

# Report on the Quality Assurance of the Independent Examinations Board November 2017 GETC: ABET Level 4 Examinations

UMALUSI



Council for Quality Assurance in  
General and Further Education and Training

# REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATIONS BOARD NOVEMBER 2017 GETC: ABET LEVEL 4 EXAMINATIONS

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## FOREWORD

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As chief executive officer of Umalusi, the Council for Quality Assurance in General and Further Education and Training, it gives me great pleasure to present a consolidated report on the quality assurance of the 2017 exit examinations.

Umalusi takes pride in the great strides that have been made in the quality assurance of assessment and examinations in this sector over the past few years.

By virtue of the General and Further Education and Training Quality Assurance Act, Umalusi undertakes to quality assure these national qualifications and does so through a rigorous process of reporting on each of the assessment processes and procedures. Umalusi judges the quality and standard of examinations by determining the level of adherence to policy in implementing examination related processes; the cognitive challenge of examination question papers; the appropriateness and weighting of content in question papers in relation to the syllabus/curriculum; the quality of the presentation of examination question papers; the efficiency and effectiveness of systems, processes and procedures in the monitoring of the conduct of examinations; the quality of marking; and the quality and standard of internal quality assurance processes within the assessment body.

Quality assurance activities conducted in 2017 generally mirrored those of past years. However, the process was streamlined and improved and certain new activities were included. The following quality assurance measures were taken in 2017:

- Moderation of question papers;
- Monitoring of assessment bodies' state of readiness to conduct, administer and manage the examinations;
- Moderation of assessments conducted at sites of learning;
- Verification of marking; and
- Standardisation and statistical moderation of results.

Umalusi has established a set of criteria for compliance with each of the abovementioned processes. In order to ensure that these criteria are in line with current trends in assessment and examinations, they are subjected to constant review and refinement.

A significant improvement has been observed in the administration of the exit examinations over the past few years and there is ample evidence to confirm that the assessment bodies continue to strive to improve systems, processes and procedures related to the examinations. However, despite these improvement initiatives, there are critical aspects that require attention in the coming year.

Umalusi will continue to ensure that the quality, integrity and credibility of the exit examinations for the qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) are maintained and will continue in its endeavours to create an assessment system that is equivalent to international systems.

Taking into consideration evidence from reports by Umalusi's team of external moderators and monitors, together with the deliberations and conclusions of its Assessment Standards Committee, the Executive Committee of Umalusi's Council concluded that the quality assurance processes undertaken for these examinations were generally conducted in a professional, fair and reliable manner and that the results could be regarded as credible.

Umalusi would like to take this opportunity to thank all its stakeholders for their cooperation and support in each of the quality assurance processes undertaken to ensure the credibility of the 2017 examinations.

Dr Mafu S. Rakometsi  
29 December 2017

## EXECUTIVE SUMMARY

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

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

The findings from these quality assurance processes enable members of its Council to decide whether Umalusi should accept and ratify the results of the examinations, or not. The acceptance of results leads to certification of students.

This report contains information on the following quality assurance of assessment processes:

- Moderation of question papers (Chapter 1);
- Moderation of site-based assessment tasks (Chapter 2);
- Moderation of site-based assessment portfolios (Chapter 3);
- Monitoring the state of readiness to conduct the examinations (Chapter 4);
- Monitoring of writing (Chapter 5);
- Standardisation of the marking guidelines (Chapter 6);
- Monitoring of marking (Chapter 7);
- Verification of marking (Chapter 8);
- Standardisation and resulting (Chapter 9);

and in the final part, as the culmination of the examination process conducted by an assessment body, the report concludes with Chapter 10 on Certification.

Each chapter of the report indicates the scope and approach, findings, areas of compliance, areas of non-compliance, and provide directives for compliance and improvement. Where applicable, comparisons are made with the November 2016 examinations.

Chapter 1 of the report deals with moderation of question papers. Umalusi conducts external moderation of examination question papers and marking guidelines to ensure that standards are maintained for the GETC: ABET Level 4 examinations. The moderation of question papers is a critical quality assurance process, and ensures that

examination papers are relatively fair, valid and reliable. The moderation process also ensures that question papers are presented in the appropriate format and are technically correct.

The purpose of this chapter is to provide an overview of the standard and quality of the externally moderated question papers. This chapter summarises the findings of the analyses of external moderator reports on the moderation of question papers and the accompanying marking guidelines. This section provides information on both the initial findings and the final question papers as approved after addressing all identified anomalies.

Chapter 2 captures information from the moderators' reports on the moderation of site-based assessment (SBA) tasks. Assessment bodies set tasks nationally, moderate them internally and submit these tasks to Umalusi for external moderation; to confirm the quality and appropriateness of the tasks.

Chapter 3 focuses on the moderation of site-based assessment (SBA) portfolios as evidence of the internal assessment process conducted at the sites of learning. The GETC: ABET Level 4 qualification requires SBA to be conducted by providers. The purpose of external moderation of SBA portfolios is to establish the scope, extent and reliability of SBA. It is extremely important to moderate SBA, since internal assessment carries the same weight as the external examinations.

Chapter 4 reports on the state of readiness of Independent Examinations Board to conduct the November 2017 examinations. The aim of this process is to confirm that the necessary systems and processes are in place for the effective conduct of all phases of the examinations.

Chapter 5 deals with the monitoring of the writing phase of examinations. Assessment bodies have total responsibility for the credible conduct, administration and management of the writing phase of examinations. This includes the identification and management of all types of irregularities during the writing of the examinations. Umalusi's role during the writing of examinations is to check adherence to policies for the conduct, administration and management of examinations.

Chapter 6 concerns the standardisation of the marking guidelines. The marking guideline discussion meetings provide a platform for markers, chief markers, examiners, internal moderators and Umalusi's moderators to standardise and approve the final marking guidelines to be used to mark candidates' scripts. Although the marking guidelines are presented together with the question papers during the moderation process, it is essential that they were discussed with the marking personnel to ensure that all corrections and additions are agreed upon and that changes and additions were approved by external moderators. This process ensures that all markers have a common understanding of how to mark candidates' responses. The purpose of this is to eliminate any inconsistencies in marking.

Chapter 7 focusses on the monitoring of the marking phase of examinations. Monitors visit the marking venues to evaluate the readiness and effectiveness of the assessment body preparations for the marking process. The marking process is monitored to ascertain the credibility and management of the marking taking place at the marking centre.

Chapter 8 deals with the verification of marking of candidates' scripts. External moderators sample a number of marked and/or moderated scripts to verify the quality of marking. Adherence to approved marking guidelines and accuracy of totalling and transfer of marks are, among others, checked. This process is conducted to ensure that marking is credible and accurate. The performance of candidates is also analysed and compared.

Chapter 9 reports on the standardisation, statistical moderation and resulting. This statistical adjustment of results is used to mitigate the effects on performance, of factors other than candidates' ability and knowledge, in order to reduce the variability of marks from examination to examination. Standardisation involves various processes that are intended to ensure that the procedure is carried out accurately and decisions are based on valid information. These include the verification of subject structures and electronic data booklets, development of norms, and the approval of adjustments.

Chapter 10 focusses on the Certification process. The closing of the examination cycle is confirmed by the issuing of certificates. This chapter serves to inform interested parties of the current state of the certification of candidate achievement for the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET Level 4) examinations at Level 1 on the National Qualifications Framework (NQF).

Umalusi trusts that this report will provide the assessment body with a clear picture of the strengths and weaknesses of the different assessment systems and processes, and directives for improvement.

Umalusi, in collaboration with all stakeholders, will continue through its quality assurance processes to ensure that the quality, integrity and credibility of the assessments and examinations are not only maintained, but also improved.

## ACRONYMS AND ABBREVIATIONS

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ABET	Adult Basic Education and Training
AET	Adult Education and Training
AS	Assessment standard
ASC	Assessment Standards Committee
CEO	Chief Executive Office
EA	Examination Assistant
EC	Eastern Cape Province
FS	Free State Province
GP	Gauteng Province
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Qualifications Sub-Framework
ID	Identity Document
KZN	KwaZulu-Natal Province
IT	Information Technology
LA	Learning Area
LP	Limpopo Province
MP	Mpumalanga Province
NC	Northern Cape Province
NQF	National Qualifications Framework
NW	North West Province
OHS	Occupational Health and Safety
PoA	Portfolio of Assessment (lecturer portfolio)
PoE	Portfolio of Evidence (learner portfolio)
SAPS	South African Police Services
SBA	Site-Based Assessment
SO	Specific Outcome
SoR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training
US	Unit standard
WC	Western Cape Province

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# CHAPTER 1 MODERATION OF QUESTION PAPERS

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## 1.1 Introduction

Umalusi conducts quality assurance processes for every examination cycle to ensure that examination standards are maintained. This is done by, among others, the external moderation of question papers for all examinations at exit level. The Independent Examinations Board (IEB) conducts the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET Level 4) examinations in eight learning areas.

The moderation of question papers is a critical part of the quality assurance process. The moderation process ensures that the question papers have been developed with rigour and comply with Umalusi Quality Assurance of Assessment requirements and the User Guides of the assessment body.

To maintain public confidence in the national examination system, 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 IEB is expected to appoint examiners with requisite subject knowledge of setting question papers; and internal moderators to moderate the question papers before they are presented to Umalusi for external moderation. Umalusi employs external moderators who have relevant subject matter expertise to scrutinise and carefully analyse the question papers developed by the IEB.

## 1.2 Scope and Approach

The IEB presented question papers and the accompanying marking guidelines for the eight learning areas it offered for moderation by Umalusi in preparation for the November 2017 GETC: ABET Level 4 examinations. These learning areas are indicated in Table 1A below.

**Table 1A: IEB learning areas for the November 2017 GETC: ABET Level 4 examination**

No.	Learning areas	Learning area code
1.	Communication in English	A4CENG
2.	Economic and Management Sciences	A4EMSC
3.	Human and Social Sciences	A4HSSC
4.	Life Orientation	A4LIFO

No.	Learning areas	Learning area code
5.	Mathematical Literacy	A4MATH
6.	Natural Sciences	A4NTSC
7.	Small, Medium and Micro Enterprises	A4SMME
8.	Technology	A4TECH

Question papers, together with their respective marking guidelines, must be accompanied by analysis grids that detail the extent to which the question papers meet the set criteria. There must be evidence that question papers have been internally moderated by the IEB before they are submitted to Umalusi for external moderation.

Umalusi moderated all question papers using the instrument for the moderation of question papers. Question papers were evaluated according to the following eight criteria:

- Technical aspects;
- Internal moderation;
- Content coverage;
- Cognitive demand;
- Marking guideline;
- Language and bias;
- Adherence to User Guides; and
- Predictability.

Each criterion has a set of quality indicators against which the question papers are evaluated and assessed. The external moderator makes a judgement regarding compliance with each criterion, considering 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% but <100%);
- Compliance in all respects (Met 100%) of the criteria.

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

- Approved;
- Conditionally approved – resubmit; and
- Rejected.

Approved question papers must meet all criteria and/or must have minor amendments that are required. The question paper is conditionally approved and

required to be resubmitted when it complies with most criteria but contains some questions that need to be rephrased or redeveloped and requires minor corrections. A question paper is rejected if the standard and quality of the question paper is entirely unacceptable and in which most questions have to be redeveloped.

Moderation of question papers was conducted off-site by Umalusi external moderators. Question papers were couriered to the external moderators. They were moderated and sent back to the assessment body with comments, decisions and recommendations to be effected. Safety and security were ensured.

Umalusi assigned one external moderator per question paper to conduct the external moderation and approval of the November 2017 GETC: ABET Level 4 question papers. The external moderators completed evaluation reports based on the moderation criteria.

### 1.3 Findings

The external moderators completed evaluation reports based on the moderation criteria. External moderators had to be satisfied with the quality of question papers before giving them a stamp of approval. The findings summarised below show the number of moderations conducted for approval, overall compliance, and the levels of compliance per criterion of the question papers and their marking guidelines at the first and final moderations.

#### 1.2.1 Compliance per moderation level

The ideal situation requires that all question papers be approved at first moderation. However, only two out of eight question papers were approved at first moderation for the November 2017 GETC: ABET Level 4 examinations. Five question papers were approved at second moderation and one question paper was approved at third moderation. Table 1B provides a breakdown of the status of the question papers after all external moderation levels.

**Table 1B: Breakdown of the approval status of question papers at each moderation level**

No.	Full learning area description	November 2017 examination (eight question papers)			
		Learning area code	1 <sup>st</sup> moderation	2 <sup>nd</sup> moderation	3 <sup>rd</sup> moderation
1.	Communication in English	A4CENG	Approved		
2.	Economic and Management Sciences	A4EMSC	Rejected	Approved	
3.	Human and Social Sciences	A4HSSC	Approved		
4.	Life Orientation	A4LIFO	Conditionally approved – resubmit	Approved	

November 2017 examination (eight question papers)					
No.	Full learning area description	Learning area code	1 <sup>st</sup> moderation	2 <sup>nd</sup> moderation	3 <sup>rd</sup> moderation
5.	Mathematical Literacy	A4MATH	Conditionally approved – resubmit	Approved	
6.	Natural Sciences	A4NTSC	Conditionally approved – resubmit	Approved	
7.	Small, Medium and Micro Enterprises	A4SMME	Conditionally approved – resubmit	Approved	
8.	Technology	A4TECH	Conditionally approved – resubmit	Conditionally approved – resubmit	Approved

Table 1C below analyses the status of question papers after each external moderation level had been completed:

**Table 1C: Analysis of external moderation of question papers**

Moderation	Approved	Conditionally approved – resubmit	Rejected	Total moderations
1 <sup>st</sup>	2	5	1	8
2 <sup>nd</sup>	5	1	0	6
3 <sup>rd</sup>	1	0	0	1
<b>Total</b>				<b>15</b>

An analysis of Table 1B and Table 1C shows that only 25% of the question papers were approved after first moderation. This was far below the approval rates of 2016 and 2015, which were 75% and 63% respectively. Five question papers were conditionally approved and needed to be resubmitted: A4LIFO, A4MATH, A4NTSC, A4SMME and A4TECH.

The A4EMSC question paper was rejected at first moderation because there were too many errors in language, mark allocation and content coverage. The cognitive demand was presented as 37:24:37, instead of the User Guide-prescribed 30:40:30. Of the six question papers that were not approved at first moderation, five were approved at second moderation, the exception being A4TECH. The A4EMSC question paper, rejected at first moderation, was approved at second moderation. Even after second moderation, however, A4TECH was conditionally approved, requiring resubmission. It was finally approved at third moderation. It is important to note that in both the November 2015 and 2016 GETC: ABET Level 4 examinations, no question papers were rejected and no question papers were approved at third moderation. Table 1D below shows the compliance ratings of question papers at first moderation.

**Table 1D: Compliance ratings for question papers after first moderation**

		Compliance frequency (64 instances)			
		None	Limited	Most	All
1.	Technical aspects	0	0	2	6
2.	Language and bias	0	0	3	5
3.	Internal moderation	0	2	2	4
4.	Content coverage	0	0	5	3
5.	Cognitive demand	0	2	3	3
6.	Adherence to User Guide	0	0	4	4
7.	Predictability	1	0	1	6
8.	Marking guidelines	0	0	6	2
		<b>1</b>	<b>4</b>	<b>26</b>	<b>33</b>
		<b>8%</b>		<b>92%</b>	

At first moderation the question papers were 92% compliant with the criteria. A4TECH, alone, showed non-compliance with the predictability criterion, a result of too many questions having been taken from the 2015, 2016 and June 2017 question papers (i.e. within a three-year period). There was limited compliance with the internal moderation criterion, evidenced by a lack of attention on the part of the internal moderator when dealing with predictability; and the absence of analysis grids for the A4TECH and A4EMSC question papers. Umalusi identified shortcomings in cognitive demand in the A4EMSC and A4LIFO question papers, where weightings were not distributed in accordance with the User Guides.

At approval, all non-compliance challenges identified at first moderation were resolved. Table 1E below summarises the compliance ratings of all approved question papers.

**Table 1E: Compliance ratings of approved question papers**

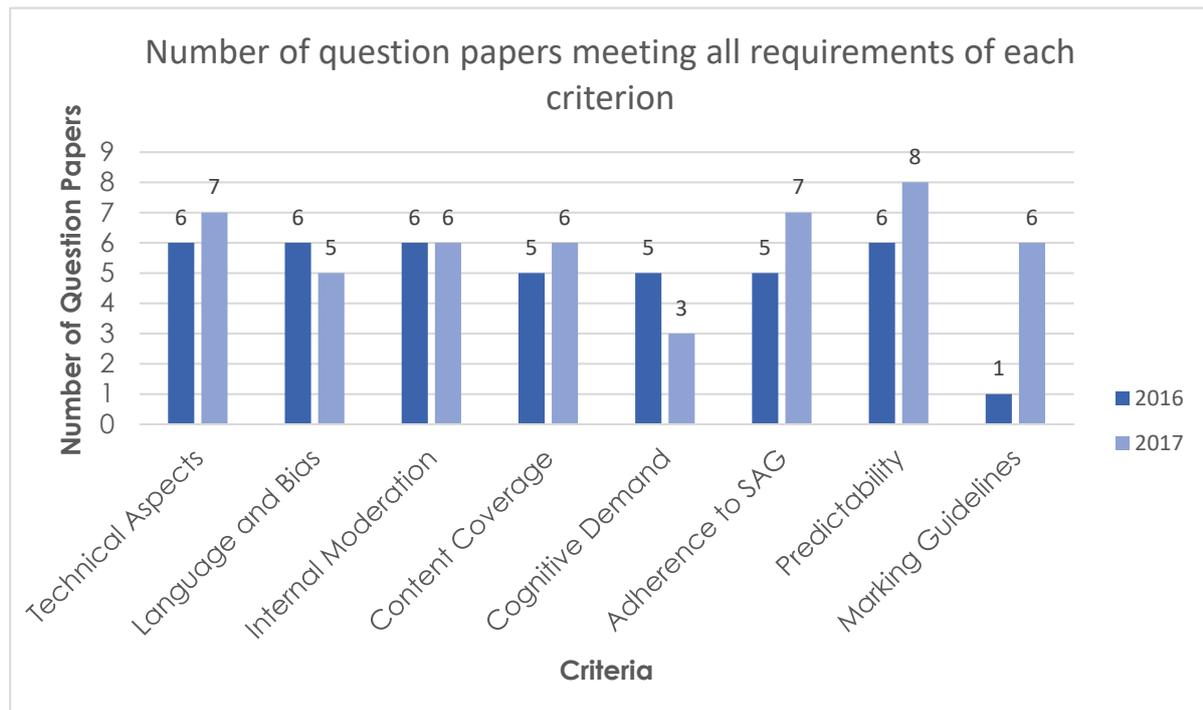
		Compliance frequency (64 instances)			
		None	Limited	Most	All
1.	Technical aspects	0	0	1	7
2.	Language and bias	0	0	3	5
3.	Internal moderation	0	1	1	6
4.	Content coverage	0	0	2	6
5.	Cognitive demand	0	0	5	3
6.	Adherence to User Guide	0	0	1	7
7.	Predictability	0	0	0	8
8.	Marking guidelines	0	0	2	6
		<b>0</b>	<b>1</b>	<b>15</b>	<b>48</b>
		<b>2%</b>		<b>98%</b>	

Table 1E indicates that the overall compliance of question papers with criteria improved from 92% to 98% when the question papers were approved. There was only one instance of limited compliance. Seven out of eight question papers complied

with most, or all, of the requirements of each criterion. There was, however, still room for improvement regarding compliance with internal moderation criteria.

### 1.2.2 Compliance per criteria

Despite the relatively high levels of overall compliance, the levels of compliance according to the different criteria varied considerably. Figure 1A compares the number of question papers that were compliant with all requirements of each criterion in 2016 and in 2017 once they were approved.



**Figure 1A: The number of question papers that complied fully with each criterion in 2016 and 2017**

The following comments are based on the first and final moderation levels. Compliance in all respects refers to satisfying all quality indicators for that criterion. All identified problems were addressed when question papers were submitted for subsequent moderations. Both the question papers and respective marking guidelines were compliant in most or all respects at approval. The following discussion summarises the findings per criterion.

### 1.2.3 Adherence to technical aspects

Of the eight question papers moderated across the three moderation levels, none showed no or limited compliance with this criteria in the November 2017 GETC: ABET Level 4 examinations. Seven complied in all respects with the technical aspects criterion. In the A4EMSC question paper, the marks for question 5 needed to be broken down, or itemised, according to sub-questions. Compliance with this criterion showed

improvement when compared with the 2016 question papers, in which six question papers complied in all respects with this criterion.

#### **1.2.4 Language and bias**

Five of the eight question papers complied fully with the requirements of this criterion. This number was lower than that achieved in 2016, when six out of eight subjects met this criterion in all respects. The three learning areas that met most of the aspects of this criterion were A4HSSC, A4LIFO and A4SMME. The question papers were approved despite the minor errors in language construction and question numbering with the instruction to the assessment body to effect the necessary changes. No question papers showed no, or limited compliance.

