

Report on the Quality Assurance of the Examinations and Assessment of the National Certificate (Vocational), and NATED (N1 –N3)



REPORT ON THE QUALITY ASSURANCE
OF THE EXAMINATIONS AND
ASSESSMENT OF THE NATIONAL CERTIFICATE
(VOCATIONAL), AND NATED (N1 – N3)

2012

PUBLISHED BY:



Council for Quality Assurance in
General and Further Education and Training

COPYRIGHT 2012 UMALUSI COUNCIL FOR QUALITY
ASSURANCE IN GENERAL AND FURTHER EDUCATION
AND TRAINING. ALL RIGHTS RESERVED.

Whilst 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.

Contents

FOREWORD.....	vi
ACRONYMS.....	viii
SECTION ONE	
OVERVIEW OF THE REPORT.....	1
1. Background.....	2
2. Purpose of the report.....	4
3. Scope of the report.....	4
SECTION TWO	
QUALITY ASSURANCE OF NC(V) ASSESSMENT.....	5
CHAPTER 1- MODERATION OF QUESTION PAPERS.....	6
1. Introduction.....	6
2. Purpose.....	6
3. Scope	7
4. Approach.....	9
5. Findings.....	10
6. Areas of good practice.....	31
7. Areas for improvement.....	31
8. Conclusion.....	33
CHAPTER 2 – MODERATION OF INTERNAL ASSESSMENT.....	34
1. Introduction.....	34
2. Purpose.....	35
<i>Part A ICASS monitoring/moderation during May 2012.....</i>	<i>36</i>
1. Scope.....	36
2. Approach.....	38
3. Findings.....	39
4. Areas of good practice.....	47
5. Areas for improvement.....	48
<i>Part B ICASS monitoring during September 2012.....</i>	<i>51</i>
1. Scope.....	51
2. Approach.....	52
3. Findings.....	52
4. Challenges and concerns.....	57
5. Areas of good practice.....	59
6. Areas for improvement.....	60
<i>Part C Moderation of ICASS portfolios: September/October 2012.....</i>	<i>62</i>
1. Scope	62
2. Approach.....	65
3. Findings.....	65
4. Areas of good practice.....	73
5. Areas for improvement.....	74
6. Conclusion.....	75

CHAPTER 3 – MODERATION OF INTEGRATED SUMMATIVE ASSESSMENT TASKS.....	77
1. Introduction.....	77
2. Purpose.....	77
3. Scope.....	78
4. Approach.....	82
5. Findings.....	83
6. Areas of good practice.....	100
7. Areas for improvement.....	101
8. Conclusion.....	103
CHAPTER 4 - VERIFICATION OF MARKING.....	104
1. Introduction.....	104
2. Purpose.....	105
3. Scope.....	105
4. Approach.....	112
5. Findings.....	112
6. Areas of good practice.....	136
7. Areas for improvement.....	137
8. Conclusion.....	140
CHAPTER 5 - STANDARDISATION OF RESULTS.....	141
1. Introduction.....	141
2. Purpose.....	141
3. Scope.....	141
4. Approach.....	142
5. Findings and decisions.....	143
6. Areas of good practice.....	145
7. Areas for improvement.....	146
8. Conclusion.....	147
SECTION THREE	
QUALITY ASSURANCE OF THE NOVEMBER NATED N1 - N3 ASSESSMENT.....	148
CHAPTER 1 - MODERATION OF QUESTION PAPERS.....	149
1. Introduction.....	149
2. Purpose.....	149
3. Scope.....	150
4. Approach.....	150
5. Findings.....	151
6. Areas of good practice.....	155
7. Areas for improvement.....	155
8. Conclusion.....	156
CHAPTER 2 - MONITORING/MODERATION OF INTERNAL ASSESSMENT.....	157
1. Introduction.....	157
2. Purpose.....	157
3. Scope.....	158
4. Approach.....	158

5. Findings.....	159
6. Areas of good practice.....	166
7. Areas for improvement.....	166
8. Conclusion.....	168
CHAPTER 3 - VERIFICATION OF MARKING.....	169
1. Introduction.....	169
2. Purpose.....	169
3. Scope.....	169
4. Approach.....	170
5. Findings.....	172
6. Areas of good practice.....	177
7. Areas for improvement.....	177
8. Conclusion.....	178
CHAPTER 4 - STANDARDISATION OF RESULTS.....	179
1. Introduction.....	179
2. Purpose.....	179
3. Scope.....	179
4. Approach.....	180
5. Findings and decisions.....	180
6. Areas of good practice.....	184
7. Areas for improvement.....	184
8. Conclusion.....	185
SECTION FOUR	
MONITORING THE CONDUCT OF EXAMINATIONS.....	186
1. Introduction.....	187
2. Purpose.....	187
3. Scope.....	187
4. Approach.....	191
5. Findings.....	191
6. Areas of good practice.....	201
7. Areas for improvement.....	201
8. Conclusion.....	203
SECTION FIVE	
THE STATUS OF CERTIFICATION OF NATIONAL CERTIFICATE (VOCATIONAL) AND NATIONAL CERTIFICATE N3.....	204
1. Background.....	205
2. Current certification status.....	206
SECTION SIX	
CONCLUSION.....	209
LIST OF TABLES AND GRAPHS.....	216
ACKNOWLEDGEMENTS.....	218

Foreword

The curriculum and its assessment are the cornerstones of an education system as together they set the standards for candidate achievement. For this reason, examinations must provide an accurate reflection of candidates' performance.

Umalusi has been quality assuring the N1 – N3 instructional offerings captured in the National Technical Education (NATED) Report 191 since 2003 and the National Certificate (Vocational) (NC(V)) programmes since 2007. By virtue of the GENFETQA Act No 58 of 2001, Umalusi is mandated to quality assure these national qualifications and does so through a rigorous process of moderation and monitoring of each of the assessment processes and procedures.

Umalusi judges the quality and standard of assessment by determining the adherence to policies crafted to deal with the critical aspects of the national examinations. In order to ensure the overall standard and quality of the examinations for the abovementioned qualifications, the following routine quality assurance processes were undertaken in 2012:

- Moderation of assessment instruments (question papers and integrated summative assessment tasks (ISATs));
- Monitoring and moderation of internal assessment;
- Monitoring and moderation of the conduct of the ISATs;
- Monitoring of all phases of the examinations;
- Verification of marking;
- Standardisation of marks according to agreed principles and procedures.

In 2012, Umalusi undertook a variety of initiatives to support and strengthen the quality assurance of assessment processes for both the NC(V) and the NATED Report 191 offerings. These included:

- Training workshops for the newly appointed cohort of NATED moderators;
- Moderation of a greater percentage of the NATED question papers;
- Monitoring/moderation of NATED internal assessment;
- A greater and more in-depth involvement of Umalusi staff in all the quality assurance processes.

It is encouraging to report that significant progress has been made by the DHET in the improvement of certain systems and processes for the meaningful implementation and quality assurance of the NC(V) and NATED, such as:

- The implementation of the Revised ICASS Guidelines;
- The development of an internal assessment guideline for the NATED instructional offerings, to be implemented in 2013;
- Decentralised training workshops for examination setting panels (examiners and internal moderators);
- Monitoring and moderation of internal assessment;
- The establishment of a centralised marking venue for N3 marking to improve marking at this level.

Nonetheless, many challenges still remain.

The NC(V) is demanding in its assessment requirements (in terms of facilities, equipment, consumables and human resources), but these demands are also the very requirements which, once properly met, will undoubtedly make the NC(V) a worthwhile learning experience for learners. Challenges remain mainly in terms of suitably qualified staff, physical resources to accommodate effective implementation of internal assessment and the implementation and administration of the practical component, including the ISATs. It is of the utmost importance that solutions to these challenges are found if both the quality of the learning experience and the integrity of the qualification are not to be compromised.

A major challenge facing the NATED instructional offerings is outdated and/or underspecified curricula that have a detrimental effect on the quality assurance of assessment. Substantial interventions are required to improve the curriculum, teaching and learning, and assessment of these programmes. More recently examination question papers have been enhanced and improved but there are, however, NATED question papers which are still not of the appropriate standard. These need urgent attention to ensure that the assessment instruments do not present a barrier to the collection of valid evidence of the abilities and performance of learners.

A critical aspect in the provision of quality vocational education and training is ensuring that learners have access to authentic workplace or experiential learning. We urge the Department of Higher Education and Training and all other roleplayers in the FET College sector to attend to this important dimension of the NC(V) and the NATED Report 191 offerings.

Based on the results, and the reports of the quality assurance processes undertaken, by the team of external moderators and monitors, as well as the deliberations and conclusions of Umalusi Council's Assessment Standards Committee, the Executive Committee of the Umalusi Council concluded that the NC(V) and the NATED Report 191 examinations were generally conducted in a professional, fair and reliable manner and that the results could be regarded as credible. Nevertheless, Umalusi is concerned about incidents that marred the FET College examinations and examination centres that flouted the policy in respect of the conduct of examinations. The results of six NATED subjects could initially not be standardised because of alleged irregularities.

Umalusi takes pride in the great strides that have been made in the quality assurance of the assessments in this sector over the past few years. Through its quality assurance processes, Umalusi will continue to ensure that the quality, integrity and credibility of the Vocational Education and Training assessments are maintained and will continue in its endeavours to ensure an assessment system that provides valid, fair and credible assessments.

Umalusi would like to take this opportunity to thank all stakeholders for their cooperation and the support provided in each of the quality assurance processes undertaken to ensure the credibility of the 2012 VET assessment and examinations.



Professor Sizwe G Mabizela
Chairperson of Umalusi Council

January 2013

Acronyms

CD:NEA	Chief Directorate: National Examinations and Assessment
DHET	Department of Higher Education and Training
EC	Eastern Cape Province
FAL	First Additional Language
FET	Further Education and Training
FS	Free State Province
Gau	Gauteng Province
KZN	KwaZulu-Natal Province
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
ISATs	Integrated Summative Assessment Tasks
L2	Level 2
L3	Level 3
L4	Level 4
Lim	Limpopo Province
Mpu	Mpumalanga Province
NATED	National Technical Education
NC	Northern Cape Province
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
NSC	National Senior Certificate
NW	North West Province
OBE	Outcomes Based Education
P1	Paper 1
P2	Paper 2
PDE	Provincial Department of Education
PoA	Portfolio of Assessment (lecturer portfolio)
PoE	Portfolio of Evidence (learner portfolio)
SAG	Subject and Assessment Guidelines
Umalusi	Quality Council for Quality Assurance in General and Further Education and Training
VET	Vocational Education and Training
WC	Western Cape Province
WCED	Western Cape Education Department

Section one

Overview of the report

1 BACKGROUND

As the Quality Council for General and Further Education and Training, Umalusi has the statutory obligation to quality assure all the exit point assessments and examinations for qualifications on the General and Further Education and Training Qualifications Framework.

Umalusi executes this function through a variety of processes including:

- Ensuring standards are developed and maintained;
- Monitoring and reporting on the adequacy and suitability of qualifications and standards;
- Quality assurance of exit point assessments;
- Certification of learner achievements;
- Quality promotion amongst providers; and
- Accreditation of providers of education, training and assessment.

In the Vocational Education and Training (VET) sector, Umalusi quality assures the assessments of the following qualifications:

- The National Certificate (Vocational) [NC(V)] Levels 2, 3 and 4; and
- The NATED Report 191 National Technical Certificates N1, N2 and N3.

In 2012, Umalusi undertook the following quality assurance of assessment processes in Vocational Education and Training:

- Moderation of the NC(V) November 2012 and 2013 supplementary examination question papers;
- Moderation of a sample of NATED April, August and November 2012 examination question papers;
- Moderation of integrated summative assessment tasks (ISATs);
- Monitoring and moderation of internal assessment for both the NC(V) and NATED;
- Monitoring and moderation of the conduct of the ISATs;
- Monitoring of different phases of the examinations written throughout the year;
- Verification of marking; and
- Standardisation of marks.

Umalusi reports annually on each of the quality assurance of assessment processes and procedures which together allow it to make an evaluative judgement of the credibility of these assessments. These processes ensure that all aspects of the assessments are moderated and monitored against prescribed criteria, thus ensuring that standards are maintained and improved.

The moderation of question papers is the primary process in quality assurance. A large percentage of NC(V) Level 4 (94%) and a sample of NC(V) Level 2 (25%) and 3 (29%) November 2012 and supplementary 2013 question papers, as well as a sample of April, August and November NATED question papers, were moderated.

The moderation of revised Level 4 ISATs and four Level 3 ISATs, was concluded towards the end of 2011 and early in 2012.

Umalusi moderated the internal continuous assessment (ICASS) of a sample of the NC(V) subjects at a sample of sites during May 2012. In September another sample of subjects was moderated on site as part of the evaluation of assessment system project of Umalusi. In September and October 2012, the educator and learner portfolios were moderated at provincial level. Although the same subjects were included in May and October, a substantially greater number of sites were included in the October exercise. Umalusi also moderated the internal assessment of a sample of NATED N1 - N3 subjects.

During September, Umalusi moderators visited sampled sites to report on the conduct of the ISATs. This included monitoring the planning and progress of the conduct of the ISATs and/or the moderation of the completed tasks.

Different phases of five examinations were monitored during the year. The National Technical Certificate (NATED Report 191) examinations were monitored during April, August and November 2012, while the NC(V) 2012 supplementary examinations were monitored during February/March 2012, and the NC(V) 2012 examinations during November 2012.

In April 2012, Umalusi verified the marking of eight Level 2, seven Level 3 and eight Level 4 subjects. In the case of the November 2012 examination, Umalusi verified the marking of 55 NC(V) Level 4 question papers, as well as a sample of seventeen Level 2 and eleven Level 3 question papers. The marking of a sample of fourteen NATED subjects was also verified.

The results of the following examinations were standardised:

- April, August and November Natural Sciences N1 – N3 examinations;
- November NC(V) examinations.

2 PURPOSE OF THE REPORT

The purpose of this report is to present the Department of Higher Education and Training, as the assessment body, with the findings of Umalusi's quality assurance of the 2012 assessments, with particular reference to the following:

- The salient findings on question paper and ISAT moderation;
- The quality and standard of planning, implementation, scoring/marking of the assessments;
- The efficiency and effectiveness of systems and processes implemented in the conduct of the assessments; and
- The moderation of marks during the standardisation process.

3 SCOPE OF THE REPORT

This report covers the quality assurance of the NC(V) and November N1 - N3 Natural Sciences assessments.

The findings and evaluations are based on information obtained from the Umalusi moderation and monitoring processes, from reports received from the Department of Higher Education and Training (DHET) and also from the moderation of marks during the standardisation process.

Section one of this report provides an overview of the quality assurance processes followed by Umalusi to ensure that the assessments meet the required standards. In addition, it outlines the purpose and scope of the report.

Section two covers the quality assurance of the NC(V) assessments.

Section three covers the quality assurance of the November NATED N1 - N3 assessments.

Section four covers the monitoring of examinations.

Sections two, three and four include the salient findings of each of the quality assurance processes, identify good practice and highlight areas requiring improvement.

Section five reports on certification with Section six the concluding part of the report.

Section two

Quality assurance of NC(V) assessment

Chapter 1

Moderation of question papers

1 INTRODUCTION

The Department of Higher Education and Training (DHET) is responsible for the conduct, administration and management of the National Certificate (Vocational) (NC(V)) examinations. This important task entails the setting and internal moderation of question papers, while Umalusi verifies the standard and quality of these question papers through a rigorous moderation process. This moderation is conducted to ensure that question papers conform to the requirements of the relevant Subject and Assessment Guidelines. This process evaluates the level and spread of the cognitive challenge in the question papers, the appropriateness and weighting of content as well as the quality of their presentation. Based on this evaluation, a question paper is approved, conditionally approved or rejected.

This year, Umalusi external moderators and DHET internal moderators worked closely to limit the need to reset papers, to expedite the moderation process and to produce papers that were print ready. This report covers the findings of the moderation of the NC(V) examination papers written during the October/November 2012 examinations and their marking guidelines. For reporting purposes, it also includes the moderation of the February/March 2013 supplementary papers and their marking guidelines.

2 PURPOSE

The purpose of this chapter is to report on the standard and quality of the November 2012 and March 2013 examination question papers for NC(V) Levels 2, 3 and 4. This report provides:

- an indication of the sample size in terms of subjects;
- an overview of the crucial findings relating to the standard and quality of the externally moderated question papers; and
- examples of both good practice and areas for improvement.

3 SCOPE

Umalusi moderated a total of 246 papers from the two examination sessions across Levels 2, 3 and 4.

The majority (94%) of Level 4 subjects, 29% of Level 3 and 25% of Level 2 subjects were moderated. The table below provides a list of the subjects and levels included in the 2012 question paper moderation process.

Table 1: Moderation of NC(V) question papers sample – subjects and levels

No	NC(V) SUBJECTS MODERATED 2012	NOVEMBER 2012			MARCH 2013		
		LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 2	LEVEL 3	LEVEL 4
1	Advertising and Promotions			✓			✓
2	Afrikaans First Additional Language Paper 1	✓		✓	✓		✓
3	Afrikaans First Additional Language Paper 2	✓		✓	✓		✓
4	Agribusiness			✓			✓
5	Animal Production	✓		✓	✓		✓
6	Applied Accounting Paper 1		✓	✓		✓	✓
7	Applied Accounting Paper 2			✓			✓
8	Applied Engineering Technology			✓			✓
9	Applied Policing			✓			✓
10	Art and Science of Teaching		✓	✓		✓	✓
11	Automotive Repair and Maintenance			✓			✓
12	Business Practice	✓		✓	✓		✓
13	Carpentry and Roof Work			✓			✓
14	Client Services and Human Relations			✓			✓
15	Computer Integrated Manufacturing			✓			✓
16	Computer Programming Paper 1			✓			✓
17	Computer Programming Paper 2			✓			✓
18	Concrete Structures		✓	✓		✓	✓
19	Construction Planning			✓			✓
20	Construction Supervision			✓			✓
21	Consumer Behaviour			✓			✓
22	Contact Centre Operations	✓		✓	✓		✓
23	Criminal Justice Process			✓			✓
24	Criminal Justice Structures and Mandates		✓			✓	
25	Criminology			✓			✓
26	Data Communication and Networking			✓			✓

No	NC(V) SUBJECTS MODERATED 2012	NOVEMBER 2012			MARCH 2013		
		LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 2	LEVEL 3	LEVEL 4
27	Early Childhood Development			✓			✓
28	Economic Environment	✓		✓	✓		✓
29	Electrical Principles and Practice			✓			✓
30	Electrical Systems and Construction		✓	✓		✓	✓
31	Electrical Workmanship			✓			✓
32	Electronic Control and Digital Electronics			✓			✓
33	Electronics	✓			✓		
34	Electro-Technology	✓		✓	✓		✓
35	Engineering Systems	✓			✓		
36	Engineering Fabrication – Boiler Making			✓			✓
37	Engineering Fabrication – Sheet Metal Work			✓			✓
38	Engineering Processes			✓			✓
39	English First Additional Language Paper 1	✓	✓	✓	✓	✓	✓
40	English First Additional Language Paper 2	✓	✓	✓	✓	✓	✓
41	Entrepreneurship	✓			✓		
42	Farm Planning and Mechanisation			✓			✓
43	Financial Management			✓			✓
44	Fitting and Turning			✓			✓
45	Food Preparation	✓		✓	✓		✓
46	Governance			✓			✓
47	Hospitality Generics		✓	✓		✓	✓
48	Hospitality Services			✓			✓
49	Human and Social Development			✓			✓
50	Introduction to Policing Practices	✓			✓		
51	Law Procedures and Evidence			✓			✓
52	Learning Psychology	✓		✓	✓		✓
53	Life Orientation Paper 1	✓	✓	✓	✓	✓	✓
54	Life Orientation Paper 2	✓	✓	✓	✓	✓	✓
55	Machine Manufacturing		✓			✓	
56	Management Practice		✓	✓		✓	✓
57	Marketing			✓			✓
58	Marketing Communication		✓	✓		✓	✓
59	Masonry	✓		✓	✓		✓
60	Materials Technology		✓			✓	
61	Materials			✓			✓
62	Mathematical Literacy Paper 1	✓	✓	✓	✓	✓	✓
63	Mathematical Literacy Paper 2	✓	✓	✓	✓	✓	✓

No	NC(V) SUBJECTS MODERATED 2012	NOVEMBER 2012			MARCH 2013		
		LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 2	LEVEL 3	LEVEL 4
64	Mathematics Paper 1	✓	✓	✓	✓	✓	✓
65	Mathematics Paper 2	✓	✓	✓	✓	✓	✓
66	Mechatronic Systems			✓			✓
67	New Venture Creation			✓			✓
68	Office Practice		✓	✓		✓	✓
69	Operations Management			✓			✓
70	Personal Assistance			✓			✓
71	Physical Science Paper 1	✓	✓	✓	✓	✓	✓
72	Physical Science Paper 2	✓	✓	✓	✓	✓	✓
73	Principles of Computer Programming Paper 1		✓			✓	
74	Principles of Computer Programming Paper 2		✓			✓	
75	Process Chemistry		✓			✓	
76	Professional Engineering Practice			✓			✓
77	Project Management			✓			✓
78	Science of Tourism	✓		✓	✓		✓
79	Stored Programme Systems			✓			✓
80	Sustainable Tourism in South Africa and International Travel			✓			✓
81	Tourism Operations	✓		✓	✓		✓
82	Welding			✓			✓
83	Workshop Practice	✓			✓		
	Total question papers per level	27	24	72	27	24	72
	Total question papers	246					

4 APPROACH

Umalusi used a team of subject experts (external moderators) from Higher Education Institutions, Further Education and Training (FET) Colleges, provincial education departments and the private sector to moderate a sample of NC(V) Level 2, 3 and 4 question papers and their accompanying marking guidelines.

The November and Supplementary question papers were moderated simultaneously to ensure that the standard of the question papers was comparable. The marking guidelines were evaluated together with the question papers. The instrument used for this evaluation provides for the separate approval of the question paper and marking guideline. An off-site approach was followed, whereby the question papers, marking guidelines and supporting documents were sent to the external moderators. The process of moderation

entailed communication/interaction with the internal moderators in order to reach consensus on the proposed changes to be effected and the finalisation of the question papers and marking guidelines before they were returned to Umalusi. The question papers and marking guidelines were returned to the moderators for final approval after the necessary changes had been made by the DHET.

The criteria used to moderate the question papers covered the following aspects:

- Technical details related to the presentation of the question papers and marking guidelines;
- Internal moderation in terms of purposeful efficiency in assuring quality;
- The adherence of the question papers to the relevant Subject and Assessment Guidelines in terms of weightings, spread of question types and cognitive demand;
- The consistency and appropriateness of mark distribution and allocation according to cognitive skill demand and type of question;
- The relevance and correctness of the marking guidelines, especially in facilitating accuracy and a high standard of marking;
- The level of language: this should be pitched at the right level for common interpretation and there should be no bias to advantage some learners over others;
- The predictability and level of innovation in questions;
- The evaluation of examiners' assessment frameworks/grids;
- The progression between subject levels and the parity of demand and standard of the November and Supplementary papers, and of examination papers from previous years;
- An overall evaluative judgement by external moderators of the papers in terms of validity, reliability and suitability for the level they assess.

5 FINDINGS

The table below presents a summary of the actual findings of the initial moderation of the question papers, as captured in the external moderator reports.

