

**Report on the Quality Assurance of the
Independent Examination Board
November 2016 GETC:
ABET Level 4 Examinations**

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE INDEPENDENT EXAMINATION BOARD NOVEMBER 2016 GETC: ABET LEVEL 4 EXAMINATIONS

December 2016

PUBLISHED BY:



Council for Quality Assurance in
General and Further Education and Training

37 General Van Ryneveld Street, Perseus Technopark, Pretoria
Telephone: 27 12 349 1510 • Fax: 27 12 349 1511 • info@umalusi.org.za

COPYRIGHT 2016
UMALUSI COUNCIL FOR QUALITY ASSURANCE
IN GENERAL AND FURTHER EDUCATION AND TRAINING
ALL RIGHTS RESERVED.

While all reasonable steps are taken to ensure the accuracy and integrity of the information contained herein, Umalusi accepts no liability or responsibility whatsoever if the information is, for whatsoever reason, incorrect, and Umalusi reserves its right to amend any incorrect information.

TABLE OF CONTENTS

| | |
|--|-------------|
| EXECUTIVE SUMMARY | vi |
| ACRONYMS AND ABBREVIATIONS | viii |
| LIST OF TABLES AND FIGURES | ix |
| CHAPTER 1 MODERATION OF QUESTION PAPERS | 1 |
| 1.1 Introduction and Purpose | 1 |
| 1.2 Scope and Approach..... | 1 |
| 1.3 Summary of Findings | 3 |
| 1.4 Areas of Good Practice | 7 |
| 1.5 Areas of Concern..... | 7 |
| 1.6 Directives for Compliance and Improvement | 8 |
| 1.7 Conclusion..... | 8 |
| CHAPTER 2 MODERATION OF COMMON ASSESSMENT TASKS | 9 |
| 2.1 Introduction and Purpose | 9 |
| 2.2 Scope and Approach | 9 |
| 2.3 Summary of Findings | 10 |
| 2.4 Areas of Good Practice | 13 |
| 2.5 Areas of Concern..... | 14 |
| 2.6 Directives for Compliance and Improvement | 14 |
| 2.7 Conclusion..... | 14 |
| CHAPTER 3 MODERATION OF SITE BASED ASSESSMENT | 15 |
| 3.1 Introduction and Purpose | 15 |
| 3.2 Scope and Approach | 15 |
| 3.3 Summary of Findings | 17 |
| 3.4 Areas of Good Practice | 19 |
| 3.5 Areas of Concern..... | 19 |
| 3.6 Directives for Compliance and Improvement | 19 |
| 3.7 Conclusion..... | 20 |
| CHAPTER 4 MONITORING THE STATE OF READINESS | 21 |
| 4.1 Introduction and Purpose | 21 |
| 4.2 Scope and Approach | 21 |
| 4.3 Summary of Findings | 21 |
| 4.4 Areas of Good Practice | 26 |

| | | |
|---|---|-----------|
| 4.5 | Areas of Concern..... | 26 |
| 4.6 | Directives for Compliance and Improvement | 26 |
| 4.7 | Conclusion..... | 26 |
| CHAPTER 5 MONITORING OF WRITING | | 27 |
| 5.1 | Introduction and Purpose | 27 |
| 5.2 | Scope and Approach | 27 |
| 5.3 | Summary of Findings | 28 |
| 5.4 | Areas of Good Practice | 33 |
| 5.5 | Areas of Concern..... | 34 |
| 5.6 | Directives for Compliance and Improvement | 34 |
| 5.7 | Conclusion..... | 34 |
| CHAPTER 6 MONITORING OF MARKING | | 36 |
| 6.1 | Introduction and Purpose | 36 |
| 6.2 | Scope and Approach | 36 |
| 6.3 | Summary of Findings | 36 |
| 6.4 | Areas of Good Practice | 40 |
| 6.5 | Areas of Concern..... | 40 |
| 6.6 | Directives for Compliance and Improvement | 40 |
| 6.7 | Conclusion | 41 |
| CHAPTER 7 MONITORING OF THE MARKING GUIDELINE DISCUSSIONS..... | | 42 |
| 7.1 | Introduction and Purpose | 42 |
| 7.2 | Scope and Approach | 42 |
| 7.3 | Summary of Findings | 43 |
| 7.4 | Areas of Good Practice | 44 |
| 7.5 | Areas of Concern..... | 44 |
| 7.6 | Directives for Compliance and Improvement | 44 |
| 7.7 | Conclusion..... | 44 |
| CHAPTER 8 VERIFICATION OF MARKING | | 45 |
| 8.1 | Introduction and Purpose | 45 |
| 8.2 | Scope and Approach..... | 45 |
| 8.3 | Summary of Findings..... | 45 |
| 8.4 | Areas of Good Practice | 51 |
| 8.5 | Areas of Concern..... | 52 |
| 8.6 | Directives for Compliance and Improvement | 52 |
| 8.7 | Conclusion..... | 52 |

CHAPTER 9 STANDARDISATION AND VERIFICATION OF RESULTS 53

9.1 Introduction and Purpose53

9.2 Scope and Approach.....53

9.3 Summary of Findings53

9.4 Areas of Good Practice55

9.5 Areas of Concern55

9.6 Directives for Compliance and Improvement55

9.7 Conclusion55

CHAPTER 10 CERTIFICATION 56

10.1 Introduction and Purpose56

10.2 Scope and Approach57

10.3 Summary of Findings57

10.4 Areas of Good Practice59

10.5 Areas of Concern59

10.6 Directives for Compliance and Improvement60

10.7 Conclusion60

ACKNOWLEDGEMENTS 61

EXECUTIVE SUMMARY

The Independent Examinations Board (IEB) conducts the General Education and Training Certificate (GETC): ABET Level 4 examinations in June and November. From 31 October 2016 to 9 November 2016 IEB candidates sat for the November examinations. The IEB offered eight learning areas. Umalusi, as mandated by the General and Further Education Quality Assurance Act (Act No. 58 of 2001, as amended in 2008), conducted quality assurance processes on all assessment practices for all registered and accredited assessment bodies, including the IEB, for this exit-point qualification registered in its sub-framework.

This report provides the findings of the following quality assurance processes:

- Moderation of Question Papers (Chapter 1);
- Moderation of Common Assessment Tasks (Chapter 2);
- Moderation of Site Based Assessment (Chapter 3);
- Monitoring the state of readiness (Chapter 4);
- Monitoring of Writing (Chapter 5);
- Monitoring of Marking (Chapter 6);
- Marking Guideline Discussions (Chapter 7);
- Verification of Marking (Chapter 8);
- Standardisation and Resulting (Chapter 9); and
- Certification (Chapter 10).

The findings from the above quality assurance processes will enable members of the Umalusi Council to decide whether to accept and ratify the results of the GETC: ABET Level 4 examinations or not.

During the moderation of question papers a total of six question papers (A4CENG, A4EMSC, A4HSSC, A4LIFO, A4NTSC and A4TECH) were approved at first moderation; and two question papers (Mathematical Literacy and Small, Medium and Micro Enterprises) had to undergo the second moderation.

The marking guideline discussions, moderation of site-based assessment (SBA) and verification of marking are processes conducted simultaneously by the IEB. The marking guideline discussions for all eight learning areas were conducted to ensure that the final marking guidelines made provision for, among others, alternative responses and ensuring that all items in the examination question paper were answerable.

Four learning areas namely; Mathematical Literacy, Natural Sciences, Small, Medium and Micro Enterprises and Communication in English were sampled for these quality assurance processes. Umalusi deployed four external moderators, who are subject experts in the sampled learning areas, to attend the above IEB

sessions. In light of observations made by the external moderators, the marking guideline discussions were able to equip markers with the requisite information required to undertake the marking and to identify questions where alternative responses needed to be included.

The marking of candidate examination scripts became easier and more accurate. External moderators observed fewer errors in the sampled scripts. The marking was conducted as per the approved marking guidelines and the integrity of the examinations was maintained.

The IEB quality assurance processes of the November 2016 GETC: ABET Level 4 examinations can therefore be accepted as fair, valid and credible.

ACRONYMS AND ABBREVIATIONS

| | |
|---------|---|
| ABET | Adult Basic Education and Training |
| AET | Adult Education and Training |
| ASC | Assessment Standards Committee |
| CAT | Common Assessment Tasks |
| CLC | Community Learning Centres |
| DHET | Department of Higher Education and Training |
| EA | Examination Assistants |
| EAG | Examination and Assessment Guideline |
| GETC | General Education and Training Certificate |
| LA | Learning Area |
| NQF | National Qualifications Framework |
| PALC | Public Adult Learning Centre |
| PED | Provincial Education Department |
| QAA | Quality Assurance of Assessment |
| QP | Question Paper |
| SAGs | Subject and Assessment Guidelines |
| SAQA | South African Qualifications Authority |
| SBA | Site Based Assessment |
| SOR | State of Readiness |
| UMALUSI | Council for Quality Assurance in General and Further Education and Training |

LIST OF TABLES AND FIGURES

| Table/Figure | Description | Page |
|---------------------|--|-------------|
| Table 1A | Approval Status of Moderated Question Papers | 3 |
| Figure 1A | Analysis of External Moderation of Question Papers | 4 |
| Figure 1B | Compliance of Approved Question Papers | 5 |
| Table 2A | Approval of CATs Moderated | 10 |
| Figure 2A | Analysis of External Moderation of CATS | 11 |
| Table 2B | Compliance Ratings for CATs after First Moderation | 11 |
| Table 3A | Learning Areas Sampled for SBA Portfolio Moderation | 16 |
| Table 3B | AET Centres Sampled for SBA Portfolio Moderation | 16 |
| Table 4A | Numbers of Marking Personnel | 24 |
| Table 4B | Marking Period for the 2016 November GETC Examination Process | 25 |
| Table 5A | Examination Centres Monitored for the Writing of Examinations | 27 |
| Table 5B | Level of Compliance in Relation to Criteria per Examination Centre | 28 |
| Table 8A | Incidence of Non-Adherence to Marking Guidelines | 46 |
| Table 8B | Suspected irregularities identified in A4NTSC and A4MATH | 46 |
| Figure 8A | Candidate performance per question – A4NTSC | 50 |
| Figure 8B | Candidate performance per question – A4CENG | 50 |
| Figure 8C | Candidate performance per question – A4MATH | 51 |
| Table 9A | Standardisation Decisions | 55 |
| Table 10A | Certified Results from 1 December 2015 to 1 December 2016. | 58 |
| Table 10B | Certificates Issued Between 1 December 2015 to 1 December 2016 | 59 |

CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction and Purpose

Umalusi conducts external moderation of examination question papers and marking guidelines to ensure that quality standards are maintained in all examinations of the General Education and Training Certificate: Adult Basic Education and Training Level 4 (GETC: ABET Level 4) examinations. The moderation of question papers ensures that examination question papers are correctly laid out, fair, valid and reliable. The moderation process also ensures that question papers have been assembled with rigour, and comply with Umalusi directives and the assessment guidelines of the assessment body.

This chapter deals with moderation of question papers submitted by the Independent Examinations Board (IEB) to Umalusi. To competently undertake this quality assurance exercise, Umalusi appoints various subject experts who use set criteria to ascertain that each examination's question papers submitted adhere to the quality assurance requirements. For question papers to comply with the requirements, they must be seen to be relatively:

- Fair;
- Reliable;
- Representative of an adequate sample of the curriculum;
- Representative of relevant conceptual domains; and
- Representative of relevant levels of cognitive challenge.

The purpose of external moderation is to, among other things, evaluate whether the IEB has the capacity to develop and internally quality assure question papers that meet set standards and requirements.

1.2 Scope and Approach

For each examination offered by any examination body, and in this instance the IEB, the expectation by Umalusi is to receive examination question papers and marking guidelines that have been set and internally moderated. This should be presented, together with the history of the development of the submitted question papers, for external moderation and approval by Umalusi, in preparation for the November 2016 examination of the GETC: ABET Level 4 qualification.

The IEB submitted question papers for external moderation and approval for eight learning areas (LAs) of the GETC: ABET Level 4 for the November 2016 examination, as detailed in the list below:

- Communication in English (A4CENG);
- Economic and Management Sciences (A4EMSC);
- Human and Social Sciences (A4HSSC);
- Life Orientation (A4LIFO);
- Mathematical Literacy (A4MATH);
- Natural Sciences (A4NTSC);
- Small, Medium and Micro Enterprises (A4SMME); and
- Technology (A4TECH).

All question papers were externally moderated according to the Umalusi instrument for the external moderation of question papers. The instrument covers the criteria stipulated below that external moderators are required to use to assess the quality and standard of the question papers:

- Technical Criteria;
- Internal Moderation;
- Content Coverage;
- Cognitive Skills;
- Marking Guideline;
- Language and Bias;
- Adherence to Subject Assessment Guidelines (SAGs); and
- Predictability.

Each criterion has a set of quality indicators against which the question papers are evaluated and assessed. The external moderator assesses each criterion, considering four possible levels of compliance:

- No compliance (Met < 50% of criteria);
- Limited compliance (Met > 50% but <80%);
- Compliance in most respects (Met > 80% <100%); and
- Compliance in all respects (Met 100%) of the criteria.

The external moderator evaluates the question paper based on 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 as a whole, considering one of three possible outcomes:

- Approved (A);
- Conditionally approved – resubmit (CAR); or
- Rejected – if the standard and quality of the question paper is entirely unacceptable (R).

Umalusi conducted the off-site moderation of GETC: ABET Level 4 question papers. All question papers were sent directly to external moderators after the assessment body has liaised with Umalusi. The first examination question papers were approved on 12

September 2016 and the last examination question papers were approved on 18 October 2016.

1.3 Summary of Findings

The external moderators completed evaluation reports based on the moderation criteria. The moderation reports included both statistical and qualitative feedback. The various chapters in this report highlight the summary of findings (consolidated statistical and qualitative information) of the moderation process, extracted from the various external moderator reports. Table 1A below provides a breakdown of the status of the question papers after all external moderation exercises were completed. It lists the examination question papers and the number of moderations each went through. At a glance, two learning areas that had to undergo second moderations stand out.

