Report on the Quality Assurance of Assessment of the Department of Higher Education and Training November 2019 GETC: ABET Examinations

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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 Department of Higher Education and Training (DHET). 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 relevant chief directorates of the DHET, the regional offices, community learning centres, as well as the examination and marking 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 DHET, 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 DHET results of the November 2019 GETC: ABET examinations. However, the DHET 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 DHET for conducting a 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

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 DHET. 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 Department of Higher Education and Training (DHET) conducted the November 2019 GETC: ABET examinations in 26 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) common assessment 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 of examinations (Chapter 5);
- selection, appointment and training of marking personnel (Chapter 6);
- standardisation of marking guidelines (Chapter 7);
- monitoring of the marking of examinations (Chapter 8);
- verification of marking (Chapter 9);
- standardisation and resulting (Chapter 10); and
- Chapter 11, 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 DHET 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 and submit them to Umalusi for external moderation and approval;
- manage the implementation and internal moderation of SBA;
- conduct, administer and manage the writing of examinations in all examination centres;
- conduct the marking of examinations through the provincial education departments (PED) and submit results to Umalusi for the standardisation process;
- 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 Level 4 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 37% in November 2018 to 30.3% in November 2019.

The GETC: ABET qualification requires SBA to be conducted by CLC. 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 common assessment 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 DHET are required to complete common SBA tasks. Although the compliance levels with most criteria showed improvement at initial moderation when compared to the SBA common assessment tasks of 2018, there remains much to be done by the DHET to improve the quality of internal moderation.

The DHET provides all CLC, through the PED and/or CET regions, with common assessment tasks for all 26 learning areas for implementation. The responses of students to the common assessment tasks are filed in SBA portfolios and are internally moderated by the DHET before they are presented to Umalusi for external moderation.

The purpose of external moderation of SBA is to establish whether the requirements for the implementation and moderation of SBA as prescribed by the DHET 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. Although the DHET has shown improvement in monitoring the management and verification of moderation of SBA portfolios, there is still more to be done to improve the quality of implementation and moderation of SBA.

The purpose of verifying the state of readiness of the DHET to conduct the November 2019 GETC: ABET examinations was, largely, to:
- gauge the level of preparedness of the DHET 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 DHET 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 DHET systems.

The audit of the state of readiness confirmed the readiness of the DHET to administer the November 2019 GETC: ABET examinations. Umalusi noted that the dedicated DHET team responsible for GETC: ABET examinations had made significant improvements in their plan to conduct, manage and administer these examinations.

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, with centres adhering to the set criteria by between 90% and 100% increasing from 62% in 2018 to 69% in 2019.

Umalusi sampled four provinces to audit 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 Department of Higher Education and Training (DHET); and to monitor the training of the marking personnel involved in the marking and moderation of marking of the November 2019 GETC: ABET examinations. This process remains a challenge, which is aggravated by the absence of common criteria, application forms and standards as the personnel administration measures (PAM) document does not cater for the GETC: ABET qualification. This results in each province doing what they think is best, based on the context of each province. Differences in the standards, criteria for selection and appointment pose a risk for marking and, therefore, the credibility of the results and the qualification. There is a need for a guideline document that will be suitable for the context of the sector. Such a guideline would help to maintain common standards in all provinces.

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 marking of examination scripts for the November 2019 GETC: ABET was managed by the PED on behalf of the DHET. 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 centres to ensure that the marking process 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 centres.

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 quality of marking and internal moderation in most learning areas had improved in many marking centres 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. The certification of all candidate achievements is coordinated with the PED. The general apathy and misinformation surrounding the GETC: ABET qualification is related to a lack of ownership and a lack of effective systems and processes with which to ensure that all candidates who qualify are certified.

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 DHET 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

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

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CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1   Introduction

Umalusi employs external moderators who have relevant subject matter expertise to scrutinise and carefully analyse the question papers developed by the Department of Higher Education and Training (DHET) for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification. The DHET conducts GETC: ABET examinations in 26 learning areas in the nine provincial education departments (PED).

The DHET is expected to appoint examiners with requisite learning area knowledge of setting question papers, and internal moderators to internally moderate the question papers, before they are submitted to Umalusi for external moderation. The quality and standard of the question papers therefore starts with the appointment of examiners.

Umalusi moderates the question papers to ensure that these meet quality assurance requirements and the standards set by Umalusi, as well as those of the assessment body. To maintain public confidence in the national examination system, the question papers must be seen to be relatively:
- fair;
- reliable;
- representative of an adequate sample of the curriculum;
- representative of relevant conceptual domains; and
- representative of relevant levels of cognitive challenge.

1.2   Scope and Approach

The DHET made the question papers and the accompanying marking guidelines for the 26 learning areas available to Umalusi for external moderation in preparation for the November 2019 GETC: ABET examinations. Table 1A indicates the learning areas assessed by the DHET for the GETC: ABET examinations.

Table 1A: Learning areas assessed by the DHET for the GETC: ABET qualification

No.	Learning area	Learning area code
1	Ancillary Health Care	ANHC4
2	Applied Agriculture and Agricultural Technology	AAAT4
3	Arts and Culture	ARTC4
4	Early Childhood Development	ECD4
5	Economic and Management Sciences	EMSC4
6	Human and Social Sciences	HSSC4
7	Information Communication Technology	INCT4
8	Language, Literacy and Communication: Afrikaans	LCAF4
9	Language, Literacy and Communication: English	LCEN4
10	Language, Literacy and Communication: IsiNdebele	LCND4
11	Language, Literacy and Communication: IsiXhosa	LCXH4
12	Language, Literacy and Communication: IsiZulu	LCZU4
13	Language, Literacy and Communication: Sepedi	LCSP4

No.	Learning area	Learning area code
14	Language, Literacy and Communication: Sesotho	LCSO4
15	Language, Literacy and Communication: Setswana	LCTS4
16	Language, Literacy and Communication: SiSwati	LCSW4
17	Language, Literacy and Communication: Tshivenda	LCVE4
18	Language, Literacy and Communication: Xitsonga	LCXI4
19	Life Orientation	LIFO4
20	Mathematical Literacy	MLMS4
21	Mathematics and Mathematical Sciences	MMSC4
22	Natural Sciences	NATS4
23	Small, Medium and Micro Enterprises	SMME4
24	Technology	TECH4
25	Travel and Tourism	TRVT4
26	Wholesale and Retail	WHRT4

The external moderation of question papers for the November 2019 GETC: ABET examination was conducted centrally at the DHET examination offices in Pretoria, from April to October 2018. The DHET maintained a high level of security in their offices where the setting and internal moderation of question papers and their marking guidelines took place. This practice ensured the safety of question papers.

All question papers were moderated using the Umalusi Instrument for the Moderation of Question Papers. Umalusi evaluated the question papers according to the following eight criteria:
- technical aspects;
- internal moderation;
- content coverage;
- cognitive demand;
- marking guideline;
- language and bias;
- adherence to assessment guidelines; and
- predictability.

Each criterion has a set of quality indicators against which the question papers and accompanying marking guidelines are evaluated. Umalusi makes a judgement regarding compliance with each criterion, considering four possible levels:
- no compliance (Met less than 50% of criteria);
- limited compliance (Met 50% or more but less than 80%);
- compliance in most respects (Met 80% or more but less than 100%); or
- compliance in all respects (Met 100%) of the criteria.

The moderator evaluates the question paper and the accompanying marking guideline based on the overall impression and how the requirements of all eight criteria have been met. A decision is then taken on the quality and standard of the question paper as a whole, considering one of four possible outcomes:
- approved: if the question paper and the accompanying marking guideline meet all the criteria;
- conditionally approved and to be resubmitted: if the question paper and the accompanying marking guideline meet most criteria; or
- rejected: if the standard and quality of the question paper and the accompanying marking guideline are entirely unacceptable.

Umalusi moderators completed evaluation reports based on the moderation criteria.

1.3 Summary of Findings

The following findings summarise the evidence observed by Umalusi during the moderation of question papers and accompanying marking guidelines.

1.3.1 Compliance per Moderation Level

Umalusi desires that all question papers be approved at first moderation; however, most question papers (96%) were conditionally approved and required resubmission for second moderation to meet all criteria for approval. Table 1B provides a breakdown of the moderation levels and approval status of the question papers.

Table 1B: Moderation level and approval status of question papers

No.	Learning area	Code	Moderation level and approval status	
			1st moderation	2nd moderation
1.	Ancillary Health Care	ANHC4	Conditionally approved	Approved
2.	Applied Agriculture and Agricultural Technology	AAAT4	Conditionally approved	Approved
3.	Arts and Culture	ARTC4	Conditionally approved	Approved
4.	Early Childhood Development	ECD4	Rejected	Approved
5.	Economic and Management Sciences	EMSC4	Conditionally approved	Approved
6.	Human and Social Sciences	HSSC4	Conditionally approved	Approved
7.	Information Communication Technology	INCT4	Rejected	Approved
8.	LLC: Afrikaans	LCAF4	Conditionally approved	Approved
9.	LLC: English	LCEN4	Conditionally approved	Approved
10.	LLC: IsiNdebele	LCND4	Conditionally approved	Approved
11.	LLC: IsiXhosa	LCXH4	Conditionally approved	Approved
12.	LLC: IsiZulu	LCZU4	Conditionally approved	Approved
13	LLC: Sepedi	LCSP4	Conditionally approved	Approved
14.	LLC: Sesotho	LCSO4	Conditionally approved	Approved
15.	LLC: Setswana	LCTS4	Conditionally approved	Approved
16.	LLC: SiSwati	LCSW4	Conditionally approved	Approved
17.	LLC: Tshivenda	LCVE4	Conditionally approved	Approved
18.	LLC: Xitsonga	LCXI4	Conditionally approved	Approved
19.	Life Orientation	LIFO4	Approved	
20.	Mathematical Literacy	MLMS4	Conditionally approved	Approved
21.	Mathematics and Mathematical Sciences	MMSC4	Conditionally approved	Approved
22.	Natural Sciences	NATS4	Conditionally approved	Approved
23.	Small, Medium and Micro Enterprises	SMME4	Conditionally approved	Approved

No.	Learning area	Code	Moderation level and approval status	
			1st moderation	2nd moderation
24.	Technology	TECH4	Conditionally approved	Approved
25.	Travel and Tourism	TRVT4	Conditionally approved	Approved
26.	Wholesale and Retail	WHRT4	Conditionally approved	Approved

Table 1B shows that at first moderation, only one out of 26 question papers and the accompanying marking guidelines (4%) was approved. The other 25 question papers and their accompanying marking guidelines (96%) were approved at second moderation. Figure 1A compares the approval status of the November 2018 and November 2019 question papers at different moderation levels.
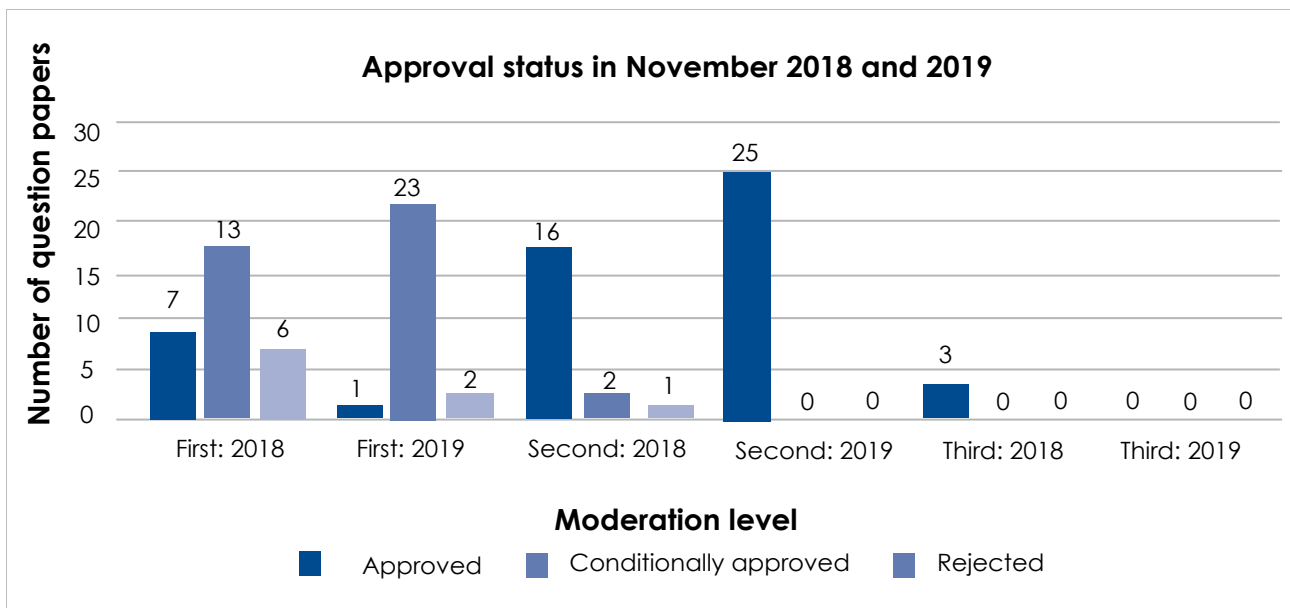
Figure 1A: Comparison of the approval status of November 2018 and 2019 question papers

As evident in Figure 1A, 23 question papers for November 2019 were, at first moderation, conditionally approved and required resubmission for a second moderation. This was considerably more than the 13 question papers of November 2018 requiring resubmission at first moderation. The number of papers that were rejected at first moderation decreased from five in 2018 to two in 2019. No question papers required resubmission for a third level of moderation for the November 2019 examinations.

1.3. 2 Compliance per Criteria

Umalusi analysed the question papers and accompanying marking guidelines submitted by the DHET for the first moderation, based on the criteria in the instrument. Table 1C summarises the findings on the compliance of the question papers and the accompanying marking guidelines with each criterion, at first moderation.

Table 1C: Compliance of question papers per criterion at first moderation

		Compliance frequency [208 instances]			
		None	**Limited**	**Most**	**All**
1.	Technical aspects	0	3	20	3
2.	Language and bias	0	2	19	5
3.	Internal moderation	2	7	12	5
4.	Content coverage	0	4	15	7
5.	Cognitive demand	0	6	9	11
6.	Adherence to assessment guideline	0	4	10	12
7.	Predictability	0	2	7	17
8.	Marking guidelines	2	6	15	3
		4	**34**	**107**	**63**
	Total	**145**			**63**
	Percentage	**69.7%**			**30.3%**

The overall level of compliance was 30.3% for the November 2019 question papers, lower than the 37% overall compliance achieved by the November 2018 question papers and corresponding marking guidelines at first moderation. This indicates an overall decline in the quality and standard of question papers and corresponding marking guidelines at first moderation for the November 2019 question papers.

1.3. 3 Compliance per Criterion

The following comments on compliance with each criterion were based on the first moderation level. Compliance in all respects refers to satisfying all the quality indicators within a criterion. The discussion below summarises the findings. When question papers were approved, all challenges identified during first moderation had been addressed and all question papers and their corresponding marking guidelines were fully compliant with the criteria.

a) Adherence to Technical Aspects
This criterion evaluates the compliance of question papers and corresponding marking guidelines in terms of the following:
- technical layout;
- quality of figures, diagrams, tables and illustrations;
- completeness of each question paper, i.e. inclusive of assessment grids, marking guidelines, relevant answer sheets, formula sheets, addenda, etc.;
- correctness of question and section numbering; correct format requirements as stipulated in the assessment guideline;
- that the cover page contains all relevant details—time allocation, learning area and instructions to candidates;
- consistent and appropriate use of fonts; and
- consistency of mark allocation in the question paper and marking guideline.

As in 2018, none of the 26 question papers in 2019 were non-compliant with this criterion when submitted for first moderation. Three of the 26 question papers (ECD4, MMSC4 and TECH4) showed limited compliance at first moderation in 2019, compared to three (ECD4, LCAF4, and TECH4) in 2018. It was evident that ECD4 and TECH4 consistently failed to meet the requirements for technical criteria in 2018 and 2019. This was primarily attributed to instructions to candidates not being clearly specified and ambiguous in some instances; marks in the marking guideline not corresponding with marks in the question paper; and poor quality of illustrations, graphs and tables.

The number of question papers that were compliant in most respects with the technical criteria increased from 14 in 2018 to 20 in 2019. However, the number of question papers that were fully compliant decreased, from nine (AAAT4, ANHC4, ARTC4, HSSC4, LCS04, NATS4, SMME4, TRVT4 and WHRT4) in 2018 to just three (LCSW4, LCXH4 and LCZU4) in 2019. Although significant improvements had been made towards LCSW4, LCXH4 and LCZU4 meeting all the technical criteria in 2019 (compared to 2018), the nine question papers (AAAT4, ANHC4, ARTC4, HSSC4, LCS04, NATS4, SMME4, TRVT4, WHRT4) showed the following deficiencies in 2019: unclear and ambiguous instructions; incorrect numbering system and/or poor quality of illustrations, graphs and tables; cluttered layout; and moderation history not submitted.

b) Language and Bias

This criterion checks whether the language register used in the question paper is suitable for the level of candidates; if the presence of subtleties in grammar might create confusion; and whether elements of bias in terms of gender, race, culture, region and religion are present.

As in 2018 and 2017, at first moderation in 2019 no question papers showed non-compliance with the language and bias criterion. Only two question papers and their marking guidelines (ECD4 and INCT4) showed limited compliance in 2019, compared to five question papers (ECD4, LCAF4, LCND4, LCSP4 and MLMS4) in 2018. The main reasons were: inappropriate language register; subtleties in grammar that may cause confusion; grammatically incorrect language in the marking guideline; and passages used in the text were of inappropriate length; and, in some instances, the context was not relevant.

c) Internal Moderation

This criterion evaluates whether the assessment body conducted internal moderation of the question papers and accompanying marking guidelines, as well as the quality of internal moderation. The criterion also verifies whether any recommendations by the internal moderator were implemented or not. The quality, standard and relevance of moderation are all checked.

Two question papers (ECD4 and LCZU4) and their marking guidelines were wholly non-compliant with this criterion at first moderation in 2019. In 2018, this was also the case, with the two non-compliant question papers being ECD4 and INCT4. The main reasons for non-compliance were incomplete moderator reports and inappropriate quality, and standard of internal moderation, given that there was evidence of errors that were not identified and corrected.

In 2019, seven question papers (ARTC4, HSSC4, INCT4, LCEN4, LCSP4, LCSO4 and LCXH4) showed limited compliance at first moderation, compared with eight question papers (EMSC4, HSSC4, LCAF4, LCND4, LCXH4, MLMS4, TECH4 and TRVT4) in 2018. Some of the common challenges in these question papers included the absence of an internal moderator report in a submitted package; and lack of implementation of internal moderator recommendations.

Twelve question papers were compliant in most respects at first moderation in 2019, compared with ten in 2018. The shortcomings were mainly associated with incomplete moderator reports and inappropriate quality and standard of internal moderation. For example, in the case of HSSC4, no analysis grid was included; and in the case of LCEN4 and INCT4, the examiners did not implement the changes proposed by the internal moderators. In the case of MMSC4, the analysis grid was not appropriately completed.

At first moderation in 2019, only five question papers (AAAT4, ANHC4, LIFO4, MLMS4 and TRVT4) were compliant in all respects, similar to 2018. It was noted that three question papers (AAAT4, ANHC4 and LIFO4) were consistent in maintaining similar compliance levels in 2019 and 2018. The compliance levels of MLMS4 and TRVT4 improved.

Comparison of compliance indicates a comparable maintenance of standard and quality across years 2018 and 2019.

d) Content Coverage

This criterion checks whether a sufficient sample of the prescribed content was covered in each question paper. The following aspects are verified:

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

At first moderation in 2019 none of the 26 question papers and their marking guidelines showed non-compliance with this criterion. In 2018, one question paper (LCND4) was non-compliant. Similarly, the number of question papers that showed limited compliance at first moderation decreased, from seven question papers in 2018 (ANHC4, ECD4, EMSC4, HSSC4, INCT4, LCTS4 and TECH4) to four in 2019 (ECD4, LCND4, LCSO4 and TECH4). The main challenge in the ECD4 and LCND4 question papers was with regard to an inappropriate spread of learning outcomes and assessment standards.

The number of question papers that met most of the requirements for this criterion increased from 11 in 2018 to 15 in 2019. Seven question papers were compliant in all respects with the content coverage criterion in both 2018 and 2019. There was improvement in the level of compliance of question papers and their corresponding marking guidelines with this criterion.

e) Cognitive Demand

The cognitive demand criterion evaluates the spread of questions among different cognitive levels in each question paper. This is done by checking that the analysis grid received with the question paper clearly shows the cognitive levels of each question and sub-question; that choice questions are of equivalent cognitive demand; and that the question paper allows for creative responses from candidates.

As in 2018, none of the 26 question papers were non-compliant with the cognitive demand criterion in 2019 at first moderation. However, six question papers (AAAT4, ECD4, LCEN4, LCND4, LCXH4 and TECH4) showed limited compliance at first moderation in 2019, compared with only four (ECD4, INCT4, LCND4, WHRT4) in 2018. Both ECD4 and LCND4 showed limited compliance in both 2019 and 2018. This was attributed primarily to cognitive demand and distribution of marks not being aligned with the requirements of the assessment guidelines. The two question papers did not provide opportunities to assess reasoning ability and ability to express an argument clearly.

Nine question papers were compliant in most respects at first moderation in 2019, compared to ten in 2018. There was a significant decrease in the number of question papers that were fully compliant at first moderation in 2019, compared to 2018: the number of question papers dropped from 20 (77%) in 2018 to 11 (42%) in 2019. Challenges included inconsistent cognitive demand weightings in terms of the prescribed assessment guidelines; inability of questions to evoke creative responses and arguments from candidates; source material that did not allow for testing of skills; poor setting of multiple choice questions, specifically with regard to suitable and meaningful distractors; and inability to set questions across different cognitive levels.

f) Adherence to Assessment Guideline

This criterion evaluates the adherence of question papers and their marking guidelines to policy; whether each question paper is in line with the assessment guidelines of the assessment body and the requirements of Umalusi. Question papers are checked to establish whether they reflect the prescribed specific outcomes and assessment standards.

At first moderation, none of the 26 question papers were non-compliant with this criteria in 2019, whereas in 2018 one (EMSC4) did not comply. However, there was an increase from one question paper (ECD4) in 2018 to four question papers (ECD4, INCT4, TECH4 and WHRT4) in 2019 that were limited in their compliance at first moderation. The challenges included weighting and spread of content of the specific outcomes and assessment standards; and the spread of questions among different cognitive levels did not adhere to requirements prescribed by the assessment guidelines.

Eleven question papers (AAAT4, EMSC4, HSSC4, INCT4, LCEN4, LCND4, LCSP4, LCTS4, LCXH4, MLMS4 and SMME4) met most of the requirements for this criterion in 2019, compared to nine (LCEN4, HSSC4, INCT4, LCND4, LCSO4, LCTS4, LCXH4, LCVE4 and LCZU4) in 2018. The main challenge encountered was that the weighting of content was not as prescribed. The number of question papers that showed full compliance with this criterion decreased, from 15 (58%) in 2018 to 12 (46%) in 2019 at first moderation.

g) Predictability

This criterion checks whether questions in a current examination question paper are copied or repeated from previous question papers, thus making them predictable. Question papers are also checked as to whether they contain an appropriate degree of innovation to eliminate the element of predictability.

At first moderation in 2019, none of the 26 questions papers were non-compliant with the predictability criterion—an improvement on 2018, when three out of 26 question papers, or 12%, (EMSC4, INCT4, and LCXH4) were non-compliant. There were two instances (INCT4 and LCXH4) of limited compliance, compared to none in 2018. Shortcomings included a lack of an appropriate degree of innovation. In 2019, seven question papers (ANHC4, ECD4, EMSC4, HSSC4, LCND4, LCSP4, and TECH4) were compliant in most respects: questions could either be easily spotted or contained only a limited degree of innovation. Moreover, the number of question papers that were compliant in all respects with this criterion at first moderation decreased slightly, from 18 (69%) in 2018 to 17 (65%) in 2019.

h) Marking Guidelines

The question paper is approved together with its accompanying marking guideline. If the marking guideline is not compliant, both documents are rejected until both comply with the requirements. This criterion evaluates the compliance of the marking guidelines that accompany each question paper. It checks the correctness and accuracy of marking guidelines; clarity of the marking instructions; allocation of marks and correlation with the marks in the question paper; and that the marking guidelines make allowance for relevant, alternative responses.

Two question papers (ECD4 and MMSC4) were non-compliant with this criterion in 2019, while one (ECD4) did not comply in 2018 at first moderation. Six question papers (ANHC4, INCT4, LCSO4, LCXH4, TECH4 and TRVT4) showed limited compliance in 2019, compared to three (INCT4, TECH4 and TRVT4) in 2018. Reasons included: marks in question papers did not correspond to marks in the marking guidelines; a lack of alternative responses; marks were not appropriately awarded in the marking guideline; and there were indications that the marking guideline would not facilitate consistent and accurate marking.

Fifteen question papers were compliant in most respects in 2019, compared to 18 in 2018 at first moderation. Challenges noted were as follows: the marking guideline did not make allowance for relevant, alternative answers; the marking guideline did not provide sufficient detail to ensure accuracy of marking; and the marking guideline contained typographical errors.

At first moderation, the number of question papers that showed full compliance decreased slightly from four question papers (AAAT4, LCSP4, NATS4 and SMME4) in 2018 to three (LCXI4, LIFO4 and MLMS4) in 2019. The overall compliance level for the marking guideline criteria at first moderation was much lower for 2019 (69%) than in 2018 (85%).

1.4   Areas of Improvement

The following were noted as areas of good practice and improvement:
- the DHET must be commended, as it was in 2017 and 2018, for good management and the process of administration of external moderation of question papers;
- security measures were maintained at high levels and no question paper was compromised at any stage during the external moderation process; and
- timeous setting of question papers using 18 months cycle.

1.5   Areas of Non-compliance

The following were noted as areas of concern:
- question papers submitted for external moderation that were not properly moderated internally;
- some question papers were submitted for external moderation with incomplete moderator reports and/or internal moderator reports were not included in the packages;
- question papers that contained vague instructions and ambiguous wording;
- marking guidelines that contained typographical or language errors;
- marking guidelines that limited facilitation of marking;
- question papers that contained inappropriate weightings and spread of specific outcomes and assessment standards;
- a lack of spread of learning outcomes and assessment standards;
- questions that contained factual errors or misleading information;
- source material that did not allow for testing of skills; and
- poor setting of multiple choice questions, with specific reference to suitable and meaningful distractors.

1.6   Directives for Compliance and Improvement

The following directives require attention from the DHET. The DHET must:
- strengthen the training of internal moderators with a focus on their roles and responsibilities during the moderation of question papers and corresponding marking guidelines; and
- monitor and support internal moderators continuously in order to build capacity and improve the quality of moderation.

1.7   Conclusion

The findings of the external moderation process indicated that there was a decline in the overall compliance of question papers and their corresponding marking guidelines, from 37% in November 2018 to 30.3% in November 2019. Most challenges were attributed to poor quality of internal moderation, with grammatical errors, inappropriate mark allocation, incomplete analysis grids and poor content coverage, among others. Although all identified challenges were addressed when the question papers and their corresponding marking guidelines were finally approved, the DHET is required to improve its internal moderation processes by strengthening its training of examiners and internal moderators. Internal moderators must meet the responsibilities of their role. Continuous training will help in addressing shortcomings in the question papers and their corresponding marking guidelines, before they are submitted for external moderation.

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

2.1 Introduction

Site-based assessment (SBA) forms an integral part of learning and assessment in the adult education and training (AET) sector. The assessment guideline for each learning area directs the development and implementation of SBA tasks and the quality assurance thereof is conducted by Umalusi.

SBA is comprised of five common assessment tasks that contribute 50% towards the final certification mark. These tasks are set nationally and implemented at community learning centres (CLC). The Department of Higher Education and Training (DHET) develops and internally moderates SBA common assessment tasks (CAT) before submission to Umalusi for external moderation and approval. Once approved, SBA CAT are implemented at institutional level during the following academic year.

Umalusi's external moderation of SBA tasks is a critical element in the quality assurance process. It ensures that the SBA tasks comply with Umalusi's quality assurance of assessment requirements as well as the assessment guidelines of the relevant assessment body.

Umalusi conducts the moderation of SBA tasks and corresponding marking guidelines to ensure that SBA tasks are:
- representative of an adequate sample of the prescribed content;
- representative of relevant conceptual domains; and
- representative of relevant levels of cognitive challenge.

The purpose of external moderation 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 DHET are required to complete common SBA tasks.

2.2 Scope and Approach

The assessment guideline for each learning area prescribes the requirements for developing of SBA CAT and guides the implementation of SBA tasks at each CLC.

The SBA CAT of each of the 26 learning areas consists of five tasks with an equal weighting of 20% each. Assessment guidelines for each learning area prescribe the specific outcomes and assessment standards to be covered in each assessment task. These tasks are learning area-specific and take different forms: assignments, projects, investigations, worksheets, demonstrations, oral tasks, journal entries, case studies, demonstrations and tests.

Umalusi conducted the moderation of the 2019 SBA CAT on-site at the examination offices of the DHET in September 2018. The presence of the DHET internal moderators during external moderation had the benefit of accelerating and enhancing the moderation process. Identified challenges were immediately addressed, recommendations were implemented and SBA CAT were resubmitted, moderated and approved.

Umalusi used the Instrument for the Moderation of Common Assessment Tasks. This requires that Umalusi evaluates the quality of SBA CAT according to the following criteria:
- adherence to assessment guideline;
- content coverage;
- cognitive demand;

- language and bias;
- formulation of instructions and questions;
- quality and standard of tasks;
- mark allocation and marking guidelines;
- use of assessment methods and forms;
- internal moderation; and
- overall impression.

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%);
- compliance in most respects (Met 80% or more but less than 100%); or
- compliance in all respects (Met 100%) of the criteria.

Umalusi moderators evaluate SBA tasks and their corresponding marking guidelines, based on an overall impression of how the requirements of all criteria are met. A decision is 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 the 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 for the moderation of CAT. Although each of the five tasks were moderated individually, they and their corresponding marking guidelines were considered as a whole for final approval purposes. Umalusi approved the set of tasks together with its accompanying marking guidelines only when all criteria were fully met in all the tasks.

2.3.1 Compliance of CAT at First Moderation

The DHET made the CAT and their corresponding marking guidelines for 26 learning areas available to Umalusi for external moderation. During initial moderation, the CAT for four learning areas were approved; those for 19 learning areas were conditionally approved and required resubmission. The CAT for three learning areas—Human and Social Sciences (HSSC4), Mathematical Literacy (MLMS4) and Small, Medium and Micro Enterprises (SMME4)—were rejected.

Challenges that related specifically to the CAT for these three learning areas were:
- non-compliance with the requirements of the assessment guideline for the content and weighting of prescribed unit standards per prescribed task: some unit standards were over-assessed, some under-assessed and some were not included in the tasks;
- inappropriate distribution of cognitive levels among questions, with most questions of lower cognitive demand in two tasks per learning area;
- a lack of instruction and/or poorly constructed instructions in some tasks could have resulted in misinterpretation where students would have been unable to understand exactly what was expected of them;
- poorly constructed marking guidelines, with some answers incorrect, no alternative answers provided, or no clear indication of mark allocation; and
- the rubric that was used in SMME4 contained criteria that were unrelated to the task.

Other challenges identified in all the CAT that were conditionally approved and required resubmission at first moderation were:

- the weighting of cognitive demand of the tasks did not meet assessment guideline requirements, e.g. tasks that did not address all cognitive levels, tasks that were pitched at too high a level or tasks that did not include higher level questions, among others;
- non-compliance with the prescribed coverage of unit standards, specific outcomes and assessment standards as stipulated in the assessment guidelines;
- grammar, punctuation and spelling errors in the tasks and marking guidelines;
- marking guidelines with incorrect responses, insufficient alternative responses, lack of clear guidelines to lecturers for the scoring of the tasks; and
- inappropriate mark allocation and distribution, e.g. incorrect computation of marks, no clear indication of mark distribution within questions, discrepancies between mark allocation on the CAT and the marking guideline and mark allocations that did not meet the demands of the task.

Table 2A indicates the compliance of CAT, per criterion, at first moderation.

Table 2A: Compliance rating of CAT at first moderation

No.	Criterion	Compliance Frequency [234 instances]			
		None	Limited	Most	All
1.	Adherence to assessment guidelines	0	4	11	11
2.	Content coverage	0	1	10	15
3.	Cognitive demand	0	4	8	14
4.	Language and bias	2	6	8	10
5.	Formulation of instructions and questions	0	7	13	6
6.	Quality and standard of SBA tasks	0	5	12	9
7.	Mark allocation and marking guidelines	2	1	14	9
8.	Use of assessment forms and methods	1	0	10	15
9.	Internal moderation	4	4	8	10
		9	32	94	99
	Total	135			99
	Percentage	57.7%			42.3%

The overall level of compliance was 42.3% for the November 2019 SBA CAT and corresponding marking guidelines, which is greater than the 35.5% overall compliance of the November 2018 SBA CAT and corresponding marking guidelines at first moderation. This indicates an overall improvement in the quality and standard of the November 2019 SBA CAT and corresponding marking guidelines at first moderation.

The following section discusses compliance of all SBA CAT and corresponding marking guidelines for 26 learning areas with each criterion at initial moderation.

2.3.2 Compliance of SBA CAT per Criterion

The following comments about compliance with each criterion are based on the initial moderation level. Compliance in all respects refers to satisfying all the quality indicators within a criterion. The discussion below summarises these findings. When the SBA CAT and the corresponding marking guidelines were approved, all the challenges identified during initial moderation were sufficiently addressed and all SBA CAT and their corresponding marking guidelines were fully compliant with all set criteria.

a) Adherence to Assessment Guideline
This criterion verifies whether the assessment body has adhered to the assessment guidelines. Assessment guidelines are learning area-specific and stipulate the number of activities, weighting, specific outcomes

and assessment standards to be considered. Each task is expected to be fully compliant in all respects by adhering to the prescribed assessment guidelines.

The SBA CAT for 11 learning areas adhered to the requirements and were compliant in all respects with this criterion. The SBA CAT for 11 other learning areas were compliant in most respects and the remaining four, i.e., HSSC4, Language, Literacy and Communication ((LLC): English (LCEN4), Mathematics and Mathematical Sciences (MMSC4) and SMME4, showed limited compliance at first moderation.

In HSSC4, MMSC4 and SMME4, only one SBA task adhered to the assessment guidelines, while in LCEN4 two SBA tasks did not meet the requirements of the assessment guideline. In all these learning areas the spread of questions among the cognitive levels was inappropriate and did not adhere to the guidelines. Most of the questions were on a lower cognitive level. In Early Childhood Development (ECD4) one of the tasks was not suitable for adult students as it was pitched at a higher cognitive level. In SMME4, the coverage of unit standards was a challenge. Some unit standards were over-assessed, some under-assessed and others were not assessed at all.

Overall compliance with this criterion compared well with the adherence in 2018, as illustrated in Figure 2A below.
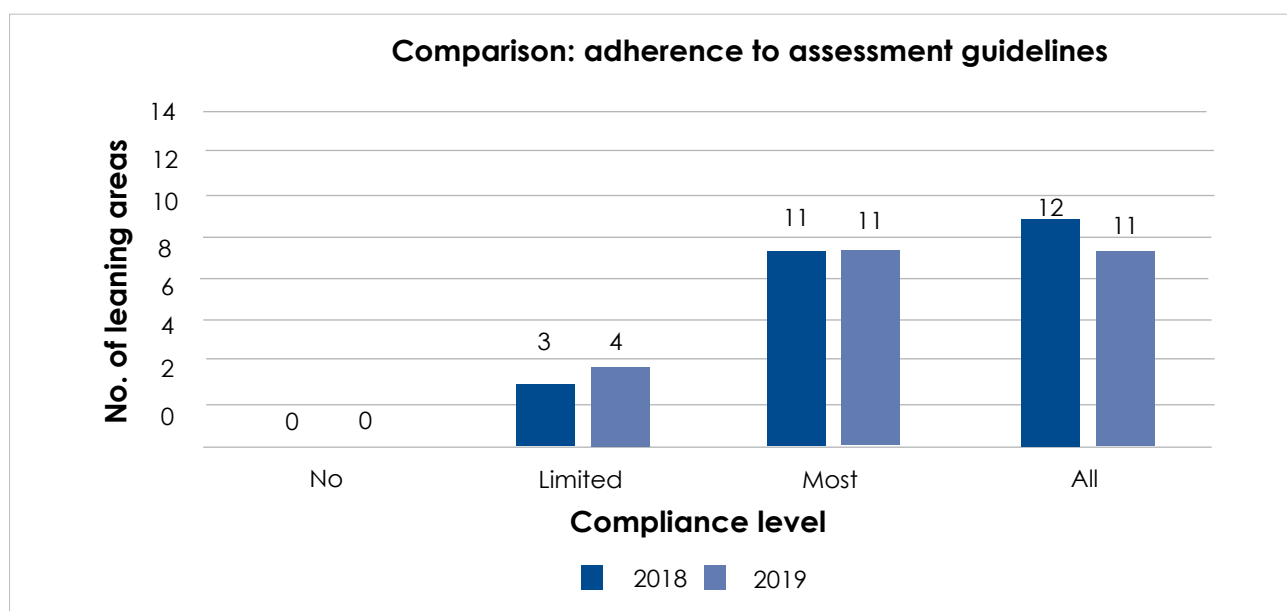
Figure 2A: Comparison of compliance with adherence to assessment guidelines in 2018 and 2019

There was a slight decline in the number of SBA CAT that were compliant in all respects with this criterion in 2019, compared with those of 2018 at first moderation.

b) Content Coverage

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

The SBA CAT for 15 learning areas complied fully with all the requirements of this criterion; SBA CAT for 10 learning areas were compliant in most respects. Only one learning area (HSSC4) had SBA CAT that showed limited compliance. In two of the five SBA tasks for this learning area, the weighting of the unit standards was not in line with the requirements of the assessment guideline.

In comparison with SBA CAT for 2018, there was an improvement in the level of compliance with this criterion. This is illustrated in Figure 2B below.
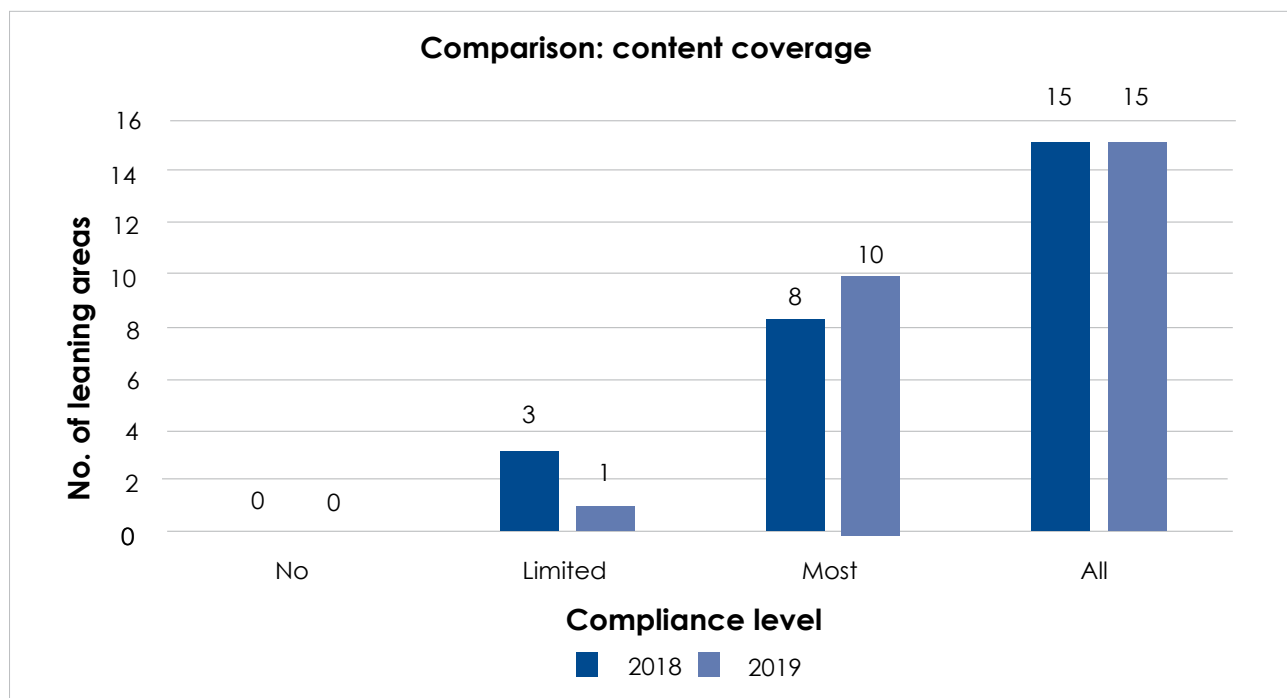
Figure 2B: Comparison of compliance with content coverage in 2018 and 2019

There was an improvement in the number of SBA CAT that showed compliance in most respects with this criterion in 2019, compared with that of 2018 at first moderation.

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 that all SBA tasks provide 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.

The SBA CAT for 14 learning areas complied in all respects with this criterion; nine complied in most respects. The SBA CAT for three learning areas, HSSC4, Life Orientation (LIFO4) and MMSC4 showed limited compliance.

