

Report on the Quality Assurance of Assessment of the Benchmark Assessment Agency November 2018 GETC: ABET Level 4 Examinations

December 2018

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

Report on the Quality Assurance of Assessment of the Benchmark Assessment Agency November 2018 GETC: ABET Level 4 Examinations

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General and Further Education and Training

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

Benchmark Assessment Agency (BAA) applied for accreditation to conduct the General Education and Training Certificate: Adult Education and Training Level 4 (GETC: ABET L4) examinations. From 2014 BAA conducted, as a pilot project, the November GETC: ABET L4 examinations and from 2017, it has conducted these examinations twice per year, in June and November. In 2018 they were permitted for the first time to conduct examinations in more than two learning areas of the GETC: ABET L4. This was done to allow candidates to write examinations towards a full GETC: ABET L4 qualification and to provide BAA the opportunity to demonstrate their ability to cope with an extended examination.

Umalusi takes pride in the great strides that have been made by BAA in setting, maintaining and improving standards in the quality assurance of the GETC: ABET L4 over the past years.

Umalusi has, through the years, established an effective and rigorous quality assurance of assessment system with a set of quality assurance processes that cover assessments and examinations. The system and processes are continuously revised and refined.

Umalusi judges the quality and standard of assessments and examinations by determining the:

- Level of adherence to policy in the implementation of examination and assessment processes;
- Quality and standard of examination question papers and assessment tasks;
- Efficiency and effectiveness of systems, processes and procedures for the monitoring of the conduct, administration and management of examinations and assessments; and
- Quality of marking, as well as the quality and standard of quality assurance processes within the assessment body.

Umalusi has established a professional working relationship with BAA. There has been continuous improvement in the conduct, administration and management of the examinations and assessment. There is ample evidence to confirm that BAA continues to strive to improve systems and procedures relating to the adult education and training examinations and assessments.

The Assessment Standards Committee (ASC) and the Executive Committee of Umalusi Council (EXCO) met in December 2018 to scrutinise evidence presented by BAA on the conduct of the November 2018 GETC: ABET L4 examinations. Having studied all the evidence presented, and having noted that there were no systemic irregularities reported that might have compromised the overall credibility and integrity of the November 2018 GETC: ABET L4 examinations as administered by the BAA, the EXCO approved the release of the results based on the following provisos:

- BAA was required to block the results of candidates implicated in examination irregularities, pending the outcome of further BAA investigations and verification by Umalusi;
- BAA was also required to act on the directives for compliance and improvement.

EXCO commended BAA for conducting a successful and credible examination.

Umalusi will continue to ensure that the quality, integrity and credibility of the examinations and assessments are maintained. Umalusi will also continue in its endeavour towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2018 GETC: ABET L4 examinations.



Dr Mafu S Rakometsi
December 2018

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act mandates Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (Act No. 58 of 2001, as amended in 2008) to quality assure all exit-point assessments and approve the release of examination results. The Act, in terms of this responsibility, stipulates that Umalusi, as the Quality Council for General and Further Education and Training:

- Must perform the external moderation of assessment of the different assessment bodies and education institutions;
- May adjust raw marks during the standardisation process; and
- Must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of learners if the Council is satisfied that the assessment body or education institution has:
 - conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
 - complied with the requirements prescribed by the Council for conducting assessments;
 - applied the standards prescribed by the Council which a learner is required to comply with in order to obtain a certificate; and
 - complied with every other condition determined by the Council.

In the adult education and training sector, Umalusi quality assures the assessments and examinations of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) qualification.

Umalusi undertakes the quality assurance of the national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality and standard of assessment is judged by adherence to policies designed to deal with critical aspects of administering credible national assessments and examinations.

The Benchmark Assessment Agency (BAA) conducted the November 2018 GETC: ABET L4 examinations in seven learning areas at different centres. Candidates who wrote the GETC: ABET L4 examinations came from different sectors like mining, community development projects, education, training and development, among others.

In addition to the November examinations, examinations in this sector are also conducted in June. The results of the June 2018 examinations had been released and the quality assurance of assessment report of BAA is available on the Umalusi website.

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2018 GETC: ABET L4 examinations. The report also reflects on the findings, areas of non-compliance, areas of good practice and directives

for compliance and improvement in the management, conduct and administration of the examination and assessments. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from BAA. Where applicable, comparisons are made with the November 2017 examinations.

This report covers the following quality assurance processes implemented by Umalusi, for which a brief outline is given below:

- Moderation of question papers (Chapter 1)
- Moderation of common assessment tasks (Chapter 2)
- Moderation of site-based assessment (SBA) portfolios (Chapter 3)
- Monitoring the state of readiness to conduct examinations (Chapter 4)
- Selection, appointment and training of marking personnel (Chapter 5)
- Monitoring of the writing and marking phases of the examinations (Chapter 6)
- Quality assurance of marking (Chapter 7)
- Standardisation and Resulting (Chapter 8).

Also included is Chapter 9, which indicates the state of certification of candidates' achievements.

All the question papers for the November 2018 GETC: ABET L4 examinations were set and internally moderated by BAA. The external moderation of question papers is Umalusi's primary process in quality assurance. The aim is to ensure that the question papers are correct, fair, valid and reliable in that they comply with the appropriate assessment guidelines in terms of cognitive demand and content coverage. Moderation also aims to ensure that question papers are of a standard comparable to that of question papers from previous years. This aims to ensure that candidates of a specific year are not unfairly advantaged or disadvantaged when compared to those of previous years. The marking guidelines of the question papers are moderated to ensure correctness, fairness, validity and reliability.

After initial moderation, Umalusi moderators found that two of the question papers complied with most and three complied fully with the internal moderation criterion. The other two question papers showed limited compliance with the internal moderation criterion. Five of the seven question papers complied in most respects with the content coverage criterion while the other two question papers did not adequately cover the learning outcomes and the assessment standards, as prescribed in the respective assessment guidelines. At first moderation four question papers met most requirements, one question paper was compliant in all respects and two question papers showed limited compliance with the cognitive demand criterion. In terms of the marking guidelines, three question papers met all the requirements of this criterion, two question papers were compliant in most respects and two question papers showed limited compliance. It was evident that there were more challenges with the question papers of the five learning areas introduced for the first time in 2018. The BAA is required to strengthen the training of examiners and internal moderators to improve the quality of question papers and internal moderation of, especially, the newly introduced learning areas.

The quality assurance of SBA is of great importance as it constitutes 50% of a candidate's final mark. Umalusi moderated the SBA tasks and a sample of portfolios for all seven learning areas. Challenges identified at first moderation of the SBA tasks included technical and language errors; content that was not sufficiently covered; poor formulation of instructions and questions; errors in mark allocation; errors in the marking guidelines; inappropriate cognitive demand; and poor quality of internal moderation. To address these challenges BAA must strengthen the training of examiners and internal moderators on the quality of internal moderation of SBA tasks.

SBA portfolios at nine out of 13 learning sites included in the sample were fully compliant with the internal moderation criterion. The structure and content of the SBA portfolios verified externally differed per learning area and per learning site. At some sites, required documents were missing from portfolios. All SBA tasks had been implemented. In three of the seven sampled learning areas, there was limited compliance with the quality of marking. The above-mentioned findings clearly indicated that there remain challenges to be addressed. The assessment body must closely monitor and train facilitators at the learning sites on marking SBA tasks.

Umalusi monitors verified adherence to policy and procedures in preparation for the examinations; the conduct, administration and management of the national examinations; and the marking of the scripts. Umalusi monitored the conduct, administration and management of examinations at 10 centres (where the examinations were administered). Interviews were conducted with invigilation personnel, observations were made before and during writing and documents were verified. Improved compliance was noticed at many examination centres monitored by Umalusi. There were, however, too many areas of non-compliance observed, which clearly indicated that training of chief invigilators/invigilators and monitoring of the conduct, administration and management of examinations by BAA was required. The marking centre was monitored by Umalusi to determine the level of preparedness to undertake the marking and progress with the marking of the November 2018 examinations. The marking centre was well managed.

Umalusi visited BAA to audit the marking personnel selected and appointed to mark the November 2018 GETC: ABET L4 examination scripts. BAA had clear selection criteria for the appointment of marking personnel; all marking personnel who were audited met the set criteria; and training covered important aspects of the marking and moderation process.

Umalusi participated in the standardisation of the marking guidelines of the question papers for all seven learning areas to ensure that justice was done to the process, and that the finalised marking guidelines would ensure fair, accurate and consistent marking. The markers came well prepared to the marking centre, having marked dummy scripts. Deliberations on possible alternative responses and finalisation of mark allocations were constructive in ensuring that candidates would not be unfairly advantaged or disadvantaged. The marking of an additional set of dummy scripts, to ensure the accurate implementation of the standardised marking guidelines, further enhanced the process. External verification of marking by Umalusi served to monitor that marking was conducted according to agreed and established practices and standards. Umalusi verified the marking in all seven learning areas. The verification of

marking conducted by Umalusi revealed that marking was done fairly and internal moderation was conducted thoroughly.

Standardisation and statistical moderation of results are used to mitigate the effects of factors other than candidates' ability and knowledge on performance; and to reduce the variability of marks from examination to examination. Umalusi standardised the marks for the seven learning areas presented by BAA and accepted the raw marks for six of the seven learning areas.

The issuing of certificates and confirmation of those candidates who had not qualified for any type of certificate, viz., instances where candidates failed all subjects or did not write the examination, confirmed the closing of the examination cycle. Information on certification has been included to inform interested parties of the state of the certification of candidates' achievements. The certification data was aligned with the approved results and certification could be done without any challenges.

Umalusi noted progress by the assessment body in addressing overarching, systemic issues, for example: centres with previous irregularities were monitored; training videos had been developed; support was provided to learning sites for the compilation of facilitators' SBA portfolios; and there was an improvement in the verification of candidates' registration data.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2018 examinations, the Executive Committee of Umalusi Council (EXCO) concluded that the GETC: ABET L4 examinations were conducted in line with the policies that govern the conduct of examinations and assessments. Generally, examinations and assessments were conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of examinations and the results can, therefore, be regarded as credible. EXCO approved the release of the results, with certain provisos.

Umalusi trusts that the report will provide the assessment body with a clear picture of the strengths and weaknesses of the different assessment systems and processes, and directives on where improvements are required should be met.

Umalusi will continue to collaborate with BAA to raise standards in adult education and training in South Africa.

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
AGs	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
EMSC4	Economic and Management Sciences
HSSC4	Human and Social Sciences
LECN4	Language, Literacy and Communication: English
LIFO4	Life Orientation
MLMS4	Mathematical Literacy
NATS4	Natural Sciences
SMME4	Small, Medium and Micro Enterprises

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

Umalusi conducts external moderation of question papers and marking guidelines to ensure that quality and standards are maintained in all of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations. The moderation process is conducted to ensure that question papers have been developed with rigour and comply with the quality assurance requirements of Umalusi and the assessment guidelines of the assessment body. The moderation of question papers is a critical part of the quality assurance process.

To maintain public confidence in the national examination system, the question papers must be seen to be relatively:

- Fair;
- Reliable;
- Representative of an adequate sample of the curriculum;
- Representative of relevant conceptual domains; and
- Representative of relevant levels of cognitive challenge.

The Benchmark Assessment Agency (BAA) is expected to appoint examiners with requisite learning area knowledge for the setting of question papers and internal moderators to moderate the question papers, before they are presented to Umalusi for external moderation.

1.2 Scope and Approach

The BAA, in preparation for the November 2018 examinations, presented seven question papers, corresponding marking guidelines and the internal moderators' reports for external moderation and approval by Umalusi. In the previous three years, BAA presented only two question papers to Umalusi for external moderation. Table 1A below indicates the seven learning areas assessed by BAA for the GETC: ABET Level 4 qualification.

Table 1A: Learning assessed by BAA for the GETC: ABET Level 4 qualification

No.	Learning Areas	Code
1	Language, Literacy and Communication: English	LCEN4
2	Economic and Management Sciences	EMSC4
3	Mathematical Literacy	MLMS4
4	Natural Sciences	NATS4
5	Small, Medium and Micro Enterprises	SMME4
6	Life Orientation	LIFO4
7	Human and Social Sciences	HSSC4

Assessment grids that detail the extent to which question papers meet the cognitive demand and weightings of the different unit standards must accompany question papers, together with their respective marking guidelines. There must also be evidence that the assessment body internally moderated question papers.

Umalusi used an off-site moderation model to externally moderate the question papers. Umalusi employed external moderators who have relevant learning area expertise to scrutinise and carefully analyse the question papers developed by the BAA.

Umalusi moderated all question papers and marking guidelines and marking guidelines using the instrument for the moderation of question papers. The instrument assesses the quality and standard of the question papers and marking guidelines with regard to the following eight criteria:

- Technical aspects;
- Language and bias;
- Internal moderation;
- Content coverage;
- Cognitive demand;
- Adherence to assessment guidelines;
- Predictability; and
- Marking guidelines.

Each criterion has a set of quality indicators against which the question papers are evaluated. Based on the evidence provided, Umalusi moderators decide on the compliance of the question paper and its marking guidelines 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 evaluating the compliance of the question paper against all eight criteria, Umalusi moderators take a decision on the quality and standard of the question paper and accompanying marking guidelines, considering one of three possible outcomes:

- Approved – when the question paper meets all the criteria or requires minor amendments to be made;
- Conditionally approved – resubmit, when it complies with most criteria but contains some questions that need to be rephrased; or
- Rejected – if the standard and quality of the question paper is entirely unacceptable and most questions need to be re-developed.

1.3 Summary of Findings

Umalusi moderators completed evaluation reports based on the moderation criteria. Each Umalusi moderator had to be satisfied with the quality of the question paper and respective marking guidelines before they were approved. The following findings are the summary of evidence observed by Umalusi moderators during the moderation of question papers and marking guidelines at first moderation.

The BAA presented seven question papers for external moderation in preparation for the November 2018 GETC: ABET L4 examinations.

Umalusi desires that all question papers be approved at first moderation. At first moderation, three question papers (EMSC4, MLMS4 and NATS4) were conditionally approved and were required to be resubmitted. Four question papers (LCEN4, SMME4, LIFO4 and HSSC4) were rejected.

Table 1B gives a summary of the compliance ratings of the seven examination question papers after first moderation.

Table 1B: Compliance of question papers at first moderation

		Compliance frequency [56 instances]			
		None	Limited	Most	All
1	Technical aspects	0	1	5	1
2	Language and bias	0	1	3	3
3	Internal moderation	0	2	2	3
4	Content coverage	0	2	5	0
5	Cognitive demand	0	1	5	1
6	Adherence to assessment guidelines	1	2	4	0
7	Predictability	0	0	0	7
8	Marking guidelines	0	2	2	3
		1	11	26	18
		21%		79%	

Table 1B above shows that in all question papers there was limited compliance with at least one of the seven criteria. The BAA needs to improve internal moderation so that the challenges identified can be attended to before question papers are submitted to Umalusi for external moderation.

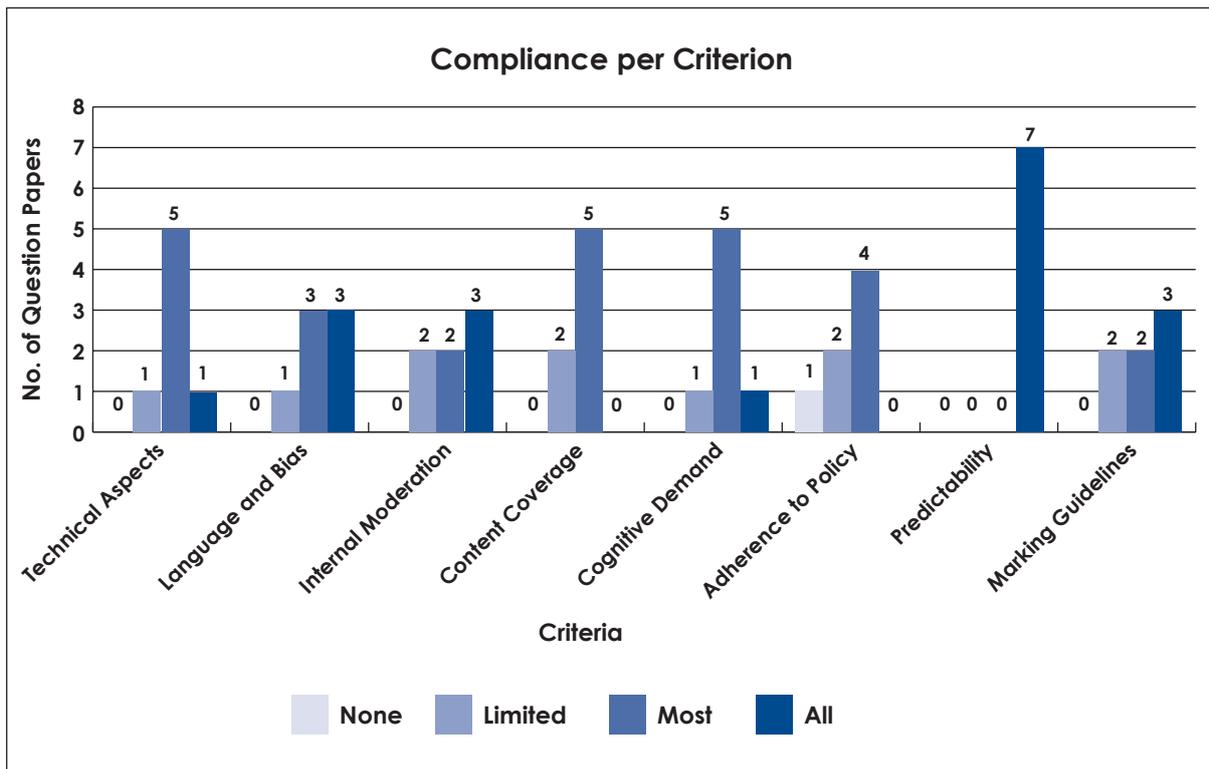


Figure 1A: Compliance ratings of question papers after first moderation

Figure 1A above indicates, graphically, the compliance frequency for each criterion after the first moderation of question papers. The section below discusses the compliance of question papers with each of the eight criteria at first moderation. Compliance of question papers at approval level is also indicated.