Table 1A: Approval Status of Moderated Question Papers

A = Approved | CAR = Conditionally Approved > Resubmit | R = Rejected

| No. | Learning Area Description | LA Code | 1 ST Mod | 2 ND Mod |
|-----|-------------------------------------|---------|---------------------|---------------------|
| 1. | Communication in English | A4CENG | A | |
| 2. | Economic and Management Sciences | A4EMSC | A | |
| 3. | Human and Social Sciences | A4HSSC | A | |
| 4. | Life Orientation | A4LIFO | A | |
| 5. | Mathematical Literacy | A4MATH | CAR | A |
| 6. | Natural Sciences | A4NTSC | A | |
| 7. | Small, Medium and Micro Enterprises | A4SMME | CAR | A |
| 8. | Technology | A4TECH | A | |

A total of eight question papers were submitted by the IEB for external moderation. Of the eight, only two question papers (A4MATH and A4SMME) were conditionally approved and required resubmission. The external moderator for A4MATH noted that the question paper submitted for external moderation needed the numbering of items/questions corrected to correspond with the numbering in the marking guideline. The external moderator further indicated that mark allocation for the various items needed to be clearly indicated to provide markers with a common understanding of, and be in a position to include, alternative answers. Furthermore, the external moderator for A4MATH recommended that the level and depth of the

subject knowledge tested should be aligned with the subject assessment guideline (SAG).

The Small, Medium and Micro Enterprises examination question paper was not approved at first moderation because the external moderator found that the grammar used in some questions could create confusion for candidates. Furthermore, there was no correspondence between the mark allocated for some questions in the marking guideline and the question paper; and the marking guideline contained typographical and language errors that had to be addressed. Alternative responses given for some questions, such as in Question 6.2, were incorrect. After the assessment body had addressed the issues indicated above, both A4MATH and A4SMME examination question papers were approved after second moderation.

Figure 1A below summarises the status of the question papers after all external moderation exercises had been completed.

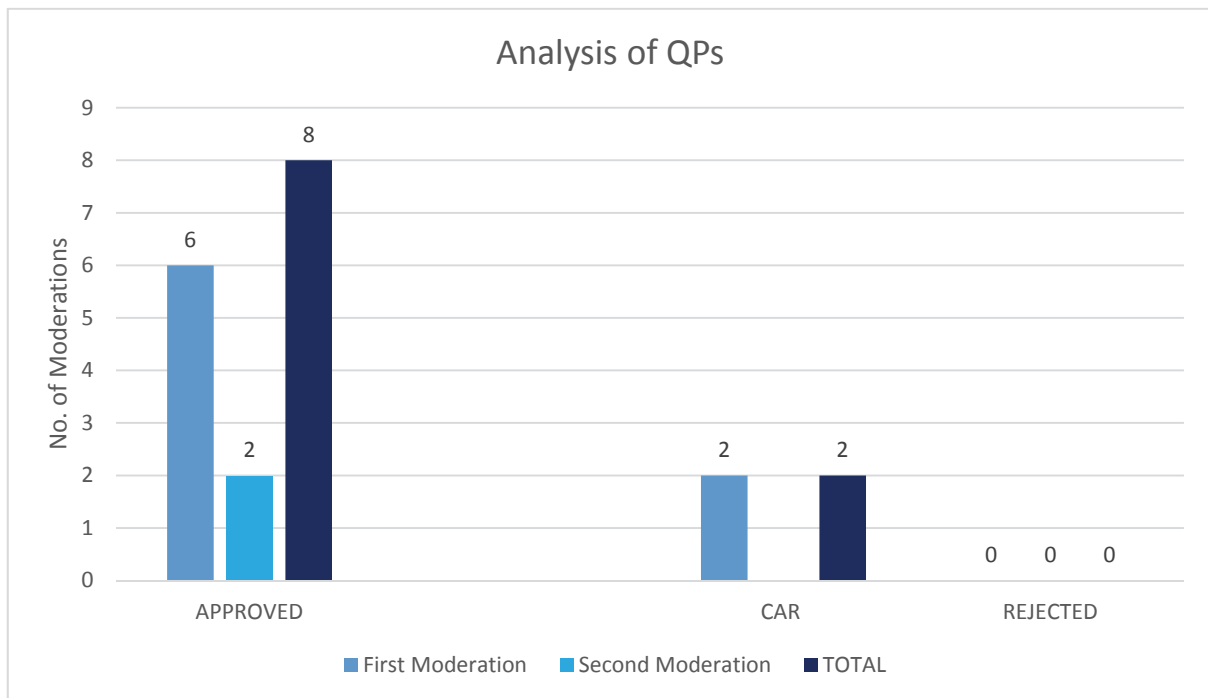


Figure 1A: Analysis of External Moderation of Question Papers

Figure 1A above indicates that during first moderation six out of eight (75%) examination question papers were approved during first moderation. The outstanding two question papers (25%) had to undergo second moderation: those to be resubmitted were for A4MATH and A4SMME. It was encouraging that no question papers were rejected. The external moderators for A4MATH and A4SMME both noted technical errors to be rectified by the assessment body. After these were amended the question papers met the minimum moderation requirements and were approved.

Figure 1B below summarises the compliance ratings per criterion for the question papers approved after first moderation.

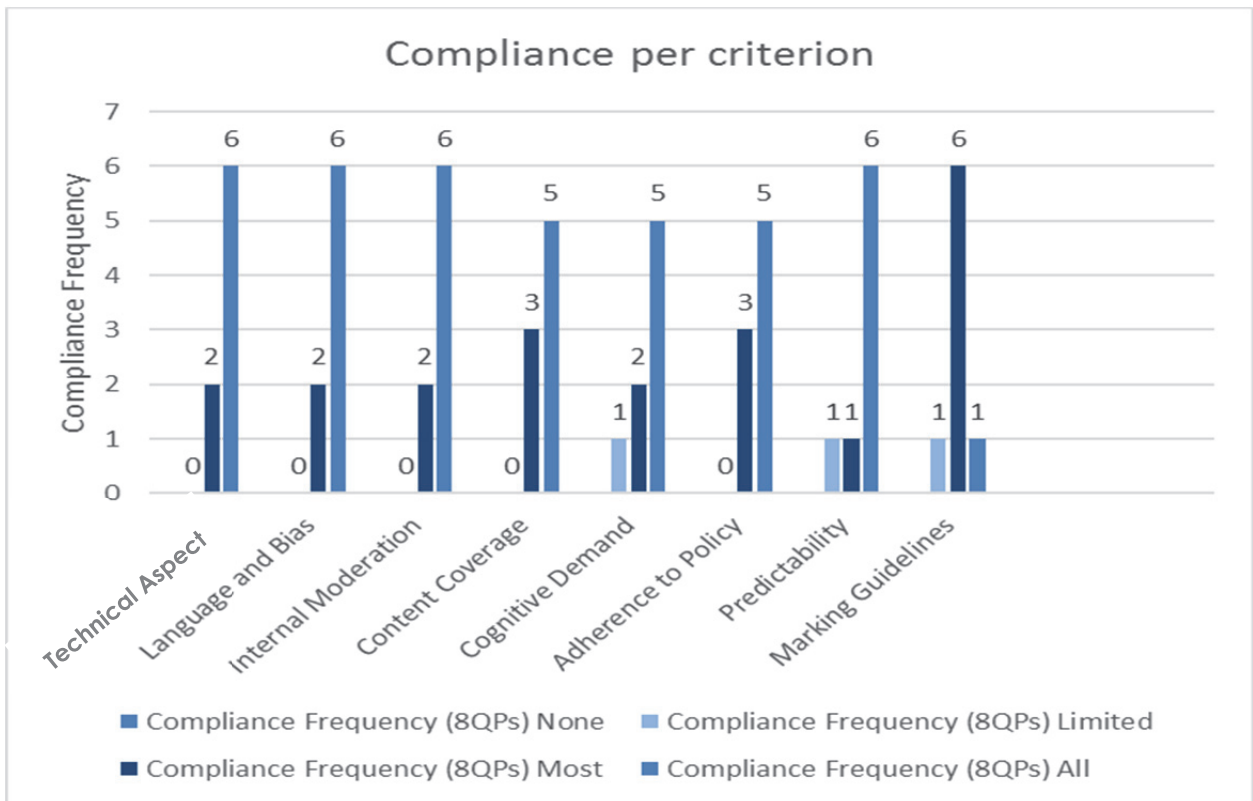


Figure 1B: Compliance of Approved Question Papers

Figure 1B above indicates the compliance frequency for each criterion used during the moderation of question papers. The section below provides a summary of findings of the eight criteria that were used to moderate the question papers.

1.3.1 Technical Aspect

A total of eight question papers were presented for external moderation for the November 2016 GETC: ABET Level 4 examinations. Six question papers (A4EMSC, A4HSSC, A4LIFO, A4TECH, A4SMME and A4MATH) as illustrated in Figure 1B met all technical quality indicators. The external moderators noted the following amendments to be made: alignment of mark allocation between the question paper and the marking guideline (A4NTSC); and adjustment of ambiguity of the items (A4CENG). After addressing the above mentioned aspects the question papers for the two learning areas were approved.

1.3.2 Language and Bias

A total of six out of eight question papers (A4CENG, A4ENSC, A4LIFO, A4MATH, A4NTSC and A4SMME) met all the requirements for this criterion. The external moderator for A4TECH suggested amendments to correct grammatical errors in the number of items in the question paper. On the other hand, the A4HSSC moderator

felt that a case study of a river located in Gauteng could result in a form of bias, since candidates from outside that province would not be able to relate to a river they might not have heard of. These amendments were necessary to ensure that the question paper was of the required quality and standard.

1.3.3 Internal Moderation

The following learning areas met all the requirements for this criterion during the first moderation of question papers: A4CENG, A4EMSC, A4LIFO, A4MATH, A4NTSC and A4SMME. However, the question paper for A4NTSC achieved most requirements in this criterion as it was felt that some items were not aligned to the unit standards. The IEB examining panel was advised to amend and align items with the unit standards. It was also found that the design and structure of the choice questions in A4HSSC would mostly elicit single word responses, indicating a lower level type of questioning. Therefore it was recommended that the IEB review and develop items that would elicit expansive thinking for candidates at GETC: ABET Level 4.

1.3.4 Content Coverage

In this criterion, A4CENG, A4EMSC, A4LIFO, A4MATH, A4SMME and A4TECH complied with all requirements. However, the external moderators indicated that the two question papers complied with most quality indicators; mainly as a result of inconsistent mark allocation (A4HSSC) and the inclusion of an inadequate range of questions (A4NTSC).

1.3.5 Cognitive Demand

The A4SMME, A4EMSC, A4CENG, A4LIFO, A4MATH and A4TECH question papers complied with the quality indicators for this criterion during first moderation.

Both A4HSSC and A4NTSC question papers complied with most requirements for this criterion. The A4HSSC external moderator recommended that the short essay question in the examination question paper be amended to give candidates an opportunity to express themselves as expected of students at this level. On the other hand, the external moderator for A4NTSC indicated that choice questions were not of equivalent levels of difficulty and some questions were not appropriately spread in accordance with the different cognitive levels; therefore the examining panel had to revise the questions.

1.3.6 Adherence to Subject and Assessment Guideline (SAG)

Six learning areas, namely A4CENG, A4EMSC, A4LIFO, A4MATH, A4TECH and A4SMME, complied with all requirements for adhering fully to the subject assessment guideline requirements. Both A4NTSC and A4HSSC complied with most requirements of this criterion as the specific outcomes and the assessment criteria used were not aligned to the subject assessment guideline.

1.3.7 Predictability

Question papers for six learning areas met all the requirements of this criterion. These were A4CENG, A4HSSC, A4LIFO, A4NTSC, A4SMME and A4TECH. The external moderators confirmed that the questions being asked were in line with what candidates ought to have been taught. Additionally, they had been structured in a manner that showed a high level of innovation. Some of the questions in the November 2016 A4EMSC examination question paper repeated questions examined during the June examinations of the same year. Other questions were phrased slightly differently, but were not changed much. The A4MATH external moderator indicated that the examiner had used graphs and tables that were similar in nature. It was recommended that graphs and tables should be of different types and formats to cater for different candidates. For these reasons, the external moderators did not approve the papers, which had to be resubmitted after implementation of the suggested amendments.

1.3.8 Marking Guideline

Only two of eight examination question papers, (A4LIFO and A4SMME) met all the requirements for this criterion. Five question papers, A4MATH, A4CENG, A4EMSC, A4HSSC and A4TECH complied only with most requirements for this criterion. For A4MATH, amendments to mark allocation were suggested. Recommendations were made for Sections A, B and C in the A4CENG examination paper: in sections A and B, the marking guideline did not make room for alternative responses; in section C, alternative words were suggested to replace those used.

The A4NTSC examination question paper met limited compliance with this criterion. The external moderator suggested the inclusion of ticks in the marking guideline to facilitate consistent marking. In addition, the external moderator indicated that the marking guideline did not contain clear instructions for markers.

1.4 Areas of Good Practice

The following areas of good practice were noticeable during the moderation of examination question papers:

- The quality of the examination question papers was good. Six out of eight question papers were approved at first moderation. Only two question papers, viz. A4MATH and A4SMME, required second moderations.

1.5 Areas of Concern

The following were identified as areas of concern:

- The balance in terms of cognitive levels remains a concern for A4NTSC and A4HSSC. Questions in the A4HSSC indicated that with regard to balance

between the assessments of skills, the question paper tended to lean more towards knowledge testing and less toward skills and values.

- The sources (extract and visuals) in the A4HSSC question paper were not fully utilised to extract relevant questions. Candidates had to rely on their own knowledge to respond to questions, without having to refer to the given sources. This was seen as time-wasting for the candidates.
- Some of the questions in the A4EMSC examination paper repeated questions that were examined during the June examinations of the same year.
- Choice questions in A4HSSC were not of equivalent levels of difficulty.

1.6 Directives for Compliance and Improvement

The IEB must act on the following directives for compliance and improvement:

- The internal moderators need to verify that the relevant and correct unit standards are used, particularly for A4NTSC and A4HSSC. Similar concerns were raised by the A4NTSC external moderator during the June 2016 examinations.
- The IEB must strengthen the training of examiners and internal moderators, with special emphasis on cognitive demand and levels of difficulty, creativity and innovation of examiners, adherence to relevant unit standards, the choice of text and relevant sources, internal moderation and mark allocation.

1.7 Conclusion

This chapter summarised the findings of the analysis of the question paper moderation reports for the November 2016 GETC: ABET Level 4 examinations. The external moderators reported in detail regarding the question papers that were finally approved. The report also highlighted directives for compliance that the IEB will need to address before the next moderation cycle, to ensure that all question papers are approved at the first level of moderation.

CHAPTER 2 MODERATION OF COMMON ASSESSMENT TASKS

2.1 Introduction and Purpose

The IEB is responsible for setting of common assessment tasks (CATs) for the administration of site based assessment (SBA) for the GETC: ABET Level 4 qualification, based on the Subject and Assessment Guidelines (SAGs). The IEB offers eight learning areas for the GETC qualification. The IEB set two new tasks that were moderated by Umalusi external moderators in March 2016. These tasks were for only two learning areas, namely Mathematical Literacy (A4MATH) and Communication in English (A4CENG).