5.1 SUMMARY OF FINDINGS

Table 2: Moderation of NC(V) question papers – findings

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
<p>5.1.1 Technical quality The majority of the question papers and marking guidelines complied with formatting requirements; however, some papers did not meet all the technical quality requirements.</p>	<p>The question paper and marking guideline were in some cases received without the assessment grid and/or the internal moderator report.</p>	<p>Business Practice L2 Science of Tourism L2 Principles of Computer Programming L3 Paper 1 Personal Assistance L4 Physical Science L4 Paper 1</p>	<p>Mathematics L2 Paper 1 Mathematics L2 Paper 2 Science of Tourism L4 Physical Science L4 Paper 1</p>
	<p>The cover page did not contain all the relevant details such as logo, name of subject, time allocation, number of pages and additional information (where applicable).</p>	<p>Contact Centre Operations L2 Economic Environment L2 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Physical Science L2 Paper 2 Materials Technology L3 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Computer Programming L4 Paper 1 Contact Centre Operations L4 Financial Management L4 Learning Psychology L4 Professional Engineering Practice L4</p>	<p>Food Preparation L2 Mathematical Literacy L2 Paper 1 Physical Science L2 Paper 2 Materials Technology L3 Physical Science L3 Paper 2 Applied Engineering Technology L4 Financial Management L4 Professional Engineering Practice L4 Electrical Principles and Practice L4</p>
	<p>The instructions to candidates were not clearly specified.</p>	<p>Afrikaans First Additional Language L2 Paper 2</p>	<p>Afrikaans First Additional Language L2 Paper 2</p>

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.1 Technical quality		Life Orientation L2 Paper 2 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Concrete Structures L3 Materials Technology L3 Mathematics L3 Paper 2 Afrikaans First Additional Language L4 Paper 1 Afrikaans First Additional Language L4 Paper 2 Automotive Repair and Maintenance L4 English First Additional Language L4 Paper 1 English First Additional Language L4 Paper 2 Financial Management L4 Professional Engineering Practice L4	Life Orientation L2 Paper 2 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Concrete Structures L3 Materials Technology L3 Mathematics L3 Paper 2 Physical Science L3 Paper 2 Afrikaans First Additional Language L4 Paper 1 Afrikaans First Additional Language L4 Paper 2 Automotive Repair and Maintenance L4 Client Services and Human Relations L4 Criminal Justice Process L4 Criminology L4 Early Childhood Development L4 English First Additional Language L4 Paper 1 English First Additional Language L4 Paper 2 Financial Management L4 Masonry L4 Professional Engineering Practice L4
	The layout of the paper was not reader friendly.	Animal Production L2 Electrical Systems and Construction L4 Human and Social Development L4 Early Childhood Development L4	Afrikaans First Additional Language L2 Paper 2 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Human and Social

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.1 Technical quality			Development L4 Mathematical Literacy L4 Paper 2
	The numbering was not correct in 13% of the papers.	Life Orientation L2 Paper 2 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Applied Accounting L3 Concrete Structures L3 Management Practice L3 Principles of Computer Programming L3 Paper 2 Afrikaans First Additional Language L4 Paper 1 Business Practice L4 Computer Programming L4 Paper 2 Concrete Structures L4 Criminal Justice Process L4 Early Childhood Development L4 Electronic Control and Digital Electronics L4 Financial Management L4 Mathematical Literacy L4 Paper 2 Project Management L4	Animal Production L2 English First Additional Language L2 Paper 1 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Tourism Operations L2 Criminal Justice Structures and Mandates L3 English First Additional Language L3 Paper 1 Management Practice L3 Afrikaans First Additional Language L4 Paper 1 Business Practice L4 Computer Programming L4 Paper 2 Early Childhood Development L4 Electronic Control and Digital Electronics L4 Financial Management L4 Project Management L4 Welding L4
	Fonts were not used consistently throughout the paper.	Mathematical Literacy Paper 2 Mathematics L2 Paper 1 Mathematical Literacy L4 Paper 1	Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Physical Science L3 Paper 2 Marketing Communication L4

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.1 Technical quality			Mathematical Literacy L4 Paper 1
	The mark allocation on the paper did not correspond to that on the marking guideline.	Business Practice L2 English First Additional Language L2 Paper 2 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 2 Physical Science L3 Paper 1 Physical Science L3 Paper 2 Applied Accounting L3 Life Orientation L3 Paper 1 Marketing Communication L3 Process Chemistry L3 Afrikaans First Additional Language L4 Paper 1 Automotive Repair and Maintenance L4 Construction Planning L4 Economic Environment L4 Financial Management L4 Food Preparation L4 Life Orientation L4 Paper 1 Marketing Communication L4 Project Management L4	English First Additional Language L2 Paper 2 Food Preparation L2 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Physical Science L2 Paper 1 Physical Science L2 Paper 2 Tourism Operations L2 Applied Accounting L3 Concrete Structures L3 Life Orientation L3 Paper 1 Marketing Communication L3 Process Chemistry L3 Afrikaans First Additional Language L4 Paper 1 Automotive Repair and Maintenance L4 Concrete Structures L4 Construction Planning L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Life Orientation L4 Paper 1 Project Management L4
	The quality of illustrations, graphs and tables was poor or not print ready in 13% of the papers.	Animal Production L2 Life Orientation L2 Paper 1 Life Orientation L2	Afrikaans First Additional Language L2 Paper 2 Animal Production L2

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.1 Technical quality		Paper 2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Mathematics L2 Paper 2 Physical Science L2 Paper 1 Concrete Structures L3 Life Orientation L3 Paper 1 Marketing Communication L3 Office Practice L3 Afrikaans First Additional Language L4 Paper 1 Economic Environment L4 English First Additional Language L4 Paper 2 Marketing Communication L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Office Practice L4	Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Concrete Structures L3 Life Orientation L3 Paper 1 Marketing Communication L3 Mathematical Literacy L3 Paper 1 Mathematics L3 Paper 1 Office Practice L3 Physical Science L3 Paper 2 Economic Environment L4 English First Additional Language L4 Paper 2 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2
	<p>There were lapses in adherence to the format requirements of the Subject Assessment Guideline (SAG) in 8% of the question papers.</p> <p>As a result there was substantial reworking of some of the papers with some questions being either replaced or rephrased.</p>	Animal Production L2 Economic Environment L2 Concrete Structures L3 Principles of Computer Programming L3 Paper 2 Concrete Structures L4 Financial Management L4 Marketing Communication L4 Masonry L4 Sustainable Tourism in South Africa and International Travel L4	Animal Production L2 Economic Environment L2 Food Preparation L2 Concrete Structures L3 Principles of Computer Programming L3 Paper 2 Business Practice L4 Concrete Structures L4 Marketing Communication L4 Masonry L4 Sustainable Tourism in South Africa and International Travel L4

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
<p>5.1.2 Internal moderation Internal moderators' reports require more detail and should indicate the changes/recommendations that were implemented.</p> <p>Some reports did not provide useful qualitative information to assist the external moderator in placing the paper in its developmental context.</p>	<p>The internal moderator's report was either not received or the wrong report was submitted.</p>	<p>Science of Tourism L2 Food Preparation L4 Materials L4</p>	<p>Materials L4 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Office Practice L4</p>
	<p>Some reports were only partially completed or did not provide enough detail. The reports were simply a checklist and external moderators found mistakes in the papers. In some cases the recommended changes had not been indicated.</p>	<p>Contact Centre Operations L2 Mathematical Literacy L2 Paper 2 Concrete Structures L3 Marketing Communication L3 Materials Technology L3 Physical Science L3 Paper 1 Principles of Computer Programming L3 Paper 1 Applied Accounting L4 Paper 1 Sustainable Tourism in South Africa and International Travel L4</p>	<p>Contact Centre Operations L2 Mathematical Literacy L2 Paper 2 Concrete Structures L3 Materials Technology L3 Physical Science L3 Paper 1 Principles of Computer Programming L3 Paper 1 Client Services and Human Relations L4 Sustainable Tourism in South Africa and International Travel L4</p>
	<p>There was no evidence of internal moderation as examiner and internal moderator report had been completed by the same person.</p>	<p>Welding L4</p>	<p>Welding L4</p>
	<p>The internal moderators' reports were of poor quality or low standard, or some information provided was not relevant.</p>	<p>Afrikaans First Additional Language L2 Paper 1 Contact Centre Operations L2 Life Orientation L2 Paper 1 Life Orientation L2 Paper 2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Applied Accounting</p>	<p>Afrikaans First Additional Language L2 Paper 1 Contact Centre Operations L2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Life Orientation L3 Paper 1 Office Practice L3 Physical Science L3 Paper 2</p>

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.2 Internal moderation		L3 Life Orientation L3 Paper 1 Office Practice L3 Principles of Computer Programming L3 Paper 1 Food Preparation L4 Applied Accounting L4 Paper 1 Computer Programming L4 Paper 1 Computer Programming L4 Paper 2 Consumer Behaviour L4 English First Additional Language L4 Paper 2 Law Procedures and Evidence L4 Life Orientation L4 Paper 1 Marketing L4 Mathematics L4 Paper 1 Sustainable Tourism in South Africa and International Travel L4	Principles of Computer Programming L3 Paper 1 Office Practice L3 Client Services and Human Relations L4 Computer Programming L4 Paper 1 Computer Programming L4 Paper 2 Consumer Behaviour L4 English First Additional Language L4 Paper 2 Law Procedures and Evidence L4 Life Orientation L4 Paper 1 Marketing L4 Mathematics L4 Paper 1 Sustainable Tourism in South Africa and International Travel L4
	There was little or no evidence that the internal moderator had made recommendations, or whether these recommendations had been implemented or addressed as some papers were received with grammatical and/or typographical errors.	Entrepreneurship L2 Masonry L2 Physical Science L2 Paper 1 Concrete Structures L3 Principles of Computer Programming L3 Paper 1 Process Chemistry L3 Automotive Repair and Maintenance L4 Computer Integrated Manufacturing L4 Engineering Processes L4	Contact Centre Operations L2 Entrepreneurship L2 Masonry L2 Physical Science L2 Paper 1 Physical Science L2 Paper 2 Materials Technology L3 Principles of Computer Programming L3 Paper 1 Automotive Repair and Maintenance L4

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.2 Internal moderation		Human and Social Development L4 Marketing L4 Masonry L4 Mechatronic Systems L4	Computer Integrated Manufacturing L4 Engineering Processes L4 Human and Social Development L4 Marketing L4 Masonry L4 Personal Assistance L4 Project Management L4 Sustainable Tourism in South Africa and International Travel L4

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
<p>5.1.3 Content coverage</p> <p>In 83% of the question papers the Learning Outcomes and the Assessments Standards as prescribed in the policy and guideline documents were adequately covered.</p> <p>In the majority of papers mark allocation, level of difficulty and time allocation were strongly related.</p> <p>The use of a variety of question types was evident but creativity in questioning techniques still required improvement.</p>	<p>Only 7% of the question papers did not cover the Learning Outcomes and the Assessments Standards adequately as prescribed in the policy and guideline documents.</p>	<p>Concrete Structures L3 Principles of Computer Programming L3 Paper 2 Computer Programming L4 Paper 1 Concrete Structures L4 Marketing Communication L4 Masonry L4 Personal Assistance L4</p>	<p>Concrete Structures L3 Hospitality Generics L3 Life Orientation L3 Paper 1 Principles of Computer Programming L3 Paper 2 Concrete Structures L4 Hospitality Generics L4 Marketing Communication L4 Masonry L4 Sustainable Tourism in South Africa and International Travel L4</p>
	<p>In 10% of the papers the spread or weightings of Learning Outcomes and Assessment Standards was not always appropriate.</p>	<p>Food Preparation L2 Concrete Structures L3 Hospitality Generics L3 Business Practice L4 Concrete Structures L4 Marketing Communication L4 Masonry L4 New Venture Creation L4 Personal Assistance L4 Physical Science L4</p>	<p>Food Preparation L2 Science of Tourism L2 Concrete Structures L3 Hospitality Generics L3 Principles of Computer Programming Paper 1 Business Practice L4 Client Service and Human Relations L4 Concrete Structures L4 Hospitality Generics L4</p>

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.3 Content coverage		Paper 2 Sustainable Tourism in South Africa and International Travel L4	Marketing Communication L4 Masonry L4 New Venture Creation L4 Sustainable Tourism in South Africa and International Travel L4
	In 13% of the papers mark allocation, level of difficulty and time allocation were not related.	Animal Production L2 Business Practice L2 Electronics L2 Life Orientation L2 Paper 1 Mathematics L2 Paper 2 Applied Accounting L3 English First Additional Language L3 Paper 1 Principles of Computer Programming L3 Paper 2 Afrikaans First Additional Language L4 Paper 1 Applied Accounting L4 Paper 1 Computer Programming L4 Paper 2 Concrete Structures L4 Human and Social Development L4 Life Orientation L4 Paper 1 Mathematics L4 Paper 1 New Venture Creation L4	Animal Production L2 Business Practice L2 Electronics L2 Life Orientation L2 Paper 1 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Physical Science L2 Paper 1 Applied Accounting L3 Principles of Computer Programming L3 Paper 2 Applied Accounting L4 Paper 1 Business Practice L4 Computer Programming L4 Paper 2 Concrete Structures L4 Electrical Systems and Construction L4 Life Orientation L4 Paper 1 New Venture Creation L4 Welding L4
	The assessment standards were not appropriately linked or integrated in 6% of the papers.	Life Orientation L2 Paper 1 Concrete Structures L3 Principles of Computer Programming L3	Life Orientation L2 Paper 1 Concrete Structures L3 Principles of Computer Programming L3

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.3 Content coverage		Paper 2 Computer Programming L4 Paper 1 Concrete Structures L4 Marketing Communication L4 Masonry L4 Physical Science L4 Paper 2	Paper 1 Principles of Computer Programming L3 Paper 2 Concrete Structures L4 Marketing Communication L4 Masonry L4

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
<p>5.1.4 Cognitive skills</p> <p>The use of the assessment framework/analysis grid enhanced the quality of the papers.</p> <p>However, some question papers did not comply with all minimum requirements and standards regarding the cognitive skill aspect, as indicated in this table.</p>	Twenty-one percent of the papers did not reflect an appropriate distribution of questions overall.	Animal Production L2 Business Practice L2 Electronics L2 Engineering Systems L2 Entrepreneurship L2 Mathematical Literacy L2 Paper 2 Applied Accounting L3 Concrete Structures L3 Electrical Systems and Construction L3 English First Additional Language L3 Paper1 Machine Manufacturing L3 Office Practice L3 Principles of Computer Programming L3 Paper 1 Principles of Computer Programming L3 Paper 2 Computer Integrated Manufacturing L4 Concrete Structures L4 English First Additional Language L4 Paper 1 English First Additional Language L4 Paper 2 Life Orientation L4 Paper 1 Marketing	Animal Production L2 Business Practice L2 Electronics L2 Engineering Systems L2 Entrepreneurship L2 Mathematical Literacy L2 Paper 2 Applied Accounting L3 Concrete Structures L3 Electrical Systems and Construction L3 Machine Manufacturing L3 Marketing Communication L3 Office Practice L3 Principles of Computer Programming L3 Paper 1 Principles of Computer Programming L3 Paper 2 Client Services and Human Relations L4 Computer Programming L4 Paper 1 Concrete Structures L4 English First Additional Language L4 Paper 1 English First Additional

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.4 Cognitive skills		Communication L4 Masonry L4 Mathematics L4 Paper 1 Mechatronic Systems L4 Office Practice L4 Sustainable Tourism in South Africa and International Travel L4	Language L4 Paper 2 Food Preparation L4 Life Orientation L4 Paper 1 Marketing Communication L4 Masonry L4 New Venture Creation L4 Office Practice L4 Sustainable Tourism in South Africa and International Travel L4
	In 9% of the papers marks were not distributed correctly according to the Subject and Assessment Guidelines.	Electronics L2 Applied Accounting L3 Concrete Structures L3 Marketing Communication L3 Principles of Computer Programming L3 Paper 1 Principles of Computer Programming L3 Paper 2 Concrete Structures L4 Marketing Communication L4 Masonry L4 Sustainable Tourism in South Africa and International Travel L4	Electronics L2 Entrepreneurship L2 Applied Accounting L3 Concrete Structures L3 Marketing Communication L3 Principles of Computer Programming L3 Paper 1 Principles of Computer Programming L3 Paper 2 Client Services and Human Relations L4 Computer Programming L4 Paper 1 Concrete Structures L4 English First Additional Language L4 Paper 2 Marketing Communication L4 Masonry L4
	Seven percent of papers failed to provide questions representative of the latest developments in the teaching of the particular knowledge field.	Applied Accounting L3 Machine Manufacturing L3 Advertising and Promotions L4 Applied Accounting L4 Paper 1 Concrete Structures L4 Electrical Principles	Machine Manufacturing L3 Applied Accounting L4 Paper 1 Concrete Structures L4 Electrical Principles and Practice L4 Life Orientation L4 Paper 1

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.4 Cognitive skills		and Practice L4 Life Orientation L4 Paper 1 Masonry L4 Physical Science L4 Paper 1	Masonry L4 Mathematical Literacy L4 Paper 2 Physical Science L4 Paper 1

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
<p>5.1.5 Marking guidelines</p> <p>In general, marking guidelines were unambiguous and covered a wide range of possible alternative answers.</p> <p>The mark allocation within questions was clearly indicated and marking guidelines could be used to assist markers to assess in a way that was fair and valid.</p>	Some (6%) of the answers in the marking guidelines did not correspond with the questions in the question paper.	English First Additional Language L2 Paper 2 Carpentry and Roof Work L4 Electrical Systems and Construction L4 Life Orientation L4 Paper 1 New Venture Creation L4 Sustainable Tourism in South Africa and International Travel L4	Mathematics L2 Paper 1 Mathematics L2 Paper 2 Marketing Communication L3 Carpentry and Roof Work L4 Early Childhood Development L4 Life Orientation L4 Paper 1 New Venture Creation L4 Physical Science L4 Paper 2 Project Management L4
	Some of the answers in 27% of the marking guidelines were inaccurate and lacked clarity.	Animal Production L2 English First Additional Language L2 Paper 2 Entrepreneurship L2 Life Orientation L2 Paper 2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Mathematics L2 Paper 1 Science of Tourism L2	Animal Production L2 Business Practice L2 English First Additional Language L2 Paper 1 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Electrical Systems and Construction L3 English First Additional Language L3 Paper 1 Marketing Communication L3 Mathematical Literacy L3 Paper 1

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.5 Marking guidelines		Applied Accounting L3 Concrete Structures L3 Criminal Justice Structures and Mandates L3 English First Additional Language L3 Paper 1 English First Additional Language L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L3 P1 Mathematics L3 Paper 2 Office Practice L3 Principles of Computer Programming L3 Paper 1 Afrikaans First Additional Language L4 Paper 1 Applied Accounting L4 Paper 1 Applied Accounting L4 Paper 2 Concrete Structures L4 Criminal Justice Process L4 Economic Environment L4 Electrical Systems and Construction L4 English First Additional	Mathematics L3 Paper 1 Mathematics L3 Paper 2 Office Practice L3 Principles of Computer Programming L3 Paper 1 Applied Accounting L4 Paper 1 Applied Accounting L4 Paper 2 Carpentry and Roof Work L4 Concrete Structures L4 Construction Planning L4 Consumer Behaviour L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 English First Additional Language L4 Paper 1 Masonry L4 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 Project Management L4 Sustainable Tourism in South Africa and International Travel L4

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.5 Marking guidelines		Language L4 Paper 1 English First Additional Language L4 Paper 2 Food Preparation L4 Life Orientation L4 Paper 1 Life Orientation L4 Paper 2 Mathematical Literacy L4 Paper 1 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1 Mathematics L4 Paper 2 Personal Assistance L4 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L4	
	The mark allocation on the marking guideline did not correspond with the mark allocation on the question paper and had to be corrected to ensure alignment.	Business Practice L2 Mathematical Literacy L2 Paper 1 Physical Science L3 Paper 1 Physical Science L3 Paper 2 Tourism Operations L2 Applied Accounting L3 Life Orientation L3 Paper 1 Marketing Communication L3 Automotive Repair and Maintenance L4	English First Additional Language L2 Paper 2 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Physical Science L3 Paper 1 Physical Science L3 Paper 2 Tourism Operations L2 Applied Accounting L3 Concrete Structures L3 Criminal Justice Structures and Mandates L3 Life Orientation L3 Paper 1

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.5 Marking guidelines		Construction Supervision L4 Economic Environment L4 Food Preparation L4 Life Orientation L4 Paper 1 Marketing Communication L4 Project Management L4	Marketing Communication L3 Applied Accounting L4 Paper 1 Applied Accounting L4 Paper 2 Automotive Repair and Maintenance L4 Concrete Structures L4 Construction Planning L4 Criminal Justice Process L4 Economic Environment L4 Project Management L4
	The marking guidelines for 15% of the question papers did not facilitate marking.	Animal Production L2 Masonry L2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Mathematics L2 Paper 1 Hospitality Generics L3 Principles of Computer Programming L3 Paper 2 Applied Accounting L4 Paper 1 Computer Programming L4 Paper 2 Concrete Structures L4 Criminal Justice Process L4 Electrical Systems and Construction L4 Hospitality Generics	Animal Production L2 Masonry L2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Mathematics L2 Paper 1 Mathematics L2 Paper 2 English First Additional Language L3 Paper 2 Hospitality Generics L3 Marketing Communication L3 Principles of Computer Programming L3 Paper 2 Applied Accounting L4 Paper 1 Applied Accounting L4 Paper 2 Computer Programming L4 Paper 2 Concrete Structures L4 Hospitality Generics L4 Human and Social

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.5 Marking guidelines		L4 Marketing Communication L4 Masonry L4 Physical Science L4 Paper 1 Welding L4	Development L4 Marketing Communication L4 Masonry L4 Physical Science L4 Paper 1 Welding L4
CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
<p>5.1.6 Language and bias In most papers the language was pitched at the appropriate level. No bias was evident in the sampled question papers.</p> <p>There were grammatical errors in some papers that might have created confusion; some questions, passages/texts should have been rephrased or changed.</p> <p>Generally, the passages used in the text were of appropriate length, and the level and complexity of the vocabulary was appropriate.</p>	Subject terminology or data was not always used correctly.	Animal Production L2 Criminal Justice Structures and Mandates L3 English First Additional Language L3 Paper 2 Principles of Computer Programming L3 Paper 1	Animal Production L2 Mathematics L2 Paper 1 Mathematics L2 Paper 2 English First Additional Language L3 Paper 2 Computer Programming L4 Paper 1 Criminal Justice Process L4 Early Childhood Development L4
	The language register was not appropriate for the level of candidate.	Life Orientation L3 Paper 1 Principles of Computer Programming L3 Paper 2 Automotive Repair and Maintenance L4	Afrikaans First Additional Language L2 Paper 2 Animal Production L2 Life Orientation L3 Paper 1 Principles of Computer Programming L3 Paper 2 English First Additional Language L4 Paper 2

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
<p>5.1.7 Adherence to assessment policies/guideline documents</p> <p>The accompanying analysis grid/assessment framework illustrating coverage of syllabus, weighting and spread of content of Learning Outcomes and Assessment Standards as well as cognitive levels and percentages thereof were available for the majority of papers.</p>	<p>The question paper was not in line with the current policy /guideline and failed to show a balance of the testing of the different cognitive levels.</p>	<p>Animal Production L2 Economic Environment L2 Mathematical Literacy L2 Paper 2 Concrete Structures L3 Hospitality Generics L3 Principles of Computer Programming L3 Paper 1 Principles of Computer Programming L3 Paper 2 Computer Programming L4 Paper 1 Concrete Structures L4 Engineering Fabrication – Boiler Making L4 Marketing Communication L4 Personal Assistance L4 Physical Science L4 Paper 2</p>	<p>Animal Production L2 Economic Environment L2 Mathematical Literacy L2 Paper 2 Concrete Structures L3 Hospitality Generics L3 Life Orientation L3 Paper 1 Marketing Communication L3 Principles of Computer Programming L3 Paper 1 Principles of Computer Programming L3 Paper 2 Concrete Structures L4 Engineering Fabrication – Boiler Making L4 Food Preparation L4 Marketing Communication L4 Masonry L4</p>
	<p>The analysis grid/assessment framework was either not submitted with the paper or was only partially completed and missing important information.</p>	<p>Afrikaans First Additional Language L2 Paper 2 Science of Tourism L2 Principles of Computer Programming L3 Paper 1 Hospitality Generics L4 Masonry L4 Welding L4</p>	<p>Afrikaans First Additional Language L2 Paper 2 Mathematics L2 Paper 1 Mathematics L2 Paper 2 Hospitality Generics L4 Welding L4</p>

