



Report on the Quality Assurance of Assessment
of the Department of Higher Education and
Training November 2021 GETC: ABET
Examinations

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 2021
GETC: ABET EXAMINATIONS

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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 monitoring 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. Umalusi noticed an improvement in the implementation and moderation of SBA in November 2021 examination cycle.

The Assessment Standards Committee (ASC) and the Executive Committee of Umalusi Council (EXCO) met in January 2022 to scrutinise evidence presented on the conduct of the November 2021 GETC: ABET examinations.

Having studied all the evidence presented, the EXCO noted that, apart from some examination irregularities identified during the writing and marking of examinations, there were no systemic irregularities reported that might have compromised the credibility and integrity of the November 2021 GETC: ABET examinations administered by the DHET.

The Executive Committee of Council approves the release of the DHET November 2021 GETC: ABET examination results based on available evidence that the examinations were administered largely in accordance with the examination policies and guidelines.

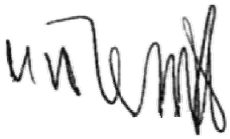
In respect of identified irregularities, the DHET is required to block the results of examination centres and candidates implicated in irregularities pending the outcome of further DHET investigations and verification by Umalusi.

The DHET is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report, develop and submit an improvement plan by 15 March 2022. Particular attention should be paid to recurring matters of non-compliance.

The Executive Committee of Council commends the DHET for conducting a successful examination despite the challenges presented by Covid-19.

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 2021 GETC: ABET examinations.



Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

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

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001, as amended in 2008), to develop and manage its sub-framework of qualifications, to quality assure assessment at exit-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 GETC: ABET qualification is offered at community learning centres (CLC) of the community education and training (CET) 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 every year.

The purpose of this report is to provide feedback on the processes followed by Umalusi in quality assuring the November 2021 GETC: ABET examinations. The report also reflects on the findings; areas of improvement and good practice; 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 2019 and/or November 2020 examinations.

The Department of Higher Education and training (DHET) conducted the November 2021 GETC: ABET examinations in 26 learning areas. This report covers the following quality assurance of assessment processes conducted by Umalusi, for which a brief outline is given below:

- i. Moderation of question papers (Chapter 1);
- ii. Moderation of site-based assessment (SBA) tasks (Chapter 2);
- iii. Moderation of site-based assessment (SBA) portfolios (Chapter 3);
- iv. Monitoring the state of readiness to conduct the examinations (Chapter 4);
- v. Monitoring the writing of examinations (Chapter 5);
- vi. Audit of the appointed marking personnel (Chapter 6);
- vii. Standardisation of marking guidelines (Chapter 7);
- viii. Monitoring 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 Executive Committee of Council (EXCO) to decide whether approve the release of the November 2021 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 Information Technology (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 and 41.8% in November 2020 to 54.8% in November 2021.

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 some criteria showed improvement at initial moderation when compared to the SBA common assessment tasks of 2019 and 2020, 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 portfolios 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, of 50%, 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 2021 examinations with those of the November 2019 and 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. There is also noticeable improvement in the percentage of AET centres that were fully compliant in 2021.

The purpose of verifying the state of readiness of the DHET to conduct the November 2021 GETC: ABET examinations was, largely, to:

- i) Gauge the level of preparedness of the DHET to conduct the November 2021 GETC: ABET examinations;
- ii) Track the progress made in addressing the directives for compliance and improvement issued after the November 2020 examinations;
- iii) Verify that the DHET had systems in place to ensure the integrity of the November 2021 GETC: ABET examinations; and
- iv) 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 2021 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 2021 findings with the findings of the November 2020 examinations disclosed an overall improvement in the overall compliance.

Umalusi conducted the audit of the appointed marking personnel to mark the November 2021 GETC: ABET examination scripts. The purpose of this process was to verify compliance with the appointment criteria by DHET for the marking and moderation of the November 2021 GETC: ABET examinations. The DHET appointed sufficient personnel who were adequately qualified and experienced for the marking process.

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

Umalusi monitors the level of preparedness of marking centres to conduct the process of marking examination scripts. The marking of examination scripts for the November 2021 GETC: ABET was managed by the PED on behalf of the DHET in three PED. Scripts of all learning areas of six PED were marked at the centralised marking centre and was managed by the DHET. The purpose of monitoring was to verify:

- I. Planning prior to the conduct of the marking process;
- II. The adequacy of resources at the marking centre;
- III. Security provided at the marking centre; and
- IV. The management of irregularities identified from marked scripts.

Umalusi also 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 2021 certification processes and not the certification of the November 2021 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 2021 examinations, the EXCO of Umalusi Council concluded that the November 2021 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.

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

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

ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
AG	Assessment Guideline
AS	Assessment Standard
ASC	Assessment Standards Committee
CAT	Common Assessment Tasks
CLC	Community Learning Centres
DHET	Department of Higher Education and Training
EA	Examination Assistants
EAG	Examination and Assessment Guideline
GETC	General Education and Training Certificate
LA	Learning Area
NQF	National Qualifications Framework
PED	Provincial Education Departments
POA	Portfolio of Assessment
POE	Portfolio of Evidence
QAA	Quality Assurance of Assessment
QP	Question Paper
SAGs	Subject and Assessment Guidelines
SAQA	South African Qualifications Authority
SBA	Site based assessment
SO	Specific outcome
SOR	State of Readiness
UMALUSI	Council for Quality Assurance in General and Further Education and Training

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

Umalusi employs external moderators who have relevant subject 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 moderation of question papers is a critical part of the quality assurance process, to confirm whether the question papers are fair, valid and reliable. The moderation process also ensures that the question papers have been assembled with rigour and comply with Umalusi Quality Assurance of Assessment requirements and the assessment guideline documents of the assessment bodies.

The DHET is expected to appoint examiners with requisite learning area knowledge to set question papers and 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 they meet the quality assurance requirements and the standard 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.

The purpose of external moderation is to evaluate whether the DHET has the capacity to develop and internally quality assure question papers and accompanying marking guidelines that meet set standards and requirements.

1.2 Scope and Approach

The DHET is expected to appoint examiners and internal moderators with the requisite learning area knowledge for setting and moderating question papers before they are submitted to Umalusi for external moderation. Umalusi employs external moderators who have learning area expertise to scrutinise and carefully analyse the question papers developed by the DHET.

The DHET submitted the question papers and accompanying marking guidelines of 26 learning areas to Umalusi for external moderation, in preparation for the November 2021 GETC: ABET examinations. Table 1A indicates the learning areas that were assessed by the DHET for the GETC: ABET examinations.

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

No.	Learning Area	Learning Area Code
1	Ancillary Health Care	ANHC4
2	Applied Agriculture and Agricultural Technology	AAAT4
3	Arts and Culture	ARTC4
4	Early Childhood Development	ECD4
5	Economic and Management Sciences	EMSC4
6	Human and Social Sciences	HSSC4
7	Information Communication Technology	INCT4
8	Language, Literacy and Communication: Afrikaans	LCAF4
9	Language, Literacy and Communication: English	LCEN4
10	Language, Literacy and Communication: IsiNdebele	LCND4
11	Language, Literacy and Communication: IsiXhosa	LCXH4
12	Language, Literacy and Communication: IsiZulu	LCZU4
13	Language, Literacy and Communication: Sepedi	LCSP4
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 was conducted centrally, from October 2020. The DHET used Mpumalanga and KwaZulu-Natal (KZN) provinces as venues for the setting and moderation processes to ensure that they adhered strictly to COVID-19 protocols. Learning areas were divided into two groups of 13, with one group in Nelspruit, Mpumalanga, and the other in Durban, KZN. The DHET maintained a high level of security during the setting and internal and external moderation of question papers and their marking guidelines.

All question papers were moderated using the Umalusi Instrument for the Moderation of Question Papers. Umalusi evaluated the question papers and accompanying marking guidelines 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 criteria);
- ii. Limited compliance (met 50% or more but less than 80%);
- iii. Compliance in most respects (met 80% or more but less than 100%); 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 were met. A decision is then taken on the quality and standard of the question paper and accompanying marking guideline, 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 criteria; or
- c) **Rejected:** if the standard and quality of the question paper is entirely unacceptable.

Umalusi moderators completed evaluation reports based on the moderation criteria.

1.3 Summary of Findings

The following section provides a summary of the findings after initial moderation. When question papers were approved, all challenges had been sufficiently addressed and all question papers, including their corresponding marking guidelines, were fully compliant with all the set criteria. Comparison in this report will be made with the November 2019 and 2020 question papers. The DHET internal moderators addressed all challenges before the question papers and accompanying marking guidelines were approved.

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 external moderation, based on the criteria in the instrument.

Table 1B summarises the overall compliance of the November 2021 GETC: ABET question papers and the accompanying marking guidelines with each criterion, at initial moderation.

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

No.	Criteria	Compliance frequency [208 instances]			
		None	Limited	Most	All
1	Technical aspects	0	3	10	13
2	Language and bias	0	4	13	9
3	Internal moderation	3	4	7	12
4	Content coverage	1	2	10	13
5	Cognitive demand	1	2	6	17
6	Adherence to assessment guideline	1	3	4	18
7	Predictability	0	0	4	22
8	Marking guidelines	1	1	14	10
Total		7	19	68	114
		94			114
Percentage		45.2			54.8

Table 1C shows the percentage of question papers that were compliant in all respects with each criterion at initial moderation, over three years.

Table 1C: Compliance in all respects of question papers, per criterion, over three years

No.	Criteria	% Compliance over three years		
		2019	2020	2021
1	Technical aspects	34.6	11.5	50
2	Language and bias	23.1	19.2	36.4
3	Internal moderation	23.1	19.2	46.2
4	Content coverage	26.9	26.9	50
5	Cognitive demand	46.2	42.3	65.4
6	Adherence to assessment guideline	57.7	46.2	69.2
7	Predictability	69.2	65.4	84.6
8	Marking guidelines	15.4	11.5	38.5

Table 1C shows that there has been substantial improvement in the number of question papers that were fully compliant with each of the eight criteria since 2019. Figure 1A illustrates the overall compliance of question papers, together with accompanying marking guidelines, over three years.

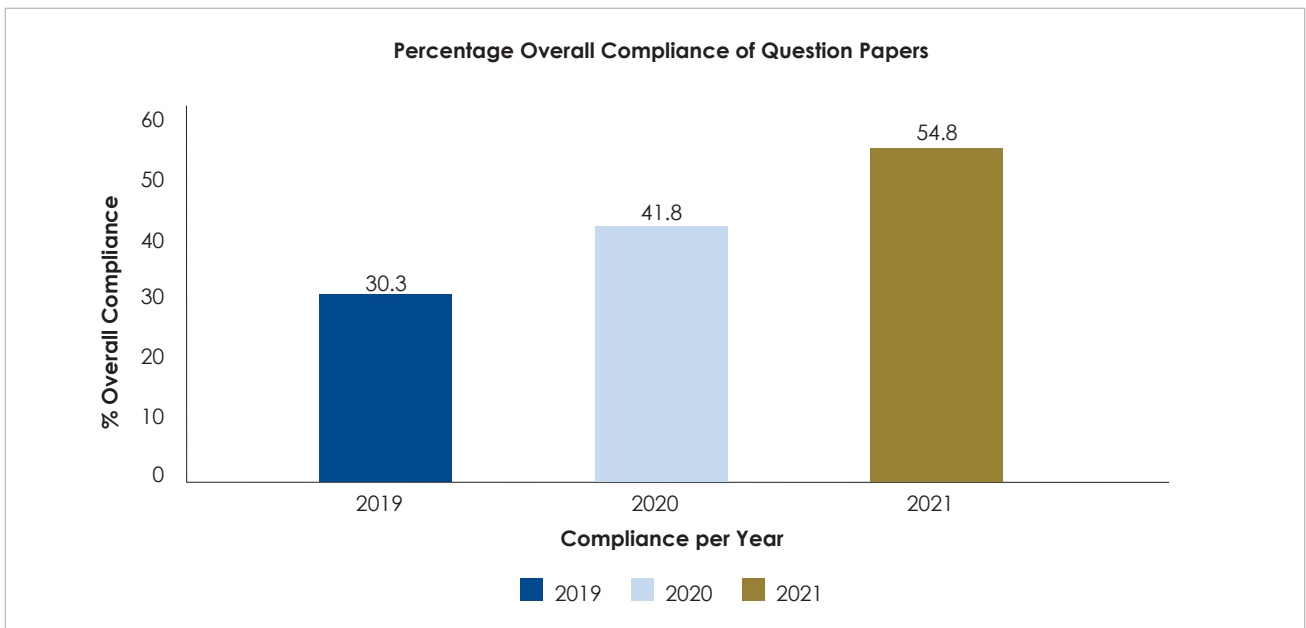


Figure 1A: Percentage overall compliance of question papers over three years

Figure 1A shows that there has been an increase in overall compliance of question papers and marking guidelines at initial moderation since 2019. This affirms an overall improvement in the quality and standard of question papers and corresponding marking guidelines at initial moderation for the November 2021 examinations.

1.3.2 Compliance of Question Papers with Each Criterion

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

a) Technical aspect

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

- i. Be complete, with analysis grid, marking guideline and answer sheet, as well as addenda, where required;
- ii. Have a cover page containing all relevant details, such as the name of the learning area, time allocation and clear, unambiguous instructions to candidates;
- iii. Be reader friendly and have the correct numbering system;
- iv. Have appropriate fonts used consistently;
- v. Have mark allocation clearly indicated;
- vi. Be able to be completed in the time allocated;
- vii. Have similar mark allocations as in the marking guideline;
- viii. Have appropriate quality of illustrations, graphs, tables, figures, etc.; and
- ix. Adhere to the format requirements of the assessment guidelines.

The number of question papers that were fully compliant with this criterion increased from three (LCSW4, LCXH4 and LCZU4) in 2019 to seven (AAAT4, ECD4, LCND4, LCXH4, LCSP4, MLMS4, NATS4) and markedly to 13 in 2021 (ANHC4, ARTC4, EMSC4, HSSC4, INCT4, LCSP4, LCTS4, LCVE4, LCXH4, NATS4,

SMME4, TRVT4, WHRT4). It was noted that LCXH4 upheld its full compliance status across the three years, while LCSP4 did so in 2020 and 2021.

Consistent with 2019 and 2020, none of the question papers were non-compliant with technical aspects. Three question papers (LCXI4, LCZU4, MMSC4), including their marking guidelines, showed limited compliance with technical aspects, compared to just one (LCEN4) in 2020 and three (ECD4, MMSC4, TECH4) in 2019. The image used in Question 3 of the LCXI4 question paper did not enable a sufficient spread of questions to be posited. In the case of LCZU4 and MMSC4 question papers, instructions to candidates were unclear and ambiguous, mark allocation was not clearly specified on the rubrics, and the quality of illustrations was poor.

The number of question papers that were compliant in most respects with this criterion decreased from 19 in 2020 and 20 in 2019 to ten in 2021 (AAAT4, ECD4, LCAF4, LCEN4, LCND4 4, LCSO4, LIFO4, MLMS4, NATS4, TECH4). The common challenges that pervaded were incorrect numbering, unclear allocation of marks and the lack of complete sets of documents in the submitted files containing the full history of the setting of the question papers.

However, the internal moderator had addressed all these challenges before the question papers were approved.

b) Language and bias

This criterion checks whether the language register used in the question paper is suitable for the level of the 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.

Nine question papers (AAAT4, ARTC4, EMSC4, HSSC4, INCT4, LCND4, LCTS4, LCXH4, WHRT4) were fully compliant with the language and bias criterion in 2021. This was a slight improvement, compared to eight question papers (AAAT4, EMSC4, LCAF4, LCEN4, LCND4, LCSW4, LCVE4, WHRT4) in 2020 and five question papers (ANHC4, LCAF4, LCSW4, MLMS4, NATS4) in 2019. Four question papers (AAAT4, EMSC4, LCND4, WHRT4) sustained full compliance in 2020 and 2021.

As was the case in 2019 and 2020, none of the question papers and their marking guidelines showed non-compliance with the language and bias criterion at initial moderation in 2021. Four question papers and their marking guidelines (ECD4, LCVE4, LCZU4, SMME4) showed limited compliance in 2021, compared with two (INCT4, LCXI4) in 2020 and two (ECD4, INCT4) in 2019. The ECD4 question paper exhibited bias with respect to cultural issues and experiences limited to particular regions. Other reasons were associated with incorrect use of terminology (ECD4, LCZU4), inappropriate length of passages in the text (ECD4), inappropriate language register (LCZU4) and grammatically incorrect language in the question paper and/or marking guideline (LCZU4, LCVE4, SMME4).

Regarding compliance in most respects with the language and bias criterion, there was a decrease in the number of question papers, from 19 in 2019 to 16 in 2020 (ANHC4, ARTC4, ECD4, HSSC4, LCZU4, LCSO4, LCTS4, LCSP4, LIFO4, LCXI4, MLMS4, MMSC4, NATS4, SMME4, TECH4, TRVT4) and, finally, 13 in 2021 (ANHC4, LCAF4, LCEN4, LCSO4, LCSP4, LCSW4, LCXI4, LIFO4, MLMS4, MMSC4, NATS4, TECH4, TRVT4). The shortcomings noted across these 13 question papers include subtleties in grammar that was prone to cause confusion (LCXI4, LCSP4, MLMS4, TECH4), grammatically incorrect language in the question paper and/or marking guideline (ANHC4, LCAF4, LCEN4, LCSP4, LCSW4, LIFO4, MLMS4, MMSC4, NATS4, TRVT4), inappropriate length of passages in the text (LCEN4, LCSO4), bias with experiences limited to particular provinces/regions (LCSP4, LIFO4) and gender (LIFO4).

However, the internal moderator had addressed all these challenges before the question papers were approved.

c) Internal moderation

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

At initial moderation in 2021, 12 question papers (AAAT4, EMSC4, HSSC4, INCT4, LCEN4, LCSW4, LCTS4, LCVE4, MLMS4, MMSC4, NATS4, WHRT4) were fully compliant with this criterion. Although this was equal to the number of question papers (AAAT4, ECD4, EMSC4, LCAF4, LCND4, LCSP4, LCTS4, LCVE4, LCXH4, LIFO4, MLMS4, WHRT4) that showed full compliance, only four question papers (LCTS4, LCVE4, MLMS4, WHRT4) were consistent in showing full compliance in 2021 and 2020. Although only the five question papers (AAAT4, ANHC4, LIFO4, MLMS4 and TRVT4) showed full compliance ratings in 2019, MLMS4 consistently showed full compliance across all three years.

Three question papers (LCND4, LCTS4, LCZU4) and their marking guidelines were non-compliant at initial moderation in 2021, compared to just one (TRVT4) in 2020 and two (ECD4, LCZU4) in 2019. In the case of LCND4 and LCZU4, the moderator reports were not included in the file for the external moderator reflection and consideration. On the other hand, the internal moderator's report was available for LCTS4 but incomplete, since there were no comments on the decisions taken in most of the criteria and the topic weighting table was incomplete. In the case of LCZU4, the cognitive weightings were not aligned to the weightings prescribed in the assessment guideline (AG).

The number of question papers that showed limited compliance at initial moderation decreased from seven (ARTC4, HSSC4, INCT4, LCEN4, LCSP4, LCSO4, LCXH4) in 2019 to four (LCEN4, LCXI4, LCSO4, TECH4) in 2020 and stagnated; but with a slightly different set of four question papers (ANHC4, ECD4, LCXI4, SMME4) in 2021. Only LCXI4 was common in 2020 and 2021. In the case of LCXI4 the quality of moderation was of relatively poor standard, considering that there were still many typographical errors in both the question paper and the marking guideline. The glaring mistake of Question 3, which had a poor image (stimulus), accompanied by irrelevant questions, had the potential to disadvantage candidates because they were not connected to the stimulus. With regard to ECD4, the internal moderator did not provide feedback on the type of questions (short, restricted and free responses) as suggested by the AG; and failed to ensure that the spread of the unit standards and cognitive levels were within the prescribed norms.

Seven question papers (ARTC4, LCAF4, LCSO4, LCSP4, LIFO4, TECH4, TRVT4) were compliant in most respects at initial moderation in 2021, compared to nine question papers (ANHC4, ARTC4, HSSC4, INCT4, LCZU4, LCSW4, MMSC4, NATS4, SMME4) in 2020 and 12 question papers (EMSC4, LCAF4, LCND4, LCSW4, LCTS4, LCVE4, LCXI4, MMSC4, NATS4, SMME4, TECH4, WHRT4) in 2019. Even though there was a decrease in the number of question papers that were compliant in most respects with this criterion, much of the challenges, as in 2019 and 2020, were associated with incomplete internal moderator reports (ARTC4, LCAF4, LCSP4), inappropriate quality and standard of internal moderation, the failure by the internal moderator to provide recommendations to address shortcomings (ARTC4, LIFO4), or failure by examiners to address the internal moderator's recommendation (LCAF4). In the case of LCSP4, internal moderation was done superficially, to the extent that questions were vague, cognitive levels were not aligned to prescribed norms, the question paper was permeated with typographical errors and numbering in the marking guideline was not aligned to that of the question paper.

However, the internal moderator had addressed all these challenges before the question papers were 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 (SO) and assessment standards (AS);
- iii. Whether questions are within the broad scope of the AG;
- iv. Whether the question paper reflects appropriate levels and depth of learning area knowledge;
- v. Whether examples and illustrations are suitable, appropriate, relevant and academically correct;
- vi. Accurate correlation between 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.

Thirteen question papers (ARTC4, EMSC4, HSSC4, INCT4, LCAF4, LCND4, LCSW4, LCTS4, LCXH4, LIFO4, NATS4, TRVT4, WHRT4) were fully compliant with this criterion at initial moderation in 2021, compared to eight (AAAT4, INCT4, LCAF4, LCND4, LCSW4, MLMS4, SMME4, WHRT4) in 2020 and seven (ARTC4, LCAF4, LCSW4, LCZU4, LIFO4, NATS4, TRVT4) in 2019. Comparably, INCT4 showed full compliance in 2021 and 2020, whereas LCSW4 was fully compliant with this criterion across all three years.

At initial moderation in 2021, only one question paper (LCZU4) and its marking guideline showed non-compliance with this criterion, compared to none in 2020 and 2019. Two question papers (ANHC4, LCXI4) showed limited compliance in 2021, compared to six question papers (ANHC4, HSSC4, LCEN4, LCSO4, LCXI4, NATS4) in 2020, and four (ECD4, LCND4, LCSO4, TECH4) in 2019. Much like in the previous two years, the limited compliance finding was mainly attributed to inadequate coverage of the SO and assessment criteria (AC) as prescribed in the AG (ANHC4, LCXI4), inappropriate weightings of SO (ANHC4, LCXI4) and selection of texts and source material being irrelevant and inappropriate and not enabling the generation of questions across cognitive levels (LCXI4).

Ten question papers (AAAT4, ECD4, LCEN4, LCSO4, LCSP4, LCVE4, MLMS4, MMSC4, SMME4, TECH4) were compliant in most respects at initial moderation in 2021. Twelve question papers (ARTC4, ECD4, EMSC4, LCXH4, LCSO4, LCSP4, LCTS4, LCVE4, LCXI4, MMSC4, TECH4, TRVT4) were compliant in most respects in 2020 and 15 in 2019. The main deficiencies that permeated the 2021 questions papers pivoted around the following: lack of correlation between mark allocation, level of difficulty and time allocation (AAAT4; LCEN4, LCSO4); inappropriate spread of SO and AS (ECD4, LCSO4); irrelevant and inappropriate selection of texts and source material that also limits the generation of questions across cognitive levels (LCSO4, LCVE4); questions with factual errors or misleading information (LCSP4, MLMS4, SMME4); questions with vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers (LCVE4, MLMS4); and illustrations that were not academically correct (MMSC4).

However, the internal moderator had addressed all these challenges before the question papers were 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; that the question paper allows for creative responses from candidates; and that the question paper allows for creative responses from candidates.

At initial moderation in 2021, 17 question papers (AAAT4, EMSC4, HSSC4, INCT4, LCAF4, LCND4, LCSP4, LCSW4, LCTS4, LCXH4, LIFO4, MLMS4, MMSC4, NATS4, SMME4, TRVT4, WHRT4) were fully compliant with this criterion, compared to 16 (AAAT4, ARTC4, ECD4, INCT4, LCAF4, LCND4, LCXH4, LCSP4, LCSW4, LCTS4, LCVE4, LCXI4, LCZU4, MLMS4, SMME4, WHRT4) in 2020 and 11 in 2019.

In 2021, there was only one question paper (LCZU4) that was totally non-compliant with the cognitive demand criterion, compared to none in 2020 and 2019. On the other hand, two question papers (ECD4; LCXI4) showed limited compliance with this criterion at initial moderation in 2021, compared to five (HSSC4, LCEN4, LCSO4, LIFO4, NATS4) in 2020 and six (AAAT4, ECD4, LCEN4, LCND4, LCXH4, TECH4) in 2019. In the case of ECD4 and LCXI4, there was an inappropriate distribution of items in terms of cognitive levels. There was also inappropriate distribution of marks as per AG, in the case of ECD4, and the LCXI4 did not provide opportunities to assess reasoning ability and creative thought.

Six question papers (ANHC4, ARTC4, LCEN4, LCSO4, LCVE4, TECH4,) were compliant in most respects in 2021, five (ANHC4, EMSC4, MMSC4, TECH4, TRVT4) in 2020 and nine in 2019. The key shortcomings that permeated the 2021 question papers included inappropriate distribution in terms of cognitive levels (ANHC4, ARTC4, LCEN4, LCSO4); incorrect distribution of marks in terms of AG (LCSO4), and choice questions in LCVE4 that were not of an equivalent cognitive level.

However, the internal moderator addressed all these challenges before the question papers could be approved at the second moderation.

f) Adherence to assessment guidelines

This criterion evaluates the adherence of question papers and their marking guidelines to policy; whether each question paper correlates with the AG of the assessment body and the requirements of Umalusi. Question papers are checked to establish whether they reflect the prescribed SO and AS.

The number of question papers that showed full compliance with this criterion increased from 12 in 2019 to 15 in 2020 and, finally, to 18 (AAAT4, ARTC4, EMSC4, HSSC4, INCT4, LCAF4, LCND4, LCSP4, LCSW4, LCTS4, LCVE4, LCXH4, LIFO4, MLMS4, MMSC4, NATS4, SMME4, TRVT4) in 2021.

At initial moderation in 2021, only one question paper (LCZU4) was non-compliant with this criterion, compared to three (HSSC4, NATS4, WHRT4) in 2020 and none in 2019. Three question papers (ANHC4, ECD4, LCXI4) showed limited compliance with this criterion in 2021, compared to three (ANHC4, LCEN4, MMSC4) in 2020 and four (ECD4, INCT4, TECH4, WHRT4) in 2019. The challenges, as in 2019, included inappropriate weighting and spread of content of the SO and AC (ANHC4, ECD4, LCXI4); and spread of questions among different cognitive levels did not adhere to requirements prescribed by the AG (ANHC4, ECD4).

Four question papers (LCEN4, LCSO4, TECH4, WHRT4) met most of the requirements of this criterion in 2021 when compared to five question papers (ARTC4, EMSC4, LCSO4, LCXI4, SMME4) in 2020 and 11 question papers (AAAT4, EMSC4, HSSC4, INCT4, LCEN4, LCND4, LCSP4, LCTS4, LCXH4, MLMS4, SMME4) in 2019. The main challenge encountered across all three years pertained to weighting and spread of content of the SO and AC not being within the norm range prescribed in the AG.

However, the internal moderator had addressed all these challenges before the question papers were approved.

g) Predictability

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

The number of question papers that were compliant in all respects with this criterion at initial moderation increased from 17 in 2019 to 20 (AAAT4, ARTC4, ECD4, EMSC4, HSSC4, INCT4, LCAF4, LCEN4, LCND4, LCXH4, LCZU4, LCSP4, LCTS4, LCVE4, MLMS4, MMSC4, NATS4, SMME4, TECH4, WHRT4) in 2020 and then, impressively, to 22 in 2021. These 22 question papers in 2021 were: AAAT4, ARTC4, ECD4, EMSC4, HSSC4, INCT4, LCAF4, LCEN4, LCND4, LCSP4, LCSW4, LCTS4, LCVE4, LCXH4, LCZU4, LIFO4, MLMS4, MMSC4, NATS4, SMME4, TRVT4 and WHRT4.

As in 2019 and 2020, in 2021 none of the 26 questions papers were non-compliant with the predictability criterion at initial moderation. None of the question papers in 2021 showed limited compliance with the predictability criterion, compared to one (LCSO4) in 2020 and two (INCT4 and LCXH4) in 2019.

Four question papers (ANHC4, LCSO4, LCXI4, TECH4) showed compliance in most respects with the predictability criterion, compared to five (ANHC4, LCSW4, LCXI4, LIFO4, TRVT4) in 2020 and seven (ANHC4, ECD4, EMSC4, HSSC4, LCND4, LCSP4, TECH4) in 2019. The shortcomings across the four question papers in 2021 were attributed to questions lacking an appropriate degree of innovation or being repetitious of questions of the past three years.

However, the internal moderator had addressed all these challenges before the question papers were approved.

h) Marking guidelines

The question paper is approved together with its accompanying marking guideline. If the marking guideline is not compliant, both documents are rejected until both comply with the requirements. This criterion evaluates the compliance of the marking guidelines that accompany each question paper. It checks the correctness and accuracy of marking guidelines; clarity of 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.

At initial moderation, the number of question papers that showed full compliance increased tremendously from two (LCND4, WHRT4) in 2020 and three (LCXI4, LIFO4, MLMS4) in 2019 to ten (ARTC4, EMSC4, HSSC4, INCT4, LCND4, LCSP4, LCTS4, LCXH4, LIFO4, WHRT4) in 2021.

The LCZU4 question paper was the only one that was non-compliant with this criterion in 2020 and 2021, compared to two question papers (ECD4, MMSC4) in 2019. The LCZU4 question paper and marking guideline, as in 2020, had the following deficiencies: non-alignment between question paper and marking guideline; marking guideline was not correct in terms of learning area content and did not provide enough details to ensure accuracy of marking. In addition, the marking guideline did not allocate marks appropriately. All of this would inhibit consistent marking.

Only one question paper (LCVE4) showed limited compliance at initial moderation in 2021, compared

to nine (ANHC4, HSSC4, LCEN4, LCXH4, LCSO4, MMSC4, NATS4, TECH4, TRVT4) in 2020 and six (ANHC4, INCT4, LCSO4, LCXH4, TECH4, TRVT4) in 2019. The limited compliance of LCVE4 with this criterion was attributed to: typographical errors in the marking guideline, a lack of alternative responses in some instances and lack of detail to support consistent marking.

Fourteen question papers (ANHC4, ARTC4, ECD4, LCAF4, LCEN4, LCSO4, LCSW4, LCXI4, MLMS4, MMSC4, NATS4, SMME4, TECH4, TRVT4) showed compliance in most respects with this criterion in 2021, compared to 16 (ARTC4, ECD4, EMSC4, INCT4, LCAF4, LCSP4, LCSW4, LCTS4, LCVE4, LCXI4, LCZU4, LIFO4, MLMS4, SMME4, TECH4, TRVT4) in 2020 and 15 in 2019. As in 2019 and 2020, the challenges that mostly featured in the 2021 question papers were: the marking guideline contained typographical errors, the marking guideline did not make allowance for relevant, alternative responses; and the marking guideline did not provide sufficient detail to ensure accuracy of marking.

However, the internal moderator addressed all these challenges before the question paper and accompanying marking guidelines were approved.

1.4 Areas of Improvement

The following was noted as good practice:

- a. The DHET must be commended, as it was in 2019 and 2020, for good management in the process of administration, development and moderation of question papers and the accompanying marking guidelines, for November 2021;
- b. Security measures were maintained at high levels and no question paper was compromised at any stage during development and internal and external moderation;
- c. Timeous development of question papers using an 18-month cycle;
- d. Improvement in the percentage of overall compliance of the question papers and marking guidelines at initial moderation. This increased from 30.3% in 2019 to 41.8 % in 2020 and, finally, to 54.8% in 2021; and
- e. The percentage compliance per criterion at initial moderation increased by an appreciative margin when compared to that of 2019 and 2020.

1.5 Areas of Non-Compliance

The following were noted as concerns:

- a. Incomplete internal moderator reports and inappropriate quality and standard of internal moderation at initial moderation in four learning areas;
- b. Inappropriate length, level and complexity of vocabulary used in passages, specifically in question papers pertaining to the languages;
- c. Question papers that contained inappropriate weightings and spread of SO and AC;
- d. Selected texts and source material that were irrelevant and inappropriate; and
- e. Alternative responses that were not included in cases where they were required.

1.6 Directives for Compliance and Improvement

The DHET is required to act on the directive for compliance and improvement indicated below. The DHET should:

- a. Strengthen the training of internal moderators, with a focus on their roles and responsibilities during the moderation of question papers and corresponding marking guidelines;

- b. Monitor and support internal moderators continuously to build capacity and improve the quality of moderation;
- c. Ensure that content coverage in each learning area is aligned to the requirements stipulated in the unit standards and AG;
- d. Ensure that the text selected is relevant and at the level of a National Qualifications Framework (NQF) Level 1 candidate; and
- e. Ensure that alternative responses are included in the marking guidelines during the development of the question papers.

1.7 Conclusion

This chapter summarised the findings of the moderation of question papers for the November 2021 GETC: ABET examinations. Umalusi moderators reported in detail on the question papers and their corresponding marking guidelines that were submitted by the DHET for external moderation.

The findings of the external moderation process indicated that there was reasonable improvement in the overall compliance of question papers and their corresponding marking guidelines with all criteria at initial moderation. Most challenges were attributed to poor quality of internal moderation. 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 the training of examiners and internal moderators so that a greater percentage of compliance is achieved across all criteria. Internal moderators must meet the responsibilities of their role. Continuous training will help in addressing shortcomings in the question papers and their corresponding marking guidelines, before they are submitted for external moderation.

CHAPTER 2 MODERATION OF SITE-BASED ASSESSMENT TASKS

2.1 Introduction

Site-based assessment (SBA) forms the basis of internal assessment and contributes 50% towards a student's final mark in the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

The SBA tasks are set nationally and implemented at community learning centres (CLC). The Department of Higher Education and Training (DHET) develops and internally moderates SBA common assessment tasks (CAT) before submission to Umalusi for external moderation and approval. Once approved, SBA CAT are implemented at institutional level during the following academic year. The SBA tasks are formative in design and developmental in nature. One of the main objectives of the SBA tasks is to guide and improve the teaching and learning processes in a structured manner that assists students to master skills, knowledge and values for each learning area.

The external moderation of SBA tasks is a critical part of the quality assurance process. The process ensures that the SBA tasks comply with Umalusi quality assurance of assessment requirements and the assessment guidelines of the assessment bodies. Umalusi conducts the moderation of SBA tasks and corresponding marking guidelines to ensure that SBA tasks are representative of:

- a. An adequate sample of the curriculum;
- b. Relevant conceptual domains; and
- c. Relevant levels of cognitive challenge.

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

2.2 Scope and Approach

The DHET developed and internally moderated SBA CAT for all 26 learning areas in preparation for the November 2021 examination cycle. The assessment guideline for each learning area prescribes the requirements for developing and implementing SBA tasks at each CLC.

The SBA CAT of each learning area consists of three tasks. These are skills-based tasks, learning area-specific tasks and the Test, with weightings of 20%, 30% and 50% respectively. Assessment guidelines (AG) for each learning area prescribe the specific outcomes (SO) and assessment criteria to be covered in each assessment task. These tasks take different forms like assignment, project, investigation, worksheet, demonstration, oral assessment, journal entries, case studies and test.

Umalusi conducted the moderation of the 2021 SBA CAT on-site at a venue organised by the DHET in August 2020. The DHET used two venues in two provinces (Gauteng and Mpumalanga) to ensure adherence to COVID-19 protocols. Each venue had 13 learning areas. The presence of the DHET internal moderators during external moderation had the benefit of accelerating and enhancing the moderation process. Identified challenges were immediately addressed, recommendations were implemented and SBA CAT were resubmitted, moderated and approved.

Umalusi used the Instrument for the Moderation of Common Assessment Tasks. This requires that Umalusi evaluates the quality of SBA CAT according to the following criteria:

- 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 criteria);
- ii. Limited compliance (met 50% or more but less than 80%);
- iii. Compliance in most respects (met 80% or more but less than 100%); or
- iv. Compliance in all respects (met 100%) of the criteria.

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

- a) Approved: if the SBA tasks and accompanying marking guidelines meet all criteria;
- b) Conditionally approved–resubmit: 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

Umalusi has adopted a holistic approach for the moderation of SBA tasks. 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 approved the SBA tasks only once all the criteria were met in each task.

The data used for the findings in this report were based on the initial external moderation of the SBA CAT. Comparative data was based on the previous two years (2019 and 2020). The findings summarised below show the overall compliance status of the SBA CAT and the levels of compliance of SBA CAT per criterion.

2.3.1 Overall Compliance of SBA Tasks at Initial Moderation

In preparation for the 2021 academic year, Umalusi moderated the SBA of the 26 learning areas by measuring compliance with the eight criteria, as stipulated in the moderation instrument. At initial moderation, the SBA of three learning areas (AAAT4, LCND4, LCXH4) were approved and one learning area (HSSC4) was rejected and had to be redeveloped and resubmitted for moderation. Umalusi conditionally approved the SBA CAT of 22 learning areas and provided recommended improvements to be implemented by the internal moderators. Once these recommendations were effected, the tasks

were resubmitted. Umalusi approved LCAF4 and LCEN4 on third submission. The overall compliance of SBA tasks per criterion at initial moderation is depicted in Table 2A:

Table 2A: Compliance of SBA tasks per criterion at initial moderation

No.	Criteria	Compliance frequency (208 Instances)			
		None	Limited	Most	All
1	Adherence to assessment guidelines	2	4	9	11
2	Content coverage	1	5	4	16
3	Cognitive demand	0	4	5	17
4	Language and bias	0	6	12	9
5	Formulation of instructions and questions	0	7	9	10
6	Quality and standard of SBA tasks	0	8	9	9
7	Mark allocation and marking guideline	0	4	18	4
8	Internal moderation	4	7	11	4
Total		7	45	77	79
		129			79
Percentage		62%			38%

Table 2A shows that the 26 learning areas had an overall compliance (compliance in all respects) of 38%.

As shown in Table 2B below, Umalusi identified the cognitive demand criterion as having the highest compliance rate (65%). The internal moderation criterion, together with the mark allocation and marking guideline criterion, showed the lowest compliance rate (15%). The overall compliance showed a decline compared with 2020 (42%) and an improvement compared to 2019 (36%). Table 2B shows a comparison of overall compliance in all respects during initial moderation for 2019, 2020 and 2021.

Table 2B: Comparison of overall compliance of SBA CAT over three years

No.	Criteria	November 2019 (%)	November 2020 (%)	November 2021 (%)
1	Adherence to assessment guidelines	42	54	42
2	Content coverage	58	73	62
3	Cognitive demand	54	50	65
4	Language and bias	38	23	35
5	Formulation of instructions and questions	23	27	38
6	Quality and standard of SBA tasks	35	35	35
7	Mark allocation and marking guideline	35	19	15
8	Internal moderation	38	54	15
Average compliance %		36	42	38

Figure 2A shows a comparison of overall compliance % over three years.

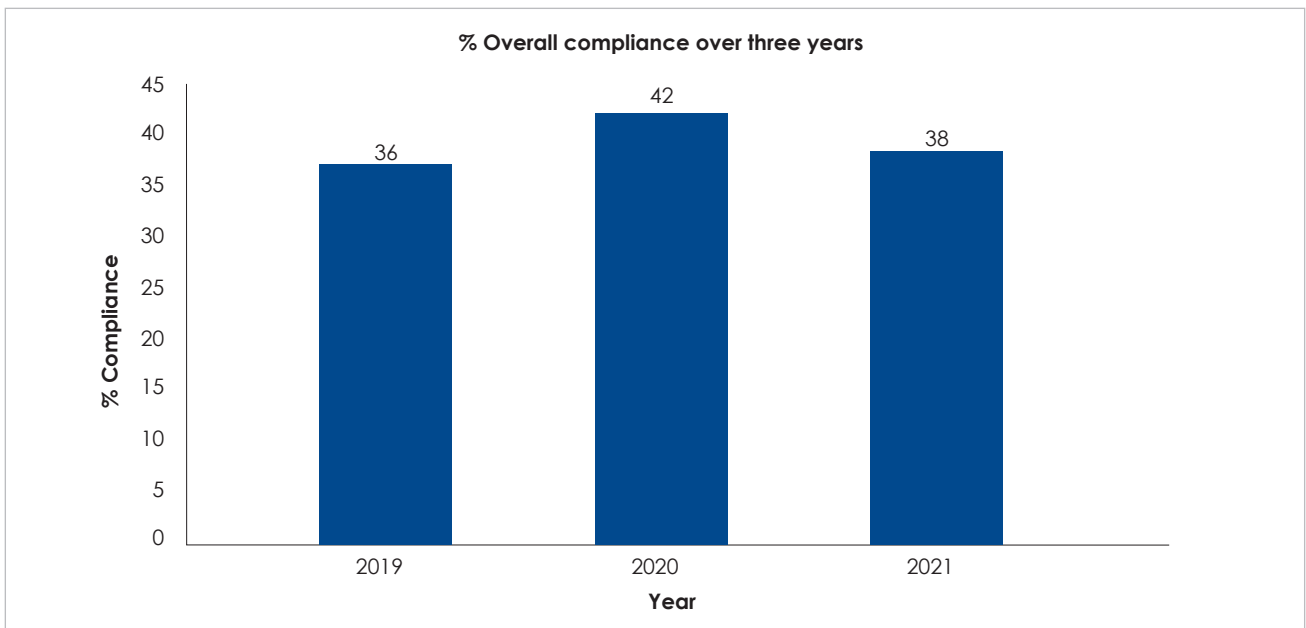


Figure 2A: Comparison of overall compliance of the SBA tasks in 2019, 2020 and 2021

The comparison in Figure 2A shows a decline in the percentage of SBA CAT that were compliant in all respects in 2021, compared to 2020.

