

# 2020

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**Report on the Quality  
Assurance of Assessment  
of the Department of  
Higher Education and  
Training November 2020  
GETC: ABET Examinations**

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UMALUSI



Quality Council for General and Further  
Education and Training

REPORT ON THE QUALITY ASSURANCE OF  
ASSESSMENT OF THE DEPARTMENT OF HIGHER  
EDUCATION AND TRAINING NOVEMBER 2020  
GETC: ABET EXAMINATIONS

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# CONTENTS

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<b>FOREWORD BY THE CHIEF EXECUTIVE OFFICER</b>	vi
<b>EXECUTIVE SUMMARY</b>	viii
<b>LIST OF TABLES AND FIGURES</b>	xiii
<b>ACRONYMS AND ABBREVIATIONS</b>	xvi
<b>CHAPTER 1 MODERATION OF QUESTION PAPERS</b>	1
1.1 Introduction	1
1.2 Scope and Approach	1
1.3 Summary of Findings	3
1.4 Areas of Improvement	10
1.5 Areas of Non-compliance	11
1.6 Directives for Compliance and Improvement	12
1.7 Conclusion	12
<b>CHAPTER 2 MODERATION OF SITE-BASED ASSESSMENT: COMMON ASSESSMENT TASKS</b>	13
2.1 Introduction	13
2.2 Scope and Approach	13
2.3 Summary of Findings	14
2.4 Areas of Improvement	26
2.5 Areas of Non-Compliance	27
2.6 Directives for Compliance and Improvement	27
2.7 Conclusion	27
<b>CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS</b>	28
3.1 Introduction	28
3.2 Scope and Approach	28
3.3 Summary of Findings	30
3.4 Areas of Improvement	57
3.5 Areas of Non-compliance	57
3.6 Directives for Compliance and Improvement	57
3.7 Conclusion	58
<b>CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS</b>	59
4.1 Introduction	59
4.2 Scope and Approach	59
4.3 Summary of Findings	60
4.4 Areas of Improvement	61
4.5 Areas of Non-compliance	62
4.6 Directives for Compliance and Improvement	62
4.7 Conclusion	62

<b>CHAPTER 5</b>	<b>MONITORING OF THE WRITING OF EXAMINATIONS</b>	63
5.1	Introduction	63
5.2	Scope and Approach	63
5.3	Summary of Findings	63
5.4	Areas of Improvement	67
5.5	Areas of Non-Compliance	67
5.6	Directives for Compliance and Improvement	67
5.7	Conclusion	67
<b>CHAPTER 6</b>	<b>AUDIT OF APPOINTED MARKING PERSONNEL</b>	68
6.1	Introduction	68
6.2	Scope and Approach	68
6.3	Summary of Findings	69
6.4	Areas of Improvement	74
6.5	Areas of Non-compliance	74
6.6	Directives for Compliance and Improvement	74
6.7	Conclusion	74
<b>CHAPTER 7</b>	<b>STANDARDISATION OF MARKING GUIDELINES</b>	76
7.1	Introduction	76
7.2	Scope and Approach	78
7.3	Summary of Findings	83
7.4	Areas of Improvement	83
7.5	Areas of Non-compliance	83
7.6	Directives for Compliance and Improvement	83
7.7	Conclusion	83
<b>CHAPTER 8</b>	<b>MONITORING OF MARKING</b>	85
8.1	Introduction	85
8.2	Scope and Approach	85
8.3	Summary of Findings	86
8.4	Areas of Improvement	88
8.5	Areas of Non-Compliance	88
8.6	Directives for Compliance and Improvement	88
8.7	Conclusion	89
<b>CHAPTER 9</b>	<b>VERIFICATION OF MARKING</b>	90
9.1	Introduction	90
9.2	Scope and Approach	90
9.3	Summary of Findings	91
9.4	Areas of Improvement	119
9.5	Areas of Non-compliance	119
9.6	Directives for Compliance and Improvement	120

9.7	Conclusion	120
<b>CHAPTER 10 STANDARDISATION AND RESULTING</b>		121
10.1	Introduction	121
10.2	Scope and Approach	121
10.3	Summary of Findings	122
10.4	Areas of Good Practice	124
10.5	Areas of Non-Compliance	124
10.6	Directives for Compliance	124
10.7	Conclusion	124
<b>CHAPTER 11 CERTIFICATION</b>		125
11.1	Introduction	125
11.2	Scope and Approach	126
11.3	Summary of Findings	126
11.4	Areas of Good Practice	128
11.5	Areas of Non-Compliance	128
11.6	Directives for Compliance	129
11.7	Conclusion	129
<b>ANNEXURE 1A—COMPLIANCE OF QUESTION PAPERS WITH EACH CRITERION AT INITIAL MODERATION</b>		130
<b>ANNEXURE 2A—COMPLIANCE OF SBA TASKS WITH EACH CRITERION AT INITIAL MODERATION</b>		132
<b>ANNEXURE 3A—NON-COMPLIANCE OF CENTRES WITH EACH CRITERION</b>		134
<b>ANNEXURE 5A—NON-COMPLIANCE OF CENTRES DURING THE WRITING OF EXAMINATIONS</b>		137

# FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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Umalusi takes pride in the great strides that have been made in setting, maintaining and improving standards in the quality assurance of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) over the past years. Umalusi has, through the years, established an effective and rigorous system for 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:

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

Umalusi has, through the years, established a professional working relationship with the Department of Higher Education and Training (DHET). There has been an improvement in the conduct, administration and management of the GETC: ABET examinations and their 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) and the Executive Committee of Umalusi Council (EXCO) met in January 2021 to scrutinise evidence presented on the conduct of the November 2020 GETC: ABET examinations.

Having studied all the evidence presented, the EXCO noted with concern the reported isolated irregularities regarding non-compliance to site based assessment (SBA) instructions at 15 centres as well as the other areas of the administration of the examination and irregularities identified during the writing and marking of examinations.

However, EXCO is satisfied that there were no systemic irregularities reported, which might have compromised the credibility and integrity of the November 2020 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations administered by the Department of Higher Education and Training (DHET).

The EXCO approves the release of the DHET results of the November 2020 GETC: ABET examinations based on the following:

- i. The November 2020 GETC: ABET examinations were administered in accordance with the examination policies and guidelines.

The DHET is required to:

- a) Block the results of 17 centres that failed to comply with site-based assessment (SBA) instructions (Annexure A) pending the outcome of further investigations by the DHET and verification by Umalusi;
- b) Block the results of the centres/candidates that were found to be irregular during the writing of examinations (Annexure A) pending the outcome of further investigations by the DHET and verification by Umalusi; and
- c) Address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report (Annexure B), develop and submit an improvement plan to Umalusi by 26 March 2021

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 endeavors 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 2020 GETC: ABET examinations.



Dr Mafu S Rakometsi  
March 2021



# EXECUTIVE SUMMARY

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

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001, as amended in 2008), to develop and manage its sub-framework of qualifications, to quality assure assessment at exit-point, 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:

- a. Must perform the external moderation of assessment of the different assessment bodies and education institutions;
- b. May adjust raw marks during the standardisation process; and
- c. 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.

Umalusi undertakes the quality assurance of the national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality and standard of assessment is judged by adherence to policies 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 above-mentioned 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 2020 GETC: ABET examinations in 26 learning areas.

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2020 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 and 2019 examinations.

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

- i. Moderation of question papers (Chapter 1);
- ii. Moderation of site-based assessment (SBA) common assessment tasks (Chapter 2);
- iii. Moderation of site-based assessment (SBA) portfolios (Chapter 3);
- iv. Monitoring of the state of readiness to conduct the examinations (Chapter 4);
- v. Monitoring of the writing of examinations (Chapter 5);
- vi. Selection, appointment and training of marking personnel (Chapter 6);
- vii. Standardisation of marking guidelines (Chapter 7);
- viii. Monitoring of the marking of examinations (Chapter 8);
- ix. Verification of marking (Chapter 9); and
- x. Standardisation and resulting (Chapter 10).

Also included is Chapter 11, which indicates the state of certification of candidates' achievements.

The findings from the above quality assurance of assessment processes enabled the EXCO to decide whether approve the release of the November 2020 GETC: ABET examinations or not.

The role and responsibilities of the DHET is to:

- a) Develop and internally moderate examination question papers and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- b) Develop and internally moderate SBA tasks and their accompanying marking guidelines and submit them to Umalusi for external moderation and approval;
- c) Manage the implementation and internal moderation of internal assessment;
- d) Conduct, administer and manage the writing of examinations in all examination centres;
- e) Conduct the marking of examinations through the provincial education departments (PED) and submit results to Umalusi for the standardisation process;
- f) Manage irregularities;
- g) Report to Umalusi on the conduct, administration and management of examinations;
- h) 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
- i) Process and submit records of candidate achievements to Umalusi for certification.

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

The findings of the external moderation process at initial moderation indicated that there was an improvement in the overall compliance of question papers and their corresponding marking guidelines,

from 30.3% in November 2019 to 41.8% in November 2020.

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 and 2019, 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 2020 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 2020 GETC: ABET examinations was, largely, to:

- 1) Gauge the level of preparedness of the DHET to conduct the November 2020 GETC: ABET examinations;
- 2) Track the progress made in addressing the directives for compliance and improvement issued after the November 2019 examinations;
- 3) Verify that the DHET had systems in place to ensure the integrity of the November 2020 GETC: ABET examinations; and
- 4) 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 2020 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.

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. This monitoring was also important to identify any irregularities that might have occurred during the writing of the examinations. The comparison of the November 2020 findings with the findings of the November 2019 examinations disclosed an overall improvement. On average, 44 out of 60 examination centres (73%) monitored

showed a compliance of between 90-100% with the set criteria when compared with the 28 out of 40 (70%) in November 2019.

Umalusi visited four provinces to audit the marking personnel selected and appointed to mark the November 2020 GETC: ABET examination scripts. The purpose of this process is to verify compliance to the appointment criteria by DHET; and to monitor the training of the marking personnel involved in the marking and moderation of marking of the November 2020 GETC: ABET examinations. This process remains a challenge, which is aggravated by the absence of common criteria, application forms and standards as the personnel administrative 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 suit 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 2020 GETC: ABET was managed by the PED on behalf of the DHET. The purpose of monitoring was to verify:

1. Planning prior to the conducting of the marking process;
2. The adequacy of resources at the marking centre;
3. Security provided at the marking centre; and
4. The management of irregularities identified from marked scripts.

Umalusi monitored the marking centres to ensure that marking was properly planned and managed, which would ensure the credibility of the process and its outcomes. Proper management in the critical areas of planning, adequacy of the marking venues and accommodation, as well as maintenance of tight security, was evident at the 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 the state of certification of candidates' achievements. The certification chapter is based on the 2020 certification processes and not the certification of the November 2020 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 2020 examinations, the EXCO concluded that the November 2020 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.

# LIST OF TABLES AND FIGURES

Table/Figure	Description	Page
Table 1A	Learning areas assessed by the DHET for the GETC: ABET qualification	1
Table 1B	Overall Compliance of Question Papers per Criterion at Initial Moderation	3
Table 1C	Comparison of Question Papers that were Fully Compliant with Each Criterion at Initial Moderation Over Three Years	4
Table 2A	Compliance of CAT per criterion during initial moderation.	15
Table 2B	Comparison compliance of CAT per criterion during initial moderation	15
Figure 2A	Comparison of compliance with adherence to assessment guidelines in 2018, 2019 and 2020	17
Figure 2B	Comparison of compliance with adherence to content coverage in 2018, 2019 and 2020.	18
Figure 2C	Comparison of compliance with adherence to cognitive demand in 2018, 2019 and 2020	19
Figure 2D	Comparison of compliance with adherence to language and bias in 2018, 2019 and 2020.	20
Figure 2E	Comparison of compliance with adherence to formulation of questions and instructions in 2018, 2019 and 2020	22
Figure 2F	Comparison of compliance with adherence to the quality and standard of SBA tasks in 2018, 2019 and 2020	23
Figure 2G	Comparison of compliance with adherence to the mark allocation and marking guidelines in 2018, 2019 and 2020.	24
Figure 2H	Comparison of compliance with adherence to internal moderation in 2018, 2019 and 2020	26
Table 3A	Learning areas and number of SBA portfolios sampled	29
Table 3B	SBA portfolio samples moderated	31
Table 3C	Learning areas moderated in more than one province	43
Figure 3A	Comparison of moderation samples in November 2018, 2019 and 2020	43
Table 3D	Quantitative analysis of compliance per criterion of moderated portfolios	44
Figure 3B	Comparison of overall compliance per CLC in 2018, 2019 and 2020	44
Table 3E	Community learning centres with no or limited compliance with adherence to assessment guidelines per learning area per province	46
Figure 3C	Comparison of compliance with adherence to assessment guidelines in 2018, 2019 and 2020	47
Figure 3D	Comparison of compliance with adherence to internal moderation in 2018, 2019 and 2020	49
Table 3F	Provincial trends of documents not included in the portfolio of evidence	50
Figure 3E	Submission of required documents in November 2018, 2019 and 2020	51
Figure 3F	Submission of required documents in November 2018, 2019 and 2020	51
Figure 3G	Comparison of compliance in adherence to structure and content of SBA portfolios in November 2018, 2019 and 2020	52
Figure 3H	Comparison of compliance in adherence to implementation and assessment of SBA tasks in November 2018, 2019 and 2020	55

Table/Figure	Description	Page
Figure 3I	Comparison of compliance in adherence to student performance in November 2018, 2019 and 2020	56
Table 5A	Number of centres monitored per province	63
Table 5B	Level of compliance in relation to criteria	64
Table 6A	Appointed marking personnel per provincial education department	69
Table 6B	Qualifications of appointed markers	71
Table 6C	Teaching or facilitation experience of appointed Markers	72
Table 6D	Marking experience of appointed markers	73
Table 7A	Schedule for the standardisation of marking guideline meetings	77
Table 7B	Provincial education department representation at the standardisation of marking guideline meetings	79
Table 7C	Number of scripts pre-marked, per learning area, per provincial education department	80
Table 8A	Examination Centres monitored for the marking of Examinations	86
Table 9A	Verification of marking sample requested	90
Table 9B	Irregularities	93
Figure 9A	Candidate performance in AAAT4 per question for 60 scripts: KwaZulu-Natal	93
Figure 9B	Candidate performance in ANHC4 per question for 60 scripts: Mpumalanga	94
Figure 9C	Candidate performance in ARTC4 per question for 60 scripts – Limpopo	95
Figure 9D (i)	Candidate performance in ECD4 per question for 60 scripts – Free State	95
Figure 9D(ii)	Candidate performance in ECD4 per question for 60 scripts – Limpopo	96
Figure 9E (i)	Candidate performance in EMSC4 per question for 60 scripts – Free State	97
Figure 9E (ii)	Candidate performance in EMSC4 per question for 60 scripts – Gauteng	97
Figure 9E (iii)	Candidate performance in EMSC4 per question for 60 scripts – KwaZulu-Natal	98
Figure 9F (i)	Candidate performance in HSSC4 per question for 62 scripts – Free State	98
Figure 9F (ii)	Candidate performance in HSSC4 per question for 60 scripts – Western Cape	99
Figure 9G	Candidate performance in INCT4 per question for 60 scripts – National Marking Centre: DHET	100
Figure 9H (i)	Candidate performance in LCAF4 per question for 60 scripts – National Marking Centre: DHET	100
Figure 9I (i)	Candidate performance in LCEN4 per question for 60 scripts – Limpopo	101
Figure 9I (ii)	Candidate performance in LCEN4 per question for 60 scripts – North West	102
Figure 9I (iii)	Candidate performance in LCEN4 per question for 60 scripts – Western Cape	102
Figure 9J	Candidate performance in LCND4 per question for 60 scripts – National Marking Centre: DHET	103
Figure 9K	Candidate performance in LCXH4 per question for 60 scripts – Eastern Cape	103
Figure 9L	Candidate performance in LCZU4 per question for 55 scripts – Mpumalanga	104
Figure 9M (i)	Candidate performance in LCSo4 per question for 60 scripts – Free State	105
Figure 9M (ii)	Candidate performance in LCSo4 per question for 60 scripts – Gauteng	105
Figure 9N	Candidate performance in LCSP4 per question for 60 scripts – Gauteng	106
Figure 9O	Candidate performance in LCsw4 per question for 60 scripts – Mpumalanga	106
Figure 9P (i)	Candidate performance in LCTs4 per question for 60 scripts – Gauteng	107
Figure 9P (ii)	Candidate performance in LCTs4 per question for 60 scripts – North West	108
Figure 9Q	Candidate performance in LCVE4 per question for 60 scripts – Limpopo	108



Table/Figure	Description	Page
Figure 9R	Candidate performance in LCX14 per question for 42 scripts –Mpumalanga	109
Figure 9S (i)	Candidate performance in LIFO4 per question for 60 scripts – Limpopo	109
Figure 9S (ii)	Candidate performance in LIFO4 per question for 60 scripts – Mpumalanga	110
Figure 9S (iii)	Candidate performance in LIFO4 per question for 60 scripts – National Venue: DHET	111
Figure 9S (iv)	Candidate performance in LIFO4 per question for 60 scripts – Eastern Cape	111
Figure 9T (i)	Candidate performance in MLMS4 per question for 60 scripts – Mpumalanga	112
Figure 9T(ii)	Candidate performance in MLMS4 per question for 60 scripts – Western Cape	113
Figure 9T (iii)	Candidate performance in MLMS4 per question for 60 scripts – Eastern Cape	113
Figure 9U	Candidate performance in NATS4 per question for 60 scripts – Gauteng	114
Figure 9V (i)	Candidate performance in SMME4 per question for 60 scripts – KwaZulu Natal	115
Figure 9V (ii)	Candidate performance in SMME4 per question for 60 scripts – Western Cape	115
Figure 9W (i)	Candidate performance in TECH4 per question for 60 scripts – Gauteng	116
Figure 9W (ii)	Candidate performance in TECH4 per question for 60 scripts – National Venue: DHET	117
Table 9X	Candidate performance in TRVT4 per question for 60 scripts – KwaZulu-Natal	117
Table 9Y (i)	Candidate performance in WHRT4 per question for 52 scripts – Eastern Cape	118
Figure 9Y (ii)	Candidate performance in WHRT4 per question for 60 scripts – Free State	119
Table 10A	Standardisation Decisions for the November 2020 GETC: ABET	124
Figure 11A	Certificates issued during the period 1 December 2019 to 30 November 2020.	127
Table 11A	Number datasets and transactions received during the period 1 December 2019 to 30 November 2020.	128



# ABBREVIATIONS AND ACRONYMS

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ABET	Adult Basic Education and Training
AET	Adult Education and Training
AC	Assessment Criteria
AG	Assessment Guideline
ASC	Assessment Standards Committee
CAT	Common Assessment Tasks
CET	Community Education and Training
CLC	Community Learning Centre
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EC	Eastern Cape Province
EXCO	Executive Committee of Council
FS	Free State 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
GP	Gauteng Province
ID	Identity Document
KZN	KwaZulu-Natal Province
LP	Limpopo Province
MP	Mpumalanga Province
NC	Northern Cape Province
NQF	National Qualifications Framework
NW	North West Province
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PED	Provincial Education Department
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
QAA	Quality Assurance of Assessment
RMB	Risk Management-Based
SAPS	South African Police Service
SAQA	South African Qualifications Authority
SBA	Site-Based Assessment
SO	Specific Outcomes
SOP	Standard Operating Procedures
SOR	State of Readiness
TVET	Technical and Vocational Education and Training
Umalusi	Quality Council in General and Further Education and Training
WC	Western Cape Province

## Learning Areas

Code	Learning Area
ANHC4	Ancillary Health Care
AAAT4	Applied Agriculture and Agricultural Technology
ARTC4	Arts and Culture
ECD4	Early Childhood Development
EMSC4	Economic and Management Sciences
HSSC4	Human and Social Sciences
INCT4	Information Communication Technology
LCAF4	Language, Literacy and Communication: Afrikaans
LCEN4	Language, Literacy and Communication: English

LCND4	Language, Literacy and Communication: IsiNdebele
LCXH4	Language, Literacy and Communication: IsiXhosa
LCZU4	Language, Literacy and Communication: IsiZulu
LCSP4	Language, Literacy and Communication: Sepedi
LCSO4	Language, Literacy and Communication: Sesotho
LCTS4	Language, Literacy and Communication: Setswana
LCSW4	Language, Literacy and Communication: SiSwati
LCVE4	Language, Literacy and Communication: Tshivenda
LCXI4	Language, Literacy and Communication: Xitsonga
LIFO4	Life Orientation
MLMS4	Mathematical Literacy
MMSC4	Mathematics and Mathematical Sciences
NATS4	Natural Sciences
SMME4	Small, Medium and Micro Enterprises
TECH4	Technology
TRVT4	Travel and Tourism
WHRT4	Wholesale and Retail

# CHAPTER 1 MODERATION OF QUESTION PAPERS

## 1.1 Introduction

Umalusi employs external moderators with 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.

The DHET is expected to appoint examiners with requisite learning area knowledge of setting question papers, and to appoint 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:

- a. Fair;
- b. Reliable;
- c. Representative of an adequate sample of the curriculum;
- d. Representative of relevant conceptual domains; and
- e. Representative of relevant levels of cognitive challenge.

## 1.2 Scope and Approach

The DHET submitted question papers and the accompanying marking guidelines for the 26 learning areas to Umalusi for external moderation in preparation for the November 2020 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 areas	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

No.	Learning areas	Learning area code
13.	Language, Literacy and Communication: Sepedi	LCSP4
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 2020 GETC: ABET examination was conducted centrally at the DHET's examination offices in Pretoria from April to October 2019. The DHET maintained a high level of security at its 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:

- a. Technical aspects;
- b. Internal moderation;
- c. Content coverage;
- d. Cognitive demand;
- e. Marking guideline;
- f. Language and bias;
- g. Adherence to assessment guidelines; and
- h. 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:

- i. No compliance (met less than 50% of the criteria);
- ii. Limited compliance (met 50% or more, but less than 80% of the criteria);
- iii. Compliance in most respects (met 80% or more, but less than 100% of the criteria); or
- iv. 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 and accompanying marking guideline as a whole, considering one of three possible outcomes:

- a) Approved: If the question paper meets all the criteria;
- b) Conditionally approved and to be resubmitted: If the question paper meets most of the criteria; or

c) Rejected: If the standard and quality of the question paper is entirely unacceptable.

Umalusi's 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 Overall Compliance of Question Papers at Initial Moderation

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

**Table 1B: Overall compliance of question papers per criterion at initial moderation**

		Compliance frequency (208 instances)			
		None	Limited	Most	All
1.	Technical aspects	0	1	19	6
2.	Language and bias	0	2	16	8
3.	Internal moderation	1	4	9	12
4.	Content coverage	0	6	12	8
5.	Cognitive demand	0	5	5	16
6.	Adherence to assessment guideline	3	3	5	15
7.	Predictability	0	1	5	20
8.	Marking guidelines	1	7	16	2
<b>Total</b>		<b>5</b>	<b>29</b>	<b>87</b>	<b>87</b>
<b>Total compliance</b>		<b>121</b>			<b>87</b>
<b>Percentage</b>		<b>58.2%</b>			<b>41.8%</b>

The overall level of compliance for the November 2020 question papers and corresponding marking guidelines at initial moderation was 41.8%, compared to 30.3% and 37% for the November 2019 and November 2018 examinations, respectively. This indicates an overall improvement in the quality and standard of question papers and corresponding marking guidelines at first moderation for November 2020.

Table 1C compares the percentage of question papers that were compliant in all respects with each criterion at initial moderation over a period of three years (2018, 2019 and 2020) at first moderation.

**Table 1C: Comparison of question papers that were fully compliant with each criterion at initial moderation over three years**

Criteria	November 2018	November 2019	November 2020
Technical aspects	34.0%	11.5%	23.1%
Language and bias	23.1%	19.2%	30.8%
Internal moderation	23.1%	19.2%	46.2%
Content coverage	26.9%	26.9%	30.8%
Cognitive demand	46.2%	42.3%	61.5%
Adherence to assessment guideline	57.7%	46.2%	57.7%
Predictability	69.2%	65.4%	76.9%
Marking guidelines	15.4%	11.5%	7.7%

### 1.3.2 Compliance of Question Papers with each Criterion

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

#### a) Technical Aspect

This criterion evaluates the compliance of question papers and corresponding marking guidelines in terms of the following:

- i. Technical layout;
- ii. Quality of figures, diagrams, tables and illustrations;
- iii. Completeness of each question paper, i.e. inclusive of assessment grids, marking guidelines, relevant answer sheets, formula sheets, addenda, etc.;
- iv. Correctness of question and section numbering; correct format requirements as stipulated in the assessment guideline;
- v. The cover page contains all relevant details: time allocation, learning area and instructions to candidates;
- vi. Consistent and appropriate use of fonts; and
- vii. Consistency of mark allocation in the question paper and marking guideline.

Similar to 2018 and 2019, none of the 26 question papers submitted in 2020 were non-compliant with this criterion at initial moderation. Only one of the 26 question papers (LCEN4) showed limited compliance in 2020, compared to three (ECD4, MMSC4 and TECH4) in 2019 and three (ECD4, LCAF4 and TECH4) in 2018. The limited compliance in the case of LCEN4 was attributed to the poor quality of illustrations, unclear and ambiguous instructions to candidates and incorrect date of the examination.

Nineteen question papers were compliant in most respects with this criterion in 2020, compared to 20 in 2019 and 14 in 2018. The deficits were mainly associated with instructions to candidates being unclear and ambiguous (ANHC4, HSSC4, INCT4, LCZU4, LCVE4, TECH4 and TVRT4), the incorrect allocation of marks (ANHC4, HSSC4, INCT4 and WHRT4), incorrect numbering (ARTC4, LCAF4 and LCTS4), inappropriate fonts used (EMSC4 and TECH4), poor quality of illustrations or graphs (LCS04, LCSW4 and LIFO4), cluttered and non-reader friendly layout (LCXI4) and incorrect format (LCVE4). Although the number of question papers that were fully compliant increased from three (LCSW4,

LCXH4 and LCZU4) in 2019 to seven in 2020 (AAAT4, ECD4, LCND4, LCXH4, LCSP4, MLMS4 and NATS4), the number was still lower when compared to the nine compliant papers in 2018 (AAAT4, ANHC4, ARTC4, HSSC4, LCSO4, NATS4, SMME4, TRVT4 and WHRT4).

It was encouraging to note that two papers (AAAT4 and NATS4) upheld their fully compliant status across 2019 and 2020.

After the challenges identified at initial moderation had been addressed, the question papers and accompanying marking guidelines were fully compliant with this criterion when they were finally approved.

## **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.

Similar to 2018 and 2019, none of the question papers, inclusive of marking guidelines, showed non-compliance with the language and bias criterion at first moderation in 2020. Two question papers and their marking guidelines (INCT4 and LCXI4) showed limited compliance in 2020, compared to two (ECD4 and INCT4) in 2019 and four (ECD4, LCAF4, LCND4 and MLMS4) in 2018. The main reasons were inappropriate language register (INCT4 and LCXI4), and grammatically incorrect language in the marking guideline (INCT4 and LCXI4).

In 2020, 16 question papers (ANHC4, ARTC4, ECD4, HSSC4, LCZU4, LCSO4, LCST4, LCSP4, LIFO4, LCXI4, MLMS4, MMSC4, NATS4, SMME4, TECH4 and TVRT4) showed most compliance to the language and bias criterion, compared to 19 question papers in 2019 and 15 in 2018. Although there was a slight decrease in 2020 compared to 2019 and 2018, the following shortcomings were noted: incorrect use of learning area terminology (HSSC4), inappropriate language register (ARTC4 and LCSP4), subtleties in grammar that may cause confusion (LIFO4, LCSP4, LCXI4, MMSC4 and NATS4), grammatically incorrect language in the question paper (ARTC4, ECD4, LCTS4, LCXI4, LIFO4, MLMS4, SMME4, TECH4 and TVRT4), grammatically incorrect language in the marking guideline (AHNC4, LCZU4, LIFO4, LCSP4, SMME4 and TECH4), syntax errors (LCSO4 and NATS4) and passages used in the text being of an inappropriate length (LIFO4).

In 2020, eight question papers (AAAT4, EMSC4, LCAF4, LCEN4, LCND4, LCSW4, LCVE4 and WHRT4) showed compliance in all respects with this criterion. This was a minimal increase in quality compared to five question papers (ANHC4, LCAF4, LCSW4, MLMS4 and NATS4) in 2019 and six question papers (AAAT4, LCSO4, LCXH4, NATS4, SMME4 and TVRT4) in 2018 showing compliance in all respects with this criterion.

After the challenges identified at initial moderation were addressed, the question papers and accompanying marking guidelines were fully compliant with this criterion when they were finally approved.

## **c) Internal Moderation**

This criterion evaluates whether the assessment body conducted internal moderation of the question papers and accompanying marking guidelines. It also evaluates the quality of internal moderation. The criterion verifies whether any recommendations by the internal moderator were implemented. The quality, standard and relevance of moderation are checked.

At first moderation in 2020, only one question paper (TVRT4) and its marking guideline was entirely non-compliant, compared with two question papers (ECD4 and LCUZ4) in 2019 and two (ECD4 and INCT4) in 2018. It is indeed encouraging to see that ECD4 broke its cycle of non-compliance in 2020. For 2020, many errors pertaining to language, lack of opportunities to express an argument clearly, inappropriate quality and relevance of the internal moderator's report, and failure by the examiners to effect or address the internal moderator's recommendations prevailed at first moderation in the case of TVRT4.

The number of question papers that showed limited compliance at first moderation decreased from eight question papers (EMSC4, HSSC4, LCAF4, LCND4, LCXH4, MLMS4, TECH4 and TRVT4) in 2018 to seven (ARTC4, HSSC4, INCT4, LCEN4, LCSP4, LCSO4 and LCXH4) in 2019, and only four question papers (LCEN4, LCXI4, LCSO4 and TECH4) in 2020. Some of the common challenges included an incomplete internal moderator's report (LCXI4), and the inappropriate quality, relevance and standard of the internal moderator's report (LCXI4, LCSO4, LCEN4 and TECH4).

Nine question papers (ANHC4, ARTC4, HSSC4, INCT4, LCZU4, LCSW4, MMSC4, NATS4 and SMME4) were compliant in most respects at first moderation in 2020, compared to 12 (EMSC4, LCAF4, LCND4, LCSW4, LCTS4, LCVE4, LCXI4, MMSC4, NATS4, SMME4, TECH4 and WHRT4) in 2019 and ten (ARTC4, LCEN4, LCSO4, LCSW4, LCTS4, LCVE4, LCXI4, LCZU4, MMSC4 and WHRT4) in 2018. Similar to 2018 and 2019, the shortcomings in 2020 were mainly associated with incomplete moderators' reports and the inappropriate quality and standard of internal moderation. For example, in the case of ANHC4, the internal moderator overlooked grammatical errors and failed to ensure that the prescribed cognitive demand weightings as per the assessment guideline (AG) were duly applied. In the case of HSSC4, the internal moderator did not verify the adequate coverage of content across the four unit standards and did not ensure that the prescribed cognitive demand weightings as per the AG were duly applied. In the case of SMME4, it was found that the internal moderator's recommendation was not appropriately considered and applied.

At first moderation in 2020, 12 question papers (AAAT4, ECD4, EMSC4, LCAF4, LCND4, LCSP4, LCTS4, LCVE4, LCXH4, LIFO4, MLMS4 and WHRT4) were found to be fully compliant with this criterion.

This was far higher than the five question papers (AAAT4, ANHC4, LIFO4, MLMS4 and TRVT4) in 2019 and the five question papers (AAAT4, ANHC4, LCSP4, LIFO4 and SMME4) in 2018 that were compliant in all respects with this criterion. It is evident that the internal moderation of AAAT4 and LIFO4 has consistently complied fully with this criterion for the past three years.

After the challenges identified at initial moderation had been addressed, the question papers and accompanying marking guidelines were fully compliant with this criterion when they were finally approved.

#### **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:

- i. The coverage of unit standards;
- ii. The spread of specific outcomes and assessment standards;
- iii. Whether questions are within the broad scope of the assessment guidelines;
- iv. Whether the question paper, as a whole, reflects appropriate levels and depth of learning area knowledge;
- v. Whether examples and illustrations are suitable, appropriate, relevant and academically correct;



- vi. Whether there is an accurate correlation between the mark allocation, level of difficulty and time allocation;
- vii. Whether the question paper allows for the testing of skills; and
- viii. The quality of the questions.

At first moderation in 2018, only one of the 26 question papers and their marking guidelines (LCND4) showed non-compliance with this criterion, but this dropped to zero on 2019 and remained at zero for 2020. Six question papers (ANHC4, HSSC4, LCEN4, LCSO4, LCXI4 and NATS4) showed limited compliance at first moderation in 2020. This reflects an increase from four in 2019 (ECD4, LCND4, LCSO4 and TECH4) and a decrease from seven question papers in 2018 (ANHC4, ECD4, EMSC4, HSSC4, INCT4, LCTS4 and TECH4).

The limited compliance was mainly attributed to inadequate coverage of the learning outcomes and assessment criteria as per the prescribed assessment guidelines (ANHC4, HSSC4, LCEN4 and NATS4), inappropriate weightings of learning outcomes (ANHC4, HSSC4 and LCEN4), questions not being within the broad scope of the AG (HSSC4 and NATS4), inappropriate levels and depth of learning area knowledge (HSSC4 and NATS4), inappropriate spread of specific outcomes and assessment standards (HSSC4, LCEN4 and NATS4), lack of correlation between mark allocation, level of difficulty and time allocation (LCSO4), options in multiple-choice questions not being free from logical cues and hence making one of the options an obvious choice (HSSC4 and LCEN4), questions not providing clear instructional key words or verbs (LCEN4), questions not containing sufficient information to elicit appropriate responses (LCSO4), questions not being free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers (HSSC4, LCEN4 and LCSO4), and the selection of texts and source material being irrelevant and inappropriate (LCXI4). In the case of the latter, Question 3 in the LCXI4 question paper was based on an image, but contained irrelevant questions that prevented the testing of relevant skills.

Thirteen question papers (ARTC4, ECD4, EMSC4, LCXH4, LCZU4, LCS04, LCSP4, LCTS4, LCVE4, LCXI4, MMSC4, TECH4 and TVRT4) were compliant in most respects at initial moderation in 2020, compared to 15 in 2019 and 11 in 2018. The main deficiencies identified for these sets of 2020 question papers pivoted around the following: the selected texts and source material were irrelevant and inappropriate (ARTC4, LCSP4 and LCXI4) and the complexity of the language did not resonate with the cognitive demand level (ARTC4, LCSP4 and TVRT4), questions were not free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers (EMSC4, LCXH4, LCVE4, LCXI4, MMSC4, TECH4 and TVRT4), and questions contained factual errors or misleading information (LCXH4, LCZU4, LCSP4 and LCTS4).

At first moderation in 2020, eight question papers (AAAT4, INCT4, LCAF4, LCND4, LCSW4, MLMS4, SMME4 and WHRT4) were found to be fully compliant with this criterion. This was one more than the seven question papers (ARTC4, LCAF4, LCSW4, LCZU4, LIFO4, NATS4 and TVRT4) in 2019 and the seven (AAAT4, LCSP4, LCVE4, MMSC4, NATS4, SMME4 and TVRT4) in 2018 that were compliant in all respects with this criterion.

After the challenges identified at initial moderation had been addressed, the question papers and accompanying marking guidelines were fully compliant with this criterion when they were finally approved.

#### **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 was the case in 2018 and 2019, none of the 26 question papers were non-compliant at first moderation with the cognitive demand criterion in 2020. However, five question papers (HSSC4, LCEN4, LCSO4, LIFO4 and NATS4) showed limited compliance at first moderation in 2020. This was one less than the six question papers (AAAT4, ECD4, LCEN4, LCND4, LCXH4 and TECH4) that showed limited compliance in 2019, and one more than the four question papers (ECD4, INCT4, LCND4 and WHRT4) that showed limited compliance at first moderation in 2018.

The LCEN4 question paper had shown limited compliance in 2020 and 2019, and, like HSSC4, LCSO4, LIFO4 and NATS4, was characterised by inappropriate distribution in terms of cognitive levels and limited opportunities to assess the ability to see causal relationships. In addition, LCSO4 and LIFO4 did not provide opportunities to express an argument clearly. The choice question in HSSC4 was not equivalent in terms of level of difficulty and cognitive demand, and the distribution of marks was not according to the AG in LCSO4 and NATS4.

Five question papers (ANHC4, EMSC4, MMSC4, TECH4 and TVRT4) were compliant in most respects at initial moderation in 2020 when compared with nine question papers in 2018 and ten in 2019. This decrease in 2020 can be attributed to the fact that more papers were fully compliant with this criterion in 2020. The main shortcomings were linked to inappropriate distribution in terms of cognitive levels (ANHC4, MMSC4 and TECH4) and the distribution of marks not being according to the AG in ANHC4, the choice question not being equivalent in terms of level of difficulty in EMSC4, and TVRT4 not providing opportunities to express an argument clearly.

At first moderation in 2020, 16 question papers (AAAT4, ARTC4, ECD4, INCT4, LCAF4, LCND4, LCXH4, LCSP4, LCSW4, LCTS4, LCVE4, LCXI4, LCZU4, MLMS4, SMME4 and WHRT4) were found to be fully compliant with this criterion. This was five more than the 11 question papers in 2019 and one more than the 15 question papers in 2018 that were compliant in all respects with this criterion.

After the challenges identified at initial moderation had been addressed, the question papers and accompanying marking guidelines were fully compliant with this criterion when they were finally approved.

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

This criterion evaluates the adherence of question papers and their marking guidelines to policy, and 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 criterion in 2019, whereas in 2018, one (EMSC4) did not comply. However, in 2020, this had increased to three questions papers (HSSC4, NATS4 and WHRT4) being non-compliant for the following reasons: the question paper was not aligned to prescribed specific outcomes and assessment standards, and the weighting and spread of content of the specific outcomes and assessment standards was not as per the AG prescription. In addition, the analysis grid that illustrates coverage of the prescribed contents or unit standards, weighting and spread of specific outcomes and assessment standards, as well as different

cognitive levels and their percentages, was not presented for WHRT4. In summary, these three question papers were not in line with the current AG.

There was a decrease from four question papers in 2019 (ECD4, INCT4, TECH4 and WHRT4) to three question papers in 2020 (ANHC4, LCEN4 and MMSC4) that were limited in their compliance at first moderation compared to just one paper in 2018 (ECD4). The challenges, like in 2019, persisted. These included the inappropriate weighting and spread of content of the specific outcomes and assessment standards, and the spread of questions among different cognitive levels that did not adhere to the requirements prescribed in the assessment guidelines.

A reduced number of five question papers (ARTC4, EMSC4, LCSO4, LCXI4 and ANHC4) met most of the requirements for this criterion in 2019, compared to 11 question papers (AAAT4, EMSC4, HSSC4, INCT4, LCEN4, LCND4, LCSP4, LCTS4, LCXH4, MLMS4 and SMME4) in 2019, and three (LCEN4, HSSC4 and INCT4) in 2018 that met most of the requirements for this criterion. The main challenge encountered across all three years pertained to the weighting and spread of content of the specific outcomes and assessment standards not being within the norm range prescribed in the AG.

Fifteen question papers showed full compliance with this criterion in 2020. Although this number was the same as that with respect to this criterion in 2018, evidently this was an increase from 12 question papers in 2019.

After the challenges identified at initial moderation had been addressed, the question papers and accompanying marking guidelines were fully compliant with this criterion when they were finally approved.

#### **g) Predictability**

This criterion checks whether questions in a current 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.

In 2018, three out of 26 question papers (EMSC4, INCT4 and LCXH4) were non-compliant. Like in 2019, none of the 26 question papers were non-compliant with the predictability criterion in 2020. In 2020, there was only one instance (LCSO4) of limited compliance compared with two instances (INCT4 and LCXH4) in 2019 and none in 2018. The LCSO4 question paper in 2020 demonstrated the lack of an appropriate degree of innovation and contained questions of such a nature that they could easily be spotted or predicted.

In 2020, five question papers (AHNC4, LCSW4, LCXI4, LIFO4 and TVRT4) showed most compliance. This was lower in number compared to seven question papers (ANHC4, ECD4, EMSC4, HSSC4, LCND4, LCSP4 and TECH4) in 2019. In 2020, this was mainly attributed to questions containing an inappropriate degree of innovation and/or being predictable.

The number of question papers that were compliant in all respects with this criterion at first moderation in 2020 increased to 20 (77%) compared to 17 (65%) in 2019 and 18 (69%) in 2018. The question papers that were fully compliant with this criterion in 2020 include AAAT4, ARTC4, ECD4, EMSC4, HSSC4, INCT4, LCAF4, LCEN4, LCND4, LCXH4, LCZU4, LCSP4, LCTS4, LCVE4, MLMS4, MMSC4, NATS4, SMME4, TECH4 and WHRT4.

After the findings of each criterion indicating that the challenges identified at initial moderation had been addressed, the question papers were found to be fully compliant when they were finally approved at second moderation.

#### **h) Marking Guideline**

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 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.

One question paper (LCZU4) was non-compliant with this criterion at first moderation in 2020 compared to two question papers (ECD4 and MMSC4) in 2019 and one question paper (ECD4) in 2018. The LCZU4 question paper and marking guideline in 2020 exhibited the following deficiencies: the language of the marking guideline did not match that of the question paper with respect to questions 1.3, 1.5, 2.9.1, 3.2, 3.4 and 3.5, the marking guideline did not make allowance for relevant alternative responses, nor did it provide enough detail to ensure accuracy of marking. In addition, the marking guideline did not allocate marks appropriately. All of this would inhibit consistent marking.

Nine question papers (ANHC4, HSSC4, LCEN4, LCXH4, LCSO4, MMSC4, NATS4, TECH4 and TRVT4) showed limited compliance in 2020, compared to six question papers (ANHC4, INCT4, LCSO4, LCXH4, TECH4 and TRVT4) in 2019 and three question papers (INCT4, TECH4 and TRVT4) in 2018. Like in 2018 and 2019, the reasons included marks in question papers not corresponding to marks in the marking guidelines, a lack of alternative responses, marks not being appropriately awarded in the marking guideline, and indications that the marking guideline would not facilitate consistent and accurate marking.

Sixteen question papers (ARTC4, ECD4, EMSC4, INCT4, LCAF4, LCSP4, LCSW4, LCTS4, LCVE4, LCXI4, LCZU4, LIFO4, MLMS4, SMME4, TECH4 and TVRT4) were compliant in most respects at first moderation in 2020 compared to 15 in 2019 and 18 in 2018. Like in 2018 and 2019, the challenges in 2020 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 initial moderation, the number of question papers that showed full compliance decreased consistently from four question papers (AAAT4, LCSP4, NATS4 and SMME4) in 2018 to three question papers (LCXI4, LIFO4 and MLMS4) in 2019, and dismally to only two question papers (LCND4 and WHRT4) in 2020.

After the challenges identified at initial moderation had been addressed, the question papers and accompanying marking guidelines were fully compliant with this criterion when they were finally approved.

## **1.4 Areas of Improvement**

The following were noted as cases of good practice and improvement:

- a. The DHET must be commended, as it was in 2018 and 2019, for good management and the process of administration of the external moderation of question papers;

- b. Security measures were maintained at high levels and no question paper was compromised at any stage during the external moderation process;
- c. The setting of question papers was timeous, using the 18-month cycle;
- d. The overall level of compliance was 41.8% for the November 2020 question papers, which was much higher than the 30.3% and 37% overall compliance achieved respectively by the November 2019 and November 2018 question papers and corresponding marking guidelines at first moderation. This indicates an overall improvement in the quality and standard of question papers and corresponding marking guidelines at first moderation for the November 2020 question papers;
- e. The number of question papers that was fully compliant with the cognitive demand criterion at first moderation was better than in 2018 and 2019, with a noteworthy increase of 19.2% from 11 (42.3%) question papers in 2019 to 16 (61.5%) question papers in 2020;
- f. The number of question papers that was fully compliant with the internal moderation criterion at first moderation in 2020 was double that of 2018 and more than double the number of 2019;
- g. The number of question papers that were fully compliant with the technical aspects criterion at first moderation in 2020 were almost double that of 2019;
- h. The number of question papers that was fully compliant with the content coverage criterion at first moderation in 2020 was 3.9% better than that of 2018 and 2019;
- i. The number of question papers that were fully compliant with the adherence to policy criterion at first moderation in 2020 was 11.5% better than in 2019; and
- j. The number of question papers that were fully compliant at first moderation in 2020 with respect to the language and bias criterion, and the predictability criterion increased by 7.7% from 2018 and by at least 11.5% from 2019.

## 1.5 Areas of Non-compliance

The following were noted as areas of concern:

- a. Like in 2019, only one out 26 question papers, inclusive of marking guidelines, was approved at first moderation in 2020;
- b. Moderator reports were incomplete and internal moderation was of an inappropriate quality and standard;
- c. There were question papers that contained vague instructions and ambiguous wording;
- d. Many question papers and marking guidelines were submitted with grammatically incorrect language;
- e. Illustrations or graphs were of a poor quality;
- f. There were question papers that contained inappropriate weightings and spread of specific outcomes and assessment criteria;
- g. Selected texts and source material were irrelevant and inappropriate;
- h. Questions were not free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers;
- i. The complexity of the language did not resonate with the cognitive demand;
- j. There was an inappropriate distribution of marks in terms of cognitive levels as prescribed in the AG;
- k. There were limited opportunities in the question paper to assess the ability to see causal relationships and express an argument clearly;
- l. Questions contained inappropriate degrees of innovation and/or were predictable;
- m. Marks in the question papers did not correspond to the marks in the marking guidelines;

- n. Marking guidelines did not provide sufficient detail to ensure accuracy of marking; and
- o. The marking guideline did not make allowance for relevant alternative responses.

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

The following directives require attention. The DHET must:

- a. Strengthen the training of internal moderators with a focus on their roles and responsibilities during moderation; and
- b. Ensure that question papers and the corresponding marking guidelines are rigorously moderated, and that internal moderators are continuously monitored and supported to build capacity and improve the quality of moderation.

## **1.7 Conclusion**

The findings of the external moderation process indicated that there was an improvement in the overall compliance of question papers and their corresponding marking guidelines, from 37% in November 2018 and 30.3% in November 2019 to 41.8% in November 2020. Most challenges were attributed to the poor quality of internal moderation, with grammatical errors, inappropriate weightings and spread of specific outcomes and assessment standards, and questions containing an inappropriate degree of innovation and/or being predictable, 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 to address shortcomings in the question papers and their corresponding marking guidelines before they are submitted for external moderation.



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

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## 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. Umalusi conducts the quality assurance of these tasks.

These tasks are set nationally and are implemented at community learning centres (CLC). The Department of Higher Education and Training (DHET) develops and internally moderates common SBA tasks before submission to Umalusi for external moderation and approval. Once approved, common SBA tasks are implemented at institutional level during the following academic year.

The 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:

- a. An adequate sample of the prescribed content;
- b. Relevant conceptual domains; and
- c. 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 General Education and Training Certificate: Adult Basic Education and Training (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 and implementing SBA tasks at each CLC.

The common SBA tasks of each of the 26 learning areas consist of three tasks. These are a skills-based task, a learning area-specific task and the test, with weightings of 20%, 30% and 50%, respectively.

Assessment guidelines for each learning area prescribe the specific outcomes and assessment criteria to be covered in each assessment task. These tasks take different forms, such as assignments, projects, investigations, worksheets, demonstrations, oral tasks, journal entries, case studies, demonstrations and tests.

Umalusi conducted the moderation of the 2020 common SBA tasks on-site at the examination offices of the DHET in May 2019. The presence of the DHET's internal moderators during external moderation had the benefit of accelerating and enhancing the moderation process. Identified challenges were immediately addressed, recommendations were implemented and common SBA tasks were resubmitted, moderated and approved.

Umalusi used the Instrument for the Moderation of Common Assessment Tasks. This requires Umalusi to evaluate the quality of common SBA tasks according to the following criteria:

- a. Adherence to subject and assessment guidelines;
- b. Content coverage;
- c. Cognitive demand;
- d. Language and bias;
- e. Formulation of instructions and questions;
- f. Quality and standard of tasks;
- g. Mark allocation and marking guidelines; and
- h. Internal moderation.

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

- i. No compliance (met less than 50% of the criteria);
- ii. Limited compliance (met 50% or more, but less than 80% of the criteria);
- iii. Compliance in most respects (met 80% or more, but less than 100% of the criteria); or
- iv. Compliance in all respects (met 100% of the criteria).

Umalusi's 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:

- a) Approved: If the SBA tasks and accompanying marking guidelines meet all the criteria;
- b) Conditionally approved and to be resubmitted: If the SBA tasks and their accompanying marking guidelines meet most of the criteria; or
- c) Rejected: If the quality and standard of the SBA tasks and their accompanying marking guidelines are totally unacceptable.

## **2.3 Summary of Findings**

During 2019, the DHET reviewed the format and content of SBA tasks and condensed the five tasks into three tasks: common assessment task (CAT) 1 – a skills-based task with a mark allocation of 60 marks, CAT 2 – a learning area-specific task with a mark allocation of 40 marks, and CAT 3 – a test that closely resembles the final question paper with a mark allocation of 100 marks. Although Umalusi moderated the tasks individually, the final moderation judgement of compliance was based on the overall compliance of all three tasks and the accompanying marking guidelines with the criteria and quality indicators. Umalusi only approved the SBA tasks once all the criteria in each task had been met.

