Makoya

ECD: An early investment that yields great returns

The power of **authentic instruction** and **assessment** in a changing environment

Social righteousness as surrogate praxis for inclusive teaching

UMALUSI

Council for Quality Assurance in General and Further Education and Training

CONTENTS

From the *Editor's Pen*

Lucky Ditaunyane

Welcome to yet another enthralling issue of Makoya, Umalusi's official newsletter. Umalusi continues to add value to the basic education sector in South Africa by remaining faithful to its mandate as the Council for Quality Assurance in General and Further Education and Training. This is in spite of the fact that the education system in South Africa is in a constant state of flux. As can be expected, any changes in Umalusi's external environment can affect the organisation, either directly or indirectly.

Therefore, Umalusi needs to position itself as a learning organisation that constantly responds to the challenges presented by the ever-changing educational landscape. There is no doubt that quality in education remains a topical issue within educational circles in South Africa. This is the one area where Umalusi is looking to locate itself as a thought leader in response to its mandate as a quality council.

As part of its response to its mandate, Umalusi uses various communication channels and platforms, such as Makoya, to communicate the intricate aspects of its legislative mandate to relevant stakeholders. To this end, we are always careful to craft messages that resonate with the essence of what the South African government has entrusted us to do. This issue of Makoya focuses mainly on the work of the Qualifications, Curriculum and Certification Unit, a national operations unit specifically tasked with the responsibility of assuring the quality of qualifications and their concomitant curricula, as well as a certification process that is credible and foolproof. Enjoy!

From the *CEO's Desk*

Dr Mafu Rakometsi

I find it hard to believe that we are already in the third quarter of the academic year. Time flies when there is much to do and this is true for Umalusi as the Council for Quality Assurance in General and Further Education and Training. The work of Umalusi keeps on expanding as we identify new areas of growth within the parameters of our legislative mandate. Be that as it may, Umalusi is fortunate to have a formidable team of highly experienced and qualified individuals who take the work of the organisation seriously.

I want to sincerely acknowledge the sacrifices made by the staff of Umalusi in carrying out their work, sometimes amid difficult conditions. To this end, I acknowledge the sterling work done by all Umalusi staff, those who are office-based and the 'foot soldiers'. Most must, invariably, spend long hours on the road or in their offices to get the work of the organisation done. This is highly appreciated.

As we approach another exam season, we are mindful of the many challenges that our learners from disadvantaged families face every day. The socio-economic context of our learners, their cultural backgrounds and lived experiences cannot be disconnected from what happens in the classroom. Learners bring their crude reality to the classroom and this presents a serious challenge to educators, who must learn how to navigate and mediate the curriculum in the middle of such perplexing circumstances. We at Umalusi concede that it is well-nigh impossible for schools to provide conclusive solutions to all the extraneous factors that beset the lives of our precious learners.

Once again the work of Umalusi, as a quality assurer of national assessments, will be under the spotlight as all assessment bodies prepare themselves to administer 2019 end-of–year national examinations. Scores of Umalusi officials have been deployed to various provinces to verify the readiness of provincial education departments (PED) and private assessment bodies to administer examinations for the following qualifications: the National Senior Certificate, the National Certificate (Vocational), the General Education and Training Certificate, the Senior Certificate (amended) and the National Technical Certificate (N3).

Even as we prepare for the rollout of this year's national examinations, this issue of Makoya, rightly, focuses on some of the work of the Qualifications, Curriculum and Certification (QCC) Unit, which performs a function that forms part of another important aspect of Umalusi's broad mandate. The work of the QCC Unit ensures, *inter alia*, that providers of education offer qualifications that meet the high standards set by Umalusi as a quality council.

In conclusion, I wish the Grade 12 class of 2019 all success as they face the mammoth task of writing their final examinations. I advise them to prepare well, to rely on their teachers' sound advice and to avoid unnecessary distractions during the exam period. Enjoy reading!

