was approved at first moderation; and
- Examiners were able to effect changes as per recommendations given.

1.5 Areas of Concern

The following were identified as areas of concern:

- Only one out of eight question papers was approved at first moderation;
- The A4TECH question paper was approved only at third moderation level;
- Question papers were submitted for external moderation without evidence that internal moderation had been conducted; and
- Question papers submitted for external moderation contained high levels of predictability.

1.6 Directives for Compliance and Improvement

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

- All UGs must be reviewed to clarify the requirements to be met by the question paper in terms of content coverage, unit standards and cognitive demand; and
- The internal moderation model must be strengthened and/or reviewed.

1.7 Conclusion

This chapter looked at the findings of the question paper moderation for the 2017 June GETC: ABET Level 4 examinations. The external moderators reported in detail regarding the question papers that were finally approved. The report also highlighted challenges encountered during various moderation stages leading to the approval of final question papers. It is imperative that IEB puts measures in place to ensure that all question papers are approved at the first level of moderation.

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 assessment body level. SBA tasks form a very important component of the assessment mark as they contribute 50% of the final mark in the GETC: ABET Level 4.

Umalusi conducts external moderation of SBA to verify the quality and standard of work done by learners and educators responsible for the GETC qualification offered by the Independent Examinations Board (IEB). External moderation of SBA is conducted to ensure that the SBA portfolios comply with Assessment Guidelines of the assessment body and that they meet the standard set by Umalusi.

2.2 Scope and Approach

External moderation of IEB SBA portfolios was conducted on 24 and 25 June 2017 at Sacred Heart College in Observatory, Johannesburg. Umalusi moderated the SBA portfolios for eight learning areas. The eight learning areas offered by IEB were A4CENG, A4SMME, A4MATH, A4TECH, A4HSSC, A4LIFO, A4EMSC and A4NTSC.

The IEB conducted the moderation of SBA portfolios on the day the portfolios were submitted to Umalusi's moderators. This anomaly meant that external moderation of the SBA portfolios was completed on the second day. This was particularly the case for learning areas that had high enrolments.

Table 2A shows the number of portfolios moderated per learning area.

Table 2A: Number of SBA Portfolios Moderated per Learning Area

No.	Learning Area	Name of Site	Number of Portfolios Moderated
1.	Small, Medium & Micro Enterprises	South Deep Mine	5
		City of Johannesburg – Lenasia	4
		Stellenbosch Municipality	2
2.	Technology	Glencore Ferro Alloys Eastern Chrome	3
		Institute of Telling Ltd DCDMSP	3
		Khoali Group of Companies	4
3.	Human and Social Sciences	Khoali Group of Companies	5
		South Deep Mine – Project Literacy	5
4.	Life Orientation	Leboneng	5
		Mogolo Academy	5
5.	Communication in English	Sizanani Secunda	5
		Rustenburg Platinum Mine	5
6.	Mathematical Literacy	St Georges Life Campus	5
		Sibanye Gold – Beatrix Mine	5
7.	Natural Sciences	Khoali Group of Companies	5
		South Deep Mine	5
8.	Economic and Management Sciences	Khoali Group of Companies	5
		Mogolo Academy	2
		Glencore Extrata East Mine	3

Umalusi's external moderators were required to moderate a minimum sample of 10 student portfolios. As indicated in the table above, it was difficult to have a learning site submit 10 student portfolios. To reach the requisite target sample, external moderators were required to moderate portfolios from various Adult Education and Training (AET) learning sites. For example, in A4SMME, A4TECH and A4EMSC, external moderators had to moderate three sites each to meet requirements.

The external moderators carried out the evaluations using the Umalusi instrument for the moderation of SBA portfolios. SBA moderation considers the following seven criteria:

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

SBA portfolio moderation is based on verifying how the requirements of the above criteria are met, together with the overall impression of the completed tasks.

2.3 Summary of Findings

Sufficient samples of SBA portfolios were presented for external moderation in all eight learning areas. The external moderators completed evaluation reports based on the seven moderation criteria. These reports were used to summarise the findings in this chapter.

2.3.1 Adherence to Subject and Assessment Guidelines (SAG)

This criterion assesses the educator's adherence to the User Guide of the IEB. SBA portfolios from nineteen centres were sampled. Portfolios from only two centres contained some requisite educator documents. These two centres were Sibanye Gold-Beatrix Mine and St Georges Life Campus. The portfolios contained a contents page, the marking guidelines of the SBA tasks and records of the learners' marks. St Georges Life Campus portfolio only had a record of five learners' marks. The rest of the portfolios from the other centres had no educator documents at all.

2.3.2 Internal Moderation

Umalusi moderators for the eight learning areas verified found evidence of internal moderation conducted at assessment body level. However, the internal moderation of portfolios was conducted after the writing of examinations. Therefore, insofar as internal moderators might provide constructive feedback, this would benefit only the next cohort of students, since those whose portfolios were moderated would probably have exited the system.

2.3.3 Content Coverage

During external moderation, marked tasks were present in student portfolios; and educators implemented all the tasks. According to the external moderator for A4TECH, Glencore Ferro Alloys Eastern Chrome students covered the requisite content and the work was contained in neatly presented exercise books. There was evidence in all sampled student SBA portfolios that students had completed all required activities.

2.3.4 Structure of Portfolios

This criterion requires students' portfolios of evidence to contain a contents page, the student's personal information and a copy of identity document, a completed authenticity form, an assessment plan, marked tasks and a record of marks. Evidence of such was found in A4TECH and A4CENG. However, in most instances documents such as copies of identity documents and declaration forms were not available. This made it difficult to authenticate a student's work. The A4HSSC marks were recorded on different versions of mark sheets. The A4MATH portfolios from St Georges Life Campus contained loose papers that could easily have been misplaced. The A4EMSC students' work from this centre was presented in a disorganised manner, which made it difficult to find various activities.

2.3.5 Quality of Assessment Tasks

SBA tasks were of good quality. These tasks were set and internally moderated by IEB. Tasks for four learning areas were set and moderated in 2016; IEB was busy with the setting and moderation of SBA portfolios for the other four learning areas. All SBA tasks were externally moderated and approved by Umalusi before they were implemented at the sites.

2.3.6 Student Performance

In A4TECH, students were able to interpret tasks correctly and performed well in all the tasks they attempted. In A4SMME, most students complied with the requirements of the tasks. The quality of their responses suggested that they had knowledge of the content being assessed. Student performance ranged between 58% and 64%. In A4EMSC, student responses to assessment tasks indicated that they were able to interpret assessment tasks correctly. Marking was, however, poor: the students' marks distorted their true performance.

2.3.7 Quality of Marking

Marking of SBA tasks was not of the required standard. In all the sampled portfolios, external moderators indicated inaccuracies in marking. In A4EMSC some rubrics did not have mark allocations, yet mark sheets reflected marks awarded. Students' incorrect responses were marked as correct in portfolios from Khoali Group of Companies. The totalling and transfer of marks was not correct.

Marking was generous in A4NTSC and mark allocation could not be accounted for in the portfolios of Khoali Group of Companies. In A4HSSC, students' marks were not transferred to the mark sheets. The A4CENG external moderator observed that marking was inconsistent across all five tasks. In A4LIFO some activities were not marked. In A4MATH the quality and standard of marking of the portfolios of St Georges Life Campus students was not acceptable. In A4SMME the markers had inserted large ticks that cut across students' work. In A4TECH marking was not done according to the marking guideline. The quality of marking was very poor.

2.4 Areas of Good Practice

The following were noted as areas of good practice:

- Sufficient samples of SBA portfolios were presented for external moderation in all eight learning areas; and
- SBA portfolios from Glencore Ferro Alloys Eastern Chrome were neatly presented.

2.5 Areas of Concern

The following concerns were noted during the moderation of SBA portfolios:

- Mark sheets used to record marks in A4EMSC and A4HSSC were not the same as that used in other learning areas;
- The feedback to educators was general and not specific to weaknesses identified in the portfolios; and
- The quality of marking was poor.

2.6 Directives for Compliance and Improvement

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

- Detailed and constructive feedback must be given to providers during the moderation of portfolios; and
- The poor quality of marking must be discussed with providers in the User forum. Providers must develop plans to train their facilitators to improve the quality of marking.

2.7 Conclusion

The external moderator reports highlighted areas of good practice, such as in A4TECH, but also noted some areas of concern. The poor standard of marking by educators and awarding marks that cannot be accounted for, as observed in the sampled A4SMME student scripts, need to be avoided at all times. To make internal moderation a meaningful exercise, consideration should be given to this being done at an earlier stage, or providing feedback in a different way.

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 of qualifications for which they are registered and are accredited to offer. Umalusi monitors the examinations set for qualifications that are registered on its sub-framework of qualifications and carries out this responsibility across public and private assessment bodies.

3.2 Scope and Approach

The Independent Examinations Board (IEB) submitted the profile of the cohort of learners who wrote the June 2017 GETC: ABET Level 4 examinations (Annexures A - I). Table 3A below summarises the cohort profile of candidates.

Table 3A: Summary of the Cohort Profile of Candidates

Learning Area (LA)	No. of Centres Per LA	Predominant Sector (%)	Females	Males	Total
Communication in Afrikaans	1	Education Training & Development (100%)	0	3	3
Communication in Afrikaans	44	Mining (50.32%)	2	2	2
Economic and Management Sciences	8	Education Training & Development (42.86%)	16	12	28
Human and Social Sciences	8	Mining (48.57%)	11	24	35
Life Orientation	17	Education Training & Development (62.86%)	58	47	105
Mathematical Literacy	34	Mining (43.97%)	114	168	282
Natural Science	19	Mining (61.2%)	70	113	183
Small Medium and Micro Enterprises	9	Mining (51.35%)	17	20	37
Technology	3	Education Training & Development (72.73%)	4	7	11
Totals			423	577	1000

Umalusi monitored the 2017 June GETC: ABET Level 4 national external examinations conducted and administered by IEB. The details of the centres visited are summarised in Table 3B.

