

UMALUSI



Quality Council for General and Further
Education and Training

**Report on the
Department of
Higher Education and
Training
November 2023
GETC: ABET
Examinations**

REPORT ON THE QUALITY ASSURANCE OF
THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING
NOVEMBER 2023 GETC: ABET EXAMINATIONS

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ACRONYMS AND ABBREVIATIONS

ABET	Adult Basic Education and Training
AC	Assessment Criteria
AET	Adult Education and Training
AG	Assessment Guideline
ASC	Assessment Standards Committee
CAT	Common Assessment Task
CCTV	Closed-circuit Television
CET	Community Education and Training
CETC	Community Education and Training College
CLC	Community Learning Centre
DHET	Department of Higher Education and Training
EXCO	Executive Committee
GENFETQA	General and Further Education and Training Quality Assurance
GETC	General Education and Training Certificate
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GPW	Government Printing Works
IT	Information Technology
NEA	National Education Association
NQF	National Qualifications Framework
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PED	Provincial Education Department
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
SBA	Site-based Assessment
SER	Self-evaluation Report
SO	Specific Outcome
SOP	Standard Operating Procedures
SOR	State of Readiness
TVET	Technical and Vocational Education and Training
US	Unit Standard

Learning areas

Code	Learning area
ANH4	Ancillary Health Care
AAAT4	Applied Agriculture and Agricultural Technology
ART4	Arts and Culture
ECD4	Early Childhood Development
EMSC4	Economic and Management Sciences
HSS4	Human and Social Sciences
INCT4	Information and Communication Technology
LCAF4	Language, Literacy and Communication: Afrikaans
LCEN4	Language, Literacy and Communication: English
LCND4	Language, Literacy and Communication: IsiNdebele
LCXH4	Language, Literacy and Communication: IsiXhosa
LCZU4	Language, Literacy and Communication: IsiZulu
LCSP4	Language, Literacy and Communication: Sepedi
LCSO4	Language, Literacy and Communication: Sesotho
LCTS4	Language, Literacy and Communication: Setswana
LTSW4	Language, Literacy and Communication: SiSwati
LCVE4	Language, Literacy and Communication: Tshivenda
LCXI4	Language, Literacy and Communication: Xitsonga
LIFO4	Life Orientation
MLMS4	Mathematical Literacy
MMSC4	Mathematics and Mathematical Sciences
NATS4	Natural Sciences
SMME4	Small, Medium and Micro Enterprises
TECH4	Technology
TRVT4	Travel and Tourism
WHRT4	Wholesale and Retail

FOREWORD BY THE CHIEF EXECUTIVE OFFICER

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

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

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

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

Furthermore, Umalusi has established a professional working relationship with the Department of Higher Education and Training (DHET). As a result, there has been an improvement in the conduct, administration and management of the GETC: ABET examinations and their assessment. 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 assessment. Umalusi noticed an improvement in the implementation and moderation of SBA in the November 2023 examination cycle. There was also evidence of a decrease in the occurrence of serious irregularities, including group copying.

The Assessment Standards Committee (ASC) and the Executive Committee of Council, which are Umalusi committees of Council, met in January 2024 to scrutinise evidence presented on the conduct of the November 2023 GETC: ABET examinations.

Having studied all the evidence presented, the Executive Committee of Council concluded that the examinations were administered largely in accordance with the National Policy Pertaining to the Conduct, Administration and Management of the Examinations of Colleges Established, Declared or Registered in terms of the Continuing Education and Training Act, 2006. The irregularities identified during the writing and marking of the examinations were not systemic and therefore did not compromise the overall credibility and integrity of the November 2023 GETC: ABET examinations administered by the DHET.

The Executive Committee of Council therefore approved the release of the DHET's November 2023 GETC: ABET examination results.

In respect of identified irregularities, the DHET was required to block the results of all candidates implicated in irregularities, including candidates who were implicated in alleged acts of dishonesty (as per the DHET's Report on the Conduct of the November 2023 GETC: ABET Examination), pending the outcome of further DHET investigations and verification by Umalusi.

Notwithstanding the evidence of improvements, Umalusi remained concerned, as it was in 2022, about the high number of reported irregularities.

The DHET was required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and to submit the improvement plan by 15 March 2024.

The Executive Committee of Council commended the DHET for conducting a successful examination.

Umalusi will continue to ensure that the quality, integrity, and credibility of the GETC: ABET examinations and assessment are maintained. Umalusi will also continue in its endeavours towards an assessment system that is internationally comparable, through research, benchmarking, continuous review and the improvement of systems and processes.

Umalusi would like to thank all the relevant stakeholders who worked tirelessly to ensure the credibility of the November 2023 GETC: ABET examinations.



pp Acting CEO
Dr Mafu S Rakometsi

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act (No. 67 of 2008, as amended), mandates Umalusi to develop and implement the 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), to develop and manage its sub-framework of qualifications, to quality assure assessment at exit-point, approve the release of examination results and 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 2023 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations. The report also reflects on the findings, areas of improvement and areas of non-compliance, and provides directives for compliance and improvement in the conduct, management and administration of the examinations and assessment. The findings are based on information obtained from Umalusi's moderation, monitoring, verification and standardisation processes, as well as from reports received from the Department of Higher Education and Training (DHET). Where applicable, comparisons are made with the November 2021 and/or November 2022 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 assessment. In the Adult Education and Training (AET)

sector, Umalusi quality assures the examinations and assessment for the GETC: ABET qualification.

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

The DHET conducted the November 2023 GETC: ABET examinations in 26 learning areas. This report covers the following quality assurance of assessment processes conducted by Umalusi, for which a brief outline is given below:

- a. Moderation of question papers (Chapter 1);
- b. Moderation of site-based assessment (SBA) tasks (Chapter 2);
- c. Moderation of site-based assessment (SBA) portfolios (Chapter 3);
- d. Monitoring of the state of readiness to conduct, administer and manage examinations (Chapter 4);
- e. Audit of appointed marking personnel (Chapter 5);
- f. Monitoring of the writing and marking of examinations (Chapter 6);
- g. Standardisation of marking guidelines (Chapter 7);
- h. Verification of marking (Chapter 8); and
- i. Standardisation and resulting (Chapter 9).

Chapter 10, which discusses the status of certification of candidates in 2023, is also included in this report. The findings from the above quality assurance of assessment processes enabled Umalusi's Executive Committee of Council to decide whether to approve the release of the November 2023 GETC: ABET examinations or not.

The roles and responsibilities of the DHET are to do the following:

- 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 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 the 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 2021 examination to 50% in November 2022. However, there was an increase in the overall compliance of question papers and accompanying marking guidelines from 50% in November 2022 to 59% in November 2023.

The GETC: ABET qualification requires learning centres to conduct SBA. Assessment bodies set SBA tasks nationally, moderate them internally and submit these tasks to Umalusi to be externally moderated. Umalusi is responsible for determining the quality and appropriateness of the standard of the SBA tasks. The SBA tasks of the DHET have a life span of one year.

The purpose of the external moderation of SBA tasks is to ensure that common standards, in terms of the quality of SBA tasks, are maintained. All candidates registered to write the GETC: ABET examinations through the DHET are required to complete common SBA tasks. 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 39% in November 2021 to 37% in November 2022. A significant increase in overall compliance was observed in November 2023 when it rose to 55%.

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

The purpose of the external moderation of SBA portfolios is to establish whether the requirements for the implementation and moderation of SBA, as prescribed by the DHET and Umalusi, were met. It is of utmost importance to moderate SBA portfolios since SBA carries the same weight (50%) as the external examinations. To ensure the consistency, validity and fairness of assessment, it is imperative that students' SBA portfolios are quality assured at different levels. The DHET has shown improvement in the moderation of SBA. There was a decline in the percentage of CLC that were fully compliant in November 2022 (53%) compared with 58% in 2021. However, the percentage of CLC that were fully compliant increased in 2023 when it returned to 58%, similar to that of 2021.

The purpose of verifying the state of readiness of the DHET to conduct the November 2023 GETC: ABET examinations was, largely, to do the following:

- a. Gauge the level of preparedness of the DHET to conduct the November 2023 GETC: ABET examinations;
- b. Track the progress made in addressing the directives for compliance and improvement issued after the November 2022 examinations;
- c. Verify that the DHET had systems in place to ensure the integrity of the November 2023 GETC: ABET examinations; and
- d. Report on any shortcomings identified during the evaluation and verification of the DHET's systems.

The audit of the state of readiness confirmed the readiness of the DHET to administer the November 2023 GETC: ABET examinations. Umalusi noted that the DHET showed improvement in its 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 examinations.

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

- a. Planning prior to the conducting of the marking process;
- b. The adequacy of resources at the marking centre;
- c. Security provided at the marking centre; and
- d. 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 the marking process revealed that the DHET showed improvement in the quality of marking and internal moderation in all 26 learning areas and complied with marking and moderation requirements.

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

The purpose of standardisation and the 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 2023 examinations, Umalusi's Executive Committee (EXCO) of Council concluded that the November 2023 GETC: ABET examinations were conducted in line with the policies and guidelines that govern the conduct of examinations and assessment. There were no systemic irregularities that could jeopardise the overall integrity of examinations and the results could, therefore, be regarded as credible. The EXCO approved the release of the results.

Umalusi trusts that 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 maintain and improve standards in adult education and training in South Africa.

CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 Introduction

Umalusi employs external moderators with relevant subject matter expertise to scrutinise and carefully analyse the question papers developed by the Department of Higher Education and Training (DHET) for the General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) qualification. The moderation of question papers is a critical part of the quality assurance process to confirm whether the question papers and accompanying marking guidelines are fair, valid and reliable. The moderation process also ensures that the question papers and accompanying marking guidelines were assembled with rigour, complying with Umalusi's quality assurance of assessment requirements and the assessment guidelines (AG) of the respective assessment bodies. The DHET conducts GETC: ABET examinations in 26 learning areas in nine regions.

The DHET is expected to appoint examiners with requisite learning area knowledge of setting question papers, and internal moderators to internally moderate the question papers before they are submitted to Umalusi for external moderation. The quality and standard of the question papers therefore starts with the appointment of examiners.

To maintain public confidence in the national examination system, the question papers must be seen to be relatively:

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

1.2 Scope and approach

Umalusi receives question papers and marking guidelines for each examination cycle that have been set and internally moderated by the DHET for external moderation. These question papers should be submitted together with the history of the development of the question papers and marking guidelines. The DHET submitted 26 question papers, corresponding marking guidelines and the internal moderators' reports for external moderation and approval by Umalusi in preparation for the November 2023 examinations of the GETC: ABET qualification. This is the same number of question papers submitted for external moderation for the November 2021 and 2022 examinations.

Umalusi adopted an on-site model for the moderation of the GETC: ABET question papers. Table 1A shows the 26 learning areas assessed by the DHET for the November 2023 GETC: ABET examinations.

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

No.	Learning area	Learning area code
1.	Ancillary Health Care	ANHC4
2.	Applied Agriculture and Agricultural Technology	AAAT4
3.	Arts and Culture	ARTC4
4.	Early Childhood Development	ECD4
5.	Economic and Management Sciences	EMSC4
6.	Human and Social Sciences	HSSC4
7.	Information Communication Technology	INCT4
8.	Language, Literacy and Communication: Afrikaans	LCAF4
9.	Language, Literacy and Communication: English	LCEN4
10.	Language, Literacy and Communication: IsiNdebele	LCND4
11.	Language, Literacy and Communication: IsiXhosa	LCXH4
12.	Language, Literacy and Communication: IsiZulu	LCZU4
13.	Language, Literacy and Communication: Sepedi	LCSP4
14.	Language, Literacy and Communication: Sesotho	LCSO4
15.	Language, Literacy and Communication: Setswana	LCTS4
16.	Language, Literacy and Communication: SiSwati	LCSW4
17.	Language, Literacy and Communication: Tshivenda	LCVE4
18.	Language, Literacy and Communication: Xitsonga	LCXI4
19.	Life Orientation	LIFO4
20.	Mathematical Literacy	MLMS4
21.	Mathematics and Mathematical Sciences	MMSC4
22.	Natural Sciences	NATS4
23.	Small, Medium and Micro Enterprises	SMME4
24.	Technology	TECH4
25.	Travel and Tourism	TRVT4
26.	Wholesale and Retail	WHRT4

All question papers and accompanying marking guidelines 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. Language and bias;
- c. Internal moderation;
- d. Content coverage;
- e. Cognitive demand;
- f. Adherence to assessment guidelines;
- g. Predictability; and
- h. Marking guidelines.

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

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

- iv. Compliance in all respects (met 100% of the criteria).

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

- i. **Approved:** If the question paper and accompanying marking guidelines meet all the set criteria;
- ii. **Conditionally approved:** If the question paper and accompanying marking guidelines meet most of the criteria. The question paper must be resubmitted; and
- iii. **Rejected:** If the standard and quality of the question paper and accompanying marking guidelines are entirely unacceptable and must be resubmitted.

Umalusi's moderators completed evaluation reports based on the moderation criteria.

1.3 Summary of findings

The following section summarises the findings by Umalusi during the moderation of the question papers and accompanying marking guidelines.

1.3.1 Overall compliance of question papers at initial moderation

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

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

No.	Criteria	Compliance frequency (208 instances)			
		None	Limited	Most	All
1.	Technical aspects	0	1	13	12
2.	Language and bias	0	1	12	13
3.	Internal moderation	2	2	6	16
4.	Content coverage	0	0	13	13
5.	Cognitive demand	0	2	4	20
6.	Adherence to assessment guidelines	0	2	5	19
7.	Predictability	0	0	4	22
8.	Marking guidelines	0	6	12	8
Total		2	14	69	123
		85			123
Percentage		41%			59%

Table 1B shows an overall compliance of 59% for the November 2023 GETC: ABET examinations. This is a significant improvement compared to the 50% achieved in 2022 and the overall compliance achieved in November 2021 (45%). Table 1C shows the percentage of question papers that were compliant in all respects with each criterion at initial

moderation over three years. Annexure 1A shows the compliance of all question papers externally moderated by Umalusi.

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

No.	Criterion	Percentage compliance per criterion over three years		
		2021	2022	2023
1.	Technical aspects	50	42	46
2.	Language and bias	36	39	50
3.	Internal moderation	46	42	62
4.	Content coverage	50	42	50
5.	Cognitive demand	65	62	77
6.	Adherence to assessment guidelines	69	73	73
7.	Predictability	85	81	85
8.	Marking guidelines	39	23	31
Total percentage overall compliance		55	50	59

Table 1C demonstrates that there was an increase in the compliance of question papers in all respects with seven of the eight criteria in November 2023 compared to that of November 2022. The compliance with the assessment guidelines remained the same at 73%. This compliance in 2023 was 9% better than that of November 2022, and 4% better than that of 2021. Figure 1A compares the overall compliance over three years.

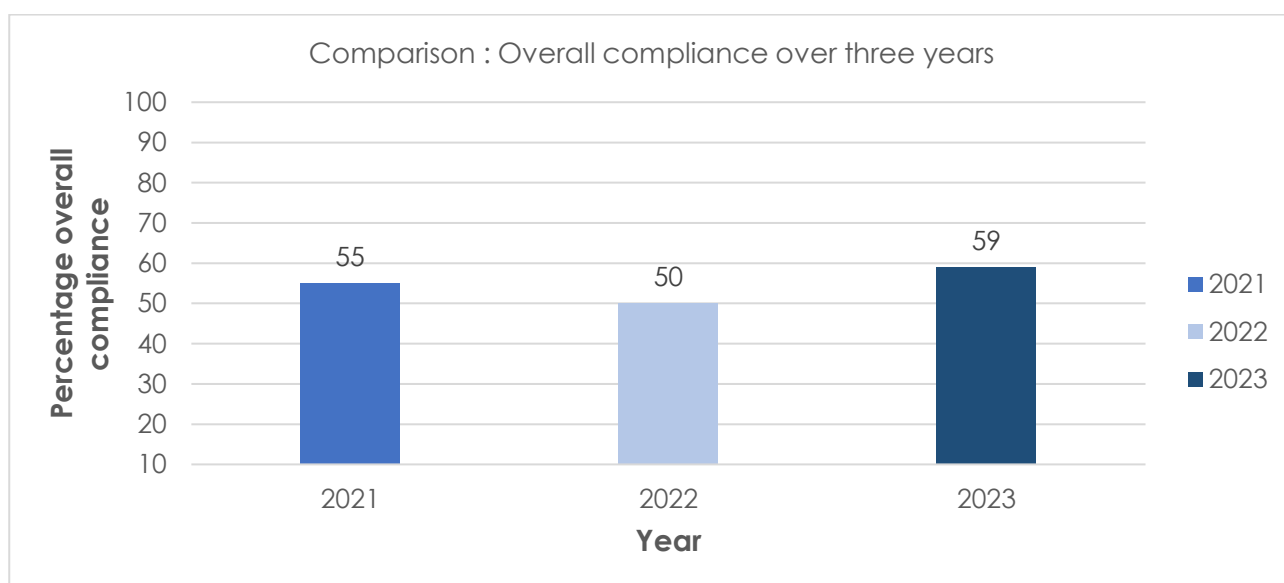


Figure 1A: Overall compliance in all respects of question papers over three years

Figure 1A shows that there was a 9% increase in the overall compliance of question papers in November 2023 compared to November 2022, and a 4% increase compared to November 2021. This indicates a noticeable overall improvement in the quality and standard of the November 2023 question papers and corresponding marking guidelines at initial moderation.

1.3.2 Compliance of question papers with each criterion

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

a) Technical aspects

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

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

The number of question papers that were fully compliant in November 2022 were 11 and in November 2023 were nine (ARTC4, EMSC4, NATS4, LCND4, LCXH4, LCZU4, MMSC4, TECH4 and WHRT4).

Thirteen question papers (AAAT4, ANHC4, ECD4, INCT4, LCAF4, LCEN4, LCSO4, LCSP4, LCXI4, LIFO4, MLMS4, NATS4 and TRVT4) were compliant in most respects in November 2023 compared to the 14 papers in November 2022 and the 10 papers in November 2021. The main deficiencies in 2023 included an incomplete moderation history (LCSO4 and ECD4), unclear and ambiguous instructions (INCT4), an incorrect numbering system (LIFO4, TRVT4, LCZU4, LIFO4, MMSC4 and NATS4), a cluttered layout of the question paper (LIFO4), and poor-quality illustrations, graphs, and tables (ANHC4, ECD4 and MLMS4). In the case of ANHC4, the arrow on the diagram pointed to the tongue, yet the answer in the marking guideline was the mouth. In the case of LCSO4, the picture used in Question 3 was blurry, and candidates would have difficulty responding to the questions. In the case of LCXI4, the image used in Question 3 was not correctly acknowledged. In ECD4, the picture in Section B, Question 2, was dark. It was requested that the picture be brightened to ensure clarity. In the case of INCT4, the diagrams were not of an appropriate size. That could disadvantage candidates with impaired vision. Question 3.2.2 in NATS4 did not align with the format requirements as stipulated in the assessment guideline.

In some instances, mark allocation in the question papers did not correlate with the marking guideline (LCAF4 and LCEN4). In TRVT4, the examiner included Question 2.5.4, which had a total of 2 marks. On closer inspection, the external moderator discovered that Question

2.5.4, when included in the question paper, would increase the subtotal for Section B to 42 marks instead of 40 marks, as stipulated in the assessment guideline.

In November 2023, the question paper for LCSW4 showed limited compliance with this criterion. In November 2022 LCAF4 also had limited compliance. In November 2021 three question papers (LCX14, LCZU4 and MMSC4) showed limited compliance with this criterion. In 2021 and 2022, none of the 26 question papers in 2023 showed non-compliance with this criterion at initial moderation.

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

b) Language and bias

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

Year on year, the number of question papers that show full compliance with the language and bias criterion increased from nine in November 2021 to 10 in November 2022 and 13 in November 2023 (AAAT4, ARTC4, EMSC4, HSSC4, LCAF4, LCND4, LCSP4, LCTS4, LCXH4, LIFO4, MLMS4, NATS4 and WHRT4).

With respect to compliance in most respects with the language and bias criterion, the number of question papers increased from nine in 2022 to 12 in 2023 (ANHC4, ECD4, INCT4, LCSO4, LCSW4, LCVE4, LCXI4, LCZU4, MMSC4, SMME4, TECH4 and TRVT4). Thirteen question papers were compliant in most respects in 2021.

As was the case in 2021 and 2022, none of the question papers and accompanying marking guidelines showed non-compliance with the language and bias criterion at initial moderation in 2023. Impressively, only one question paper and its marking guideline (LCEN4) showed limited compliance compared to the seven question papers that showed limited compliance in 2022 and the four in 2021.

The shortcomings noted across these question papers in 2023, like in the past two years, included the incorrect use of learning area terminology (MMSC4), subtleties in grammar that was prone to cause confusion (INCT4, LCSO4, LCSW4, LCZU4, SMME4, TECH4 and TRVT4) and grammatically incorrect language in the question paper and/or marking guideline (INCT4, LCVE4, TECH4 and SMME4). In Question 1, most words in the comprehension text were cut and the layout was not appropriate. In the case of LCSW4, Question 1.7 was found to be biased and overly complicated because not all candidates would have a positive view towards traditional healers. Some of the passages used in the text in ECD4 were not of an appropriate length and contained unnecessary words. Hence Question 2. 8 and 2.10 were requested to be rephrased so that they could be of the appropriate length and more succinct to enable candidates to respond appropriately.

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

c) Internal moderation

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

There was a significant increase in the number of question papers that were fully compliant with this criterion in November 2023, compared to November 2022. Evidently, 16 question papers (AAAT4, ARTC4, EMSC4, HSSC4, INCT4, LCAF4, LCND4, LCVE4, LCXH4, LCZU4, LIFO4, MLMS4, NATS4, SMME4, SMME4 and WHRT4) were fully compliant in all respects in 2023 compared to the 11 question papers that were fully compliant in 2022 and the 12 question papers that were fully compliant in 2021.

Six question papers (ANHC4, ECD4, LCSO4, LCTS4, LCXI4 and TECH4) were compliant in most respects with this criterion at initial moderation in 2023 and 2022, compared to the seven question papers that were compliant in most respects in 2021. Identified challenges, like in 2022 and 2021, were mainly associated with grammatical errors not being picked up or rectified by the internal moderator (ANHC4), the inappropriate quality and standard of internal moderation (LCTS4), and failure by the examiners to address the internal moderator's recommendation (LCSO4). In the case of ECD4, the internal moderation was of a less appropriate quality and standard. For example, the content coverage in ECD4, in terms of unit standards (US) and specific outcomes (SO), were not according to the prescribed norms.

Two question papers (LCSP4 and MMSC4) showed limited compliance in 2023. This demonstrates an improvement in the quality of setting papers when compared to the four question papers that showed limited compliance in 2021, and the eight question papers that showed limited compliance in 2022. In the case of LCSP4, the quality, standard and relevance of internal moderation was reported to be not relevant. There were numerous mathematical errors in the MMSC4 question paper and marking guideline. Hence, the quality and standard of internal moderation of the MMSC4 question paper in November 2023 was not appropriate.

Two question papers and their marking guidelines (LCEN4 and LCSW4) were non-compliant in 2023 compared to only one (TRVT4) in 2022 and three in 2021. In the case of LCSW4, the internal moderator's report was not available. Instead, an irrelevant report was found in the history file of the question paper. This file contained names of the examiners that were not the same as the names of the examiners on the current question paper. 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;
- ii. The spread of specific outcomes 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 an accurate correlation between mark allocation, level of difficulty and time allocation;
- vii. Whether the question paper allows for the testing of skills; and
- viii. The quality of the questions.

At initial moderation in 2023, 13 question papers (ARTC4, EMSC4, LCAF4, LCEN4, LCND4, LCTS4, LCVE4, LCXH4, MLMS4, NATS4, SMME4, TRVT4 and WHRT4) were fully compliant with this criterion when compared to the 11 question papers that were fully compliant in 2022 and the 13 question papers that were fully compliant in 2021. The quality of the LCAF4 question paper was consistently upheld across all three years.

The number of question papers that were compliant in most respects at initial moderation increased gradually from 10 in 2021 to 12 in 2022, and finally to 13 in 2023 (AAAT4, ANHC4, ECD4, HSSC4, INCT4, LCSO4, LCSP4, LCSW4, LCXI4, LCZU4, LIFO4, MMSC4 and TECH4). The main deficiencies that permeated the 2023 questions papers pivoted around the inappropriate spread of SO and AC (ECD4, LCSO4 and LCSW4), the irrelevant and inappropriate selection of texts and source material that limited the generation of questions across cognitive levels (LCSW4, ECD4, LIFO4 and MMSC4), questions not being free of vaguely defined problems, ambiguous wording, extraneous or irrelevant information, and trivial and unintentional clues to the correct answers (INCT4 and LIFO4), and illustrations not being academically correct (MMSC4). In the case of LCSW4, the question paper, as a whole, did not reflect an appropriate level and depth of learning.

In the case of HSSC4, the options to Question 1.1.1 and 1.1.7 contained logical cues and made one of the options an obvious choice. In the case of LCSP4, vague language and misleading information appeared in some sections of the paper, which were caused by spelling errors in the question paper. The spelling errors changed the whole meaning of the question, which could cause uncertainty in candidates when answering the questions. In addition, the first part of Question 3.3 in LCSP4 gave candidates an answer to Question 3.1 in the LCZU4 and ECD4 question papers, the options were not of approximately the same length.

At initial moderation in November 2023, none of the question papers or their marking guidelines showed non-compliance with this criterion compared to one in 2022 and one in 2021. In addition, none of the question papers showed limited compliance at initial moderation in November 2023 compared to two question papers that showed limited compliance in November 2022 and 2021, respectively. This indicates an improvement in quality in terms of

content coverage at setting level. The internal moderator addressed all challenges encountered 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.

The quality of setting question papers in terms of cognitive demand levels has improved, as 20 question papers were fully compliant with this criterion at initial moderation in November 2023 (AAAT4, ANHC4, ARTC4, EMSC4, INCT4, LCAF4, LCND4, LCSP4, LCTS4, LCVE4, LCXH4, LCXI4, LIFO4, MLMS4, MMSC4, NATS4, SMME4, TECH4, TRVT4 and WHRT4), compared to 16 question papers in November 2022, and 17 question papers in November 2021.

Four question papers (ECD4, HSSC4, LCSO4 and LCZU4) were compliant in most respects at initial moderation in November 2023, compared to five question papers that were compliant in most respects in November 2022 and six question papers that were compliant in most respects in November 2021. In the case of LCSO4, because of the blurry nature of the picture in Question 3, creative responses from students could be compromised.

The main shortcomings that permeated the 2023 question papers included the inappropriate distribution in terms of cognitive levels (LCZU4, HSSC4 and ECD4). In the case of HSSC4 and ECD4, the distribution of questions in terms taxonomy levels was not in line with the (knowledge) 40: (comprehension) 40: (application) 20 requirements in the assessment guideline.

In November 2023, none of the question papers were totally non-compliant with the cognitive demand criterion. On the other hand, two question papers (EMSC4 and WHRT4) were totally non-compliant in November 2022, compared to one (LCZU4) in November 2021.

Two question papers (LCEN4 and LCSW4) showed limited compliance with this criterion at initial moderation in 2023, compared to three question papers in 2022 and two question papers in 2021. In the case of LCSW4 in November 2023, no analysis grid was available, the distribution of cognitive levels was inappropriate, marks were not correctly distributed (46:44:10 instead of a weighting of 40:40:20 as stipulated in the assessment guideline) and insufficient opportunities were provided to assess the ability to compare and contrast or clearly express an argument. In the case of LCEN4, no analysis grid accompanied the question paper, and the question paper did not have a question that assessed the ability to compare and contrast. However, the internal moderator addressed all these challenges before the question papers were approved.

f) Adherence to assessment guidelines

This criterion evaluates the adherence of question papers and their marking guidelines to policy and whether each question paper is in line with the assessment guidelines of the

assessment body, as well as the requirements of Umalusi. Question papers are checked to establish whether they reflect the prescribed specific outcomes and assessment criteria.

The number of question papers that were compliant in all respects with this criterion increased from 18 in November 2021 to 19 in November 2022. The same number of question papers as in 2022 (AAAT4, ARTC4, EMSC4, INCT4, LCAF4, LCND4, LCSP4, LCTS4, LCVE4, LCXH4, LCXI4, LCZU4, MLMS4, MMSC4, NATS4, SMME4, TECH4, TRVT4 and WHRT4) showed full compliance with this criterion in 2023.

Five question papers (ANHC4, ECD4, HSSC4, LCEN4 and LCSO4) met most of the requirements for this criterion in 2023, compared to three question papers in 2022 and four question papers in 2021. The main challenges encountered across all three years pertained to the weighting and spread of content of the specific outcomes and assessment criteria not being within the norm range prescribed in the assessment guidelines (HSSC4, LCSO4 and ECD4). In the case of ECD4, the weighting and content coverage of the questions did not comply with the assessment guideline for US 244263 and US 244255. It was therefore recommended that the marks for questions from US 244263 be reduced, and those for questions from US 244255 be increased to comply with the recommendations. In the case of LCEN4, an incomplete analysis grid was submitted in November 2023.

None of the question papers were totally non-compliant with the assessment guidelines criterion at initial moderation in 2023. In 2022, one question paper (EMSC4) was non-compliant with this criterion, while 2021 also saw one question paper (LCZU4) being non-compliant with this criterion. In 2023, two question papers (LCSW4 and LIFO4) showed limited compliance with this criterion, compared to three question papers in 2022 and 2021, respectively.

Challenges, like in 2022, persisted. These included the inappropriate weighting and spread of content of the specific outcomes and assessment standards (LSCW4), the spread of questions among different cognitive levels that did not adhere to the requirements prescribed by the assessment guideline (LCSW4 and LIFO4), the Unit Standard in some questions not being inserted on the grid (LIFO4) and the question paper not being aligned to the requirements articulated in the assessment guideline (LCSW4). However, the internal moderator addressed all the challenges before the question papers were approved.

g) Predictability

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

The number of question papers that were compliant with this criterion in all respects at initial moderation increased from 21 in November 2022 to 22 in November 2023. The number in 2023 is similar to the number in 2021.

Four question papers (INCT4, LCSO4, LCSP4 and LCSW4) showed compliance in most respects with the predictability criteria in November 2023, compared to three question

papers in November 2022 and four question papers in November 2021. The shortcomings across the three question papers in 2023 were either attributed to questions lacking an appropriate degree of innovation, or questions being repeated from the past three years.

It is evident that 12 question papers (AAAT4, ECD4, EMSC4, HSSC4, LCEN4, LCVE4, LCXH4, LCZU4, MLMS4, MMSC4, NATS4 and SMME4) were consistently compliant in most respects across all three years.

As in November 2021, none of the 26 questions papers were non-compliant with the predictability criterion at initial moderation in November 2023. This was slightly better than in November 2022, when one question paper was non-compliant. In 2023, similar to 2021, none of the 26 questions papers showed limited compliance with the predictability criterion. This was better than in 2022 when one question paper showed limited compliance.

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

h) Marking guidelines

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

At initial moderation, eight question papers (ARTC4, ECD4, EMSC4, LCND4, LCXH4, NATS4, TECH4 and WHRT4) were compliant with this criterion in all respects in November 2023. This was an improvement on the six question papers that were compliant in all respects in November 2022. Ten question papers were fully compliant with this criterion in November 2021.

Twelve question papers (AAAT4, ANHC4, HSSC4, INCT4, LCAF4, LCSO4, LCTS4, LCXI4, LCZU4, LIFO4, MLMS4 and SMME4) showed compliance in most respects at initial moderation in November 2023, compared to 13 question papers in November 2022 and 14 question papers in November 2021. The challenges that mostly featured in the 2023 question papers were the marking guideline containing typographical errors (LCXI4 and LIFO4), the marking guideline not making allowance for relevant alternative answers (LCTS4 and MLMS4) and the marking guideline not providing sufficient detail to ensure accuracy of marking (LCZU4 and LIFO4). For HSSC4, the marking instruction for Question 3 was lacking to an extent that could promote inconsistent marking. An instruction for marking Question 3 needed to include how deviation from responding in paragraph writing would be marked.

In the case of LCAF4, Question 1.5. was allocated 1 mark in the question paper, but 2 marks in the marking guideline. Question 1.10.1 and 1.10.2 had 1 mark allocated to each in the LCAF4 question paper but only 1 mark was allocated to both combined in the marking guideline. Such errors may lead to inconsistencies in marking the candidates' script. In the case of LCTS4, there was a lack of correlation between the question paper and the marking guideline, and 20 marks were allocated to Section B instead of 10 marks.

In 2023, none of the 26 question papers or their marking guidelines were non-compliant with the marking guideline criterion at initial moderation, compared to one in both 2021 and 2022. At initial moderation in November 2023, six question papers (LCEN4, LCSP4, LCSW4, LCVE4, MMSC4 and TRVT4) showed limited compliance with this criterion. This was equivalent to six question papers in November 2022. However, this is still more than the single question paper that showed limited compliance in November 2021. The limited compliance was mainly attributed to typographical errors in the marking guideline (LCVE4), a lack of alternative responses in some instances (LCVE4 and TRVT4), a lack of detail to support consistent marking (TRVT4) and the marks in a question shown in the marking guideline not corresponding with those shown in the question paper.

In the case of LCSP4, there were typographical and languages errors in the marking guidelines. Question 1.4 in LCSP4 had two answers, depending on the candidate's choice, but the second answer was not allocated marks to show how it should be marked. The LCSP4 question paper and marking guideline did not correlate well because the third bullet in Question 1.7 was not found in the question paper but appeared as an answer from the comprehension text in the marking guideline.

In the case of LCSW4, the marking guideline would not facilitate consistency because of unclear mark allocation in Question 2.3, an unclear response for Question 1.7, and the expected responses for Question 2.6.2 and 2.7 that could not be distilled from the given text. In the case of LCVE4, alternative responses were added to Question 1.9 and 3.4. In the MMSC4 marking guideline, there were errors in some solutions.

The internal moderator addressed all the challenges before the question paper and accompanying marking guideline were approved.

1.4 Areas of improvement

The following improvements were noted:

- a. An improvement in the overall compliance of question papers and their accompanying marking guidelines from 50% in 2022 to 59% in 2023.
- b. An improvement in compliance with seven of the eight criteria in November 2023, compared with November 2022.
- c. Only two out of 26 instances of non-compliance with internal moderation in 2023, compared with 2022 and 2021.
- d. The DHET must be commended, as was the case in 2021 and 2022, for its good management and administration of the external moderation of the question papers and respective marking guidelines for the November 2023 examinations.
- e. Security measures were maintained at high levels, and no question paper was compromised at any stage during the external moderation process.
- f. Question papers were set timeously using the 18-month cycle.

1.5 Areas of non-compliance

The following were noted as concerns:

- a. A number of question papers and marking guidelines were submitted with grammar and language errors.
- b. A number of marking guidelines had insufficient details to ensure accuracy of marking.

1.6 Directives for compliance and improvement

The DHET is required to:

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

1.7 Conclusion

This chapter summarised the findings of the moderation of question papers for the November 2023 GETC: ABET examinations. Umalusi moderators reported in detail on the question papers and corresponding marking guidelines that were submitted by the DHET for external moderation. The findings of the external moderation process indicated that there was a significant improvement in the quality and overall compliance of question papers submitted by the DHET at initial moderation. The overall compliance of question papers and accompanying marking guidelines increased from 50% in November 2022 to 59% in November 2023. An improvement in quality was noted in seven criteria. The DHET is required to address the challenges in the compliance of question papers with one 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 in the Adult Education and Training (AET) sector and contributes 50% towards the final mark in the GETC: ABET qualification.

The SBA tasks are set nationally and are implemented at Community Education and Training Colleges (CETC). The DHET develops and internally moderates SBA Common Assessment Tasks (CAT) before submitting them to Umalusi for external moderation and approval. Once approved, SBA CAT are implemented at institutional level during the following academic year. The SBA tasks are formative in design and developmental in nature. One of the main objectives of the SBA tasks is to guide and improve 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's quality assurance of assessment requirements and the assessment guidelines of the assessment bodies.

Umalusi conducts the moderation of SBA tasks and corresponding marking guidelines to ensure that SBA tasks are representative of:

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

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

2.2 Scope and approach

The DHET developed and internally moderated the SBA CAT for all 26 learning areas in preparation for the November 2023 examination cycle. The assessment guideline for each learning area prescribes the requirements for developing and implementing SBA tasks at each Community Learning Centre (CLC).

The SBA CAT of each learning area consist of three tasks. These are a skills-based task, a learning area-specific task and a test, with weightings of 20%, 30% and 50%, respectively. Assessment guidelines for each learning area prescribe the specific outcomes and assessment criteria to be covered in each assessment task. These tasks take on different forms, like assignments, projects, investigations, worksheets, demonstrations, oral assessments, journal entries, case studies and a test.

Umalusi conducted the moderation of the 2023 SBA CAT on site at the DHET Examination Section of the DHET's National Offices in Pretoria in September 2022. Umalusi used the Instrument for the Moderation of Common Assessment Tasks. This requires Umalusi to evaluate the quality of the SBA CAT according to the following criteria:

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

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

1. No compliance (met less than 50% of the criteria);
2. Limited compliance (met 50% or more, but less than 80% of the criteria);
3. Compliance in most respects (met 80% or more, but less than 100% of the criteria); and
4. 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:

- i. **Approved:** If the SBA tasks and accompanying marking guidelines meet all the criteria;
- ii. **Conditionally approved and to be resubmitted:** If the SBA tasks and their accompanying marking guidelines meet most of the criteria; and
- iii. **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 judgment was based on the overall compliance of all three tasks and the accompanying marking guidelines with the criteria and quality indicators. Umalusi only approved the SBA tasks once all the criteria in each task and its accompanying marking guideline had been met.

The data used for the findings in this report is based on the initial external moderation of the SBA tasks. Comparative data was based on the previous two years (2021 and 2022). The findings summarised below show the overall compliance status of the SBA tasks and the levels of compliance of the SBA tasks per criterion.

2.3.1 Overall compliance of SBA tasks at initial moderation

In preparation for the 2023 academic year, Umalusi moderated the SBA CAT of 26 learning areas by measuring compliance with the eight criteria stipulated in the moderation instrument. All the SBA CAT of the 26 learning areas were approved after all the challenges that were identified were corrected and the SBA CAT met the required quality and standard. The overall compliance of the SBA CAT per criterion is depicted in Table 2A.

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

No.	Criterion	Compliance frequency (208 instances)			
		None	Limited	Most	All
1.	Adherence to assessment guidelines	0	5	6	15
2.	Content coverage	0	0	4	22
3.	Cognitive demand	0	0	7	19
4.	Language and bias	0	5	13	8
5.	Formulation of instructions and questions	0	3	11	12
6.	Quality and standard of SBA tasks	0	4	9	13
7.	Mark allocation and marking guideline	0	3	10	13
8.	Internal moderation	0	6	8	12
Total		0	26	68	114
		94			114
Percentage		45%			55%

Table 2A shows an overall compliance of 55% (114 out of 208 instances of compliance in all respects with all eight criteria) at initial moderation in the 26 learning areas. Twenty-two out of 26 (84.6%) SBA CAT showed the highest overall compliance with the content coverage criterion, closely followed by 19 (73%) learning areas that showed full compliance with the cognitive demand criterion. Umalusi identified language and bias as having the lowest compliance rate, with only eight (19%) learning areas showing full compliance. Table 2B shows a comparison of overall compliance in all respects at initial moderation in 2021, 2022 and 2023.