The following comments about the criteria are based on the quality of question papers at first moderation level. Compliance in all respects refers to satisfying all the quality indicators within a criterion.

1.3.1 Technical Aspects

Five out of seven (LCEN4, EMSC4, NATS4, SMME4 and MLMS4) question papers met most of the requirements. These question papers did not fully adhere to the format requirements as stipulated in the AG. The HSSC4 question paper was fully compliant and LIFO4 question paper had limited compliance with the technical aspects.

The technical challenges identified in LIFO4 question paper were as follows:

- The layout of the question paper was cluttered and not reader friendly;
- The question paper did not have the correct numbering system;
- The mark allocation on the question paper was not the same as that on the marking guideline; and
- The quality of illustrations, graphs and tables was not appropriate and print ready.

In 2017, LCEN4 met most of the requirements and the MLMS4 question paper complied fully with this criterion at first moderation. This indicates an improvement in compliance in 2018.

1.3.2 Language and Bias

Three question papers, namely LCEN4, MLMS4 and HSSC4, complied in all respects with this criterion; three other question papers (EMSC4, NATS4 and SMME4) met most requirements; and only the LIFO4 question paper had limited compliance at first moderation. None of the seven question papers scored a 'none compliance' rating in this criterion. In 2017 at first moderation, MLMS4 and LCEN4 complied in all respects with this criterion.

Umalusi identified subtleties in grammar use that might have created confusion in the LIFO4 question paper. In addition, the language used in both the question paper and marking guideline was not grammatically correct. These challenges were also evident in EMSC4, NATS4 and SMME4, but were limited in these question papers.

1.3.3 Internal Moderation

At first moderation LCEN4 and LIFO4 showed limited compliance with the internal moderation criterion; two question papers (EMSC4 and SMME4) met most requirements; and three question papers (MLMS4, HSSC4 and NATS4) were fully compliant. The internal moderator reports were incomplete for EMSC4 and SMME4; hence no evidence of internal moderation was verified. The quality of internal moderation was not acceptable in LCEN4 and LIFO4. In 2017, LCEN4 showed limited compliance with this requirement, while MLMS4 met all requirements of this criterion.

1.3.4 Content Coverage

Two question papers (LCEN4 and LIFO4) showed limited compliance with this criterion, while five question papers (MLMS4, NATS4, HSSC4, SMME4 and EMSC4) were compliant in most respects at first moderation. The LCEN4 question paper was rejected at first moderation because there were anomalies in the number of marks allocated to Question 1 and Question 2. Moreover, there was inadequate coverage of unit standards ID 119636 and ID 119640.

A challenge identified in the LIFO4 question paper was that the content was not adequately covered as stipulated in the assessment guidelines. A deviation in terms of content coverage in all unit standards was noted.

In the SMME4 question paper, learning outcomes (LO) and assessment standards (AS) were not adequately covered. Variations in the weightings were unacceptable. Weightings did not match the requirements of BAA's assessment guidelines. Analysis of the LO and AS was incorrect and incomplete. Furthermore, Section C of the question paper did not comply with the assessment guideline requirements. Section C, which should have two choice questions, had only one compulsory question. In HSSC4, content coverage was not balanced with US 115483 under assessed and US115477 over assessed far above the requirement of the assessment guidelines.

In 2017 at first moderation LCEN4 met all requirements, while MLMS4 met most requirements for content coverage. This means that the compliance of LCEN4 at first moderation dropped, while that of the MLMS4 question paper remained the same.

Umalusi moderators identified the following challenges regarding LCEN4 and LIFO4: the question papers did not adequately cover the LO and the AS, as prescribed in the respective assessment guidelines; and the weighting and spread of content of LO and AS were not correctly adhered to.

1.3.5 Cognitive Demand

At first moderation four question papers (LCEN4, EMSC4, LIFO4 and NATS4) met most requirements for the cognitive demand criterion. The HSSC4 and SMME4 question papers showed limited compliance; and MLMS4 was compliant in all respects. In November 2017 at first moderation, MLMS4 and LCEN4 met all requirements for the cognitive demand criterion. This indicates that the quality of both question papers declined in terms of compliance with this criterion when they were submitted for first moderation in 2018.

The challenge with the LCEN4, EMSC4, LIFO4 and NATS4 question papers was that of minor deviations in the spread of questions across the three cognitive levels. This deviation was slightly higher than the accepted tolerance range of 5%.

The Umalusi moderator found that in the HSSC4 question paper there was inappropriate distribution in terms of cognitive demand. Level one questions exceeded the requirement by 28 marks while level 2 questions were below the requirement by 20 marks. Choice questions in Section C were not of the same level of difficulty. The question paper, furthermore, did not allow for creative responses from candidates.

The SMME4 question paper lacked higher-order thinking questions. The cognitive levels were not in line with the assessment guidelines, with a deviation of more than 16%. The analysis grid did not clearly show the cognitive levels of each question/sub question. The allocation of marks per question was not properly done.

1.3.6 Adherence to Assessment Guidelines

In 2018, four out of seven question papers (EMSC4, MLMS4, NATS4 and SMME4) met most requirements for this criterion at first moderation. Two question papers (LCEN4 and HSSC4) showed limited compliance. The LIFO4 question paper did not comply with this criterion. Challenges with LIFO4 were major: the question paper did not adequately cover the LO and the AS, as prescribed in the assessment guidelines. One unit standard was not assessed at all. In 2017, LCEN4 and MLMS4 met all the requirements for this criterion at first moderation. Thus there has been a regression in LCEN4 and MLMS4 in 2018 in complying with the requirements of this criterion.

The Umalusi moderators identified minor challenges with the content coverage, predictability, technical aspects and cognitive demand of questions in the LCEN4 and HSSC4 question papers.

1.3.7 Predictability

All question papers were fully compliant with the predictability criterion at first moderation. Only two question papers (LCEN4 and MLMS4) were compared with

those of previous years because BAA offered the other five question papers for the first time in 2018. When compared with the 2017 question papers at first moderation, the 2018 LCEN4 and MLMS4 question papers met all requirements for this criterion.

1.3.8 Marking Guidelines

At first moderation three learning areas (EMSC4, HSSC4 and SMME4) met all the requirements of the marking guideline criterion; NATS4 and MLMS4 were compliant in most respects; and the LCEN4 and LIFO4 showed limited compliance with this criterion. With regard to NATS4, the mark allocation on the question paper was not the same as that on the marking guideline. Similar to 2017, LCEN4 and MLMS4 met limited and most requirements of this criterion respectively at the first moderation.

For LCEN4 and LIFO4, the Umalusi moderator found that the marking guidelines had typographical or language errors. Mark allocation was not accurately done. In MLMS4, the marking guidelines were not clearly laid out and did not allow for consistent accuracy. Three incorrect responses needed to be corrected.

Generally, there were challenges with the marking guidelines of EMSC4, HSSC4, LIFO4, NATS4 and SMME4. These learning areas were assessed by BAA for the first time in 2018. From the discussion above it is evident that LIFO4 had many challenges.

1.3.9 Approval of Question Papers and Marking guidelines

All the identified problems were addressed before each question paper was approved. Question papers and accompanying marking guidelines were compliant in all respects at final approval.

1.4 Areas of Good Practice

The following was noted as good practice:

- All the BAA question papers met the predictability criterion at first moderation.

1.5 Areas of Non-compliance

The following were noted as concerns:

- The poor quality of internal moderation of question papers submitted for external moderation: there were errors that were not identified and corrected during internal moderation;
- Errors in the marking guidelines submitted for external moderation;
- Imbalance in the distribution of cognitive levels; and
- Insufficient content coverage in question papers. One unit standard was not assessed at all in one question paper and LO and AS were not sufficiently covered, as per the requirements of the assessment guidelines, in three question papers.

1.6 Directives for Compliance and Improvement

The BAA is required to:

- Strengthen the training of examiners and internal moderators to improve the quality of question papers and internal moderation. Training is a continuous process and this was also a directive in 2016; and
- Ensure that examiners and internal moderators are familiar with, and competent in, the use of relevant taxonomies, so that questions in question papers are distributed among different cognitive levels as required by the guideline documents.

1.7 Conclusion

The BAA increased the number of learning areas assessed in the November 2018 GETC: ABET L4 examination from that of the November 2017 examination, with five new learning areas being included. Umalusi was concerned about challenges that were identified in question papers submitted for external moderation. Most of these should have been identified during internal moderation. The BAA needs to submit question papers that have been thoroughly moderated before they are submitted for external moderation.

CHAPTER 2 MODERATION OF SITE-BASED ASSESSMENT TASKS

2.1 Introduction

Site-based assessment (SBA) tasks form the basis of internal assessment in the adult education and training (AET) sector. The SBA component contributes 50% towards the final mark for certification. SBA tasks were developed by the assessment body, the Benchmark Assessment Agency (BAA), and implemented by providers at AET learning sites after they were externally moderated and approved by Umalusi.

The SBA tasks are formative in design and intended to be developmental in nature. One of the objectives of SBA tasks is to guide and support the learning process in a structured approach that assists students to master the content, concepts and their application.

Umalusi conducts external moderation of SBA tasks and marking guidelines to ensure that quality standards are maintained for the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations. This is a critical quality assurance process to ensure that the SBA tasks are, fair, valid and reliable. The moderation process also ensures that all the SBA tasks adhere to the assessment guidelines of the BAA and the requirements set by Umalusi.

2.2 Scope and Approach

The BAA has increased the number of learning areas it assesses from two in 2017 to seven in 2018. Table 2A indicates the learning areas assessed by BAA in the November 2018 GETC: ABET Level 4 examinations.

Table 2A: Learning Areas assessed by BAA

No.	Learning areas	Code
1	Economic and Management Sciences	EMSC4
2	Human and Social Sciences	HSSC4
3	Communication in English	LCEN4
4	Life Orientation	LIFO4
5	Mathematical Literacy	MLMS4
6	Natural Sciences	NATS4
7	Small, Medium and Micro Enterprises	SMME4

The BAA is responsible for setting and internal moderation of SBA tasks and their accompanying marking guidelines for the GETC: ABET L4 qualification. The assessment guidelines of the assessment body guide the setting and implementation of SBA tasks. The BAA sets and internally moderates five SBA tasks for each learning area.

The assessment guidelines for each learning area prescribe specific outcomes and assessment criteria to be covered in each task. The tasks consisted of a combination

of assignments, projects, investigations, worksheets, demonstrations, oral tasks, journal entries, case studies and tests.

Umalusi adopted an off-site approach in the moderation the SBA tasks. The external moderation of SBA tasks took place in February 2018. Umalusi evaluated the quality and standard of SBA tasks based on a set of criteria and standards contained in the instrument used for this process. The external moderation process is rigorous and similar to that of the question papers.

The moderation of each SBA task took into account the following nine criteria:

- Adherence to assessment guidelines;
- Content coverage;
- Cognitive skills and demand;
- Language and bias;
- Formulation of instructions and questions;
- Quality and standard of SBA tasks;
- Mark allocation and marking guidelines;
- Use of assessment methods and forms; and
- Internal moderation.

The quality indicators for each criterion were used to evaluate and judge the quality of SBA tasks. One of the following four possible levels of compliance was chosen:

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

Umalusi evaluated the SBA tasks based on how the quality indicators for each criterion were met and the overall impression of the tasks. The final decision relating to the quality and standard of SBA tasks, as a whole, was taken considering one of three possible outcomes:

- Approved – if the SBA tasks were compliant in all respects with all set criteria;
- Conditionally approved to be resubmitted – if the SBA tasks complied with most criteria but amendments were required; or
- Rejected – if the standard and quality of SBA tasks were entirely unacceptable.

2.3 Summary of Findings

Umalusi adopted a holistic approach during moderation of the SBA tasks. Although Umalusi moderated each of the five tasks individually, the five tasks were considered as a whole for final approval purposes. An Umalusi moderator approved the set of tasks, together with its accompanying marking guidelines, only if all criteria were adequately met in all tasks. The findings summarised below show the overall compliance and the levels of compliance of the SBA tasks per criterion.

2.3.1 Overall compliance of SBA tasks

SBA tasks are expected to comply in all respects with the set criteria. Table 2B indicates the compliance levels of SBA tasks for seven learning areas, per criterion, after first moderation.

Table 2B: Compliance of SBA tasks per criterion at first moderation

No.	Criterion	None	Limited	Most	All
1	Adherence to assessment guidelines	0	0	3	4
2	Content coverage	0	0	3	4
3	Cognitive demand	0	0	4	3
4	Language and bias	0	0	1	6
5	Formulation of instructions and questions	0	0	5	2
6	Quality and standard of SBA tasks	0	0	3	4
7	Mark allocation and marking guidelines	0	0	7	0
8	Use of assessment forms and methods	0	0	4	3
9	Internal moderation	0	0	5	2
Total		0	0	35	28
Percentage compliance		0%		100%	

Table 2A, above, shows that none of the seven sets of SBA tasks were non-compliant or had limited compliance with all the criteria. SBA tasks were either fully compliant or compliant in most respects with the set criteria.

2.3.2 Compliance of SBA tasks per criterion

The compliance levels of SBA tasks for the seven learning areas varied per criterion. The following comments about the SBA tasks moderation process were based on compliance with each criterion at first moderation, with information derived from external moderation, per learning area. Compliance refers to the ability to satisfy all the requirements (compliance in all respects), as stipulated by Umalusi and the assessment guidelines of the assessment body. A comparison of compliance levels with this criterion in 2017 can be made only for LCEN4 and MLMS4, since BAA assessed the other five learning areas for the first time in 2018.

a) Adherence to the Assessment Guidelines

The SBA tasks of four learning areas were compliant in all respects with this criterion at first moderation. Three learning areas, HSSC4, NATS4 and SMME4, met most of the requirements of this criterion. The challenges Umalusi moderators found in the three learning areas included: content not being covered sufficiently; questions that were not balanced in terms of cognitive skill; mark allocation that was not aligned with expected responses; and errors found in marking guidelines.

The compliance levels of LCEN4 and MLMS4 were similar to those of 2017 at first moderation, with the SBA tasks of both learning areas again being fully compliant with this criterion at first moderation.

b) Content Coverage

Content was fully covered in the SBA tasks of four out of seven learning areas at first moderation. The SBA tasks of EMSC4, LCEN4, LIFO4 and MLMS4 complied in all respects with this criterion; while those of HSSC4, NATS4 and SMME4 were compliant in most respects. Challenges included unit standards that were under-assessed, i.e. below the tolerance range (NATS4 and SMME4); and one unit standard that was over-assessed, i.e. more than the tolerance range (HSSC4).

The content covered in the SBA tasks for both LCEN4 and MLMS4 were fully compliant with the assessment guidelines at first moderation in 2017.

c) Cognitive Demand

There were three SBA tasks that met all the requirements of this criterion when they were submitted for external moderation. These were EMSC4, LCEN4 and MLMS4. The SBA tasks of four learning areas complied in most respects with the cognitive demand criterion. Umalusi moderators identified that questions were not spread among the three cognitive levels as per the requirements in the assessment guidelines. There were more lower-order questions (NATS4, SMME4 and LIFO4) and very few questions that required reasoning. The opposite was true with HSSC4, where higher-order questions exceeded the requirements of the assessment guidelines.

The SBA tasks of MLMS4 were compliant in most respects with this criterion and LCEN4 tasks were fully compliant at first moderation in 2017.

d) Language and Bias

The SBA tasks of six of seven learning areas complied fully with the use of language without bias at first moderation. The SBA tasks of only one learning area (HSSC4) complied in most respects only, because of a politically sensitive statement (assignment) and a cartoon that was biased against certain population groups.

The SBA tasks for both LCEN4 and MLMS4 were compliant in all respects with the language and bias criterion at first moderation in 2017. The language used in the activities was unambiguous, inoffensive and showed no bias.

e) Formulation of Instructions and Questions

The SBA tasks of only two of seven learning areas complied with all the requirements of this criterion. These learning areas were LCEN4 and LIFO4. There were questions and instructions that were vague in the SBA tasks of five learning areas. Other questions were ambiguous and could have caused confusion.