Table 3B: Centres Visited to Monitor Conduct of 2017 June GETC: ABET Level 4 Examinations

Date	Centre	Subject	No. of candidates
1 June 2017	Leboneng Education Centre	Communication in English, NQF L1	7
5 June 2017	Woolworths Supply Chain	Mathematical Literacy, NQF L1	7
5 June 2017	SASOL Mines – Technical Training Centre	Mathematics Literacy NQF L1	12
7 June 2017	Sibanye Gold, Beatrix Mine ABET Centre	Natural Sciences NQF L1	35
7 June 2017	Lesedi Community Project Centre	Natural Sciences NQF L1	12
8 June 2017	South Deep Mine	Small, Medium and Micro Enterprises NQF L1	16

3.3 Summary of Findings

Table 3C below provides a summary of the findings by Umalusi monitors, indicating levels of compliance with critical criteria at the centres monitored.

Table 3C: Level of Compliance on Critical Criteria

Criteria	Met All Criteria	Met Most Criteria	Met Few/None of the Criteria
Delivery and storage of examination material before writing	1	4	1
The invigilators and their training	4	2	0
Preparations for writing and the examination room/venue	0	4	2
Time management for crucial activities during the examination	1	5	0
Checking of the immediate environment	4	0	2
Activities during writing	0	6	0
Packaging and transmission of scripts after writing	0	6	0
Monitoring by the assessment body	1	4	1

The summary of findings is presented in line with the critical eight-point criteria as outlined below:

- a) Delivery and storage of examination materials;
- b) Invigilators and their training;
- c) Preparations for writing and examination room;
- d) Time management;
- e) Examination environment;
- f) Writing process;
- g) Packaging and transmission of scripts after writing;
- h) Monitoring by the assessment body.

The findings below provide detailed and consolidated information collected during monitoring.

3.3.1 Delivery and Storage of Examination Material

The IEB ensured a reliable and punctual delivery system of its question papers and examination material. The material was delivered by courier to the examination venues at least a week in advance, except at South Deep Mine where the chief invigilator collected the material each day from the service provider, Project Literacy. This presented a safety concern since the material was stored by the chief invigilator in his vehicle until the examination/s commenced.

Elsewhere, the examination material was stored in either safes or strong rooms. However, different personnel, depending on the company at which they were stored, had access to areas where examination material was kept. Where such personnel were trained and served as the chief invigilator, there was no concern. However, when the chief invigilator did not have access to a safe or strong room, a security concern was raised. This was the case at SASOL Mines in Mpumalanga.

At Lesedi Community Project Centre the material was kept in a steel cabinet that was used for other purposes as well, and the steel cabinet was found to be open at the time of inspection by the monitor. At Sibanye Gold Mine the material was also found to be in a steel cabinet rather than in a safe or strong room.

3.3.2 The Invigilators and Their Training

In four of the centres, chief invigilators and invigilators had received training from the IEB on how to conduct the examination. There was evidence of appointment letters for examinations' personnel and certificates of attendance to show they had been trained. However, at both Lesedi Community Project Centre and SASOL Mines the chief invigilators could not show proof of appointment or proof of training. Proof of appointment and proof of training must be readily available and should appear in the examination file.

3.3.3 Preparations for Writing and the Examination Rooms

Generally it was found that examination centres were conducive to the writing of examinations. However, there was no consistency on compliance with many rules and regulations governing the good and efficient conduct of examinations.

There were no signs outside the venues at Lesedi Community Project Centre and South Deep mines. Verification of candidates through checking of IDs and admission letters is crucial before any examination can commence. This was not done at Woolworths Supply Chain, South Deep Mine and Lesedi Community Project Centre. At Sibanye Gold Mine, verification was done only after the candidates were seated, and some candidates were found to have produced uncertified ID copies.

At Leboneng Education Centre, Woolworths Supply Chain, SASOL Mines and South Deep Mine, there was no relief invigilation time table available. At SASOL Mines the chief invigilator, who was also a Mathematical Literacy facilitator, was acting as a relief invigilator when the Mathematical Literacy paper was written.

It was reported that seating plans were not drawn up at Woolworths Supply Chain, Lesedi Community Project Centre and SASOL Mines.

There was no wall clock available at SASOL Mines, and at South Deep Mine the clock was not visible to many seated candidates. The chief invigilator announced the time every 30 minutes. At Woolworths Supply Chain the clock did not work.

At Sibanye Gold Mine and South Deep Mine, candidates handed in their cell phones, which were kept in a safe place and returned after the examination. However, this was not the case at Leboneng Education Centre and SASOL Mines, where candidates were asked to switch off their cell phones but were allowed to keep them during the examination.

The monitor at South Deep Mine reported high noise levels from a corridor as well as from classes not writing examinations. Candidates' concentration was therefore adversely affected. At Sibanye Gold Mine the noise level was also exceptionally high; and candidates were crowded into the room, making ventilation inadequate. The required one metre spacing of candidates was not observed.

Examination files could not be produced by chief invigilators at SASOL Mines and South Deep Mine. This was a serious concern, since a previous report by the assessment body monitor at South Deep Mine revealed that the examination file had not been available for that sitting either.

3.3.4 Time Management

There was no consistency with the procedures for starting an examination appropriately, and the rules of the examination were not read out, at Woolworths Supply Chain and South Deep Mine. There was little, or no, checking for technical accuracy at Lesedi Community Project Centre, Woolworths Supply Chain and Sibanye Gold Mine. No reading time was given to candidates at Sibanye Gold Mine and Lesedi Community Project Centre. At Woolworths Supply Chain, the chief invigilator arrived late; the examination commenced after 9:00 and finished at 12:15, 15 minutes after the scheduled time.

3.3.5 Checking the Immediate Environment

It was expected that all chief invigilators had inspected toilets and bathrooms for any items that would assist candidates. Toilets serve as hiding places for material to assist candidates wishing to cheat. It was therefore necessary for chief invigilators to declare that toilets had been inspected. This was not done at Sibanye Gold Mine and South Deep Mine. Also, those visiting toilets are required to complete a control register and be accompanied by an invigilator of the same gender.

3.3.6 Activities during Writing

Chief invigilators did ensure that all information on the cover page was correctly filled in by candidates. This was done before the candidates started writing.

However, there was an urgent need for all chief invigilators and invigilators to understand how to identify suspected irregularities and how to declare and handle them. If a candidate cannot produce valid identity documents this candidate is required to be recorded as an irregularity until proof of identification has been provided. This principle was not adhered to by Woolworths Supply Chain, Sibanye Gold Mine, Lesedi Community Project Centre and South Deep Mine, although it was stated in the rules provided by the IEB.

No irregularities were declared because chief invigilators and invigilators did not understand the procedure for declaring irregularities, especially technical irregularities. There were no procedural irregularities discovered at the centres monitored.

3.3.7 Packaging and Transmission of Answer Scripts

Packaging of completed answer scripts consisted of placing the scripts in the opened plastic sleeves which contained the question papers. These were then placed in black bags with coded padlocks. The coded locks could, however, be opened any number of times until the scripts were returned by the courier. Therefore the assessment body needs to ensure that scripts are in sealed, tamper-proof bags immediately after examinations have been written.

3.3.8 Monitoring by the Assessment Body

Monitoring by the assessment body was done in five of the six centres monitored by Umalusi. The exception was Lesedi Community Project Centre. It was reported that the IEB monitor who was at Leboneng Education Centre during Umalusi's visit did not leave a report. It is necessary for the assessment body to provide detailed reports of findings with recommendations on how to improve the conduct of examinations.

3.4 Areas of Good Practice

The following was noted as good practice:

- The 2017 June GETC: ABET Level 4 examinations were conducted to a satisfactory standard. There was nothing out of the ordinary or exceptional that stood out as good practice.

3.5 Areas of Concern

The following areas of concern were noted:

Table 3D: List of Areas of Concern

Criteria	Nature of Non-Compliance	Examination Centre
Invigilators and training	<ul style="list-style-type: none"> • No appointment letter • No evidence of training 	Lesedi Community Project Centre; SASOL Mines
Preparations for writing and examination room	<ul style="list-style-type: none"> • There were no signs leading to the examination rooms • No relief time table • Clock not displayed/ visible/ functional • No attendance register for monitors • No seating plan • No verification of candidates • No examination file • High noise levels 	<p>Lesedi Community Project Centre; South Deep Mine</p> <p>Leboneng Education Centre; Woolworths Supply Chain; South Deep Mine; SASOL Mines</p> <p>Woolworths Supply Chain (clock non-functional); SASOL Mines</p> <p>Woolworths Supply Chain; South Deep Mine; SASOL Mines</p> <p>Woolworths Supply Chain; South Deep Mine; Lesedi Community Project Centre; SASOL Mines</p> <p>Woolworths Supply Chain; South Deep Mine; Lesedi Community Project Centre; Sibanye Gold Mine</p> <p>South Deep Mine; SASOL Mines</p> <p>South Deep Mine; Sibanye Gold Mine</p>
Time management	<ul style="list-style-type: none"> • Technical accuracy not checked • No reading of the rules • No reading time provided 	<p>Lesedi Community Project Centre; South Deep Mine; Woolworths Supply Chain; Sibanye Gold Mine; Leboneng Education Centre</p> <p>South Deep Mine; Woolworths Supply Chain</p> <p>Lesedi Community Project Centre; Sibanye Gold Mine; Woolworths Supply Chain</p>

3.6 Directives for Compliance and Improvement

The IEB must act on the following directives for compliance:

- Appointment letters of both chief invigilators and invigilators should be available at all times. The appointed chief invigilator and invigilators must not be facilitators for the subject being written;
- Examination material should always be kept in a safe or strong room; and only the chief invigilator must have access to the material from the time of delivery to the venue until it is dispatched;
- All examination centres should maintain an examination file at the centre with all relevant material and records of the examination; and this should be available for verification during the examination;
- Rules for the examination must be read at every sitting before the examination commences;
- A relief roster must be drawn up and reflected in the examination file for any examination that lasts for more than two hours;
- Seating plans must be drawn up before the candidates are seated;
- A clock must be visible to all candidates writing the examination;
- An attendance register for all monitors must be available in the examination file;
- Verification of identity documents must be done before candidates enter the examination room;
- Stipulated reading time must be given to the candidates before the commencement of an examination;
- Chief invigilators and invigilators must verify the technical accuracy of the question paper with the candidates upon distribution of the question papers;
- Clear signs leading to the examination rooms must be displayed;
- Examination venues must, as far as is possible, be free of any noise that will disturb those writing.

