



**Report on the Quality Assurance of  
Assessment of the Independent  
Examinations Board November 2022  
GETC: ABET Examinations**

**UMALUSI**



Quality Council for General and Further  
Education and Training

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**REPORT ON THE QUALITY ASSURANCE  
OF ASSESSMENT OF THE INDEPENDENT  
EXAMINATIONS BOARD NOVEMBER 2022  
GETC: ABET EXAMINATIONS**

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# FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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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 assessment and examinations. The system and processes are continuously revised and refined.

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

- a. Level of adherence to policy in the implementation of examination and assessment processes;
- b. Quality and standard of examination question papers, 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 Independent Examinations Board (IEB). 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, as well as the examination centres, continue 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 and a marked decline in the occurrence of irregularities in the November 2022 examination cycle.

The Assessment Standards Committee (ASC), which is a committee of Council, and the Executive Committee of Umalusi Council (EXCO) met on 16 December 2022 and 12 January 2023 respectively 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 examinations were administered largely in accordance with applicable policies and guidelines. There were no systemic irregularities reported that might have compromised the overall credibility and integrity of the November 2022 GETC: ABET examination administered by the IEB. The EXCO approved the release of the IEB November 2022 GETC: ABET examination results based on available evidence that the examinations were administered largely in accordance with the examination policies and guidelines. The IEB is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and to submit an improvement plan by 15 March 2023. The EXCO commended the IEB 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.



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**Dr Mafu S Rakometsi**  
CHIEF EXECUTIVE OFFICER

# EXECUTIVE SUMMARY

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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 assessment;
  - 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 management, conduct and administration of the examinations 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 Independent Examinations Board (IEB). 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 sector, Umalusi quality assures the examinations and assessments for the GETC: ABET qualification.

For the November 2022 examination, the GETC: ABET qualification was assessed by the IEB in the following industries/sectors.

- i. Construction;
- ii. Culture, Arts, Tourism and Hospitality;
- iii. Education, Training and Development;
- iv. Local Government;
- v. Manufacturing;
- vi. Mining;
- vii. Food and Beverage;
- viii. Transport; and
- ix. Wholesale and Retail.

The quality assurance processes of Umalusi made provision for a sample from each type of centre/site. In addition to the November examination, examinations in this sector are conducted in June annually. The IEB also conducts examinations on request (EoR) in March and September each year. The EoR are conducted in only two fundamental learning areas, i.e., Language, Literacy and Communication in English and in Mathematical Literacy.

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

- i. Moderation of question papers (Chapter 1);
- ii. Moderation of site-based assessment (SBA) tasks (Chapter 2);
- iii. Moderation of site-based assessment (SBA) portfolios (Chapter 3);
- iv. Monitoring of the state of readiness to conduct examinations (Chapter 4);
- v. Monitoring of the writing and marking of the examinations (Chapter 5);
- vi. Audit of the appointed marking personnel (Chapter 6);
- vii. Quality assurance of marking (Chapter 7);
- viii. Standardisation and resulting (Chapter 8); and
- ix. Certification (Chapter 9).

Chapter 9, 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 IEB 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 a decline in the overall compliance of question papers and accompanying marking guidelines, from 55% in the November 2020 question papers to 39% in November 2021. However, there was an improvement in the overall compliance from 39% in November 2021 to 66% in November 2022.

The GETC: ABET qualification requires SBA to be conducted by adult education and training (AET) learning centres. Assessment bodies set SBA tasks nationally, moderate them internally and submit these SBA tasks to Umalusi to be externally moderated. Umalusi is responsible for determining the quality and appropriateness of the standard of the SBA tasks. The SBA tasks of the IEB have a lifespan of two years.

The purpose of external moderation of SBA tasks is to ensure that common standards are maintained in the quality of the tasks. All candidates registered to write the GETC: ABET examinations through the IEB are 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 67% in November 2020 to 54% in November 2022.



The IEB provides all AET learning sites with approved assessment tasks to implement for all seven 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 IEB before they are presented to Umalusi for external moderation.

The purpose of external moderation of SBA portfolios is to establish whether the requirements prescribed by the IEB 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 IEB showed improvement in the moderation of SBA in 2022. There was also a noticeable improvement in the percentage of AET centres that were fully compliant in November 2022 compared with that of the previous years.

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

- i) Gauge the level of preparedness of the IEB 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 IEB 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 IEB systems.

The audit of the state of readiness confirmed the readiness of the IEB to administer the November 2022 GETC: ABET examination. Umalusi noted that the IEB has shown improvement in their systems and processes in each examination cycle.

Umalusi deployed monitors while the examinations were being written, to check that the examination centres complied with the policy 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 also 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 marking process revealed that the IEB showed improvement in the quality of marking and internal moderation in all seven learning areas and complied with marking and moderation requirements.

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity, in 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 the variability of marks from examination to examination. The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational, qualitative and statistical reasoning.

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 examination and the results could, therefore, be regarded as credible. The EXCO approved the release of the results.

Umalusi trusts that this 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

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ABET	Adult Basic Education and Training
AET	Adult Education and Training
ASC	Assessment Standards Committee
CAT	Common Assessment Tasks
CLC	Community Learning Centres
EA	Examination Assistants
EAG	Examination and Assessment Guideline
EoR	Examinations-On-Request
EXCO	Executive Committee Of Umalusi Council
GENFETQA	General and Further Education and Training Quality Assurance Act
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Sub-framework
IEB	Independent Examinations Board
IT	Information Technology
LA	Learning Area
NQF	National Qualifications Framework
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
QAA	Quality Assurance of Assessment
QP	Question Paper
SAG	Subject and Assessment Guidelines
SAQA	South African Qualifications Authority
SBA	Site based assessment
SOR	State of Readiness
UG	User Guides
Umalusi	Council for Quality Assurance in General and Further Education and Training
US	Unit Standard

## Learning Areas

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A4MATH	Mathematical Literacy
A4NTSC	Natural Sciences
A4LIFO	Life Orientation
A4SMME	Small, Medium and Micro Enterprises
A4CENG	Communication in English
AEMSC	Economic and Management Sciences
A4HSSC	Human and Social Sciences

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# CHAPTER 1 MODERATION OF QUESTION PAPERS

## 1.1 Introduction

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

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 Independent Examinations Board (IEB) has the capacity to develop and internally moderate question papers and accompanying marking guidelines that meet the set standards and requirements.

## 1.2 Scope and Approach

Umalusi receives question papers and marking guidelines that have been set and internally moderated by the IEB 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 IEB submitted seven 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 as in November 2020 and 2021.

Umalusi adopted an off-site model for the moderation of GETC: ABET question papers using the Examination Authoring System, the IEB online platform. Table 1A shows the seven learning areas assessed by the IEB for the November 2022 GETC: ABET examination.

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

No.	Learning area	Code
1	Economic and Management Sciences	A4EMSC
2	Human and Social Sciences	A4HSSC
3	Language, Literacy and Communication: English	A4CENG
4	Life Orientation	A4LIFO
5	Mathematical Literacy	A4MATH
6	Natural Sciences	A4NTSC
7	Small, Medium and Micro Enterprises	A4SMME

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

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

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

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

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

- a) **Approved:** if the question paper meets all the criteria;
- b) **Conditionally approved and to be resubmitted:** if the question paper meets most criteria; or
- c) **Rejected:** if the standard and quality of the question paper is entirely unacceptable.

## 1.3 Summary of Findings

The following section summarises the findings after initial moderation. When question papers were approved all challenges had been sufficiently addressed and all question papers and their corresponding marking guidelines were fully compliant with all set criteria. Comparison is made with the November 2020 and November 2021 question papers in this chapter.

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

Umalusi analysed the question papers and accompanying marking guidelines submitted by the IEB for the external moderation, based on the criteria in the instrument. At initial moderation, four out of seven question papers and accompanying marking guidelines (57%) were approved and three were conditionally approved requiring resubmission. Table 1B summarises the findings on the compliance of question papers and their accompanying marking guidelines with each criterion, at initial moderation.

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

No.	Criteria	Compliance frequency (56 instances)			
		None	Limited	Most	All
1	Technical aspects	0	0	3	4
2	Language and bias	0	0	3	4
3	Internal moderation	0	0	4	3
4	Content coverage	0	1	2	4
5	Cognitive demand	0	0	0	7
6	Adherence to assessment guideline	0	0	2	5
7	Predictability	0	0	1	6
8	Marking guidelines	0	2	1	4
	<b>Total</b>	<b>0</b>	<b>3</b>	<b>16</b>	<b>37</b>
		<b>19</b>			<b>37</b>
	<b>Percentage</b>	<b>34%</b>			<b>66%</b>

Table 1B indicates that the overall compliance of question papers with the criteria at initial moderation in November 2022 was at 66%, which compares favorably with 39% in 2021 and 55% in 2020. This indicates an improvement in the standard of question papers and their accompanying marking guidelines.

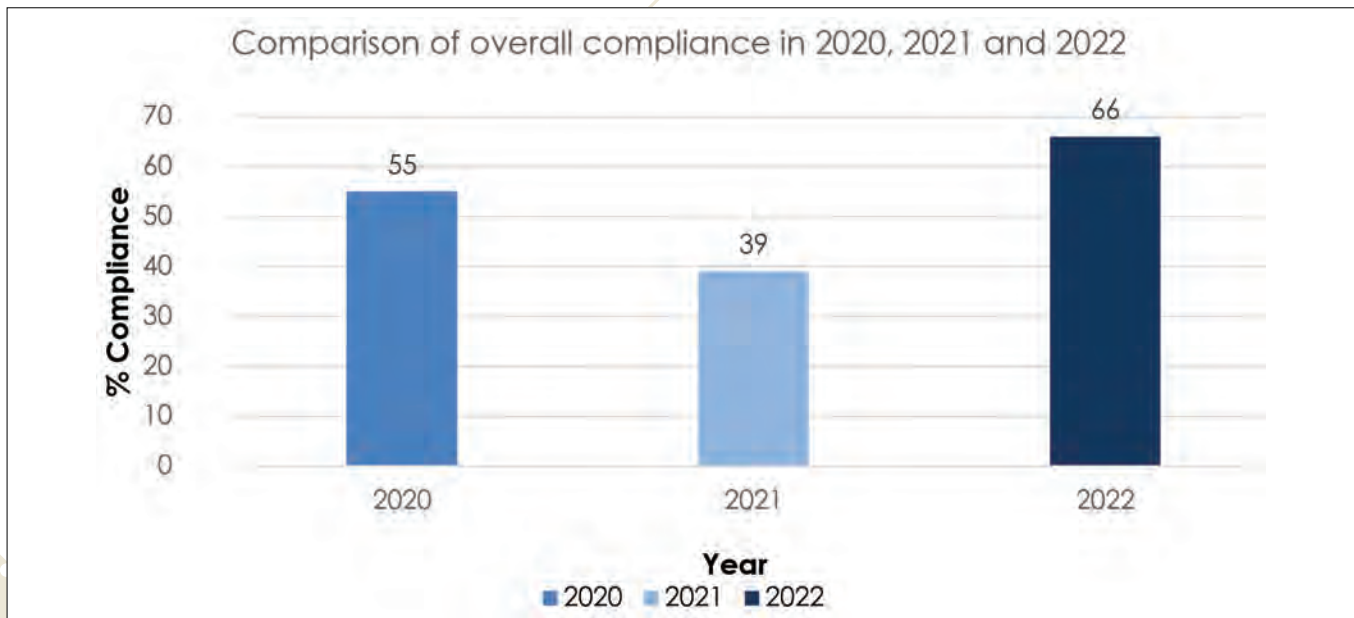
Table 1C shows the comparison of overall compliance of question papers with each criterion at initial moderation over three years.

**Table 1C: Comparison of overall compliance of question papers per criterion over three years**

No.	Criterion	% Compliance per criterion over three years		
		2020	2021	2022
1	Technical aspects	29	43	57
2	Language and bias	71	29	57
3	Internal moderation	29	43	43
4	Content coverage	43	29	57
5	Cognitive demand	71	57	100
6	Adherence to assessment guideline	43	57	71
7	Predictability	100	57	86
8	Marking guidelines	57	0	57
	<b>Average % compliance</b>	<b>55</b>	<b>39</b>	<b>66</b>

Table 1C shows an improvement in the number of question papers and their accompanying marking guidelines that were compliant in all respects with seven out of eight criteria in 2022, compared with that of 2021 and 2020.

Figure 1A illustrates the comparison of overall compliance in 2020, 2021 and 2022.



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

Figure 1A shows that there was a decrease in the level of compliance from 55% in 2020 to 39% in 2021. However, overall compliance increased to 66% in 2022, which was commendable progress.

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

In November 2022, four question papers (A4CENG, A4EMSC, A4HSSC and A4LIFO) complied in all respects with this criterion at initial moderation. This was 57% compliance, an increase from 43% in 2021 and 29% in 2020. Such improvement in the level of compliance needs to be maintained.

Three question papers (A4MATH, A4NTSC and A4SMME) were compliant in most respects with this criterion at initial moderation. In A4MATH, challenges identified related to mark allocation that was not aligned in Q1A(d)(ii); 3A(d); 3B(b)(ii) and (iii); 5B(b)(i); and 3C(c). The grid lines in the graph in Q3C were missing



and this made estimation difficult. In the A4NTSC question paper the font size was not correct in Q4.5. In A4SMME, page 16 was not formatted, hence Q7.10 to Q7.12 appeared in other pages, which should be avoided. However, the internal moderator addressed all these challenges before the question papers and their corresponding 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 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.

Four question papers (A4CENG, A4HSSC, A4NTSC and A4SMME) complied in all respects with this criterion 2022. The 57% compliance compares with 29% in 2021 and 71% in 2020. Three question papers (A4EMSC, A4LIFO and A4SMME) complied in most respects with this criterion.

The challenges identified in A4EMSC related to the Case Study in Section A, where there were language and grammatical errors. Errors in language and grammar were also found in the A4LIFO question paper and marking guideline. In A4MATH, some ambiguous questions had to be rephrased. However, the internal moderator addressed all challenges before the question papers were approved.

### **c) Internal moderation**

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

In November 2022, three out of seven question papers (A4CENG, A4EMSC and A4HSSC) complied in all respects with this criterion. This indicates a decline when compared with 43% in 2021, but an increase when compared with 29% in 2020.

Four question papers (A4LIFO, A4MATH, A4NTSC and A4SMME) were compliant in all respects with this criterion. In A4LIFO the quality of moderation was not appropriate. For A4MATH, the analysis grid did not correspond with the question paper and the responses for Q3C(c) were incorrect. Q3B(a) (iii); 3B(b) (iii) and 3C(e) assessed the same concept. The picture in Q4.5 was of poor quality in A4NTSC. In A4SMME there were language and grammatical errors in Q5.2 and Q7.1 of the marking guideline. However, the internal moderator addressed all these challenges before the question papers were approved.

### **d) Content coverage**

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

- i. The coverage of unit standards (US);
- ii. The spread of specific outcomes (SO) and assessment criteria (AC);
- iii. Whether questions are within the broad scope of the assessment guidelines;
- iv. Whether the question paper reflects appropriate levels and depth of learning area knowledge;
- v. Whether examples and illustrations are suitable, appropriate, relevant and academically correct;
- vi. That there is accurate correlation between mark allocation, level of difficulty and time allocation;
- vii. Whether the question paper allows for the testing of skills; and
- viii. The quality of the questions.

In November 2022 four question papers (A4CENG, A4EMSC, A4HSSC and A4NTSC) complied in all respects, compared to 43% in 2020 and 29% in 2021. This showed an improvement in the compliance of question papers at initial moderation.

Three question papers (A4MATH, A4SMME and A4LIFO) were compliant in most respects with this criterion. This was due to some challenges that were identified. In A4MATH there were vague questions that required rephrasing. In A4SMME the content coverage did not comply with the requirements of the assessment guideline. There were language and grammatical errors in Q4.1; 5.1 and 11.3 in the A4LIFO question paper. The responses to the true/false questions (Q1.1 and 1.2) were incorrect. However, the internal moderator addressed all these challenges before the question papers were approved.

#### **e) Cognitive demand**

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

All the question papers (A4CENG, A4EMSC, A4HSSC, A4LIFO, A4MATH, A4NTSC and A4SMME) complied in all respects with this criterion in 2022. Fifty-seven percent of question papers in 2021 and 71% in 2020 were fully compliant with this criterion at initial moderation in 2021. There was a huge improvement in 2022.

#### **f) Adherence to assessment guidelines**

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

Five question papers (A4CENG, A4EMSC, A4HSSC, A4LIFO and A4NTSC), or 71%, complied in all respects with this criterion at initial moderation in 2022. This indicates an improvement when compared with 43% in 2020 and 57% in 2021.

The remaining two question papers (A4MATH and A4SMME) were compliant in most respects with this criterion. In A4MATH, the analysis grid was incorrect, while in A4SMME it was the weighting and spread of specific outcomes and assessment criteria that did not match the requirements in the assessment guideline. However, the internal moderator addressed all these challenges before the question papers were approved.

#### **g) Predictability**

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

Six question papers (A4CENG, A4EMSC, A4HSSC, A4NTSC, A4MATH and A4SMME) complied in all respects with the predictability criterion in 2022. This represents 86% of the question papers. Although this was a decline from 2020 (100%) and an increase on the 2021 (57%) compliance level, compliance was still above average.

Only one question paper (A4LIFO) complied in most respects with this criterion in 2022. The major challenge identified was that Q6.3 and Q6.4 were similar to Q8.3.2 and Q8.4 of the June 2021 question paper and that had to be changed. However, the internal moderator addressed all challenges before the question papers 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 guidelines that accompany each question paper. It

checks the correctness and accuracy of marking guidelines; clarity of the marking instructions; allocation of marks and correlation with the marks in the question paper; and that the marking guidelines make allowance for relevant, alternative responses.

Four question papers (A4CENG, A4HSSC, A4NTSC and A4SMME) complied in all respects with this criterion in 2022. This represents 57% of all question papers, compared to 0% in 2021 and 57% in 2020.

Three question papers (A4EMSC, A4LIFO, A4MATH) complied in most respects with this criterion in 2022. In A4EMSC the mark allocation in Q9.1 was not aligned in the question paper and marking guideline. In A4LIFO there were language and grammatical errors in Q4.2; 7.1; 7.2; 9.2.1; 9.2.3; 10.2; 10.4; 12.2 and 13. In A4MATH the responses to Q3C(c) and 5C(c) were incorrect and alternative responses to Q1B(e) and 5A(a)(iii) were not included. However, the internal moderator addressed all challenges before the question paper and accompanying marking guidelines were approved.

## **1.4 Areas of Improvement**

The following were noted as areas of improvement:

- a. All question papers (100%) were fully compliant with the cognitive demand criterion at initial moderation, compared with compliance in the two previous years (57% and 71%);
- b. Fifty-seven percent of question papers and accompanying marking guidelines were approved at initial moderation in 2022 compared to 14% in 2021 and 29% in 2020: and
- c. There was an improvement in the overall compliance of question papers and accompanying marking guidelines, from 39% in 2021 to 66% in 2022.

## **1.5 Areas of Non-Compliance**

The following was noted as a concern:

- a. The quality of internal moderation is a concern as 43% of question papers were fully compliant with this criterion in 2022 and 2021 and 29% in 2020.

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

The IEB is required to:

- a. Strengthen the training of examiners and internal moderators, with emphasis on their roles and responsibilities.

## **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 IEB for external moderation. The findings of the external moderation process indicated that there was great improvement in the quality and standard of compliance of question papers submitted by the IEB at initial moderation. The overall compliance of question papers and accompanying marking guidelines improved from 39% in November 2021 to 66% in November 2022. The improvement in quality was found in seven out of eight criteria. The IEB needs to address the challenges in compliance with the internal moderation criterion, 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 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 biennially by the assessment body and implemented at AET centres. The Independent Examinations Board (IEB) develops and internally moderates SBA tasks before submitting them to Umalusi for external moderation and approval. Once approved, SBA tasks are implemented at institutional level. 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. 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 in terms of the quality of SBA tasks is maintained. All candidates registered to write the GETC: ABET examinations are required to complete common SBA tasks.

## 2.2 Scope and Approach

The shelf life of the SBA tasks for the IEB is two years. The SBA tasks of the three learning areas (Economic and management Sciences, Natural Sciences, and Small Medium and micro Enterprises) expired at the end of the November 2021 examination cycle. The IEB developed and internally moderated SBA tasks of three learning areas in preparation for the 2022 and 2023 examination cycles. The assessment guideline for each learning area prescribes the requirements for developing and implementing SBA tasks at each AET centre. Table 2A indicates the learning areas whose SBA tasks were submitted by the IEB to Umalusi for external moderation.

**Table 2A: SBA tasks submitted for external moderation**

No.	Learning area	Learning area code
1	Economic and Management Sciences	A4EMSC
2	Natural Sciences	A4NTSC
3	Small, Medium and Micro Enterprises	A4SMME

The IEB is responsible for the development and internal moderation of SBA tasks and the accompanying marking guidelines for the GETC: ABET qualification. Each assessment guideline is learning area-specific and prescribes the number of activities, specific outcomes and assessment criteria. The SBA tasks consisted of various assessment methods and forms that include research, tests, projects, assignments, data analysis, orals, comprehension tests, journal entries and worksheets.

Umalusi adopted an off-site approach in the external moderation of SBA tasks and used the Instrument for the Moderation of SBA Tasks. This requires that Umalusi evaluates the quality of SBA tasks according to the following criteria:

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

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

- i. No compliance (met less than 50% of 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 accompanying 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 moderation of the previous SBA tasks of the same learning areas in 2020. 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

The IEB submitted the SBA tasks of three learning areas to Umalusi for external moderation. During initial moderation, the SBA tasks for one learning area were approved and the second was conditionally approved and required resubmission. The third learning area was rejected at initial moderation and required resetting and resubmission.

Umalusi approved all SBA tasks, together with the corresponding marking guidelines, once they were fully compliant in all respects. Table 2B shows the overall compliance of SBA tasks per criterion at initial moderation.

