# Report on the Quality Assurance of Assessment of the Department of Higher Education and Training November 2022 GETC: ABET Examinations

**UMALUSI**

**Quality Council for General and Further Education and Training**

# REPORT ON THE QUALITY ASSURANCE OF ASSESSMENT OF THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING NOVEMBER 2022 GETC: ABET EXAMINATIONS

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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) examinations and assessments.

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

Umalusi judges the quality and standard of assessments 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, their 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 assessments; 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 Department of Higher Education and Training (DHET). As a result, there has been an improvement in their conduct, administration and management of the GETC: ABET examinations and assessments. There is ample evidence to confirm that the assessment body and the examination centres have continued to strive to improve systems and processes relating to the GETC: ABET examinations and assessments. Umalusi noticed an improvement in the implementation and moderation of SBA in the November 2022 examination cycle. There was also a noticeable increase in the occurrence of serious irregularities, which included group copying.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met in January 2023 to scrutinise evidence presented on the conduct of the November 2022 GETC: ABET examination.

Having studied all the evidence presented, the EXCO concluded that the examination was administered largely in accordance with the National Policy Pertaining to the Conduct, Administration and Management of the Examinations of Colleges Established, Declared or Registered in terms of the Continuing Education and Training Act. The irregularities identified during the writing and marking of the examination were not systemic and therefore did not compromise the overall credibility and integrity of the November 2022 GETC: ABET examination administered by the DHET.

The EXCO approved the release of the DHET November 2022 GETC: ABET examination results, based on available evidence that the examination was administered largely in accordance with the examination policies and guidelines.

In respect of identified irregularities, the DHET was required to block the results of all candidates implicated in irregularities, including the candidates who were implicated in the alleged acts of dishonesty (as per Annexure D1 of the DHET Report on the Conduct of the November 2022 GETC: ABET Examination), pending the outcome of further DHET investigations and verification by Umalusi.

The DHET was required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and to submit its improvement plan by 15 March 2023.

The EXCO commended the DHET for conducting a successful examination.

Umalusi will continue to ensure that the quality, integrity and credibility of the GETC: ABET examinations and assessments 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 2022 GETC: ABET examination.

**Dr Mafu S Rakometsi**
CHIEF EXECUTIVE OFFICER

# EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act (No. 67 of 2008, as amended), 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:
    i. Conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
    ii. Complied with the requirements prescribed by the Council for conducting assessments;
    iii. Applied the standards prescribed by the Council with which a candidate is required to comply in order to obtain a certificate; and
    iv. 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 2022 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination. The report also reflects on the findings; areas of improvement; areas of non-compliance; and provides directives for compliance and improvement in the conduct, management and administration of the examination and assessments. The findings are based on information obtained from Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the Department of Higher Education and Training (DHET). Where applicable, comparisons are made with the November 2020 and/or November 2021 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 examinations and assessments.

In the adult education and Training (AET) sector, Umalusi quality assures the examinations and assessments for the GETC: ABET qualification.

The GETC: ABET qualification is offered at community learning centres (CLC) of the community education and Training colleges (public centres), AET learning sites (private centres) and Correctional Services centres. The quality assurance processes of Umalusi provide for a sample from each type of centre/site. In addition to the November examinations, examinations in this sector are also conducted in June annually.

The DHET conducted the November 2022 GETC: ABET examination in 26 learning areas. This report covers the following quality assurance of assessment processes conducted by Umalusi, for which a brief outline is given below:

i. Moderation of question papers (Chapter 1);
ii. Moderation of site-based assessment (SBA) tasks (Chapter 2);
iii. Moderation of site-based assessment (SBA) portfolios (Chapter 3);
iv. Monitoring of the state of readiness to conduct, administer and manage the examination (Chapter 4);
v. Monitoring of the writing and marking of the examination (Chapter 5);

vi.   Audit of the appointed marking personnel (Chapter 6);
vii.  Standardisation of marking guidelines (Chapter 7);
viii. Verification of marking (Chapter 8);
ix.   Standardisation and resulting (Chapter 9); and
x.    Certification.

Chapter 10, which discusses the status of certification of candidates in 2022, is included in this report. The findings from the above quality assurance of assessment processes enabled the Executive Committee of Umalusi Council (EXCO) to decide whether to approve the release of the November 2022 GETC: ABET examination or not.

The roles and responsibilities of the DHET 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.   Manage the development, implementation and internal moderation of internal assessment;
c.   Conduct, administer and manage the writing and marking of examinations;
d.   Manage irregularities;
e.   Report to Umalusi on the conduct, administration and management of examinations;
f.   Have an Information Technology (IT) system that complies with the policies and regulations, to be able to submit all candidate records according to the certification directives; and
g.   Process and submit records of candidate achievements to Umalusi for certification.

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

The findings of the external moderation process at initial moderation indicated that there was an increase in the overall compliance of question papers and accompanying marking guidelines, from 41.8% in the November 2020 question papers to 54.8% in November 2021. However, there was a decline in the overall compliance, from 54.8% in November 2021 to 50.5% in November 2022.

The GETC: ABET qualification requires SBA to be conducted by 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 SBA tasks of the DHET have a lifespan of one year.

The purpose of external moderation of SBA tasks is to ensure that common standards are maintained in the quality of SBA tasks. All candidates registered to write the GETC: ABET examination through the DHET were required to complete common SBA tasks. The findings of the external moderation process at initial moderation indicated that the overall compliance of SBA tasks and their corresponding marking guidelines declined from 42% in November 2020 to 39% in November 2021 and 37% in November 2022.

The DHET provides all CLC with approved assessment tasks for implementation in all 26 learning areas. The responses of students to the common assessment tasks are filed in SBA portfolios of evidence (PoE) and are internally moderated by the DHET before they are presented to Umalusi for external moderation.

The purpose of external moderation of SBA portfolios is to establish whether the requirements, as prescribed by the DHET and Umalusi for the implementation and moderation of SBA, were met. It is of utmost importance to moderate SBA portfolios, since the SBA mark carries the same weight, of 50%, as the external examination. To ensure the consistency, validity and fairness of assessment, it is imperative that the SBA portfolios of students are quality assured at different levels. The DHET has shown improvement in the moderation of SBA. There was a slight decline in the percentage of CLC that were fully compliant in November 2022 compared with that of the previous years.

The purpose of verifying the state of readiness of the DHET to conduct the November 2022 GETC: ABET examination was, largely, to:

i.   Gauge the level of preparedness of the DHET to conduct the November 2022 GETC: ABET examination;

ii.   Track the progress made in addressing the directives for compliance and improvement issued after the November 2021 examination;

iii.  Verify that the DHET had systems in place to ensure the integrity of the November 2022 GETC: ABET examination; and

iv.   Report on any shortcomings identified during the evaluation and verification of the DHET systems.

The audit confirmed the readiness of the DHET to administer the November 2022 GETC: ABET examination. Umalusi noted that the DHET had shown improvement in its systems and processes in each examination cycle.

Umalusi deployed monitors while the examination was being written, to check that the examination centres complied with the policy and guidelines applicable to the conduct, administration and management of examinations. This monitoring was also important to identify any irregularities that might have occurred during the writing of the examination.

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

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

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.

Verification of marking by Umalusi served to ensure that marking was conducted according to agreed and established practices and standards. The verification of the marking process revealed that the DHET showed improvement in the quality of marking and internal moderation in all 26 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 each 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 variability in 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.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2022 examination, the EXCO concluded that the November 2022 GETC: ABET examination was conducted in line with the policies and guidelines that govern the conduct of examinations and assessments. 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 processes; and directives where improvements are required.

Umalusi will continue, through bilateral meetings, to collaborate with all stakeholders to raise standards in the AET sector in South Africa.

# ACRONYMS AND ABBREVIATIONS

ABET        Adult Basic Education and Training
AET         Adult Education and Training
AG          Assessment Guideline
ASC         Assessment Standards Committee
CAT         Common Assessment Tasks
CET         Community Education and Training
CLC         Community Learning Centres
DHET        Department of Higher Education and Training
EA          Examination Assistants
EAG         Examination and Assessment Guideline
EXCO        Executive Committee of Council
GETC        General Education and Training Certificate
IT          Information Technology
LA          Learning Area
NQF         National Qualifications Framework
PALC        Public Adult Learning Centre
PED         Provincial Education Departments
POE         Portfolio of Evidence
POA         Portfolio of Assessment
QAA         Quality Assurance of Assessment
QP          Question Paper
SAGs        Subject and Assessment Guidelines
SAQA        South African Qualifications Authority
SBA         School Based Assessment
SOR         State of Readiness
Umalusi     Council for Quality Assurance in General and Further Education and Training
US          Unit Standard

# LIST OF TABLES AND FIGURES

# CHAPTER 1 MODERATION OF QUESTION PAPERS

## 1.1 Introduction

Umalusi conducts the 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 process. 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 Department of Higher Education and Training (DHET) has the capacity to develop and internally moderate question papers and the accompanying marking guidelines that meet the set standards and requirements.

## 1.2 Scope and Approach

Umalusi receives question papers and accompanying marking guidelines that have been set and internally moderated by the DHET for external moderation for each examination cycle. These should be submitted together with the history of the development of the question papers and marking guidelines. The DHET submitted 26 question papers, corresponding marking guidelines and the internal moderators' reports for external moderation and approval by Umalusi, in preparation for the November 2022 examination of the GETC: ABET qualification. This is the same number of question papers submitted for external moderation in each examination cycle.

Umalusi used an on-site model for the moderation of the GETC: ABET question papers. The moderation process took place at the DHET venue in May 2021, 18 months before the conduct of the November 2022 examinations. Table 1A below shows the learning areas assessed by the DHET for the November 2022 GETC: ABET examination.

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

| No. | Learning area | Code |
|-----|---------------|------|
| 1. | Ancillary Health Care | ANHC4 |
| 2. | Applied Agriculture and Agricultural Technology | AAAT4 |
| 3. | Arts and Culture | ARTC4 |
| 4. | Early Childhood Development | ECD4 |
| 5. | Economic and Management Sciences | EMSC4 |
| 6. | Human and Social Sciences | HSSC4 |
| 7. | Information Communication Technology | INCT4 |
| 8. | Language, Literacy and Communication: Afrikaans | LCAF4 |
| 9. | Language, Literacy and Communication: English | LCEN4 |

| 10. | Language, Literacy and Communication: IsiNdebele | LCND4 |
|-----|---------------------------------------------------|-------|
| 11. | Language, Literacy and Communication: IsiXhosa | LCXH4 |
| 12. | Language, Literacy and Communication: IsiZulu | LCZU4 |
| 13. | Language, Literacy and Communication: Sepedi | LCSP4 |
| 14. | Language, Literacy and Communication: Sesotho | LCSO4 |
| 15. | Language, Literacy and Communication: Setswana | LCTS4 |
| 16. | Language, Literacy and Communication: SiSwati | LCSW4 |
| 17. | Language, Literacy and Communication: Tshivenda | LCVE4 |
| 18. | Language, Literacy and Communication: Xitsonga | LCXI4 |
| 19. | Life Orientation | LIFO4 |
| 20. | Mathematical Literacy | MLMS4 |
| 21. | Mathematics and Mathematical Sciences | MMSC4 |
| 22. | Natural Sciences | NATS4 |
| 23. | Small, Medium and Micro Enterprises | SMME4 |
| 24. | Technology | TECH4 |
| 25. | Travel and Tourism | TRVT4 |
| 26. | Wholesale and Retail | WHRT4 |

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

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

Each criterion has a set of quality indicators against which the question papers and accompanying marking guidelines are evaluated. Umalusi makes a judgement regarding compliance with each criterion, considering four possible levels::

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

The moderator evaluates the question paper and the accompanying marking guideline based on overall impression and how the requirements of all eight criteria were met. A decision is then taken on the quality and standard of the question paper and accompanying marking guideline, considering one of three possible outcomes:

a) **Approved:** if the question paper and accompanying marking guideline meets all the criteria;
b) **Conditionally approved and to be resubmitted:** if the question paper and their accompanying marking guideline meet most criteria; or
c) Rejected: if the standard and quality of the question paper and their accompanying marking guideline are 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. Comparisons in this report were made with the November 2020 and November 2021 question papers.

### 1.3.1 Overall Compliance of Question Papers at Initial Moderation

Umalusi analysed the question papers and accompanying marking guidelines submitted by the DHET for external moderation based on the criteria in the instrument. At initial moderation, four out of 26 question papers and accompanying marking guidelines (15.4%) were approved, 20 question papers (76.9%) were conditionally approved requiring resubmission and two (7.7%) were rejected. Table 1B summarises the overall compliance of question papers and their accompanying marking guidelines with each criterion at initial moderation.

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

| No. | Criteria | Compliance frequency [208 instances] | | | |
|-----|----------|------|---------|------|-----|
| | | None | Limited | Most | All |
| 1 | Technical aspects | 0 | 1 | 14 | 11 |
| 2 | Language and bias | 0 | 7 | 9 | 10 |
| 3 | Internal moderation | 1 | 8 | 6 | 11 |
| 4 | Content coverage | 1 | 2 | 12 | 11 |
| 5 | Cognitive demand | 2 | 3 | 5 | 16 |
| 6 | Adherence to assessment guideline | 1 | 3 | 3 | 19 |
| 7 | Predictability | 1 | 1 | 3 | 21 |
| 8 | Marking guidelines | 1 | 6 | 13 | 6 |
| | **Total** | 7 | 31 | 65 | 105 |
| | | | 103 | | 105 |
| | **Percentage** | | 49.5 | | 50.5 |

Table 1B indicates that the overall compliance of question papers with the criteria at initial moderation in November 2022 was 50.5%, which is lower than the 54.8% in 2021, but higher than the 41.8% in 2020. This indicates a decline in the standard of question papers and their accompanying marking guidelines compared with that of 2021. Table 1C shows the percentage of question papers that were compliant in all respects with each criterion at initial moderation over the three years.

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

| No. | Criterion | % Compliance per criterion over three years | | |
|---|---|---|---|---|
| | | 2020 | 2021 | 2022 |
| 1 | Technical aspects | 11.5 | 50 | 42.3 |
| 2 | Language and bias | 19.2 | 36.4 | 38.5 |
| 3 | Internal moderation | 19.2 | 46.2 | 42.3 |
| 4 | Content coverage | 26.9 | 50 | 42.3 |
| 5 | Cognitive demand | 42.3 | 65.4 | 61.5 |
| 6 | Adherence to assessment guideline | 46.2 | 69.2 | 73.1 |
| 7 | Predictability | 65.4 | 84.6 | 80.7 |
| 8 | Marking guidelines | 11.5 | 38.5 | 23.1 |
| | **Average % compliance** | **41.8** | **54.8** | **50.5** |

Table 1C shows a decline in the percentage of question papers and their accompanying marking guidelines that were compliant in all respects with six out of eight criteria in 2022, compared with that of 2021. When compared with 2020, the compliance of question papers and their accompanying marking guidelines with all criteria improved. Figure 1A illustrates the comparison of overall compliance in 2020, 2021 and 2022.
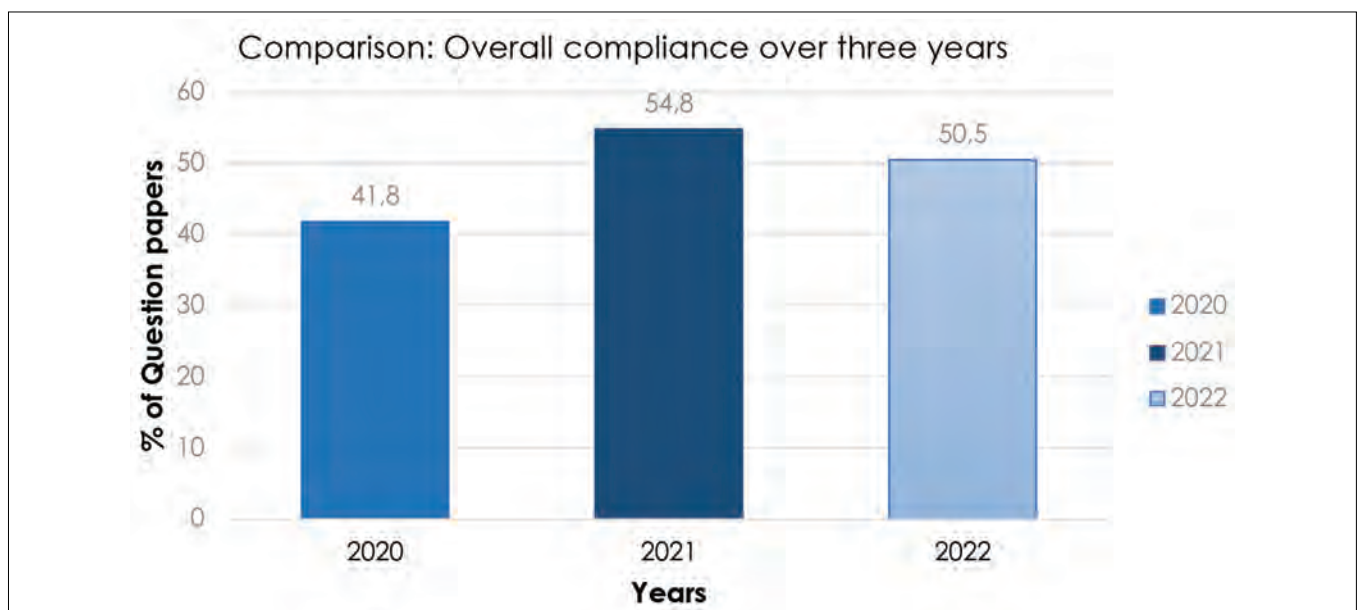


**Figure 1A: Comparison of overall compliance in all respects of question papers over three years**

Figure1A shows that there was a decrease in the overall compliance of question papers and their accompanying marking guidelines in 2022, compared to that of 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. When question papers were approved, all challenges identified during initial moderation were addressed and all question papers and their corresponding marking guidelines were fully compliant with the criteria. The discussion below summarises the findings.

#### 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 allocations clearly indicated;
vi. Be able to be completed in the time allocated;
vii. Have similar mark allocations;
viii. Have appropriate quality of illustrations, graphs, tables, figures etc.; and
ix. Adhere to the format requirements of the assessment guidelines.

As in 2020 and 2021, none of the 26 question papers in 2022 showed non-compliance with this criterion at initial moderation. One question paper (LCAF4) showed limited compliance in 2022, compared to three question papers (LCXI4, LCZU4 and MMSC4) in 2021 and one (LCEN4) in 2020 at initial moderation. The challenges with LCAF4 were as follows:

i) The DHET did not submit a file with the full history of the development of the question paper;
ii) Instructions to candidates were not clearly specified and were ambiguous in some instances; and
iii) Marks in the marking guideline did not align with marks in question the paper.

The number of question papers that were compliant in most respects with the technical aspects' criterion increased from ten (AAAT4, ECD4, LCAF4, LCEN4, LCND4, LCSO4, LIFO4, MLMS4, NATS4 and TECH4) in 2021 to 14 (ANHC4, ARTC4, ECD4, LCEN4, LCSO4, LCSW4, LCTS4, LCXH4, LCXI4, LCZU4, LIFO4, MMSC4, NATS4 and TECH4) in 2022. This was fewer than the 19 question papers in 2020. The main challenges in 2022 included the following:

a. Incorrect details on the cover page (LCZU4);
b. Incorrect font size (TECH4);
c. Unclear and ambiguous instructions (ECD4, MMSC4);
d. Incorrect numbering system (ANHC4, LCZU4, LIFO4, MMSC4, NATS4);
e. Poor quality of illustrations, graphs, and tables (LCSO4, MMSC4);
f. Moderation history incomplete (LCEN4, LCXH4, LCXI4, LIFO4); and
g. Mark allocation in question paper not correlating with that in the marking guideline (LCTS4, LCXH4, LIFO4).

The number of question papers that were fully compliant with this criterion at initial moderation decreased from 13 (ANHC4, ARTC4, EMSC4, HSSC4, INCT4, LCSP4, LCTS4, LCVE4, LCXH4, NATS4, SMME4, TRVT4, WHRT4) in 2021 to 11 (AAAT4, EMSC4, HSSC4, INCT4, LCND4, LCSO4, LCSP4, LCVE4, SMME4, TRVT4, WHRT4) in 2022. However, the number of question papers that were fully compliant at initial moderation in 2021 and 2022 was still higher than those in 2020. The internal moderator addressed all these challenges before the question papers and their accompanying marking guidelines were approved.

## b) Language and bias

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

As was the case in 2020 and 2021, none of the question papers, including their marking guidelines, at initial moderation in 2022 showed non-compliance with the language and bias criterion. However, the number of question papers and their marking guidelines that showed limited compliance increased from two (INCT4, LCXI4) in 2020 to four (ECD4, LCVE4, LCZU4 and SMME4) in 2021 and to seven (ANHC4, LCND4, LCEN4, LCSP4, LCZU4, LIFO4 and TECH4) in 2022. Reasons for this increase included subtleties in the grammar that might create confusion (LCSP4 and TECH4), inappropriate length of passages in the text (ECD4 and LCSP4), inappropriate language register, grammatically incorrect language in the question paper and/or marking guideline (LCEN4, LCSP4 and TECH4).

With respect to compliance to the language and bias criterion, there was a decline in the number of question papers that were compliant in most respects, from 16 in 2020 to 13 question papers (ANHC4, LCAF4, LCEN4, LCSO4, LCSP4, LCSW4, LCXI4, LIFO4, MLMS4, MMSC4, NATS4, TECH4 and TRVT4) in 2021 and then to nine question papers (ARTC4, ECD4, LCND4, LCVE4, MLMS4, MMSC4, SMME4, TRVT4 and WHRT4) in 2022. The shortcomings noted across these nine question papers, as in the last two years, included subtleties in the grammar that was prone to causing confusion (ARTC4, LCND4, LCZU4, MMSC4, SMME4, TRVT4 and WHRT4) and grammatically incorrect language in the question paper and/or marking guideline (LCND4, LCVE4, LCZU4, LIFO4, MLMS4, SMME4, TRVT4 and WHRT4).

Ten question papers (AAAT4, EMSC4, HSSC4, INCT4, LCAF4, LCSW4, LCTS4, LCXH4, LCXI4 and NATS4) were fully compliant with this criterion in 2022. This was a slight improvement compared to nine question papers (AAAT4, ARTC4, EMSC4, HSSC4, INCT4, LCND4, LCTS4, LCXH4 and WHRT4) in 2021 and eight question papers (AAAT4, EMSC4, LCAF4, LCEN4, LCND4, LCSW4, LCVE4 and WHRT4) in 2020. Two question papers (AAAT4 and EMSC4) maintained full compliance with this criterion over all three years.

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

## c) Internal moderation

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

The number of question papers and their marking guidelines that were found to be non-compliant with this criterion decreased from three (LCND4, LCTS4 and LCZU4) in 2021 to one (LCZU4) in 2022. There was only one question paper (TRVT4) that was non-compliant in 2020. In the case of LCZU4, the internal moderator's report was available but there was no evidence that the question paper and marking guideline were thoroughly moderated internally. Furthermore, there was no evidence that the internal moderators' suggestions were considered and addressed.

The number of question papers that showed limited compliance at initial moderation doubled from four in 2020 and 2021, respectively, to eight (LCAF4, LCEN4, LCSP4, LCXH4, LIFO4, MLMS4, MMSC4 and TRVT4) in 2022. In 2022, there were a lot of spelling and typing mistakes throughout the moderator's report (LCAF4). Some of the recommendations made by the internal moderator were not implemented (TRVT4). Not all the mark allocations were indicated e.g., in Question 2.9, there was no mark indicated (TRVT4). There were errors regarding language and quality of the marking guideline (LCEN4 and LCSP4). The internal moderator's report was not submitted in the file (LCXH4 and MMSC4). There was no evidence that the internal moderator's recommendations were implemented (LIFO4). There were language and grammatical errors, and the marking guideline had some incorrect answers (MLMS4 and TRVT4).

Six question papers (ANHC4, ECD4, EMSC4, LCVE4, TECH4 and WHRT4) were compliant in most respects at initial moderation in 2022. This is a slight decline when compared to seven question papers (ARTC4, LCAF4, LCSO4, LCSP4, LIFO4, TECH4 and TRVT4) in 2021 and a noticeable decrease in compliance when compared to ten question papers (ANHC4, ARTC4, HSSC4, INCT4, LCZU4, LCSW4, MMSC4, NATS4 and SMME4) in 2020. Much of the challenges, like in 2021 and 2020, were mainly associated with grammatical errors not being picked up or rectified by the internal moderator (ANHC4), inappropriate quality and standard of internal moderation (EMSC4), the failure by the internal moderator to put forth recommendations to address shortcomings (WHRT4), or failure by examiners to address internal moderator's recommendation (ECD4 and WHRT4). In the case of EMSC4, internal moderation was of poor quality in that it was approved with the incongruences in the content coverage and cognitive demand. In the case of LCVE4, spelling and grammatical errors prevailed after internal moderation. In TECH4 the questions were not related to the source diagram. This should have been identified and rectified by the internal moderator.

At initial moderation in 2022, 11 question papers (AAAT4, ARTC4, HSSC4, INCT4, LCND4, LCSO4, LCSW4, LCTS4, LCXI4, NATS4 and SMME4) were fully compliant with this criterion. This is a slight decrease when compared to 12 question papers (AAAT4, EMSC4, HSSC4, INCT4, LCEN4, LCSW4, LCTS4, LCVE4, MLMS4,

MMSC4, NATS4 and WHRT4) in 2021 and 12 question papers (AAAT4, ECD4, EMSC4, LCAF4, LCND4, LCSP4, LCTS4, LCVE4, LCXH4, LIFO4, MLMS4 and WHRT4) in 2020. The AAAT4 and LCTS4 were the only two question papers that have consistently maintained compliance in all respects with this criterion over three years.

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

### d) Content coverage

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

i. The coverage of unit standards;
ii. The spread of specific outcomes (SO) and assessment criteria (AC);
iii. Whether questions are within the broad scope of the assessment guidelines (AG);
iv. Whether the question paper reflects appropriate levels and depth of learning area knowledge;
v. Whether examples and illustrations are suitable, appropriate, relevant and academically correct;
vi. 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.

At initial moderation in 2022 and 2021 only one question paper and accompanying marking guideline showed non-compliance with this criterion, compared to none in 2020. In 2022 it was WHRT4 and in 2021, it was LCZU4. Two question papers (LCND4, LIFO4) showed limited compliance at initial moderation in 2022, compared to two question papers (ANHC4 and LCXI4) in 2021; and six question papers (ANHC4, HSSC4, LCEN4, LCSO4, LCXI4 and NATS4) in 2020. Similarly, in the previous two years the limited compliance was mainly attributed to inadequate coverage of the SO and AC as prescribed in the assessment guidelines (LCND4), inappropriate weightings of SO (ANHC4 and LCND4), lack of correlation between mark allocation, level of difficulty and time allocation (LCND4), some questions that did not contain sufficient information to elicit appropriate responses (LCND4), factual errors or misleading information in question paper (LCND4) and ambiguous questions (LCND4).

The number of question papers that were compliant in most respects with this criterion at initial moderation increased from ten in 2021 to 12 in 2022 (ARTC4, ECD4, EMSC4, HSSC4, LCTS4, LCVE4, LCZU4, MLMS4, MMSC4, SMME4, TECH4 and TRVT4). The latter was equivalent to 12 question papers in 2020. The main challenges in 2022 were:

a. Lack of correlation between mark allocation and level of difficulty and time allocation (EMSC4 and TECH4);
b. Inappropriate spread of SO and AC (EMSC4 and HSSC4);
c. Selection of irrelevant and inappropriate texts and source material that limited the generation of questions across cognitive levels (LCSO4, LCTS4, LCZU4, SMME4 and TRVT4);
d. Questions that had factual errors or misleading information (ECD4, HSSC4, LCTS4, LCVE4 and SMME4);
e. Questions with vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivial and unintentional clues to the correct answers (ECD4, EMSC4, TECH4 and TRVT4);
f. Illustrations that were academically incorrect (MMSC4);
g. The question paper as a whole did not reflect appropriate level and depth of learning (MLMS4 and TRVT4); and
h. Incorrect mark allocation that did not correlate with the level of difficulty and time allocation for the item (MLMS4).

Eleven question papers (AAAT4, ANHC4, INCT4, LCAF4, LCEN4, LCSO4, LCSP4, LCSW4, LCXH4, LCXI4 and NATS4) were compliant in all respects with this criterion in 2022 at initial moderation. This was in comparison with 13 question papers that were fully compliant with this criterion in 2021 and eight question papers in 2020. Comparably, three question papers (INCT4, LCAF4 and LCSW4) were fully compliant consistently over three years.

The internal moderators addressed all the challenges before the question papers and their accompanying marking guidelines 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 2022 two question papers (EMSC4 and WHRT4) were totally non-compliant with the cognitive demand criterion, compared to one (LCZU4) in 2021 and none in 2020. In the case of EMSC4 and WHRT4, there was limited correlation between the question and the cognitive demand classification; inappropriate distribution of questions in terms of different cognitive levels; and incorrect distribution of marks in line with the cognitive demand of questions as prescribed by the AG.

Three question papers (HSSC4, LCSO4 and LIFO4) showed limited compliance with this criterion at initial moderation in 2022, compared to two question papers (ECD4 and LCXI4) in 2021 and five (HSSC4, LCEN4, LCSO4, LIFO4 and NATS4) in 2020. This was caused by inappropriate distribution of items in terms of cognitive levels and inappropriate distribution of marks as per the AG (HSSC4). The question paper did not provide opportunities to assess reasoning ability, the ability to express an argument clearly and creative thought (LCSO4 and LIFO4).

Five question papers (LCND4, LCTS4, LCZU4, MLMS4 and SMME4) were compliant in most respects at initial moderation in 2022, compared to six question papers (ANHC4, ARTC4, LCEN4, LCSO4, LCVE4, TECH4) in 2021 and five (ANHC4, EMSC4, MMSC4, TECH4 and TRVT4) in 2020. The key shortcomings in 2022 included:

   i. Inappropriate distribution of questions in terms of cognitive levels (LCND4, LCTS4, LCZU4 and SMME4);
   ii. Incorrect distribution of marks in terms of the AG (LCTS4);
   iii. Lack of opportunities to express an argument clearly or see a causal relationship (LCTS4);
   iv. There were more higher order questions, exceeding the number prescribed in the AG and outside the acceptable tolerance range of ±3 (MLMS4); and
   v. The cognitive demand of choice questions was not equivalent (SMME4).

In 2022 at initial moderation 17 question papers (AAAT4, ANHC4, ARTC4, ECD4, INCT4, LCAF4, LCEN4, LCSP4, LCSW4, LCVE4, LCXH4, LCXI4, MMSC4, NATS4, SMME4, TECH4 and TRVT4) were fully compliant with this criterion. This was similar to 17 question papers in 2021 and more than 16 question papers in 2020.

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

## f) Adherence to assessment guidelines

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

Although at initial moderation in 2022 and 2021 only one question paper was non-compliant with this criterion, they were different question papers in each year. In 2022 it was EMSC4 and in 2021 it was LCZU4. However, this was an improvement when compared to three questions papers (HSSC4, NATS4 and WHRT4) in 2020. Regarding EMSC4 in 2022, an incomplete analysis grid was submitted; there was inappropriate weighting and spread of content of SO and AC; and the question paper was not aligned to the requirements articulated in the AG.

Across the three years, three question papers exhibited limited compliance with this criterion. In 2022 it was HSSC4, LCSO4 and WHRT4; in 2021 it was ANHC4, ECD4 and LCXI4; while in 2020 it was ANHC4, LCEN4 and MMSC4. The challenges, as in 2021, included:

i. Inappropriate weighting and spread of content of the SO and AC (LCSO4 and WHRT4);
ii. The spread of questions among different cognitive levels did not adhere to requirements prescribed by the AG (HSSC4 and WHRT4); and
iii. The question paper was not aligned to the requirements articulated in the AG (HSSC4 and LCSO4).

Three question papers (LCND4, LCTS4 and LIFO4) met most of the requirements for this criterion in 2022, compared to four (LCEN4, LCSO4, TECH4 and WHRT4) in 2022 and to five (ARTC4, EMSC4, LCSO4, LCXI4 and SMME4) in 2020. The main challenge encountered across all three years pertained to weighting and spread of content (SO and AC), which were not within the acceptable tolerance range prescribed in the AG (LCND4 and LCTS4).

The number of question papers that showed full compliance with this criterion increased from 15 in 2020 to 18 in 2021 and to 19 (AAAT4, ANHC4, ARTC4, ECD4, INCT4, LCAF4, LCEN4, LCSP4, LCSW4, LCVE4, LCXH4, LCXI4, LCZU4, MLMS4, MMSC4, NATS4, SMME4, TECH4 and TRVT4) in 2022. This was an improvement.

The internal moderators addressed all challenges before the question papers and their accompanying marking guidelines 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.

Unlike in 2020 and 2021 when none of the 26 questions papers were non-compliant with the predictability criterion at initial moderation, one question paper (WHRT4) was non-compliant in 2022.

One question paper (LCSO4) showed limited compliance with this criterion in 2022 and 2020, compared to none in 2021. The questions in LCSO4 replicated those of previous question papers; and were not original and tailor-made for the new knowledge base presented for the targeted learning period. The questions lacked innovation and were of such a nature that they could be easily predicted.

Three question papers (LCTS4, LIFO4 and TRVT4) were compliant in most respects with the predictability criterion, compared to four question papers (ANHC4, LCSO4, LCXI4 and TECH4) in 2021 and to five (ANHC4, LCSW4, LCXI4, LIFO4 and TRVT4) in 2020. The shortcomings across the three question papers in 2022 were attributed either to questions lacking an appropriate degree of innovation or being repeated from the past three years' question papers.

The number of question papers that were compliant in all respects with this criterion at initial moderation decreased from 22 in 2021 to 20 (AAAT4, ANHC4, ARTC4, ECD4, EMSC4, HSSC4, INCT4, LCAF4, LCEN4, LCSP4, LCSW4, LCVE4, LCXH4, LCXI4, LCZU4, MLMS4, MMSC4, NATS4, SMME4 and TECH4) in 2022. However, the number of question papers that were compliant in all respects was the same as that in 2020. It was evident that 14 question papers (AAAT4, ECD4, EMSC4, HSSC4, INCT4, LCEN4, LCSP4, LCVE4, LCXH4, LCZU4, MLMS4, MMSC4, NATS4 and SMME4) have consistently been fully compliant over the three years.

The internal moderators addressed all challenges before the question papers and their accompanying marking guidelines were approved.

## h) Marking guideline

The question paper is approved together with its accompanying marking guideline. If the marking guideline is not compliant, both documents are rejected until both comply with the requirements. This criterion evaluates the compliance of the marking guideline that accompanies 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.

The marking guideline of one question paper (LCZU4) was non-compliant with this criterion at initial moderation across all three years (2020, 2021 and 2022). In 2022, the LCZU4 question paper and marking guideline, as in 2021 exhibited the following deficiencies:

i. Non-alignment between question paper and marking guideline;
ii. Marking guideline contained incorrect responses and did not provide enough detail to ensure accuracy of marking;
iii. The marking guideline did not allow for alternative responses; and
iv. The marking guideline did not allocate marks appropriately and would have inhibited consistent marking.

At initial moderation in 2022 six question papers (ECD4, LCEN4, LCND4, LCSO4, TECH4 and WHRT4) showed limited compliance with this criterion, compared to only one (LCVE4) in 2021 and nine in 2020. The limited compliance was mainly attributed to:

a. Typographical errors in the marking guideline (ECD4, LCEN4, LCND4, TECH4 and TRVT4);
b. Lack of alternative responses in some instances (LCND4);
c. Lack of detail to support consistent marking (ECD4, LCEN4 and LCSO4);
d. The marking guideline was incorrect in terms of the learning area content (LCEN4, LCSO4 and TRVT4);
e. The marking guideline did not provide enough detail to ensure accuracy of marking (LCEN4, LCSO4 and TRVT4); and
f. The marking guideline did not facilitate consistent marking (LCND4, LCSO4 and TECH4).

Fourteen question papers (AAAT4, EMSC4, HSSC4, LCAF4, LCSP4, LCSW4, LCTS4, LCVE4, LCXI4, LIFO4, MLMS4, NATS4, SMME4 and WHRT4) were compliant in most respects at initial moderation in 2022. This was in comparison with 14 question papers in 2021 and 16 in 2020. The challenges that featured in the 2022 question papers were: the marking guideline contained typographical errors (LCSP4, LCSW4, LCVE4, LIFO4, MLMS4, NATS4 and WHRT4); the marking guideline did not enable consistent marking (LCSP4, LCVE4, LCXI4, LIFO4 and SMME4); there were incorrect responses to some questions (LIFO4); the marking guideline did not make allowance for relevant, alternative answers (LCTS4); the marking guideline did not provide sufficient detail to ensure accuracy of marking (LCTS4 and LIFO4). In the case of LCAF4, the mark allocation indicated on the rubric for Question 5 under content (from level 2 to 4) was incorrect. For SMME4, there was no correlation between Question 5.5 and the expected responses in the marking guideline.

At initial moderation, six question papers (ANHC4, ARTC4, EMSC4, INCT4, LCXH4 and MMSC4) showed full compliance with this criterion in 2022. Although this was higher when compared to two question papers (LCND4 and WHRT4) in 2020, it was much lower than the ten question papers in 2021.

The internal moderators addressed all challenges before the question papers and accompanying marking guidelines were approved.

## 1.4 Areas of Improvement

The following areas of good practice and improvement were noted:

a. The overall compliance of the question papers and accompanying marking guidelines declined from 54.8% for 2021 to 50.5% in 2022;
b. Compliance in all respects of question papers for six out of eight criteria decreased in 2022 compared to 2021;
c. A number of question papers and marking guidelines were submitted with grammar and language errors;
d. Incomplete moderator reports, inappropriate quality and standard of internal moderation; and
e. A number of marking guidelines had insufficient detail to ensure accuracy of marking.

## 1.5 Areas of Non-Compliance

The following were regarded as areas of concern at initial moderation:

a. The overall compliance of the question papers and accompanying marking guidelines declined from 54.8% for 2021 to 50.5% in 2022;
b. Compliance in all respects of question papers for six out of eight criteria decreased in 2022 compared to 2021;
c. A number of question papers and marking guidelines were submitted with grammar and language errors;
d. Incomplete moderator reports, inappropriate quality and standard of internal moderation; and
e. A number of marking guidelines had insufficient detail to ensure accuracy of marking.

## 1.6 Directives for Compliance and Improvement

The DHET is required to:

a. Strengthen the training of internal moderators, with a focus on their roles and responsibilities during the moderation of question papers and corresponding marking guidelines; and
b.  Monitor and support internal moderators continuously to build capacity and improve the quality of moderation.

## 1.7 Conclusion

This chapter summarised the findings of the moderation of question papers for the November 2022 GETC: ABET examination. Umalusi moderators reported in detail on the question papers and corresponding marking guidelines that were submitted by the DHET for external moderation. The findings of the external moderation process indicated that there was a decline in the quality and standard of compliance of question papers submitted by the DHET at initial moderation. The overall compliance of question papers and accompanying marking guidelines declined from 54.8% in November 2021 to 50.5% in November 2022. The decline in quality was noticed in six out of eight criteria. The DHET needs to address the challenges in complying with the eight criteria, by strengthening the training of its examining panels.

# CHAPTER 2 MODERATION OF SITE-BASED ASSESSMENT TASKS

## 2.1  Introduction

Site-based assessment (SBA) forms the basis of internal assessment in the adult education and Training (AET) sector and contributes 50% towards the final mark for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

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

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

   a.   An adequate sample of the prescribed learning area content;
   b.   Relevant conceptual domains; and
   c.   Relevant levels of cognitive challenge.

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

## 2.2  Scope and Approach

The DHET developed and internally moderated SBA CAT for all 26 learning areas, in preparation for the November 2022 examination cycle. The assessment guideline for each learning area prescribes the requirements for developing and implementing SBA tasks at each community learning centre (CLC).

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

Umalusi conducted the moderation of the 2022 SBA CAT on-site at a Sandton Sun Hotel in September 2021. The DHET used several conference rooms to ensure adherence to COVID-19 protocols. The presence of the DHET internal moderators, in the same venue conducting another process, during external moderation had the benefit of accelerating and enhancing the moderation and approval process. Identified challenges were immediately referred to internal moderators. These challenges were quickly addressed, recommendations were implemented and SBA CAT were resubmitted, quality assured and approved.

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

   a.  Adherence to subject assessment guidelines;
   b.  Content coverage;
   c.  Cognitive demand;
   d.  Language and bias;

e. Formulation of instructions and questions;
f. Quality and standard of tasks;
g. Mark allocation and marking guidelines; and
h. Internal moderation.

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

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

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

a) Approved: if the SBA tasks and accompanying marking guidelines meet all the criteria;
b) Conditionally approved–resubmit: if the SBA tasks and their accompanying marking guidelines meet most of the criteria; or
c) Rejected: if the quality and standard of the SBA tasks and their accompanying marking guidelines are totally unacceptable.

## 2.3 Summary of Findings

Umalusi adopted a holistic approach for the moderation of SBA tasks. Although Umalusi moderated the tasks individually, the final judgement of compliance was based on the overall compliance of all three tasks and the accompanying marking guidelines with the criteria and quality indicators. Umalusi approved the SBA tasks only once all the criteria were met in each task and its marking guideline.

The data used for the findings in this report were based on the initial external moderation of the SBA tasks. Comparative data was based on the previous two years (2020 and 2021). The findings summarised below show the overall compliance status of the SBA tasks and the levels of compliance of SBA tasks per criterion.

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

In preparation for the 2022 academic year Umalusi moderated the SBA CAT of 26 learning areas by measuring compliance with the eight criteria as stipulated in the moderation instrument. At initial moderation, the SBA CAT of one learning area (LCZU4) was rejected and had to be redeveloped and resubmitted for external moderation. The SBA CAT of two learning areas (ECD4 and NATS4) were approved at initial moderation. Umalusi conditionally approved the SBA CAT of 23 learning areas and recommended improvements to be implemented by the internal moderators for resubmission. All the SBA CAT of 26 learning areas were approved at second moderation. The overall compliance of SBA CAT, per criterion, is depicted in Table 2A.

**Table 2A: Compliance of SBA CAT per criterion at initial moderation able 2A: SBA tasks submitted for external moderation**

| No. | Criteria | Compliance frequency (208 instances) | | | |
|---|---|---|---|---|---|
| | | None | Limited | Most | All |
| 1 | Adherence to assessment guidelines | 0 | 1 | 14 | 11 |
| 2 | Content coverage | 0 | 7 | 9 | 10 |
| 3 | Cognitive demand | 1 | 8 | 6 | 11 |
| 4 | Language and bias | 1 | 2 | 12 | 11 |
| 5 | Formulation of instructions and questions | 2 | 3 | 5 | 16 |
| 6 | Quality and standard of SBA tasks | 1 | 3 | 3 | 19 |
| 7 | Mark allocation and marking guideline | 1 | 1 | 3 | 21 |
| 8 | Internal moderation | 1 | 6 | 13 | 6 |
| | **Total** | **4** | **31** | **96** | **77** |
| | | | 131 | | 77 |
| | **Percentage** | | 63% | | 37% |

Table 2A shows an overall compliance of 37% (77 out of 208 instances of compliance in all respects with all eight criteria) at initial moderation in the 26 learning areas. Fifteen out of 26 (57.7%) SBA CAT showed the highest overall compliance with the content coverage criterion. Umalusi identified mark allocation and the marking guideline criterion as having the lowest compliance rate, at 19%. Table 2B shows a comparison of overall compliance in all respects at initial moderation in 2020, 2021 and 2022.

**Table 2B: Comparison of overall compliance of SBA CAT per criterion at initial moderation**

| No. | Criterion | November 2020 (%) | November 2021 (%) | November 2022 (%) |
|---|---|---|---|---|
| 1 | Adherence to assessment guidelines | 54 | 42 | 46 |
| 2 | Content coverage | 73 | 66 | 58 |
| 3 | Cognitive demand | 50 | 65 | 54 |
| 4 | Language and bias | 23 | 31 | 23 |
| 5 | Formulation of instructions and questions | 27 | 38 | 35 |
| 6 | Quality and standard of SBA tasks | 35 | 38 | 31 |
| 7 | Mark allocation and marking guideline | 19 | 15 | 19 |
| 8 | Internal moderation | 54 | 15 | 31 |
| **Average overall compliance %** | | **42** | **39** | **37** |

Table 2B shows a decline in overall compliance in four criteria and an improvement in overall compliance in another four criteria, between 2020 and 2021 at initial moderation. In 2022 there was a further decline in the compliance of SBA tasks with five criteria and an improvement in compliance with three criteria at initial moderation. This indicates a decline in the quality of SBA CAT when they were submitted by the DHET at initial moderation. Section 2.3.2 discusses the findings in detail and highlights the challenges per criterion. Figure 2A shows a comparison of overall compliance over three years.
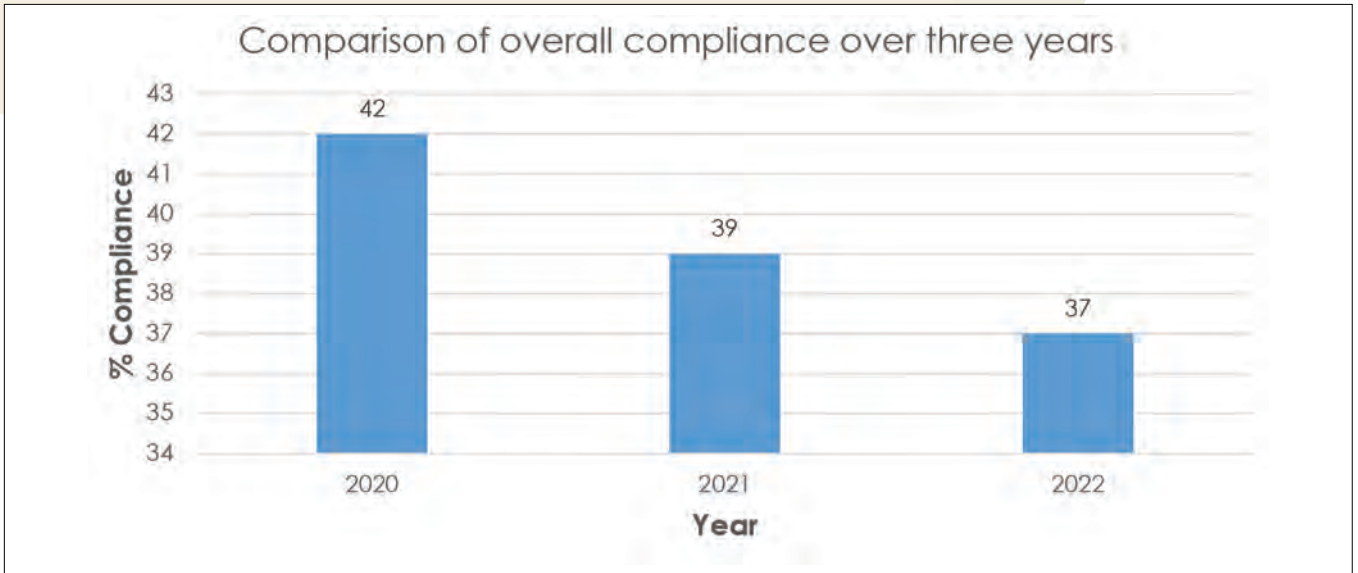
**Figure 2A: Comparison of overall compliance of the SBA tasks over three years**

Figure 2A indicates a decline of 13% on the overall compliance in 2022 compared with that of 2020.