3.7 Conclusion

Evidence presented in this report suggests that the administrative and management challenges that were picked up by Umalusi's monitors did not compromise the integrity and the credibility of these examinations. However these challenges need to be addressed urgently to prevent possible irregularities in future.

CHAPTER 4: MONITORING THE MARKING

4.1 Introduction

The IEB conducted marking at the Sacred Heart College, Johannesburg, marking centre, which was the only IEB marking centre for the 2017 June GETC: ABET Level 4 examinations.

4.2 Scope and Approach

Umalusi visited the marking centre on 24 June 2017. The monitor was required to complete the prescribed monitoring instrument for monitoring of marking through observations as well as interviews with the marking centre manager. The monitor also verified documents available at the marking centre.

The total number of scripts marked for each learning area is indicated in the table below.

Table 4A: Number of Scripts and Markers per Learning Area

Marking Centre	Date	Learning Area	Number of Scripts	Number of Markers
Sacred Heart College 15 Eckstein Street, Observatory Johannesburg	24 June 2017	Communication in English L4	308	15
		Mathematical Literacy L4	255	11
		Life Orientation L4	108	6
		Economic and Management Sciences L4	28	2
		Natural Sciences L4	172	8
		Human and Social Sciences L4	37	2
		Small, Medium and Micro Enterprises L4	34	3
		Technology L4	11	2

4.3 Summary of Findings

The section presents the findings in accordance with the criteria set out in the instrument for monitoring the marking.

4.3.1 Planning for Marking

The IEB preparations for the marking were executed in accordance with the developed marking management plan. The marking of the 2017 June GETC: ABET Level 4 examinations was planned for two days, 24–25 June 2017.

The marking guidelines were delivered and received for storage at the Sacred Heart College marking venue on 23 June 2017. These documents were distributed and received by examiners on their arrival on 24 June 2017.

The scripts were received in the marking rooms on 24 June 2017 and remained in the marking rooms for the duration of marking. The reconciliation of scripts took place on 26 June 2017, for storage at the IEB head office.

4.3.2 Marking Centre

The marking of the answer scripts was centralised and took place at Sacred Heart College. The marking centre and script dispatch managers were duly appointed. During monitoring of the marking centre, the following preparations were noted:

- Twenty classrooms were allocated as marking rooms and used for marking;
- Selected venues provided sufficient furniture;
- All facilities satisfied all the needs required for marking;
- The marking centre and marking rooms were open for marking from 07:00 until 17:00.

4.3.3 Security

It was found that security at the marking venue had improved significantly to address gaps identified previously. The following security measures were observed:

- Security guard on duty at the gate;
- Strict access control access into the marking centre which included checking of cars entering the premises;
- Markers signed the register on arrival at their venues;
- Burglar gate installed at the college media centre entrance;
- Surveillance cameras and alarm system were in good working condition;
- Escorts provided for external visitors through the marking centre at all times;
- Script controllers in the marking venues controlled the scripts before these were handed to markers and on collection after marking, to ensure that all the scripts were returned;
- Reconciliation of scripts took place through a comparison with attendance registers received with each batch, which were signed by the chief invigilators during writing.

4.3.4 Training of Marking Personnel

IEB conducted training of all appointed marking personnel. The training of the marking centre manager was conducted in February 2017; and support refresher training was conducted in March 2017.

The training of the examiners was conducted by an assessment specialist at the IEB head office on 22 June 2017. The following preparations were noted:

- Experienced markers who had marked the previous national examinations were appointed;
- Three hours' training was conducted, prior to the start of the marking;
- Examining panels were furnished with question papers in relevant subjects to develop individual marking guidelines;
- Dummy script marking was conducted to standardise the marking;
- Script dispatchers/controllers were trained for 30 to 45 minutes; and
- The markers were not subjected to any marking competency test in the subject they were appointed to mark.

4.3.5 Marking Procedure

The marking procedures formed part of the critical processes in marking. The IEB standardised its marking processes to accommodate the following procedures:

- Close monitoring of markers throughout the marking of the different learning areas; strict control by the centre management on the signing of attendance registers;
- Well managed script control systems;
- Whole script marking; and
- Close attention to quality assurance.

These procedures were discussed during the training of examiners. The markers were not allowed to change the marking guidelines unless approved by the external moderator. One observation was that candidates answered on the question paper, a requirement that had the potential to eliminate the chances of answering the same question twice. Lastly, the controllers/checkers checked the scripts to ensure that marks were allocated correctly.

The marking procedures were well implemented across the centre and marking rooms. The examiners and internal moderators supervised marking throughout the marking process.

4.3.6 Monitoring of Marking

The examiner and the moderator monitored the performance of the markers using an evaluation form. The criteria used for monitoring was found to be compliant with marking standards set by the assessment body.

It was further noted that the IEB had procedures in place to deal with underperforming markers. The following process was noted:

- The examiner identifies the underperforming markers while moderating;
- Support through retraining is provided;
- The examiners complete evaluation forms at the end of the marking session. These are used to inform the selection process for the next scheduled examination cycle.

4.3.7 Handling of Irregularities

Examination irregularities can jeopardise the credibility of an examination. It was noted that the IEB established structures to deal with examination irregularities, and it was further highlighted that the committee was well constituted and functional. The following findings were highlighted:

- Examiners were adequately trained on the composition and responsibilities of the Examinations Irregularities Committee (EIC), as contemplated in sub-regulations and protocol to handle and report irregularities;
- Training on identifying examination irregularities was provided;
- IEB had an EIC comprised of the assessment specialists, the senior manager and the chief executive officer;
- Any alleged irregularities would be reported by the assessment specialist to the EIC after the assessment specialist had investigated and confirmed them;
- The EIC meeting was scheduled for 26 June 2017;
- No alleged irregularities had been reported at the time Umalusi's monitor left the marking centre at 13:40.

4.3.8 Quality Assurance Procedures

The quality assurance procedures to ensure correct addition and transfer of marks were the responsibility of the controllers. The personnel appointed in this area checked the whole script to ensure that the entire script was marked; that each question had a total; marks were captured per sub-question/item; subtotals, totals and the final totals were correct; and that the transfer of marks to the cover was correct.

At the IEB head office, the entry and resulting staff were expected to conduct double-data capturing using itemised data capturing mark sheets for NQF Level 1 subjects, and ensure the correct transfer of marks.

It was found that the candidates' marks were captured directly from scripts, thus eliminating the risk of itemised data capturing mark sheets being lost.

4.3.9 Reports

The examiners completed qualitative reports, with inputs from markers and internal moderators. These were submitted to the materials production manager, who forwarded them to the assessment specialist for moderation and quality assurance. Internal moderators gave inputs to the examiner. A standardised template was used for reporting to ensure that the report met the minimum requirements. The reports were used to provide feedback to all stakeholders, including examination centres, to provide for the implementation of recommendations.

4.4 Areas of Good Practice

The following areas of good practice were noted:

- The conducive marking environment at the marking centre;
- Strict measures were in place to ensure security of scripts, and systems were in place to ensure proper management of the marking process; and
- The marking centre complied with almost all criteria.

4.5 Areas of Concern

The following was noted as an area of concern:

- Lack of security when transporting scripts from the IEB head office to the marking centre.

4.6 Directives for Compliance and Improvement

The IEB must act on the following directive for compliance:

- Security measures must be strengthened when scripts are transported from the IEB head office to the marking centre.

4.7 Conclusion

The IEB is commended for having improved security systems at the marking venue and for strengthening its control measures across the marking processes. As a result, there were no incidents that could have compromised the credibility and the integrity of the 2017 June GETC: ABET Level 4 examination marking process.

CHAPTER 5 MONITORING OF THE MARKING GUIDELINE DISCUSSIONS

5.1 Introduction

The marking guideline discussions provided a platform for markers, examiners, internal moderators and external moderators to discuss responses per question and to reach consensus before the final marking guideline was 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 guideline. This would then ensure adherence to the same marking standard.

5.2 Scope and Approach

Umalusi deployed eight external moderators for the IEB marking guideline discussions, held at Sacred Heart College on 24 June 2017. The learning areas involved were A4CENG, A4SMME, A4MATH, A4LIFO, A4SMME, A4TECH, A4HSSC and A4NTSC. The internal moderators, examiners and markers discussed the marking guideline and considered all possible alternative responses. Umalusi's external moderator's 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 guideline that would be used during the marking process.

The external moderators monitored the marking guideline discussions and reported on the findings using the Instrument for the Monitoring of the Marking Guideline Discussion that was revised earlier this year. The revised instrument considers the following criteria:

- Attendance of internal moderators, examiners and markers;
- Verification of question paper;
- Preparation for marking guideline discussions;
- Marking guideline discussions process;
- Sample marking; and
- Approval of amendments to marking guidelines.

