



**Report on the Quality Assurance of Assessment
of the South African Comprehensive Assessment
Institute November 2021 GETC: ABET
Examinations**

UMALUSI



Quality Council for General and Further
Education and Training

REPORT ON THE QUALITY ASSURANCE
OF ASSESSMENT OF THE SOUTH AFRICAN
COMPREHENSIVE ASSESSMENT INSTITUTE
NOVEMBER 2021 GETC: ABET EXAMINATIONS

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Education and Training

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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

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

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

- 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.

Furthermore, Umalusi has established a professional working relationship with the South African Comprehensive Assessment Institute (SACAI). As a result, 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 assessment body, adult education and training centres, as well as the examination centres, continue to strive to improve systems and processes relating to the GETC: ABET examinations and assessment. Umalusi noticed an improvement in the implementation and moderation of SBA and a marked decline in the occurrence of irregularities in the November 2021 examination cycle.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met in December 2021 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 an alleged irregularity identified during the writing of examinations involving one centre, Umalusi is satisfied that there were no systemic irregularities reported, that might have compromised the credibility and integrity of the November 2021 GETC: ABET examinations administered by the SACAI.

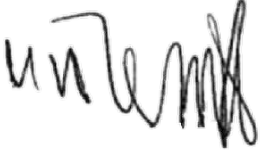
The Executive Committee of Council approves the release of the SACAI November 2021 GETC: ABET examination results based on available evidence that the examinations were largely administered in accordance with the examination policies and guidelines.

The SACAI is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and submit an improvement plan by 15 March 2022.

The Executive Committee of Council commended the SACAI 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 endeavours towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2021 GETC: ABET examinations.

A handwritten signature in black ink, appearing to read 'Mafu S Rakometsi', written in a cursive style.

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.

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 provide 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 South African Comprehensive Assessment Institute (SACAI). Where applicable, comparisons are made with the November 2019 and/or 2020 examinations.

Umalusi undertakes the quality assurance of the national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality assurance of the standard of assessment is based on the assessment body's ability to adhere to policies and regulations designed to deal with critical aspects of administering credible national assessment and examinations.

In the adult education and training sector, Umalusi quality assures the assessment and examinations for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

The GETC: ABET qualification is offered at community learning centres (CLC) of the community education and training (CET) colleges (public centres), adult education and training learning sites (private centres) and Correctional Services centres. The SACAI assesses the GETC: ABET qualification that is offered at Adult Education and Training (AET) centres by industries using private providers. The quality assurance

processes of Umalusi made provision for a sample from different AET centres. In addition to the November examinations, examinations in this sector are also conducted in June.

The SACAI conducted the November 2021 GETC: ABET examinations in seven 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) portfolios (Chapter 2);
- iii. Monitoring of the state of readiness to conduct the examinations (Chapter 3);
- iv. Monitoring of the writing and marking of examinations (Chapter 4);
- v. Audit of appointed marking personnel (Chapter 5);
- vi. Quality assurance of marking (Chapter 6);
- vii. Standardisation and resulting (Chapter 7); and
- viii. Chapter 8, which outlines the state of certification of candidates' achievements.

The findings from the above quality assurance of assessment processes enabled the Executive Committee (EXCO) of Umalusi Council to decide whether to approve the release of the November 2021 GETC: ABET examinations or not.

The roles and responsibilities of the SACAI are 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 biennially 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 and marking of examinations;
- e. Manage irregularities;
- f. Report to Umalusi on the conduct, administration and management of examinations;
- g. Have an IT system that complies with the policies and guidelines, in order to be able to submit all candidate records according to the certification directives; and
- h. 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 first moderation indicated that there was an improvement in the overall compliance of question papers and their corresponding marking guidelines from 53.6% in November 2019 to 58.3% in November 2020, and then a decline (54%) in November 2021.

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

The SACAI provides all AET learning centres with common assessment tasks of all seven learning areas for implementation. The responses of students to the common assessment tasks are filed in SBA portfolios and are internally moderated by the SACAI 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 SACAI 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 November 2020 examinations was made, to check if there had been improvement in the implementation and moderation of SBA. The SACAI has shown improvement in the implementation, monitoring 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 SACAI to conduct the November 2021 GETC: ABET examinations was, largely, to:

- i. Gauge the level of preparedness of the SACAI 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 SACAI 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 SACAI systems.

The audit of the state of readiness confirmed the readiness of the SACAI to administer the November 2021 GETC: ABET examinations. Umalusi noted that the SACAI shows improvement in their systems and processes in each examination cycle.

Umalusi deployed monitors while the examinations were being written to check that the examination centres complied with the policy applicable to the conduct of examinations. 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 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 the SACAI for the marking and moderation of marking of the November 2021 GETC: ABET examinations. The SACAI 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 purpose of monitoring is to verify:

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

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

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

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

Information on certification is included to inform interested parties of the state of certification of candidates' achievements. The certification chapter is based on the 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. Umalusi observed that the registration of students and the processing of the certification of student achievements for the examinations that were reported on, were carried out according to the required directives and guidelines.

Based on the findings of the reports on the quality assurance processes undertaken during the November 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 Guidelines
AS	Assessment Standards
ASC	Assessment Standards Committee
CAT	Common Assessment Tasks
CLC	Community Learning Centres
EA	Examination Assistants
EAG	Examination and Assessment Guideline
EXCO	Executive Committee
GETC	General Education and Training Certificate
LA	Learning Area
NQF	National Qualifications Framework
PED	Provincial Education Department
POA	Portfolio of Assessment
POE	Portfolio of Evidence
QAA	Quality Assurance of Assessment
QP	Question Paper
SACAI	South African Comprehensive Assessment Institute
SAG	Subject and Assessment Guidelines
SAQA	South African Qualifications Authority
SBA	Site based assessment
SOR	State of Readiness
UMALUSI	Council for Quality Assurance in General and Further Education and Training

Learning Areas

EMSC4	Economic and Management Sciences
HSSC4	Human and Social Sciences
LECN4	Language, Literacy and Communication: English
LIFO4	Life Orientation
MLMS4	Mathematical Literacy
NATS4	Natural Sciences
SMME4	Small, Medium and Micro Enterprises

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

Umalusi conducts external moderation of examination question papers and marking guidelines for every examination cycle to ensure that quality and standards are maintained in all the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations. The moderation of question papers is a critical part of the quality assurance of assessment. This process ensures that the question papers have been developed with sufficient rigour and comply with Umalusi Quality Assurance of Assessment requirements, as well as the assessment guidelines of the assessment bodies.

Umalusi externally moderates the question papers and their marking guidelines to ensure that they meet the standards set by Umalusi, as well as those of the assessment body. To maintain public confidence in the national examination system, the question papers must be seen to be relatively:

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

The purpose of external moderation is to evaluate whether the South African Comprehensive Assessment Institute (SACAI) 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 SACAI is expected to appoint examiners and internal moderators with the requisite learning area knowledge to set and moderate 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 SACAI.

The SACAI submitted the question papers and the accompanying marking guidelines of seven learning areas to Umalusi for external moderation, in preparation for the November 2021 examination.

Umalusi used an off-site model for the moderation of GETC: ABET question papers presented by the SACAI. Table 1A below shows seven learning areas assessed by the SACAI for the November 2021 GETC: ABET examination.

Table 1A: Learning areas assessed by the SACAI for the GETC: ABET examination

No.	Learning Areas	Code
1	Economic and Management Sciences	EMSC4
2	Language, Literacy and Communication: English	LCEN4
3	Human and Social Sciences	HSSC4
4	Life Orientation	LIFO4
5	Mathematical Literacy	MLMS4
6	Natural Sciences	NATS4
7	Small, Medium and Micro Enterprises	SMME4

All question papers were moderated using the Umalusi Instrument for the Moderation of Question Papers. Umalusi evaluated the question papers according to the following eight criteria:

- a. Technical aspects;
- b. Internal moderation;
- c. Content coverage;
- d. Cognitive demand;
- e. Marking guideline;
- f. Language and bias;
- g. Adherence to examination and 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 external moderator evaluates the question paper and the accompanying marking guideline based on the overall impression and how the requirements of all eight criteria have been met. A decision is then taken on the quality and standard of the question paper, considering one of four 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.

1.3 Summary of Findings

The following section summarises the findings after initial moderation. When question papers were approved, all challenges had been sufficiently addressed and all question papers and their corresponding marking guidelines were fully compliant with all set criteria. Comparison in this report is made with the November 2019 and November 2020 question papers.

The internal moderator 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 SACAI for the external moderation, based on the criteria in the instrument. Table 1B summarises the findings on the compliance of the question papers and the accompanying marking guidelines with each criterion, at initial moderation.

Table 1B: Compliance of question papers per criterion at initial moderation

No.	Criteria	Compliance frequency [56 instances]			
		None	Limited	Most	All
1	Technical aspects	0	0	2	5
2	Language and bias	0	0	5	2
3	Internal moderation	0	0	2	5
4	Content coverage	0	1	2	4
5	Cognitive demand	0	1	3	3
6	Adherence to policy	0	2	0	5
7	Predictability	0	1	2	4
8	Marking guidelines	0	0	5	2
		0	5	21	30
Total		26			30
Percentage		46%			54%

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 of question papers per criterion over three years

No.	Criteria	% Compliance per criterion over three years		
		2019	2020	2021
1	Technical aspects	43	50	71
2	Language and bias	43	34	29
3	Internal moderation	29	67	71
4	Content coverage	57	17	57
5	Cognitive demand	57	83	43
6	Adherence to policy	57	83	71
7	Predictability	86	83	57
8	Marking guidelines	43	50	29
Average % compliance		56	60	54

Table 1C shows that, under technical aspects, there was an improvement by 7% from 2019 to 2020 and there was also significant improvement, by 21%, from 2020 to 2021 in question paper compliance in all respects. For language and bias compliance of question papers in all respects, there was a decline of 9% from 2019 to 2020 and 5% from 2020 to 2021. Although there was significant improvement, by 38%, in 2020 compared to 2019, there was a 4% decline in the quality of the internal moderation of question papers in 2021 compared to 2020. Although there was a significant decline, by 40%, in the content coverage compliance of question papers in all respects in 2020 compared to 2019, there was significant improvement, also by 40%, in 2021.

Even though there was significant improvement, by 26%, in compliance in all respects with the cognitive demand criterion for question papers in 2020 compared to 2019, there was a significant decline, by 40%, in 2021 compared to 2020. Even as there was significant improvement, by 26%, in compliance with adherence to policy, there was a decline, by 12%, in 2021 compared to 2020. While there was a slight improvement, by 3% in 2020 compared to 2019, there was a decline, by 26%, in compliance with the predictability of question papers in all respects in 2021 compared to 2020. Although there was an improvement of 7% in 2020 compared to 2019 for marking guideline compliance, there was a decline, also of 21%, in 2021 compared to 2020.

Figure 1A indicates the overall compliance of question papers over three years, from 2019 to 2021.

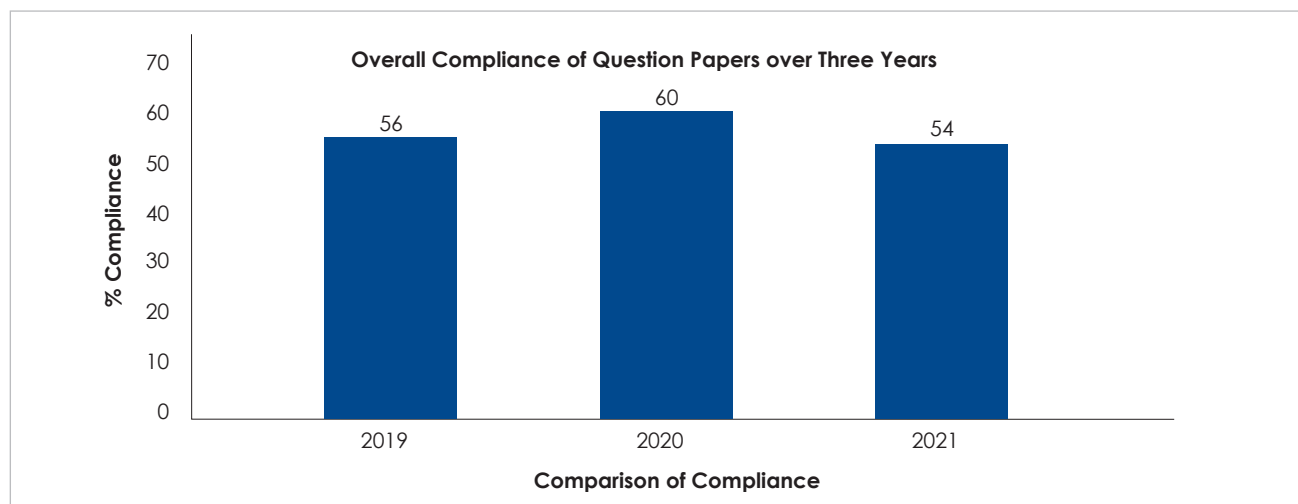


Figure 1A: Comparison of overall compliance in all respects over three years

Figure 1A shows that the overall level of compliance in all respects was 56% for the November 2019 question papers, 60% in 2020 and 54% in 2021. The overall compliance of question papers in all respects increased slightly, by 4%, from 2019 to 2020; and decreased by 6% from 2020 to 2021.

1.3.2 Compliance of Question Papers with Each Criterion

The following comments on compliance with each criterion were based on the initial 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 aspects

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

- 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 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..

In 2021, five out of seven question papers (LCEN4, MLMS4, NATS4, LIFO4, SMME4) complied in all respects with the technical aspects, and two question papers (EMSC4, HSSC4) complied in most respects with this criterion. In 2020, three out of six question papers (LCEN4, HSSC4, LIFO4) complied in all respects and the other three (EMSC4, MLMS4, SMME4) complied in most respects with the technical aspects criterion. In 2019, three out of seven question papers (LCEN4, HSSC4, LIFO4) complied in all respects, while the other three (NATS4, MLMS4 and SMME4) complied in most respects with this criterion; and only one (EMSC4) did not comply at all with this criterion. This means that while there was an improvement in EMSC4 in 2020 compared to 2019, there was consistency in MLMS4 and SMME4 in their compliance. There was a decline in compliance of the HSSC4 question paper in 2021, while MLMS4 and SMME4 showed an improvement and EMSC4 remained consistent in 2021, compared to 2020.

The technical challenge identified in the EMSC4 and HSSC4 question papers, for example, was that the question papers had incorrect numbering systems. However, the internal moderator addressed all 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, whether the presence of subtleties in grammar might create confusion and whether elements of bias in gender, race, culture, region and religion are present.

In 2021, two question papers (HSSC4, NATS4) complied in all respects and five question papers (LCEN4, LIFO4, EMSC4, MLMS4, SMME4) complied in most respects with this criterion. In 2020, Only two out of six question papers (LCEN4, HSSC4) complied in all respects, while four question papers (LIFO4, EMSC4, MLMS4, SMME4) complied in most respects at initial moderation. In 2019, three out of seven question papers (LCEN4, HSSC4, NATS4) complied in all respects, while three question papers (LIFO4, MLMS4, SMME4) complied in most respects with this criterion. It was only EMSC4 that did not comply with this criterion. This means that the compliance of LCEN4 declined in 2021 compared to 2019 and 2020, and that of EMSC4 improved in 2020 when compared to 2019 but remained constant in 2020 and 2021.

The language used in the LCEN4, LIFO4, EMSC4, MLMS4 question papers was grammatically incorrect, while in SMME4 there were subtleties in the grammar that might have created confusion. However, the internal moderator had addressed all 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; and the quality of the 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.

In 2021, five question papers (LCEN4, MLMS4, HSSC4, NATS4, SMME4) complied in all respects, and two question papers (EMSC4, LIFO4) complied in most respects with the internal moderation criterion at initial moderation. In 2020, four out six question papers (EMSC4, HSSC4, LCEN4, LIFO4) complied in all respects, while two (MLMS4, SMME4) complied in most respects. In November 2019, LCEN4 and LIFO4 complied in all respects, while the MLMS4, NATS4 and SMME4 question papers complied in most respects with this criterion at initial moderation. EMSC4 was not compliant, while HSSC4 showed limited compliance with the internal moderation criterion.

There was a notable improvement in the compliance of MLMS4 and SMME4 question papers, while the compliance of EMSC4, which improved in 2020 compared to 2019, declined in 2021. Compliance of the LIFO4 question paper declined in 2021 compared to that of 2020.

The Umalusi moderator found that the internal moderator's reports for EMSC4 and LIFO4 question papers were not of good quality, appropriate standard and relevance. However, the internal moderator addressed all 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 and assessment standards;
- iii. Whether questions are within the broad scope of the assessment guidelines;
- 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. That there is 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.

In 2021, four question papers (LCEN4, EMSC4, MLMS4, NATS4) complied in all respects, while HSSC4 and SMME4 complied in most respects with the content coverage criterion. In 2020, only one question paper (LCEN4) complied in all respects, while four (EMSC4, HSSC4, LIFO4, MLMS4) complied in most respect. Only SMME4 showed limited compliance with this criterion. In 2019, five question papers (HSSC4, SMME4, LCEN4, LIFO4, NATS4) complied in all respects with content coverage, while MLMS4 complied in most respects and EMSC4 did not comply with this criterion. EMSC4 improved in 2020 and 2021, while LIFO4 declined in 2021, compared to 2020. The compliance of SMME4, which declined in 2020 compared with that of 2019, improved in 2021.

