



Western Cape
Government

Education



ABET LEVEL 4 EXAMINATIONS NOVEMBER 2013 REPORT

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LIST OF LEARNING AREA CODES

No	Learning Areas	Code
1	Ancillary Health Care	ANHC4
2	Applied Agriculture and Agricultural Technology	AAAT4
3	Arts and Culture	ARTC4
5	Early Childhood Development	EDVC4
4	Economic and Management Sciences	EMSC4
6	Human and Social Sciences	HSSC4
7	Information and Communication Technology	INCT4
8	Language, Literacy and Communication: Afrikaans	LCAF4
9	Language, Literacy and Communication: English	LCEN4
10	Language, Literacy and Communication: IsiXhosa	LCXH4
11	Life Orientation	LIFO4
12	Mathematical Literacy	MLMS4
13	Mathematics and Mathematical Sciences	MMSC4
14	Natural Sciences	NATS4
15	Small, Medium and Micro Enterprises	SMME4
16	Technology	TECH4
17	Travel and Tourism	TRVT4
18	Wholesale and Retail	WHRT4

1. INTRODUCTION

Adult Education is identified as a priority in South Africa and plays a vital role in equipping adult learners with the necessary knowledge, skills and values in order to be functional in society and to contribute to the development of the community and the economy.

The General Education and Training Certificate (GETC): Adult Basic Education and Training (ABET) qualification is a National Qualification Framework (NQF) Level 1 qualification that enables adult learners to acquire the necessary competencies in order to access further education and training, career development and employment opportunities.

2. BACKGROUND

The November 2013 ABET Level 4 examinations were conducted in accordance with the *National Policy on the Conduct of the ABET Level 4 Examinations (2002)*.

Districts conducted their standard-setting meetings in February 2013, for all centres to acquire an understanding of what was expected of them in terms of teaching, learning, assessment and moderation. Feedback on the November 2012 examinations was also provided to the AET centre managers, teachers and AET curriculum advisers.

3. CONDUCT, ADMINISTRATION AND MANAGEMENT OF THE NOVEMBER 2013 EXAMINATIONS AND ASSESSMENT

3.1 REGISTRATION

In the Western Cape, 114 centres registered candidates for the November 2013 ABET Level 4 examinations compared to 113 centres registered in November 2012. Registrations for the examinations came from 88 Public Adult Centres across the province, 15 Correctional Services institutions and 11 private centres. A total of 4 776 candidates registered for one or more learning areas. There were a total of 19 450 learning area entries, compared to 16 987 in November 2012 and 14 149 in November 2011. This significant increase in the learning area entries is encouraging and demonstrates that the WCED is increasing access to learning opportunities for adults. The registration data per district is presented in table 1 and graph 1.

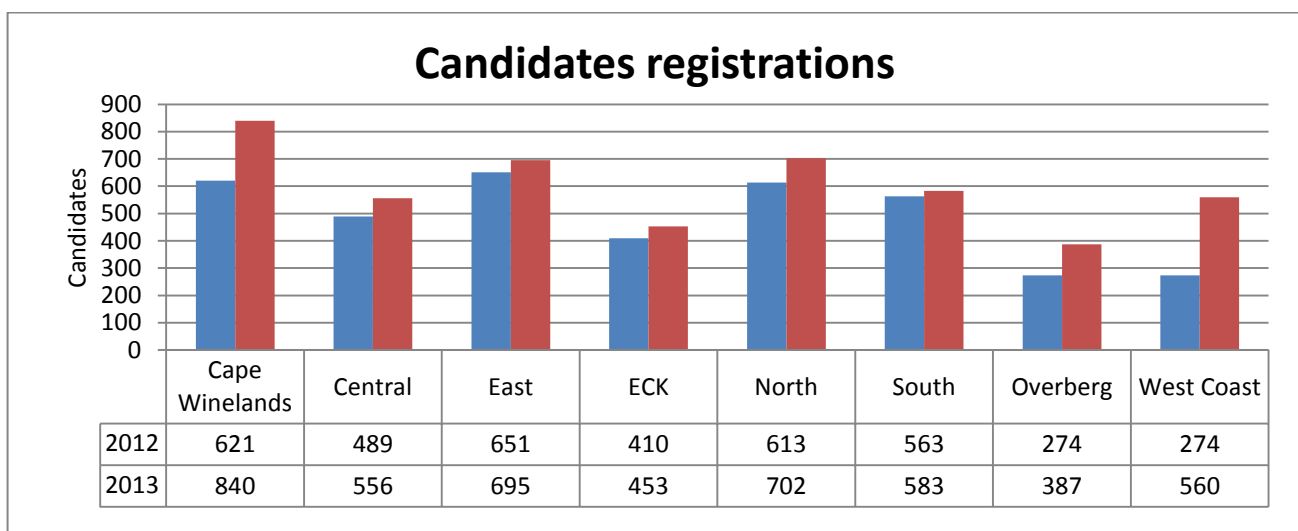
3.1.1 Registration per District

Table1: ABET Level 4 registration data for districts in the Western Cape for November 2013

District	Number of centres	Number of learners registered	Number of learning area registrations
Cape Winelands	21	840	2 974
Metro Central	12	556	2 394
Metro East	10	695	3 306
Eden & Central Karoo	18	453	1 622
Metro North	18	702	3 015
Metro South	15	583	2 747
Overberg	10	387	1 503
West Coast	10	560	1 889
TOTAL	114	4 776	19 450

Metro East Education District had the highest number of candidates that entered for the examinations followed by Metro North Education District. Eden and Central Karoo and Overberg Education Districts had the lowest number of candidates compared to other education districts.