#### **1.2.5 Internal moderation**

The A4TECH question paper showed limited compliance with this criterion at all three levels of moderation. Internal moderation had not been sufficiently thorough, with too many errors found during first moderation. Although errors were corrected by approval level, compliance with internal moderation remained limited. The A4SMME question paper met most of the compliance requirements of this criterion and six question papers complied in all respects. This was similar to the compliance level achieved in the November 2016 question papers.

#### **1.2.6 Content coverage**

Three question papers met all compliance requirements for content coverage at first moderation: A4MATH, A4HSSC and A4TECH. The other five question papers met most compliance requirements. When the question papers were approved, six complied fully with this criterion. The level of compliance with all the requirements for content coverage in the 2015 and 2016 question papers was five and six out of eight, respectively. This indicates that quality has been maintained as the compliance level with this criterion remained consistent.

In A4LIFO, the question types were not sufficiently balanced at first moderation and essay-type questions had to be included. Illustrations did not fully relate to the questions asked. In A4NTSC, multiple choice questions were not included. In A4SMME, questions 1.1, 1.2, 1.3 and 1.4 had to be rephrased, together with the instructions, to make them meaningful. In A4CENG, the responses in the marking guideline for question 9 were incorrect. All these challenges had been addressed when the question papers were approved.

#### **1.2.7 Cognitive demand**

Shortcomings in cognitive demand were identified in A4EMSC and A4LIFO question papers at first moderation. The weightings were not distributed in accordance with the User Guide. Five question papers complied fully with this criterion at approval level:

A4ENG, A4MATH, A4NTSC, A4HSSC and A4TECH. The other three question papers, A4LIFO, A4SMME and A4EMSC met most compliance requirements. In 2015 and 2016, six question papers met all the compliance requirements for this criterion. There was thus a decline in the compliance level in 2017.

### **1.2.8 Adherence to User Guide**

Adherence to the User Guide criterion had the second highest degree of compliance, with seven question papers compliant in all respects. Only one question paper, A4EMSC, met most of the compliance requirements of this criterion. This was an improvement on the previous two years' performance. In 2015 and 2016, compliance with all requirements of this criterion was five and six question papers respectively. No question papers showed no or limited compliance with this criterion in November 2017.

### **1.2.9 Predictability**

The A4TECH question paper showed non-compliance with the predictability criterion at first moderation. Six learning areas complied fully, while one complied in most respects. There has been a degree of constant compliance: in 2015 and 2016, six question papers complied fully with this criterion. In 2017, the predictability criterion reflected the highest degree of compliance at approval level, with all eight question papers fully compliant with the requirements. This was a great improvement and needs to be maintained. Analysis of this criterion also showed a great degree of creativity and innovation in terms of questions asked.

### **1.2.10 Marking guidelines**

Two question papers showed compliance in all respects with this criterion at first moderation; six question papers were compliant in most respects. At approval level six question papers were compliant in all respects with this criterion. Two, A4CENG and A4SMME, met most requirements, with the A4SMME marking guideline not providing sufficiently for all possible alternative responses. In November 2016 only one question paper met all the compliance requirements of this criterion, six complied with most requirements and one showed limited compliance. Compliance with the marking guideline criterion in 2017 was significantly better than that of 2015, when no question paper met all the compliance requirements. The 2017 compliance ratings for the marking guidelines criterion indicate a positive improvement.

## **1.4 Areas of Compliance**

The following areas of compliance were noted:

- There were no cases of non-compliance with any of the eight criteria when the question papers were approved; and

- There was great improvement in the degree of compliance with predictability. Seven out of eight question papers were fully compliant with this criterion at first moderation level.

### **1.5 Areas of Non-compliance**

The following were noted as areas of non-compliance:

- Six out of eight question papers were not approved at first moderation;
- The A4TECH question paper was approved at third moderation; and
- The quality of internal moderation, especially in A4TECH, was poor. Questions submitted for external moderation contained common errors that should have been identified during internal moderation.

### **1.6 Directives for Compliance and Improvement**

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

- Students should be given a specific timeframe to complete the tasks. This must be indicated in each SBA task; and
- Where questions are open-ended, students should be given guidance and clear instructions to assist them in responding to the tasks.

### **1.7 Conclusion**

This chapter of the report summarised the major findings of the analysis of the question paper moderation reports for the November 2017 GETC: ABET Level 4 examinations. Generally, Umalusi moderators reported extensively and in a satisfactory manner regarding the question papers that were finally approved, and this was commendable. The question papers moderated were overall of good quality with minimum challenges

Umalusi approved two question papers after first moderation, five after second moderation and one after third moderation. This situation needs to improve. The IEB must work towards the approval of all question papers at first moderation. This is an ideal expectation, which calls for improvement in the quality of internal moderation of question papers before they are submitted for external moderation.

# CHAPTER 2 MODERATION OF SITE-BASED ASSESSMENT TASKS

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## 2.1 Introduction

The Independent Examinations Board (IEB) is responsible for the setting and administration of site-based assessment (SBA) tasks for the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET Level 4) qualification, based on the User Guides. The IEB, which offers eight learning areas for the GETC qualification, set two new tasks that were moderated by Umalusi moderators in November 2016. These tasks were for only two learning areas, Human and Social Sciences (A4HSSC) and Life Orientation (A4LIFO).

Umalusi evaluates the quality and standard of SBA tasks based on a set of criteria and standards approved by Council. This external moderation process is rigorous and similar to that of the external moderation of question papers.

## 2.2 Scope and Approach

Umalusi moderated two SBA tasks for GETC: ABET Level 4 learning areas in November 2016: A4HSSC and A4LIFO, implemented in the 2017 examination cycles. Umalusi adopted an off-site approach when moderating SBA tasks. Safety and security were ensured. Umalusi conducted the moderation, using the instrument for the moderation of SBA tasks, against the following nine criteria:

- Adherence to assessment guideline (User Guide);
- Content coverage;
- Cognitive 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.

Moderated SBA tasks were sent back to the assessment body with comments, decisions and recommendations to be effected.

The SBA tasks and their respective marking guidelines were expected to meet all the criteria when they were approved. SBA tasks that did not meet the criteria were required to be resubmitted for moderation until they were approved. For this report, the first and the final moderation reports of both learning areas were analysed to ascertain the level of compliance, or lack thereof, according to the Umalusi instrument. It is important to note that all concerns identified during the first

moderation were to be satisfactorily addressed during the subsequent moderation levels for SBA tasks to be approved.

### 2.3 Findings

Umalusi assigned one external moderator per learning area to conduct the external moderation and approval of the SBA tasks implemented in the June and November 2017 examination cycle. The findings summarised below show the number of moderations conducted, overall compliance and levels of compliance per criterion, of both the SBA tasks and their respective marking guidelines at first and final moderations.

It is important to note that the moderation decision considered all SBA tasks per learning area as one set of tasks. The four or five activities were therefore considered as a whole for final approval purposes. Umalusi approved the set of tasks only if the criteria for all activities had been met. Table 2A provides a breakdown of the status of the SBA tasks at each level of moderation.

**Table 2A: Approval of moderated SBA tasks**

Full learning area description	2017 SBA tasks		
	Learning Area code	1 <sup>st</sup> Moderation	2 <sup>nd</sup> Moderation
Human and Social Sciences	A4HSSC	Approved	
Life Orientation	A4LIFO	Conditionally Approved-Resubmit	Approved

From Table 2A above, it is clear that A4HSSC SBA tasks were approved at first moderation. The A4LIFO tasks had to undergo second moderation before they were approved. The summary of the compliance ratings of the SBA tasks for the two learning areas at first moderation are indicated in Table 2B below.

**Table 2B: Compliance ratings for SBA after first moderation**

		Compliance frequency (18 instances)			
		None	Limited	Most	All
1.	Adherence to User Guide	0	0	1	1
2.	Content coverage	0	0	1	1
3.	Cognitive demand	0	0	1	1
4.	Language and bias	0	0	1	1
5.	Formulation of questions	0	0	2	0
6.	Quality and standard of SBA	0	0	1	1
7.	Mark allocation	0	0	1	1
8.	Use of assessment methods	0	0	1	1
9.	Internal moderation	0	1	1	0
		<b>0</b>	<b>1</b>	<b>10</b>	<b>7</b>
		<b>6%</b>		<b>94%</b>	

From the table above, internal moderation was the only criterion with limited compliance at first moderation level. The SBA tasks complied in most or all respects

with all other criteria. The summary of the compliance ratings of the SBA tasks for the two learning areas at approval level are indicated in Table 2C below.

**Table 2C: Compliance ratings for SBA at approval level**

		Compliance frequency (18 instances)			
		None	Limited	Most	All
1.	Adherence to User Guide	0	0	1	1
2.	Content coverage	0	0	1	1
3.	Cognitive demand	0	0	1	1
4.	Language and bias	0	0	1	1
5.	Formulation of questions	0	0	2	0
6.	Quality and standard of SBA	0	0	1	1
7.	Mark allocation	0	0	1	1
8.	Use of assessment methods	0	0	1	1
9.	Internal moderation	0	0	2	0
		<b>0</b>	<b>0</b>	<b>11</b>	<b>7</b>
		<b>0%</b>		<b>100%</b>	

From the table above, SBA tasks for the two learning areas complied with most or all criteria at approval level. The level for non-compliance, which was initially 6%, was reduced to 0% after second moderation.

### **2.3.1 Adherence to User Guide**

This criterion was adhered to well as it was approved for both tasks at first moderation. The A4LIFO tasks met all requirements while A4HSSC tasks met most requirements of this criterion. In the A4HSSC tasks, Umalusi noted that in a few instances, some open-ended questions were not clear. Umalusi recommended that a question be rephrased so that it was clear to candidates. When the tasks were submitted for the second moderation, all recommendations had been effected.

### **2.3.2 Content coverage**

The A4LIFO complied fully while A4HSSC complied in most respects with this criterion. In A4HSSC, Umalusi noted that although SBA tasks were aligned to the unit standards, specific issues could have been considered to enable students to focus on salient features of their learning area.

### **2.3.3 Cognitive skills**

Both learning areas complied with the requirements. The A4LIFO complied in most respects with this criterion. In A4HSSC, Umalusi noted with concern that although the cognitive demands were acceptable, no analysis grid was provided to show mark distribution or breakdown of Activity 3.

### **2.3.4 Language and bias**

Both learning areas complied at different levels with this criterion. The A4HSSC

complied in all respect. Language was clear, free from errors and acceptable for adult students at AET Level 4 in the A4HSSC tasks. However, A4LIFO SBA tasks complied in most respects with this criterion. There were a few language errors that the examiner had to correct, and a few instructions to rephrase so that they were clear.

### **2.3.5 Formulation of instructions and questions**

Both A4HSSC and A4LIFO met the requirements of this criterion in most respects. Although instructions were clear and unambiguous in A4HSSC, an error was noted which was to be corrected by the examiner. In A4LIFO, instructions were confusing and required rephrasing. The phrasing of instructions were not clear whether a table, poster, or PowerPoint, or all three should be presented by students. In one activity, Umalusi recommended that the question be rephrased.

### **2.3.6 Quality and standard of SBA tasks**

In A4HSSC, the SBA tasks were challenging but of an acceptable standard and quality. Certain aspects of one activity were modified and simplified to suit ABET level 4 students. Umalusi was satisfied with the quality of the A4LIFO SBA tasks, which complied in all respects. A4HSSC complied in most respects with this criterion at approval.

### **2.3.7 Mark allocation and marking guidelines**

Umalusi commended the IEB for exceeding expectations in A4LIFO. The allocation of marks was accurately done and the SBA tasks met all the requirements of this criterion. The A4HSSC tasks complied with this criterion in most respects. Umalusi noted with concern that one activity in A4HSSC, which carried most marks, did not indicate the breakdown of mark allocation. Umalusi suggested a breakdown of the sub-section marks be included to enable students to respond appropriately to the question. The A4LIFO tasks complied in all respects and A4HSSC complied in most respects with this criterion at approval.

### **2.3.8 Use of assessment methods and forms**

The assessment body complied with the requirements stipulated in its User Guide when setting the SBA tasks in both learning areas. Forms of assessment used in A4HSSC were not only confined to recall of knowledge but included tasks that demanded higher cognitive skills.

### **2.3.9 Internal moderation**

During the first moderation, A4LIFO met this criterion with limited compliance. Umalusi noted that there was no evidence of internal moderation. The internal moderator's report was also not included. At second moderation, A4LIFO met most requirements of this criterion and the internal moderator's report was included. At approval level,

there was evidence that internal moderation in both learning areas was conducted with rigour. Both learning areas complied in most respects with this criterion.

## **2.4 Areas of Compliance**

The following area of compliance was noted:

- The A4HSSC tasks showed innovation and creativity, with questions of various types that demanded skills of interpretation, evaluation, questionnaire compiling, oral presentation, statistical interpretation, and value judgements.

## **2.5 Areas of Non-compliance**

The following aspects indicate areas of non-compliance regarding SBA tasks:

- Where questions in the tasks were open-ended, students were not given guidance to ensure that tasks remained within the unit standards or topics;
- Specific timeframes for completing each SBA task were not indicated.

## **2.6 Directives for Compliance and Improvement**

The IEB must address the following directives for compliance:

- Students should be given a specific timeframe to complete the tasks. This must be indicated in each SBA task; and
- Where questions are open-ended, students should be given guidance and clear instructions to assist them in responding to the tasks.

## **2.7 Conclusion**

Internal SBA is an important component of the GETC: ABET Level 4 examinations, contributing 50% towards a student's final mark. The SBA tasks are therefore crucial in assessing students at their learning sites. The quality of the SBA tasks must be verified to ensure tasks implemented at all learning sites are of the same standard. The SBA tasks for A4HSSC and A4LIFO, set and internally moderated by the IEB and implemented for the 2017 examination cycles for GETC: ABET Level 4 examinations, complied in either most, or all respects with all criteria, as indicated in the IEB User Guide and the Umalusi instrument for the moderation of SBA tasks at approval.

# CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

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## 3.1 Introduction

The General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 qualification requires that site-based assessment (SBA) be conducted by all providers who offer it. SBA counts for 50% of the final mark required for certification per learning area. The Independent Examinations Board (IEB) is responsible for the setting and internal moderation of the SBA tasks for this qualification. Umalusi moderates the SBA tasks before they are implemented by providers at their learning sites to ensure that the tasks comply with the assessment body's guidelines and Umalusi's directives.

Student's responses to the SBA tasks are compiled in portfolios of evidence (PoE), which are presented by the assessment body to Umalusi for external moderation. The PoE must be accompanied by the portfolio of assessment (PoA) of the facilitators.

The purpose of external moderation of SBA portfolios is to:

- Ensure that the SBA portfolios comply with User Guides of the assessment body and Umalusi directives;
- Verify the quality of internal moderation of completed tasks by the assessment body;
- Provide feedback to facilitators; and
- Report on the quality of SBA portfolios within assessment bodies.

This section reports on the moderation of SBA portfolios: the learning areas moderated; the quality of evidence generated by facilitators and students; and the findings of the quality assurance conducted by the assessment body.

## 3.2 Scope and Approach

Umalusi moderated SBA portfolios of the November 2017 SBA for the GETC: ABET Level 4 in November 2017 for all eight learning areas offered by the IEB. The learning areas are indicated in Table 3A below.

**Table 3A: Learning areas offered by the IEB and moderation sample**

No.	Learning area	Code	Number of portfolios
1.	Communication in English	A4CENG	10
2.	Economic and Management Sciences	A4EMSC	10
3.	Human and Social Sciences	A4HSSC	10
4.	Life Orientation	A4LIFO	10
5.	Mathematical Literacy	A4MLMS	10
6.	Natural Sciences	A4NATS	09

No.	Learning area	Code	Number of portfolios
7.	Small, Medium and Micro Enterprises	A4SMME	10
8.	Technology	A4TECH	11
<b>Total</b>			<b>80</b>

Umalusi deployed one moderator per learning area to conduct on-site moderation at Sacred Heart College, Johannesburg, on 18 and 19 November 2017. The moderation was conducted using the Umalusi quality assurance instrument for the moderation of SBA portfolios. The instrument has the following seven criteria against which the SBA portfolios were evaluated:

- Adherence to User Guides;
- Internal moderation;
- Content coverage;
- Quality, structure and content of SBA portfolios;
- Assessment tasks;
- Student performance; and
- Quality of marking.

The SBA portfolios were evaluated on how the quality indicators of each of the seven criteria were met and on the overall impression of the PoE.

The external moderators sampled a minimum of nine student portfolios for each learning area from the learning sites, as shown in Table 3B below.

**Table 3B: The number of SBA portfolios sampled per learning area**

Learning area	AET learning site	Number of SBA portfolios
Communication in English	The Forum Turbine Hall	4
	Khayelitsha Training Centre	6
Economic and Management Sciences	SAPS Graaff-Reinet – Prolif	5
	The Diepsloot Foundation	5
Human and Social Sciences	Palabora Learning Centre	2
	SAPS Sasolburg – Prolif	4
	Marthinusen & Coutts	4
Life Orientation	Centre Number 5269 (Mpumalanga)	3
	Centre Number 3873 (Limpopo)	1
	Centre Number 4421 (Mpumalanga)	6
Mathematical Literacy	Kopanong AET	5
	Kriel Colliery	5
Natural Sciences	Sizanani Secunda	2
	SAPS Benoni	2
	SAPS Secunda	2
	SAPS Faure	3
Small, Medium and Micro Enterprises	Ekurhuleni Metro – Edenvale	5
	South Deep Mine	5
Technology	Ekurhuleni Metro – Alberton	6

Learning area	AET learning site	Number of SBA portfolios
	Nalithuba Educational Development Pty Ltd (Provider)	5
<b>Total</b>	<b>20 Centres</b>	<b>80 Portfolios</b>

### 3.3 Summary of Findings

The IEB developed a facilitator's guide per learning area, which is used by facilitators as the national standard. Each guide contains:

- Background to SBA;
- SBA tasks to be implemented;
- Marking guideline for each SBA task;
- Declaration form; and
- Mark sheet for each student.

Umalusi reports and the IEB internal moderators' reports were used in summarising the findings in this chapter. The findings show overall compliance and levels of compliance of the SBA portfolios per criterion per sampled site.

It summarises the overall compliance of the adult education and training (AET) learning sites whose SBA portfolios were moderated for the eight learning areas. This is indicated as a quantitative analysis of learning sites moderated, and is indicated in Table 3C below.

**Table 3C: Quantitative analysis of AET learning sites moderated**

		Compliance frequency (140 instances)			
		None	Limited	Most	All
1.	Adherence to User Guides	2	4	14	0
2.	Internal moderation	4	6	10	0
3.	Content coverage	0	2	12	6
4.	Quality, structure and content of portfolios	1	14	10	0
5.	Assessment tasks	0	2	12	6
6.	Students' performance	0	6	12	2
7.	Quality of marking	0	6	10	4
		<b>7</b>	<b>35</b>	<b>80</b>	<b>18</b>
		<b>30%</b>		<b>70%</b>	

The detailed findings of the moderation of SBA portfolios per criterion are discussed below.

#### 3.3.1 Adherence to User Guides

Fourteen out of 20 moderated learning sites complied in most respects with this criterion. Two learning sites showed non-compliance as the portfolios from these two

sites did not contain the required number of tasks.

This criterion, among others, requires each facilitator to submit a PoA for each learning area per learning site. Umalusi noted with concern that only two facilitators' PoA, out of the expected 20, were submitted. These were for A4MATH and A4EMSC, from the Diepsloot Foundation learning site.

### **3.3.2 Internal moderation**

The moderation of SBA was conducted at the marking centre during the same period when the marking of the November 2017 examinations was conducted. Internal moderators, who were marking examination scripts, later moderated the SBA portfolios. As a result, the internal moderation was rushed and lacked rigour. The quality and standard of moderation was thus compromised and below acceptable standards. The absence of an internal moderator for A4LIFO is of great concern, as this responsibility was shifted to the examiner.

The A4CENG and A4MATH learning areas complied in all respects with this criterion. In both learning areas, clear and well written internal moderation reports were submitted. Although there was evidence of internal moderation in all eight learning areas, there were no internal moderation reports for A4EMSC (SAPS-Graaff-Reinet), A4SMME and A4LIFO (all learning sites). Moderation reports for A4LIFO, A4TECH and A4HSSC were neither signed nor dated. Not all activities were fully moderated. Umalusi is concerned with the quality of internal moderation.

It is noted that internal moderation of SBA portfolios at learning site level in the private AET sector is not feasible due to the low enrolments and cost implications, therefore moderation is more feasible at assessment body level.