2.3.2 Compliance of SBA Tasks with Each Criterion

The compliance of SBA CAT with each criterion for all learning areas is depicted below under subparagraphs a) - h). Each section includes a comparative Figure (Figure 2B to Figure 2I) showing the comparison of compliance per criteria in 2021, 2020 and 2019.

a) Adherence to assessment guidelines

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

At initial moderation in 2021, 42% of SBA CAT complied in all respects with the criterion, whereas 35% complied in most respects. Of the remaining SBA CAT, 8% showed no compliance at all and 15% showed limited compliance. The SBA CAT that showed no compliance at all were LCZU4 and INCT4, while HSSC4, LCVE4, SMME4 and TECH4 showed limited compliance.

The non-compliance of LCZU4 was a result of the non-submission of the full history of the SBA. This prevented Umalusi from verifying whether examiners effected the recommendations highlighted by the internal moderator. In addition, the listening comprehension did not adhere to prescriptions of the latest version of the assessment guideline (AG) and the rubric for the assessment of reading was incorrect. The three tasks of INCT4 did not comply with the prescribed format and unit standard weighting of the AG.

The SBA CAT of HSSC4 did not comply with the AG in CAT 3 and the marks did not tally. Umalusi did not receive the full history of the SBA CAT for LCVE4, SMME4 and TECH4. The drafts and evidence of the internal moderators' comments were not available.

Figure 2B shows a comparison of adherence to the AG for the three-year period from 2019 to 2021.

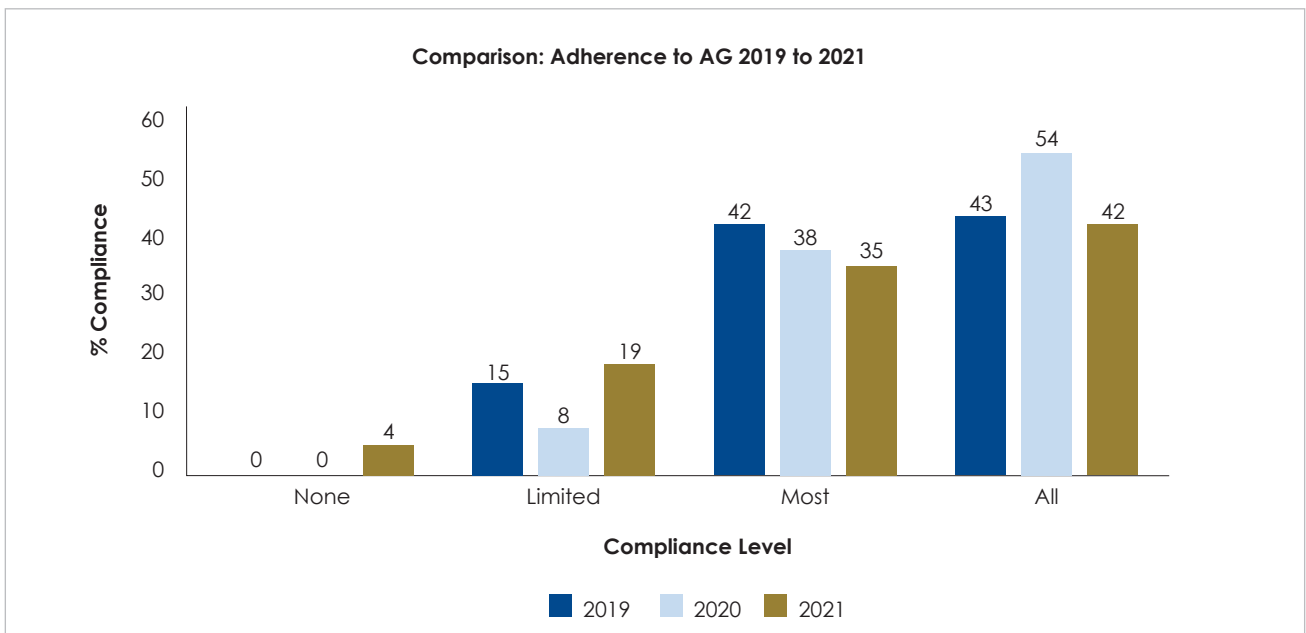


Figure 2B: Comparison of compliance with adherence to assessment guidelines criterion

In 2020, 54% of SBA CAT complied in all respects with this criterion. Unfortunately, in 2021, compliance was 42%, even lower than 43% of 2019. There was a further decrease in compliance in most respects, from 42% in 2019, to 38% in 2020 and 35% in 2021.

However, the internal moderator had addressed all these challenges before the SBA CAT and their marking guidelines were approved.

b) Content coverage

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

Overall compliance was 81%, of which 66% of the learning areas showed compliance in all respects and 15% compliance in most respects. Nineteen percent had limited compliance and 4% scored no compliance. HSSC4 showed no compliance and INCT4, LCAF4, LCSO4, and TRVT4, limited compliance.

All the tasks of HSSC4 did not cover the unit standards as prescribed in the examination and assessment guideline (EAG), the weighting and spread of the SO and assessment criteria (AC) were inappropriate and not in line with the EAG. CAT 1 and 2 did not assess a variety of skills.

INCT4, LCAF4 and LCSO4 were not in line with the current EAG. The weighting of CAT of INCT4 and TRVT4 deviated from the EAG; and in LCSO4 and TRVT4, the tasks did not assess a variety of skills. The comparison of compliance from 2019 to 2021 with the content coverage criterion is illustrated in Figure 2C below.

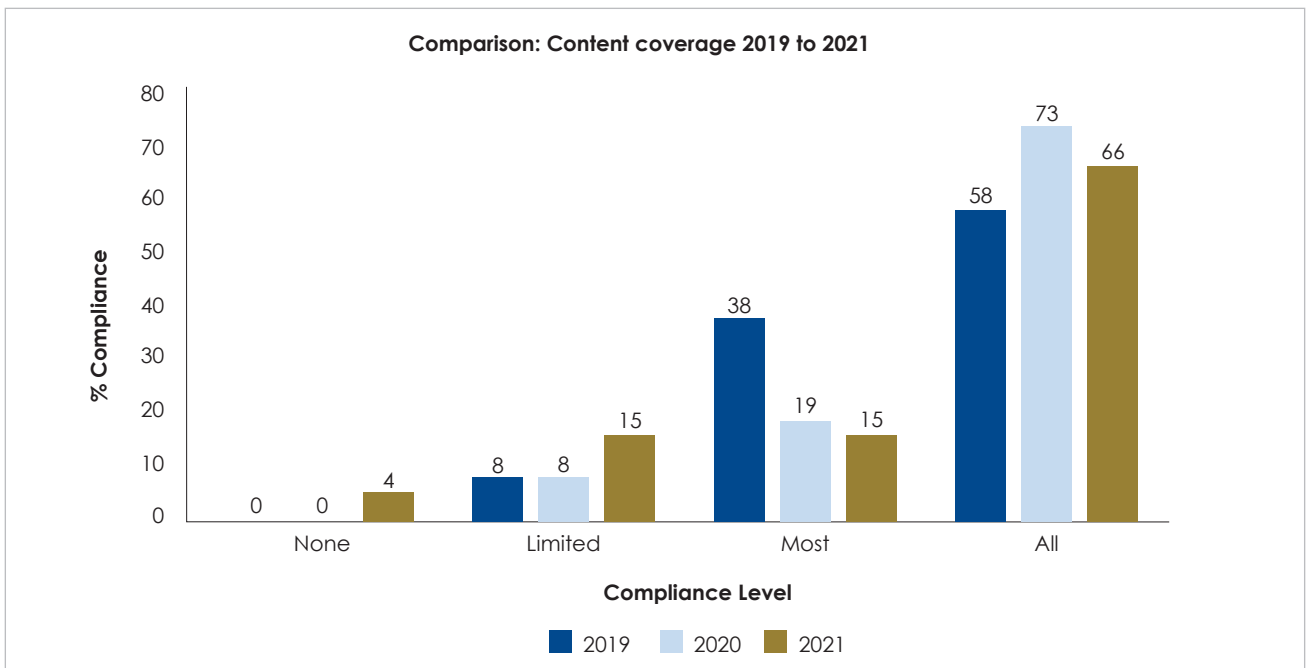


Figure 2C: Comparison of overall compliance of content coverage criteria

The overall compliance in all respects in November 2021 was 66%, in 2020 it was 73% compliance and in 2019, 58%. This indicates a decline in compliance of 7% between 2021 and 2020. The level of non-compliance increased from 0% in 2019 and 2020 to 4% in 2021.

However, the internal moderator had addressed all these challenges before the SBA CAT and their marking guidelines were approved.

c) Cognitive demand

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

DHET and Umalusi embarked on a concerted effort to improve the understanding of the different cognitive levels among examiners and moderators. This resulted in 69% of SBA CAT with full compliance, 15% showing compliance in most respects and no SBA CAT showing non-compliance with this criterion. There was 15% of SBA CAT with limited compliance. These SBA CAT were for EMSC4, HSSC4, LCSO4 and TRVT4.

In EMSC4, the inappropriate distribution of questions among cognitive levels led to skewed cognitive demand across the different tasks and choice questions. The weighting of questions with different cognitive levels of the HSSC4 SBA CAT was not aligned with the AG prescriptions. There were also discrepancies within mark allocations. Deviations from the AG requirements were also reported in TRVT4.

Figure 2D below indicates the comparison of compliance with this criterion over the past three years:

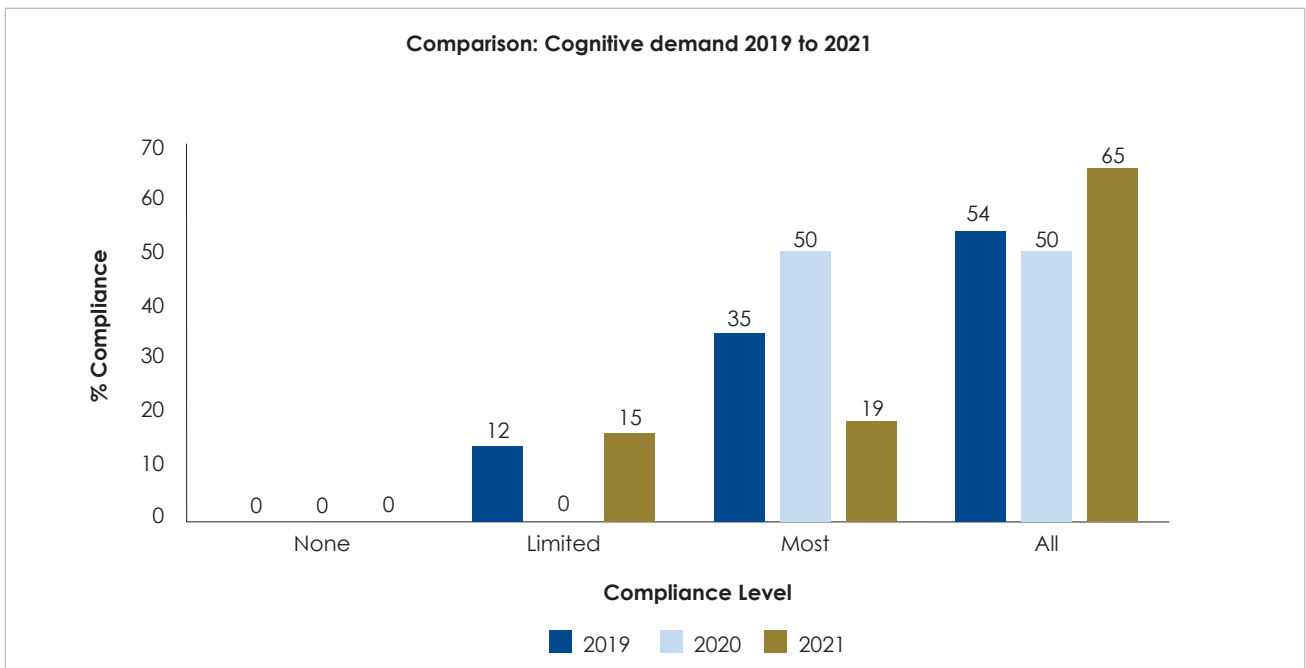


Figure 2D: Comparison of compliance with cognitive demand criterion

Although there was a 15% increase in the number of SBA CAT that were compliant in all respects from 2020 to 2021, overall compliance decreased from 100% in 2020 and 89% in 2019, to 84% in 2021.

However, the internal moderator had addressed all challenges before the SBA CAT and their marking guidelines were approved.

d) Language and bias

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

Umalusi is concerned that 23% of SBA CAT showed limited compliance and 31% complied fully with this criterion, whereas 46% complied in most respects, at initial moderation. The SBA CAT with limited compliance were LCSO4, LCSP4, LCXI4, LCZU4, MMSC4 and TRVT4. The contributing factors to limited compliance were:

- i. Incorrect learning area terminology used (LCSO4, LCZU4, TRVT4, MMSC4);
- ii. Inappropriate language register for the level of the candidates (TRVT4);
- iii. Subtleties in grammar that caused confusion (LCSO4; LCXI4, LCZU4, MMSC4 and TRVT4);
- iv. Grammatically incorrect language in SBA CAT and marking guideline (LCSP4, LCXI4, LCZU4 and TRVT4);
- v. Questions with overcomplicated syntax (LCSO4 and TRVT4);
- vi. Bias in terms of province and region (LCSO4); and
- vii. Passages used in the test that were of inappropriate length and inappropriate complexity of vocabulary.

Figure 2E shows a comparison of compliance with this criterion from 2019 to 2021.

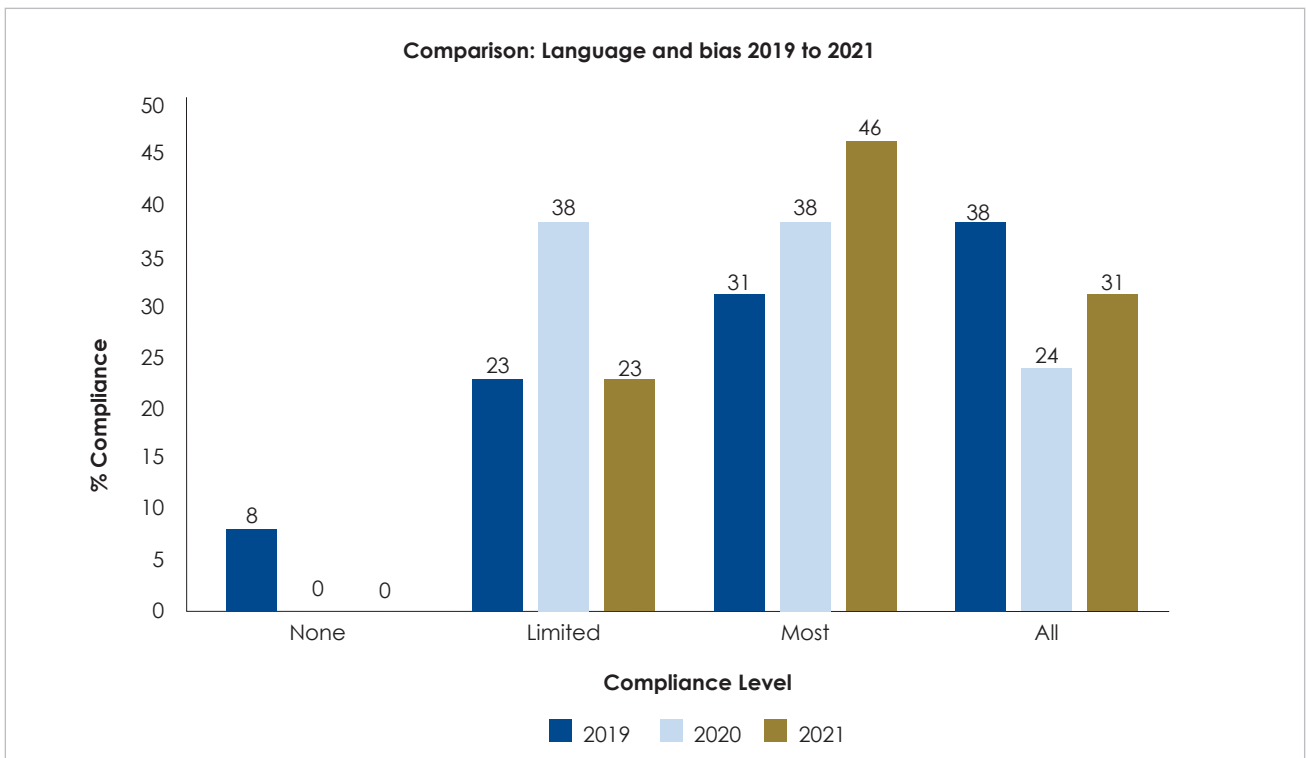


Figure 2E: Comparison of overall compliance with language and bias criterion

Compliance in all respects of SBA CAT with this criterion showed an increase, from 24% in 2020 to 31% in 2021. Although 23% of SBA CAT showed limited compliance, this was an improvement when compared with 38% in November 2020. A further improvement was reflected in the 0% of SBA CAT that were non-compliant, when compared with 2019 (8%).

However, the internal moderator had addressed all these challenges before the SBA CAT and their marking guidelines were approved.

e) Formulation of instructions and questions

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

In November 2021, 35% of SBA CAT were compliant in most respects and 38% were fully compliant. There were no SBA CAT that were non-compliant, while 27% showed limited compliance. The limited compliance in LCEN4, LCSO4, LCXI4, LCZU4, MMSC4, TECH4 AND TRVT4 could be attributed to:

- i. Ambiguous and unclear instructions that could lead to misinterpretation (LCEN4, LCSO4, LCXI4, LCZU4, MMSC4, TECH4 and TRVT4);
- ii. Poorly formulated questions in seven SBA CAT (LCEN4, LCSO4, LCXI4, LCZU4, MMSC4, TECH4 and TRVT4);
- iii. The SBA CAT of two learning areas contained factual errors and misleading information (LCZU4, MMSC4);
- iv. Irrelevant and incorrect references in questions to prose, texts, visuals, drawings, illustrations, examples, tables and graphs (LCSO4, LCXI4, LCZU4, MMSC4 and TECH4);
- v. Questions that were vague and ambiguous (TECH4); and
- vi. SBA CAT that did not allow for the assessing of different skills. (LCSO4).

Figure 2F below shows the comparison of compliance over the past three years.

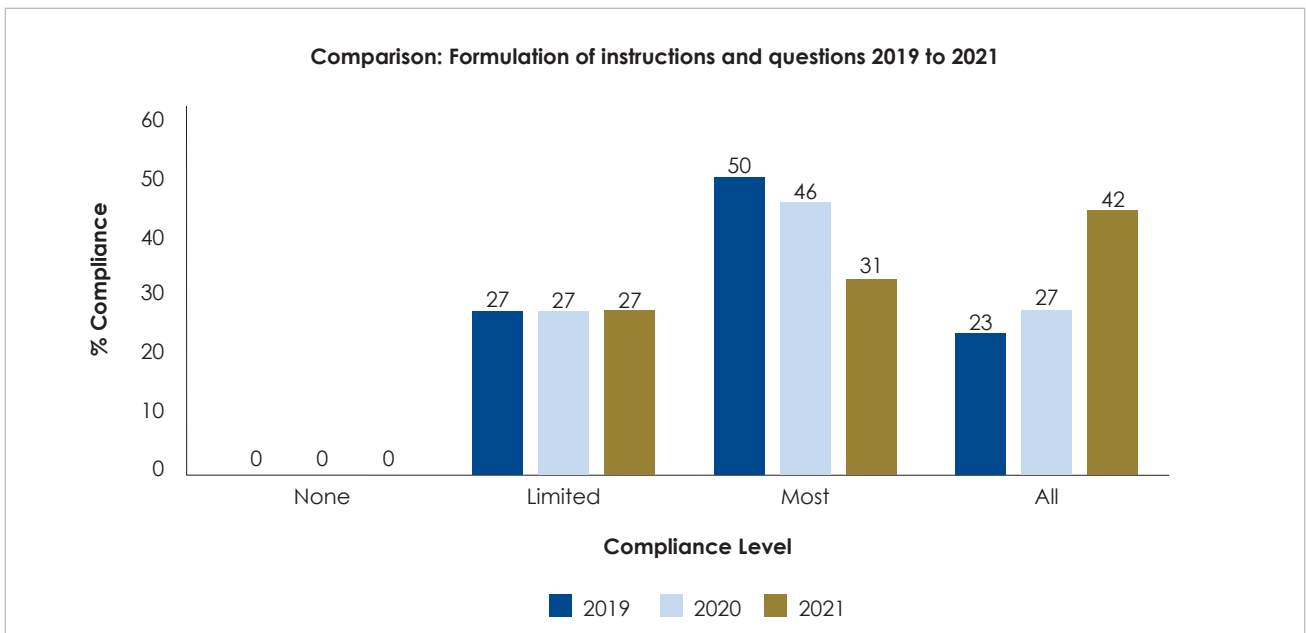


Figure 2F: Comparison of compliance with the formulation of instructions and questions criteria

Figure 2F shows that there was an increase in the number of SBA CAT, from 23% to 27% in 2019 to 2020 and 27% to 42% from 2020 to 2021, that were compliant in all respects.

The internal moderator had addressed all challenges before the SBA CAT and their marking guidelines were approved.

f) Quality and standard of SBA tasks

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

Thirty-eight percent of SBA CAT complied fully and 31% had limited and compliance in most, respectively. The SBA CAT that showed limited compliance were ANHC4, HSSC4, LCEN4, LCSO4, LCSP4, LCXI4, LCZU4 and TECH4. The most prevalent reasons for limited compliance were findings that the CAT were unfair, invalid and unreliable in eight SBA (ANHC4, HSSC4, LCAF4, LCEN4, LCSO4, LCXI4, LCZU4 and TECH4). The standard of six SBA CAT (ANHC4, HSSC4, LCAF4, LCEN4, LCXI4 and LCZU4) was inappropriate. Illustrations, graphs and tables were not of appropriate quality and this compromised the print readiness of four SBA CAT (HSSC4, LCSO4, LCXI4 and TECH4). Time allocation for the SBA CAT of LCSO4 seemed inappropriate and the mark allocation did not correspond with the marks in the marking guideline (HSSC4 and TECH4).

Figure 2G below illustrates a comparison of compliance with the quality and standard of SBA CAT in 2019, 2020 and 2021.

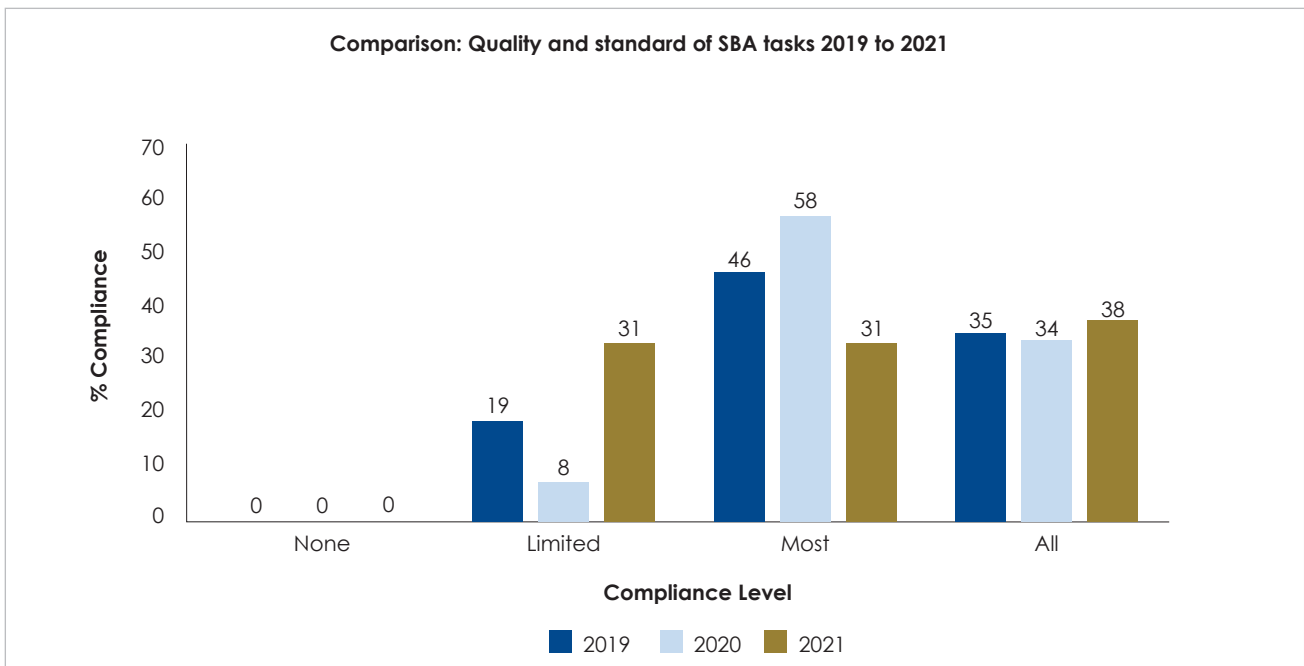


Figure 2G: Comparison of compliance with the quality and standard of tasks criterion

When compared to the previous year, the compliance in all respects of SBA CAT with this criterion improved from 34% to 38%.

The internal moderator had addressed all challenges before the SBA CAT and their marking guidelines were approved.

g) Mark allocation and marking guideline

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

In 2021, 15% of the SBA CAT were compliant in all respects and 70% were compliant in most respects. There were 15% (LCEN4, LCSO4, LCZU4, TECH4) SBA CAT that showed limited compliance; none were totally non-compliant with this criterion. Factors that contributed to the limited compliance were:

- i. The language of the marking guideline did not match that of the SBA CAT (LCZU4);
- ii. The marks for each question and/or sub-question in the marking guideline did not correspond with those shown in the SBA CAT (TECH4);
- iii. Inaccuracy in terms of learning area content (LCEN4, LCSO4 and LCZU4);
- iv. Typographical or language errors (LCEN4, LCZU4 and TECH4);
- v. Unclear format of the marking guideline (LCSO4 and LCZU4);
- vi. Inconsistencies in marking guidelines (LCEN4, LCZU4 and TECH4);
- vii. Marking guideline that was unrelated to the SBA CAT (LCEN4, LCSO4, LCZU4 and TECH4); and
- viii. No allowance for relevant, alternative responses (LCSO4).

The comparison of compliance for a three-year period is indicated in Figure 2H below.

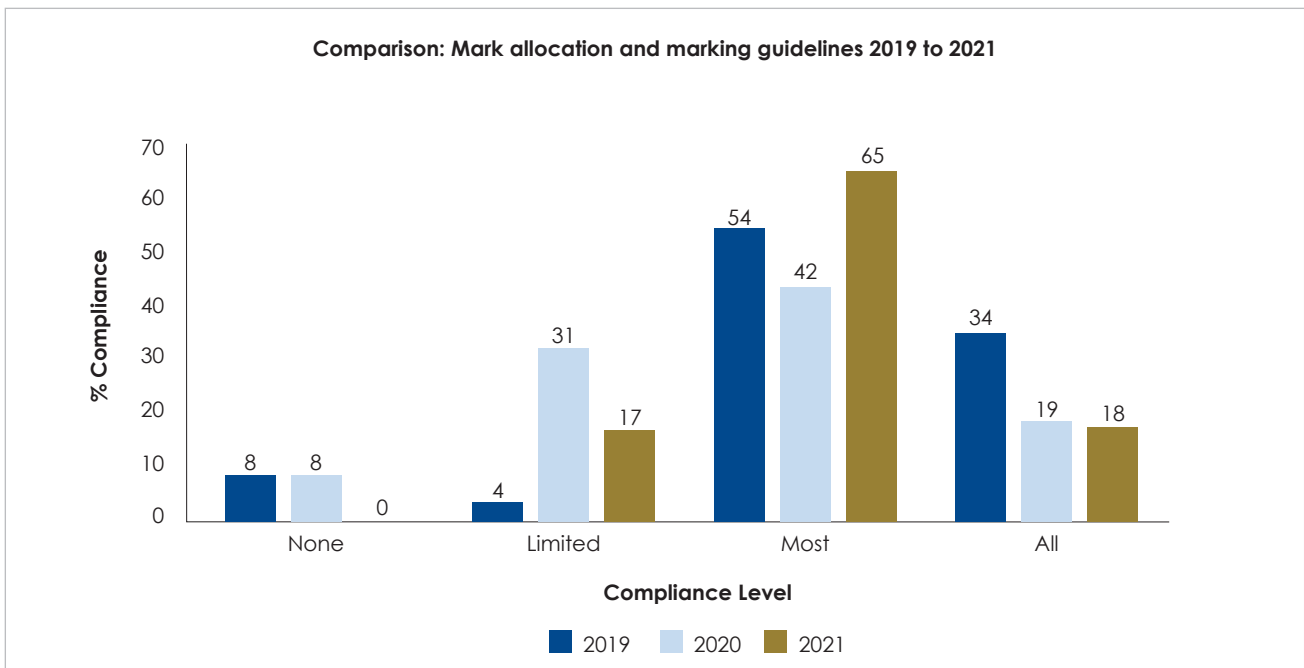


Figure 2H: Comparison of compliance with the mark allocation and marking guideline criterion

There were no cases of non-compliance in 2021, compared with 8% non-compliance in both 2019 and 2020. Only 18% of SBA CAT showed full compliance in 2021 when compared with the 19% in 2020 and 34% in 2019. This shows a declining trend in the full compliance of SBA CAT with this criterion at initial moderation.

However, the internal moderator had addressed all these challenges before the SBA CAT and their marking guidelines were approved.

h) Internal moderation

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

In 2021, 43% of SBA CAT complied in most respects and 15% showed compliance in all respects with this criterion. Twenty-seven percent (EMSC4, LCEN4, LCSP4, LCSW4, LCVE4, LCXI4 and MMSC4) showed limited compliance, while 15% (INCT4, LCTS4, LCZU4 and TECH4) were totally not compliant with this criterion.

INCT4 did not meet any of the quality descriptors for the criterion. The other challenges related to limited compliance at initial moderation were:

- i. No evidence that SBA CAT had been internally moderated (LCVE4);
- ii. The internal moderator's report was incomplete and lacked detail (LCXI4);
- iii. The quality of the moderator's report was inappropriate (LCEN4, LCSP4, LCSW4, LCTS4, LCXI4, MMSC4 and TECH4);
- iv. The standard of the internal moderator reports was not appropriate (LCEN4, LCSP4, LCSW4,

- LCTS4, MMSC4 and TECH4);
- v. The moderator reports lacked relevance (LCEN4, LCSP4, LCSW4, LCTS4, MMSC4 and TECH4) and;
 - vi. There was no evidence that the internal moderators' recommendations had been effected or addressed. (LCSW4, LCTS4, LCVE4 and TECH4)

Fig 2J reflects a comparison of compliance with the internal moderation criterion over three years:

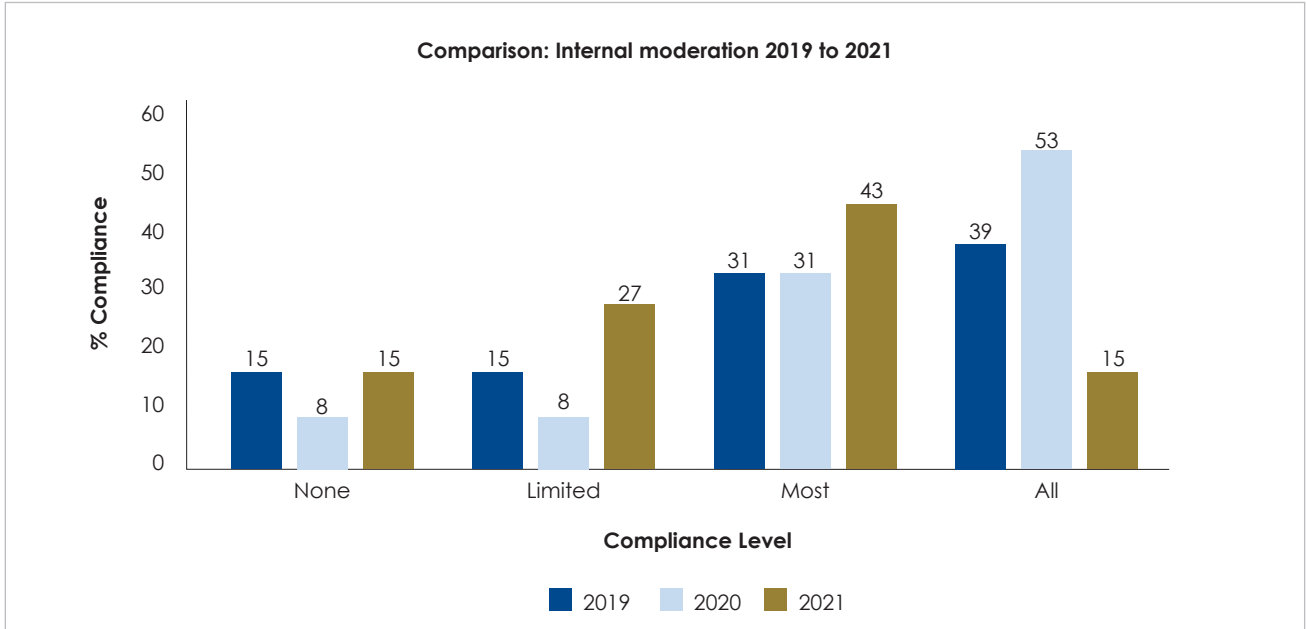


Figure 2J: Comparison of overall compliance to the internal moderation criteria

Figure 2J shows that compliance in all respects declined from 53% in 2020 and 39% in 2019 to 15% in 2021.

However, the internal moderator had addressed all these challenges before the SBA CAT and their marking guidelines were approved.

2.4 Areas of Improvement

The following areas of improvement were noted:

- a. Compliance with the cognitive demand criterion increased by 15% from the compliance rate in 2020 at initial moderation; and
- b. The compliance of SBA CAT with formulation of instructions and questions criterion also improved, by 11%, in 2021 at initial moderation.

2.5 Areas of Non-Compliance

The following were identified as areas of non-compliance at initial moderation:

- a. Failure to adhere to the requirements of the AG;
- b. Non-compliance with the content requirements of SBA CAT as prescribed in the AG;
- c. Decline in the overall compliance of SBA CAT when compared to that of 2020;
- d. SBA CAT with language errors;
- e. Incorrect responses in the marking guidelines; and
- f. Inappropriate standard and quality of internal moderation.

2.6 Directives for Compliance and Improvement

The DHET is required to:

- a. Strengthen the training of examiners and internal moderators to ensure consistency in the interpretation of the AG requirements with regard to the content of SBA CAT;
- b. Ensure that internal moderators fully understand their roles and responsibilities during the moderation of SBA CAT; and
- c. Ensure that all examiners have access to and implement the latest version of the AG.

2.7 Conclusion

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

The overall compliance with most criteria at initial moderation declined in 2021, when compared to the SBA CAT of 2020. There is much to be done by the DHET to improve the quality of internal moderation. The SBA CAT submitted for external moderation that contained grammatical, spelling and technical errors and errors in marking guidelines indicated the poor quality of internal moderation. Training of examiners and internal moderators should therefore be regarded as a continuous process that aims to improve the quality of SBA CAT when they are submitted for external moderation.

CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

3.1 Introduction

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

Students present their responses to SBA tasks in a portfolio of evidence (PoE). Umalusi conducts rigorous external moderation of the SBA portfolios to evaluate the quality and standard of work done by the students and facilitators, in line with the requirements of the assessment guideline and criteria of Umalusi. The purpose of external moderation of SBA portfolios is, among others, to:

- a. Establish the scope, extent and reliability of SBA across all assessment bodies;
- b. Ensure that SBA portfolios comply with the requirements of assessment guidelines;
- c. Verify whether internal moderation of SBA portfolios was conducted by the assessment body at different levels;
- d. Check on the quality of internal moderation of SBA portfolios; and
- e. Report on the overall quality of SBA portfolios.

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

3.2 Scope and Approach

Umalusi scheduled the moderation of SBA for the November 2021 examination cycle to coincide with the internal moderation conducted by the Department of Higher Education and Training (DHET) at the provincial moderation centres of eight out of nine provinces. This was also done in 2020 and proved to be a success. Umalusi moderated a sample of SBA portfolios from all 26 learning areas.

Umalusi deployed external moderators to the provincial education departments (PED) for two days. The Umalusi moderators had direct access to all SBA portfolios and were able to select their own samples randomly from the pool of moderated portfolios at different community learning centres (CLC). One lecturer portfolio of assessment (PoA) and five students' PoE were included in any sampled CLC, per learning area. Umalusi moderators were expected to moderate SBA portfolios of 24 CLC, per learning area, over the two days.

Umalusi moderators were required to ensure that their sampling met the following requirements:

- a. To moderate a total of 12 students' PoE per day;
- b. To include 12 students' PoE from at least six CLC;
- c. Include at least two students' PoE from each CLC;
- d. Students' PoE should be representative of three levels of achievement, i.e., below average; average and above average categories;

- e. Working mark sheets and computerised mark sheets should be included for verification purposes; and
- f. Internal moderators' reports at different levels of moderation must be included, per CLC.

Table 3A reflects the learning areas and the number of SBA portfolios sampled, per PED, for the November 2021 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						36			
Ancillary Health Care	ANHC4				36					
Arts and Culture	ARTC4						36			
Early Childhood Development	ECD4								36	
Economic and Management Sciences	EMSC4						36		36	
Human and Social Sciences	HSSC4						36			
Information Communication Technology	INCT4			36						
LC: Afrikaans	LCAF4							36		
LC: English	LCEN4			36						
LC: IsiNdebele	LCND4						36			
LC: Sesotho	LCSO4		36							
LC: Sepedi	LCSP4					36				
LC: SiSwati	LCSW4						36			
LC: Setswana	LCTS4			36						
LC: Tshivenda	LCVE4					36				
LC: IsiXhosa	LCXH4	36								
LC: Xitsonga	LCXI4					36				
LC: IsiZulu	LCZU4				36					
Life Orientation	LIFO4				36					
Mathematical Literacy	MLMS4							36		
Mathematics and Mathematical Sciences	MMSC4		36							
Natural Sciences	NATS4			36						
Small, Micro and Medium Enterprises	SMME4		36							
Technology	TECH4				36					
Travel and Tourism	TRVT4	36								
Wholesale and Retail	WHRT4	36								
Total		108	108	144	144	108	216	72	72	0

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

- 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 moderators evaluated SBA portfolios based on how the quality indicators of each criterion were met and on the overall impression of the SBA portfolios. The compliance decision was either:

- a) No compliance;
- b) Limited compliance;
- c) Compliance in most respects; or
- 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 CLC in the different provinces. Umalusi moderated the SBA portfolio of each centre to measure the degree of compliance in the implementation and moderation of SBA. It should be noted that the findings and conclusions were based on the sample selected for the moderation of the SBA portfolios.