In HSSC4 and MMSC4, four of the tasks did not meet the prescribed weighting of the assessment guidelines. In LIFO4, in four of the tasks most questions addressed recall of knowledge without application. Figure 2C shows the comparison of SBA CAT for 2018 and 2019 for this criterion.
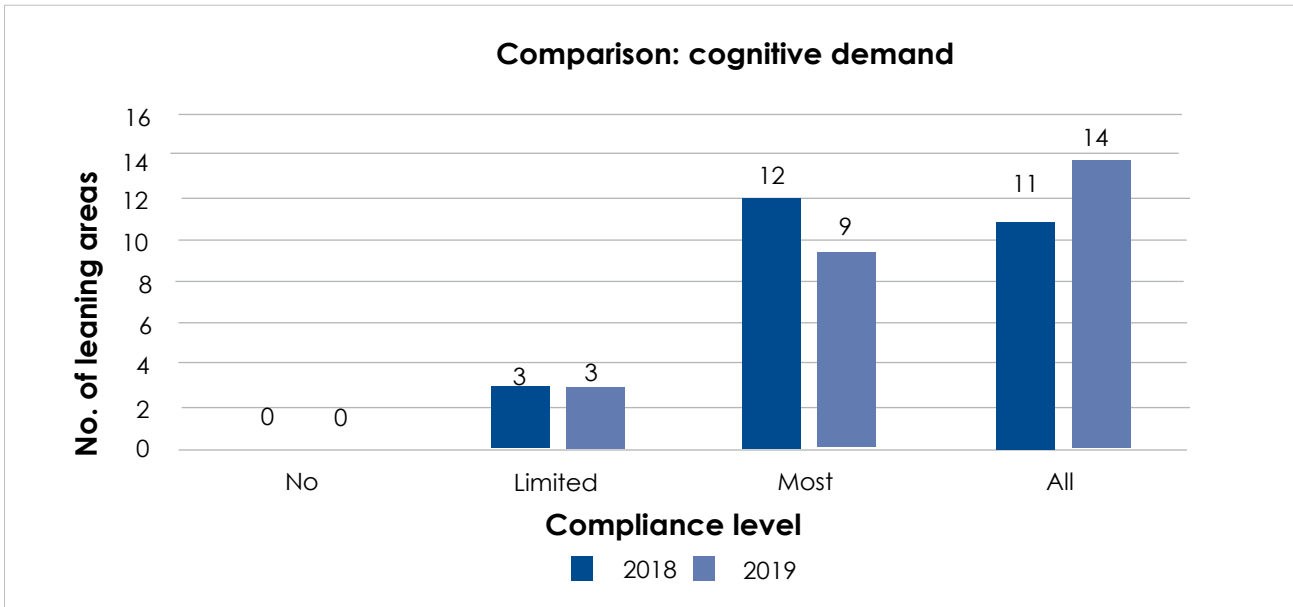
Figure 2C: Comparison of compliance with cognitive demand in 2018 and 2019

When compared with the SBA CAT of 2018, there was an increase in the compliance levels with cognitive demand in 2019, with three more learning areas complying fully and three fewer complying in most respects.

d) Language and Bias

This criterion checks whether appropriate language is 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 relevant for National Qualifications Framework (NQF) Level 1 students. The expectation is that all SBA tasks comply in all respects with this criterion.

A lack of diligent editing before the submission of CAT for external moderation resulted in grammatical, punctuation and spelling errors in the SBA CAT for most learning areas. However, SBA CAT for 10 learning areas complied in all respects and eight complied in most respects with the language and bias criterion. The SBA CAT for six areas, i.e., LLC: Afrikaans (LCAF4), LLC: Sepedi (LCSP4), LIFO4, MMSC4, Technology (TECH4) and Travel and Tourism (TRVT4), showed limited compliance. Two, LLC: IsiZulu (LCZU4) and Wholesale and Retail (WHRT4), were not compliant at all. No evidence of bias was found in any of the SBA CAT.

Figure 2D compares compliance with this criterion at initial moderation in 2018 and 2019.

Comparison: Language and Bias
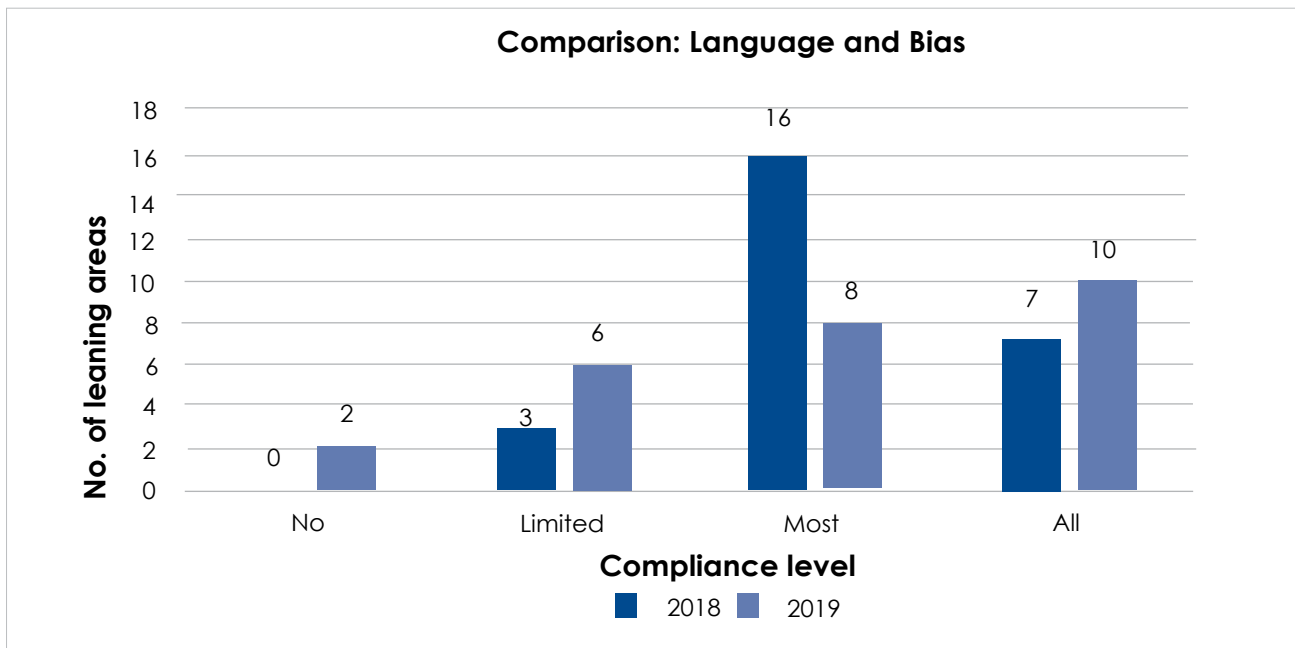
Figure 2D: Comparison of compliance with language and bias in 2018 and 2019

A comparison of compliance with this criterion in 2018 reflects an increase in 2019 in the number of SBA CAT that were compliant in all respects, as well as those with limited compliance, at initial moderation.

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 to elicit appropriate responses that do not confuse students.

The 2019 moderation of SBA CAT indicated that there was an improvement in the formulation of instructions and questions. Thirteen learning areas showed compliance in most respects, compared with seven in 2018 at first moderation. The SBA CAT for six learning areas were fully compliant with this criterion and seven, HSSC4, LCSP4, LLC: Xitsonga (LCXI4), LCZU4, LIFO4, MMSC4 and WHRT4, showed limited compliance. The contributing factors to non-compliance were:

- some tasks did not contain instructions;
- ambiguous questions;
- grammatical errors that resulted in instructions lacking clarity;
- leading questions that contained clues to correct responses; and
- instructions that were not clearly stated.

Figure 2E compares the compliance level with this criterion of the SBA CAT of 2019 with that of 2018.
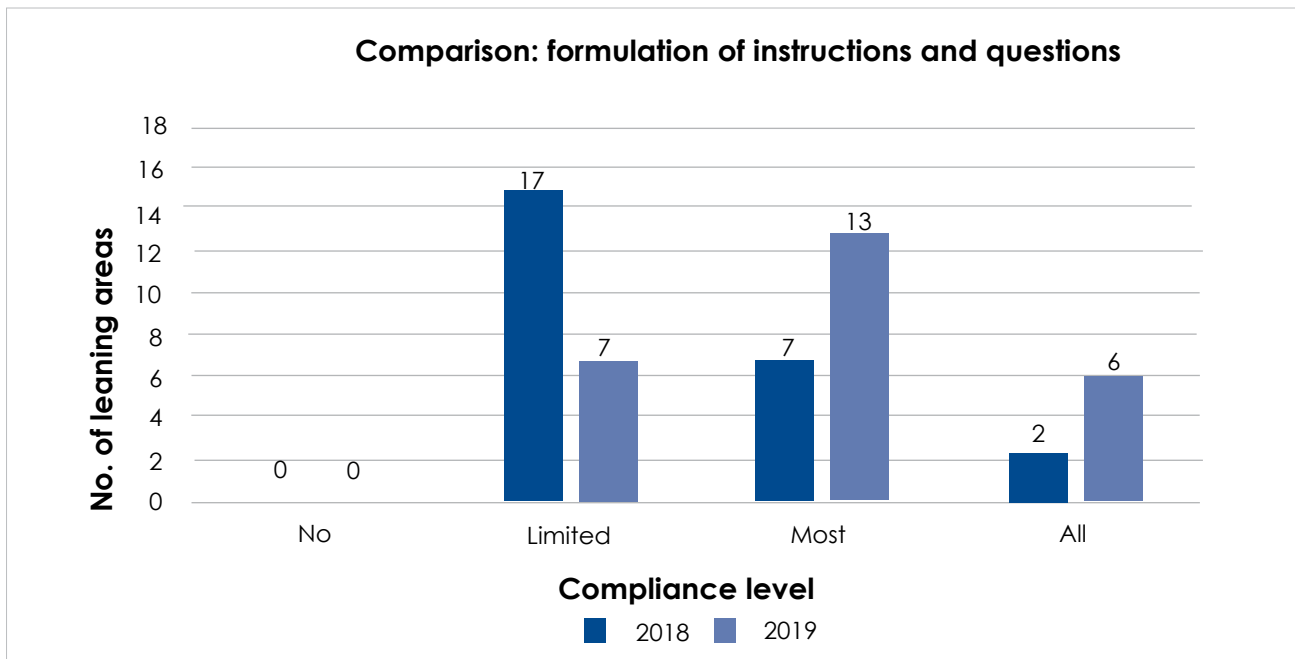
Figure 2E: Comparison of compliance with formulation of instructions and questions in 2018 and 2019

When compared with the SBA CAT of 2018, there was an increase in the compliance levels of the 2019 SBA CAT: four more learning areas complied fully, six more complied in most respects and there were ten fewer that showed limited compliance.

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.

The SBA CAT for nine learning areas complied fully with the requirements of this criterion at first moderation; 12 complied in most respects; and five (HSSC4, LCXI4, LCZU4, MMSC4 and SMME4) showed limited compliance.

Challenges that resulted in non-compliance were: over- and under-assessment of unit standards, poorly constructed instructions, incorrect weighting and spread of unit standards, incorrect weighting of cognitive demand of the tasks and incorrect use of grammar, spelling and punctuation. Figure 2F below compares the compliance levels of 2018 and 2019 with this criterion at first moderation.
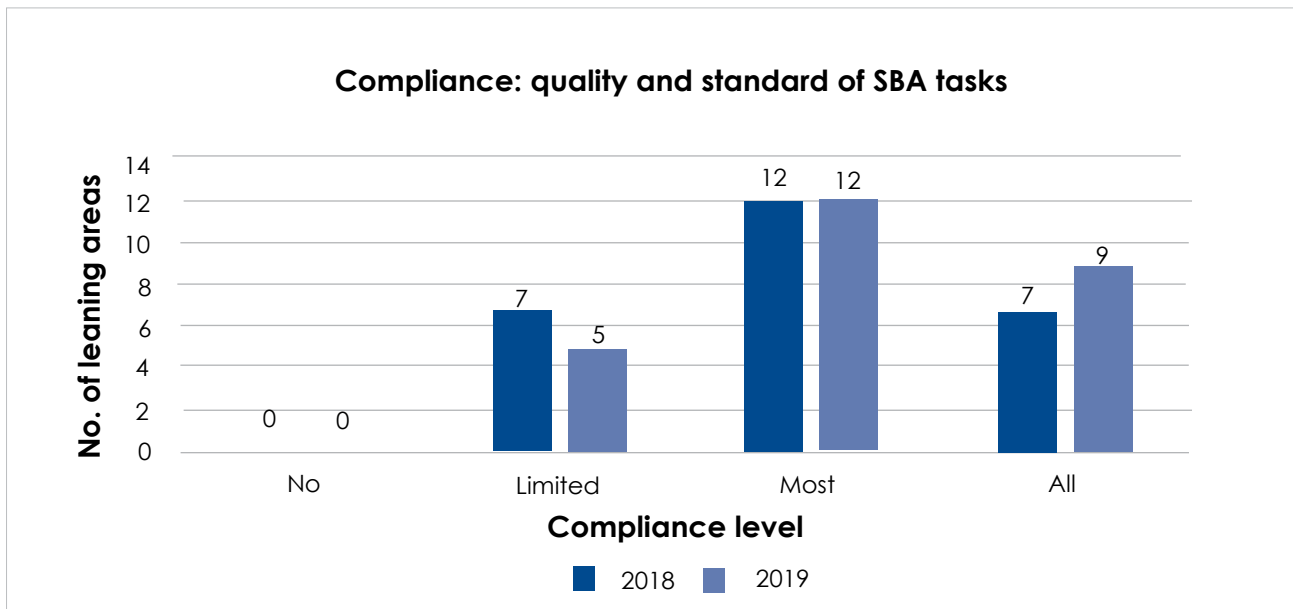
Figure 2F: Comparison of compliance: quality and standard of SBA tasks in 2018 and 2019

Although the level of compliance in most respects remained the same in 2018 and 2019, in 2019 there was an increase in full compliance and a decrease in limited compliance.

g) Mark Allocation and Marking Guidelines

Umalusi verifies that mark allocation is accurate and marking guidelines are free from any errors. Further, this criterion checks the correlation between mark allocation in the SBA tasks and the accompanying marking guidelines. Examiners are expected to provide an analysis grid that shows a breakdown of each question. For approval, the expectation is that all SBA tasks meet this criterion in all respects.

The analysis of the moderation results at initial moderation revealed that the SBA CAT for nine learning areas complied fully with the requirements of this criterion, while 14 learning areas were compliant in most respects. Two (SMME4 and LIFO4) showed limited compliance and one (LCZU4) showed no compliance. Challenges identified in attaining compliance with the mark allocation and marking guidelines criterion included:

- discrepancies in mark allocation where allocated marks did not match the required performance;
- totalling of marks in some tasks were incorrect;
- incorrect use of round and square brackets for total marks;
- incorrect answers and errors in marking guidelines; and
- insufficient alternative responses provided.

The comparison of compliance levels with this criterion in 2018 and 2019 is illustrated in Figure 2G.
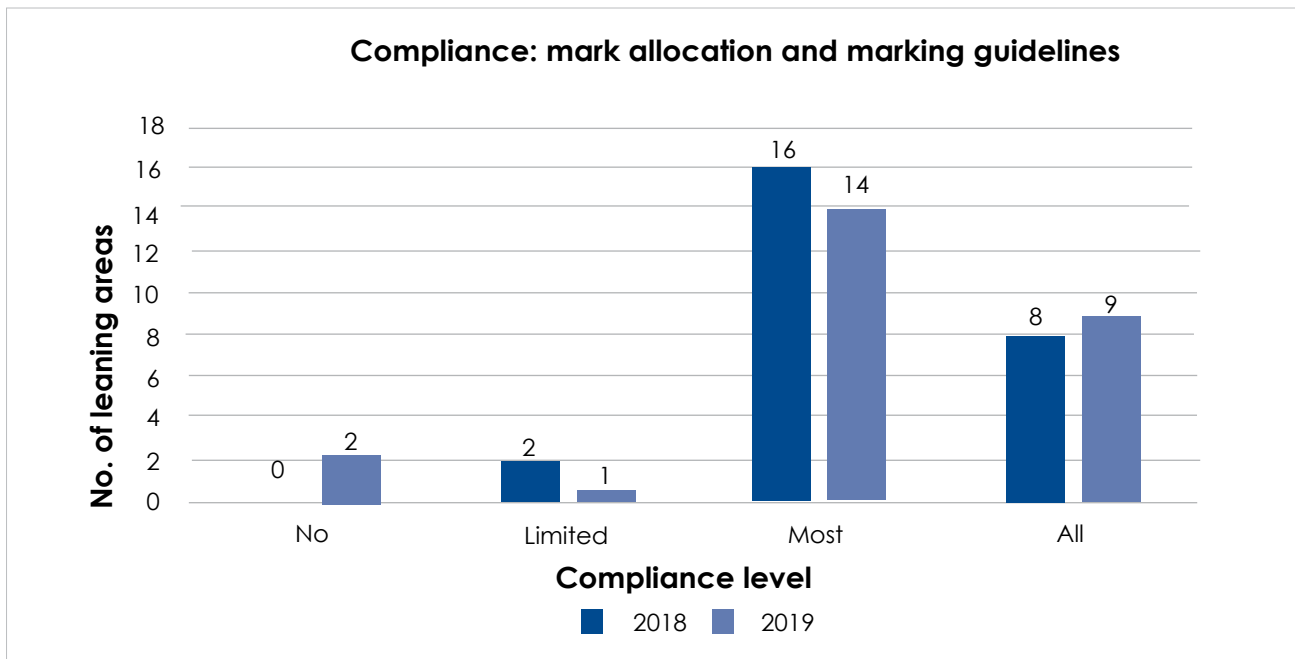
Figure 2G: Comparison of compliance with mark allocation and marking guidelines criterion in 2018 and 2019

When compared with the SBA CAT of 2018, there was an increase in 2019 in the compliance level of SBA CAT with this criterion, with one more learning area complying fully. However, the number of SBA CAT that were non-compliant also increased at first moderation.

a) Use of Assessment Forms and Methods

This criterion verifies that appropriate and relevant assessment methods and forms are used as stipulated in the assessment guidelines of the DHET. Each learning area uses its own assessment methods and forms for students to grasp content, concepts, application of knowledge and skills. Various assessment methods and forms are learning area-specific; and SBA tasks are expected to adhere to the requirements specified in the assessment guidelines.

Compliance in all respects was evident in the SBA CAT for 10 learning areas and the SBA CAT for 15 learning areas showed compliance in most respects at first moderation. Only the SBA CAT for LIFO4 showed non-compliance with this criterion at initial moderation, because all five SBA tasks had the same format and only the cover differed.

Challenges in the SBA CAT for other learning areas included:
- a case study had to be replaced by a simpler task because it was not suitable for AET (ECD4);
- the quality of the investigation task was below standard and the nature of the assignment task did not have the form and style of an assignment (TRVT4); and
- the nature of the investigation in WHRT4 required more detailed instructions.

The comparison of compliance with this criterion for 2018 and 2019 is illustrated in Figure 2H.
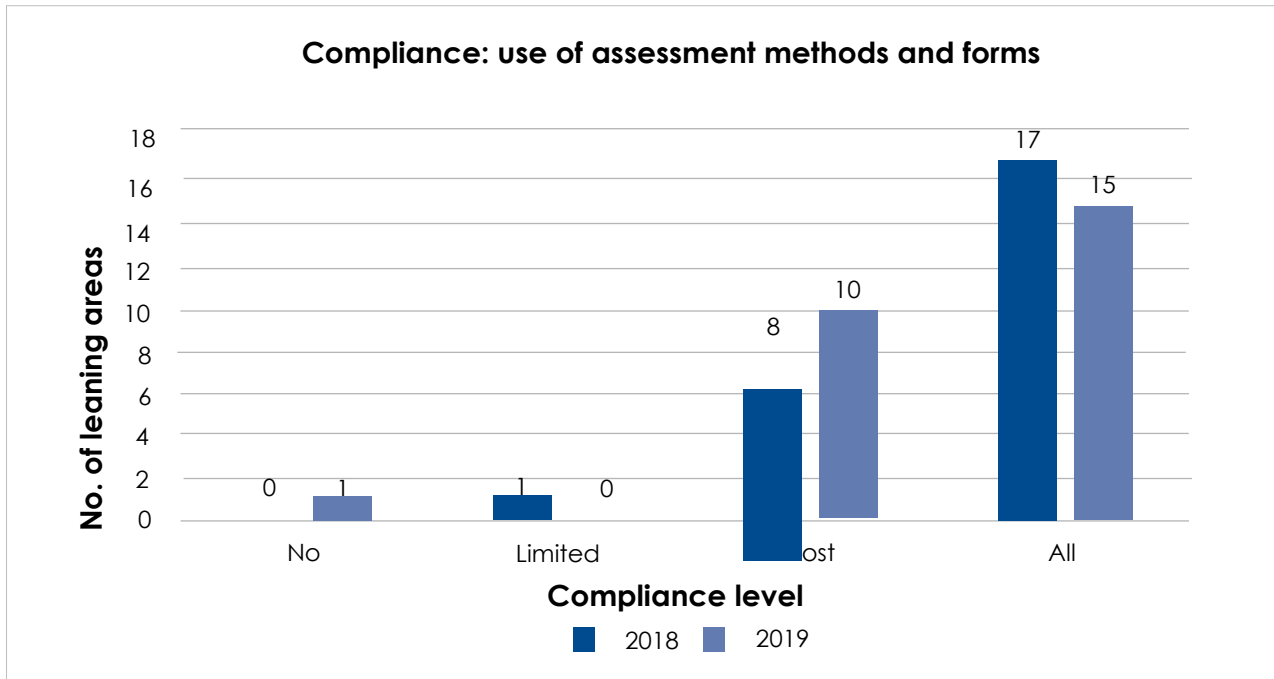
Figure 2H: Comparison of compliance with the use of assessment methods and forms criterion in 2018 and 2019

Figure 2Hshows that, although there was an improvement in the number of SBA CAT that were compliant in most respects, there was also a decline in the number of SBA CAT that showed compliance in all respects with this criterion in 2019, when compared with that in 2018 at first moderation.

i) Internal Moderation

In this criterion, Umalusi verifies whether internal moderation was conducted at assessment body level. Internal moderation is a rigorous process similar to that of moderation of 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 will be provided to Umalusi when submitted for external moderation. All internal moderation reports should be provided during external moderation. In addition, there should be evidence that examiners implemented the recommendations of the internal moderators.

There was an overall decline in the compliance of SBA CAT with the internal moderation criterion in 2019. The SBA CAT for four learning areas, Information Communication Technology (INCT4), LCZU4, TECH4 and TRVT4, showed limited compliance with this criterion; LCEN4, LCSP4, LCXI4 and SMME4 were totally non-compliant at initial moderation. Challenges included technical, grammatical, spelling, punctuation and mark allocation errors. Additionally, there were tasks that did not meet quality standards for content and cognitive weighting. Figure 2I compares compliance levels for this criterion in 2018 and 2019.
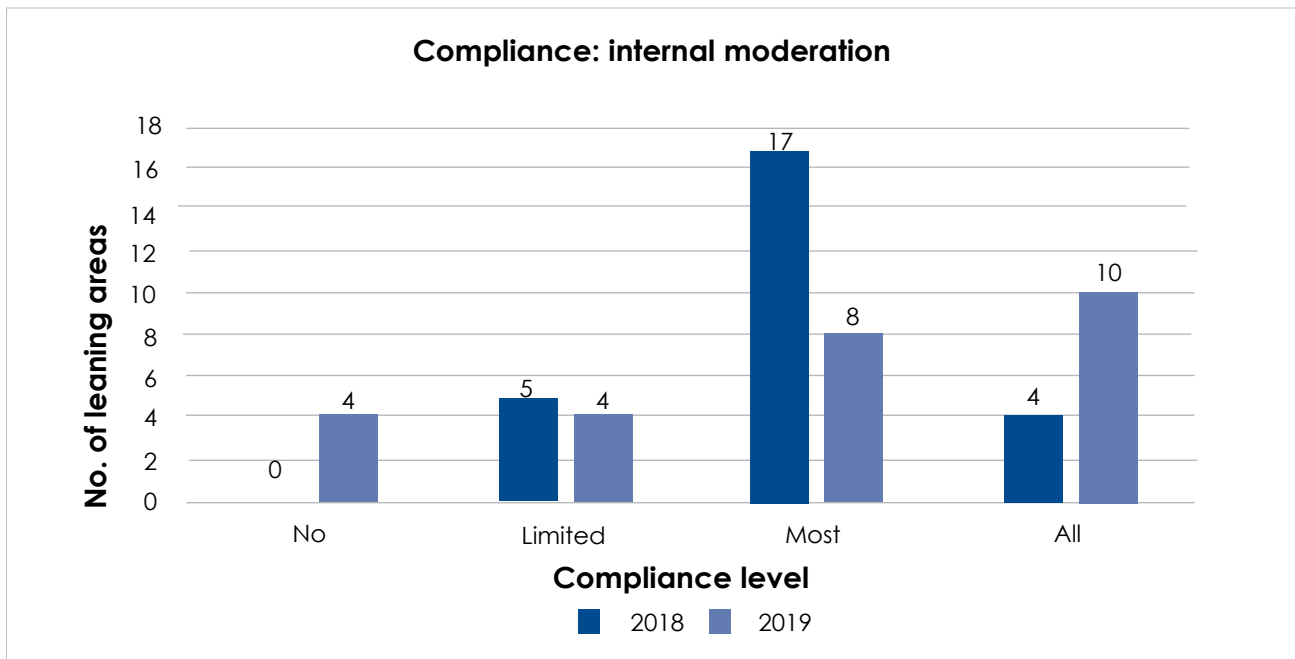
Figure 2I: Comparison of compliance with internal moderation criterion in 2018 and 2019

When compared with the SBA CAT of 2018, there was an increase in the compliance levels in 2019, with six more learning areas complying in all respects. The increase in the number of SBA CAT that were non-compliant was, however, also noted.

2.4   Areas of Improvement

The DHET complied adequately in the following areas:
- most SBA CAT showed adherence to assessment guidelines when they were submitted for external moderation;
- content was adequately covered in the SBA CAT for most learning areas at first moderation; and
- there was an improvement in the compliance of SBA CAT with most criteria at first moderation.

2.5   Areas of Non-compliance

Umalusi identified the following areas of non-compliance:
- sixty nine percent of SBA CAT submitted for external moderation contained grammatical, spelling and technical errors;
- seven SBA CAT mark allocations did not match expected performance and levels of difficulty;
- instructions were not clear in 10 SBA tasks and required rephrasing; and
- internal moderation in SBA CAT submitted for external moderation was of poor quality.

2.6   Directives for Compliance and Improvement

The DHET must act on the following directive for compliance and improvement:
The DHET must strengthen the training of examiners and internal moderators on the development of SBA CAT and the quality of internal moderation.

2.7   Conclusion

The main challenge in the setting and moderation of SBA CAT is ensuring that the SBA tasks address the different unit standards, related specific outcomes and assessment standards and the cognitive weighting, as prescribed in the assessment guideline for each learning area. Umalusi evaluated the five tasks per learning area using a moderation instrument containing criteria and quality indicators as a guide. The approved SBA CAT were fully compliant with all set criteria.

Although the compliance levels with most criteria showed improvement at initial moderation when compared to the SBA CAT of 2018, there still remains much to be done by the DHET to improve the quality of internal moderation. SBA CAT that were submitted for external moderation that contained grammatical, spelling and technical errors and errors in marking guidelines indicated the poor quality of internal moderation. Training of examiners and internal moderators should therefore be regarded as a continuous process that aims to improve the quality of SBA CAT when they are submitted for external moderation.

CHAPTER 3: MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

3.1 Introduction

Site-based assessment (SBA) plays a significant role in the assessment of student competency in a specific learning area. Apart from being developmental in nature to prepare students and confirm their readiness for the final summative assessment, SBA also contributes 50% towards the final mark in each learning area in the General Education and Training: Adult Basic Education and Training Certificate (GETC: ABET) qualification. To ensure the consistency, validity and fairness of assessment, it is imperative that the SBA portfolios of students are quality assured at different levels.

The Department of Higher Education and Training (DHET), sets and internally moderates the common assessment tasks (CAT) annually. Umalusi conducts external moderation of the CAT to ensure compliance with the requirements of both the DHET and Umalusi.

The DHET provides all community learning centres (CLC) with CAT for all 26 learning areas for implementation. The responses of students to the CAT are filed in SBA portfolios and presented to Umalusi to be externally moderated.

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 (AG);
- verify whether internal moderation of SBA portfolios was conducted by the assessment body at centre, district and provincial level;
- 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

Umalusi scheduled the moderation of SBA for the November 2019 examination cycle to coincide with the internal moderation conducted by the DHET at the provincial moderation centres of all nine provinces. This was also done in 2018 and proved to be a success. Umalusi conducted moderation of a sample of SBA portfolios of all 26 learning areas.

Umalusi deployed the external moderators to the PED for a period of two days. Umalusi moderators had direct access to all SBA portfolios and were able to select their own samples randomly from the pool of moderated portfolios at different CLC. In any sampled CLC, one lecturer portfolio of assessment (PoA) and five student portfolios of evidence (PoE) were included, per learning area. Umalusi moderators were required to moderate SBA portfolios of at least six CLC per PED in two days.

In sampling, Umalusi moderators were required to ensure that their samples met the following requirements:
- a minimum of 30 student portfolios per PED for each learning area, consisting of five students' PoE and one lecturer's PoA for each learning area per CLC;
- the SBA portfolios had not been moderated previously by Umalusi;
- the student portfolios should be representative of three levels of achievement, i.e., below average; average and above average categories;
- working mark sheets and computerised mark sheets should be included for verification purposes; and
- internal moderators' reports of different levels of moderation must be included per CLC.

Table 3A indicates a list of learning areas and the number of SBA portfolios sampled, per provincial education department (PED), for the November 2019 moderation process.

Table 3A: Learning areas and number of SBA portfolios sampled

Learning area	Code	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Applied Agriculture and Agricultural Technology	AAAT4						30			
Ancillary Health Care	ANHC4									30
Arts and Culture	ARTC4								30	
Early Childhood Development	ECD4	30								
Economic and Management S ciences	EMSC4	30								30
Human and Social Sciences	HSSC4				30					
Information Communication Technology	INCT4			30						
LC: Afrikaans	LCAF4			30						30
LC: English	LCEN4	30							30	
LC: IsiNdebele	LCND4						30			
LC: Sesotho	LCSO4		35							
LC: Sepedi	LCSP4					30				
LC: SiSwati	LCSW4						30			
LC: Setswana	LCTS4							30		
LC: Tshivenda	LCVE4					50				
LC: IsiXhosa	LCXH4	30								
LC: Xitsonga	LCXI4						30			
LC: IsiZulu	LCZU4						30			
Life Orientation	LIFO4		30					35		
Mathematical Literacy	MLMS4	30								
Mathematics and Mathematical Sciences	MMSC4			30						
Natural Sciences	NATS4					30				
Small, Micro and Medium Enterprises	SMME4				30					
Technology	TECH4					30				
Travel and Tourism	TRVT4			30						
Wholesale and Retail	WHRT4		30							
Total		**150**	**95**	**120**	**60**	**140**	**120**	**65**	**60**	**90**
Sampled SBA portfolios in November 2018		**240**	**120**	**180**	**180**	**120**	**180**	**120**	**120**	**120**

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

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

Umalusi moderators evaluated SBA portfolios based on how the quality indicators of each criterion were met and on the overall impression of the SBA portfolios.

The compliance decision was either:

- no compliance;
- limited compliance;
- compliance in most respects; and
- compliance in all respects.

3.3   Summary of Findings

This section summarises the findings and observations of Umalusi moderators for the moderation of SBA portfolios. Umalusi evaluated the SBA portfolios according to the extent to which the portfolios met the criteria and on the overall impression of the implementation and monitoring of the SBA.

3.3.1   Moderated Samples

Table 3B shows the number of SBA portfolios moderated per learning area, per CLC, per province.

Table 3B: SBA portfolio samples moderated

Province	Community Learning Centre	Learning area	Lecturer portfolios	Lecturer portfolios
Eastern Cape (EC)	Boiteko	ECD4	5	1
	Ntlaza		5	1
	Sivuyile Ntywenka		5	1
	Vuyolwethu		5	1
	Lusikisiki Prison		5	1
	Lukhanyiso (Upper Mjika)		5	1
	Mthatha Medium Prison		5	1
	Philemon Ngcelwane		5	1
	Sivuyisile		5	1
	Lupapasi	LCEN4	5	1
	Lusikisiki Ntsikoyezwe		5	1
	Nompumelelo		5	1
	Phikolomzi		5	1

Province	Community Learning Centre	Learning area	Lecturer portfolios	Lecturer portfolios
Eastern Cape (EC)	Eyethu CLC	LCXH4	5	1
	Mbongweni CLC		5	1
	Qoqodala CLC		5	1
	Sithandulwazi		5	1
	Vezulwazi (Group 1)		5	1
	Vezulwazi (Group 2)		5	1
	Aukland (Dutywa)	MLMS4	5	1
	Kambi CLC		5	1
	Lutateni CLC		5	1
	Mnceba CLC (Licingweno)		5	1
	Ngobo		5	1
	Tembeni		5	1
Free State (FS)	Kgothalletso	LCSO4	5	1
	Matele Matches		5	1
	Masifunde Mziwoxolo		4	1
	Rammulotsi CLC		9	1
	Tiisetsang Thutong		5	1
	Funda CLC	LIFO4	5	1
	Mopeli Royal CLC		5	1
	Matoporong		4	1
	Retswelletse		5	1
	Sekgaba CLC		5	1
	Thahasellang CLC		5	1
	Botsitso CLC	WHRT4	5	1
	Gontse CLC		5	1
	Matoporong		4	1
	Mohlading Wa Thuto		6	1
	Thabang Le Rona		5	1
	Thusanang CLC		5	1

Province	Community Learning Centre	Learning area	Lecturer portfolios	Lecturer portfolios
Gauteng (GP)	DWT Nthathe CLC	INCT4	5	1
	Mamelodi		5	1
	Mohlakeng Adult Centre (Impilo)		5	1
	Sharpeville CLC (Vukuzakhe)	INCT4	5	1
	St Charles Lwanga CLC		5	1
	Wattville CLC (Etwatwa)		5	1
	Hoërskool Elandspoort	LCAF4	1	1
	Mohlakeng		5	1
	Reneilwe		5	1
	Tsakane CLC		3	1
	Wattville		5	1
Gauteng (GP)	Aaron Moeti	MMSC4	5	1
	Leeuwkop		5	1
	Peter Lengene		5	1
	Sebokeng		5	1
	21 Battalion Military Base		5	1
	Wattville		5	1
	Denver	TRVT4	5	1
	Gaerobe CLC		5	1
	Hlomani LC (Krugersdorp Prison)		5	1
	Johannesburg Female Prison		5	1
	Pretoria Female prison		5	1
	Sebokeng		5	1
KwaZulu-Natal (KZN)	Inchanga	HSSC4	5	1
	Kuyasangemfundo		5	1
	Kwaximba		5	1
	Novimba		5	1
	Pietermaritzburg New Prison		5	1
	Siyaphambili		5	1
	Inchanga	SMME4	5	1
	Inqabayamangwane		5	1
	Lwandile		5	1
	New Hanover		5	1
	Umzamokazulu		5	1
	Zuzulwazi		5	1
Province	Community Learning Centre	Learning area	Lecturer portfolios	Lecturer portfolios

Province	Community Learning Centre	Learning area	Lecturer portfolios	Lecturer portfolios
Limpopo (LP)	Helen Franz	LCSP4	5	1
	Kgautswane		5	1
	Ramaroka		5	1
	Tlourwe		5	1
	Madzivhandila	LCVE4	20	1
	Midoroni		7	1
	Tshandama		12	1
	Tshifudi		10	1
	Mapeloana	NATS4	5	1
	Mawela CLC		4	1
	Mufeba CLC		3	1
	Rantjie		2	1
Limpopo (LP)	Mphareng CLC	TECH4	5	1
	Mapeloana		5	1
	Vuyani	TECH4	6	1
Mpumalanga (MP)	Makwarela	AAAT4	5	1
	Matondani		5	1
	Mothiba		5	1
	Nyko		5	1
	Ramotlhatswana		5	1
	Andisa	LCND4	5	1
	Bonginhlanhla		5	1
	Lucy Mhlophekazi		5	1
	Marhagi		5	1
	Thobana CLC		5	1
	Zenzeleni		5	1
	Fernie CLC	LCSW4	5	1
	Mayibuye CLC		5	1
	Nkanini		4	1
	Ngonini		5	1
	Somcuba		4	1
	Songimvelo CLC		5	1

Province	Community Learning Centre	Learning area	Lecturer portfolios	Lecturer portfolios
Mpumalanga (MP)	Holandi	LCXI4	5	1
	Hundzukani		5	1
	Mapateletsi		5	1
	ML Nkuna		5	1
	Mvuyasi Mkhuhlu		5	1
	Thula Mahasha		5	1
	Nkuagae CLC	LCZU4	5	1
	Driefontein CLC		5	1
	Vezikhone CLC		5	1
	Sinqobile CLC		5	1
	Mhluzi CLC		5	1
	Phakhati CLC		5	1
Northern Cape (NC)	Kareeville (Douglas Correctional Centre)	LCAF4	5	1
	Kareeville (Phillipvale Satellite)		5	1
	Kolomela (Danielskuil Satellite)		5	1
	People's Public (Sutherland Satellite)		5	1
	Strewe na Sukses (Upington Correctional Satellite)		5	1
	Thuto Boswa (Welgeleë Satellite)		5	1
	Itlhatloseng	LCTS4	5	1
	MECWI Deben		5	1
	Reatswelela MECWI CLC		5	1
	Thuto Boswa		5	1
	Thuto Boswa (Itsotsoropeng)		5	1
	Thuto Boswa (Tshedimosetso)		5	1
	Calvinia/Sutherland	LIFO4	5	1
	Danielskuil		3	1
	Dr EP Lekhela		4	1
	Helen Joseph (Letshego)		5	1
	Hotazel		5	1
	Ikhwezi		3	1
	Thuto Boswa		5	1

Province	Community Learning Centre	Learning area	Lecturer portfolios	Lecturer portfolios
North West (NW)	Lekole CLC	ARTC4	5	1
	Mmopakhukhu		5	1
	Phisego		5	1
	Rutanang	ARTC4	5	1
	Thuto-Khumo		5	1
	Handicraft	LCEN4	5	1
	Itebatebele		5	1
	Sediba Thuteng		5	1
	Thato CLC		5	1
Western Cape (WC)	City of Cape Town CLC	ANHC4	5	5
	Masiyile CLC		5	5
	Ocean View CLC		5	5
	Samora CLC		5	5
	Sikelela CLC		5	5
	Worcester CLC		5	5
	Drakenstein DCS Maximum Centre	EMSC4	5	5
	George DCS		5	5
	Impumalanga CLC		5	5
	Mfuleni CLC		5	5
	Phumelela		5	5
Total number of portfolios submitted			813	160

Table 3B shows that in 2019 Umalusi moderated a sample of 813 students' PoE, 291 fewer than in 2018, and 160 lecturers' PoA, 31 more than in 2018. Figure 3A compares the moderation samples of 2018 and 2019.
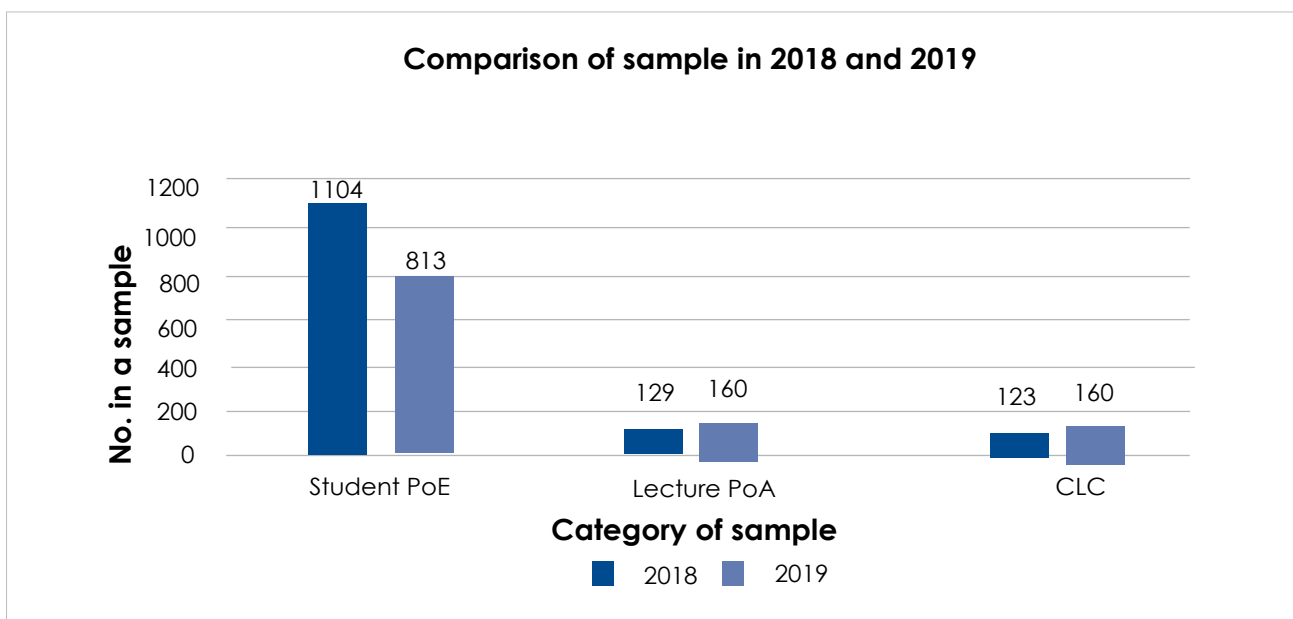
Figure 3A: Comparison of moderation samples in November 2018 and 2019

Figure 3A indicates an increase in moderation of CLC, where only 123 CLC were moderated in 2018 when compared with the 160 in 2019. Thus 37 more CLC were moderated in 2019. There is also an increase in the lecturers' PoA moderated from 129 in 2018 to 160 in 2019.

