

**Report on the Quality  
Assurance of the Independent  
Examinations Board  
November 2019 GETC:  
ABET Examinations**

**UMALUSI**



Council for Quality Assurance in  
General and Further Education and Training

# Report on the Quality Assurance of the Independent Examinations Board November 2019 GETC: ABET Examinations

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General and Further Education and Training

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# TABLE OF CONTENTS

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<b>TABLE OF CONTENTS</b> .....	<b>iii</b>
<b>FOREWORD BY THE CHIEF EXECUTIVE OFFICER</b> .....	<b>v</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>vi</b>
<b>ACRONYMS AND ABBREVIATIONS</b> .....	<b>x</b>
<b>LIST OF TABLES AND FIGURES</b> .....	<b>xi</b>
<b>CHAPTER 1: MODERATION OF QUESTION PAPERS</b> .....	<b>1</b>
1.1 Introduction .....	1
1.2 Scope and Approach .....	1
1.3 Summary of Findings .....	2
1.4 Areas of Improvement .....	7
1.5 Areas of Non-compliance .....	7
1.6 Directives for Compliance and Improvement .....	7
1.7 Conclusion .....	7
<b>CHAPTER 2: MODERATION OF SITE-BASED ASSESSMENT TASKS</b> .....	<b>8</b>
2.1 Introduction .....	8
2.2 Scope and Approach .....	8
2.3 Summary of Findings .....	9
2.4 Areas of Improvement .....	12
2.5 Areas of Non-compliance .....	13
2.6 Directives for Compliance and Improvement .....	13
2.7 Conclusion .....	13
<b>CHAPTER 3: MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS</b> .....	<b>14</b>
3.1 Introduction .....	14
3.2 Scope and Approach .....	14
3.3 Summary of Findings .....	15
3.4 Areas of Improvement .....	22
3.5 Areas of Non-compliance .....	22
3.6 Directives for Compliance and Improvement .....	23
3.7 Conclusion .....	23
<b>CHAPTER 4: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS</b> .....	<b>24</b>
4.1 Introduction .....	24
4.2. Scope and Approach .....	24
4.3 Summary of Findings .....	25
4.4 Areas of Improvement .....	26
4.5 Areas of Non-compliance .....	27
4.6 Directives for Compliance and Improvement .....	26
4.7 Conclusion .....	27

<b>CHAPTER 5: MONITORING OF THE WRITING AND MARKING OF EXAMINATIONS.....</b>	<b>28</b>
5.1 Introduction .....	28
5.2 Scope and Approach .....	28
5.3 Summary of Findings .....	29
5.4 Areas of Improvement .....	33
5.5 Areas of Non-compliance .....	33
5.6 Directives for Compliance and Improvement .....	33
5.7 Conclusion .....	33
<b>CHAPTER 6: SELECTION, APPOINTMENT AND TRAINING OF MARKING PERSONNEL .....</b>	<b>34</b>
6.1 Introduction .....	34
6.2 Scope and Approach .....	34
6.3 Summary of Findings .....	35
6.4 Areas of Improvement .....	36
6.5 Areas of Non-compliance .....	36
6.6 Directives for Compliance and Improvement .....	36
6.7 Conclusion .....	36
<b>CHAPTER 7: QUALITY ASSURANCE OF OF THE MARKING .....</b>	<b>37</b>
7.1 Introduction .....	37
7.2 Scope and Approach .....	37
7.3 Summary of Findings .....	38
7.4 Areas of Improvement .....	45
7.5 Areas of Non-compliance .....	45
7.6 Directives for Compliance and Improvement .....	45
7.7 Conclusion .....	46
<b>CHAPTER 8: STANDARDISATION AND RESULTING .....</b>	<b>47</b>
8.1 Introduction .....	47
8.2 Scope and Approach .....	47
8.3 Summary of Findings .....	48
8.4 Areas of Improvement .....	49
8.5 Areas of Non-compliance .....	49
8.6 Directives for Compliance and Improvement .....	49
8.7 Conclusion .....	49
<b>CHAPTER 9: CERTIFICATION .....</b>	<b>50</b>
9.1 Introduction .....	50
9.2 Scope and Approach .....	50
9.3 Summary of Findings .....	51
9.4 Areas of Improvement .....	51
9.5 Areas of Non-compliance .....	51
9.6 Directives for Compliance and Improvement .....	52
9.7 Conclusion .....	52
<b>ANNEXURE A-COHORT PROFILE .....</b>	<b>53</b>
<b>ANNEXURE B-AMENDMENTS TO MARKING GUIDELINES .....</b>	<b>56</b>

## FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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Over the past years, Umalusi has made great strides in setting, maintaining and improving standards in the quality assurance of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET).

Umalusi has managed to achieve its success by establishing and implementing an effective and rigorous quality assurance of assessment system with a set of quality assurance processes that cover assessment and examinations. The system and processes are continuously revised and refined.

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

- level of adherence to policy in the implementation of examination and assessment processes;
- quality and standard of examination question papers, its corresponding marking guidelines and site-based assessment (SBA) tasks;
- efficiency and effectiveness of systems, processes and procedures for the monitoring of the conduct, administration and management of examinations and assessment; and
- quality of marking, as well as the quality and standard of quality assurance processes within the assessment body.

Furthermore, Umalusi has established a professional working relationship with the Independent Examinations Board (IEB). As a result, there has been an improvement in the conduct, administration and management of the GETC: ABET examinations and assessment. There is ample evidence to confirm that the assessment body, adult education and training centres, as well as the examination centres, continue to strive to improve systems and processes relating to the GETC: ABET examinations and assessment. However, despite numerous improvement initiatives there remain critical aspects, such as the implementation and internal moderation of site-based assessment (SBA) and the occurrence of irregularities, which require attention in the forthcoming examination cycle.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met in December 2019 to scrutinise evidence presented on the conduct of the November 2019 GETC: ABET examinations. Having studied all the evidence at hand on the management and conduct of the November 2019 GETC: ABET examinations administered by the IEB, Umalusi is satisfied that, apart from isolated instances of irregularities, there were no systemic irregularities reported that may have compromised the overall integrity and credibility of the examinations. The EXCO approved the release of the IEB results of the November 2019 GETC: ABET examinations. However, the IEB is required to:

- a. block the results of the candidates and centres implicated in irregularities, pending the submission of evidence and a detailed report to Umalusi for verification and approval; and
- b. address the directives for compliance and improvement and submit an improvement plan by 14 February 2020.

The EXCO commended the IEB for conducting successful examinations.

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

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2019 GETC: ABET examinations.



**Dr Mafu S Rakometsi**

## EXECUTIVE SUMMARY

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

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001, as amended in 2008), to develop and manage its sub-framework of qualifications, to quality assure assessment at exit-points, approve the release of examination results and to certify candidate achievements.

The Act, in terms of these responsibilities, stipulates that Umalusi, as the Quality Council for General and Further Education and Training:

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

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2019 GETC: ABET examinations. The report also reflects on the findings; areas of improvement and good practice; and areas of non-compliance; and provides directives for compliance and improvement in the management, conduct and administration of the examination and assessment. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the Independent Examinations Board (IEB). Where applicable, comparisons are made with the November 2018 examinations.

Umalusi undertakes the quality assurance of the national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality assurance of the standard of assessment is based on the assessment body's ability to adhere to policies and regulations designed to deal with critical aspects of administering credible national assessment and examinations. In the adult education and training sector, Umalusi quality assures the assessment and examinations for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

The GETC: ABET qualification is offered at community learning centres (CLC) of the community education and training colleges (public centres), adult education and training learning sites (private centres) and Correctional Services centres. The quality assurance processes of Umalusi made provision for a sample from each type of centre/site.

In addition to the November examinations, examinations in this sector are also conducted in June. The results of the June 2019 examinations had been released and the quality assurance of assessment reports are available on the Umalusi website.

The IEB conducted the November 2019 GETC: ABET examinations in eight learning areas. This report covers the following quality assurance of assessment processes conducted by Umalusi, for which a brief outline is given below:

- moderation of question papers (Chapter 1);
- moderation of site-based assessment (SBA) tasks (Chapter 2);
- moderation of site-based assessment (SBA) portfolios (Chapter 3);
- monitoring of the state of readiness to conduct the examinations (Chapter 4);
- monitoring of the writing and marking of examinations (Chapter 5);
- selection, appointment and training of marking personnel (Chapter 6);
- quality assurance of marking (Chapter 7);
- standardisation and resulting (Chapter 8); and
- Chapter 9, which outlines the state of certification of candidates' achievements.

The findings from the above quality assurance of assessment processes enabled the Executive Committee (EXCO) of Umalusi Council to decide whether to approve the release of results of the November 2019 GETC: ABET examinations or not.

The roles and responsibilities of the IEB are to:

- develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- develop and internally moderate SBA tasks and their accompanying marking guidelines biennially and submit them to Umalusi for external moderation and approval;
- manage the implementation and internal moderation of SBA;
- conduct, administer and manage the writing and marking of examinations;
- manage irregularities;
- report to Umalusi on the conduct, administration and management of examinations;
- have an IT system that complies with the policies and regulations, in order to be able to submit all candidate records according to the certification directives; and
- process and submit records of candidate achievements to Umalusi for certification.

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

The findings of the external moderation process at initial moderation indicated that there was a decline in the overall compliance of question papers and their corresponding marking guidelines, from 79,7% in November 2018 to 56,3% in November 2019.

The GETC: ABET qualification requires SBA to be conducted by AET learning centres. Assessment bodies set SBA tasks nationally, moderate them internally and submit these SBA tasks to Umalusi to be externally moderated. Umalusi is responsible for determining the quality and appropriateness of the standard of the SBA tasks.

The purpose of external moderation of SBA tasks is to ensure that common standards, in terms of the quality of SBA tasks, are maintained. All candidates registered to write the GETC: ABET examinations through the IEB are required to complete common SBA tasks. Although the compliance levels with most criteria showed improvement at initial moderation when compared to the SBA tasks of 2018, there is still a challenge in the quality of internal moderation.

The IEB provides all AET learning centres with common assessment tasks of all eight learning areas for implementation. The responses of students to the common assessment tasks are filed in SBA portfolios and are internally moderated by the IEB before they are presented to Umalusi for external moderation.



The purpose of external moderation of SBA portfolios is to establish whether the requirements for the implementation and moderation of SBA as prescribed by the IEB and Umalusi were met. It is of utmost importance to moderate SBA portfolios, since SBA carries the same weight as the external examinations. To ensure the consistency, validity and fairness of assessment, it is imperative that the SBA portfolios of students are quality assured at different levels. A comparison of the levels of compliance for the November 2019 examinations with those of the November 2018 examinations was made, to check if there had been improvement in the implementation and moderation of SBA. The IEB has shown some improvement in the moderation of SBA.

The purpose of verifying the state of readiness of the IEB to conduct the November 2019 GETC: ABET examinations was, largely, to:

- gauge the level of preparedness of the IEB to conduct the November 2019 GETC: ABET examinations;
- track the progress made in addressing the directives for compliance and improvement issued after the November 2018 and June 2019 examinations;
- verify that the IEB had systems in place to ensure the integrity of the November 2019 GETC: ABET examinations; and
- report on any shortcomings identified during the evaluation and verification of the IEB systems.

The audit of the state of readiness confirmed the readiness of the IEB to administer the November 2019 GETC: ABET examinations. Umalusi noted that the IEB shows improvement in their systems and processes in each examination cycle.

Umalusi deployed monitors while the examinations were being written to check that the examination centres complied with the policy applicable to the conduct of examinations. Monitoring was also important to identify any irregularities that might have occurred during the writing of the examinations. The comparison of the November 2019 findings with the findings of the November 2018 examinations disclosed an overall improvement in the overall compliance, with centres adhering to the set criteria by between 90% and 100% increasing from 10% in 2018 to 20% in 2019.

Umalusi conducted an audit of the marking personnel selected and appointed to mark the November 2019 GETC: ABET examination scripts. The purpose of this process is to verify compliance to the appointment criteria by the IEB for the marking and moderation of the November 2019 GETC: ABET examinations. The IEB appointed sufficient personnel who are adequately qualified and experienced for the marking process.

Umalusi participated in the process of the standardisation of the marking guidelines of the question papers to ensure that justice was done to the process and that the finalised marking guidelines would ensure fair, accurate and consistent marking. The standardisation process improved the quality of the marking guidelines and ensured that all possible responses to questions were accommodated. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

Umalusi monitors the level of preparedness of marking centres to conduct the process of marking examination scripts. The purpose of monitoring was to verify:

- planning prior to the conduct of the marking process;
- the adequacy of resources at the marking centre;
- security provided at the marking centre; and
- the management of irregularities identified from marked scripts.

Umalusi monitored the marking centre to ensure that marking was properly planned and managed, which would ensure the credibility of the process and its outcomes. Proper management in the critical areas of planning, adequacy of the marking venues and accommodation, as well as maintenance of tight security, was evident at the marking centre.

External verification of marking by Umalusi served to ensure that marking was conducted according to agreed and established practices and standards. The verification of marking process revealed that the IEB showed improvement in the quality of marking and internal moderation in all eight learning areas and complied with marking and moderation requirements.

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in a given context, by considering possible sources of variability other than candidates' ability and knowledge.

The purpose of standardisation and statistical moderation of results is to mitigate the effects of factors other than candidates' ability and knowledge on performance, and to reduce the variability of marks from examination to examination. The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational, qualitative and statistical reasoning.

Information on certification is included to inform interested parties of the state of certification of candidates' achievements. The certification chapter is based on the 2019 certification processes and not the certification of the November 2019 cohort. Every effort must be made to ensure that all candidates who qualify for a certificate receive this as soon as possible. Umalusi observed that the registration of students and the processing of the certification of student achievements for the examinations that were reported on, were carried out according to the required directives and guidelines.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2019 examinations, the Umalusi Council EXCO concluded that the November 2019 GETC: ABET examinations were conducted in line with the policies that govern the conduct of examinations and assessment. Generally, examinations and assessment were conducted in a professional, fair and reliable manner. There were no systemic irregularities that could jeopardise the overall integrity of examinations and the results could, therefore, be regarded as credible. The EXCO approved the release of the results and commended the IEB for the maturing system.

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

Umalusi will continue, through bilateral meetings, to collaborate with all stakeholders to raise standards in adult education and training in South Africa.

## 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
BAA	Benchmark Assessment Agency
CAT	Computer Applications Technology
CD: NEA	Chief Directorate: National Examinations and Assessment
CEO	Chief Executive Officer
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EC	Eastern Cape Province
ECDE	Eastern Cape Department of Education
FS	Free State Province
FSDE	Free State Department of Education
GDE	Gauteng Department of Education
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
GPW	Government Printing Works
HOD	Head of Department
ID	Identity Document
IEB	Independent Examinations Board
KZN	KwaZulu-Natal Province
KZNDE	KwaZulu-Natal Department of Education
LP	Limpopo Province
LPDE	Limpopo Department of Education
MP	Mpumalanga Province
MPDE	Mpumalanga Department of Education
NC	Northern Cape Province
NCDE	Northern Cape Department of Education
NQF	National Qualifications Framework
NW	North West Province
NWDE	North West Department of Education
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PoA	Portfolio of Assessment (lecturer portfolio)
PoE	Portfolio of Evidence (learner portfolio)
SACE	South African Council for Educators
SAG	Subject and Assessment Guidelines
SAPS	South African Police Services
SAQA	South African Qualifications Authority
SBA	Site-based Assessment
SO	Specific Outcome
SoR	State of Readiness
Umalusi	Council for Quality Assurance in General and Further Education and Training
WC	Western Cape Province
WCED	Western Cape Education Department

## LIST OF TABLES AND FIGURES

Table/Figure	Description	Page
Table 1A	Learning areas assessed by the IEB in November 2019	1
Table 1B	Approval status of question papers moderated	3
Table 1C	Approval status of question papers in November 2018 and 2019	3
Table 1D	Compliance of question papers at first moderation	4
Table 2A	SBA tasks submitted for external moderation	8
Table 2B	Moderation level and approval of SBA tasks	9
Table 2C	Compliance of SBA tasks at first moderation	10
Table 3A	Learning areas, learning sites and the number of SBA portfolios sampled	14
Figure 3A	Comparison of SBA portfolio sample of November 2018 and 2019	16
Table 3B	Compliance of learning sites per criterion	16
Figure 3B	Comparison of compliance with adherence to assessment guideline in November 2018 and 2019	17
Figure 3C	Comparison of compliance with internal moderation in November 2018 and 2019	18
Figure 3D	Comparison of compliance with the structure and content of SBA portfolios in November 2018 and 2019	19
Figure 3E	Comparison of compliance with implementation of assessment tasks in November 2018 and 2019	20
Figure 3F	Comparison of compliance with student performance in November 2018 and 2019	21
Figure 3G	Comparison of compliance with quality of marking in November 2018 and 2019	22
Table 4A	Number of candidates enrolled	25
Table 5A	Examination centres monitored for the writing of examinations	28
Table 5B	Number of centres monitored per province	29
Table 5C	The average compliance levels of the centres monitored per key monitoring area	30
Table 5D	Marking centre information on learning areas, actual number of scripts and number of appointed markers	32
Table 6A	Appointed marking personnel per learning area	34
Table 6B	Learning areas audited	35
Table 7A	Learning areas assessed by the IEB	37
Table 7B	Number of marking personnel per learning area	38
Figure 7A	Candidates' performance in A4CENG per question – 20 scripts	41
Figure 7B	Candidates' performance in A4EMSC per question – ten scripts	42
Figure 7C	Candidates' performance in A4HSSC per question – ten scripts	42
Figure 7D	Candidates' performance in A4LIFO per question – ten scripts	43
Figure 7E	Candidates' performance in A4MATH per question – ten scripts	43
Figure 7F	Candidates' performance in A4NTSC per question – ten scripts	44
Figure 7G	Candidates' performance in A4SMME per question – 23 scripts	44
Figure 7H	Candidates' performance in A4TECH per question – 18 scripts	45
Table 8A	Standardisation decisions for the November 2019 GETC: ABET	49
Table 9A	Certified results for the period 1 October 2018 to 30 September 2019	51
Table 9B	Summary of certificates issued for the period 1 October 2018 to 30 September 2019	51
Table 9C	Number of datasets and transactions received during the period 1 October 2018 to 30 September 2019	51

# CHAPTER 1: MODERATION OF QUESTION PAPERS

## 1.1 Introduction

Umalusi conducts external moderation of examination question papers and their corresponding marking guidelines for every examination cycle. This is to ensure that quality and standards are maintained in all the examinations of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET).

The moderation of question papers is a critical part of the quality assurance process. The process ensures that the question papers comply with Umalusi quality assurance of assessment requirements and the assessment guidelines of the assessment bodies.

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 purpose of external moderation is to evaluate whether the Independent Examinations Board (IEB) has the capacity to develop and internally quality assure question papers that meet set standards and requirements.

## 1.2 Scope and Approach

The IEB conducted the GETC: ABET examinations in eight learning areas, as indicated in Table 1A.

**Table 1A: Learning areas assessed by the IEB in November 2019**

No.	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
7.	Small, Medium and Micro Enterprises	A4SMME
8.	Technology	A4TECH

The IEB is expected to appoint examiners and internal moderators with requisite learning area knowledge to set and moderate question papers before they are submitted to Umalusi for external moderation.

The IEB presented question papers, together with their accompanying marking guidelines, for all eight learning areas for external moderation in preparation for the November 2019 GETC: ABET examinations.

The IEB used the Examination Authoring System (EAS) for the first time to develop the Mathematical Literacy and Communication in English question papers and their corresponding marking guidelines. The IEB supplied passwords to allow Umalusi moderators, trained in the use of EAS, to gain access to the system. The safety and security of the question papers and corresponding marking guidelines were at all times paramount. Both Umalusi and the IEB moderators adhered to strict security measures to ensure the safety of the question papers and corresponding marking guidelines.

Umalusi employed external moderators, all of whom have learning area expertise, to scrutinise and carefully analyse the question papers and marking guidelines of eight learning areas developed by the IEB. Umalusi conducted moderation using an off-site moderation model.

Umalusi assigned one external moderator per question paper to moderate and approve the November 2019 GETC: ABET question papers and corresponding marking guidelines. Umalusi used the Instrument for the Moderation of Question Papers, developed by Umalusi, to evaluate the compliance of each question paper and marking guideline with the following eight criteria:

- technical aspects;
- language and bias;
- internal moderation;
- content coverage;
- cognitive demand;
- adherence to assessment guidelines;
- predictability; and
- marking guidelines.

Each criterion has a set of quality indicators against which each question paper and corresponding marking guideline is moderated. Umalusi makes a judgement regarding compliance with each criterion, considering the following four possible levels of compliance:

- no compliance (Met less than 50% of criteria);
- limited compliance (Met 50% or more but less than 80% of criteria);
- compliance in most respects (Met 80% or more but less than 100% of criteria); or
- compliance in all respects (Met 100%) of the criteria.