The comparison in Figure 2A indicates a consistent decline in overall compliance in the last three years, from an overall compliance of 42% in 2020 to 39% in 2021 and to 37% compliance in 2022.

### 2.3.2 Compliance of SBA Tasks with Each Criterion

The compliance of SBA CAT with each criterion for all learning areas is discussed below under sub-paragraphs a–h. Each section includes a comparative figure (Figure 2B to Figure 2J) showing the differences per criteria in the findings of 2020, 2021 and 2022.

#### a) Adherence to assessment guidelines

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

At initial moderation in 2022, 47% of SBA CAT complied in all respects with this criterion, while 38% complied in most respects and 11% showed limited compliance. The SBA CAT that showed limited compliance were those of LCAF4, LCSO4 and LCZU4.

In LCAF4 the DHET submitted only the examiner's checklist and the SBA instrument to Umalusi. The internal moderator's report, which forms an integral part of the moderation process, was not submitted. This hampered a fair judgement of adherence to the and whether the examiners implemented the recommendations of the internal moderator for improvement Assessment Guideline.

The SBA CAT of two learning areas (LCSO4 and LCZU4) did not adhere to prescriptions regarding format and content and were not in line with the current version of the assessment guidelines. Furthermore, the marking guideline was incomplete as it did not contain the relevant prescribed instruments. In LCZU4, Umalusi found that there was no flow between the topic investigated and the theme of the project. The assignment and the checklist on data did not correspond with the topic in CAT 1. In CAT 2 the oral task did not totally adhere to the assessment guidelines as critical information was missing; the listening comprehension was based on the outdated version of the assessment guidelines and where candidates would be required to work in groups, whereas the assessment guidelines indicated this as an individual task. One question in CAT 3 was misplaced and had to be replaced because a dialogue was set as an essay question. Figure 2B below depicts adherence to the assessment guidelines in 2020, 2021 and 2022.
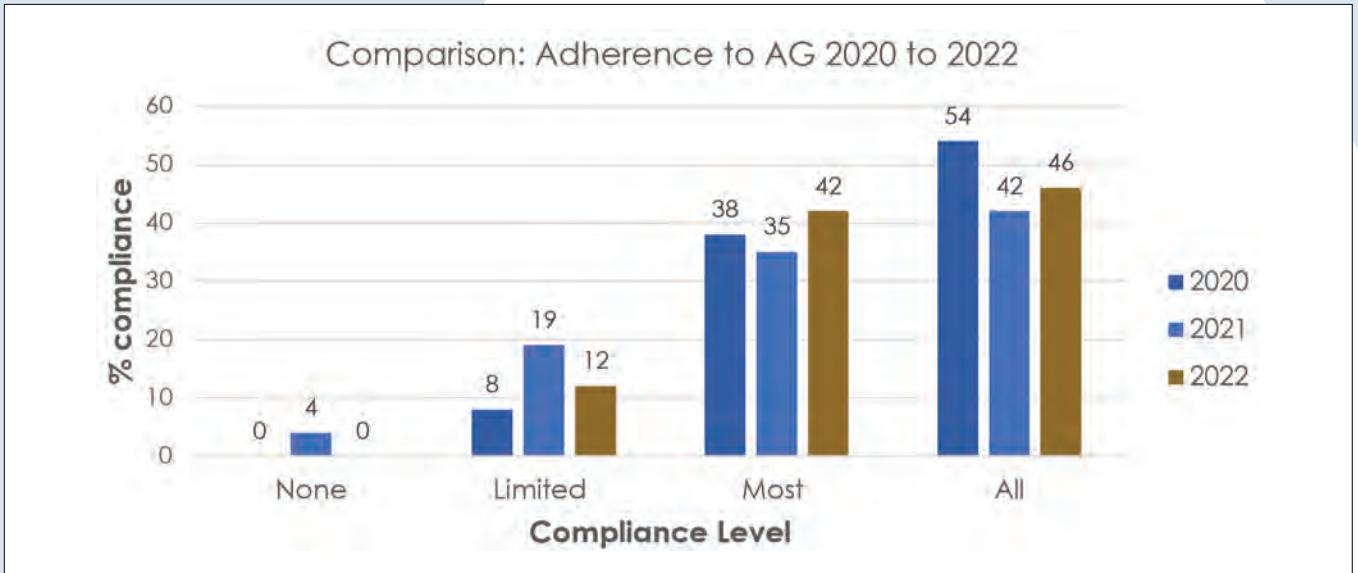
**Figure 2B: Comparison of compliance with adherence to assessment guidelines criterion over three years**

Figure 2B indicates that no learning area showed non-compliance in adherence to the assessment guidelines in 2022, compared to 4% in 2021 and none in 2020. There was also an improvement in the number of question papers that were fully compliant with this criterion, from 42% in 2021 to 46% in 2022.

It was, however, concerning to find that for the second year in a row, LCZU4 showed limited compliance in adhering to the assessment guidelines for the listening comprehension and rubric. However, before all the SBA CAT and their marking guidelines were approved, the internal moderator addressed the identified challenges.

## b) Content coverage

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

Fifty-eight percent of the SBA CAT were compliant in all respects, and 31% were compliant in most respects. Eleven percent of the SBA CAT showed limited compliance and none were non-compliant with this criterion. The SBA CAT of three learning areas (ANHC4, INCT4 and LCSO4) showed limited compliance.

The limited compliance in ANHC4 was in CAT 3, where the appropriate unit standards (US) were covered, but the weighting was incorrect. Some US were over-assessed while the others were inadequately covered. In INCT4 and LCSO4 the weighting and spread of the US were not compliant with the stipulations in the assessment guidelines. Figure 2C indicates compliance with this criterion over three years.
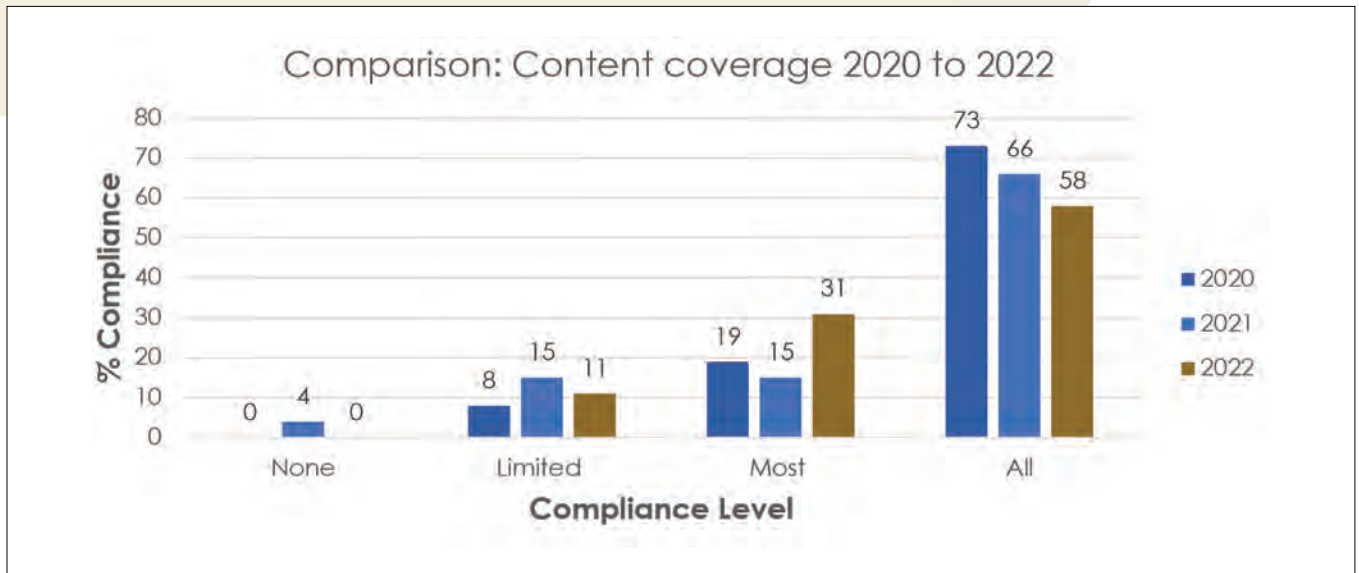
**Figure 2C: Comparison of overall compliance with content coverage criterion over three years**

Figure 2C shows that compliance in all respects of SBA CAT with the content coverage criterion declined by 7%, from 73% compliance in 2020 to 66% in 2021, and a further decline by 8% in 2022. There was an improvement of 4% in the number of SBA CAT that showed non-compliance and limited compliance when compared with that of 2021. When compared to 2021, the SBA CAT of INCT4 and LCSO4 did not adhere to the content coverage requirements of the assessment guidelines at initial moderation.

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

### c) Cognitive demand

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

Umalusi indicated that 54% of the SBA tasks were compliant in all respects and 38% in most aspects, leaving the remaining 8% showing limited compliance. None of the SBA CAT were non-compliant with the cognitive demand criterion. The two learning areas that showed limited compliance were LCND4 and LCSO4.

The CAT 3 had challenges that contributed to the limited compliance of LCND4, where poor questioning affected the level of difficulty and cognitive levels of the task. Although Umalusi indicated that there was an appropriate distribution in terms of cognitive levels in LCSO4, choice questions were not of an equivalent level of difficulty and cognitive demand. Furthermore, the CAT did not provide the opportunity to assess various higher level abilities of students or allow for creative responses from students. Figure 2D shows a comparison of compliance with the cognitive demand level over the last three years.
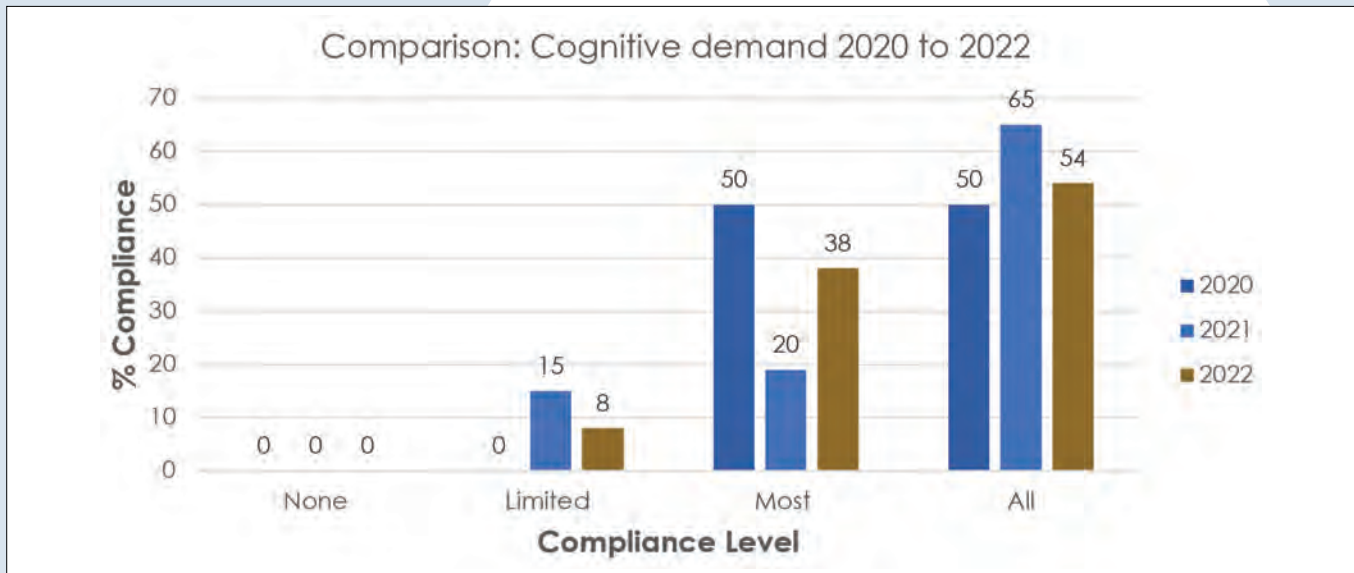
**Figure 2D: Comparison of overall compliance with cognitive demand criterion over three years**

The DHET maintained the 0% of SBA CAT that were non-compliant with this criterion at initial moderation over the last three years. The percentage of SBA CAT with limited compliance decreased from 15% in 2021 to 8% in 2022. Although there was a decrease of 11% in compliance in the SBA CAT that were compliant in all respects (from 65% in 2021 to 54% in 2022), there was an increase of 18% in SBA CAT that were compliant in most respects from 20% in 2021 to 38% in 2022.

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

### d) Language and bias

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

Umalusi found that 58% of the SBA CAT complied in most respects with this criterion, whereas only 23% showed compliance in all respects with this criterion at initial moderation. Nineteen percent of the SBA CAT showed limited compliance and none were totally non-compliant. The SBA CAT of five learning areas (ANHC4, LCSO4, LCZU4, MMSC4 and SMME4), which showed limited compliance, had the following challenges:

i. Subtleties in grammar that could cause confusion and misinterpretation, (ANHC4; LCZU4; MMSC4 and SMME4);
ii. Grammatical errors in the language used in the CAT and the marking guideline (ANHC4; LCSO4; LCZU4; MMSC4 and SMME4);
iii. Incorrect usage of learning area terminology (LCSO4; LCZU4; MMSC4 and SMME4);
iv. Inappropriate language register and level of complexity of vocabulary for the level of the candidates (LCSO4; LCZU4 and MMSC4); and
v. Inappropriate length of passages used in the texts (LCSO4 and SMME4).

There were two instances of bias that were found in only two learning areas (LCEN4 and SMME4). These were bias in terms of race (SMME4) and bias in terms of gender (LCEN4) in each of the two learning areas. These were addressed and corrected during moderation. Figure 2E shows a comparison of compliance with this criterion over three years.
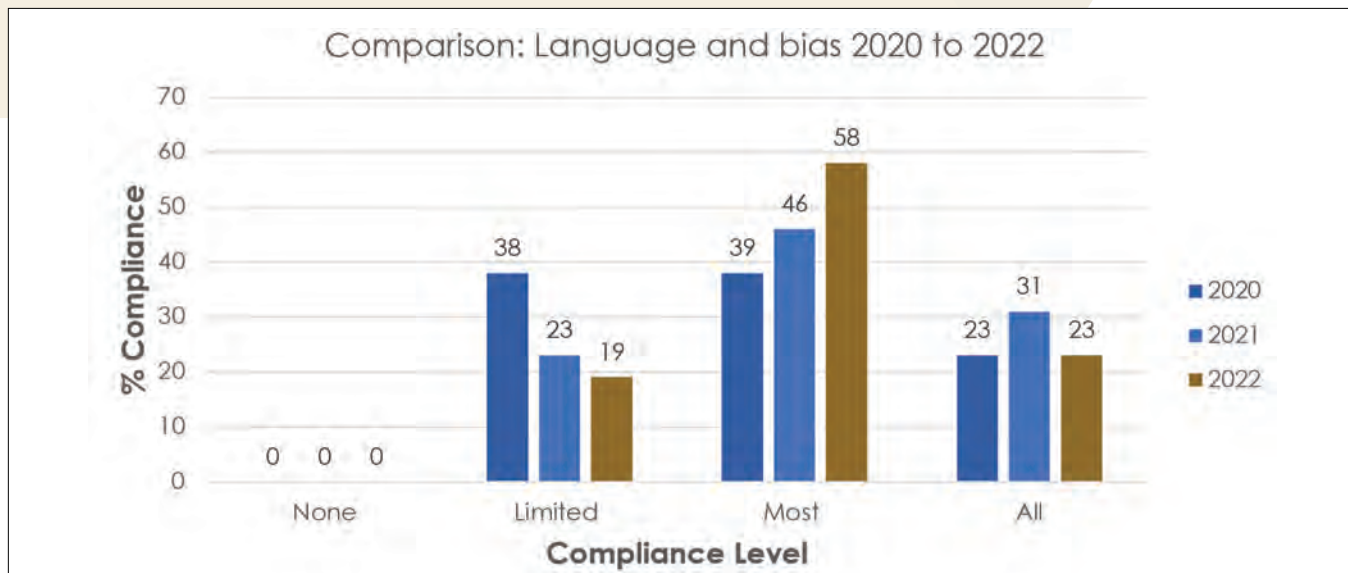
**Figure 2E: Comparison of overall compliance with language and bias criterion over three years**

Figure 2E shows that there were no instances of non-compliance with this criterion at initial moderation. There has been a steady decline in the number of SBA CAT that showed limited compliance, from the 38% in 2020 to 23% in 2021 and 19% in 2022. The figure also shows that there was an increase in the number of SBA CAT that were fully compliant in 2021 (from 23% in 2020 to 31% in 2021) but a decline back to 23% in 2022.

However, the internal moderator had addressed all these challenges before the SBA CAT and their marking guidelines were submitted to Umalusi for final approval.

### e) Formulation of instructions and questions

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

At initial moderation, 35% of SBA CAT complied in all aspects, 46% in most, 15% showed limited compliance, while 4% showed non-compliance with this criterion. The 4% of non-compliance was in the SBA CAT of LCZU4. The SBA CAT of four learning areas (LCSO4, MMSC4, TRVT4 and WHRT4) showed limited compliance. The following challenges were noted as causes of limited and non-compliance:

i. Instructions were unclear and ambiguous (LCZU4; LCSO4; MMSC4; TRVT4 and WHRT4);
ii. Instructions in each CAT were not well formulated (LCZU4; MMSC4 and WHRT4);
iii. The CAT contained double negatives in the question or had unnecessary negative terms (LCZU4; LCSO4 and WHRT4);
iv. References in questions to prose texts, visuals, drawings, illustrations, examples, tables, graphs were irrelevant and incorrect (LCZU4; LCSO4 and MMSC4);
v. The questions contained vaguely defined problems, ambiguous wording, extraneous and irrelevant information, trivia and unintentional clues to the correct answers (LCZU4; MMSC4; TRVT4 and WHRT4); and
vi. The CAT did not allow for the assessing of skills (MMSC4).

Figure 2F shows the comparison of compliance over 2020, 2021 and 2022.
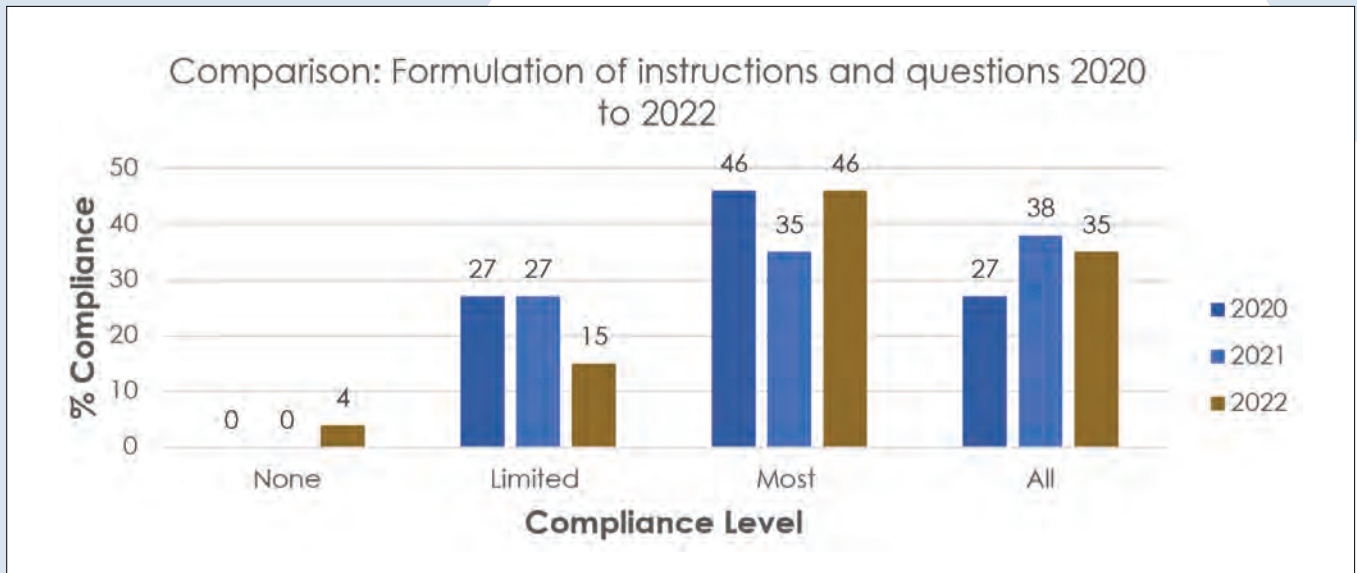
**Figure 2F: Comparison of overall compliance with the formulation of instruction and questions criterion over three years**

The comparison clearly shows a decline in the number of SBA CAT that were compliant in all respects in 2022 (35%) when compared with that of 2020 (38%). There was also an improvement in the SBA that were compliant in most respects, 35% in 2021 to 46% in 2022. An increase of 4% in the SBA CAT that were totally non-compliant was found.

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

**f) Quality and standard of SBA tasks**

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

Although there were no SBA CAT that showed non-compliance with this criterion, 31% were compliant in all respects, while 50% complied in most respects. Umalusi was still concerned about the SBA CAT of five learning areas (LCSO4, LCSP4, LCZU4, MLMS4 and MMSC4) making 19% that showed limited compliance at initial moderation. The contributory factors to the limited compliance were:

i.   An imbalance between the assessment of skills, knowledge and values (LCSO4);
ii.  The CAT did not relate to what is pertinent in the learning area (LCSO4);
iii. The mark allocation of the CAT not align with that of the marking guideline (LCSO4 and MMSC4);
iv.  The CAT was not of the appropriate standard (LCSO4; LCSP4; LCZU4 and MLMS4);
v.   The CAT were unfair, invalid and unreliable (LCSO4; LCSP4; LCZU4 and MLMS4);
vi.  Too much time was allocated for the CAT for the activity and the duration of the assignment and its corresponding marking guideline were not the same. (MLMS4); and
vii. The quality of illustrations, graphs, tables, etc. was not appropriate and not print ready (MMSC4).

Figure 2G illustrates the comparison of SBA CAT with criterion over three years.
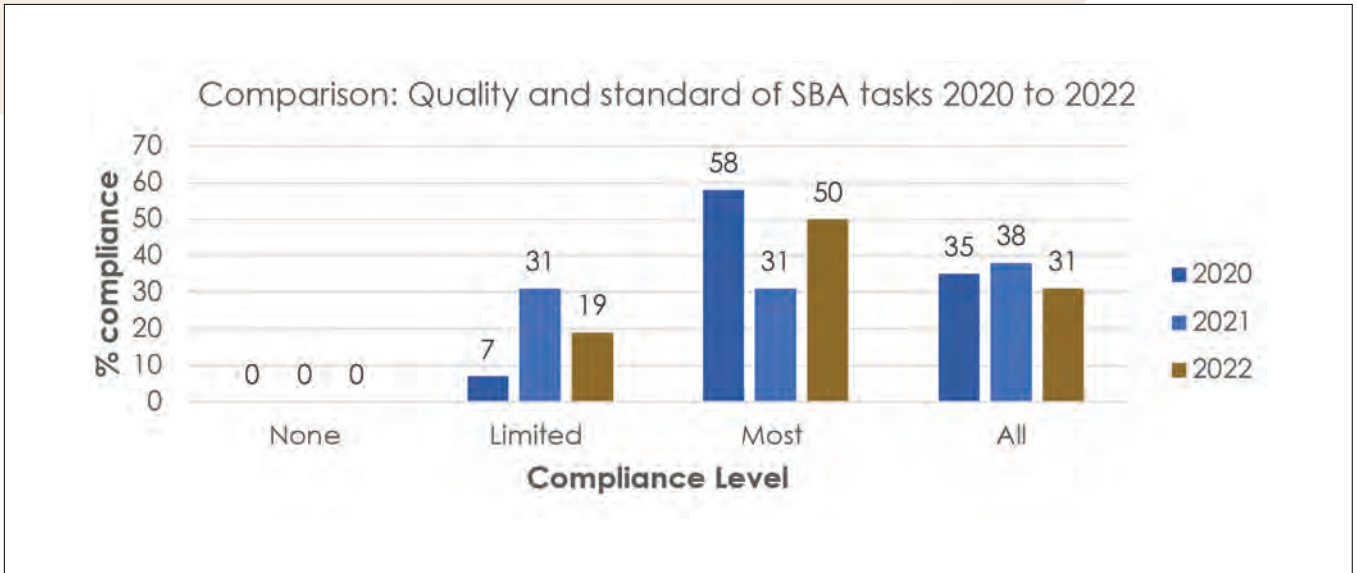
**Figure 2G: Comparison of overall compliance with the quality and standards of tasks criterion over three years**

Figure 2G shows that the compliance in all respects of SBA CAT with this criterion improved by 3% from 35% in 2020 to 38% in 2021 and then decreased by 7% to 31% in 2022. In 2020, 58% of SBA CAT complied in most respects, but then dropped by 27% to 31% in 2021. In 2022 there was a 19% increase in the number of SBA CAT that were compliant in most respects, to 50%.

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

**g) Mark allocation and marking guideline**

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

At initial moderation in 2022, 19% of SBA CAT were compliant in all aspects, 62% compliant in most aspects, 15% showed limited compliance and 4% were non-compliant with this criterion. The only learning area that was non-compliant was LCZU4 and the SBA of four learning areas (EMSC4; LCSO4; MMSC4 and TRVT4) showed limited compliance with this criterion. The challenges were as follows:

i. The marks for each question and/or sub-question in the marking guideline did not correspond with those in the SBA CAT (EMSC4; LCSO4; LCZU4 and MMSC4);
ii. Inaccuracy in the learning area content (LCSO4; MMSC4 and TRVT4);
iii. Marking guideline contained typographical and/or language errors (EMSC4; LCSO4; LCZU4; MMSC4 and TRVT4);
iv. Unclear format of the marking guideline (EMSC4 and LCZU4);
v. The marking guideline would not facilitate consistent marking (EMSC4; LCSO4; LCZU4; MMSC4 and TRVT4);
vi. The marking guideline did not clearly indicate mark allocation and mark distribution within the questions (LCZU4 and MMSC4);
vii. Marking guideline was not aligned to the CAT (EMSC4; LCSO4; LCZU4; MMSC4 and TRVT4); and
viii. The marking guideline did not allow for relevant alternative responses (LCSO4 and TRVT4).

Figure 2H compares the overall compliance of SBA CAT with mark distribution and marking guidelines over three years.
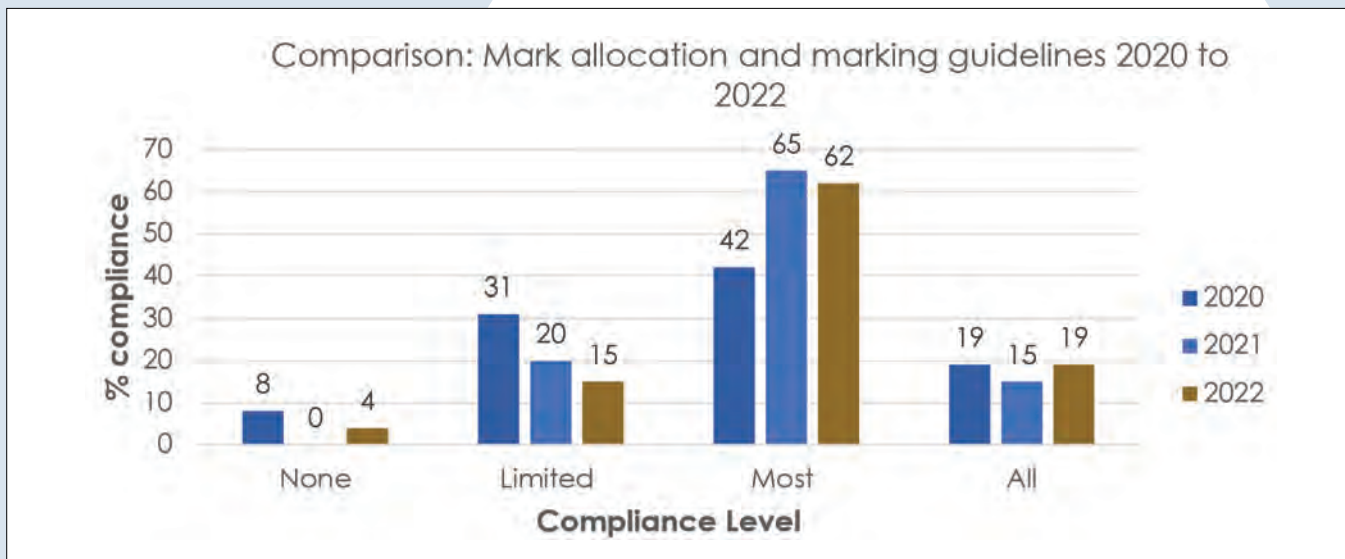
**Figure 2H: Comparison of overall compliance with the mark allocation and marking guideline criterion over three years**

The comparison shows that in 2022 there was an improvement of 4% in the number of SBA CAT that were compliant in all respects when compared with that of 2021. However, the 19% in 2022 was the same as that of 2020. Compared to 2021, there was a slight decrease in 2022, of 3% from 65% to 62%, in the number of SBA CAT that were compliant in most respects, but a 20% improvement when compared to 2020. Limited compliance was similar (15%) in 2021 and 2022, but 16% lower than in 2020 (31%). The percentage of SBA CAT that was non-compliant with this criterion increased from 0% in 2021 to 4% in 2022, which was still lower than the 8% in 2020.

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

**h) Internal moderation**

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

Umalusi still regards internal moderation as a matter of concern, with only 31% of the SBA CAT found to be compliant in all respects and 42% compliant in most respects with the internal moderation criterion at initial moderation in 2022. Umalusi also found that 19% of the SBA CAT showed limited compliance and 8% were totally non-compliant with this criterion. The SBA tasks of two learning areas (LCAF4 and LCZU4) were non-compliant, while those of five learning areas (LCSO4, LCSW4, LCVE4, MLMS4 and TECH4) showed limited compliance. Aspects that led to the limited and non-compliance findings were identified as follows:

i.    There was no, or limited, evidence that the CAT had been moderated internally (LCAF4);
ii.   The internal moderators' reports were not submitted or were incomplete and lacked details (LCAF4; LCSO4; LCZU4 and TECH4);
iii.  The internal moderators' reports were not of appropriate quality, standard or relevance (LCAF4; LCSO4; LCSW4; LCVE4; LCZU4; MLMS4 and TECH4);
iv.   There was no, or limited, evidence that the internal moderators' recommendations were effected (LCAF4 and TECH4); and
v.    The quality of internal moderation was not appropriate (LCAF4; LCSO4; LCSW4; LCVE4; LCZU4; MLMS4 and TECH4).

Figure 2I shows a comparison of compliance with the internal moderation criterion over three years.
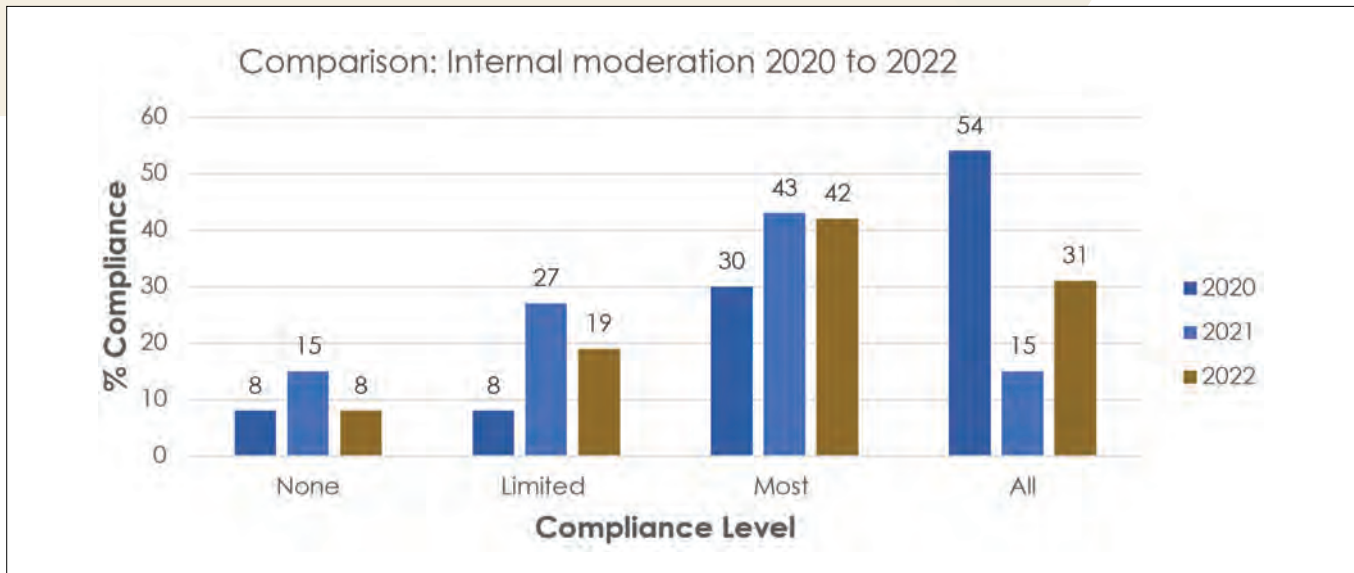
**Figure 2I: Comparison of overall compliance with the internal moderation criterion over three years**

Figure 2I shows the decline in the number of SBA CAT that were non-compliant (from 15% in 2021 to 8% in 2022); SBA CAT that showed limited compliance (from 27% in 2021 to 19% in 2022); and those that were compliant in most respects (from 43% in 2021 to 42% in 2022). There was a noticeable improvement (from 15% in 2021 to 31% in 2022) in the number of SBA CAT that were compliant in all respects.

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

## 2.4 Areas of Improvement

The following areas of improvement were noted:

a. During initial moderation only 11% of SBA CAT showed limited compliance when compared with the 19% in 2021;
b. The overall compliance of 81% of the SBA CAT with the language and bias criteria was an improvement when compared with 77% in 2022;
c. There was a marked improvement in compliance with the formulation of questions and instructions criteria (81% in 2022) when compared to 2020 and 2021 (73%); and
d. Overall compliance with mark allocation and marking guideline criteria improved compared to 2021 and was on a par with that of 2020, at 82%.

## 2.5 Areas of Non-Compliance

The following were identified as areas of non-compliance:
a. The language used in texts was not clear, had grammatical errors, and were not of appropriate level in five learning areas (ANHC4; LCSO4; LCZU; MMSC4 and SMME4);
b. Instances of racial and gender bias identified in two SBA CAT at initial moderation (race in one learning area: SMME4; and gender in one learning area: LCEN4);
c. Allocation of marks and mark distribution in the marking guideline that were not the same as those in the SBA CAT in four learning areas (EMSC4; LCSO4; LCZU4 and MMSC4); and
d. Poor quality and inappropriate standard of internal moderation in 23% of the SBA CAT at initial moderation in seven learning areas (LCAF4; LCSO4; LCSW4; LCVE4; LCZU4; MLMS4 and TECH4).

## 2.6 Directives for Compliance and Improvement

The DHET is required to:

a. Strengthen the training of examiners and internal moderators and focus on effective questioning techniques and language and bias in setting and internal moderation of SBA CAT;
b. Ensure that internal moderators fully understand their roles and responsibilities;
c. Ensure that the SBA CAT are thoroughly moderated before they are submitted for external moderation.

## 2.7 Conclusion

Umalusi evaluated the three tasks per learning area using a moderation instrument with prescribed criteria and quality indicators as a guide. The findings showed that there remains a challenge in setting the SBA CAT to ensure that tasks address the different unit standards, specific outcomes and related assessment criteria sufficiently. At final moderation the approved SBA CAT were fully compliant with all set criteria.

Although there was an improvement in three out of eight criteria at initial moderation when compared to 2021, the overall compliance showed a declining trend (42% in 2020, 39% in 2021 and 37% in 2022). This means that the quality of SBA CAT at initial moderation level has declined over three years. There is still much to be done to improve the quality of the SBA CAT and internal moderation. Too many tasks and marking guidelines contained grammar, spelling and technical errors and inaccuracies that should have been detected, addressed and reported during internal moderation. The joint training workshop that the DHET and Umalusi conducted should be a continuous process to improve the quality of SBA CAT submitted for external moderation.

# CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

## 3.1 Introduction

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

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 guidelines 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;
d. Check on the quality of internal moderation of SBA portfolios; and
e. Report on the overall quality of SBA portfolios.

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

## 3.2 Scope and Approach

Umalusi scheduled the moderation of SBA for the November 2022 examination cycle to coincide with the internal moderation conducted by the Department of Higher Education and Training (DHET) at the regional moderation centres of all nine provinces. This approach was adopted from 2017 and proved to be a success. Umalusi conducted moderation of a sample of SBA portfolios of all 26 learning areas.

Umalusi deployed 36 external moderators to the regional moderation centres in all nine provinces to conduct the moderation process over two days. Umalusi moderators had direct access to all SBA portfolios and were able to select their own samples randomly from the pool of moderated portfolios from different community learning centres (CLC). In any sampled CLC, one lecturer's portfolio of assessment (PoA) and five students' PoE were included, per learning area. Umalusi moderators were expected to moderate the SBA portfolios of 24 CLC, per learning area, over the two days. Umalusi moderators were required to ensure that their sampling met the following requirements:

a. To moderate a total of 12 students' PoE per day;
b. To include 12 students' PoE from at least six CLC;
c. Include at least two students' PoE from each CLC;
d. Students' PoE should be representative of three levels of achievement, i.e., below average; average and above average categories;
e. Working mark sheets and computerised mark sheets should be included for verification purposes; and
f. Internal moderators' reports at different levels of moderation must be included, per CLC.

Table 3A indicates a list of learning areas and the number of SBA portfolios sampled that Umalusi planned to moderate, per region, for the November 2022 moderation process

**Table 3A: SBA portfolio samples submitted and moderated**

| No. | Learning area | EC | FS | GP | KZN | LP | MP | NC | NW | WC | Total |
|-----|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| 1. | AAAT4 | 24 | | | | | | | | | 24 |
| 2. | ANHC4 | 24 | | | 24 | | | 24 | | | 72 |
| 3. | ARTC4 | | | | 24 | | | | | | 24 |
| 4. | ECD4 | | | | 24 | 24 | | | | | 48 |
| 5. | EMSC4 | | | 24 | | | | | | | 24 |
| 6. | HSSC4 | | 24 | | | | | | | | 24 |
| 7. | INCT4 | | | 24 | | | | | | | 24 |
| 8. | LCAF4 | | | | | | | | | 24 | 24 |
| 9. | LCEN4 | | | | | | | 24 | 24 | | 48 |
| 10. | LCND4 | | | | | | 24 | | | | 24 |
| 11. | LCSO4 | | 24 | | | | | | | | 24 |
| 12. | LCSP4 | | | | | | 24 | | | | 24 |
| 13. | LCSW4 | | | | | | 24 | | | | 24 |
| 14. | LCTS4 | | | | | | | | 24 | | 24 |
| 15. | LCVE4 | | | | | 24 | | | | | 24 |
| 16. | LCXH4 | | | | | | | | | 24 | 24 |
| 17. | LCXI4 | | | | | 24 | | | | | 24 |
| 18. | LCZU4 | | | | | | 24 | | | | 24 |
| 19. | LIFO4 | | | | 24 | | | 24 | | | 48 |
| 20. | MLMS4 | | | 24 | 24 | | | | | | 48 |
| 21. | MMSC4 | | | | 24 | | | | | 24 | 48 |
| 22. | NATS4 | | | 24 | | | | | | | 24 |
| 23. | SMME4 | 24 | | | | | | | 24 | | 48 |
| 24. | TECH4 | | | | | | 24 | | | | 24 |
| 25. | TRVT4 | | | 24 | | | | | | | 24 |
| 26. | WHRT4 | | | 24 | | | | | | | 24 |
| | **Total** | **72** | **48** | **144** | **120** | **72** | **144** | **72** | **72** | **72** | **816** |

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 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.

## 3.3 Summary of Findings

This section summarises the findings and observations of Umalusi during the moderation of the SBA portfolios of various CLC in the different provinces. Umalusi moderated the SBA portfolios of each CLC to measure

the degree of compliance in the implementation and moderation of SBA. It should be noted that the findings and conclusions were based on the sample selected for the moderation of the SBA portfolios.

### 3.3.1 Moderated Samples

In total, Umalusi planned to moderate 816 students' PoE from 408 sampled CLC. Umalusi was able to select a sample of 736 student PoE and 369 lecturers' PoA from 369 CLC, in 26 learning areas, across the nine provinces, determined by the availability of SBA portfolios per learning area and per region. Availability was governed by the number of registered candidates for the November 2022 examination. Table 3B provides a summary of the moderated sample.

**Table 3A: SBA portfolio samples submitted and moderated**

| No. | Learning area | EC | FS | GP | KZN | LP | MP | NC | NW | WC | Total |
|-----|---------------|----|----|----|----|----|----|----|----|----|-------|
| 1. | AAAT4 | 24 | | | | | | | | | 24 |
| 2. | ANHC4 | 24 | | | 22 | | | 24 | | | 70 |
| 3. | ARTC4 | | | | | 22 | | | | | 22 |
| 4. | ECD4 | | | | 24 | 16 | | | | | 40 |
| 5. | EMSC4 | | | 24 | | | | | | | 24 |
| 6. | HSSC4 | | 12 | | | | | | | | 12 |
| 7. | INCT4 | | | 24 | | | | | | | 24 |
| 8. | LCAF4 | | | | | | | | | 17 | 17 |
| 9. | LCEN4 | | | | | | | 24 | 24 | | 48 |
| 10. | LCND4 | | | | | | 12 | | | | 12 |
| 11. | LCSO4 | | 18 | | | | | | | | 18 |
| 12. | LCSP4 | | | | | | 16 | | | | 16 |
| 13. | LCSW4 | | | | | | 24 | | | | 24 |
| 14. | LCTS4 | | | | | | | | 24 | | 24 |
| 15. | LCVE4 | | | | | 24 | | | | | 24 |
| 16. | LCXH4 | | | | | | | | | 18 | 18 |
| 17. | LCXI4 | | | | | 23 | | | | | 23 |
| 18. | LCZU4 | | | | | | 16 | | | | 16 |
| 19. | LIFO4 | | | | 24 | | | 24 | 24 | | 72 |
| 20. | MLMS4 | | | 24 | 24 | | | | | 20 | 68 |
| 21. | MMSC4 | | | | 24 | | | | | | 24 |
| 22. | NATS4 | | | 12 | | | | | | | 12 |
| 23. | SMME4 | 16 | | | | | | | 24 | | 40 |
| 24. | TECH4 | | | | | | 16 | | | | 16 |
| 25. | TRVT4 | | | 24 | | | | | | | 24 |
| 26. | WHRT4 | | | 24 | | | | | | | 24 |
| | **Total** | 64 | 30 | 132 | 118 | 69 | 100 | 72 | 96 | 55 | 736 |

The larger number of enrolments in some of the learning areas justified the sampling of certain learning areas in more than one region/province. The SBA portfolios for ANHC4, LIFO4 and MLMS4 were moderated in three provinces. Those of ECD4, LCEN4 and SMME4 were moderated in two provinces, while SBA portfolios for the other learning areas were moderated in only one province each. The availability of SBA portfolios in different provinces affected the size of the samples requested.

Umalusi moderated the SBA portfolios of seven learning areas in Mpumalanga and Gauteng, four in KwaZulu-Natal, Limpopo and North West, three in the Eastern Cape, Northern Cape and Western Cape and only two learning areas in the Free State. In seven learning areas Umalusi deviated from the prescribed sample size by increasing the number of PoE: from two to three in HSSC4, LCXI4, MMSC4 and SMME4; from two to four in LCEN4, and LCSO4; and from two to five in ECD4. There were only two centres that submitted only one student portfolio in LCAF4 and LCXI4. Table 3C reflects the number of moderated SBA portfolios per learning area, per province and per CLC.