Umalusi moderated the SBA portfolios for two learning areas at six CLC. These CLC were: Wattville (LCAF4 and MMSC4); Sebokeng (MMSC4 and TRVT4); Inchanga (HSSC4 and SMME4); Mapeloana (NATS4 and TECH4); Thuto Boswa (LIFO4 and LCTS4) and Matoporong (LIFO4 and WHRT4).

Only 8% (13) of the sampled CLC could not submit the required five student PoE per CLC. Table 3C indicates these CLC and the number of students' PoE submitted for external moderation.

Table 3C: CLC that could not provide the required number of student PoE

Province	CLC	Learning area	PoE submitted
FS	Masifunde Mziwoxolo	LCSO4	4
	Matoporong	WHRT4	4
		LIFO4	4
GP	Hoërskool Elandspoort	LCAF4	1
	Tsakane	LCAF4	3
LP	Mawela	NATS4	4
	Mufeba	NATS4	3
	Rantjie	NATS4	2
MP	Somcuba	LCSW4	4
	Nkonini	LCSW4	4
NC	Danielskuil	LIFO4	3
	Dr EP Lekhela	LIFO4	4
	Ikhwezi	LIFO4	3

3.3.2 Compliance per Criterion

The Umalusi instrument made provision for the moderation of one lecturer portfolio and five student portfolios per learning area, per CLC. Table 3D summarises the compliance of the sample with each of the six criteria against which the moderation of portfolios was conducted.

Table 3D: Quantitative analysis of portfolios moderated

No.	Criterion	Compliance frequency [972 instances]			
		No	Limited	Most	All
1.	Adherence to assessment guideline	1	29	73	59
2.	Internal moderation	6	27	65	64
3.	Structure and content of SBA portfolios	2	7	81	72
4.	Implementation of assessment tasks	9	42	0	111
5.	Performance of students	2	22	80	57
6.	Quality of marking	12	29	47	73
	Total	**32**	**156**	**346**	**436**
	Percentage (%)	**3%**	**16%**	**36%**	**45%**

Table 3D shows that the sample moderated had 32 (3%) instances of non-compliance, 156(16%) instances of limited compliance, 346 (36%) instances of compliance in most respects and 436 (45%) CLC with compliance in all respects.

Since the implementation of standardised templates for the structure and contents of SBA portfolios, compliance with this criterion has improved remarkably, with only two CLC in the sample showing no compliance. Compliance in all respects improved by 10% from 59% in 2018 to 69% in 2019. The student performance criterion remained constant, at 85% compliance.

There was a slight improvement in the quality of marking in 2019. The overall compliance (compliance in most and/or all respects) with this criterion was 74% when compared with the 67% compliance in 2018. Figure 3B indicates the comparison of overall percentage compliance of the samples in 2018 and 2019.

Comparison of overall compliance in 2018 and 2019

Compliance level	2018	2019
No	5	3
Limited	19	16
Most	42	36
All	34	45
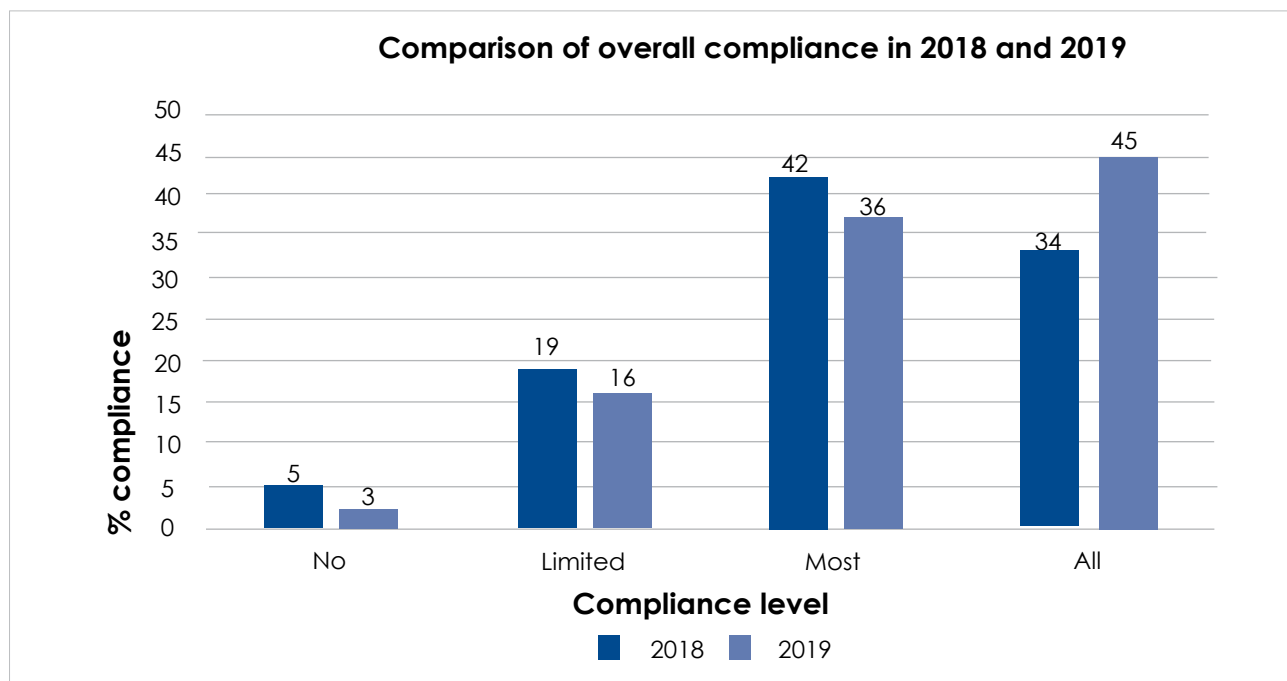
Figure 3B: Comparison of percentage of overall compliance in 2018 and 2019

Figure 3B indicates that there was an 11% improvement in the compliance in all respects and a decline of 6% in compliance in most respects. Non-compliance and limited compliance also showed a decline of 2% and 3% respectively.

The main concerns highlighted in the Umalusi moderation reports included:
- lecturers' PoA and students' PoE submitted without required documents;
- poor quality of marking;
- the timing and quality of internal moderation;
- student performance; and
- lack of or poor quality of feedback.

The section below is a summary of the key findings per criterion.

a) Adherence to Assessment Guideline
This criterion checks the student and facilitator portfolios to ensure that the content adheres to the assessment guidelines of the assessment body. The assessment guidelines prescribe the various policies and assessment and planning documents that should be included in all facilitator portfolios. The guideline also prescribes the documents required in the students' portfolios, which includes the assessment plan. It is expected that the facilitator will comply with the assessment guidelines for the content of the SBA portfolios and the implementation of SBA tasks.

In an attempt to standardise the assessment process and ensure that lecturers conduct assessment in accordance with assessment principles, the DHET provided CLC with an assessment guideline per learning area. The assessment guideline prescribes the form of assessment and the format of the SBA portfolios, both the PoA of the lecturer and the PoE of the student.

Although overall compliance with this criterion improved, the following findings were noted regarding the compliance of SBA portfolios:

- in 42% of the PoA there was no evidence that the assessment criteria had been communicated to the students during formative assessment. This was unfair to students;
- only one CLC (Mohlading Wa Thuto) did not have the latest version of the assessment guideline in the PoA. This was a remarkable improvement in compliance: in 2018 a total of 42 centres did not comply in this regard;
- although 84% of the lecturers' PoA contained an assessment plan, 19% of the centres did not implement the assessment according to the plan. These CLC were in four provinces (North West, KwaZulu-Natal, Mpumalanga and Limpopo). The CLC that did not include an assessment plan in their lecturers' PoA portfolios were also from KwaZulu-Natal and Limpopo;
- in 26 of the cases where centres submitted assessment plans, the plans were not aligned to policy and did not indicate valid and appropriate assessment methods, assessment instruments and tools; and
- only 9% of the PoA did not have the lecturer's details, content pages, mark sheets and work schedules.

One CLC showed non-compliance with this criterion. The PoA did not contain any of the required documents. There was an assessment plan, but it was unrelated to the learning area.

The 13 learning areas that achieved only limited compliance were ARTC4, LCAF, LCSP4, MMSC4 and TRVT4 (one CLC each), LCVE4, LIFO4 and MLMS4 (two CLC each), LCZU4 and TECH4 (three CLC each) and HSSC4 and TECH4, at four CLC each.

When compared with compliance in November 2018, there was an increase, in 2019, of 19% in compliance in all respects; and a 21% decrease in compliance in most respects. Figure 3C indicates the comparison of compliance with adherence to assessment guidelines in November 2018 and 2019.
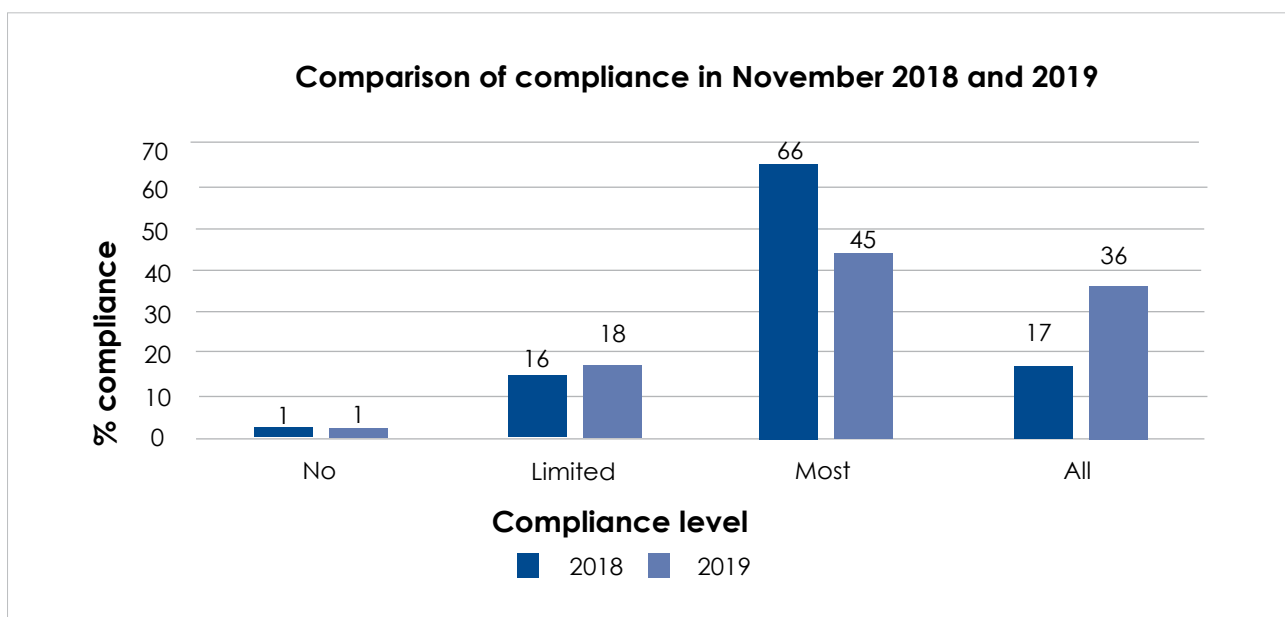
Figure 3C: Comparison of compliance with adherence to assessment guidelines in November 2018 and 2019

Figure 3C shows that there was an increase in the percentage compliance in all respects in November 2019, compared with November 2018. This was a direct result of the PED implementing standardised templates for lecturer portfolios.

b) Internal Moderation

This criterion verifies evidence of internal moderation of SBA portfolios, and the quality of such internal moderation, by the assessment body. The expectation is that there would be internal moderation reports that contain constructive and relevant feedback from the moderator to both facilitators and students.

Before the external moderation process, Umalusi requested that all centres ensure that each batch of portfolios contains centre, cluster and provincial moderator reports indicating areas of good practice, concerns and interventions, as well as recommendations. Umalusi checked the lecturer and student portfolios for this evidence. The quality and standard of internal moderation would be determined by the following quality descriptors:
- internal moderation reports filed in the lecturers' PoA;
- verification of the marking and accuracy of mark allocation;
- accurate totalling and transfer of marks; and
- the quality of the feedback on performance to the lecturer and the students.

There was a slight improvement of 2% in adherence to the requirements of this criterion. The overall compliance for the sample was 79%, compared to 77% compliance in 2018.

Only three learning areas showed non-compliance with internal moderation. These were EMSC4 at three CLC in the Western Cape, INCT4 at one CLC in Gauteng and LCND4 at two CLC in Mpumalanga. The reasons for non-compliance were:
- in EMSC4 the only evidence of provincial moderation was a very vague, generic report in the PoA. The report contained neither constructive feedback nor recommendations for improvement. There was no evidence in the students' PoE to indicate that the internal moderator had looked at their work. There was no evidence of moderation at centre and/or cluster level;
- there was evidence of moderation at all three levels in the INCT4 but this was of poor quality. No feedback was given at centre level. The feedback provided at district level was not relevant and was done for compliance and not to guide; and
- the internal moderation reports of LCND4 lacked detailed feedback.

In almost all of the cases where learning areas did not comply in all respects, there was a lack of feedback from the internal moderators at all levels. Umalusi felt that the internal moderators did not realise the impact their feedback could have on improving the quality of teaching, learning and the SBA process.

Umalusi was still concerned that internal moderation, at all levels, was conducted too late in the year and that any recommendations by internal moderators could not reach the lecturers in time to be addressed. Figure 3D compares compliance with this criterion in November 2019 with that of November 2018.
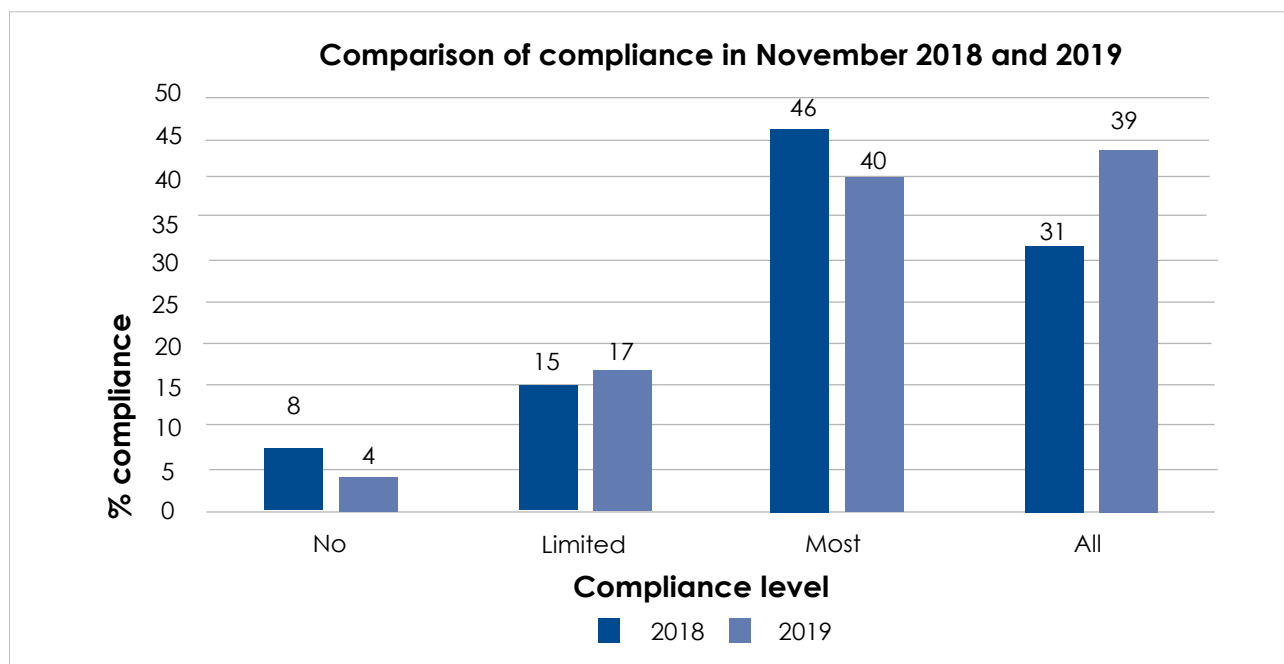
Figure 3D: Comparison of compliance with internal moderation in November 2018 and 2019

When compared to 2018, compliance in most respects decreased by 6%, while compliance in all respects increased by 8%. Overall compliance increased slightly, from 77% in 2018 to 79% in 2019.

c) Structure and Content of SBA Portfolios

The structure and content criterion checks that students' portfolios contain the relevant documents indicated in the quality indicators. The expectation is that the students' SBA portfolios will be neat and presentable, with all tasks filed in an orderly manner; and will reflect that tasks were properly marked and internally moderated.

The portfolios of the candidates should have the following documentation to indicate validity, authenticity, relevance and currency of evidence:

- student's information;
- copy of identity document (ID);
- authenticity form, duly completed and signed;
- assessment plan;
- marked tasks/answer scripts;
- a record of scores/marks; and
- evidence of internal moderation.

The introduction of standardised templates for the content of PoE in most provinces and at most centres resulted in an improvement in compliance with this criterion. Forty-four percent of the learning areas were fully compliant and 50% were compliant in most respects. Only two learning areas (ARTC4 at one CLC in North West and LIFO4 at one CLC in the Northern Cape) were non-compliant. Four learning areas (EMSC4 at two CLC in Western Cape, LCAF4 at one CLC in Northern Cape, LCVE4 at two CLC in Limpopo and TECH4 at two CLC in Limpopo) showed limited compliance.

The challenges that caused non-compliance with this criterion were non-submission of required documents. Seventy percent of the sample submitted certified copies of their ID, 87% of the students submitted student information and signed declarations of authenticity, 83% of the PoE contained records of scores and 80% contained assessment plans. None of the TRVT4 students' PoE contained contents pages (4% of the sample). Table 3E indicates documents that were not submitted, per learning area, per PED.

Table 3E: Provincial trends of documents not included in PoE

PED	Learning area	Documents not included in the PoE
EC	ECD4	Assessment plan; certified copy of ID; record of scores
	LCXH4	Assessment plan; certified copy of ID; record of scores
FS.	LIFO4	Assessment plan; certified copy of ID; record of scores
	WHRT4	Assessment plan; certified copy of ID; record of scores
GP	MMSC4	Certified copy of ID; student information
	TRVT4	Certified copy of ID; student information
LP	LCSP4	Assessment plan; certified copy of ID; marked tasks with signatures and dates; declaration of authenticity
	LCVE4	Assessment plan; certified copy of ID; marked tasks with signatures and dates
	NATS4	Assessment plan; certified copy of ID; marked tasks with signatures and dates; record of scores
	TECH4	Assessment plan; marked tasks with signatures and dates; record of scores
NC	LIFO4	Student information; declaration of authenticity

Figure 3E compares compliance with the criterion, submission of required documents, in November 2018 and 2019.

Comparison of compliance in November 2018 and 2019
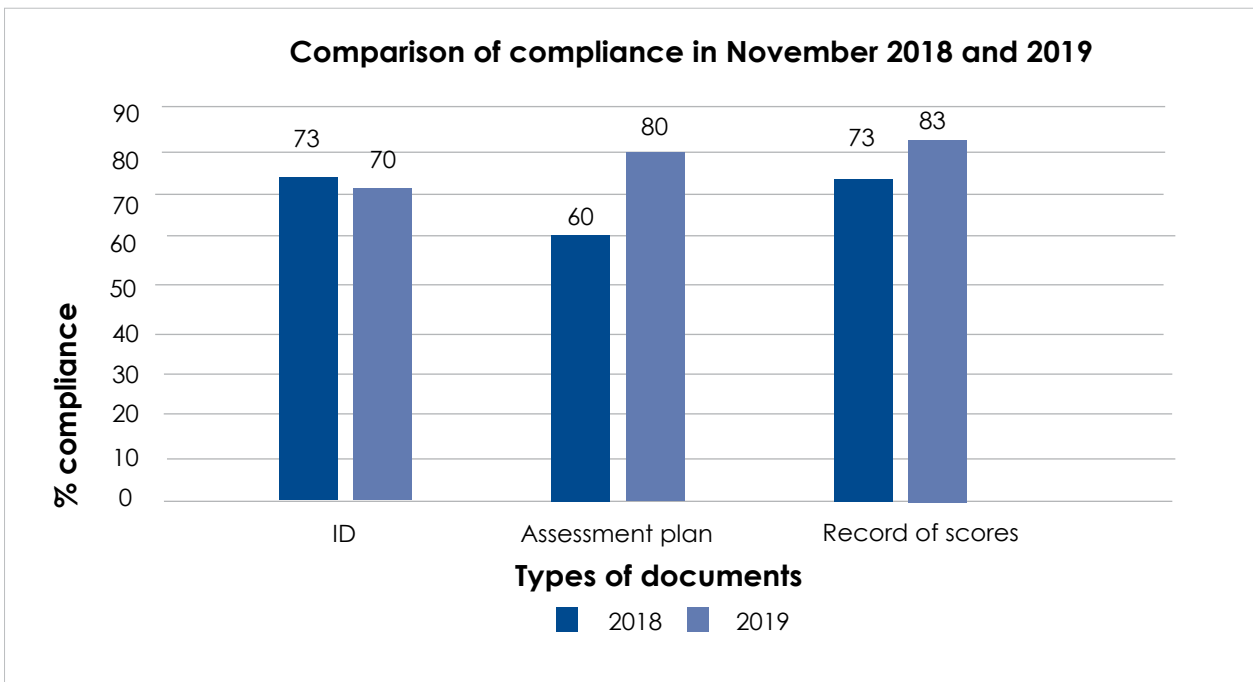
Figure 3E: Submission of required documents in November 2018 and 2019

As depicted in Figure 3E there was a marked improvement in the submission of assessment plans (20% increase) and the records of scores (a 10% increase) in students' PoE.

Compliance with the structure and content of SBA portfolios found in the November 2019 moderation is compared with that of November 2018 in Figure 3F.
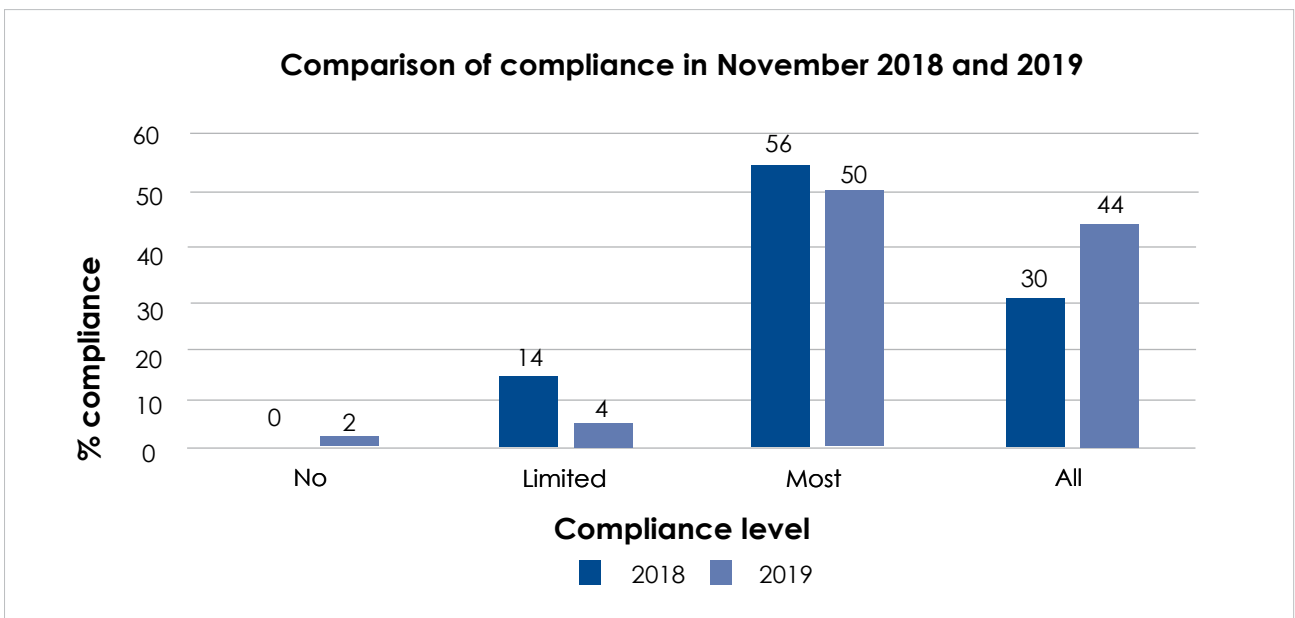
Comparison of compliance in November 2018 and 2019

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

There is an improvement compliance of CLC with this criterion. An increase of 14% of compliance in all respects was noticed in 2019 when compared with that of 2018.

d) Implementation and Assessment SBA Tasks

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

The three learning areas that showed non-compliance were: LCZU4 at two CLC, MLMS4 at one CLC and NATS4 at two CLC. The absence of an assessment plan in the student PoE made it difficult for Umalusi to determine whether the assessment was conducted according to plan. Additionally, the student PoE did not contain the prescribed number of tasks in these learning areas/CLC. Incomplete tasks and not all tasks were submitted in: HSSC4, LCEN4, LCSO4, LCSP4, LCXH4, LCZU4, MLMS4, MMSC4 and NATS4.

Learning areas that were limited in compliance either did not submit an assessment plan; the dates of assessment did not correspond with the dates on the assessment plan; or not all tasks were submitted.

When compared with compliance in November 2018, there was an increase of 10% in compliance in all respects. Full compliance was rated at 69%. Figure 3G shows the comparison in compliance levels in November 2018 and 2019.
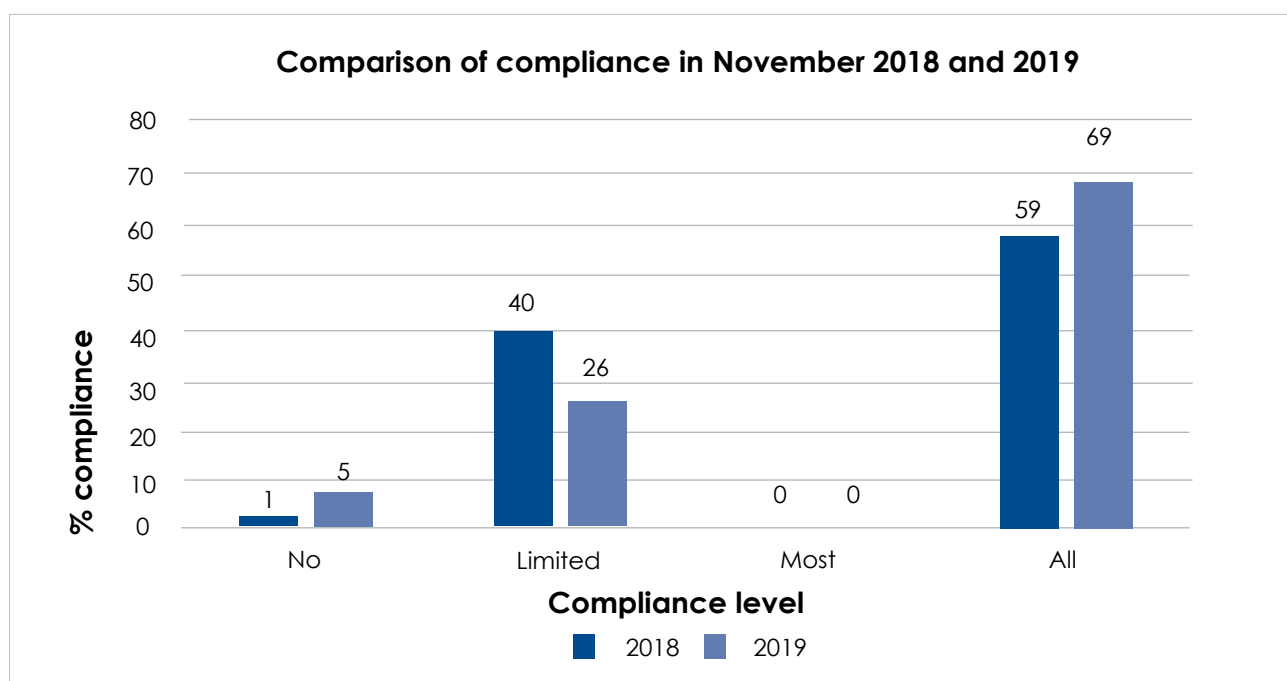
Figure 3G: Comparison of compliance with implementation of SBA tasks in November 2018 and 2019

Compliance with the implementation of SBA tasks improved. There was an increase in the number of CLC that were compliant in all respects in 2019.

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.

Compliance with this criterion showed that 50% of SBA portfolios were compliant in most respects, which was similar to performance in 2018. Thirty-five percent were compliant in all aspects, a percent lower than performance in 2018.

The following learning areas were compliant in all respects: LCSW4, LCTS4, EMSC4 and WHRT4 (each at five CLC); ANHC4, LIFO4 and MLMS4 (each at four CLC); HSSC4, LCAF4, LCSO4, LCXI4 and TRVT4 (each at three CLC); LCEN4 (at two CLC); AAAT4; ARTC4, LCND4, LCSP4, LCXH4 and NATS4 (each at one CLC).

Fourteen percent of the sample were limited in their compliance for the following reasons (among others):
- misinterpretation of questions and instructions, a common challenge in all those learning areas with limited compliance;
- responses that did not meet the expectation of questions, which was particularly true in AAAT4, ARTC4, ECD4, LCAF4, LCVE4, MLMS4, MMSC4, TECH4 and WHRT4;no evidence of how marks were awarded (ECD4, LCVE4, LCXI4) and especially true where rubrics and matrices had to be used; and
- there was evidence of copying among students and copying from the marking guideline (ARTC4, ECD4, LIFO4 and HSSC4).

One CLC (ECD4) showed non-compliance with this criterion. Apart from all the challenges mentioned above, there was inconsistent marking of students' responses. Students struggled with interpreting tasks and there was overwhelming evidence of copying. Figure 3H compares compliance with this criterion in November 2018 and 2019.
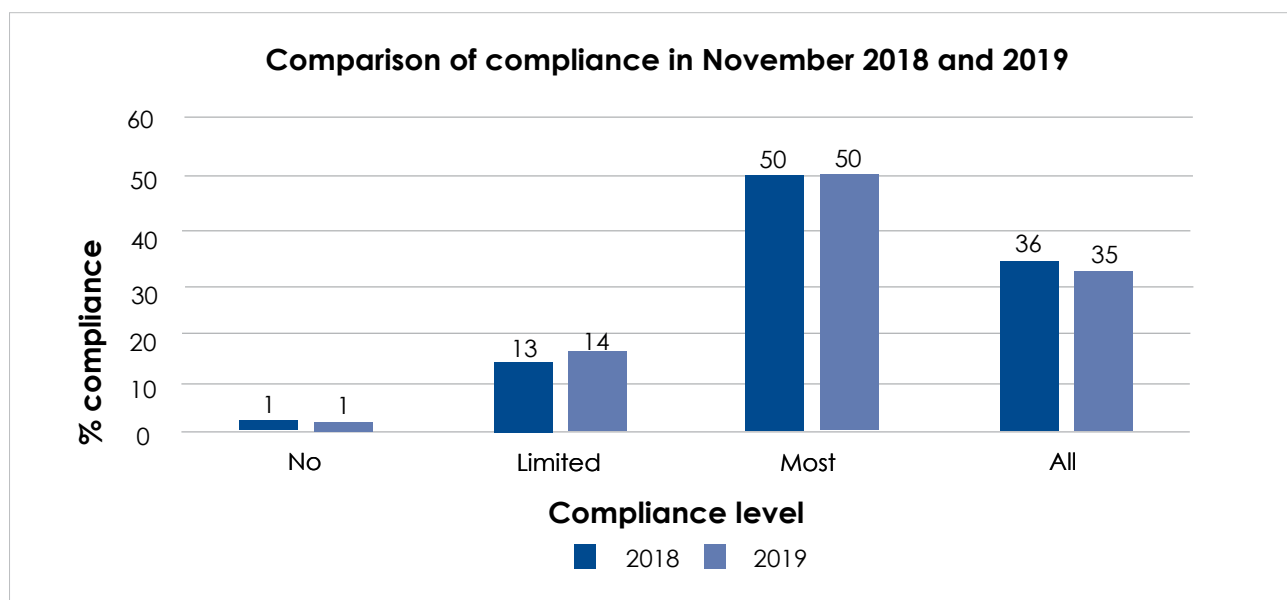
Figure 3H: Comparison of compliance with the performance of students in November 2018 and 2019

Figure 3H shows that there is no improvement in the compliance of CLC with this criterion.

f) Quality of Marking
This criterion checks whether marking was accurate and consistent with the marking guidelines. The expectation is that marking should be accurate and consistent; that totalling, recording and the transfer of marks to the mark sheet are accurate; and that the final mark allocated is in line with the performance of the student.

Although the quality of marking has a history of poor compliance in the last four years, there has been a gradual improvement. In 2019 the quality had not yet reached the required level, but the 75% compliance rating achieved was acceptable.

However, it was alarming that 7% of learning areas were non-compliant and 18% were limited in compliance. The non-compliant learning areas were ECD4, EMSC4, HSSC4, LCVE4, LIFO4, TRVT4 (one CLC each) and LCAF4 (four CLC). Learning areas that showed limited compliance were: ECD4 (three CLC), HSSC4 (three CLC), LCAF4 (two CLC), LCVE4 (three CLC), LCZU4 (two CLC), LIFO4 (three CLC), TRVT4 (two CLC), INCT4 (one CLC), LCEN4 (one CLC), LCTS4 (one CLC), LCXH4 (one CLC) and SMME4 (four CLC).

In ECD4 and LIFO4:
- marking was inconsistent with the marking guideline:
- marks were allocated for incorrect responses and therefore did not reflect the true performance of the students;
- a lecturer allocated marks for unmarked tasks and made calculation and recording errors;
- it was evident that lecturers were not familiar with the use of a rubric as a marking tool;
- markers failed to identify instances of copying among students and from the marking guideline; and
- marks were inflated and scoring was incorrect.

EMSC4 marks did not reflect the true performance of the students as marks were inflated and allocated to incorrect responses. There was no evidence that rubrics were used correctly.

Inconsistent marking in HSSC4 resulted in variances in mark allocation. Umalusi noted that there was a tendency towards leniency and allowing for incorrect answers, which resulted in inflated scores.

Umalusi moderators experienced challenges with markers and moderators in all the languages not understanding and using rubrics properly. There was a general trend towards over-marking, with students having been awarded marks that were not a true reflection of their performance.

Apart from poor marking and deviating from the marking guideline, Umalusi also suspected copying and cheating, with students producing similar responses to tasks in ARTC4, ECD4, LIFO4 and HSSC4. This was not detected by internal moderators across the different levels of moderation.

Poor marking was identified as a concern in 2017 and 2018 and this has remained a concern in 2019, although there was improvement in the quality of marking.
Figure 3I below shows a comparison of compliance with this criterion in 2018 and 2019.
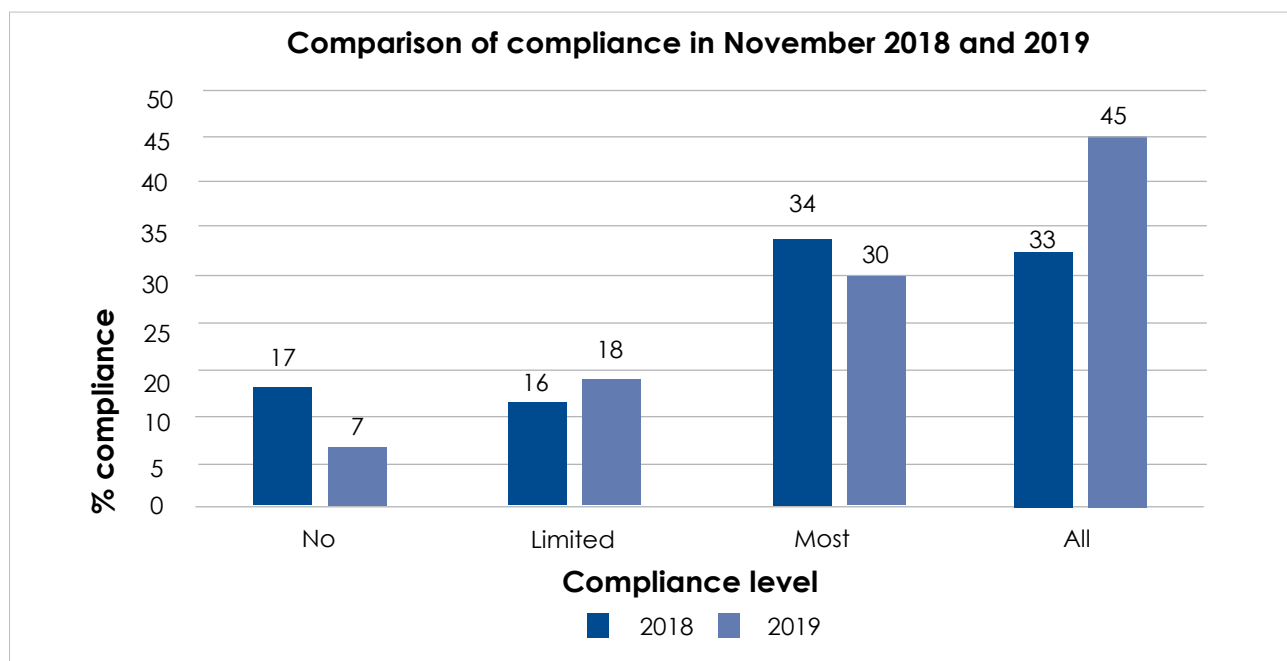
Figure 3I: Comparison of compliance with the quality of marking in November 2018 and 2019

Instances of non-compliance decreased by 10% and those of limited compliance increased by 2% in November 2019, when compared with performance in November 2018. Compliance in all respects improved by 12%.

3.4   Areas of Improvement

The following areas of improvement were identified during the moderation of SBA portfolios:
- the overall compliance of SBA portfolios and CLC improved when compared with that of November 2018;
- more lecturer PoA complied with the requirements of the assessment guidelines and PoA contained assessment planning documents and assessment tools;
- there was an improvement in the submission of required documents; and
- SBA portfolios of more CLC were moderated in 2019 than in 2018. This was because of a change in approach and sampling strategy.

3.5   Areas of Non-compliance

The following areas of non-compliance were identified:
- lecturers did not provide students with the criteria for assessment;
- internal moderation at centre and district level was of poor quality and standard i.e. internal moderators did not provide detailed and constructive feedback to students and lecturers;
- students' PoE did not have assessment plans and records of scores;
- marking was of poor quality; and
- there was evidence of cheating and copying that was not detected by markers and internal moderators at different moderation levels.

3.6   Directives for Compliance and Improvement

The following directives are given to improve the implementation and moderation of SBA:

The DHET is required to:
- strengthen the training of lecturers and focus on the following areas: content of SBA portfolios, constructive feedback, assessment planning and implementation and time management;
- strengthen the training of internal moderator to ensure that moderation of SBA portfolios is of the required quality; and
- deal with irregularities associated with the conduct of SBA at CLC level.

3.7   Conclusion

This chapter reported on the findings of the external moderation of SBA portfolios. A comparison of the levels of compliance for the November 2019 examination with that of the November 2018 examinations was made, to check if there had been improvement in the implementation and moderation of SBA. Although the DHET has shown improvement in monitoring the management and verification of moderation of SBA portfolios, there is still more to be done to improve the quality of implementation and moderation of SBA.

Any non-compliance poses a risk in terms of the credibility of the SBA mark, which contributes 50% towards the final mark per learning area. It is recommended that the DHET strengthen training and support to CLC and improve monitoring of the implementation of SBA.

CHAPTER 4: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

4.1 Introduction

In keeping with the risk management-based approach as an independent, objective, value-adding quality assurance process, Umalusi undertook the critical external audit evaluation of the state of readiness of the Department of Higher Education and Training (DHET) to conduct the 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 DHET 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 GETC: ABET examinations;
- verify that the DHET systems would ensure the integrity of the November 2019 GETC: ABET examinations; and
- report on any shortcomings identified during the evaluation and verification of the DHET systems.

The findings gathered from the audits are provided in detail under section 4.3 of this report.

4.2 Scope and Approach

Umalusi audited the DHET on their readiness to administer the November 2019 GETC: ABET examinations on 11 October 2019.

Umalusi adopted a risk management approach in evaluating the level of preparedness of assessment bodies to conduct the November 2019 GETC: ABET examinations. The intention was to timeously identify any potential risks 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;
- self-evaluation reports; and
- the DHET reports on state of readiness visits conducted on the provincial education departments (PED).