Graph 1: Registration data per district for ABET Level 4 examinations (November 2012 – 2013)



The Education districts that significantly increased the number of registered candidates included Cape Winelands with 219 more candidates, Overberg with 113 additional candidates and West Coast with 286 additional candidates in 2013 compared to 2012.

3.1.2 Registrations per learning area

Table 2: Registration of candidates per learning area

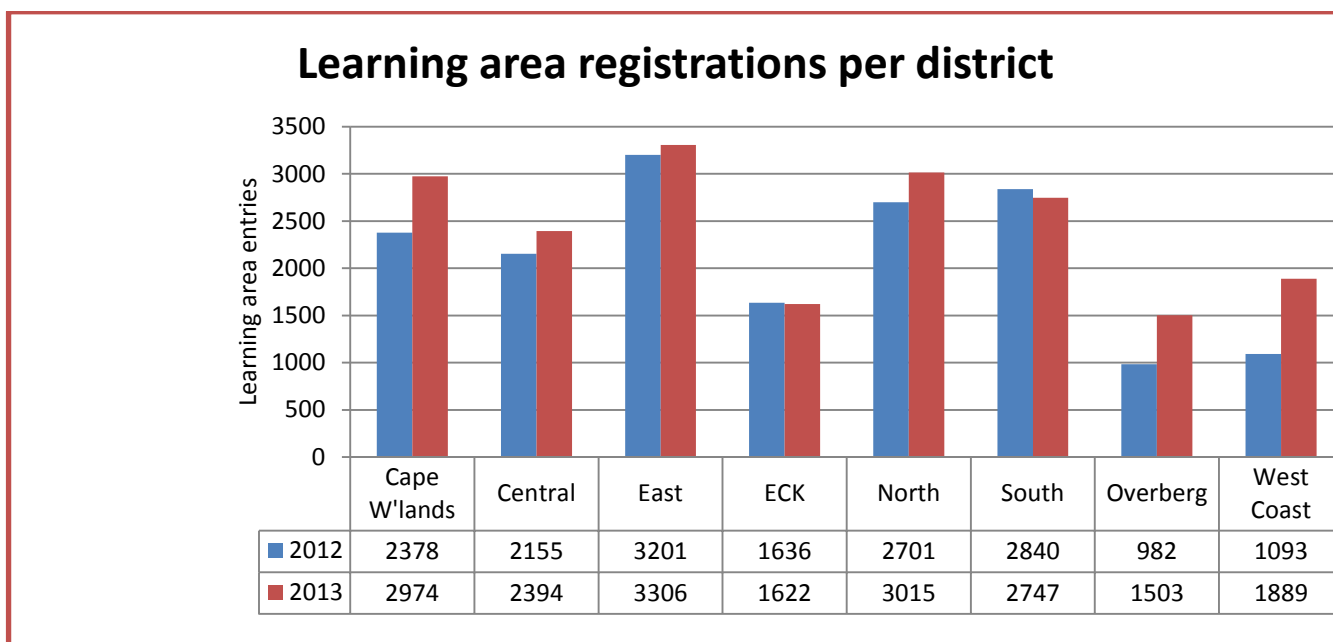
Learning area	Type of learning area	2013	2012	Difference	% Difference
Ancillary Health Care	Elective	1808	1828	-20	-1.1
Applied Agriculture and Agricultural Technology	Elective	65	49	16	32.7
Arts and Culture	Elective	200	215	-15	-6.9
Early Childhood Development	Elective	179	92	87	92.6
Economic and Management Science	Elective	689	623	66	10.6
Human and Social Sciences	Elective	264	265	-1	-0.3
Information and Communication Technology	Elective	378	99	279	281.8
LLC Afrikaans	Fundamental	1426	1070	-356	-33.3
LLC English	Fundamental	2669	2464	205	8.3
LLC isiXhosa	Fundamental	632	734	-102	-13.8
Life Orientation	Core	3586	3214	372	11.6
Mathematical Literacy	Fundamental	3873	3086	787	25.5
Mathematics and Mathematical Sciences	Fundamental	36	46	-10	-21.7
Natural Sciences	Elective	312	265	47	17.7
Small, Medium and Micro Enterprises	Elective	973	872	101	11.6
Technology	Elective	143	73	70	95.9
Travel and Tourism	Elective	2189	1992	197	9.9
Wholesale and Retail	Elective	28	0	0	0
Total number of entries	18	19 450	16 987	2 463	14.5

There was a significant increase of 281.8% in the registrations of Information and Communication Technology (INCT) followed by 95.9 and 92.9 in Technology and Early Childhood Development

(ECD) respectively. It is worth noting that INCT and ECD were introduced for the first time in 2012 and the uptake in these two vocational learning areas is welcomed.

The significant increase in the number of candidates entering LLC Afrikaans, LLC English and Mathematical Literacy is encouraging. Furthermore there was also a significant increase in the number of candidates registering for Natural Sciences, Life Orientation, Economic and Management Sciences, Small Medium and Micro Enterprises and Tourism. Overall there was an increase of 2 463 learning area entries in 2013 compared to 2012.