5.3 Summary of Findings

The number of IEB participants varied in relation to the number of candidates who sat for a particular examination; therefore, learning areas with high enrolments had more markers than those with low enrolments. Below is a summary of the findings for each criterion.

5.3.1 Attendance of Internal Moderators, Examiners and Markers

Umalusi observed that internal moderators, examiners and markers for all eight learning areas attended the marking guideline discussions as expected; and participated during the marking process thereafter. They signed the attendance registers in their respective groups.

5.3.2 Verification of Question Paper

Umalusi's external moderators confirmed that all the question papers presented were the final versions that had been approved during the external moderation process.

Preparations for Marking Guideline Discussions

Pre-marking saves time and enhances efficiency of markers. In preparation for the marking guideline discussions, participants are required to conduct pre-marking of dummy scripts. This kind of pre-marking was done in only four learning areas in preparation for the discussions. In A4LIFO four scripts were pre marked, A4NTSC had the highest number of learner scripts pre marked namely 14, whilst 13 A4CENG and 6 A4TECH scripts were pre-marked. In the other four learning areas, markers were required to respond to a question paper and use the responses to mark dummy scripts in preparation for the marking guideline discussions

5.3.3 Marking Guideline Discussions Process

The internal moderator or an examiner chaired the marking guideline discussion meetings in all eight learning areas. During these discussions, participants compared questions in the question paper with the related responses in the accompanying marking guideline. Alternative responses were considered for inclusion in the marking guidelines. After discussing the whole question paper, participants were again required to mark dummy scripts to prepare for the marking of real scripts. This was particularly critical in learning areas like A4EMSC, A4HSSC, A4MATH and A4SMME where participants did not conduct pre-marking before the marking guideline discussions.

During the marking guideline discussions, external moderators were observers and ensured that correct responses were verified and alternative responses were included in the final marking guideline. Common adjustments included:

- Inclusion of alternative responses to the marking guideline;
- Correction of incorrect responses;
- Ensuring that a tick on the learner script represents a mark; and Clarification of vague marking instructions.

5.3.4 Sample Marking

Each of the examiners, internal moderators and markers in each learning area marked a dummy script before the marking guideline discussions.

The examiners, internal moderators and markers for all learning areas marked another set of dummy scripts before actual marking began. This took place after the marking guidelines were standardised during the meetings. Marked dummy scripts were then discussed to check any variability in the scores allocated. Discussing score allocation helped to finalise the marking guidelines to be used to mark candidates' scripts.

5.3.5 Approval of Amendments to Marking Guidelines

The external moderators for each learning area approved the amendments made to the marking guidelines. All marking guidelines were approved as the final document to be used during the marking process.

5.4 Areas of Good Practice

The following was noted as an area of good practice:

- The A4SMME question paper and marking guideline were well developed such that no amendments were required during the marking guideline discussions. All alternative responses were already included during the moderation of the question paper and the marking guideline.

5.5 Areas of Concern

The following area of concern was identified during the monitoring of marking guideline discussions:

- Inconsistency regarding the minute-taking during the marking guideline discussion. In some learning areas, minutes were taken while this was not done in other learning areas.

5.6 Directives for Compliance and Improvement

- None

5.7 Conclusion

The marking guideline discussions served their intended purpose: to improve the quality of the marking guideline and to ensure that all possible responses had been considered. Amendments made to the A4LIFO, A4EMSC, A4HSSC, A4CENG, A4MATH, A4NTSC and A4TECH marking guidelines were mostly technical and did not affect the cognitive demands of the question papers.

Umalusi moderators approved all recommended changes to the marking guidelines as these improved the quality of the guidelines.

CHAPTER 6 VERIFICATION OF MARKING

6.1 Introduction

Verification of marking validates the process of marking. This quality assurance process evaluates adherence to the marking guideline approved by the external moderators. During verification of marking, suspected irregularities that may have occurred during the writing of the examination and may affect the integrity of the examinations could also be identified.

6.2 Scope and Approach

Umalusi conducted on-site verification of marking of the 2017 June GETC: ABET Level 4 examinations conducted by the IEB. The marking process took place from 24 to 25 June 2017 at Sacred Heart College, Observatory, Johannesburg. Umalusi deployed an external moderator for each of the eight learning areas offered by the IEB. Each external moderator was required to verify the marking of a sample of 20 candidate scripts.

The external moderators verified the marking of scripts for A4SMME, A4CENG, A4MATH, A4LIFO, A4HSSC, A4EMSC, A4TECH and A4NTSC using Umalusi's instrument for the verification of marking. The instrument requires external moderators to verify adherence against the following criteria:

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

6.3 Summary of Findings

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 Guideline

The marking guidelines for the eight learning areas were approved after rigorous and fruitful discussions. No further changes were made to the marking guidelines during discussions. Generally, all markers adhered to the approved marking guidelines.

According to the external moderators for A4MATH, A4TECH, A4LIFO, A4HSSC and A4CENG, markers were generally fair in their marking. The A4SMME external moderator indicated that at the beginning of the marking process, some markers deviated from the marking guideline. These deviations were corrected at an early stage during internal moderation.

6.3.2 Quality and Standard of Marking

The quality and standard of marking can be judged as having been fair and reliable. Good practices were observed from the sampled scripts in all eight learning areas. The number of ticks on the scripts corresponded with the marks allocated for each question. Furthermore, the total number of marks was indicated at the bottom of each page, which enhanced the correct calculation of marks.

Incorrect addition and transfer of learner marks onto the mark sheets of marks was observed in A4EMSC. It was during internal moderation when most of such instances were picked up and rectified.

The IEB appointed controllers who thoroughly checked the totalling and transfer of marks. The result of this good practice would be that learners would not be disadvantaged through human error.

6.3.3 Irregularities

The IEB internal moderator for A4MATH informed Umalusi's external moderator about a suspected irregularity. Table 6A below gives an indication of the type of irregularities picked up. Umalusi requested the IEB to investigate further.

Table 6A: Suspected irregularities identified in A4MATH

Centre	Candidate	Question Number	Details
6376	156376401279; 156376397206; 166376451846	1B; 2A Cii; 3A a; 4A f; 4B c i, ii, iii & iv; 5A a ii; b; 5C b	Same incorrect answers, methods and same questions not attempted by all three candidates. Candidate 156376397206 sat behind the other two candidates, but in the middle. As for the rest of the questions, it might not be conclusive that they copied from each other. A fourth candidate initially implicated was not involved in any copying.

6.3.4 Performance of Candidates

The external moderators recorded and analysed candidates' performance. The following figures indicate the performance of candidates per sampled scripts per learning area:

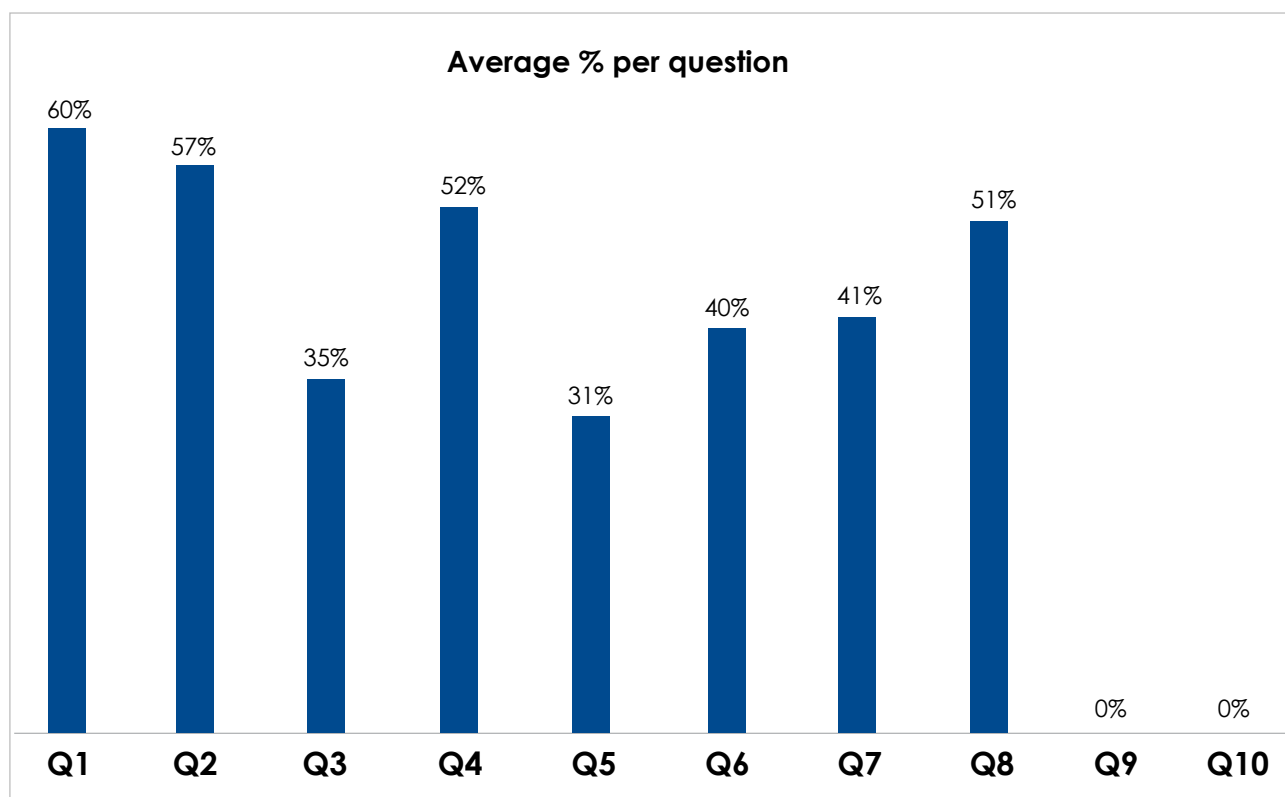


Figure 6A: Candidate performance per question – A4NTSC

The overall performance of the learners in Natural Sciences indicates that most of the learners did perform well in Question 1. This question contains mainly low and middle order questions. Learners performed poorly in Question 5. This question was of middle order demand. Most of the learners could not respond correctly to this question.