3.3.1 Moderated Samples

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

Table 3B: SBA portfolio samples moderated

Province	Community learning centre	Learning area	Students' PoE	Lecturers' PoA
Eastern Cape	Zanoncedo	LCXH4	2	1
	Mzomtsha		2	1
	Water Affairs		2	1
	Sivuyile		2	1
	Zama		2	1
	Nxokwana		2	1
	Cradock Prison		2	1
	Tafalofefe		2	1
	Noah		2	1
	Imizamo Yethu		2	1
	Zamokuhle		2	1
	Ganya		2	1
	Mzoxolo		2	1
	Nyanisweni		2	1

Province	Community learning centre	Learning area	Students' PoE	Lecturers' PoA
	Sivuyile Mbonisweni		2	1
	Cookhouse		2	1
	Dalisoka		2	1
	Zinyosini		2	1
	Gamtoos CLC	TRVT4	2	1
	Bosberg		2	1
	Middelburg Prison		2	1
	Lower Lafutha 1		2	1
	Dalukhanyo		2	1
	Wesley		2	1
	Bokamoso		2	1
	St Albans Prison		3	1
	Manaskop		2	1
	Osborn CLC		2	1
	Cradock Prison		2	1
	Lower Lafutha 2		3	1
	Zanempucuko CLC	WHRT4	2	1
	Sakhikhaya CLC		2	1
	Lumanyano CLC		2	1
	Qhayiya CLC		2	1
	Mayipase CLC		2	1
	Cecilia CLC		2	1
	Thembelihle CLC		2	1
	Vulindlela CLC		2	1
	Sinoxolo CLC		2	1
	Ngwabeni CLC		2	1
Bofolo CLC	2		1	
Mpekweni CLC	2		1	
Free State	Thusanang CLC	LCSO4	6	1
	Reahola CLC,		4	1
	Umziwoxolo CLC,		2	1
	Kutlwano-Siyavana CLC		2	1
	Bahlodi-Banqobi CLC		2	1
	Moqhaka CLC		2	1
	Mangaung CLC		2	1
	Itshebeletseng CLC (Lejwe)		4	1
	Groenpunt Correctional Services	MMSC4	3	1
	Pele Ye Pele		4	1
	Horebe		6	1
	Liberty CLC		3	1
	Kganye CLC		4	1
	Senkhoane CLC		4	1

Province	Community learning centre	Learning area	Students' PoE	Lecturers' PoA
	Rutegang CLC		4	1
	Meloding SLC		2	1
	Menyatso CLC	SMME4	4	1
	Mmesamohloane		4	1
	Tsibogang		4	1
	Kroonstad Prison		4	1
	Mothebe CLC		4	1
	Dikgutsaneng		4	1
Gauteng	Good Shepherd	EMSC4	2	1
	Thuto-Lesedi		2	1
	Thuto-Khumo		2	1
	Losperfontein		2	1
	Reikantse CLC		2	1
	Leorele		2	1
	Mosiane		2	1
	Batho-Pele		2	1
	Ratanang		2	1
	Tswelelopele		2	1
	Bethsaida CLC	INCT4	3	1
	21 Battalion – St Charles Lwanga		3	1
	Mohlakeng CLC Impilo Satellite		3	1
	DWT Nthathe CLC		3	1
	Thuto Mfundo CLC		3	1
	Victory CLC Siphamandla		3	1
	City Deep CLC		3	1
	Mamelodi CLC		2	1
	Tembisa CLC		1	1
	Taamane CLC	LCEN4	2	1
	Kagiso CLC		2	1
	Josiah Khumalo CLC		2	1
	Bethsaida CLC		2	1
	Kwazini CLC		2	1
	Tsakane CLC		2	1
	Chief Luthuli CLC		2	1
	Ivory Park CLC		2	1
	Thuto Mfundo CLC		2	1
	Morakapula Santho		2	1
	Tembisa	LCTS4	2	1
	Bulamatlho		2	1
	Tlhabologo		2	1
	Bethesda		2	1
	Victory		2	1

Province	Community learning centre	Learning area	Students' PoE	Lecturers' PoA
	Moepathutse		2	1
	Reneilwe		2	1
	Hammanskraal		2	1
	Gaerobel		2	1
	Tembisa CLC	NATS4	2	1
	Reneilwe CLC		4	1
	Josia Khumalo CLC – Naledi Day		2	1
	Josia Khumalo CLC – Michael Se-ageng		2	1
	PQ Vundla CLC – Molapo Day		4	1
	Tswinyane CLC – Kgoro Ya Thuto		2	1
	Tsakane CLC		2	1
	Sharpeville CLC		2	1
	Daveyton CLC		2	1
	Wattville CLC – Main Centre Day		2	1
KwaZulu-Natal	Inqambayamangwane CLC	ANHC4	2	1
	Celulwazi CLC		2	1
	Zuza CLC		2	1
	Luvuyo		2	1
	Emabovimbi		2	1
	Hope		2	1
	Emalandeni		2	1
	Khulangolwazi		2	1
	Zinojo/Ethangeni		2	1
	Estcourt Correctional Centre	LCZU4	3	1
	Zuzulwazi CLC		3	1
	Thuthukani CLC		3	1
	Indonsa CLC		3	1
	Manaye CLC (Dalisu satellite)		3	1
	Jozini CLC (Ngiba satellite)		3	1
	Vukile CLC		3	1
	Esibanini CLC		3	1
	Kwathophi	LIFO4	2	1
	Ethangeni		2	1
	Dokkies		2	1
	Emabomvini		2	1
	Inqabayamangwane		2	1
Inchanga	2		1	
Zifundele	TECH4	6	1	
Mount Edgecombe		2	1	
Umzamo		2	1	
Nkanyiso CLC		2	1	

Province	Community learning centre	Learning area	Students' PoE	Lecturers' PoA	
Limpopo	Sebaeng	LCSP4	2	1	
	Sekhukhune		2	1	
	Capricorn		2	1	
	Hosea Ntsoane,		2	1	
	Magene/Kgoburi		2	1	
	Mboneni	LCVE4	2	1	
	Lukau		2	1	
	Tshiombo		2	1	
	Tshinetisi		2	1	
	Mangomani		2	1	
	Ligege		2	1	
	Makwarela		2	1	
	Mattila		2	1	
	Madzivi		LCXI4	-	-
	Benson Shiviti			-	-
	Giyani Comprehensive	-		-	
	Mbokota	-		-	
	Malamulele P/Work	-		-	
	Mahochomba	-		-	
	Mafarana	-		-	
Mashamba	-	-			
Nkuri	-	-			
Mpumalanga	Shatleng CLC	AAAT4	2	1	
	Madukulushe CLC		2	1	
	Jeppe's Reef CLC		2	1	
	Zakheleni		2	1	
	Morei		2	1	
	Masakhane		2	1	
	Marcia CLC		2	1	
	Kwetse CLC		2	1	
	Sele CLC		2	1	
	Masibekela A		2	1	
	Lithuba		2	1	
	Manzini		2	1	
	Elukwatini SC		ARTC4	2	1
	Sihlangu	2		1	
	Cheshire	2		1	
	Songimvelo	2		1	
	Mbuzini	2		1	
	Thulani	2		1	
	Sibhejane	2		1	
	Lasihlangu	2		1	

Province	Community learning centre	Learning area	Students' PoE	Lecturers' PoA
	Motlamogatsane		2	1
	Lodakada		2	1
	Elukwatini		2	1
	Sikwahlane		2	1
	Mhluzi CLC	EMSC4	2	1
	Buffelspruit CLC		2	1
	Vukuthakhe CLC		2	1
	KwaZanele CLC		2	1
	Shatleng CLC		2	1
	Sinqobile CLC		2	1
	Ludlow CLC		2	1
	Wesselton CLC		2	1
	Maqhekeza/ Mangweni CLC		2	1
	Lindokuhle CLC		2	1
	Rantlhake Operational Venue		HSSC4	2
	Rekwele	2		1
	Mbongo BLC	2		1
	MI Nkuna CLC	2		1
	Shalamuka CLC	2		1
	Sihlangu CLC	2		1
	Oakley CLC	2		1
	Sibhenjani CLC	2		1
	Jongilanga CLC	2		1
	Phola CLC	2		1
	Mbuzini CLC	2		1
	Asipheleni CLC	2	1	
	Bongani	LCND4	2	1
	Phakgamang		2	1
	Mantwane		2	1
	Marhagi		2	1
	Thabana		2	1
	Vumazonke		2	1
Ramokgeletsane	2		1	
Nkanini	LCSW4	2	1	
Ngwenyeni		2	1	
Fernie		2	1	
Lamagadlela		2	1	
Masibekela		2	1	
Salubindza		2	1	
Songimvelo		2	1	
Steenbok		2	1	
Mzinti		2	1	

Province	Community learning centre	Learning area	Students' PoE	Lecturers' PoA
	Phambili		2	1
	Masakhane		2	1
Northern Cape	JTG (John Taolo Gaetsewe)	LCAF4	6	1
	Namakwa		6	1
	ZF Mgcawu		6	1
	Pixley Ka Seme		4	1
	Namaqua		2	1
	Kareeville – Elukhanyisweni	MLMS4	2	1
	Helen Joseph – Dr EP Lekhela		2	1
	Mecwi – Thuto Ke Lesedi		2	1
	People's Public – Sutherland		2	1
	Helen Joseph – Mataleng		2	1
	Kolomela Training Centre		2	1
	Galeshewe Centre – Helen Joseph		2	1
	Mecwi – Kodumelang		2	1
	Mecwi – Reatshwelela		2	1
	Itlhatlhoseng – Warrenvale		2	1
	ZF Mgawu CLC – Upington Prison		2	1
	Kareeville – Nomathemba		2	1
North West	Fatihogang CLC	ECD4	2	1
	Letshubile CLC		2	1
	Ikageng CLC		2	1
	Resegofetse CLC		2	1
	Kholofelo CLC		2	1
	Mojasaqo CLC		2	1
	Aganang CLC		2	1
	Good Shepherd CLC		2	1
	Reamogetse Thuto CLC		2	1
	Fetogang CLC		2	1
	Reamogetswe CLC		2	1
	Modisha CLC		2	1
	Total number of portfolios in sample			580

In total, Umalusi selected a sample of 580 students' PoE and 254 lecturers' PoA across the 26 learning areas in eight of the nine provinces. Umalusi instructed external moderators to select a sample of at least two PoE per learning area per CLC. In learning areas where enrolments were low and learning areas were not offered in large numbers of CLC, Umalusi selected more PoE than that prescribed per CLC. The only learning area that was moderated in more than one province was EMSC4, which was moderated in Gauteng and Mpumalanga. This had a major effect on the size of the sample. Figure 3A indicates the comparison of the number of PoE and PoA over three years.

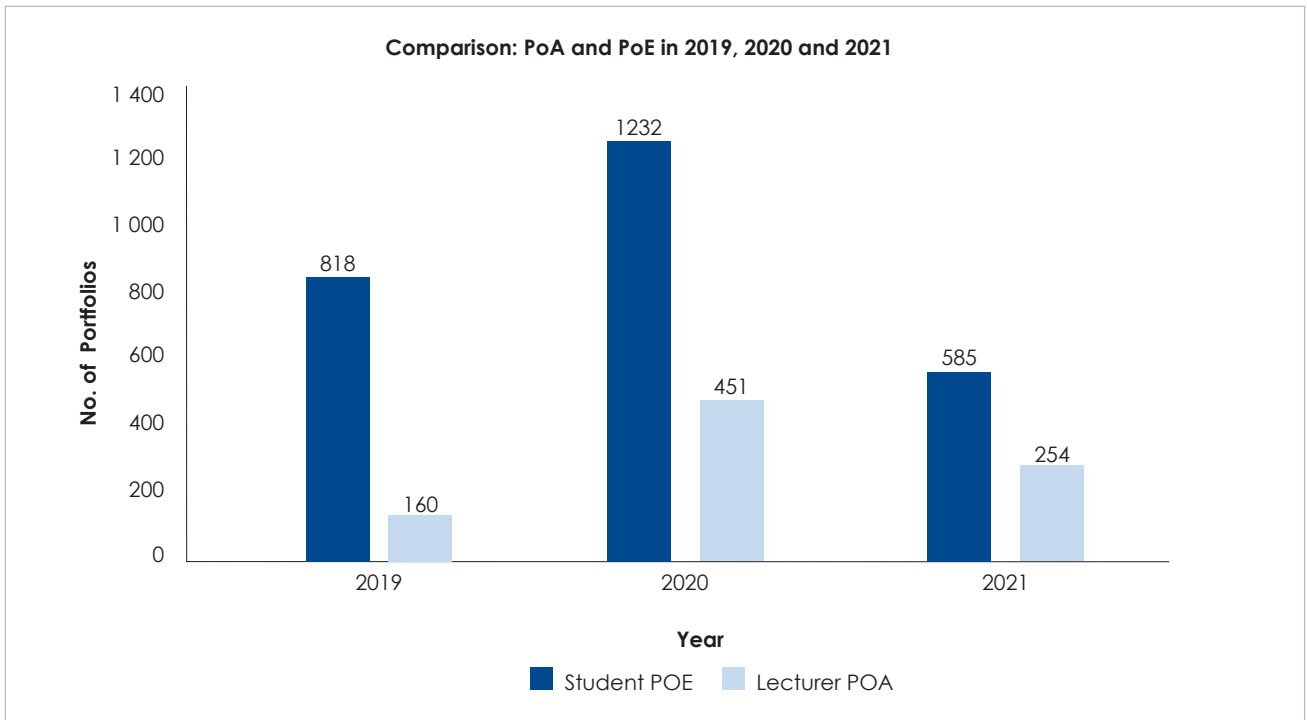


Figure 3A: Comparison of PoA and PoE samples in 2019, 2020 and 2021

Figure 3A shows that there was an increase in the number of PoA and PoE sampled from 2019 to 2020. However, there was a decrease from 2020 to 2021. In 2020, Umalusi moderated 11 learning areas in two provinces, one in three provinces and eight in one province. Due to budgetary and other constraints brought about by COVID-19, Umalusi reduced the samples and restricted the moderation to one learning area per province in 2021. Figure 3B indicates the comparison of the number of CLC sampled over three years.

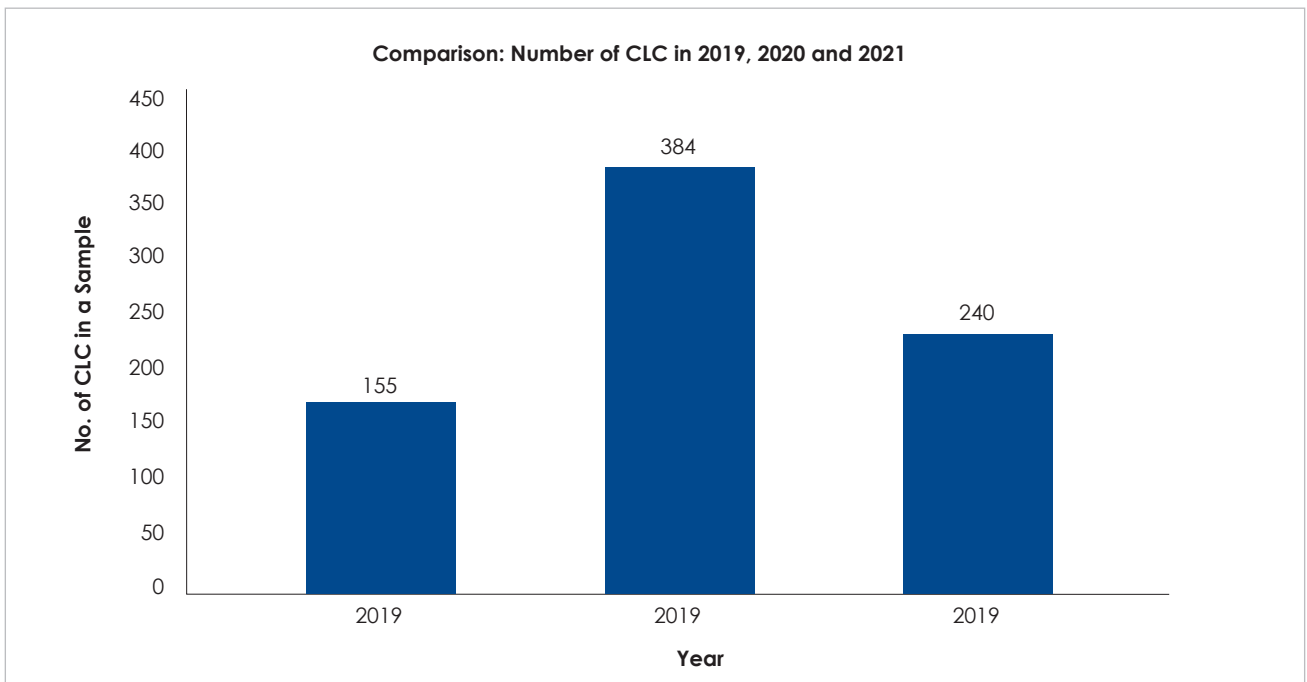


Figure 3B: Comparison of the number of sampled CLC in 2019, 2020 and 2021

Figure 3B shows a decrease in the number of CLC sampled, from 383 in 2020 to 240 in 2021. However, when compared to 2019, there was an increase in 2020, from 155 CLC to 383. Umalusi verified 85 more SBA portfolios in 2021 than in 2019.

3.3.2 Overall Compliance of Moderated Samples

Umalusi made provision for the moderation of one lecturer's PoA and two students' PoE per learning area, per CLC. Table 3D summarises the overall compliance of the sample with each of the six criteria against which the moderation of portfolios was conducted. In addition, Table 3D summarises the overall compliance status of sampled CLC with the quality and standard for all learning areas.

Table 3C: Overall compliance of moderated SBA portfolios per criterion

No.	Criteria	Compliance frequency [1 650 Instances]			
		None	Limited	Most	All
1	Adherence to assessment guideline	3	18	126	128
2	Internal moderation	3	23	103	146
3	Structure and content of SBA portfolios	1	4	115	155
4	Implementation and assessment of SBA tasks	1	50	0	224
5	Performance of students	9	25	118	123
6	Quality of marking	10	32	46	187
Total		27	152	508	963
Percentage (%)		2%	9%	31%	58%

Table 3D shows that, overall, 58% of SBA portfolios were compliant in all respects, 31% were compliant in most respects, 9% showed limited compliance and only 2% were not compliant at all. Figure 3C compares the overall compliance of the CLC with the criteria in 2019, 2020 and 2021.

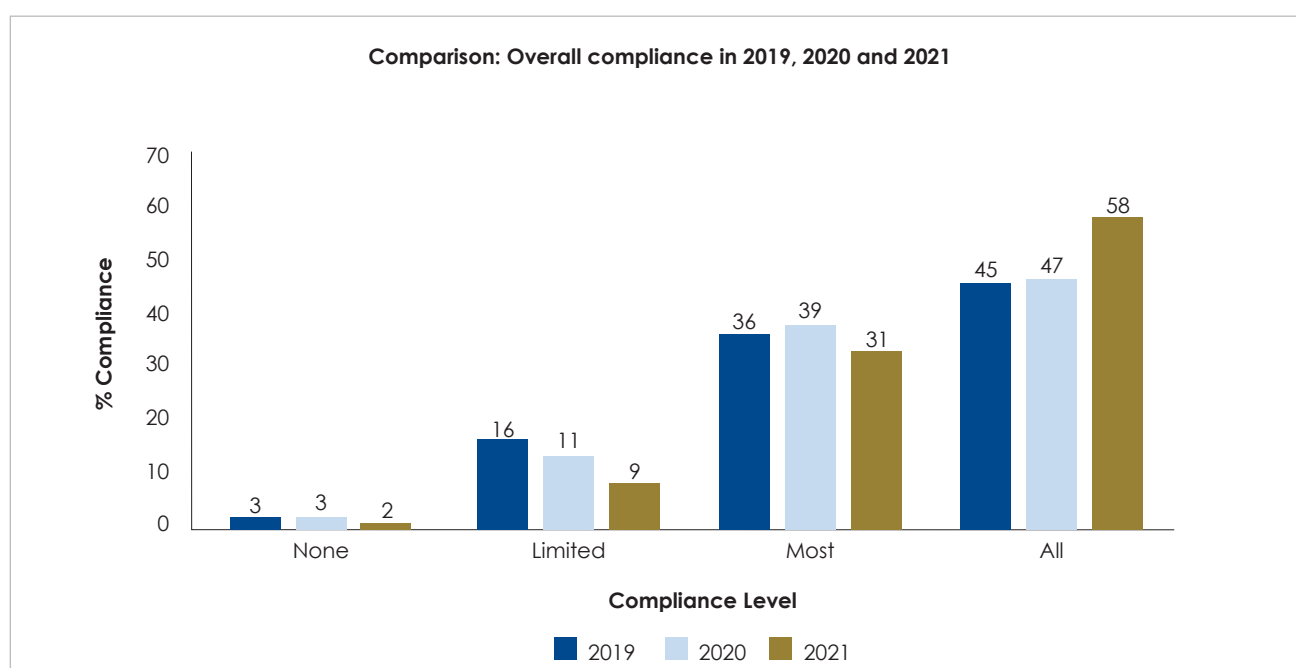


Figure 3C: Comparison of overall compliance per CLC in 2019, 2020 and 2021

Despite the challenges brought by COVID-19 and the lockdown, Figure 3C indicates that there was an overall improvement in the SBA portfolios that were compliant in all respects, compared with 2019 and 2020 (from 45%–47% in 2019 to 2020 and 47%–58% in 2020 to 2021).

3.3.3 Compliance of CLC with each Criterion

This section summarises the findings of Umalusi regarding the compliance of CLC per criterion and comparison of compliance over a three-year period.

a) Adherence to assessment guideline

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

Only 7% of CLC were non-compliant with this criterion, with 47% compliant in all respects, 46% compliance in most respects and 6% showing limited compliance. There was a definite improvement in the neatness, required content and organisation of the files. Despite this, there were still some challenges, such as:

- i. Some of the lecturer PoA did not contain an assessment plan and there was no evidence that students were provided with assessment criteria as part of the formative assessment (ECD4, EMSC4, LCEN4, LCXH4, LCZU4, LIFO4 and SMME4);
- ii. The work schedule, which should guide the lecturer through the teaching and SBA assessment processes, was not included in the PoA (ECD4, LCEN4 and LIFO4);
- iii. One CLC (ECD4), another CLC (SMME4) and two CLC (LCZU4) did not submit the SBA tasks and corresponding marking guidelines in the lecturers' PoA;
- iv. Lecturer details were not included in the PoA of eight (LCVE4), seven (LCEN4) and one (LCXH4) CLC; and
- v. At the time of the moderation, the electronic mark sheets at all centres were not yet completed.

When compared with compliance in 2019, 2020 and 2021, CLC showed a marked improvement. This is indicated in Figure 3D below.

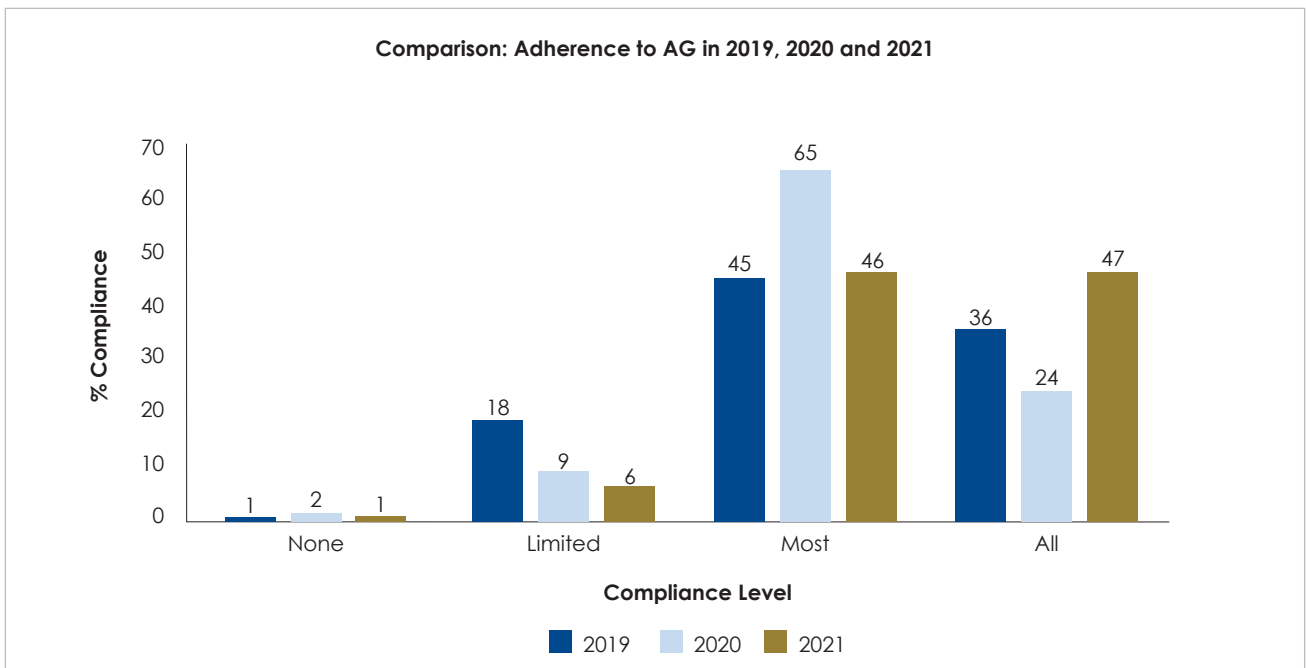


Figure 3D: Comparison of compliance with adherence to assessment guidelines (AG) in 2019, 2020 and 2021

Figure 3D show that full compliance improved by 23% (from 24% in 2020 to 47% in 2021), compared with the decline in compliance with this criterion, from 36% in 2019 to 24%, in 2020.

b) Internal moderation

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

Fifty-three percent of CLC indicated compliance in all respects and 38% were compliant in most respects with this criterion. Only 8% of the sample showed limited compliance and 1% were non-compliant. The contributing factors to non-compliance were identified as:

- i. No evidence of internal moderation at all three levels (INCT4, LCEN4, LCSO4, LCXH4, MMSC4, NATS4, TECH4, SMME4, TRVT4 and WHRT4). In some of these cases all three levels were affected, while most of the moderation that was not done was at centre level;
- ii. Limited or no feedback from the internal moderators to the lecturers and students was evident in a number of learning areas; and
- iii. Furthermore, the feedback was irrelevant, lacking in standard and quality and would not enhance teaching and learning (LCVE4, LCZU4, LIFO4, MMSC4, TRVT4 and WHRT4).

Umalusi had been concerned that internal moderation was done merely as a formality for compliance; and that internal moderators had resorted to shadow marking, with no deep insight into how the moderation process could enhance the credibility of the assessment process and results. Figure 3E below compares the levels of compliance over the past three years.

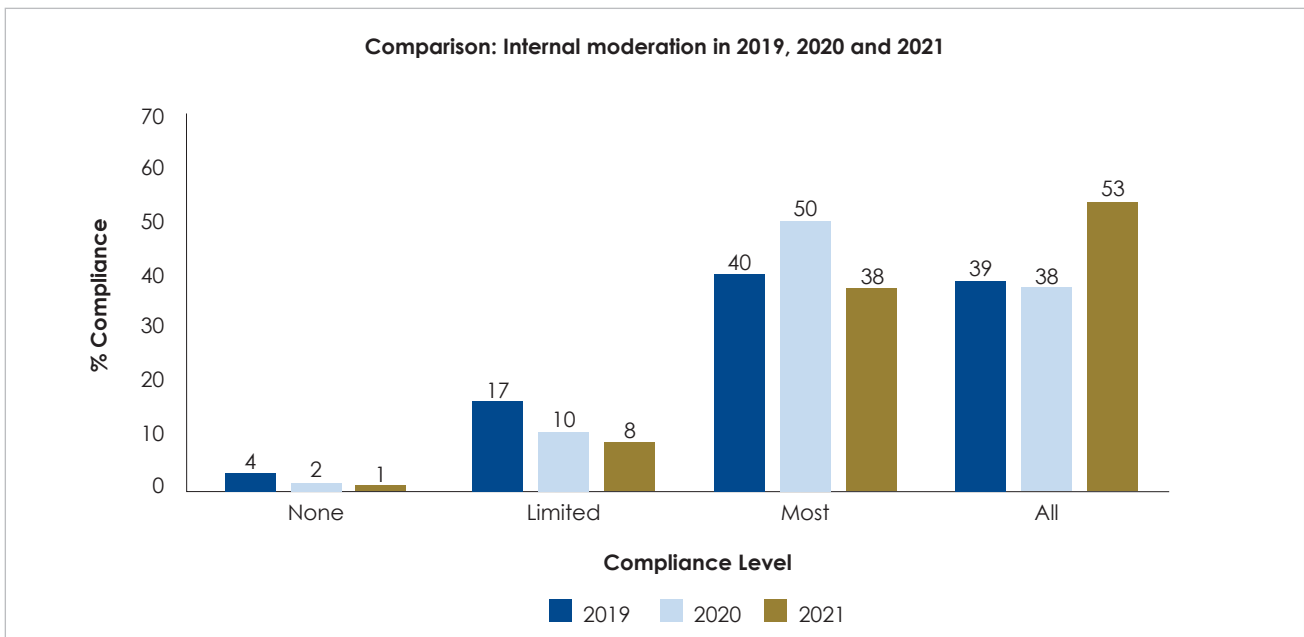


Figure 3E: Comparison of compliance with internal moderation in 2019, 2020 and 2021

Figure 3E indicates that compliance in all respects with this criterion showed a decline from 39% in 2019 to 38% in 2020 and a huge improvement in 2021 (53%).

c) Structure and content of SBA portfolios

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

Fifty-nine percent of CLC were compliant in all respects with this criterion. Forty-two percent were compliant in most respects and 1% showed limited compliance, while another 1% were not compliant at all. Students' PoE were neat, organised and complete, with the exception of a few that did not contain all the required evidence. These were:

- i. ECD4, INCT4, SMME4, TRVT4 and WHRT4, where there was no evidence of internal moderation;
- ii. Certified copies of identity documents and declaration forms that were not submitted (ECD4, INCT4, LCAF4, LCEN4, LCND4, LCVE4, LCXI4, LCZU4, LIFO4, MLMS4, MMSC4, NATS4, SMME and TRVT4);
- iii. Some PoE did not contain an assessment plan (ANHC4, LCEN4, LCSW4, LCXI4, LCZU4, LIFO4 and SMME4);
- iv. Some PoE (LCEN4 and LCZU4) were not organised and not presentable; and
- v. Only one PoE in TRVT4 did not contain all student responses.

In general, there was an improvement in compliance, compared to previous years. Figure 3F compares compliance levels over three years.

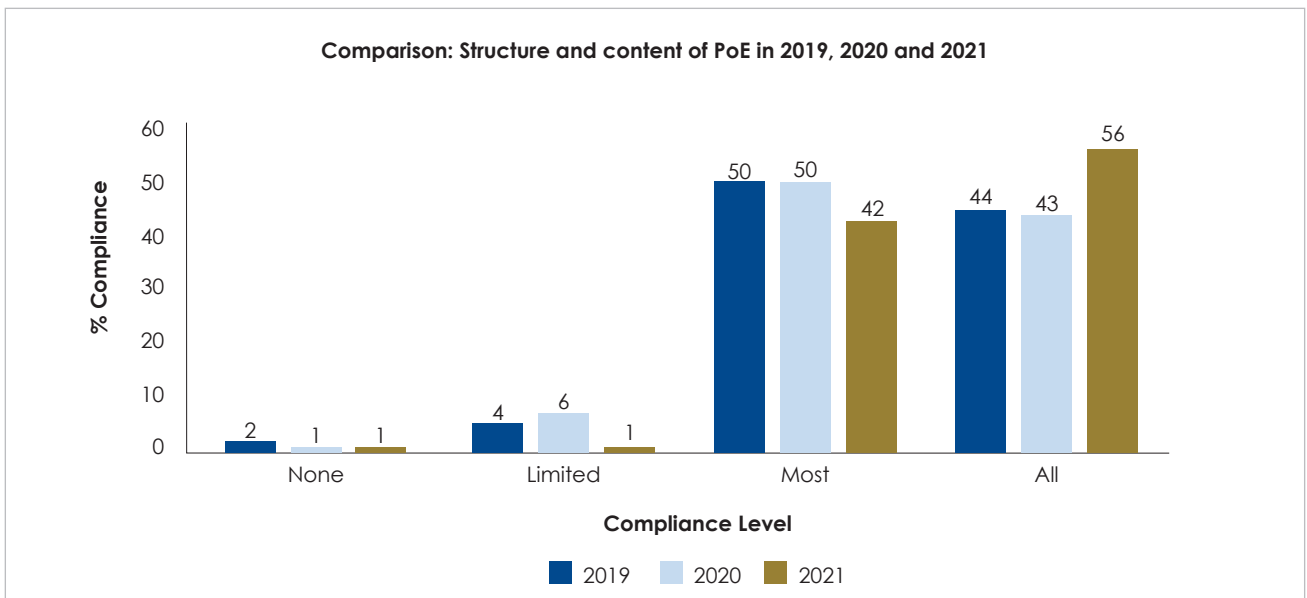


Figure 3F: Comparison of compliance with the structure and content of PoE in 2019, 2020 and 2021

Figure 3F reflects an improvement in compliance in all respects with this criterion. Compliance improved from 43% in 2020 to 56% in 2021.

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 a student portfolio. The expectation is that the SBA tasks are completed and assessed according to the assessment plan.

There were 81% of CLC that were fully compliant with this criterion. Eighteen percent showed limited compliance; while only 1% were totally non-compliant. Non-compliance with this criterion related to some of the student PoE not containing all the required tasks (ECD4, EMSC4, LCAF4, LCEN4, LCSP4, LCVE4, LCXH4, LCZU4, LIFO4, NATS4). Assessment was not conducted as planned in some CLC (LCSP4, LCXI4, LCZU4, LIFO4, SMME4 and TRVT4). In the languages, the non-compliance related mostly to evidence of the oral tasks, which were not included in the students' PoE. Figure 3G shows a comparison of compliance with the implementation of the assessment tasks in 2019, 2020 and 2021.

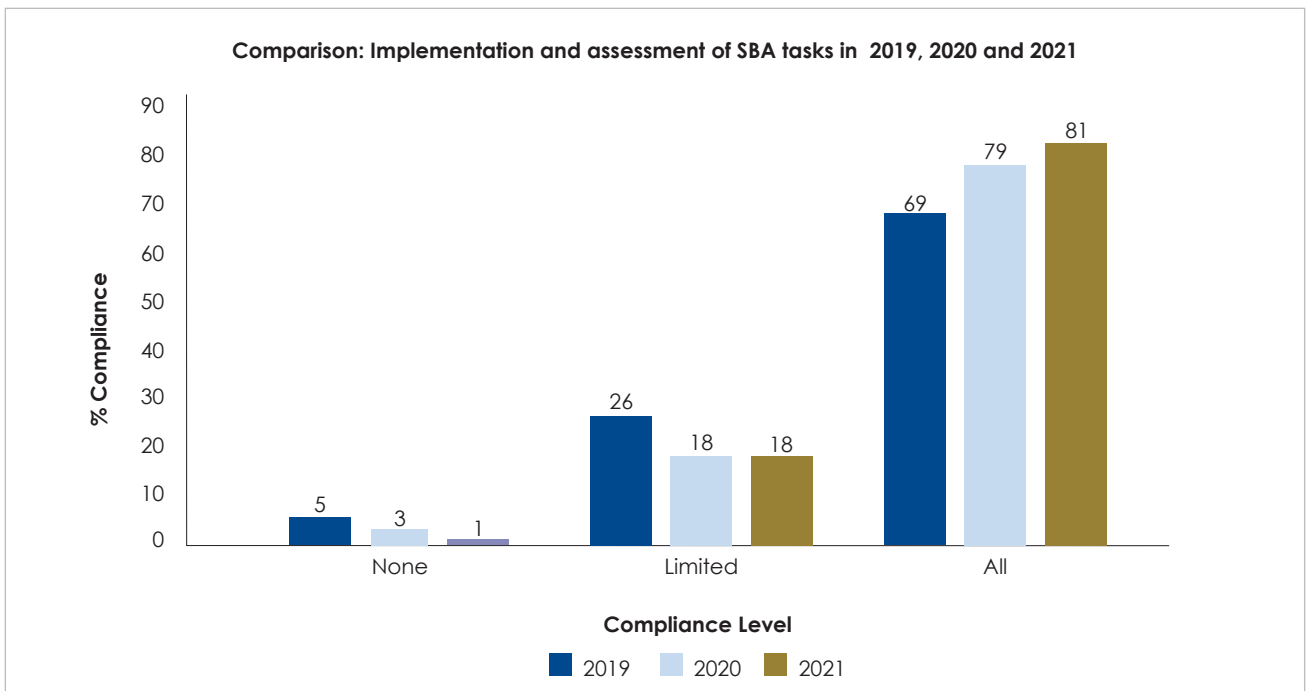


Figure 3G: Comparison of compliance with the implementation of assessment tasks in 2019, 2020 and 2021

Despite the COVID-19 restrictions and their effect on the management of the assessment processes, there has been constant improvement in full compliance with this criterion, from 69% in 2019 to 79% in 2020 and 81% in 2021.

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.

It should be noted that various factors contribute to compliance with this criterion, viz., student proficiency in English, barriers, special needs and guidance provided by lecturers. Taking these factors into account, 43% of CLC were compliant in most respects and 45% were compliant in all respects. Limited compliance was at 9% and non-compliance at 3%. The findings indicated the following:

- i) Students failed to interpret questions correctly (ARTC4, ECD4, EMSC4, LCAF4, LCEN4, LCSP4, LCSW4, LCTS4, LCVE4, LCZU4, LIFO4, MMSC4 and TECH4). Umalusi indicated that it seemed that ARTC4 students did not receive the required guidance and all students at all centres struggled with task 1 in LIFO4;
- ii) Student responses did not meet expectations and demands of tasks (ARTC4, ECD4, EMSC4, LCAF4, LCEN4, LCSP4, LCSW4, LCVE4, LCZU4, LIFO4, MMSC4 and TECH4); and
- iii) Students could not respond to questions at different levels of difficulty and cognitive demand (ARTC4, ECD4, EMSC4, LCAF4, LCEN4, LCSP4, LCSW4, LCTS4, LCVE4, LCZU4, LCVE4, LCZU4, LIFO4, MMSC4 and TECH4).

In most cases there was a correlation between misinterpretation, student performance and students not being able to respond appropriately to higher-order and more difficult questions. The compliance levels of CLC in the last three years are compared in Figure 3H.

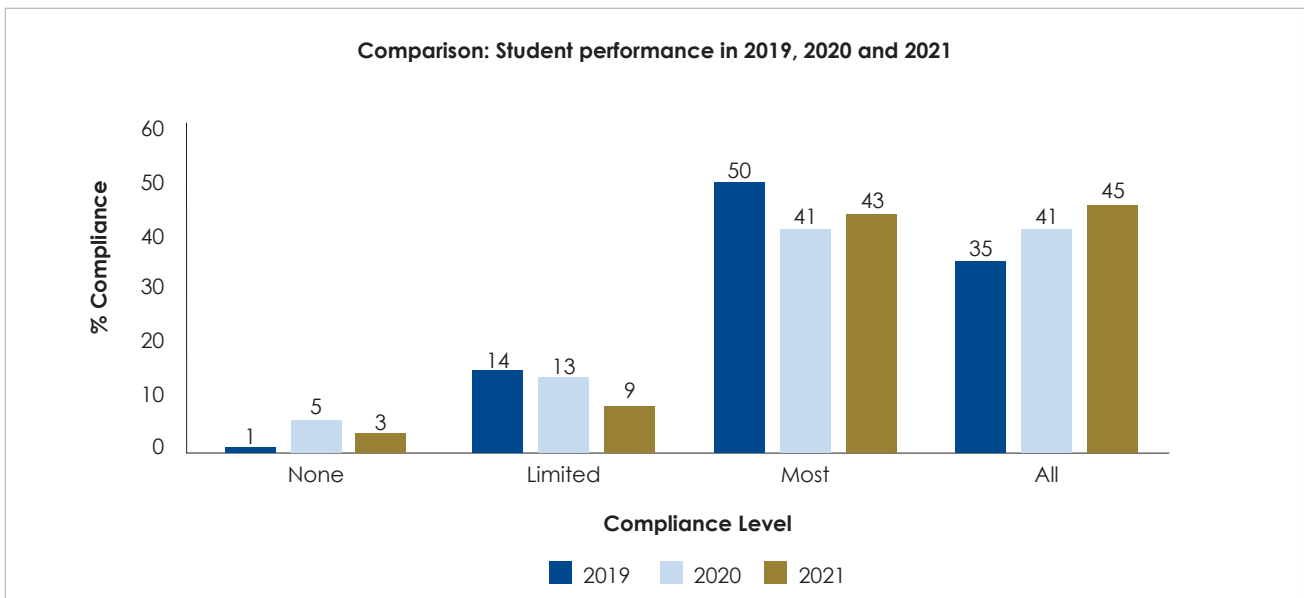


Figure 3H: Comparison of compliance with student performance in 2019, 2020 and 2021

As indicated in Figure 3H, there was a slight improvement in full compliance with this criterion, from 35% in 2019 and 41% in 2020 to 45% in 2021. There was also a noticeable decline in non-compliant CLC.

f) Quality of marking

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

As the quality of marking is key in the quality assurance of assessment, Umalusi found that 68% of CLC were compliant in all respects and 17% showed compliance in most respects with this criterion. Eleven percent showed limited compliance and only 4% of CLC were non-compliant. The limited and non-compliance in 15% of the sample was as a result of the following:

- i. Marking that was inconsistent with assessment guidelines (ECD4, EMSC4 (MP), LCEN4, LCVE4, LCXH4, LCXI4, LCZU4, LIFO4, MMSC4, SMME4 and TECH4);
- ii. The quality and standard of marking that was unacceptable (ECD4, EMSC4 (MP), LCEN4, LCVE4, LCXH4, LCZU4, LIFO4, MMSC4, SMME4 and TECH4);
- iii. Evidence of over- and under-marking. This resulted in mark allocation that was not aligned with the performance of the students (ECD4, EMSC4 (MP), LCEN4, LCVE4, LCXH4, LCZU4, LIFO4, MMSC4, SMME4 and TECH4); and
- iv. Recording, totalling and standard of marking that were inaccurate (ECD4, EMSC4 (MP), LCVE4, LCXH4, LCZU4, LIFO4, SMME4 and TECH4).

In the language learning areas, most deviations from the marking guideline were related to creative writing, where marks did not align with the rubrics. There was also evidence of overmarking in LCEN4, where this resulted in marks not being a true reflection of the students' performance. In LCZU4 and LIFO4, only one CLC, respectively, was compliant in most respects and the others were non-compliant.

In ECD4 three centres showed non-compliance, four had limited compliance and only two were compliant in most respects. All the CLC in EMSC4 (GP), showed full compliance, while one (MP) showed non-compliance; the others were compliant. In LCXH4, 44% of the CLC showed limited compliance and in TECH4, compliance was limited. In LIFO4 transfer and calculation of marks was done by both

the marker and the internal moderator. In SMME4, the internal moderator and marker made transfer errors, while in TECH4 the transfer and calculations could not be verified because the mark sheet was not included. Figure 3J compares compliance with the quality of marking in 2019, 2020 and 2021.