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

No.	Criterion	November 2021	November 2022	November 2023
1.	Adherence to assessment guidelines	42%	46%	58%
2.	Content coverage	66%	58%	85%
3.	Cognitive demand	65%	54%	73%
4.	Language and bias	31%	23%	31%
5.	Formulation of instructions and questions	38%	35%	46%
6.	Quality and standard of SBA tasks	38%	31%	50%
7.	Mark allocation and marking guideline	15%	19%	50%
8.	Internal moderation	15%	31%	46%
Average overall compliance		39%	37%	55%

Table 2B shows a remarkable increase in overall compliance with all criteria compared with 2022 at initial moderation. In comparison with 2021, there was an improvement in seven of

the criteria and a similar level of compliance in the language and bias criterion in 2021 and 2023. Figure 2A shows a comparison of the overall compliance over three years.

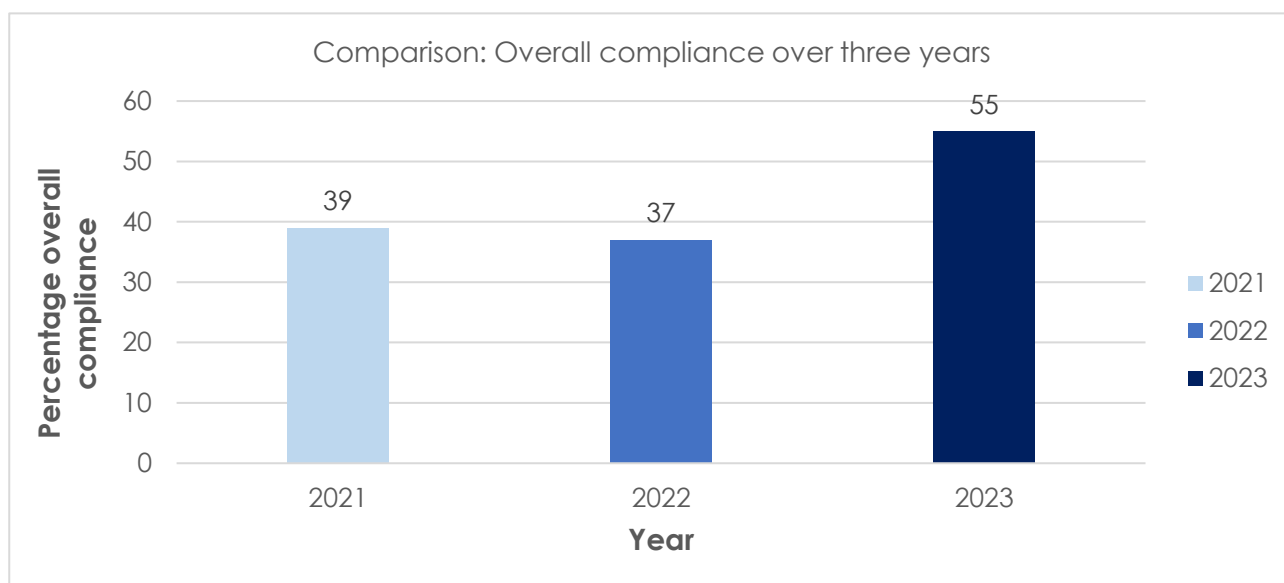


Figure 2A: Comparison of overall compliance of the SBA tasks over three years

The comparison in Figure 2A indicates that the initial decline of 2% in compliance from 39% in 2021 to 37% in 2022 led to a remarkable 16% improvement in compliance from the 39% in 2021 to the 55% in 2023. Section 2.3.2 will discuss the findings in detail and highlight the challenges per criterion.

2.3.2 Compliance of SBA tasks with each criterion

The compliance of the SBA CAT with each criterion for all learning areas is depicted below under sub-paragraphs a–h. Each section includes a comparative figure (Figure 2B to Figure 2J), showing the differences per criterion between the findings in 2021, 2022 and 2023.

a) Adherence to assessment guidelines

This criterion verifies whether the assessment body adhered to the assessment guidelines. These are learning area-specific and stipulate the number of activities, weighting, specific outcomes and assessment standards to be assessed. This was one of the focus points that was discussed during the combined training intervention.

At initial moderation in 2023, 58% of the SBA CAT complied with this criterion in all respects, while 23% complied in most respects, and 19% showed limited compliance with this criterion. The five SBA CAT that showed limited compliance were ECD4, LCAF4, LCEN4, LCVE4 and LCZU4.

The DHET only submitted the internal moderator's report for ECD4 on the second day of moderation. Further challenges related to non-adherence to the grammatical correctness, format, layout and mark allocation of the tasks. In LCAF4, LCEN4 and LCVE4, the DHET only submitted the formal tasks, instruments and comprehensive internal moderation reports without the formal history of the tasks. Umalusi depends on the history to provide evidence

of the effectiveness of the internal quality assurance process. Without the history, Umalusi cannot make an informed judgment on whether the process was followed and whether recommendations for improvement were effected.

Furthermore, the LCEN4 questions and instructions in CAT1 and CAT3 were not in line with the requirements of the criteria of the assessment guidelines. The quality of the texts selected for comprehension, language and visual literacy rendered the preparatory test unsuitable for National Qualifications Framework (NQF) Level 1 students. These texts had a higher level of language, which was not suited for NQF Level 1 students. In addition, the prevalence of accounting and business jargon placed the texts far above the level of understanding of the average NQF Level 1 student. These texts did not allow for the setting of questions at a higher cognitive level.

The limited compliance shown by LCZU4 related mainly to technical adherence to the assessment guideline. In the skills task, the dates on the header were incorrect and there were spelling and grammatical errors. In the oral and listening task, there was no acknowledgement of the source of the extract on listening and comprehension. The extract was poorly translated from English and the examiners and internal moderator indicated the referencing as “translated from the English text from the internet” instead of indicating the actual website. The source of pictures used in Task 3 was also not indicated. Figure 2B depicts the adherence to the assessment guidelines criterion in 2021, 2022 and 2023.

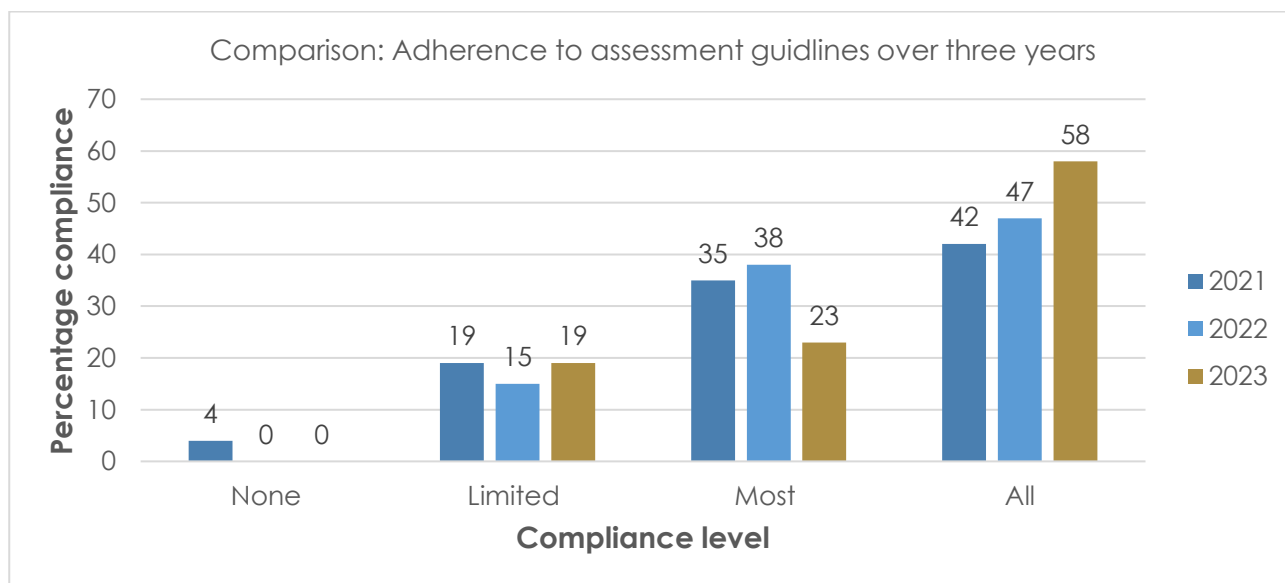


Figure 2B: Comparison of compliance with the adherence to assessment guidelines criterion over three years

Figure 2B indicates that no learning area showed non-compliance with the adherence to assessment guidelines criterion in 2023 compared to 4% in 2021 and none in 2022. There was also an 11% improvement in the number of question papers that were fully compliant with this criterion from 47% in 2022 to 58% in 2023.

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

b) Content coverage

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

A large number (85%) of the SBA CAT were compliant in all respects. The remaining 15% were compliant in most respects. None of the learning areas' SBA CAT showed limited or non-compliance. Figure 2C indicates the comparison between compliance with this criterion over three years.

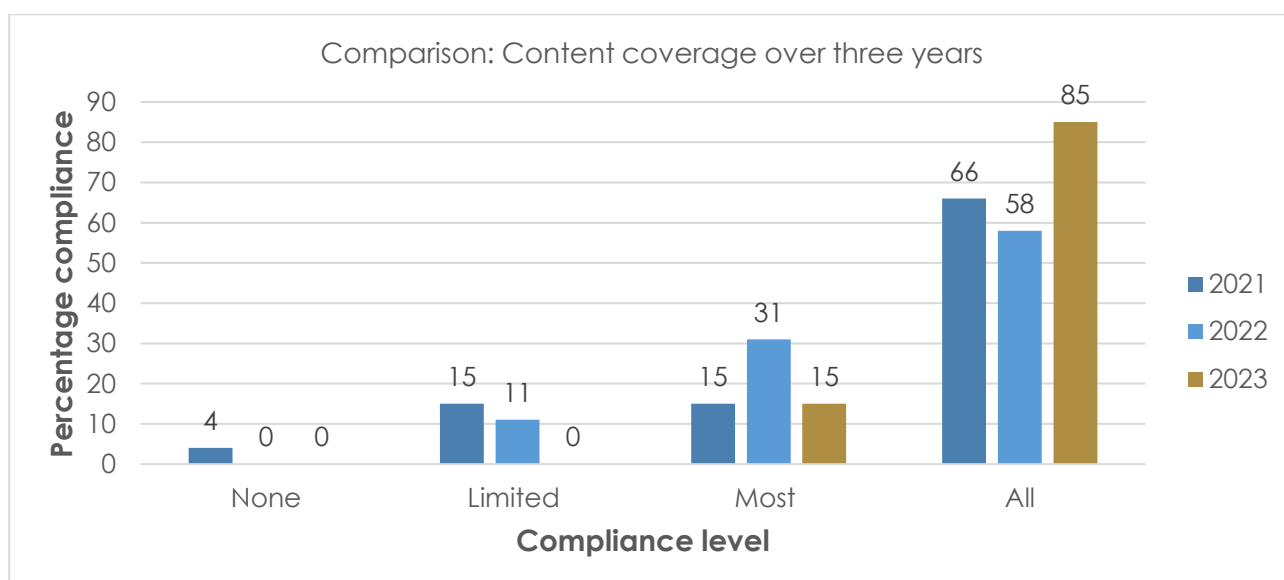


Figure 2C: Comparison of overall compliance with the content coverage criterion over three years

Figure 2C shows a huge improvement of 27% compliance in all respects in the SBA CAT with the content coverage criterion compared to 58% in 2022 and 66% in 2021.

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

c) Cognitive demand

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

Umalusi reported that 73% of the SBA tasks were compliant in all respects. The remaining 27% of tasks were compliant in most respects. None of the SBA CAT showed limited or non-compliance with the cognitive demand criterion.

In the 27% of SBA tasks that met the criterion in most respects, the following challenges were identified:

- i. There was an inappropriate distribution of cognitive level demand questions or questions that were beyond the cognitive demand levels of an NQF Level 1 student (LCEN4, LCXI4 and SMME4).
- ii. The SBA CAT did not provide opportunities to assess one or more of the following abilities: translate from verbal to symbolic, compare and contrast, reasoning ability, analyse and draw conclusions, and express an argument clearly (LCAF4, LCND and TRVT4).
- iii. The CAT did not allow for creative responses from candidates (LCND4 and LCXI4).
- iv. In LCXI4, the instructions for the investigation included irrelevant guiding steps that might misguide the students, thus affecting the cognitive demands of the question. A given passage was too long and the questions in a visual text task did not interact directly with the given picture.

Figure 2D gives a comparison of compliance with the cognitive demand criterion over the last three years.

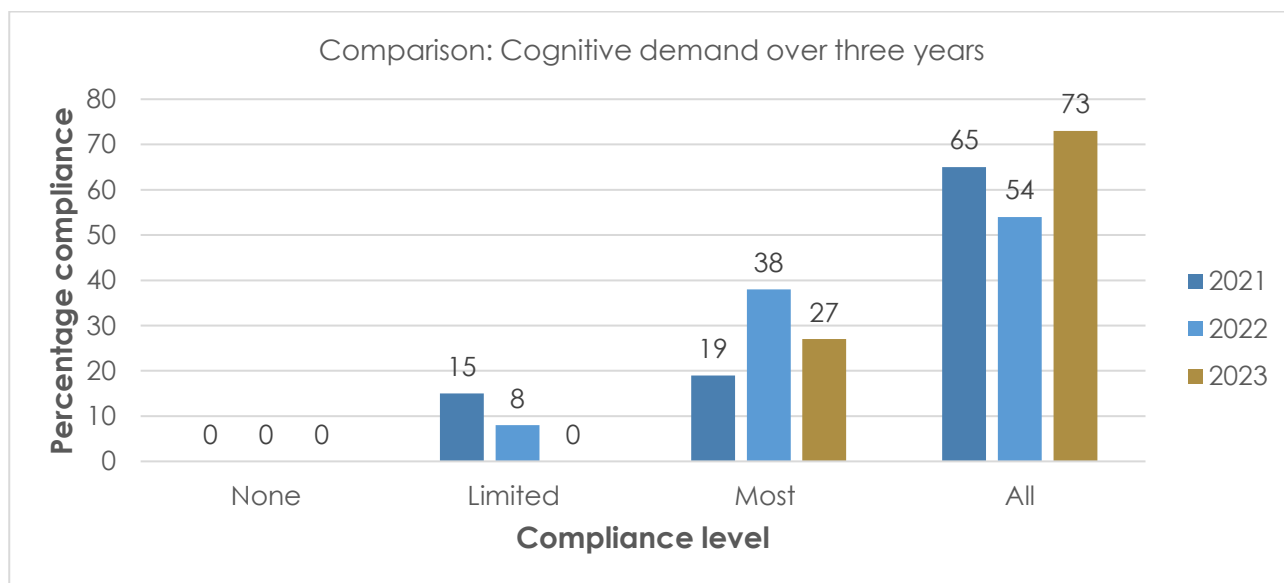


Figure 2D: Comparison of overall compliance with the cognitive demand criterion over three years

The DHET maintained the level of 0% of SBA CAT that were non-compliant with this criterion at initial moderation over the last three years. This achievement was enhanced by the finding that none of the SBA CAT of any of the learning areas showed limited compliance with this criterion. When compared to the previous two years, compliance in all respects improved by 8% from 65% in 2021 and 19% in 2022 to 73% in 2023.

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

Language and bias

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

Unfortunately, Umalusi determined that the SBA CAT of all the learning areas showed the lowest compliance, with only 31% of CAT being compliant in all respects, 50% being compliant in most respects, 19% showing limited compliance and none being totally non-compliant at initial moderation.

The SBA CAT of five learning areas (LCND4, LCSP4, LCXI4, LCZU4 and SMME4) that showed limited compliance had the following challenges:

- i. Subtleties in grammar that could cause confusion and misinterpretation (LCXI4 and SMME4).
- ii. Grammatical errors in the language used in the CAT and the marking guidelines (LCND4, LCSP4, LCXI4, LCZU4 and SMME4). This was, however, a common challenge in the majority of the learning areas.
- iii. The incorrect usage of learning area terminology (LCZU4 and SMME4).
- iv. An inappropriate language register and level of complexity of vocabulary for the level of the candidates (LCND4 and LCZU4).
- v. Passages of an inappropriate length used in the texts. In all the cases, the passages were too long, contained too much information that could confuse learners and took up too much reading time (LCSP4, LCXI4 and SMME4).
- vi. Typographical errors in both the tasks and the marking guidelines. There was a fine line in distinguishing between grammatical and typographical errors. These errors included punctuation and misspelt words.
- vii. There was an instance of bias in one learning area (SMME4). This was bias in terms of race. This was addressed and corrected during moderation.

The most prevalent challenges in all SBA CAT that were compliant in most respects were grammar, spelling and typographical errors in the CAT and the marking guidelines, followed by subtleties in grammar that could lead to misinterpretation and inappropriate language register, and level of complexity of vocabulary for the level of the candidates.

Figure 2E shows a comparison of compliance with this criterion over three years.

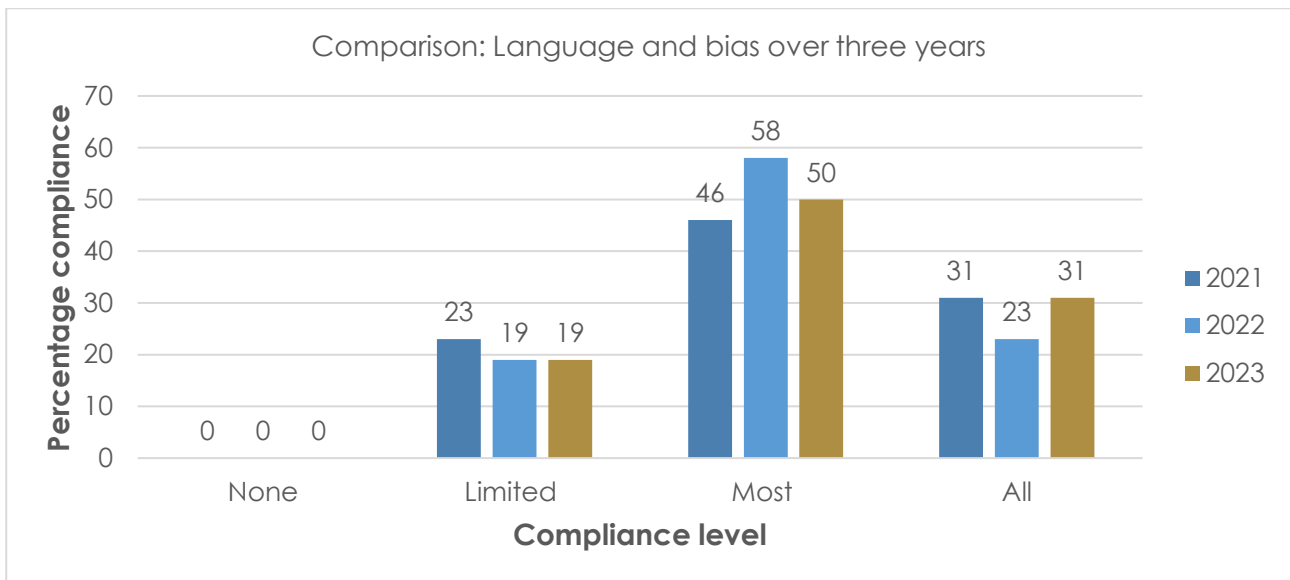


Figure 2E: Comparison of overall compliance with the language and bias criterion over three years

Figure 2E shows that there were no instances of non-compliance with this criterion at initial moderation in all three years. There was a decline in the number of SBA CAT that showed limited compliance from 23% in 2021 to 19% in 2022 and 2023. The figure also shows that there was an 8% increase in the number of SBA CAT that were fully compliant in 2023 (from 23% in 2022 to 31% in 2023).

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

e) Formulation of instructions and questions

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

At initial moderation, 46% of the SBA CAT complied in all aspects, 42% complied in most respects and 12% showed limited compliance, while 0% showed non-compliance with this criterion in 2023. The SBA CAT of three learning areas (LCND4, LCXI4 and LCZU4) showed limited compliance.

The following challenges were noticed as a cause of limited compliance:

- i. Instructions were unclear and ambiguous (LCND4 and LCZU4).
- ii. Instructions in each CAT were not well formulated (LCND4, LCXI4 and LCZU4).
- iii. The CAT contained double negatives in the question or had unnecessary negative terms (LCND4).
- iv. References in questions to prose texts, visuals, drawings, illustrations, examples, tables and graphs were irrelevant and incorrect (LCND4, LCXI4 and LCZU4).
- v. The questions contained vaguely defined problems, ambiguous wording, extraneous and irrelevant information, trivia and unintentional clues to the correct answers (LCND4, LCXI4 and LCZU4).
- vi. The CAT did not allow for the assessing of some skills (LCND4).

Figure 2F shows the comparison of compliance over 2021, 2022 and 2023.

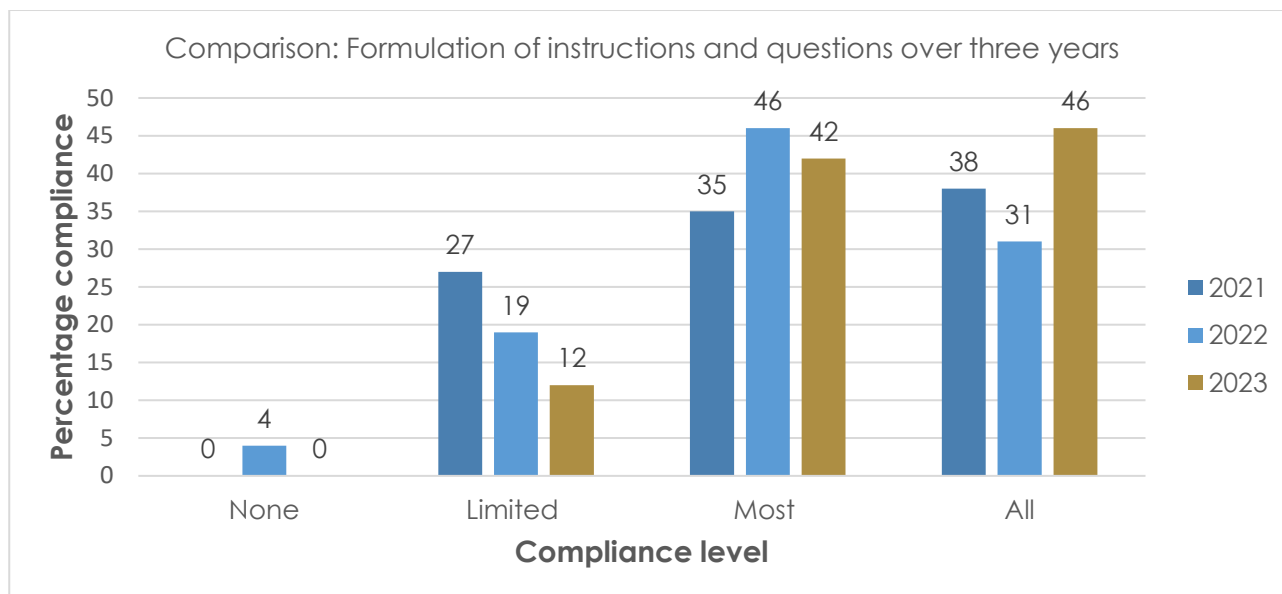


Figure 2F: Comparison of overall compliance with the formulation of instructions and questions criterion over three years

The comparison clearly shows a 15% increase in the number of SBA CAT that were compliant in all respects at initial moderation in 2023 (46%) when compared with 2022 (31%). There was also a decline in the SBA tasks that were compliant in most respects, from 46% in 2022 to 42% in 2023.

However, although the challenges were detected at initial moderation, the internal moderator addressed them all before the SBA CAT and their marking guidelines were approved.

f) Quality and standard of SBA tasks

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

Half (50%) of the SBA CAT were compliant with this criterion in all respects, and 35% were compliant in most respects at initial moderation in 2023. Only 15% showed limited compliance, and none showed non-compliance with this criterion. Umalusi was still concerned about the SBA CAT of four learning areas (ANCH4, LCEN4, LCSP4 and LCZU4) that showed limited compliance at initial moderation.

The factors that contributed to the limited compliance were as follows:

- i. The CAT were not of an appropriate standard (ANCH4, LCEN4, LCSP4 and LCZU4).
- ii. The CAT were unfair, invalid, and unreliable (LCEN4, LCSP4 and LCZU4).
- iii. The quality of illustrations, graphs, tables, etc. was inappropriate and not print ready (LCEN4 and LCZU4).

- iv. Errors in grammar and the formulation of questions and guidelines could cause misinterpretation (ANCH4, LCEN4, LCSP4 and LCZU4).

Figure 2G illustrates the comparison of compliance of the SBA CAT with the quality and standard of SBA tasks criterion over three years.

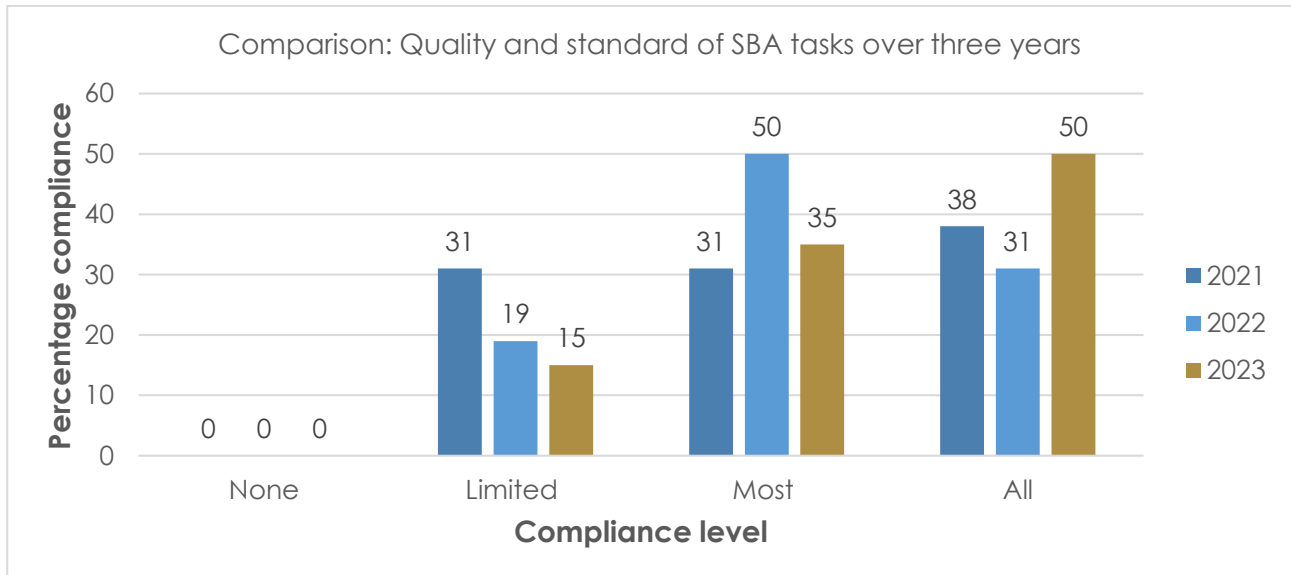


Figure 2G: Comparison of overall compliance with the quality and standard of SBA tasks criterion over three years

Figure 2G shows that compliance in all respects of the SBA CAT with this criterion decreased with 7% from 38% in 2021 to 31% in 2022. It then improved by a remarkable 19% from 31% to 50% in 2023. This improvement in compliance was further supported by the gradual decrease in limited compliance over the three years from 31% in 2021 to 19% in 2022 and 15% in 2023; a total decrease of 16%.

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

g) Mark allocation and marking guidelines

In this criterion, Umalusi verifies that the mark allocation is accurate and that marking guidelines are error-free. This criterion further checks whether the mark allocation in the SBA tasks was similar to that in the accompanying marking guidelines. Examiners are expected to provide an analysis grid that shows a breakdown of marks for each question. For SBA tasks to be approved, the expectation is that all tasks must meet this criterion in all respects. At initial moderation in 2023, 50% of the SBA CAT were compliant in all respects, 38% were compliant in most respects, and 12% showed limited compliance. The SBA CAT of three learning areas (EMS4, LCEN4 and LCZU4) showed limited compliance.

The challenges were as follows:

- i. The marks for each question and/or sub-question in the marking guideline did not correspond with those in the SBA CAT (EMSC4 and LCEN4).

- ii. The marking guideline contained typographical and/or language errors (EMSC4 and LCZU4).
- iii. The marking guideline was incorrect in terms of the learning area content (LCZU4).
- iv. The marking guideline had an unclear format (EMSC4 and LCZU4).
- v. The marking guideline would not facilitate consistent marking (EMSC4, LCEN4 and LCZU4).
- vi. The marking guideline was not aligned to the CAT (EMSC4).
- vii. The marking guideline made no allowances for relevant alternative responses (EMSC4 and TRVT4).
- viii. In LCEN4, CAT3 was rejected. The marking guideline would thus have to be changed to match the replacement task.

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

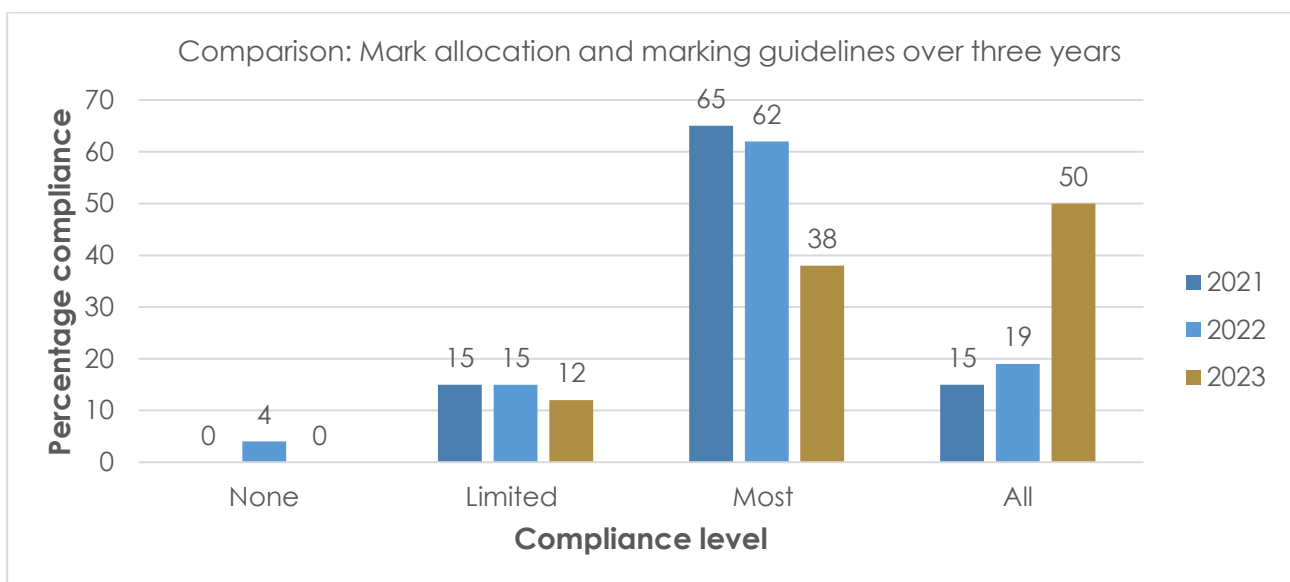


Figure 2H: Comparison of overall compliance with the mark allocation and marking guidelines criterion over three years

The comparison shows that, in 2023, there was an improvement of 31% in the number of SBA CAT that were compliant in all respects compared with those of 2022. This was 35% higher than the 15% of 2021. The percentage of SBA CAT that showed limited compliance in 2023 (12%) was lower than the 15% that showed limited compliance in both 2021 and 2022.

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

h) Internal moderation

Umalusi verifies that internal moderation has been conducted at assessment body level to meet this criterion. The internal moderation of SBA is a rigorous process, similar to that of the question papers, to ensure that the SBA tasks developed are of a good quality. The criterion also checks the quality of internal moderation. The expectation is that internal moderators will provide constructive feedback that is appropriate and developmental. The history of the development of the SBA tasks, along with all internal moderation reports, is expected to be

provided to Umalusi for external moderation. In addition, there should be evidence that examiners implemented any recommendations made by the internal moderators.

Umalusi noticed an improvement in 2023, where 46% of the CAT were compliant in all respects, and 31% were compliant in most aspects at initial moderation. Despite this improvement, Umalusi still regarded internal moderation as a matter of concern, with 23% of the SBA CAT showing limited compliance at initial moderation in 2023.

The SBA tasks of six learning areas (ANCH4, LCAF4, LCEN4, LCSP4, LCXI4 and LCZU4) showed limited compliance. Aspects that led to the limited compliance were identified as follows:

- i. The internal moderators' reports were not submitted or were incomplete and lacked details (ANCH4, LCAF4 and LCSP4).
- ii. The internal moderators' reports were not of appropriate quality, standard or relevance (ANCH4, LCAF4, LCEN4, LCSP4 and LCZU4).
- iii. There was no or limited evidence that the internal moderators' recommendations were effected (LCAF4 and LCSP4).
- iv. The quality of internal moderation was not appropriate (ANCH4, LCAF4, LCEN4, LCSP4 and LCZU4).

Figure 2J shows a comparison of compliance with the internal moderation criterion over three years.

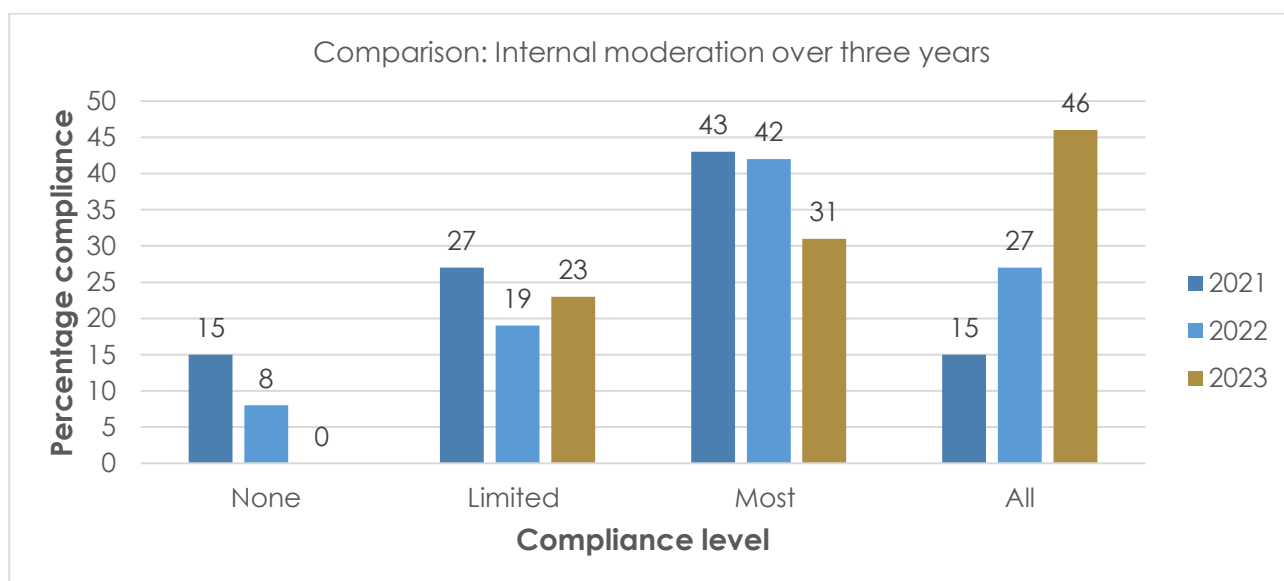


Figure 2J: Comparison of overall compliance with the internal moderation criterion over three years

Figure 2J shows an improvement in compliance in all respects with this criterion at initial moderation in 2023. Compliance in all respects improved by 19%, from 27% in 2022 to 46% in 2023. Further evidence of this improvement was noted as none of the SBA tasks were non-compliant compared to the 8% in 2022 and the 15% in 2021.

The internal moderator addressed all the challenges identified at initial moderation before the SBA CAT and their accompanying marking guidelines were approved.

2.4 Areas of improvement

The following areas of improvement were noted:

- a. Umalusi noted a gradual improvement in the overall compliance of the SBA CAT, from 37% at initial moderation in 2022 to 55% in 2023.
- b. None of the SBA CAT showed limited compliance compared with the 11% that showed limited compliance in 2022.
- c. There was an improvement in seven of the criteria in comparison with 2021.

2.5 Areas of non-compliance

The following were identified as areas of non-compliance:

- a. The history of the SBA CAT was either incomplete or not submitted at initial moderation (ECD4, LCAF4, LCVE4 and LCZU4).
- b. The language used in the SBA CAT' texts was unclear, had grammatical and typographical errors, and was not at an appropriate level (LCND4, LCSP4, LCXI4, LCZU4 and SSME4).
- c. Passages used in tasks were of an inappropriate length or difficulty (LCND4, LCSP4, LCXI4, LCZU4 and SSME4).
- d. Instructions and questions were not well formulated and contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information and unintentional clues to the correct answers (LCEN4, LCEN4, LCXI4 and LCZU4).
- e. The SBA CAT were of a poor quality and inappropriate standard at initial moderation (ANCH4, LCEN4, LCSP4 and LCZU4).
- f. The marking guideline did not facilitate consistent marking because not enough allowance was made for relevant alternative responses (EMS4, LCEN4 and LCZU4).
- g. The internal moderation report was of a poor standard, quality and relevance as a result of the poor quality of internal moderation (ANCH4, LCAF4, LCEN4, LCSP4, LCXI4 and LCZU4).

2.6 Directives for compliance and improvement

The DHET is required to:

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

2.7 Conclusion

Umalusi evaluated the three tasks per learning area using a moderation instrument with prescribed criteria and quality indicators as a guide. The findings showed that, although there

was an improvement in setting the SBA CAT, there were still shortcomings that needed to be addressed to ensure that the SBA CAT sufficiently addressed the different unit standards, specific outcomes and related assessment criteria.

Although there was an improvement in overall compliance with all eight criteria at initial moderation compared to 2022, much still needs to be done to improve the quality of the SBA CAT and internal moderation. Too many tasks and marking guidelines contained grammar, spelling and technical errors, and inaccuracies that should have been detected, addressed and reported at internal moderation.

CHAPTER 3: MODERATION OF SITE-BASED ASSESSMENT PORTFOLIOS

3.1 Introduction

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

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

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

- a. Establish the scope, extent and reliability of SBA across all assessment bodies;
- b. Ensure that SBA portfolios comply with the requirements of the assessment guidelines;
- c. Verify whether the assessment body conducted the internal moderation of SBA portfolios;
- d. Check on the quality of the 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 scheduled the moderation of SBA for the November 2023 examination cycle to coincide with the internal moderation conducted by the DHET at the regional moderation centres of all nine provinces. This approach has been adopted since 2017 and proved to be a success. Umalusi conducted the moderation of a sample of SBA portfolios for all 26 learning areas.