Umalusi evaluates the quality and standard of CATs based on a set of criteria and standards approved by Council. This external moderation process is rigorous, and similar to that of the external moderation of question papers.

2.2 Scope and Approach

The five CATs for A4MATH and A4CENG consist of five activities each. The learning outcomes and assessment criteria are detailed in the SAGs for the specific learning area.

The CATs were moderated according to the Umalusi instrument for the moderation of Common Assessment Tasks. This requires that moderators assess the CATs according to the following nine criteria:

- Adherence to SAGs;
- Content Coverage;
- Cognitive Skills;
- Language And Bias;
- Formulation of Instructions and Questions;
- Quality and Standard of SBA Tasks;
- Mark Allocation and Marking Guidelines;
- Use of Assessment Methods and Forms; and
- Internal Moderation.

Each criterion has a set of quality indicators against which the CATs are evaluated and assessed. The external moderator makes a judgement for each criterion, considering four possible levels of compliance:

- No compliance (Met < 50% of criteria);
- Limited compliance (Met > 50% but <80%);
- Compliance in most respects (Met > 80% <100%); and
- Compliance in all respects (Met 100%) of the criteria.

The external moderator evaluates the CATs based on overall impression and how the requirements of the nine criteria have been met. A decision is then taken on the quality and standard of the CATs as a whole, considering one of four possible outcomes:

- Approved (A);
- Conditionally approved – no resubmission (CANR);
- Conditionally approved – resubmit (CAR); or
- Rejected (R) – if the standard and quality of the CATs is entirely unacceptable.

The external moderation of the CATs was conducted off-site, at the external moderators' homes, in March 2016.

2.3 Summary of Findings

The moderation reports included both quantitative information and qualitative feedback. This chapter reflects the quantitative, as well as the qualitative, feedback of the external moderator reports.

It is important to note that the moderation decision considers all five CATs per learning area as one set of tasks. The five activities are therefore considered as a whole for final approval purposes.

The external moderator approves the set of tasks only if the criteria for all five activities have been met. Table 2A provides a breakdown of the status of the CATs after all external moderation exercises were completed.

Table 2A: Approval of CATs Moderated

A = Approved | CANR = Conditionally Approved – No Resubmit | CAR = Conditionally Approved – Resubmit | R = Rejected

| Full Learning Area Description | 2016 Common Assessment Tasks | | |
|--------------------------------|------------------------------|---------------------|---------------------|
| | LA Code | 1 ST Mod | 2 ND Mod |
| LLC: English | A4CENG | CAR | CANR |
| Mathematical Literacy | A4MATH | CANR | |

Figure 2A below summarises the status of CATs after all external moderation exercises were completed.

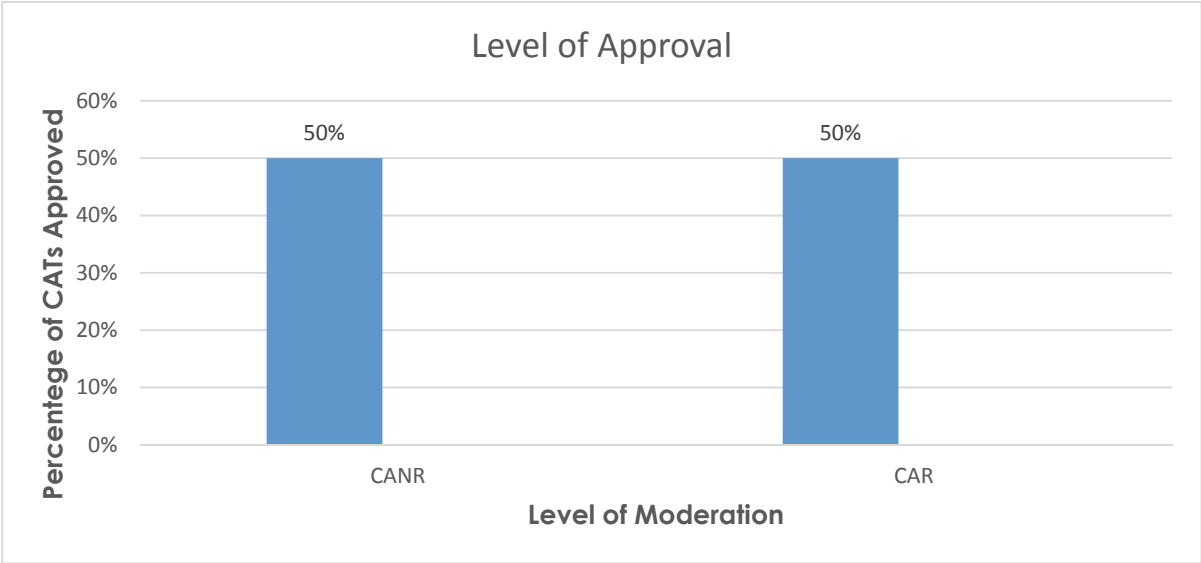


Figure 2A: Analysis of External Moderation of CATS

When looking at Figure 2A above, the key shows that two moderations were conducted (Mod 1 and Mod 2). However, it is important to note that the A4CENG external moderator's concern was with poor language that had been used in some activities, and confusing instructions.

Because of the anomalies mentioned, the A4CENG CATs had to undergo 2nd moderation to address the various issues that had been picked up during the 1st moderation process. Table 2B below gives a summary of the compliance ratings for the two CATs evaluated after 1st moderation.

Table 2B: Compliance Ratings for CATs after First Moderation

| | | Compliance Frequency (2QPs) | | | |
|----|---------------------------|-----------------------------|---------|------|-----|
| | | None | Limited | Most | All |
| 1. | Adherence to SAGs | 0 | 0 | 1 | 1 |
| 2. | Content Coverage | 0 | 0 | 0 | 2 |
| 3. | Cognitive Demand | 0 | 0 | 1 | 1 |
| 4. | Language and Bias | 0 | 1 | 1 | 0 |
| 5. | Formulation of Questions | 0 | 1 | 1 | 0 |
| 6. | Quality & Standard of SBA | 0 | 0 | 1 | 1 |
| 7. | Mark Allocation | 0 | 1 | 1 | 0 |
| 8. | Use of Assessment Methods | 0 | 0 | 1 | 1 |

| | | Compliance Frequency (2QPs) | | | |
|---|---------------------|-----------------------------|----------|------------|----------|
| | | None | Limited | Most | All |
| 9 | Internal Moderation | 0 | 0 | 1 | 1 |
| | | 0 | 3 | 8 | 7 |
| | | 17% | | 83% | |

The criteria for non-compliance, which was initially 17%, was reduced to 0% after 2nd moderation. It is important to note that the areas of limited compliance observed during 1st moderation related to one or more of the five activities, and not all tasks for a specific learning area.

2.3.1 Adherence to SAG

This criterion was adhered to well as it was approved for both tasks at 1st moderation. The A4CENG CAT met all requirements while A4MATH CAT met most requirements.

2.3.2 Content coverage

This criterion was also met 100% at 1st moderation for both learning areas. It is important to note that this criterion is very closely linked to the SAG and the concerns noted in criterion 1 above also apply to this criterion.

2.3.3 Cognitive skills

Equating the cognitive demand in the A4MATH CAT activities was a challenge. It was noted that questions presented in the five activities were of different cognitive levels and different levels of difficulty. It must be noted that the SAGs are very prescriptive and provide details of the cognitive spread per question. This poses a challenge if the SAGs are structurally flawed.

2.3.4 Language and bias

During 1st moderation A4MATH achieved limited compliance in this respect. This is a cause for concern in a learning area such as A4MATH. An issue of concern was clarity of the activities, as the way instructions were phrased could potentially disadvantage learners. Even though amendments were eventually made and submitted for 2nd moderation, the rating achieved was “most” and not “all”, which would have been the most appropriate amendment.

2.3.5 Formulation of instructions and questions

The issues that presented a challenge regarding language and bias were similar to those lacking for this criterion. In other words, if questions present some form of bias then it means they have not been properly formulated. This is supported by the fact that similar compliance ratings were given for both criteria, i.e. language and bias,

and formulation of instructions and questions.

2.1.6 Quality and standard of SBA tasks

Once again language and bias and formulation of instructions and questions were criteria that, to an extent, spoke to the quality and standard of the SBA tasks. It was therefore an indication of the robustness and reliability of the way the moderation of the CATs was conducted. This criterion was aptly given a compliancy rating of "most" for A4MATH, which was in line with the findings of the above criteria, which are closely linked.

2.3.7 Mark allocation and marking guidelines

There were activities in A4MATH where the external moderator felt mark allocation had not been done fairly. It was indicated in the feedback and, hopefully, the assessment body took note of these concerns, as the CAT itself was approved with no requirement for resubmission.

Overall, the moderators were satisfied with the mark allocations, although they did note errors for correction.

2.3.8 Use of assessment methods and forms

The assessment methods used in A4MATH and A4CENG were seen to be relevant and complied with the requirements of the assessment guidelines.

2.3.9 Internal moderation

There was evidence of rigorous, quality internal moderation. Both CATs had very few corrections for this criterion. The history of these tasks shows that moderation was done thoroughly and the recommendations of the internal moderator were implemented.

2.4 Areas of Good Practice

The following areas of good practice were noted:

- The moderators were mostly satisfied with the adherence of A4CENG to the assessment guidelines.
- The IEB was able to ensure that the history relating to the moderation was presented for external verification. This is an indication that internal moderation was conducted as expected.
- The IEB has set new CATs for the two learning areas, namely A4MATH and A4CENG.

2.5 Areas of Concern

The following aspects are areas of concern with regards to IEB CATs:

- The IEB examiners had difficulties ensuring that questions presented were of equal cognitive levels and equal levels of difficulty.
- The IEB has submitted the CATs for the other examinable six learning areas. These CATs have been in circulation for more than five years. CATs contribute 50% to the final examination mark.

2.6 Directives for Compliance and Improvement

The IEB should address the following issues:

- The IEB must explore strategies to ensure that examiners familiarise themselves with the concept of equating the cognitive demands of tasks they present for external moderation.
- The IEB should set the outstanding CATs and submit these to Umalusi for external moderation.

2.7 Conclusion

It is important to note that CATs being assessed by the IEB have been in circulation for more than six years. Thus the development of new CATs should be prioritised to avoid predictability and to enhance the validity of the tasks.

CHAPTER 3 MODERATION OF SITE BASED ASSESSMENT

3.1 Introduction and Purpose

Quality assurance of assessment includes evaluating and judging the quality and standard of the internal assessment offered in the Adult Education and Training (AET) sector. Internal assessment, called site based assessment (SBA) in the AET sector, is an important component of examinations and contributes 50% of the final mark required for certification.

Because the SBA mark counts for 50% of the final GETC: ABET Level 4 pass mark, Umalusi is responsible for determining the quality (appropriateness of the standard) of samples of the work used to generate this SBA mark; and the accuracy of the mark (valid, fair and reliable) allocated by the assessment bodies. The purpose of external moderation of SBA is to:

- Ensure that the SBAs comply with assessment guidelines of the assessment body and Umalusi directives;
- Establish the scope, extent and reliability of SBA across all assessment bodies offering the qualification;
- Verify internal moderation of both the set tasks and the completed tasks;
- Identify challenges to this aspect of assessment and recommend solutions; and
- Report on the quality of SBA within assessment bodies.

The focus of this chapter is to summarise the findings of the Umalusi external moderators' moderation of candidates' SBA portfolios; to identify areas of both good practice and concern; and to provide directives for improvement.

3.2 Scope and Approach

Moderation of SBA portfolios by Umalusi external moderators was conducted during the marking process.

Moderation of SBA portfolios was conducted on 19 and 20 November 2016 at Sacred Heart College in Observatory, Johannesburg. Four out of eight learning areas (A4CENG, A4SMME, A4MATH and A4NTSC) were sampled.

The external moderator began moderating SBA portfolios while waiting for the markers and internal moderators to complete a sample large enough to conduct verification of marking. The external moderation of the SBA portfolios was completed on the second day. Table 3A shows the learning areas sampled for SBA portfolio moderation.

Table 3A: Learning Areas Sampled for SBA Portfolio Moderation

| | Learning Area | LA Code | Number of Portfolios |
|----|-----------------------------------|---------|----------------------|
| 1. | Small, Medium & Micro Enterprises | A4SMME | 15 |
| 2. | Communication in English | A4CENG | 10 |
| 3. | Mathematical Literacy | A4MATH | 10 |
| 4. | Natural Sciences | A4NTSC | 10 |
| | | | 45 |

The sample was made up of a total of 45 portfolios divided among the four external moderators and requisite learning areas and was to an extent a fair representation of the enrolments at most IEB adult education centres. IEB candidates were required to take their portfolios to the examination venue on the day they wrote their examinations.

Table 3B shows the AET centres sampled for SBA portfolio moderation.

Table 3B: AET centres sampled for SBA portfolio moderation

| Name of Centre | LA Code | No. of Portfolios Moderated |
|-------------------------------------|---------|-----------------------------|
| SAPS Atteridgeville | A4CENG | 10 |
| SAPS Giyani Prolit | A4MATH | 10 |
| Ninian and Lester (Pty) Ltd KZN | A4NTSC | 5 |
| Frances Vorweg School | A4NTSC | 5 |
| SAPS Durban | A4SMME | 5 |
| City of Jhb Tladi Milimo Training | A4SMME | 1 |
| SAPS Matatiele Prolit | A4SMME | 4 |
| Nchafatso Training Programme Centre | A4SMME | 5 |

The external moderators evaluated the SBA portfolios using the moderation of SBA portfolios instrument designed by Umalusi. SBA moderation takes into account the following seven criteria:

- Adherence to Subject and Assessment Guideline (SAG);

- Internal Moderation;
- Content Coverage;
- Quality of Portfolios of Evidence (Structure/Content);
- Quality of Assessment Tasks;
- Student Performance; and
- Quality of Marking.

SBA portfolio moderation is based on verifying how the requirements of these criteria are met, together with the overall impression of the completed tasks.

3.3 Summary of Findings

The external moderators completed evaluation reports based on the above moderation criteria. The external and internal moderators' reports were used in summarising the findings in this chapter. The IEB developed a facilitator's guide per learning area for SBA. The booklet contains:

- Background to SBA;
- Internal assessment tasks;
- Marking memoranda for assessing tasks; and
- Mark sheets for individual students.

The educators used the facilitator's guide developed by the IEB as the national standard. Findings of the moderation of SBA portfolios per criterion are discussed in the following section.

3.3.1 Adherence to Assessment Guidelines

Students were expected to be given a rubric as part of their practice of assessment for learning. However, students from sampled centres for A4CENG did not present any evidence that this had happened at the centres. The students at the sampled centres named above were, unfortunately, not given any form of feedback to facilitate their learning. In A4MATH there were no assessment plans presented for moderation. This made it impossible to verify whether or not appropriate and valid assessment methods were implemented.