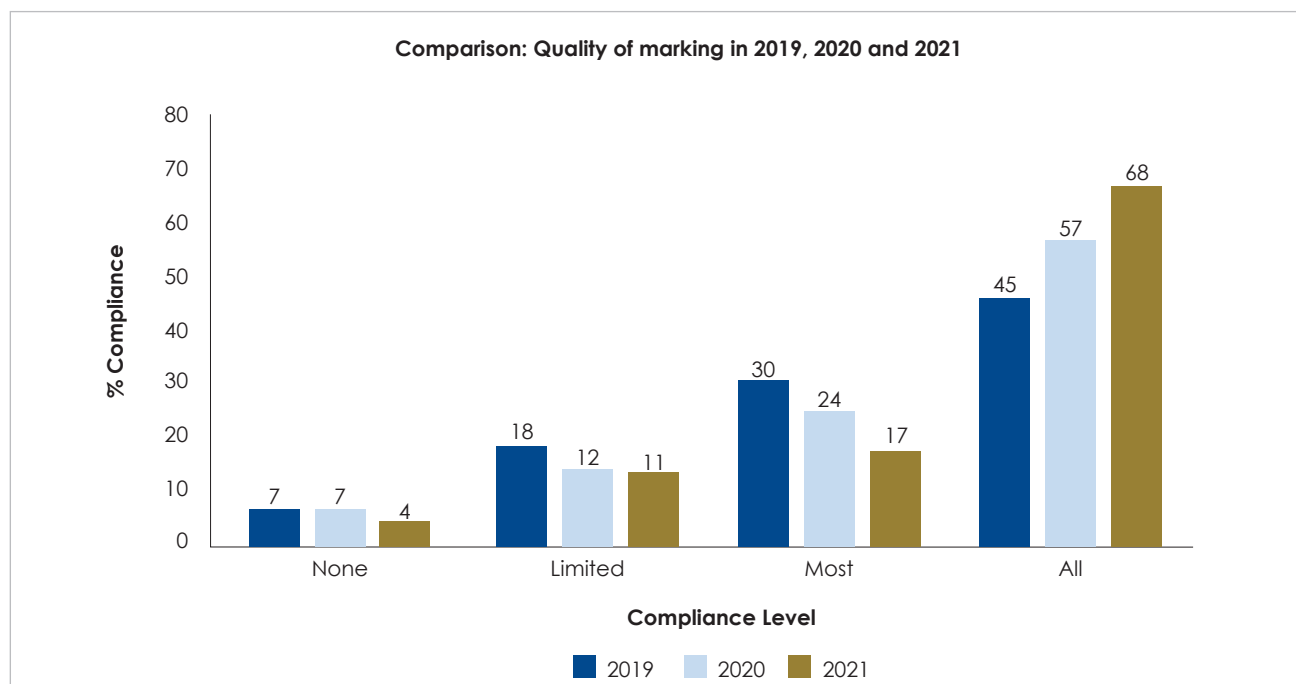


Figure 3J: Comparison of compliance with the quality of marking in 2019, 2020 and 2021

The compliance in all respects with the quality of marking criterion improved from 45% in 2019 to 57% in 2020 and 68% in 2021.

3.4 Areas of Improvement

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

- Despite various challenges caused by the restrictions of COVID-19, the overall compliance of sampled CLC with all six criteria showed improvement;
- Improvement in the structure and content of students' PoE. Portfolios were neat, organised and contained almost all the required documents; and
- The quality of marking improved slightly and student performance matched the marks allocated, indicating a truer reflection of students' performance.

3.5 Areas of Non-Compliance

The following were noted as concerns:

- There was a slight decrease in adherence to assessment guidelines, with the omission of detailed planning documents, such as the work schedule and assessment plan, in the lecturers' PoA;
- Internal moderation that was not conducted at different levels (five learning areas);
- Feedback of poor quality and substance (six learning areas);
- Not all SBA tasks were included in the PoE in languages. Evidence of oral assessment (the recordings) was not included (eight provinces); and
- Although the quality and standard of marking improved, there was evidence where markers deviated from the marking guidelines, especially where rubrics were used, as was the case in the languages (ten learning areas – languages).

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 CLC submit all required documents in the PoA and PoE;
- b. Strengthen the support and monitoring of CLC to ensure that the implementation of SBA is in line with the assessment guidelines;
- c. Strengthen the training of lecturers and internal moderators to improve the quality of marking and moderation of SBA portfolios;
- d. Provide support for centres and SBA moderators where the quality of marking and feedback to students is below accepted standards.

3.7 Conclusion

This chapter reported on the major findings of the analysis of SBA moderation reports for November 2021. A comparison of the level of compliance for the November 2021 examination was made with those of November 2019 and 2020, to check if there were any improvements in the implementation and moderation of SBA. Although the DHET has shown improvement in some areas, there were shortcomings in some learning areas and more could still be done to improve the quality of the implementation and moderation of SBA. The DHET must ensure that all CLC that are registered to write examinations meet the requirements set for the implementation and moderation of SBA at all times.

CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

4.1 Introduction

As mandated, Umalusi is required to evaluate the level of preparedness of assessment bodies to conduct the national examinations. In keeping with this mandate, Umalusi undertook the external risk management-based audit to determine the state of readiness (SOR) of the Department of Higher Education and Training (DHET) to conduct the November 2021 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations.

The main objectives of the audit verification were to:

- i. Evaluate the level of preparedness of the DHET to conduct the November 2021 GETC: ABET examinations;
- ii. Evaluate the systems that have been put in place by the DHET in ensuring the delivery of credible examinations;
- iii. Track the progress made in addressing the directives for compliance and improvement, if any, issued in respect of the November 2020 examinations; and
- iv. Report on any shortcomings identified during the evaluation and verification of the DHET examination systems.

The findings outlined in this chapter provide the account of the SOR of the DHET. The chapter, further, notes areas of good practice and areas of non-compliance. It also provides directives for compliance and improvement and the DHET is required to prepare and report on an improvement plan.

4.2 Scope and Approach

Umalusi adopted a risk management-based approach to determine the level of preparedness of the DHET to conduct, administer and manage the November 2021 GETC: ABET examinations. This approach aims to identify any potential risk that might hinder the DHET in delivering a credible examination. The following process was followed:

a) **DHET conducting and submitting a self-evaluation report**

This approach allowed the DHET to conduct its self-evaluation on its state of readiness to administer and manage the examinations and to submit a report to Umalusi. This report was evaluated and a risk profile for the DHET SOR was developed.

4.3 Summary of Findings

The findings gathered from the audit and evaluation of the DHET report are outlined below.

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**

Adequate human and financial resources were available to ensure a credible examination process within the framework of the Covid-19 restrictions.

b) Registration

The registration of all the candidates at the examination centres was successfully concluded within the set time frame.

i. Candidates

The DHET registered 278 102 full-time candidates for the November 2021 GETC: ABET examinations, in comparison to the 74 063 candidates for the November 2020 examination.

ii. Examination centres

A total of 2 404 (2 451 in November 2020) designated accredited examination writing centres were registered in compliance with Umalusi requirements for the establishment and registration of examination centres.

c) Printing, packaging and distribution

All provincial education departments (PED) printed, packaged and distributed the examination material internally, except for two PED (North West and Limpopo) that outsourced this process to private service providers. Service level agreements with the printers were submitted. Proofreading, printing, packaging and distribution plans were audited and continuously monitored by the respective PED.

The following security measures were implemented and monitored to secure the printing, packaging and distribution processes:

- i. All staff involved in the different phases of the process signed a declaration of confidentiality;
- ii. Additional security guards were appointed at storage/nodal points;
- iii. Papers were stored in well-secured rooms fitted with biometric locking systems and controlled access;
- iv. Keyholder custodians at printing storerooms signed declaration forms;
- v. Cell phones were not allowed in the printing sites;
- vi. Physical security was always on-site during the process;
- vii. Instruments were developed and applied for the checking and approval of question papers prior to bulk printing;
- viii. Risk assessment was conducted and shared with the South African Police Services (SAPS) and National Joint Operational and Intelligence Structure (PROV-JOINTS) in the PED;
- ix. Surveillance cameras monitored all personnel movement in and around the printing, packaging and distribution procedures; and
- x. All consignments were delivered under the auspice of contracted security companies in trackable vehicles escorted by SAPS and PROV-JOINTS.

d) Management of internal assessment

The DHET had systems in place to ensure the implementation of site-based assessment (SBA) moderation. The quality assurance by the DHET was conducted at different levels and verification at sample centres was done as follows:

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

The SBA moderation management plan was in place and was aligned so to ensure that the moderation was conducted in compliance with health restrictions (COVID-19 protocols) that the DHET developed and communicated to all examination centres.

In addition, the DHET revised training manuals and developed instruments in compliance with the standard operating procedure (SOP) to standardise the implementation of the moderation processes.

e) Monitoring of examinations

The core PED training teams trained the regional/district teams, which cascaded this training to the chief invigilators and invigilators. A Chief Invigilator's resource pack/online training tool, which included the health restriction measures, was developed. In some provinces virtual training was conducted.

All the examination centres were profiled according to risk levels. Regional and district officials became monitors by virtue of employment (78 monitors for the country and 15 at DHET level).

f) Management of examination irregularities

Both the National Examination Irregularity Committee (NEIC) and the Provincial Examination Irregularity Committee (PEIC) were in place and functional. Umalusi had observer member status on the DHET NEIC.

Guidelines aligned with the SOP for the management and handling of examination irregularities were in place. These guidelines formed part of the training manual for chief invigilators.

g) Marker audit and appointments

All marking positions were filled in the provinces. Management plans for the training of marking personnel and reserve lists of markers per learning area were in place and had been submitted to the DHET. It was noted that the appointment of markers was centralised and was the responsibility of the DHET. The DHET used its own prerogative in the appointment of the marking personnel, after verifying the actual number of scripts to be furnished by the PED. A reserve list of markers was in place, to be used to address the unforeseen withdrawal of markers that might arise. This list was to be kept by the DHET.

Learning areas with fewer than 1 000 scripts were to be forwarded to the DHET for centralised marking.

Marking centres earmarked for marking the November 2021 GETC: ABET examination scripts were:

- i. KwaZulu-Natal, at Mt Currie and Mandla Mthethwa schools (from 10–19 December 2021);
- ii. Gauteng, at Sir John Adamson High School (from 6–14 December 2021);
- iii. Limpopo, at SJ van der Merwe School, Zone P, Lebowakgomo (from 8–19 December 2021);
and
- iv. DHET centralised marking, at Tshwane North TVET College, Pretoria Central Campus (from 2–21 December 2021).

h) Systems for capturing examination and assessment marks

Provincial capturing plans were developed and the provincial capturers were appointed and trained in the capturing of marks.

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

The DHET identified a potential risk in the transportation of markers from Western Cape, KwaZulu-Natal, Eastern Cape and Northern Cape. The use of common transport was being considered.

4.4 Areas of Improvement

Umalusi acknowledged the following good practices and progress by DHET:

- a. The registration process of candidates had been completed effectively in seven provinces;
- b. All PED categorised their examination centres in terms of risk profile;
- c. State-of-the-art printing equipment and/or a substantial improvement to minimise human involvement in the printing and packaging process;
- d. Vetting of personnel involved in the printing and packaging of question papers;
- e. Monitoring of the training of chief invigilators in provinces;
- f. Dedicated team responsible for the GETC: ABET L4 processes;
- g. Monitoring of the moderation of SBA portfolios in a sample of PED;
- h. Clearly set criteria for appointment of marking personnel were available for verification;
- i. Drafting of a chapter on GETC irregularities was under way;
- j. Proposal for the establishment of structures dealing with GETC irregularities at campus, regional and national levels;
- k. The efficiency of PED (GETC) in the control of bulk certificates before dispatch to centres was commendable;
- l. The system's ability to separate reissues from normal replacements when certification datasets were extracted;
- m. The certification system prevents one user from both capturing and approving a certification request.

4.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

- a. Unavailability of training manual and procedural manual /guidelines/policy for the capturing of marks;
- b. Absence of common practice and guidelines for the implementation and moderation of SBA across provinces;
- c. Absence of common guidelines for the appointment of marking personnel across PED;
- d. Transport of non-prepacked question papers in Northern Cape;
- e. Vacancies in the examination section that put pressure on available staff;
- f. The DHET not fully carrying out its responsibility of overseeing the resolution of GETC irregularities by the PEIC.

4.6 Directives for Compliance and Improvement

Umalusi requires the DHET to ensure that:

- a. There is common practice across all PED regarding the implementation and moderation of SBA portfolios;
- b. Guidelines be developed and implemented across all PED for the appointment of marking personnel;
- c. There is adequate security during the transit of examination material by PED and that the DHET oversees the process of transit; and
- d. DHET oversees the resolution of GETC irregularities by the PEIC.

4.7 Conclusion

After the challenges experienced with the June 2018 examinations, the DHET appointed a dedicated team to attend to GETC issues. This was commendable and it is assumed that the team will ensure

constant communication and improved practices. The team has begun its work, with monitoring of processes like the state of readiness of provinces to conduct examinations, the training of chief invigilators, moderation of SBA portfolios and the appointment of marking personnel. With all the measures put in place to strengthen systems and processes, Umalusi was satisfied that the DHET would be able to conduct, administer and manage the November 2018 GETC: ABET L4 examinations in a credible manner.

CHAPTER 5 MONITORING THE WRITING OF EXAMINATIONS

5.1 Introduction

Umalusi monitors the conduct, administration and management of the national examination for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET), set by the Department of Higher Education and Training (DHET) as part of its mandatory oversight role.

The DHET examined the candidates who were registered to write the GETC: ABET November 2021 examination, which commenced writing on 3 November 2021 and ended on 25 November 2021. The marking of the scripts took place on 2–19 December 2021 at five marking centres established by the DHET. Umalusi monitored both the writing and marking phases.

This chapter reports on the two quality assurance of assessment processes undertaken by Umalusi and provides summaries of the findings of the monitoring of the writing and of the marking. The chapter, further, notes areas of improvement and areas of non-compliance. It issues directives for compliance and improvement and the DHET is required to prepare and report on an improvement plan.

5.2 Scope and Approach

Umalusi monitored samples of 20 examination centres for the writing phase and five marking centres for the marking session.

Umalusi collected the data using the Instrument for Monitoring the Writing of Examinations and Marking Session and related methodologies (observations and interviews). This quality assurance initiative was instrumental in verifying whether the examination was conducted credibly.

Table 5A shows the number and spread of sampled centres monitored, per province.

Table 5A: Number of centres monitored per province

Description	EC	FS	GP	KZN	LP	MP	NW	WC	Total
Number of centres	02	03	04	03	02	03	01	02	20

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

5.3 Summary of Findings

The findings detailed reflect a consolidated analysis of the reports on the monitoring of the writing of the marking of the DHET November 2021 GETC: ABET examinations. The Umalusi Instrument for Monitoring Examinations: Writing Phase used for monitoring the centres contains three key monitoring areas and ten sub-criteria for compliance, indicated in Table 5B. It shows the compliance levels achieved by the respective sample centres with the monitoring criteria.

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 of centres
1. General administration								
1.1 Management of examination question papers	15	00	05	00	00	00	00	20
1.2 Appointment of chief invigilators and invigilators	14	00	04	00	00	00	02	20
1.3 Management of invigilators' attendance	16	00	02	00	02	00	00	20
1.4 Examination document management	16	00	00	01	00	00	03	20
2. Credibility of the writing of examinations								
2.1 Security and supply of question papers	16	00	00	03	00	00	01	20
2.2 Admission of candidates in the examination venue	13	03	00	02	00	02	00	20
2.3 Conduciveness of the examination venue	17	03	00	00	00	00	00	20
2.4 Administration of the writing session	17	03	00	00	00	00	00	20
2.5 Compliance with examination procedures	11	05	03	00	01	00	00	20
2.6 Handling of answer scripts	20	00	00	00	00	00	00	20
3. Incidents/occurrences with possible impact on credibility of the examination	18	00	00	01	00	00	01	20
Average	16	01	01	01	00	00	01	
Average %	79%	6%	6%	3%	1%	1%	3%	

The highest and lowest compliance levels were noted in the following monitoring criteria:

- Twenty of the monitored centres complied 100% with the monitoring criteria for handling of answer scripts; and
- Three centres scored only 33% in compliance with the criterion for examination document handling.

5.3.1 General Administration

The chief invigilators at the respective writing centres are fully responsible for the conduct of the writing phase of the examinations, according to formulated guidelines.

a) Management of examination question papers

Examination materials were delivered and collected by district/circuit officials or the chief invigilator was tasked to fulfil this duty. At one centre a courier service was appointed to deliver and collect the material weekly. At another centre the deputy chief invigilator collected and delivered the material; however, no letter of authorisation could be verified.

Chief invigilators ascertained that the correct examination question papers were delivered in accordance with the time, date, paper number, language and learning area specified in the official examination timetable.

Sixteen centres (80%) were in possession of duly signed dispatch documents/registers. At four centres (20%) dispatch documents were retained at the district/regional offices.

b) Appointment records of invigilators

Centre managers/principals were not appointed as chief invigilators at six centres (30%). At one centre no proof of the appointment of the centre manager as chief invigilator was noted. Three chief invigilators were not duly trained. At one centre the chief invigilator could not participate in the virtual training due to a lack of data.

Invigilators were officially appointed and trained by the respective chief invigilators, before the commencement of the examination cycle, on the required processes and procedures.

However, at two centres no letters of appointment for either the chief invigilator or the invigilators were available. At three centres (15%), no training of either the chief invigilators or the invigilators was done. Community members were appointed as invigilators in five centres.

c) Management of invigilators' attendance

Besides the chief invigilator, one invigilator was appointed per 30 candidates writing in one venue across the 20 examination centres.

Appointed invigilators did not invigilate or relieve other invigilators for the learning area that they teach.

However, the following inconsistencies to the prescribed examination-compliance requirements were observed:

- i. At two centres, neither invigilator nor relief invigilator timetable was available;
- ii. Two centres had no signed invigilators' attendance registers; and
- iii. At one centre the invigilator only arrived at 13:36.

d) Examination document management

Only registered candidates sat for the examination at the respective centres.

Examination files were well kept and contained the required documents.

Umalusi noted the following deviations:

- i. At three centres no copy of the official timetable was filed;
- ii. At one centre one candidate was not properly registered and a manually generated mark sheet was created;
- iii. At another centre a candidate wrote a learning area not indicated on the admission letter (an irregularity was filed);
- iv. No examination file was available at one centre; and
- v. Two centres granted concessions to candidates (one concession for 15 minutes per hour extra time, a reader, a scribe and a separate writing venue; and at another centre five Braille papers were written).

5.3.2 Credibility of the Writing of Examinations

The chief invigilator and invigilators should oversee the preparations for the examination and writing of examinations to warrant the credibility of the writing sessions.

a) Security and supply of question papers

Examination material was sealed and safely stored by the chief invigilators on arrival at the examination centres, except at one centre where the material was kept in the boot of a car prior to the commencement of the examination session.

b) Admission of candidates to the examination venue

Invigilators ensured that every candidate produced his/her admission letter and identity document upon entry to the examination venue. However, at one centre no verification of admission documents was executed. The regulated 30 minutes admission of candidates prior to the start of the session into the examination venue was not adhered to at one centre.

No seating plans were available at two centres. All candidates at the respective centres arrived within the required time frame.

c) Conduciveness of the examination venue

The chief invigilators prepared the examination rooms by ensuring that:

- i. Candidates were seated at individual desks;
- ii. Candidates were seated one metre apart;
- iii. Examination venues were sufficiently ventilated and illuminated; and
- iv. Examination rooms were sufficiently spacious to accommodate all the candidates.

High noise levels were reported at two centres and there was an absence of the availability of nearby toilets and water facilities at one centre.

Adherence to COVID-19 regulations was well managed with protocols strictly followed at the sampled centres.

d) Administration of the writing session

Subject materials such as drawings were removed from the walls at all the examination venues and a clock or other means of displaying the time was visible to all the candidates. However, the following deviations in the administration of the writing session were noted:

- i. No visible display of time at one centre;
- ii. A candidate's cell phone rang during the examination session at one centre;
- iii. No cell phone check was observed at two centres; and
- iv. Calculators were not checked for compliance at one centre.

e) Compliance with examination procedures

Examination procedures with regard to the handing out of official answer books; examination papers opened in full view of the candidates; examination sessions starting on time (19 centres) and the invigilators maintaining constant supervision over the candidates were adhered to at all the centres.

The following deviations were noted:

- i. Eleven centres (55%) had no evidence of state of readiness (SOR) reports;
- ii. At two centres (10%) the cover pages of the answer scripts were not verified;

- iii. At two centres the papers were not handed out on time;
- iv. No technical check was done at two centres;
- v. Reading times varying from five to 15 minutes were allowed; except at one centre where no reading time was observed;
- vi. Examination rules were not read at one centre;
- vii. The examination session started three minutes earlier than stipulated in the timetable at one centre; and
- viii. At 11 centres, the examinations ended earlier than the time stipulated in the official timetable.

f) Handling of answer scripts

The security of the scripts is as important as the security of the question papers.

The invigilators checked that those candidates who were present and wrote the examinations were marked present; and that those who were absent were marked absent.

Scripts were properly batched and arranged according to the mark sheets and examination numbers appearing on the mark sheets. Each mark sheet was wrapped/tied with its applicable scripts. A manually generated mark sheet was completed and submitted at one centre.

Scripts were either returned directly to the nodal points by the chief invigilators or collected by the district/circuit personnel/courier services.

g) Incidents/occurrences with possible impact on the credibility of the examination session

The DHET had measures in place to ensure effective management of, and a reduction in, irregularities.

Nonetheless, the following incidents were identified during the monitoring of the sample centres: (see implicated centres – details in Annexure 5B)

- i. One candidate did not appear on the official mark sheet; a manually generated mark sheet was submitted (Ancillary Health Care – Mpumalanga); and
- ii. One candidate wrote a learning area paper not indicated on the admission letter (Mathematical Literacy – Gauteng).

5.4 Areas of Improvement

Umalusi identified the following areas of positive practice:

- a. The strict adherence to prescribed COVID-19 protocols at centres;
- b. Adherence to social distancing protocols in examination venues;
- c. No unauthorised persons were noticed in and around the examination rooms;
- d. Strict adherence to correct handling of answer scripts after completion of the writing session; and
- e. 79% of the 20 sampled centres met 90%–100% compliance with all monitoring criteria, compared to 44% in the combined June/November 2020 examinations.

5.5 Areas of Non-compliance

The following concerns were noted:

- a. A lack of SOR reports at 11 (55%) of the 20 sampled centres;
- b. The lack of monitoring by the assessment body in nine (45%) of the 20 monitored centres at the time of the monitoring visits; and

- c. Monitoring by the assessment body conducted, but no reports available at three centres.

5.6 Directives for Compliance and Improvement

The DHET is required to reflect on and ensure that:

- a. The provincial education departments accurately register candidates;
- b. Evidence is available that the centres have been audited for their readiness to administer the examinations; and
- c. Regular monitoring visits are conducted to ensure adherence to the examination requirements at all centres.

5.7 Conclusion

The DHET managed and administered the conduct of the writing process and adhered to the stipulated regulations amid the challenges of the COVID-19 pandemic. Umalusi can proclaim that the November 2021 writing phase of the GETC: ABET Level 4 examinations were conducted with integrity and credibility.

CHAPTER 6 APPOINTMENT OF MARKING PERSONNEL

6.1 Introduction

Umalusi audits the appointment of marking personnel to ensure that the quality and standard of marking of candidates' scripts of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations are maintained. Inconsistencies in the marking of scripts compromise the fairness and reliability of marks awarded to candidates and, therefore, threatens the credibility of the GETC: ABET examinations and the qualification.

The appointment of qualified and competent marking personnel is imperative for assessment bodies and for Umalusi. The purpose of this process was to verify the quality of marking personnel appointed; and to monitor the training of marking personnel who would be involved in the marking and moderation of marking of the November 2021 GETC: ABET examinations.

The conduct, administration and management of the GETC: ABET examinations of the DHET is conducted by the nine provincial education department (PED), as per the arrangement between the two Ministers of Education. Each PED that was going to mark the scripts convened meetings for the selection and appointment of marking personnel for the marking process.

6.2 Scope and Approach

Umalusi requested each PED to submit information on the selection and appointment of marking personnel for the November 2021 GETC: ABET examinations. The following information was requested from the PED:

- i. Examination Instruction with application form and appointment criteria;
- ii. Attendance registers and minutes of the selection committee meetings;
- iii. List of appointed marking personnel and reserve lists; and
- iv. Summary of appointed marking personnel per category, indicating the registered candidates.

Umalusi received information from three PED that were to conduct the marking process and carried out a desktop audit of the appointed marking personnel. These PED were Gauteng (GP), KwaZulu-Natal (KZN) and Limpopo (LP). The other six PED, which would not be marking, submitted their scripts to the DHET centralised marking centre in Pretoria. Information was also received from the National Examinations and Assessment Chief Directorate of the DHET regarding appointed marking personnel for the DHET centralised marking centre in Pretoria.

In conducting the audit, Umalusi verified the following:

- a. The Examination Instruction that invited applications;
- b. Criteria for appointment of different categories of marking personnel;
- c. Qualifications of applicants;
- d. Teaching/facilitation experience of applicants; and
- e. Marking experience of applicants.

Umalusi audited all appointed marking personnel to verify whether suitably qualified and experienced marking personnel were appointed to mark the November 2021 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 PED were verified. The list contained different categories of marking personnel (markers, senior markers, deputy chief markers, chief markers and internal moderators) appointed by each PED for the various learning areas assessed by the DHET in each province. The total number of marking personnel appointed per learning area was determined by the number of candidates who wrote the November 2021 GETC: ABET examinations in each learning area. Where there were fewer than 1 000 scripts for learning areas, these would not be marked by the PED but were sent to the DHET centralised marking centre in Pretoria for marking.

Table 6A shows the number of marking personnel appointed, per marking centre, to mark the November 2021 GETC: ABET examinations.

Table 6A: Number of appointed marking personnel per marking centre

Marking centre	M	SM	DCM	CM	IM	EA	Total
Gauteng	189	47	10	11	11	26	294
KwaZulu-Natal	239	48	6	14	14	32	353
Limpopo	128	22	0	10	10	22	192
DHET centralised marking centre	467	30	0	26	26	76	625
Total	1 023	147	16	61	61	156	1 464

KEY: M-Marker; SM: Senior Marker; DCM: Deputy Chief Marker; CM: Chief Marker; IM: Internal Moderator; EA: Examination Assistant

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 (i.e., markers, senior markers, chief markers and internal moderators).

a) Markers

Each PED stipulated clear criteria and requirements to be met by applicants to be considered for appointment. Instructions for the completion of application forms were provided in the Examination Instruction of each PED.

Despite different PED using different guiding documents for the appointment of marking personnel, there were common criteria across the documents used by all the PED audited. These criteria are summarised below. The DHET centralised marking centre used the same criteria when appointing marking personnel. To be considered for appointment, applicants were required to:

- i. Submit a curriculum vitae showing tertiary qualifications;
- ii. Hold a three- or four-year teaching qualification;
- iii. Hold a qualification in the learning area applied for;
- iv. Have at least two years' teaching experience in the relevant learning area at a community education and training (CET) centre in exit level (NQF [National Qualifications Framework] Level 1);
- v. Occupy a teaching/facilitator/lecturing position at a CET centre or curriculum support position involved in the learning area;

- vi. Have necessary language proficiency and learning area competency to mark examination answer scripts; and
- vii. Have qualification/s evaluated by South African Qualifications Authority (SAQA) (this applies to foreign nationals).

In all the PED audited, selection panels prioritised applicants who were currently teaching or directly involved in supporting curriculum delivery in the CET sector.

b) Senior markers and deputy chief markers

There were only two PED that appointed deputy chief markers: Gauteng and KwaZulu-Natal. The criteria did not specify requirements for 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 for different categories of marking personnel, e.g., markers, senior markers, chief markers and internal moderators.

6.3.2 Qualifications and Learning Area Specialisation

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

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

- i. A three-year post-matric qualification, including a qualification 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 marking personnel, per PED.

Table 6B: Qualifications of appointed marking personnel

No.	PED/marketing centre	Qualifications requirement	Comments	
			Findings	Deviations
1	GP	Relative education qualification value (REQV) 13 or higher Three- or four-year teaching diploma Subject-related qualification in respective learning area	Appointed marking personnel had requisite teaching qualifications, except in scarce skills	Learning area specialisation not indicated in AAAT4, ANHC4, ECD4, WHRT4, LIFO4 and ARTC4

No.	PED/marketing centre	Qualifications requirement	Comments	
			Findings	Deviations
2	KZN	Have a three- or four-year teaching qualification Have a qualification in the learning area applied for	Appointed marking personnel had requisite teaching qualifications, except in scarce skills	Learning area specialisation not indicated in AAAT4, ANHC4, ECD4, WHRT4, LIFO4 and ARTC4
3	LP	REQV 13 or higher Three- or four-year teaching diploma Subject-related qualification at second-year university level	Appointed marking personnel had requisite teaching qualifications, except in scarce skills	Learning area specialisation not indicated in AAAT4, ANHC4, ECD4, WHRT4, LIFO4 and ARTC4
4	DHET centralised marking centre	REQV 13 or higher Three- or four-year teaching diploma Subject-related qualification at second-year university level	Appointed marking personnel had requisite teaching qualifications, except in scarce skills	Learning area specialisation not indicated in AAAT4, ANHC4, ECD4, WHRT4, LIFO4 and ARTC4

Although all marking personnel had the required qualifications to conduct teaching/facilitation in the Adult Education and Training (AET) sector, learning area specialisation was not indicated by PED in unique learning areas like AAAT4, ANHC4, ECD4, WHRT4, LIFO4 and ARTC4. Experience was considered in appointing marking personnel in these learning areas, as these are scarce skills.

b) Senior markers and deputy chief markers

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

6.3.3 Teaching Experience

The following were the requirements and findings for the teaching/facilitation experience of the appointed marking personnel.

a) Markers

Table 6C indicates the requirements and the actual findings of qualifications of appointed marking personnel, per PED.

Table 6C: Teaching/facilitation experience of appointed marking personnel

No.	PED/marketing centre	Teaching/facilitation experience requirement	Comments	
			Findings	Currently teaching NQF 1
1	GP	At least two years' teaching experience in the relevant learning area at AET Level 4 in the past five years Preference to applicants employed at the CET centres and/or had taught the learning area in 2019, 2020 and 2021	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1 or supporting the learning area
2	KZN	Have at least two years' teaching experience in the relevant learning area at a CET centre in exit level Must be employed in the CET sector	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1
3	LP	At least two years' teaching experience in respective learning areas Supporting the learning area for the past three years as AET coordinator	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1 or supporting the learning area
4	DHET centralised marking centre	At least two years' teaching experience in respective learning areas Supporting the learning area for the past three years as AET coordinator	Requirement met and exceeded	All appointed personnel teaching AET Level 4/NQF 1 or supporting the learning area

In all audited PED appointed marking personnel had teaching/facilitation experience, as required. Appointees were teaching AET Level 4/NQF 1 during the 2021 academic year in all learning areas.

b) Senior markers and deputy chief markers

Senior markers and deputy chief markers met all the requirements. Additional requirements applied in Gauteng to be appointed as a senior marker: appointees must have obtained a minimum 70% pass rate in the relevant learning area in the past two years (2019-2020), with an excellent rating as a marker for the past three years. To be appointed as a deputy chief marker, the applicants must have obtained a minimum 80% pass rate and achieved an excellent rating as a senior marker.

For the district facilitators, to be appointed as a marker appointees must have obtained a 50% pass rate in the centres that they support. As a senior marker, they must have obtained a 70% pass rate

in the centres they support; and have an excellent rating as a marker. To be appointed as a deputy chief marker, appointees must have obtained a minimum 80% pass rate and have an excellent rating as a senior marker.

This information was provided and verified per learning area.

c) Chief markers and internal moderators

Chief markers and internal moderators met all the requirements. Information regarding pass rates for chief markers and internal moderators was verified. Ratings as markers was not available for district facilitator appointments.

6.3.4 Marking Experience

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

a) Markers

Table 6D indicates the requirements and findings regarding the qualifications of appointed marking personnel, per PED.

Table 6D: Marking experience of appointed marking personnel

No.	PED/marketing centre	Marking experience requirement	Comments	
			Findings	Novice markers
1	GP	At least two years' marking experience 10% to be novice markers	Requirement met	Information regarding novice markers not indicated in ten out of 11 learning areas
2	KZN	At least two years' marking experience, except in the case of novice markers	Requirement met	Information regarding novice markers not indicated
3	LP	Not indicated in the requirements	Requirement met	Information regarding novice markers not indicated
4	DHET centralised marking centre	At least two years' marking experience	Requirement met	There were no novice markers appointed

Information regarding the appointment of novice markers was not provided by the KZN and LP PED. Gauteng PED submitted incomplete information, where ten out of 11 learning areas did not provide information regarding novice markers.

b) Senior markers and deputy chief markers

The requirements regarding the marking experience of senior and deputy chief markers were met where it was stipulated. There were no novice senior managers in all the marking centres.

c) Chief markers and internal moderators

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

6.4 Areas of Improvement

The following was noted as improvement:

- a. The PED submitted evidence of the meetings convened for the selection and appointment of marking personnel; and
- b. All three PED 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 were noted as concerns:

- a. The criteria for the appointment of marking personnel did not indicate specific requirements for different categories of marking personnel, e.g., markers, senior markers, deputy chief markers, chief markers and internal moderators;
- b. There was no evidence of qualifications in the learning area applied for in all PED audited. This was noticed in unique learning areas like AAAT4, ANHC4, ECD4, WHRT4, LIFO4 and ARTC4; and
- c. Information regarding the appointment of novice marking personnel was not indicated (two out of three PED).

6.6 Directives for Compliance and Improvement

The DHET must ensure that:

- a. All PED submit information on the appointment of marking personnel as required;
- b. Criteria for the appointment of marking personnel must indicate the specific requirements per category of marking personnel; and
- c. Evidence of qualifications (specialisation) in the learning area applied for should be included for verification purposes.

6.7 Conclusion

Umalusi conducted a desktop audit of the appointed marking personnel for the marking of the November 2021 GETC: ABET examinations conducted by the DHET through different PED. 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 PED, there were areas in which the criteria for appointment were not fully adhered to. This needs improvement so that the quality of marking is not compromised. There was no evidence of qualifications and specialisation in the learning area applied for in six learning areas considered as scarce skills. Marking personnel in these learning areas were appointed based on their experience in teaching. Learning area specialisation should be included to verify whether the DHET attracts applicants with content knowledge and experience in each learning area. This would improve the quality of marking and moderation across all the PED.

CHAPTER 7 STANDARDISATION OF THE MARKING GUIDELINES

7.1 Introduction

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

The standardisation of marking guidelines provides a platform for the marking personnel and Umalusi moderators to discuss responses per question and to reach consensus before the final marking guidelines are approved. 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 purpose of standardising marking guidelines is to ensure that:

- a. All amendments to the marking guidelines are agreed, 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 unfairly disadvantaged.

7.2 Scope and Approach

Umalusi participated in 25 out of the 26 standardisation of the marking guideline meetings organised by the Department of Higher Education and Training (DHET) for the November 2021 GETC: ABET examinations. The Umalusi moderator could not join the online marking guideline discussion meeting for Information Communication Technology as the moderator was not available. The standardisation of marking guideline meetings started on 10 November 2021 and were concluded on 01 December 2021. The DHET use a mixed model approach. A face-to-face model was used for Language, Literacy and Communication in English and all content learning areas. The examining panel of the DHET and an Umalusi moderator attended the meetings at the Radisson Hotel in Kempton Park, Johannesburg, while the provincial representative attended online using Microsoft Teams. The standardisation of marking guideline meetings for all other ten languages (learning areas) were conducted online using Microsoft Teams. The mixed approach was used to mitigate the risks of participants contracting COVID-19. Table 7A shows the schedule for the standardisation of marking guideline meetings, as well as Umalusi representation at the marking guideline meetings.

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

Date	Learning area	Mode	Umalusi official
10 November 2021	Information Communication Technology (INCT4)	On-Site Pretoria	-
11 November 2021	Language, Literacy and Communication: English (LCEN4)	Virtual-Microsoft Teams	1
11 November	Language, Literacy and Communication: Afrikaans (LCAF4)	Virtual-Microsoft Teams	1
11 November	Language, Literacy and Communication: IsiXhosa (LCXH4)	Virtual-Microsoft Teams	1
12 November 2021	Language, Literacy and Communication: Xitsonga (LCXI4)	Virtual-Microsoft Teams	1
15 November 2021	Language, Literacy and Communication: Tshivenda (LCVE4)	Virtual-Microsoft Teams	1
15 November 2021	Language, Literacy and Communication: IsiNdebele (LCND4)	Virtual-Microsoft Teams	1
16 November 2021	Life Orientation (LIFO4)	On-Site Pretoria	1
16 November 2021	Language, Literacy and Communication: Sesotho (LCSO4)	On-Site Pretoria	1
17 November 2021	Language, Literacy and Communication: Setswana (LCTS4)	Virtual-Microsoft Teams	1
17 November 2021	Language, Literacy and Communication: IsiZulu (LCZU4)	On-Site Pretoria	1
18 November 2021	Mathematical Literacy (MLMS4)	On-Site Pretoria	1
18 November 2021	Mathematics and Mathematical Sciences (MMS4)	On-Site Pretoria	1
19 November 2021	Travel and Tourism (TRVT4)	On-Site Pretoria	1
19 November 2021	Human and Social Sciences (HSSC4)	On-Site Pretoria	1
22 November 2021	Economic and Management Sciences (EMSC4)	On-Site Pretoria	1
22 November 2021	Technology (TECH4)	On-Site Pretoria	1
23 November 2021	Small, Medium and Micro Enterprises (SMME4)	On-Site Pretoria	1
23 November 2021	Natural Sciences (NATS4)	On-Site Pretoria	1
26 November 2021	Language, Literacy and Communication: SiSwati (LCSW4)	Virtual-Microsoft Teams	1
26 November 2021	Language, Literacy and Communication: Sepedi (LCSP4)	Virtual-Microsoft Teams	1
29 November 2021	Applied Agriculture and Agricultural Technology (AAAT4)	On-Site Pretoria	1
29 November 2021	Wholesale and Retail (WHRT4)	On-Site Pretoria	1
30 November 2021	Arts and Culture (ARTC4)	On-Site Pretoria	1
01 December 2021	Ancillary Health Care (ANHC4)	On-Site Pretoria	1
01 December 2021	Early Childhood Development (ECD4)	On-Site Pretoria	1
Total			25

Umalusi deployed one moderator per learning area to attend the meeting. Umalusi moderators reported on the findings using the Quality Assurance Instrument for the Monitoring of the Standardisation

of Marking Guidelines. The instrument requires moderators to report the findings based on the following criteria:

- a. Attendance of internal moderators, examiners and markers at the meetings;
- b. Verification of question papers;
- c. Preparation for the standardisation of marking guidelines;
- d. Standardisation of marking guidelines process;
- e. Training at the standardisation of marking guideline meetings;
- f. Quality of the final marking guidelines; and
- g. Approval of the final marking guidelines.

Umalusi moderators attended the standardisation of marking guideline meetings to monitor the proceedings, give guidance where needed, take final decisions and, subsequently, approve the final marking guidelines to be used during the marking in 25 of the 26 learning areas assessed by the DHET.

7.3 Summary of Findings

To gauge the success of the standardisation of marking guideline meetings, Umalusi moderators checked attendance, preparation and the rigour with which the meetings were conducted. This section reports on the findings of the standardisation of marking guidelines, as observed by Umalusi, regarding compliance with each criterion.

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 all who will be managing the marking and quality assurance of marked scripts attend these meetings.

The DHET, in preparation for totally taking over the examination processes from the provincial education departments (PED), planned to mark all scripts for all learning areas from six PED and all scripts of learning areas with less than 1 000 registrations centrally, at a national marking venue. Only three PED (Gauteng, KwaZulu-Natal and Limpopo) had marking centres. Attendance was expected from these three PED and the marking personnel of the DHET centralised marking venue. Table 7B indicates attendance by provincial representatives at the virtual marking guideline meetings.

Table 7B: Representation at the standardisation of marking guideline meetings

No.	Learning area	Marking centres			
		DHET National	GP	KZN	LP
1	ANHC4	Yes	Yes	Yes	Yes
2	AAAT4	Yes	N/A	Yes	N/A
3	ARTC4	Yes	N/A	N/A	N/A
4	ECD4	Yes	Yes	Yes	Yes
5	EMSC4	Yes	Yes	Yes	Yes
6	HSSC4	Yes	N/A	No	Yes
7	INCT4	Umalusi was not represented			
8	LCAF4	Yes	N/A	N/A	Yes
9	LCEN4	Yes	No	Yes	Yes

No.	Learning area	Marking centres			
		DHET National	GP	KZN	LP
10	LCND4	Yes	N/A	N/A	N/A
11	LCXH4	Yes	N/A	N/A	N/A
12	LCZU4	Yes	Yes	Yes	N/A
13	LCSP4	Yes	Yes	N/A	Yes
14	LCSO4	Yes	Yes	N/A	N/A
15	LCTS4	Yes	Yes	N/A	N/A
16	LCSW4	Yes	N/A	N/A	N/A
17	LCVE4	Yes	N/A	N/A	Yes
18	LCXI4	Yes	N/A	N/A	No
19	LIFO4	Yes	Yes	Yes	Yes
20	MLMS4	Yes	Yes	Yes	Yes
21	MMSC4	Yes	Yes	Yes	Yes
22	NATS4	Yes	Yes	Yes	N/A
23	SMME4	Yes	No	Yes	Yes
24	TECH4	Yes	Yes	Yes	N/A
25	TRVT4	Yes	No	Yes	Yes
26	WHRT4	Yes	Yes	Yes	N/A

Key:

Yes – The PED was represented.