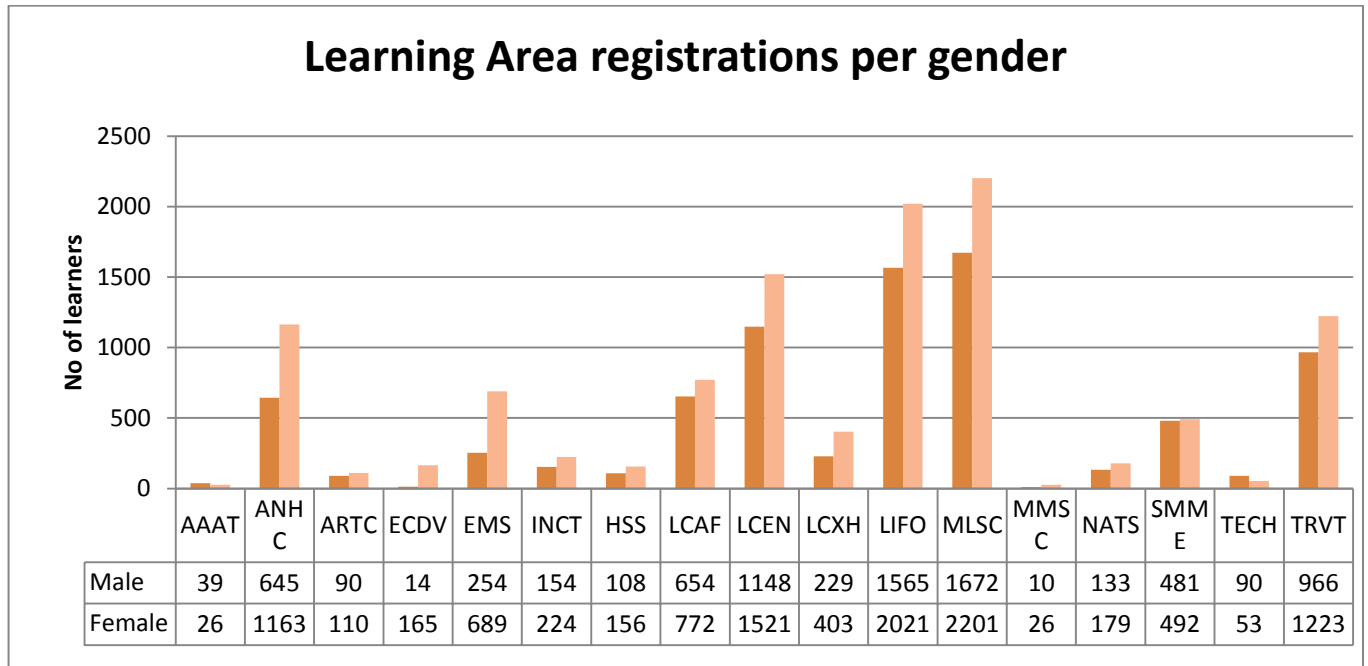
Graph 2: Registration of candidates per learning area



The most popular learning areas were Mathematical Literacy (3 873 entries), LLC: English (2 669 entries), Travel and Tourism (2 189 entries) and Ancillary Health Care (1 808 entries). Very few candidates registered for Applied Agriculture and Agricultural Technology (65 entries) and Mathematics, Mathematical Sciences (36 entries). A total of 3 586 candidates registered for Life Orientation which is the only core learning area.

3.1.3 Registration according to Gender

Graph 3: ABET Level 4 Gender Registrations per learning area



More females registered for vocational learning areas such as Ancillary Health Care and Early Childhood Development as these learning areas can assist them in gaining employment at adult homes and day care centres. More males were registered for Technology and Applied Agriculture and Agricultural Technology.

3.1.4 District registrations per learning area

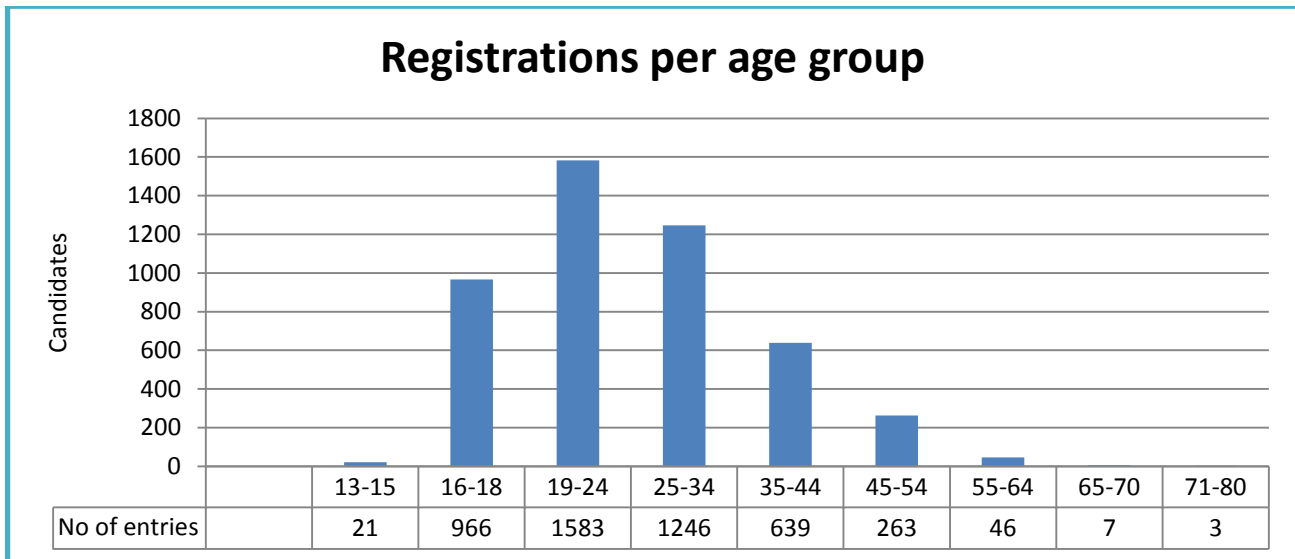
Table 3: Number of candidates who registered for each learning area per district for November 2013