**Table 3A: SBA portfolio samples submitted and moderated**

| Province | Community learning centre | Learning area | PoE | PoA |
|---|---|---|---|---|
| Eastern Cape | Ngqeleni /Libode Night CLC | AAAT4 | 2 | 1 |
| | Bofolo/Qhayiya CLC | | 2 | 1 |
| | Lusikisiki Prison CLC | | 2 | 1 |
| | Tsolo CLC | | 2 | 1 |
| | Sentile CLC | | 2 | 1 |
| | Ndumiso/Mbekwa CLC | | 2 | 1 |
| | Memdu CLC | | 2 | 1 |
| | Magwa CLC | | 2 | 1 |
| | Betshwana CLC | | 2 | 1 |
| | Nowalala CLC | | 2 | 1 |
| | Mthatha Prison | | 2 | 1 |
| | Mpeta CLC | | 2 | 1 |
| | Ntukayi CLC (Mfuneli Satellite) | ANHC4 | 2 | 1 |
| | Blythswood CLC | | 2 | 1 |
| | Makukhanye CLC | | 2 | 1 |
| | Makiwane/Nompumelelo CLC | | 2 | 1 |
| | Qumbu CLC | | 2 | 1 |
| | Mangquzu CLC | | 2 | 1 |
| | Grahamstown CLC | | 2 | 1 |
| | Ntukayi CLC (Ntukayi Satellite) | | 2 | 1 |
| | Auckland (Sinethemba) CLC | | 2 | 1 |
| | Entilini CLC | | 2 | 1 |
| | Msobomvu CLC | | 2 | 1 |
| | Mthombolwazi CLC | | 2 | 1 |
| | Cecelia Makiwane CLC | SMME4 | 2 | 1 |
| | Mbulukwenza CLC | | 2 | 1 |
| | Port St Johns CLC | | 2 | 1 |
| | Ngqeleni CLC | | 2 | 1 |
| | Buffalo City CLC | | 2 | 1 |
| | Adelaide CLC | | 2 | 1 |
| | Holy Cross CLC | | 2 | 1 |
| | Mgobozi CLC | | 2 | 1 |
| Free State | Momaganang CLC | HSSC4 | 2 | 1 |
| | Kganya CLC | | 2 | 1 |
| | Rutegang CLC | | 2 | 1 |
| | Letjhabile-Vukuzenzele CLC | | 2 | 1 |
| | Tumahole CLC | | 2 | 1 |
| | Groenpunt CLC | | 2 | 1 |
| | Mohloding CLC | LCSO4 | 2 | 1 |
| | Reahola CLC | | 2 | 1 |
| | Umziwoxolo CLC | | 2 | 1 |
| | Bahlodi CLC | | 2 | 1 |
| | Impucuko CLC | | 2 | 1 |
| | Moqhaka CLC | | 2 | 1 |
| | Itshebeletseng CLC | | 2 | 1 |
| | Thusanang CLC | | 2 | 1 |
| | Kutlwano-Siyavana CLC | | 2 | 1 |

| Province | Community learning centre | Learning area | PoE | PoA |
|---|---|---|---|---|
| Gauteng | Thembisa CLC | EMSC4 | 2 | 1 |
| | Sebokeng | | 2 | 1 |
| | Resource Centre | | 2 | 1 |
| | Victory CLC | | 2 | 1 |
| | Tlhabologo CLC | | 2 | 1 |
| | Alexandra CLC | | 2 | 1 |
| | Bekkersdal CLC | | 2 | 1 |
| | Aaron Moeti | | 2 | 1 |
| | DWT Nthathe CLC | | 2 | 1 |
| | ED Mafole CLC | | 2 | 1 |
| | Reneilwe CLC | | 2 | 1 |
| | Herbert Mdingi CLC | | 2 | 1 |
| | 21 Battalion CLC | INCT4 | 2 | 1 |
| | Bethsaida CLC | | 2 | 1 |
| | Thuto Mfundo Main Day CLC | | 2 | 1 |
| | Sharpeville CLC | | 2 | 1 |
| | Wattville Main Centre CLC | | 2 | 1 |
| | Tembisa Main CLC | | 2 | 1 |
| | Pretoria Prison | | 2 | 1 |
| | Victory CLC–Siphamandla CLC | | 2 | 1 |
| | Kwa-Thema CLC | | 2 | 1 |
| | Mohlakeng CLC | | 2 | 1 |
| | Mamelodi CLC | | 2 | 1 |
| | Moepathutse CLC | | 2 | 1 |
| | Khutsong CLC | MLMS4 | 2 | 1 |
| | Sebokeng CLC | | 2 | 1 |
| | Elandspoort CLC | | 2 | 1 |
| | Hammanskraal-Hans Kekana CLC | | 2 | 1 |
| | Tsakane CLC | | 2 | 1 |
| | ED Mafole CLC | | 2 | 1 |
| | Heidelberg Correctional Service | | 2 | 1 |
| | Sydney Maseko CLC | | 2 | 1 |
| | Peter Lengene CLC | | 2 | 1 |
| | Taamane CLC | | 2 | 1 |
| | Thuto Mfundo CLC | | 2 | 1 |
| | Orange Farm CLC | | 2 | 1 |
| | Pretoria Prison (D4) | MMSC4 | 2 | 1 |
| | Vunanimfundo CLC | | 2 | 1 |
| | Leeuwkop Maximum CLC | | 2 | 1 |
| | Modderbee CLC | | 2 | 1 |
| | Bekkersdal CLC | | 2 | 1 |
| | Brixton Satellite CLC | | 2 | 1 |
| | Moepathutse CLC | | 2 | 1 |
| | Tembisa CLC | | 2 | 1 |
| | Sebokeng CLC | | 2 | 1 |
| | EW Hobbs CLC | | 2 | 1 |
| | Daveyton CLC | | 2 | 1 |
| | Hammanskraal CLC | | 2 | 1 |

| Province | Community learning centre | Learning area | PoE | PoA |
|---|---|---|---|---|
| Gauteng | Victory (Ikhwezi) CLC Tshwane North | TRVT4 | 2 | 1 |
| | St Anthony's CLC | | 2 | 1 |
| | Tembisa CLC | | 2 | 1 |
| | Morakapula Santho CLC | | 2 | 1 |
| | PQ Vundla CLC | | 2 | 1 |
| | Diepkloof CLC | | 2 | 1 |
| | Tswinyane CLC | | 2 | 1 |
| | Holy Trinity CLC | | 2 | 1 |
| | Sharpeville CLC | | 2 | 1 |
| | Denver CLC | | 2 | 1 |
| | Sedimogang CLC | | 2 | 1 |
| | JHB Correctional Centre | | 2 | 1 |
| | Herbert Mdingi CLC–Orlando | WHRT4 | 2 | 1 |
| | Ivory Park CLC–Ebomini | | 2 | 1 |
| | Alexandra CLC–Minerva | | 2 | 1 |
| | Josiah Khumalo–Naledi Day CLC | | 2 | 1 |
| | City Deep–Forest Night CLC | | 2 | 1 |
| | Kwazini CLC–Main Centre | | 2 | 1 |
| | Pretoria Prison | | 2 | 1 |
| | Aaron Moeti – Kgolamoriti CLC | | 2 | 1 |
| | Moepathutse CLC- Living world | | 2 | 1 |
| | JHB Central – Chiawelo CLC | | 2 | 1 |
| | JHB West Morakapula Santho CLC | | 2 | 1 |
| | Gauteng east -Vunanimfundo CLC | | 2 | 1 |
| KwaZulu-Natal | Siyanatha CLC | ANHC4 | 2 | 1 |
| | Sikhanyiseleni CLC | | 2 | 1 |
| | Phindangene CLC | | 2 | 1 |
| | Sesikwazi CLC | | 2 | 1 |
| | Ntuzuma CLC | | 2 | 1 |
| | Intiwe CLC | | 2 | 1 |
| | Phumelela (Manaye) CLC | | 2 | 1 |
| | Bonamosa CLC | | 2 | 1 |
| | Siyakhanya CLC | | 2 | 1 |
| | Osizweni CLC | | 2 | 1 |
| | Wotani CLC | | 2 | 1 |
| | Magemegeme CLC | ECD4 | 2 | 1 |
| | Second Chance CLC | | 2 | 1 |
| | Sibani CLC | | 2 | 1 |
| | Vukuzenzele CLC | | 2 | 1 |
| | Esibanini CLC | | 2 | 1 |
| | Zuza CLC | | 2 | 1 |
| | Kokstad Med CLC | | 2 | 1 |
| | Ntuzuma HRD CLC | | 2 | 1 |
| | Funulwazi CLC | | 2 | 1 |
| | Umkhanyakude CLC | | 2 | 1 |
| | Emthonjeni CLC | | 2 | 1 |
| | Phindangene CLC | | 2 | 1 |

| Province | Community learning centre | Learning area | PoE | PoA |
|----------|---------------------------|---------------|-----|-----|
| KwaZulu-Natal | Bonamuva CLC | LIFO4 | 2 | 1 |
| | Sibusisiwe CLC | | 2 | 1 |
| | Lindelwa CLC | | 2 | 1 |
| | Makhubalo CLC | | 2 | 1 |
| | Dalisu CLC | | 2 | 1 |
| | Masibambisane CLC | | 2 | 1 |
| | Vulingqondo CLC | | 2 | 1 |
| | Masande CLC | | 2 | 1 |
| | Sekuyakhanya CLC | | 2 | 1 |
| | Vulindlela UGU CLC | | 2 | 1 |
| | Nkanyiso CLC | | 2 | 1 |
| | Inqabayamangwe CLC | | 2 | 1 |
| | Mandondo CLC | MLMS4 | 2 | 1 |
| | Siyaphumula CLC | | 2 | 1 |
| | Kokstad Medium CLC | | 2 | 1 |
| | Tholimfundo CLC | | 2 | 1 |
| | Sesikwazi CLC | | 2 | 1 |
| | Manthantisi CLC | | 2 | 1 |
| | Wotana -Vukile CLC | | 2 | 1 |
| | Intiwe CLC | | 2 | 1 |
| | Matiti CLC | | 2 | 1 |
| | Sibusisiwe CLC | | 2 | 1 |
| | Palmiet CLC | | 2 | 1 |
| | Esselen Heights CLC | | 2 | 1 |
| Limpopo | Mphanama CLC | ARTC4 | 2 | 1 |
| | Sebelaolo CLC | | 2 | 1 |
| | OR Tambo CLC | | 2 | 1 |
| | Mamaila CLC | | 2 | 1 |
| | Botole CLC | | 2 | 1 |
| | Shingwedzi CLC | | 2 | 1 |
| | Mukununde CLC | | 2 | 1 |
| | Rasivhetshele CLC | | 2 | 1 |
| | Makwarela CLC | | 2 | 1 |
| | Masakona CLC | | 2 | 1 |
| | Tshipise CLC | | 2 | 1 |
| | Redeeming CLC | LCVE4 | 2 | 1 |
| | Dzumbathoho CLC | | 2 | 1 |
| | Dambalwashe CLC | | 2 | 1 |
| | Tshikondeni CLC | | 2 | 1 |
| | Mudunungu CLC | | 2 | 1 |
| | Matsila CLC | | 2 | 1 |
| | Madzivhandila CLC | | 2 | 1 |
| | Mathede CLC | | 2 | 1 |
| | Musina CLC | | 2 | 1 |
| | Lukau CLC | | 2 | 1 |
| | Mboneni CLC | | 2 | 1 |
| | Maandamahulu CLC | | 2 | 1 |

| Province | Community learning centre | Learning area | PoE | PoA |
|---|---|---|---|---|
| | Mbokota CLC | LCXI4 | 2 | 1 |
| | Khomisani CLC | | 2 | 1 |
| | Malamulele Public School CLC | | 2 | 1 |
| | Nyavani CLC | | 2 | 1 |
| | Khaphakhapha CLC | | 1 | 1 |
| | Mashamba CLC | | 2 | 1 |
| | Mulweli CLC | | 2 | 1 |
| | Madzivi CLC | | 2 | 1 |
| | Titirheleni CLC | | 2 | 1 |
| | N'wa-Risenga CLC | | 2 | 1 |
| | Benson Shiviti CLC | | 2 | 1 |
| | Mahlevezulu CLC | | 2 | 1 |
| | Rantjie CLC | NATS4 | 2 | 1 |
| | Jordan CLC | | 2 | 1 |
| | Mashavela CLC | | 2 | 1 |
| | Mapeloana CLC (Kgako-Tlou) | | 2 | 1 |
| | Mapeloana CLC (Mankweng) | | 2 | 1 |
| | Bogwasha CLC | | 2 | 1 |
| Mpumalanga | Thulamahashe–Bohlabela CLC | ECD4 | 2 | 1 |
| | Andisa CLC | | 2 | 1 |
| | Delmas CLC | | 2 | 1 |
| | Mapataletse CLC | | 2 | 1 |
| | Nkuagae CLC–(Dipaleseng) | | 2 | 1 |
| | Kennen CLC | | 2 | 1 |
| | Newscom CLC | | 2 | 1 |
| | Mayibuye CLC | | 2 | 1 |
| | Andisa CLC | LCND4 | 2 | 1 |
| | Sihlangene CLC | | 2 | 1 |
| | Nkosiphile CLC | | 2 | 1 |
| | Intuthuko (Buthelelani) CLC | | 2 | 1 |
| | Bonginhlanhla CLC | | 2 | 1 |
| | Mafu CLC | | 2 | 1 |
| | Vaalbank (Greenside) CLC | LCSP4 | 2 | 1 |
| | Moloto CLC | | 2 | 1 |
| | Letsamaile CLC | | 2 | 1 |
| | KwaMhlanga CLC | | 2 | 1 |
| | Klarinet CLC | | 2 | 1 |
| | Rekwele CLC | | 2 | 1 |
| | Kennen CLC | | 2 | 1 |
| | Lesedi CLC | | 2 | 1 |
| | Nelspruit CLC | LCSW4 | 2 | 1 |
| | Manzini CLC | | 2 | 1 |
| | KaMaqhekeza CLC | | 2 | 1 |
| | Mayflower CLC | | 2 | 1 |
| | Ngonini CLC | | 2 | 1 |
| | Elukwatini CLC | | 2 | 1 |
| | Sihlangu CLC | | 2 | 1 |

| Province | Community learning centre | Learning area | PoE | PoA |
|---|---|---|---|---|
| Mpumalanga | Skhwahlane CLC | LCSW4 | 2 | 1 |
| | Bhekiswayo CLC | | 2 | 1 |
| | Ntabanhle CLC | | 2 | 1 |
| | Songimvelo CLC | | 2 | 1 |
| | Embhuleni CLC | | 2 | 1 |
| | Driefontein CLC | LCZU4 | 2 | 1 |
| | Bonsanani CLC | | 2 | 1 |
| | Rivoningo–Thembelisha CLC | | 2 | 1 |
| | Klarinet–Kwaguqa CLC | | 2 | 1 |
| | Phaphamani–Delmas CLC | | 2 | 1 |
| | Lynnville CLC | | 2 | 1 |
| | Kganya–Gert Sibande CLC | | 2 | 1 |
| | Phola-Nkangala CLC | | 2 | 1 |
| | Madi VO CLC | TECH4 | 2 | 1 |
| | Rivoningo CLC | | 2 | 1 |
| | Vulamehlo CLC | | 2 | 1 |
| | Driefontein Satellite CLC | | 2 | 1 |
| | Mayflower Satellite CLC | | 2 | 1 |
| | Inkambeni CLC | | 2 | 1 |
| | Bethal CLC | | 2 | 1 |
| | Rivoningo CLC | | 2 | 1 |
| Northern Cape | Z F Mgcawu CLC | ANHC4 | 2 | 1 |
| | People's Public CLC–Calvinia | | 2 | 1 |
| | Mecwi CLC–Letlhabile | | 2 | 1 |
| | Helen Joseph CLC | | 2 | 1 |
| | Kareeville CLC–Noupoort | | 2 | 1 |
| | Itlhatloseng CLC | | 2 | 1 |
| | Kareeville Community CLC Ikhwezi Lomso | | 2 | 1 |
| | People's Public CLC–Brandvlei | | 2 | 1 |
| | Itlhatloseng CLC–Itlhatloseng | | 2 | 1 |
| | People's Public CLC–Pofadder | | 2 | 1 |
| | People's Public CLC–Leliefontein/ Nieuwoutdville CLC | | 2 | 1 |
| | Mecwi CLC Kodumelang | | 2 | 1 |
| | John Taolo Gaetsewe CLC | LCEN4 | 2 | 1 |
| | ZF Mgcawu CLC | | 2 | 1 |
| | People's Public CLC | | 2 | 1 |
| | Helen Joseph CLC | | 2 | 1 |
| | Kareeville CLC | | 2 | 1 |
| | Thuto-Boswa CLC | | 2 | 1 |
| | Thuto-Boswa CLC | | 2 | 1 |
| | Itlhatloseng CLC | | 2 | 1 |
| | Helen Joseph CLC | | 2 | 1 |
| | Mecwi CLC | | 2 | 1 |
| | ZG Mgcawu CLC | | 2 | 1 |
| | Helen Joseph CLC | | 2 | 1 |

| Province | Community learning centre | Learning area | PoE | PoA |
|---|---|---|---|---|
| Northern Cape | Kareeville–Mziwabantu CLC | LIFO4 | 2 | 1 |
| | Elukhanyisweni CLC | | 2 | 1 |
| | Kolomela–Sunrise CLC | | 2 | 1 |
| | Helen Joseph–Pescodia CLC | | 2 | 1 |
| | Thuto-Boswa CLC | | 2 | 1 |
| | Sutherland CLC | | 2 | 1 |
| | Letlhabile Mecwi CLC | | 2 | 1 |
| | Helen Joseph CLC | | 2 | 1 |
| | Kimberley Correctional Centre | | 2 | 1 |
| | Douglas Correctional Centre | | 2 | 1 |
| | Calvinia CLC | | 2 | 1 |
| | Danielskuil CLC | | 2 | 1 |
| North West | Maiteko CLC | LCEN4 | 2 | 1 |
| | Good Shepherd CLC | | 2 | 1 |
| | Mojasago CLC | | 2 | 1 |
| | Ikaheng CLC | | 2 | 1 |
| | Reabetswe CLC | | 2 | 1 |
| | Bopanang CLC | | 2 | 1 |
| | Golden Village CLC | | 2 | 1 |
| | Moseki CLC | | 2 | 1 |
| | Manthe CLC | | 2 | 1 |
| | Tswelopele CLC | | 2 | 1 |
| | Puleng CLC | | 2 | 1 |
| | Mmakau CLC | LCTS4 | 2 | 1 |
| | Sunrise CLC | | 2 | 1 |
| | Ntshepe CLC | | 2 | 1 |
| | Kgatelopele CLC | | 2 | 1 |
| | Lodirile CLC | | 2 | 1 |
| | Boikhutsong CLC | | 2 | 1 |
| | Ithuseng CLC | | 2 | 1 |
| | Rutanang CLC | | 2 | 1 |
| | Apogang CLC | | 2 | 1 |
| | Good Shepherd CLC | | 2 | 1 |
| | Thuto-Boswa CLC | | 2 | 1 |
| | Thotloetso CLC | | 2 | 1 |
| | Phaladi CLC | LIFO4 | 2 | 1 |
| | Mmajane CLC | | 2 | 1 |
| | Tlhatlogang CLC | | 2 | 1 |
| | Kopanang CLC | | 2 | 1 |
| | Bololang CLC | | 2 | 1 |
| | Fadimega CLC | | 2 | 1 |
| | Tswelelopele CLC | | 2 | 1 |
| | Ithuseng CLC | | 2 | 1 |
| | Saku CLC | | 2 | 1 |
| | Rankunyana CLC | | 2 | 1 |
| | Laosakitso CLC | | 2 | 1 |
| | Khubamelo CLC | | 2 | 1 |

| Province | Community learning centre | Learning area | PoE | PoA |
|---|---|---|---|---|
| North West | Vaal Park CLC | SMME4 | 2 | 1 |
| | Manthe CLC | | 2 | 1 |
| | Good Shepherd–Lerothodi CLC | | 2 | 1 |
| | Sunrise CLC | | 2 | 1 |
| | Modisha CLC | | 2 | 1 |
| | Tlholwe CLC | | 2 | 1 |
| | Legapane CLC | | 2 | 1 |
| | Mahube a Letsatsi CLC | | 2 | 1 |
| | Nonnaaphang CLC | | 2 | 1 |
| | Golden Village CLC | | 2 | 1 |
| | Tokologo CLC | | 2 | 1 |
| | Thotloetso CLC | | 2 | 1 |
| Western Cape | Elsies River CLC–Metro North | LCAF4 | 2 | 1 |
| | West Coast Piketberg CLC | | 2 | 1 |
| | Stellenbosch CLC | | 1 | 1 |
| | West Coast Clanwilliam CLC | | 2 | 1 |
| | Atlantis CLC | | 2 | 1 |
| | Overberg CLC | | 2 | 1 |
| | Forest Heights CLC | | 2 | 1 |
| | Oudtshoorn CLC | | 2 | 1 |
| | George CLC | | 2 | 1 |
| | Masiyile CLC | LCXH4 | 2 | 1 |
| | Nolungile CLC | | 2 | 1 |
| | Samora Machel CLC | | 2 | 1 |
| | Mkhangeli CLC | | 2 | 1 |
| | Voorberg Medium B | | 2 | 1 |
| | Masakhane CLC | | 2 | 1 |
| | St Francis CLC | | 2 | 1 |
| | Beaufort West CLC | | 2 | 1 |
| | Phumelela CLC | | 2 | 1 |
| | Die Duine CLC | MLMS4 | 2 | 1 |
| | Bridgetown CLC | | 2 | 1 |
| | Masakhane CLC | | 2 | 1 |
| | Elsies River CLC | | 2 | 1 |
| | George CLC | | 2 | 1 |
| | Malmesbury CLC | | 2 | 1 |
| | Riviersonderend CLC | | 2 | 1 |
| | Malmesbury New Prison | | 2 | 1 |
| | Worcester CLC | | 2 | 1 |
| | St Francis CLC | | 2 | 1 |
| **Total** | | | **736** | **369** |

When compared with the 2021 figures, there was an increase in the size of the sample in 2022, with 736 student PoE (2022) from 585 in 2021; 369 lecturer PoA (2022) from 254 in 2021; and 369 CLC, up from 240 in 2021. However, the sample size in 2020 (1 232 PoE, 451 PoA, and 383 CLC) was still higher than that of both 2021 and 2022. A comparison of the sample sizes is depicted in Figure 3A.
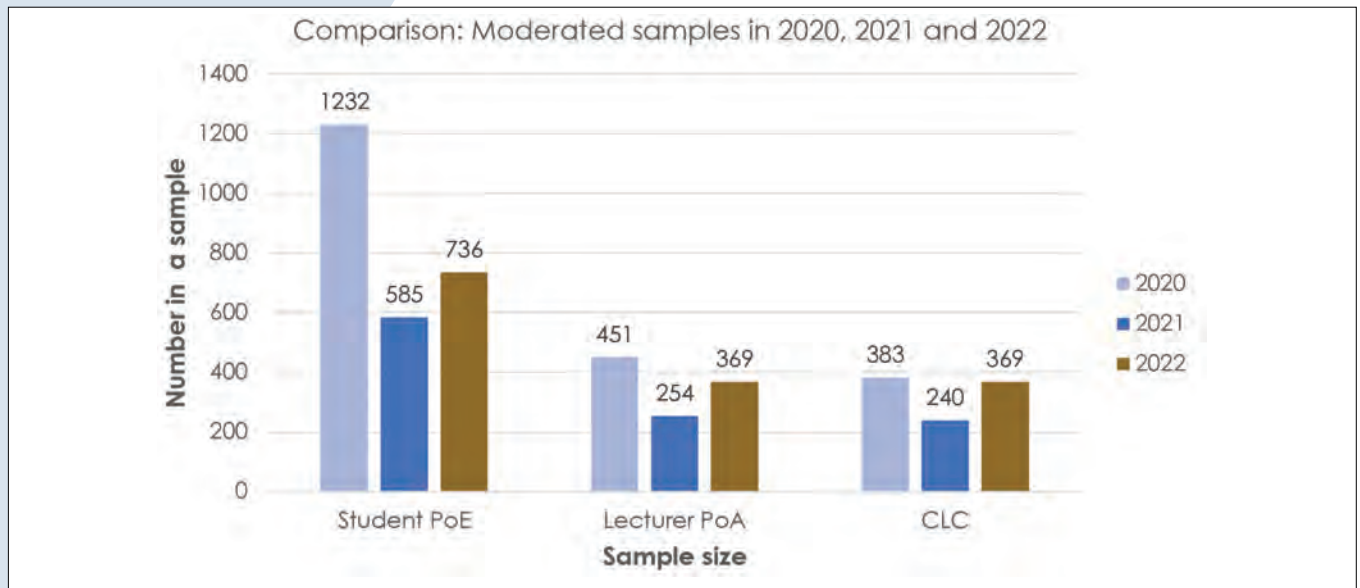


**Figure 3A: Comparison of moderated samples in 2020, 2021 and 2022**

Figure 3A shows that the number of sampled of student PoE in 2022 was less than that in 2020, but more than the numbers in 2021. This trend was also noted in the number of lecturer PoA and the number of CLC sampled. This resulted from a change in the sampling model, with the focus on reaching as many CLC as possible, by reducing the number of PoE per centre while increasing the number of CLC sampled for the moderation process.

### 3.3.2 Overall Compliance of Moderated Samples

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

**Table 3D: Overall compliance of the moderated sample, per criterion**

| No. | Criteria | Compliance frequency per CLC | | | |
|---|---|---|---|---|---|
| | | No | Limited | Most | All |
| 1. | Adherence to assessment guideline | 1 | 28 | 200 | 140 |
| 2. | Internal moderation | 0 | 41 | 130 | 198 |
| 3. | Structure and content of SBA portfolios | 0 | 16 | 169 | 184 |
| 4. | Implementation and assessment of SBA tasks | 0 | 73 | 0 | 296 |
| 5. | Performance of students | 8 | 46 | 162 | 153 |
| 6. | Quality of marking | 12 | 51 | 98 | 208 |
| **Total** | | **21** | **255** | **759** | **1 179** |
| **Percentage (%)** | | **1** | **12** | **34** | **53** |

The overall compliance in all respects in 2022 was 53%, compliance in most respects was 34%, limited compliance was 12% and the overall non-compliance was only 1%. It is noted from Table 3D above that 12 CLC showed non-compliance with the quality of marking criterion during the external moderation of the SBA portfolios. Figure 3B compares the overall compliance of the CLC with the criteria in 2020, 2021 and 2022.



**Figure 3B: Comparison of overall compliance per CLC in 2020, 2021 and 2022**

Despite the slight decline of 2% in the overall compliance (most + all) of CLC from the 89% in 2021 to 87% in 2022, the overall compliance was still on par with the 86% in 2020.

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

This section outlines the findings of Umalusi for each of the criteria compared over a three-year period.

#### a) Adherence to assessment guidelines

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

Although only 38% of the sample showed compliance in all respects, an additional 54% showed compliance in most respects with this criterion. One percent of the remainder showed non-compliance and seven percent showed limited compliance with this criterion. In 2021 Umalusi highlighted areas of non-compliance relating to this criterion.

Unfortunately, the CLC are still showing non-compliance with this criterion. The following challenges were identified during external moderation:

i. The lecturers' portfolios of six learning areas (ECD4, LCSO4, LCVE4, LCXI4, MLMS4 and NATS4) did not contain an assessment plan or the assessment plan was not aligned to assessment guideline (AG) prescriptions;
ii. The work schedule, which is an important record of the planning and preparation of learning and assessment implementation, was not available in two learning areas (MLMS4, TRVT4);
iii. There was no evidence of the assessment plan in six learning areas (EMSC4, LCXI4, MLMS4, NATS4 and TRVT4);
iv. Although lecturer PoA contained the assessment tasks, not all marking guidelines were filed as required (ECD4, LCVE4, LCXI4); and
v. At the time of external moderation computerised mark sheets were not available in six learning areas (ECD4, LCSO4, LCXI4, LCVE4, MLMS4 and NATS4).

Some of these challenges were also found in the sampled CLC that showed compliance in most respects. Figure 3C compares the adherence of the CLC to AG in 2020, 2021 and 2022.
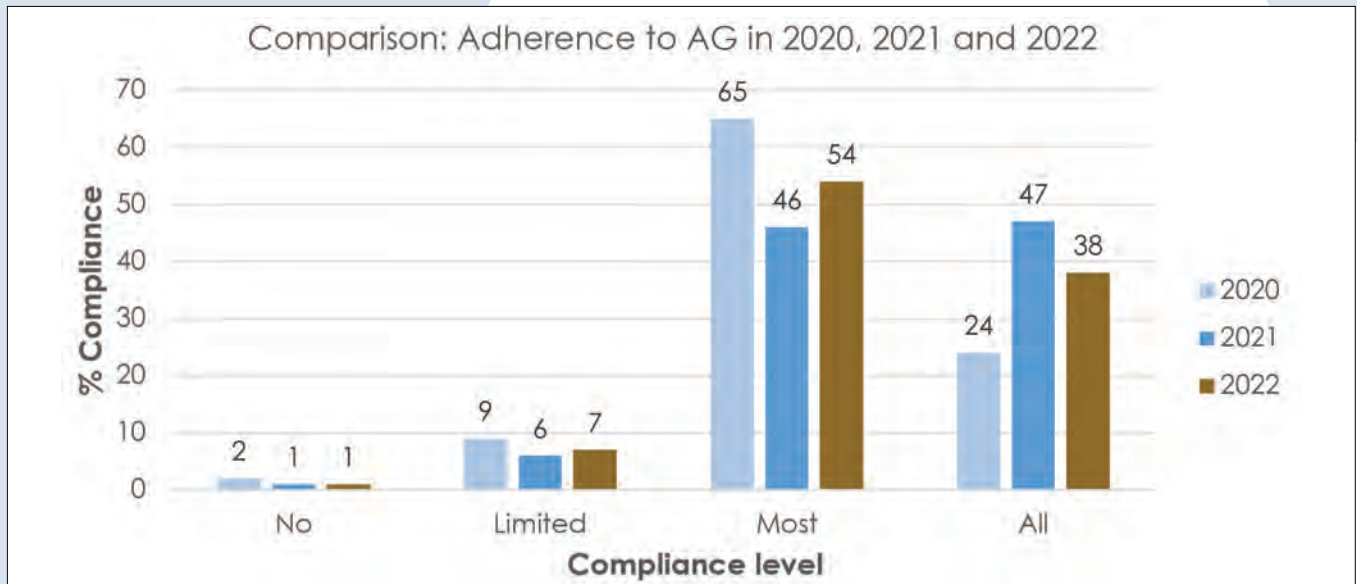
**Figure 3C: Comparison of adherence to AG in 2020, 2021 and 2022**

Although there was a 9% decline in compliance in most respects compared to 2021, the compliance in most respects increased from 46% to 54%, keeping the overall compliance in 2022 to 92%. This was slightly lower than the 93% in 2021 and an improvement of 3% compared to 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 lecturers and students.

Although it was clear that all CLC and regions promoted and encouraged the implementation of regular internal quality assurance by means of moderation, 11% of CLC had limited compliance because of the following challenges identified by Umalusi:

   i.  No evidence of internal moderation at centre/cluster level in AAAT4 (two CLC), INCT4 (one CLC), LCSO4 (all CLC in the sample), LCVE4 (seven CLC), LCXH4, SMME4 (one CLC), TECH4 (three CLC);
   ii. No evidence of regional moderation in ECD4 (five CLC), INCT4 (one CLC), LCSO4 (all CLC in the sample), LCVE4 (two CLC), LCXI4 (six CLC);
   iii. Poor quality and standard of feedback given to lecturers and students; and
   iv. The poor overall standard and quality of internal moderation.

Umalusi found that 54% of the CLC were compliant in all respects and 35% in most with this criterion. Figure 3D shows a comparison of compliance to internal moderation in 2020, 2021 and 2022.
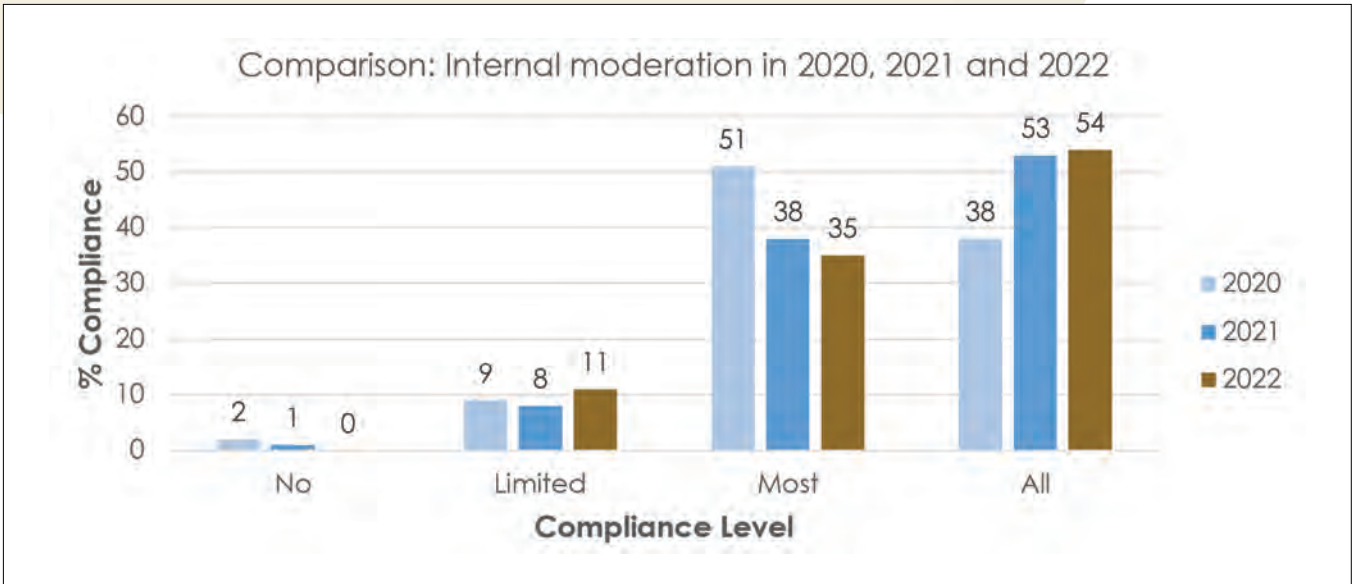
**Figure 3D: Comparison of internal moderation in 2020, 2021 and 2022**

Figure 3D indicates that, when compared to 2021, the compliance in all respects improved by 1% to 54%, while there was a decline (13%) in the compliance in most respects (from the 51% in 2020 to 38% in 2021) and a further decline of 3% between 2021 and 2022.

## c) Structure and content of SBA portfolios

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

The drive by the DHET to ensure conformity in the structure and content of student portfolios brought about an overall compliance of 96%, where 46% complied in most respects and 50% in all respects. Only 4% of the sampled CLC showed limited compliance with this criterion. The major challenges in most of the student PoE was the absence of signed declaration of authenticity form, and a detailed assessment plan indicating the specific assessment dates in four learning areas (ECD4, LCSO4, LCVE4 and TRVT4). Other evidence that was not in the PoE included the contents page, certified copies of the ID, student information and records of marks. Figure 3E depicts a comparison of compliance with the structure and content of the student PoE criterion in 2020, 2021 and 2022.
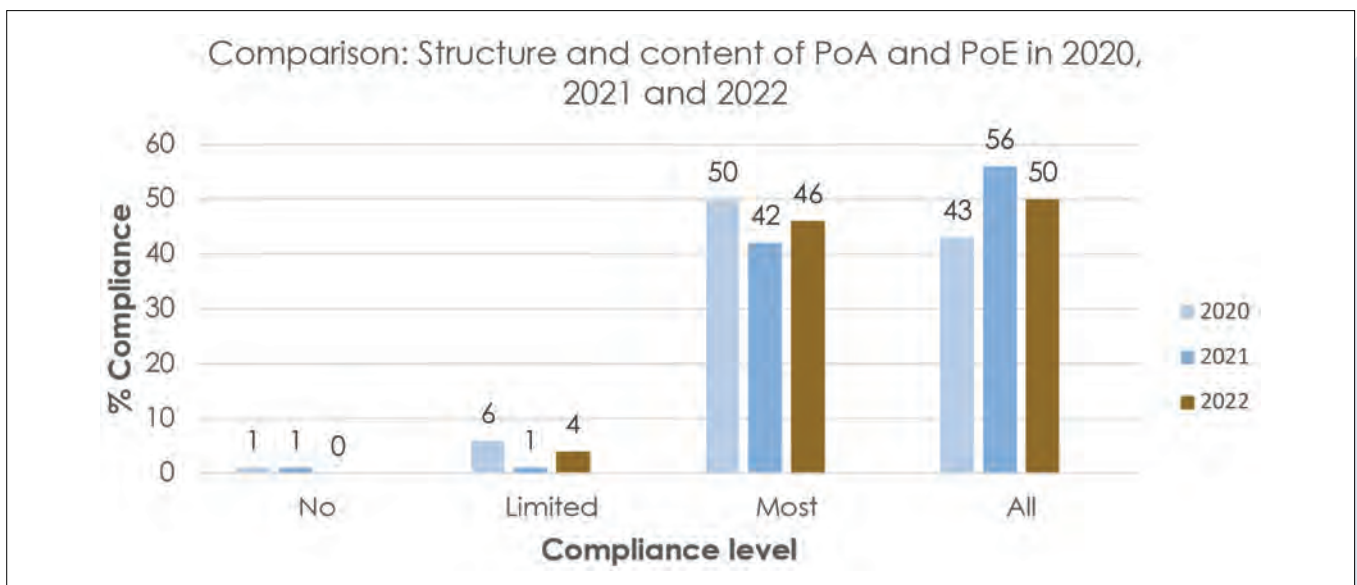


**Figure 3E: Comparison of compliance with the structure and content of PoA and PoE in 2020, 2021 and 2022**

Figure 3E shows that there was an increase (from 42% in 2021 to 46% in 2022) in the percentage of CLC that were compliant in most respects with this criterion. There was also a decline in the CLC that were compliant in most respects, from 56% in 2021 to 50% in 2022.

### d) Implementation and assessment of SBA tasks

This criterion checks whether all prescribed tasks have been completed and assessed according to the assessment plan contained in the students' PoE and lecturers' PoA. The expectation is that the SBA tasks are completed and assessed according to the assessment plan.

Eighty percent of the sampled CLC complied fully, and 20% showed limited compliance with this criterion. In 11 learning areas (AAAT4, ANHC4, ECD4, INCT4, LCEN4, LCVE4, LCXH4, LIFO4, SMME4, TRVT4 and WHRT4) the SBA tasks were not properly filed and the SBA tasks were not assessed as planned. In eight learning areas (LCAF4, LCSO4, LCXI4, MLMS4, NATS4, SMME4, TRVT4 and WHRT4), implementation dates could not be verified because of the non-submission of assessment plans and/or tasks were not dated. Figure 3F indicates the comparison of compliance with the implementation of this criterion in 2020, 2021 and 2022.
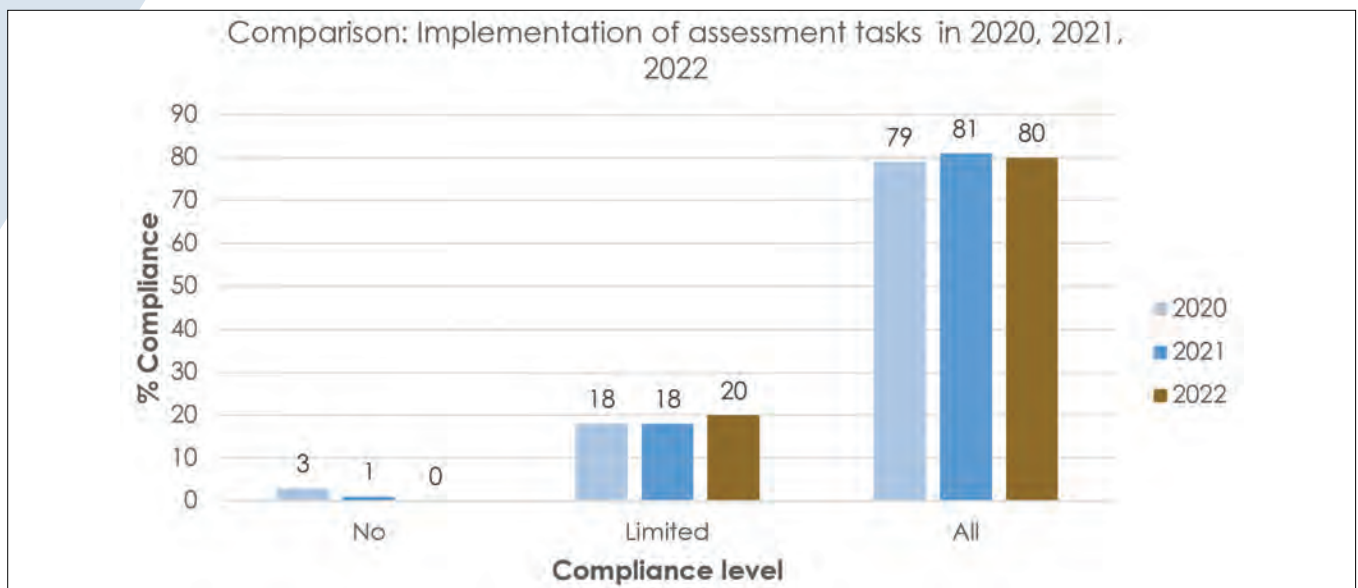


**Figure 3F: Comparison of compliance with the implementation of assessment tasks in 2020, 2021 and 2022**

Figure 3F shows a slight decline in the percentage of CLC that were compliant in all respects (from 81% in 2021 to 80% in 2022) with this criterion. There was a 2% increase in those CLC that were compliant in most respects in 2022. None of the CLC were non-compliant in 2022.

### 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 can respond to all the questions (at different levels of difficulty) as set in the tasks.

In 2022, 41% of the sampled CLC were compliant in all respects and 44% in most respects with this criterion. Only 12% showed limited compliance and the remaining 2% were totally non-compliant.

The non-compliance was caused by poor performance of students in eight CLC in two learning areas in two provinces (MLMS4 in Gauteng and LIFO4 at one CLC in Northern Cape). In MLMS4 the poor performance related to three of the tasks (the investigation, the project and the worksheet). This was a result of misinterpretation of tasks and inability to interpret higher order questions. In LIFO4, there was evidence of cheating in one CLC and students also struggled to interpret questions.

The limited compliance was noticed in five learning areas (ANHC4, INCT4, LCAF4, LCVE4, LCXI4 — one student each), two learning areas (AAAT4 and MLMS4 — two students), two learning areas (TECH4 and WHRT4 — four students each), two learning areas (LCEN4 and MMSC4 — five students) and two learning

areas (LCXH4 and MLMS4 — seven students) in Gauteng. Student performance was influenced by more than one of the quality descriptors. In most cases there was a correlation between misinterpretation, student performance and students not being able to respond appropriately to higher order and more difficult questions. Figure 3G illustrates the comparison of compliance with the student performance criterion in 2020, 2021 and 2022.
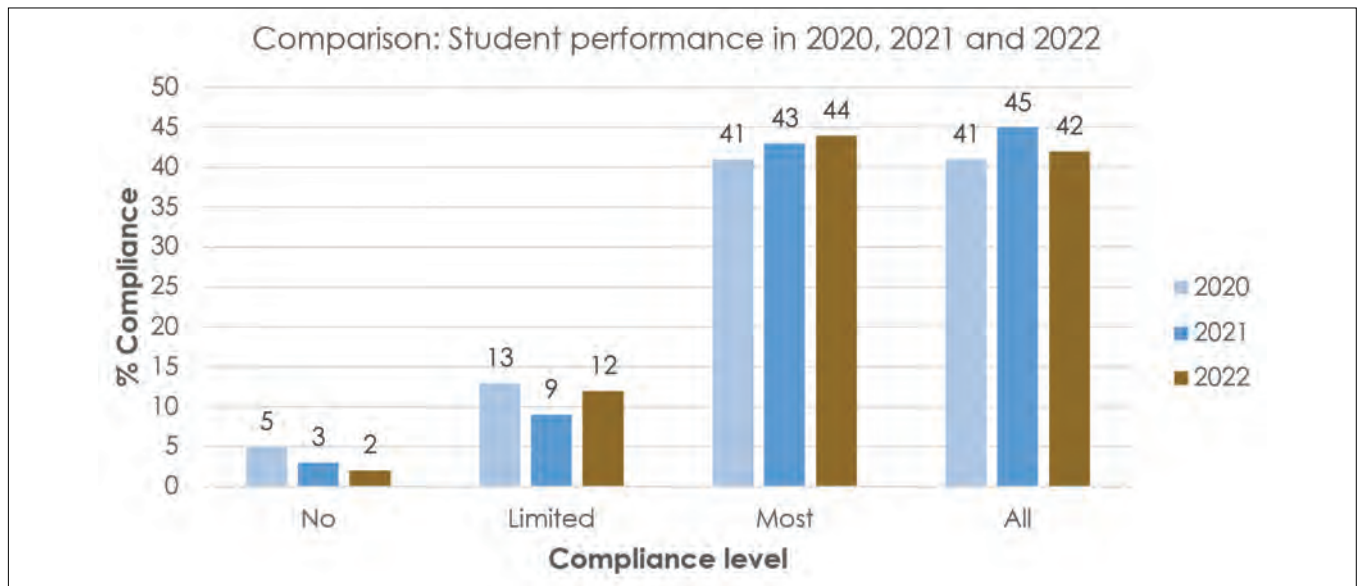


**Figure 3G: Comparison of compliance with student performance criterion in 2020, 2021 and 2022**

Figure 3G shows that there was a slight improvement (from 43% in 2021 to 44% in 2022) in the number of CLC that were compliant in most respects with this criterion. A decline (from 45% in 2021 to 42% in 2022) occurred in the number of CLC that were fully compliant with this criterion.

### f) Quality of marking

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

Only 56% of the sampled CLC complied fully with this criterion and 27% complied in most respects with this criterion in 2022. Fourteen percent of CLC showed limited compliance and a further 3% showed non-compliance with this criterion. Poor quality of marking was prevalent in four learning areas (ECD4 in KwaZulu-Natal and Mpumalanga, LCND4 in Free State, MLMS4 in Gauteng and Western Cape, and MMSC4 in Gauteng). The major concerns that were identified were:

i.   Inconsistency of marking with the marking guideline (ECD4, LCND4, MLMS4 and MMSC4). This led to students being unfairly advantaged or disadvantaged through leniency and unfair strictness;
ii.  Alleged cheating (ECD4). There was evidence that students copied answers from each other and, in some instances, their answers were similar to the model answers provided; and
iii. The incorrect use, or disregarding the use, of rubrics (MLMS4). In the project the marker either marked the students' work and disregarded the rubric or the rubric was completed but there was no evidence that the project was marked at all.

Figure 3H shows a comparison of compliance with the quality of marking in 2020, 2021 and 2022.
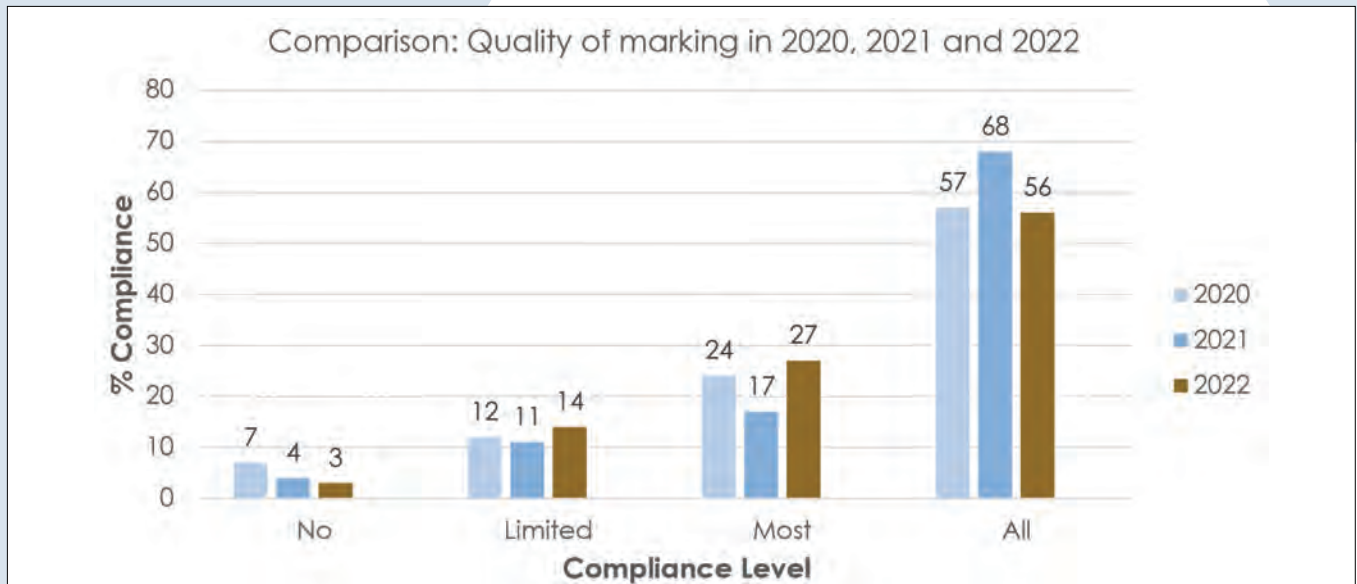
**Figure 3H: Comparison of compliance with the quality of marking criterion in 2020, 2021 and 2022**

Figure 3H indicates a 12% decline in the percentage of CLC that were compliant in all respects with this criterion in 2022. The number of CLC that were compliant in most respects increased by 10% compared to 2021.