**Table 2B: Overall compliance of SBA tasks per criterion at initial moderation**

No.	Criteria	Compliance frequency (24 instances)			
		None	Limited	Most	All
1	Adherence to assessment guidelines	1	0	0	2
2	Content coverage	1	0	0	2
3	Cognitive demand	1	0	0	2
4	Language and bias	1	0	0	2
5	Formulation of instructions and questions	1	0	1	1
6	Quality and standard of SBA tasks	1	0	1	1
7	Mark allocation and marking guideline	0	1	0	2
8	Internal moderation	1	0	1	1
	<b>Total</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>13</b>
		<b>11</b>			<b>13</b>
	<b>Percentage</b>	<b>46%</b>			<b>54%</b>

The overall compliance in all respects for the SBA tasks and corresponding marking guidelines for 2022 was 54%. There was a significant decrease of 13% in 2022 compared to the overall compliance rate of 2020, which was 67%. Figure 2A below shows the overall compliance over two years (2020 and 2022).



**Figure 2A: Comparison of overall compliance in 2020 and 2022**

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

Table 2C shows a comparison of overall compliance in all respects during initial moderation for November 2020 and November 2022. requirements as stipulated in the assessment guidelines. However, before all SBA tasks and their marking guidelines were approved, the internal moderator addressed the identified challenges.

**Table 2C: Comparison of compliance in all respects of SBA tasks per criterion at initial moderation over two years**

No.	Criterion	November 2020 (%)	November 2022 (%)
1	Adherence to assessment guidelines	67	67
2	Content coverage	67	33
3	Cognitive demand	67	67
4	Language and bias	67	67
5	Formulation of instructions and questions	33	33
6	Quality and standard of SBA tasks	100	33
7	Mark allocation and marking guideline	67	67
8	Internal moderation	33	33
<b>Average overall compliance %</b>		<b>67</b>	<b>54</b>

Table 2C shows that the overall compliance remained the same in six out of eight criteria in 2020 and 2022. There was a notable decline (from 67% to 33%) in the overall compliance of SBA tasks with the content coverage criterion in 2022; and a drastic decrease in compliance with the quality and standard of SBA tasks (from 100% in 2020 to 33% in 2022).

### 2.3.2 Compliance of SBA Tasks with each Criterion

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

#### 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.

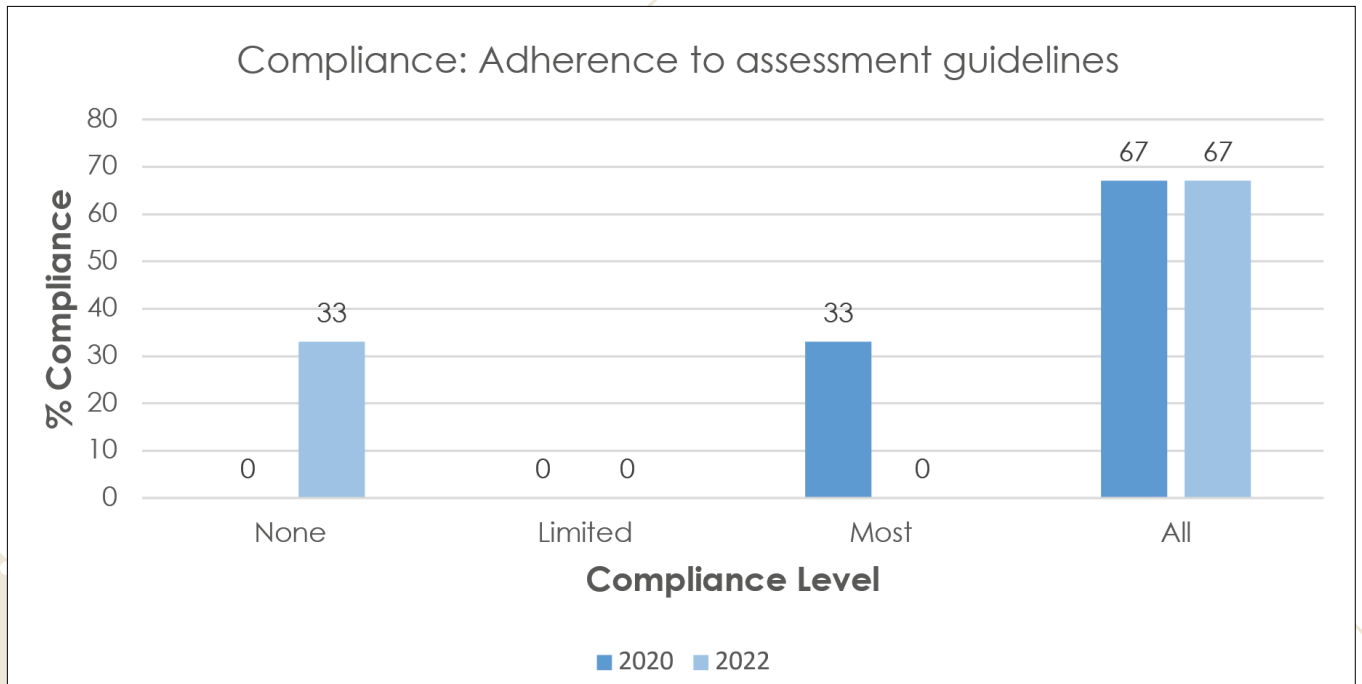
The SBA tasks of the two learning areas (A4NTSC and A4SMME) were compliant in all respects with this criterion. However, the SBA tasks of one learning area (A4EMSC), showed non-compliance with this criterion, for the following reasons:

- i. Some unit standards (US) were over-assessed;
- ii. Others were under-assessed; and
- iii. Others were not assessed at all.

The IEB showed a significant improvement in the SBA tasks for A4NTSC, which was rejected at initial moderation in 2020 but approved at initial moderation in 2022. On the other hand, there was a decline in the compliance of the learning area A4EMSC, which was fully compliant in 2020 but was rejected in 2022 at initial moderation.

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

Figure 2B illustrates the comparison of compliance with adherence to the assessment guidelines criterion in 2020 and 2022.



**Figure 2B: Comparison of compliance with adherence to assessment guidelines criterion in 2020 and 2022**

Figure 2B shows that the number of SBA tasks that were non-compliant increased from 0% in 2020 to 33% in 2022. Challenges identified at initial moderation were addressed. The SBA tasks were fully compliant when they were approved.

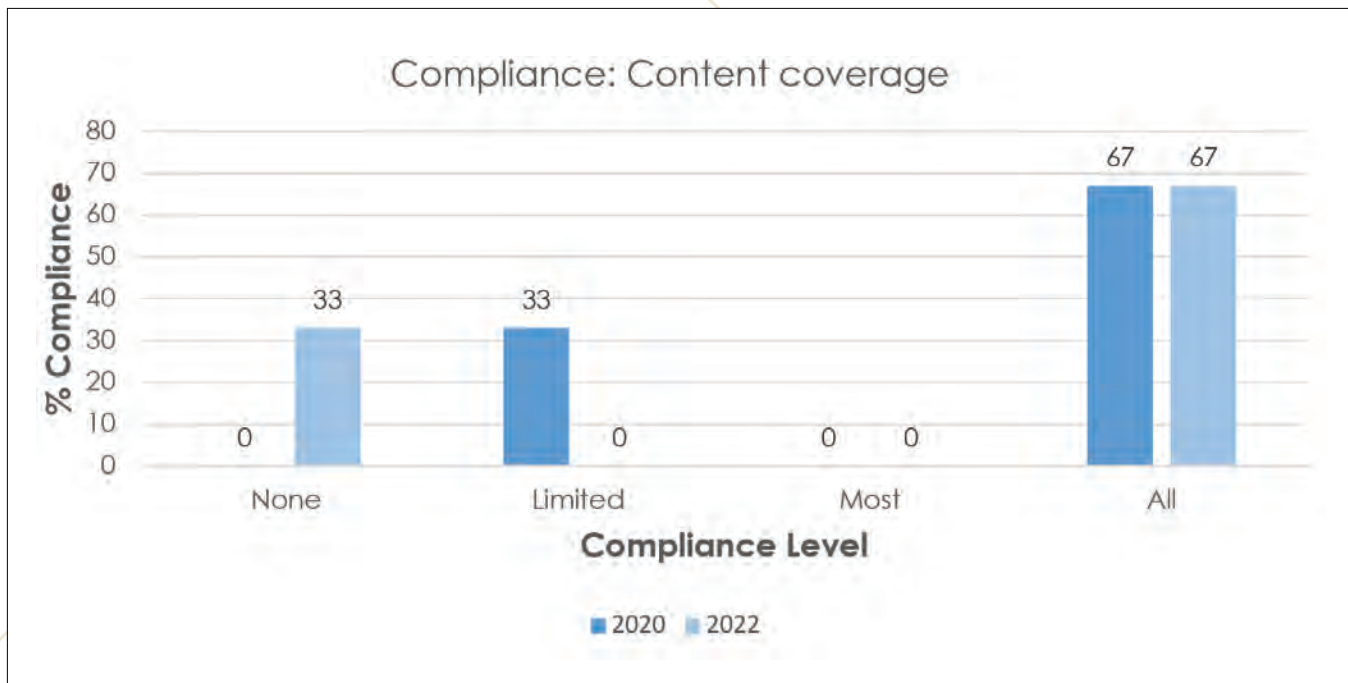
### Content coverage

Umalusi evaluates whether all tasks cover the content as prescribed by the assessment guidelines of the IEB 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 IEB assessment guidelines.

The SBA tasks of two learning areas (A4NTSC and A4SMME) showed compliance in all respects with the content coverage criterion at initial moderation. The spread of the content in the SBA tasks was aligned with the requirements in the assessment guidelines. The SBA tasks for A4EMSC showed non-compliance with this criterion. The content was unevenly and unfairly skewed towards one US. The weighting of content deviated widely from the prescripts of the assessment guideline. One of the US was assessed at 60% instead of 13.3%, while the other was assessed at 20% instead of 1%. However, before the SBA tasks and their marking guidelines were approved the internal moderator addressed all identified challenges.

Figure 2C illustrates a comparison of compliance with this criterion in 2020 and 2022.





**Figure 2C: Comparison of compliance with the content coverage criterion in 2020 and 2022**

Although compliance with this criterion in all respects remained constant at 67% for 2020 and 2022, Figure 2C shows a decline in the quality of content coverage in 2022, since the number of SBA tasks that were non-compliant increased from 0% in 2020 to 33% in 2022. Challenges identified at initial moderation were addressed. The SBA tasks were fully compliant when they were approved.

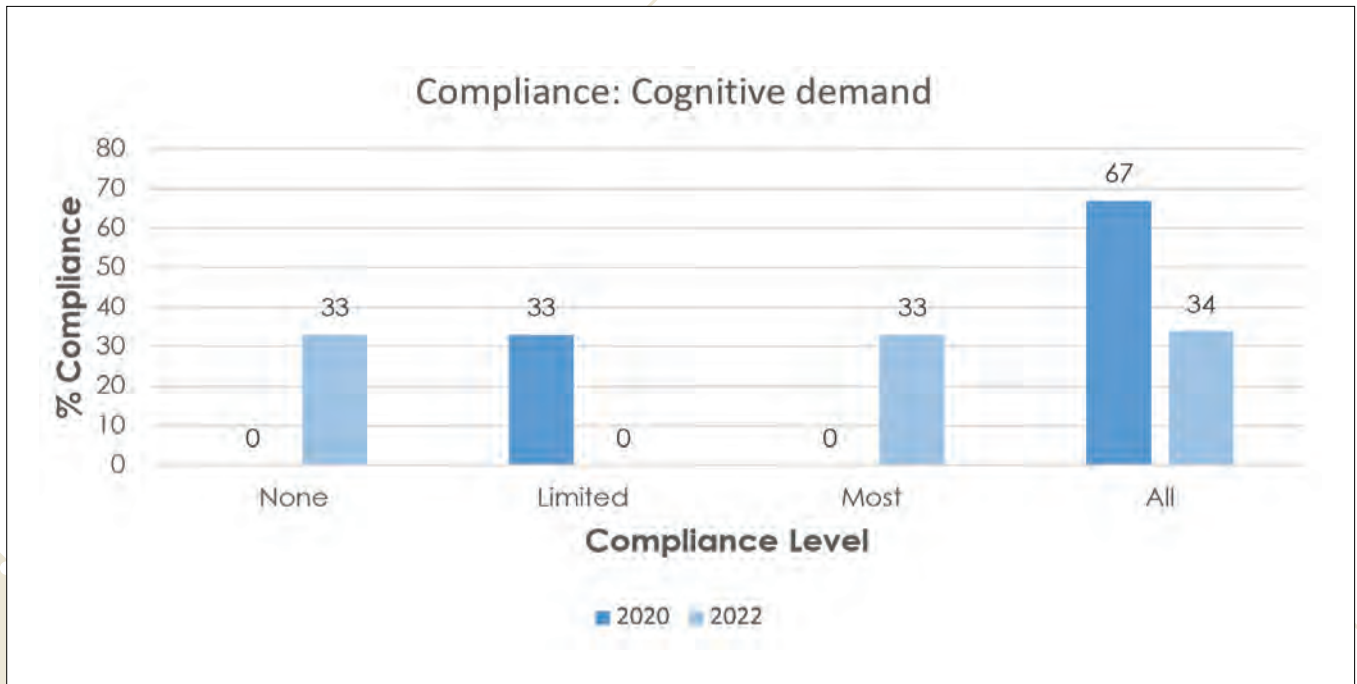
### Cognitive demand

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

At initial moderation, the SBA tasks of one learning area (A4NTSC) were compliant in all respects; those of another learning area (A4SMME) were compliant in most respects; while the SBA tasks of the remaining learning area (A4EMSC) showed non-compliance with this criterion.

In two learning areas (A4EMSC and A4SMME) there was inappropriate and unfair distribution of questions among the different cognitive levels and difficulty levels. These identified challenges were addressed by the internal moderator before the SBA tasks were approved.

Figure 2D indicates the comparison of compliance with this criterion in 2020 and 2022.



**Figure 2D: Comparison of compliance with the cognitive demand criterion in 2020 and 2022**

Figure 2D shows that compliance in all respects with this criterion declined from 67% in 2020 to 34% in 2022 at initial moderation.

### Language and bias

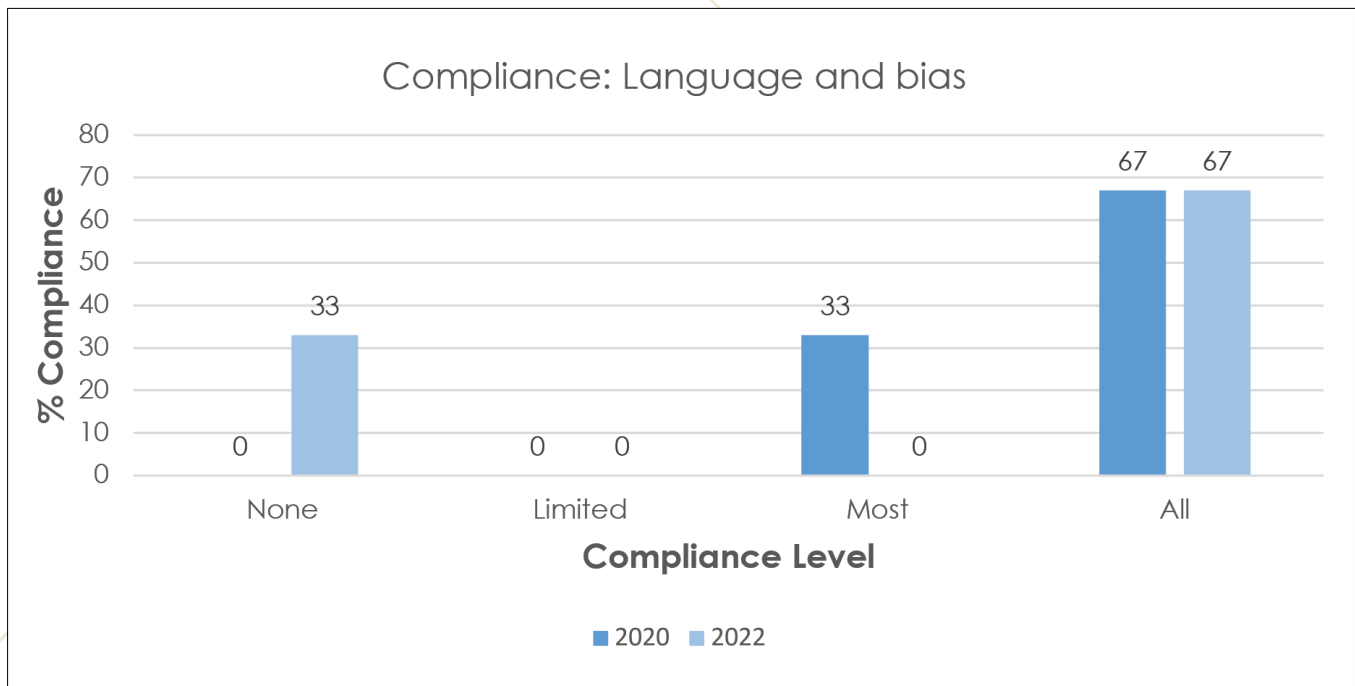
This criterion checks whether appropriate language was used in the SBA tasks. Further, it checks that the language used in the SBA tasks is not offensive, is free from bias of any nature and is appropriate for National Qualifications Framework (NQF) Level 1 students. The expectation is that all SBA tasks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

The SBA tasks of two learning areas (A4NTSC and A4SMME) were fully compliant with the language and bias criterion; the SBA tasks of A4EMSC showed non-compliance with this criterion. Umalusi identified the following challenges:

- i. Language errors that made the instructions and question unclear, requiring rephrasing;
- ii. Spelling errors that needed rigorous editing;
- iii. Punctuation marks were not properly used;
- iv. Different font types and sizes were used;
- v. There was misalignment of columns and rows that affected the distribution of mark allocation; and
- vi. Inappropriate and over-use of the word 'What' in almost all the SBA tasks of the learning area.

However, the internal moderator addressed all identified challenges before the SBA common assessment tasks (CAT) and their marking guidelines were approved.

Figure 2E shows the comparison of compliance with this criterion in 2020 and 2022.



**Figure 2E: Comparison of overall compliance with the language and bias criterion in 2020 and 2022**

Figure 2E shows that the level of compliance in all respects with this criterion remained constant at 67% in 2020 and 2022. There was also an increase in the number of SBA tasks that were non-compliant, from 0% in 2020 to 33% in 2022.

### Formulation of instructions and questions

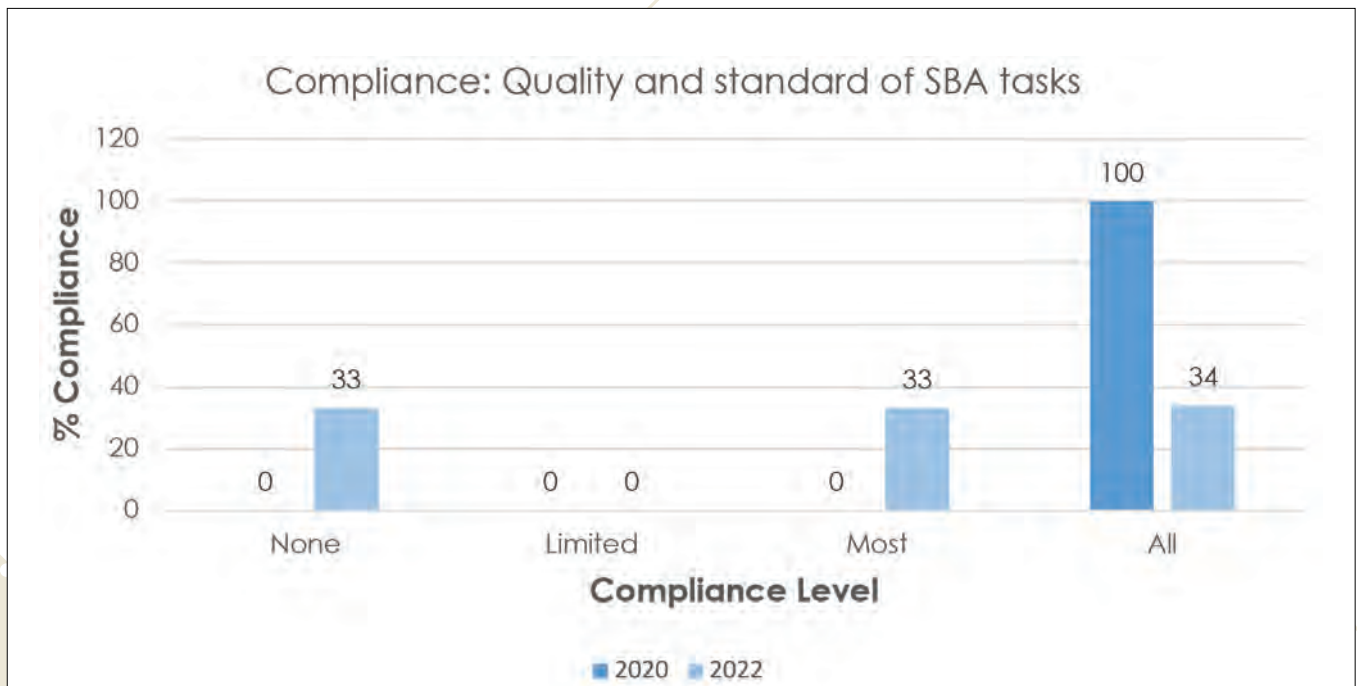
To meet this criterion questions are expected to be clearly formulated and free from ambiguity and confusion. In addition, questions and instructions are expected to be grammatically correct to elicit appropriate responses and avoid confusing students.

The SBA tasks of one learning area (A4NTSC) were compliant in all respects while the SBA tasks of another learning area (A4SMME) were compliant in most respects. It was only the SBA tasks of A4EMSC that showed non-compliance with this criterion at initial moderation. The SBA tasks of A4SMME were rejected and had to be redeveloped. The following challenges were identified:

- i. Questions were vague and ambiguous and could be misinterpreted;
- ii. Questions were poorly formulated;
- iii. Superfluous words and irrelevant information were used;
- iv. Clues that led to the correct responses were provided; and
- v. There was non-alignment between questions in the question paper and responses in the marking guideline.

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

Figure 2F shows the comparison of compliance of SBA tasks with this criterion in 2020 and 2022.