### **2.3.1 Overall Compliance of SBA Tasks at Initial Moderation**

During the scheduled external moderation period, the DHET submitted the SBA tasks and corresponding marking guidelines of all 26 learning areas to Umalusi. This initiated the external moderation process of checking the compliance of each learning area with the predetermined criteria, followed by approval, conditional approval or rejection of the CAT and marking guidelines. Two learning areas adequately met all the criteria during initial moderation and were deemed print ready. The 24 learning areas that did not adequately meet the criteria during initial moderation were conditionally approved



and required resubmission. Umalusi rejected the CAT for only one learning area and returned the CAT to the DHET to be reset.

The findings captured in this chapter relate to the results of the initial external moderation before any recommended amendments had been implemented. After the second moderation, the CAT of all learning areas were approved. Table 2A reflects the overall findings of the compliance per CAT per criterion during initial moderation.

**Table 2A: Compliance of CAT per criterion during initial moderation**

No.	Criterion	Compliance frequency			
		None	Limited	Most	All
1.	Adherence to assessment guidelines	0	2	10	14
2.	Content coverage	0	2	5	19
3.	Cognitive demand	0	0	13	13
4.	Language and bias	0	10	10	6
5.	Formulation of instructions and questions	0	7	12	7
6.	Quality and standard of SBA tasks	0	2	15	9
7.	Mark allocation and marking guidelines	2	8	11	5
8.	Internal moderation	2	2	8	14
<b>Total</b>		<b>4</b>	<b>33</b>	<b>84</b>	<b>87</b>
<b>Total compliance</b>		<b>121</b>			<b>87</b>
<b>Percentage</b>		<b>58.2%</b>			<b>41.8%</b>

The overall compliance in all respects for the CAT and corresponding marking guidelines for 2020 was 41.8%. Although there was a slight decrease of 0.5% in full compliance in 2020, it compared favourably with the 42.3% overall compliance of 2019.

A further comparison of the overall compliance in all respects of 2020 with that of 2019 and 2018 showed improvement in compliance with four criteria, consistency in compliance with one criterion and a decrease in compliance with three criteria. In two of these criteria, the compliance score was lower than the compliance in 2018.

Table 2B compares overall compliance in all respects during initial moderation for 2018, 2019 and 2020.

**Table 2B: Comparison of compliance of CAT per criterion during initial moderation**

No.	Criterion	November 2018	November 2019	November 2020
1.	Adherence to assessment guidelines	46%	42%	54%
2.	Content coverage	58%	58%	73%
3.	Cognitive demand	42%	54%	50%
4.	Language and bias	27%	38%	23%
5.	Formulation of instructions and questions	8%	23%	27%
6.	Quality and standard of SBA tasks	27%	35%	35%
7.	Mark allocation and marking guideline	31%	35%	19%
8.	Internal moderation	15%	38%	54%

The most impressive annual improvement in compliance related to internal moderation. From a compliance rating of a mere 15% in 2018, the compliance rating climbed with 23% to 38% compliance in 2019 and a further 16% to 54% compliance in 2020. Adherence to assessment guidelines and the content coverage of the tasks also showed an increase in compliance. Compliance with adherence to subject and assessment guidelines dropped 4% from 2018 to 2019 and then increased with 12% from 42% in 2019 and to 54% in 2020. Compared with the scores for content coverage in 2018 and 2019, compliance improved with 15% from 58% to a pleasing 73% in 2020. Although there was an improvement of 4% from 23% compliance in 2019 to 27% in 2020 for the formulation of instructions and questions, the rating is a matter of concern as it is far below accepted quality standards.

There appeared to be a definite relationship between the formulation of instructions and questions, and language and bias. The alarmingly low compliance of 23%, a decrease of 15% for language and bias, compared to 38% in 2019, affected the formulation of instructions and questions. This, in turn, affected the quality and standard of the SBA tasks, which remained constant at a disappointing 35%.

An alarming finding was the 19% compliance in 2020 for mark allocation and the marking guideline. In 2018, compliance with this criterion was at a low 31%; then, in 2019, compliance improved with 4% to 35% and dropped with 16% to an unacceptable 19% in 2020. Without proper mark allocation and guidelines for the assessment of CAT, the quality, fairness, validity and consistency of assessment would be compromised.

The section that follows discusses the compliance of the common SBA tasks of the 26 learning areas with each criterion during initial moderation.

### **2.3.2 Compliance of SBA Tasks with each Criterion**

The comments recorded in this section relate to the findings during the initial phase of moderation before the DHET implemented the amendments recommended by Umalusi for the achievement of full compliance. Umalusi only approved the CAT and accompanying marking guidelines after the DHET had sufficiently addressed all the challenges identified during initial moderation to meet each criterion.

#### **a) Adherence to Assessment Guidelines**

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.

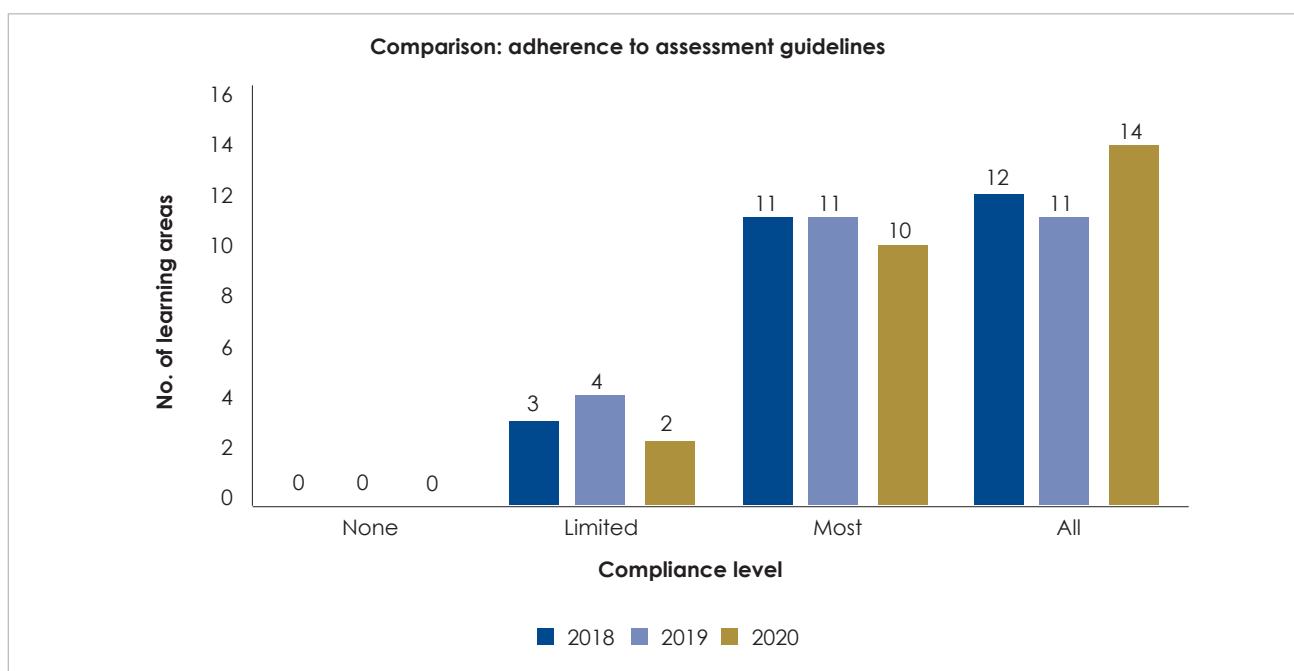
The CAT of 14 learning areas adhered to the assessment guidelines and were compliant in all respects. These were Ancillary Health Care (ANHC4), Human and Social Sciences (HSSC4), Language, Literacy and Communication: IsiNdebele (LCND4), Language, Literacy and Communication: Sesotho (LCSO4), Language, Literacy and Communication: SiSwati (LCSW4), Language, Literacy and Communication: IsiXhosa (LCXH4), Language, Literacy and Communication: IsiZulu (LCZU4), Life Orientation (LIFO4), Mathematical Literacy (MLMS4), Mathematics and Mathematical Sciences (MMS4), Natural Sciences (NATS4), Technology (TECH4), Travel and Tourism (TRVT4) and Wholesale and Retail (WHRT4).

Eight learning areas complied in most respects. These were Arts and Culture (ARTC4), Early Childhood Development (ECD4), Language, Literacy and Communication: Afrikaans (LCAF4), Language, Literacy and Communication: Sepedi (LCSP4), Language, Literacy and Communication: Setswana

(LCTS4), Language, Literacy and Communication: Tshivenda (LCVE4), Language, Literacy and Communication: Xitsonga (LCX4) and Small, Medium and Micro Enterprises (SMME4).

Only two learning areas (AAAT4 and LCEN4) showed limited compliance with this criterion. The limited compliance in AAAT4 related to the incorrect numbering of questions and inappropriate mark allocation, while in LCEN, CAT 1 did not adhere to the prescribed sequence of the task, CAT 2 had an incorrect marking guideline, and in CAT 3, the instructions were unclear.

Figure 2A shows a comparison of the adherence to the assessment guidelines in 2018, 2019 and 2020.



**Figure 2A: Comparison of compliance with adherence to assessment guidelines in 2018, 2019 and 2020**

It was good to note that the DHET continued its focus on utilising the assessment guidelines during the setting and internal moderation of the tasks. Compared to 2018 and 2019, the compliance in all respects improved from 46% of learning areas in 2018 and 42% in 2019 to 54% in 2020. The overall compliance, which included the CAT that complied in most respects, increased to 92% in 2020 in comparison with 85% of learning areas in 2018 and 88% in 2019.

At second moderation, all the challenges identified in the initial moderation had been addressed adequately to ensure compliance and approval of all CAT.

**b) Content Coverage**

In this criterion, Umalusi evaluates whether all tasks cover the content as prescribed by the DHET's assessment guidelines. 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.

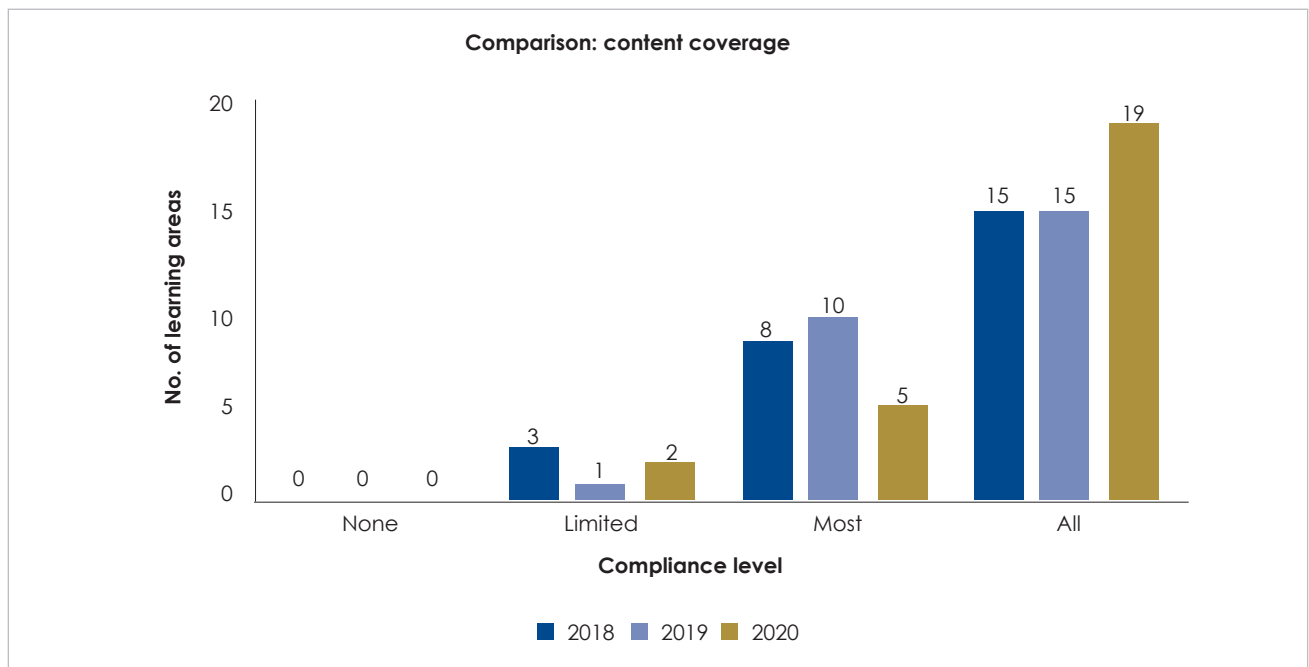
The 19 learning areas listed complied with all the quality indicators of this criterion. These are AAAT4, ANHC4, ARTC4, HSSC4, LCSO4, LCSW4, LCTS4, LCVE4, LCXH4, LCXI4, LCZU4, LIFO4, MLMS4, MMSC4, NASC4, SMME4, TECH4, TRVT4 and WHRT4.

In addition to a further five learning area tasks, ECD4, EMS4, INCT4, LCEN4 and LCSP4 were compliant in most respects. This meant that only two learning areas, LCAF4 and LCND4, showed limited compliance.

The challenges that affected compliance related to the following:

- i. The tasks did not cover all the prescribed unit standards;
- ii. Over- and under-assessment of unit standards created misalignment of weighting;
- iii. Some tasks fell outside the scope of the unit standards;
- iv. Some learning areas used inappropriate assessment methods; and
- v. The unit standards were not indicated on the assessment instrument.

Figure 2B compares compliance with content coverage in 2018, 2019 and 2020.



**Figure 2B: Comparison of compliance with adherence to content coverage in 2018, 2019 and 2020**

Although, compared to 2019, less of the common SBA tasks submitted in 2020 were compliant in most respects, the compliance in all respects increased from 58% in 2018 and 2019 to 73% in 2020. Overall compliance decreased by 4% from 96% in 2019 to 92% in 2020, but they were still 4% more compliant than the 88% in 2018. Compared to 2019, limited compliance increased from 4% in 2019 to 8% in 2020.

The DHET addressed the identified challenges before resubmission, and Umalusi declared the common SBA tasks of all learning areas to be compliant with this criterion during second moderation.

**c) Cognitive Demand**

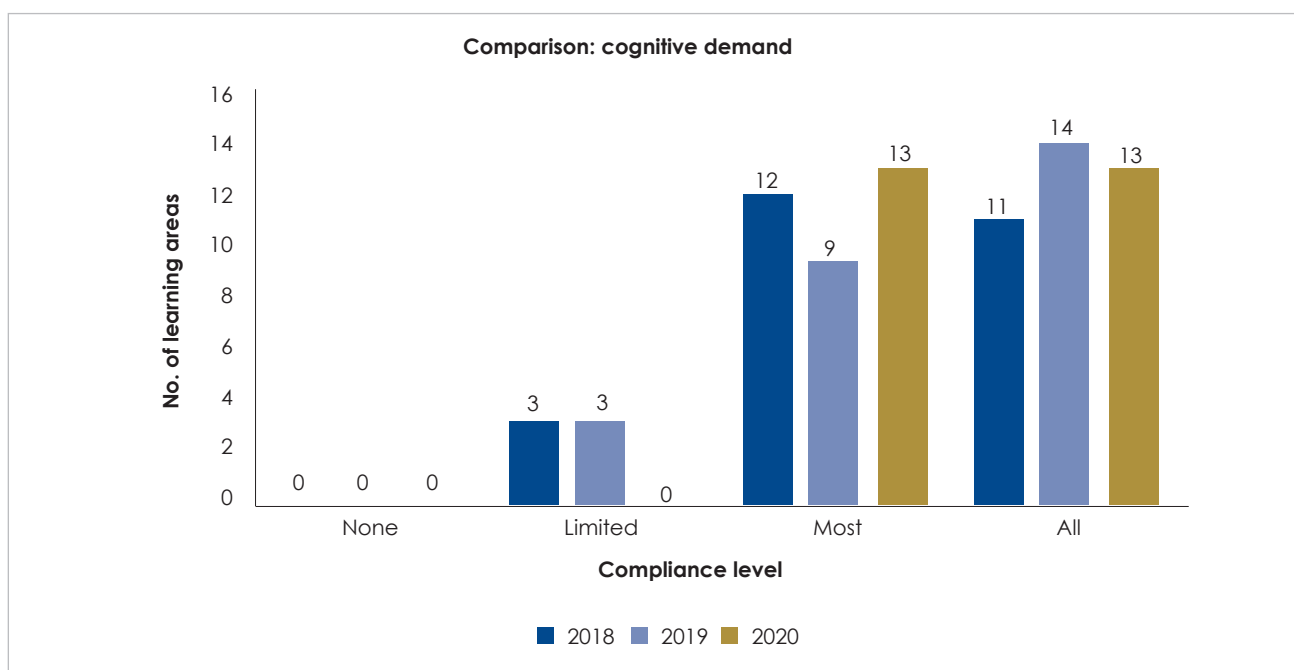
This criterion checks whether all SBA tasks assess a range of cognitive skills as prescribed in the assessment body's assessment guidelines. Furthermore, this criterion checks that all SBA tasks provide multiple opportunities to assess various skills that cannot be assessed in summative assessments. 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 tasks showed 50% compliance in all respects and 50% compliance in most respects. This resulted in a pleasing 100% overall compliance in the cognitive demand of tasks.

It should be noted that, in the cases of compliance in most respects, the weighting of the cognitive demand per individual CAT did not align with the requirements of the subject and assessment guidelines. Furthermore, in the learning area tasks that contained choice questions, the cognitive demand of the options differed. These challenges were addressed before the final external moderation.

Figure 2C compares compliance with adherence to cognitive demand in 2018, 2019 and 2020.



**Figure 2C: Comparison of compliance with adherence to cognitive demand in 2018, 2019 and 2020**

The CAT of 2020 complied in all respects with 50% and in most respects with 50%, thus showing 100% overall compliance. Compared to 2018 and 2019, there was a 12% improvement in overall compliance from 88% to 100%.

Amendments made prior to the second moderation ensure that more common learning area SBA tasks achieved compliance in all respects.

**d) Language and Bias**

This criterion checks whether appropriate language is used in the SBA tasks. Furthermore, 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.

The compliance of the common SBA tasks with this criterion was far below the accepted norm. Six learning areas (ANHC4, ARTC4, HSSC4, LCXI4, NATS4 and TRVT4), which accounted for 24%, complied

in all respects. Of the remaining learning areas, 38% complied in most respects and 38% had limited compliance.

The learning areas that complied in most respects were AAAT4, ECD4, LCEN4, LCSW4, LCTS4, LCVE4, LCZU4, SMME4, TECH4 and WHRT4. The remainder of the learning areas (EMSC4, INCT4, LCAF4, LCND4, LCSO4, LCSP4, LCXH4, LIFO4, MLMS4 and MMSC4) had limited compliance.

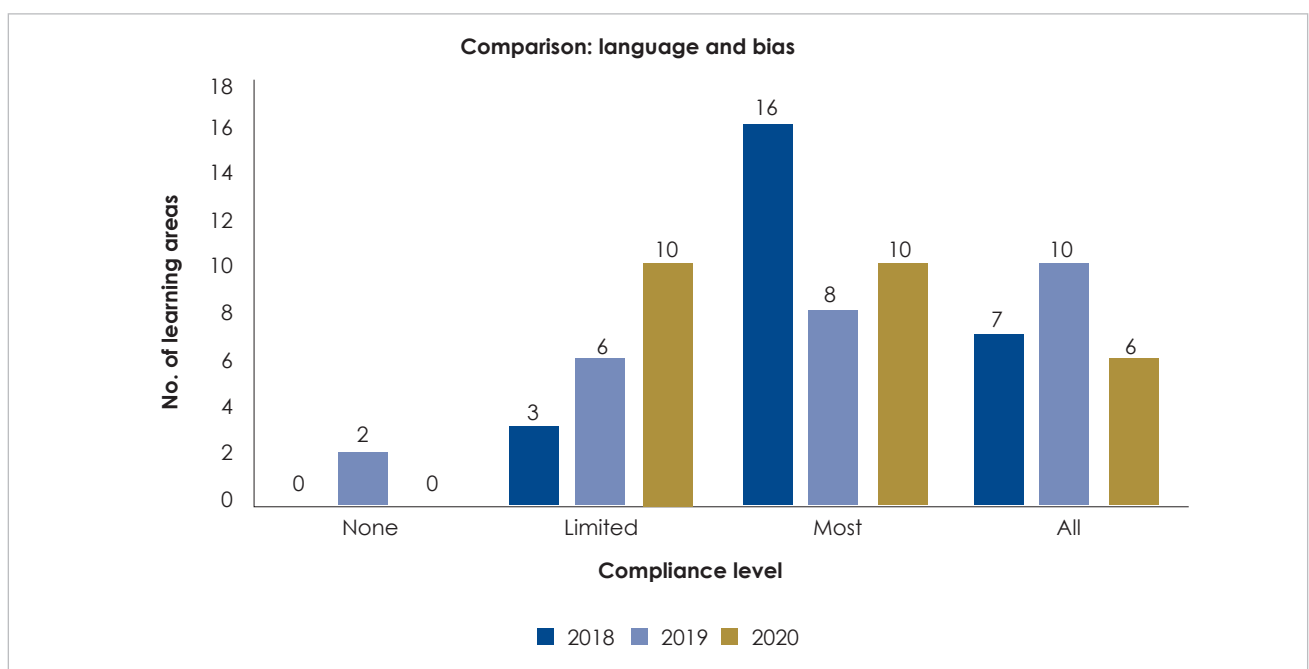
The most prominent contributing factors to the limited compliance of tasks were grammatical, spelling and punctuation errors. These errors, in turn, caused instructions and questions to be vague and open to misinterpretation. The errors were not only in the tasks, but also in the marking guideline, which could cause inconsistent and unfair assessment. Grammatical and spelling errors were not confined to the learning area CAT with limited compliance, but 85% of all tasks in all learning areas contained errors in vocabulary, tenses, spelling and punctuation. The major concern detected was that SBA tasks that the DHET approved internally as print-ready still contained many errors. Even with access to editing software, the DHET seemed to have placed the responsibility of proofreading and editing in the hands of Umalusi and the DHET's editors.

In two of the Language, Literacy and Communication learning areas, the DHET used English rubrics. Umalusi recommended that the DHET should replace the rubrics with a rubric in the specific language used in the task. This would minimize misinterpretation and enhance assessment.

Umalusi only identified two cases where the language used was not at the level of the student. In LCAF4, the terminology used was aimed at first-language speakers, and in SMME4, the complexity of language was inappropriate and could cause confusion, and the passages were not of the required length.

One instance was found in the marking guideline where additional answers could have been construed as being politically biased. Umalusi suggested rephrasing or removing these answers.

Table 2D compares compliance with adherence to language and bias in 2018, 2019 and 2020.



**Figure 2D: Comparison of compliance with adherence to language and bias in 2018, 2019 and 2020**

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.

Sadly, the common SBA task compliance in all respects reached its lowest level since 2018. In 2018, the compliance of the tasks started at a low 27%, which increased by 10% to 38% in 2019, but then decreased by a disappointing 15% to 23% in 2020. The downward trend was evident in learning area CAT compliance in most respects, with 61% in 2018, a decrease of 30% in 2019 to 31% and a slight increase of 7% to 38% in 2020. The disappointing 38% limited compliance in 2020 compared to the 23% in 2019, and the 12% in 2018 supported the gravity of non-compliance in adherence to this criterion.

At the time of the final moderation, the language and bias challenges had been sufficiently addressed to ensure overall compliance.

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

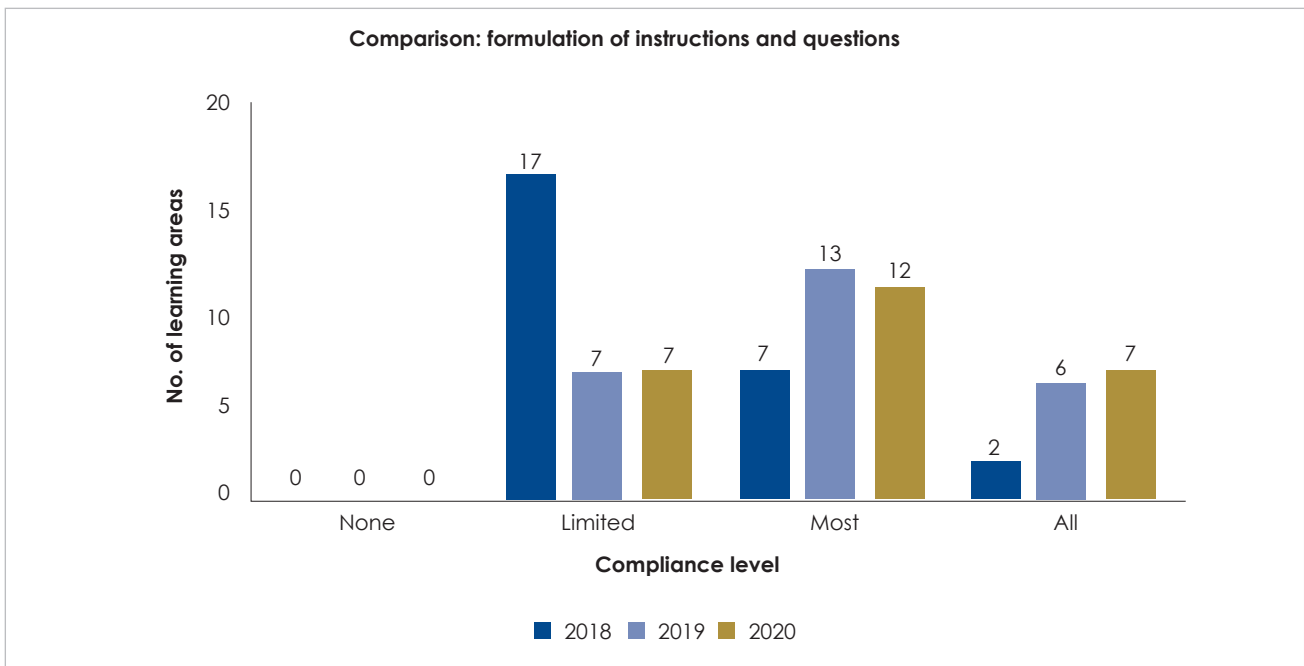
To meet this criterion, questions are expected to be clearly formulated and free from ambiguity and confusion. In addition, questions and instructions are expected to be grammatically correct to elicit appropriate responses that do not confuse students.

Compliance with this criterion delivered concerning results. A mere 27% of learning area SBA tasks complied in all respects, 46% complied in most respects and 27% had limited compliance. Without clear instructions that would result in students performing as expected, the fairness, relevance and validity of the assessment would be compromised.

The ANHC4, ARTC4, HSSC4, LCAF4, LCSW4, LCZU4 and TRVT4 learning areas complied fully with the requirements of this criterion. The AAAT4, ECD4, LCSO4, LCSP4, LCTS4, LCVE4, LCXH4, LCXI4, MMSC4, NATS4, TECH4 and WHRT4 learning areas complied in most respects. The learning areas that achieved limited compliance were EMSC4, INCT4, LCEN4, LCND4, LIFO4, MLMS4 and SMME4.

Umalusi determined that there was a definite correlation between the limited compliance in language and the formulation of instructions and questions. Five of the learning areas that had limited compliance in language and bias also scored limited compliance in this criterion. Grammatical errors resulted in poorly constructed questions and instructions that were vague and would lead to misinterpretation. There were instances where the instructions did not correspond with the background information or with the type of task. In some of the CAT, questions and instructions were repeated.

Figure 2E compares adherence to the formulation of instructions and questions in 2018, 2019 and 2020.



**Figure 2E: Comparison of compliance with adherence to formulation of questions and instructions in 2018, 2019 and 2020**

Compared to 2018, there was a remarkable improvement in compliance, where 65% of learning areas had limited compliance in 2018 and 27% had limited compliance in 2019 and 2020. Only 8% of learning area CAT showed full compliance in 2018, compared to 23% in 2019 and 27% in 2020. Compliance in all respects improved slightly from 23% to 27%, thus resulting in a constant overall compliance of 73% in 2019 and 2020.

Once the DHET had corrected all grammatical errors, and rephrased and restructured questions and instructions, Umalusi was satisfied that all learning area SBA tasks adequately adhered to this criterion during final moderation.

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

This criterion checks whether SBA tasks are of a good quality and an 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.

Although only 35% of learning areas achieved compliance in all respects, 58% of learning areas were compliant in most respects. This resulted in 92% of learning area tasks adhering to the minimum requirements of this criterion. Only 8% had limited compliance. These were INCT4 and LCEN4. Umalusi rejected the LCEN4 common SBA tasks, and in INCT4, one task had to be reset.

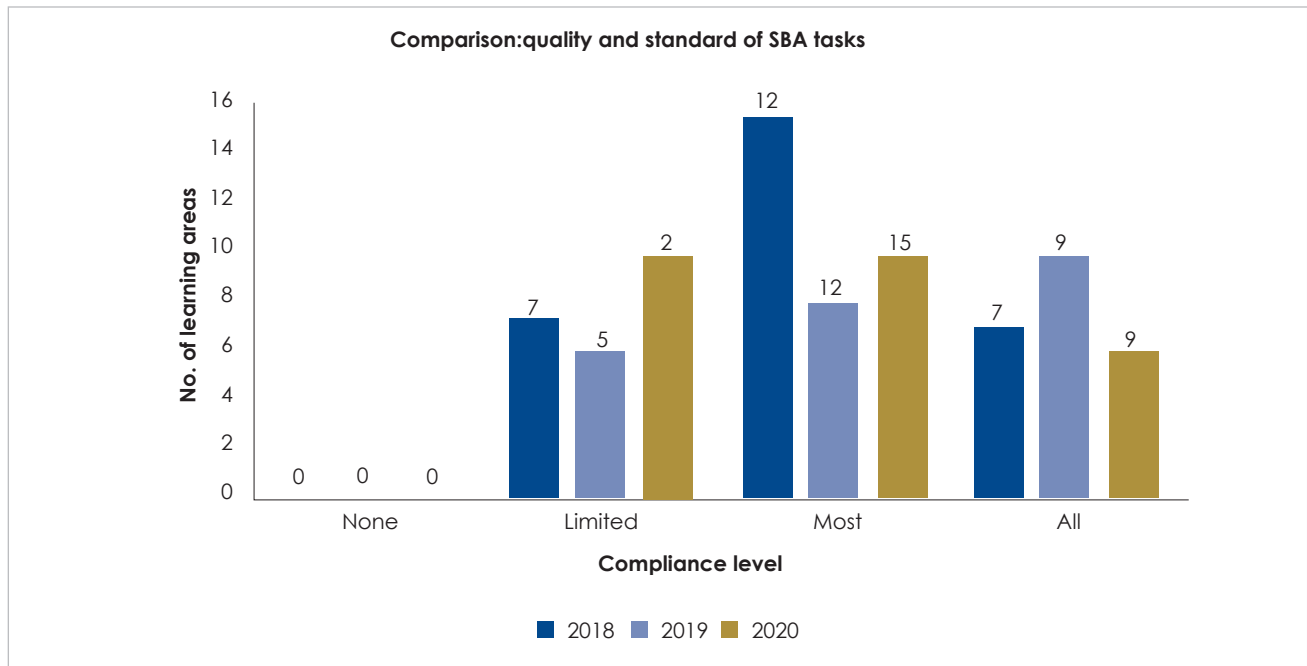
Umalusi found SBA tasks of eight learning areas (ANHC4, ARTC4, HSSC4, LCTS4, LCVE4, MLMS4, TECH4 and TRVT4) compliant in all respects. SBA tasks of eight learning areas (AAAT4, ECD4, EMSC4, LCAF4, LCND4, LCSO4, LCSP4, LCSW4, LCXH4, LCXI4, LCZU4, LIFO4, MMSC4, NATS4, SMME4 and WHRT4) were compliant in most respects. Reasons for no-compliance noted were:

- i. Mismatches in mark allocation and expected performance;
- ii. Mark allocation that did not tally;
- iii. Language, spelling and vocabulary that had to be adjusted in some tasks;



- iv. Lack of clarity in some of the tasks;
- v. Inappropriate tasks and unfair questions;
- vi. Unrealistic time allocation;
- vii. The difficulty and cognitive levels and weighting;
- viii. Poor quality of pictures and diagrams; and
- ix. Additional alternative questions that had to be added.

Figure 2F compares adherence to the quality and standard of SBA tasks in 2018, 2019 and 2020.



**Figure 2F: Comparison of compliance with adherence to the quality and standard of SBA tasks in 2018, 2019 and 2020**

Compared to 2019, compliance in all respects in 2020 remained constant at 35%. However, it was good to note the increase of 12% from 46% compliance in 2019 to 58% in 2020. This resulted in an 11% improvement in overall adherence from 81% in 2019 to 92% in 2020 and a 19% improvement compared to 2018. A gradual decrease in the number of learning areas with limited compliance resulted in an 8% limited compliance rating in 2020 compared to the 19% in 2019 and 27% in 2018.

On resubmission, all recommended amendments had been implemented and Umalusi was satisfied with the compliance of all learning areas.

**g) Mark Allocation and Marking Guidelines**

Umalusi verifies that mark allocation is accurate and marking guidelines are free from any errors. Furthermore, 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.

Despite efforts from DHET to improve the allocation of marks and marking guidelines through training interventions, compliance with this criterion reached a record low of 19% of learning areas obtaining

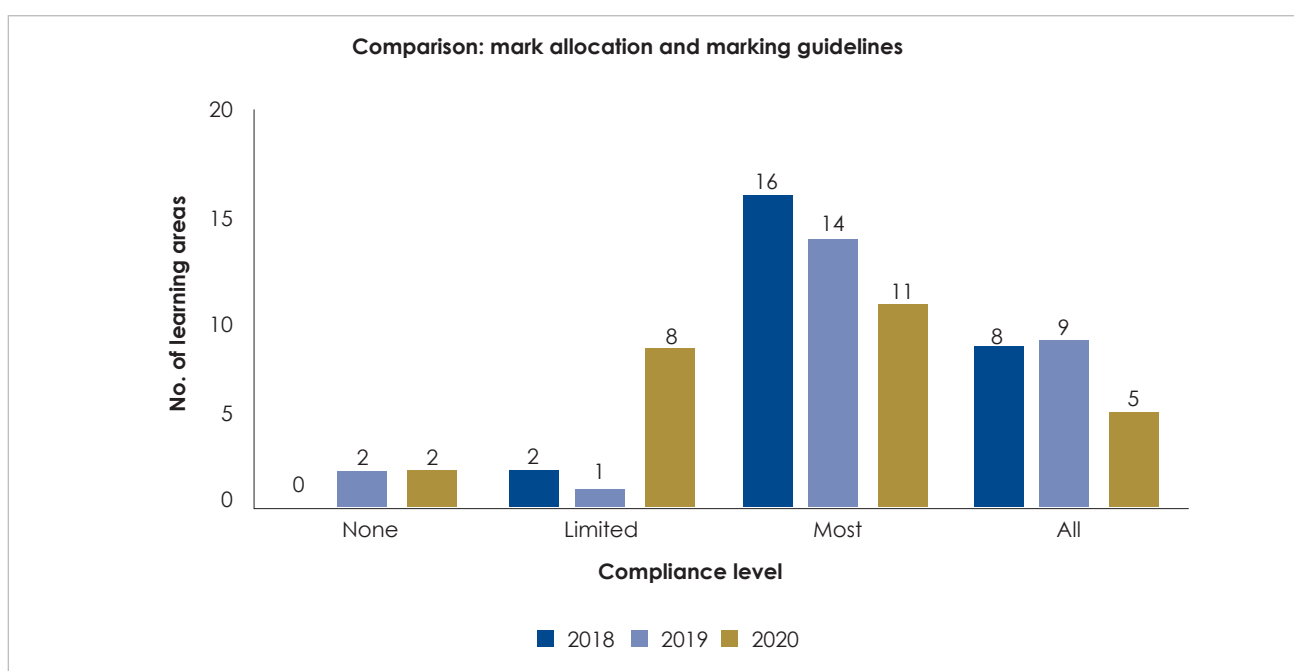
compliance in all respects, 42% of learning area SBA tasks that complied in most respects, 31% that had limited compliance and 8% with no compliance.

The only learning areas that adhered fully were ANHC4, ARTC4, HSSC4, LCND4, LCSW4 and TRVT4. The 42% that complied in most respects were AAAT4, LCAF4, LCST4, LCVE4, LCXH4, NATS4, SMME4, TECH4 and WHRT4. LCEN4, LCSO4, LCSP4, LCXI4, LCZU4, LIFO4, MLMS4 and MMSC4 showed limited compliance. EMSC4 and INCT 4 had no compliance.

Reasons for limited and non-compliance included:

- i. Discrepancies in mark allocation and expected performance;
- ii. Differences between the mark allocation in the marking guideline and the marks in the CAT instrument;
- iii. The distribution of marks within questions not being indicated by ticks;
- iv. Rubrics that had to be adjusted, refined, replaced or translated;
- v. Alternative answers that had to be added to the marking guideline;
- vi. Ambiguity in the provided responses that could cause challenges in marking and mark allocation; and
- vii. Typographical, spelling and grammar errors.

Figure 2G compares compliance with adherence to mark allocation and marking guidelines in 2018, 2019 and 2020.



**Figure 2G: Comparison of compliance with adherence to mark allocation and marking guidelines in 2018, 2019 and 2020**

It was clear that mark allocation and marking guidelines still posed major challenges in 2020. There were signs that adherence to this criterion gradually deteriorated from 2018 to 2020. In comparison with the previous two years, compliance in all respects improved with 5% from 31% in 2018 to 36% in 2019, after which it dropped with 17% to 19% in 2020. Should one consider the overall compliance, a combination of compliance in most and all respects, the deterioration was even more profound. In 2018, compliance was measured at 92%, compared to the 89% compliance in 2019 and eventually 62% in 2020. This constituted a 30% decline in adherence.

In 2020, Umalusi found that 31% of SBA tasks to have limited compliance compared to 4% in 2019 and 8% in 2018. While 8% of learning areas showed no compliance in 2019 and 2020, respectively, there were no non-compliant learning areas in 2018.

At the time of the final moderation, all challenges had been addressed and all SBA marking guidelines were compliant.

#### **h) Internal Moderation**

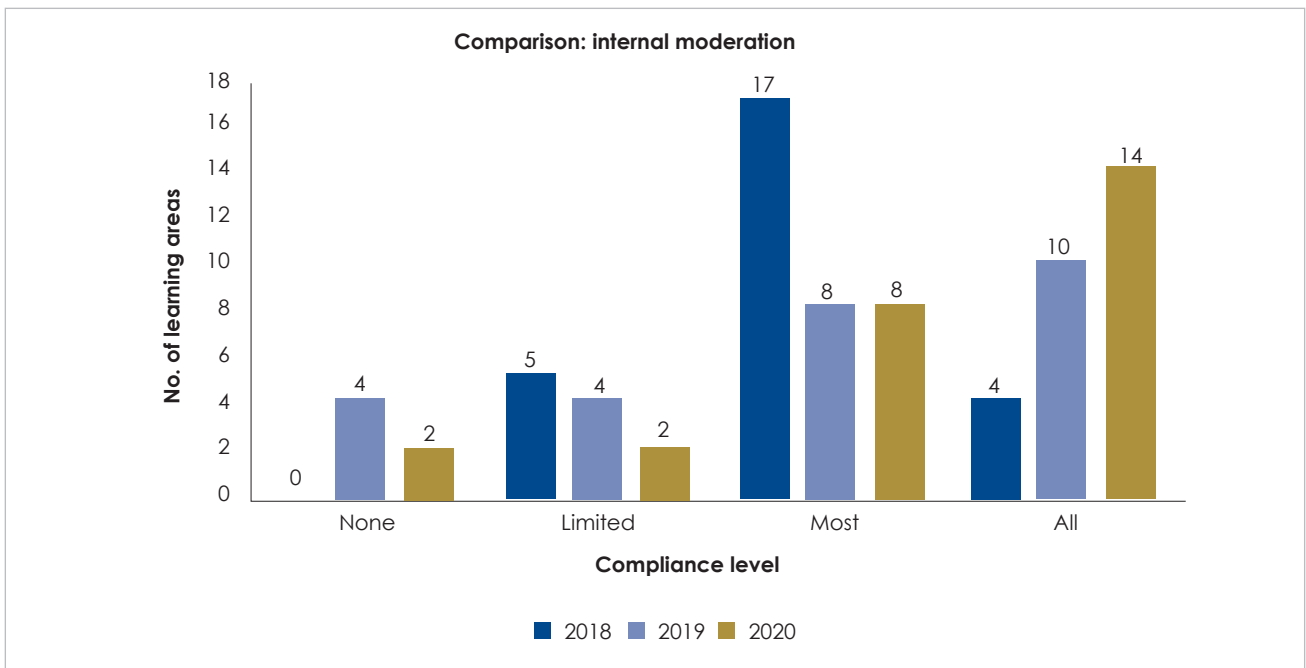
In this criterion, Umalusi verifies whether internal moderation was conducted at assessment body level. Internal moderation is a rigorous process, similar to that of the moderation of question papers, to ensure that SBA tasks developed are of a good quality. The criterion also checks the quality of internal 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 internal moderators' recommendations.

Internal moderation is the last quality check done by the DHET before submission of the SBA tasks for external moderation. It was good to note that overall adherence to this criterion reached 85%, of which 54% of learning areas achieved compliance in all respects and 31% achieved compliance in most respects. Limited and no compliance constituted 7% each.

The SBA of the following learning areas achieved compliance in all respects for adherence to internal moderation requirements: AAAT4, ANHC4, ECD4, HSSC4, LCSO4, LCSW4, LCTS4, LCVE4, LCXH4, LCZU, MLMS4, MMSC4, NATS4 and SMME4. The learning areas ARTC4, EMSC4, LCEN4, SCSP4, LCXH4, TECH4, TRVT4 and WHRT4 complied in most respects, while LCAF4 had limited compliance and INCT4 and LIFO4 showed no compliance.

The lack of compliance in moderation related to the following:

- i. The internal moderator's report was not submitted, or was submitted, but was incomplete;
- ii. There were handwritten notes in the tasks themselves, but these were not reflected in a report;
- iii. The internal moderator's report contained no comments or recommendations. It was merely a tick list;
- iv. The tasks and guidelines contained many spelling and grammatical errors. These were not noted or corrected by the internal moderator;
- v. The internal moderator overlooked serious errors, unclear instructions and bias;
- vi. The internal moderator did not note that the rubric used was in English and not the language of the tasks; and
- vii. The examiner did not implement the recommendations of the internal moderator.



**Figure 2H: Comparison of compliance with adherence to internal moderation in 2018, 2019 and 2020**

There was a an improvement of 39% in the compliance with adherence to internal moderation in all respects over the last three years. In 2018, only 15% of learning areas obtained adherence in all respects, compared to 38% in 2019 and 54% in 2020. In 2018, compliance leaned more towards compliance in most respects with a rating of 65% compared to 38% in 2019 and 2020. However, the combined results of compliance in all and in most respects showed some consistency between 2018 and 2020, with only a 4% difference between the 81% in 2018 and the 85% in 2020. Compared to 2019, there was a decrease of 12% in compliance from 2018, to an increase in compliance of 16% from 2019 to 2020.

Over the three years, limited compliance decreased gradually, from 19% in 2018 to 15% in 2019 and 8% in 2020. This meant that 11% fewer learning areas had limited compliance in 2020 than in 2018. However, in 2018, no learning areas had shown no compliance, while 15% and 8% showed no compliance in 2019 and 2020, respectively.

The presence of the internal moderators during the external moderation allowed Umalusi to address these matters directly and all learning areas showed compliance at final moderation.

## 2.4 Areas of Improvement

The DHET showed improvement and/or consistency in compliance in the following areas:

- The majority of learning areas complied with the assessment guidelines during submission for external moderation;
- There was a remarkable increase in adherence to content coverage, where 25 of the 26 learning areas complied in most and all respects with this criterion;
- The overall compliance with adherence to the cognitive demand requirements improved to 50% compliance in all respects; and
- Internal moderation improved in most instances.

## 2.5 Areas of Non-Compliance

Umalusi identified the following areas of non-compliance:

- a. A total of 85% of all tasks and marking guidelines that were submitted as print-ready in all learning areas contained errors in vocabulary, tenses, spelling and punctuation;
- b. The poor grammar and spelling resulted in poorly formulated questions and instructions in 54% of learning areas. These instructions lacked quality and could lead to misinterpretation and unrelated performance; and
- c. Adherence to mark allocation and marking guidelines was the lowest in three years.

## 2.6 Directives for Compliance and Improvement

The DHET is required to act on the following directives for compliance and improvement.

The DHET must:

- a. Strengthen the training of the examiners and internal moderators on the development of common SBA tasks by focusing on the detection of grammar issues that could affect the quality of questions, instructions and – ultimately – the quality of the tasks; and
- b. Focus on guidelines of how to match mark allocation to cognitive demand, level of difficulty and actual performance.

## 2.7 Conclusion

The main challenge in setting and moderating common SBA tasks is to ensure that the tasks are fair, valid, reliable and provide sufficient evidence of the students' competence in the specific learning area. These tasks are formative in preparing the students for the final summative assessment. For the tasks to be compliant, the unit standards, with their specific outcomes and the assessment criteria of that learning area, need to be represented in the tasks according to prescribed weightings and need to conform to prescribed cognitive demand requirements.

Umalusi evaluated the three tasks per learning area using an instrument comprising eight criteria and the associated quality indicators as a guide to compliance. At the end of the external moderation process, the approved common SBA tasks were fully compliant with the set criteria.

Although there was an improvement in most compliance levels at initial moderation when compared to 2018 and 2019, there was a decrease in compliance in some of the criteria. This had a cumulative effect on the overall standard of the tasks and their internal moderation. Language, spelling, and typographical errors affected the quality of the instructions, questions, assessment guidelines and ultimately, the quality and standard of the tasks. The DHET, in conjunction with Umalusi, should continue their efforts of training examiners and internal moderators to improve the quality of SBA tasks.

# CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

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## 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 Certificate: Adult Basic Education and Training (GETC: ABET) qualification. To ensure the consistency, validity and fairness of assessment, it is imperative that the quality of students' SBA portfolios are assured at different levels.

The Department of Higher Education and Training (DHET) sets and internally moderates the common assessment tasks (CAT) annually. Umalusi conducts the 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 for external moderation.

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

- a. Establish the scope, extent and reliability of SBA across all assessment bodies;
- b. Ensure that SBA portfolios comply with the requirements of the assessment guidelines;
- c. Verify whether the assessment body internally moderated the SBA portfolios at centre, district and provincial level;
- d. Check on the quality of SBA portfolios' internal moderation; and
- e. Report on the overall quality of the SBA portfolios.

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

## 3.2 Scope and Approach

Umalusi scheduled the moderation of SBA for the November 2020 examination cycle to coincide with the internal moderation conducted by the DHET at the provincial moderation centres across the nine provinces. This approach was also followed in 2019 and proved to be successful. Umalusi moderated a sample of the SBA portfolios of all 26 learning areas.

Umalusi deployed external moderators to the provincial education departments for a period of three days. Umalusi's external moderators had direct access to all SBA portfolios and were able to randomly select their own samples from the pool of internally moderated portfolios at different CLC. In any sampled CLC, one lecturer's portfolio of assessment (PoA) and five student portfolios of evidence (PoE) were included per learning area. Umalusi's moderators were expected to moderate 36 SBA portfolios over a period of three days.

In sampling, Umalusi's moderators were required to ensure that their samples met the following requirements:

- a. Twelve students' portfolios should be moderated per day;
- b. Twelve students' portfolios should be sampled from at least six learning centres;
- c. At least two students' portfolios should be sampled from each CLC;
- d. Students' portfolios should be representative of three levels of achievement: below average, average and above average;
- e. Working mark sheets and computerised mark sheets should be included for verification purposes; and
- f. Internal moderators' reports of different levels of moderation must be included per CLC.

Table 3A gives a list of learning areas and the number of SBA portfolios sampled, per provincial education department, for the November 2020 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	12								
Ancillary Health Care	ANHC4	30			27					
Arts and Culture	ARTC4			36						
Early Childhood Development	ECD4					24		51		
Economic and Management Sciences	EMSC4				12	46				
Human and Social Sciences	HSSC4		34						35	
Information Communication Technology	INCT4				6					
Language, Literacy and Communication: Afrikaans	LCAF4									38
Language, Literacy and Communication: English	LCEN4					36	36			71
Language, Literacy and Communication: IsiNdebele	LCND4						28			
Language, Literacy and Communication: Sesotho	LCSO4		37	47						
Language, Literacy and Communication: Sepedi	LCSP4			6						
Language, Literacy and Communication: SiSwati	LCSW4						30			
Language, Literacy and Communication: Setswana	LCTS4							30	58	
Language, Literacy and Communication: Tshivenda	LCVE4					35				
Language, Literacy and Communication: IsiXhosa	LCXH4			46	4					
Language, Literacy and Communication: Xitsonga	LCXI4					20	24			
Language, Literacy and Communication: IsiZulu	LCZU4			36						
Life Orientation	LIFO4			36	6					30

Learning area	Code	EC	FS	GP	KZN	LP	MP	NC	NW	WC
Mathematical Literacy	MLMS4		36			23				
Mathematics and Mathematical Sciences	MMSC4		14							
Natural Sciences	NATS4				10					
Small, Micro and Medium Enterprises	SMME4							32		
Technology	TECH4			16			14			
Travel and Tourism	TRVT4						36			40
Wholesale and Retail	WHRT4								18	19
<b>Total</b>		<b>42</b>	<b>121</b>	<b>223</b>	<b>65</b>	<b>184</b>	<b>168</b>	<b>113</b>	<b>111</b>	<b>198</b>
<b>Sampled SBA portfolios in November 2018</b>		<b>150</b>	<b>95</b>	<b>120</b>	<b>60</b>	<b>140</b>	<b>120</b>	<b>65</b>	<b>60</b>	<b>90</b>

**KEY:**

EC = Eastern Cape; FS = Free State; GP = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo; MP = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape

Umalusi’s 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:

- i. Adherence to assessment guideline;
- ii. Internal moderation;
- iii. Structure and content of SBA portfolios;
- iv. Implementation of SBA assessment tasks;
- v. Student performance;
- vi. Quality of marking; and
- vii. Overall qualitative evaluation of sample.