Umalusi deployed 26 external moderators to the regional moderation centres in all nine provinces to conduct the moderation process over two days. Umalusi's moderators had direct access to all SBA portfolios and were able to select their own samples randomly from the pool of moderated portfolios of different community learning centres. In any sampled CLC, one lecturer's portfolio of assessment (PoA) and five students' portfolio of evidence were included per learning area. Umalusi's moderators were expected to moderate the SBA portfolios of nine CLC per learning area over the two days.

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

- Moderate a total of 18 students' PoE over two days.
- Include 18 students' PoE from at least nine CLC.
- Include at least two students' PoE from each CLC.
- Ensure that students' PoE are representative of three levels of achievement, i.e. below average, average and above average.
- Include working mark sheets and computerised mark sheets for verification purposes.
- Include internal moderators' reports at different levels of moderation per CLC.

Table 3A indicates a list of learning areas and the number of SBA portfolios sampled that Umalusi moderated, per region, for the November 2023 moderation process.

Table 3A: Number of SBA portfolios submitted and the number (sampled) for external moderation

Learning area	Code	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	Northern Cape	North-West	Western Cape
Applied Agriculture and Agricultural Technology	AAAT4								39 (18)	
Ancillary Health Care	ANHC4						45 (18)			
Arts and Culture	ARTC4			51 (12)						
Early Childhood Development	ECD4									30 (28)
Economic and Management Sciences	EMSC4		30 (13)							
Human and Social Sciences	HSSC4									29 (16)
Information Communication Technology	INCT4	77 (16)								
Language, Literacy and Communication: Afrikaans	LCAF4			39 (12)						
Language, Literacy and Communication: English	LCEN4					61 (27)				
Language, Literacy and Communication: IsiNdebele	LCND4						43 (18)			
Language, Literacy and Communication: Sesotho	LCSO4		79 (18)							
Language, Literacy and Communication: Sepedi	LCSP4			45 (14)						
Language, Literacy and Communication: SiSwati	LCSW4						45 (18)			

Learning area	Code	Eastern Cape	Free State	Gauteng	KwaZulu - Natal	Limpopo	Mpumalanga	Northern Cape	North-West	Western Cape
Language, Literacy and Communication: Setswana	LCTS4								44 (18)	
Language, Literacy and Communication: Tshivenda	LCVE4					51 (18)				
Language, Literacy and Communication: IsiXhosa	LCXH4	84 (27)								
Language, Literacy and Communication: Xitsonga	LCXI4						55 (18)			
Language, Literacy and Communication: IsiZulu	LCZU4				52 (27)					
Life Orientation	LIFO4									45 (18)
Mathematical Literacy	MLMS4								45 (18)	
Mathematics and Mathematical Sciences	MMSC4			49 (12)						
Natural Sciences	NATS4	65 (18)								
Small, Medium and Micro Enterprises	SMME4						55 (18)			
Technology	TECH4			58 (12)						
Travel and Tourism	TRVT4				58 (27)					
Wholesale and Retail	WHRT4									30 (12)
Total		226	109	242	110	112	243	0	128	134
Sampled SBA portfolios in November 2023		61	31	62	54	45	90		54	74

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

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

Umalusi's moderators evaluated the SBA portfolios based on how the quality indicators of each criterion were met and on the overall impression of the SBA portfolios. The compliance decision was one of the following:

- 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 the SBA portfolios sampled at the various CLC in the different provinces. Umalusi moderated the SBA portfolio of each CLC to measure the degree of compliance in implementing and moderating SBA. It should be noted that the findings and conclusions were based on the sample selected for moderation.

3.3.1 Moderated samples

In total, Umalusi selected a sample of 205 lecturer portfolios and 471 student portfolios representing the 26 learning areas in eight provinces.

This was due to the availability of SBA portfolios per learning area per region. The availability was determined by the number of registered candidates for the November 2023 examinations. The sample from Mpumalanga and Gauteng had five learning areas each, the sample from the Western Cape had four learning areas, KwaZulu-Natal and the Eastern Cape's samples had three learning areas each, and the Free State, North- West and Limpopo's samples had two learning areas each. The Northern Cape was not selected for this round of moderation.

In five learning areas, Umalusi deviated from the prescribed sample size by increasing the sample from two to three (HSSC4, LCEN4, LCXH4, LCZU4 and TRVT4). In two learning areas (NATS4 and LCND4), Umalusi increased the sample of two centres from two PoE to four PoE to acquire the required sample size. In ECD4, the sample selected was raised to four and five, thus representing 90% of the portfolios submitted. Only one centre submitted one student portfolio in EMSC4. Table 3B provides a summary of the moderated sample.

Table 3B: SBA portfolio samples moderated.

Province	Community learning centre	Learning area	Student portfolios	Lecturer portfolios
Eastern Cape	Vorster CLC	INCT4	2	1
	Cecelia Makiwane CLC		2	1
	Masakhane(Sonwabile) CLC		2	1
	Kganya CLC		2	1
	Qoqodala – Mantjantja CLC		2	1
	Bofolo CLC		2	1
	St Denis – Vulindlela CLC		2	1

Province	Community learning centre	Learning area	Student portfolios	Lecturer portfolios
Eastern Cape	Kirkwood CLC	LCXH4	3	1
	Makanaskop CLC		3	1
	Ngqeleni CLC		3	1
	Lukhanyiso CLC		3	1
	Frere Hospital CLC		3	1
	Bhofolo CLC		3	1
	Khanyisa CLC		3	1
	Qoqodala CLC		3	1
	Bokamoso CLC		3	1
Sinethemba CLC	3	1		
Eastern Cape	Vorster CLC	NATS4	4	1
	Cecil Makiwang CLC		2	1
	Msobomvu CLC		2	1
	Vorster (GQILI) CLC		4	1
	Kwezi CLC		2	1
	Mavuya CLC		2	1
	Ngqeleni CLC		2	1
Free State	Ubuntu CLC	EMSC4	1	1
	Tiisetsang Thutong CLC		2	1
	Tlamanang CLC		2	1
	Mamahabane CLC		2	1
	Funda CLC		2	1
	Liberty CLC		2	1
	Vulamehlo CLC		2	1
Free State	Moqhaka CLC	LCSO4	2	1
	Ikageng CLC		2	1
	Itshebeletseng CLC		2	1
	Umziwoxolo CLC		2	1
	Kgodiso CLC		2	1
	Boitumelo CLC		2	1
	Thahasellang CLC		2	1
	Tswelopele CLC		2	1
	Sekgabo CLC		2	1
Gauteng	Reneilwe CLC	ARTC4	2	1
	Tembisa CLC		2	1
	Duduza CLC		2	1
	Mamelodi CLC		2	1
	Tlhobologo CLC		2	1
	JHB Female Correctional Centre		2	1
Gauteng	Hobbs CLC	EMSC4	2	1
	Wattville CLC		2	1
	Elandspoort CLC		2	1
	St Anthony's CLC		2	1
	Tsakane CLC		2	1
	Mohkakeng CLC		2	1
Gauteng	DWT Nthathe	LCSP4	2	1
	Taamane CLC		2	1

Province	Community learning centre	Learning area	Student portfolios	Lecturer portfolios
	Vunanimfundo CLC		2	1
	Ivory Park CLC		2	1
	Watteville CLC		2	1
	Aaron Moeti CLC		2	1
	Mamelodi CLC		2	1
Gauteng	Moepathutse CLC	MMSC4	2	1
	21 Battalion Military Base		2	1
	Kgolamoriti CLC		2	1
	Modderbee CLC		2	1
	Leeuwkop Correctional Services		2	1
	Victory CLC		2	1
Gauteng	Kwa-thema-Reedville CLC	TECH4	2	1
	Vunanimfundo CLC		2	1
	Tsakane East CLC		2	1
	Leeuwkop Medium Prison		2	1
	Hammanskraal CLC		2	1
	Leeuwkop Maximum Prison		2	1
KwaZulu-Natal	Unethuba CLC	LCZU4	3	1
	Magemegeme CLC		3	1
	C Xhuluweshe CLC		3	1
	Mayville CLC		3	1
	Esibanini CLC		3	1
	Durban Medium B Correctional Centre		3	1
	Thuthukani CLC		3	1
	Sesikwazi CLC		3	1
	Wotana (Mangethe) CLC		3	1
KwaZulu-Natal	Sesikwazi CLC	TRVT4	3	1
	Umzinto Correctional AET Centre		3	1
	C Bonamuvu CLC		3	1
	Sekukuhle CLC		3	1
	Thembumusa CLC		3	1
	Ebongweni Correctional Centre		3	1
	Xhakazani CLC		3	1
	Bekezela CLC		3	1
	Waters of Life (Sunshine) CLC		3	1
Limpopo	Ponani CLC	LCEN4	3	1
	Marumofase CLC		3	1
	Ngudza CLC		3	1
	Nkoshilo CLC		3	1
	Thokgwaneng CLC		3	1
	Mutangwa Manugu CLC		3	1
	Mashamba CLC		3	1
	Sebone CLC		3	1
	Makwasele CLC		3	1
Limpopo	Makwarela CLC	LCVE4	2	1
	Mboneni CLC		2	1

Province	Community learning centre	Learning area	Student portfolios	Lecturer portfolios
	Mangomani CLC		2	1
	Redeeming CLC		2	1
	Mugidane CLC		2	1
	Gaba CLC		2	1
	Ramushasha CLC		2	1
	Matsila CLC		2	1
	Muledane CLC		2	1
Mpumalanga	Kabokweni CLC	ANCH4	2	1
	Kennen CLC		2	1
	Jandrell CLC		2	1
	Ramokgelatsane CLC		2	1
	Thulamahashe CLC		2	1
	White River Sawmills CLC		2	1
	Nkuagae (Nkangala) CLC		2	1
	Inthutuko (Nkangala) CLC		2	1
	Ligugu (Gert Sibande) CLC		2	1
Mpumalanga	Bonginlanhla CLC	LCND4	2	1
	Mantwane CLC		2	1
	Makerana CLC		2	1
	Bongani CLC		2	1
	Moloto Sc CLC		2	1
	Zenzeleni CLC		2	1
	Marhagi CLC		2	1
	Sifikile CLC		4	1
Mpumalanga	Salubindza CLC	LCSW4	2	1
	Lodakada CLC		2	1
	Ligugu CLC		2	1
	Elukwatini CLC		2	1
	Tjakastaad CLC		2	1
	Mbuzini CLC		2	1
	Yesive CLC		2	1
	Buhlebemfundo CLC		2	1
	J Lamagadlela CLC		2	1
Mpumalanga	Thulamahashe CLC	LCXI4	2	1
	Holandi CLC		2	1
	Hundzukani CLC		2	1
	Mvuyazi CLC		2	1
	Jongilanga CLC		2	1
	MI Nkuna CLC		2	1
	Siboyiye CLC		2	1
	Buyisonto CLC		2	1
	Mhlahle CLC		2	1
Mpumalanga	Sinqobile CLC	SMME4	2	1
	Ngodwana CLC		2	1
	Siyaphumelela CLC		2	1
	Kabete CLC		2	1
	Hlavukani CLC		2	1

Province	Community learning centre	Learning area	Student portfolios	Lecturer portfolios
	Salubindza CLC		2	1
	Isiboniso CLC		2	1
	Sele CLC		2	1
	J Kwazanele CLC		2	1
North West	Bopaganang CLC	AAAT4	2	1
	Neo-Etsile CLC		2	1
	Reipopile CLC		2	1
	Kgatolopelo CLC		2	1
	Ethuseng CLC		2	1
	Phithlhelelo CLC		2	1
	Good Shepherd/Modisha CLC		2	1
	Thuto CLC		2	1
	Moyakolodi CLC		2	1
North West	Neoetsile CLC	LCTS4	2	1
	Thuto Khumo CLC		2	1
	Itebatebele/Mmajane CLC		2	1
	Thuto-Thebe CLC		2	1
	Ntshepe CLC		2	1
	Lebaleng CLC		2	1
	Kerometswe CLC		2	1
	Magong CLC		2	1
	Borakanelo CLC		2	1
North West	Ithuseng CLC	MLMS4	2	1
	B Kelebogile CLC		2	1
	C Lebaleng		2	1
	Good Shepherd (Modisha) CLC		2	1
	Tshipidi CLC		2	1
	Karlienspark CLC		2	1
	Mphattholola CLC		2	1
	Bopaganang CLC		2	1
	Boipelo CLC		2	1
Western Cape	Villiersdorp CLC	ECD4	4	1
	Atlantis CLC		5	1
	Western Cape CLC		5	1
	Beaufort West CLC		4	1
	Riviersonderend CLC – (WCCETC)		5	1
	Central Karoo CLC		5	1
Western Cape	Nolungile CLC	HSSC4	3	1
	St. Francis CLC		3	1
	WC CETC		3	1
	Bridgetown CLC		3	1
	Piketberg CLC		2	1
	Witzenberg CLC		2	1
Western Cape	Warmbokkeveld Correctional Centre	LIFO4	2	1
	Nolungile CLC		2	1
	DCS – Worcester Female Centre		2	1
	Polsmoor CLC		2	1

Province	Community learning centre	Learning area	Student portfolios	Lecturer portfolios
	City of Cape Town CLC		2	1
	Overberg CLC		2	1
	Moorreesburg CLC		2	1
	Qwesi CLC		2	1
	Riviersonderend CLC		2	1
Western Cape	St Francis CLC	WHRT4	2	1
	Capricorn CLC		2	1
	Samora Machel CLC		2	1
	Phumelela CLC		2	1
	Die Duine CLC		2	1
	Isibane CLC		2	1
Total number of portfolios in sample			471	205

When compared to 2022, there was a considerable decrease in the size of the sample selected from 736 student PoE in 2022 to 471 in 2023, and from 369 lecturer PoA in 2022 to 205 in 2023, and 240 CLC in 2022 compared to 196 in 2023. This unfortunate reduction in the sample size was due to budget constraints. Furthermore, Annexure 3A lists learning centres and quality indicators they were not compliant in. A comparison of the sample size is indicated in Figure 3A.

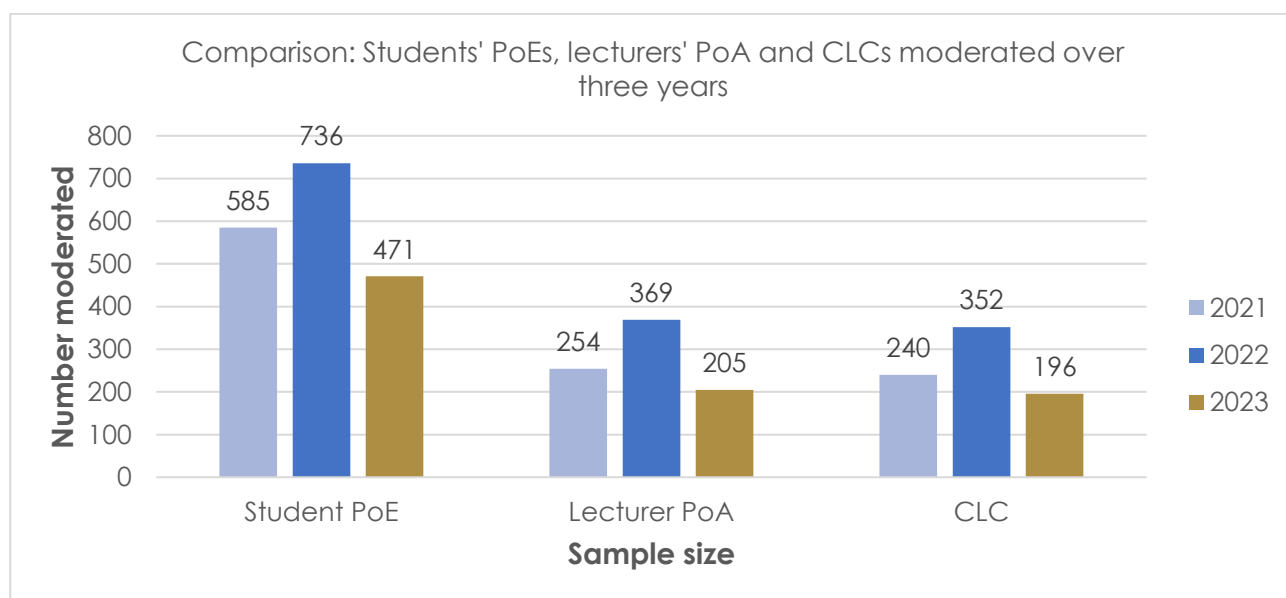


Figure 3A: Comparison of the sample size over three years

Figure 3A shows that the number of students' PoE in 2023 was less than that of 2021 and 2022. The number of lecturers' PoA and the CLC moderated in 2023 was also less than that of 2021 and 2023, respectively.

3.3.2 Overall compliance of moderated samples

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

Table 3C: Overall compliance of moderated portfolios per criterion

No.	Criterion	Compliance frequency per CLC			
		No	Limited	Most	All
1.	Adherence to assessment guidelines	0	36	81	88
2.	Internal moderation	10	15	51	129
3.	Structure and content of SBA portfolios	1	9	83	112
4.	Implementation and assessment of SBA tasks	4	48	0	153
5.	Performance of students	3	24	64	114
6.	Quality of marking	14	24	44	123
Total		32	156	323	719
Percentage		3%	13%	26%	58%

The overall compliance of CLC in all respects with all criteria was 58%, and compliance in most respects was 26% in 2023. This resulted in an acceptable overall compliance rating of 84%. In only one of the six criteria, none of the CLC were compliant in most respects in terms of adherence to the assessment guidelines. Figure 3B compares the overall compliance of the CLC with the criteria over three years.

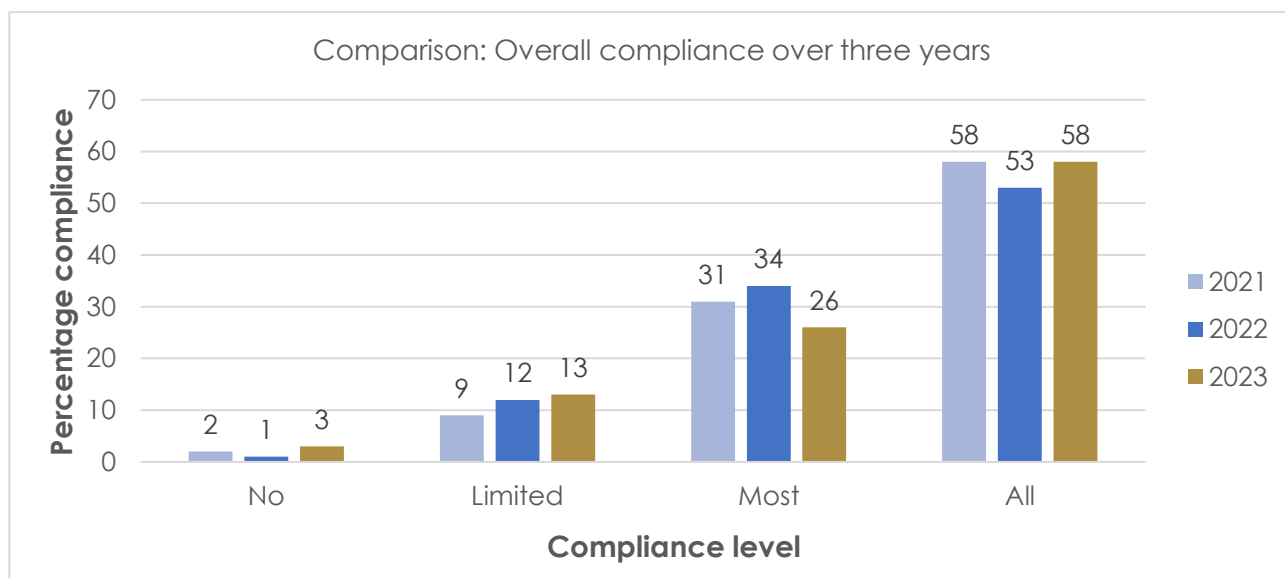


Figure 3B: Comparison of overall compliance per CLC over three years

Compliance in all respects increased in 2023 compared to 2022 and was similar to 2021. Despite the improvement in compliance in all respects, there was a decline of 8% in compliance in most respects in 2023 from that of 2022.

3.3.3 Compliance of CLC with each criterion

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

a) Adherence to assessment guidelines

This criterion checks the students' PoE and lecturers' PoA to ensure that the content adheres to the assessment guidelines of the assessment body. The assessment guidelines prescribe

the various policies, and assessment and planning documents that should be included in all lecturers' PoA. The guideline also prescribes the documents required in the students' PoE, which includes the assessment plan. Lecturers are expected to comply with the assessment guidelines regarding the content of the SBA portfolios and the implementation of the SBA tasks.

For this criterion, 43% of CLC were compliant in all respects and 40% were compliant in most respects in 2023. The remaining 17% of CLC showed limited compliance with this criterion.

In 2021 and 2022, Umalusi highlighted areas of non-compliance relating to this criterion. Unfortunately, the non-compliance was with the same criteria as in 2023.

The following are areas in which non-compliance was observed:

- i. The lecturer portfolios of six learning areas (ECD4, EMS4, INCT4, LCXH4, LCZU4 and TECH4) did not contain an assessment plan, or the plan was not aligned with the assessment guideline prescriptions.
- ii. In one centre, the assessment plan that was submitted in the PoA for one learning area (ECD4) was for a different learning area; thus, Umalusi could not verify any of the quality descriptors related to the assessment plan or their implementation.
- iii. To ensure fairness and validity, assessment should be implemented in line with the accepted assessment plan and students should have access to the assessment criteria. The assessment plan was not submitted in seven learning areas (ECD4, EMS4, INCT4, LCXH4, LCZU4, TECH4 and TECH4).
- iv. The work schedule, which is an important record of the planning and preparation of learning and assessment implementation, was not available in three learning areas (EMS4, INCT4 and TRVT4).
- v. In two learning areas, the lecturer's PoA did not contain all the assessment tasks (TECH4 and TRVT4).
- vi. Not all marking guidelines were filed as required (INCT4, LCZU4 and TECH4).
- vii. At the time of external moderation, not all computerised mark sheets were available at the marking centres.

The non-adherence to the assessment guidelines was also found in the sample that was compliant in most respects. Figure 3C compares the adherence of the CLC to the assessment guidelines over three years.

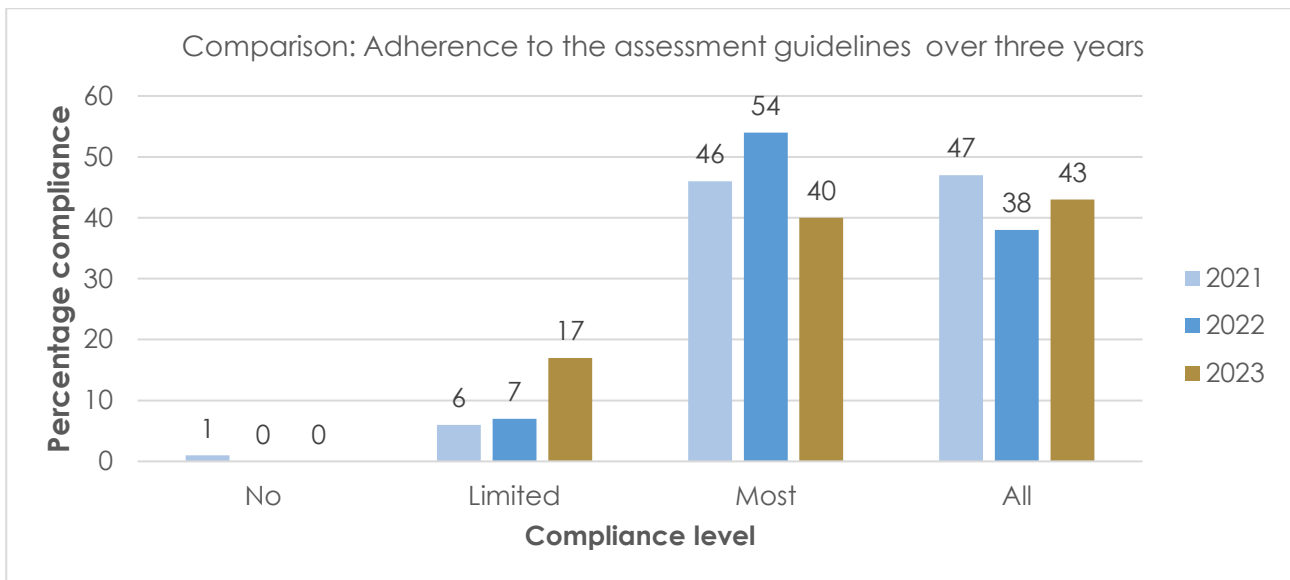


Figure 3C: Comparison of compliance with the adherence to assessment guidelines criterion over three years

Although there was a 5% increase in compliance in all respects in 2023 compared to 2022, the compliance for 2023 was 4% lower than the 47% in 2021. The 14% decrease in compliance in most respects from 54% in 2022 to 40% in 2023 resulted in a 10% increase in limited compliance in 2023 compared with 2022.

b) Internal moderation

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

In 2023, 54% of CLC were compliant in all respects, and 35% were compliant in most respects, resulting in an overall compliance of 89%. Ten CLC (5%) were non-compliant and 15 CLC (7%) showed limited compliance with this criterion.

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

- i. Internal moderation had not been conducted at all levels. Insufficient evidence of internal moderation at all levels was found in ECD4 (five sites), INCT4 (one site), LCAF4 (three sites), LCSP4 (one site), LCZU (two sites), NATS4 (three sites) and TECH4 (one site).
- ii. The most prevalent non-compliant criteria remained the quality and standard of feedback given to lecturers and students, as well as the overall standard and quality of internal moderation.
- iii. Umalusi was concerned that there was still some evidence of shadow marking, which affected the quality and validity of internal moderation.

Figure 3D gives a comparison of compliance with internal moderation over three years.

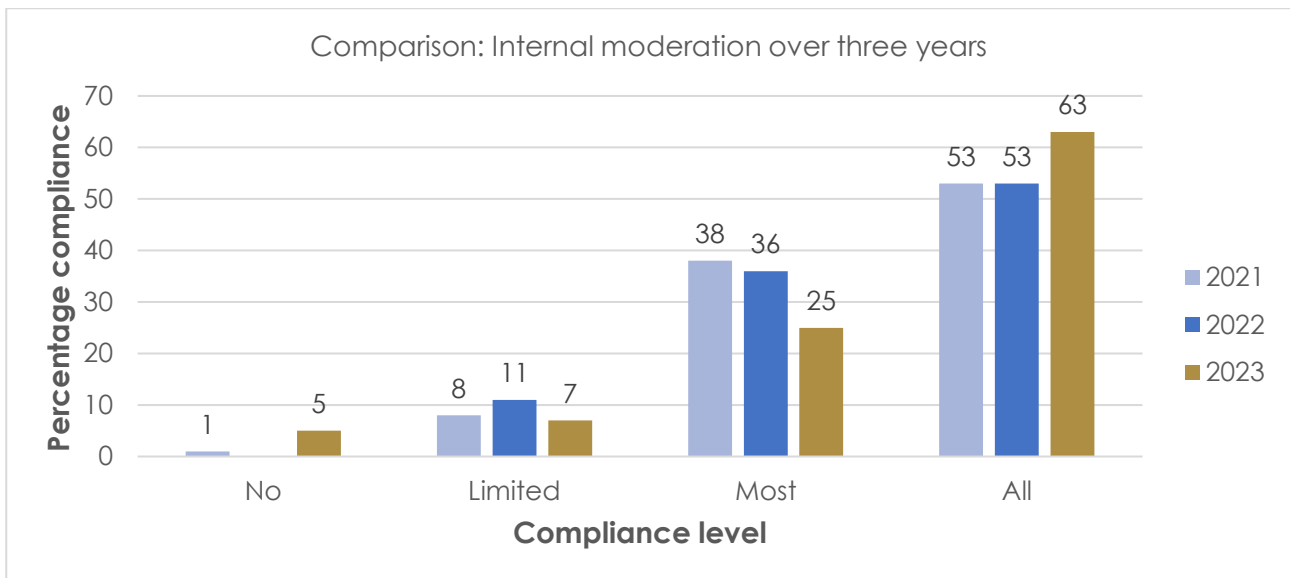


Figure 3D: Comparison of compliance with the internal moderation criterion over three years

Compared to 2021 and 2022, compliance in all respects improved with 10% to 63%, while there was a decline of 11% and 13% in compliance in most respects from 36% (2022) and 38% (2021), respectively, to 25% in 2023. Although a level of consistency was shown, the increase in non-compliance was concerning.

c) Structure and content of SBA portfolios

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

The DHET regions strive to ensure conformity in the structure and content of student portfolios, and to ensure consistency in overall compliance. During 2023, the overall compliance was rated at 95%, where 40% complied in most respects, and 55% complied in all respects. The remaining 5% of CLC showed limited compliance.

The student portfolios were generally neater, better organised, and more complete than the previous years. However, the major concerns still related to the absence of detailed assessment plans, the absence of certified copies of identity documents, the lack of evidence of moderation, and authenticity/declaration forms and marked assessment tasks not being signed. Figure 3E compares the compliance of the CLC with the structure and content of student PoE over three years.

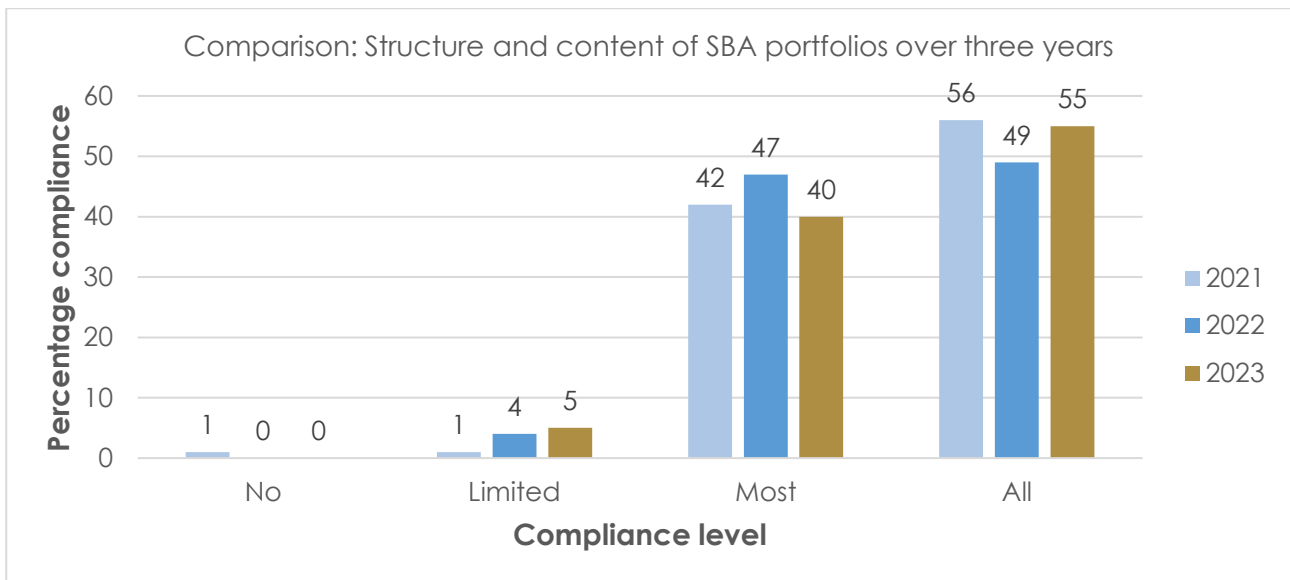


Figure 3E: Comparison of compliance with the structure and content of SBA portfolio criterion over three years

The initiative of standardising the format of the SBA portfolio ensured that none of the CLC were non-compliant, and only 5% had limited compliance with this criterion in 2023, compared to the 1% in 2021. Figure 3E also indicates the improvement in the CLC that were fully compliant with this criterion.

d) Implementation and assessment of SBA tasks

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

This criterion was measured against a three-point rating scale: full, limited and non-compliance with this criterion. The compliance in all respects of the CLC in the sample was 76%, while 22% showed limited compliance and 2% showed non-compliance. The non-compliance was evident in three learning areas (ECD4, LCXH4 (two sites) and TRVT4).

Umalusi identified the following as contributing factors to the limited and non-compliance with this criterion:

- i. Student portfolios did not contain all the prescribed tasks, or the tasks were there, but were not marked (INCT4, LCEN4, LCSP4, LCX4, NATS4, TECH4 and TRVT4).
- ii. Student portfolios did not contain an assessment plan, the plan was incomplete, or assessed tasks were not dated; thus, Umalusi could not verify whether the assessments were conducted as planned (ANCH4, ARTC4, ECD4, LCAF4, LCX4, TRVT4 and WHRT4).

Figure 3F illustrates the comparison of compliance with the implementation of assessment tasks over three years.

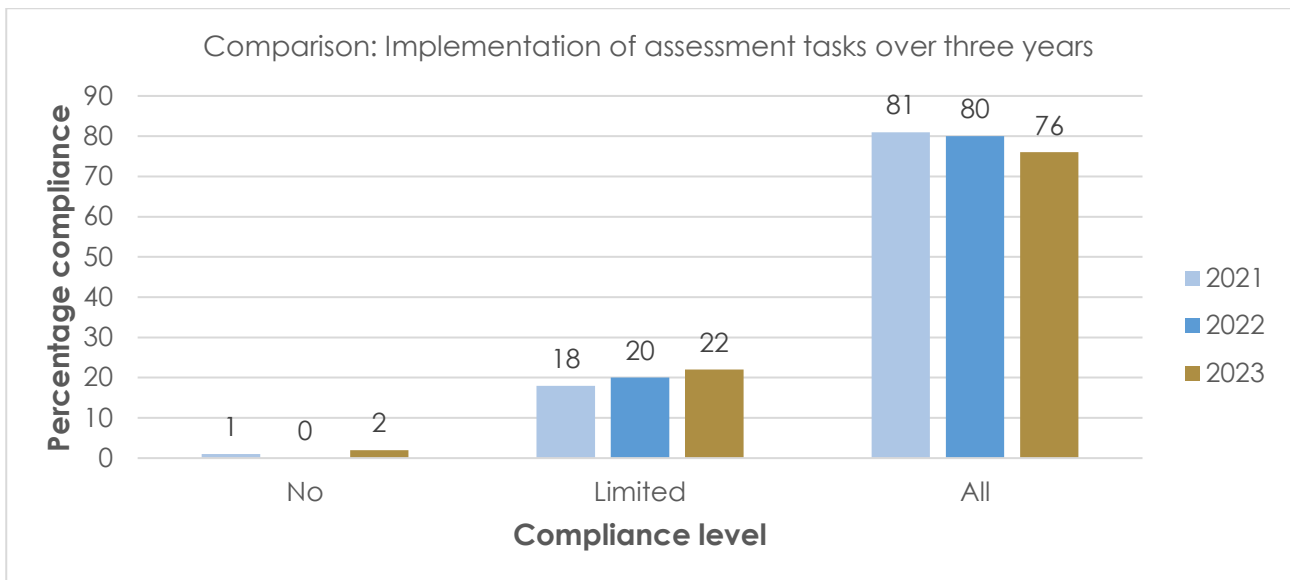


Figure 3F: Comparison of compliance with the implementation of assessment tasks criterion over three years

The figure shows a steady decline in full compliance with this criterion and a steady increase in limited compliance over the last three years.

e) Performance of students

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

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

In 2023, 56% of the sampled CLC were compliant in all respects, and 31% were compliant in most respects with this criterion. This resulted in an overall compliance of 87%. Only 1% of CLC showed non-compliance with this criterion, while the remaining 12% showed limited compliance.

Two learning areas (ECD4 (two CLC) and LCZU4 (one CLC)) were non-compliant with this criterion. Students failed to interpret questions correctly, failed to respond to different questions at different levels of cognitive demand or difficulty, and some students did not complete all the assessments.

Regarding the CLC that showed limited compliance, eight learning areas (EMS4 (one CLC), ANHC4 (two CLC), ECD4, LCAF4 and TECH4 (three CLC each), INCT4, LCXH4 and NATS4 (four CLC each)) had challenges. A common challenge for all was the preparatory test where students had to rely on their own interpretation, knowledge and understanding of the questions and subject matter without any guidance from peers or the lecturer. The test provided a clear indication of students' ability to interpret questions correctly and respond to questions at different levels of difficulty and cognitive demand.

In most cases, there was a correlation between misinterpretation, student performance and students not being able to respond appropriately to higher-order and more difficult questions. Figure 3G illustrates the comparison of compliance with the student performance criterion over three years.

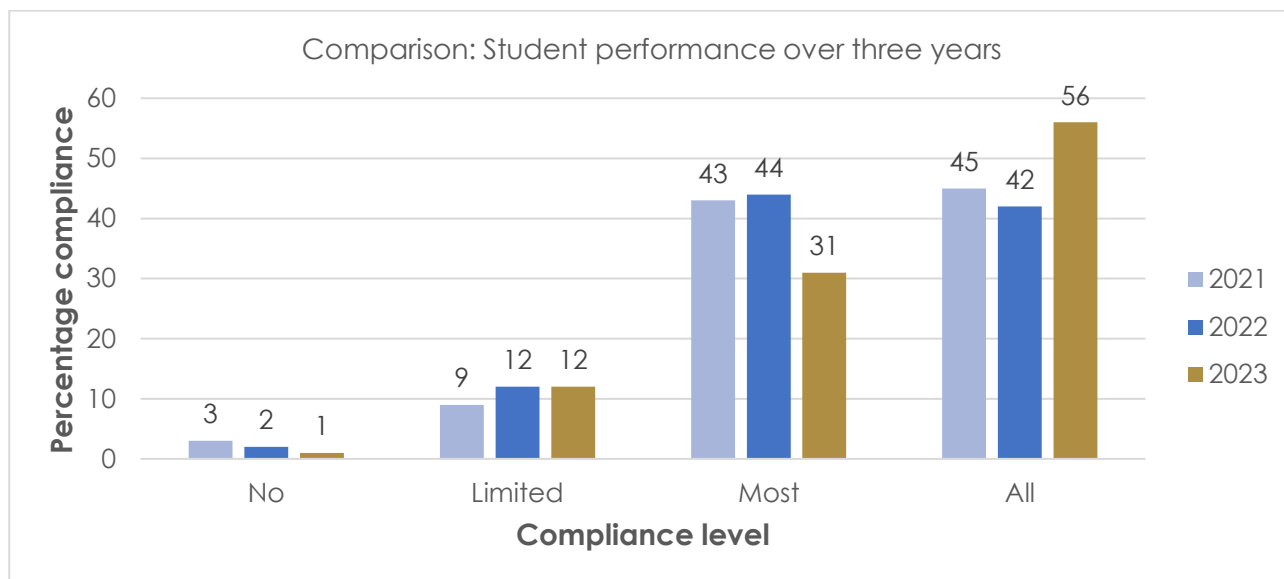


Figure 3G: Comparison of compliance with the student performance criterion over three years

In comparison to 2022, 56% of the CLC were compliant in all respects in 2023. The overall compliance of 87% in 2023 was 1% higher than 86% in 2022, and 1% lower than the 88% in 2021. Limited compliance in 2023 remained constant (12%) compared to 2022.

f) Quality of marking

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

As much as 60% of the sampled CLC complied fully with this criterion in 2023, while 21% complied in most respects, resulting in an overall compliance rating of 81%. Only 12% of CLC showed limited compliance, and a further 6% were non-compliant with this criterion. Poor quality of marking was prevalent in six learning areas (ECD4 (four CLC), LCAF4 (two CLC), LCEN4 (one CLC), LCXH4 (one CLC), LCZU4 (five CLC) and MMSC (once CLC). In total, the marking at 14 CLC was not of the required standard.