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
<p>5.1.8 Predictability</p> <p>In general, no verbatim repetition of questions was found. The format of question papers remained the same but the questions were not easy to predict.</p>	<p>Eighteen percent of question papers contained a question(s) taken verbatim from past question papers.</p>	<p>Animal Production L2 Contact Centre Operations L2 Economic Environment L2 Learning Psychology L2 Life Orientation L3 Paper 1 Masonry L2 Physical Science L2 Paper 1 Life Orientation L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematical Literacy L3 Paper 2 Office Practice L3 Applied Accounting L4 Paper 1 Carpentry and Roof Work L4 Concrete Structures L4 Economic Environment L4 English First Additional Language L4 Paper 1 English First Additional Language L4 Paper 2 Engineering Fabrication – Boiler Making L4 Marketing Communication L4 Personal Assistance L4 Project Management L4</p>	<p>Business Practice L2 Contact Centre Operations L2 Economic Environment L2 Learning Psychology L2 Life Orientation L2 Paper 1 Masonry L2 Applied Accounting L3 Concrete Structures L3 Life Orientation L3 Paper 1 Office Practice L3 Applied Engineering Technology L4 Carpentry and Roof Work L4 Client Services and Human Relations L4 Concrete Structures L4 Contact Centre Operations L4 Economic Environment L4 English First Additional Language L4 Paper 1 Engineering Fabrication – Boiler Making L4 Marketing Communication L4 Mathematics L4 Paper 1 Project Management L4 Sustainable Tourism in South Africa and International Travel L4</p>

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.8 Predictability	Fourteen percent of the moderated papers lacked an appropriate degree of innovation.	Animal Production L2 Economic Environment L2 Electronics L2 Physical Science L2 Paper 1 Applied Accounting L3 Electrical Systems and Construction L3 English First Additional Language L3 Paper 1 Office Practice L3 Process Chemistry L3 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Concrete Structures L4 Economic Environment L4 Engineering Fabrication – Boiler Making L4 Life Orientation L4 Paper 1 Marketing L4 Masonry L4 Office Practice L4	Business Practice L2 Economic Environment L2 Electronics L2 English First Additional Language L2 Paper 2 Life Orientation L2 Paper 1 Applied Accounting L3 Office Practice L3 Process Chemistry L3 Applied Engineering Technology L4 Concrete Structures L4 Economic Environment L4 Engineering Fabrication – Boiler Making L4 Life Orientation L4 Paper 1 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 2

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.9 Overall impression Overall, 83% of the November 2012 and Supplementary 2013 examination papers were considered to be of an appropriate standard. However, the findings indicate that there is still room for improvement.	Only 9% of the papers did not comply with the current policy/guideline documents.	Animal Production L2 Economic Environment L2 Concrete Structures L3 Hospitality Generics L3 Principles of Computer Programming L3 Paper 2	Animal Production L2 Economic Environment L2 Concrete Structures L3 Life Orientation L3 Paper 1 Marketing Communication L3 Principles of Computer

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.9 Overall impression		Applied Accounting L4 Paper 1 Concrete Structures L4 Fabrication – Boiler Making L4 Marketing Communication L4 Personal Assistance L4 Physical Science L4 Paper 2	Programming L3 Paper1 Principles of Computer Programming L3 Paper 2 Concrete Structures L4 Engineering Fabrication – Boiler Making L4 Marketing Communication L4
	Seventeen percent of question papers were not of an appropriate standard or print ready when received for external moderation.	Afrikaans First Additional Language L2 Paper 2 Animal Production L2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Applied Accounting L3 Electrical Systems and Construction L3 English First Additional Language L3 Paper 1 Office Practice L3 Principles of Computer Programming L3 Paper 1 Principles of Computer Programming L3 Paper 2 Applied Accounting L4 Paper 1 Concrete Structures L4 Early Childhood Development L4 Electrical Systems and Construction L4 Engineering Fabrication – Boiler	Afrikaans First Additional Language L2 Paper 2 Animal Production L2 Business Practice L2 English First Additional Language L2 Paper 2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L2 Paper 2 Applied Accounting L3 Mathematical Literacy L2 Paper 2 Applied Accounting L3 Concrete Structures L3 Electrical Systems and Construction L3 Office Practice L3 Principles of Computer Programming L3 Paper 1 Principles of Computer Programming L3 Paper 2 Concrete Structures L4 Early Childhood Development L4 Early Childhood Development L4 Engineering Fabrication – Boiler

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS	
		NOVEMBER 2012	SUPPLEMENTARY 2013
5.1.9 Overall impression		Making L4 Human and Social Development L4 Life Orientation L4 Paper 1 Masonry L4 Personal Assistance L4 Tourism Operations L4 Welding L4	Making L4 Human and Social Development L4 Life Orientation L4 Paper 1 Masonry L4 Mathematical Literacy L4 Paper 2 Project Management L4 Welding L4
	The standard of the supplementary question paper was not equivalent to that of the November question paper.	Supplementary 2013 Business Practice L2 English First Additional Language L2 Paper 2 Masonry L2 Applied Accounting L3 Applied Accounting L4 Paper 1 English First Additional Language L4 Paper 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Project Management L4	

6 AREAS OF GOOD PRACTICE

Enhanced communication between the internal and external moderators contributed to the effective and efficient moderation of question papers. In the same way, the professional collaboration between Umalusi and the DHET contributed to the smooth running of the lengthy and complex process of external moderation.

7 AREAS FOR IMPROVEMENT

7.1 MODEL OF QUESTION PAPER MODERATION

The DHET's intention to move to an eighteen month examination setting cycle and to on-site moderation of Level 4 question papers in certain subjects should limit the challenges encountered in the off-site moderation model.

There is interaction between the internal and external moderator in the current model, the on-site model would enable direct interaction between these moderators and could speed up the moderation process, ensuring greater efficiency and security.

7.2 TECHNICAL ASPECTS

The following aspects of the DHET quality control process require immediate attention (these aspects were raised in previous Umalusi reports):

- The editing process must be rigorous to ensure question papers of high quality. Papers ought to be free from any technical, syntactical or language errors by the time they reach the external moderator. This applies to the final product that is sent to the examination centres and the marking centres as well. The cover page should contain all the relevant details such as logo, name of subject, time allocation, number of pages and any additional information by the time the papers are sent for external moderation.
- The instructions to candidates must be clearly stated.
- The quality of the reproduction of question papers containing diagrams, symbols, texts and graphics must be improved.

7.3 INTERNAL MODERATION AND IMPLEMENTATION OF MODERATION DECISIONS

There was little improvement in the quality of internal moderation reports. Most reports were focussed on complying with requirements rather than on providing useful qualitative information and comments.

The following aspects must be improved:

- The reports must be completed in full and should provide detailed and comprehensive comments/recommendations.
- A report must provide evidence of the development of the paper (communication between the examiner and internal moderator as well as a record of recommendations and changes made) as well as qualitative information in order to enhance the interaction between the external moderator and the paper.
- More careful internal moderation would enhance the quality of the papers as errors could be eliminated at this stage.

7.4 MARKING GUIDELINES

- The marking guideline must correspond with the questions in the question paper and must facilitate fair and valid marking.
- The mark allocations on the marking guideline must correspond with the mark allocations on the question paper.
- Allocation of marks within questions must be clearly indicated.

7.5 ADHERENCE TO ASSESSMENT POLICIES/GUIDELINE DOCUMENTS

The assessment framework/assessment grid must be complete and without any ambiguities. It is hoped that the training provided by the DHET in this regard will bear fruit in the next examination setting session.

8 CONCLUSION

An examination paper is an important measurement tool used to provide candidates with the opportunity to demonstrate their newly acquired knowledge and skills. The questions must be skilfully set in order to provide for fair, valid and reliable assessment opportunities. Most November 2012 and March 2013 supplementary question papers succeeded in assessing the outcomes of the curriculum. However, all papers set and sent for external moderation must be aligned to the Subject and Assessment Guidelines.

Although the standard of the question papers was generally satisfactory, the cognitive levels represented in some should be raised. The poor quality or absence of evidence of internal moderation indicates that not enough attention is being paid to this important quality assurance process.

Despite some of the shortcomings revealed in the reports, it was pleasing to note that where there was compliance with policy requirements and a commitment to the process, the examination papers were of a satisfactory standard and the setting and moderation processes were efficient.

Chapter 2

Moderation of internal assessment

1 INTRODUCTION

Internal continuous assessment (ICASS) is assessment conducted at the site of learning, by the college, the results of which count towards the achievement of the National Certificate Vocational [NC(V)]. Ideally, ICASS allows for assessment to take place at the time of learning and, more importantly, to be integrated with teaching. Proof of the candidate's ICASS is contained in a portfolio of evidence, according to the requirements specified in the Subject Assessment Guidelines of that particular subject and in the Revised Guidelines for the Implementation of ICASS in the NC(V) qualifications at FET Colleges, as implemented in February 2012 (for rest of the document referred to as Revised ICASS Guidelines).

An ICASS mark forms a compulsory component of the final subject promotion mark for all learners registered for the NC(V). This mark has a weighting of 25% for the fundamental subjects and 50% for the vocational subjects. The internal assessment of the NC(V) qualification is therefore as important as the external assessment component in terms of contribution to the final mark, and Umalusi assures the quality of internal assessment through the operation of a rigorous moderation process. Umalusi also monitors the systems in place for internal assessment, since internal assessment is mostly set, marked and graded at site level.

Umalusi's quality assurance of internal assessment entailed three phases – the initial examination of the provision at sites focusing on the quality of tasks and their compliance with the Revised ICASS Guidelines at the sites of learning, a further evaluation of progress with internal assessment that formed part of a project on the evaluation of the assessment system and the last phase namely the moderation of portfolios of assessment (PoAs) and portfolios of evidence (PoEs) from sampled sites.

In this section of the report, Part A will cover the May 2012 ICASS monitoring and moderation process, Part B the ICASS moderation that was part of the evaluation of the assessment system project. Both of these moderation processes were done at the sites of learning. Part C will cover the moderation of portfolios of evidence and portfolios of assessment that was carried out at centralised venues in each of the nine provinces.

The main objective of moderating the internal assessment is to:

- Evaluate whether sites of delivery were suitably resourced to offer the particular programme;
- Verify that internal assessment policies and systems had been established;
- Verify that the educator portfolio (PoA) and learner portfolio (PoE) adhered to the Revised ICASS Guidelines;
- Ascertain the appropriateness and standard of the assessment tasks;
- Determine whether ICASS allowed for assessment to take place at the time of learning and, more importantly, to be integrated with teaching;
- Ensure that sufficient tasks of different types have been administered;
- Ensure that evidence is collected and documented efficiently;
- Ensure that assessment across different sites of delivery is consistent and that standards are maintained; and
- Assure that the quality assurance of the internal assessment component of the NC(V) had been effectively managed.

2 PURPOSE

The purpose of each section is to:

- Outline the approach followed in the moderation of internal assessment;
- Provide an indication of the size of the sample included in the quality assurance of this internal assessment process in terms of sites and subjects;
- Give an overview of the critical findings related to the quality and standard of the internal assessment;
- Highlight areas of good practice and those requiring improvement; and
- Suggest recommendations to enhance the quality of internal assessment.

Part A

ICASS MONITORING/MODERATION DURING MAY 2012

1 SCOPE

Umalusi's quality assurance of the internal assessment component entailed:

- The monitoring of the planning and implementation of internal assessment at a sample of sites;
- The verification of the standard of the first two tasks administered.

During May 2012, Umalusi monitored the implementation of internal assessment of a sample of NC(V) Level 2, 3, and 4 subjects at 62 college sites across the nine provinces. A team of 38 moderators was deployed to various sites to undertake the monitoring/moderation.

The table below indicates the sites and subjects included in the May 2012 monitoring/moderation visits.

Table 3: Sites and subjects included in the May ICASS monitoring/moderation visits

SUBJECT	LEVEL	PROVINCE	COLLEGE/SITE	CAMPUS
Afrikaans First Additional Language	2,3,4	Western Cape	Boland	Worcester
	2,3,4	Northern Cape	Rural Public	Upington
Automotive Repair and Maintenance	3	Western Cape	College of Cape Town	Athlone
Business Practice	4	Western Cape	College of Cape Town	Crawford
	3	Free State	Maluti	Bonamelo
Early Childhood Development	3,4	Western Cape	West Coast	Atlantis
Electrical Systems and Construction	3	Western Cape	False Bay	Kayelitsha
	4	Limpopo	Capricorn	Seshego
Electro-Technology	2,3	Gauteng	Sedibeng	Sebokeng
Engineering Graphics and Design/Applied Engineering Technology	3	Western Cape	West Coast	Vredendal
	4	Mpumalanga	Ehlanzeni	Mlumati
English First Additional Language	3	North West	Taletso	Mafikeng
	4	North West	Orbit	Rustenburg

SUBJECT	LEVEL	PROVINCE	COLLEGE/SITE	CAMPUS
Entrepreneurship/ Project Management	3	Gauteng	Wilberforce Community	
	2	Free State	Goldfields	Tosa
Financial Management	3	KwaZulu-Natal	Mnambithi	Ladysmith
Food Preparation	3	Gauteng	Central Johannes- burg	Smit Street
	3	KwaZulu-Natal	Elangeni	KwaMashu *
Hospitality Services	2	Limpopo	Capricorn	Polokwane
	4	KwaZulu-Natal	Coastal KZN	Umbumbulu
Life Orientation - Information Technology component	4	Gauteng	Tshwane North	Mamelodi
	4	Mpumalanga	Gert Sibande	Standerton
	4	Free State	Motheo	Bloemfontein
	4	North West	Vuselela	Jouberton
Life Orientation - Life Skills component	4	Free State	Motheo	Bloemfontein
	4	North West	Vuselela	Jouberton
Management Practice	2,3,4	Limpopo	Vhembe	Makwarela
Marketing	3	Eastern Cape	Fort Glamorgan Correctional Services	
Marketing Communication	3	Gauteng	Ekurhuleni West	Alberton
Masonry	3	North West	Orbit	Brits
	3	Gauteng	Tshwane South	Atteridgeville
Mathematical Literacy	2	Gauteng	Pretoria Central Correctional Services	
	2	Gauteng	Denver Technical	
	2,3	Northern Cape	Urban Public	City
	2,3,4	Northern Cape	Urban Public	Moremogolo
	4	KwaZulu-Natal	Coastal KZN	Swinton
	4	KwaZulu-Natal	Coastal KZN	Umlazi BB
Mathematics	4	Western Cape	False Bay	Westlake
	3	Northern Cape	Rural Public	Kathu
	2	Gauteng	Ekurhuleni West	Germiston
	4	Limpopo	Sekhukhune	CS Barlow
	3	KwaZulu-Natal	Umfolzi	Richtek
	2	Eastern Cape	East Cape Midlands	Park Avenue
Mechatronic Systems	2,3,4	Eastern Cape	Port Elizabeth	Iqhayiya

SUBJECT	LEVEL	PROVINCE	COLLEGE/SITE	CAMPUS
New Venture Creation	4	Eastern Cape	East Cape Midlands	High Street
Personal Assistance	4	North West	Orbit	Mankwe
	4	Mpumalanga	Gert Sibande	Ermelo
Physical Science	2	Gauteng	Ekurhuleni East	KwaThema
Plant and Equipment/ Construction Supervision	3	Western Cape	College of Cape Town	Thornton
	4	Western Cape	College of Cape Town	Thornton
Plant Production/ Advanced Plant Production	4	Limpopo	Vhembe	Mashamba
	3	Mpumalanga	Ehlanzeni	Mthimba
Principles of Computer Programming/ Computer Programming	4	Western Cape	False Bay	Fish Hoek
	3	Free State	Motheo	Hillside View
Materials Technology /Professional Engineering Practice	4	KwaZulu-Natal	Coastal KZN	Umlazi
	3	Mpumalanga	Nkangala	Mpondozankomo
Theory of Policing Practices/ Applied Policing	3	Gauteng	Tshwane North	Temba
	4	KwaZulu-Natal	Thekwini	Asherville
Tourism Operations	4	Limpopo	Waterberg	Mokopane
	3	Gauteng	South West Gauteng	George Tabor
Welding	4	Western Cape	West Coast	Vredenburg
Workshop Practice	3	KwaZulu-Natal	Mnambithi	Ezakheni
	3	KwaZulu-Natal	Thekwini	Cato Manor

* Done off-site

Due to the nature of the subject, two moderators were deployed to moderate Life Orientation at the Bloemfontein Campus of Motheo College in the Free State and at the Jouberton Campus of Vuselela College in the North West Province.

2 APPROACH

Provincial departments, colleges and campuses were informed in advance of Umalusi's intended monitoring visits.

On-site monitoring/moderation of the state of internal assessment was conducted at all but one of the sites during May 2012.

3 FINDINGS

The following section captures the general findings of the implementation of internal assessment as observed in May 2012.

Table 4: May ICASS monitoring/moderation - findings and challenges

CRITERION	FINDINGS AND CHALLENGES	SITES
3.1 Resources	Insufficient resources was still a challenge, as was evident from the following:	
3.1.1 Physical resources	<ul style="list-style-type: none"> Monitors found extremes with regard to the equipment in classrooms/practicum rooms/workshops. Some classrooms had only basic furniture and equipment (tables, chairs and chalkboard), while learning aids such as overhead projectors, televisions, DVD players and specific subject-related posters and charts were found in others. Only 54% of the sites provided an environment which was conducive to learners gaining practical experience and making use of the necessary facilities and equipment to perform practical tasks, as required by the outcomes of the SAG. 	
	<ul style="list-style-type: none"> Some sites did not have adequately functioning practicum rooms. 	Fort Glamorgan (Marketing), Asherville (Applied Policing), Temba (Theory of Policing Practices), Bonamelo (Business Practice), Atlantis (Early Childhood Development), Tosa (Entrepreneurship), Ladysmith (Financial Management), Jouberton (Life Orientation), Ermelo (Personal Assistance) and Mpondozankomo (Materials Technology).
	<ul style="list-style-type: none"> Some practicum rooms could not accommodate all the enrolled students. 	Asherville (Applied Policing), Temba (Theory of Policing Practices), Atteridgeville (Masonry), Kayelitsha (Electrical Systems and Construction), Seshego (Electrical Systems and Construction), CJC Smit Street (Food Preparation) and Polokwane (Hospitality Services).
	<ul style="list-style-type: none"> Many sites did not have adequate computers, printers and/or internet access for learners to use for 	Mashamba (Advanced Plant Production), Upington

CRITERION	FINDINGS AND CHALLENGES	SITES
3.1.1 Physical resources	their task completion.	(Afrikaans), Fort Glamorgan (Marketing), Asherville (Applied Policing), Seshego (Electrical Systems and Construction), Makwarela (Management Practice) and Ezakheni (Workshop Practice).
	<ul style="list-style-type: none"> Classrooms lacked stimulating material and apparatus. 	CS Barlow (Mathematics), Upington (Afrikaans), Denver (Mathematical Literacy) and Kathu (Mathematics).
3.1.2 Human resources	<ul style="list-style-type: none"> While most campuses had qualified and experienced staff to teach the specific NC(V) subject, 17% still lacked suitably qualified personnel. 	Hillside View (Principles of Computer Programming), Wilberforce (Entrepreneurship), Jouberton (Life Orientation - Life Skills), Fort Glamorgan (Marketing), Atteridgeville (Masonry), Brits (Masonry), Umlazi BB (Professional Engineering Practice), Mpondozankomo (Materials Technology) and Vredenburg (Welding).
	<ul style="list-style-type: none"> Furthermore, at many of the sites, educators indicated that they still required further training in: <ul style="list-style-type: none"> Subject matter content; Design and development of assessment tasks and tools; Assessment of practical work; Integration of assessment within the programme; and Assessment and moderation. 	
	<ul style="list-style-type: none"> A perennial problem remained in that too many educators (45%) had had inadequate exposure to the workplace environment or relative industries. 	
3.1.3 Learning and training material	<p>The textbooks in use were reported to be generally of a good standard and 76% of the sites had received textbooks/teaching material before classes began at the beginning of the year.</p> <ul style="list-style-type: none"> Textbooks and teaching material received late. 	Upington (Afrikaans), Temba (Theory of Policing Practices), Mafikeng (English First Additional Language), Ladysmith (Financial Management), CJC Smit Street (Food Preparation), Bloemfontein (Life Orientation - Life Skills component), Jouberton (Life Orientation - Life Skills component), Mamelodi (Life Orientation -

CRITERION	FINDINGS AND CHALLENGES	SITES
		Information Technology component), Umlazi BB (Mathematical Literacy) and Denver (Mathematical Literacy).
3.1.4 Financial resources	Despite a budget for consumables being a prerequisite for the planning and delivery of vocational subjects, 17.5% of sites did not have such a budget.	Makwarela (Management Practice), Temba (Theory of Policing Practices), Wilberforce (Entrepreneurship) and Ladysmith (Financial Management).
3.2 Policies and planning	Most of the sites visited had established policies but in many cases these were only partially implemented and adhered to, creating the impression that the policies at some sites were there only for the purpose of compliance with directives.	
3.2.1 Assessment policy	Assessment policies existed at most sites, but were lacking at some.	Hillside View (Principles of Computer Programming), Wilberforce (Entrepreneurship), Ladysmith (Financial Management), CJC Smit Street (Food Preparation), Fort Glamorgan (Marketing), Atteridgeville (Masonry) and Ermelo (Personal Assistance).
	Despite the fact that the Revised ICASS Guidelines are specific, the following areas of assessment policy implementation remained contentious at some sites of delivery:	Temba (Theory of Policing Practices), Umlazi BB (Professional Engineering Practice), Seshego (Electrical Systems and Construction) and Bloemfontein (Life Orientation).
	<ul style="list-style-type: none"> • Provision for learners with barriers. 	Swinton (Mathematical Literacy) and Temba (Theory of Policing Practices).
	<ul style="list-style-type: none"> • Learner absenteeism. 	Bloemfontein (Life Orientation), Jouberton (Life Orientation), CS Barlow (Mathematics), Umlazi BB (Professional Engineering Practice), Seshego (Electrical Systems and Construction), Swinton (Mathematical Literacy) and Germiston (Mathematics).
	<ul style="list-style-type: none"> • Conditions for reassessment. 	Bloemfontein (Life Orientation), Swinton (Mathematical Literacy), Jouberton (Life Orientation) and Temba (Theory of Policing Practices)
<ul style="list-style-type: none"> • Late/non-submission of tasks. 	Bloemfontein (Life Orientation), Swinton (Mathematical Literacy), Jouberton (Life Orientation) and Temba (Theory of Policing Practices)	

CRITERION	FINDINGS AND CHALLENGES	SITES
3.2.2 Monitoring plans	The structures and planning for monitoring practices were inadequate at 36% of sites visited.	
3.2.3 Assessment plans	There was an assessment plan that provided for the setting, moderation and conduct of tasks at most sites visited. <ul style="list-style-type: none"> Some form of standardisation of tasks was evident at 69% of sites visited. 	
3.2.4 Irregularities	<ul style="list-style-type: none"> Only 59% of the sites visited kept irregularities registers. 	
3.3 Portfolios of Assessment	Portfolios were found to be neatly organised at most of the sites visited. The daily/weekly/year plans as well as the formal schedules of assessment were available.	
3.3.1 Documents	There was a conspicuous lack of the following documents: Analysis/evaluation of learners' performances in each assessment task; Evidence of review of tasks; Evidence that repeaters' work/tasks had been assessed; <ul style="list-style-type: none"> Reassessment was not always applied in accordance with the Revised ICASS Guidelines (51%) and at a number of sites (29%) there was no evidence that this document had been consulted. 	Temba (Theory of Policing Practices), Wilberforce (Entrepreneurship), Mankwe (Personal Assistance), KwaMashu (Food Preparation), Denver (Mathematical Literacy), Pretoria Central Correctional Services (Mathematical Literacy), Atteridgeville (Masonry), Polokwane (Hospitality Services) and Umlazi BB (Professional Engineering Practice).
3.3.2 Tasks	Tasks were evaluated according to content, cognitive challenge, technical accuracy, marking tools and effective implementation of policies. <ul style="list-style-type: none"> It was found that moderation of tasks and marking was not as effective as it should have been in 65% of the tasks evaluated. Moderation of tasks seemed to be merely an exercise in compliance. Many tasks were set and moderated just before the execution of the task, allowing no time for disclosure and correction of errors. For examples of problematic tasks see end of table.	
3.4 Portfolios of Evidence		

CRITERION	FINDINGS AND CHALLENGES	SITES
3.4.1 Documents	<ul style="list-style-type: none"> While most PoEs (93%) contained the required documents, 31% had not taken adequate measures to record assessment scores. 	
3.4.2 Tasks		
Performance	<ul style="list-style-type: none"> In terms of performance, learners dealt with the assessment tasks according to their abilities with an identifiable range of success. 	
Marking quality	<ul style="list-style-type: none"> The quality and standard of the marking of 57% of the moderated subject tasks was considered acceptable. 	Improvement was required at Mashamba (Advanced Plant Production), Jouberton (Life Orientation - Life Skills component), Makwarela (Management Practice), Atteridgeville (Masonry), Brits (Masonry), Denver (Mathematical Literacy), High Street (New Venture Creation), Ermelo (Personal Assistance), Temba (Theory of Policing Practices) and Hillside View (Principles of Computer Programming).
Feedback	<ul style="list-style-type: none"> The use of feedback to build on the strengths and weaknesses of learners was problematic with relevant evidence found at only 31% of sites. 	
Moderation	<ul style="list-style-type: none"> The lack of evidence of effective internal moderation of assessment tasks was a concern, with only 39% judged as properly implemented. The quality, standard and relevance of inputs from the internal moderation were not appropriate. 	