There was an improvement in the compliance level of LCEN4 SBA tasks at first moderation, when compared with 2017. In 2017, both LCEN4 and MLMS4 SBA tasks were compliant in most respects with this criterion: there was no improvement in the compliance level of the MLMS4 tasks.

f) Quality and Standard of SBA Tasks

Four learning areas were fully compliant with the quality and standard of tasks criterion at first moderation. These were EMSC4, LCEN4, LIFO4 and MLMS4. The SBA tasks of three learning areas (HSSC4, NATS4 and SMME4) complied with most requirements for this criterion. Challenges experienced in the SBA tasks for three learning areas included instructions that were not clear, some ambiguous questions, cluttered layout of the tasks, errors in the marking guidelines and poor quality of internal moderation.

In both LCEN4 and MLMS4, the compliance of SBA tasks with this criterion in 2017 was 80% (compliant in most respects) at first moderation. Both learning areas showed improvement in the quality of SBA tasks at first moderation in 2018.

g) Mark Allocation and Marking Guidelines

The SBA tasks for all seven learning areas did not comply fully with the mark allocation and marking guidelines criterion. In four out of seven learning areas mark allocation was not accurately done: marks allocated did not align with the effort needed to work out responses. In the marking guidelines there was one incorrect response in each of the following: Assignment (EMSC4), Investigation (MLMS4) and Worksheet (NATS4).

In 2017, the SBA tasks of LCEN4 and MLMS4 complied with most requirements of this criterion at first moderation. This shows improvement in compliance at first moderation in 2018.

h) Use of Assessment Methods and Forms

In three out of seven learning areas, the SBA tasks were 100% compliant with the use of assessment methods and forms at first moderation. The other four learning areas were compliant in most respects. In the LCEN4 SBA task, the marking guideline was used but the nature of the task required the use of a rubric.

The SBA tasks of both LCEN4 and MLMS4 were fully compliant with the use of assessment methods and forms at first moderation in 2017. The LCEN4 task therefore showed a decline in compliance in 2018.

i) Internal Moderation

When SBA tasks are submitted for external moderation, it is expected that internal moderation has been conducted thoroughly by the assessment body. At first moderation, the SBA tasks for only two learning areas (LCEN4 and LIFO4) were compliant in all respects with the internal moderation criterion. The SBA tasks for the other five learning areas (EMSC4, HSSC4, MLMS4, NATS4 and SMME4) were compliant in most respects with this criterion.

Umalusi moderators identified the following challenges with the quality of internal moderation in five learning areas: there were technical and language errors (HSSC4 and SMME4) that should have been identified by an internal moderator. Three responses in the marking guidelines of the test (NATS4 and MLMS4) and two in the Journal Entry (EMSC4) were incorrect.

When compared with the compliance levels of 2017, both LCEN4 and MLMS4 met most requirements for this criterion. There was an improvement in the compliance of LCEN4 SBA tasks at first moderation in 2018, but the compliance of MLMS4 tasks remained the same.

k) Approval of SBA Tasks

When the SBA tasks were approved all challenges identified at first moderation had been resolved. The SBA tasks for all learning areas were fully compliant with all the criteria.

2.4 Areas of Good Practice

The following areas of good practice were noted:

- An overall improvement in the quality of SBA tasks for LCEN4 and MLMS4 when they were submitted for external moderation;
- The texts chosen and language used in most SBA tasks were without bias; and
- BAA used different assessment methods and forms in developing SBA tasks for all seven learning areas.

2.5 Areas of Non-compliance

The following were identified as areas of non-compliance:

- There were errors in the marking guidelines of SBA tasks submitted for external moderation in three learning areas;
- The SBA tasks and their marking guidelines did not comply fully with the internal moderation criterion;
- Examiners and internal moderators had been unable to set questions across different cognitive levels in the SBA tasks for four learning areas;
- Content coverage was not in line with the requirements of the assessment guidelines for the SBA tasks of three learning areas at first moderation;
- SBA tasks for LCEN4 that required to be marked using a rubric were submitted with a marking guideline at first moderation; and
- Instructions were vague and questions were ambiguous in SBA tasks for three learning areas at first moderation.

2.6 Directives for Compliance and Improvement

The BAA must act on the following directives:

- The BAA must strengthen the training of examiners and internal moderators and focus on the following aspects:
 - Setting of questions at different cognitive levels;
 - The use of language in questions;
 - Internal moderation of tasks;
 - Importance of content coverage; and
 - Clarity of instructions and questions.

2.7 Conclusion

The BAA assessed five new learning areas for the November 2018 GETC: ABET Level 4 examinations; examiners set SBA tasks for the new learning areas for the first time. There were minor challenges in the SBA tasks submitted for external moderation. The quality of internal moderation needs improvement. The SBA tasks and their respective marking guidelines were submitted to Umalusi with errors that should have been identified during internal moderation. The BAA must continually train examiners and internal moderators so that they are acquainted with the requirements of the quality assurance criteria.

CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

3.1 Introduction

Site-based assessment (SBA) is a compulsory component of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) qualification. SBA contributes 50% towards the final mark in the GETC: ABET L4 qualification.

The assessment body sets and internally moderates SBA tasks. Students present their responses to approved SBA tasks in a portfolio of evidence. An assessment body must moderate the evidence of students' work in the SBA portfolios internally, before these are submitted to Umalusi for external moderation.

The external moderation of SBA is an important quality assurance process. Umalusi moderated SBA portfolios to:

- Verify whether SBA portfolios were quality assured by the assessment body;
- Ensure that SBA portfolios comply with the assessment guidelines of the assessment body and that they meet the standard set by Umalusi; and
- Verify the quality and standard of work done by students and facilitators responsible for the GETC: ABET Level 4 qualification assessed by the Benchmark Assessment Agency (BAA).

3.2 Scope and Approach

The BAA increased the number of learning areas they assess, from two in 2017 to seven in the November 2018 GETC: ABET Level 4 examinations. Table 3A below indicates the learning areas with SBA portfolios moderated for the November 2018 GETC: ABET L4 examinations.

Table 3A: Learning areas with SBA portfolios moderated for the November 2018 GETC: ABET L4 examinations

No.	Learning Areas	Code
1	Communication in English	LCEN4
2	Economic and Management Sciences	EMSC4
3	Life Orientation	LIFO4
4	Mathematical Literacy	MLMS4
5	Natural Sciences	NATS4
6	Small, Medium and Micro Enterprises	SMME4
7	Human and Social Sciences	HSSC4

Umalusi externally moderated the SBA portfolios on-site at the BAA offices from 28 November to 2 December 2018. The BAA conducted their moderation of SBA portfolios a week before Umalusi externally moderated them. Umalusi moderators sampled a minimum of five student portfolios from more than one learning site. In NATS4 only one

site, which had submitted 12 SBA portfolios, was moderated. Information on learning sites and the number of portfolios sampled is indicated in Table 3B below.

Table 3B: Learning sites and number of SBA portfolios sampled

Learning sites	Number of moderated SBA portfolios per learning site						
	LCEN4	EMSC4	MLMS4	NATS4	SMME4	LIFO4	HSSC4
Frances Vorweg School	5		5	12	6	5	5
Modikwa	5						
Sizanani Plastics		3					
Nchafatso Training Programme		5	5		5		5
Kopanang VMR						5	
Total	10	8	10	12	11	10	10

Umalusi moderators evaluated the 71 SBA portfolios using the quality assurance of assessment instrument for the moderation of SBA portfolios. The SBA moderation instrument takes into account the following seven criteria:

- Adherence to assessment guidelines (AG);
- Internal moderation;
- Structure and content of portfolios;
- Implementation of assessment tasks;
- Student performance;
- Quality of marking; and
- Overall qualitative evaluation of sample.

The external moderation focused on the quality and standard of the implementation of the SBA by adult education and training (AET) providers that were internally moderated by BAA. SBA portfolios were evaluated based on how the quality indicators of each criterion were met and on the overall impression of the SBA portfolios.

3.3 Summary of Findings

The findings summarised below show the overall compliance of SBA portfolios and the levels of compliance of SBA portfolios per criterion.

3.3.1 Overall compliance of SBA portfolios

SBA portfolios are expected to comply in all respects with the set criteria. The compliance of the portfolios sampled from the five learning sites are as indicated in Table 3C below.

Table 3C: Quantitative analysis of learning sites moderated per criteria

		Compliance frequency [91 instances]			
		None	Limited	Most	All
1	Adherence to AG	0	0	4	9
2	Internal moderation	0	1	3	9
3	Structure and content of portfolios	0	0	5	8
4	Implementation of assessment tasks	0	0	2	11
5	Student performance	0	0	7	6
6	Quality of marking	0	4	4	5
7	Overall qualitative evaluation	0	0	11	2
		0	5	36	50
Total		5		86	
Percentage		5%		95%	

Table 3C above shows that there were five instances (5%) of limited compliance with all seven criteria. No instances of non-compliance were found in the five sampled learning sites.

3.3.2 Compliance of SBA portfolios per learning area

Despite the overall compliance indicated in Table 2C above, the levels of compliance per criteria varied considerably per learning area and per learning site.

3.3.3 Compliance of SBA portfolios per criteria

The following section discusses the findings on the compliance of SBA portfolios of each learning site, per criterion. The findings are based on information observed from the SBA portfolios submitted for external moderation by the assessment body. Compliance refers to the learning site's ability to satisfy all the requirements (compliance in all respects), as stipulated in Umalusi's moderation instrument. Figure 3A below indicates the overall compliance of SBA portfolios per criterion.

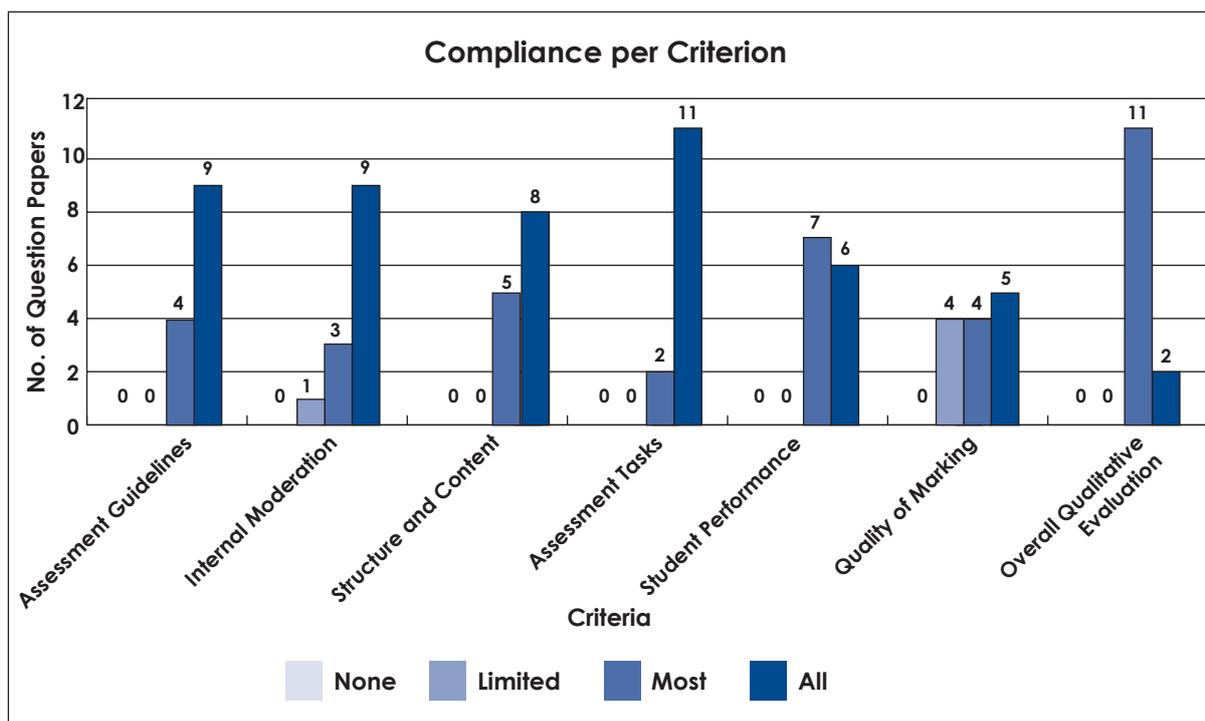


Figure 3A: Overall compliance of SBA portfolios

a) Adherence to the Assessment Guidelines (AG)

The AG prescribes the various policies, assessment and planning documents that should be contained in the lecturer's portfolios. From Figure 2A above, it is clear that the SBA portfolios of nine out of 13 moderated learning sites complied fully with the AG. The SBA portfolios of only four out of 13 complied in most respects. Non-compliance resulted from learning sites not submitting the required documents.

b) Internal Moderation

Figure 2A shows that SBA portfolios from three out of 13 learning sites complied in most respects. Only one learning site (Modikwa Centre) showed limited compliance with internal moderation (in LCEN4). SBA portfolios of nine out of 13 learning sites were fully compliant with the internal moderation criterion.

c) Structure and Content of SBA Portfolios

The structure and content evidence verified externally differed per learning area and per learning site. In eight learning sites, the SBA portfolios were fully compliant. The students' portfolios were presentable, neat and well structured. In the other five learning sites, SBA portfolios were compliant with this criterion in most respects. SBA portfolios were, in some cases, not neat and not properly structured; and copies of identity documents and declaration forms were not included.

d) Implementation of Assessment Tasks

In all 13 learning sites the implemented SBA tasks were in line with the assessment plans. All SBA tasks were implemented. The BAA is commended for the efforts made to

support learning sites in the implementation of SBA tasks. BAA developed training video and supporting documentation that is designed to ensure effective implementation of SBA at sites of learning.

e) Student Performance

The SBA portfolios of six of the 13 learning sites were fully compliant with this criterion. There was evidence that students interpreted the tasks correctly and they were able to respond to questions of different levels of difficulty. In seven of the learning sites, the student portfolios met most requirements of this criterion. The students appeared to have difficulty in interpreting some tasks. In HSSC4, students' responses met the expectations and demands of the assignment, project, worksheet and test. Student could not set good questions on a topic, which led to a poorly written report by two students in an investigation. In SMME4, two out of five students failed Task 2 and Task 3. The responses of these students did not meet the expectations and demands of the tasks.

f) Quality of Marking

The quality of marking in EMSC4 and NATS4 was good. Markers in these learning areas were accurate and consistent and marked according to the marking guidelines. In three of the five sampled learning sites there was limited compliance with the quality of marking, in LCEN4, SMME4 and HSSC4. Differences in marks resulted from incorrect mark allocation, incorrect adding of marks or non-conformance with the marking guideline. In all other learning areas the marking was compliant in most respects, with minor marking errors.

g) Overall qualitative evaluation of the sample

The overall result, for six out of seven learning areas, was that the SBA portfolios of the moderated sample were compliant in most respects with the criterion. The SBA portfolios for EMSC4, where both learning sites were evaluated, showed compliance in all respects.

3.4 Areas of Good Practice

The following were noted as good practice:

- The implementation of SBA showed full adherence to the AG;
- The internal moderation of SBA portfolios was conducted on a separate date to the marking process. There was sufficient time to do justice to this process;
- The overall internal moderation at assessment body level was of the required quality and standard; and
- The overall quality of the structure and uniformity of portfolios was of the required standard.

3.5 Areas of Non-compliance

The following were identified as non-compliance:

- SBA portfolios did not fully comply fully with the AG of the assessment body in three learning areas; and
- Poor quality of marking in LCEN4, SMME4 and HSSC4.

3.6 Directives for Compliance and Improvement

The BAA is required to ensure that:

- Learning sites with SBA portfolios that showed non-compliance with the AG are closely monitored; and
- Learning sites receive ongoing training in marking SBA tasks.

3.7 Conclusion

There was an improvement in the management of SBA implementation and moderation of SBA had improved when compared to November 2017. Moderating SBA portfolios on a date different from that of marking allowed the BAA enough time to do justice to the process. There was evidence of good quality internal moderation. The findings were encouraging; however, the verification process indicated that some learning sites were not fully compliant with criteria. Such non-compliance poses a risk to the credibility of the SBA mark, which contributes 50% towards the final mark per learning area. The BAA was commended for progress made in capacity building; and the development of a training video and supporting documentation that is designed to ensure effective implementation of SBA at sites of learning.

CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT THE EXAMINATIONS

4.1 Introduction

Umalusi is mandated to undertake the monitoring of the state of readiness to conduct examinations for the qualifications that are registered on the General and Further Education Qualifications Sub-framework (GFETQSF).

The purpose of conducting the verification of the state of readiness of the Benchmark Assessment Agency (BAA) to conduct the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations was largely to:

- Gauge the level of preparedness of the BAA to conduct the November 2018 GETC: ABET Level 4 examinations;
- Track the progress made in addressing the directives for compliance and improvement issued after the 2017 GETC: ABET Level 4 examinations;
- Verify whether the BAA has systems in place to ensure the integrity of the November 2018 GETC: ABET Level 4 examinations; and
- Report on any shortcomings identified during the evaluation and verification of the BAA systems.

In 2018 Umalusi reconceptualised the approach to carrying out the state of readiness processes, and this approach is detailed in 4.2 below.

4.2 Scope and Approach

Umalusi's approach to the state of readiness verification process differed from that of previous years, from a once-off audit visit to a three-phase process that concentrated on a risk management based approach.

Phase 1

The BAA was required to submit the following:

- a) Improvement plans and progress reports based on the directives for compliance issued in 2017;
- b) Their annual management plan for the 2018 examinations; and
- c) A completed self-evaluation instrument.