Umalusi’s 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 one of the following:

- a) No compliance;
- b) Limited compliance;
- c) Compliance in most respects; and
- d) Compliance in all respects.

### 3.3 Summary of Findings

This section summarises the findings and observations of Umalusi during the moderation of the SBA portfolios of various learning centres in the different provinces. Umalusi used the revised moderation instrument to measure the degree of compliance of the selected sample in the implementation and monitoring of SBA. It should be noted that the findings and conclusions only represent the sample selected.

#### 3.3.1 Moderated Samples

In provinces where the enrolment numbers for the selected learning areas were low, the original sample of two students’ portfolios plus one lecturer’s portfolio per CLC was increased to more students’



portfolios in an attempt to make up the total quota per learning area for the three days. One centre submitted two lecturer's portfolios for the LCXH4 learning area. The other centres submitted a single lecturer's portfolio as requested. Table 3B reflects the number of SBA portfolios per learning area per CLC per province.

**Table 3B: SBA portfolio samples moderated**

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA
<b>Eastern Cape</b>	Grara PALC	AAAT4	2	1
	Balasi		2	1
	Mthatha Prison		2	1
	Mqanduli CLC		2	1
	Lumanyano/Benton		2	1
	Mgomanzi CLC		2	1
<b>Eastern Cape</b>	Zandungeni/Kolwa CLC	AAAT4	2	1
	Ngwabeni CLC		2	1
	Libode Night CLC		2	1
	Qumbu CLC		2	1
	Qamangweni CLC		2	1
	Zanokhanyo CLC		2	1
	Ncora CLC		2	1
	Mfundisweni		2	1
	Magwa		2	1
	Masivuye CLC		2	1
	Nowalala CLC		2	1
	Bongweni/Ayliff Mission CLC		2	1
	Khulisa		ANHC4	2
	Majola CLC	2		1
	Masakhane	2		1
	Qanqiso Centre	2		1
	Vezulwazi	2		1
<b>Free State</b>	Rutegang	HSSC4	6	1
	Liberty Community Centre		6	1
	Groenpunt		5	1
	Ipatlele Lesedi		6	1
	Momaganang		6	1
	Maximum Groenpunt School		5	1
	Thusanang		LCSO4	6
	Mehlodong	6		1
	Kutlwano-Siyavana	4		1
	Thahasellang	6		1
	Moqhaka	6		1
	Bahlodi	6		1
	BM Mokotjo	3		1

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA
Free State	Kganya	MLMSC4	6	1
	NG Noord CLC		6	1
	Goedemoed		6	1
	Thabeng CLC		6	1
	Tsibogang		6	1
	Masifunde and Umziwoxolo		6	1
	New Vaal	MMSC4	2	1
	Green Point		2	1
	Zamdela 1		2	1
	Liberty		3	1
	Rutegang CLC		3	1
	Senkhoane CLC		5	1
	Gauteng	Sedimogang	ARTC4	2
Makgale		2		1
Mmila Day		2		1
Bolokanang		2		1
Nghunghunyane Night		2		1
Johannesburg Male Prison		2		1
Danville Elandspoor		2		1
Morakapula Sanyno		2		1
Reneilwe Centre		2		1
Mamelodi Main Centre		2		1
Siphiwe		2		1
Tlhabologo		2		1
Wedela		2		1
Duduza		2		1
Aaron Moeti		2		1
Thintwa		2		1
Nigel		2		1
Kwa-Thema Reedville		2		1
Tswinyane Learning Centre		LCSO4	6	1
Sydney Maseko (Dube Day)			6	1
Tsakane Learning Centre			6	1
Wattville Learning Centre			6	1
Sharpeville Learning Centre			6	1
Reneilwe Learning Centre			6	1
Aaron Moeti (Kgolamorifi) LC			6	1
Daveyton CLC			4	1
Holy Trinity CLC			1	1

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA
Gauteng	Ikwezi	LCSP4	2	1
	Reneilwe		2	1
	Itumeleng Madiba		2	1
	Wattville CLC	LCXH4	1	1
	Daveyton CLC		5	1
	Thembisa Main Centre		8	1
	Bekkersdal		5	2
	Kwathema CLC: Springs (Zithembeni)		4	1
	Kwathema CLC: Zamani Satellite		3	1
	Aaron Moet		7	1
	Vunanimfundo		9	1
	Tsakane		3	1
	Vunanimfundo CLC	LCZU4	2	1
	Kwa-Thema CLC		2	1
	Johannesburg Central Female Prison		2	1
	Bethsaida CLC		2	1
	Moepathutse CLC		2	1
	Taamane CLC		2	1
	Gaerobe CLC		2	1
	Ivory Park CLC		2	1
	Aaron Moeti CLC		2	1
	Wattville CLC		2	1
	Duduza CLC		2	1
	Reneilwe CLC		2	1
	Mamelodi CLC		2	1
	Tswinyane CLC		2	1
	Sydney Maseko CLC		2	1
	Morakapula Santho CLC		2	1
	DW Nthate CLC		2	1
	Tsakane CLC		2	1
	Thembisa, Marhulana	LIFO4	2	1
	Taamane, Rethabiseng		2	1
	Orange Farm, Reamohetsoe, 21 Battallion		2	1
Herbert Mdingi, Orlando Day		2	1	
Sebokeng, Esokwazi		2	1	
Chiawelo Main Centre		2	1	
Josiah Khumalo/Michael Seageng		2	1	
Taamane Hlabelela		2	1	

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA
<b>Gauteng</b>	Ed Mafole/Anchor Day	LIFO4	2	1
	Kagiso Main Centre		2	1
	Alexandra Dr Knak		2	1
	Thutomfundo Main Night		2	1
	Tswinyane/ Fountain Five		2	1
	Sharpville		2	1
	Vunanimfundo		2	1
	DWT Nthate		2	1
	Mamelodi/ Reamogeleng		2	1
	Tswinyane/Kgoro Ya Thuto		2	1
	Tsakane CLC		TECH4	4
	Wattville	6		1
	Reneilwe	4		1
	Leeuwkop Medium C Prison	4		1
	Leeuwkop Maximum Prison	4		1
	Vunanimfundo	4		1
	Kwa-Thema	4		1
	Gaegolelwe	4		1
<b>KwaZulu-Natal</b>	Ntukayi Centre	ANCH4	2	1
	Emamfemfetheni		2	1
	Bonamuva CLC		2	1
	Manaye Phumelela		2	1
	Novimba		2	1
	Isiwa CLC		2	1
	Hope		2	1
	Kokstad Medium Correctional Centre		2	1
	New Hanover		EMSC4	2
	Vulamehlo CLC	2		1
	Makhomba	2		1
	Funulwazi AET Centre	2		1
	Wotana CLC	2		1
	Pietermaritzburg Prison	2		1
	Sukumani CLC	INCT4	2	1
	Ulwazoluhle CLC		2	1
	Dokkies CLC		2	1
	Bhongweni	LCXH4	2	1
Zuzimfundo	2		1	

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA	
<b>KwaZulu-Natal</b>	Pietermaritzburg Correctional Centre	NATS4	2	1	
	Thanda CLC		2	1	
	Inqabayamangwane CLC		2	1	
	Zuzulwazi CLC		2	1	
	Lusiba CLC		2	1	
<b>Limpopo</b>	Khujwana CLC	ECD4	0	0	
	Maruatona CLC		2	1	
	Thabanatshwana CLC		2	1	
	Samson Shiviti CLC		2	1	
	Dikolobe CLC		2	1	
	Manyunyu CLC		2	1	
	Dikgabje CLC		2	1	
	Malagale CLC		2	1	
	Mahudu CLC		2	1	
	Burghersdorp CLC		2	1	
	Tingwazi CLC		2	1	
	Lenyenye CLC		2	1	
	Moring CLC		EMSC4	2	1
	Mapayeni CLC			2	1
	Maufota CLC	2		1	
	Mothiba CLC	2		1	
	Mapeloana CLC	2		1	
	Megoring CLC	2		1	
	Phomelelo CLC	2		1	
	Madabude CLC	2		1	
	Settlers CLC	2		1	
	Makhosani CLC	2		1	
	Raluthaga CLC	2		1	
	Moime CLC	1		1	
	Matime-Manasoe CLC	2		1	
	Mmakopi CLC	1		1	
	Ikageng CLC	2		1	
	Makgane CLC	2		1	
	Modimolle CLC	LCEN4		3	1
	Mananga CLC			3	1
	Dikolobd CLC			3	1
	Hosea Ntsoane CLC		3	1	
	Madimbo CLC		3	1	
Makununde CLC	3		1		
Fhatuwani CLC	3		1		

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA	
Limpopo	Hangalakani CLC	LCEN4	3	1	
	Madobi CLC		3	1	
	Thusano CLC		3	1	
	Funwani CLC		3	1	
	Ntsumbedzeni CLC		3	1	
	Mavhunga CLC		1	1	
	Madzivhandila	LCVE4	2	1	
	Mbaleni		2	1	
	Ilgege		2	1	
	Matangari		2	1	
	Tshinange		1	1	
	Tshivhuyuni		2	1	
	Muthuli		2	1	
	Tshifudi		2	1	
	Mangomani		2	1	
	Mutuwafhethu		2	1	
	Mailaskop		2	1	
	Gaba		2	1	
	Bombeleni		LCXI4	2	1
	Giyani Technical			2	1
	Mizuzwana	2		1	
	Hanyanyani	1		1	
	Hasani Mninginisi	2		1	
	Fuyatha	2		1	
	Ha-aka	2		1	
	Mahochoomba	2		1	
	Tivumbeni	2		1	
	Manyunyu	2		1	
	Madzivi	1		1	
	Kgotloana	MLMS		2	1
	Maboi		2	1	
	Madisei		2	1	
	Sekale		2	1	
	Hlahlindlela		2	1	
	Mufulwi		2	1	
	Phaahla Ikhwelo		2	1	
	Makhallii		2	1	
	Khudu-Tseke		1	1	
	Hosea Ntsoane		2	1	
	Mayeke		2	1	
Bogwasha	2		1		

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA	
Mpumalanga	Rivoningo CLC	LCEN4	2	1	
	Morei CLC		2	1	
	Eamogetswe		2	1	
	Thulani		2	1	
	Sibhejane		2	1	
	Hundzukani		2	1	
	Marhagi		2	1	
	Zenzeleni		2	1	
	Mbazima		2	1	
	Oakley		2	1	
	Sinqobile		2	1	
	Asiphileni		2	1	
	Bonginhlanhla		2	1	
	Mtfombo		2	1	
	Jongilanga		2	1	
	Vuyani		2	1	
	Marhagi CLC		LCND4	2	1
	KwaMhlanga CLC			2	1
	Zenzeleni CLC	2		1	
	Nkosiphile CLC	2		1	
	Phakgamang CLC	2		1	
	Marhagi CLC (same as Centre A)	2		1	
	Zenzeleni CLC	2		1	
	Nkosiphile CLC	2		1	
	KwaMhlanga CLC	2		1	
	Vumazonke Satellite	2		1	
	Vumazonke Satellite	2		1	
	Nkosiphile CLC	2		1	
	Phakgamang CLC	2		1	
	Zenzeleni CLC	1		1	
	KwaMhlanga	1		1	
	Sipelanyana CLC	LCSW4	5	1	
	Mooiplas		5	1	
Ntabanhle CLC	5		1		
Tfufukani CLC	5		1		
Embhuleni CLC	5		1		
Nelspruit	5		1		

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA
<b>Mpumalanga</b>	MI Nkuna	LCXI4	4	1
	Thulamahashe		4	1
	Saselani		4	1
	Vuyelani		4	1
	Holandi		4	1
	Hundzukani		4	1
	Thembelisha	TECH4	2	1
	Vuhamahlo		2	1
	Kganya CLC		2	1
	AD Nkosi CLC		2	1
	Ithubalethu		2	1
	Phakama CLC		2	1
	Inkambeni Pilot Centre	TRVT	2	1
	Sihlangu		2	1
	Vaalbank		2	1
	Thulani		2	1
	Cheshire		2	1
	Vukuyibambe		2	1
	Cunningmoore		2	1
	Eamogetswe		2	1
	Allemandrift		2	1
	MI Nkuna		2	1
	Shalamuka		2	1
	Ranthe Operational Venue		2	1
Mbuzini	2		1	
Thulani	2		1	
<b>Northern Cape</b>	Mataleng Satellite	ECD4	4	1
	Kolomela Training Centre		5	1
	De Beershoogte		5	1
	Longlands Satellite		3	1
	Kareeville		6	1
	Deben Satellite		5	1
	Pescodia Satellite		2	1
	Noupoort Satellite		3	1
	Ritchie Town Satellite		3	1
	Schmidtsdrift Bathoping		5	1
	Thuto-E – Tsile Satellite		5	1
	Nomathemba Satellite		5	1



Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA	
<b>Northern Cape</b>	Mecwi Reatswelela	LCTS4	3	1	
	Itlhatloseng – Andalusia		4	1	
	Itlhatloseng (Gaegolelwe)		2	1	
	Mecwi Hotazel		2	1	
	Thuto Boswa (Tshedimosetso)		2	1	
	Thuto Boswa (Itsotsorope)		2	1	
	Itlhatloseng Gaegolelwe		2	1	
	Mecwi Kodumelang		2	1	
	Mecwi Thuto Ke Lesedi		3	1	
	Thuto Boswa District John Taolo Gaetsewe		2	1	
	Itlhatloseng Itlhatloseng		3	1	
	Itlhaloseng Thuto E Tsile		2	1	
	Letlhabile Mecwi		2	1	
	Kareeville		SMME4	5	1
	Kimberley Correctional Services			5	1
	Mataleng	5		1	
	Upington Correctional Centre	5		1	
	Longlands	5		1	
	Warrenvale	5		1	
	Mecwi	5		1	
	Thuto E Tsile	5		1	
	Thanya	5		1	
	Itlhatloseng	5		1	
	Letlhabile	5		1	
	Thuto- Boswa	5	1		
	Homelite	5	1		
Helen Joseph	5	1			
Thutong	5	1			
Kareeville	5	1			
Galeshewe	5	1			
<b>North West</b>	Itlhabolole CLC	HSSC4	2	1	
	Khubamelo CLC		2	1	
	Orkney State		2	1	
	Tshepiso CLC		2	1	
	Ratanang CLC		2	1	
	Tiisang CLC		2	1	
	Ditlhabologo		2	1	
	Tshwedi Tshwedi		2	1	
	Boikemisetso CLC		2	1	

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA
<b>North West</b>	Motheo CLC	HSSC4	2	1
	Ramesega/Mpudulle		2	1
	Ipuseng		2	1
	Tswelelang		2	1
	Phisego		2	1
	Mogwase		2	1
	Tsholetsanang CLC		2	1
	Letlhogonolo		2	1
	Laosakitso		2	1
	Pica Pau		LCTS4	2
	Matthaleng	2		1
	Reikaeletse	2		1
	Thato	2		1
	Saku	2		1
	Mosiane	2		1
	Odirile	2		1
	Ikopeleng	2		1
	Lesedi	2		1
	Letlhabile	2		1
	Boikhutso	4		1
	Ntshepe	4		1
	Lekole	2		1
	Thatius Legoale	2		1
	Itlhabolole	2		1
	Phalane	2		1
	Puleng	2		1
	Motshepe	2	1	
Rankgrretlhane	WHRT4	2	1	
Fetogang		2	1	
Phalalo		2	1	
Remmogo CLC		2	1	
POOE		2	1	
Fatlhogang CLC		2	1	
<b>Western Cape</b>	Forest Heights CLC	LCAF4	2	1
	Beaufort West CLC		2	1
	Kalkfontein CLC		2	1
	Porterville CET		2	1
	George		2	1
	Kraaifontein		2	1
	Helderstroom Maximum		2	1
	Elsies River		2	1
	Witzenberg		2	1

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA
Western Cape	Knysna	LCAF4	2	1
	Vanrhynsdorp		2	1
	Wellington		2	1
	Piketberg		2	1
	Malmesbury		2	1
	Riviersonderend		3	1
	Winsley CLC		2	1
	Atlantis CLC		2	1
	Oudtshoorn		2	1
	Isibane CETC		LCEN4	4
	Forest Heights CLC	3		1
	Portlands CLC	3		1
	Impumalanga	2		1
	Intando Yethu	5		1
	Phumelela	5		1
	Knysna	4		1
	Elsies River	3		1
	Overstrand	3		1
	Beaufort West	5		1
	Helderstroom	5		1
	Capricorn	5		1
	Malmesbury New Prison	5		1
	Mfuleni	3		1
	Stellenbosch	3		1
	Mossel Bay	3		1
	Voorberg	4		1
	George	6		1
	Witzenberg	LIFO4	2	1
	Capricorn CETC		2	1
	Malmesbury CLC		2	1
	Intando-Yethu		2	1
	Overberg		2	1
	Phumelela CETC		2	1
Masiyile CLC	2		1	
Zwelihle CLC	2		1	
Knysna CLC	2		1	
Sakhisizwe CLC	2		1	
Isibane	2		1	
Umthawelanga	2		1	
Mfuleni CLC	2		1	
Impumalanga	2		1	
Forest Height	2	1		

Province	Community learning centre	Learning Area	Students' PoE	Lecturer's PoA	
Western Cape	City of Cape Town	TRVT4	3	1	
	Pollsmoore CETC		6	1	
	Warmbokkeveld Correctional Centre		3	1	
	Ocean View CLC		5	1	
	St Francis CLC		6	1	
	Helderstroom Maximum		5	1	
	Elsies Rivier CLC		6	1	
	Mosselbay CLC		6	1	
	Wellington CLC		WHRT4	5	1
	St Francis ALC			5	1
	Sifunwalzi CLC	3		1	
	Breederivier Winelands CLC	3		1	
	Die Duine CLC	3		1	
	<b>Total number of portfolios in sample</b>			<b>1 232</b>	<b>451</b>

In total, Umalusi selected a sample of 451 lecturer's portfolios and 1 232 students' portfolios for moderation from 383 learning centres. Initially, the intended sample was one lecturer's PoA plus two students' PoE per centre per learning area. This would have resulted in a larger number of centres being moderated. However, the required sample size was affected by the enrolment numbers. Thus, in provinces where fewer centres offered the specific learning area, more students' portfolios and fewer centres formed part of the sample.

At 136 centres, the sample of students' portfolios ranged from three to eight. The provincial education departments and learning areas that were affected were the Free State (HSSC4, LCSO4, MLMSC4 and MMSC4), Gauteng (LCXH4 and TECH4), Limpopo (LCEN4), Mpumalanga (LCSW4 and LCXI4), the Northern Cape (ECD4, LCTS4 and SMME4), North West (LCTS4) and the Western Cape (LCEN4, TRVT4 and WHRT4).

Due to the limited enrolment figures, 12 centres only submitted one student's portfolio and one lecturer's portfolio. These were Limpopo (EMSC4, LCEN4, LCVE4, LCXI4 and MLMS4), Gauteng (LCSO4 and LCXH4), Mpumalanga (LCND4) and North West (HSSC4).

The remainder of the sample (302 centres) consisted of two students' PoE and one lecturer's PoA per learning area per centre.

Fourteen learning areas were moderated in more than one province, giving Umalusi the opportunity to determine whether the provinces had implemented and assessed the SBA consistently and had fairly aligned them with the DHET's assessment guidelines. These learning areas and the number of centres per province are indicated in Table 3C.

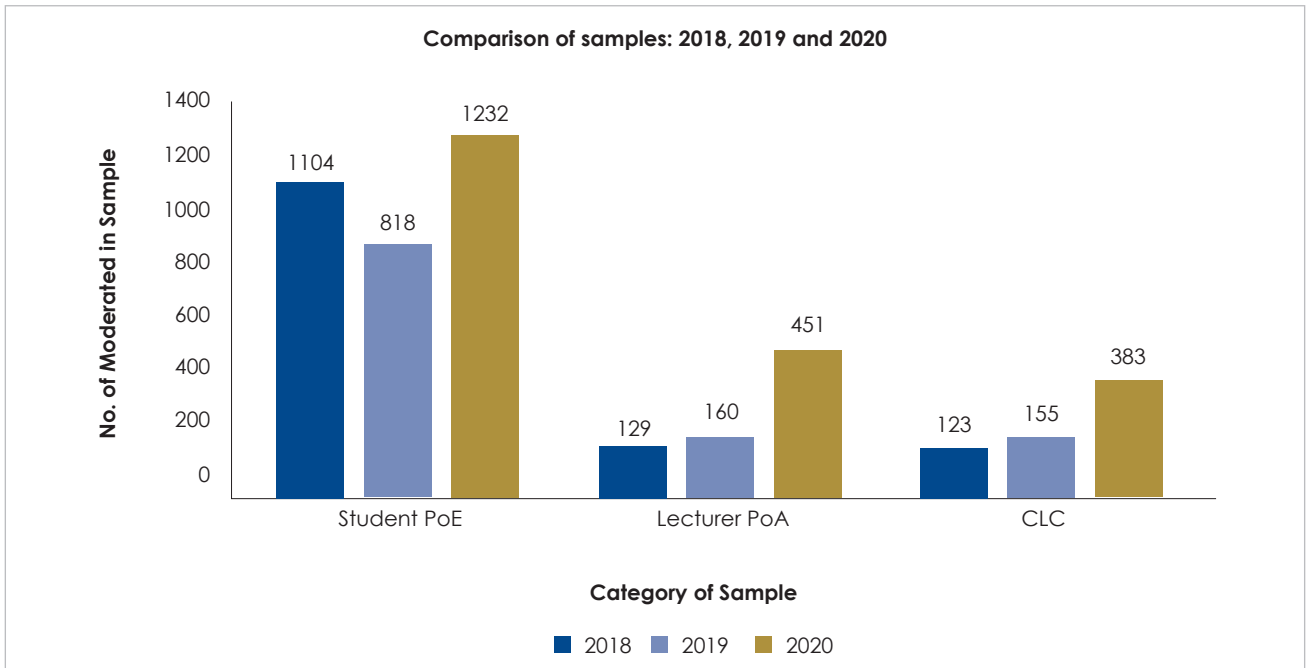
**Table 3C: Learning areas moderated in more than one province**

No.	Learning area	Centres per province								
		EC	FS	GP	KZN	LP	MP	NC	NW	WC
1.	ANCH4	5			7					
2.	ECD4					11		12		
3.	EMSC4				6	16				
4.	HSSC4			6					18	
5.	LCEN4					13	18			18
6.	LCSO4		6	9						
7.	LCTS4							12	18	
8.	LCXH4			9	2					
9.	LCXI4					11	6			
10.	LIFO4			18						15
11.	MLMS4		6			12				
12.	TECH4			8			7			
13.	TRVT4						18			8
14.	WHRT4								6	5

**KEY:**

EC = Eastern Cape; FS = Free State; GP = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo; MP = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape

A further comparison of the sample sizes over the last few years confirmed that Umalusi had attained the set goal of broadening the scope to include more centres in all provinces. Figure 3A compares the selected samples in November 2018, 2019 and 2020.



**Figure 3A: Comparison of moderation samples in November 2018, 2019 and 2020**

Compared to 2019, the sample of lecturer's portfolios increased by 291 from 160 in 2019 to 451 in 2020, and students' portfolios increased by 414 from 818 in 2019 to 1 232 in 2020. The number of learning centres more than doubled from 155 in 2019 to 383 in 2020. Overall, the sample size increased

remarkably over the last three years, from 129 lecturer's portfolios in 2018 to 451 in 2020, and from 1 104 students' portfolios in 2018 to 1 232 in 2020, covering 123 learning centres in 2018, compared to 383 in 2020.

### 3.3.2 Overall Compliance of Community Learning Centres with each Criterion

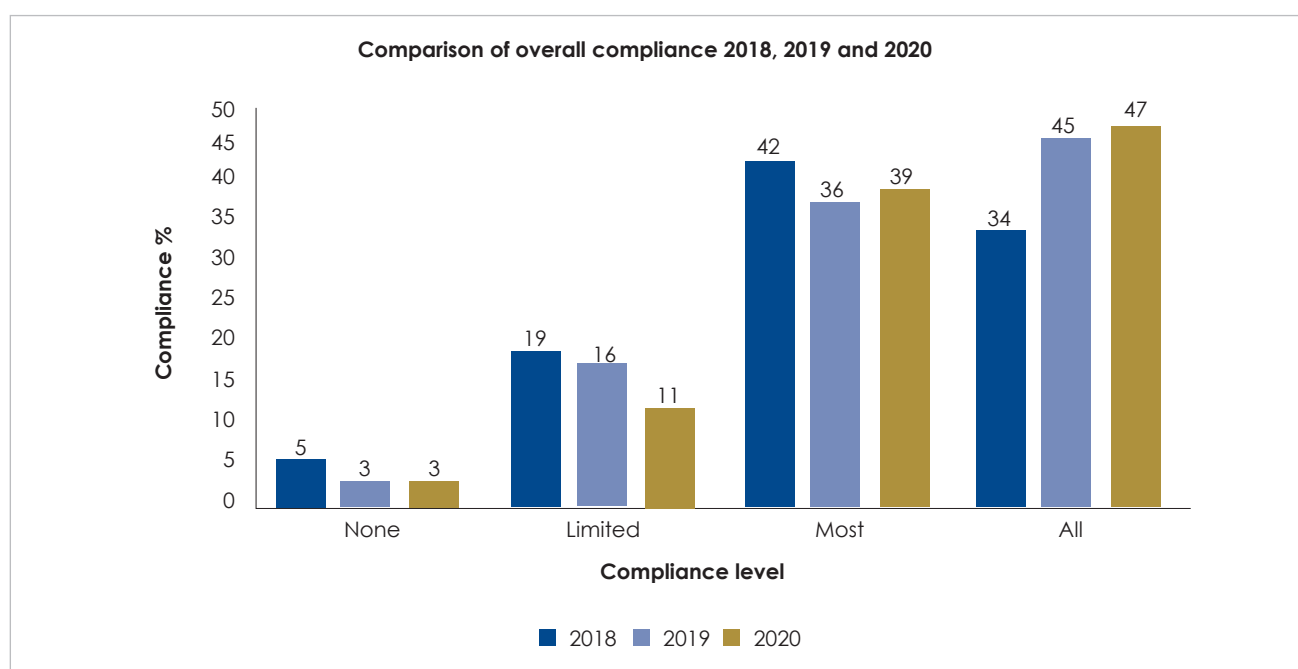
During the moderation process, Umalusi used the standardised instrument to measure the compliance of the selected sample of lecturer's and students' portfolios per learning area per CLC to the prescribed criteria. The overall compliance of the CLC with each criterion is depicted in Table 3C.

**Table 3D: Quantitative analysis of compliance per criterion of moderated portfolios**

No.	Criterion	Compliance frequency per CLC			
		None	Limited	Most	All
1.	Adherence to assessment guideline	11	40	292	107
2.	Internal moderation	9	43	229	169
3.	Structure and content of SBA portfolios	6	26	224	194
4.	Implementation and assessment of SBA tasks	12	81	0	357
5.	Performance of students	23	57	186	184
6.	Quality of marking	30	52	109	259
<b>Total</b>		<b>91</b>	<b>299</b>	<b>1040</b>	<b>1270</b>
<b>Percentage (%)</b>		<b>3%</b>	<b>11%</b>	<b>39%</b>	<b>47%</b>

The findings reflected in Table 3D show that 47% (1 270) of CLC complied in all respects with all the criteria, 39% (1 040) complied in most respects, thus 86% (2 310 CLC) showed compliance with the prescribed criteria. On the other hand, 3% (91) of CLC showed no compliance and 11% (299 CLC) had limited compliance, resulting in 14% non-compliance.

The overall compliance can best be interpreted when compared with the findings of previous years. Figure 3B compares the overall compliance of the CLC with the criteria in 2018, 2019 and 2020.



**Figure 3B: Comparison of overall compliance per community learning centre in 2018, 2019 and 2020**

Despite the challenges brought about by COVID-19 and the nationwide lockdown, there has been an improvement in the overall compliance of CLC with the criteria over the last three years. Compliance in all respects gradually grew from 34% in 2018 to 45% in 2019, and 47% in 2020. This resulted in an improvement of 13% since 2018. The overall compliance, comprising those CLC that complied in all respects and those that complied in most respects, improved from 76% in 2018 to 81% in 2019 to 86% in 2020. Some 10% more CLC complied with the criteria compared to 2018.

In 2019 and 2020, only 3% of CLC did not comply with any criteria compared to 5% in 2018. Furthermore, in 2020, only 11% of CLC showed limited compliance compared to 19% in 2018 and 16% in 2019. The number of non-compliant centres decreased from 24% in 2018 to 14% in 2020.

### **3.3.3 Compliance of Community Learning Centres with each Criterion**

The Umalusi instrument made provision for the moderation of one lecturer's portfolio and two students' portfolios per learning area per CLC. It must be noted that the findings reflected in this chapter relate to the sample selected for external moderation. This section of the chapter will discuss the compliance of the selected CLC to each individual criterion.

#### **a) Adherence to Assessment Guideline**

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

There was evidence that the assessment guidelines and the prescribed templates for the lecturer's PoA and the students' PoE were implemented at all the sites throughout the provinces. It was, however, noted that the different provincial education departments amended the templates to suit their requirements. The standardisation had both positive and negative effects. The overall adherence to the assessment guideline was 89%, of which 24% of CLC adhered in all respects and 65% adhered in most respects. The non-compliance score of 11% consisted of 2% showing no compliance and 9% showing limited compliance.

The learning areas that adhered to the assessment guidelines in all respects were AAAT4 in the Eastern Cape, ARTC4, LCSO4 and LCXH4 in Gauteng, HSSC4 in the Free State and at some centres in North West, LCAF4 in the Western Cape, LCSW4 and TRVT4 in Mpumalanga, and MLMS4 in the Free State and Limpopo. A few CLC in the following learning areas and provinces showed compliance in all respects as well: LCEN4 in the Western Cape, LCSP4, LCXH4, LIFO4 and TECH4 in Gauteng, and MMSC4 in the Free State.

The 2% of CLC that scored no compliance comprised 11 centres that offered four different learning areas in four provinces, while the 9% that scored limited compliance consisted of 39 CLC offering 13 learning areas in seven provinces. Table 3E reflects the CLC with no or limited compliance with adherence to assessment guidelines per learning area per provincial education department.

**Table 3E: Community learning centres with no or limited compliance with adherence to assessment guidelines per learning area per province**

Learning area	Comply		FS		GP		KZN		LP		NC		NW		WC		
	N	L	N	L	N	L	N	L	N	L	N	L	N	L	N	L	
ARTC4		2				2											
ECD4		6								4		2					
EMSC	8	5					1	2	7	3							
HSSC4		3												3			
LCEN4		2								2							
LCSO4		1		1													
LCTS4		2												2			
LCVE4		9								9							
LCXH	1	1				1		1									
LIFIO4	1				1												
NATS4		1					1										
TECH4		1				1											
TRVT4		1															1
WHRT4	1	5											1	5			
<b>Total</b>	<b>11</b>	<b>39</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>1</b>	

**Key**

N = Non-compliance; L = Limited compliance

EC = Eastern Cape; FS = Free State; GP = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo; MP = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape

The portfolios of the lecturers that showed no compliance contained very few of the prescribed documents and met less than 50% of the quality descriptors. Some of the missing documents related directly to the planning and implementation of the SBA at centre level, e.g. the assessment plan. If the plan was not submitted, Umalusi could not determine whether the assessment had been conducted as planned and as prescribed in the assessment guidelines. There was no evidence that the assessment and assessment instruments were valid, fair and relevant to the specific learning outcomes.

Further evidence in this criterion that was not submitted would prove that the lecturer had provided the students with the specific outcomes and assessment criteria of the different learning areas and that the assessment had gone through a quality assurance process of internal moderation. The CLC with no compliance failed to submit the above-mentioned evidence plus the work schedules and mark sheets for the learning area.

COVID-19 and the nationwide lockdown resulted in the postponement of all processes. This delayed the internal and external moderation processes as well and resulted in 62% of lecturers' portfolios not containing the final computerised mark sheets per CLC.

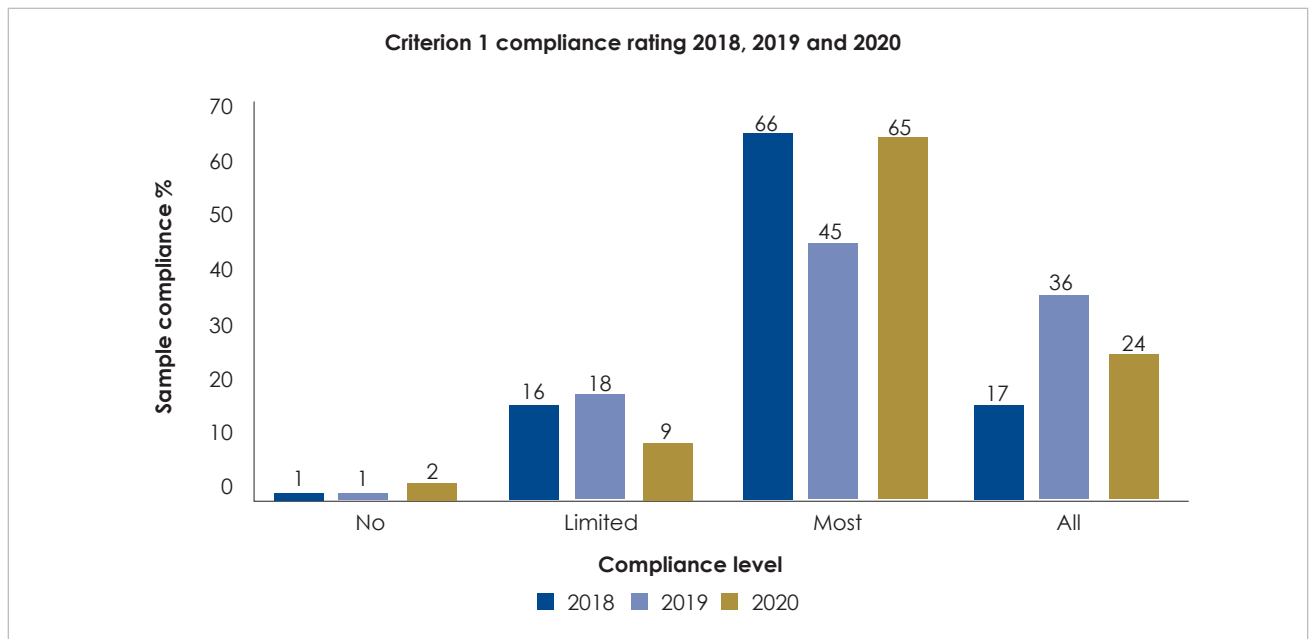
At the time of external moderation, the mark sheets were being populated by the district offices. As a result, Umalusi had no access to them. Umalusi could thus not verify the accuracy of the transfer and capturing of the final marks for the SBA. This affected all the provinces, but had the least effect in the Free State, Western Cape and KwaZulu-Natal.



The difference in the provincial education departments' standardised templates resulted in some of the minimum quality standards not being met:

- i. Altogether 29% of all lecturer's portfolios did not include the lecturer's details. This trend was prevalent in three provinces – North West, Limpopo and the Western Cape – where complete batches of CLC did not contain lecturers' information. Umalusi deduced from the content page templates provided in these provinces that lecturers' information was not regarded as a requirement. It was clear that the other provinces aligned their templates with the DHET's guidelines. All the CLC from the Free State, Mpumalanga, the Northern Cape and the Eastern Cape contained the lecturers' details, while a few from Gauteng and KwaZulu-Natal did not comply.
- ii. Although all the provincial education departments instituted standardised assessment plans, 18% of all CLC did not submit an assessment plan in their PoA. The findings showed that all the CLC of the ANCH4 sample in the Eastern Cape and in KwaZulu-Natal and the ECD4 sample in Limpopo did not submit an acceptable assessment plan, whereas 75% of the lecturers' portfolios in the EMSC4 sample in Limpopo and 78% of the LCZU4 sample in Gauteng did not contain the assessment plan. The rest of the CLC that did not submit an assessment plan were at the most three centres from a sample.
- iii. Although this matter had been addressed in the past, there were still 152 cases (34% of all CLC) where there was no evidence that the students had access to the assessment criteria prior to the assessment. The principles of openness and fairness were thus contravened. The provinces and learning areas that showed limited or no compliance were the Free State (LCSO4), KwaZulu-Natal (EMSC4, INCT4 and LCXH), Limpopo (ECD4, EMSC4, LCEN4, LCVE4 and LCXI4), the Northern Cape (ECD4, LCTS4 and SMME4), North West (HSSC4 and WHRT4) and the Western Cape (LCEN4, LIFO4, TRVT4 and WHRT4).

Figure 3C compares 2018, 2019 and 2020 in terms of the compliance rating for adherence to assessment guidelines.



**Figure 3C: Comparison of compliance with adherence to assessment guidelines in 2018, 2019 and 2020**

At first glance, the graph revealed that there was a decrease in compliance in all respects of 12% from 36% in 2019 to 2020, but due to the improvement of 20% from 45% in 2019 to 65% in 2020, the overall

compliance improved from 81% in 2019 to 89% in 2020. The overall non-compliance decreased by 6% from 17% in 2018 and by 8% from 19% in 2019 to 11% in 2020.

## **b) Internal Moderation**

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

The SBA tasks of each learning area had to be moderated at centre or cluster, district and provincial levels. During the moderation, internal moderators had to check the portfolios of the lecturers and students and provide constructive feedback to lecturers and students about possible improvements.

Despite the influence that the circumstances of the lockdown of 2020 could have had on internal moderation, only 2% of all CLC showed no compliance with internal moderation and 10% showed limited compliance. Compliance in all respects showed consistency at 38% compared with the 39% of 2019, but the score for combined compliance in most respects and in all respects improved with 10% from 79% in 2019 to 89% in 2020.

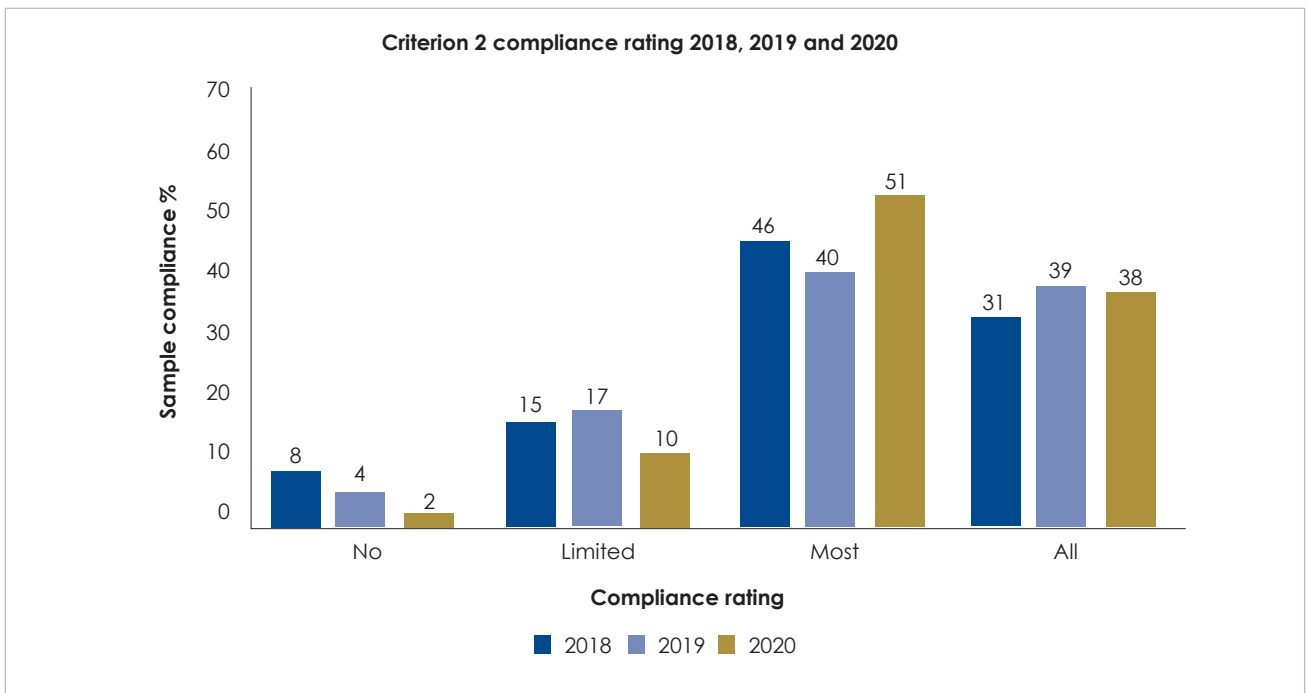
It should be noted that the findings only related to the sample that was selected for external moderation. It was clear that internal moderation took place at all CLC, but not on all levels. The level that was most neglected was the centre or district level. There was sufficient evidence that internal moderation was thorough, but the reports contained very little evidence of feedback to the lecturer and the students regarding their performance and possible ways of improving performance. Even though the quality of moderation was up to standard and some reports contained excellent feedback, Umalusi was concerned about the timing of internal moderation. Internal moderation at provincial level was scheduled so late that lecturers and students would not reap the benefits of applying recommendations for improvement highlighted in the feedback before the examinations.

The learning areas that showed adherence to internal moderation requirements were AAAT4 in the Eastern Cape, ANCH4 at one CLC in the Eastern Cape and one in KwaZulu-Natal, ARTC4 in Gauteng, ECD4 at two sites in the Northern Cape, EMSC4 at three sites in Gauteng, HSSC4 in the Free State and at eight sites in North West, INCT4 in KwaZulu-Natal, LCAF4 at nine sites in the Western Cape, LCEN4 at three sites in Limpopo, LCND4 in Mpumalanga, LCSO4 in Gauteng and one site in the Free State, LCSP4 in Gauteng, LCTS4 at four sites in the Northern Cape and six sites in North West, LCXH4 in Gauteng, LCXI4 in Limpopo, LCZU4 in Gauteng, LIFO4 at one site in Gauteng and nine in the Western Cape, MLMS4 in Limpopo and at four sites in the Free State, SMME4 at six sites in the Northern Cape, TECH4 at one site in Gauteng, TRVT4 at ten sites in Mpumalanga and three sites in the Western Cape and WHRT4 at one site in North West and four in the Western Cape.

The 2% of CLC that showed no compliance comprised nine CLC, of which the following learning areas were identified: two ARTC4 in Gauteng, one LCTS4 in North West, three LCVE in Limpopo, one LCXH4 in Limpopo and two in KwaZulu-Natal.

The learning areas that showed limited compliance were ECD4 at three CLC in Limpopo and four in the Northern Cape, EMSC4 at three centres in Limpopo, HSSC4 at four CLC in North West, LCSO4 at six CLC in the Free State, LCTS4 at three centres in the Northern Cape, LCVE4 at five centres in Limpopo, LCZU4 at one centre in Gauteng, LIFO at one centre in Gauteng, MMSC4 at three centres in the Free State, NATS4 at one centre in KwaZulu-Natal, TECH4 at four centres in Gauteng and WHRT4 at one centre in the Western Cape.

Figure 3D compares compliance with adherence to internal moderation in 2018, 2019 and 2020.



**Figure 3D: Comparison of compliance with adherence to internal moderation in 2018, 2019 and 2020**

The comparison indicated that there had been a general increase in compliance over the last three years. In 2020, the overall compliance reached 89%, compared to 79% in 2019 and 77% in 2018. The national and provincial drive to improve internal moderation certainly proved successful as non-compliance gradually decreased from 23% in 2018 to 21% in 2019 and reached a record low of 12% in 2020.

### 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 students' SBA portfolios are expected to be neat and presentable, with all tasks filed in an orderly manner, and to reflect that tasks were properly marked and internally moderated.

The various provincial education departments implemented templates to help structure and standardise the format of the students' SBA portfolios. These templates included the contents page and the dividers for the file. It was therefore not surprising that only 1% of CLC showed no compliance and 6% showed limited compliance. The learning areas that were identified as showing no compliance were at the following CLC: Limpopo – EMSC4 (one) and LCVE4 (one), Gauteng – LCXH4 (one), and North West – WHRT4 (two). The 26 CLC with limited compliance were represented by the following provinces and learning areas: Gauteng – ARTC4 (four), LCSP4 (one), LCZU4 (one) and LIFO4 (one); Limpopo – ECD4 (one), EMSC4 (one) and LCEN4 (five); Northern Cape – ECD4 (three); North West – HSSC4 (one), LCTS4 (one) and WHRT (four); and Western Cape – WHRT4 (one).

Although the implementation of the standardised templates was evident in the entire sample, there were still CLC that did not include the prescribed documents in the SBA portfolios:

- i. Student information, internal moderation reports and declarations of authenticity: Some 12% of the sample did not include these documents;
- ii. Certified copy of students' identity document (ID): Although this had been addressed on numerous occasions, 35% of the sample still did not submit an ID in the student portfolios;
- iii. Assessment plan: It was a cause of concern that 31% of student portfolios did not contain an assessment plan;

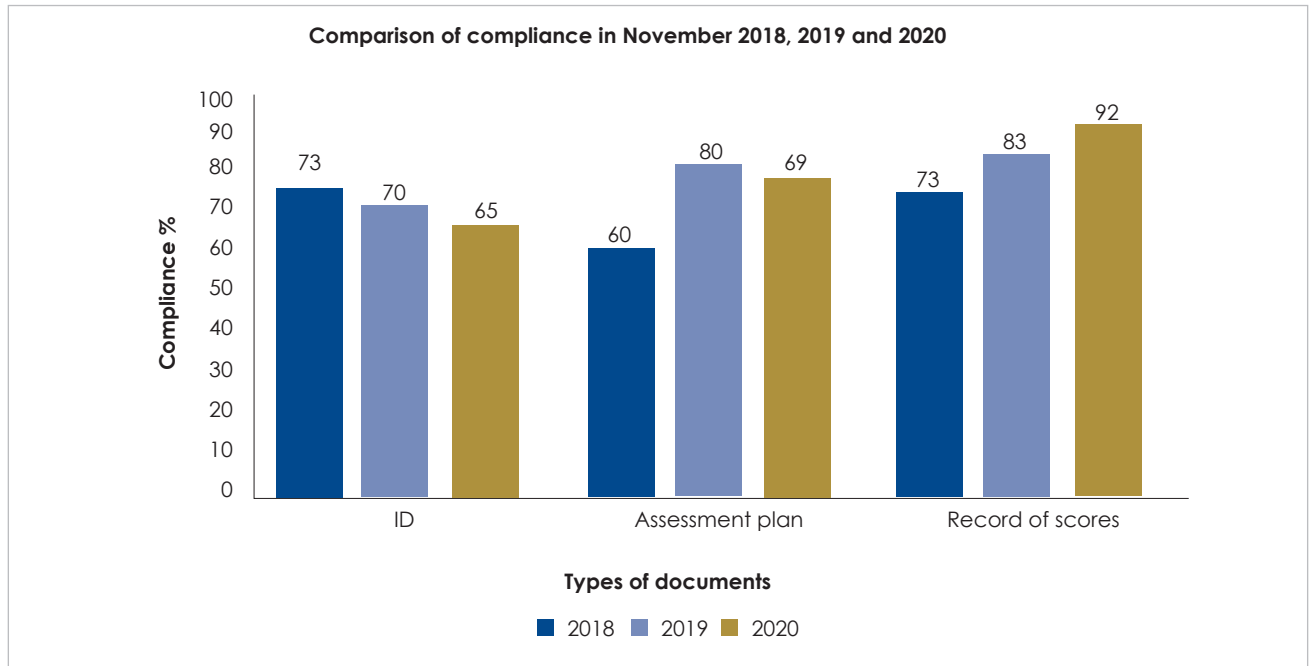
- iv. Score of marks: Some 8% of PoE were not neatly presented and organised, and did not contain mark sheets; and
- v. Marked responses: Only 6% of the sample did not contain the marked responses of the students.

The provincial trends in the non-submission of required documents per learning area are depicted in Table 3F.