SUBJECT	FINDINGS AND CHALLENGES	SITE
	The following are examples of problematic tasks which were not up to standard (possible contributing factors are cited):	
Afrikaans	<ul style="list-style-type: none"> The test/task was not set according to the requirements set down in the Revised ICASS Guidelines. Tests were too short and did not meet the requirements of length, content or mark allocation. There was limited content compliance and the task was not appropriate to the outcomes assessed. The weighting and spread of outcomes was inappropriate. Cognitive levels were not set at the appropriate level and were limited in skills testing. No analysis grids indicating the distribution of cognitive levels were included. No memoranda or marking guidelines for the first two tasks were available. 	Upington

	<ul style="list-style-type: none"> Marks per question were not indicated. There was a rubric attached to the oral task; however, it needed revising. Sixty percent of the marks were allocated to presentation and only 10% to content and another 10% to language use. The PoA contained no evidence of moderation, analysis or review of tasks. 	
Business Practice	<ul style="list-style-type: none"> In general, policies existed but were not always adhered to strictly, especially in the moderation process. The weighting and spread of content of the topic(s)/Learning Outcomes and Assessment Standards was not appropriate. 	Bonamelo
Theory of Policing Practices	<ul style="list-style-type: none"> The lecturing staff misguidedly maintained that moderation was no longer a requirement. The marking tool was not aligned with the set assignment. Feedback was not provided. 	Temba
Electrical Systems and Construction	<ul style="list-style-type: none"> Practical tasks were not properly presented to candidates and an appropriate assessment instrument (e.g. rubric) was not used. The task was not of a practical nature, where a learner's cognitive ability and creativity, as well as his acquired skills, are tested. No appropriate marking tool was available – marks were indicated on the instrument. The contents of the PoE were not aligned with the Revised ICASS Guidelines. 	Seshego
Entrepreneurship	<ul style="list-style-type: none"> The college did not have an assessment policy and it did not adhere strictly to the provisions in the Revised ICASS Guidelines. Tasks did not comply with basic content and cognitive criteria. There was no evidence of qualitative feedback on their performance being provided to candidates. 	Wilberforce
Food Preparation	<ul style="list-style-type: none"> An assessment policy was not available to guide the assessment process. The pre- and post-assessment moderation did not ensure that the standard was acceptable and that mark allocations were the same in the question paper and in the marking guideline. There was no evidence of the reviewing of tasks. An assessment grid as required by the new ICASS Guidelines had not been compiled. The lecturer did not ensure a suitable spread of learning outcomes in the question paper. The rubric for the assignment (task 2) was not correctly applied. 	CJC Smit Street
Food Preparation	<ul style="list-style-type: none"> The instructions to the practical assessment were not clear. Questions which required answers which came verbatim from the textbook were incorrectly regarded as higher order cognitive level questions. As task 2 was very vague without any indication of an assessment grid, the cognitive level could not be determined. 	KwaMashu

	<ul style="list-style-type: none"> • A thorough moderation had not been undertaken. • The time allocation was not realistic as most of the questions required only one-word answers. • The mark allocations were not aligned in question paper and memorandum. 	
Hospitality Services	<ul style="list-style-type: none"> • The assessment tasks had been hastily set and were not well planned or up to standard. • The new ICASS Guidelines had not been used. • A comprehensive assessment plan for the subject was not available at the beginning of the academic year. • Care had not been taken in the process of planning, setting, moderating and marking the ICASS tasks. • Some of the tools for the assessment tasks were not available or were badly planned. • Analysis grids did not accompany each task and were not available in the educator's portfolio. • There was very little evidence of moderation. • The shadow-marking used was not acceptable. 	Polokwane
Life Orientation - Life Skills component	<ul style="list-style-type: none"> • Task 2: Assignment 1/Practical 1: 1 hour – 50 marks. The description of this task varied on each of the documents in the PoA and PoE. • The pre-moderation checklists for both assessments were present and contained the various sections as recommended in the Revised ICASS Guidelines, but the section for analysis grid/cognitive levels had not been completed. • The tasks covered a limited selection of work and were set at an extremely low cognitive level. • The allocation of marks for theory questions needed revision. • None of the lecturers had been exposed to a workplace environment or to any relevant industry, with the result that tasks were compromised. 	Jouberton
Management Practice	<ul style="list-style-type: none"> • Tasks (tests), particularly those for L3 and L4, were of a low standard and included no scenarios or case studies. • The tasks for L3 and L4 were set at a lower level than those for L2. • Tasks were not of appropriate duration or weight. • Questions were not clear. • Mark allocations were not appropriate. Some lower order questions, e.g. knowledge questions that required a one-word answer were given two marks instead of one. • There was no evidence of feedback on the work moderated or of the implementation of recommendations. 	Makwarela
Masonry	<ul style="list-style-type: none"> • Assessment tools were not included in the PoA. • There was no assessment grid to indicate the weighting and spread of content of the topics. • It was not clear that an internal moderation had been conducted. 	Atteridgeville

	<ul style="list-style-type: none"> The marking tool did not make provision for alternative responses and the allocation of marks was not included. Learners had not yet started with their practical tasks. Theory was not integrated with practice and hence the effectiveness of teaching and learning was compromised. 	
Masonry	<ul style="list-style-type: none"> The assessment policy was not current and was in conflict with the Revised ICASS Guidelines. Assessment scores had not been accurately transcribed. Assessment tools were not included in the PoA. Assessment grids were not available. 	Brits
Mathematical Literacy	<ul style="list-style-type: none"> The development of assessment tasks required attention. The weighting and spread of content of the topic(s), Learning Outcomes and Assessment Standards were not appropriate. Internal moderation needed to be made more effective. 	Northern Cape City
Personal Assistance	<ul style="list-style-type: none"> The learners had little opportunity for proper subject related assessment as the college had integrated all the subjects of a subfield in one assessment task. The task was then marked once and the same mark awarded for all three subjects. The scripts were photocopied for the three portfolios. Tasks were not properly set according to the Subject and Learning Outcomes nor did they address different cognitive levels. The marks allocated to the assessment did not correspond with the level of difficulty. The marking tool for assessment 1 was disorganised and out of sequence with the assessment instrument. Feedback from the assessor did not provide any guidance on what ought to be improved. 	Mankwe
Physical Science	<ul style="list-style-type: none"> The projected work plan for the year lacked detail. The test reflected very poor item selection, focusing mainly on recall-type questions. The test was heavily weighted towards the opening subject outcome (which was very limited and represented no more than the introductory section of the syllabus). Mark allocation was inconsistent – for example, calculations were assigned one mark (instead of three), i.e. the same weighting as a simple recall question. There were a number of language/grammatical errors in the text and an inappropriate time allocation. Educators required professional development to equip them to address content and pedagogical shortfalls as the lecturer did not have the knowledge and skills to set a test of appropriate standard. 	KwaThema
Welding	<ul style="list-style-type: none"> The analysis grid had not been completed for each test/task. Task 1 (assignment) was not appropriate to L4; it should have been a practical task (welding), not a research assignment. Both tasks were set at L2-L3 level and not at L4 as required. Only elementary knowledge was assessed; application of skills 	Vredenburg

	<p>was not assessed.</p> <ul style="list-style-type: none"> • There was no feedback and despite the instruments being of poor quality, the moderator had accepted them. • The assignment was marked using a rubric which was most unclear; the test did not have a memorandum either. • The campus did not have a system in place to train its staff. 	
--	--	--

4 AREAS OF GOOD PRACTICE

4.1 RESOURCES

- The alignment of vocational courses with the current application in the workplace is important and the cooperation between colleges and industry was a trend in good practice observed at some sites.
- At Vredenburg (Welding) it was noted that the campus had a welders' school of excellence where occupational welders were trained for trade testing or trade testing preparation. This multimillion rand complex, originally funded by MERSETA, is classified as the best in Africa. This facility was being used by NC(V) students in Welding Levels 2, 3 and 4.
- The Rustenburg Campus has a special partnership with CLICKS DISPENSARY which allows them to use their logo and all their forms in the simulation rooms.

4.2 TRAINING

- It was noted that most colleges had established a process to deal with the training needs of their staff and that this enhanced the quality and performance of the lecturers, to the benefit of the programmes.

4.3 POLICIES AND DOCUMENTS

- There was a general improvement in the availability and quality of relevant policies and documents in the management files, PoAs and PoEs.
- It was noted that most campuses were consulting the Subject Assessment Guidelines and the Revised ICASS Guidelines.

4.4 ASSESSMENT

- In 84% of cases, measures had been instituted to ensure that transcription of marks and conversions were accurately recorded.
- The use of focus groups, subject committees and similar structures in some provinces to develop good standardised assessment tasks and to share good practices had proved to be valuable. For instance, in the Western Cape all assessments must be loaded onto ASSET ONLINE where each is verified before colleges have access to it.

5 AREAS FOR IMPROVEMENT

5.1 RESOURCES

- The necessity of having an adequate, well equipped and dedicated space (practicum room or workshop) for the subjects and programmes of this vocational qualification must be acknowledged by all sites offering a subject.
- All sites of delivery must have a budget which allows them to procure any equipment and consumables that are required for effective teaching and assessment.
- Effective and efficient planning for the timely purchase of learning and teaching support material must be made if a curriculum of high quality is to be delivered.
- Classes and other learning venues must be enriched with posters, charts, models and other relevant support materials.

5.2 TRAINING

- This vocational qualification requires the services of personnel who are trained in theory as well as in the practical application of the skill.
- The value of exposure to the workplace and industry cannot be underestimated and colleges must ensure that all lecturers are adequately trained and supported. Lecturers with practical industrial workplace knowledge are needed to ensure proper training at colleges.
- Lecturers who do not meet the requirements for effective vocational teaching must undergo in-service training and undertake job-shadowing in order to gain both insight and workplace experience.
- Colleges should form meaningful and beneficial partnerships and links with business, services and industry to support staff development.

5.3 POLICIES AND DOCUMENTS

- Policy implementers require more support and training in policy implementation, especially those in the Revised ICASS Guidelines, to ensure a common interpretation and understanding of policies.
- Provision must be made for a review of college policies to ensure that information is current, relevant and correct.
- The Revised ICASS Guidelines must be fully and uniformly implemented to improve the quality of work.
- Control of documents and records must be improved to ensure that obsolete documents, e.g. outdated guidelines, are not used.

5.4 ASSESSMENT

- Educator training in assessment planning and administration is still an area that requires more attention. With some support, the following areas of concern could be improved:
 - The understanding of concepts, assessment methods, assessment instruments and assessment tools.
 - The development of a common understanding of the differences between practical and theoretical tasks, and what types of assessment each of these requires.
 - The design of assessments to improve quality in terms of content coverage, creativity and cognitive demand.
 - The use of assessment grids to ensure balanced assessment tasks.
 - The design and correlation of marking tools such as marking guidelines.
 - The design of more comprehensive and task-specific rubrics in order to eliminate unfairness.
 - The development of common assessment tasks to standardise internal assessment.
 - The practice of reviewing the assessment tasks for improvement of the standard of tasks.
 - The varying conditions under which reassessments are allowed, despite the stipulations in the Revised ICASS Guidelines.
 - The proper use of the templates in the Revised ICASS Guideline document.

5.5 MODERATION

Many colleges had a good management plan for college and provincial moderation, but evidence of its implementation was often absent.

In order to support learning and the setting of standards, moderation should focus on the standard of the instruments and tools, the quality of learner performance, evidence of interventions and follow-up on initial findings.

If internal moderation, both pre- and post-assessment, is to be effective, the quality, standard and relevance of feedback to lecturers and learners must be evident.

5.6 FOLLOW-UP VISITS

A follow-up visit to Polokwane (Hospitality Services) was recommended by the moderator.

Part B

ICASS MONITORING DURING SEPTEMBER 2012

1 SCOPE

The Quality Assurance of Assessment unit's quality assurance of the internal assessment component entailed:

- Evaluation of the available resources;
- Monitoring of the planning and implementation of internal assessment at a sample of sites;
- Verification of the standard of one theoretical and one practical task.

During September 2012, Umalusi monitored the implementation of the internal assessment of a sample of four NC(V) Level 4 subjects at public college sites across four selected provinces. A team of 15 moderators was deployed to the various sites to undertake the monitoring/moderation.

The table below indicates the provinces, sites and subjects included in these monitoring/moderation visits.

Table 5: Provinces, sites and subjects included in the September 2012 ICASS monitoring/moderation

PROVINCE COLLEGE AND CAMPUS	SUBJECTS			
	APPLIED ACCOUNTING	MATHEMATICS/ MATHEMATICAL LITERACY	ELECTRICAL SYSTEMS AND CONSTRUCTION	APPLIED ENGINEERING TECHNOLOGY
Mpumalanga				
Nkangala – Mpondozankomo		Mathematics	✓	✓
Nkangala – Witbank	✓			
Ehlanzeni – Mlumati		Mathematics	✓	✓
Gert Sibande – Ermelo	✓			
Limpopo				
Capricorn – Polokwane	✓			
Capricorn – Seshego		Mathematics	✓	✓
Waterberg – Mahwelereng	✓			

PROVINCE COLLEGE AND CAMPUS	SUBJECTS			
	APPLIED ACCOUNTING	MATHEMATICS/ MATHEMATICAL LITERACY	ELECTRICAL SYSTEMS AND CONSTRUCTION	APPLIED ENGINEERING TECHNOLOGY
Waterberg – Lebowakgomo		Mathematics	✓	✓
KwaZulu-Natal				
Umfolazi – Richtek	✓	Mathematical Literacy	✓	✓
Coastal – Swinton	✓	Mathematical Literacy	✓	✓
Western Cape				
False Bay – Kayelitsha	✓		✓	✓
False Bay – Westlake		Mathematics		
West Coast – Vredendal		Mathematical Literacy	✓	✓
College of Cape Town – Crawford	✓			

2 APPROACH

During September 2012 the Quality Assurance of Assessment unit of Umalusi deployed 15 subject specialists to moderate the internal assessment at two sites per subject per province in four selected provinces. A total of 14 campuses belonging to ten FET colleges were included in the project.

3 FINDINGS

3.1 PHYSICAL RESOURCES

The majority of campuses (74%) had the required facilities. Most (93%) provided an environment conducive to the application of the theory in a practical manner. Richtek was commended for having very impressive facilities for Applied Accounting, which were fully functional. However, in the case of Applied Engineering Technology, this college was criticised for not having the necessary facilities or equipment for practical training. There were no workshop tables and the workshop did not comply with Occupational Health and Safety (OHS) requirements: there were no safety signs or instructions on the machines. Lebowakgomo and Seshego Campuses did not comply with OHS requirements either.

Mlumati and Mpondozankomo Campuses should in future ensure that the workshop floor is demarcated according to OHS requirements.

Not all campuses had adequate equipment for all learners. Kayelitsha, Mlumati, Vredendal, Mpondozankomo, Mlumati and Seshego Campuses needed to acquire more equipment.

Vredendal, Lebowakgomo, Mpondozankomo and Seshego Campuses were encouraged to provide posters and models for Mathematics classrooms, in an attempt to improve the learning environment.

Many of the campuses had simulation rooms where learners could use computers (Crawford, Kayelitsha, Mahwelereng and Polokwane Campuses). Open Learning Centres (OLC), media centres and libraries were available as additional resources. More than 90% of learners had access to computers and to the internet.

Three quarters (78%) of campuses did not have rooms large enough to accommodate the number of learners enrolled. Swinton's practicum and computer rooms were small, but the latter had recently been upgraded. Otherwise, the campus fulfilled all the requirements. There was only limited space for learners at Kayelitsha. Lebowakgomo Campus had inadequate classroom space.

Westlake Campus was commended for having an excellent, fully functional OLC, managed by a full-time e-learning staff member. CAMI Maths and PLATO were available on computers. The OLC was open to staff and learners until 18:00. There were also computers available in the library.

3.2 AVAILABILITY OF LEARNING MATERIAL

Textbooks and other resource materials were available at the beginning of the academic year at the majority of campuses. It was only at Witbank, Swinton and Mlumati Campuses that textbooks arrived late. At Swinton Campus, the textbooks had not been ordered on time and were only received mid-year. The campus therefore photocopied the books to tide students over. Three quarters (75%) of the campuses made use of reference books, industry journals, newspapers, magazines, DVDs and other additional resource material. A number of campuses complained that their procurement procedures were tedious and made it difficult to purchase additional teaching and learning material, even though 88% of campuses had a budget for this purpose.

3.3 HUMAN RESOURCES

The majority (84%) of campuses had suitably qualified and experienced staff and 81% of lecturers had received subject matter training. At Swinton Campus some of the staff were trained to teach NATED programmes but not NC(V) programmes. This was also a finding at Richtek and Lebowakgomo Campuses (Applied Engineering Technology) and it can be assumed that this was the case at other campuses too. Of the nine lecturers at Seshego Campus, three had no post-school training, two had an NTC in Chemistry, one had a BA degree and one had an N6 certificate.

Although 84% of campuses had processes for identifying training needs, only 50% of these were implemented. Almost three quarters (72%) of the campuses had a training plan but only 53% a training manual. Witbank and Swinton Campuses had no process in place for the identification of training needs. At Lebowakgomo Campus, staff complained that only those members at the central office had been trained. There was no training manual at Mlumati Campus.

A concern was expressed that since only 78% of staff members were able to assess the practical work, others needed to be trained to offer the practical subjects and to be accredited to teach in the workshops (Mlumati and Mpondozankomo Campuses). A general finding was that the lecturers needed to be exposed to the workplace so that they could keep up with the latest developments in their field. Only 34% of staff had experience of the workplace.

The great majority (88%) of staff indicated a desire for training.

3.4 PORTFOLIO OF ASSESSMENT (PcA – LECTURER'S FILE)

Most campuses complied with the requirements by providing a fairly comprehensive file, but there were a number of important omissions. Half the staff had omitted their particulars (CV etc.) and 38% had either no practical experience at all, or they had not included any evidence of this in their files.

Even though the pacesetter had been included in the file, it appeared to be a paper exercise as the document was undated or did not coincide with the dates recorded on assessment documents. Kayelitsha and Mahwelereng Campuses had failed to file their Subject and Assessment Guidelines.

Generally, marks were recorded effectively (91%) and all campuses made use of the Subject and Assessment Guidelines.

3.5 INTERNAL ASSESSMENT POLICIES, SYSTEMS AND PRACTICES

The colleges mostly had ICASS policies in place but some critical information was sometimes missing, as indicated in the table below:

Table 6: Shortcomings in internal assessment policies

APPEALS	ABSENTEEISM	LATE OR NON-SUBMISSIONS	PROVISION FOR LEARNERS WITH BARRIERS	REASSESSMENT
Mlumati	Crawford	Crawford	Crawford	Crawford
Mpondozankomo	Ermelo	Ermelo	Ermelo	Swinton
	Swinton	Swinton	Kayelitsha	Mlumati
	Witbank	Witbank	Mahwelereng	Mpondozankomo
	Mlumati	Mlumati	Polokwane	
	Mpondozankomo	Mpondozankomo	Swinton	
	Richtek	Kayelitsha	Witbank	
	Vredendal	Mahwelereng	Mlumati	
		Lebowakgomo	Mpondozankomo	
		Vredendal		

Most campuses complied with the minimum requirements. A large number (81%) had assessment plans. Mlumati Campus did not have its own plan but used the DHET exemplar plan of 2010. Mpondonzankomo and Swinton Campuses did not have a customised plan but used the national one. Even though they had an assessment plan, there were gaps, such as how to deal with various procedures.

A concern was that even though assessment and moderation plans existed, the assessment and moderation process was not always implemented and, in cases where it had been implemented, this was not done effectively.

Not all campuses were in possession of the Revised ICASS Guidelines implemented in 2012, so their reassessments were not done according to the guidelines and learners were reassessed to improve marks (Vredendal and Polokwane Campuses). Swinton Campus was not aware of the latest guidelines. Richtek Campus did not work according to an assessment plan and saw it as an unnecessary administrative function. Staff ignored the ICASS guidelines as they believed that they were doing enough and that NC(V) required too much administration.

It was worrying that only 56% of campuses reported to their Academic Boards or DHET. In some instances, it was reported that this had been done, but there was no evidence to support this. Seshego Campus provided no evidence of assessment or moderation in

Applied Engineering Technology and there was no evidence that they had reported to anyone. This was a real cause for concern.

3.6 INTERNAL MODERATION SYSTEMS AND PRACTICES

Monitoring and moderation generally seemed to be done at campus level only. There was very little monitoring or moderation at provincial level and no evidence was found of moderation at national level. Only 31% of campuses indicated that these moderations enhanced development of the educator or the learner.

Even though 94% of campuses had provided moderation checklists, these were criticised as not containing any qualitative comments and being meaningless. Most (81%) of the campuses ensured that 10% of tasks were moderated and 84% of campuses had included a full range of learner achievement in the moderation process.

A matter of concern was the fact that not all campuses pre-moderated tasks and there was very little or no evidence of feedback to the educator. There was also very little evidence that post-moderation (other than the moderation of marking of tasks) had taken place, and very few educators gave qualitative feedback to the learners beyond comments such as "you should work harder" or "well done".

3.7 TECHNICAL DETAILS OF TASKS

Eighty-eight percent of campuses had produced appropriate tasks with 94% of them covering a substantial amount of work. Almost all (91%) campuses set tasks at the appropriate cognitive level with 74% providing the opportunity for creative responses. The question papers contained the necessary information and instructions were clear and unambiguous. All marks were clearly allocated but only 63% of tasks were numbered correctly. Swinton, Mlumati, Lebowakgomo, Vredendal and Richtek Campuses had not allocated the appropriate time to the task.

Not all the marking tools at Kayelitsha, Lebowakgomo, Mpondozankomo, Richtek and Seshego Campus had been typed nor were they easy to use at Kayelitsha, Lebowakgomo or Seshego Campuses. Almost all (97%) campuses' marking tools were relevant and appropriate.

3.8 PORTFOLIO OF EVIDENCE (PcE - LEARNER FILE)

Almost all (91%) of these files contained all the relevant information. Exceptions were Lebowakgomo and Seshego Campuses. Mahwelereng, Polokwane, Lebowakgomo and Seshego Campuses had not recorded the marks correctly in such a way that the marks in the PoA corresponded with those in the PoEs. Ninety-four percent of the files contained the prescribed number of tasks.