Learning Area	Cape W/lands	Metro Central	Metro East	Eden And Central Karoo	Metro North	Metro South	O'berg	West Coast
Ancillary Health Care	246	138	384	150	339	320	70	165
Applied Agriculture and Agricultural Technology (AAAT)			34				19	12
Arts and Culture		66		3	36	1	12	82
Early Childhood development	1	12		19	44	80	4	20
Economics & Management Sciences	22	180	156		145	180	9	
Human and Social Sciences	51	61	79	11	38		24	
Information and Communication Technology	85	59	1	59	20		91	64
LLC (Afrikaans)	325	40	91	223	134	93	148	378
LLC (English)	251	421	614	163	462	539	143	89
LLC (Xhosa)	22	63	3	24	165	269	72	16
Life Orientation	597	432	649	320	510	455	289	348
Mathematical Literacy	633	486	647	252	606	488	293	383
Mathematics and Mathematical Sciences	1		1		5	29		
Natural Sciences		63	70		65	41	40	33
Small, Medium & Micro- Enterprises	248	61	175	124	261	58	46	5
Technology	20	41	1		2	2	1	76
Travel and Tourism	567		400	147	183	192	242	196
Wholesale and Retail			1	27				
TOTAL	3 069	2 123	3 306	1 522	3 015	2 747	1 503	1 867

There were 27 entries in the Eden and Central Karoo district for Wholesale and Retail. Only three districts had entries for AAAT i.e. Metro East, Overberg and West Coast. There is a significant growth of enrolments in ECD and INCT in almost all education districts compared to 2012 when these two new learning areas were offered in four Districts.

3.1.5 Registrations according to age

Graph 4: ABET Level 4 Registrations per age group



The highest number of candidates registered was in the age group 19-24 years. Three candidates were over 70 years. Registration of learners aged between 13 and 15 years in the ABET centres of concern and is currently being investigated.

3.2 INTERNAL MODERATION OF SITE- BASED ASSESSMENT

3.2.1 Management of SBA

The site-based assessment (SBA) marks were compiled in accordance with the requirements of the National Guideline Document for each learning area.

Some components of the internal assessment are administered in a controlled environment with a view to ensure a degree of control and promote the authenticity of internal assessment practice.

3.2.2 The levels of moderation/verification of SBA

The moderation/verification process consists of four-tiers (levels).

- Learning site level;
- District or cluster level: (managed by the district AET Curriculum Advisor)
- Provincial level (Internal) and
- UMALUSI and National level (External).

3.2.3 Purpose of provincial verification

- (a) To ensure consistency in the quality and standard of site-based assessment (SBA) across the province.
- (b) To ensure compliance to assessment policies, provincial and national guidelines.
- (c) To ensure that the assessment is fair, reliable, valid and credible.
- (d) To ensure that site-based assessment meets UMALUSI requirements.
- (e) To identify the areas of good practice and improvement in the assessment processes.

3.2.4 Provincial Verification process

- (a) The provincial moderation of ABET level 4 SBA took place on 15 and 16 October 2013 at the Cape Teaching and Learning Institute (CTLI).
- (b) Three (3) portfolios per learning area per district were moderated and verified in accordance with the following sampling criteria:
 - Portfolios with the overall mark between 80% - 100%.
 - Portfolios with the overall mark between 50% - 79%.
 - Portfolios with the overall mark between 0% - 49%.
- (c) Learner work books and teacher files were also presented during moderation.
- (d) Moderation reports were generated during the moderation process and were sent to all education districts.

3.2.5 Areas of good practice

- (a) Most of the portfolios presented were neatly compiled and well presented.
- (b) The educator portfolios that were moderated were fully compliant.
- (c) There was evidence of re-marking during district moderation. This is encouraged as this will ensure consistency and comparability in the awarding of marks across the centres.
- (d) All the centres that were moderated had completed the five recommended tasks/items.
- (e) In general, the quality of work done had improved.

3.2.6 Areas of concern

- (a) Lack of content knowledge of AET teachers is still a challenge.
- (b) AET Curriculum Advisers are unable to give full support to teachers because they are not specialists in all the learning areas.
- (c) It remains a challenge for some centres to allocate the required notional time to teaching and learning as the funding provided is insufficient. As a result, teachers and learners are then forced to focus on completing the SBAs only with little time allowed for teaching and learning in the full scope of the Unit Standards.

3.2.7 Recommendations

- (a) The curriculum support to educators needs to be intensified in most of the learning areas.
- (b) A Teacher's Guide needs to be developed for all learning areas to support the educator in his/her presentation in the classroom.
- (c) More full time AET centres should be opened. More time must be allocated per learning area and funding be provided.
- (d) It is evident that the educators in the AET centres need learning area specialist support.

3.2.8 External Moderation of Site- Based Assessment

- (a) UMALUSI conducted moderation of SBA portfolios in the learning areas Arts and Culture, Economic and Management Sciences and Life Orientation.
- (b) A composite external moderation report is expected from UMALUSI and will be sent to the districts for mediation with centres.

3.3 EXAMINATION

The ABET Level 4 examination commenced on 01 November 2013 and concluded on 21 November 2013.

3.3.1 Question papers

Question papers were set and translated by the Department of Higher Education (DHET) and then printed by the province. All question papers were checked for possible errors

and feedback was given to the DHET. All changes were effected before the question papers were printed by the WCED.

3.3.2 Invigilation

Most invigilators appointed for 2013 were experienced. The centre managers recruited members of the community to serve as invigilators and the IMG Managers appointed the invigilators. All invigilators must have an academic qualification of at least Grade 12.