**Table 3F: Provincial trends of documents not included in the portfolio of evidence**

Provincial education department	Learning area	Documents not Included
<b>Eastern Cape</b>	ANCH4	Assessment plan
<b>Free State</b>	LCSO4	Certified copy of students' ID and assessment plan
	MMSC4	Certified copy of students' ID, assessment plan and score of marks
<b>Gauteng</b>	ARTC4	Certified copy of students' ID, declaration of authenticity, assessment plan, moderation reports
	LCSP4	Assessment plan
	LCZU4	Certified copy of students' ID and moderation reports
	LIFO4	Student information, copy of certified ID and declaration of authority
<b>KwaZulu-Natal</b>	ANCH4	Assessment plan
	EMSC4	Certified copy of students' ID and assessment plan
	INCT4	Certified copy of students' ID, assessment plan and marked responses
	LCXH4	Assessment plan
	NATS4	Assessment plan and marked responses
<b>Limpopo</b>	ECD4	Assessment plan
	EMSC4	Student information, certified copy of students' ID, assessment plan and score of marks
	LCEN4	Student information, certified copy of students' ID, assessment plan and score of marks
	LCXI4	Student information, assessment plan and score of marks
<b>Mpumalanga</b>	INCT4	Certified copy of students' ID and declaration of authenticity
<b>Northern Cape</b>	ECD4	Student information, certified copy of students' ID, declaration of authority, assessment plan, marked responses and moderation reports
	LCTS4	Declaration of authority
<b>North West</b>	HSSC4	Assessment plan and scores of marks
	LCTS4	Certified copy of ID and assessment plan
	WHRT4	Student information, certified copy of students' ID, declaration of authenticity, marked responses and internal moderation reports
<b>Western Cape</b>	LCAF4	Certified copy of students' ID
	LCEN4	Certified copy of students' ID, declaration of authenticity, assessment plan and moderation reports
	LIFO4	Certified copy of students' ID
	TRVT4	Certified copy of students' ID, declaration of authority, assessment plan
	WHRT4	Certified copy of students' ID and assessment plan

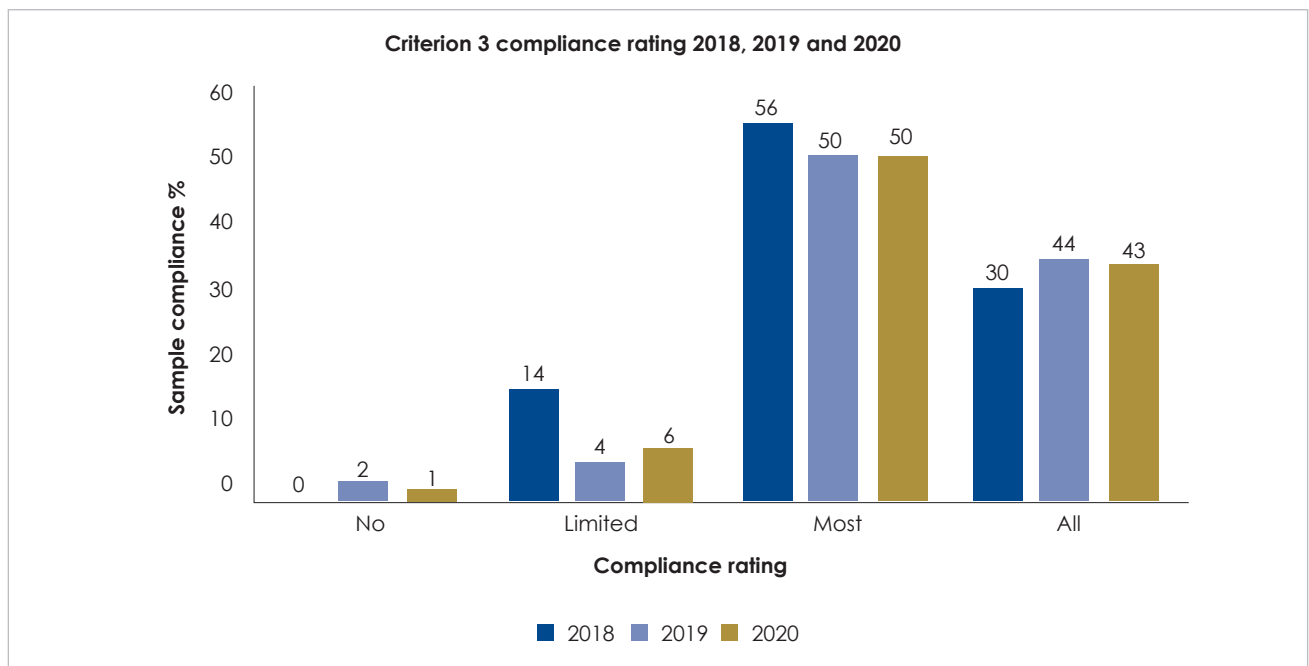
Figure 3E compares the compliance with submission of documents in the SBA PoE.



**Figure 3E: Submission of required documents in November 2018, 2019 and 2020**

Compared to 2018 and 2019, 11% more portfolios contained scores of marks in 2020 than in 2019 and 21% more than in 2018. Unfortunately, the submission of certified copies of ID decreased in 2020 with 5% compared to 2019 and 8% compared to 2018 to a total submission of 65%. The inclusion of assessment plans decreased with 11% from 80% in 2019 to 69% in 2020. The time constraints related to COVID-19 could have contributed to these findings.

Figure 3F compares compliance in adhering to the structure and content of the SBA portfolios.



**Figure 3F: Comparison of compliance with adherence to the structure and content of SBA portfolios in November 2018, 2019 and 2020**

Compared to 2019, overall compliance with this criterion remained relatively constant with 93% compliance in 2020 and 94% in 2019. This still reflected an improvement of 9% compared to 2018.

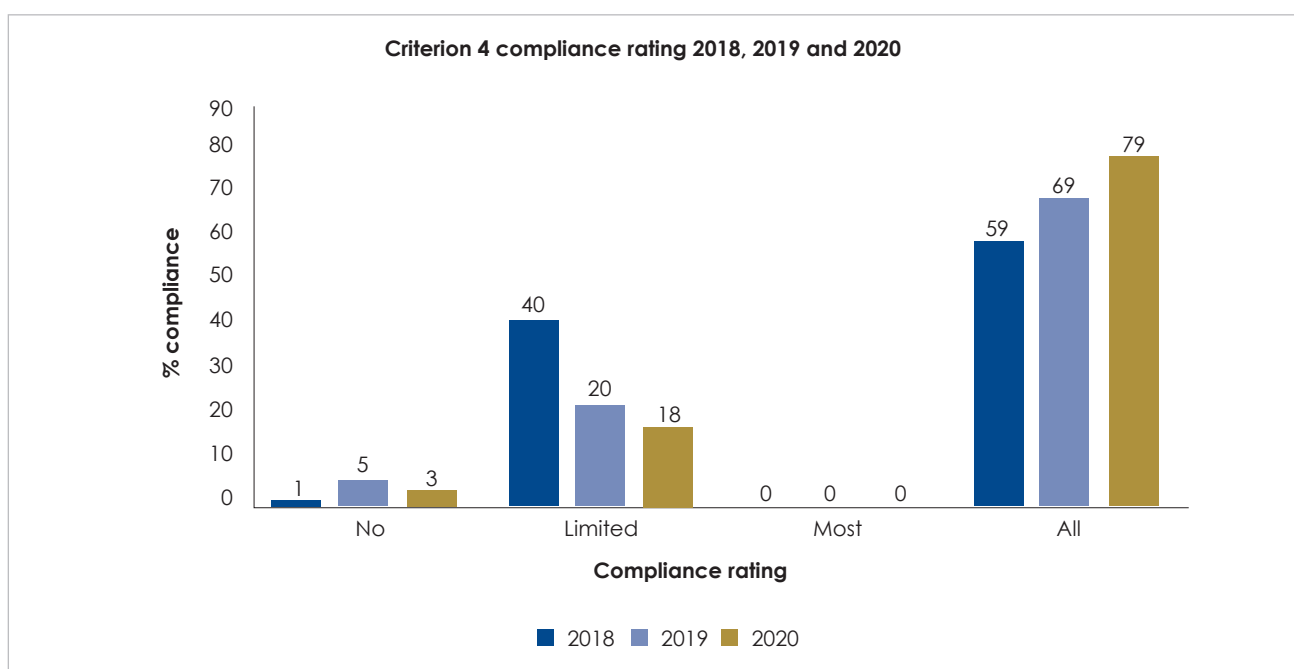
#### d) Implementation and Assessment of SBA Tasks

This criterion checks whether all prescribed tasks have been completed and assessed according to the assessment plan contained in the student's portfolio. The SBA tasks are expected to be completed and assessed according to the assessment plan.

Twelve CLC (3%) showed no compliance with this criterion. The learning areas involved were EMSC4 in Limpopo, HSSC4 and LCTS4 in North West, LCVE4 at four sites in Limpopo, LCXH4 in Gauteng and KwaZulu-Natal, and WHRT4 at three sites in North West. Another 18% of CLC showed limited compliance with the implementation and assessment of SBA tasks. The learning areas were AAAT4 in the Eastern Cape, ANCH4 at two CLC in the Eastern Cape and eight sites in KwaZulu-Natal, ARTC4 at two sites in Gauteng, ECD4 at nine sites in Limpopo and six sites in the Northern Cape, EMSC4 at four sites in Limpopo, HSSC4 at four sites in North West, LCEN at six centres in Limpopo and one site in the Western Cape, LCSP4 at two sites in Gauteng, LCTS4 at four sites in North West, LCVE4 at four sites in Limpopo, LCXH4 at two sites in Gauteng and one in KwaZulu-Natal, LCXI4 at two sites in Limpopo and five in Mpumalanga, LCZU4 at three sites in Gauteng, LIFO4 at three sites in the Eastern Cape, NATS4 at one site in KwaZulu-Natal, TECH4 at three sites in Gauteng, TRVT4 at two sites in the Western Cape, and WHRT4 at three sites in North West.

Contributing factors to non-compliance were the non-submission of all tasks and the lack of evidence that proved that the assessment was conducted as planned. Too many lecturer's and students' portfolios that did not contain assessment plans made it difficult to determine whether the assessments were conducted according to plan.

Figure 3G compares the compliance rating for adherence to implementation and assessment of SBA tasks.



**Figure 3G: Comparison of compliance with adherence to implementation and assessment of SBA tasks in November 2018, 2019 and 2020**

There had been a marked improvement in compliance with this criterion over the last three years. Overall compliance improved with 30% from 2018 to 2020. As a result, non-compliance decreased with 20%.

#### **e) Performance of Students**

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

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

Students' performance is expected to be compliant in all three areas. Despite the many challenges 2020 brought, 41% of CLC showed compliance in all respects with the performance of students and another 41% of CLC showed compliance in most respects. This brought the overall compliance to 82%, leaving 18% of non-compliance, of which 5% showed no compliance and 13% limited compliance.

In two of the provincial education departments, all the CLC selected as part of the sample scored full compliance per learning area for the performance of students. These were the Free State in HSSC4 and KwaZulu-Natal in INCT4. Provinces where more than 80% of the CLC had full compliance per learning area were Mpumalanga in LCND4, LCSW4 and TRVT4, Gauteng in LCSO4, the Northern Cape in LCTS4, and Limpopo in LCXI4.

Provinces where between 50% and 79% of CLC displayed compliance in all respects were the Eastern Cape in AAAT4, North West in HSSC4 and LCTS4, the Western Cape in LCAF4, LCEN4, TRVT4 and WHRT4, the Free State in MLMS4 and Limpopo in MLMS4. Less than 50% of the sample selected per learning area in the following provinces had full compliance: the Eastern Cape in ANCH4, KwaZulu-Natal in ANCH4, EMSC4 and NATS4, Gauteng in ARTC4, LCSP4, LCXH4, LIFO4 and TECH4, Limpopo in ECD4 and LCVE4, North West in WHRT4, the Northern Cape in SMME4, Mpumalanga in LCEN4 and TECH4, and the Western Cape in LIFO4.

The learning area with the highest number of CLC that showed no compliance was EMSC4 with nine CLC in Limpopo and one in KwaZulu-Natal, followed by MMSC4 with three sites in the Free State, WHRT4 with three sites in North West, and ECD4 at two sites in the Northern Cape. The learning areas that showed no adherence at one site only per province were ANCH4 in KwaZulu-Natal, LCVE4 in Limpopo, LCXH4 in Gauteng, LCZU4 in Gauteng and LIFO4 in Gauteng.

The three underlying quality indicators of this criterion work together intricately in determining the standard of the students' performance. For a student to meet the expectations of the task, they need to interpret the tasks correctly and respond to questions at different levels of difficulty and cognitive demand. The adherence to this criterion was thus based on whether:

- i. The student interpreted the assessment tasks correctly;
- ii. The students' responses met the expectations and demands of the assessment task; and
- iii. The student was able to respond to all questions at different levels of difficulty as set in the tasks.

Overall, only 55% of students managed to interpret the questions correctly. In the learning areas where no compliance was scored, misinterpretation led to:

- a) Incomplete tasks in ECD4, EMSC4 and MMSC4;

- b) Inappropriate answers in ECD4, EMSC4, MMSC4, LCZU4 and WHRT4. This was evident across all learning areas where students misinterpreted the tasks;
- c) Misinterpretation where figures had to be interpreted and basic transformations had to be done in MMSC4; and
- d) Students not attempting and submitting all tasks in ECD4, EMSC4, WHRT4 and other learning areas.

At 51% of the CLC, student performance did not meet the expectations and demands of the tasks, and at 52% of CLC, students were unable to respond to questions at different levels of difficulty. Students managed well with lower-order questions, but struggled with questions that required them to interpret and apply the knowledge they had gained. This was especially evident in the skills tasks and tests.

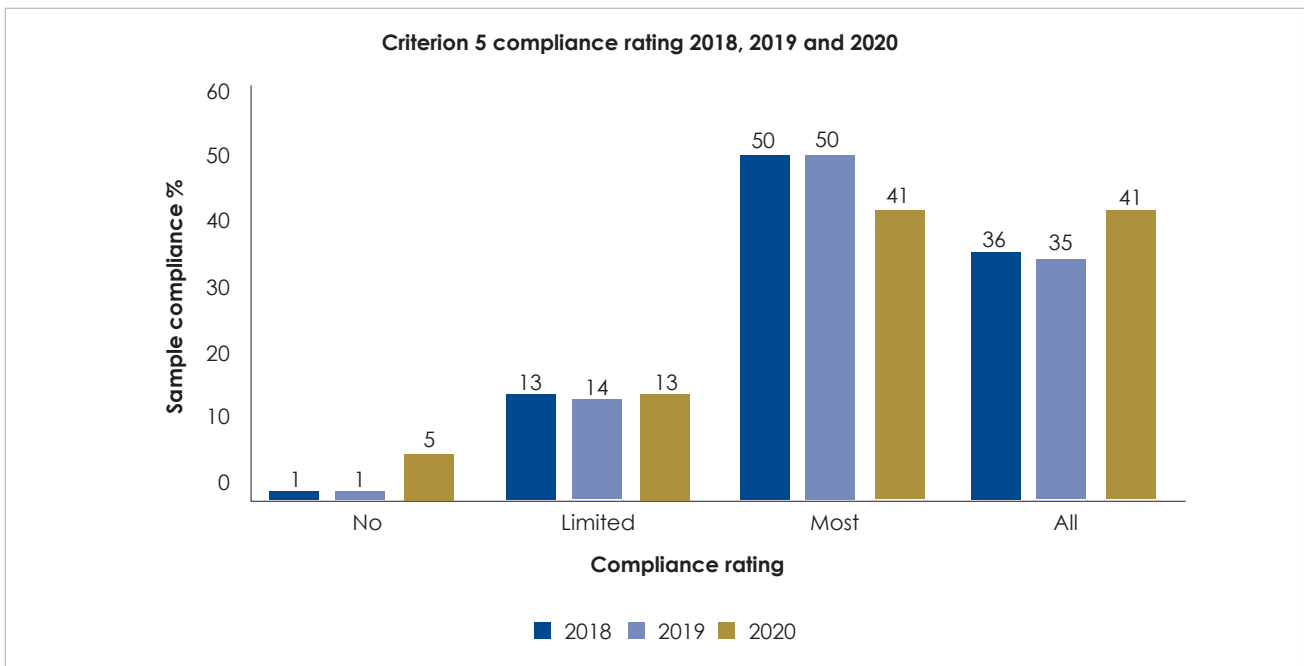
It was disturbing to note evidence of irregularities that were undetected by lecturers and internal moderators at several CLC. Umalusi identified irregularities in the following cases:

- 1) ANCH4: Marks were inflated at two centres and marks were allocated to tasks with no evidence of the students' work;
- 2) TECH4: At one of the CLC in Gauteng, different students presented the same image of a project as individual work;
- 3) NATS4: There was evidence at a centre that students had access to the marking memo;
- 4) EMSC4: In KwaZulu-Natal, there were similarities in work submitted, and in Limpopo, there was evidence of students copying the marking guideline in Question 3 of Task 1. There was further evidence of copying questions 4 and 5 of Task 3;
- 5) ECD4: In Limpopo, students had access to the rubric and used this to complete a task. Three students presented similar work. In the Northern Cape, there was also evidence that the students had access to the marking guideline. The internal moderator inflated marks for an incomplete task; and
- 6) LCTS4: Lecturers used an outdated tool to mark current tasks. This affected three tasks.

These irregularities were reported to the authorities at the marking centres, but it was unacceptable that they passed through three levels of internal moderation without being detected.

Figure 3H compares the compliance rating for adherence to student performance for November 2018, 2019 and 2020.





**Figure 3H: Comparison of compliance with adherence to student performance in November 2018, 2019 and 2020**

A comparison of the findings showed that there was an improvement in compliance in all respects. In 2018, 36% complied. This decreased slightly to 35% compliance in 2019 and improved with 6% to 41% compliance in 2020. Compliance in most respects decreased with 9% from 50% in 2018 and 2019, respectively. The overall compliance dropped with 3% compared to 2019, and 4% in 2018 to 82% in 2020. Non-compliance increased from 14% in 2018 and 15% in 2019 to 18% in 2020.

#### **f) Quality of Marking**

This criterion checks whether marking was accurate and consistent with the marking guidelines. Marking is expected to be accurate and consistent, the totalling, recording and transfer of marks to the mark sheet are expected to be accurate, and the final mark allocated is expected to be in line with the performance of the student.

In 2020, compliance with the quality of marking improved to 57%, and 24% of CLC scored compliance in most respects, resulting in an overall compliance of 81%. Of the 19% of non-compliant CLC, 7% showed no compliance and 12% showed limited compliance.

The learning areas that obtained compliance in all respects were AAAT4 at 17 centres in the Eastern Cape, ANCH4 at five centres in the Eastern Cape and one in KwaZulu-Natal, ARTC4 at 16 centres in Gauteng, ECD4 at six centres in Limpopo, EMSC4 at four centres in KwaZulu-Natal and one in Limpopo, HSSC4 at six centres in the Free State and nine in North West, INCT4 at one centre in KwaZulu-Natal, LCAF4 at 13 centres in the Western Cape, LCEN4 at 14 centres in Mpumalanga and 17 centres in the Western Cape, LCND4 at 14 centres in Mpumalanga, LCSO4 at one centre in the Free State and eight in Gauteng, LCSP4 at three centres in Gauteng, LCSW4 at one centre in Mpumalanga, LCTS4 at 11 centres in the Northern Cape and 14 in North West, LCVE4 at two centres in Limpopo, LCXH4 at two centres in Gauteng, LCXI4 at three centres in Limpopo, LCZU4 at six centres in Gauteng, LIFO4 at eight centres in Gauteng and 15 in the Western Cape, MLMS4 at six centres in the Free State and 12 in Limpopo, NATS4 at four centres in KwaZulu-Natal, SMME4 at six centres in the Northern Cape, TECH4 at one centre in Mpumalanga, TRVT4 at 14 centres in Mpumalanga and eight in the Western Cape, and WHRT4 at three centres in North West and five in the Western Cape.

No compliance was evident in the following: ANCH4 at two sites in KwaZulu-Natal, ECD4 at eight sites in the Northern Cape, EMSC4 at 11 sites in Limpopo, LCZU4 at three sites in Limpopo, LCXH4 at one site in Gauteng and one in KwaZulu-Natal, LCZU4 at two sites in Gauteng, LIFO at one site in Gauteng and NATS at one site in KwaZulu-Natal.

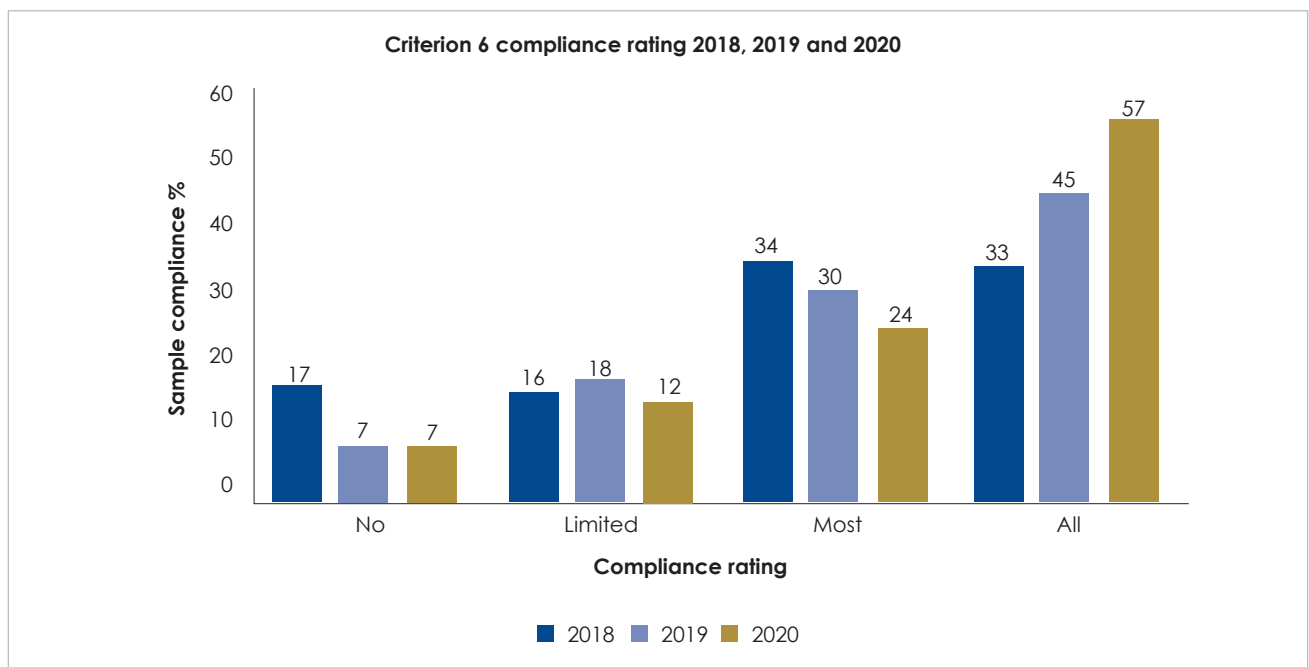
The overall findings of the marking showed that:

- i. The marking was not in line with the performance of the students at 28% of the CLC in the overall sample;
- ii. At 25% of CLC, the marking was not in line with the marking guideline;
- iii. The quality of marking was not acceptable at 25% of the CLC; and
- iv. It was good to note that only 2% of inaccuracies in the calculation and transfer of marks was detected.

In ANCH in KwaZulu-Natal, Umalusi found that marking was inconsistent with the marking guidelines and marks were inflated at two of the centres. In ECD4, marking was inconsistent with the marking guideline, students were awarded marks they did not deserve, and markers did not penalise students for copying.

Umalusi found that, apart from inconsistent marking, the disregard for assessment tools such as marking rubrics affected the quality of marking in EMSC4 in Limpopo. In three of the centres in Limpopo, marking was inconsistent and the marks were inflated where the lecturers and internal moderator allocated high marks for incomplete tasks. In LCZU4 in Gauteng, marking was inconsistent with the marking guidelines, and marks were inflated for all the tasks.

Figure 3I compares compliance with adherence to the quality of marking in 2018, 2019 and 2020.



**Figure 3I: Comparison of compliance with adherence to the quality of marking in November 2018, 2019 and 2020**

There was a marked improvement in the quality of marking from 33% compliance in all respects in 2018 to 45% in 2019 and 57% in 2020. Although there was a decline in CLC that scored compliance in most respects from 34% in November 2018, to 30% in 2019 and 24% in 2020, overall compliance improved from 67% in 2018 to 81% in 2020. The overall non-compliance thus dropped from 33% in 2018 to 19% in 2020.

### **3.4 Areas of Improvement**

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

- a. Overall compliance with all criteria improved in comparison to 2018 and 2019;
- b. More lecturer portfolios complied with the assessment guidelines and contained the required personal documents, assessment planning and assessment implementation tools;
- c. More SBA portfolios were moderated at different levels at more CLC;
- d. There was an improvement in adherence to the assessment plan as more assessments were conducted than planned; and
- e. The quality of marking improved in more learning areas at more CLC.

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

The following areas of non-compliance were identified in the selected sample during moderation:

- a. Some PoA and PoE led to some CLC not having the required documents and information;
- b. The computerised mark sheets were not available at most moderation centres during external moderation;
- c. The timing of internal moderation did not allow for comprehensive feedback to students and lecturers;
- d. Internal moderators could not detect irregularities that were identified by Umalusi during external moderation;
- e. Too many students misinterpreted the tasks and could not cope with questions of varying demands of difficulty; and
- f. Students did not complete all tasks in some CLC. This could be a direct result of the challenges that accompanied the COVID-19 lockdown.

### **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:

- a. Ensure that all required documents, such as computerised mark sheets, are available during external moderation;
- b. Reconsider the timing of continuous internal moderation. Conducting moderation earlier would allow sufficient time for lecturers and students to identify possible challenges and improve their preparation for the final examinations;
- c. Strengthen the training of internal moderators to ensure that they detect and deal with irregularities associated with the conduct of SBA at CLC level; and
- d. Provide additional support to lecturers and students at all centres for the implementation and assessment of SBA portfolios during lockdown restrictions.

### **3.7 Conclusion**

This chapter reported on the findings of the external moderation of SBA portfolios. The findings related to the sample of portfolios that were selected from the sample submitted by the various CLC. Umalusi compared the findings of November 2020 with those of November 2019 and November 2018 to check whether there had been an improvement in the implementation and moderation of SBA. In spite of the challenges associated with COVID-19 and the nationwide lockdown, the DHET has shown consistency and some remarkable improvements over the three-year period. However, there is still room for improvement in 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 strengthens training and support to provincial education departments and CLC and improves the monitoring of the implementation of SBA.

# CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

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## 4.1 Introduction

Annually, Umalusi evaluates the state of readiness (SOR) of assessment bodies to conduct and manage the national examinations using a risk management-based approach.

The administration of the self-evaluation instruments, which capture the key indicators of readiness to deliver credible examinations, remains Umalusi's most critical tool to audit and make a fair determination on the state of readiness of the assessment bodies to conduct, administer and manage the national examinations.

In the main, Umalusi undertook the audit on the state of readiness of the Department of Higher Education and Training (DHET) in order to:

- a. Evaluate the level of preparedness to conduct and manage the merged June 2020 and November 2020 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations;
- b. Evaluate the systems that were put in place for the delivery of credible examinations; and
- c. Track the progress made in addressing the directives for compliance and improvement, issued in respect of the November 2019 examinations.

## 4.2 Scope and Approach

The state of readiness was conducted in all nine Provincial Education Departments (PED) and at the DHET National Examinations and Assessment offices. The risk management approach was used with the intention of the timeous identification of the areas with a potential risk, which may impact negatively on the delivery of credible examinations and advise the DHET accordingly. The following process was followed:

### 4.2.1 Completion of Self-Evaluation Instrument by the DHET

This aspect allowed the DHET to conduct self-evaluation on their state of readiness to administer and manage the November 2020 examinations and submit a report to Umalusi. Umalusi then conducted a desktop analysis of the submitted report and developed a risk profile of the DHET's SOR.

### 4.2.2 Evidence-based Audits

The 2020 SOR process was carried out differently than it had in previous years. Umalusi did not conduct on-site audits to evaluate the supporting evidence normally presented for the confirmation of the SOR as alluded to in the self-evaluation report received from the DHET. This shift was necessitated by the unprecedented global outbreak of the COVID-19 pandemic early in 2020. However, the evidence required was submitted electronically and evaluated online.

The two processes provided critical information, which was instrumental for Umalusi to decide on the DHET's state of readiness to conduct, administer and manage the November 2020 GETC: ABET combined examinations.

## 4.3 Summary of Findings

The findings of the DHET's SOR audit are presented in this section.

### 4.3.1 Compliance Status on the Readiness Levels to Conduct, Administer and Manage Examinations

#### a) Management: Capacity to Carry out the Quality Assurance of Examination and Assessment Process by the Assessment Body

The outcomes of the audits conducted by Umalusi revealed that the DHET was ready to manage the November 2020 GETC: ABET examinations, despite the challenges and disruptions presented by the COVID-19 pandemic. The DHET had adequate human and financial resources to administer credible examinations.

#### b) Registration

The registration process of both the candidates and the examination centres was completed.

##### i) Candidates

The DHET registered 74 063 candidates for the November 2020 examinations. The figures represent the candidates who were registered to write the merged June and the November 2020 GETC examinations.

##### ii) Examination Centres

The DHET had registered 2 451 examination centres for the November 2020 examinations and the registration process was completed as per the DHET pre-determined timelines.

#### c) Printing, Packaging and Distribution

Printing, packaging and distribution of examination material was done in-house by six provincial education departments and three outsourced private service providers. It was found that printing plans were in place and the DHET, in collaboration with the provincial education departments, closely monitored the adherence by all printers to the implementation of approved printing plans.

All staff involved in the printing, packaging and distribution of question papers across provincial education departments had signed declaration of confidentiality forms. Question papers were stored in high-security rooms fitted with double locking systems. Surveillance cameras monitored all workers during the printing and packaging process.

The DHET managed to develop detailed distribution plans and to put security measures in place. The security measures included tracking the distribution of all consignments when in transit from the printers to the identified storage points in the nine provincial education departments, and escort services provided by the joint operation offered by contracted security companies and the South African Police Service (SAPS).

#### d) Management of Internal Assessment

The provinces developed management plans for site-based assessment (SBA) moderation in compliance with the DHET's plan and COVID-19 regulations comprising of:

- i. District level moderation;
- ii. Provincial moderation (10% of all files in all learning areas);
- iii. DHET verification; and
- iv. Umalusi verification.

Revised training manuals and instruments were developed in compliance with the DHET's standard operating procedure (SOP) for the mitigation of risks associated with COVID-19.

#### **e) Monitoring of Examinations**

The train-the-trainer approach for invigilators' and chief invigilators' training, cascading from the provincial education departments to the districts, was adopted. A training video was developed by the DHET and issued to the provinces to be used in collaboration with face-to-face training. An electronic monitoring tool was used to mitigate the risks posed by the COVID-19 pandemic. A shortage of monitors was intercepted by the recruitment of private monitors.

#### **f) Management of Examination Irregularities**

The DHET's policy on the conduct, administration and management of examinations and relevant instruments and templates for recording and reporting irregularities was instituted in all examination centres, and examination personnel were trained on the implementation of the policy. The structure that deals with examinations and assessment irregularities at provincial education department level were also found to be functional.

#### **g) Marker Audit and Appointments**

Marker selection and appointment was delayed due to the Covid-19 (lockdown) restrictions but was finalised in four provinces. The remainder was to be finalised before the commencement of the examination. All four provincial education departments have sufficient marking personnel appointed. Management plans were also available for the training of marking personnel. Training of marking personnel will be conducted a day prior to the commencement of the marking process.

#### **h) Systems for Capturing Examination and Assessment Marks**

The appointment of capturers was completed at the time of the SOR visit. The number of appointees was determined and informed by the number of question papers printed and candidate entries per learning area. The number of mark capturing venues was identified and audits of sites and venues by the PED were carried out as required. No risks were anticipated during capturing of marks, since a double capturing method and thorough training of capturing staff was introduced. Health and safety protocols were developed for both marking and mark capturing centres to ensure compliance.

### **4.3.2 Areas with the Potential Risk to Compromise the Credibility of Examinations**

No potential risks were reported that would compromise the administration, management and conduct of the GETC: ABET examinations.

## **4.4 Areas of Improvement**

The following improvements and good practices were noted.

Umalusi commends the DHET for the following:

- a. The development of a training video for the training of both chief invigilators and invigilators;
- b. The development of an electronic monitoring tool for the monitoring of examinations;
- c. The recruitment of private monitors to supplement the shortage of monitors; and
- d. The appointment of more reserve marking personnel to mitigate the shortage of markers.

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

None

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

None

#### **4.7 Conclusion**

Umalusi verified the state of readiness of the DHET to conduct the November 2020 GETC: ABET examinations. It was observed that the DHET took extreme efforts to prepare for the conduct management and administration of the November 2020 GETC: ABET examinations despite the restrictions brought about by the COVID-19 outbreak. Umalusi is generally satisfied that the DHET was prepared to administer the November 2020 GETC: ABET examinations based on the evaluated evidence outlined above.



# CHAPTER 5 MONITORING THE WRITING OF EXAMINATIONS

## 5.1 Introduction

Umalusi monitors the conduct, administration and management of the national examinations to ensure the delivery of a credible examination. The November 2020 examinations mark the final exit examination for candidates who are registered to write the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET).

The GETC: ABET examination is managed by the Department of Higher Education and Training (DHET). The examination cycle commenced on 9 November and continued until 1 December 2020.

## 5.2 Scope and Approach

Umalusi visited 60 sample-based centres to observe standard operating procedures for the writing of examinations during this cycle. Table 5A gives the number of centres monitored by Umalusi per province.

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

	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Number of centres	6	4	12	12	3	7	3	7	6	<b>60</b>

**Key:**

EC = Eastern Cape; FS = Free State; GP = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo; MP = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape

The number of centres visited increased from 40 in the November/December 2019 examination to 60 during the combined June and November 2020 examinations. Annexure 5A summarises details of the writing centres.

## 5.3 Summary of Findings

Umalusi used the Instrument for Monitoring Examinations: Writing Phase to gather information on the conduct of examinations, comprising six areas of compliance.

The summary of findings at the sampled centres is detailed below. Table 5B gives a breakdown of the compliance levels observed during writing.

**Table 5B: Level of compliance in relation to criteria**

Criterion	Met 90 to 100%	Met 80 to 89%	Met 70 to 79%	Met 60 to 69%	Met 50 to 59%	Met 40 to 49%	Met less than 40%	Total
Preparation for the examination	42	14	1	3	0	0	0	0
Invigilators and their training	36	1	18	0	3	0	2	60
Preparations for writing	43	9	6	0	2	0	0	60
Time management of activities during the examination	45	4	6	4	0	1	0	60
Activities during writing	45	4	10	1	0	0	0	60
Packaging and transmission of scripts after writing	53	3	2	1	0	0	1	60
Average percentage	44	6	7	2	0.8	0.3	0.3	

The lowest average compliance levels were noted in the following key monitoring areas:

- a. Invigilators and their training (0% compliance in one centre and 25% in another centre); and
- b. Packaging and transmission of scripts after writing (20% compliance in one centre).

### 5.3.1 General Administration

The chief invigilator is the accountable person to ensure the credible administration of the examination writing process.

#### a) Management of Examination Question Papers

Examination question papers were either delivered by officials from the respective districts, circuits and courier, or collected by the chief invigilator or their delegate. All examination material was sealed and verified on delivery and duly signed dispatch documents (registers) were observed at 55 centres (92%). Five centres completed and left their dispatch documents at the nodal points. An administration clerk received the examination material at one centre.

#### b) Appointment Records of Invigilators

The training of the chief invigilators and invigilators commenced on 22 July and ended on 28 November using the cascading model. Monitoring reports reflected that, at 25 centres (42%), no evidence was available to prove that the centre manager or principal was appointed as chief invigilator. At four centres (7%), no evidence was available to confirm the appointment of invigilators by the chief invigilator, and at two centres, no proof of the official training of invigilators was available. At one centre, the chief invigilator still awaited an appointment letter from the DHET on the day of Umalusi's visit.

### **c) Management of Invigilators' Attendance**

The required invigilator-candidate ratio of 1:30 was maintained in all the centres but one. Umalusi noted that, at six centres (10%), invigilators did not sign the daily attendance register, and invigilators' or relief invigilators' timetables were missing at ten centres (17%).

### **d) Examination Document Management**

Umalusi noted that, at three centres, unregistered candidates were allowed to sit for the examination session. All the centres except two had a copy of the official timetable for the current examination cycle. Examination centres had well-managed examination files, except for four centres that had no examination files to be verified and 16 centres' files (27%), which lacked the required records. The examination file at one centre only contained information for 2019.

## **5.3.2 Credibility of the Writing of Examinations**

The conduct of the writing phase of examinations should be strictly regulated and controlled to ensure the delivery of credible examinations at the respective writing centres. Umalusi made the following observations during its visit to examination centres.

### **a) Security and Supply of Question Papers**

At one centre, the safety of the examination material was compromised by storing the material in a cupboard that could not be locked. At the other 59 sampled centres (98%), the examination materials were stored in a safe environment. Unauthorised personnel were not allowed to enter the examination centres during the writing sessions. However, an unauthorised person was observed saving candidates' computerised answers (in Information and Communication Technology).

### **b) Admission of Candidates in the Examination Venue**

Some 56 centres (93%) took all the necessary steps to ensure the uninterrupted admission and identification of candidates.

### **c) Conduciveness of the Examination Venue**

The chief invigilators instituted the following essential measures to meet the required standards for the establishment of a conducive environment for the writing of the examination:

- i. Enough rooms to accommodate the candidates, in compliance with the 1 m requirement, were reported in 56 centres (93%);
- ii. Examination venues had suitable furniture, lighting and ablution facilities, except for four venues with furniture not suitable for adults; and
- iii. Noise levels were well controlled in all the centres.

Observations regarding the standard operating procedures at the sampled centres across the nine provinces reflected that examination centres (18-30%) did not constitute a COVID-19 committee. The screening, temperature check, provision of sanitisers and completion of profiles were well executed. Social distancing protocols were adhered to except at one centre.

### **d) Administration of the Writing Session**

Operational mechanisms to ensure the flow of the examination writing comprised visible time indicators, an information board and no incriminating material in the examination venue.

The abovementioned were compromised in:

- i. Four centres without a visible time indicator;
- ii. Four centres without an information board; and
- iii. One venue at an examination centre with drawings and writing that could assist the candidates.

The cell phones were not allowed in the examination venues. However, in one centre, cell phones were not checked. Where applicable, calculators were checked, except at one centre.

#### **e) Compliance with Examination Procedures**

Ineffective time management by the centres' invigilating teams resulted in:

- i. No verification of the cover page of examination answer scripts at seven centres;
- ii. Question papers not distributed on time at six centres;
- iii. No technical check executed at seven centres;
- iv. Compromised reading time at 14 centres (23%); and
- v. Examination rules not read at 11 centres (18%).

At six centres, the starting time of the examination session varied between 14:03 and 14:18. The examination session ended earlier than the stipulated time in 26 centres (43%) and later at two centres.

Candidates were issued with official examination books at all but one centre, where examination pad sheets were issued, and all candidates signed the attendance register. Candidates were not admitted 30 minutes prior to the commencement of the examination session at six centres (see details in Annexure B).

#### **f) Handling of Answer Scripts**

The governance and management of answer scripts, i.e. the collection of scripts after completion by candidates, as well as the counting, packing, sealing and transportation of scripts, were well executed in 58 centres (97%). At one centre, no sealing of the scripts was observed. At another centre, scripts could not be sealed due to the use of a pre-used satchel. The lack of situational reports remained an issue at seven centres.

#### **g) Incidents/occurrence with Possible Impact on the Credibility of the Examination Session**

The following incidents were reported (see details in Annexure B):

- i. Invigilators were not trained to save folders on CDs after candidates had completed their question papers in Information and Communication Technology;
- ii. A candidate writing Language, Literacy and Communication: English Level 4 wrote at another centre at which they were not registered to write;
- iii. Three candidates had neither examination admission letters nor IDs;
- iv. A candidate was late and decided to write at St. Anthony's Adult Centre, although they were not registered to write at that centre;
- v. Candidates who were registered at a different centre decided to write at St. Anthony's Adult Centre;
- vi. Three candidates were not registered, but their details appeared on the mark sheet;
- vii. One candidate who was not registered for Life Orientation was allowed to write;
- viii. Three candidates had the wrong examination numbers;
- ix. At a centre, one unregistered candidate wrote and 35 candidates were wrongly registered to write Mathematics instead of Mathematical Sciences;
- x. A candidate who was registered to write Afrikaans insisted on writing isiXhosa;

- xi. The omission of some registered candidates from the register, although they have timetables, do not appear on the mark sheets;
- xii. Two candidates at a centre requested invigilators to clarify aspects on the question paper, but the invigilators instructed them to read the instructions properly;
- xiii. A candidate left the examination venue without an escort;
- xiv. At one centre, the examination was regarded as a test, hence examination pad sheets were handed out instead of books; and
- xv. The examination session was managed and administered accordingly.

## **5.4 Areas of Improvement**

Umalusi acknowledges the following good practices:

- a. The virtual training of chief invigilators and invigilators in compliance with COVID-19 protocols; and
- b. Some 44% of the 60 sampled centres met 90 to 100% compliance levels in the six key monitoring areas.

## **5.5 Areas of Non-Compliance**

The following non-compliances were reported:

- a. Lack of SOR reports was evidenced at 34 centres (57%);
- b. Appointment letters of chief invigilators and invigilators, as well as delegation letters, were not available for verification;
- c. Poor time management by the chief invigilator resulted in the non-verification of the required regulations; and
- d. The incorrect registration of candidates.

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

The DHET should adhere to the following directives:

- a. Evidence of state of readiness reports should be available at examination centres;
- b. The training of chief invigilators and invigilators should be strengthened to comply with the examination regulations;
- c. The accurate registration of candidates should be managed by provincial education departments; and
- d. Examination writing centres should be monitored to ascertain the delivery of credible examinations; and

## **5.7 Conclusion**

Umalusi acknowledges the challenges in administering the November 2020 GETC: ABET examinations due to the COVID-19 protocols. The high quality in conducting the writing phase of the GETC: ABET examinations at the respective centres was observed. Umalusi can therefore state that the merged June and November GETC: ABET writing phase was administered and managed credibly.

# CHAPTER 6 AUDIT OF APPOINTED MARKING PERSONNEL

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## 6.1 Introduction

Umalusi audits the selection and appointment of marking personnel to ensure that the quality and standard of marking candidates' scripts in the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations are maintained. Inconsistency in the marking of 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 important for assessment bodies and for Umalusi. The quality of marking depends on the quality of the marking personnel appointed, which also impacts on the credibility of the examinations. The purpose of this process was to verify the quality of marking personnel appointed, and to monitor the training of marking personnel who would be involved in the marking and moderation of marking of the November 2020 GETC: ABET examinations.

The conduct, administration and management of the GETC: ABET examinations of the Department of Higher Education and Training (DHET) is conducted by each provincial education department as per the arrangement between the two ministers of Education (the Minister of Basic Education and the Minister of Higher Education and Training). Each provincial education department convened meetings for the selection and appointment of personnel for the marking process.

## 6.2 Scope and Approach

Umalusi requested each provincial education department to submit information on the selection and appointment of marking personnel for the November 2020 GETC: ABET examinations. The following information was requested:

- a. Examination instruction with an application form and appointment criteria;
- b. Attendance registers and minutes of the selection committee meetings;
- c. Lists of appointed marking personnel and reserve lists; and
- d. Summary of appointed marking personnel per category, indicating the registered candidates.

Umalusi received information from seven of the nine provincial education departments and conducted a desktop audit of the appointed marking personnel.

These education departments are the Free State, Gauteng, KwaZulu-Natal, Limpopo, the Northern Cape, the Western Cape and North West. Verification of evidence was conducted in KwaZulu-Natal on 20 October 2020 and in Limpopo on 5 November 2020. Information was also received from DHET's Chief Directorate: National Examinations and Assessment regarding the appointed marking personnel for the DHET's centralised marking centre in Pretoria. The Eastern Cape and Mpumalanga did not submit the required information on appointed marking personnel.

In conducting the audit, Umalusi verified the following:

- i. DHET's examination instruction that invited applications;
- ii. The criteria for the appointment of different categories of marking personnel;
- iii. The application form;
- iv. The qualifications of applicants;
- v. Teaching or facilitation experience; and
- vi. The list of appointed marking personnel.

Umalusi audited all appointed marking personnel to verify whether suitably qualified and experienced marking personnel had been appointed to mark the November 2020 GETC: ABET examinations. Umalusi also verified whether novice markers were included in the appointed marking personnel.

### 6.3 Summary of Findings

Marking personnel, whose names were on a list provided by the provincial education department, were verified. The list contained different categories of marking personnel (markers, senior markers, deputy chief markers, chief markers and internal moderators) appointed by each provincial education department for the various learning areas assessed by the DHET in each province. The total number of marking personnel to be appointed per learning area was determined by the number of candidates who wrote the November 2020 GETC: ABET examinations in each learning area. Although the Northern Cape Education Department completed the appointment process, it later decided to submit all scripts for all learning areas to the DHET Centralised marking centre.

Table 6A gives the number of marking personnel appointed by each provincial education department to mark the November 2020 GETC: ABET examinations.

**Table 6A: Appointed marking personnel per provincial education department**

Marking Centre	M	SM	DCM	CM	IM	EA	Total
EC	0	0	0	0	0	0	0
FS	77	12	0	14	7	24	134
GP	371	74	13	25	25		508
KZN	229	31	4	18	18		300
LP	170	22	0	21	16	22	251
MP	139	14	0	15	15		183
NC	Marking was conducted by the DHET at the centralised marking centre due to low enrolment numbers						
NW	85	13	0	16	16	14	144
WC	57	9	0	17	17		100
DHET Centralised Marking Centre	33	0	0	25	9		67
<b>Total</b>	<b>1 161</b>	<b>175</b>	<b>17</b>	<b>151</b>	<b>123</b>	<b>74</b>	<b>1 687</b>

**Key:**

EC = Eastern Cape; FS = Free State; GP = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo;  
 MP = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape  
 M = Markers; SM = Senior Markers; DCM = Deputy Chief Markers; CM = Chief Markers.  
 IM = Internal Moderators; EA = Examination Assistants

### 6.3.1 Criteria for the Appointment of Marking Personnel

The following are the findings relating to the criteria for the appointment of marking personnel (markers, senior markers, chief markers and internal moderators).

#### a) Markers

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

Despite different provincial education departments using different guiding documents for the appointment of marking personnel, there were common criteria across the documents used by all education departments where an audit of the selection and appointment of marking personnel was conducted. These criteria are summarised below.

To be considered for appointment, applicants must:

- i. Submit curriculum vitae showing tertiary qualifications;
- ii. Have a three- or four-year teaching diploma or degree;
- iii. Have a qualification in the learning area applied for;
- iv. Have at least two years' teaching experience in the relevant learning area at adult education and training (AET) National Qualifications Framework (NQF) Level 1;
- v. Occupy a teaching, facilitator or lecturing position at an educational institution or curriculum support position and be involved in the learning area;
- vi. Have the necessary language proficiency and learning area competency to mark examination answer scripts; and
- vii. Have their qualifications evaluated by the South African Qualifications Authority (SAQA) (in the case of foreign nationals).

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

#### b) Senior Markers and Deputy Chief Markers

Only two provincial education departments appointed deputy chief markers. These were Gauteng and KwaZulu-Natal. The criteria did not specify requirements in terms of different categories of marking personnel, e.g. markers, senior markers, chief markers and internal moderators.

#### c) Chief Markers and Internal Moderators

The criteria did not specify requirements in terms of different categories of marking personnel, e.g., markers, senior markers, chief markers and internal moderators.

### 6.3.2 Completion of Application Form

Application forms must be completed in full and signed by designated officials and the selection panel member, as required in the relevant document. The AET centre manager must declare that an applicant is a lecturer teaching the learning area.

In all the provincial education departments audited, 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. Applicants were interviewed and successful candidates were appointed for a period of two to three years.

Application forms verified in KwaZulu-Natal and Limpopo were completed in full. Authorised selection panel members signed application forms that were audited, and the required documents were certified and attached.

### 6.3.3 Qualifications and Learning Area Specialisation

Marking personnel must have a qualification in the learning area applied for, at a minimum level of Grade 12. In the absence of a post-matric qualification, experience in teaching certain learning areas was also considered.

As mentioned earlier, the qualification requirements for the appointment of marking personnel were common across all provincial education departments that were audited.

The qualification requirements included:

- i. A three-year post-matric qualification, including in the learning area applied for, at second- or third-year level; or
- ii. Any other appropriate post-matric qualification.

#### a) Markers

Table 6B indicates the requirements and findings regarding the qualifications of appointed markers per provincial education department.

**Table 6B: Qualifications of appointed markers**

No.	PED	Qualification requirements	Findings	Comments
1.	Eastern Cape	<ul style="list-style-type: none"> <li>• Three-year post-Grade 12 qualification</li> <li>• Any other post-Grade 12 qualification</li> <li>• Qualification in learning area at second- or third-year level</li> </ul>	N/A	Information not submitted
2.	Free State		Qualifications of applicants not indicated	None
3.	Gauteng		Appointed marking personnel have the requisite teaching qualifications.	Qualifications not indicated for MMSC4 and WHR. No subject specialisation
4.	KwaZulu-Natal		Appointed marking personnel have the requisite teaching qualifications.	No specialisation
5.	Limpopo		Appointed marking personnel have the requisite teaching qualifications.	No subject specialisation
6.	Mpumalanga		N/A	Information not submitted
7.	Northern Cape		N/A	None
8.	North West		Appointed marking personnel have the requisite teaching qualifications.	No subject specialisation in learning areas
9.	Western Cape		Appointed marking personnel have the requisite teaching qualifications.	No subject specialisation

Although all marking personnel had the required qualifications to conduct teaching and facilitation in the AET sector, learning area specialisation was not indicated by the provincial education departments in all learning areas. Qualifications were not indicated for MMSC4 and WHR4 in the Gauteng Education Department. Experience was considered in appointing marking personnel where there was no evidence of qualifications in AAAT4, ARTC4, ECD4, INCT4, TECH4 and WHRT4, as these are scarce skills.