**Figure 2F: Comparison of compliance with the formulation of instructions and questions criterion over two years**

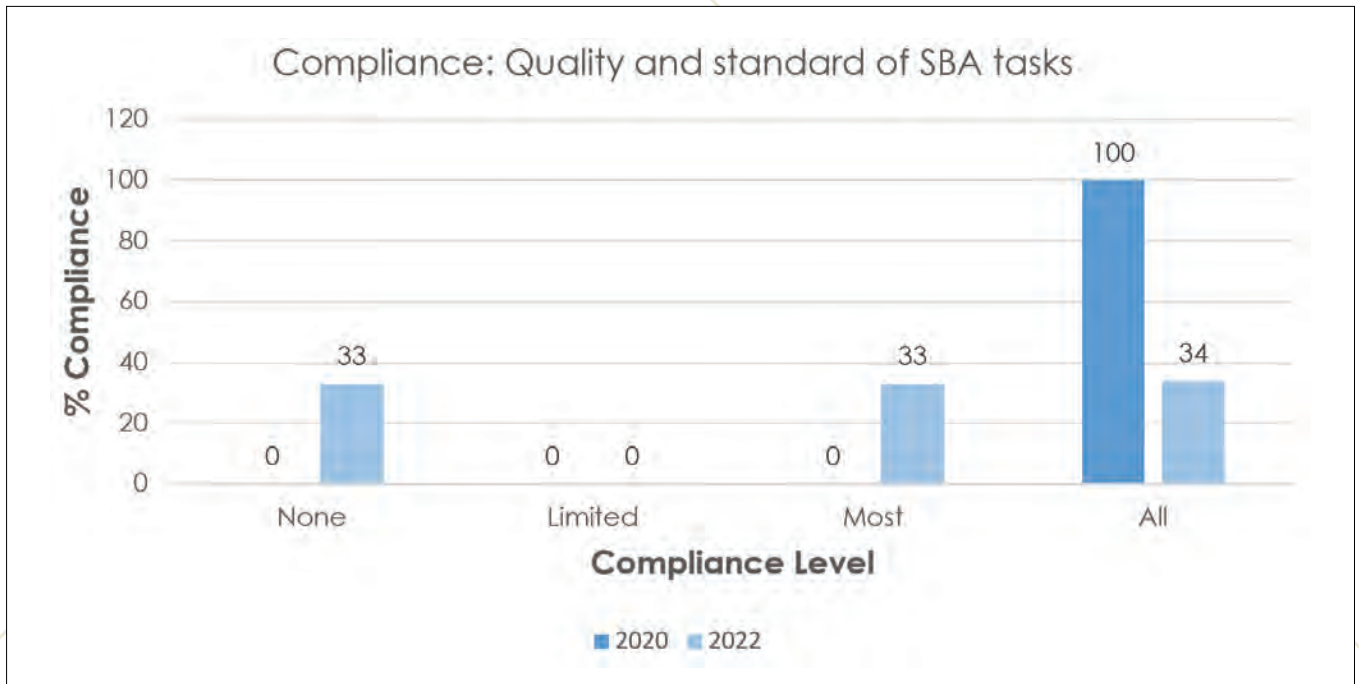
Figure 2F shows that there was consistency in compliance with the formulation of instructions and questions criterion in all respects in 2020 and 2022. There was a huge decline in the number of SBA tasks that were compliant in most respects, from 67% in 2020 to 34% in 2022. There was also an increase in the number of SBA tasks that were non-compliant with this criterion, from 0% in 2020 to 33% in 2022.

### 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.

At initial moderation the SBA tasks of one learning area (A4NTSC) were fully compliant with this criterion. All the activities of the A4NTSC SBA tasks were of good quality and acceptable standard. The SBA tasks of A4SMME showed compliance in most respects. Umalusi noted with concern the poor quality and unacceptable standard of the SBA tasks in the A4EMSC. All SBA tasks did not adhere to the prescripts of the assessment guidelines at initial moderation. However, before the SBA CAT and their marking guidelines were approved the internal moderator addressed all identified challenges.

Figure 2G shows the comparison of compliance with this criterion in 2020 and 2022.



**Figure 2G: Comparison of compliance with the quality and standard of SBA tasks criterion over two years**

Figure 2G shows a drastic decrease in the quality and standard of the SBA tasks from 2020 to 2022. In 2022, 34% were compliant in all respects with this criterion, compared to 100% in 2020. There was also an increase in the number of SBA tasks that were compliant in most respects, as well as those that were non-compliant, from 0% in 2020 to 33% in 2022.

### Mark allocation and marking guideline

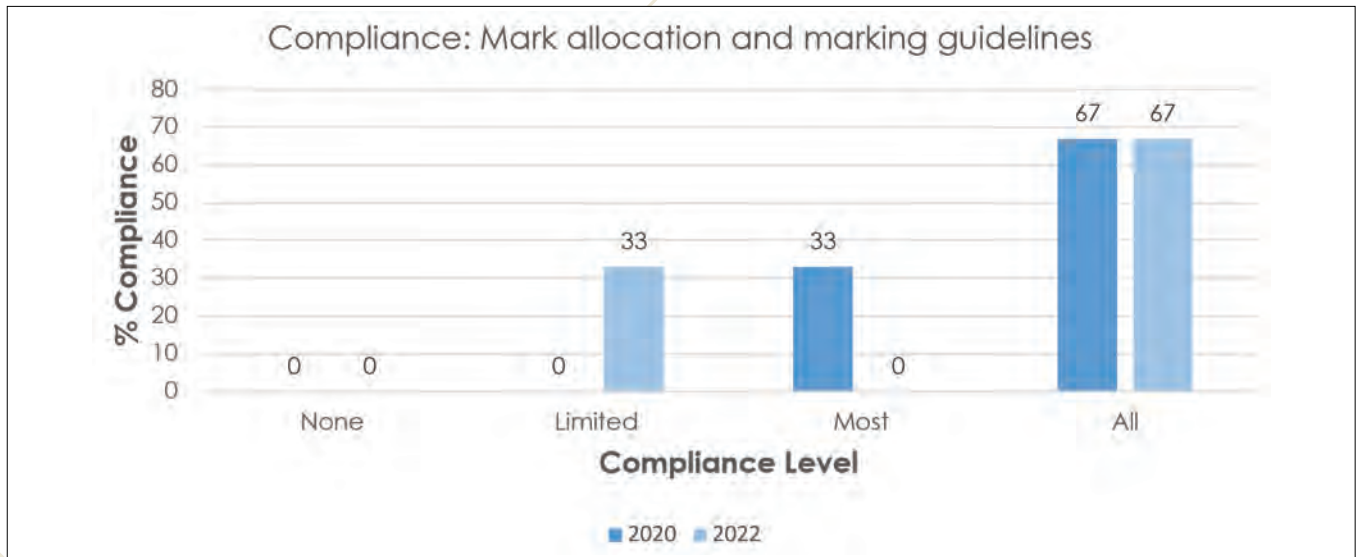
Umalusi verifies that the mark allocation is accurate and that marking guidelines are error-free. This criterion, further, checks that the mark allocation in the SBA tasks is similar to those in the accompanying marking guidelines. Examiners are also expected to provide an analysis grid that shows a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

While SBA tasks of two out of the three learning areas (A4NTSC and A4SMME) were fully compliant with the mark allocation and marking guidelines criterion, one learning area (A4EMSC) showed limited compliance. The challenges identified regarding mark allocation in A4EMSC were:

- i. An incorrect total in the SBA tasks of 30 marks instead of 15 as per the assessment guidelines; and
- ii. The use of a memoranda instead of rubrics in paragraph-type questions.

Since the entirety of the A4EMSC SBA tasks was rejected, the marking guideline was also rejected and had to be redeveloped, based on new questions. The SBA tasks were approved after they were made fully compliant with this criterion; all CAT and their marking guidelines were approved after the internal moderator addressed the identified challenges.

The comparison of compliance with this criterion in 2020 and 2022 is shown in Figure 2H.



**Figure 2H: Comparison of compliance with mark allocation and marking guidelines criterion in 2020 and 2022**

Figure 2H shows that the number of SBA tasks that were compliant in all respects remained at 67% in 2020 and 2022. However, those that were compliant in most respects decreased from 33% in 2020 to 0% in 2022. The SBA tasks with limited compliance increased from 0% in 2020 to 33% in 2022.

**Internal moderation**

Umalusi verifies that internal moderation has been conducted at assessment body level to meet this criterion. Internal moderation of SBA is a rigorous process, similar to the moderation 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.

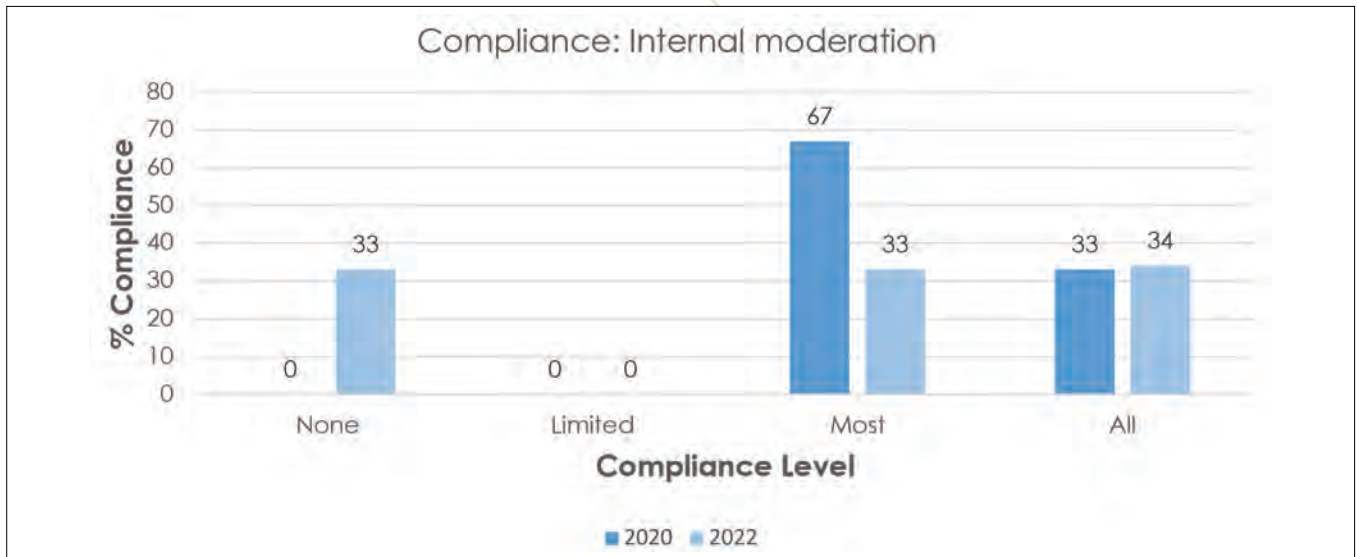
There was some evidence that the assessment body conducted its internal moderation, by providing internal moderation reports and the history of the development of SBA tasks at initial moderation. Umalusi noted with concern, however, that internal moderation was not a rigorous process, since glaring mistakes and errors were identified in the SBA tasks.

The SBA tasks of one learning area (A4NTSC) complied in all respects, while those of another learning area (A4SMME) complied in most respects with this criterion. The SBA tasks of A4EMSC showed limited compliance. The challenges identified in A4SMME, but mostly in A4EMSC, were:

- i. Over-assessed, under-assessed, or not the assessed US;
- ii. Non-adherence to the assessment guidelines;
- iii. Incorrect mark allocation;
- iv. Poor formulation of questions and unclear instructions;
- v. Unfair distribution of cognitive levels among questions; and
- vi. Grammatical mistakes.

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

The comparison of compliance with this criterion in 2020 and 2022 is shown in Figure J.



**Figure 2J: Comparison of compliance with the internal moderation criterion in 2020 and 2022**

Figure 2J shows that 34% of SBA tasks were compliant in all respects in 2022, compared with 33% in 2020. There was a decrease in the number of SBA tasks that showed compliance in most respects, from 67% in 2020 to 33% in 2022; and an increase in those that were non-compliant from 0% in 2020 to 33% in 2022.

## 2.4 Areas of Improvement

The following improvements were noted:

- There was a great innovation in the development of most SBA tasks;
- SBA tasks and their marking guidelines were neatly packaged together with their reports and analysis grids;
- Most SBA tasks showed adherence to assessment guidelines when they were submitted for external moderation; and
- There was an improvement for one learning area that was rejected in 2020 and approved in 2022 at initial moderation.

## 2.5 Areas of Non-Compliance

The following were noted as concerns:

- The deviations in content coverage and cognitive demand were way beyond the acceptable tolerance range; and
- The poor quality of internal moderation of SBA tasks before submission for external moderation.

## 2.6 Directives for Compliance and Improvement

The IEB is required to:

- Strengthen the training of examiners and internal moderators, focusing on their role and responsibilities during the development and internal moderation of SBA tasks.

## 2.7 Conclusion

Umalusi moderators reported in detail on the SBA tasks and the accompanying marking guidelines that were submitted by the IEB for external moderation.

The findings of the external moderation process indicated that there was a decline in the quality and standard of the SBA tasks at initial moderation. The overall compliance of the SBA tasks with the accompanying marking guidelines decreased from 67% in 2020 to 54% in 2022. The decline in the quality of SBA tasks was significant in overall compliance with the quality and standard of SBA tasks (from 100% in 2020 to 33% in 2022). The IEB is required to strengthen its internal moderation process to address all challenges identified by Umalusi during the external moderation process.

# CHAPTER 3 MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

## 3.1 Introduction

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

Students present their responses to SBA tasks in a portfolio of evidence (PoE); facilitators present a portfolio of assessment (PoA). Internal moderation of SBA portfolios is an important quality assurance process and it is expected to be conducted at centre and assessment body levels. 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 at different levels;
- d. Check on the quality of internal moderation of SBA portfolios; and
- e. Report on the overall quality of SBA portfolios.

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

## 3.2 Scope and Approach

Umalusi externally moderated the SBA portfolios on-site at the Holy Family College, in Johannesburg, the marking and moderation centre of the Independent Examinations Board (IEB). The process was conducted from 19 November to 20 November 2022. The IEB submitted SBA portfolios for the seven learning areas that they assessed for the November 2022 GETC: ABET examination.

Umalusi sampled and moderated one SBA portfolio per Adult Education and Training (AET) centre. This provides an indication of the compliance of each centre with the requirements of implementing SBA. A summary of AET learning sites and the number of SBA portfolios moderated are shown in Table 3A.

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 guidelines;
- b. Internal moderation;
- c. Structure and content of SBA portfolios;
- d. Implementation of SBA assessment tasks;
- e. Student performance;
- f. Quality of marking; and
- g. Overall qualitative evaluation of the 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 decisions were 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 Umalusi moderators' findings and observations from their moderation of SBA portfolios at the sampled AET centres. Umalusi moderated the SBA portfolios at each centre to measure the degree of compliance in implementing and moderating SBA. It should be noted that the findings and conclusions were obtained from the samples selected for moderation.

#### 3.3.1 Moderated Samples

Table 3A shows the number of SBA portfolios externally moderated per learning area, per AET centre.

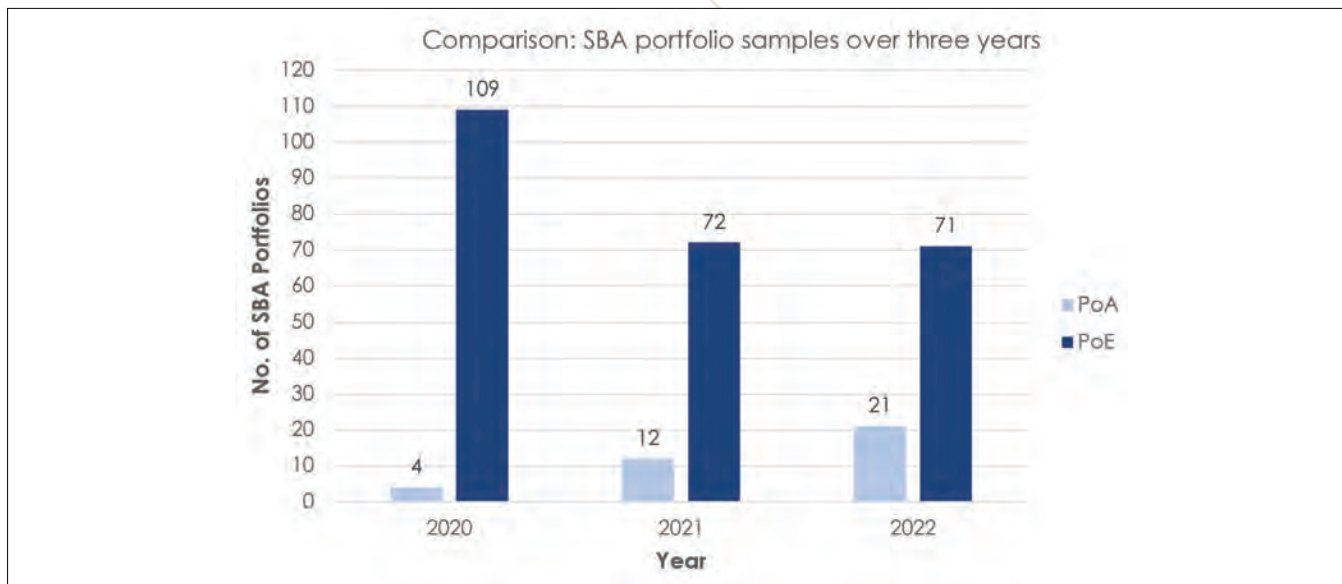
**Table 3A: SBA portfolio samples submitted and moderated**

Learning area	AET centre	Sample submitted		Sample moderated		% moderated
		PoA	PoE	PoA	PoE	
A4EMSC	Milimo Training NHLS Cape Town	0	5	0	1	20
	Milimo Training NHLS Klerksdorp	0	2	0	1	50
	Milimo Training (Pty) Ltd Jub	0	5	0	1	20
	Kriel Colliery	0	2	0	1	50
	Circle Way College Clarinet	0	2	0	1	50
	SAADA House	0	3	0	1	33
	Diepsloot Foundation	1	5	1	1	60
	Herzlia School	0	1	0	1	100
	The Training PRO 2	0	5	0	1	20
	Langemeer Vulstasie MW GP	0	1	0	1	100
A4HSSC	The Training PRO 2	1	5	1	1	60
	The Training PRO	1	5	1	1	60
	Diepsloot Foundation	1	4	1	1	40
	Circle Way College	1	6	1	1	29
	SAADA House	1	4	1	1	40
	Cape Town Skills Facilitator	1	5	1	1	60
	Herzlia School	1	3	1	1	50
	Siphakame-Swartland Municipality	1	5	1	1	60
	St George's Life Campus	1	2	1	1	66
	Kriel Colliery	0	4	0	1	25
A4CENG	Sizanani Secunda	1	5	1	2	50
	Uniq MW GP	0	1	0	1	100
	Hendler & Hart (Pty) Ltd	0	2	0	1	50
	SGX Logistics Imana	0	2	0	1	50
	Sol Plaatje University	0	3	0	1	33
	National Skills and Technical College	0	2	0	1	50
	Richards Bay Minerals	0	2	0	1	50
	Ninian & Lester	0	3	0	1	33
	Adcock Ingram	0	2	0	1	50
A4LIFO	Cape Town Skills Facilitator	1	1	1	1	100
	Sizanani Secunda	1	5	1	1	20
	Diepsloot Foundation	1	5	1	1	33
	National Skills and Technical College	0	5	0	1	20

	Emalahleni Municipality Project Literacy	0	2	0	1	50
	Kriel Colliery–Zibulo	0	3	0	1	33
	Palabora Learning Centre	0	1	0	1	100
	South Deep Literacy Project	0	5	0	1	20
	APTJ Training and Development	0	2	0	1	50
	SAADA House	0	5	0	1	20
A4MATH	SAADA House	0	4	0	1	25
	Kriel Colliery–Zibulo	0	5	0	1	20
	Kriel Colliery	0	3	0	1	33
	Siphakame–West Coast District	1	1	1	1	100
	Milimo Training NHLS Cape Town	0	10	0	1	10
	Siphakame-Swartland Municipality	1	5	1	1	33
	Imana Foods SA (Pty) Ltd	0	2	0	1	50
	Emalahleni Municipality Project Literacy	0	3	0	1	33
	Northam Platinum Limited	0	5	0	1	20
	Richards Bay Minerals MW DBN	1	2	1	1	66
A4NTSC	Cape Town Skills Facilitator	0	4	0	1	25
	Mogolo Academy	0	4	0	1	25
	SAADA House	0	4	0	1	25
	Palabora Learning Centre	1	3	1	1	50
	Sizanani Secunda	0	6	0	1	17
	Sizanani Sasol	0	4	0	1	25
	Kriel Colliery	0	1	0	1	100
	Siphakame–West Coast District	1	5	1	1	33
	South Deep Mine	0	5	0	1	20
	St George's Life Campus	0	2	0	1	50
A4SMME	Mogolo Academy	0	3	0	2	66
	South Deep Mine-Project Literacy	0	4	0	2	50
	Kriel Colliery–Zibulo	0	4	0	2	50
	Cape Town Skills Facilitator	1	5	1	2	33
	Siphakame-Swartland Municipality	0	1	0	1	100
	Siphakame–West Coast District	1	1	1	1	100
	Langemeer Vulstasie	0	1	0	1	100
<b>TOTAL</b>		<b>21</b>	<b>222</b>	<b>21</b>	<b>71</b>	<b>22</b>

Table 3A indicates that in total, Umalusi selected a sample of 71 students' PoE and 21 facilitators' PoA in November 2022. Umalusi issued a directive that moderators select one student PoE per AET centre; however, in some instances at least two students' PoE were selected, due to fewer AET centres submitting SBA portfolios.

Figure 3A compares the number of PoE and PoA samples over three years.



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

Figure 3A shows a decrease in the number of students' PoE in 2022 compared to 2020 and 2021. However, there was an increase in the number of facilitators' PoA in 2022 compared to the two previous years. This was because of the change in the approach, where more AET centres and fewer students' PoE were selected for moderation.