Umalusi evaluated question papers and corresponding marking guidelines based on an overall impression of how the requirements of all eight criteria were met. A decision was then made on the quality and standard of the question paper and corresponding marking guidelines. A decision may be one of following:

- approved: if the question paper and accompanying marking guideline meet all criteria;
- conditionally approved – resubmit: if the question paper and accompanying marking guideline meet most of the criteria; and
- rejected: if the quality and standard of the question paper and accompanying marking guideline are totally unacceptable.

## **1.3 Summary of Findings**

The following section provides a summary of the findings after initial moderation.

When question papers were approved, all the challenges were sufficiently addressed and all question papers and their corresponding marking guidelines were fully compliant with all the set criteria. The internal moderator addressed all these challenges before the question papers and accompanying marking guidelines were approved.

### **1.3.1 Compliance per Moderation Level**

Table 1B indicates the approval status of each question paper and corresponding marking guideline at each moderation level.

**Table 1B: Approval status of question papers moderated**

No.	Learning area	Moderation level and approval status			
		LA 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	Conditionally approved	Conditionally approved	Approved
3.	Human and Social Sciences	A4HSSC	Conditionally approved	Approved	
4.	Life Orientation	A4LIFO	Rejected	Conditionally approved	Approved
5.	Mathematical Literacy	A4MATH	Approved		
6.	Natural Sciences	A4NTSC	Approved		
7.	Small, Medium and Micro Enterprises	SMME4	Conditionally approved	Approved	
8.	Technology	A4TECH	Conditionally approved	Approved	

Table 1B shows that, at initial moderation, three question papers and corresponding marking guidelines were approved and four question papers and corresponding marking guidelines were conditionally approved and needed further moderation. One question paper, together with its corresponding marking guideline, was rejected as it needed substantial reworking.

Table 1C compares the compliance status of question papers for the November 2018 and November 2019 GETC: ABET examination cycles at all moderation levels.

**Table 1C: Approval status of question papers in November 2018 and 2019**

Moderation level	Approved		Conditionally approved–resubmit		Rejected	
	2018	2019	2018	2019	2018	2019
1 <sup>st</sup>	4	3	4	4	0	1
2 <sup>nd</sup>	2	3	2	2	0	0
3 <sup>rd</sup>	2	2	0	0	0	0
<b>Total</b>	<b>8</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>0</b>	<b>1</b>

Comparisons in Table 1C indicate that in November 2018, four question papers and corresponding marking guidelines were approved at first moderation and no question paper was rejected. In November 2019, three question papers and corresponding marking guidelines were approved at first moderation, while one question paper (A4LIFO) was rejected. This shows a decline in the quality and standard of question papers submitted by the assessment body for external moderation. It was noticed that in both 2018 and 2019, two question papers (A4CENG and A4NTSC) were consistently approved at first moderation, this is commendable.

### 1.3.2 Compliance per Criteria

Compliance of question papers per criterion indicates their adherence in all respects to the set standards for each criterion used to moderate question papers and the corresponding marking guidelines.

Table 1D summarises the overall compliance of the November 2019 GETC: ABET question papers and corresponding marking guidelines with each criterion at first moderation.

**Table 1D: Compliance of question papers at first moderation**

		Compliance frequency [64 instances]			
		None	Limited	Most	All
1.	Technical aspects	0	0	4	4
2.	Language and bias	0	1	2	5
3.	Internal moderation	0	2	1	5
4.	Content coverage	0	1	2	5
5.	Cognitive demand	0	0	4	4
6.	Adherence to assessment guidelines	0	2	3	3
7.	Predictability	0	1	0	7
8.	Marking guidelines	0	1	4	3
<b>Total</b>		<b>0</b>	<b>8</b>	<b>20</b>	<b>36</b>
<b>Percentage</b>		<b>44%</b>			<b>56%</b>

The level of compliance was 56% in November 2019, lower than the 57.8% compliance achieved by the November 2018 question papers at first moderation. This indicates a slight decline in the quality and standard of question papers at first moderation in November 2019.

Following is a detailed discussion of the compliance of question papers and corresponding marking guidelines per criterion at first moderation and at approval.

**a) Adherence to Technical Aspects**

This criterion requires that all question papers and marking guidelines comply with the minimum standards listed below. Each question paper and corresponding marking guideline should:

- be complete, with analysis grid, marking guideline and answer sheet, where required, as well as addenda, where required;
- have a cover page containing all relevant details, such as name of the learning area, time allocation and clear, unambiguous instructions to candidates;
- have the correct numbering system;
- have appropriate fonts used consistently; and mark allocation clearly indicated;
- have similar mark allocation as in the marking guideline;
- have appropriate quality of illustrations, graphs, tables, figures etc.; and
- adhere to the format requirements of the assessment guidelines.

In November 2019, four question papers (A4CENG, A4HSSC, A4NTSC and A4TECH) complied in all respects with this criterion at first moderation. Four question papers (A4EMSC, A4LIFO, A4MATH and A4SMME) complied in most respects with this criterion. Among shortcomings identified, A4EMSC did not adhere to the prescribed assessment guideline used by the assessment body. As for A4LIFO, the pictures in Questions 8, 9 and 13 were not clear. Question 4 did not comply with the format of the assessment guideline. Section A did not contain any lower level questions and no multiple-choice, true or false, or matching item questions. In A4MATH, Question 2A was incorrectly numbered and Question 2B had to be rephrased. The A4SMME question paper contained four case studies that were too long and demanded too much time to read. In Question 7, Section C was too long and contained irrelevant information.

In November 2018, five question papers fully complied with this criterion at first moderation. This shows a 12.5% decline in compliance with this criterion in November 2019 when compared to November 2018.

**b) Language and Bias**

This criterion evaluates whether the language used in the question paper and marking guideline is appropriate for the learning area and level of candidates; whether the correct language registers are used; and whether the question papers and corresponding marking guidelines are free from bias in terms of gender, race, culture, region or province.

In November 2019, five question papers (A4CENG, A4EMSC, A4HSSC, A4MATH and A4NTSC) complied in all respects with this criterion. In November 2018, the same number of question papers complied in



all respects with this criterion. This shows that the assessment body has maintained consistency in its compliance with this criterion.

Two question papers (A4SMME and A4TECH) complied in most respects and one question paper (A4LIFO) had limited compliance with this criterion in November 2019. In A4SMME, the complexity of the vocabulary in the text of Question 5 was not appropriate for the level. Question 7 in Section C was too long and had to be revised. The A4TECH question paper had two terms in a passage, "Bushman" and "fisherman", which had to be removed due to sensitivity with certain cultural groups. In A4LIFO, Question 5.1, it was not clear whether candidates were required to write the abbreviation "HIV" in full, or explain what "HIV" meant. There were language and grammar errors in Questions 6.3; 8.2; 9.5; 10.1; and 10.3. Question 9 was biased towards a particular region.

### **c) Internal Moderation**

This criterion evaluates whether internal moderation was conducted; whether the internal moderator's recommendations were taken into account; and whether the internal moderator's report was complete and of appropriate quality, standard and relevance.

At first moderation, five question papers (A4CENG, A4HSSC, A4MATH, A4NTSC and A4LIFO) complied in all respects with this criterion in November 2019. The A4SMME question paper complied in most respects, while A4LIFO and A4TECH had limited compliance with this criterion. However, in November 2018, seven question papers complied with this criterion in all respects at first moderation. This shows that the level of compliance with internal moderation decreased, from 87.5% in 2018 to 62.5% in 2019.

In A4LIFO, Question 4 in Section A did not comply with the requirements of the assessment guideline; the analysis grid was incomplete; it did not have specific outcomes and assessment standards; and unit standard 14661 was under-assessed. A4SMME had spelling errors in Question 5 and there was no correlation between mark allocation and level of difficulty. The language used in the case study needed to be simplified. As for A4TECH, the internal moderator's report was not detailed. All these shortcomings should have been identified by the internal moderators.

### **d) Content Coverage**

This criterion checks whether a sufficient sample of the prescribed content was covered in each question paper. Umalusi, through this criterion, verifies whether:

- all unit standards are sufficiently covered;
- the spread of specific outcomes and assessment standards are appropriate;
- questions are within the broad scope of the assessment guidelines;
- the question paper, as a whole, reflects appropriate levels and depth of learning area knowledge;
- examples and illustrations are suitable, appropriate, relevant and academically correct;
- questions are of good quality;
- there is correlation between mark allocation, level of difficulty and time allocation;
- the question paper allows for the testing of skills; and
- the quality of questions is appropriate.

In November 2019, five question papers (A4CENG, A4HSSC, A4MATH, A4NTSC and A4TECH) complied with this criterion in all respects at first moderation. The A4EMSC and A4SMME question papers complied with this criterion in most respects. Only the A4LIFO question paper showed limited compliance with this criterion at first moderation. Comparatively, there were four question papers that complied in all respects with this criterion in November 2018. This shows a 12.5% improvement in compliance of question papers with this criterion at first moderation in November 2019.

One reason for the A4LIFO question paper having limited compliance with this criterion was that unit standard 14664 was over-assessed. Question 2.10 Option D had to be replaced to avoid confusion. The correct option among distractors in multiple-choice questions was obvious. This was also a challenge in the A4SMME question paper, particularly in Questions 1.1 and 1.8. Question 4.1 of the A4SMME question paper was irrelevant: it could not be answered based on the information in the text. There were also language and grammatical errors.

### **e) Cognitive Demand**

The cognitive demand criterion evaluates the spread of questions among different cognitive levels in

each question paper. The cognitive demand of choice questions is checked to establish whether the questions are at equivalent levels. Question papers are checked as to whether they have questions that assess different skills, as well as to allow candidates to be creative in formulating responses.

In November 2019 four question papers (A4CENG, A4MATH, A4NTSC and A4TECH) complied in all respects with this criterion at first moderation. The other four question papers (A4EMSC, A4HSSC, A4LIFO and A4SMME) complied in most respects with this criterion. In November 2018, five question papers complied in all respects with this criterion at first moderation; thus reflecting a 12.5% decrease in the level of compliance of question papers with this criterion in November 2019.

In the A4EMSC question paper many errors were found in the analysis grid; and some unit standards had incorrect SAQA ID numbers. Unit standards 115480 and 115483 were over-assessed in the A4HSSC question paper; and cognitive demand was not in line with the assessment guideline. The A4EMSC question paper complied in most respects with this criterion, because the cognitive levels of 41:27:32 were not in line with the assessment guideline' requirement of 30:40:30. The A4LIFO question paper showed inconsistency in the distribution of marks per unit standard and with the recommendations in the assessment guideline. In A4SMME, action verbs were not used in the correct context.

#### **f) Adherence to Assessment Guidelines**

This criterion evaluates adherence of question papers and corresponding marking guidelines to policy. The criterion verifies whether each question paper is in line with the assessment guideline of the assessment body and the requirements of Umalusi. Question papers are checked to ensure they reflect the prescribed specific outcomes and assessment standards; and that the weighting and spread of content of the specific outcomes and assessment standards is appropriate as per the assessment guideline.

In November 2019, three question papers (A4CENG, A4MATH and A4NTSC) complied in all respects with this criterion at first moderation. Three question papers (A4EMSC, A4HSSC and A4SMME) complied in most respects, while two (A4LIFO and A4TECH) had limited compliance with this criterion. In November 2018, four question papers complied in all respects at first moderation. The November 2019 level of compliance with this criterion shows a 12.5% decline from that of the previous year.

Some shortcomings were identified in the question papers that did not comply in all respects with this criterion. A4EMSC and A4HSSC question papers had weightings of unit standards that were not in line with the assessment guidelines. In the A4LIFO question paper, the analysis grid had incomplete information. The specific outcomes, assessment standards and mark allocation were not indicated for each question. Unit standard 14664 was over-assessed by 18.7 marks; unit standard 14661 was under-assessed by 14.3 marks; and unit standard 15091 was under-assessed by 3.3 marks. The A4SMME question paper contained questions that were incorrectly phrased, rendering them open to many interpretations. In the A4TECH question paper, the analysis grid did not reflect a time allocation in minutes.

#### **g) Predictability**

This criterion checks whether there are questions in a current examination question paper that were repeated from previous years' question papers, making them predictable. Question papers are also checked as to whether they contain an appropriate degree of innovation, also to ensure that question papers are not predictable.

In November 2019, seven question papers (A4CENG, A4EMSC, A4HSSC, A4MATH, A4NTSC, A4SMME and A4TECH) complied in all respects with this criterion at first moderation. Only one question paper (A4LIFO) had limited compliance with this criterion. This was due to the fact that Question 11.4 was taken directly from the June 2019 question paper and therefore needed to be changed.

In November 2018, six question papers complied in all respects with this criterion at first moderation. The November 2019 compliance level thus shows a 12.5% improvement from that of the previous year.

#### **h) Marking Guidelines**

This criterion evaluates the compliance of the marking guidelines that accompany each question paper. The criterion checks the correctness and accuracy of marking guidelines; clarity of marking instructions;

allocation of marks in accordance with those of the question paper; and that the marking guidelines make allowance for relevant, alternative responses.

In November 2019, three question papers (A4CENG, A4EMSC and A4HSSC) complied in all respects with this criterion at first moderation. Four question papers (A4MATH, A4NTSC, A4SMME and A4TECH) complied in most respects. One question paper (A4LIFO) had limited compliance with this criterion.

In November 2018, two question papers complied in all respects with this criterion at first moderation. Therefore the November 2019 level of compliance with this criterion shows a 12.5% improvement from that of the previous year.

Challenges were identified that prevented some question papers from complying with this criterion in all respects at first moderation. In A4LIFO, there were language and grammar errors in Questions 8.2; 10.1; and 11.3. Marks and ticks were incorrectly allocated in Questions 5.1; 5.4; 9.4; and 12.4. Responses in Question 8.1.2 had been swapped around. In A4MATH, there was a typographic error in Question 1B. In A4NTSC, the marking guideline had incorrect responses to Question 5.1. Incorrect spelling and punctuation were identified in Questions 5.2.2; 5.5; 5.5.3; and 7.1. The A4SMME marking guideline had incorrect answer to Question 1.5 in Section A. Sections B and C did not have ticks to indicate the marks allocated. There were grammatical errors in Question 7.5. In addition, there was no indication of how Question 7.14 was to be marked.

## 1.4 Areas of Improvement

The following improvement was noted in the moderation:

- The IEB introduced an EAS. This innovation reduce risk and enhances the safety and security of question papers.

## 1.5 Areas of Non-compliance

The following areas of non-compliance were noted during the moderation of question papers:

- errors in question papers and marking guidelines points to poor quality of internal moderation;
- incorrect answers and errors in the marking guidelines in three learning areas were found;
- analysis grids were incomplete in three learning areas; and
- unit standards were either over- or under-assessed in two learning areas.

## 1.6 Directives for Compliance and Improvement

The IEB must ensure that the following directives are implemented in order to improve the compliance of question papers:

- training of examiners and internal moderators must be strengthened, with special focus on the roles and responsibilities of internal moderators; and
- more time should be spent on the internal moderation of question papers, and the editing and proofreading of question papers and accompanying marking guidelines, before they are submitted for external moderation.

## 1.7 Conclusion

The findings of the external moderation process indicated that there was a slight decline in the compliance percentage of question papers and their corresponding marking guidelines, from 57.8% in November 2018 to 56% in November 2019. Although all identified challenges were addressed when the question papers and their corresponding marking guidelines were approved, the IEB is required to improve its internal moderation processes by strengthening its training of examiners and internal moderators. Continuous training will help to address shortcomings in the question papers and their corresponding marking guidelines before they are submitted for external moderation.

## CHAPTER 2: MODERATION OF SITE-BASED ASSESSMENT TASKS

### 2.1 Introduction

Site-based assessment (SBA) forms the basis of internal assessment in the adult education and training (AET) sector and contributes 50% towards a student's final mark for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification. The SBA tasks are formative in design and developmental in nature. One of the main objectives of the SBA tasks is to guide and improve the teaching and learning processes in a structured manner that assists students to master skills, knowledge and values for each learning area.

The moderation of SBA tasks is a critical part of the quality assurance process. The process ensures that the SBA tasks comply with Umalusi quality assurance of assessment requirements and the assessment guidelines of the assessment bodies.

Umalusi conducts the moderation of SBA tasks and corresponding marking guidelines to ensure that SBA tasks are:

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

The purpose of external moderation is to ensure that a common standard in terms of the quality of SBA tasks is maintained. All candidates registered to write the GETC: ABET examinations through the Independent Examinations Board (IEB) are required to complete common SBA tasks.

### 2.2 Scope and Approach

The shelf life of the SBA tasks for the IEB is two years. The SBA tasks of four learning areas will expire at the end of the November 2019 examination cycle. The IEB developed and internally moderated SBA tasks for four learning areas for implementation in 2019 and 2020 examination cycles. Table 2A indicates the learning areas whose SBA tasks were submitted by the IEB to Umalusi for external moderation.

**Table 2A: SBA tasks submitted for external moderation**

No.	Learning area	Code
1.	Communication in English	A4CENG
2.	Human and Social Sciences	A4HSSC
3.	Life Orientation	A4LIFO
4.	Mathematical Literacy	A4MATH

The IEB is responsible for the development, setting and internal moderation of SBA tasks, and the accompanying marking guidelines for the GETC: ABET qualification. Each assessment guideline is learning area-specific, and prescribes the number of activities, specific outcomes, assessment standards, assessment methods and forms of assessment. SBA tasks consisted of various assessment methods and forms that include research, tests, projects, assignments, data analysis, orals, comprehension tests, journal entries and worksheets.

Umalusi adopted an off-site approach in the moderation of SBA tasks and conducted the exercise using the Instrument for the Moderation of SBA Tasks. The instrument evaluates the quality and standard of tasks according to the following criteria:

- adherence to assessment guidelines;
- 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.

Each criterion has a set of quality indicators against which each SBA task and corresponding marking guideline is moderated. Umalusi makes a judgement regarding compliance with each criterion, considering the following four possible levels of compliance:

- no compliance (Met less than 50% of criteria);
- limited compliance (Met 50% or more but less than 80% of criteria);
- compliance in most respects (Met 80% or more but less than 100% of criteria); or
- compliance in all respects (Met 100%) of the criteria.

Umalusi moderators evaluated the SBA tasks and their corresponding marking guidelines based on an overall impression of how the requirements of all criteria had been met. A decision was then made on the quality and standard of the SBA tasks and their corresponding marking guidelines. A decision may be one of following:

- approved: if the SBA tasks and accompanying marking guidelines meet all criteria;
- conditionally approved–resubmit: if the SBA tasks and their accompanying marking guidelines meet most of the criteria; or
- rejected: if the quality and standard of the SBA tasks and their accompanying marking guidelines are totally unacceptable.

## 2.3 Summary of Findings

Umalusi adopted a holistic approach during moderation of the SBA tasks. Although Umalusi evaluated each of the SBA tasks individually, all SBA tasks for each learning area were considered as a whole for final approval purposes. Each task was expected to be fully compliant in all respects by adhering to the prescribed assessment guideline.

Umalusi approved the set of tasks, together with the accompanying marking guidelines, provided that the tasks complied in all respects with all criteria. The findings summarised below show the overall compliance and the levels of compliance of SBA tasks, per criterion.

### 2.3.1 Compliance per Moderation Level

The SBA tasks are expected to comply in all respects with the set criteria. The IEB submitted four learning areas for moderation. Table 2B indicates the moderation level at which the SBA tasks were approved.

**Table 2B: Moderation level and approval of SBA tasks**

Learning area	Code	1 <sup>st</sup> moderation	2 <sup>nd</sup> moderation
Communication in English	A4CENG	Approved	
Human and Social Sciences	A4HSSC	Conditionally approved	Approved
Life Orientation	A4LIFO	Approved	
Mathematical Literacy	A4MATH	Approved	

Three of the learning areas (A4CENG, A4LIFO and A4MATH) were approved at first moderation and one learning area (A4HSSC) was conditionally approved and required resubmission. The challenge with the SBA tasks for A4HSSC was that unit standard 115480 was excluded and had not been assessed as per the IEB assessment guideline.

### 2.3.2 Compliance per Criterion

Compliance of SBA tasks per criterion indicates their adherence in all respects to the set standards for each criterion that is used to moderate SBA tasks and their corresponding marking guidelines. When the SBA tasks were approved, all challenges had been resolved and the SBA tasks were compliant in all respects with this criterion.

Table 2C below indicates compliance with all criteria at first moderation of the SBA tasks for the four learning areas.

**Table 2C: Compliance of SBA tasks at first moderation**

No.	Criterion	Compliance Frequency [224 instances]			
		None	Limited	Most	All
1.	Adherence to assessment guidelines	0	1	0	3
2.	Content coverage	0	1	0	3
3.	Cognitive demand	0	1	0	3
4.	Language and bias	0	0	1	3
5.	Formulation of instructions and questions	0	0	2	2
6.	Quality and standard of SBA tasks	0	1	2	1
7.	Mark allocation and marking guidelines	0	0	1	3
8.	Use of assessment forms and methods	0	0	2	2
9.	Internal moderation	0	1	0	3
<b>Total</b>		<b>9</b>	<b>0</b>	<b>5</b>	<b>8</b>
		<b>13</b>			<b>23</b>
<b>Percentage</b>		<b>36%</b>			<b>67%</b>

The SBA tasks of the four learning areas showed 67% compliance level at first moderation for the November 2019, compared to 39% compliance of SBA tasks of the 2018/2019 examination cycles. This indicated an improvement of 28% in compliance.