3.9 QUALITY OF MARKING

Marking at 94% of campuses was consistent and was a true reflection of learner performance in 97% of cases. In all instances, totals and transfer of marks were accurate and the standard and quality of marking was high. Unfortunately, these findings did not support the standard or quality of moderation, where only 66% of campuses indicated that an internal moderation had taken place and a low 47% claimed that the quality and standard of moderation had been acceptable.

3.10 LEARNER PERFORMANCE

Learner performance in Applied Accounting, Applied Engineering Technology and Electrical Systems and Construction was satisfactory, but the high number of learners repeating Mathematical Literacy and Mathematics in particular was worrying. Special interventions in the form of learner support, more practical applications of the subject, appropriate feedback to learners, the appointment of trained lecturers and gap training for existing lecturers should be considered.

4 CHALLENGES AND CONCERNS

Besides those mentioned above, the following challenges and concerns were identified:

- The marking in Applied Accounting at Witbank and Ermelo Campus were too lenient (this was a finding at many other campuses as well).
- Learners in Applied Accounting had been reassessed at Polokwane Campus to improve their marks, contrary to the Revised ICASS Guidelines. At Vredendal Campus, learners were reassessed to improve their marks in Mathematical Literacy.
- Richtek Campus did not place enough focus on NC(V) in Applied Accounting – staff saw it as too administrative, they had not read the Revised ICASS Guidelines and their tasks had not been standardised. There were no original tasks set in Mathematical Literacy and all had been adapted from examination papers from

previous years. There was a high rate of absenteeism and a lack of interest in the subject.

- At Kayelitsha Campus, there were too few staff members to teach Electrical Systems and Construction effectively. Of even greater concern was the fact that the HOD/Programme Manager was not concerned about his lack of control or his inability to make quality moderation checks.
- Swinton Campus had exceptionally low assessment standards in Applied Accounting and marks were too high (this was a common complaint at many other campuses).
- Lecturers did not offer relevant, qualitative suggestions to learners in order to improve their performance.
- With one notable exception (Westlake Campus), no qualitative moderation had taken place. Moderators simply rubber-stamped marking and few classroom monitoring visits were made. The result was that many mistakes were overlooked, especially in Mathematics.
- Very little practical training was taking place and lecturers were rarely exposed to the workplace. It seemed that learners were prepared only to complete the ISAT, setting them up for failure in the workplace. There was no practical workplace application of training at Mpondozankomo Campus in Electrical Systems and Construction.
- Too many tasks consisted of examination question papers only.
- Teaching staff were either not qualified at all or were under-qualified to offer a number of the subjects.
- At Swinton Campus, Applied Accounting standards were lowered to ensure that the learners would pass. The reason for this was that staff members were intimidated by disruptive learners.
- There was a high rate of absenteeism at Mpondozankomo Campus and it was for this reason that the PoEs were not complete.
- At Swinton Campus, staff did not have access to computers and therefore their tasks and tools were handwritten and poorly duplicated. They were also using the 2007 guidelines for Mathematical Literacy. They had received little support from the province. Lecturers were not given the opportunity to attend training which was offered nationally.
- The learners at Mpondozankomo Campus needed more support in Mathematics and their lecturers required training to fill the gaps in their knowledge. At Seshego Campus, the SAGs were not always taken into account when setting tools and this proved to be a disadvantage to the learners.
- No preparations had been made for the Umalusi visit to moderate Mathematics at Mlumati Campus. The staff claimed that they had not been sent the ICASS instrument.

- Staff at Mlumati Campus complained that information from Umalusi was not filtering down to the campuses via the central office. Communication channels needed urgent attention.

5 AREAS OF GOOD PRACTICE

- In Applied Accounting, Crawford, Kayelitsha, Mahwelereng and Polokwane Campuses had supportive and helpful staff members who exceeded minimum compliance at their campuses.
- Even though Lebowakgomo Campus did not have an assessment policy, the necessary processes and procedures for assessment and moderation existed for Mathematics and these adhered to Revised ICASS Guidelines.
- In Applied Engineering Technology at Mlumati Campus there was good practice of common assessment across campuses, coordinated by the central office.
- At Richtek, the facilities were excellent and the lecturers of Applied Engineering Technology researched topics before teaching and did not rely on textbooks. The staff members were very committed and the work they were doing in Electrical Systems and Construction in the field of fault-finding and high voltage was highly commended.
- At Swinton Campus, the staff members were adequately prepared and happy with improvements to their Electrical Systems and Construction workshop.
- The quality of Electrical Systems and Construction tasks at Mpondozankomo and Seshego Campuses was high.
- The standard of marking at Seshego Campus was also high.
- The lecturers used research and their professional experience to enhance the standard of teaching of Mathematics at Lebowakgomo Campus.
- At Seshego Campus, there was evidence that lecturers who had set the papers in Mathematics had tried to be creative and to include questions other than those from old examination papers.
- The task set for the motor test for Electrical Systems and Construction at Mpondozankomo Campus was an example of good practice that should be shared.
- At Swinton Campus, a concerted effort was being made to develop meaningful tasks in Mathematical Literacy. The educators were very experienced and were doing good work. They were committed to their teaching and supported one another.
- WCED's standardisation of tasks and tools across the province was commendable. ASSET ONLINE should be implemented at other provinces as it leads to standardisation.

- Westlake Campus must be singled out as a centre of excellence. They were very well prepared for Umalusi's moderating visit and provided all the necessary documentation for evaluation. They had implemented all the recommendations which had been made in May by Umalusi's external moderator. The campus was well run and an example to others. The staff complied with all the necessary criteria. Learner support was excellent and Westlake was one of the few campuses that reviewed learner performance and provided qualitative feedback. As a result of excellent internal moderation, Mathematics was identified as being at risk and additional support had been brought in. Lecturers were dedicated and worked together as a team. The Head of Department was an excellent manager who was responsible for the smooth running of a highly functional campus. They are to be congratulated for this excellent work.

6 AREAS FOR IMPROVEMENT

- Only qualified lecturers should be appointed, or training should be offered to ensure that the lecturers became subject matter experts.
- On-going in-house training of lecturers is essential. Training to close knowledge gaps, in assessment and moderation processes, compiling appropriate assessment tasks and tools, classroom management and methodology is most pressing. Workshops on the latest policy changes and developments in various subjects are also necessary.
- Campuses must ensure that their facilities are adequate for the accommodation of enrolled learners.
- Assessment and moderation policies and procedures should be implemented and monitoring and auditing visits by the college as well as at provincial and national level should take place more regularly to ensure compliance with requirements. Teaching and learning will not improve without such interventions.
- It is essential for moderators to pre-moderate tasks and provide qualitative feedback to assessors. Learner performance should be evaluated and the tasks and tools reviewed and revised after every assessment.
- The pacesetter should become a working document used to plan and record the year's work.
- An assessment grid should be drawn up when tasks are set to ensure that the taxonomic spread of questions is covered as well as the levels of difficulty. There were far too many knowledge-based questions in tasks. More use should be made of matrices.
- A more creative method of setting papers should be used rather than the regurgitation of past examination papers.

- Marking guideline discussions should be held to ensure consistency in marking. The minutes of these meetings would be evidence that review and feedback have taken place.
- Urgent attention must be given to the practical aspects of training. The prescribed weighting of theoretical and practical tasks is not being adhered to.
- Partnerships with industry should be forged to allow both educators and learners to share facilities and workplace experience.

Part C

MODERATION OF ICASS PORTFOLIOS: SEPTEMBER/OCTOBER 2012

1 SCOPE

During September/October 2012, moderators and Umalusi staff members were deployed across all provinces to moderate Level 2, 3 and 4 internal assessment learner portfolios (portfolios of evidence) and educator portfolios (portfolios of assessment) from a selected sample of NC(V) subjects.

The moderation took place at a centralised venue in each of the nine provinces and in most cases each subject was moderated across two provinces. Exceptions were some fundamental subjects (Life Orientation, Mathematics and Mathematical Literacy), where portfolios from more than two provinces were sampled. In the main, portfolios from five sites per subject per province were sampled. This was, however, dependent on the number of sites offering the particular programme in a specific province.

The moderation was conducted over a period of three days, from 5 to 7 October 2012, with the exception of Gauteng and KwaZulu-Natal, where moderation took place on 2 September 2012 and 28 to 30 September 2012 respectively.

The subjects, and the provinces where the portfolios were moderated, are indicated in the table below. This table also reflects the levels from which portfolios were included as well as the number of sites (indicated in brackets).

Table 7: Moderation of ICASS portfolios – September/October 2012

No	SUBJECT	PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU-NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
1	Afrikaans First Additional Language								L2,3 (4)	L3 (5)

No	SUBJECT	PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU-NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
2	Automotive Repair and Maintenance									L3 (5)
3	Business Practice		L3 (5)							L4 (5)
4	Construction Supervision									L4 (5)
5	Early Childhood Development									L3 (5)
6	Electrical Systems and Construction					L4 (5)				L3 (5)
7	Electro-Technology			L3 (3)						
8	Engineering Graphics and Design/Applied Engineering Technology						L4 (5)			L3 (5)
9	English First Additional Language							L4 (5)		
10	Entrepreneurship		L2 (4)	L2 (5)						
11	Financial Management				L3 (5)					
12	Food Preparation			L3 (5)	L3 (5)					
13	Hospitality Services				L4 (5)	L2 (5)				
14	Introduction to Policing Practices/ Theory of Policing Practices/Applied Policing			L2, 3, 4 (5)	L2,4 (3)					
15	Introduction to Systems Development/Principles of Computer Programming/Computer Programming		L2, 3, 4 (5)							L4 (5)
16	Life Orientation		L4 (5)	L4 (5)			L4 (5)	L3 (5)		
17	Management Practice					L4 (5)				
18	Marketing	L3 (5)								

No	SUBJECT	PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU-NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
19	Marketing Communication			L3 (5)						
20	Masonry			L3 (5)				L3 (4)		
21	Materials Technology/Professional Engineering Practice				L4 (5)		L3 (5)			
22	Mathematical Literacy			L2 (5)	L4 (5)				L3 (5)	
23	Mathematics	L2 (4)		L3 (5)	L3 (5)	L4 (5)			L3 (5)	L4 (5)
24	Mechatronic Systems	L2, 3, 4 (2)								
25	New Venture Creation	L4 (5)								
26	Personal Assistance						L4 (2)	L4 (3)		
27	Physical Science			L2 (5)						
28	Plant Production/Advanced Plant Production					L2, 3, 4 (2)	L2, 3, 4 (1)			
29	Tourism Operations			L3 (5)		L3, 4 (3)				
30	Welding									L2, 4 (4)
31	Workshop Practice				L2 (5)					

Note: The fact that a subject was moderated at more than one level in a province should not be taken to mean that portfolios were moderated at all levels of the subject at all sites included in the sample.

2 APPROACH

The centralised moderation of portfolios was completed during September/October 2012. Provincial departments of education, colleges and campuses were informed in advance of this moderation process.

A sample of sites, including public and private colleges and correctional services facilities, were requested to submit a predetermined number of portfolios of evidence for moderation together with the relevant portfolios of assessment. The provincial departments of education coordinated the planning of this moderation process.

The brief of the external moderators was to check compliance with the stipulations of the Revised ICASS Guidelines. Their main focus was, however, on the in-depth evaluation of the quality of one of the practical tasks.

This report is based on a sample of 252 reports, representing 52 National Certificate (Vocational) subjects, compiled by Umalusi's external moderators who moderated Portfolios of Assessment (PoAs) and Portfolios of Evidence (PoEs) during this period.

Portfolios from a number of sites were not available on the day moderation took place, e.g. Professional Engineering Practice portfolios from Esikhawini and Mandeni Campuses. These sites were requested to send their portfolios to the external moderators for moderation. In addition, owing to time constraints, portfolios submitted by some sites could not be evaluated (e.g. Applied Engineering Technology portfolios from Mlumati and Kanyamazane Campuses). Two of the sampled sites did not hand in their files for external moderation: Brooklyn City (Rustenburg) did not submit files for Life Orientation and the Technical College of South Africa did not submit files for Mathematical Literacy. This will be followed up in 2013.

3 FINDINGS

3.1 EDUCATORS' PORTFOLIOS (PcAg)

a. Content

Umalusi expects educators to ensure that their PoAs contain all the relevant documents, namely:

- Personal details and information on the educator's teaching and industry experience;
- A daily/weekly/year plan/schedule (pacesetter);

- The formal schedule of assessment and moderation;
- The requirements of each assessment task;
- The tasks themselves and the tools used for each assessment task; and
- The recording instruments.

The general finding was that in terms of compliance the contents of the PoAs had improved in standard and quality over the past two years. Seventy-one percent of college PoAs contained all or most of the necessary documents. Yet there were discrepancies in the remaining 29%, where important documents such as the required tasks had not been filed. The general observation was that while the contents were generally filed in a logical order, tasks and marking guidelines were missing, not filed together or filed out of sequence. Moderation documents were incomplete or missing. At the other extreme, there were a number of files which contained superfluous information. In some cases, content pages had been omitted or the contents of the file did not reflect the order of the items in the table of contents. It appears that many educators did not understand the purpose of the PoA – that is, that it should be used continuously throughout the year and not simply compiled to appease an Umalusi external moderator once or twice a year.

A few educators (8%) at 19 sites were singled out as taking a great deal of trouble to ensure that their PoAs and PoEs were professional, arranged in a systematic fashion with section dividers, some with index tags. This facilitated the moderation of these documents. The sites in question are listed below:

Table 8: Examples of sites with well-organised portfolios

CAMPUS	PROVINCE	SUBJECT
Kathu	Northern Cape	Afrikaans First Additional Language
Athlone, Mossel Bay, Bellville, Worcester and Citrusdal	Western Cape	Automotive Repair and Maintenance
Crawford	Western Cape	Business Practice
Mossel Bay	Western Cape	Computer Programming
Oudtshoorn, Crawford, Malmesbury, Atlantis and Vredendal	Western Cape	Early Childhood Development
Kayelitsha	Western Cape	Electrical Systems and Construction
Lehurutshe, Lichtenburg and Mafikeng	North West	English First Additional Language
Centec	KwaZulu-Natal	Food Preparation
Bloemfontein, Itemoheleng, Kwetlisong, Sasolburg, Sefikeng	Free State	Life Orientation
Boksburg	Gauteng	Marketing Communication
CS Barlow	Mpumalanga	Management Practice
Queenstown, Mngazi, Grahamstown,	Eastern Cape	New Venture Creation

CAMPUS	PROVINCE	SUBJECT
High Street and HB Tsengwa		
Asherville	KwaZulu-Natal	Introduction to Policing Practices and Applied Policing

A suggestion made by a number of moderators was that the format of the PoAs should be standardised nationally. A criticism was that the files appeared to have been compiled as a form of window dressing instead of as an essential tool to aid teaching. The PoA is meant to provide educators with the opportunity to plan and keep a record of teaching and learning. This was clearly not always the case.

Only 46% of the portfolios of assessment contained evidence that lecturers had experience as educators and/or in industry. It is worrying that some of the educators had no qualifications or experience in the subject they were teaching e.g. Introduction to Policing Practices at Shepperd Academy.

Even though 85% of the PoAs contained a pacesetter (daily/term/semester/annual plan), the majority of respondents indicated that these were not working documents – they were undated, the assessment dates did not correspond to the pacesetter dates and it was clear that these documents were seldom used as a planning tool. They were in the PoA merely in order to comply with the policy which stipulated their inclusion.

b. Technical aspects of assessment tasks

A large proportion (72%) of the PoAs did not contain evidence of the prescribed number of tasks. This raised the question of how this affected educators in the execution of their duties in the classroom as far as planning, teaching and keeping records were concerned.

However, between 75% and 78% of the tasks which were present in the PoAs were found to be well presented, containing most of the necessary information such as clear instructions, numbering and time allocation, although there were some tasks and tools which were merely copied from previous examination papers or from textbooks.

One task had been based on the Lonmin mine tragedy which occurred in August 2012 (Introduction to Policing Practices at Rostec Technical FET College), but was dated March 2012. This work had obviously been done just before Umalusi's moderation and is an example of the unreliability of some of these documents.

In the Western Cape, tasks and tools are standardised and uploaded using the computer software ASSET. An assessor from one of the campuses sets the task and a staff member

from another campus moderates it. It is then made available online and each college moderates the marking of each task internally. This practice appeared to work well and could be shared with other provinces.

c. Cognitive demand of the set task and difficulty levels

An issue of some concern is that it was clear from comments from the Umalusi moderators that very few practical tasks had been set. At some campuses there was no evidence of practical tasks having taken place, for instance in Introduction to Policing Practices/Applied Policing at Rostec Technical FET College, Temba Campus and Brooklyn City College, although this was not limited to this particular subject. The validity of the moderation of this section of the files was therefore compromised. In some cases, external moderators had to resort to moderating tasks that were not part of a practical task.

In the absence of practical tasks in some of the subjects, the percentages referred to in this report are based on moderation of one practical task in the case of some subjects or of a theoretical task in others. Despite the fact that 81% of sites had used the SAGs (with the exception of Moremogolo Campus, which was using the old SAGs in Mathematics) and the new DHET ICASS Assessment Guidelines, criticism of these tasks ranged from opinions that the tasks were too easy, that they did not challenge learners to think or reason, to the complaint that they consisted chiefly of knowledge-type questions. Very little was required from students in terms of application, comparison, analysis or synthesis - thus the higher levels of Bloom's Taxonomy.

Bearing in mind that these were not restricted to practical tasks only, the following evaluations of the content of the tasks were included in the PoA:

- 67% of the tasks were appropriate in that they covered a substantial section of the work.
- 66% of the tasks were appropriately weighted with regard to the spread of contents.
- 71% were pitched at the appropriate cognitive level.
- 75% of the tasks allowed for creative responses from learners.

Sixty-nine percent of the marking tools which accompanied the tasks were relevant and appropriate, clear and easy to use and allowed for alternative responses.

External moderators complained that many assessors did not know how to set appropriate practical tasks or tools. These assessors confused the terms "test" and "task", and "assignment" and "project". They did not know how to use an assessment grid (38%) to help them set a task. Many educators did not seem to understand taxonomies.

There was evidence of only limited practical workshop application in Automotive Repair and Maintenance at Mossel Bay Campus. In Materials Technology/Professional Engineering Practice, Mpondozankomo Campus, CN Mahlangu Campus and Kanyamazane Campus conducted theoretical instead of practical assessments, with the result that there was no workshop training; Witbank Campus completed one practical as required by the SAGs but the other “practical” was in reality a theoretical task; Evander Campus conducted part of the assessment as a practical task. Fewer than half of the sites realised that the practical tasks could consist of more than one part, thus a number of practicals combined to form a task.

The following campuses were commended for providing excellent practical assessment tasks:

Table 9: Examples of excellent practical assessment tasks

CAMPUS	PROVINCE	SUBJECT
Athlone and Kayelitsha	Western Cape	Electrical Systems and Construction
Crawford	Western Cape	Business Practice
Mossel Bay	Western Cape	Computer Programming – included quality moderation, analysis of the task and review – a notable exception.
Alberton and Boksburg	Gauteng	Marketing Communication which included sound moderation.

It must be mentioned that only 12% of campuses made use of rubrics (with four levels of competence clearly differentiated as per the Revised ICASS Guidelines). However, the language moderators felt that for languages, seven levels of competency would be more appropriate. The Western Cape Colleges (Paarl, Worcester, Caledon, Bellville and Parow Campuses) implemented a seven-level rubric effectively for Afrikaans First Additional Language.

Even though a large number of colleges (95%) included mark sheets in the PoAs as evidence that the scores/marks had been recorded, the recording sheets ranged from one page for all results to a record sheet for each assessment task, with only a limited number indicating that the marks had been moderated. Some colleges followed the requirements of the 2012 DHET stipulations with regard to conversions, but many did not. This suggests that the record sheet should be standardised to facilitate the external moderation process. Three quarters (75%) of the marks tallied with those in the PoEs.

d. Internal moderation of tasks

A cause for grave concern is the general lack of effective internal moderation of tasks and tools. This was pointed out in the 2011 report, but very little seems to have been done to rectify the matter. Even though 71% of the tasks appeared to have been moderated (there was a checklist but no evidence that it had been used effectively), there was little sign of qualitative moderation having taken place. In many cases the assessment process had simply been rubber-stamped, disregarding all errors and weaknesses:

- The instructions to tasks and tools still contained mistakes;
- Aspects were ticked off on a checklist but did not appear in the task, e.g. Learning Outcomes;
- Incorrect numbering and mark allocations had not been corrected;
- In many of the files the moderation tool consisted of a checklist on which ticks had been added electronically, or photocopies of ticked off and signed checklists on which the name of the assessor and moderator had been typed. This evidence could not be regarded as authentic.
- Very few changes had been made to the tasks or the tools and the many errors in the wording of the questions, the tools and the mark allocations were simply ignored and "signed off" by the designated internal moderator.
- In only 47% of cases was there evidence of feedback to the assessor; what feedback there was, was not qualitative. In the few cases where recommendations were made, a worrying 21% of sites provided evidence that there had been only limited follow up on the implementation of recommendations. Only 29% of the tasks/tools had been reviewed after completion, even though this was a requirement of the post-moderation process. In only 42% of cases had learner performance been analysed or evaluated.

The erratic nature of internal moderation of portfolios at campus/college level is a concern. Moderation occurred as many as three times in the first term only at some sites, once a term or once a year at others.

A third (33%) of the colleges indicated that moderation had taken place at provincial level. There was evidence that four provinces had moderated selected campuses (Western Cape, Gauteng, Eastern Cape and Free State), but it was not clear whether this had occurred more than once a year. In the Western Cape, the colleges appeared to have collaborated, sharing assessment tasks and tools and this had proved successful. The Free State had developed an assessment instrument for Life Orientation for use by campuses in their province called the Provincial Common Assessment Task, but it was based on a Western Cape task and no attempt had been made to adapt it to the circumstances in a different province. In addition, it contained several errors, as did the marking tool. Learners achieved unrealistically high scores in this task. Some colleges had

made an attempt to correct these errors, but many had simply accepted the task and tool as it was, leading to discrepancies in learner results. Nonetheless, the Free State provincial education department should be commended for making this effort to support its colleges.

Only 29% of colleges indicated that monitoring or an audit of colleges had enhanced lecturer or learner development, which makes one wonder about the usefulness of these monitoring and moderation processes.

3.2 LEARNER PORTFOLIOS (PcEg)

a. Structure (contents) and adherence to assessment guidelines/policies

A large proportion (82%) of the PoEs contained all the required documents. Of these, the majority (81%) contained the prescribed number of tasks. In only 75% had the marks been correctly transcribed and converted. This was worrying as moderators were uncertain as to which marks had been submitted as representative of the learner's internal mark. This mark makes up 25% or 50% of the candidate's final mark.

b. Learner performance

Little or no feedback was provided to learners.

- The majority (83%) of learners appeared to have responded well to the tasks, but there were a number of comments to the effect that questions did not challenge learners, and that tasks were not practical and did not cover a substantial part of the syllabus. An important observation was that tasks consisted of questions taken verbatim from previous examination papers, without any attempt to change or contextualise them.
- Most (83%) of the marks were presented as consistent and a true reflection of the learners' ability. The totalling of marks and transfer to the mark sheets appeared accurate. Yet, the criticism was made that marks were too high and were not accurate or a true reflection of learners' ability because they had not been challenged. Even though these comments led to the conclusion that the marking was in many cases merely a mechanical matter of ticks and crosses according to the requirements of the marking tools, 79% of the respondents indicated that the standard and quality of marking was acceptable. Just over a third (34%) of respondents indicated that little qualitative or relevant feedback was given to students; many observed that one learned from one's mistakes, and this made constructive feedback an essential part of teaching and learning.
- The work of only 65% of the learners had been moderated effectively. There was no real feedback provided and little analysis or evaluation of learner performance.