### 3.3.2 Overall Compliance of AET Centres With Each Criterion

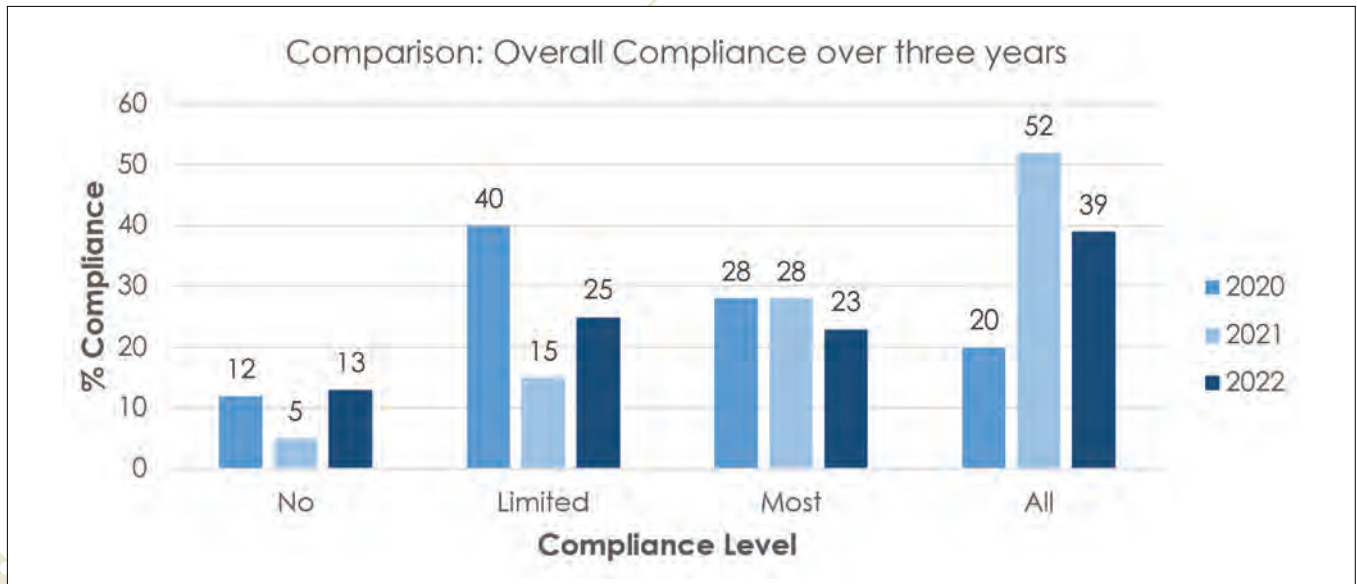
Umalusi made provision for the moderation of one facilitator's PoA and one student's PoE per learning area, per AET centre. Table 3B summarises the overall compliance status of AET centres with the criteria for all learning areas.

**Table 3B: Overall compliance of AET centres per criterion**

No.	Criteria	Compliance frequency (396 Instances)			
		No	Limited	Most	All
1.	Adherence to assessment guidelines	16	27	10	13
2.	Internal moderation	5	0	14	47
3.	Structure and content of SBA portfolios	0	13	35	18
4.	Implementation and assessment of SBA tasks	12	28	0	26
5.	Performance of students	5	18	20	23
6.	Quality of marking	13	12	14	27
<b>Total</b>		<b>51</b>	<b>98</b>	<b>93</b>	<b>154</b>
<b>Percentage (%)</b>		<b>13</b>	<b>25</b>	<b>23</b>	<b>39</b>
<b>% Overall compliance 2022</b>		<b>5</b>	<b>15</b>	<b>28</b>	<b>52</b>
<b>% Overall compliance 2020</b>		<b>12</b>	<b>40</b>	<b>28</b>	<b>21</b>

Table 3B indicates that the overall compliance in all respects in 2022 was 39%, compared to 52% in 2021 and 21% in 2020. It should be noted, however, that in November 2022, there was an increase in samples of SBA portfolios compared to 2020 and 2021.

Figure 3B is a graphic representation of overall compliance from 2020 to 2022.



**Figure 3B: Comparison of overall compliance over three years**

### 3.3.3 Compliance of AET Centres With Each Criterion

The compliance of SBA portfolios with each criterion for all learning areas is described below under subparagraphs a) to f). Each section includes a comparative graph (Figure 3C to Figure 3H) showing the differences in compliance per criteria in the findings of the 2020, 2021 and 2022 moderations.

#### Adherence to assessment guidelines

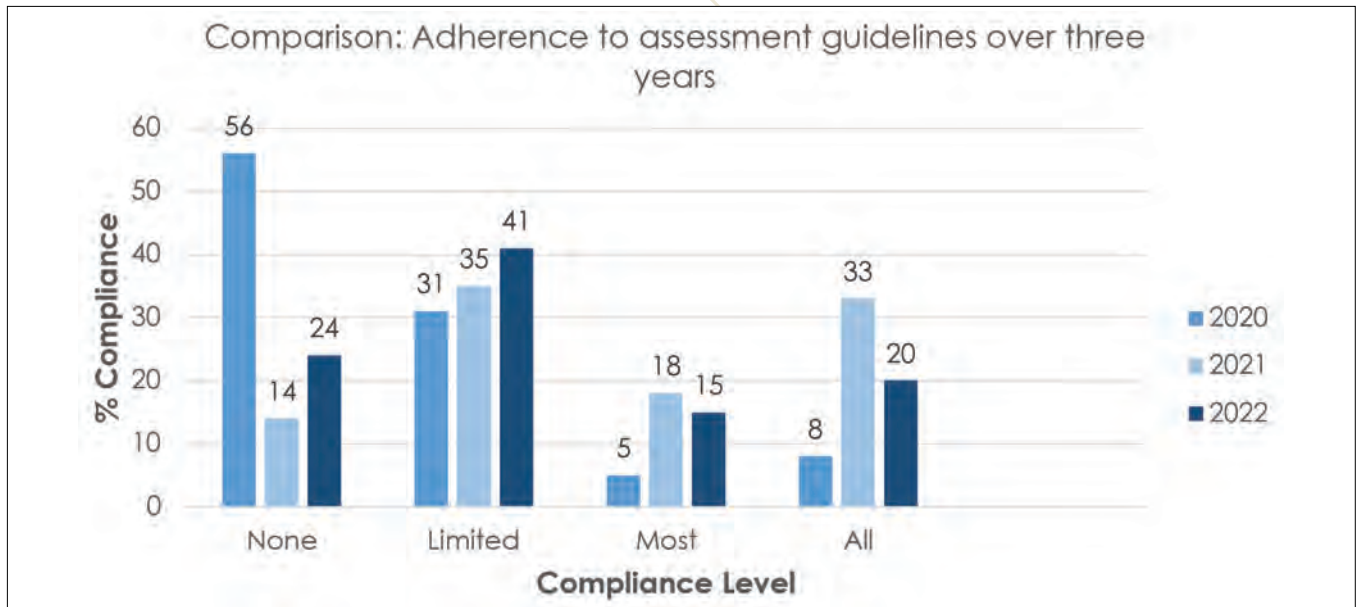
This criterion checks the students' PoE and facilitators' PoA to ensure that the content adheres to the assessment guidelines of the assessment body. The assessment guidelines prescribe the various policies and assessment and planning documents that should be included in all facilitators' PoA. The guidelines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

In November 2022, 20% of the sample was compliant in all respects, 15% in most respects, 41% showed limited compliance and 24% were non-compliant with this criterion. Twenty-one AET centres submitted PoA in the following learning areas: A4HSSC (all centres), A4MATH (three centres), A4EMSC (one centre), A4CENG (one centre) and A4NTSC (two centres). Although the PoA were submitted, there were challenges identified during moderation:

- i. Some of the facilitators' PoA did not contain the assessment plan and it was challenging to determine whether the SBA tasks were implemented accordingly;
- ii. Where assessment plans were submitted, the dates were not consistent with the actual implementation of the SBA tasks (A4LIFO);
- iii. Mark sheets were not included in the PoA;
- iv. Facilitators' details were not provided;
- v. SBA tasks and the marking guidelines were contained in a plastic sleeve (A4LIFO, one centre);
- vi. SBA tasks and the marking guideline were neither stapled nor neatly organised;
- vii. No working mark sheets and final mark sheets were submitted (A4LIFO, one centre; A4NTSC, eight centres); and
- viii. Students were not provided with the assessment rubrics (A4EMSC, all centres; A4CENG, all centres).

The AET centres that did not submit the facilitators' PoA, submitted the facilitators' guides, containing SBA tasks with the accompanying marking guidelines.

Figure 3C illustrates the comparison of compliance with the adherence to assessment guidelines criterion in 2020, 2021 and 2022.



**Figure 3C: Comparison of compliance with the adherence to assessment guidelines criterion over three years**

Figure 3C show a decline in compliance in all respects with this criterion in 2022 when compared to 2021. Non-compliance with this criterion increased in 2022 when compared with that of 2021, but was still low compared with that of 2020.

### Internal moderation

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

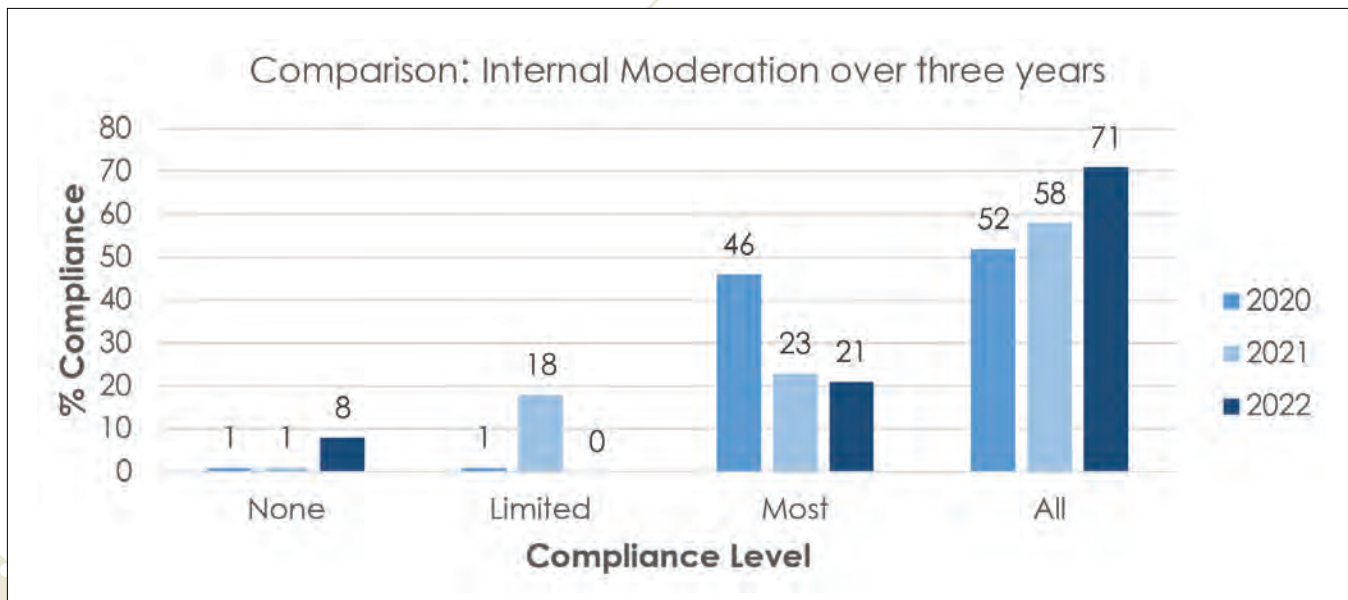
Umalusi moderation took place simultaneously with the assessment body's internal moderation and other quality assurance processes. Although feedback from the internal moderators was provided, it did not reach the facilitators and students timeously because of the timing of the internal moderation process.

Seventy-one percent of the sample was compliant in all respects with this criterion, 21% was compliant in most respects, 0% showed limited compliance and 8% were not compliant at all. Internal moderators provided constructive and developmental feedback to both the facilitators and students. Furthermore, internal moderators identified gaps and provided recommendations for improvement. Umalusi commended AET centres for conducting centre moderation in A4HSSC.

In A4CENG, Task 4 is a performance-based activity and cannot be moderated off-site; however, the internal moderator was able to moderate and verify marks allocated to such an activity. Internal moderation was poorly conducted in A4NTSC. Limited and non-compliance with this criterion were due to the following:

- i. No evidence of internal moderation (A4NTSC, two centres);
- ii. Not all tasks were moderated (A4SMME, two centres; A4NTSC, one centre; A4LIFO, three centres);
- iii. Detailed internal moderation reports not submitted (A4NTSC);
- iv. Feedback to students not provided; and
- v. The quality of the internal moderation reports was below standard (A4SMME).

Figure 3D compares compliance with this criterion in 2020, 2021 and 2022.



**Figure 3D: Comparison of compliance with the internal moderation criterion over three years**

Figure 3D shows that, when compared to 2020 and 2021, there was a slight improvement in all respects, from 52% to 58%; however, in 2022 there was a significant improvement, from 58% to 71%.

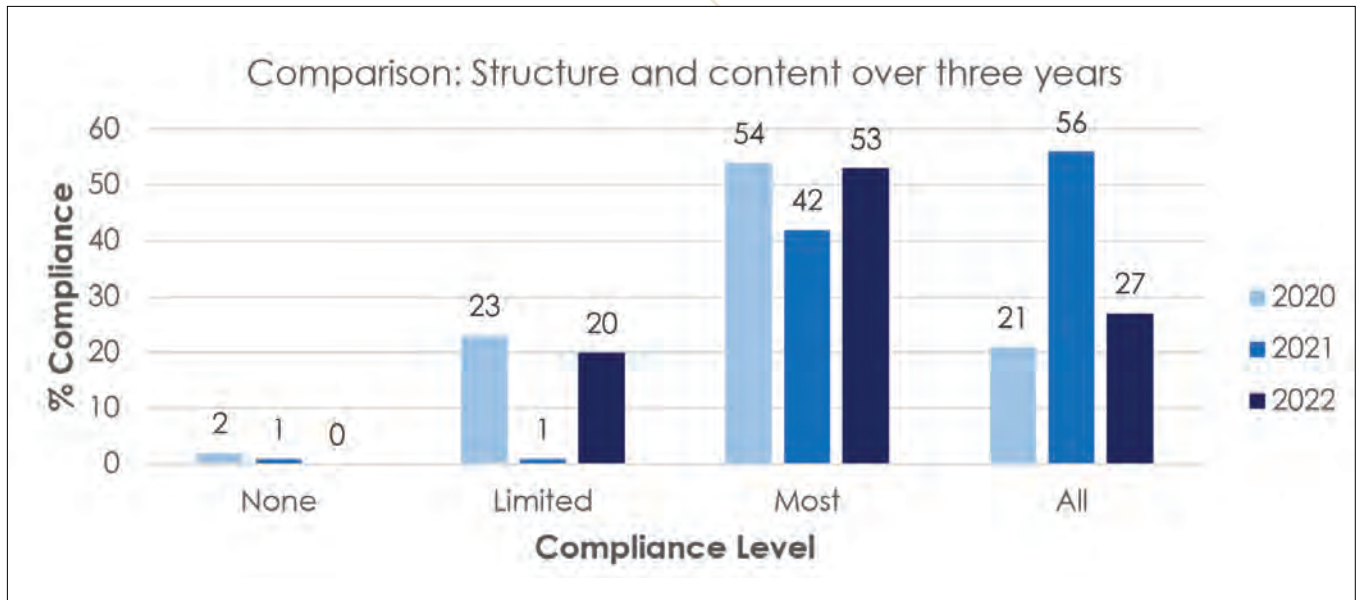
#### Structure and content of SBA portfolios

This criterion checks that students' portfolios contain the relevant documents as specified 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.

Only 27% of the PoE were compliant in all respects with this criterion, 53% were compliant in most respects, 20% showed limited compliance and none were not compliant with this criterion. SBA portfolios for A4HSSC complied in all respects across all the AET centres. Students' PoA were neatly arranged, user friendly and presentable. At one centre in A4LIFO, the PoA had no file dividers, which made it difficult to work with the PoE. Almost all PoE were incomplete, without all the required documents. The recurring and common challenges identified were:

- i. No table of contents;
- ii. No assessment plans;
- iii. No rubrics;
- iv. ID copies not certified;
- v. Students did not sign the declaration forms;
- vi. Students' tasks were neither marked nor signed; and
- vii. There were incomplete mark sheets.

Figure 3E compares the compliance levels over three years.



**Figure 3E: Comparison of compliance with the structure and content criterion over three years**

Figure 3E shows a drastic decline of 29% in the compliance in all respects with this criterion, from 56% in 2021 to 27% in 2022.

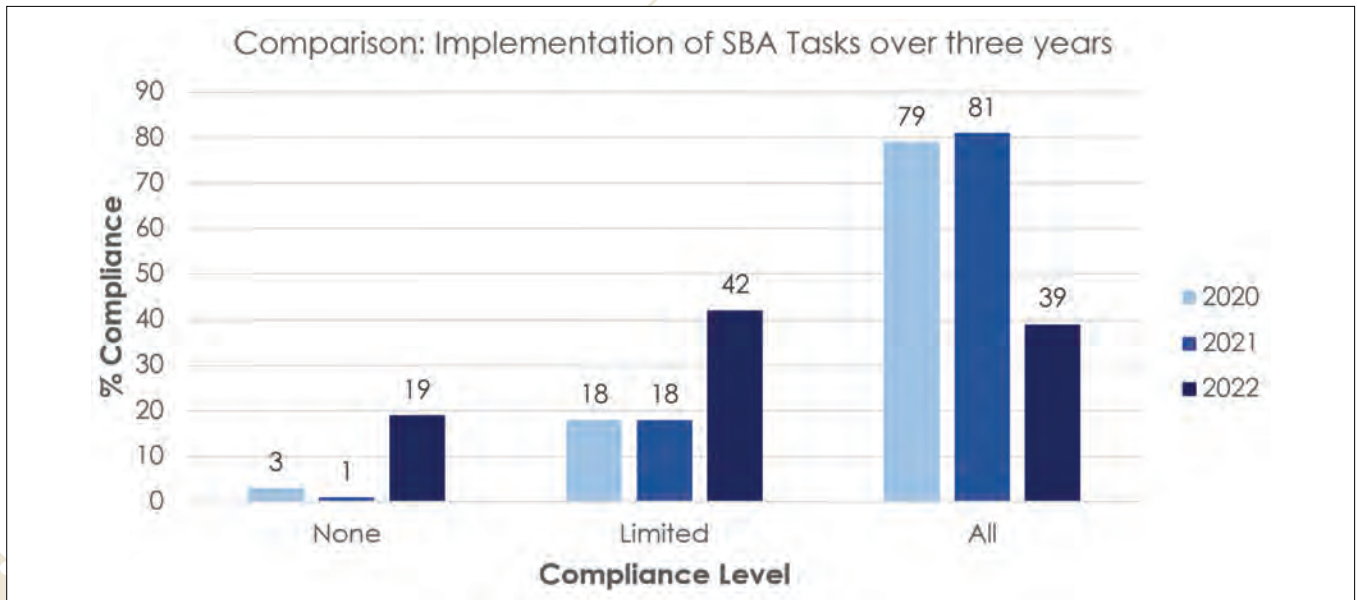
### Implementation and assessment of SBA tasks

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

Almost all learning areas implemented the prescribed SBA tasks for the November 2022 examination cycle. However, the IEB requested a concession from Umalusi, to implement 2020/2021 SBA tasks. This approved concession was implemented in A4NTSC (one AET centre) and A4LIFO (three AET centres). It was challenging for Umalusi to determine whether SBA tasks were implemented according to the assessment plan, due to the non-submission of the assessment plan for these SBA tasks. Umalusi noted the following challenges:

- i. Not all tasks/activities, such as groupwork, posters and presentations, were presented for moderation (A4LIFO, Cape Town Skills Facilitator and National Skills and Technical College); and
- ii. No rubrics were provided (A4LIFO, SAADA House).

Figure 3F indicates the comparison of compliance with the implementation of SBA tasks criterion over three years.



**Figure 3F: Comparison of compliance with the implementation of SBA tasks criterion over three years**

Figure 3F indicates that in 2022 there was a 42% decline in compliance with the implementation of SBA when compared with that of 2021; and a 40% decline when compared with that of 2020. This is a serious cause for concern and the IEB is required to remedy the situation.

### 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) set in the tasks.

Students were able to interpret and respond to all questions correctly in A4HSSC, A4EMSC (one centre) and A4CENG, as well as at Kriel Colliery (A4EMSC) AET centre. In A4SMME student performance was satisfactory, except in Task 2 where students were unable to compile a comprehensive report. In some instances, students left blank spaces.