Transformation
…moves away from whole-class instruction and focuses on new knowledge creation

Dr Eva Sujee

The power of **authentic instruction** and **assessment** in a changing environment

This article focuses on assessment as a powerful tool in the 21st century classroom and the value of authentic instruction. Nelson, Christopher & Mims (2009) assert that technology transforms learning. Assessment within the school context refers to a process during which a learner is evaluated. The results that are processed usually pertain to two issues: the effect of the learning and teaching; and the learner's individual progress regarding the learning outcomes. Technology has the potential to improve assessment, making it both easier and more effective than would otherwise be the case. Learning encompasses what is being learned and how this learning content is being acquired.

Assessment provides evidence that learning has taken place and that the requisite content and skills have been acquired. Thus, transformation in assessment includes a change in the way in which the curriculum is envisioned, as well as a change in both task conceptualisation and presentation. In other words, transformation focuses on authentic instruction and assessment; it moves away from whole-class instruction and focuses on new knowledge creation (Cramer, 2007). Cramer (2007) further reports that teaching and learning in the 21st century emphasise the need for authentic instruction and assessment, because the changing environment makes content that is relevant to life outside of school a vital component of the teaching process. Relevant content outside of school life is a key component of authentic instruction and assessment. Authentic instruction and assessment involves teachers posing questions that have value beyond school, to enable learners to construct knowledge, make use of discipline-based inquiry methods and to engage in substantive conversations about the question posed (Newman, 1994).

Cramer (2007) is of the opinion that authentic instruction and assessment makes it possible for learners to learn how to find, evaluate and organise information. Learners acquire critical thinking skills, they learn how to work collaboratively in teams and how to communicate with one another, and they produce high-quality products that may be used outside the classroom. Digital resources are learning objects used to acquire the requisite knowledge and skills. It is imperative that teachers take into account appropriate 21st century approaches to assessment and that they ensure that assessment tools are based on values, not on convenience. In addition, the potential for assessment must be explored beyond its role as an accountability instrument. Assessment is a powerful tool in the daily instructional practice of a teacher in the classroom, while it is also part of the learning experience. Wilson (2006) reminds us that, although technology is not the focus of 21st century education, comprehensive access to the tools of this century is a necessary part of the infrastructure which is required if 21st century learning is to occur.

Electronic, or e-assessment, is the result of the development of computer technology. Traditional assessments based on paper-and-pencil are now perceived as outdated. Technology is being developed to help humans to perform tasks faster, more efficiently and more effectively than would otherwise be the case. Increasing numbers of higher education institutions are making use of e-assessments as a result of both a growing student enrolment and a lack of personnel (Brink & Lautenbach, 2011). Benson, Lawler & Whitworth (2008) highlight the fact that e-assessment is based on the same principles and strategies for assessment as traditional assessment, with the same principles of flexibility, validity and fairness also applying in e-assessment. Several universities in South Africa use electronic assessment. However, adequate training for both teachers and learners is needed and it is advisable that teachers should know about the systems, in terms of secure access and how to deal with challenges as they arise (Brink & Lautenbach, 2011).

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A socially conducive environment allowed children to develop a number of executive function skills **(Umalusi empirical study)**

Katlego Leshabane

ECD: An early investment that yields great returns

Early Childhood Development (ECD) programmes promote the growth and development of young children and are the best investment for developing a nation's economy through human capital development. It serves as a point of departure that Umalusi carried out empirical research with the aim of gaining insight into the approaches used in the different ECD centres across South Africa. Approaches that underpin the Montessori, Waldorf, Reggio Emilia, as well as ordinary centres subsidised by the Department of Social Development, were included in the study.

Literature has acknowledged the importance of early childhood education. Various researchers have attested to the fact that alternative, complementary and cost-effective ECD options increase access to ECD programmes, but it is the quality of provisioning that makes the difference. The development of executive functioning, in particular, will have an effect on early childhood development.

The question might be: what are "executive functions"? Executive functions are established cognitive processes that help one manage tasks of all types, guide and direct planned actions or activities and are essential for the cognitive control of behaviour[1]. If we want to remind ourselves what executive functioning is, we would think of a mindful child with focused attention, who works well in a group and is able to adapt in new environments. In the work environment, a person with high executive functioning will be flexible, a problem solver, one who makes sensible decisions and is able to differentiate between conflicting thoughts.