The major concerns that were identified were:

- i. Inconsistency with the marking guideline (ECD4, LCAF4, LCEN4, LCZU4 and MMSC4). This led to students being unfairly advantaged or disadvantaged through leniency and unfair strictness. Marks allocated did not match the students' performance. This included marks being allocated for incorrect answers and inflated marks, as well as correct responses being marked as incorrect.

- ii. Signs of cheating (ECD4). There was evidence that students had copied answers from the marking guidelines.
- iii. The incorrect use of, or the disregard of, rubrics in LCAF4, LCEN4, LCZU4 and MMSC4. the marker either marked the student's work and disregarded the rubric, or the rubric was completed, but there was no evidence that the task was marked at all.
- iv. Some calculation and transfer errors were detected in LCEN4 and MMSC4.

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

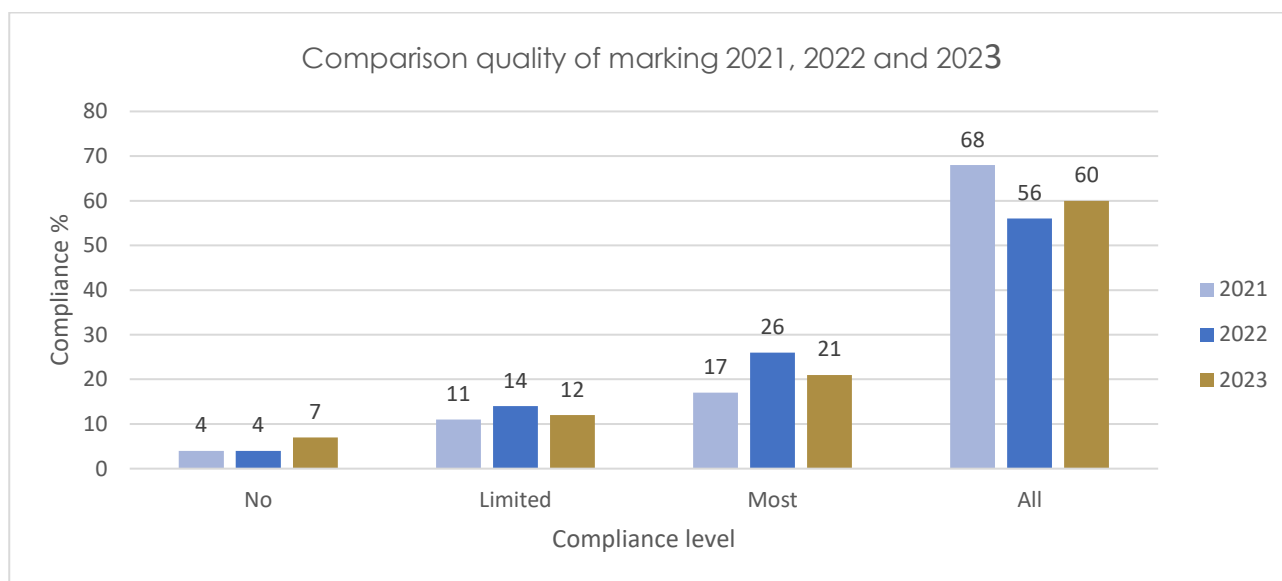


Figure 3H: Comparison of compliance with the quality of marking criterion over three years

A comparison of 2021, 2022 and 2023 showed that, after the 12% drop in compliance in all respects from the 68% allocated in 2021 to a score of 56% in 2022, there was a 4% improvement to 60% in 2023.

3.4 Areas of improvement

The following was noticed as an improvement:

- a. Although the overall compliance in all criteria appeared slightly lower at a glance, it remained relatively constant when compared to previous years.

3.5 Areas of non-compliance

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

- a. The assessment plan was either not submitted in the facilitator's PoE, not filed in the student's PoA, or did not meet the required criteria (ECD4, EMS4, INCT4, LCAF4, LCEN4, LCXH4, LCZU4, NATS4, TECH4, TRVT4 and WHRT4).
- b. Some lecturer and student files did not contain all the assessment tasks and marking guidelines (ECD4, EMS4, INCT4, LCAF4, LCEN4, LCXH4, NATS4, TECH4, TRVT4 and WHRT4).

- c. The non-submission of computerised mark sheets in the files prevented Umalusi from verifying whether the recording and transfer of marks were accurate (all learning areas).
- d. Internal moderation was not conducted at all levels.
- e. Detailed feedback was not provided to lecturers and students in cluster/site level and district level (ECD4, INCT4, LCAF4, LCSP4, LCXH4, LCZU4, NATS4, and TECH4).
- f. There were instances of poor quality of marking, resulting in the unfair advantage or disadvantage of students, and misrepresentation of actual performance (ECD4, LCAF4, LCEN4, LCZU4 and MMSC4).
- g. Lecturers had challenges in interpreting and implementing rubrics effectively (LCAF4, LCEN4, LCZU4 and MMSC4).
- h. There were instances of copying from the marking guideline (ECD4).

3.6 Directives for compliance and improvement

The DHET is required to:

- a. Support the regions regarding the planning, implementation and recording of assessments;
- b. Submit all required documents with the PoA and PoE;
- c. Ensure that computerised mark sheets are available in all portfolios at the time of external moderation;
- d. Ensure that lecturers have sufficient understanding of the requirements of the various tasks to prepare students for the cognitive demands of the tasks;
- e. Provide opportunities for lecturers to engage in training for the marking of SBA; and
- f. Manage the identification and handling of irregularities.

3.7 Conclusion

This chapter reported on the findings during the moderation of SBA portfolios submitted by the CLC for the November 2023 GETC: ABET examination cycle. The level of compliance for the November 2023 examination was compared with that of November 2021 and 2022 to check if there were any improvements in the implementation and moderation of SBA. Although the DHET has shown improvement in some areas, there were shortcomings in some learning areas. More could still be done to improve the quality of the implementation and moderation of SBA.

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

CHAPTER 4: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

4.1 Introduction

Umalusi, as the Quality Council in General and Further Education and Training, fulfilled its mandate to ensure that quality is achieved in the management, administration and conduct of the November 2023 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations.

Umalusi conducted an audit to establish the State Of Readiness (SOR) and preparedness of the Department of Higher Education and Training (DHET) to attain the quality of the November 2023 GETC: ABET examinations.

An external risk management-based audit was executed to:

- a. Assess the level of readiness of the DHET to conduct the GETC: ABET examinations;
- b. Monitor the development of addressing the directives for compliance and improvement issued after completion of the November 2022 examinations;
- c. Track the systems implemented by the DHET to ensure the integrity and quality of the November 2023 examinations; and
- d. Report on the state of readiness of the DHET to manage the November 2023 examinations.

The SOR report not only contains an account of the findings, but also directives on which the DHET can base an improvement plan to be presented to Umalusi and for the assessment body to comply with.

4.2 Scope and approach

Umalusi applied a risk management-based approach to determine the level of preparedness of the DHET to conduct, administer and manage the GETC: ABET examinations.

a) Desktop evaluation

The DHET conducted and submitted a self-evaluation report (SER), i.e. a desktop evaluation, to Umalusi. Umalusi then conducted a desktop analysis and evaluated the SER.

b) Risk analysis

Umalusi assembled a risk profile based on the desktop analysis and recommended risk mitigation strategies to the DHET, which were aligned with Umalusi's requirements.

c) Evidence-based verification

Umalusi studied and assessed the evidence provided in the SER. The evidence outlined critical information that was instrumental in Umalusi determining the DHET's state of readiness to conduct, administer and manage the November 2023 GETC examinations. In addition to this evaluation, Umalusi conducted on-site audits of the DHET.

4.3 Summary of findings

This chapter analyses and validates the findings provided in the self-evaluation report.

4.3.1 Compliance status on the readiness levels to conduct, administer and manage the examinations.

a) Capacity of the assessment body to conduct quality assurance of the examination and assessment processes

Umalusi's audit of the submitted self-evaluation report and analysis of evidence confirmed the readiness of the DHET to manage the November 2023 GETC: ABET examinations in terms of human and financial resources.

b) Registration of candidates and centres

The credibility of examinations relies on the timeous and accurate registration of candidates and examination centres.

i. Candidate registration

The registration data of candidates was captured on the DHET's systems. A total of 55 235 candidates (full-time and part-time) were registered for the November 2023 examinations. This represents an increase of 2 964 in the number of registered candidates compared to the previous year. In 2022, approximately 52 471 candidates were registered. No accommodations and/or concessions were granted.

ii. Examination writing centres.

A list of registered local examination centres (1 912) for the writing of examinations was provided, including part-time and designated centres. The provincial education departments (PED) and the DHET audited the examination centres using desktop evaluation.

iii. Marking centres

The Technical and Vocational Education and Training (TVET) sector had adapted state-of-readiness tools to audit marking centres. The DHET used this self-evaluation instrument prior to the commencement of the marking process and established that the marking centre utilised for the November 2023 marking was compliant with the policy.

The November 2022 and June 2023 marking centre at the Tshwane North TVET College was utilised for the marking of the November 2023 GETC: ABET examination scripts. A total of 265 640 examination scripts in 26 learning areas were marked at this marking centre. All marking personnel were officially appointed, and a list of marking personnel was available.

c) Management of internal assessment

The GETC: ABET November 2023 Standard Operating Procedure (SOP) contained the dates for the moderation of SBA per province. Systems and plans for the quality assurance of internal assessment were adopted and implemented. The DHET provided management plans for the moderation of SBA in all provinces. Umalusi conducted SBA moderation across the nine PED between 11 October and 13 November 2023. The detail of the findings is outlined in Chapter 2 in this Quality Assurance Report.

Examiners and moderators were appointed as SBA verifiers, and a deployment plan was submitted. Feedback was provided after each moderation of internal assessment to all stakeholders for improvement and reinforcement at the moderated centre. A verification instrument was used to compile a consolidated report that was shared with Umalusi two weeks after the moderation had been finalised.

The DHET submitted a list of centres that were implicated in group copying during the November 2022 examinations. These centres were classified as centres of high risk. Special interventions were introduced, and meetings were held in the Eastern Cape, KwaZulu-Natal, and Mpumalanga before the commencement of the November 2023 examination cycle.

d) Printing, packaging, distribution, and storage

The DHET had a management plan and SOP in place for the printing, packaging, and distribution of the question papers. This SOP highlighted all the risks associated with the printing, packaging and distribution of the examination material, and included mitigating strategies for the identified risks.

i. Printing

A plan outlining safety and precaution procedures to be observed during the printing, packaging and distribution processes was found to be in place. Umalusi noted that the DHET's printing of question papers would be done at the Government Printing Works (GPW). The DHET and the PED would collaborate on the distribution of the question papers. A copy of a draft service level agreement between the DHET and the Government Printing Works was attached to the DHET's SOR self-evaluation report.

ii. Packaging

The implementation of high levels of security was adhered to at the printing warehouse's packaging and storage. The DHET approved the storage point based on the following standardised key indicator specifications:

- a. available strongroom;
- b. strong room space;
- c. security guards, strongroom with double locking system; and
- d. level of manager keeping storage keys (mandatory criteria).

Additional criteria included location, lighting, armed response, an alarm system, and closed-circuit television (CCTV) monitoring. Continuous monitoring by DHET officials according to a pre-set plan was noticed, and traced risks were reported (a file was available for scrutiny).

iii. Distribution

The DHET instituted a national question paper distribution plan to safeguard the distribution of consignments in accordance with set distribution times. A keyholder custodian was appointed at the printing storeroom and the necessary declaration forms were submitted. A copy of the security measures for the distribution of question papers was in place (included in the SOP).

The SOP contained a document: Roles and responsibilities of delivery point manager and November 2023 GETC: ABET delivery point model for question papers and examination stationery per province.

e) Monitoring of examinations

Examination centres were profiled according to three risk categories: low, medium, and high. Centres implicated in group copying were classified as centres of high risk and were the focal point during the monitoring of the examination cycle. The DHET deployed external monitors and DHET examiners on 10 October 2023 as monitors, and a monitoring plan and deployment list were available. The DHET trained monitors virtually. It also compiled a list of invigilators and dates of training for each province. It furthermore appointed lecturers at all full-time centres as invigilators. The training started prior to the commencement of the writing of examinations.

f) Marker audit and appointments

A copy of the marking management plan was approved and submitted to Umalusi. The marking of the November 2023 GETC: ABET examinations commenced on 1 December and was concluded on 16 December. The block training of marking personnel was conducted at the marking centre, i.e. the TVET College Tshwane North (Pretoria). Selected markers were appointed on approval of the Chief Director: National Education Association (NEA). Umalusi verified the appointments. All markers adhered to the criteria for markers' appointment, i.e. qualification in the learning area, teaching experience, and performance and learning area currently teaching. In addition to these criteria, the criteria, as per the Personnel Administrative Measures (PAM) document, were also applied.

Minutes of the selection meetings of marking personnel were submitted to Umalusi. Reserve lists for all learning areas were compiled. The training manual for markers used in the June 2023 marking session was used for the November 2023 session. Norm times used in the marking of the June 2023 examinations were applied during the November 2023 marking session. The DHET had an extensive number of potential markers across the provinces to mitigate the risk of having too few markers available.

g) Systems for capturing examination and assessment marks

Data capturers were sourced from the pool that had been appointed during the previous two examination cycles (November 2022 and June 2023). The same mark capturing venues were used, since they were well resourced and compatible with the capturing process. Mark sheets were processed from 16 to 20 December, and a report was submitted to Umalusi. Umalusi conducted independent verification prior to the commencement of the November 2023 marking process.

h) Management of examination irregularities

A new policy was shared with all PED to capacitate them to address irregularities. This policy was verified during the monitoring of the June 2023 examinations. Functional systems were in place to deal with examination and assessment irregularities. Standard operating procedures were developed to manage irregularities during the November 2023 GETC: ABET examinations. A National Examination and Assessment Irregularity Committee was established, and related procedural documents were submitted.

4.3.2 Areas with potential risk to compromise the credibility of the examinations.

The following risks were noted that could compromise the credibility of the November 2023 examinations:

- a. A risk assessment report identified the risk of loadshedding. However, this was mitigated by the writing of all learning areas during the day.
- b. The risk of natural disasters, e.g. floods, was mitigated by the institution of back-up plan.

4.4 Areas of improvement

The following areas of improvement were noted:

- a. Supporting evidence was included in the DHET's self-evaluation report.
- b. State-of-readiness tools were adapted from the TVET sector to audit marking centres. The DHET used this self-evaluation instrument prior to the commencement of the marking process.
- c. The marking centre utilised for the November 2023 marking was compliant with the policy.
- d. The DHET compiled a consolidated report after SBA monitoring was finalised and submitted to Umalusi.
- e. An extensive number of potential markers across the provinces was available to mitigate the risk of having a shortage of markers.
- f. A new policy was developed, which addressed irregularities and capacitated the PED. This was shared with all stakeholders. The policy was verified during the June 2023 examination cycle.

4.5 Areas of non-compliance

No areas of non-compliance were noted.

4.6 Directives for compliance and improvement

None.

4.7 Conclusion

From the supporting evidence and the details captured in the DHET's self-evaluation report, as well as its analysis and evaluation by Umalusi, it is apparent that the DHET was ready to conduct, administer and manage the November 2023 GETC: ABET examinations.

CHAPTER 5: AUDIT OF APPOINTED MARKING PERSONNEL

5.1 Introduction

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

The appointment of qualified and competent marking personnel is imperative for assessment bodies and for Umalusi. The purpose of this process is to verify the quality of the marking personnel appointed, and to ensure that the training of personnel who would be involved in the marking and moderation of marking of the November 2023 GETC: ABET examinations takes place.

The function of the conduct, administration, and management of the Department of Higher Education and Training's (DHET) GETC: ABET examinations moved from the nine provincial education departments from 1 April 2022. This process is conducted by the National Examinations and Assessment Chief Directorate of the DHET.

5.2 Scope and approach

Umalusi requested the DHET to submit information on the selection and appointment of marking personnel for the November 2023 GETC: ABET examinations.

The following information was requested:

- a. The DHET's examination instruction with the application form and appointment criteria;
- b. Attendance registers and minutes of the selection committee meetings;
- c. Lists of appointed marking personnel and reserve lists; and
- d. Summary of appointed marking personnel per category, indicating the registered candidates per learning area.

Umalusi received information from the DHET and conducted a desktop audit of the appointed marking personnel.

In conducting the audit, Umalusi verified the following:

- i. The DHET's examination instruction, including the invitation for applications and the application form;
- ii. Criteria for the appointment of different categories of marking personnel;
- iii. Qualification of applicants;
- iv. Teaching or facilitation experience of applicants; and
- v. Marking experience of applicants.

Umalusi sampled 14 learning areas and audited all appointed marking personnel to verify whether suitably qualified and experienced marking personnel were appointed to mark the November 2023 GETC: ABET examinations. Umalusi also verified whether novice markers were included in the appointed marking personnel. Table 5A shows the learning areas sampled for the audit of appointed marking personnel.

Table 5A: Learning areas sampled for the audit of appointed marking personnel

No.	Learning area	Code
1.	Applied Agriculture and Agricultural Technology	AAAT4
2.	Ancillary Health Care	ANHC4
3.	Art and Culture	ARTC4
4.	Early Childhood Development	ECD4
5.	Economic and Management Sciences	EMSC4
6.	Human and Social Sciences	HSSC4
7.	Information and Communication Technology	INCT4
8.	Language, Literacy and Communication: English	LCEN4
9.	Life Orientation	LIFO4
10.	Mathematical Literacy	MLMS4
11.	Mathematics and Mathematical Science	MMSC4
12.	Natural Sciences	NATS4
13.	Small, Medium and Micro Enterprises	SMME4
14.	Technology	TECH4

5.3 Summary of findings

The following section discusses the findings and is based on the information that was provided by the DHET.

5.3.1 Recruitment and appointment of marking personnel

The DHET issued Memo AE 01 of 2023 to all nine Community Education and Training Colleges and seven Community Education and Training (CET) regions, advertising the positions of marking personnel for the November 2023 GETC: ABET examinations. Completed application forms were submitted to the Deputy Principal: Academic of the respective CETCs, who then submitted them to the National Examinations and Assessment official at the DHET's head office.

The DHET established selection panels per learning area in line with the National Policy Pertaining to the Conduct, Administration and Management of the Examinations of Colleges Established, Declared or Registered in Terms of the Continuing Education and Training Act, 2006 (Act No. 16 of 2006). The selection panel comprised a DHET official, a CETC official and a chief marker per learning area, as well as observers of recognised unions. The selection panel recommends the potential applicants for appointment as marking personnel after scrutinising the applications that were submitted. The panel members sign the list of recommended and reserve marking personnel. Recommended applicants were appointed through an appointment letter signed by the Chief Director: National Examinations and Assessment.

5.3.2 Criteria for the appointment of marking personnel

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

The DHET appointed marking personnel by applying the following criteria. The criteria to qualify for appointment as part of the marking personnel (including markers, senior markers, deputy chief markers, chief markers and internal moderators) will, in addition to those criteria referred to in the national policy, include the following:

- a. A recognised three-year post-school qualification, which includes the learning area in question at second- or third-year level, or other appropriate post-matric qualification (a National Diploma was accepted as the only post-matric qualification to mark college answer books);
- b. Appropriate lecturing experience, including lecturing experience at the appropriate level in the learning area in question; and
- c. Language competency.

In addition to the above criteria, preference would be given to serving lecturers who were presently lecturing the learning area in question and in the employ of the institution. The provision relating to appointment under exceptional circumstances in respect of qualifications and experience also applied to these appointments.

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

5.3.3 Appointed marking personnel

The DHET received a total of 3 325 applications from the nine CETCs across the Republic of South Africa. Based on the number of candidates who wrote the November 2023 GETC: ABET examinations, the DHET required only 637 marking personnel. Table 5B provides the total number of examination scripts received and a summary of appointed marking personnel per learning area (26 learning areas) for the November 2023 GETC: ABET examinations.

Table 5B: Total number of scripts and summary of appointed marking personnel for the November 2023 GETC: ABET examinations

No.	Learning area code	Total scripts	Internal moderator	Chief marker	Deputy chief marker	Senior marker	Marker	Examination assistant	Total
1.	AAAT4	3 139	1	1	-	1	8	4	15
2.	ANHC4	25 712	1	1	-	6	68	20	96
3.	ARTC4	1 395	1	1	-	1	3	5	11
4.	ECD4	12 700	1	1	1	4	31	7	45
5.	EMSC4	4 217	1	1	-	1	13	4	20
6.	HSSC4	4 597	1	1	-	1	15	5	23
7.	INCT4	1 434	1	1	-	-	5	3	10
8.	LCAF4	833	1	1	-	-	1	3	6
9.	LCEN4	32 972	1	1	1	15	60	13	92
10.	LCND4	200	1	1	1	-	3	2	8
11.	LCSP4	2 330	1	1	-	1	7	4	14
12.	LCSO4	737	1	1	-	-	5	2	9
13.	LCSW4	975	1	1	-	1	4	2	9
14.	LCTS4	1 939	1	1	1	-	9	3	15
15.	LCVE4	702	1	1	-	-	5	-	7
16.	LCXH4	3 940	1	1	-	1	12	5	20
17.	LCXI4	958	1	1	-	1	5	3	11
18.	LCZU4	5 267	1	1	-	2	11	4	19
19.	LIFO4	22 472	1	1	1	6	51	10	70
20.	MLMS4	28 540	1	1	1	11	66	18	98
21.	MMSC4	3 588	1	1	-	1	6	2	11
22.	NATS4	1 926	1	1	-	1	2	4	9
23.	SMME4	7 700	1	1	1	3	20	6	32
24.	TECH4	500	1	1	1	-	3	3	9
25.	TRVT4	12 232	1	1	1	-	27	5	35
26.	WHRT4	725	1	1	-	1	7	6	16
Total		183 856	26	26	9	57	400	153	656

Marking personnel whose names were on a list provided by the DHET were verified. The list contained different categories of marking personnel (markers, senior markers, deputy chief markers, chief markers, and internal moderators) appointed by the DHET for the various learning areas. The total number of marking personnel appointed per learning area was determined by the number of scripts of candidates who wrote the November 2023 GETC: ABET examinations in each learning area.

Table 5C shows the number of marking personnel who applied, and those appointed, per learning area, in a sample that was audited for the November 2023 GETC: ABET examinations.

Table 5C: Number of marking personnel who applied and those appointed per sampled learning area

No.	Learning area	Applied	Marker	Senior marker	Deputy chief marker	Chief marker	Internal moderator	Appointed
1.	AAAT4	212	8	1	-	1	1	11
2.	ANHC4	169	68	6	-	1	1	76
3.	ARTC4	8	3	1	-	1	1	6
4.	ECD4	71	31	4	1	1	1	38
5.	EMSC4	36	13	1	-	1	1	16
6.	HSSC4	28	15	1	-	1	1	18
7.	INCT4	12	5	-	-	1	1	7
8.	LCEN4	366	60	15	1	1	1	78
9.	LIFO4	355	51	6	1	1	1	60
10.	MLMS4	321	66	11	1	1	1	80
11.	MMSC4	10	6	1	-	1	1	9
12.	NATS4	9	2	1	-	1	1	5
13.	SMME4	35	20	3	1	1	1	26
14.	TECH4	3	3	-	-	1	1	5
Total		1 635	347	51	5	14	14	430

Table 5C shows that five learning areas (ANHC4, ECD4, LCEN4, LIFO4 and MLMS4) had the highest number of marking personnel appointed. This was because of the large number of scripts that were received in these learning areas.

5.3.4 Qualifications and learning area specialisation.

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

As mentioned earlier, the qualification requirements for the appointment of marking personnel were common across all audited applications.

Qualification requirements included:

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

During the desktop audit, Umalusi found the following information regarding the qualifications of marking personnel, as summarised in Table 5D.

Table 5D: Qualifications of appointed marking personnel

No.	Learning area	Qualification		Learning area specialisation
		Lowest	Highest	
1.	AAAT4	Grade 12	BEd	Not indicated
2.	ANHC4	Higher Certificate in ABET	BEd (Hons)	Not relevant in most applications
3.	ARTC4	Grade 12	BA and PGCE	Not relevant in most applications
4.	ECD4	NPDE	BEd (ECD)	Not relevant in most applications
5.	EMSC4	Grade 12	BCom and PGCE	Not relevant in most applications
6.	HSSC4	Practitioner's Certificate in ABET	MEd	Not relevant in most applications
7.	INCT4	Practitioner's Certificate in ABET	Diploma in Computer Science	Not relevant in most applications
8.	LCEN4	Grade 12	BEd (Hons)	Indicated and relevant in most applications
9.	LIFO4	NPDE	BEd (Hons)	Not indicated/relevant in some applications
10.	MLMS4	Grade 12	BCom	Relevant in most applications
11.	MMSC4	Higher Diploma in ABET	MEd	Not indicated/relevant in some applications
12.	NATS4	National Diploma	BEd (Hons)	Not relevant in most applications
13.	SMME4	NPDE	BEd (Hons)	Not relevant in most applications
14.	TECH4	Higher Diploma in ABET	ACE	Not relevant in most applications

The learning area specialisation of most applicants was not relevant in 10 of the 14 learning areas sampled by Umalusi for verification.

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

5.3.5 Teaching, facilitation, or lecturing experience

The following are the findings of the teaching, facilitation, or lecturing experience of the marking personnel. The information summarised in Table 5E was supplied by the DHET.

Table 5E: Teaching or lecturing experience of appointed marking personnel

No.	Learning area	Teaching, facilitation or lecturing experience		Currently teaching NQF Level 1
		Lowest	Highest	
1.	AAAT4	1 year	16 years	Not indicated
2.	ANHC4	0 years	17 years	Not indicated
3.	ARTC4	7 years	22 years	Not indicated
4.	ECD4	7 years	28 years	Not indicated
5.	EMSC4	2 years	17 years	Not indicated
6.	HSSC4	5 years	20 years	Not indicated
7.	INCT4	8 years	30 years	Not indicated
8.	LCEN4	2 years	23 years	Not indicated
9.	LIFO4	3 years	15 years	Not indicated
10.	MLMS4	2 years	28 years	Not indicated
11.	MMSC4	3 years	3 years	Not indicated
12.	NATS4	2 years	10 years	Not indicated
13.	SMME4	2 years	27 years	Not indicated
14.	TECH4	8 years	15 years	Not indicated

Table 5E indicates that, although all applicants in all the sampled learning areas had relevant teaching, facilitation, or lecturing experience, they did not indicate whether they are currently teaching, facilitating or lecturing the learning area they applied for.

5.3.6 Marking experience

The section below discusses the findings of the marking experience of the marking personnel. Table 5F indicates the least and most years' marking experience of the appointed markers per learning area.

Table 5F: Marking experience of appointed marking personnel

No.	Learning area	Marking experience		Comments
		Lowest	Highest	
1.	AAAT4	0 years	16 years	Novice markers appointed
2.	ANHC4	0 years	18 years	Not mentioned in six applications. Novice markers appointed
3.	ARTC4	1 year	29 years	Not mentioned in one application
4.	ECD4	0 years	15 years	Not mentioned in four applications. Novice markers appointed
5.	EMSC4	0 years	14 years	Not mentioned in five applications Novice markers appointed
6.	HSSC4	0 years	16 years	Novice markers appointed
7.	INCT4	0 years	15 years	Novice markers appointed
8.	LCEN4	0 years	20 years	Not mentioned in 22 applications Novice markers appointed
9.	LIFO4	0 years	16 years	Not mentioned in six applications Novice markers appointed
10.	MLMS4	0 years	28 years	Not mentioned in seven applications Novice markers appointed

No.	Learning area	Marking experience		Comments
		Lowest	Highest	
11.	MMSC4	2 years	20 years	Not mentioned in one application
12.	NATS4	0 years	8 years	Novice markers appointed
13.	SMME4	0 years	27 years	Not mentioned in five applications. Novice markers appointed
14.	TECH4	1 year	9 years	Not mentioned in one application.

Verification by Umalusi revealed that novice markers were not appointed in only three learning areas (LIFO4, MMSC4 and TECH4). The appointed markers were regarded as novices since they had not previously marked for an assessment body.

5.3.7 Plans for the training of marking personnel

The DHET conducted the training of marking personnel on 9 and 10 December 2023 during the standardisation of marking guidelines meetings. The purpose was to build capacity among the marking personnel to improve the quality of marking and moderation. The DHET presented training material as evidence of having conducted the training. Marking personnel were trained in marking and quality assuring examination scripts. Dummy scripts were used to test the efficiency of the marking guidelines that were approved.

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

- a. Principles of marking;
- b. Quality assurance of marking;
- c. Controlling the flow of scripts;
- d. Identification and management of irregularities; and
- e. Transfer of marks.

5.4 Areas of improvement

The following were noted as areas of improvement:

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

5.5 Areas of non-compliance

The following were noted as concerns:

- a. The criteria for the appointment of marking personnel did not indicate specific requirements for different categories of marking personnel, e.g. markers, senior markers, deputy chief markers, chief markers, and internal moderators.
- b. The learning area specialisation of most applicants was not relevant in 11 of the 14 sampled learning areas.
- c. The learning area specialisation of applicants was not indicated in all appointed marking personnel.

- d. Marking experience was not mentioned in some applicants' data submitted by the DHET.

5.6 Directives for compliance and improvement

The DHET must ensure that:

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

5.7 Conclusion

Umalusi conducted a desktop audit of the appointed marking personnel for the marking of the DHET's November 2023 GETC: ABET examinations. Umalusi found that the process of recruiting and appointing marking personnel was properly conducted. Although most appointed marking personnel met the requirements set by the DHET, there were areas in which the criteria for appointment were not fully adhered to. This needs improvement so that the quality of marking is not compromised. In future, it is necessary for Umalusi to visit the assessment body to verify the submitted information. This will assist the assessment body to rectify information that may have been incorrectly completed.

There was no evidence of qualifications and specialisation in the learning area applied for in some learning areas considered as scarce skills. Marking personnel in these learning areas were appointed based on their experience in teaching. Learning area specialisation should be included to verify whether the DHET attracts applicants with content knowledge and experience in each learning area. This would improve the quality of marking and quality assurance of the marked scripts.

CHAPTER 6: MONITORING THE WRITING AND MARKING OF EXAMINATIONS

6.1 Introduction

Umalusi conducted the monitoring of the conduct, administration and management of the November 2023 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) examinations to evaluate the compliance of the DHET with the laws that govern the conduct, administration and management of these examinations. This is done to ensure the credibility of the examination for the GETC: ABET qualification registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

The writing of the November 2023 GETC: ABET examinations commenced at 1 912 examination centres across all nine provinces on 1 November 2023, and concluded on 23 November 2023. The on-site visits at the sampled centres in all nine provinces monitored the compliance levels of the writing centres. Umalusi verified the selected centres' adherence to the regulations, policies and requirements pertaining to the conduct of credible, reliable and transparent examinations.

This was followed by the monitoring of the marking phase, conducted at the Department of Higher Education and Training (DHET) marking centre on 11 November 2023.

The findings gathered from the monitoring of the sampled examination centres and at the marking centre are discussed in the following sections: Section A: Monitoring of the writing of examinations, and Section B: Monitoring of the marking of examinations. This chapter further highlights areas of improvement and non-compliance, and the directives for compliance and improvement.

6.2 Scope and approach

The DHET conducted the writing of the November 2023 GETC: ABET examinations from 1 to 23 November 2023. The marking of scripts took place from 8 to 20 December 2023. Umalusi conducted on-site visits at 127 (See Annexure 6A) of the 1 912 established examination writing centres, compared to 20 visits in the November 2022 examination cycle.

Umalusi collected data from the sampled centres in the respective provinces and centralised marking centre by means of:

- a. The completion of a pre-designed Instrument for the Monitoring of the Writing and Marking of the Examinations by Umalusi monitors;
- b. Interviews at writing centres with chief invigilators, and at the marking centre with the marking centre manager and management team;
- c. An analysis of the documents provided as evidence to Umalusi; and
- d. Observations by Umalusi's monitors at the writing and marking centres.

6.3 Summary of findings

The findings detailed in Section A reflect a consolidated analysis of the reports on the monitoring of the writing of the examinations, whereas Section B indicates findings on the monitoring of the marking of the November 2023 GETC: ABET examinations.

SECTION A: Monitoring of the writing of examinations

The section below summarises the findings in line with the criteria determined for the monitoring of the writing of examinations.

6.3.1 General administration

The general administration of the writing phase of examinations is the obligation and duty of the chief invigilators appointed at the examination writing centres by the assessment body.

a) Management of examination question papers

Examination question papers were properly sealed and collected from nodal points and delivered by district or circuit officials to the writing centres, collected or received at nodal points by authorised personnel, or delivered and collected by courier services contracted by the DHET according to a pre-set schedule. (See Annexure 6B 1A(a))

Monitoring reports indicated the following regarding the delivery and collection of examination material at the respective centres:

- i. At all the sampled centres, the correctness of the question papers was verified, except at the Tshiamo CLC (16 November 2023).
- ii. At the Tswelopele CLC (9 November 2023), Vulamehlo CLC and Tshiamo CLC (16 November 2023), papers were not received by authorised personnel.
- iii. At the Thutoesile CLC, the name of another centre was pasted on the box with question papers that the centre received because the nodal point accidentally handed this centre's papers to another centre.

Dispatch documents were signed and available at 113 centres. At ten centres, no dispatch documents could be verified, and at three centres, dispatch documents were not duly signed. At the Thutoesile CLC, the chief invigilator left dispatch documents at home.

b) Appointment records of invigilators

Lecturers, community members or administration staff were appointed as invigilators. At 14 of the 127 monitored centres, the duties of the centre manager as chief invigilator were delegated, and at 17 centres, the centre manager was not appointed as chief invigilator. A total of 123 centres produced evidence that the chief invigilator appointed invigilators. However, the following was eminent:

- i. The principal's letter of appointment could not be verified at the Remmogo CLC, Orange Farm AET Centre, Mfuleni CLC and at Odi Prison.

- ii. Appointment letters of the chief invigilators at the Nompumelelo CLC and Frere Hospital CLC had not yet been provided by the district on the day of Umalusi's visit.
- iii. At two centres, the centre managers were not appointed as chief invigilators as they were on sick leave.
- iv. At Forest Heights, no evidence of official appointment letters for invigilators and the chief invigilator could be verified; only a contract between them and the DHET was filed.

It was noted that 123 sampled centres produced evidence of training for invigilators and chief invigilators. Nonetheless, at the Sijonga-Phambili CLC and Tshiamo CLC (15 November 2023), training could not be verified for the chief invigilator or the invigilators for the current examination cycle. Forest Heights' chief invigilator and invigilators were trained online.

The information above regarding the training of the chief invigilators and invigilators is proof that the DHET is on par with Umalusi's directive for compliance and improvement to ensure the proper and timeous training of invigilators and chief invigilators. (See Annexure 6B 1A(b))

c) Management of invigilators' attendance

All examination centres had enough invigilators to meet the 1:30 ratio, except for the Kwavukani ABET Centre. At the Phathisanani ABET Centre, invigilators arrived late at the examination room. Examination question papers for Ancillary Health Care were delivered late to this centre on 6 November 2023 by the couriers appointed by the DHET.

At 115 monitored centres, duly signed attendance registers for invigilators were filed. Invigilation timetables, including relief timetables, were available at all but eight of the sampled centres. At the Lebogang CLC, the June 2023 examination's invigilating timetable was used. (See Annexure 6B 1A(c))

d) Examination document management

An examination file was available at all the sampled centres, and copies of the official timetable were available in the files at 119 centres. However, seven centres could not provide evidence of examination manuals, eight had no evidence of invigilation timetables, and at 14 centres, no relief timetables were available.

Although a candidate was registered, their name did not appear on the original registration schedule at the Siyanatha ABET Centre. At the Moepathutse CLC and Wesselton CLC, one candidate's name was not captured on the mark sheet. This was also the case for five candidates at the Elsie's River CLC (9 November 2023). At the Sydney Maseko CLC, one candidate had the learning area omitted from their timetable.

Seating plans drawn up for the day of the monitoring visits were unavailable at three centres, and at the Hammanskraal CLC, a seating plan from the previous year was used. Candidates did not apply for any concessions at the sampled centres. (See Annexure 6B 1A(d))

6.3.2 Credibility of the writing of examinations

This sub-criterion reports on the secure storage of question papers at the examination centres, the admission of candidates to the examination rooms, and the management of the prescribed procedures before the commencement of the writing sessions and at the end of the writing sessions. The chief invigilator is responsible for ensuring the integrity of these criteria at the examination centre under their auspice. (See Annexure 6B 2A)

a) Security and supply of question papers

Sealed examination material was taken directly to the examination rooms after collection at the established nodal points. This examination material was safely stored at writing centres or hosting schools. However, the following observations, which posed a risk to the safe storage of examination material at centres, were reported:

- i. At seven centres, examination material was stored in chief invigilators' cars.
- ii. Twenty-one examination writing centres did not have access to strongrooms or safes for the safe storage of examination material because examinations were written on the premises of hosting schools.
- iii. At the Vulamehlo CLC, Liberty CLC and Tswelopele CLC (6 November 2023), examination material was stored on top of a cupboard in an office accessible to other personnel.
- iv. The chief invigilator invigilated on the day candidates were writing the learning area he taught at Bethal Correctional Services, infringing on the prescribed policy for the conduct of credible examinations.

Umalusi issued the DHET with a directive to ensure the safe storage of examination material. This directive, as reflected above, needs vigorous management by the assessment body at all the writing centres to secure the credibility and integrity of the examinations. (See Annexure 6B 2A(a))

b) Admission of candidates to the examination venue

Candidates at 120 sampled centres were admitted to the examination venue at least 30 minutes prior to the commencement of the examination session. However, a rule from the instructions on the reverse side of candidates' admission letters read as follows: "Candidates must be in the examination room at least 10 minutes (school examinations) and 15 minutes (N-examinations and tertiary examinations) before commencement of each session." This resulted in candidates not being seated 30 minutes prior to the commencement of the examination session; and non-compliance with certain examination procedures by the writing centres before the official commencement of the examination session (see Annexure 6B 2A (b)).

At five of the sampled centres, a DHET rule was applied that candidates who arrived one minute after 14:00 were not allowed to write the examination. (see Annexure 6B 3A(a))

The examination centres adhered to the norms and standards requirements for admission of candidates to the examination venues. However, at six centres, no verification of admission letters and identity documents was executed; and at six centres, no seating plan was available.

Candidates at the Phathisanani ABET Centre were only admitted to the examination room at 17:25. Examination papers were delivered late by the DHET's courier services.

c) Conduciveness of the examination venue

Candidates were seated comfortably in compliance with the prescribed regulations, except at four centres that did not have sufficient space to accommodate all the candidates (Leseding CLC); and furniture that was not suitable for adult candidates at three centres. Umalusi observed candidates sharing tables at the Umbonomusha ABET Centre; and at two centres, the prescribed spacing between candidates was not adhered to.