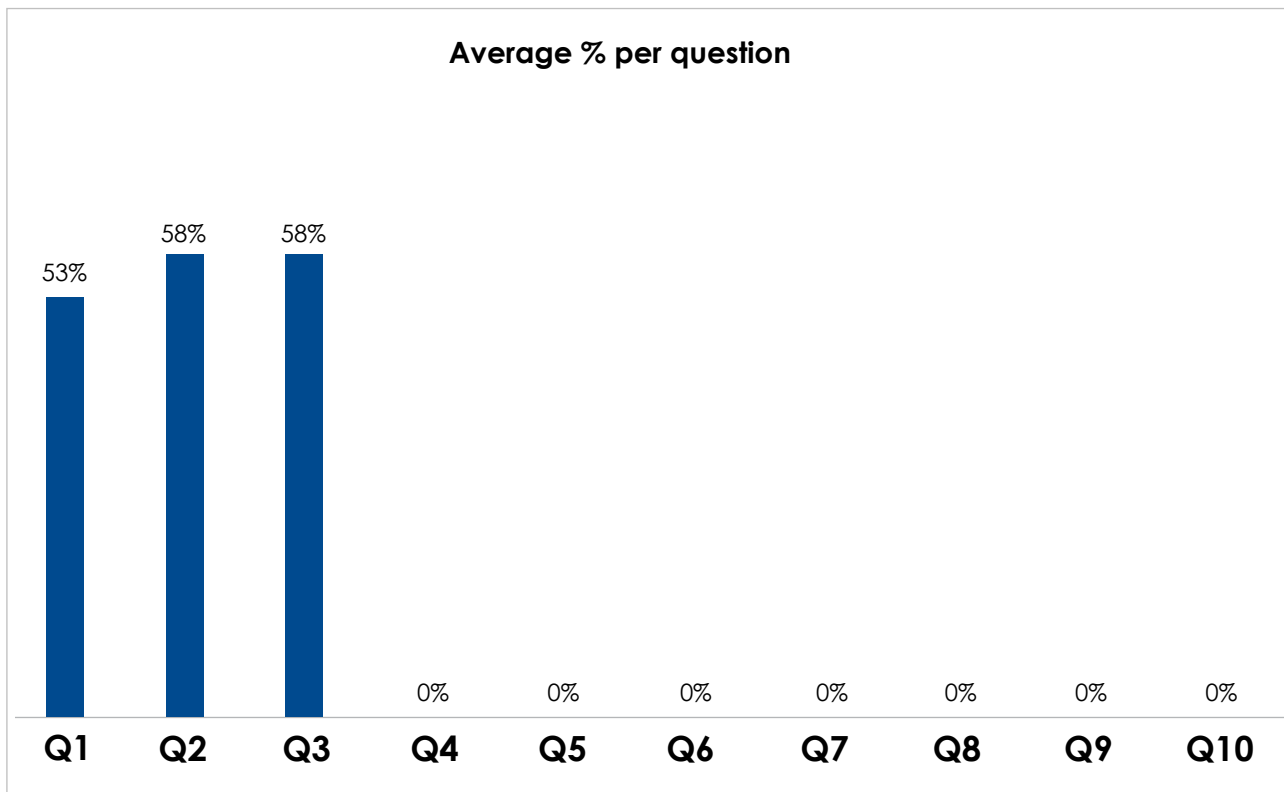


Figure 6B: Candidate performance per question – A4CENG

The performance of candidates was lowest in question 1. This question required sound comprehension skills from the candidates, as well as application of knowledge concerning quoting and the use of punctuation, particularly quotation marks. The performance of candidates in question 2 and question 3 was satisfactory, at 58%. Question 2 required the candidates to apply interpretation skills. Question 3 required the candidates to apply creative writing skills.

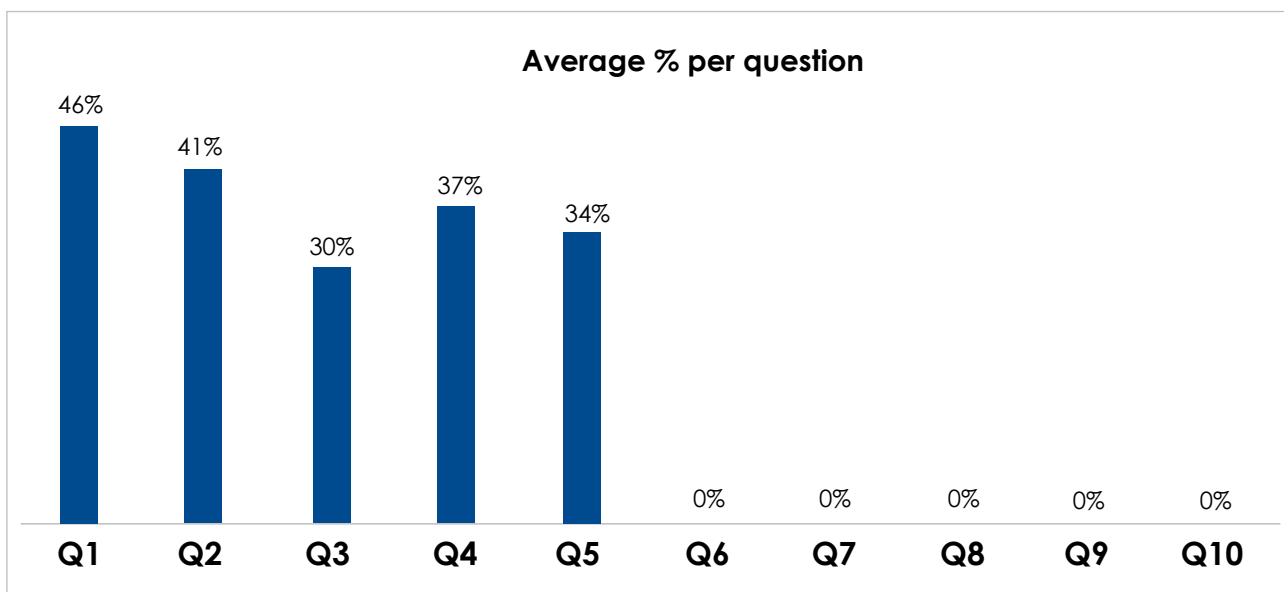


Figure 6C: Candidate performance per question – A4MATH

The average performance of candidates was below 50% in all five questions. The highest average performance was in question 1 with 46%. Candidates did not perform well in question 3. The average was 30%.

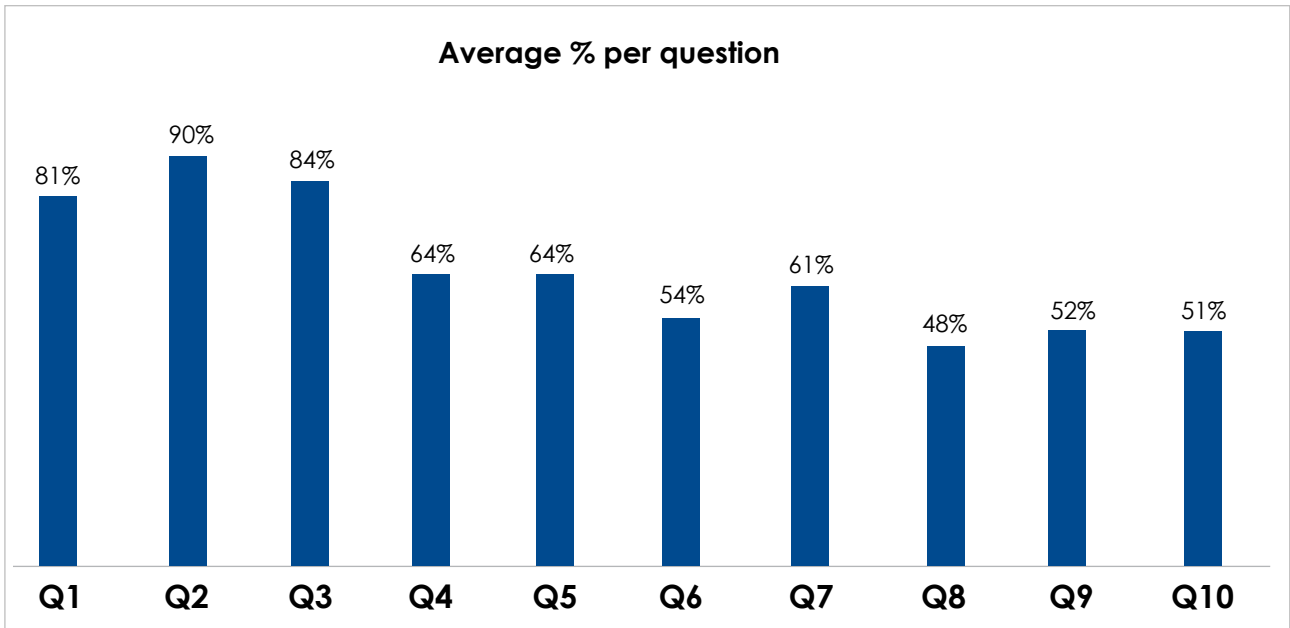


Figure 6D: Candidate performance per question – A4LIFO

The average performance was highest in question 2 at 90%. Question 8 has the lowest average performance, at 48%. Performance was good in the first three questions and became lower from question six onwards.