Observations from the empirical research study revealed that a socially conducive environment allowed children to develop a number of executive function skills. The researchers observed that language did

1 Best, John & H Miller, Patricia. (2010). A Developmental Perspective on Executive Function. Child development. 81. 1641-60.

not seem to be a hindrance to communication, since children were able to respond to teachers' instructions in different languages. There was fluidity in communication as the children displayed flexible thinking in order to respond appropriately to different situations and they were able to apply different rules in different settings. One can imagine how such skills are essential in the workplace, considering that deadlines must be met and projects completed, which require flexibility in thinking as well as problem-solving strategies.

The researchers observed how children showed gratitude to nature, integrated elements of nature and recognised nature in their surroundings. Positive social behaviour was apparent in individual and group activities; there were children who took charge and indicated how certain activities would be done, which was evidence of a strong emotional control function. The researchers remarked on how interesting it was to observe older learners assisting younger ones by guiding them through certain activities; and how they motivated each other during group activities. One can equate such attributes to leadership and mentorship roles in different careers.

The working memory is the executive function that governs one's capacity to remember distinct pieces of information and process it in one's mind for the purpose of completing certain tasks. The research brought evidence of this as children were seen working independently in a socially stimulating environment. They were meaningfully occupied through play-based learning and were able to recall information from previous lessons when probed. It was evident that the children were encouraged to take part in activities

in which they were strong; the teachers watched for and created bridges to build on such strengths as well as to encourage others to attempt such activities. Umalusi researchers observed that the child plays an active role in learning and decision-making. The level of confidence displayed when the learners were tasked with an activity was remarkable, with little guidance being provided.

Children are born with the potential to develop executive functioning skills that require scaffolding in the right environment. Investing in quality ECD programmes yields the best returns for strengthening the fabric of our workplaces, societies and economies. The lessons learned from this research could serve as guidance towards quality engagement and implementation of ECD, and this should be considered with the current function migration of ECD from the Department of Social Development to the Department of Basic Education.
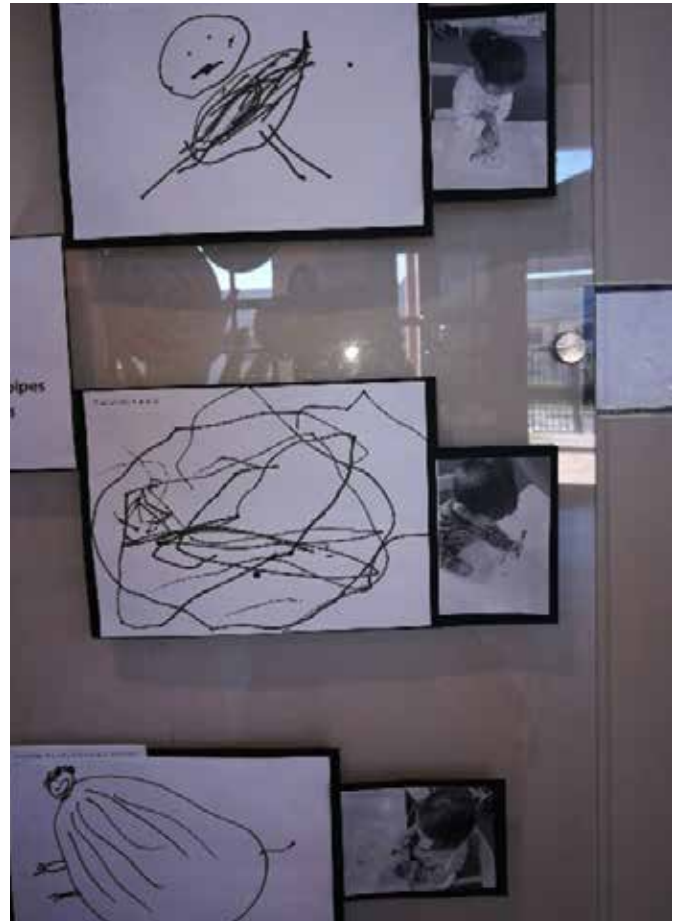
Cognitive demand and level of difficulty: **understanding test item evaluation**

One objective of the workshops is to assist teachers to strengthen SBA by developing quality test items