3.3.2 Internal Moderation

The external moderators for A4CENG, A4MATH, A4NTSC and A4SMME could not verify internal moderation at centre level. It is not possible to conduct internal moderation at centre level in the private AET centres. Nevertheless, constructive feedback was evident at national level. The internal moderator for A4SMME noted that instructions for some tasks had not been followed properly. An absence of centre moderation meant that students were disadvantaged because they received feedback only at the end of their learning period, during national moderation.

3.3.3 Content Coverage

It was difficult to ascertain whether all relevant content had been covered at learning centres that did not present any evidence in the form of student portfolios, as reported by the external moderators for A4CENG, A4SMME and A4NTSC. For example, only candidate marks were seen by the A4CENG external moderators; no activities were presented as evidence as to how the marks were obtained.

The external moderator for A4MATH noted that only three activities had been done. Furthermore, all students had done a similar activity. This involved calculating their classrooms' dimensions. It would have been better had some been encouraged to use a different structure's dimensions to conduct this activity.

The situation was not encouraging when the A4SMME external moderator moderated students' portfolios. It was observed that SBA instructions for the facilitator, on page 5, had not been carried out. The facilitator was expected to check that the questionnaires for reports had been completed and a draft reviewed, and to provide recommendations. However, this was not done; there was no evidence of an assessment plan and no educator portfolio.

3.3.4 Quality of Portfolio of Evidence

This criterion requires students' portfolios of evidence to have a contents page, student's personal information such as an identity document, a completed authenticity form, assessment plan, student's marked tasks and a record of marks obtained for activities students do in class. Instead, the A4CENG external moderator observed that only the authenticity form had been completed. All other documents were absent from the Portfolios of Evidence. This was observed in SAPS Atteridgeville Centre and in 10 SBA portfolios.

3.3.5 Quality of Assessment Tasks

The portfolios for A4CENG and A4MATH indicated that where a student's tasks had been marked, incorrect responses were credited. On the other hand, the A4NTSC moderator observed that students' marks were inflated by markers at their centres. Students in A4MATH were not given their tasks in advance to allow for preparation, which resulted in poor performance.

In A4SMME it was observed that the educator failed to adhere to instructions, which resulted in poor student support. This was evident in instances where tasks were merely ticked off without proof of how the rubric was used.

3.3.6 Student Performance

Poor adherence to the marking guideline, as observed by the A4CENG external moderator, could have been the reason for instances where incorrect responses were credited and students' marks were inflated. It was a cause for concern that all

students failed to respond correctly to all given tasks, as observed by the A4MATH external moderator. The moderator observed that Question 2.3 (a) and (b) were incorrect for all students. In A4SMME, students presented unrealistic budgets; and there were indications that they did not understand how to structure a business plan.

3.3.7 Quality of Marking

Generally, in most learning areas except A4NTSC, it was observed that the quality of marking was not acceptable. The following centres, learning areas and number of candidates were affected by marking that was not reliable:

- SAPS Giyani Prolit (A4MATH, 10 portfolios);
- SAPS Atteridgeville (A4CENG, 10 portfolios);
- SAPS Durban (A4SMME, 5 portfolios);
- City of Jhb Tladi Milimo Training (A4SMME, 1 portfolio);
- Nchafatso Training Programme Centre (A4SMME, 5 portfolios); and
- SAPS Matatiele Prolit (A4SMME, 5 portfolios).

There was inconsistency in marking, for example in A4SMME, where students were awarded marks with no indication of how those marks were derived; and incorrect items were accepted and marks awarded.

3.4 Areas of Good Practice

The following were noted as areas of good practice:

- The IEB developed user guides and facilitator's guides for the learning areas to help to implement standardised SBA tasks.

3.5 Areas of Concern

The following concerns were identified during moderation of SBA portfolios:

- Six out of eight SBA tasks implemented by IEB were developed in 2011;
- The standard of marking was very poor. This was observed in all SBA portfolios but was more evident in A4SMME and A4NTSC; and
- Feedback to students was given at the end of the learning period. This does not enhance the quality of learning and teaching.

3.6 Directives for Compliance and Improvement

IEB must consider the following directive for compliance and improvement:

- The high level of poor marking observed in A4SMME must be addressed through a training programme that focuses on marking, including the use of rubrics. The importance of adhering to marking guidelines should be emphasised.

3.7 Conclusion

The external moderator reports highlighted areas of good practice, such as in A4NTSC, but also noted some areas of concern, such as poor performance in various concepts in A4MATH and A4SMME. Ensuring that internal moderation is conducted during teaching and learning and not at the end of the learning period could bring about improvements. The issue of awarding marks for no visible good performance, as observed in A4SMME, must be avoided at all times. On the other hand, good performance by students, as observed in A4NTSC, is to be commended.

This chapter focused on the moderation of SBA portfolios. Findings, including areas of good practice, areas of concern and directives for compliance and improvement were discussed. IEB should act on these directives to ensure improvement in the quality of SBA portfolios presented for external moderation.

CHAPTER 4 MONITORING THE STATE OF READINESS

4.1 Introduction and Purpose

Umalusi is the Quality Council responsible for the General and Further Education and Training Qualifications Sub-framework. Umalusi has the responsibility to ensure that the conduct, administration and management of examinations are credible. As part of its mandate, Umalusi verifies the extent to which assessment bodies are ready to conduct the national examinations.

The purpose of this chapter is to provide an update on the state of readiness of the IEB to administer the November 2016 GETC: ABET Level 4 examinations.

4.2 Scope and Approach

The external monitoring by Umalusi was intended to verify the appropriateness of examination processes and procedures that the IEB has put in place to conduct the examinations.

Umalusi officials conducted a verification process of the state of readiness of the IEB on 19 September 2016. Data was collected through observations, interviews, verification of systems and presentations by IEB officials, using pre-determined audit tools. The findings, areas of good practice, areas of concern and directives for compliance and improvements are detailed hereunder.

4.3 Summary of Findings

Umalusi officials visited the IEB for the state of readiness verification. The summary of findings of the visit is as follows.

4.3.1 Registration of Candidates

The registration of candidates for the GETC is done annually because centres and candidates vary. During the state of readiness visit, registration of candidates had not yet taken place. The registration of GETC candidates was to be finalised by the due date of 30 September 2016. Consequently, no preliminary schedules of registration had been issued.

The following data was sent to Umalusi in October after the registration and capturing of candidates' data was finalised. There were 1 801 candidates registered for the November 2016 GETC: ABET Level 4 examinations.

4.3.2 Registration of Examination Centres

A total of 119 AET examination centres registered candidates for the November 2016 GETC: ABET Level 4 examination. IEB examination centres were not audited; however, IEB was to audit centres where there had been problems in the year prior during the writing of examinations. Centres that had physically moved premises were also to be audited and this was to be done during the monitoring of examinations. New examination centres were given self-evaluation instruments prior to their application for registration. IEB conducts an audit for the approval of a centre: a new examination centre cannot be registered if the centre does not meet set criteria. Information regarding the number of examination centres could not be verified at the time of the visit as this information was not yet available. IEB provided Umalusi with a list of high risk examination centres, viz. those with a history of irregularities.

4.3.3 Conduct of Internal Assessment

The IEB developed guideline documents that included site-based assessment (SBA) tasks, marking guidelines and assessment grids. Information on how to implement SBA was included in the guideline document. Only two out of eight new CATs were developed for Communication in English and Mathematical Literacy. Facilitators were trained in implementing SBA at a User Forum held on 19 February 2016. Facilitators for Small, Medium and Micro Enterprises also received SBA refresher training. The IEB did not monitor the implementation of SBA at centre level; however, on-site moderation of a sample of SBA tasks was conducted during the marking process; there is a policy in this regard. No formal training was conducted on the implementation and management of internal assessment.

Learning area examiners moderate the SBAs at the marking centre. Depending on the number of SBA files, the examiner may moderate these SBAs prior to the marking session. Any changes to the results would be captured by the entry and resulting department and reports forwarded to centres. Feedback on the overall performance on the SBA is included in the examiners' reports, which are sent to clients on completion of the examination process. Feedback is also given at the AET Forum. The marks are captured during the registration process and are verified during the moderation session.

4.3.4 Printing and Packaging of Examination Material

Printing is outsourced to a private company and the contract is renewed every year. The existing contract was signed in July 2016. Staff at the printers signed IEB confidentiality and oaths of secrecy documents. All plans for printing had been developed and verified.

The examination timetable is used as the printing plan to manage the printing. The printing site is fitted with alarms, surveillance, biometrics and burglar bars. There is a security guard on site.

Monitoring of printing is done once a week by the manager responsible for the handling of materials. Random, unannounced visits are also conducted. Automated printing machines are used and an operator is always on site. Spoiled papers are shredded immediately.

IEB permanent staff members are responsible for the packaging of examination materials. The IEB has not vetted its internal staff; however, staff are subjected to the signing of confidentiality forms annually. All plans for packaging and distribution were in place and evidence in this regard was provided.

The packaging area was under renovation at the time of the visit. Its storage room is monitored by cameras and biometrics. The printed question papers are checked by IEB packaging staff when they are delivered.

4.3.5 Distribution of Examination Material

Delivery to examination centres is done via courier service. The question papers are packaged in IEB branded security plastic bags then into secure bags with a combination padlock. An Attendance Register with the names of the learners writing that learning area is then placed outside the bag. The combination code is then, sent to the Chief Invigilators of the examination centres, via sms an hour before the start of the paper.

The secure bags are then enclosed in a box and sealed. A label with the client address and details is attached to the box ready to be despatched. The courier company the IEB uses is under constant surveillance and tracking. A tracking report of all the parcels is sent to to the IEB via email every day. Proof of Delivery (POD) is emailed to the IEB showing the name of the person who signed for the parcel. The Courier Service that the IEB uses is an "overnight delivery service" to the assessment centre's door.

4.3.6 Conduct of Examinations

The centre manager is regarded as the Chief Invigilator. The centre manager may delegate the function but not the responsibility. All centre managers are required to attend an invigilation workshop. Centres are monitored during every examination session. The IEB uses both random sampling and targeted choice to monitor centres depending on previous conduct.

Monitoring instruments are sent to the examination centres at the beginning of the year. The centres are required to return the completed instruments to the IEB upon registration. These are then used for verification purposes during the monitoring of the examinations.

4.3.7 Appointment and Training of Marking Personnel

Marking personnel had not yet been appointed at the time of the state of readiness visit. Information in the table below was received in October 2016, after the visit. The

Table below indicates the number of marking personnel involved in the 2016 marking process.

Table 4A: Numbers of marking personnel

| Marking centres and personnel | Number |
|-------------------------------|-------------------|
| Marking Centres | 1 |
| Markers | Not yet appointed |
| SBA Moderators | 8 |
| Examination Assistants | 16 |
| Examiners (Chief Markers) | 8 |
| Internal Moderators | 8 |

a) Appointment of Markers

An advertisement for the posts of examiners and internal moderators is sent out in a circular to centres at the beginning of January each year. Examiners and internal moderators are appointed for a three-year cycle. These must be subject matter specialists with experience in item development and moderation. Markers should ideally be facilitators at AET centres that write IEB NQF 1 examinations. School teachers are considered in the event that there are not enough applicants.

A selection panel consisting of the events manager and events administrator is convened.

b) Training of Marking Personnel

Training of examiners and internal moderators was done in an examiners' workshop on 11 July 2015 at Sacred Heart College, Johannesburg. Cross moderation workshops are held annually to ensure that standards across the different examinations are consistent. Markers are trained on the morning of the marking by the examining panel. Markers are required to respond to respective examination question papers before they attend the marking session. They mark exemplar scripts and work through the marking guidelines with the examining panel.

The IEB appoints novice markers and trains them in the same manner as any other markers. The examiner and internal moderator usually moderate all scripts marked by novice markers until they are satisfied that the required standard is being achieved.

4.3.8 Marking Centres and Centre Managers

The marking centres used by the IEB are usually schools that offer IEB examinations and are selected in relation to the appropriateness of their facilities. The marking centre for the November 2016 GETC: ABET Level 4 examinations was Sacred Heart College. Table 4C below provides the dates for the marking process.

Table 4B: Marking Period for the November 2016 GETC: ABET Level 4 Examination process

| Marking | Date |
|--------------|------------------|
| Commencement | 19 November 2016 |
| Termination | 20 November 2016 |

4.3.9 Capturing, Release of Results and Certification

a) Capturing and Resulting

Capturing is done in-house by data capturers who are staff members of the entry and resulting section. Temporary data capturers are also appointed. The manager is the super-administrator who is able to grant access to various modules. There is an audit trail in the system that records any changes made. The IEB uses a double capture system. Capturing staff sign a declaration of confidentiality. There are systems in place for the resulting process.

b) Certification

There are five people responsible for certification. The manager is a permanent staff member of IEB.

4.3.10 Management of Irregularities

There were isolated incidents of suspected irregularities identified at different examination centres that had a history of irregularities. A list of such centres was submitted to Umalusi. These centres were to be treated as high risk and would be closely monitored. IEB has a committee that deals with irregularities.

Centres are required to follow the general regulations for dealing with irregularities, and inform the IEB accordingly. The IEB has systems and procedures to investigate and sanction culprits where required; and submits an Irregularities Report to Umalusi once cases have been closed.

4.4 Areas of Good Practice

The following areas of good practice were noted:

- The IEB indicated that the candidate registration process was completed effectively online. Candidates are required to check the accuracy of their information, confirm it and sign individual candidate letters.

4.5 Areas of Concern

The following aspects raised concern on the state of readiness of the IEB:

- There is no physical audit of examination centres by the IEB;
- The number of cameras in the packing area was of concern;
- No training of external monitors had been done at the time Umalusi conducted the state of readiness visit.

4.6 Directives for Compliance and Improvement

The IEB must act on the following directives for compliance:

- The IEB should audit all examination centres to verify its state of readiness to conduct the GETC: ABET Level 4 examinations;
- External monitors should be trained annually.

4.7 Conclusion

The verification of the state of readiness visit confirmed that the IEB was compliant with most requirements to administer the November 2016 GETC: ABET Level 4 examinations. The IEB must consider the directives for compliance and improvement, as noted in this report, to fully comply with the requirements to administer these examinations.

CHAPTER 5 MONITORING OF WRITING

5.1 Introduction and Purpose

In accordance with the national policy for the conduct, administration and management of the examinations, the IEB has total responsibility for the credible conduct, administration and management of the writing phase of examinations for qualifications for which they are registered and accredited to offer.

As part of its mandate, Umalusi undertook a series of monitoring exercises to assess the conduct, administration and management of the writing phase of GETC: ABET Level 4 examinations in different IEB centres during November 2016.