In HSSC4 and SMME4, the questions were not within the broad scope of the assessment guideline; there was no correlation between mark allocation, level of difficulty and time allocation; and options had logical cues that made one an obvious choice.

The LIFO4 question paper showed limited compliance for the following reasons:

- a. The question paper did not adequately cover the specific outcomes and the assessment criteria as prescribed in the assessment guideline;
- b. The weighting and spread of content of specific outcomes and assessment criteria were not appropriate in terms of prescribed weightings;
- c. The questions contain insufficient information to elicit appropriate responses; and
- d. The questions did not provide clear instructional keywords/verbs.

However, the internal moderator addressed all 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; and that the question paper allows for creative responses from candidates.

In 2021, three question papers (LCEN4, MLMS4, NATS4) complied in all respects, while three (HSSC4, LIFO4, SMME4) complied in most respects with this criterion. It was only EMSC4 that showed limited compliance with the cognitive demand criterion. At initial moderation in 2020, five question papers (LIFO4, LCEN4, HSSC4, EMSC4, MLMS4) showed compliance in all respects, while SMME4 complied in most respects with this criterion. In 2019, four question papers (LIFO4, LCEN4, MLMS4, NATS4) complied in all respects at initial moderation, while SMME4 complied in most respects. HSSC4 showed limited compliance with this criterion, while EMSC4 did not comply at all. Both EMSC4 and HSSC4, which had improved in 2020 when compared to 2019, declined in 2021. The LIFO4 question paper, which was consistent in 2019 and 2020, also declined in 2021.

In three question papers (HSSC4, LIFO4, SMME4), choice questions were not of an equivalent cognitive level; there was no correct distribution of marks according to the assessment guideline and there was no appropriate distribution in terms of cognitive levels.

The following challenges were identified in the EMSC4 question paper:

- i. There was no correct distribution of marks, according to the assessment guideline and there was no appropriate distribution in terms of cognitive levels;
- ii. The question paper did not provide opportunities to assess ability to identify causal relationships and to express an argument clearly; and
- iii. The question paper did not allow for creative responses from candidates.

The internal moderator addressed all challenges before the question papers were approved.

f) Adherence to assessment guidelines

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

In 2021, five question papers (LCEN4, SMME4, EMSC4, MLMS4, NATS4) were compliant in all respects, while HSSC4 and LIFO4 showed limited compliance with this criterion. In 2020, five out of six question papers (LCEN4, LIFO4, MLMS4, HSSC4, EMSC4) complied in all respects, while SMME4 complied in most respects with this criterion. In 2019, four question papers (LCEN4, LIFO4, MLMS4, NATS4) complied in all respects and two question papers (HSSC4, SMME4) complied with most of the requirements. EMSC4 did not show any compliance with this criterion. The levels of compliance of HSSC4 and LIFO4 declined in 2021 compared with those of 2020, while the compliance of SMME4 improved in 2021 compared to that of 2020.

In the HSSC4 and LIFO4 question papers, the questions did not meet the weighting and spread of content as prescribed by the assessment guideline. Some unit standards were over-assessed by as much as 6.5% and others were under-assessed by as much as 4.8%. However, the internal moderator addressed all 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.

At initial moderation in 2021, four question papers (HSSC4, MLMS4, SMME4, NATS4) out of seven complied in all respects, while two (LCEN4, EMCS4) complied in most respects with the predictability criterion; only LIFO4 showed limited compliance. In 2020, five question papers (LCEN4, LIFO4, HSSC4, MLMS4, SMME4) showed compliance in all respects, while EMSC4 complied in most respects. In 2019, six question papers (LCEN4, LIFO4, HSSC4, MLMS4, SMME4, NATS4) complied in all respects and only the EMSC4 question paper did not comply with predictability aspects. The compliance of EMSC4 had, however, improved, when compared to 2019. LCEN4 and LIFO4 both declined in 2021 compared to 2020.

The LCEN4 and LIFO4 question papers repeated questions from the past three years' question papers, while the EMSC4 question paper did not contain an appropriate degree of innovation. However, the internal moderator addressed all these challenges before the question papers were approved.

h) Marking guidelines

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

In 2021, only two question papers (HSSC4, NATS4) complied in all respects, while five question papers (LCEN4, MLMS4, EMSC4, SMME4, LIFO4) complied in most respects with this criterion. In 2020, the marking guidelines of three question papers (LCEN4, HSSC4, LIFO4) complied in all respects with this criterion. Three other marking guidelines (EMSC4, MLMS4, SMME4) complied in most respects. In 2019, the marking guidelines of three question papers (LCEN4, NATS4, LIFO4) were compliant in all respects with this criterion; LIFO4, MLMS4 and SMME4 met most of the requirements; and only the marking guideline of EMSC4 was not compliant with the requirements of the criterion.

While compliance in other learning areas remained where they were in 2021, LCEN4 and LIFO4 declined when compared to 2020; and NATS4 improved.

Umalusi identified the following challenges in the marking guidelines of LCEN4, EMSC4, LIFO4, MLMS4 and SMME4:

- i. The marking guideline contained typographical or language errors;
- ii. The marking guideline did not provide sufficient detail to ensure the accuracy of marking;
- iii. The marking guideline did not facilitate consistent marking; and
- iv. The question paper and the marking guideline did not correlate.

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

1.4 Areas of Improvement

The following area of good practice was noted:

- a. The NATS4 question paper was approved at initial moderation, compared to the other six question papers that needed to undergo subsequent moderation.

1.5 Areas of Non-compliance

The following was noted as a concern:

- a. There was evidence of an overall decline in the quality and standard of question papers and corresponding marking guidelines at initial moderation for the November 2021 question papers.

1.6 Directives for Compliance and Improvement

The SACAI is required to:

- a. Strengthen the training of examiners and internal moderators, particularly in] LIFO4, EMSC4 and HSSC4, to improve the quality of the question papers at initial moderation.

1.7 Conclusion

This chapter summarised the findings of the moderation of question papers for the November 2021 GETC: ABET examination. Umalusi moderators reported in detail on the question papers and corresponding marking guidelines that were submitted by the SACAI for external moderation. The findings of the external moderation process indicate that there was a decline in the quality and standard of compliance of question papers submitted by the SACAI at initial moderation. The overall compliance of question papers and accompanying marking guidelines dropped from 60% in November 2020 to 54% in November 2021. The decline in quality was noticed in the language and bias, cognitive demand and quality of marking guideline criteria. The SACAI needs to address these challenges by strengthening its training of examining panels.

CHAPTER 2 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

2.1 Introduction

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

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.

2.2 Scope and Approach

Umalusi externally moderated the SBA portfolios on-site at the Tomorrow's People College in Faerie Glen, Pretoria, from 27 to 28 November 2021. This was the marking and moderation centre of the South African Comprehensive Assessment Institute (SACAI). The SACAI submitted SBA portfolios for all seven learning areas that they assessed, as shown in Table 2A, for the November 2021 GETC: ABET examinations. Umalusi sampled and moderated one SBA portfolio per adult education and training (AET) centre. This provides an indication of the compliance of each centre with the requirements of the SBA implementation.

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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:

- a. Adherence to assessment guideline;
- b. Internal moderation;

- c. Structure and content of SBA portfolios;
- d. Implementation of SBA assessment tasks;
- e. Student performance;
- f. Quality of marking; and
- g. 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:

- i. No compliance;
- ii. Limited compliance;
- iii. Compliance in most respects; and
- iv. Compliance in all respects.

2.3 Summary of Findings

This section summarises the findings and observations of Umalusi during the moderation of SBA portfolios at sampled AET centres. 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 are based on the sample selected for the moderation of the SBA portfolios.

2.3.1 Moderated Samples

Table 2A shows the number of SBA portfolios externally moderated per learning area, per AET centre.

Table 2A: SBA Portfolio samples submitted and moderated

Learning area	AET centre	Sample submitted		Sample moderated		% moderated
		PoA	PoE	PoA	PoE	
EMSC4	Glencore East Mines	1	5	1	2	50
	Nchafantso Training Centre	1	4	1	2	60
	Mo Afrika Tladi	1	29	1	4	17
HSSC4	South Deep Mine	1	9	1	2	30
	Nchafantso Training Centre	1	6	1	2	43
	SACAI ABET Division	1	1	1	1	100
	Mo Afrika Tladi	1	4	1	2	60
LIFO4	Nchafantso Training Centre	1	6	1	1	33
	Pilanesberg Platinum Mine	0	15	0	2	13
	Harmony Moab Khotsong	1	10	1	1	20
	Basila University of Pretoria	1	2	1	1	67
	Oxford Academy	1	5	1	1	33
	Mo Afrika Tladi	0	30	0	2	7
LCEN4	Driefontein	1	6	1	2	43
	Kloof	1	3	1	2	75
	Pilanesberg Platinum Mine	1	13	1	3	29

Learning area	AET centre	Sample submitted		Sample moderated		% moderated
		PoA	PoE	PoA	PoE	
MLMS4	Samancor-Central	1	10	1	1	18
	Driefontein Training	1	6	1	1	29
	Harmony Moab Khotsong	1	11	1	1	17
	Lewis Cape and Pine Lodge	1	10	1	1	18
	Lewis Transkei	1	12	1	1	15
NATS4	Kloof	1	1	1	1	100
	Harmony Mponeng	1	1	1	1	100
	Beatrix Mine	1	4	1	1	40
	Driefontein	1	5	1	1	33
TOTAL		27	250	27	45	26

Table 2A indicates that a total of 277 SBA portfolios were submitted for moderation by the SACAI. A sample of 72 SBA portfolios, representing an average of 26% of the total submitted, was moderated by Umalusi. Figure 2A compares the selected SBA portfolio sample sizes in November 2019, 2020 and 2021.

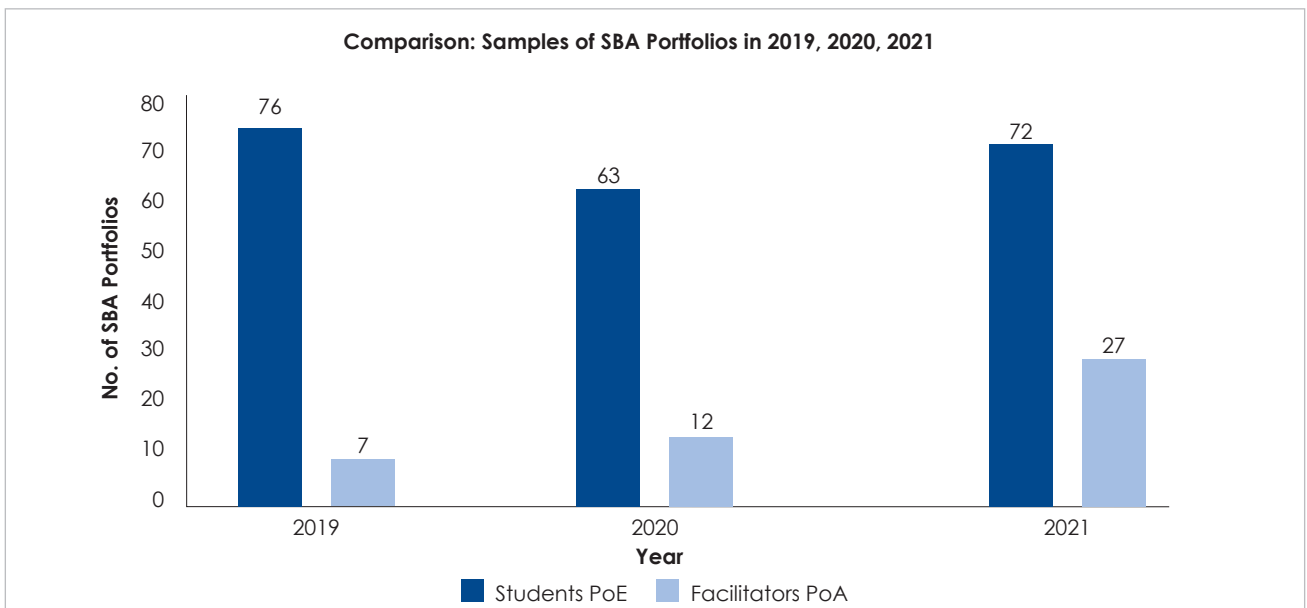


Figure 2A: Comparison of moderated sample in November 2019, 2020 and 2021

Figure 2A indicates a decrease in the number of PoE when compared to November 2019. This was because of a change in approach, where more AET centres and fewer SBA portfolios per centre were moderated. There was an increase in the number of PoE from 2020 to 2021, from 63 to 72 AET centres. However, the number of portfolios of assessment (PoA) was the highest in 2021 compared to the previous two years. Figure 2A shows a gradual improvement in the submission of PoA by AET centres.

Figure 2B compares the sampled AET centres for the moderation of SBA portfolios in November 2019, 2020 and 2021.

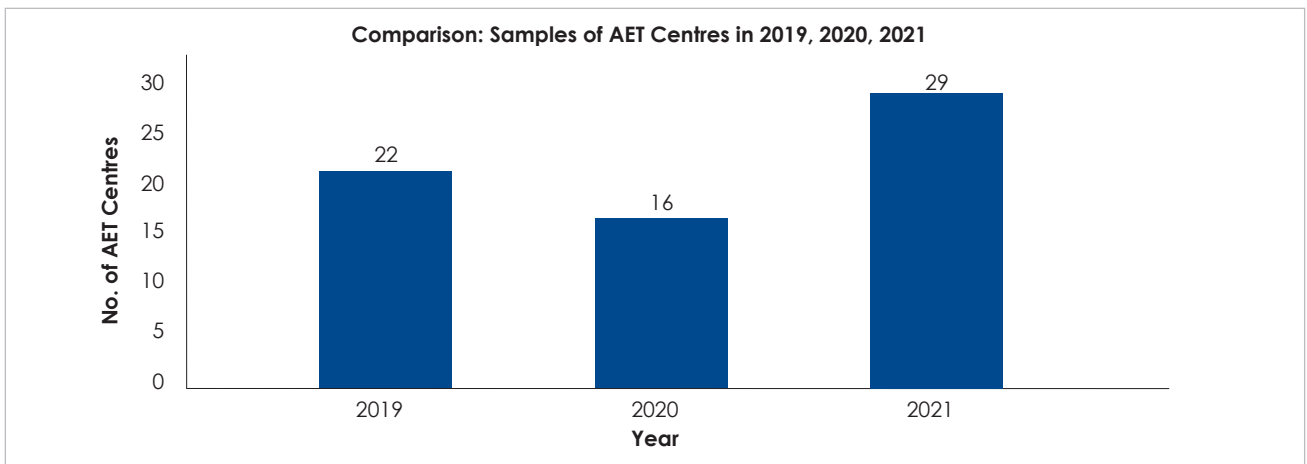


Figure 2B: Comparison of sampled AET centres in November 2019, 2020 and 2021

Figure 2B shows that there was a 36% decrease in the number of AET centres between 2019 and 2020. AET centres increased from 16 in 2020 to 29 in 2021.

2.3.2 Overall Compliance of AET Centres with Each Criterion

Umalusi made provision for the moderation of one facilitator portfolio and one student portfolio per learning area, per AET centre. Table 2B summarises the overall compliance of the sample with each of the six criteria against which the moderation of portfolios was conducted. In addition, Table 2B summarises the overall compliance status of AET centres with the quality standard criteria for all learning areas.

Table 2B: Overall compliance of AET centres per criterion

No.	Criteria	Compliance frequency [174 Instances]			
		None	Limited	Most	All
1	Adherence to assessment guideline	5	5	14	5
2	Internal moderation	1	0	4	24
3	Structure and content of SBA portfolios	0	0	23	6
4	Implementation and assessment of SBA tasks	0	10	4	15
5	Performance of students	0	0	16	13
6	Quality of marking	1	5	7	16
Total		7	20	68	79
Percentage (%)		4%	12%	39%	45%
% Overall Compliance in 2020		1%	6%	30%	63%
% Overall Compliance in 2019		1%	10%	46%	43%

The findings indicated in Table 2B show that 45% (79) of SBA portfolios complied in all respects with all six criteria. There were seven instances (4%) of SBA portfolios that were not compliant at all; 20 instances (12%) of limited compliance, and 68 instances (39%) of compliance in most respects. When compared with the overall performance in 2019 and 2020, the 2021 overall performance was lower, with a decline of 18% in full compliance from that of 2020 and 4% better when compared with that of 2019. Figure 2C compares the overall compliance of the samples in November 2019, 2020 and 2021.