Phase 2

- a) Umalusi conducted a desktop analysis of the submitted documents;
- b) A risk profile of the BAA's preparedness to conduct, administer and manage the November 2018 GETC: ABET Level 4 examinations was determined;
- c) The analysis highlighted areas that might compromise the credibility of the GETC: ABET Level 4 examinations.

Phase 3

This phase of the summative evaluation was conducted on-site at the BAA premises. It was critical, in that it ensured that all the risks identified were understood and mitigated prior to the commencement of the writing of examinations.

Since BAA is still in the process of achieving full accreditation, Umalusi conducted full-scale verification on its state of readiness to conduct the GETC: ABET L4 examinations. The BAA offices and the printing site were visited to verify all processes. Umalusi verified evidence based on the information provided in the self-evaluation report.

The processes entailed various methods that included, among others, observation, interviews, evidence-based verification of documents and testing of systems.

4.3 Summary of Findings

The summary of findings below was captured following a focus-areas sequence, as prescribed in the instrument for monitoring the state of readiness.

4.3.1 Registration of Candidates and Examination Venues

a) Registration of Candidates

Candidate registration had been finalised by the time of Umalusi's on-site verification visit. It was indicated that there had been a major improvement in the registration process. Candidates were required to sign a preliminary schedule of entries after verifying the correctness of their information. The BAA did not experience any challenges during this process, across its clientele.

Table 4A below provides the number of BAA candidates registered for the November 2018 GETC: ABET Level 4 final examination.

Table 4A: Number of candidates enrolled (Data provided by BAA)

Number of candidates	Number of candidates granted concessions
585	4

Concessions were granted according to criteria outlined in the Guidelines for Concession for 2016–2018. The BAA completed all applications for concessions for the November 2018 examinations and this evidence was available for verification.

b) Registration of Examination Venues

The BAA audited a sample of examination centres where the November 2018 examinations were to be written. An annual agreement that details examination requirements was signed with examination venues. BAA was to use 25 examination centres, classified as low-, medium- and high-risk, as per self-evaluation information.

Table 4B below provides the number of BAA examination centres registered for the November 2018 GETC: ABET Level 4 examination and their risk levels.

Table 4B: Number of examination centres per category (Data provided by BAA)

Low risk	Medium risk	High risk
29	4	6

The BAA had strict measure in place to deal with those examination centres with a history of examination irregularities. The directive issued had highlighted that such examination centres would be disallowed as examination centres for the November 2018 examinations should measures not be taken.

4.3.2 Conduct of Internal Assessment

The BAA demonstrated its levels of stability, and progress, by setting systems for assuring internal assessment quality. It had developed and implemented a site-based assessment (SBA) policy, which was shared with its clientele. Evidence of face-to-face support in implementing SBA that was submitted to examination centres was available to Umalusi for verification. The BAA had also developed a video to train facilitators on the required content of, and how to compile, facilitator files.

The BAA management plan for moderating SBA marks was verified. Umalusi noted that the management plan did not specify step-by-step activities of the moderation process.

A detailed report on the monitoring and moderation of internal assessment is provided in the respective chapter of the quality assurance of assessment report.

4.3.3 Printing, Packaging and Distribution of Examination Materials

BAA outsourced the printing of examination question papers and related materials to a service provider. At the time of the Umalusi audit, the printing process for the November 2018 examination had not begun. Umalusi verified an updated service level agreement (SLA) that clearly indicated processes to be followed in the printing, packaging and distribution of examination question papers.

In addition, a detailed management plan was in place for the printing process. The BAA presented a detailed security plan to be adopted for all movement of the question papers. It was highlighted that question papers would be transferred to the printing facility via an encrypted M-file system.

Question papers would be pre-sealed at the printing facility, as per a packing list provided to the printing facility. The BAA quality assurance manager would monitor the printing facility. The security systems at the printing facility were adequate to protect the integrity of the process. This included 24-hour surveillance cameras and a fingerprint-verified access system. No evidence was presented to verify the vetting of personnel involved in the printing process.

The BAA would use a storage area at the printing facility as the distribution point for question papers. The question papers would be distributed to the examination centres by a BAA-appointed courier company during the first week of November 2018. All delivery vehicles would be monitored.

4.3.4 Conduct of Examinations

It was found that the BAA had developed systems to ensure effective conduct and administration of the examinations. The chief invigilators had been appointed and were to undergo online training on the conduct of examinations and would thereafter train their teams of invigilators. The BAA presented a plan to monitor the online training attendance and this responsibility was assigned to the BAA quality assurance manager.

As part of strengthening its quality assurance processes, the BAA had developed a video as a resource to assist chief invigilators in managing the examination process.

The BAA plan included the deployment of five monitors for the November 2018 examinations. In the verification interview, the BAA presented its plan to implement improved criteria for the appointment of regional monitors and evidence was submitted of a monitoring instrument that had been developed. At the time of the Umalusi verification audit, the BAA was finalising the appointment and training of monitors, an activity scheduled for completion by 1 November 2018. A detailed monitoring plan for the November 2018 examinations was submitted as part of the required evidence.

4.3.5 Selection and Appointment of Marking Personnel

The BAA contracted a pool of marking personnel for five years. Markers for the November 2018 GETC: ABET Level 4 examinations were to be appointed from the available pool, with novice markers selected from among the Level 1–3 markers. Marker selection was due to be completed by 27 October 2018.

A marking plan and a reviewed marking manual were verified. The BAA identified a marking venue outside its office premises for the current examinations, and agreement was to be signed by the end of October 2018. The chief invigilators and internal moderators were to compile reports on the marking process, as per a monitoring report template. The BAA had identified 23 personnel to be involved in the 2018 marking process, a breakdown of which is provided in Table 4C.

Table 4C: Breakdown of marking personnel (Provided by BAA)

Centre manager	Chief Markers	Internal Moderators	Markers	Examination Assistants
1	3	7	11	2

All markers would be trained using the BAA marking manual and management of irregularities manual. Internal moderators and examination assistants would be responsible for quality assuring the marking process and were to be trained by the BAA. Marking was to be conducted over two days, from 1 December, at a new centre that would be conducive to the process.

4.3.6 System for Capturing of Marks

The BAA appointed two capturing staff for the current examination. A management plan, training manual for capturers and electronic Examinations Management System were available for inspection. The electronic system has a built-in mark verification system and only the CEO of BAA may implement any corrections. The BAA was to use a double-capturing system to ensure accuracy.

Candidates would be certified as per Umalusi regulations after due process of the examination. The BAA assured Umalusi that the quality of the standardisation booklets would be improved, as per an Umalusi directive.

4.3.7 Management of Examinations Irregularities

The BAA had developed procedures for handling irregularities as part of its Policy for External Examination 2016. In terms of this, the Examination Irregularity Committee (EIC) consists of the CEO, quality assurance manager, logistics and certification manager. In implementing a recommendation of 2017, Umalusi officials would be included as observers. The management of irregularities forms part of the training sessions of chief invigilators and invigilators. The BAA would develop a schedule of EIC meetings. Where there are no irregularities, no meeting would be held and all members would be notified.

4.4 Areas of Good Practice

The following areas of good practice were noted:

- The BAA had detailed policies and plans in place, and there was evidence that plans would be implemented;
- The registration of candidates was completed on time;
- The BAA developed a video as a resource for chief invigilators;
- The online training of chief invigilators and invigilators was to be monitored by the quality assurance manager of the BAA;
- The BAA management's willingness to learn and implement innovation was noted with appreciation; and
- All but one of the directives of 2017 were addressed.

4.5 Areas of Non-compliance

The following areas of non-compliance were noted:

- The management plan for SBA moderation did not specify step-by-step activities of the process;
- Policy and/or guidelines for the capturing of marks were not available; and
- Personnel involved in the examination process were not vetted for security clearance.

4.6 Directives for Compliance and Improvement

The BAA is required to ensure that:

- The management plan for SBA should include step-by-step activities of the moderation process;
- The policy and/or guidelines for the capturing of marks is in place; and
- The examination management system should include a process of vetting of officials involved in the printing process.

4.7 Conclusion

The findings indicated that the BAA was at an acceptable and satisfactory level of compliance of readiness to conduct the November 2018 GETC: ABET Level 4 examinations.

The BAA were to be commended for the introduction of systems and processes to address the directives provided after the November 2017 examinations and the introduction of innovative systems to uphold and improve the integrity of the GETC examinations. The BAA is to take account of the directives as noted in this report (see 4.6) and report to Umalusi on full compliance to administer the November 2018 GETC examinations.

CHAPTER 5 SELECTION, APPOINTMENT AND TRAINING OF MARKING PERSONNEL

5.1 Introduction

Umalusi is required to ensure that the quality and standard of all the assessment practices associated with the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations are maintained. Inconsistency in the marking of GETC: ABET L4 scripts decreases the fairness and reliability of marks awarded to candidates, and therefore threatens the validity of the examinations. Therefore the appointment of competent marking personnel is an imperative for assessment bodies and Umalusi.

The purpose of this process was to audit/verify the quality of marking personnel appointed and to monitor the training of marking personnel involved in the marking and moderation of marking of the GETC: ABET Level 4 examinations. Benchmark Assessment Agency (BAA) conducted the selection and appointment of marking personnel on 3 November 2018. It was the first time that Umalusi had conducted an audit of the appointment of BAA marking personnel.

5.2 Scope and Approach

Umalusi conducted an audit of individuals selected and subsequently appointed to undertake the marking of the examinations for this qualification. The verification process was conducted by analysing the applicants' curriculum vitae against the BAA selection criteria.

To conduct the audit, Umalusi randomly sampled markers, internal moderators and chief markers selected to mark each of the learning areas. The total number of marking personnel appointed per learning area was determined based on the number of candidates registered per learning area.

Table 5A below presents the learning areas and the number of applications audited.

Table 5A: Learning areas and the number of applications audited

Learning area	Number of applications audited	Appointment
Economic and Management Sciences	1	Internal moderator
Communication in English	2	Internal moderator and marker
Mathematical Literacy	2	Internal moderator and chief marker
Small, Medium and Micro Enterprises	1	Chief marker
Natural Sciences	1	Internal moderator
Human and Social Sciences	1	Internal moderator

5.2.1 Criteria for the Appointment of Marking Personnel

Applicants to be considered for appointment as marking personnel had to meet the criteria listed below. Applicants must:

- Have at least three years' teaching experience in the relevant learning area in ABET Level 4 or equivalent;
- Occupy a teaching, lecturing, training or facilitator post at an educational institution or be an official of the Department of Higher Education and Training (DHET) involved in the learning area applied for;
- Have the necessary language proficiency and subject competency to mark the relevant examination answer scripts;
- Submit a curriculum vitae showing tertiary qualifications;
- Submit a copy of certificate, diploma or degree qualification in Education. A certificate or diploma in Adult Education and Training (AET) Education would be advantageous;
- Submit evidence of assessor and/or moderator training;
- Submit evidence that a foreign applicant's qualifications were evaluated by SAQA;
- Submit work permit or any relevant documentation that allows the individual to work legally in South Africa; and
- Be willing to attend training organised by BAA.

Prospective candidates to be appointed as examination assistants were expected to include proof of their registration at a recognised institution of higher learning in their application.

5.3 Summary of Findings

The BAA has a pool of examiners and internal moderators contracted to develop and moderate AET Level 1-4 question papers. Marking personnel were selected from this pool of examiners and internal moderators. The following section discusses the findings of the verification audit.

5.3.1 Total Number of Marking Personnel Appointed

BAA selected and appointed 21 marking personnel (markers, chief markers and internal moderators) from the pool of contract workers. At the time of the audit, examination assistants had not yet been appointed. The actual number of scripts to be marked would determine the number of examination assistants appointed. Table 5B below shows the number of marking personnel appointed by BAA, per learning area, to mark the November 2018 GETC: ABET Level 4 examinations.

Table 5B: Appointed marking personnel per learning area

Learning area	Registered candidates	Marker	Internal moderator	Chief marker	Total
Mathematical Literacy	195	3	1	1	5
Communication in English	208	3	1	1	5
Life Orientation	60	1	1	1	3
Economic and Management Sciences	24	1	1	N/A	2
Small, Medium and Micro Enterprises	40	1	1	N/A	2
Human and Social Sciences	38	1	1	N/A	2
Natural Sciences	20	1	1	N/A	2
Total	585	11	7	3	21

5.3.2 Submission of Requisite Documents

Each contracted employee had a file that contains all requisite personal documents, as stipulated in the selection criteria. Marking personnel appointed by BAA were required to sign a contract that stipulated the conditions of their employment, such as the period employed, position appointed and the duration of their contract of employment.

5.3.3 Qualifications of Applicants

All appointed marking personnel verified by Umalusi were in possession of relevant qualifications as stipulated by the BAA criteria. From the sample, the appointed marking official with the highest Education qualification was the chief marker of Mathematical Literacy (MLMS4) who holds a Bachelor degree in Education, majoring in Mathematics. The marking official with the lowest qualification was the internal moderator of Communication in English (LCEN4), with an Adult Basic Education and Training (ABET) certificate.

5.3.4 Teaching Experience

Nine marking personnel were sampled and all had indicated in their curriculum vitae that they had extensive teaching experience. The least teaching experience was six years and the highest, 31 years.

5.3.6 Marking Experience

Marking experience held by individuals sampled ranged from six years to 31 years.

5.3.7 Training of Marking Personnel

BAA appointed a consultant to assist with the training of their appointed markers. Training was conducted on 3 November 2018 and took the whole day. The Umalusi official who monitored the training session verified the training material. Marking and moderation of candidates' scripts and moderation of site-based assessment (SBA) portfolios were discussed during training.

The purpose of the training was to equip the marking personnel in order to improve the quality of marking and moderation. The training focused on the following aspects:

- Principles of marking;
- Moderation of marking;
- Controlling the flow of scripts;
- Identification and management of Irregularities;
- Moderation of SBA portfolios; and
- Transfer of marks.

5.4 Areas of Good Practice

The following were noted:

- BAA had clear selection criteria for the appointment of marking personnel;
- All marking personnel that were audited met the set criteria; and
- Training covered important aspects of the marking and moderation processes.

5.5 Areas of Non-compliance

None.

5.6 Directives for Compliance and Improvement

None

5.7 Conclusion

The process of appointing marking personnel was properly conducted and all sampled marking personnel appointed met the requirements set by the BAA. Training was well conducted and the aspects covered in the training were relevant. Scheduling the training of marking personnel was scheduled close to the marking date to ensure effective implementation of what had been learned.

CHAPTER 6 MONITORING OF WRITING AND MARKING

6.1 Introduction

Umalusi monitored the writing and marking of the November 2018 General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations, conducted by the Benchmark Assessment Agency (BAA). It is within Umalusi's mandate to provide oversight of the conduct, administration and management of examinations.

BAA provided Umalusi with the following:

- Learning area registration data that indicated the number of centres registered and the physical addresses of the centres; and
- The name of the marking centre, the physical address and the dates of marking.

6.2 Scope and Approach

Ten examination centres that administered the BAA GETC: ABET L4 examinations were sampled for monitoring by Umalusi during their writing phase in November 2018. The monitoring of the writing took place from 13–21 November 2018. This was followed by monitoring of marking, on 1 December 2018.

Table 6A below provides details of the examination centres, the provinces, monitoring dates, the learning areas monitored, number of candidates and the marking centre monitored.

Table 6A: Examination centres monitored for the writing of examinations

No.	Province	Centre	Date	Learning area	Candidates
1	Gauteng	Frances Vorweg School	21 Nov 2018	Small, Medium and Micro Enterprises	17 (Registered) 17 (Wrote)
2		Fresenius Kabi	20 Nov 2018	Communication in English	8 (Registered) 8 (Wrote)
3		Immaculata Centre (Sisters of Mercy)	20 Nov 2018	Communication in English	5 (Registered) 5 (Wrote)
4		Nchafatso Training Programme Centre	16 Nov 2018	Economic and Management Sciences	24 (Registered) 23 (Wrote)
5		University of Pretoria	20 Nov 2018	Communication in English	2 (Registered) 2 (Wrote)
6	Eastern Cape	Siyaloba Training Academy	20 Nov 2018	Communication in English	23 (Registered) 17 (Wrote)
7	Limpopo	Bana Ba Thari	13 Nov 2018	Mathematical Literacy	61 (Registered) 52 (Wrote)

No.	Province	Centre	Date	Learning area	Candidates
8	Mpumalanga	Modikwa AET	20 Nov 2018	Communication in English	13 (Registered) 13 (Wrote)
9	North West	Harmony Moab	15 Nov 2018	Life Orientation	11 (Registered) 6 (Wrote)
10		Hernic Ferrochrome Mine	20 Nov 2018	Communication in English	6 (Registered) 6 (Wrote)
Marking Centre monitored					
	Gauteng	Spaces Cnr 12th Avenue and Rivonia Road, Rivonia		1 December 2018	

Umalusi gathered data from the monitors who had observed and recorded examination and marking processes, interviewed chief invigilators and the marking centre manager and recorded verbal responses at the sampled examination centres and marking centre. Documents used for the conduct, administration and management and of examinations were verified and observations recorded. This report provides the findings gathered by Umalusi during the monitoring of the writing and the marking phase of the GETC: ABET L4 examinations administered by the BAA.