No – The PED was not represented although they marked the learning area.

N/A – The PED did not mark the learning area.

Table 7B reflects the marking centres and their representation per learning area at the standardisation of marking guideline meetings. This shows that there were learning areas where certain PED were not represented, although these learning areas were marked in those PED. Gauteng PED was not represented in three learning areas(LCEN4, SMME4 and TRVT4). KwaZulu-Natal was not represented in HSSC4 and Limpopo PED was not represented in LCXI4. It was only in INCT4 where Umalusi was not represented in the discussion meeting.

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 for 25 learning areas, the exception being INCT4. One of the responsibilities of the Umalusi moderators was to verify that the question paper written by candidates was the one approved by Umalusi during the moderation process. This was done at the beginning of the process in all 25 learning areas. Umalusi moderators confirmed that all 25 question papers and accompanying marking guidelines were the final versions approved during the external moderation process.

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 2021 meetings, the DHET national office used the lessons learnt from the previous year to improve on how meetings would be conducted in a manner that would protect participants from contracting the COVID-19 virus.

Participants were required to mark a sample of 20 scripts in preparation for the standardisation of marking guideline meetings in all 25 learning areas. This was checked and confirmed during the discussions in different groups/learning areas. Table 7C indicates the number of scripts marked by the representatives, in preparation for the standardisation of marking guideline meeting.

Table 7C: Number of scripts pre-marked, per learning area, per marking centre

No.	Learning area	DHET National	GP	KZN	LP
1	AAAT4	20		40	
2	ANHC4	20	21	38	24
3	ARTC4	20			
4	ECD4	20	40	40	10
5	EMSC4	20	40	40	20
6	HSSC4	20	10		40
7	INCT4	20			
8	LCAF4	20			
9	LCEN4	20		40	40
10	LCND4	20			
11	LCSO4	40	10		
12	LCSP4	20	30		40
13	LCTS4	20			
14	LCSW4	20			
15	LCVE4	20			
16	LCXH4	20			
17	LCXI4	20			
18	LCZU4	20		40	
19	LIFO4	20	40	60	38
20	MLMS4	20	40	40	40
21	MMSC4	20		35	
22	NATS4	20		40	
23	SMME4	20	40	40	
24	TECH4	20			
25	TRVT4	20		38	40
26	WHRT4	40		31	

In Table 7C the blocked fields indicate that the representatives did not pre-mark any sample of scripts. This may be because the PED did not mark the learning area, or scripts were not available for pre-marking.

7.3.4 Standardisation of Marking Guidelines Process

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

As opposed to 2020, when the form of discussions was determined mainly by the number of scripts, in November 2021 the DHET opted to categorise the virtual discussions using two distinct approaches. In language learning areas, except in LCEN4, standardisation meetings were conducted virtually and off-site. On the other hand, for content learning areas and LCEN4, DHET examining panels and Umalusi moderators met face to face and on-site, while participants from the PED joined virtually from their respective provinces.

As is the case with any new development, the commencement of group discussions was characterised by an explanation of rules of engagement. This was intended to ensure that participants realised the need to focus on the task at hand through the elimination of dwelling on trivia or engaging in activities that would probably not contribute to the approval of the marking guideline. Discussions were held highlighting marking principles to be adhered to across all provinces that would be conducting marking. What was most significant about the standardisation of the marking guideline meetings was the fact that the internal moderator chaired all meetings.

Participants were given the opportunity to introduce themselves; at the same time, participants 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 in each learning area engaged in the discussions. Participants raised alternative responses and these were rigorously discussed before a decision was taken to accept or reject them. Incorrect responses were corrected and marking instructions were clarified. Amendments made in all learning areas were mostly additional alternative responses.

In the different learning areas rigorous discussions were held, under the watch of Umalusi. There was a deliberate effort in all groups to engage in meaningful discussions at all times. In instances where alternative responses were suggested, these were thoroughly interrogated for correctness and acceptability in each learning area. Where amendments were made, they were of the following nature:

- a. Correction of incorrect responses;
- b. Expansion to include alternative responses that were initially omitted; and
- c. Clarification of the marking instructions for questions.

The role of Umalusi during this process was to:

- i. Observe the proceedings;
- ii. Provide guidance on interpreting questions and the required responses;
- iii. Adjudicate where the marking personnel were unable to reach consensus about responses; and
- iv. Approve the final marking guidelines to be used during the marking process.

During the standardisation of marking guideline meetings, proceedings were recorded for reference purposes. In all meetings one participant was tasked with the writing of minutes.

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 common understanding and interpretation of the marking process is also verified.

Pre-marking of scripts by participants enabled focused and meaningful discussions during the meeting. Furthermore, it contributed to the free flow of discussions in all learning areas. The training of marking guideline discussion representatives ensures that attendees share a common understanding and interpretation of the marking guidelines.

Given various challenges presented by holding the standardisation of the marking guideline 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. Ensuring all participants fully understood the principles of marking a national examination was emphasised. This was followed by group discussions, whereby participants went through the written examination question paper as a group.

7.3.6 Quality of the Final Marking Guidelines

Umalusi measures the quality and standard of a marking guideline by establishing whether it includes general marking instructions, the clarity of the marking instructions, non-ambiguity, that it is sufficiently detailed to ensure reliability of marking and that there is consideration of candidates' own wording of responses. This criterion also checks the accuracy, correctness, inclusion of alternative responses and allowing for consistent accuracy in marking.

At the end of the rigorous discussions held in the different groups, Umalusi, the national examiners, internal moderators of the DHET and all provincial representatives agreed on the final marking guidelines. The final marking guidelines had the following qualities:

- i. The marking guideline included general instructions on marking;
- ii. The marking instructions were not vague or generalised and permitted uniform/standardised marking;
- iii. The marking guideline was unambiguous and clearly laid out;
- iv. The marking guideline provided enough detail to ensure reliability of marking; and
- v. The marking guideline did not seek to legislate for every possible case but reflected 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 participants who approved the marking guideline.

At the end of each meeting Umalusi moderators, national examiners and national internal moderators approved the final versions of the approved marking guidelines for their respective learning areas. The finalisation of this process is indicated by Umalusi, national examiners and national internal moderators appending their signatures to the final marking guideline. All marking guidelines used at the marking centres were those bearing the signatures of Umalusi and the examining panels of the DHET.

7.4 Areas of Improvement

Umalusi noted the following as improvements:

- a. All participants were trained on their participation in online meetings;
- b. The face-to-face attendance of the DHET examining panels and Umalusi moderators in content learning areas facilitated the signing of approved marking guidelines; and
- c. Conducting online meetings for ten languages minimised the risk of travelling and exposure to COVID-19.

7.5 Areas of Non-compliance

Umalusi noted the following as a concern:

- a. The PED that were not represented in learning areas that they were going to mark: Gauteng PED was not represented in three learning areas (LCEN4, SMME4 and TRVT4). KwaZulu-Natal was not represented in HSSC4 and the Limpopo PED was not represented in LCXI4.

7.6 Directives for Compliance and Improvement

The DHET is required to ensure that:

- a. All the PED are represented in the standardisation of marking guideline meetings for the learning areas that they will be marking.

7.7 Conclusion

This standardisation process was intended to improve the quality of the marking guidelines for the 25 learning areas. The purpose was also to ensure that all possible alternative responses were included, so that candidates were not unfairly disadvantaged by rigidity in the marking guidelines. The process served its intended purpose. In all the learning areas the process ran smoothly and no challenges were encountered. 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

8.1 Introduction

Umalusi monitored the marking phase of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) November 2021 examination conducted by the Department of Higher Education and Training (DHET) during the scheduled marking period.

The marking of the scripts took place from 2 to 19 December 2021 at five marking centres established by the DHET nationally.

The purpose of monitoring the marking was to:

- a. Establish the readiness of the marking centres to conduct the marking process;
- b. Establish the efficiency and adequacy of resources at the marking centres;
- c. Verify the security provided at the marking centres; and
- d. Evaluate and secure the handling and management of irregularities identified by the centres, according to prescribed requirements.

This chapter reports on the quality assurance processes undertaken by Umalusi and provides a summary of the findings of the monitoring of the marking. The chapter, further, indicates areas of improvement and areas of non-compliance; and provides directives for compliance and improvement, for which the DHET must prepare an improvement plan. This must be reported on to Umalusi in 2022.

8.2 Scope and Approach

Umalusi monitored the five marking centres that the DHET established for the November 2021 marking session. Data was collected using the Umalusi Instrument for Monitoring of the Marking and related methodologies (observations and interviews).

Table 8A gives an account of the five monitored centres during the December 2021 marking process.

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

No.	Province	Centre	Date visited
1	Gauteng	Sir John Adamson High School	11 December 2021
2	Gauteng	Tshwane North Technical and Vocational Education and Training (TVET) College, Pretoria Central Campus (DHET centralised marking)	13 December 2021
3	KwaZulu- Natal	Mandla Mthethwa High School	13 December 2021
4	KwaZulu- Natal	Mt Currie Secondary School	13 December 2021
5	Limpopo	SJ Van der Merwe Secondary School	13 December 2021

Table 8B indicates the number of scripts and number of markers at the five marking centres.

Table 8B: Number of scripts and number at the marking centres

Province	Centre	Number of scripts	Date visited
Gauteng	Sir John Adamson High School	26 411	293
Gauteng	Tshwane North TVET College, Pretoria Central Campus (DHET centralised marking)	81 999	549
KwaZulu-Natal	Mandla Mthethwa School	19 623	127
KwaZulu-Natal	Mt Currie School	26 661	200
Limpopo	SJ Van der Merwe School	23 575	175

8.3 Summary of Findings

This section highlights the overall findings on levels of compliance at the five DHET centres monitored by Umalusi.

8.3.1 Planning and Preparations

Planning and preparation for marking plays an important role in the general management of the marking centres. It, further, assists in ensuring that the marking process is aligned with prescribed policies and regulations.

a) Appointment of marking personnel

The findings revealed that the officially appointed markers' lists were strictly adhered to at the marking centres. Six markers and two senior markers did not report for duty at one marking centre in KwaZulu-Natal and no replacement personnel were available. Nevertheless, the scripts were divided among the available markers and the marking was not compromised. At Sir John Adamson Centre, in Gauteng, a few markers withdrew from the marking process, which precipitated late changes to the marker list. However, this did not influence the marking process negatively.

b) Availability of marking management plans

The marking management programmes were available and aligned with the DHET marking management plan. All marking team members reported, in accordance with the marking management programmes, except at the SJ van der Merwe marking centre.

c) Availability of scripts and marking guidelines

Marking guidelines were made available to the marking centres timeously, to guide the training of markers before marking started, for pre-marking of scripts and for actual marking, in all 26 learning areas. Evidence of the availability of the scripts and marking guidelines was provided at all marking centres.

d) Storage and safekeeping of scripts

The provincial education departments (PED) were responsible for the delivery of scripts to the marking centres. As was the case in 2020, tight security measures were implemented to ensure that the delivery and storage of all examination scripts was secure.

e) Management and control of scripts

The scripts were managed using a control register and were verified on delivery at all the marking centres to ensure that they were all accounted for. Subsequent to the verification process, the centre manager at the respective marking centre would inform the PED examination sections, in writing, of any shortages or discrepancies (where applicable).

8.3.2 Resources (Physical and Human)

This sub-section reports on the availability and suitability of physical and human resources at the respective centres, in support of effective and credible facilitation of the marking process.

a) Suitability of the infrastructure and equipment required for facilitation of marking

Monitoring reports indicated the marking centres were able to provide suitable, quality infrastructure and equipment, in compliance with set standards.

The following was observed at the monitored marking centres:

- i. Centres had adequate space to accommodate the marking of allocated subjects;
- ii. Supplementary classrooms were available to accommodate markers in compliance with prescribed COVID-19 protocols for social distancing;
- iii. Control rooms were spacious enough to accommodate all the scripts marked at the respective centres;
- iv. Furniture and telecommunication facilities were made available;
- v. Water and clean ablution facilities were available; and
- vi. All marking venues had proper lighting.

b) Capacity and availability of marking personnel

At the Mandla Mthethwa Centre six markers and two senior markers did not arrive for duty and no replacements were available. However, as the marking centre received fewer scripts than expected, the available markers accommodated the excess and the marking process continued without constraint.

c) Conduciveness of the marking centre; marking rooms (including accommodation of markers)

Ample distances were adhered to between markers in the different marking venues; all rooms were suitably furnished. All necessary resources to ensure the quality and efficiency of the marking process were observed.

Monitoring reports affirmed that markers were provided with overnight accommodation, except at Sir John Adamson Centre. Challenges were reported in Limpopo regarding the provision of sufficient water during high demand periods in the hostel. Markers at the Tshwane North TVET College, the DHET centralised marking centre, were accommodated in nearby hotels and transported to the marking centre daily.

d) Quality of dietary requirement provided for marking personnel

Quality food was served at set mealtimes to marking personnel at the respective marking centres. At the marking centre in Limpopo a rotational catering system was introduced to avoid congestion. Dietary requirements were taken into consideration in the preparation of meals.

e) Compliance with occupational, health and safety requirements

Adherence to occupational health and safety requirements to secure a safe and healthy working environment was confirmed at all centres. The following were noted:

- i. Water for consumption was clean and readily available; except at SJ van der Merwe School, where the hostel could not deal with the high demand of water; this was attended to;
- ii. Ablution facilities were functional and clean;
- iii. Fire extinguishers had been serviced; and
- iv. Kitchen facilities were clean.

However, a centre in KwaZulu-Natal (Mt Currie Centre) encountered problems with a water shortage. The centre management immediately attended to the matter and it was resolved.

8.3.3 Provision and Measures for Security

The assessment bodies are required to ensure and have suitable mechanisms in place to secure the scripts to be marked and everyone involved in marking. Notable observations made at monitored marking centres were:

a) Access control into the marking centre

Umalusi established, from analysis of the collected information, that private security companies were hired by the DHET to provide security personnel at the marking centres. Security staff were stationed at the main entrances to the marking centres and at the individual marking rooms. Unauthorised persons were denied entrance to the marking centres. Visitors were screened for both COVID-19 and security purposes. Visitors signed a register and were escorted by security personnel to the office of the marking centre manager. Vehicles were checked before entering the marking premises.

b) Movement of scripts within the centre: script control and marking rooms

Actions were taken to sustain and enhance the movement of scripts by ensuring that scripts were signed for by the relevant marking personnel and were guarded by security officials from one point to the next.

8.3.4 Training of Marking Personnel

The training of marking personnel is important for accurate marking and to strengthen the credibility of the marking process.

a) Quality and standard of training sessions across subjects/learning areas

This sub-criterion refers to the quality and standard of training of markers across all learning areas. Timely and quality training was conducted prior to the commencement of pre-marking and the formal marking sessions at four centres. The training at the SJ van der Merwe marking centre, however, had a slow start owing to the late arrival of markers and logistical challenges regarding marker accommodation.

b) Adherence to norm time

The monitored centres adhered to the key daily norm times of 07:00–17:00/19:00.

8.3.5 Management and Handling of Detected Irregularities

Efforts were made to train the marking personnel in cementing necessary procedures to be followed in the detection and reporting of irregularities. In support of this, national guidelines on irregularities were filed and available at the centres.

The centre manager and the irregularity team at the marking centres were accountable to report detected irregularities. After confirmation of the detected irregularity, it was referred to the district concerned for investigation. All irregularities confirmed by the district were submitted to PED for further investigation.

An official from the assessment body was stationed at the Sir John Adamson Centre to deal with

irregularities.

The marking centres were required to report any lost answer scripts by completing a missing script form directed to the PED. Script removal for investigation of irregularities happened at provincial level only.

Mandla Mthethwa Centre was monitored by the Provincial Education Portfolio Committee and the log book entry indicated that everything at the marking centre was in accordance with requirements. The Tshwane North marking centre was monitored by the Chief Director and Director of DHET examinations. The marking centres in Limpopo (SJ van der Merwe) and in KwaZulu-Natal (Mt Currie) were not monitored by the assessment body prior to Umalusi's visits. The assessment body conducted a monitoring visit on 12 December 2021 at Sir John Adamson Centre. A report was filed; some sections were incomplete.

Umalusi's findings revealed no irregularities at the respective centres at the time the monitoring visits were made.

8.4 Areas of Improvement

The marking centres were commended for the following areas of good practice:

- a. Well-functioning systems were implemented to support a high quality marking process, i.e., high levels of security, adherence to audited marker lists, quality training of markers, etc.;
- b. Stringent adherence to prescribed COVID-19 protocols;
- c. Appointment of compliance officers to manage COVID-19 related protocols at marking centres; and
- d. A dedicated official from the assessment body stationed at one of the monitored marking centres dealt with irregularities.

8.5 Areas of Non-compliance

The following concern was noted:

- a. The lack of replacement marking personnel at one centre (Mandla Mthethwa School).

8.6 Directives for Compliance and Improvement

The DHET is required to reflect on and ensure that:

- a. Replacement markers are available at all marking centres.

8.7 Conclusion

The DHET managed the marking processes in adherence to the stipulated policies and guidelines amid the COVID-19 pandemic. All the evidence provided in the monitoring reports indicated that the level of compliance with the criteria for the administration and management of the marking centres was acceptable.

CHAPTER 9 VERIFICATION OF MARKING

9.1 Introduction

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

- a. Determine whether the approved marking guidelines are adhered to and consistently applied;
- b. Determine whether mark allocation and calculations are accurate and consistent;
- c. Ascertain if internal moderation is conducted effectively during marking;
- d. Identify possible irregularities; and
- e. Confirm that marking is fair, reliable and valid.

9.2 Scope and Approach

Umalusi conducted on-site verification of the marking of the November 2021 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination administered by the Department of Higher Education and Training (DHET) from 6 December 2021 to 22 December 2021. The DHET marked the scripts in five marking centres across three provinces: one in Gauteng (GP) provincial education department (PED), two in KwaZulu-Natal (KZN), one in Limpopo (LP) and the DHET centralised marking venue.

The DHET, in preparation for the takeover of the examination processes from the nine PED, decided to mark all the scripts of the six PED. All the scripts from Eastern Cape (EC), Free State (FS), Mpumalanga (MP), Northern Cape (NC), Western Cape (WC) and North West (NW) were delivered to the DHET centralised marking venue at Tshwane North TVET College, Pretoria Campus. The GP, KZN and LP PED were also required to submit the scripts of all learning areas with fewer than 1 000 scripts to the DHET Centralised marking venue. After the scripts were marked, all mark sheets and scripts were returned to the respective PED for mark capturing.

The verification of marking of Gauteng scripts was conducted off-site from 19–22 December 2021, because the PED had changed the initially planned marking dates, for learning areas ECD4, LCEN4, MLMS4 and SMME4. Umalusi conducted the verification of marking of three learning areas (ECD4, EMSC4, TRVT4) in two KZN marking centres. Verification of marking was also conducted for five learning areas (EMSC4, LCEN4, LCSP4, LIFO4, MLMS4) at the Limpopo marking centre. Seven learning areas (ECD4, EMSC4, LCEN4, LIFO4, MLMS4, SMME4, TRVT4) were verified at more than one marking venue.

Umalusi deployed moderators for 19 learning areas marked at the DHET Centralised marking venue, as indicated in Table 9A. To minimise congestion at the marking venue, the DHET staggered the marking dates for the various learning areas. These dates were as follows:

- a. Umalusi moderators for SMME4 and TECH4 started verifying the marking at the marking venue on 6 December 2021;
- b. Umalusi moderators for AAAT4, EMSC4, HSSC4, LCAF4, LCND4, LCSO4, LCSW4, LCTS4, LCVE4, LCXH4, NATS4 and WHRT4 started verifying the marking on 7 December 2021;
- c. Umalusi moderators for ANHC4 and LIFO4 started verifying the marking on 13 December

2021;

- d. The Umalusi moderator for LCEN4 started verifying marking on 14 December 2021;
- e. The Umalusi moderator for TRVT4 started verifying marking on 16 December 2021; and
- f. The Umalusi moderator for LCXI4 started verifying marking on 17 December 2021.

Umalusi sampled 22 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: Learning areas and scripts sampled for verification of marking

No.	Learning area code	Number of answer scripts sampled				
		National	GP	KZN	LP	Total
1	AAAT4	40				40
2	ANHC4	60				60
3	ECD4		40	40		80
4	EMSC4	40		60	40	140
5	HSSC4	40				40
6	LCAF4	40				40
7	LCEN4	40	40		41	121
8	LCND4	40				40
9	LCSO4	40				40
10	LCSP4				40	40
11	LCSW4	40				40
12	LCTS4	20				20
13	LCVE4	5				5
14	LCXH4	40				40
15	LCXI4	40				40
16	LIFO4	40			40	80
17	MLMS4		40		40	80
18	NATS4	40				40
19	SMME4	40	40			80
20	TECH4	40				40
21	TRVT4	40		40		80
22	WHRT4	80				80
Total		765	160	140	201	1 266

Umalusi conducted the verification of marking of candidates' scripts in the sample using the Umalusi Instrument for the Verification of Marking. Candidates' scripts were evaluated against the following four key criteria:

- i. Adherence to marking guidelines;
- ii. Quality and standard of marking;
- iii. Irregularities; and
- iv. Performance of candidates.

9.3 Summary of Findings

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

9.3.1 Adherence to the Marking Guidelines

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

In ECD4 (GP), verified off-site, adherence to the marking guidelines was erratic in Section B. Umalusi was not able to intervene to correct the trend as marking and verification were not concurrent. Verification was conducted off-site after the marking process was over. In LCEN4 (GP), verified off-site, there were ten instances of non-adherence to the marking guidelines for Question 2.9, where the alternative response was not credited. Umalusi was not able to intervene to correct the trend as verification was conducted off-site after the marking process was over.

In MLMS4 (LP) some markers did not adhere to the marking guidelines for the sub-questions in Question 2. Umalusi instructed the re-marking of all scripts that had already been marked when this was discovered. In WHRT4 (National), for Question 6 and Question 8 (candidates had to choose between Question 6 and Question 8), an amendment was made to the marking guideline for one sub-question in each question after Umalusi had noticed the omission. Umalusi ensured that all scripts that had already been marked were re-marked with this amendment in mind. Markers in the other learning areas adhered to the approved marking guidelines.

In the 2020 examination markers were erratic in adhering to the approved marking guidelines in two learning areas (ANHC4 and SMME4), compared to four learning areas in the 2021 examination.

9.3.2 Quality and Standard of Marking

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

The correct allocation of marks per item was compromised in some learning areas by a robotic adherence to the marking guidelines and by poor marking of questions that required opinions, explanations or extended writing. A robotic adherence to the marking guidelines was found in the following:

- i. ANHC4 (National) – 'nasal cavity' was the expected response yet 'nose' was not credited;
- ii. LCEN4 (GP) – 'robot' was the expected answer, yet 'robots' was not credited; TRVT4 (National) – candidates wrote a short paragraph that included the correct response, but markers did not read the paragraph because a one-line response was given in the marking guidelines; and
- iii. WHRT4 (National) – candidates answered the question correctly by listing the National Qualification Framework (NQF) levels but were not credited because the marking guideline provided a description of each level as well (asking for a description was not specified in the question).

There was poor marking in three language learning areas, where some markers failed to recognise that the candidates answered the essay and/or the transactional writing question (Section C) by copying out part of the text of the comprehension (Section A). These were LCEN4 (LP), LCSW4 (National) and LCTS4 (National).

Variations in marks between the marker, internal moderator and Umalusi moderator were found in 15 learning areas, indicating inconsistency in marking. Scripts had to be re-marked as a corrective measure.

There were errors in the totalling and transfer of marks in three learning areas: AAAT4 (National), LCND4 (National) and SMME4 (National). These errors were brought to the attention of the chief marker by the Umalusi moderators to avoid future errors in calculation.

Internal moderation in two learning areas presented a challenge. In LCAF4 (National) there was no internal moderator. The scripts were marked by the chief marker and no internal moderation was conducted. In LCEN4 (GP), internal moderation was erratic and in a number of instances incorrect marking was not corrected by the internal moderator. Furthermore, internal moderation appeared to have been conducted by five different internal moderators. There was evidence of internal moderation conducted in pens of five different colours (blue, light green, dark green, pink and neon yellow).

Good practice was observed in the marking of EMSC4 in all three marking centres (KZN, LP and National). The question-marking approach, instead of whole-script marking, was employed in the three marking centres. The variation in marks was minimal. There were no variations in KZN; two variations in LP (both being minus 4) and one variation, of minus 4, at the National marking centre.

9.3.3 Alleged Irregularities

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

There was evidence that the marking personnel were trained in the identification and management of irregularities in all five marking centres. Umalusi moderators interviewed markers and observed instances where irregularities were identified and managed. The following table captures the irregularities identified at the marking venues during the marking process.

Table 9B: Alleged irregularities identified during the marking process

Centre number	Learning area	No. of candidates	Nature of irregularity
E5422243	ECD4 (KZN)	3	Serious irregularity: For Questions 2.7, 3.1, 3.2, 3.3 and 3.4, candidates had the same, incorrect, answers.
E4259026	LIFO4 (National)	2	Serious irregularity: For Question 6, candidates had identical answers.
E4299021		3	Serious irregularity: For Questions 2, 4 and 6, candidates had identical answers.
E4309037		2	Serious irregularity: For Questions 2 and 3, candidates had identical answers.
E4309022		14	Serious irregularity: For Questions 2.6, 5 and 6, candidates had identical answers.
E4309022		14	Serious irregularity: For Question 2, candidates had identical answers.
E4259038		2	Serious irregularity: For Questions 5 and 6, candidates had identical answers.
E7372501	SMME4 (National)	2	Serious Irregularity: For Questions 3.2, 3.11 and 4, candidates had the same correct and incorrect answers.
		2	Serious irregularity: For Questions 3 and 4, candidates had the same correct and incorrect answers.
		4	Serious irregularity: For Question 3, candidates had the same answers.
		2	Serious irregularity: For Questions 3, 4.4 and 5.5.1, candidates had the same correct and incorrect answers.
E6611053	TRVT4 (National)	All	Serious irregularity: For Questions 2.2.2 and 2.2.3, all candidates had the same, incorrect, answer for the two acronyms.

In the 2020 examination a technical irregularity was identified in one learning area: WHRT4 (Free State); serious irregularities were identified in two learning areas: MLMS4 (Western Cape) and TECH4 (National).

9.3.4 Performance of Candidates

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

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

a. Applied Agriculture and Agricultural Technology (AAAT4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9A indicates the average performance per question.

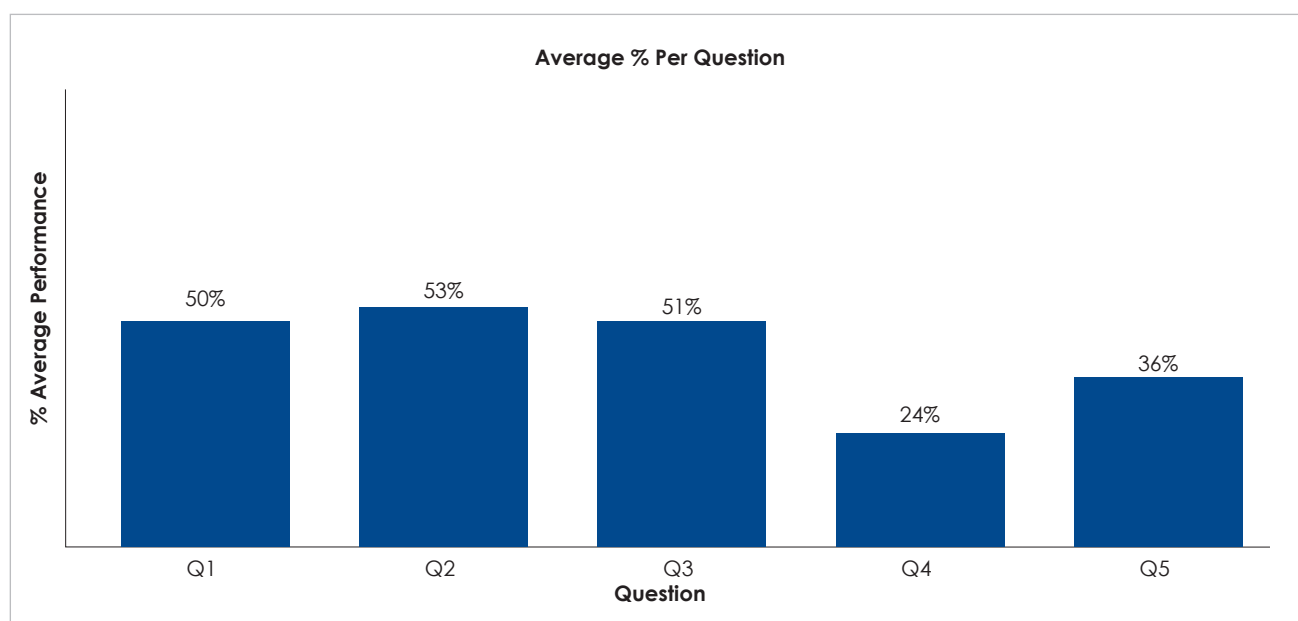


Figure 9A: Candidate performance in AAAT4 per question – 40 scripts

According to Figure 9A the question with the highest average was Question 2 (53%), which covered small stock (poultry) farming, running expenses, calculation of profit and loss and financial records. The question with the lowest average was Question 4 (24%), which covered dairy and beef cattle, a case study in table form and practical application of knowledge to the case study.

Table 9C: Mark distribution as a percentage – AAAT4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	3	7	1	16	11	2	0	0	0

Table 9C shows that 29 candidates passed and 11 failed; zero candidates obtained 0%–9% and zero obtained 80%–100%. The highest mark was 63 and the lowest mark was 16. The average was 43%.

b. Ancillary Health Care (ANHC4) – National

The verification of marking was conducted on a sample of 60 scripts. The question paper consisted of three questions. Figure 9B indicates the average performance per question.

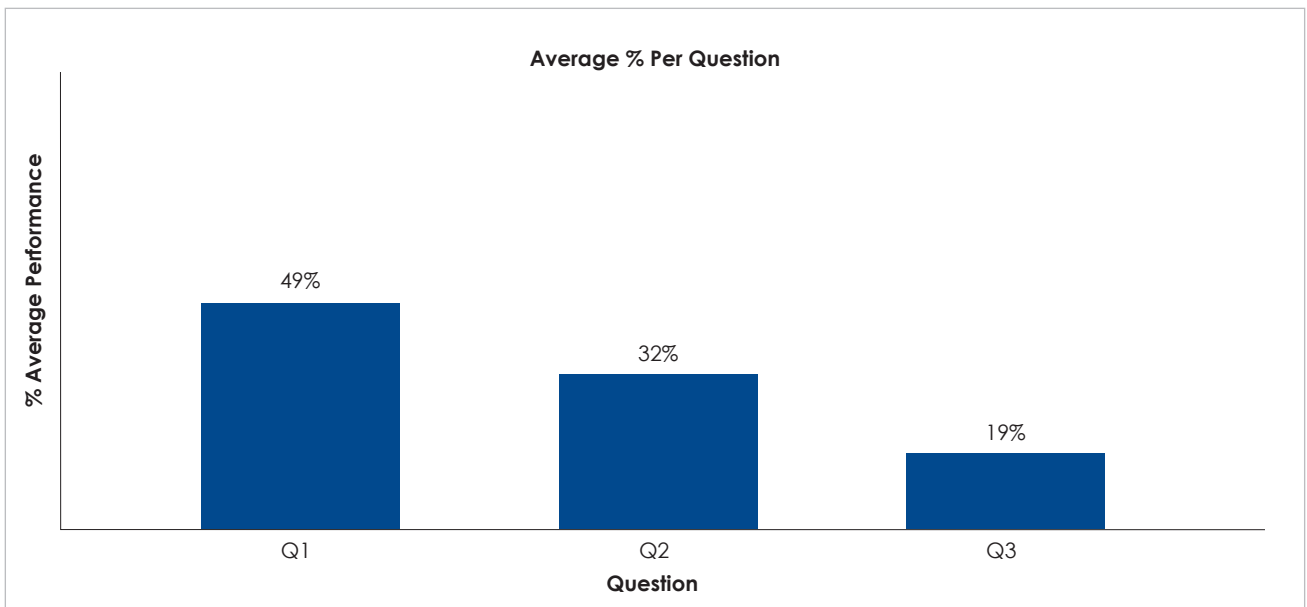


Figure 9B: Candidate performance in ANHC4 per question – 60 scripts

According to Figure 9B the question with the highest average was Question 1 (49%), which covered middle- and lower-cognitive level questions. The question with the lowest average was Question 3 (19%), which covered anatomy.

Table 9D: Mark distribution as a percentage – ANHC4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	3	17	17	17	6	0	0	0	0

Table 9D shows that 23 candidates passed and 37 failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 58 and the lowest mark was 12. The average was 35%.

c. Early Childhood Development (ECD4) – Gauteng

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of three questions. Figure 9C(i) indicates the average performance per question.

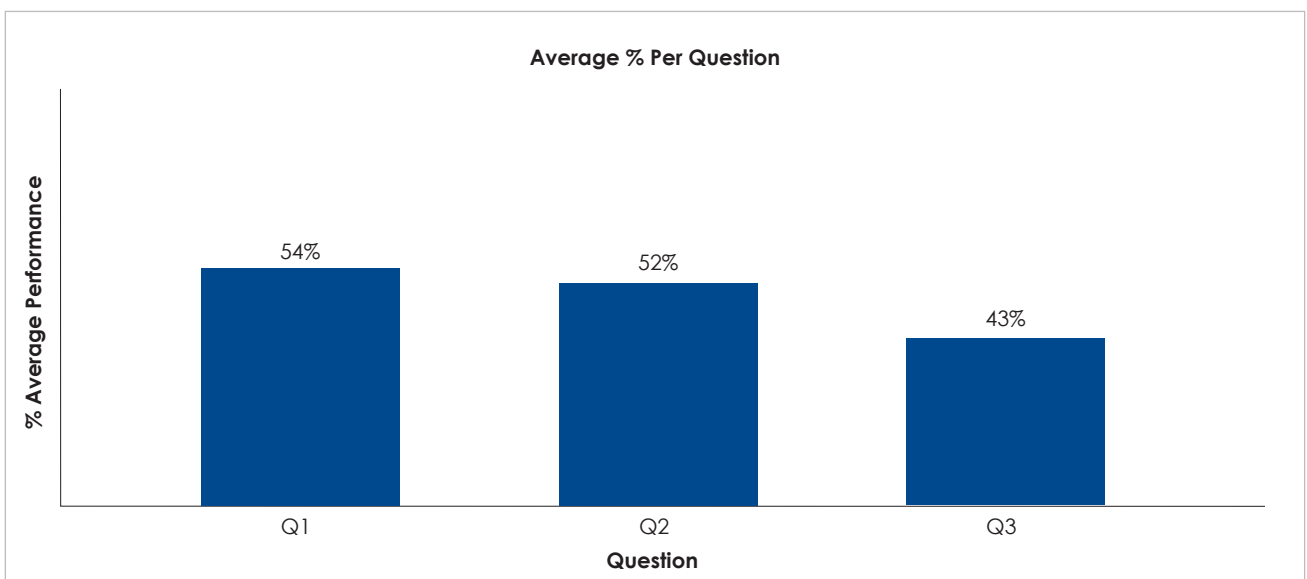


Figure 9C(i): Candidate performance in ECD4 per question – 40 scripts

According to Figure 9C(i) the question with the highest average was Question 1 (54%), which covered health and safety measure pertaining to the COVID-19 pandemic. The question with the lowest average was Question 3 (43%), which covered physical development and language development of the child.

Table 9E(i): Mark distribution as a percentage – ECD4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	3	2	10	7	2	8	4	3	1

Table 9E(i) shows that 25 candidates passed and 15 failed; zero obtained 0%–9% and four candidates attained 80%–100%. The highest mark was 92 and the lowest mark was 11. The average was 51%.

KwaZulu-Natal

The verification of marking was conducted on a sample of 60 scripts. The question paper consisted of three questions. Figure 9C(ii) indicates the average performance per question.

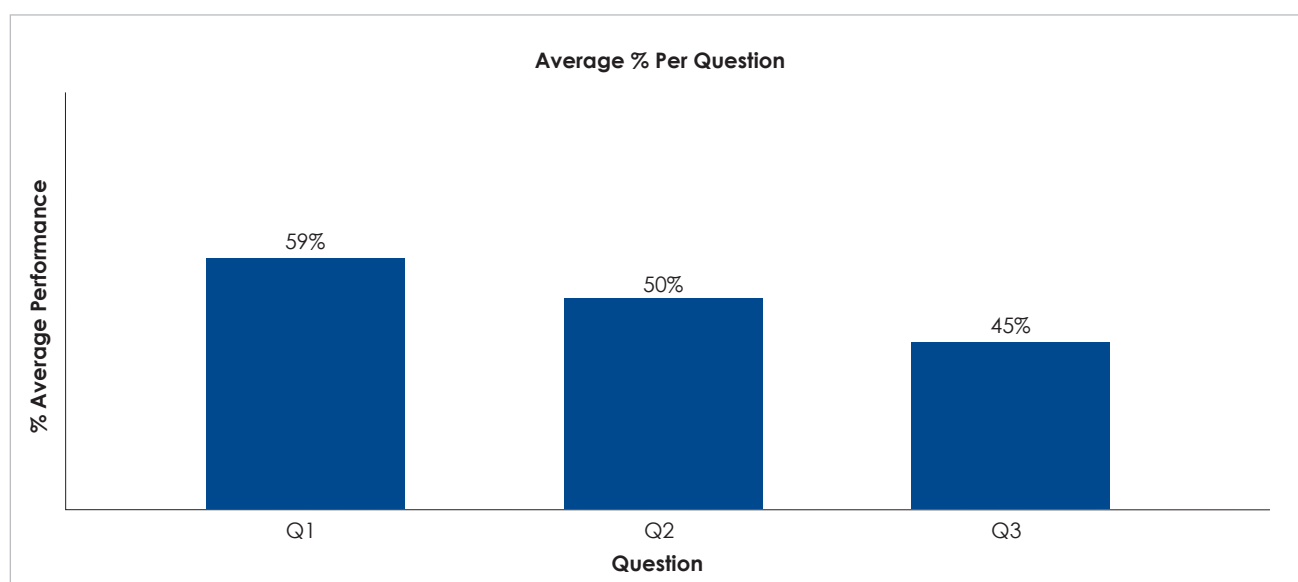


Figure 9C(ii): Candidate performance in ECD4 per question – 40 scripts

According to Figure 9C(ii) the question with the highest average was Question 1 (59%), which covered health and safety measures pertaining to the COVID-19 pandemic. The question with the lowest average was Question 3 (45%), which covered physical development and language development of the child.

Table 9E(ii): Mark distribution as a percentage – ECD4

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

Table 9E(ii) shows that 32 candidates passed and eight failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 79 and the lowest mark was 18. The average was 53%.

d. Economic and Management Sciences (EMSC4) – KwaZulu-Natal

The verification of marking was conducted on a sample of 60 scripts. The question paper consisted of

five questions. Figure 9D(i) indicates the average performance per question.

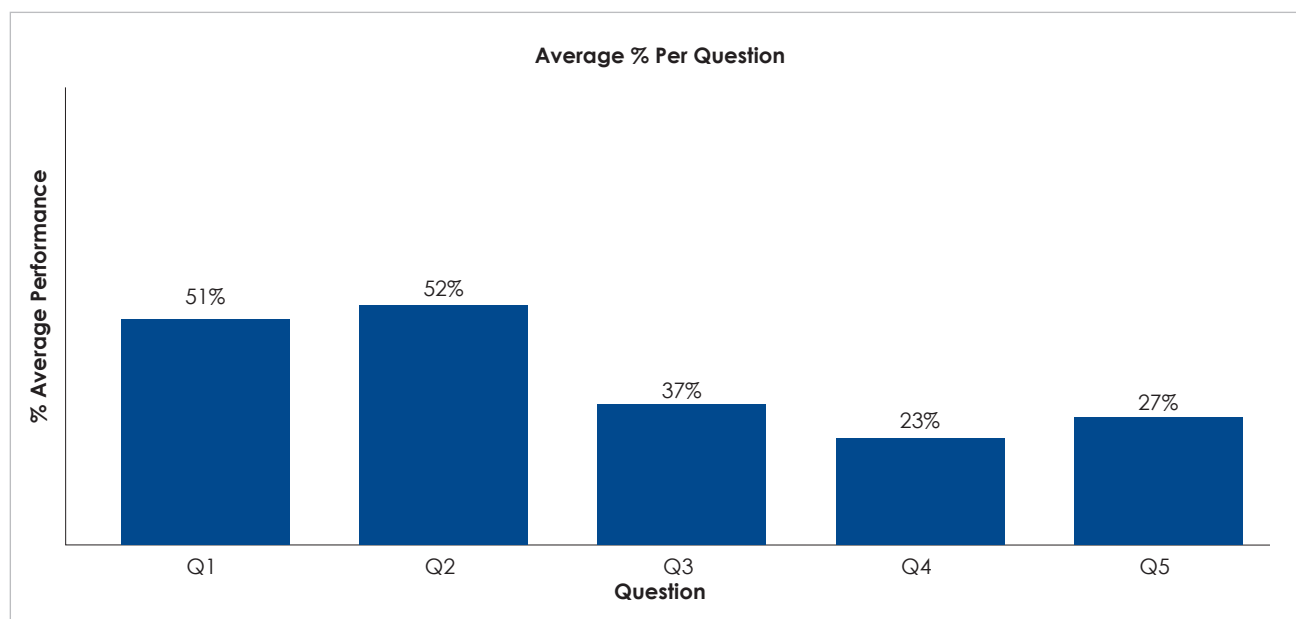


Figure 9D(i): Candidate performance in EMSC4 per question – 60 scripts

According to Figure 9D(i) the question with the highest average was Question 2 (52%), which covered accounting concepts – candidates had to do a Cash Receipt Journal. The question with the lowest average was Question 4 (23%), which covered managerial expertise, administrative capabilities and differentiating between leadership and organisation.