Dr Stephan Mchunu

Umalusi has developed exemplar books for gateway subjects such as Mathematics, Mathematical Literacy, Mechanical Technology, Physical Sciences, Life Sciences, Tourism, Consumer Studies, Business Studies and so on. These exemplar books are informed by Umalusi's research reports of previous years, especially the report by Reeves (Umalusi, 2012) titled 'Developing a framework for assessing and comparing the cognitive challenges of Home Language examinations'. The exemplar books make a clear distinction between 'cognitive demands' and 'levels of difficulty' of test items in a question paper. The two concepts are usually conflated by different groups of examiners, moderators, evaluators and teachers. The intention for the development of these exemplar books was to assist teachers as assessors, examiners as question paper developers, moderators as question paper evaluators and subject advisors as curriculum specialists, in the Further Education and Training (FET) phase.

Furthermore, Umalusi's purpose is to produce exemplar books for all subjects examined in the National Senior Certificate, which detail how best to construct items that conform to best practice in terms of cognitive demand and levels of difficulty.

Umalusi has conducted training or workshops around these concepts in the following provincial education departments (PED):

1. KwaZulu-Natal (26 May 2019). In attendance were examiners, FET and General Education and Training (GET) subject advisors.

2. Eastern Cape (5 June 2019). In attendance were newly appointed Grade 10 examiners.

3. Eastern Cape (31 July 2019). In attendance were FET subject advisors.

It should be noted that it is not Umalusi's mandate to initiate such visits to provinces; hence Umalusi conducted these workshops at the invitation of the PED. One objective of the workshops is to assist teachers to strengthen school-based assessments (SBA) by developing quality test items: quality test items make quality questions and quality questions make a quality question paper.

This article offers a brief description of the two concepts, levels of cognitive demand; and levels of difficulty, of a test item.

The workshops conducted in these provinces helped those in attendance to demystify and expose the misconception that question difficulty depends on the level of cognitive demand. The two concepts are different and are to be treated as distinct when designing or evaluating a test item. Cognitive demands are useful for ensuring that examination question papers are not dominated by questions that require reproduction of basic information, or replication of basic procedures. Cognitive demands are, further, useful for providing a framework for extending examination repertoires beyond factual recall and routine procedures. Cognitive levels describe the type of skill being tested and do not coincide with the level at which the skill is assessed. Cognitive demands do not necessarily distinguish between levels of difficulty of questions. They involve knowledge and the development of intellectual skills.

On the other hand, levels of difficulty are categorised as valid difficulty and invalid difficulty. By way of description, the validly difficult test items are those that contribute to the measurement of the construct under consideration (Leong, 2006)[1]. The validly difficult test items are those that are intended by the examiner. The invalidly difficult test items are those that impede or confound the measurement of the construct under

Umalusi representatives together with representatives from the Provincial Department of Education during one of the workshops to assist teachers to strengthen school-based assessments (SBA) by developing quality test items.

[1]   Leong, S.C. (2006). On Varying the Difficulty of Test Items. Paper presented at the 32nd Annual Conference of the International Association for Educational Assessment in Singapore.

consideration (Leong, 2006). The invalidly difficult test items are not intended by the examiner. The process of question paper moderation and question paper evaluation should ensure that the invalidly difficulty test items are identified and removed from the question paper or rephrased properly. The level of difficulty of the test item is the level at which the skill is assessed – question difficulty. The difficulty levels are determined against the assumed skills of the learners.

The following are among other sources of test item difficulty: (a) content or concept assessed; (b) task (or process) to be performed by the candidate; (c) stimulus; and (d) the expected response. The brief description of these four sources is given below:

(a) Content/concept difficulty indexes refer to the difficulty in the subject matter (facts, concepts, principles and procedures) assessed or involved.

(b) Task difficulty refers to the difficulty that candidates confront when they try to generate or formulate an answer.

(c) Stimulus difficulty refers to the difficulty of the language features of the question and the challenge that candidates face when they attempt to read and understand the words and phrases in the question and in the information or 'texts' (i.e. source

Delegates listening to a presentation during Umalusi's provincial workshop on school-based assessment (SBA)

material including diagrams, tables and graphs, pictures, cartoons, passages, etc.) that accompany the question.