#### b) Senior Markers and Deputy Chief Markers

The criteria did not specify requirements in terms of different categories of marking personnel, e.g. markers, senior markers, deputy chief markers, chief markers and internal moderators. Senior markers and deputy chief markers met the minimum requirements, although the learning area specialisations were not indicated.

#### c) Chief Markers and Internal Moderators

The criteria did not specify requirements in terms of different categories of marking personnel, e.g. markers, senior markers, deputy chief markers, chief markers and internal moderators. Chief markers and internal moderators met the minimum requirements, although the learning area specialisations were not indicated.

### 6.3.4 Teaching Experience

The following are the requirements and findings in relation to the teaching or facilitation experience of the appointed marking personnel.

#### a) Markers

Table 6C gives the requirements and the actual findings in terms of the qualifications of appointed markers per provincial education department.

**Table 6C: Teaching or facilitation experience of appointed markers**

No.	PED	Findings	Comments on currently teaching NQF 1	Teaching or facilitation experience
1.	Eastern Cape	N/A	Information not submitted	<b>Requirement</b> At least two years' teaching or facilitation experience in the AET sector. Currently teaching AET Level 4 or providing curriculum support in the AET sector.
2.	Free State	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1	
3.	Gauteng	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1	
4.	KwaZulu-Natal	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1	
5.	Limpopo	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1	
6.	Mpumalanga	N/A	Information not submitted	
7.	Northern Cape	N/A	N/A	
8.	North West	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1	
9.	Western Cape	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1	

In all the audited provincial education departments, appointed marking personnel had the required teaching or facilitation experience. They were teaching AET Level 4/NQF 1 during the 2020 academic year in all learning areas.

**b) Senior Markers and Deputy Chief Markers**

Senior markers and deputy chief markers met all the requirements.

**c) Chief Markers and Internal Moderators**

Chief markers and internal moderators met all the requirements.

**6.3.5 Marking Experience**

The section below discusses the findings on the verification of marking experience of the marking personnel.

**a) Markers**

Table 6D gives the requirements and findings regarding the qualifications of appointed markers per provincial education department.

**Table 6D: Marking experience of appointed markers**

No.	PED	Requirement	Findings	Comments
1.	Eastern Cape	Minimum of one year's marking experience.	N/A	Information not submitted
2.	Free State		Novice markers to constitute up to 10% per learning area	Information regarding novice markers not indicated
3.	Gauteng		Requirement met	Information regarding novice markers not indicated in nine out of 22 learning areas
4.	KwaZulu-Natal		Requirement met	Information regarding novice markers not indicated
5.	Limpopo		Requirement met	Requirement met. Most markers (80%) in ARTC4 and ECD4 are novice markers
6.	Mpumalanga		N/A	Information not submitted
7.	Northern Cape		N/A	N/A
8.	North West		Requirement met	Requirement met
9.	Western Cape		Requirement met	Information regarding novice markers not indicated

Information regarding the appointment of novice markers was not provided by the Free State, KwaZulu-Natal and Western Cape. The Gauteng Education Department submitted incomplete information. Only nine learning areas indicated information regarding novice markers.

**b) Senior Markers and Deputy Chief Markers**

The Limpopo PED is the only provincial education department to provide information regarding novice senior markers and deputy chief markers.

### **c) Chief Markers and Internal Moderators**

Information regarding novice chief markers and internal moderators was not provided in any of the provincial education departments audited.

## **6.4 Areas of Improvement**

The following was noted as areas of improvement:

- a. The provincial education departments submitted evidence of the meetings convened for the selection and appointment of marking personnel; and
- b. All provincial education departments appointed chief markers and internal moderators for a period of two to three years. This ensures consistency and stability in the marking process.

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

The following was noted as a concern:

- a. The Eastern Cape and Mpumalanga education departments did not submit the information required to audit the appointment of marking personnel;
- b. Criteria for the appointment of marking personnel did not differentiate specific requirements in terms of different categories of marking personnel, e.g. markers, senior markers, deputy chief markers, chief markers and internal moderators;
- c. There was no evidence of qualifications in the learning area applied for in all provincial education departments audited;
- d. Information regarding the appointment of novice marking personnel was not indicated (in three provincial education departments);
- e. Incomplete information was given regarding the appointment of novice markers in the Gauteng Education Department; and
- f. Some 80% of markers (ARTC4 and ECD4) in the Limpopo Education Department were novice markers.

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

The DHET must ensure that:

- a. All provincial education departments submit information regarding the appointment of marking personnel as required;
- b. Criteria for the appointment of marking personnel indicates the specific requirements per category of marking personnel; and
- c. Evidence of qualification (specialisation) in the learning area applied for should be included for verification.

## **6.7 Conclusion**

Umalusi conducted the audit of the appointed marking personnel for the marking of the November 2020 GETC: ABET examinations conducted by the DHET through different provincial education departments. Umalusi found that the process of recruiting and appointing marking personnel was properly conducted. Although most appointed marking personnel met the requirements set by the DHET, there were areas in which the criteria for appointment were not fully adhered to. This area needs improvement so that the quality of marking is not compromised. There was no evidence of qualifications and specialisations in the learning area applied for. This should be included to verify

whether the DHET attracts applications with content knowledge and experience in each learning area. This will also improve the quality of marking and moderation across all provincial education departments.

# CHAPTER 7 STANDARDISATION OF MARKING GUIDELINES

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## 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 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's moderators to discuss responses per question and to reach consensus before the final marking guidelines are approved. Standardisation of marking guideline meetings ensure that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included in the final marking guideline. The process is conducted to ensure the credibility and integrity of the marking process.

The purpose of the standardisation of marking guidelines is to ensure that:

- a. All amendments to the marking guidelines are agreed upon after deliberation;
- b. All marking personnel have a common interpretation of the marking guidelines;
- c. Chief markers and internal moderators from all provinces are trained to test the accuracy of the standardised marking guidelines before they are approved; and
- d. 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 disadvantaged.

## 7.2 Scope and Approach

Umalusi participated in 25 of the 26 virtual standardisation of the marking guideline discussion meetings conducted by the Department of Higher Education and Training (DHET) for the November 2020 GETC: ABET examinations. The meetings started on 17 November 2020 and were concluded on 7 December 2020. Due to the pandemic caused by the emergence of COVID-19, the DHET decided to hold the discussions virtually to mitigate the effects of participants contracting the disease.

Eight learning areas with a high number of registered candidates were identified as learning areas for which to host on-site discussions. These learning areas were Ancillary Health Care, Early Childhood Development, Economic and Management Sciences, Human and Social Sciences, Life Orientation, Mathematical Literacy, Small, Medium and Micro Enterprises, and Travel and Tourism. This meant that the DHET would invite chief markers and internal moderators for these learning areas to a central venue in Pretoria. This took place at the Fire and Ice Hotel in Menlyn and the Sheraton Hotel in Arcadia, Pretoria. Markers from other provinces would join the discussions from their respective provinces as those gathered at a central point would lead the discussions.

The meetings for the remaining 18 learning areas were hosted virtually by the chief markers and internal moderators from their residential towns without having to converge at a central venue. However, the chief marker and internal moderator for those learning areas would lead the virtual discussions.

Umalusi's moderator could not join the virtual discussions for LCSP4 due to technical and network challenges. In instances where discussions were broadcast from a central venue, Umalusi made sure it had a representative as well. Table 7A shows DHET's schedule for the standardisation of marking guideline meetings, as well as Umalusi's representation at the marking guideline meetings.

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

Date	Learning area	Mode	Umalusi official
17 November 2020	Information Communication Technology (INCT4)	Virtual: Microsoft Teams	1
17 November 2020	Life Orientation (LIFO4)	On-site, Pretoria	1
23 November 2020	Language, Literacy and Communication: Xitsonga (LCXI4)	Virtual: Microsoft Teams	1
2 December 2020	Arts and Culture (ARTC4)	Virtual: Microsoft Teams	1
20 November 2020	Language, Literacy and Communication: Sepedi (LCSP4)	Virtual: Microsoft Teams	
20 November 2020	Language, Literacy and Communication: IsiXhosa (LCXH4)	Virtual: Microsoft Teams	1
19 November 2020	Language, Literacy and Communication: Afrikaans (LCAF4)	Virtual: Microsoft Teams	1
30 November 2020	Language, Literacy and Communication: SiSwati (LCSW4)	Virtual: Microsoft Teams	1
1 December 2020	Mathematics and Mathematical Sciences (MMSC4)	Virtual: Microsoft Teams	1
3 December 2020	Technology (TECH4)	Virtual: Microsoft Teams	1
1 December 2020	Mathematical Literacy (MLMS4)	On-site, Pretoria	1
27 November 2020	Language, Literacy and Communication: Tshivenda (LCVE4)	Virtual: Microsoft Teams	1
24 November 2020	Human and Social Sciences (HSSC4)	On-site, Pretoria	1
18 November 2020	Language, Literacy and Communication: IsiNdebele (LCND4)	Virtual: Microsoft Teams	1
25 November 2020	Language, Literacy and Communication: IsiZulu (LCZU4)	Virtual: Microsoft Teams	1
4 December 2020	Small, Medium and Micro Enterprises (SMME4)	On-site, Pretoria	1
7 December 2020	Travel and Tourism (TRVT4)	On-site, Pretoria	1
3 December 2020	Economic and Management Sciences (EMSC4)	On-site, Pretoria	1
27 November 2020	Language, Literacy and Communication: Setswana (LCTS4)	Virtual: Microsoft Teams	1
4 December 2020	Wholesale and Retail (WHRT4)	Virtual: Microsoft Teams	1

Date	Learning area	Mode	Umalusi official
7 December 2020	Applied Agriculture and Agricultural Technology (AAAT4)	Virtual: Microsoft Teams	1
24 November 2020	Language, Literacy and Communication: English (LCEN4)	Virtual: Microsoft Teams	1
1 December 2020	Natural Sciences (NATS4)	Virtual: Microsoft Teams	1
19 November 2020	Ancillary Health Care (ANHC4)	On-site, Pretoria	1
26 November 2020	Early Childhood Development (ECD4)	On-site, Pretoria	1
18 November 2020	Language, Literacy and Communication: Sesotho (LCSO4)	Virtual: Microsoft Teams	1
<b>Total</b>			<b>25</b>

Umalusi's 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 their findings based on the following criteria:

- a. Attendance of marking personnel;
- b. Verification of question papers;
- c. Preparations for the standardisation of marking guidelines;
- d. Standardisation of marking guidelines process;
- e. Training at the standardisation of marking guidelines meeting; and
- f. Approval of the final marking guidelines.

Umalusi's 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 the learning area's virtual discussions.

### 7.3 Summary of Findings

All provincial education departments that conducted the November 2020 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's moderators checked the attendance, preparations and rigour with which the meetings were conducted.

All learning area marking guideline discussions for the November 2020 GETC: ABET examinations were conducted virtually. Learning areas with high enrolments broadcast discussions from a central venue in Pretoria. Learning areas that did not have high enrolments were chaired by internal moderators or national examiners. Participants in other provinces joined the meetings from their respective provinces.

#### 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 at the standardisation of marking guideline meetings. It is mandatory that anyone who will be managing the marking and quality assurance of marked scripts attends these meetings.



Table 7B gives the attendance of the virtual marking guideline meetings by provincial representatives.

**Table 7B: Provincial education departments' 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	No	No	Yes	Yes	Yes	No	Yes	No
3.	ARTC4	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
4.	ECD4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5.	EMSC4	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
6.	HSSC4	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
7.	INCT4	Yes	No	Yes	Yes	Yes	No	No	No	No
8.	LCAF4	No	No	No	No	No	No	No	No	Yes
9.	LCEN4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10.	LCND4	No	No	No	No	No	Yes	No	No	No
11.	LCXH4	Yes	No	No	Yes	No	No	No	No	Yes
12.	LCZU4	No	No	Yes	Yes	No	Yes	No	No	No
13.	LCSP4	Umalusi was not represented								
14.	LCSO4	No	Yes	Yes	No	No	No	No	No	No
15.	LCTS4	No	No	Yes	No	No	No	No	Yes	No
16.	LCSW4	No	No	No	No	No	Yes	No	No	No
17.	LCVE4	No	No	No	No	Yes	No	No	No	No
18.	LCXI4	No	No	No	No	Yes	Yes	No	No	No
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	No	No	No	No
22.	NATS4	No	No	Yes	Yes	Yes	No	No	Yes	No
23.	SMME4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
24.	TECH4	No	No	Yes	Yes	Yes	No	No	No	No
25.	TRVT4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
26.	WHRT4	Yes	Yes	Yes	Yes	No	No	No	No	No

EC = Eastern Cape; FS = Free State; GP = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo;  
MP = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape

In Table 7B, "Yes" means that the provincial education department was represented. "No" means that the provincial education department was not represented. However, it should be noted that, in the past, provinces with low enrolments in any learning area would send the scripts to be marked at a national central venue. Due to uncertainties regarding how standardisation of marking should proceed in light of the pandemic, some provinces were unable to furnish the national office with the requisite numbers. Therefore, "No" in Table 7B does not only indicate a province that did not participate in the virtual standardisation of marking guideline meetings, but a province may not have

participated because of its intention to send the learning area scripts to the national marking centre. Furthermore, “No” may also be an indication that the provincial education department did not conduct examinations in this learning area.

### 7.3.2 Verification of Question Papers and Marking Guidelines

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. The question paper and corresponding marking guideline to be discussed were verified at the start of the meeting. After a brief discussion, during which the developers of the documents highlighted a few familiar aspects relating to the documents, all participants agreed that it was the examination question paper they had approved during the moderation process. The question paper was verified 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, Umalusi moderators confirmed that all 25 question papers were the final versions approved during the external moderation process conducted the previous year.

### 7.3.3 Preparation for the Standardisation of Marking Guidelines Meeting

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

In preparation for the 2020 meetings, the national office embarked on an extensive information dissemination drive. This was critical as COVID-19 required things to be done differently. However, some preparatory practices still had to be maintained. For example, all provincial representatives were still required to mark a sample of the candidates' scripts in the learning area to be discussed. Table 7C indicates the number of scripts marked by each provincial education department's representative in preparation for the standardisation of marking guideline meeting.

**Table 7C: Number of scripts pre-marked per learning area per provincial education department**

Learning area	EC	FS	GP	KZN	LP	MP	NC	NW	WC
AAAT4	20	-	-	31	40	-	-	19	-
ANHC4	40	38	10	40	40	40	20	40	40
ARTC4	20	-	54	19	16	40	-	26	-
ECD4	30	20	19	40	19	40	20	42	-
EMSC4	25	40	44	35	25	40	-	35	-
HSSC4	-	40	10	20	40	20	-	40	4
INCT4	39	-	7	20	15	-	-	-	-
LCAF4	-	-	-	-	-	-	-	-	20
LCEN4	20	20	20	20	20	20	20	20	20
LCND4	-	-	-	-	-	20	-	-	-
LCSO4	-	20	1	-	-	-	-	-	-
LCSP4	-	-	-	-	-	-	-	-	-
LCTS4	-	-	16	-	-	-	-	29	-

Learning area	EC	FS	GP	KZN	LP	MP	NC	NW	WC
LCSW4	-	-	-	-	-	40	-	-	-
LCVE4	-	-	-	-	41	-	-	-	-
LCXH4	40	-	-	40	-	-	-	-	20
LCXI4	-	-	-	-	20	20	-	-	-
LCZU4	-	-	50	40	-	38	-	-	-
LIFO4	40	40	40	41	40	40	40	40	-
MLMS4	30	40	40	40	43	40	20	35	39
MMSC4	35	20	21	40	16	-	-	-	-
NATS4	-	-	24	40	40	-	-	20	-
SMME4	40	20	40	40	40	40	20	37	40
TECH4	-	-	38	6	12	-	-	-	-
TRVT4	41	39	81	40	39	40	20	40	40
WHRT4	40	18	42	15	10	-	-	-	-

**Key:**

EC = Eastern Cape; FS = Free State; GP = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo;  
MP = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape

In Table 7C, the blocked field indicates any one of the following: The province did not conduct an examination in the particular learning area; the province did not have learners enrolled for the particular learning area; or the province did not appoint a representative as it intended sending scripts to the national central marking venue or to another province that offered the learning area and would be marking the learning area.

However, there are exceptional cases. Virtual discussions were held by the LCAF4 Western Cape representatives, as well as the LCND4 Mpumalanga representatives. Both LCAF4 and LCND4 scripts would be marked at a national central marking venue. On the other hand, LCVE4 and LCSW4 would be marked in Limpopo and Mpumalanga, respectively.

**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 checked as well.

The virtual discussions took two distinct forms. One form related to eight learning areas that had a high number of enrolments. These discussions were hosted at a central venue in Pretoria. Other provincial representatives were asked to join from their provinces. The second form required all provincial representatives to log into a central network from their respective provinces.

Since the mode of discussion was being conducted in a new form by all participants, the department's national representative made sure that ground rules were clearly laid out for all participants to be able to engage in a productive manner. The DHET started by explaining how discussions would be conducted in these virtual platforms. Discussions highlighted marking principles to be adhered to at all times across all provinces. The discussions could only begin once the DHET had explained the

matters about which participants were unsure. The DHET's national internal moderators and, in some instances, the examiners chaired the discussions for the various learning areas.

Provincial education department representatives were given the opportunity to introduce themselves as a means of verifying their attendance. At the same time, provincial representatives were asked to indicate the number of scripts they were able to pre-mark. The pre-marked scripts were then used as documents for discussion during the meetings. 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. In instances where alternative responses were suggested, they were thoroughly interrogated for correctness and acceptability in each learning area. Where amendments were made, they were of the following nature:

- a. Corrections of incorrect responses;
- b. Alternative responses that were initially omitted; and
- c. Clarification of the marking instructions for questions.

The role of Umalusi's external moderators was to:

- i. Observe the proceedings;
- ii. Provide guidance regarding the interpretation of the questions and the required responses;
- iii. Adjudicate where participants were unable to reach consensus regarding responses; and
- iv. Approve the final marking guidelines to be used in various provinces during the marking process.

During the standardisation of marking guideline meetings, proceedings were recorded to ensure the accuracy of minutes that were to be taken for record purposes.

### **7.3.5 Training during the Standardisation of Marking Guidelines**

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

Participants who attended the meetings were prepared by having pre-marked scripts. Pre-marking scripts also assisted them to contribute meaningfully to the discussions. Furthermore, it contributed to the free flow of discussions in the midst of network interruptions.

The training of provincial representatives ensured that attendees shared a common understanding and interpretation of the marking guidelines. Due to various challenges presented by holding the standardisation of marking guideline meetings virtually, not all training aspects were conducted. For instance, in most cases, after verifying whether all provinces had pre-marked scripts, no further marking of dummy scripts was undertaken. Instead, more emphasis was placed on ensuring that all participants fully understood the principles of marking a national examination.

### **7.3.6 Quality of the Final Marking Guidelines**

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

When the marking guidelines were approved, they were of a required quality and standard. Marking guidelines included clear general marking instructions that permits uniform or standardised marking. They were clearly laid out with enough details to ensure reliable and fair marking. The marking guideline did not seek to legislate for every possible case but reflects the different approaches that candidates might take.

### **7.3.7 Approval of the Final Marking Guidelines**

This criterion checks that the marking guideline to be used at each provincial marking centre bears the signatures of the participants who approved the marking guideline.

At the end of each meeting, Umalusi's moderators, the national examiners and the 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. As part of ensuring that the standardisation of the marking guideline had been concluded, participants were expected to append their signatures on the front page of the standardised marking guide.

The approved marking guidelines would be used to mark the candidates' scripts for the respective learning areas in all provinces. It was easy for marking guidelines to be signed, especially in meetings for the eight learning areas where the examining teams and Umalusi moderators converged at a central venue in Pretoria for the virtual discussions. The challenge with other learning areas was that the final marking guideline would have to be emailed to different places for the examining team members and Umalusi moderator to append their signatures.

## **7.4 Areas of Improvement**

Umalusi noted the following area of improvement:

- a. The DHET successfully conducted the standardisation of the marking guideline virtually for the first time.

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

The following was noted as a concern:

- a. Some participants from the PED were not conversant with the online platforms for attending meetings and could not fully participate in the discussions.

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

The DHET is required to ensure that:

- a. All participants from the provincial education departments and community education and training colleges are trained in the use of virtual platforms and that participants are familiar with various functions to enable them to make inputs.

## **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 provincial education

departments and the DHET's 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 MARKING

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## 8.1 Introduction

The November 2020 (merged June 2020 and November 2020) examination marks the first examination where candidates' answer scripts for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) were marked during different periods. Umalusi monitored the marking centres for the GETC: ABET examinations conducted by the Department of Higher Education and Training (DHET) at centres established by the provincial education departments during the scheduled marking periods.

Of the nine provincial education departments, five scheduled their marking in December 2020, while the remaining four departments conducted their marking early in January 2021.

The findings outlined in this chapter cover the monitoring of the marking centres separate from the chapter reporting on the verification of the candidates' marked answer scripts.

This chapter provides a summary of the findings monitoring findings for the combined June and November 2020 examinations conducted, and furthermore gives an account of areas of improvement and areas of non-compliance, and highlights the directives for compliance and improvement, which the assessment body is required to address and report on.

## 8.2 Scope and Approach

Umalusi monitored the November 2020 marking sessions of all 10 marking centres established by the DHET and the provincial education departments. In line with Umalusi's quality assurance approach, data was collected through an instrument for the monitoring of the writing of examinations and marking centres. Related methodologies, such as observations and interviews, were used to collect empirical data.

The marking of the merged November 2020 examinations was conducted as follows:

- a. Five education departments (Free State, Gauteng, Limpopo, Mpumalanga and the Western Cape) conducted marking from 4 to 18 December 2020;
- b. The remaining three education departments (Eastern Cape, KwaZulu-Natal and North West) embarked on the marking from 2 to 22 January 2021; and
- c. The Northern Cape Education Department submitted their scripts to be marked at the national DHET Centralised marking centre managed by the DHET in Pretoria from 2 to 22 January 2021.

Table 8A gives an account of the 10 marking centres monitored during the December 2020/January 2021 marking process.

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

No.	Province	Marking centre	Date
1.	Eastern Cape	Graeme College	12/01/2021
2.	Free State	Hoërskool Kroonstad Landbou Terrein	10/12/2020
3.	Gauteng	West Park High School	16/12/2020
4.	KwaZulu-Natal	Harding Secondary School	12/01/2021
5.	KwaZulu-Natal	Ixopo High School	12/01/2021
6.	Limpopo	Mastec CPD	14/12/2020
7.	Mpumalanga	Barberton High School	09/12/2020
8.	North West	Milner High School	15/01/2021
9.	Western Cape	Cape Teaching and Leadership Institute	08/12/2020
10.	National DHET (including Northern Cape)	DHET national centralised marking centre: Tshwane South Technical and Vocational Education and Training (TVET) College, Pretoria-West Campus	08/01/2021

### 8.3 Summary of Findings

The summarised findings are in congruence with the quality criteria prescribed by Umalusi for monitoring the marking centres.

#### 8.3.1 Planning and Preparations

##### a) Appointment of Marking Personnel

The lists of officially appointed markers corresponded with the list of selected markers at the sampled centres.

##### b) Availability of Marking Management Plans

Marking centres had well-developed marking management plans, and fully complied with the pre-set plans. The marking management team reported for duty accordingly.

##### c) Availability of Scripts and Marking Guidelines

Marking guidelines of certain learning areas were delivered late at:

- i. Cape Teaching and Leadership Institute;
- ii. Barberton High School; and
- iii. Hoërskool Kroonstad Landbou Terrein.

This temporarily delayed the commencement of the marking process.

##### d) Storage and Safekeeping of Scripts

The provincial education departments transported all scripts to and from the marking centres. They were escorted by armed security vehicles or personnel of the South African Police Service (SAPS).

##### e) Management and Control of Scripts

A script control register or form accompanied the scripts and was used to physically verify the boxes of scripts delivered. The centre manager signed any discrepancies detected. This was followed up with a written notice to the provincial education department's examination section.



### **8.3.2 Resources (Physical and Human)**

#### **a) Suitability of the Infrastructure and Equipment Required for Facilitation of Marking**

The marking centres were well equipped in terms of communication facilities and infrastructure. Sufficient demarcated venues were available, and additional classrooms were even provided at one marking centre in KwaZulu-Natal.

#### **b) Capacity and availability of marking personnel**

The number of markers that were appointed differed from the number of markers who reported at three marking centres in the Western Cape, Eastern Cape and KwaZulu-Natal. Markers from the stand-by list were used and, at one centre, the shortage was resolved internally.

#### **c) Conduciveness of the Marking Centre, Marking Rooms (including accommodation for markers)**

All the marking centres were well resourced in terms of spaciousness to accommodate the markers and scripts, and to allocate learning areas. Designated control rooms were observed. Well-maintained and suitable furniture was available.

Markers were accommodated in school hostels or a college hostel at one centre (Limpopo). In one centre, markers travelled to and from the marking centre daily. All markers were accommodated in single rooms. In one centre, markers from outside the province (Gauteng) were accommodated in guesthouses.

#### **d) Quality of Dietary Requirement Provided for Marking Personnel**

Markers were provided with three meals daily, and two tea breaks were catered for to allow markers to refresh. The provincial education departments ensured that the dietary requirements of marking personnel were considered and meals were prepared and freshly served daily.

#### **e) Compliance with Occupational, Health and Safety Requirements**

Occupational health and safety requirements were adhered to. Water challenges at one marking centre were addressed by using boreholes at the hostels. At one centre, Milner High School, a backup generator was available.

### **8.3.3 Provision and Measures for Security**

#### **a) Access Control into the Marking Centre**

Security was tight at the visited marking centres across the provincial education departments. An access card system was introduced and all visitors were searched, registered and escorted to the centre manager's office. A 24-hour security was instituted with visible guarding of the main entrance to the premises and all entrances to the marking venues.

#### **b) Movement of Scripts within the Centre: Script Control and Marking Rooms**

The movement of scripts from the script control room to and from the respective marking venues is the responsibility of the script control manager. A script control form was signed by the respective learning areas' senior markers upon collection and delivery of any script/s. Security guards escorted the personnel collecting and delivering all scripts to and from the control room/s.

### **8.3.4 Training of Marking Personnel**

#### **a) Quality and Standard of Training Sessions across Learning Areas**

The chief markers, deputy chief markers (where applicable), senior markers and internal moderators arrived ahead of time to engage with the marking guidelines and to conduct pre-marking. The markers were thoroughly trained by the senior marking staff on arrival before commencement of the formal marking session.

#### **b) Adherence to Norm Time**

The set norm time at the respective centres varied between 07:00 and 20:00 and was strictly controlled by the centre manager and chief markers in adherence to the COVID-19 restrictions of movement. The required forms to allow movement were completed and filed at the centres for markers who travelled daily.

### **8.3.5 Management and Handling of Detected Irregularities**

All marking personnel were trained to follow the prescribed procedures if irregularities were detected. The chief marker reported any detected and confirmed irregularities to the centre manager who, in turn, verified the irregularity with the assistance of the Irregularity Committee at the marking centre. The chief marker replaced the script/s in the batch and recorded the incident on a replacement form. The centre manager reported the irregularity to the official at the provincial department responsible for dealing with irregularities daily.

Lost answer scripts were reported to the respective provincial education departments after completion of a missing script form and a thorough tracing process had been completed at the marking centre.

No irregularities were reported at the time of Umalusi's visits to any of the centres. Technical irregularities were reported and resolved at two centres.

## **8.4 Areas of Improvement**

The following was observed:

- a. Effort in making the necessary preparation by the DHET and the provincial education departments; and
- b. Strict adherence to COVID-19 protocols at the marking centres.

## **8.5 Areas of Non-Compliance**

The following was noted:

- a. The DHET did not adhere to the timeous delivery of the marking guidelines at all the centres.

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

The DHET is required to ensure that:

- a. All approved marking guidelines are delivered to the marking centres on time.

## **8.7 Conclusion**

Umalusi acknowledges the level of preparedness the DHET has put in place to ensure that the marking session takes place in an environment that is conducive for the marking of candidates' scripts amid the COVID-19 health-threatening challenges. Umalusi is satisfied that the DHET and the provincial education departments managed to successfully host all the marking sessions well with all marking protocols observed.

The chapter on the verification of marking scripts will provide more detail in relation to the actual marking of scripts and candidates' performance.

# 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's moderators at the national standardisation of marking guideline discussions meetings. The verification process evaluates adherence to marking standards. In addition, Umalusi's moderators scrutinise the 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 2020 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations administered by the Department of Higher Education and Training (DHET) at various marking centres in nine provinces from 5 to 14 December 2020 and from 8 to 14 January 2021.

Umalusi sampled 25 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: Verification of marking sample requested**

No.	Learning Area	Number of answer scripts sampled										Total	
		National	EC	FS	GP	KZN	LP	MP	NC	NW	WC		
1.	AAAT4					60							60
2.	ANHC4							60					60
3.	ARTC4						60						60
4.	ECDV4			60			60						120
5.	EMSC4			60	60	60							180
6.	HSSC4			62							60		122
7.	INCT4	60											60
8.	LCAF4	60											60
9.	LCEN4						60			60	60		180
10.	LCND4	60											60
11.	LCSO4			60	60								120
12.	LCSP4				60								60

No.	Learning Area	Number of answer scripts sampled										
		National	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
13.	LCSW4							60				60
14.	LCTS4				60					60		120
15.	LCVE4						60					60
16.	LCXH4		60									60
17.	LCXI4							42				42
18.	LCZU4							55				55
19.	LIFO4	60	60				60	60				240
20.	MLMS4		60					60			60	180
21.	NATS4				60							60
22.	SMME4					60					60	120
23.	TECH4	60			60							120
24.	TRVT4					60						60
25.	WHTR4		54	60								112
<b>Total</b>		<b>300</b>	<b>232</b>	<b>302</b>	<b>360</b>	<b>240</b>	<b>300</b>	<b>337</b>	<b>0</b>	<b>120</b>	<b>240</b>	<b>2 431</b>

EC = Eastern Cape; FS = Free State; GP = Gauteng; KZN = KwaZulu-Natal; LP = Limpopo; MP = Mpumalanga; NC = Northern Cape; NW = North West; WC = Western Cape

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 key criteria in the instrument:

- a. Adherence to the marking guidelines;
- b. Quality and standard of marking;
- c. Alleged irregularities; and
- d. Performance of candidates.

### 9.3 Summary of Findings

The reports are based on the sample of scripts selected by Umalusi at the marking centres. This section summarises the key qualitative and quantitative findings per moderation criterion.

#### 9.3.1 Adherence to the Marking Guidelines

Umalusi approved the marking guidelines for the 25 learning areas in the sample after standardisation had been finalised in December.

- a. In one learning area (ANHC4 in Mpumalanga), markers did not adhere to the marking guidelines because the answers to two questions (on the anatomical diagram of the eye) were incorrect. Umalusi corrected the answers and informed DHET for onward transmission to other marking centres; and
- b. In another learning area (SMME4 in the Western Cape), the misinterpretation of marks allocated to Question 3 by the chief marker resulted in non-adherence to the marking guidelines on the first half of the first day. Umalusi corrected this aberration when external moderation commenced. The chief marker did not attend the standardisation of marking guidelines meeting online and did not, therefore, have clarification on this issue.

Markers in the other learning areas adhered to the approved marking guidelines. Two additional changes were made to the approved marking guidelines of one learning area (ANHC4).

When comparing adherence to the marking guideline in 2020 with compliance to this criterion in 2019, there was an improvement in 2020 as markers were erratic in adhering to the marking guidelines in four learning areas (ECD4, LIFO4, SMME4 and WHRT4) in 2019.

### 9.3.2 Quality and Standard of Marking

The quality of marking and the quality of internal moderation determine the integrity of the examinations. 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 10 and 20 scripts and moderated approximately 10% of the total number of scripts.

The following was observed:

- a. In four learning areas, AAAT4 (marked in KwaZulu-Natal), ECDV4 (marked in Limpopo), HSSC4 (marked in the Free State) and TECH4 (marked in Gauteng and at a centralised DHE marking venue), correctness of marking was erratic: some incorrect answers were credited, some correct answers were marked wrong and some questions that carried more than one mark were sometimes not fully credited;
- b. In INCT4 (marked at a centralised DHET marking venue), some answers in the scripts answered in Afrikaans were marked incorrectly. For some candidates, the practical component that was saved as a shortcut could not be marked as it could not be accessed;
- c. In LCAF4 (marked at a centralised DHET marking venue), the internal moderator marked scripts on the first day as the marker was not at the marking venue. The marker turned up on the second day to mark the scripts. There was no chief marker. As a result, Umalusi had to handle the marker training session with the internal moderator and marker. Because the internal moderator was also involved in marking, fewer scripts were moderated internally;
- d. In LCEN4 (marked in Limpopo and in North West), the marking of questions that tested candidates' opinions and evaluation was erratic (by some markers): answers were either not fully credited or were incorrectly credited. Umalusi found that the marking of the creative pieces (essay and transactional writing) was problematic as some markers did not use the rubrics correctly in their assessment of the writing pieces;
- e. In LCXH (marked in the Eastern Cape), the marking of questions that require subjective answers (opinions, evaluation, essay writing and transactional writing) was inconsistent, with the marking of 33 candidates resulting in a deviation ranging from  $\pm$  four marks to  $\pm$  15 marks;
- f. In LCTS4 (marked in Gauteng), some markers also experienced difficulty in assessing the essay and transactional writing correctly;
- g. In LIFO4 (marked in Limpopo), some markers did not credit answers that were similarly worded to answers in the marking guidelines. Some markers did not notice that there were instances of candidates having answered more than the required number of questions (there were choice questions in the paper), and credited all the questions in their addition of marks;
- h. In two learning areas, ARTC4 (marked in Limpopo) and ECDV4 (marked in Limpopo), the uniform placing of the ticks and crosses by the chief marker and the internal moderator during moderation created the impression of "shadow marking". In a number of instances, Umalusi found that incorrect answers that were marked as being correct by the marker were also credited by the chief marker and the internal moderator; and
- i. In the other learning areas, internal moderation was effective as inconsistencies in marking were corrected by the chief marker and the internal moderator.

In the 2019 examinations, 11 learning areas experienced problems with the quality of marking compared to the 2020 examinations where 10 learning areas experienced similar problems.

### 9.3.3 Alleged Irregularities

Umalusi was vigilant in identifying possible irregularities. Umalusi's moderators also asked the markers, chief markers and internal moderators to pay special attention to this aspect during the marking process. The following serious and behavioural irregularities were identified:

**Table 9B: Irregularities**

Marking centre	Learning area	No. of candidates	Nature of irregularity
Western Cape	MLMS4	1	Different handwritings and colour pens.
Western Cape	MLMS4	12	Suspected copying and/or assistance
National	TECH4	17	Suspected copying and/or assistance

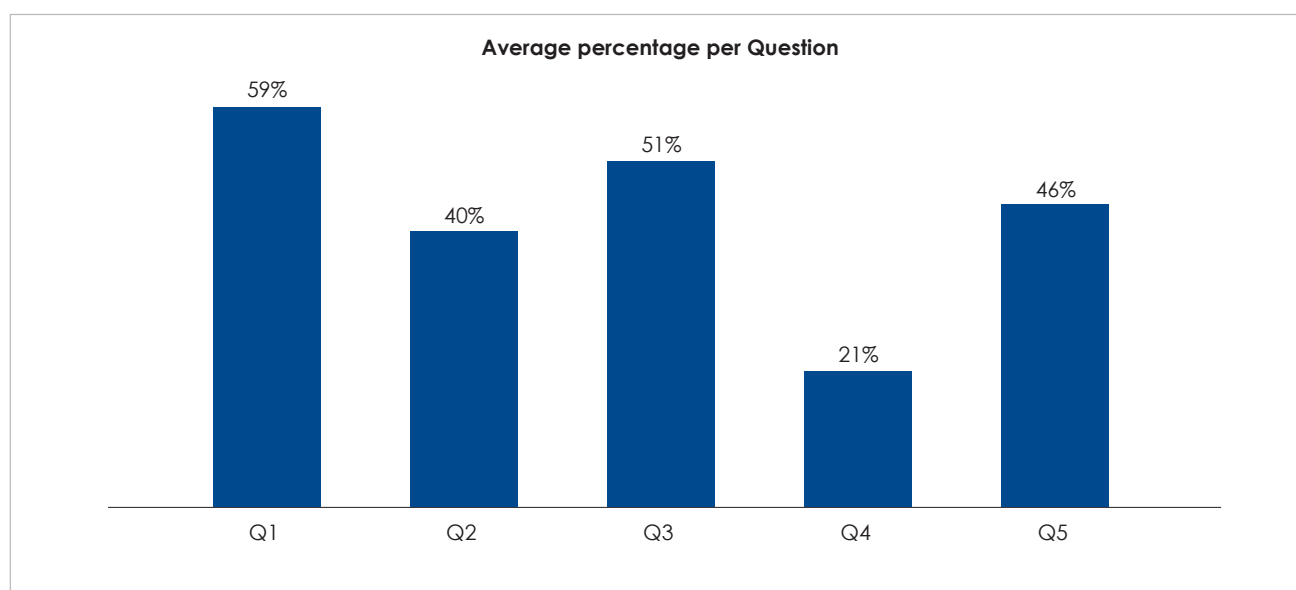
The DHET, together with the respective PED will be conducting investigations in order to resolve the alleged cases of irregularities.

### 9.3.4 Performance of Candidates

The verification of the marking instrument requires the moderator to report on the performance of candidates per learning area for the sample moderated. The results of these exercises, as summarised in the figures and distribution tables below, provide an indication of the levels of difficulty of the question papers, only as found in the sample scripts.

The figures and distribution tables in this chapter are based on the samples verified by Umalusi per learning area.

#### a) Applied Agriculture and Agricultural Technology (AAAT4)

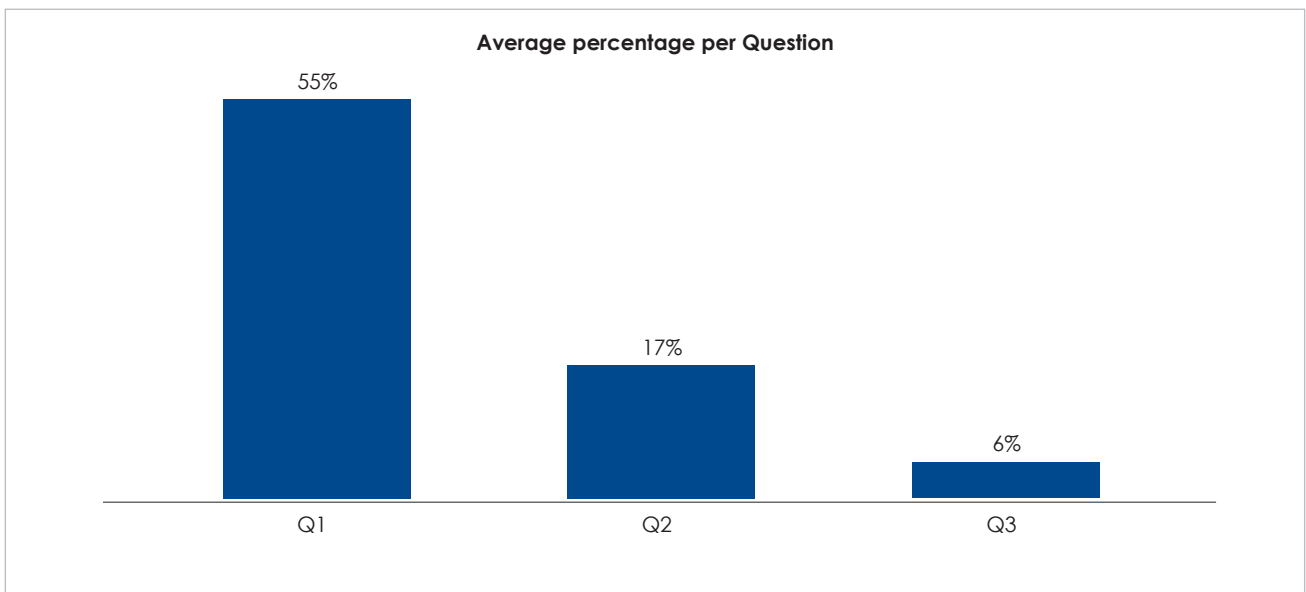


**Figure 9A: Candidate performance in AAAT4 per question for 60 scripts: KwaZulu-Natal**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	5	8	8	16	10	7	5	0	0

The question with the highest average in KwaZulu-Natal was Question 1 (59%), which covered all the unit standards and tested understanding in agriculture and farming enterprises. The question with the lowest average was Question 4 (21%), which consisted of a case study questioning the application of agricultural technology in real-life situations. The highest mark was 72 and the lowest mark was 8. The average for the sample was 44%.

**b) Ancillary Health Care (ANHC4)**



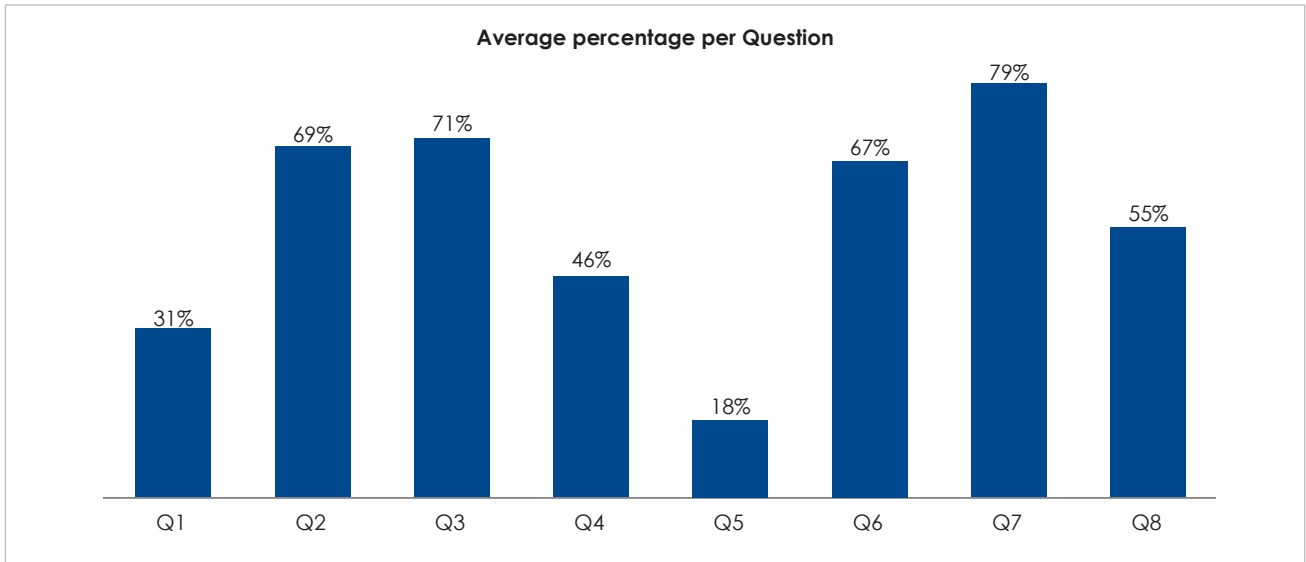
**Figure 9B: Candidate performance in ANHC4 per question for 60 scripts: Mpumalanga**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	7	23	22	7	1	0	0	0	0

The question with the highest average in Mpumalanga was Question 1 (55%), which covered all the unit standards and tested knowledge of the learning area. The question with the lowest average was Question 3 (6%), which consisted of a series of questions based on the condition "urine retention". Twenty of the 60 candidates sampled achieved a zero mark for this question. The highest mark was 51 and the lowest mark was 12. The average for the sample was 30%.



**c) Arts and Culture (ARTC4)**

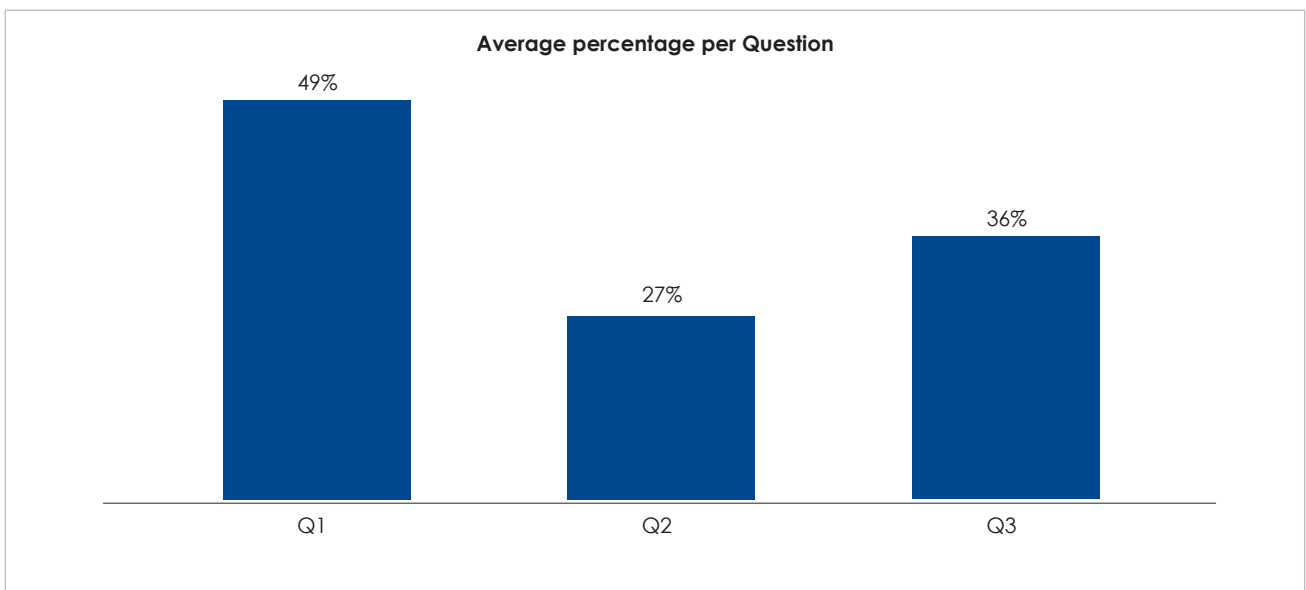


**Figure 9C: Candidate performance in ARTC4 per question for 60 scripts: Limpopo**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	0	7	5	22	23	3	0	0	0

The question with the highest average in Limpopo was Question 7 (79%), which covered arts technology. The question with the lowest average was Question 5 (18%), which covered mass media: the use of the newspaper, radio and emails. The highest mark was 68 and the lowest mark was 22. The average for the sample was 51%.

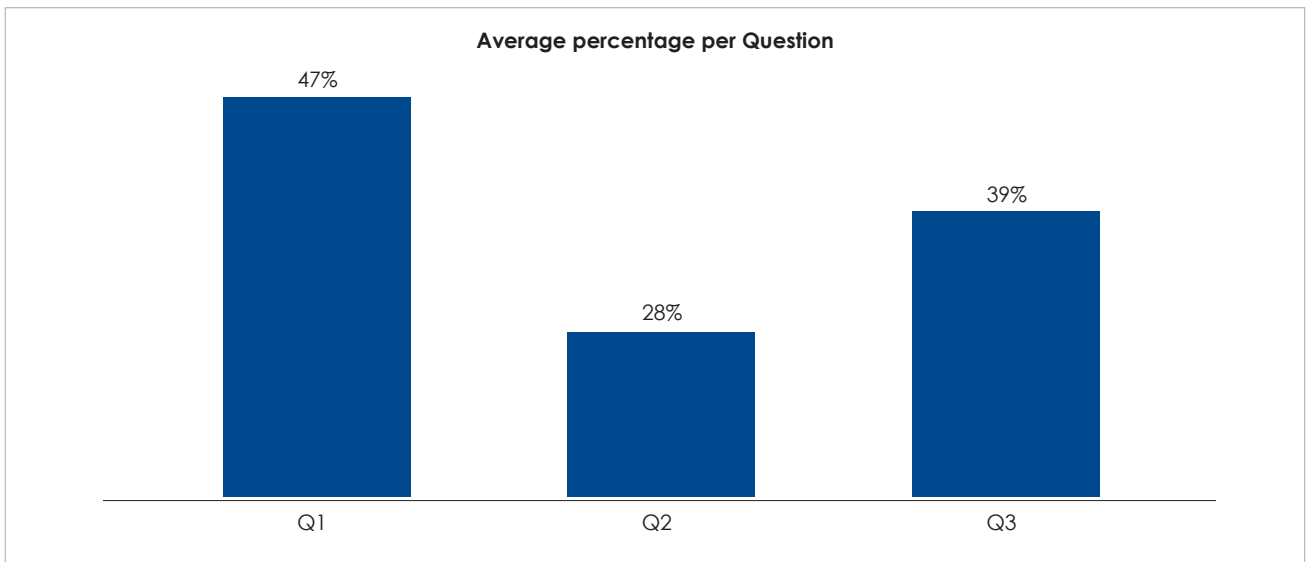
**d) Early Childhood Development (ECD4)**



**Figure 9D(i): Candidate performance in ECD4 per question for 60 scripts: Free State**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
2	7	10	12	13	8	7	1	0	0

The question with the highest average in the Free State was Question 1 (49%), where questions consisted of true or false, matching answers and choosing the correct answer. The question with the lowest average was Question 2 (27%), which was a text-based question dealing with higher-order questions. The highest mark was 70 and the lowest mark was 7. The average for the sample was 38%.