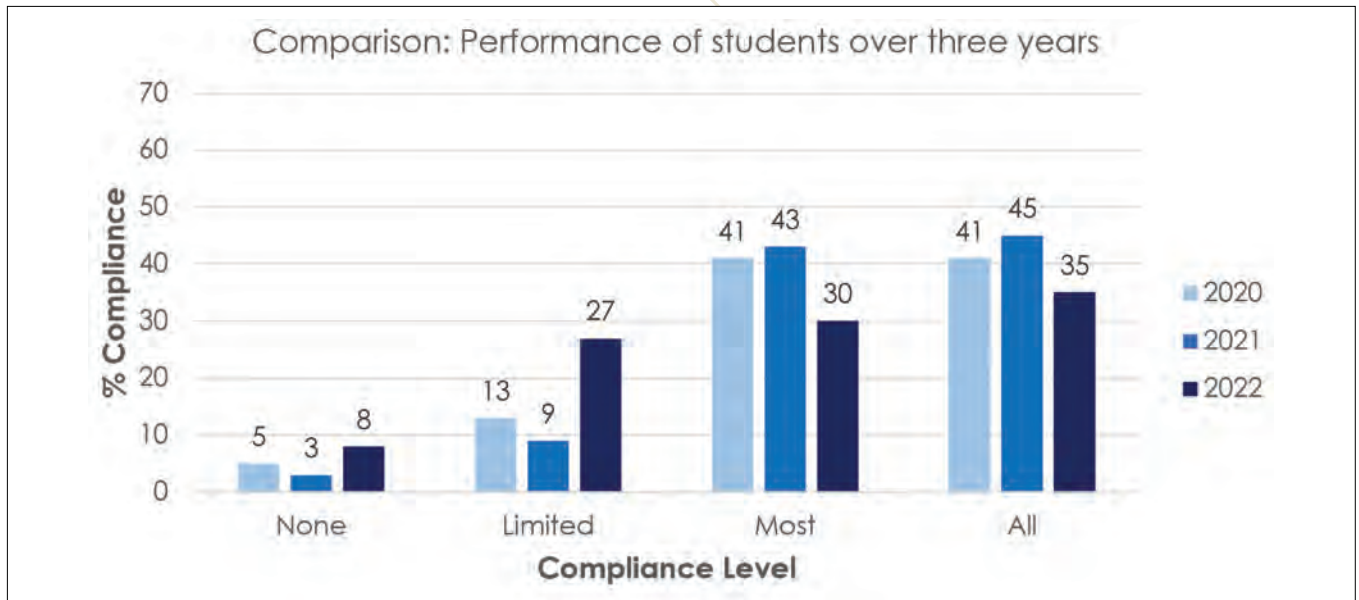
It was challenging to evaluate whether students performed well in one centre (A4EMSC) as if tasks were not marked. Furthermore, in A4MATH wrong answers were awarded full marks. It was evident that students lacked understanding of some concepts (e.g., measurements and calculations in A4NTSC). Umalusi can also reveal that students were challenged when answering middle- to higher-order questions (A4LIFO, A4EMSC and A4NTSC). Moreover, students failed to follow instructions in A4NTSC and A4LIFO, yet were awarded full marks.

The following discrepancies were identified:

- a. Students completed their tasks in pencil (A4EMSC, two centres; A4LIFO, one centre); and
- b. Evidence of cheating, where the facilitator assisted students in answering questions (A4EMSC, Langemeer Vulstasie MW GP).

The compliance levels with this criterion over three years are shown in Figure 3G.





**Figure 3G: Comparison of compliance with the performance of students over three years**

There was a 10% decline in compliance with the performance of students' criterion in 2022 with only 35% of the sample compliant in all respects. There was also a drastic increase in limited compliance in 2022 compared with 2021 and 2020.

### Quality of marking

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

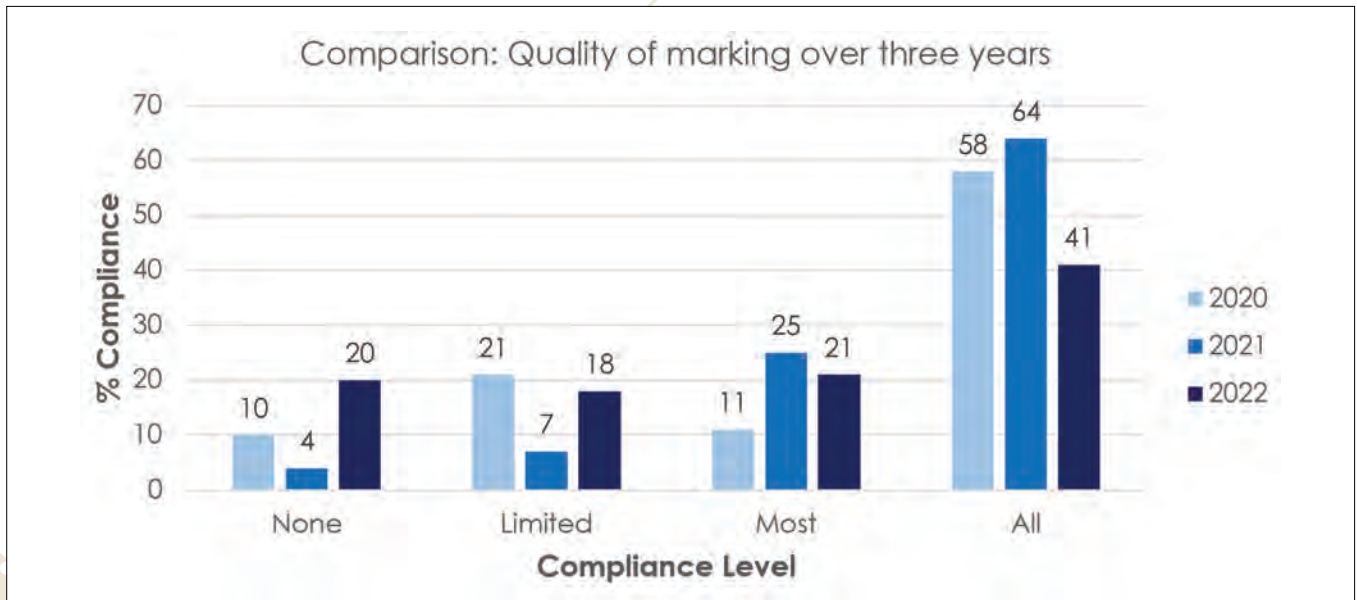
Although high quality marking is a vital contribution to student progress, only 41% of the sampled PoE met this criterion in all respects, 21% showed compliance in most respects, 18% with limited compliance and 20% showed no compliance at all. There was evidence of good quality marking in A4MATH (three centres) and A4HSSC.

The limited and non-compliance issues were because:

- i. Marking was not consistent with the marking guidelines (A4LIFO, one centre; A4SMME, one centre; A4CENG; A4MATH, one centre; A4NTSC, one centre);
- ii. Rubrics were not applied appropriately (A4LIFO, one centre, A4NTSC, one centre);
- iii. Tasks were half-marked and/or not marked at all (A4EMSC, one centre);
- iv. Lenient and incomplete marking were evident (A4SMME, one centre);
- v. Deviation in marks was too broad (10%); and
- vi. Marks were not recorded on the mark sheets (A4EMSC, four centres).

Marks were accurately and correctly recorded and transferred.

Figure 3H shows the comparison of compliance with the quality of marking over three years.



**Figure 3H: Comparison of compliance with the quality of marking criterion over three years**

AET centres' compliance with the quality of marking criterion declined from 64% in 2021 to 41% in 2022—even lower than the 58% of 2020.

### 3.4 Areas of Improvement

The following areas of improvement were noted:

- The quality of Internal moderation process showed improvement;
- Internal moderation reports were constructive and developmental; and
- The sample of PoA was larger in 2022 compared to the samples of 2020 and 2021.

### 3.5 Areas of Non-Compliance

The following concerns were noted:

- Incomplete marking of students' work;
- Non-submission of PoA;
- Non-submission of relevant documents;
- Poor quality of marking, with some students' work incompletely marked and marks that could not be accounted for; and
- Rubrics were not applied correctly.

### 3.6 Directives for Compliance and Improvement

The IEB is required to ensure that:

- All AET centres submit the PoA for external moderation;
- All relevant documents are submitted in the students' PoE; and
- The quality and standard of marking improves so that marks reflect student performance accurately.

### 3.7 Conclusion

This chapter reported on the findings of the external moderation of SBA portfolios. A comparison of the levels of compliance in 2022 was made with those of the 2020 and 2021 examinations, to check if there had been any improvement in the implementation and moderation of SBA. Although the IEB has shown improvement in some areas, there were shortcomings in some learning areas and more could still be done to improve the quality of SBA implementation. The IEB must ensure that all AET sites registered to write the examinations with the assessment body meet the requirements set for the implementation and moderation of SBA.

# CHAPTER 4 MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

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## 4.1 Introduction

In line with its mandatory obligation, Umalusi audits the assessment bodies to determine their preparedness to conduct, administer and manage national examinations at exit-point. The Council has set out minimum standards as a measure to determine and identify potential risks that are likely to compromise the credibility of the examination.

The main objectives of this audit were to:

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

The findings outlined in this chapter account for the state of readiness of the IEB to conduct, administer and manage the November 2022 GETC: ABET examination. This chapter also allows for the issuing of directives, if necessary, for compliance and improvement for the assessment body to address. The IEB is expected to provide an improvement plan to address any findings; and to act on such improvement plans.

## 4.2 Scope and Approach

In 2022 Umalusi continued to use a risk management-based approach to determine the level of preparedness of the IEB to conduct, administer and manage the examination. The following process was followed:

### a) Self-evaluation and reporting

The IEB conducted a self-evaluation and submitted the report to Umalusi.

### b) Evidence-based verification

Umalusi analysed the documentation to evaluate the IEB evidence in line with pre-determined criteria.

The process provided critical information that was instrumental in Umalusi adjudicating on the state of readiness of the IEB to conduct, administer and manage the October/November 2022 GETC examination.

## 4.3 Summary of Findings

The document analysis and validation provided findings as detailed in this section.

### 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 audit outcomes on the state of readiness found that the IEB was financially stable with adequate human resources to conduct, manage and administer the October/November 2022 GETC: ABET examination effectively and efficiently. Furthermore, alternative measures were in place to address unforeseen challenges that might compromise the integrity of the delivery of a credible examination.

#### b) Registration of candidates and centres

##### i. Candidate registration

The IEB accurately registered 457 candidates for the October/November 2022 GETC: ABET examination, compared to 495 candidates registered in November 2021. A decline of 38 registered candidates was recorded for the current examination cycle. Out of the 457 candidates, 545 were full-time registered candidates whereas only three were part-time registered candidates.

##### ii. Registration of examination centres

The audit of examination centres showed that 57 examination centres had applied to write the IEB October/November 2022 examination and had entered candidates. This was a decrease of two examination centres, compared to the 59 examination centres that applied and registered candidates in November 2021.

##### iii. Marking centres

The IEB established one marking centre that was suitable and conducive for effective marking of scripts. The marking centre was previously monitored by Umalusi and it was found to have complied with the following requirements:

- a. Adequate space to accommodate all marking personnel for all learning areas;
- b. Sufficient lighting and ventilation in the marking venues;
- c. Provision of suitable furniture for markers;
- d. Availability of electricity, running water and ablution facilities;
- e. Efficient facilities for effective communication;
- f. Access to the internet that was provided by the marking centre; and
- g. Tight security to protect and safeguard both the question papers and the marking personnel for the duration of the marking.

Umalusi was satisfied with the necessary preparations the IEB had made to accommodate the marking of scripts. Notably, the same identified IEB marking centre was used in the three previous examination cycles for marking.

#### c) Management of site-based assessment (SBA)

The IEB had systems in place for the management of SBA and the portfolios. The guidelines for the implementation and moderation of SBA were submitted as part of the evidence required by Umalusi to conduct document analysis. The findings on the moderation of this quality assurance process are provided in chapter 2 of this report.

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

### **i. Printing**

The October/November 2022 GETC: ABET examination material was printed by a reputable external service provider that entered into a contractual agreement with the IEB. The service level agreement (SLA) that was verified by Umalusi detailed strict measures that the IEB set out for printing question papers. A management plan detailing relevant procedures to be adhered to during the printing phase of the question papers was verified. Umalusi was satisfied that the question papers would be protected and secured during the printing phase. In addition, the printing of question papers was closely monitored from a central control point by the IEB. The audit outcomes also revealed the various roles and responsibilities of the examination panels, as outlined in the SLA. Printing machine technicians were available 24 hours a day.

### **ii. Packaging**

Packaging was also done by an external service provider contracted to the IEB. Confidentiality forms were signed by all personnel entrusted with the handling of examination materials. A 24-hour camera monitoring system was used to closely monitor the packaging process of the question papers. Examination question papers were stored in a safe until delivery to the IEB in sealed containers with security tags. The IEB control room was also equipped with 24-hour camera surveillance and security personnel to ensure safekeeping of the question papers.

### **iii. Distribution**

A management plan that stipulated delivery and collection dates of the question papers was in place and approved. Examination papers were couriered from the IEB offices to the various examination centres by a courier service using delivery to door service. Dispatch documents, signed by chief invigilators on receipt of the examination material, detailed proof of delivery, name, date and time. All examination centres are compelled to have a strong room or a safe for secure keeping of the examination material. Chief invigilators were provided with security codes to unlock the bags containing the question papers on examination days.

## **e) Monitoring of the examination**

Measures to effectively monitor the October/November 2022 GETC: ABET examination were put in place by the IEB. The assessment body adequately profiled the examination centres according to risk levels (i.e. high, moderate and low). It was discovered that the IEB examination centres were profiled as risk-free, according to the IEB audit of the centres at the time of registration. It was noted, further, that the IEB conducts an annual desktop audit to determine the risk profile of the examination centres. Umalusi was satisfied with the IEB procedures to audit the examination centres prior to the administration of the examination.

Training sessions for Invigilation teams were held on 20 October 2022. Umalusi attended to observe the proceedings and evaluate the content of the material prepared and presented to the trainees. Umalusi found that the training addressed relevant content to achieve the objectives of the training. In addition, the training was able to address the directives issued to the IEB in 2021. Umalusi was to continue to monitor progress made, through the deployment of monitors during the writing of the October/November 2022 examination.

Umalusi found processes and procedure in place for recruiting and appointing monitors. It was noted that a manual for training monitors was in place and all related monitoring tools (e.g. monitoring instruments) were also prepared for the undertaking.

Overall, Umalusi found that the IEB procedures were documented and made available as evidence required for verification and validation by Umalusi.

#### **f) Marker audit and appointments**

The IEB had documented procedures for recruitment, selection and appointment of marking personnel and the supporting evidence was submitted, as required, to Umalusi for verification. The findings on the audit of this quality assurance process are provided in chapter 3 of the report.

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

The management plans detailing the mark-capturing process were made available for verification. The findings on the resulting, which captures compliance with Umalusi requirements including the systems in place for processing marks, are provided in chapter 6 of the report.

#### **h) Management of examination irregularities**

Measures were in place to deal with identified irregularities. The management of examination irregularities was also covered in the training of invigilators, which Umalusi attended in August. Furthermore, the IEB has a well-constituted structure that deals with irregularities, comprising the IEB Irregularity Committee, assessment specialist, senior manager and Chief Executive Officer. The IEB has an awareness strategy in place to combat all irregularities. This formed part of the June examination and was communicated to the candidates.

Umalusi attended the irregularities meetings and found the planning, preparation and procedure followed satisfactorily.

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

Mitigating strategies were submitted by the IEB for all potential risks that could compromise the credibility and integrity of the October/November 2022 GETC: ABET examinations.

## **4.4 Areas of Improvement**

The following areas of good practice were noted:

- a. Invigilators' training for the October/November 2022 GETC: ABET examination session was scheduled closer to the commencement of the examination session to ensure that the credibility of the examination was not compromised; and
- b. A risk management plan for both the writing and marking of the examination was in place.

## **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 issued.

## **4.7 Conclusion**

The audit outcome of the state of readiness found that the IEB was adequately prepared to conduct, administer, and manage the October/November 2022 GETC: ABET examinations. The IEB was also proven to be fully compliant in all respects to administer the examination. Moreover, the audit outcomes revealed that various systems had been put in place by the IEB to ensure the integrity of the October/November 2022 GETC: ABET examination.

# CHAPTER 5 MONITORING OF WRITING AND MARKING OF EXAMINATIONS

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## 5.1 Introduction

Umalusi monitors the conduct, administration and management of national examinations to ensure the delivery of credible examinations. The Independent Examinations Board (IEB) November 2022 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination cycle commenced on 31 October 2022 and ended on 08 November 2022. This was followed by the monitoring of the marking phase, at Holy Christian Family College, on 19 November 2022, where Umalusi monitored the readiness of the marking centre to accommodate and manage marking of the scripts.

This chapter outlines the findings gathered from monitoring the 19 sampled examination centres and one marking centre, this entails monitoring of the writing of the examination; and monitoring of the marking of examination scripts. The chapter further highlights areas of improvement and non-compliance and issues directives for compliance and improvement to the assessment body where necessary.

## 5.2 Scope and Approach

The IEB conducted the November 2022 GETC: ABET examination at 57 examination centres nationally. This was a decrease, compared to the 64 examination centres established in November 2021. Umalusi sampled and monitored a selected 19 pre-determined examination centres from the IEB population of GETC: ABET examination centres. Umalusi also monitored the only marking centre established by the IEB for the November 2022 marking session, from 19 November 2022.

Umalusi evaluated the levels of compliance of examination centres on the conduct, administration and management of the examinations using the Instrument for Monitoring of the Examinations: Writing Phase to collect data from the centres visited.

Umalusi adopted the following approach:

- a. The writing of examination instrument, comprising six critical criteria, was used for the collection of monitoring data; and
- b. The data collection methods included interviews with chief invigilators at the monitored centres as well as verification and analysis of documented evidence in the examination files made available at the examination centres; and
- c. Observations made during monitoring were recorded and reported.

## 5.3 Summary of Findings

The findings detailed in **Section A** reflect consolidated analysis of the reports on the monitoring of the writing. **Section B** indicates the findings from the monitoring of the marking for the November 2022 GETC: ABET examination.

## **SECTION A: MONITORING OF THE WRITING OF THE EXAMINATION**

### **5.3.1 General Administration**

UUmalusi undertook its mandatory quality assurance oversight role and responsibility to check how well the IEB met the regulatory obligations for conducting, administering and managing the GETC: ABET examination.

This section summarises the findings, made in line with the criteria determined for the monitoring of the writing of examinations.

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

The November 2022 question papers and examination material was delivered to the examination centres by a courier service contracted by the IEB. The material was received by the chief invigilators in all 19 centres monitored. In one centre the question papers and examination material were delivered on the day of the examination. The monitors noted that the chief invigilators verified that the correct question papers were delivered and were sealed on receipt. Out of the 19 sampled examination centres, four did not have dispatch documents duly signed by chief invigilators. It was noted that the examination materials were collected by the courier service as per the agreed schedule after the examination, for safe storage at the IEB offices until the marking phase started.

#### **b) Appointment and training of chief invigilators and invigilators**

There was no evidence that principals were appointed, in writing, as chief invigilators at six sampled centres. No delegation letters were made available. In four centres there was no evidence that the invigilators were appointed in writing by the chief invigilators. The training of both the chief invigilators and invigilators was not conducted in four examination centres.

#### **c) Management of invigilators' attendance**

In all 19 centres monitored there were enough invigilators in the examination rooms. The invigilation timetable, including a relief timetable, was not available in five examination centres and the attendance registers were not signed by invigilators at four centres. The invigilators arrived at the examination rooms on time at all the sampled examination centres.

#### **d) Examination document management**

Three of the sampled examination centres had no examination files, while in two other centres the files contained incomplete documents. All the sampled examination centres had a copy of the official timetable and candidates were all registered to write the November 2022 examination.

### **5.3.2 Credibility of the Writing of the Examination**

#### **a) Security and supply of question papers**

Confirmation was obtained from the chief invigilators that the question papers were securely sealed on arrival at the examination centres and were also sealed prior to distribution in the examination venues. Out of the 19 sampled examination centres, four did not have a safe or strong room for the safekeeping of the question papers. Of the four centres only one confirmed that the question papers were kept safely, regardless of the lack of a strong room or safe. For this reason, the security of the question papers might have been compromised.



## **b) Admission of candidates in the examination venue**

Candidates were admitted to the examination rooms by invigilators at least 30 minutes before the commencement of the examination in all except one sampled centre, where candidates were admitted at 08:45. Admission letters were not verified by invigilators on admission into the examination rooms in two centres, while in four centres there were no seating plans. Thus, candidates were not seated in accordance with any seating plans. Candidates, including those who arrived late within the regulated time, were admitted in the examination rooms in the sampled 19 examination centres.

## **c) Conduciveness of the examination venue**

A conducive venue plays a vital role in ensuring effective and efficient writing of examinations. It is therefore mandatory that examination venues be conducive for candidates while the examination sessions are in progress. In this respect, all 19 sampled examination centres had sufficient rooms to accommodate all candidates registered to write the examinations and all had proper lighting and ablution facilities. However, the following findings were noted:

- i. A high level of noise from the outside environment was noted in one examination centre;
- ii. Candidates shared tables at two examination centres; thus, there was insufficient space between candidates to comply with the regulated one-metre spacing requirement; and
- iii. The furniture was not suitable for writing the examination at one centre.

## **d) Administration of the writing session**

There were no clocks or any time displaying devices available and visible to all candidates at five examination centres and no information board at three centres. The examination rooms were free of any material/writing/drawing that could have assisted the candidates in writing. All candidates were registered to write the examination in all 19 centres. In four centres candidates were in possession of cell phones: candidates at one centre used their cell phones as calculators while in two other two centres, candidates were requested to switch off cell phones. In one centre, calculators were not checked for compliance for use in the examination. The use of cell phones in the examination rooms was a serious non-compliance that could impact negatively to the credibility and integrity of the examination.

## **e) Compliance with examination procedures**

Candidates were issued with the official answer book in all 19 sampled centres and invigilators verified the correctness of the information on the cover page. No unauthorised personnel were in the examination rooms in all 19 sampled examination rooms. However, the following findings were noted with regards to compliance with the examination procedures:

- i. In 14 examination centres there was no evidence that the centres were verified by the assessment body on their readiness to administer the examination;
- ii. Question papers were not distributed on time in two examination centres;
- iii. Question papers were not checked for technical accuracy in four sampled examination centres;
- iv. One examination centre did not verify the correctness of the information of the cover page;
- v. The candidates were not given regulated reading time in three of the sampled examination centres: candidates were given five minutes in the first centre, in the second centre they were given seven minutes and in the third centre, 15 minutes;
- vi. Examination rules were not read to candidates in three examination centres;
- vii. The examination did not start at the time indicated on the timetable at three centres: at the first centre the examination started at 09:30, at the second centre the examination started at 09:13, while at the third centre the examination started late because question papers were delivered 30 minutes late by the courier service;
- viii. The examination did not end at the time stipulated on the timetable at two centres;
- ix. The invigilator at one centre constantly explained questions; and
- x. At one centre, candidates were not escorted to the bathrooms.