## 3.4 Areas of Improvement

The following areas of improvement were noted:

a. A decrease in the number of CLC that were non-compliant with all the criteria, with no CLC found to be non-compliant with three criteria; and
b. An increase in the number of CLC moderated, from 340 in 2021 to 369 in 2022.

## 3.5 Areas of Non-Compliance

The following areas of concern were identified in the selected sample during moderation:

a. The non-adherence to assessment guidelines, where assessment planning records and documentation requirements were still not submitted for external moderation;
b. Some lecturer and student files did not contain all the assessment tasks and marking guidelines;
c. Umalusi could not verify whether the recording and transfer of marks were accurate because the computerised mark sheets were not submitted;
d. Internal moderation was still not conducted at different levels;
e. Feedback was  poor where moderation was conducted;
f. Non-submission of assessment plans and signed declarations of authenticity in student PoE;
g. Poor quality of marking, resulting in unfair advantaging or disadvantaging of students and misrepresentation of actual performance; and
h. Alleged irregularities concerning students copying from each other and from the marking guideline.

## 3.6 Directives for Compliance and Improvement

The DHET is required to:

a. Strengthen the training of CLC in planning and implementation of SBA;
b. Support and monitor the CLC in carrying out SBA, focusing on the quality of marking and recording of assessment outcomes;
c. Ensure that computerised mark sheets are available during external moderation of SBA;
d. Ensure that internal quality assurance of SBA portfolios is conducted at different levels, as stipulated in the policy;
e. Ensure that teaching takes place to prepare students for formal internal assessment; and
f. Ensure that CLC are trained in the identification, reporting and management of irregularities when internal assessment is conducted.

## 3.7 Conclusion

This chapter reported on the major findings of the analysis of SBA moderation reports for the DHET GETC: ABET November 2022 examination. The level of compliance for the November 2022 examination was compared with those of November 2021 and 2020, to check if there were any improvements in the implementation and moderation of SBA. Although the DHET has shown improvement in some areas, there were shortcomings in some learning areas and more could still be done to improve the quality of the implementation and moderation of SBA.

The DHET must ensure that all CLC registered to write examinations meet the requirements for the implementation and moderation of SBA at all times. The DHET should strengthen monitoring and support of all CLC in the conduct of SBA.

# CHAPTER 4 AUDIT OF THE STATE OF READINESS TO CONDUCT EXAMINATIONS

## 4.1 Introduction

Umalusi audits the state of readiness to conduct, administer and manage national examinations by assessment bodies as one of the critical quality assurance processes. The audit determines the level of risks assessment bodies might encounter in the conduct, administration and management of examinations.

The objectives of this audit were to:

a. Evaluate the level of readiness of the Department of Higher Education and Training (DHET) to conduct the November 2022 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination;
b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2021 examination;
c. Verify whether the DHET had systems in place to ensure the integrity of the November 2022 GETC: ABET examination;
d. Provide feedback on the DHET's state of readiness to conduct the November 2022 GETC: ABET examination; and
e. Acknowledge areas of good practice employed by the DHET in the key management areas of the national examination.

The findings outlined in this chapter account for the state of readiness of the DHET to conduct the November 2022 GETC: ABET examination. The chapter provides directives for compliance and improvement for the assessment body where necessary.

## 4.2 Scope and Approach

In 2022 Umalusi used a risk management-based approach to determine the level of preparedness of the DHET to conduct, administer and manage the examination.

The following process was followed:

### a) Self-evaluation and reporting

The DHET conducted a self-evaluation exercise and submitted this report to Umalusi to be evaluated and to develop a risk profile.

### b) Evidence-based verification

Umalusi analysed the submitted documents to evaluate the DHET evidence.

This process provided critical information that was instrumental in Umalusi adjudicating on the state of readiness of the DHET to conduct, administer and manage the November 2022 GETC: ABET examination.

## 4.3 Summary of Findings

The document analysis and validation provided to Umalusi supported the findings in this chapter.

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

a) **Management: Capacity to conduct the quality assurance of the examination and assessment processes by the assessment body**

The DHET directorate responsible for the management of the conduct, administration and management of examinations was adequately resourced with both human and financial resources to manage the November 2022 GETC: ABET examination.

**b) Registration of candidates and centres**

i.  Candidate registration

Approximately 52 471 candidates were registered for the November 2022 GETC: ABET National Qualification Framework (NQF) Level 1 examination, compared to 40 139 in 2021. This reflected an increase of 30.7% in candidate enrolment.

ii. Examination centres

More than 2 000 examination centres were established to accommodate candidates writing the DHET GETC: ABET examination across the different learning areas.

iii. Marking centres

The established marking centre at Tshwane North Technical and Vocational Education and Training (TVET) College was utilised as the marking centre for the November 2022 examination. This marking centre was also used during the June 2022 marking processes; Umalusi found the venue fit for purpose.

**c) Management of internal assessment**

The DHET had systems in place to ensure the implementation of site-based assessment (SBA) moderation processes. The SBA moderation management plan was in place and the plan was aligned so as to ensure that both internal moderation by the DHET and external moderation by Umalusi took place. The findings on the external moderation of SBA are provided in chapter 3.

**d) Printing, packaging, distribution and storage**

i.  Printing

A production management plan for printing the examination material for 26 learning areas was outsourced and Umalusi verified the service level agreement between the DHET and the printers. In 2022 the printing of all learning area question papers was the responsibility of the DHET in a new centralised process. Centralised printing of question papers was piloted in June 2022, when Umalusi audited the printing warehouse during the printing of the June 2022 examination materials. Umalusi was satisfied with the security measures the DHET and the service provider had put in place in the printing precinct.

ii. Packaging

The security measures for packaging examination material and the post- packaging of scripts were outlined in detail in the service level agreement between the DHET and the service provider. Authorised officials deployed by the DHET monitored the packaging of the examination materials. A set of storage standards and the norm times for storage of consignments were also in place. Compliance levels were monitored continuously. Appointed printing storeroom key holder custodians signed declaration forms and key holder policies were available at the storage sites of the printing warehouses.

iii. Distribution

An approved management plan for distributing question paper consignments to mitigate risks was available. All the identified and established delivery points were audited by the DHET and this report was verified by Umalusi: Umalusi found a substantive report that met the criterion. A risk assessment was conducted and Umalusi was satisfied with the mitigating strategies the DHET had put in place for the distribution of examination materials.

**e) Monitoring of examinations**

The DHET determined the risk profiles of the examination centres and classified these according three levels: high, medium and low risk. The DHET classified all examination centres with a historical record of irregularities as high risk and such centres were closely monitored by deployed resident monitors. Umalusi verified copies of issued examination protocols/guidelines and circulars/examination memoranda, which provided the procedures for the appointment and training of invigilators and monitors. The DHET established monitoring teams, comprised of officials from regional offices, to monitor the writing of the examination.

Risks associated with monitoring the conduct, administration and management of the examination were well documented by the DHET, as were mitigation strategies to deal with unforeseen incidents that could possibly compromise the delivery of a credible examination.

**f) Marker audit and appointments**

A fully functional system for selecting marking personnel was in place and was used for selecting markers for the June 2022 GETC: ABET examination. The marker selection audit findings are provided in chapter 6 of this report.

**g) Systems for capturing examination and assessment marks**

The national management plan for capturing examination and assessment marks was found to be in place. Similar plans were implemented for the June 2022 capturing of examination marks. This provided clear guidelines on the dates that marks would be captured and uploaded to the DHET mainframe system. These findings are outlined in detail in chapter 8.

**h) Management of examination irregularities**

A fully functional structure to contend with examination irregularities was in place. The National Examinations Irregularities Committee (NEIC) was able to comply with the requirements outlined for reporting irregularities to Umalusi, on approval of the release of the June 2022 GETC: ABET results. Umalusi was satisfied that the established structure was able to carry out its regulatory obligations for dealing with examination irregularities.

### 4.3.2 Areas with Potential Risk to Compromise the Credibility of the Examination

No risks areas with the potential to compromise the conduct, administration and management of the examination were identified.

## 4.4 Areas of Improvement

Umalusi acknowledges that the centralisation of the printing of examination materials is a responsibility entrusted to the DHET.

## 4.5 Areas of Non-Compliance

No areas of non-compliance were noted.

## 4.6 Directives for Compliance and Improvement

No directives for compliance and improvement were required.

## 4.7 Conclusion

The findings showed that the DHET successfully put in place the processes and procedures required to prepare for the conduct of the examination. The DHET provided the necessary evidence, as required by Umalusi.

Based on the supporting evidence provided, which was in line with the key focus areas as determined and the validation of the evidence submitted, Umalusi is satisfied that the DHET complied with the requirements set out to determine its state of readiness to conduct, administer and manage the November 2022 GETC: ABET Level 4 examination.

# CHAPTER 5 MONITORING OF WRITING AND MARKING OF EXAMINATIONS

## 5.1 Introduction

In line with its quality assurance of assessment role, Umalusi carries out oversight monitoring on the conduct, administration and management of national examinations to assess the compliance of assessment bodies with the regulations that govern the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations; and to determine whether examinations are delivered credibly or not.

The Department of Higher Education and Training (DHET) is responsible for the conduct, administration and management of the GETC: ABET examination. The delivery of the DHET November 2022 GETC: ABET examination commenced on 01 November 2022 and ended on 23 November 2022. The approach to the marking phase of the scripts followed a staggered approach, which commenced on 10 November and ended on 22 December 2022.

This chapter summarises the findings and notes areas of good practice and of non-compliance. It also contains directives for compliance and improvement, for which the DHET must present an improvement plan to Umalusi.

The findings are presented in two sections: the monitoring of the writing of the examination; and the monitoring of the marking of the examination.

## 5.2 Scope and Approach

The DHET established more than 1 000 examination centres; Umalusi monitored a sample of 19 during the November 2022 examination using the following methods for data collection:

i.   Criteria provided in the Monitoring of the Writing of Examinations and Marking Instrument;
ii.  Interviews with chief invigilators and marking centre manager;
iii. Analysis of documented evidence required for verification; and
iv.  Observations made during the monitoring of the examination centres and marking centre

## 5.3 Summary of Findings

The information and conclusions in this report are limited to findings from the 19 monitored examination centres and one marking centre. Further, these findings were subject to the availability of evidence and data collected at the examination centres and the monitored marking centre at the time of Umalusi's visit.

**SECTION A: Monitoring of the Writing of Examinations**

**5.3.1 General Administration**

General administration relates to tasks that are executed to ensure a seamless and efficient writing phase of the examination.

a)  **Management of examination question papers**
    Sealed examination question papers were delivered by district or circuit officials at the writing centres or collected by authorised personnel at the nodal point, except at one centre (Brandvlei Correctional Services), where the question papers were delivered by a courier service. Three question papers had to be photocopied due to a shortage at a centre in Western Cape (Witzenberg Community Learning Centre (CLC)) and at Mahlasedi CLC, the wrong question papers were delivered. Although the correct papers were delivered at Ndabakazi Adult Centre, the security

satchels were not delivered simultaneously but only after the session. No dispatch forms/register was available at Soka-Lehola Satellite Centre.

**b) Appointment records of invigilators**

Either community members or teachers were appointed as invigilators and the centre managers were appointed at the respective centres as chief invigilators. However a community member was appointed as chief invigilator at Soka-Lehola Satellite Centre. No appointment letter for the chief invigilator at Dr EP Lekhela Public Centre could be verified and no evidence of training by the assessment body of the chief invigilator could be verified in three centres. No proof was filed of official appointment letters of invigilators at four centres. In six centres no evidence was available to verify training of invigilators.

**c) Management of invigilators' attendance**

At one centre no invigilation timetable was filed and at another (Ndabakazi Adult Centre), no relief invigilator timetable was available. At a centre in Limpopo no signed invigilators' attendance register was available and invigilators signed in an exercise book at a centre in KwaZulu-Natal. Invigilating personnel arrived on time at the examination centres, except at Nokukhanya ABET Centre where only the chief invigilator arrived as per the regulations.

**d) Examination document management**

A candidate was wrongly registered for Mathematics and not Mathematics and Mathematical Sciences at one centre and one candidate did not appear on the mark sheet at Bekezela ABET Centre. Eighteen of the sampled centres filed copies of the examination timetable in the examination files. Attendance records of monitoring visits were unavailable in five centres and at one centre the attendance record was submitted to the nodal point. Seating plans were unavailable at three centres. Eleven centres were not monitored by the assessment body. No concessions were granted during this examination cycle, while concessions were granted at two centres during the November 2021 examination cycle.

## 5.3.2 Credibility of the Writing of Examinations

This section reports on the credibility of the writing of the examination weighed against the regulations set on the conduct, administration and management of the GETC: ABET examinations. Umalusi verified the compliance of examination centres for conducting examinations using the following sub-criteria:

**a) Security of question papers**

Examination materials were kept safely at the storage/delivery point. At one centre, however, the papers were kept in a tiny room used by the chief invigilator at the examination centre; at another centre the material was locked in a cabinet in the principal's office. At five centres materials were stored in an available strong room/safe.

**b) Admission of candidates in the examination rooms**

At all the sampled centres invigilators verified the admission letter/identity documents (IDs) of the candidates on admission. One candidate did not have an examination permit and one candidate was without both an ID and a permit at one centre (Bekezela ABET Centre). Candidates were not seated according to seating plans because no seating plans were drawn at two centres.

**c) Conduciveness of the examination rooms**

All the sampled centres were located in a conducive environment for writing the examination, except:
i. Only one globe was functional in the venue (Bekezela ABET Centre); and
ii. At Mavabaza CLC (Limpopo) a noisy primary school was used as an examination writing venue.

**d) Administration of the writing session**

In all the centres the time was visibly displayed to the candidates, information boards displaying relevant information were available, examination rooms were free of incriminating material and cell phones were banned from the examination venues.

The following infringements of the regulations were reported:

i. One candidate's name did not appear on the mark sheet (a mark sheet was created manually; an irregularity was filed); and

ii. One candidate was registered for Early Childhood Development instead of Ancillary Health Care. The necessary documents were completed and filed.

### e) Compliance with examination procedures

None of the 19 sampled centres could produce evidence that the centre was verified by the assessment body for its readiness to administer the examination.

Umalusi reported that:

i. Invigilators at three centres did not verify the information on the cover page of the answer books;

ii. Question papers were not distributed to the candidates on time at three centres;

iii. No technical check was done at four centres;

iv. At six centres the required ten minutes' reading time was not permitted;

v. At five centres the examination rules were not read out before the commencement of the session and at one centre the rules were read during the official 10 minutes' reading time;

vi. The examination sessions commenced late at four centres; and

vii. At ten centres the examination sessions ended earlier than the stipulated time.

Two candidates were seen leaving the examination room without an escort during the examination session at Ndabakazi Adult Centre.

### f) Handling of answer scripts

The handling of scripts was managed within the DHET procedures for script collection. At the end of the examination sessions the invigilators collected answer scripts from the candidates, who remained seated. These were counted and packaged in secure areas in the examination room. All scripts were packaged in accordance with the sequence reflected on the mark sheets, in the presence of the candidates. The chief invigilators sealed the answer scripts in the satchels provided by the DHET.

### g) Incidents/occurrence with possible Impact on the credibility of the examination session

Although high levels of precautionary measures were in place to diminish the occurrence of irregularities, the following irregularities were noted: (see implicated centres in Annexure 5B)

i. At Bekezela ABET Centre one candidate wrote without an examination permit and one candidate was without both an examination permit and ID; another candidate did not appear on the mark sheet;

ii. At Engcobe Adult Education and Training (AET) Centre Umalusi noted copying from a crib note and a lack of daily reports;

iii. At Witzenberg CLC insufficient question papers were delivered (a phenomenon occurring on a regular basis) and a candidate was not named on the mark sheet but on the summary of the mark sheet only (Driefontein ABET Centre);

iv. At Mahlasedi CLC the wrong question papers were delivered;

v. One candidate was wrongly registered at Mahlasedi CLC;

vi. One candidate was registered for the wrong learning area at Ndabakazi Adult Centre (AC); and

vii. At Nokukhanya AC the ID number of one candidate was wrongly captured.

All the occurrences of irregularities noted above were duly reported and the necessary documents filed.

**SECTION B: Monitoring of the Marking of Examinations**

Umalusi monitored the marking centre of the GETC: ABET Level 4 examination at a centralised venue in Tshwane North Technical and Vocational Education and Training (TVET) College (Pretoria Campus) on 03 December 2022. The DHET marking process started on 02 December 2022 and ended on 23 December 2022. The marking period consisted of three sessions.

### 5.3.3 Preparations and Planning for Marking

This sub-section is aimed at determining the level of planning and the degree of preparation made by the DHET for managing the marking process.

**a) Appointment of marking personnel**
The 21 learning areas were marked by 309 officially appointed markers. No deputy chief markers or senior markers were appointed by the DHET.

**b) Availability of marking management plans**
A copy of the management plan was available and the centre management team reported a day prior to the commencement of the marking session, i.e. on 01 December 2022.

**c) Availability of scripts and marking guidelines**
All marking guidelines and memoranda were provided timeously and the chief markers and internal moderators trained the markers in their specific learning areas on the first day of marking. Memoranda discussions and mock marking were conducted to identify possible anomalies that might arise.

**d) Storage and safekeeping of scripts**
The DHET used a contracted courier service for transporting scripts to and from the marking centre. A tracking system was used to trace lost scripts inside and outside the marking centre.

### 5.3.4 Resources (Physical and Human)

This indicator assesses the collective availability of the resources required to perform key functions to enable efficiency in achieving the desired marking outcomes.

**a) Suitability of the Infrastructure and equipment required for facilitation of marking**
The facility used for marking purposes comfortably accommodated the 309 marking personnel in the 21 learning areas. Spacious marking rooms were used and the control room comfortably accommodated all the scripts. The marking personnel used the communication facilities available at the TVET college for the duration of the marking period.

**b) Capacity and availability of marking personnel**
A list of appointed marking personnel was in place and verified. There were no shortages noted and Umalusi was satisfied that the assessment body had appointed an adequate number of markers. This was based on the number of scripts received back from the writing centres.

**c) Conduciveness of the marking centre, marking rooms (including accommodation for markers)**
All markers were provided with accommodation and transport to and from the marking centre. The markers resided in quality hotels in close proximity to the marking centre.

**d) Quality of dietary requirements provided for marking personnel**
The markers were provided with refreshments during two 15-minute breaks, one in the morning and another in the afternoon. Markers were also provided with well prepared meals that catered to dietary requirements, during a one-hour lunch break.

### 5.3.5 Provision and Measures for Security

This indicator assesses the measures in place to ensure the safety of personnel and infrastructure, as well as a great deal of confidential documents and information at the marking centre.

### a) Access control into the marking centre

Control measures were strictly adhered to at the marking venue. Markers were provided with access cards on arrival to allow them access to the marking centre for the duration of the marking session. Security guards allowed no unauthorised persons into the premises. Only valid access cards or a valid reason with positive identification was accepted at the entrance gate.

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

The centre manager was fully responsible for the movement of scripts within the centre. He relied on strict security measures on the campus and the commitment of the marking personnel to ensure the safety of all scripts. Examination assistants (EAs) assisted in the movement of scripts to and from the control room. The EAs controlled the number of scripts against the number on the control sheet in the boxes. The chief marker signed for the receipt of scripts and when marking was concluded, scripts were controlled and placed back in the boxes. The EAs then collected the scripts and returned them to the control room.

## 5.3.6 Training of Marking Personnel

This indicator is intended to ascertain that the planned training of marking personnel took place as provided for in the marking management plans.

### a) Quality and standard of training sessions across learning areas

The quality of the training of markers in the respective learning areas, in accordance with the marking programme, focused on the marking guidelines provided to eliminate any differences and inconsistencies in interpretation by markers. Internal moderators moderated the scripts to ensure all scripts were marked to the same standard.

### b) Adherence to norm time

The assessment body determined the norm time, including lunch and two tea breaks. The working hours at the centres were from 07:00 to 20:00 daily.

## 5.3.7 Management and Handling of Detected Irregularities

The criteria determine whether the procedure for management and dealing with irregularities is complied with.

The DHET appointed an irregularity manager at the marking centre to deal with possible irregularities during the marking session.

Markers were made aware of what constitutes an irregularity during the first day of training. The marking centre developed script removal forms that the centre manager used when scripts were removed. A copy of the scripts was made and the original scripts sent for investigation. Reported and confirmed lost scripts would be checked by the centre manager and communicated to examination officers.

A suspected irregularity would be reported by a marker to the chief marker who, in turn, would take up the matter with the centre manager. The possible irregularity would be entered into the irregularity register and further escalated for attention to the irregularity committee.

The DHET monitors introduced themselves at the marking centre a day before the marking started and would regularly visit the marking venue, from 05 December 2022, and report on their findings.

## 5.4 Areas of Improvement

No areas of improvement were noted.

## 5.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. The name of a candidate at Bekezela ABET Centre did not appear on the mark sheet; one other candidate was permitted to write without an examination permit; another candidate without both examination permit and ID;
b. Copying from a crib note at Engcobe AET Centre;
c. Insufficient question papers were delivered at one centre;
d. The name of a candidate at Driefontein ABET Centre appeared on the summary of the mark sheet but not the mark sheet;
e. At Mahlasedi CLC one candidate was wrongly registered;
f. Two candidates were registered for the wrong learning area; and
g. The ID of a candidate was wrongly captured.

Of critical importance was non-adherence by the DHET to the Umalusi requirement for daily incident and irregularity submissions when an examination is in progress.

No areas of non-compliance were reported for the marking session of the DHET November 2022 GETC: ABET Level 4 examination.

## 5.6 Directives for Compliance and Improvement

The DHET must ensure that:

a. Candidate registration is correct (with specific emphasis on correct information on the learning areas registered for; correct ID number of candidates; capturing of all registered candidates on mark sheet); and
b. Every candidate produces his or her admission letter, as well as proof of identity, on admission to an examination room.

## 5.7 Conclusion

Derived from the findings, notable areas of non-compliance are listed under section 5.5. The DHET is required to put in place sustainable interventions to mitigate the non-compliant areas highlighted in this report.

Umalusi was satisfied with the level of preparation of the marking venue for the marking of the November 2022 GETC: ABET examination. Full adherence to Umalusi requirements remains a DHET responsibility to ensure that there is improvement.

# CHAPTER 6 AUDIT OF APPOINTED MARKING PERSONNEL

## 6.1 Introduction

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

The audit of marking personnel is imperative to ensure that competent marking personnel are appointed by the assessment body. The purpose of the audit was to verify the quality of marking personnel appointed; and to confirm that training would be conducted for personnel involved in the marking and moderation of marking of the November 2022 GETC: ABET examination.

The function of the conduct, administration and management of the GETC: ABET examinations of the Department of Higher Education and Training (DHET) moved from the nine provincial education departments (PED), from 1 April 2022. For the first time, this function was conducted by the National Examinations and Assessment (NEA) Chief Directorate of the DHET.

## 6.2 Scope and Approach

Umalusi requested that the DHET submit the following information on the selection and appointment of marking personnel for the November 2022 GETC: ABET examination:

    i.    Memo AE 06 of 2022, with application form and appointment criteria;
    ii.   Attendance registers and minutes of the selection committee meetings;
    iii.  List of appointed marking personnel and reserve lists; and
    iv.  Summary of appointed marking personnel, per category, indicating the registered candidates.

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

    a.   The Memo AE 06 of 2022 that invited applications;
    b.   Criteria for the appointment of different categories of marking personnel;
    c.   Qualifications of applicants;
    d.   Teaching/facilitation experience of applicants; and
    e.   Marking experience of applicants.

Umalusi also verified whether novice markers had been included in the appointed marking personnel.

**Table 6A: Learning areas sampled for the audit of appointed marking personnel**

| No. | Learning area | Code |
|-----|---------------|------|
| 1. | Applied Agriculture and Agricultural Technology | AAAT4 |
| 2. | Ancillary Health Care | ANHC4 |
| 3. | Art and Culture | ARTC4 |
| 4. | Early Childhood Development | ECD4 |
| 5. | Economic and Management Sciences | EMSC4 |
| 6. | Human and Social Sciences | HSSC4 |
| 7. | Information and Communication Technology | INCT4 |
| 8. | Language, Literacy and Communication: English | LCEN4 |
| 9. | Life Orientation | LIFO4 |
| 10. | Mathematical Literacy | MLMS4 |
| 11. | Mathematics and Mathematical Science | MMSC4 |
| 12. | Technology | TECH4 |

## 6.3 Summary of Findings

The following section discusses the findings, based on the information gathered from the DHET.

### 6.3.1 Recruitment and Appointment of Marking Personnel

The DHET issued memo AE 06 of 2022 to all nine community education and training (CET) colleges advertising the positions of marking personnel for the November 2022 GETC: ABET examination. Completed application forms were submitted to the Deputy Principal: Academic of each CET college, who would submit them to the NEA official at the DHET head office.

The DHET established selection panels per learning area, in line with the national policy pertaining to the Conduct, Administration and Management of the Examinations of Colleges Established, Declared or Registered in Terms of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006). The selection panel was composed of a DHET official, CET college official, chief marker per learning area and observers from recognised unions. The selection panel recommended the potential applicants for appointment as marking personnel after scrutinising the applications that were submitted. They signed the list of marking personnel recommended for appointment, as well as a reserve list. Recommended applicants were appointed through an appointment letter signed by the Chief Director: NEA.

### 6.3.2 Criteria for the Appointment of Marking Personnel

The following findings relate to the criteria for the appointment of marking personnel (i.e., markers, senior markers, deputy chief markers, chief markers and internal moderators).

The criteria to qualify for appointment as part of the marking personnel include the following, in addition to those referred to in the national policy:

i. A recognised three-year post-school qualification that includes the learning area in question at second- or third-year level, or other appropriate post-matric qualifications. (A national diploma will be accepted as a post-matric qualification to mark only college answer books);
ii. Appropriate lecturing experience, including lecturing experience at the appropriate level in the learning area in question;
iii. Language competency;
iv. In addition to the above criteria, preference was given to serving lecturers who were currently lecturing the learning area in question and in the employ of the institution; and
v. The provision relating to 'appointment under exceptional circumstances in respect of qualifications and experience' also applied to these appointments.

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

### 6.3.3 Appointed Marking Personnel

The DHET received a total of 3 336 applications from the nine CET colleges across the country. Based on the number of candidates who wrote the November 2022 GETC: ABET examination, the DHET required only 558 marking personnel. Table 6B provides the total number of examination scripts received and the summary of appointed marking personnel per learning area (26 learning areas) for the November 2022 GETC: ABET examination.

**Table 6B: Total number of scripts and summary of appointed marking personnel for the November 2022 GETC: ABET examination**

| No. | LA code | Total scripts | IM | CM | SM | M | Total |
|---|---|---|---|---|---|---|---|
| 1. | AAAT4 | 2 894 | 1 | 1 | - | 9 | 11 |
| 2. | ANHC4 | 22 780 | 1 | 1 | 4 | 48 | 54 |
| 3. | ARTC4 | 1 601 | 1 | 1 | - | 5 | 7 |
| 4. | ECD4 | 15 593 | 1 | 1 | 3 | 39 | 44 |
| 5. | EMSC4 | 4 424 | 1 | 1 | 1 | 13 | 16 |
| 6. | HSSC4 | 4 228 | 1 | 1 | 1 | 12 | 15 |
| 7. | INCT4 | 1 693 | 1 | 1 | - | 6 | 8 |
| 8. | LCAF4 | 746 | 1 | 1 | - | 3 | 5 |
| 9. | LCEN4 | 33 911 | 1 | 2 | 5 | 78 | 86 |
| 10. | LCND4 | 275 | 1 | 1 | - | 3 | 5 |
| 11. | LCSP4 | 2 284 | 1 | 1 | 1 | 9 | 12 |
| 12. | LCSO4 | 664 | 1 | 1 | - | 4 | 6 |
| 13. | LCSW4 | 955 | 1 | 1 | - | 6 | 8 |
| 14. | LCTS4 | 1 731 | 1 | 1 | - | 6 | 8 |
| 15. | LCVE4 | 728 | 1 | 1 | - | 5 | 7 |
| 16. | LCXH4 | 3 256 | 1 | 1 | 2 | 15 | 19 |
| 17. | LCXI4 | 941 | 1 | 1 | - | 5 | 7 |
| 18. | LCZU4 | 6 006 | 1 | 1 | 2 | 10 | 14 |
| 19. | LIFO4 | 27 562 | 1 | 1 | 5 | 65 | 72 |
| 20. | MLMS4 | 26 332 | 1 | 2 | 6 | 60 | 69 |
| 21. | MMSC4 | 6 627 | 1 | 1 | 1 | 9 | 12 |
| 22. | NATS4 | 1 690 | 1 | 1 | - | 6 | 8 |
| 23. | SMME4 | 6 104 | 1 | 1 | 3 | 15 | 20 |
| 24. | TECH4 | 610 | 1 | 1 | - | 2 | 4 |
| 25. | TRVT4 | 10 830 | 1 | 1 | 4 | 24 | 30 |
| 26. | WHRT4 | 2 536 | 1 | 1 | - | 9 | 11 |
| | **Total** | **72** | **26** | **28** | **38** | **466** | **558** |

*KEY:LA-Learning Area; IM-Internal Moderator; CM-Chief Marker; SM-Senior Marker; M-Marker*

Umalusi verified marking personnel whose names were on the list provided by the DHET. The list contained different categories of marking personnel (markers, senior markers, deputy chief markers, chief markers, and internal moderators) appointed by the DHET for the various learning areas assessed by the DHET. The total number of marking personnel appointed per learning area was determined by the number of candidates who wrote the November 2022 GETC: ABET examination in each learning area.

Table 6C shows the number of marking personnel who applied and those appointed, per learning area, in a sample audited for the November 2022 GETC: ABET examination.

**Table 6C: Number of marking personnel who applied and those appointed per sampled learning area**

| No. | LA code | Applied | M | SM | CM | IM | Appointed |
|-----|---------|---------|---|----|----|----|-----------|
| 1. | AAAT4 | 46 | 9 | - | 1 | 1 | 11 |
| 2. | ANHC4 | 380 | 48 | 4 | 1 | 1 | 54 |
| 3. | ARTC4 | 31 | 5 | - | 1 | 1 | 7 |
| 4. | ECD4 | 277 | 39 | 3 | 1 | 1 | 44 |
| 5. | EMSC4 | 110 | 13 | 1 | 1 | 1 | 16 |
| 6. | HSSC4 | 78 | 12 | 1 | 1 | 1 | 15 |
| 7. | INCT4 | 32 | 6 | - | 1 | 1 | 8 |
| 8. | LCEN4 | 526 | 78 | 5 | 2 | 1 | 86 |
| 9. | LIFO4 | 558 | 65 | 5 | 1 | 1 | 72 |
| 10. | MLMS4 | 490 | 60 | 6 | 2 | 1 | 69 |
| 11. | MMSC4 | 80 | 9 | 1 | 1 | 1 | 12 |
| 12. | TECH4 | 8 | 2 | - | 1 | 1 | 4 |
| | **Total** | **2 616** | **346** | **26** | **14** | **12** | **398** |

Table 6C shows that five learning areas (ANHC4, ECD4, LCEN4, LIFO4, MLMS4) had the highest number of marking personnel appointed. This was because of the large numbers of scripts received in these learning areas.

### 6.3.4 Qualifications and Learning Area Specialisation

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

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

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

Umalusi found the following information regarding the qualifications of marking personnel during the desktop audit, summarised in Table 6D.

**Table 6D: Qualifications of appointed marking personnel**

| No. | Learning area | Qualification | | Learning area specialisation |
|-----|---------------|---------------|---------|------------------------------|
| | | **Lowest** | **Highest** | |
| 1. | AAAT4 | Practitioner's Certificate in ABET | BTech (Agriculture) | Not relevant in most applications |
| 2. | ANHC4 | National Professional Diploma in Education (NPDE) | BSc (Health Promotion) | Not relevant in most applications |
| 3. | ARTC4 | N4 (Human Resources) | MEd | Not relevant in most applications |
| 4. | ECD4 | NPDE | BEd (ECD) | Not relevant in most applications |
| 5. | EMSC4 | Grade 12 | MBA, BCom (Education) | Not relevant in most applications |
| 6. | HSSC4 | Practitioner's Certificate in ABET | BEd | Not relevant in most applications |

| No. | Learning area | Qualification | | Learning area specialisation |
|---|---|---|---|---|
| | | Lowest | Highest | |
| 7 | INCT4 | None (Computer Literate) | BEd (Hons) | Not relevant in most applications |
| 8 | LCEN4 | NPDE | BEd (Hons) | Indicated and relevant in most applications |
| 9 | LIFO4 | Practitioner's Certificate in ABET | BEd (Hons) | Not indicated/ relevant in some applications |
| 10 | MLMS4 | Grade 12 (Mathematical Literacy, Life Sciences) | PhD (Environmental Sciences) | Indicated and relevant in most applications |
| 11 | MMSC4 | Grade 12 | BEd (Hons) | Not indicated/ relevant in some applications |
| 12 | TECH4 | N4 Educare | BSc (IT) | Not relevant in most applications |

The learning area specialisations of most applicants was not relevant in ten out of 12 learning areas sampled by Umalusi for verification. Some applicants had Grade 12 or N4 as their qualification in five sampled learning areas.

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

### 6.3.5 Teaching/Facilitation/Lecturing Experience

The following are the findings into the teaching/facilitation/lecturing experience of the marking personnel. The information summarised in Table 6E was supplied by the DHET.

**Table 6E: Teaching/lecturing experience of appointed marking personnel**

| No. | Learning area | Teaching/facilitation/lecturing experience | | Currently teaching National Qualifications Framework (NQF) Level 1 |
|---|---|---|---|---|
| | | Lowest | Highest | |
| 1. | AAAT4 | 3 years | 29 years | Not indicated |
| 2. | ANHC4 | 4 years | 32 years | Not indicated |
| 3. | ARTC4 | 6 years | 27 years | Not indicated |
| 4. | ECD4 | 2 years | 37 years | Not indicated |
| 5. | EMSC4 | 4 years | 32 years | Not indicated |
| 6. | HSSC4 | 2 years | 24 years | Not indicated |
| 7. | INCT4 | 3 years | 27 years | Not indicated |
| 8 | LCEN4 | 4 years | 26 years | Not indicated |
| 9 | LIFO4 | 3 years | 27 years | Not indicated |
| 10 | MLMS4 | 4 years | 28 years | Not indicated |
| 11 | MMSC4 | 4 years | 29 years | Not indicated |
| 12 | TECH4 | 8 years | 23 years | Not indicated |

Table 6E indicates that although all applicants in all sampled learning areas had relevant teaching/facilitation/lecturing experience, they did not indicate whether they were currently teaching/facilitating/lecturing the learning area for which they had applied.

### 6.3.6 Marking Experience

The following section discusses the findings of the audit of marking experience of the appointed marking personnel. Table 6F indicates the least and most years of marking experience of the appointed markers, per learning area.

**Table 6F: Marking experience of appointed marking personnel**

| No. | Learning area | Marking experience | | Comments |
|-----|---------------|--------|---------|----------|
| | | Lowest | Highest | |
| 1. | AAAT4 | 0 years | 21 years | There were novice markers appointed |
| 2. | ANHC4 | 0 years | 30 years | There were novice markers appointed |
| 3. | ARTC4 | 0 years | 9 years | There were novice markers appointed |
| 4. | ECD4 | 0 years | 12 years | There were novice markers appointed |
| 5. | EMSC4 | 0 years | 24 years | There were novice markers appointed |
| 6. | HSSC4 | 0 years | 16 years | There were novice markers appointed |
| 7. | INCT4 | 0 years | 18 years | There were novice markers appointed |
| 8 | LCEN4 | 0 years | 25 years | There were novice markers appointed |
| 9 | LIFO4 | 1 year | 23 years | No novice markers |
| 10 | MLMS4 | 0 years | 21 years | There were novice markers appointed |
| 11 | MMSC4 | 1 years | 18 years | No novice markers |
| 12 | TECH4 | 3 years | 7 years | No novice markers |

Verification by Umalusi revealed that no novice markers were appointed in three learning areas only (LIFO4, MMSC4, TECH4). The appointed markers were, however, regarded as novices, since they had not previously marked national examinations.

### 6.3.7 Plans for the Training of Marking Personnel

The DHET conducted training for marking personnel on 3 and 12 October 2022 during the standardisation of marking guideline meetings. The purpose was to build capacity among the marking personnel to improve the quality of marking and moderation. The DHET presented training material as evidence of having conducted the training. Marking personnel were trained in marking and quality assuring examination scripts. Dummy scripts were used to test the efficiency of the approved marking guidelines. The purpose of the training was to equip the marking personnel with information relating to:

   i.    Principles of marking;
   ii.   Quality assurance of marking;
   iii.  Controlling the flow of scripts;
   iv.   Identification and management of irregularities; and
   v.    Transfer of marks.

## 6.4 Areas of Improvement

The following were noted as areas of improvement:

   a. The DHET submitted evidence of the selection panel meetings convened for the selection and appointment of marking personnel; and
   b. The DHET improved the application form to include relevant information about the qualifications, lecturing/facilitation and marking experience of applicants.

## 6.5 Areas of Non-Compliance

The following were noted as concerns:

a. The criteria for the appointment of marking personnel did not indicate specific requirements for different categories of marking personnel, e.g., markers, senior markers, deputy chief markers, chief markers and internal moderators; and
b. The learning area specialisations of most applicants were not relevant in ten out of 12 sampled learning areas. This was noticed in learning areas like AAAT4, ANHC4, ECD4, LIFO4 and ARTC4.

## 6.6 Directives for Compliance and Improvement

The DHET must ensure that:

a. The criteria for the appointment of marking personnel indicates the specific requirements per category of marking personnel; and
b. Evidence of qualifications (specialisation) in the learning area applied for is included for verification purposes.

## 6.7 Conclusion

Umalusi conducted a desktop audit of the appointed marking personnel for the marking of the November 2022 GETC: ABET examination conducted by the DHET. Umalusi found that the process of recruiting and appointing marking personnel was properly conducted. Although most appointed marking personnel met the requirements set by the DHET, there were areas in which the criteria for appointment were not fully adhered to. This needs improvement so that the quality of marking is not compromised. In future, it is necessary that Umalusi visit the assessment body to verify submitted information. This will help the assessment body to rectify information that may have been incorrectly completed. There was no evidence of qualifications and specialisation in the learning area applied for in some learning areas considered as scarce skills. Marking personnel in these learning areas were appointed based on their teaching experience. Learning area specialisation should be included to verify whether the DHET attracts applicants with content knowledge and experience in each learning area. This would improve the quality of marking and quality assurance of the marked scripts.

# CHAPTER 7 STANDARDISATION OF MARKING GUIDELINES

## 7.1 Introduction

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

The standardisation of marking guidelines provides a platform for the marking personnel and Umalusi moderators to discuss responses per question and to reach consensus before the final marking guidelines are approved. Standardisation of marking guideline meetings ensures that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included in the final marking guideline to guarantee the credibility and integrity of the marking processes.

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

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

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

## 7.2 Scope and Approach

Umalusi participated in the standardisation of marking guideline meetings of all 26 learning areas organised by the Department of Higher Education and Training (DHET) for the November 2022 GETC: ABET examination. The meetings took place on 3 December 2022, a day before marking commenced, at the DHET marking centre, Tshwane North Technical and Vocational Education and Training (TVET) College, Pretoria Campus.

Umalusi moderators used the Quality Assurance of Assessment Instrument for the Monitoring of the Standardisation of Marking Guidelines to monitor the discussions. The instrument requires Umalusi moderators to report the findings based on the following criteria:

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

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

## 7.3 Summary of Findings

The section below summarises the findings on the standardisation of marking guidelines conducted by Umalusi on the DHET processes. To gauge the success of the 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, on compliance with each criterion.

### 7.3.1 Attendance of Marking Personnel

This criterion checks the attendance of national examiners, national internal moderators, chief markers, senior markers and markers at the standardisation of marking guideline meetings.

The marking personnel who attended the standardisation of marking guideline meetings included chief markers, internal moderators, examiners, senior markers, markers and examination assistants in all 26 learning areas. Table 7A indicates the number of marking personnel who attended the standardisation of marking guideline meetings per learning area.

**Table 7A: Number of marking personnel attending the standardisation of marking guideline meetings, per learning area.**

| No. | Criteria | Compliance frequency per CLC | | | | | All |
|-----|----------|------|---------|------|------|------|-----|
| | | No | Limited | Most | Most | Most | |
| 1. | ANHC4 | 2 | 1 | 1 | 6 | 45 | 55 |
| 2. | AAAT4 | 1 | 1 | 1 | 0 | 7 | 10 |
| 3. | ARTC4 | 1 | 1 | 1 | 0 | 1 | 4 |
| 4. | ECD4 | 1 | 1 | 0 | 1 | 36 | 39 |
| 5. | EMSC4 | 0 | 1 | 1 | 0 | 8 | 10 |
| 6. | HSSC4 | 0 | 1 | 2 | 0 | 8 | 11 |
| 7. | INCT4 | 1 | 1 | 0 | 0 | 4 | 6 |
| 8. | LCAF4 | 0 | 1 | 1 | 1 | 0 | 3 |
| 9. | LCEN4 | 0 | 1 | 2 | 0 | 73 | 76 |
| 10. | LCND4 | 1 | 1 | 1 | 0 | 1 | 4 |
| 11. | LCXH4 | 0 | 1 | 1 | 2 | 10 | 14 |
| 12. | LCZU4 | 1 | 0 | 0 | 0 | 1 | 2 |
| 13. | LCSP4 | 2 | 1 | 0 | 0 | 1 | 4 |
| 14. | LCSO4 | 2 | 1 | 0 | 0 | 1 | 4 |
| 15. | LCTS4 | 0 | 1 | 1 | 0 | 4 | 6 |
| 16. | LCSW4 | 0 | 1 | 1 | 0 | 1 | 3 |
| 17. | LCVE4 | 0 | 1 | 0 | 0 | 0 | 1 |
| 18. | LCXI4 | 2 | 0 | 1 | 1 | 1 | 5 |
| 19. | LIFO4 | 1 | 1 | 1 | 0 | 58 | 61 |
| 20. | MLMS4 | 1 | 1 | 0 | 0 | 57 | 59 |
| 21. | MMSC4 | 0 | 1 | 0 | 0 | 6 | 7 |
| 22. | NATS4 | 1 | 1 | 0 | 0 | 4 | 6 |
| 23. | SMME4 | 0 | 1 | 1 | 0 | 0 | 2 |
| 24. | TECH4 | 0 | 1 | 1 | 0 | 0 | 2 |
| 25. | TRVT4 | 2 | 1 | 1 | 0 | 19 | 23 |
| 26. | WHRT4 | 2 | 1 | 1 | 0 | 7 | 11 |

A total of 428 marking personnel comprising 353 markers, 24 internal moderators, 19 chief markers, 21 examiners and 11 senior markers, attended the standardisation of marking guideline meetings. In one learning area (LCVE4) the meeting was attended by only one participant; three meetings (TECH4, SMME4 and LCZU4) were attended by only two participants, respectively. The meetings of six learning areas had most participants (LCEN4: 76, LIFO4: 61, MLMS4: 59, ANHC4: 55, ECD4: 39 and TRVT4: 23).

### 7.3.2 Verification of Question Papers and Marking Guidelines

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

The Umalusi moderator for one learning area (LCVE4) indicated that the signed question paper was reported to have been left at the DHET offices; it was, therefore, not possible to verify that the question paper used at the marking venue was the one approved by Umalusi. All the other question papers were confirmed as the correct versions of those that had been moderated and approved.

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

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

Sixteen learning areas did not have any pre-marked scripts. This means only ten learning areas (AAAT4, ANHC4, LCND4, LCAF4, ECD4, ARTC4, LCSW4, LCVE4, LCXI4 and MMSC4) had pre-marked scripts in preparation for the standardisation of the marking guideline meeting. One of these ten (ANHC4) had amendments made to the marking guideline prior to the standardisation meeting.

### 7.3.4 Standardisation of Marking Guidelines Process

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

Apart from six learning areas (ARTC4, INCT4, LCAF4, LIFO4, MLMS4 and TECH4), all organisational and logistical arrangements were properly made to facilitate the standardisation of marking guideline meetings.

The processes and procedures followed during the standardisation of marking guidelines included the following:

i.  In most cases, the internal moderators chaired the meeting, except in very few instances where the meeting was chaired by the examiner. The chairperson introduced all attendees and explained the purpose of the meeting. Ground rules were set, followed by discussions about the pre-marked scripts. Generally, the internal moderators and examiners, interchangeably, read the questions and responses provided in the marking guideline. In some cases, markers were given different questions to read. This was accompanied by discussions on how each participant marked the dummy scripts. Umalusi moderators were invited to contribute and/or arbitrate In all discussions. Minutes of the meeting were, in most cases, taken by the examiner. The chairperson ensured that consensus was reached on the responses in the marking guideline. In this way, the final marking guideline was approved.
ii. All participants in the 26 learning areas observed and contributed meaningfully during the discussions. The questions and their corresponding responses were analysed in detail, to show the nature and frequency of common marking errors that could potentially be made during initial marking.
iii. In all the learning areas, especially those containing essay-type questions, rigorous discussions clarified possible responses and increased the markers' ability to mark interpretive questions. In fact, rigorous discussions elicited alternative responses, particularly to questions that required analysis and synthesis.

iv.  Amendments were made to the marking guidelines during the standardisation meetings in all the learning areas. However, none of the amendments made had an impact on the cognitive demands of the responses required, except positively. There were clear motivations provided for each of the amendments made to the marking guidelines. Amendments were in the form of alternative responses; clarifying and correcting marking instructions; and correcting wrong responses. All amendments were approved by an Umalusi moderator.

v.  Umalusi moderator/s played the role of arbiter, quality checker, observer, guide, verifier and support person.