**Figure 9D(ii): Candidate performance in ECD4 per question for 60 scripts: Limpopo**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	4	10	16	15	11	4	0	0	0

The question with the highest average in Limpopo was Question 1 (47%), where questions consisted of true or false, matching answers and choosing the correct answer. The question with the lowest average was Question 2 (28%), which was a text-based question dealing with higher-order questions. The highest mark was 66 and the lowest mark was 10. The average for the sample was 39%.

e) Economic and Management Sciences (EMSC)

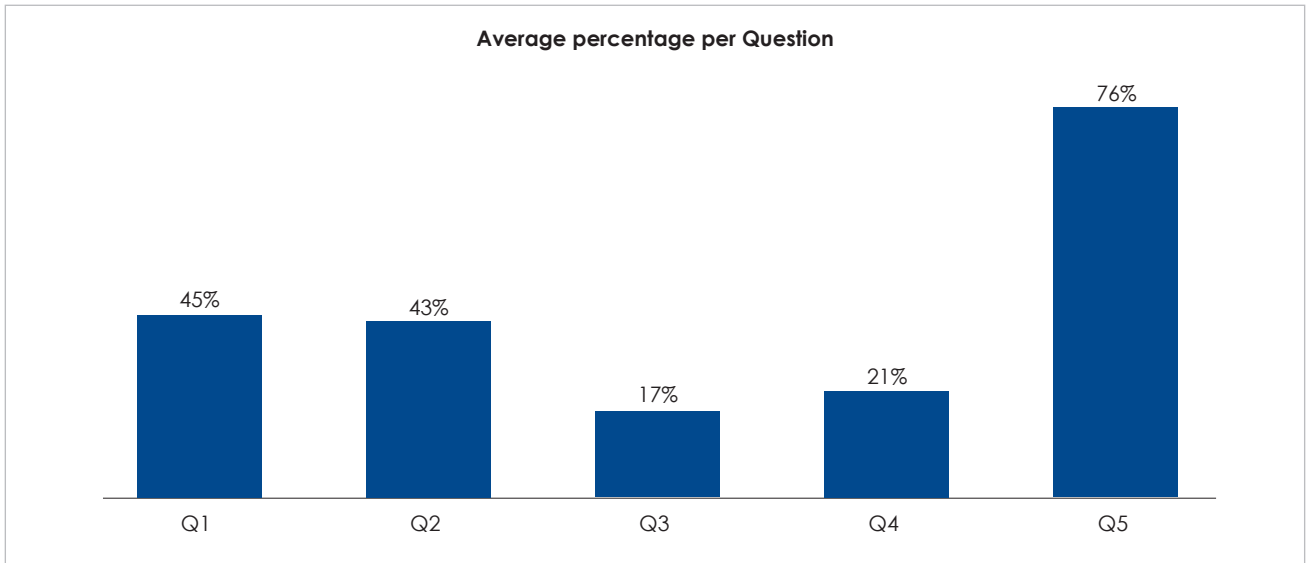


Figure 9E(i): Candidate performance in EMSC4 per question for 60 scripts: Free State

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	5	10	16	11	11	4	3	0	0

The question with the highest average in the Free State was Question 5 (76%), where questions covered the unit standard of accounting. The question with the lowest average was Question 3 (17%), which covered business ownership and its legal implications. The highest mark was 77 and the lowest mark was 10. The average for the sample was 40%.

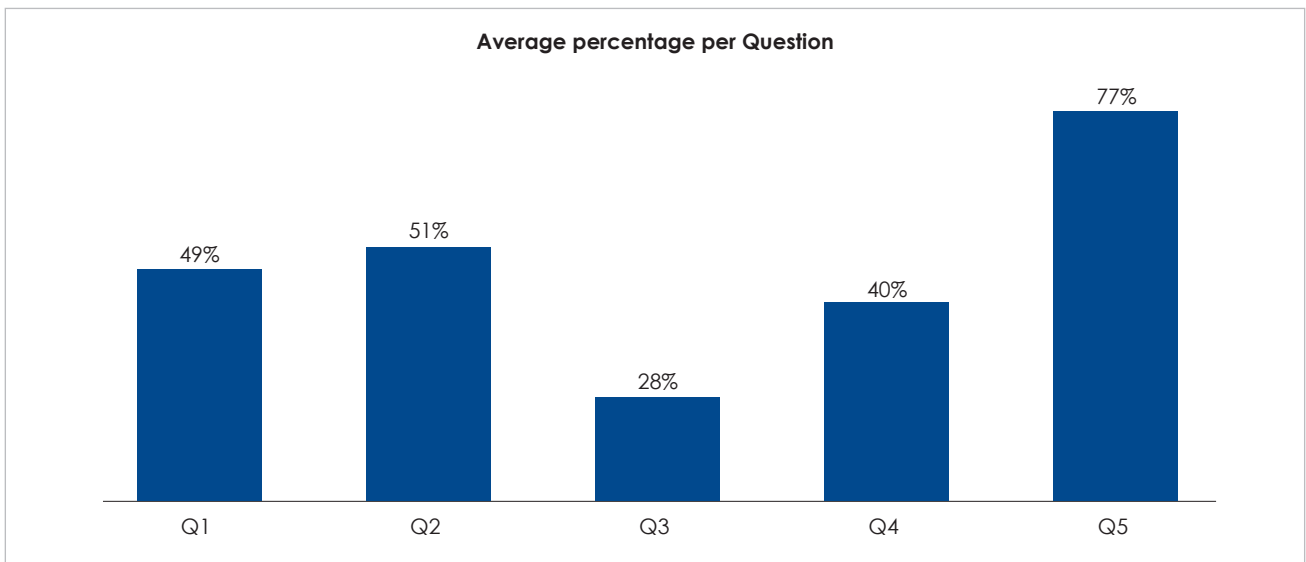
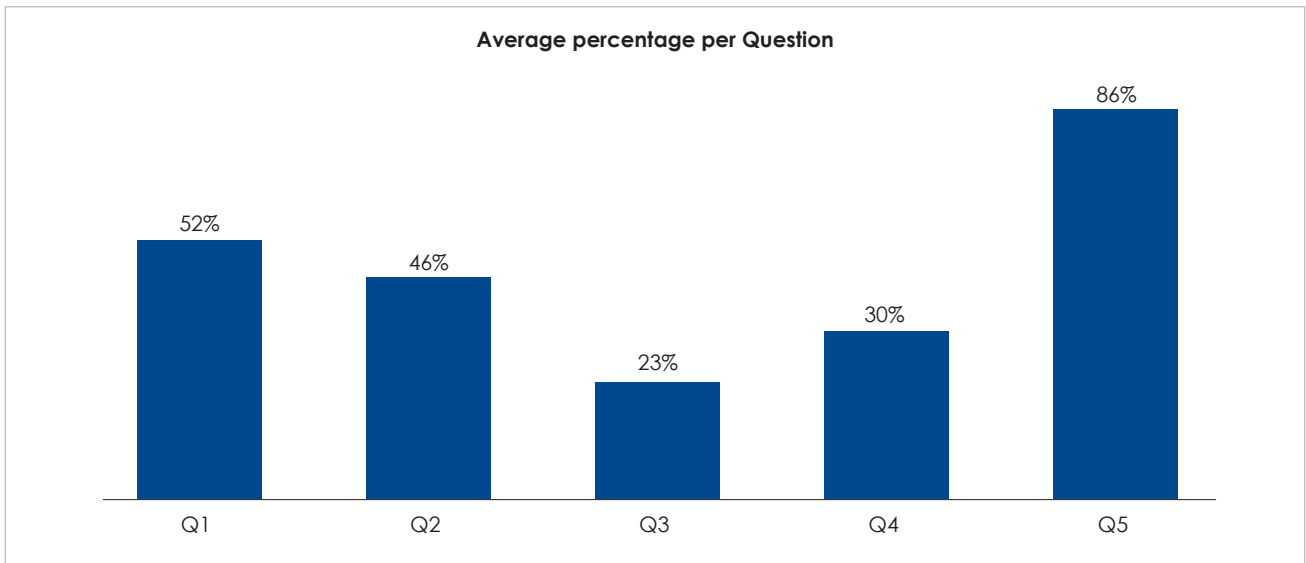


Figure 9E(ii): Candidate performance in EMSC4 per question for 60 scripts: Gauteng

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	5	6	8	14	10	6	7	3	1

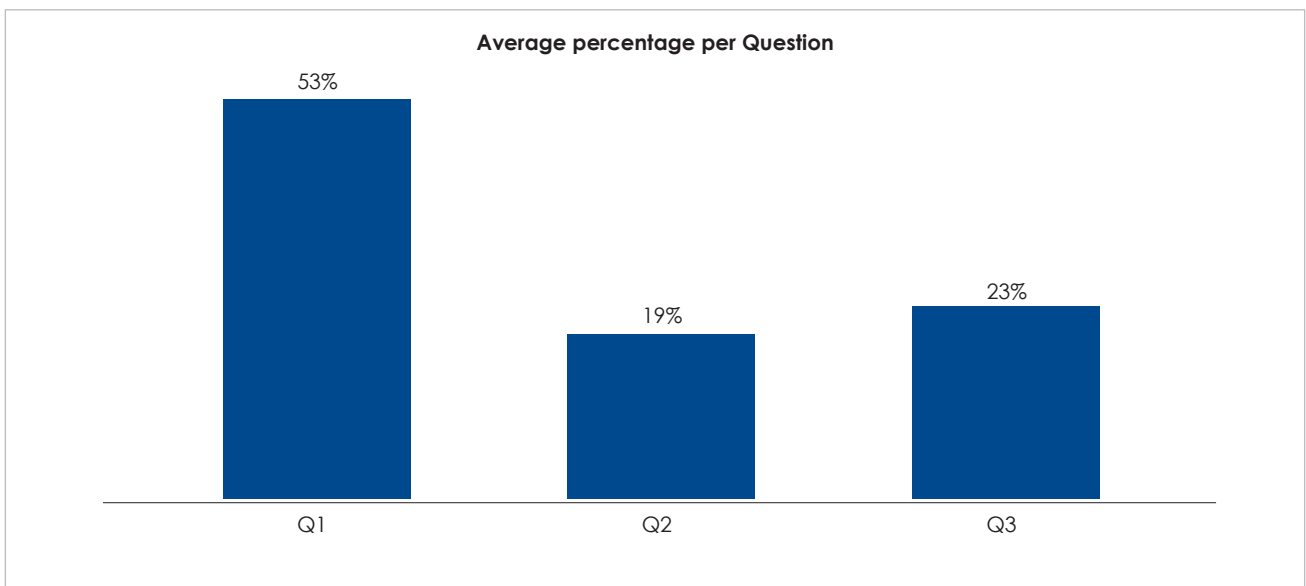
The question with the highest average in Gauteng was Question 5 (77%), where questions covered the unit standard of accounting. The question with the lowest average was Question 3 (28%), which covered business ownership and its legal implications. Four candidates scored 80% and above. The highest mark was 91 and the lowest mark was 10. The average for the sample was 49%.



**Figure 9E(iii): Candidate performance in EMSC4 per question for 60 scripts: KwaZulu-Natal**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	1	9	7	15	13	13	2	0	0

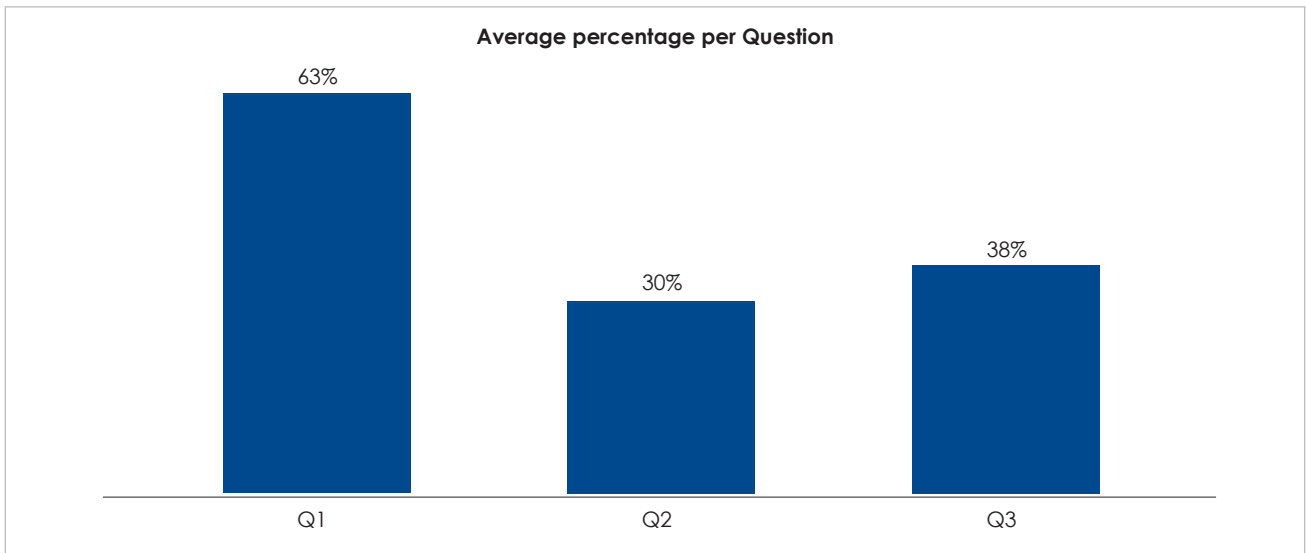
The question with the highest average in KwaZulu-Natal was Question 5 (86%), where questions covered the unit standard of accounting. The question with the lowest average was Question 3 (23%), which covered business ownership and its legal implications. The highest mark was 77 and the lowest mark was 14. The average for the sample was 48%.



**Figure 9F(i): Candidate performance in HSSC4 per question for 62 scripts: Free State**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	5	21	20	7	7	1	0	0	0

The question with the highest average in the Free State was Question 1 (53%), which covered lower-order cognitive questions on elections, local government, the Constitution, human rights, floods, droughts, veldfires and historical events. The question with the lowest average was Question 2 (19%), which covered two source-based questions: one on paragraph interpretation and the other on picture analysis. The highest mark was 63 and the lowest mark was 6. The average for the sample was 33%.

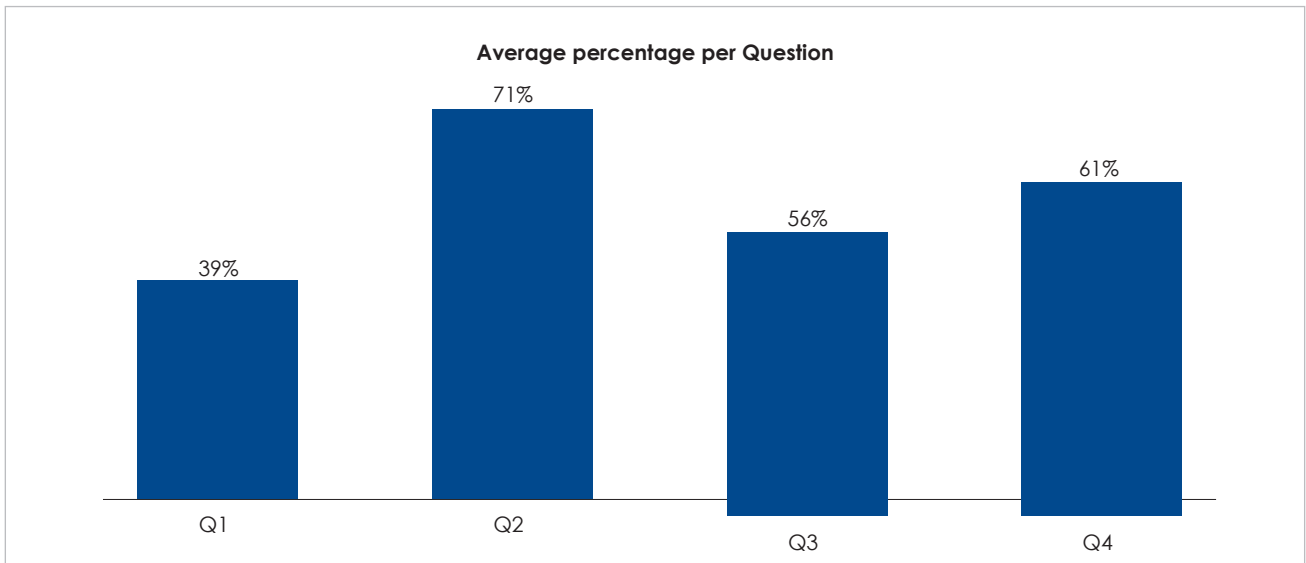


**Figure 9F(ii): Candidate performance in HSSC4 per question for 60 scripts: Western Cape**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	5	21	20	7	7	1	0	0	0

The question with the highest average in the Western Cape was Question 1 (63%), which covered lower-order cognitive questions on elections, local government, the Constitution, human rights, floods, droughts, veldfires and historical events. The question with the lowest average was Question 2 (30%), which covered two source-based questions: one on paragraph interpretation and the other on picture analysis. The highest mark was 76 and the lowest mark was 15. The average for the sample was 45%.

**g) Information and Communication Technology (INCT4)**

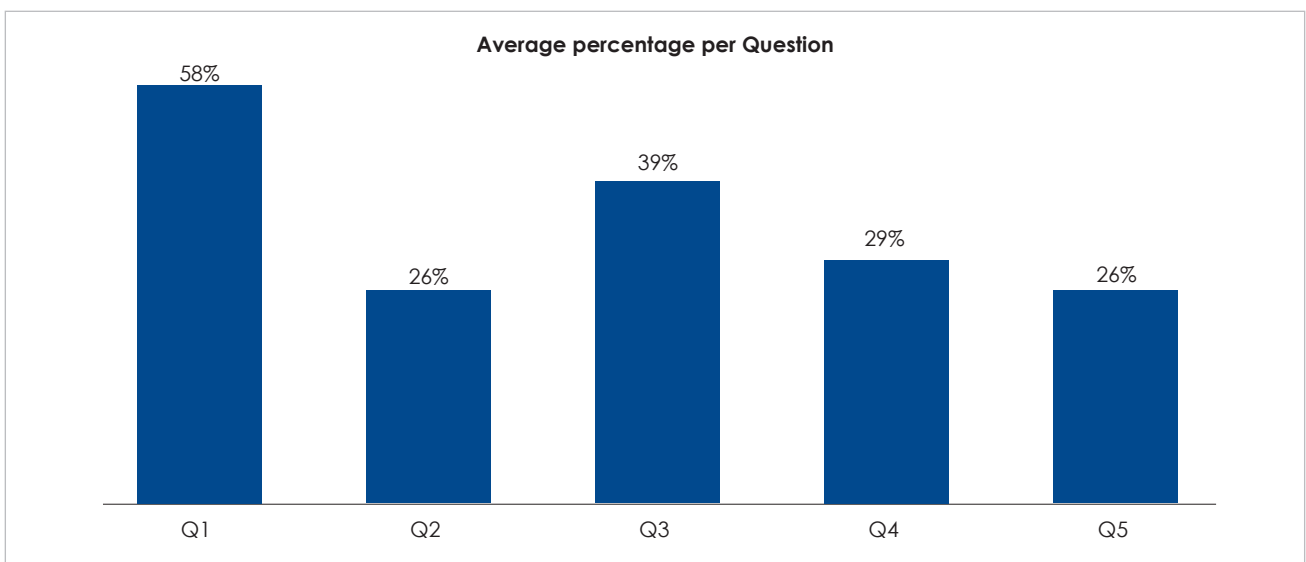


**Figure 9G: Candidate performance in INCT4 per question for 60 scripts: National marking centre: DHET**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	6	5	4	9	7	15	8	6	0

The question with the highest average at the national marking centre was Question 2 (71%), which covered word processing. The question with the lowest average was Question 1 (39%), which covered theoretical content of the learning area. Six candidates scored 80% and above. The highest mark was 86 and the lowest mark was 10. The average for the sample was 53%.

**h) Language, Literacy and Communication: Afrikaans (LCAF4)**

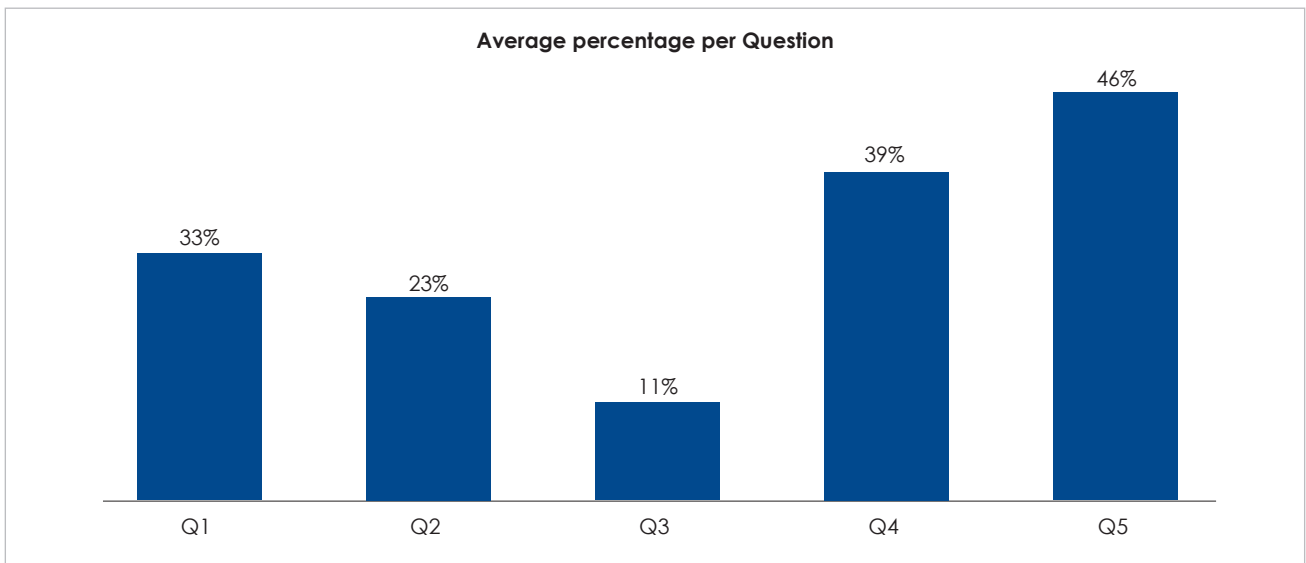


**Figure 9H: Candidate performance in LCAF4 per question for 60 scripts: National marking centre: DHET**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
11	9	10	6	7	7	5	3	2	0

The question with the highest average at the national marking centre was Question 1 (57%), which covered reading comprehension. The questions with the lowest average were Question 2 (24%), which covered language in context, and Question 5 (24%), which covered transactional writing. Two candidates scored 80% and above. The highest mark was 84 and the lowest mark was 5. The average for the sample was 35%.

**i) Language, Literacy and Communication: English (LCEN4)**



**Figure 9I(i): Candidate performance in LCEN4 per question for 60 scripts: Limpopo**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	10	15	9	17	7	1	0	0	0

The question with the highest average in Limpopo was Question 5 (46%), which covered transactional writing. The question with the lowest average was Question 3 (11%), which covered visual literacy. The highest mark was 63 and the lowest mark was 5. The average for the sample was 33%.

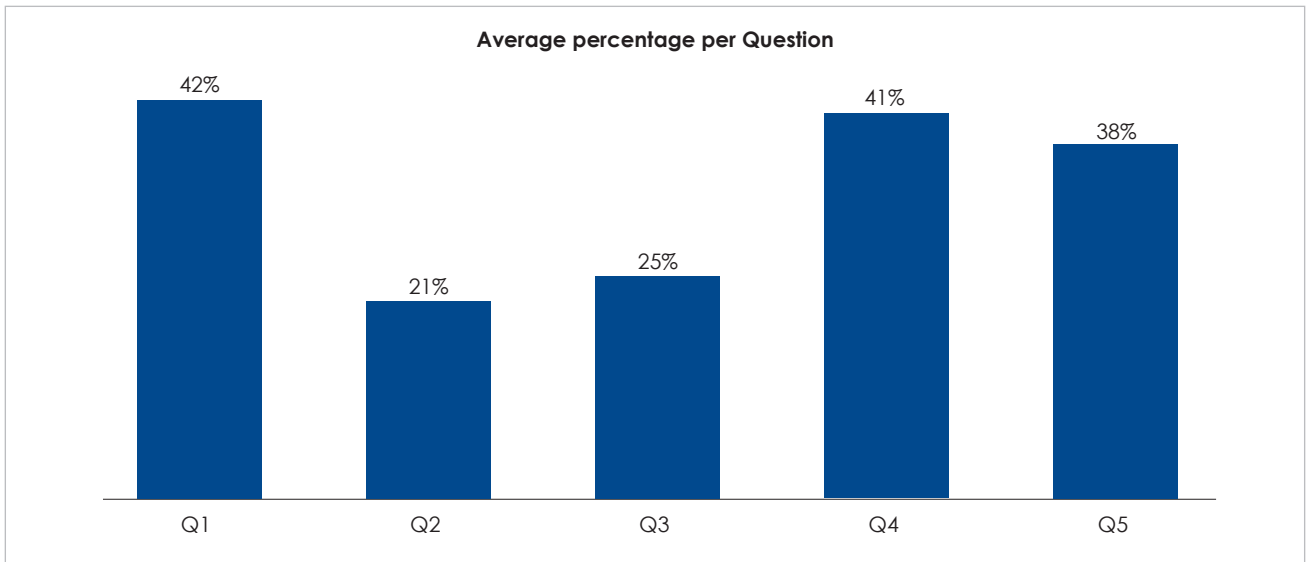


Figure 9I(ii): Candidate performance in LCEN4 per question for 60 scripts: North West

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
2	6	16	13	13	8	1	1	0	0

The question with the highest average in North West was Question 1 (42%), which covered reading comprehension. The question with the lowest average was Question 2 (21%), which covered language in context: formal grammar. The highest mark was 72 and the lowest mark was 3. The average for the sample was 35%.

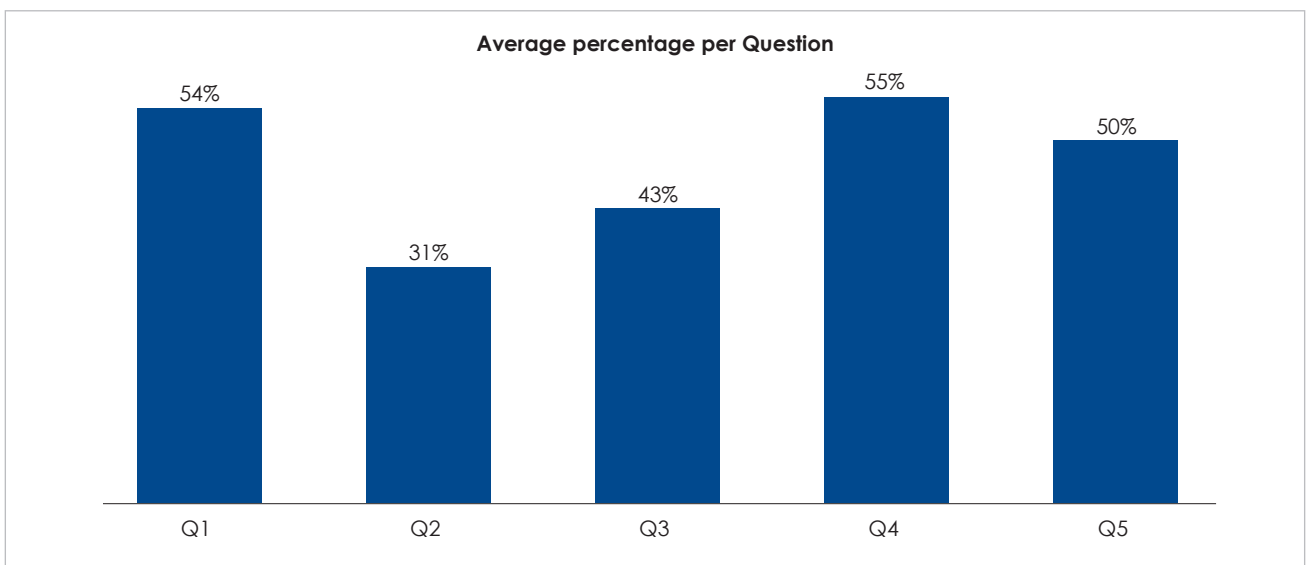


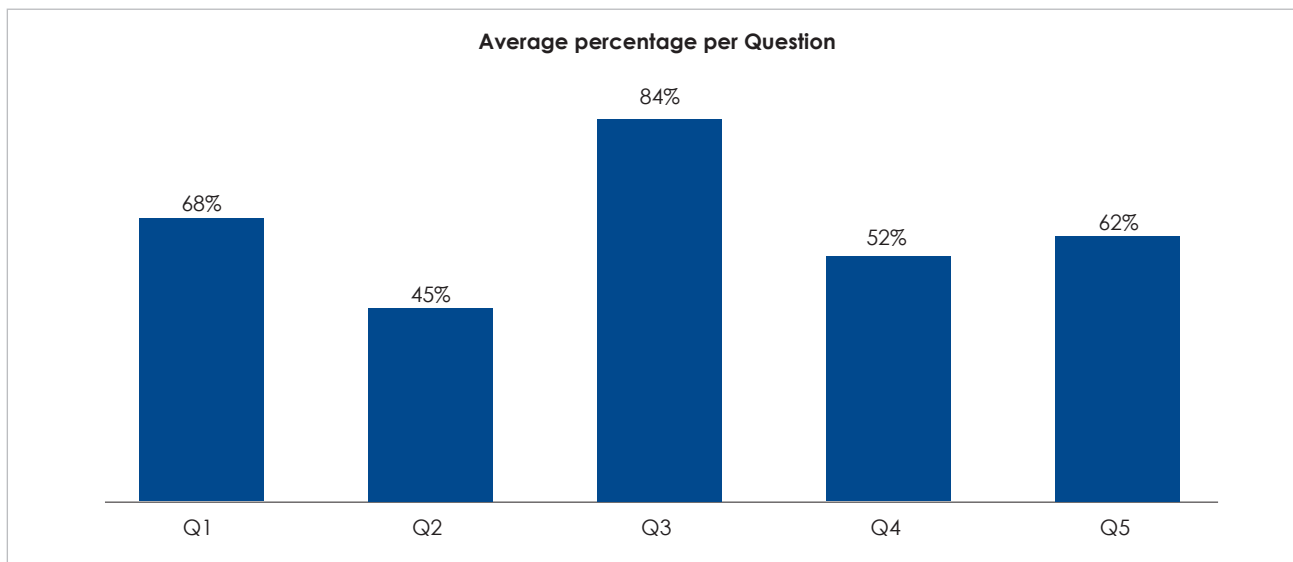
Figure 9I(iii): Candidate performance in LCEN4 per question for 60 scripts: Western Cape

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	0	3	10	21	12	9	4	0	0



The question with the highest average in the Western Cape was Question 4 (55%), which covered the essay. The question with the lowest average was Question 2 (31%), which covered language in context: formal grammar. The highest mark was 74 and the lowest mark was 4. The average for the sample was 48%.

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

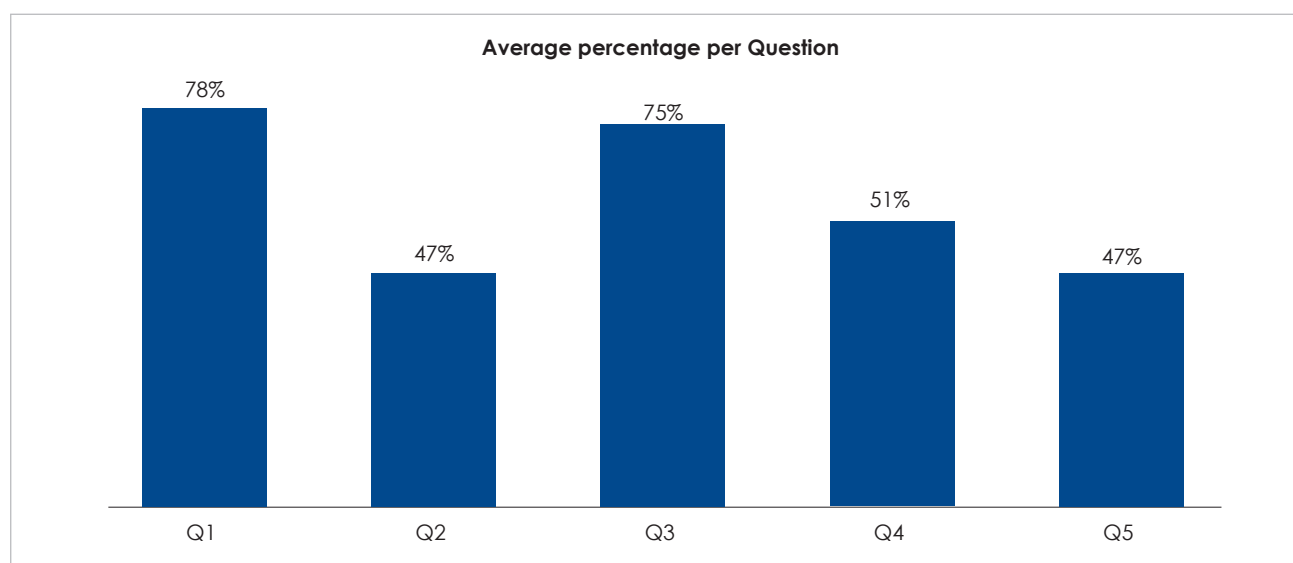


**Figure 9J: Candidate performance in LCND4 per question for 60 scripts: National marking centre: DHET**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	0	3	3	7	13	22	10	2	0

The question with the highest average at the national marking centre was Question 3 (84%), which covered visual literacy. The question with the lowest average was Question 2 (45%), which covered language in context: formal grammar. Two candidates scored 80% and above. The highest mark was 87 and the lowest mark was 24. The average for the sample was 59%.

**k) Language, Literacy and Communication: IsiXhosa (LCXH4)**



**Figure 9K: Candidate performance in LCXH4 per question for 60 scripts: Eastern Cape**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	1	2	8	10	10	11	8	9	0

The question with the highest average in the Eastern Cape was Question 1 (78%), which covered reading comprehension. The questions with the lowest average were Question 2 (47%) and Question 5 (47%). Question 2 tested language in context: formal grammar, and Question 5 tested transactional writing. Nine candidates scored 80% and above. The highest mark was 88 and the lowest mark was 9. The average for the sample was 57%.

### I) Language, Literacy and Communication: IsiZulu (LCZU4)

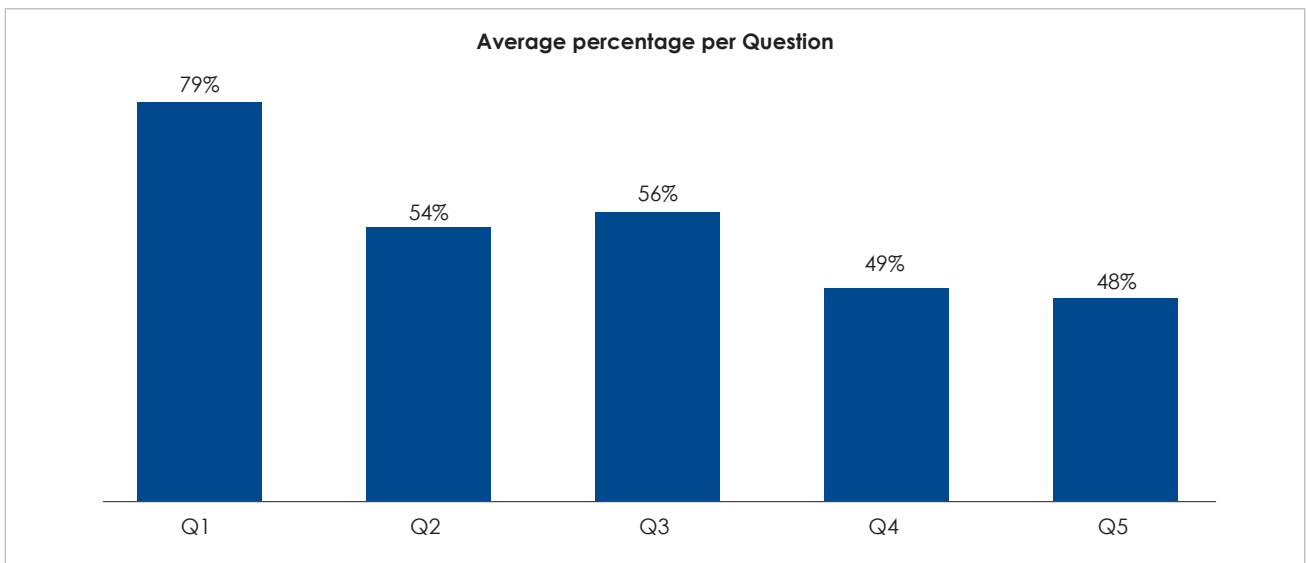


Figure 9L: Candidate performance in LCZU4 per question for 55 scripts: Mpumalanga

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	1	3	1	9	18	13	8	2	0

The question with the highest average in Mpumalanga was Question 1 (79%), which covered reading comprehension. The question with the lowest average was Question 5 (48%), which covered transactional writing. Two candidates scored 80% and above. The highest mark was 86 and the lowest mark was 11. The average for the sample was 56%.

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

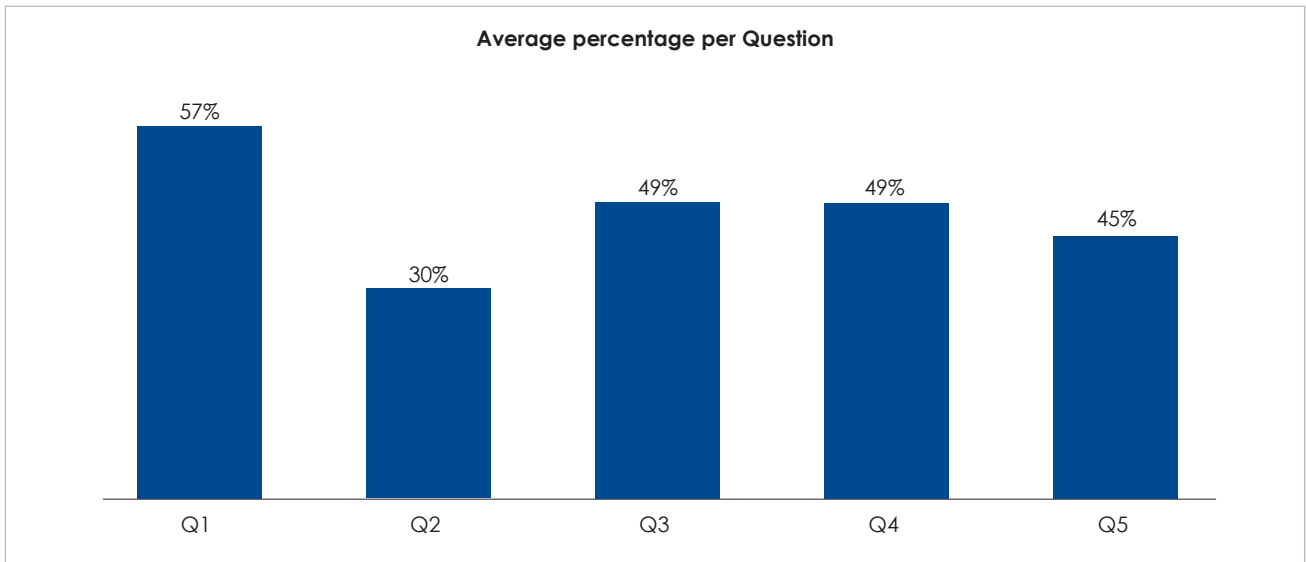


Figure 9M(i): Candidate performance in LCSO4 per question for 60 scripts: Free State

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	3	7	8	16	11	12	2	0	0

The question with the highest average in the Free State was Question 1 (57%), which covered reading comprehension. The question with the lowest average was Question 2 (30%), which covered language in context: formal grammar. The highest mark was 77 and the lowest mark was 8. The average for the sample was 46%.

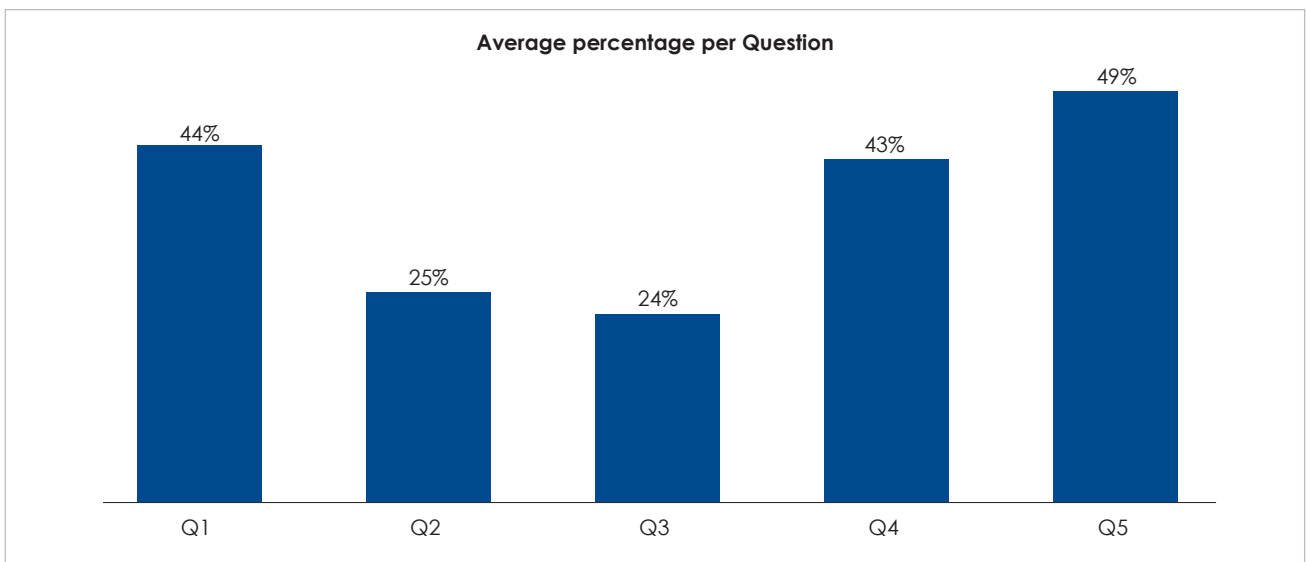
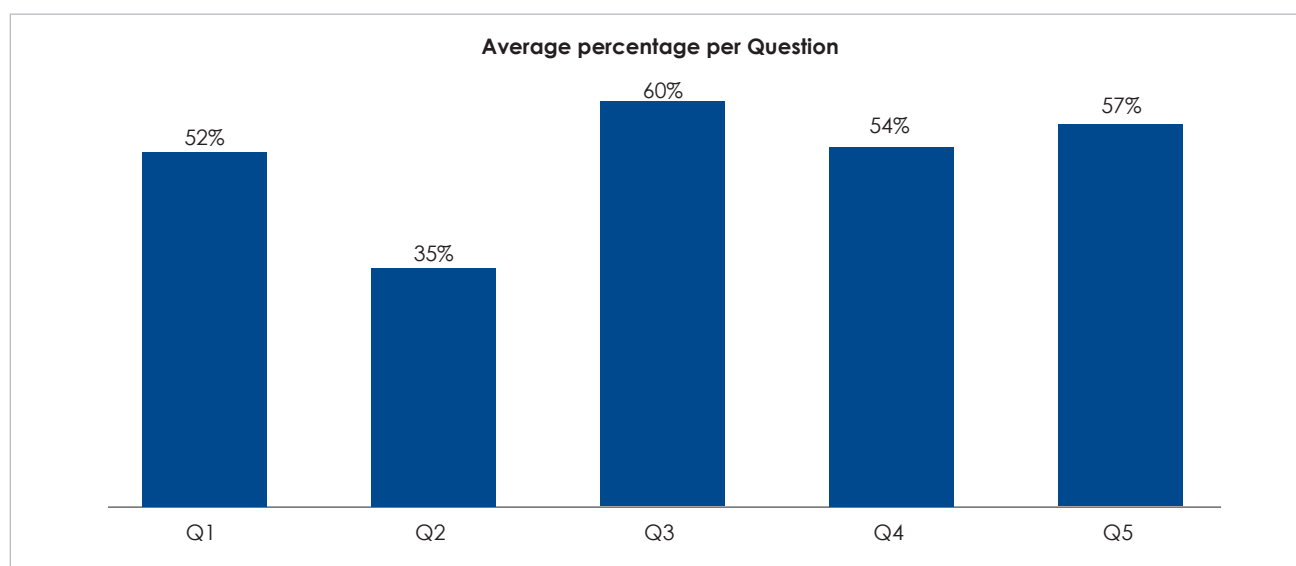


Figure 9M(ii): Candidate performance in LCSO4 per question for 60 scripts: Gauteng

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
2	4	8	15	19	10	1	1	0	0

The question with the highest average in Gauteng was Question 5 (49%), which covered transactional writing. The question with the lowest average was Question 3 (24%), which covered visual literacy. The highest mark was 76 and the lowest mark was 5. The average for the sample was 38%.

**n) Language, Literacy and Communication: Sepedi (LCSP4)**

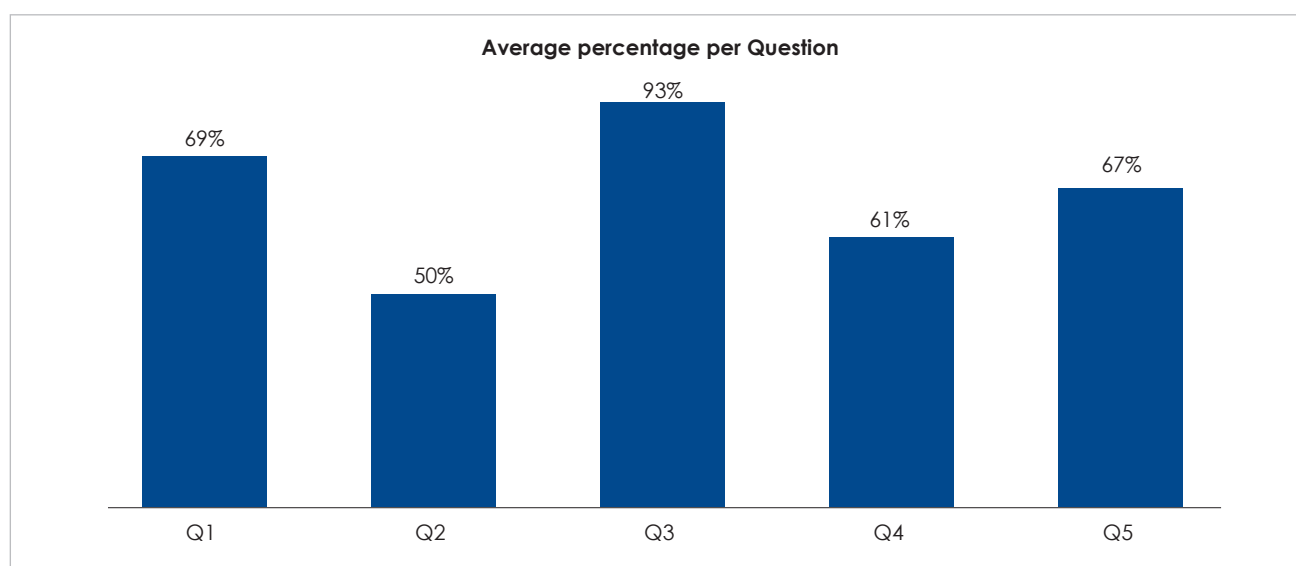


**Figure 9N: Candidate performance in LCSP4 per question for 60 scripts: Gauteng**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	4	5	4	14	6	14	11	1	0

The question with the highest average in Gauteng was Question 3 (60%), which covered visual literacy. The question with the lowest average was Question 2 (35%), which covered language in context: formal grammar. One candidate scored 80% and above. The highest mark was 80 and the lowest mark was 6. The average for the sample was 51%.

**o) Language, Literacy and Communication: SiSwati (LCSW4)**

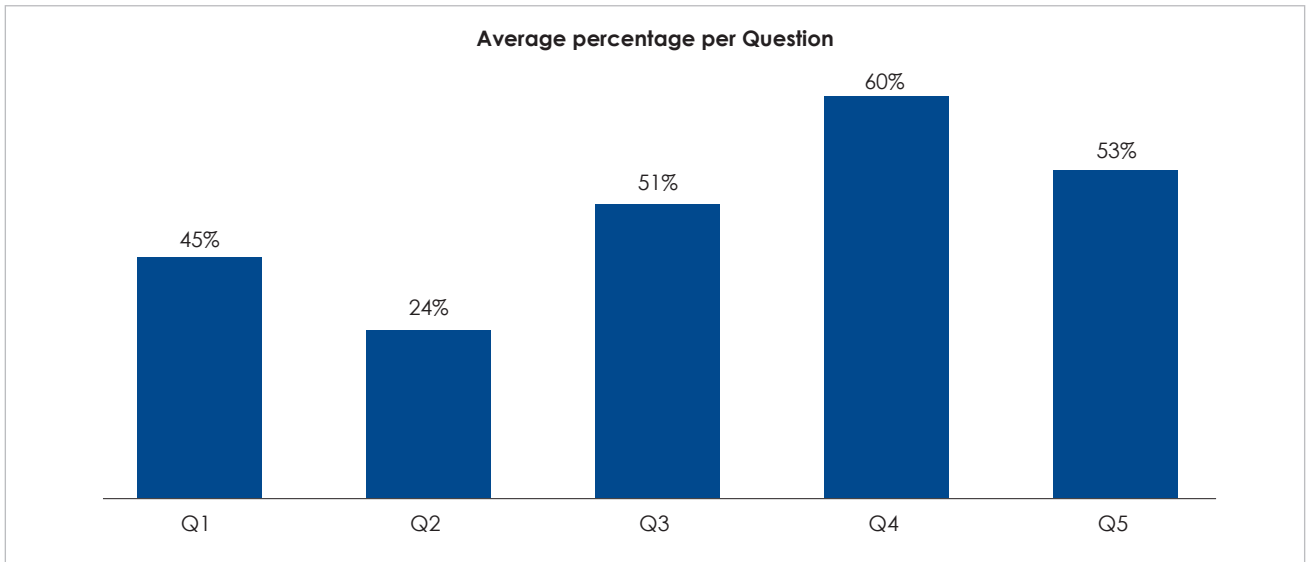


**Figure 9O: Candidate performance in LCSW4 per question for 60 scripts: Mpumalanga**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	0	0	1	5	7	23	10	5	0

The question with the highest average in Mpumalanga was Question 3 (93%), which covered visual literacy. The question with the lowest average was Question 2 (50%), which covered language in context: formal grammar. Five candidates scored 80% and above. The highest mark was 85 and the lowest mark was 7. The average for the sample was 65%.