### **f) Handling of answer scripts**

The handling and reconciliation of scripts at the end of the writing session is one of the most critical quality assurance processes in the administration and management of the examination. The following procedures were noted:

- i. The scripts were collected by the invigilators after the candidates finished writing in all 19 centres and were counted and packed;
- ii. The scripts were sealed in the official IEB satchel, provided with a pin code, at all the centres except one where the scripts were not sealed in the official satchel as it was not provided by the assessment body. These scripts were then taken to the office of the chief invigilator for safe keeping;
- iii. The packaging was done in the presence of Umalusi monitors;
- iv. The scripts were packaged using the mark sheet sequence, except at one centre where the mark sheet was not provided to guide the packaging of scripts. However, the number of scripts corresponded with the number of candidates marked present to write the examination; and
- v. An arrangement for the scripts to be collected from all the examination centres by the courier services per a pre-set schedule was made by the assessment body.

### **g) Incidents with possible impact on the credibility of the examination sessions**

The following incidents that may have an impact on the credibility of the examination session were observed by Umalusi:

- i. Candidates were in possession of cell phones in four centres.
- ii. The invigilator constantly explained questions in one centre while in the other centre, candidates were not escorted to the bathrooms in another centre.

## **SECTION B: MONITORING OF THE MARKING OF EXAMINATIONS**

### **5.3.3 Preparations and Planning for Marking**

One full time IEB employee with in-depth knowledge and extensive experience in marking, was appointed as a marking centre manager. She was supported by her assistant to ensure an effective and successful marking session.

#### **a) Appointment of Marking Personnel**

All marking personnel were appointed by the IEB prior to the commencement of the marking session. The IEB ensured that markers who had the expertise and who have in-depth knowledge in the learning areas to be marked were appointment. The list of appointed marking personnel which was the same as the list verified during audit of appointment markers was available.

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

The marking management plan was available and verified. The management plan was strictly adhered to by the marking management team and personnel.

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

Scripts for the various learning areas were availed in the morning prior to the commencement of the marking session. The marking guidelines/memoranda were also provided to all markers during the training and standardisation process. However, appointed markers were provided with question papers immediately after an exam has been written to ensure that they familiarise themselves with the questions.

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

Scripts were kept in the control room at the IEB offices after conclusion of the writing of examination.

The control room was protected by an alarm system. There was also a 24-hour surveillance camera and alarm systems connected to a 24/7 security company. The scripts were transported by the dispatch team from the IEB offices to the marking centre a day before the commencement of the marking session using unmarked vehicles and were kept in a boardroom (which was used as a control room) that was protected by an alarm system.

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

The success of the marking session depends on the availability of physical resources that are suitable for marking and human resources that has the knowledge and experience in the learning areas to be marked.

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

The marking centre infrastructure was suitable for effective and efficient marking session with proper lighting in the marking venues. In addition, there was a reliable photocopying facility, and a Wi-Fi password that was provided to the marking Management team to enable them to access emails for easy facilitation of marking. The centre manager was required to use her personal cell phone and work laptop for communication purposes.

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

The marking personnel was appointed prior to the marking session and all markers turned up as per the audited list and in accordance with the management plan. An attendance register was signed. Markers were not provided with overnight accommodation except two examiners who were from outside Gauteng.

#### **b) Conduciveness of the marking centre and marking rooms (including accommodation for markers)**

The marking centre was conducive for marking and had enough rooms which were furnished with desks and chairs that were of acceptable standard. The classrooms accommodated the number of learning areas allocated to be marked at the centre.

#### **c) Quality of food provided for markers**

A caterer that was contracted to the IEB was used to provide quality meals (both breakfast and lunch) to all markers.

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

The marking centre fully complied with the minimum Occupation Health and Safety requirements. The centre had water and sanitation, electricity and a generator for use during loadshedding and there were fire extinguishers

### **5.3.5 Provision of Security Measures**

Security measures were in place at the marking centre. The security was visible and tight from the gate. The marking centre had a 24-hour security that was contracted to an external security company. The marking centre has CCTV cameras and alarm systems. All windows and entrance doors are protected by burglar bars.

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

All cars accessing the marking centre were searched and all marking personnel were required to produce appointment letters. Unauthorised personnel were not permitted in the marking rooms.

## **b) Movement of Scripts Within the Centres**

Boxes of scripts were moved from the control room to the respective marking venues in the morning. The examiners and the center manager verified that the markers had been provided with the correct boxes of scripts. All marked scripts were kept in their respective marking venues until marking was concluded and then transported back to the IEB offices for safe keeping.

### **5.3.6 Training of Marking Personnel**

Training of the marking personnel was conducted in the morning prior to the commencement of marking as per the management plan. Pre-marking was conducted, and the marking personnel were given an opportunity to interact and engage in discussions to ensure that everyone is conversant with the memoranda and uncertainties were clarified.

#### **a) Quality and Standard Training Sessions across Subjects**

The IEB ensured that suitably qualified and experienced internal moderators and examiners for each learning area were appointed to ensure that quality training and standardisation process across all subjects is conducted. Scripts controllers were trained on the handling and controlling of the script movement.

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

The norm time for daily start and closing of the marking centre (which was fixed at 9 hours) when the marking was in progress was adhered to by all marking personnel without fail.

### **5.3.7 Management and Handling Detected Irregularities**

The IEB has a well-constituted Examination Irregularity Committee (EIC). The committee comprises of IEB assessment specialists and executive management as well as a representative from Umalusi. Examiners were trained on the procedures to be followed should an irregularity be detected. Therefore, all markers were aware of what constituted irregularities. No irregularities were reported by the time the Umalusi monitor left the marking centre.

## **5.4 Areas of Improvement**

There were no areas of improvement noted during the monitoring of the writing and marking centres.

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

The following areas of non-compliance were noted:

- a. Roles and responsibilities of chief invigilators were not always carried out as required:
  - I. There was no evidence that the invigilators were trained for the current examination cycle at one centre;
  - II. Appointment letters for the invigilators were not available at five centres;
  - III. Lack of evidence to confirm that invigilator training was attended at three centres;
  - IV. Evidence of unsigned invigilator attendance register at four centres; and no evidence of invigilator and relief timetables at four centres;
  - V. Unavailability of seating plans at the examination room at three centres;
  - VI. Verification of candidates' admission documents was not applied at two examination centres;
  - VII. Absence of wall mounted clocks and information boards to display time at four centres; and
  - VIII. Scripts were not sealed in the official satchel at one centre.

- b. The security of question papers was not adequate owing to the lack of a strong room/safe at four centres;
- c. At one centre candidates were allowed to make use of cell phones as calculators and in two centres candidates were found in possession of cell phones, albeit switched off;
- d. Unconducive environment for writing owing to noise at one centre; at two centres candidates shared tables; at one centre the furniture was not suitable for candidates; and
- e. Inconsistencies in the implementation of examination rules and procedures were evident at nine centres.

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

The IEB is required to ensure that:

- a. All personnel entrusted with the responsibility for the management and administration of examinations are trained in their roles and the responsibilities vested in them; and that they are evaluated on their performance;
- b. Examination materials are stored safely, in accordance with the security measures prescribed by the assessment body;
- c. Evidence is available for verification by the external monitor;
- d. Possession of unauthorised material is not allowed in an examination room; and
- e. The examination procedures are strictly implemented and consequence management is applied in all cases where non-compliance is evident.

## **5.7 Conclusion**

The findings gathered from the monitoring of the writing and marking processes revealed acceptable minimum standards of compliance demonstrated by the IEB in conducting, administering and managing the GETC: ABET examination. This is despite the areas of non-compliance discovered, largely in the execution of roles and responsibilities of invigilators.

Umalusi is satisfied that the IEB was able to meet the requirements set out for deciding whether the November 2022 GETC: ABET-NQF Level 1 examination was conducted credibly or not.

# CHAPTER 6 AUDIT OF APPOINTED MARKING PERSONNEL

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## 6.1 Introduction

Umalusi audits the selection, appointment and training of marking personnel to ensure that the quality and standard of the marking of candidates' scripts of the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations are maintained. Any inconsistency in the marking of GETC: ABET scripts compromises the fairness and reliability of marks awarded to candidates and therefore threatens the credibility of the GETC: ABET examinations and the qualification as a whole. The appointment of qualified and competent marking personnel is imperative for assessment bodies and for Umalusi.

The purpose of this process is to ascertain whether suitably qualified and experienced marking personnel were appointed to mark the Independent Examinations Board (IEB) November 2022 GETC: ABET examination; and to check plans for training the marking personnel who would be involved in marking and moderating the November 2022 GETC: ABET examination.

## 6.2 Scope and Approach

Umalusi requested that the IEB submit information on the selection and appointment of the marking personnel for the November 2022 GETC: ABET examination. An Excel spreadsheet was provided as a template. Umalusi then conducted a desktop audit of the appointed marking personnel. The following information was requested from the IEB:

- i. Invitation circular with application form and appointment criteria;
- ii. Lists of appointed marking personnel and reserve lists; and
- iii. A summary of appointed marking personnel per category, indicating the registered candidates.

In conducting the audit, Umalusi verified the following documents submitted by the IEB:

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

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

## 6.3 Summary of Findings

The following section discusses the findings, based on the information provided by the IEB.

### 6.3.1 Criteria for the Appointment of Marking Personnel

To be considered for appointment, applicants must:

- a. Be familiar with the assessment systems of the IEB;
- b. Have experience in teaching at pre-National Qualification Framework (NQF) levels and NQF Level 1;
- c. Have teaching experience in the learning area and at the level they wish to mark; or be strongly recommended, in writing, by their training manager/centre coordinator; and
- d. Be willing to share knowledge and/or experience gained during marking with their colleagues in their organisations.

The criteria did not specify qualifying requirements for qualifications of applicants, qualifications in the learning area being applied for, teaching experience specifically in NQF Level 1 (it includes other levels) and whether the applicant is currently teaching the learning area at NQF Level 1.

### 6.3.2 Appointed Marking Personnel

The IEB has a pool of examiners and internal moderators who are contracted to develop and moderate GETC: ABET question papers and site-based assessment (SBA) tasks and portfolios. In preparation for the marking process, the IEB sends out an invitation, together with application forms, to available prospective marking personnel. In most instances, if earmarked individuals from the pool apply, they are automatically appointed to be part of the marking personnel for the marking process.

The total number of marking personnel to be appointed per learning was determined by the number of candidates registered to write the examination in each learning area.

The IEB selected and appointed 70 marking personnel comprising examiners, internal moderators, markers and examinations assistants from the pool of applicants. Table 6A shows the number of marking personnel appointed by the IEB, per learning area, to mark the November 2022 GETC: ABET examination.

**Table 6A: Appointed marking personnel per learning area**

Learning area	No. of scripts	Examiners	Internal	Most respects	Limited respects	Limited respects
Communication in English	272	1	1	12	2	16
Economic and Management Sciences	106	1	1	3	1	6
Human and Social Sciences	133	1	1	3	1	6
Life Orientation	89	1	1	9	1	12
Mathematical Literacy	261	1	1	10	2	14
Natural Sciences	96	1	1	6	1	9
Small, Medium and Micro Enterprises	94	1	1	4	1	7
<b>Total</b>	<b>1 051</b>	<b>7</b>	<b>7</b>	<b>47</b>	<b>9</b>	<b>70</b>

Table 6A shows that three learning areas (Communication in English, Life Orientation and Mathematical Literacy) had the highest number of appointed marking personnel.

### 6.3.3 Completion of Application Form

Umalusi verified the application forms given to individuals applying to be considered for various positions for marking the GETC: ABET examination. The forms required applicants to furnish the assessment body with information in line with the requirements of each learning area. Individuals with the requisite qualifications would be appointed as markers or internal moderators. All application forms were to be completed in full and supporting documents were to be attached.

### 6.3.4 Qualifications and Learning Area Specialisations

The section below discusses the findings of the verification of qualifications and learning area specialisations of markers, examiners and internal moderators.

Appointed marking personnel were required to be in possession of suitable qualifications and, some specialisation in the learning area being applied for. According to the IEB, all the individuals in their database have the required qualifications. Table 6B indicates the lowest and highest qualifications of appointed markers, per learning area.

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

No.	Learning area	Qualification		Learning area specialisation
		Lowest	Highest	
1.	Communication in English	Standard 10/Grade 12	Bachelor of Arts	Not indicated
2.	Economic and Management Sciences	Postgraduate Certificate in Education	Diploma in Social Auxiliary Work	Not indicated
3.	Human and Social Sciences	Diploma in ABET Practice and Assessor	Bachelor of Theology	Not indicated
4.	Life Orientation	N5 Certificate	Diploma in ABET	Not indicated
5.	Mathematical Literacy	Standard 10/Grade 12	Bachelor's degree	Not indicated
6.	Natural Sciences	Advanced Certificate in Education	Bachelor of Science in Life Sciences	Not indicated
7.	Small, Medium and Micro Enterprises	Advanced Certificate in Education	Diploma in Education	Not indicated

Although most markers had the requisite qualifications to teach in the Adult Education and Training (AET) sector, information given by the assessment body did not show the specific qualification that enabled an individual to be appointed to teach the subject they taught. The lowest qualification in two learning areas (Communication in English and Mathematical Literacy) was Standard 10/Grade 12, which is not a teaching qualification.

### 6.3.5 Teaching/Facilitation Experience

The following are the findings in relation to the teaching/facilitation experience of the marking personnel, i.e., markers, examiners and internal moderators.

Table 6C indicates the lowest and highest qualifications of appointed markers per learning area.

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

No.	Learning area	Teaching/facilitation experience		Currently teaching NQF Level 1
		Lowest	Highest	
1.	Communication in English	4 years	24 years	7/20
2.	Economic and Management Sciences	2 years	4 years	1/3
3.	Human and Social Sciences	3 years	16 years	0/3
4.	Life Orientation	0 years	25 years	1/9
5.	Mathematical Literacy	5 years	28 years	9/13
6.	Natural Sciences	9 months	12 years	3/6
7.	Small, Medium and Micro Enterprises	8 years	13 years	2/5



Appointed marking personnel had the required experience in teaching/facilitation. Among the appointed marking personnel were individuals who had experience spanning 25 and 28 years. In only one learning area (Human and Social Sciences) there was a marker who had neither taught nor facilitated the learning area previously.

### 6.3.6 Marking Experience

This section discusses the findings of the audit of the marking experience of the marking personnel.

Appointed marking personnel had the required experience in marking examination scripts. The marking personnel appointed had marking experience of between zero and 26 years. Table 6D indicates the lowest and highest qualifications of appointed markers, per learning area.

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

No.	Learning area	Marking experience		Comments
		Lowest	Highest	
1.	Communication in English	2 years	20 years	All experienced
2.	Economic and Management Sciences	1 year	6 years	All experienced
3.	Human and Social Sciences	2 years	7 years	All experienced
4.	Life Orientation	0 years	16 years	One novice marker, no experience
5.	Mathematical Literacy	2 years	26 years	All experienced
6.	Natural Sciences	0 years	12 years	One novice marker, no experience
7.	Small, Medium and Micro Enterprises	6 years	10 years	All experienced

Table 6D indicates that in two learning areas (Life Orientation and Natural Sciences) novice markers were appointed as markers.

### 6.3.7 Plans for the Training of Marking Personnel

The IEB uses its office-based staff to train all appointed examiners and internal moderators, per learning area. This is the responsibility of the IEB Events Unit. The training of markers is conducted by the examiners and internal moderators, per learning area, on the first day of the marking process. The training of markers and examinations assistants takes place during standardisation of the marking guidelines, in preparation for the marking of scripts.

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

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

## 6.4 Areas of Improvement

The following were noted as areas of improvement:

- a. The IEB made an effort to appoint suitably qualified personnel to mark all its learning areas..

## 6.5 Areas of Non-Compliance

The following were noted as concerns:

- a. In Communication in English and Life Orientation applicants did not submit supporting documents to authenticate qualifications they claimed to hold; and
- b. Seven applicants, in five learning areas (Communication in English, Human and Social Sciences, Life Orientation, Mathematical Literacy and Natural Sciences) were appointed to mark learning areas they were not currently facilitating.

## 6.6 Directives for Compliance and Improvement

The IEB must ensure that:

- a. All applicants are required to submit supporting documents to authenticate their qualifications before they are appointed;
- b. Individuals appointed to mark different learning areas must have some form of qualification related to the learning area.

## 6.7 Conclusion

Umalusi conducted a desktop audit of the appointed marking personnel for the marking of the IEB November 2022 GETC: ABET examination. The desktop audit enabled Umalusi to draw conclusions regarding the compliance of the IEB. The IEB is required to ensure that the information provided is complete and able to assist in conducting the audit. The IEB is also required to study the findings and act on the directives for compliance, to improve on the shortcomings identified.

# CHAPTER 7 QUALITY ASSURANCE OF MARKING

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## 7.1 Introduction

The quality assurance of marking conducted for the Independent Examinations Board (IEB) consisted of two processes: the standardisation and approval of the final marking guidelines; and verification of the marking of candidates' scripts. The meetings for the standardisation of marking guidelines provided a platform for marking personnel of the IEB and Umalusi moderators to discuss expected responses to each question of the question papers written for the November 2022 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examination, per learning area.

The meetings ensure that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included, that responses are corrected and marking instructions are clarified in the final marking guidelines. Participants are expected to engage in discussions and agree on the expected responses before the final marking guidelines are approved.

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

- a. Determine whether the approved marking guidelines are adhered to and consistently applied;
- b. Determine whether mark allocation and calculations are accurate and consistent;
- c. Check evidence and the quality of internal moderation during marking;
- d. Identify possible irregularities and how these are managed during the marking process; and
- e. Confirm that marking is fair, credible, reliable and valid.

## 7.2 Scope and Approach

The IEB conducted the standardisation of marking guidelines for the November 2022 GETC: ABET examination on 19 November 2022 in preparation for the marking process. This took place at Holy Family College, Parktown, Johannesburg, the marking centre of the IEB. The marking guidelines of seven learning areas were standardised and approved.

Umalusi deployed one moderator per learning area to attend the meeting. Umalusi moderators reported on the findings using the Quality Assurance Instrument for the Monitoring of the Standardisation of Marking Guidelines. The instrument requires that Umalusi moderators report the findings, based on the following criteria:

- a. Attendance of internal moderators, examiners and markers at the meetings;
- b. Verification of question papers;
- c. Preparation for the standardisation of marking guideline meetings;
- d. Standardisation of marking guideline 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, provide guidance where needed, take final decisions and to approve the final marking guidelines to be used during actual marking. After the standardisation of marking guideline meetings, Umalusi conducted the verification of marking in all seven learning areas.

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

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

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

## 7.3 Summary of Findings

This section summarises the findings on the standardisation of marking guidelines and the verification of marking conducted by Umalusi on the IEB processes.

### 7.3.1 Standardisation of Marking Guidelines

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

#### Attendance of marking personnel

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

The marking personnel included internal moderators, examiners, markers and examination assistants in the seven learning areas. Table 7A provides a summary of attendance of the personnel who attended the standardisation of marking guidelines, per learning area.

**Table 7A: Number of marking personnel per learning areas**

No.	Learning area	E	IM	M	EA	Total
1	Communication in English (A4CENG)	1	1	12	3	17
2	Economic and Management Sciences (A4EMSC)	1	1	2	2	6
3	Life Orientation (A4LIFO)	1	1	7	2	11
4	Human and Social Sciences (A4HSSC)	1	1	3	2	7
5	Mathematics (A4MATH)	1	1	8	4	14
6	Natural Sciences (A4NTSC)	1	1	5	2	9
7	Small, Medium and Micro Enterprises (A4SMME)	1	1	4	2	8
<b>Totals</b>		<b>7</b>	<b>7</b>	<b>41</b>	<b>17</b>	<b>72</b>

**Key:**

- E–Examiner
- IM–Internal moderator
- M–Marker
- EA–Examinations assistant

Three learning areas (A4CENG, A4MATH and A4LIFO) had large numbers of participants because of high registration figures. Additionally, the IEB appointed examination assistants to check that all responses were marked and that there was accuracy in totalling, recording and transferring of candidates' marks. Two of the markers in A4NTSC were facilitators for A4CENG in learning centres they were attached to for the current academic term. Internal moderators facilitated the discussions during the meeting in five out of seven learning areas. The meetings were facilitated by examiners in two learning areas (A4LIFO and A4EMSC).

### **Verification of question papers and marking guidelines**

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

Umalusi verified the question papers administered during the writing of the IEB GETC: ABET November 2022 examination in the seven learning areas. External moderators confirmed that the administered question papers and the accompanying marking guidelines were the final approved versions. In A4LIFO the external moderator noted an error in Question 5 of Section B, where certain words had to be underlined and were not when the final version of the question paper was printed.

### **Preparation for the standardisation of marking guideline meetings**

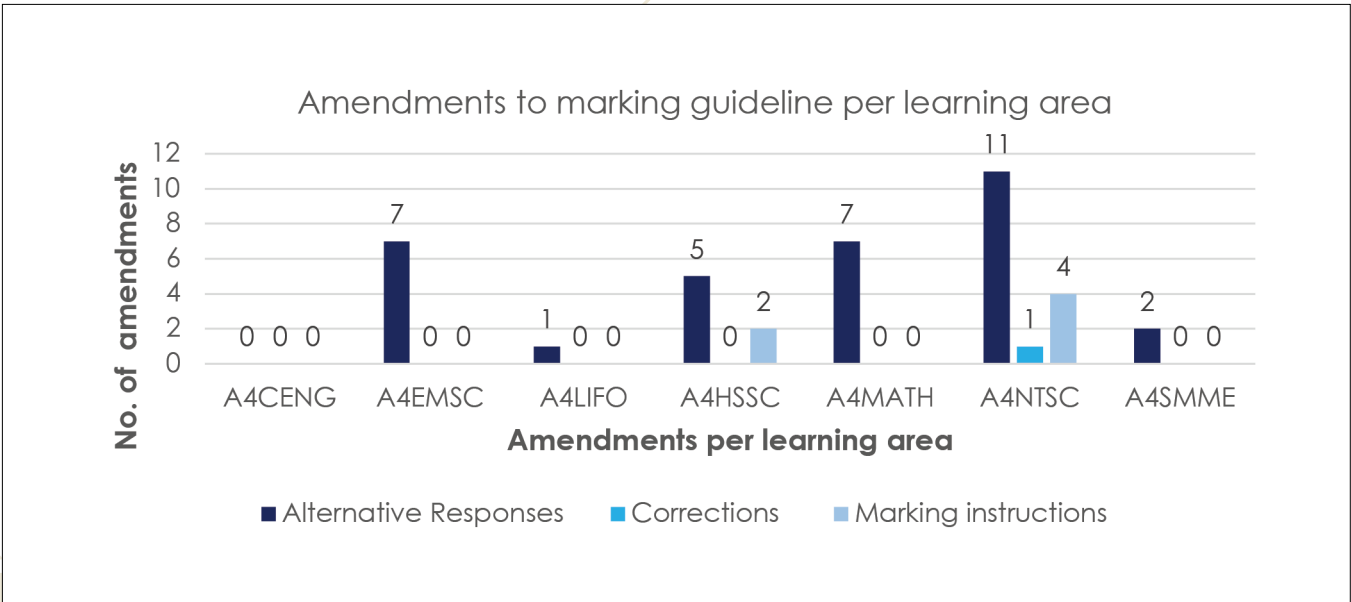
This criterion verifies the preparations carried out by marking personnel before attending standardisation of marking guideline meetings.