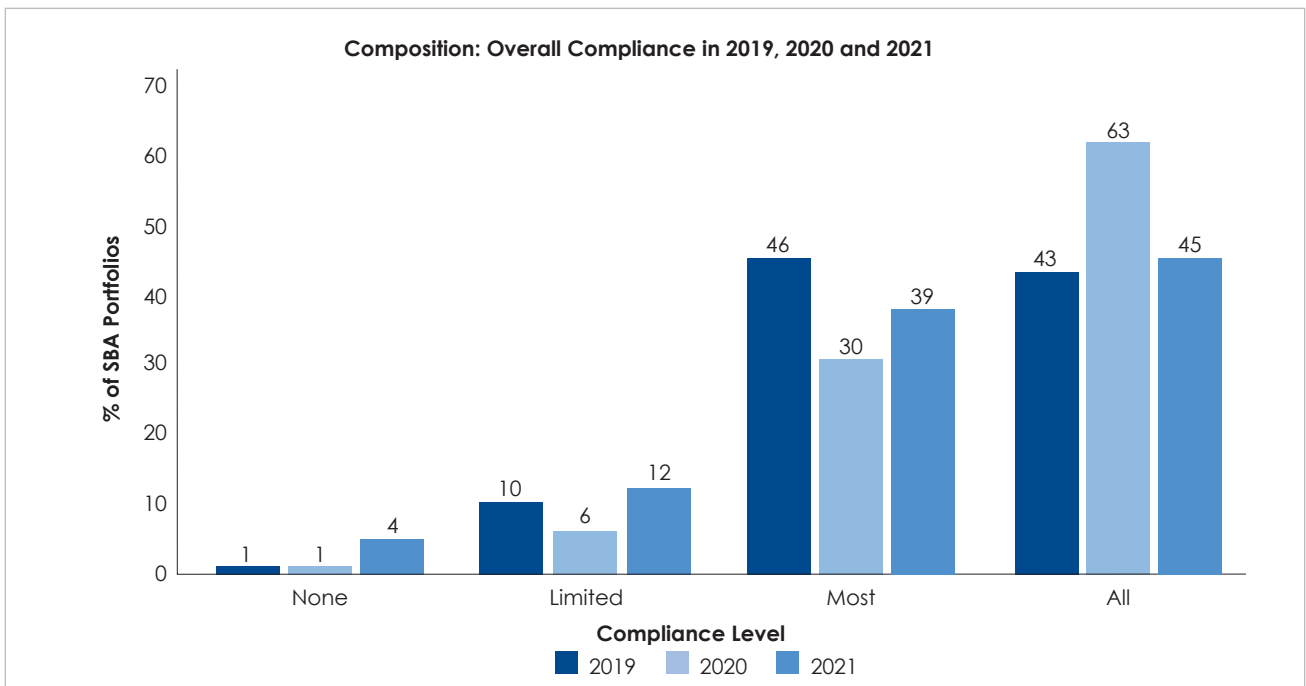


Figure 2C: Comparison of overall compliance in November 2019, 2020 and 2021

Figure 2C shows that there was a decline in the AET centres that were compliant in all respects with all the criteria in 2021 when compared to 2020, although the compliance was slightly higher than that of 2019.

2.3.3 Compliance of AET Centres with Each Criterion

In addition to the overall compliance indicated in Table 2C above, the levels of compliance per criteria varied per learning area and per learning site. The following section discusses the findings on the compliance of SBA portfolios of each learning site, per criterion.

a) Adherence to assessment guideline

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

In November 2021, SBA portfolios of five out of 29 AET centres (18%) were compliant in all respects with this criterion. SBA portfolios of 14 AET centres (63%) were compliant in most respects, five (18%) showed limited compliance and the other five (18%) were non-compliant with this criterion. The reason for the non-compliance and limited compliance was the exclusion of assessment plans with timelines, which was noted in five of the seven learning areas. (EMSC4, LIFO4, LCEN4, MLMS4, NATS4). Figure 2D illustrates the comparison of compliance with the adherence to assessment guideline criterion in 2020 and 2021.

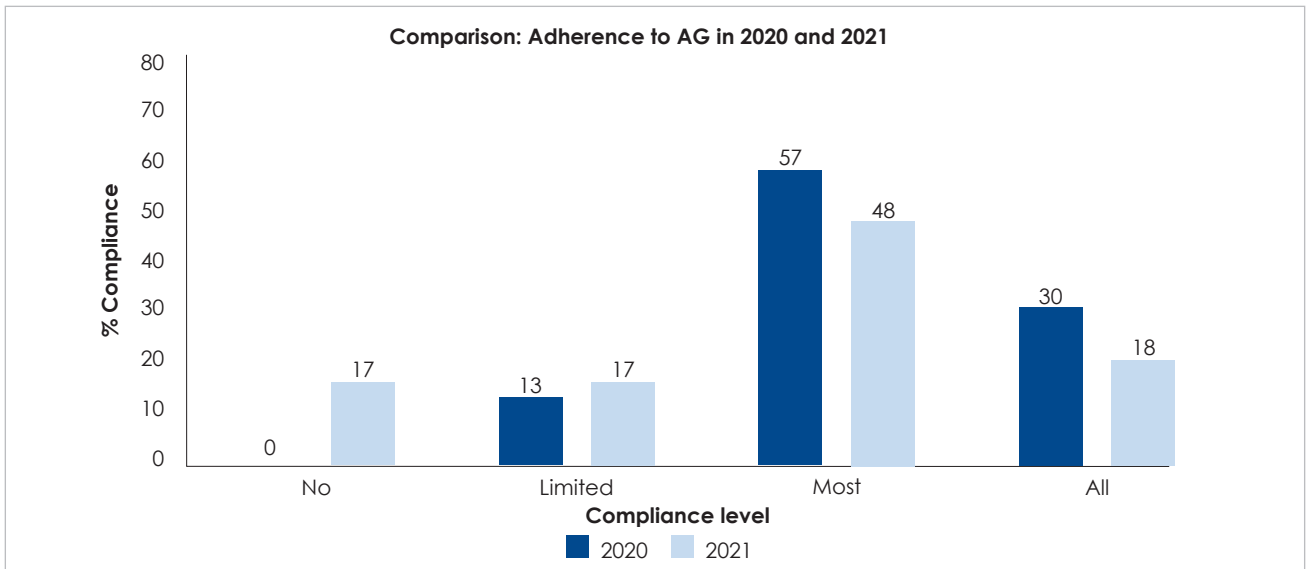


Figure 2D: Comparison of Compliance with Adherence to Assessment Guideline in 2020 and 2021

Figure 2D indicates that there was a decline in compliance in all respects (12%) and compliance in most respects (9%) when compared to November 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.

In November 2021, SBA portfolios of 24 out of 29 AET centres (83%) were compliant in all respects with this criterion. The SBA portfolios of four AET centres (14%) were compliant in most respects, none (0%) showed limited compliance and only one (3%) was non-compliant with this criterion. The one non-compliance was found in MLMS4 for Samancor-Central, which had no evidence of internal moderation or any feedback to the facilitator or students. Figure 2E illustrates the comparison of compliance with internal moderation in 2020 and 2021.

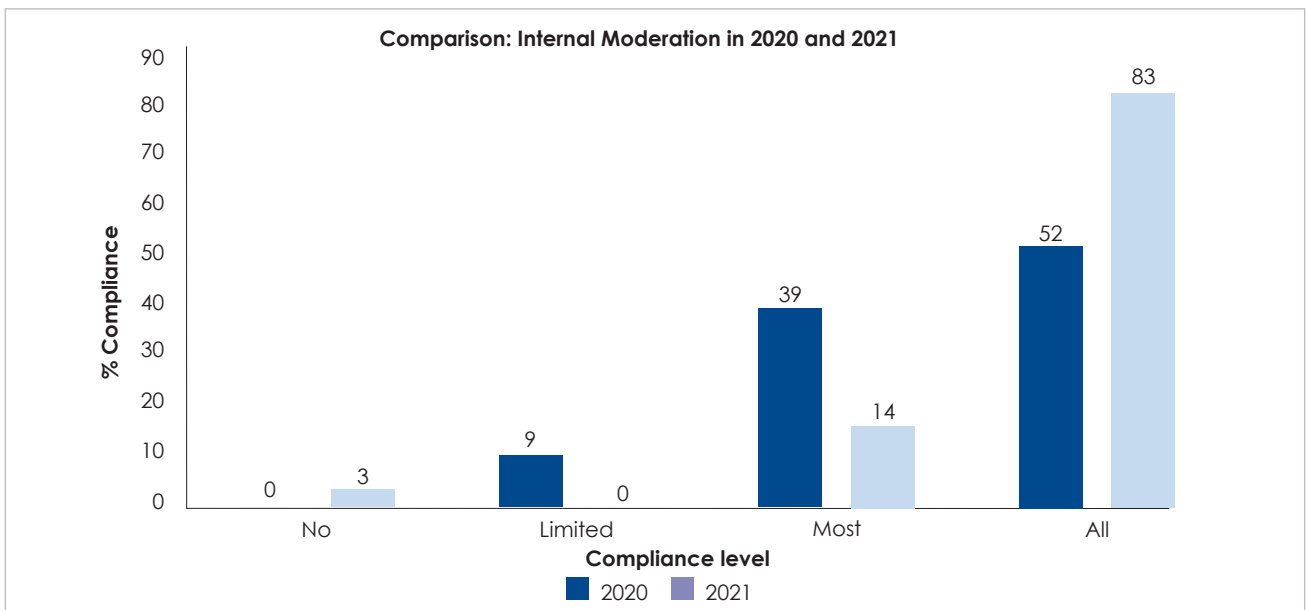


Figure 2E: Comparison of compliance with internal moderation in 2020 and 2021

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, in an orderly manner; and will reflect that the tasks were properly marked and internally moderated.

In November 2021, SBA portfolios of six out of 29 AET centres (21%) were compliant in all respects with this criterion. SBA portfolios of 23 AET centres (79%) were compliant in most respects, none (0%) showed limited compliance and/or were non-compliant with this criterion. Figure 2F illustrates the comparison of compliance with the structure and content of SBA portfolios criterion in 2020 and 2021.

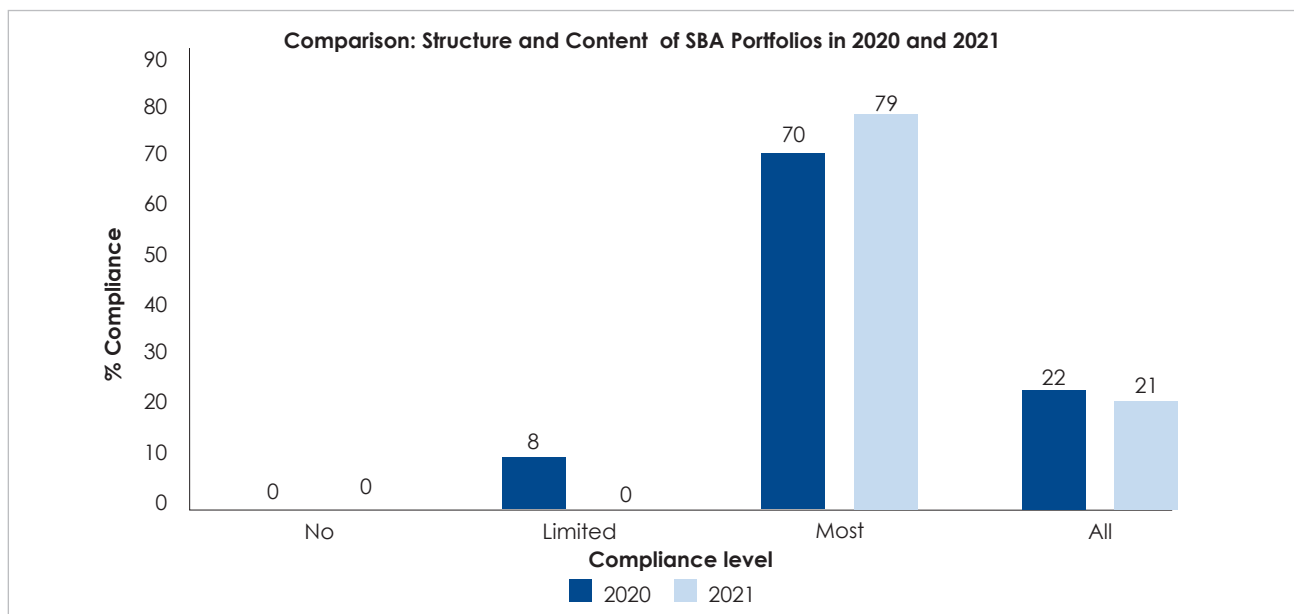


Figure 2F: Comparison of compliance with structure and content of the SBA portfolios in 2020 and 2021

Figure 2F indicates that there was a slight decline in compliance in all respects (1%) and an improvement of 9% in compliance in most respects when compared to November 2020.

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.

In November 2021, SBA portfolios of 15 out of 29 AET centres (52%) were compliant in all respects with this criterion. SBA portfolios of four AET centres (14%) were compliant in most respects, ten (34%) showed limited compliance and none (0%) showed non-compliance with this criterion. There was no evidence that the prescribed SBA tasks were implemented according to an assessment plan. Figure 2G illustrates the comparison of compliance with the implementation and assessment of SBA portfolios criterion in 2020 and 2021.

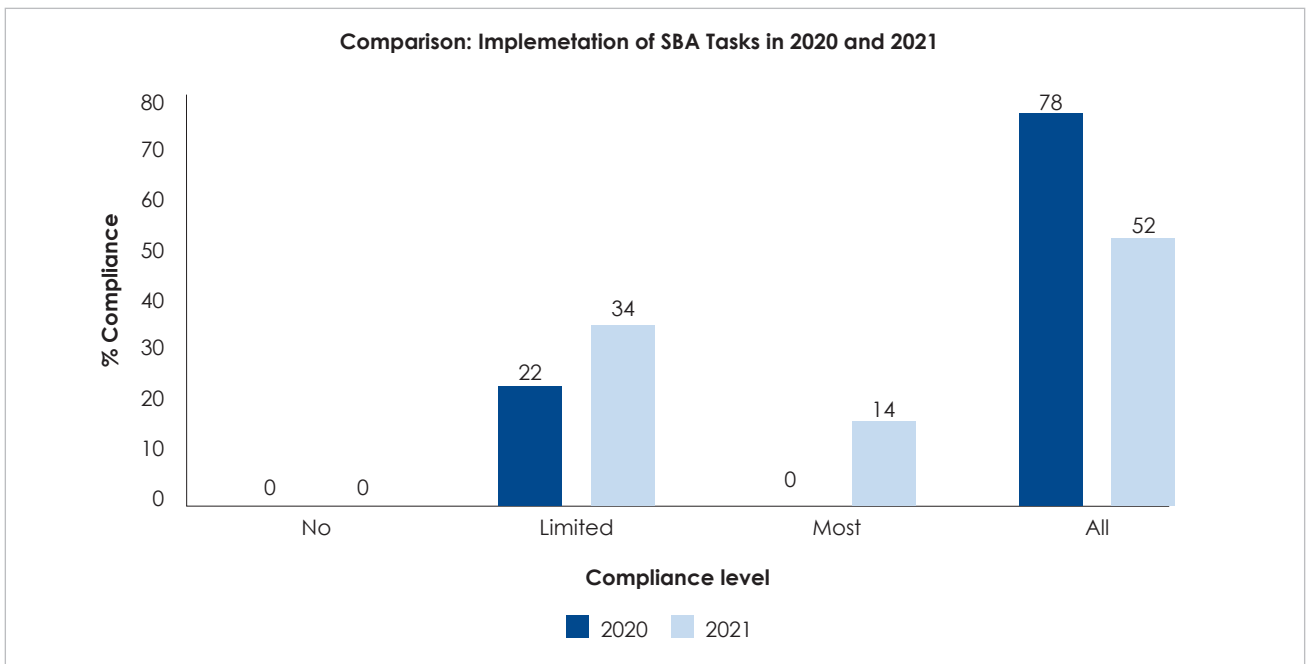


Figure 2G: Comparison of compliance with implementation of the SBA tasks in 2020 and 2021

Figure 2G indicates that there was a decline in compliance in all respects (26%) and an improvement of 14% in compliance in most respects when compared to November 2020.

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.

In November 2021, SBA portfolios of 13 out of 29 AET centres (45%) were compliant in all respects with this criterion. SBA portfolios of 16 AET centres (55%) were compliant in most respects, none (0%) showed limited compliance and/or non-compliance with this criterion. Figure 2H shows the comparison of compliance with the performance of students' criterion in 2020 and 2021.

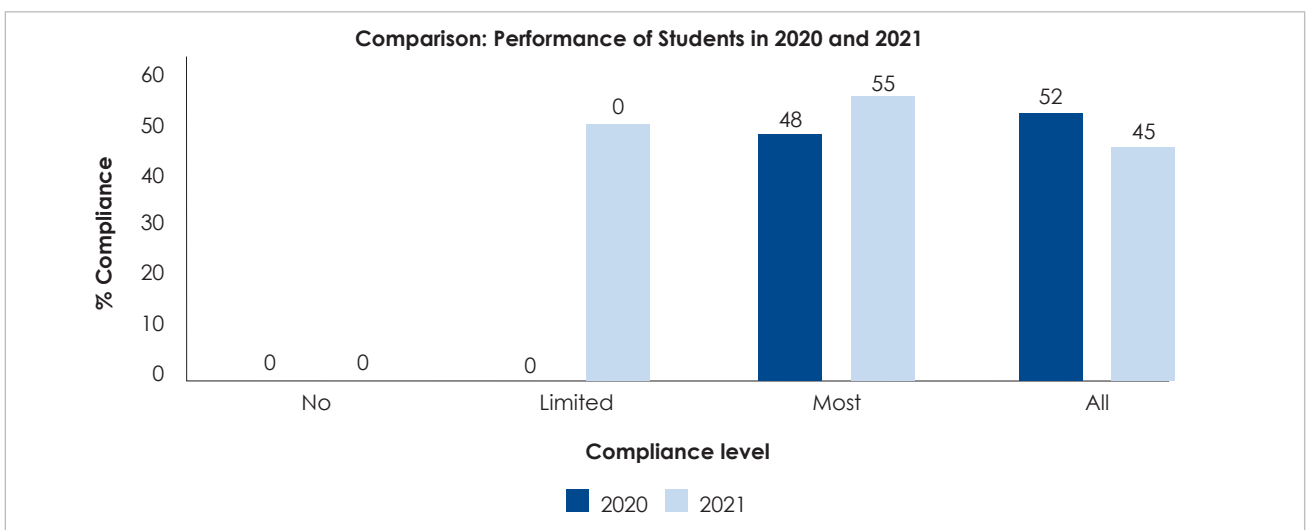


Figure 2H: Comparison of compliance with performance of students in 2020 and 2021

Figure 2H shows that there was a decline of 7% in compliance in all respects and an improvement of 7% in compliance in most respects with this criterion when compared to November 2020.