- Only 47% of respondents found the quality and standard of internal moderation acceptable.

According to the reports, the following campuses showed limited or no compliance, a situation which requires urgent intervention.

Table 10: Examples of sites with limited or no compliance

CAMPUS	PROVINCE	SUBJECT
Upington	Northern Cape	Afrikaans First Additional Language
Namaqualand	Northern Cape	Afrikaans First Additional Language
Vredenburg	Western Cape	Business Practice (handed in files later in the day, disappointing work; compiled in haste; no proper moderation, mark sheets or tasks and marking guidelines; same assignments as other colleges but incomplete, undated pacesetter)
Warden Learning Centre	Free State	Business Practice (no moderation; wrong grids, marking guidelines and recording of marks)
Lere la Tsepe	Free State	Introduction to Systems Development
Hillside View	Free State	Introduction to Computer Programming (L3 repeaters registered as L4 and could not cope with work – lecturers with no experience)
Thornton	Western Cape	Construction Supervision
Citrusdal	Western Cape	Electrical Systems and Construction
Citrusdal and Vredendal	Western Cape	Engineering Graphics and Design (no moderation)
Botshabelo and Lere la Tsepe	Free State	Entrepreneurship
Estcourt	KwaZulu-Natal	Financial Management
Pinetown and Eshowe	KwaZulu-Natal	Hospitality Services
Polokwane, Senwabarwana and Makwarela	Limpopo	Hospitality Services
Taung	North West	Life Orientation
Fort Glamorgan Correctional Services	Eastern Cape	Marketing
Atteridgeville, Molapo and KwaThema	Gauteng	Masonry
Soshanguve	Gauteng	Masonry
Jeppie College (Marshall Street)	Gauteng	Mathematical Literacy

CAMPUS	PROVINCE	SUBJECT
Middledrift Correctional Services	Eastern Cape	Mathematics
Moremogolo	Northern Cape	Mathematics
HB Tsengwa	Eastern Cape	New Venture Creation
Ellis Park	Gauteng	Physical Science
Mashamba	Limpopo	Plant Production
Shepperd Academy	Gauteng	Introduction to Policing Practices (educators and moderators lacking required education background or experience; planning, tasks and tools need improvement; situation needs urgent attention as there is far-reaching non-compliance)
Polokwane	Limpopo	Tourism Operations

4 AREAS OF GOOD PRACTICE

The following positive observations were made:

4.1 POLICIES

Current and relevant policies were being implemented at most sites.

4.2 PORTFOLIOS

Most colleges provided presentable and well organised portfolios containing evidence of effective planning and comprising the required number of assessment instruments and accompanying assessment tools.

4.3 ASSESSMENT

The use of focus groups, subject committees and similar structures to develop effective, standardised assessment tools and instruments proved valuable in building capacity and developing tasks of an appropriate standard.

5 AREAS FOR IMPROVEMENT

The following main concerns should be addressed:

- Many educators do not understand the purpose of a PoA or the role it plays in planning, monitoring and recording.
- The pacesetter appears to be simply another piece of paper to be filed and never consulted again. Daily plans seemed to serve no purpose as the information provided was merely a duplication of the year plan. In many cases, completion dates had not been entered. It would therefore appear that the year plan was not being used as a working document.
- A well-functioning internal moderation system was not being implemented at most sites. Moderation appeared to be a monitoring/auditing exercise which had not led to improvements in assessment or student achievement. Internal moderation was generally of a very low standard. There appeared to be little understanding of its purpose and it was regarded as yet another task to be completed quickly without any real purpose or understanding of quality assurance and what this entails.
- Generic teaching tasks such as maintaining an operational file (containing preparation of work and records of results) and assisting learners with the activity of learning seemed to be neglected.
- Accuracy was not regarded as a priority. Besides many errors in the tasks and marking guides, tasks were referred to as tests, assignments or projects, without students being given any clarity on what these terms represented.
- The inability of educators to set appropriate practical tasks and the general lack of attention to the practical component in most subjects are issues which must be dealt with.
- There appeared to be an inability on the part of lecturers to interpret the taxonomy which informs the structuring of all tasks according to cognitive levels. The structuring and presentation of the tasks should be more specific to allow for an analysis of students' knowledge and their ability to apply knowledge and to solve problems. On the whole, lecturers did not understand how to complete the analysis grids or to develop tasks that addressed all cognitive levels. The example of the analysis grid in the Revised ICASS Guidelines was not appropriate to all tasks, particularly in the case of languages and practical tasks.
- The requirement that there should be four levels of rubrics in the guidelines should be reassessed in the light of the realisation that a seven-scale rubric is probably more appropriate in the case of languages.
- Tasks were not reviewed in the light of learner performance.
- Marking was mechanical, with no feedback provided to learners (e.g. corrections and revisions); the notion that marking should improve teaching and learning and ensure that learners gain insight from their mistakes seems to have been overlooked.

Too many marks were allocated to lower order tasks, with the result that the marks were often overly generous.

- Very little support for educators was forthcoming at provincial or national level.
- The learner portfolios submitted did not cover a range of different levels as had been requested.

The neglect of the practical component is cause for concern because, as one external moderator observed, there appeared to be very little practical application of theoretical knowledge, which would have consequences for the learner once s/he was in the workplace. Since practical application is an essential part of the NC(V) qualification, this requires urgent attention.

Umalusi's moderators made the following additional recommendations:

- If colleges are to become learning institutions, continuous professional development is essential. It is imperative that workshops and training be organised nationally.
- Since all colleges and campuses offer the same qualifications, requirements and contents of the PoA and PoE should be further standardised.
- Assessment tasks and tools for individual subjects should also be standardised to a degree.
- Mark sheets should be standardised and should provide evidence of conversions and an indication of which PoEs have been moderated.
- Subject meetings should be held at regular intervals, e.g. at least once a term, and these should be minuted. This would go some way towards keeping staff up to date with the latest developments in their subject.
- Attendance registers should be included in the PoA.
- The inclusion of a schedule of formative tasks performed in the classroom or for homework in the PoA would assist the moderators.
- Learners must become accustomed to the requirements, format and content of examination papers.
- A support system should be established where strong, compliant colleges assist less efficient and non-compliant colleges and share best practices.

6 CONCLUSION

The internal assessment, represents 50% of the total mark for the vocational subjects. In a landscape where a major challenge remains, posed by vast inequalities in available resources, alignment of acceptable assessment standards across colleges and across provinces is crucial. While many good practices were observed, there are, however,

critical trends that are inhibiting successful implementation of ICASS for the NC(V). These should be urgently addressed:

- Some colleges were able to optimise the limited available resources while others were unable to put their adequate resources to good use.
- The implementation of work schedules, assessment and moderation plans must contribute towards candidates' success.
- Assessment tasks must be of the highest standard and quality and should be effective in providing a diagnostic reflection of learners' abilities.
- Assessment and internal moderation must contribute to the development of learners and educators via effective feedback methods.
- ICASS as continuous assessment must be woven into the fibre of effective teaching and learning.

Ultimately, the success of the ICASS is mirrored in the Portfolio of Assessment which should demonstrate that continuous assessment is valid, fair and reliable and builds the capacity of the stakeholders – both learners and lecturers alike.

The Revised Internal Continuous Assessment Guidelines document developed by the DHET and implemented this year went some way to addressing pertinent issues such as the number of assessment tasks, the calculation of the ICASS mark and internal monitoring/moderation. It was evident that most colleges had used the assessment grids and templates provided in this Revised ICASS Guidelines. The use of these templates must be made more effective if high quality rather than mere compliance is to be achieved, however. The DHET's efforts in ensuring that college staff members are aware of, understand and follow these guidelines are commendable. The Department must take a more responsible (and responsive) role in monitoring colleges to ensure that they practise effective internal assessment. The challenge remains one of setting a uniform national standard across all colleges and provinces.

Chapter 3

Moderation of integrated summative assessment tasks (ISATs)

1 INTRODUCTION

The external summative assessment component of the vocational subjects of the National Certificate (Vocational) comprises a theoretical question paper and a practical integrated summative assessment task (ISAT). The ISAT contributes 30% to the external assessment and draws on the skills and practices of cumulative learning achieved throughout the year. Depending on the nature of the subject, tasks are either completed in phases throughout the year, over a specific period of time, or as a once-off task.

Two types of ISATs are used:

- Programme ISATs that integrate a substantial amount of the practical work from the three compulsory vocational subjects of a specific programme; and
- Subject-specific ISATs for the optional vocational subjects.

The integrated summative assessment tasks are set by the DHET and moderated by Umalusi. The ISATs are used for a period of three years.

It must be noted that the moderation process of subject-specific Level 2 ISATs, scheduled for external moderation in September 2012 and to be ready for implementation in 2013, did not take place as the plan for the development of subject-specific ISATs has not yet been finalised and the DHET has as a result not as yet submitted any ISATs to Umalusi for moderation. This report will cover the ISATs that were prepared for implementation in 2012 and were moderated towards the end of 2011 and the beginning of 2012.

2 PURPOSE

The purpose of this chapter is to:

- Provide an indication of the number of ISATs which were moderated;
- Provide an overview of the crucial findings relating to the quality and standard of ISATs;
- Provide an overview of the crucial findings relating to the conduct of ISATs at sampled sites;
- Highlight areas of good practice; and

- Highlight areas requiring improvement.

3 SCOPE

Umalusi moderated a total of ten Programme and 16 Subject-specific Level 4 ISATs. In addition, two Level 3 Programme and two Level 3 Subject-specific ISATs were moderated.

The table below provides a list of the Programme and Subject ISATs that were moderated at each level.

Table 11: List of moderated ISATs

NC(V) L4			
PROGRAMME ISATg			SUBJECT-SPECIFIC ISATg
1	Electrical Infrastructure Construction	1	Agribusiness
2	Engineering and Related Design	2	Applied Accounting
3	Finance, Economics and Accounting	3	Automotive Repair and Maintenance
4	Hospitality	4	Consumer Behaviour
5	Information Technology and Computer Science	5	Contact Centre Operations
6	Management	6	Electronic Control and Digital Electronics
7	Marketing	7	Engineering Fabrication – Boiler Making
8	Office Administration	8	Engineering Fabrication – Sheet Metal Work
9	Primary Agriculture	9	Electrical Systems and Construction
10	Tourism	10	Fitting and Turning *
		11	Hospitality Services
		12	New Venture Creation
		13	Office Data Processing
		14	Personal Assistance
		15	Physical Science
		16	Project Management
		17	Tourism Operations

NC(V) L3			
PROGRAMME ISATg			SUBJECT-SPECIFIC ISATg
1	Drawing Office Practice	1	Drawing Office Procedures and Techniques
2	Marketing	2	Instrumentation Technology

*Fitting and Turning ISAT was not reset but modified.

The conduct of ISATs was monitored and moderated by Umalusi during September 2012. The objectives of this process were to:

- Ascertain the appropriateness and standard of the ISAT assessment as well as the assessment environment;
- Confirm that candidates could demonstrate the required skills and competence, as well as the necessary underpinning knowledge;
- Ensure that assessments across different sites of delivery were consistent and that standards were maintained; and
- Ensure that proper processes and procedures were followed.

This report covers the findings of the verification of the administration and conduct of ISATs in 15 programmes and 11 subjects across Levels 2 to 4 at 80 sites spread across the country.

Table 12 and 13 provide lists of those Programme and Subject-specific ISATs verified by Umalusi. The tables also indicate which sites were visited in the verification process.

Table 12: Programme ISATs – sites sampled for verification of ISAT conduct

No	PROGRAMME	LEVEL	PROVINCE	COLLEGE	CAMPUS/SITE
1	Civil Engineering and Building Construction	2,4	North West	Orbit	Brits
		2,4	Gauteng	Tshwane North	Mamelodi
2	Education and Development	2,4	Gauteng	South West Gauteng	Roodepoort
		2,3		Ekurhuleni West	Germiston
		2,3	Free State	Maluti	Bethlehem
		2,3		Motheo	Bloemfontein
		2,4	KwaZulu-Natal	Umfolozzi	Mandeni
		2,3		Umgungundlovu	Plessislaer
3	Electrical Infrastructure Construction	2,4	Western Cape	Northlink	Belhar
		2,3	Free State	Motheo	Hillside View
		2,4		Motheo	Thaba'Nchu
		2,3	KwaZulu-Natal	Esayidi	Enyenyenzi
		2,3		Coastal KZN	As Salaam
4	Engineering and Related Design	2,3	Western Cape	False Bay	Khayelitsha
		2,3		West Coast	Vredendal
		2,3	Northern Cape	Northern Cape Urban	City
		2,3		Northern Cape Rural	Kathu
		4	KwaZulu-Natal	Umfolozzi	Richtek
		4		Coastal KZN	Swinton
5	Finance Economics and	2,4	Limpopo	Capricorn	Polokwane

No	PROGRAMME	LEVEL	PROVINCE	COLLEGE	CAMPUS/SITE
	Accounting	2,4		Waterberg	Mahwelereng
		2,4	Western	False Bay	Khayelitsha
		2,4	Cape	College of Cape Town	Crawford
		4	Mpumalanga	Nkangala	Witbank
		4		Gert Sibande	Ermelo
6	Hospitality	2,3,4	Free State	Maluti	Lere la Tsepe
		2,4	Western	South Cape	Bitou
		2,4	Cape		Oudtshoorn
		2,4	Mpumalanga	Nkangala	Witbank
		2,4		Ehlanzeni	Waterval Boven
		2,4	Western	False Bay	Muizenberg
		2,4	Cape	Boland	Stellenbosch
7	Information Technology and Computer Science	2,3	Northern	Northern Cape Urban	City
		2,3	Cape	Northern Cape Rural	Upington
		2,3	Western	False Bay	Fish Hoek
		2,3	Cape	False Bay	Khayelitsha
8	Management	2,3	Free State	Motheo	Botshabelo *
		2,4		Motheo	Bloemfontein
		2,4	Eastern Cape	Lovedale	King
		2,4		Ikhala	Queenstown
		4	KwaZulu-Natal	Majuba	Centre for People Development
		3		Umgungundlovu	Msunduzi
		3,4	Mpumalanga	Ehlanzeni	Barberton
		3		Barberton Correctional Services	
9	Marketing	2,4	Gauteng	Tshwane South	Atteridgeville
		2,4	Mpumalanga	Gert Sibande	Ermelo
		2,4			Evander
		2,4	Free State	Goldfields	Welkom
		2,3		Maluti	Harrismith
10	Mechatronics	2,3	Gauteng	Tshwane South	Pretoria West
		2,3		Sedibeng	Vereeniging
11	Office Administration	2,4	Western	West Coast	Malmesbury
		2,4		Cape	Boland
		2,4	Mpumalanga	Gert Sibande	Ermelo
		2,4			Standerton
		2,4			Sibaneseftu
		2,4			Evander
		2,4	Free State	Motheo	Bloemfontein
		2,4	Northern	Northern Cape Urban	Moremogolo

No	PROGRAMME	LEVEL	PROVINCE	COLLEGE	CAMPUS/SITE
			Cape		
12	Primary Agriculture	2,4	Limpopo	Vhembe	Mashamba
		2,4		Waterberg	Mokopane
		2,3	KwaZulu-Natal	Esayidi	Gamalakhe
		2,3		Elangeni	Mpumalanga
13	Process Plant Operations	2,3	Free State	Flavius Mareka	Sasolburg
		2,3	Limpopo	Capricorn	Seshego
14	Safety in Society	2,4	Eastern Cape	Buffalo City	John Knox Bokwe
		2,4		King Sabata Dalindyebo	Mthatha
		2	Gauteng	Rostec Technical	Vereeniging
		2		Hartland Training and Development Centre	Pretoria
		2,4	KwaZulu-Natal	Majuba	Newcastle Technology Centre
		2,4			Majuba Technology Centre
		2,4	Limpopo	Capricorn	Polokwane
		2		Brooklyn City	Polokwane
15	Tourism	2,3,4	Eastern Cape	Port Elizabeth	Russel Road
		2,3		East Cape Midlands	High Street
		2,4	Western Cape	South Cape	Oudtshoorn
		2,4			George

*Verification could not be conducted at the Botshabelo Campus owing to a strike by students.

Table 13: Subject-specific ISATs – sites sampled for verification of ISAT conduct

No	SUBJECT	LEVEL	PROVINCE	COLLEGE	CAMPUS/SITE
1	Applied Accounting	2,4	KwaZulu-Natal	Coastal KZN	Swinton
		2,4		Umfolozi	Richtek
2	Carpentry and Roof Work	2,3	Eastern Cape	Lovedale	Zwelitsha
		2,3		Port Elizabeth	Iqhayiya
3	Concrete Structures	2,4	Gauteng	Tshwane South	Atteridgeville
		2,3		Sedibeng	Sebokeng
4	Consumer Behaviour	3	North West	Vuselela	Potchefstroom
		2,3	Gauteng	Western	Randfontein
5	Contact Centre Operations	2,3	KwaZulu-Natal	Mnambithi	Ladysmith
		2,4	Gauteng	Sedibeng	Vanderbijlpark

No	SUBJECT	LEVEL	PROVINCE	COLLEGE	CAMPUS/SITE
6	Electrical Systems and Construction	2,4	KwaZulu-Natal	Umfolozi	Richtek
		2,4		Coastal KZN	Swinton
		4	Mpumalanga	Nkangala	Mpondozankomo
		4		Ehlanzeni	Mlumati
		4	Limpopo	Capricorn	Seshego
		4		Waterberg	Lebowakgomo
		4	Western Cape	False Bay	Khayelitsha
		4		West Coast	Vredendal
7	Engineering Fabrication/Engineering Fabrication - Boiler Making	2,3	Western Cape	West Coast	Vredenburg
8	Mechatronics Systems	2,3	Western Cape	False Bay	Westlake
		2,3	Gauteng	Sedibeng	Sebokeng
9	Personal Assistance	4	North West	Orbit	Brits
		4			Mankwe
10	Physical Science	2,4	Gauteng	Ekurhuleni East	KwaThema
		2,4	Limpopo	Waterberg	Mokopane
11	Plumbing	2	Mpumalanga	Gert Sibande	Standerton
		2,4		Nkangala	CN Mahlangu

4 APPROACH

The moderation of the ISATs commenced in December 2011 and was concluded by the end of March 2012.

ISATs were moderated off-site. The external moderators evaluated the ISATs and submitted reports to Umalusi. The DHET took responsibility for implementing the recommended changes.

On-site verification was used to monitor and verify the conduct of the ISATs at 80 sampled sites across the country. Thirty-eight moderators were deployed for this purpose. The exercise focused on the process of ISAT implementation, as well as the final ISAT product. Moderators either observed the candidates completing the tasks, or verified the completed product and evidence of the completion of the task.

5 FINDINGS

5.1 MODERATION OF INTEGRATED SUMMATIVE ASSESSMENT TASKS

Despite the challenges presented by the design and development of ISATs there was an improvement this year.

The number of changes to be made to the ISATs received for external moderation by Umalusi remains unnecessarily high and more care should be exercised in the setting and internal moderation processes.

The table below outlines the findings of the external moderation of the ISATs.

Table 14: External moderation of ISATs – findings

CRITERIA	COMMENT
<p>Adherence to assessment guideline documents</p>	<p>Over half (53%) of the ISATs moderated achieved full compliance with SAGs. However,</p> <ul style="list-style-type: none"> • In Drawing Office Procedures and Techniques L3 ISAT Health and Safety was not included as a topic; • In Hospitality L4 ISAT Learning Outcomes were not included consistently according to the SAGs. • The Office Data Processing L4 required greater integration of a higher cognitive order to make it appropriate for Level 4. • The Personal Assistance L4 ISAT was rejected because it did not test skills or knowledge but merely required observation of how the task was performed in the workplace.
<p>Technical aspects</p>	<p>Just under half (46%) of the ISATs scored well with regard to technical aspects which demonstrated that they were clearly expressed and user-friendly with resources clearly stated. However:</p> <ul style="list-style-type: none"> • Layout of Engineering and Related Design was ambiguous and instructions to lecturers and students were not clear. • There were many language errors in Office Data Processing L4, Hospitality L4, Engineering and Related Design L4 and Applied Accounting L4 ISATs. • The clarity and appropriateness of illustrations, graphs and tables were questionable in Finance Economics and Accounting L4, Electrical Systems and Construction L4 and Office Data Processing L4. • The time frame for Personal Assistance L4 was inappropriate and the assessment tool was not lecturer friendly.

CRITERIA	COMMENT
<p>Content coverage</p>	<p>The ISATs covered an adequate range of Subject and Learning Outcomes within the broad scope of the subject(s). Sixty-four percent of ISATs moderated achieved full compliance with requirements.</p> <ul style="list-style-type: none"> • There was a good distribution of practical work of the specific subject in the assessment and the progression and sequencing was practical and realistic (exception Personal Assistance L4). • Moderators observed that tasks encouraged liaison with industry or the workplace (exceptions were Finance Economics and Accounting L4 and Office Data Processing L4). • There was little challenge and few opportunities for innovation in some ISATs – Instrumentation Technology L3, Finance Economics and Accounting L4, Electrical Systems and Construction L4, Office Data Processing L4 and Personal Assistance L4. • Some tasks were not representative of the latest developments or product usage - Instrumentation Technology L3, Electrical Systems and Construction L4, Office Data Processing L4 and Personal Assistance L4. • There was concern that a lack of resources, e.g. the internet, and the outsourcing of a component for manufacture would disadvantage learners in remote areas in Engineering and Related Design L4. New Venture Creation L4 relied too heavily on the internet as a resource, thereby discriminating against some disadvantaged students.
<p>Cognitive skills coverage</p>	<p>Fifty percent of the ISATs moderated achieved full compliance and were reported to be of a high standard in terms of the cognitive demand of tasks, and balanced in terms of the assessment of skills, knowledge and values.</p> <ul style="list-style-type: none"> • In Drawing Office Procedures and Techniques L3, Instrumentation Technology L3, Information Technology and Computer Science L4, Applied Accounting L4 and Drawing Office Practice L3 a dearth of innovative challenge was noted. • The moderators for Finance, Economics and Accounting L4, Applied Accounting L4, Electrical Systems and Construction L4, Project Management L4, Office Data Processing L4 and Hospitality L4 observed that the ISATs were not challenging in terms of interpretation, solving unusual problems and making inferences. • Personal Assistance L4 scored very low on all the criteria for this category and was rejected by the moderator.
<p>Instruments/tools for assessing students' performance</p>	<p>With regard to tools for assessing candidates, 54% of the sample achieved high scores while the following was observed:</p>

CRITERIA	COMMENT
Instruments/tools for assessing students' performance	<ul style="list-style-type: none"> • The assessment tools for Hospitality L4, Applied Accounting L4, Personal Assistance L4, Project Management L4 and Consumer Behaviour L4 were judged to be inappropriate and not facilitative of assessment. • Tools did not make provision for alternative creative responses in Drawing Office Practice L3 and Applied Accounting L4, • Rubrics in several tasks (36%) were judged of little use and inadequate in evaluating student achievement. Drawing Office Procedures and Techniques L3, Information Technology and Computer Science L4, New Venture Creation L4, Engineering Fabrication – Sheet Metal Work L4, Primary Agriculture L4, Personal Assistance L4, Hospitality L4, Physical Science L4 and Tourism Operations L4. • The marking guideline in Engineering and Related Design L4 was judged to be ambiguous.
Language and bias	The language and subject terminology was used correctly and without bias in 82% of the ISATs.
Internal moderation	There was little evidence in 64% of the sample that ISATs had been moderated internally and that changes had been suggested and made before external moderation by Umalusi.
Overall impression of the task	There was an improvement in the standard of the ISATs. Most were conditionally approved on first moderation, but there was still scope for improvement with regard to finer details and focussed purpose.

5.2 PLANNING FOR CONDUCT OF TASKS

5.2.1 Receipt of ISATs at College/Campus level

Although most tasks were received in time for effective implementation, a considerable number of campuses received the ISATs late, some as late as July 2012. Late delivery of ISATs had a negative effect on the planning and the completion of tasks, the ordering of resources as well as marking and internal moderation. It was observed during September that some colleges resorted to using the old ISATs, e.g. Primary Agriculture L4 at Mokopane. At other colleges the ISATs had not yet commenced.