The marking personnel in the seven learning areas received question papers a week before the meetings, to generate their own marking guidelines. This assisted in preparing markers for the standardisation of marking guideline meetings. Markers readily prepared possible alternative responses, changes and corrections required to strengthen the marking guidelines. No pre-marking of scripts happened before the meeting; therefore no changes were made to the marking guidelines prior to the meeting in all the learning areas.

### **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.

In all the learning areas, the marking personnel proved their readiness by producing the marking guidelines they had developed. Robust discussions led by the examiner or internal moderator were characterised by addressing one question/item at a time, identifying the intention of each question, comparing each question and its responses and making the necessary additions and changes in the marking guideline. Markers were free to ask questions and contribute positively to the marking guidelines. Discussions led to amendments in the marking guidelines, either the addition of alternative responses, correction of incorrect responses or clarification of marking instructions, per learning areas. The number of changes are indicated in Figure 7A below.



**Figure 7A: Candidate performance in EMSC4 per question – ten scripts**

According to Figure 7A no amendments were made to the A4CENG marking guideline. The discussions in A4NTSC led to a correction in a response, additional alternative responses and clarifications of marking instructions. Most amendments were the inclusion of alternative responses, in six out of seven learning areas. Further, marking instructions were clarified in two learning areas (A4HSSC and A4NTSC). Amendments made to the marking guidelines did not have any effect on the cognitive demand of the responses. Umalusi approved all changes made in the marking guidelines in all the learning areas.

**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 a common understanding and interpretation of the marking process is also verified. Participants at the standardisation of the marking guideline meetings are required to attend the discussions having marked dummy scripts provided to them by the IEB. They are expected to conduct pre-marking as a way of familiarising themselves with the candidates' responses.

The IEB conducted training of the marking personnel by marking one to three dummy scripts. The marking personnel in four learning areas (A4HSSC, A4SMME, A4NTSC and A4EMSC) were trained using two dummy scripts. In two learning areas (A4CENG and A4MATH) one dummy script was used for training and three dummy scripts were used in A4LIFO.

The marking personnel reviewed and discussed the marking decisions of each member in each learning area. Deviations from the marking guideline during the marking of dummy scripts were within the acceptable tolerance range in all learning areas. This perpetuated discussions to clarify differences. During the training A4LIFO, A4CENG, A4EMSC and A4MATH made additional amendments to the marking guidelines. No additional amendments were made in A4HSSC, A4SMME and A4NTSC during the marking of dummy scripts. Umalusi played a mediation role and approved all relevant amendments.

**Quality of the final marking guidelines**

Umalusi measured the quality and standard of each marking guideline, whether it included general marking instructions, its clarity and non-ambiguity, was sufficiently detailed to ensure reliability of marking and took into consideration candidates' own wording of responses.

This criterion also checks for accuracy, correctness, inclusion of alternative responses and allowance for consistent accuracy in marking.

The training done through marking dummy scripts improved the marking guidelines by ensuring the inclusion of all relevant, alternative responses and clear instructions for marking certain questions, as well as correcting errors. Such changes strengthened the quality of the marking guidelines. Amendments made in the marking guidelines did not have an impact on the cognitive weighting of the responses.

### **Approval of the final marking guidelines**

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

The marking personnel in the seven learning areas produced marking guidelines for marking that were free from errors, double interpretation and ambiguous instructions. The approved marking guidelines consisted of marking instructions and sufficient alternative responses to ensure consistent, accurate and reliable marking. Marking guidelines were free from errors in all the learning areas. Umalusi approved all amendments to all the marking guidelines and the marking guidelines were signed off by Umalusi moderators, the examiners and internal moderators of the IEB.

### **7.3.2 Verification of Marking**

This section discusses the findings of the verification of marking conducted on the seven learning areas. The findings are based on 76 scripts sampled for verification of marking. The section is anchored on the four key moderation criteria in 7.2 above and summarises the key qualitative findings, per moderation criterion.

#### **a) Adherence to the marking guideline**

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

Marking personnel in four learning areas (A4EMSC, A4HSSC, A4LIFO and A4NTSC) applied the approved marking guidelines consistently. Umalusi noted that variations were within the acceptable range. The application of the approved marking guidelines in three learning areas (A4CENG, A4MATH and A4LIFO) was flawed at the beginning. The marking personnel in A4CENG struggled with the marking of essays by overscoring or underscoring candidates. The marking of Questions 2A and 3C in A4MATH and Question 13.1 in A4LIFO challenged markers in the beginning. The examiners and internal moderators addressed the issues and retrained the affected markers. As a result, Umalusi observed an improvement in adherence to the marking guidelines in the seven learning areas.

The marking personnel in A4MATH made additions to the marking guideline during the marking session. Additions provided alternative responses to two sub-questions: 1B(c) and 2A(c). Umalusi approved the additions and scripts already marked were rechecked.

#### **b) Quality and standard of marking**

Umalusi measured the quality and standard of marking in adhering 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.

Umalusi observed consistent marking in the six learning areas; and two cases of minor deviations, in A4LIFO. Deviations were corrected during internal and external moderations. Internal moderation in the seven learning areas was evident and helped to standardise marking. The quality of marking was acceptable. The examiners and/internal moderators in A4SMME, A4EMSC and A4NTSC also marked only one or two questions per script at the commencement of the marking process. The examination assistants worked with the marking personnel to correct possible errors in the totalling and transfer of marks. The consistent and accurate application of the approved marking guidelines across the seven learning areas ensured fair, valid and reliable marking.

### c) Alleged irregularities

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

Umalusi reported clean examination conduct during the marking of the six learning areas, except in A4MATH. The marking personnel identified possible cases of alleged irregularities in two centres (11561 and 11197). At Centre 11561 seven candidates, and five candidates at Centre 11197, had identical incorrect responses, workings and method. At Centre 11561 correction fluid was used to make questionable changes. These alleged irregularities were shared with the IEB for investigation. The findings were discussed and finalised at the Examinations Irregularities Committee (EIC) meeting on 01 December 2022.

### d) Performance of candidates

This criterion analyses the overall performance of candidates and their performance, per question. The Verification of Marking Instrument requires that the Umalusi moderator reports on the performance of candidates per learning area for the sample verified. The results of this exercise, as summarised in the figures and distribution tables below, 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.

#### a. Economic and Management Sciences (A4EMSC)

The verification of marking was conducted on a sample of ten scripts. The question paper consisted of ten questions. Figure 7B indicates the performance of candidates per question.

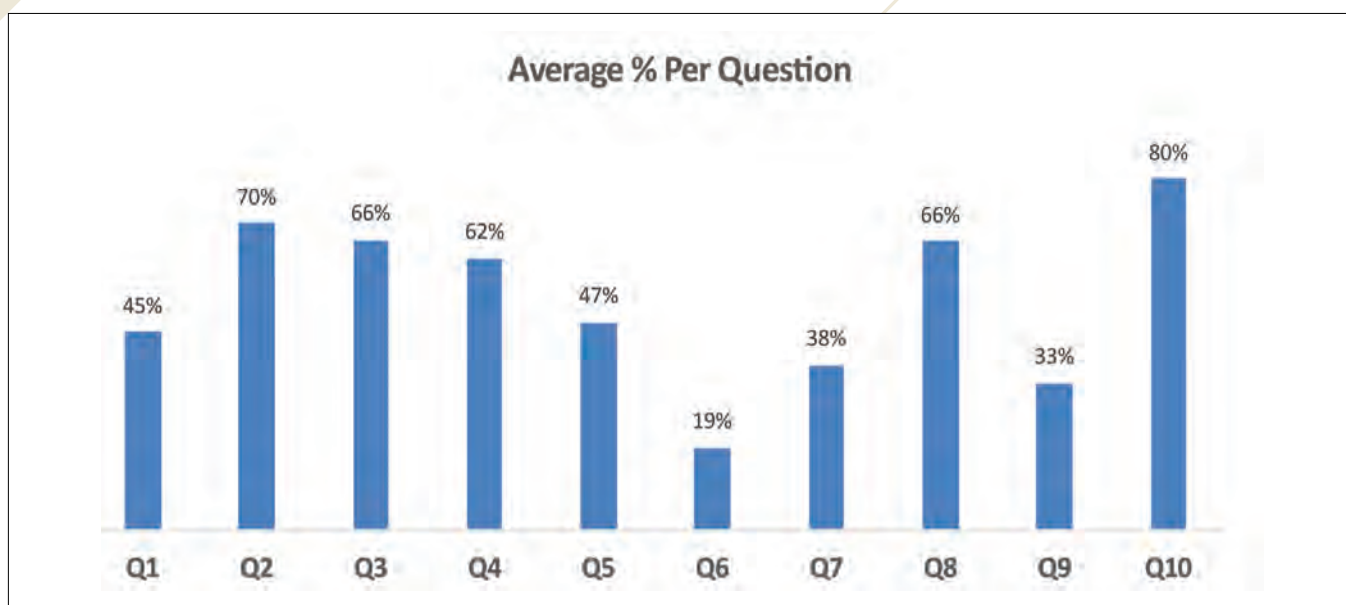


Figure 7B: Candidate performance in A4EMSC per question – ten scripts

According to Figure 7B, candidates performed best in Question 10, with an average of 80%. Question 10 covered a case study on contracts. Candidates scored a low average performance, of 19%, in Question 6. This question assessed Accounting content. Accounting has remained a challenge for candidates over the years.



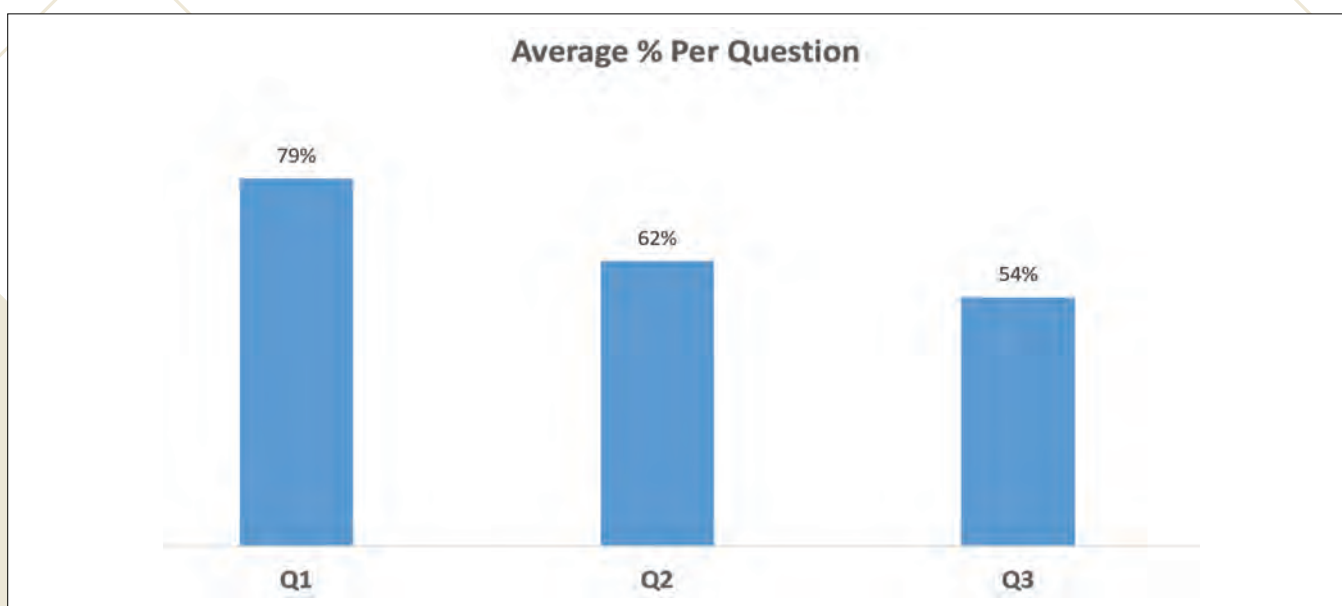
**Table 7B: Mark distribution as a percentage – A4EMSC**

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

Table 7B shows that there was one candidate, out of a sample of ten, who obtained 70% as the highest mark; and one who obtained the lowest mark, of 19%. There were seven out of ten candidates who passed and three who failed the examination. No candidates obtained below 10% and above 80%, compared to November 2021, when two distinctions were reported.

**b. Human and Social Sciences (A4HSSC)**

The verification of marking was conducted on a sample of ten scripts. The question paper consisted of three questions. Figure 7C shows the performance of candidates per question.



**Figure 7C: Candidate performance in A4HSSC per question – ten scripts**

Figure 7B shows good performance in Question 1, with the highest average of 79%. Question 1 was based on a set of short, objective questions that covered content across all the unit standards. Question 3 assessed extended writing and covered the content on climate change and droughts. It had the lowest average performance, at 54%. Extended/essay writing remains a challenge for candidates.

**Table 7C: Mark distribution as a percentage – A4HSSC**

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

According to Table 7C, based on the sample the overall pass rate was 100%. This marked an improvement in performance by 40% compared to November 2021. The highest mark obtained was 90%, a distinction. The lowest mark obtained was 47%. The quality of passes improved, compared to November 2021, with no candidates obtaining less than 10%.

### Communication in English (A4CENG)

The verification of marking was conducted on a sample of ten scripts. The question paper consisted of three questions. Figure 7D indicates the performance of the sampled candidates per question.

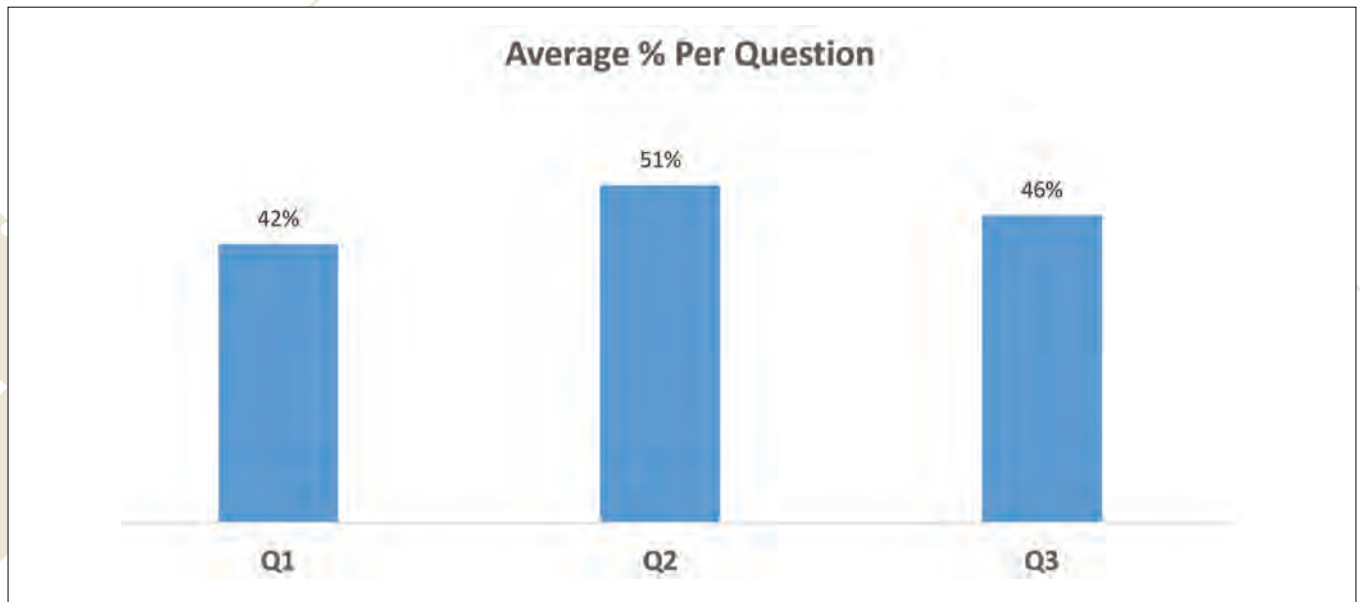


Figure 7D: Candidate performance in A4CENG per question – ten scripts

In Figure 7D, Question 2 shows the highest average performance, of 51%. The questions covered content on visual literacy and was an analysis of an advert. Question 1 had the lowest performance average, of 42%. This question assessed comprehension of a passage.

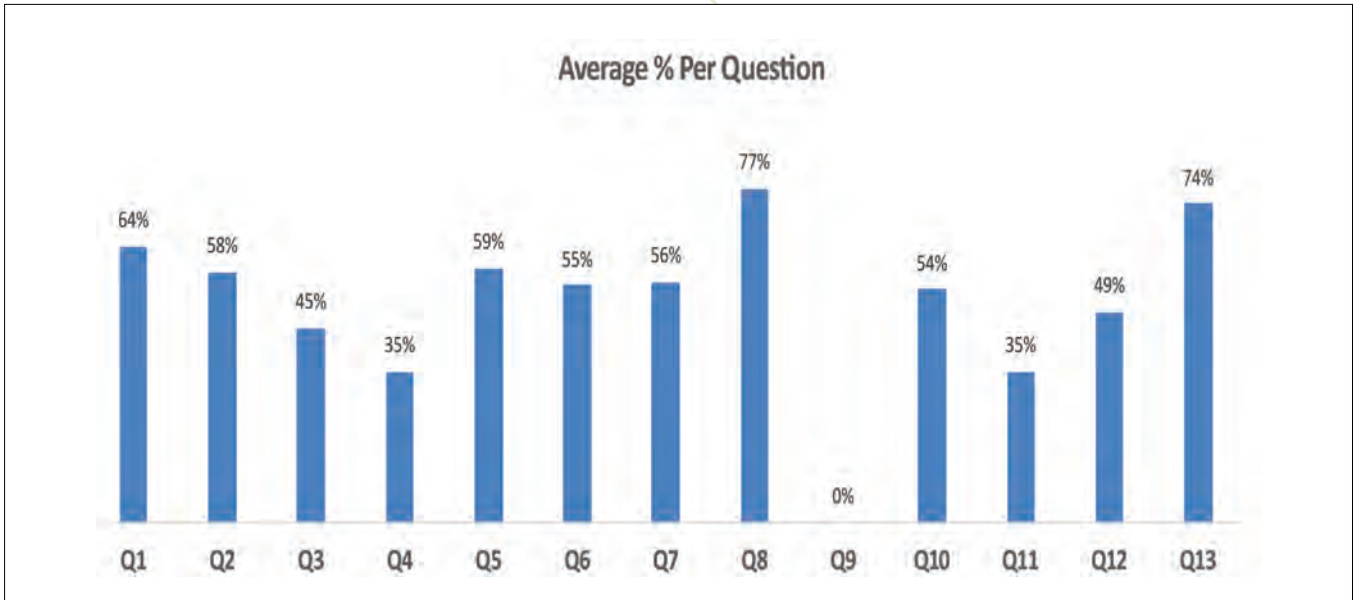
Table 7D: Mark distribution as a percentage – A4CENG

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

Table 7D shows that no candidate obtained below 10% and above 80%, unlike performance in November 2021, which had two distinctions. From the sample, seven out of ten candidates passed and three failed. The current performance was comparable to the 70% pass rate of November 2021. The highest mark obtained by candidates was 69%. The performance was lower than the 83% of November 2021. The lowest mark obtained was 33%.

### Life Orientation (A4LIFO)

The verification of marking was conducted on a sample of ten scripts. The question paper consisted of 13 questions. Figure 7E indicates the performance of candidates per question.



**Figure 7E: Candidate performance in A4LIFO per question – ten scripts**

As reported in Figure 7E, Question 8 had the highest average performance, of 77%. Question 8 covered content on personal financial management. Question 9, covering self-esteem and identity, had the lowest average performance of 0%. It was among the choice questions and no candidate attempted it.

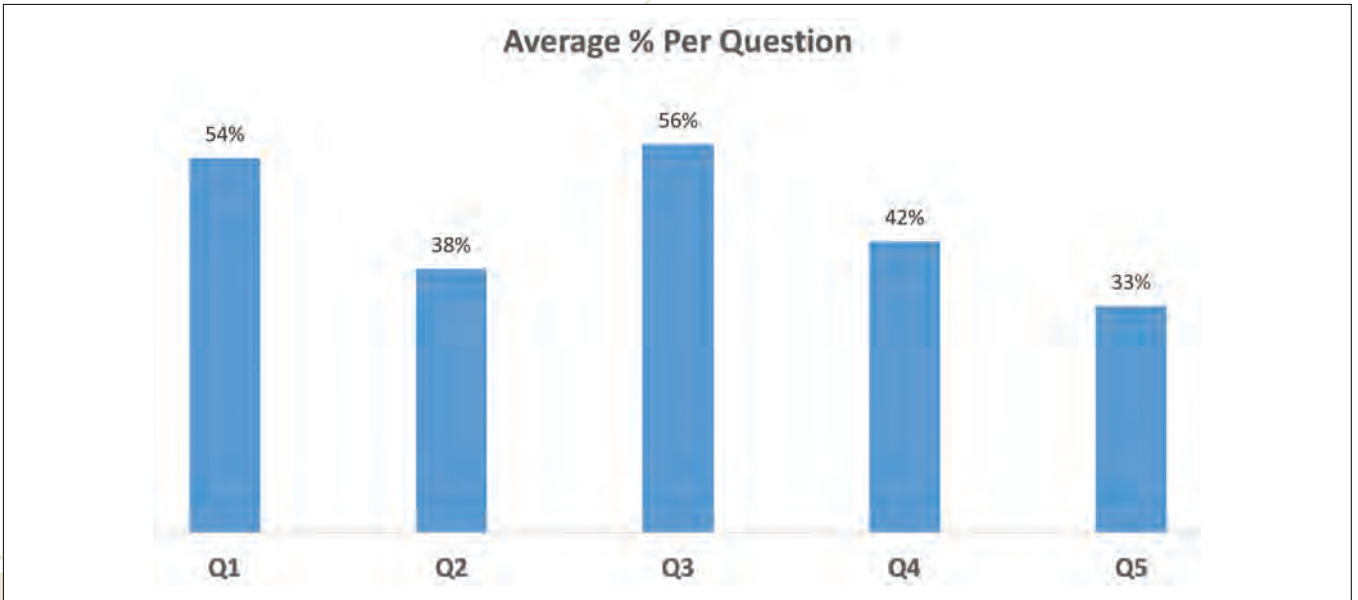
**Table 7E: Mark distribution as a percentage – A4LIFO**

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

According to Table 7E, eight out of ten candidates passed, an improvement of 10% compared to the 70% pass rate of November 2021. Only two of the 2022 sample failed. The highest mark obtained was a distinction, at 85%. The lowest mark obtained was 9%, accounting for one candidate in the sample with performance below 10%. In general, there was improvement in the pass quality in 2022.