A conducive environment for writing examinations was reported, but at three centres, extremely high noise levels and movement were noticed. Learners of the hosting school entered the examination room to fetch their school bags at Ntekelelo Eastern Cape. No incriminating material was displayed in any of the sampled centres. Nevertheless, a lack of proper lighting was observed in seven centres. Inadequate water and/or toilet facilities were reported at five centres. (See Annexure 6B 2A(c))

d) Administration of the writing session

In 127 sampled centres, the time was visibly displayed to all the candidates. The following non-compliances with this criterion were noticed:

- i. Manually generated mark sheets were noticed at six centres.
- ii. At the Elsie River CLC (9 November 2023), two candidates did not receive admission letters and three were not registered to write Language, Literacy and Communication: English.
- iii. The learning area written by a candidate did not appear on the admission letter at the Sydney Maseko CLC.

Cell phones were not properly managed at the following centres. This posed a risk to the credibility of the examinations:

- a. A cell phone rang in a candidate's pocket during the writing session, and she went outside to answer the call (Twelopele SLC) (6 November 2023).
- b. At the Rutanang CLC, three candidates had their cell phones with them in the examination room.

At Victory ALC and Holy Trinity, scanning apparatus was used to scan candidates for the possession of cell phones. Calculators were not checked for compliance at eight centres. Calculators were exchanged between candidates at three centres (Nthabeleng CLC, Penelopele CLC and Endleleni ABET Centre). (See Annexure 6B 2A(d))

e) Compliance with examination procedures

Only 59 of the 127 sampled centres had proof of verification by the assessment body for readiness to administer the examination.

Umalusi reported the following non-compliances at the sampled centres regarding the execution of examination procedures before commencement of the examination writing session:

- i. The invigilators did not verify the correctness of the information on the cover page of the candidates' answer books in nine of the sampled centres.

- ii. At seven centres, examination question papers were not distributed to the candidates on time (see Annexure 6B 2A (e)).
- iii. No technical check of the question papers was done at 13 centres.
- iv. Examination rules were not read to the candidates prior to the commencement of the examination at nine centres.
- v. At 23 centres, the prescribed 10 minutes reading time was not granted. Reading time varied from 0 minutes to 40 minutes.
- vi. At seven centres, the examination session did not start at the official time, and at 31 centres, the examination sessions ended earlier than the time indicated on the official timetable.

Candidates left the examination room temporarily without any escort at four centres. At the Tswelopele CLC (6 November 2023), invigilators did not fully engage in active invigilation, because at times they were busy with administrative duties.

f) Handling of answer scripts

A high level of compliance was reported with this criterion, apart from the lack of sealable satchels for scripts provided by the DHET at the Thabana Adult Centre and Khubamelo CLC. The DHET did not provide Forest Heights CLC with any mark sheets and the scripts at St Francis CLC were packed in a plastic sleeve, but not in a courier bag. (See Annexure 6B 2A(f))

g) Incidents and occurrence with possible impact on the credibility of the examination session

Occurrences that could impact negatively on the credibility of the examinations were duly reported and the necessary documents filed.

The following incidents transpired at the 127 sampled centres (for details pertaining to incidents of non-compliances at specific sampled centres, see Annexure 6B):

- i. At seven centres, not all candidates' names were captured on the mark sheet.
- ii. At Endleleni CLC (KwaZulu-Natal), one candidate did not appear on the mark sheet for Natural Sciences. The candidate had cancelled Travel and Tourism and registered for Natural Sciences, and this change was indicated and signed on the preliminary schedule.
- iii. Three candidates were without identity documents at the Kwavukani ABET Centre.
- iv. At Frere Hospital CLC and Nompumelelo CLC in the Eastern Cape, no answer books were delivered to the centres (Life Orientation). The centres had to improvise with double sheets of paper and copies of cover pages.
- v. Question papers were delivered late by the courier to the Phathisane ABET Centre.
- vi. Delays at the nodal point with the availability of wrappers and answer books resulted in question papers arriving late at the Leseding CLC.
- vii. Ancillary Health papers were delivered late at the Upper Tyira ABET Centre in the Eastern Cape.
- viii. At three centres, candidates were denied entrance to write the examination due to coming late (just after 14:00).
- ix. At Okuhle ABET Centre, candidates could only commence writing at 15:00 because the TVET College students used the computer facility for two consecutive sessions.

- x. The Provincial Education Department officials delivered the examination paper late at the Ntekelelo Centre and Leseding CLC.
- xi. At Liberty Learning Centre in the Free State, the examination session started late due to disturbances from inmates.
- xii. A candidate from Ikaheng CLC was disruptive when seated with other candidates. She was moved to a separate room.
- xiii. A container was wrongly given to the Thutoesile CLC at the nodal point because the nodal point accidentally handed Thutoesile CLC's container to another centre.
- xiv. A candidate's learning area was omitted from an admission letter and mark sheet.
- xv. Two candidates were not registered to write Language, Literacy and Communication: Afrikaans.
- xvi. One candidate was without an admission letter at St Francis CLC, but the centre confirmed that the candidate was registered.
- xvii. No stickers were available for two candidates at Ponelopele CLC.
- xviii. At Delft South CLC, scripts from 1 November 2023 had not yet been collected by the courier on the day of the monitoring visit, i.e. 13 November 2023.
- xix. The examination sessions did not start at the stipulated time at seven centres.
- xx. A candidate left the examination room unescorted at four centres and a female escort was not available at the Jingulwazi ABET Centre.
- xxi. Due to an emergency (the initial registered venue was not suitable for writing), a new venue was registered for writing at Delft South CLC.
- xxii. The DHET issued new admission letters to Delft South CLC candidates. However, the sealed packages still had the candidates' "old" numbers.
- xxiii. The DHET did not provide Forest Heights CLC with mark sheets.
- xxiv. No training of chief invigilators could be verified for the current examination cycle at three centres, and no training of invigilators could be verified at four centres,
- xxv. Invigilators arrived late at the examination room, and the examination session only commenced at 17:00 at Phathisanani ABET Centre.
- xxvi. No appointment letters for the chief invigilator and invigilators were filed at Forest Heights CLC, and at Sijonga-Phambili CLC, no letter of appointment for the chief invigilator was filed.
- xxvii. At seven centres, examination material was not safely stored at the writing centres – it was stored in the chief invigilator's car.
- xxviii. At three centres, examination material was stored on top of a cupboard in an unsafe office environment.
- xxix. The learning area taught by the chief invigilator was written while he was invigilating (Bethal Correctional Service).
- xxx. Late admission of candidates, i.e. not 30 minutes prior to the commencement of the examination writing session, was noted at seven centres.
- xxxi. At Umbonomusha SLC, candidates shared tables.
- xxxii. Disturbance was reported at Ntekelelo EC from hosting school learners fetching their school bags from the writing venue.
- xxxiii. Infringement of cell phone rules was noted at two centres.
- xxxiv. Calculator swaps were reported at three centres.
- xxxv. Question papers were not distributed to candidates on time at seven centres, resulting in poor time management of other pre-administration regulations.

- xxxvi. At Elsie's River CLC (9 November 2023), five candidates' names were not captured on the system. Two candidates received admission letters and three received admission letters, but were not registered for Language, Literacy and Communication: English. This resulted in not enough question papers being delivered by the DHET and copies having to be made.
- xxxvii. At Baviaanspoort Medium Prison, a fraudulent letter of authorisation to collect question papers was noticed. The letter had been signed on 26 August 2022, but the 2 had been changed to a 3.
- xxxviii. The DHET did not provide any mark sheets to Forest Heights CLC.

SECTION B: Monitoring of the marking of examinations

The DHET used a centralised marking centre at the Pretoria Campus of the Tshwane North TVET College. The delivery of scripts started on 1 December 2023. The actual marking commenced on 8 December 2023 and ended on 20 December 2023.

6.3.3 Preparations and planning for marking

In comparison to 2022, when 85 292 scripts were marked, 126 432 scripts were marked during the December 2023 marking session (see Annexure 5A for details of the number of scripts and number of markers). The preparations and planning for the marking of examination scripts have to be executed with precision, consistency, and reliability in a safe environment to ensure the credibility of the marking process. The appointed marking centre manager designed and applied innovative methods to strengthen this sub-criterion of the marking process.

a) Appointment of marking personnel

The list of officially appointed marking personnel who showed up for the marking session consisted of 481 markers. A complement of 26 chief markers, 26 internal moderators, 26 deputy chief markers and 111 senior markers was appointed.

b) Availability of marking management plans

A detailed marking management plan was available for the December 2023 marking of the GETC: ABET examinations at Tshwane North TVET College. All activities pertaining to the daily management and administration of the marking centre were captured in the marking plan.

The following were noted on the marking management plan:

- i. Examination scripts were delivered under strict supervision and with an escort by a courier service provider appointed by the DHET. They were received at the marking centre by the control room manager from 1 December 2023.
- ii. The centre management and examination assistants reported at the marking centre on 6 December 2023 as scheduled on the marking management plan.
- iii. Markers and Internal moderators arrived at the hotels on 8 December 2023 and reported at the marking centre on 9 December 2023.
- iv. Internal and external moderators arrived at the marking centre on 8 December 2023.

Although the receipt of scripts commenced on 1 December 2023, the actual marking process only started on 8 December 2023 and ended on 20 December 2023.

c) Availability of scripts and marking guidelines

The DHET timeously emailed marking guidelines to the chief markers, senior markers and internal moderators for them to gain insight into the marking guidelines before marking the dummy scripts. The marking of dummy scripts (30% of the scripts), determined by the number of scripts per province, was marked by the internal moderators, chief markers, senior markers, and deputy chief markers. The abovementioned marking personnel transferred experience during the training of markers using the same dummy scripts.

d) Storage and safekeeping of scripts

Scripts in the different provinces were moved by the DHET's appointed courier services to consolidation nodal points. At the consolidation nodal points, the consolidation nodal point managers verified the scripts delivered from the respective nodal points in the districts or circuits. Scripts were delivered by the escorted courier services at the marking centre from 1 December 2023, and again verified by the control manager. All discrepancies were followed up with the Provincial Education Department consolidation nodal point managers, and the batches with discrepancies were clearly marked.

Twenty-one security officials were deployed during the day and operated at the entrances and different marking rooms, the control room and the marking centre's irregularity room. Seventeen security officials safeguarded the marking centre at night. A double locking system was noticed at the control room where scripts were kept.

6.3.4 Resources (physical and human)

A well-resourced marking centre was noticed to warrant the credible and reliable marking of scripts.

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

The TVET College had ample space to comfortably accommodate all the markers (670) and 126 432 scripts. Twenty-five spacious marking rooms and two other venues were utilised for marking purposes, i.e. a spacious office for the Examination Irregularities Committee members and for meetings pertaining to irregularities, as well as a control room. On verification by Umalusi, it was clear that the space that the control room occupied had the capacity to accommodate all the scripts, and the control room was carefully demarcated for the 26 learning areas. Telephone, fax, email, printing, and Wi-Fi access were at the disposal of all relevant managers, authorised personnel and officials.

b) Capacity and availability of marking personnel

Umalusi verified a comprehensive list of all appointed marking personnel. The centre manager also verified the audited list of marking personnel (attendance register versus audited appointment list of markers). A total of 10% reserve markers per learning area were listed.

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

The marking rooms were all equipped with ample and suitable furniture to comfortably accommodate adult markers. Five different hotels were used to accommodate the markers in close proximity to the marking centre. Adequate and safe parking space with security personnel on guard was noticed.

d) Quality of dietary requirements provided for marking personnel

Buffet breakfasts and dinners were served at the respective hotels, and morning and afternoon tea and treats were served at the marking centre by the TVET College's hospitality team. No special dietary requests were filed.

e) Compliance with occupational health and safety requirements

Umalusi verified a copy of the occupational health and safety (OHS) compliance certificate. Markers had access to still and sparkling water dispensers on every floor. Ablution facilities were close to the marking rooms and sufficient. Two sick bays were earmarked at the centre for emergencies.

6.3.5 Provision and measures for security

Tight security measures to safeguard the marking process are of the utmost importance to ensure the integrity and reliability of the entire marking process.

a) Access control into the marking centre

Security guards were stationed at both entrances and visitors were obliged to complete a visitor's slip and a register. Laptop numbers were recorded on entry and visitors scanned. The visitor's slip had to be signed by the designated marking management personnel visited in the centre, and presented to the guards by the visitor on exit. Visitors were issued with a visitor's card and escorted to the marking centre manager. Security officers were in radio contact with management team members to verify the visitor's details on entrance to the marking centre. "Undercover" examination assistants were placed at strategic points in the marking centre to safeguard the scripts.

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

A script control room manager was appointed at the control room and was responsible and accountable for all the scripts at the marking centre. Chief examination assistants controlled the movement in and out of the control room using a log sheet and script dispatch or receipt forms. The chief markers signed the script dispatch or receipt forms and log sheets on collection and upon returning the scripts for a specific learning area to the control room. Security guards accompanied the chief markers and examination assistants during the delivery and collection process.

The manager at the control centre kept a spreadsheet that was reconciled with the daily log sheets and dispatch or receipt forms at the end of each marking session. An updated file was available for each province, which contained all the above-mentioned documentation per learning area. A WhatsApp chat group was established to provide examination assistants with generic information.

6.3.6 Training of marking personnel

The timeous and accurate training of marking personnel is pivotal for the reliability of the marking process.

a) Quality and standard training sessions across learning areas

The DHET mailed marking guidelines to chief markers, senior markers and internal moderators prior to the commencement of marking the dummy scripts. After marking the dummy scripts, these principal markers cascaded their training on the marking guidelines to the markers.

b) Adherence to norm time

The daily norm time was established from 07:00 to 19:00, and clearly indicated on the management plan.

6.3.7 Management and handling of detected irregularities

All markers were trained on what constitutes an irregularity, how to detect irregularities and the process to cascade detected irregularities to the relevant line managers. An internal Examination Irregularity Committee, consisting of an irregularity manager and four committee members, was convened at the marking centre to deal exclusively with expected or detected irregularities. A register of all irregularities was kept.

The following process was implemented upon detection of any irregularities:

- i. Senior markers oversee suspected, detected, and reported irregularities.
- ii. If an irregularity is declared, it is indicated as such on the script.
- iii. A copy of the script is filed as evidence and the original script remains in the original batch.
- iv. A script removal form allows the appointed person (chief examination assistant) to make a copy of the detected irregularity forms and script.
- v. Administrative and technical irregularities are filed after an oversight meeting of the Examination Irregularity Committee.
- vi. The committee discusses the detected irregularity and establishes the nature of the irregularity.
- vii. Serious irregularities are handled according to irregularity policies by the Examination Irregularity Committee and in consultation with the centre manager.
- viii. If the irregularity needs further and deeper investigation, the irregularity is referred to the DHET's irregularity structures for further investigation.
- ix. A copy of the implicated script is filed as evidence.
- x. All suspected and confirmed irregularities are recorded on a template developed for this purpose, recorded on the system and communicated with the respective provinces.
- xi. A control list per learning area is kept for each province in separate irregularity files.

6.4 Areas of improvement

The following were noted as areas of improvement:

- a. The appointment of consolidated nodal point control managers by the DHET in all nine provinces provided an additional layer of safeguarding of scripts.
- b. The initiative of the control room manager in placing “undercover” examination assistants at strategic entry points into examination marking rooms and the establishment of an examination assistants’ WhatsApp group to inform them on universal problems should be commended.

The inclusion by the centre manager of all the marking management team members during Umalusi’s site visit was very insightful. Not only were marking rooms visibly marked, but a summary of the marking rooms and learning areas accommodated in the respective rooms was evident at strategic points in the marking centre.

6.5 Areas of non-compliance

The following were areas of non-compliance:

- a. Registered candidates’ names were not captured on the mark sheets supplied by the DHET at eight writing centres.
- b. The DHET did not supply any examination books to one centre.
- c. Late delivery of question papers was noted at writing centres.
- d. At three centres, candidates were denied entrance to write the examination session due to coming late (just after 14:00).
- e. At nine centres, examination writing sessions started late.
- f. At DWT Nthate CLC, the generator did not have the capacity to carry the load of the computers due to loadshedding, and the examination session had to be terminated.
- g. A candidate left the examination room unescorted at four centres, and at Jingulwazi ABET Centre, a female escort was unavailable.
- h. Candidates did not receive admission letters from the DHET at centres, although they were registered to write.
- i. New admission letters were issued by the DHET to Delft South CLC candidates. However, the sealed packages still had the candidates’ “old” numbers on them.
- j. No training of chief invigilators could be verified for the current examination cycle at three centres, and no training of invigilators could be verified at four centres.
- k. No appointment letters for the chief invigilator and invigilators were filed at Sijonga-Phambili CLC, and at Remmogo CLC, no letter of appointment could be verified for the chief invigilator.
- l. Examination material was not safely stored at nine centres.
- m. A chief invigilator was invigilating on the day the learning area he taught was written.
- n. At Umbonomusha SLC, candidates shared tables.
- o. Hosting school learners fetching their school bags from a writing room disturbed the candidates at Ntekelelo EC.
- p. Cell phone rules were not adhered to at two centres.
- q. Calculator swaps were reported at three centres.
- r. At Elsie’s River CLC (9 November 2023), a lack of question papers was reported.
- s. At Bavianspoort Medium Prison, a fraudulent letter of authorisation to collect question papers was noticed. The letter had been signed 26 August 2022, but the 2 had been changed to a 3.
- t. The DHET did not provide any mark sheets to Forest Heights CLC.

- u. Security guards were available at both entrances to the marking centre, but the Umalusi monitor noticed that the scanner was not used, and the register number of the laptop was not recorded on entry to the centre.
- v. A DHET monitor remarked that a batch of scripts from KwaZulu-Natal containing different centre numbers was detected – one candidate had an examination script (wrote the examination) but was not marked present on the mark sheet.
- w. At five centres, a DHET rule was applied that candidates who arrived one minute after 14:00 were not allowed to write the examination (see Annexure 6B 3A(a)). However, this rule was not applied consistently at all the centres.

6.6 Directives for compliance and improvement

The DHET is required to:

- a. Supply the necessary examination material timeously and adequately at examination writing centres;
- b. Handle registration and admission documents of candidates timeously and accurately;
- c. Ensure that invigilators and chief invigilators are officially appointed and trained, and that evidence is available in the examination files;
- d. Re-emphasise the requirements pertaining to no cell phones allowed in examination rooms, no swapping of calculators, the safe storage of examination material at examination writing centres, no sharing of tables by candidates, and the conduciveness of examination writing centres;
- e. Oversee proper security training before the commencement of marking regarding the necessary protocols to be complied with; and
- f. Communicate and consistently apply the rule on late coming to all examination writing centres before the commencement of the next examination cycle.

6.7 Conclusion

The above analyses by Umalusi showed conclusively that the DHET complied in most respects with the required protocols and standards for the writing and marking of the November 2023 GETC: ABET examinations. Details and centres found to be non-compliant with set criteria are listed in Annexure 6B.

CHAPTER 7: STANDARDISATION OF MARKING GUIDELINES

7.1 Introduction

Umalusi is required to ensure that the quality and standards of all assessment practices associated with the GETC: ABET examinations are maintained. The quality assurance of marking begins with the standardisation of marking guidelines. This quality assurance process provides a platform for the marking personnel and Umalusi's moderators to discuss responses per question and to reach consensus before the final marking guidelines are approved. Inconsistencies in the marking of the scripts impact negatively on the fairness and reliability of marks awarded to candidates and threaten the validity of examinations. The standardisation of marking guideline meetings ensure that all personnel involved in the marking process have a common understanding and interpretation of the marking guidelines. Furthermore, this process aims to ensure that all possible alternative responses are included in the final marking guideline (to ensure the credibility and integrity of the marking processes).

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

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

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

7.2 Scope and approach

Umalusi participated in 20 of the 26 standardisation of marking guideline meetings organised by the DHET for the November 2023 GETC: ABET examinations. The meetings for 19 learning areas took place on 9 December 2023, and the meeting for one learning area took place on 15 December 2023 at the DHET's marking centre at the Tshwane North TVET College, Pretoria Campus.

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

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

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

7.3 Summary of findings

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

7.3.1 Attendance of marking personnel

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

Table 7A indicates the number of marking personnel who attended the standardisation of marking guideline meetings per learning area. These are examiners, internal moderators, chief markers and markers.

Table 7A: Attendance at the standardisation of marking guideline meetings per learning area

No.	Learning area	Marking personnel in attendance					Total
		Examiners	Internal moderator	Chief marker	Senior marker	Marker	
1.	ANHC4			1	1		2
2.	AAAT4						-
3.	ARTC4	2	1				3
4.	ECDV4		1	1		1	3
5.	EMSC4		1	1	1		3
6.	HSSC4		1	1	1	3	6
7.	INCT4						-
8.	LCAF4	1	1			1	3
9.	LCEN4	1	1	1			3
10.	LCND4		1	1			2
11.	LCXH4		1	1	1	5	8
12.	LCSP4		1	1	1	7	10
13.	LCSO4		1	1			2
14.	LCTS4		1	1	1	8	11
15.	LCVE4	1	1			5	7
16.	LCXI4		1	1	1		3
17.	LIFO4	2	1	1	1		5
18.	MLMS4	2	1	2	10	40	55
19.	NATS4	1	1			1	3

No.	Learning area	Marking personnel in attendance					Total
		Examiners	Internal moderator	Chief marker	Senior marker	Marker	
20.	SMME4		1	1	1		3
21.	TECH4		1	1			2
22.	WHRT4		1		1		2
Total		10	19	16	20	71	136

The standardisation of marking guideline meetings were attended by 136 marking personnel, comprising 71 markers, 19 internal moderators, 16 chief markers and 10 examiners. The standardisation of marking guidelines meetings in five learning areas (ANCH4, LCSO4, LCND4, TECH4 and WHRT4) were attended by only two participants. Eight meetings (EMSC4, SMME4, NATS4, LCXI4, LCXH4, LCAF4, ECDV4 and ARTC4) were attended by only three participants each. The meetings in three learning areas (LCSP4: 10, LCTS: 11 and MLMS4: 55) had the most participants.

7.3.2 Verification of question papers and marking guidelines

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

All questions were confirmed as the correct versions of those that were moderated and approved.

7.3.3 Preparation for the standardisation of marking guideline meetings

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

Fifteen learning areas did not have any pre-marked scripts. This means that only four learning areas (ANCH4, LCSP4, LCXI4 and EMSC4) had pre-marked scripts in preparation for the standardisation of the marking guideline. Of the four learning areas that had pre-marked scripts, one of them (ANCH4) had amendments made to the marking guideline prior to the standardisation of the marking guideline.

7.3.4 Standardisation of marking guidelines process

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

The marking guideline discussions for the 20 learning areas were held at the Tshwane North TVET College in Pretoria. In 13 learning areas (ANHC4, ARTC4, LCND4, LCXI4, LCEN4, LCVE4, LCXH4, LIFO4, MLMS4, NATS4, SMME4, TECH4 and WHRT4), the organisational and logistical arrangements to facilitate the standardisation of marking guideline meetings were not properly made.

The processes and procedures followed during the standardisation of marking guidelines included the following: In most cases, the internal moderators chaired the meeting, except in a very few cases where the examiner chaired the meeting. The chairperson introduced all attendees and explained the purpose of the meeting. Ground rules were set, followed by the discussion of the pre-marked scripts. In most cases, the internal moderators and examiners interchangeably read the questions and the responses provided in the marking guideline. In a few cases, markers were each given different questions to read. This was accompanied by discussions on how each participant marked the dummy scripts. In all discussions, the Umalusi moderator was invited to contribute and/or arbitrate. Minutes of the meeting were, in most cases, taken by the examiner. The chairperson ensured that consensus was reached concerning the responses in the marking guideline. In this way, the final marking guideline was approved.

During the standardisation of marking guideline meetings, all participants in the 20 learning areas contributed meaningfully during the discussions. The questions and their corresponding responses were analysed in detail to show the nature and frequency of potential common marking errors that could be made during initial marking.

In all the learning areas, especially those with essay-type questions, rigorous discussions clarified possible responses and increased the markers' ability to mark interpretive questions. In fact, rigorous discussions elicited alternative responses, particularly to questions that required analysis and synthesis.

Amendments were made to the marking guidelines during the standardisation of marking guidelines in most learning areas, except for one (TECH4). However, the amendments made did not have any impact on the cognitive demand of the response required, except positively. Clear motivations were provided for each of the amendments made to the marking guidelines. Umalusi's moderator clearly approved all the amendments. Amendments were in the form of alternative responses, clarifying and correcting marking instructions, and correcting wrong responses.

Umalusi's moderator played the role of arbiter, quality verifier, observer, guide, verifier and supporter.

7.3.5 Training during the standardisation of marking guidelines

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

Eight of the 20 learning areas reported that no training was given during the standardisation of the marking guidelines. This was largely caused by the fact that there were no dummy scripts for pre-marking in preparation for the standardisation process. Two of the eight learning areas (LCND4 and LCAF4) that reported not having received training only sampled live scripts for pre-marking during the standardisation process. However, six learning areas (ARTC4, LCEN4, LCND4, LCVE4, LIFO4 and SMME4) still did not have sampled scripts for dummy marking as part of the standardisation process, which means that training that relies on the

marking of dummy scripts could not take place. Nonetheless, training was provided to the remaining 12 learning areas. This was facilitated by discussing the marking of dummy scripts.

7.3.6 Quality of the final marking guidelines

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

In all the 20 learning areas, the marking guideline included:

- a. General instructions on marking;
- b. Clear marking instructions that permitted uniform or standardised marking;
- c. Unambiguous answers that were clearly laid out;
- d. Enough detail to ensure fair and reliable marking; and
- e. Marking guidelines that did not seek to legislate for every possible case, but reflected the different approaches that candidates might take.

7.3.7 Approval of the final marking guidelines

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

In all 20 learning areas, each of the Umalusi moderators concerned approved the final marking guide by appending a signature on the front page. The internal moderator and the examiners also appended their signatures to indicate approval.

7.4 Areas of improvement

Umalusi noted the following area of good practice:

- a. The standardisation of marking guidelines meeting was attended by all the selected marking personnel, including markers in each learning area.

7.5 Areas of non-compliance

The following was noted as areas of concern:

- a. Dummy scripts were not provided in eight out of 20 learning areas; therefore training could not take place properly.
- b. Standardisation of marking guideline meetings started after 14:00, instead of at 08:00.
- c. There were delays in 15 learning areas (ARTC4, EMSC4, LCAF4, LCEN4, LCND4, LCXI4, LCTS4, LCVE4, LCXH4, MLMS4, NATS4, SMME4, TECH4, WHRT4 and LIFO4) caused by some logistical hiccups.

7.6 Directives for compliance and improvement

The DHET is required to:

- a. Prepare dummy scripts to be used during training in all learning areas to facilitate a proper and effective training session; and
- b. Improve logistical arrangements to ensure that the required personnel do not miss the discussions due to logistical glitches.

7.7 Conclusion

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

CHAPTER 8: VERIFICATION OF MARKING

8.1 Introduction

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

The purpose of conducting verification of marking is to:

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

8.2 Scope and approach

Umalusi conducted on-site verification of the marking of the November 2023 GETC: ABET examination administered by the DHET from 11 to 14 December 2023 at the DHET's only marking centre at the Tshwane North TVET College, Pretoria Campus.

Umalusi sampled 22 out of 26 learning areas for the verification of marking. The sampled learning areas and the number of scripts sampled are indicated in Table 8A.

Table 8A: Learning areas and scripts sampled for the verification of marking.

No.	Learning area	Learning area code	No. of sampled scripts
1.	Applied Agriculture and Agricultural Technology	AAAT4	40
2.	Ancillary Health Care	ANHC4	40
3.	Arts and Culture	ARTC4	40
4.	Early Childhood Development	ECD4	40
5.	Economic and Management Sciences	EMSC4	40
6.	Human and Social Sciences	HSSC4	40
7.	Information Communication Technology	INCT4	30
8.	Language, Literacy and Communication: Afrikaans	LCAF4	40
9.	Language, Literacy and Communication: IsiNdebele	LCND4	40
10.	Language, Literacy and Communication: Sesotho	LCSO4	40
11.	Language, Literacy and Communication: Sepedi	LCSP4	40
12.	Language, Literacy and Communication: Setswana	LCTS4	50
13.	Language, Literacy and Communication: Tshivenda	LCVE4	40
14.	Language, Literacy and Communication: IsiXhosa	LCXH4	40
15.	Language, Literacy and Communication: Xitsonga	LCXI4	40
16.	Life Orientation	LIFO4	40

No.	Learning area	Learning area code	No. of sampled scripts
17.	Mathematical Literacy	MLMS4	40
18.	Natural Sciences	NATS4	40
19.	Small, Medium and Micro Enterprises	SMME4	40
20.	Technology	TECH4	40
21.	Travel and Tourism	TRVT4	40
22.	Wholesale and Retail	WHRT4	40
Total			880

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

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

8.3 Summary of findings

The section below discusses the findings on the verification of marking conducted in 22 learning areas. Four learning areas (LCEN4, LCSW4, LCZU4 and MMSC4) were not sampled for this process because Umalusi's moderators were not available. The report is based on the sample of scripts selected by Umalusi at the marking centres. The external moderators reflected on the four key criteria mentioned in section 8.2. This section summarises the key qualitative findings per criterion.

8.3.1 Adherence to the marking guidelines

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

At the standardisation of marking guideline meetings, which took place a day before the actual marking commenced, amendments, which were approved by Umalusi's moderators, were made in all the 22 sampled learning areas, and captured in the revised approved marking guidelines. During the marking process, markers adhered to the approved marking guidelines in the 22 learning areas.

8.3.2 Quality and standard of marking

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

In the 22 learning areas, Umalusi's moderators found that the quality and standard of marking was generally good, as markers adhered to the marking guidelines. Marks were, in the main, correctly allocated to responses during the marking of scripts.

Variation in marks between markers, internal moderators and Umalusi's external moderators occurred as follows:

- a. In two of the learning areas, internal and external moderation revealed no changes in marks for most of the scripts: LCSP4 (35 out of 40 scripts had no mark changes) and LCSP4 (29 out of 40 scripts had no mark changes).
- b. In ten learning areas, there were no more than five instances of variation in marks beyond the tolerance range. This was therefore not large enough to raise concerns. These learning areas were ARTC4 (one instance), MLMS4 (one instance), INCT4 (two instances), NATS4 (two instances), TRVT4 (two instances), EMSC4 (three instances), LCAF4 (four instances), AAAT4 (five instances), TECH4 (five instances) and WHRT4 (five instances).
- c. In four learning areas, the variation in marks beyond the tolerance range was large enough to cause concern. These learning areas were ECDV4 (the variation ranged from -6 to +16), HSSC4 (the variation ranged from -8 to +16), LCXI4 (the variation ranged from -19 to +10) and TRVT4 (the variation ranged from -14 to +5). Umalusi's external moderators reported that, in these learning areas, marking was erratic: some markers, especially new markers, struggled with the marking of responses that carried two marks and in which alternative answers were accepted.
- d. In two language learning areas (LCTS4 and LCVE4), the incorrect use of the rubrics to mark the essay question and the transactional question were the main reasons for the variation in marks. In both these learning areas, Umalusi's moderators drew the attention of the internal moderators to the need to discuss the marking rubrics for the essay question and the transactional question with the markers again. Through a process of remarking and readjusting mindsets, errors in marking the remainder of the scripts could be avoided.
- e. In SMME4, the variation in marks was the result of the question paper containing many alternative answers. Some markers lacked the insight to credit answers that were correct but were not in the marking guidelines.
- f. In the other learning areas, the main reason for the variation in marks between the marker and internal moderator, and Umalusi's moderator was the incorrect allocation of marks to questions that required explanations, evaluations and opinions. Answers that were basically correct, but phrased differently from the answers given in the marking guidelines were often not credited. Umalusi's moderators drew this to the attention of the chief markers and internal markers so that this incorrect trend could be corrected.

Marks were generally correctly totaled and transferred in most learning areas. In three learning areas (AAAT4, EMSC4 and LCXH4), there were errors in the totaling and transfer of marks. The attention of the markers was brought to the incorrect totaling, and they were asked to recheck the scripts in their possession for the correctness of the marks that they had totaled.

8.3.3 Alleged irregularities

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

Serious alleged irregularities were identified in four learning areas during the marking of the November 2023 GETC: ABET examinations. These irregularities were identified by Umalusi's moderators when they were conducting their verification of marking in a sample of scripts and are indicated in Table 8B.

Table 8B: Alleged irregularities

Examination centre	Learning area	No. of candidates	Nature of irregularity
4259043	ECDV4	2	For Question 2.7, two candidates had the same incorrectly phrased answer.
4309006	ECDV4	6	For Question 2.2, four candidates had similar answers. For Question 2.3, two other candidates had similar answers.
E5121121	LIFO4	48	For Question 1.2.3, Question 4, Question 5 and Question 8, there was suspected group copying.
E5121267	LIFO4	34	For Question 5, there was suspected group copying.
2048853	SMME4	21	For Question 1, candidates had the same correct and incorrect answers. For Question 3, candidates had the same correct and incorrect figures for the accounting question. For Question 4, the definitions given by the candidates were almost identical. For Question 5, candidates had similar answers, with some answers being the same, word for word.
76664518	TECH4	2	For Question 4 to 7, the candidates had the same responses. Their names appeared below each other in the attendance register.

The DHET will conduct investigations to resolve the alleged cases of irregularity.

8.3.4 Performance of candidates

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

The Verification of Marking Instrument requires Umalusi's moderators to report 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 about the strengths and challenges surrounding the

teaching and learning of the curriculum. The following are findings per learning area, based on the sample of scripts in each of the 22 learning areas sampled for verification of marking.

a) Ancillary Health Care (ANHC4)

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

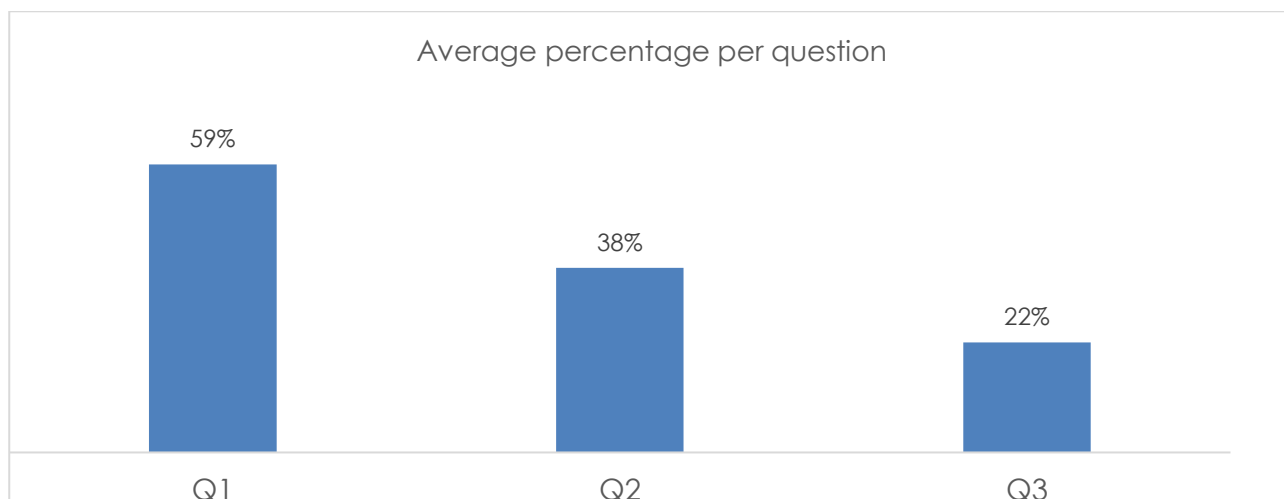


Figure 8A: Candidates' performance in ANHC4 per question – 40 scripts

According to Figure 8A, the highest average percentage was achieved in Question 1 (59%), which covered multiple-choice questions, true/false questions and matching columns. The lowest average percentage was achieved in Question 3 (22%), which covered higher cognitive questions on diseases and health.

Table 8C: Mark distribution as a percentage – ANHC4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
0	0	7	10	13	5	3	2	0	0

Table 8C shows that the highest mark obtained was 72% and the lowest mark obtained was 23%. A total of 23 candidates passed, and 17 candidates failed. No candidates obtained 0–9% and no candidates obtained 80–100%.

b) Applied Agriculture and Agricultural Technology (AAAT4)

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

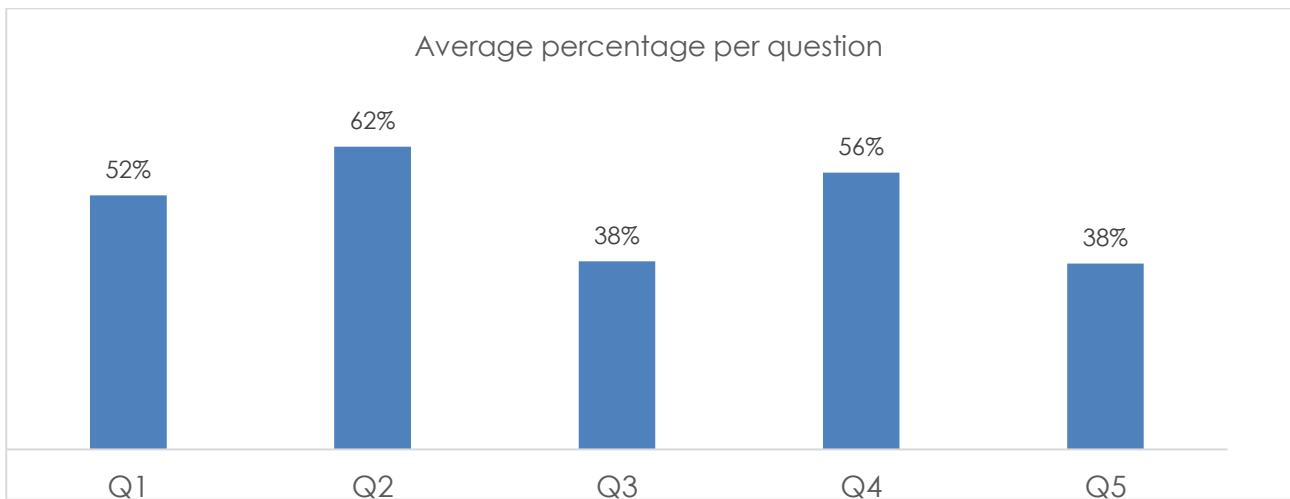


Figure 8B: Candidates' performance in AAAT4 per question – 40 scripts

According to Figure 8B, the highest average percentage was achieved in Question 2 (62%), which covered agricultural ventures in poultry farming and associated recordkeeping and calculations. The lowest average percentage was achieved in Question 3 (38%), which covered horticultural farming in vegetable production science, agricultural economy, and supply and demand, and in Question 5 (38%), which covered dairy farming and various associated aspects of milk production.