Monitoring reports indicate that the invigilators were very effective. District officials and centre managers are commended for the role they played in ensuring that the examinations were conducted in a manner that upheld the integrity of the examination.

3.3.3 Monitoring of the examinations

District and Head Office officials monitored the writing of the examinations. The UMALUSI monitoring Instrument was provided to all monitors. Head Office officials and Assessment Coordinators were requested to submit daily monitoring reports to the Directorate Assessment Management. A comprehensive provincial monitoring report and daily reports were submitted to UMALUSI and DHET.

3.3.4. Irregularities

Two irregularities were reported during the November 2013 ABET Level 4 examination. On 14 November at Intando Yethu CLC the examination commenced an hour late because the principal of the school where question papers were kept went to a meeting with the strong room key. However candidates were kept in the examination room under the supervision of the invigilator while the centre manager was trying to get the strong room key and candidates were compensated for the lost time.

It was also noticed during the marking of the Information and Communication Technology practical examination that at Zwelihle CLC and St Francis ALC some candidates had saved their practical work under their names and or surnames/identity numbers instead of their examination numbers. A list with names, surnames, identity numbers and examination numbers was provided to markers to enable them to match the candidates' work.

3.4 THE MARKING OF THE ABET LEVEL 4 EXAMINATION SCRIPTS

The marking of the November 2013 examination scripts was conducted from 28 November to 02 December 2013 at the Cape Peninsula University of Technology (Mowbray Campus). Confidential, publication and individual marker reports were generated during marking.

The confidential reports are meant for the curriculum advisors, so that specific curriculum interventions can be made in the future. They aim at providing curriculum officials with the necessary data for future support to centres. The publication reports provide sufficient feedback in the form of guidance to the teachers of each learning area and it is also made available on the ABET website. Individual marker reports are meant to report on the quality of marking of each marker. Comprehensive marking reports were also generated and were sent to the DHET and Umalusi to be used during the standardisation meeting.

3.4.1 Appointment of chief markers, markers and moderators

Chief markers and internal moderators who were appointed to mark the November 2012 ABET level 4 examination were utilised to mark this examination and two new markers were appointed for each the following learning areas: Mathematical Literacy, Life Orientation and English. There were 27 scripts for Wholesale and Retail and those scripts were sent to DHET for marking.

3.4.2 Training of internal moderators, chief markers and markers

Chief markers and internal moderators attended a national memorandum discussion in Pretoria, thereafter; they conducted a training session with markers before marking commenced. The training session focused on the marking process, management of the markers, memorandum discussion and moderation of marking.

A provincial training session was conducted on 28 November 2013 and the chief markers and internal moderators were addressed on the importance of marking and accuracy, feedback on 2012 marking process, drafting of good quality report, administration of marking, script control and accountability, security and management of irregularities. This training session was also monitored by Umalusi.

Marking was done by the markers; chief markers and the internal moderators were responsible for the quality assurance thereof. Extensive moderation of scripts occurred in all the learning areas to ensure that scripts from all examination centres were moderated.