### **3.3.3 Content coverage**

The SBA tasks covered the required content. In the sampled SBA portfolios in seven learning areas, the requirements of this criterion were fully met, i.e. SBA portfolios complied in all respects with this criterion. However, in the A4SMME learning area, content was not covered sufficiently as there was only one activity (the business plan) submitted, from both Ekurhuleni Metro–Edenvale and South Deep Mine.

### **3.3.4 Quality, structure and content of portfolios**

Students' PoE were well presented, neat and tidy. However, in almost all PoE, supporting documents such as a copy of the student's identity document, an authenticity form and an assessment plan were not attached. Students' PoE were not properly organised and packaged, containing neither dates nor dividers. The exception was A4EMSC, from the Diepsloot Foundation, where portfolios were divided and labelled correctly and contained all relevant forms, duly completed.

The assessment body met this criterion with limited compliance.

### **3.3.5 Assessment tasks**

Almost all learning areas met this criterion in most respects, with the exception of A4SMME, in which the assessment tasks were not administered as required in the A4SMME IEB User Guide. Umalusi observed that activity 5 of the A4HSSC was not included in the PoE, although students were awarded marks at the Palabora Learning Centre.

Umalusi noted with great concern the occurrence of students presenting similar answers in A4HSSC (Marthinusen & Coutts) and A4TECH (Ekurhuleni Metro – Alberton). In A4LIFO, it was evident that students' answers were copied directly from the facilitator's manual.

Students completed all prescribed assessment tasks as indicated in the User Guide in all other learning areas.

### **3.3.6 Students' performance**

Generally, all students were able to respond to all the questions at different levels of difficulty in A4CENG, A4EMSC and A4SMME. In A4TECH, A4MATH and A4NTSC, some students struggled with the interpretation of questions, as well as higher order questions. For A4NTSC, the facilitator used complex language and only higher order questions, which disadvantaged students. As for the A4HSSC, students at Palabora Learning Centre wrote an essay instead of creating a poster or collage.

In some instances, such as A4SMME, students were awarded marks despite giving vague answers. Poor marking and internal moderation, and not marking some activities, made it difficult for Umalusi to confirm that marks allocated in the SBA portfolios were a true reflection of the students' potential.

### **3.3.7 Mark allocation and marking guidelines**

Ten learning sites were compliant in most respects with the expectations of this criterion, while only four learning sites complied in all respects during moderation of SBA portfolios. Marking was, generally, consistent with the marking guidelines. The totalling and transfer of marks was accurate in most cases. Each student was provided with the rubric and feedback was provided for A4MATH.

However, Umalusi noted some anomalies. There were six learning sites that did not comply with this criterion. In A4SMME (South Deep Mine), all answers were marked as correct, some marking was incomplete and in some instances, no marking was done, and blank spaces were marked as correct. In A4LIFO and A4SMME, the number of ticks did not correspond with the marks allocated. In A4LIFO, A4TECH (Ekurhuleni Metro Alberton) and A4HSSC (Graaff-Reinet–Prolit) there was inaccurate totalling and transfer of marks. The facilitators did not adhere to the marking guidelines for A4CENG and A4MATH: despite all students' answers being similar, these students were

awarded different marks (Ekurhuleni Metro Alberton). There was evidence that marking was done without reading students' answers and/or students were awarded marks without having worked out the solutions, in A4LIFO, A4SMME and A4MATH.

Mark allocation for A4TECH at the Nalithuba Educational Development Pty Ltd (Provider) Centre was problematic as some students' work was not marked, yet 53% was awarded for the activity. A research project in A4HSSC at the Marthinusen & Coutts Centre was not marked but students were awarded marks. The quality and standard of marking was compromised because of non-submission of assessment tools, or of alternative answers not having been provided. Some rubrics were not attached; as a result, allocated marks were not accounted for. Umalusi observed that marks were not authentic and reliable, but inflated to effect a pass.

### **3.4 Areas of Compliance**

There was no evidence of good practice noted in the marking and moderation of SBA portfolios by the IEB.

### **3.5 Areas of Non-compliance**

The following were noted as areas of non-compliance with the moderation of SBA portfolios:

- Facilitators' PoA in 60% of AET centres were not submitted for external moderation;
- Documents such as assessment plans, student information, identity documents and authenticity forms were not available in 70% of students' PoE;
- Rubrics were either not attached (40%) or, where they were, 60% of facilitators were unable to interpret and implement these;
- The quality of marking was poor in 45% of the portfolios moderated;
- Both sampled learning sites submitted SBA portfolios with only one task in A4SMME;
- Transfer and addition of marks were inaccurate in 30% of portfolios moderated; and
- Internal moderation was not rigorous and was rushed in all SBA portfolios in all eight learning areas.

### **3.6 Directives for Compliance and Improvement**

The IEB must address the following directives for compliance:

- External moderation must be conducted separately (not concurrently with the marking process) to allow for a rigorous, quality process;
- All POE must be accompanied by student information, including copies of identity documents, authenticity and declaration forms;

- Learning sites must train their facilitators in marking, the use of rubrics and the marking process; and
- Internal moderators must be trained to improve the quality of moderation, especially of SBA portfolios.

### **3.7 Conclusion**

This chapter summarises the major findings of the moderation of SBA portfolios for the November 2017 GETC: ABET Level 4 examinations. The report has highlighted areas of compliance, non-compliance and directives for compliance and improvement that IEB needs to address to ensure that all SBA portfolios submitted for external moderation are of the required quality and standard, and that they comply with the requirements of all criteria against which they are verified.

# CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT THE EXAMINATIONS

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## 4.1 Introduction

Umalusi is obliged to undertake the monitoring of the state of readiness to conduct the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 (NQF Level 1) examinations across the assessment bodies that offer the qualifications that are registered on the General and Further Education and Training Qualifications Sub-framework.

The purpose of this quality assurance process is largely to:

- Gauge the level of preparedness of the assessment body to conduct the GETC: ABET Level 4 examinations;
- Track progress of implementation of previous examinations' directives issued;
- Verify the systems put in place by the assessment body to ensure the credible conduct of examinations; and
- Report on shortcomings after evaluation and verification has been completed, but prior to the commencement of the examination cycle.

This chapter reports on the findings gathered during verification monitoring conducted to gauge the Independent Examinations Board's state of readiness to conduct, administer and manage the GETC: ABET Level 4 examinations.

## 4.2 Scope and Approach

Umalusi conducted a desktop evaluation and an on-site verification audit at the IEB offices in Johannesburg. To gather the data required prior to the audit visit, the IEB was required to complete customised, self-evaluation instruments and submit these on a date specified by Umalusi.

The second phase of the state of readiness process was an audit of the IEB examination systems. This was conducted through focus group discussions and an evidence-based verification audit, on 18 September 2017.

After rigorous focus group discussions with IEB officials and a verification of evidence process of the IEB system, Umalusi presented preliminary findings during a feedback session. The preliminary findings were intended to allow for issues that required clarification to be addressed.

### **4.3 Summary of Findings**

On 18 September when Umalusi visited the IEB, examination time tables had already been distributed to various learning sites. No new examination centres had been registered to offer GETC: ABET Level 4 examinations for 2017. The findings below were captured as per the criteria prescribed for state of readiness.

#### **4.3.1 Registration examination venues**

In order to register examination venues, the IEB conducted a desktop audit on all venues. The IEB provided self-evaluation forms, which providers had to complete and return to the IEB. At the time of verification, the completed self-evaluation forms had still to be returned to the IEB.

#### **4.3.2 Conduct of internal assessment**

The IEB sets and internally moderates common site-based assessment (SBA) tasks to be implemented by all providers. These tasks have a lifespan of two years. The IEB submits the SBA tasks for each learning area to Umalusi to be externally moderated. It is compulsory for all providers to implement SBA tasks because internal assessment constitutes 50% of the final mark of candidates in each learning area. New SBA tasks for the two learning areas were developed.

The portfolios of all candidates who sit for the examination had to be submitted for moderation, which ensured that providers conducted internal assessments. A sample of SBA portfolios from each centre was moderated during the marking process. There was a plan in place to verify and capture SBA marks.

Centres where challenges in implementing SBA had been identified were supported through training. Moderators' reports were sent to all centres and there was a forum in place through which feedback was provided.

#### **4.3.3 Printing, packaging and distribution of examination materials**

##### **a) Printing, packaging and distribution**

The IEB outsourced the printing of examination material to Colourtech Printers, whose contract is renewed annually. Staff at the printers signed IEB confidentiality agreements and oaths of secrecy. All contract staff were vetted.

The IEB did not compile the management plan for packaging and distribution of question papers. The examination timetable was used as the plan to manage the printing. The printing site was fitted with alarms, surveillance cameras, biometric system and burglar bars. There was a security guard on site.

The manager monitored printing once a week in terms of material handling. Random, unannounced visits were conducted. Automated printing machines were used and an operator was always on site. Spoiled papers were shredded immediately.

IEB permanent staff were responsible for packaging. Confidentiality forms were signed annually. Cameras monitored the packaging area and storage room. Biometrics were used to control access.

#### **b) Delivery of examination material**

The delivery of examination material remained the responsibility of the IEB. However, courier services were used in areas outside Gauteng and as determined by the IEB. The IEB indicated that question papers were planned to be delivered fortnightly to all examination venues.

It was emphasised that the courier services' vehicles were under constant surveillance and had tracking systems installed.

The IEB used an electronic locking system (locked seals on the bags) to secure question papers; and examination material was to be transported from the printing site to the packaging site in lockable containers.

### **4.3.4 Conduct of examinations**

#### **a) Audit of examination venues**

A desktop audit of examination venues was conducted. This required that the adult education and training centres complete an IEB-designed, self-evaluation instrument.

#### **b) Appointment and training of invigilators**

The appointment of chief invigilators is a competency of the IEB's Chief Executive Officer (CEO). The IEB trained newly appointed chief invigilators and invigilators on a monthly basis. Training manuals for the chief invigilators and invigilators were developed by the IEB that conducted these training sessions. The chief invigilators were expected to train the appointed invigilators.

### **4.3.5 Monitoring of examinations**

Training of external monitors had not yet been done during Umalusi's visit, but monitoring manuals were handed out to appointed external monitors. It was reported that the IEB would train the regional monitors before the commencement of the examinations.

#### **4.3.6 Training of marking personnel**

##### **a) Training of marking personnel**

From the evidence provided, the training of markers was to be conducted on the first day of marking for each learning area. A process for preparing the markers for marking was explained: examiners were to mark a sample of dummy scripts, to be followed by discussions that would result in agreement on acceptable responses during actual marking.

#### **4.3.7 Marking venue and venue managers**

##### **a) Marking venues**

The IEB planned to use one venue for marking of GETC: ABET Level 4 scripts.

##### **b) Venue managers**

As venue managers are all IEB employees, individuals would not need any form of training since the activity is part of their job profile.

#### **4.3.8 Capturing and release of results**

##### **a) Capturing of examination marks**

The management plan for capturing marks was in place and was according to a set schedule. A double-capture method was to be adopted to verify the correctness of the marks captured. User access to the system was to be strictly controlled and specific roles and user access levels were to be assigned to users. Every user would be required to complete and sign a declaration of secrecy.

#### **4.3.9 Management of irregularities**

The IEB has a well-constituted, functional committee to deal with irregularities. The IEB demonstrated efficiency and effectiveness in managing examination irregularities, dealing and resolving any irregularities before results are finalised. It was noted that the IEB had good management and record keeping systems in place to track irregularities. It was also noted that the IEB had no outstanding or unresolved irregularities from the previous year's examinations.

#### **4.4 Areas of Compliance**

The following was observed as areas of compliance:

## **Management issues**

- The IEB had installed surveillance cameras in the packaging section; and
- An organogram for managing the examinations was in place.

## **Printing, packaging and distribution**

- Effective control of the distribution of question papers and the use of the smart locks and combination locks was observed; and
- All contract staff were vetted.

## **Conduct of examinations**

- Contact person from each provider was appointed as chief invigilator in all examination centres;
- Chief invigilators were appointed by the CEO of the IEB and trained by the IEB; and
- Training manuals for the chief invigilators and invigilators were in place.

## **Management of irregularities and concessions**

- A well-constituted and functional committee, which deals with irregularities, is established;
- Good management and record keeping of irregularities;
- Irregularities were resolved before finalising the results;
- The policy and procedures for accommodations, which clearly states the criteria and procedure for approval of accommodations was made available; and
- IEB kept the data for the types and number of candidates who were granted accommodations.

## **Marking centres**

- Discussions on security measures to be followed were held with security personnel at marking centre; and
- IEB official appointed as marking centre manager.

## **Registration, standardisation, resulting**

- Verification processes were in place to ensure correct entries;
- Examination timetables were submitted in September;
- Registration data for the GETC: ABET Level 4 examinations were submitted to Umalusi and learning area structures were verified electronically;
- All officials signed declarations and confidentiality statements at the beginning of each year;

- Good controls were in place for managing outstanding marks and for monitoring the movement of scripts;
- User access and roles were monitored and controlled;
- Security was aware of measures to be implemented to ensure integrity of system.

#### **4.5 Areas of Non-compliance**

The following were identified as areas of non-compliance:

##### **Printing, packaging and distribution**

- There was no management plan for packaging and distribution of examination material. The IEB relied on the examination timetables; and
- There is potential risk in the transportation of proof script (hard copies) between IEB and printers

##### **Conduct of examinations**

- The IEB conducted a desktop audit of examination centres only instead of physically visiting centres;
- Monitoring plans were not yet finalised; and
- There was no evidence of the training of external monitors.

#### **4.6 Directives for Compliance and Improvement**

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

- External monitors must be trained annually and evidence of training submitted to Umalusi;
- Examination centres must be audited, and an audit report submitted;
- Measures must be put in place to monitor transporting of question papers between the printers and IEB offices; and
- The security in the transportation of proof question papers between IEB and printers must be prioritised.

#### **4.7 Conclusion**

After a rigorous verification process to gauge the level of preparedness of the IEB to conduct the November 2017 GETC: ABET Level 4 examinations, Umalusi was satisfied that the IEB was compliant in most of the criteria set out by Umalusi as per the verification instrument. However, the IEB was issued with directives for compliance that must be addressed. An improvement plan indicating the interventions must be submitted to Umalusi.

## CHAPTER 5 MONITORING OF WRITING

### 5.1 Introduction

Umalusi executed its core duty of providing oversight on the conduct, administration and management of the November 2017 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 examinations by Independent Examinations Board (IEB).

### 5.2 Scope and Approach

The IEB submitted the profile of the cohort of students who wrote the November 2017 GETC: ABET Level 4 examinations (Annexures A to H). Table 5A below summarises the cohort profile.

**Table 5A: Summary of the Cohort Profile of Candidates**

Learning Area	No. of Centres Per Learning Area	Predominant Sector (%)	Females	Males	Total
Communication in English	143	Public Service (20, 08%)	370	337	707
Economic and Management Sciences	22	Education Training & Development (53, 04%)	71	44	115
Human and Social Sciences	31	Education Training & Development (48, 39%)	77	46	123 +1
Life Orientation	44	Education Training & Development (44, 72%)	113	86	199
Mathematical Literacy	95	Education Training & Development (26, 66%)	306	274	580
Natural Sciences	40	Mining (38, 5%)	77	110	187
		Public Service (38, 5%)			
Small, Medium and Micro Enterprises	37	Public Service (31, 91%)	112	76	188
		Education Training & Development (30, 85%)			
Technology	11	Unknown (37, 93%)	11	18	29
<b>Totals</b>			<b>1137</b>	<b>991</b>	<b>2128+1</b>

Umalusi monitored the writing phase during the November 2017 examination cycle as administered to the candidates who were registered for the GETC: ABET Level 4 qualification. A sample of 19 examination centres was selected for monitoring. Table 5B below provides the examination centres, monitoring dates, the learning areas, the number of candidates per centre and the provinces monitored.

**Table 5B: Examination centres monitored for the writing of examinations**

No.	Province	Centre	Date	Learning Area	Candidates
1	Gauteng	Interwaste	06-11-2017	Mathematical Literacy	20
2		Ekurhuleni Metro	09-11-2017	Small, Medium and Micro Enterprises	14
3		Woolworths Supply Chain	02-11-2017	Communication in English	39
4		Nchafatso Training Programme Centre	03-11-2017	Life Orientation	29
5		Sibanye Kloof No 1 College	08-11-2017	Natural Sciences	14
6		South Deep Mine	09-11-2017	Small, Medium and Micro Enterprises	34
7		Cedars Academy	02-11-2017	Communication in English	08
8		FH Chamberlain (Centurion Branch)	02-11-2017	Communication in English	07
9		Nchafatso Training Programme Centre	07-11-2017	Economic and Management Sciences	26
10		Anglo Gold Ashanti – Tau Tona Mine Motebong Residence	06-11-2017	Mathematical Literacy	12
11	Eastern Cape	Bisho Police Academy	02-11-2017	Communication in English	09
12	Free State	Sibanye Gold Beatrix Mine AET Centre	08-11-2017	Natural Sciences	11
13		Welkom South African Police Service (SAPS) Jan Hofmeyer Centre	08-11-2017	Natural Sciences	11
14	Limpopo	Pick 'n Pay Malamulele	02-11-2017	Communication in English	03
15	Mpumalanga	SAPS Nelspruit – Project Literacy (Prolit)	07-11-2017	Economic and Management Sciences	04
16		SAPS KwaMhlanga – Prolit	06-11-2017	Mathematical Literacy	4
17	KwaZulu-Natal	SAPS Ulundi	09-11-2017	Small, Medium and Micro Enterprises	03
18	Western Cape	Tembaletu Community Education Centre	06-11-2017	Mathematical Literacy	19
19		HIK Abalone Farm	02-11-2017	Communication in English	06

The findings in this chapter were gathered by recording verbal responses from the chief invigilators or invigilators, monitoring instruments completed during structured interviews; and recording observations of examination processes by Umalusi at sampled examination centres. Documents required for the conduct, administration

and management of examinations were also verified. Section 5.3 below provides a summary of the findings.

### 5.3 Summary of Findings

Table 5C below indicates the level of compliance of examination centres in the sample, in relation to given criteria.

**Table 5C: Level of compliance in relation to criteria for all examination centres monitored**

Criterion	Met all criteria 100%	Met 80% of criteria	Met 60% of criteria	Met 40% of criteria	Did not meet criteria 0%	Total
Delivery and storage of examination material	10 52.6%	8 42.1%	1 5.3%	0 0.0	0 0.0	19 100%
Invigilators and their training	5 26.3%	2 10.5%	5 26.3%	7 36.8%	0 0.0	19 99.9%
Preparations for writing and examination room/venue (s)	2 10.5%	7 36.8%	7 36.8%	3 15.8%	0 0.0	19 99.9%
Time management for the conduct of examinations	6 31.6%	9 47.4%	4 21.1%	0 0.0	0 0.0	19 100.1%
Checking of the immediate environment	14 73.7%	0 0.0	0 0.0	0 0.0	5 26.3%	19 100
Activities during writing	9 47.4%	9 47.4%	1 5.3%	0 0.0	0 0.0	19 100.1%
Packaging and transmission of answer scripts	10 52.6%	9 47.4%	0 0.0	0 0.0	0 0.0	19 100
Monitoring by the assessment body	3 15.8%	0 0.0	5 26.3%	0 0.0	11 57.9	19 100
<b>Total</b>	<b>59</b> <b>38.8%</b>	<b>44</b> <b>28.9%</b>	<b>23</b> <b>15.1%</b>	<b>10</b> <b>6.6%</b>	<b>16</b> <b>10.5%</b>	<b>152</b> <b>100%</b>

#### 5.3.1 Delivery and storage of examination material

All the monitored centres complied with more than 60% of this criterion. The examination material in 13 centres was delivered, weekly, by courier services, before the examinations were written. Five out of 19 centres collected their material, either from nodal points or, in the case of satellite examination centres, from the company head office. On arrival at all the centres, the question papers were securely sealed in padlocked black vinyl bags. These were to be opened with a pin code provided by the assessment body on the day of writing.

The examination material was stored securely. Security measures included strong rooms, lockable cabinets, security guards, burglar bars, access control, fire extinguishers and, in the case of SAPS examination centres, police guards.

In all the centres where the examination material was locked away, the keys were kept either by the chief invigilator or the centre manager. The security of examination

material was compromised in one SAPS examination centre where there was no safe or strong room. Here, the examination material was stored in a lockable cabinet in an office without a door, with the cabinet located adjacent to 29 similar cabinets belonging to other officers.

### **5.3.2 Invigilators and their training**

According to evidence gathered, only 63.2% of the examination centres monitored complied with the criterion on invigilators and their training, with 36.8% having met only 40% of this criterion. Officials appointed as chief invigilators were either facilitators at the centre or centre managers; training coordinators or staff members at work-based examination centres or, at SAPS centres, officers of the rank of lieutenant-colonel.