B. The desktop evaluation was 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 develop a risk profile of the DHET. This process informed Umalusi's verification of the state of readiness of the DHET.

Phase 3: Conduct of evidence-based verification audits
This process was used to evaluate the systems and related evidence as outlined in the submitted report and/or any other reports received from the DHET. 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 in this report is limited to the findings from the audit visits to the DHET. It is subject to the evidence and data provided by the DHET at the time of the Umalusi visit and/or subsequent submissions.

4.3   Summary of Findings

The findings of the state of readiness audit of the DHET are detailed hereunder.

4.3.1   Management

Six of the nine audited PED indicated staff shortages at different levels of office as a result of delays in the appointment process and/or budget constraints. The PED addressed staff shortage issues by strategically deploying staff from other units to assist in examination-related units during the examination period. Affected provinces put measures in place to address budget deficits.

4.3.2   Registration of Candidates and Examination Centres

a) Candidate Registration
The registration process for the candidates had been completed in all nine provinces at the time of the audit. Table 4B reflects the numbers of full- and part-time candidates registered for the November 2019 GETC: ABET examinations, as received from the DHET.

Table 4A: Candidates' registration data per PED

Qualification	PED	2018	2019
GETC: ABET	Eastern Cape	11 492	9 364
	Free State	4 821	3 224
	Gauteng	14 816	15 218
	Kwazulu-Natal	19 927	18 389
	Limpopo	12 973	9 999
	Mpumalanga	6 745	6 603
	North West	6 557	5 439
	Northern Cape	1 512	1 233
	Western Cape	2 782	3 299
Total		**81 625**	**72 768**

In comparison to enrolments in 2018, the DHET experienced a drop, nationally, of
8 857 candidates. No PED submitted information regarding immigrant candidates. Only two concessions were granted.

b) Registered Examination Centres
The DHET registered 2 437 examination centres across the nine PED. Audits of the AET sampled centres on their readiness to conduct the examinations were completed in seven PED. The two other PED had adopted a differentiated approach, where in one PED, audits were conducted in three-year cycles; in another only 10% of centres were audited.

4.3.3   Site-Based Assessment (SBA)

The DHET developed a standard operating procedure for the moderation of SBA to be used by all provinces and piloted for the November 2019 moderation process. The GETC: ABET team of the DHET's National Examination and Assessment chief directorate had a plan in place to monitor the moderation of SBA in all provinces. All provinces presented their management plans for moderating SBA during the state of readiness visit. The DHET planned to use its national internal moderators to verify moderated SBA portfolios in the moderation venues of all provinces.

4.3.4 Printing, Packaging and Distribution

a) Printing and Packaging

All nine PED developed management plans for printing and packaging question papers. However, the various PED raised concerns that they may not be able to meet printing timelines because of the DHET's late release of question paper master copies.

Six PED used in-house printing facilities, while three had outsourced the printing task to the Government Printing Works (GPW). All officials involved in the printing process were either already vetted or in the process of being vetted and had signed declaration of confidentiality forms.

Umalusi observed the following during the external audit:
- the printing sites and facilities across PED that opted for in-house printing had been upgraded significantly;
- measures were in place to allow for accurate printing of question papers;
- there was intensified monitoring of the storage of question papers while printing was in progress;
- security measures at the printing facilities had been improved significantly;
- there was a lack of on-site technicians at one printing facility;
- no register was available to record the shredding of spoiled material at the printing facility in one PED; and
- manual handling of live question papers occurred in one province.

b) Distribution

Plans to monitor the distribution of question papers from the provincial printing facilities to provincial nerve centres and nodal points were in place in all nine PED. In cases where printing was to be done at the GPW, the question papers were transported by GPW to the provincial storage facilities as part of the contract.

Storage facilities were audited and found to be compliant with security regulations and were equipped with CCTV cameras and alarm systems. Double-locking systems were introduced at all storage facilities and security guards were deployed to all such facilities. Norms and standards for the collection and return of examination material had been established in eight PED.

4.3.5 Conduct of Examinations

State of readiness audits were conducted by the DHET in all nine provinces from 25 August to 26 September 2019 and the findings were shared with Umalusi. All nine PED were found to be ready to conduct the November 2019 GETC: ABET examinations. From the analysis of the information presented by the DHET, all centres were categorised and classified according to risk profile. The DHET had a clear criteria used to classify the examination centres according to risk profile.

The training of invigilators had been completed in all nine provinces. The team of 52 examiners, internal moderators and DHET staff were to monitor the writing of examinations. Monitoring plans and the instrument were finalised.

4.3.6 Management of Examination Irregularities

It was reported that PED, through their Provincial Examination Irregularities Committees (PEIC), would be responsible for dealing with any GETC: ABET irregularities. The DHET would play an oversight role. The PED will report on irregularities at the Community Education and Training National Examination Committee (CETNEC), a structure established by the DHET, in December 2019.

4.3.7 Capturing of Marks

Umalusi audited and verified the capturing of June 2019 examination marks to determine the reliability of the system. Umalusi also monitored the capturing of marks in 2019 to establish whether it had been accurate and credible across all assessment bodies that conducted June 2019 examinations.

The audit revealed that the PED had been able to maintain and sustain its process for capturing of examination and assessment marks in preparation for the 2019 year-end examinations. Umalusi noted that policies and guidelines, as well as procedural documentation, were in place for capturing candidates' marks. All PED had identified the centres to be used for capturing and verification of marks. The different PED would employ staff members who would be entrusted with the data-capturing of examination marks.

Umalusi found that all PED had measures in place to authenticate the submitted mark sheets that reflected final examination marks. Barcoding and scanning of scripts and mark sheets were among measures implemented to track scripts. Umalusi noted that in Gauteng there was a system in place whereby both scripts and mark sheets would be scanned, to eliminate the potential for missing mark sheets.

The use of CCTV security systems in Gauteng and Limpopo evidently provided a high level of security in the capturing rooms. While the mark sheets were, generally, managed well, problems with signatures and alterations were noted. The use of mark capture codes such as '999' and '444' were found to have been used incorrectly and required close monitoring to avoid posing a risk. For instance, Eastern Cape capturers had to correct the capture codes 999 and 444 as these had been captured incorrectly on mark sheets. Also, in both Limpopo and Eastern Cape the capturing rooms were too small for purpose.

While most provinces relied heavily on manual procedures-which risk the introduction of errors-Umalusi noted the Gauteng PED's maximum use of technology.

Umalusi observed instances where one individual carried out the transfer of marks as an additional, rather than a dedicated, function. This presents a risk, since in the event of the data-capturer omitting a mark sheet, the candidate's marks would not reflect on the record when it was submitted for resulting.

Evidence of double-capturing was observed in all provinces. However, it was noted that there were major differences in the ways in which each province conducted mark capturing.

4.4 Areas of Improvement

The following improvements and good practices were noted:
- an increased pool of monitoring staff;
- improvements in security features at the storage points, e.g. double-locking systems;
- secure and well-managed printing processes; and
- norms and standards established for collecting and returning examination material.

4.5 Areas of Non-compliance

Umalusi identified the following areas of non-compliance during the audit visit:
- recurring shortages of staff in the provincial examination sections, which could impact the effective administration of the November 2019 GETC: ABET examinations; and
- the absence of shredding registers at printing facilities in the Free State PED.

4.6 Directives for Compliance and Improvement

The DHET must ensure that:
- the shortage of staff at various levels is addressed as a matter of urgency for the effective administration of the November 2019 GETC: ABET examinations; and
- all printing facilities keep a register to record shredding, for control and accountability purposes.

4.7 Conclusion

The audit of the state of readiness confirmed the readiness of the DHET to administer the November 2019 GETC: ABET examinations. Umalusi noted that the dedicated DHET team responsible for GETC: ABET examinations had made significant improvements in their plan to administer these examinations.

CHAPTER 5: MONITORING THE WRITING 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 marks the final exit examination for candidates who are registered to write the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) as managed by the Department of Higher Education and Training (DHET).

The November 2019 GETC: ABET examination cycle commenced on 31 October 2019 and ended on 22 November 2019.

Umalusi monitored a predetermined sample of examination centres representative of the nine provincial education departments (PED).

5.2   Scope and Approach

Umalusi monitored a predetermined sample of 40 examination centres for the writing of the GETC: ABET examinations. This was a slight increase of four centres when compared with the 36 examination centres monitored in 2018.

Umalusi used the instrument for the Monitoring of examinations to evaluate the level of compliance of examination centres to conduct, administer and manage the GETC: ABET examinations. The instrument comprised of seven key monitoring areas (criteria). Umalusi adopted the following approach:
- data was collected through interviews with chief invigilators of the monitored centres;
- documentary evidence contained in the examination files available at the examination centres was verified; and
- observations made during monitoring were recorded and reported.

The findings are outlined in 5.3 hereunder, presented as a consolidated analysis of the reports of the monitoring of the writing of the November 2019 GETC: ABET examinations. Table 5A provides details of the 40 examination centres monitored for the writing of the November 2019 GETC: ABET examinations in the nine provincial education department (PED).

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

No.	PED	Centre	Date	Learning area	Candidates	
					Registered	Wrote
1.	Eastern Cape	Cradock Prison	31/10/2019	Information Communication Technology	31	31
2.	Eastern Cape	Dudumeni AEC	11/11/2019	Mathematical Literacy	45	43
3.	Eastern Cape	Hlomelo	15/11/2019	Economic and Management Sciences	44	27
4.	Eastern Cape	Nompumelelo Adult Centre	05/11/2019	LLC: English	36	24
5.	Free State	Rantsane (CLC)/Mo-peli Royal CLC	15/11/2019	Economic and Management Sciences	31	28
6.	Free State	Rebone PALC	01/11/2019	Life Orientation	35	17
7.	Free State	Ubuntu PALC	21/11/2019	Ancillary Health Care	16	03
8.	Gauteng	Baviaanspoort Correctional Centre - Medium	19/11/2019	Natural Sciences	30	29
9.	Gauteng	Morakapula Santo CLC	14/11/2019	Small, Medium and Micro Enterprises	218	107

No.	PED	Centre	Date	Learning area	Candidates	
					Registered	**Wrote**
10.	Gauteng	Peter Lengene CLC	11/11/2019	Mathematical Literacy; Mathematics and Mathematical Sciences	128 13	80 09
11.	Gauteng	Thokoza Adult Centre	22/11/2019	Early Childhood Development	203	129
12.	KwaZulu-Natal	Amandla PALC	22/11/2019	Early Childhood Development	92	62
13.	KwaZulu-Natal	Inkombiso ABET Centre	05/11/2019	LLC: English	34	31
14.	KwaZulu-Natal	Isibani AET Centre	21/11/2019	Ancillary Health Care	65	38
15.	KwaZulu-Natal	Jabulani ABET Centre	19/11/2019	Natural Sciences	85	72
16.	KwaZulu-Natal	Sakhiziwe CLC	22/11/2019	Early Childhood Development	34	22
17.	KwaZulu-Natal	Sibongile CLC	21/11/2019	Ancillary Health Care	38	09
18.	Limpopo	Kaputla Nkoana AET Centre	20/11/2019	Applied Agriculture and Agricultural Technology	18	15
19.	Limpopo	Maphopha ABET Centre	05/11/2019	LLC: English	58	51
20.	Limpopo	Tshikondeni ABET Centre	11/11/2019	Mathematical Literacy	59	33
21.	Mpumalanga	Hlomo CLC	11/11/2019	Mathematical Literacy	109	82
22.	Mpumalanga	Mhlahle CLC	20/11/2019	Applied Agriculture and Agricultural Technology	09	03
23.	Mpumalanga	Numbi ABET Centre	11/11/2019	Mathematical Literacy	110	86
24.	Mpumalanga	Retsweletse PALC	12/11/2019	Human and Social Sciences	55	39
25.	Mpumalanga	Vukatakhe AEC	15/11/2019	Economic and Management Sciences	103	73
26.	Mpumalanga	Witbank Correctional Centre	19/11/2019	Natural Sciences	36	16
27.	Northern Cape	Rolihlahla PALC	14/11/2019	Small, Medium and Micro Enterprises	20	14
28.	Northern Cape	Welgelee PALC	11/11/2019	Mathematical Literacy	23	16
29.	North West	Klerksdorp Correctional Services	14/11/2019	Small, Medium and Micro Enterprises	28	26
30.	North West	Kholofelo CLC	14/11/2019	Small, Medium and Micro Enterprises	10	08
31.	North West	Lichtenburg CLC	04/11/2019	LLC: Setswana	30	25
32.	North West	Maipelo CLC	14/11/2019	Small, Medium and Micro Enterprises	34	11
33.	North West	Mohau and Itsoseng	14/11/2019	Small, Medium and Micro Enterprises	35	34
34.	North West	Phitlhelelo AET Centre	05/11/2019	LLC: English	37	32
35.	North West	Sunrise AET Centre	14/11/2019	Small, Medium and Micro Enterprises	11	11
36.	North West	Thuto Khumo AET Centre	15/11/2019	Economic and Management Sciences	31	20
37.	North West	Tokologo Adult Centre	11/11/2019	Mathematical Literacy	34	32
38.	Western Cape	Hessequa Community Learning Centre	06/11/2019	LLC: Afrikaans	14	06
39.	Western	Tshikondeni ABET Centre	11/11/2019	Mathematical Literacy	59	33
40.	Western Cape	St Francis CLC	04/11/2019	LLC: IsiXhosa	152	74

Table 5B presents the distribution of centres monitored by Umalusi, per provincial education department (PED).

Table 5B: Distribution of examination centres monitored per PED

PED	EC	FS	GP	KZN	LP	MP	NW	NC	WC	Total
Number of centres	04	03	04	06	03	05	09	03	03	40

5.3   Summary of Findings

Table 5C shows the levels of compliance of the centres with the six critical criteria used for monitoring the writing of examinations:

Table 5C: Level of compliance of examination per criterion

Criterion	Met 90-100%	Met 80-89%	Met 70-79%	Met 60-69%	Met 50-59%	Met 40-49%	Met less than 40%	Total
Preparation for the examination	21	14	01	04	00	00	00	40
Invigilators and their training	27	00	07	00	05	00	01	40
Preparations for writing	26	08	04	00	02	00	00	40
Time management of activities during the examination	30	03	02	03	01	01	00	40
Activities during writing	23	15	01	00	01	00	00	40
Packaging and transmission of scripts after writing	38	01	01	00	00	00	00	40

The findings in each of the key monitoring areas provide an account of the analysis of the monitoring reports submitted by monitors.

5.3.1 Preparation for the Examination

The assessment body conducted pre-examination audit at 24 of the monitored examination centres. Strict security with regard to the delivery and storage of examination material was observed in most examination centres monitored. The chief invigilators verified that candidates were registered to write the examination. In 39 out of 40 examination centres, the correct question papers were delivered in sealed packages, as per the schedule, aligned with the national timetable. Although ther e was improvement in the compliance of examination centres with this criterion, the following challenges were encountered:

- five centres did not have a copy of the official timetable for the current examination;
- at Cradock Prison, 31 candidates were registered to write Information and Communication Technology, but only 17 working computers were available. Two sessions were introduced;
- the one metre rule between candidates was not adhered to at six centres;
- the desks were not suitable for adult candidates at five centres;
- dirty and broken toilets with no running water was observed at St Francis CLC;
- high noise levels were reported at St Francis CLC, Hlomo CLC and Maphopha ABET Centre; and
- safe keeping of question papers was compromised at six centres monitored:
  - a strong room/safe was not used at six centres (15%) for safekeeping of the examination material.

A comparison with the findings in the execution of this key monitoring area at the centres during the November 2018 examination cycle revealed that in 2018 47% of the centres met 90 to 100% of the criteria, and 53% in 2019, an increase of 6%. This increase can be attributed to:

- 60% of sampled centres were monitored for state of readiness prior to the commencement of the November 2019 examination and less than 50% during the 2018 November examination-writing cycle;
- ample spacing, suitable furniture and a conducive environment at 85% of the monitored centres in 2019 (a 5% increase from 2018); and
- the collection of question papers and delivery of scripts by authorised personnel in line with the official schedule.

5.3.2 The Invigilators and their Training

PED officials trained the chief invigilators and it was expected of the chief invigilators to cascade this training to the invigilators.

Principals/centre managers were appointed as chief invigilators in 27 centres. The reports revealed that no evidence of letters of appointment for the chief invigilator was available at two centres. An out-dated appointment letter for the chief invigilator was observed at Maphopha ABET Centre, dated 4 April 2019. Invigilators were not trained at three centres.

Monitoring reports indicated that:
- neither the chief invigilator nor the invigilators had ever been trained at Hlomelo (Amathole East); and
- only female invigilators were appointed at Tshikondeni ABET Centre, Thuto Khumo AET Centre, Kaputla Nkoana AET Centre and Tshikondeni ABET Centre, which could pose problems should male candidates require to be accompanied by an invigilator of the same gender when they use the ablution facilities.

The 2019 reports revealed that adherence to the requirements (90%–100%) of this criterion declined by 5% in comparison with the 2018 reports.

5.3.3 Preparations for Writing

The focus of this criterion in the writing process is the admission of the candidates, identification of candidates and the seating of the candidates.

At 36 of the centres, invigilators ensured that every candidate produced his or her admission letter as well as proof of identity.

Invigilation timetables and signed attendance registers of invigilators were only available at 25 of the 40 centres and on the other centres there were either incomplete or not available. At 25 centres, pre-set seating plans were observed and candidates were seated accordingly, 30 minutes before the commencement of the examination session. At all sampled centres time was visibly displayed to candidates and examination venues were free of any incriminating material. Except for two centres (Vukatakhe AEC and Retsweletse Public Centre), the ratio for invigilators to candidates was adhered to. One concession was granted at a centre.

Umalusi observed the following:
- two candidates arrived after 15:00 at St Francis CLC and were not admitted into the examination venue;
- no verification of admission letters and IDs was executed at four centres;
- three candidates and five candidates, were not registered at St Francis CLC and Hlomo CLC respectively;
- at Hlomo CLC one candidate was registered for an incorrect learning area;
- a contradiction on the identity document of a candidate who possessed an ID number (on the timetable) similar to the examination number of another candidate; and, at the same centre (Amandla PALC) one candidate had no ID;
- all candidates were in possession of cell phones, switched on but on silent mode, at Dudumeni AEC and at Sibongile CLC, where a cell phone rang during the examination session;
- calculators were not checked at seven centres;
- there was a shortage of two scripts at Tokologo Adult Centre and copies were made at the centre; and
- at two centres examination files were not available.

The compliance level increased substantially, by 25%, from that of the 2018 examinations. Forty percent of centres met 90% -100% of this criterion in 2018 and 65% centres achieved this level of compliance in 2019.

5.3.4 Time Management for Activities during the Examination

The time management for activities in 30 centres was managed very effectively. Candidates arrived at the examination venues in 39 centres within the regulated timeframes. Only official answer books were distributed to candidates and all candidates signed attendance registers. Examination question papers were opened in front of the candidates by the chief invigilators and at three centres candidates signed after verifying the opening of the sealed packaging. The examination sessions started at the stipulated times, except at Phitlhelelo AET Centre, Amandla PALC and Maipelo CLC. At 15 centres the examination ended earlier than the stipulated time.

Challenges at centres regarding this criterion were:
- the stipulated ten minutes' reading time before the commencement of the examination was not adhered to at eight centres;
- examination rules were not read to the candidates at six centres and invigilators did not check the question paper for technical accuracy with the candidates at six centres;
- the examinations commenced late at Phitlhelelo AET Centre because incorrect question papers were found in the satchel;
- question papers arrived two hours late at Maipelo CLC, because the original question paper was compromised in the North West Province and a new one had to be printed; and
- the 10-minute reading time was not adhered to at 7% of the monitored centres in 2018 and this increased to 20% of the centres in 2019.

5.3.5 Activities during Writing

The writing phase of the examinations in 23 centres was well managed. There were only authorised persons in the examination venues at the sampled centres. No candidate was allowed to leave an examination venue during the last 15 minutes of the session.

The following incidents were, however, observed:
- the chief invigilator left question papers unattended on a desk in the examination room for the period she was outside the room, at Sibongile CLC;
- candidates asked invigilators for explanations of questions on question papers at Nompumelelo Adult Centre and Samora Machel CLC;
- invigilators were not vigilant in the examination venue at Vukatakhe AEC, Mohau and Itsoseng and Sibongile CLC;
- an invigilator who teaches the learning area she was invigilating was reported at Kaputla Nkoana AET Centre;

Notable administrative omissions that led to examination irregularities were reported across the sample of examination centres at the time Umalusi monitored. The following were reported:

a) Registration Related Administrative Errors and Omissions
These included:
- evidence of unregistered candidates were noted at St Francis CLC;
- at Hlomo CLC five candidates were not registered and one candidate was registered for the wrong learning area;
- at Thokoza Adult Centre three candidates were registered to write Early Childhood Development, but their names did not appear on the mark sheets;
- the chief invigilator at Thuto Khumo AET Centre had to manually generate mark sheets because no mark sheets had been provided;
- an absent candidate was marked absent in the wrong column at Samora Machel CLC. The correction was made on the list and an irregularity form was completed. At the same centre, the name of a candidate did not appear on the mark sheet but did appear on the registration list;
- on 05 November 2019 a candidate arrived at the Peter Lengene CLC with a personal timetable indicating that he/she was there to write English. The candidate, however, did not appear on the attendance register for English. An irregularity was declared;

- at Amandla PALC one candidate did not have an ID; and there was a contradiction in the ID number of a candidate and the number on the candidate's letter of admission;
- bar-coded stickers had been cut across the examination numbers, rendering it difficult to read at Retsweletse Public Centre in the Northern Cape since the beginning of the examination cycle and had not been corrected after this was reported; and
- on the day of the monitoring visit at Hlomo CLC, one candidate was registered for the wrong learning area but was allowed to write and an irregularity was declared.

b) Serious Examination Irregularities

A notable and serious examination irregularity was reported in the North West at Phitlhelelo AET Centre at the time of the Umalusi compliance-monitoring site visit:
- the wrong question papers were delivered to the examination centre: after a satchel containing question papers and labelled 'English' was opened and the contents distributed to candidates, the chief invigilator discovered that the question papers were in fact for the Small, Medium and Micro Enterprises examination.

The following action was taken by the centre:
After distributing the paper and commencing with the technical check, the chief invigilator realised that the wrong paper had been delivered. This paper was immediately retrieved from the candidates and the District Area office was informed. The correct paper was emailed from the area office, printed and distributed. The candidates remained in the examination room and the examination only commenced at 14:35.

- two candidates were caught with crib notes at Hlomelo (Amathole East). The notes and their answer books were confiscated and they were given new answer scripts to start afresh;
- at Cradock Prison the answers of the first group of candidates that sat for Information and Communication Technology were not saved and deleted properly from the computers before the second group used the computers. As a result the subject teacher, when copying the candidates' answers onto the CDs, discovered that three candidates opened and copied from the first group's answers; and
- at Retsweletse PALC, one candidate was visibly under the influence of alcohol and acted disruptively.

It was apparent from a comparison with the 2018 reports that there was an increase in 2019 in the number of incidents and examination irregularities reported, bearing in mind the number of centres that Umalusi monitored.

5.3.6 Packaging and Transmission of Scripts after Writing

The protection of the answer scripts was ample to ensure the credibility of the writing phase of the examinations.

Thirty-eight centres achieved between 90% and 100% compliance with this criterion. The scripts handed in by candidates were controlled and sealed at the examination venue by authorised personnel. Examination answer scripts were arranged in accordance with the examination numbers on the mark sheets. Scripts were delivered to the nodal points by either the chief invigilator or a designated official.

The following levels of compromise were reported:
- at one centre (Mohau and Itsoseng) the PED did not provide the centre with the prescribed plastic satchels to secure scripts;
- the chief invigilators at 12 centres did not complete daily situational reports; and
- at Hlomelo (Amathole East) in the Eastern Cape, the chief invigilator used public transport to deliver the scripts to the district office.

This criterion appeared to be an area of strength across all PEDs. An improvement of 04% was observed in the 2019 cycle (95%), compared to that of the 2018 examination cycle (90.9%).

5.3.7 Monitoring by the Assessment Body

Monitoring visits by the assessment body had not been conducted at 19 centres at the time of Umalusi's visit and, as a result, no monitoring reports were available at these centres.

The number of sampled centres monitored by the assessment body at the time of the Umalusi visit was 52% in 2019 and 60% in 2018, representing an 8% decrease.

5.4 Areas of Improvement

The following improvements were reported:
- there was improvement with regards to the preparation for the writing process at most of the sampled centres when compared with the 2018 examinations;
- proof of identity and admissions letters were verified at 34 centres; and
- time management of activities during the examination was executed with high levels of compliance.

Centres excelled in the following, by introducing an innovative idea to improve the reliability of the writing process:
- candidates signed a register verifying that examination materials were delivered in sealed bins to t he examination centres and opened in their presence.

5.5 Areas of Non-compliance

The following critical areas of non-compliance, which may impact the delivery of credible administration of examinations, were observed. Details of the non-compliance issues at implicated centres are listed under Annexure 5A:
- a lack of appointment letters and/or training of chief invigilators and/or invigilators;
- examination sessions commenced late;
- invigilators did not adhere to the required ten minutes' reading time;
- candidates requested that invigilators explain questions on the question paper at two centres;
- computers were not cleared properly after the first examination session for Information and Communication Technology, at one centre;
- question papers were labelled incorrectly (Phitlhelelo AET Centre)in North West – the satchel containing the paper was labelled English, but contained SMME papers;
- there were a number of unregistered candidates;
- an invigilator invigilated the learning area he/she teaches;
- the security of a question paper was compromised at one centre; and
- plastic satchels to secure scripts were not provided to one centre.

It was evident from a comparison with the 2018 reports that in 2019, centres continued to experience challenges in administering the writing sessions. The following were noted:
- out-dated training records for invigilators in 2018 (one centre) and in 2019, at four centres;
- a lack of adherence to the requirements of the regulations pertaining to the invigilators and their training increased by 5% during the 2019 examination, when compared to the 2018 cycle;
- examination files were available at 95% of the sampled centres in 2019 when compared with 100% of centres visited in 2018;
- ten minutes' reading time was not implemented at two centres in 2018, but at six centres in 2019; and
- there was poor time management before the commencement of the examination session, in respect of reading the examination rules to the candidates and carrying out a technical check of question papers.

5.6　Directives for Compliance and Improvement

The DHET must ensure that:
- all invigilators are appointed in writing and that chief invigilators train the invigilators;
- chief invigilators adhere to all regulations pertaining to the conduct of examinations;
- examination question papers and examination material are delivered to the examination centres on time; and
- all candidates are registered.

5.7　Conclusion

Monitoring reports revealed pockets of very good practice regarding the general management of the examination, but there were also concerns. The comparison of the abovementioned findings with the findings of the 2018 November examinations disclosed an overall improvement, with centres up from 62% in 2018 to 69% in 2019 in adhering to the set criteria by between 90% and 100%.

Having evaluated the findings, Umalusi is positive that the November 2019 GETC: ABET examinations overall met the compliance requirements for the conduct, administration and management of the writing process.

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 both the assessment body and for Umalusi.

The purpose of this process is to verify the quality of marking personnel appointed by the Department of Higher Education and Training (DHET); and to monitor the training of the marking personnel involved in the marking and moderation of marking of the November 2019 GETC: ABET examinations.

The PED convened meetings for selecting applicants to be appointed for the marking process.

6.2 Scope and Approach

Umalusi sampled four provinces, namely Eastern Cape, Northern Cape, Mpumalanga and Limpopo for the audit of the selection, appointment and training of marking personnel to mark the November 2019 GETC: ABET examinations. The Northern Cape and Mpumalanga were both visited on 9 October 2019, Limpopo on 15 October 2019 and Eastern Cape on 22 October 2019.

Umalusi checked application forms and qualifications against the criteria stipulated in the examination instructions of each province used for the selection and appointment of marking personnel. The absence of common criteria and application forms complicates the audit process, as each province has its own way of recruiting and appointing marking personnel.

Table 6A indicates the learning areas and the number of applications audited in the four sampled provinces.

Table 6A: Learning areas and the number of applications audited per PED

Province	Learning area	Learning area code	Number of applications
Eastern Cape	Applied Agriculture and Agricultural Technology	AAAT4	5
	Information and Communication Technology	INCT4	5
	Language, Literacy and Communication – English	LCEN4	5
	Language, Literacy and Communication – IsiXhosa	LCXH4	5
	Life Orientation	LIFO4	5
	Mathematical Literacy	MLMS4	5
Total			**30**
Limpopo	Ancillary Health Care	ANHC4	4
	Human and Social Sciences	HSSC4	4
	Language, Literacy and Communication – Sepedi	LCSP4	4
	Language, Literacy and Communication – Xitsonga	LCXI4	4
Total			**16**

Province	Learning area	Learning area code	Number of applications
Mpumalanga	Life Orientation	LIFO4	4
	Mathematical Literacy	MLMS4	4
	Natural Sciences	NATS4	4
	Language, Literacy and Communication – English	LCEN4	4
	Language, Literacy and Communication – Setswana	LCTS4	4
Total			**20**
Northern Cape	Ancillary Health Care	ANHC4	4
	Early Childhood Development	ECD4	4
	Language, Literacy and Communication – Setswana	LCST4	4
	Small, Medium and Micro Enterprises	SMME4	4
	Travel and Tourism	TRVT4	4
Total			**20**

The PED were required to provide statistics regarding the appointed marking personnel. This information was required from all PED, whether they were audited or not. The aim was to ensure that all PED have sufficient marking personnel for the marking of the November 2019 GETC: ABET examinations.

The number of marking personnel appointed per learning area is determined by the number of candidates registered to write the examinations. Table 6B shows the total number of marking personnel appointed to mark the November 2019 GETC: ABET examinations per PED.

Table 6B: Personnel appointed to mark the GETC: ABET per PED

PED	Markers	Senior markers	Deputy chief markers	Chief markers	Internal moderators	Total
Eastern Cape	119	18	0	20	20	177
Free State	62	10	0	15	8	95
Gauteng	360	72	14	26	26	498
KwaZulu-Natal	291	58	8	20	20	397
Limpopo	200	38	4	22	16	280
Mpumalanga	118	20	1	22	22	183
Northern Cape	38	4	0	10	10	62
North West	97	14	0	17	15	143
Western Cape	62	12	0	18	18	110
Total	**1 347**	**246**	**27**	**170**	**155**	**1945**

6.3   Summary of Findings

The Personnel Administrative Measure (PAM) document does not fully cater for the selection and appointment of marking personnel for GETC: ABET given the uniqueness of the adult education sector. Each PED had its own criteria amended to suit their context. Each province provided justification for variations in their selection criteria.

Each PED provided a document with criteria and requirements for the appointment of their marking personnel. Limpopo PED used the Collective Agreement No. 1 of 2004, developed by the Education Labour Relations Council of Limpopo. The document was approved in terms of the Labour Relations Act of 1995, as amended. Mpumalanga PED used Assessment Instruction No. 08 of 2019. In the Eastern Cape the PED used Assessment Instruction No. 23 of 2019 and the Internal Memorandum of 11 September 2019. Northern Cape PED used Examination Instruction No. E54/2019 to guide their recruitment, selection and appointment of marking personnel. The summary of findings is discussed below.

6.3.1 Criteria for the Appointment of Marking Personnel

Each PED stipulated clear criteria and requirements to be met by applicants in order to be considered for appointment. Instructions for the completion of application forms are provided in the examination instructions of each PED.

Despite different PED using different guiding documents for the appointment of marking personnel, there were three common criteria across the documents used by all four PED sampled for the audit of the selection and appointment of marking personnel. These criteria were:
- qualifications;
- teaching experience and/or current involvement in the learning area; and
- marking experience.

Interested applicants who met the PED requirements were expected to submit certified copies of their qualifications, together with the completed application form. Certified copies to be submitted included the following:
- identity document;
- qualifications;
- marriage certificate, where the applicant's maiden surname appears in the qualifications; and
- proof of registration with the South African Council of Educators (SACE).

In all four sampled PED, selection panels prioritised applicants who were currently teaching, or directly involved in supporting curriculum delivery in the community education and training (CET) sector.

6.3.2 Completion of Application Forms

Application forms must be fully completed and signed by designated officials and the selection panel member, as required by the relevant document. A centre manager must declare that an applicant is a lecturer teaching the learning area. The adult education and training (AET) coordinator should recommend the applicant (Eastern Cape).

In all the provinces visited, chief markers and internal moderators were not required to apply in each examination cycle. Their positions were advertised and the recruitment process was managed differently: they were interviewed and appointed for a period of between two and three years. Umalusi verified their application forms in the Eastern Cape, but could not verify in Northern Cape, Mpumalanga, and Limpopo as these application forms were not available.

Most application forms were completed in full. Authorised selection panel members signed most application forms audited, and most required documents were certified and attached.

Umalusi observed non-compliance with a number of requirements. In the Eastern Cape, five out of 30 applicants did not indicate the name of the community learning centre (CLC) where they were employed. Five applicants did not have a qualification in the relevant learning area and there were no motivation letters as required by the examination instruction. In Northern Cape, nine out of 20 applicants had not indicated their teaching experience in the learning area applied for. In Northern Cape, three applicants (ECD4, LCTS4 and SMME4) had taught the learning area for only one year, not the two years within three years (2017-2019) as required. In Mpumalanga, copies of qualifications were not certified (one senior marker applicant in MLMS4) and the applicant was appointed despite the shortcomings.

6.3.3 Qualifications of Applicants

Marking personnel must have a qualification in the learning area applied for, at a minimum Grade 12. Experience in teaching the learning area is also considered.

As mentioned earlier the qualification requirements for the appointment of marking personnel were common across all PED audited. Qualification requirements included:

- a three-year post-matric qualification, including for the learning area applied for, at second- or third-year level; or
- any other appropriate post-matric qualification;
- preference to be given to lecturers teaching the learning area concerned at GETC: ABET NQF Level 1 on a full-time basis at a registered CLC; and
- curriculum officials who are directly involved in GETC: ABET NQF Level 1 learning areas on a full-time basis.

All applicants verified possessed the requisite post-matriculation qualifications to teach in the AET sector. Qualifications in the learning area were a challenge as most applicants did not have qualifications to teach specific learning areas. Applicants did, however, have the necessary experience in teaching specific learning areas. This was common in all four sampled PED and was a common practice in the sector. In most cases applicants had Grade 12 as the highest qualification in the learning area. In some applications (AAAT4 and ANHC4), the learning area did not even appear in the Grade 12 certificate. Experience in teaching the learning area was therefore considered for selection and appointment.

6.3.4 Teaching Experience

Applicants were expected to have taught the learning area for at least two years in the past three years (2017-2019) and must currently be teaching the learning area. Chief markers, internal moderators and deputy chief markers must have five years' teaching experience, senior markers must have at least two years' teaching experience and markers were expected to have at least one year of experience. Office-based officials must be directly involved in the learning area, in supporting curriculum delivery and assessment processes. However, in Limpopo, Northern Cape and Eastern Cape, no distinction was made in terms of teaching experience for markers, senior markers, chief markers and internal moderators.

The required teaching experience that selection panels were looking for in different provinces was a minimum of two years' teaching experience at a CLC. The applicant ought to be teaching the learning area applied for.

Lecturers who were not teaching at a CLC were required to have a minimum of two years' teaching experience and hold a recognised academic qualification in the learning area for which they were applying. This requirement was applicable to university lecturers and educators not specifically employed by CLC. For this category of applicants to be considered, they were required to submit proof that they rendered educational auxiliary services in the learning area applied for. This was a requirement only in Limpopo. Umalusi found that one applicant did not have the requisite teaching experience (LCXI4), in Limpopo.

The lecturer's having achieved a student pass rate of 50% or more in any of the past three years was also stated as a requirement in EC. Minutes of meetings convened by centre managers to verify the eligibility of applicants were required by this PED. Verification of applications at district and provincial level was one of the requirements.

6.3.5 Marking Experience

The PED were required to indicate the marking experience of each applicant as well as information about the inclusion of novice markers.

Marking experience was listed as one of the requirements to be considered for appointment as a marker. This marking experience could be acquired in the schooling sector or in the technical and vocational education and training (TVET) sector.

In Limpopo, three applicants with no marking experience were shortlisted, for ANHC4, LCSP4 and LCXI4.

Provinces indicated consideration to accommodate new applicants as novice markers in an effort to build capacity in their requirements. In EC, there was a minimum of one novice marker included in each learning area. In NC, all ECD4 markers were novice markers since the learning area was to be marked for the first time in this PED. Novice markers were not included in TRVT4 in the NC. One applicant appointed had one year of experience in TRVT4. No novice markers were included in HSSC4 in LP. There were no novice markers in any learning areas audited in MP.

6.3.6 Training of Marking Personnel

The PED are required to provide management plans for the training of chief markers and internal moderators (training by marking centre managers) and information regarding the training of markers by chief markers and internal moderators at the marking centres. Training material and/or manuals and areas to be covered during the training of marking personnel was also required. These documents must be made available to Umalusi for verification.

The chief markers and internal moderators for each learning area represent the provinces at the National standardisation of marking guideline meetings. Issues discussed during the standardisation of marking guidelines are then shared with the markers in the respective provinces. Management plans indicated that the training of chief markers and internal moderators would be conducted two days before the commencement of the marking process at the marking centres. They, in turn, would train markers a day before the marking process began. Training materials were verified.

Aspects that would be covered during the training of chief markers and internal moderators included the following:
- ground rules at the marking centre and specific marking venue;
- management of the marking venue;
- flow of scripts and control of mark sheets;
- security of scripts;
- development of management plans;
- management of irregularities;
- management of the marking guideline discussions and the marking process;
- norm times and time management;
- management of internal moderators' reports; and
- processing of claims.

The training of markers would address the following issues:
- ground rules at the marking centre and specific marking venue;
- marking guideline discussions;
- principles of marking;
- dummy script marking and allocation of questions to marking personnel;
- moderation of marking;
- controlling the flow of scripts;
- identification and management of irregularities; and
- transfer of marks.

The training of marking personnel was to be conducted from 30 November to 3 December 2019, according to the management plans of the different PED.

6.4 Areas of Improvement

The following was noticed as improvement in the process:
- provinces had developed documents to guide the selection and appointment of marking personnel;
- panels for the selection of marking personnel included different stakeholders with an interest in the GETC: ABET qualification; and
- criteria for the selection and appointment of marking personnel were customised to suit the complex nature of both the sector and individual province.

6.5   Areas of Non-compliance

The following were identified as non-compliance:
- some applicants did not indicate their place of work;
- an applicant's copies of certificates certified more than three months prior in Mpumalanga PED;
- applicants with certificates that were not certified in the EC;
- application forms not signed by the selection panel in EC; and
- no novice markers included in MP.

6.6   Directives for Compliance and Improvement

The DHET must ensure that:
- common criteria and requirements for the appointment of marking personnel are implemented across all PED; and
- common application forms are developed and implemented in all PED.

6.7   Conclusion

The selection and appointment of marking personnel remained a challenge in all provinces. The PAM document does not cater for the AET sector. This challenge is aggravated by the absence of common criteria, application forms and standards, which results in each province doing what they think is best, based on the context of each province. Differences in the standards, criteria for selection and appointment pose a risk for marking and, therefore, the credibility of the results and the qualification. There is a need for a guideline document that will suit the context of the sector. Such a guideline would help to maintain common standards in all provinces.

All provinces' management plans indicated that the training of marking personnel would be conducted before the commencement of the marking process.

CHAPTER 7: STANDARDISATION OF THE MARKING GUIDELINES

7.1   Introduction

Umalusi is required to ensure that the quality and standards of all assessment practices associated with the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations are maintained. The quality assurance of marking begins with the standardisation of marking guidelines. Inconsistencies in the marking of the scripts impact negatively on the fairness and reliability of marks awarded to candidates and threaten the validity of examinations.

The standardisation of marking guidelines provides a platform for the marking personnel and Umalusi moderators to discuss responses per question and to reach consensus before the final marking guidelines are approved. In light of this, quality assurance of marking is imperative for the Department of Higher Education and Training (DHET), as well as for Umalusi.

The purpose of the standardisation of marking guidelines is to ensure that:
- all amendments to the marking guidelines are agreed upon after deliberation;
- all marking personnel have a common interpretation of the marking guidelines;
- chief markers and internal moderators from all provinces are trained to test the accuracy of the standardised marking guidelines before they are approved; and
- Umalusi approves the final version of all marking guidelines.

Furthermore, this process aims to ensure that all possible alternative responses are included in the final marking guidelines so that candidates are not unfairly disadvantaged.

7.2   Scope and Approach

The DHET conducted the standardisation of marking guideline meetings for the November 2019 GETC: ABET examinations from 8 to 29 November 2019. The meetings were convened at the Department of Basic Education (DBE) offices in Pretoria. All nine provincial education departments (PED) that conducted the November 2019 GETC: ABET examinations were expected to send representatives, per learning area, to participate in these meetings.

Previously, there was a challenge of non-attendance of PED representatives from learning areas with low registration of candidates. PED with few scripts did not send representatives to the meetings, aiming to cut costs. Umalusi issued a directive to the DHET that PED not be allowed to mark the scripts of learning areas where the PED had not been represented at the standardisation of marking guideline meetings.

The DHET issued an examination instruction to allow PED to send scripts from those learning areas in which there were fewer than 100 scripts to be marked centrally by the DHET at their National Examinations and Assessment offices. The DHET also ensured that the marking personnel attended the standardisation of marking guidelines meetings. This initiative eliminated the problem of non-attendance at the meetings.