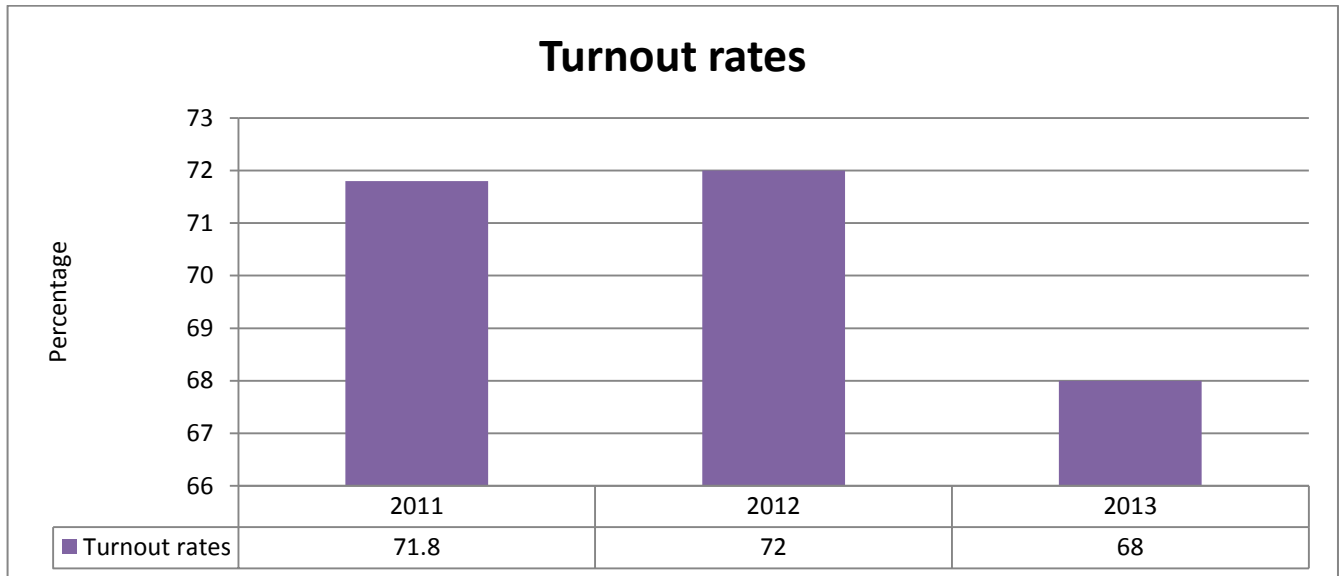
4. STATISTICS FOR THE NOVEMBER 2013 ABET L4 EXAMINATION

4.1. TURNOUT RATES

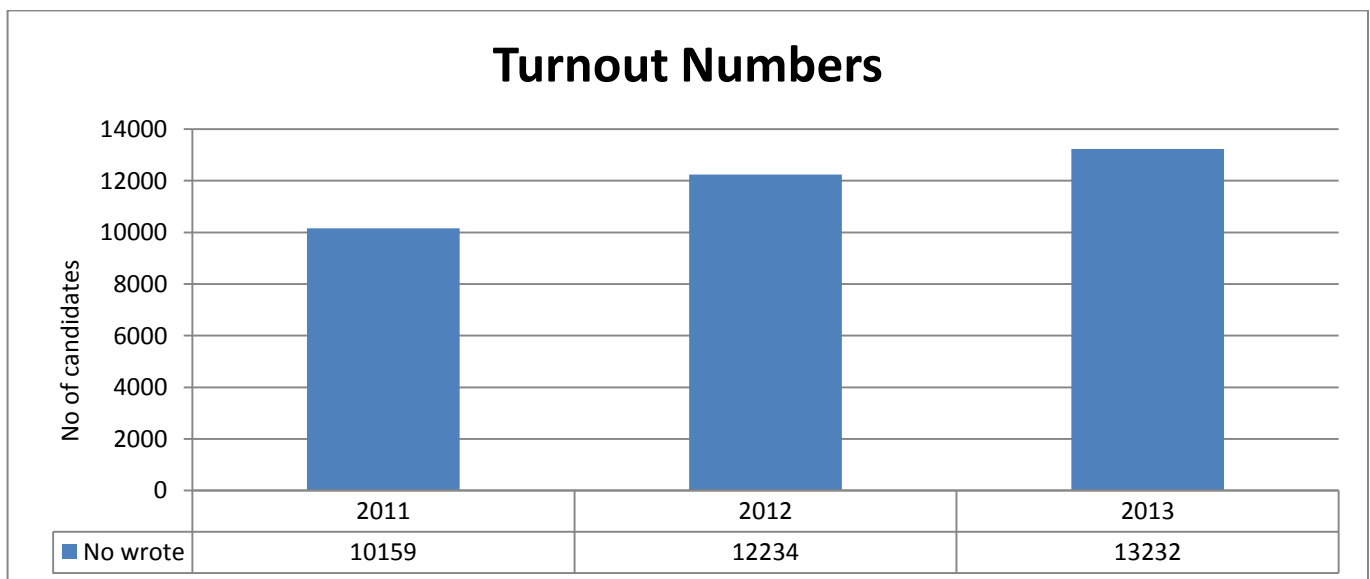
Table 4: Turnout rates per learning area for ABET Level 4 November examinations over the past 3 years [2011-2013]

Learning Area	Number of candidates registered			Number of candidates wrote			Turnout rates		
	Nov 2011	Nov 2012	Nov 2013	Nov 2011	Nov 2012	Nov 2013	Nov 2011	Nov 2012	Nov 2013
AAAT	33	49	65	29	31	54	87.9	63.3	83.0
ANHC	1637	1828	1 808	1154	1257	1141	70.5	68.8	63.1
ARTC	232	215	200	178	183	160	77.2	85.1	80.0
ECDV	0	92	179	0	57	111	0	62.0	62.0
EMSC	521	623	689	327	458	451	62.8	73.5	64.5
HSSC	311	265	264	227	193	125	73.0	72.8	47.3
INCT	0	99	378	0	67	239	0	67.7	63.2
LCAF	997	1070	1426	748	776	1028	75.0	72.5	72.1
LCEN	2033	2464	2669	1479	1726	1794	72.7	70.0	67.1
LCXH	449	734	632	266	497	469	59.2	68.0	74.2
LIFO	2697	3214	3586	1908	2325	2422	70.7	72.1	67.5
MLMS	2667	3086	3873	1992	2300	2682	74.7	74.5	69.2
MMSC	56	46	36	23	24	22	41.0	52.2	61.1
NATS	144	265	312	106	220	209	73.6	83.0	66.9
SMME	841	872	973	659	682	701	78.4	78.2	72.0
TECH	208	73	143	179	66	121	86.1	90.4	84.6
TRVT	1322	1992	2189	884	1372	1485	66.9	68.9	67.8
WHRT	0	0	28	0	0	18	0	0	64.2
Total	14148	16987	19450	10159	12234	13232	71.8	72.0	68.0

Graph 5: Turnout rates for the past three years [2011– 2013]



Graph 6: Turnout numbers for the past three years [2011– 2013]