Fourteen out of 19 chief invigilators received training on the management and administration of examinations from either IEB officials, Prolit staff or other service providers. Only eight chief invigilators had appointment letters; the remaining 11 did not, either because the administration of examinations is part of their job description or because they did not have the examination files with them.

### **5.3.3 Preparations for writing and examination room/venue(s)**

Although only 10.5% of the examination centres monitored complied 100% with the criterion for preparations for writing and examination venues, 84.2% complied with 60% or more of this criterion. These centres provided a conducive environment both inside and outside the examination room; there were no materials inside the examination room to assist candidates; there were sufficient chairs and tables; and seating plans were available with candidates seated according to the plan. There was correct information on the board to assist candidates.

None of the sampled centres had candidates with a special concession on the days they were monitored.

The examination centres also complied with all of the following sub-criteria: attendance registers; attendance records for monitors; dispatch forms; irregularity and absentee forms; candidates had identity documents, and these were verified before they were admitted into the examination venue; and question papers were opened in front of the candidates. Invigilators in 11 out of 19 examination centres did not have name tags. The Pick 'n Pay Malamulele examination venue had no window; only a door. All the centres complied with the invigilator: candidate ratio of 1:30.

### **5.3.4 Time management for the conduct of examinations**

All 19 examination centres in the sample met 60% to 100% of this criterion. Six centres met 100% of the criteria, nine centres met 80% of the criteria and four centres met 60% of the criteria.

At the centres where this criterion was not complied with, some requirements—such as reading examination rules, allowing the candidates ten minutes' reading time before the start of examinations and checking the question paper for technical accuracy—were compromised. At Bisho Police Academy, the examination started 15 minutes late because both the candidates and the invigilator arrived late.

At two examination centres there were problems with accessing the question papers because either the chief invigilator or invigilators were not able to open the padlocked black bag containing the papers; or the IEB head office was late in sending the padlock code.

### **5.3.5 Checking of the immediate environment**

Fourteen out of 19 examination centres (73.7%) complied with 100% of the criterion for checking the immediate environment. Five centres did not meet this criterion.

### **5.3.6 Activities during writing**

All examination centres monitored met 60% to 100% of this criterion, with 47.4% of the sample meeting all criteria. The invigilators ensured that candidates completed the cover page; invigilators were vigilant during the session except at SAPS Nelspruit – Prolit, and Woolworths Supply Chain examination centres, where the invigilators remained seated during most of the examination.

At the Woolworths Supply Chain examination centre, the invigilator left the candidates alone in the room with no relief invigilator in place. The last two candidates left during the last 15 minutes of writing. At Sibanye Kloof No 1 College, the invigilator looked at his phone while invigilating. Additionally, the invigilator was asked by a candidate, in IsiZulu, to assist with the interpretation of a question, which the invigilator did by saying “yes, it means that”.

At the Ekurhuleni Metro examination centre there was limited space for candidates to move about. At the Sibanye Gold Beatrix Mine AET Centre, there was only a male invigilator present; consequently, the Umalusi monitor accompanied a female candidate to the toilet.

At the Welkom SAPS Jan Hofmeyer Centre, not all candidates were accompanied by invigilators when they went to the toilet because there were no female invigilators on duty during that session.

### **5.3.7 Packaging and transmission of answer scripts**

All the examination centres monitored met 80% to 100% of the criterion for packaging and transmission of answer scripts. In all the centres either the examination venue or the office of the centre manager was used for packaging answer scripts, with the

chief invigilator and the invigilator in attendance. The mark sheet sequence was used to arrange the scripts.

The official, lockable IEB bag, opened with the use of a code sent by the IEB head office a few minutes before the start of each writing session, was used for packaging and transmission of the answer scripts. A daily report was written in all the centres as part of feedback given to the assessment body.

After packaging, the IEB bag was put inside a courier bag and kept in a safe or lockable cabinet ready for collection by the courier the following day. This was carried out in the presence of Umalusi.

### **5.3.8 Monitoring by the assessment body**

By the time Umalusi visited, the assessment body had monitored eight out of 19 examination centres. The assessment body left reports at six of the centres monitored.

There were no reports by the assessment body in two of the 19 centres. As a result, issues raised in the IEB report at these centres could not be verified.

## **5.4 Areas of Compliance**

As indicated in Table 5B above, high level of compliance was observed in the centres monitored by Umalusi.

## **5.5 Areas of Non-compliance**

Based on the findings tabled in this report, Umalusi noted the following issues of non-compliance:

- A change of venue at the Interwaste examination centre due to renovations was not communicated with Umalusi and this led to the monitor arriving late;
- Incorrect information given to Umalusi resulted in monitors being deployed to the wrong examination centres at FH Chamberlain (Centurion Branch) and FH Chamberlain (Waterkloof Glen). This also led to the late arrival of Umalusi monitors;
- Transporting examination materials for delivery to head office and the examination venues posed security risks;
- The absence of a chief invigilator when an examination centre was not at the workplace, as occurred at Cedars Academy, was problematic;
- Unavailability of the appointment letters for chief invigilators at venues that were managed by training officers employed in different companies.
- The delay in the communication of secret pins for opening the locked bags of question papers delayed the start of examinations at Sibanye Gold Beatrix Mine AET Centre and Cedars Academy;

- Gender issues were not taken into consideration when appointing invigilators; hence, it poses a challenge when candidates requested to use the toilets.

## **5.6 Directives for Compliance and Improvement**

None

## **5.7 Conclusion**

Despite areas of non-compliance noted, it is evident that the isolated incidents that occurred could not have compromised the overall integrity and credibility of the November 2017 examinations.

# CHAPTER 6 STANDARDISATION OF THE MARKING GUIDELINES

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## 6.1 Introduction

The meetings for standardising marking guidelines provide a platform for internal moderators, examiners, markers and Umalusi moderators to discuss responses per question and to reach consensus before the final marking guideline is approved. The purpose of the standardisation of marking guideline meetings is to ensure that all personnel involved in the marking process have a common understanding and interpretation of the marking guideline. This ensures adherence to the same marking standard.

## 6.2 Scope and Approach

For the November 2017 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 qualification, Umalusi deployed eight external moderators to attend the Independent Examinations Board (IEB) marking guideline discussion meetings. These were held at Sacred Heart College on 18 and 19 November 2017. The learning areas involved are indicated in Table 6A below.

**Table 6A: IEB learning areas for the November 2017 GETC: ABET Level 4 examination**

No.	Learning areas	LA code
1.	Communication in English	A4CENG
2.	Economic and Management Sciences	A4EMSC
3.	Human and Social Sciences	A4HSSC
4.	Life Orientation	A4LIFO
5.	Mathematical Literacy	A4MATH
6.	Natural Sciences	A4NTSC
7.	Small, Medium and Micro Enterprises	A4SMME
8.	Technology	A4TECH

On the first day participants, including Umalusi moderators, were engaged in the marking guideline discussions. After this process, on the same day, Umalusi moderators verified the site-based assessment portfolios. Following discussions, participants marked a sample of scripts both as part of training and as an opportunity to ascertain how user friendly the agreed-upon marking guideline would be. Umalusi's role was to:

- Observe the proceedings;
- Provide guidance on interpreting the questions and required responses;
- Adjudicate in instances where participants could not reach consensus about responses; and
- Approve the final marking guideline to be used during the marking process.

Umalusi monitored the proceedings and reported on the findings, using the instrument for the monitoring of the standardisation of marking guideline meetings. The following criteria in the instrument were used to verify compliance in this quality assurance process:

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

### **6.3 Summary of Findings**

The number of IEB participants was determined by the number of candidates who sat for the November 2017 GETC: ABET Level 4 examination in the respective learning areas. Learning areas with high enrolments had more markers than those with low enrolments. The following summarises the findings for each criterion.

#### **6.3.1 Attendance of internal moderators, examiners and markers**

Umalusi observed that internal moderators, examiners and markers for all eight learning areas attended the meetings for the standardisation of marking guidelines as expected. A4MLMS had the highest number of participants and A4NTSC had the highest number of novice markers.

#### **6.3.2 Verification of question papers**

It was critical that before engaging in the standardisation of the marking guidelines that Umalusi establish that the examination question papers in question were the ones Umalusi had externally moderated and approved for this particular examination cycle. After examining the eight learning area question papers presented, Umalusi confirmed that all were the final versions approved during the external moderation process.

#### **6.3.3 Standardisation of marking guidelines process**

The internal moderator and examiner for the respective learning areas chaired the marking guideline standardisation meetings for A4HSSC and A4LIFO. The internal moderator chaired the meetings for A4EMSC and A4CENG. The examiner chaired A4MLMS, A4NTSC, A4SMME and A4TECH learning areas.

After all participants were introduced the markers were given time to respond to the November 2017 question papers. The markers were given marking guidelines against which to mark their responses. These were discussed, question by question, to check any variations in marks awarded by different markers. Potential alternative responses

were suggested and thoroughly discussed, until these were either accepted or rejected.

Markers then marked a copy of the same dummy script, using the standardised marking guideline. This exercise served two purposes: to train markers in adhering to the marking guideline and to test the quality and usability of the standardised marking guideline. Discussions followed to finalise the marking guidelines that would be used during the marking of official scripts.

Umalusi observed the process carried out in the marking guideline meetings, ensured that correct responses were verified and that alternative responses were included in the final marking guideline. Amendments made include:

- Inclusion of alternative responses in the marking guideline;
- Correction of incorrect responses; and
- Confirmation of marking instructions to ensure common interpretation, understanding and implementation.

#### **6.3.4 Sample marking**

Internal moderators, examiners and markers in each learning area marked their own responses before the guidelines were standardised. A common dummy script per learning area was marked after the marking guidelines had been standardised. This was done to check adherence to the standardised guidelines, consistency of marking and provided a training opportunity for the marking personnel. After marking the dummy scripts, participants discussed any differences they may have come across during the exercise, before the marking guidelines to be used during actual marking were finalised.

#### **6.3.5 Approval of amendments to marking guidelines**

The Umalusi moderators for each learning area approved all amendments made to the marking guidelines; and all marking guidelines were approved as the final document which was to be used during the marking process.

### **6.4 Areas of Compliance**

The following were noted as areas of good practice:

- The standardisation of marking guidelines was conducted in all eight learning areas; and
- Markers in all learning areas attended the standardisation of marking guideline meetings.

## **6.5 Areas of Non-compliance**

There were no areas of non-compliance observed during the standardisation of marking guideline meetings.

## **6.6 Directives for Compliance and Improvement**

- None

## **6.7 Conclusion**

The marking guideline discussions served their intended purpose, which was to improve the quality of the marking guidelines and to ensure that all possible responses would be considered in the November 2017 GETC: ABET Level 4 examinations administered by the IEB. Umalusi approved all recommended changes to the marking guidelines, as these improved their quality.

# CHAPTER 7 MONITORING OF MARKING

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## 7.1 Introduction

Umalusi monitored the marking processes conducted by the Independent Examinations Board (IEB) for the November 2017 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 examinations. The marking was conducted in eight learning areas.

The purpose of this process is to ensure that the necessary systems are in place for credible marking, e.g. conducive environment, security, effective control, etc. The monitoring of marking aims to establish whether marking was conducted in compliance with the prescripts governing this process, and whether the overall integrity and credibility of marking was or was not compromised.

This chapter gives a brief account of the plans for marking, the state of marking venues, security in marking venues, training of marking personnel, monitoring of marking by assessment body, handling of irregularities and quality assurance procedures during marking.

## 7.2 Scope and Approach

Umalusi visited the marking centre for the November 2017 GETC: ABET Level 4 examinations at Sacred Heart College on 18 November 2017. Umalusi completed a monitoring instrument by recording observations and verbal responses from the marking centre manager on the administration of the marking process. The monitor also verified evidence and documents available at the marking centre.

## 7.3 Summary of Findings

The findings of the monitoring are addressed below as per the Umalusi criteria on the monitoring of the marking process instrument.

### 7.3.1 Planning for marking

Planning for marking was executed well at the Sacred Heart marking centre. The marking centre manager had a well-developed marking plan and this was implemented. The marking centre management team and all marking personnel reported for duty on 18 November 2017 when marking started. Marking was to be concluded the following day.

The marking guidelines were delivered by the IEB dispatch section at head office on 17 November 2017. The materials were stored in the media centre at the marking centre and were taken to the marking venues when marking started on 18 November 2017. The marking proceeded according to plan.

### **7.3.2 Marking centre**

The following arrangements and activities were noted:

- Eight classrooms were used as marking rooms for the GETC: ABET Level 4 learning areas, namely Communication in English; Mathematical Literacy; Economic and Management Sciences; Human and Social Sciences; Life Orientation; Natural Sciences; Small, Medium and Micro Enterprises; and Technology;
- The marking venues served as script control rooms, where the scripts remained for the duration of marking;
- The marking venue was most conducive for marking, with resources in place:
  - Suitable furniture;
  - Access to a photocopier, telephones, internet access, etc.
- The marking centre was open for marking from 07:00 and closed at 17:00.

### **7.3.3 Security**

The IEB deployed two security guards, who controlled access at the main gate, with the working shifts: one security guard at night and one during the day. The guards conducted searches to prevent any unauthorised items entering the marking premises.

The following additional security measures were in place:

- Burglar gates were fitted at the entrance to the script control venue;
- Surveillance cameras and an alarm system were in place and in good working condition;
- In each marking venue script controllers controlled scripts before they were handed to markers. Scripts were also checked after marking to ensure that all had been returned;
- Attendance registers for the writing of examinations, signed by chief invigilators, were in place for each batch of scripts;
- The scripts were transported to the marking centre by the IEB Materials Handling dispatch section in an IEB delivery mini-truck, which was not escorted.

### **7.3.4 Training of marking personnel**

The marking centre manager received ongoing refresher training as part of the job responsibilities, through meetings with senior management and feedback from monitors. No further formal training of the marking centre manager was conducted before the marking session. The assessment specialist at the IEB head office conducted pre-marking training of examiners, internal moderators and markers on

22 June 2017. Before coming to the marking centre, markers and moderators were required to answer a question paper as part of their training.

As part of the standardisation process, the IEB used the marking guideline together with two dummy scripts issued at the marking centre. The marking personnel (internal moderator, examiner and markers) of each learning area discussed the answers among themselves to arrive at common understanding. This standardisation process lasted three hours.

### **7.3.5 Marking procedures**

The following practices were observed:

- All marking personnel signed attendance registers when they arrived at the centre and when they left the marking venues;
- In distributing scripts to markers, the controllers ensured that markers did not mark scripts from their own centres by checking script allocations against a record of the markers' centres;
- A whole script marking approach was adopted;
- If markers encountered responses during marking that were not included in the marking guideline, these were discussed by the group and approved by the examiner;
- Candidates recorded their answers on the question papers, which ruled out the possibility of answering the same question twice. The question papers did not contain optional questions.
- The controllers ensured that marks on the scripts were allocated correctly. The examiner and internal moderator supervised the marking throughout the process.

### **7.3.6 Monitoring of marking**

The examiner monitored the performance of the markers against established criteria. These included compliance with marking standards; the need for moderation; use of own initiative in the event of scripts where challenges were noticed; ability to make fair judgements; and the potential for the marker's advancement to moderator assistant.

The examiner identified any underperforming markers while moderating. There were measures in place to deal with underperforming markers, such as supporting them through retraining and pairing them with competent or experienced markers. All their subsequent scripts would be subjected to thorough moderation. If the problem persisted, they might be asked to leave. The examiners completed evaluation forms at the end of the marking session to be used to inform the selection process for the next marking session.

### **7.3.7 Handling of irregularities**

Examination irregularities have the potential to jeopardise the credibility of the examination. The IEB established structures and a committee to deal with examination irregularities. The committee was well constituted and functional. The following findings were highlighted:

- IEB had an irregularities Committee in place comprising of assessment specialist, senior manager and the CEO of IEB;
- Examiners were aware of the composition and responsibilities of Examinations Irregularities Committees, as contemplated in sub-regulations and protocol to handle and report irregularities;
- Training was provided in identification of examination irregularities;
- Any alleged irregularities would be reported by the assessment specialist to the Irregularity Committee once the assessment specialist had investigated and confirmed these. Such alleged irregularities would be reported by the assessment specialist to the Irregularity Committee on 20 November 2017, once the examiner and the marker had investigated and confirmed that an alleged irregularity existed.

### **7.3.8 Quality assurance procedures**

The controllers were to confirm that entire scripts were marked; that each question had a total; that marks were captured per sub-question/item; that subtotals, totals and the final totals were correct; and that the transfer of marks to the cover was correct.

At the IEB head office, the Entry and Resulting staff carried out double-data capturing of marks. This ensured the correct capturing of marks. Marks were captured directly from scripts.

### **7.3.9 Reports**

The examiners completed qualitative reports, which included contributions from markers and internal moderators. These reports were submitted to the materials production manager to forward to the assessment specialist for moderation and quality assurance. A standardised template was used for reporting to ensure that the report met minimum requirements.

The reports were used to provide feedback to all stakeholders, including examination centres, to provide for the implementation of recommendations.

## **7.4 Areas of Compliance**

The following areas of good practice were noted:

- The marking environment at the marking centre was conducive; and
- Strict measures were in place to ensure security of scripts and proper management of the marking process.

### **7.5 Areas of Non-compliance**

There were no areas of non-compliance noticed.

### **7.6 Directives for Compliance and Improvement**

None.

### **7.7 Conclusion**

The IEB marking processes were managed in accordance with the management plan developed for marking and the expectations for quality service delivery in this regard. The assessment body needs to be commended for proper planning to conduct a successful marking session.

## CHAPTER 8 VERIFICATION OF MARKING

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### 8.1 Introduction

Verification of marking validates the process of marking and determines whether marking is in line with the approved marking guidelines. This is a critical process in the quality assurance of the examinations.

The verification process for the November 2017 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4 examinations evaluated adherence to the required marking standards. In addition, Umalusi moderators scrutinised candidates' scripts for irregularities that might have occurred during the writing of examinations at examination centres. Verification of marking is a rigorous process that Umalusi conducts after candidates' scripts have been marked and moderated by examiners and internal moderators.

The purpose of conducting verification of marking was to:

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

This chapter presents the findings of the analysis of Umalusi moderators' reports on the verification process and the levels of compliance in all eight learning areas offered by the Independent Examinations Board (IEB).

### 8.2 Scope and Approach

On-site verification of marking was conducted by Umalusi at Sacred Heart College in Johannesburg on 18 and 19 November 2017, the marking venue for the IEB GETC: ABET examinations. Verification was conducted in eight learning areas as listed in Table 1A below. Umalusi verified a minimum of 20 scripts per learning area in the two days.

**Table 8A: Learning areas included in the verification of marking**

No.	Learning areas	Learning area code
1.	Communication in English	A4CENG
2.	Economic and Management Sciences	A4EMSC
3.	Human and Social Sciences	A4HSSC
4.	Life Orientation	A4LIFO
5.	Mathematical Literacy	A4MATH
6.	Natural Sciences	A4NTSC

No.	Learning areas	Learning area code
7.	Small, Medium and Micro Enterprises	A4SMME
8.	Technology	A4TECH

The Umalusi quality assurance of assessment instrument for the verification of marking was used. Verification was conducted against the following key criteria, as found in the instrument:

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

### 8.3 Findings

The compliance levels on verification of marking, as reported by moderators, are summarised in this section. Minor incidents of non-compliance, namely non-adherence to the marking guide and inconsistent allocation of marks, were addressed by Umalusi moderators during standardisation of marking guidelines. These details are discussed below. Verified scripts were sampled across a range of levels of candidate performance.

#### 8.3.1 Adherence to marking guidelines

Generally, Umalusi observed that markers adhered to the standardised marking guidelines in all the learning areas. Discrepancies were however identified in A4LIFO, where markers incorrectly credited candidates for providing wrong responses. In question 11.2, candidates were credited for factors to be considered during interviews, instead of crediting factors to be considered before interviews. This was detected early in the process. Umalusi's moderator discussed with the markers what was expected when marking question 11.2; and affected scripts were then re-marked.

#### 8.3.2 Quality and standard of marking

In general, marks were accurately allocated within the tolerance range of five marks, except for reported inconsistencies in A4HSSC and A4LIFO. Up to 12 marks' deviation in A4HSSC was picked up in centre number 4421. The discrepancy was caused by poor interpretation of candidates' responses in section C, where a novice marker did not credit candidates for correct responses that were phrased differently from that in the marking guidelines. With the intervention of Umalusi's moderator, the approach for marking section C was discussed with markers and the entire batch of scripts was re-marked.

Umalusi moderator for A4LIFO reported inconsistencies in mark allocation for the following sub-questions: in 5.2, markers over-credited candidates by giving four marks instead of two; candidates were not credited for "women's day" as an alternative response accepted for sub-question 6.2 during standardisation of the marking guideline; and markers failed to understand sub-question 11.2, which led to crediting wrong answers. The moderator intervened on the latter, and requested a re-mark of the affected scripts.