The purpose of this chapter is to report on the findings gathered from the sample of examination centres monitored. This report, further, acknowledges areas of good practice, highlights areas of concern and provides directives for compliance and improvement.

5.2 Scope and Approach

Umalusi conducted monitoring visits to a sample of examination centres. During the writing of the November 2016 GETC: ABET LEVEL 4 examinations, Umalusi monitored 10 GETC examination centres from six provinces. The data used to compile this report was gathered from the on-site monitoring of the examination centres, interviews and observations by Umalusi's provincial monitors, using an instrument designed for this purpose.

Table 5A below provides an account of the centres, subjects and numbers of candidates who wrote examinations on the dates indicated.

Table 5A: Examination Centres Monitored for the Writing of Examinations

| Province | Centre | Date | Subject | Candidates |
|------------|---------------------------|------------|-----------------------------------|------------|
| Free State | SAPS Welkom Centre | 01-11-2016 | Communication in English Level 4 | 07 |
| Gauteng | Ekurhuleni Metro Edenvale | 31-10-2016 | Human and Social Sciences Level 4 | 12 |
| | Sibanye Gold Driefontein | 03-11-2016 | Mathematical Literacy Level 4 | 35 |

| Province | Centre | Date | Subject | Candidates |
|---------------|---|------------|---|------------|
| Mpumalanga | Project Literacy SAPS Nelspruit Commissioners Offices | 04-11-2016 | Economic and Management Sciences Level 4 | 04 |
| | Ntsangalala Business Enterprise | 03-11-2016 | Mathematical Literacy Level 4 | 02 |
| Northern Cape | Kuruman HRDC Examination Centre | 01-11-2016 | Communication in English Level 4 | 05 |
| North West | Rustenburg LG SETA Prolit | 04-11-2016 | Economic and Management Sciences Level 4 | 07 |
| Western Cape | Abagold WC | 03-11-2016 | Mathematical Literacy Level 4 | 02 |
| | SAPS Academy Paarl Prolit | 31-10-2016 | Human and Social Sciences Level 4 | 03 |
| | Stellenbosch Municipality | 08-11-2016 | Small, Medium & Micro Enterprises Level 4 | 03 |

5.3 Summary of Findings

The findings below are presented in terms of the criteria for monitoring the writing phase of examinations, as prescribed by Umalusi. Table 5B below indicates the level of compliance of the sampled examination centres on the eight critical criteria indicators on the conduct, administration and management of the examinations.

Table 5B: Level of Compliance in Relation to Criteria per Examination Centre

| Criterion | Met all criteria 100% | Met 80% criteria | Met 60% of criteria | Met 40% of criteria | Did not meet criteria 0% | Total |
|--|--------------------------|---------------------|---------------------------|------------------------|-----------------------------------|-------|
| Delivery and storage of examination material | 3 36.4% | 4 36.4% | 1 9% | | 2 18.2 | 10 |
| The invigilators and their training | 2 20% | 2 20% | 1 10% | 3 30% | 2 20% | 10 |

| Criterion | Met all criteria 100% | Met 80% criteria | Met 60% of criteria | Met 40% of criteria | Did not meet criteria 0% | Total |
|--|--------------------------|---------------------------|---------------------------|---------------------------|-----------------------------------|-----------|
| Preparations for writing and examination room/venue(s) | 1 10% | 2 20% | 2 20% | 4 40% | 1 10% | 10 |
| Time management for the conduct of examinations | 2 20% | 3 30% | 1 10% | 3 30% | 1 10% | 10 |
| Checking of the immediate environment | 7 70% | | | | 3 30% | 10 |
| Activities during writing | 2 20% | 6 60% | 1 10% | 1 10% | | 10 |
| Packaging and transmission of answer scripts | 3 30% | 5 50% | 2 20% | | | 10 |
| Monitoring by the assessment body | | | 1 10% | | 9 90% | 10 |
| Total | 20 25% | 22 27.5% | 9 11.2% | 11 13.8% | 18 22.5% | 80 |

5.3.1 Delivery and Storage of Examination Material

The examination materials were either delivered by courier services from IEB Head Office to various examination centres before the examination date or by officials from the IEB. In Stellenbosch Municipality the question papers were stored at Siphakame Skills Development and not at the writing venue. A delivery irregularity was reported at Sibanye Gold Driefontein Satellite Centre, where all writing materials for all Sibanye Gold centres had been delivered on 31 October 2016 by courier services from IEB Head Office.

All question papers were sealed upon arrival at the centres and a code was sent on the morning of the writing of the question paper to the AET facilitator or the centre coordinator or the chief invigilator. With the exception of one centre where it was reported that examination materials were stored in a cupboard that did not meet the requirements for effective security, and another centre where the keys were kept in the officer's drawer, the examination materials were safely locked in a secured cabinet or safe in the examination centre; and the keys were kept by a designated official who had sole access to the cabinet or safe. The security of the examination

materials at nine out of 10 centres was very tight with some or a combination of the following: an alarm system manned by a security company, strict access control at the gate, surveillance cameras and a strongroom.

5.3.2 The Invigilators and their Training

The overall performance of two of the 10 centres in this key monitoring area was very good as they complied in all criteria. In the centres monitored, various people were appointed as chief invigilators or invigilators. These included facilitators at the centre, training officers, human resource assistants, the principal or centre managers, senior officials at SAPS centres, a clerk, or community members. In three of the 10 centres monitored, the chief invigilator also acted as an invigilator. Forty percent of the chief invigilators and/or invigilators were not trained and did not have appointment letters. According to the reports, the training of those who were trained was conducted by various people and institutions such as the Department of Higher Education and Training, which trained SAPS Welkom officials, and Project Literacy and IEB officials, who trained the invigilator at Rustenburg LG SETA Prolit centre. This might have contributed to the lack of uniformity in the execution of examination duties at various centres.

From the performance of the centres it can be concluded that the training of invigilators and chief invigilators was not thorough. Poor performance included non-adherence to some of the examination regulations, such as not giving the candidates 10 minutes' reading time before the start of the examinations; not accompanying candidates to the toilet; and allowing candidates to leave during the last 15 minutes of writing. One centre indicated that training was last conducted by IEB Head Office officials in 2015.

Verification of evidence was also a problem in two of the 10 centres monitored, partly because the records were kept at the workplace and not at the writing venue.

5.3.3 Preparations for Writing and the Examination Venues

Generally, the environment inside and outside the examination room was conducive for the writing of examinations. However, there were areas in this key monitoring area where some centres did not do well (see Annexure 5A).

In all the centres the furniture was sufficient and arranged appropriately, with no material inside the examination room(s) that could assist the candidates. In six out of 10 centres monitored there was no means of displaying time for candidates. In the remaining centres, time was either displayed by means of a clock, or staggered time with start–finish times on a board, or the invigilator(s) announced the time at regular intervals.

The IEB did not have a formal attendance register for the invigilators; however, the IEB instrument for invigilators (on which they comment about the examination session

and which is signed by each invigilator and the chief invigilator) was used for this purpose. In more than 50% of the centres monitored the invigilators did not have name tags. As the majority of the examination centres were small, the chief invigilator also acted as the invigilator, or even as relief invigilator.

There were no examination files in five out of 10 examination venues monitored. In two of these non-compliant centres, the administrative documents were kept in an office that was not at the writing venue.

Compliance regarding seating plans was another area of concern. In more than 70% of the cases the seating record was developed during the writing session. It was explained at Sibanye Gold Driefontein that this was done because "sometimes the candidates may not be released by their shaft managers".

In all the centres monitored, there were no special concessions for candidates on the day of monitoring by Umalusi. No centres, except in Ekurhuleni Metro Edenvale, allowed cell phones in the examination centre, or these were switched off. All but two centres, namely Ntsangalala Business Enterprise and Rustenburg LG SETA Prolit examination centres, complied with the requirements for noise criterion. Non-compliance was a result of the two centres' unfavourable locations: Ntsangalala Business Enterprise centre in relation to factory machines outside of the examination venue; and Rustenburg LG SETA Prolit examination centre's location at the corner of two busy and noisy streets.

The candidates were correctly registered to write in all the centres except in Rustenburg LG SETA Prolit centre, where two candidates were registered for the wrong subjects. The chief invigilator communicated this to IEB Head Office by email, and the candidates were allowed to write.

5.3.4 Time Management

Fifty percent of the centres monitored did very well with regard to time management for crucial activities during the examination. The examination started late in five out of 10 examination centres monitored. (See Annexure 5A for details). The affected centres deprived the candidates of the 10 minutes' reading time before the start of the examination, and of checking the question papers for technical accuracy.

5.3.5 Checking the Immediate Environment

The males' and females' toilets were checked for any material that could be used by candidates in seven of 10 examination centres monitored. In two centres, namely SAPS Academy Paarl and Stellenbosch Municipality, Umalusi monitors did not observe this and in Ntsangalala Business Enterprise centre the immediate environment was not checked.

5.3.6 Activities during Writing

The invigilators were vigilant throughout the examination session in nine of the 10 centres monitored. In the Abagold Western Cape centre the invigilator did not give attention to the examination. No candidates in any of the centres requested the invigilator to clarify any part of the question paper. In the few cases where the candidates left the examination venue to use the toilet, they were accompanied by an invigilator of the same gender, except in the SAPS Academy Paarl Prolit centre where a candidate went to the toilet unaccompanied.

5.3.7 Packaging and Transmission of Answer Scripts

Answer scripts were packed and sealed in the examination venue itself, in the presence of the Umalusi monitor for those centres which were observed. In the Rustenburg LG SETA Prolit centre the IEB official was also present during the packaging of scripts. The IEB does not use mark sheets; as a result, the sequence on the attendance register was used for packaging of scripts. The official IEB pack was used for sealing of scripts. This is a lockable bag opened with the use of a code, which is sent by IEB Head Office on the morning the question paper is written.

The daily situational report was completed in five of the 10 centres monitored and the five centres that did not complete it indicated that no incidents occurred during the writing. The Sibanye Gold Driefontein centre reported on the irregularity of two versions of question 5B (a) in Mathematical Literacy question papers.

The scripts were kept at the centre in seven of the 10 centres monitored, and were kept in a safe place awaiting collection by courier services at the end of the examination session. Scripts were not kept at the centre in three centres, namely SAPS Welkom, where they were transported to the Regional Office in Bloemfontein; Ntsangalala Business Enterprise, where they were transported to an undisclosed venue to be kept for safe-keeping; and Stellenbosch Municipality, where they were transported to a service provider in Paarl, Siphakame Skills Development. In all cases the scripts were locked in IEB-supplied bags.

5.3.8 Monitoring by the Assessment Body

This is one area where performance was disappointing. In all the 10 centres monitored by Umalusi, the IEB had monitored only the Rustenburg LG SETA Prolit centre at the time of Umalusi's visit. The monitor arrived on the day the Umalusi monitor visited the centre. The IEB monitor did not leave a report but provided verbal feedback.

5.3.9 Irregularities

a) Irregularities identified by Umalusi Monitors

i) Serious irregularities:

There were several serious irregularities identified by Umalusi monitors, or reported to the Umalusi monitor. The irregularities were (refer to Annexure 5A for details):

- A delivery irregularity at Sibanye Gold Driefontein Satellite centre. All the writing materials for all Sibanye Gold Centres were delivered by RAM courier services from IEB Head Office to Driefontein Satellite Centre, on 31 October 2016.
- A serious irregularity by IEB Assessment Matters was experienced at Simunye Gold Driefontein Satellite centre where candidates were subjected to different versions of Question 5B (a) on page 16 of 19 of NQF 1 (AET Level 4) Mathematical Literacy question paper.
- The examination started late at SAPS Academy Paarl Prolit, Rustenburg LG SETA Prolit, SAPS Welkom and Project LIT SAPS Nelspruit centres, for various reasons. At Ntsangalala Business Enterprise centre, the question papers arrived late and, consequently, the examination started late.
- The keys to the safe were kept in a SAPS officer's drawer in SAPS Academy Paarl Prolit centre.
- Chief invigilators were not trained in a number of examination centres (See Annexure 5A).
- The invigilator was not attentive, left the examination venue three times during the session, and attended to her cell phone at Abagold Western Cape centre.
- The chief invigilator at Project Literacy SAPS Nelspruit centre reported to the Umalusi monitor that the Human and Social Sciences Level 4 examination was not written because the assessment body failed to deliver the question papers.
- The chief invigilator at Project Literacy SAPS Nelspruit centre also reported that she sometimes received pin codes late (sometimes up to 10 minutes' late).

ii) Technical irregularities:

The only technical irregularities reported were:

- Two candidates were registered for the wrong subjects at the Rustenburg LG SETA Prolit centre.
- Candidates were permitted to write without proper identity documents or admission letters at Ekurhuleni Metro Edenvale and Project Literacy SAPS Nelspruit centres.

b) Irregularities reported by IEB to Umalusi

The IEB did not submit the daily reports during the writing phase, therefore there were no irregularities reported by the IEB to Umalusi.

5.4 Areas of Good Practice

The invigilators checked for hidden notes in the covers of the candidates' calculators at Sibanye Gold Driefontein Satellite centre.

5.5 Areas of Concern

A number of areas of concern were experienced during monitoring by Umalusi. These were:

- Non-compliance levels in the area of preparations for writing and examination rooms or venues was far too high and needs to be addressed as a matter of urgency;
- Non-availability of examination files or records in the examination venues for easy access by the monitors;
- The packaging of examination materials by the courier service or IEB Assessment Matters, which led to a serious packaging irregularity at Sibanye Gold centres; and failure to deliver question papers at Project Literacy SAPS Nelspruit examination centre;
- Lack of monitoring of the examination centres by the assessment body, with only one out of 10 centres monitored by the IEB;
- The lack of training of chief invigilators and the invigilators, which resulted in limited or non-compliance in most examination centres;
- Inconsistency in the training conducted by various people and institutions, such as the Department of Higher Education and Training, which trained SAPS Welkom officials, Project Literacy officials and IEB officials. This has resulted in a lack of uniformity in the execution of examination duties at various centres.

5.6 Directives for Compliance and Improvement

The following measures need be put into place to improve levels of compliance by both the assessment body and the examination centres:

- Intensive and consistent training should be conducted for all involved in the management and administration of examinations, and refresher training should be conducted annually to accommodate newly appointed chief invigilators and new examination centres;
- IEB should instruct the chief invigilators to have their examination files or records updated and these should be kept in the examination venues for easy access by monitors;
- The packaging of examination materials by both IEB Assessment matters and the courier service needs to be closely monitored;
- IEB should improve on the regularity of monitoring of the examination centres to identify centres requiring support and training.