Table 9F(i): Mark distribution as a percentage – EMSC4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	5	11	14	12	9	6	2	0	0

Table 9F(i) shows that 29 candidates passed and 31 failed; one candidate obtained 0%–9% and zero obtained 80%–100%. The highest mark was 78 and the lowest mark was 8. The average was 40%.

Limpopo

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9D(ii) indicates the average performance per question.

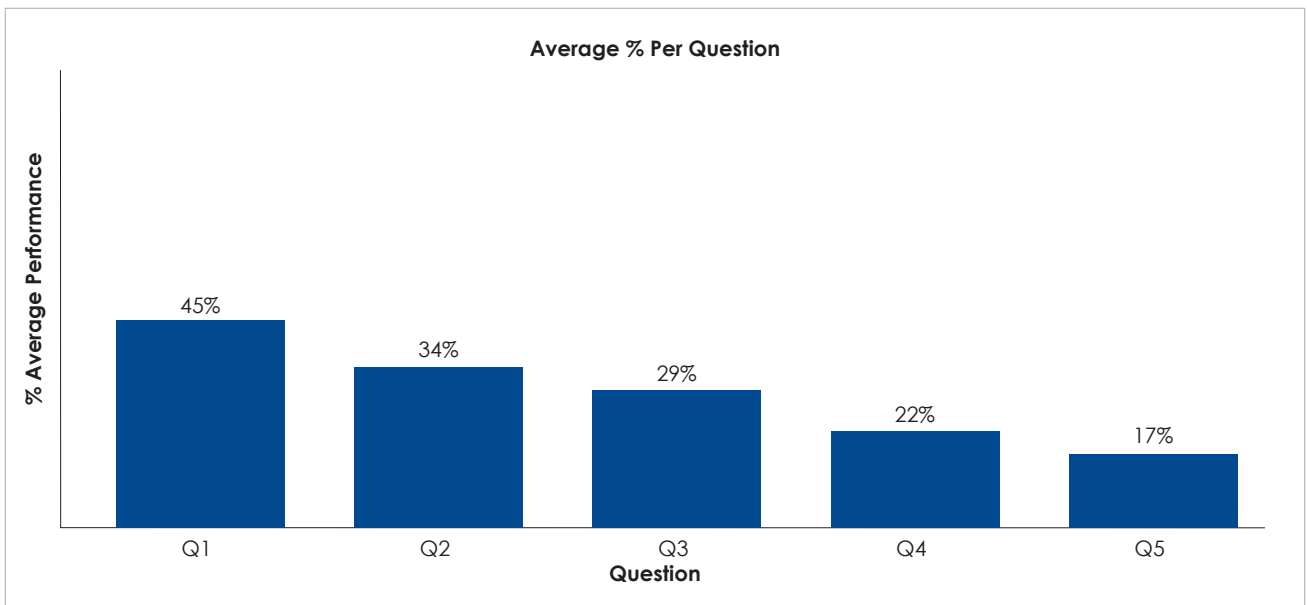


Figure 9D(ii): Candidate performance in EMSC4 per question – 40 scripts

According to Figure 9D(ii) the question with the highest average was Question 1 (45%), which covered lower- and middle-order cognitive level questions. The question with the lowest average was Question 5 (17%), which covered management and forms of ownership.

Table 9F(ii): Mark distribution as a percentage – EMSC4

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

Table 9F(ii) shows that 12 candidates passed and 28 failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 61 and the lowest mark was 10. The average was 32%.

National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9D(iii) indicates the average performance per question.

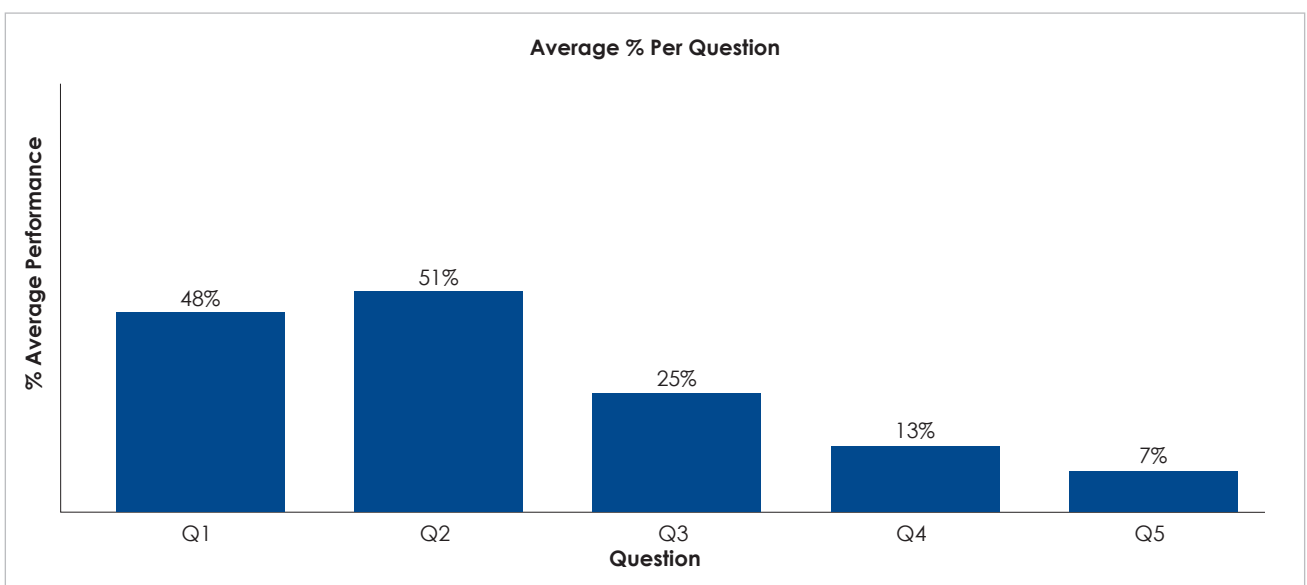


Figure 9D(iii): Candidate performance in EMSC4 per question – 40 scripts

According to Figure 9D(iii) the question with the highest average was Question 2 (51%), which covered accounting concepts – candidates had to do a Cash Receipt Journal. The question with the lowest average was Question 5 (7%), which covered management and forms of ownership.

Table 9F(iii): Mark distribution as a percentage – EMSC4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	6	11	12	10	0	1	0	0	0

Table 9F(iii) shows that 11 candidates passed and 29 failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 62 and the lowest mark was 11. The average was 31%.

e. Human and Social Sciences (HSSC4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of three questions. Figure 9E indicates the average performance per question.

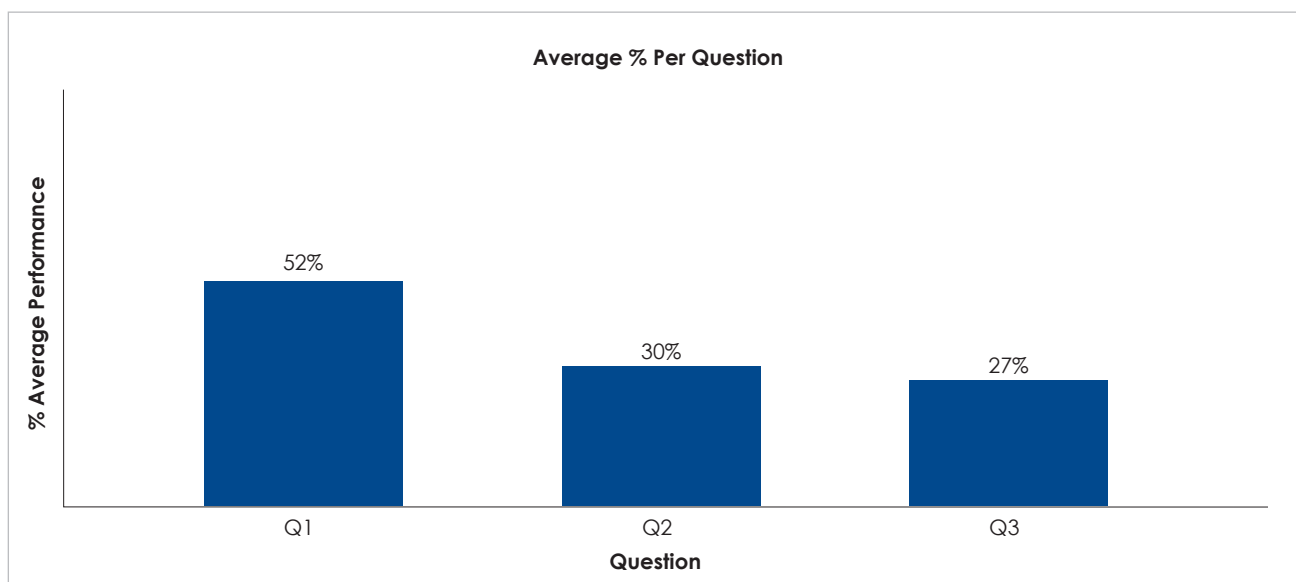


Figure 9E: Candidate performance in HSSC4 per question – 40 scripts

According to Figure 9E the question with the highest average was Question 1 (52%), which covered elections, local government, the SA Constitution, human rights, natural resources, society and environment, maps and globalisation. The question with the lowest average was Question 3 (27%), which covered the relationship between society, the environment and development, factors that contribute to unequal access to resources, employment and inequalities in South Africa.

Table 9G: Mark distribution as a percentage – HSSC4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	7	10	4	8	5	3	3	0	0

Table 9G shows that 19 candidates passed and 21 failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 75 and the lowest mark was 11. The average was 38%.

f. Language, Literacy and Communication: Afrikaans (LCAF4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9F indicates the average performance per question.

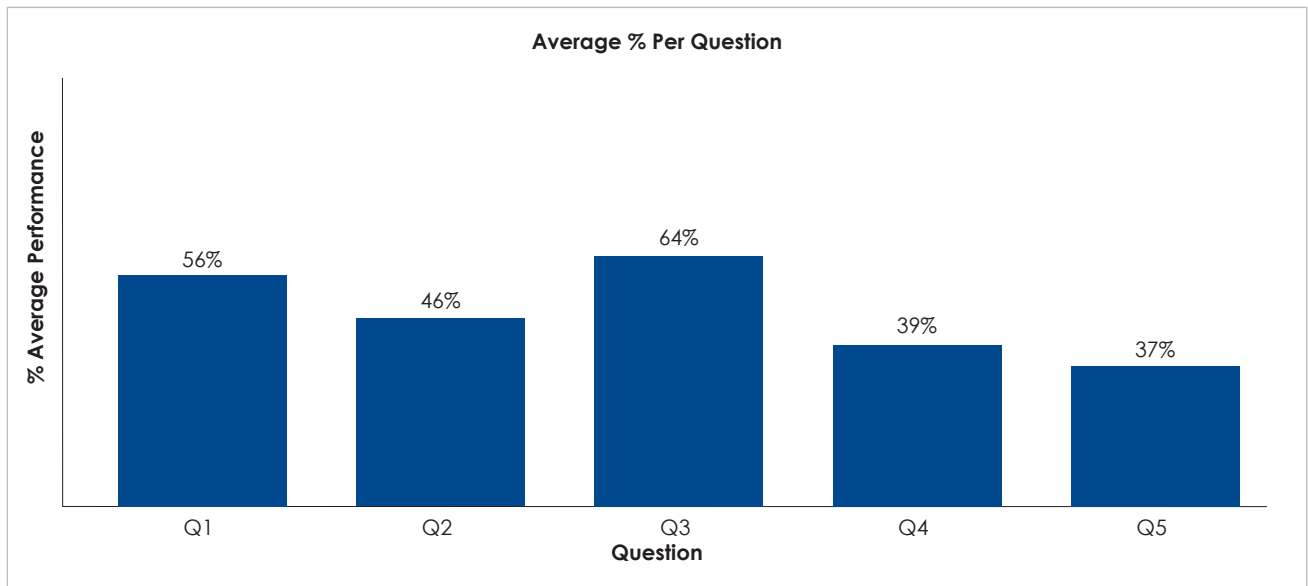


Figure 9F: Candidate performance in LCAF4 per question – 40 scripts

According to Figure 9F the question with the highest average was Question 3 (64%), which covered visual literacy – the advertisement. The question with the lowest average was Question 5 (37%), which covered transactional writing – dialogue and formal letter.

Table 9H: Mark distribution as a percentage – LCAF4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	1	4	5	9	13	5	1	0	0

Table 9H shows that 28 candidates passed and 12 failed; two candidates obtained 0%–9% and zero obtained 80%–100%. The highest mark was 70 and the lowest mark was 8. The average was 46%.

g. Language, Literacy and Communication: English (LCEN4) – Gauteng

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9G(i) indicates the average performance per question.

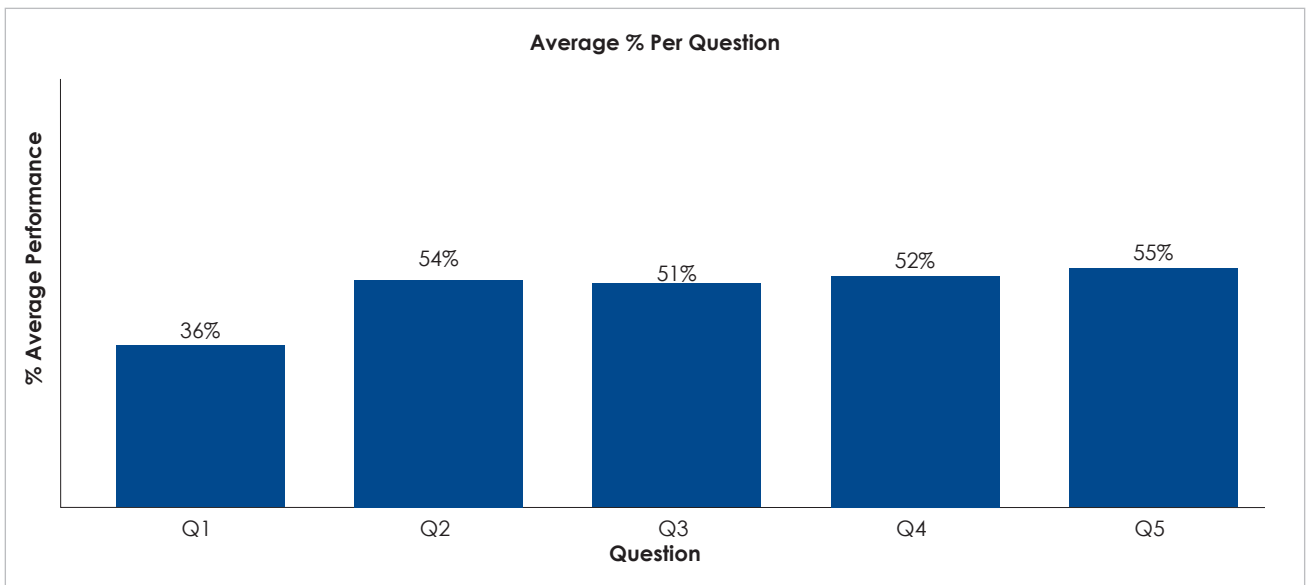


Figure 9G(i): Candidate performance in LCEN4 per question – 40 scripts

According to Figure 9G(i) the question with the highest average was Question 5 (55%), which covered transactional writing – formal letter, dialogue and obituary. The question with the lowest average was Question 1 (36%), which covered reading comprehension.

Table 9I(i): Mark distribution as a percentage – LCEN4

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

Table 9I(i) shows that 27 candidates passed and 13 failed; zero obtained 0%–9% and five attained 80%–100%. The highest mark was 84 and the lowest mark was 13. The average was 50%.

National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9G(ii) indicates the average performance per question.

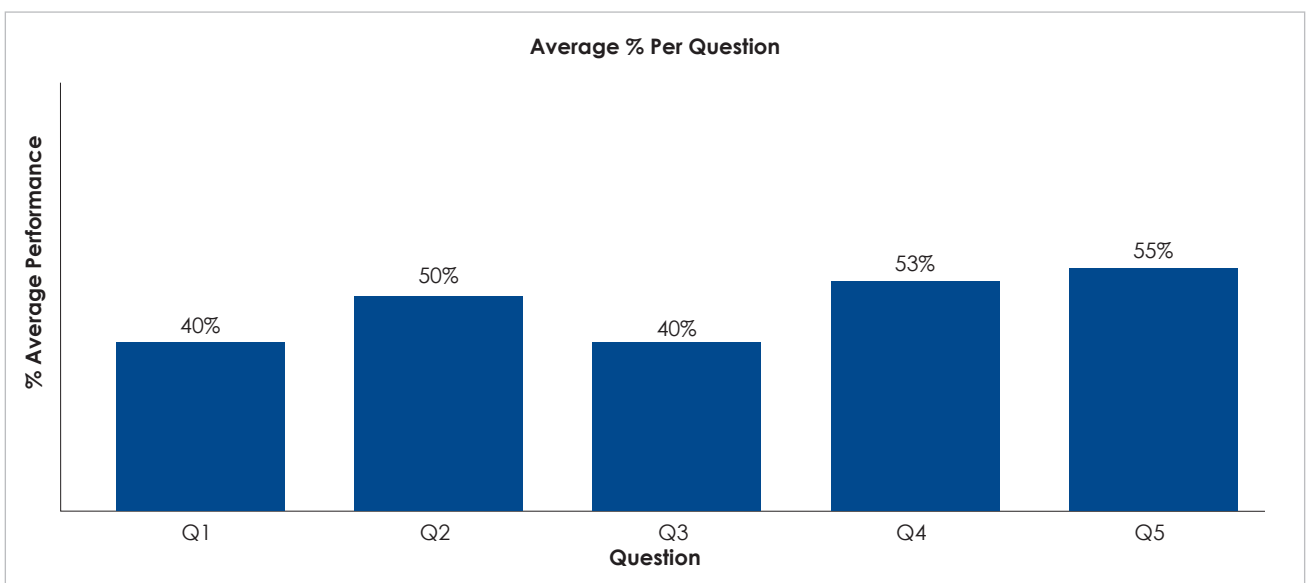


Figure 9G(ii): Candidate performance in LCEN4 per question – 40 scripts

According to Figure 9G(ii) the question with the highest average was Question 5 (55%), which covered transactional writing – formal letter, dialogue and obituary. The questions with the lowest average were Question 1 (40%), which covered reading comprehension, and Question 3 (40%), which covered visual literacy.

Table 9I(ii): Mark distribution as a percentage – LCEN4

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

Table 9I(ii) shows that 30 candidates passed and ten failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 75 and the lowest mark was 11. The average was 49%.

Limpopo

The verification of marking was conducted on a sample of 41 scripts. The question paper consisted of five questions. Figure 9G(iii) indicates the average performance per question.

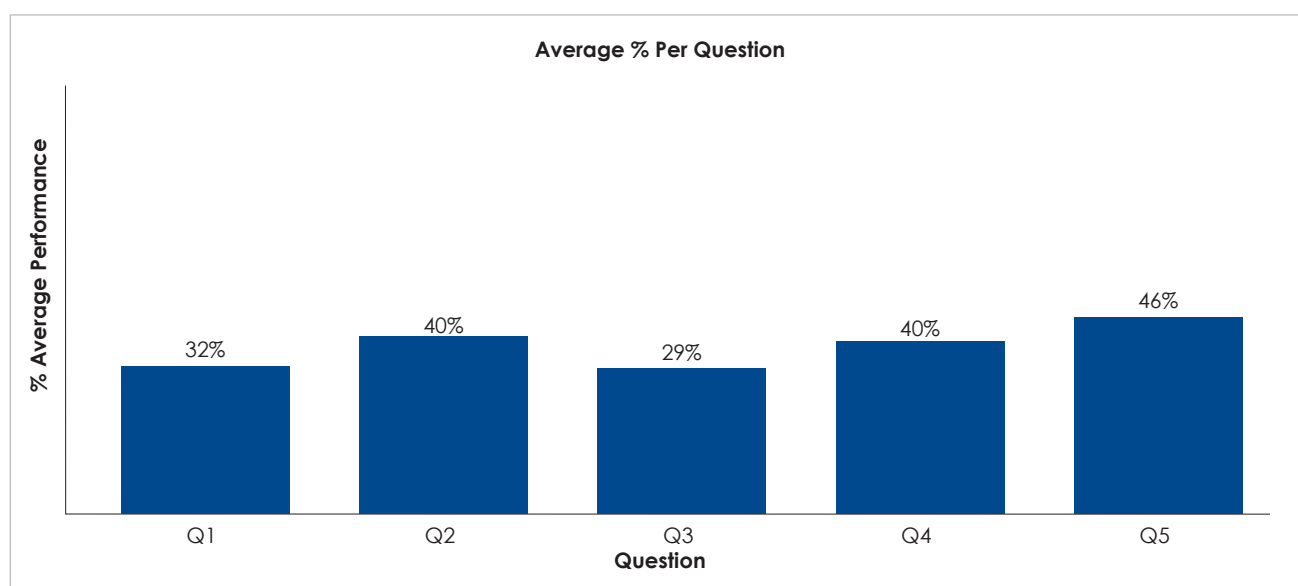


Figure 9G(iii): Candidate performance in LCEN4 per question – 41 scripts

According to Figure 9G(iii) the question with the highest average was Question 5 (46%), which covered transactional writing – formal letter, dialogue and obituary. The question with the lowest average was Question 3 (29%), which covered visual literacy.

Table 9I(iii): Mark distribution as a percentage – LCEN4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	7	6	11	6	8	2	0	1	0

Table 9I(iii) shows that 17 candidates passed and 24 failed; zero obtained 0%–9% and one candidate attained 80%–100%. The highest mark was 86 and the lowest mark was 11. The average was 38%.

h. Language, Literacy and Communication: IsiNdebele (LCND4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9H indicates the average performance per question.

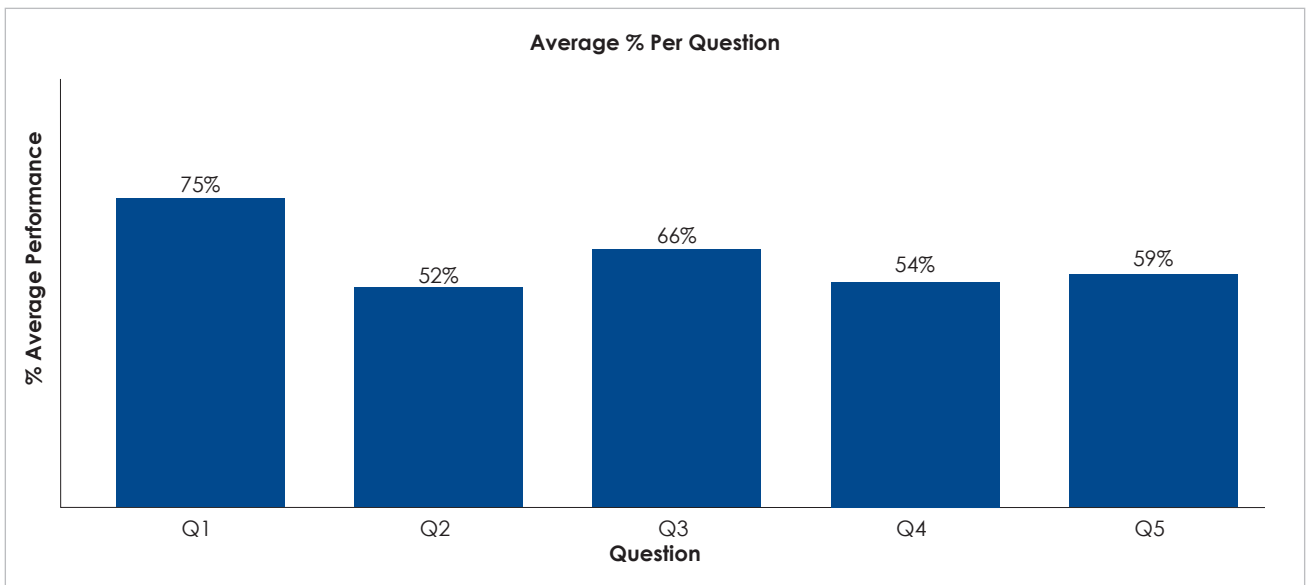


Figure 9H: Candidate performance in LCND4 per question – 40 scripts

According to Figure 9H the question with the highest average was Question 1 (75%), which covered reading comprehension. The question with the lowest average was Question 2 (52%), which covered formal grammar.

Table 9J: Mark distribution as a percentage – LCND4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	0	1	0	4	10	17	5	2	0

Table 9J shows that 38 candidates passed and two failed; one obtained 0%–9% and two candidates attained 80%–100%. The highest mark was 83 and the lowest mark was 4. The average was 60%.

i. Language, Literacy and Communication: Sesotho (LCSO4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9I indicates the average performance per question.

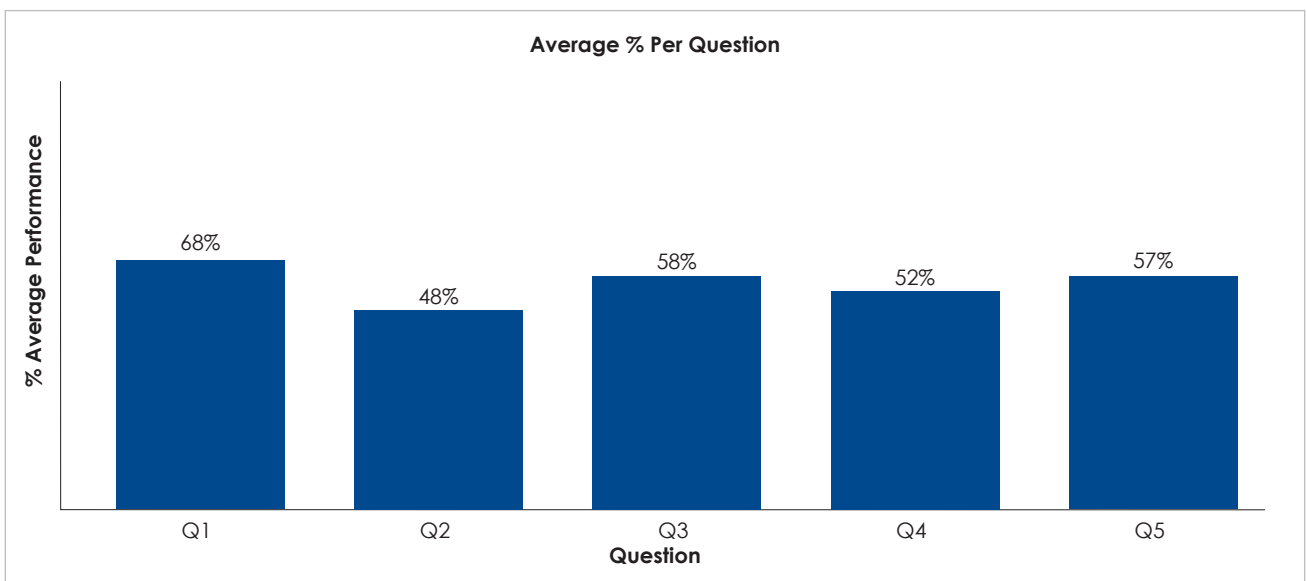


Figure 9I: Candidate performance in LCSO4 per question – 40 scripts

According to Figure 9I the question with the highest average was Question 1 (68%), which covered reading comprehension. The question with the lowest average was Question 2 (48%), which covered formal grammar.

Table 9K: Mark distribution as a percentage – LCSO4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	1	0	11	14	9	4	1	0

Table 9K shows that 39 candidates passed and one failed; zero obtained 0%–9% and one candidate attained 80%–100%. The highest mark was 86 and the lowest mark was 26. The average was 56%.

j. Language, Literacy and Communication: Sepedi (LCSP4) – Limpopo

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9J indicates the average performance per question.

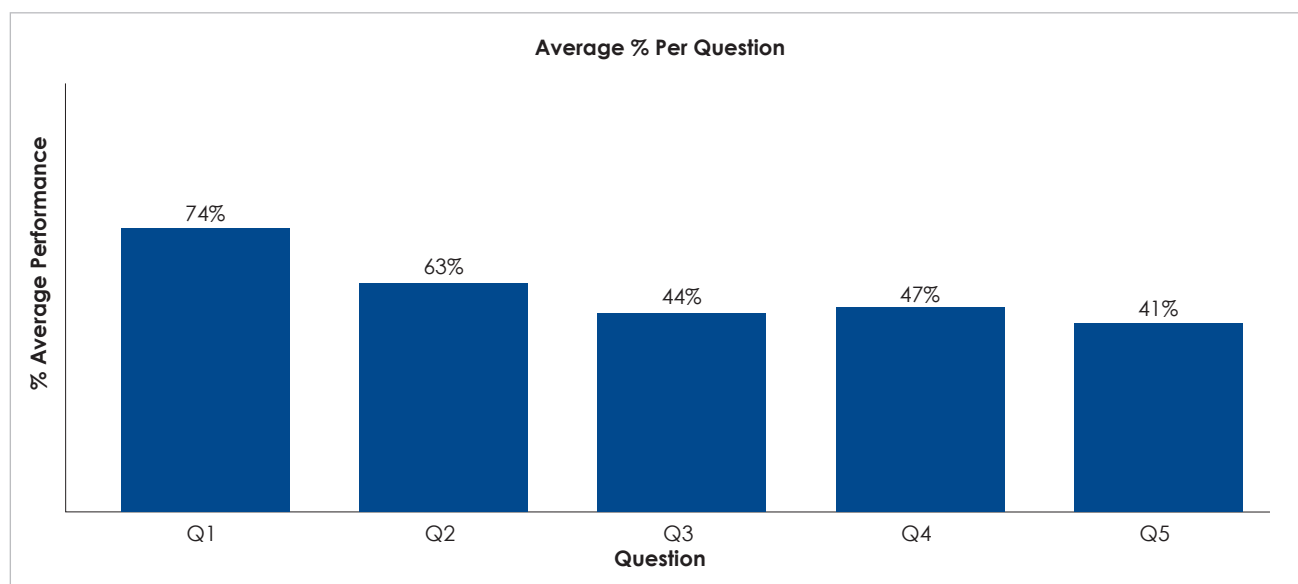


Figure 9J: Candidate performance in LCSP4 per question – 40 scripts

According to Figure 9J the question with the highest average was Question 1 (74%), which covered reading comprehension. The question with the lowest average was Question 5 (41%), which covered transactional writing.

Table 9L: Mark distribution as a percentage – LCSP4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	2	4	3	17	12	2	0	0

Table 9L shows that 34 candidates passed and six failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 77 and the lowest mark was 23. The average was 54%.

k. Language, Literacy and Communication: SiSwati (LCSW4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9K indicates the average performance per question.

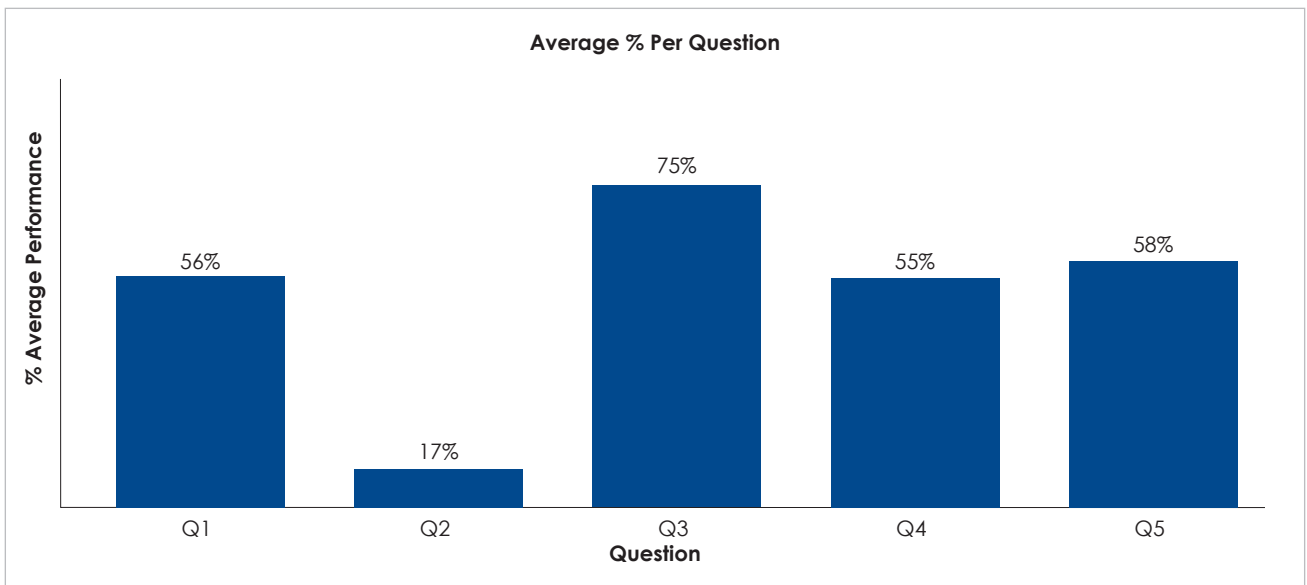


Figure 9K: Candidate performance in LCSW4 per question – 40 scripts

According to Figure 9K the question with the highest average was Question 3 (75%), which covered visual literacy. The question with the lowest average was Question 2 (17%), which covered formal grammar.

Table 9M: Mark distribution as a percentage – LCSW4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
1	0	3	5	6	13	9	3	0	0

Table 9M shows that 31 candidates passed and nine failed; one obtained 0%–9% and zero obtained 80%–100%. The highest mark was 71 and the lowest was 7. The average was 51%.

I. Language, Literacy and Communication: Setswana (LCTS4) – National

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 9L indicates the average performance per question.

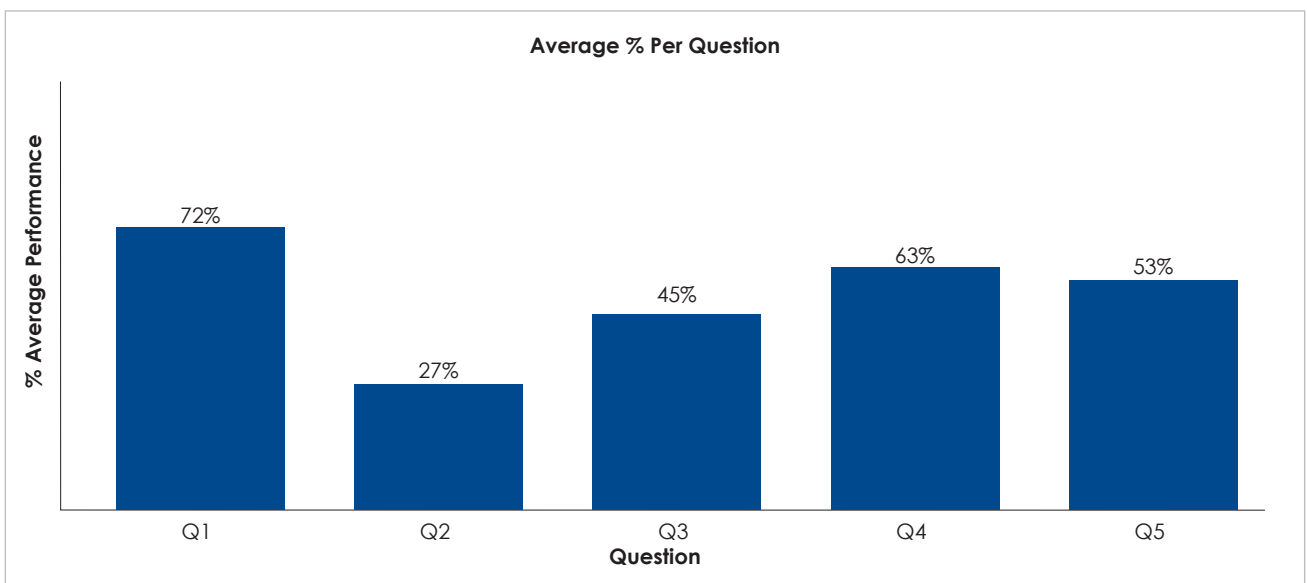


Figure 9L: Candidate performance in LCTS4 per question – 20 scripts

According to Figure 9L the question with the highest average was Question 1 (72%), which covered reading comprehension. The question with the lowest average was Question 2 (27%), which covered formal grammar.

Table 9N: Mark distribution as a percentage – LCTS4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	0	3	14	14	2	6	1	0

Table 9N shows that 37 candidates passed and three failed; zero obtained 0%–9% and one candidate attained 80%–100%. The highest mark was 80 and the lowest mark was 33. The average was 54%.

m. Language, Literacy and Communication: Tshivenda (LCVE4) – National

The verification of marking was conducted on a sample of five scripts. The question paper consisted of five questions. Figure 9M indicates the average performance per question.

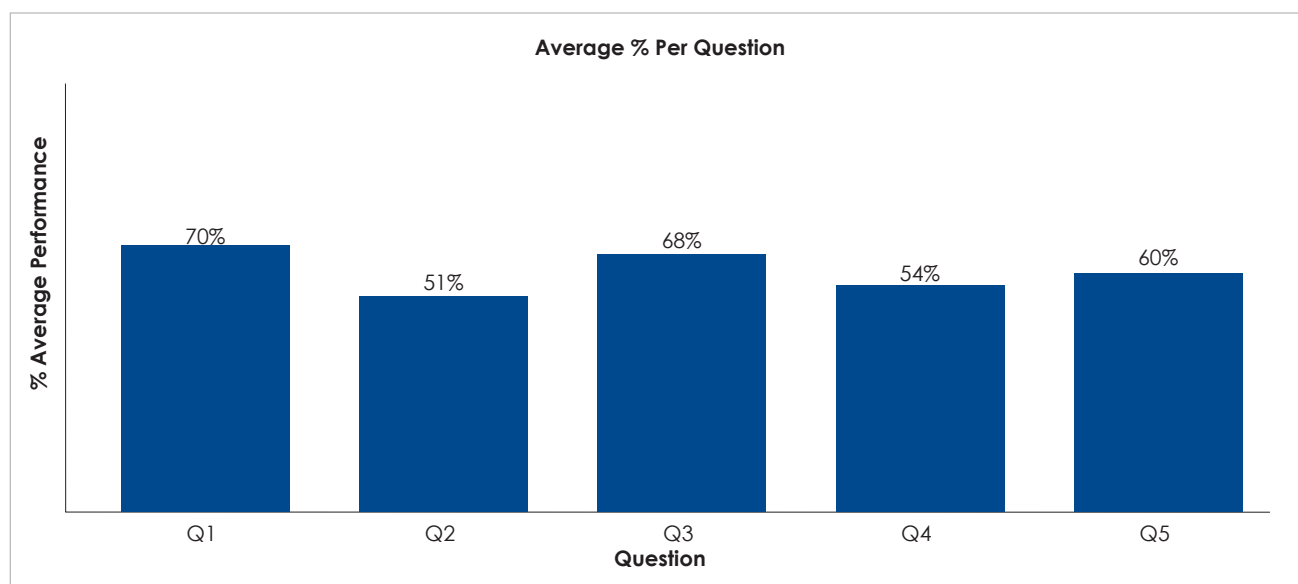


Figure 9M: Candidate performance in LCVE4 per question – 05 scripts

According to Figure 9M the question with the highest average was Question 1 (70%), which covered reading comprehension. The question with the lowest average was Question 2 (51%), which covered formal grammar.

Table 9O: Mark distribution as a percentage – LCVE4

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

Table 9O shows that five candidates passed was five and zero failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 72 and the lowest mark was 42. The average was 59%.

n. Language, Literacy and Communication: IsiXhosa (LCXH4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9N indicates the average performance per question.