Internal moderation was evident in all eight learning areas; however, it was conducted differently from one learning area to another. For instance, in some learning areas actual re-marking of scripts was conducted, but in A4SMME, the internal moderator did not moderate all the questions in the answer scripts. In A4HSSC the internal moderator did not re-mark the scripts but only made a tick or cross where she agreed or disagreed with the marker, and then changed the final mark.

Besides the intervention of Umalusi moderators for A4HSSC and A4LIFO where inconsistency in marking had to be corrected by re-marking scripts, marking was considered to be fair, reliable and valid in all learning areas. Marking was conducted within the approved marking guidelines and standardisation was carried out throughout the marking session by the internal and external moderators.

All eight learning areas reported accurate addition and transfer of marks. Each learning area had two script controllers who verified ticks against the recorded totals in each answer script. There were very few errors and any found were immediately corrected.

### **8.3.3 Irregularities**

In three of the eight learning areas, evidence of possible cheating or irregularity was identified during verification of marking. Suspected irregularities were identified in A4CENG, A4MATH and A4SMME.

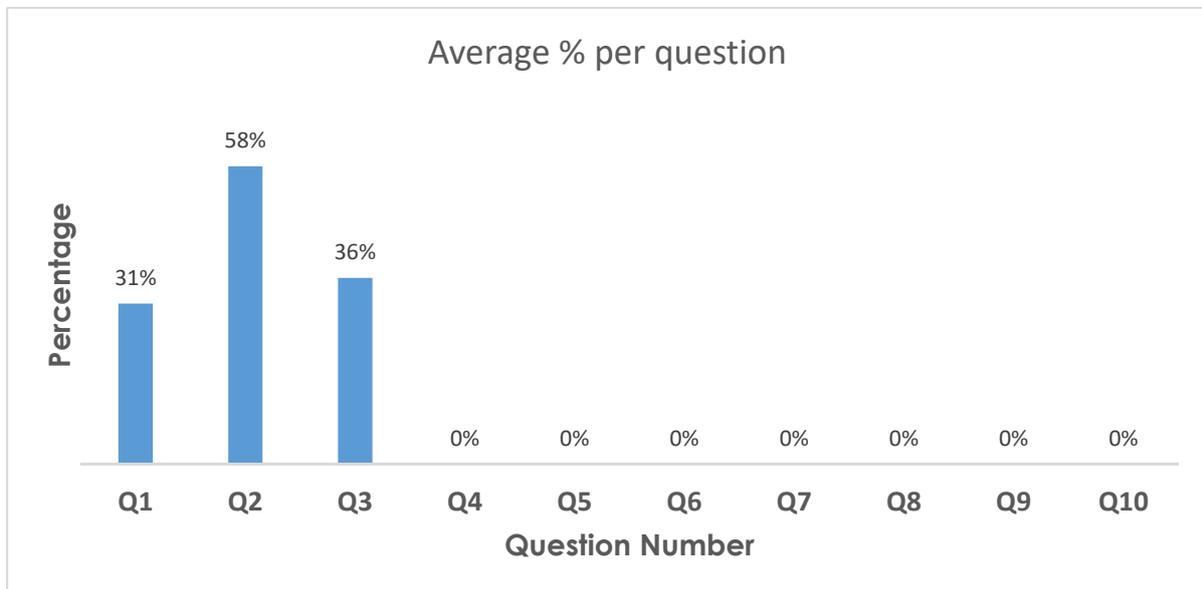
In A4LIFO, an irregularity was picked up at the centre during invigilation of the examination: the invigilator reportedly wrote on the front cover of a script, in centre number 6392, "disqualified" at 10:10. No evidence or report to determine the type of irregularity was submitted with the script, thus correct procedures were not followed the final moderated mark awarded to the candidate was 56 out of 100 marks.

### **8.3.4 Performance of candidates**

Analysis of performance presented in this report is based on a sample of scripts moderated by Umalusi. This reflects on average performance of candidates per question:

### a) Communication in English (A4CENG)

In a sample of 20 scripts moderated, one candidate obtained the highest performance, with 72%. The candidate who achieved the lowest performance achieved only 3%.



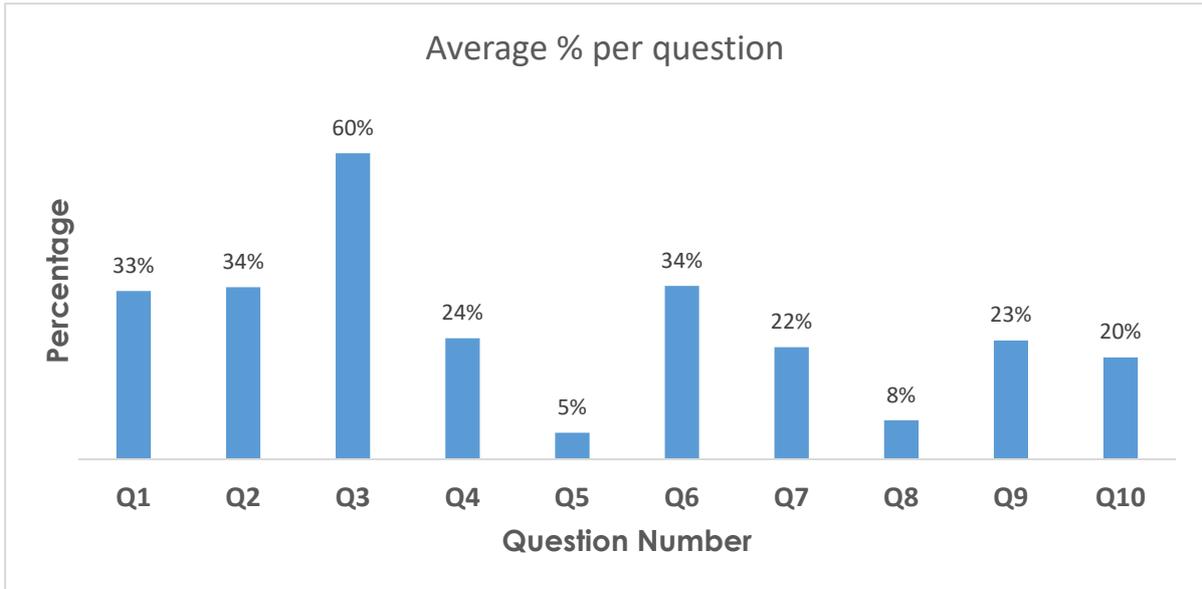
**Figure 8A: Average performance of candidates in A4CENG per question**

Figure 8A above shows that candidates performed best in question 2 (section B), with an average of 58%. Question 1 (section A) had the lowest average performance (31%). The average performance for question 3 (section C) was slightly better than that of question 1, at 36%.

Most candidates found question 1 (section A) challenging. It required candidates to express their own opinions and decipher feelings or emotions in response to some of the questions, and to justify their responses or arguments. Question 2 was well received by candidates in comparison to questions 1 and 3. It required the candidates to deduce information from an advertised product. Section C (question 3), based on free-response questions, and was as challenging as question 1 was for candidates.

### b) Economic and Management Sciences (A4EMSC)

Question 5 (Accounting section) was the most challenging question with the lowest average performance, at 5%. A number of candidates did not even attempt to respond to this question. Figure 8B below indicates the average performance of candidates per question.

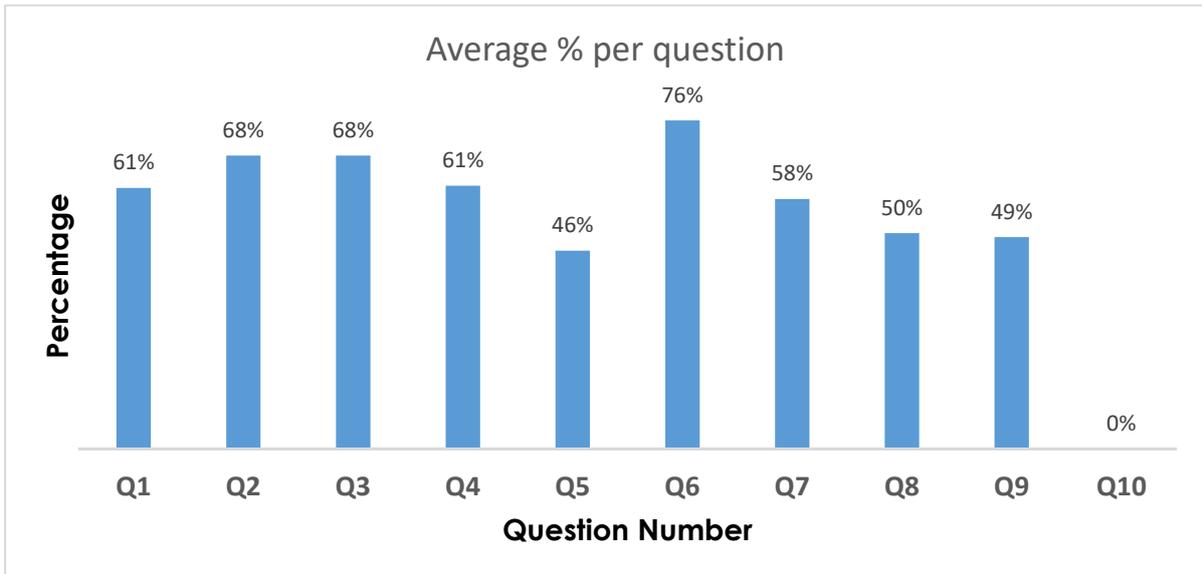


**Figure 8B: Average performance of candidates in A4EMSC per question**

Another challenge to candidates was question 8, with an average performance of 8%. Candidates could not label and plot demand and supply curves. The two unit standards for Accounting and Demand and Supply require much attention for candidates to succeed. From the verified sample, only two out of 20 candidates achieved between 40% and 55%.

### c) Human and Social Sciences (A4HSSC)

Figure 8C shows the average performance of candidates per question in A4HSSC.



**Figure 8C: Average performance of candidates in A4HSSC per question**

In general, candidates performed better in this learning area. In 80% of verified scripts, 80% of the candidates passed the paper with between 40% and 100%. Three candidates obtained distinctions, with marks between 80% and 95%. In section A,

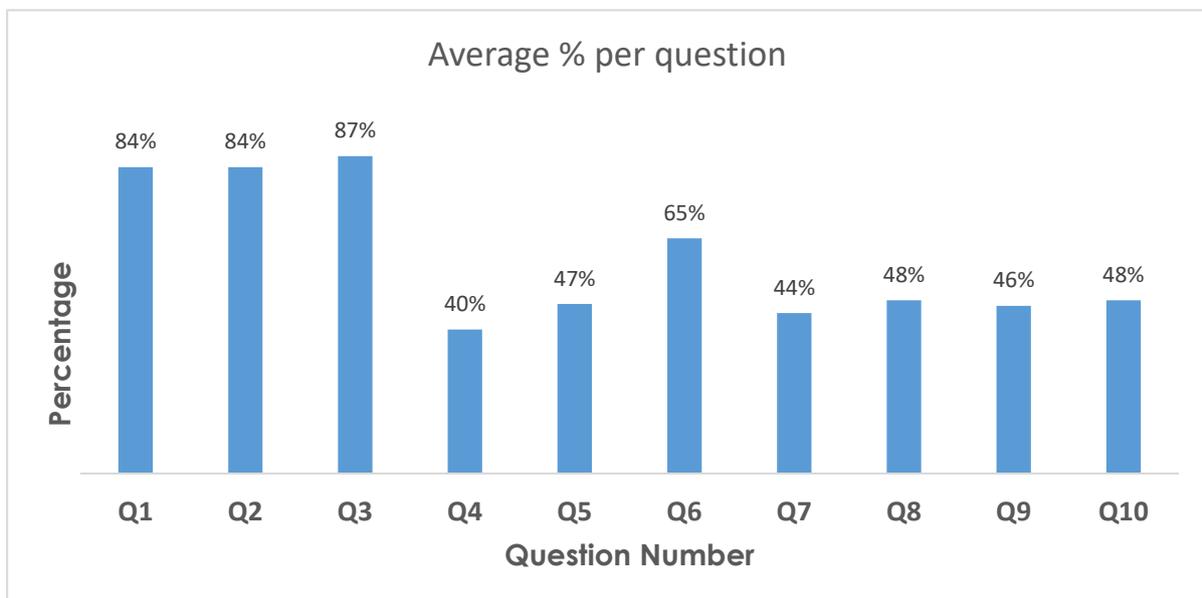
questions 1 to 4, candidates performed well, with averages between 61% and 68%. The average for questions 2 and 3 was 68% each.

Candidates performed well in question 6 (section B), at 76%. This section was based on South Africa's bill of rights and on natural resources. The lowest average performance was in question 5 of section B, at 46%. This question dealt specifically with South Africa's bill of rights.

In section C, most candidates (18 out of 20) answered question 9, which was based on water as a resource.

#### **d) Life Orientation (A4LIFO)**

Of the 20 verified sample scripts, 90% of candidates achieved between 40% and 90%, with two candidates obtaining more than 80%. Figure 8D below shows the average performance per question in this learning area.



**Figure 8D: Average performance of candidates in A4LIFO per question**

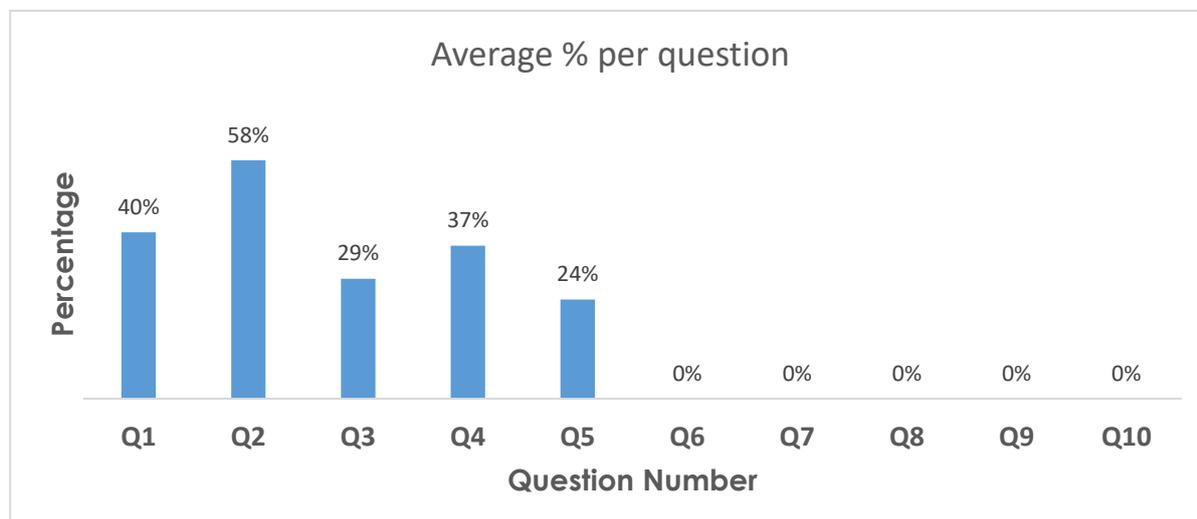
In section A candidates responded very well to questions 1 to 3, with an 84% average performance in questions 1 and 2 and the highest average performance of 87%, in question 3. Candidates were challenged by question 4 of section B, where the average performance of 40% was the lowest. They could not complete a table with given sentences, placed sentences incorrectly, or did not make any attempt to complete sentences.

#### **e) Mathematical Literacy (A4MATH)**

Candidates failed the examination in 55% of the 20 sampled scripts. They were able to answer only lower order questions. Just 30% were able to obtain between 40% and 49% and 15% of candidates achieved between 51% and 54%. Higher order questions were poorly answered. Questions 3 and 5, with moderate and difficult questions, were

poorly answered. These averages were lowest, at 29% and 24% respectively. Candidates were unable to apply the content learnt to given contexts.

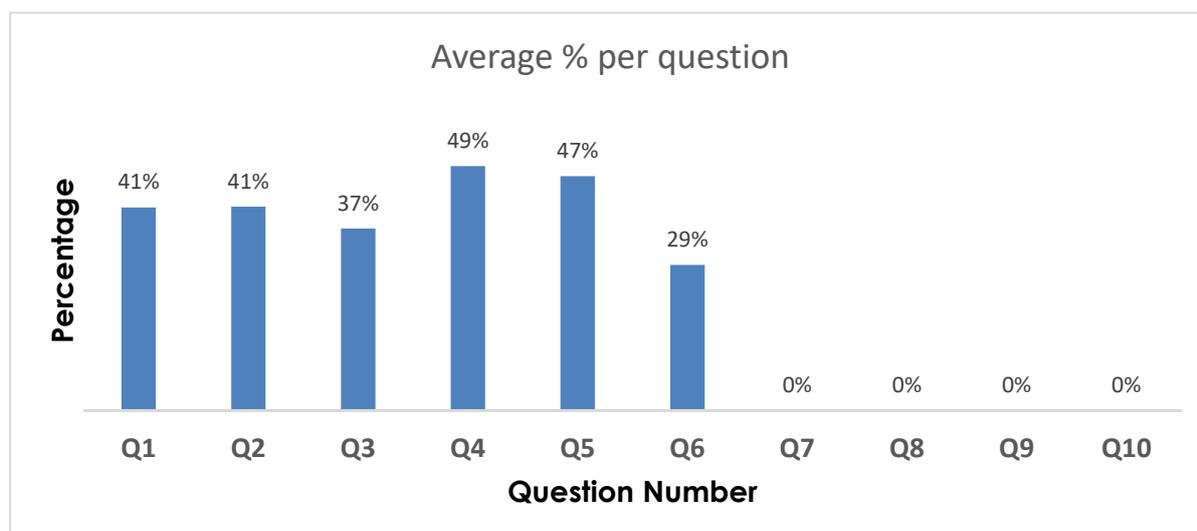
Candidates performed well in question 2. The average performance in this question was 58%. Figure 8E below indicates the average performance of candidates in A4MATH per question.



**Figure 8E: Average performance of candidates in A4MLMS per question**

#### **f) Natural Sciences (A4NTSC)**

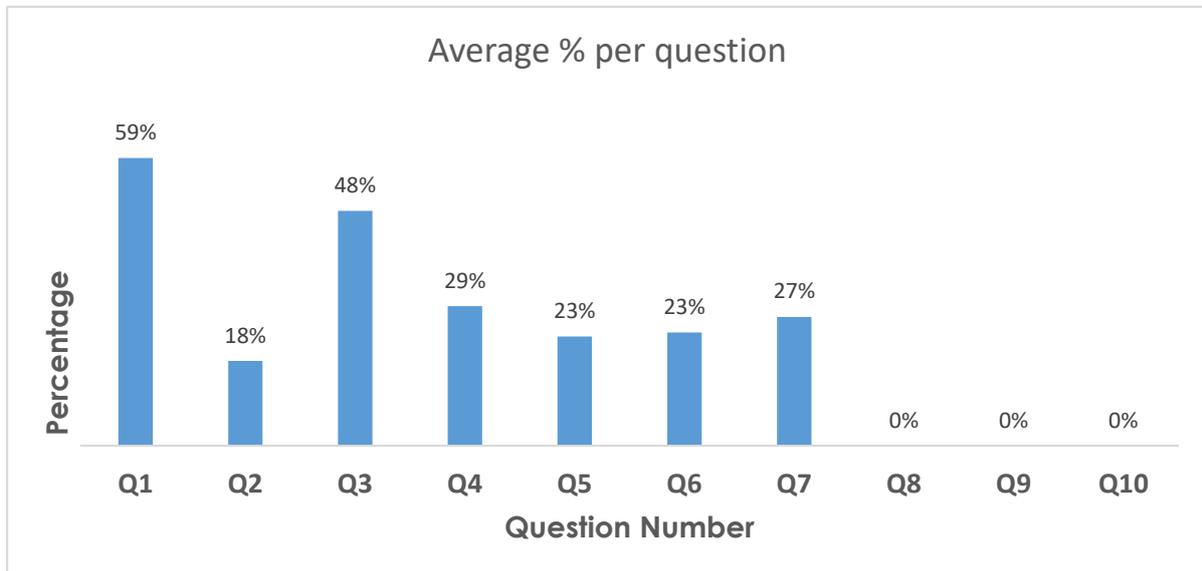
Performance analysis in A4NATS was not satisfactory, with an average performance of 45%. The highest average performance, at 49%, was for question 4, while question 6 had the lowest average, at 29%. Question six was based on Energy and Change and candidates were unable to apply content knowledge to real-life situations; and they could not the draw the graph. The average performance per question is indicated in Figure 8F below.



**Figure 8F: Average performance of candidates in A4NATSC per question**

### g) Small, Medium and Micro Enterprises (A4SMME)

According to the sample of 20 verified scripts, the average performance of candidates in question 1 was the highest, at 59%, and lowest in question 2 (18%). Figure 8G below indicates the average performance of candidates in A4SMME per question.