6.3 Summary of Findings

The section below provides a summary of the findings of the monitoring of the writing and marking of examinations.

6.3.1 Monitoring the writing of examinations

Table 6B summarises the findings of the levels of compliance of examination centres in each key monitoring area gauged according to the monitoring instrument. The level of performance of each examination centre, with regard to compliance with given key monitoring areas, is also provided.

Table 6B: Compliance level in each key monitoring area, per centre monitored

Key Monitoring area/ centres	Examination centres									
	Frances Vorweg School	Fresenius Kabi	Immaculata Centre (Sisters of Mercy)	Nchafatso Training Programme Centre	University of Pretoria	Siyaloba Training Academy	Bana Ba Thari	Modikwa AET	Hernic Ferrochrome Mine	Harmony Moab
Preparation for the examination	100	81	100	94	88	69	94	88	100	94
Invigilators and their training	75	100	75	75	100	75	100	100	100	75
Preparations for writing	93	93	93	100	93	71	100	100	100	93
Time management of activities	92	92	69	100	92	54	92	92	92	85
Activities during writing	100	100	88	100	100	88	100	100	100	100
Packaging and transmission of scripts after writing	90	100	100	90	90	67	100	100	70	100
TOTAL	550	566	525	559	563	424	586	580	562	547
AVERAGE %	92	94	88	93	94	71	98	97	94	91

a) Preparation for the examination

Nine of ten monitored examination centres complied with the criterion on preparation for the examination by more than 69%. The centre with the lowest compliance percentage, of 69%, was Siyaloba Training Programme Centre, Eastern Cape.

Question papers were securely sealed in the official BAA lockable plastic bags when they were received at the examination centres and were opened in front of the candidates. In six out of ten centres monitored, the examination material was stored in a safe or strong room and the keys were kept by the chief invigilator. In a centre where there was no safe or strong room, secure storage in a training manager's lockable cabinet was arranged.

The low compliance level was a result of the following:

- There was no state of readiness report at Siyaloba Training Academy and Harmony Moab;
- The chief invigilator reported that verification of the state of readiness was done telephonically; and
- There was no safe or strong room installed at one centre.

b) Invigilators and their training

Five out of ten monitored centres complied 100% with this criterion while the other five centres had 75% compliance. The reasons for compliance being below 100% were a lack of evidence of recent training of the chief invigilators and invigilators; and letters of appointment were not current at Siyaloba Training Academy Centre and Harmony Moab. Training was last conducted in 2016 and the letters of appointment were dated 2017. At Immaculata Centre and Nchafatso Training Programme Centre, compliance was 75%; due to the fact the principals of the examination centres not having been appointed as the chief invigilators.

c) Preparations for writing

Four out of ten centres monitored were 100% compliant with this key monitoring area. These centres were Nchafatso Training Programme Centre, Bana Ba Thari, Modikwa AET and Herculite Ferrochrome Mine. Invigilators admitted candidates to the examination rooms at least 30 minutes prior to the commencement of the examination. Examination timetables and relief timetables were available. Candidates were seated according to seating plans, which were available at all centres. Six centres achieved at least 70% compliance: there were no invigilation or relief timetables (Siyaloba Training Academy and University of Pretoria), no attendance registers for invigilators (Siyaloba Training Academy) and no absentee forms (Harmony Moab). At Immaculata and Harmony Moab examination centres, candidates were admitted to the examination room only 15 minutes and 20 minutes, respectively, before the commencement of the examination.

d) Time management of activities during the examination

Nchafatso Training Programme Centre complied fully with the criteria.

Compliance at all centres included candidates being issued with the official answer books and the examination rules being read. Examinations started on time at the ten examination centres monitored and no candidates arrived late. Candidates finished before the official end time in seven of the ten examination centres. In nine of ten examination centres, question papers were opened in front of the candidates. At one examination centre, Siyaloba Training Academy, question papers were opened the day before the scheduled date of the examination. It was reported that the same irregularity had occurred with the Mathematics question paper.

The question papers were handed out only eight minutes before the starting time of the examination at Immaculata Centre. In two examination centres, the invigilators did not check question papers for technical accuracy with the candidates (Siyaloba Training Academy and Harmony Moab). In three examination centres the candidates were not given ten minutes' regulated reading time (Siyaloba Training Academy, Immaculata Centre and Frances Vorwerk School). The correctness of information on the cover page of the answer book was not verified at Siyaloba Training Academy.

e) Activities during writing

Ninety percent of the examination centres complied fully with this key monitoring area. As mentioned earlier, however, the question papers were not opened in the presence of the candidates at Siyaloba Training Academy.

The invigilators were active and vigilant at all examination centres monitored.

f) Packaging and transmission of scripts after writing

Five of ten examination centres complied fully with this key monitoring area: Fresenius Kabi, Immaculata Centre, Harmony Moab, Bana Ba Thari and Modikwa AET. The other five centres complied with a level of at least 67%. The most common aspect with which most examination centres did not comply was the writing of a situational report.

In all ten examination centres, the number of candidates' answer scripts corresponded with the number of candidates on the mark sheet. In nine examination centres, candidates' answer scripts were sealed in front of the Umalusi monitor. At Siyaloba Training Academy this was delayed to await the arrival of answer scripts from another centre. In all ten centres, scripts were transported either on the same day or the day following the examination, as per arrangements between courier services and the BAA.

g) Monitoring by the assessment body

BAA monitored at the Immaculata, Modikwa AET and Harmony Moab examination centres during the current examination cycle. There were no issues raised in the monitoring reports of the assessment body. Seven other centres were not monitored during this examination cycle. Siyaloba Training Academy was last monitored by BAA in 2016.

6.3.2 Monitoring the marking of examinations

The marking centre provided learning area information as reflected in Table 6C below. The table indicates the learning areas, the number of scripts received and the number of personnel appointed for marking.

Table 6C: Learning area information

Learning Area and Number of Scripts		Marking Personnel appointed for marking			
	Number of scripts received	Chief Markers	Internal Moderators	Markers	Examination Assistants
Mathematical Literacy	211	1	1	1	2
Life Orientation	57	1	1	0	0
Economic and Management Sciences	26	1	1	0	0
Language, Literacy and Communication: English	229	1	1	5	3
Human and Social Sciences	38	0	1	0	0

a) Preparation and planning for marking

This process was conducted according to marking instructions developed by BAA. The planning for marking was well organised.

The marking centre manager had an overall examination-monitoring plan and specific marking plans, which were implemented. Marking was scheduled for 1–2 December 2018. The management team and all marking personnel reported for duty on 1 December 2018. The marking guidelines approved by Umalusi were kept at the BAA head office and the marking team was exposed to the guidelines at least five days before the marking process began.

b) Marking centre and centre resources

BAA used the venue, Spaces, in Rivonia Road, as the marking centre for five of the seven learning areas assessed. (The other two learning areas were marked at BAA offices). Five rooms were allocated as marking venues for the five learning areas and one more room was used as a script control-room. The environment for marking was very conducive for marking and the entire facility was well resourced.

Local, experienced markers were appointed since there were a small number of scripts. Therefore there were no markers that were accommodated at the marking centre. The marking centre operated from 08:00 until 18:00 on the first day and from 08:00 until late on the second day, to allow for completion.

The scripts remained in the marking rooms for the duration of marking. It was noted that scripts were allowed to be moved only from the marking venues to the data-capturing room. The capturing of marks commenced on 3 December 2018 and was scheduled to take two days. Data capturing would be carried out as planned.

c) Security measures provided

Good security measures were implemented. It was noted that:

- There were two security guards on duty; they were both at the main entrance. The parking was in the lockable basement. When one security guard left to open the parking gate, the other security guard remained at the main entrance;
- The security guards stationed at the main entrance controlled access to the marking centre;
- The cars were not checked when they entered and left; however, visitors were required to sign in at the entrance;
- The marking centre was equipped with an alarm system, a strong room, a small safe, a burglar-proof door and a fire extinguisher, all of which were in good working condition;
- Script-tracking forms were signed by both the issuer and the receiver of scripts, which ensured that all scripts were accounted for during marking;
- The scripts were transported to the marking centre by courier services with security guards;
- All marking and BAA personnel wore nametags bearing the BAA logo.

d) Handling of irregularities

The management of irregularities was a key focus area and BAA was found to be strict in this regard. The chief marker trained all the markers on what constituted an irregularity and the procedures to be followed when an irregularity was detected. The procedure manual was available to the monitor as evidence. BAA had an Irregularity Committee comprised of the Chief Executive Officer, the Quality Assurance Manager and the Logistics Manager. According to the procedure document studied by the monitor, irregularities were to be reported to the Irregularity Committee when detected and allowed for due process to be followed.

There were no registered and reported irregularities at the time Umalusi monitored the marking processes.

e) Monitoring conducted by the assessment body

The executive management of BAA and BAA staff managed and monitored all processes at the marking centre from start to finish.

6.4 Areas of Good Practice

The following areas of good practice were noted:

- The activities for preparation for writing and the writing process were executed effectively, as was the case for the November 2017 examinations;
- Marking was done under strict supervision. The atmosphere at the venue was peaceful and allowed for uninterrupted focus; and
- A comprehensive examination guideline document that covered all the processes was available.

6.5 Areas of Non-Compliance

Criteria	Nature of non-compliance	Examination centre Implicated
Preparation for the examination	Verification by the assessment body for the availability of necessary facilities was done telephonically. There was no state of readiness report available.	Siyaloba Training Academy Harmony Moab
Invigilators and their training	Training of the chief invigilator and the invigilators, was done in 2016, the letter of appointment dated 2017. Letters of appointment of the chief invigilator and the invigilators not available	Siyaloba Training Academy Harmony Moab Frances Vorwerg School
Preparations for writing	No invigilation nor relief timetable	Siyaloba Training Academy and University of Pretoria
	No attendance register to be signed by the invigilators	Siyaloba Training Academy
	No absentee forms	Hernic Ferrochrome Mine Harmony Moab Nchafatso Training Programme Centre
	Candidates admitted to the examination room 15 minutes before the commencement of the examination	Immaculata Centre
	Candidates admitted to the examination room 20 minutes before the commencement of the examination	Harmony Moab

Criteria	Nature of non-compliance	Examination centre Implicated
Time management of activities during the examination	No verification of correctness of information on the cover page of the answer book.	Siyaloba Training Academy
	Question papers opened a day before the examination	Siyaloba Training Academy
	Invigilators did not check the question papers with candidates for technical accuracy	Siyaloba Training Academy Harmony Moab
	Regulated reading time before writing not given to candidates	Siyaloba Training Academy Immaculata Centre Frances Vorwerg School.
	Question papers were not distributed on time	Immaculata Centre Harmony Moab
Activities during writing	Irregularity occurred: examination question papers were opened a day before the examination	Siyaloba Training Academy
Packaging and transmission of scripts after writing	No situational report completed by the chief invigilator	Hernic Ferrochrome Mine Fresenius Kabi
Monitoring by the assessment body	The assessment body last monitored the examination centre in 2016	Siyaloba Training Academy

6.6 Directives for Compliance and Improvement

The BAA must ensure that:

- The training of chief invigilators and invigilators is strengthened and closely monitored to ensure full compliance with the conduct, management and administration of examinations policies; and
- Examination centres are monitored on a regular basis to confirm compliance.

6.7 Conclusion

There was an improvement in the general administration and management of the 2018 examinations compared to November 2016 and 2017. However, there were still a number of areas of concern that must be addressed during the training of chief invigilators and invigilators. For example, the incident that occurred at Siyaloba Training Academy where question papers were opened a day before the writing of the examination posed a threat to the integrity and credibility of the examinations.

Based on the findings observed during the monitoring of marking, it can be deduced that BAA planning and administration, conduct and management of both the writing and marking were carried out in line with all examination requirements.

In November 2017, there were no directives for compliance and improvement and there was no official erratum on the day of the examination, which indicated a job well executed by the BAA. Again, in November 2018, the BAA marking processes were well managed and in accordance with the management plan developed for marking and the expectations for quality service delivery. The assessment body deserved to be commended.

CHAPTER 7 QUALITY ASSURANCE OF MARKING

7.1 Introduction

The quality assurance of marking conducted for the Benchmark Assessment Agency (BAA) was comprised of two processes: the standardisation and approval of the final marking guidelines; and the verification of the marking of candidates' scripts.

Standardisation of marking guideline meetings provide a platform for markers, examiners, internal moderators and Umalusi external moderators to discuss expected responses to each question of the question paper being written for the examination. The meetings ensure that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included in the final marking guidelines.

Participants were expected to engage in discussions and agree on the expected responses before the final marking guidelines were approved.

Verification of marking is the quality assurance process conducted by Umalusi to ascertain that marking is conducted fairly and that marking guidelines are applied consistently in all learning areas. The verification of marking evaluates adherence to the standardised marking guidelines approved by Umalusi during marking guideline discussion meetings. The purpose of verifying the marking is to:

- Determine whether the approved marking guidelines are adhered to and consistently applied;
- Determine whether mark allocation and calculations are accurate and consistent;
- Ascertain whether internal moderation was conducted during marking;
- Identify possible irregularities; and
- Confirm that marking is fair, reliable and valid.

In addition, Umalusi moderators checked candidates' scripts for possible irregularities.

7.2 Scope and Approach

The standardisation of marking guidelines for the November 2018 General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examinations was conducted on 28 November 2018 and 01 December 2018. Marking guidelines for seven learning areas were standardised. Those for NATS4 and SMME4 were conducted at the BAA offices in Rivonia. The BAA conducted the standardisation of marking guidelines for the other five learning areas at Spaces, in Rivonia, on 1 December 2018. The seven learning areas assessed by BAA are indicated in Table 7A.

Table 7A: Learning areas assessed by BAA.

No.	Learning areas	Learning area code
1	Communication in English	LCEN4
2	Economic and Management Sciences	EMSC4
3	Human and Social Sciences	HSSC4
4	Life Orientation	LIFO4
5	Mathematical Literacy	MLMS4
6	Natural Sciences	NATS4
7	Small, Medium and Micro Enterprises	SMME4

Umalusi deployed one moderator per learning area to monitor the standardisation of marking guidelines. Umalusi moderators monitored the standardisation of marking guidelines process and reported on the findings using the quality assurance instrument for the monitoring of the standardisation of marking guidelines. The instrument required moderators to report findings using the following criteria:

- Attendance at marking guideline meetings of internal moderators, examiners and markers;
- Verification of question papers;
- Preparation for the standardisation of marking guidelines;
- Standardisation of marking guidelines process;
- Training at the standardisation of marking guidelines meetings; and
- Approval of the final marking guidelines.

Umalusi moderators attended the standardisation of marking guidelines meetings to monitor the proceedings, give guidance where needed, take final decisions and approve the final marking guidelines to be used during the actual marking.

After the standardisation of marking guidelines, Umalusi conducted verification of marking in all seven learning areas.

Verification of marking was conducted on 28 and 29 November 2018 for SMME4 and on 29 and 30 November 2018 for NATS4. Verification of marking for the other five learning areas was conducted on 1 and 2 December 2018. Umalusi selected samples of scripts for verification while the marking process was in progress. The selected samples were representative of different levels of achievement. On-site verification of marking also enabled markers to implement recommendations by Umalusi moderators immediately while marking was in progress.

Umalusi moderators conducted the verification of marking and reported on the findings using the quality assurance instrument for the verification of marking. The instrument focuses on the following criteria:

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

7.3 Summary of Findings

The section below summarises the findings on the standardisation of marking guidelines and the verification of marking conducted by Umalusi on the BAA processes.

7.3.1 Standardisation of Marking Guidelines

To gauge the success of the standardisation of marking guideline meetings, Umalusi moderators checked attendance, preparation and the rigour with which the meetings were conducted. This section reports on the findings of the standardisation of marking guidelines as observed by Umalusi moderators regarding compliance with each criterion.

a) Attendance of Marking Personnel

BAA requires that all marking personnel appointed to mark the candidates' scripts for the GETC: ABET L4 examinations attend the standardisation of marking guideline meetings of the learning areas. Internal moderators, chief markers and markers for all seven learning areas attended the meetings. LCEN4 and MLMS4 had the highest enrolments and, consequently, the highest number of marking personnel (five per learning area).

b) Verification of Question Papers

One of the responsibilities of Umalusi moderators was to verify that the question paper written by candidates was the one that was approved by Umalusi during the moderation process. This was done at the beginning of the process in all seven learning areas. All Umalusi moderators confirmed that the question papers for the seven learning areas assessed by BAA were those approved by Umalusi. Similarly, all the accompanying marking guidelines were the correct versions.

c) Preparations for the Standardisation of Marking Guidelines

In preparation for standardising the marking guidelines, BAA sent the written question papers to the appointed marking personnel, through email, a week before the standardisation of marking guideline meetings. The aim was to enable marking personnel to familiarise themselves with the question papers. The marking personnel had to acknowledge the receipt of question papers. Two days later, BAA sent dummy scripts (one per learning area), together with the marking guidelines, to the marking personnel to practise marking on their own. On the day of the meeting, the marking personnel brought the marked dummy scripts to the marking centre (referred to as set A).

d) Standardisation of Marking Guidelines Process

At the marking centre the centre manager briefed the marking team on the expectations, principles and procedures governing standardisation of the marking guidelines.