5.7 Conclusion

The details in this report give an indication of the areas of non-compliance and areas of good practice observed by Umalusi during the monitoring of writing of the examinations across the selected IEB centres. The directives for compliance and

improvement require the attention of the IEB, to ensure that examination centres comply with examination regulations and policies.

CHAPTER 6 MONITORING OF MARKING

6.1 Introduction and Purpose

Section 27 (i) sub-paragraph (ii) of the NQF Act 67 of 2008 mandates Umalusi, with respect to its quality assurance role, to ensure the integrity and credibility of examinations is maintained. As such, the IEB has a total responsibility for the conduct, administration and management of the credible marking process of the examinations.

To verify the integrity and credibility of the marking process, Umalusi deployed its provincial monitors to the IEB marking of the November 2016 GETC: ABET Level 4 examination. The aim is to monitor the assessment bodies' compliance with examination policies and regulations that pertain to the conduct, administration and management of examinations.

The purpose of this chapter is to report on the findings gathered from the sample of examination centres monitored. The report will, further, acknowledge areas of good practice, highlight areas of concern, and provide directives for compliance and improvement.

6.2 Scope and Approach

Umalusi conducted monitoring visits to a sample marking centres. During the marking of the November 2016 GETC: ABET Level 4 examinations, Sacred Heart College was the venue IEB used for marking. The centre was monitored on 19 November 2016.

The monitor completed an approved monitoring instrument prescribed for marking by Umalusi. The data was collected through observations, interviews and responses from the marking centre manager about the administration and management of the marking process. The monitor also verified documents available at the marking centre.

The findings are summarised in Section 6.3 below.

6.3 Summary of Findings

The findings below are presented in terms of the criteria prescribed by Umalusi for monitoring the conduct of marking. It must be noted that the monitoring was generally conducted in accordance with Umalusi directives.

It has been reported that the marking of the IEB examination scripts was conducted according to the marking policy and guidelines that the assessment body had

developed. IEB was found compliant in almost all the marking activities as indicated in the table below.

6.3.1 Planning for Marking

It was found that the IEB had complied fully with this criterion. Evidence of planning for marking was available during monitoring. The marking centre manager had a well-developed marking plan that was being implemented. The report indicated that the marking centre management team and all marking personnel reported for duty on 19 November 2016 and the marking was scheduled to be concluded on 20 November 2016. The marking guidelines were received timeously from the materials production section at the IEB Head Office. The materials were delivered directly to the marking venues. The marking proceeded as planned and all marking personnel performed their duties according to plan.

6.3.2 Marking Centres

The IEB assembled its marking personnel at a suitable venue. Eight classrooms were used for the marking and control of scripts; these venues served as such for the duration of marking. On completion of marking, the scripts were moved to the media centre at the college where they would be kept until they were moved to the IEB Head Office on 21 November 2016. The report highlighted that all marking centre venues were neat and the environment was conducive for marking, with sufficient furniture.

Generally, the facilities (i.e. communication, marking rooms, ablutions, eating hall, dietary requirements, etc.) at the marking centre were in good condition, were adequate and were suitable for purpose. The IEB head office personnel at the marking centre used their cell phones for communication. The marking personnel from outside Gauteng were offered accommodation by IEB. The marking centre was open for marking from 08h00 until 17h00.

6.3.3 Security of Examination Materials

The following security measures were in place at the marking venue:

- There was a security guard on duty at the main entrance gate to control access to the premises.
- The facility was provided with burglar-proof gates at the media centre entrance, as well as surveillance cameras and an alarm system in good working order.
- External visitors were escorted through the marking centre, which was managed satisfactorily by the security guards during monitoring.
- Scripts were sent to the marking venues under strict control measures before and after marking;

- Scripts were transported to the marking centre by IEB Head Office staff in IEB vehicles.

In the main, security in the marking venues was adequate. The IEB is to be commended for providing a safe environment that was conducive to marking and securing examination materials.

6.3.4 Training of marking personnel

An experienced, permanent IEB employee, the events manager, was appointed as the marking centre manager. There was no evidence provided to confirm that the centre manager was trained except for a detailed, verbal explanation of the training. Informal one-on-one discussions between the marking centre manager and the IEB senior manager were held.

In terms of the training, it was highlighted that the examiners and internal moderators, the IEB staff including the marking centre manager, assessment specialists and materials production manager attended the planned annual training for all people involved in the management of examinations. However, it was noted from the evidence submitted to the monitor that the last training was conducted on 6 July 2015 in preparation for the cycle of their appointment.

It was evident from the records provided that the markers and script controllers were trained by examiners on 19 November 2016 during the standardisation process. Notably, the marking guideline training was allocated two-and-a-half hours. As part of the training, the markers were given dummy scripts to mark.

6.3.5 Marking procedures

The following marking procedures were noted at the Sacred Heart College marking centre:

- Daily attendance registers, controlled and monitored by the examiners, were signed by all marking personnel when they arrived at and left the marking venues. The marking centre manager played an oversight role.
- No uniform approach to marking was employed, with evidence of examiners taking a mixed approach to question-by-question and whole script methods.
- Marking was supervised by the examiner and internal moderator throughout the marking process.
- Markers were not permitted to change the marking guideline unless they realised during marking that there were responses which had not been included in the marking guideline.
- Controllers checked scripts to ensure that marks were allocated correctly; the assessment specialist also supervised marking when she was available.
- The internal moderator was responsible for reported inaccuracies that occurred during the marking process.

6.3.6 Monitoring of marking

In accordance with the IEB quality assurance protocol that was submitted, it was found that the examiner was responsible for monitoring the performance of the markers' quality and standard of marking, ability to mark as a team and accuracy.

It was noted that the examiner, while moderating, had a responsibility to identify any underperforming markers. Such markers would not be dismissed immediately but would be supported through retraining and pairing with competent markers. Subsequently, scripts would be subjected to thorough moderation.

It was evident that the examiners were responsible for writing marking reports at the end of the marking session. These would be used to inform the selection process for the next marking session.

6.3.7 Handling of irregularities

From the report it was noted that the examiners trained all markers on what constitutes an irregularity and the procedures and protocols to be followed should they detect an irregularity.

It was highlighted that irregularities were managed by a well-constituted Examinations Irregularity Committee comprised of the assessment specialist, the entry and resulting manager, the administrator from the entry and resulting section and a senior manager. The documented protocol for dealing with any examination irregularities was as follows:

- Irregularities are reported to the Irregularity Committee once the assessment specialist has investigated and confirmed them.

While at the marking centre the IEB reported an alleged irregularity that implicated the A4SMME paper, in which the same answers and word-for-word responses had been discovered.

The markers were alerted to these scripts, instructed to be vigilant during the marking and to report the original scripts to the chief marker immediately. It was indicated that the procedure for handling alleged irregularities would then be followed and the alleged irregularity would be dealt with accordingly. The monitor verified the answers on the dummy scripts.

6.3.8 Quality Assurance Procedures

The quality assurance procedures adopted by IEB were informed and well-managed. The procedure entailed the following:

- The quality assurance procedures at the marking venues were the responsibility of the controllers.
- The controllers checked the whole script to ensure that the entire script was marked, that each question had a total, marks were captured per sub-

question and item, that subtotals, totals and final totals were correct, and that the transfer of marks to the cover was correct.

- Marks were captured directly from scripts at the IEB Head Office in the resulting section.

6.3.9 Reports

It was discovered that detailed marking reports were generated by the examiner and the marking team. Where contributions were made through inputs from markers and internal moderators, the composite report was submitted to IEB management.

The IEB developed a standardised template for writing qualitative reports that was completed by internal moderators, who made recommendations. It was clear that there was a system in place to manage and control the receipt of reports from all concerned. The reports were shared with all stakeholders at a User Forum.

The process flow for reporting was noted as follows:

- Examiners send the reports to the materials production manager, who forwards them to the assessment specialist for moderation and quality assurance.
- The assessment body uses the reports to provide feedback to all stakeholders, including the examination centres to which they are sent to assist with centre improvement.

6.4 Areas of Good Practice

A number of areas of good practice were noted during monitoring:

- The environment at the marking centre was conducive to marking.
- Strict measures were in place to ensure security of scripts; and systems were in place to ensure proper management of the marking process.
- Security around the transportation of examination materials from IEB Head Office to the marking centre was tight. IEB-owned vehicles, fitted with a tracker and driven by an IEB driver who was accompanied by an assistant driver, were used.

6.5 Areas of Concern

The following area of concern was noted, which must be addressed:

- The monitoring report was not made available to IEB officials at the marking venue, which created a problem for them.

6.6 Directives for Compliance and Improvement

Based on the findings tabled in this report, the following is a directive for compliance and improvement:

- IEB officials should be made to understand that the findings of Umalusi's marking monitoring reports are tabled at the right forum, through which the results are made known to all relevant stakeholders.

6.7 Conclusion

On the whole, the marking was conducted as per the guidelines and the integrity of the November 2016 GETC: ABET Level 4 examinations under the IEB was maintained. The IEB marking process can therefore be accepted as legitimate and credible.

CHAPTER 7 MONITORING OF THE MARKING GUIDELINE DISCUSSIONS

7.1 Introduction and Purpose

The assessment body submitted a marking guideline together with the question paper of each learning area for external moderation. The marking guideline discussion meetings provided a platform for markers, examiners, internal moderators (IMs) and Umalusi's external moderators (EMs) to discuss and approve the final marking instruments. This is the platform where all possible alternative responses are discussed, considered and approved.

The purpose of the marking guideline discussions is to ensure that all role-players in the marking process have a common understanding and interpretation of the marking guideline. This ensures adherence to the same marking standard. It also ensures that marking is fair, consistent and reliable.

7.2 Scope and Approach

Four out of eight learning areas were sampled for marking guideline discussions. These learning areas were A4CENG, A4SMME, A4MATH and A4NTSC. These learning areas were the same learning areas sampled for verification of marking. Marking guideline discussions meetings for the IEB took place at Sacred Heart College in Observatory, Johannesburg, on 19 and 20 November 2016.

All quality assurance processes, namely marking guideline discussions, moderation of SBA portfolios and verification of marking, were conducted at the same time at the IEB, hence the same sample of learning areas was used.

The IMs, examiners, and markers discussed the marking instruments and considered all possible model answers. The EMs for each learning area attended the marking guideline discussion meetings to:

- Provide guidance regarding the interpretation of the questions and the required responses; and
- Approve the final marking guideline to be used by all markers.

The EM evaluated the finalisation of the marking guideline using the revised 2016 moderation instrument. The revision groups all sub-criteria into five key areas:

- Attendance of IM, moderators, chief markers' and markers;
- Preparation for marking guideline discussions;
- Marking guideline discussions process;

- Sample marking; and
- Approval of amendments to marking guideline.

7.3 Summary of Findings

According to the EMs, it was indicated that the IM, examiners and markers had a clear understanding of the purpose of the marking guideline discussions and their roles during the process. Below is a summary of the findings for each criterion.

7.3.1 Attendance of Internal Moderators, Examiners and Markers

The internal moderators, examiners and markers for A4CENG, A4SMME, A4MATH and A4NTSC from the IEB attended the marking guideline discussions as expected and participated during the marking process thereafter.

7.3.2 Verification of Question Paper

All the external moderators for the learning areas sampled for marking guideline discussions confirmed that the question papers presented were the ones they had approved and were the ones written by IEB candidates during the November 2016 GETC: ABET L4 examinations.

7.3.3 Preparations for Marking Guideline Discussions

The internal moderators for A4CENG, A4NTSC, A4SMME and A4MATH led marking guideline discussions in their groups. There were no examination papers pre-marked by the IEB markers prior to attending the marking guideline discussions. The internal moderator and chief marker did not make any amendments to the marking guideline in preparation for the discussions.

7.3.4 Marking Guideline Discussions Process

The internal moderator chaired the discussions while the other participants, namely the chief marker, examiner and the markers, formed the discussion panel for each question paper.

All participants in the A4CENG and A4NTSC groups marked dummy script. On completion, a discussion took place to establish which items markers may have marked differently, that is, after being given the official marking guideline to use for comparison purposes. Thereafter markers were asked to start the official marking.

In all learning areas marking of the examination scripts started only once the IM was satisfied that all markers had an acceptable level of understanding and competence to mark the scripts.

The IM consulted the EM as and when necessary. The EM advised the panel when necessary and played the role of mediator.

7.3.5 Sample Marking

The chief markers, examiners and the internal moderators for A4CENG, A4SMME, A4MATH and A4NTSC all participated in marking sample papers before actual marking began. Samples papers were then used as a source for the marking guideline discussions.

7.3.6 Approval of Amendments to Marking Guidelines

The EMs for the IEB learning areas sampled for verification acted as advisors during the marking process. They also signed-off on the approved marking guidelines.

7.4 Areas of Good Practice

The following were noted as areas of good practice:

- The panel discussions and marking of dummy scripts ensured that all participants developed a common understanding of the marking process, which had to be followed.

7.5 Areas of Concern

The following concerns were identified during moderation of SBA portfolios:

- The internal moderators and chief markers did not, prior to the marking guideline discussions, work through the question papers and marking guideline to prepare possible alternative answers. This delayed the marking process.

7.6 Directives for Compliance and Improvement

IEB must consider the following directives for compliance and improvement:

- The IEB must ensure that all internal moderators and chief markers develop a draft guideline in preparation for the marking guideline discussions.

7.7 Conclusion

The marking guideline discussion meetings served the intended purpose to improve the quality of the marking guideline and to ensure that all possible responses had been considered. Amendments made to the moderated A4NTSC and A4CENG marking guidelines were mostly technical and did not compromise the examination or marking process.

Umalusi moderators approved all recommended changes to the marking guidelines as they believed that the exercise had improved the quality of the marking guidelines.

CHAPTER 8 VERIFICATION OF MARKING

8.1 Introduction and Purpose

Verification of marking is a critical process in the quality assurance of an examination because the marking process involves a large number of people, each of whom may have a slightly different interpretation of the question paper and the marking guideline.

Verification of marking validates the process of marking, evaluates adherence to marking standards, and determines whether marking conducted at a centre adhered to the marking guideline approved by the external moderators after the marking guideline discussions. External moderators also scrutinise answer scripts for possible irregularities.

8.2 Scope and Approach

Umalusi conducted on-site verification of marking at Sacred Heart College in Observatory, Johannesburg, on 19 and 20 November 2016. The external moderators sampled a total of 82 scripts for the four learning areas over the two-day verification period. The external moderators also verified the marking guideline discussions and the SBA portfolios during this period.

The external moderators verified the marking of scripts for A4SMME, A4CENG, A4MATH and A4NTSC using the revised 2016 verification of marking instrument. The revision of the marking instrument groups all sub-criteria into five key areas:

- Adherence to marking memorandum;
- Quality and standard of marking;
- Irregularities;
- Performance of candidates; and
- Findings and suggestions.