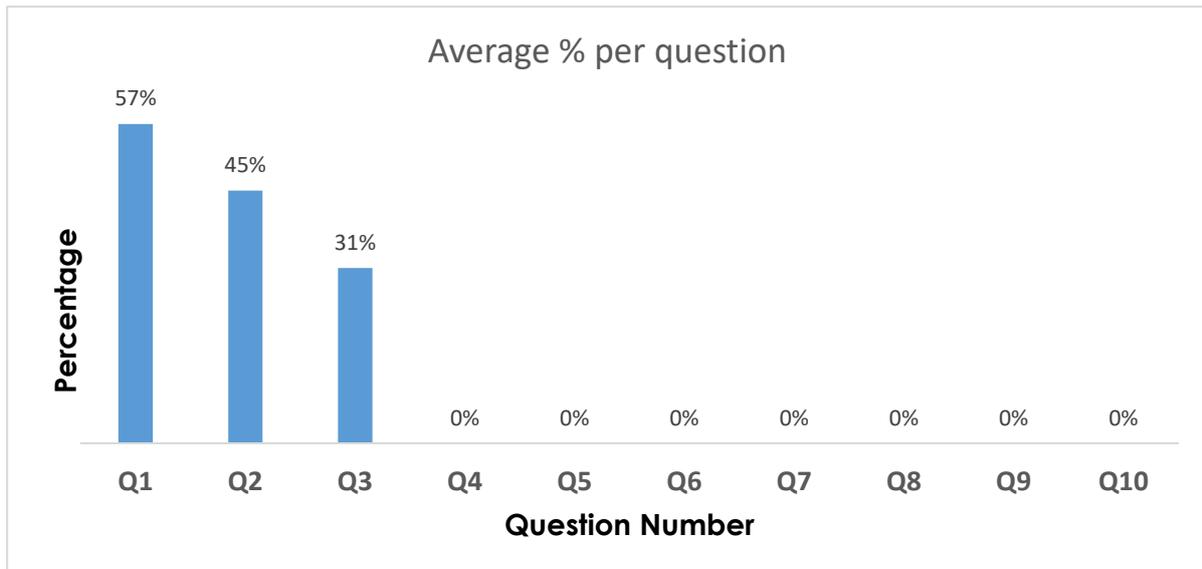


**Figure 8G: Average performance of candidates in A4SMME per question**

Figure 8G above shows that on average, candidates performed better in questions 1 and 3. The average performance in other questions ranged from 18% to 29%. Candidates in most cases proved not to understand the instructions of questions, with poor interpretation, especially question 2. Most candidates could not identify entrepreneurial qualities from the article.

### h) Technology (A4TECH)

The analysis of performance in 20 sampled scripts reflects that 65% of the sampled candidates achieved between 40% and 61%. No candidate achieved at distinction (80%) level. Figure 8H below indicates the average performance of candidates in A4TECH per question.



**Figure 8H: Average performance of candidates in A4TECH per question**

Candidates' average performance was highest, at 57%, in question 1, followed by 45% in question 2 and lowest in question 3, at 31%. Candidates struggled to answer higher order questions that required application, analysis and evaluation.

#### **8.4 Areas of Compliance**

The following areas of compliance were noted:

- Training of markers was conducted effectively; as a result, minimal marking errors were observed in most learning areas; and
- The quality of marking was satisfactory, with marks accurately allocated and transferred.

#### **8.5 Areas of Non-compliance**

There were no areas of non-compliance. The following indicate concerns raised during verification of marking. They do not constitute non-compliance:

- Internal moderation was conducted differently across the learning areas. For instance, in most learning areas actual re-marking of scripts was conducted, but in A4SMME the internal moderator did not moderate all the questions within answer scripts. In A4HSSC, the internal moderator did not re-mark scripts, but simply made a tick or cross where she agreed or disagreed with the marker and then changed the final mark; and
- An irregularity was reported at centre number 6392 in A4LIFO without sufficient information and evidence.

## **8.6 Directives for Compliance and Improvement**

The IEB must act on the following directive for compliance:

- IEB is required to ensure that the marking personnel is trained to be vigilant in identifying suspected irregularities.

## **8.7 Conclusion**

In general, the standard of marking improved in all eight learning areas, with each externally moderated and errors rectified accordingly. As a result, compliance levels among the learning areas were reported to be high. The IEB should adopt a common moderation approach to all learning areas for the GETC: ABET Level 4 examinations. The IEB needs to clarify the issue regarding an irregularity that was identified at centre number 6392 in A4LIFO. Sufficient information and evidence must be provided so that the alleged irregularity can be investigated.

# CHAPTER 9 STANDARDISATION AND VERIFICATION OF RESULTS

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## 9.1 Introduction

Standardisation is a statistical moderation process used to mitigate the effects on performance of factors other than candidates' ability and knowledge. The standardisation of examination results is necessary to reduce the variability of marks from year to year. Variability may occur as a result of the standard of question papers as well as the quality of marking. Standardisation ensures that we deliver a relatively constant product to the market.

The General and Further Education and Training Quality Assurance (GENFETQA) Act of 2001, as amended in 2008, section 17A (4), states that Umalusi Council may adjust raw marks during the standardisation process. The standardisation process considers the qualitative inputs from external moderators, internal moderators as well as the principles of standardisation.

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

## 9.2 Scope and Approach

The Independent Examinations Board (IEB) presented eight learning areas for the statistical moderation of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) Level 4, comprised of eight learning areas, for the November 2017 examination. Umalusi verified the capturing of marks at the IEB head offices in Parktown, Johannesburg.

## 9.3 Findings

The following were the findings made during the standardisation of the November 2017 GETC: ABET Level 4 examination results of the IEB.

### 9.3.1 Development of historical averages

The existing learning area structures and the historical averages developed in the previous examinations were utilised.

### 9.3.2 Capturing of marks

Umalusi monitored the capturing of marks at the IEB offices. The monitoring included the verification of the availability and implementation of guidelines or procedural

documents used for the authentication of mark sheets, the capturing of examination marks, the appointment and training of data capturers, the management of capturing centres and the security systems for the examination materials.

Policy guidelines and the management plan for the capturing of marks were made available to Umalusi during the verification of the capturing of examination marks. The capturing of examination marks was in line with the management plan provided.

There were adequate personnel appointed at the capturing centre, some of whom were appointed by IEB on a contract basis. All contract data capturers appointed signed contracts as evidence of employment. The capturing coordinator, who was a permanent employee of IEB, trained all contract workers appointed. The assessment body provided a detailed training programme for the system administrator, capturing coordinator and data capturers. The attendance register and training manual were presented as evidence of training. All personnel in charge of and appointed for data capturing signed declarations of secrecy before assuming duty.

The IEB captured marks online directly from the scripts, using a double-capturing method to authenticate marks. No capturer was responsible for both capturing and verifying marks: a dedicated person captured the total marks obtained and a dedicated verifier captured marks per question. The system allowed for the total to be calculated and compared to the total marks captured by the first capturer. Any non-alignment of marks resulted in a rejection and marks were then re-verified.

The capturing facilities were under 24-hour security surveillance. IEB kept all examination materials at the capturing control room and transferred them to the IEB office daily after capturing. Security personnel at the centre escorted visitors to the venue.

The following contingency measures were in place: An IT specialist was on duty to implement daily back-ups of data and a standby generator was available in case of a power failure.

### **9.3.3 Electronic data sets and standardisation booklets**

The IEB submitted the electronic data sets for verification before printing the final standardisation booklets. The verification and approval of electronic booklets was done at first moderation. It involved statistics distribution, raw mark distribution and the graphs per learning area. Particular attention was paid to the use of different colours and raw mark adjustments, as well as pair's analysis and percentage distribution per learning area.

### 9.3.4 Pre-standardisation and standardisation

The Assessment Standards Committee relied on the external moderators' reports, standardisation principles, candidates' previous performance and pair's analysis in determining final adjustments per learning area.

### 9.3.5 Standardisation decisions

The decisions for the November 2017 examinations for the GETC: ABET Level 4 qualification were as outlined below:

**Table 9A: Standardisation decisions for GETC: ABET L4**

Description	Total
Number of learning areas presented for standardisation	8
Raw marks	7
Adjusted (mainly upwards)	1
Adjusted (mainly downwards)	-
<b>Number of learning areas standardised</b>	<b>8</b>

### 9.3.6 Post-standardisation

The adjustments for the November 2017 GETC: ABET Level 4 examination were approved at first moderation. The verification and approval for statistical moderation and the candidate record for the examination were also approved at first moderation.

## 9.4 Areas of Compliance

The following were noted as areas of compliance:

- The IEB used the double-capture method as per requirements;
- The IEB's security of mark sheets was commendable;
- The detailed process/procedure document was most impressive;
- The IEB's prompt rectification of data sets and submission of booklets within the requested timeframe was highly commendable.

## 9.5 Areas of Non-compliance

There were no areas of non-compliance.

## 9.6 Directives for Compliance and Improvement

There were no directives for compliance.

## **9.7 Conclusion**

The IEB 2017 November GETC: ABET L4 examinations standardisation, statistical moderation and resulting processes ran smoothly and the credibility and the integrity of the examination were not compromised in any way.

## CHAPTER 10 CERTIFICATION

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### 10.1 Introduction

Umalusi is responsible for the certification of candidate achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (NFETQSF) of the National Qualifications Framework (NQF). This is mandated by the founding, and amended, General and Further Education and Training Act (GENFETQA) 2001 (Act No. 58 of 2001). Umalusi upholds adherence to policies promulgated by the Minister of Higher Education and Training for the General Education and Training Certificate.

Certification is not just the issuing of a certificate at the end of an examination, but is the culmination of an examination process with different steps conducted by an assessment body, in this instance the Independent Examination Board (IEB).

This process commences with the registration of candidates and ends with the writing of the examination. After the candidate has written the examination administered by the assessment body, the examination scripts are marked, the marks are processed and, after quality assurance and approval by Umalusi, candidates are presented with individual Statements of Results. These are preliminary documents that outline the outcomes of the examination, issued by the assessment body. The finalisation and verification that all the examination marks are indeed captured and processed is done before certification. The Statement of Results is, in due course, replaced by the final document, a certificate issued by Umalusi.

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. All records of candidates who registered for the GETC examinations are submitted to Umalusi for certification.

Umalusi verifies all the data received from the IEB. These data must correspond with the quality assured results, bearing in mind that all changes in marks must be approved before release to candidates. Where discrepancies are detected, the IEB is obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that no candidate is 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 the GETC learning area certificates, and confirmation of those candidates who have not qualified for any type of certificate, close the examination cycle.

The balance of this chapter informs interested parties of the current state of the certification of candidate achievement for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET). This is a qualification at Level 1 on the NQF for candidates registered to write the examinations through the IEB as assessment body.

## 10.2 Scope and Approach

The GETC: ABET Level 4 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, or a GETC: ABET Level 4 should they qualify for such.

The IEB conducts multiple examinations during the course of the year as they have made provision for examinations on request. Each of these examination sessions are quality assured and standardised by Umalusi.

The State of Readiness visit and records submitted for certification of candidate records for the period 1 December 2016 to 30 November 2017 were used to inform this report.

## 10.3 Summary of Findings

The registrations for the GETC: ABET are processed using Excel spreadsheets that are uploaded (imported) to the IEB's examination Information Technology system. There are sufficient control mechanisms in place to verify the correctness of the entries for GETC registrations.

There was a decrease in registration of GETC candidates in 2017 compared to the previous year.

The IEB submitted 15 datasets for the period 1 December 2016 to 30 November 2017. The following were the results of the records on the datasets<sup>1</sup>:

**Table 10A: Certified results for the period 1 December 2016 to 30 November 2017**

Examination date	Learning area certificate	GETC	Failed all	Withdrawn
October 2016	59		20	
November 2016	181		72	
February 2017	66		31	
March 2017	16		11	
April 2017	95		23	15
May 2017	108		29	23
June 2017	376		78	49
July 2017	-		-	-

<sup>1</sup> Where more than one dataset was received for the same examination date, the results have been summarised.

Examination date	Learning area certificate	GETC	Failed all	Withdrawn
August 2017	-		-	-
September 2017	144		50	28
<b>TOTAL</b>	<b>1 045</b>		<b>314</b>	<b>115</b>

**Table 10B: Summary of certificates issued for the period 1 December 2016 to 30 November 2017**

Learning area certificate	GETC	Replacement (change of status) <sup>2</sup>	Replacement learning area certificate (lost)	Replacement GETC (lost)	Re-issue learning area certificate	Re-issue: GETC
1 248	0	0	0	0	1	0

#### 10.4 Areas of compliance

The following areas of compliance were noted:

- The assessment body had a good registration system in place;
- Several verification processes were in place to ensure the correctness of the examination entries. Providers were required to sign a declaration of accuracy to confirm the quality of the registration data, for submission to the IEB;
- Requests for certification were submitted electronically, as prescribed in the directives for certification;
- A dedicated unit is responsible for the system administration as well as the certification of learner achievements; and
- Only after standardisation and resulting of all candidate achievements had been processed and completed was the certification request submitted to Umalusi.

#### 10.5 Areas of non-compliance

No areas of non-compliance were noted.

#### 10.6 Directives for compliance and improvement

The IEB complied with the directives for certification.

#### 10.7 Conclusion

The requests for certification to Umalusi were closely monitored and a concerted effort was made to ensure all candidates who were due to receive certificates received them.

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<sup>2</sup> A combination of learning area certificates from various examination dates, where the candidate now qualifies for the awarding of the full qualification.

The IEB as assessment body is assisting the adult community to acquire learning area certificates and to achieve a GETC: ABET certificate. The registration of candidates and the processing of the certification for candidate achievements were done according to the required directives and guidelines.

# ANNEXURES

## Annexure A

### Cohort Profile-November 2017

#### 1. GENERAL INFORMATION

#### Learning Area 1: Communication in English-A4CENG

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Adcock Ingram Health Care Clayville	1200	N/A	1	0	1	41-50
	Adcock Ingram Wadeville MW	1202	N/A	2	0	2	41-60
EEE	Afrisam Aggregates Olifantsfontein	7080	Mining	0	2	2	31-60
Triple E	Afrisam Cement Dudfield	9608	N/A	0	1	1	51-60
EEE	Afrisam Ulco	9819	N/A	0	1	1	51-60
Media Works	Albany Bakery Sasolburg	1214	N/A	0	1	1	41-50
	Anglo Gold Ashanti Tau Tona	6811	Mining	1	1	2	21-40
	Argus Community College Kloof	1250	N/A	2	3	5	21-60
	Armscor - Dockyard	9952	Fibre, Proces & Manufact	0	1	1	31-40
	Ascendis Health Ltd - Pharma Lenasia - Sei	11020	Health And Welfare	0	2	2	31-40
	Ascendis Health Ltd - Phytovet - Sei	11019	Health And Welfare	2	0	2	31-40
SEI	Ascendis Health Pharma - Isando	11022	Health And Welfare	2	3	5	31-60
	Assore Wonderstone Mine	8351	Mining	1	2	3	41-60
	Cedars Academy - Witkoppen	11010	Services	8	0	8	21-50
Prolit	Chieta AETCentre - Kimberley	11023	Education Training & Development	9	7	16	21-70+

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Chili Pepper It Solutions Pty Ltd	1969	Education Training & Development	1	0	1	31-40
	Danmar Autobody - Benoni	11034	Fibre, Proces & Manufact	1	2	3	31-40
Ophirton	Danmar Autobody	11033	Fibre, Proces & Manufacturing	1	1	2	41-50
Kitso	Dihlabeng Local Municipality	8367	N/A	3	1	4	31-60
	EduLife Abet Center Hurleyvale	1524	N/A	2	1	3	31-60
	Ekurhuleni Kempton Park - Tembisa MIC	1737	Local Government	3	2	5	41-60
	Ekurhuleni Metro Alberton	1221	Local Government	0	1	1	41-50
	Ekurhuleni Metro Edenvale	2731	Local Government	6	0	6	21-60
	Ekurhuleni Metro Germiston	1609	Local Government	2	3	5	21-60
	Eric Vala Education Centre	1558	Mining	0	2	2	21-40
	FH Chamberlain Trading (Pty) Ltd	3497	N/A	0	7	7	21-60
	Gemproject MW EC	8202	Education Training & Development	2	1	3	16-20
	Glencore Xstrata Eastern Mine	6874	Mining	9	1	10	21-50
	HIK Abalone Farm	1658	N/A	2	4	6	21-40
SEI	Infigno Olifantsfontein	7175	N/A	0	2	2	31-40
	Innovative Mining Products STD Client	2726	N/A	0	1	1	31-40
	Interwaste Trainpro	11043	Education Training & Development	10	8	18	16-40
	Ivanplats (Pty) Ltd	6862	Mining	0	1	1	51-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
-Nalithuba	JHB Water Fennel Road Depot	6588	Energy And Water	1	6	7	21-50
	Johannesburg City Parks And Zoo MW GP	9977	Culture Arts, Tourism, Hosp	1	4	5	31-60
	Khoali Group Of Companies Pty Ltd Springs	9966	Education Training & Development	0	1	1	41-50
	Kitso Training & Development Services Pty Ltd	1746	Education Training & Development	1	2	3	21-60
	Kriel Colliery	4724	Mining	7	1	8	16-50
Sfl	Lakato (Pty) Ltd Pietermaritzburg	6713	Education Training & Development	0	1	1	21-30
	Lenmed Ahmed Kathrada MW GP	11047	Education Training & Development	0	1	1	41-50
	Makro - Alberton	6909	Wholesale And Retail	2	2	4	21-60
	Makro - Bloemfontein	6910	Wholesale And Retail	1	0	1	31-40
	Makro - Polokwane	6833	Food And Beverage	4	1	5	21-50
	Makro - Springfield	2820	N/A	1	1	2	70+
	Marcom Plastics MW GP	8338	Chemical	1	3	4	31-50
	Marley MW WC	11014	Construction	0	1	1	41-50
Kitso	Masilonyana Municipality	8435	Local Government	4	2	6	31-60
	Matsopa Minerals	6502	N/A	1	1	2	21-50
Masithuthuke	Mccain Delmas	9530	Food And Beverage	0	2	2	41-60
Masithuthuke	Mccain Springs	6918	N/A	1	2	3	41-60
	Mineral Mining Training Institute	4482	Education Training & Development	0	2	2	21-30
	Mo-Africa Ithlokomele	9576	Education Training & Development	6	4	10	21-50
	MQA - Northam Platinum Mine	6568	N/A	2	7	9	21-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Nchafatso Training Programme Centre	7162	Education Training & Development	24	8	34	16-50
	Nelson Mandela Bay Municipality- Allenridge	11050	Education Training & Development	6	2	8	16-50
	Orhovelani Education Centre	1944	N/A	0	2	2	16-20
	Palabora Learning Centre	1977	Education Training & Development	0	5	5	21-60
Prolit	Phiphidi Ndondola	11025	Education Training & Development	19	5	24	21-60
Prolit	Pick N Pay Malamulele	11027	Wholesale And Retail	3	0	3	31-60
	Pilanesburg Platinum Mine	4378	Mining	5	2	7	21-30
	Poly Oak Business MW GP	11048	Education Training & Development	0	4	4	70+
	PPC Slurry STD Client MW	3995	Mining	1	2	3	31-50
	Printafoil MW WC	8333	N/A	2	0	2	41-50
	Probest Trainpro	9853	Education Training & Development	0	7	7	31-50
SEI	Protea Chemicals - Durban	3583	N/A	0	1	1	41-50
SEI	Protea Chemicals Cape Town	9877	Chemical	0	2	2	41-60
Akukhanya	Rappa Holdings (Pty) Ltd	7054	N/A	2	0	2	51-60
EEE	Rupert & Rothschild	9525	N/A	2	5	7	21-50
	Samancor Eastern Chrome Mine MW	6638	Mining	0	1	1	51-60
	Samancor Western Chrome Mine - Mocooinoi MW GP	6667	Mining	2	5	7	21-60
Prolit	SAPs Atteridgeville	4082	Public Service	3	4	7	31-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	SAPS - Barkley East	11032	Public Service	0	2	2	31-50
Prolit	SAPS Benoni	3863	Public Service	2	0	2	51-60
Prolit	SAPS Bethlehem	9596	Public Service	0	2	2	31-50
Prolit	SAPS Bisho	5161	Public Service	8	3	11	31-70
Prolit	SAPS Butterworth	7113	Public Service	1	0	1	70+
Prolit	SAPS De Aar	6177	Public Service	6	3	9	31-50
Prolit	SAPS Durban	6535	Public Service	0	4	4	31-60
Prolit	SAPS Esikhwini	9854	Public Service	2	2	4	31-60
Prolit	SAPS Faure	5123	Public Service	4	1	5	41-60
Prolit	SAPS Fouriesburg	7109	N/A	0	1	1	41-50
Prolit	SAPS Galeshewe	6175	Public Service	4	0	4	41-60
Prolit	SAPS Giyani	3873	Public Service	0	6	6	21-60
Prolit	SAPS Groblersdal	5710	Public Service	1	1	2	41-50
Prolit	SAPS Hammanskraal Academy	3861	Public Service	1	2	3	31-50
Prolit	SAPS Krugersdorp	3870	Public Service	3	0	3	41-50
Prolit	SAPS Kuruman	7103	Public Service	1	0	1	31-40
Prolit	SAPS Kwa - Mhlanga	4071	Public Service	3	0	3	41-70
Prolit	SAPS Mafikeng	4083	Public Service	2	0	2	41-50
Prolit	SAPS Middelburg	6751	Public Service	1	1	2	21-60
Prolit	SAPS Mthatha	5108	Public Service	0	1	1	31-40
Prolit	SAPS Musina	9577	Public Service	1	0	1	41-50
Prolit	SAPS Nelspruit	3959	Public Service	2	4	6	31-60
Prolit	SAPS Oudtshoorn	9533	Public Service	2	1	3	41-70+
Prolit	SAPS Parktown	3864	Public Service	3	2	5	31-60
Prolit	SAPS Parkweg	9599	Public Service	2	1	3	31-50
Prolit	SAPS Piet Retief	9865	Public Service	0	1	1	31-40
Prolit	SAPS Polokwane	9866	Public Service	3	1	4	31-70
Prolit	SAPS Port St Johns	6531	Public Service	3	0	3	31-60
Prolit	SAPS Potchefstroom	4074	Public Service	2	2	4	41-60
Prolit	SAPS Queenstown	5113	Public Service	1	0	1	70+
Prolit	SAPS Roodeplaat Dog School	3865	Public Service	3	3	6	21-60
Prolit	SAPS Sasolburg	7107	Public Service	1	4	5	31-60
Prolit	SAPS Secunda	4070	Safety And Security	2	1	3	41-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Prolit	SAPS Sibasa	3866	Public Service	2	0	2	51-60
Prolit	SAPS Soweto	3868	Public Service	1	0	1	51-60
Prolit	SAPS Springbok (Hrdc)	9867	Public Service	2	1	3	41-70+
Prolit	SAPS Thabazimbi	2344	N/A	1	1	2	31-40
Prolit	SAPS Ulundi	4073	Public Service	3	1	4	41-60
Prolit	SAPS Upington	6176	Public Service	0	1	1	31-40
Prolit	SAPs Vereeniging	6529	Public Service	1	2	3	31-60
Prolit	SAPS Welkom	6180	Public Service	8	2	10	31-70
SEI	Servochem - Cape Town	9875	Chemical	1	0	1	31-40
SEI	Servochem Jet Park	8449	N/A	0	1	1	41-50
	Sibanye Gold - Driefontein Training Centre	6376	Mining	0	8	8	21-50
	Sibanye Gold - Kloof College No 1 Hostel	6377	Mining	2	6	8	21-60
	Sibanye Gold - Maputle Public School	6413	Mining	1	0	1	21-30
	Sigiyangemfundo Educational Services CC	3611	Education Training & Development	0	1	1	70+
	Siyaloba Training EC	6309	Agriculture	5	2	7	16-40
	Sizanani Lanxess	9721	Chemical	0	2	2	70+
	Sizanani Sasolburg	9861	Education Training & Development	1	1	2	16-60
	Sizanani Secunda	9862	Education Training & Development	2	13	15	16-70
Prolit	South Deep Mine	6392	Mining	11	7	18	21-50
Prolit	Spar Thohoyandou	11026	Wholesale And Retail	9	4	13	31-60
	St Georges Life Campus	5706	Education Training & Development	1	0	1	16-20
	Tembaletu Community Education Centre	2211	Education Training & Development	18	2	20	31-40
	The Diepsloot Foundation	4421	Education Training & Development	15	6	21	16-40