Table 8D: Mark distribution as a percentage – AAAT4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
0	2	4	5	9	8	5	7	0	0

Table 8D shows that the highest mark obtained was 77%, and the lowest mark obtained was 18%. A total of 29 candidates passed, and 11 candidates failed. No candidates obtained 0–9% and no candidates obtained 80–100%.

c) Arts and Culture (ARTC4)

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

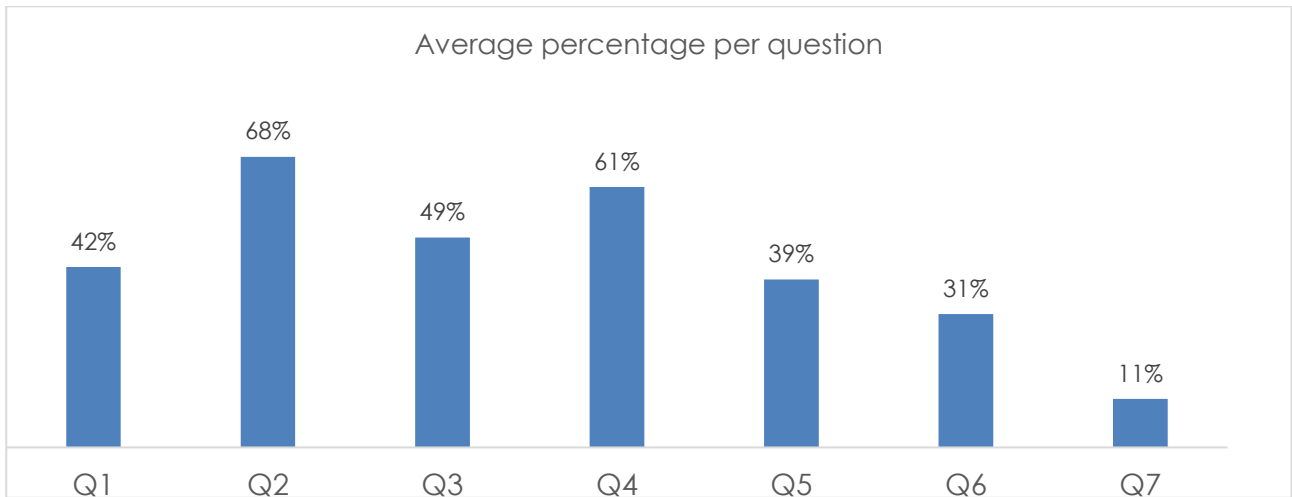


Figure 8C: Candidates' performance in ARTC4 per question – 40 scripts

According to Figure 8C, the highest average percentage was achieved in Question 2 (68%), which covered music. The lowest average percentage was achieved in Question 7 (11%), which covered visual arts.

Table 8E: Mark distribution as a percentage – ARTC4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
0	3	11	12	8	4	2	0	0	0

Table 8E shows that the highest mark obtained was 65%, and the lowest mark obtained was 18%. A total of 14 candidates passed and 26 candidates failed. No candidates obtained 0–9% and no candidates obtained 80–100%.

d) Early Childhood Development (ECD4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of three questions. Figure 8D indicates the candidates' performance per question in the selected sample.

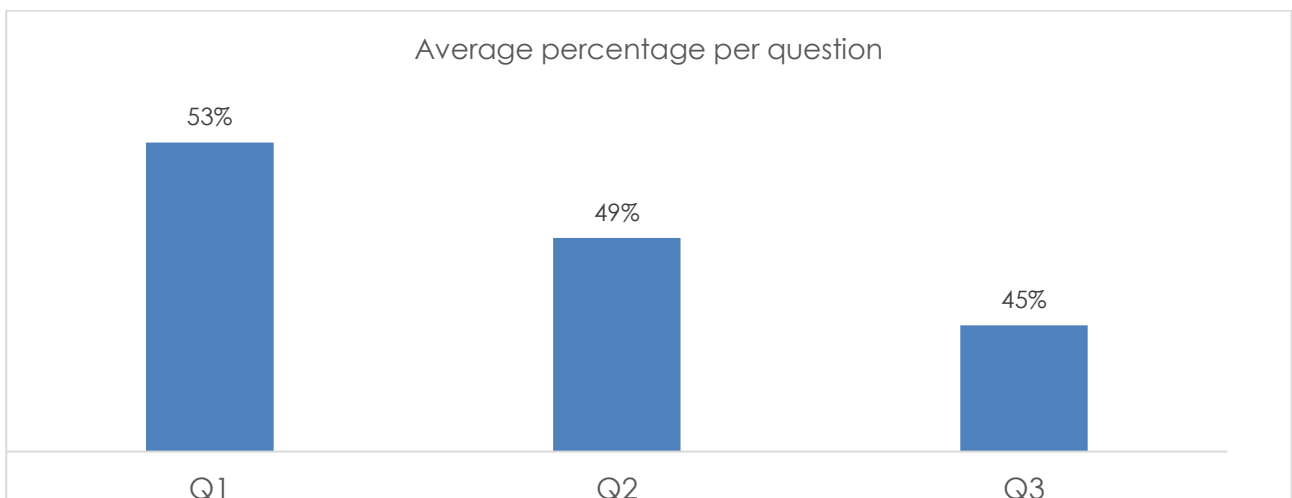


Figure 8D: Candidates' performance in ECD4 per question – 40 scripts

According to Figure 8D, the highest average percentage was achieved in Question 1 (53%), which covered the early childhood development environment in the form of multiple-choice questions, true/false questions and matching columns. The lowest average percentage was achieved in Question 3 (45%), which covered toddlers and babies in the form of higher-order questions.

Table 8F: Mark distribution as a percentage – ECD4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
1	1	6	3	7	9	8	3	2	0

Table 8F shows that the highest mark obtained was 82%, and the lowest mark obtained was 7%. A total of 29 candidates passed, and 11 candidates failed. One candidate obtained 0–9% and two candidates obtained 80–100%.

e) Economic and Management Sciences (EMSC4)

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

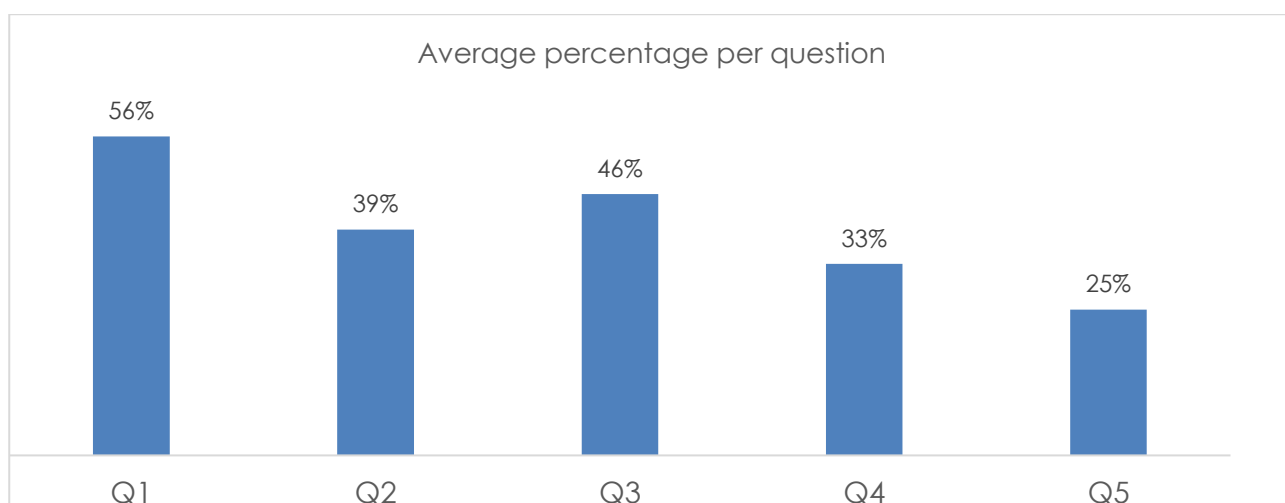


Figure 8E: Candidates' performance in EMSC4 per question – 40 scripts

According to Figure 8E, the highest average percentage was achieved in Question 1 (56%), which covered lower-cognitive order questions. The lowest average percentage was achieved in Question 5 (25%), which covered higher-cognitive order questions.

Table 8G: Mark distribution as a percentage – EMSC4

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

Table 8G shows that the highest mark obtained was 81%, and the lowest mark obtained was 11%. A total of 21 candidates passed, and 19 candidates failed. No candidates obtained 0–9% and one candidate obtained 80–100%.

f) Human and Social Sciences (HSSC4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of three questions. Figure 8F indicates the candidates' performance per question in the selected sample.

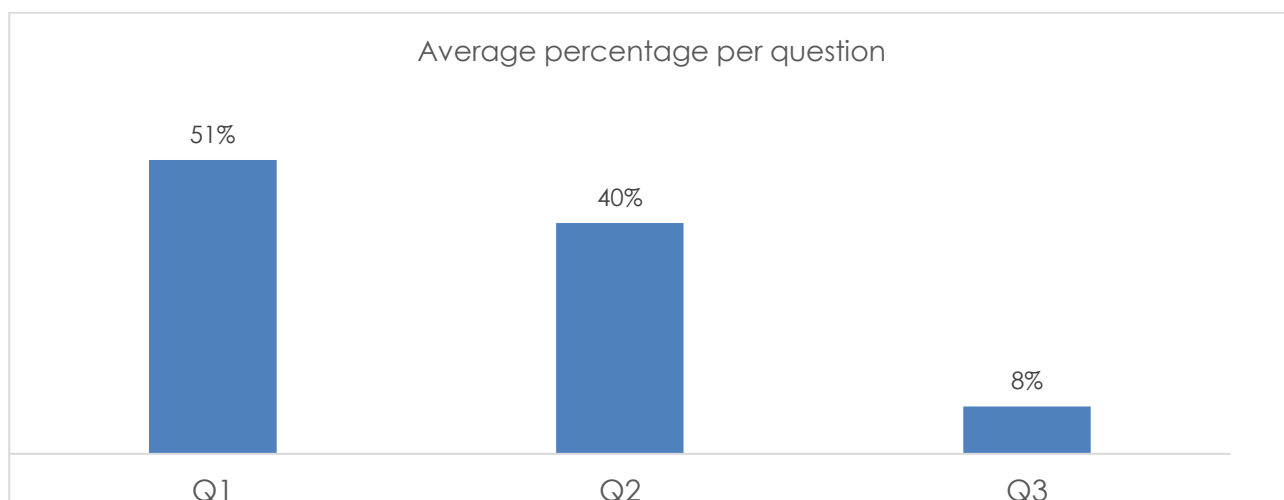


Figure 8F: Candidates' performance in HSSC4 per question – 40 scripts

According to Figure 8F, the highest average percentage was achieved in Question 1 (51%), which covered short objective questions on all unit standards. The lowest average percentage was achieved in Question 3 (8%), which covered long paragraph-type questions dealing with the Soweto uprising and its immediate effects.

Table 8H: Mark distribution as a percentage – HSSC4

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

Table 8H shows that the highest mark obtained was 77%, and the lowest mark obtained was 12%. A total of 15 candidates passed, and 25 candidates failed. No candidates obtained 0–9% and no candidates obtained 80–100%.

g) Information and Communication Technology (INCT4)

The verification of marking was conducted on a sample of 30 scripts. The question paper consisted of five questions. Figure 8G indicates the candidates' performance per question in the selected sample.

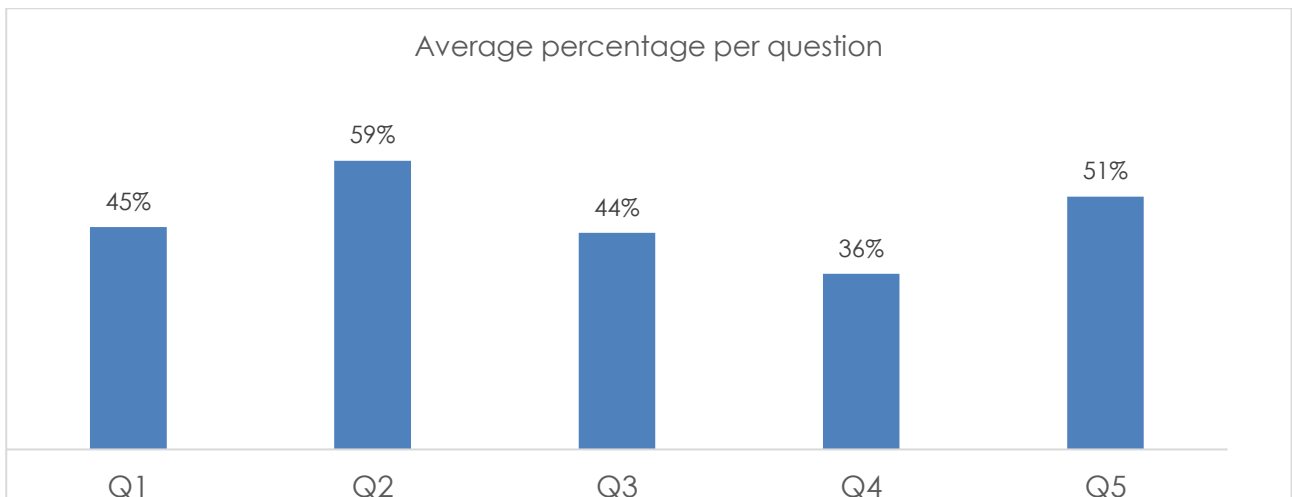


Figure 8G: Candidates' performance in INCT4 per question – 30 scripts

According to Figure 8G, the highest average percentage was achieved in Question 2 (59%), which covered word processing. The lowest average percentage was achieved in Question 4 (36%), which covered PowerPoint presentations.

Table 8I: Mark distribution as a percentage – INCT4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
0	6	3	3	5	4	3	5	1	0

Table 8I shows that the highest mark obtained was 81%, and the lowest mark obtained was 11%. A total of 18 candidates passed, and 12 candidates failed. No candidates obtained 0–9% and one candidate obtained 80–100%.

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

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

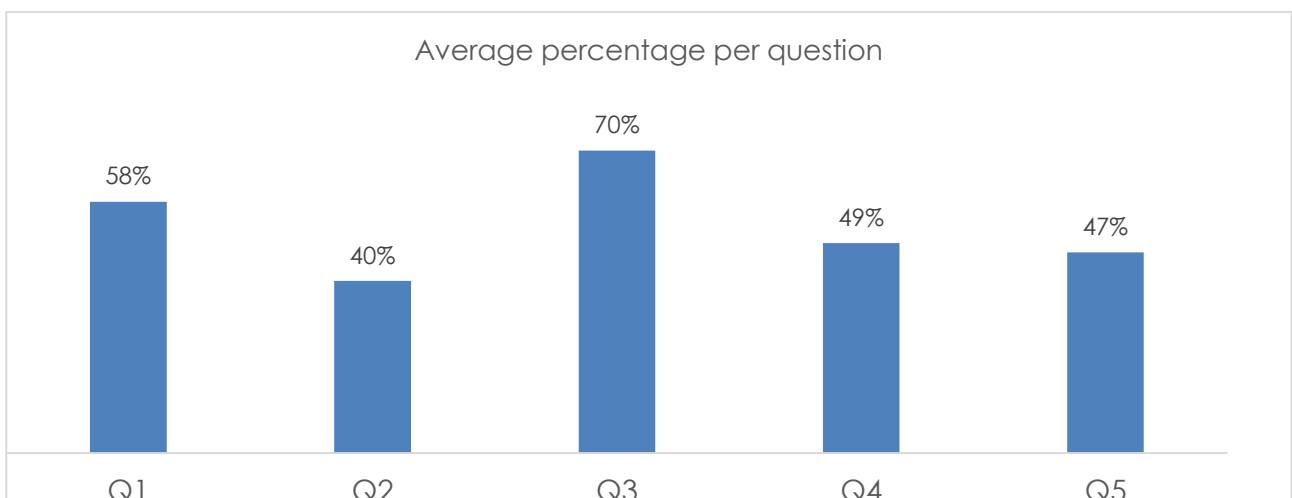


Figure 8H: Candidates' performance in LCAF4 per question – 40 scripts

According to Figure 8H, the highest average percentage was achieved in Question 3 (70%), which covered visual literacy. The lowest average percentage was achieved in Question 2 (40%), which covered formal grammar in context.

Table 8J: Mark distribution as a percentage – LCAF4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
0	2	4	4	8	6	12	3	1	0

Table 8J shows that the highest mark obtained was 86%, and the lowest mark obtained was 11%. A total of 30 candidates passed, and 10 candidates failed. No candidates obtained 0–9% and one candidate obtained 80–100%.

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

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

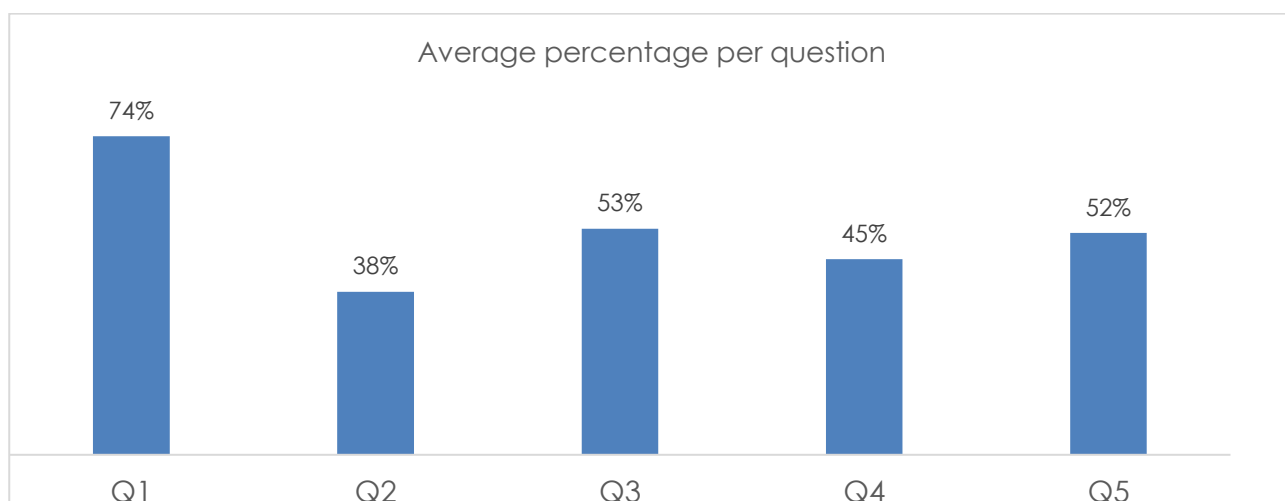


Figure 8I: Candidates' performance in LCND4 per question – 40 scripts

According to Figure 8I, the highest average percentage was achieved in Question 1 (74%), which covered comprehension. The lowest average percentage was achieved in Question 2 (38%), which covered formal grammar.

Table 8K: Mark distribution as a percentage – LCND4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
1	0	1	5	14	4	10	3	2	0

Table 8K shows that the highest mark obtained was 80%, and the lowest mark obtained was 8%. A total of 33 candidates passed, and seven candidates failed. One candidate obtained 0–9%, and two candidates obtained 80–100%.

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

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

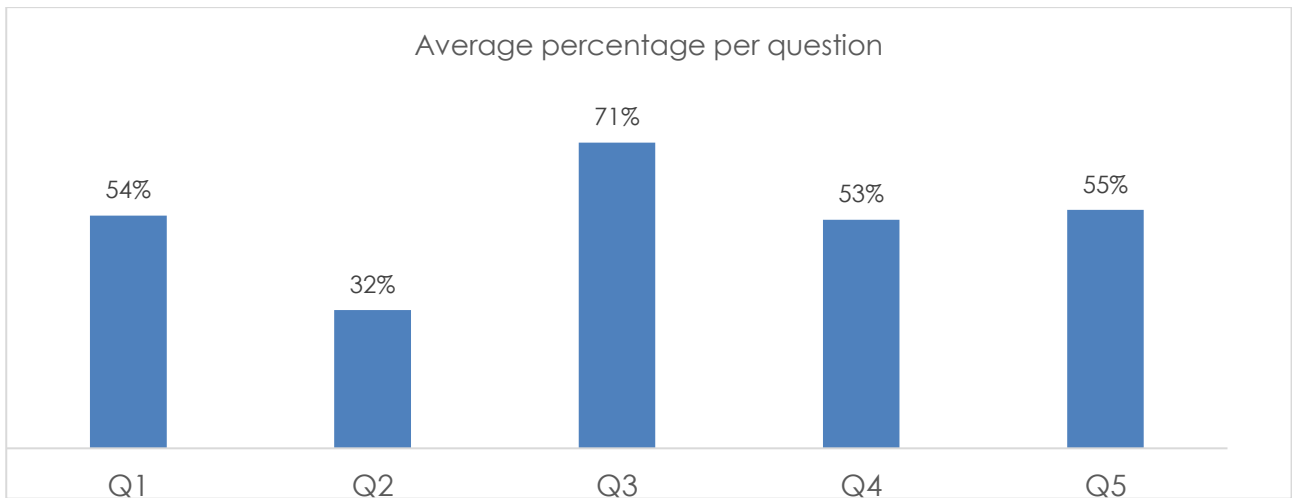


Figure 8J: Candidates' performance in LCSO4 per question – 40 scripts

According to Figure 8J, the highest average percentage was achieved in Question 3 (71%), which covered visual literacy. The lowest average percentage was achieved in Question 2 (32%), which covered formal grammar.

Table 8L: Mark distribution as a percentage – LCSO4

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

Table 8L shows that the highest mark obtained was 81%, and the lowest mark obtained was 12%. A total of 33 candidates passed, and seven candidates failed. No candidates obtained 0–9%, and one candidate obtained 80–100%.

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

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

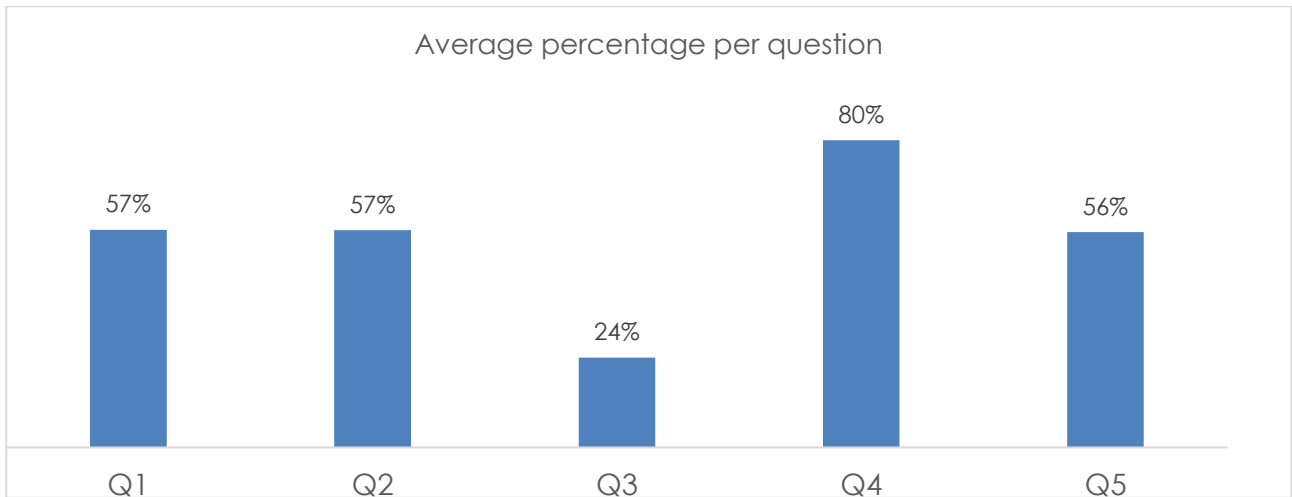


Figure 8K: Candidates' performance in LCSP4 per question – 40 scripts

According to Figure 8K, the highest average percentage was achieved in Question 4 (80%), which covered essay writing. The lowest average percentage was achieved in Question 3 (24%), which covered visual literacy.

Table 8M: Mark distribution as a percentage – LCSP4

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

Table 8M shows that the highest mark obtained was 79%, and the lowest mark obtained was 20%. A total of 36 candidates passed, and four candidates failed. No candidates obtained 0–9%, and no candidates obtained 80–100%.

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

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

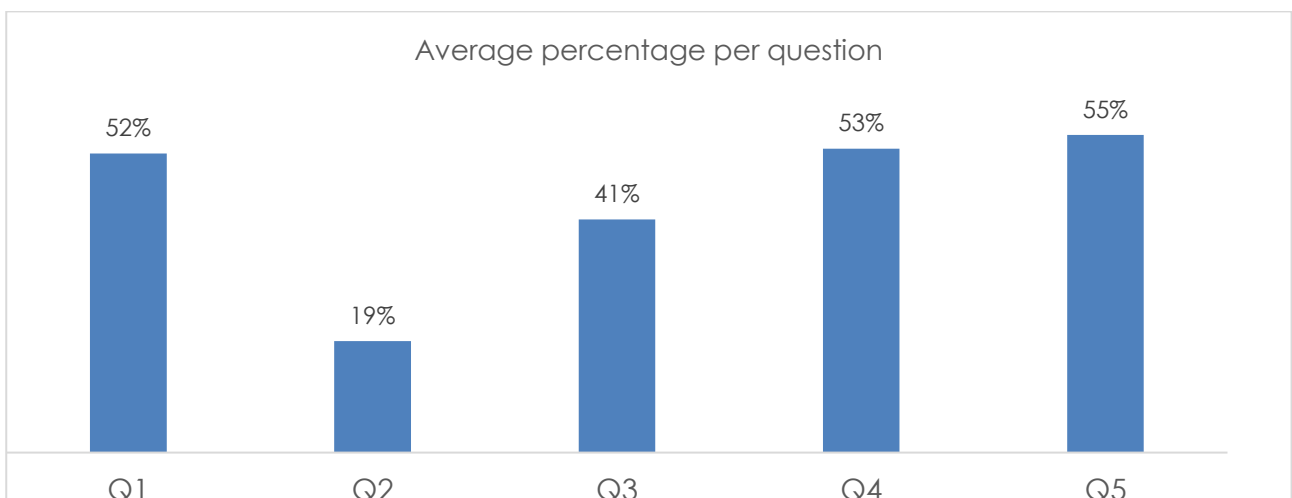


Figure 8L: Candidates' performance in LCTS4 per question – 50 scripts

According to Figure 8L, the highest average percentage was achieved in Question 5 (55%), which covered transactional writing. The lowest average percentage was achieved in Question 2 (19%), which covered formal grammar.

Table 8N: Mark distribution as a percentage – LCTS4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
1	1	2	6	28	6	2	3	1	0

Table 8N shows that the highest mark obtained was 81%, and the lowest mark obtained was 1%. A total of 40 candidates passed, and 10 candidates failed. One candidate obtained 0–9%, and one candidate obtained 80–100%.

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

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

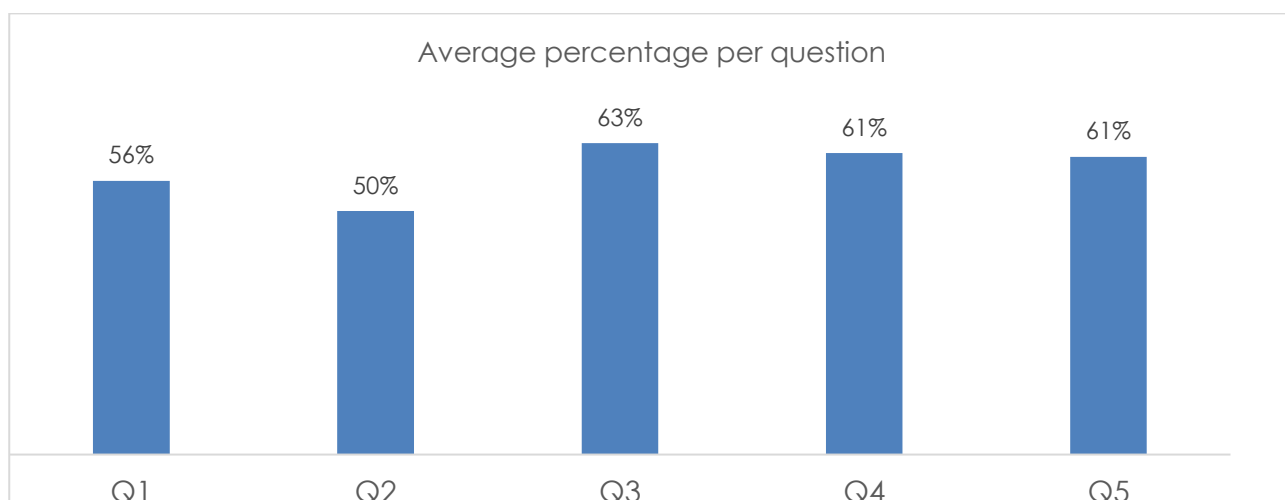


Figure 8M: Candidates' performance in LCVE4 per question – 40 scripts

According to Figure 8M, the highest average percentage was achieved in Question 3 (63%), which covered visual literacy. The lowest average percentage was achieved in Question 2 (50%), which covered formal grammar.

Table 8O: Mark distribution as a percentage – LCVE4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
0	1	1	0	5	12	16	4	1	0

Table 8N shows that the highest mark obtained was 81%, and the lowest mark obtained was 17%. A total of 38 candidates passed, and two candidates failed. No candidates obtained 0–9%, and one candidate obtained 80–100%.

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

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

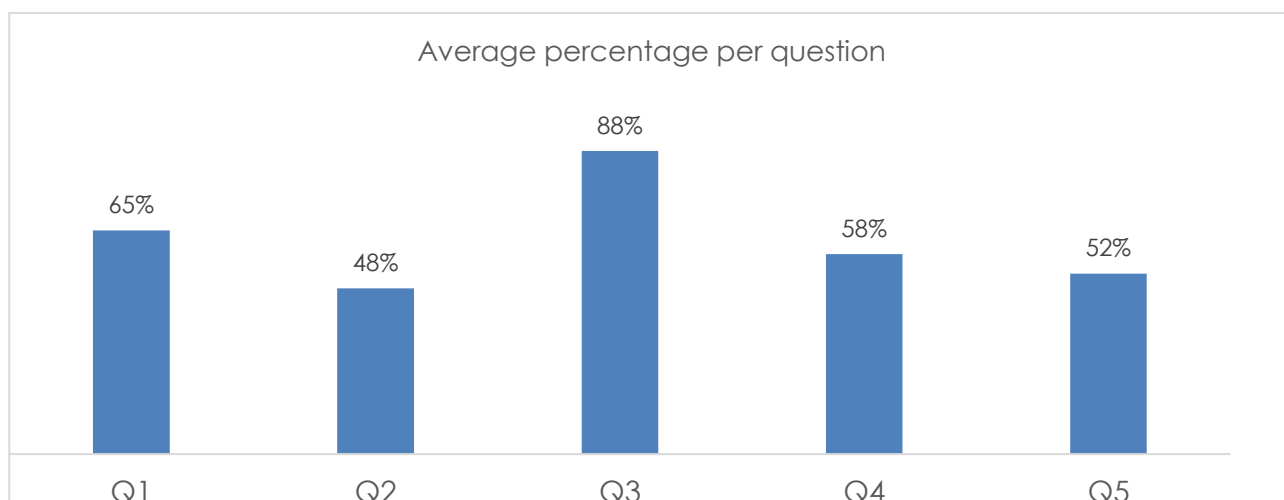


Figure 8N: Candidates' performance in LCXH4 per question – 40 scripts

According to Figure 8N, the highest average percentage was achieved in Question 3 (88%), which covered visual literacy. The lowest average percentage was achieved in Question 2 (48%), which covered formal grammar.

Table 8P: Mark distribution as a percentage – LCXH4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
0	0	0	2	6	11	14	6	1	0

Table 8P shows that the highest mark obtained was 82%, and the lowest mark obtained was 33%. A total of 38 candidates passed, and two candidates failed. No candidates obtained 0–9%, and one candidate obtained 80–100%.

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

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

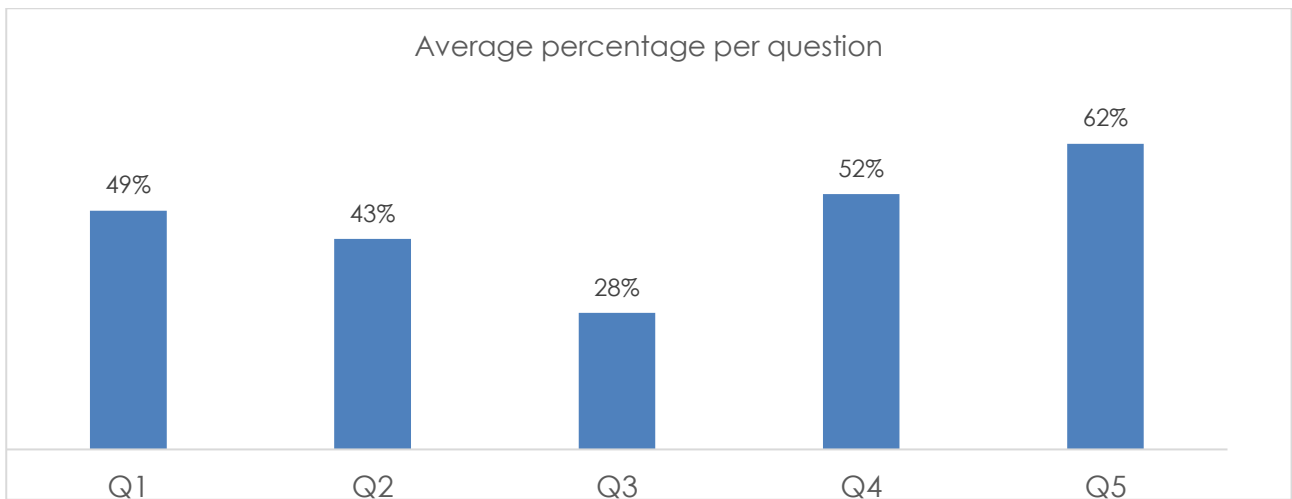


Figure 8O: Candidates' performance in LCXI4 per question – 40 scripts

According to Figure 8O, the highest average percentage was achieved in Question 5 (62%), which covered transactional writing. The lowest average percentage was achieved in Question 3 (28%), which covered visual literacy.

Table 8Q: Mark distribution as a percentage – LCXI4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
1	5	5	2	1	10	11	4	1	0

Table 8Q shows that the highest mark obtained was 81%, and the lowest mark obtained was 7%. A total of 27 candidates passed, and 13 candidates failed. One candidate obtained 0–9% and one candidate obtained 80–100%.

p) Life Orientation (LIFO4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of nine questions. There was a choice of answering two questions from Question 6, Question 7, Question 8 and Question 9, thus a total of seven out of nine questions were answered. Figure 8P indicates the candidates' performance per question in the selected sample.

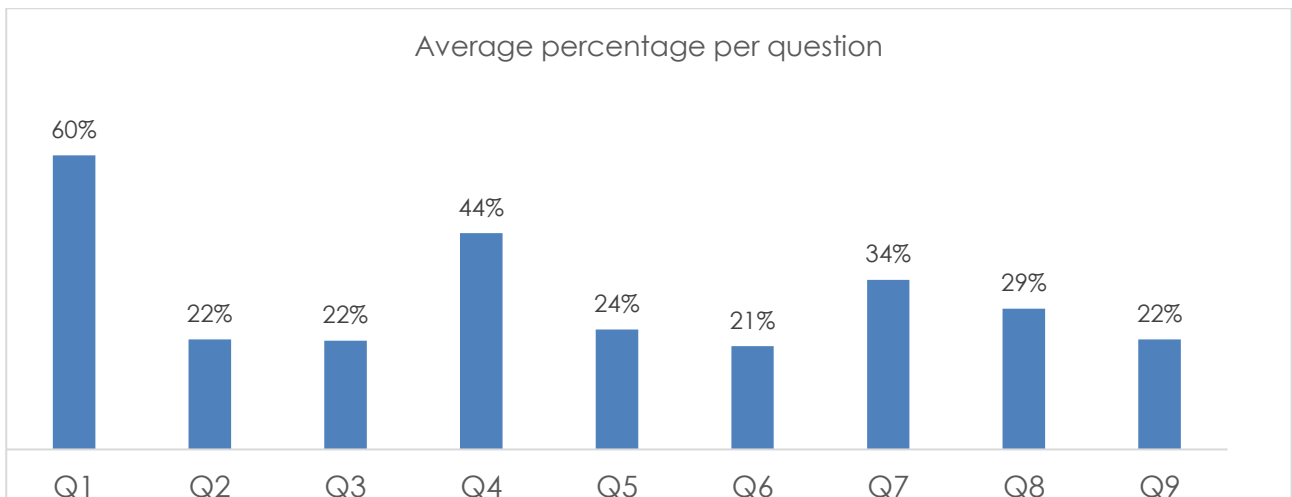


Figure 8P: Candidates' performance in LIFO4 per question – 40 scripts

According to Figure 8P, the highest average percentage was achieved in Question 1 (60%), which covered all the unit standards in the form of multiple-choice questions, true/false questions and matching columns. The lowest average percentage was achieved in Question 6 (21%), which covered time management.

Table 8R: Mark distribution as a percentage – LIFO4

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

Table 8R shows that the highest mark obtained was 72%, and the lowest mark obtained was 12%. A total of 21 candidates passed, and 19 candidates failed. No candidates obtained 0–9%, and no candidates obtained 80–100%.

q) Mathematical Literacy (MLMS4)

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

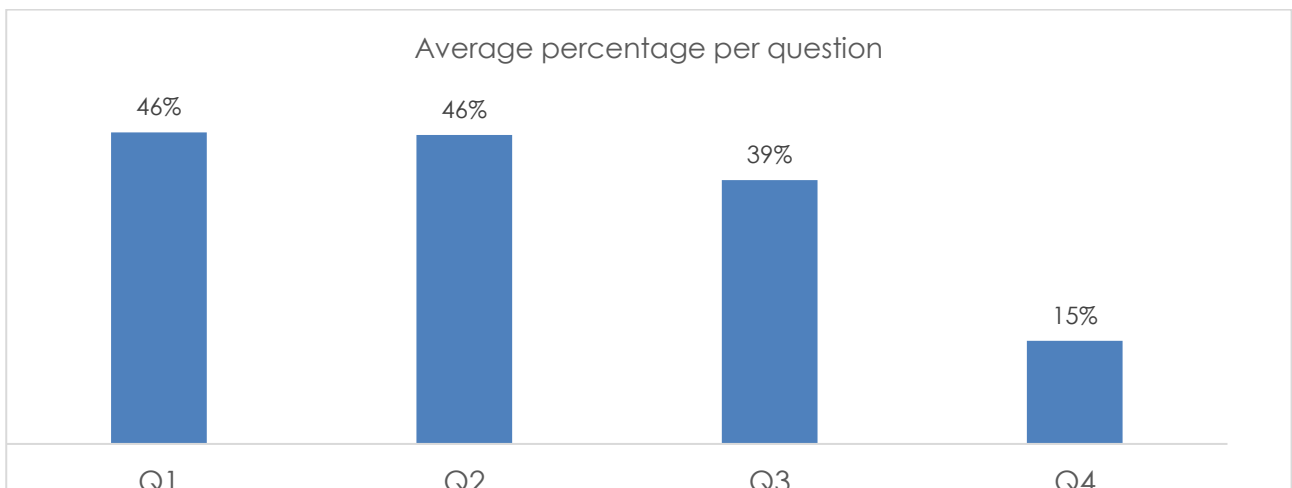


Figure 8Q: Candidates' performance in MLMS4 per question – 40 scripts

According to Figure 8Q, the highest average percentage was achieved in Question 1 and 2 (46%), which covered number operations. The lowest average percentage was achieved in Question 4 (15%), which covered measurement, space and shape.