(d) Expected response difficulty refers to difficulty imposed by the mark scheme and memorandum.

A quality exam is characterised by, among other things, the inclusion of questions of a wide range of cognitive demand and difficulty levels to assess the entire range of achievement levels. In conclusion, it should be stated that teachers, assessors, examiners and moderators need more workshops on effective questioning and question paper evaluation using the levels of cognitive demands and the levels of difficulty.

Dr Stephan Mchunu: Manager Curriculum - sharing a presentation with PED's officials on demystifying and exposing the misconception that question difficulty depends on the level of cognitive demand.

Social righteousness
as surrogate praxis for inclusive teaching

Nonhlanhla Shozi

Inclusive teaching philosophy and praxis is the base of social righteousness and it is enshrined within the democratic principles that form Chapter 2 of the Republic of South Africa's Constitution, or Bill of Rights (RSA Constitution, 1996). The starting point of argument for inclusive teaching is crossing the boundaries of clashes of discourse. It is crucial to know how people relate, through direct involvement, in the process of implementing inclusivity in classrooms.

Social righteousness is not pre-given; it is attained as a result of individual and collaborative creation within the emerging praxis in which learners with special educational needs are engaged. Social justice for inclusive teaching differs from conventional teaching both in its emphasis on integration of all learners (i.e. individuals) and its focus on empowerment. Inclusive teaching is the core justification for liberty. In inclusive teaching practices, no learner is treated as an object. Social righteousness should not be understood as a gift of the powerful over others, whether they are teachers or policy makers. A learner with special educational needs should be treated with respect and dignity.

A learner with special educational needs should be treated with respect and dignity

To realise social justice in an inclusive environment one needs to address the learning needs of all learners, especially those who are marginalised by the medical model. Inclusive teaching should be understood as responding to diversity, listening to unfamiliar voices and celebrating "difference" in a dignified way. Furthermore, inclusive teaching should be understood as an "inconclusive" attempt, or journey, that is non-coherent towards a state of settled uncertainty.

In this article inclusive teaching and social justice are understood as a counter-discursive strategy rather than a rhetorical strategy. Inclusive teaching and social justice are two sides of the same coin. Foucault, in Chrisman and Williams (2015), reminds us that discourses around exclusive practices are socially constructed, where processes are revealed in what people do and write about "others" (i.e. through institutional praxis and policies). Inclusive teaching encourages adaptation and change in the policies and practices, not merely adapting uncritically to the status quo. It is about the collective responsibility of stakeholders through dialogue that seeks equity and empowerment. It is about supporting and complementing the social struggles for total emancipation of learners with special educational needs.

Diversity is understood not as abnormality but the reality of our planet. Inclusive teaching should be considered as the making of new realities; new makings that are collectively shared in which the voices of ALL are respected. Inclusive teaching should be a shared project of bringing experiences to ALL learners. ALL learners must be made to understand what it means to be human beings and must come to understand the myths of dominant discourses (i.e. the medical model). Teachers need to think critically and exercise moral and public responsibility that will empower ALL.

Inclusive teaching practitioners need to develop an inclusive teaching praxis that is rooted in counter-hegemonic discourses. Inclusive teaching needs to be fashioned in theoretical discourses that mediate the possibility of social righteousness and total transformation in our teaching praxis (Giroux, 1983). Inclusive teaching, in this article, is understood as a position in discursive practices, because learners with special educational needs are subjugated or relegated. Discursive practice cannot be denied because of history or medical discourse; it is through social righteousness praxis that human rights, privileges and the interests of the marginalised should be advanced. Inclusive education for social justice should be understood as a liberatory pedagogy trying to wipe out the spoiled images one has created in one's mind. Inclusive teaching could be viewed as a critical liberatory pedagogy that is eradicating the differences of the "other": the different ones (Nkoane, 2010).

The new **'game of teaching'** means all players must change

A school's pedagogical culture must be based on the principle of the teachers being partners in the learning process

Dr Eva Sujee

Voogt, Erstad, Dede & Mishra (2013) are of the opinion that the "game of teaching" in the 21st century has changed and, therefore, the players need to change. It is essential that teachers acquire 21st century competencies to enable them to support 21st century learning. Thus it is incumbent on them to adopt new pedagogical approaches that may result in the correct "fit" between pedagogy, technology and specific subject matter. In other words, technology must not be integrated merely as an "add-on".