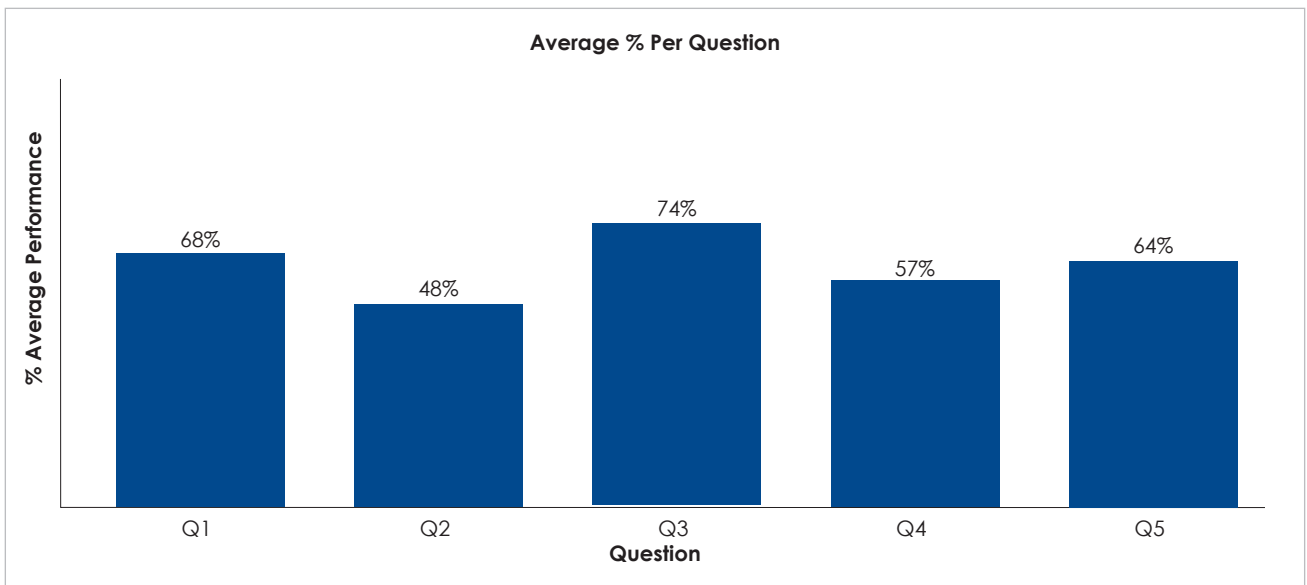


Figure 9N: Candidate performance in LCXH4 per question – 40 scripts

According to Figure 9N the question with the highest average was Question 3 (74%), which covered visual literacy. The question with the lowest average was Question 2 (48%), which covered formal grammar.

Table 9P: Mark distribution as a percentage – LCXH4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	0	1	3	5	8	12	9	2	0

Table 9P shows that 36 candidates passed and four failed; zero obtained 0%–9% and two candidates attained 80%–100%. The highest mark was 82 and the lowest mark was 27. The average was 61%.

o. Language, Literacy and Communication: IsiXhosa (LCXI4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9O indicates the average performance per question.

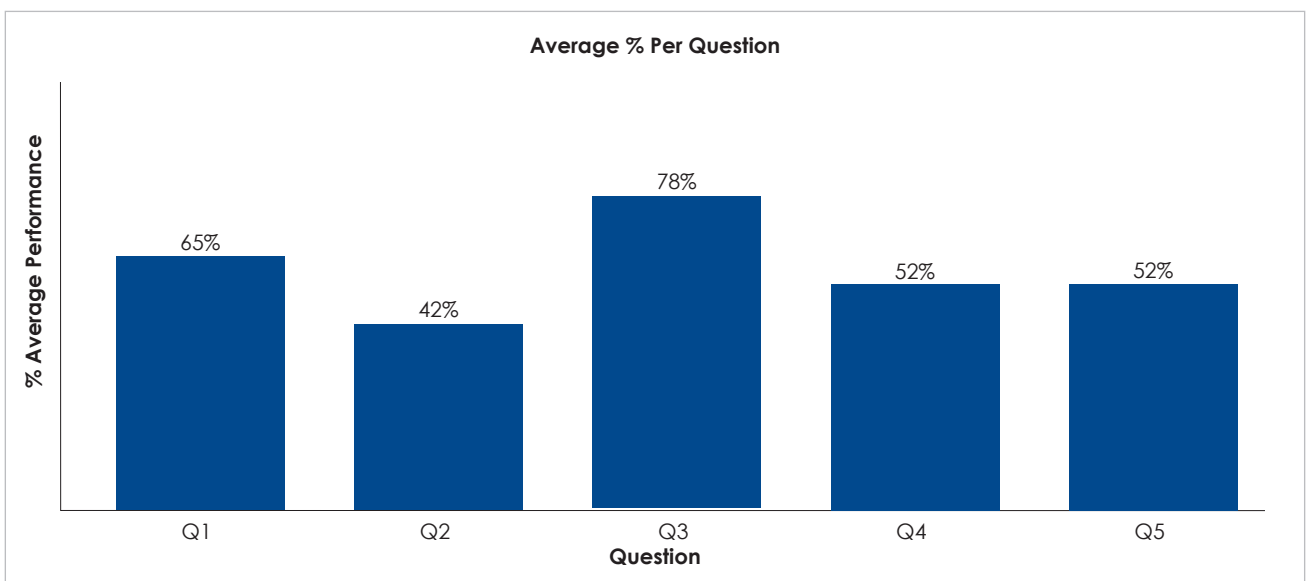


Figure 9O: Candidate performance in LCXI4 per question – 40 scripts

According to Figure 9O the question with the highest average was Question 3 (78%), which covered visual literacy. The question with the lowest average was Question 2 (42%), which covered formal grammar.

Table 9Q: Mark distribution as a percentage – LCXI4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	3	1	4	4	7	17	4	0	0

Table 9Q shows that 32 candidates passed and eight failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 75 and the lowest mark was 16. The average was 55%.

p. Life Orientation (LIFO4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of six questions. Figure 9P(i) indicates the average performance per question.

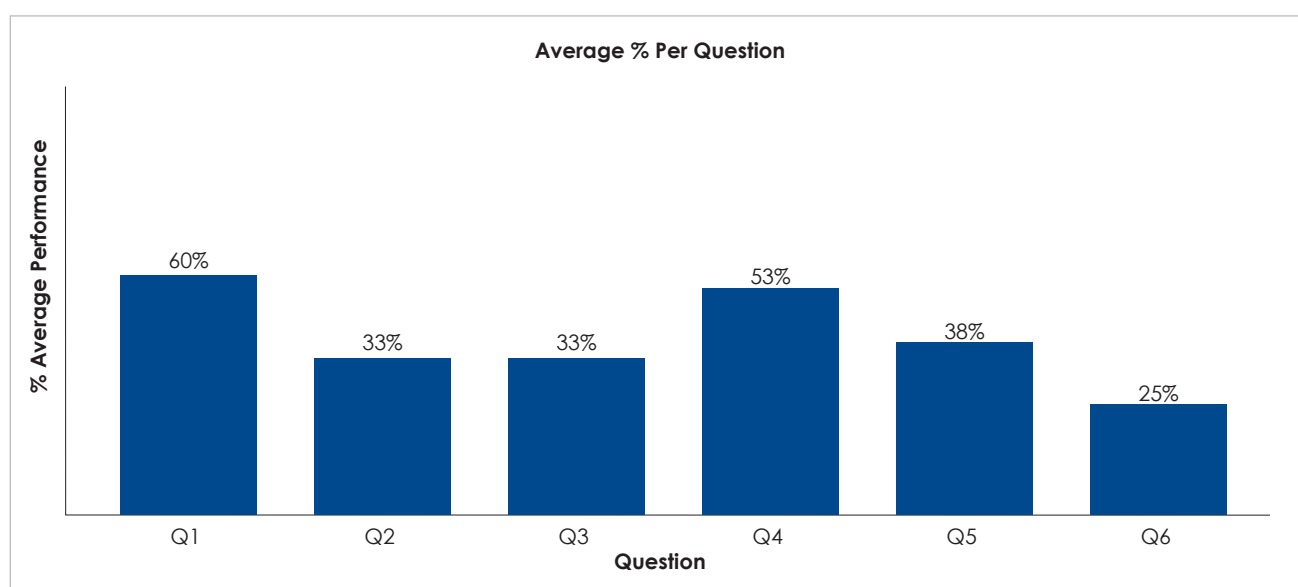


Figure 9P(i): Candidate performance in LIFO4 per question – 40 scripts

According to Figure 9P(i) the question with the highest average was Question 1 (60%), which covered lower- and middle-cognitive level questions. The question with the lowest average was Question 6 (25%), which covered knowledge of self and understanding one's identity and role within the immediate community and greater South Africa.

Table 9R(i): Mark distribution as a percentage – LIFO4

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

Table 9R(i) shows that 23 candidates passed and 17 failed; zero obtained 0%–9% and one candidate attained 80%–100%. The highest mark was 81 and the lowest mark was 17. The average was 45%.

Limpopo

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of six questions. Figure 9P(ii) indicates the average performance per question.

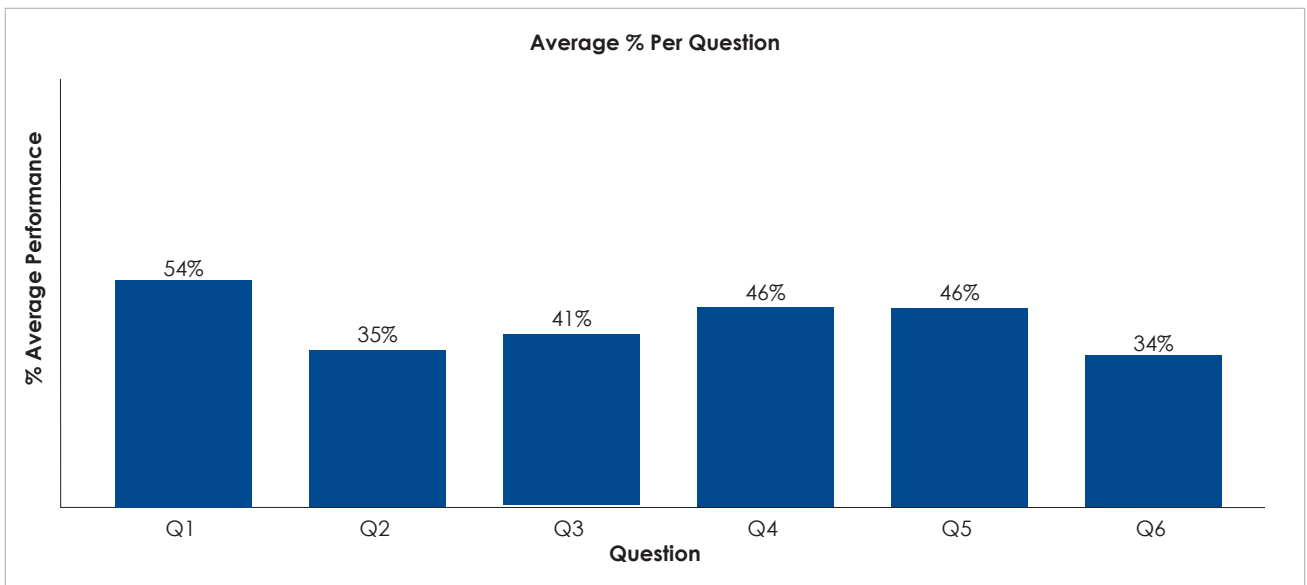


Figure 9P(ii): Candidate performance in LIFO4 per question – 40 scripts

According to Figure 9P(ii) the question with the highest average was Question 1 (54%), which covered lower- and middle-cognitive level questions. The question with the lowest average was Question 6 (34%), which covered knowledge of self and understanding one's identity and role within the immediate community and greater South Africa.

Table 9R(ii): Mark distribution as a percentage – LIFO4

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

Table 9R(ii) shows that 23 candidates passed and 17 failed; zero obtained 0%–9% and one candidate attained 80%–100%. The highest mark was 80 and the lowest mark was 20. The average was 45%.

q. Mathematical Literacy (MLMS4) – Gauteng

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of four questions. Figure 9Q(i) indicates the average performance per question.

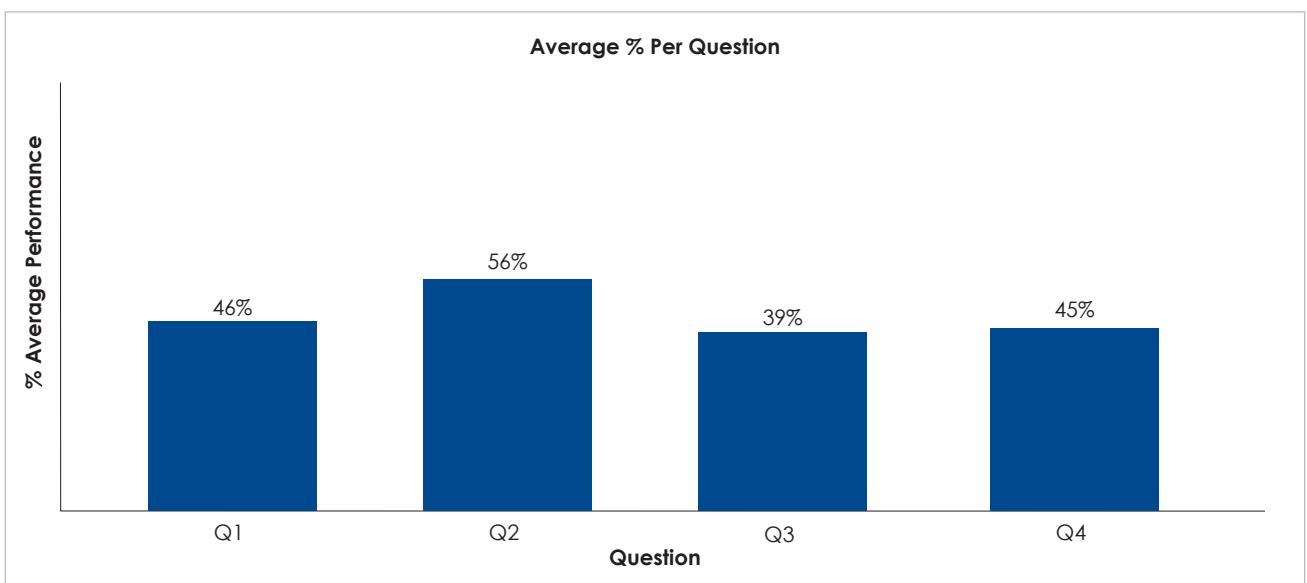


Figure 9Q(i): Candidate performance in MLMS4 per question – 40 scripts

According to Figure 9Q(i) the question with the highest average was Question 2 (56%), which covered data handling, chance variations, calculation with fractions, decimals and percentages. The question with the lowest average was Question 3 (39%), which covered 3D geometric objects, mathematical terminology, calculations of perimeter, area, volume and Pythagoras Theorem.

Table 9S(i): Mark distribution as a percentage – MLMS4

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

Table 9S(i) shows that 26 candidates passed and 14 failed; one obtained 0%–9% and one candidate attained 80%–100%. The highest mark was 83 and the lowest mark was 2. The average was 47%.

Limpopo

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of four questions. Figure 9Q(ii) indicates the average performance per question.

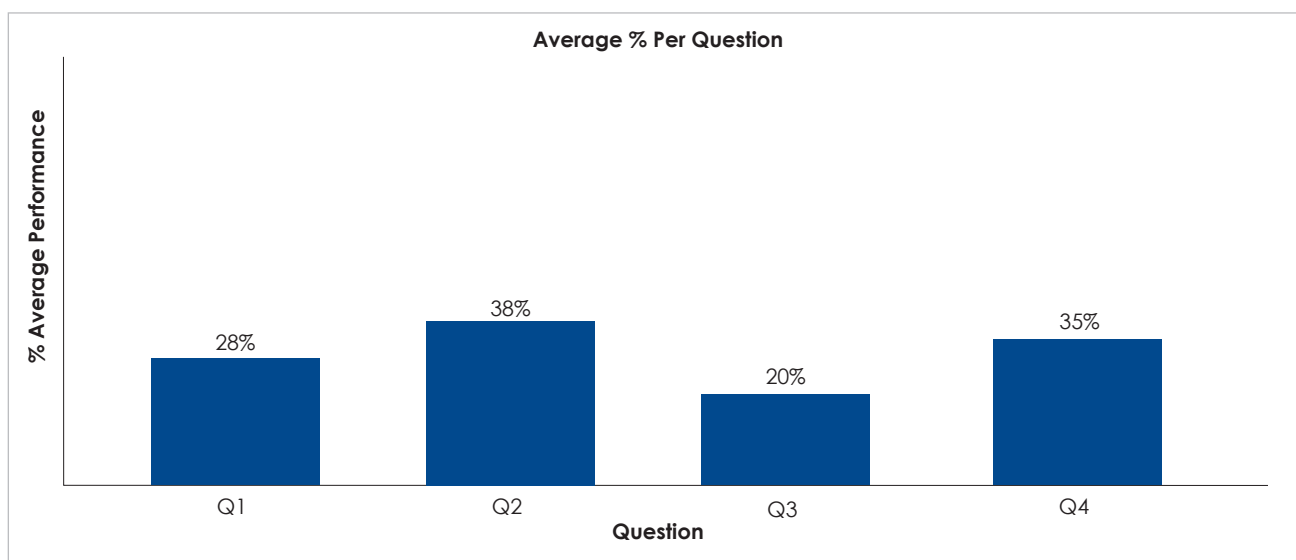


Figure 9Q(ii): Candidate performance in MLMS4 per question – 40 scripts

According to Figure 9Q(ii) the question with the highest average was Question 2 (36%), which covered data handling, chance variations, calculation with fractions, decimals and percentages. The question with the lowest average was Question 3 (20%), which covered 3D geometric objects, mathematical terminology, calculations of perimeter, area, volume and Pythagoras Theorem.

Table 9S(ii): Mark distribution as a percentage – MLMS4

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

Table 9S(ii) shows that 14 candidates passed and 26 failed; one obtained 0%–9% and zero obtained 80%–100%. The highest mark was 58 and the lowest mark was 5. The average was 29%.

r. Natural Sciences (NATS4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9R indicates the average performance per question.

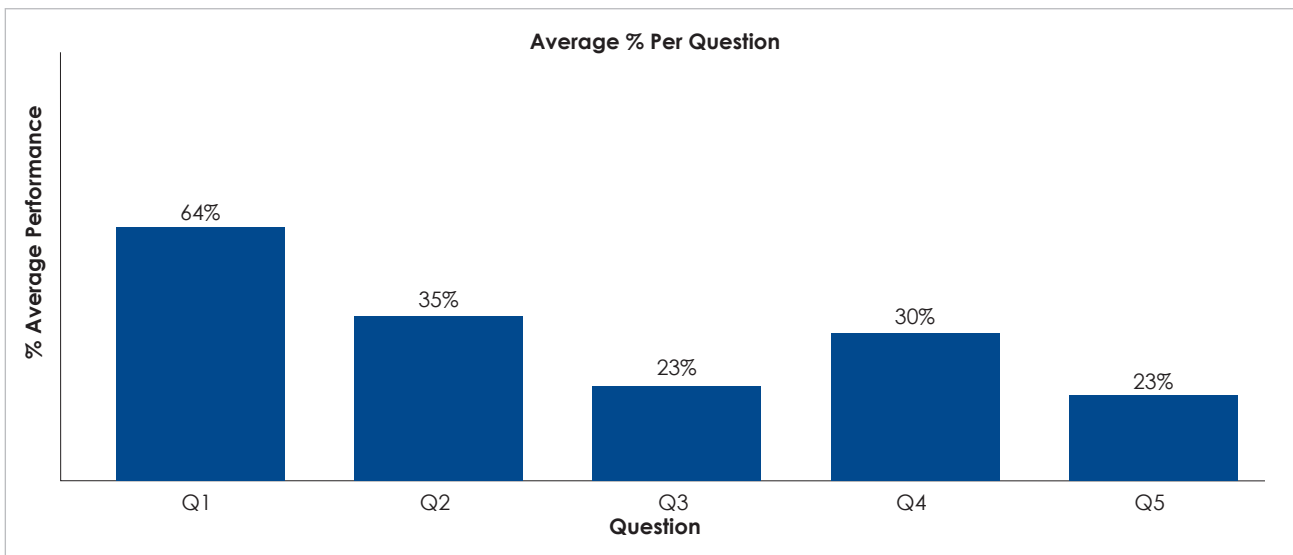


Figure 9R: Candidate performance in NATS4 per question – 40 scripts

According to Figure 9R the question with the highest average was Question 1 (64%), which covered the entire syllabus through multiple-choice questions, true/false questions and matching answers in columns. The questions with the lowest average were Question 3 (23%) and Question 5 (23%). Question 3 covered matter and material, symbols of elements, neutralisations and reactions. Question 5 covered issues relating to the earth and beyond, carbon emission and renewable and non-renewable resources.

Table 9T: Mark distribution as a percentage – NATS4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	4	5	6	18	6	1	0	0	0

Table 9T shows that 25 candidates passed and 15 failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 61 and the lowest mark was 12. The average was 39%.

s. Small, Medium and Micro Enterprises (SMME4) – Gauteng

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9S(i) indicates the average performance per question.

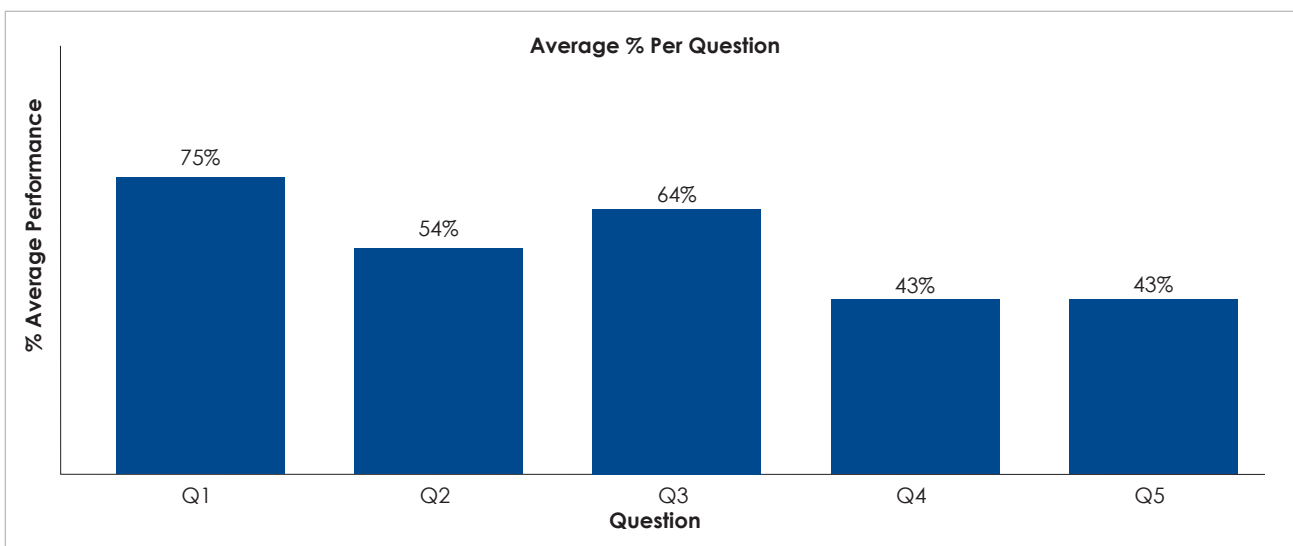


Figure 9S(i): Candidate performance in SMME4 per question – 40 scripts

According to Figure 9S(i) the question with the highest average was Question 1 (75%), which covered the entire syllabus through multiple-choice questions. The questions with the lowest average were Question 4 (43%) and Question 5 (43%). Question 4 covered business concepts and Question 5 covered entrepreneurship, business systems and strikes.

Table 9U(i): Mark distribution as a percentage – SMME4

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

Table 9U(i) shows that 31 candidates passed and nine failed; zero obtained 0%–9% and nine candidates attained 80%–100%. The highest mark was 94 and the lowest mark was 16. The average was 61%.

National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 9S(ii) indicates the average performance per question.

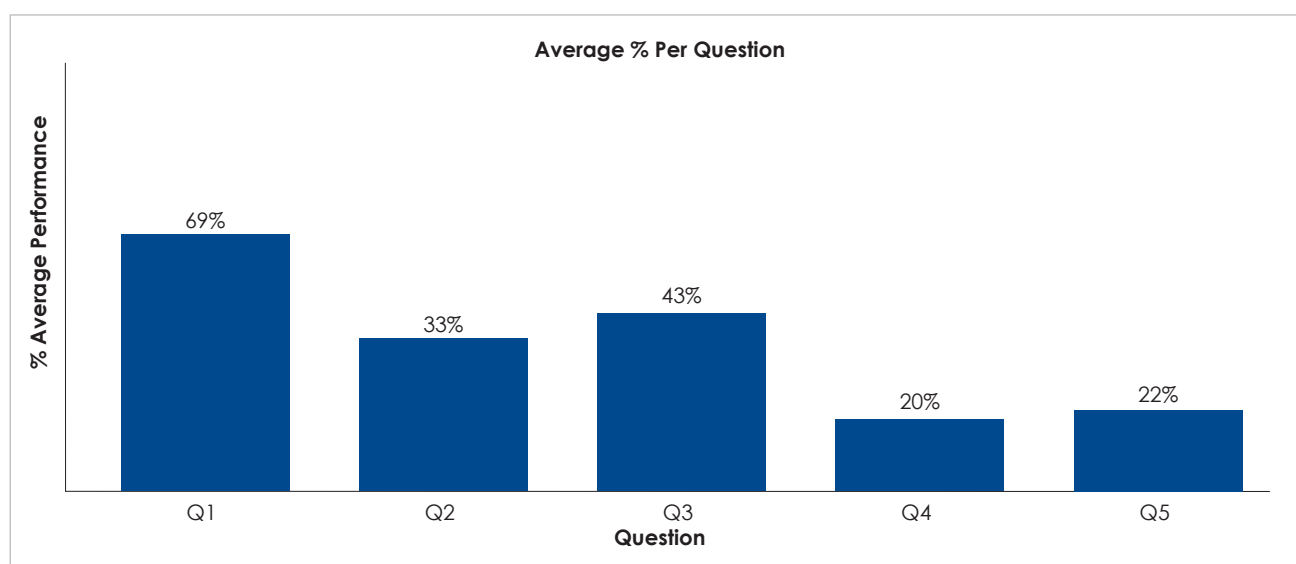


Figure 9S(ii): Candidate performance in SMME4 per question – 40 scripts

According to Figure 9S(ii) the question with the highest average was Question 1 (69%), which covered the entire syllabus through multiple-choice questions. The question with the lowest average was Question 4 (20%), which covered business concepts.

Table 9U(ii): Mark distribution as a percentage – SMME4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	1	2	10	12	10	5	0	0	0

Table 9U(ii) shows that 27 candidates passed and 13 failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 67 and the lowest mark was 17. The average was 46%.

t. Technology (TECH4) – National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of seven questions. Figure 9T indicates the average performance per question.

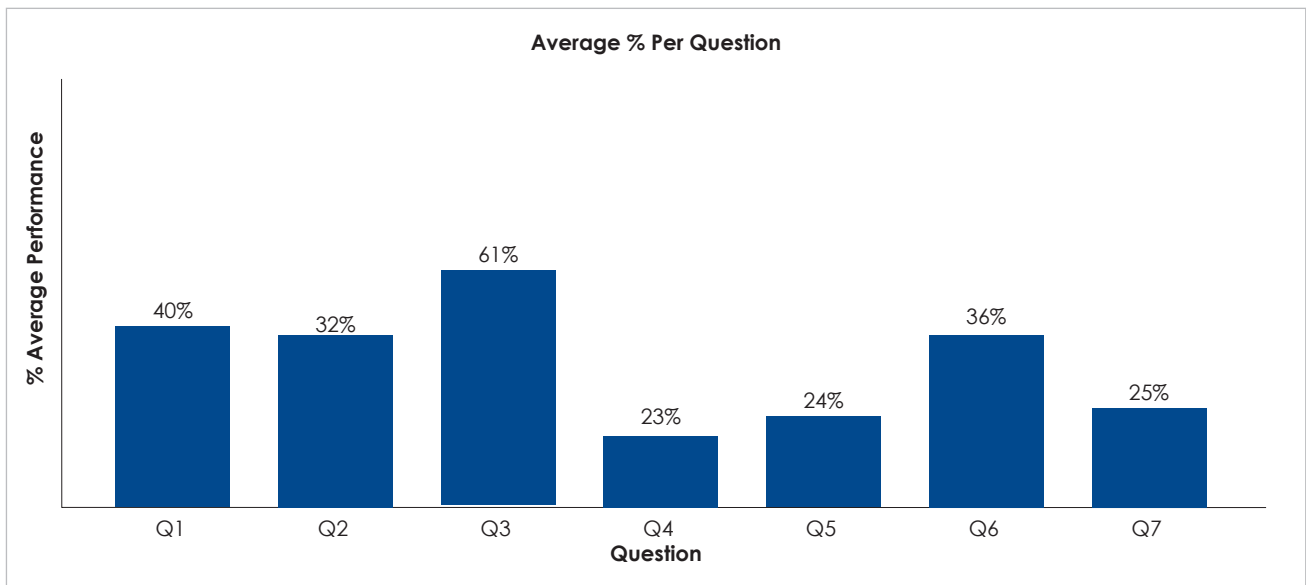


Figure 9T: Candidate performance in TECH4 per question – 40 scripts

According to Figure 9T the question with the highest average was Question 3 (61%), which covered the entire syllabus through true/false questions. The question with the lowest average was Question 4 (23%), which covered structures, systems and control.

Table 9V: Mark distribution as a percentage – TECH4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	7	10	12	7	4	0	0	0	0

Table 9V shows that 11 candidates passed and 29 failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 58 and the lowest mark was 12. The average was 33%.

u. Travel and Tourism (TRVT4) – KwaZulu-Natal

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of three questions. Figure 9U(i) indicates the average performance per question.

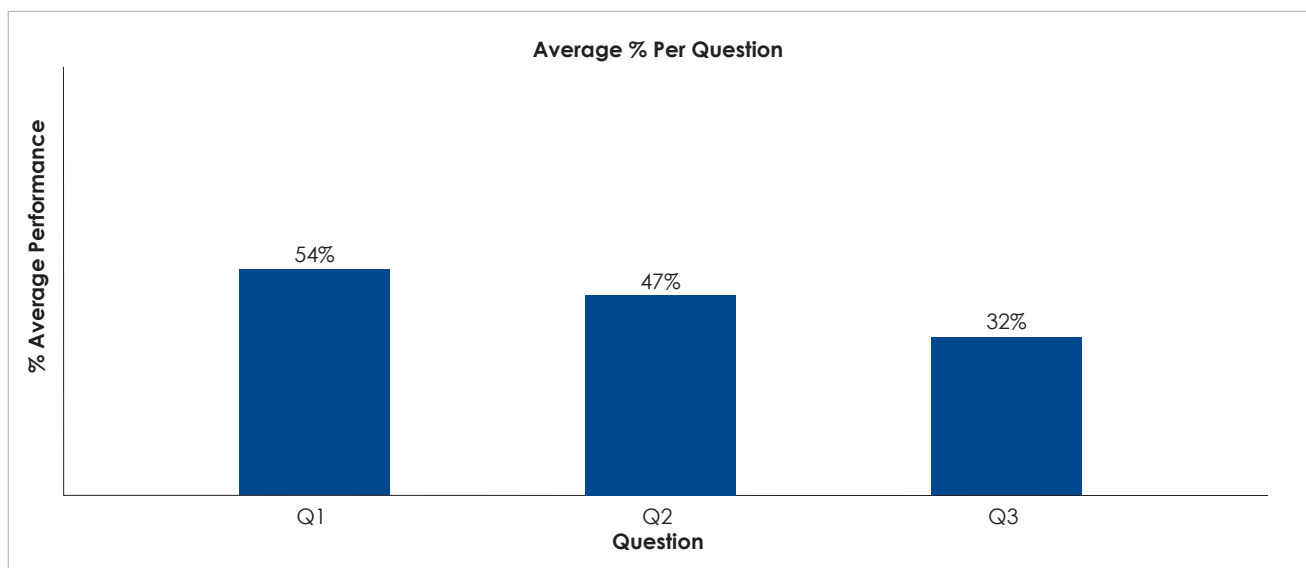


Figure 9U(i): Candidate performance in TRVT4 per question – 40 scripts

According to Figure 9U(i) the question with the highest average was Question 1 (54%), which covered the entire syllabus through multiple-choice questions, true/false questions and matching answers in columns. The question with the lowest average was Question 3 (32%), which covered the syllabus through higher-cognitive level questions.

Table 9W(i): Mark distribution as a percentage – TRVT4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
0	2	4	8	12	5	4	5	0	0

Table 9W(i) shows that 26 candidates passed and 14 failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 79 and the lowest mark was 12. The average was 47%.

National

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of three questions. Figure 9U(ii) indicates the average performance per question

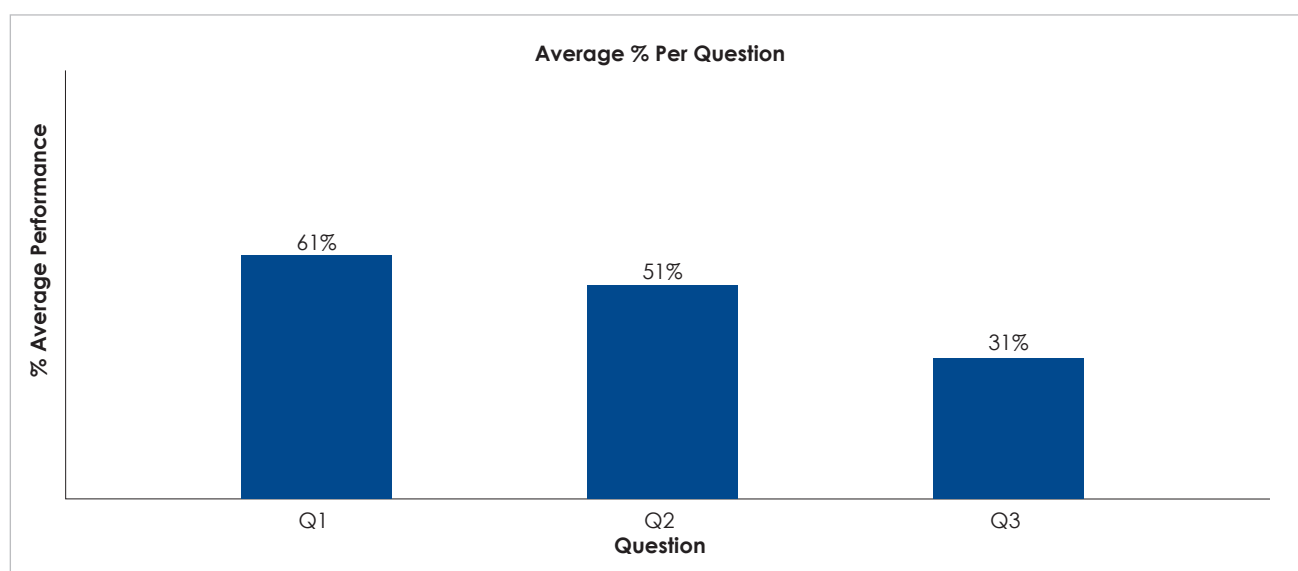


Figure 9U(ii): Candidate performance in TRVT4 per question – 40 scripts

According to Figure 9U(ii) the question with the highest average was Question 1 (61%), which covered the entire syllabus through multiple-choice questions, true/false questions and matching answers in columns. The question with the lowest average was Question 3 (31%), which covered the syllabus through higher-cognitive level questions.

Table 9W(ii): Mark distribution as a percentage – TRVT4

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

Table 9W(ii) shows that 25 candidates passed and 15 failed; zero obtained 0%–9% and two candidates attained 80%–100%. The highest mark was 81 and the lowest mark was 15. The average was 51%.

v. Wholesale and Retail (WHRT4) – National 1

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of eight questions. Figure 9V(i) indicates the average performance per question.

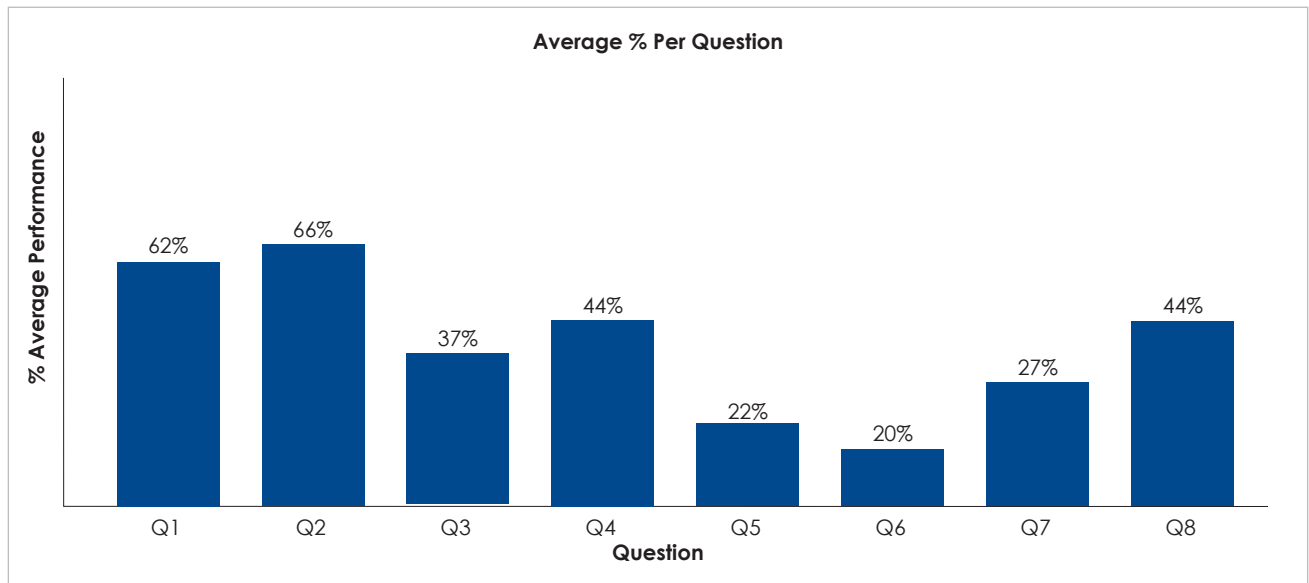


Figure 9V(i): Candidate performance in WHRT4 per question – 40 scripts

According to Figure 9V(i) the question with the highest average was Question 2 (66%), which covered the entire syllabus through true/false questions. The question with the lowest average was Question 6 (20%), which covered self-development and career opportunities in the wholesale and retail industry.

Table 9X(i): Mark distribution as a percentage – WHRT4

MARK DISTRIBUTION (PERCENTAGE)									
0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
2	5	8	11	4	6	3	0	1	0

Table 9X(i) shows that 14 candidates passed and 26 failed; two obtained 0%–9% and one candidate attained 80%–100%. The highest mark was 82 and the lowest mark was 9. The average was 36%.

National 2

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of eight questions. Figure 9V(ii) indicates the average performance per question.

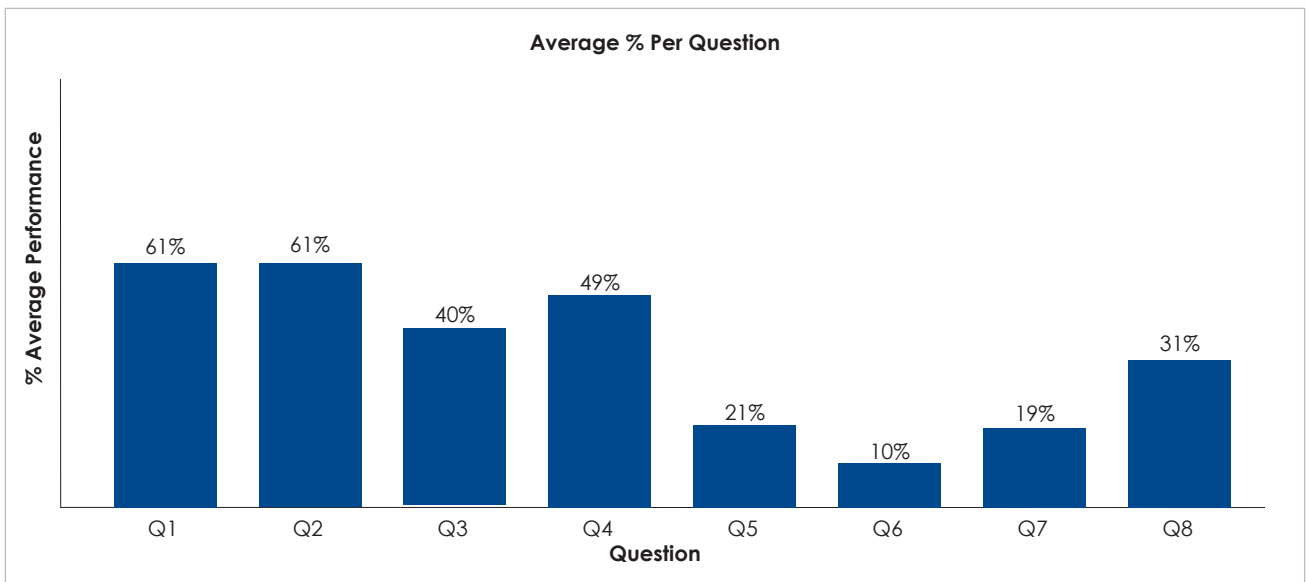


Figure 9V(ii): Candidate performance in WHRT4 per question – 40 scripts

According to Figure 9V(ii) the questions with the highest average were Question 1 (61%) and Question 2 (61%). Question 1 covered short response and knowledge questions. Question 2 covered the entire syllabus through true/false questions. The question with the lowest average was Question 6 (10%), which covered self-development and career opportunities in the wholesale and retail industry.