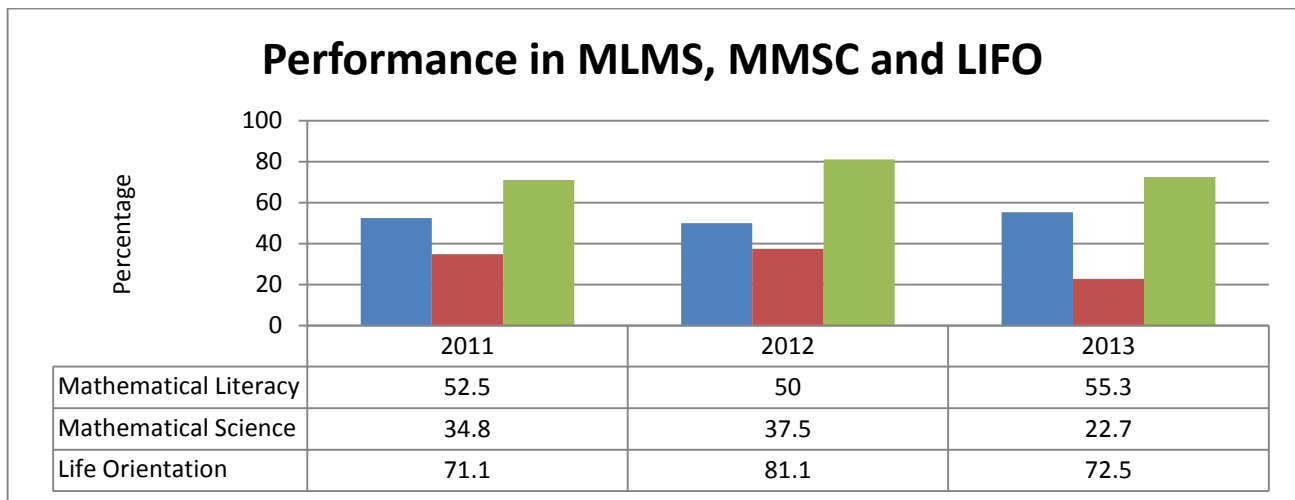
The turnout rate has decreased from 72% in 2012 to 68% in 2013; however the number of candidates that wrote the learning areas increased by 998. The turnout rate of adult candidates is dependent on many factors, such as work commitments, confidence in writing the examination, incomplete SBA marks and the writing of the examinations late in the afternoons. Higher turnouts are often an indication of improved retention of adult learners at CLCs.

4.2. PASS RATES

Table 5: Overall pass rates per learning area over the past 3 years [2011 -2013]

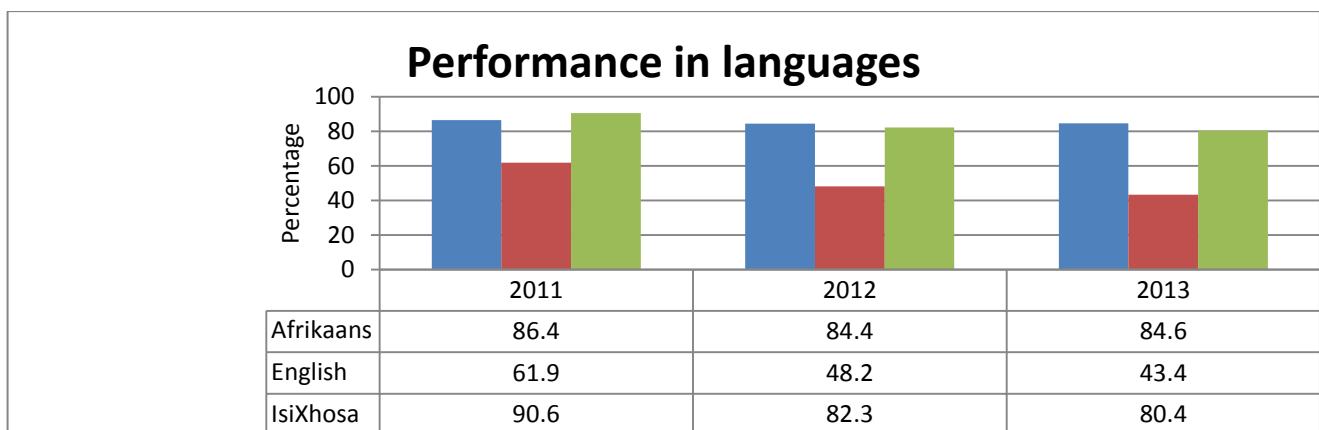
Learning Area	November 2011			November 2012			November 2013		
	Wrote	Passed	Pass rate	Wrote	Passed	Pass rate	Wrote	Passed	Pass rate
AAAT	29	20	68.9	31	19	61.3	54	36	66.6
ANHC	1154	625	54.2	1257	678	53.9	1141	783	68.6
ARTC	178	174	97.8	183	181	98.9	160	153	95.6
ECDV	-	-	-	57	54	94.7	111	103	92.8
EMSC	327	212	64.8	458	273	60.0	451	280	62.8
HSSC	227	154	67.8	193	137	71.0	125	108	86.4
INCT	-	-	-	67	57	85.0	239	199	83.3
LCAF	748	646	86.4	776	655	84.4	1028	870	84.6
LCEN	1479	915	61.9	1726	833	48.2	1794	778	43.4
LCXH	266	241	90.6	497	409	82.3	469	377	80.4
LIFO	1908	1356	71.1	2325	1903	81.8	2422	1756	72.5
MLMS	1992	1046	52.5	2300	1080	50.0	2682	1484	55.3
MMSC	23	8	34.8	24	9	37.5	22	5	22.7
NATS	106	67	63.2	220	73	33.1	209	55	26.3
SMME	659	464	70.4	682	370	54.2	701	404	57.6
TECH	179	101	56.4	66	57	86.4	121	76	62.8
TRVT	884	732	82.8	1372	889	64.8	1485	991	66.7
WHRT	-	-	-	-	-	-	18	5	27.8
Total	10159	6761	66.6	12234	7677	62.8	13232	8463	63.9