Yu-Mei (2002) is of the opinion that technology integration fails because teachers are still trying to follow traditional practice, but with new technological devices. Teachers need to redefine their role in the classroom. Teachers working in technology-enriched classrooms soon realised that they had to change their traditional ways of thinking and teaching. Technology affects the way in which learners learn, teachers teach and school administrators work. It changes the classroom organisation, the social learning climate and the teacher-learner interaction. For example, the classroom must be arranged in such a way that group work, individual interaction between learners and that between learner and teacher, are convenient and easy.

Learners work independently and take responsibility for their own learning; and they work collaboratively, or in small groups, with the teacher working either with individuals or small groups, but not with the class as a whole. This facilitates individual learning while individual needs are being addressed. Learning is active and not passive, collaborative rather than individual and learner-centred instead of teacher-centred. This means that individual needs are met. Teachers strive to realise the vision of self-regulated learners who set goals for themselves and monitor these goals. Teachers are not authoritative but, instead, they assume the role of a decentralised facilitator.

It is imperative that teachers change their vision of the curriculum and reconsider the way in which tasks are conceptualised and presented to learners. Teachers must move away from traditional whole-classroom instruction, to authentic instruction and assessment, which supports individualised teaching (Cramer, 2007). Angeli & Valanides (2009) report that most education scholars agree that the preparation of teachers for the educational uses of technology is a key component in almost every improvement plan for transformation in education.

According to Nelson, Christopher & Mims (2009), a teacher's philosophy influences the effective use of internet technologies in the classroom. The teacher who realises the value of collaborative projects and authentic activities often defines him or herself as a coach, facilitator and a resource to support student learning, while realising the importance of guiding learners to achieve autonomy through

constructivist philosophies. Such teachers motivate learners to take responsibility for their own learning. Activities such as discussions, debates, cooperative student projects and the freedom to explore the content are the focus of student learning. In addition, the internet and Web 2.0 technologies are used extensively in these activities while teachers are flexible with their instruction as long as the curriculum goals are met at all times. Such teachers are comfortable with the use of technology and they help learners to make the connection between the real world and the curricular content.

Furthermore, Nelson et al. (2009) also found that teachers were moving away from merely providing information to learners, to adopting the role of facilitator. This means that teachers require professional development opportunities. According to the TPACK framework, professional development extends beyond workshops, which are designed merely to enhance content knowledge. Mishra & Koehler (2008) suggest a new kind of literacy that goes beyond the specific knowledge of particular disciplines. It is essential that a teacher's understanding of technology grows constantly because of the rapid pace of technological change. Professional development is, therefore, an ongoing process.

The focus of teachers' professional development must be on what teachers are able to do to guide and advise learners when they design the learning process. Teachers are partners in the learning process and it is vital that they not focus on merely reproducing factual information to their learners; instead, they must focus on how learners may be assisted.

Thus a school's pedagogical culture must be based on the principle of the teachers being partners in the learning process, with the learners taking responsibility for their own learning and the teachers and learners creating, expressing and communicating collaboratively (Gordon, Halasz, Krawczyk, Leney, Michel, Pepper, Putkiewicz & Wiśniewski, 2009).

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QCC Unit contributes to **workshop for Tourism teachers**

The Curriculum sub-unit team from the Qualifications, Curriculum and Certification (QCC) Unit was again invited to conduct a workshop for teachers at the National Tourism Career Exhibition (NTCE) in Rustenburg, North West, from 19–21 September 2019.

Messrs Mohau Kekana and Duma Sithebe, together with Dr Stephan Mchunu represented the unit. The NTCE workshop for teachers is an initiative of the Department of Tourism in collaboration with Umalusi as a stakeholder in the education sector.

The workshop opened with a keynote address by Ms Jessica Davids. This was followed by a presentation by Ms Elsabé Engelbrecht on integrating ICT into Tourism teaching and learning. She spoke on enhancing Tourism vocabulary and using the Tourism dictionary in the classroom. Dr Stephan Mchunu focused on "Effective questioning: cognitive demands and difficulty indicators" during the second day of the workshop.