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.

In November 2021, SBA portfolios of 16 out of 29 AET centres (56%) were compliant in all respects with this criterion. SBA portfolios of seven AET centres (24%) were compliant in most respects, five (18%) showed limited compliance and only one (3%) showed non-compliance with this criterion.

Non-compliance with this criterion was identified in Mo Africa Tladi Centre (EMSC4), where marking was inconsistent with the marking guideline and the mark allocation was not in line with the performance of the learner. In LIFO4 and LCEN4, the quality and standard of marking was unacceptable, in many instances marks were inflated and there were cases of inaccuracies with the recording, totalling and transfer of marks. Figure 2J shows the comparison of compliance with the quality of marking criterion in 2020 and 2021.

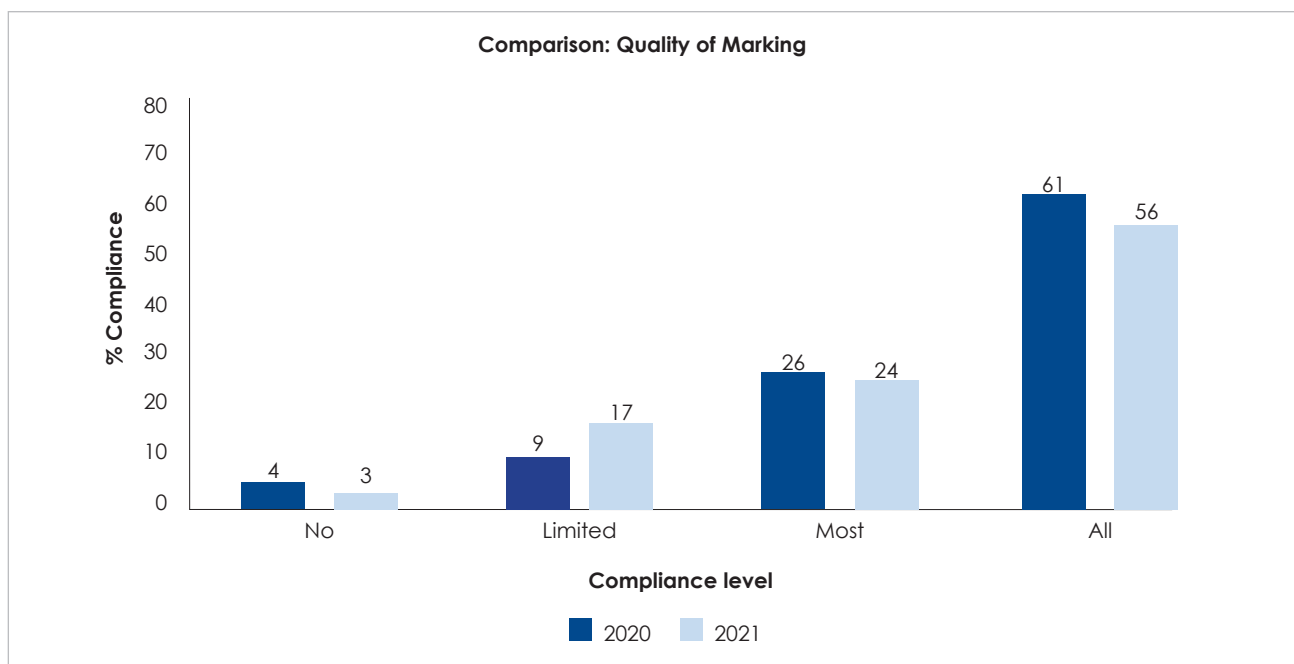


Figure 2I: Comparison of compliance with the quality of marking in 2020 and 2021

Figure 2I indicates that there was a slight decline in compliance in all respects (5%) and compliance in most respects (2%) when compared to November 2020. An increase of 8% in limited compliance, when compared to 2020, was also noticed.

2.4 Areas of Improvement

The following were noted as improvements:

- a. The improvement in the overall compliance of AET centres, when compared with that of 2020 and 2019;
- b. There was improvement in the submissions of PoA by AET centres; and
- c. The quality of marking has shown improvement compared with that of 2020.

2.5 Areas of Non-Compliance

The following were noted as concerns during the moderation process:

- a. The decline in the number of centres with SBA portfolios that were compliant in all respects with five out of six criteria;
- b. Inaccuracies in the totalling and transfer of students' marks; and
- c. An increase in the number of centres with SBA portfolios that showed limited compliance with three out of six criteria.

2.6 Directives for Compliance and Improvement

The following directives are issued to improve the implementation and moderation of SBA. The SACAI is required to ensure that:

- a. All AET centres that were non-compliant are supported to improve compliance with the requirements of the SBA; and
- b. All AET centres improve the quality and standard of marking so that marks allocated represent a true reflection of students' performance.

2.7 Conclusion

The chapter reported on the findings of the external moderation of SBA portfolios. A comparison of the levels of compliance for the November 2021 examination was made with those of November 2020, to check if there were any improvements in the implementation and moderation of SBA. Although the SACAI has shown improvement in most 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 SACAI must ensure that all AET centres registered to write examinations meet the requirements that are set for the implementation and moderation of SBA.

CHAPTER 3 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

Umalusi evaluated the preparedness of the South African Comprehensive Assessment Institute (SACAI) to conduct, administer and manage the November 2021 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination.

The main objectives were to:

- a. Evaluate the requisite preparedness and adequacy of manpower and infrastructure of the SACAI to conduct the November 2021 GETC: ABET examination;
- b. Evaluate the management and control systems that the SACAI has in place to ensure adherence to the delivery of a credible examination;
- c. Assess the progress on the implementation of recommendations made in addressing the directives for compliance and improvement issued after the November 2020 GETC: ABET examination; and
- d. Provide feedback to the SACAI on their readiness to conduct the examination.

3.2 Scope and Approach

Umalusi adopted a risk management-based approach to determine the level of preparedness of the SACAI to conduct, administer and manage the examinations. This approach aimed to identify potential risks that could hinder the SACAI in delivering a credible examination.

The following processes were implemented:

a) Completion of self-evaluation instrument by the SACAI

The SACAI conducted a self-evaluation on each process of the examination cycle by completing an instrument provided by Umalusi. Umalusi analysed the self-evaluation reports submitted by the SACAI and developed a risk profile of the state of readiness of the assessment body to conduct the 2021 examination.

b) Evidence-based verification audit

Umalusi used the documents submitted by the SACAI to identify risks that had the potential to compromise the credibility of the 2021 examinations.

3.3 Summary of Findings

The findings of the verification audits are presented, in accordance with predetermined key indicators for each of the focus areas that were used to evaluate the state of readiness of the SACAI to conduct examinations.

3.3.1 Compliance Status on 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

Umalusi established that the number of experienced personnel in key strategic positions was adequate to manage and conduct the 2021 November GETC: ABET examination.

b) Registration of candidates and centres

The registration processes for both candidates and examination centres were completed at the time of the audit by Umalusi.

i. Candidate registration

The SACAI finalised the registration of 386 candidates and submitted the registration and accommodations data to Umalusi. The number showed an increase from 105 candidates who registered to write the examination in 2020.

ii. Examination centres

The outcome of the verification process indicated that all 44 SACAI-established and registered examination centres were audited to conduct and manage the November 2021 examination.

c) Preparation, printing, packaging, storage and distribution of examination material

The SACAI had security measures in place for the printing, packaging, storage and distribution of question papers and submitted a succinct management plan that contained specific processes and the roles and responsibilities of involved officials. Elite Print and Projects (Pty) Ltd was officially appointed for the in-house printing, packaging and distribution of question papers and other examination material. The SACAI contractual service level agreement validated the expected function of Elite Print and Projects (Pty) Ltd. Umalusi acknowledged the following security measures:

- i. All staff assigned to work at the printing premises were required to sign confidentiality declaration forms;
- ii. At the printing site there were surveillance cameras inside and outside the printing, packaging and distribution area, linked to a 24-hour armed response security company;
- iii. Printing was done in a controlled, secure environment;
- iv. Stringent security measures were implemented in the printing room;
- v. A designated security guard provided security services from 06h00 to 18h00 in and around the premises and at night the site was monitored by an armed response security company;
- vi. Question papers, stored in two strong rooms with double-locking systems, were under camera surveillance. Only authorised personnel, under strict guard control, were allowed access;
- vii. Crates containing examination papers were in tamper-proof bags and were sealed with a steel bar, combination locks and cable ties prior to storage;
- viii. The SACAI appointed a courier service to distribute and collect the question papers on a weekly basis to and from the examination centres; and
- ix. The security vehicles were fitted with tracking devices.

Evidence of implementation of the documented management plan for printing is substantive and fully integrates the security measures for printing and distribution of the examination question papers

d) Management of internal assessment

Umalusi verified the implementation plan submitted by the SACAI for the submission, processing and moderation of online school-based assessment (SBA) portfolios. The SACAI scheduled 20 and 21 November 2021 to conduct the moderation of the SBA portfolios. Umalusi scheduled 27 and 28 November 2021 to conduct the external moderation of SBA portfolios, during the marking process. question papers

e) Monitoring of examinations

Umalusi was satisfied that the SACAI was adequately prepared for monitoring the writing of the 2021 November GETC: ABET examination. The monitoring plan and strategies to ensure the effective and efficient conduct of the 2021 examination included the following:

- i. COVID-19 protocols were in place to ensure adherence to health and safety restrictions during the writing of the examination; and
- ii. An online invigilator training manual and monitoring plan was submitted to Umalusi.

f) Management of examination irregularities

The SACAI has a functional standard operating procedure (SOP) for the management and conduct of unresolved examination irregularities and an Examination Irregularity Committee (EIC) to oversee examination and assessment irregularities throughout the examination phases. Guideline documentation to manage examination irregularities was in place and was included in the training manual for invigilators, monitors and markers.

g) Marker audit and appointments

The SACAI submitted a comprehensive marking management plan. Umalusi verified the policy, criteria and relevant documentation submitted by the SACAI for the appointment of all marking personnel: appointment criteria; number of appointed marking personnel; and training of the selected marking personnel.

Marker selection and appointments had been finalised and a database of appointed markers established.

h) COVID-19 protocols and implementation

Health and safety protocols were outlined in the management plan for the protection and safety of all parties during all phases of examination-related activities. Assessments and training was in place.

i) Systems for capturing examination and assessment marks

The SACAI submitted the system and management plans for capturing the 2021 November GETC: ABET examination marks.

3.3.2 Areas with Potential Risk to Compromise the Credibility of Examinations

The SACAI identified potential risks related to marking and developed mitigating strategies, which were submitted to Umalusi.

3.4 Areas of Improvement

There were no areas of improvement observed.

3.5 Areas of Non-compliance

There were no areas of non-compliance identified.

3.6 Directives for Compliance and Improvement

There are no directives for compliance to be issued.

3.7 Conclusion

The findings emanating from the verification audit confirmed the readiness of the SACAI to conduct, administer and manage the November 2021 GETC: ABET examination. The SACAI was commended on the auditing of all examination centres in preparation for the November 2021 examination. In addition, the SACAI was applauded for the measures taken to ensure that COVID-19 protocols and risk management strategies were adhered to, in promoting the delivery of safe and credible examinations.

CHAPTER 4 MONITORING THE WRITING AND MARKING OF EXAMINATIONS

4.1 Introduction

Umalusi monitored the conduct, administration and management of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) November 2021 examination, administered by the South African Comprehensive Assessment Institute (SACAI), as part of its compliance role to establish whether the examination sessions were administered credibly.

The SACAI examined the candidates who were registered to write the GETC: ABET November 2021 examination, which commenced writing on 5 November 2021 and ended on 19 November 2021. The marking of the scripts took place on 27 and 28 November 2021 at Tomorrow's People College, Faerie Glen, Pretoria. Umalusi monitored both the writing and marking phases.

This chapter reports on the two quality assurance processes undertaken by Umalusi and provides a summary of the findings of the monitoring of the writing and monitoring of the marking. The chapter, further, notes areas of improvement and areas of non-compliance. It provides directives for compliance and improvement and the SACAI must prepare, and report on, an improvement plan to address these.

4.2 Scope and Approach

The SACAI established 44 examination centres and one marking centre for the November 2021 examination. Umalusi monitored a sample of 13 examination centres for the writing phase and monitored one marking centre established for the marking session.

Umalusi collected the data using the Instrument for Monitoring the Writing of Examinations and Marking Sessions and related methodologies (observations and interviews). This quality assurance initiative was instrumental in verifying whether the examination was conducted credibly or not.

4.3 Summary of Findings

The findings detailed in Section A reflect a consolidated analysis of the reports on the monitoring of the writing and Section B highlights the findings of the monitoring of the marking centres of the November 2021 examination.

SECTION A: Monitoring the Writing of the Examination

Umalusi undertook its mandatory quality assurance oversight role and responsibility to check how well the SACAI met the regulatory obligations outlined for conducting, administering and managing the GETC: ABET examination. The findings are summarised in accordance with the criteria determined for monitoring the writing of examinations. 4.3.1 Management

The audit outcomes on the state of readiness revealed that the IEB had sufficient financial and human resources to conduct, manage and administer the November 2021 GETC: ABET National Qualifications Framework (NQF) Level 1 examination. The management also had contingency plans in place to

address unforeseen challenges that might compromise the integrity of the delivery of a credible examination.

4.3.1 General Administration

Umalusi monitored the writing phase of the examination, commencing with all activities and the execution of tasks related to preparation for the session, activities during the writing and proceeding to the packaging and transmission of answer scripts after writing. The following sub-sections summarise the findings from the monitoring of the examinations.

a) Management of examination question papers

Umalusi took cognisance that all 13 examination centres monitored complied with the criteria for the management of examination question papers at head office; and the coordinated, secure methods of distributing question papers to the examination venues. Safekeeping of examination scripts was implemented at all 13 centres. Eight of the examination centres used either a strong room or a safe for safekeeping examination material, while five centres stored examination materials in offices that had security measures that included CCTV cameras, alarm systems, double-locked doors, security gates and built-in and lockable cupboards. All chief invigilators verified that the correct question papers were delivered/collected and delivery documents were signed. The chief invigilators were responsible for taking the question papers to the examination rooms and they opened the sealed question papers in front of the candidates. All centres were in possession of dispatch documents that were signed by all authorised personnel.

b) Appointment records of invigilators

Principals/centre managers at 11 examination centres were trained by the assessment body and had letters of appointment as chief invigilators. It was further noted that chief invigilators trained, and appointed invigilators in writing, and this evidence was available in the examination files at all the examination centres.

Officials at two examination centres who were delegated the role of chief invigilator to manage the examination session were appointed in writing and trained by the assessment body.

c) Management of invigilator attendance

All invigilators arrived at the examination centre within the expected time. The invigilators signed the attendance registers at all 13 centres and the registers were in the examination file.

d) Examination document management

All examination centres had examination record files available for verification. Five of the 13 centres fully complied with all the required information and documentation for the current examination, consisting of the examination manual; examination timetable; invigilation and relief timetables; appointment letters of the chief invigilators and invigilators; seating plans; and absentee and irregularity forms. Only eight centres had the monitoring reports from the assessment body.

4.3.2 Credibility of the Writing of the Examination

The credibility of the writing of examinations is reliant on compliance with regulatory obligations outlined for the conduct, administration and management of the examinations. The findings observed, in accordance with Umalusi criteria during the monitoring of the examination, determine whether the examinations may have been compromised in any way. The sub-section of the key criteria relate to

the security of question papers at centres, examination administration in examination venues and application of examination procedures when examinations are in progress, as well as the handling of answer scripts by invigilators and examination incidents and/or irregularities.

The findings, as outlined below, were noted:

a) Security and supply of question papers

Safekeeping of examination scripts was implemented at all 13 centres. These were stored in either a strong room/safe and/or offices with security measures in place. The delivery of the question papers was done as per the delivery schedule of the assessment body, which employed a courier company.

The SACAI sent the question papers, secured in locked crates/boxes and sealed in satchels, on a weekly basis, via courier services, to 13 examination centres. The question papers were subsequently stored in a strong room/lockable lockers; alternatively in secured office areas, for safekeeping after arrival at all centres.