The internal moderator chaired the meeting in one learning area (HSSC4) and chief markers chaired the six other learning areas.

After the briefing session, the chairperson of each learning area checked whether all marking personnel had prepared before the meeting. Marked set A scripts were used to discuss any differences in mark allocation by marking personnel.

Responses to questions in the marking guidelines for the seven learning areas were rigorously discussed to establish their correctness and to elicit other relevant and acceptable alternative responses. Final decisions on accepting or rejecting amendments were taken. Most amendments made were to correct responses in the marking guidelines and incorporated alternative responses.

Amendments made to the marking guidelines did not influence the cognitive levels of the question papers since they provided only alternative responses and corrections to alternative responses in the marking guidelines. Annexure B indicates the amendments made to the marking guidelines in all learning areas. The changes were justified and ensured that candidates would not be unfairly disadvantaged. Ultimately, the standardisation process improved the quality of the marking guidelines.

In all the meetings participants were actively involved in the discussions. This was an indication that sending participants the written examination question paper and marking guidelines prior to the meetings enabled them to prepare properly for these meetings.

The role of Umalusi moderators during this process was to:

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

e) Training at the Standardisation of Marking Guideline Meeting

After discussions relating to the marked dummy scripts (set A), a second set of dummy scripts (set B) was used to ensure that all marking personnel were competent to apply the standardised marking guidelines accurately.

7.3.2 Verification of Marking

Verification of marking is a rigorous process that Umalusi conducts after candidates' scripts have been marked and quality assured by the chief markers and internal moderators of the assessment body. Compliance per criterion by the BAA on the marking processes, as reported by Umalusi moderators, is summarised in the following section of this report.

a) Adherence to the Marking Guidelines

Markers adhered to the marking guidelines in six of the seven learning areas. Umalusi reported that SMME4 markers were not consistent in their marking. Incorrect responses were marked correct and some correct responses were marked as incorrect. This was conspicuous in Questions 3 and 4. This had been identified earlier, during internal moderation of scripts. Umalusi moderators observed that inconsistent marking had been addressed during internal moderation.

In MLMS4, additional alternative answers were included in the marking guideline after discussion and consensus was reached. This took place while marking was in progress. Minor deviations (differences of between one and two marks between marker/internal moderator and Umalusi moderator) were picked up in all moderated scripts in NATS4. There were minor deviations in LCEN4 of between one and three marks, in Section B (Creative Writing), where markers had used a rubric. All deviations to marking guidelines were corrected by re-marking all affected scripts.

In HSSC4, internal moderator picked up a variation that was above acceptable tolerance range in two scripts. Corrective measures were taken immediately to resolve this.

b) Quality and Standard of Marking

Umalusi moderators reported that marking was, generally, consistent in all learning areas, with minor deviations in a few scripts. Marks were allocated appropriately and accurately in most scripts and internal moderation was thoroughly conducted. Challenges were identified in SMME4 in the early stages of marking and this was corrected.

Marking was fair and there were very few instances of inconsistencies among the markers. Addition and transfer of marks was conducted accurately with very few errors. Verification of totals and transfer of marks assisted in rectifying such errors.

c) Irregularities

There were no irregularities identified during the marking of scripts in all learning areas. Umalusi moderators confirmed that the marking personnel were vigilant in checking scripts for any possible irregular behaviour.

d) Candidate Performance

The verification of marking process requires that external moderators report on candidate performance per question for the sampled scripts. The results of this exercise provide information on where candidates performed well and where they experienced challenges in responding to questions. The section below provides a summary of the average performance per question per learning area. This was based on sampled scripts.

i) Life Orientation

In LIFO4 verification of marking was conducted on a sample of 20 scripts. Figure 7A below shows that candidates performed well in all questions. The highest performance (70%) was in Questions 1, 4 and 7. Question 1 was comprised of questions at all three cognitive levels. The lowest average performance was evident in Question 6 (52%). The question paper for this learning area had nine questions.

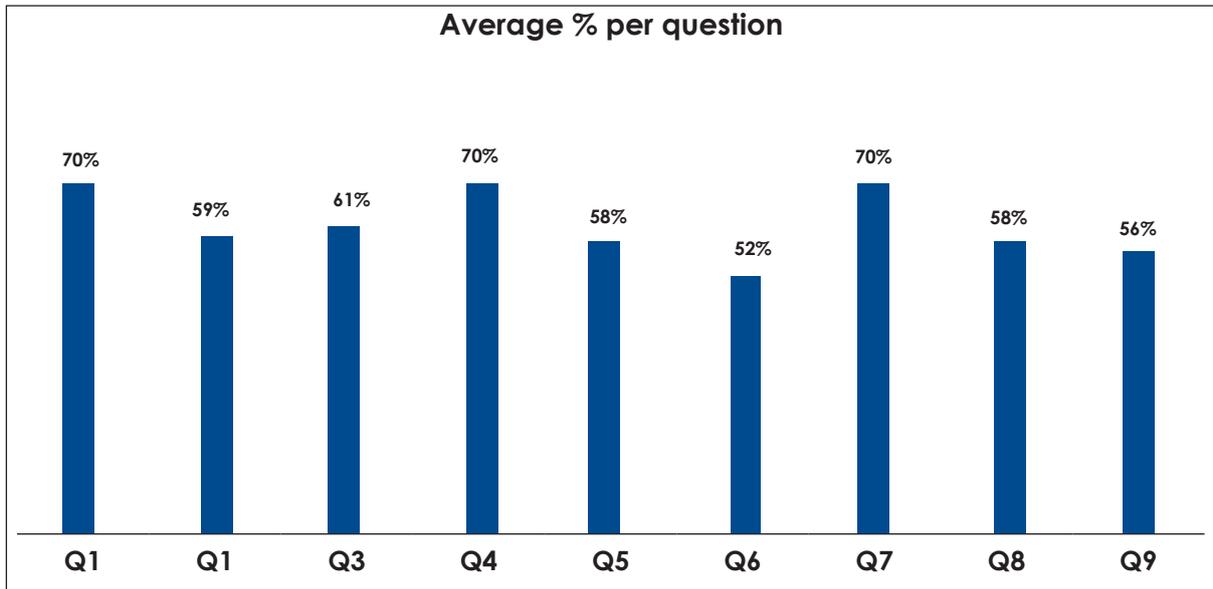


Figure 7A: Candidate performance per question – LIFO4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	1	1	1	5	4	2	6	0

The mark distribution table above indicates that of the 20 scripts verified, six candidates scored between 80%-89%. Two candidates scored below 40%, which is the minimum mark for a pass. The highest score recorded was 86% and the lowest, 26%. Eighteen of 20 candidates met the pass requirement in this learning area.

ii) Mathematical Literacy

Verification of marking was conducted on 20 scripts. Question 3 had the highest average performance (50%) and Question 5 the lowest (25%). There were seven questions in the MLMS4 question paper. Average performance per question is illustrated in Figure 7B below.

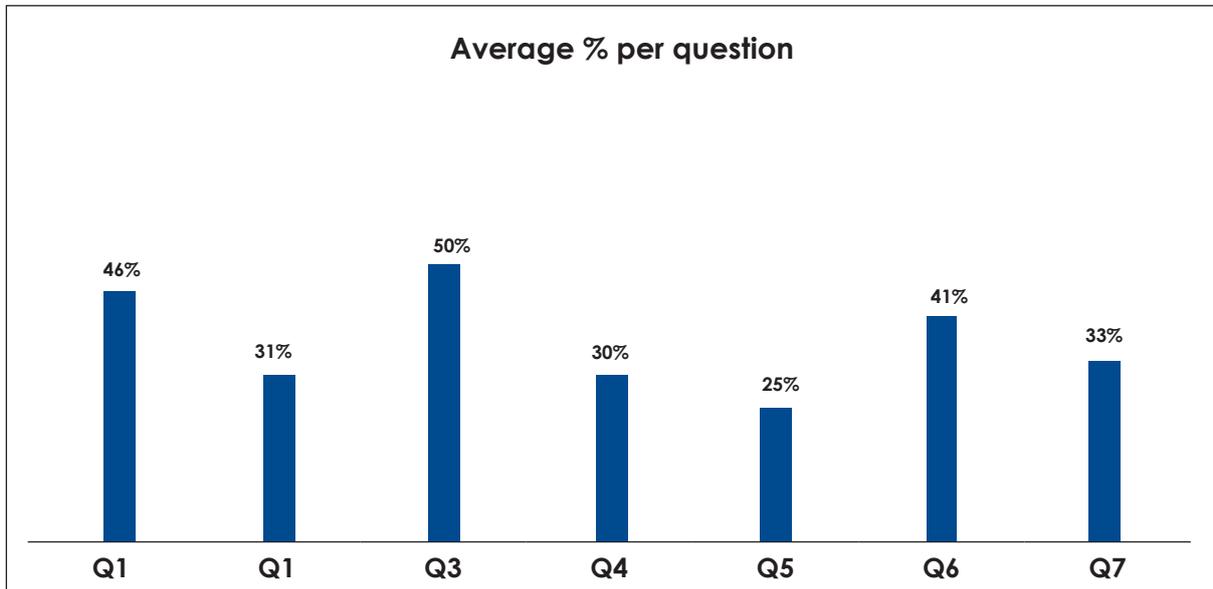


Figure 7B: Candidate performance per question MLMS4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	3	1	2	8	1	1	0	1	0

The mark distribution table indicates that one candidate obtained a mark between 80%-89%. Eleven candidates achieved above 39% and nine achieved below 40%. Of the sampled scripts, three candidates achieved less than 10%. The lowest mark was 4% and the highest, 84%.

iii) Economic and Management Sciences

Umalusi verified the marking of 26 scripts. Figure 7C shows that an average performance of 65% in Question 1 and 62% in Question 5 were obtained. The lowest performance average was in Question 4 (20%), which examined Accounting. This question paper contained five questions.

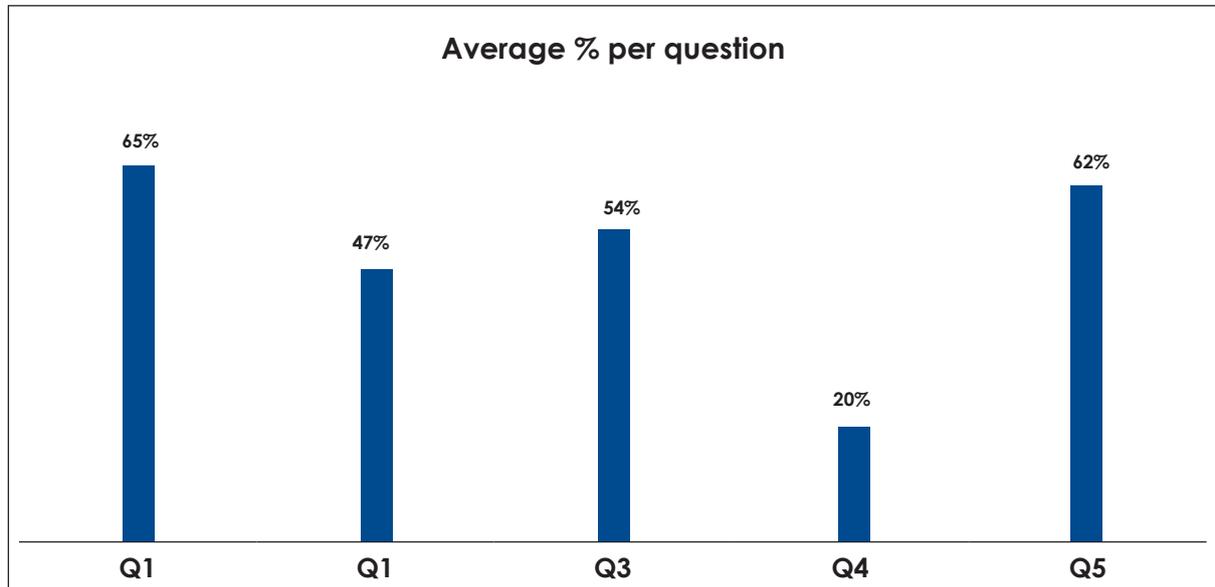


Figure 7C: Candidate performance per question – EMSC4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	2	8	6	7	3	0	0

The mark distribution table shows that 24 candidates achieved 40% and above, which means that 24 out of 26 candidates included in the sample met the pass requirements for the learning area. The highest achievement was 74% and the lowest was 32%.

iv) Natural Sciences

Umalusi verified 17 candidates' scripts for NATS4. The highest performance average was 56%, in Question 1. Of the five questions in the paper, candidates obtained the lowest average performance (29%) in Question 4.

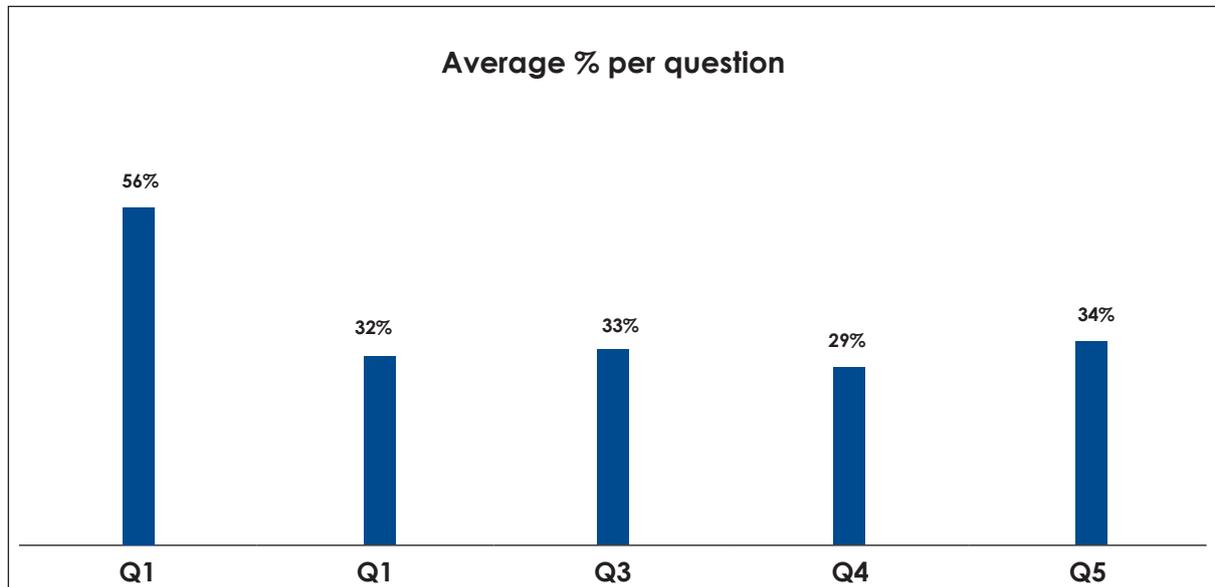


Figure 7D: Candidate performance per question – NATS4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	3	5	6	3	0	0	0	0

The mark distribution table shows that nine candidates achieved 40% and above. No candidate achieved 80% and above, and eight candidates scored under 40%. The lowest achievement was 21% and the highest, 53%.

v) Small, Medium and Micro Enterprises

In SMME4, verification of marking was conducted on a sample of 20 scripts. Figure 7E below shows that candidates performed well in all questions. The highest average performance (65%) was in Question 1 and the lowest (45%) in Question 3. There were only three questions in this learning area.

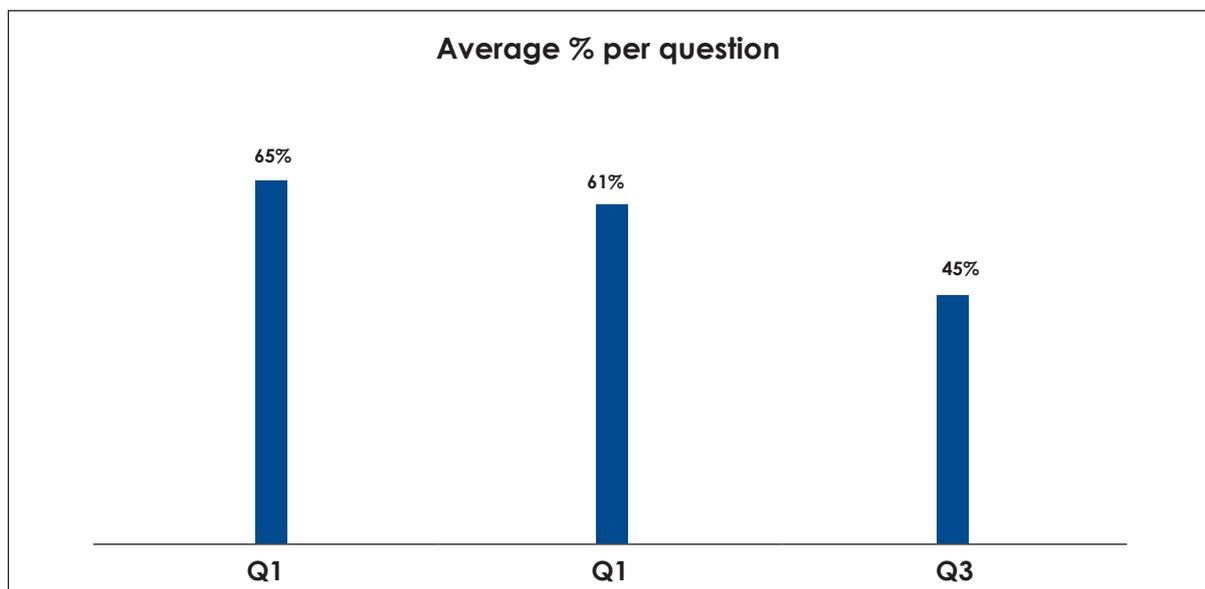


Figure 7E: Candidate performance per question – SMME4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	1	0	4	4	8	2	1	0

The mark distribution table indicates that one candidate achieved between 80%-89% and none achieved below 10%. Of the 20 sampled scripts, only one candidate achieved a mark under 40%. The highest mark obtained was 89% and the lowest was 15%.

vi) Human and Social Sciences

Umalusi verified 20 scripts for HSSC4. Candidates obtained the highest average performance, of 77%, in Question 1; and the lowest average, of 32%, in Questions 4 and 8. Question 1 was mainly multiple-choice. Question 4 was based on civilisation and candidates were required to fill in missing words. Question 8 was based on unemployment, crime and the role of the justice system. The question paper had eight questions.