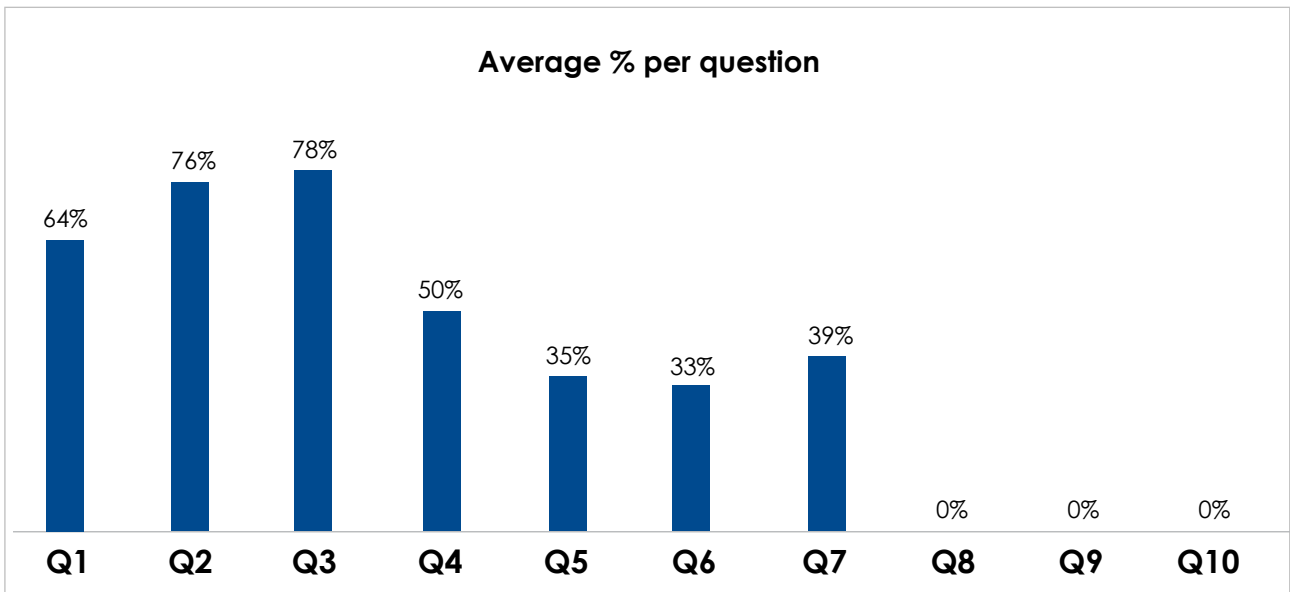


Figure 6E: Candidate performance per question – A4SMME

Most candidates did well in question 3. The average performance in this question was 78%. Questions 5 and 6 had a poor performance with 35% and 33% respectively.

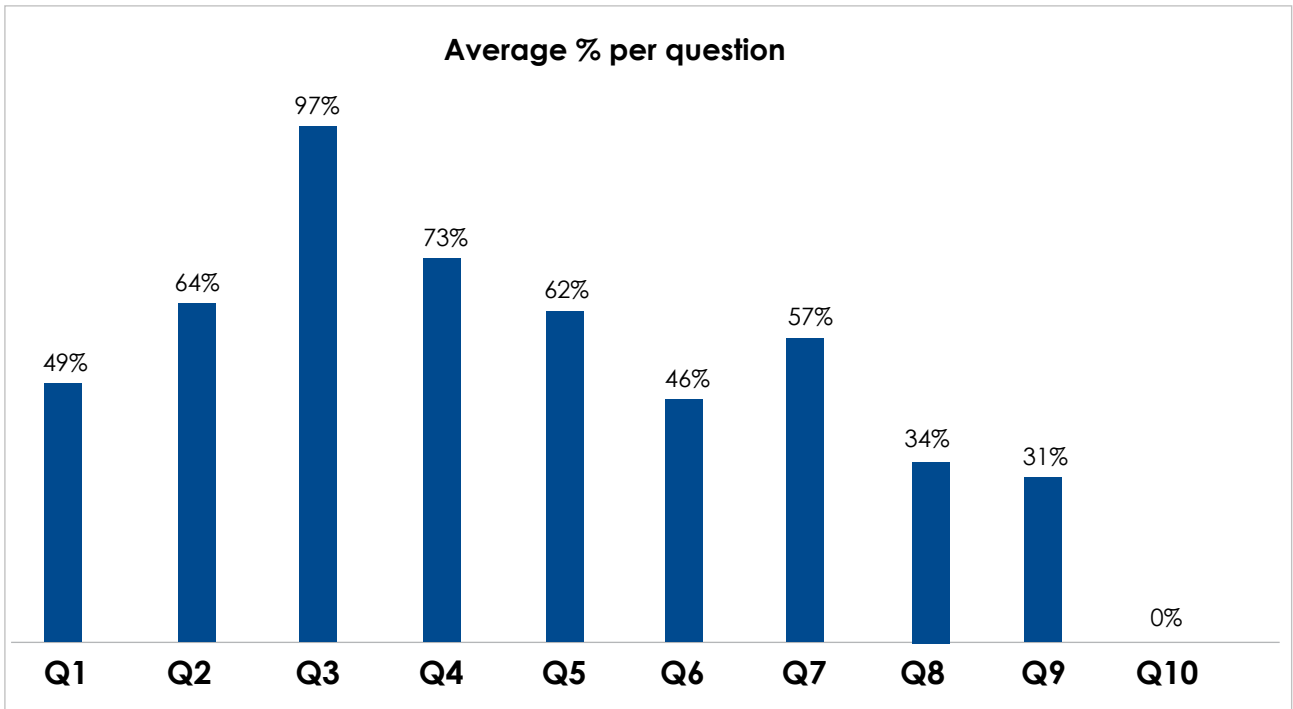


Figure 6F: Candidate performance per question – A4HSSC

Candidate performance in question 3 and question 4 was very good, with averages of 97% and 73%. Performance of candidates in Questions 8 and 9 was poor, with averages of 34% and 31% respectively.

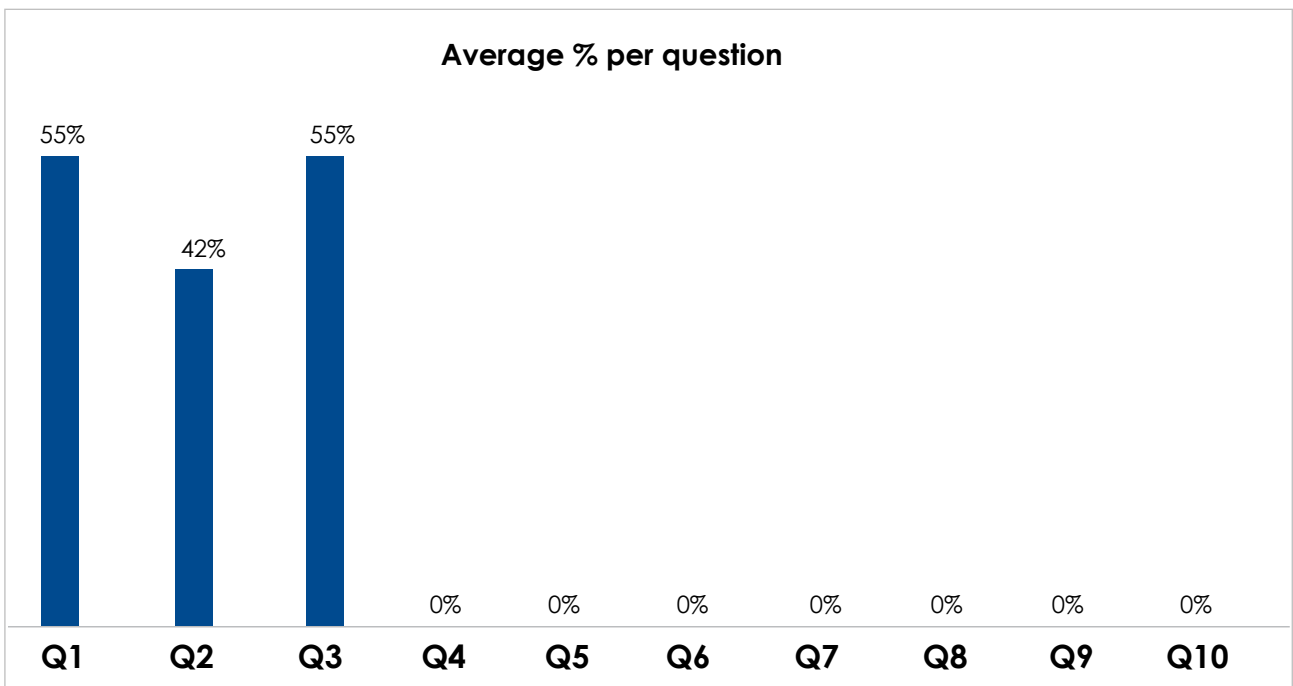


Figure 6G: Candidate performance per question – A4TECH

The average performance of candidates was acceptable in Questions 1 and 3, with an average of 55% in both. Question 2 had the lowest average, of 42%.

6.4 Areas of Good Practice

The following was noticed as good practice:

- The working together of IEB A4MATH internal moderators and Umalusi in identifying and dealing with suspected irregularities is commended.

6.5 Areas of Concern

- None

6.6 Directives for Compliance and Improvement

- None

6.7 Conclusion

Umalusi is pleased to note that the quality of marking and internal moderation for the 2017 June GETC: ABET Level 4 examinations improved. The professionalism with which the marking officials approached the marking of the scripts is acknowledged. The verification of marking by external moderators revealed that marking 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 in order 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.

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

Standardisation involves various processes such as the verification of subject structures, the verification of electronic data as presented in the booklets, the development of norms and the approval of adjustments.

7.2 Scope and Approach

The IEB presented eight learning areas for the statistical moderation of the 2017 June GETC: ABET Level 4 examinations, comprised of nine learning areas. Furthermore, Umalusi did not verify the capturing of the marks of the 2017 June GETC: ABET L4 examinations.