### Mathematical Literacy (A4MATH)

The verification of marking was conducted on a sample of ten scripts. The question paper consisted of five questions. Figure 7F shows how candidates performed in each question.



**Figure 7F: Candidate performance in A4MATH per question – ten scripts**

According to Figure 7F candidates performed best in Question 3, which covered finance content, at 56%. Question 5 showed the lowest average performance, 33%. Question 5 covered content on measurements.

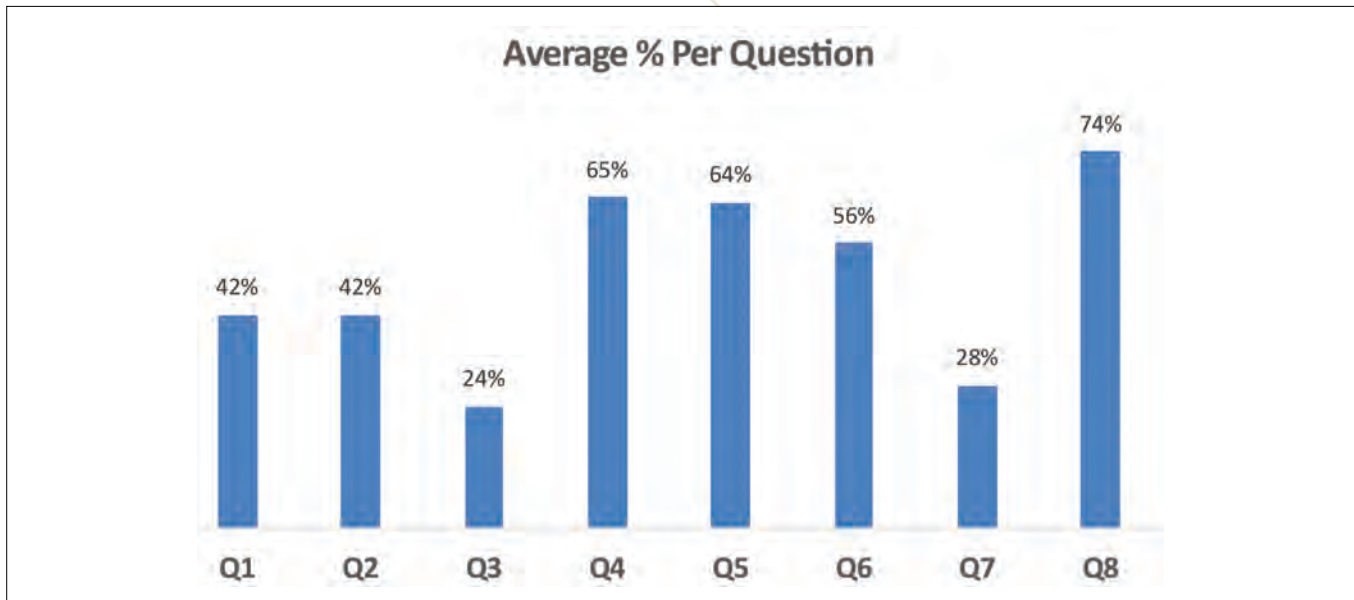
**Table 7F: Mark distribution as a percentage – A4MATH**

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

From Table 7F, all candidates in the sample passed the examination. The performance showed a 20% improvement compared to November 2021. The highest mark obtained was 60% and the lowest mark, 40%. Despite improvement in the overall average performance, the quality of passes was lacking when compared to November 2021. No candidate obtained above 70%, and none obtained below 10%.

### **Natural Sciences (A4NTSC)**

The verification of marking was conducted on ten scripts. The question paper consisted of eight questions. Figure 7G shows the performance of the sample per question.



**Figure 7G: Candidate performance in A4NTSC per question – ten scripts**

Figure 7G shows that Question 8 had the highest average performance of 74%. This question assessed content on energy and change: force (contact and non-contact) and calculation of the amount of work done. Question 3 had the lowest average performance, 24%. Question 3 covered content on matter and materials: acids and bases, PH values and balancing of chemical equations.

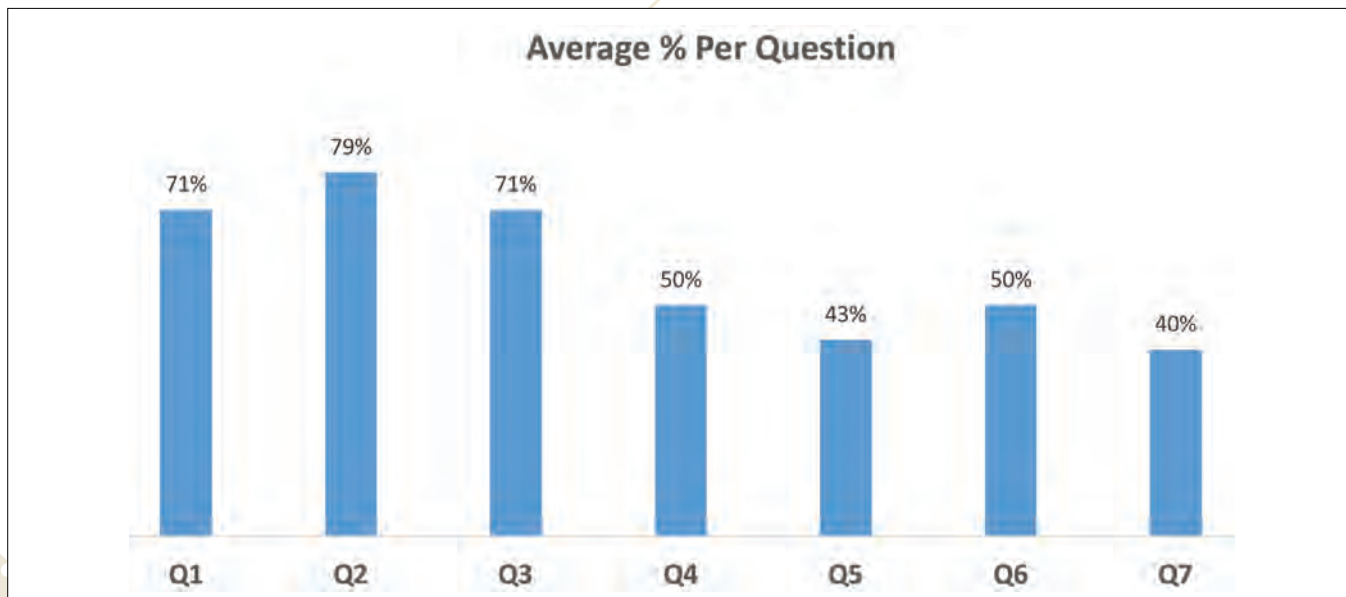
**Table 7G: Mark distribution as a percentage – A4NTSC**

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

Table 7G shows that seven out of ten candidates failed; only three candidates passed the examination. From the sample, the performance dropped by 40% from November 2021. No candidate from the sample obtained marks below 10% and above 80%. The candidate who obtained the highest mark achieved 50% and the one with lowest mark obtained 11%.

### Small, Medium and Micro Enterprises (A4SMME)

The verification of marking was conducted on 16 scripts. The question paper consisted of five questions. Figure 7H indicates the average performance of candidates per question.



**Figure 7H: Candidate performance in A4SMME per question – 16 scripts**

In Figure 7H, candidates performed best, with an average performance of 79%, in Question 2. This covered the following topics: the importance of conducting research, calculations of monthly expenses in a financial plan, components of a business plan, using a business profile to apply for loans and presentation skills for presenting business plans. In Question 7, candidates' average performance was the lowest, at 40%. This covered content in business plans.

**Table 7H: Mark distribution as a percentage – A4SMME**

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	1	4	3	3	1	0

Table 7H shows that 12 candidates (75%) of the sample passed and four (25%) failed the examination. This was a 23% improvement in performance compared with the 52% pass rate in November 2021. No candidate obtained marks below 10%. The highest mark obtained was 84% and the lowest mark, 26%. The highest mark improved from 75% in November 2021 to 84% in 2022.

## 7.4 Areas of Improvement

The following improvement was notable:

- a. There was improvement in the quality of marking.

## 7.5 Areas of Non-Compliance

The following were noted as concerns:

- a. In A4CENG the question paper contained an error in Question 5 of Section B, where certain words had to be underlined. These words were not underlined when the final version of the question paper was printed; and
- b. It was observed that in A4NTSC two markers were facilitators for A4CENG in their centres for the 2022 academic year. Although they have qualifications in Natural Sciences, they were not teaching the learning area in 2022.

## 7.6 Directives for Compliance and Improvement

The IEB is required to:

- a. Ensure that the editing of question papers is conducted properly and without changing specific aspects of the question paper. The edited version of the question paper should be checked before printing; and
- b. Appoint markers who are currently teaching the respective learning area, for accurate and consistent application of the marking guidelines.

## 7.7 Conclusion

It was observed during the standardisation of marking guidelines that marking personnel arrived prepared for the meetings. Rigorous discussions and the use of dummy scripts during training produced quality marking guidelines. This translated into consistent application of the marking guidelines in the seven learning areas. External moderation by Umalusi and the internal moderation of the IEB ensured fair and credible marking of the November 2022 GETC: ABET examinations.

# CHAPTER 8 STANDARDISATION AND RESULTING

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## 8.1 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. It is 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 the development and verification of 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 subject, statistical moderation and the resulting process.

## 8.2 Scope and Approach

The Independent Examinations Board (IEB) presented seven learning areas for the 2022 General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET L4) examination, for standardisation. In turn, Umalusi verified the historical averages, standardisation data, adjustments, statistical moderation and the resulting datasets.

### 8.2.1 Development of Historical Averages

Historical averages (norms) for GETC: ABET examinations are 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 IEB. 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.

### 8.2.2 Verification of Datasets and Standardisation Booklets

The IEB submitted standardisation datasets and electronic booklets as per the Umalusi management plan. The datasets were verified and approved and thereafter the final standardisation booklets were printed.

### 8.2.3 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the GETC: ABET L4 examination were held on 16 December 2022. Umalusi was guided by many factors to reach its standardisation decisions, including qualitative and quantitative information. Qualitative inputs included reports from Umalusi moderators and monitors on the examination's conduct, administration and management and an evidence-based report (EBR). Quantitative information included historical averages and pairs analysis. Lastly, standardisation decisions were guided by set standardisation principles.



## 8.2.4 Post-Standardisation

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

## 8.3 Summary of Findings

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

### 8.3.1 Development of Historical Averages

The historical averages (norms) for GETC: ABET examinations were developed using average marks obtained from the November examination sittings (201711–202111). To this end, there were no outliers identified and no new subjects introduced for the November 2022 GETC: ABET L4 examination. It is important to note that the 2022 norms exclude candidates from outside South Africa's borders. However, the historical performances include candidates from outside the borders of South Africa.

### 8.3.2 Standardisation Decisions

The qualitative reports produced by external moderators and the monitoring and intervention reports presented by the assessment body, together with the principles of standardisation, informed the final decisions. Table 8A outlines the summary of the standardisation decisions taken:

**Table 8A: Standardisation decisions for the November 2022 GETC: ABET L4**

Description	Total
Number of learning areas presented	7
Raw marks	4
Adjusted (mainly upwards)	0
Adjusted (downwards)	3
Not standardised	0
<b>Number of learning areas standardised:</b>	<b>7</b>

### 8.3.3 Post-Standardisation

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

## 8.4 Areas of Improvement

The following areas of improvement were noted:

- a. The IEB submitted all the qualitative input reports as required; and
- b. The standardisation data was submitted timeously, in accordance with the management plan.

## 8.5 Areas of Non-Compliance

None

## 8.6 Directives for Compliance and Improvement

None

## 8.7 Conclusion

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept all raw mark adjustments were based on sound educational reasoning, guided by established standardisation principles.

# CHAPTER 9 CERTIFICATION

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## 9.1 Introduction

Umalusi is responsible for the certification of learner achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF), mandated by its founding (amended) General and Further Education and Training Quality Assurance (GENFETQA) Act, 2001 (Act No. 58 of 2001). Umalusi upholds the adherence to policies and regulations promulgated by the Minister responsible for Higher Education and Training for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification.

Certification is not just the issuing of a certificate at the end of a process, but the culmination of various examination processes with different steps conducted by an assessment body, in this instance the Independent Examinations Board (IEB).

The examination process commences with the registration of students and ends with the certification of learner achievements. After the candidates have written the examination administered by the assessment body, examination scripts are marked, marks are processed and, only after quality assurance and approval by Umalusi, are students presented with individual Statements of Results. These are preliminary documents that outline the outcome of the examination, issued by the assessment body. Finalisation and verification that all examination marks are indeed captured and processed must be carried out before certification is done. The Statement of Results is, in due course, replaced by the final document, a certificate issued by Umalusi.

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 registered for the GETC: ABET examination are submitted by the IEB to Umalusi for certification.

Umalusi verifies the data received from the IEB, which must correspond with the quality assured results. All changes in marks must be approved before results are released to students. Where discrepancies are detected, the IEB is obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that no candidate is inadvertently advantaged or disadvantaged because of programme and/or human error; it also limits later requests for the re-issue of incorrectly issued certificates.

The issuing of the GETC: ABET learning area certificates and confirmation of those candidates who have not qualified for any type of certificate closes the examination cycle.

This chapter also informs interested parties of the current state of the certification of learner achievement for the GETC L4, a qualification at Level 1 on the NQF, for candidates registered to write the examination through the IEB as the assessment body.

## 9.2 Scope and Approach

The GETC provides an opportunity for candidates to accumulate credits toward the qualification across several examinations. Each examination is certified and the candidate receives a learning area certificate for those learning areas passed, or a GETC should they qualify for such.

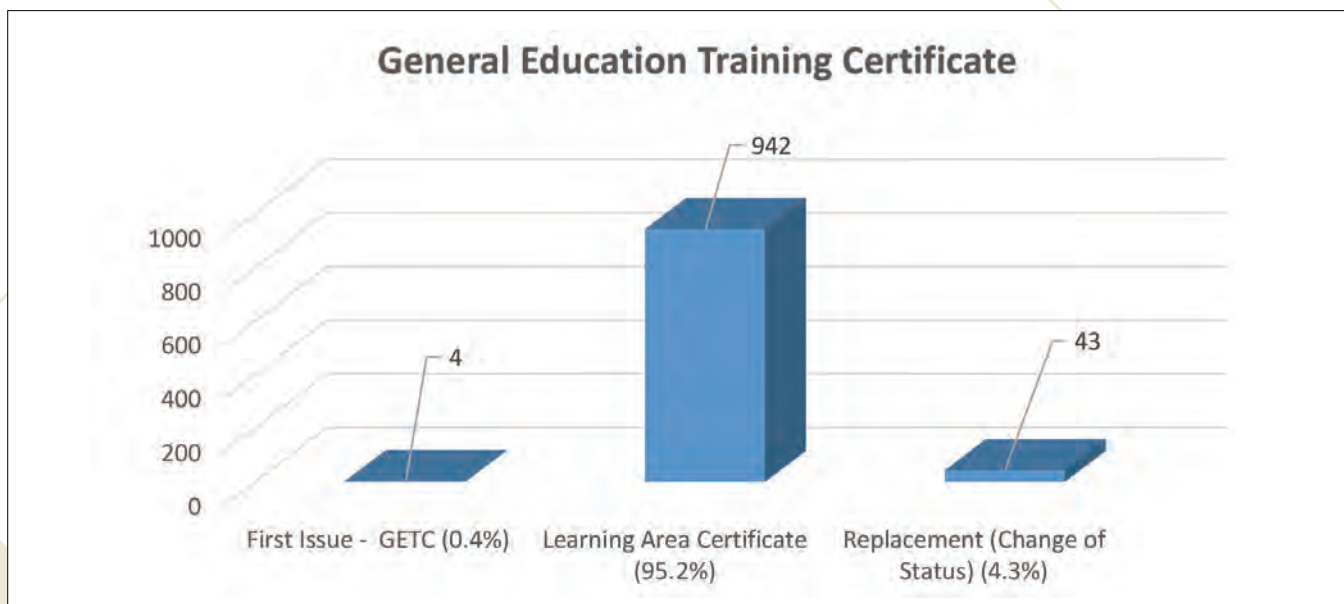
The IEB conducts multiple examinations during the year, as they have made provision for examinations on request. Each of these examination sessions are quality assured and standardised by Umalusi.

The candidate records submitted for certification for the period 1 December 2021 to 30 November 2022, compared to the data submitted for the approval of the results, informed this report.

### 9.3 Summary of Findings

Registrations for the GETC are processed using an Excel spreadsheet that is uploaded (imported) to the IEB's examination Information Technology (IT) system. There are sufficient control mechanisms in place to verify the correctness of the entries for the GETC registrations.

The IEB has conducted examinations for the GETC every three months and submitted datasets in the period 01 December 2021 to 30 November 2022 to Umalusi for certification. Figure 9A shows the results of the records on certified datasets.



**Figure 9A: Certified results for the period 1 December 2021 to 30 November 2022**

Table 9A shows the number of datasets and transactions processed in the period reviewed.

**Table 9A: Number of datasets and transactions received in the period 1 December 2021 to 30 November 2022**

Number of datasets	Number datasets accepted	Percentage accepted	Number of records submitted	Number records accepted	Percentage accepted	Number rejected
46	41	89.1%	1 319	1 243	94.2%	76

### 9.4 Areas of Improvement

The assessment body has a good registration system in place. Several verification processes ensure the correctness of the examination entries. Principals are required to sign a declaration of accuracy, which must be submitted to the IEB, to confirm the quality of the registration data.

Requests for certification are submitted electronically, as prescribed in the directives for certification. A dedicated unit processes the system administration and certification of learner achievements. Certification requests are submitted to Umalusi after the standardisation and resulting of all learner achievements has been processed and completed. The requests to Umalusi for certification are closely monitored and a concerted effort is made to certificate all learners who are due to be certified.

## **9.5 Areas of Non-Compliance**

No areas of non-compliance were noted.

## **9.6 Directives for Compliance and Improvement**

The IEB is compliant with the directives for certification.

## **9.7 Conclusion**

The IEB, as the assessment body, is assisting the adult community to acquire learning area certificates and to achieve a certificate. The registration of learners and the processing of the certification of learner achievements are done according to the required directives and guidelines. This is done consistently every year and certificates are issued to all deserving learners.

# 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)
Economic and Management Sciences	A	M	A	A	A	A	A	M	6	86
Human and Social Sciences	A	A	A	A	A	A	A	A	7	100
LLC: English	A	A	A	A	A	A	A	A	7	100
Life Orientation	A	M	M	L	A	A	M	L	3	43
Mathematical Literacy	M	M	M	M	A	M	A	L	2	29
Small, Medium and Micro Enterprises	M	A	M	M	A	M	A	A	4	51
Natural Science	M	A	M	A	A	A	A	A	6	86

**KEY:**

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

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

## ANNEXURE 5A

Annexure 5A: Examination centres monitored during the writing and marking of the examinations

Province	Monitored centre	Date	Learning area written	Learning area written
Eastern Cape	Crown Chickens (Pty) Ltd Bakho EC	03/11/22	Mathematical Literacy	3
Gauteng	Advit Animal Nutrition (Pty) Ltd	01/11/22	Mathematical Literacy	7
	APTJ Training and Development	03/11/22	Mathematical Literacy	4
	City of Johannesburg Tladi-Teboga (Pty) Ltd/Veritas Secondary School	01/11/22	Communication in English	11
	Cullinan Development Centre (Cullinan Diamond Mine)	03/11/22	Mathematical Literacy	6
	Milimo Training (Pty) Ltd Johannesburg	02/11/22	Economics and Management Sciences	15
	Sizanani ABET Solutions	07/11/22	Natural Sciences	4
	The Diepsloot Foundation	02/11/22	Economics and Management Sciences	11
	The Training Pro 2	31/10/22	Human and Social Sciences	17
KwaZulu-Natal	Imana Foods SGX Logistics	01/11/22	Communication in English	2
	Ulusha Development Network	03/11/22	Mathematical Literacy	7
Limpopo	Palabora Learning Centre	07/11/22	Natural Sciences	2
Mpumalanga	AFGRI Eloff Silo–Kitso	03/11/22	Mathematical Literacy	2
North West	Impala Platinum Mine	03/11/22	Mathematical Literacy	31
	Milimo Training (NHLS)Klerksdorp	02/11/22	Economics and Management Sciences	10
Northern Cape	Sol Plaatje University MW Free State	02/11/22	Economics and Management Sciences	10
Western Cape	Cape Peninsula Triple-E	01/11/22	Communication in English	8
	Cape Town Skills Facilitators	31/10/22	Human & Social Sciences	35
	Siphakame Skills Development	07/11/22	Natural Sciences	3
<b>Monitoring of marking</b>				
Gauteng	Holy Christian College	17/11/22	All learning areas	

**UMALUSI**



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