Umalusi deployed one moderator per learning area to participate in the standardisation of marking guideline meetings, in accordance with the schedule provided by the DHET. Table 7A shows the DHET schedule for the standardisation of marking guideline meetings as well as Umalusi representation at the marking guideline meetings.

Table 7A: Schedule for the standardisation of marking guideline meetings

Date	Learning area	Umalusi moderators	Umalusi official
08 November 2019	Information Communication Technology (INCT4)	3	1
	Life Orientation (LIFO4)		
	Language, Literacy and Communication: Xitsonga (LCXI4)		
11 November 2019	Arts and Culture (ARTC4)	4	1
	Language, Literacy and Communication: Sepedi (LCSP4)		
	Language, Literacy and Communication: IsiXhosa (LCXH4)		
	Language, Literacy and Communication: Afrikaans (LCAF4)		
15 November 2019	Language, Literacy and Communication: SiSwati (LCSW4)	3	1
	Mathematics and Mathematical Sciences (MMSC4)		
	Technology (TECH4)		
18 November 2019	Mathematical Literacy (MLMS4)	4	1
	Language, Literacy and Communication: Tshivenda (LCVE4)		
	Human and Social Sciences (HSSC4)		
	Language, Literacy and Communication: IsiNdebele (LCND4)		
21 November 2019	Language, Literacy and Communication: IsiZulu (LCZU4)	3	1
	Small, Medium and Micro Enterprises (SMME4)		
	Travel and Tourism (TRVT4)		
25 November 2019	Economic and Management Sciences (EMSC4)	3	1
	Language, Literacy and Communication: Setswana (LCTS4)		
	Wholesale and Retail (WHRT4)		
27 November 2019	Applied Agriculture and Agricultural Technology (AAAT4)	3	1
	Language, Literacy and Communication: English (LCEN4)		
	Natural Sciences (NATS4)		
29 November 2019	Ancillary Health Care (ANHC4)	3	1
	Early Childhood Development (ECD4)		
	Language, Literacy and Communication: Sesotho (LCSO4)		
Total		**26**	**8**

Umalusi moderators used the Quality Assurance of Assessment Instrument for the Monitoring of the Standardisation of Marking Guidelines to monitor the discussions. The instrument requires Umalusi moderators to report the findings based on the following criteria:
- attendance of marking personnel;
- verification of question papers;
- preparations for the standardisation of marking guidelines;
- standardisation of marking guidelines process;
- training at the standardisation of marking guidelines meeting; and
- approval of the final marking guidelines.

Umalusi moderators attended the standardisation of marking guideline meetings to monitor the proceedings, give guidance where needed, take final decisions and, subsequently, approve the final marking guidelines to be used during the marking in all PED marking centres and the DHET centralised marking centre.

7.3 Summary of Findings

All PED that conducted the November 2019 GETC: ABET examinations were expected to send two representatives to the standardisation of the marking guideline meetings. Table 7B indicates attendance by provincial representatives at the marking guideline meetings. Using the instrument provided, Umalusi moderators checked the attendance, preparations and the rigour with which the meetings were conducted.

7.3.1 Attendance of Marking Personnel

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

Provincial departments are expected to send representatives per learning area to attend the standardisation of marking guideline meetings. In most instances, provinces send the chief marker and an internal moderator for each learning area. The national examiner and national internal moderator per learning area represent the DHET. Table 7B shows PED representation at the November 2019 standardisation of marking guideline meetings.

Table 7B: PED representation at the standardisation of marking guideline meetings

No.	Learning area	Provincial education department								
		EC	FS	GP	KZN	LP	MP	NC	NW	WC
1.	ANHC4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2.	AAAT4	Yes	@	Yes	Yes	Yes	Yes	@	Yes	@
3.	ARTC4	Yes	Yes	Yes	Yes	Yes	Yes		Yes	@
4.	ECD4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	@
5.	EMSC4	Yes	Yes	Yes	Yes	Yes	Yes	@	Yes	@
6.	HSSC4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7.	INCT4	Yes	@	Yes	Yes	@	@	@	@	@
8.	LCAF4	@	@	@	@	@	@	Yes	@	Yes
9.	LCEN4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10.	LCND4			@		@	Yes			
11.	LCXH4	Yes	@	Yes	Yes	@	@	No	@	Yes
12.	LCZU4	@		Yes	Yes	@	Yes		@	
13.	LCSP4			Yes		Yes	Yes		@	
14.	LCSO4	@	Yes	Yes	@	@	@			
15.	LCTS4		@	Yes		@	No	Yes	Yes	
16.	LCSW4			@		@	Yes			
17.	LCVE4			@		Yes				
18.	LCXI4			Yes		Yes	Yes			
19.	LIFO4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
20.	MLMS4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
21.	MMSC4	Yes	Yes	Yes	Yes	Yes	Yes	@	@	@
22.	NATS4	@		Yes	Yes	Yes	Yes	@	@	@
23.	SMME4	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes
24.	TECH4	@	@	Yes	Yes	Yes	Yes	No	@	@
25.	TRVT4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
26.	WHRT4	Yes	Yes	Yes	Yes	Yes	@		@	@

In Table 7B, a "Yes" means that the PED was represented; a "No" means that the PED was not represented; the "@" means the scripts would not be marked by the PED; and the blocked field indicates that the PED did not conduct examinations in this learning area.

7.3.2 Verification of Question Papers

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

Umalusi attended the standardisation of marking guideline meetings to verify that the question paper and corresponding marking guideline to be discussed was the one that was approved by Umalusi during the moderation process. This verification process was done by comparing the approved question paper, which bears the signature of the Umalusi moderator, with the question paper that was written by candidates. During the standardisation meetings of the November 2019 GETC: ABET examinations, Umalusi moderators confirmed that all 26 question papers were the final versions approved during the external moderation process.

7.3.3 Preparations for the Standardisation of Marking Guidelines Meetings
This criterion verifies the preparations carried out by marking personnel before attending standardisation of marking guideline meetings.

In preparing for the meetings, each PED representative was expected to have marked a sample of 20 candidate scripts of the learning area to be discussed. Table 7C indicates the number of scripts marked by each PED representative, in preparation for the standardisation of marking guideline meeting.

Table 7C: Number of scripts pre-marked by representatives, per learning area, per PED

Learning area	EC	FS	GP	KZN	LP	MP	NC	NW	WC
AAAT4	25	@	14	38	41	41	@	13	@
ANHC4	40	40	40	40	40	40	20	40	40
ARTC4	20	18	20	29	9	40	0	13	@
ECD4	40	20	40	40	04	40	20	20	0
EMSC4	40	42	40	40	40	40	@	40	@
HSSC4	26	20	40	20	40	40	20	40	40
INCT4	40	@	15	40	5	@	@	@	@
LCAF4	@	@	0	@	@	@	15	@	32
LCEN4	40	40	10	40	40	40	40	40	40
LCND4			@		@	20			
LCSO4	@	20	20	@	@	@			
LCSP4			32		11	60		@	
LCTS4		@	22	@	20		20	40	
LCSW4			@		@	40			
LCVE4			@		28				
LCXH4	40	@		40	@	@		@	42
LCXI4			9		35	35			
LCZU4			10	40	@	40		@	
LIFO4	40	40	40	40	36	40	20	40	40
MLMS4	40	40	40	40	40	40	20	35	40
MMSC4	36	20	16	40	5	27	@	@	@
NATS4	@		40	40	20	24	@	@	@
SMME4	40	20	44	40	28	40	42	40	42
TECH4	@	@	10	34	2	40		@	@
TRVT4	40	40	40	40	17	40	20	40	40
WHRT4	40	20	40	13	10	@		10	@

In Table 7C, the blocked field indicates that the PED did not conduct examinations in that learning area. The @ means the PED would not be marking scripts for that learning area.

According to Table 7C, Limpopo PED was represented and the representative pre-marked scripts for the ARTC4. However, ARTC4 scripts were sent to the DHET centralised marking centre for marking. The DHET will utilise these officials during the marking at the DHET centralised marking venue.

7.3.4 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.

The DHET started by conducting a plenary session where all participants discussed marking principles to be adhered to at all times across all provinces. After the plenary, participants moved into specific learning area groups where discussions were conducted.

The DHET national internal moderator chaired the standardisation of marking guideline meeting for each learning area.

PED representatives were given the opportunity to introduce themselves while the attendance register was circulated. It was observed that proceedings in all groups started by checking which PED were represented and how many candidate scripts had been pre-marked by each PED representative.

Participants then used the pre-marked scripts brought to the meetings during the discussions. Participants motivated for responses that might be acceptable and ought to be included in the final marking guideline.

In the different learning areas rigorous discussions were held, under the watch of Umalusi. Alternative responses were suggested and thoroughly checked for correctness and acceptability in each learning area. Amendments made were of the following nature:
- correction of incorrect responses;
- alternative responses that were initially omitted; and
- clarification of the marking instructions for questions.

The role of the Umalusi external moderators was to:
- observe the proceedings;
- provide guidance regarding the interpretation of the questions and the required responses;
- adjudicate where participants were unable to reach consensus regarding responses; and
- approve the final marking guidelines to be used in various provinces during the marking process.

The SMME4 group had to conduct this process twice because the North West candidates wrote a question paper that was different from that written by the other eight PED.

During the standardisation of marking guideline meetings, minutes of proceedings were captured for record purposes.

7.3.5 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.

Participants attended the meetings prepared by having pre-marked scripts, which assisted them to contribute meaningfully during the discussions. Furthermore, the experience gained prior to attending the meetings contributed to the overall success of the discussions.

In some instances, PED representatives did not receive candidates' scripts prior to attending the meetings. This is when training at the standardisation of marking guideline meetings becomes critical.

The training of provincial representatives ensures that attendees share a common understanding and interpretation of the marking guidelines. After the marking guidelines were standardised, participants were given dummy scripts to mark, using the standardised marking guidelines. The marked dummy scripts were then used for further discussion of variations in mark allocation by participants.

The marking of dummy scripts was one aspect of the training. The other aspect involved discussion of marking principles, with which participants must familiarise themselves. Dummy marking tests the accuracy of the marking guidelines and creates an opportunity to address any challenges that may arise from working with the standardised marking guideline before the marking guidelines are approved.

7.3.6 Approval of the Final Marking Guidelines

This criterion checks the quality of the standardised marking guidelines, in terms of accuracy, correctness, inclusion of alternative responses, allowing for consistent accuracy in marking and clarity of marking instructions.

At the end of each meeting, Umalusi moderators, national examiners and national internal moderators approved the final versions of the approved marking guidelines for their respective learning areas. This was done by signing the front cover page of the approved marking guidelines. The approved marking guidelines would be used to mark the candidates' scripts for the respective learning areas in all provinces.

7.4   Areas of Improvement

Umalusi noted the following improvement:
- There was a marked improvement in the attendance and the level of preparation done by provincial representatives for the standardisation of marking guideline meetings.

7.5   Areas of Non-compliance

None.

7.6   Directives for Compliance and Improvement

None.

7.7   Conclusion

The marking guideline discussions served the intended purpose of standardising the marking guidelines to be used during the marking of scripts in all marking centres of the different PED and the DHET centralised marking centre. 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.

CHAPTER 8: MONITORING OF THE MARKING CENTRES

8.1   Introduction

Umalusi monitors the level of preparedness of marking centres to conduct the process of marking examination scripts. The marking of examinations scripts for the November 2019 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) was managed by the provincial education departments (PED) on behalf of the Department of Higher Education and Training (DHET). Marking took place across the nine provinces.

This chapter reports on the findings gathered from the sample of monitored marking centres, which were representative of the nine provinces. It includes but is not limited to:
- planning prior to the conducting of the marking process;
- the adequacy of resources at the marking centre;
- security provided at the marking centre; and
- the handling and management of irregularities identified from marked scripts.

The findings gathered by Umalusi from the monitoring of the marking centres are provided in detail under section 8.3 of this report, with areas of improvement and non-compliance highlighted and directives for improvement and compliance issued.

8.2   Scope and Approach

Umalusi monitored and evaluated ten marking centres for the November 2019 GETC: ABET examinations managed by the PED, as shown in Table 8A.

Table 8A: Examination centres monitored for the marking of examinations per PED

No.	PED	Centre	Date
1.	Eastern Cape	Graeme College	06/12/2019
2.	Free State	Bainsvlei Combined School	03/12/2019
3.	Gauteng	DHET Centralised Marking Centre	07/12/2019
4.	KwaZulu-Natal	Harding Secondary School	09/12/2019
5.	KwaZulu-Natal	Vukile High School	05/12/2019
6.	Limpopo	Northern Academy Secondary School	02/12/2019
7.	Mpumalanga	Hoërskool Generaal Hertzog	30/11/2019
8.	Northern Cape	Hoër Tegniese Skool (HTS) Kimberley	03/12/2019
9.	North West	Stella High School	05/12/2019
10.	Western Cape	Wynberg Girls' High School	06/12/2019

8.3   Summary of Findings

The information and conclusions set out in this report are limited to the findings from a sample of marking centres monitored; and are subject to the availability of evidence and data collected at the marking centres at the time of Umalusi's visit. The findings hereunder are in line with the Umalusi Instrument for Monitoring of the Marking Centre.

8.3.1 Planning for Marking

This criterion evaluates compliance with requirements for arrangements at the centres before the commencement of the actual marking of scripts. This includes the timely appointment of competent marking personnel, as well as effective time management of the daily activities.

All examination centres were managed in strict accordance with the marking management plan. The scheduled times for arrival and training of personnel were adhered to at the respective centres. Attendance registers were verified to confirm the centres' compliance with training markers in correct marking procedures and methodology. Records were kept of hours worked and the number of scripts marked by senior markers.

At Northern Academy Secondary School, the marking centre management failed to produce evidence of the following:
- a signed attendance register to confirm time of reporting of the marking management team prior to the official commencement of the marking process;
- training of marking personnel as per the management plan; and
- a dispatch record to prove timely provision of the marking guidelines/memoranda to the centre.

Marking commenced at different times at the centres, between 07:00 and 20:00 daily. The marking of IsiNdebele was slow at Hoërskool General Hertzog, which caused a delay in moderating the scripts. At HTS Kimberley a delay in the actual marking of scripts resulted in DHET verifiers leaving without verifying Mathematical Literacy and Early Childhood Development.

At Graeme College some markers did not arrive and were replaced by those on the reserve list. Although 62 examination assistants were appointed at this centre, only 50 actually arrived. The centre manager managed to secure adequate numbers of replacements from the list of applicants.

In the centres monitored during the 2018 December marking cycle, two centres had incomplete management plans and, at one centre in KwaZulu-Natal, no marking management plan was available. All the sampled centres in 2019 produced marking management plans.

8.3.2 Marking Centres

A marking centre should comply with the criteria pertaining to the establishment of marking centres, as agreed by the assessment body. These should include ample space for the marking process, a suitable control centre, information technology facilities and an Occupational Health and Safety certificate.

The marking process was accommodated in spacious venues and marking personnel used comfortable furniture. Each learning area was allocated a classroom to be used as a marking venue. In Vukile High School three small learning areas with few scripts used the same classroom as a marking venue.

At all the marking centres separate, spacious rooms were used as control rooms. Communication facilities were available but load-shedding created some problems.

At Northern Academy Secondary School in Limpopo and Bainsvlei Combined School in the Free State, Occupational Health and Safety certificates could not be verified, although after physical verification it was established that all the centres complied with the minimum requirements of health and safety. Water challenges experienced at the commencement of the marking session were addressed at Harding Secondary School.

Accommodation was provided for markers at school hostels at seven centres and markers deployed at the DHET Central Marking Centre were accommodated at a hotel. The centre at Hoërskool Generaal Hertzog accommodated only markers from afar. Markers at Graeme College encountered problems regarding food shortages at the start of the marking.

When compared with the 2018 marking reports, the 2019 reports endorsed good management at the marking centres.

8.3.3 Security of Marking Venues

This criterion includes compliance with security standards and strict control at the control centres, which form the heart of the operations at the marking centres.

Tight security measures were observed at the sampled marking centres. The centre manager permitted entrance to the marking premises only after confirmation of identification and thorough search procedures. Metal detectors were used at Vukile High School. Security guards secured the centres at strategic points during the day and night for the duration of the marking cycle.

The following infrastructure was observed, which ensured that all scripts were accounted for during marking:
- a physical count was made of delivered and signed-for scripts at centres, as well as the use of control sheets;
- scripts were scanned in and out of marking venues and were signed for by learning area chief markers who were escorted by security officials; and
- marked scripts returned to the control room were re-verified as per mark sheet.

During the 2018 marking cycle two transport vehicles were reported as having not been escorted; and in 2019 all delivery vehicles were reported to be escorted.

8.3.4 Handling of Irregularities

Markers were trained in what constitutes an irregularity and how to deal with irregularities. Suspected and detected irregularities were referred to the senior marker and the internal moderator to probe and confirm before referring it to the centre manager, responsible for documentation, investigation and referral. If confirmed as an irregularity, it was then referred to the Provincial Examinations Irregularities Committee (PEIC). The developed script replacement forms were completed when scripts were sent for irregularity verification. Scripts removed from batches were, additionally, highlighted on the mark sheet at Bainsvlei Combined School in Free State. Tracking systems to deal with reported and confirmed lost answer scripts were available at all the marking centres.

Irregularity registers were available at all the sampled centres. At the time of the monitoring visits, the following irregularities were documented:
- an incident of suspected mass copying (25 scripts) was reported to the PEIC at Harding Secondary School; and
- Umalusi observed that at Wynberg Girls' High School the PED delegated an official to remove scripts and report marking-related irregularities to the PEIC coordinator at the Western Cape Education Department head office.

These irregularities were recorded at the monitored centres on the day of the Umalusi visit in 2019. In 2018 five irregularities were recorded.

8.4   Areas of Improvement

The following areas of good practice were noted:
- a backup generator was available at Vukile High School; and
- a very supportive School Governing Body chairperson was noted at Harding Secondary School.

8.5   Areas of Non-compliance

The following areas of non-compliance were noted:
- there was a lack of evidence of the implementation of the marking management plan (e.g. training of marking personnel) at Northern Academy Secondary School;
- the absence of an established examinations irregularity panel at Bainsvlei Combined School; and
- markers did not adhere to the norm times set out for each of the learning areas at the marking centres.

8.6   Directives for Compliance and Improvement

The DHET is required to ensure that:
- all evidence is kept on all documented marking processes and procedures, including records of appointed markers and statistics on all learning areas marked at the marking centres;
- marking centre managers establish a centre-based examination irregularity panel; and
- markers should be made aware of observing norm times during marking.

8.7   Conclusion

The issues highlighted by the monitoring reports included a notable decrease in the number of recorded irregularities at the time of the monitoring visits in 2019, in comparison with the 2018 reports. 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 centres.

After completing the quality assurance process of the marking at the sampled centres, Umalusi confirmed that the quality of the marking process had aligned well with the requirements. This had ensured a reliable, transparent and credible November 2019 GETC: ABET examination marking cycle.

CHAPTER 9: VERIFICATION OF MARKING

9.1   Introduction

Verification of marking validates the process of marking and determines whether the marking personnel have adhered to the marking guidelines approved by Umalusi moderators at the national standardisation of marking guideline discussions meetings. The verification process evaluates adherence to marking standards. In addition, Umalusi moderators scrutinise answer scripts for possible irregularities.

The purpose of conducting verification of marking is to:
- determine whether the approved marking guidelines are adhered to and applied consistently;
- determine that mark allocation and calculations are accurate and consistent;
- ascertain that internal moderation is conducted during marking;
- identify possible irregularities; and
- confirm that marking is fair, reliable and valid.

9.2   Scope and Approach

Umalusi conducted on-site verification of the marking of the November 2019 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations administered by the Department of Higher Education and Training (DHET) from 4 to 11 December 2019 at various marking centres in nine provinces.

Umalusi sampled 24 out of 26 learning areas for the verification of marking. The sampled learning areas and the number of scripts sampled are indicated in Table 9A.

Table 9A (i): Learning areas and scripts sampled for the verification of marking

No.	Learning area	Number of answer scripts per PED									
		EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
1.	AAAT4	40									**40**
2.	ANHC4									40	**40**
3.	ARTC4						40				**40**
4.	ECD4			40				40			**80**
5.	EMSC4						40		40		**80**
6.	HSSC4				40						**40**
7.	INCT4		10			5	3	4	7	13	**42**
8.	LCAF4			20	6	2	9		3		**40**
9.	LCEN4			40	40			40			**120**
10.	LCND4						40				**40**
11.	LCSO4		60								**60**
12.	LCSP4						60				**60**
13.	LCSW4						40				**40**
14.	LCTS4								40		**40**
15.	LCVE4					46					**46**
16.	LCXH4	40									**40**
17.	LCXI4					40					**40**
18.	LIFO4									40	**40**
19.	MLMS4					40					**40**
20.	MMSC4			40							**40**
21.	NATS4					40					**40**

No.	Learning area	Number of answer scripts per PED									
		EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
22.	SMME4		40						40		**80**
23.	TECH4			40							**40**
24.	WHRT4				40						**40**
	Total	**80**	**110**	**180**	**126**	**173**	**232**	**84**	**130**	**93**	**1 208**

The answer scripts for learning areas that consisted of 100 or fewer scripts, per province, were marked at a centralised DHET marking venue. The provincial education departments (PED) affected were required to send their scripts to the DHET for marking. This was a new process done for the first time. Table 9B indicates the learning areas and the number of scripts marked at the centralised marking venue.

Table 9A (ii): Learning areas and scripts marked at the DHET centralised venue

No.	Learning area	Number of PED that submitted scripts	Total number of scripts marked	Marking personnel
1.	AAAT4	3	102	2
2.	ARTC4	2	161	3
3.	ECD4	1	194	5
4.	EMSC4	2	199	3
5.	HSSC4	3	213	3
6.	INCT4	7	432	5
7.	LCAF4	7	213	3
8.	LCSO4	4	90	2
9.	LCTS4	3	229	3
10.	NATS4	4	114	3
11.	WHRT4	3	306	5

Umalusi deployed moderators for LCAF4 and INCT4 to conduct the verification of marking at the DHET centralised marking centre. Umalusi staff also monitored the marking centre on 7 December 2019.

Umalusi verified the marking of candidates' scripts in the sample using the Umalusi Instrument for the Verification of Marking. Candidates' scripts were evaluated against the following four key criteria:
- adherence to marking guidelines;
- quality and standard of marking;
- irregularities; and
- performance of candidates.

9.3   Summary of Findings

Umalusi's reports reflected on the four key moderation criteria. The following section summarises the key qualitative findings, per moderation criterion.

9.3.1   Adherence to Marking Guidelines2

This criterion checks whether markers interpret and apply the approved marking guidelines consistently. It further verifies whether candidates' responses are credited, based on the merit concerning the examination item and the expected response in the marking guidelines.

In four learning areas, ECD4 (marked in Gauteng), LIFO4 (Western Cape), SMME4 (North West) and WHRT4 (KwaZulu-Natal), Umalusi found that adherence to the marking guideline was erratic: some correct responses were marked as incorrect; some incorrect responses were marked as correct; some responses were given partial marks when they deserved full marks.

Markers in the other learning areas adhered to the approved marking guidelines. No additional changes were made to the approved marking guidelines in all learning areas.

In the 2018 examinations, in three learning areas (ECD4, TECH4 and TRVT4) markers did not adhere to the marking guidelines.

9.3.2 Quality and Standard of Marking

Umalusi measured the quality and the standard of marking in terms of 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.

The quality of marking and internal moderation ranged from poor to very good. The internal moderators and chief markers facilitated question and answer sessions with the markers after marking a sample of scripts. In most learning areas, the internal moderators and chief markers marked between ten and 20 scripts, and then moderated approximately 10% of the total number of scripts. In LCAF4 (marked at DHET-centralised marking venue), the chief marker and internal moderator were engaged in marking as well as moderation throughout the marking session. Umalusi found that this compromised the number of scripts that were moderated internally.

In five learning areas, ECD4 (marked in Gauteng), INCT4 (DHET-centralised marking venue), LIFO4 (Western Cape), SMME4 (North West) and WHRT4 (KwaZulu-Natal), Umalusi found the quality and standard of marking and internal moderation to be problematic.

In ECD4, the uniform placing of ticks and crosses during moderation by the chief marker and internal moderator created the impression of shadow marking. In a number of instances Umalusi found incorrect responses were given full marks by both the marker and moderator.

In INCT4, which has a practical component, defective equipment (one marker) compromised the quality of marking: one marker's laptop could not show animations, which formed part of the assessment. This was noticed at the DHET centralised marking centre.

The marking of questions requiring subjective answers was challenging for markers, particularly in the case of four learning areas (ANHC4, ARTC4, ECD4 and SMME4). Markers marked these questions very rigidly, in robotic fashion, without crediting responses that were correct but phrased differently from those in the marking guidelines.

In these learning areas, marks changed significantly after external moderation (ranging from four to ten percent—well beyond the tolerance range of 3%). Affected scripts were re-marked in all the four learning areas.

In LIFO4, changes made during the marking guideline discussions were not captured in the Afrikaans version of the approved marking guideline. This was noticed during the training of marking personnel at the marking centre. Amendments were incorporated using the English version and the quality of marking was not affected.

In four out of the 11 languages moderated, markers of LCEN4 (Gauteng), LCND4 (Mpumalanga), LCTS4 (North West) and LCVE4 (Limpopo) had difficulty applying the marking rubrics correctly for the marking of Question 4 (Essay) and Question 5 (Transactional pieces). The assumption made by markers was that poor grammar meant that the content was also weak. The converse also applied: responses with interesting content with many grammatical errors were given marks, in excess of 70%. Additionally, markers did not

underline grammatical errors and it was therefore not clear whether the pieces were marked with integrity, or whether a mark had been appended at the end of the piece, with no reading of it having been done. This was also noted with the marking of Questions 4 and 5 in the November 2018 examinations, where the marking for these questions in all the languages was problematic. In the November 2018 examinations, three other learning areas (ECD4, TECH4 and TRVT4) had problems with the quality of marking.

At some marking centres, chief markers and internal moderators did not insist that markers re-mark answers when incorrectly marked responses had been corrected during internal moderation. In the interest of fairness to all candidates, correction of marking must be applied to all scripts, especially when changes in marks are significant and beyond the tolerance range after internal moderation.

9.3.3 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 vigilant in identifying possible irregularities. They also asked the marking personnel to pay special attention to this aspect during the marking process.

There were instances of technical irregularities in five learning areas. In ECD4 and INCT4 there were several instances of candidates having answered the question paper in Afrikaans (Northern Cape and Western Cape). In LCTS4, one candidate answered Question 4 in pencil (Centre No. E4238) and one candidate wrote his/her name instead of the examination number on the answer book (Centre No. E5082). In LIFO4 (Western Cape) one candidate answered the question paper in a foreign language (Centre No. 23417), the scripts of two candidates contained different handwritings (Centre No. 18437 and 20409) and two candidates answered the question paper in a combination of English and Afrikaans (Centre No. 20404 and 20420). In SMME4, the candidate wrote his/her name on the answer script (Centre No. 3202020). In the 2018 examination there were two instances of technical irregularities: HSSC4 and MLMS4. The November 2019 examination revealed an increase in the number of learning areas (three more) where technical irregularities were identified.

Serious behavioural irregularities were suspected in four learning areas: INCT4, LCEN4, TRVT4 (KwaZulu-Natal) and LCXH4 (Eastern Cape). Copying and/or assistance of candidates by other candidates and/or officials was suspected. These alleged irregularities were brought to the attention of respective PED and the DHET for investigation to be conducted.

9.3.4 Performance of Candidates

This criterion analyses the overall performance of candidates and their performance, per question.

The Verification of Marking Instrument requires that the Umalusi moderator reports on the performance of candidates per learning area for the sample verified. The results of this exercise, as summarised in the figures and distribution tables below, provide an indication of questions with high and low average performances. This will assist the assessment body in advising curriculum providers regarding teaching and learning.

For further comparisons in terms of questions with high and low average performance per learning area, refer to Annexure 9A. The figures and distribution tables in this report are based on the samples verified by Umalusi, per learning area.

a) Applied Agriculture and Agricultural Technology (AAAT4)

Average % Per Question
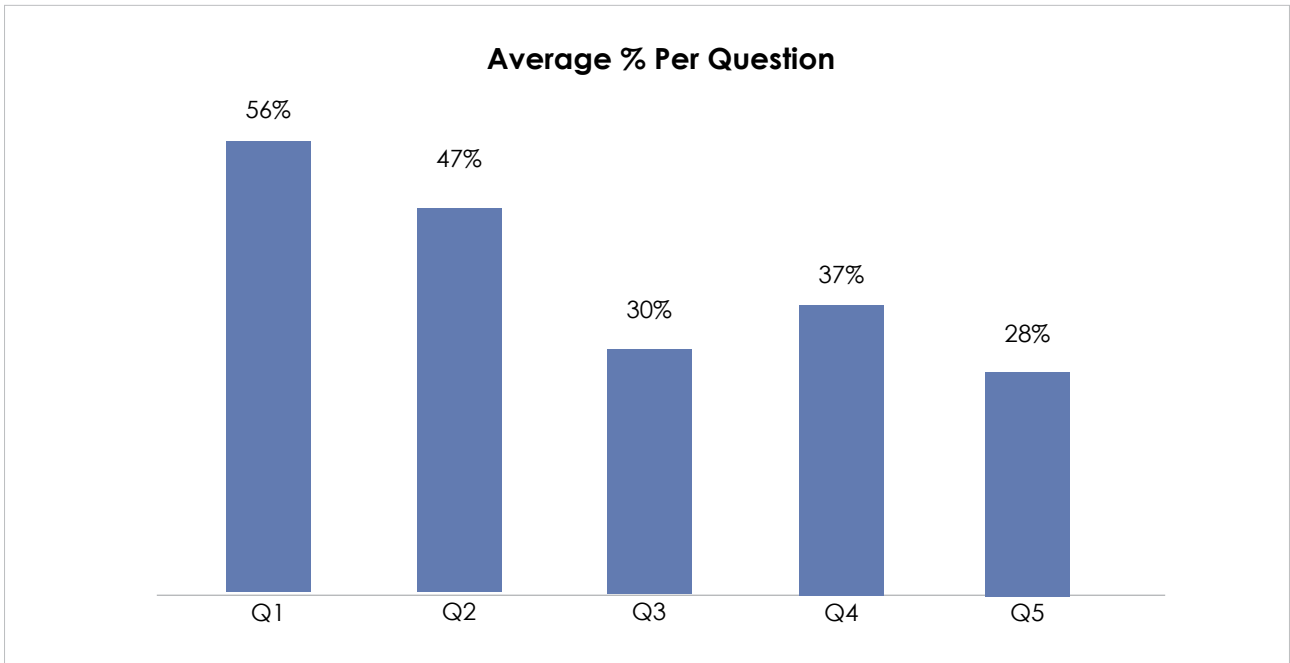
Figure 9A: Candidate performance in AAAT4 per question for 40 scripts – Eastern Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	3	15	15	5	1	0	0	0

b) Ancillary Health Care (ANHC4)

Average % Per Question
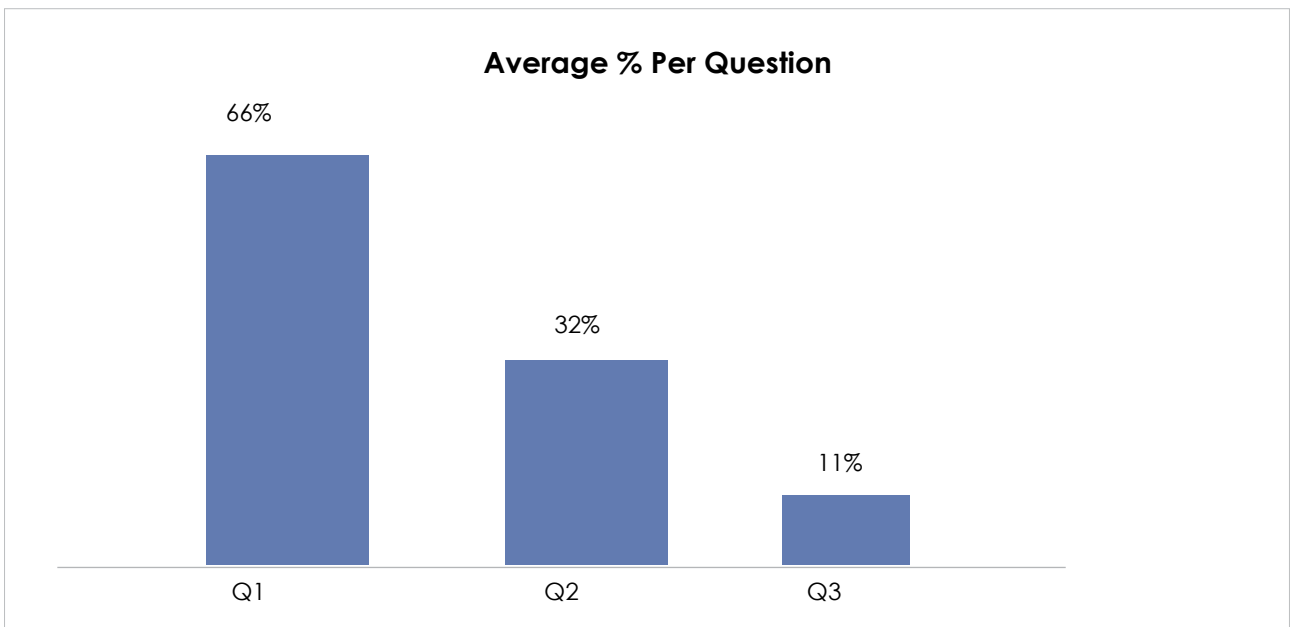
Figure 9B: Candidate performance in ANHC4 per question for 40 scripts – Western Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	4	5	11	7	7	5	1	0	0

c) Arts and Culture (ARTC4)
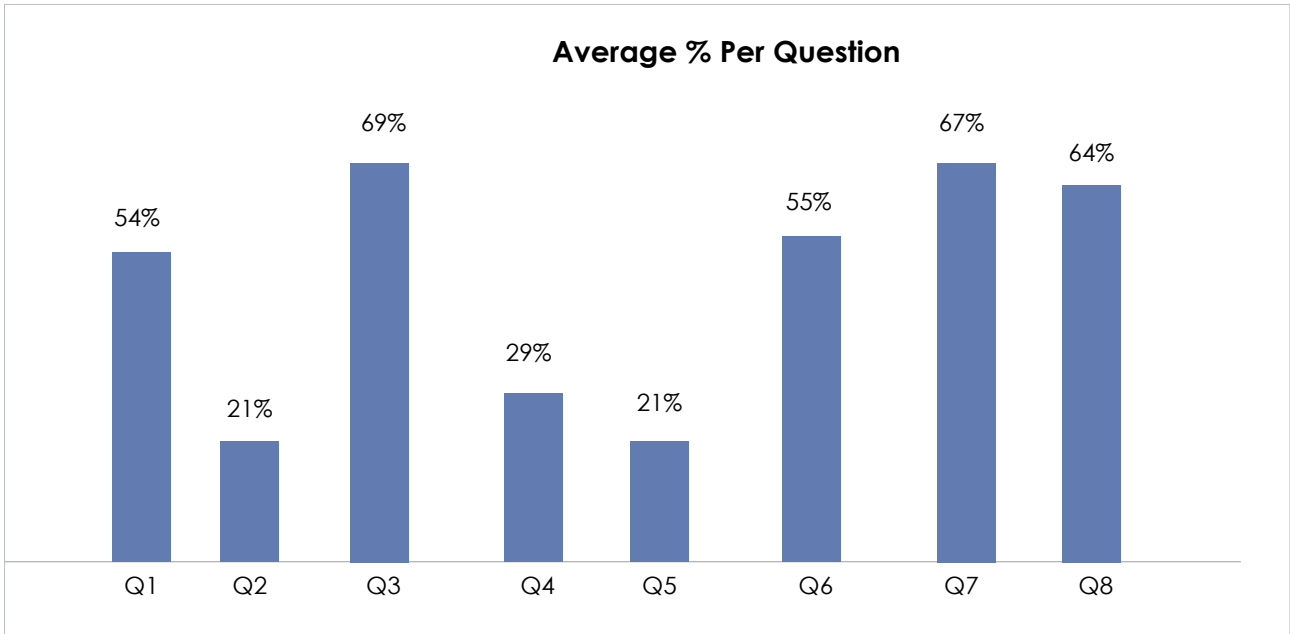
Figure 9C: Candidate performance in ARTC4 per question for 40 scripts – Mpumalanga

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	9	7	18	4	2	0	0	0

d) Early Childhood Development (ECD4)
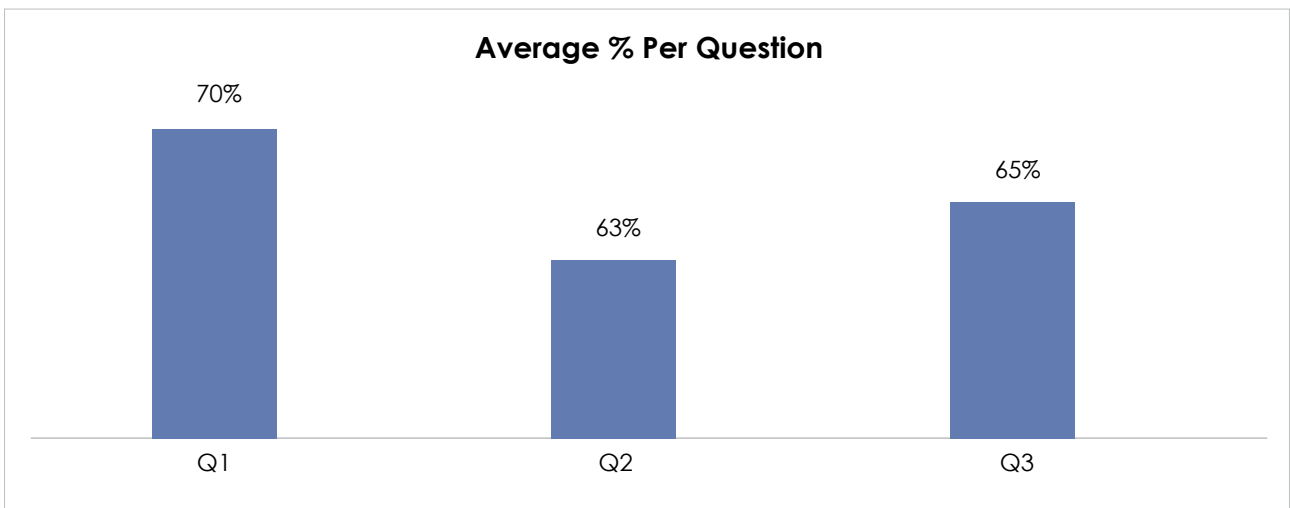
Figure 9D (i): Candidate performance in ECD4 per question for 40 scripts – Gauteng

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	1	1	1	3	4	9	6	10	4

Average % Per Question

60%
36%
51%

Q1   Q2   Q3
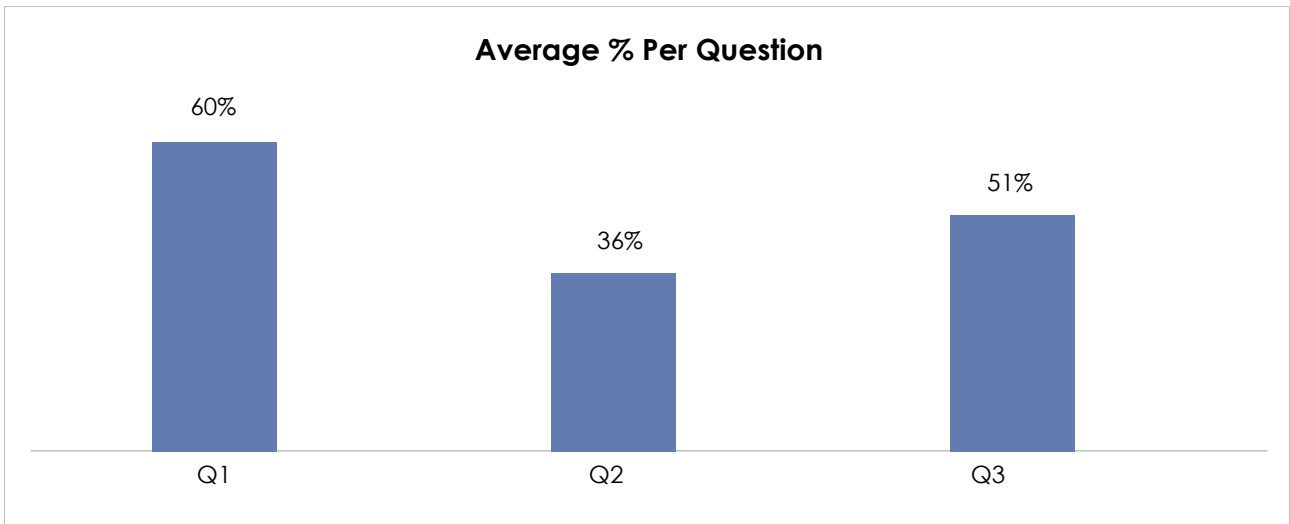
Figure 9D (ii): Candidate performance in ECD4 per question for 40 scripts – Northern Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	1	2	9	6	7	5	8	1	0

e) Economic and Management Sciences (EMSC4)