7.3 Standardisation and Resulting

7.3.1 Development of Historical Averages

The existing subject structures and the historical averages developed in the previous examinations were utilised. Outliers were identified in two of the eight learning areas, as indicated in table 7A below.

Table 7A: Learning Areas Approved as Outliers

Learning Area Code	Learning Area	Decision
612460011	Economic and Management Sciences	201306 is an outlier. Four examination sittings were used to develop the norm
616460021	Human and Social Sciences	201306 is an outlier. Four examination sittings were used to develop the norm.

7.3.2 Capturing of Marks

No verification of the mark capturing for the 2017 June GETC: ABET L4 examination was conducted.

7.3.3 Electronic Data Sets and Standardisation Booklets

The IEB submitted the electronic data sets for verification before the printing of the final standardisation booklets. The electronic booklets were verified and approved at 1st moderation. The verification and approval involved the following: the statistics distribution, raw mark distribution and the graphs per subject, paying particular attention to different colours and raw mark adjustments, as well as the pair's analysis and the percentage distribution per subject.

7.3.4 Pre-Standardisation and Standardisation

The Assessment Standards Committee relied on the external moderators' report, the standardisation principles and the pair's analysis in determining the final adjustments per subject.

7.3.5 Standardisation Decisions

The decisions for the 2017 June GETC: ABET Level 4 examinations were as outlined in table 7B below:

Table 7B: Standardisation Decisions for GETC: ABET L4

Description	Total
Number of learning areas presented for standardisation	9
Raw marks	7
Adjusted (mainly downwards)	2
Number of learning areas standardised:	9

7.3.6 Post-Standardisation

The adjustments for the 2017 June examination were approved at first moderation. The verification and approval for statistical moderation and the candidate record for the examinations were approved at first moderation.

7.4 Areas of Good Practice

The following areas of good practice were noted:

- The IEB adherence to the management plan in submitting data sets and booklets was highly commendable; and
- The approval of the statistical moderation process at first moderation was highly commendable.

7.5 Areas of Concern

The following concerns were noticed:

- The IEB did not upload the approved norms submitted to them; and
- The IEB was unable to ensure that the approved electronic booklet was printed.

7.6 Directives for Compliance and Improvement

The IEB must act on the following directives for compliance:

- The IEB must upload and use the final norms approved and submitted by Umalusi; and
- The IEB must ensure that the statistical page of the booklet is the same as the approved electronic booklets, i.e. the booklets must be printed in colour.

7.7 Conclusion

Although the IEB's statistical table was not printed in colour, this did not compromise the credibility of the standardisation, statistical moderation and resulting processes.

ANNEXURES

Annexure A

Cohort Profile-June 2017

1. GENERAL INFORMATION

Learning Area 1: Communication in Afrikaans

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Upington PWD 2	9961	Education Training & Development	0	3	3	21-50
Total				0	3	3	

Cohort Profile-June 2017

2. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

Learning Area 1: Communication in Afrikaans

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	0	3	3	100
TOTAL	0	3	3	100%
PERCENTAGE	0%	100%	100%	

Annexure B

Cohort Profile-June 2017

1. GENERAL INFORMATION

Learning Area 2: Communication in English

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Africa Automotive Aftermarket Solutions MW WC	5250	N/A	0	1	1	31-40
	Anglo Gold Ashanti Kopanang MW	6814	Mining	0	9	9	31-50
	Anglo Gold Ashanti Tau Tona	6811	Mining	6	19	25	16-70+
	Armcor ABET Centre	1252	Mining	0	1	1	41-50
	Bokoni AET Centre	6754	Mining	1	16	17	16-5
SEI	Chemfit Chloorkop	6253	N/A	0	1	1	51-60
	Chili Pepper IT Solutions Pty Ltd	1969	Education Training & Development	2	1	3	16-30
Milimo Training	City Of Jhb Revenue	4212	Local Government	3	0	3	21-50
Milimo Training	City Of Jhb Tladi	1369	Local Government	1	0	1	41-50
	Eric Vala Education Centre	1558	Mining	0	1	1	31-40
	Glencore Xstrata Eastern Mine	6874	Mining	1	0	1	21-30
	Institute of Telling ITD DCDMSP	7017	Education Training & Development	0	1	1	21-30
	Khoali Group of Companies Pty Ltd Braamfotein	9965	Education Training & Development	25	5	30	21-70
	Khoali Group of Companies Pty Ltd Springs	9966	Education Training & Development	2	3	5	31-60
	Leboneng Learning Centre	4238	Education Training & Development	2	5	7	21-60
	Makro - Germiston	1799	Wholesale & Retail	3	0	3	31-50
	Makro - Wonderboom	1802	Wholesale & Retail	1	0	1	31-40
	Mineral Mining Training Institute	4482	Education Training & Development	4	1	5	21-40
	Mogolo Academy ABET and Skills Provider	3841	N/A	0	2	2	21-30
	MQA - Northam Platinum Mine	6568	N/A	1	6	7	21-50
	Pilanesburg Platinum Mine	4378	Mining	15	8	23	16-40
Lime Acres	PPC Lime Limited	2020	Construction	1	1	2	21-30

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Quarto Press MW GP	2037	Education Training & Development	0	1	1	21-30
Siphakame	Saldanha Bay Municipality	6538	N/A	1	1	2	31-50
Beatrix Mine ABET Centre	Sibanye Gold	6353	Mining	12	31	43	21-60
Driefontein Training Centre	Sibanye Gold	6376	Mining	0	1	1	31-40
Kloof College No 1 Hostel	Sibanye Gold	6377	Mining	0	1	1	70+
Maputle Public School	Sibanye Gold	6413	Mining	10	2	12	21-70+
	Siyaloba Training EC	6309	Agriculture	11	5	16	21-50
	Sizanani Secunda	9862	Education Training & Development	0	11	11	70+
Project Literacy	South Deep Mine	6392	Mining	9	13	22	21-50
	St Georges Life Campus	5706	Education Training & Development	2	3	5	16-70+
	Stellenbosch Municipality	5707	Local Government	0	3	3	41-60
	Sibanye Platinum	6077	N/A	0	6	6	31-60
	Waco Rustenburg MW GP	9812	Construction	0	3	3	21-40
	Wescoal Doornkop MW GP	9898	Mining	3	0	3	21-40
	West Coast District Municipality	6851	Education Training & Development	0	3	3	31-50
	Woolworths Maxmead Distribution Centre	3851	Wholesale & Retail	3	0	3	31-50
	Woolworths Racecourse Gardens	6849	Wholesale & Retail	1	1	2	31-60
	Woolworths Supply Chain	2259	Wholesale & Retail	9	15	24	21-50
	Woolworths Supply Chain - Cape Town	3604	Wholesale & Retail	3	1	4	31-50
	Zest Education	2797	Education Training & Development	1	0	1	21-30
Total				133	183	316	

Cohort Profile-June 2017

2. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

Learning Area 2: Communication in English

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Agriculture	11	5	16	5.06
Construction	1	4	5	1.58
Education Training & Development	38	34	72	22.78
Fibre, Process & Manufact	0	1	1	0.32
Local Government	4	3	7	2.22
Mining	57	102	159	50.32
N/A	2	17	19	6.01
Wholesale & Retail	20	17	37	11.71
TOTAL	133	183	316	100%
PERCENTAGE	42.09%	57.91%	100%	

Annexure C

Cohort Profile-June 2017

1. GENERAL INFORMATION

Learning Area 3: Economic and Management Sciences – A4EMSC

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Milimo Training	City of Jhb Lenasia	1370	Local Government	1	1	2	31-60
Milimo Training	City of Jhb Midrand	1372	Local Government	3	1	4	41-60
Milimo Training	City of Jhb Revenue	4212	Local Government	4	0	4	41-70
	Glencore Xstrata Eastern Mine	6874	Mining	3	0	3	21-40
	Khoali Group of Companies Pty Ltd Springs	9966	Education Training & Development	2	3	5	31-60
	Mineral Mining Training Institute	4482	Education Training & Development	2	0	2	41-60
	Mogolo Academy ABET and Skills Provider	3841	N/A	0	3	3	21-30
	St Georges Life Campus	5706	Education Training & Development	1	4	5	16-70+
Total				16	12	28	

Cohort Profile-June 2017

2. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

Learning Area 3: Economic and Management Sciences – A4EMSC

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	5	7	12	42.86
Local Government	8	2	10	35.71
Mining	3	0	3	10.71
N/A	20	17	37	11.71
TOTAL	0	3	3	10.71
PERCENTAGE	57.14%	42.86%	100%	

Annexure D

Cohort Profile-June 2017

1. GENERAL INFORMATION

Learning Area 4: Human and Social Sciences – A4HSSC

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Milimo Training	City of Jhb Lenasia	1370	Local Government	1	1	2	31-60
Milimo Training	City of Jhb Midrand	1372	Local Government	2	1	3	41-60
	Khoali Group of Companies Pty Ltd Springs	9966	Education Training & Development	2	3	5	31-60
	Mineral Mining Training Institute	4482	Education Training & Development	2	1	3	21-40
	Mogolo Academy ABET and Skills Provider	3841	N/A	0	3	3	21-30
	Sigiyangemfundo Educational Services CC	3611	Education Training & Development	0	1	1	41-50
Project Literacy	South Deep Mine	6392	Mining	4	13	17	16-50
	St Georges Life Campus	5706	Education Training & Development	0	1	1	70+
Total				11	24	35	

Cohort Profile-June 2017

2. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

Learning Area 4: Human and Social Sciences – A4HSSC

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	4	6	10	38.57
Local Government	3	2	5	14.29
Mining	4	13	17	48.57
N/A	0	3	3	8.57
TOTAL	11	24	35	100%
PERCENTAGE	31.43%	68.57%	100%	