#### a) Adherence to the Assessment Guidelines

This criterion verifies whether the assessment body adhered to the assessment guidelines. These are learning area-specific and stipulate the number of activities, weighting, specific outcomes and assessment standards to be assessed.

Umalusi found that the SBA tasks for three learning areas (A4CENG, A4LIFO and A4MATH) were compliant in all respects with this criterion at first moderation. These three learning areas adhered to the requirements of the assessment guidelines and assessed all the prescribed learning outcomes adequately. However, Umalusi noted that the SBA tasks for A4HSSC showed limited compliance at first moderation. The challenge was that unit standard 115480 was not assessed as prescribed in the assessment guidelines.

#### b) Content Coverage

Umalusi evaluated whether all tasks cover the content as prescribed by the assessment guidelines of the IEB, to meet this criterion. The assessment guidelines prescribe core knowledge, skills and values to be assessed in the SBA tasks of each learning area. All SBA tasks are expected to be aligned to the prescribed content as stipulated in the assessment guidelines.

At first moderation, Umalusi found that SBA tasks covered the prescribed content—core knowledge, skills and values—in three learning areas, namely A4CENG, A4LIFO and A4MATH. The SBA tasks of these three learning areas complied fully with this criterion. The SBA tasks of A4HSSC, however, did not comply with this criterion, as was the case in the SBA tasks of the 2018/2019 examination cycles for this learning area.

### **c) Cognitive Demand**

This criterion checks whether all SBA tasks assess a range of cognitive skills, as prescribed in the assessment guidelines of the assessment body. Furthermore, this criterion checks if all SBA tasks provided multiple opportunities to assess various skills that cannot be assessed in summative assessments. All SBA tasks are expected to adhere to the prescribed cognitive demand (lower-, middle- and higher-order questions) as stipulated in the assessment guidelines.

Umalusi found that the prescribed cognitive demands had been adequately adhered to. Each SBA task complied in all respects with the cognitive level as prescribed in the assessment guideline. A detailed breakdown for questions and sub-questions for each was provided in the analysis grid for the learning areas. Although questions were spread across all cognitive levels as stipulated in the assessment guideline, Umalusi noted, with concern that no analysis grid was provided for A4LIFO. This was also noted in the moderation of the SBA tasks of the 2018/2019 examination cycles in this learning area, as well as in two other learning areas (A4HSSC and A4CENG).

### **d) Language and Bias**

This criterion checks whether appropriate language was used in the SBA tasks. Further, it checks whether the language used in the SBA tasks is not offensive, is free from bias of any nature and is appropriate for National Qualifications Framework (NQF) Level 1 students. The expectation is that all SBA tasks will comply in all respects with this criterion.

The language used in SBA tasks was found to be appropriate, within the scope and at a suitable level for GETC: ABET students. Umalusi also found, at first moderation, that the language used was clear and simple. Three learning areas complied in all respects with this criterion. SBA tasks of only one learning area complied in most respects. Umalusi noted some grammatical errors in the SBA tasks for one learning area, indicating that internal moderation was not rigorously done before the SBA tasks were submitted for external moderation: this was also reported as a challenge in the SBA tasks of the 2018/2019 examination cycle. Some questions had to be rephrased and reworded in order to make sense to the students.

### **e) Formulation of Instructions and Questions**

To meet this criterion questions are expected to be clearly formulated and free from ambiguity and confusion. In addition, questions and instructions are expected to be grammatically correct so as to elicit appropriate responses and avoid confusing students.

It was evident that in the formulation of instructions and questions in A4MATH editing had not been done. There were typographic errors in A4MATH that required editing. Umalusi found that questions required rephrasing in the SBA tasks of three learning areas (A4HSSC, A4CENG and A4LIFO). In the SBA tasks of A4HSSC, students were not provided with all relevant information (e.g. the 1913 Natives Land Act) required to respond to questions. Although Question 7 was clearly formulated, the question was not accompanied by a marking rubric in table form. Umalusi noted a slight improvement in the formulation of questions in A4LIFO when compared to SBA tasks of the 2018/2019 examination cycle; however, generic instructions were not provided to students.

### **f) Quality and Standard of SBA Tasks**

This criterion checks whether SBA tasks are of good quality and appropriate standard. The SBA tasks are expected to be innovative in nature. Technical aspects, such as diagrams, pictures and figures, are expected to be clear and the layout should not be cluttered. Furthermore, all SBA tasks must comply in all respects with the requirements of the assessment guidelines.

Umalusi found that SBA tasks were of good quality and an acceptable standard was maintained. This was also the case with the SBA tasks of the 2018/2019 examination cycle. In developing the SBA tasks the IEB was innovative and each task was aligned to a specific theme. The layout was also not cluttered, across three learning areas. However, Umalusi noted a decline in the compliance of the layout requirements in A4LIFO tasks: the assessment form for each task (worksheet, project or investigation) was not clearly indicated. Umalusi recommended minor changes to be effected to improve the quality of SBA tasks in all the learning areas.

### **g) Mark Allocation and Marking Guidelines**

In this criterion, Umalusi verifies that the mark allocation is accurate and that marking guidelines are error-free. This criterion, further, checks that the mark allocation in the SBA tasks was similar to that in the accompanying marking guidelines. Examiners are also expected to provide an analysis grid that shows a breakdown of each question. For SBA tasks to be approved, the expectation is that all tasks meet this criterion in all respects.

The marking guidelines accompanying SBA tasks for all learning areas were clearly laid out and error-free. All mark allocations were accurately done. The SBA tasks for A4LIFO maintained the quality and standard of compliance shown by those of the 2018/2019 examination cycles. There was an improvement in the compliance of A4HSSC SBA tasks, when compared to 2017. The SBA tasks for A4CENG, A4HSSC and A4LIFO met this criterion in most respects only, since initially no analysis grids were provided.

### **h) Use of Assessment Methods and Forms**

This criterion verifies that appropriate and relevant assessment methods and forms are used, as stipulated in the assessment guidelines of the IEB. Each learning area is specific in terms of assessment methods and forms for students to be equipped to grasp content, concepts, application of knowledge and skills. SBA tasks are expected to adhere to these requirements specified in the assessment guidelines.

Umalusi found that the assessment methods and forms used in the SBA tasks complied fully with the requirements of the assessment guidelines. Various assessment methods and forms, such as projects, research, data analysis and worksheets, among others, were appropriately used and assessed. In A4LIFO, the form in Task 1 was not clearly indicated.

### **i) Internal Moderation**

Umalusi verifies that internal moderation has been conducted at assessment body level to meet this criterion. Internal moderation of SBA is a rigorous process similar to that of the question papers to ensure that SBA tasks developed are of good quality. The criterion also checks the quality of internal moderation. The expectation is that internal moderators will provide constructive feedback that is appropriate and developmental. It is also expected that the history of the development of the SBA tasks, along with all internal moderation reports, will be provided to Umalusi for external moderation. In addition, there should be evidence that examiners implemented any recommendations made by internal moderators.

Umalusi commended the assessment body for its significant improvement in internal moderation processes when compared to those for the SBA tasks of the 2018/2019 examination cycles, especially in the case of A4LIFO. There was evidence that SBA tasks and marking guidelines had been internally moderated; internal moderators' reports were included; constructive feedback was provided; and there was evidence that recommendations had been implemented in all learning areas.

Umalusi noted, however, that internal moderators failed to detect language errors in SBA tasks, errors which could compromise the quality of the tasks. Moreover, an internal moderator had failed to note that a prescribed unit standard had not been assessed (A4HSSC).

## **2.4 Areas of Improvement**

The following areas of improvement were noted:

- there was significant improvement in most learning areas in complying with all criteria for the SBA tasks and corresponding marking guidelines; and
- internal moderation was rigorous, which improved the quality of moderation in most learning areas.



## 2.5 Areas of Non-compliance

The following areas were identified as concerns;

- a prescribed unit standard was not assessed in A4HSSC;
- SBA tasks were not properly edited in all learning areas, thus language errors compromised the quality of SBA tasks; and
- analysis grids were not provided to show the breakdown of mark allocation in the SBA tasks for three learning areas.

## 2.6 Directives for Compliance and Improvement

The IEB is required to ensure that:

- SBA tasks and their marking guidelines are edited to ensure that language errors that might compromise the quality of tasks are eliminated;
- an analysis grid is provided at all times to verify compliance with the cognitive demand criteria of SBA tasks; and
- all unit standards are assessed as per the requirements of the assessment guidelines.

## 2.7 Conclusion

SBA forms the basis of internal assessment in the GETC: ABET qualification. The SBA tasks provide the platform on which students use their responses to develop portfolios of evidence. Umalusi externally moderated SBA tasks to ensure common standards were maintained and to verify the credibility of the 50% that the internal assessment contributes towards the final pass mark. In the 2019 examination cycle, Umalusi noted that SBA tasks for almost all learning areas were approved at first moderation. Some language errors were noted across all learning areas. There was an improvement in compliance with the moderation criteria of the SBA tasks and their marking guidelines, when compared with compliance during the 2018/2019 examination cycles.

# CHAPTER 3: MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

## 3.1 Introduction

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

The assessment body is responsible for the setting and the internal moderation of SBA tasks. Students' responses to the SBA tasks are presented in a portfolio of evidence (PoE) as evidence of their work. Internal moderation of SBA portfolios, as an important quality assurance process, is expected to be conducted at centre and assessment body levels. Umalusi conducts rigorous external moderation of the SBA portfolios to evaluate the quality and standard of work done by the students and facilitators, in line with the requirements of the assessment guideline and criteria of Umalusi.

The purpose of external moderation of SBA portfolios is, among others, to:

- establish the scope, extent and reliability of SBA across all assessment bodies;
- ensure that SBA portfolios comply with the requirements of assessment guidelines;
- verify whether internal moderation of SBA portfolios was conducted by the assessment body at different levels;
- check on the quality of internal moderation of SBA portfolios; and
- report on the overall quality of SBA portfolios.

To ensure the validity and reliability of the final results, the implementation of the SBA is internally moderated and externally verified.

## 3.2 Scope and Approach

External moderation of the SBA portfolios for the Independent Examinations Board (IEB) was conducted on-site on 23 and 24 November 2019 at the Holy Family College in Parktown, Johannesburg. As in previous years, moderation was conducted simultaneously with the quality assurance of marking processes.

A sample was selected from each of the eight learning areas submitted by the IEB for the November 2019 GETC: ABET examinations. Table 3A indicates the learning areas, learning sites and the number of PoE sampled for external moderation.

**Table 3A: Learning areas, learning sites and the number of SBA portfolios sampled**

None	Learning area	Name of centre	No. of SBA portfolios
1.	Communication in English (A4CENG)	Northam Platinum Mine	4
		Unisa CPS	6
2.	Economic and Management Sciences (A4EMSC)	Ekurhuleni Metro Edenvale	4
		Sizanani Lanxess	4
		Glencore Xstrata Eastern Mine	2
3.	Human and Social Sciences (A4HSSC)	South Deep Mine Project Literacy	4
		SAADA House	4
		Siphame – West Coast District Municipality	4
4.	Life Orientation (A4LIFO)	Kriel Colliery	4
		Tshepo Recruitment Mining	4
		South Deep Mine Literacy Project	2

None	Learning area	Name of centre	No. of SBA portfolios
5.	Mathematical Literacy (A4MATH)	Impala Platinum Limited	4
		Northam Platinum Mine	4
		Aveng Mine Masithuthuke	2
6.	Natural Sciences (A4NTSC)	Glencore Xstrata Eastern Mine	4
		Cape Town Skills Facilitators	4
		Sibanye Gold – Maputle Public School	2
7.	Small, Medium and Micro Enterprises (A4SMME)	Cape Town Skills Facilitators	4
		Glencore Xstrata Eastern Mine	4
8.	Technology (A4TECH)	Palabora	1
		Tharisa Minerals (Mmaditlokwa)	4
		Mash Computer Training	1
<b>Total</b>		<b>22 Learning sites</b>	<b>76</b>

Table 3A indicates that Umalusi moderated 76 SBA portfolios for the November 2019 GETC: ABET examinations. The same number was moderated for the November 2018 examinations. Each Umalusi moderator was required to moderate a minimum of ten PoE, randomly selected from at least three learning sites. Table 3A further indicates that there were 22 learning sites that were sampled, a slight increase when compared with the 20 learning sites moderated in the November 2018 examinations.

Umalusi moderators evaluated SBA portfolios using the Quality Assurance of Assessment Instrument for the Moderation of SBA portfolios. SBA portfolios were evaluated based on the following criteria:

- adherence to assessment guideline;
- internal moderation;
- structure and content of SBA portfolios;
- implementation of SBA tasks;
- performance of students;
- quality of marking; and
- overall qualitative evaluation of sample.

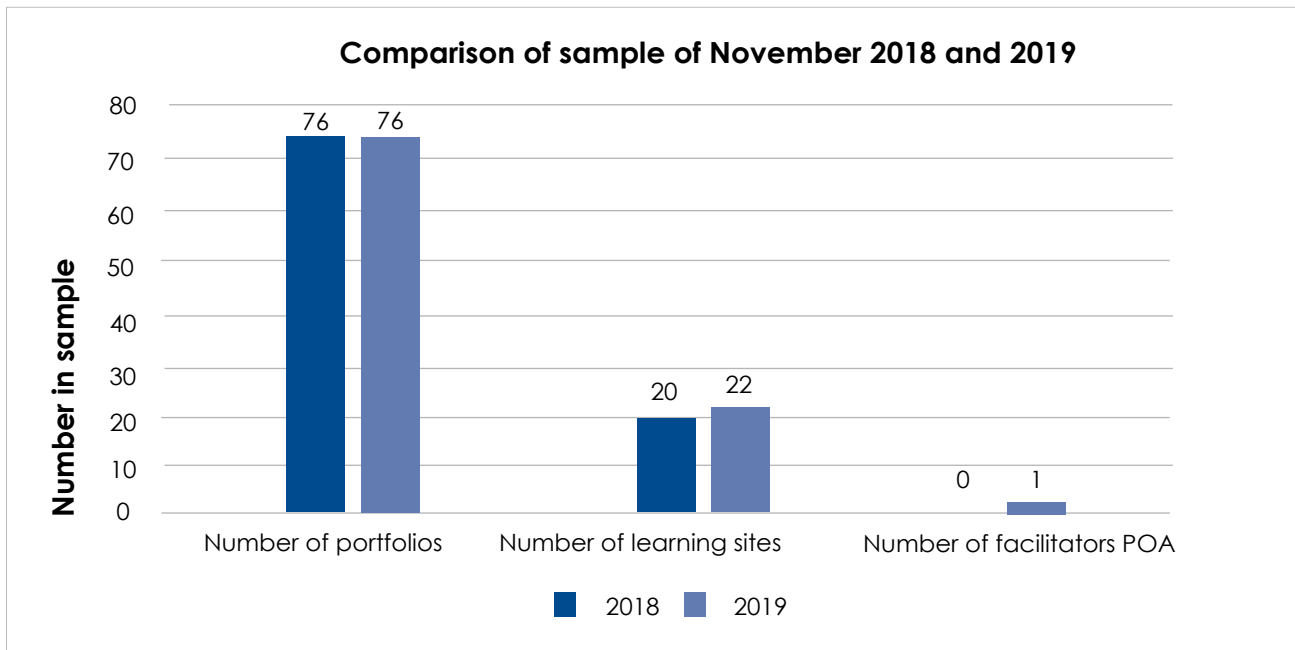
Umalusi moderation focused on the quality and standard of the SBA portfolios internally moderated by the IEB and presented to Umalusi for external moderation. SBA portfolios were evaluated based on how the quality indicators of each criterion were met and on the overall impression of the SBA portfolios.

### 3.3 Summary of Findings

This section summarises the findings and observations of Umalusi moderators for the moderation of SBA portfolios.

#### 3.3.1 Moderated Samples

Figure 3A compares the sample size of SBA portfolios moderated for November 2018 and that of November 2019.



**Figure 3A: Comparison of SBA portfolio sample of November 2018 and 2019**

Figure 3A indicates that the number of SBA portfolios moderated in November 2018 and November 2019 remained the same. However, there was a slight increase in the number of learning sites and facilitator portfolios of assessment (PoA) in the November 2019 sample. In November 2018 no facilitator PoA were submitted, compared to one in November 2019. The number of learning sites increased from 20 in November 2018 to 22 in the November 2019 examinations.

### 3.3.2 Overall Compliance of SBA Portfolios

SBA portfolios are expected to comply in all respects with the set criteria regarding the implementation and moderation of SBA portfolios. Table 3B summarises the compliance of the sample with each of the six criteria against which the moderation of portfolios was conducted.

**Table 3B: Compliance of learning sites per criterion**

No.	Criterion	Compliance frequency [456 Instances]			
		No	Limited	Most	All
1.	Adherence to assessment guideline	23	45	4	4
2.	Internal moderation	1	35	36	4
3.	Structure and content of SBA portfolios	1	32	39	4
4.	Implementation of SBA assessment tasks	1	61	0	14
5.	Performance of students	12	8	33	23
6.	Quality of marking	15	0	14	47
<b>Total</b>		<b>53</b>	<b>181</b>	<b>126</b>	<b>96</b>
<b>Percentage</b>		<b>12%</b>	<b>40%</b>	<b>28%</b>	<b>21%</b>

Table 3B reveals that 40% of the sampled SBA portfolios showed limited overall compliance with set criteria. There were only 96 instances (21%) where SBA portfolios were compliant in all respects. In the November 2018 sample, there were 23% instances of limited overall compliance and another 23% instances of compliance in full, a decline in the quality of SBA portfolios in November 2019.

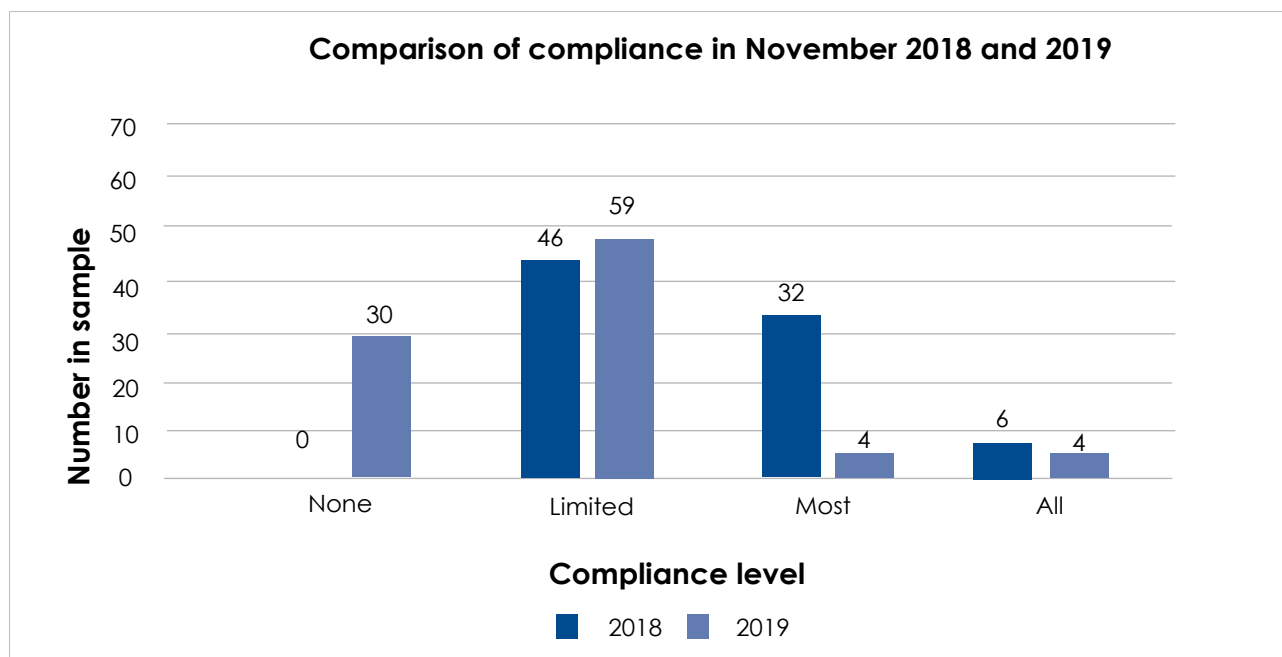
### 2.3.2 Compliance of SBA Portfolios per Criterion

Despite the overall compliance indicated in Table 3B above, compliance per criterion varied considerably per learning area and per learning site. The findings below are based on the information observed from the SBA portfolios submitted for external moderation by the IEB.

### a) Adherence to the Assessment Guideline

This criterion checks the student and the facilitator portfolios to ensure that the content adheres to the assessment guideline of the assessment body. The assessment guideline stipulates policies and the assessment and planning documents that should be included in the PoA. In addition, the assessment guideline also prescribes the relevant documents required in a student's PoE.