Other security measures included a security gate and security cameras. All chief invigilators verified the correctness of question papers, which were sealed upon delivery with dispatch documents signed accordingly. At all centres, question papers remained sealed until they were opened in front of the candidates.

b) Admission of candidates in the examination venue

With the exception of one examination centre, all centres adhered well to admitting candidates into the examination venues. The following areas of compliance were observed:

- i. All candidates arrived 30 minutes prior to the commencement of the examination;
- ii. A seating plan was available and candidates occupied their seats according to the seating plans; and
- iii. The invigilators at all centres verified admission letters or identity documents of the candidates on admission into the examination rooms.

c) Conduciveness of the examination venue

All examination centres adhered to the following regulations pertaining to the conduciveness of examination venues:

- i. Sufficient space to accommodate all candidates in various examination venues, with one-metre protocols was observed;
- ii. Suitable and adequate furniture was provided for each candidate;
- iii. Sufficient lighting was available; and
- iv. Water and ablution facilities were in close proximity to the examination venues.

d) Administration of the writing session

The administration of the writing sessions was well managed at most centres, which demonstrated the following:

- i. A clock was visible at ten centres; two centres did not have any time displayed; one centre had 30-minute slots indicated on the board;
- ii. The information board contained relevant information pertaining to the examination at ten centres; three centres had either the centre number or time only;
- iii. The examination room was free of any material that would have assisted the candidates in writing their examination;
- iv. All candidates were registered to write the November 2021 examination;

- v. At one centre calculators were not checked; and
- vi. No concessions for the examination were granted at the 13 centres.

e) Compliance with examination procedures

All monitored examination centres adhered to most of the regulated examination procedures diligently, as indicated below:

- i. Candidates were issued with the official question papers, which contained the answer books;
- ii. Invigilators verified the correctness of information on the cover page of the answer books at 11 centres, followed by the checking of the question papers for technical accuracy with the candidates at ten centres;
- iii. The chief invigilator opened the question papers in the presence of the candidates at all centres;
- iv. Examination rules were read to the candidates;
- v. Candidates were escorted each time they temporarily left the examination room and a record of evidence was available;
- vi. No unauthorised personnel were in the examination venues during the examination session;
- vii. Invigilators at two centres were engaged in other activities during the examination session;
- viii. Candidates were allowed to leave the examination room during the last 15 minutes of the examination session at one centre.

Examination compliance measures in some centres were not adhered to and, to some extent, these centres compromised the time allotted for the administration of the writing session. The following were noted:

- i. The examination at two centres commenced eight and ten minutes, respectively, after the stipulated start time; and
- ii. There was no evidence of state of readiness (SOR) visits by the assessment body in the examination files at three centres.

f) Handling of answer scripts

Answer scripts were managed in an orderly manner and all the centres monitored demonstrated acceptable procedures, as highlighted:

- i. Invigilators collected the scripts from the candidates when the examination period ended; while at four examination centres candidates signalled to invigilators to collect their scripts when they completed their examination;
- ii. All the scripts were counted and packaged in the examination room. This was done according to the examination numbering sequence, as reflected on the mark sheets;
- iii. Only authorised personnel were present during the packaging process;
- iv. The number of scripts at all centres corresponded with the number of candidates present and who had written the examination; and
- v. The number of scripts packaged corresponded with the number written on the wrapper.

Scripts were sealed in the official satchels provided by the SACAI, in the presence of the Umalusi monitor, and one centre reported an incident. Measures and procedures, as prescribed by the SACAI for the security of examination question papers, were implemented by the chief invigilators. These measures included scripts being locked in lockable security bins and kept in a strong room until collection by the contracted courier service, according to the SACAI schedule. Scripts were dropped off at the head office for once centre where there were no secure storage facilities available; one centre dropped off the scripts at the courier company to be delivered to head office.

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

The following incidents impacted the late commencement of the examination session, as indicated in the monitoring reports:

- i. At one examination centre the chief invigilator did not receive the code to open the sealed satchel containing the examination scripts in time. The late retrieval of the code from the assessment body led to delayed access to the answer books and question papers; and the delayed distribution of question papers and preceding activities for the writing of the examination, by ten minutes;
- ii. Although the examination at two centres commenced ten and eight minutes late, respectively, the examination ended on time; and
- iii. The question papers at three centres were distributed late, which resulted in a delay in writing activities.

h) Compliance with occupational, health and safety requirements

Eleven centres implemented COVID-19 protocols.

SECTION B: Monitoring of the Marking of Examinations

The SACAI used a college in Pretoria as the marking centre for the duration of the marking period.

The findings are summarised in this chapter, in accordance with the criteria determined for monitoring the marking centre, in preparation for the marking of examinations scripts.

4.3.3 Planning and Preparation

The SACAI is commended on very satisfactorily adhering to the quality assurance criteria prescribed by Umalusi.

a) Appointment of marking personnel

The SACAI selected and appointed marking personnel based on their expertise and in accordance with the set protocols for marking requirements. The list of appointed marking personnel was available at the monitored marking centre; and identified the centre manager, chief markers, internal moderators, markers and examination assistants.

b) Availability of marking management plans

The SACAI had a comprehensive marking management plan, inclusive of all critical activities, in place pertaining to the marking processes, which was implemented pedantically.

c) Availability of scripts and marking guidelines

The SACAI ensured that all the scripts and accompanying guidelines for the subjects to be marked were made available to the marking personnel at the commencement of marking. This promoted an efficient and effectively managed process. The memorandum was discussed and standardised on the first morning of the marking.

d) Storage and safekeeping of scripts

The appointed security company escorted the SACAI representative from head office to deliver the scripts to the marking centre a day prior to the marking, as a prerequisite for the marking process. The SACAI had comprehensive and transparent procedures for storage and safekeeping of scripts and implemented these accordingly. Two security guards were posted at the entrance and inside the marking centre, respectively. No unauthorised persons were allowed into the distribution room.

Once marking was concluded, the security guard escorted the SACAI representative back to head office to store the marked scripts in the SACAI strong room, for data capturing.

e) Management and control of scripts

The SACAI fully implemented its security system for checking and controlling scripts during delivery at the marking centre. The scripts were captured on receipt by the in-house printing facility and a report was generated detailing the scripts received, per centre and per learning area.

The marking centre manager at the SACAI was responsible for the control and distribution of answer scripts from the script control storage room to the respective marking rooms. A strict script control procedure was executed, as follows:

- i. Scripts were collected from the marking centre manager by the internal moderators and taken to the marking rooms;
- ii. The movement of answer scripts from the internal moderators was acknowledged and signed-off by the chief markers on receipt of the scripts;
- iii. When marking concluded, chief markers signed the mark sheets and returned the scripts to the internal moderators;
- iv. The internal moderators, subsequently, returned the scripts to the centre manager;
- v. From the control room, the scripts were moved to the SACAI strong room for data capturing; and
- vi. The scripts were recounted and accounted prior to the capturing of marks and subsequent storage.

The management and control of scripts proceeded proficiently and in accordance with the management plan process.

4.3.4 Resources (Physical and Human)

Umalusi observed that the SACAI marking centre was conducive and well resourced with physical and human resources to undertake the marking process.

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

A new, fully serviced college facility was utilised as the marking venue. The venue was suitable and spacious for the marking session and security services inside and outside the building were applied. The owner of the building was present to see to the needs of the centre manager.

The venue was suitably equipped with appropriate and adequate furniture and the availability of essential communication facilities. The control room was spacious enough to accommodate all the scripts that were marked. COVID-19 protocols that required social distancing between markers were strictly adhered to.

b) Capacity and availability of marking personnel

A list of appointed marking personnel was made available by the SACAI for verification. A staggered marking programme was implemented and on the day of monitoring, 11 markers, seven chief markers and seven internal moderators were available for marking eight examination subject papers.

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

The venue was conducive and there were sufficient rooms available for the marking session. The control room was spacious enough to accommodate all the scripts that were marked. The SACAI did not provide overnight accommodation for the markers as they resided within travelling distance from the venue.

d) Quality of food provided for markers

The SACAI appointed a catering company for all marking personnel. Well-prepared refreshments and a lunch, according to dietary requirements, was provided.

e) Compliance with occupational, health and safety requirements

The marking centre complied with the health and safety requirements. This included fire extinguishers at strategic points, availability of first aid kits and a doctor on call in case of emergencies. The SACAI COVID-19 Committee ensured that COVID-19 protocols were implemented diligently and a COVID-19 testing centre was available a block from the venue. Evacuation signs, fire extinguishers and ablution and water facilities' signage were clearly displayed. Ablution facilities were situated within close proximity of the marking rooms.

4.3.5 Provision of Security and Measures

Umalusi observed that 24-hour security measures provided by the SACAI at the marking centre were adequate both indoors and outdoors.

a) Access control into the marking centre

Security personnel were stationed at the main gate and entrance to the marking venue and controlled access to the premises under stringent measures. The marking personnel used their identity document and letters of appointment to gain access to the marking centre. Visitors were required to produce their identity document and seek approval from the centre manager prior to gaining access to the marking centre.

b) Movement of scripts within the centres

The in-house movement of scripts was well managed by the centre manager and the internal moderators. The movement of scripts was controlled through a register and checklist and the marked scripts were returned to the centre manager. They were subsequently stored in the SACAI strong room for data capturing. Internal moderators signed a control sheet for the receipt and return of scripts.

4.3.6 Training of Marking Personnel

Umalusi observed the SACAI marking training session prior to the markers undertaking the marking process. This was in accordance with the management plan and robust discussions pertaining to marking were held.

a) Quality and standard training sessions across subjects

Umalusi observed the training of markers, chief markers and internal moderators, conducted by the manager, on the day of monitoring. The training was interactive, relevant and of good quality and addressed all relevant areas pertaining to the marking guidelines.

b) Adherence to norm time

The norm time for the marking was eight hours. The daily start and closing of the marking centre was from 08:00 to 16:00 and included time for lunch and tea breaks.

4.3.7 Management and Handling of Detected Irregularities

The SACAI has an established Examinations Irregularity Committee (IEC), which is guided by an irregularity policy to ensure that a sound approach is implemented, methodically, in the handling of all examination irregularities. Umalusi acknowledges the comprehensive and well documented plans in place to manage any alleged irregularity. Appointed markers were trained in the identification of different types of irregularities that might be detected during the marking process and the reporting protocols for such irregularities. Markers complete an irregularity report when any irregularity is detected. The scripts in question are flagged and presented to the IEC for further investigation and decision-making, prior to forwarding the results to Umalusi.

4.4 Areas of Improvement

The following areas of improvement were noted during the 2021 November GETC: ABET examination:

- a. Umalusi commends the SACAI for establishing and promoting strict health and safety measures for candidates at writing venues and markers at the marking centre; and abiding in the COVID-19 protocols in these challenging times; and
- b. Secondly, for auditing all examination centres for their state of readiness to administer the 2021 November GETC: ABET examination.

4.5 Areas of Non-Compliance

The following areas of non-compliance were identified:

- a. At three examination centres, question papers were not checked for technical accuracy, while at two centres, the correctness of the cover page of the answer book was not verified;
- b. At five centres, there was no strong room/safe available for safe keeping of assessment material;
- c. At two centres, clocks were not displayed in the examination room;
- d. No evidence was found in the examination file at three centres of their state of readiness to administer the examination by the assessment body;
- e. At three centres the information board had limited information that indicated either the centre number and/or the time only;
- f. At two centres, examinations commenced eight and ten minutes late;
- g. Candidates were allowed to leave the examination room during the last 15 minutes of the examination session at one centre;
- h. The centre manager and the chief invigilator were engaged in other activities during the examination session; and
- i. Distribution of question papers at two centres was done at 9:00 and at one centre, at 9:06.

4.6 Directives for Compliance and Improvement

The SACAI must ensure that:

- a. The training of chief invigilators and invigilators are continuously strengthened to ensure a credible examination by adhering to the conduct, administration and management of the examination in the required manner; and

- b. As part of improvement measures, feedback on the findings and recommendations be provided to the respective centres.

4.7 Conclusion

Notwithstanding the current challenges experienced due to the COVID-19 pandemic and the unprecedented third-wave restrictions, the examinations proceeded with minimal areas of non-compliance at the examination centres monitored. The assessment body diligently adhered to the necessary COVID-19 protocols and health and safety measures to protect the lives of candidates and markers. Umalusi thus commends the SACAI on administering and managing the writing and marking of the November 2021 NSC examination in a satisfactory manner.

CHAPTER 5 APPOINTMENT OF MARKING PERSONNEL

5.1 Introduction

Umalusi audits the selection, appointment and training of marking personnel to ensure that the quality and standard of the 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 compromises the fairness and reliability of marks awarded to candidates and, therefore, threatens the credibility of the GETC: ABET examinations and the qualification as a whole. The appointment of qualified and competent marking personnel is imperative for assessment bodies and for Umalusi.

The purpose of the audit process is to verify the quality of marking personnel appointed; and to monitor the training of marking personnel involved in marking and moderation of marking of the November 2021 GETC: ABET examination.

5.2 Scope and Approach

Umalusi requested that the South African Comprehensive Assessment Institute (SACAI) submit information on the selection and appointment of marking personnel for the November 2021 GETC: ABET examination. The following information was requested from the SACAI:

- i. Criteria for the appointment of marking personnel;
- ii. List of appointed marking personnel and reserve lists; and
- iii. Summary of appointed marking personnel, per category, indicating the registered candidates.

Umalusi received information from the SACAI and conducted a desktop audit of the appointed marking personnel. In conducting the audit, Umalusi verified the following:

- a. Criteria for appointment of different categories of marking personnel;
- b. Appointed marking personnel;
- c. Qualification of appointed markers;
- d. Teaching/facilitation experience of appointed markers;
- e. Marking experience of appointed markers; and
- f. Plans for the training of marking personnel.

Umalusi audited all appointed marking personnel to verify whether suitably qualified and experienced marking personnel were appointed to mark the November 2021 GETC: ABET examination. Umalusi also verified whether novice markers were to be included in the appointed marking personnel.

5.3 Summary of Findings

The following section discusses the findings, based on the information that was provided by the SACAI.

5.3.1 Criteria for the Appointment of Marking Personnel

To be considered for appointment as marking personnel, the SACAI requires applicants who:

- a. Have a three- or four-year teaching qualification;
- b. Have at least two years' teaching experience in the relevant learning area at ABET Level 4 or equivalent;
- c. Occupy a teaching, lecturing, training or facilitator post at an educational institution, or be an official of the Department of Higher Education and Training (DHET) involved in the learning area applied for; and
- d. Have necessary language proficiency and learning area competency to mark the relevant examination answer scripts.

A qualification in the learning area applied for was not a criterion for appointment.

Applicants were required to submit:

- i. Curriculum vitae showing tertiary qualifications;
- ii. Certified copy of certificate, diploma or degree qualification in Education. A certificate or diploma in ABET would be advantageous;
- iii. Evidence of assessor and/or moderator training;
- iv. Evidence that applicants' foreign qualifications were evaluated by the South African Qualifications Authority (SAQA) (foreign nationals); and
- v. Work permit or any relevant documentation that allows the individual to work legally in South Africa (foreign nationals).

Prospective applicants for appointment as examinations assistants were expected to include proof of their registration at a recognised institution of higher learning. Appointed applicants were also supposed to attend training arranged by the SACAI.

5.3.2 Recruitment and Appointment of Marking Personnel

The SACAI has a pool of examiners and internal moderators who are contracted to develop and moderate GETC: ABET examinations and site-based assessment (SBA) tasks and portfolios.

Recruitment is conducted through various means, including the SACAI website and word-of-mouth. Potential candidates are required to submit their curriculum vitae and shortlisted candidates are invited to an interview at the SACAI offices. The selection panel consists of the chief executive officer, the quality assurance manager and an administration person who acts as a scribe. Successful candidates are offered a five-year contract. Training is arranged and appointed examination personnel are utilised for the AET Level 1-3 processes, to allow them to gain experience in the assessment process, while their progress is monitored. They are gradually introduced, as novice markers, to the National Qualifications Framework (NQF) Level 1 processes.

Marking personnel for the November 2021 GETC: ABET examination were selected from the pool of contracted examiners, internal moderators and markers in the SACAI database. The number of marking personnel to be appointed per learning area is determined by the number of candidates registered to write examinations in each learning area.

The SACAI selected and appointed 25 marking personnel, comprised of examiners, internal moderators and markers, from the pool of contract workers. Table 5A shows the number of marking personnel appointed by the SACAI, per learning area, to mark the November 2021 GETC: ABET examination.

Table 5A: Appointed marking personnel per learning area

Learning area	Registered candidates	Markers	Internal	Deputy chief marker	Number of senior markers
Communication in English (LCEN4)	162	3	1	1	5
Economic and Management Sciences (EMSC4)	55	1	1	-	2
Human and Social Sciences (HSSC4)	54	1	1	-	2
Life Orientation (LIFO4)	76	1	1	1	3
Mathematical Literacy (MLMS4)	318	6	1	1	8
Natural Sciences (NATS4)	53	1	1	1	3
Small, Medium and Micro Enterprises (SMME4)	47	1	1	-	2
Total	765	14	7	4	25

The SACAI also appointed two examinations assistants to assist with the checking of scripts during the marking process.

5.3.3 Qualifications of Applicants

The SACAI indicated that personnel who would be involved in the November 2021 GETC: ABET marking would be selected from the SACAI database. According to the SACAI, all the individuals in their database had the required qualifications. During desktop verification and audit, Umalusi noticed the following information regarding the qualifications of markers, as summarised in Table 5B below.

Table 5B: Qualifications of Appointed Markers

No.	Learning area	Qualification		Learning area specialisation
		Lowest	Highest	
1	Communication in English	Certificate in Assessor & Moderator	B. Ed	Not indicated
2	Economic and Management Sciences	Certificate in Assessor & Moderator	PGCE	Not indicated
3	Human and Social Sciences	N/A	N/A	Not indicated
4	Life Orientation	Diploma in Education	Diploma in Education	Not indicated
5	Mathematical Literacy	Diploma in ABET	B. Sc in Maths and Statistics	Mathematics indicated in 1/6
6	Natural Sciences	Higher Diploma in ABET	B. Ed (Hons)	Not indicated
7	Small, Medium and Micro Enterprises	Diploma in ABET	M. Ed	Not indicated

Learning area specialisation was not indicated in six out of seven learning areas. The lowest qualification was a concern in two learning areas (LCEN4 and EMSC4) as two of the appointed markers had only assessor and moderator qualifications.