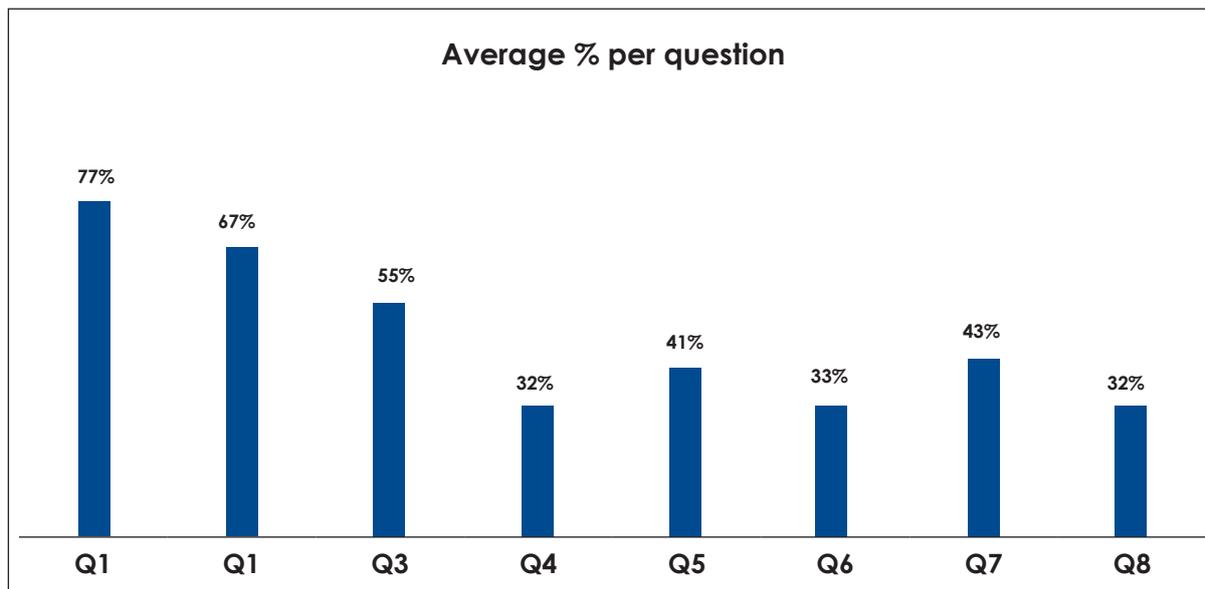


Figure 7F: Candidate performance per question – HSSC4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	0	6	5	4	2	0	0	1

The mark distribution table indicates that of the 20 sampled scripts, one candidate achieved above 90% and two candidates achieved below 20%. Twelve candidates achieved a score of 40% and above. The highest achievement was 96% and the lowest was 15%.

vii) Communication in English

For LCEN4 a sample of 30 scripts had their marking verified. Figure 7G indicates the highest average performance (72%) was achieved in Question 1, a comprehension exercise. This was an improvement on the average of 59% for this question in the sample moderated in November 2017 examination. The lowest average performance of 46% was for Questions 2 and 3. Question 2 was based on advertisements and Question 3 assessed poetry. These two questions required candidates to explain, comment or offer an opinion. The question paper had six questions.

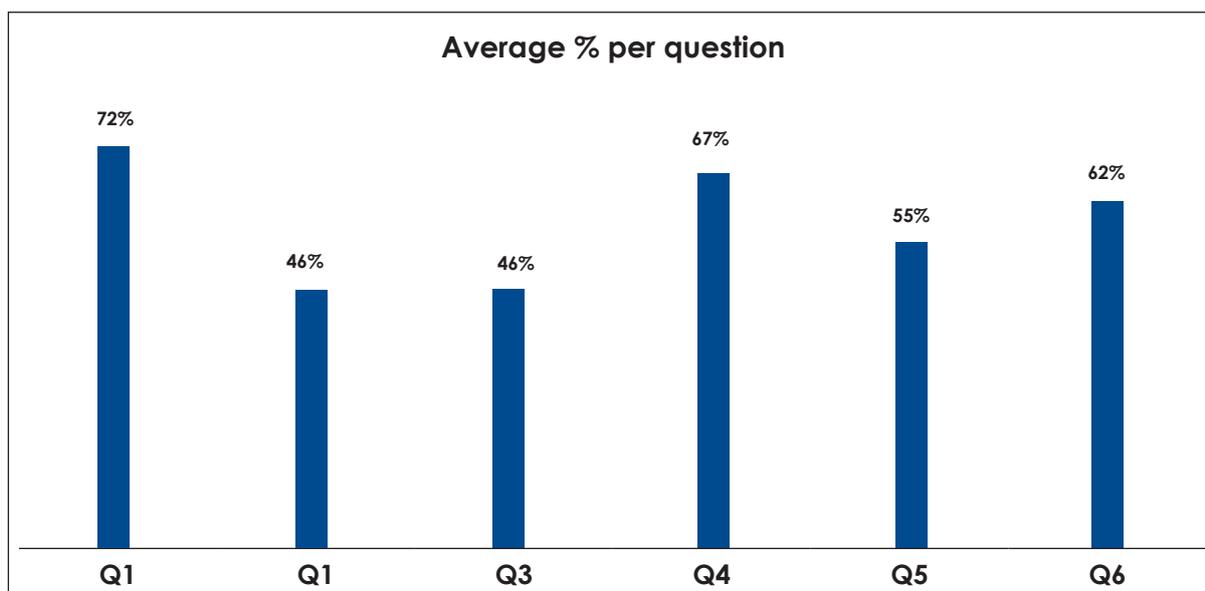


Figure 7G: Candidate performance per question – LCEN4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	0	7	7	8	7	1	0

The mark distribution table indicates that of 30 scripts sampled, none of the candidates achieved less than 40%. One candidate achieved above 80%. Candidate with the highest performance scored 81%. The lowest score was 41%.

7.4 Areas of Good Practice

The following was noted as good practice:

- Two sets of dummy scripts were used in all seven learning areas, one before and one after the discussions, to train markers;
- Effective internal moderation led to improved marking, e.g. SMME4;
- There was vigilant checking of answer scripts for possible irregularities; and
- Consistent marking with minimal deviations in marking and moderation was evident.

7.5 Areas of Non-compliance

None.

7.6 Directives for Compliance and Improvement

None.

7.7 Conclusion

The marking guideline discussions were intended to improve the quality of the marking guidelines for the seven learning areas. The purpose was also to ensure that all possible alternative responses were included so candidates would not be unfairly disadvantaged by rigidity in the marking guidelines. All appointed marking personnel attended the meeting, were prepared and participated fully in discussions. The process served its intended purpose.

The verification of marking conducted by Umalusi concluded that marking was done fairly and internal moderation was conducted thoroughly. The standard of marking was good in all seven learning areas. Marking personnel were vigilant in checking for irregularities. The BAA was commended for a marking process that was well conducted.

CHAPTER 8 STANDARDISATION AND RESULTING

8.1 Introduction

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in a given context, by considering possible sources of variability other than learners' ability and knowledge. In general, variability may be a function of the standard of question papers, quality of marking and many other related factors. It is for that reasons that examination results are standardised to control their variability of from one examination sitting to the next.

Section 17A (4) of the GENFETQA Act of 2001 as amended in 2008 states that the Council may adjust raw marks during the standardisation process.

In broad terms, standardisation involves verification of subject structures and capturing of marks and the computer system used by an assessment body. It also involves the development and verification of norms, the production and verification of standardisation booklets in preparation for the standardisation meetings. During standardisation, qualitative inputs from external moderators, internal moderators, monitoring reports, intervention reports presented by the assessment bodies and the principles of standardisation are used to inform decisions. The process is concluded with the approval of mark adjustments per Learning Area, statistical moderation and the resulting process.

8.2 Scope and Approach

The Benchmark Assessment Agency (BAA) presented seven learning areas, namely Mathematical literacy, Life Orientation, Human and Social Sciences, Economic and Management Sciences, Natural Sciences, Small Medium and Micro Enterprises and Language Literacy and Communication in English for the October/November 2018 GETC: ABET Level 4 Examinations for standardisation. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

8.2.1 Development of the Historical Averages

Historical averages for GETC: ABET Level 4 examinations are developed using previous five examination sittings. Once that is done, as per policy requirements, BAA submits to Umalusi historical averages or norms for verification purposes. In the case where a distribution contains outliers, the historical average is calculated excluding data from the outlying examination sitting. Umalusi applies a principle of exclusion when calculating the historical average for such Learning Areas. Finally, Umalusi takes into account historical averages during the standardisation process.

8.2.2 Capturing of Marks

Umalusi conducted verification of capturing of examination marks through a visit to the capturing centre. The capturing of marks at BAA took place at head office.

During the verification of the capturing of marks, Umalusi looked at the management of the capturing process, the systems used for the verification of the captured marks and the mechanisms to secure the process of the capturing of marks, amongst others.

8.2.3 Verification of Datasets and Standardisation Booklets

The BAA submitted standardisation datasets and electronic booklets as per the Umalusi management plan. The datasets were verified and approved timeously, as a result of which final standardisation booklets were printed in a timely manner.

8.2.4 Pre-standardisation and Standardisation

The pre-standardisation and standardisation meetings for GETC ABET Level 4 Examinations were held on the 17th of December 2018. Umalusi was guided by a myriad of factors, including qualitative and quantitative information to reach its standardisation decisions. Qualitative inputs included evidence-based reports presented by the DHET, reports of Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information is concerned, Umalusi considered historical averages and pairs analysis in connection with standardisation principles.

8.2.5 Post-standardisation

Beyond standardisation meetings, the BAA submitted the final adjustments and candidates' resulting files for verification and eventual approval.

8.3 Summary of Findings

8.3.1 Development of historical averages

The historical averages of GETC: ABET Level 4 examinations were developed using previous four examination sittings for Mathematical Literacy and Language Literacy and Communication: English. The BAA submitted the historical averages for verification in accordance with the Umalusi management plan. Since Life Orientation, Human and Social Sciences, Economic and Management Sciences, Natural Sciences and Small Medium and Micro Enterprises were presented for the first this year in October, fictitious norms were used. Therefore the standardisation decisions were informed to a large extent by the pairs analysis. There were no outliers identified for the Language Literacy and Communications in English and Mathematical Literacy.

8.3.2 Capturing of Marks

The capturing of marks was conducted in accordance with the BAA management plan. Despite unavailability of the guidelines/procedural manual on capturing of marks, the capturing of marks took place according to the guidelines narrated by the Manager: Resulting.

The capturing of marks is performed by two permanently employed data capturers. The data capturers have been trained to use the system by developer of the BAA's electronic examination systems. The system end user manual was provided as

evidence of training. The capturers received a refresher training at the start of the capturing process. The data capturers signed a non-disclosure agreement in January 2018 for the entire calendar year.

The BAA employs a double capturing method to verify accuracy of the captured marks. BAA's electronic examination management system has built-in mechanisms/ measures to ensure that the captured marks are verified before they can be processed and submitted to Umalusi for standardisation purposes. It is designed to ensure that a user cannot capture and verify what s/he has captured.

The capturing facility was subjected to under 24-hours security surveillance, and access thereto was controlled by access cards. However, the centre had no generator on standby to mitigate any possible power failures.

8.3.3 Verification of Datasets and Standardisation Booklets

The submitted standardisation datasets and electronic booklets for October/ November GETC ABET Level 4 Examinations conformed to the requirements as spelt out in the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy.

8.3.4 Pre-standardisation and Standardisation

Standardisation decisions were informed by qualitative reports of external moderators and examination monitors, as well as intervention reports presented by the assessment body.

As already indicated, the BAA presented seven Learning Areas for the standardisation, the decisions for the November 2018 GETC examinations were informed by trends in learner performance, the qualitative input, the historical average and pairs analysis. Eventually, all Learning Areas presented were standardised. The table 8A presents a summary of standardisation decisions made.

Table 8A: Standardisation decisions for GETC ABET Level 4

Description	Total
Number of Learning Areas presented	7
Raw marks accepted	6
Adjustments (mainly upwards)	0
Adjustments (mainly downwards)	1
Provisionally standardised	0
Not standardised	0
Number of Learning Areas standardised	7

8.3.5 Post-Standardisation

The adjustments were approved during the second submission. The statistical moderation and resulting files were verified and eventually approved after several submissions. The non-approval of the resulting datasets was because of incorrect moderation records for Mathematical Literacy and LLC: English involving two centres.

The differences encountered were because of the “include SBA” indicator, which BAA indicated as “N” for candidates marked as irregular. However, these errors were corrected and the records were subsequently approved.

8.4 Areas of Good Practice

The following areas of good practice were observed:

- The BAA submitted the standardisation datasets and electronic booklets within the stipulated timeframes.
- There are good controls in place to maintain and monitor the user access to the resulting system throughout the year; and
- The examination system has built-in mechanisms/measures to verify captured marks

8.5 Area of Non-compliance

The following areas of non-compliance were observed:

- The policy/guideline for the capturing of marks is not available.

8.6 Directives for Improvement and Compliance

The BAA must:

- Ensure that the procedural/ guideline/ policy documentation on capturing of marks is developed.

8.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform slight upward or downward adjustments were based on sound educational reasoning.

CHAPTER 9 CERTIFICATION

9.1 Introduction

Umalusi is mandated by its founding and amended General and Further Education and Training Quality Assurance (GENFETQA) Act (Act No. 58 of 2001) for the certification of student achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). These include the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET L4), a qualification at Level 1 on the NQF.

Certification is the culmination of an examination process with different steps conducted by an assessment body, in this instance Benchmark Assessment Agency (BAA). This process commences with the registration of students. After the candidate has written the examination, administered by the assessment body, the examination scripts are marked; the marks are processed and, only after quality assurance and approval by Umalusi, are students presented with individual Statements of Results. These are preliminary documents outlining the outcomes of the examination, issued by the assessment body. The Statement of Results is, in due course, replaced by the final document, a certificate, issued by Umalusi.

This chapter informs interested parties of the current state of the certification of student achievement for the GETC: ABET L4 for candidates registered to write the examinations through BAA.

9.2 Scope and Approach

In order to ensure that the data for certification are valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification. It is a requirement that all records for candidates who registered for the GETC: ABET L4 examinations are submitted to Umalusi for certification. These would also include records of the candidates who withdrew from the course/qualification (that is, candidates who registered to write examinations, but did not write any learning areas) as well as those who failed all learning areas (candidates who wrote the examination but did not pass any learning area).

Umalusi verifies and quality assures all the data received from BAA. The data submitted for certification must correspond with the quality assured and approved results after an examination. Where discrepancies are detected, BAA is obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that the candidates are not inadvertently advantaged or disadvantaged as a result of possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

The issuing of learning area certificates and confirmation of those candidates who have not qualified for any type of certificate close the examination cycle.

The certification cycle closes when the different learning area certificates obtained by a candidate are combined into a full certificate, for those who comply with the requirements.

The GETC: ABET L4 provides an opportunity for candidates to accumulate credits toward the qualification across a number of examinations. Each examination is certified and the candidate receives a learning area certificate for those learning areas passed.

As BAA administered examinations for seven learning areas in November 2018, an increase from November 2017 when they administered only two learning areas. Candidates wishing to achieve the GETC: ABET L4 qualification were in the past required to write the remaining learning areas through other assessment bodies.

The records submitted for certification of candidates for the period 1 October 2017 to 1 September 2018, compared with the resulting data, were used to inform this report.

9.3 Summary of Findings

During the standardisation and resulting processes it was found that BAA had made improvements and had complied with the guidelines for standardisation and resulting. It can be concluded that the registration and resulting modules conformed to the regulations.

The certification of student achievements had also been improved and candidate information submitted for certification was correct. The certification data was aligned with the approved results and certification could be performed without any trouble. Learning area certificates were issued to the successful candidates.