### 7.3.5 Training During the Standardisation of Marking Guidelines

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

Seven of the 26 learning areas reported that there was no training during the standardisation of the marking guideline. This was largely because there were no dummy scripts made available for pre-marking in preparation for the standardisation process. Five (ANHC4, ARTC4, EMSC4, LCAF4 and LCTS4) of the seven learning areas that reported not having had training sampled only live scripts for pre-marking during the standardisation process. Two learning areas (NATS4 and TECH4) did not have sampled scripts for dummy marking, which meant training that relied on the marking of dummy scripts could not take place. The remaining 19 learning areas received training facilitated by discussing the marking of dummy scripts.

### 7.3.6 Quality of the Final Marking Guidelines

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

In all 26 learning areas the marking guidelines included general instructions on marking; the marking instructions were clear and permitted uniform or standardised marking; the marking guidelines were unambiguous and clearly laid out; they provided enough detail to ensure fair and reliable marking; they did not seek to legislate for every possible case but reflected different approaches that candidates might take.

### 7.3.7 Approval of the Final Marking Guidelines

This criterion checks that the marking guideline to be used at each provincial marking centre has been signed by the participants who approved the guideline.

In all 26 learning areas each participating Umalusi moderator approved the final marking guideline by signing the front page. The internal moderator and the examiners also appended their signatures to indicate their approval.

## 7.4 Areas of Improvement

Umalusi noted the following area of good practice:

a.  The standardisation of marking guideline meetings were attended by all the marking personnel (including markers) for the first time in each learning area.

## 7.5 Areas of Non-Compliance

The following were observed and noted as areas of concern:

a.  Dummy scripts were not provided in seven of 26 learning areas; therefore training could not take place properly;
b.  There were delays in six learning areas (ARTC4, INCT4, LCAF4, MLMS4, TECH4 and LIFO4) caused by logistical setbacks, and
c.  Three learning areas (TECH4, LCVE4 and LCAF4) did not have markers in the marking guideline meetings.

## 7.6 Directives for Compliance and Improvement

The DHET is required to:

a.  Provide dummy scripts in all learning areas to facilitate a proper and effective training session;
b.  Improve logistical arrangements to ensure that required personnel do not miss discussions as a result of logistical problems, and
c.  Make sure that all marking personnel attend the standardisation of marking guideline meeting.

## 7.7 Conclusion

The marking guideline discussions served the intended purpose of standardising the marking guidelines for use during the marking of scripts at the DHET centralised marking centre. The discussions managed to rise above the challenges, improved the quality of the marking guidelines and ensured that all possible responses to questions were accommodated. Amendments made to the marking guidelines enhanced the clarity of instructions to markers and did not compromise the examination or marking process.

# CHAPTER 8 VERIFICATION OF MARKING

## 8.1 Introduction

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

The purpose of conducting verification of marking is to:

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

## 8.2 Scope and Approach

Umalusi conducted on-site verification of the marking of the November 2022 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination administered by the Department of Higher Education and Training (DHET) from 04 December–18 December 2022, at Tshwane North Technical and Vocational Education and Training (TVET) College, Pretoria campus. This was the only marking centre of the DHET.

Umalusi conducted verification of marking in all 26 learning areas. The number of examination scripts sampled per learning area are indicated in Table 8A.

**Table 8A: Number of sampled examination scripts per learning areas**

| No. | Learning area | Code | No. of scripts |
|-----|---------------|------|----------------|
| 1. | Applied Agriculture and Agricultural Technology | AAAT4 | 40 |
| 2. | Ancillary Health Care | ANHC4 | 60 |
| 3. | Arts and Culture | ARTC4 | 40 |
| 4. | Early Childhood Development | ECD4 | 80 |
| 5. | Economic and Management Sciences | EMSC4 | 120 |
| 6. | Human and Social Sciences | HSSC4 | 40 |
| 7. | Information Communication Technology | INCT4 | 43 |
| 8. | LLC: Afrikaans | LCAF4 | 41 |
| 9. | LLC: English | LCEN4 | 127 |
| 10. | LLC: IsiNdebele | LCND4 | 40 |
| 11. | LLC: Sesotho | LCSO4 | 40 |
| 12. | LLC: Sepedi | LCSP4 | 120 |
| 13. | LLC: SiSwati | LCSW4 | 40 |
| 14. | LLC: Setswana | LCTS4 | 50 |
| 15. | LLC: Tshivenda | LCVE4 | 57 |
| 16 | LLC: IsiXhosa | LCXH4 | 20 |

| 17. | LLC: Xitsonga | LCXI4 | 40 |
|---|---|---|---|
| 18. | LLC: IsiZulu | LCZU4 | 40 |
| 19. | Life Orientation | LIFO4 | 128 |
| 20. | Mathematical Literacy | MLMS4 | 120 |
| 21. | Mathematics and Mathematical Sciences | MMSC4 | 40 |
| 22. | Natural Sciences | NATS4 | 100 |
| 23. | Small, Medium and Micro Enterprises | SMME4 | 40 |
| 24. | Technology | TECH4 | 40 |
| 25. | Travel and Tourism | TRVT4 | 60 |
| 26. | Wholesale and Retail | WHRT4 | 80 |
| **Total** | | | **1 646** |

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

a. Adherence to marking guidelines;
b. Quality and standard of marking;
c. Irregularities; and
d. Performance of candidates.

## 8.3 Summary of Findings

The following section discusses the findings of the verification of marking conducted in 26 learning areas. The report is based on the sample of scripts selected by Umalusi at the marking centres, reflecting on the four key moderation criteria in 8.2 above. This section summarises the key qualitative findings per moderation criterion.

### 8.3.1 Adherence to the Marking Guidelines

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

At the standardisation of the marking guideline meetings, which took place the day before marking commenced, amendments were approved by the Umalusi moderators in all 26 learning areas. During the marking itself, markers adhered to the approved marking guidelines in the 26 learning areas.

### 8.3.2 Quality and Standard of Marking

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

In the 26 learning areas the Umalusi moderators found that, after an initial period of adjustment in some learning areas, the quality and standard of marking was generally good as markers adhered to the marking guidelines. The learning areas in which the initial period of adjustment occurred were ECD4, HSSC4, LCEN4, LIFO4 and SMME4.

Marks were generally correctly allocated to questions during the marking of scripts. However, in one learning area (HSSC4), persistent incorrect allocation of marks to a question that required in-depth analysis of the answer required intervention from the Umalusi moderator: the markers were swopped with markers of a question where no critical thinking on the part of the markers was required.

In eight learning areas the instances of variation in marks between the markers, the internal moderators and Umalusi moderators beyond the tolerance range of -/+3 marks, were few. These were identified as: AAAT4 (2), ARTC4 (2), EMSC4 (4), INCT4 (4), LCAF4 (2), LIFO4 (3), MMSC4 (4) and TECH4 (2).

In six language learning areas the variation in marks between the markers, the internal moderators and Umalusi moderators was large enough to raise concerns about the competence of some markers. The variation in marks were as follows: LCEN4 (+17 to -17), LCSO4 (-13), LCTS4 (+16), LCXH4 (-16), LCXI4 (-15) and LCZU4 (+17 to -15). The main reason for these variation in marks were incorrect allocation of marks to questions that required explanations and evaluations, opinions and the use of marking rubrics for assessing essays and transactional writing.

In one learning area the variation in marks between the marker, the internal moderator and the Umalusi moderator was the result of the inexperience of a novice marker: ANHC4 (+19).

In one learning area the variation in marks between the marker, the internal moderator and the Umalusi moderator was the result of not having marked a question: TRVT4 (+12).

In four learning areas the variation in marks between the markers, the internal moderators and Umalusi moderators was a result of inaccurate totalling and transfer of marks. This was as follows: ECD4 (+13 and -10), LCSP4 (-14 and -10), LCVE4 (+21, +20 and -10) and WHRT4 (+15 and +11).

In each of the learning areas where there was a variation in marks between the markers, the internal moderators and the Umalusi moderators, the attention of the chief markers and internal moderators was drawn to the incorrect allocation of marks and incorrect calculation and transfer of marks by the Umalusi moderators. There followed mediation with markers so that the appropriate corrections could be effected, by way of re-marking or rechecking of scripts by the markers involved.

### 8.3.3 Alleged Irregularities

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

The following serious irregularities were identified.

**Table 8B: Alleged Irregularities identified during the marking of examinations**

| Marking centre | Learning area | No. of candidates | Nature of irregularity |
|---|---|---|---|
| E6601042 | ANHC4 | 7 | For Section C, Questions 3.1, 3.2 and 3.4 the answers were the same in terms of spelling errors and sentence construction. |
| E5222549 | | 3 | For Section C, Questions 3.1 to 3.4 the answers were the same, with similar errors although the sequence was different. |
| | | 1 | The answers to Questions 2.3.1 and 2.3.2 were written in two different handwritings. |
| E230326 | EMSC4 | 5 | For Question 2 (Income Statement), the answers were the same, with all five candidates achieving 12 marks out of 15, with similar errors although the sequence was different. |
| 5222531 | NATS4 | 24 | For Question 1 all the answers were the same for all the candidates at this centre. |
| E3181051 | TRVT4 | 5 | For Questions 2.1.2, 2.2.1 and 2.7 all the answers were the same. |
| E5422381 | WHRT4 | 1 | For all the questions, Question 1 to Question 7, the candidate wrote over answers that were written in pencil. Some of the pencilled answers were still visible while other pencilled answers had been partially erased. |
| **Total** | **045** | **46** | |

### 8.3.4 Performance of Candidates

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

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

### Applied Agriculture and Agricultural Technology (AAAT4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 8A indicates the candidate performance per question in the selected sample.



**Figure 8A: Candidate performance in AAAT4 per question – 40 scripts**

According to Figure 8A the highest average % was achieved in Question 2 (56%), which covered agricultural production practices and associated budgeting. The lowest average % was achieved in Question 5 (21%), which covered aspects of soil science and physical and biological environments in sustainable crop production.

**Table 8C: Mark distribution as a percentage – AAAT4**

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

Table 8C shows that the highest mark obtained was 71, the lowest mark obtained was 11; 25 candidates passed and 15 failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was zero.

### Ancillary Health Care (ANHC4)

The verification of marking was conducted on a sample of 60 scripts. The question paper consisted of three questions. Figure 8B indicates the candidate performance per question in the selected sample.

**Figure 8B: Candidate performance in ANHC4 per question – 60 scripts**

According to Figure 8B the highest average % was achieved in Question 1 (51%), which covered all the Unit Standards in the form of multiple-choice questions. The lowest average % was achieved in Question 3 (21%), which covered causes of ailments.

**Table 8D: Mark distribution as a percentage – ANHC4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 0 | 4 | 17 | 19 | 11 | 6 | 3 | 0 | 0 | 0 |

Table 8D shows that the highest mark obtained was 63, the lowest mark obtained was 11; 20 candidates passed and 40 failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was zero.

## Arts and Culture (ARTC4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of seven questions. Figure 8C indicates the candidate performance per question in the selected sample.
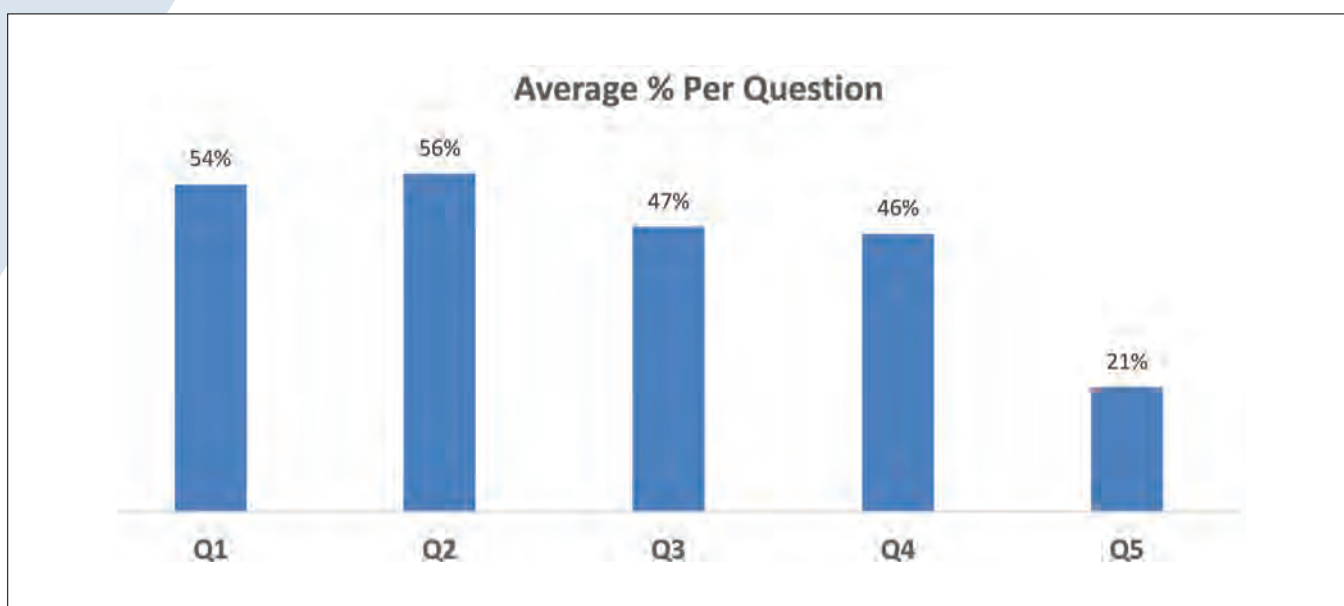


**Figure 8C: Candidate performance in ARTC4 per question – 40 scripts**

According to Figure 8C the highest average % was achieved in Question 6 (71%), which covered dance. The lowest average % was achieved in Question 5 (34%), which covered mass media.

**Table 8E: Mark distribution as a percentage – ARTC4**

| 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 | 5 | 8 | 9 | 13 | 2 | 1 | 0 |

Table 8E shows that the highest mark obtained was 80, the lowest mark obtained was 27, the number of candidates who passed was 33 and seven failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was 01.

**Early Childhood Development (ECD4)**

The verification of marking was conducted on two samples of 40 scripts each, a total of 80 scripts. The question paper consisted of three questions. Figure 8D(i) and Figure 8D(ii) indicate the candidate performance per question in the selected samples.
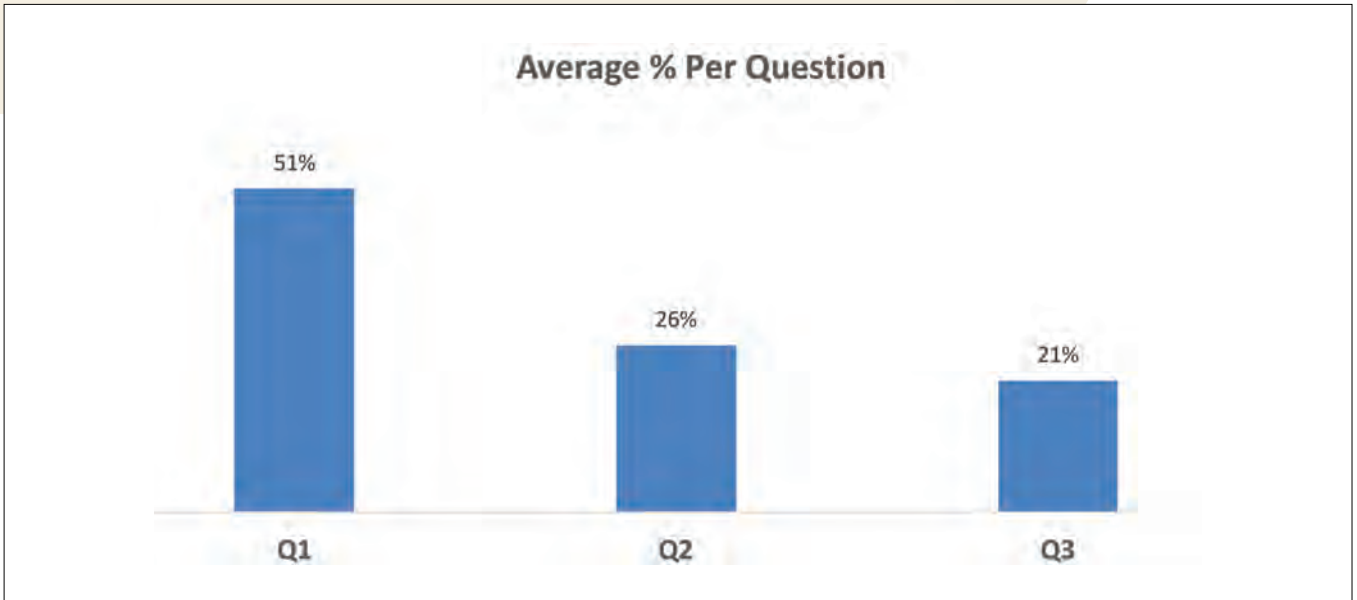


**Figure 8D(i): Candidate performance in ECD4 per question – Sample 1– 40 scripts**



**Figure 8D(ii): Candidate performance in ECD4 per question – Sample 2– 40 scripts**

According to both Figure 8D(i) and Figure 8D(ii) the highest average % was achieved in Question 1 (41%), which covered all Unit Standards in the form of true/false questions, filling in the missing words and matching columns. The lowest average % was achieved in Question 3 (19%), which covered Intellectual development of the child, simple chores for children and religion for children.

**Table 8F: Mark distribution as a percentage – ECD4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 3 | 16 | 22 | 16 | 9 | 9 | 4 | 1 | 0 | 0 |

Table 8F shows that the highest mark obtained was 72, the lowest mark obtained was 08; 23 candidates passed and 57 failed. The number that obtained 0-9% was 03 and the number that obtained 80-100% was zero.

### Economic and Management Sciences (EMSC4)

The verification of marking was conducted on three samples of 40 scripts each, a total of 120 scripts. The question paper consisted of five questions. Figure 8E(i), Figure 8E(ii) and Figure 8E(iii) indicate the candidate performance per question in the selected samples.



**Figure 8E(i): Candidate performance in EMSC4 per question – Sample 1 – 40 scripts**



**Figure 8E(ii): Candidate performance in EMSC4 per question – Sample 2 – 40 scripts**

**Figure 8E(iii): Candidate performance in EMSC4 per question – Sample 3 – 40 scripts**

According to Figure 8E(i), Figure 8E(ii) and Figure 8E(iii) the highest average % was achieved in Question 1 (53%, 52% and 59%), which covered basic accounting practices, management expertise and administration, in the form of short response questions, true/false questions, and multiple-choice questions. The lowest average % was achieved in Question 4 (21%), covering management, and Question 5 (16% and 27%), which covered forms of ownership, managerial tasks, data gathering and information techniques.

**Table 8G: 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 |
| 5 | 15 | 23 | 27 | 11 | 17 | 15 | 6 | 1 | 0 |

Table 8G shows that the highest mark obtained was 84, the lowest mark obtained was 06; 50 candidates passed and 70 failed. The number that obtained 0-9% was 05 and the number that obtained 80-100% was 01.

**Human and Social Sciences (HSSC4)**

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of three questions. Figure 8F indicates the candidate performance per question in the selected sample.
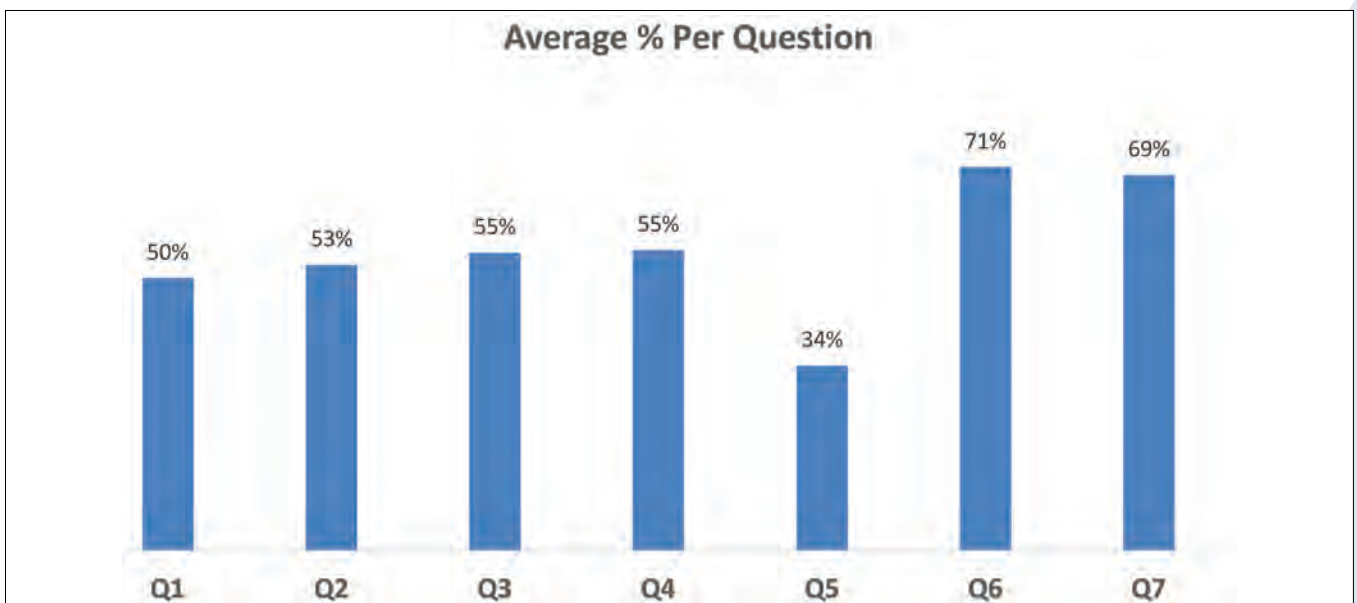
**Figure 8F: Candidate performance in HSSC4 per question – 40 scripts**

According to Figure 8F the highest average % was achieved in Question 1 (49%), which covered all the Unit Standards in the form of short objective questions. The lowest average % was achieved in Question 3 (20%), which covered factors polluting water sources and solutions thereto.

**Table 8H: 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 |
| 3 | 5 | 6 | 14 | 8 | 3 | 1 | 0 | 0 | 0 |

Table 8H shows that the highest mark obtained was 62, the lowest mark obtained was 01; 12 candidates passed and 28 failed. The number that obtained 0-9% was 03 and the number that obtained 80-100% was 0.

**Information Communication Technology (INCT4)**

The verification of marking was conducted on two samples of 32 and 11 scripts each, a total of 43 scripts. The question paper consisted of five questions. Figure 8G(i) and Figure 8G(ii) indicate the candidate performance per question in the selected samples.
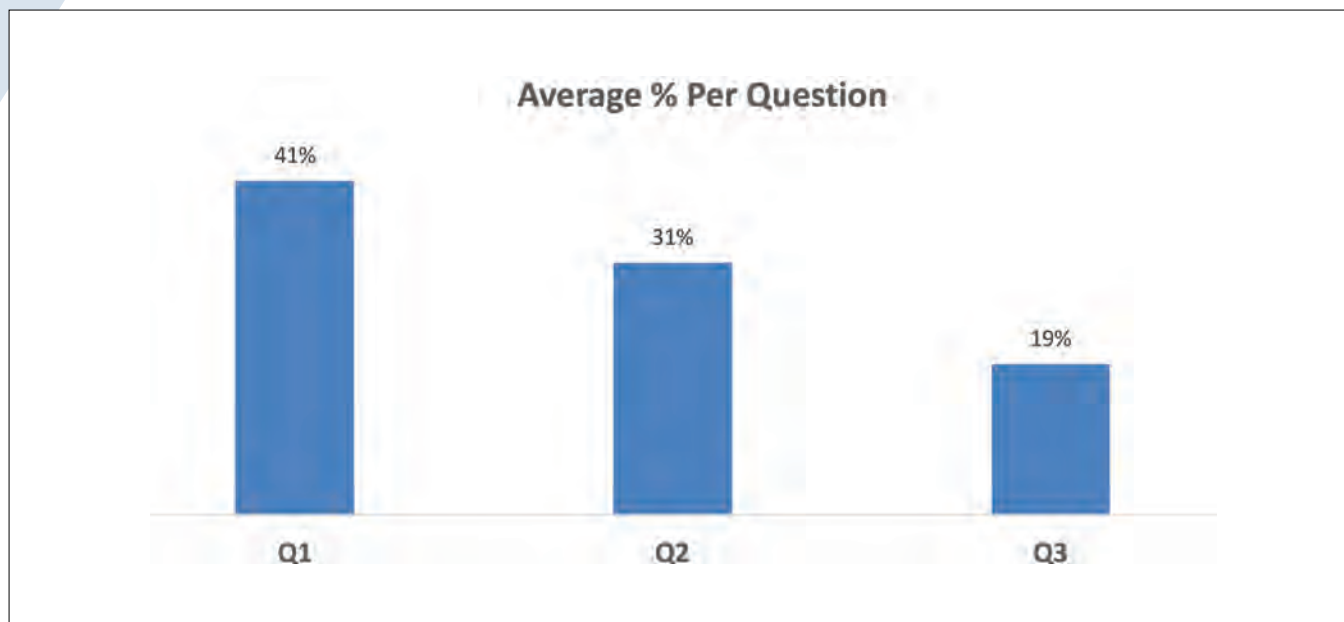
**Figure 8G(i): Candidate performance in INCT4 per question – Sample 1 – 32 scripts**
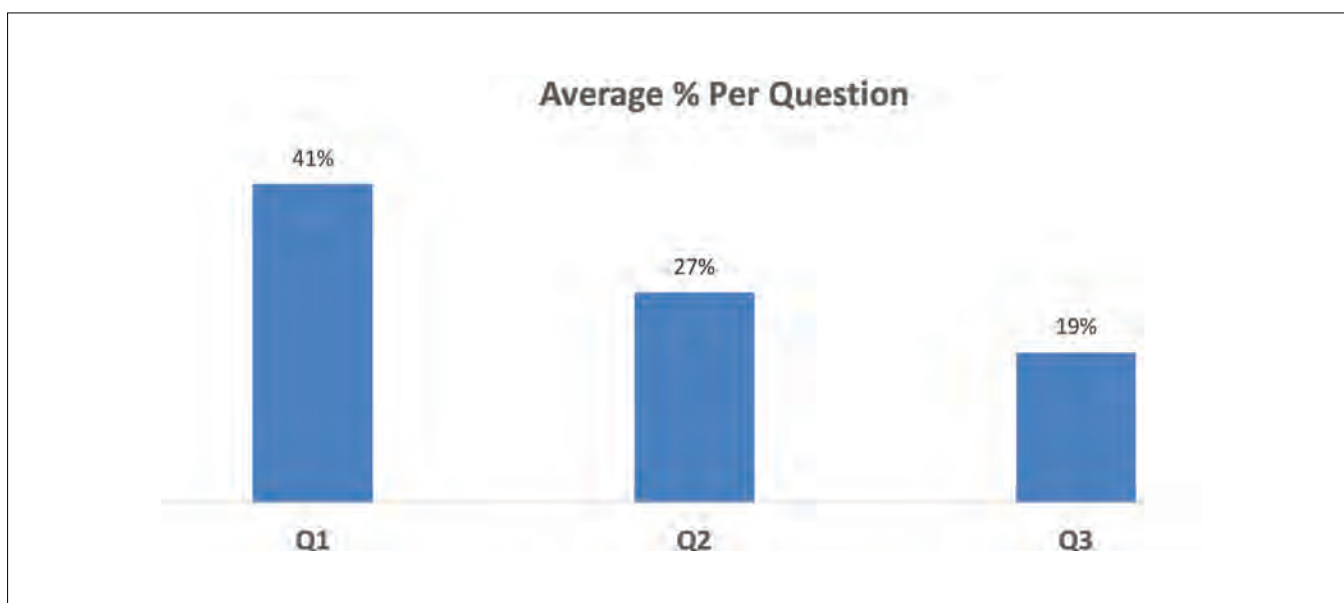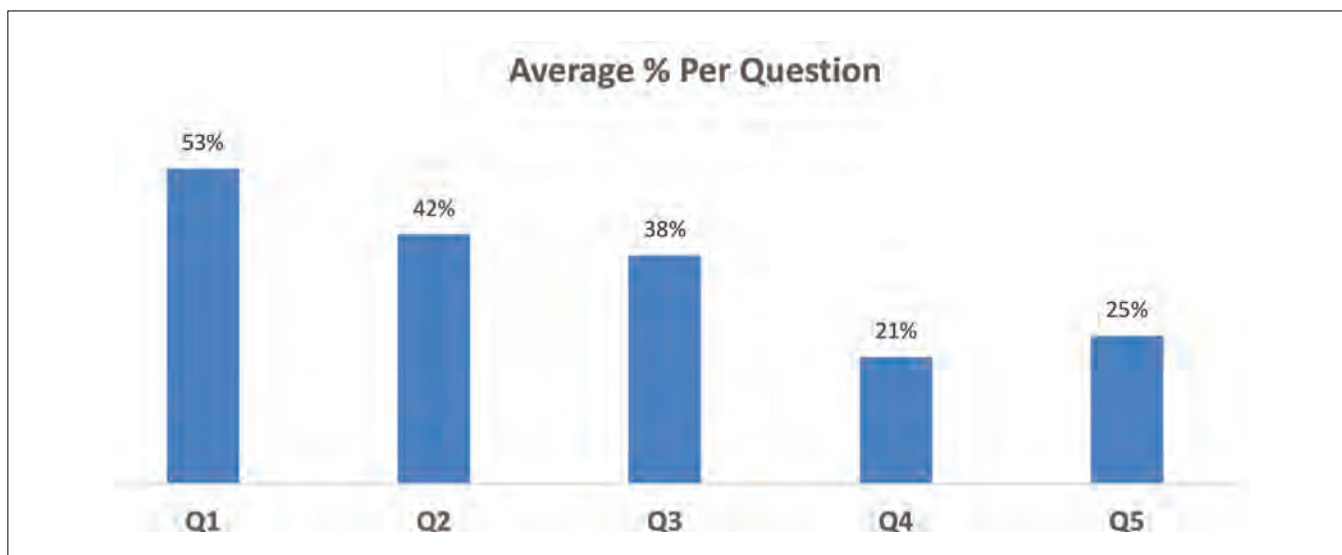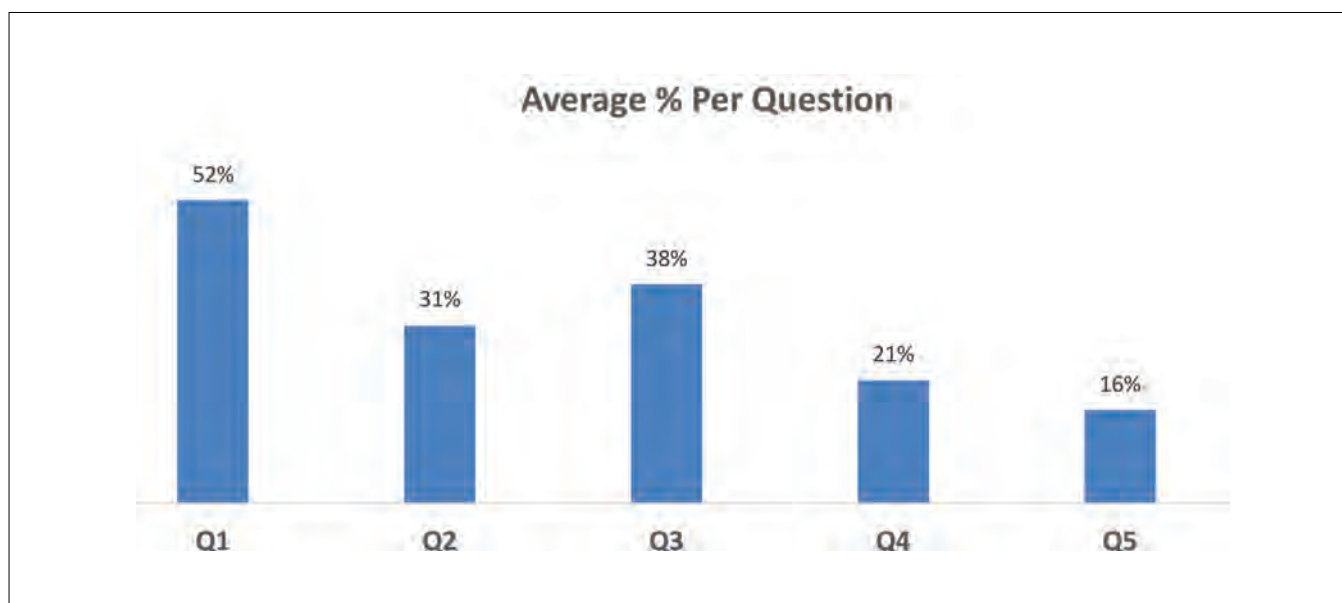


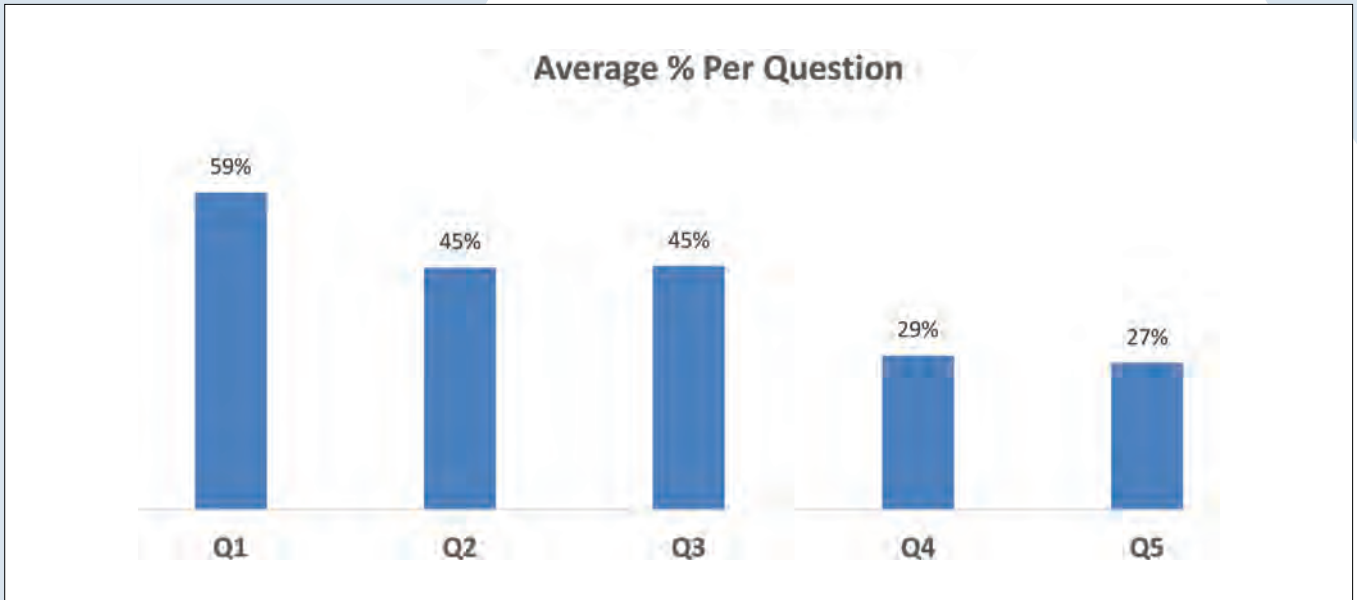**Figure 8G(ii): Candidate performance in INCT4 per question – Sample 2 –11 scripts**

According to Figure 8G(i) and Figure 8G(ii) the highest average % was achieved in Question 5 (64%). Question 5, which was open ended, covered a PowerPoint presentation. The lowest average % was achieved in Question 1 (37% and 50%), which covered the application of theory and practical concepts using multiple-choice questions, matching columns and true/false questions.

**Table 8I: Mark distribution as a percentage – INCT4**

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

Table 8I shows that the highest mark obtained was 97, the lowest mark obtained was 14; 26 candidates passed and 17 failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was 01.

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

The verification of marking was conducted on a sample of 41 scripts. The question paper consisted of five questions. Figure 8H indicates the candidate performance per question in the selected sample.

**Figure 8H: Candidate performance in LCAF4 per question – 41 scripts**

According to Figure 8H the highest average % was achieved in Question 1 (66%), which covered reading comprehension. The lowest average % was achieved in Question 2 (34%), which covered formal grammar.

**Table 8J: Mark distribution as a percentage – LCAF4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 1 | 3 | 3 | 3 | 6 | 13 | 7 | 5 | 0 | 0 |

Table 8J shows that the highest mark obtained was 76, the lowest mark obtained was 07; 31 candidates passed and ten failed. One candidate obtained 0-9% and zero obtained 80-100%.

### Language, Literacy and Communication: English (LCEN4)

The verification of marking was conducted on three samples of 27 scripts, 40 scripts and 60 scripts each, a total of 127 scripts. The question paper consisted of five questions. Figure 8I(i), Figure 8I(ii) and Figure 8I(iii) indicate the candidate performance per question in the selected samples.



**Figure 8I(i): Candidate performance in LCEN4 per question – Sample 1 – 27 scripts**

**Figure 8I(ii): Candidate performance in LCEN4 per question – Sample 2 – 40 scripts**



**Figure 8I(iii): Candidate performance in LCEN4 per question – Sample 3 – 60 scripts**

According to Figure 8I(i), Figure 8I(ii) and Figure 8I(iii) the highest average % was achieved in Question 5 (44%, 52% and 42%), which covered transactional writing. The lowest average % was achieved in Question 2 (13%, 22% and 16%), covering formal grammar.

**Table 8K: 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 |
| 8 | 15 | 23 | 37 | 22 | 16 | 4 | 2 | 0 | 0 |

Table 8K shows that the number that obtained 0-9% was 08 and the number that obtained 80-100% was zero. The highest mark obtained was 71, the lowest mark obtained was 00; 44 candidates passed and 83 failed.

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

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 8J indicates the candidate performance per question in the selected sample.
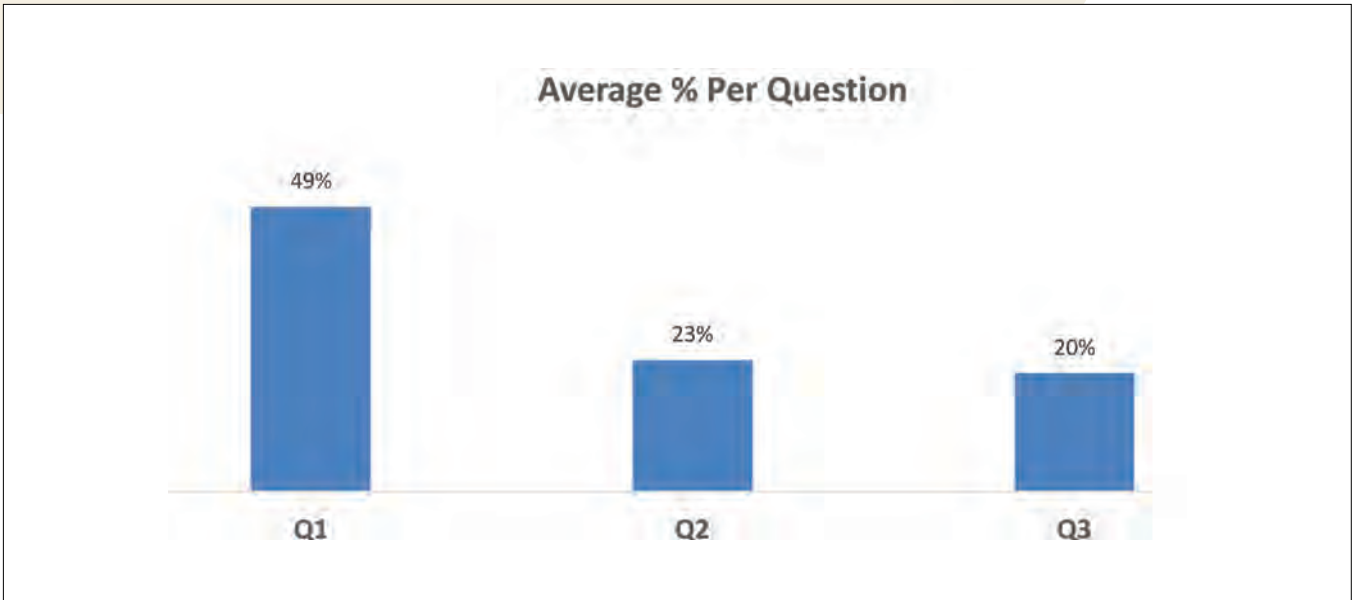
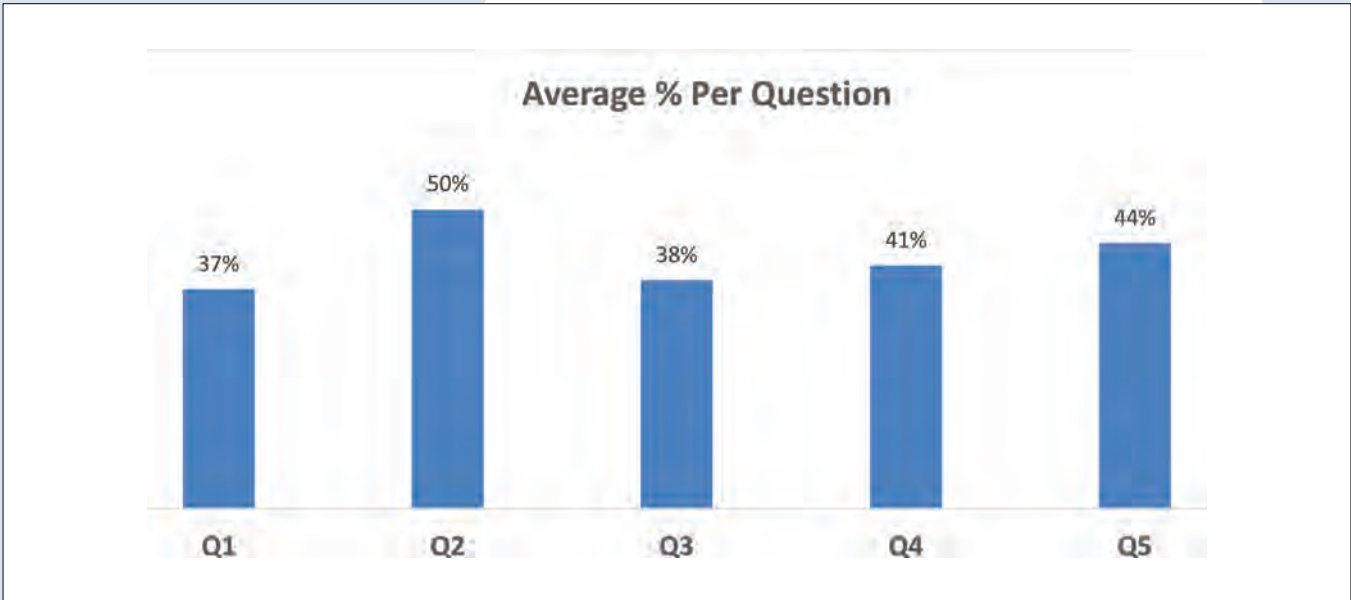**Figure 8J: Candidate performance in LCND4 per question – 40 scripts**

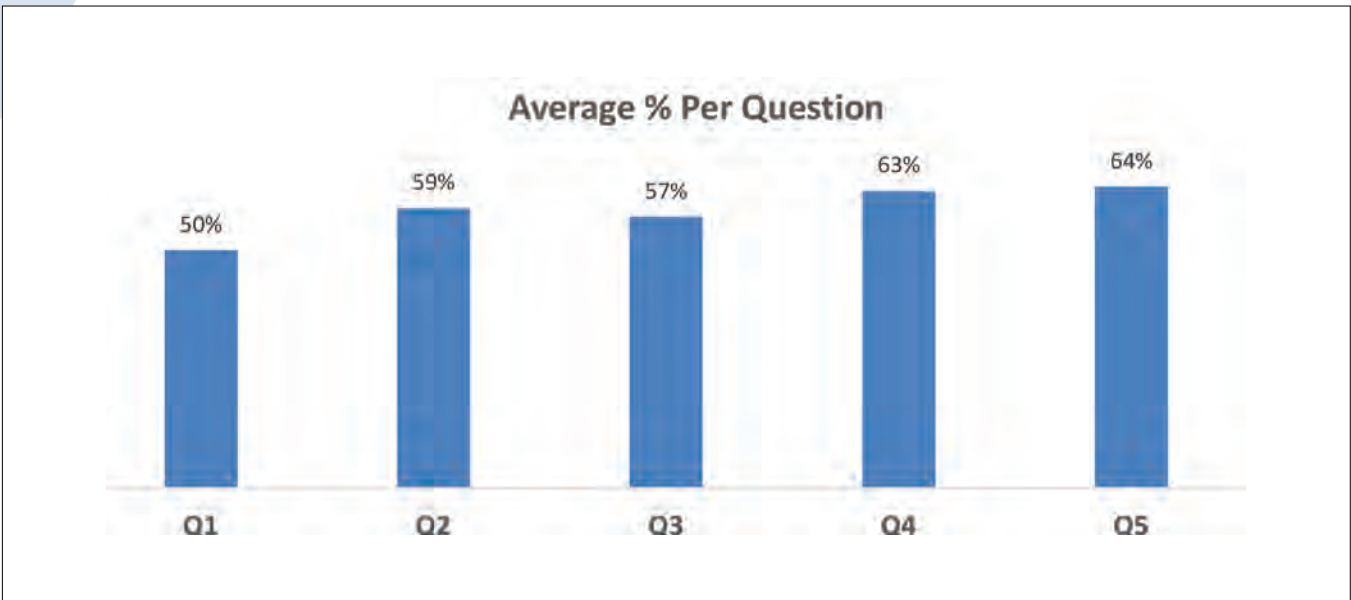According to Figure 8J the highest average % was achieved in Question 3 (79%), which covered visual literacy. The lowest average % was achieved in Question 2 (33%), which covered formal grammar.

**Table 8L: Mark distribution as a percentage – LCND4**

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

Table 8L shows that the highest mark obtained was 75, the lowest mark obtained was 12; 32 candidates passed and eight failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was zero.