Table 8S: Mark distribution as a percentage – MLMS4

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

Table 8S shows that the highest mark obtained was 65%, and the lowest mark obtained was 10%. A total of 20 candidates passed, and 20 candidates failed. No candidates obtained 0–9%, and no candidates obtained 80–100%.

r) Natural Sciences (NATS4)

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

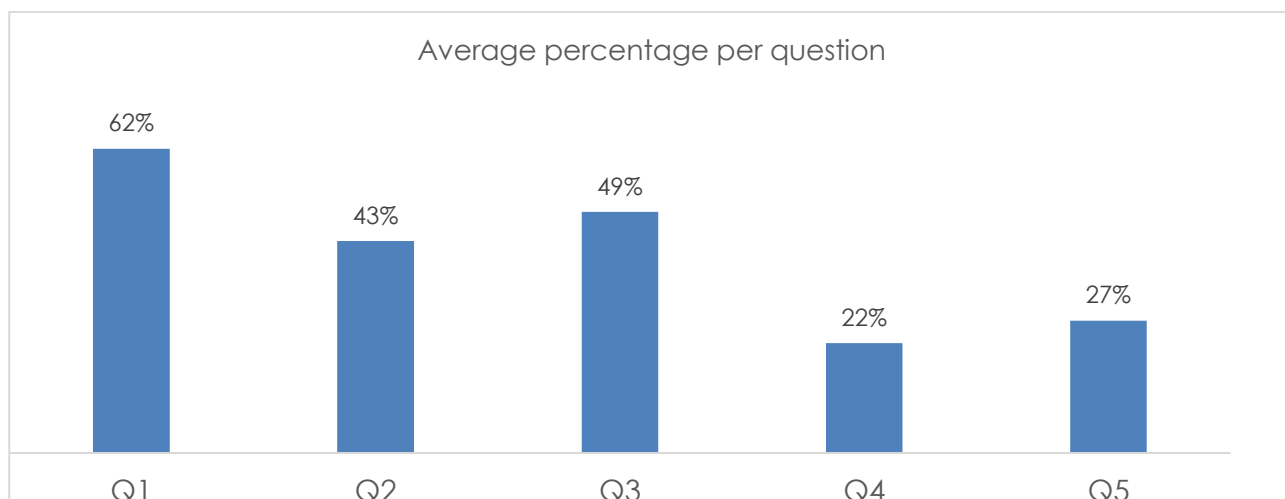


Figure 8R: Candidates' performance in NATS4 per question – 40 scripts

According to Figure 8R, the highest average percentage was achieved in Question 1 (62%), which covered multiple-choice questions, true/false questions and matching columns, covering all the unit standards. The lowest average percentage was achieved in Question 4 (22%), which covered matter and material, elements, compounds, mixtures, balancing chemical reactions and rusting.

Table 8T: Mark distribution as a percentage – NATS4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
0	2	5	14	4	8	5	2	0	0

Table 8T shows that the highest mark obtained was 73%, and the lowest mark obtained was 13%. A total of 19 candidates passed, and 21 candidates failed. No candidates obtained 0–9%, and no candidates obtained 80–100%.

s) Small, Medium and Micro Enterprises (SMME4)

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

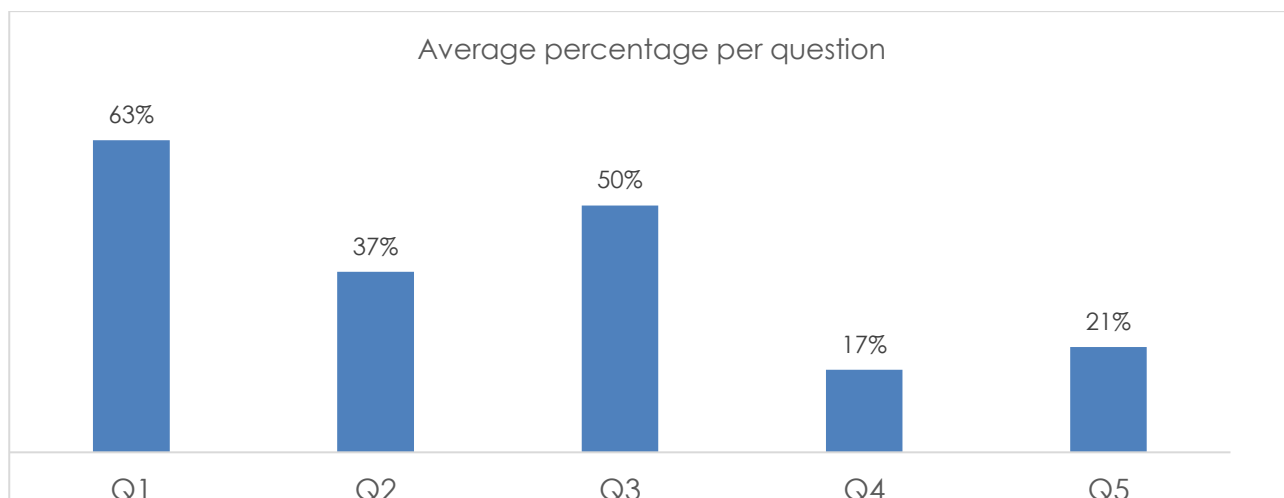


Figure 8S: Candidates' performance in SMME4 per question – 40 scripts

According to Figure 8S, the highest average percentage was achieved in Question 1 (63%), which covered all unit standards in the form of multiple-choice questions. The lowest average percentage was achieved in Question 4 (17%), which covered the definition of business terms.

Table 8U: Mark distribution as a percentage – SMME4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
0	1	7	6	10	12	3	1	0	0

Table 8U shows that the highest mark obtained was 71%, and the lowest mark obtained was 12%. A total of 26 candidates passed, and 14 candidates failed. No candidates obtained 0–9%, and no candidates obtained 80–100%.

t) Technology (TECH4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of seven questions. Figure 8T indicates the candidates' performance per question in the selected sample.

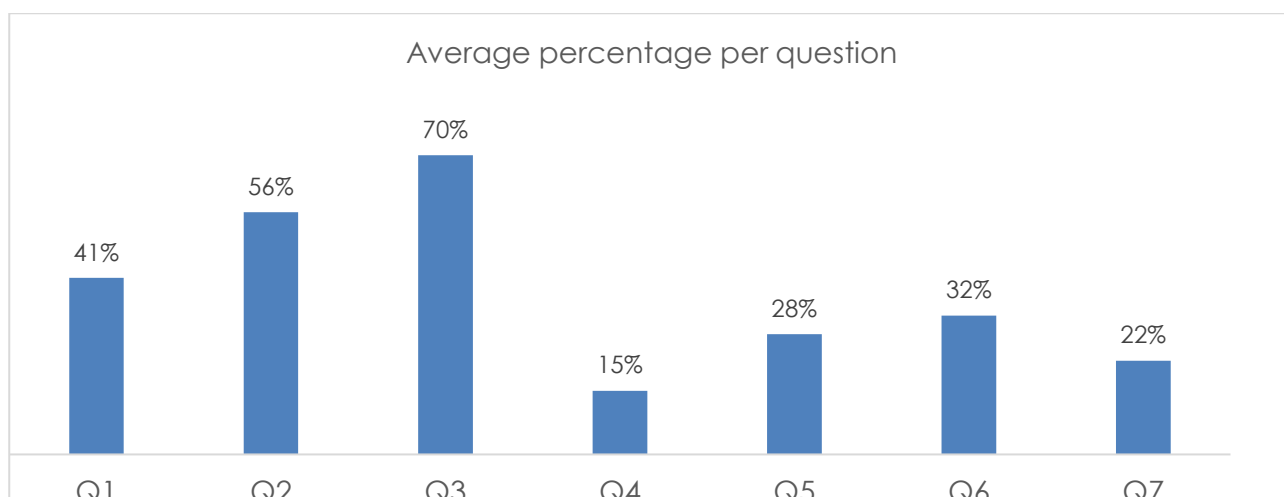


Figure 8T: Candidates' performance in TECH4 per question – 40 scripts

According to Figure 8T, the highest average percentage was achieved in Question 3 (70%), which covered true/false questions on all unit standards. The lowest average percentage was achieved in Question 4 (15%), which covered types of structures, types of forces, isometric and orthographic drawing, and designing stages.

Table 8V: Mark distribution as a percentage – TECH4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
2	8	7	5	10	3	5	0	0	0

Table 8V shows that the highest mark obtained was 69%, and the lowest mark obtained was 9%. A total of 18 candidates passed, and 22 candidates failed. Two candidates obtained 0–9%, and no candidates obtained 80–100%.

u) Travel and Tourism (TRVT4)

The verification of marking was conducted on a sample of 40 scripts. The question paper consisted of three questions. Figure 8U indicates the candidates' performance per question in the selected sample.

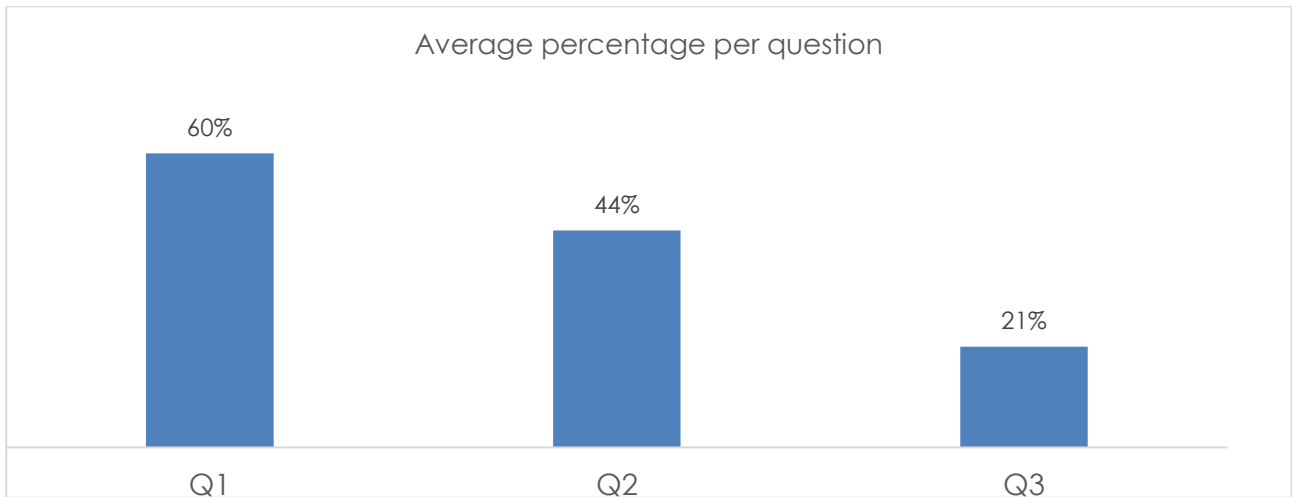


Figure 8U: Candidates' performance in TRVT4 per question – 40 scripts

According to Figure 8U, the highest average percentage was achieved in Question 1 (60%), which covered multiple-choice questions, true/false questions and matching columns across the unit standards. The lowest average percentage was achieved in Question 3 (21%), which covered higher-order cognitive-level questions across the unit standards.

Table 8W: Mark distribution as a percentage – TRVT4

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

Table 8W shows that the highest mark obtained was 83%, and the lowest mark obtained was 9%. A total of 24 candidates passed, and 16 candidates failed. Three candidates obtained 0–9%, and one candidate obtained 80–100%.

v) Wholesale and Retail (WHRT4)

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

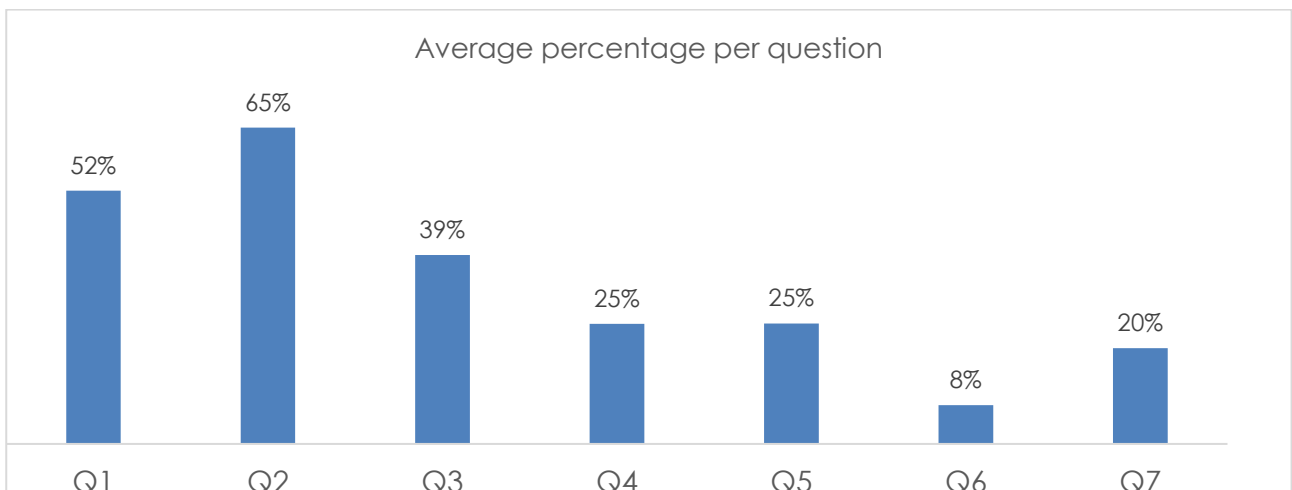


Figure 8V: Candidates' performance in WHRT4 per question – 40 scripts

According to Figure 8V, the highest average percentage was achieved in Question 2 (65%), which covered true/false questions on all unit standards. The lowest average percentage was achieved in Question 6 (8%), which covered the hierarchy of the organization.

Table 8X: Mark distribution as a percentage – WHRT4

Mark distribution									
0–9%	10–19%	20–29%	30–39%	40–49%	50–59%	60–69%	70–79%	80–89%	90–100%
3	12	6	7	8	2	2	0	0	0

Table 8X shows that the highest mark obtained was 67%, and the lowest mark obtained was 7%. A total of 12 candidates passed, and 28 candidates failed. Three candidates obtained 0–9%, and no candidates obtained 80–100%.

8.4 Areas of improvement

The following areas of improvement were noted:

- There was improvement in the quality of marking in two of the language learning areas. Markers used the rubrics for the marking of the essay and transactional writing pieces with confidence.
- Marking within the tolerance range was achieved in four learning areas at initial stages before internal moderation.
- Markers were vigilant enough to identify the irregularity in the batches of scripts marked.

8.5 Areas of non-compliance

The following areas of concern were noted:

- Robotic adherence to the marking guidelines was evident in the marking of many learning areas, markers did not credit responses that were correct, but phrased differently from the answers in the marking guidelines.
- In INCT4, for the practical aspect of the examination, some centres submitted unreadable disks and some submitted printed copies of the practical exam. Candidates from these centres were disadvantaged as electronic evidence was required for the assessment of the practical component of the learning area – this aspect cannot be marked on a hard copy.
- In LIFO4, corrections and additions to the marking guidelines were not captured during the standardisation of the marking guidelines. Marking was therefore delayed while corrections and additions were included in the marking guidelines before marking could proceed.
- The Afrikaans marking guideline was not provided to mark the scripts of INTC4 that were answered in Afrikaans. A senior marker had to work out the marking guidelines in Afrikaans to expedite the marking.
- The marking of the Afrikaans scripts had to proceed without a quality-assured marking guideline.
- The examination scripts from the Western Cape were not available for moderation because they had not arrived at the marking centre during Umalusi’s verification process.

- g. In SMME4, changes discussed at the standardisation of the marking guidelines were not captured in the final marking guidelines. These changes had to be made before marking could commence.
- h. In TRVT4, there was no Afrikaans marker to mark the scripts from the Western Cape, Northern Cape and Eastern Cape. The internal moderator had to suspend her moderation duties to mark the scripts.
- i. There were technical irregularities in four learning areas: EMSC4 (there were marksheets with names, but no accompanying scripts), INCT4 (a candidate submitted the practical component of the previous year), LCAF4 (the computerised marksheets had the names and marks of students for whom there were no scripts to be marked) and TRVT4 (15 candidates from the Eastern Cape wrote their answers in a 72-page book instead of the official answer books).

8.6 Directives for compliance and improvement

The DHET is required to ensure that:

- a. All marking guidelines include a preamble on the first page indicating clear marking instructions/guidelines to assist during the training of markers. This will assist in marking questions that require explanations, evaluations or opinions, or differently phrased answers;
- b. Question papers have a few broad-based questions that result in numerous alternative answers, the marking of which becomes problematic for many markers;
- c. Examination centres where INCT4 is written are equipped with the correct computer disks and electronic equipment so that the necessary electronic disks can be submitted for marking;
- d. Examiners or internal moderators capture additions made to the marking guidelines at the standardisation of marking guideline meetings so that the revised marking guidelines are available when marking commences;
- e. Marking guidelines are translated into Afrikaans for those learning areas where the examination is taken in Afrikaans;
- f. In those learning areas where the examination is taken in Afrikaans, markers who can mark Afrikaans scripts are appointed;
- g. Scripts from all provinces are delivered before the first day of marking so that the marking of scripts and verification of marking are not compromised by the absence of scripts;
- h. Chief markers are made aware when novice markers are appointed so that additional measures can be put in place to orientate them to the marking process; and
- i. Chief invigilators at examination centres exercise great care in the submission of marksheets to marking centres so that all details pertaining to the candidates are correct.

8.7 Conclusion

The verification of the marking process revealed that the quality of marking and internal moderation for the November 2023 GETC: ABET examinations were generally acceptable. In the 22 learning areas verified, the challenges that were identified were communicated

to the chief markers and internal moderators who, together with the markers, endeavored to correct the aberrations.

The existence of irregularities indicates that the standards of invigilation at some examination centres are slipping. Conversely, it also points to the high level of vigilance on the part of the marking personnel in identifying and handling irregularities at the marking centre.

The professionalism with which the marking officials approached the marking of scripts is acknowledged. The verification of marking by Umalusi's moderators revealed that, generally, marking complied with requirements and was consistent, fair, valid and reliable.

CHAPTER 9: STANDARDISATION AND RESULTING

9.1 Introduction

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

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

9.2 Scope and approach

In preparation for the November 2023 General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) standardisation and resulting processes, the DHET developed and submitted the historical averages (norms), standardisation datasets and the standardisation booklet for approval. In turn, Umalusi processed, verified, and approved the norms, standardisation datasets and booklets. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) was guided by many factors, including quantitative data and qualitative inputs, to reach its standardisation decisions. After the standardisation meeting, the DHET submitted the final adjustments, statistical moderation and candidates' resulting files for verification and eventual approval.

9.3 Summary of findings and decisions

The following section presents the main findings and decisions reached before, during and after the standardisation meeting.

9.3.1 Development of historical averages (norms)

The historical averages (norms) for the GETC: ABET examinations were developed from the previous five examination sittings for November 2023. Once that was done, following policy requirements, the Department of Higher Education and Training (DHET) submitted the norms to Umalusi for verification and approval purposes. Analysis of the historical datasets showed

that there were two learning areas with outlier years for the November 2023 GETC: ABET examinations. Therefore, based on the principle of exclusion, the outlier years were excluded from the norm calculation. The following table shows learning areas with outliers for the November 2023 examination.

Table 9A: Learning areas with outliers for the November 2023 GETC: ABET

Level	Code	Subjects	Outlier year
NQF 1	612470021	Small, Medium and Micro Enterprises	October 2018
	616460021	Human and Social Sciences	October 2019

9.3.2 Verification of datasets and standardisation booklets

The submitted standardisation datasets and electronic booklets for the November 2023 GETC: ABET examinations conformed to the Umalusi Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy. In addition, the submission of standardisation datasets and electronic booklets was done following Umalusi's management plan. The standardisation datasets and the electronic booklet were verified and eventually approved.

9.3.3 Pre-standardisation and standardisation

The pre-standardisation and standardisation meetings for the GETC: ABET examinations were held on 3 and 5 January 2024, respectively. The ASC was guided by many factors, including qualitative inputs and quantitative data in their decision making. The qualitative data included reports from external monitors and internal moderators, and intervention reports presented by the DHET, as well as by the chief markers of the examination. For the quantitative data, the ASC considered the norms and pairs analysis, and applied the standardisation principles. Table 9B presents a summary of the standardisation decisions reached:

Table 9B: Standardisation decisions for November 2023 GETC: ABET

Description	Total
Number of learning areas presented	26
Raw marks accepted	11
Adjustments (mainly upwards)	8
Adjustments (mainly downwards)	7
Provisionally standardised	0
Not standardised	0
Total number of learning areas standardised	26

During the standardisation meeting, Umalusi observed the developing trend of a very high candidate absentee rate, similar to the November 2022 examinations. Umalusi accepted the raw marks for 11 of the 26 learning areas, while seven learning areas were adjusted mainly downwards, together with eight that were adjusted mainly upwards. Umalusi accepted the raw marks of candidates for 42% of the learning areas for 2023 and 38% of

the learning areas for the November 2022 examinations, an increase of 4%. This increase suggests a maturing examination system.

9.3.4 Post-standardisation

The approval of the adjustment process was conducted after the standardisation meeting. The DHET captured the approved adjustments and submitted the adjusted datasets to Umalusi for approval. Subsequently, the datasets were verified and approved. The DHET then submitted the statistical moderation and resulting datasets to Umalusi for verification. Umalusi eventually approved the datasets with a provision that all records not approved during the resulting verification process were corrected via a mop-up process before the release of the examination results.

9.4 Areas of improvement

The DHET complied with the following area of good practice:

- a. Timeous submission of the standardisation and resulting datasets.

9.5 Area of non-compliance

- a. None.

9.6 Directives for Compliance and Improvement

- a. None.

9.7 Conclusion

The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational reasoning. The DHET and Umalusi agreed on all standardisation decisions. Therefore, Umalusi can conclude that the standardisation process was conducted in a fair, transparent and reliable manner.

CHAPTER 10: CERTIFICATION

10.1 Introduction

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

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

The quality assurance processes instituted by Umalusi for certification ensure that the qualification awarded to a learner complies with all the requirements for the qualification as stipulated in the regulations. The Department of Higher Education and Training (DHET) is required to submit all learner achievements to Umalusi, as the quality council, to quality assure, verify and check the results before a certificate is issued. The specifications and requirements for requesting certification are encapsulated in the form of directives for certification, to which all assessment bodies must adhere.

Several layers of quality assurance have been instituted over the last few years. This has been done to ensure that the correct results are released to the learners, that Umalusi approves all results before release and that the certification of the learners' achievements are done in accordance with the approved results.

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

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

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

10.2 Scope and approach

The period covered in this report is 1 December 2022 to 30 November 2023. All requests for certification received during this period that were finalised, i.e. including feedback provided by Umalusi to the DHET, are included and addressed in this report. The main examination covered in this report is the November 2022 GETC: ABET examination.

Certification of learner achievements cannot be pinned to a single period in the year because it is a continuous process whereby certificates are issued throughout the year. The bulk of the certification usually happens within three months of the release of the results. However, certificates are requested throughout the year: first issues, duplicates, replacements due to a change in status and re-issues.

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

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

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

10.3 Summary of findings

Every examination cycle starts with the registration of learners for the academic year. The registration of learners must be done according to an approved qualification structure, listing the required subjects, subject components, pass percentages, combination of subjects, etc. The specification of the qualifications is a very important aspect because it lays the foundation for a credible qualification.

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

Two submissions of the registration data are required: the first, three months after registration has closed, and the final dataset at the end of October. The first is regarded as a preliminary

registration, while the second is the final set of registrations. No submission was made for registration data for the 2023 GETC examinations.

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

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

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

The general principles that must be adhered to are that all results must be approved before release, and requests for certification must be submitted to Umalusi. Any changes to marks must also be submitted for approval. Once a certificate has been issued, the correction of marks cannot be affected by submitting a mop-up dataset. To correct marks on a certificate that has already been issued, a re-issue certificate must be requested.

To ensure that certificates are issued correctly to deserving candidates, it is important that irregularities are recorded and finalised. The DHET must continually inform Umalusi about all irregularities for Umalusi to record such instances on its IT system. It is of the utmost importance that Umalusi is updated on the status of all irregularities (pending, guilty, not guilty) before requests for certification are submitted. If this is not done, learners might not receive their certificates; and the issuing of certificates could be delayed. This area needs to be improved, since the DHET does not adhere to the submission of the updated statuses of the irregularities in the prescribed format.

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

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

Figure 10A is a summary of certificates issued for the period 1 December 2022 to 30 November 2023.

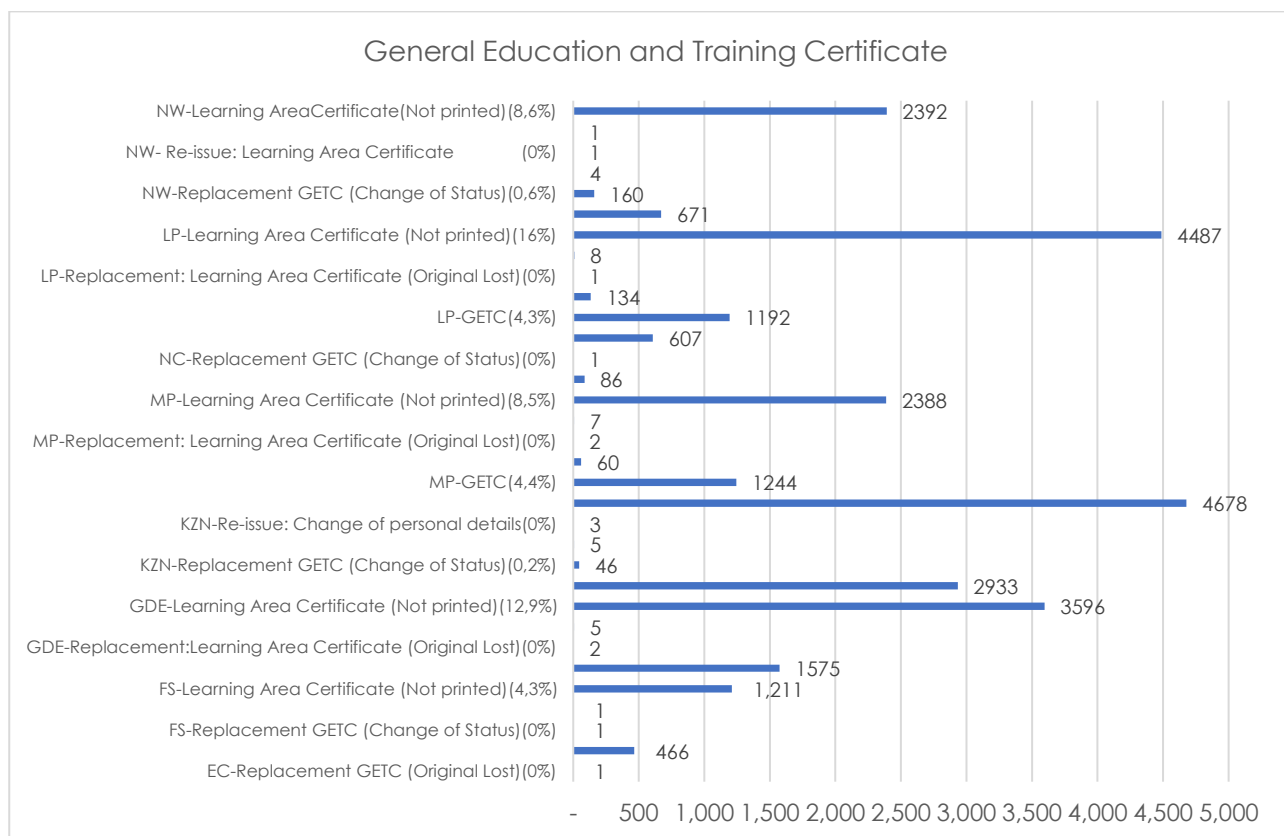


Figure 10A: Certificates issued during the period 1 December 2022 to 30 November 2023

Figure 10A above shows that in NW province 2 392 learning area certificates were not printed by Umalusi. In the same province of NW 160 replacement certificates were done.

Table 10B: Number of datasets and transactions received during the period 1 December 2022 to 30 November 2023

Province	No. of datasets	No. datasets accepted	Percentage accepted	No. of records submitted	No. of records accepted	Percentage accepted	No. rejected
Eastern Cape	1	1	100%	1	1	100%	0
Free State	10	10	100%	4 236	2 666	62.94%	1 570
Gauteng	8	8	100%	11 857	11 672	98.44%	185
KwaZulu-Natal	28	27	96.43%	13 308	12 246	92.02%	1 062
Mpumalanga	34	30	88.24%	5 997	5 808	96.84%	189
Northern Cape	2	2	100%	1 184	1 092	92.23%	92
Limpopo	88	85	96.59%	13 522	12 814	94.76%	707
North-West	36	36	100%	5 466	5 224	95.57%	242
Western Cape	0	0	0%	0	0	0%	0
Total	207	199	96.14%	55 571	51 523	92.72%	4 047

10.4 Areas of improvement

The following area of improvement was noted:

- a. The provincial education departments adhered to the directives for certification when submitting requests for certification per examination cycle, albeit not within the required three months following the release of the results.

10.5 Areas of non-compliance

The following areas of non-compliance were noted:

- a. The DHET must ensure that certification datasets are submitted for all the PED within the required three months following the release of the results. There was an unacceptable delay in submitting requests for the certification of the GETC cohort of learners.
- b. Only six PED submitted bulk certification for October 2022. The Western Cape, Eastern Cape and Northern Cape did not submit bulk certification.
- c. Only three PED submitted bulk certification for June 2023: Limpopo, North West and Mpumalanga.
- d. The DHET must ensure that all candidates who qualify for a certificate are certified and that there are no outstanding certificates.
- e. The biggest area of non-compliance was that not all approved student records, along with results released by the DHET on statements of results, were submitted for certification. The consequence is outstanding certificates that extend over multiple examinations.
- f. Certification requests are rejected when the results have not been approved for release, or when the results requesting certification are different from the approved results. The DHET must ensure that the approved results and the requests for certification correspond.
- g. The resubmission of candidate records for certification without the error as identified being corrected results in a delay in the certification of the candidate. To comply, the DHET is required to investigate and correct the error before it is resubmitted to Umalusi for certification.
- h. The finalisation and completion of irregularities was another area of non-compliance. Where irregularities have been identified and reported to Umalusi, their status must be communicated to Umalusi in the prescribed data format (spreadsheet). The updated irregularities report must also be submitted to Umalusi before bulk certification is requested. This should be done immediately after the approval by the National Examination Irregularities Committee and Umalusi's Executive Committee of Council. The absence of updated reports has been reported in the past but continues to cause unnecessary delays and rejections.

10.6 Directives for compliance and improvement

The following directives were issued:

- a. The DHET must ensure that Umalusi approves all candidate records prior to the extraction of certification datasets to avoid unnecessary rejections and delays in

issuing certificates to candidates. This is especially so where a remark or recheck is involved or where marks have changed.

- b. The combination or consolidation of results across multiple examination sittings must be resolved to eliminate the backlog in certificates.
- c. Certification datasets must be submitted to Umalusi within three months of the release of the results. Learning area statements for candidates must be combined for the issuing of a certificate.
- d. Where records were rejected because of non-compliance with the directives, the errors must be corrected and submitted to Umalusi without delay.
- e. Information concerning all candidates involved in irregularities must be submitted on the spreadsheet prescribed by Umalusi immediately after approval by the National Examination Irregularities Committee and Umalusi's Executive Committee of Council. This information must be uploaded to Umalusi's resulting and certification system to prevent incorrect certificates being issued. All pending irregularities from previous examinations must also be finalised.

10.7 Conclusion

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

ANNEXURES

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

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT INITIAL MODERATION									
		TA	LB	IM	CC	CD	AAG	PRE	MG	TOTAL: (A)	%. (A)
1	Ancillary Health Care (ANHC4)	M	M	M	M	A	M	A	M	2	25%
2	Applied Agriculture and Agricultural Technology (AAAT4)	M	A	A	M	A	A	A	M	5	62.5%
3	Arts and Culture (ARTC4)	A	A	A	A	A	A	A	A	8	100%
4	Early Childhood Development (ECD4)	M	M	M	M	M	M	A	A	2	25%
5	Economic and Management Sciences (EMSC4)	A	A	A	A	A	A	A	A	8	100%
6	Human and Social Sciences (HSSC4)	A	A	A	M	M	M	A	M	4	50%
7	Information Communication Technology (INCT4)	M	M	A	M	A	A	M	M	3	37.7%
8	LLC: Afrikaans (LCAF4)	M	A	A	A	A	A	A	M	6	75%
9	LLC: English (LCEN4)	M	A	N	A	L	M	A	L	3	37.5%
10	LLC: IsiNdebele (LCND4)	A	A	A	A	A	A	A	A	8	100%
11	LLC: IsiXhosa (LCXH4)	A	A	A	A	A	A	A	A	8	100%
12	LLC: IsiZulu (LCZU4)	A	M	A	M	M	A	A	M	4	50%
13	LLC: Sepedi (LCSP4)	M	L	L	M	A	A	M	L	2	25%
14	LLC: Sesotho (LCSO4)	M	M	M	M	M	M	M	M	0	0%
15	LLC: Setswana (LCTS4)	A	A	M	A	A	A	A	M	6	75%
16	LLC: SiSwati (LCSW4)	L	M	N	M	L	L	M	L	0	0%
17	LLC: Tshivenda (LCVE4)	A	M	A	A	A	A	A	L	6	75%

No.	SUBJECT (QUESTION PAPER)	COMPLIANCE PER CRITERIA AT INITIAL MODERATION									
		TA	LB	IM	CC	CD	AAG	PRE	MG	TOTAL: (A)	%. (A)
18	LLC: Xitsonga (LCXI4)	M	M	M	M	A	A	A	M	3	37.5%
19	Life Orientation (LIFO4)	M	A	A	M	A	L	A	M	4	50%
20	Mathematical Literacy (MLMS4)	M	A	A	A	A	A	A	M	6	75%
21	Mathematics and Mathematical Sciences (MMS4)	A	M	L	M	A	A	A	L	4	50%
22	Natural Sciences (NATS4)	M	A	A	A	A	A	A	A	7	87.5%
23	Small, Medium and Micro Enterprises (SMME4)	A	M	A	A	A	A	A	M	6	75%
24	Technology TECH4)	A	M	M	M	A	A	A	A	5	62.5%
25	Travel and Tourism (TRVT4)	M	M	A	A	A	A	A	L	5	62.5%
26	Wholesale and Retail (WHRT4)	A	A	A	A	A	A	A	A	8	100%

KEY:

TA = Technical Aspects

LB = Language and Bias

IM = Internal Moderation

CC = Content Coverage

CD = Cognitive Demand

AAG = Adherence to Assessment Guideline

PRE = Predictability;

MG = Marking Guideline

A = Compliance in **ALL** respects

M = Compliance in **MOST** respects

L = **LIMITED** compliance

N = **NO** compliance

Annexure 3A: Non-compliant community learning centres

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
1	Adherence to EAG	Lecturer PoA did not contain all of the following: <ul style="list-style-type: none"> • Assessment plan • Computerised mark sheet • Assessment tasks • Marking guidelines • Evidence that students had access to the assessment criteria 	ECD4	Western Cape CLC
				Riviersonderend CLC
			EMSC4	Mamahabane CLC
			INCT4	Bofolo CLC
				St Denis – Vulindlela CLC
				Kirkwood CLC
			LCAF4	Hobbs CLC
			LCEN4	Thokgwaneng CLC
				Sebone CLC
				Makwasele CLC
			LCXH4	Ngqeleni CLC
				Frere Hospital CLC
				Bokamoso CLC
				Sinethemba CLC
			LCZU4	Magemegeme CLC
				Xhuluweshe CLC
				Mayville CLC
				Esibanini CLC
				Thuthukani CLC
				Wotana (Mangethe) CLC
			NATS4	Vorster (GQILI) CLC
				Kwezi CLC
			SMME4	Sinqobile CLC
				Ngodwana CLC
				Siyaphumelela CLC
			TECH4	Vunanimfundo CLC
				Leeuwkop Medium Prison
				Leeuwkop Maximum Prison
			TRVT4	Sesikwazi CLC
				Umzinto Correctional AET Centre
				Bonamuva CLC
				Thembumusa CLC
Ebongweni Correctional Centre				
Khakazani CLC				
Waters of Life (Sunshine) CLC				
WHRT4	Isibane CLC			

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
2	Internal moderation	Moderation did not take place at all three levels. The internal moderator reports were not detailed enough and did not provide clear quality feedback to lecturers and students.	ECD4	Villiersdorp CLC
				Western Cape CLC
				Beaufort West CLC
				Riversonderend CLC
				Central Karoo CLC
			INCT4	Kganya CLC
				Qoqodala – Mantjantja CLC
				Bofolo CLC
			LCAF4	St Anthony's CLC
				Tsakane CLC
				Mohkakeng CLC
			LCSP4	Mamelodi CLC
			LCXH4	Makanaskop CLC
				Ngqeleni CLC
				Lukhanyiso CLC
			LCZU4	Magemegeme CLC
				Thuthukani CLC
				Wotana (Mangethe) CLC
NATS	Kwezi CLC			
	Mavuya CLC			
	Ngqeleni CLC			
TECH4	Leeuwkop Medium Prison			
3	Structure and content of student portfolios	Portfolios did not contain all of the following; <ul style="list-style-type: none"> • Student information or ID • Declaration of authenticity • Assessment plan • Marked responses • Mark sheets • Moderation reports 	ECD4	Riversonderend CLC
			EMSC4	Ubuntu CLC
			INCT4	Bofolo CLC
				Hobbs CLC
				Wattville CLC
				Elandspoort CLC
				Tsakane CLC
			LCAF4	Mohkakeng CLC
LCXH4	Lukhanyiso CLC			
4	Implementation and assessment of tasks	The student portfolios did not contain all the tasks and the tasks were not assessed as planned. The student portfolios did not contain all the tasks and the tasks were not assessed as planned.	ANCH4	Kabokweni CLC
				Kennen CLC
				Jandrell CLC
			ARTC4	Duduza CLC
			ECD4	Villiersdorp CLC
				Western Cape CLC
				Beaufort West CLC
				Riversonderend CLC
				Central Karoo CLC
			INCT4	Vorster CLC
Kganya CLC				
Bofolo CLC				