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	The EDL Foundation	3502	N/A	1	2	3	21-40
	The Forum Turbine Hall MW	6620	N/A	3	1	4	21-50
	The Training Professionals	2224	Education Training & Development	3	0	3	21-50
	Thuto Ke Lefa - Sephaphoshe Old Age	11008	Health And Welfare	10	1	11	21-50
Prolit	Toyota South Africa Motors	2243	N/A	0	3	3	51-60
	Tshepo Recruitment Mining	11013	Mining	14	11	25	16-50
	Unity College - Witkoppen	2281	N/A	1	1	2	16-30
	University Of Pretoria Hartfield MW	6791	Education Training & Development	2	2	4	31-60
	Vektronix MW EC	8294	N/A	0	1	1	51-60
	Waco Scaff Vereeniging MW GP	11044	Education Training & Development	0	2	2	21-30
	West Coast District Municipality	6851	Education Training & Development	0	2	2	41-50
	West End Clay Bricks MW GP	9679	N/A	1	2	3	21-30
	Wild Coast Abalone (Pty) LTD	6351	N/A	0	4	4	21-50
	Willards Batteries Adult Centre-Bakho Skills	2315	N/A	0	2	2	21-40
	Woolworths Racecourse Gardens	6849	Wholesale And Retail	1	0	1	31-40
	Woolworths Supply Chain	2259	Wholesale And Retail	14	25	39	21-50
<b>Total</b>				<b>370</b>	<b>337</b>	<b>707</b>	

## Cohort Profile-November 2017

### 2. Summary of Industry/Occupation Details

#### Learning Area 1: Communication in English

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Agriculture	5	2	7	0.99%
Chemical	2	7	9	1.27%
Construction	0	1	1	0.14%
Culture Arts, Tourism, Hospitality	1	4	5	0.71%
Education Training & Development	120	90	21	29.70%
Energy And Water	1	8	9	1.27%
Fibre, Proces & Manufacturing	2	4	6	0.85%
Food And Beverage	4	3	7	0.99%
Health And Welfare	14	6	20	2.83%
Local Government	15	8	23	3.25%
Mining	54	52	106	14.99%
N/A	30	60	90	12.73%
Public Service	82	60	142	20.08%
Safety And Security	2	1	3	0.42%
Services	8	0	8	1.13%
Wholesale And Retail	30	31	61	8.63%
<b>Total</b>	<b>370</b>	<b>337</b>	<b>707</b>	<b>100%</b>
<b>Percentage</b>	<b>52.33%</b>	<b>47.67%</b>	<b>100%</b>	

## Annexure B

### Cohort Profile-November 2017

#### 1. GENERAL INFORMATION

#### Learning Area 2: Economic and Management Sciences – A4EMSC

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Tembisa MLC	Ekurhuleni Kempton Park	1737	Local Government	4	0	4	31-60
	Khoali Group Of Companies Pty Ltd Springs	9966	Education Training & Development	0	1	1	41-50
	Mineral Mining Training Institute	4482	Education Training & Development	2	1	3	21-40
	Mphatlalatsane Management And Training	9669	N/A	1	0	1	21-30
	Nchafatso Training Programme Centre	7162	Education Training & Development	20	6	26	16-50
	Ninian & Lester Pty LTD KZN	3674	Education Training & Development	0	10	10	21-50
	SAPS - Barkley East	11032	Public Service	0	3	3	31-70+
Prolit	SAPS Esikhawini	9854	Public Service	0	1	1	41-50
Prolit	SAPS Galeshewe	6175	Public Service	1	0	1	51-60
Prolit	SAPS Graaff Reinette	6744	Public Service	5	4	9	31-60
Prolit	SAPS Groblersdal	5710	Public Service	2	0	2	31-60
Prolit	SAPS Mafikeng	4083	Public Service	0	1	1	31-40
Prolit	SAPS Middelburg	6751	Public Service	1	2	3	21-50
Prolit	SAPS Nelspruit	3959	Public Service	4	1	5	31-70
Prolix	SAPS Parkweg	9599	Public Service	6	3	9	41-70

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Prolit	SAPS Port Shepstone	4075	Public Service	1	0	1	41-50
Prolit	SAPS Roodeplaat Dog School	3865	Public Service	4	1	5	21-60
Prolit	SAPS Sasolburg	7107	Public Service	2	0	2	31-60
Prolit	SAPS Ulundi	4073	Public Service	3	1	4	41-60
Prolit	SAPS Upington	6176	Public Service	0	3	3	41-50
	Sigiyangemfundo Educational Services Cc	3611	Education Training & Development	0	1	1	70+
	The Diepsloot Foundation	4421	Education Training & Development	15	4	19	16-40
	St Georges Life Campus	5706	Education Training & Development	0	1	1	16-20
<b>Total</b>				<b>77</b>	<b>44</b>	<b>115</b>	

## Cohort Profile-November 2017

### 2. Summary of Industry/Occupation Details

#### Learning Area 2: Economic and Management Sciences – A4EMSC

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
<b>Education Training &amp; Development</b>	37	24	61	53.04%
<b>Local Government</b>	4	0	4	3.48%
<b>N/A</b>	1	0	1	0.87%
<b>Public Service</b>	29	20	49	42.61%
<b>Total</b>	<b>71</b>	<b>44</b>	<b>115</b>	<b>100%</b>
<b>Percentage</b>	<b>61.74%</b>	<b>38.26%</b>	<b>100%</b>	

## Annexure C

### Cohort Profile-November 2017

#### 1. GENERAL INFORMATION

#### Learning Area 3: Human and Social Sciences – A4HSSC

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	N/A	Total	Age Range
	Armscor Abet Centre	1252	Mining	0	1	0	1	51-60
	Ekurhuleni Kempton Park - Tembisa Mlc	1737	Local Government	2	1	0	3	31-50
	Ekurhuleni Metro Alberton	1221	Local Government	0	1	0	1	51-60
	Ekurhuleni Metro Edenvale	2731	Local Government	5	0	0	5	21-50
	Ekurhuleni Metro Germiston	1609	Local Government	3	4	0	7	41-70
	Kyocera Trainpro	9890	Education Training & Development	1	0	0	1	41-50
	Lh Marthinussen Phalaborwa Train Pro	5269	Manufacturing	0	1	0	1	31-40
	Marthinusen & Coutts The Training Professionals	1817	Manufacturing	0	4	0	4	31-50
	Mineral Mining Training Institute	4482	Education Training & Development	1	0	0	1	21-30
	Nchafatso Training Programme Centre	7162	Education Training & Development	23	7	0	30	16-50
	Orhovelani Education Centre	1944	N/A	1	0	0	1	21-30
	Palabora Learning Centre	1977	Education Training & Development	0	2	0	2	31-60
Prolit	SAPS Atteridgeville	4082	Public Service	3	0	0	3	41-60
Prolit	SAPS Faure	5123	Public Service	1	2	0	3	41-60
Prolit	SAPS Groblersdal	5710	Public Service	1	0	0	1	31-40
Prolit	SAPS Mafikeng	4083	Public Service	0	1	0	1	31-40

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	N/A	Total	Age Range
Prolit	SAPS Mthatha	5108	Public Service	1	0	0	1	51-60
Prolit	SAPS Oudtshoorn	9533	Public Service	1	0	0	1	31-40
Prolit	SAPS Paarl	5130	Public Service	1	0	0	1	51-60
Prolit	SAPS Queenstown	5113	Public Service	4	1	0	5	31-70+
Prolit	SAPS Rustenburg	4077	Public Service	1	1	0	2	51-60
Prolit	SAPS Sasolburg	7107	Public Service	2	2	0	4	41-60
Prolit	SAPS Secunda	4070	Safety And Security	0	1	0	1	41-50
Prolit	SAPS Sibasa	3866	Public Service	0	1	0	1	41-50
Prolit	SAPS Sunnyside Pe	5150	N/A	2	0	0	2	51-60
	Sigiyangemfundo Educational Services CC	3611	Education Training & Development	0	1	0	1	70+
	Sizanani Lanxess	9721	Chemical	0	2	0	2	70+
Prolit	South Deep Mine	6392	Mining	6	7	0	13	21-50
	St Georges Life Campus	5706	Education Training & Development	1	1	0	2	16-20
	The Diepsloot Foundation	4421	Education Training & Development	15	5	0	20	16-40
	The Training Professionals	2224	Education Training & Development	2	0	1	3	41-60
<b>Total</b>				<b>77</b>	<b>46</b>	<b>1</b>	<b>124</b>	

## Cohort Profile-November 2017

### 2. Summary of Industry/Occupation Details

#### Learning Area 3: Human and Social Sciences – A4HSSC

Industry/Occupation	No. (Female)	No.(Male)	No. N/A	TOTAL	% of Cohort
Chemical	0	2	0	2	1.61%
Education Training & Development	43	16	1	60	48.39%
Local Government	10	6	0	16	12.90%
Manufacturing	0	5	0	5	4.03%
Mining	6	8	0	14	11.29%
N/A	3	0	0	3	2.42%
Public Service	15	8	0	23	18.55%
Safety and Security	0	1	0	1	0.81%
<b>Total</b>	<b>77</b>	<b>46</b>	<b>1</b>	<b>124</b>	<b>100%</b>
<b>Percentages</b>	<b>62.10%</b>	<b>37.10%</b>	<b>0.81%</b>	<b>100%</b>	

## Annexure D

### Cohort Profile-November 2017

#### 1. GENERAL INFORMATION

##### Learning Area 4: Life Orientation – A4LIFO

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Assore Wonderstone Mine	8351	Mining	0	1	1	51-60
	Ekurhuleni Kempton Park - Tembisa Mlc	1737	Local Government	4	2	6	31-60
	Ekurhuleni Metro Edenvale	2731	Local Government	5	0	5	21-50
	Ekurhuleni Metro Germiston	1609	Local Government	2	2	4	21-50
	Kriel Colliery	4724	Mining	1	1	2	31-40
	Kyocera Trainpro	9890	Education Training & Development	1	0	1	41-50
	Lh Marthinussen Phalaborwa Train Pro	5269	Manufacturing	0	3	3	21-40
	Mccain Delmas - Masithuthuke	9530	Food And Beverage	2	1	3	41-50
	Mccain Springs - Masithuthuke	6918	N/A	1	0	1	51-60
	Mineral Mining Training Institute	4482	Education Training & Development	0	1	1	21-30
	Mtti Trading As Mtc	11028	Education Training & Development	1	0	1	41-50
	Nchafatso Training Programme Centre	7162	Education Training & Development	25	7	32	16-50
	Nelson Mandela Bay Municipality- Allenridge	11050	Education Training & Development	0	1	1	41-50

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Ninian & Lester Pty Ltd Kzn	3674	Education Training & Development	0	10	10	21-50
	Palabora Learning Centre	1977	Education Training & Development	0	3	3	31-40
Prolit	SAPS Benoni	3863	Public Service	0	1	1	41-50
Prolit	SAPS Bethlehem	9596	Public Service	2	1	3	21-60
Prolit	Saps Bisho - Prolit	5161	Public Service	5	0	5	31-70
Prolit	SAPS Boithuso - Prolit	9572	Public Service	0	1	1	31-40
Prolit	SAPS Durban	6535	Public Service	0	2	2	31-60
Prolit	SAPS Ermelo	6752	Public Service	1	1	2	21-40
Prolit	SAPS Faure	5123	Public Service	3	2	5	41-60
Prolit	SAPS Galeshewe	6175	Public Service	2	1	3	41-60
Prolit	SAPS Giyani	3873	Public Service	0	1	1	51-60
Prolit	SAPS Kuruman	7103	Public Service	2	0	2	41-60
Prolit	SAPS Lephalale	3962	Public Service	1	0	1	31-40
Prolit	SAPS Middelburg	6751	Public Service	3	2	5	41-60
Prolit	SAPS Nelspruit	3959	Public Service	1	1	2	31-50
Prolit	SAPS Parktown	3864	Public Service	2	1	3	41-60
Prolit	SAPS Parkweg	9599	Public Service	1	0	1	41-50
Prolit	SAPS Polokwane	9866	Public Service	1	0	1	31-40
Prolit	SAPS Port Shepstone	4075	Public Service	0	1	1	51-60
Prolit	SAPS Sibasa	3866	Public Service	1	0	1	41-50
Prolit	SAPS Ulundi	4073	Public Service	0	1	1	51-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Prolit	SAPS Upington	6176	Public Service	0	1	1	21-30
Prolit	SAPS Welkom	6180	Public Service	0	1	1	31-40
	Sigiyangemfundo Educational Services CC	3611	Education Training & Development	0	1	1	70+
	Sizanani Lanxess	9721	Chemical	0	1	1	70+
	Sizanani Plastics MW GP	6763	N/A	1	1	2	31-50
	Sizanani Sasolburg	9861	Education Training & Development	1	0	1	16-20
	Sizanani Secunda	9862	Education Training & Development	2	11	13	16-70
Project Literacy	South Deep Mine	6392	Mining	24	15	39	21-60
	St Georges Life Campus	5706	Education Training & Development	2	0	2	16-20
	The Diepsloot Foundation	4421	Education Training & Development	15	7	22	16-40
	The Training Professionals	2224	Education Training & Development	1	0	1	21-30
<b>Total</b>				<b>113</b>	<b>86</b>	<b>199</b>	

Cohort Profile-November 2017

2. Summary of Industry/Occupation Details

Learning Area 4: Life Orientation – A4LIFO

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Chemical	0	1	1	0.50%
Education Training & Development	48	41	89	44.72%
Food And Beverage	2	1	3	1.51%
Local Government	11	4	15	7.54%
Manufacturing	0	3	3	1.51%
Mining	25	17	42	21.11%
N/A	2	1	3	1.51%
Public Service	25	18	43	21.61%
<b>Total</b>	<b>113</b>	<b>86</b>	<b>199</b>	<b>100%</b>
<b>Percentage</b>	<b>56.78%</b>	<b>43.22%</b>	<b>100%</b>	

## Annexure E

### Cohort Profile-November 2017

#### 1. GENERAL INFORMATION

#### Learning Area 5: Mathematical Literacy – A4MATH

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Triple E	Afrisam Cement Dudfield	9608	N/A	0	1	1	51-60
	Afrisam Readymix Kwagga	11049	Construction	0	1	1	N/A
	Anglo Gold Ashanti Kopanang MW	6814	Mining	0	6	6	21-40
	Anglo Gold Ashanti Tau Tona	6811	Mining	4	8	12	21-50
	Armscor - Dockyard	9952	Fibre, Proces & Manufact	0	1	1	31-40
	Armscor ABET Centre	1252	Mining	1	0	1	41-50
SEI	C Steinweg Bridge JHB	5661	N/A	0	2	2	41-60
Prolit	Chieta AET Centre - Kimberley	11023	Education Training & Development	9	7	16	21-70+
	Chilli Pepper IT Solutions PE	6255	N/A	2	0	2	31-40
	Ekurhuleni Kempton Park - Tembisa MIC	1737	Local Government	3	0	3	21-60
	Ekurhuleni Metro Edenvale	2731	Local Government	10	1	11	21-60
	FH Chamberlain Trading (Pty) Ltd	3497	N/A	0	1	1	41-50
	Glencore Xstrata Eastern Mine	6874	Mining	4	0	4	21-40
	HIK Abalone Farm	1658	N/A	0	2	2	21-40
Trainpro	Interwaste	11043	Education Training & Development	10	10	20	16-40
	Ivanplats (Pty) Ltd	6862	Mining	0	3	3	41-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Nalithuba	Jhb Water Fennel Road Depot	6588	Energy And Water	2	6	8	31-60
	Khoali Group Of Companies Pty Ltd Springs	9966	Education Training & Development	1	2	3	31-50
	Kriel Colliery	4724	Mining	7	0	7	16-50
	Makro - Alberton	6909	Wholesale And Retail	3	0	3	21-40
	Makro - Bloemfontein	6910	Wholesale And Retail	1	0	1	21-30
	Makro - Polokwane	6833	Food And Beverage	1	0	1	31-40
	Makro - Springfield	2820	N/A	1	1	2	70+
	Makro - Woodmead	1803	Wholesale And Retail	1	0	1	31-40
	Matimba Eskom Power Station MW GP	7018	N/A	0	3	3	41-60
	Mineral Mining Training Institute	4482	Education Training & Development	0	1	1	31-40
	Mo-Africa Ithlokomele	9576	Education Training & Development	6	4	10	21-50
	Mqa - Northam Platinum Mine	6568	N/A	3	9	12	21-50
	Nelson Mandela Bay Municipality- Allenridge	11050	Education Training & Development	2	0	2	16-30
	Nchafatso Training Programme Centre	7162	Education Training & Development	20	7	27	16-50
	Nu Quip KZN STD Client MW	1936	N/A	0	1	1	31-40
	Palabora Learning Centre	1977	Education Training & Development	1	3	4	31-50
Prolit	Phiphidi Ndongola	11025	Education Training & Development	19	5	24	21-60
Prolit	Pick N Pay Malamulele - Prolit	11027	Wholesale And Retail	3	0	3	31-60
	Pilanesburg Platinum Mine	4378	Mining	7	0	7	21-30