Umalusi found that there was only one learning site (Impala Platinum, A4MATH) that complied in all respects. The facilitator submitted the PoA containing all relevant documents. Although in A4LIFO (Kriel Colliery), an assessment plan was implemented, it was not completely adhered to. Umalusi could not verify adherence to the assessment plan because assessment plans were not submitted by almost all learning sites. Figure 3B compares the compliance of SBA portfolios with this criterion in November 2018 and November 2019.



**Figure 3B: Comparison of compliance with adherence to assessment guideline in November 2018 and 2019**

Figure 3B confirms the non-compliance of the assessment body with the adherence to the assessment guideline. Data shows that 30 SBA portfolios showed non-compliance with this criterion, compared with none in November 2018. This was a decline in terms of complying with the minimum standards.

### b) Internal Moderation

In this criterion, Umalusi verifies evidence of internal moderation of SBA portfolios and the quality and standard of internal moderation conducted by the IEB. It is expected that the assessment body should provide internal moderation reports that are constructive and developmental to both the facilitator and students.

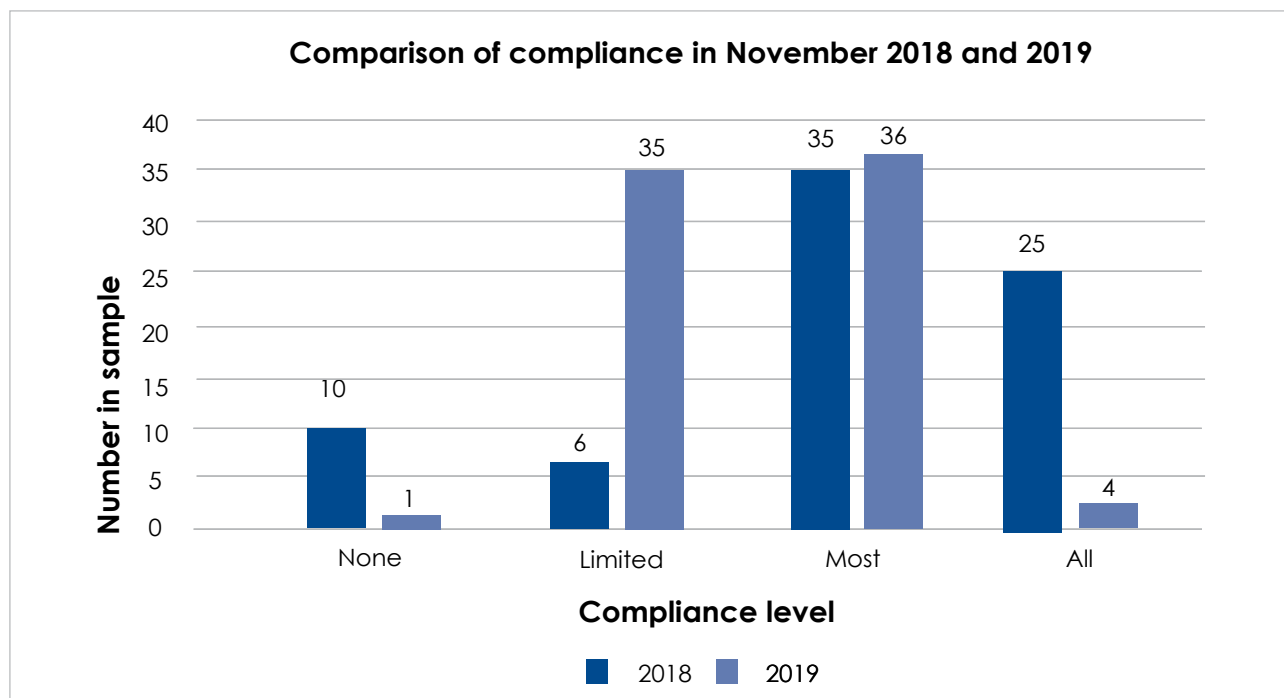
Moderation of SBA portfolios was conducted at all learning sites, except at Mash Computer Training (A4TECH) because the learning site did not submit the prescribed SBA tasks. This was a significant improvement when compared to the previous years. Despite the improvement, there was a decline in centre moderation for one; and internal moderation that was conducted was at assessment body level only. It was pleasing to observe that centre moderation was conducted for A4SMME (Glencore Xstrata Eastern Mine), A4HSSC (South Deep Mine Project Literacy) and A4MATH (Impala Platinum) and this criterion was met in all respects.

Internal moderators of the IEB provided quality feedback that was developmental, relevant and appropriate for both the facilitators and students in A4LIFO. For A4LIFO, the moderators went a step further by providing feedback for each task. This was a commendable practice and a great improvement for the learning area, when compared with 2018. Umalusi noted that there were neither quality nor developmental internal moderation reports provided for the A4EMSC learning area. In A4SMME (Cape Town Skills Facilitators), although there was evidence of centre moderation, no feedback was provided.

One standard moderation report was provided for all the sampled learning sites (A4NTSC).

Umalusi could not conduct any moderation at learning centres for the learning area presented as A4TECH, because the SBA tasks were not the current SBA tasks.

Figure 3C compares the compliance of SBA portfolios with this criterion in November 2018 and November 2019.



**Figure 3C: Comparison of compliance with internal moderation in November 2018 and 2019**

Figure 3C shows a general improvement in the quality of internal moderation, although there was a decline in the number of SBA portfolios that were compliant in all respects in 2019 when compared with those of November 2018. There were ten instances of non-compliance in November 2018 and one instance in November 2019. Despite data showing an improvement in November 2019, there was a drastic increase in the number of SBA portfolios that showed limited compliance with this criterion when compared with those of November 2018.

### c) Structure and Content of SBA Portfolios

In this criterion, Umalusi verifies whether students' SBA portfolios contain the following relevant documents:

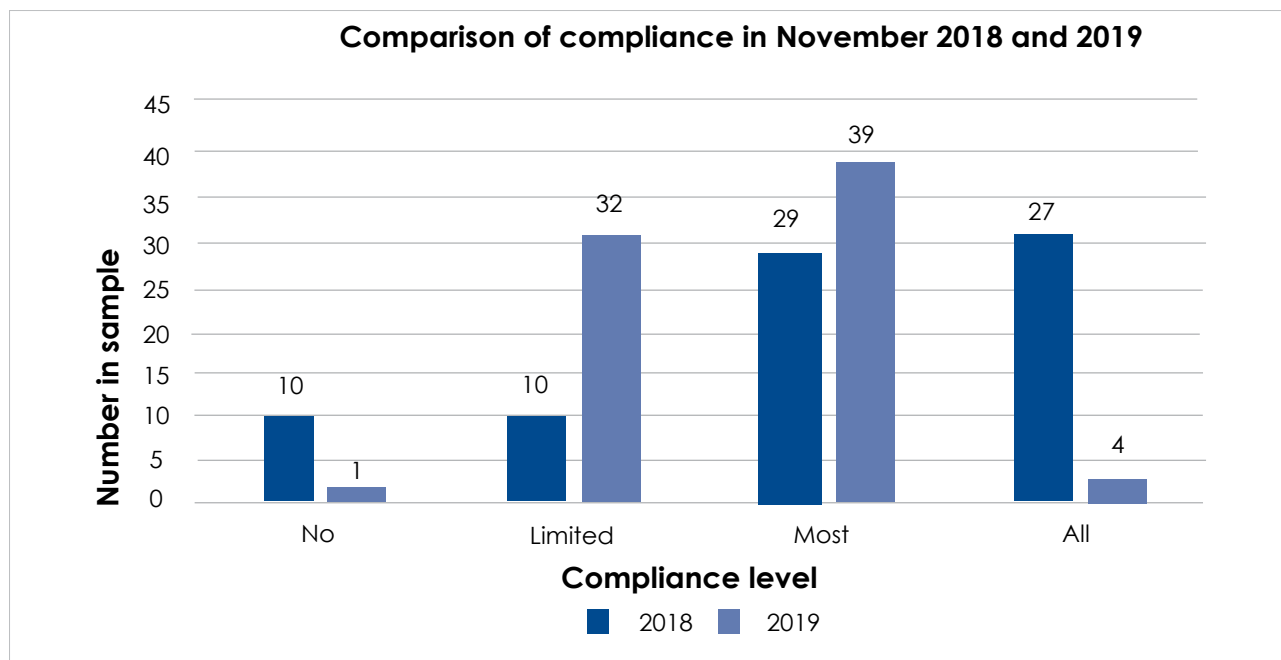
- content page with all items arranged accordingly;
- student's information;
- certified copy of identity document (ID) that corresponds with the student's information;
- declaration form duly completed and signed;
- assessment plan with timeframes;
- marked student's responses with signatures and dates; and
- record of scores/mark sheets.

The expectation is that the SBA portfolios of students should be neat, presentable and well-organised and contain all the relevant and prescribed information/documents.

The IEB portfolios did not comply fully with this criterion. Umalusi found that all PoE were incomplete. The IEB portfolios showed no improvement in November 2019 when compared with November 2018. Glencore Xstrata Eastern Mine (A4EMSC) was the only learning site that met the requirements of this criterion in all respects. Although all SBA portfolios were expected to be neat, tidy and well-organised, those of A4LIFO (Tshepo Recruitment Mining) and A4EMSC (Ekurhuleni Metro Edenvale) were not. SBA tasks for A4SMME were contained in plastic sleeves and were not properly filed. Facilitators did not append signatures and dates after marking students' tasks at the following learning sites for the indicated learning areas: A4LIFO (South Deep), A4MATH (Northam Platinum Mine) and A4TECH. Although there was evidence of internal

moderation for all tasks, there was evidence of shadow marking in A4SMME (Cape Town Skills Facilitators). It should be noted that an oral task in the A4CENG could not be moderated because no evidence was provided in all learning sites.

Figure 3D compares the compliance of SBA portfolios with this criterion in November 2018 and November 2019.



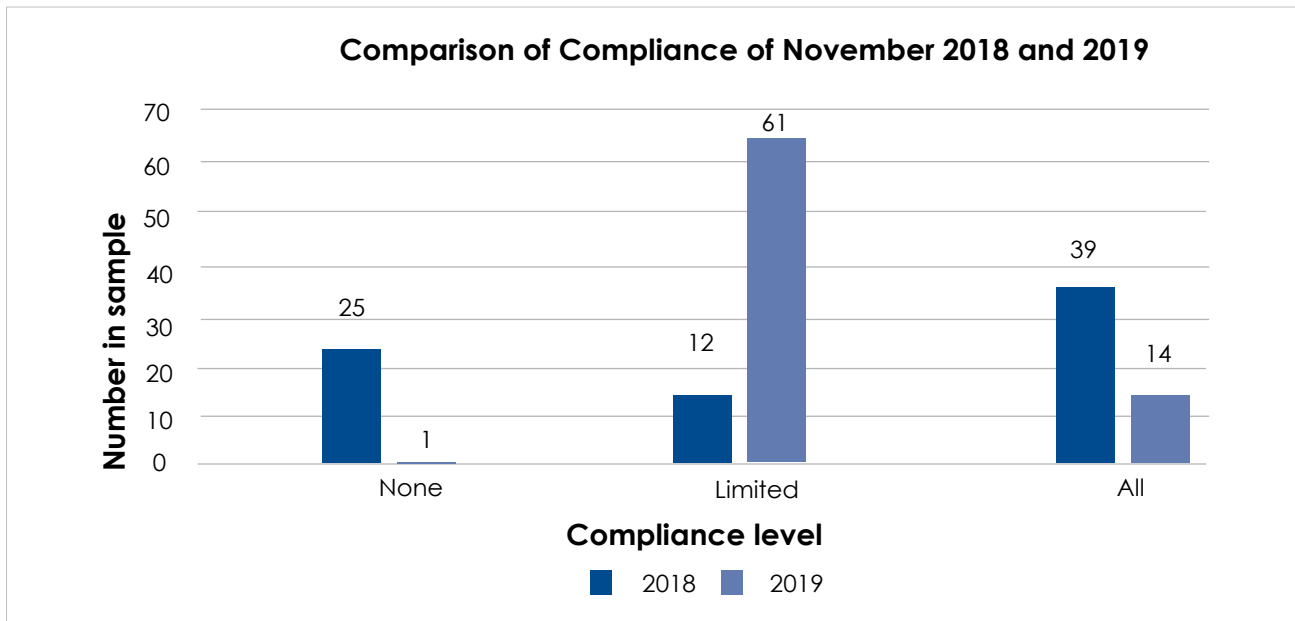
**Figure 3D: Comparison of compliance with the structure and content of SBA portfolios in November 2018 and 2019**

Although there was an overall increase in the level of compliance with this criterion, there was evidence of a drastic decline in the number of fully compliant SBA portfolios in November 2019.

**d) Implementation of Assessment Tasks**

This criterion checks whether all prescribed tasks have been completed and assessed according to the assessment plan contained in the student portfolios. The expectation is that all the SBA tasks have been completed and assessed according to the assessment plan.

All the prescribed SBA tasks were implemented and assessed in six out of eight learning areas. However, Umalusi found only two out five SBA tasks in the students' SBA portfolios of A4SMME in one centre. Similarly, at Mash Computer Training (A4TECH), the PoE did not contain the current prescribed SBA tasks. All SBA assessment tasks were marked. Only some facilitators appended their signatures, with dates, after marking students' work. Figure 3E compares the compliance of SBA portfolios with this criterion in November 2018 and November 2019.



**Figure 3E: Comparison of compliance with implementation of assessment tasks in November 2018 and 2019**

Figure 3E shows that there was great improvement in terms of compliance with this criterion in November 2019 when compared to that of November 2018. Although non-compliance was reduced and there was an improvement in limited compliance, there was also a drastic decrease in the number of SBA portfolios that were compliant in all respects with this criterion.

**e) Performance of Students**

This criterion evaluates the performance of students against the following three quality indicators:

- the student interprets the assessment task correctly;
- the student's responses meet the expectations and demands of the assessment task; and
- the student is able to respond to all the questions (at different levels of difficulty) as set in the task.

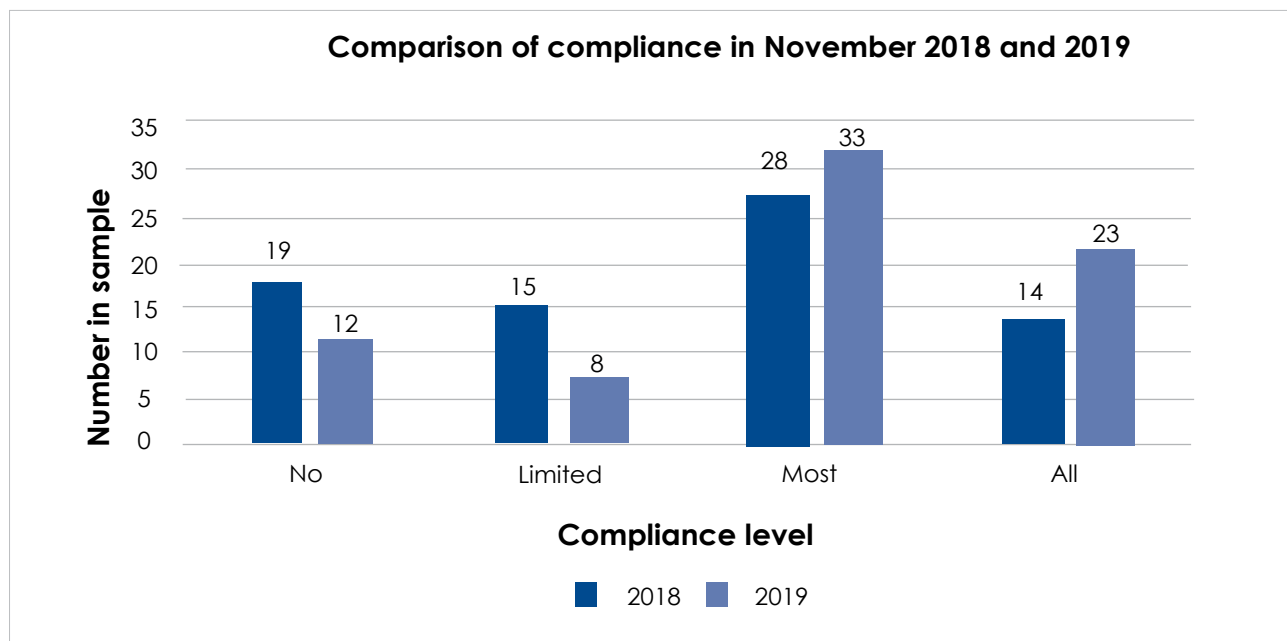
The expectation is that student performance is compliant in all three areas.

Generally, students were able to interpret tasks correctly and met the expectations of cognitive demand by responding to all questions at all levels of difficulty. The performance of students was of a high standard at South Deep Mine Project Literacy (A4HSSC). However, the following challenges were noted at some learning sites:

- most students did not read the passage correctly and, therefore, could not interpret tasks correctly (A4LIFO);
- task 3 in A4LIFO was totally misunderstood;
- group work was done incorrectly (A4LIFO);
- a few students were not able to interpret tasks correctly and, as a result, performed poorly (A4MATH);
- students struggled in answering higher- and middle-order questions in two centres (A4MATH and A4CENG);
- application of knowledge and understanding of core concepts were problematic for most students in three centres (A4LIFO and A4SMME); and
- there was evidence of cheating (A4MATH) as students copied verbatim from the marking guideline (one centre).



Figure 3F compares the compliance of SBA portfolios with this criterion in November 2018 and November 2019.



**Figure 3F: Comparison of compliance with student performance in November 2018 and 2019**

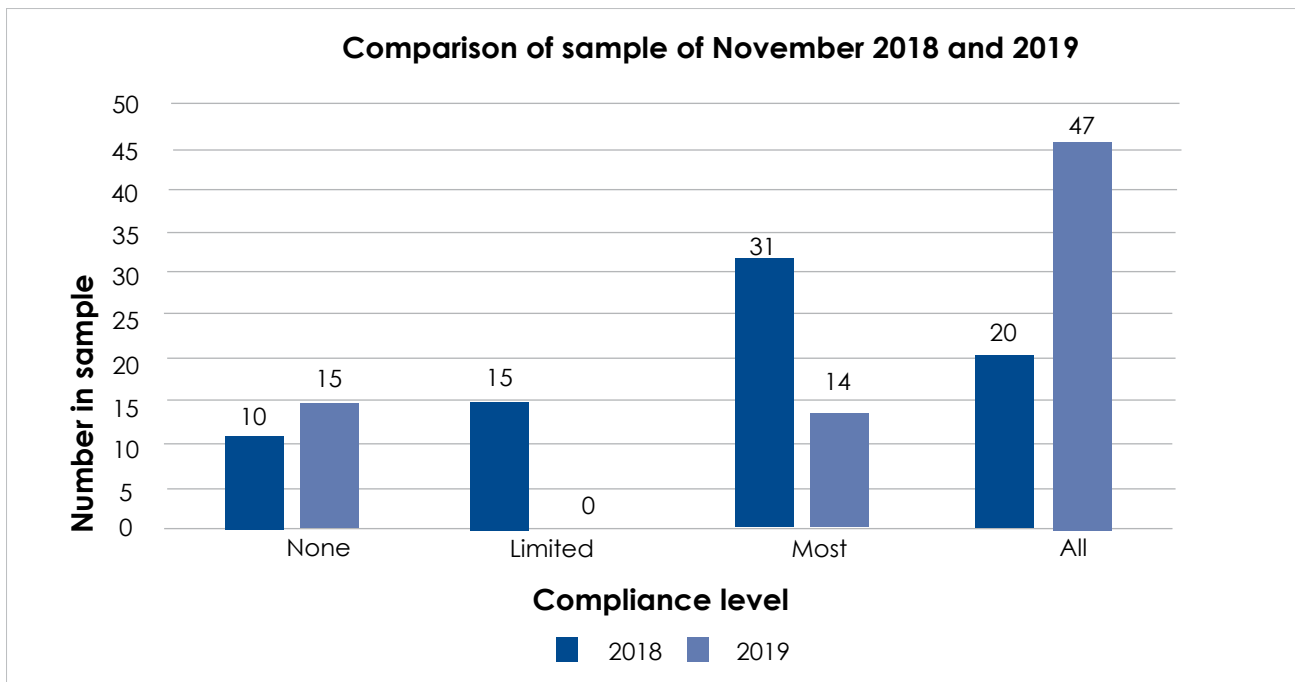
Figure 3F shows a significant improvement in student performance in November 2019, compared to November 2018. The number of SBA portfolios that were non-compliant and those that showed limited compliance with this criterion declined. There was an increase in the number that were compliant in most respects and in all respects in November 2019.

**f) Quality of Marking**

This criterion evaluates whether marking was accurate and consistent with the marking guidelines. It is expected that marking is consistent with the marking guidelines; the totalling, recording and transfer of marks to the mark sheets are accurate; and the final mark obtained is in line with the student's performance.

There was a great improvement in the quality and standard of marking in November 2019 when compared to November 2018. Marking was consistent with the marking guideline across seven out of eight learning areas: the marking guideline for A4NTSC was not adhered to. A high standard of marking was observed in A4HSSC. Students were provided with rubrics in A4LIFO but these were not used.