5.3.4 Teaching Experience

The information summarised in Table 5C on the teaching/facilitation experience of markers was supplied by the SACAI.

Table 5C: Teaching/facilitation experience of appointed markers

No.	Learning area	Qualification		Currently teaching NQF Level 1
		Lowest	Highest	
1	Communication in English	7 years	21 years	3/3
2	Economic and Management Sciences	9 years	12 years	2/2
3	Human and Social Sciences	6 years	6 years	1/1
4	Life Orientation	6 years	6 years	1/1
5	Mathematical Literacy	5 years	24 years	5/6
6	Natural Sciences	6 years	16 years	3/3
7	Small, Medium and Micro Enterprises	8 years	28 years	2/2

The teaching/facilitation experience of the appointed marking personnel ranged from five years (in MLMS4) to 28 years (SMME4). All appointed marking personnel were currently teaching the learning areas appointed to mark at NQF Level 1 in six learning areas. One marker appointed was not currently teaching the learning area (MLMS4).

5.3.5 Marking Experience

The marking experience of potential markers ranged from five years in one learning area (HSSC4) to 28 years in one learning area (SMME4). Most markers had been marking for a minimum of six years (as markers).

Table 5D: Marking experience of appointed markers

No.	Learning area	Qualification		Comments
		Lowest	Highest	
1	Communication in English	6 years	25 years	No novice marker
2	Economic and Management Sciences	9 years	11 years	No novice marker
3	Human and Social Sciences	5 years	5 years	One not indicated
4	Life Orientation	11 years	11 years	No novice marker
5	Mathematical literacy	6 years	21 years	No novice marker
6	Natural Sciences	6 years	16 years	No novice marker
7	Small Medium and Micro Enterprises	7 years	28 years	No novice marker

Verification by Umalusi revealed that no novice markers were appointed in any of the seven learning areas; however, marking experience was not indicated in one learning area (HSSC4, one marker).

5.3.6 Plans for the Training of Marking Personnel

The SACAI conducted training on 6 November 2021. The purpose was to build capacity among the marking personnel to improve the quality of marking and moderation. Umalusi verified the training material. Marking personnel were trained in marking and quality assuring examination scripts as well as moderation of SBA portfolios. The training of examinations assistants took place during the standardisation of the marking guidelines, in preparation for the marking of scripts.

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

- i. Principles of marking;
- ii. Moderation of marking;
- iii. Controlling the flow of scripts;
- iv. Identification and management of irregularities;
- v. Moderation of SBA portfolios; and
- vi. Transfer of marks.

5.4 Areas of Improvement

The following was noted:

- a. The SACAI contracts examiners and internal moderators for five years. This ensures consistency and stability in the marking process; and
- b. There is a database of all contracted examiners, internal moderators and markers.

5.5 Areas of Non-Compliance

The following were noted as concerns:

- a. The SACAI did not provide information regarding the learning area specialisation of appointed marking personnel in six out of seven learning areas;
- b. The lowest qualifications of appointed markers in LCEN4 and EMSC4 had nothing to do with the respective learning areas;
- c. A marker who is not currently teaching the learning area at NQF Level 1 was appointed (MLMS4);
- d. Marking experience was not indicated in one learning area (HSSC4); and
- e. Novice markers were not appointed in all seven learning areas.

5.6 Directives for Compliance and Improvement

The SACAI is required to ensure that:

- a. The information regarding the specialisations in respective learning areas is provided for each appointed member of the marking personnel;
- b. Suitably qualified and experienced markers are appointed; and
- c. Novice markers are appointed in all learning areas.

5.7 Conclusion

The advent of COVID-19 has compelled Umalusi to work in a different manner to ensure that it fulfilled its mandate of quality assurance of assessments. The audit of appointed marking personnel had to be conducted using a desktop verification model to minimise personal contact with assessment bodies. Relying on the information that was received from the SACAI on the appointment of marking personnel,

Umalusi was able to draw conclusions regarding the compliance of the SACAI in ensuring that suitably qualified and experienced marking personnel were appointed. The SACAI is required to ensure that the information provided is complete to enable Umalusi to conduct the audit. The SACAI is also required to study the findings and act on the directives for compliance, in order to improve on the shortcomings identified.

CHAPTER 6 QUALITY ASSURANCE OF MARKING

6.1 Introduction

The quality assurance of marking conducted for the South African Comprehensive Assessment Institute (SACAI) is comprised of two processes: the standardisation and approval of the final marking guidelines; and verification of the marking of candidates' scripts.

The meetings to standardise marking guidelines provided a platform for markers, internal moderators and Umalusi moderators to discuss expected responses to each question of the examination question paper to be written during the November 2021 GETC: ABET examination. The meetings ensured that the marking personnel involved in the marking process had a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included, that responses are correct and clarity of marking instructions are provided in the final marking guidelines. Participants are expected to engage in discussions and agree on the expected responses before the final marking guidelines are approved.

Verification of marking is the quality assurance of assessment process conducted by Umalusi to ascertain that marking is conducted fairly and that marking guidelines are applied consistently in all learning areas. Verification of marking evaluates adherence to the standardised marking guidelines approved by Umalusi during the standardisation of marking guideline 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 whether internal moderation is conducted during marking;
- d. Identify possible irregularities; and
- e. Confirm whether marking is fair, credible, reliable and valid.

6.2 Scope and Approach

The SACAI conducted the standardisation of marking guidelines for the November 2021 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination on 27 November 2021 in preparation for the marking process. Marking guidelines for seven learning areas were standardised. The process took place using a face-to-face approach at Tomorrow's People College, in Faerie Glen, Pretoria, the marking centre of the SACAI.

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 guidelines meetings; and
- f. Approval of the final marking guidelines.

Umalusi moderators attended the standardisation of marking guideline meetings to monitor the proceedings, provide guidance where needed, take final decisions and to approve the final marking guidelines to be used during actual marking. After the standardisation of marking guideline meetings, Umalusi conducted the verification of marking in all seven learning areas.

Verification of marking was conducted immediately after the finalisation and approval of the final marking guidelines. Umalusi selected samples of scripts for verification while marking was in progress. The selected samples were from different examination centres and were representative of candidates' different levels of achievement. On-site verification of marking enabled the marking personnel to implement recommendations by Umalusi moderators immediately while marking was under way.

Umalusi moderators verified the marking and reported on the findings using the Quality Assurance Instrument for the Verification of Marking. The instrument focuses on the following criteria:

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

6.3 Summary of Findings

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

6.3.1 Standardisation of Marking Guidelines

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.

a) Attendance of marking personnel

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

The SACAI appointed marking personnel per learning area and two examination assistants, who worked across learning areas during marking. Examination assistants checked the accuracy of totalling, recording and transferring of candidates' marks. They also checked that all responses were marked and assisted with general administrative work. Two examination assistants were appointed to work across the learning areas, depending on where and when their services were required. Table 6A indicates the number of marking personnel who attended the standardisation of marking guideline meetings, per learning area.

Table 6A: Number of marking personnel per learning area

No.	Learning area	Number of marking personnel
1	Communication in English (LCEN4)	5
2	Economic and Management Sciences (EMSC4)	2
3	Human and Social Sciences (HSSC4)	2
4	Life Orientation (LIFO4)	3
5	Mathematical Literacy (MLMS4)	9
6	Natural Sciences (NATS4)	3
7	Small, Medium and Micro Enterprises (SMME4)	2
TOTAL		26

Mathematical Literacy had the highest number of marking personnel (nine), followed by Communication in English (five). Life Orientation and Natural Sciences both had three marking personnel. The remaining three learning areas, Economic and Management Sciences, Human and Social Sciences and Small, Medium and Micro Enterprises, each had two.

b) Verification of question papers and marking guidelines

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

Verification was done in all seven learning areas at the beginning of the discussions. Umalusi moderators confirmed that all question papers were the final versions that were approved during the external moderation process.

c) Preparation for the standardisation of marking guidelines meeting

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

It has become the norm that the SACAI sends question papers and their respective marking guidelines to all marking personnel prior to the date of meeting. This enables marking personnel to check the accuracy and correctness of the marking guidelines. This is done by checking each response against each question in the question paper. Marking personnel were required to include alternative responses that had been omitted, correct incorrect responses and provide clarity on marking instructions, where necessary. Attendees are expected to mark a dummy script before attending the meeting. This is done in preparation for the discussions, which are conducted in groups at the meetings. The marking personnel in all seven learning areas came prepared for the process.

d) Standardisation of marking guidelines process

This criterion checks the actual process of standardising the 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.

In Natural Sciences, the examiner chaired the meetings. In Human and Social Sciences and Small, Medium and Micro Enterprises, the chief markers chaired meetings. In the remaining four learning areas, the internal moderators chaired the meetings. The marking personnel started by confirming whether they had all received the question papers and corresponding marking guidelines sent to them. After confirmations by all participants, the marking personnel went through each item in the question paper and the corresponding responses in the marking guideline. They discussed possible

alternative responses to each item. Responses were corrected and marking instructions clarified. After much discussion in various groups, they all finally agreed on a common marking guideline. Dummy scripts were then marked to test the accuracy and usability of the standardised marking guideline. After marking the dummy scripts, marking personnel in each learning area engaged in further discussions to clarify any challenges that may have arisen.

In instances where participants raised further alternative responses, these were rigorously discussed before a decision could be taken to either accept or reject them. Considering the rigour involved in the discussions, one would confidently declare that the standardisation of marking guideline meetings enhanced the level of understanding and contributed to a common interpretation of marking guidelines by the marking personnel. The role of Umalusi during this process was to:

- 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.

e) Training during the standardisation of marking guideline meetings

This criterion checks whether training in the use of the amended marking guidelines was conducted. The achievement of a common understanding and interpretation of the marking process is also verified. Participants in the meetings are required to attend the discussions having marked dummy scripts provided by the SACAI. They are expected to conduct pre-marking to familiarise themselves with the candidates' responses.

Chairpersons of different learning areas confirmed this at the beginning of the meetings. Participants from all learning areas confirmed having received a dummy script to pre-mark before they attended the standardisation of marking guideline meeting.

After discussing the marking guidelines and any amendments, the marking personnel were required to mark another dummy script. This was done to test the accuracy of the amended marking guideline, as well as to check whether further amendments were required. This also checked that the marking instructions were clear and established that there was common understanding and interpretation of the standardised marking guidelines.

f) Quality of the final marking guidelines

Umalusi measured the quality and standard of a marking guideline according to whether it included general marking instructions, clarity of marking instructions, non-ambiguity, was sufficiently detailed to ensure reliability of marking and considered candidates' own wording in responses. This criterion also checks the accuracy, correctness, inclusion of alternative responses and whether it allows for consistent marking accuracy.

At the end of the meeting and after rigorous discussions in the different groups, both Umalusi and the marking personnel of the SACAI agreed on the final marking guidelines. These had the following qualities:

- i. The marking guideline included general instructions on marking;
- ii. The marking instructions were not vague or general 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 different approaches that candidates might take.

Based on the above, marking guidelines were regarded as accurate, correct and included all possible alternative responses approved by Umalusi and allowed for follow-on marking where required.

g) Approval of the final marking guidelines

This criterion checks whether amendments and the final marking guidelines were finally approved by Umalusi.

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

6.3.2 Verification of Marking

This section discusses the findings of the verification of marking conducted in all seven learning areas. The findings are based on a sample of 80 scripts selected in the verification of marking process. The section is anchored on the four key moderation criteria mentioned in 6.2 above and summarises the key qualitative findings, per moderation criterion.

a) Adherence to the marking guideline

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

In all seven learning areas (EMSC4, HSSC4, LCEN4, LIFO4, MLMS4, NATS4 and SMME4), Umalusi found that markers adhered to the marking guideline. During the marking process no further alterations to the guidelines were made. Deviations in total marks allocated by marking personnel were mainly a result of common errors and not necessarily deviations in the marking guideline. In most cases, deviations were within the acceptable tolerance range and corrected during moderation of marked scripts.

b) Quality and standard of marking

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

The marking personnel were consistent in their allocation of marks and marking was in line with the marking guidelines. The quality and standard of marking was good, although there were minor challenges. Mark allocation was consistent even though there were cases where marks allocated by the marker differed, insignificantly, from the marks allocated by the internal moderator. These inconsistencies were, in all cases, identified and corrected by the Umalusi moderator. Marks allocated were mainly within the tolerance range.

Most of the sampled scripts in different learning areas were internally moderated. Variations in marks above the tolerance range were evident only in scripts that were not moderated internally. This occurred in EMSC4, HSSC4, and LIFO4 where, in certain instances, deviations of 4% and 5% were

observed and corrected by re-marking the scripts. It was concerning, however, to detect that in all learning areas, marks allocated by the marker, internal moderator and external moderator were all different. Out of a sample of ten scripts in EMSC4 and LCEN4, moderated marks were similar for one candidate only. These batches of scripts were re-marked. In HSSC4, there was no point at which mark allocation by three different personnel were similar. This was attributed to errors in totalling the marks. The examination assistants were thorough in checking allocation of marks, including totalling and transferring marks. Other than the discrepancies identified, external moderators confirmed that marking was fair.

c) 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 were no irregularity cases identified and/or reported in any of the seven learning areas during marking.

d) 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, indicate questions with high and low average performances. This will assist the assessment body in advising curriculum providers regarding teaching and learning.

From the sample that Umalusi moderated, the pass rate was as follows: in EMSC4, 90%; in HSSC4, 80%; in LCEN4, 70%; in LIFO4, 80%; in MLMS4, 30%; in NATS4, 50%; and in SMME4, 90%. The overall performance was good.

i. Economic and Management Sciences (EMSC4)

The verification of marking was conducted in a sample of ten out of 49 scripts marked by the SACAI. The question paper consisted of five questions. Figure 6A indicates the performance of sampled candidates per question.

Question 1 had the highest average performance, of 67%. Question 1 had short-response questions and it covered all Unit Standards (US). Question 3 had the lowest average performance, of 32%. This

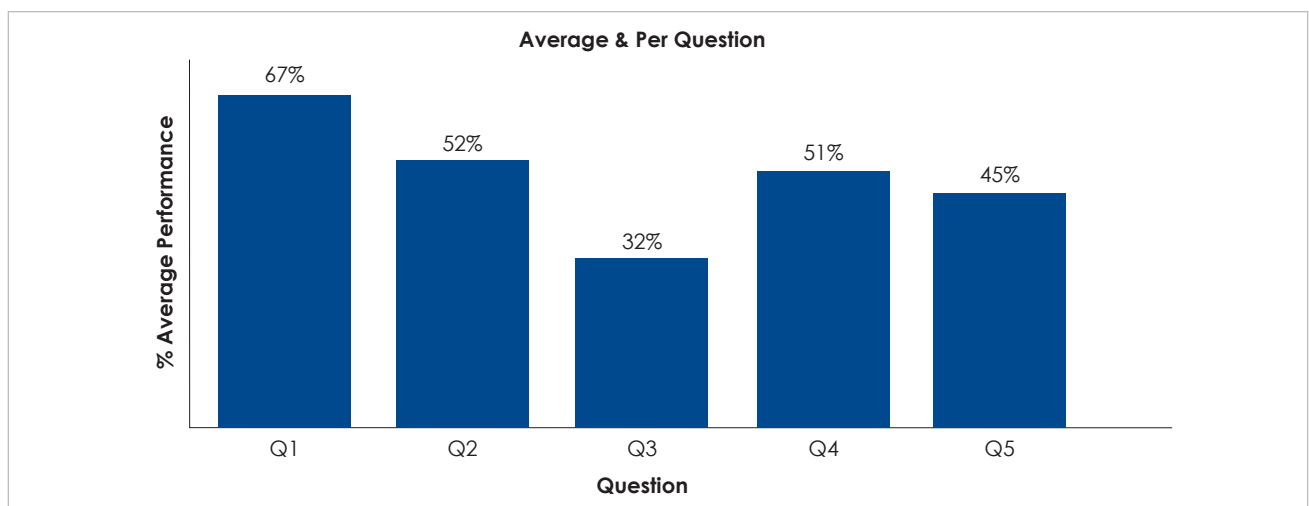


Figure 6A: Candidate performance in EMSC4 per question – ten scripts

question covered contracts and candidates struggles with this question. Table 6B shows the mark distribution of ten sampled scripts

Table 6B: 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	0	0	1	3	4	1	1	0	0

Table 6B indicates that, from the sample, 90% of the candidates passed and 10% failed. The mark distribution in this examination ranged from 39% to 70%. The pass rate indicated that none of the candidates obtained 10% and below. Despite the good performance shown by candidates, none obtained 80% and above.

ii. Human and Social Sciences (HSSC4)

The verification of marking was conducted in a sample of ten out of 49 scripts marked by the SACAI. The question paper consisted of eight questions. Figure 6B indicates the performance of sampled candidates per question.