The following certificates were issued to candidates who wrote examinations through the BAA:

Table 9A: Certified results for the period 1 October 2017 to 30 September 2018 per examination

Examination Date	Learning Area Certificates	GETC: ABET L4	Failed All	Withdrawn
October 2017	87	0	32	22

9.4 Areas of Good Practice

The following areas of good practice were observed:

- Requests for certification were submitted electronically, as prescribed in the directives for certification;
- A dedicated unit processes the system administration and certification of student achievements;
- Only after standardisation and resulting of all student achievements had been processed and completed would BAA submit the certification request to Umalusi; and

- The requests for certification to Umalusi were closely monitored and a concerted effort was made to certificate all students who were due to be certified.

9.5 Areas of Non-compliance

None.

9.6 Directives for Compliance and Improvement

None.

9.7 Conclusion

The BAA showed substantial improvement in their certification processes, evident in the certification data that was submitted.

ANNEXURE A

NOVEMBER 2018 GETC: ABET LEVEL 4 COHORT PROFILE

Learning Area 1: Communication in English

A. GENERAL INFORMATION

Provider	Centre Name	Centre No.	Industry/ Occupation	Duration of Training	Type	F	M	Total	Age Range
Independent	Aqua Farming	112602	Agriculture	11 months	PT	0	2	2	54-56
Independent	Bana Ba Thari Academy	111670	Community Project	6 months	FT	20	9	29	20-43
Independent	BRITS Head Office (CRM Barplats)	112607	Mining	10 months	PT	3	4	7	20-59
Independent	BRITS Head Office (OTKV)	112608	Mining	10 months	PT	0	1	1	39-39
Independent	Frances Vorweg School	111623	Education	24 months	FT	7	10	17	18-21
Independent	GCRA Benoni	111610	Health	12 months	PT	2	2	4	40-56
Independent	GCRA Bloed Street	111662	Infrastructure Development	12 months	PT	6	5	11	36-55
Independent	GCRA Kopanong	111616	Education / Health	12 months	PT	8	4	12	31-60
Independent	GCRA Matthew Goniwe	111664	Infrastructure Development	12 months	PT	31	13	44	29-62
Independent	Modikwa AET Centre	111644	Mining	12 months	PT	12	1	13	23-40
Independent	Nchafatso Training Programme Centre	112615	Community Project	12 months	PT	19	5	24	17-43
Independent	NTE CO.(PTY) Limited Iswepe	111619	Forestry	12 months	PT	2	1	3	28-29
Independent	Siyaloba Training Academy	111657	Community Project	12 months	FT	12	4	16	18-35
Independent	Siyaloba Training Academy	111628	Community Project	12 months	FT	15	5	20	20-39
Independent	Tharisa Minerals	111666	Mining	6 months	PT	4	2	6	19-38
Media Works	ATNS ATA	112605	Aviation	10 months	PT	1	0	1	39-39
Media Works	ARM PWD (Kuruman) Project	112604	Community Project	7 months	PT	3	4	7	27-60
Media Works	BETACHEM in Driemanskap	112606	Chemical Processing	7 months	PT	1	0	1	53-53
Media Works	DBSA	111701	Production/ Management	7 months	PT	1	0	1	34-34
Media Works	Europcar	112609	Services	8 months	PT	0	2	2	22-59
Media Works	Fresenius Kabi Midrand	112610	Pharmaceuticals	7 months	PT	4	4	8	32-52
Media Works	Growth Point	111703	Infrastructure Development	7 months	PT	0	1	1	46-46

Provider	Centre Name	Centre No.	Industry/ Occupation	Duration of Training	Type	F	M	Total	Age Range
Media Works	H & M Rollers	112611	Infrastructure Development	6 months	PT	1	1	2	44-44
Media Works	Hernic Ferrochrome mine	112613	Mining	10 months	PT	1	5	6	25-52
Media Works	Immaculata Centre	111663	Community Project	12 months	PT	3	2	5	20-50
Media Works	Join Prosperity	112614	Community Project	12 months	PT	1	0	1	40-40
Media Works	Printafoil	112616	Printing	8 months	PT	3	0	3	28-41
Media Works	Sizanani Plastics	112618	Plastic Products	7 months	PT	1	0	1	36-36
Media Works	St Gobain Construction Products New Era	112619	Construction	7 months	PT	0	1	1	51-51
Media Works	Super Sport	112620	Sport	7 months	PT	1	0	1	49-49
Media Works	University of Pretoria	112622	Education	7 months	PT	0	2	2	40-56
Media Works	University of Pretoria Onderstepoort	112623	Veterinary Services	7 months	PT	1	0	1	37-37
TOTAL						163	89	252	

B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS:

Industry/Occupation	F	M	Total	% of Cohort
Agriculture	0	2	2	1%
Community Project	73	29	102	40%
Education	15	16	31	12%
Infrastructure Development	38	20	58	23%
Health	2	2	4	2%
Aviation	1	0	1	0.4%
Chemical Processing	1	0	1	0.4%
Pharmaceuticals	4	4	8	3%
Printing	3	0	3	1%
Plastic Products	1	0	1	0.4%
Forestry	2	1	3	1%
Sport	1	0	1	0.4%
Construction	0	1	1	0.4%
Veterinary Services	1	0	1	0.4%
Mining	20	13	33	13%
Production/Management	1	0	1	0.4%
TOTAL	163	89	252	100%
PERCENTAGE	65%	35%	100%	

Learning Area 2: Mathematical Literacy

A. GENERAL INFORMATION

Provider	Centre Name	Centre No.	Industry/ Occupation	Duration of Training	Type	F	M	Total	Age Range
Independent	Bana Ba Thari Academy	111670	Community Project	6 months	FT	48	13	61	20-58
Independent	BRITS Head Office (CRM Barplats)	112607	Mining	10 months	PT	3	4	7	20-59
Independent	BRITS Head Office (OTKV)	112608	Mining	10 months	PT	0	3	3	28-44
Independent	Frances Vorwerg School	111623	Education	24 months	FT	7	10	17	18-21
Independent	GCRA Benoni	111610	Health	12 months	PT	5	2	7	44-63
Independent	GCRA Bloed Street	111662	Infrastructure Development	12 months	PT	3	0	3	40-49
Independent	GCRA Kopanong	111616	Education / Health	12 months	PT	1	0	1	46-46
Independent	GCRA Matthew Goniwe	111664	Infrastructure Development	12 months	PT	10	5	15	25-57
Independent	Modikwa AET Centre	111644	Mining	12 months	PT	13	1	14	23-40
Independent	Nchafatso Training Programme Centre	112615	Community Project	12 months	PT	19	5	24	19-43
Independent	NTE CO.(PTY) Limited Iswepe	111619	Forestry	12 months	PT	4	0	4	28-35
Independent	Siyaloba Training Academy	111657	Community Project	12 months	FT	12	4	16	18-35
Independent	Siyaloba Training Academy	111628	Community Project	12 months	FT	15	5	20	20-39
Independent	Tharisa Minerals	111666	Mining	6 months	PT	11	2	13	19-38
Media Works	African Automotive Aftermarket Solution (Pty)Ltd	112603	Automotive	7 months	PT	0	1	1	34-34
Media Works	AGA Mponeng	111700	Mining	7 months	PT	1	6	7	22-36
Media Works	ARM PWD (Kuruman) Project	112604	Community Project	7 months	PT	1	0	1	27-27
Media Works	Growth Point	111703	Infrastructure Development	7 months	PT	0	1	1	44-44
Media Works	HARMONY MOAB KHOTSONG	112612	Mining	6 months	PT	1	9	10	22-48
Media Works	Hernic Ferrochrome mine	112613	Mining	10 months	PT	0	4	4	31-52
Media Works	Immaculata Centre	111663	Community Project	12 months	PT	3	2	5	20-50
Media Works	University of Pretoria Onderstepoort	112623	Veterinary Services	7 months	PT	0	1	1	51-51
Media Works	VMR KOPANANG	111710	Mining	6 months	PT	2	8	10	26-56
TOTAL						159	86	245	

B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS:

Industry/Occupation	F	M	Total	% of Cohort
Automotive	0	1	1	0%
Community Project	98	29	127	52%
Education	8	10	18	7%
Infrastructure Development	13	6	19	8%
Health	5	2	7	3%
Forestry	4	0	4	2%
Veterinary Services	0	1	1	0%
Mining	31	37	68	28%
TOTAL	159	86	245	100%
PERCENTAGE	65%	35%	100%	

Learning Area 3: Life Orientation

A. GENERAL INFORMATION

Provider	Centre Name	Centre No.	Industry/ Occupation	Duration of Training	Type	F	M	Total	Age Range
Independent	Frances Vorweg School	111623	Education	24 months	FT	7	10	17	18-21
Independent	Nchafatso Training Programme Centre	112615	Community Project	12 months	PT	18	5	23	17-43
Media Works	AGA Mponeng	111700	Mining	7 months	PT	3	7	10	22-36
Media Works	Harmony Moab Khotsong	112612	Mining	6 months	PT	1	9	10	22-48
Media Works	VMR Kopanang	111710	Mining	6 months	PT	2	8	10	26-56
TOTAL						31	39	70	

B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS:

Industry/Occupation	F	M	Total	% of Cohort
Community Project	18	5	23	33%
Education	7	10	17	24%
Mining	6	24	30	43%
TOTAL	31	39	70	100%
PERCENTAGE	44%	56%	100%	

Learning Area 4: Economic Management Sciences

A. GENERAL INFORMATION

Provider	Centre Name	Centre No.	Industry/ Occupation	Duration of Training	Type	F	M	Total	Age Range
Independent	Nchafatso Training Programme Centre	112615	Community Project	12 months	PT	19	5	24	17-43
Media Works	Sizanani Plastics	112618	Plastic Products	7 months	PT	1	2	3	29-49
TOTAL						20	7	27	

B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS:

Industry/Occupation	F	M	Total	% of Cohort
Community Project	19	5	24	89%
Plastic Products	1	2	3	11%
TOTAL	20	7	27	100%
PERCENTAGE	74%	26%	100%	

Learning Area 5: Small Medium Micro Enterprises

A. GENERAL INFORMATION

Provider	Centre Name	Centre No.	Industry/ Occupation	Duration of Training	Type	F	M	Total	Age Range
Independent	Nchafatso Training Programme Centre	112615	Community Project	12 months	PT	19	4	23	17-43
Independent	Frances Vorweg School	111623	Education	24 months	FT	7	10	17	18-21
TOTAL						26	14	40	

B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS:

Industry/Occupation	F	M	Total	% of Cohort
Community Project	19	4	23	58%
Education	7	10	17	42%
TOTAL	26	14	40	100%
PERCENTAGE	65%	35%	100%	

Learning Area 6: Natural Sciences

A. GENERAL INFORMATION

Provider	Centre Name	Centre No.	Industry/ Occupation	Duration of Training	Type	F	M	Total	Age Range
Media Works	AGA Mponeng	111700	Mining	6					
months	PT	1	2	3	23-35				
Independent	Frances Vorweg School	111623	Education	24 months	FT	7	10	17	18-21
TOTAL						8	12	20	

B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS:

Industry/Occupation	F	M	Total	% of Cohort
Mining	1	2	3	15%
Education	7	10	17	85%
TOTAL	8	12	20	100%
PERCENTAGE	40%	60%	100%	

Learning Area 7: Human and Social Sciences

A. GENERAL INFORMATION

Provider	Centre Name	Centre No.	Industry/ Occupation	Duration of Training	Type	F	M	Total	Age Range
Independent	Nchafatso Training Programme Centre	112615	Community Project	12 months	PT	16	5	21	17-43
Independent	Frances Vorweg School	111623	Education	24 months	FT	7	10	17	18-21
TOTAL						23	15	38	

B. SUMMARY OF INDUSTRY/OCCUPATION DETAILS:

Industry/Occupation	F	M	Total	% of Cohort
Community Project	16	5	21	55%
Education	7	10	17	45%
TOTAL	23	15	38	100%
PERCENTAGE	60%	40%	100%	

ANNEXURE B

Amendments made to the Marking Guidelines

EMSC4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.3.2	Alternative response	1	1
1.3.5	Alternative response	1	1
1.4.2	Correction of response	1	1
2.6	Alternative response	1	1
5.3	Clarity of marking instruction	1	1
5.5	Clarity of marking instruction	2	2

HSSC4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
3	Clarity of marking instruction	10	10
4.3	Alternative response	1	1
5.6	Alternative response	2	2
5.7	Clarity of marking instruction	1	1
5.8	Alternative response	2	2
6.5	Alternative response	2	2
7.2	Alternative response	1	1
7.3	Alternative response	2	2
7.4	Alternative response	1	1
8	Clarity of marking instruction	2	2
8.1.1	Clarity of marking instruction and an alternative response	2	2
8.2.2	Alternative response	2	2

LCEN4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
1.4	Alternative response	1	1
3.4	Clarity of marking instruction	2	2

MLMS4

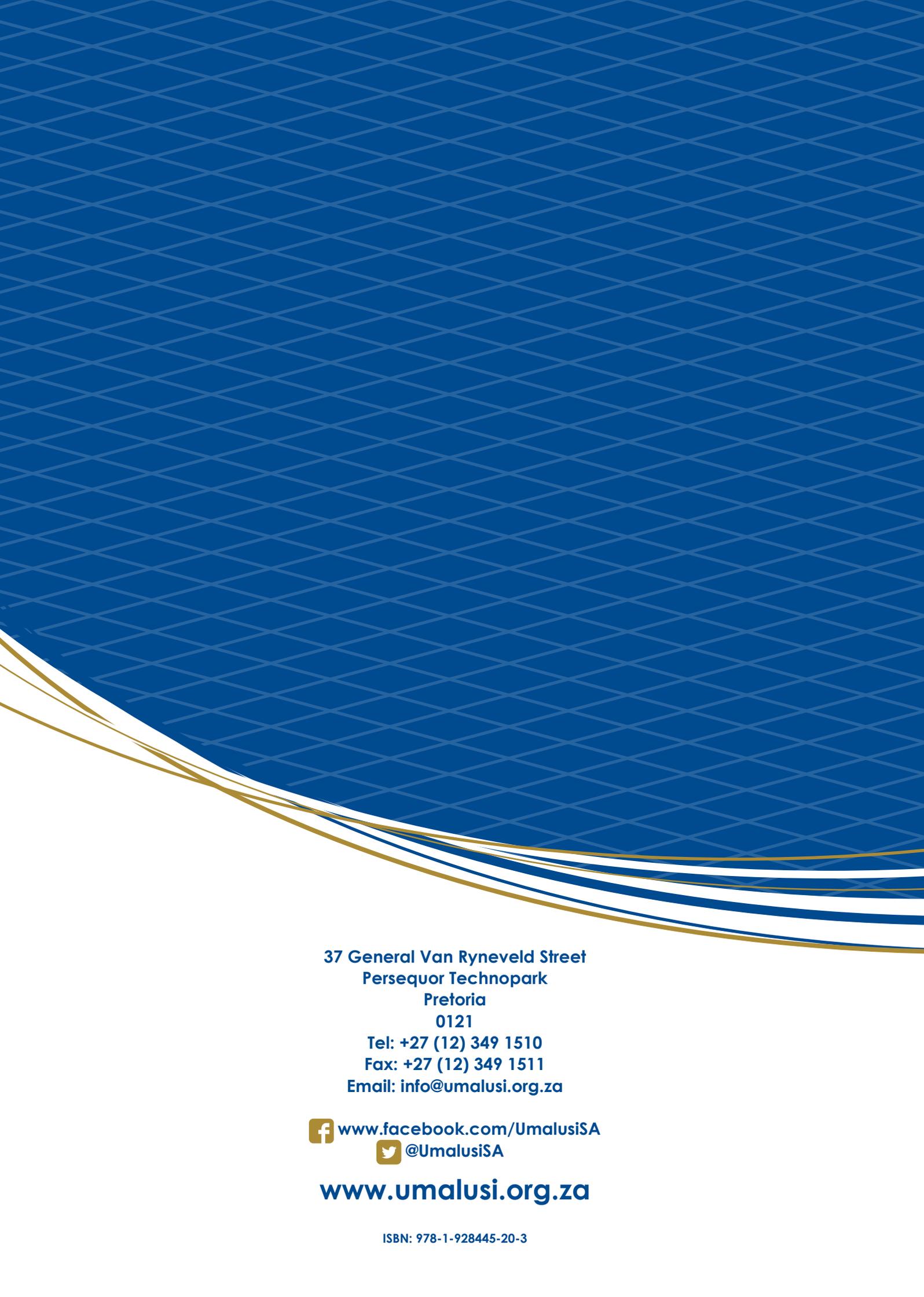
Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
3.1(b)	Clarity of marking instruction	2	2
4.2	Alternative responses	3	3
4.3(a)	Alternative responses	2	2
2.1(c)	Alternative responses	2	2

NATS4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
2.1.1	Correction of response	1	1
2.1.3	Clarity of marking instruction	1	1
2.2.4	Alternative response	1	1
2.4.1	Alternative response	1	1
2.5.1	Correction of numbering	3	3
2.5.2	Alternative response	1	1
3.1.1	Alternative response	1	1
4.2.4	Alternative response	1	1
4.4	Alternative response	1	1
4.5.2	Alternative response	2	2
5.1.3	Clarity of marking instruction	1	1
5.4	Alternative response	1	1

SMME4

Question No.	Changes effected to the marking guideline	Mark allocation	Percentage
2.1	Alternative response	2	2
2.2	Alternative response	2	2
2.3	Alternative response	2	2
2.7	Alternative response	2	2



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