The totalling, recording and transfer of marks to the mark sheets were generally accurate in five learning areas. The IEB improved significantly in meeting this quality indicator. However, Umalusi noted the inaccurate transfer of marks to the mark sheet in A4LIFO (South Deep Mine Literacy Project). The totalling, recording and transfer of marks to the mark sheets could not be verified for A4SMME and A4TECH, as no mark sheets were submitted. Figure 3G compares the compliance of SBA portfolios with this criterion in November 2018 and November 2019.



**Figure 3G: Comparison of compliance with quality of marking in November 2018 and 2019**

Figure 3G shows an increase in non-compliance, huge decreases in limited compliance and compliance in most respects, and a drastic increase in the number of SBA portfolios that were compliant in all respects in November 2019, when compared with 2018.

### 3.4 Areas of Improvement

The following areas of improvement were noted during the moderation of SBA portfolios:

- centre moderation was conducted at some learning sites, when compared to none in November 2018;
- one complete facilitator PoA was submitted for November 2019 (A4MATH, Impala Platinum), when compared with November 2018;
- assessment tasks and the marking guidelines were provided to Umalusi moderators by the IEB most learning areas during external moderation; and
- the quality and standard of marking improved remarkably at most learning centres, when compared with that of November 2018.

### 3.5 Areas of Non-compliance

The following areas of non-compliance were identified as concerns:

- decline in the quality of SBA portfolios when compared with that of 2018;
- adherence to the assessment guideline criterion declined;
- non-submission of facilitator portfolio. Only one learning site submitted a complete PoA;
- Students were provided with rubrics (A4LIFO) but rubrics were not used when marking students' work;
- submission of outdated SBA tasks (A4TECH, one centre);
- incomplete number of SBA tasks submitted for external moderation (A4SMME, one centre);
- poor quality of marking (A4NTSC, one centre));
- mark sheets not submitted (A4SMME and A4TECH, two centres);
- inaccurate totalling, recording and transfer of marks to the mark sheets (A4LIFO, one centre); and
- evidence of cheating at learning site (A4MATH, one centre).

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

The IEB is required to act on the following directives to improve the implementation and moderation of SBA. The IEB must ensure that:

- all learning sites submit a PoA containing all relevant documents required for internal and external moderation;
- students are provided with rubrics where they are required;
- the quality of marking and moderation is improved through training and supporting learning sites;
- learning sites implement current SBA tasks and submit the prescribed number of tasks for moderation; and
- there are measures in place to deal with irregularities related to SBA.

### **3.7 Conclusion**

The chapter reported on the findings of the external moderation of SBA portfolios. A comparison of the level of compliance for the November 2019 examination was made with that of November 2018, to check if there were any improvements in the implementation and moderation of SBA. Although the IEB has shown improvement in some areas, there were shortcomings in some learning areas and more could still be done to improve the quality of the implementation and moderation of SBA. The IEB must ensure that all learning sites registered to write examinations with the IEB meet the requirements set for the implementation and moderation of SBA at all times.

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

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## 4.1 Introduction

In keeping with a risk management-based approach as an independent, objective and value-adding quality assurance process, Umalusi undertook the critical external audit evaluation of the state of readiness of the Independent Examinations Board (IEB) to conduct November 2019 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations.

The audit focused specifically on risks related to the examinations. The main objectives of the verification were to:

- evaluate the level of preparedness of the IEB to conduct the November 2019 GETC: ABET examinations;
- track the progress made in addressing the directives for compliance and improvement issued after the November 2018 examinations;
- verify that the IEB has systems in place to ensure the integrity of the November 2019 GETC: ABET examinations; and
- report on any shortcomings identified during the evaluation and verification of the IEB systems.

The findings gathered from the audit are provided in detail under 4.3 of this report, with areas of improvement and non-compliance highlighted; and directives for compliance and improvement issued.

## 4.2 Scope and Approach

Umalusi audited the IEB on its readiness to administer the November 2019 GETC: ABET examinations.

Umalusi adopted a risk management-based approach in evaluating the level of preparedness of assessment bodies to conduct the 2019 GETC: ABET examinations. The intention was to timeously identify any potential risk that might compromise the delivery of a credible examination. The following process was implemented:

### Phase 1: Requirements and desktop evaluation

#### A. Documents that had to be submitted:

- annual management plans;
- improvement plans based on the directives for compliance and improvement issued at the end of the previous year's examinations;
- progress reports submitted on a quarterly basis.

#### B. Desktop evaluation conducted on:

- submitted self-evaluation reports; and
- progress reports submitted on a quarterly basis.

### Phase 2: Risk analysis and feedback

Umalusi used the submitted documents to determine a risk profile, if any, of the IEB. The process informed Umalusi's verification of the state of readiness of the IEB.

### Phase 3: Conduct of evidence-based verification audits

This process was used to evaluate the systems and related evidence as outlined in the submitted reports and/or any other reports received from the IEB. Verification audit instruments were administered during on-site verification visits and the findings were classified according to their potential impact on the forthcoming examinations.

The information set out in this report is limited to the findings from the audit visit to the IEB on 13 September 2019. It is subject to the evidence and data provided by the IEB at the time of the Umalusi visit and/or subsequent submissions.

## 4.3 Summary of Findings

The findings summarised in this section were captured in accordance with the focus-areas sequence, as prescribed in the Umalusi Instrument for Monitoring the State of Readiness.

### 4.3.1 Management

Umalusi found that the IEB had the capacity, both financial and human capital, to manage and conduct the November 2019 GETC: ABET examinations. The management had contingency plans in place to counter any possible challenges that might impact on the delivery of credible examinations.

### 4.3.2 Registration of Candidates and Examination Venues

#### a) Registration of Candidates

Although the registration of candidates depends on the number of registered examination venues in a particular year, the IEB has a well-established system in place to manage the registration of candidates. The providers had to confirm the number of candidates, after which the IEB registered such candidates on the registration database. The provider received confirmation schedules to verify the accuracy of the candidate information. The number of candidates registered for the November 2019 GETC: ABET examinations is provided in Table 4A.

**Table 4A: Number of candidates enrolled**

Number of candidates	Number of candidates granted concessions
1 376	None

The GETC: ABET examination was scheduled to start on 30 October 2019.

#### b) Registration of Examination Venues

The final IEB November 2019 matrix confirmed 110 venues where the GETC: ABET examinations were to be conducted. This confirmation was submitted after the closing of registration on 28 September 2019. The IEB conducted a desktop audit on examination venues, a process done through self-evaluation forms, which the providers had to complete and return to the IEB. The IEB audited GETC: ABET examination venues that confirmed candidate registration.

### 4.3.3 Conduct of Internal Assessment

The IEB presented their management plan for the moderation of site-based assessment (SBA) portfolios. The IEB communicated with all providers and examination centres registered to write the November 2019 examinations regarding documents to be included in the portfolios of assessment (PoA) and portfolios of evidence (PoE).

The management plan for the moderation of SBA portfolios indicated that the IEB would conduct internal moderation of SBA portfolios a week prior to the marking dates. Umalusi conducted the moderation of SBA portfolios on 23-24 November 2019.

The IEB conducted the selection and appointment of internal moderators after the registration process had been finalised and the centres had paid the registration fee. Internal moderators were to be trained on the day of the moderation process.

### 4.3.4 Printing, Packaging and Distribution of Examination Materials

#### a) Printing and packaging

The IEB employed a private service provider for the printing of the November 2019 GETC: ABET examination question papers. Strict contractual obligations with regard to security protocols prevailed between the IEB and the service provider entrusted to do the printing. IEB implemented additional security measures by way of audio and video cameras when printing was in progress. The packaging of examination question papers was under 24-hour surveillance that was monitored closely by the IEB.

## **b) Distribution of examination papers/materials**

The IEB developed a distribution management plan in strict accordance with the printing plan. Strict security measures have been established for distributing question papers and collecting answer scripts across all examination centres. To strengthen security of the examination material, the IEB uses security bags with combination-code padlocks to package examination question papers. The codes are relayed to the chief invigilator on the day of the examination.

### **4.3.5 Conduct of Examinations**

Centre managers, or principals, were appointed and trained as chief invigilators. Principals may delegate the function but not the responsibility. The IEB planned Invigilation workshops to ensure that all invigilators were trained.

The IEB outlined its procedures for monitoring examination venues. The following were highlighted:

- monitoring plans were to be developed once provider registration had been received;
- the IEB appointed its monitors in writing and appointed monitors received confirmation through official letters;
- the IEB depended on the monitoring reports it received from monitors.

The security of examination materials was maintained through the use of coded padlocks to secure bags. The codes to unlock the bags were relayed to chief invigilators daily, before the writing of the examination.

### **4.3.6 Management of Examination Irregularities**

The IEB has a well-constituted Examination Irregularity Committee (EIC) comprised of an assessment specialist and management. Representatives were part of the previous structure that dealt with examination conduct and related irregularities.

The IEB emphasised that managing examination irregularities was a part of the job profile of personnel. The IEB maintains historical records of irregularities of examinations.

### **4.3.7 Systems for Capturing of Marks**

The IEB has maintained and sustained its process for capturing examination and assessment marks as part of its preparations for year-end examinations in 2019.

Umalusi noted that the IEB had policies and guidelines, as well as procedural documentation, in place for capturing of candidates' marks. The IEB offices in Killarney, Johannesburg, were to be used for the capturing and verification of marks.

The IEB would use two full-time staff members for capturing the November 2019 GETC: ABET examination marks.

## **4.4 Areas of Improvement**

The following areas of improvement were noted:

- The policy and procedure for accommodations, which clearly states the criteria and procedure for approval of accommodations, was made available to Umalusi;
- The IEB preserved the data for the types and number of candidates who were granted accommodations;
- Marks were to be captured per item; and
- The examination system had built-in mechanisms/measures to verify captured marks.

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

No areas of non-compliance that may impact on the delivery of credible November 2019 GETC: ABET examinations were identified.

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

No directives for compliance and improvement were issued following the Umalusi verification audit on the readiness of the IEB to conduct the November 2019 examinations.

## **4.7 Conclusion**

The audit of the state of readiness of the IEB confirmed the readiness of the assessment body to administer November 2019 GETC: ABET examinations. Umalusi noted that the IEB had made significant improvements in their plans to administer the examinations for the current year, compared to previous years.

# CHAPTER 5: MONITORING THE WRITING AND MARKING OF EXAMINATIONS

## 5.1 Introduction

Umalusi monitors the conduct, administration and management of the national examinations to ensure delivery of a credible examination. The November examination cycle opens a window of opportunity to further education for candidates who are registered to write the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET), as managed by the Independent Examinations Board (IEB).

The November 2019 GETC: ABET examinations commenced on 30 October 2019 and ended on 8 November 2019, and was followed by the marking of the examination answer scripts on 23 November 2019.

## 5.2 Scope and Approach

The IEB conducted the November 2019 GETC: ABET examinations at 182 examination centres nationally. Umalusi monitored a predetermined sample of 26 centres from the population of GETC: ABET examination centres where the IEB conducted examinations. Table 5A indicates the examination centres monitored for the writing of the November 2019 GETC: ABET examinations.

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

No.	Province	Centre	Date	Learning area	Candidates
1.	Eastern Cape	Siyaloba Training Academy EC	4 November 2019	Mathematical Literacy	40
		Transnet Freight Rail (East London)	31 October 2019	Communication in English	7
3.	Free State	Beatrix Mine AET	6 November 2019	Natural Sciences	8
		University of the Free State	31 October 2019	Communication in English	6
5.	Gauteng	Chili Pepper IT Solutions (Pty) Ltd	31 October 2019	Communication in English	14
6.		Ekurhuleni Metro	7 November 2019	Small, Medium and Micro Enterprises	3
7.		Ekurhuleni Metro Edenvale	7 November 2019	Small, Medium and Micro Enterprises	6
8.		Fairlane Agencies (Imana-Boksburg)	31 October 2019	Communication in English	6
9.		Jhb Water Fennel Road Depot – Nalithuba	4 November 2019	Mathematical Literacy	3
10.		Marthinus & Coutts (The Training Professionals)	7 November 2019	Small, Medium and Micro Enterprises	3
11.		Orhovelani Education Centre	5 November 2019	Life Orientation	5
12.		KwaZulu-Natal	Cedar Academy – Phoenix	4 November 2019	Mathematical Literacy
13.	Transnet – Empangeni		31 October 2019	Communication in English	9
14.	Woolworths Maxmead Distribution Centre		4 November 2019	Mathematical Literacy	5
15.	Limpopo	SAADA House (Jemaema Sekole)	30 October 2019	Human and Social Sciences	20
16.		SAADA House (Mathiba)	4 November 2019	Mathematical Literacy	24



No.	Province	Centre	Date	Learning area	Candidates
17.	Mpumalanga	Kriel Colliery – Zibulo	4 November 2019	Mathematical Literacy	10
18.		Universal Coal Nkangala Training Centre (Circleway College)	6 November 2019	Natural Sciences	7
19.	Northern Cape	Sishen Iron Ore Company (Pty) Ltd	5 November 2019	Life Orientation	3
20.	North West	Royal Bafokeng Platinum Mine	6 November 2019	Natural Sciences	7
21.		Tharisa Minerals Mine (Madihlhokwa AET Centre)	8 November 2019	Technology	16
22.		Sizanani Lanxess	1 November 2019	Economic and Management Sciences	4
23.		Tshepo Recruitment Centre	4 November 2019	Mathematical Literacy	6
24.	Western Cape	Cape Town Skills Facilitators (Athlone HS)	7 November 2019	Small, Medium and Micro Enterprises	10
25.		Siphakamile Skills Dev (Mosselbay Municipality)	4 November 2019	Mathematical Literacy	3
26.		Woolworths Racecourse Gardens	4 November 2019	Mathematical Literacy	14

The distribution of examination centres monitored per province is indicated in Table 5B below.

**Table 5B: Number of centres monitored per province**

Provinces	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
<b>Number of centres</b>	2	2	7	3	2	2	1	4	3	26

In order to evaluate the levels of compliance of centres on the conduct, administration and management of the examinations, the Instrument for Monitoring Examinations: Writing Phase was used to collect data from the centres visited. Furthermore, Umalusi adopted and implemented the following approach:

- data was collected using the Monitoring of Writing Instrument, which is comprised of six key monitoring areas (criteria), as shown in Table 5C;
- data was collected through interviews with the chief invigilators of the monitored centres, verification of documents provided by the examination centres as part of the evidence required and observations made during monitoring at the centres; and
- completed reports on the overall findings were submitted by monitors as evidence of the monitoring conducted.

A detailed account of the findings is provided in 5.3 hereunder, as a consolidated analysis of the reports on the monitoring of both the writing and of the marking centre.

## 5.3 Summary of Findings

Following are the findings of the monitoring of the writing of the examinations.

### 5.3.1 Monitoring the Writing of Examinations

Table 5B provides the average compliance levels of the centres monitored, per key monitoring area. The information is a summary of the findings according to the key monitoring areas.

**Table 5C: The average compliance levels of the centres monitored per key monitoring area**

Key monitoring area	% compliance
Preparation for the examination	87.5
Invigilators and their training	56.7
Preparation for writing	82.7
Time management of activities during the examination	87.9
Activities during writing	94.7
Packaging and transmission of scripts after writing	90.4
<b>Average %</b>	<b>83.3</b>

**a) Preparation for the Examination**

Umalusi found that the average compliance level of the 26 examination centres in the sample was 87.5% in the key monitoring area, preparation for the examination. From the 26 centres, three scored 100%, eighteen scored from 80% to 99%. Only five centres scored below 80%.

There was evidence that the assessment body conducted state of readiness monitoring in only four of the 26 centres monitored by Umalusi. Registration of candidates went well; however, at one centre six candidates were not registered to write the examinations. One candidate who was registered did not appear on the attendance register. All the examination centres were able to accommodate all candidates registered at the centre.

The atmosphere was conducive in all but one examination centre. The exception, at a Free State centre, there were high noise levels from trucks and mining operations. In Gauteng at one centre candidates shared a boardroom table at which to write examinations. However, examination officers ensured that candidates facing each other at the table were writing examinations in different learning area, and different ABET level.

Assessment material was secured in 20 of 26 centres monitored. At six centres, security was compromised: after collection from the company head office, the chief invigilators stored assessment material in their car boots, in their personal possession or in private houses. At one centre, the assessment material was stored at a private house a few metres away from the examination centre. Unsealed answer scripts from learning areas written prior to Umalusi's monitoring visit on 5 November 2019 were still at the house where they had been left on the bedroom floor. In another instance, the chief invigilator stored sealed scripts in a locked cupboard at her place of residence.

It was explained to Umalusi that all answer scripts were to be taken to the office of the service provider after the examinations to await collection by RAM Courier Services, as per the schedule for delivery to the assessment body. At one centre, examination material was received by the receptionist from the courier. Arrangements had been made for delivery and collection of examination material and the question papers were couriered by RAM a week before the examinations started.

**b) Invigilators and their Training**

As noted in previous years' monitoring reports, average compliance levels at the monitored centres were lowest in this key performance area. The sample in 2019 scored 56.7%, with three centres scoring 0%, four centres 25% and six centres 50%. Not all invigilators were trained for the current examinations. Training dates for invigilators varied, from as far back as January 2016 with no interim refresher training, to the latest, on 25 October 2019.

**c) Preparation for Writing**

The average compliance level of the 26 centres monitored was 82.7%, with 65.3% scoring above 80% and eight centres complying in all respects (100%) in this key monitoring area. In these centres the candidates had admission letters or identification documents, including workplace name tags. The candidates signed a register, a seating plan or seating record was available and candidates were seated accordingly. Information boards were available, the venues were free of material that could assist candidates and examination files were available. However, seven centres performed below 70%. No candidates were granted concessions in any centres monitored.

#### **d) Time Management of Activities during the Examination**

In this key monitoring area, average compliance of the centres monitored was 87.9%. Ten centres out of 26 were 100% compliant, 18 centres achieved above 80% and only two centres achieved below 70%. The invigilator at one centre indicated that the starting time had been changed from 09:00 to 15:00 due to circumstances at the centre; and that permission had been granted by the IEB. It was also indicated that examination material was couriered to a point approximately 30 kilometres away from the examination centre and the practice was for the chief invigilator to collect it on the day of the examinations.

Invigilators at most centres arrived on time; but not at six centres. Also, candidates were not allowed the prescribed reading time in seven monitored centres. All but three centres started the examinations at the scheduled time. The examinations ended at the time stipulated on the timetable in 25 of the centres monitored. It was noted that one centre did not end at the time stipulated on the timetable.

#### **e) Activities during Writing**

The monitored centres performed extremely well in this key monitoring area, with an average compliance score of 94.7%, and 20 of the 26 centres scored 100%. Two centres scored between 80% and 99% with only four scoring below 80%. The four centres were: Siyaloba Training Academy with 62.5%; Marthinusen & Coutts (The Training Professionals) with 75%; Ekurhuleni Metro Edenvale with 75%; and Woolworths Racecourse Gardens with 75%. Invigilators in all but one centre did not clarify any aspect of the question paper; in one centre the invigilator clarified questions to candidates.

Candidates were not permitted to leave the examination room without an escort, except at one centre. Furthermore, one centre allowed candidates to leave the examination room during the last 15 minutes of the examination session.

There were pockets of technical irregularities reported at two centres. At Siyaloba Training Academy it was found that six candidates were not registered and in Ekurhuleni Metro Edenvale, one candidate did not appear on the attendance register. A letter from Siyaloba Training Academy informing the IEB about the six candidates was presented to Umalusi.

From the sample of monitored centres, invigilators were not engaged in any activity other than invigilation, except at one centre where the invigilator's cell phone rang.

#### **f) Packaging and Transmission of Scripts after Writing**

The average compliance level in this key monitoring area was 90.4%. Ten of the 26 centres achieved 100% compliance; 12 centres scored between 90% and 99%; four centres scored below 90%.

In all centres scripts were collected from the candidates at the end of the examination session. Only authorised personnel were in the packing room. Invigilators used the mark sheet sequence for packaging scripts. In all but one centre scripts were sealed in official IEB satchels provided with a pin code in all the centres. The exception was a centre where the scripts were not sealed but transported by the chief invigilator to the main site: at Orhovelani Education Centre, examination material, including unsealed scripts, was stored on the floor of a bedroom in a private house a few metres from the examination centre. It was explained that these would be kept in a strong room to await collection by the assessment body. The packaging was done in the presence of Umalusi.

Situational reports were written as part of the normal assessment body examination report. The assessment body arranged for scripts to be collected from all examination centres by RAM Courier Services, as per prearranged schedules.

#### **g) Monitoring by the Assessment Body**

There was no evidence of monitoring by the IEB in 22 of 26 sampled centres, with four centres being monitored at the time of the visit by Umalusi. At the time of Umalusi monitoring, on 31 October 2019, the IEB had not monitored Transnet Freight Rail (East London) despite it being a new centre. There was no evidence of a report from the monitor who visited Chili Pepper Innovative Training Solutions (Pty) Ltd.

There were some of the serious non-compliance issues observed during the monitoring of the writing phase which must be addressed by the IEB.

Below are the findings of the monitoring of marking observed by the Umalusi.