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Poly Oak Business MW GP	11048	Education Training & Development	0	1	1	70+
	Popup Salvokop	8382	Education Training & Development	0	6	6	21-40
	PPC Slurry STD Client MW	3995	Mining	2	4	6	21-50
SEI	Protea Chemicals - Durban	3583	N/A	0	2	2	41-60
SEI	Protea Chemicals Cape Town	9877	Chemical	1	6	7	31-60
	Samancor Western Chrome Mine - Moinooi MW GP	6667	Mining	2	5	7	21-60
Prolit	SAPS Atteridgeville	4082	Public Service	5	1	6	31-60
Prolit	SAPS Benoni	3863	Public Service	0	1	1	31-40
Prolit	SAPS Bethlehem	9596	Public Service	2	4	6	21-50
Prolit	SAPS Butterworth	7113	Public Service	1	0	1	41-50
Prolit	SAPS Durban	6535	Public Service	0	1	1	51-60
Prolit	SAPS Ermelo	6752	Public Service	1	1	2	21-40
Prolit	SAPS Faure	5123	Public Service	7	3	10	31-60
Prolit	SAPS Fouriesburg	7109	N/A	2	1	3	51-60
Prolit	SAPS Galeshewe	6175	Public Service	0	1	1	41-50
Prolit	SAPS Giyani	3873	Public Service	0	8	8	21-60
Prolit	SAPS Graaff Reinet	6744	Public Service	0	2	2	41-50
Prolit	SAPS Groblersdal	5710	Public Service	3	1	4	31-60
Prolit	SAPS Hammanskraal Academy	3861	Public Service	0	1	1	41-50
Prolit	SAPS Krugersdorp	3870	Public Service	2	1	3	31-60
Prolit	SAPS Kwa - Mhlanga	4071	Public Service	4	0	4	41-60
Prolit	Saps Middelburg	6751	Public Service	3	3	6	21-60
Prolit	SAPS Mthatha	5108	Public Service	3	1	4	41-60
Prolit	SAPS Nelspruit	3959	Public Service	7	8	15	31-70
Prolit	SAPS Oudtshoorn	9533	Public Service	0	1	1	51-60
Prolit	SAPS Paarl	5130	Public Service	1	1	2	51-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Prolit	SAPS Parktown	3864	Public Service	0	1	1	51-60
Prolit	SAPS Parkweg	9599	Public Service	4	4	8	31-70
Prolit	SAPS Piet Retief	9865	Public Service	1	1	2	31-50
Prolit	SAPS Polokwane	9866	Public Service	5	4	9	31-70
Prolit	SAPS Potchefstroom	4074	Public Service	1	3	4	31-60
Prolit	SAPS Queenstown	5113	Public Service	2	1	3	31-70+
Prolit	SAPS Roodeplaat Dog School	3865	Public Service	2	3	5	41-60
Prolit	SAPS Rustenburg	4077	Public Service	5	1	6	31-60
Prolit	SAPS Secunda	4070	Safety And Security	4	0	4	41-60
Prolit	SAPS Sibasa	3866	Public Service	4	2	6	31-60
Prolit	SAPS Vereeniging	6529	Public Service	0	1	1	31-40
Prolit	SAPS Welkom	6180	Public Service	4	1	5	31-50
	Sibanye Gold - Driefontein Training Centre	6376	Mining	3	24	27	21-50
	Sibanye Gold - Kloof College No 1 Hostel	6377	Mining	2	5	7	21-60
	Sibanye Gold - Maputle Public School	6413	Mining	7	0	7	21-50
	Sigiyangemfundo Educational Services CC	3611	Education Training & Development	0	1	1	70+
	Sizanani Plastics Mw Gp	6763	N/A	0	1	1	21-30
	Sizanani Sasolburg	9861	Education Training & Development	1	0	1	16-20
	Sizanani Secunda	9862	Education Training & Development	4	11	15	16-70
Prolit	South Deep Mine	6392	Mining	18	12	30	21-50
Prolit	Spar Thohoyandou	11026	Wholesale And Retail	9	4	13	31-60
	St Georges Life Campus	5706	Education Training & Development	2	4	6	16-20
	St Vincent School For Deaf	6586	N/A	2	1	3	16-20
	Tembaletu Community Education Centre	2211	Education Training & Development	18	2	20	21-40

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	The Diepsloot Foundation	4421	Education Training & Development	8	5	13	16-40
	Thuto Ke Lefa - Sephaphoshe Old Age	11008	Health And Welfare	10	1	11	21-50
	Tiger Brands Hpcb Mw	6202	Manufacturing	4	0	4	41-60
Prolit	Toyota South Africa Motors	2243	N/A	0	5	5	31-50
	Tshepo Recruitment Mining	11013	Mining	14	11	25	16-50
Skills For Life	Valspar	5701	N/A	0	2	2	41-70
Skills For Life	Wearcheck Pinetown	3629	N/A	0	1	1	41-50
	West Coast District Municipality	6851	Education Training & Development	0	2	2	41-50
	Willards Batteries Adult Centre-Bakho	2315	N/A	0	1	1	21-30
	Woolworths Supply Chain	2259	Wholesale And Retail	1	6	7	21-50
<b>Total</b>				<b>306</b>	<b>274</b>	<b>580</b>	

Cohort Profile-November 2017

2. Summary of Industry/Occupation Details

Learning Area 5: Mathematical Literacy – A4MATH

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Chemical	1	6	7	1.21%
Construction	0	1	1	0.17%
Education Training & Development	101	71	172	26.66%
Energy and Water	2	6	8	1.38%
Fibre, Proces & Manufact	0	1	1	0.17%
Food and Beverage	1	0	1	0.17%
Health and Welfare	10	1	11	1.90%
Local Government	13	1	14	2.41%
Manufacturing	4	0	4	0.69%
Mining	71	79	150	25.86%
N/A	12	35	47	8.10%
Public Service	69	63	132	22.76%
Safety and Security	4	0	4	0.69%
Wholesale and Retail	18	10	28	4.83%
<b>Total</b>	<b>306</b>	<b>274</b>	<b>580</b>	<b>100%</b>
<b>Percentage</b>	<b>52.76</b>	<b>47.24</b>	<b>100%</b>	

## Annexure F

### Cohort Profile-November 2017

#### 1. GENERAL INFORMATION

##### Learning Area 6: Natural Science – A4NTSC

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Ekurhuleni Metro Germiston	1609	Local Government	0	1	1	51-60
	Khoali Group Of Companies Pty Ltd Springs	9966	Education Training & Development	1	2	3	31-50
	Mineral Mining Training Institute	4482	Education Training & Development	2	0	2	21-40
	Ninian & Lester Pty LTD KZN	3674	Education Training & Development	0	10	10	21-50
	Palabora Learning Centre	1977	Education Training & Development	1	0	1	31-40
	Samancor Western Chrome Mine - Mooinooi	6667	Mining	1	1	2	31-40
Prolit	SAPS Atteridgeville	4082	Public Service	4	1	5	31-60
	SAPS - Barkley East	11032	Public Service	0	1	1	70+
Prolit	SAPS Benoni	3863	Public Service	5	3	8	31-60
Prolit	SAPS De Aar	6177	Public Service	0	3	3	41-60
Prolit	SAPS Bethlehem	9596	Public Service	2	0	2	31-40
Prolit	SAPS Bisho	5161	Public Service	1	1	2	41-50
Prolit	SAPS Esikhawini	9854	Public Service	1	1	2	41-50
Prolit	SAPS Faure	5123	Public Service	5	0	5	31-60
Prolit	SAPS Fouriesburg	7109	N/A	0	1	1	51-60
Prolit	SAPS Giyani	3873	Public Service	0	1	1	51-60
Prolit	SAPS Hammanskraal Academy	3861	Public Service	1	4	5	41-60
Prolit	SAPS Krugersdorp	3870	Public Service	2	1	3	31-60
Prolit	SAPS Lephalale	3962	Public Service	2	1	3	31-60

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Prolit	SAPS Matatiele	6532	Public Service	2	1	3	41-60
Prolit	SAPS Nelspruit	3959	Public Service	2	2	4	31-60
Prolit	SAPS Paarl	5130	Public Service	0	1	1	51-60
Prolit	SAPS Piet Retief	9865	Public Service	0	2	2	31-60
Prolit	SAPS Polokwane	9866	Public Service	2	1	3	51-60
Prolit	SAPS Secunda	4070	Safety And Security	4	0	4	41-60
Prolit	SAPS Sibasa	3866	Public Service	0	2	2	41-60
Prolit	SAPS Ulundi	4073	Public Service	1	0	1	41-50
Prolit	SAPS Vereeniging	6529	Public Service	3	2	5	31-60
Prolit	SAPS Welkom	6180	Public Service	1	0	1	21-30
Prolit	SAPS Welkom	6180	Public Service	7	3	10	31-60
	Sibanye Gold - Beatrix Mine ABET Centre	6353	Mining	7	14	21	21-70+
	Sibanye Gold - Driefontein Training Centre	6376	Mining	0	10	10	21-50
	Sibanye Gold - Kloof College No 1 Hostel	6377	Mining	3	14	17	21-60
	Sibanye Gold - Maputle Public School	6413	Mining	1	2	3	21-30
	Sibanye Gold - Rand Uranium	6759	Mining	0	1	1	41-50
	Sigiyangemfundo Educational Services CC	3611	Education Training & Development	0	1	1	70+
	Sizanani Sasolburg	9861	Education Training & Development	1	0	1	16-20
	Sizanani Secunda	9862	Education Training & Development	3	12	15	16-70
Prolit	South Deep Mine	6392	Mining	10	8	18	21-70+
	St Georges Life Campus	5706	Education Training & Development	2	2	4	16-20
<b>Total</b>				<b>77</b>	<b>110</b>	<b>187</b>	

Cohort Profile-November 2017

2. Summary of Industry/Occupation Details

Learning Area 6: Natural Science – A4NTSC

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	10	27	37	19.79%
Local Government	0	1	1	0.53%
Mining	22	50	72	38.50%
N/A	0	1	1	0.53%
Public Service	41	31	72	38.50%
Safety and Security	4	0	4	2.14%
<b>Totals</b>	<b>77</b>	<b>110</b>	<b>187</b>	<b>100%</b>
<b>Percentage</b>	<b>41.18%</b>	<b>58.82%</b>	<b>100%</b>	

## Annexure G

### Cohort Profile-November 2017

#### 1. GENERAL INFORMATION

#### Learning Area 7: Small Medium and Micro Enterprises – A4SMME

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
ITD	DCD MSP	11042	Education Training & Development	0	3	3	21-50
	Ekurhuleni Kempton Park - Tembisa MIC	1737	Local Government	3	1	4	31-50
	Ekurhuleni Metro Alberton	1221	Local Government	0	1	1	51-60
	Ekurhuleni Metro Edenvale	2731	Local Government	15	1	16	21-60
	Ekurhuleni Metro Germiston	1609	Local Government	4	5	9	41-70
Train Pro	Lh Marthinussen Phalaborwa	5269	Manufacturing	0	1	1	31-40
Masithuthuke	Mccain Springs	6918	N/A	1	0	1	51-60
	Nchafatso Training Programme Centre	7162	Education Training & Development	20	6	26	16-50
	Ninian & Lester Pty Ltd KZN	3674	Education Training & Development	0	10	10	21-50
Prolit	SAPS Boithuso	9572	Public Service	1	1	2	31-50
Prolit	SAPS Butterworth	7113	Public Service	1	2	3	41-70
Prolit	SAPS Durban	6535	Public Service	1	2	3	31-50
Prolit	SAPS Galeshewe	6175	Public Service	2	0	2	31-60
Prolit	SAPS Escourt	7115	Public Service	0	1	1	41-50

<b>Provider</b>	<b>Centre Name</b>	<b>Centre No.</b>	<b>Industry/ Occupation</b>	<b>F</b>	<b>M</b>	<b>Total</b>	<b>Age Range</b>
Prolit	SAPS Faure	5123	Public Service	1	1	2	51-60
Prolit	SAPS Giyani	3873	Public Service	0	4	4	31-60
Prolit	SAPS Graaff Reinet	6744	Public Service	5	4	9	31-60
Prolit	SAPS Groblersdal	5710	Public Service	2	0	2	31-60
Prolit	SAPS Hammanskraal Academy	3861	Public Service	0	1	1	41-50
Prolit	SAPS Kwa - Mhlanga	4071	Public Service	1	0	1	51-60
Prolit	SAPS Lephale	3962	Public Service	1	1	2	41-60
Prolit	SAPS Matatiele	6532	Public Service	3	0	3	31-40
Prolit	SAPS Mthatha	5108	Public Service	2	2	4	31-60
Prolit	SAPS Musina	9577	Public Service	0	1	1	51-60
Prolit	SAPS Oudtshoorn	9533	Public Service	1	1	2	31-50
Prolit	SAPS Paarl	5130	Public Service	2	0	2	51-60
Prolit	SAPS Polokwane	9866	Public Service	1	1	2	31-50
Prolit	SAPS Port Shepstone	4075	Public Service	1	0	1	41-50
Prolit	SAPS Roodeplaat Dog School	3865	Public Service	0	1	1	41-50
Prolit	SAPS Rustenburg	4077	Public Service	4	2	6	31-60
Prolit	SAPS Secunda	4070	Safety And Security	1	1	2	41-60
Prolit	SAPS Sunnyside PE	5150	N/A	1	0	1	31-40

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
Prolit	SAPS Thabazimbi	2344	N/A	0	1	1	41-50
Prolit	SAPS Ulundi	4073	Public Service	3	1	4	41-60
Prolit	SAPS Upington	6176	Public Service	1	1	2	41-50
Prolit	South Deep Mine	6392	Mining	19	15	34	21-60
	The Diepsloot Foundation	4421	Education Training & Development	15	4	19	16-40
<b>Total</b>				<b>112</b>	<b>76</b>	<b>188</b>	

### Cohort Profile-November 2017

#### 2. Summary of Industry/Occupation Details

##### Learning Area 7: Small Medium and Micro Enterprises – A4SMME

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	35	23	58	30.85%
Local Government	22	8	30	15.96%
Manufacturing	0	1	1	0.53%
Mining	19	15	34	18.09%
N/A	2	1	3	1.60%
Public Service	33	27	60	31.91%
Safety And Security	1	1	2	1.06%
<b>Total</b>	<b>112</b>	<b>76</b>	<b>188</b>	<b>100%</b>
<b>Percentage</b>	<b>59.57%</b>	<b>40.43%</b>	<b>100%</b>	

## Annexure H

### Cohort Profile-November 2017

#### 1. GENERAL INFORMATION

#### Learning Area 8: Technology – A4TECH

Provider	Centre Name	Centre No.	Industry/ Occupation	F	M	Total	Age Range
	Arm Scor ABET Centre	1252	Mining	0	1	1	51-60
	Ekurhuleni Metro Alberton	1221	Local Government	3	3	6	41-60
	Khoali Group of Companies Pty Ltd Springs	9966	Education Training & Development	1	2	3	31-50
Masithuthuke	Mccain Springs	6918	N/A	1	0	1	51-60
	Nalithuba Educ. Dev. Pty	1882	N/A	4	5	9	21-50
Prolit	SAPS Bethlehem	9596	Public Service	0	1	1	41-50
Prolit	SAPS Fouriesburg	7109	N/A	1	0	1	51-60
Prolit	SAPS Parkweg	9599	Public Service	0	1	1	51-60
Prolit	SAPS Piet Retief	9865	Public Service	1	2	3	31-60
Prolit	SAPS Polokwane	9866	Public Service	0	1	1	51-60
Prolit	SAPS Sasolburg	7107	Public Service	0	1	2	41-60
<b>Total</b>				<b>11</b>	<b>18</b>	<b>29</b>	

Cohort Profile-November 2017

2. Summary of Industry/Occupation Details:

Learning Area 8: Technology – A4TECH

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	1	2	3	10.34%
Local Government	3	3	6	20.69%
Mining	0	1	1	3.45%
N/A	6	5	11	37.93
Public Service	1	7	8	27.59
<b>Total</b>	<b>11</b>	<b>18</b>	<b>29</b>	<b>100%</b>
Percentage	<b>37.93%</b>	<b>62.07%</b>	<b>100%</b>	

## Annexure I:

### Changes effected to the standardisation of the marking guidelines

Question No:	Amendments to the marking guideline	Mark Allocation	% of Question Paper
<b>A4CENG</b>			
<b>Q2 (a)</b>	A mark would be allocated whether or not the learner mentioned the words South Africa/In South Africa.	1	1
<b>Q2 (b)</b>	An additional response/answer was added "studies have shown that women are more likely than men to ask tough questions and demand direct and detailed answers"	1	1
<b>Q4 (a)</b>	There must be a word or words denoting an emotion/an emotion mentioned as part of the answer hence the word "feeling" in the question.	2	2
<b>A4EMSC</b>			
<b>Q4.1</b>	Commission	1	1
<b>Q4.2</b>	Owner's contribution/ Equity	1	1
<b>Q4.4</b>	Owner/Partners	1	1
<b>Q5</b>	The total on both the Cr and Dr sites of the Bank Account to be allocated a mark if they are same irrespective of whether correct or wrong but for indication of proper application of principles.	1	1
<b>A4HSSC</b>			
<b>Q5.4</b>	Additional response: Everyone has a right to life	2	2
<b>Q6.8</b>	Additional response: women from different cultures and races.	2	2
<b>Q7.5</b>	Additional response: flooding due to the mountain, causing a sheet wash.	2	2
<b>Q9.1</b>	Accept examples and allocate one mark	10	10
<b>Q9.3</b>	Additional response: Put in jail those who waste water.	2	2
<b>A4LIFO</b>			
<b>6.3</b>	if the word "Bantu" from "Bantu Education" is omitted, award a mark	1	1
<b>6.4</b>	add and award a mark for women" or women's month	1	1
<b>7.1</b>	Add and award a mark for:	1	1

Question No:	Amendments to the marking guideline	Mark Allocation	% of Question Paper
	Draw a time-table/rooster Draw a time-table/rooster Set an alarm Do not procrastinate		
7.2	Add Procrastination	1	1
8.2	Sexually transmitted infections can be written as STIs STIs and HIV/AIDS should be treated as one answer and be awarded 1 mark.	1	1
9.2	Add: Music ,Beliefs, Traditions, Customs Signs	1	1
9.4	Accept: Xenophobia is the fear and hatred/ discrimination of other African foreign nationalities.	1	1
10.2	Award marks only if a learner can provide a disease with its cause(s).	4	4
10.3	Add Instructions Side effects Composition/ ingredients	1	1
11	Add Workers' rights to strike (to Labour Relations Act)	1	1
<b>A4MLMS</b>			
1A(f)	Alternative solution was added.	1	1
4A(a)	Alternative solution was added.	1	1
5C(c)	The answer on the marking guideline was incomplete. The area of the top part was not included. The answer was corrected.	1	1
<b>A4NTSC</b>			
Q1.2	H or H <sub>2</sub>	1	1
Q2.7	Not shiny	1	1
Q2.9	Instead of Towns and Cities (KZN, Mpumalanga, Gauteng)	3	3
Q3.1	Energy/Fuels/ (alternative answer)	2	2

Question No:	Amendments to the marking guideline	Mark Allocation	% of Question Paper
Q3.2	Negative impact on the environment (alternative answer)	2	2
Q3.5	Advantages- Solar, wind is environmental friendly.	1	1
Q3.7	Surface less risky to life than underground (Alternative answer)	1	1
Q3.8	Hand picking (give 1 mark)	1	1
Q4.3	Contact of sexual organs with a person infected with HPV	2	2
Q4.5	Additional STD	1	1
Q4.6	Penis and foreskin may be interchanged-acceptable.	2	2
Q6.3	Same material of elements Same element thickness	2	2
Q6.6	The name of the element may be acceptable for the x - axis	1	1
<b>A4SMME</b>			
5.2	Alternative response was added 'E-mail'	1	1
7.2	Alternative response was added Gantt chart.	1	1
<b>A4TECH</b>			
Sect.AQ1(c)	Add the term 'solid.'	1	1
Sect.A:Q3.2 D	Accept either 'green or yellow.'	1	1
Sect.A:Q5	Add any other relevant responses	1	1
Sect.A:Q7	Accept 'Solar.'	1	1
Sect.B:Q1.4	Give 1 mark for bias toward women and 1 mark for bias towards children.	2	2
Sect.B:Q3.5	Second 3.5 must be 3.6	1	1
Sect.B:Q5.1	Accept any relevant responses to the question.	1	1
Sect.B:Q5.2	Accept any terms that describe the safety clothing shown.	1	1
Sect.C:Q1	Marks allocated per drawing section on the given drawing.	1	1
Sect.C:Q2	Allocate marks per section of the drawing, but take dimensions into consideration.	1	1
Sect.C:Q3.1	Accept the term 'wire.'	1	1
Sect.C:Q3.4	Give a mark for 4.5 even if the Voltage symbol is not given.	2	2



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