Annexure E

Cohort Profile-June 2017

1. GENERAL INFORMATION

Learning Area 5: Life Orientation – A4LIFO

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Armcor ABET Centre	1252	Mining	0	1	1	51-60
Millimo Training	City of Jhb Revenue	4212	Local Government	5	3	8	41-60
	Discovery Institute Masifunde. Sandton MW GP	1475	Health & Welfare	0	1	1	41-50
	Glencore Xstrata Eastern Mine	6874	Mining	2	1	3	21-40
	Institute of Telling Ltd Dcdmsp	7017	Education Training & Development	0	3	3	21-70+
	Khoali Group of Companies Pty Ltd Braamfotein	9965	Education Training & Development	25	5	30	21-70
	Khoali Group of Companies Pty Ltd Springs	9966	Education Training & Development	2	3	5	31-60
	Leboneng Learning Centre	4238	Education Training & Development	5	2	7	21-70+
	Mineral Mining Training Institute	4482	Education Training & Development	5	1	6	21-40
	Mogolo Academy Abet And Skills Provider	3841	N/A	0	2	2	21-30
Siphakame	Saldanha Bay Municipality	6538	N/A	2	1	3	31-40
Prolit	SAPS Krugersdorp	3870	Public Service	1	0	1	51-60
	Sizanani Secunda	9862	Education Training & Development	0	11	11	51-70+
Project Literacy	South Deep Mine	6392	Mining	9	9	18	21-50
	Georges Life Campus	5706	Education Training & Development	1	2	3	16-70+
	Stellenbosch Municipality	5707	Local Government	1	1	2	41-50
	West Coast District Municipality	6851	Education Training & Development	0	1	1	41-50
Total				58	47	105	

Cohort Profile-June 2017

2. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

Learning Area 5: Life Orientation – A4LIFO

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	38	28	66	62.86
Health & Welfare	0	1	1	0.95
Local Government	6	4	10	9.52
Mining	11	11	22	20.95
N/A	2	3	5	4.76
Public Service	1	0	1	0.95
TOTAL	58	47	105	100%
PERCENTAGE	55.24%	44.76%	100%	

Annexure F

Cohort Profile-June 2017

1. GENERAL INFORMATION

Learning Area 6: Mathematical Literacy – A4MATH

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Anglo Gold Ashanti Tau Tona	6811	Mining	0	1	1	31-40
	Assore Wonderstone Mine	8351	N/A	0	1	1	70+
	Bokoni Aet Centre	6754	Mining	2	22	24	21-50
SEI	Bulk Mining Explosives Wolvekrans	6254	Mining	1	0	1	31-40
SEI	Chemfit Chlookop	6253	N/A	0	1	1	41-50
	Eric Vala Education Centre	1558	Mining	0	1	1	31-40
	Institute of Telling ITD DCDMSP	7017	Education Training & Development	0	2	2	21-70+
	Jonathan Ball MW GP	7121	N/A	1	0	1	41-50
	Khoali Group of Companies Pty Ltd Braamfotein	9965	Education Training & Development	25	5	30	21-70
	Khoali Group of Companies Pty Ltd Springs	9966	Education Training & Development	2	3	5	31-60
Prolit	Lesedi Community Project	6407	N/A	11	4	15	16-50
	Makro - Wonderboom	1802	Wholesale & Retail	1	0	1	31-40
Prolit	Matsulu Methodist Church	9953	Education Training & Development	6	6	12	21-50

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Mineral Mining Training Institute	4482	Education Training & Development	2	2	4	21-40
	Mogolo Academy Abet And Skills Provider	3841	N/A	0	3	3	21-30
MQA	Northam Platinum Mine	6568	N/A	1	7	8	21-50
Prolit	Phahameng Library	8358	N/A	6	1	7	16-40
	Pilanesburg Platinum Mine	4378	Mining	8	7	15	16-40
Prolit	SAPS Benoni	3863	Public Service	2	1	3	41-50
Beatrix Mine ABET Centre	Sibanye Gold	6353	Mining	12	31	43	21-60
Driefontein Training Centre	Sibanye Gold	6376	Mining	1	3	4	31-50
Kloof College No 1 Hostel	Sibanye Gold	6377	Mining	0	1	1	70+
Maputle Public School	Sibanye Gold	6413	Mining	12	2	14	21-70+
	Sizanani Secunda	9862	Education Training & Development	1	11	12	70+
Project Literacy	South Deep Mine	6392	Mining	9	11	20	21-50
	St Georges Life Campus	5706	Education Training & Development	1	5	6	16-70+
	Stellenbosch Municipality	5707	Local Government	1	1	2	41-50
	The Training Professionals	2224	Education Training & Development	1	0	1	31-40
Thusanang AET Centre	Sibanye Platinum	6077	N/A	0	6	6	31-60
	West Coast District Municipality	6851	Education Training & Development	0	3	3	31-50
	Woolworths Race Course Gardens	6849	Wholesale & Retail	1	2	3	31-50
	Woolworths Supply Chain	2259	Wholesale & Retail	0	7	7	21-30
	Woolworths Supply Chain - Cape Town	3604	Wholesale & Retail	1	1	2	21-40
	Zest Education	2797	Education Training & Development	6	17	23	21-50
Total				114	168	282	

Cohort Profile-June 2017

2. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

Learning Area 6: Mathematical Literacy – A4MATH

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	44	54	98	34.75
Health & Welfare	1	1	2	0.71
Local Government	45	79	124	43.97
Mining	19	23	42	14.89
N/A	2	1	3	1.06
Public Service	3	10	13	4.61
TOTAL	114	168	282	100%
PERCENTAGE	40.43%	59.57%	100%	

Annexure G

Cohort Profile-June 2017

1. GENERAL INFORMATION

Learning Area 7: Natural Sciences – A4NTSC

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Glencore Xstrata Eastern Mine	6874	Mining	2	1	3	21-40
	Khoali Group of Companies Pty Ltd Springs	9966	Education Training & Development	2	3	5	31-60
	Leboneng Learning Centre	4238	Education Training & Development	2	0	2	21-50
Prolit	Lesedi Community Project	6407	N/A	11	4	15	13-50
	Margate Sports Centre	4492	Public Service	0	2	2	41-70
Prolit	Matsulu Methodist Church	9953	Education Training & Development	6	6	12	21-50
	Mineral Mining Training Institute	4482	Education Training & Development	3	1	4	21-40
	Mogolo Academy ABET and Skills Provider	3841	N/A	0	3	3	21-30
Prolit	Phahameng Library	8358	N/A	8	3	11	16-60
Prolit	SAPS Parkweg	9599	Public Service	1	1	2	31-50
Beatrix Mine ABET Centre	Sibanye Gold	6376	Mining	16	25	41	21-60
Driefontein Training Centre	Sibanye Gold -	6376	Mining	3	18	21	21-50

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Kloof College No 1 Hostel	Sibanye Gold	6377	Mining	0	15	15	21-70+
Maputle Public School	Sibanye Gold	6413	Mining	11	3	14	21-70+
	Sibanye Gold - Rand Uranium	6759	Mining	0	1	1	41-50
	Sizanani Secunda	9862	Education Training & Development	0	11	11	70+
Project Literacy	South Deep Mine	6392	Mining	4	13	17	16-50
	St Georges Life Campus	5706	Education Training & Development	1	2	3	16-70+
	West Coast District Municipality	6851	Education Training & Development	0	1	1	51-60
Total				70	113	183	

Cohort Profile-June 2017

2. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

Learning Area 7: Natural Sciences – A4NTSC

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	14	24	38	20.77
Mining	36	76	112	61.20
N/A	19	10	29	15.85
Public Service	1	3	4	2.19
TOTAL	70	113	183	100%
PERCENTAGE	38.25%	61.75%	100%	

Annexure H

Cohort Profile-June 2017

1. GENERAL INFORMATION

Learning Area 8: Small Medium and Micro Enterprises – A4SMME

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Milimo Training	City of Jhb Lenasia	1370	Local Government	2	2	4	31-60
Milimo Training	City of Jhb Midrand	1372	Local Government	2	2	4	41-50
	Frances Vorweg School	9869	Education Training & Development	1	0	1	16-20
	Glencore Xstrata Eastern Mine	6874	Mining	3	0	3	21-40
Masi-thuthuke	Mccain Springs	6918	N/A	1	0	1	51-60
	Mogolo Academy ABET and Skills Provider	3841	N/A	0	3	3	21-30
Prolit	SAPS Parkweg	9599	Public Service	2	1	3	31-50
Project Literacy	South Deep Mine	6392	Mining	4	12	16	16-50
	Stellenbosch Municipality	5707	Local Government	2	0	2	31-50
Total				17	20	37	

Cohort Profile-June 2017

2. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

Learning Area 8: Small Medium and Micro Enterprises – A4SMME

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	1	0	1	2.70
Local Government	6	4	10	27.03
Mining	7	12	19	51.35
N/A	1	3	4	10.81
Public Service	2	1	3	8.11
TOTAL	17	20	37	100%
PERCENTAGE	45.95%	54.05%	100%	

Annexure I

Cohort Profile-June 2017

1. GENERAL INFORMATION

Learning Area 9: Technology – A4TECH

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Glencore Xstrata Eastern Mine	6874	Mining	2	1	3	21-40
	Institute of Telling ITD DCDMSP	7017	Education Training & Development	0	3	3	21-70+
	Khoali Group Of Companies Pty Ltd Springs	9966	Education Training & Development	2	3	5	31-60
Total				4	7	11	




Cohort Profile-June 2017

2. SUMMARY OF INDUSTRY/OCCUPATION DETAILS

Learning Area 9: Technology – A4TECH

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	2	6	8	72.73
Mining	2	1	3	27.27
TOTAL	4	7	11	100%
PERCENTAGE	36.36%	63.64%	100%	

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