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

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 8K indicates the candidate performance per question in the selected sample.
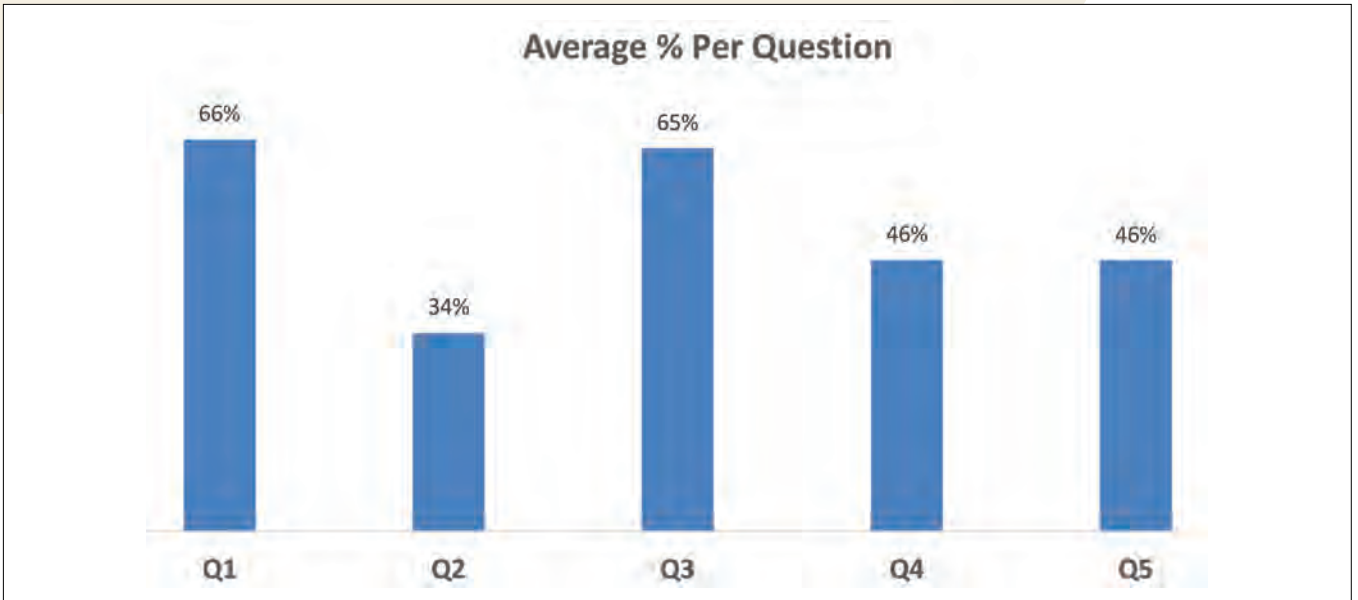
**Figure 8K: Candidate performance in LCSO4 per question – 40 scripts**

According to Figure 8K the highest average % was achieved in Question 3 (68%), which covered visual literacy. The lowest average % was achieved in Question 2 (32%), which covered formal grammar.

**Table 8M: Mark distribution as a percentage – LCSO4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 1 | 1 | 1 | 4 | 7 | 7 | 13 | 5 | 1 | 0 |

Table 8M shows that the highest mark obtained was 87, the lowest mark obtained was 06; 33 candidates passed and seven failed. The number that obtained 0-9% was 01 and the number that obtained 80-100% was 01.

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

The verification of marking was conducted on three samples of 40 scripts each, a total of 120 scripts. The question paper consisted of five questions. Figure 8L(i), Figure 8L(ii) and Figure 8L(iii) indicate the candidate performance per question in the selected samples.
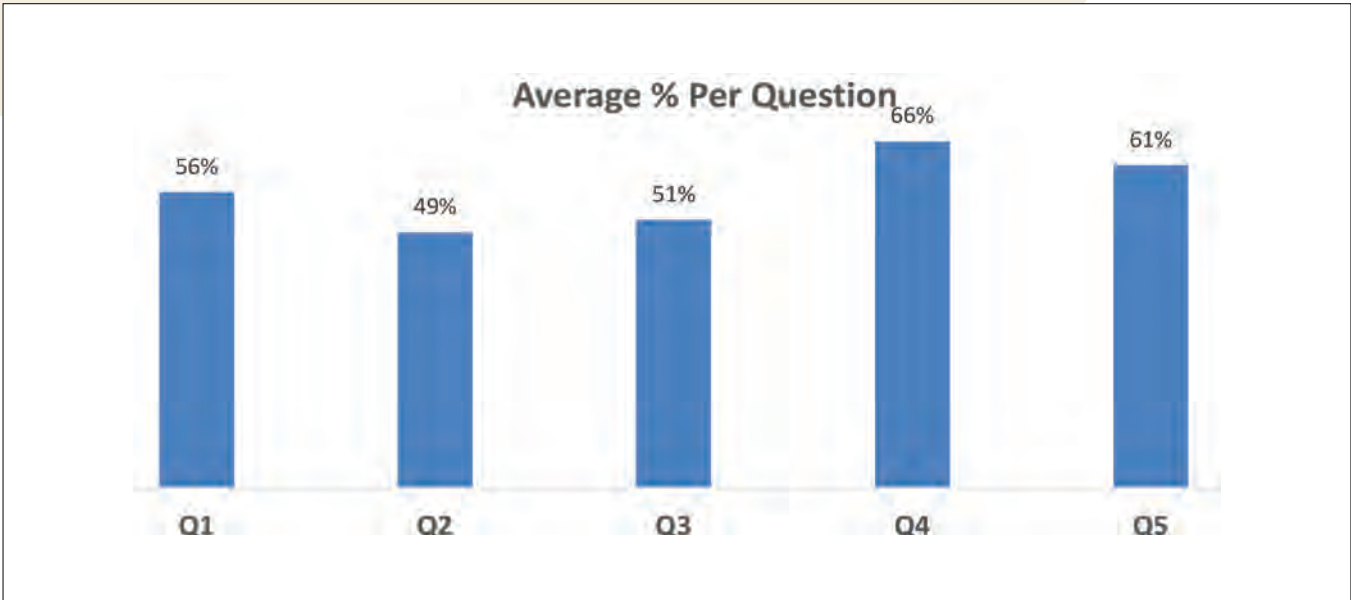
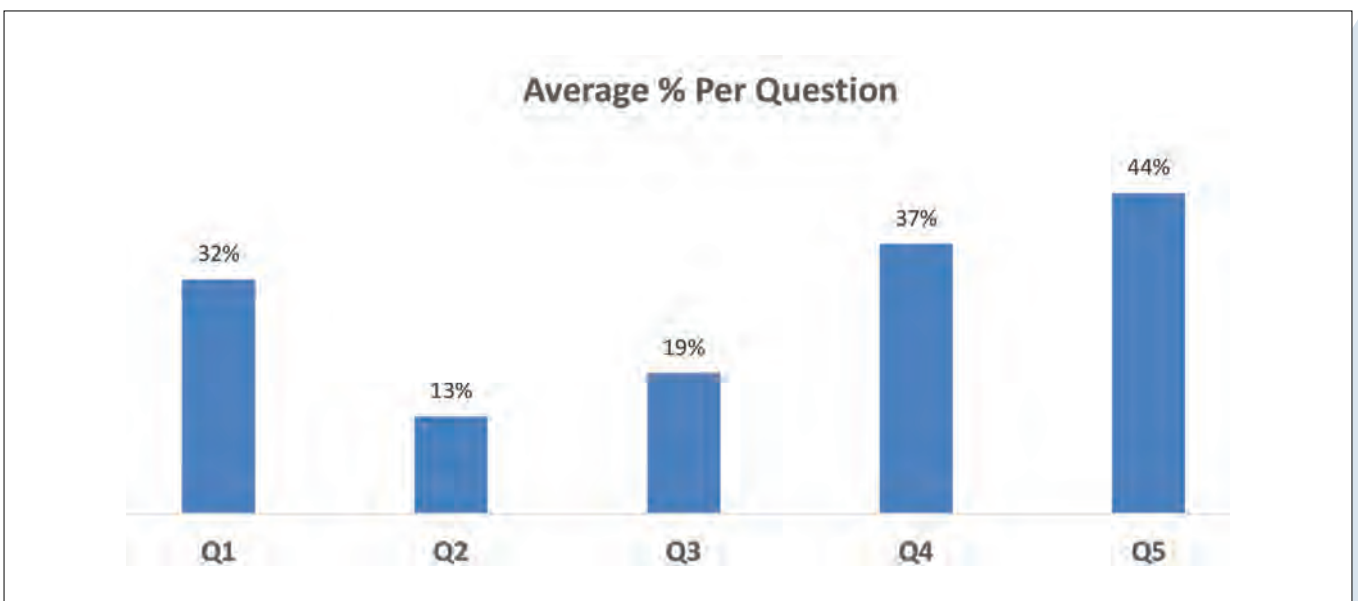**Figure 8L(i): Candidate performance in LCSP4 per question – Sample 1–40 scripts**
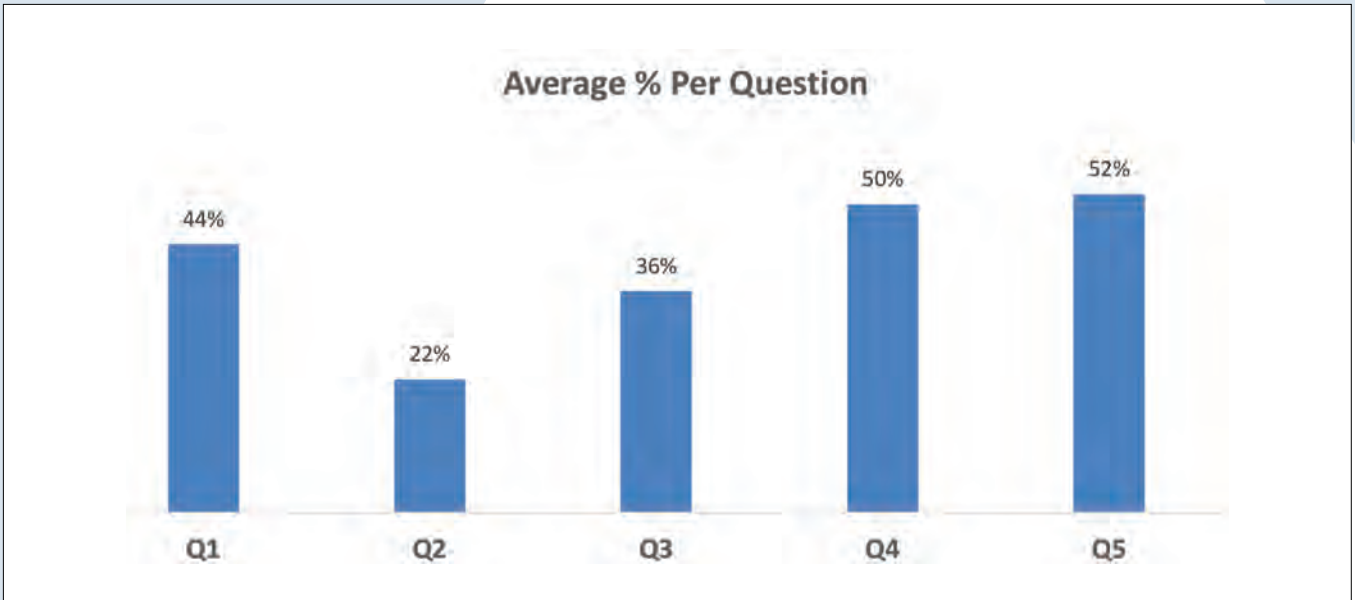


**Figure 8L(ii): Candidate performance in LCSP4 per question – Sample 2–40 scripts**
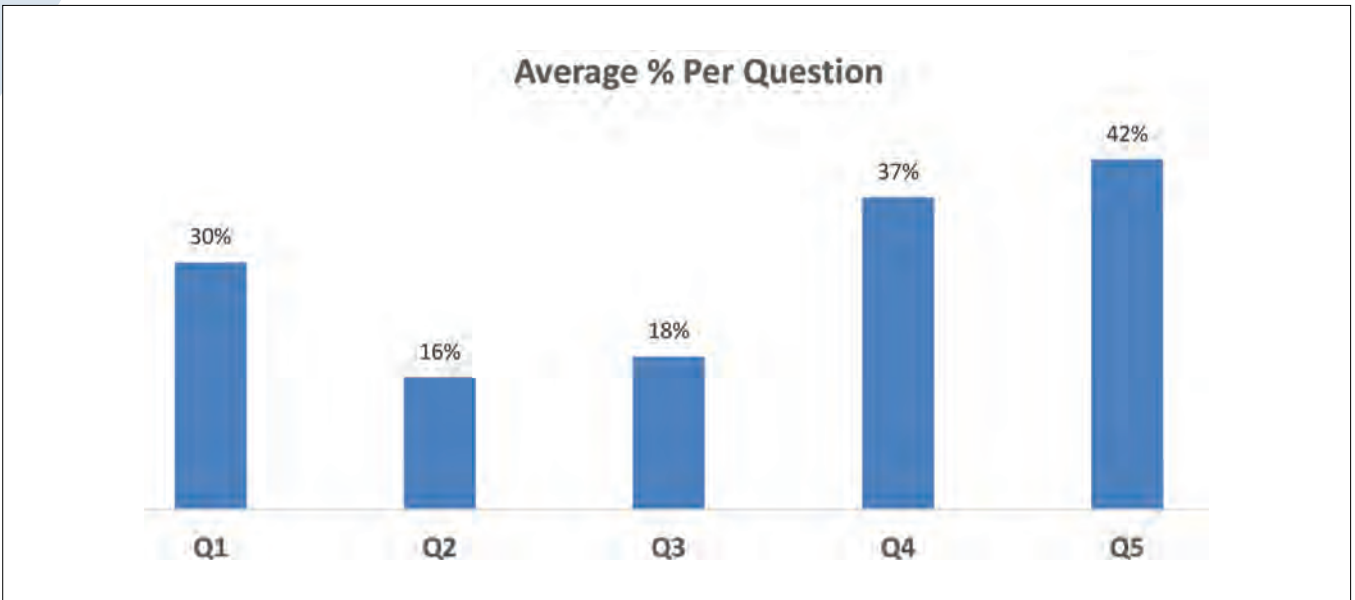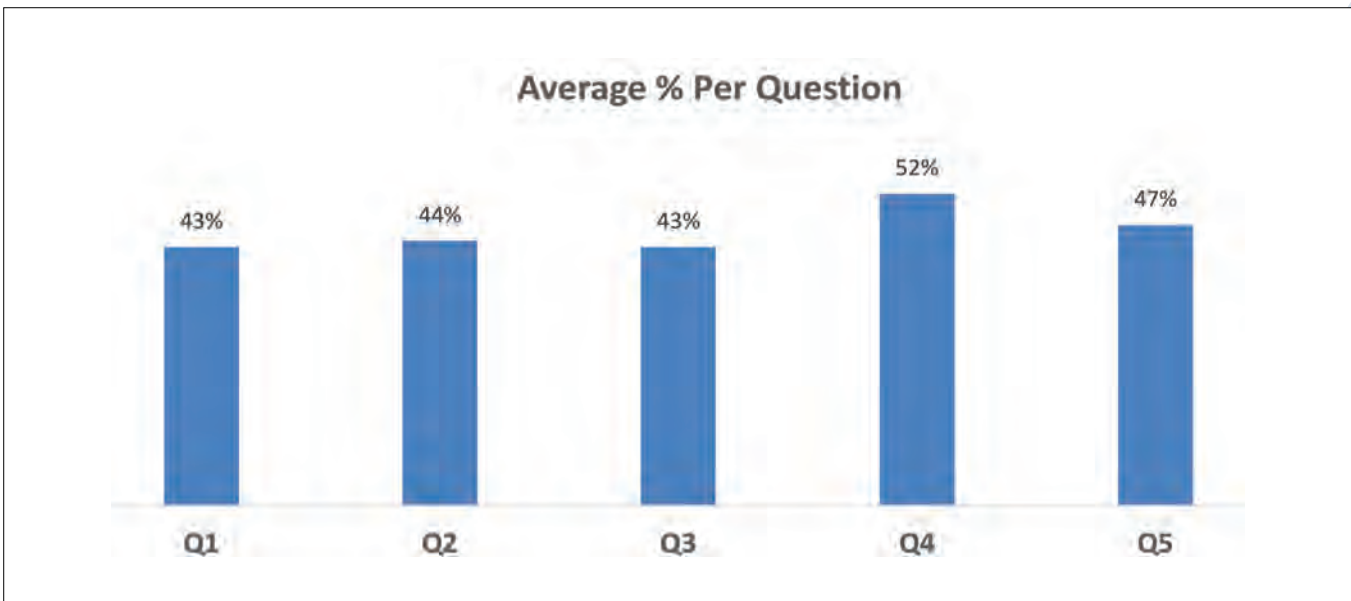


**Figure 8L(iii): Candidate performance in LCSP4 per question – Sample 3–40 scripts**

According to Figure 8L(i), Figure 8L(ii) and Figure 8L(iii) the highest average % was achieved in Question 4 (66% and 52%), which covered essay writing, and Question 5 (57%), which covered transactional writing. The lowest average % was achieved in Question 2 (49% and 45%), which covered formal grammar, Question 1 (43%), which covered reading comprehension, and Question 3 (43%), which covered visual literacy.

**Table 8N: Mark distribution as a percentage – LCSP4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 2 | 3 | 7 | 14 | 25 | 25 | 20 | 21 | 3 | 0 |

Table 8N shows that the highest mark obtained was 83, the lowest mark obtained was 02; 94 candidates passed and 26 failed. The number that obtained 0-9% was 02 and the number that obtained 80-100% was 03.

**Language, Literacy and Communication: siSwati (LCSW4)**

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 8M indicates the candidate performance per question in the selected sample.



**Figure 8M: Candidate performance in LCSW4 per question – 40 scripts**

According to Figure 8M the highest average % was achieved in Question 3 (75%), which covered visual literacy. The lowest average % was achieved in Question 2 (44%), which covered formal grammar.

**Table 8O: Mark distribution as a percentage – LCSW4**

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

Table 8O shows that the highest mark obtained was 87, the lowest mark obtained was 36. Thirty-six candidates passed and four failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was 02.

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

The verification of marking was conducted on a sample of 50 scripts. The question paper consisted of five questions. Figure 8N indicates the candidate performance per question in the selected sample.
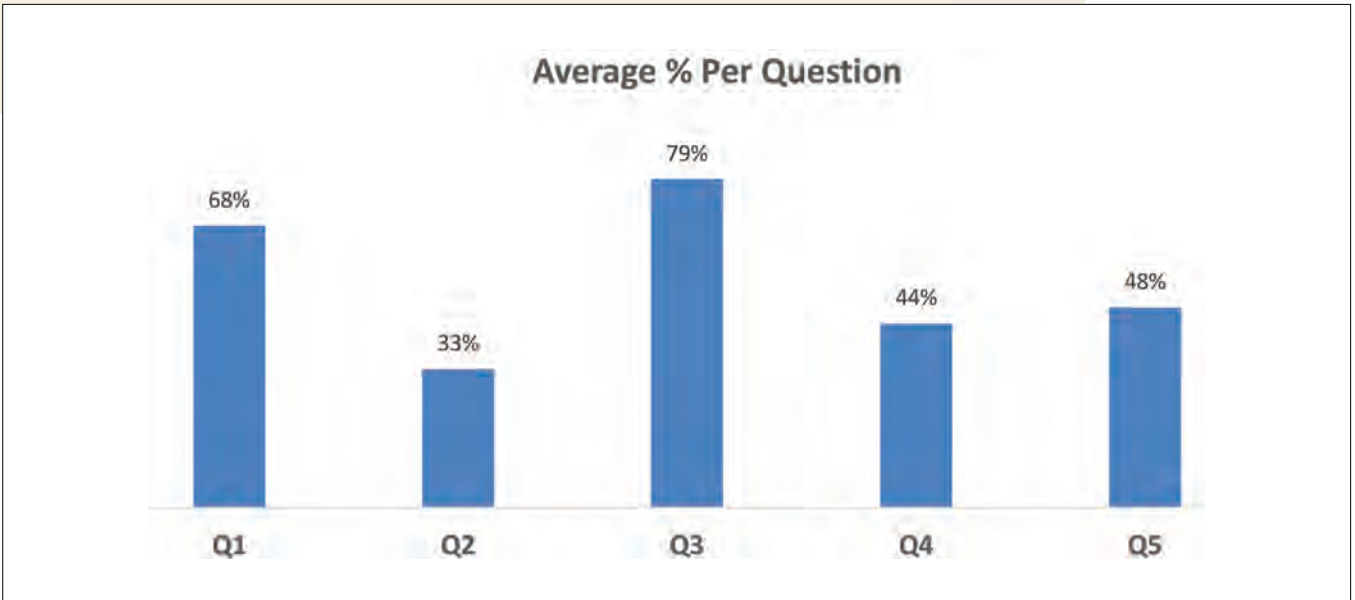


**Figure 8N: Candidate performance in LCTS4 per question – 50 scripts**

According to Figure 8N the highest average % was achieved in Question 1 (67%), which covered reading comprehension. The lowest average % was achieved in Question 2 (27%), which covered formal grammar.

**Table 8P: Mark distribution as a percentage – LCTS4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 1 | 1 | 4 | 2 | 7 | 13 | 17 | 4 | 1 | 0 |

Table 8P shows that the highest mark obtained was 82, the lowest mark obtained was 04; 42 candidates passed and eight failed. The number that obtained 0-9% was 01 and the number that obtained 80-100% was 01.

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

The verification of marking was conducted on a sample of 57 scripts. The question paper consisted of five questions. Figure 8O indicates the candidate performance per question in the selected sample.
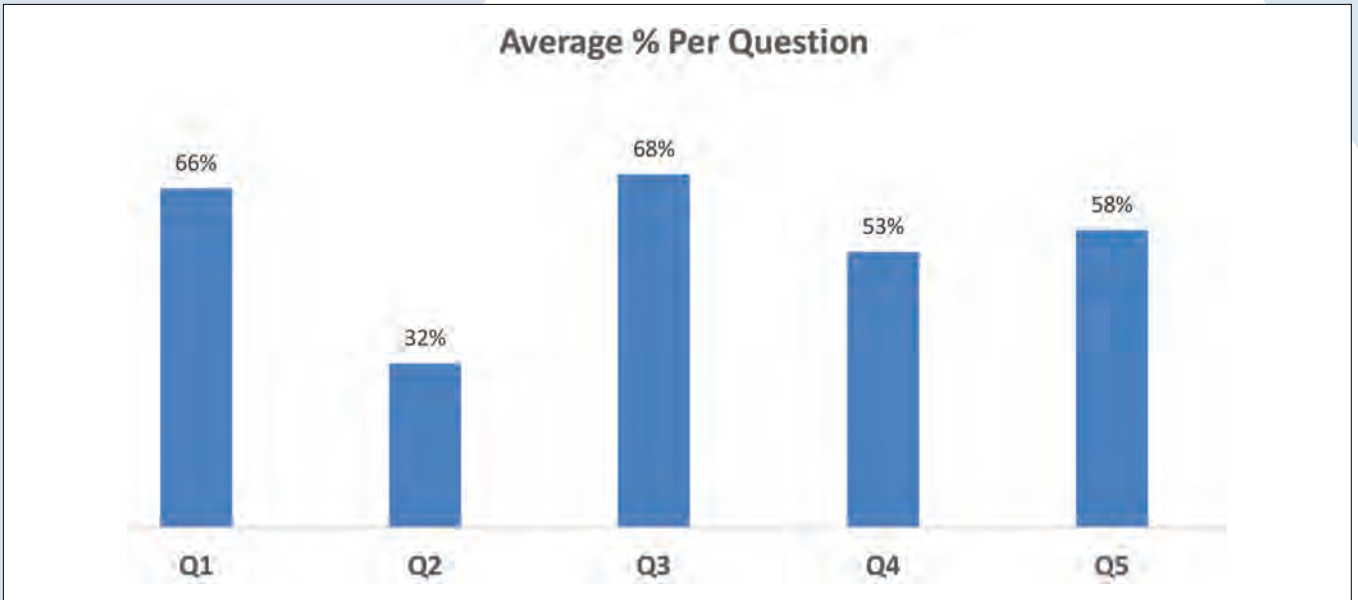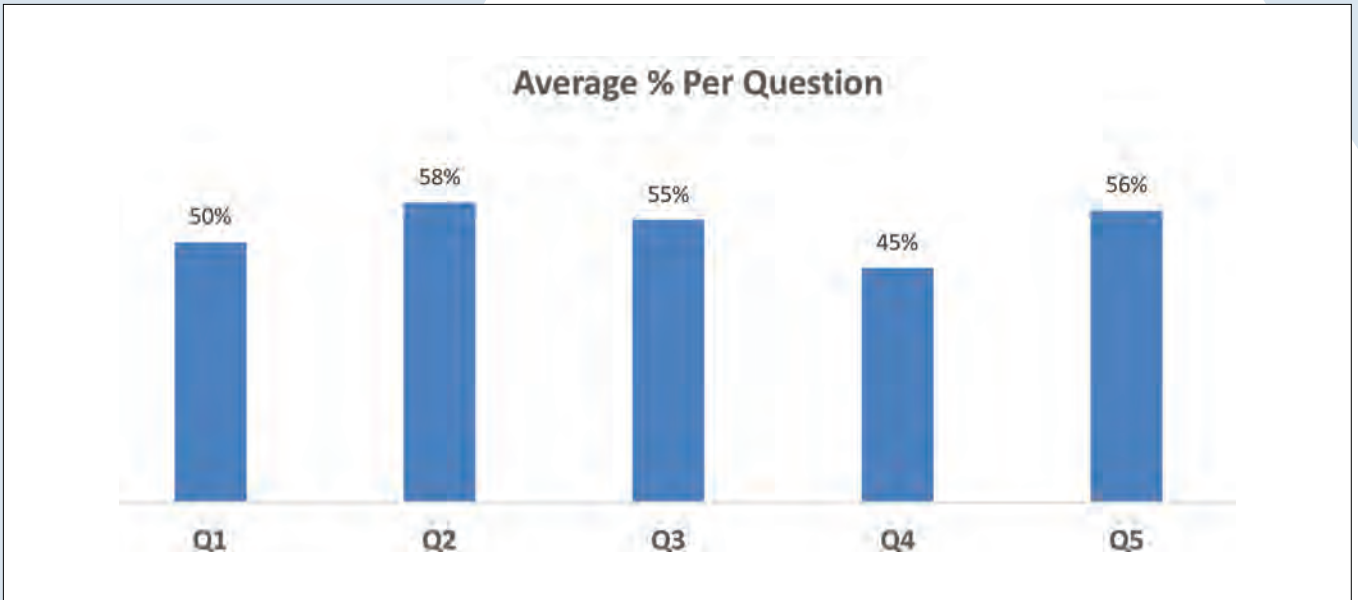
**Figure 8O: Candidate performance in LCVE4 per question – 57 scripts**

According to Figure 8O the highest average % was achieved in Question 2 (58%), which covered formal grammar. The lowest average % was achieved in Question 4 (45%), which covered essay writing.

**Table 8P: Mark distribution as a percentage – LCTS4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 0 | 0 | 0 | 4 | 22 | 18 | 11 | 2 | 0 | 0 |

Table 8Q shows that the highest mark obtained was 74, the lowest mark obtained was 37; 53 candidates passed and four failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was zero.

### Language, Literacy and Communication: IsiXhosa (LCXH4)

The verification of marking was conducted on a sample of 20 scripts. The question paper consisted of five questions. Figure 8P indicates the candidate performance per question in the selected sample.

**Figure 8P: Candidate performance in LCXH4 per question – 20 scripts**

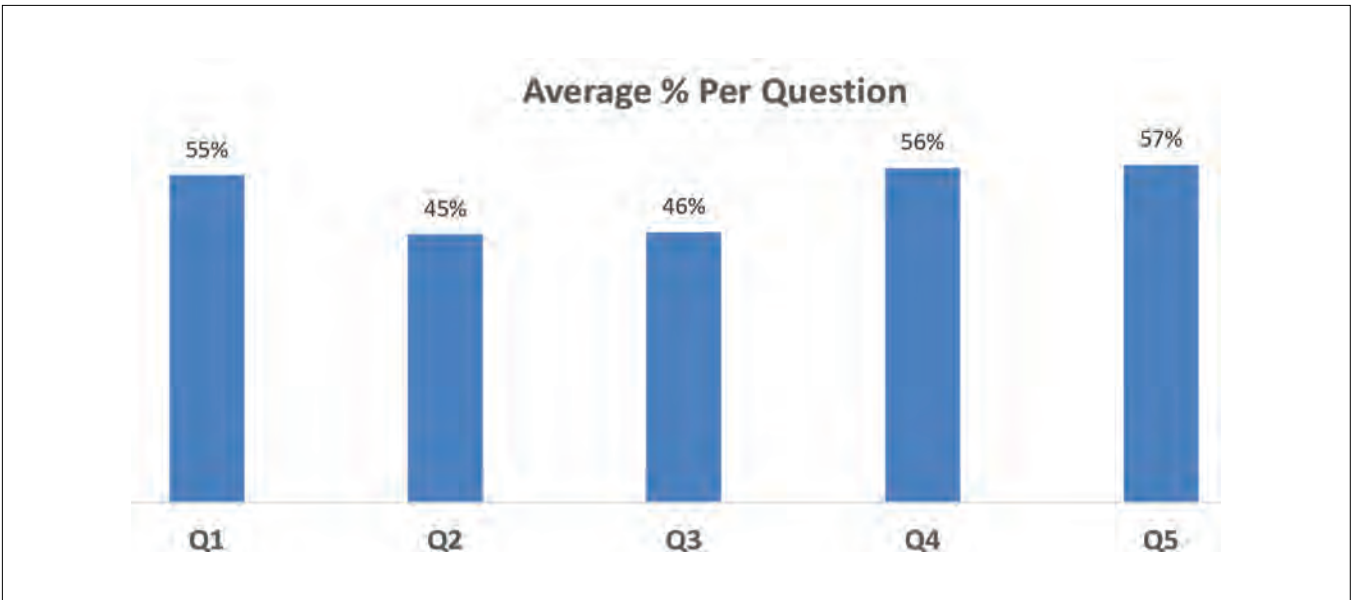According to Figure 8P the highest average % was achieved in Question 1 (66%), which covered reading comprehension. The lowest average % was achieved in Question 2 (25%), which covered formal grammar.

**Table 8R: Mark distribution as a percentage – LCXH4**

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

Table 8R shows that the highest mark obtained was 72, the lowest mark obtained was 23; 16 candidates passed and four failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was zero.

### Language, Literacy and Communication: Xitsonga (LCXI4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 8Q indicates the candidate performance per question in the selected sample.

**Figure 8Q: Candidate performance in LCXI4 per question – 40 scripts**

According to Figure 8Q the highest average % was achieved in Question 3 (66%), which covered visual literacy. The lowest average % was achieved in Question 1 (55%), which covered reading comprehension, Question 2 (55%), which covered formal grammar and Question 4 (55%), which covered essay writing.

**Table 8S: Mark distribution as a percentage – LCXI4**

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

Table 8S shows that the highest mark obtained was 82, the lowest mark obtained was 15; 33 candidates passed and seven failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was 05.

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

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 8R indicates the candidate performance per question in the selected sample.
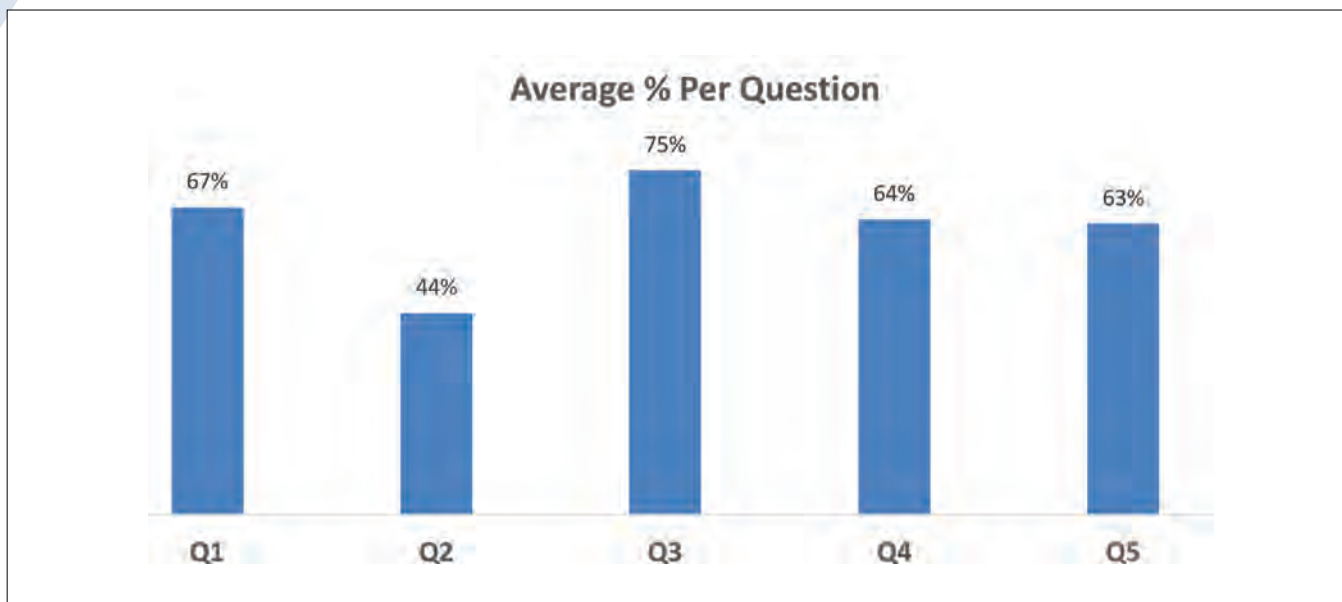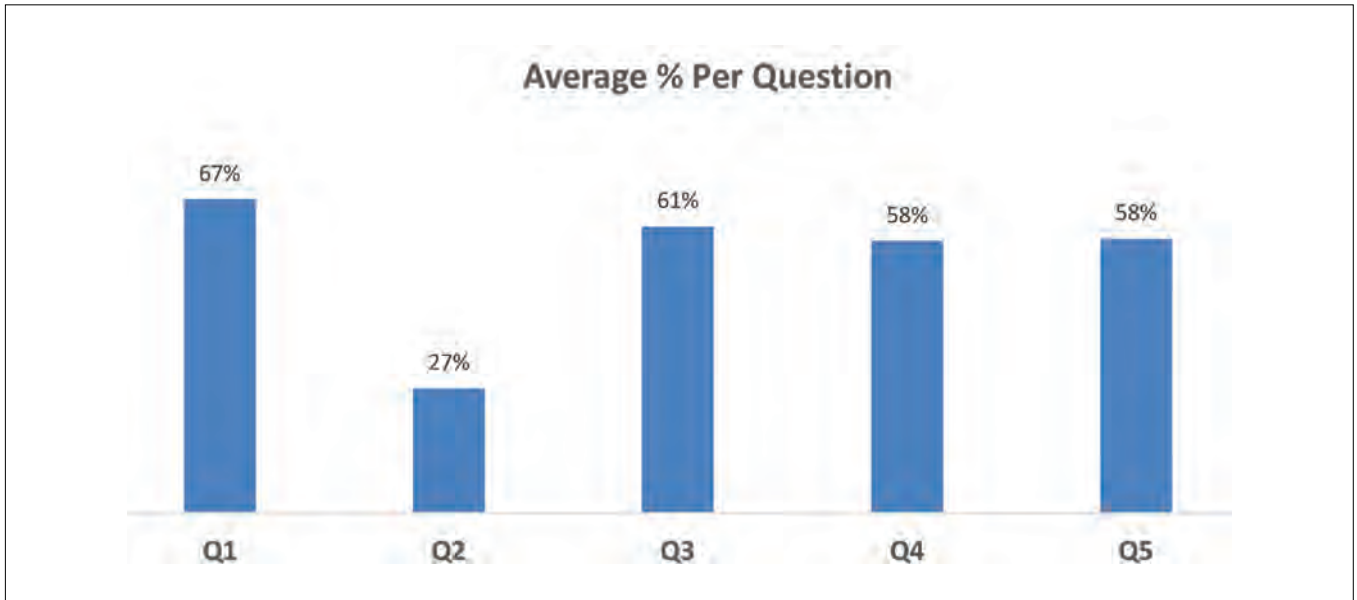
**Figure 8R: Candidate performance in LCZU4 per question – 40 scripts**

According to Figure 8R the highest average % was achieved in Question 1 (57%), which covered reading comprehension. The lowest average % was achieved in Question 4 (42%), which covered essay writing.

**Table 8T: Mark distribution as a percentage – LCZU4**

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

Table 8T shows that the highest mark obtained was 81, the lowest mark obtained was 02; 28 candidates passed and 12 failed. The number that obtained 0-9% was 02 and the number that obtained 80-100% was 01.

## Life Orientation (LIFO4)

The verification of marking was conducted on three samples of 40 scripts, 28 scripts and 60 scripts each, a total of 128 scripts. The question paper consisted of seven questions. Figure 8S(i), Figure 8S(ii) and Figure 8S(iii) indicate the candidate performance per question in the selected samples.
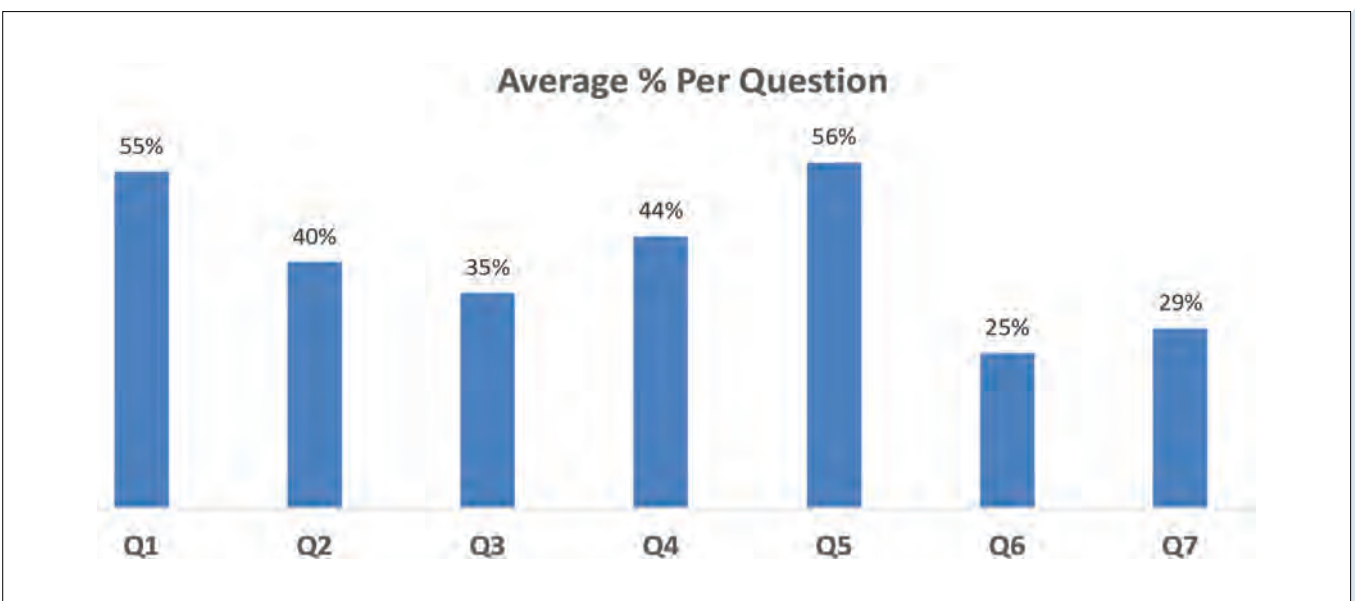


**Figure 8S(i): Candidate performance in LIFO4 per question – Sample 1– 40 scripts**

**Figure 8S(ii): Candidate performance in LIFO4 per question – Sample 2 – 28 scripts**
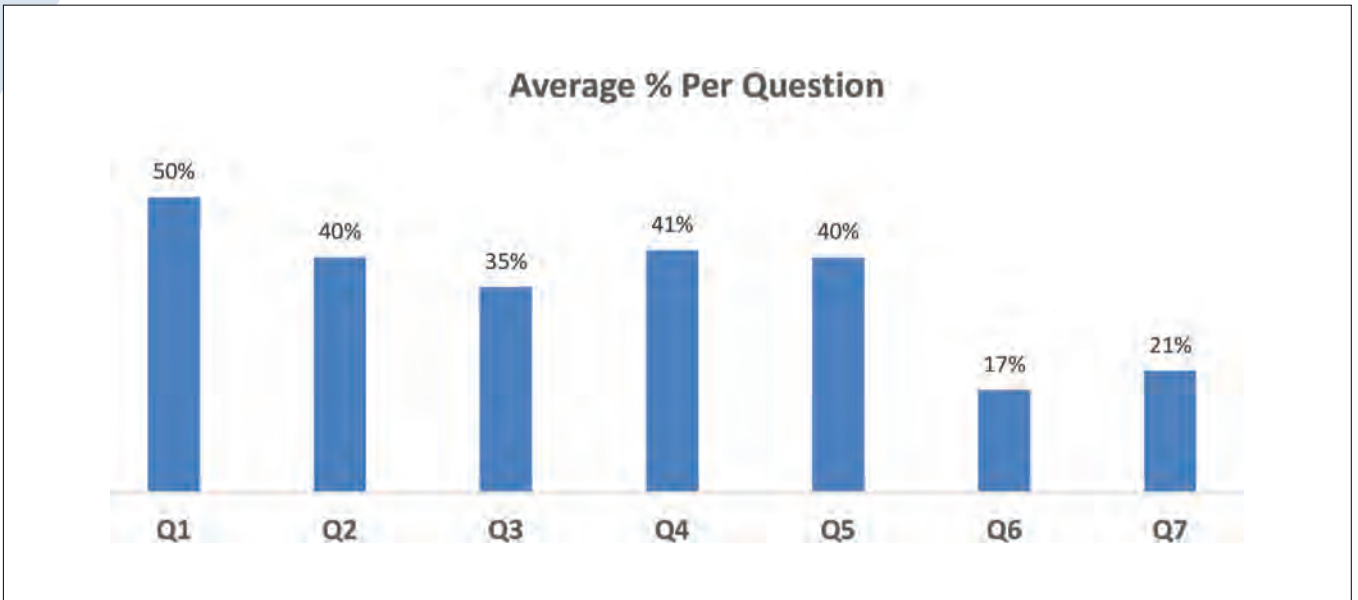


**Figure 8S(iii): Candidate performance in LIFO4 per question – Sample 3 – 60 scripts**

According to Figure 8S(i), Figure 8S(ii) and Figure 8S(iii) the highest average % was achieved in Question 5 (56%), which covered the workplace, Question 1 (51% and 50%), which covered all Unit Standards in the form of lower-order cognitive level questions. The lowest average % was achieved in Question 6 (25%, 20% and 17%), which covered healthy living.

**Table 8U: 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 |
| 1 | 14 | 18 | 31 | 25 | 18 | 15 | 5 | 0 | 1 |

Table 8U shows that the highest mark obtained was 90, the lowest mark obtained was 06; 64 candidates passed and 64 failed. The number that obtained 0-9% was 01 and the number that obtained 80-100% was 01.

**Mathematical Literacy (MLMS4)**

The verification of marking was conducted on two samples of 60 scripts each, a total of 120 scripts. The question paper consisted of four questions. Figure 8T(i) and Figure 8T(ii) indicate the candidate performance per question in the selected samples.

**Figure 8T(i): Candidate performance in MLMS4 per question – Sample 1– 60 scripts**



**Figure 8T(ii): Candidate performance in MLMS4 per question – Sample 2 – 60 scripts**

According to Figure 8T(i) and Figure 8T(ii) the highest average % was achieved in Question 2 (58% and 59%), which covered data handling, probability and context-free calculation. The lowest average % was achieved in Question 3 (39% and 36%), which covered measurement, space, shapes and lines of sight.

**Table 8V: Mark distribution as a percentage – MLMS4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 3 | 10 | 17 | 18 | 24 | 14 | 11 | 12 | 8 | 3 |

Table 8V shows that the highest mark obtained was 92, the lowest mark obtained was 04; 72 candidates passed and 48 failed. The number that obtained 0-9% was 03 and the number that obtained 80-100% was 11.