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
				St Denis – Vulindlela CLC
				Kirkwood CLC
			LCAF4	Hobbs CLC
				Wattville CLC
				Elandspoort CLC
			LCEN4	Ponani CLC
				Marumofase CLC
				Nkoshilo CLC
				Thokgwaneng CLC
				Makwasele CLC
			LCSP4	D.W.T Nthathe
			LCXH4	Makanaskop CLC
				Ngqeleni CLC
				Qoqodala CLC
				Bokamoso CLC
				Sinethemba CLC
			LCZU4	Unethuba CLC
				Magemegeme CLC
				Mayville CLC
			NATS4	Vorster (GQILI) CLC
				Kwezi CLC
				Mavuya CLC
			TECH4	Leeuwkop Medium Prison
				Hammanskraal CLC
				Leeuwkop Maximum Prison
			TRVT4	Sesikwazi CLC
				Umzinto Correctional AET Centre
				Sekukuhle CLC
				Thembumusa CLC
				Ebongweni Correctional Centre
				Khakazani CLC
			WHRT4	St Francis CLC
				Capricorn CLC
				Samora Machel CLC
				TabaneCLC
5	Student Performance	The student performance at these centres was not up to standard for the following reasons: <ul style="list-style-type: none"> students struggled to interpret the questions correctly. Answers were not aligned to the questions, 	ECD4	Villiersdorp CLC
				Western Cape CLC
				Beaufort West CLC
				Riviersonderend CLC
				Central Karoo CLC
			INCT4	Kganya CLC
				Bofolo CLC
				St Denis – Vulindlela CLC

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
		<p>especially in the test and some did not attempt all the questions or tasks;</p> <ul style="list-style-type: none"> student performance did not meet expectations, and students did not cope with different levels of difficulty or cognitive demand. 		Kirkwood CLC
			LCAF4	Hobbs CLC Wattville CLC Elandspoort CLC
			LCXH4	Makanaskop CLC Ngqeleni CLC Lukhanyiso CLC Frere Hospital CLC
			LCZU4	Mayville CLC
			NATS4	Vorster (GQILI) CLC Kwezi CLC Mavuya CLC Ngqeleni CLC
			TECH4	Kwa-thema-Reedville CLC Tsakane East CLC Leeuwkop Maximum Prison
6	Quality of marking	<p>The quality of marking was not up to standard at these centres because the markers did not comply with all or most of the following:</p> <ul style="list-style-type: none"> marking was not consistent with the guideline; markers deviated from the marking guideline and did not use rubrics as required in some of the learning areas; the standard or marking was unacceptable as it either advantaged or disadvantaged students, thus resulted in unfair and inconsistent results; the marks that the markers allocated were not a true reflection of the students' performance, and there were challenges in the awarding, recording and calculation of marks. 	ANCH4	Kennen CLC Jandrell CLC
			ARTC4	Duduza CLC
			ECD4	Villiersdorp CLC Western Cape CLC Riviersonderend CLC Central Karoo CLC
			INCT4	Bofolo CLC Kirkwood CLC
			LCAF4	Hobbs CLC Wattville CLC Elandspoort CLC
			LCEN4	Ngudza CLC Mashamba CLC Sebone CLC
			LCXH4	Makanaskop CLC Lukhanyiso CLC Lukhanyiso CLC Sinethemba CLC
			LCZU4	Unethuba CLC Magemegeme CLC Xhuluweshe CLC Mayville CLC Wotana (Mangethe) CLC
			MMSC4	Moepathutse CLC Kgolamoriti CLC Victory CLC
			NATS4	Msobomvu CLC

No	Criterion	Nature of non-compliance	Learning Area	Sampled CLC that showed non-compliance
				Vorster (GQILI) CLC
				Kwezi CLC
				Mavuya CLC
				Ngqeleni CLC
			TECH4	Kwa-thema-Reedville CLC
				Vunanimfundo CLC
			TRVT4	Sesikwazi CLC
			WHRT4	Samora Machel CLC

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

Learning area	Number of scripts received	Number of chief markers	Internal moderator(s)	Deputy chief markers (where applicable)	Number of senior markers	Number of markers	Number of examination assistants
Ancillary Health Care	16 834	1	1	1	10	35	8
Applied Agriculture and Agricultural Technology	1 553	1	1	1	1	12	5
Arts and Culture	1 384	1	1	1	1	6	3
Early Childhood Development	7 904	1	1	1	10	10	7
Economic and Management Sciences	2 292	1	1	1	15	15	8
Human and Social Science	3 530	1	1	1	0	17	5
Information and Communication Technology	399	1	1	1	2	7	3
Life Orientation	22 533	1	1	1	30	44	25
Language, Literacy and Communication: Afrikaans	564	1	1	1	0	3	4
Language, Literacy and Communication: English	22 917	1	1	1	20	70	20
Language, Literacy and Communication: IsiXhosa	3 374	1	1	1		10	3
Language, Literacy and Communication: IsiZulu	1 594	1	1	1	5	15	5
Language, Literacy and Communication: IsiNdebele	190	1	1	1	0	3	2
Language, Literacy and Communication: Sesotho	659	1	1	1	0	2	3
Language, Literacy and Communication: SiSwati	931	1	1	1	0	8	5
Language, Literacy and Communication: Sepedi	590	1	1	1	0	8	3
Language, Literacy and Communication: Setswana	1 445	1	1	1	0	8	5
Language, Literacy and Communication: Xitsonga	352	1	1	1	0	4	3
Language, Literacy and Communication: Tshivenda	401	1	1	1	0	7	2
Mathematical Literacy	17 588	1	1	1	16	39	1
Mathematics and Mathematical Sciences	2 046	1	1	1	0	6	2
Natural Sciences	1 038	1	1	1	0	5	2
Small, Medium and Macro Enterprises	5 245	1	1	1	0	24	5

Learning area	Number of scripts received	Number of chief markers	Internal moderator(s)	Deputy chief markers (where applicable)	Number of senior markers	Number of markers	Number of examination assistants
Technology	361	1	1	1	0	3	2
Travel and Tourism	8 764	1	1	1	0	24	8
Wholesale and Retail	2 632	1	1	1	0	11	5
Total	126 432	26	26	26	111	481	174

Annexure 6A: Examination centres per learning area monitored for the writing of examinations

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
1.	Eastern Cape	Frere Hospital CLC	15/11/23	Travel and Tourism	25	25
2.	Eastern Cape	Gwadana ABET Centre	08/11/23	Language, Literacy and Communication: English	24	23
3.	Eastern Cape	Gwali (Tsolo) ABET Centre	06/11/23	Ancillary Health Care	23	22
4.	Eastern Cape	Lugxogxo/ Likhanyisweni JSS	06/11/23	Ancillary Health Care	7	6
5.	Eastern Cape	Maholweni ABET Centre	22/11/23	Wholesale and Retail	16	14
6.	Eastern Cape	Mgobozi t-Tipini Centre	09/11/23	Language, Literacy and Communication: English	20	16
7.	Eastern Cape	Mgobozi Commercial Centre	08/11/23	Early Childhood Development	32	23
8.	Eastern Cape	Mhlabunzima CLC	22/11/23	Wholesale and Retail	22	8
9.	Eastern Cape	Mpeko ABET Centre	23/11/23	Small, Medium and Micro Enterprises	10	6
10.	Eastern Cape	Mqanduli ABET Centre	15/11/23	Travel and Tourism	28	25
11.	Eastern Cape	Mthatha Prison	16/11/23	Economic and Management Sciences	28	23
12.	Eastern Cape	Ngcendese CLC	23/11/23	Small, Medium and Micro Enterprises	9	7
13.	Eastern Cape	Nompumelelo CLC	16/11/23	Economic and Management Sciences	22	16

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
14.	Eastern Cape	Ntabeni CLC	23/11/23	Small, Medium and Micro Enterprises	10	9
15.	Eastern Cape	Ntekelelo Examination Centre	13/11/23	Mathematical Literacy/ Mathematics and Mathematical Sciences	42	27
16.	Eastern Cape	Phathisanani ABET Centre (Magutywa CLC)	13/11/23	Mathematical Literacy/ Mathematics and Mathematical Sciences	14	12
17.	Eastern Cape	Umtata Prison	21/11/23	Applied Agriculture and Agricultural Technology	30	24
18.	Eastern Cape	Upper Tyira (Kimbili SPS) ABET Centre	13/11/23	Mathematical Literacy/ Mathematics and Mathematical Sciences	14	12
19.	Free State	Kroonstad Prison	23/11/23	Small, Medium and Micro Enterprises	22	15
20.	Free State	Lethabile CLC	22/11/23	Wholesale and Retail	10	09
21.	Free State	Lethabile CLC	01/11/23	Information and Communication Technology	7	7
22.	Free State	Liberty LC	13/11/23	Mathematical Literacy/ Mathematics and Mathematical Sciences	9/16	9/16
23.	Free State	Nthabeleng CLC	21/11/23	Applied Agriculture and Agricultural Technology	23	21

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
24.	Free State	Ponelopele CLC	23/11/23	Small, Medium and Micro Enterprises	16	13
25.	Free State	Ponelopele CLC	08/11/23	Early Childhood Development	35	30
26.	Free State	QwaQwa Adult Centre	13/11/23	Mathematical Literacy/ Mathematics and Mathematical Sciences	7	7
27.	Free State	Rutegang AC	03/11/23	Language, Literacy and Communication: Sesotho/ Setswana	5/67	3/26
28.	Free State	Seitseme PALC	02/11/23	Life Orientation	19	9
29.	Free State	Tshiamo CLC	16/11/23	Economic and Management Sciences	11	06
30.	Free State	Tshiamo CLC	15/11/23	Travel and Tourism	11	07
31.	Free State	Tswelopele SLC	06/11/23	Ancillary Health Care	25	23
32.	Free State	Tswelopele SLC	09/11/23	Language, Literacy and Communication: English	24	23
33.	Free State	Vulamehlo CLC	07/11/23	Language, Literacy and Communication: Afrikaans	26	20
34.	Gauteng	Baviaanspoort Medium Prison	16/11/23	Economic and Management Sciences	16	15
35.	Gauteng	City Deep CLC	22/11/23	Wholesale and Retail	45	20
36.	Gauteng	DWT Nthate	01/11/23	Information and Communication Technology	21	20
37.	Gauteng	Fourways Adult Centre	09/11/23	Language, Literacy and	133	107

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
				Communication: English		
38.	Gauteng	Gaegolelwe CLC	14/11/23	Human and Social Sciences	99	73
39.	Gauteng	Hammanskraal CLC	13/11/23	Mathematical Literacy	194	166
40.	Gauteng	Hammanskraal CLC	17/11/23	Technology	10	9
41.	Gauteng	Herbert Mdingi CLC	06/11/23	Ancillary Health Care	178	90
42.	Gauteng	Holy Trinity	08/11/23	Early Childhood Development	43	32
43.	Gauteng	Ivory Park CLC	22/11/23	Wholesale and Retail	82	37
44.	Gauteng	Johannesburg Prison Female Correctional Centre	16/11/23	Economic and Management Sciences	17	15
45.	Gauteng	Josiah Khumalo	20/11/23	Natural Sciences	18	8
46.	Gauteng	Kwa- Thema CLC	22/11/23	Wholesale and Retail	29	10
47.	Gauteng	Leeuwkop Prison	17/11/23	Technology	36	32
48.	Gauteng	Mamelodi CLC	21/11/23	Applied Agriculture and Agricultural Technology	15	15
49.	Gauteng	Mamelodi CLC	22/11/23	Wholesale and Retail	20	14
50.	Gauteng	Marakapula Santho CLC	22/11/23	Wholesale and Retail	59	42
51.	Gauteng	Moepathutse CLC	01/11/23	Information and Communication Technology	27	26
52.	Gauteng	ODI Prison	02/11/23	Life Orientation	8	8
53.	Gauteng	Orange Farm AET	23/11/23	Small, Medium and Micro Enterprises	147	97
54.	Gauteng	Pretoria Central Learning Centre	08/11/23	Early Childhood Development	17	13
55.	Gauteng	Sedimogang Learning Centre	10/11/23	Arts and Culture	15	13

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
56.	Gauteng	St Antony Adult Centre	23/11/23	Small, Medium and Micro Enterprises	153	121
57.	Gauteng	Sydney Maseko CLC	14/11/23	Human and Social Sciences	49	31
58.	Gauteng	ThutoMfundo Learning Centre	22/11/23	Wholesale and Retail	42	25
59.	Gauteng	Victory ALC	15/11/23	Travel and Tourism	136	110
60.	Gauteng	Vunanimfundo CLC	09/11/23	Language, Literacy and Communication: English	243	182
61.	Gauteng	Wattville CLC	23/11/23	Small, Medium and Micro Enterprises	33	22
62.	Gauteng	Zonderwater Correctional Service	23/11/23	Small, Medium and Micro Enterprises	123	20
63.	KwaZulu-Natal	Bhobhoyi ABET Centre	13/11/23	Mathematical Literacy/ Mathematics and Mathematical Sciences	104	51
64.	KwaZulu-Natal	Endleleni CLC	20/11/23	Natural Sciences	20	17
65.	KwaZulu-Natal	Ethethe PALC	22/11/23	Wholesale and Retail	34	28
66.	KwaZulu-Natal	Ilungelolethu CLC	22/11/23	Wholesale and Retail	10	8
67.	KwaZulu-Natal	Jingulwazi ABET Centre	02/11/23	Life Orientation	46	19
68.	KwaZulu-Natal	Kwavukani ABET Centre	02/11/23	Life Orientation	33	32
69.	KwaZulu-Natal	Lwandile CLC	15/11/23	Travel and Tourism	15	14
70.	KwaZulu-Natal	Mt Edgecombe AC	09/11/23	Language, Literacy and Communication: English	32	27
71.	KwaZulu-Natal	Okuhle ABET Centre	01/11/23	Information Communication Technology	27	21

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
72.	KwaZulu-Natal	Osizweni Handicraft ABET Centre	02/11/23	Life Orientation	33	32
73.	KwaZulu-Natal	Pinetown HRD CLC	22/11/23	Wholesale and Retail	12	5
74.	KwaZulu-Natal	Siyakhula ABET Centre	23/11/23	Small, Medium and Micro Enterprises	32	11
75.	KwaZulu-Natal	Siyanatha ABET Centre	21/11/23	Applied Agriculture and Agricultural Technology	80	68
76.	KwaZulu-Natal	Sydenham Adult Centre	16/11/23	Economic and Management Sciences	39	29
77.	KwaZulu-Natal	Thandulwazi ABET Centre	03/11/23	Language, Literacy and Communication: IsiZulu	20	18
78.	KwaZulu-Natal	Umbonomusha SLC	13/11/23	Mathematical Literacy/ Mathematics and Mathematical Sciences	35	29
79.	KwaZulu-Natal	Umlazi ABET Centre	13/11/23	Mathematical Literacy/ Mathematics and Mathematical Sciences	13	12
80.	KwaZulu-Natal	Waters of Life	15/11/23	Travel and Tourism	41	35
81.	Limpopo	Madikana ABET Centre	22/11/23	Wholesale and Retail	34	19
82.	Limpopo	Mashabele Primary School	20/11/23	Natural Sciences	32	10
83.	Limpopo	NtjMothapo CLC	20/11/23	Natural Sciences	17	17
84.	Limpopo	Phulani Byi Hola	21/11/23	Applied Agriculture and Agricultural Technology	42	19

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
85.	Limpopo	Reverent MP Malatji Primary	02/11/23	Life Orientation	17	14
86.	Limpopo	Seshego Hospital	06/11/23	Ancillary Health Care	16	16
87.	Mpumalanga	Bethal Correctional Service	15/11/23	Travel and Tourism	16	15
88.	Mpumalanga	Emang-Ka-Maoto Adult Centre	14/11/23	Human and Social Sciences	25	15
89.	Mpumalanga	Kadishi ABET Centre	06/11/23	Ancillary Health Care	7	1
90.	Mpumalanga	KaMaqhekeza AET Centre	09/11/23	Language, Literacy and Communication: English	119	100
91.	Mpumalanga	Kgwaditiba AET Centre	13/11/23	Human and Social Sciences	10	7
92.	Mpumalanga	Kwa-Guqa Learning Centre	09/11/23	Language, Literacy and Communication: English	119	100
93.	Mpumalanga	Leslie AC	17/11/23	Technology	12	8
94.	Mpumalanga	Moloto ABET Centre	23/11/23	Small, Medium and Micro Enterprises	25	20
95.	Mpumalanga	Phakama AEC	17/11/23	Technology	36	31
96.	Mpumalanga	Thabana Adult Centre	03/11/23	Language, Literacy and Communication: Ndebele/Sepedi	20/10	19/9
97.	Mpumalanga	Wesselton CLC	15/11/23	Travel and Tourism	64	50
98.	Northern Cape	Kimberley Correctional Centre (Old Prison)	15/11/23	Travel and Tourism	6	6
99.	Northern Cape	Kokeletso ABET Centre	14/11/23	Human and Social Sciences	9	6
100.	Northern Cape	Lechego CLC	13/11/23	Mathematical Literacy	20	12
101.	Northern Cape	Ilhatloseng Satellite Centre	13/11/23	Mathematical Literacy	11	10

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
102.	Northern Cape	Strewe na Suktes AET Centre	15/11/23	Travel and Tourism	13	12
103.	Northern Cape	Twelopele Correctional Centre	14/11/23	Human and Social Sciences	10	10
104.	North West	Ikaheng CLC	23/11/23	Small, Medium and Micro Enterprises	28	24
105.	North West	Khubamelo CLC	20/11/23	Natural Sciences	6	4
106.	North West	Laosakitso CLC	13/11/23	Mathematical Literacy	36	25
107.	North West	Lebogang Boikanyego CLC	02/11/23	Life Orientation	25	23
108.	North West	Leseding CLC	01/11/23	Information Communication Technology	29	27
109.	North West	Marang CLC	02/11/23	Life Orientation	28	25
110.	North West	Mmakau CLC	03/11/23	Language, Literacy and Communication: Setswana	12	12
111.	North West	Mogwase Correctional Centre	17/11/23	Technology	4	3
112.	North West	Phisego CLC	21/11/23	Applied Agriculture and Agricultural Technology	31	20
113.	North West	Ratanang AET Centre	16/11/23	Economic and Management Sciences	24	17
114.	North West	Relebeng CLC	15/11/23	Travel and Tourism	17	16
115.	North West	Remmogo CLC	22/11/23	Wholesale and Retail	37	33
116.	North West	Rooigrond AET Centre	16/11/23	Economic and Management Sciences	41	33
117.	North West	Rutanang CLC	13/11/23	Mathematical Literacy	26	25
118.	North West	Thutoesile CLC	09/11/23	Language, Literacy and	10	3

No.	Province	Centre	Date	Learning area	Candidates	
					Registered	Actual
				Communication: English		
119.	North West	Tirisano CLC	14/11/23	Human and Social Sciences	17	16
120.	North West	Tsholetsanang CLC	17/11/23	Technology	21	19
121.	Western Cape	Delft South CLC	13/11/23	Mathematical Literacy	64	53
122.	Western Cape	Elsies River CLC	07/11/23	Language, Literacy and Communication: Afrikaans	28	25
123	Western Cape	Elsies River CLC	09/11/23	Language, Literacy and Communication: English	39	36
124.	Western Cape	Forest Heights CLC	15/11/23	Travel and Tourism	55	36
125.	Western Cape	Mfuleni CLC	16/11/23	Economic and Management Sciences	19	19
126.	Western Cape	Sijonga-Phambili CLC	23/11/23	Small, Medium and Micro Enterprises	24	15
127.	Western Cape	St Francis CLC	03/11/23	Language, Literacy and Communication: IsiXhosa	174	132

Annexure 6B: Centres found not compliant during the monitoring of the writing of the November 2023 GETC: ABET examinations

1A General Administration

(a) Management of examination question papers

Centre name	Monitor's findings
Twelopele SLC	Question papers were received by the hosting school principal who had no letter of authorisation.
Tshiamo CLC	Question papers were not received or delivered by authorised personnel.
Tswelopele CLC	
Vulamehlo CLC	
Tshiamo CLC	The correctness of the question paper delivered was not verified because the chief invigilator did not receive the question paper.
Thutoesile CLC	The name of another centre was on question paper box – wrongly given to this centre at the nodal point.
Bhobhoyi ABET Centre	Centres were not in possession of dispatch documents.
Jingulwazi ABET Centre	
Mgobozi Adult – Tipini Centre	
Mgobozi Commercial ABET Centre	
Liberty LC	
Kimberley Correctional Centre (Old Prison)	
Umlazi ABET Centre	
Lugxogxo/Lukhanyisweni JSS	
Ilungelolethu CLC	
Mqanduli ABET Centre	
Ntabeni CLC	
Mhlabanzima CLC	Dispatch forms were not signed.
Tshiamo CLC (16/11/23)	Chief invigilator left the dispatch documents at home.
Thutoesile CLC	

1A (b) Appointment of chief invigilators and invigilators

Centre name	Monitor's findings
DWT Nthate	Delegation of duties by centre manager as chief invigilator.
Liberty LC	
Sydney Maseko CLC	
Hammanskraal CLC	
Hammanskraal CLC	
Pretoria Central LC	
Kroonstad Prison	
Kwa-Thema CLC	
Umlazi ABET Centre	
Ngcendese ABET Centre	
Umtata Prison	
Josia Khumalo CLC	
Victory ALC	
Tirisano CLC	
Rutegang AC	
Vulamehlo CLC	
Lugxogxo/Lukhanyisweni JSS	
Mgobozi Adult – Tipini AC	
Mgobozi Commercial LC	
Lethlabile CLC	
Pretoria CLC	
Seitseme PALC	
Phakama AEC	
Orange Farm AET	
Josia Khumalo CLC	
Sydney Maseko CLC	
ThutoMfundo LC	
Ivory Park CLC	
Ntabeni CLC	
Mhlabunzima CLC	
Baviaanspoort Medium Prison	No evidence of principal's appointment as chief invigilator could be verified.
Remmogo CLC	
Mfuleni CLC	
Orange Farm AET	District office did not deliver appointment letter of chief invigilator.
ODI Prison	
Frere Hospital CLC	Centre manager on sick leave, thus not appointed as chief invigilator.
Nompumelelo CLC	
Moloto ABET Centre	Appointment letter for deputy chief invigilator, not chief invigilator available.
Rutanang CLC	
Ithhatloseng Satellite Centre	No evidence that invigilators were appointed by chief invigilator, only contract between invigilators and DHET.
Forest Heights CLC	
Forest Heights CLC	No evidence that chief invigilator was appointed by assessment body, only contract between invigilators and DHET.

Centre name	Monitor's findings
Remmogo CLC	No evidence that the chief invigilator appointed all the invigilators in writing.
Mfuleni CLC	
Josia Khumalo CLC	
Mamelodi CLC	
Sijonga-Phambili CLC	No training of chief invigilator for current examination could be verified.
Baviaanspoort Medium Prison	
Tshiamo CLC (15/11/ 23	
Sijonga-Phambili CLC	No letter of appointment for chief invigilator.
Sijonga-Phambili CLC	No training of invigilators for current examination cycle.
Remmogo CLC	
Tshiamo CLC	
Tshiamo CLC	

1A (c) Management of invigilators' attendance

Centre name	Monitor's findings
Kwavukani ABET Centre	Teacher candidate ratio not adhered to, i.e. 1:32
Lebogang Boikanyego CLC	No invigilation timetable, including relief timetable, available.
Lugxogxo/Lukhanyisweni JSS	
Mgobozi Adult-Tipini Centre	
Mgobozi Commercial Centre	
Ntekelelo EC	
Seitseme PALC	
Mhlabunzima CLC	
Sijonga-Phambili CLC	
Bethal Correctional Service	
Forest Heights CLC	No relief timetable for invigilators available.
Wattville CLC	No duly signed attendance registers for invigilators filed.
Bethal Correctional Service	
Ntekelelo EC	
Mthatha Prison	
Relebeng CLC	
Moloto ABET Centre	
Umlazi ABET Centre	
Ntabeni CLC	
Tshiamo CLC (16/11/23)	
Umtata Prison	
Khubamelo CLC	
Tshiamo CLC	
Tshiamo CLC	
Bhobhoyi ABET Centre	Not all the invigilators arrived at the examination room on time.
Thutoesile CLC	
Waters of Life	
Phathisanani ABET Centre	Invigilators arrived late at the examination room. Examination session only commenced at 17:00.

1A (d) Examination document management

Centre name	Monitor's findings
Endleleni CLC	No copy of official timetable filed.
Jingulwazi ABET Centre	
Mgobozi Adult – Tipini Centre	
Liberty Learning Centre	
Seitseme PALC	
Tshiamo CLC	
Tirisano CLC	
Tshiamo CLC	
Siyanatha ABET Centre	One candidate was registered to write, and name was not on final schedule, but on original registration schedule (necessary documents were attached to the script).
Tswelopele CLC	One candidate's name did not appear on the mark sheet. Two candidates were noticed not to be registered prior to the commencement of the examination cycle. One was attended to by the DHET, but the other was not.
Twelopele SLC	
Moepathutse CLC	One candidate's name was not captured on the mark sheet.
Wesselton CLC	
Forest Heights CLC	No mark sheet was supplied by the DHET – centre produced its own.
Elsies River CLC	Five candidates' names were not on the mark sheet.
Tsholetsanang CLC	One candidate was not registered.
Nthabeleng CLC	One candidate had only an admission letter, but no identity document.
Sydney Maseko CLC	One candidate had the learning area omitted from her timetable.
Bhobhoyi ABET Centre	No examination manual was evident in the examination file.
Mogwase Correctional Centre	
Umlazi ABET Centre	
Tshiamo CLC	
Lugxogxo/Lukhanyisweni JSS	
Sijonga-Phambili CLC	
Tshiamo CLC	
Endleleni CLC	No examination timetable was filed in the examination file.
Lugxogxo/Lukhanyisweni JSS	No invigilation timetable could be verified.
Mgobozi Adult – Tipini Centre	
Mgobozi Commercial	
Seitseme PALC	
Sijonga-Phambili CLC	
Mhlabunzima CLC	
Rutanang CLC	
Tshiamo CLC	
Lugxogxo/Lukhanyisweni JSS	No relief timetable was available.
Mgobozi Adult - Tipini	
Mgobozi Commercial	
Seitseme PALC	
Forest Heights CLC	
Sijonga-Phambili CLC	

Centre name	Monitor's findings
Elsies River CLC	
Ntabeni CLC	
Mhlabunzima CLC	
Tshiamo CLC	
Wattville CLC	
Rutanang CLC	
Tirisano CLC	
Tshiamo CLC	
Lebogang Boikanyego CLC	Examination centre used the June 2023 invigilation timetable.
Sijonga-Phambili CLC	No appointment letters of chief invigilator and invigilators were filed.
Forest Heights CLC	Only a contract between the chief invigilator and invigilators, and the DHET was filed.
Remmogo CLC	No appointment letter of chief invigilator was filed.
Bhobhoyi ABET Centre	No duly signed attendance registers for invigilators available.
Siyakhula ABET Centre	
Mgobozi Commercial Centre	
Lugxogxo/Lukhanyisweni JSS	
Ntekelelo EC	
Bethal Correctional Service	
Liberty LC	
Relebeng CLC	
Moloto ABET Centre	
Umlazi ABET Centre	
Umtata Prison	
Ntabeni CLC	
Vulamehlo CLC	No seating plan available.
Mgobozi Commercial LC	
Tshiamo CLC	
Hammanskraal CLC	Seating plan of previous year was used.
Ratanang AET Centre	Copies of dispatch form left at home by chief invigilator.
Baviaanspoort Medium Prison	No absentee forms filed.

2A Credibility of the writing of examinations

(a) Security and supply of question papers

Centre name	Monitor's findings
Siyakhula ABET Centre	Examination material not safely stored in chief invigilator's car.
Bhobhoyi ABET Centre	
Jingulwazi ABET Centre	
Lugxogxo/Lukhanyisweni JSS	
Hammanskraal CLC	
Umlazi ABET Centre	
Tshiamo CLC	
Vulamehlo CLC	Examination material stored on top of a cupboard in unsafe office environment.
Tswelopele SLC	
Liberty LC	
Relebeng CLC	The centre changed its location and neither the DHET nor Umalusi was notified.
Bethal Correctional Service	The learning area taught by the chief invigilator was written while the chief invigilator was invigilating.
Lebogang CLC	The examination centre has been demarcated to Ngaka Modiri Molema, but suffered due to discrepancies regarding the supply of question papers and scripts.

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

Centre name	Monitor's findings
Bhobhoyi ABET Centre	Candidates were admitted to the examination room late (not 30 minutes before commencement of the examination session).
Siyakhula ABET Centre	
Rutegang AC	
Ntekelelo EC	
Thutoesile CLC	
Phathisanani ABET Centre	
Waters of Life	
Bhobhoyi ABET Centre	No verification of admission letters and identity documents was observed.
Siyakhula ABET Centre	
Lethabile CLC	
Thabana AC	
Moloto ABET Centre	
Vulamehlo CLC	Two candidates had no IDs and the chief invigilator brought copies. One candidate had no admission letter.
Nthabeleng CLC	One candidate was without an ID.
Rutegang AC	The seating plan was only completed after the candidates were seated in two of three examination rooms.
Mgobozi Commercial Centre	No seating plan was available.
Rutegang AC	
Hammanskraal CLC	
Hammanskraal CLC	
Tshiamo CLC	
Tshiamo CLC	
Endleleni CLC	Candidates were not seated according to seating plan.
Mgobozi Adult – Tipini	
Mgobozi Commercial Centre	
Ntekelelo EC	
Seitseme PALC	
Phathisanani ABET Centre	
Hammanskraal CLC	
Hammanskraal CLC	
Umtata Prison	
Tshiamo CLC	
Rutanang CLC	
Tshiamo CLC	
Forest Heights CLC	Candidates were not allowed to write according to the DHET rule on arriving one minute after 14:00. This rule was applied in the mentioned centres.
Elsies River CLC	
Emang-Ka-Maoto AC	
Tsholetsanang CLC	
Delft South CLC	
Phathisanani ABET Centre	Candidates were only admitted to the examination room at 17:25 due to an administrative delay by the DHET's courier.

2A (c) Conduciveness of the examination venue

Centre name	Monitor's findings
Tswelopele SLC	The examination room did not have sufficient space.
Thutoesile CLC	
Tshiamo CLC	
Leseding CLC	Computer monitors were used as boundaries between candidates.
Ngcendese	Furniture was broken and uncomfortable for adult candidates.
Umbonomusha SLC	Candidates shared tables.
Endleleni CLC	Prescribed spacing between candidates not adhered to.
Umbonomusha SLC	
Bethal Correctional Service	Partition in the middle of two classes obstructed the view of the candidates in the middle row from seeing the board containing examination information.
Endleleni CLC	A lack of proper lighting was observed.
Lugxogxo/Lukhanyisweni JSS	
Mgobozi Adult – Tipini Centre	
Mgobozi Commercial Centre	
Ntekelelo EC	
Madikana ABET Centre	
Kadishi ABET Centre	
Seshego Hospital	No electricity was available.
Kwavukani ABET Centre	The room used as the examination venue was extremely hot (prefabricated room).
Ilungelolethu CLC	No water and/or toilet facilities available at the writing centre.
Lugxogxo/Lukhanyisweni JSS	
Mgobozi Commercial Centre	
Seshego Hospital	
Kadishi ABET Centre	
Seitseme PALC	Only ladies' toilets were functional.
Kroonstad Prison	Noisy roof fans were disturbing.
Rutegang AC	Two of the three examination rooms were extremely dirty.
Sijonga-Phambili CLC	Extremely high noise levels and movement were noticed.
Kadishi ABET Centre	
Ntekelelo EC	Disturbance of hosting school learners was high – learners even entered the examination room to fetch their school bags.

2A (d) Administration of the writing session

Centre name	Monitor's findings
Bethal Correctional Service	The clock was not visible to all candidates.
Siyanatha ABET Centre	Manually generated mark sheets were completed.
Zonderwater Correctional Service	
Tswelopele SLC	
Twelopele SLC	
Wesselton CLC	
Tsholetsanang CLC	
Sydney Maseko CLC	The subject did not appear on one candidate's admission letter.
Moepathutse CLC	One candidate enrolled at the centre but was not registered to write.
Elsies River CLC	Two candidates did not receive admission letters and three candidates were not registered to write English.
Elsies River CLC	Two candidates were issued with admission letters, but some learning areas were lacking.
St Francis CLC	One candidate had no admission letter.
Tswelopele SLC	A cell phone rang in a candidate's pocket, and she went outside to answer the call.
Siyakhula ABET Centre	No cell phone check was done.
Jingulwazi ABET Centre	
Leseding CLC	Candidates were in possession of cell phones.
Rutanang CLC	Three candidates brought their cell phones into the examination room.
Bhobhoyi ABET Centre	Calculators were not checked for compliance.
Siyakhula ABET Centre	
Jingulwazi ABET Centre	
Ntekelelo EC	
Leslie AC	
Ngcendese Centre	
Delft South CLC	
Nthabeleng CLC	A calculator swap was done by the invigilator from one candidate to another.
Ponelopele CLC	Candidates shared calculators.
Endleleni CLC	

2A (e) Compliance with examination procedures

Centre name	Monitor's findings
Rutegang AC	The invigilators did not verify the correctness of the information on the cover page of the candidates' answer books.
Lugxogxo/Lukhanyisweni JSS	
Thabana AC	
Ntekelelo EC	
Ponelopele CLC	
Ratanang AET	
Emang-Ka-Maoto AC	
Tsholetsanang CLC	
Ngcendese CLC	
(14:06) Bhobhoyi ABET Centre	
(13:48) Letlhabile CLC	
Rutegang AC	
Leseding CLC	
(14:20) Ntekelelo EC	
(17:25) Phathisanani ABET Centre	
Waters of Life	No technical check was observed.
Siyanatha ABET Centre	
Letlhabile CLC	
Bethal Correctional Service	
Lugxogxo/Lukhanyisweni JSS	
Mgobozi Commercial Centre	
Ntekelelo EC	
Ratanang AET Centre	
Tsholetsanang CLC	
Waters of Life	
Ntabeni CLC	
Mhlabunzima CLC	
Sibiya Ethethe PALC	
Sydenham AC	
Thabana Adult Centre	Technical check only done for IsiNdebele, not Sepedi.
Bhobhoyi ABET Centre	Ten minutes reading time was not granted.
Letlhabile CLC	
Rutegang AC	
Vulamehlo CLC	
Bethal Correctional Service	
Tswelopele CLC	
Thabana AC	
Lugxogxo/Lukhanyisweni JSS	
Ntekelelo EC	
Ponelopele CLC	
Ikaheng CLC	
Thutoesile CLC	
Phathisanani ABET Centre	
Forest Heights CLC	
Waters of Life	
Remmogo CLC	

Centre name	Monitor's findings
Moloto ABET Centre	
Ngcendese CLC	
Umtata Prison	
Tshiamo CLC	
QwaQwa AC	
Rutanang CLC	
Tshiamo CLC	
Siyakhula ABET Centre	
Mgobozi Commercial Centre	Examination rules were not read to the candidates.
Ntekelelo EC	
Ratanang AET Centre	
Thutoesile CLC	
Phathisanani AC	
Waters of Life	
Ntabeni CLC	
Rutanang CLC	
Bethal Correctional Service	Examination rules were given verbally with some wrong information.
Bhobhoyi ABET Centre	The examination session did not start at the stipulated time.
Rutegang AC	
Thabana AC	
Ntekelelo EC	
Liberty LC	
Phathisanani ABET Centre	
Leseding CLC	
Phakama AEC	Male and female escort for candidates to ablution facilities was not complied with.
Forest Heights CLC	A candidate left the examination room unescorted.
Sijonga-Phambili CLC	
Umlazi ABET Centre	
Tshiamo CLC	
Tswelopele SLC	Female escort by invigilator was not available – candidate left the examination room without an escort.
Jingulwazi ABET Centre	Candidates left the examination room during the last 15 minutes of the examination session.
Tswelopele SLC	Invigilators were not fully engaged in active invigilation – at times both were busy with administrative duties.

2A (f) Handling of answer scripts

Centre name	Monitor's findings
Forest Heights CLC	No mark sheets were available – scripts were packed according to manually generated mark sheets based on the attendance register.
Thabana AC Khubamelo CLC	No sealable satchels for scripts were provided by the DHET.
St Francis CLC	Scripts were packed in plastic sleeve, but not in courier bag.

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

Centre name	Monitor's findings
Zonderwater Correctional Service Hammanskraal CLC Tsholetsanang CLC Emang-Ka-Maoto AC Elsies River Tswelopele SLC Ponelopele CLC	Candidates' names did not appear on the mark sheet.
Endleleni CLC	One candidate's name did not appear on the mark sheet for Natural Sciences. The candidate cancelled the Travel and Tourism module and registered for Natural Sciences. The preliminary schedule indicated Natural Sciences and was signed as such.
Kwavukani ABET Centre	Candidates without IDs (inmates, i.e. E5312231740002, E5312231740003 and E5312231740004).
Frere Hospital CLC Nompumelelo CLC	Answer books were not delivered to the centre (Life Orientation) and the centre had to improvise with double sheets and copies of cover pages.
Phathisanani ABET Centre	The question paper arrived late due to late delivery by the DHET's courier.
Leseding CLC	Question papers arrived at the centre late. The chief invigilator experienced delays at the nodal point as there were no wrappers and answer books.
Upper Tyira ABET Centre	The Ancillary Health paper arrived at the centre late due to late delivery.
Emang-Ka-Maoto AC Forest Heights CLC Elsies River Emang-Ka-Maoto AC	Candidates were denied entry due to late coming (just after 14:00).
Okuhle ABET Centre	The ABET Centre had to wait until 14:30 to use the computer centre because the TVET College's students used the facility for two sessions. The ABET Centre could only start with the examination session at 15:00.
Ntekelelo EC	The session started late because of late delivery from the Provincial Education Department.

Centre name	Monitor's findings
Liberty LC	The examination started late due to disturbances from inmates.
Ikaheng CLC	A candidate who insisted on writing in isolation (SMME) was disruptive when seated with other candidates. She was moved to a separate room and the relief invigilator invigilated in that room.
Thutoesile CLC	Although a container with the correct papers was given to the centre, another centre was given the container with this centre's name printed on the outside of the box at the nodal point.
Sydney Maseko CLC	A learning area was omitted from one candidate's admission letter/marketing sheet that was written.
DWT Nthate Centre	Due to loadshedding, the examination session could not be completed. The generator did not have the capacity to carry the load of the computers.
Elsies River CLC	Two candidates were not registered to write Language, Literacy and Communication: Afrikaans.
St Francis CLC	One candidate was without an admission letter. The centre confirmed that the candidate had been registered.
Ponelopele CLC	Stickers were unavailable for two candidates.
Forest Heights CLC	A candidate registered at Forest Heights CLC wrote the examination at Bonnytown CLC.
Delft South CLC	Scripts from 1 November had not yet been collected by the courier on 13 November.
Delft South CLC	New admission letters issued by the DHET on 13 November. Sealed packages still had the candidates' "old" numbers.
Delft South CLC	Due to an emergency, a new venue was registered. The initial centre was not suitable for writing.
Baviaanspoort Medium Prison	The authority to collect question papers was fraudulent, the one available had been signed on 26 August 2022, but the 2 was changed to a 3.
Elsies River CLC (9/11/23)	Thirty-nine candidates were registered, but five were not captured on the system, two did not receive admission letters and three received admission letters but were not registered for English. As a result, not enough question papers were received from the DHET. Copies had to be made.
Forest Heights CLC	The DHET did not provide the centre with any mark sheets.
Forest Heights CLC	Candidates left the examination rooms temporarily without an escort by an invigilator of same gender/unescorted.
Sijonga-Phambili CLC	
Umlazi ABET Centre	
Tswelopele SLC	
Tshiamo CLC	

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