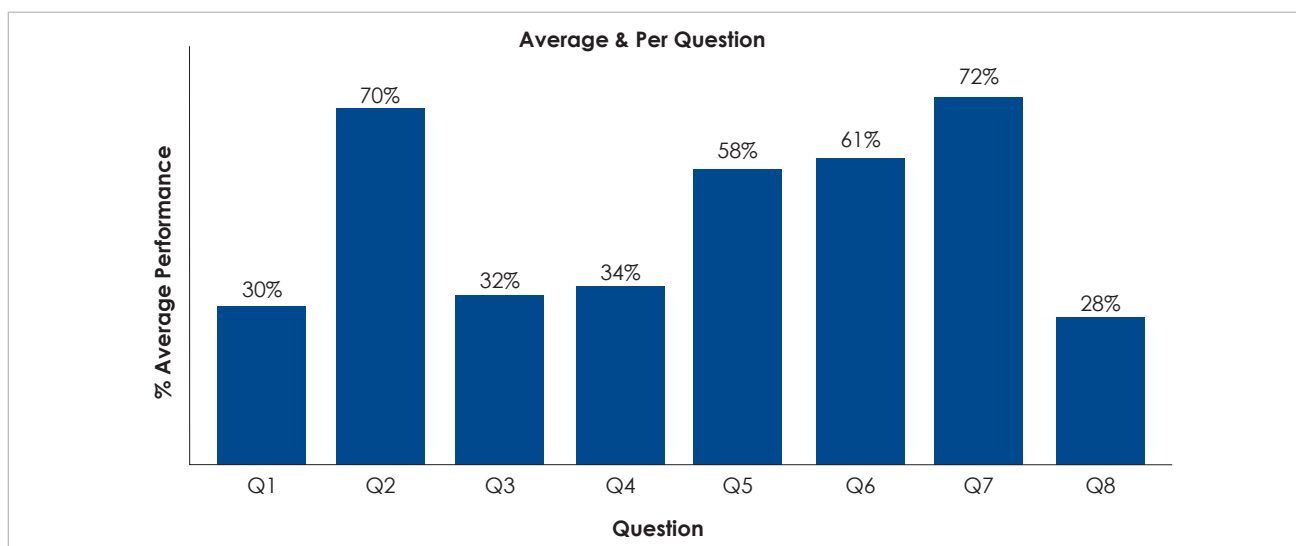


Figure 6B: Candidate performance in HSSC4 per question – ten scripts

Question 7 had the highest average performance, with 72%. Question 7 was about natural disasters (floods). Question 8 had the lowest average performance, at 28%. Question 8 was an essay-type question, based on socio-economic changes after the 1994 elections and the role of citizen participation and possible barriers to political participation. Table 6C shows the mark distribution of ten sampled scripts.

Table 6C: 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	1	1	0	2	5	1	0	0	0

Table 6C indicates that, from the sample, 80% of the candidates passed and 20% failed. The mark distribution in this examination ranged from 18% to 68%; and none of the candidates obtained 10% and below or 80% and above.

iii. Communication in English (LCEN4)

The verification of marking was conducted in a sample of ten out of 142 scripts marked by the SACAI. The question paper consisted of six questions. Figure 6C indicates the performance of sampled candidates per question.

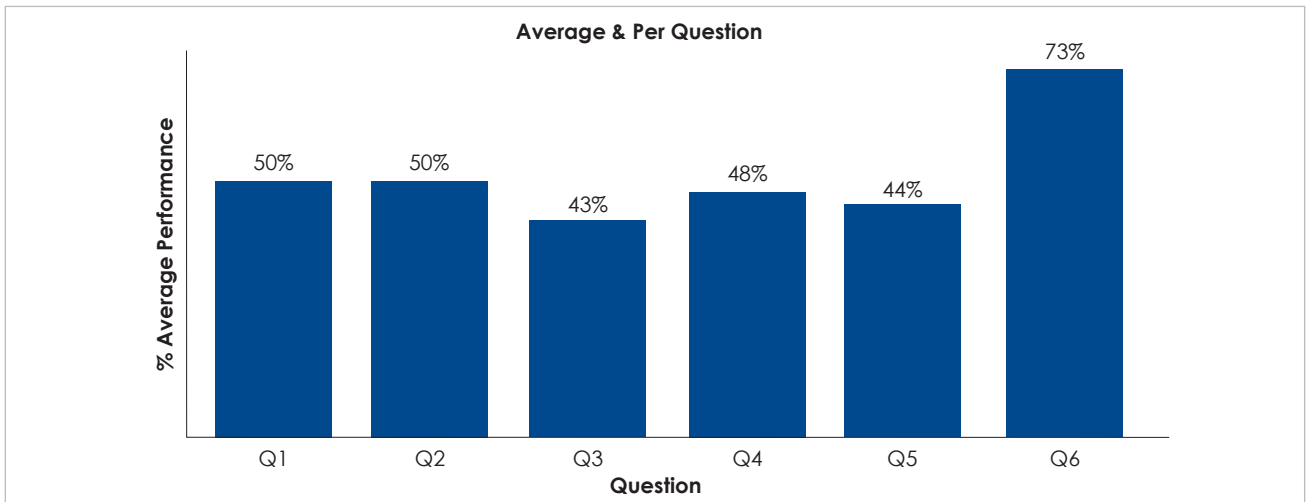


Figure 6C: Candidate performance in LCEN4 per question – ten scripts

Question 6 had the highest average performance, at 73%. Candidates were expected to write a short transactional piece. Question 3, on poetry, had the lowest average performance (43%). Table 6D shows the mark distribution of ten sampled scripts.

Table 6D: 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	0	2	1	2	2	3	0	0	0

Table 6D indicates that, from the sample, 70% of the candidates passed and 30% failed. The mark distribution in this examination ranged from 26% to 69%. None of the candidates obtained 10% and below and none obtained 80% and above.

iv. Life Orientation (LIFO4)

The verification of marking was conducted in a sample of ten out of 69 scripts marked by the SACAI. The question paper consisted of nine questions. Figure 6D indicates the performance of sampled candidates per question.

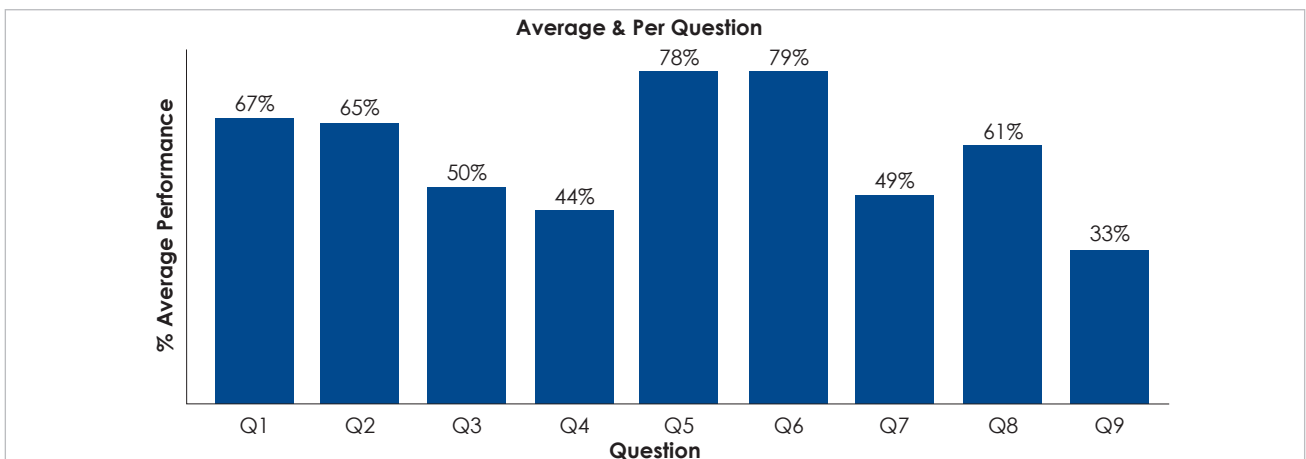


Figure 6D: Candidate performance in LIFO4 per question – ten scripts

Question 6, about HIV/AIDS had the highest average performance, at 79%. Question 9, which had the lowest average performance at 33%, covered time management. Table 6E shows the mark distribution of ten sampled scripts.

Table 6E: 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	1	1	1	0	3	2	1	1

Table 6E indicates that, from the sample, 80% of the candidates passed and 20% failed. The mark distribution in this examination ranged from 29% to 91%. The pass rate indicated shows that none of the candidates obtained 10% and below. Two candidates obtained 80% and above.

v. Mathematical Literacy (MLMS4)

The verification of marking was conducted in a sample of ten out of 290 scripts marked by the SACAI. The question paper consisted of ten questions. Figure 6E indicates the performance of sampled candidates per question.

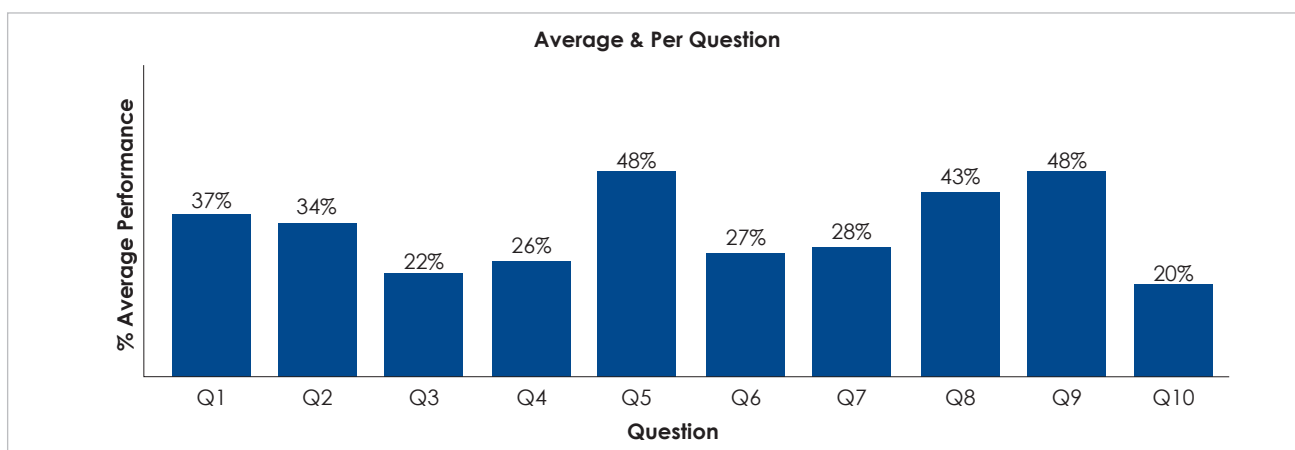


Figure 6E: Candidate performance in MLMS4 per question – ten scripts

Questions 5 and 9 had the highest average performances, at 48%. These questions covered transformations and angles, and data handling, respectively. Question 10 had the lowest average performance (20%). This question covered real-life problem-solving. Table 6F shows the mark distribution of ten sampled scripts.

Table 6F: 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
0	1	4	2	1	2	0	0	0	0

Table 6F indicates that, from the sample, 30% of the candidates passed and 70% failed. The mark distribution in this examination ranged from 20% to 55%. Table 6F indicates that none of the candidates obtained 10% and below or 80% and above.

vi. Natural Sciences (NATS4)

The verification of marking was conducted in a sample of ten out of 47 scripts marked by the SACAI. The question paper consisted of five questions. Figure 6F indicates the performance of sampled candidates per question.

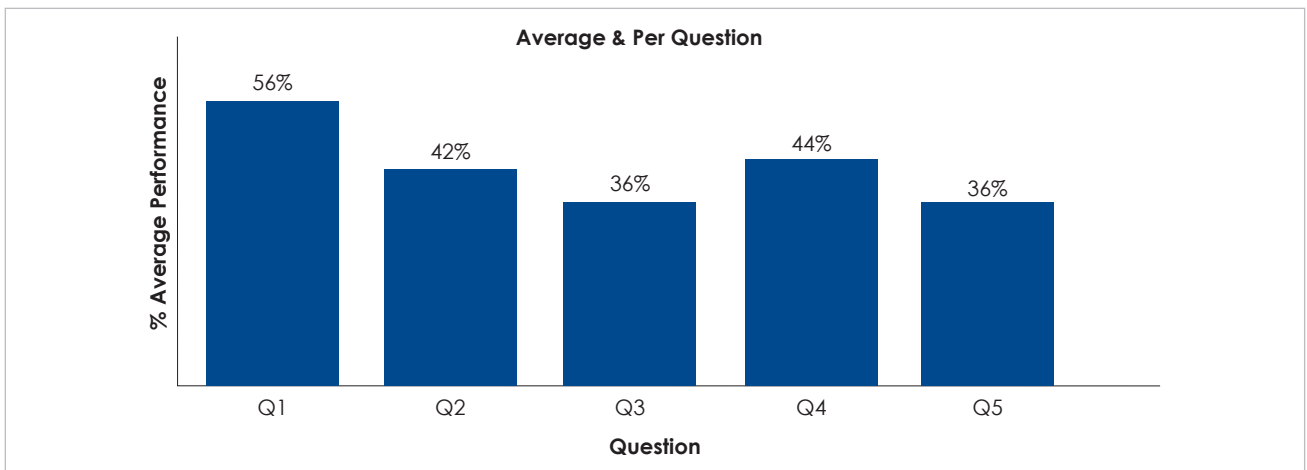


Figure 6F: Candidate performance in NATS4 per question – ten scripts

Question 1 had the highest average performance, at 56%. Question one covered four themes with short-response questions. Questions 3 and 5 had the lowest average performance (36%). These questions covered life, living and food chains, organic material and electrolytes. Table 6G shows the mark distribution of ten sampled scripts.

Table 6G: 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	0	1	4	1	2	2	0	0	0

Table 6G indicates that, from the sample, 50% of the candidates passed and 50% failed. The mark distribution in this examination ranged from 24% to 66% and no candidates obtained 10% and below or 80% and above.

vii. Small, Medium and Micro Enterprises (SMME4)

The verification of marking was conducted in a sample of ten out of 43 scripts marked by the SACAI. The question paper consisted of three questions. Figure 6G indicates the performance of sampled candidates per question.

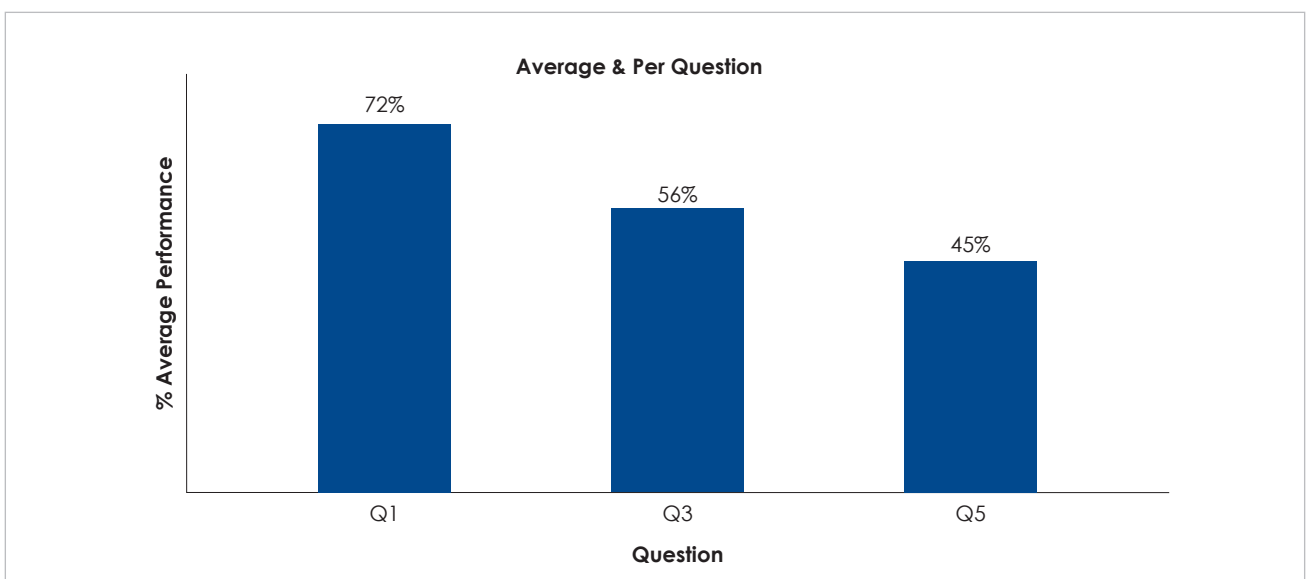


Figure 6G: Candidate performance in SMME4 per question – ten scripts

Question 1 had the highest average performance, at 72%. Question 1 had short-response questions, which were taken across all themes. Question 3 had the lowest average performance (45%). This question covered US 10006 to 10009. Table 6H shows the mark distribution of ten sampled scripts.

Table 6H: 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	0	0	1	0	3	5	1	0	0

Table 6H indicates that, from the sample, 90% of the candidates passed and 10% failed. The mark distribution in this examination ranged from 37% to 73%. None of the candidates obtained 10% and below and none obtained 80% and above.

6.4 Areas of Improvement

The following was noticed as an improvement:

- a. There was improvement in the quality of marking in all the learning areas..

6.5 Areas of Non-Compliance

None noted

6.6 Directives for Compliance and Improvement

None noted

6.7 Conclusion

It was observed during the verification of marking process that the quality of marking had improved. Few cases of inconsistencies in marking were identified. Deviations in many cases were within the tolerance range. Most markers in all the learning areas that were verified were consistent in marking. The training of markers that normally takes place before marking starts proved to be helpful in ensuring that markers were more alert during the marking process. It was also observed that most questions were focused. The marking guidelines provided all possible responses to the questions.