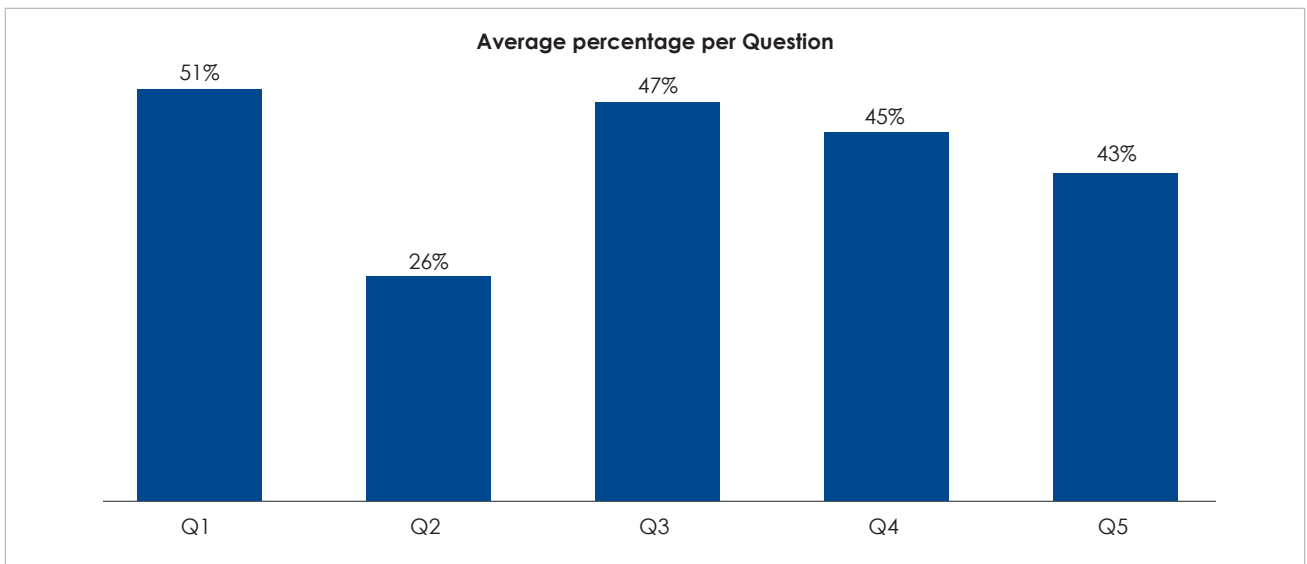
**p) Language, Literacy and Communication: Setswana (LCTS4)**



**Figure 9P(i): Candidate performance in LCTS4 per question for 60 scripts: Gauteng**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	2	5	9	13	18	6	4	2	0

The question with the highest average in Gauteng was Question 4 (60%), which covered essay writing. The question with the lowest average was Question 2 (24%), which covered language in context: formal grammar. Two candidates scored 80% and above. The highest mark was 85 and the lowest mark was 9. The average for the sample was 65%.

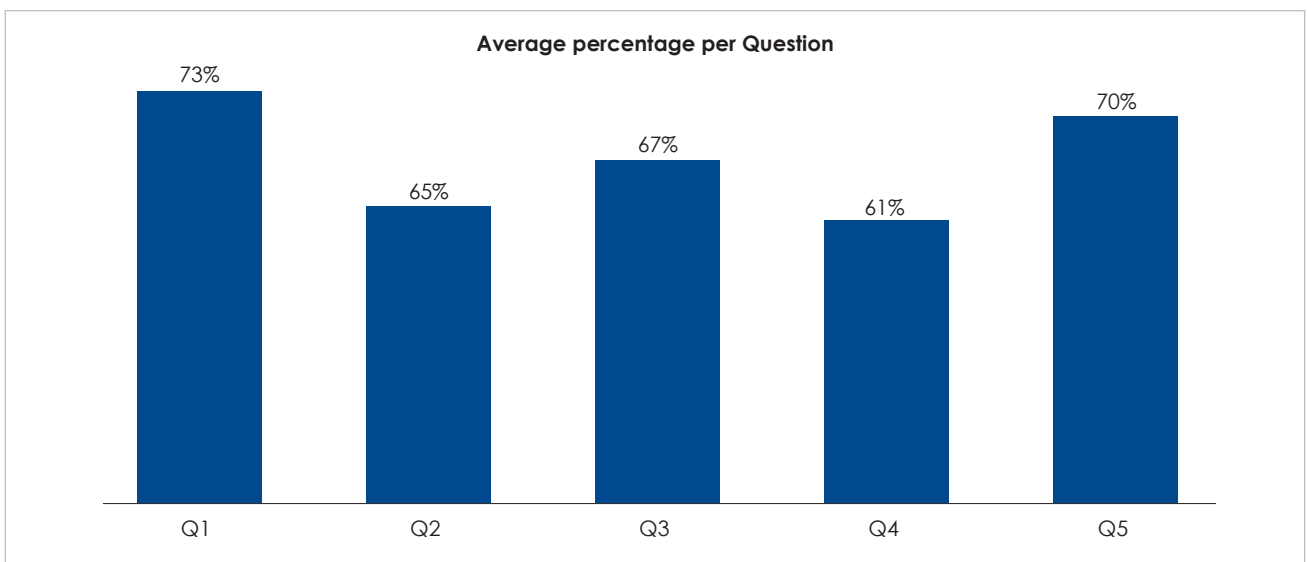


**Figure 9P(ii): Candidate performance in LCTS4 per question for 60 scripts: North West**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	2	9	13	17	12	4	2	0	0

The question with the highest average in North West was Question 1 (51%), which covered reading comprehension. The question with the lowest average was Question 2 (26%), which covered language in context: formal grammar. The highest mark was 75 and the lowest mark was 5. The average for the sample was 42%.

**q) Language, Literacy and Communication: Tshivenda (LCVE4)**

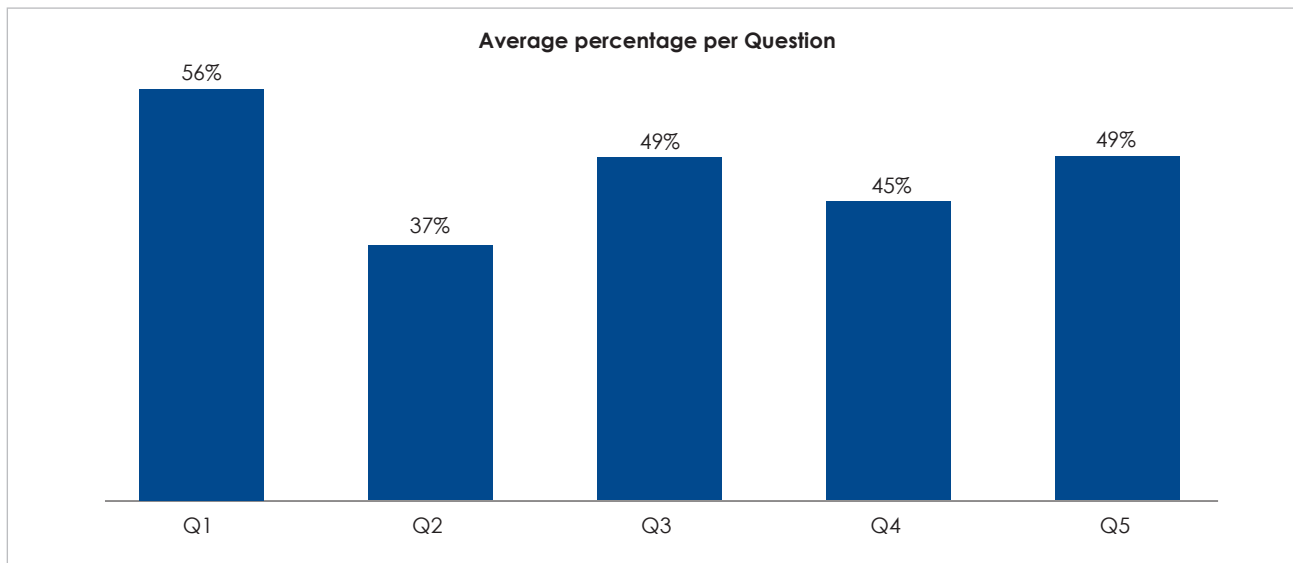


**Figure 9Q: Candidate performance in LCVE4 per question for 60 scripts: Limpopo**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	0	0	3	5	4	21	19	8	0

The question with the highest average in Limpopo was Question 1 (73%), which covered reading comprehension. The question with the lowest average was Question 4 (61%), which covered essay writing. Eight candidates scored 80% and above. The highest mark was 84 and the lowest mark was 30. The average for the sample was 66%.

**r) Language, Literacy and Communication: Xitsonga (LCXI4)**

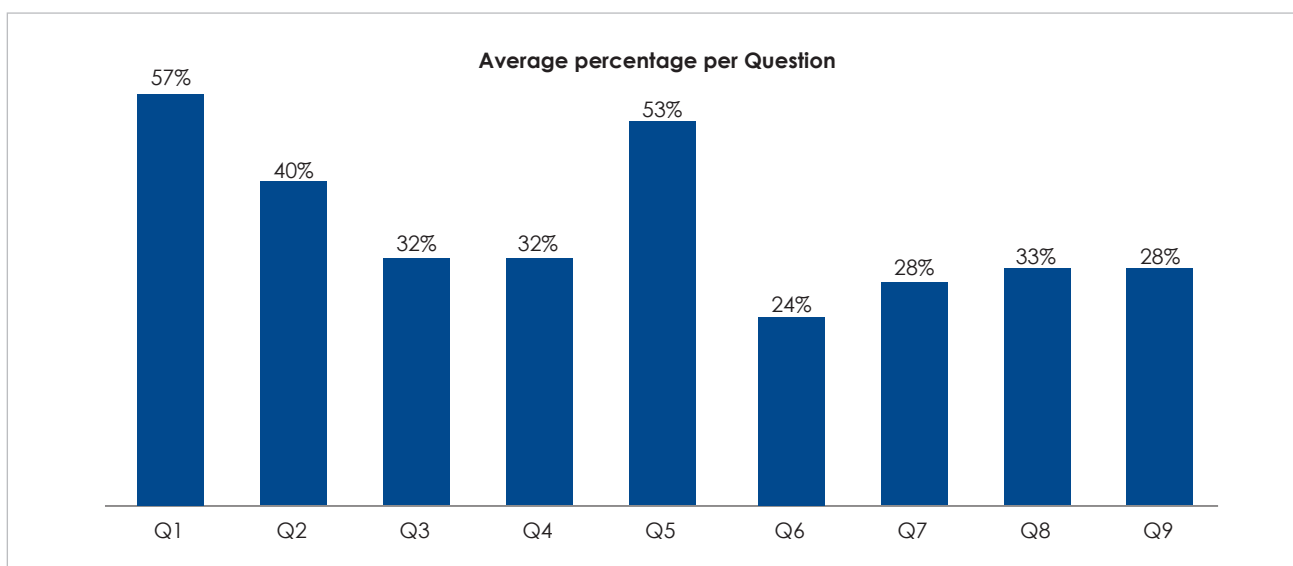


**Figure 9R: Candidate performance in LCXI4 per question for 42 scripts: Mpumalanga**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	3	1	11	4	12	9	1	0	0

The question with the highest average in Mpumalanga was Question 1 (56%), which covered reading comprehension. The question with the lowest average was Question 2 (37%), which covered language in context: formal grammar. The highest mark was 73 and the lowest mark was 9. The average for the sample was 47%.

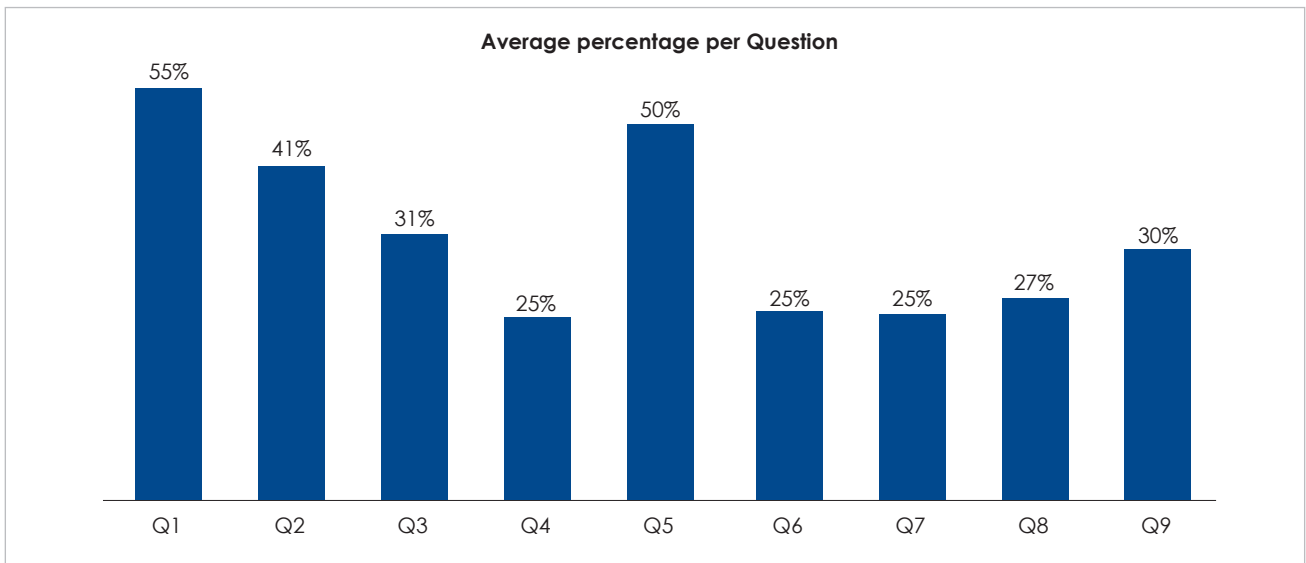
**s) Life Orientation (LIFO4)**



**Figure 9S(i): Candidate performance in LIFO4 per question for 60 scripts: Limpopo**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	11	5	7	15	9	7	4	1	0

The question with the highest average in Limpopo was Question 1 (57%), which covered all the unit standards. Questions were multiple choice, true or false, matching answers and choosing the correct answer. The question with the lowest average was Question 6 (24%), which covered time management. One candidate scored 80% and above. The highest mark was 86 and the lowest mark was 9. The average for the sample was 42%.

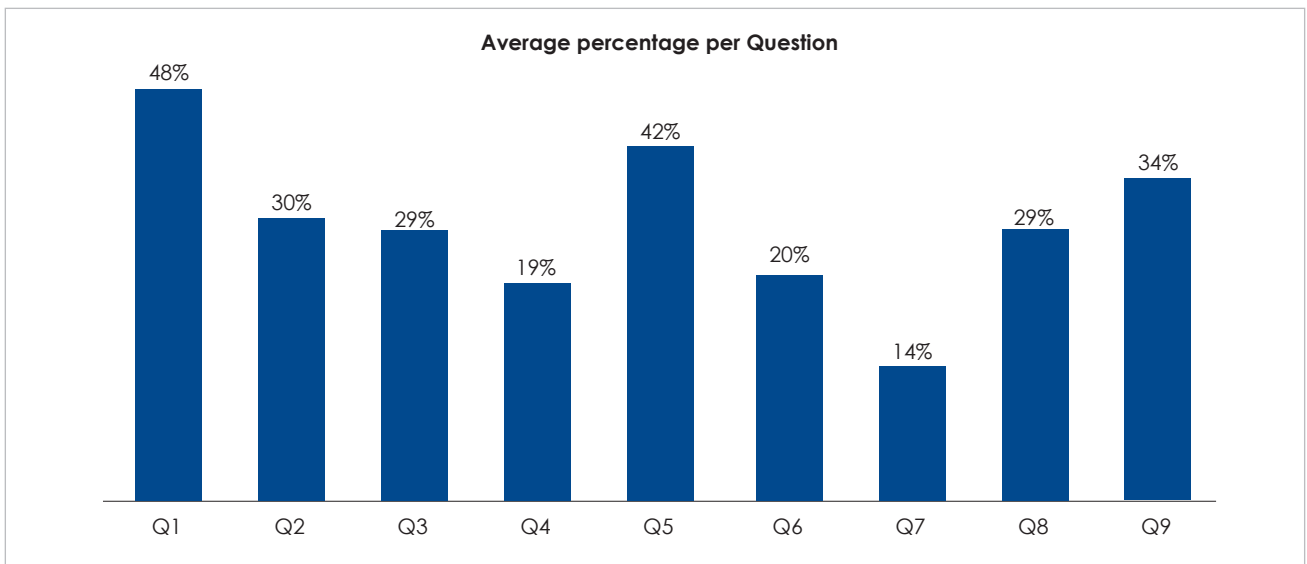


**Figure 9S(ii): Candidate performance in LIFO4 per question for 60 scripts: Mpumalanga**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	6	8	13	13	12	7	0	0	0

The question with the highest average in Mpumalanga was Question 1 (55%), which covered all the unit standards. Questions were multiple choice, true or false, matching answers and choosing the correct answer. The questions with the lowest average were Question 4 (25%), Question 6 (25%) and Question 7 (25%). Question 4 covered nutrition, Question 6 covered time management and Question 7 covered diversity. The highest mark was 65 and the lowest mark was 6. The average for the sample was 40%.

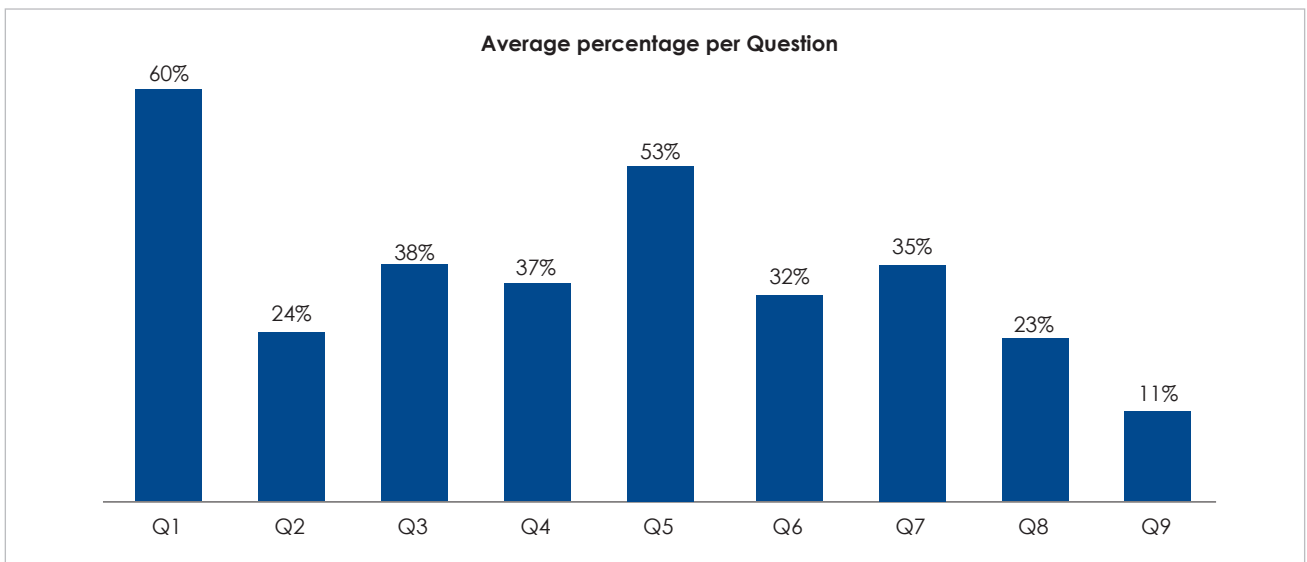




**Figure 9S(iii): Candidate performance in LIFO4 per question for 60 scripts: National marking centre: DHET**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	8	19	7	11	10	2	2	0	0

The question with the highest average at the national marking centre was Question 1 (48%), which covered all the unit standards. Questions were multiple choice, true or false, matching answers and choosing the correct answer. The question with the lowest average was Question 7 (14%), which covered diversity. The highest mark was 75 and the lowest mark was 1. The average for the sample was 35%.



**Figure 9S(iv): Candidate performance in LIFO4 per question for 60 scripts: Eastern Cape**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	5	7	11	15	11	9	1	0	0

The question with the highest average in the Eastern Cape was Question 1 (60%), which covered all the unit standards. Questions were multiple choice, true or false, matching answers and choosing the correct answer. The question with the lowest average was Question 9 (11%), which covered higher-order cognitive-level questions. The highest mark was 75 and the lowest mark was 8. The average for the sample was 42%.

#### t) Mathematical Literacy (MLMS4)

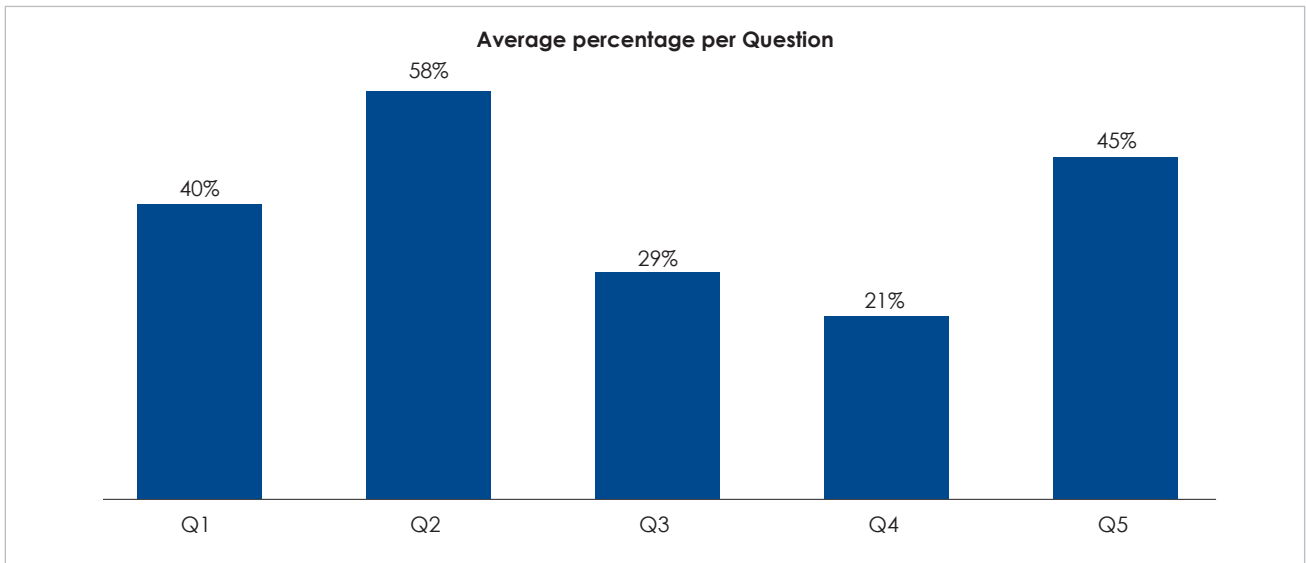
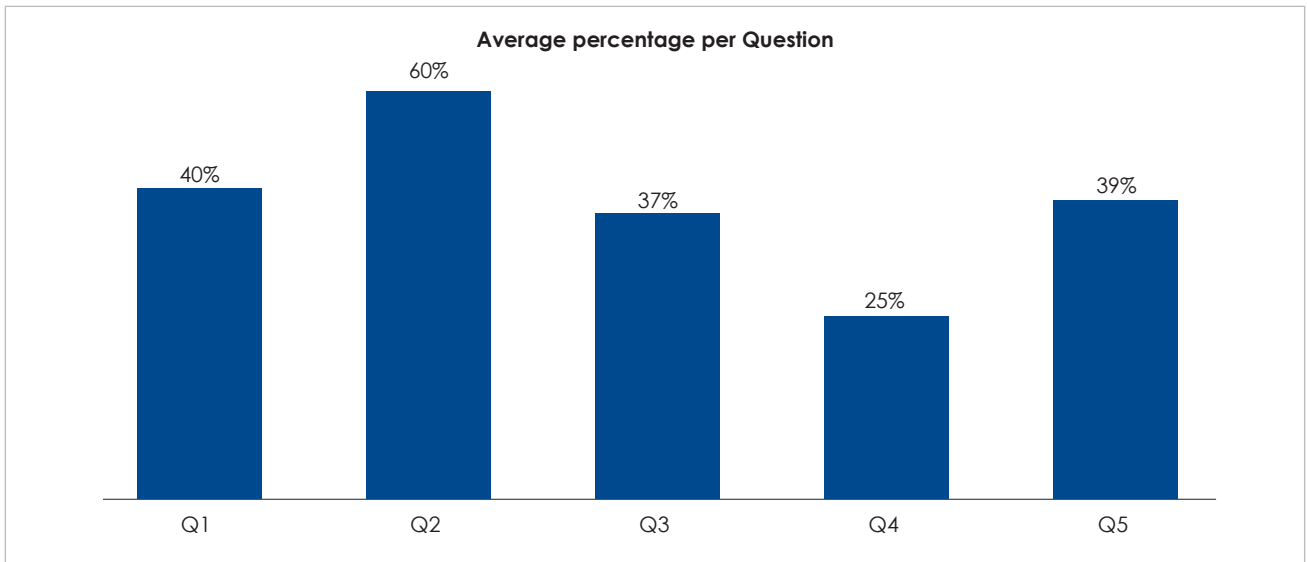


Figure 9T(i): Candidate performance in MLMS4 per question for 60 scripts: Mpumalanga

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	1	9	20	16	6	4	3	0	0

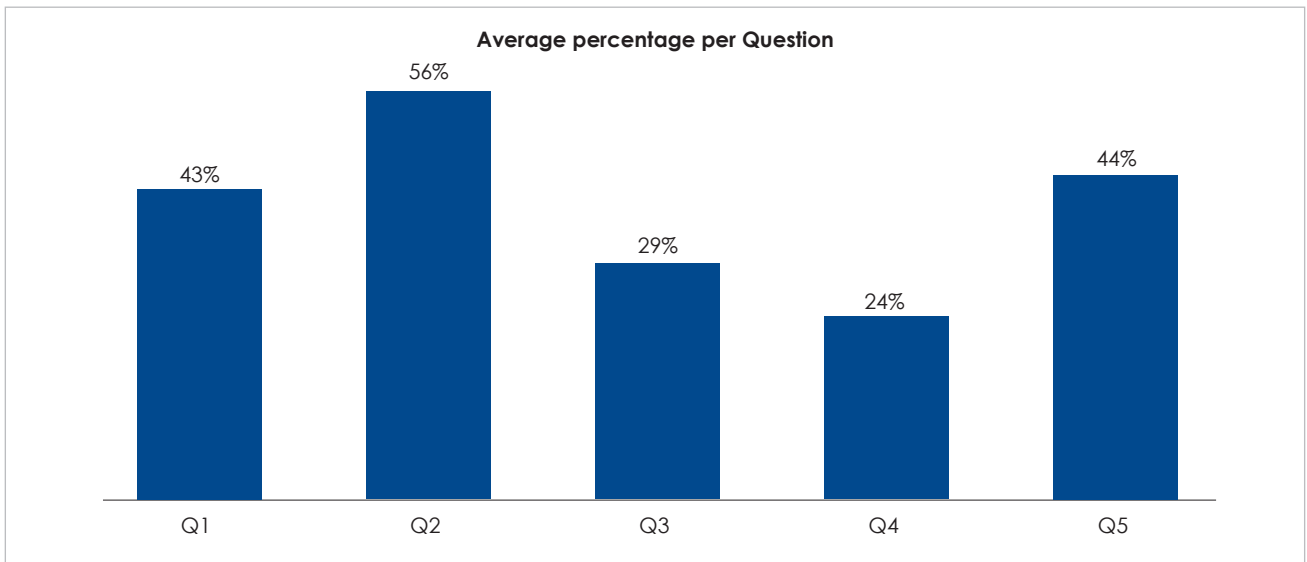
The question with the highest average in Mpumalanga was Question 2 (58%), which covered data handling and probability. The question with the lowest average was Question 4 (21%), which covered properties of 3D objects. The highest mark was 75 and the lowest mark was 4. The average for the sample was 40%.



**Figure 9T(ii): Candidate performance in MLMS4 per question for 60 scripts: Western Cape**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
5	3	10	12	6	9	9	4	2	0

The question with the highest average in the Western Cape was Question 2 (60%), which covered data handling and probability. The question with the lowest average was Question 4 (25%), which covered properties of 3D objects. Two candidates scored 80% and above. The highest mark was 85 and the lowest mark was 6. The average for the sample was 42%.

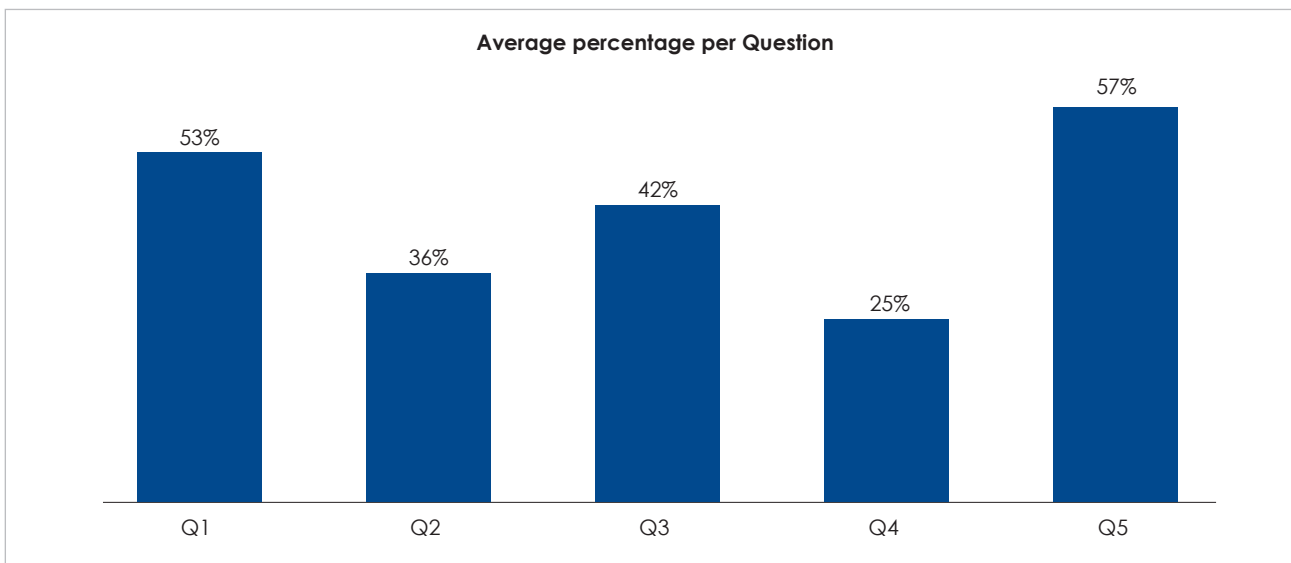


**Figure 9T(iii): Candidate performance in MLMS4 per question for 60 scripts: Eastern Cape**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
4	8	10	5	9	7	14	0	3	0

The question with the highest average in the Eastern Cape was Question 2 (56%), which covered data handling and probability. The question with the lowest average was Question 4 (24%), which covered properties of 3D objects. Three candidates scored 80% and above. The highest mark was 84 and the lowest mark was 3. The average for the sample was 41%.

**u) Natural Sciences (NATS4)**



**Figure 9U: Candidate performance in NATS4 per question for 60 scripts: Gauteng**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	0	3	22	16	12	5	1	0	0

The question with the highest average in Gauteng was Question 5 (57%), which covered natural resources, climate and weather. The question with the lowest average was Question 4 (25%), which covered balancing chemical equations. The highest mark was 70 and the lowest mark was 9. The average for the sample was 44%.

v) Small, Medium and Micro Enterprises (SMME4)

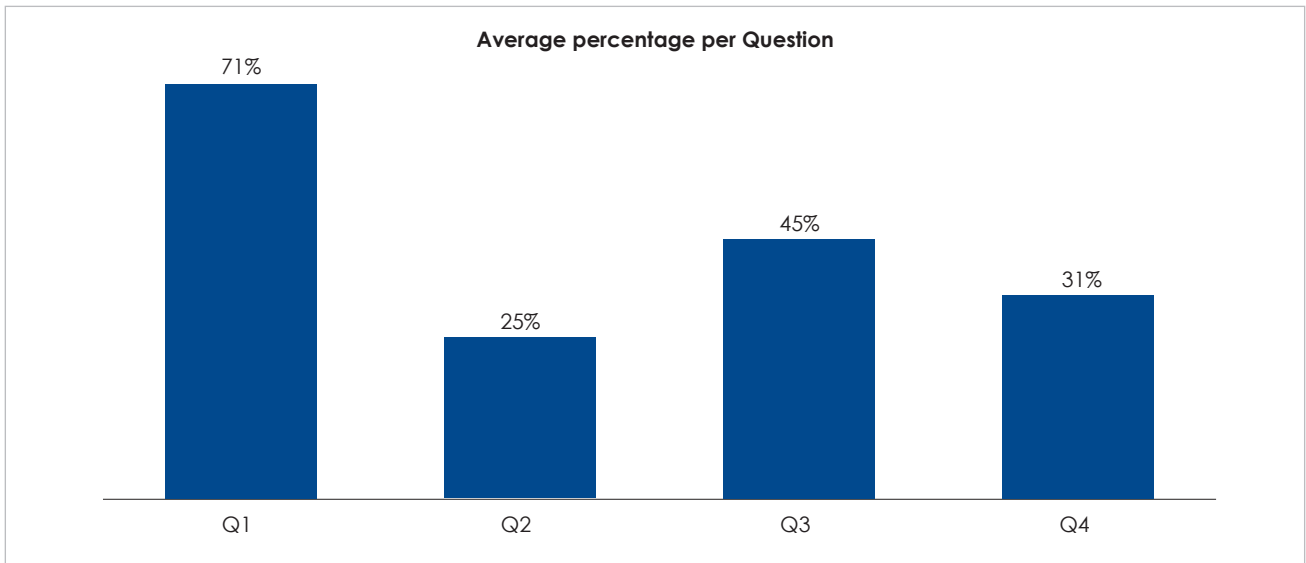


Figure 9V(i): Candidate performance in SMME4 per question for 60 scripts: KwaZulu-Natal

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	3	5	9	18	13	6	4	2	0

The question with the highest average in KwaZulu-Natal was Question 1 (71%), which consisted of multiple choice questions on the unit standards. The question with the lowest average was Question 2 (25%), which covered a case study. Two candidates scored 80% and above. The highest mark was 88 and the lowest mark was 13. The average for the sample was 48%.

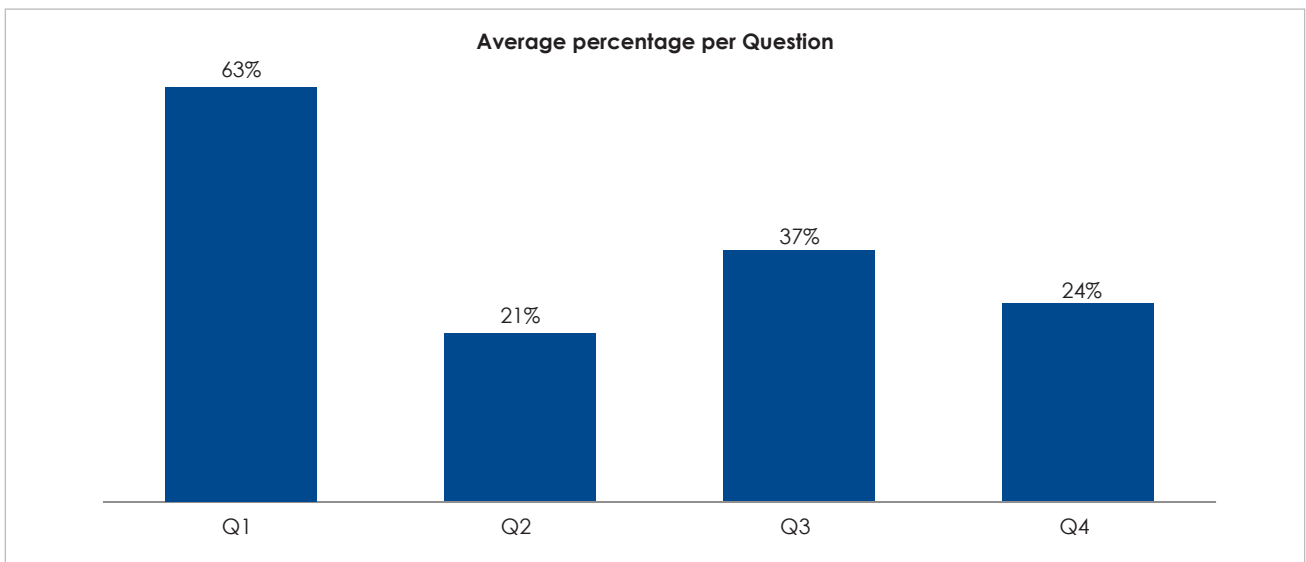


Figure 9V(ii): Candidate performance in SMME4 per question for 60 scripts: Western Cape

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	8	5	19	17	8	5	1	0	0

The question with the highest average in the Western Cape was Question 1 (63%), which consisted of multiple-choice questions on the unit standards. The question with the lowest average was Question 2 (21%), which covered a case study. The highest mark was 73 and the lowest mark was 15. The average for the sample was 41%.

### w Technology (TECH4)

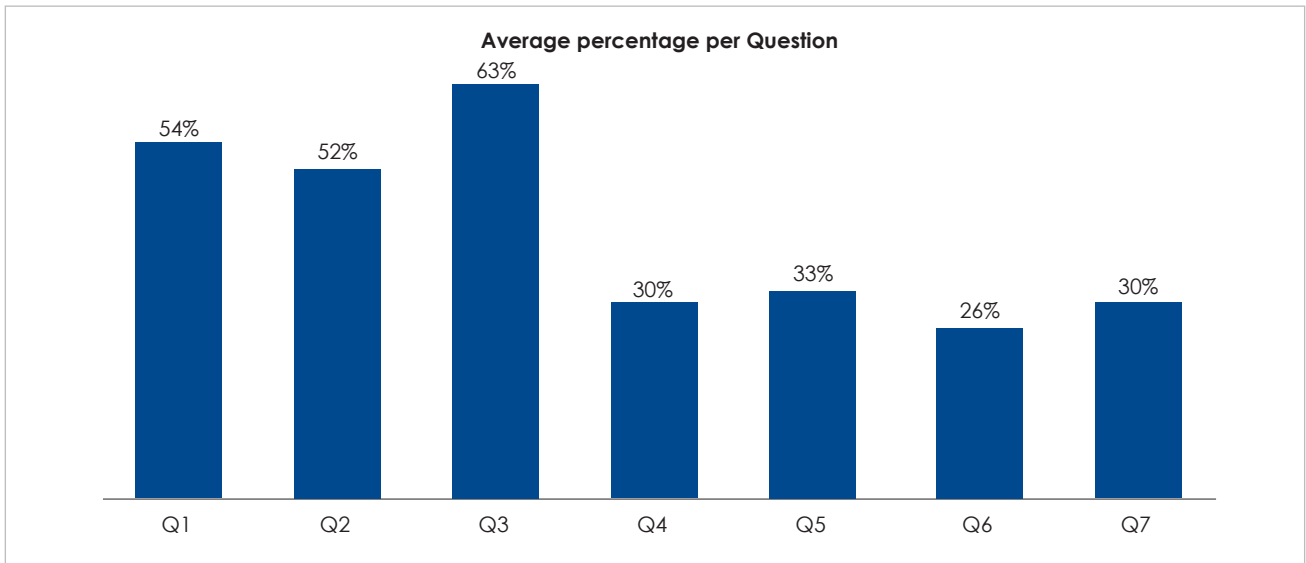
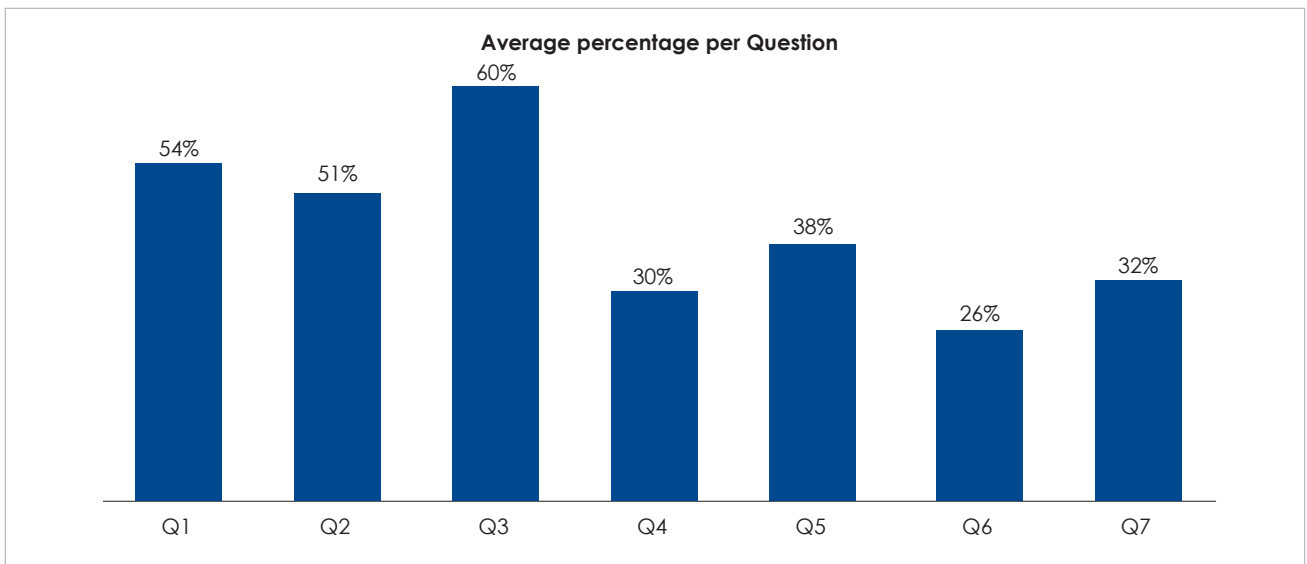


Figure 9W(i): Candidate performance in TECH4 per question for 60 scripts: Gauteng

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	9	5	19	14	6	5	1	0	0

The question with the highest average in Gauteng was Question 3 (63%), which consisted of matching statements to given words. The question with the lowest average was Question 6 (26%), which covered identification of tools and their correct usage. The highest mark was 73 and the lowest mark was 8. The average for the sample was 42%.

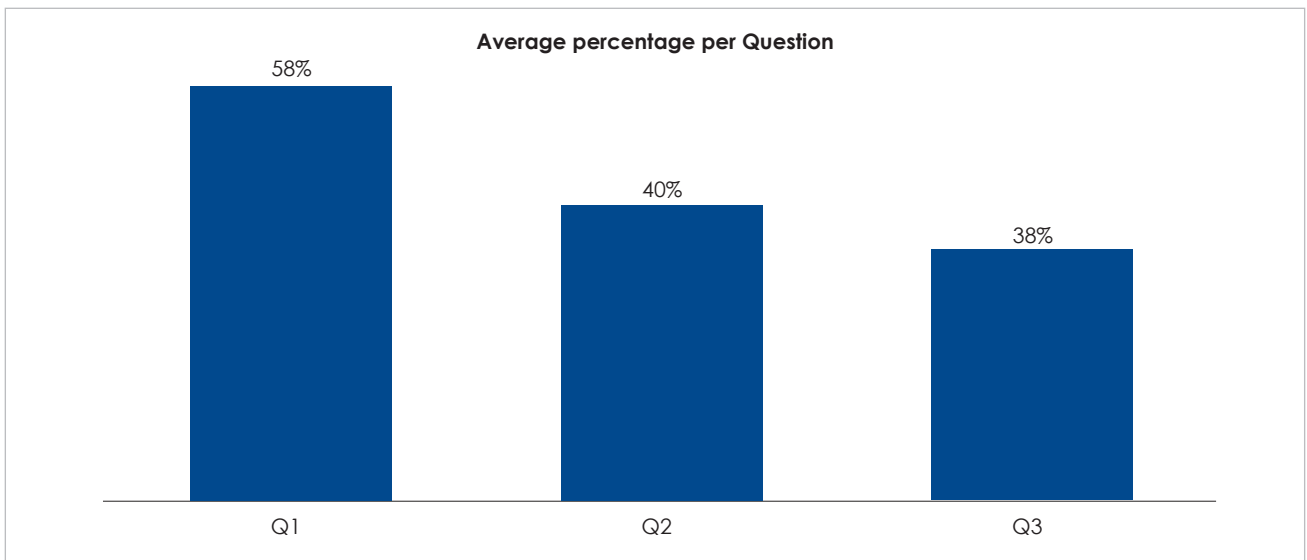


**Figure 9W(ii): Candidate performance in TECH4 per question for 60 scripts: National marking centre: DHET**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	4	9	19	15	7	5	0	0	0

The question with the highest average at the national marking centre was Question 3 (60%), which consisted of matching statements to given words. The question with the lowest average was Question 6 (26%), which covered identification of tools and their correct usage. The highest mark was 64 and the lowest mark was 9. The average for the sample was 38%.

**x) Travel and Tourism (TRVT4)**



**Figure 9X: Candidate performance in TRVT4 per question for 60 scripts: KwaZulu-Natal**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
0	4	3	9	23	7	5	8	1	0

The question with the highest average in KwaZulu-Natal was Question 1 (58%), which covered all the unit standards. Questions were multiple choice, true or false, matching answers and choosing the correct answer. The question with the lowest average was Question 3 (38%), which covered explanation questions, discussion questions and acronyms of role players in the tourism industry. One candidate scored 80% and above. The highest mark was 81 and the lowest mark was 10. The average for the sample was 47%.