### Mathematics and Mathematical Sciences (MMSC4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of seven questions. Figure 8U indicates the candidate performance per question in the selected sample.
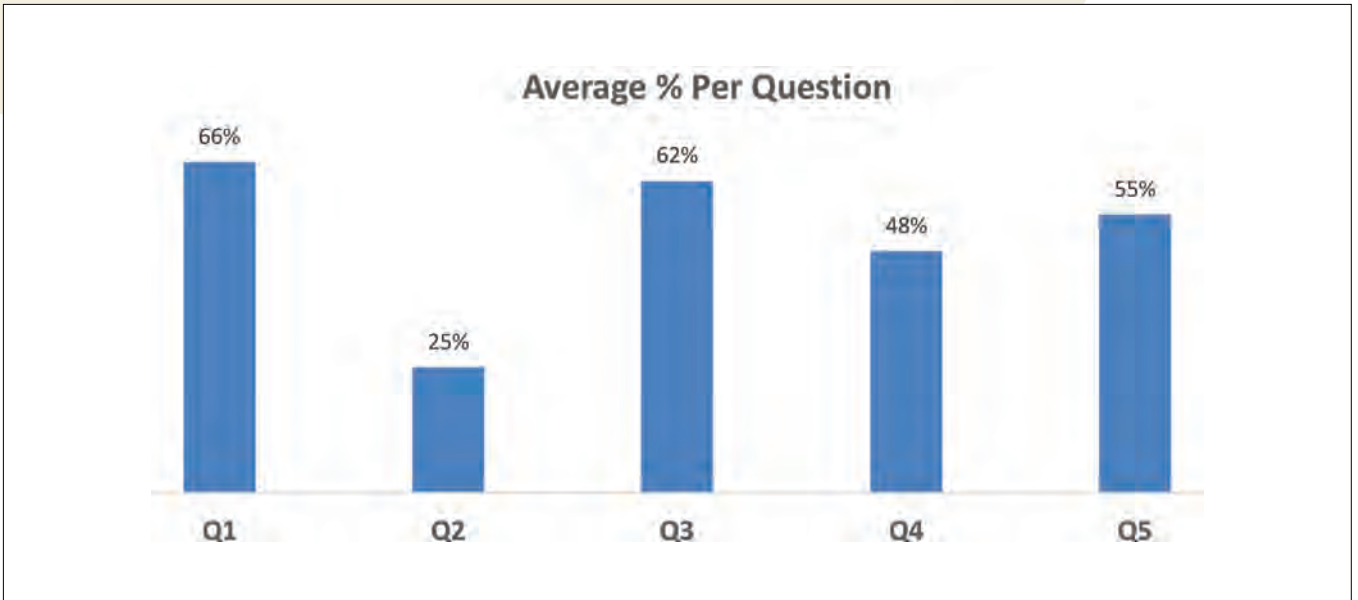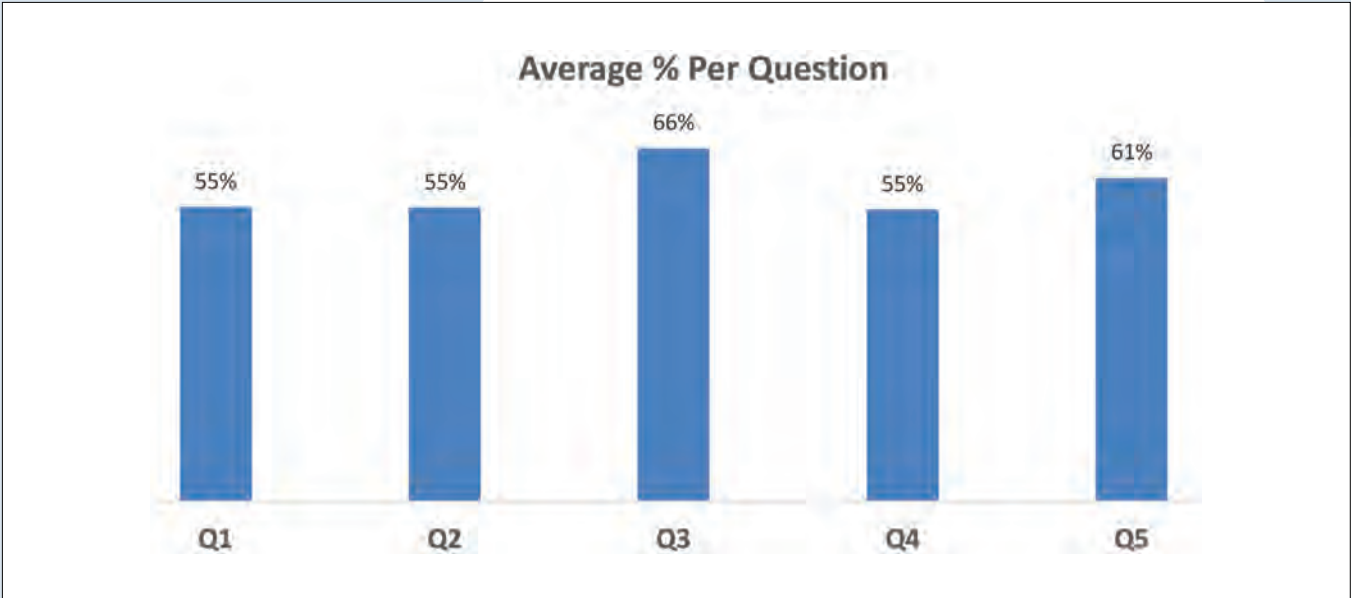
**Figure 8U: Candidate performance in MMSC4 per question – 40 scripts**

According to Figure 8U the highest average % was achieved in Question 1 (48%), which covered general rules for patterns and values of items in a pattern. The lowest average % was achieved in Question 7 (22%), which covered geometric shapes and transformations.

**Table 8W: Mark distribution as a percentage – MMSC4**

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

Table 8W shows that 19 candidates passed and 21 failed. The number that obtained 0-9% was 06 and the number that obtained 80-100% was zero. The highest mark obtained was 65, the lowest mark obtained was 00.

## Natural Sciences (NATS4)

The verification of marking was conducted on two samples of 60 scripts and 40 scripts each, a total of 100 scripts. The question paper consisted of five questions. Figure 8V(i) and Figure 8V(ii) indicate the candidate performance per question in the selected samples.



**Figure 8V(i): Candidate performance in NATS4 per question – Sample 1 – 60 scripts**

**Figure 8V(ii): Candidate performance in NATS4 per question – Sample 2 – 40 scripts**

According to Figure 8V(i) and Figure 8V(ii) the highest average % was achieved in Question 1 (49% and 60%), which covered all Unit Standards in the form of multiple-choice questions, true/false questions and matching columns. The lowest average % was achieved in Question 4 (16% and 23%), which covered matter and material, good and bad conductors of heat, process of separating mixtures and phases of matter.

**Table 8X: 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 |
| 3 | 10 | 21 | 25 | 22 | 15 | 3 | 0 | 1 | 0 |

Table 8X shows that the highest mark obtained was 83, the lowest mark obtained was 08; 41 candidates passed and 59 failed. The number that obtained 0-9% was 03 and the number that obtained 80-100% was 01.

## Small, Medium and Micro Enterprises (SMME4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of five questions. Figure 8W indicates the candidate performance per question in the selected sample.
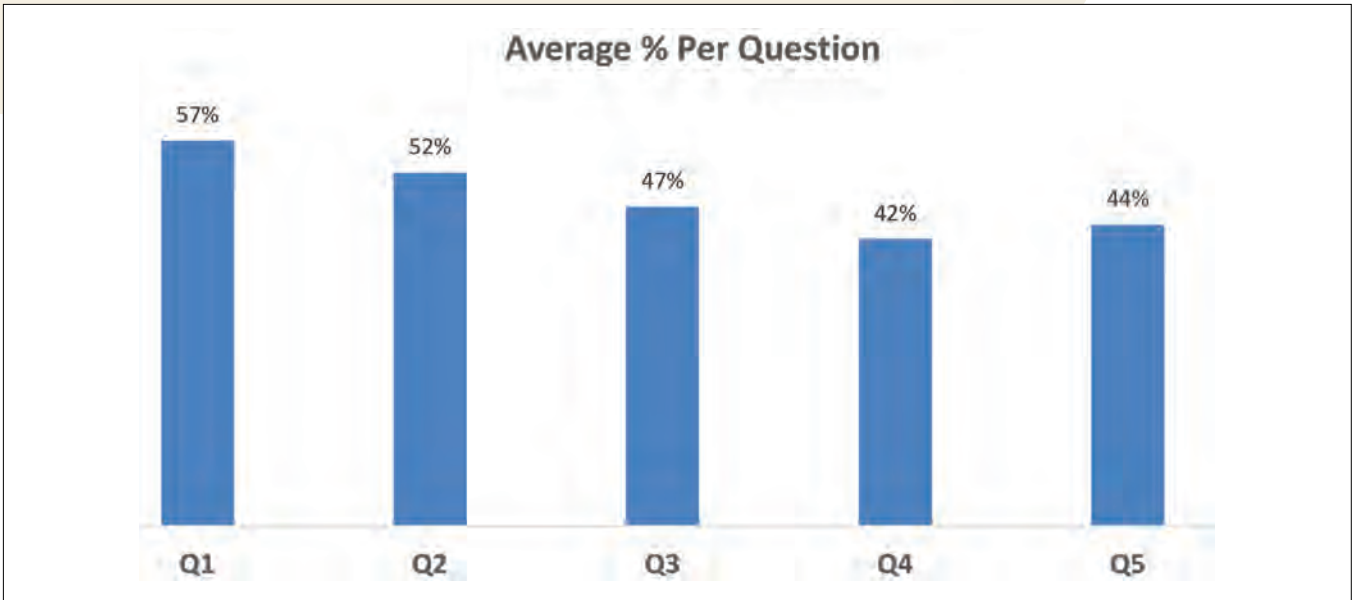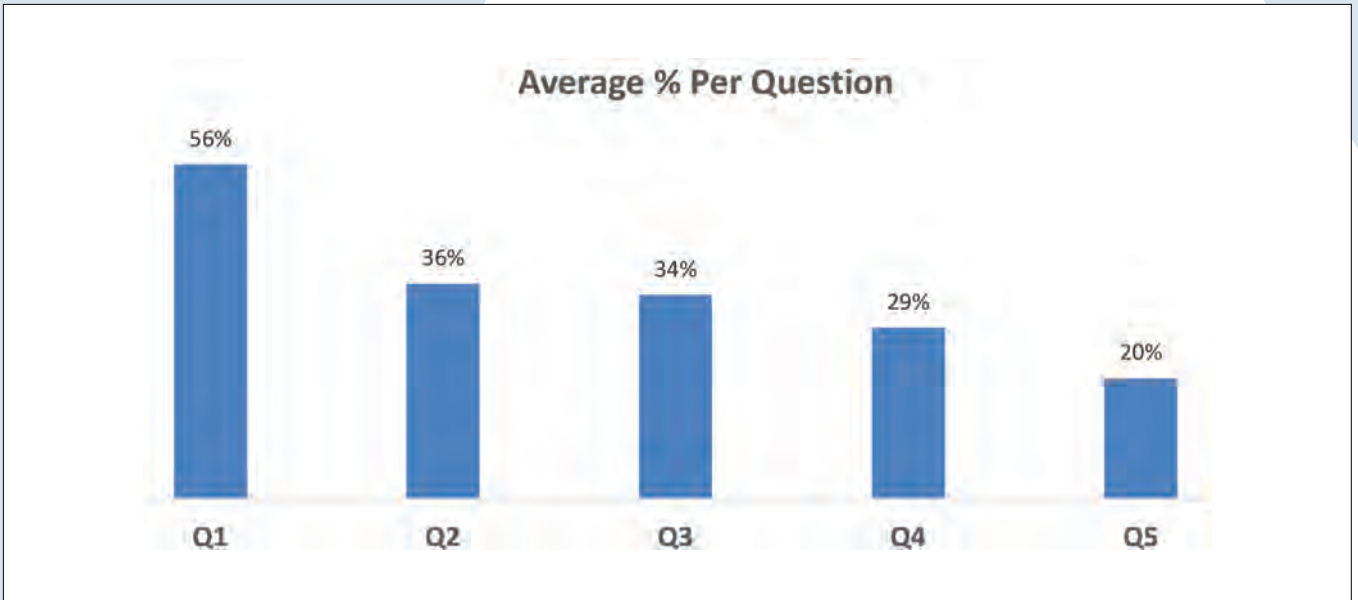
**Figure 8W: Candidate performance in SMME4 per question – 40 scripts**

According to Figure 8W the highest average % was achieved in Question 1 (56%), which covered all Unit Standards using multiple-choice questions. The lowest average % was achieved in Question 5 (20%), which covered all Unit Standards using higher-order questions that required short response answers.

**Table 8Y: 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 | 3 | 8 | 10 | 7 | 8 | 3 | 1 | 0 | 0 |

Table 8Y shows that the highest mark obtained was 70, the lowest mark obtained was 15; 19 candidates passed and 21 failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was zero.

### Technology (TECH4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of seven questions. Figure 8X indicates the candidate performance per question in the selected sample.
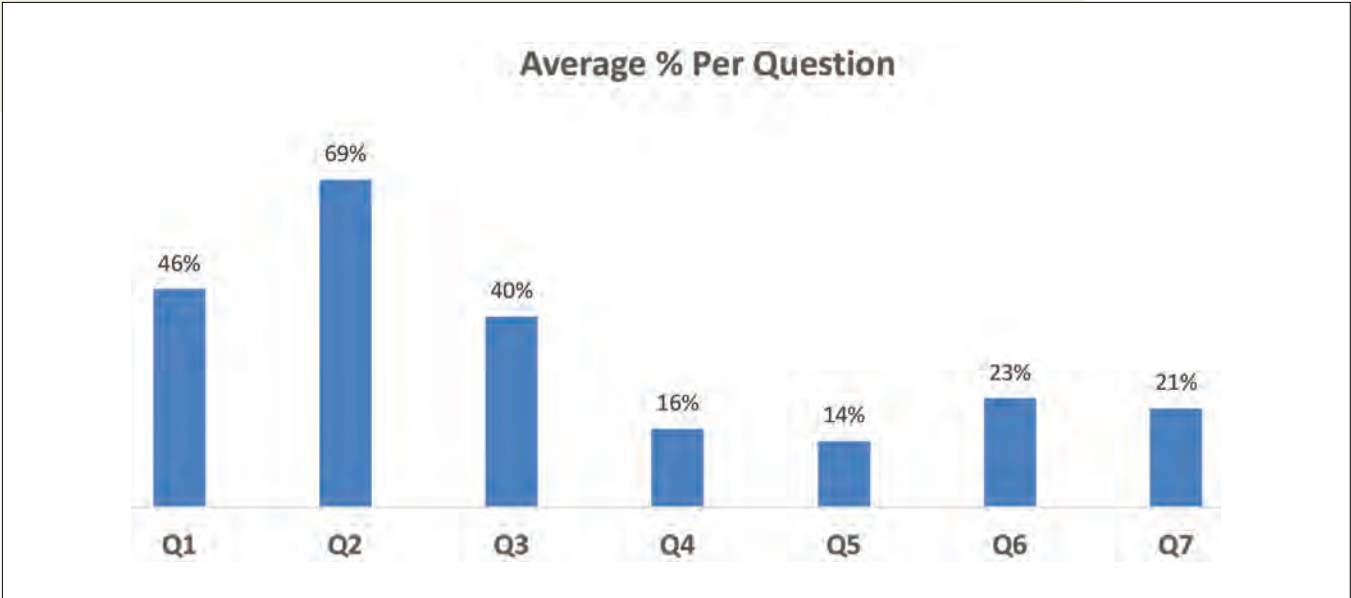
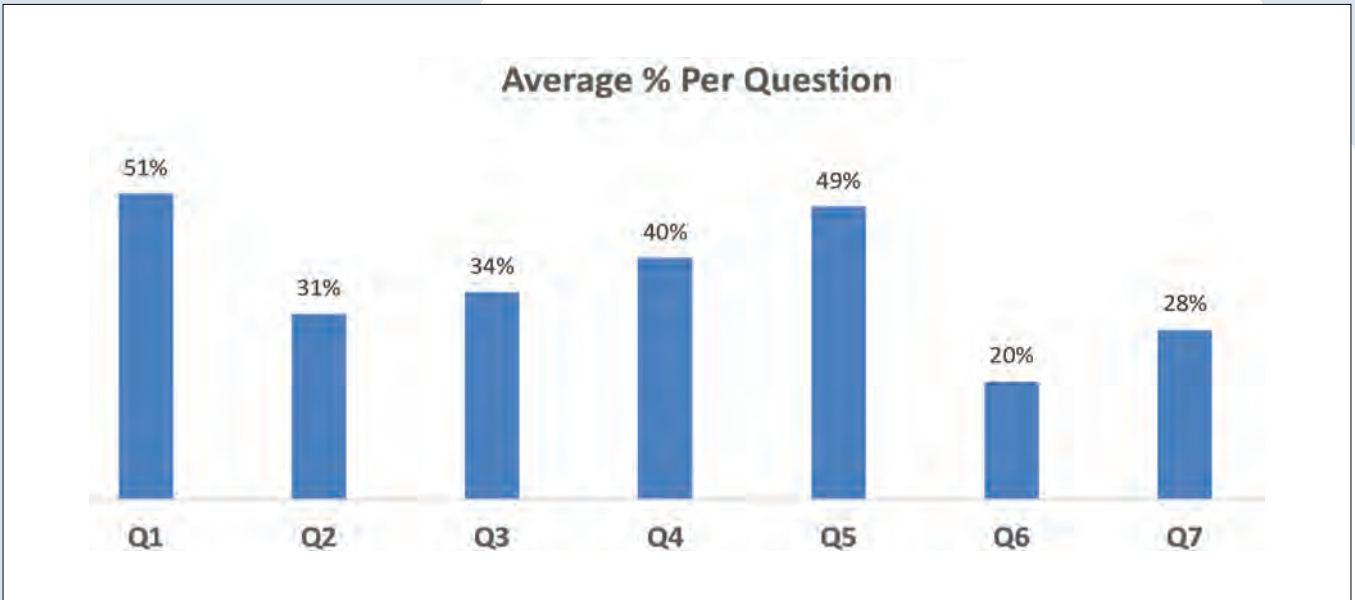**Figure 8X: Candidate performance in TECH4 per question – 40 scripts**

According to Figure 8X the highest average % was achieved in Question 2 (69%), which covered all Unit Standards using true/false questions. The lowest average % was achieved in Question 5 (14%), which covered the understanding and application of technological knowledge and skills in processes.

**Table 8Z: Mark distribution as a percentage – TECH4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 0 | 15 | 8 | 10 | 4 | 2 | 0 | 1 | 0 | 0 |

Table 8Z shows that the highest mark obtained was 76, the lowest mark obtained was 10; seven candidates passed and 33 failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was zero.

### Travel and Tourism (TRVT4)

The verification of marking was conducted on two samples of 20 scripts and 40 scripts each, a total of 60 scripts. The question paper consisted of three questions. Figure 8Y(i) and Figure 8Y(ii) indicate the candidate performance per question in the selected samples.
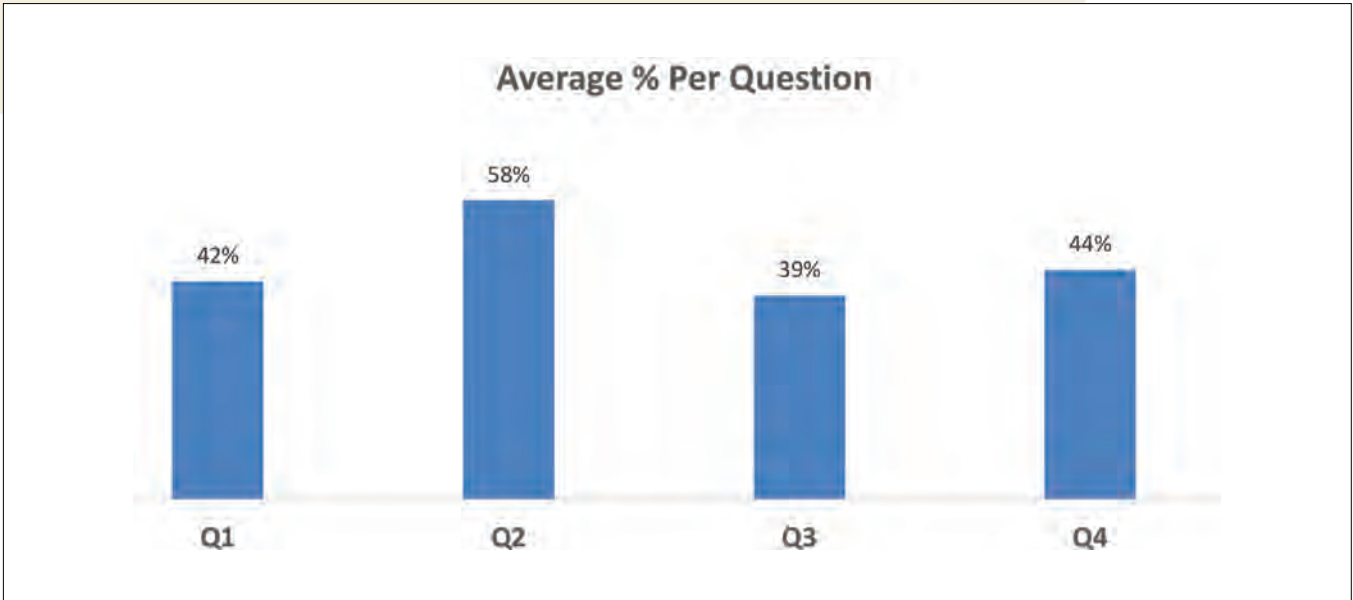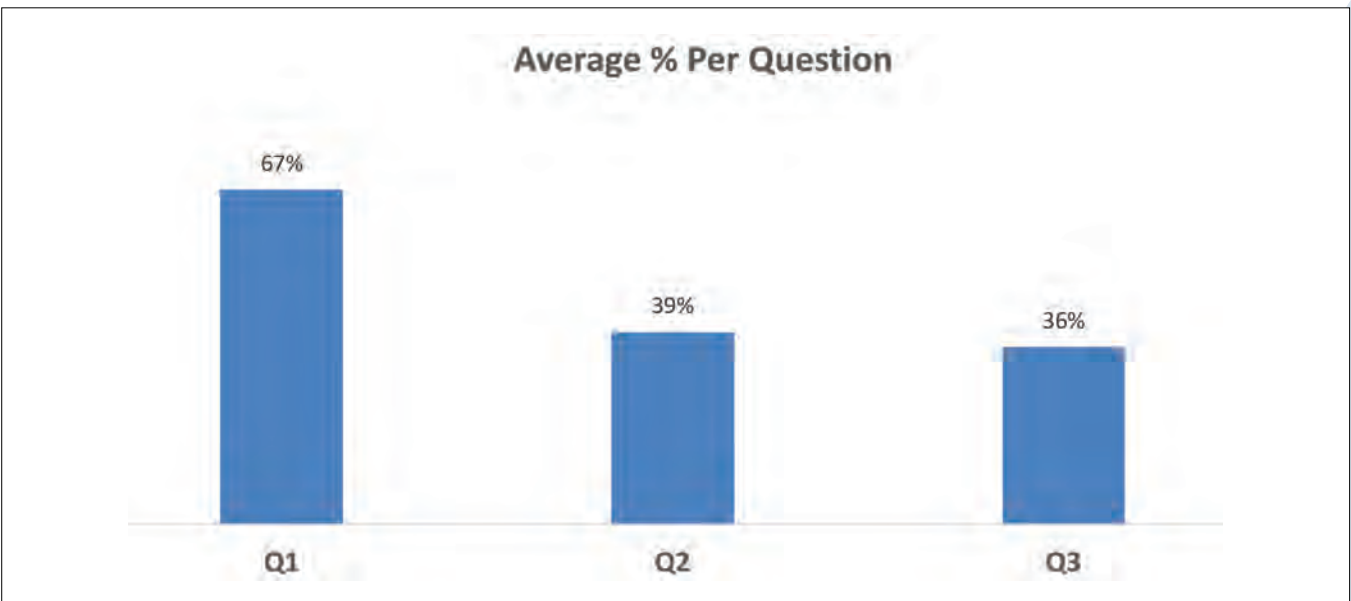


**Figure 8Y(i): Candidate performance in TRVT4 per question – Sample 1 – 20 scripts**
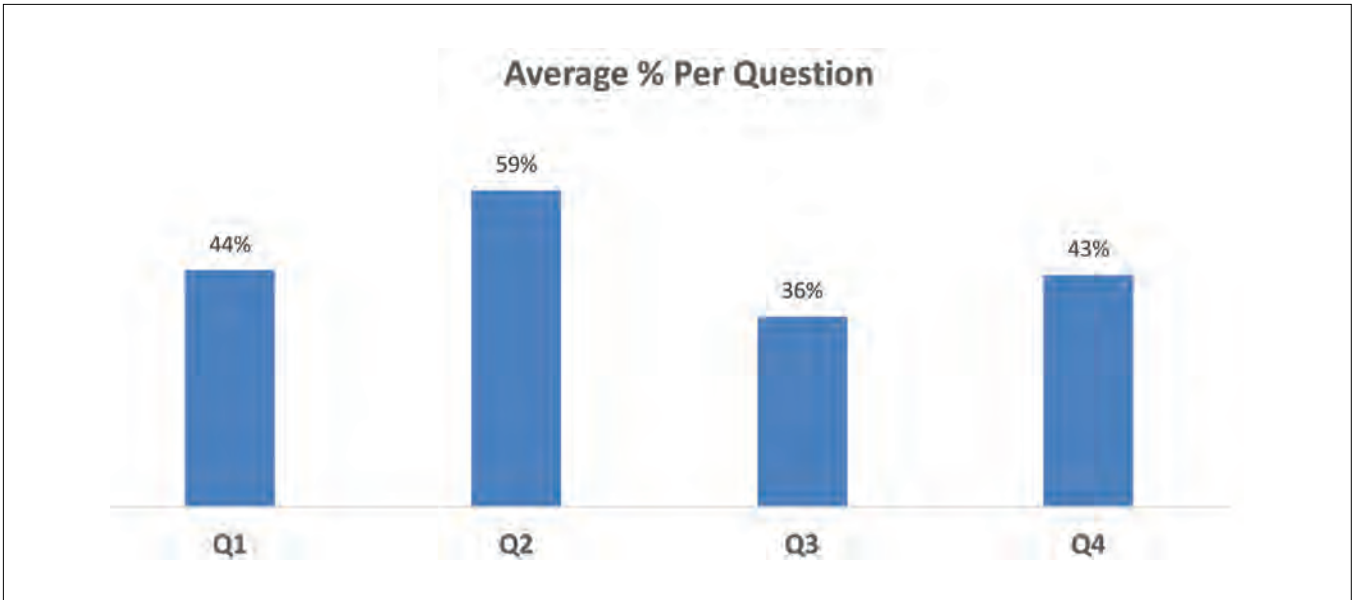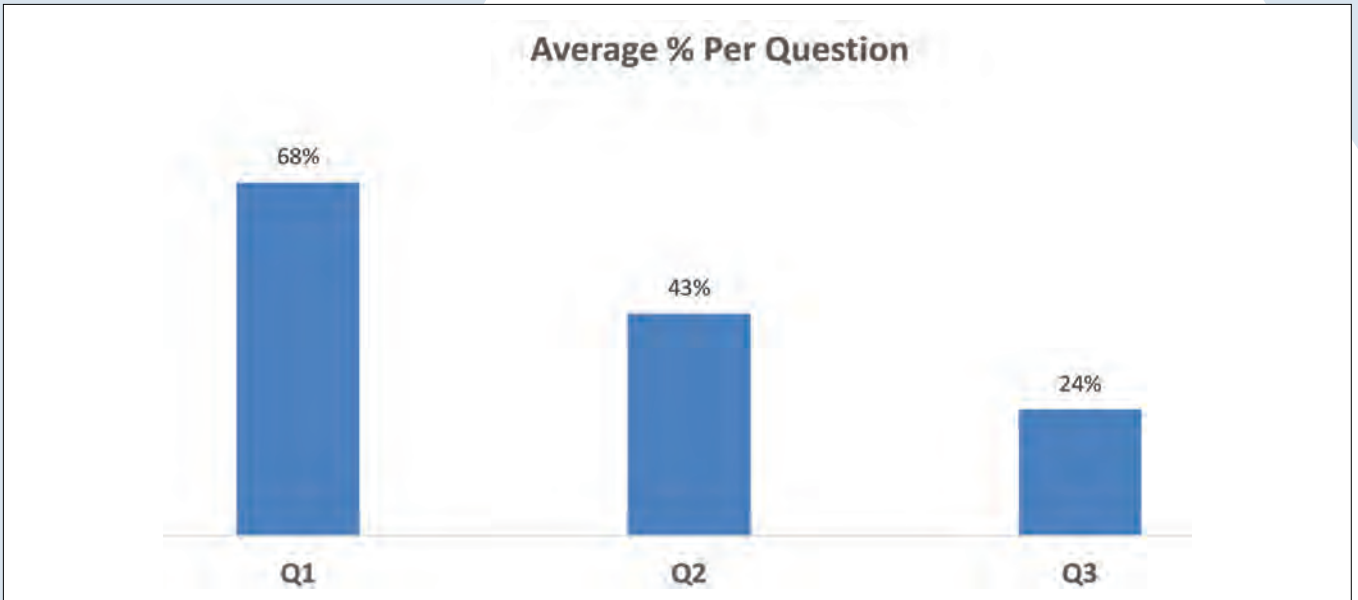
**Figure 8Y(ii): Candidate performance in TRVT4 per question – Sample 2 – 40 scripts**

According to Figure 8Y(i) and Figure 8Y(ii) the highest average % was achieved in Question 1 (67% and 68%), which covered all Unit Standards in the form of multiple-choice questions, true/false questions, matching columns, filling in the missing words and questions based on a map. The lowest average % was achieved in Question 3 (36% and 24%), which covered environmental impact of the tourism sector and cultural differences.

**Table 8Z: Mark distribution as a percentage – TECH4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 0 | 2 | 3 | 14 | 11 | 14 | 11 | 3 | 2 | 0 |

Table 8AA shows that the highest mark obtained was 88, the lowest mark obtained was 12; 41 candidates passed and 19 failed. The number that obtained 0-9% was zero and the number that obtained 80-100% was 02.

## Wholesale and Retail (WHRT4)

The verification of marking was conducted on two samples of 40 scripts each, a total of 80 scripts. The question paper consisted of seven questions. Figure 8Z(i) and Figure 8Z(ii) indicate the candidate performance per question in the selected samples.
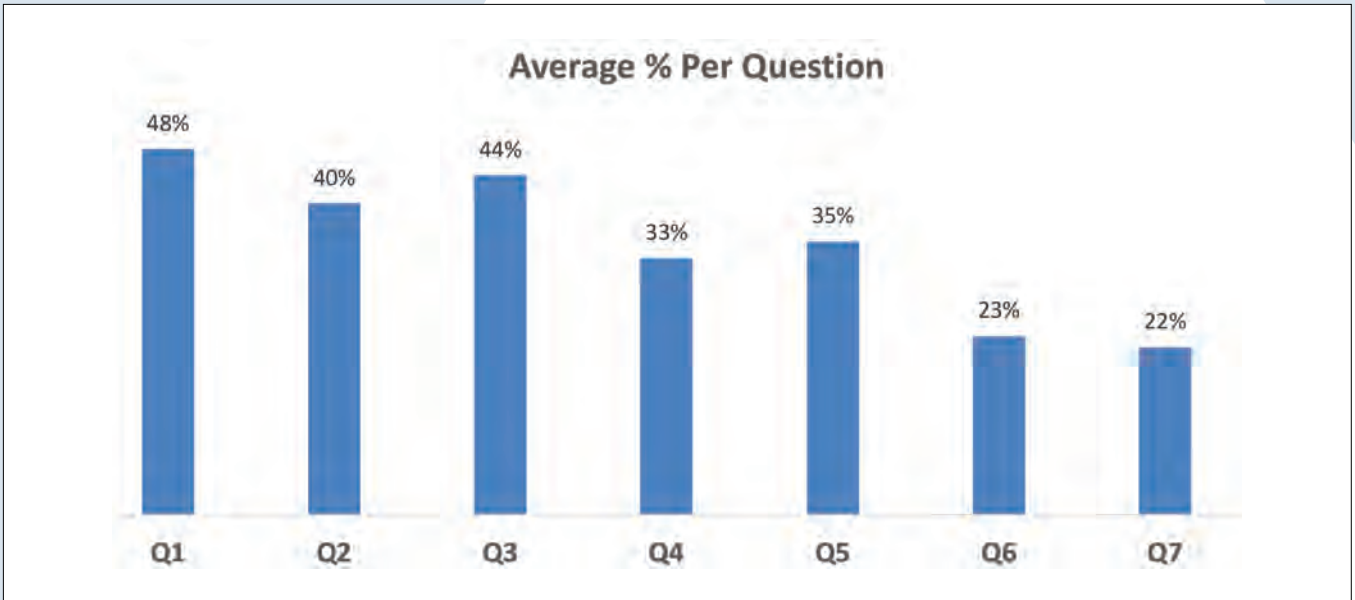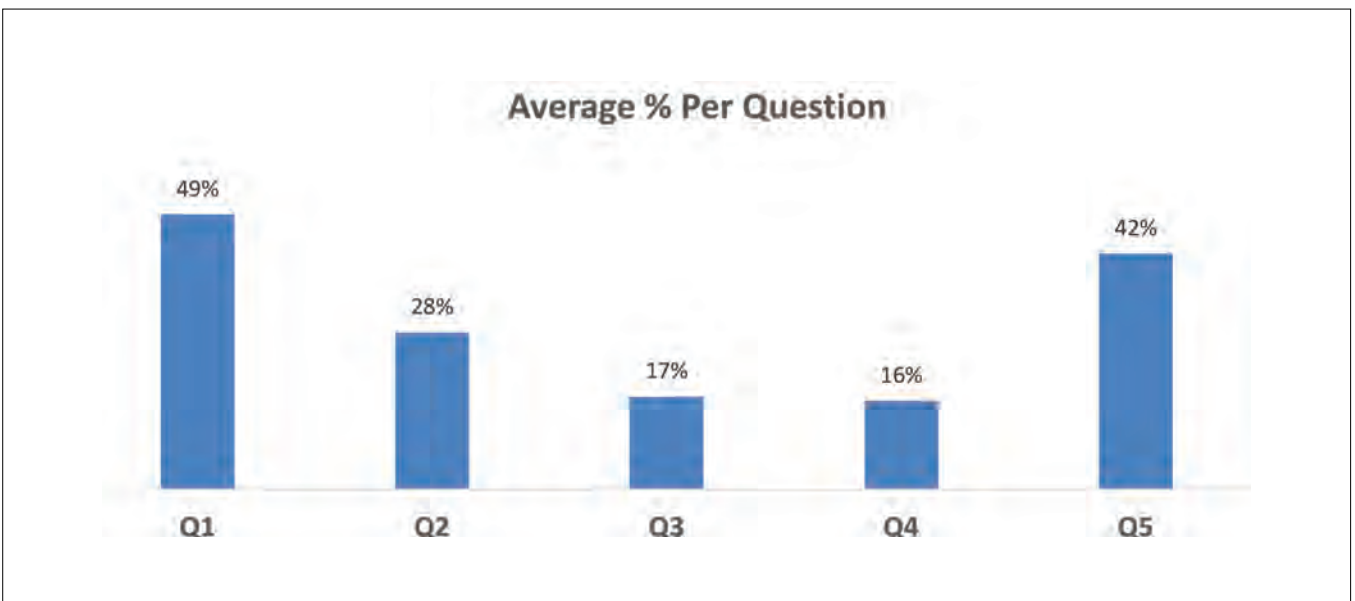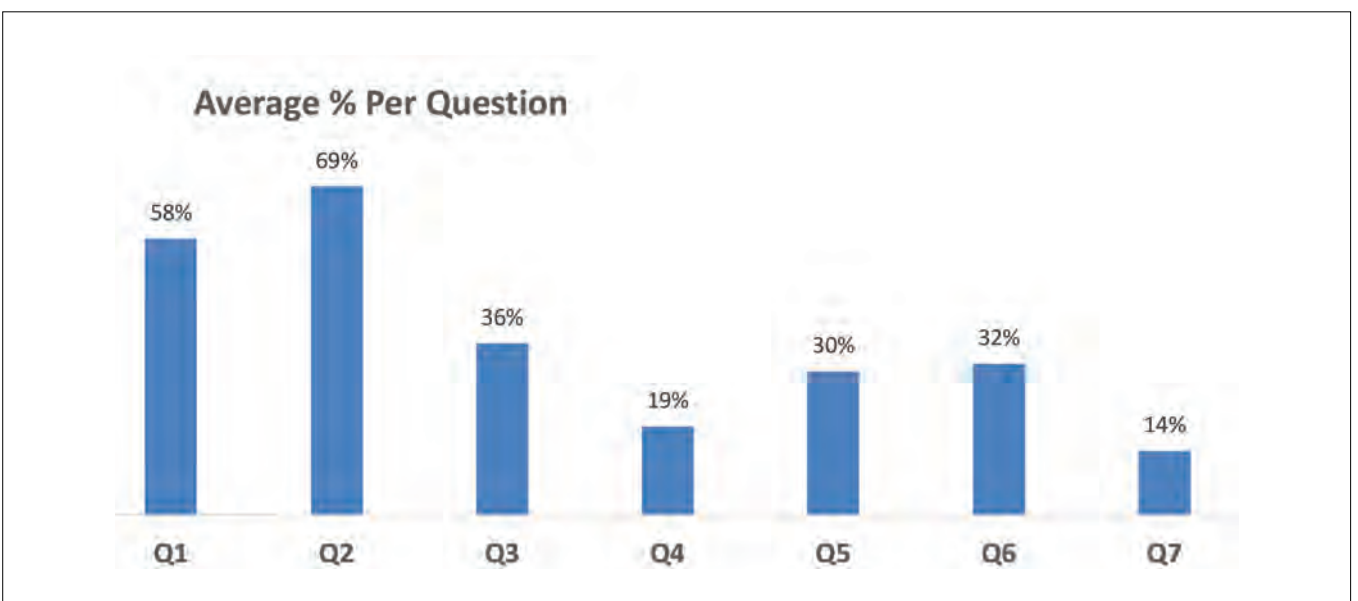


**Figure 8Z(i): Candidate performance in WHRT4 per question – Sample 1 – 40 scripts**
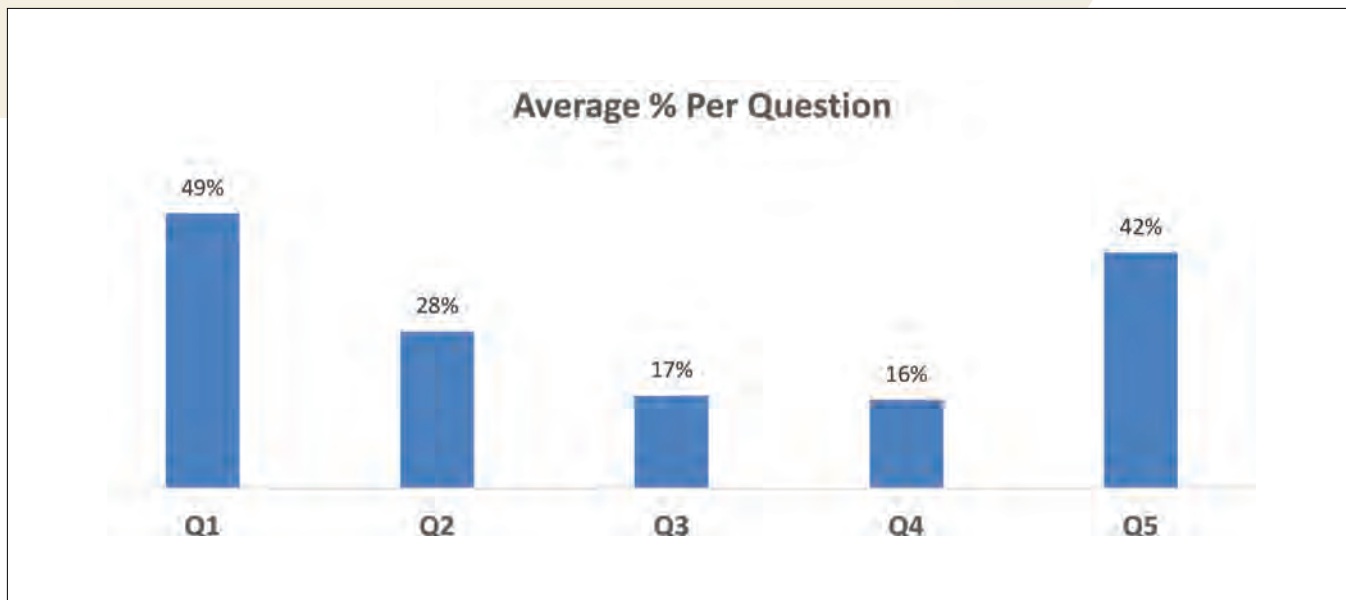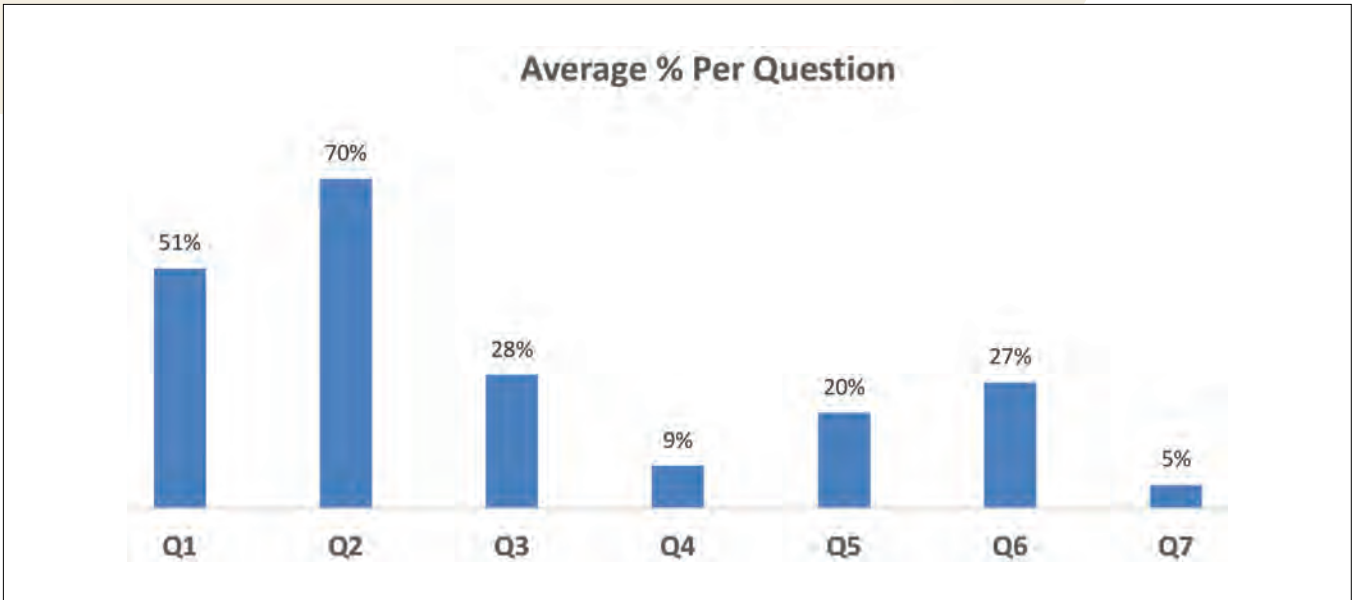
**Figure 8Z(ii): Candidate performance in WHRT4 per question – Sample 2 – 40 scripts**

According to Figure 8Z(i) and Figure 8Z(ii) the highest average % was achieved in Question 1 (69% and 70%), which covered all Unit Standards in the form of true/false questions, The lowest average % was achieved in Question 7 (14%), which covered retail and positions in a store, qualifications and learning programmes for self-improvement, and Question 4 (9%), which covered questions at higher-order cognitive levels.

**Table 8AB: Mark distribution as a percentage – WHRT4**

| MARK DISTRIBUTION (PERCENTAGE) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0-9 | 10-19 | 20-29 | 30-39 | 40-49 | 50-59 | 60-69 | 70-79 | 80-89 | 90-100 |
| 2 | 23 | 22 | 14 | 9 | 6 | 4 | 0 | 0 | 0 |

Table 8AB shows that the highest mark obtained was 61, the lowest mark obtained was 02; 19 candidates passed and 61 failed. The number that obtained 0-9% was 02 and the number that obtained 80-100% was zero.

## 8.4 Areas of Improvement

The following improvements were noted:

   a. In terms of adherence to the tolerance range requirement, there was improvement in the quality of marking in eight learning areas; and
   b. The marking and internal moderation of LCEN4 revealed a consistent trend across the three different samples moderated by the three different Umalusi moderators. The order of highest to lowest percentage performance for the five questions in the three different samples was the same.

## 8.5 Areas of Non-Compliance

The following were areas of concerns:

   a. There was a significant delay in the delivery of scripts from two provinces (Eastern Cape and Western Cape) to the marking centre in Pretoria;
   b. Scripts for six learning areas (AAAT4, INCT4, LCAF4, TECH4, TRVT4 and WHRT4) from all nine provinces were not sampled randomly from nine provinces for external moderation as they were not yet delivered/available for sampling;
   c. In four learning areas (LCXH4, LIFO4, SMME4 and TRVT4) the standardisation of marking guidelines went beyond the first day, delaying the commencement of marking and availability of scripts for external moderation;

d. In LCEN4 the day scheduled for standardisation of marking guidelines was insufficient as the marking guidelines for two question papers had to be standardised;

e. In three learning areas (ARTC4, LCSW4 and LCVE4) there was an insufficient number of markers;

f. Robotic marking of questions that demanded higher cognitive level thinking was noticed in four learning areas (ECD4, HSSC4, LCEN4 and LCZU4). Markers had limited content knowledge in the learning area and novice markers lacked the required competence to mark with integrity;

g. In the learning area INCT4 there were numerous concerns that impeded marking: some markers did not have laptops to mark questions that required electronic equipment; CD drives were not available for markers with laptops that needed these to mark candidates who used CDs and flash disks for some answers; some candidates submitted hard copies instead of CDs or flash disks. These could not be marked since the answers were not available as hard copies. Some centres submitted old CDs that contained the work of previous years as well as the current year's files; and some candidates' disks were blank.

## 8.6 Directives for Compliance and Improvement

The DHET must ensure that:

a. Timely delivery of scripts to the marking venue from the various provinces is arranged well before the arrival of marking personnel so that all provinces are moderated by Umalusi;

b. A contingency plan is in place to replace markers who cannot honour their commitment to the marking process;

c. Competent markers qualified in the learning area are appointed to mark examination scripts so they are able to apply their minds to the marking of questions at higher-order cognitive levels;

d. Language markers are trained in the use of marking rubrics for essays and transactional writing;

e. Sufficient time is made available to train novice markers; and

f. Necessary equipment is provided for the efficient marking of specialised learning areas, such as INCT4, to preserve and facilitate the integrity of marking.

## 8.7 Conclusion

The verification of marking process revealed that the end-of-year marking and moderation process for the GETC: ABET the examination is an arduous one. However, the marking was generally acceptable. In all learning areas the challenges that were identified were communicated to the chief markers and internal moderators, who, together with the markers, endeavoured to correct the errors in marking.

The existence of irregularities (technical and serious) indicates that the standards of invigilation at examination centres need attention. It also points to the high level of vigilance on the part of the marking personnel in identifying and handling irregularities at the marking centre.

In the interests of productivity, external moderation by Umalusi ought to be scheduled from the third day of marking, to allow for the processes of internal moderation to be completed before external moderation commences.

The professionalism with which the marking officials approached the marking of scripts to preserve the integrity of the process is acknowledged. The verification of marking by Umalusi has revealed that marking, generally, complied with requirements and was consistent, fair, valid and reliable.

# CHAPTER 9 STANDARDISATION AND RESULTING

## 9.1  Introduction

Standardisation is a process informed by the evidence presented in qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in each context, by considering possible sources of variability other than students' ability and knowledge. In general, performance variability may occur due to the standard of question papers, quality of marking and other related factors. For these reasons, Umalusi standardises examination results: to control their variability from one examination session to the next. Umalusi derives this function from section 17A (4) of the General and Further Education and Training Quality Assurance Act (GENFETQA) 2001 (Act No. 58 of 2001, as amended in 2008), which states that the Council may adjust raw marks during the standardisation process.