CHAPTER 7 STANDARDISATION AND RESULTING

7.1 Introduction

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

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

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

7.2 Scope and Approach

The South African Comprehensive Assessment Institute (SACAI) presented seven learning areas for the October/November 2021 examination associated with the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) for standardisation purposes. These were Mathematical Literacy; Life Orientation; Human and Social Sciences; Economic and Management Sciences; Small, Medium and Micro Enterprises; Language, Literacy and Communication: English; and Natural Sciences. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

7.2.1 Development of Historical Averages

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

7.2.2 Capturing of Marks

Umalusi followed a three-phase procedure during the verification of mark capturing. The first phase involved the recording of candidates' marks from candidates' scripts at the marking centre, for comparison with standardisation and resulting data. The second phase involved the monitoring of the SACAI capturing process; and the final phase involved the verification of the recorded candidates'

marks against the standardisation and resulting data. The verification of capturing was monitored at the SACAI head offices at Garsfontein, Pretoria.

7.2.3 Verification of Datasets and Standardisation Booklets

The SACAI submitted standardisation datasets and electronic booklets as per the Umalusi management plan. The standardisation datasets were verified and approved before the submission of the standardisation booklet. The standardisation e-booklets and the standardisation datasets were approved during the first submission.

7.2.4 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the GETC: ABET examinations were held on 17 December 2021. Umalusi was guided by many factors, including qualitative and quantitative information, to reach the standardisation decisions. Qualitative inputs included evidence-based reports presented by the SACAI and reports from Umalusi's external moderators and monitors on the conduct, administration and management of the examination. As far as quantitative information was concerned, Umalusi considered historical averages and pairs analysis in conjunction with standardisation principles.

7.2.5 Post-Standardisation

Beyond standardisation meetings, the SACAI submits the final adjusted marks and candidates' resulting files to Umalusi for verification and eventual approval.

7.3 Summary of Findings

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

7.3.1 Development of Historical Averages

The historical norm was developed from the previous five November examination sittings. Only the Mathematical Literacy and Language, Literacy and Communication: English examinations had had five previous examination sittings, while the other learning areas' norms had a minimum of two to three examination sittings. An interim norm was used for Natural Sciences since it did not have sufficient history to develop its own norm.

The SACAI submitted the historical averages for verification, in accordance with the Umalusi management plan. Outliers were identified in only one subject, as highlighted in Table 7A, and the outlying examination sitting was excluded in developing the norm.

Table 7A: Number of marking personnel per learning area

Level	Code	Instructional offering	Excluded examination sessions
1	0061943001	Mathematical Literacy	201710

7.3.2 Capturing of Marks

The SACAI developed and adhered to its policy guideline for capturing marks. A management plan to capture the marks was developed and adhered to. The SACAI used six permanent staff members (two capturers, two verifiers and two standby personnel) for the capturing process. No current training was provided for the personnel owing to their having previous capturing experience; and there were sufficient computers allocated for capturing. The SACAI set aside two backup computers for capturing, in the event they encountered issues with the available computers. An appointed security company transported the answer scripts and mark sheets to the capturing facility in sealed packets, accompanied by the resulting and certification manager. All mark sheets attached to the answer scripts were kept in the storage facility at the SACAI offices. However, Umalusi noted that although the SACAI did not utilise any movement control register for tracking mark sheets, there were no risks identified during mark capturing.

The SACAI employed a double-capturing system, whereby two separate personnel with separate log-in details captured and verified the marks. Any unclear mark on a mark sheet was traced back to the answer scripts. All marks verified during the process were accurately captured. Although Umalusi noted that there were blank columns on the mark sheet against absent candidates, all capturers consistently applied the same principles, thus no risk was posed to the mark capturing. Umalusi recommended to the SACAI that a stamp be made for the chief markers' signature, as some signatures on mark sheets were not clear.

The SACAI had a CCTV surveillance cameras and alarm system in the office where scripts were stored and no unauthorised personnel were allowed in the office. An online system with automatic backup was utilised. All mark changes to captured marks was done by the system administrator, the only person with access to do so. The SACAI had a generator available as backup in the event of a power failure during the capturing process. No downtime was experienced during the current process of capturing. All the marks recorded by the monitor at the marking and capturing centre were successfully verified against the standardisation and resulting data.

7.3.3 Verification of Datasets and Standardisation Booklets

The submitted standardisation datasets and electronic booklets for the October/November GETC: ABET examinations conformed to the Umalusi Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy. The standardisation datasets and electronic booklets were submitted in accordance with the Umalusi management plan. The standardisation datasets and electronic booklets were verified and approved at the first submission.

7.3.4 Pre-Standardisation and Standardisation

At the pre-standardisation and standardisation meetings for the GETC: ABET L4 examination held on 17 December 2021, Umalusi was guided by many factors, including qualitative and quantitative information.

During the evidence-based report presentation, the Assessment Standards Committee (ASC) expressed concern that in the SACAI presentation, most issues had no impact on the standardisation process. The ASC observed a general improvement in learners' performance in most subjects compared to October 2020, the exceptions being Life Orientation and Mathematical Literacy. The ASC also observed that, although the number of candidates in Mathematical Literacy had increased significantly, the

examination paper was more difficult than expected. It urged the SACAI to put measures in place to manage the setting of examination papers.

After Umalusi satisfied itself of the reliability of the information presented, all the learning areas presented were standardised. Table 7B presents a summary of the standardisation decisions arrived at.

Table 7B: Standardisation decisions for the GETC: ABET examination

Description	Total
Number of learning areas presented	7
Raw marks accepted	6
Adjustments (mainly upwards)	1
Adjustments (mainly downwards)	0
Provisionally standardised	0
Not standardised	0
Number of learning areas standardised	7

7.3.5 Post-Standardisation

The standardisation decisions and adjustments to datasets were approved during the first submission while the statistical moderation and resulting datasets were approved after the first submission.

7.4 Areas of Improvement

The following areas of compliance were observed:

- a. The SACAI submitted the standardisation datasets and booklets timeously;
- b. The SACAI adhered to the management plan during the capturing of marks. This was commendable; and
- c. The availability of a generator as a backup during the capturing of marks was highly commendable.

7.5 Areas of Non-compliance

The SACAI should ensure that:

- a. The evidence-based reports and presentation to the ASC should focus only on issues that may disadvantage or advantage learner performance.

7.6 Directives for Compliance and Improvement

None noted.

7.7 Conclusion

The standardisation process was successfully conducted and decisions were accepted by both the SACAI and Umalusi. The decisions taken on whether to accept the raw marks or to perform slight upward or downward adjustments were based on sound educational reasoning.

CHAPTER 8 CERTIFICATION

8.1 Introduction

Umalusi is responsible 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), mandated by its founding amended General and Further Education and Training Quality Assurance (GENFETQA) Act, 2001 (Act No. 58 of 2001). In addition, Umalusi upholds the adherence to policies and regulations promulgated by the Minister responsible for Higher Education and Training for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

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 responsible for Higher Education and Training for the General Education and Training Certificate, as registered on the NQF.

The quality assurance processes instituted by Umalusi in terms of certification ensure that the qualification awarded to a learner comply with all the requirements for the qualification, as stipulated in the regulations. The South African Comprehensive Assessment Institute (SACAI) is required to submit all student 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 the learners, that all results are approved by Umalusi 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 registered for the 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 the data received from the SACAI. The certification data must correspond with the quality-assured results, keeping in mind that all changes to marks must be approved before they are released to students. Where discrepancies are detected, the SACAI is obliged to provide supporting documentation and explanations for such discrepancies. This process ensures 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 SACAI to the directives for certification as specified in the regulations for certification.

8.2 Scope and Approach

The period covered in this report is 1 December 2020 to 30 November 2021. All requests for certification received during this period that were finalised, in other words, with feedback provided to the SACAI by Umalusi, are included and addressed in this report. The main examinations covered in this report are the October 2020 and June 2021 examinations.

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

This chapter focuses on shortfalls in compliance with certification directives by the SACAI; and how this can affect the quality assurance processes and the certification of learner achievements.

In addition, this chapter includes statistics on the number of requests, in the form of datasets, that were received, with an indication of the percentage of rejections in the applications resulting from non-compliance with the directives. The number and type of certificates issued in this period are also provided.

With the processing of the 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 should be seen as key points that need to be addressed.

8.3 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 because it lays the foundation for a credible qualification.

After the SACAI has conducted the examinations, all results are submitted to Umalusi for standardisation, statistical moderation and resulting of the learner achievements. In addition, 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.

The general principles that must be adhered to are that all results must be approved before release; and the request for certification must be 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 must then be requested to correct marks on a certificate already issued.

The certification of learner achievements improved, and the candidate information submitted for certification was correct. The certification data was aligned with the approved results and therefore certification could be performed without any problems. Learning Area certificates were issued to successful candidates. The combination of Learning Area certificates for possible GETC: ABET certificates must be attended to.

Figure 8A shows a summary of certificates issued for the period 1 December 2020 to 30 November 2021.

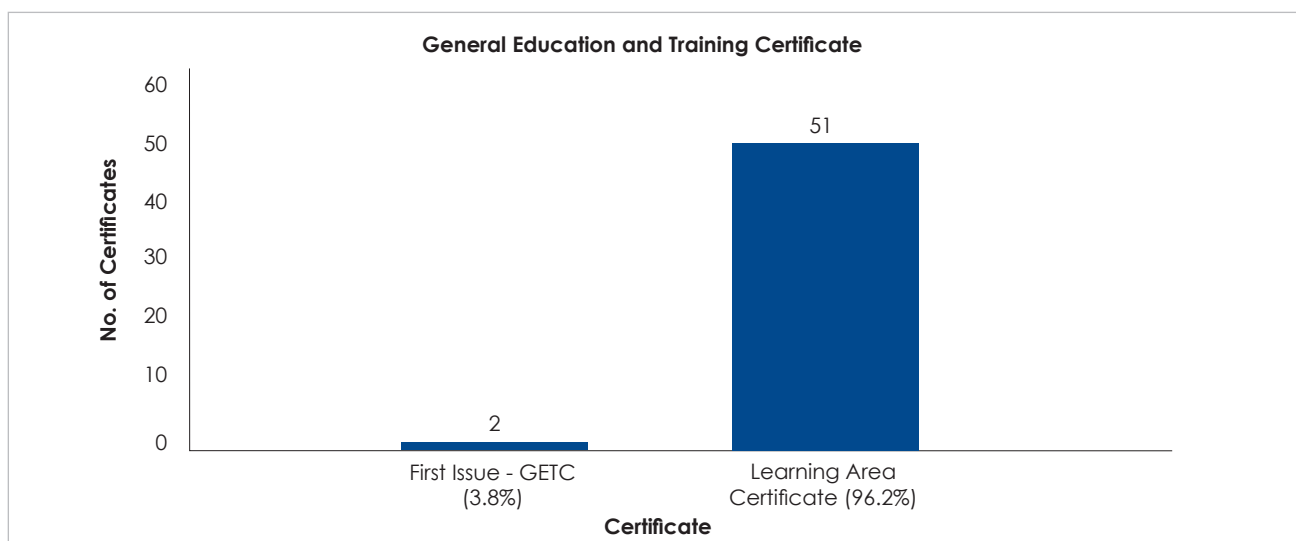


Figure 8A: Certificates issued in the period 1 December 2020 to 30 November 2021

Table 8A: Number of datasets and transactions received in the period 1 December 2020 to 30 November 2021

Number of datasets	Number datasets accepted	Percentage accepted	Number of records submitted	Number records accepted	Percentage accepted	Number rejected	Certificates printed
3	3	100%	77	70	90.9%	7	53

8.4 Areas of Improvement

Requests for certification are submitted electronically, as prescribed in the directives for certification. A dedicated unit processes the system administration and certification of learner achievements. After standardisation and resulting of all learner achievements have been processed and completed, the unit submits the certification request to Umalusi. Requests to Umalusi for certification are closely monitored and a concerted effort is made to certify all learners who are due to be certified.

8.5 Areas of Non-Compliance

No areas of non-compliance were noted. However, the percentage of records accepted with the first submission can be increased. The target should be 100%.

8.6 Directives for Compliance

The SACAI has complied with the directives for certification. However, the percentage of rejected records for certification was too high and care should be taken to ensure that records are submitted correctly to Umalusi.

8.7 Conclusion

Umalusi has monitored compliance with the directives for certification and candidate records submitted for certification. As a result, it was found that the SACAI has complied in this regard.

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	Economic and Management Sciences	M	M	M	A	L	A	M	M	2	25
2	Human and Social Sciences	M	A	A	M	M	L	A	A	4	50
3	LLC: English	A	M	A	A	A	A	M	M	4	50
4	Life Orientation	A	M	M	L	M	L	L	M	1	13
5	Mathematical Literacy	A	M	A	A	A	A	A	M	6	75
6	Small, Medium and Micro Enterprises	A	M	A	M	M	A	A	M	4	50
7	Natural Science	A	A	A	A	A	A	A	A	8	100

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 4A

Examination centres monitored for the writing and marking of examinations

No.	Province	Monitored centre	Date	Learning area written
1	Gauteng	Kloof ABET Centre	17 Nov 2021	Mathematical Literacy
2	Gauteng	Lewis Group Gauteng	17 Nov 2021	Mathematical Literacy
3	Gauteng	Oxbridge Academy	5 Nov 2021	Language, Literacy and Communication: English
4	Gauteng	Project Literacy South Deep Mine	15 Nov 2021	Human and Social Sciences
5	Western Cape	Robertson Winery and Cellars	5 Nov 2021	Language, Literacy and Communication: English
6	Western Cape	Lourensford Fruit Company	5 Nov 2021	Language, Literacy and Communication: English
7	Limpopo	Bana Ba Thari Academy	17 Nov 2021	Mathematical Literacy
8	Limpopo	Glencore Eastern Chrome Mine	8 Nov 2021	Economic and Management Sciences
9	North West	Pilanesberg Platinum Mine	19 Nov 2021	Life Orientation
10	Free State	Beatrix Mine AET Centre	12 Nov 2021	Natural Sciences
11	Mpumalanga	NTE Company Limited	17 Nov 2021	Mathematical Literacy
12	Eastern Cape	Lewis Coastal Port Elizabeth	17 Nov 2021	Mathematical Literacy
13	KwaZulu Na-tal	Lewis Group Southern	17 Nov 2021	Mathematical Literacy

ANNEXURE 4B

Incidents with possible impact on the credibility of the examinations

Centre name	Centre number	Date of exam	Learning area	Chief in-vigilator	Monitor's findings
Lourensford Fruit Company	583005	5/11/2021	Language, Literacy and Communication: English	Mary Myburgh	At three examination centres question papers were not verified for technical accuracy; while at Robertson Winery and Cellars and Bana Ba Thari, the correctness of the cover page of the answer book was not verified.
Bana Ba Thari	111670	17/11/2021	Mathematical Literacy	Solly Tjatji	
Robertson Winery and Cellars	583008	5/11/2021	Language, Literacy and Communication: English	Tayla Lawrence	
Oxbridge Academy	EVGPS078	5/11/2021	Language, Literacy and Communication:	Chipo Chibaya	At two centres clocks were not displayed in the examination room.
Lewis Group Southern	121018	17/11/2021	English Mathematical Literacy	G Langley	
Lewis Group Southern	121018	17/11/2021	Mathematical Literacy	G Langley	At five centres there were no strong rooms/safes available for safekeeping of assessment material.
Lourensford Fruit Company	583005	5/11/2021	Language, Literacy and Communication: English	Mary Myburgh	
Beatrix Mine	225001	12/11/2021	Natural Sciences	Lilian Mohapi	
Lewis Coastal Port Elizabeth	121014	17/11/2021	Mathematical Literacy	Marina Bester	
Lewis Group Gauteng	121016	17/11/2021	Mathematical Literacy	Sylvia Nzo	

Centre name	Centre number	Date of exam	Learning area	Chief in-vigilator	Monitor's findings
Lewis Group Southern	121018	17/11/2021	Mathematical Literacy	G Langley	No evidence in the examination file at three centres of state of readiness by the assessment body to administer the examination.
Lewis Group Gauteng	121016	17/11/2021	Mathematical Literacy	Sylvia Nzo	
Lewis Coastal Port Elizabeth	121014	17/11/2021	Mathematical Literacy	Marina Bester	
Lourensford Fruit Company	583005	5/11/2021	Language, Literacy and Communication: English	Mary Myburgh	The information board indicated either the centre number and/or the time only.
Lewis Coastal PE	121014	17/11/2021	Mathematical Literacy	Marina Bester	
Lewis Group Southern	121018	17/11/2021	Mathematical Literacy	G. Langley	
Lourensford Fruit Company	583005	5/11/2021	Language, Literacy and Communication: English	Mary Myburgh	The examinations commenced eight and ten minutes late.
Project Literacy South Deep Mine	235009	15/11/2021	Human and Social Sciences	Thuli Kubheka	
Project Literacy South Deep Mine	235009	15/11/2021	Human and Social Sciences	Thuli Kubheka	Candidates were allowed to leave the examination room during the last 15 minutes of the examination session.
Lourensford Fruit Company	583005	5/11/2021	Language, Literacy and Communication: English	Mary Myburgh	The centre manager and the chief invigilator were engaged in other activities during the examination session.
Project Literacy South Deep Mine	235009	15/11/2021	Human and Social Sciences	Thuli Kubheka	Reading time was given at 9:00 instead of 8:50.

Centre name	Centre number	Date of exam	Learning area	Chief in-vigilator	Monitor's findings
Robertson Winery and Cellars	583008	5/11/2021	Language, Literacy and Communication: English	Tayla Lawrence	Distribution of question papers at Robertson Winery and Cellars and Project Literacy was done at 9:00 while Lourensford Fruit Company distributed at 9:06.
Project Literacy South Deep Mine	235009	15/11/2021	Human and Social Sciences	Thuli Kubheka	
Lourensford Fruit Company	583005	5/11/2021	Language, Literacy and Communication: English	Mary Myburgh	



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