Graph 7: Performance in Mathematical Literacy, Mathematics and Life Orientation



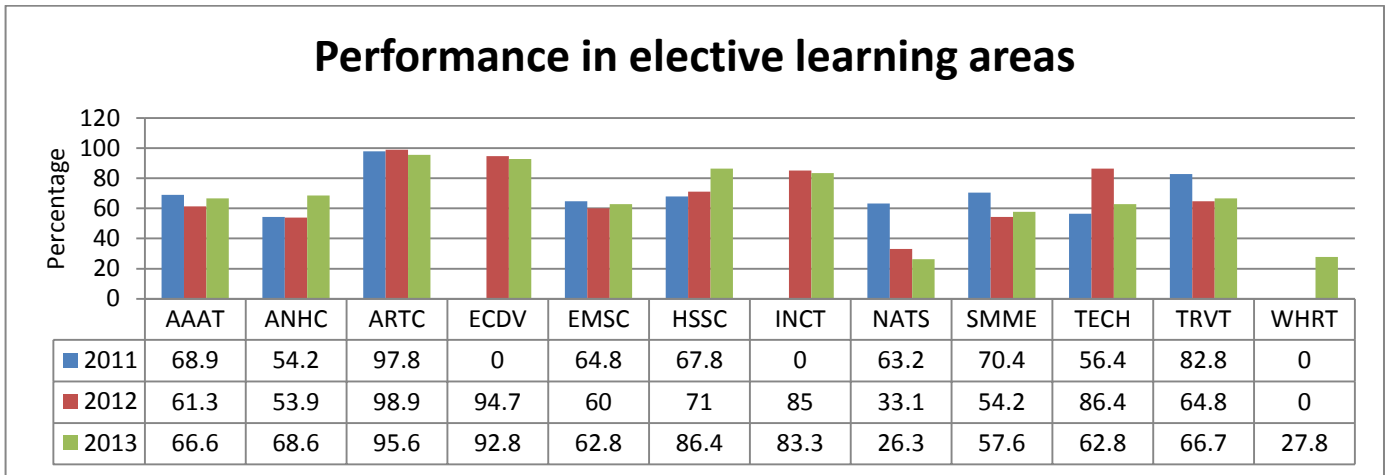
Candidates have been consistently performing well in Life Orientation which is the only core learning area. There has been an increase in candidates passing Mathematical Literacy in 2013 compared to 2012, however there is a significant decrease in the Mathematical Sciences' performance.

Graph 8: Performance in languages



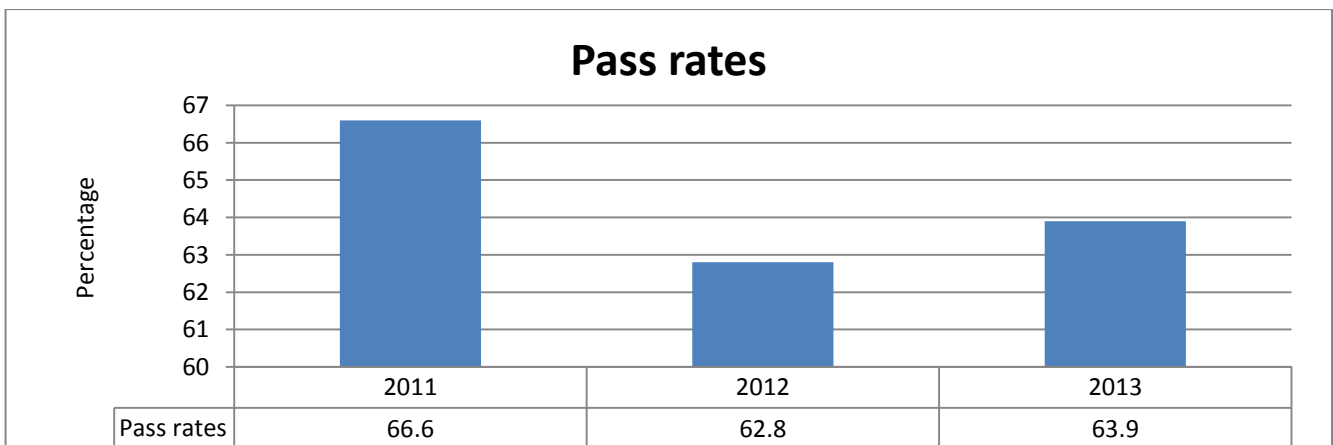
The performance in Afrikaans was consistent with previous years and there was a 1.9% decrease in IsiXhosa performance from 2012 to 2013. There has been a steady decline in the pass rate of English from 2011 to 2013. The bad performance in English can be attributed to the fact that in ABET L4 there is no Home Language or First Additional Language, all language unit standards are the same. Learners that are performing well in Afrikaans and IsiXhosa are the Afrikaans and IsiXhosa speaking learners and English is their second language.

Graph 9: Performance in elective learning areas



- (a) Candidates performed exceptionally well in the two new learning areas i.e. Information and Communication Technology (83.3%) and Early Childhood Development (92.8%). This performance is commendable taking into account that the two learning areas were introduced for the first time in 2012.
- (b) Candidates showed a consistent good performance in Arts and Culture showing a pass rate of 95.6 in 2013, 98.9% in 2012 and 97.8% in 2011. Candidates pass rate (62%) dropped in Technology in 2013 compared to 86.4% pass rate in 2012.

Graph 10: Overall pass rate over the past 3 years [2011-2013]



The learning area pass rate has been used as a yardstick to determine an overall pass rate indicator. The pass rate has increased from 62.8% in 2012 to 63.9 in 2013 and the number of learning area passes have increased from 7677 in 2012 to 8463 in 2013.

5. CONCLUSION

An extensive analysis of learning area performance was provided to the AET IMG component, AET Curriculum Planners and AET district advisers. Districts will be encouraged to monitor the implementation of the site-based assessment (SBA) tasks to ensure that all learners registered for the examinations submit portfolios (SBA tasks) and write the final examination. Intensive monitoring and support by Districts to enhance teaching and learning in all centres is required.