Table 9X(ii): Mark distribution as a percentage – WHRT4

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

Table 9X(ii) shows that 13 candidates passed and 27 failed; zero obtained 0%–9% and zero obtained 80%–100%. The highest mark was 73 and the lowest mark was 11. The average was 32%.

9.4 Areas of Improvement

The following improvements were noticed:

- There was improvement in the quality of marking in ten learning areas where the variance in marks after external moderation was within the tolerance range of three marks;
- In EMSC4 where the question-marking approach was implemented instead of the whole-script marking approach, there were very few mark changes after external moderation: no changes in KwaZulu-Natal, two changes in Limpopo and one change at the DHET National marking centre; and
- The use of a centralised marking venue in Pretoria for most of the learning areas reduced the usual logistical challenges that accompany marking and verification of marking each year.

9.5 Areas of Non-compliance

The following areas of concern were noticed:

- Internal moderators were not appointed in two learning areas (LCAF4, LCVE4) at the DHET centralised marking venue;
- It was observed that in LCEN4 (GP) the standard of internal moderation was poor: the evidence of pens of five different colours and the endorsement of incorrect marking suggested that

- markers were picked at random to conduct internal moderation;
- c. Responses that were correct but phrased differently were not credited in four learning areas: ANHC4 (National), LCEN4 (GP), TRVT4 (National) and WHRT4 (National);
 - d. Markers who failed to notice that candidates had copied sections of the comprehension text as answers to the essay, and/or transactional questions, were credited in three learning areas: LCEN4 (LP), LCSW4 (National) and LCTS4 (National);
 - e. In four learning areas scheduled to be verified in Gauteng (ECD4, LCEN4, MLMS4 and SMME4), incorrect marking trends could not be corrected because verification of marking did not take place at the marking centre but had to be completed off-site, a result of logistical problems experienced by the DHET at the Gauteng marking centre;
 - f. The variation in marks between those of the marker and/or internal moderator was beyond the tolerance range of three marks in 15 out of the 22 learning areas; and
 - g. Alleged irregularities involving behavioural acts were identified in four learning areas and ten examination centres.

9.6 Directives for Compliance and Improvement

The DHET must ensure that:

- a. An internal moderator is appointed for every learning area, irrespective of the number of candidates who write the examination;
- b. Internal moderation is carried out only by the internal moderator and not by personnel appointed as markers;
- c. Competent markers are appointed in all learning areas to ensure that responses that are phrased differently from those in the marking guideline are recognised;
- d. Personnel involved in the teaching and marking of language learning areas have sufficient training in the use of the marking rubrics to assess essays and transactional writing;
- e. All examination centres are properly monitored so that irregularities can be prevented; and
- f. All logistics are in place before the scheduled dates for marking to prevent verification of marking taking place at a later date and separately from the marking process.

9.7 Conclusion

The verification of the marking process revealed that the quality of marking and internal moderation in some learning areas for the November 2021 GETC: ABET examination had flaws, compared with the November 2020 examination. This refers particularly to a lack of vigilance on the part of some markers and a lack of commitment on the part of some internal moderators. Off-site moderation of some learning areas was a contributory factor, as incorrect trends could not be corrected. However, marking and moderation in most of the learning areas was generally acceptable. In most of the 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.

This was the first year that a centralised marking venue was used for marking and verification of marking for most of the learning areas from different PED. The process ran smoothly and contributed to the integrity of the marking process.

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 and fair.

CHAPTER 10 STANDARDISATION AND RESULTING

10.1 Introduction

Standardisation is a process that is informed by the evidence presented in the form of qualitative and quantitative reports. Its primary aim 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 GENFETQA Act of 2001, as amended in 2008, which states that the Council may adjust raw marks during the standardisation process.

In broad terms, standardisation involves verification of subject structures, mark capturing and the computer system used by an assessment body. It also involves the development and verification of norms, which culminate in the production and verification of standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by, among others, principles of standardisation, qualitative inputs compiled by internal and external moderators, examination monitors and intervention reports presented by assessment bodies and other related information which 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) examination. 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 November 2021 GETC: ABET examination were developed using the previous five 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 into account historical averages during the standardisation process.

10.2.2 Capturing of Marks

Umalusi verified the capturing of marks of the DHET, GETC: ABET examination of November 2021 at two provincial education departments (PED), namely, Limpopo and Gauteng. The verification of capturing followed a three-phase procedure. The first phase involved the verification of the transfer of marks from the script to the mark sheets at the marking centres across the two provinces, by collecting copies of sampled mark sheets and scripts and recording the marks on the Umalusi template. These would then be verified with standardisation data. The second phase involved monitoring the capturing of marks at provincial capturing centres and the collection of copies of mark sheets. The final phase

involved the verification of marks recorded on candidates' scripts against the DHET standardisation data. The verification of mark capturing was monitored across capturing centres in the two provincial departments.

10.2.3 Verification of Datasets and Standardisation Booklets

The DHET submitted standardisation datasets and electronic booklets as per the Umalusi 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 12 January 2022. 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 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 examination were developed using the November data from the previous five examination sittings. For that to happen, the DHET had to submit the historical averages for verification, in accordance with Umalusi's management plan. An outlier was identified in one subject, as highlighted in Table 10A. The principle of exclusion was applied and, as a result, the norm was calculated using four examination sittings.

Table 10A: Learning area with outliers

Learning Area Code	Learning Area	Outlying Examination Sitting
0612470021	Small, Medium and Micro Enterprises	201810

b) Capturing of marks

Umalusi verified the capturing of examination marks in two provinces to determine the reliability of the conduct, management and administration of the capturing process. These were Limpopo and Gauteng.

The process to capture marks was monitored to establish whether it was conducted accurately and credibly. The verification of the capturing of the GETC examination marks looked at, among other things, the verification of systems, the appointment and training of capturers, the management of capturing centres, as well as the security systems for safeguarding examination materials. This is aimed

at assisting Umalusi in identifying best practices and challenges encountered during the capturing of marks. The verification of marks for the external examination was conducted in the two provinces.

Both provinces had measures in place to verify the authenticity of incoming mark sheets delivered from the marking centres. The different signatories to the mark sheets were checked to ensure that all the mark sheets went through all the verification stages. The capturing centres encountered no major challenges pertaining to the authenticity of mark sheets. There were adequate personnel appointed and the availability of generators in all provinces, as a back-up in the event of power failure, was commendable. All PED considered the number of mark sheets to be received, the number of marks to be captured, as well as the number of days available for capturing, to determine the number of capturers and verifiers needed to complete the capturing process in time to meet the target set in their management plan. Both provinces were in alignment with the management plan by the time the monitors visited the capturing centres. The use of bar codes and scanning of mark sheets entering and leaving the capturing venues was observed with appreciation in Gauteng.

The provinces continued to make use of both permanent and temporary staff members for capturing marks. The temporary capturers were trained by the provincial system administrators and were allocated unique user identities. Attendance registers were provided to Umalusi as evidence of the personnel having attended training. All personnel in charge of capturing had signed declarations of secrecy before assuming their duties. There were adequate resources available in these provinces for the capturing of marks.

The principle of double-capturing was adhered to in both provinces to ensure accuracy. To ensure that double-capturing was not compromised, the provinces monitored allocated officials to either capture or verify marks. Umalusi observed that the system blocked capturers from verifying mark sheets that they had captured. All unclear mark sheets were submitted to the system administrator, who submitted these back to the marking centre for attention. The transfer of marks to candidate records was done by the system administrator at the end of each day.

Mark sheets were transported by departmental officials from the marking centre to the capturing centre and were tracked and monitored using control sheets. A manual system was used to record deliveries of the mark sheets to the capturing centre in Limpopo, while in Gauteng the scripts were scanned. In addition, the two provinces designed their own flow diagram, which were used to regulate the flow of mark sheets in the capturing room. The use of a flow diagram in both provinces was highly commendable, since it eliminated the risk of mark sheets being mixed up.

The two provinces' capturing centres were under 24-hour security surveillance. There was access control at the Gauteng capturing centre. Both provinces had satisfactory security measures in place for the storage of examination materials.

Umalusi also visited marking centres in the provinces and recorded candidates' marks as they appeared on the scripts and the mark sheet. Umalusi was grateful that all the marking and capturing centres visited allowed the officials to record the marks without any challenges. No major deviations were observed during the verification of the collected scripts and mark sheets against the standardisation data.

Although COVID-19 still posed a big risk, both provinces monitored had strict measures in place to deal with the pandemic. All capturers and verifiers wore masks during capturing and safe social distancing was maintained in all capturing venues.

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. Verification of the system was conducted only for the standardisation datasets because of time constraints.

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

10.3.2 Pre-Standardisation and Standardisation

The qualitative input reports, namely the DHET’s evidence-based report and the external moderators’ reports, standardisation principles, the norm and previous adjustments were taken into account in determining the type of standardisation decision for each learning area.

During pre-standardisation, the Assessment Standards Committee (ASC) observed an extremely high level of performance in Xitsonga and Setswana and urged the DHET to investigate the quality and administration of these examination papers. Furthermore, some Learning Areas were flagged for inconsistent marking and the DHET was urged to investigate the marking of these papers i.e., SiSwati, Small, Medium & Micro Enterprises and English. In addition, the ASC expressed concern with the teaching of some sections of the curriculum in IsiNdebele and generally poor teaching in Life Orientation.

The ASC observed, with appreciation, the slight improvement in candidates’ performance in Mathematics and Mathematical Sciences; Mathematical Literacy; Life Orientation; and Sepedi. The ASC also observed an increase in candidates in Information & Communication Technology.

10.3.3 Standardisation Decisions

Decisions were informed by the qualitative reports produced by external moderators and monitors, including the intervention reports presented by the assessment bodies, together with the principles of standardisation.

Table 10B: Standardisation decisions for the November 2021 GETC: ABET examination

Description	Total
Number of instructional offerings presented	26
Raw marks accepted	12
Adjustments (mainly upwards)	06
Adjustments (mainly downwards)	08
Provisionally standardised	00
Not standardised	00
Number of learning areas standardised:	26

10.3.4 Post-Standardisation

The adjustments were submitted and approved at first submission. The statistical moderation and

resulting files for all provinces, except Gauteng, were approved during the first submission.

10.4 Areas of Improvement

The following areas of good practice were observed:

- a. Good process flow of mark sheets from marking centres to capturing centres;
- b. The DHET's adherence to the management plan in the submission of the standardisation and resulting datasets; and
- c. The approval of the adjustments and statistical moderation and resulting at Learning Area level at first submission.

10.5 Areas of Non-Compliance

There were no areas of non-compliance observed.

10.6 Directives for Compliance

There are no directives for compliance.

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 proposals corresponded with those of Umalusi, which was a clear indication of a maturing examination system.

CHAPTER 11 CERTIFICATION

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). The responsibilities of Umalusi 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, Science and Innovation for the General Education and Training Certificate, as registered on the NQF.

The quality assurance processes instituted by Umalusi for certification ensure that the qualification awarded to a learner comply with all the requirements for the qualification as stipulated in the regulations. The Department of Higher Education and Training (DHET) must submit all learner achievements to Umalusi, as the quality council, to quality assure, 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 learners, that Umalusi approves all results before release and that the certification of the learners' achievements is done per the approved results.

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

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

This chapter focuses on the overall certification processes and the compliance of the DHET to the directives specified in the certification regulations.

11.2 Scope and Approach

The period covered in this report is 1 December 2020 to 30 November 2021. All the requests for certification received during this period that were finalised, in other words, with feedback provided

to the DHET by Umalusi, is included and addressed in this report. Therefore, the main examination covered in this report is that of November 2021.

Certification of learner achievements cannot be pinned to a single period in the year. It is a continuous process whereby certificates are issued throughout the year. The bulk of the certification usually happens within three months of the release of the results. Throughout the year, certificates are requested, either a first issue, duplicate, replacement due to change in status or a re-issue.

This chapter will focus on shortfalls in compliance to 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, received, with an indication of the percentage of rejections in the applications owing to non-compliance with the directives. The number and type of certificates issued in this period is also provided.

With the processing of requests for certification during the reporting period, several findings were made that will be highlighted and expanded on. These findings should not be regarded as a comprehensive list of findings, but as critical 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, listing the required subjects, subject components, pass percentages, the combination of subjects and the like. Therefore, the qualifications specification is a crucial aspect, since it lays the foundation for a credible qualification.

Therefore, the first aspect to focus on is the submission of the subject structures for approval and alignment of the Information Technology systems. Any changes in the subject structures and/or new subjects must be applied for, at least 18 months in advance, to Umalusi. With the submission of the subject structures, the DHET must ensure that the structures are correctly registered for the new examination cycle and aligned with those of Umalusi.

Two submissions of the registration data are required, the first, three months after registration; and the final dataset at the end of October. The first is regarded as preliminary registration, while the second is the final set of registrations.

The first submission of learner registration data was received, but the final datasets were not submitted. However, it should be noted that the data was clean as it was not transferred from any primary data source: the data was captured directly from the application form(s) to the mainframe system.

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.

During the processing of the certification datasets, it was discovered that a small percentage of learner records requesting certification had not been approved during the resulting process. This caused a delay in certification and the issuing of certificates to learners.

The management of the certification of the GETC: ABET qualification can improve to ensure that there are no delays with the certification of learner achievements. The certification of the GETC: ABET qualification did not happen within three months after resulting. This resulted in outstanding certificates and overdue issuing to candidates.

Learning area results across multiple examinations are not automatically combined into a certificate: it is required that candidates apply for such a combined certificate. It is recommended that this process is automated, to ensure candidates receive their certificates as quickly as possible,

The general principles that must be adhered to are that all results must be approved before release; and the request for certification is submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, correction of marks cannot be effected by submitting a mop-up dataset. A re-issue certificate must be requested to correct marks on a certificate that has 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 their IT system. It is of utmost importance that Umalusi is updated with the status of irregularities (pending, guilty, not guilty) before requests for certification are submitted. Failing such finalisation, learners may not receive their certificates and the issuing of certificates would be delayed. There needs to be an improvement in this area because the DHET is not adhering to the prescribed format for submitting irregularities.

At the request of the DHET, the phasing out of automatic printing of subject statements has been introduced, to reduce the cost for certificates issued to private colleges. Umalusi only prints subject statements the DHET requests on behalf of the colleges. The DHET must ensure that subject statements are requested for those learners who need them; and that it is made possible to request a subject statement should it not be requested at first. This decision, and the procedure for printing subject statements only on request, must be communicated to all role players.

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

Figure 11A shows a summary of certificates issued for the period 1 December 2020 to 30 November 2021.

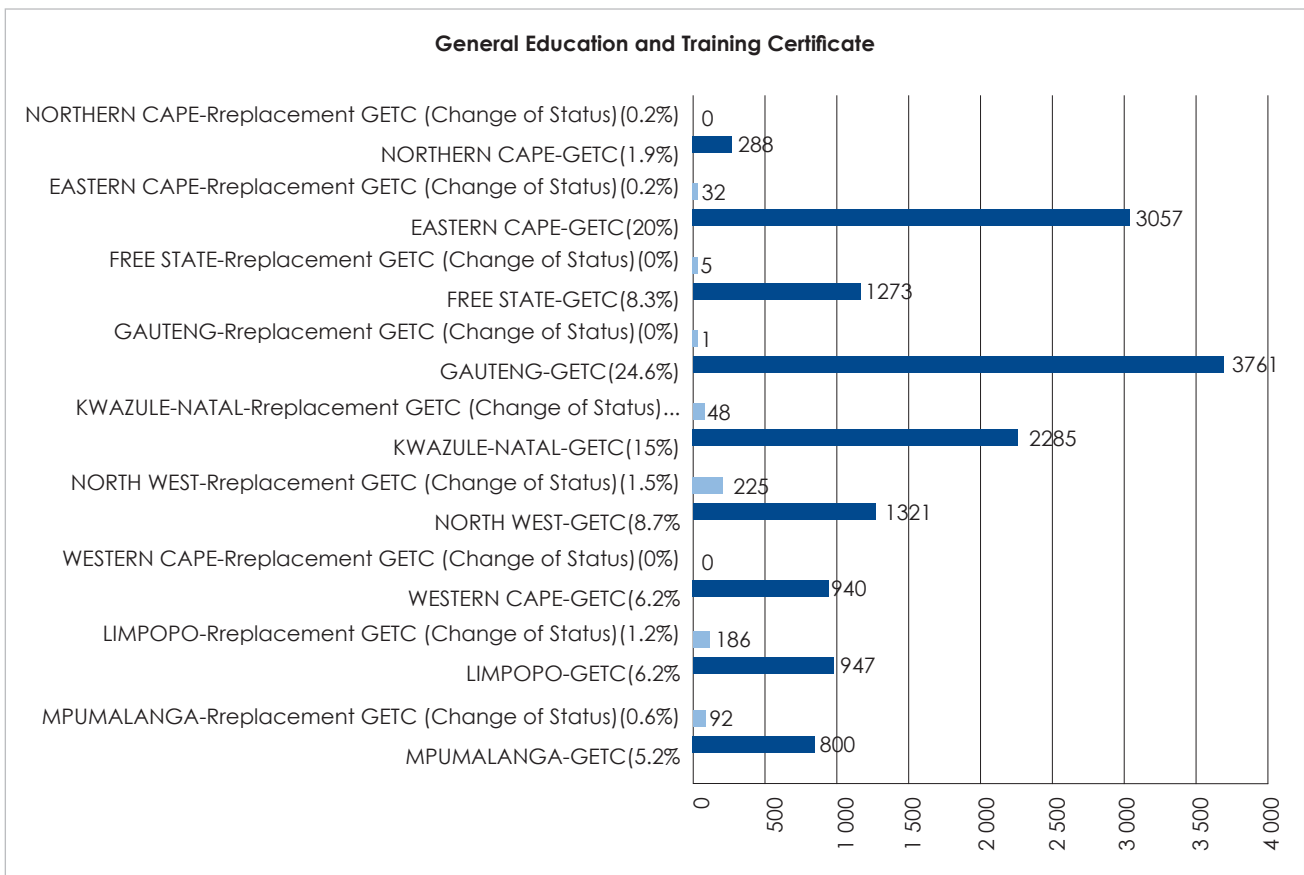


Figure 11A: Certificates issued from 1 December 2020 to 30 November 2021

Table 11A shows all GETC transactions in the period 1 December 2020 to 30 November 2021.

Table 11A: Number of datasets and transactions received from 1 December 2020 to 30 November 2021

Province	No. of datasets	No. of datasets accepted	% accepted	No. of records submitted	No. of records accepted	% accepted	No. rejected	Certificates printed
Eastern Cape	45	43	95.6	14 029	10 382	74	3 647	3 346
Free State	70	70	100	15 106	9 171	60.7	5 935	1 813
Gauteng	20	20	100	32 510	29 765	91.6	2 745	3 768
Kwazulu-Natal	47	42	89.4	18 092	15 439	85.3	2 653	2 396
Mpumalanga	73	69	94.5	9 582	5 788	60.4	3 794	914
Northern Cape	30	29	96.7	4 167	2 638	63.3	1 529	306
Limpopo	81	76	93.8	13 335	9 057	67.9	4 278	1 163
North West	52	50	96.2	13 230	12 908	97.6	322	1 557
Western Cape	36	36	100	6 984	5 758	82.5	1 226	2 062
Total	454	435	96	240 041	191 430	79.8	48 611	31 304

11.4 Areas of Improvement

The following areas of improvement were noted:

- a. The registration of candidates was completed and admission letters were dispatched to all community education and training (CET) colleges;
- b. Registration data was submitted to Umalusi for the first time, for quality checking. The data was captured directly from the application forms to the mainframe system; and
- c. Provincial education departments adhered to the directives for certification when submitting the requests for certification, per examination cycle; albeit not within the required three months of the release of results, despite minor challenges brought by COVID-19.

11.5 Areas of Non-compliance

The following were noted as areas of non-compliance, the first being the most significant:

- a. Not all approved student records whose results were released by the DHET on Statements of Results were submitted for certification. This issue has been ongoing from year to year;
- b. Requests for certification were received even in cases where a candidate's results had not been approved for release. As a result, the certification requests were rejected;
- c. The resubmission of candidate records for certification without identified errors being corrected causes delay in certification. To comply, the DHET must investigate and correct errors before records are resubmitted to Umalusi for certification; and
- d. The finalisation and completion of irregularities was another area of non-compliance. Where irregularities have been identified and reported to Umalusi, the status of the irregularities must be communicated to Umalusi, in the prescribed data format (spreadsheet). In addition, updated reports on irregularities must also be submitted to Umalusi before bulk certification is requested. The absence of these updated reports causes unnecessary delays and rejections. This has also been reported in past years.

11.6 Directives for Compliance and Improvement

The DHET is required to address the following directives for compliance and improvement:

- a. The DHET must ensure that Umalusi approves all candidate records prior to extracting certification datasets, to avoid unnecessary rejections and delays in issuing certificates to candidates. This is so especially where candidates have been involved in a re-mark or where marks have changed;
- b. The consolidation of results across multiple examination sittings must be resolved to eliminate the backlog of certificates;
- c. Certification datasets must be submitted to Umalusi within three months of the release of the results. Learning area statements for candidates must be combined to issue a certificate;
- d. Where records were rejected because of non-compliance with the directives, errors must be corrected and the record resubmitted to Umalusi without delay; and
- e. Information concerning all candidates who have been involved in irregularities must be submitted on the prescribed Umalusi spreadsheet. This information will be uploaded to the Umalusi resulting and certification system to prevent incorrect certificates being issued. All pending irregularities from previous examinations must also be finalised.

11.7 Conclusion

The DHET, as an assessment body, is required to place more emphasis on this sphere of the education

system under its auspices, to ensure that the apathy related to the qualification is negated. The general apathy and misinformation surrounding this qualification are related to a lack of ownership and promotion of the qualification by the DHET. This has been raised several times previously, without any corrective action being taken. This matter now needs to be prioritised.

ANNEXURE 1A

Compliance of Question Papers with Each Criterion at Initial Moderation

No.	LEARNING AREA	COMPLIANCE PER CRITERIA AT INITIAL MODERATION										
		TA	LB	IM	CC	CD	AAG	PRE	MG	TOTAL: (A)	%: (A)	
1	Ancillary Health Care	A	A	A	A	A	A	A	A	A	8/8	100
2	Applied Agriculture and Agricultural Technology	M	M	M	L	M	L	M	L		0/8	0
3	Arts and Culture	M	M	M	M	L	M	A	M		1/8	12.5
4	Early Childhood Development	A	M	A	M	A	A	A	M		5/8	62.5
5	Economic and Management Sciences	M	A	A	M	M	M	A	M		3/8	37.5
6	Human and Social Sciences	M	M	M	L	L	N	A	L		1/8	12.5
7	Information Communication Technology	M	L	M	A	A	A	A	M		4/8	50
8	LLC: Afrikaans	M	A	A	A	A	A	A	M		6/8	75
9	LLC: English	L	A	L	L	L	L	A	L		2/8	25
10	LLC: IsiNdebele	A	M	A	A	A	A	A	M		6/8	75
11	LLC: IsiXhosa	A	L	A	M	A	A	A	L		4/8	50
12	LLC: IsiZulu	M	M	M	M	A	A	A	N		3/8	37.5
13	LLC: Sepedi	A	M	A	M	A	A	A	M		5/8	62.5
14	LLC: Sesotho	M	M	L	L	L	M	L	L		0/8	0
15	LLC: Setswana	M	M	A	M	A	A	A	M		4/8	50
16	LLC: SiSwati	M	A	A	A	A	A	M	M		5/8	62.5
17	LLC: Tshivenda	M	A	A	M	A	A	A	M		5/8	62.5
18	LLC: 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	L	M	M	L	N	A	M		1/8	12.5

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)	%. (A)
1	Applied Agriculture and Agricultural Technology	A	A	A	A	A	A	A	A	8/8	100
2	Ancillary Health Care (ANHC4)	M	A	A	M	A	L	M	M	3/8	37.5
3	Arts and Culture	A	A	A	A	A	A	M	M	6/8	75
4	Early Childhood Development	A	M	M	M	M	M	M	A	2/8	25
5	Economic and Management Sciences	A	L	L	A	A	M	A	L	4/8	50
6	Human and Social Sciences	L	N	L	A	M	L	M	M	1/8	12.5
7	Information and Communication Technology	L	L	A	A	M	M	M	N	2/8	25
8	Language, Literacy and Communication: Afrikaans	M	L	A	M	M	A	M	M	2/8	25
9	Language, Literacy and Communication: English	M	M	A	M	L	L	L	L	1/8	12.5
10	Language, Literacy and Communication: IsiNdebele	A	A	A	M	A	A	A	A	7/8	87.5
11	Language, Literacy and Communication: Sesotho	M	L	L	L	L	L	L	M	0/8	0
12	Language, Literacy and Communication: Sepedi	A	A	A	L	M	L	M	L	3/8	37.5
13	Language, Literacy and Communication: SiSwati	M	A	M	M	A	M	M	L	2/8	25
14	Language, Literacy and Communication: Setswana	M	A	M	M	M	M	M	N	1/8	12.5
15	Language, Literacy and Communication: Tshivenda	L	A	M	A	M	A	M	L	3/8	37.5
16	Language, Literacy and Communication: IsiXhosa	M	A	A	M	A	A	M	M	4/8	50
17	Language, Literacy and Communication: Xitsonga	M	M	M	L	L	L	M	L	0/8	0
18	Language, Literacy and Communication: IsiZulu	N	M	A	L	L	L	L	N	1/8	12.5
19	Life Orientation	M	A	A	M	A	A	A	A	6/8	75
20	Mathematical Literacy	A	A	A	M	M	A	M	M	4/8	50
21	Mathematics and Mathematical Sciences	M	A	A	L	L	M	M	L	2/8	25

No.	LEARNING AREA	Compliance per criteria at first moderation									
		AAG	CC	CD	LB	FIQ	QST	MA/MG	IM	TOTAL: (A)	%(A)
22	Natural Sciences	A	A	A	A	A	A	M	M	6/8	75
23	Small, Medium and Micro Enterprises	L	A	M	M	M	M	M	M	1/8	12.5
24	Technology	L	A	A	M	L	L	L	N	2/8	25
25	Travel and Tourism	A	L	L	L	L	M	M	M	1/8	12.5
26	Wholesale and Retail	A	A	A	A	A	M	M	M	5/8	62.5

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;

IM = Internal moderation

A = Compliance in all respects; M = compliance in most respects;

L = Limited compliance; N = No compliance

ANNEXURE 3A

Non-compliant CLC with each Criterion Per Learning Area

No	Criterion	Nature of Non-compliance	Learning Area	Limited or Non-Compliant CLC
1	Adherence to AG	Lecturer PoA did not contain all the following: <ul style="list-style-type: none"> • Assessment plan • Computerised mark sheet • Assessment tasks • Marking guidelines • Evidence that students had access to the assessment criteria 	ECD4	Fatihogang CLC
				Ikageng CLC
				Aganang CLC
				Good Shepherd CLC
				Fetogang CLC
				Reamogetswe CLC
				Modisha CLC
			LCEN4	Thuto Mfundo CLC
			LCVE4	Ligege
			LIFO4	Kwathophi
				Ethangeni
				Dokkies
				Emabomvini
				Inqabayamangwane
SMME4	Inchanga			
	Mmesamohloane			
	Tsibogang			
	Kroonstad Prison			
2.	Internal moderation	Moderation did not take place at all three levels. The internal moderator reports were not detailed enough and did not provide clear quality feedback to lecturers and students.	LCXH	Mzoxolo
				Cookhouse
			MMSC4	Groenpunt Correctional Services
				Pele Ye Pele
				Horebe
				Liberty cc
				Kganye CLC
				Senkhoane CLC
			SMME4	Menyatso CLC
				Mmesamohloane
				Tsibogang
				Kroonstad Prison
				Mothebe CLC
				Dikgutsaneng
Menyatso CLC				
Mmesamohloane				
Tsibogang				
Kroonstad Prison				

No	Criterion	Nature of Non-compliance	Learning Area	Limited or Non-Compliant CLC
				Mothebe CLC
				Dikgutsaneng
			TRVT4	Middelburg Prison
				Bokamoso
				St Albans Prison
				Manaskop
				Cradock Prison
			WHRT4	Ngwabeni CLC
3	Structure and content of student portfolios	Portfolios did not contain all of the following; <ul style="list-style-type: none"> • Student information or ID • Declaration of authenticity • Assessment plan • Marked responses • Mark sheets • Moderation reports 	ECD4	Fatihogang CLC
			LCVE4	Ligege
			SMME4	Dikgutsaneng
			TRVT4	Cradock Prison
			WHRT4	Vulindlela
4	Implementation and assessment of tasks	The student portfolios did not contain all the tasks and the tasks were not assessed as planned.	ECD4	Fatihogang CLC
				Ikageng CLC
				Ikageng CLC
			EMSC4	Leorele
			LCAF4	Namakwa
			LCEN4	Bethsaida CLC
			LCSP4	Sebaeng
				Sekhukhune
				Capricorn
			LCTS4	Tembisa
				Bulamatlho
				Tlhabologo
				Reneilwe
				Hammanskraal
				Gaerobe
				Morakala
			LCVE4	Mboneni
				Ligege
			LCXH4	Zanoncedo
				Sivuyile
				Nyanisweni
				Cookhouse
			LCXI4	Madzivi
				Benson Shiviti
				Giyani Comprehensive

No	Criterion	Nature of Non-compliance	Learning Area	Limited or Non-Compliant CLC
			LCZU4	Zuzulwazi CLC
				Thuthukani CLC
				Manaye CLC
				Jozini CLC
				Vukile CLC
				Esibanini CLC
				Second Chance CLC
			LIFO4	Kwathophi
				Ethangeni
				Dokkies
				Emabomvini
				Inqabayamangwane
				Inchanga
			NATS4	P.Q. Vundla CLC – Molapo Day
				Tsakane CLC
				Sharpsville CLC
				Wattville CLC
			SMME4	Mmesamohloane
				Tsibogang
				Dikgutsaneng
				Mmesamohloane
				Tsibogang
				Dikgutsaneng
			TRVT4	Cradock Prison
				Lower Lafuta
5	Student Performance	<p>The student performance at these centres was not up to standard for the following reasons:</p> <ul style="list-style-type: none"> students struggled to interpret the questions correctly. Answers were not aligned to the questions, especially in the test and some did not attempt all the questions or tasks; student performance did not meet expectations, and students did not cope with different levels of difficulty or cognitive demand. 	ARTC4	Sihlangu
			EMSC4	Mosiane
				Ratanang
				Sinqobile CLC
			LCAF4	JTG (John Taolo Gaetsewe)
			LCEN	Taamane CLC
				Kagiso CLC
				Josiah Khumalo CLC
			LCVE4	Ligege
			LCXH4	Cookhouse
			LCZU4	Zuzulwazi CLC
				Vukile CLC

No	Criterion	Nature of Non-compliance	Learning Area	Limited or Non-Compliant CLC
			LIFO4	Emabomvini Inqabayamangwane Inchanga
			MMSC4	Groenpunt Correctional Services Pele Ye Pele Horebe Liberty cc Kganye CLC Senkhoane CLC Rutegang CLC
			NATS4	Tsakane CLC Sharpville CLC
			TECH4	Zifundele Umzamo
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> <ul style="list-style-type: none"> marking was not consistent with the marking guideline, markers deviated from the marking guideline and did not use rubrics as required in some of the learning areas; the standard or marking was unacceptable as it either advantaged or disadvantaged students, thus resulted in unfair and inconsistent results; the marks that the markers allocated were not a true reflection of the students' performance, and there were challenges in the awarding, recording and calculation of marks. 	<p>ECD4</p> <p>EMSC</p> <p>LCEN4</p> <p>LCXH4</p> <p>LCZU</p>	<p>Fatihogang CLC Kholofelo CLC Mojasaqo CLC Aganang CLC Fetogang CLC Reamogetswe CLC</p> <p>Shatleng CLC</p> <p>Taamane CLC Kagiso CLC Josiah Khumalo CLC Bethsaida CLC Kwazini CLC Tsakane CLC</p> <p>Zanoncedo Mzomtsha Water Affairs Sivuyile Nxokwana Cradock Prison Tafalofefe Noah</p> <p>Estcourt Correctional Centre Zuzulwazi CLC Thuthukani CLC Indonsa CLC Manaye CLC (Dalisu Satellite) Vukile CLC Second Chance CLC</p>

No	Criterion	Nature of Non-compliance	Learning Area	Limited or Non-Compliant CLC
			LIFO4	Kwathophi
				Ethangeni
				Emabomvini
				Inqabayamangwane
				Inchanga
			MMSC4	Groenpunt Correctional Services
			SMME4	Mmesamohloane
				Mothebe CLC
				Dikgutsaneng
			TECH4	Mount Edgecombe
				Umzamo

ANNEXURE 5A

Examination Centres Monitored for the Writing of Examinations

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
1	Eastern Cape	Frere Hospital	24/11/2021	Ancillary Health Care	15	13
2	Eastern Cape	Jolobe CLC	10/11/2021	Mathematical Literacy	30	22
3	Free State	Lere AET	24/11/2021	Ancillary Health Care	11	09
4	Free State	Matete Matches CLC	11/11/2021	Travel and Tourism	08	06
5	Free State	Seined CLC	25/11/2021	Ancillary Health Care	39	36
6	Gauteng	City Deep CLC	10/11/2021	Mathematical Literacy	91	47
7	Gauteng	Dayveyton CLC	24/11/2021	Ancillary Health Care	160	73
8	Gauteng	Mamelodi CLC	12/11/2021	Human and Social Sciences	66	24
9	Gauteng	Victory Adult Centre	10/11/2021	Mathematical Literacy	129	65
10	KwaZulu-Natal	Emamfemfetheni Adult Centre	25/11/2021	Early Childhood Development	45	34
11	KwaZulu-Natal	Malvern Adult Centre	10/11/2021	Mathematical Literacy	95	90
12	KwaZulu-Natal	Sibusisiwe ABET Centre	25/11/2021	Early Childhood Development	81	69
13	Limpopo	Maphopha ABET Centre	10/11/2021	Mathematical Literacy	67	58
14	Limpopo	Muvhi Tshkovha ABET Centre	4/11/2021	English	54	49
15	Mpumalanga	Kalie de Haas CLC	25/11/2021	Early Childhood Development	95	90
16	Mpumalanga	KaNyamanzane CLC	25/11/2021	Early Childhood Development	63	25
17	Mpumalanga	KwaGuqa Learning Centre	24/11/2021	Ancillary Health Care	95	90
18	North West	Maipelo CLC	24/11/2021	Ancillary Health Care	23	15
19	Western Cape	Bridgetown CLC	24/11/2021	Ancillary Health Care	29	23
20	Western Cape	Overstrand CLC	22/11/2021	Wholesale and Retail	18	13

ANNEXURE 5B

Non-compliance During the Writing of Examinations

1. General Administration:

(a) Management of examination question papers

Centre Name	Monitor's Findings
Maipelo CLC (NW)	No authorisation letter available for appointment of Chief Invigilator
Overstrand CLC (WC)	Examination material received by Deputy Principal of secondary school that hosted the examinations
Maipelo CLC (NW)	No copy of dispatch forms at centre
Jolobe CLC (EC)	
Malvern Adult Centre (KZN)	
Victory Adult Centre (GP)	Copies of dispatch forms retained at nodal point

(b) Appointment of chief invigilators and invigilators

Centre Name	Monitor's Findings
Frere Hospital (EC)	Principal was not appointed but a delegation letter was available
KaNyamanzane CLC (MP)	No Centre Manager at centre; a lecturer appointed as Chief Invigilator by the assessment body
Maipelo CLC (NW)	Centre Manager appointed but no proof of appointment available
Victory Adult Centre (GP)	Educator appointed as Chief Invigilator
City Deep CLC (GP)	
Mamelodi CLC (GP)	The principal not appointed as Chief Invigilator
Overstrand CLC (WC)	The manager of the centre appointed a secretary of a local ACL centre as Chief Invigilator
Maipelo CLC (NW)	No proof available that the Centre Manager had been appointed as Chief Invigilator
Overstrand CLC (WC)	Chief Invigilator not trained
Lere AET (FS)	Chief Invigilator had no data to log in to the virtual training session
Maipelo CLC (NW)	No appointment letters of invigilators in writing
Lere AET (FS)	
Maipelo CLC (NW)	No proof of training of invigilators for current cycle
Lere AET (FS)	
Overstrand CLC (WC)	

(c) Management of invigilators' attendance

Centre Name	Monitor's Findings
Mpumalanga community education and training (CET) College (MP)	No invigilators' nor relief invigilators' timetables
Maipelo CLC (NW)	
Jolobe CLC (EC)	No relief timetable for invigilators available
Maipelo CLC (NW)	No duly signed attendance registers for invigilators filed
Lere AET (FS)	
Lere AET (FS)	Invigilators arrived at 13:36 at examination venue

(d) Examination document management

Centre Name	Monitor's Findings
Maipelo CLC (NW)	No copy of official timetable filed
Lere AET (FS)	
Mpumalanga CET College (MP)	
Mpumalanga CET College (MP)	One candidate not on mark sheet – a manually created mark sheet was produced
City Deep CLC (GP)	The learning area written did not appear on a candidate's admission letter; an irregularity was recorded
Maipelo CLC (NW)	No examination file available
Lere AET (FS)	No seating plan in file

2. Credibility of the writing of examinations

(a) Security and supply of question papers

Centre Name	Monitor's Findings
Maipelo CLC (NW)	Examination material stored in boot of a car
Emamfemfetheni Adult Centre (KZN)	No strong room/safe at writing centre
Maipelo CLC (NW)	
Matete Matches CLC (FS)	
Sibusisiwe ABET Centre (KZN)	
Maipelo CLC (NW)	

(b) Admission of candidates to the examination venue

Centre Name	Monitor's Findings
Lere AET (FS)	Late admission of candidates to examination venue observed
Jolobe CLC (EC)	No verification of admission letters reported
Muvhi Tshkovha ABET Centre	No seating plan available
Lere AET (FS)	

(c) Conduciveness of the examination venue

Centre Name	Monitor's Findings
Maipelo CLC (NW)	No toilets or water facility available: neighbouring shop used for ablution purposes and water collected from other premises
Jolobe CLC (EC)	A noisy environment not conducive to examination writing was observed
Malvern Adult Centre (KZN)	

(d) Administration of the writing session

Centre Name	Monitor's Findings
Frere Hospital (EC)	No visible display of the time in the examination room
Victory Adult Centre (GP)	One candidate was granted a concession for a reader, scribe, extra time and a separate venue
City Dep CLC (GP)	Five candidates were granted concessions for Braille examination material
Malvern Adult Centre (KZN)	Cell phone rang in the bag of a candidate during the session
Malvern Adult Centre (KZN)	No calculator check was done
Muvhi Tshkovha ABET Centre (LP)	No cell phone check was done
Lere AET (FS)	

(e) Compliance with examination procedures

Centre Name	Monitor's Findings	
Bridgetown CLC (WC)	No evidence of verification audit conducted by assessment body to ascertain if examination centre was ready to conduct the examination	
Emamfemfetheni Adult Centre (KZN)		
KaNyamanzane CLC (MP)		
Mpumalanga CET College (MP)		
Maipelo CLC (NW)		
Victory Adult Centre (GP)		
Malvern Adult Centre (KZN)		
Maphopha ABET Centre (LP)		
Matete Matches CLC (FS)		
Muvhi Tshkovha ABET Centre (LP)		
Overstrand CLC (WC)		
KaNyamanzane CLC (MP)		No verification of the cover page of the examination scripts
Muvhi Tshkovha ABET Centre(LP)		
KaNyamanzane CLC (MP)	No technical check of examination question paper	
Muvhi Tshkovha ABET Centre(LP)		

Centre Name	Monitor's Findings
Daveyton CLC (GP) (15 minutes)	No mandatory 10 minutes' reading time
KaNyamanzane CLC (MP) (seven minutes)	
Maipelo CLC (NW) (no reading time)	
Sibusisiwe ABET Centre (KZN) (five minutes)	
KaNyamanzane CLC (MP) (seven minutes)	The examination writing session started earlier than scheduled
Bridgetown CLC (WC)	The examination writing session ended earlier than scheduled
Emamfemfetheni Adult Centre (KZN)	
Frere Hospital (EC)	
KaNyamanzane CLC (MP)	
Maipelo CLC (NW)	
Malvern Adult Centre (KZN)	
Mamelodi CLC (GP)	
Matete Matches CLC (FS)	
Muvhi Tshkovha ABET Centre (LP)	
Overstrand CLC (WC)	
Lere AET (FS)	

3(a) Incidents/occurrences with possible impact on credibility of the examination session/cycle

Centre Name	Monitor's Findings
	Irregularities during the monitored session
Mpumalanga CET College (MP)	Improper registration of one candidate who was not on mark sheet; a manually created mark sheet was observed
City Deep CLC (GP)	A candidate wrote a learning area not indicated on admission letter; an irregularity was registered
	No monitoring by the assessment body at the time of Umalusi visit
Emamfemfetheni Adult Centre (KZN)	
Maipelo CLC (NW)	
Jolobe CLC (EC)	
Kalie de Haas CLC (MP)	
Mamelodi CLC (GP)	
Matete Matches CLC (FS)	
Muvhi Tshkovha ABET Centre (LP)	
Overstrand CLC (WC)	
Lere AET (FS)	

Centre Name	Monitor's Findings
	Monitoring by assessment body without leaving a report
Frere Hospital (EC)	
KaNyamazane CLC (MP)	
Maphopha ABET Centre (LP)	

UMALUSI



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