Average % Per Question

43%
29%
13%
23%
20%

Q1   Q2   Q3   Q4   Q5
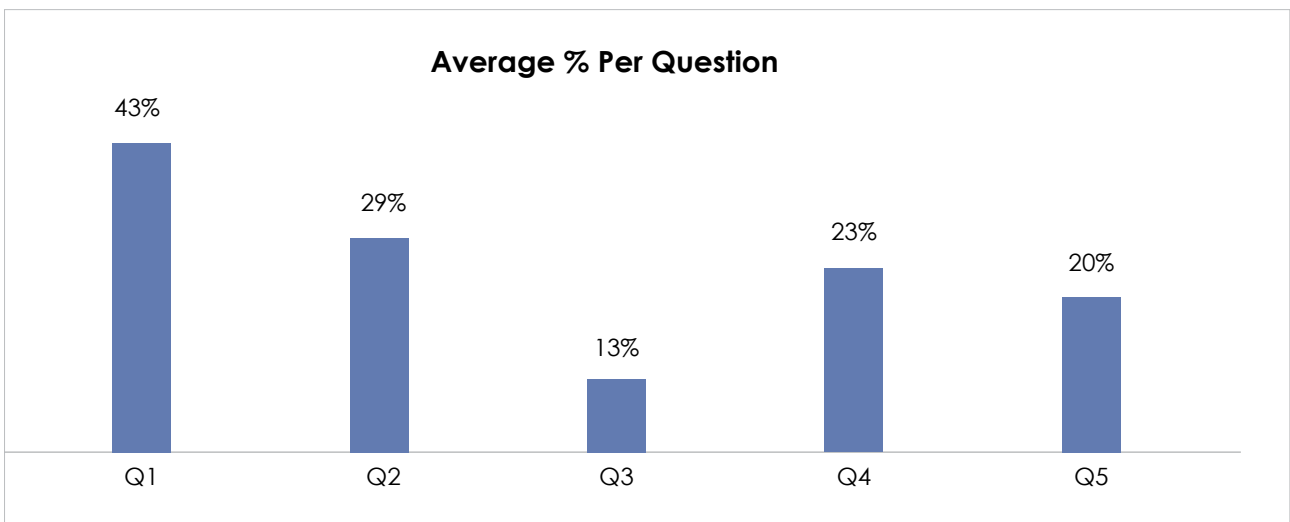
Figure 9E(i): Candidate performance in EMSC4 per question for 40 scripts – Mpumalanga

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	4	17	12	7	0	9	0	0	0
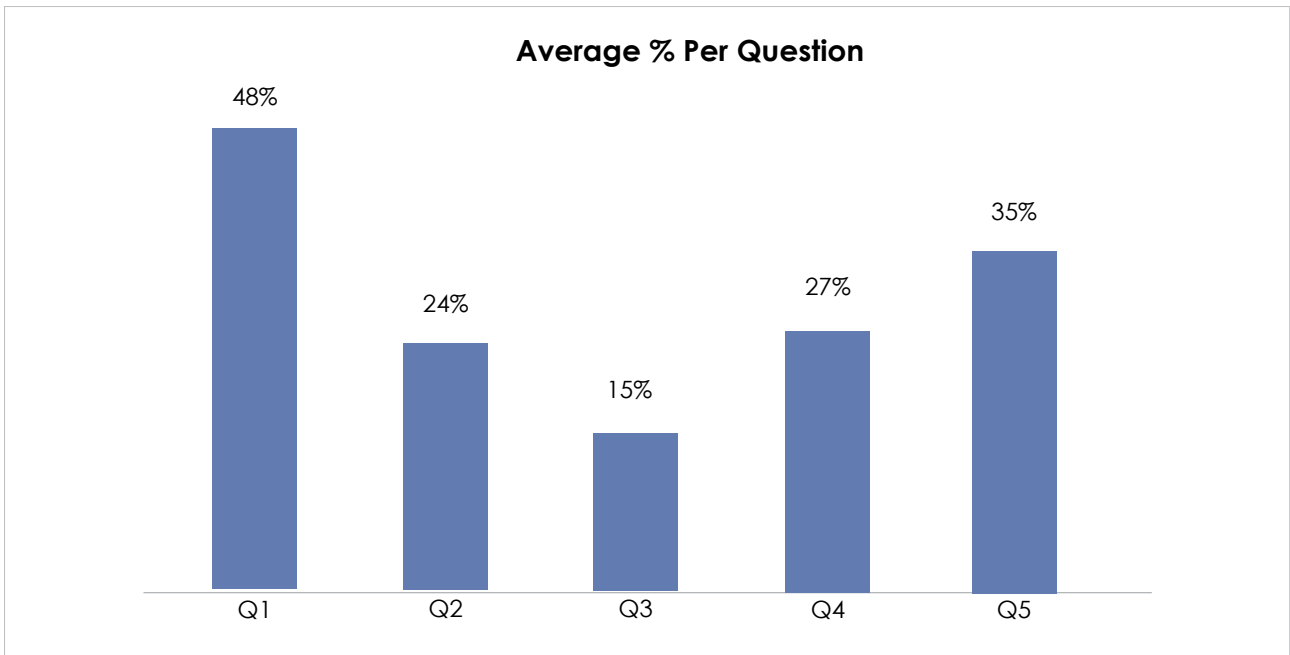
Figure 9E (ii): Candidate performance in EMSC4 per question for 40 scripts – North West

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
7	3	5	8	8	7	2	0	0	0

f)   Human and Social Sciences (HSSC4)
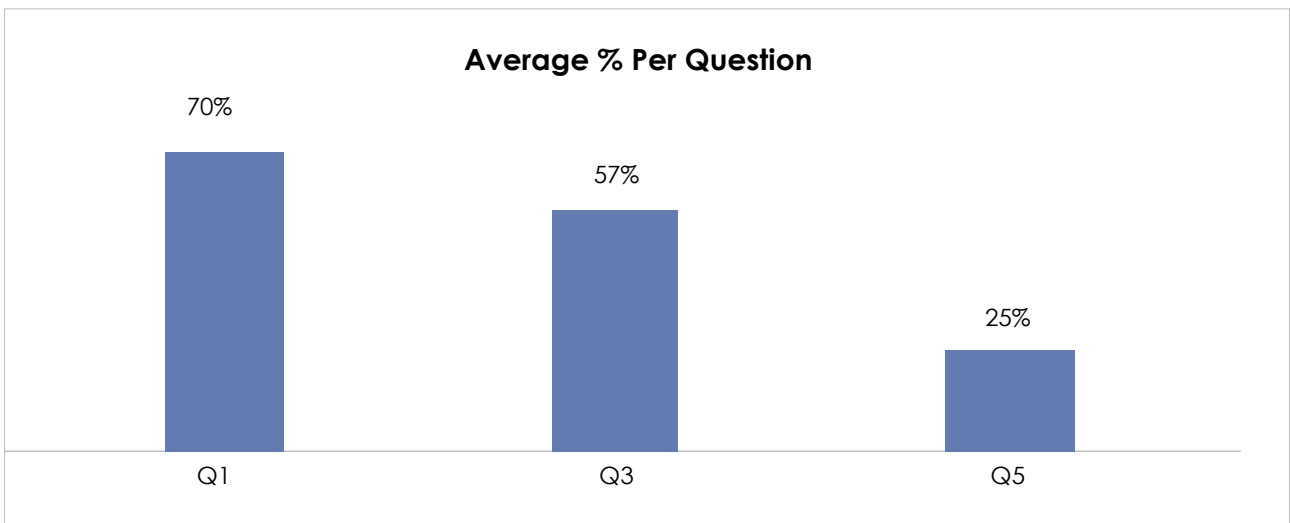
Figure 9F: Candidate performance in HSSC4 per question for 40 scripts – KwaZulu- Natal

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	3	4	5	11	6	7	2	1

g) Information Communication Technology (INCT4)
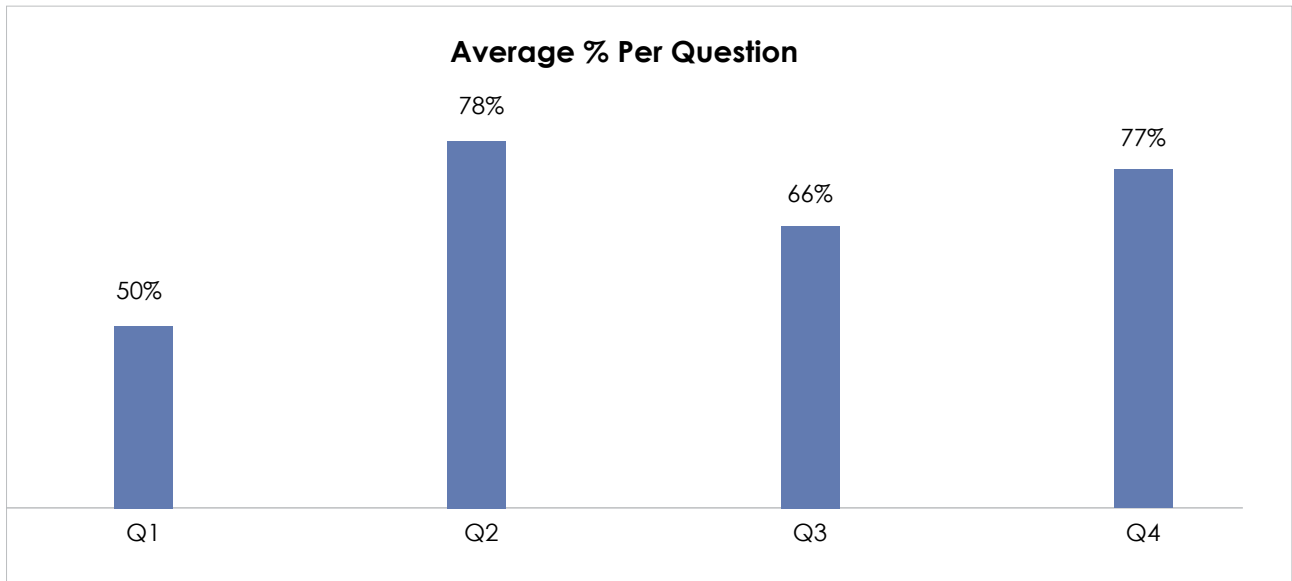
Figure 9G (i): Candidate performance in INCT4 per question for ten scripts – Free State

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	1	0	1	5	2	1	0
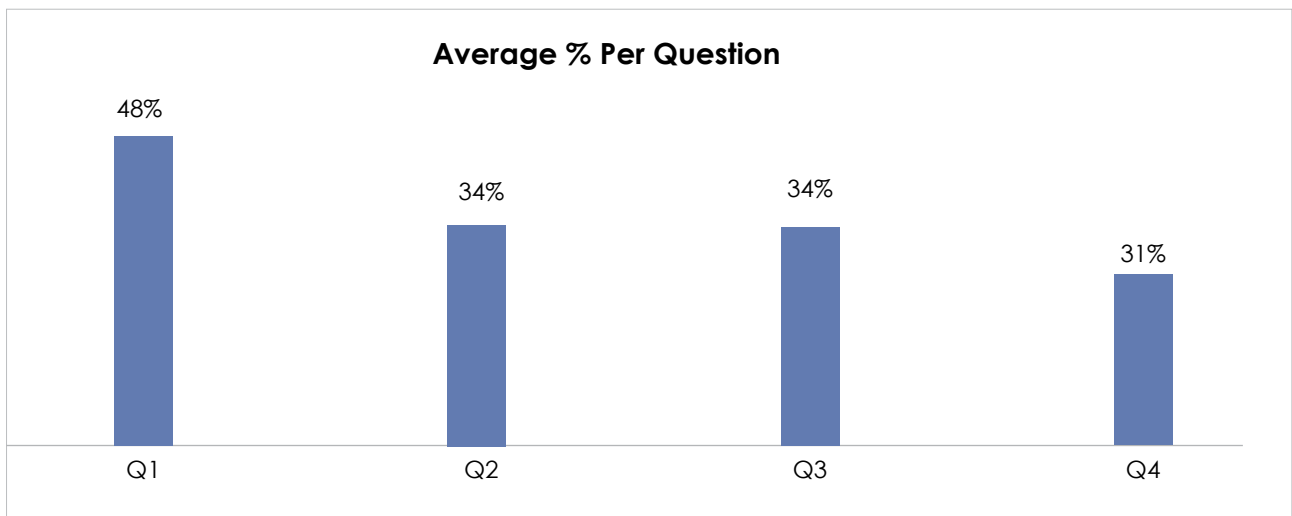
Figure 9G (ii): Candidate performance in INCT4 per question for five scripts – Limpopo

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

Average % Per Question
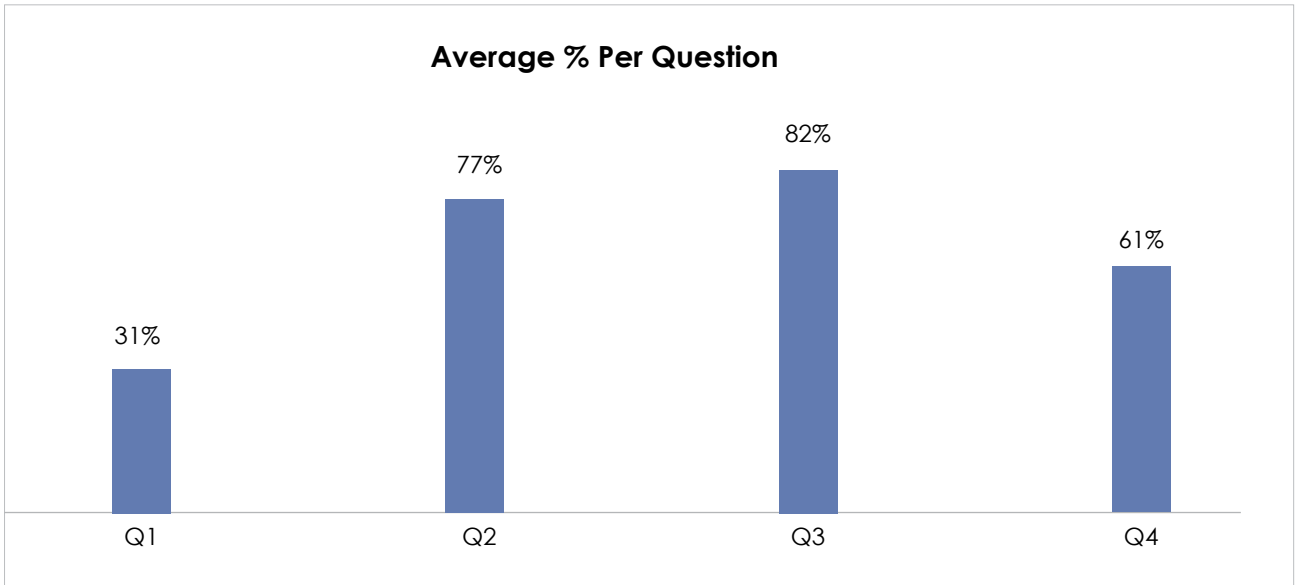
Figure 9G (iii): Candidate performance in INCT4 per question for three scripts – Mpumalanga

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

Average % Per Question
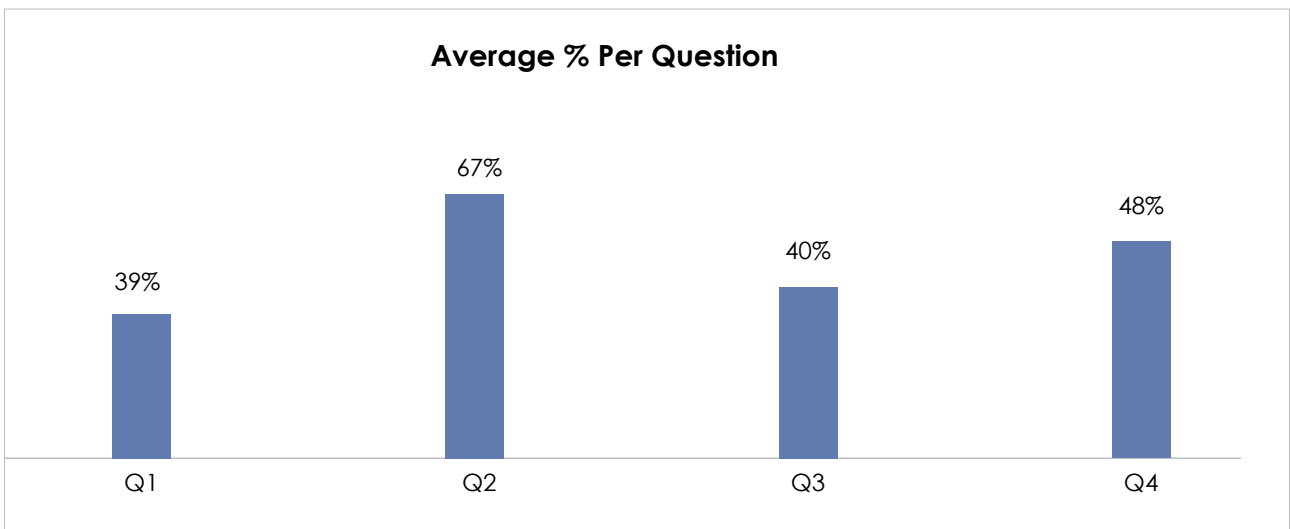
Figure 9G (iv): Candidate performance in INCT4 per question for four scripts – Northern Cape

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

Average % Per Question
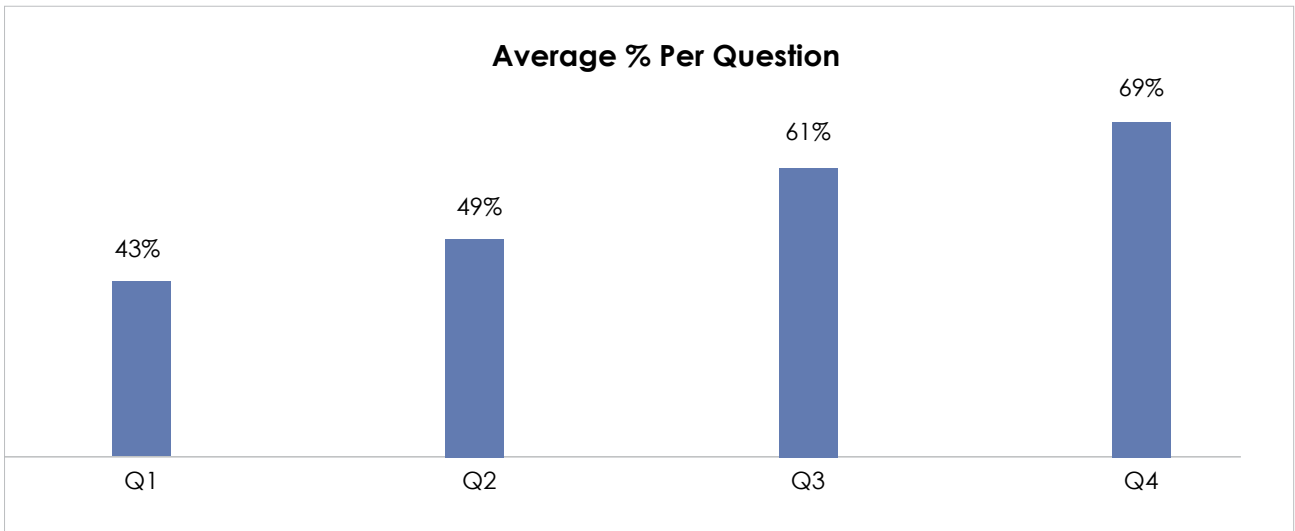
Figure 9G (v): Candidate performance in INCT4 per question for seven scripts – North West

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

Average % Per Question
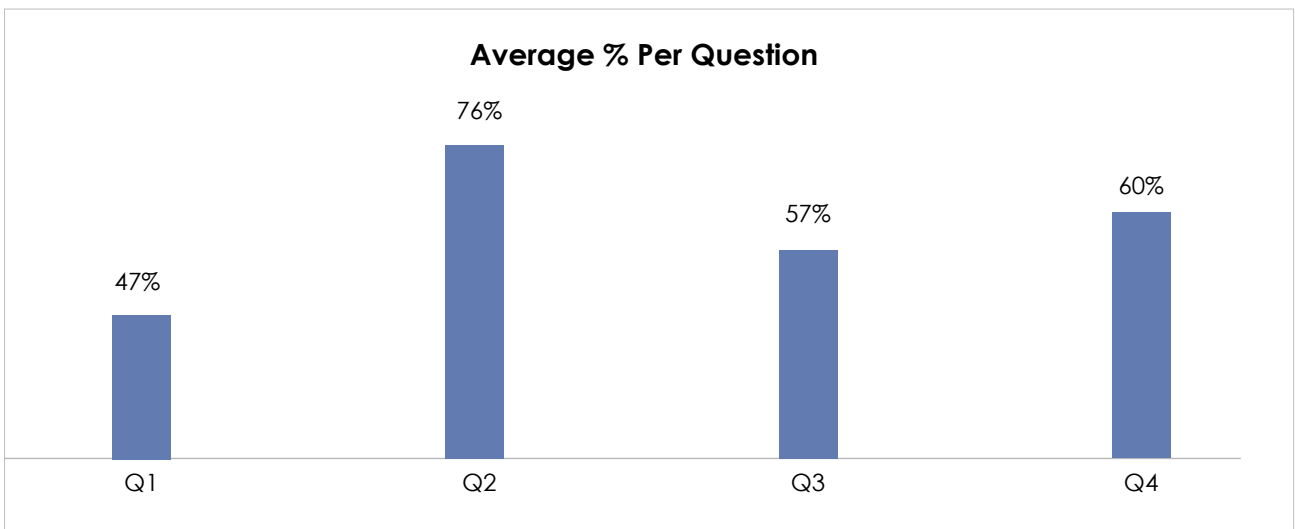
Figure 9G (vi): Candidate performance in INCT4 per question for 13 scripts – Western Cape

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

h) Language, Literacy and Communication: Afrikaans (LCAF4)
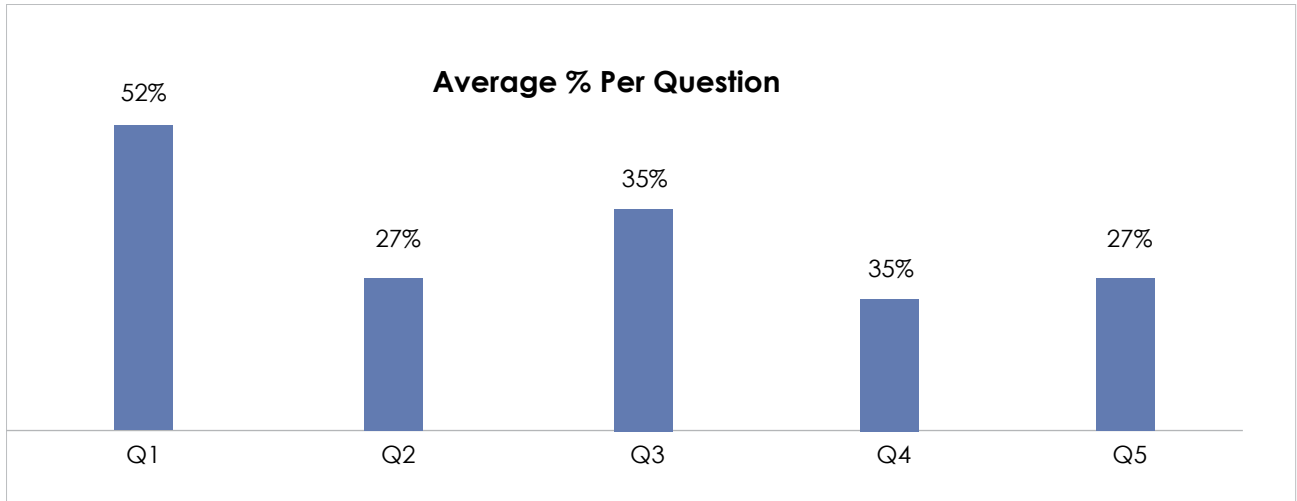
Figure 9H (i): Candidate performance in LCAF4 per question for 20 scripts – Gauteng

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
4	4	1	3	3	4	0	0	1	0
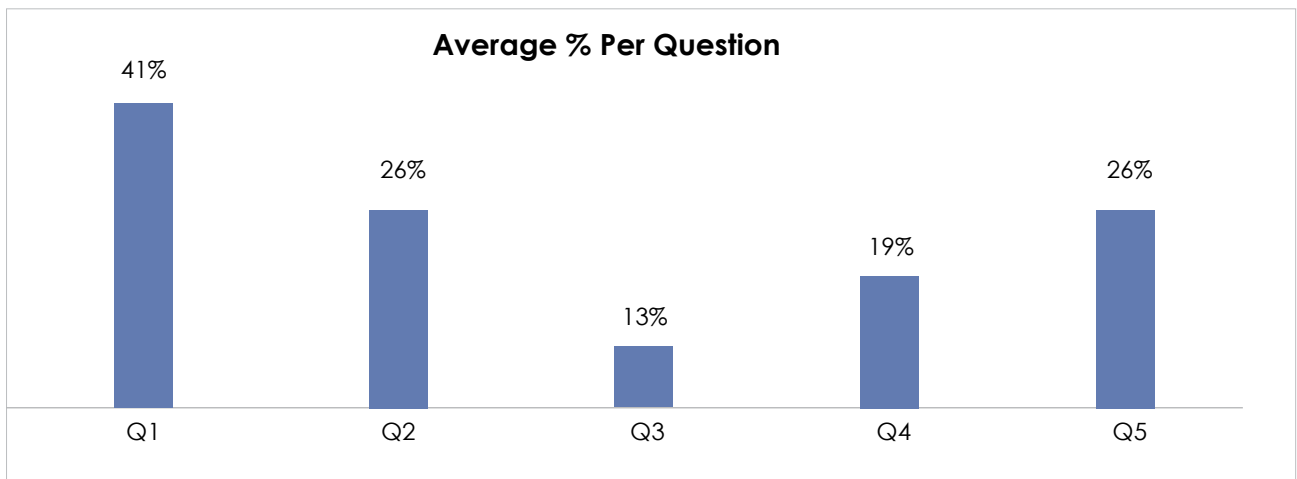
Figure 9H (ii): Candidate performance in LCAF4 per question for six scripts – KwaZulu-Natal

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

Average % Per Question
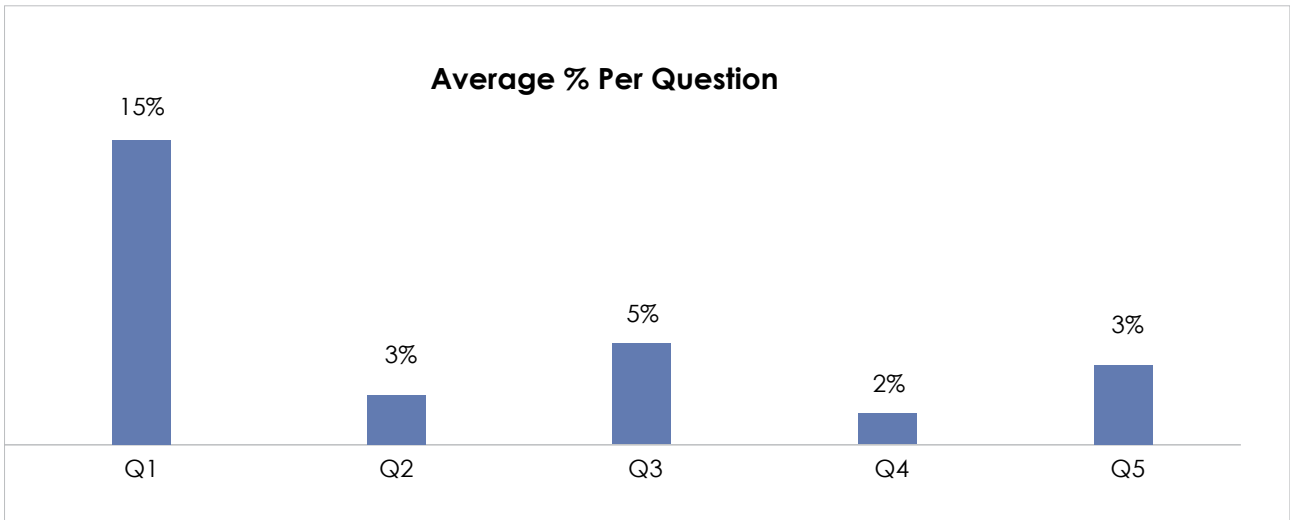
Figure 9H (iii): Candidate performance in LCAF4 per question for two scripts – Limpopo

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

Average % Per Question
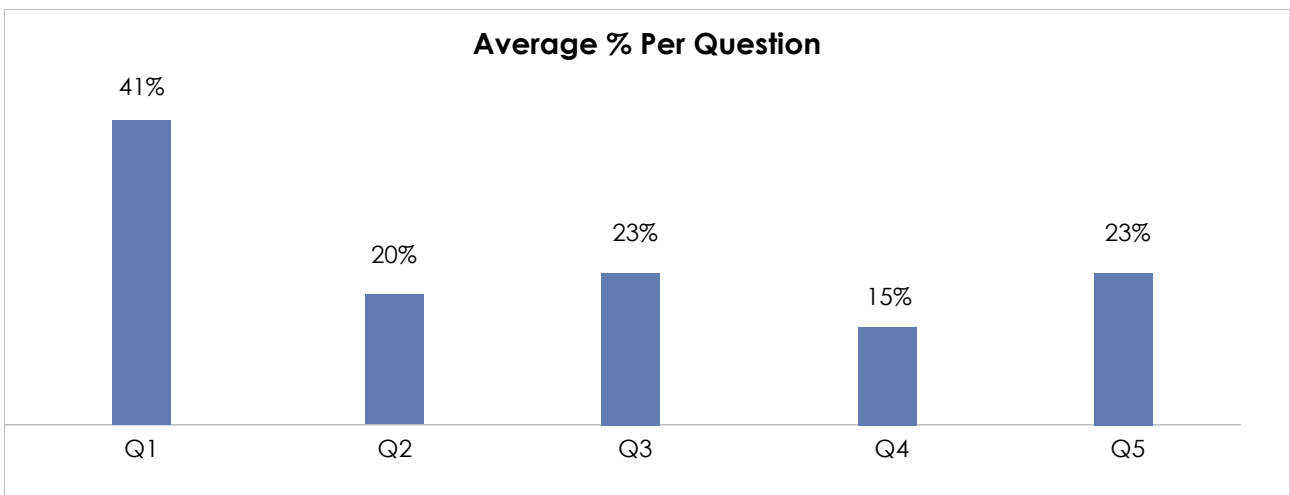
Figure 9H (iv): Candidate performance in LCAF4 per question for nine scripts – Mpumalanga

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
4	1	1	1	1	0	0	1	0	0
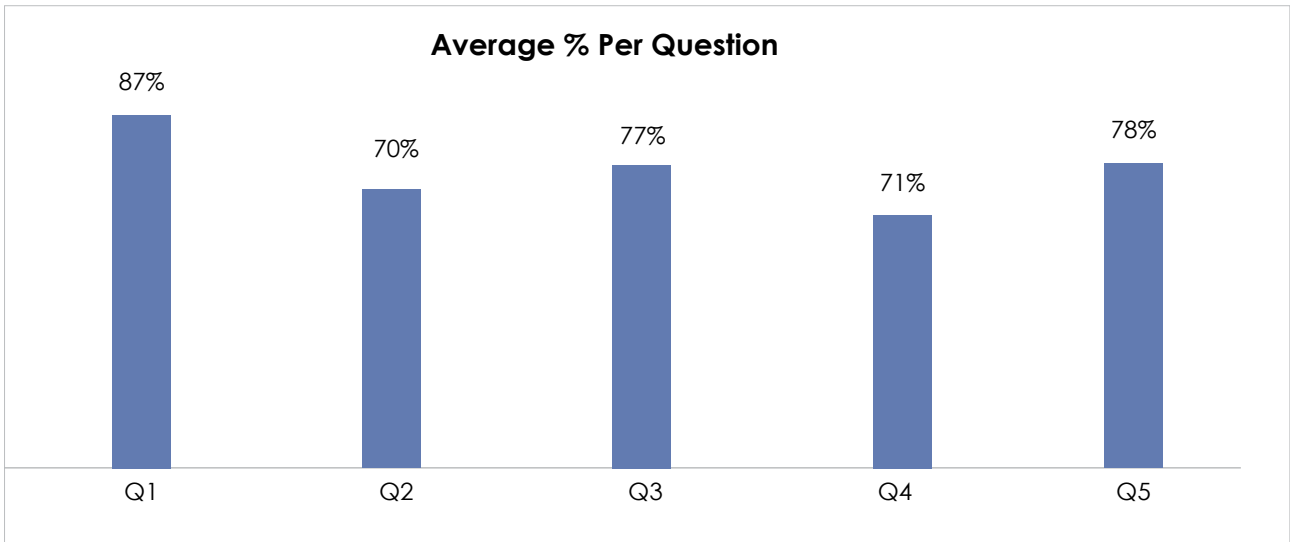
Figure 9H (v): Candidate performance in LCAF4 per question for two scripts – North West

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

i)   Language, Literacy and Communication: English (LCEN4)
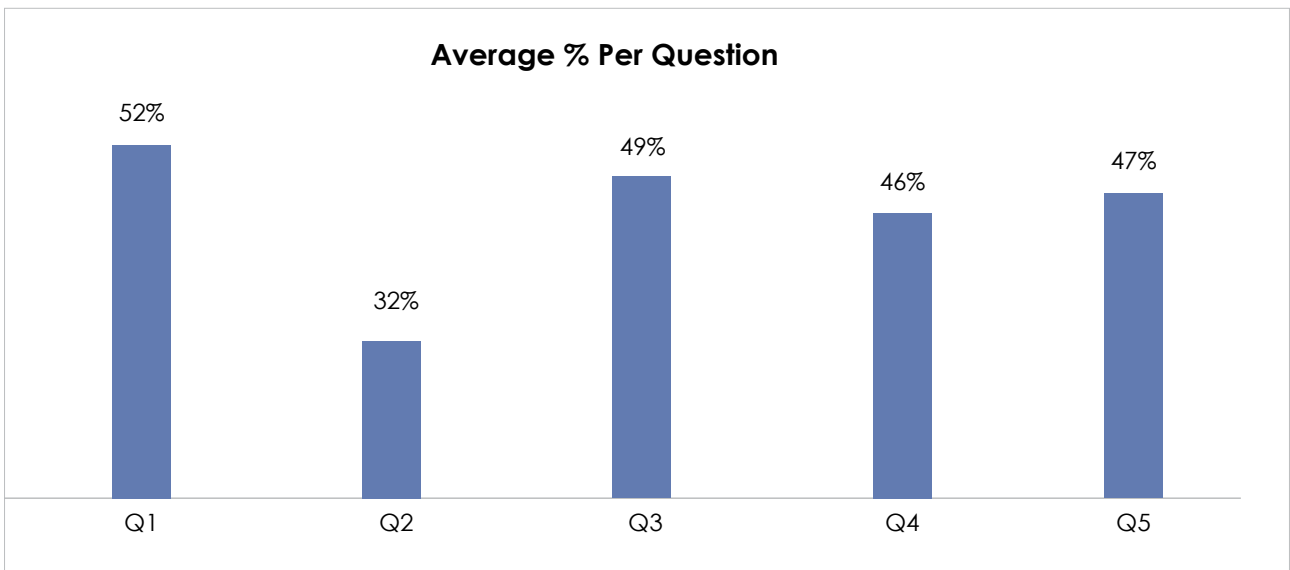
Figure 9I (i): Candidate performance in LCEN4 per question for 40 scripts – Gauteng

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	2	6	5	10	7	5	4	0	0
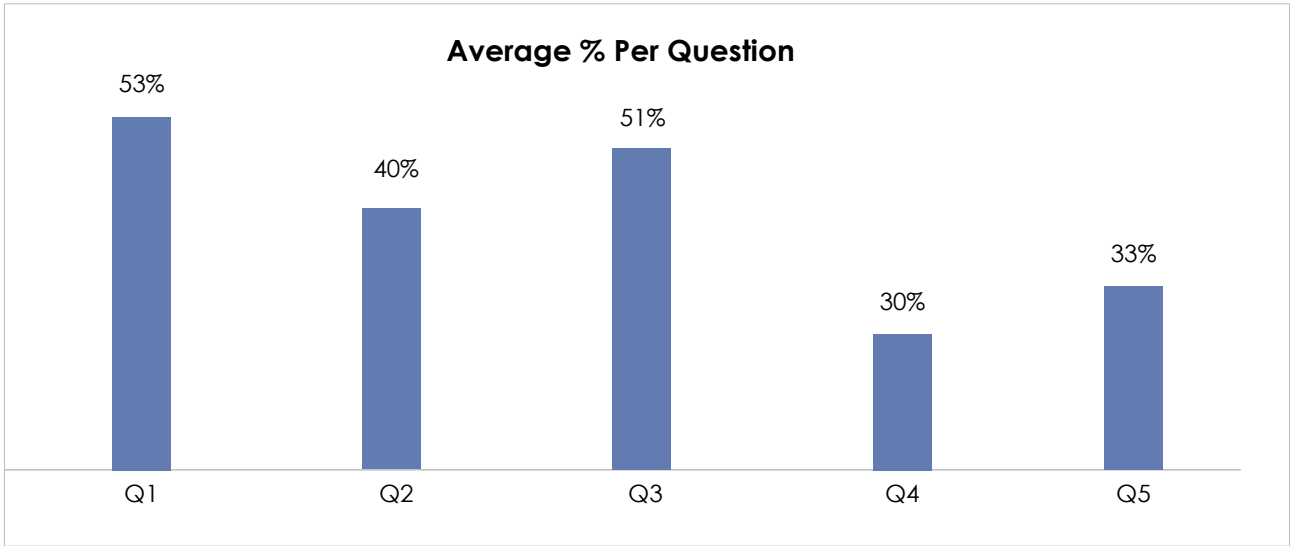
Average % Per Question

Figure 9I (ii): Candidate performance in LCEN4 per question for 40 scripts – KwaZulu-Natal

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	4	7	9	8	8	3	1	0	0
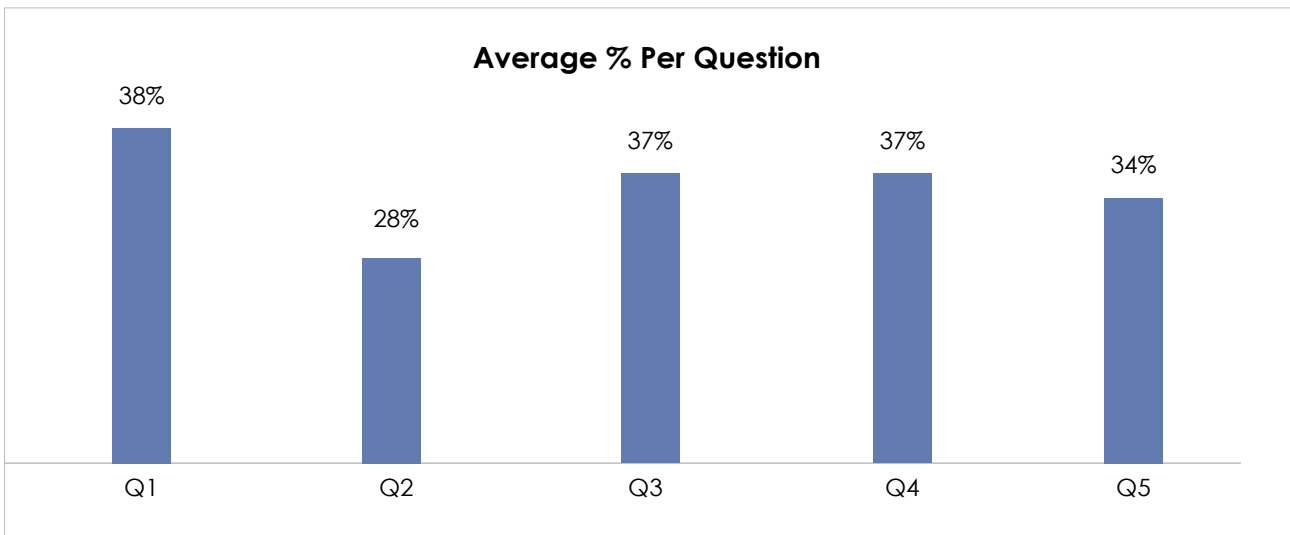
Average % Per Question

Figure 9I (iii): Candidate performance in LCEN4 per question for 40 scripts – Northern Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	5	7	15	7	4	1	0	0	0

j) Language, Literacy and Communication: IsiNdebele (LCND4)