### 5.3.2 Monitoring the Marking

Umalusi monitored the IEB marking process and information gathered on learning areas marked, the number of scripts received and the number of appointed markers, is summarised in Table 5D below.

**Table 5D: Marking centre information on learning areas, actual number of scripts and number of appointed markers**

Learning area	Number of scripts	Number of marking personnel
Communication in English	468	15
Economic and Management Sciences	55	4
Human and Social Sciences	85	5
Life Orientation	129	6
Mathematical Literacy	392	13
Natural Sciences	132	7
Small, Medium and Micro Enterprises	95	6
Technology	20	1 (Examiner)

The findings are categorised according to the key monitoring areas of the monitoring instrument.

#### a) Planning for Marking

The marking centre complied with all the requirements in this key monitoring area. The marking management plan was in place, the marking centre management team and the marking team, comprised of chief markers, internal moderators and markers, all reported for duty according to the management plan. The centre presented a list of appointed marking personnel to Umalusi.

The assessment body provided the marking centre with marking guidelines or memoranda for training of marking personnel timeously. The norm time for daily start and closing of the marking centre was 07:30 and 17:00 respectively, while marking was in progress.

#### b) Marking Centre

The Holy Family Christian College was suitable to serve as a marking centre and had adequate space to accommodate markers for the number of learning areas allocated to be marked. Each learning area was allocated a classroom as a marking venue. The boardroom was used as the marking control room and was large enough to accommodate all the scripts marked at the centre.

The scripts were delivered directly from the IEB Head Office to the marking venues on 23 November 2019. The scripts were to remain there until the end of the marking, on 24 November 2019. At the end of marking, all scripts were to be stored in the marking control room to await collection by the assessment body.

IEB officials used their own cell phones for communication and the college would provide printing facilities if required. The centre complied with all minimum occupational health and safety requirements.

Furniture was suitable for marking. Markers were not provided with accommodation and only examiners from outside the Gauteng province were provided with accommodation as needed. There was, however, a serious catering problem on the first day of marking; this was resolved by immediately replacing the caterers concerned.

#### c) Security

Minimum security standards at the marking centre included 24-hour security at the gate and CCTV surveillance cameras at the centre and in the security control room. There were burglar-proof bars on windows. All the marking venues had registers to be signed by the markers. There were measures in place to deal with unauthorised personnel and the markers were checked at the entrance gate.

There were measures in place to ensure that all scripts were accounted for during marking. Script controllers in the marking venues received and captured all scripts. The script controllers also kept a record of all markers and scripts allocated to them. This record was used when the markers returned marked scripts. As a security measure, marked scripts would be stored in the control room until collection by the IEB to its head office.

#### **d) Handling of Irregularities**

It was found that the IEB had a well-established Examination Irregularity Committees (EIC), representative of IEB management and including an Umalusi nominee. It was further noted that the examiners, moderators and markers were trained to follow prescribed procedures should irregularities be detected.

In cases where irregularities might be detected, the examiner and the internal moderator would be informed and they, in turn, would notify the assessment specialists. The script would be marked in full and then set aside for further investigation. All irregularities would be referred to the EIC at the IEB office.

### **5.4 Areas of Improvement**

None.

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

Umalusi monitors noted a number of areas of non-compliance during the monitoring of the November 2019 GETC: ABET examinations:

- the invigilator clarified questions to candidates at Transnet Freight Rail (East London);
- lack of security for storing examination material;
- there were no relief invigilators in smaller centres, even where examination sessions extended over three hours;
- candidates at the University of Free State centre were only admitted 10 minutes before 09:00;
- candidates left the examination venue in the last 15 minutes of the examination session at Woolworths Racecourse Gardens centre; and
- Unsealed answer scripts from learning areas written prior to Umalusi's monitoring visit on 5 November 2019 were still at the private house where they had been left on the bedroom floor at Orhovelani Education Centre.

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

The IEB is required to ensure that:

- as was indicated in the November 2018 quality assurance of assessment report, all personnel responsible for management and administration of the examinations must be trained to improve their levels of compliance; and
- Security and safekeeping of examination materials is a priority.

### **5.7 Conclusion**

There was a general improvement of 6.9% in the average compliance level of centres monitored for writing examinations, from 76.4% in November 2018 to 83.3% in November 2019. There were improvements in all key monitoring areas and the biggest average improvement was recorded in preparation for the examination (11.9%), followed by time management of activities (10.2%).

As with the November 2018 examinations, there was general compliance with marking procedures. The marking centre was well managed and all necessary documents were made available to Umalusi. All the marking centre activities were implemented as per the management plan. Nothing was found that could compromise the integrity and credibility of the marking of the November 2019 GETC: ABET examinations.

# CHAPTER 6: SELECTION, APPOINTMENT AND TRAINING OF MARKING PERSONNEL

## 6.1 Introduction

Umalusi audits the selection, appointment and training of marking personnel to ensure that the quality and standard of marking of candidates' scripts of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations are maintained. Inconsistency in the marking of GETC: ABET scripts compromises the fairness and reliability of marks awarded to candidates and therefore threatens the credibility of the GETC: ABET examinations and the qualification as a whole. The appointment of qualified and competent marking personnel is imperative for assessment bodies and for Umalusi.

The purpose of this process was to verify the quality of marking personnel appointed; and to monitor the training of marking personnel who would be involved in the marking and moderation of marking of the November 2019 GETC: ABET examinations.

## 6.2 Scope and Approach

Umalusi conducted an audit of individuals selected for appointment to undertake the marking of the examinations for this qualification. The verification process was conducted at the Independent Examinations Board (IEB) offices on 3 October 2019. This marker selection audit focused on the National Qualifications Framework (NQF) Level 1 (an exit-level) qualification.

To conduct the audit, Umalusi randomly sampled files of individuals whose names were on a list provided by the IEB. The list contained a pool of independent officials contracted as examiners, internal moderators and markers for the various learning areas assessed by the IEB. The total number of marking personnel to be appointed per learning area was determined by the number of candidates who registered to write examinations in each learning area.

The IEB selected and appointed 63 marking personnel, comprised of examiners, internal moderators and markers, from the pool of contract workers. Table 6A shows the number of marking personnel appointed by the IEB, per learning area, to mark the November 2019 GETC: ABET examinations.

**Table 6A: Appointed marking personnel per learning area**

Learning area	Registered candidates	Markers	Internal moderators	Examiners	Total
Communication in English	470	14	1	1	16
Economic and Management Sciences	55	3	1	1	5
Human and Social Sciences	83	3	1	1	5
Life Orientation	128	5	1	1	7
Mathematical Literacy	394	12	1	1	14
Natural Sciences	132	6	1	1	8
Small, Medium and Micro Enterprises	93	3	1	1	5
Technology	20	1	1	1	3
<b>Total</b>	<b>1 375</b>	<b>47</b>	<b>8</b>	<b>8</b>	<b>63</b>

Umalusi selected a sample of applications for the purpose of verifying whether suitably qualified and experienced marking personnel were appointed to mark the November 2019 GETC: ABET examinations. Umalusi also verified whether novice markers were included in the appointed marking personnel. Table 6B presents the number of learning areas and applications sampled for the audit.

**Table 6B: Learning areas audited**

Learning area	Applications audited	Position applied for
Communication in English	2	Marker
Economic and Management Sciences	1	Examiner
Human and Social Sciences	2	Marker
Mathematical Literacy	1	Internal moderator
Natural Sciences	1	Examiner
Technology	1	Marker

The verification process was conducted by analysing the applicants' curriculum vitae and contracts against the selection criteria of the IEB.

### 6.3 Summary of Findings

When Umalusi visited the IEB offices for the audit of the selection and appointment of marking personnel, some IEB staff members responsible for adult education and training (AET) were either on annual leave or attending meetings. Consequently, information had to be relayed to Umalusi once absent staff returned to the IEB offices. The IEB has a pool of examiners and internal moderators who are contracted to develop and moderate AET question papers and site-based assessment (SBA) tasks and portfolios. Marking personnel for the November 2019 GETC: ABET examinations were to be selected from the pool of contracted examiners and internal moderators in the IEB database. The number of personnel selected is determined by the number of candidates sitting for a particular examination. Only markers were required to apply every year.

#### 6.3.1 Criteria for the Appointment of Marking Personnel

To be considered for appointment, applicants must:

- be familiar with the assessment systems of the IEB;
- have experience in teaching at AET levels 1 to 4;
- have teaching experience in the learning area and at the level they wish to mark, or be strongly recommended by their training manager/centre coordinator. Such recommendation or motivation should be made in writing; and
- be willing to share knowledge and/or experience gained during marking with their colleagues in their organisations.

#### 6.3.2 Submission of Requisite Documents

According to the IEB, they have a database of contracted personnel who are always available for selection when their services are required. The database contains all potential markers' personal information, which the IEB uses during selection of marking personnel. The personnel who form part of the pool and are eligible for appointment are contracted for one year by the IEB. They are required to sign an application form, which serves as a contract. The form indicates the conditions of their employment, position to which appointed and expected remuneration. Examiners and internal moderators are contracted for three years.

#### 6.3.3 Qualifications of Applicants

The IEB indicated that personnel who would be involved in the November 2019 GETC: ABET marking would be selected from the IEB database. According to the IEB, all the individuals in their database have the required qualifications. Unfortunately, Umalusi was not able to verify these qualifications since the responsible person at the IEB was said to be on leave.

### **6.3.4 Teaching Experience**

When Umalusi visited the IEB not all documents due to be verified were not accessible because the responsible person was not available. Umalusi could, therefore, not verify the teaching experience of the sampled marking personnel.

### **6.3.6 Marking Experience**

The marking experience of potential markers sampled ranged from three to eight years. All the sampled potential markers have been with the IEB for a minimum of three years as markers.

### **6.3.7 Training of Marking Personnel**

The IEB uses its office-based officials to train all appointed marking personnel. This is the responsibility of the IEB Events Unit. When Umalusi visited, however, the IEB officials, training materials and presentations had not been finalised. The IEB trains examiners and internal moderators who are, in turn, expected to train the markers. The marker training takes place during standardisation of the marking guidelines in preparation for the marking of scripts.

The purpose of the training would be to equip the marking personnel with information relating to:

- principles of marking;
- moderation of marking;
- controlling the flow of scripts;
- identification and management of irregularities;
- moderation of SBA portfolios; and
- transfer of marks.

## **6.4 Areas of Improvement**

The following was noted:

- the IEB contracts examiners and internal moderators for three years. This ensures consistency and stability in the marking process.

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

The following was noted as a concern:

- the unavailability of officials to provide relevant information and required documents as evidence affected the verification of the IEB's appointment of marking personnel for the November 2019 GETC: ABET examinations.

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

The IEB must ensure that:

- the availability of evidence must not rely on only one official and more than one official must have access to information that is required as evidence.

## **6.7 Conclusion**

The IEB was informed of Umalusi's visit, purpose of visit and documents that would be required during the visit. The process of verifying the selection and appointment of marking personnel by the IEB to mark their November 2019 GETC: ABET examinations was not fully accomplished. Information collected could not be verified and evidence was not available. The unavailability of information such as candidates' curriculum vitae affected the verification process.



# CHAPTER 7: QUALITY ASSURANCE OF MARKING

## 7.1 Introduction

The quality assurance of marking conducted for the Independent Examinations Board (IEB) is comprised of two processes: the standardisation and approval of the marking guidelines; and the verification of marking of candidates' scripts.

The standardisation of marking guidelines provides a platform for markers, examiners, internal moderators and Umalusi moderators to discuss expected responses to each question of the question paper written during the examinations. Standardisation of marking guideline meetings ensure that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included in the final marking guidelines. Participants are expected to engage in discussions and agree on the expected responses before the final marking guidelines are approved.

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

- determine whether markers adhere consistently to the approved marking guidelines;
- determine whether mark allocation and calculations are accurate;
- ascertain if internal moderation is conducted during marking;
- identify possible irregularities; and
- confirm that marking is fair, reliable and valid.

## 7.2 Scope and Approach

The IEB conducted the standardisation of marking guidelines and the marking of scripts for the November 2019 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations at Holy Family College, Johannesburg, on 23 and 24 November 2019. Marking guidelines for the eight learning areas assessed by the IEB were standardised, as indicated in Table 7A.

**Table 7A: Learning areas assessed by the IEB**

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

Umalusi conducted on-site monitoring of the standardisation of marking guideline meetings and verified marking of the candidates' scripts. Umalusi deployed one moderator per learning area to monitor the standardisation of marking guideline meetings and to conduct verification of marking. Umalusi sampled a minimum of ten scripts per learning area for the verification of marking. The process included re-marking scripts to check adherence to the approved marking guidelines; the accuracy of mark allocation and totalling; and transfer of marks. Umalusi also verified the quality of internal moderation.

Umalusi reported the findings, using the quality assurance instrument for monitoring the standardisation of marking guidelines, which is based on the following criteria:

- attendance of internal moderators, examiners and markers at marking guideline meetings;
- verification of question papers;
- preparation for the standardisation of marking guideline meetings;
- standardisation of marking guidelines' process;
- training at the standardisation of marking guidelines meetings; and
- approval of the final marking guidelines.

Umalusi moderators attended the standardisation of marking guideline meetings to monitor the proceedings, provide guidance, take decisions where necessary and approve the final marking guidelines.

After the standardisation of marking guideline meetings, Umalusi conducted verification of marking in all eight learning areas. Umalusi selected samples of scripts for verification while the marking process was in progress. The selected samples were from different examination centres and representative of different levels of achievement. On-site verification of marking enabled markers to implement Umalusi's recommendations immediately, while marking was in progress.

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

- adherence to marking guidelines;
- quality and standard of marking;
- irregularities; and
- performance of candidates.

## 7.3 Summary of Findings

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

### 7.3.1 Standardisation of Marking Guidelines

To measure the success of the standardisation of marking guideline meetings, Umalusi moderators checked attendance, preparations and the rigour with which the meetings were conducted. This section reports on the findings of the standardisation of marking guideline meetings, regarding compliance with each criterion.

#### a) Attendance of Internal Moderators, Examiners and Markers

This criterion checks the attendance of markers, examiners and internal moderators to the standardisation of marking guideline meetings. It is mandatory that anyone who will be involved in the marking and quality assurance of marked scripts must attend these meetings.

The IEB appointed examination assistants who were responsible for checking the accuracy of totalling, recording and transferring candidates' marks. Examination assistants also checked that all responses were marked and assisted with general administrative work. Internal moderators, examiners and markers attended the standardisation of marking guideline meetings for all eight learning areas.

Table 7B below indicates the number of marking personnel who attended the standardisation of marking guideline meetings, per learning area.

**Table 7B: Number of marking personnel per learning area**

No.	Learning area	Number of marking personnel
1.	Communication in English	17
2.	Economic and Management Sciences	6
3.	Human and Social Sciences	7
4.	Life Orientation	8

No.	Number of scripts	Number of marking personnel
5.	Mathematical Literacy	16
6.	Natural Sciences	9
7.	Small, Medium and Micro Enterprises	8
8.	Technology	2

Communication in English (17) and Mathematical Literacy (16) had the highest number of marking personnel. Technology (2) had the lowest number, with only the marker and examiner in attendance.

#### **b) Verification of Question Papers**

This criterion verifies that the question paper and accompanying marking guideline to be discussed are those approved during external moderation.

One of the responsibilities of Umalusi moderators was to verify that the question paper written by candidates was the one approved by Umalusi during the moderation process. This was done at the beginning of the process in all eight learning areas. Umalusi moderators confirmed that all eight question papers were the final versions approved during the external moderation process.

#### **c) Preparation for the Standardisation of Marking Guidelines**

This criterion verifies the preparations carried out by marking personnel before attending standardisation of marking guideline meetings.

The IEB sent question papers and their respective marking guidelines to all marking personnel, per learning area. Marking personnel were required to check the accuracy and correctness of the marking guidelines. This was done by checking each response against each question in the question paper. Marking personnel were required to include alternative responses that had been omitted, correct responses that were incorrect and provide clarity on marking instructions where necessary. This was in preparation for the discussions that took place during the standardisation of marking guideline meetings. Marking personnel in all learning areas came well prepared for the process.

#### **d) The Standardisation of Marking Guidelines Process**

This criterion checks the actual process of the standardisation of marking guidelines in each learning area. It also checks the quality and rigour of discussions per group. Decisions taken during the discussions are also checked.

During the standardisation of marking guidelines internal moderators chaired the meetings for A4CENG, A4HSSC, A4NTSC, A4TECH and A4MATH. The examiners of A4LIFO and A4SMME chaired meetings in their groups and the marker led the process in the A4EMSC group.

Marking personnel started by confirming whether they had all received the written examination question papers and corresponding marking guidelines sent to them after candidates wrote the examination. Dummy scripts were marked before discussions were held to determine the accuracy in marking and interpretation of the questions and of the marking guidelines.

After marking dummy scripts, marking personnel in each learning area engaged in discussions. Participants raised alternative responses and these were rigorously discussed before a decision was taken to accept or reject them. Incorrect responses were corrected and marking instructions were clarified. Amendments made in all learning areas were mostly additional alternative responses. Amendments made to the marking guidelines are included as Annexure B in this report.

The standardisation of marking guideline meetings enhanced the level of understanding and contributed to a common interpretation of marking guidelines by the marking personnel.

The role of Umalusi during this process was to:

- observe the proceedings;
- provide guidance on interpreting questions and the required responses;
- adjudicate where the marking personnel were unable to reach consensus about responses; and
- approve the final marking guidelines to be used during the marking process.

#### **e) Training at the Standardisation of Marking Guideline Meetings**

This criterion checks whether training was conducted in the use of the amended marking guidelines. The achievement of common understanding and interpretation of the marking process is also verified.

Marking personnel marked a set of dummy scripts before the standardisation of marking guideline process in all eight learning areas. Thereafter, marking personnel compared their marking and motivated as to why they had, or had not, accepted certain responses. There were also discussions of deviations in marks allocated, to establish a common understanding of how to mark candidates' scripts.

#### **f) Approval of Final Marking Guidelines**

This criterion checks the quality of the standardised marking guideline: accuracy, correctness, inclusion of alternative responses and allowing for consistent accuracy in marking.

After all marking personnel and Umalusi moderators were satisfied with all amendments made, Umalusi approved the final marking guidelines as the final documents to be used during the marking process. All marking guidelines used at the marking centre were the approved, final documents used during the marking process. This was done with the concurrence of Umalusi in all learning areas. Umalusi moderators appended their signatures to the final marking guidelines as a sign of approval.

### **7.3.2 Verification of Marking**

Umalusi conducts verification of marking to evaluate the quality of marking and internal moderation of scripts. This section reports on the findings of the verification of marking in terms of compliance with each criterion.

#### **a) Adherence to Marking Guidelines**

This criterion checks whether markers have interpreted and applied the approved marking guidelines consistently. Further, it verifies whether candidates' responses have been credited, based on the merit of the examination item and the expected response in the marking guideline.

Umalusi found that in five learning areas (A4TECH, A4HSSC, A4NTSC, A4SMME and A4MATH) markers adhered to the approved marking guidelines, with deviation within the acceptable range of -/+3 marks. However, Umalusi noted inconsistencies in the application of the marking guideline in A4CENG, A4EMSC and A4SMME. Inconsistencies included: not awarding correct responses that were phrased differently from that in the marking guideline; awarding incorrect responses; not following instructions on the marking of sections such as paragraphs; and awarding half marks instead of zero marks. Internal moderators and Umalusi identified these inconsistencies early and corrected them through retraining markers and the re-marking of scripts.

#### **b) Quality and Standard of Marking and Moderation**

Umalusi measured the quality and the standard of marking in their adherence to the marking guidelines; the correct allocation of marks per item; variation in marks between markers, internal moderators and Umalusi moderators; and the accurate totalling and transfer of marks.

Markers allocated marks in line with the marking guidelines, totalled and transferred marks correctly in A4HSSC, A4SMME, A4TECH and A4MATH. Umalusi reported three cases of inconsistent allocation of marks in A4CENG, A4EMSC and A4LIFO. This included allocating one mark instead of two as specified in the marking guideline. In November 2018, Umalusi reported similar inconsistencies in A4CENG and A4LIFO.

Internal moderation in all the learning areas improved the quality of marking as it prevented inconsistencies and inaccuracies. The internal moderation process led to a discussion of challenging areas in the application of the marking guidelines with markers and re-marking of examination scripts. Umalusi deemed the marking process conducted by the assessment body as fair, valid and reliable.

### c) Irregularities

This criterion verifies whether the marking personnel were trained and were able to identify possible suspected irregularities. The criterion also verifies the ability of the marking personnel to manage identified irregularities.

Umalusi moderators were also required to identify possible suspected irregularities that might have occurred during the writing of examinations. Such irregularities, if not detected, might give affected candidates an unfair advantage.

Irregularities were suspected in A4MATH (three centres); A4EMSC (one centre) and A4NTSC (one centre). Candidates had similar incorrect responses and methods of working in the three learning areas. These were reported to the examiners and internal moderators of the learning areas for investigation by the IEB and subsequent reporting to Umalusi. There was a notable decline in the number of learning areas with suspected irregularities, when compared with that of the November 2018 cycle. However, A4MATH has consistently experienced suspected examination malpractice in previous examination cycles.