Table 15 indicates the sites which did not receive the ISATs on time.

Table 15: Late receipt of ISAT at sites of delivery

ISAT	LEVEL	SITE/CAMPUS
Applied Accounting	4	Richtek
		Swinton
Carpentry and Roof Work	2, 4	Iqhayiya
Electrical Infrastructure Construction	2, 4	Belhar
	3	Enyenyenzi
	4	Mlumati
	4	Swinton
Engineering and Related Design	4	Khayelitsha
		Richtek
		Vredendal
Finance Economics and Accounting	4	Crawford
		Khayelitsha
		Mahwelereng
		Polokwane
Information Technology and Computer Science	4	City
	3	Uppington
Management	4	Bloemfontein
Marketing	4	Atteridgeville
	4	Ermelo
	4	Evander
	3	Harrismith
Office Administration	4	Bloemfontein
		Ermelo
		Paarl
		Standerton
Primary Agriculture	4	Mokopane
Project Management	4	Barberton
Tourism	2, 3, 4	High Street

5.2.2 Schedules/timetables for the administration of the ISAT

A realistic schedule showing the progression of the conduct of the ISAT is crucial to ensuring that the task is completed on time. Procurement complications and ineffective schedules affected the administration of the ISAT. Table 12 indicates the status of ISAT schedules at some of the sampled sites.

Table 16: Status of schedules/timetables for conduct of ISAT

ISSUE	ISAT	SITE/CAMPUS
Generic plans without specific details	Electrical Infrastructure Construction L2	Thaba'Nchu
	Finance Economics and Accounting L4	Mahwelereng
	Hospitality L2	Lere la Tsepe
	Marketing L2, 4	Ermelo
		Evander
	Safety in Society L2, 4	Mthatha
	Primary Agriculture L2, 3	Mpumalanga
Plan available but not followed	Civil Engineering and Building Construction L2	Mamelodi
	Hospitality L2	Bitou
	Hospitality L2, 4	Waterval Boven
	Management L2, 4	Bloemfontein
	Marketing L4	Ermelo
No or ineffective schedule available	Consumer Behaviour L2, 3	Potchefstroom
		Randfontein
	Contact Centre Operations L2, 3	Ladysmith
	Engineering Fabrication – Boiler Making L2, 3	Vredenburg
	Hospitality L4	Oudtshoorn
	Management L2, 4	King
	Office Administration L2, 4	Ermelo
Safety in Society L2, 4	Polokwane	

5.3 AVAILABILITY OF RESOURCES (EQUIPMENT AND CONSUMABLES) FOR THE COMPLETION OF TASKS

The ISATs are practical in nature and as such require suitable facilities, equipment and resources. Any lack in this regard could result in the ISAT not being conducted according to the specifications. Eighty-three percent of the Programme/Subject-specific tasks were completed using the required equipment and consumables in an appropriately resourced, simulated or structured environment. However, some tasks requiring specialist facilities were performed in an ordinary classroom without the necessary resources. Inadequate computer hard- and software was a problem encountered at many sites.

Table 17: Challenges – facilities, equipment and consumables

ISSUE	ISAT	SITE/CAMPUS	OBSERVED IMPACT
Consumables in short supply	Concrete Structures L2	Sebokeng	A shortage of consumable resources during the conducting of the task resulted in one group using off-cut material to complete the task. Although the task was completed, the results were not of the same standard as those of other groups.
	Hospitality L2, 4	Witbank	There were no groceries to complete the Food Preparation tasks because of shortage of petty cash. L2: only tasks 1-3 were completed. Practicals were not completed. None of the tasks had been marked at the time of the moderation visit. L4: only tasks 1 and 2 were completed.
	Hospitality L2, 4	Waterval Boven	Some consumables were not provided and the practical task had not been completed by the time of the visit.
	Electrical Infrastructure Construction L2	Thaba’Nchu	The ‘enclosures’ were not available from the local supplier so some parts of the task could not be completed.
Consumables did not arrive in time/time consuming procurement processes	Education and Development L2, 3	Bloemfontein	Procurement is done centrally, resulting in late receipt of materials at site level; lecturers had to procure or bring their own equipment.
	Hospitality L2	Oudtshoorn	Late arrival of stock resulted in deviations from the ISAT conduct schedule.
	Primary Agriculture L2	Gamalakhe	Not all equipment and consumables were available as the campus was still awaiting delivery.
Equipment and resources	Electrical Infrastructure Construction L4	Seshego	Measuring instruments were received on the day of the verification visit; this resulted in the late completion of the task.

ISSUE	ISAT	SITE/CAMPUS	OBSERVED IMPACT
Equipment and resources	Electrical Systems and Construction L4	Vredendal	Some important equipment (loop impedance tester) for the correct execution of the ISAT was not available and as a result the task was only partially completed.
	Concrete Structures L2	Atteridgeville	Although the students shared equipment with those in the skills training programmes they were able to complete the task.
	Hospitality L2, 4	Waterval Boven	Only five of the 12 stoves were in working order and students had to share equipment and the practical task had thus not been completed by the time of the visit.
	Information Technology and Computer Science L3, 4	Fish Hoek	Resources were inadequate in the Computer Hardware and Networking workshop and as a result students had to share resources, which affected the execution time line.
		Khayelitsha	
	Mechatronics L2	Sebokeng	Number of drilling machines/pneumatic circuitry and work benches was not adequate for the number of candidates. Bending machine not functional hence task 2 could not be completed. Students were transported to another campus to bend plates.
	Mechatronics L3	Pretoria West	Programmable Logic Controllers (PLCs) not received from supplier; lecturers borrowed from other departments at the college in order to complete the ISAT.
	Primary Agriculture L2	Mashamba	Some equipment (soil augers) not available and permission for the slaughtering of a goat for task 6 was not granted. A model was used for the completion of this task.
	Primary Agriculture L4	Mokopane	Although all tasks were completed, equipment such as

ISSUE	ISAT	SITE/CAMPUS	OBSERVED IMPACT
Equipment and resources			soil augers, tension meters and soil testing kits were unavailable.
	Consumer Behaviour L2	Randfontein	Access to the internet for the completion of task 6 (email response) was difficult on this campus as there were not enough computers available. The Life Orientation lecturers assisted with this task.
Equipment destroyed by fire	Primary Agriculture L2	Mpumalanga	Fires destroyed irrigation system, thus task 2 would be completed once the new equipment had been delivered.
Stock and product theft	Primary Agriculture L3	Mpumalanga	There was no animal handling equipment or camps for sheep. Animals which were to be used for the ISAT had been stolen. The implementation of this section of the ISAT would be delayed.
Inadequate computer hardware or software	Education and Development L2, 4	Mandeni	Unavailability of computer equipment posed many challenges and there was some improvisation required to complete the ISAT.
		Roodepoort	There were very few computers available for registered students to complete the ISAT; as a result, written work was also accepted.
	Electrical Infrastructure Construction L4	Thaba'Nchu	Components were not available from the suppliers. There were not enough Programmable Logic Controllers to complete the practical work.
	Finance Economics and Accounting L4	Polokwane	Connectivity is erratic at this campus, impeding the smooth implementation of the ISAT. This was also reported in 2011.
	Mechatronics Systems L2	Sebokeng	Software was not available (licence had expired) and as a result task 1 had not been completed, affecting the completion of tasks 2 and 3.

ISSUE	ISAT	SITE/CAMPUS	OBSERVED IMPACT
Inadequate facilities	Concrete Structures L2	Atteridgeville	The space allocated for the tasks was too crowded and groups were placed too far apart for lecturers to monitor them easily.
	Concrete Structures L4	Atteridgeville	Although all students completed all tasks, the space allowed for the completion of the tasks was remote and not suitable. It was also difficult to access.
	Electrical Infrastructure Construction L2	Belhar	The workshops and laboratories were not suitably equipped or laid out.
	Office Administration L2	Ermelo	The campus did not have the simulation room required for task 3. However, the reception area of the administration office was used to complete the ISAT.

5.4 CONDUCT OF ISAT

Umalusi's verification of the conduct of the ISAT was undertaken from 3 – 21 September 2012. It was expected that by this time most sites would have concluded or at least started their ISATs so that marks could be submitted to the DHET on time.

At the time of verification, 62% of the ISATs sampled had been completed according to the specifications of the tasks, while 34% had been only partially completed, and 4% not yet begun. Difficulties in the conduct of the ISATs include:

- limited space and large groups;
- absenteeism and erratic attendance by students;
- instructions on ISATs unclear and requiring adaptation;
- workshops and laboratories not suitably or adequately equipped;
- assessment tasks amended to suit the availability of resources.

In general, the ISATs were conducted under examination conditions although size of groups, lack of equipment and the type of ISAT made this difficult at times. The tables below indicate compliance/non-compliance with requirements for conduct of ISATs at different sites of delivery.

Table 18: Sites that completed the ISAT on time and according to specifications

ISAT	SITE/CAMPUS
Applied Accounting L4	Richtek
Contact Centre Operations L2, 3	Ladysmith
Contact Centre Operations L4	Vanderbijlpark
Education and Development L2, 3	Bethlehem
	Bloemfontein
	Plessislaer
	Germiston
Education and Development L2, 4	Mandeni
	Roodepoort
Electrical Infrastructure Construction L2, 3	As Salaam
	Enyenyenzi
Electrical Infrastructure Construction L4	Belhar
	Swinton
	Richtek
	Mlumati
	Mpondozankomo
	Khayelitsha
Engineering and Related Design L2	Kathu
Engineering and Related Design L2, 3	City
Engineering Fabrication L2	Vredenburg
Engineering Fabrication – Boiler Making L3	
Finance Economics and Accounting L4	Khayelitsha
	Witbank
	Ermelo
Hospitality L2	Bitou
Hospitality L2, 3, 4	Lere la Tsepe
Hospitality L4	Oudtshoorn
Hospitality L2, 4	Muizenberg
	Stellenbosch
Information Technology and Computer Science L2, 3	Fish Hoek
	Khayelitsha
	City
Management L2	King
Management L3	Barberton Correctional Services
	Msunduzi
Management L3, 4	Barberton
Management L4	Centre for People Development
Marketing L2, 4	Atteridgeville
	Ermelo

ISAT	SITE/CAMPUS
	Evander
Marketing L2, 3	Harrismith
Mechatronics L2	Westlake
	Vereeniging
Office Administration L2	Bloemfontein
	Standerton
Office Administration L2, 4	Ermelo
	Evander
	Sibaneseffthu
	Paarl
Office Administration L3	Malmesbury
Office Administration L4	Moremogolo
Personal Assistance L4	Mankwe
	Brits
Physical Science L2	Mokopane
Physical Science L2, 4	KwaThema
Plumbing L2, 4	Standerton
	CN Mahlangu
Primary Agriculture L2	Mashamba
Primary Agriculture L3	Gamalakhe
Process Chemistry L2	Sasolburg
Process Plant Operations L2	Seshego
	Sasolburg
Safety in Society L2	Rostec
Safety in Society L2, 4	Polokwane
	John Knox Bokwe
Safety in Society L4	Majuba Technology Centre
Tourism L2, 3	Russell Road
Tourism L2, 4	Oudtshoorn
	George

Table 19: ISAT not completed/not completed according to specifications at the time of the moderation visits

ISAT	SITE/CAMPUS	PROBLEMS ENCOUNTERED
Applied Accounting L4	Swinton	Delay caused by loading of programmes. Resulted in extra three hours being allowed.
Carpentry and Roof Work L2	Iqhayiya	ISAT not completed according to specifications. Many gang nailed roof trusses were used but no bolts or washers as per specification of the ISAT.
Civil Engineering and Building Construction L2	Brits	Task 3 partially completed (foundation wall not done) but marks were awarded as if the task had been completed.
Civil Engineering and Building Construction L2	Mamelodi	Sub task 3: Partially completed (foundation wall not done). Limited space available for site work. Marks awarded for unfinished work.
Concrete Structures L2	Atteridgeville	Not all the specifications and instructions on the drawing were clear and the lecturers had to make adjustments in order to complete the task. (The adjustments were positive and could be justified.)
Concrete Structures L2	Sebokeng	In order to manage the large group situation, the lecturers increased the size of the groups. They were not the size prescribed in the ISAT task. The quality of the drawing in the assessment task was not up to standard and lecturers had to adjust the task/measurements in order to perform the task. All the students were assessed according to the rubric included in the assessment task although this was not always interpreted correctly.
Consumer Behaviour L3	Potchefstroom	No plan, consumables not ordered. The students used a variety of products in task 2 but not the vuvuzelas/soccer products as per task. There were no marks deducted for the inappropriateness of the product.
Contact Centre Operations L2	Vanderbijlpark	ISAT was conducted over four days instead of 90 minutes. On each day, learners were given a task to complete; they were allowed only the time stipulated on the ISAT for that particular task.
Electrical Infrastructure Construction L2	Belhar	Although there was evidence of completed tasks, some projects were not enclosed in the specified enclosures as per the ISAT requirements.
Electrical Infrastructure Construction L2, 3	Hillside View	Deviations were observed as the project was built on breadboard, there was no soldering and projects were not enclosed in the specified enclosures as per the ISAT requirements.
Electrical Infrastructure Construction L2	Thaba'Nchu	None of the projects were enclosed in the specified enclosures as per the ISAT requirements.
Electrical Systems and	Seshego	ISAT had not yet been completed at time of the visit due to shortage of measuring instruments (only

ISAT	SITE/CAMPUS	PROBLEMS ENCOUNTERED
Construction L4		received on day of the visit).
Engineering and Related Design L3	Kathu	Deviation from specifications – end product was changed from Gibhead key to a chisel. (Reason for deviation – incorrect technique stipulated in ISAT. The correct engineering practice was used to harden and temper the chisel.)
Engineering and Related Design L3	City	Lack of equipment, e.g. no hardness tester or thermostat with which to read the temperature of the product. Dimensions were changed to suit the materials provided. The availability of the computer room to train the students in computer aided drawings was limited.
Engineering and Related Design L4	Vredendal	The cable trolley components provided were not those required by the ISAT. Cheaper components were used instead. The assessment instruments were also adapted to suit the college.
Engineering and Related Design L4	Richtek	The cable trolleys were not available and therefore the campus manufactured four trolleys in their workshops. Some changes were made to the materials used but this did not compromise the quality of the ISATs.
Finance Economics and Accounting L4	Polokwane	The rubric (TASK 2.2) was not duly completed. The assessor indicated that he did not agree with task 2.2 and decided to change it. He amended task 2.1 slightly to make up for the marks lost from task 2.2. This task needs to be reviewed.
Finance Economics and Accounting L4	Mahwelereng	Task 2.2 was not done as per instructions. The structure of this ISAT might prove an obstacle to correct interpretation; it is sound, but confusing in the sense that it consists of many different components and different assessment instruments. (The external moderator confirmed that this task needs to be reviewed.)
Finance Economics and Accounting L4	Crawford	Not all tasks were completed; Financial Management was still to be done. Significant teaching time was lost to student unrest.
Hospitality L2	Oudtshoorn	All tasks had been completed according to ISAT specifications, except that the time allowed for the practical component was longer than that stipulated in the ISAT instructions.
Hospitality L2	Waterval Boven	ISAT incomplete. Only tasks 1, 4, and 5 had been completed. Only five of the 12 stoves were working and students had to share equipment. There was no evidence of marking of task 1 but marks were 'awarded' nonetheless.

ISAT	SITE/CAMPUS	PROBLEMS ENCOUNTERED
Hospitality L4	Waterval Boven	ISAT was partially completed - only task 1 and part of task 2 had been done; task could not be completed because of difficulties in accessing the internet. The practical task had not yet been completed by the day of the visit.
Hospitality L2	Witbank	ISAT incomplete - only tasks 1-3 had been completed; practical task was still to be completed.
Hospitality L4	Witbank	ISAT had been partially completed, practical task was still outstanding.
Management L4	King	Lecturer misinterpreted the tasks – used college data contrary to the stipulations of the ISAT. Also, there was little evidence to confirm authenticity of student presentations.
Management L2, 4	Bloemfontein	Not all students had completed all sections, owing to absenteeism.
Mechatronics L2, 3	Pretoria West	Tasks which had not been completed by the time of the verification visit could be completed in time, if the ISAT conduct schedule was strictly adhered to.
Mechatronics L3	Vereeniging	All tasks were completed except for that of Electro-Technology. There was a delay in completing the task due to a shortage of workstations and resources (the motor had been ordered in November 2011 but had still not been delivered). However, ISAT conduct was underway despite the challenges and could still be concluded in time.
Mechatronics L3	Westlake	Sub task 2.2 had been modified since the college did not have all the components with which to complete it. In this case a pressure control valve was used instead of flow control. Students had to do mechanical drawings by hand as the college did not have the software to do them on computer.
Office Administration L4	Bloemfontein	Tasks had not been completed by the date of the moderation visit. According to the plan this was scheduled for a future date.
Office Administration L2	Ermelo	Task 3 was done in the reception area because there was no simulation room. There was no proof of faxing which was a requirement for the ISAT.
Office Administration L4	Ermelo	Some tasks were not completed to the specifications of the ISAT. Task 3 was particularly poorly done.
Office Administration L2	Moremogolo	Parts of tasks had not been completed but marks had been awarded (parts 3.1; 3.3 and 3.4 of task 3 were not done but marks were given to all

ISAT	SITE/CAMPUS	PROBLEMS ENCOUNTERED
		candidates).
Office Administration L4	Standerton	Although all the tasks in the ISAT were completed well, task 3, the Excel spreadsheet requirements, had not been completed as per the specification, e.g. limited or no use of filters and formulae. The questionnaire should also have been designed in Excel and not in Word.
Primary Agriculture L2	Gamalakhe	Tasks 1, 2 and 6 had been completed; 3, 4 and 5 were still to be done. Not all equipment and consumables were available.
Primary Agriculture L4	Mashamba	Deviation from the ISAT was observed as the prescribed dairy cows were not used. All tasks were completed, except for the assessment in the form of interviews for tasks 5 and 6.
Primary Agriculture L4	Mokopane	The old ISAT was implemented since the new task arrived too late; because of this, planning and ordering was compromised. Ordering is problematic at this site. Lecturers dealt with this by allowing students to work in groups, by making field trips and relying on demonstrations.
Primary Agriculture L2	Mpumalanga	Evidence of task 2 was destroyed by fire and task 6, slaughtering, was still to be completed. The fence around the Campus was inadequate and security of livestock and produce was a problem. Delivery of ordered equipment was slow and erratic.
Primary Agriculture L3	Mpumalanga	The following were not completed: task 3 and task 4: on-going but not finalised; task 1.8, task 2.3 and task 2.4: waiting for delivery of equipment. The theft of stock and produce and loss of irrigation equipment were complicating factors.
Physical Science L4	Mokopane	The titration used oxalic acid that was 15 years old and did not dissolve completely. This compromised the accuracy of the experiment, but was consistent through all the practicals, thus students were not disadvantaged in anyway.
Safety in Society L2	Brooklyn City	Although the due dates for tasks 1 and 2 had expired, only 50% of the learners had completed them. Task 3 had not yet been completed.
Safety in Society L2, 4	Newcastle Technology Centre	Some L2 tasks had not been completed at the time of the visit but lecturers indicated that these would be handed out in time. The incomplete L4 tasks were issued to the students for completion. Students are allowed to complete the ISAT as an assignment but the drawback of this lies in proving authenticity of the submitted tasks.
Safety in Society L2	Mthatha	ISAT portfolios randomly selected for verification

ISAT	SITE/CAMPUS	PROBLEMS ENCOUNTERED
		revealed that not one of these was complete; that is, the tasks were not all completed or those that were had not yet been assessed.

Table 20: Sites where ISAT conduct had not started at time of moderation visit

ISAT	SITE/CAMPUS	OBSERVED EFFECT
Civil Engineering and Building Construction L4	Brits	ISAT would be completed in time if schedule for conduct was adhered to.
Electrical Infrastructure and Construction L4	Thaba'Nchu	Challenges with the implementation of ISAT: lecturer claimed to have received the ISAT late; lack of adequate equipment and properly designed facilities; these may have resulted in the ISAT not being implemented or not being completed.
Information Technology and Computer Science L3	Upington	Although this is an integrated ISAT, sections were received separately: ISAT for Principles of Computer Programming and Systems Analysis and Design were received first and the Computer Hardware and Software section was received only on the day of the visit. A provisional date for the ISAT task had been set; ISAT may still be completed in time.
Tourism L2, 3, 4	High Street	Tasks will be completed if set schedule is followed.

5.5 QUALITY AND STANDARD OF MARKING AND SCORING

Generally, tasks were assessed according to agreed criteria. There were many instances where marking was incomplete or had not yet started at the time of moderation by Umalusi. Umalusi moderators observed inconsistencies in the marking and scoring of tasks. This raises serious concerns as inconsistent marking compromises the validity of the students' marks. The following practices were observed:

Table 21: Challenges – marking and scoring of ISATs

ISAT	SITE/CAMPUS	EFFECT
Civil Engineering and Building Construction L2	Brits	Marking and scoring was appropriate except in the case of the last two assessment criteria of sub task 3 which had not been completed.
Concrete Structures L2, 3	Sebokeng	All students were assessed according to the rubric included in the assessment task although this was not always interpreted correctly (misinterpretation of the rubrics and their application).

ISAT	SITE/CAMPUS	EFFECT
Consumer Behaviour L3	Potchefstroom	The marking guideline was not followed when task 2 was marked and marking was too lenient. No marks were deducted for the inappropriateness of the product.
Consumer Behaviour L2	Potchefstroom	Marking lenient, marks awarded to incorrect responses.
Engineering and Related Design L4	Vredendal	The specifications of the ISAT were changed.(The cable trolley was internally manufactured. The component dimensions were adjusted to reduce the cost.) The assessment instruments were thus adapted to suit the new specifications.
Engineering and Related Design L2	Kathu	The format of the assessment tools was changed by the campuses, although these changes accommodated all the criteria for assessment. The mark allocations per criteria were adjusted to suit the new template. There was a deviation from the weighting of the criteria.
	City	
Engineering and Related Design L3	Kathu	The assessment tools were adjusted by the campuses to suit the changes they had made to the end product. (The change, according to the external moderator, is justifiable as ISAT does not promote acceptable engineering practices.)
	City	
Finance Economics and Accounting L4	Polokwane	Task 2.2 was changed, requiring the adjustment of marks for task 2.1 and 2.2. The moderator agreed that task 2.2 was problematic and needed to be reviewed.
Hospitality L2, 3	Lere la Tsepe	Marking inconsistent.
Hospitality L3	Lere la Tsepe	The rating scales and the rubrics were a concern.
Hospitality L2	Waterval Boven	No evidence of marking of task 1 but marks were awarded.
Hospitality L4	Waterval Boven	Marking instructions were misunderstood by lecturers and as a result marking was subjective and inappropriate.
Management L4	King	Marking was too lenient and high scores were awarded for task 2. Some incorrect responses were marked correct. This misrepresents the ability of learners.
Management L2	Queenstown	Marking and scoring was generally accurate though not always appropriate (sometimes too lenient). Some discrepancies occurred where incorrect information was marked correct and marks were not indicated according to marking guideline.
Marketing L2	Evander	High marks which were not an honest reflection of a student's competence were awarded.
Office Administration L2	Kimberley	Marks were awarded for sections of tasks that had

ISAT	SITE/CAMPUS	EFFECT
	(Moremogolo)	not been assessed at all.
Office Administration L2	Malmesbury	The scoring and marking was appropriate, although too lenient in certain areas. Internal moderation addressed this aspect.
Office Administration L4	Ermelo	The marking was not appropriate; the marks awarded were far too high for the quality of work that was produced. The moderator recommended that the marks be lowered by at least 15%.
Office Administration L4	Malmesbury	Marking was too lenient and not a true reflection of learners' ability.
Primary Agriculture L2, 4	Mokopane	Assessment was conducted in groups, with one portfolio per group, and only the final record of performance was completed for each student. The moderator found the assessment procedure to be inappropriate.