8.3 Summary of Findings

The following is a summary of the findings of the verification of marking, as observed by the external moderators:

8.3.1 Adherence to Marking Guideline

The marking guidelines for the four learning areas were approved after rigorous and fruitful discussions. From a total of 22 candidate scripts sampled for A4NTSC, two had a variance of nine marks.

In A4CENG and A4MATH, markers did not fully adhere to the marking guideline. There was evidence that markers credited incorrect responses and in some instances failed to credit correct responses.

In A4SMME challenges with adhering to the marking guideline resulted in differences to the moderators' marks of between one and two marks.

8.3.2 Quality and Standard of Marking

The Umalusi external moderator found discrepancies in mark allocation for A4CENG. These are shown in Table 8A below.

Table 8A: Incidence of non-adherence to marking guideline

| Name of Centre | Candidate's Name | Marker's Mark | Moderated Mark | Mark Difference |
|----------------|--------------------|---------------|----------------|-----------------|
| Sibanye Gold | Nonceba Dubani | 23 | 25 | 2 |
| Sibanye Gold | Sindiswa Gxalatana | 20 | 25 | 5 |

As seen above, it was of concern to find a difference of five marks during moderation. The external moderators for A4MATH, A4SMME and A4NTSC indicated that no scripts from their samples had mark allocation errors. The scripts they sampled had been well moderated by the internal moderators, who were able to detect and correct marking errors. The same internal moderators also detected mark transfer errors which were rectified before external moderation was conducted.

8.3.3 Irregularities

The external moderators were vigilant in identifying possible irregularities. They also asked the markers to pay special attention to this aspect during the marking process. Irregularities were noted in the samples for A4NTSC and A4SMME. Table 8B below gives an indication of the types of irregularities that were picked up during external moderation by the two external moderators:

Table 8B: Suspected irregularities identified in A4NTSC and A4MATH

| Centre | Candidate | Question Number | Details |
|---------------|--------------|-----------------|--|
| A4NTSC | | | |
| 9873 | 165581444466 | Q3 | All 5 candidates copied this question word-for-word. They all did not attempt Question 2 |
| 9873 | 165581444470 | Q3 | All 5 candidates copied this question word-for- |

| Centre | Candidate | Question Number | Details |
|---------------|-------------------------------------|--|---|
| | | | word. They all did not attempt Question 2 |
| 9873 | 165581444475 | Q3 | All 5 candidates copied this question word-for-word. They all did not attempt Question 2 |
| 9873 | 165581444477 | Q3 | All 5 candidates copied this question word-for-word. They all did not attempt Question 2 |
| 9873 | 165581444478 | Q3 | All 5 candidates copied this question word-for-word. They all did not attempt Question 2 |
| 4492 | Khanyile & Ngcobo | Q2 | All 5 candidates copied this question word-for-word. They all did not attempt Question 2 |
| A4SMME | | | |
| 2797 | 162797452983 and 162797452991 | 4.2/4.3/4.4/5.11/5.12/5.3 /5.4/6.1.1/6.1.2/6.2/6.3 | Answers identical |
| 2797 | 162797452986 and 162797452989 | Q7 | Answers identical |
| 2797 | 162797452993 and 162797452987 | 4.1.1/4.1.2/4.2/4.3/4.4/5. 2/5.3/5.4/6.1.2/6.2/6.3/ 7.1/7.2/7.3/7.4/7.5/7.6/ 7.7/ 7.8 | Answers identical |
| 2797 | 162797452988 and 162797452990 | 6.1.1 / 6.1.2/ 6.2/ 6.3 | Answers identical |
| 9873 | 165581444470/78/ 75/64/77/66 | 4.1.1/4.12/4.3/4.4/5.2/ 5.3/5.4/6.1.2/6.2/6.3/7.1 /7.2/7.3/7.4/7.5/7.6/7.7/ 7.8/7.9/7.10/7.11/ 7.12/ 7.13/ | All 6 candidates had similar/same answers for all the questions. Similarities throughout all 6 question papers. |

| Centre | Candidate | Question Number | Details |
|---------------|--|--|---|
| A4MATH | | | |
| 2731 | 152731407868 162731452284 162731452282 | 1B: $a + c$ 2A: a(iii),b(i) 2B: b(ii),(iii) and c 4A:a+b 4B: a (ii),(iv) ,(d) 5B:b (i),(ii) | Candidates wrote same incorrect answers, wording and working in these questions |
| 6752 | 166752451778 166752451779 | 1A: $b + c + e$ 1B:c and 1C: $b + c$ 2A: b(ii) 2B: b(i),(ii),(iii) and c 4A: a, b, d, e and f 4B: a (ii),(iii) and (iv) 4C: a(ii) and (iii) 5A: $a + b$ 5B: b(i) | Candidates wrote same incorrect answers, wording and working in these questions |
| 1823 | 161823452741 161823452743 161823452744 | 1A: a, b and e 1B: b 2A: b (i) 2B: $b + c$ 3A: a(ii) 4A: $d + f$ 4B: a (ii) and (iv) 4C: a 5B: a, b(i) and 5C: a | Candidates wrote same incorrect answers, wording and working in these questions |
| 3866 | 153866407744 | 1A:a, 1B: c | Candidates wrote same incorrect answers, wording and working in these |

| Centre | Candidate | Question Number | Details |
|---------------|--|--|---|
| A4MATH | | | |
| | 153866407743 153866407742 163866452119 | 2A:a ,2B:b(ii),(iii), c 3A:b, 3B:b + c 4A:b+ f 4B: a(iii),d 4C:a,b,c 5A:b+d 5B:a,b(i),(ii) and c 5C:a | questions |
| 6751 | 136751319785 166751452042 | 1A:a,b,d 2A(ii) 2B:b(i) and (c) 5A: b, c(i),(ii) 5B: a ,b(i),c | Candidates wrote same incorrect answers, wording and working in these questions |

IEB markers noted anomalies as they were marking in the cases above and the internal moderator confirmed their findings. The IEB was requested to conduct an internal investigation into the alleged irregularities and to submit a detailed report to Umalusi before the scheduled standardisation meeting in December 2016.

8.3.4 Performance of Candidates

The external moderation instrument was amended to record and analyse candidates' performance from the moderated sample. A spreadsheet was added to the moderation instrument. The following figures indicate the performance of candidates sampled per learning area:

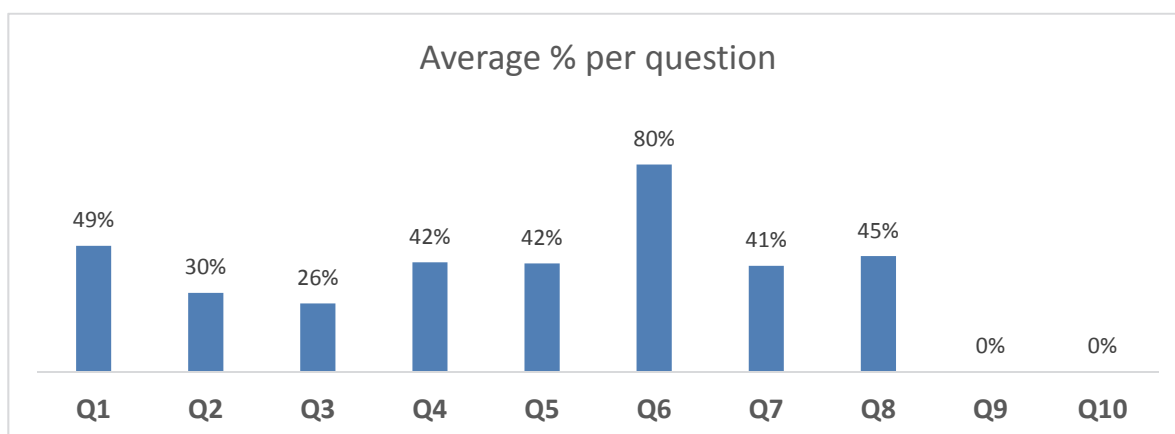


Figure 8A: Candidate performance per question – A4NTSC

As indicated in Figure 8A, candidates performed well in Questions 1, 4, 5, 6, 7 and 8. Averages range between 41% and 80%. The highest average (80%) was observed in Question 6, which related to energy saving measures. Candidates performed poorly in Questions 2 and 3, with Question 2 having the lowest average (26%). Question 2 concerned separation of mixtures and Question 3 electrostatics.

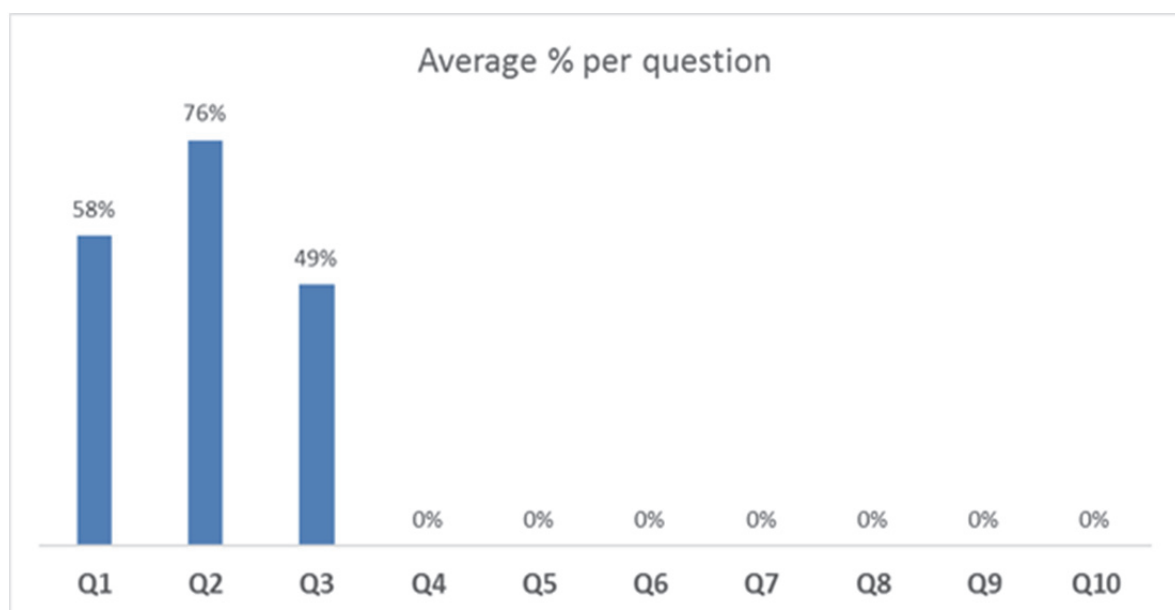


Figure 8B: Candidate performance per question – A4CENG

The candidates sampled performed well. The highest average for Communication in English was 76%, for Section B. Section C had the lowest average (49%) of all three sections. The highest score among the 20 sampled scripts was 73% and the lowest was 32%. Table 8B below shows the distribution of scores for the 20 scripts that were sampled.

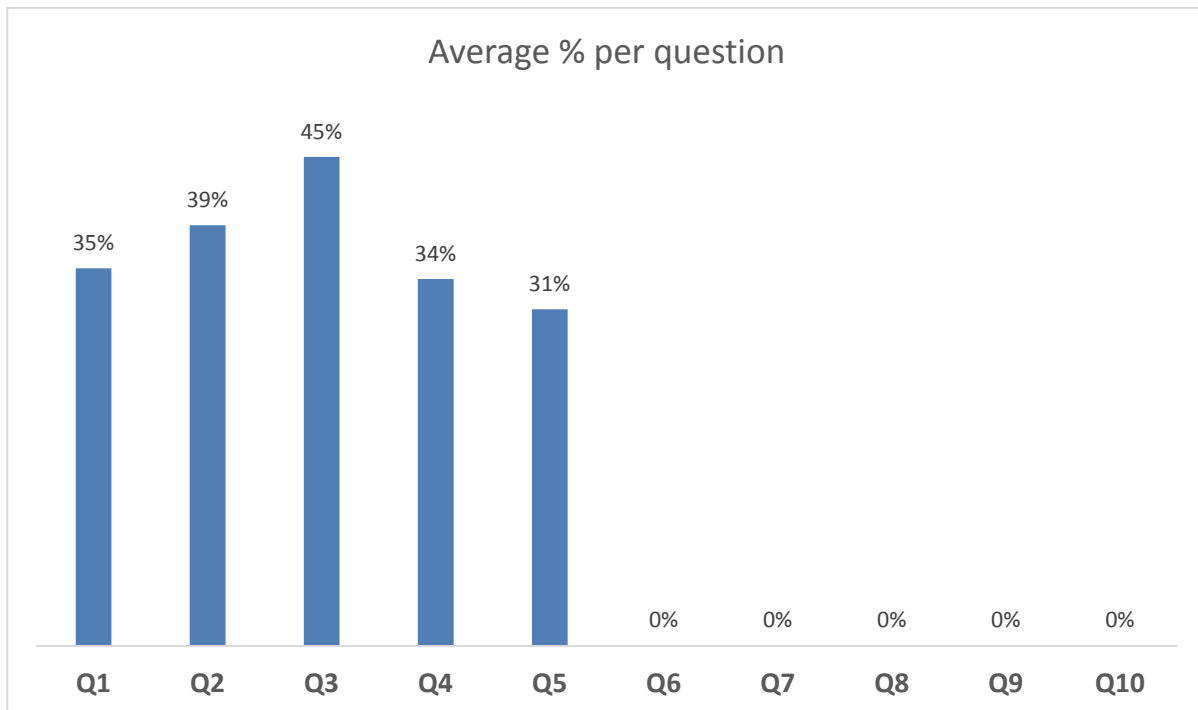


Figure 8C: Candidate performance per question – A4MATH

Figure 8C indicates that sampled candidates performed fairly well in Question 3. The average performance was 45%. The performance average for all other A4MATH questions was lower than 40%. Table 8C below shows the distribution of marks of 32 scripts verified by the external moderator. Marks obtained by candidates ranged between 10% and 89%.

The external moderators reported that marking was fair, valid and reliable as the markers adhered to the approved guidelines and applied good marking principles. However, there were cases of non-adherence to the marking guidelines.

8.4 Areas of Good Practice

The following was noticed as good practice:

- The internal moderators and examiners were present in the marking rooms for the duration of the marking process and provided support to the markers during the marking process at all times.
- The fact that Umalusi external moderators identified centres they intended to verify encouraged markers to pay more attention to the selected scripts.

8.5 Areas of Concern

The following areas of concern were identified:

- The high number of irregularities and their nature were a cause for concern. It was disturbing to find candidates' scripts, such as the A4NTSC scripts, with similar responses to Question 5, and candidates responding in the same manner and wording.
- The high incidence of marker inconsistency during marking.
- The IEB markers attended the marking sessions without pre-marking dummy scripts. This was evident among A4CENG markers.