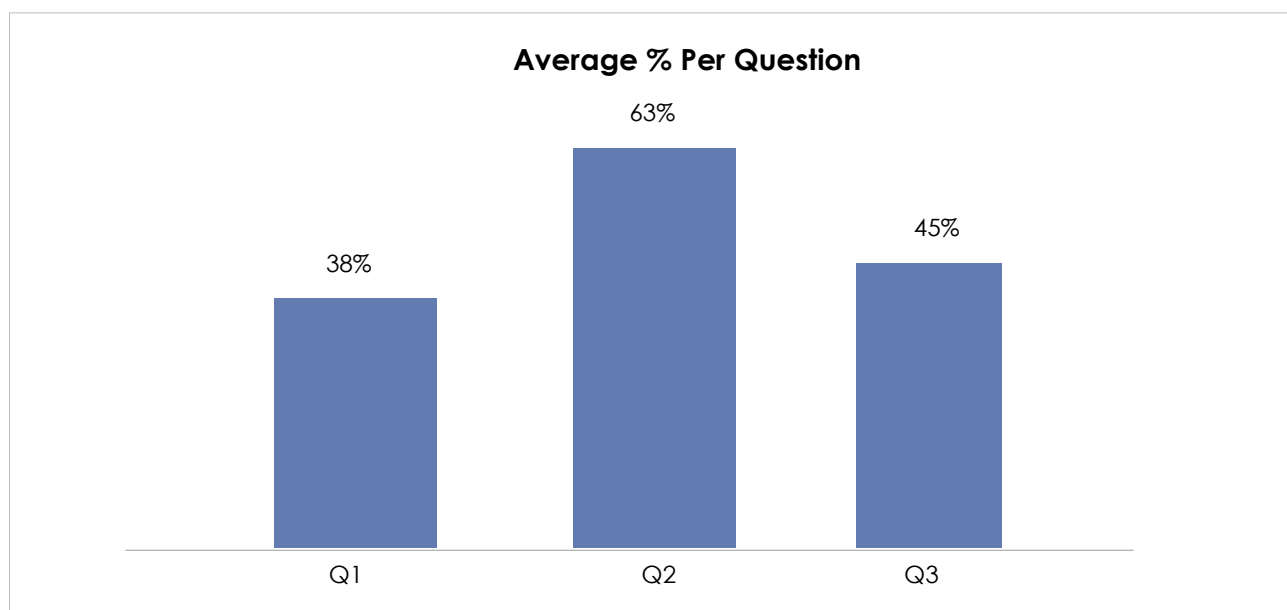
### d) Performance of Candidates

This criterion analyses the overall performance of candidates and their performance per question. The analysis of performance presented in this chapter is limited to the sample of scripts verified by Umalusi, per learning area.

Since the sample was too small, the analysis of results cannot be generalised but can be used as an indication of performance per question. The performance of candidates is discussed, per learning area.

#### (i) Communication in English (A4CENG)

In A4CENG, verification of marking was conducted on a sample of 20 scripts. Seventy percent of the sample passed the examination by obtaining 40% and above. The highest performance was 75%, and the lowest performance was 9%. Figure 7A indicates average performance per question based on 20 sampled scripts.

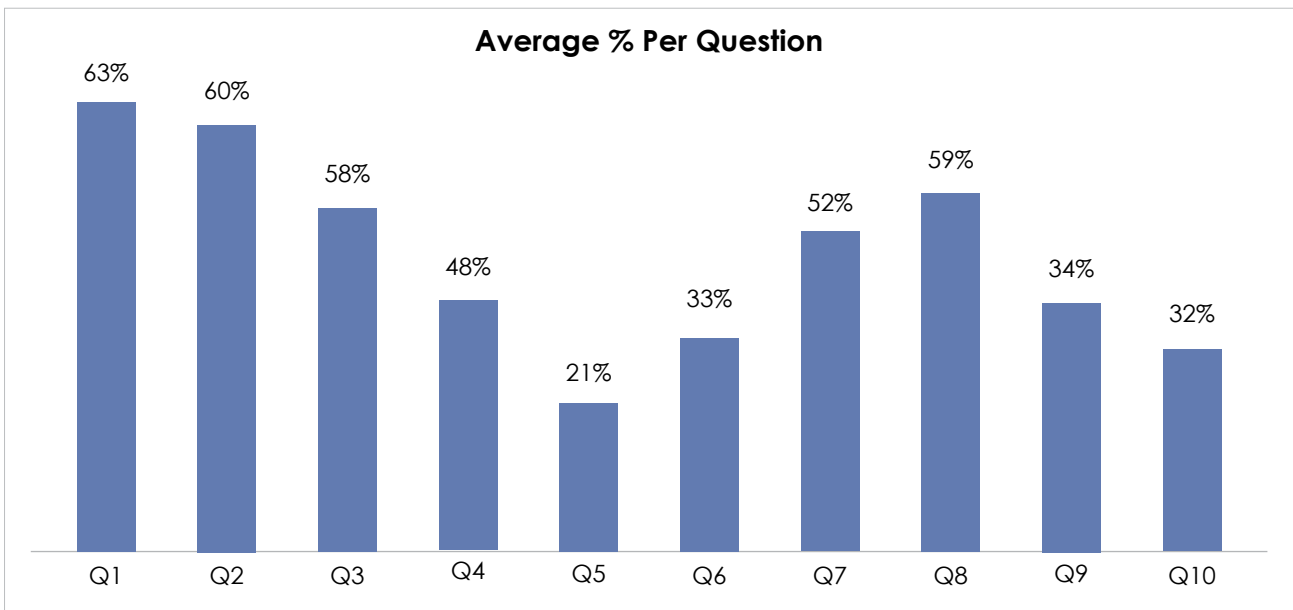


**Figure 7A: Candidates' performance in A4CENG per question – 20 scripts**

Candidates' average performance was highest in Question 2, with performance of 63%. The lowest average performance was in Question 1 (38%). Question 2 contained a recipe with a visual, which required candidates' understanding of sequencing. Question 1, based on comprehension, had questions that required an explanation, a comment or an opinion, which candidates found challenging.

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

Of the sample of ten candidates' marks, 50% passed A4EMSC, with 80% and 25% being the highest and lowest marks. The average performance per question is illustrated in Figure 7B.

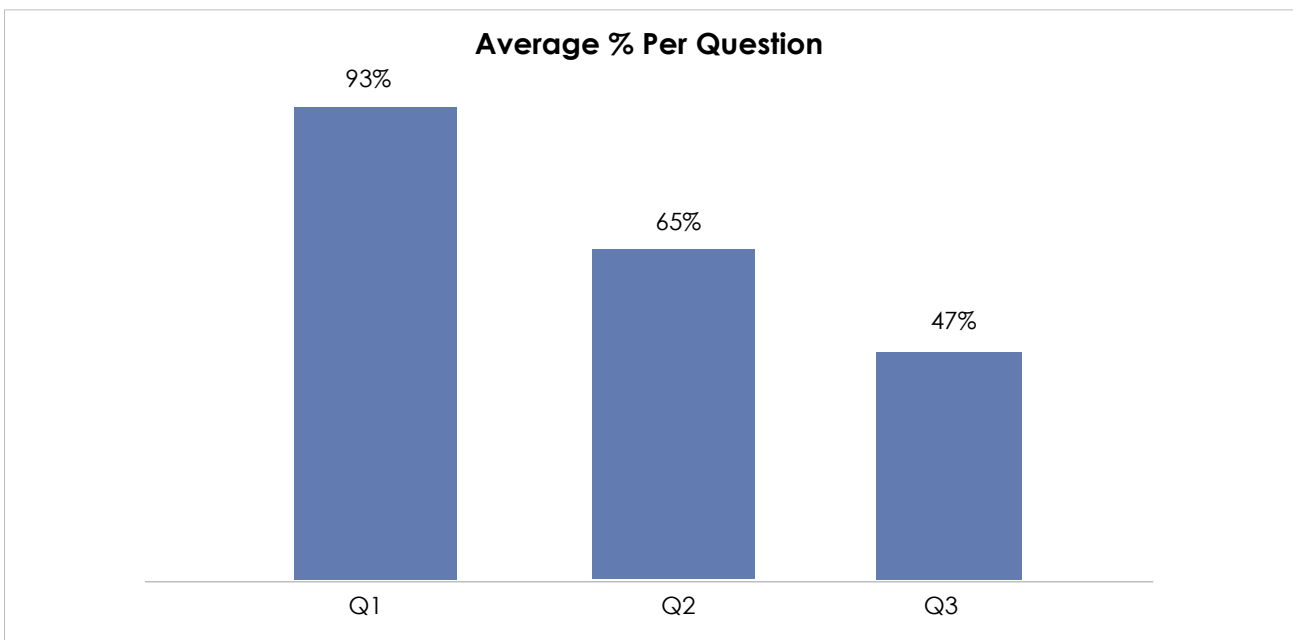


**Figure 7B: Candidates' performance in A4EMSC per question – ten scripts**

The highest average performance (63%) was in Question 1. These were objective questions set at a lower cognitive level. Candidates found Question 5 on accounting very challenging, with an average performance of 21%. Candidates could not answer simple questions on journals and could not complete a balance sheet. Accounting proved to be a challenging component in A4EMSC, as was the case in 2018.

**(iii) Human and Social Sciences (A4HSSC)**

Verification of marking was conducted on a sample of ten scripts; all ten candidates passed this examination. The highest mark obtained was 93% and the lowest mark was 52%. Figure 7C indicates average performance per question.

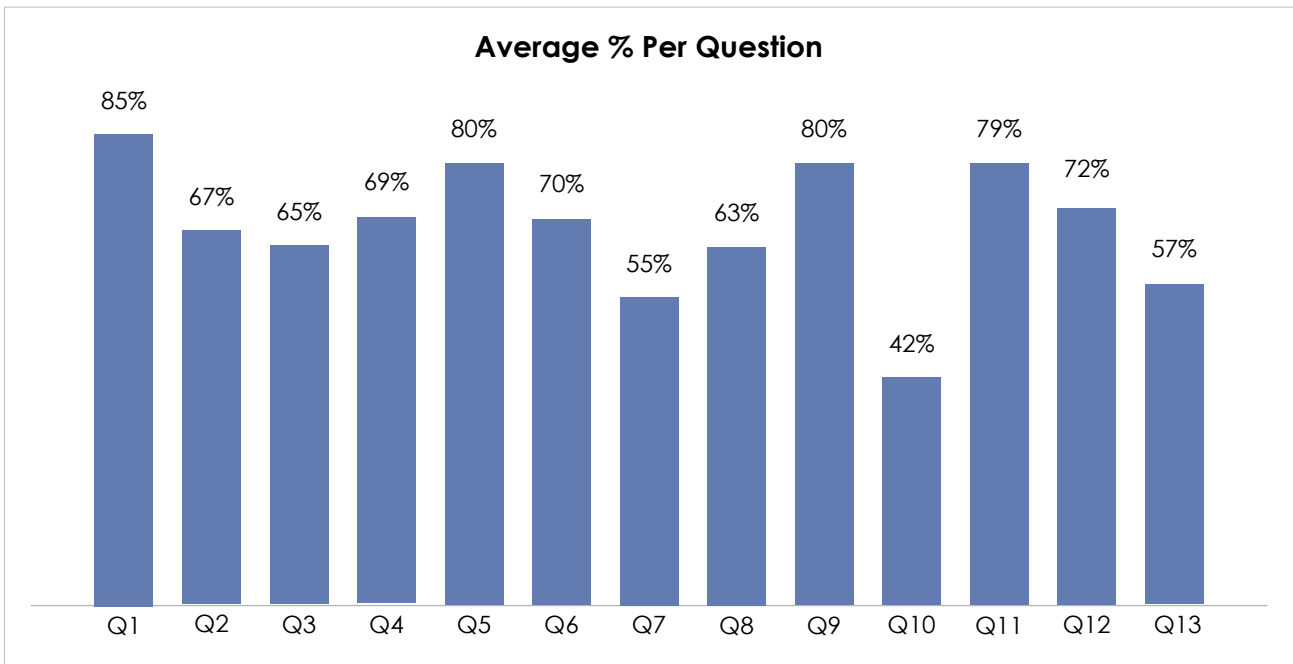


**Figure 7C: Candidates' performance in A4HSSC per question – ten scripts**

Figure 7C indicates the highest average performance, of 93%, in Question 1, which contained short-response type questions. This was also the highest performance in the November 2018 sample. The lowest average performance (47%) was for Question 3, which covered extended paragraph writing and/or essays. Poor content knowledge contributed to the lowest performance.

**(iv) Life Orientation (A4LIFO)**

The average pass rate of the sampled candidates in A4LIFO was 90%, with only one candidate obtaining less than 40%, which is the minimum pass requirement. The highest mark obtained was 94%, and the lowest, 34%. The achievement of two distinctions marked an improvement in the quality of the passes in this examination, when compared to one distinction recorded in the November 2018 sample. Figure 7D indicates average performance per question.

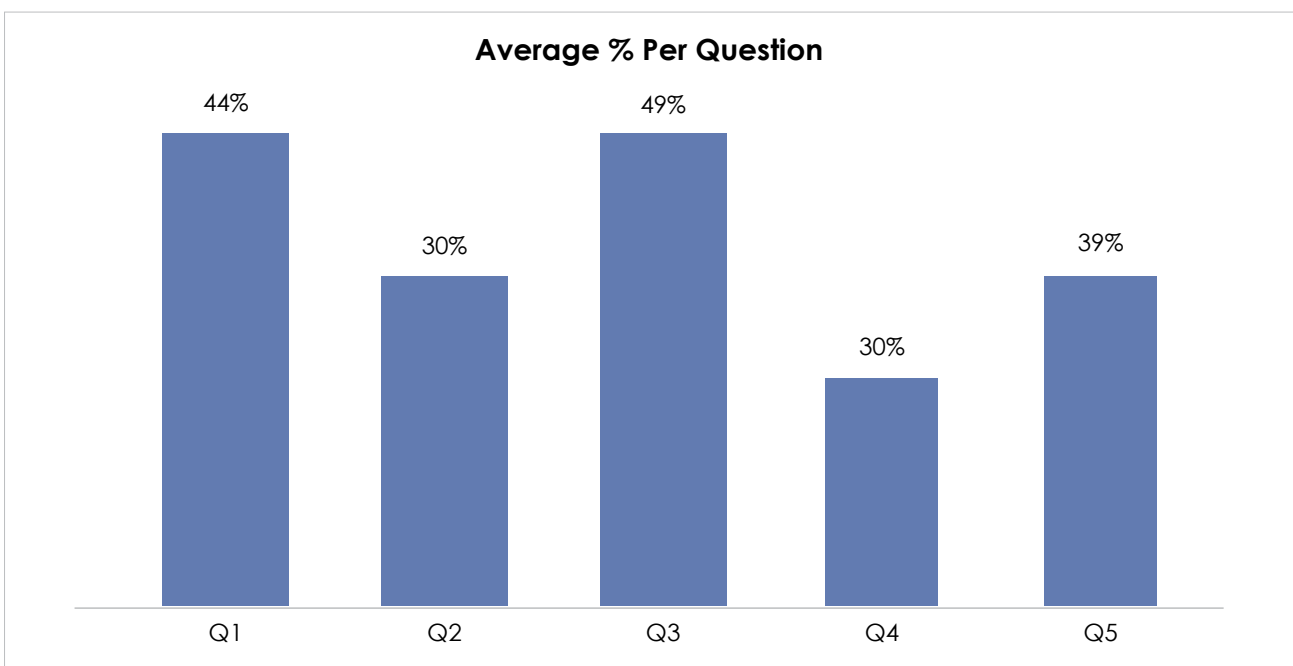


**Figure 7D: Candidates' performance in A4LIFO per question – ten scripts**

According to Figure 7D, candidates performed well in Question 1, with average performance at 85%. Question 10 had the lowest average performance, at 42%. Candidates failed to show the link between proper time management and achieving one's goals.

**(v) Mathematical Literacy (A4MATH)**

Based on a sample of ten scripts, 70% of candidates passed the examination, while 30% failed. This learning area did not record any distinctions, with the highest mark obtained being 53% and the lowest, 16%. Figure 7E indicates average performance per question.

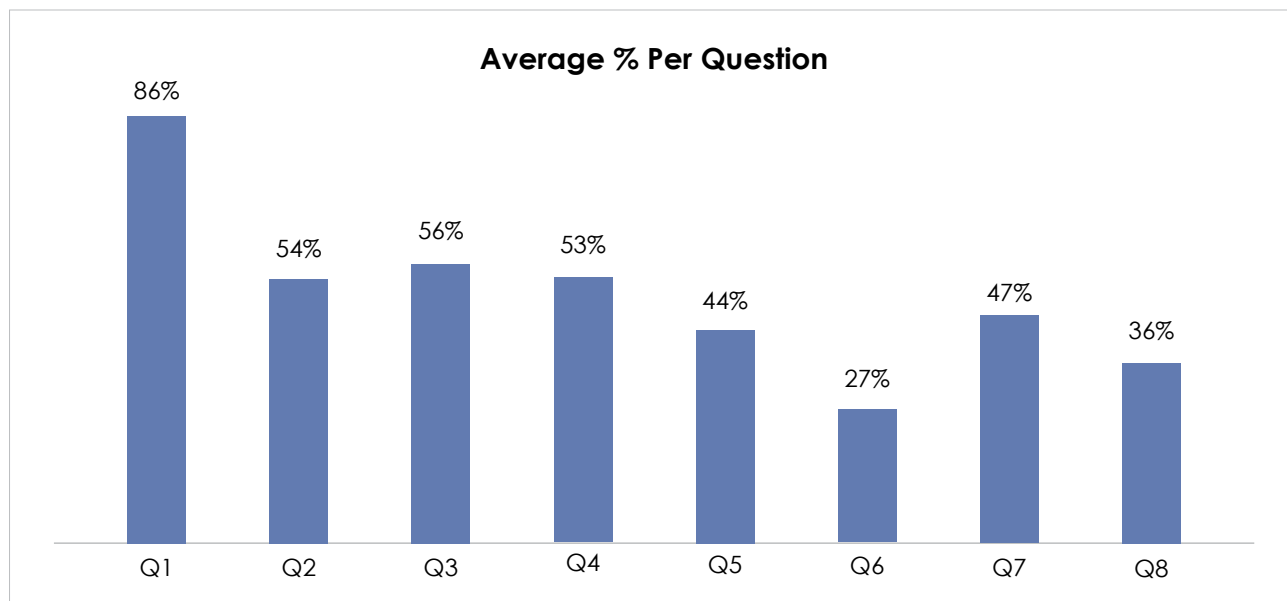


**Figure 7E: Candidates' performance in A4MATH per question – ten scripts**

Figure 7E indicates that Question 3, assessing data handling, had the highest average performance, at 49%. Questions 2 and 4, which were based on probability and maps respectively, showed the lowest average performance (30%). As in the November 2018 examination, candidates' performance in probabilities proved to be challenging.

**(vi) Natural Sciences (A4NTSC)**

From the sample of ten scripts verified, 90% of candidates scored 40% and above. There were no distinctions. The highest mark obtained was 68%, and the lowest, 38%. Figure 7F indicates average performance per question.

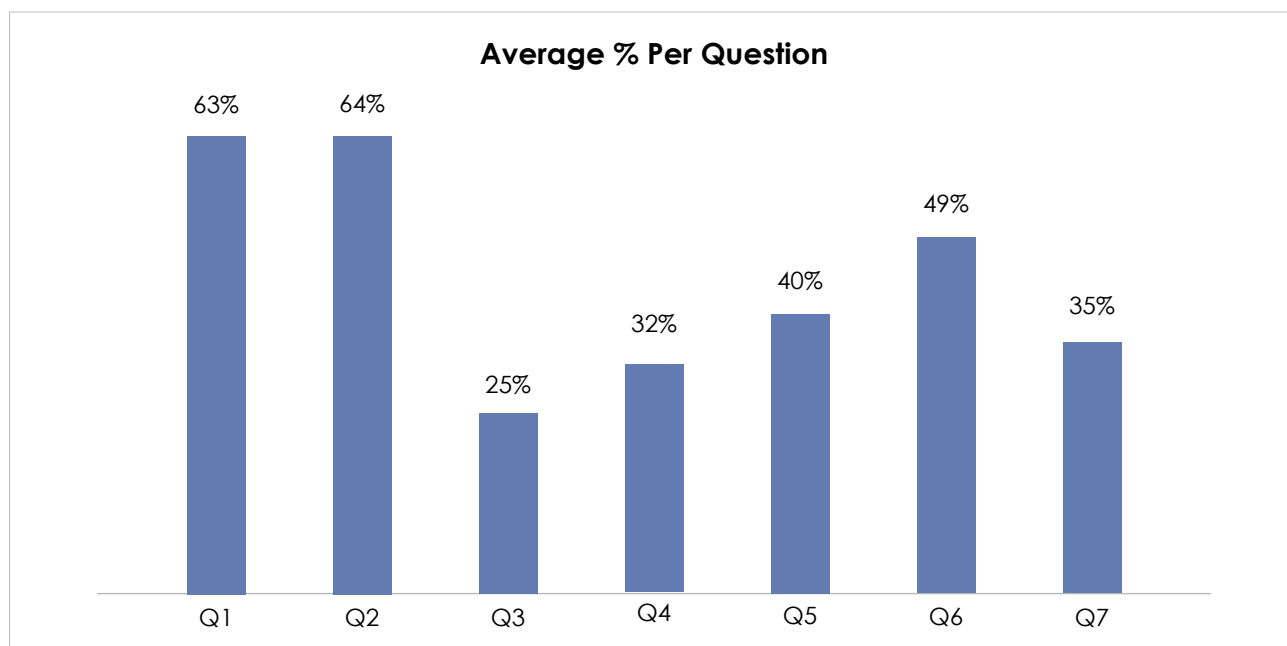


**Figure 7F: Candidates' performance in A4NTSC per question – ten scripts**

Figure 7F shows that Question 1 had the highest average performance (86%) and Question 6 the lowest, at 27%, in the sample.