Average % Per Question
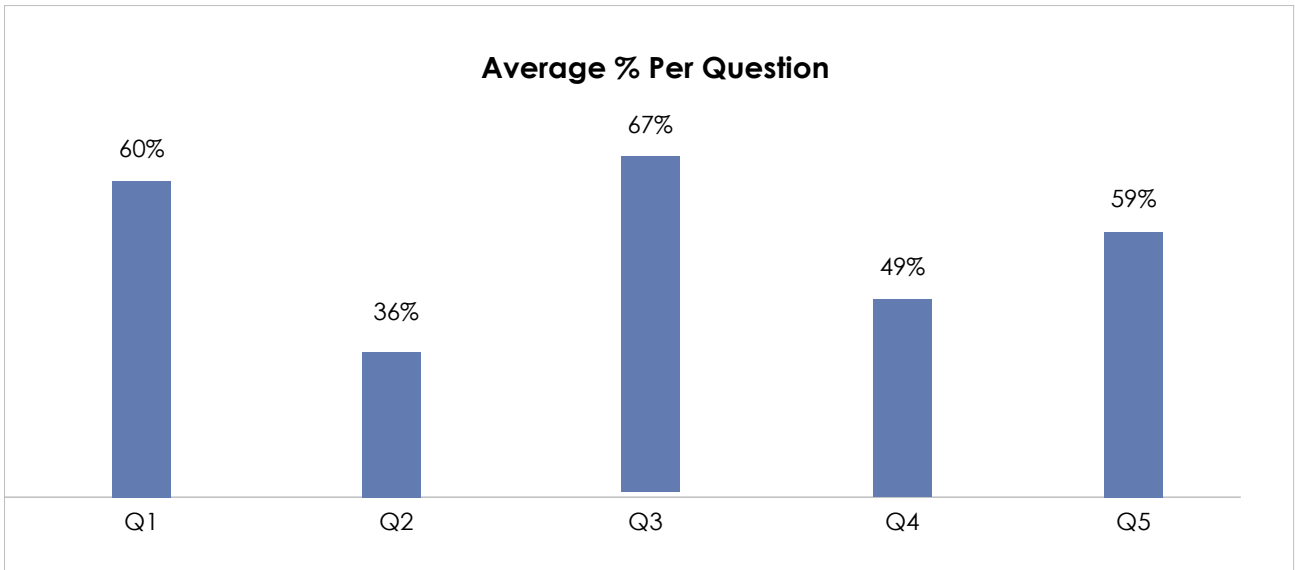
Figure 9J: Candidate performance in LCND4 per question for 40 scripts – Mpumalanga

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	1	2	4	6	14	6	6	0	0

k) Language, Literacy and Communication: Sesotho (LCSO4)

Average % Per Question
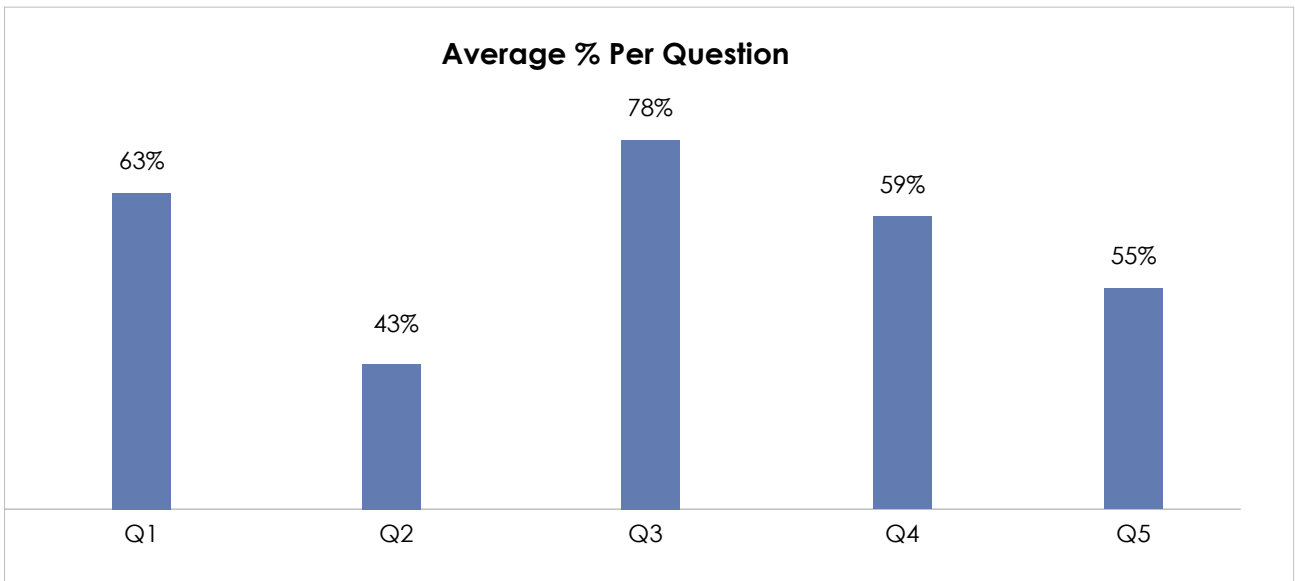
Figure 9K: Candidate performance in LCSO4 per question for 60 scripts – Free State

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	4	2	5	14	24	9	1	0

l) Language, Literacy and Communication: Sepedi (LCSP4)
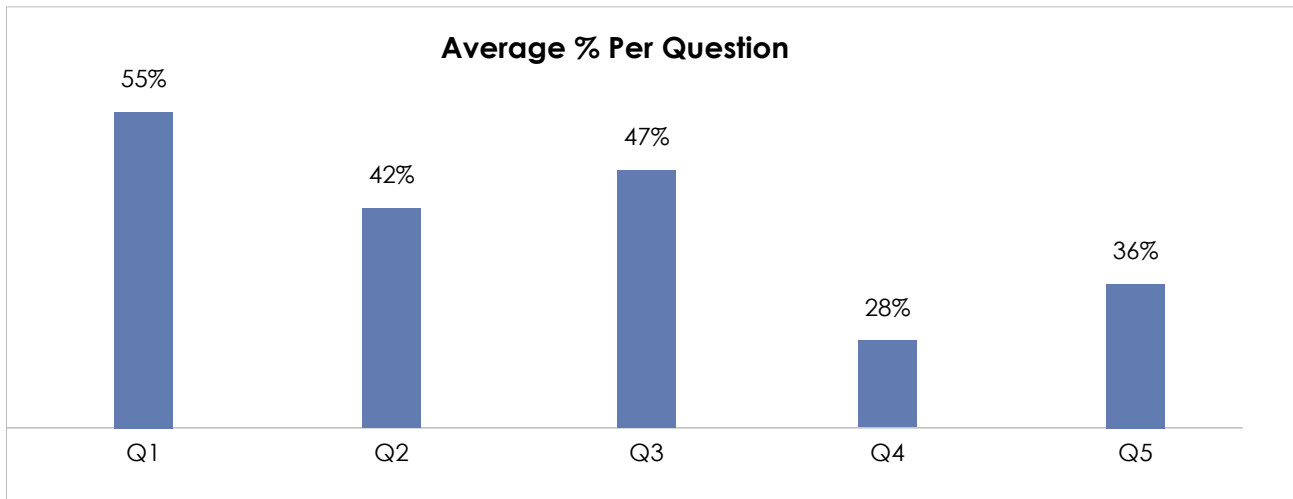
Figure 9L: Candidate performance in LCSP4 per question for 60 scripts – Mpumalanga

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
3	5	6	16	10	12	8	0	0	0

m) Language, Literacy and Communication: SiSwati (LCSW4)
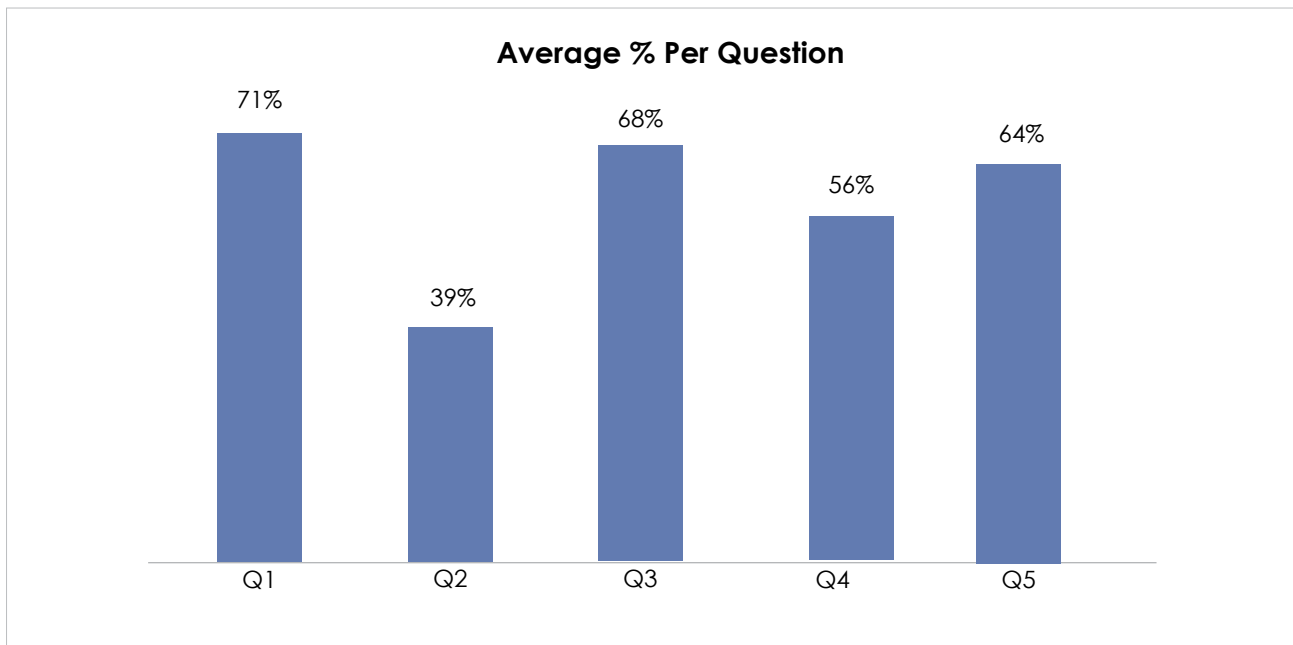
Figure 9M: Candidate performance in LCSW4 per question for 40 scripts – Mpumalanga

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	2	1	4	12	9	11	0	0

n) Language, Literacy and Communication: Setswana (LCTS4)

Average % Per Question
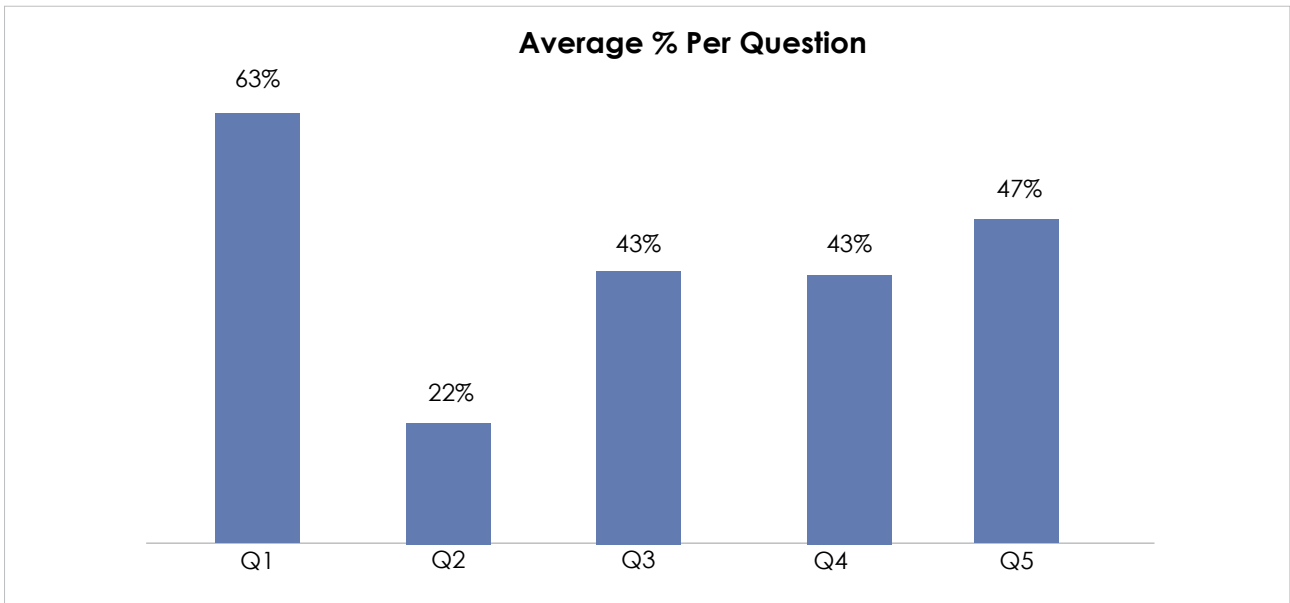
Figure 9N: Candidate performance in LCTS4 per question for 40 scripts – North West

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	4	3	3	12	9	6	1	0	0

o) Language, Literacy and Communication: Tshivenda (LCVE4)

Average % Per Question
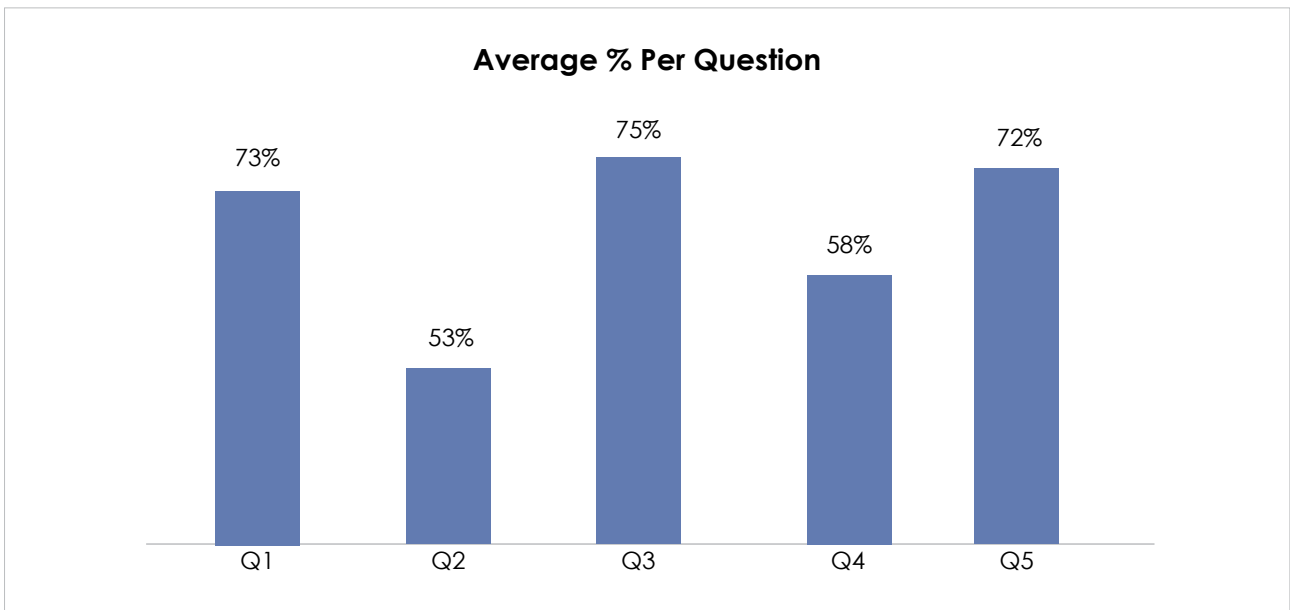
Figure 9O: Candidate performance in LCVE4 per question for 46 scripts – Limpopo

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	0	3	6	25	10	2	0

p) Language, Literacy and Communication: IsiXhosa (LCXH4)
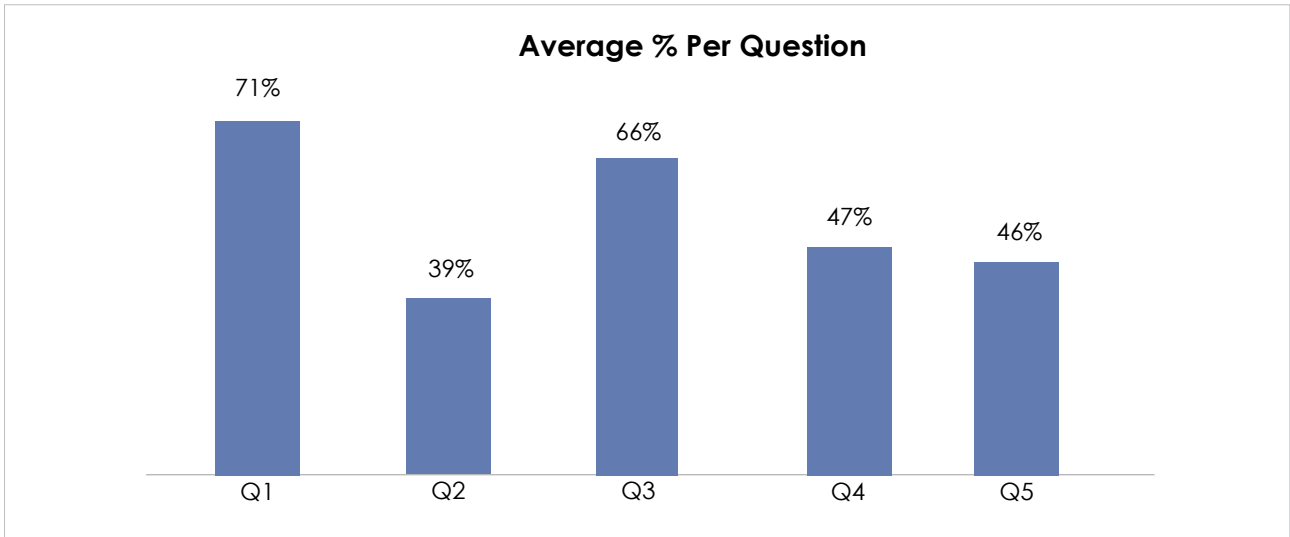
Figure 9P: Candidate performance in LCXH4 per question for 40 scripts – Eastern Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	2	9	7	5	14	3	0	0

q) Language, Literacy and Communication: Xitsonga (LCXI4)
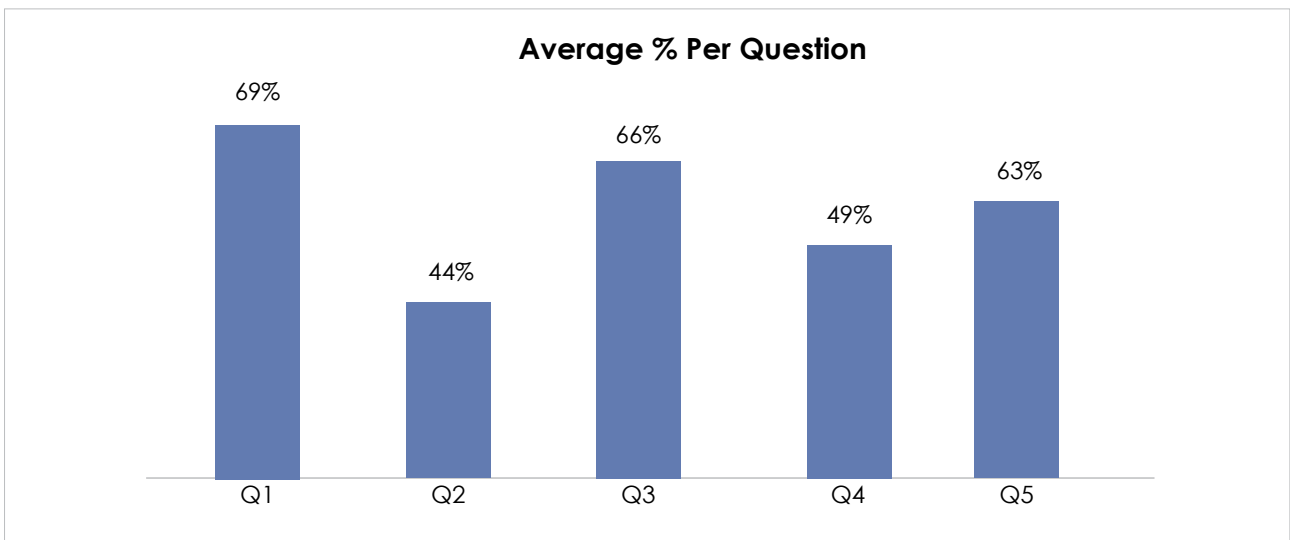
Figure 9Q: Candidate performance in LCXI4 per question for 40 scripts – Limpopo

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	2	2	3	4	8	12	8	0	0

r) Life Orientation (LIF04)
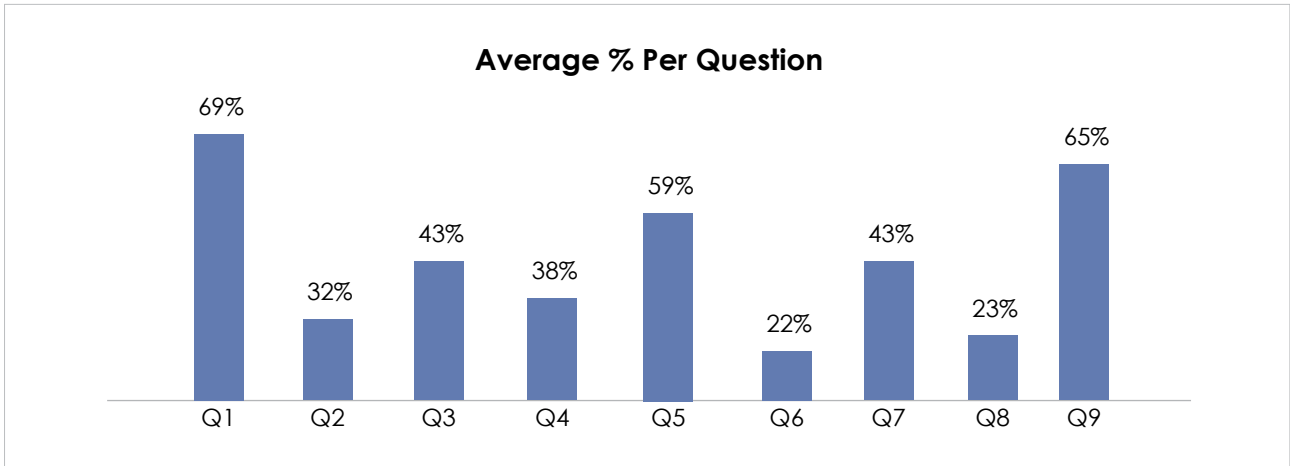
Figure 9R: Candidate performance in LIFO4 per question for 40 scripts – Western Cape

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	7	5	6	4	5	8	2	1

s) Mathematical Literacy (MLMS4)
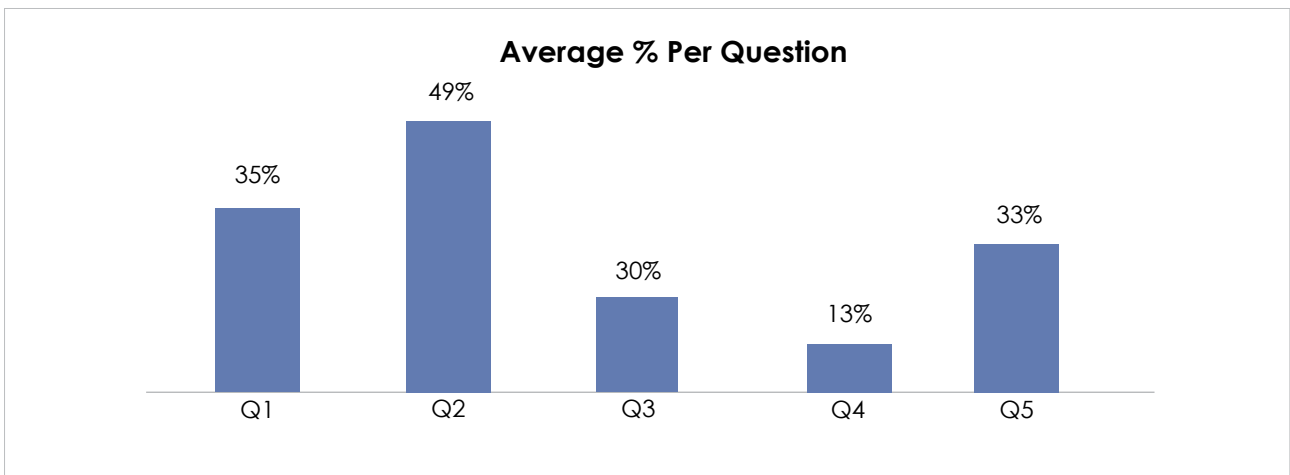
Figure 9S: Candidate performance in MLMS4 per question for 40 scripts – Limpopo

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

t)   Mathematics and Mathematical Sciences (MMSC4)

Average % Per Question

| | | | | | |
|Q1: 53%|Q2: 41%|Q3: 26%|Q4: 40%|Q5: 27%|Q6: 14%|
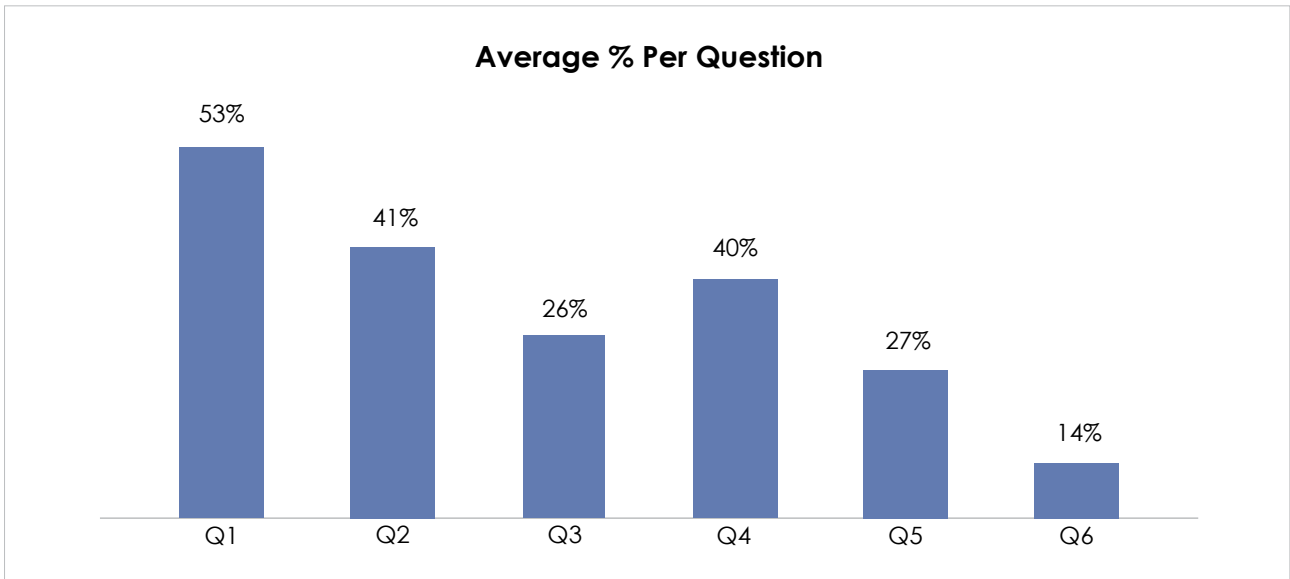
Figure 9T: Candidate performance in MMSC4 per question for 40 scripts – Gauteng

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	8	10	4	10	5	1	1	0	0

u)   Natural Sciences (NATS4)

Average % Per Question

| | | | | |
|Q1: 32%|Q2: 18%|Q3: 19%|Q4: 24%|Q5: 19%|
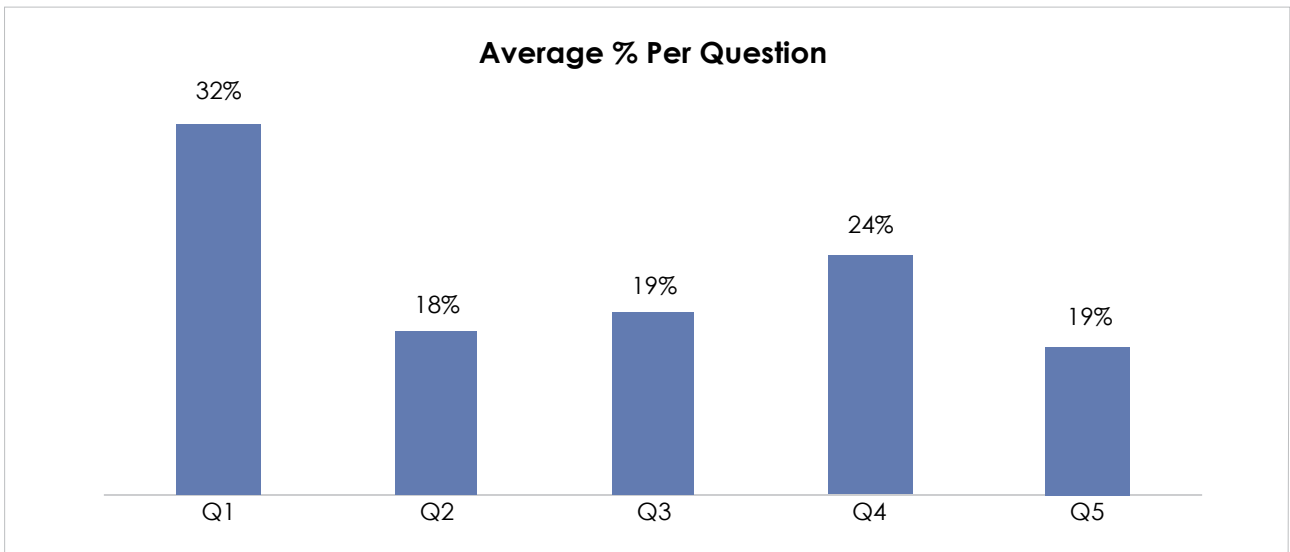
Figure 9U: Candidate performance in NATS4 per question for 40 scripts – Limpopo

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
4	10	16	6	3	1	0	0	0	0

v) Small, Medium and Micro Enterprises (SMME4)
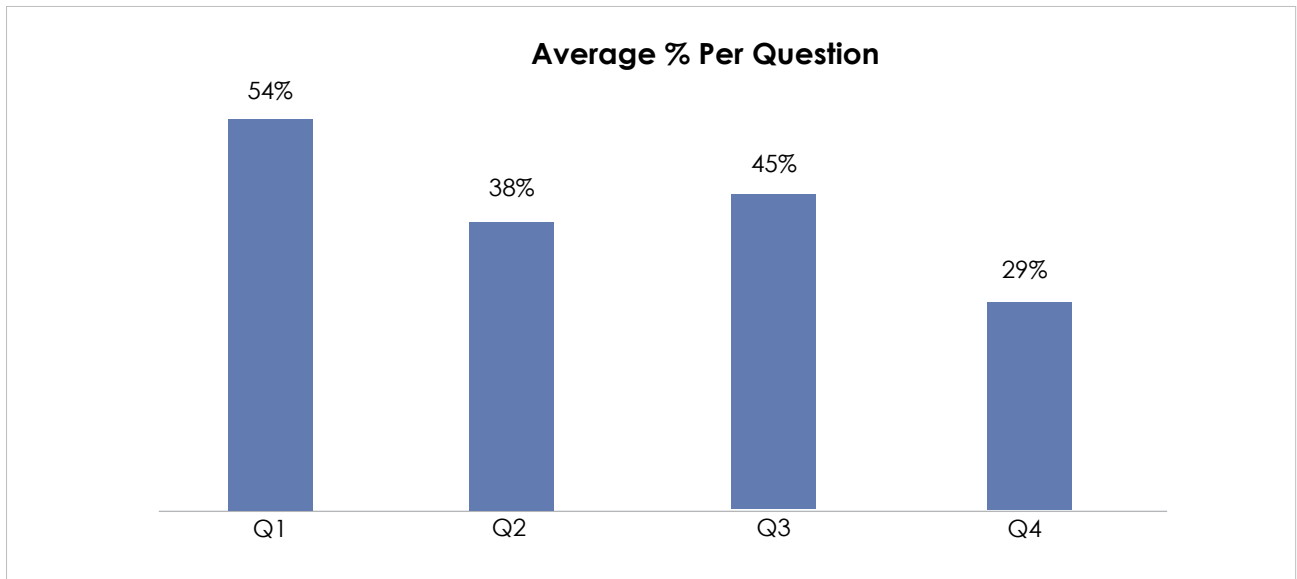
Figure 9V (i): Candidate performance in SMME4 per question for 40 scripts – Free State

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	5	5	4	14	5	3	3	1	0
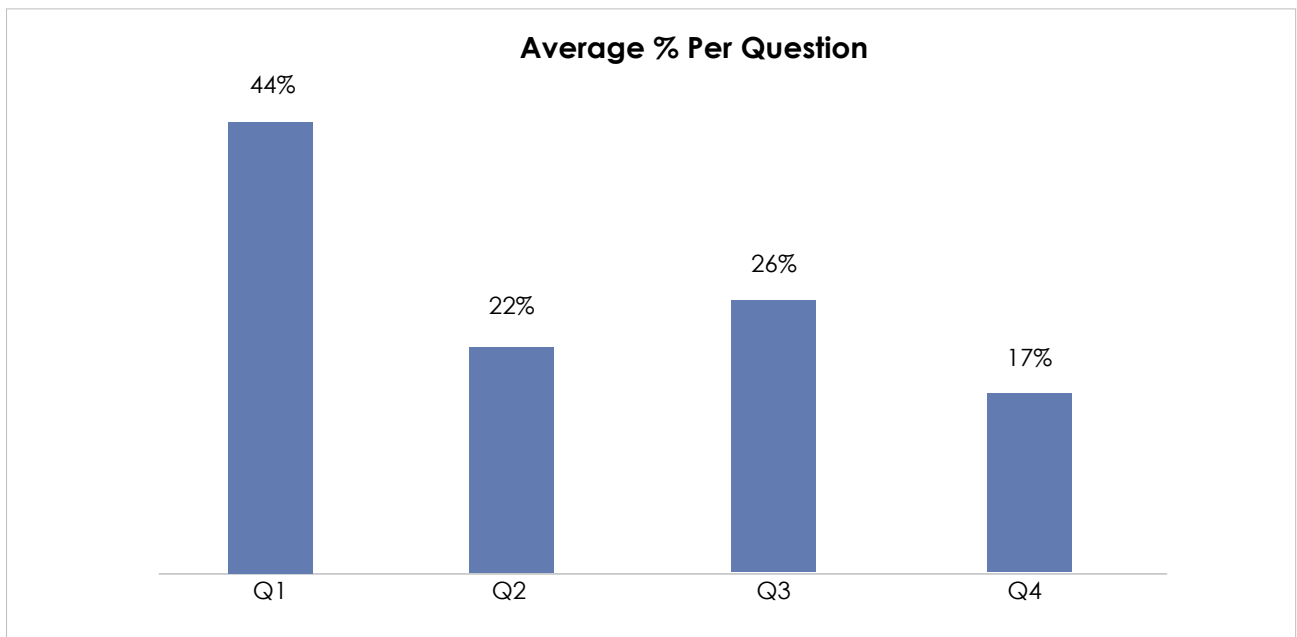
Figure 9V (ii): Candidate performance in SMME4 per question for 40 scripts – North West

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	5	17	9	5	4	0	0	0	0

w) Technology (TECH4)

Average % Per Question

Question	Percentage
Q1	60%
Q2	51%
Q3	63%
Q4	52%
Q5	46%
Q6	29%
Q7	36%
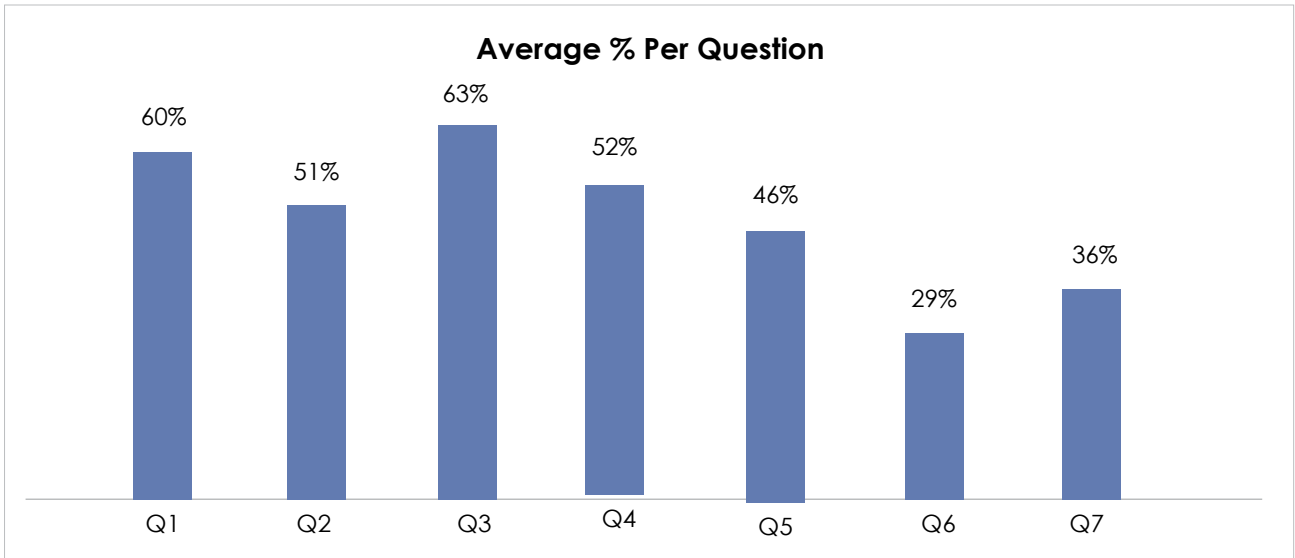
Figure 9W: Candidate performance in TECH4 per question for 40 scripts – Gauteng

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	7	2	5	7	6	8	4	0	0

x) Wholesale and Retail (WHRT4)

Average % Per Question

Question	Percentage
Q1	54%
Q2	79%
Q3	54%
Q4	39%
Q5	26%
Q6	22%
Q7	18%
Q8	29%
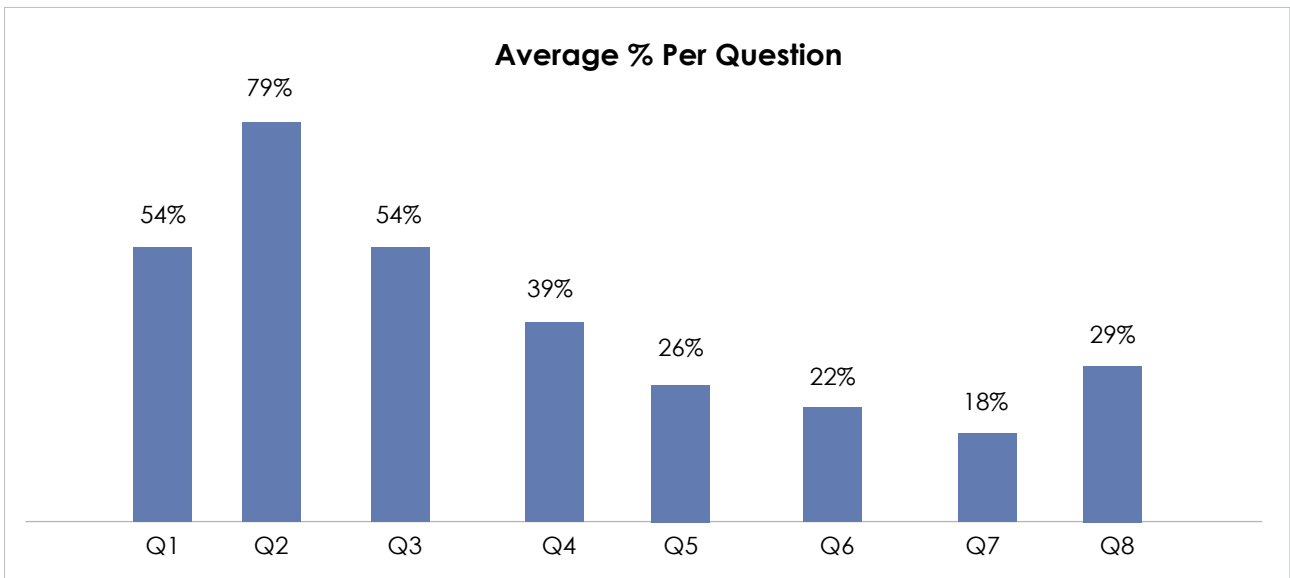
Figure 9X: Candidate performance in WHRT4 per question for 40 scripts – KwaZulu-Natal

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	3	14	6	8	6	3	0	0	0

9.4   Areas of Improvement

The following areas of improvement were noted during verification of marking:
- moderation by chief markers and internal moderators in 13 learning areas (compared to ten learning areas in the 2018 examinations) were effective and ensured that the integrity of the marking process was not compromised; and
- the use of a DHET-centralised marking venue for learning areas that had small numbers of candidates was an innovation in resolving challenges previously experienced by PED.

9.5   Areas of Non-compliance

The following areas of non-compliance were identified:
- poor quality of marking subjective questions that required explanations in the candidates' own words (ECD4, LIFO4, SMME4 and WHTR4). Markers applied the marking guidelines rigidly;
- poor quality of marking where a correct response was marked incorrect because of a faulty personal computer used for marking the practical component (INCT4);
- rubrics that did not discriminate between criteria for assessing content and language;
- the chief marker and internal moderator performed the tasks of marking and moderation throughout the marking process (LCAF4). This had an impact on the moderation process; and
- poor application of rubrics in the marking of essays and transactional pieces (LCEN4, LCND4, LCTS4 and LCVE4).

9.6   Directives for Compliance and Improvement

The DHET is required to act on the following directives for compliance and improvement. The DHET must:
- appoint markers who are qualified in each learning area, to address the problems experienced in marking questions that require subjective responses;
- spend sufficient time training marking personnel on the marking of questions that require explanations;
- strengthen the training of language-marking personnel on the correct application of marking rubrics for marking essays and transactional pieces;
- adjust the marking rubrics for the assessment of essays and transactional pieces by separating content and language, each with its own criteria; and
- ensure that INCT4 markers have updated computers that allow for correct methods of marking practical components.