Dr Stephan Mchunu Addressing NTCE Delegates in Rustenburg

Mr Duma Sithebe Addressing NTCE Delegates in Rustenburg

Umalusi hosts **SAAEA EXCO** meeting

The CEO of Umalusi, Dr Mafu Rakometsi, was pleased to welcome colleagues and counterparts from neighbouring countries to a meeting of the executive committee of the Southern Africa Association for Educational Assessment (SAAEA) on 8–9 September 2019 at Umalusi in Tshwane.

The purpose of the meeting was to discuss issues including SAAEA's strategic plan for the coming years, to plan for the 2021 SAAEA conference and consider SAAEA Research Forum activities, as well as the budget.

The SAAEA was established primarily to provide a platform for test developers, administrators, assessment and curriculum specialists and researchers, among others, to exchange ideas and good practices in conducting educational assessments within the Southern African Development Community (SADC) region.

BACK ROW: Dr Lazarus Nembaware (Zimbabwe), Ms Stella Mosimege (Umalusi); Professor Brian Mokopakgosi (Botswana), Ms Zipora Muzenda (Zimbabwe), Dr Mafu Rakometsi (Umalusi), Mr Pogiso Thapelo (Botswana), Ms Maipelo Sealetsa (Botswana) FRONT ROW: Dr Edmund Mazibuko (Eswatini), Ms Clementine Tsumis-Garises (Namibia), Dr Litsabako Ntoi (Lesotho)

The objectives of the SAAEA are to encourage and facilitate dialogue among member states and institutions concerning education assessment systems; to promote cooperation among educational assessment agencies within the SADC region; and to provide a forum where test developers, assessment and curriculum specialists and researchers can exchange ideas and good practices related to educational assessment.

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

NATIONAL SENIOR CERTIFICATE

NQF LEVEL 4

NATIONAL CERTIFICATE (VOCATIONAL)

The National Senior Certificate and the National Certificate (Vocational) are registered on the same NQF Level (NQF L4), but serve different purposes

PURPOSE OF QUALIFICATION

- Equip learners with skills, knowledge and values for self-fulfillment and meaningful participation in society
- Facilitate transition to the workplace
- Provide access to further education

- Equip learners with practical skills, applied competence and knowledge required for employment in a particular occupation or trade
- Facilitate transition to the workplace
- Provide access to further education

YEARS TO COMPLETE

- Grade 10
- Grade 11
- Grade 12

Each grade takes minimum one year

- NC(V) Level 2
- NC(V) Level 3
- NC(V) Level 4

Each level takes minimum one year

TO OBTAIN THE QUALIFICATION

MINIMUM PROMOTION REQUIREMENTS:
- Achieve 40% in three subjects, one of which is an official language at Home Language level
- Achieve 30% in three subjects; and
- Provide full evidence in the School-Based Assessment component, in the event of a failed subject

MINIMUM PROMOTION REQUIREMENTS:
- Achieve 40% in an official language on either First Additional Language Level or Home Language Level
- Achieve 30% in Mathematics or Mathematics Literacy
- Achieve a minimum of 40% in Life Orientation
- Achieve 30% in 4 (four) Vocational subjects

PASS REQUIREMENTS

ADMISSION TO HIGHER CERTIFICATE:
- Pass with a minimum 30% in the language of learning and teaching of the Higher Education institution concerned.

ADMISSION TO HIGHER CERTIFICATE:
- Meet the pass requirements for the NC(V)
- Meet the requirements of the Language of Learning and Teaching at the Higher Education institution

ADMISSION TO DIPLOMA:
- Achieve minimum rating of 3 (moderate achievement, 40%-49%) in four recognised NSC subjects
- Achieve minimum 30% in the language of learning and teaching of the Higher Education institution concerned

ADMISSION TO DIPLOMA:
- Meet the pass requirements for the NC(V)
- Achieve 40% in 3 Fundamental subjects including language of learning and teaching of the Higher Education institution
- Achieve 50% in 3 compulsory vocational subjects (dependent on the programme entered for)