**(vii) Small, Medium and Micro Enterprises (A4SMME)**

Based on a sample of 23 scripts, the pass rate in A4SMME was 60.9%, with 39.1% of candidates obtaining below 40% in the examination. The highest mark obtained was 77% and the lowest mark was 8%. Figure 7G indicates average performance per question.



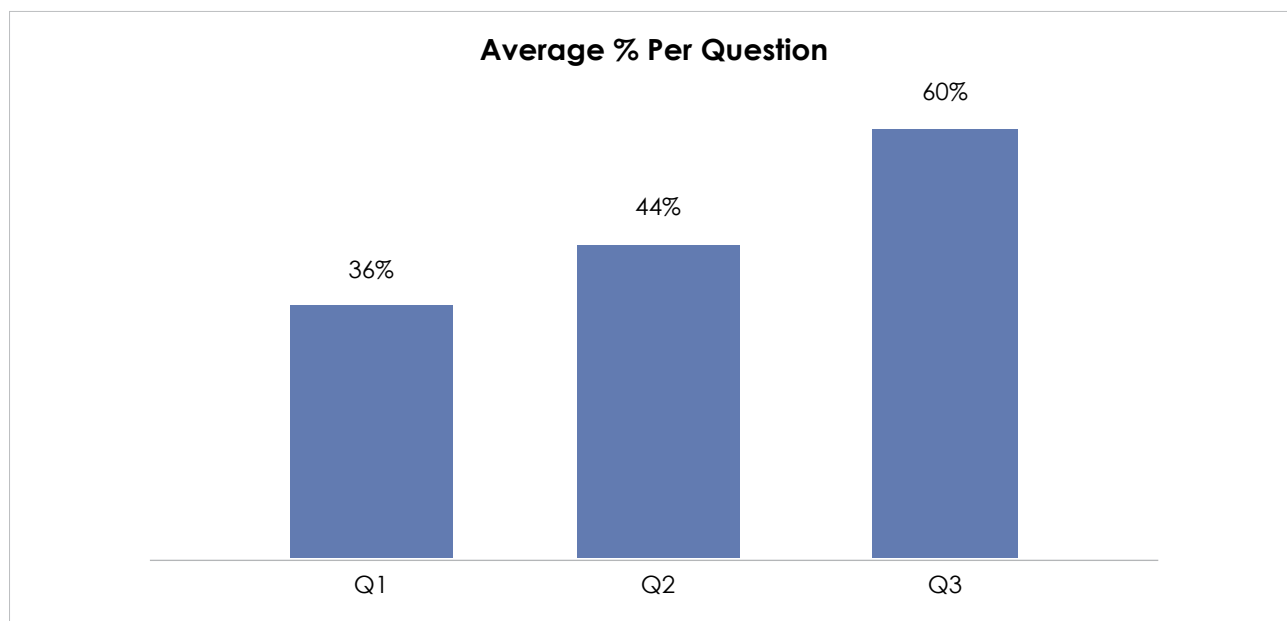
**Figure 7G: Candidates' performance in A4SMME per question – 23 scripts**



Figure 7G identified Question 2, which assessed content from all the unit standards as short, objective questions, as seeing the highest average performance (64%). The lowest average performance was in Question 3 (24%).

#### **(viii) Technology (A4TECH)**

In A4TECH, 12 out of the sample of 18 candidates (66.7 %) passed the examination and six candidates obtained a mark below the 40% minimum pass mark. One candidate achieved 80%, the highest performance in this sample. The lowest performing candidate obtained 31%. Figure 7H indicates average performance per question.



**Figure 7H: Candidates' performance in A4TECH per question – 18 scripts**

In Figure 7H, Question 3 (Section C) had the highest average performance average of 60%, and Question 1 (Section A) was lowest, at 36%. Question 3 covered questions on systems, control and health and safety.

## **7.4 Areas of Improvement**

The following were noted as good practice and improvement in both processes:

- there was improvement in the management of dummy marking in all learning areas when compared with the previous examination cycle;
- the marking personnel came to the standardisation of marking guidelines well prepared, compared with the previous examination cycle; and
- the quality of marking in all learning areas improved when compared to that of November 2018.

The re-marking of scripts where the variation of mark allocation was outside of the tolerance range in all learning areas validated the process.

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

None.

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

None.

## 7.7 Conclusion

The standardisation of marking guideline meetings are intended to improve the quality of the marking guidelines for the eight learning areas. The purpose is also to ensure that all possible alternative responses are included so candidates are not unfairly disadvantaged by rigidity in the marking guidelines. The process served its intended purpose. In all the learning areas, the process ran smoothly and no major challenges were encountered.

The verification of marking conducted by Umalusi revealed that marking was done fairly and internal moderation was conducted thoroughly. In general, the standard of marking improved in all eight learning areas. Marking personnel must remain vigilant in identifying and handling irregularities at marking centres. Irregularities were identified by both the IEB and Umalusi.

# CHAPTER 8: STANDARDISATION AND RESULTING

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## 8.1 Introduction

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

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

In broad terms, standardisation involves verification of subject structures, mark capturing and the computer system used by an assessment body. It also involves the development and verification of norms, as well as the production and verification of standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by, among others, principles of standardisation, qualitative inputs compiled by internal and external moderators and examination monitors and intervention reports presented by assessment bodies. The process is concluded with the approval of standardisation decisions, per learning area; statistical moderation; and the resulting process.

## 8.2 Scope and Approach

The Independent Examinations Board (IEB) presented eight learning areas for the examinations associated with the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) for standardisation purposes. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

### 8.2.1 Development of Historical Averages

Historical averages for GETC: ABET examinations were developed using average marks obtained from the previous five examination sittings. Once that was done in accordance with policy requirements, the IEB submitted to Umalusi historical averages, or norms, for verification purposes. Where a distribution contained outliers, the historical average was calculated with the exclusion of data from the outlying examination sittings.

Finally, Umalusi took into account historical averages during the standardisation process.

### 8.2.2 Capturing of Marks

Umalusi verified the capturing of examination marks to determine the reliability of the conduct, management and administration of the capturing process. Additionally, Umalusi monitored the capturing of marks to establish whether the capturing was accurate and credible. The verification of the capturing of the GETC: ABET examination marks looked at, among others, management of the capturing system and verification of the systems, including security systems, for the examination. Umalusi monitored the capturing of marks at the IEB offices.

### 8.2.3 Verification of Datasets and Standardisation Booklets

The IEB submitted standardisation datasets and electronic booklets. The datasets were verified and approved, as a result of which final standardisation booklets were printed.

## **8.2.4 Pre-Standardisation and Standardisation**

The pre-standardisation and standardisation meetings for the GETC: ABET examinations were held on 18 and 20 December 2019, respectively. Umalusi was guided by qualitative and quantitative information, to reach its standardisation decisions. Qualitative inputs included evidence-based reports presented by the IEB, as well as reports from Umalusi external moderators and monitors on the conduct, administration and management of the examinations. As far as quantitative information was concerned, Umalusi considered historical averages and pairs analysis, together with standardisation principles.

## **8.2.5 Post-Standardisation**

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

# **8.3 Summary of Findings**

## **8.3.1 Development of Historical Averages**

The historical averages for GETC: ABET examinations were developed using the previous five examination sittings. To achieve this, the IEB submitted the historical averages for verification, in accordance with the Umalusi management plan. There were no outliers identified for the October/November 2019 GETC: ABET examinations.

## **8.3.2 Capturing of Marks**

The capturing of marks took place in line with the IEB's management plan and the procedural manual on capturing. The data-capturers had been trained to use the system: the training manual was provided as evidence of training. Prior to the commencement of the capturing process, the data-capturers signed declarations of confidentiality.

The IEB employed a double-capturing method to verify the accuracy of the captured marks. The electronic examination management system used by the IEB has built-in mechanisms and measures to ensure that captured marks are verified before they are processed and eventually submitted to Umalusi for standardisation. The system has been designed in such a way as to prevent one person from capturing and verifying what s/he has captured.

The capturing facility was under 24-hour security surveillance, was equipped with an alarm system; and had a generator on standby to mitigate any possible power failures.

## **8.3.3 Verification of Electronic Datasets and Standardisation Booklets**

The submitted standardisation datasets and electronic booklets for the November 2019 GETC: ABET examinations conformed to the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy.

## **8.3.4 Pre-Standardisation and Standardisation**

Standardisation decisions were informed by the qualitative input reports, i.e., IEB evidence-based reports and external moderators' reports, standardisation principles, the norm and previous adjustments. These were used in determining the adjustments per learning area. Table 6A outlines the summary of the standardisation decisions taken.

**Table 8A: Standardisation decisions for the November 2019 GETC: ABET**

Description	Total
Number of learning areas presented	8
Raw marks	5
Adjusted (mainly upwards)	0
Adjusted (downwards)	3
Not standardised	0
<b>Number of learning areas standardised</b>	<b>8</b>

### 8.3.5 Post-standardisation

The adjustments were approved at first submission. The submitted statistical moderation and resulting files were approved after a second round of submission.

## 8.4 Areas of Improvement

The following areas of improvement were observed:

- marks were captured per shell item;
- the high levels of compliance in capturing examination marks when compared to the previous years; and
- the adjustments, statistical moderation and resulting files were submitted and approved.

## 8.5 Areas of Non-compliance

The following was observed as a concern:

- the IEB did not submit data for dry runs.

## 8.6 Directives for Compliance and Improvement

The IEB is required to Submit data for a dry run, as a directive for compliance.

## 8.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational reasoning. The majority of the IEB proposals corresponded with those of Umalusi, which is a clear indication of a maturing and stabilising examination system.

## CHAPTER 9: CERTIFICATION

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### 9.1 Introduction

Umalusi is responsible for the certification of candidates' achievements for South African qualifications registered on the General and Further Education and Training Sub-framework of the National Qualifications Framework (NQF). Umalusi upholds the adherence to policies and regulations promulgated by the Minister of Higher Education and Training for the GETC: ABET qualification.

The GETC: ABET 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, should they qualify for such.

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

To ensure that the data for certification is 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 register for GETC: ABET examinations are submitted to Umalusi for certification.

The chapter serves to inform interested parties of the current state of the certification of candidates' achievement for the GETC: ABET, a qualification at Level 1 on the NQF for candidates registered to write the examinations through the IEB as the assessment body.

### 9.2 Scope and Approach

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

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

The issuing of the GETC: ABET learning area certificates, as well as confirmation of those candidates who have not qualified for any type of certificate, closes the examination cycle.

Umalusi verifies all data received from the IEB, which must correspond with the quality-assured results. All changes in marks must be approved before results may be released to candidates. Where discrepancies are detected, the IEB is obliged to supply supporting documentation and explanations for such discrepancies. This process ensures that a candidate is not inadvertently advantaged or disadvantaged as a result of possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

The candidate records submitted for certification for the period 1 November 2018 to 1 December 2019, compared with the data submitted for the approval of the results, inform this report.

### 9.3 Summary of Findings

Registration for the GETC: ABET are processed using an Excel spreadsheet that is uploaded (imported) to the IEB's examination IT system. There are sufficient control mechanisms in place to verify the correctness of the entries for the GETC: ABET registrations.

The IEB submitted datasets during the period 1 October 2018 to 30 September 2019 for certification in a three-month cycle. Table 9A reflects the results of the records on the datasets.

**Table 9A: Certified results for the period 1 October 2018 to 30 September 2019**

Examination date	Learning area certificates	Withdrawn	Failed all	GETC: ABET	Total
November 2018	649	58	199	33	939
March 2019	130	18	38	0	186
June 2019	302	37	72	0	411
<b>TOTAL</b>	<b>1 081</b>	<b>113</b>	<b>309</b>	<b>33</b>	<b>1 536</b>

Table 9B summarises the numbers and types of certificates issued between 1 October 2018 and 30 September 2019.

**Table 9B: Summary of certificates issued for the period 1 October 2018 to 30 September 2019**

Learning area certificate	GETC: ABET	Replacement (change of status)	Replacement learning area certificate (lost)
2 219	52	2	10

Table 9C describes the datasets and transactions from 1 October 2018 to 30 September 2019.

**Table 9C: Number of datasets and transactions received during the period 1 October 2018 to 30 September 2019**

Datasets received	Datasets accepted	Percentage accepted	Records submitted	Records accepted	Percentage accepted	Number rejected
32	30	93.8	4 905	3 152	64.3	1 753

### 9.4 Areas of Improvement

The assessment body has a good registration system in place. Several verification processes were in place to ensure the correctness of the examination entries. The heads of centres were required to sign a declaration of accuracy that was submitted to the IEB to confirm the quality of the registration data.

Umalusi observed improved quality and correctness in the following processes:

- the electronic submission of requests for certification as prescribed in the directives for certification;
- the dedication of the unit that processed the system administration and certification of candidate achievements. They submitted a certification request to Umalusi only after the standardisation and resulting of all candidate achievements had been processed and completed;
- the monitoring of requests for certification to Umalusi; and
- a concerted effort was made to certificate all candidates who were due to be certified.

### 9.5 Areas of Non-compliance

None.

## **9.6 Directives for Compliance and Improvement**

None.

## **9.7 Conclusion**

The IEB, as the assessment body, assists the adult community to acquire learning area certificates and to achieve a GETC: ABET certificate. The registration of students and the processing of the certification of student achievements for the examinations that were reported on were carried out according to the required directives and guidelines.



## ANNEXURE A-COHORT PROFILE

### NOVEMBER 2019 GETC: ABET EXAMINATIONS

#### Learning Area 1: Communication in English

##### Summary of Industry/Occupation Details

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Agriculture	37	6	43	9.23
Chemical	18	38	0	186
Culture, Arts, Tourism, Hospitality	1	2	3	0.64
Education Training & Development	100	91	191	40.99
Energy and Water	3	0	3	0.64
Local Government	13	14	27	5.79
Mining	21	38	59	12.66
N/A	22	56	78	16.74
Transport	1	38	39	8.37
Wholesale & Retail	11	11	22	4.72
<b>TOTAL</b>	<b>209</b>	<b>257</b>	<b>466</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>44.85%</b>	<b>55.15%</b>	<b>100%</b>	

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

##### Summary of Industry/Occupation Details

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Chemical	1	3	4	7.27
Education Training & Development	10	3	13	23.64
Local Government	19	10	29	52.73
Mining	1	1	2	3.64
N/A	3	4	7	12.73
<b>TOTAL</b>	<b>34</b>	<b>21</b>	<b>55</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>61.82%</b>	<b>38.18%</b>	<b>100%</b>	

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

##### Summary of Industry/Occupation Details

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	16	16	32	37.65
Local Government	12	10	22	25.88
Mining	10	6	16	18.82
N/A	0	3	3	3.53
Transport	0	12	12	14.12
<b>TOTAL</b>	<b>38</b>	<b>47</b>	<b>85</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>44.71%</b>	<b>55.29%</b>	<b>100%</b>	

**Learning Area 4: Life Orientation – A4LIFO****Summary of Industry/Occupation Details**

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Culture, Arts, Tourism, Hospitality	0	2	2	1.56
Education Training & Development	21	25	46	35.94
Local Government	12	9	21	16.41
Mining	15	16	31	24.22
N/A	4	10	14	10.94
Transport	2	12	14	10.94
<b>TOTAL</b>	<b>54</b>	<b>74</b>	<b>128</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>42.19%</b>	<b>57.81%</b>	<b>100%</b>	

**Learning Area 5: Mathematical Literacy – A4MATH****Summary of Industry/Occupation Details**

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Agriculture	36	6	42	10.71
Chemical	0	3	3	0.77
Culture, Arts, Tourism, Hospitality	1	1	2	0.51
Education Training & Development	75	64	139	35.46
Energy & Water	1	2	3	0.77
Fibre, Processing and Manufacturing	1	1	2	0.51
Food & Beverage	4	1	5	1.28
Local Government	18	12	30	7.65
Manufacturing	0	1	1	0.26
Mining	28	40	68	17.35
N/A	17	46	63	16.07
Transport	1	16	17	4.34
Wholesale & Retail	10	7	17	4.34
<b>TOTAL</b>	<b>192</b>	<b>200</b>	<b>392</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>48.98%</b>	<b>51.02%</b>	<b>100%</b>	

**Learning Area 6: Natural Science – A4NTSC****Summary of Industry/Occupation Details**

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	7	14	21	15.91
Local Government	13	11	24	18.18
Mining	25	33	58	43.94
N/A	6	18	24	18.18
Transport	0	5	5	3.79
<b>TOTAL</b>	<b>51</b>	<b>81</b>	<b>132</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>38.64%</b>	<b>61.36%</b>	<b>100%</b>	

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

**B. Summary of Industry/Occupation Details**

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Culture, Arts, Tourism, Hospitality	0	1	1	1.06
Education Training & Development	11	14	25	26.60
Local Government	20	14	34	36.17
Manufacturing	0	6	6	6.38
Mining	12	10	22	23.40
N/A	0	3	3	3.19
Transport	1	2	3	3.19
<b>TOTAL</b>	<b>44</b>	<b>50</b>	<b>94</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>46.81%</b>	<b>53.19%</b>	<b>100%</b>	

**Learning Area 8: Technology – A4TECH**

**B. Summary of Industry/Occupation Details**

Industry/Occupation	No. (Female)	No.(Male)	Total	% of Cohort
Education Training & Development	0	1	1	7.14
Mining	9	3	12	85.72
N/A	1	0	1	7.14
<b>TOTAL</b>	<b>10</b>	<b>4</b>	<b>14</b>	<b>100%</b>
<b>PERCENTAGE</b>	<b>71.43%</b>	<b>28.57%</b>	<b>100%</b>	

## ANNEXURE B-AMENDMENTS TO MARKING GUIDELINES

### A4CENG

Question	Amendments	Mark allocation	Percentage
1	Alternative response	1	1

### A4EMSC

Question	Amendments	Mark allocation	Percentage
5.1.1.	Alternative response	1	1
6.1.	Alternative response	1	1
9.1	Alternative response	1	1
9.3	Alternative response	1	1
1	Alternative response	1	1

### A4HSSC

Question	Amendments	Mark allocation	Percentage
1.10	Alternative response	1	1
5.1	Alternative response	1	1
5.5	Alternative response	1	1
5.8	Alternative response	1	1
6.1	Alternative response	1	1
6.4	Alternative response	2	2
6.6	Alternative response	1	1
6.8	Alternative response	1	1
7.1	Alternative response	2	2
7.2	Alternative response	1	1
7.4	Alternative response	1	1
7.5.1	Alternative response	1	1
7.5.2	Alternative response	1	1
7.6.2	Alternative response	1	1
8.3	Alternative response	1	1
9.3	Alternative response	1	1

**A4LIFO**

Question	Amendments	Mark allocation	Percentage
3.1	Clarity to marking instruction	1	1
4.1	Alternative response	3	3
4.2	Alternative response	2	2
4.3	Alternative response	5	5
5.2	Alternative response	5	5
6.1	Alternative response	4	4
7.4	Alternative response	3	3
11.1	Alternative response	1	1
11.2	Alternative response	3	3
11.3	Alternative response	2	2
12.2	Alternative response	3	3
12.3	Alternative response	2	2



**A4MATH**

Question	Amendments	Mark allocation	Percentage
1A(c)	Alternative response	1	1
1B(e)	Alternative response	2	2
1B(f)	Alternative response	3	3
1B(g)	Alternative response	2	2
2A(a)(i)	Alternative response	2	2
2B(c)(iii)	Alternative response	3	3
3B(a)	Alternative response	1	1
3C(c)(ii)	Correction of response	3	3
5A(a)(i)	Clarity to marking instruction	1	1
5A(b)(i)	Clarity to marking instruction	1	1
5A(b)(ii)	Clarity to marking instruction	2	2
5A(b)(iii)	Clarity to marking instruction	3	3
5C(b)	Clarity to marking instruction	2	2

**A4SMME**

Question	Amendments	Mark allocation	Percentage
3.1	Clarity to marking instruction	2	2
6.2	Clarity to marking instruction	2	2
7.3.1	Clarity to marking instruction	1	1
7.4.2	Clarity to marking instruction.	1	1

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