#### y) Wholesale and Retail (WHRT4)

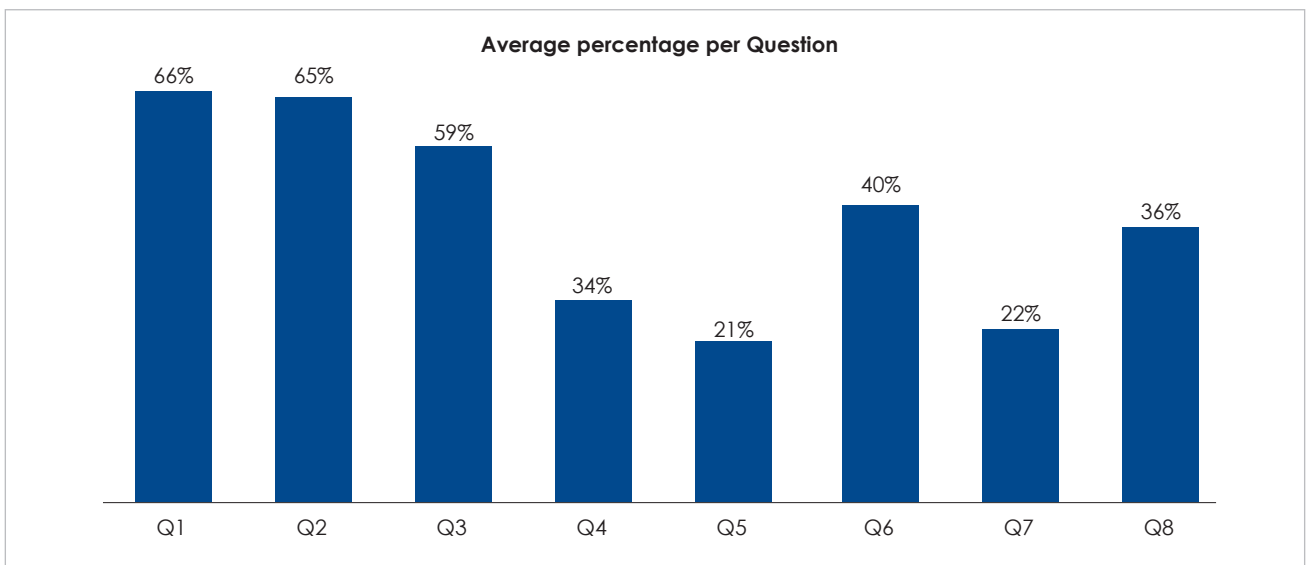
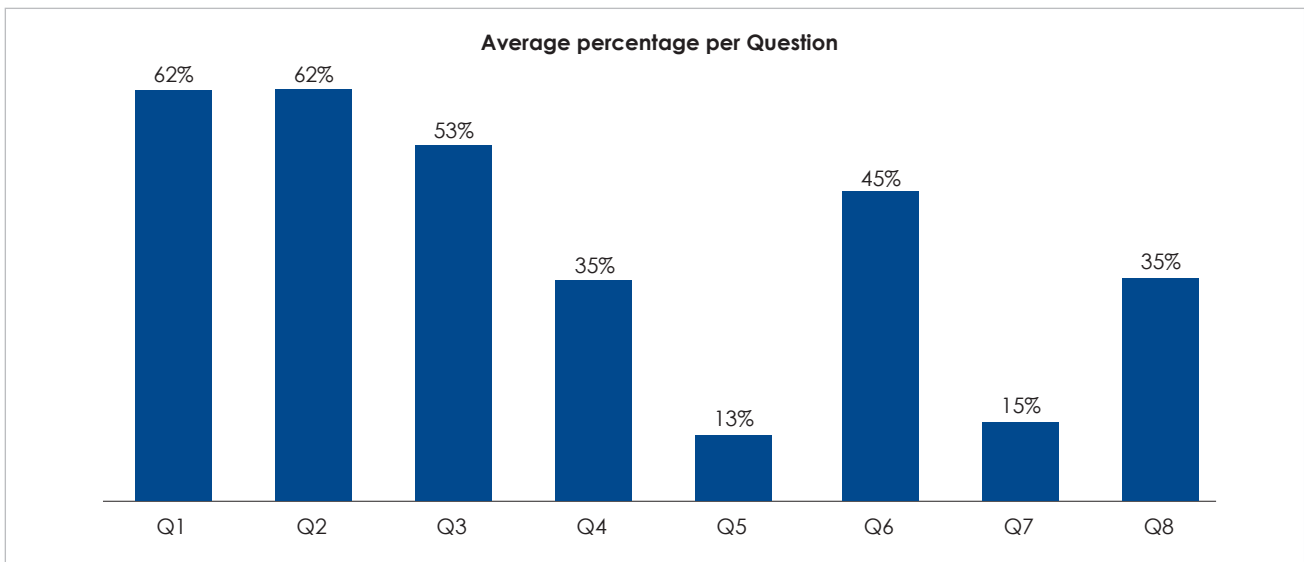


Figure 9Y(i): Candidate performance in WHRT4 per question for 52 scripts: Eastern Cape

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	6	7	13	12	12	1	0	0	0

The question with the highest average in the Eastern Cape was Question 1 (66%), which covered all the unit standards. Questions were multiple choice, true or false, matching answers and choosing the correct answer. The question with the lowest average was Question 5 (21%), which covered higher-order cognitive-level questions. The highest mark was 59 and the lowest mark was 6. The average for the sample was 37%.





**Figure 9Y(ii): Candidate performance in WHRT4 per question for 60 scripts: Free State**

Mark distribution									
0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%
1	8	12	13	12	6	7	1	0	0

The question with the highest average in the Free State was Question 1 (62%), which covered all the unit standards. Questions were multiple choice, true or false, matching answers and choosing the correct answer. The question with the lowest average was Question 5 (13%), which covered higher order cognitive level questions. The highest mark was 76 and the lowest mark was 8. The average for the sample was 38%.

## 9.4 Areas of Improvement

The following areas of improvement were noted during the verification of marking:

- The use of the marking rubric to assess the essay and transactional writing facilitated the marking of these sections in the languages learning areas, enabling the assessment of the various components that constitute a piece of creative work to proceed more easily;
- Ten learning areas were marked in more than one province. This ensured that the quality of marking could be monitored nationally per learning area; and
- The continued use of a DHET centralised marking centre for learning areas that have small numbers of candidates (300 or less) facilitated the standardisation of marking.

## 9.5 Areas of Non-compliance

The following areas of non-compliance were identified:

- The late delivery of marking guidelines for LCX14 and LCZU4 (Mpumalanga);
- The non-attendance of the chief marker of ARTC4 (Limpopo) and the internal moderator of SMME4 (Western Cape) at the marking guideline discussion meetings;
- Poor quality of moderation by the chief marker and internal moderator through "shadow marking" in ARTC and ECDV (Limpopo), where incorrectly marked answers were endorsed by the chief marker and/or internal moderator until Umalusi brought this to the attention of the personnel;

- d. Shortcuts taken by the internal moderator in LCTS4 (Gauteng) undermined the moderation process until Umalusi stepped in. The internal moderator was only moderating one question per script;
- e. Poor quality of marking in the languages learning areas (LCEN4 in Limpopo, LCEN4 in North West and LCTS4 in Gauteng) compromised the marking process until Umalusi brought this to the attention of the chief marker;
- f. The non-attendance of marking personnel during external moderation. In TRVT4 (KwaZulu-Natal), the internal marker did not arrive, and this doubled the work pressure on the chief marker. A replacement marker was only dispatched on the second day of marking; and
- g. The use of outdated methods (saving work on a Compact Disc (CD) or using shortcuts), instead of making use of a flash drive to save the practical work of some candidates in INCT4 (at the national marking centre) compromised the work of the students as some practical work could not be accessed for assessment.

## 9.6 Directives for Compliance and Improvement

The DHET must act on the following directives for compliance and improvement:

- a. The delivery of marking guidelines must be done timeously;
- b. All chief markers and internal moderators must attend the marking guideline discussion meetings;
- c. Chief markers and internal moderators must be trained to moderate correctly by reading the candidate's answer in full. They must be trained to understand that placing a tick where the marker has placed a tick does not necessarily constitute moderation;
- d. During the training of markers in the languages learning areas, sufficient time must be given to explain the correct use of the various criteria of the rubric, as well as the correct interpretation of the levels of performance;
- e. Markers who are qualified and competent in their fields should be appointed; and
- f. Centres where INCT4 is written must ensure that they have the correct devices in place to save the practical work of the candidates of this subject.

## 9.7 Conclusion

The verification of the marking process revealed that the quality of marking and internal moderation for the November 2020 GETC: ABET examinations was generally acceptable. In all learning areas, the challenges that were identified were communicated to the chief markers and internal moderators who, together with the markers, endeavoured to correct the aberrations.

The existence of irregularities (technical and answer-related irregularities) indicates that the standards of invigilation at examination centres are slipping. It also points to the 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 scripts is acknowledged. The verification of marking by Umalusi revealed that, in most centres, marking complied with the moderation requirements and was consistent, fair, valid and reliable.

# CHAPTER 10 STANDARDISATION AND RESULTING

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## 10.1 Introduction

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. The primary aim of standardisation is to achieve an optimum degree of uniformity, in each context, by considering possible sources of variability other than students' ability and knowledge. In general, performance variability may occur as a consequence of the standard of question papers, quality of marking and other related factors. It is for these reasons that Umalusi standardises examination results.

Umalusi derives this function from section 17A(4) of the General and Further Education and Training Quality Assurance (GENFETQA) Act of 2001, as amended in 2008, which states that the Council for Quality Assurance in General and Further Education and Training (Umalusi) may adjust raw marks during the standardisation process. In broad terms, standardisation involves the verification of subject structures, mark capturing, and the computer system used by an assessment body. It also involves the development and verification of norms, which culminate in the production and verification of standardisation booklets in preparation for standardisation meetings. Standardisation decisions are informed by, among others, principles of standardisation, qualitative inputs compiled by internal and external moderators, examination monitors and intervention reports presented by assessment bodies and other related information that may be available at the time. 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) Level 4 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

The historical averages for the GETC examinations were developed using the previous six examination sittings. The DHET submitted historical averages or norms to Umalusi for purposes of verification. Where a distribution contains outliers, the historical average is calculated with the exclusion of data from the outlying examination sitting. Finally, Umalusi takes historical averages into account during the standardisation process.

### 10.2.2 Capturing of Marks

Umalusi followed a three-phase procedure to verify the capturing of marks. The first phase involved Umalusi officials visiting the DHET's marking centres to record candidates' marks on the scripts. The second phase involved monitoring the capturing of marks at the capturing centres and collecting copies of mark sheets. Finally, Umalusi verified the marks recorded on candidates' scripts against the DHET's standardisation data. For 2020, Umalusi verified the capturing of examination marks in the Eastern Cape, Limpopo, Free State, Mpumalanga and the Western Cape.

### **10.2.3 Verification of Datasets and Standardisation Booklets**

The DHET submitted standardisation datasets and electronic booklets as per Umalusi's management plan. In turn, Umalusi verified standardisation datasets and approved the electronic booklets.

### **10.2.4 Pre-standardisation and Standardisation**

The pre-standardisation and standardisation meetings for the examinations were held on 30 and 31 January 2021, respectively. In reaching its standardisation decisions, Umalusi was guided by various factors, including qualitative and quantitative information. The qualitative inputs included evidence-based reports presented by the DHET, as well as reports compiled 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 to be verified and for eventual approval.

## **10.3 Summary of Findings**

### **10.3.1 Standardisation and Resulting**

#### **a) Development of Historical Averages**

The historical averages for the GETC: ABET Level 4 examinations were developed using the combined June and November data from the previous six examination sittings. For that to happen, the DHET had to submit the historical averages for verification, in accordance with Umalusi's management plan.

Where outliers were found, the principle of exclusion was applied and, as a result, the norm was calculated using five examination sittings. No outliers were identified for any of the learning areas for the October/November 2020 GETC: ABET Level 4 examinations.

#### **b) Capturing of Marks**

Umalusi verified the capturing of examination marks to determine the reliability of the conduct, management and administration of the capturing process. In order to ensure that the capturing of marks was administered effectively, Umalusi verified the processes the provinces employed to determine the authenticity of the mark sheets, the verification of the capturing process, the appointment and training of capturers, the management of the capturing centre and the security systems employed by the provinces.

Umalusi observed that the marks were directly captured on the national mainframe. All the changes effected on the mark sheets were authenticated. Umalusi observed that the use of double capturing was implemented in all the provinces that were visited. Each data capturer was allocated a user name. Although it was possible for a user name to perform both the capturing and verification function, Umalusi observed that a data capturer could not verify the same mark sheet that they had captured. The mark sheets were separated into different batches. This made it easier to distinguish the captured mark sheets from the uncaptured mark sheets.

The national policy, guidelines and procedure documentation on the capturing process were made available to Umalusi's officials during the monitoring of mark capturing. Although the guidelines were not exhaustive of all the processes involved at the capturing centre, the system administrator was able to explain and show the Umalusi officials all the processes and measures that 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 for all the qualifications administered by the Department of Basic Education (DBE), including the GETC: ABET, which Umalusi found satisfactory in that it provided proof that the provinces were working in accordance with the management plan. All provinces that were monitored made use of permanent employees to capture marks for the GETC: ABET examinations.

The national systems administrator provided daily progress reports on the capturing process for each province. Umalusi was provided with the training manual for all new capturers, as well as the organogram of the capturing centre. The system administrator presented a flow diagram that clearly indicated the flow of mark sheets in the capturing room. Umalusi found that an adequate number of personnel was appointed at all capturing centres for mark capturing.

The entrance to the capturing centre was managed by a security company and all personnel entering and leaving the capturing centre were expected to sign their names in a register. On the other hand, everyone leaving the centre was searched to ensure that nothing left the centre undetected. In the Free State, it was found that there was no security at the capturing room, there was only security at the entrance to the first floor. No closed-circuit television (CCTV) cameras were installed.

Although there were a few delays, the capturing processes were completed as per the management plan in Limpopo, Mpumalanga, Free State and the Western Cape.

### **c) Electronic Datasets and Standardisation Booklets**

In preparation for the standardisation processes, Umalusi, in conjunction with the DHET, embarked on a process to verify the information technology (IT) 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 standardisation and approval of adjustments were approved, while the statistical moderation datasets submitted could not be verified because 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.

### **10.3.2 Pre-standardisation and Standardisation**

The qualitative input reports – the DHET's evidence-based report and reports of external moderators, standardisation principles, the norms and previous adjustments were taken into account to determine the type of standardisation decision for each learning area.

### 10.3.3 Standardisation Decisions

The qualitative reports produced by Umalusi moderators and monitors, including the intervention reports presented by the assessment bodies and the principles of standardisation, were used to inform decisions.

**Table 10A: Standardisation decisions for the November 2020 GETC: ABET**

Description	Total
Number of instructional offerings presented	26
Raw marks accepted	8
Adjustments (mainly upwards)	9
Adjustments (mainly downwards)	9
Provisionally standardised	0
Not standardised	0
Number of learning areas standardised	26

### 10.3.4 Post-standardisation

The adjustments were submitted and approved during the first submission. The statistical moderation and resulting files were rejected for all provinces on first submission. Umalusi awaits the resubmission.

## 10.4 Areas of Good Practice

The following area of good practice was observed:

- a. There was good process flow of mark sheets from marking centres to capturing centres.

## 10.5 Areas of Non-Compliance

The following was noted as non-compliance:

- a. The non-adherence to the management plan on the submission of evidence-based reports and standardisation datasets.

## 10.6 Directives for Compliance

The DHET is required to adhere to the timeframes for the submission of evidence-based reports and standardisation datasets.

## 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 upward or downward adjustments were based on sound educational reasoning. The majority of the DHET's proposals corresponded with those of Umalusi, which was a clear indication of a maturing examination system.

# CHAPTER 11 CERTIFICATION

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## 11.1 Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (GENFETQA) 2001 (Act No. 58 of 2001) for the certification of learner achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). Umalusi's responsibilities are furthermore defined as the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit points and the certification of learner achievements.

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 (GETC) as registered on the NQF.

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

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 learners, that all results are approved by Umalusi before release and that the certification of the learners' achievements is done in accordance with the approved results.

In order to ensure that the data for certification is valid, reliable and in the correct format, Umalusi publishes directives for certification to which all assessment bodies must adhere when they submit candidate data for the certification of a specific qualification. All records of candidates who are registered for the GETC: ABET examinations, including those who only qualify for a learning area in a particular examination cycle, are submitted to Umalusi for certification.

Umalusi verifies all the 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 students.

Where discrepancies are detected, the DHET is obliged to provide supporting documentation and explanations for such discrepancies. This process serves to ensure that the candidate is not inadvertently advantaged or disadvantaged because of a possible program and/or human error. It also limits later requests for the reissue of an incorrectly issued certificate. This chapter focuses on the overall certification processes and the compliance of the DHET to the directives for certification as specified in the regulations for certification.

## 11.2 Scope and Approach

The period covered in this chapter is 1 December 2019 to 30 November 2020. All the requests for certification received during this period that were finalised, in other words, feedback provided to the DHET by Umalusi, are included and addressed in this chapter. The main examinations that are covered in this chapter are the November 2019 examinations.

The certification of learner achievements cannot be pinned to a single period in the year because it is a continuous process whereby certificates are issued throughout the year. The bulk of certification usually takes place within three months of the release of the results. Certificates are requested throughout the year (as a first issue, duplicate, replacement due to a change in status or a re-issue).

This chapter focuses on the shortfalls in terms of compliance with the certification directives by the DHET and how this can affect the quality assurance processes and the certification of learner achievements. In addition, this chapter includes statistics on the number of requests, in the form of datasets, that were received, with an indication of the percentage of rejections in the applications due to non-compliance with the directives. The number and type of certificates issued over this period are also provided.

With the processing of requests for certification during the reporting period, several findings were made that will be highlighted and expanded upon. 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 starts with the registration of learners for the academic year. The registration of learners must be done according to an approved qualification structure that lists the required subjects, subject components, pass percentages, combination of subjects, etc. The specification of the qualifications is a very important aspect because it lays the foundations for a credible qualification. Therefore, the first aspect on which to focus is the submission of the subject structures for the approval and alignment of the IT systems.

Application must be made to Umalusi at least 18 months in advance for any changes in the subject structures and/or new subjects. With the submission of the subject structures, the DHET must ensure that the structures are correctly registered for the new examination cycle and are aligned with those of Umalusi.

After the DHET has conducted the examinations, all results are submitted to Umalusi for standardisation, statistical moderation and the resulting of learner achievements. All learner records must be submitted to Umalusi for approval before the results can be released. Umalusi approves the results for release to the learners after several quality assurance processes have taken place.

During the processing of the certification datasets, it was discovered that a small percentage of learner records that was requested to be certified was not approved during the resulting process. This is causing a delay in the certification and issuing of certificates to learners.

The general principle that must be adhered to is that all results must be approved before they are released and the request for certification submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, a correction of marks cannot be effected



by submitting a mop up of datasets. A re-issue must be requested to correct the marks on a certificate that has already been 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 for Umalusi to record such instances on its IT system. It is of the utmost importance that Umalusi is updated on the status of the irregularities (pending, guilty, not guilty) before requests for certification are submitted. If this is not done, learners may not receive their certificates and the issuing of certificates may be delayed due to irregularities not being finalised.

The DHET requested the phasing out of the automatic printing of subject statements to reduce the cost of certificates issued to private colleges. Umalusi only prints subject statements that are requested by the DHET on behalf of the colleges. The DHET must therefore ensure that subject statements are requested for those learners who need them and should make it known that it is possible to request a subject statement at a later stage if it was not requested at first.

This decision and procedure to only print subject statements on request must be communicated to all role players. It is also important that the DHET confirms, in writing, that requests for certificates are in the best interest of the candidate. However, this is still in the development phase for this qualification.

Umalusi has also noticed that candidate records that were rejected due to non-compliance with the directives for certification are submitted again for certification without correcting the error. The resubmission of learners' records without correcting the error is delaying the issuing of certificates to learners.

Figure 11A summarises certificates issued from 1 December 2019 to 30 November 2020.

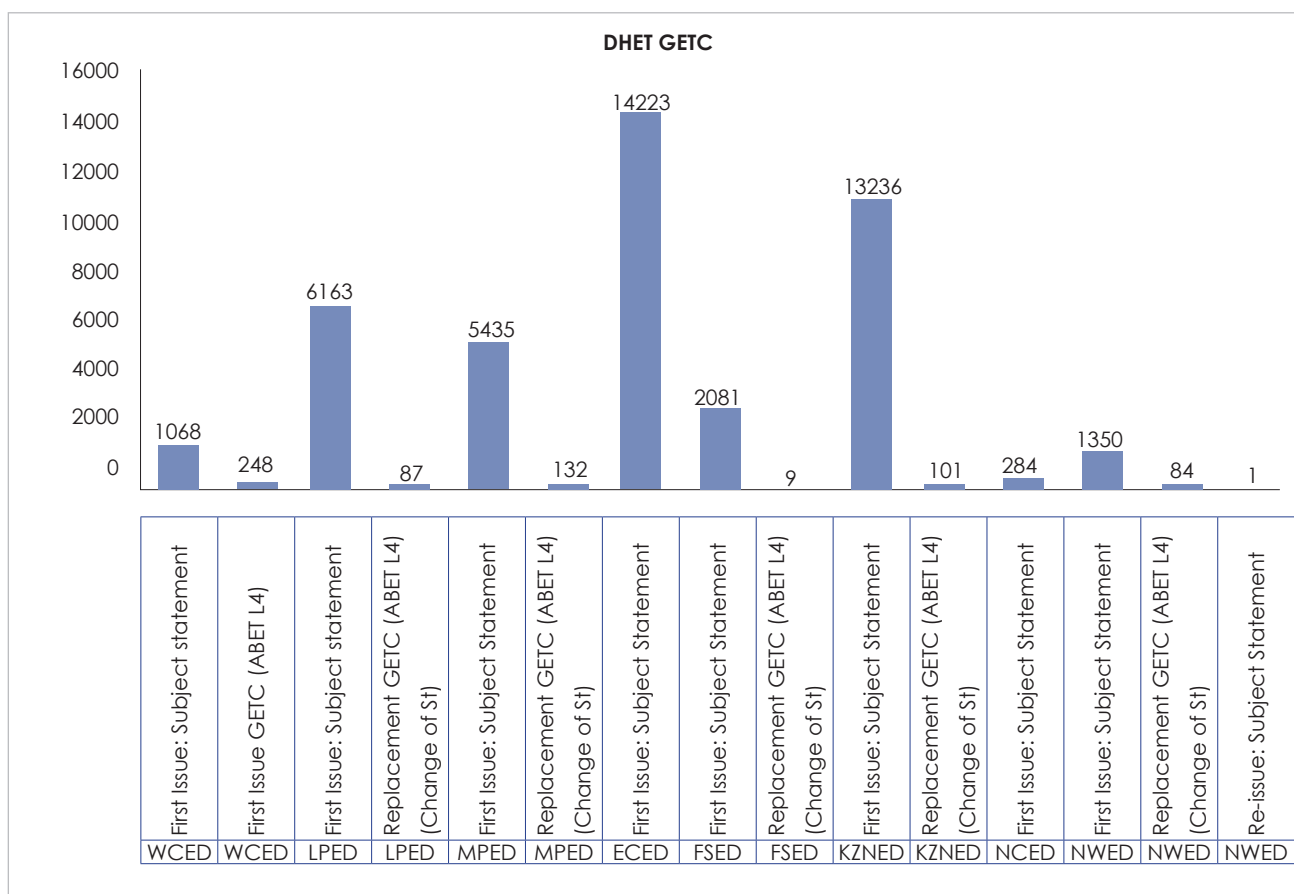


Figure 11A: Certificates issued from 1 December 2019 to 30 November 2020

Table 11A indicates the number of datasets and instructions received from 1 December 2019 to 30 November 2020.

**Table 11A: Number of datasets and transactions received from 1 December 2019 to 30 November 2020**

Province	No of datasets	Datasets accepted	Percentage accepted	Records submitted	Records accepted	Percentage accepted	Number rejected
Eastern Cape	34	31	91.18	6 520	3 969	60.87	2551
Free State	40	32	80.00	3 741	1 329	35.53	2412
Gauteng	29	26	89.66	2 665	1 585	59.47	1080
KwaZulu-Natal	47	40	85.11	20 587	19 776	96.06	811
Mpumalanga	42	37	88.10	13 163	7 979	60.62	5184
Northern Cape	15	12	80.00	2 099	775	36.92	1324
Limpopo	46	43	93.48	26 891	24 686	91.80	2205
Northwest	42	38	90.48	4 087	3 736	91.41	351
Western Cape	13	9	69.23	1 234	843	68.31	391
<b>Total</b>	<b>308</b>	<b>268</b>	<b>87.01</b>	<b>80 987</b>	<b>66 547</b>	<b>82.17</b>	<b>17 808</b>

#### 11.4 Areas of Good Practice

The following areas of good practice were observed:

- a. The registration of candidates for the November 2020 examinations was completed and admission letters were dispatched to all Community Education and Training Colleges; and
- b. Provincial departments adhere to the directives for certification when submitting requests for certification per examination cycle, albeit not within three months after the release of the results.

#### 11.5 Areas of Non-Compliance

The following was noted as areas of non-compliance:

- a. The biggest area of non-compliance is that not all the learner records that were approved and whose results were released by the DHET on statements of results are submitted for certification. This is an ongoing problem from year to year;
- b. Requests for certification are received where the results have not been approved for release. The results requested to be certified are different from the results approved, and therefore the certification requests are rejected;
- c. The resubmission of candidate records for certification without correcting the error as identified causes a delay in the candidate's certification. To comply, the DHET is required to investigate and correct the error before resubmitting it to Umalusi for certification;
- d. The combination or consolidation of results across multiple examination sittings must be resolved to eliminate the backlog of certificates; and
- e. The finalisation and completion of irregularities is another area of non-compliance. Where irregularities have been identified and reported to Umalusi, the status of the irregularities was not communicated to Umalusi in the prescribed data format (spreadsheet). The updated report on the irregularities was not submitted to Umalusi before bulk certification is requested. The absence of these updated reports causes unnecessary delays and rejections. This had also been reported in the past.

## 11.6 Directives for Compliance

The DHET is required to ensure that:

- a. All candidate records are approved by Umalusi prior to extracting certification datasets to avoid unnecessary rejections and delays in issuing certificates to candidates, especially where candidates were involved in a remark or where marks have changed;
- b. Certification datasets must be submitted to Umalusi within three months of the release of the results. Candidates' learning area statements must be combined to issue a certificate;
- c. Special attention must be focused on the issuing of outstanding certificates;
- d. Where records were rejected because of non-compliance to the directives, the errors must be corrected and submitted to Umalusi without delay; and
- e. Information concerning all candidates who were involved in irregularities must be submitted on the spreadsheet prescribed by Umalusi. This information is to be uploaded onto Umalusi's resulting and certification system to prevent the issuing of incorrect certificates. All pending irregularities from previous examinations must also be finalised.

## 11.7 Conclusion

The DHET, as the assessment body, is required to place more emphasis on this sphere of the education system under its auspices to ensure that apathy related to the qualification is negated. The general apathy and misinformation surrounding this qualification is related to a lack of ownership and promotion of the qualification by the DHET.

# ANNEXURE 1A - COMPLIANCE OF QUESTION PAPERS WITH EACH CRITERION AT INITIAL MODERATION

No.	Learning area	Compliance per criteria at first moderation									
		TA	LB	IM	CC	CD	AAG	PRE	MG	Total: (A)	Percentage: (A)
1.	Ancillary Health Care	A	A	A	A	A	A	A	A	<b>8/8</b>	<b>100</b>
2.	Applied Agriculture and Agricultural Technology	M	M	M	L	M	L	M	L	<b>0/8</b>	<b>0</b>
3.	Arts and Culture	M	M	M	M	L	M	A	M	<b>1/8</b>	<b>12.5</b>
4.	Early Childhood Development	A	M	A	M	A	A	A	M	<b>5/8</b>	<b>62.5</b>
5.	Economic and Management Sciences	M	A	A	M	M	M	A	M	<b>3/8</b>	<b>37.5</b>
6.	Human and Social Sciences	M	M	M	L	L	N	A	L	<b>1/8</b>	<b>12.5</b>
7.	Information and Communication Technology	M	L	M	A	A	A	A	M	<b>4/8</b>	<b>50</b>
8.	Language, Literacy and Communication: Afrikaans	M	A	A	A	A	A	A	M	<b>6/8</b>	<b>75</b>
9.	Language, Literacy and Communication: English	L	A	L	L	L	L	A	L	<b>2/8</b>	<b>25</b>
10.	Language, Literacy and Communication: IsiNdebele	A	M	A	A	A	A	A	M	<b>6/8</b>	<b>75</b>
11.	Language, Literacy and Communication: IsiXhosa	A	L	A	M	A	A	A	L	<b>5/8</b>	<b>62.5</b>
12.	Language, Literacy and Communication: IsiZulu	M	M	M	M	A	A	A	N	<b>3/8</b>	<b>37.5</b>
13.	Language, Literacy and Communication: Sepedi	A	M	A	M	A	A	A	M	<b>5/8</b>	<b>62.5</b>
14.	Language, Literacy and Communication: Sesotho	M	M	L	L	L	M	L	L	<b>0/8</b>	<b>0</b>
15.	Language, Literacy and Communication: Setswana	M	M	A	M	A	A	A	M	<b>4/8</b>	<b>50</b>

No.	Learning area	Compliance per criteria at first moderation									
		TA	LB	IM	CC	CD	AAG	PRE	MG	Total: (A)	Percentage: (A)
16.	Language, Literacy and Communication: SiSwati	M	A	A	A	A	A	M	M	5/8	62.5
17.	Language, Literacy and Communication: Tshivenda	M	M	A	A	M	A	A	A	5/8	62.5
18.	Language, Literacy and Communication: Xitsonga	M	M	L	M	A	M	M	M	1/8	12.5
19.	Life Orientation	M	M	A	L	L	A	M	M	2/8	25
20.	Mathematical Literacy	M	M	M	A	A	A	A	M	4/8	50
21.	Mathematics and Mathematical Sciences	M	M	M	M	M	L	A	L	1/8	12.5
22.	Natural Sciences	A	M	M	L	L	N	A	L	2/8	25
23.	Small, Medium and Micro Enterprises	M	M	M	A	A	M	A	M	3/8	37.5
24.	Technology	M	M	L	M	M	A	A	M	2/8	25
25.	Travel and Tourism	M	M	N	M	M	A	M	M	1/8	12.5
26.	Wholesale and Retail	M	A	A	A	A	N	A	A	6/8	75

**Key:**

TA = Technical aspects; LB = Language and bias; IM = Internal moderation;

CC = Content coverage; CD = Cognitive demand;

AAG = Adherence to assessment guideline; PRE = Predictability;

MG = Marking guideline

A = Compliance in all respects; M = Compliance in most respects;

L = Limited compliance; N = No compliance

## ANNEXURE 2A - COMPLIANCE OF SBA TASKS WITH EACH CRITERION AT INITIAL MODERATION

No.	Learning area	Compliance per criteria at first moderation									
		AAG	CC	CD	LB	FIQ	QST	MA/MG	IM	Total: (A)	Percentage: (A)
1.	Applied Agriculture and Agricultural Technology	L	A	A	M	M	M	M	A	3/8	37.5
2.	Ancillary Health Care (ANHC4)	A	A	M	A	A	A	A	A	7/8	87.5
3.	Arts and Culture	M	A	A	A	A	A	A	M	6/8	75
4.	Early Childhood Development	M	M	M	M	M	M	M	A	1/8	12.5
5.	Economic and Management Sciences	M	M	A	L	L	M	N	M	1/8	12.5
6.	Human and Social Sciences	A	A	A	A	A	A	A	A	8/8	100
7.	Information and Communication Technology	M	M	M	L	L	L	N	N	0/8	0
8.	Language, Literacy and Communication: Afrikaans	M	L	A	L	A	M	M	L	2/8	25
9.	Language, Literacy and Communication: English	L	M	M	M	L	L	L	L	0/8	0
10.	Language, Literacy and Communication: IsiNdebele	A	L	M	L	L	M	A	M	2/8	25
11.	Language, Literacy and Communication: Sesotho	A	A	A	L	M	M	L	A	4/8	50
12.	Language, Literacy and Communication: Sepedi	M	M	M	L	M	M	L	M	0	0
13.	Language, Literacy and Communication: SiSwati	A	A	A	M	M	M	A	A	5/8	62.5
14.	Language, Literacy and Communication: Setswana	M	A	M	M	M	A	M	A	3/8	37.5
15.	Language, Literacy and Communication: Tshivenda	M	A	A	M	M	A	M	A	4/8	50
16.	Language, Literacy and Communication: IsiXhosa	A	A	A	L	M	M	M	A	4/8	50

No.	Learning area	Compliance per criteria at first moderation									
		AAG	CC	CD	LB	FIQ	QST	MA/MG	IM	Total: (A)	Percentage: (A)
17.	Language, Literacy and Communication: Xitsonga	M	A	M	A	M	M	L	M	2/8	25
18.	Language, Literacy and Communication: IsiZulu	A	A	M	M	A	M	L	A	4/8	50
19.	Life Orientation	A	A	M	L	L	M	L	N	2/8	25
20.	Mathematical Literacy	A	A	A	L	L	A	L	A	5/8	62.5
21.	Mathematics and Mathematical Sciences	A	A	M	L	M	M	L	A	3/8	37.5
22.	Natural Sciences	A	A	A	A	M	M	M	A	5/8	62.5
23.	Small, Medium and Micro Enterprises	M	A	M	M	L	M	M	A	2/8	25
24.	Technology	A	A	A	M	M	A	M	M	4/8	50
25.	Travel and Tourism	A	A	A	A	A	A	A	M	7/8	87.5
26.	Wholesale and Retail	A	A	M	M	M	M	M	M	2/8	25

**Key:**

AAG = Adherence to assessment guideline; CC = Content coverage;

CD = Cognitive demand; LB = Language and bias;

FIQ = Formulation of instructions and questions ; QST = Quality and standard of tasks; MA/MG = Mark allocation and marking guideline;

AFM = Use of assessment forms and methods; IM = Internal moderation

A = Compliance in all respects; M = compliance in most respects;

L = Limited compliance; N = No compliance

## ANNEXURE 3A - NON-COMPLIANCE OF CENTRES WITH EACH CRITERION

No.	Criterion	Nature of non-compliance	Learning area	Sampled CLC that showed non-compliance	
1.	Adherence to AG	Lecturer's PoA did not contain all of the following: a. Assessment plan b. Computerised mark sheet c. Assessment tasks d. Marking guidelines e. Evidence that students had access to the assessment criteria	EMSC4	Pietermaritzburg Prison	
				Mothiba CLC	
				Mapeloana CLC	
				Megoring CLC	
				Makhosani CLC	
				Matime-Manasoe CLC	
				Mmakopi CLC	
2.	Internal moderation	Moderation did not take place at all three levels.  The internal moderators' reports were not detailed enough and did not provide feedback of a clear quality to lecturers and students.	LCXH4	Kwathema CLC: Springs (Zithembeni)	
				LIFO4	Tembisa, Marhulana
				WHRT4	Fatlhogang CLC
				3.	Structure and content of student portfolios
Sedimogang					
LCTS4	Phalane CLC				
LCVE4	Mutuwafhethu CLC				
	Mailaskop CLC				
	Gaba CLC				
LCXH4	Kwathema CLC: Springs (Zithembeni)				
	Bhongweni CLC				
	Zuzimfundo CLC				
3.	Structure and content of student portfolios	Portfolios did not contain the following: a. Student information or ID b. Declaration of authenticity c. Assessment plan d. Marked responses e. Mark sheets f. Moderation reports	ARTC4	Reneilwe CLC	
				EMSC4	Settlers CLC
				LCVE4	Gaba CLC
				LCXH4	Kwathema CLC: Springs (Zithembeni)
				WHRT4	Phalalo CLC
					Fatlhogang CLC



No.	Criterion	Nature of non-compliance	Learning area	Sampled CLC that showed non-compliance
4.	Implementation and assessment of tasks	The students' portfolios did not contain all the tasks and the tasks were not assessed as planned.	EMSC4	Makhomba CLC
			HSSC4	Boikemisetso CLC
			LCTS4	Mathlaleng CLC
			LCVE4	Tshinange CLC
				Tshivhuyuni CLC
				Gaba CLC
			LCXH	Kwathema CLC: Springs (Zithembeni)
				Zuzimfundo CLC
			WHRT4	Rankgrretlhane
				Fetogang CLC
				Fatlhogang CLC
				Sifunulwazi CLC
			5.	Student performance
ECD4	Kareeville (Noupoort Satellite)			
	Kareeville (Nomathemba satellite)			
EMSC4	Makhomba CLC			
	Madabude CLC			
	Settlers CLC			
	Makhosani CLC			
	Raluthaga CLC			
	Moime CLC			
	Matime-Manasoe CLC			
	Mmakopi CLC			
	Ikageng CLC			
Makgane CLC				
LCVE4	Gaba CLC			
LCXH4	Kwathema CLC: Springs (Zithembeni)			
LCZU4	Wattville CLC			
LIFO4	Chiawelo Main CLC			
MMSC4	Zamdela CLC			
	Rutegang CLC			
	Senkhoane			
WHRT4	Fetogang CLC			
	POOE CLC			
	Fatlhogang CLC			

No.	Criterion	Nature of non-compliance	Learning area	Sampled CLC that showed non-compliance
6.	Quality of marking	<p>The quality of marking was not up to standard at these centres because the markers did not comply with all or most of the following:</p> <p>a. Marking was not consistent with the guideline, markers deviated from the marking guideline and did not use rubrics as required in some of the learning areas.</p> <p>b. The standard or marking was unacceptable as it either advantaged or disadvantaged students, thus resulted in unfair and inconsistent results.</p> <p>c. The marks that the markers allocated were not a true reflection of the students' performance.</p> <p>d. There were challenges in the awarding, recording and calculation of marks.</p>	ANCH4	Ntukayi CLC
				Emamfemfetheni CLC
			ECD4	Helen Joseph (Longlands Satellite) Kareeville
				Kareeville
				Mecwi (Deben Satellite)
				Helen Joseph (Pescodia Satellite)
				Kareeville (Noupoort Satellite)
				Helen Joseph (Schmidtsdrift Bathhoping)
				Itlhaloseng
				(Thuto-E-Tsile Satellite)
				Kareeville (Nomathemba Satellite)
			EMSC4	Mapayeni CLC
				Maufota CLC
				Mothiba CLC
				Mapeloana CLC
				Makhosani CLC
				Raluthaga CLC
				Moime CLC
				Matime-Manasoe CLC
				Mmakopi CLC
	Ikageng CLC			
	Makgane CLC			
LCVE4	Mutuwafhethu CLC			
	Mailaskop CLC			
	Gaba CLC			
LCXH4	Kwathema CLC: Springs (Zithembeni)			
	Zuzimfundo CLC			
LCZU4	Ivory Park CLC			
	Wattville CLC			
LIFO4	Chiawelo Main CLC			
NATS4	Lusiba CLC			

## ANNEXURE 5A - NON-COMPLIANCE OF CENTRES DURING THE WRITING OF EXAMINATIONS

Criteria	Nature of non-compliance	CLC implicated
<b>Preparation for the examination</b>	Centres had not been verified by the assessment body (state of readiness) until the day of Umalusi's visit	Amandla PALC Bekezela AET Centre Driekoppies Adult Centre Hambanathi AET Centre Impumelelo Yesizwe Centre Hammanskraal Temba AET Intando Yethu CLC Kodumelang Public ALC Kroonstad Prison Kwanonzame Adult Education Centre Lulwazi Adult Centre Mboneni GETC Mecwi Public Centre Mogakoludi CLC Mohau Itsoseng CLC Moorreesburg Geletterdheid Noluthando School for the Deaf Nqamlela AET Centre Ntaphane Adult Centre Orange Farm Community Centre Phakama CLC Phaphamang AET Centre Port St. Johns AET AEC Reatswelela Public Centre Rooigrond Correctional Services AET Centre Sekolo GETC Centre Sesikwazi Adult Centre Sharpeville Adult Centre Tia Keni CLC Tsohang CLC Umhlali AET Centre Velakukhanye PALC AET Vunanimfondo Adult Centre Zwelish Finishing School
	No copy of the official timetable available	Mohaut Itsoseng CLC Ntaphane Adult Centre
	All candidates not registered	Moephathutse CLC Sharpeville Adult Centre St. Anthony's Adult Centre
	Not enough rooms to accommodate all the candidates	Mathongwane AET Centre Orange Farm Community Centre Reatswelela Public Centre Sharpeville Adult Centre

Criteria	Nature of non-compliance	CLC implicated
<b>Preparation for the examination</b>	Furniture not suitable for adult candidates	Ermelo Correctional Services Luvolwethu AET Centre Reatswelela Public Centre Sharpeville Adult Centre
	Furniture not suitable for adult candidates	Ermelo Correctional Services Luvolwethu AET Centre Reatswelela Public Centre Sharpeville Adult Centre
	Toilets not in a good condition	Emjindini CLC
	Examination material not kept in safe environment	Bekezela AET Centre Josia Khumalo AET Kodumelang Public ALC Kwaguqa Learning Centre Luvolwethu AET Centre Ngcendese Junior Secondary School Phakama CLC Port St. Johns Adult Education Centre Sekolo GETC Centre
	Noisy environment	Phaphamang AET Centre Port St. Johns AET Centre
	Examination material not received or collected by the chief invigilator	KwaGuqa Learning Centre (received by administration clerk)
	(Collected by the Deputy Principal of the hosting school)	Moorreesburg Geletterdheid
	(Collected by the Deputy Principal of the hosting school)	Tsohang CLC
<b>Preparation for the examination</b>	No dispatch documents available	KwaGuqa Learning Centre Ntaphane Adult Centre Orange Farm AET Centre Port St. Johns AET AEC Sharpeville Adult Centre
	Examination material not stored in a safe on arrival	Mboneni GETC centre (in Principal's office) Phaphamang AET Centre (unlockable cupboard) Port St. Johns AEC (in steel cabinet) Sekolo GETC Centre (in steel cabinet)
<b>Invigilators and their training</b>	No evidence of appointment of the principal or centre manager as chief invigilator	Asifunde AET Centre Ermelo Correctional Services Hambanathi AET Centre Hammanskraal Temba AET Centre Impumelelo Yesziwe Centre Intando Yethu CLC Kodumelang Public ALC Krugersdorp Prison Kwanonzame Adult Education Centre

Criteria	Nature of non-compliance	CLC implicated
<b>Invigilators and their training</b>		Kwazini CLC Masiyile PALC Moephathutse CLC Mogakoludi CLC Mohau Itsoseng CLC Mohlakeng Adult Centre Mqanduli Night School Ngcendese Junior Secondary School Ntaphane Adult Centre Orange Farm Community Centre PQ Vundla Adult Centre Sesikwazi Adult Centre St. Anthony's Adult Centre Tia Keni CLC Umhlali AET Centre Voorberg Medium B Prison
	Not enough invigilators	Reatswelela Public Centre
	No evidence of chief invigilators' training	Kwaguqa Learning Centre Kwanonzame Adult Education Centre Port St. Johns AET AEC Tia Keni CLC
	No delegation letters for appointment of chief invigilator available	Intando Yethu CLC Ntaphane Adult Centre
	Undated letter of delegation for the chief invigilator	Hammanskraal Temba AET Centre Krugersdorp Prison
	Appointment of chief invigilator via a phone call	Masiyile PALC
	A senior teacher or retired educator appointed as chief invigilator	Asifunde AET Centre Mohaut Itsoseng CLC
	No evidence of appointment of invigilators	Intando Yethu CLC Kwanonzame Adult Education Centre Masiyile PALC Moorreesburg Geletterdheid Ntaphane Adult Centre
	No evidence of training of invigilators	Kwanonzame Adult Education Centre Ntaphane Adult Centre
	Chief invigilator waiting for appointment letters from DHET	Rooigrond AET Centre
<b>Preparations for writing</b>	Candidates not admitted 30 minutes prior to the commencement of the examination	Lulwazi Adult Centre Mbobeni GETC Centre Mqanduli Night School Sekolo GETC Centre
	No verification of admission letters and IDs	Luvolwethu AET Centre

Criteria	Nature of non-compliance	CLC implicated
Preparations for writing	Invigilator or relief invigilator's time table not available	Intando Yethu CLC Kwanonzame Adult Education Centre Luvolwethu AET Centre Mecwi Public Centre Moorreesburg Geletterdheid Mqanduli Night School Ntaphane Adult Centre Reatswelela Public Centre Sekolo GETC Centre St. Anthony's Adult Centre
	Examination regarded as a test	Ntaphane Adult Centre
	Attendance registers not signed by invigilators	Intando Yethu CLC Kwanonzame Adult Education Centre Mecwi Public Centre Ntaphane Adult Centre Reatswelela Public Centre Rooigrond Correctional Services AET Centre
	No seating plan available	Luvolwethu AET Centre Ntaphane Adult Centre Sharpeville Adult Centre
	Seating plan not adhered to	Asifunde AET Centre Intando Yethu CLC Kwaguqa Learning Centre Luvolwethu AET Centre Mboneni GETC Centre Nqamlela AET Centre Ntaphane Adult Centre Sharpeville Adult Centre
	No device to indicate the time	Kwaguqa Learning Centre Nqamlela AET Centre Port St. Johns AET AEC Sekolo GETC Centre
	No information board available	Nqamlela AET Centre Tsohang CLC Vunanimfondo Adult Centre
	Incriminating material in examination venue	Luvolwethu AET Centre
	Unregistered candidates	Intando Yethu CLC
	No cell phone checks executed	Noluthando School for the Deaf Tia Keni CLC
	Calculators not checked	Emjindini CLC
	Examination file not available	Intando Yethu CLC Noluthando School for the Deaf Ntaphane Adult Centre Port St. Johns AET AEC (file in office)
	Examination file only contained 2019 information	Kwanonzame Adult Education Centre

Criteria	Nature of non-compliance	CLC implicated
<b>Time management of activities during the examination</b>	Late arrival of invigilators at examination venue	Lulwazi Adult Centre
	Late admission of candidates to examination centre	Nqamlela AET Centre (13:40) Voorberg Medium B Prison (13:40) Mqanduli Night School (13:45) Sekolo GETC Centre (13:45) Lulwazi Adult Centre (14:09)
	Official answer books not handed to candidates (examination pad sheets used)	Ntaphane Adult Centre
	The correctness of the information on the cover page not checked	Amandla PALC Emjindini CLC Kwaguqa Learning Centre Luvolwethu AET Centre Mboneni GETC Centre Nqamlela AET Centre Sekolo GETC Centre
	Question papers were distributed late to the candidates	Lulwazi Adult Centre (14:16) Mqanduli Night School (13:50) Masiyile PALC (13:55) Nqamlela AET Centre (14:00) Reatswelela Public Centre (14:06) Riviersonderend CLC Lite (14:00)
	No technical check was done by the invigilators	Amandla PALC Mboneni GETC Centre Mqanduli Night School Nqamlela AET Centre Tia Keni CLC Voorberg Medium B Prison Zwelish Finishing School
	Examination rules not read	Intando Yethu CLC Mboneni GETC Centre Mqanduli Night School Nqamlela AET Centre Ntaphane Adult Centre Port St. Johns ABET AEC Sekolo GETC Centre Sesikwazi Adult Centre Tia Keni CLC Velakukhanye PALC AET Voorberg Medium B Prison

Criteria	Nature of non-compliance	CLC implicated
<b>Time management of activities during the examination</b>	Ten minutes reading time not adhered to	Amandla PALC Intando Yethu CLC Lulwazi Adult Centre Masiyile PALC Mecwi Public Centre Moorreesburg Geletterdheid Mqanduli Night School Nqamlela AET Centre Phaphamang AET Centre Riviersonderend CLC Lite Sekolo GETC Centre Zwelish Finishing School
	Examination session not starting at the scheduled time	Intando Yethu CLC (14:03) Moorreesburg Geletterdheid (14:03) Mecwi Public Centre (14:06) Noluthando School for the Deaf (14:07) Nqamlela AET Centre (14:10) Lulwazi Adult Centre (14:18) Reatswelela Public Centre (14:10) Riviersonderend CLC Lite (14:20)
	Examination session ended earlier than the stipulated time on time table	Driekoppies Adult Centre Ermelo Correctional Services Hammanskraal Temba AET Intando Yethu CLC Josia Khumalo AET Kodumelang Public ALC Kroonstad Prison Krugersdorp Prison Kwaguqa Learning Centre Kwanonzame Adult Education Lebaleng CLC Luvolwethu AET Centre Masiyile PALC Mboneni GETC Centre Moephathutse CLC Moorreesburg Geletterdheid Mqanduli Night School Noluthando School for the Deaf Ntaphane Adult Centre Orange Farm Community Centre PQ Vundla Adult Centre Rooigrond Correctional Services AET Centre AET Centre Sekolo GETC Centre Tia Keni CLC Tsohang CLC Voorberg Medium B Prison



Criteria	Nature of non-compliance	CLC implicated
<b>Time management of activities during the examination</b>	Examination session ended later than the stipulated time on time table (unlocking device problematic)	Reatswelela Public Centre (17:10) Riviersonderend CLC Lite (17:20)
<b>Activities during writing</b>	Two candidates requested explanations on question paper from invigilators	Noluthando School for the Deaf
	Irregularities during this examination session: a. Lack of readiness to save folders on CDs b. Three candidates did not have examination letters or IDs c. Candidates wrote at the wrong centre. The candidates' timetable indicated Thuto-Mfundo Art Centre where they were meant to write the examination, but they arrived at St. Anthony's Adult Centre instead. A candidate was registered at St. Anthony's, but the time table indicated Thuto-Mfundo Art Centre. d. A candidate left the examination room without an escort	Sharpeville Adult Centre  Intando Yethu CLC  St. Anthony's Adult Centre   Reatswelela Public Centre
	Irregularities during this examination cycle: a. Mathematical Literacy P2 – candidate was late and decided to write at this centre b. Candidate registered at another centre decided to write at this centre c. Three candidates not registered but appeared on the mark sheet d. Life Orientation – candidates who were not registered were allowed to write e. On 10 November, three candidates had the wrong examination numbers f. One unregistered candidate g. Technical irregularity – 35 candidates incorrectly registered for Mathematics instead of Mathematical Sciences h. Candidate registered to write Afrikaans insisted of IsiXhosa i. Candidate wrote centre number instead of learning area code on the cover page j. Omission of some registered candidates from the register – they have time tables, but they do not appear on the mark sheets	St. Anthony's Adult Centre  Josia Khumalo AET  Phaphamang AET Centre  Moorreesburg Geletterdheid  Moephathutse CLC  Noluthando School for the Deaf Orange Farm Community Centre

Criteria	Nature of non-compliance	CLC implicated
<b>Packaging and transmission of scripts after writing</b>	External person helped to save material on computers and CDs	Sharpeville Adult Centre
	No sealable packaging available	Masiyile PALC Ntaphane Adult Centre
	Scripts not sealed – examination regarded as test	Ntaphane Adult Centre
	No situational reports completed	Impumelelo Yesiziwe Centre
	No monitoring visits conducted by the DHET	Asifunde AET Centre Bekezela AET Centre Durban Medium B Prison Ermelo Correctional Services Ggaeobi Adult Centre Hambanathi AET Centre Hammanskraal Temba AET Intando Yethu CLC Kodumelang Public ALC Kwanonzame Adult Education Centre Lulwazi Adult Centre Marang Adult Centre Masiyile PALC Matoporong CLC Mecwi Public Centre Mogakoludi CLC Moorreesburg Geletterdheid Mqanduli Night School Ngcendese Junior Secondary School Noluthando School for the Deaf Ntaphane Adult Centre Phaphamang AET Centre Port St. Johns AET AEC Riviersonderend CLC Lite Rooigrond Correctional Services AET Centre Sekolo GETC Centre Sesikwazi Adult Centre Sharpeville Adult Centre Tia Keni CLC Velakukhanye PALC AET Voorberg Medium B Prison

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