ADMISSION TO BACHELOR'S DEGREE:
- Achieve minimum of 30% in the language of learning and teaching of the Higher Education institution concerned
- Achieve minimum rating of 4 (adequate achievement, 50% -59%) from the 20 Credit subject list determined by Higher Education

ADMISSION TO BACHELOR'S DEGREE:
- Meet the pass requirements for the NC(V)
- Achieve 50% in 3 Fundamental subjects including the language of learning and teaching of the Higher Education institution
- Achieve 60% in four vocational subjects

WHERE IT IS OFFERED

Public Schools or Independent Schools
(accredited by Umalusi)

Public or Private Technical and Vocational Education and Training (TVET) colleges
(accredited by Umalusi)

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STANDARDISATION OF NATIONAL EXAMINATIONS RESULTS

What is standardisation?

A process used to eliminate the effect of factors other than the learners' knowledge, abilities and aptitude on their performance.
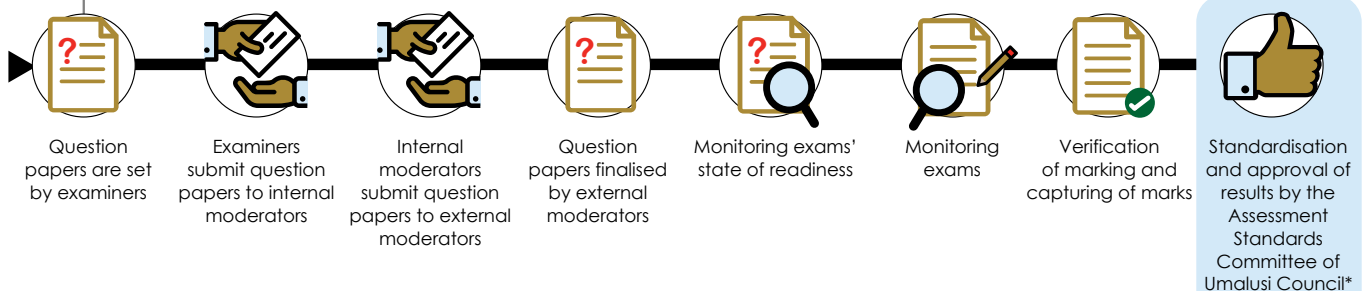
Why standardise results?

- To ensure that learners are not advantaged or disadvantaged by factors other than their knowledge of the subject, abilities and aptitude.

- To achieve comparability and consistency of the results from one year to the next.

Which assessment bodies' qualification results are standardised?

Department of Higher Education and Training
- National Certificate (Vocational)
- General Education and Training Certificate
- N1-N3

Department of Basic Education
- National Senior Certificate
- Senior Certificate (amended)

Independent Examinations Board
- National Senior Certificate
- General Education and Training Certificate

South African Comprehensive Assessment Institute
- National Senior Certificate

Benchmark Assessment Agency
- General Education and Training Certificate

Raw marks are ideal

STANDARDISATION IS A PROCESS

18 MONTHS PROCESS

- Question papers are set by examiners
- Examiners submit question papers to internal moderators
- Internal moderators submit question papers to external moderators
- Question papers finalised by external moderators
- Monitoring exams' state of readiness
- Monitoring exams
- Verification of marking and capturing of marks
- Standardisation and approval of results by the Assessment Standards Committee of Umalusi Council*

1. Review of learner performance against historical performance of candidates in each subject
2. Historical average constructed using past 5 years' data
3. Pairs analysis provides further comparisons of raw marks
4. Standardisation of exam results and site-based assessment

*The Assessment Standards Committee of Umalusi Council consists of independent academics with diverse expertise in assessment, statistics, mathematics and education

STANDARDISATION PRINCIPLES

- No adjustment should exceed 10% of the historical average in either direction (upward or downward)
- If the distribution of the raw marks is below or above the historical average, the marks may be adjusted either way subject to limitations
- In the case of an individual candidate, the adjustment effected should not exceed half of the raw mark obtained by the candidate
- After considering qualitative and quantitative reports, Umalusi formulates positions on each subject: 'accept raw marks', 'upward adjustment' or 'downward adjustment'

higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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UMALUSI

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01 October 2019 - 31 January 2020
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Council for Quality Assurance in
General and Further Education and Training