8.6 Directives for Compliance and Improvement

The following directives are given to improve the marking of the GETC: ABET Level 4 examinations:

- The IEB is required to investigate the alleged irregularities observed during the verification of A4MATH, A4NTSC and A4SMME candidate scripts and to submit a report to Umalusi.

8.7 Conclusion

Overall, the quality and standard of both marking and internal moderation can improve given the anomalies noted above. The assessment body was in most instances able to comply with the moderation requirements.

Currently indications are that measures to ensure that marking is consistent, fair and reliable are well articulated by various IEB officials, the quality assurer official and Umalusi external moderators. The internal moderators and the examiners supported the markers very well and ensured good quality marking in line with national standards.

CHAPTER 9 STANDARDISATION AND VERIFICATION OF RESULTS

9.1 Introduction and Purpose

Standardisation is a statistical process used to mitigate the effects on performance of factors other than learners' ability and knowledge. The standardisation of examination results is necessary in order to reduce the variability of marks from year to year. The sources of variability may occur due to the standard of question papers, as well as the in the quality of marking.

The *GENFETQA ACT of 2001* as amended in 2008; Section 17 A. (4) states that Umalusi Council may adjust raw marks during the standardisation process.

9.2 Scope and Approach

The Independent Examinations Board (IEB) presented eight learning areas for the statistical moderation of the GETC: ABET Level 4, comprising of eight LAs for the November examination and 2 LAs for the October Examination on Request (EOR). Furthermore, Umalusi verified the capturing of marks at the IEB Head Offices in Parkton Johannesburg.

Standardisation involves various processes that are intended to ensure that the procedure is carried out accurately. These include the verification of subject structures and electronic data booklets, development norms, and the approval of adjustments. During the standardisation process, qualitative inputs from external moderators, internal moderators and post examination analysis reports, were taken into consideration. The principles of standardisation were also considered to inform the final decisions.

9.3 Summary of Findings

9.3.1 Development of Historical Averages

The existing subject structures and the historical averages developed in the previous examinations were utilised.

9.3.2 Capturing of Marks

Umalusi monitored the capturing of marks at the IEB offices. The monitoring included the verification of the availability and implementation of guidelines or procedural documents used for the authentication of mark sheets, the capturing of examination marks, the appointment and training of data capturers, the management of capturing centres and the security systems for the examination materials.

Policy guidelines and the management plan for the capturing of marks were availed to the monitor during the verification of the capturing of examination marks. The capturing of examination marks was in line with the management plan provided.

There were adequate personnel appointed at the capturing centre for the capturing of marks. IEB appointed 46 data capturers on a contract basis to capture marks. All the contracted data capturers signed contracts as evidence of employment. The capturing coordinator who is a permanent employee of IEB trained all contract workers appointed for capturing. The assessment body provided a detailed training programme for the system administrator; capturing coordinator and data capturers as well as the attendance register and the training manual were as evidence of training. All personnel in charge of and appointed for data capturing signed the declaration of secrecy (confidentiality) before the assumption of duty.

The IEB captured marks online directly from the scripts and used an online double capturing method to authenticate marks. There were dedicated data capturers and verifiers i.e. no capturer is responsible for both capturing and verifying the captured marks. The capturer captured the total marks obtained, the verifier captured marks per question, and the system works out the total and compares it with the total marks captured by the first capturer. Non-alignment of marks resulted in the rejection of marks, and marks are re-verified.

The capturing facilities were under 24-hour security surveillance. The IEB kept all examination materials at the capturing control room and transferred them to the IEB office daily after capturing. Security personnel available at the centre escorted visitors to the venue.

The following contingency measures were in place: an IT specialist and standby generator were available in case of power failure and they ensured a daily backup of the data captured.

9.3.3 Electronic Datasets and Standardisation Booklets

The IEB submitted the electronic data sets for verification before the printing of the final standardisation booklets. The verification and approval of electronic booklets was at fist moderation. The verification and approval involved the following: the statistics distribution, raw mark distribution and the graphs per subject, paying particular attention to different colours and raw mark adjustments as well as the pair's analysis and the percentage distribution per subject.

9.3.4 Pre-Standardisation and Standardisation

The Assessment Standards Committee considered the external moderators' report as well as the standardisation principles and the pair's analysis in determining the final adjustments per subject.

9.3.5 Standardisation Decisions

The decisions for the November 2016 examination and the October EOR for the GETC: ABET level 4 qualification were as outlined below:

Table 9A: Standardisation Decisions

| Description | Total |
|---|----------|
| Number of instructional offerings presented | 8 |
| Raw marks | 5 |
| Adjusted (mainly downwards) | 3 |
| Number of instructional offerings standardised | 8 |

9.3.6 Post Standardisation

The approval for the adjustments for the November examination happened at first moderation. Since the final decision for all subjects for the October EOR was raw, mark the assessment body was not required to resubmit the data for approval. The verification and approval for statistical moderation and the candidate record for both examinations during at first moderation.

9.4 Areas of Good Practice

The following areas of good practice were noticed:

- The IEB used the “double capture” method as per requirements
- The IEB maintained very good security of mark sheets.
- The process/procedure document is detailed.
- The IEB’s prompt rectification of data sets and submission of booklets within the requested timeframe is commendable.

9.5 Areas of Concern

The following area of concern was observed:

- The IEB could not provide evidence of criteria for the selection of its data capturers.

9.6 Directives for Compliance and Improvement

The following directive must be implemented:

- The IEB needs to develop criteria for the selection of its data capturers.

9.7 Conclusion

Although there was no document to show the selection of markers, this did not compromise the credibility and integrity of the IEB November 2016 GETC ABET Level 4 Examinations.

CHAPTER 10 CERTIFICATION

10.1 Introduction and Purpose

This chapter serves to inform interested parties of the current state of the certification of student achievement for the General Education and Training Certificate: (GETC-ABET Level 4), a qualification at Level 1 on the NQF. This chapter will focus on certification by the IEB as assessment body.

Umalusi affirms the adherence to policies and regulations promulgated by the Minister of Higher Education and Training for the GETC.

Through the founding amended General and Further Education and Training Act (GENFETQA) 2001 (Act No. 58 of 2001), Umalusi is responsible for the certification of student achievements for South African qualifications registered on the General and Further Education and Training Sub-framework of the NQF. These include the GETC.

Certification is the culmination of an examination process conducted by an assessment body, in this instance the IEB, which is provisionally accredited by Umalusi.

This process has a number of different steps, commencing with the registration of candidates and ending with the writing of the examination. After the candidate has written the examination, administered by the assessment body, the examination scripts are marked, the marks are processed, and only after quality assurance and approval by Umalusi, are candidates presented with individual statements of Results. These are preliminary documents outlining the outcomes of the examination and issued by the assessment body. The statement of Results, in due time, is replaced by the final document, a certificate, issued by Umalusi.

To give further effect to its certification mandate, Umalusi must ensure that certification data have been submitted in the format prescribed by Council, and that the data are both valid and reliable. For that reason, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when they submit candidate data for the certification of a specific qualification.

The IEB must therefore ensure that all records of candidates who registered for the GETC: ABET Level 4 examinations are submitted to Umalusi for certification. It is imperative that datasets also include the records of candidates who have not qualified for a certificate. These would be candidates who withdrew from the course/qualification (that is, candidates who registered to write examinations, but did not write any subjects) as well as those who failed all subjects (candidates who wrote the examination, but did not pass any subject).

On receipt of these data, Umalusi verifies that the certification request corresponds with the quality assured results. Where these do not correspond, IEB is obliged to supply supporting documentation and explanations for such discrepancies. This process serves to ensure that the candidate is not inadvertently advantaged or disadvantaged as a result of a possible programme and/or human error; it also limits later requests for the re-issue of an incorrectly issued certificate.

The closing of the examination cycle is confirmed by the issuing of learning area certificates and confirmation of those candidates who have not qualified for any type of certificate, viz. instances where candidates failed all subjects or did not write the examination.

Umalusi charges private assessment bodies, of which IEB is one, certification fees.

10.2 Scope and Approach

The GETC: ABET Level 4 examination provides an opportunity for candidates to accumulate credits toward the qualification across a number of examinations. Each examination is certified and the candidate receives a learning area certificate for those learning areas passed, or a GETC, should they qualify for such. The results of more than one examination sitting can be combined for the awarding of the GETC qualification, once the candidate has achieved the requisite number of credits.

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

Officials from the Certification Sub-unit visited IEB to evaluate its readiness to conduct the examinations (state of readiness), which forms the basis for this report, along with the certification of candidate records, for the period 1 December 2015 to 1 December 2016.

10.3 Summary of Findings

During the state of readiness visit it was found that the IEB made use of an online registration system. Not all adult education centres had access to this system.

Registration processes allowed for each candidate to sign a declaration on the correctness of captured information. The IEB made use of a double capture method when capturing marks. The IEB submitted 26 datasets during the period 1 December

2015 to 1 December 2016. The following were the results of the records on the datasets¹:

Table 10A: Certified Results from 1 December 2015 to 1 December 2016.

| Examination Date | LA Certificate | GETC | Failed All | Withdrawn | Rejected |
|-------------------------|-----------------------|-------------|-------------------|------------------|-----------------|
| October 2012 | 0 | 0 | 0 | 0 | 1 |
| April 2014 | 1 | 0 | 0 | 0 | 0 |
| June 2014 | 0 | 1 | 0 | 0 | 0 |
| September 2014 | 393 | 0 | 114 | 0 | 1 062 |
| October 2014 | 0 | 0 | 0 | 0 | 385 |
| May 2015 | 1 | 0 | 0 | 0 | 0 |
| June 2015 | 0 | 0 | 0 | 0 | 5 |
| August 2015 | 88 | 0 | 8 | 0 | 10 |
| September 2015 | 147 | 0 | 20 | 0 | 85 |
| October 2015 | 885 | 0 | 425 | 0 | 92 |
| December 2015 | 299 | 0 | 96 | 0 | 14 |
| February 2016 | 101 | 0 | 42 | 0 | 16 |
| March 2016 | 47 | 0 | 11 | 0 | 2 |
| April 2016 | 79 | 0 | 16 | 0 | 183 |
| May 2016 | 85 | 0 | 6 | 0 | 3 |
| June 2016 | 276 | 0 | 101 | 0 | 125 |
| July 2016 | 188 | 0 | 39 | 0 | 177 |
| August 2016 | 131 | 0 | 38 | 0 | 12 |
| TOTAL | 2 721 | 1 | 916 | 0 | 2 172 |

¹ Where more than one dataset was received for the same examination date, the results have been summarised.

Table 10B: Certificates Issued Between 1 December 2015 to 1 December 2016

| Type of Certificates Issues | No. of Certificate |
|--|--------------------|
| Learning area certificate | 2 721 |
| GETC | 0 |
| Replacement (change of status) ² | 88 |
| Replacement learning area certificate (lost) | 0 |
| Replacement GETC (lost) | 0 |
| Re-issue learning area certificate | 0 |
| Re-issue: GETC | 0 |
| Total | 2809 |

10.4 Areas of Good Practice

The following areas of good practice were noted:

- The assessment body has a good registration system in place.
- Marks were double captured, as well as captured per question, providing the assessment body with the means to determine the per question results of all candidates. This meant that they were able to determine where candidates were faring well, which areas of the curriculum may require further attention from educators/facilitators, or where to investigate whether a question has been poorly phrased, etc.

10.5 Areas of Concern

The following areas of concern were noted:

- There were no checks in place to ensure that a capturer did not inadvertently capture the same candidate's mark twice.
- Fifty-nine percent of records received were rejected. This was too high and needs investigation and correction. It was also noted that in most instances only a single dataset had been received for the examination date, implying that rejected records had not been corrected and re-submitted for certification. This disadvantaged candidates and meant that the examination cycle had not been completed.

² A combination of learning area certificates from various examination dates, where the candidate now qualifies for the awarding of the full qualification.

10.6 Directives for Compliance and Improvement

The following directives require compliance to improve the IEB's certification process:

- The IEB should ensure that validations are put in place on the IT system to prevent a capturer from inadvertently capturing the same candidate's mark twice.
- Rejected records must be corrected and re-submitted to Umalusi for certification.

10.7 Conclusion

This chapter dealt with the certification of students who wrote the GETC: ABET Level 4 examinations. Findings regarding certification processes included good practice by the assessment body, areas of concern and directives for compliance and improvements.

ACKNOWLEDGEMENTS

The compilation of this report was made possible by the valuable contributions of the following individuals and groups of people:

The team of Umalusi external moderators, for their tireless dedication and personal sacrifices made in their endeavours to conduct the moderation work in the best way possible. Thank you for the comprehensive and analytical reports, resulting in the compilation of this report:

- Mr Ravin Gayadeen
- Dr Marimuthy Govender
- Ms Raesetja Mogoroga
- Mr Donald Hanneman
- Mr Ishmael Kungwane
- Dr Reginald Monyai
- Ms Zodwa Khumalo
- Mr Sylvester Sibanyoni
- Ms Jayshree Singh

Umalusi staff in the Quality Assurance of Assessment Unit:

- Mr Andy Thulo and his team of Monitors who contributed the chapters on the monitoring of the writing and marking phases of the examination.
- Mr Frank Chinyamakobvu, who evaluated, synthesised and consolidated the individual reports from the external moderators into this report.
- Dr Nkoloyakhe Mpanza, for the critical reading.
- Lizeka Zimase and Nthabiseng Matsobane, for their commitment and assistance in planning all logistics.

Ms Bridget Mthembu, for reporting on standardisation and resulting of the GETC: ABET Level 4 examinations.

Ms Anne McCallum, for reporting on certification processes of the GETC: ABET Level 4 examinations.

Ms Kathy Waddington, for the efficient editing of the report.

Ms Faith Ramotlhale, for overseeing the editing of the report and for her analytical eye and constructive feedback.

Ms Zodwa Modimakwane, for overall quality assurance of the report.

All members of the Assessment Standards Committee and the Executive Committee of Council, who provided invaluable support and advice.

The staff of PR & Communications Unit, for their support and coordination of the project:

- Mr Lucky Ditaunyane
- Mr Sphiwe Mtshali

Ms Annelize Jansen van Rensburg, for the effective layout, typesetting and printing of the report.



37 General Van Ryneveld Street, Perseus Technopark, Pretoria

Telephone: +27 12 349 1510 • Fax: +27 12 349 1511

E-mail: Info@umalusi.org.za • Web: www.umalusi.org.za

 UmalusiSA |  @UmalusiSA

UMALUSI



Council for Quality Assurance in
General and Further Education and Training