9.7   Conclusion

The verification of marking process revealed that the quality of marking and internal moderation in most learning areas had improved in many marking centres and complied with marking and moderation requirements. The DHET must deal with the poor quality in the marking of subjective questions, essays and transactional writing; and train markers in the correct application of rubrics. The identification of irregularities points to a high level of vigilance on the part of the marking personnel in identifying and handling irregularities at marking centres.

The professionalism with which the majority of marking officials approached the marking of the scripts is acknowledged. The verification of marking by Umalusi revealed that in most centres, marking complied with the required standards and moderation was thorough in dealing with variations. Generally, marking was consistent, fair, valid and reliable.

CHAPTER 10: STANDARDISATION AND RESULTING

10.1 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 in 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 verifying subject structures, mark capturing and the computer system used by an assessment body. It also involves the development and verification of norms; and the production and verification of standardisation booklets in preparation for the standardisation meetings. During standardisation, qualitative inputs from external moderators and internal moderators, monitoring reports, intervention reports presented by the assessment bodies and the principles of standardisation inform decisions. The process is concluded with the approval of standardisation decisions per learning area, statistical moderation and the resulting process.

10.2 Scope and Approach

The Department of Higher Education and Training (DHET) presented 26 learning areas for the standardisation of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

10.2.1 Development of Historical Averages

Historical averages for GETC: ABET examinations were developed using the previous five examination sittings. Once that was done, as per policy requirements, the DHET submits historical averages, or norms, to Umalusi for verification. Where a distribution contained outliers, the historical average was calculated excluding data from the outlying examination sitting. Finally, Umalusi took into account historical averages during the standardisation process.

10.2.2 Capturing of Marks

Umalusi verified the capturing of examination marks to determine the reliability of the conduct, administration and management of the capturing process. Umalusi also monitored the capturing of marks to establish whether the capturing was accurate and credible. The verification of the capturing of the November 2019 GETC: ABET examination marks looked at, among others, the management of the capturing system and verification of systems, including security systems, for the examination. Umalusi verified the processes that the provinces employed in order in determining the authenticity of the mark sheets, the verification of the capturing process, the appointment and training of capturers, as well as the management of the capturing centre employed by the provinces. Umalusi sampled the following provinces for verification: Gauteng, Northern Cape, Mpumalanga and North West.

10.2.3 Verification of Datasets and Standardisation Booklets

In preparation for the standardisation processes, Umalusi, in conjunction with the DHET, embarked on a process to verify its systems through "dry runs". The aim was to ensure proper alignment of the examination computer systems and to ensure compatibility of data and formulae used for data processing.

The DHET submitted standardisation datasets and electronic booklets. Umalusi verified the standardisation datasets and electronic booklets before the standardisation booklets were printed.

10.2.4 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the examinations were held on 20 and 23 December 2019, respectively. Umalusi was guided qualitative and quantitative information, in reaching its standardisation decisions. Qualitative inputs included evidence-based reports presented by the DHET, as well as reports by Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information was concerned, Umalusi considered historical averages and pairs analysis, together with standardisation principles.

10.2.5 Post-Standardisation

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

10.3 Summary of Findings

10.3.1 Development of Historical Averages

The historical averages for the GETC: ABET examinations were developed using the previous five examination sittings. To achieve this, the submitted the historical averages for verification, in accordance with Umalusi's management plan. None of the learning areas for the October/November 2019 GETC: ABET examinations had outliers identified.

10.3.2 Capturing of Marks

Umalusi observed that in North West, the GETC: ABET mark sheets were colour-coded to differentiate them from the other qualifications. All changes made to the mark sheets were authenticated. Umalusi observed that the use of double capturing was being implemented in all provinces visited. Each data-capturer was allocated a username. Although it was possible for one username to perform both the capturing and verification functions, the Umalusi official observed that a data-capturer could not verify a mark sheet he or she had captured. The mark sheets were separated into batches, which made it easier to distinguish between captured and uncaptured mark sheets.

The national policy, guidelines and procedural documentation on the capturing process were made available to Umalusi officials during the monitoring of mark capturing. Although the guidelines were not exhaustive of all the processes involved in the capturing centre, the system administrator was able to explain and show the Umalusi officials all the processes and measures the capturing centre had put in place. The Umalusi official was satisfied with the explanations provided and acknowledged that the provinces were doing their best to ensure that the capturing of marks was authentic.

The system administrator provided Umalusi with a management plan and Umalusi noted that the provinces were working in accordance with this. The North West provincial education department (PED) used permanent employees for the capturing of marks, while Gauteng used university students enrolled in education for the capturing of marks.

The national systems administrator provided daily progress reports on capturing for every province. The training manual issued to all new capturers was made available to Umalusi, as was an organogram of the capturing centre. The system administrator presented a flow diagram that clearly indicated the flow of mark sheets in the capturing room.

Adequate numbers of personnel were appointed at all centres for mark capturing. A security company managed the entrance in the capturing centre and all personnel entering and leaving the capturing centre were required to sign in and out. They also underwent a search when leaving the centre. In North West a key secured the capturing centre entrance. No CCTV cameras were installed.

Umalusi learnt that the North West capturing centre had been affected by load shedding, which resulted in a delay in starting the capturing of examination process. Additionally, cable theft affected the electricity supply to the centre

Although there were a few delays in the North West, the capturing process was completed as scheduled on the PED's management plan, as well as in Mpumalanga, Gauteng and Northern Cape.

10.3.3 Electronic Datasets and Standardisation Booklets

The standardisation and adjustments were approved, while the statistical moderation datasets submitted could not be verified as Umalusi had already started working on production data.

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

10.3.4 Pre-Standardisation and Standardisation

Standardisation decisions were informed by the qualitative input reports, i.e., the DHET evidence-based report and external moderators' reports, standardisation principles, the norm and previous adjustments. These were all used in determining adjustments per learning area. The data for North West was excluded during the standardisation of Small, Medium and Micro Enterprises, because candidates had written a different paper from the rest of the provinces. This was as a result of North West candidates mistakenly being allocated the Small, Medium and Micro Enterprises paper during the Communication in English examination. The Assessment Standards Committee (ASC) learnt with disappointment that the papers were mistakenly packed into the Communication in English examination paper envelope. The invigilators only learnt of this after handing out the papers to candidates. After realising how widespread the problem was, Umalusi issued a concession for the DHET to use the backup paper, in North West only. As a result, North West candidates wrote a paper different from that written in the other provinces. . Wholesale and Retail was standardised provisionally, pending further investigation by the DHET.

The ASC observed that the November 2019 Human and Social Sciences examination appeared to be the easiest of the previous five examinations The ASC urged the DHET to look into the setting and moderation of languages, as a result of the observed trend of upward adjustments being required for almost all languages.

The ASC noted a general decline in the number of candidates for all learning areas, as well as a high absenteeism rate in all learning areas. Furthermore, the ASC expressed concern at the high failure rate, of 65%, in Applied Agriculture and Agriculture Technology; in Economic and Management Sciences of 80%; and in Natural Sciences, of 78%. The ASC further commented that in Economic and Management Sciences, at least 93% of candidates achieved less than 50%, which posed a concern about the candidates' competency in the learning area. Furthermore, the ASC learnt with disappointment that imposters had been used to write the Communication in English paper at one centre in KwaZulu-Natal.

10.3.5 Standardisation Decisions

Table 10A outlines the summary of standardisation decisions taken.

Table 10A: Standardisation decisions for the November 2019 GETC: ABET

Description	Total
Number of instructional offerings presented	26
Raw marks accepted	09
Adjustments (mainly upwards)	12
Adjustments (mainly downwards)	04
Provisionally standardised	01
Not standardised	00
Number of learning areas standardised	26

10.3.6 Post-Standardisation

The adjustments were submitted and approved during the first submission. The statistical moderation and resulting files were approved for all provinces, except Free State and KwaZulu-Natal, which were approved after second submission.

10.4 Areas of Improvement

The following areas of improvement were observed:
- good process flow of mark sheets from marking centre to capturing centres;
- the standardisation datasets of seven PED (more than in 2018) were approved at first submission; and
- the DHET submitted dry run datasets, as well as standardisation datasets and booklets, ahead of time.

10.5 Areas of Non-compliance

None.

10.6 Directives for Compliance and Improvement

None.

10.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform slight upward or downward adjustments were based on sound educational reasoning. Cable theft affected the electricity supply to the centre. Umalusi recommends that the North West capturing centre must have a contingency plan in the event of similar occurrences. The majority of the DHET proposals corresponded with those of Umalusi, which was a clear indication of a maturing and stabilising examination system.

CHAPTER 11: CERTIFICATION

11.1 Introduction

Umalusi upholds the certification mandate by ensuring that assessment bodies adhere to policies and regulations promulgated by the Minister of Higher Education and Training for the General Education and Training Certificate as registered on the National Qualifications Framework (NQF).

The quality assurance processes instituted by Umalusi in terms of certification for examinations administered by the Department of Higher Education and Training (DHET) ensure that the qualification awarded to a candidate complies with all requirements, as stipulated in the regulations. The DHET is required to submit all candidate achievements to Umalusi, as the quality council, to quality assure, verify and check the results before a certificate may be issued. The specifications and requirements for requesting certification are encapsulated in the form of directives for certification, with which all assessment bodies must adhere.

For data for certification to be valid, reliable and in the correct format, all assessment bodies must ensure that they adhere to Umalusi's directives when they submit candidate data for the certification of a specific qualification. All records of candidates who are registered for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations, including those who qualify only for a learning area certificate in a particular examination cycle, are submitted to Umalusi for certification.

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

This chapter focuses on the overall certification processes and the compliance of the DHET with the directives for certification, as specified in the regulations for certification.

The period covered in this report is from 1 December 2018 to 30 November 2019 and includes all requests for certification received during this period that were finalised. It also includes feedback provided to the DHET by Umalusi. The main examinations I covered in this report are the November 2018 and June 2019 examinations.

11.2 Scope and Approach

Certification of candidate achievements cannot be pinned to a single period in the year because it is a continuous process in which certificates are issued throughout the year. The bulk of the certification usually happens within three months of the release of the results. Throughout the year certificates are requested, including first issues, duplicates, replacements due to changes in status, and re-issues.

Several layers of quality assurance have been instituted over the last few years. This has been done to ensure that the correct results are released to the candidates; that all results are approved by Umalusi before release; and that the certification of the candidates' achievements is done in accordance with the approved results.

In this report, statistics on the number of requests are indicated, in the form of datasets received, which include the percentage of rejections as a result of non-compliance with the directives. The number and type of certificates issued over this period are also provided.

In processing the requests for certification during the period of reporting, a number of findings were made, which are highlighted and expanded on. These findings should not be regarded as a comprehensive list of findings, but should be seen as key points that need to be addressed.

11.3   Summary of Findings

Every examination cycle begins with the registration of students for the academic year. After the DHET has conducted the examinations, all results are submitted to Umalusi for standardisation, statistical moderation and the resulting of candidate achievements. All candidates' records must be submitted to Umalusi for approval before results may be released. Umalusi approves the results for release to the candidates only after several quality assurance processes.

During the processing of the certification datasets, it was discovered that a small percentage of candidate records submitted as requests for certification had not been approved during the resulting process. This caused a delay in certification and the issuing of certificates to the candidates.

Furthermore, the GETC qualification is managed between the DHET and the Department of Education's provincial education departments (PED), which is problematic and results in delays in the certification of candidates. The certification of the GETC: ABET is not a priority and the DHET is not managing the GETC: ABET effectively. Learning area results across multiple examinations are not combined into a certificate, which has contributed to a backlog of certificates.

The general principles that must be adhered to are that all results must be approved before release and requests for certification must be submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, marks cannot be corrected by submitting a mop-up dataset: a re-issue must be requested to correct marks on a certificate already issued.

The recording and finalisation of irregularities are important, to ensure that certificates are issued correctly to deserving candidates. The DHET must continuously inform Umalusi about all irregularities, in order for Umalusi to record such instances on its IT system. It is of the utmost importance that Umalusi be updated with the status of all irregularities, whether pending, guilty or not guilty, before requests for certification are submitted. If this is not done the possibility exists that candidates might not receive their certificates; and that the issuing of certificates is delayed because irregularities have not been finalised.

Umalusi also noticed that candidate records that were rejected owing to non-compliance with the directives for certification were resubmitted for certification, without the errors having been corrected. The resubmission of candidates' records without correcting errors delays the issuing of certificates to candidates. In some cases, the rejected record was not resubmitted for certification.

Table 11A provides a summary of certificates issued for the period 1 December 2018 to 30 November 2019.

Table 11A: Certificates issued in the period 1 December 2018 to 30 November 2019

Description	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Mpumalanga	Northern Cape	Limpopo	North West	Western Cape	Total
First issue: learning area statement	422	1 753	6 974	11 258	4 342	742	7 460	3 801	1 376	38 128
First issue GETC: ABET		887	2 271	3 742	1 474	185	2 075	954	491	12 079

Description	Eastern Cape	Free Sate	Gauteng	KwaZulu-Natal	Mpumalanga	Northern Cape	Limpopo	North West	Western Cape	Total
Replacement GETC:ABET (Change of status)		4	4	262	24		6	35		335
Replacement: subject statement (duplicate)				4						4
Replacement GETC: ABET (original certificate lost)				4				1		5
Re-issue: subject statement					2					2
Total	422	2 644	9 249	15 270	5 842	927	9 541	4 791	1 867	50 553

Table 11B reflects the numbers of certificates issued, per province, for the November 2018 examination period.

ABET Certificates Issued

Replacement GETC (ABET L4) (Change of Status)
- North West, 35
- Limpopo, 6
- Mpumalanga, 24
- KwaZulu-Natal, 262
- North West, 4
- Limpopo, 4

First Issue GETC (ABET L4)
- Western Cape, 491
- North West, 954
- Limpopo, 2075
- Northern Cape, 185
- Mpumalanga, 1474
- KwaZulu-Natal, 3742
- Gauteng, 2271
- Free State, 887

First Issue: Subject Statement
- Western Cape, 1376
- North West, 3801
- Limpopo, 7460
- Northern Cape, 742
- Mpumalanga, 4342
- KwaZulu-Natal, 11258
- Gauteng, 2271
- Free State, 7153
- Eastern Cape, 422

Legend: Western Cape, North West, Limpopo, Northern Cape, Mpumalanga, Western Cape, Gauteng, Free Sate, Eastern Cape, KwaZulu-Natal

Figure 11A: Comparison – certificates issued per province

Table 11B: Certificates issued for the examination period: November 2018

Description	Eastern Cape	Free Sate	Gauteng	KwaZulu-Natal	Mpumalanga	Northern Cape	Limpopo	North West	Western Cape	Total
First issue: learning area statement	403	1 471	6 297	8 033	2 701	703	5 068	3 272	1 373	29 321
Withdraw	4 369	1 978	4 747	6 805	2 039	343	3 629	1 172	628	25 710
Failed all subjects	109	318	1 411	1 461	599	280	3 605	1 119	290	9 192
First issue GETC:ABET	-	883	2 265	3 505	1 376	181	2 049	954	491	11 704
Total	**4 881**	**4 650**	**14 720**	**19 804**	**6 715**	**1 507**	**14 351**	**6 517**	**2 782**	**75 927**

Table 11C shows the total number of datasets and transaction received during the period focused on in this report.

Table 11C: Number of datasets and transactions received during the period 1 December 2018 to 30 November 2019

Province	Datasets	Datasets accepted	Percentage accepted	Records submitted	Records accepted	Percentage accepted	Number rejected
Eastern Cape	13	12	92.3	13 519	4 924	36.4	8 595
Free State	18	18	100.0	7 237	5 542	76.6	1 695
Gauteng	12	12	100.0	16 902	16 542	97.9	360
KwaZulu-Natal	33	30	90.9	31 606	27 667	87.5	3 939
Mpumalanga	14	9	64.3	28 528	12 345	43.3	16 183
Northern Cape	5	5	100.0	4 587	2 072	45.2	2 515
Limpopo	11	10	90.9	29 970	21 034	70.2	8 936
Northwest	15	11	73.3	8 477	8 232	97.1	245
Western Cape	3	3	100.0	5 803	2 785	48.0	3 018
Total	**124**	**110**	**88.7%**	**146 629**	**101 143**	**69%**	**45 486**

11.4 Areas of Improvement

The following areas of improvements were noted:

- the registration of candidates for the examinations were completed and admission letters were dispatched timeously to all continuing education and training (CET) colleges; and
- PED adhered to the directives for certification when submitting requests for certification per examination cycle, albeit not within three months of the release of the results.

11.5 Areas of Non-compliance

The following were noticed as areas of non-compliance:
- not all candidate records that had been approved and whose results were released by the DHET on statements of results were submitted for certification;
- requests for certification were received where the results were approved for release, thus discrepancies were observed, leading to the rejection of certification requests;
- the resubmission of candidate records for certification without correcting identified errors caused delays in candidate certification; and
- the lack of combination, or consolidation, of results across multiple examination sittings.

11.6   Directives for Compliance and Improvement

The DHET must ensure that:
- where irregularities have been identified and reported to Umalusi, the status of the irregularities is communicated to Umalusi in the prescribed data format (spreadsheet);
- all pending irregularities from previous examinations are finalised;
- all candidate records are approved by Umalusi prior to extracting certification datasets, to avoid unnecessary rejections and delays in issuing certificates to candidates. This is especially so where candidates are involved in a re-mark or where marks have changed;
- identified errors are investigated and corrected before resubmission to Umalusi for certification;
- an updated report on irregularities is submitted to Umalusi before bulk certification is requested;
- certification datasets are submitted to Umalusi within three months of the release of the results;
- learning area statements for candidates are combined, in order for a certificate to be issued;
- special attention is paid to the issuing of outstanding certificates and the backlog of certificates is resolved by June 2020, as indicated to the Portfolio Committee on Higher Education and Training (PCHET); and
- where records were rejected because of non-compliance with the directives, the errors must be corrected and submitted to Umalusi without delay.

11.7 Conclusion

The DHET, as the assessment body, is required to place more emphasis on this sphere of the education system, which falls under its auspices, to ensure that the apathy related to this qualification is negated. The general apathy and misinformation surrounding the qualification is related to a lack of ownership and a lack of effective systems and processes with which to ensure that all candidates who qualify are certified.

ANNEXURE A-AMENDMENTS TO THE MARKING GUIDELINES

AAAT4

Question	Amendments	Mark allocation	Percentage
3	Alternative response	1	1
4	Alternative response	1	1
4	Alternative response	1	1

ANHC4

Question	Amendments	Mark allocation	Percentage
1.1.13	Correction of response	1	1
1.2.6	Clarity to marking instruction	1	1
2.1.2	Clarity to marking instruction	1	1
2.1.3	Alternative response	1	1
2.2.2	Alternative response	1	1
2.2.4	Alternative response	1	1
3.1.2	Alternative response	1	1
3.1.3	Alternative response	1	1
3.1.4	Alternative response	1	1

ARTC4

Question	Amendments	Mark allocation	Percentage
2.2	Alternative response	1	1
2.3	Alternative response	2	2
2.5.5	Clarity to marking instruction	2	2
7.2	Correction of response	2	2
7.3	Correction of response	2	2

ECD4

Question	Amendments	Mark allocation	Percentage
2.1	Alternative response	2	2
2.5	Alternative response	4	4
2.7	Alternative response	3	3

EMSC4

Question	Amendments	Mark allocation	Percentage
1.10.10	Alternative response	1	1
2.4	Alternative response	6	6
3.1.	Alternative response	1	1

HSSC4

Question	Amendments	Mark allocation	Percentage
1.2.3	Alternative response	1	1
2.1.1	Alternative responseS	4	4
2.2.3	Clarity to marking instruction	2	2
2.2.4	Clarity to marking instruction	2	2
2.2.6	Clarity to marking instruction	5	5
2.3.2	Alternative response	2	2
2.3.3	Alternative response	6	6
2.3.4	Alternative response	2	2
3.1.1	Alternative response	2	2
3.1.2	Alternative response	2	2
3.1.2	Clarity to marking instruction	18	18
3.2.1	Clarity to marking instruction	2	2
3.2.2	Clarity to marking instruction	2	2
3.2.3	Clarity to marking instruction	16	16

INCT4

Question	Amendments	Mark allocation	Percentage
1.4.2	Alternative response	4	4
1.6	Alternative response	5	5
2	Alternative response	13	13
3.7	Clarity to marking instruction	2	2
4.1.1	Clarity to marking instruction	10	10
4.2.1	Correction of response	2	2

LCAF4

Question	Amendments	Mark allocation	Percentage
1.1	Alternative response	1	1
1.3	Alternative response	1	1
1.5.	Alternative response	1	1
1.7	Alternative responses	2	2
1.9	Alternative response	1	1
2.10	Alternative responses	2	2
3.2	Alternative response	1	1
3.4	Alternative response	1	1
3.5.	Alternative response	1	1
3.6	Alternative responses	2	2
3.7	Alternative responses	2	2

LCEN4

Question	Amendments	Mark allocation	Percentage
1.1	Alternative responses	2	2
1.2	Clarity to marking instruction	3	3
1.4	Clarity to marking instruction	2	2
1.5	Clarity to marking instruction	2	2
1.6	Clarity to marking instruction	2	2
1.7.1	Alternative response	1	1
1.7.2	Alternative response	1	1
1.8	Clarity to marking instruction	1	1
1.9	Clarity to marking instruction	1	1
1.10	Clarity to marking instruction	3	3
2.1	Alternative response	1	1
2.2.1	Clarity to marking instruction	2	2
2.2.2	Clarity to marking instruction	2	2
2.3.2	Alternative responses	2	2
2.4.1	Alternative responses	2	2
2.4.5	Alternative response	1	1
2.7	Clarity to marking instruction	2	2
3.1	Clarity to marking instruction	3	3
3.2	Alternative responses	2	2
3.3	Clarity to marking instruction	1	1
3.4	Alternative responses	2	2
3.6	Alternative responses	2	2

LCXH4

Question	Amendments	Mark allocation	Percentage
1.3	Alternative response	1	1
1.9	Alternative responses	2	2
2.5	Alternative responses	2	2
3.1	Alternative response	1	1
3.2	Alternative responses	2	2
3.3	Alternative response	1	1
3.6	Alternative responses	2	2
3.7	Alternative responses	2	2

LCSO4

Question	Amendments	Mark allocation	Percentage
1.3	Alternative response	2	2
1.4	Alternative response	2	2
1.6	Alternative response	2	2
1.8	Alternative response	1	1
1.10	Alternative response	1	1
1.11	Clarity to marking instruction	2	2

Question	Amendments	Mark allocation	Percentage
2.2.2	Alternative response	1	1
2.8	Correction of mark allocation	4	4
3.1	Alternative response	1	1
3.2	Alternative responses	3	3

LCSP4

Question	Amendments	Mark allocation	Percentage
1.1	Alternative response	2	2
1.2	Alternative response	2	2
1.3	Correction of mark allocation	1	1
1.4	Alternative response	2	2
1.5	Correction of response	3	3
1.6	Alternative response	2	2
1.8	Correction of mark allocation	2	2
2.1	Alternative response	1	1
2.2	Correction of response	1	1
2.3.1	Correction of response	1	1
2.3.2	Alternative response	1	1
3.1	Alternative response	1	1
3.2	Alternative response	1	1
3.3	Alternative response	1	1
3.5	Alternative response	1	1

LCSW4

Question	Amendments	Mark allocation	Percentage
1.1.2	Alternative response	2	2
1.2	Alternative response	1	1
1.3	Alternative response	2	2
1.7	Correction of response-spelling	1	1
2.3.1	Alternative response	1	1
2.7	Correction of response	1	1
3.1	Alternative response	1	1
3.2	Correction of mark allocation	2	2
3.3	Correction of response-spelling	2	2

LCTS4

Question	Amendments	Mark allocation	Percentage
1.1	Clarity to marking instruction	1	1
1.6,	Clarity to marking instruction	1	1
1.10	Clarity to marking instruction	1	1
1.2	Alternative response	2	2
1.7	Alternative response	2	2
1.8	Correction of response	2	2

Question	Amendments	Mark allocation	Percentage
2.5	Correction of response	2	2
3.1.2.	Alternative response	2	2
3.1.3.	Alternative response	3	3
3.1.6	Alternative response	2	2

LCVE4

Question	Amendments	Mark allocation	Percentage
1.2.	Alternative response	2	2
1.3.3	Correction of response	1	1
1.4,	Alternative response	1	1
1.5.	Correction of response	2	2
1.7	Alternative response	1	1
1.9	Correction of response	2	2
1.10.1.2	Alternative response	1	1
1.11	Correction of response	2	2
2.1.1	Alternative response	1	1
2.4.2	Alternative response	2	2
3.1	Alternative response	2	2
3.3	Alternative response	2	2
3.4.1	Alternative response	1	1
3.5.2	Alternative response	1	1

LCXI4

Question	Amendments	Mark allocation	Percentage
1.5	Alternative response	4	4
1.6.1	Alternative response	2	2
1.6.2	Alternative response	2	2
2.3.3	Alternative response	2	2
2.4.3	Alternative response	2	2
3.1.1	Alternative response	2	2
3.1.3	Alternative response	6	6

LCZU4

Question	Amendments	Mark allocation	Percentage
1.6	Alternative response	2	2
1.7	Alternative response	2	2
1.8	Alternative responses	3	3
1.9	Alternative responses	3	3
3.1	Alternative response	2	2
3.2	Alternative response	1	1
3.3	Alternative response	1	1
3.4	Alternative response	2	2
3.5	Alternative response	2	2

LIFO4

Question	Amendments	Mark allocation	Percentage
1.1.1	Clarity to marking instruction	1	1
1.5.2	Clarity to marking instruction	1	1
1.5.5	Clarity to marking instruction	1	1
2.2	Alternative response	1	1
3.3	Alternative response	1	1
7.1	Alternative response	2	2
7.2	Alternative responses	4	4
7.3	Alternative response	2	2
8.2	Alternative responses	3	3
9.2	Alternative responses	5	5

MLMS4

Question	Amendments	Mark allocation	Percentage
1.1.1	Clarity to marking instruction	1	1
1.1.2	Clarity to marking instruction	1	1
1.1.4	Clarity to marking instruction	1	2
1.2	Clarity to marking instruction	3	3
1.4.2	Alternative response	3	3
1.5	Alternative response	3	3
1.6.2	Clarity to marking instruction	2	2
1.7.2.	Alternative response	2	2
1.7.3	Alternative response	2	2
2.1.2	Correction of response	2	2
2.1.3	Correction of response	2	2
2.1.5	Clarity to marking instruction	3	3
2.2.5	Alternative response	2	2
2.3.2	Clarity to marking instruction	5	5
2.4.1	Alternative response	5	2
3.1.2	Clarity to marking instruction	1	1
3.2.2	Alternative response	1	1
3.3	Clarity to marking instruction	3	3
3.4	Clarity to marking instruction	3	3
4.1.1	Alternative response	1	1
4.2.2	Clarity to marking instruction	2	2
4.2.4	Clarity to marking instruction	3	3
5 5.1	Clarity to marking instruction	3	2

MMSC4

Question	Amendments	Mark allocation	Percentage
2.4.3	Alternative response	2	2
3.4	Alternative response	2	2
5.2.6	Alternative response	1	1
6.1	Alternative response	5	5
6.2	Alternative response	2	2

NATS4

Question	Amendments	Mark allocation	Percentage
1.2.2	Alternative response	1	1
2.1.1	Alternative response	1	1
2.1.3	Alternative response	1	1
2.1.5	Alternative response	1	1
2.1.6	Alternative response	1	1
2.2.2	Alternative response	1	1
2.2.3	Alternative response	1	1
2.2.5	Alternative response	1	1
3.1.1(a)	Alternative response	1	1
3.1.1(b)	Alternative response	1	1
3.1.6	Alternative response	1	1
3.1.7	Alternative response	1	1
3.2.1	Alternative response	1	1
4.1.1	Alternative response	1	1
4.1.2	Alternative response	2	2
4.3	Alternative response	1	1
5.1.4	Alternative response	1	1
5.1.5	Alternative response	1	1

SMME4

Question	Amendments	Mark allocation	Percentage
2.1	Alternative response	2	2
2.5	Alternative response	1	1
2.8	Alternative response	1	1
4.6	Alternative response	1	1

TECH4

Question	Amendments	Mark allocation	Percentage
4.1.3	Alternative response	1	1
4.2	Alternative responses	4	4
5.2	Alternative response	2	2
5.3	Alternative responses	4	4
5.4.1	Alternative response	1	1
5.4.3	Alternative response	1	1
5.4.4	Alternative response	1	1

Question	Amendments	Mark allocation	Percentage
5.5.2	Alternative response	2	2
5.5.3	Alternative response	2	2
6.1	Alternative response	2	2
6.2	Alternative response	2	2
6.3	Clarity to marking instruction	6	6
6.4.1	Alternative response	1	1
6.5	Clarity to marking instruction	8	8
7.1.3	Alternative response	2	2
7.1.4	Alternative response	1	1
7.1.5	Alternative response	1	1
7.1.6	Alternative response	1	1

TRVT4

Question	Amendments	Mark allocation	Percentage
1.2	Alternative response	1	1
1.4.9	Alternative response	1	1
1.5.1	Alternative response	1	1
1.5.5.	Alternative response	1	1
2.4.7	Alternative response	1	1
2.5.2	Clarity to marking instruction	2	2
2.5.3	Alternative response	2	2
3.1	Alternative response	2	2
3.2.1	Alternative response	2	2
3.4.2	Alternative response	2	2
3.5	Alternative response	2	2
4.2.1	Clarity to marking instruction	2	2
4.2.2	Alternative response	2	2

WHRT4

Question	Amendments	Mark allocation	Percentage
1.9	Alternative response	1	1
2.4	Alternative response	1	1
2.5	Alternative response	1	1
3.1	Alternative response	1	1
3.10	Alternative response	1	1
4.9	Alternative response	1	1
5.1	Alternative response	1	1
5.2	Alternative response	1	1
5.3	Alternative response	1	1

ANNEXURE B-SUMMARY OF NON-COMPLIANCE DURING THE WRITING OF EXAMINATIONS

Criteria	Nature of non-compliance	Centres implicated
Preparation for the examination	Toilets were not in good condition	Hlomo CLC Maipelo CLC St Francis CLC Thokoza Adult Centre
	No strong room/safe was available	Dudumeni AEC Hlomelo (Amathole East) Inkombiso Jabulani Mhlahle AET Centre Phitlhelelo AET Centre Sibongile CLC Tshikondeni ABET Centre Tshikondeni ABET Centre
	Noisy environment	Hlomo CLC Maphopha ABET Centre St Francis CLC Welgelee
	Insufficient computers to accommodate all candidates	Cradock Prison
	No copy of the official timetable available	Amandla PALC Dudumeni AEC Hlomelo (Amathole East) Rebone PALC Sibongile CLC
	Furniture not suitable for adult candidates	Hlomo CLC Hlomelo (Amathole East) Jabulani ABET Centre Sakhiziwe CLC Sibongile CLC
	One metre rule not applied	Jabulani AET Centre Klerksdorp Correctional Services Retsweletse Public Centre
	There was no electricity at the writing venues	Jabulani ABET Centre Retsweletse Public Centre
	No running water at centre	St Francis CLC
	Material not kept in safe environment	Tshikondeni ABET Centre
	Late delivery of question papers by district official	Maipelo CLC
	No dispatch documents were available	Jabulani ABET Centre Peter Lengene Community Centre Sibongile CLC
	Three unregistered candidates	St Francis CLC
	Five unregistered candidates and one candidate registered for wrong subject	Hlomo CLC
Invigilators and their training	Invigilators were not trained for the current examination cycle	Baviaanspoort Medium Centre Cradock Prison Maphopha ABET Centre Rolihlahla Public Centre
	The centre manager was not appointed as chief invigilator	Morakapula Santo Retsweletse Public Centre Samora Machel CLC

Criteria	Nature of non-compliance	Centres implicated
Invigilators and their training	The delegated chief invigilator was not trained in the past two years	Peter Lengene CLC
	Only female/male invigilators appointed	Kaputla Nkoana AET Centre Retsweletse Public Centre Thuto Khumo AET Centre Tshikondeni ABET Centre
	Invigilators had no dates on their letters of appointment	Isibani CLC
	Chief invigilator/invigilators without letter of appointment	Amandla PALC Dudumeni AEC Hlomelo (Amathole East) St Francis CLC Thokoza Adult Centre Welgelee Public Centre
	Invigilators/chief invigilators not trained	Amandla PALC Cradock Prison Dudumeni AEC Hlomelo (Amathole East) Mhlahle AET Centre Rebone PALC Vukatakhe AEC
Preparations for writing	No invigilators' timetable available	Dudumeni AEC Hlomelo (Amathole East) Rebone PALC
	No verification of admission letters and IDs	Amandla PALC Cradock Prison Numbi ABET Centre Sibongile CLC Vukatakhe AEC
	Contradiction of the ID the candidate possessed and ID number in the timetable of examination number E5911214790074. Number in the admission letter was 900418078208 but on ID on hand was 0004080362082; One candidate with student number 5911214790092 had no I D document.	Amandla PALC
	Attendance register not signed by invigilators	Mohau and Itsoseng Rebone PALC Sibongile CLC Vukatakhe AEC
	No information board available	Rantsane CLC, Mopeli Royal CLC Retsweletse Public Centre
	Candidate had two cell phones on desk (not used during session)	Mohau and Itsoseng
	Cell phones stored in front of examination venue not switched off and rang	Sibongile CLC
	Calculators not checked	Thuto Khumo AET Centre, Vukatakhe AEC, Welgelee Public Centre, Mohau and Itsoseng Mhlahle AET Centre Peter Lengene CLC Hlomo CLC
	Examination session started late	Amandla PALC
	No adherence to prescribed ratio of candidates: invigilators	Vukatakhe AEC Retsweletse Public Centre
	No relief timetable filed	Maphopha ABET Centre St Francis CLC Hlomo CLC
	Candidates not seated according to seating plan	Vukatakhe AEC Mohau and Itsoseng Sibongile CLC
	Candidates had to fetch IDs	Rolihlahla Public Centre
	Three candidates were registered for Early Childhood Development but their names did not appear on the mark sheets.	Thokoza Adult Centre

Criteria	Nature of non-compliance	Centres implicated
Time management of activities during the examination	Not enough computers at centre (two sessions)	Cradock Prison
	The correctness of the information on the answer books of the candidates was not checked.	Hlomo CLC Sakhiziwe CLC Vukatakhe AEC
	The labelling on the satchel containing the examination question papers were incorrect (labelled English), but the satchel contained SMME papers. The English paper was	Phitlhelelo AET Centre
	Question papers were distributed late to the candidates.	Maipelo CLC Phitlhelelo AET Centre Samora Machel CLC Sibongile CLC
	No technical check was done by the invigilators.	St Francis CLC Kholofelo CLC Sibongile CLC Sakhiziwe CLC Samora Machel CLC Mhlahle AET Centre
	Examination rules not read.	Imkombiso Kholofelo CLC Sakhiziwe CLC Samora Machel CLC Sibongile CLC Vukatakhe AEC
	Ten minutes' reading time not adhered to.	Amandla PALC Hlomo CLC Mhlahle AET Centre Nompumelelo Adult Centre Rebone PALC Samora Machel CLC Sibongile CLC Welgelee Public Centre
	No official reading time observed	Vukatakhe AEC
	Invigilators arrived late at examination venue	Sakhiziwe CLC
Activities during writing	Computers not properly cleaned and prepared for second session	Cradock Prison
	Two candidates caught with crib notes during the examination cycle	Hlomelo (Amathole East)
	Three candidates were wrongly registered	Thokoza Adult Centre
	An absent candidate was marked absent in the wrong column. The correction was made on the list and an irregularity form was completed.	Samora Machel CLC
	An invigilator invigilating the subject that she teaches	Kaputla Nkoana AET Centre
	The chief invigilator left the examination question papers on the desk of the examination room. She left the room and returned later to begin the examination process. However, the papers were left unattended during the period she was outside the room.	Sibongile CLC
	Bar-coded stickers were damaged and examination numbers were cut into two parts—reported but not rectified	Retsweletse Public Centre
	Disruptive candidate under the influence of alcohol	Retsweletse Public Centre

Criteria	Nature of non-compliance	Centres implicated
Packaging and transmission of scripts after writing	No official plastic satchel available for packaging and transmission of scripts	Mohau and Itsoseng
	No situational reports completed by chief invigilators	Hessequa CLC Kholofelo CLC Lichtenburg CLC Morakapula Santo Numbi ABET Centre Peter Lengene CLC Rolihlahla Public Centre Sakhiziwe CLC Samora Machel CLC St Francis CLC Witbank Correctional Centre
	Chief invigilator used public transport to deliver scripts at the district office	Hlomelo (Amathole East)
	Examination scripts left unattended on candidates' desks after completion of examination session	Hlomo CLC
Other	Invigilators with cell phones in examination venue	Hlomelo (Amathole East)

No.	Learning area code	No. of Questions	Performance in questions					
			Question with the highest average		Question with the lowest average		Province	
			2018	2019	2018	2019	2018	2019
1.	AAAT4	5	Q1: 53%	Q1: 56%	Q4: 26%	Q5: 28%	FS	EC
2.	ANHC4	3	Q1: 50%	Q1: 66%	Q3: 29%	Q3: 11%	NC	WC
3.	ARTC4	6	Q2: 61%	Q3: 69%	Q4: 32%	Q2,5: 21%	EC	MP
			Q2: 59%	-	Q4: 26%	-	GP	-
4.	ECD4	3	Q1: 67%	Q1: 70%	Q3: 37%	Q2: 63%	KZN	GP
			Q1: 64%	Q1:62%	Q2: 39%	Q2: 36%	MP	NC
5.	EMSC4	5	Q1: 58%	Q1:43%	Q5: 28%	Q3: 13%	EC	MP
			Q1: 49%	Q1: 48%	Q4: 20%	Q3: 15%	KZN	NW
			Q1: 44%	-	Q5: 10%	-	WC	-
6.	HSSC4	3	Q1: 55%	Q1:70%	Q3: 16%	Q3: 25%	NC	KZN
7.	INCT4	4	Q4: 56%	Q2: 78%	Q1: 48%	Q1: 50%	FS	FS
			-	Q1: 48%	-	Q4:31%	-	LP
			-	Q3: 82%	-	Q1: 31%	-	MP
			-	Q2: 67%	-	Q3: 40%	-	NC
			-	Q4: 69%	-	Q1: 43%	-	NW
			-	Q2: 76%	-	Q1: 47%	-	WC
8.	LCEN4Ω	5	Q2: 55%	Q1; 525	Q5: 35%	Q2,5: 27%	NC	GP
			-	Q1: 41%	-	Q3: 13%	-	KZN
			-	Q1: 15%	-	Q2,5: 3%	-	LP
			-	Q1: 41%	-	Q4: 15%	-	MP
			-	Q1: 87%	-	Q2: 70%	-	NW
9.	LCEN4	3	Q5: 43%	Q1: 52%	Q3: 11%	Q2: 32%	EC	GP
			-	Q1: 53%	-	Q4: 30%	-	KZN
			-	Q1: 38%	-	Q2: 32%	-	NC
10.	LCND4	5	Q3: 72%	Q3:67%	Q2: 35%	Q2: 36%	EC	MP
11.	LCSO4	5	Q3: 69%	Q3: 78%	Q2: 42%	Q2: 43%	FS	FS
			Q3: 63%	-	Q2: 36%	-	GP	-
12.	LCSP4	5	Q1: 53%	Q1: 55%	Q2: 27%	Q4: 28%	GP	MP
13.	LCSW4	5	-	Q1: 71%	-	Q2: 39%	-	MP
14.	LCTS4	5	Q1: 85%	-	Q2: 36%	-	NC	-
			Q1:79%	Q1: 63%	Q2: 39%	Q2: 22%	NW	NW
15.	LCVE4	5	Q1: 72%	Q3: 75%	Q4: 51%	Q2: 53%	LP	LP
16.	LCXH4	5	Q1:73%	Q1: 79%	Q2: 42%	Q2: 39%	WC	EC
17.	LCXI4	5	Q5: 50%	Q1: 69%	Q3: 33%	Q2: 44%	MP	LP
18.	LCZU4	5	Q3: 78%	-	Q5: 53%	-	KZN	-
19.	LIFO4	9	Q1,Q4: 55%	Q1:69%	Q8: 22%	Q6: 22%	MP	WC
20.	MLMS4	5	Q3: 48%	Q2: 49%	Q2: 34%	Q4: 13%	WC	LP
21.	MMSC4	6	Q2: 66%	Q1: 53%	Q1: 44%	Q6: 14%	KZN	GP
22.	NATS4	5	Q1:55%	-	Q4: 9%	-	NW	-
23.	SMME4	4	-	Q1: 54%	-	Q4: 29%	-	FS
				Q1: 44%		Q4: 17%		NW
24.	TECH4	7	Q2:71%	Q3: 63%	Q5: 32%	Q6: 29%	GP	GP
			Q3:56%	-	Q7: 16%	-	LP	-
25.	TRVT4	4	Q1: 55%	-	Q4: 8%	-	NC	-
			Q1: 55%	-	Q4: 10%	-	NW	-
26.	WHRT4	8	Q2: 62%	Q2:79%	Q8: 21%	Q7: 18%	EC	KZN
			Q2: 64%	-	Q6:25%	-	GP	-

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