In broad terms, standardisation involves verifying subject structures, mark capturing and the computer system used by an assessment body. It also involves developing and verifying historical averages (norms), culminating in the production and verification of standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by principles of standardisation, qualitative inputs compiled by internal and external moderators and examination monitors, intervention reports presented by assessment bodies and other related information that may be available at the time. Finally, the process is concluded with the approval of standardisation decisions per learning area, statistical moderation and the resulting process.

## 9.2  Scope and Approach

The Department of Higher Education and Training (DHET) presented 26 learning areas for the standardisation of the November 2022 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination sitting. In turn, Umalusi verified the historical averages, standardisation data, adjustments, statistical moderation and the resulting datasets.

### 9.2.1  Development of Historical Averages

The historical averages (norms) for the GETC: ABET examination was developed using the previous three to five November examination sittings. Once that is done, as per policy requirements Umalusi calculates and submits the norms to the DHET. Where a distribution contains outliers, the historical average is calculated, excluding data from the outlying examination sitting. In addition, Umalusi applies the principle of outliers when calculating the historical average for such instructional offerings. Finally, Umalusi considers historical averages during the standardisation process.

### 9.2.2 Verification of Datasets and Standardisation Booklets

The DHET submitted standardisation datasets and electronic booklets as per the Umalusi management plan. The datasets were verified and approved, resulting in final standardisation booklets being printed timeously.

### 9.2.3 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the November 2022 GETC: ABET examination were held on 09 January 2023. Umalusi considered many factors to reach its standardisation decisions, including qualitative and quantitative information. Qualitative inputs included evidence-based reports presented by the DHET and the reports of Umalusi's external moderators and monitors on the conduct, administration and management of the examination. Quantitative information included historical averages and pairs analysis. Lastly, standardisation decisions were guided by set standardisation principles.

### 9.2.4 Post-Standardisation

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

## 9.3 Summary of Findings

This section presents the most important findings and discusses the standardisation decisions taken.

### 9.3.1 Development of Historical Averages

The historical averages (norms) for the November 2022 GETC: ABET examination were developed using the previous five examination sittings (201711–202111). The November 2018 examination sitting for the learning area, Small, Medium and Micro Enterprises, was identified as an outlier and was excluded from the development of the November 2022 norm.

### 9.3.2 Standardisation Decisions

The qualitative reports produced by the external moderators and consolidated by Umalusi's Quality Assurance of Assessment Unit, together with the monitoring and intervention reports presented by the assessment body and the principles of standardisation informed the final standardisation decisions. Table 9A lists the standardisation decisions taken:

**Table 9A: Standardisation decisions for the November 2022 GETC: ABET Level 4 examination**

| Description | Total |
| --- | --- |
| Number of learning areas presented | 26 |
| Raw marks | 10 |
| Adjusted (mainly upwards) | 11 |
| Adjusted (downwards) | 05 |
| **Number of learning areas standardised** | **26** |

The Assessments Standards Committee (ASC) observed a 4.9% decline in candidate numbers compared to those of November 2021. Also, Umalusi noted an unusually high overall absentee rate of 30.2% among candidates, compared with an absentee rate of only 3.7% among candidates in 2021. The ASC also highlighted their concern about the decline in candidates' performance in 15 out of 26 subjects when compared to previous years. The learning area, Information and Communication Technology, was initially provisionally standardised pending further information from the DHET. This resulted from the irregularity of 388 candidates, from four centres, whose work could not be accessed from the submitted data files. The DHET were able to confirm that the affected candidates were not included in the standardisation data. Subsequently, the standardisation decision for this learning area was confirmed.

### 9.3.3 Post-Standardisation

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

## 9.4 Areas of Improvement

The following area of improvement was noted:

a. The standardisation data was submitted timeously, in accordance with the management plan.

## 9.5 Areas of Non-Compliance

The following area of non-compliance was identified:

a. The DHET incorrectly recorded some candidates for Information and Communication Technology Level 4 as absent, instead of recording them under irregular candidates, in the standardisation booklet.

## 9.6 Directives for Compliance

The DHET must ensure:

a. The correct recording and calculation of data, especially regarding the number of absent candidates and the number of irregular candidates.

## 9.7 Conclusion

The standardisation process was conducted systematically, objectively and transparently. The decisions taken on whether to accept all raw mark adjustments were based on sound educational reasoning, guided by established standardisation principles.

# CHAPTER 10 CERTIFICATION

## 10.1 Introduction

Umalusi is mandated by the General and Further Education and Training Quality Assurance Act (GENFETQA) (Act No. 58 of 2001, as amended) for the certification of learner achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). The responsibilities of Umalusi are, further, defined as the development and management of its sub-framework of qualifications, the quality assurance of assessment at exit points and the certification of learner achievements.

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

The quality assurance processes instituted by Umalusi for certification ensure that the qualification awarded to a learner complies with all the requirements for the qualification as stipulated in the regulations. The Department of Higher Education and Training (DHET) is required to submit all learner achievements to Umalusi, as the quality council, to 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 are done in accordance with the approved results.

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

Umalusi verifies all the data received from the DHET. The certification data must correspond with the quality assured results, keeping in mind that all changes to marks must be approved before they are released to students. Where discrepancies are detected, the DHET is obliged to provide supporting documentation and explanations for such discrepancies. This process serves to ensure that no candidate is inadvertently advantaged or disadvantaged because of possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

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

## 10.2 Scope and Approach

The period covered in this report is from 01 December 2021 to 30 November 2022. All requests for certification received during this period that were finalised, i.e., including feedback provided by Umalusi to the DHET, is included and addressed in this report. The main examination covered in this report is the November 2022 GETC: ABET examination.

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 happens, usually, within three months of the release of the results. However, certificates are requested throughout the year: first issues, duplicates, replacements due to a change in status and re-issues.

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

In addition, this chapter includes statistics on the number of requests, in the form of datasets, received, with an indication of the percentage of rejections in the applications due to non-compliance with the directives. The number and type of certificates issued over this period is also provided.

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

## 10.3 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, combination of subjects and the like. The specification of the qualifications is a very important aspect because it lays the foundation for a credible qualification.

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

Two submissions of the registration data are required; the first, three months after registration has closed and the final dataset at the end of October. The first is regarded as a preliminary registration while the second is the final set of registrations. The submission of learner registration data was received. It should be noted that the data was clean as it had not been transferred from any primary data source and was captured directly from the application form to the mainframe system.

After the DHET had conducted the examination, all results were submitted to Umalusi for standardisation, statistical moderation and the resulting of the learner achievements. All learner records must be submitted to Umalusi for approval before the results can be released. Umalusi approved the results for release to the learners after several quality assurance processes had been conducted.

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

The management of the certification of the GETC: ABET qualification can be improved so as to ensure that there are no delays in the certification of learner achievements. The certification of the GETC: ABET qualification does not happen within three months of resulting, which results in outstanding and overdue certificates to the candidates. The combining of learning area results across multiple examinations into a certificate is not automatic: it is required that the candidate apply for such a combination. Umalusi recommends that such combining of results becomes an automated process, to ensure candidates receive their certificates as quickly as possible.

The general principles that must be adhered to are that all results must be approved before release and requests 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. To correct marks on a certificate already issued, a re-issue certificate must be requested.

To ensure that certificates are issued correctly to deserving candidates, it is important that irregularities are recorded and finalised. The DHET must continually inform Umalusi about all irregularities for Umalusi to record such instances on their IT system. It is of utmost importance that Umalusi be updated with the status of all irregularities (pending, guilty, not guilty) before requests for certification are submitted. If this is not

done, learners might not receive their certificates; and the issuing of certificates could be delayed. This area needs to be improved, since the submission of irregularities in the prescribed format is not adhered to by the DHET.

At the request of the DHET, to reduce the cost for certificates issued to private colleges the automatic printing of subject statements has been phased out. Consequently, Umalusi prints subject statements only when requested to do so by the DHET on behalf of the colleges. The DHET must, therefore, ensure that subject statements are requested for those learners who need them. The fact that it is possible to request a subject statement even where it was not requested initially, as well as the procedures for printing subject statements, must be communicated to all role players, especially candidates.

Umalusi also noticed that candidate records that were rejected for non-compliance with certification directives were resubmitted—without the error having been corrected. This delays the issuing of certificates to learners. In some cases, the rejected record was not even resubmitted for certification.

It was also noted that subject statements received over multiple examinations were not automatically being combined into a full certificate, even where this was possible. The leads to candidates not receiving a qualification they are entitled to have certified.

Table 10A is a summary of certificates issued for the period 01 December 2021 to 30 November 2022.



**General Education and Training Certificate**

| Category | Value |
|---|---|
| WESTERN CAPE-Subject Statements (Not printed)(2.9%) | 1 176 |
| WESTERN CAPE-GETC(1.2%) | 476 |
| NORTH WEST-Subject Statements (Not printed)(6.2%) | 2 552 |
| NORTH WEST-Replacement GETC (Change of Status)(0.8%) | 308 |
| NORTH WEST-GETC(1.2%) | 508 |
| NORTHERN CAPE-Subject Statements (Not printed)(0.02%) | 9 |
| NORTHERN CAPE-GETC(0%) | - |
| MPUMULANGA-Subject Statements (Not printed)(6.7%) | 2 734 |
| MPUMULANGA-Replacement GETC (Change of... | 150 |
| MPUMULANGA-GETC(3.2%) | 1 325 |
| LIMPOPO-Subject Statements (Not printed)(12.5%) | 5 132 |
| LIMPOPO-Replacement GETC (Change of Status)(0.3%) | 128 |
| LIMPOPO-GETC(3.3%) | 1 336 |
| KWAZULU-NATAL-Subject Statements (Not printed)(14.6%) | 5 979 |
| KWAZULU-NATAL-Replacement GETC (Change of... | 94 |
| KWAZULU-NATAL-GETC(9.1%) | 3 717 |
| GAUTENG-Subject Statements (Not printed)(10.3%) | 4 226 |
| GAUTENG-Replacement GETC (Change of Status)(0.002%) | 1 |
| GAUTENG-GETC(3.6%) | 1 481 |
| FREE STATE-Subject Statements (Not printed)(2%) | 837 |
| FREE STATE-Replacement GETC (Change of Status)(0.04%) | 18 |
| FREE STATE-GETC(0.9%) | 350 |
| EASTERN CAPE-Subject Statements (Not printed)(12.8%) | 5 250 |
| EASTERN CAPE-GETC(7.8%) | 3 190 |

**Table 10A: Certificates issued during the period 01 December 2021 to 30 November 2022**

**Table 10B: Number of datasets and transactions received during the period 01 December 2021 to 30 November 2022**

| Province | No. of datasets | No. datasets accepted | % Accepted | GETC | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | No. of records submitted | No. of records accepted | % Accepted | No. rejected |
| Eastern Cape | 13 | 13 | 100.0 | 16 803 | 14 587 | 86.9 | 2 216 |
| Free State | 29 | 26 | 89.7 | 4 988 | 2 173 | 43.6 | 2 815 |
| Gauteng | 15 | 12 | 80.0 | 12 227 | 11 787 | 96.4 | 440 |
| Kwazulu-Natal | 16 | 16 | 100.0 | 18 737 | 16 164 | 86.3 | 2 573 |
| Mpumalanga | 46 | 45 | 97.8 | 10 939 | 7 058 | 64.5 | 3 881 |
| Northern Cape | 2 | 2 | 100.0 | 311 | 177 | 57.0 | 134 |
| Limpopo | 89 | 86 | 96.6 | 14 679 | 10 770 | 73.4 | 3 909 |
| North West | 41 | 40 | 97.6 | 6 091 | 5 533 | 90.9 | 558 |
| Western Cape | 4 | 4 | 100.0 | 3 135 | 2 860 | 91.2 | 275 |
| **Total** | **255** | **244** | **95.69** | **87 910** | **71 109** | **80.89** | **16 801** |

## 10.4 Areas of Improvement

The following areas of improvement were noted:

a. The registration of candidates for the examination were completed and admission letters were dispatched to all community education and training (CET) colleges; and
b. The provincial education departments (PED) adhered to the directives for certification when submitting requests for certification per examination cycle, albeit not being within the required three months following the release of the results.

## 10.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. The DHET must ensure that certification datasets are submitted for all the PED within the required three months following the release of the results. There was an unacceptable delay in submitting requests for certification of the GETC cohort of learners;
b. The DHET must ensure that all candidates who qualify for a certificate are certified and that there are no outstanding certificates;
c. The biggest area of non-compliance was that not all approved student records, along with results released by the DHET on statements of results, were submitted for certification. The consequence is outstanding certificates that extend over multiple examinations;
d. Certification requests are rejected when the results have not been approved for release, or the results requesting certification are different from the approved results. The DHET must ensure that the approved results and the requests for certification correspond;
e. The resubmission of candidate records for certification without the error as identified being corrected results in a delay in the certification of the candidate. To comply, the DHET is required to investigate and correct the error before it is resubmitted to Umalusi for certification; and
f. The finalisation and completion of irregularities was another area of non-compliance. Where irregularities have been identified and reported to Umalusi, their status must be communicated to Umalusi in the prescribed data format (spreadsheet). The updated irregularities report must also be submitted to Umalusi before bulk certification is requested. This should be done immediately after the approval by the National Examination Irregularities Committee (NEIC) and Umalusi Executive Council. The absence of updated reports has been reported in the past but continues to cause unnecessary delays and rejections.

## 10.6 Directives for Compliance and Improvement

The following directives are issued:

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

## 10.7 Conclusion

The DHET as the assessment body is required to place more emphasis on this sphere of the education system under its auspices, to ensure that the apathy related to this qualification is negated. The general apathy and misinformation surrounding this qualification is related to a lack of ownership and promotion of the qualification by the DHET. This has been raised several times previously, without any movement. The matter now needs to be prioritised.

# ANNEXURE 1A

ANNEXURE 1A: Compliance of question papers with each criterion at initial moderation

| SUBJECT (QUESTION PAPER) | COMPLIANCE PER CRITERIA AT INITIAL MODERATION | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | TA | LB | IM | CC | CD | AAG | PRE | MG | TOTAL: (A) | %: (A) |
| Ancillary Health Care | A | A | A | A | A | A | A | M | 7/8 | 87.5 |
| Applied Agriculture and Agricultural Technology | M | L | M | A | A | A | A | A | 5/8 | 62.5 |
| Arts and Culture | M | M | A | M | A | A | A | A | 5/8 | 62.5 |
| Early Childhood Development | M | M | M | M | A | A | A | L | 3/8 | 37.5 |
| Economic and Management Sciences | A | A | M | M | N | N | A | A | 4/8 | 50 |
| Human and Social Sciences | A | A | A | M | L | L | A | M | 4/8 | 50 |
| Information Communication Technology | A | A | A | A | A | A | A | A | 8/8 | 100 |
| LLC: Afrikaans | L | A | L | A | A | A | A | M | 5/8 | 62.5 |
| LLC: English | M | L | L | A | A | A | A | L | 4/8 | 50 |
| LLC: IsiNdebele | A | M | A | L | M | M | A | L | 3/8 | 37.5 |
| LLC: IsiXhosa | A | M | A | L | A | A | A | A | 6/8 | 75 |
| LLC: IsiZulu | M | L | N | M | M | A | A | N | 2/8 | 25 |
| LLC: Sepedi | A | L | L | A | A | A | A | M | 5/8 | 62.5 |
| LLC: Sesotho | M | L | A | A | L | L | L | L | 2/8 | 25 |
| LLC: Setswana | M | A | A | M | M | M | M | M | 2/8 | 25 |
| LLC: SiSwati | M | A | A | A | A | A | A | M | 6/8 | 75 |
| LLC: Tshivenda | A | M | M | M | A | A | A | M | 4/8 | 50 |
| LLC: Xitsonga | M | A | A | A | A | A | A | M | 6/8 | 75 |
| Life Orientation | M | L | L | L | L | M | M | M | 0/8 | 0 |
| Mathematical Literacy | A | M | L | M | M | A | A | M | 3/8 | 37.5 |
| Mathematics and Mathematical Sciences | M | M | L | M | A | A | A | A | 4/8 | 50 |
| Natural Sciences | M | A | A | A | A | A | A | M | 6/8 | 75 |
| Small, Medium and Micro Enterprises | A | M | A | M | M | A | A | M | 4/8 | 50 |
| Technology | M | L | M | M | A | A | A | L | 3/8 | 37.5 |
| Travel and Tourism | A | M | L | M | A | A | M | L | 3/8 | 37.5 |
| Wholesale and Retail | A | M | M | N | N | L | N | M | 1/8 | 12.5 |

**KEY:**

TA = Technical Aspects;
LB = Language and Bias;
IM = Internal Moderation;
CC = Content Coverage;
CD = Cognitive Demand;
AAG = Adherence to Assessment Guideline;
PRE = Predictability; MG = Marking Guideline.

A = compliance in **ALL** respects;
M = compliance in **MOST** respects;
L = **LIMITED** compliance;
N = **NO** compliance

| No | Criterion | Nature of non-compliance | Learning Area | Sampled CLC that showed Non-compliance |
|---|---|---|---|---|
| 1 | Adherence to EAG | Lecturer PoA did not contain all of the following:<br>• Assessment plan<br>• Computerised mark sheet<br>• Assessment tasks<br>• Marking guidelines<br>• Evidence that students had access to the assessment criteria | ECD4 | Second Chance CLC |
| | | | | Sibani CLC |
| | | | | Vukuzenzele CLC |
| | | | | Esibanini CLC |
| | | | | Zuza CLC |
| | | | | Kokstad Med CLC |
| | | | | Ntuzuma Hrd CLC |
| | | | | Funulwazi CLC |
| | | | | Umkhanyakude CLC |
| | | | | Phindangene CLC |
| | | | LCSO4 | Impucuko CLC |
| | | | LCVE4 | Matsila CLC |
| | | | LCXH4 | Samora Machel |
| | | | MLMS4 | Heidelberg Correctional Service |
| | | | | Sydney Maseko CLC |
| | | | | Peter Lengene CLC |
| | | | | Thuto Mfundo CLC |
| | | | | Orange Farm CLC |
| | | | NATS4 | Jordan CLC |
| | | | | Mashavele CLC |
| | | | | Bogwasha CLC |
| | | | SMME4 | Vaal Park CLC |
| | | | | Manthe CLC |
| | | | | Good Sherperd Lerothodi CLC |
| | | | | Golden Village CLC |
| | | | | Tokologo CLC |
| | | | | Thotloetso CLC |
| | | | TECH4 | Mayflower Satellite Centre |
| | | | TRVT4 | P Q Vundla CLC |
| 2 | Internal moderation | Moderation did not take place at all three levels.<br><br>The internal moderator reports were not detailed enough and did not provide clear quality feedback to lecturers and students. | AAAT4 | Ndumiso/Mbekwa CLC |
| | | | | Betshwana CLC |
| | | | ECD4 | Umkhanyakude CLC |
| | | | | Emthonjeni CLC |
| | | | LCAF4 | Atlantis CLC |
| | | | LCND4 | Andisa CLC |
| | | | | Sihlangene CLC |
| | | | | Nkosiphile CLC |
| | | | | Bonginhlanhla CLC |
| | | | | Intuthuko (Buthelelani) CLC |
| | | | | Mafu CLC |

| No | Criterion | Nature of non-compliance | Learning Area | Sampled CLC that showed Non-compliance |
|---|---|---|---|---|
| 2 | Internal moderation | Moderation did not take place at all three levels. | LCSO4 | Mohloding CLC |
| | | | | Reahola CLC |
| | | The internal moderator reports were not detailed enough and did not provide clear quality feedback to lecturers and students. | | Umziwoxolo CLC |
| | | | | Bahlodi CLC |
| | | | | Impucuko CLC |
| | | | | Moqhaka CLC |
| | | | | Itshebeletseng CLC |
| | | | | Thusanang CLC |
| | | | | Kutlwano-Siyavana CLC |
| | | | LCVE4 | Matsila CLC |
| | | | | Musina CLC |
| | | | | Lukau CLC |
| | | | | Mboneni CLC |
| | | | | Maandamahulu CLC |
| | | | LCXH4 | Samora Machel CLC |
| | | | LCXI4 | Mbokota CLC |
| | | | | Khomisani CLC |
| | | | | Malamulele Public School CLC |
| | | | | Nyavani CLC |
| | | | | Khapakhapa CLC |
| | | | | Mashamba CLC |
| | | | | Mulweli CLC |
| | | | | Madzivi CLC |
| | | | | Titirheleni CLC |
| | | | | N'wa-Risenga CLC |
| | | | | Benson Shiviti CLC |
| | | | | Mahlevezulu CLC |
| | | | SMME4 | Mahube a letsatsi CLC |
| | | | | Nonnaaphang CLC |
| | | | TECH4 | Mayflower Satellite Centre |
| | | | | Madzivi CLC |
| | | | | Titirheleni CLC |
| | | | | N'wa-Risenga CLC |
| | | | | Benson Shiviti CLC |
| | | | | Mahlevezulu CLC |
| | | | SMME4 | Mahube a letsatsi CLC |
| | | | | Nonnaaphang CLC |
| | | | TECH4 | Mayflower Satellite Centre |

| No | Criterion | Nature of non-compliance | Learning Area | Sampled CLC that showed Non-compliance |
|---|---|---|---|---|
| 3 | Structure and content of student portfolios | Portfolios did not contain all of the following;<br>• Student information or ID<br>• Declaration of authenticity<br>• Assessment plan<br>• Marked responses<br>• Mark sheets<br>• Moderation reports | AART4 | Ndumiso/Mbekwa CLC |
| | | | | Betshwana CLC |
| | | | ECD4 | Thulamahashe - Bohlabela CLC |
| | | | LCSO4 | Mohloding |
| | | | | Reahola |
| | | | | Umziwoxolo |
| | | | | Bahlodi |
| | | | | Impucuko |
| | | | | Moqhaka |
| | | | | Itshebeletseng |
| | | | | Thusanang |
| | | | | Kutlwano-Siyavana |
| | | | LCVE4 | Musina CLC |
| | | | MMSC4 | EW Hobbs |
| | | | TECH4 | Madi VO |
| | | | TRVT4 | P Q Vundla CLC |
| 4 | Implementation and assessment of tasks | The student portfolios did not contain all the tasks and the tasks were not assessed as planned. | AART4 | Ndumiso/Mbekwa CLC |
| | | | | Betshwana CLC |
| | | | ANCH4 | Sesikwazi CLC |
| | | | | Bonamosa CLC |
| | | | | Osizweni CLC |
| | | | | Kokstad CLC |
| | | | ECD4 | Second Chance CLC |
| | | | | Vukuzenzele CLC |
| | | | | Thulamahashe - Bohlabela CLC |
| | | | | Andisa CLC |
| | | | | Delmas S.L.C |
| | | | | Mapateletse CLC |
| | | | | Nkuagae S.L.C - (Dipaleseng) |
| | | | | Kennen CLC |
| | | | | Newscom CLC |
| | | | | Mayibuye CLC |
| | | | HSSC4 | Rutegang CLC |
| | | | | Groenpint CLC |
| | | | LCAF4 | West Coast Piketberg CLC |
| | | | | West Coast Clanwilliam CLC |
| | | | | Oudtshoorn CLC |
| | | | | George CLC |
| | | | LCEN4 | Kareeville CLC |
| | | | | Thuto- Boswa CLC (300103215) |
| | | | | Thuto- Boswa CLC (300048851) |
| | | | | Mecwi CLC |
| | | | | ZG Mgcawu |
| | | | | Tswelopele CLC |
| | | | LCSO4 | Mohloding CLC |
| | | | | Reahola CLC |
| | | | | Umziwoxolo CLC |
| | | | | Impucuko CLC |
| | | | | Itshebeletseng CLC |

| No | Criterion | Nature of non-compliance | Learning Area | Sampled CLC that showed Non-compliance |
|---|---|---|---|---|
| 4 | Implementation and assessment of tasks | The student portfolios did not contain all the tasks and the tasks were not assessed as planned. | LCVE4 | Dzumbathoho CLC |
| | | | | Musina CLC |
| | | | LCXH4 | Samora Machel CLC |
| | | | LCXI4 | Khapakhapa CLC |
| | | | | Mulweli CLC |
| | | | | Madzivi CLC |
| | | | LCXI4 | Titirheleni CLC |
| | | | | N'wa-Risenga CLC |
| | | | | Benson Shiviti CLC |
| | | | | Mahlevezulu CLC |
| | | | LIFO4 | Tswelelopele CLC |
| | | | | Ithuseng CLC |
| | | | | Saku CLC |
| | | | | Rankunyana CLC |
| | | | | Laosakitso CLC |
| | | | | Khubamelo CLC |
| | | | | Thuto-Boswa CLC |
| | | | MLMS4 | Khutsong CLC |
| | | | | Sebokeng CLC |
| | | | | Heidelberg Correctional Service CLC |
| | | | | Sydney Maseko CLC |
| | | | MMSC4 | EW Hobbs |
| | | | NATS4 | Mashavele CLC |
| | | | | Bogwasha CLC |
| | | | SMME4 | Vaal Park CLC |
| | | | | Manthe CLC |
| | | | | Good Sherperd (Lerothodi)CLC |
| | | | | Sunrise CLC |
| | | | | Modisha CLC |
| | | | | Tholwe CLC |
| | | | | Mahube a letsatsi |
| | | | | Nonnaaphang |
| | | | | Golden Village CLC |
| | | | | Tokologo CLC |
| | | | | Thotloetso CLC |
| | | | TRVT4 | P Q Vundla CLC |
| | | | | Tswinyane CLC |
| | | | WHRT4 | City Deep – Forest Night CLC |
| | | | | Aaron Moeti – Kgolomoriti CLC |
| | | | | JHB Central – Chiawelo CLC |

| No | Criterion | Nature of non-compliance | Learning Area | Sampled CLC that showed Non-compliance |
|---|---|---|---|---|
| 5 | Student Performance | The student performance at these centres was not up to standard for the following reasons:<br>• students struggled to interpret the questions correctly. Answers were not aligned to the questions, especially in the test and some did not attempt all the questions or tasks;<br>• student performance did not meet expectations, and<br>• students did not cope with different levels of difficulty or cognitive demand. | AART4 | Ndumiso/Mbekwa CLC |
| | | | | Betshwana CLC |
| | | | ANCH4 | Sesikwazi CLC |
| | | | ARTS4 | Botole CLC |
| | | | ECD4 | Vukuzenzele CLC |
| | | | | Kokstad Med CLC |
| | | | | Phindangene CLC |
| | | | | Andisa CLC |
| | | | | Thulamahashe - Bohlabela District |
| | | | ECD4 | Delmas CLC |
| | | | | Nkuagae  (Dipaleseng) CLC |
| | | | | Kennen CLC |
| | | | | Newscom CLC |
| | | | | Mayibuye CLC |
| | | | LCAF4 | West Coast Piketberg CLC |
| | | | LCEN4 | Maiteko CLC |
| | | | | Good Sheperd CLC |
| | | | | Golden Village CLC |
| | | | | Moseki CLC |
| | | | | Manthe CLC |
| | | | LCVE4 | Dzumbathoho CLC |
| | | | LCXH4 | Samora Machel CLC |
| | | | | Mkhangeli CLC |
| | | | | Voorberg Medium B |
| | | | | Masakhane CLC |
| | | | | St Francis CLC |
| | | | | Beaufort West CLC |
| | | | | Phumelela CLC |
| | | | LCXI4 | Khapakhapa CLC |
| | | | LIFO4 | Elukhanyiswa |
| | | | MLMS4 | Khutsong CLC |
| | | | | Sebokeng CLC |
| | | | | Elandspoort CLC |
| | | | | Heidelberg Correctional Service |
| | | | | Thuto Mfundo CLC |
| | | | | Orange Farm CLC |
| | | | | Malmesbury New Prison |
| | | | MMSC4 | Bekkersdal CLC |
| | | | | Brixton Satellite CLC |
| | | | | Tembisa CLC |
| | | | | Sebokeng CLC |
| | | | | EW Hobbs CLC |
| | | | TECH4 | Madi VO CLC |
| | | | | Rivonngo CLC |
| | | | | Vulamehlo CLC |
| | | | | Driefontein Satellite Centre |
| | | | WHRT4 | Moepathutse CLC- Living world |
| | | | | JHB Central – Chiawelo CLC |

| No | Criterion | Nature of non-compliance | Learning Area | Sampled CLC that showed Non-compliance |
|---|---|---|---|---|
| 5 | Student Performance | | WHRT4 | Tembisa CLC |
| | | | | Sebokeng CLC |
| | | | | EW Hobbs CLC |
| | | | TECH4 | Madi VO CLC |
| | | | | Rivonngo CLC |
| | | | | Vulamehlo CLC |
| | | | | Driefontein Satellite Centre |
| | | | WHRT4 | Moepathutse CLC- Living world |
| | | | | JHB Central – Chiawelo CLC |

| No | Criterion | Nature of non-compliance | Learning Area | Sampled CLC Centres that showed Non-compliance |
|---|---|---|---|---|
| 6 | Quality of marking | The quality of marking was not up to standard at these centres because the markers did not comply with all or most of the following:<br>• marking was not consistent with the guideline, markers deviated from the marking guideline and did not use rubrics as required in some of the learning areas;<br>• the standard or marking was unacceptable as it either advantaged or disadvantaged students, thus resulted in unfair and inconsistent results;<br>• the marks that the markers allocated were not a true reflection of the students' performance, and<br>• there were challenges in the awarding, recording and calculation of marks. | AART4 | Ndumiso/Mbekwa CLC |
| | | | | Betshwana CLC |
| | | | ANCH4 | Sesikwazi CLC |
| | | | ECD4 | Magemegeme CLC |
| | | | | Vukuzenzele CLC |
| | | | | Esibanini CLC |
| | | | | Ntuzuma HRD CLC |
| | | | | Umkhanyakude CLC |
| | | | | Emthonjeni CLC |
| | | | | Thulamahashe - Bohlabela District |
| | | | | Andisa CLC |
| | | | | Delmas S.L.C |
| | | | | Mapateletse |
| | | | | Nkuagae S.L.C - (Dipaleseng) |
| | | | | Kennen |
| | | | | Newscom |
| | | | | Mayibuye |
| | | | | Thulamahashe - Bohlabela District |
| | | | LCAF4 | West Coast Clanwilliam CLC |
| | | | | Overberg CLC |
| | | | | Oudtshoorn CLC |
| | | | LCEN4 | Maiteko CLC |
| | | | | Good Sheperd CLC |
| | | | | Mojasago CLC |
| | | | | Reabetswe CLC |
| | | | | Bopanang CLC |
| | | | | Moseki CLC |
| | | | | Manthe CLC |
| | | | LCND4 | Mafu CLC |
| | | | LCVE4 | Musina CLC |
| | | | LCXH4 | Samora Machel |
| | | | | Mkhangeli CLC |
| | | | | Voorberg Medium B |
| | | | | Masakhane CLC |

| No | Criterion | Nature of non-compliance | Learning Area | Sampled CLC Centres that showed Non-compliance |
|---|---|---|---|---|
| 6 | Quality of marking | | | St Francis CLC |
| | | | | Beaufort West CLC |
| | | | | Phumelela CLC |
| | | | LIFO4 | Elukhanyiswa |
| | | | | Kolomela-Sunrise |
| | | | | Kimberley Correctional Centre |
| | | | MLMS4 | Khutsong |
| | | | | Elandspoort |
| | | | | Hammanskraal-Hans Kekana |
| | | | MLMS4 | Tsakane CLC |
| | | | | Ed Mafole CLC |
| | | | | Heidelberg Correctional Service |
| | | | | Sydney Maseko CLC |
| | | | | Elandspoort CLC |
| | | | | Thuto Mfundo CLC |
| | | | | Orange Farm CLC |
| | | | | Masakhan CLC |
| | | | | Mandondo CLC |
| | | | | Kokstad Medium |
| | | | MMSC4 | Bekkersdal CLC |
| | | | | Brixton Satellite |
| | | | | Tembisa CLC |
| | | | | Sebokeng |
| | | | | EW Hobbs |
| | | | SMME4 | Manthe CLC |
| | | | TECH4 | Mayflower Satellite Centre |
| | | | WHRT4 | Pretoria Prison |

# ANNEXURE 5A

**Annexure 5A: Examination centres per learning area monitored for the writing of the DHET November 2022 GETC: ABET examination**

| Province | Centre | Date | Learning area | Candidates | |
|---|---|---|---|---|---|
| | | | | Registered | Actual |
| Eastern Cape | Engcobo AET Centre | 08/11/2022 | Economics | 138 | 137 |
| Eastern Cape | Ndabakazi AC | 04/11/2022 | Ancillary Health Care | 17 | 13 |
| Free State | Liberty AET CC | 18/11/2022 | Natural Sciences | 22 | 22 |
| Free State | Mahlasedi CLC | 14/11/2022 | Mathematics and Mathematical Sciences | 25 | 19 |
| Gauteng | Hlabelela PALC | 04/11/2022 | Ancillary Health Care | 29 | 24 |
| Gauteng | PQ Vundla AET | 23/11/2022 | Wholesale and Retail | 14 | 08 |
| KwaZulu-Natal | Bekezela ABET Centre | 22/11/2022 | Applied Agriculture and Agricultural Sciences | 44 | 33 |
| KwaZulu-Natal | Ogazini AET Centre | 22/11/2022 | Applied Agriculture and Agricultural Technology | 13 | 05 |
| KwaZulu-Natal | Nokukhanya ABET Centre | 23/11/2022 | Wholesale and Retail | 18 | 07 |
| Limpopo | Mavabaza CLC | 14/11/2022 | Ancillary Health Care | 17 | 13 |
| Limpopo | Soka-Leholo Satellite Centre | 14/11/2022 | Travel and Tourism | 18 | 13 |
| Mpumalanga | Driefontein ABET Centre | 09/11/2022 | Early Childhood Development | 20 | 19 |
| Mpumalanga | Maklekisana AET Centre | 11/11/2022 | Human and Social Sciences | 16 | 13 |
| Northern Cape | Dikgatlhong CLC | 09/11/2022 | Early Childhood Development | 04 | 04 |
| Northern Cape | Dr EP Lekhela Public Centre | 04/11/2022 | Ancillary Health Care | 16 | 13 |
| North West | Dikgelela CLC | 14/11/2022 | Mathematical Literacy | 24 | 22 |
| North West | Laosakitso CLC | 15/11/2022 | Travel and Tourism | 13 | 11 |
| Western Cape | Brandvlei Correctional Services | 22/11/2022 | Applied Agriculture and Agricultural Technology | 13 | 11 |
| Western Cape | Witzenberg CLC | 08/11/2022 | LLC: Afrikaans | 23 | 16 |

# ANNEXURE 5B

**Annexure 5B: Centres found not compliant during the monitoring of the writing of the DHET November 2022 GETC: ABET examination**

**1A General administration:**

**(a) Management of examination question papers**

| Centre name | Monitor's findings |
|---|---|
| Witzenberg CLC | Three papers had to be copied due to a shortage. |
| Mahlasedi CLC | The wrong papers were delivered. |
| Ndabakazi AC | Satchels in which to package scripts were not delivered. |
| Soka-Leholo Satellite Centre | No dispatch forms were available. |

**1A (b) Appointment of chief invigilators and invigilators**

| Centre name | Monitor's findings |
|---|---|
| Dr EP Lekhela Public Centre | No evidence from assessment body of appointment of principal as chief invigilator. |
| Ogazini AET Centre | |
| Bekezela ABET Centre | No training of chief invigilator. |
| Nokukhanya ABET Centre | |
| Soka-Leholo Satellite Centre | |
| Soka-Leholo Satellite Centre | A community member was appointed as chief invigilator. |
| Dikgatlhong CLC | No evidence that invigilators were appointed by chief invigilator. |
| Dr EP Lekhela Public Centre | |
| Ogazini AET Centre | |
| Maklekisana AET Centre | |
| Dr EP Lekhela Public Centre | Training of invigilators could not be verified. |
| Ogazini AET Centre | |
| Maklekisana AET Centre | |
| Ndabakazi AC | |
| Nokukhanya ABET Centre | |
| Soka-Leholo Satellite Centre | |
| Dr EP Lekhela Public Centre | No invigilator and relief invigilator timetables. |
| Mavabaza CLC | No relief timetable. |
| Ndabakazi AC | |
| Ogazini AET Centre | No duly signed attendance register (relief and invigilators). |
| Soka-Leholo Satellite Centre | |
| Nokukhanya ABET Centre | Only the chief invigilator arrived on time at the writing venue. |

**1A (c) Management of invigilators' attendance**

| Centre name | Monitor's findings |
|---|---|
| | No invigilators' timetable. |
| | |
| Ndabakazi | No relief timetable for invigilators available. |
| Ling | No duly signed attendance registers for invigilators filed. |
| | |
| | Invigilators signed in exercise book. |

**1A (d) Examination document management**

| Centre name | Monitor's findings |
|---|---|
| Ogazini AET Centre | No copy of official timetable filed. |
| Bekezela ABET Centre | One candidate not on mark sheet; manually created mark sheet produced. |
| Mahlasedi CLC | A candidate wrongly registered for Mathematics and not Mathematics and Mathematical Sciences (irregularity filed and mark sheet manually created). |
| Bekezela ABET Centre | No examination manual filed. |
| Ogazini AET Centre | |
| Dikgelela CLC | No attendance records of monitors in examination file. |
| Hlabelela PALC | |
| Ogazini AET Centre | |
| Maklekisana AET Centre | |
| Soka-Leholo Satellite Centre | |
| Bekezela ABET Centre | No seating plan available on the monitoring day. |
| Maklekisana AET Centre | |
| Mavabaza CLC | |
| Soka-Leholo Satellite Centre | No copy of dispatch forms available. |
| Bekezela ABET Centre | No monitoring reports by assessment body available. |
| Dikgelela CLC | |
| Dr EP Lekhela Public Centre | |
| Engcobo AET Centre | |
| Hlabelela PALC | |
| Ogazini AET Centre | |
| Laosakitso CLC | |
| Mahlasedi CLC | |
| Maklekisana AET Centre | |
| Mavabaza CLC | |
| Ndabakazi Adult Centre | |
| Nokukhanya ABET Centre | |
| Soka-Leholo Satellite Centre | |
| Laosakitso CLC | Copies of absentee forms not supplied to centre. |

**2A Credibility of the writing of examinations:**
**(a) Security and supply of question papers**

| Centre name | Monitor's findings |
|---|---|
| Driefontein ABET Centre | No strong room available. |
| Ogazini AET Centre | |
| Mahlasedi CLC | |
| Mavabaza CLC | |
| Ndabakazi Adult Centre | |
| Driefontein ABET Centre | A shortage of ten papers was reported. |

**2A (b) Admission of candidates in the examination venue**

| Centre name | Monitor's findings |
|---|---|
| Bekezela ABET Centre | No strong room available. |
| | One candidate had no examination permit and one candidate had neither an ID nor a permit. |
| Ogazini ABET Centre | Admission letters were issued while candidates were seated on the day of the monitoring visit (22 November 2022). |
| Bekezela ABET Centre | No seating plan was available for the subject written on the day of the monitoring visit. |
| Maklekisana AET Centre | |
| Mavabaza CLC | |
| Ndabakazi AC | The seating plan was completed only after the candidates were seated. |

**2A (c) Conduciveness or the examination venue**

| Centre name | Monitor's findings |
|---|---|
| Bekezela ABET Centre | Proper lighting in the room was not displayed (only one functional globe). |
| Mavabaza CLC | A very noisy primary school was used as a venue. |

**2A (d) Administration of the writing session**

| Centre name | Monitor's findings |
|---|---|
| Bekezela ABET Centre | One candidate did not appear on the mark candidate – an irregularity was filed and a manually generated mark sheet was produced. |
| Ndabakazi AC | One candidate was registered for Early Childhood Development instead of Ancillary Health Care; the necessary documents were completed. |

**2A (e) Compliance with examination procedures**

| Centre name | Monitor's findings |
|---|---|
| Bekezela ABET Centre | No evidence could be produced that the centres had been audited by the assessment body for readiness to administer the examination. |
| Brandvlei Correctional Services | |
| Dikgatlhong CLC | |
| Dikgelela CLC | |
| Dr EP Lekhela Public Centre | |
| Driefontein ABET Centre | |
| Hlabelela PALC | |
| Ogazini AET Centre | |
| Laosakitso CLC | |
| Liberty AET LC | |
| Mahlasedi CLC | |
| Maklekisana AET Centre | |
| Mavabaza CLC | |
| Ndabakazi AC | |
| Nokukhanya ABET Centre | |
| Soka-Leholo Satellite Centre | |
| Witzenberg CLC | |
| Maklekisana AET Centre | SOR – verified by chief invigilator on behalf of assessment body. |
| Bekezela ABET Centre | The invigilators did not verify the correctness of the information on the cover page of the candidates' answer books. |
| Ogazini AET Centre | |
| Mavabaza CLC | |
| Bekezela ABET Centre | Question papers were not distributed to the candidates on time. |
| Driefontein ABET Centre | |
| Ndabakazi AC | |
| Nokukhanya ABET Centre | |
| Bekezela ABET Centre | No technical check was observed. |
| Mavabaza CLC | |
| Ndabakazi AC | |
| Bekezela ABET Centre (three minutes) | Ten minutes' reading time was not granted. |
| Dr EP Lekhela Public Centre (15 minutes) | |
| Ogazini AET Centre (14 minutes) | |
| Ndabakazi Adult Centre (no reading time) | |
| Nokukhanya ABET Centre (six minutes) | |
| Bekezela ABET Centre | Examination rules were not read to the candidates. |
| Ogazini AET Centre | |
| Laosakitso CLC | |
| Mavabaza CLC | |
| Nokukhanya ABET Centre (examination rules were read during candidates' reading time) | |
| Soko-Leholo Satellite Centre | |

| Centre name | Monitor's findings |
|---|---|
| Driefontein ABET Centre (14:30) | The examination session did not start at the stipulated time. |
| Ogazini AET Centre (13:59) | |
| Mahlasedi CLC (35 minutes late) | |
| Ndabakazi Adult Centre (in one room at 14:05) | |
| Bekezela ABET Centre | The examination session ended earlier than stipulated on the official timetable. |
| Dikgelela CLC | |
| Ogazini AET Centre | |
| Mahlasedi CLC | |
| Maklekisana AET Centre | |
| Mavabaza CLC | |
| Ndabakazi AC | |
| Nokukhanya ABET Centre | |
| Soka-Leholo Satellite Centre | |
| Witzenberg CLC | |
| Ndabakazi Adult Centre | Two candidates were noted leaving the examination room unaccompanied. |

**2A (e) Compliance with examination procedures**

| Centre name | Monitor's findings |
|---|---|
| | Irregularities during the monitored session |
| Bekezela ABET Centre | One candidate wrote without an examination permit. |
| One candidate wrote without an examination permit and an ID. | |
| One candidate did not appear on the mark sheet. | |
| Driefontein ABET Centre | Insufficient question papers were supplied to the centre. |
| One candidate did not appear on mark sheet but on summary of the mark sheet. | |
| Mahlasedi CLC | One candidate was wrongly registered. |
| Ndabakazi Adult Centre | One candidate was registered for the wrong subject. |
| Nokukhanya ABET Centre | One candidate's ID was captured incorrectly. |
| | Irregularities during the examination cycle |
| Engcobo AET Centre | Copying from crib note. |
| Driefontein ABET Centre | Regular occurrence of shortage of question papers. |
| Bekezela ABET Centre | No monitoring by the assessment body at the time of Umalusi visit |
| Brandvlei Correctional Services | |
| Dikgatlhong CLC | |
| Dikgelela CLC | |
| Dr EP Lekhela Public Centre | |
| Driefontein ABET Centre | |
| Engcobo AET Centre | |
| Hlabelela PALC | |
| Ogazini AET Centre | |
| Laosakitso CLC | |
| Mahlasedi CLC | |
| Maklekisana AET Centre | |
| Mavabaza CLC | |
| Ndabakazi AC | |
| Nokukhanya ABET Centre | |
| Soka-Leholo Satellite Centre | |
| Witzenberg CLC | |
| Witzenberg CLC | A report with marks only and no findings was left at the centre by the assessment body. |

# ANNEXURE 5C

**Annexure 5C: Number of scripts per learning area and marking personnel appointed**

| Learning area and number of scripts | Personnel appointed for marking | | | | | | |
|---|---|---|---|---|---|---|---|
| | Number of scripts received | Number of chief markers | Internal moderators | Deputy chief markers (where applicable) | Number of senior markers | Number of markers | Number of examination assistants (EAs) |
| Applied Agriculture and Agricultural Technology | 4 290 | 1 | 1 | 0 | 0 | 15 | 110 |
| Arts and Culture | 2 483 | 1 | 1 | 0 | 0 | 9 | |
| Economic and Management Sciences | 7 038 | 1 | 1 | 0 | 0 | 24 | |
| Human and Social Sciences | 6 706 | 1 | 1 | 0 | 0 | 23 | |
| Information Communication Technology | 2 156 | 1 | 1 | 0 | 0 | 9 | |
| LLC: Afrikaans | 1 139 | 1 | 1 | 0 | 0 | 5 | |
| LLC: IsiXhosa | 5 368 | 1 | 1 | 0 | 0 | 21 | |
| LLC: IsiNdebele | 230 | 1 | 1 | 0 | 0 | 1 | |
| LLC: Sesotho | 913 | 1 | 1 | 0 | 0 | 4 | |
| LLC: SiSwati | 1 309 | 1 | 1 | 0 | 0 | 6 | |
| LLC: Sepedi | 3 203 | 1 | 1 | 0 | 0 | 13 | |
| LLC: Setswana | 2 269 | 1 | 1 | 0 | 0 | 9 | |
| LLC: Xitsonga | 1 271 | 1 | 1 | 0 | 0 | 5 | |
| LLC: Tshivenda | 935 | 1 | 1 | 0 | 0 | 4 | |
| LLC: IsiZulu | 8 040 | 1 | 1 | 0 | 0 | 31 | |
| Mathematics and Mathematical Sciences | 5 019 | 1 | 1 | 0 | 0 | 17 | |
| Natural Sciences | 2 429 | 1 | 1 | 0 | 0 | 9 | |
| Small, Medium and Macro Enterprises | 9 454 | 1 | 1 | 0 | 0 | 32 | |
| Technology | 818 | 1 | 1 | 0 | 0 | 3 | |
| Travel and Tourism | 15 947 | 1 | 1 | 0 | 0 | 54 | |
| Wholesale and Retail | 4 275 | 1 | 1 | 0 | 0 | 15 | |
| TOTALS | | | | | | | |
| GRAND TOTAL | 85 292 | 21 | 21 | 0 | 0 | 309 | |

# UMALUSI

**Quality Council for General and Further Education and Training**