5.6 INTERNAL MODERATION

In approximately 68% of the ISATs verified, internal moderation had been conducted. Where tasks had not been completed or marking had not been done, no moderation had taken place. At some sites, the marks had been moderated, while at others the product had been moderated. In most cases, the internal moderation instrument was little more than a checklist and did not provide room to critique or recommendations for improvement. This was evident as the internal moderators repeated the same errors as those in the original marking and it was suspected that shadow moderation had been practised.

6 AREAS OF GOOD PRACTICE

In general, the quality of the ISATs continues to improve. Most ISATs were found to adhere to policies and guidelines.

Most campuses planned the conduct of the ISAT effectively to allow realistic time frames for completion of tasks, especially where research was involved and where artifacts were to be produced.

The simulated travel agency office and other facilities at Russell Road Campus contributed to the effective implementation of the Tourism L2 – 4 ISATs. The workshops at Pretoria West Campus were well designed and equipped. The Instrumentation workshop in particular was reported to be world class.

Lecturers at Newcastle Technology Centre prepared letters that were sent via email to the station commissioners and gave learners copies of these letters. This facilitated the cooperation of the police and the specific ISAT sections were completed successfully. However, this cooperation was not consistent across all police stations.

7 AREAS FOR IMPROVEMENT

7.1 QUALITY OF TASKS

In the main, the ISATs have improved compared to those moderated in previous years. However, the following trends need attention to improve the quality of some of the tasks:

- ISATs must be made more reader friendly in terms of the format, layout and language use;
- Tasks require clear instructions to learners;
- ISATs require clear and unambiguous instructions to educators on the implementation and assessment of the task;
- The quality of illustrations and drawings must be appropriate and ready for print;
- Time frames in which to complete the tasks must be realistic;
- Tasks must align with current developments in the subject and encourage liaison with industry;
- Tasks must be challenging and, where possible, provide opportunities for innovative thought and action by students;
- Assessment tools must facilitate assessment and, where possible, provide for a range of alternative creative approaches;
- Careful consideration should be given to the use of rubrics. These should only be used where they are the most appropriate tools for assessment;
- Internal moderation must be more effectively conducted in order to iron out the many unnecessary errors that prevent the full compliance of so many ISATs.

7.2 PLANNING FOR CONDUCT

Despite the fact that most colleges planned effectively for the implementation of the ISATs this was not the case everywhere. Proper planning is critical for the effective management and administration of the ISAT. Colleges must be realistic and take into consideration the facilities and resources available when they enrol students.

Late delivery of ISATs at some sites hampered planning. At some colleges the procurement processes must become more efficient as these affect the timely ordering and receipt of consumables.

Planning in advance for the implementation of ISATs would make the allocation of a suitable budget much easier and this would allow for the timely ordering of consumables.

Planning for the conduct of ISATs should make provision for internal moderation of the tasks before marks are sent to DHET.

7.3 IMPLEMENTATION OF ISATs

Tasks must be conducted according to specifications and no amendments should be made to accommodate facilities and resource constraints. It is noted, however, that there are unrealistic tasks in certain ISATs – these require urgent adjustment by the DHET.

Absenteeism and erratic student attendance affects the completion of ISATs and steps must be taken to solve this widespread problem. Student unrest also impeded the completion of ISATs within the required time frame.

7.4 QUALITY AND STANDARD OF MARKING AND SCORING

The rubrics and marking guidelines must be correctly interpreted and applied to ensure the reliability, validity and consistency of the assessments. Great care must be taken in the process of awarding marks for completed tasks and standards must be maintained.

7.5 QUALITY AND STANDARD OF INTERNAL MODERATION

Internal moderation is an important process in ensuring the credibility of the assessment process and it would appear that many campuses and colleges are not according enough importance to this process. Neither shadow moderation nor checklist audit type moderation contributes to effective moderation of marking.

7.6 TRAINING AND DEVELOPMENT

Educators require continual further training in the:

- Use of equipment and machinery;

- Implementation and assessment of practical tasks, in particular the application of rubrics; and
- Assessment and moderation processes.

8 CONCLUSION

Commendable efforts have been made to improve the format and quality of ISATs but internal moderation needs to be more rigorous if it is to be effective. The standard and skills of using a rubric as an assessment tool need to be considerably improved. The ISATs are the evaluative tasks of the practical component of the vocational subjects and as such must focus on the practicality and usefulness of the exercises in the enhancement of competence in the vocational sphere.

The reports received from the external moderators on the conduct of the tasks indicate that, despite the shortcomings, most ISAT assessments at the majority of sites of delivery visited were not compromised in any way. These reports do, however, clearly indicate that obstacles in the system still exist, and these must be addressed, particularly with regard to the human and physical resources required to teach and assess the NC(V) programmes efficiently and effectively. The quality of the ISATs and the inaccuracies and unrealistic specifications in some of them call for the DHET to enhance the systems in place to ensure that these issues are addressed. Furthermore, the administration of the tasks, their marking and their moderation demand immediate attention at many of the college campuses if all the ISAT results are to be seen as valid, reliable and credible.

Chapter 4

Verification of marking

1 INTRODUCTION

The purpose of verifying the standard of marking is to assure its quality as far as consistency and accuracy are concerned, a most important responsibility of the assessment body offering the national assessment. This responsibility is spread across sites if the marking of a subject has been done at more than one venue. External verification of marking by Umalusi serves to monitor that marking is conducted according to agreed and established practices and standards and is consistent with the marking guideline.

Marking of NC(V) Levels 2 and 3 examination scripts is done at site level, whereas marking of Level 4 scripts is centralised. This year the models used for the marking process for Levels 2 and 3 varied across the provinces. Scripts were marked either at campus level or centrally at specific campuses or colleges.

However, all NC(V) Level 4 scripts from the November examinations were centrally marked at the Springs Campus of Ekurhuleni East College, the Tygerberg Campus of Northlink College or the Umbumbulu Campus of Coastal KZN College. All Level 4 scripts from the supplementary examinations were marked at Springs Campus.

The marking guidelines for Levels 2 and 3 were distributed by the DHET and marking guideline discussions were expected to be held at the college/campus marking centres or provincial level before the onset of marking. The marking guidelines for the NC(V) Level 4 examinations were finalised at marking guideline discussions at the centralised marking venues.

In the case of subjects with high enrolments that were marked at more than one marking centre during December, only the external moderator, internal moderator and chief markers of the three marking centres attended these centralised marking guideline discussions. The intention was for the chief markers to return to their marking centres and conduct a marking guideline discussion with their markers. One internal moderator for each of these subjects was appointed by the DHET to cover the three marking centres.

All markers of the Level 4 subjects that were marked at only one marking centre during December were invited to attend the marking guideline discussion.

Umalusi verified the marking of a sample of NC(V) scripts from all three levels.

2 PURPOSE

The purpose of this chapter is to report on:

- The standard of the marking guidelines and the marking guideline discussions;
- The consistency of the marking and internal moderation;
- The reliability and viability of the systems, processes and procedures as planned and implemented at the marking centres;
- Recommendations based on the findings.

3 SCOPE

3.1 VERIFICATION OF MARKING OF 2012 SUPPLEMENTARY EXAMINATION

3.1.1 Marking guideline discussions

Umalusi deployed five moderators to attend the marking guideline discussions at Springs Campus on 28 March 2012. The table below represents the sample of guideline discussions attended.

Table 22: Marking guideline discussions attended - Supplementary examination

SUBJECT	LEVEL
English	4
Life Orientation P1	4
Life Orientation P2	4
Mathematical Literacy	4
Mathematics	4

3.1.2 Verification of marking

Umalusi deployed 22 moderators to moderate the marking of eight Level 2 and seven Level 3 subjects at Springs Campus from 31 March to 1 April 2012. A sample of NC(V) Level 4 scripts from eight subjects was moderated by eight Umalusi moderators from 29 March to 2 April 2012 at the Springs Campus.

The tables below indicate the subjects and provinces included in the moderation of marking exercise.

Table 23: Verification of marking NC(V) Level 2

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	EC	FS	GAU	KZN	LIM	MPU	NC	NW	WC
Business Practice	9	3	3	3	4	2	1	1	2	3
Client Services and Human Relations	8	1	2	2	2	1	0	1	1	2
Engineering Fundamentals	9	1	1	1	1	2	2	2	2	2
English FAL	9	2	1	3	3	2	1	2	1	2
Entrepreneurship	9	2	2	5	1	1	1	1	2	4
Marketing Communication	8	1	1	6	1	2	1	0	1	2
Mathematical Literacy	9	2	1	2	4	1	2	2	1	3
Mathematics	9	2	1	3	2	1	1	3	2	2

Table 24: Verification of marking NC(V) Level 3

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	EC	FS	GAU	KZN	LIM	MPU	NC	NW	WC
Criminal Justice Structures and Mandates	4	2	0	2	1	0	0	0	0	2
Life Orientation Paper 2	9	1	2	1	2	1	1	2	2	2
Management Practice	6	0	1	3	1	1	1	2	0	0
Mathematical Literacy Paper 1	8	3	0	1	2	1	2	1	1	2
Mathematical Literacy Paper 2	9	3	1	1	3	2	2	1	2	1
Mathematics Paper 1	7	3	2	3	2	0	1	2	0	2
Mathematics Paper 2	9	3	1	2	2	1	3	2	1	2
Principles of Computer Programming Paper 1	8	2	1	1	1	1	1	0	1	1
Principles of Computer Programming Paper 2	6	0	0	2	1	2	2	0	1	1

Table 25: Verification of marking NC(V) Level 4

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	EC	FS	GAU	KZN	LIM	MPU	NC	NW	WC
Applied Accounting	7	3	1	4	3	0	1	1	0	3
Construction Planning	8	2	1	4	1	6	1	0	2	1
English FAL	*	*	*	*	*	*	*	*	*	*
Governance	4	4	0	1	3	2	0	0	0	0

NC(V) SUBJECT	NUMBER OF PROVINCES IN SAMPLE	EC	FS	GAU	KZN	LIM	MPU	NC	NW	WC
Mathematical Literacy Paper 1	9	4	1	2	3	2	3	1	2	2
Mathematical Literacy Paper 2	9	3	1	2	3	3	2	1	1	2
Mathematics	6	2	0	2	2	4	1	0	1	0
Life Orientation Paper 1	9	2	2	2	2	2	2	1	2	2
Life Orientation Paper 2	9	1	2	3	2	3	1	1	1	2

* Data not available

3.2 VERIFICATION OF MARKING OF 2012 NOVEMBER EXAMINATION

3.2.1 Marking guideline discussions

Umalusi moderators attended the Level 4 marking guideline discussions for 42 sampled subjects. The discussions for all the subjects marked at more than one marking centre were held at Springs Campus of Ekurhuleni East College on 24 November 2012. The discussions for the subjects that were marked at only one marking centre took place on 29 November 2012 at the Springs, Umbumbulu and Tygerberg Campuses. The table below lists the sample of Level 4 guideline discussions attended.

Table 26: NC(V) Level 4 marking guideline discussions attended - November examination

Advanced Plant Production	English FAL Paper 1 and 2
Advertising and Promotions	Farm Planning and Mechanisation
Afrikaans FAL Paper 1 and 2	Fitting and Turning
Animal Production	Food Preparation
Applied Accounting Paper 1 and 2	Hospitality Generics
Art and Science of Teaching	Life Orientation Paper 1 and 2
Business Practice	Management Practice
Carpentry and Roof Work	Marketing
Client Services and Human Relations	Marketing Communication
Computer Integrated Manufacturing	Materials
Concrete Structures	Mathematics Paper 1 and 2
Construction Supervision	Mathematical Literacy Paper 1 and 2
Consumer Behaviour	New Venture Creation
Contact Centre Operations	Office Data Processing
Data Communication and Networking	Office Practice
Early Childhood Development	Physical Science Paper 1
Economic Environment	Professional Engineering Practice
Electrical Principles and Practice	Project Management
Electrical Systems and Construction	Science of Tourism

Electrical Workmanship	Tourism Operations
Engineering Processes	Welding

3.2.2 Verification of marking

Umalusi deployed 14 moderators to verify the marking of 17 NC(V) Level 2 question papers, and eight moderators to verify the marking of 11 NC(V) Level 3 question papers. The marking of a sample of 48 Level 4 subjects (55 question papers) was verified by 49 moderators.

The aim was to include scripts from as many provinces and examination centres as possible in this verification exercise. The scripts which were included covered the entire range of performance by candidates. The tables below provide information on the subjects, number of provinces and sites included in Umalusi's verification of marking.

Table 27: Verification of marking NC(V) Level 2

NC(V) SUBJECT	NUMBER OF PROVINCES	NUMBER OF CENTRES SAMPLED WITHIN EACH PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU-NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
Animal Production	5	1	1	1	6	1	0	0	0	0
Automotive Repair and Maintenance	8	1	0	3	1	1	1	3	2	2
Concrete Structures	1	0	0	3	0	0	0	0	0	0
Food Preparation	9	2	2	2	1	2	1	1	1	2
Introduction to Policing Practices	6	2	1	5	4	3	0	0	0	5
Introduction to Systems Development P1 and P2	6	3	2	0	2	0	0	2	2	6
Learning Psychology	6	1	1	2	4	0	0	0	1	1
Life Orientation P2	9	4	3	3	3	2	3	3	4	5
Mathematical Literacy P1	9	2	2	2	2	3	2	2	2	3
Mathematical Literacy P2	9	2	2	2	2	2	2	1	2	2
Mathematics P1	8	0	2	3	1	2	1	1	2	3
Mathematics P2	8	0	2	3	1	2	1	2	2	4
Plant and Equipment	8	1	2	3	2	0	2	1	1	2
Process Chemistry	1	0	0	0	0	1	0	0	0	0
Sustainable Tourism in South Africa	6	2	1	3	2	2	0	0	0	3

NC(V) SUBJECT	NUMBER OF PROVINCES	NUMBER OF CENTRES SAMPLED WITHIN EACH PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU-NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
Workshop Practice	9	4	4	3	4	2	3	2	3	5

Table 28: Verification of marking NC(V) Level 3

NC(V) SUBJECT	NUMBER OF PROVINCES	NUMBER OF CENTRES SAMPLED WITHIN EACH PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU-NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
Concrete Structures	1	0	0	2	0	0	0	0	0	0
English FAL P1	7	1	2	2	0	0	2	1	2	2
English FAL P2	7	1	1	1	0	0	1	1	1	4
Financial Management	8	3	3	2	3	0	2	1	2	1
Life Orientation P2	7	0	1	4	2	1	1	0	2	4
Marketing Communication	8	1	1	4	1	1	3	1	0	1
Materials Technology	4	0	0	1	1	0	0	0	1	2
Mathematical Literacy P1	8	1	1	1	1	1	1	0	1	2
Mathematical Literacy P2	8	1	1	1	1	1	1	0	1	1
Mathematics P1	5	2	0	4	2	0	0	0	3	3
Mathematics P2	6	3	1	4	0	0	0	1	3	4
Process Chemistry	3	0	0	0	0	1	1	0	0	1

Table 29: Verification of marking NC(V) Level 4

NC(V) SUBJECT	NUMBER OF PROVINCES	NUMBER OF CENTRES SAMPLED WITHIN EACH PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU - NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
Advanced Plant Production	7	2	1	1	6	3	1	1	0	0
Advertising and Promotions	8	3	1	4	2	2	2	1	0	4
Afrikaans FAL P1	2	0	0	0	0	0	0	0	2	10
Afrikaans FAL P2	2	0	0	0	0	0	0	0	2	9
Agribusiness	6	1	1	0	1	1	1	1	0	0
Animal Production	6	2	1	0	8	3	1	1	0	0
Applied Accounting P1	3	2	1	0	4	0	0	0	0	0
Applied Accounting P2	3	1	1	0	1	0	0	0	0	0
Art and Science of Teaching	5	2	0	2	5	1	0	0	0	5
Business Practice	2	0	0	4	0	4	0	0	0	0
Carpentry and Roof Work	7	3	0	2	6	2	2	2	1	0
Client Services and Human Relations	3	0	0	6	0	4	0	1	0	0
Computer Integrated Manufacturing	4	1	0	2	0	1	0	0	0	1
Concrete Structures	2	0	0	3	0	0	0	0	0	1
Construction Planning	8	1	2	2	3	2	1	2	0	2
Construction Supervision	8	2	2	2	2	2	2	2	0	2
Consumer Behaviour	8	2	2	7	2	3	2	1	0	1
Contact Centre Operations	7	2	1	2	2	2	0	2	0	1
Data Communication and Networking	8	3	0	1	1	1	1	2	1	2
Early Childhood Development	5	1	2	6	3	0	0	0	0	3
Economic Environment	3	0	0	7	0	2	0	1	0	0
Electrical Principles and Practice	4	1	0	0	2	0	0	0	1	2
Electrical Systems and Construction	3	0	0	0	0	6	5	2	0	0
Electrical Workmanship	3	0	1	0	2	0	0	0	0	1
Electro-Technology	4	2	0	2	0	1	0	0	0	1
Engineering Processes	3	0	0	3	0	1	0	2	0	0
English FAL P1 and P2	3	0	0	3	0	0	2	0	2	0
Farm Planning and Mechanisation	7	1	1	1	6	3	1	1	0	0
Fitting and Turning	9	2	2	3	2	2	3	1	1	2
Food Preparation	9	3	2	4	3	2	2	1	1	2
Governance	6	3	0	5	3	2	0	1	0	2
Hospitality Generics	5	0	0	2	4	3	0	1	0	1

NC(V) SUBJECT	NUMBER OF PROVINCES	NUMBER OF CENTRES SAMPLED WITHIN EACH PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU-NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
Law Procedures and Evidence	6	1	0	4	3	2	0	1	0	4
Life Orientation P1	5	3	3	0	4	4	0	0	0	4
Life Orientation P2	3	6	4	0	7	0	0	0	0	0
Management Practice	9	1	1	1	1	1	1	1	1	2
Marketing	7	1	1	1	1	1	1	0	0	2
Marketing Communication	8	1	2	5	2	2	3	2	0	1
Materials	8	1	1	0	1	2	1	1	1	1
Mathematical Literacy P1	6	1	1	8	0	1	3	2	0	0
Mathematical Literacy P2	3	0	0	8	0	0	3	2	0	0
Mathematics P1	4	2	3	0	3	0	3	0	0	0
Mathematics P2	4	3	2	0	4	0	2	0	0	0
New Venture Creation	2	0	0	5	0	5	0	0	0	0
Office Data Processing	3	0	0	3	0	2	0	5	0	0
Office Practice	3	0	0	5	0	4	0	4	0	0
Operations Management	8	0	1	1	1	1	1	1	1	1
Physical Science P1	6	1	2	4	0	3	2	0	0	1
Physical Science P2	6	0	1	3	1	3	1	0	0	1
Professional Engineering Practice	3	0	0	9	0	6	0	3	0	0
Project Management	3	6	4	0	6	0	0	0	0	0
Science of Tourism	9	2	2	1	3	1	1	1	2	3
Tourism Operations	8	1	1	1	2	1	1	0	1	2
Welding	7	0	3	2	3	2	1	1	0	3

As is evident from the tables above, scripts from most of the provinces and from a variety of examination centres in each province were included in the verification of marking exercise. It must also be noted that certain subjects are offered at only a limited number of sites in certain provinces and it is therefore not possible to include a selection of sites across all the provinces (for example, in the case of Afrikaans First Additional Language). Where subjects were marked at more than one marking centre, the scripts of only certain provinces were marked at a particular marking centre. In some cases, the scripts of a particular province had not been marked by the time the Level 4 marking was verified.

In addition to this process, Umalusi staff also played a role in the monitoring of the marking process. This is reported on in more detail in Section 4.

4 APPROACH

Umalusi appointed external moderators who were experienced in the moderation of assessment to verify the consistency of marking. The sample of scripts verified was spread across provinces, as represented in the tables above.

Umalusi's verification of marking for Levels 2, 3 and 4 entailed:

- Attendance of the marking guideline discussions for Level 4;
- Verification of the marking of a sample of Level 4 subjects at one or two of the three centralised marking centres; and
- Verification of the marking of a sample of Level 2 and 3 scripts at Springs.

The marking guideline discussions for the Level 4 subjects that were marked at more than one marking centre were attended by the chief markers, internal moderators and external moderators only. This provided a small group with the chance to interrogate the question papers and marking guidelines thoroughly before the meeting with the markers. This approach allowed for in-depth discussions and ensured that the chief markers and internal moderators were well prepared by the time they met with their markers. The Umalusi moderators played an important role in guiding and assisting in this process.

In addition, Umalusi staff:

- Monitored the marking venues before and during the marking process;
- Scanned through chief marker/internal moderation of marking reports from Levels 2, 3, and 4 where available.

(These aspects are reported on in Chapter 5 and Section 4)

5 FINDINGS

5.1 VERIFICATION OF MARKING OF SUPPLEMENTARY EXAMINATION

5.1.1 Marking guideline discussions

While the marking guideline discussions were rigorous and fruitful in ensuring that the memoranda/marketing guidelines for the NC(V) Level 4 would ensure parity in marking and allocation of marks, there were examples of both compliance and non-130 compliance with regard to accepted practices.

The table below provides a summary of the findings during the NC(V) Level 4 marking guideline discussions.

Table 30: NC(V) Level 4 marking guideline discussions - findings

CRITERIA	FINDINGS AND CHALLENGES	SUBJECTS
Preparedness of markers and chief markers	In order to maximise the benefit of having memoranda/marketing guideline discussions, it is essential that markers and chief markers engage with their particular paper before the meetings. The following was observed:	
	<ul style="list-style-type: none"> Markers had received training in preparation for the November examinations but some arrived unprepared without having worked through the marking guideline. The markers and chief markers did not mark a sample of scripts before the discussion meetings. 	Mathematical Literacy P1 and P2, Mathematics, Life Orientation P1 and P2. Mathematical Literacy P1 and P2, Mathematics, Life Orientation P1 and P2.
	<ul style="list-style-type: none"> Scripts for pre-marking were made available at the discussion meetings. 	Most subjects
Attendance	Attendance at the marking guideline discussion is essential for markers to ensure parity in marking. It was noted that some markers did not attend the discussions.	
Participation in discussion	The chief markers and markers engaged actively with the marking guidelines at the discussions and amended them where necessary.	
Adjustments to the marking guideline	All adjustments made to the marking guidelines were justified and it was noted that the cognitive level of the papers was not affected:	
	<ul style="list-style-type: none"> Amendments were made largely for the sake of clarity so that markers would have a common understanding of how to apply the marking guideline. 	Mathematics
	<ul style="list-style-type: none"> Alternative responses were added. 	Life Orientation
Pre-marking/marketing	<ul style="list-style-type: none"> A pre-marking session for sampled subjects was conducted after the marking guideline discussions. There was one subject where no sample marking was done, however. 	Mathematics

CRITERIA	FINDINGS AND CHALLENGES	SUBJECTS
Pre-marking/markings	<ul style="list-style-type: none"> Markers adhered to the marking guideline and few further changes were made except in Life Orientation P1 where alternative responses were added. 	
	<ul style="list-style-type: none"> The performance of the markers was rated as average to good. 	

5.1.2 Verification of marking

a. NC(V) Level 2 and 3

The table below provides a summary of the findings by Umalusi moderators during the verification of Level 2 and 3 scripts.

Table 31: Verification of marking NC(V) Level 2 and Level 3 - findings

CRITERIA	FINDINGS AND CHALLENGES	SUBJECT
Marking guideline discussions and adherence to marking guidelines	Marking guideline discussions appeared to have taken place at most colleges but the following were noted:	
	<ul style="list-style-type: none"> Where no adjustments to the marking guideline were made markers did not take into account any alternative answers given by students; 	Client Services and Human Relations L2
	<ul style="list-style-type: none"> The guideline was not considered suitable as a guide for marking the practical aspect of the subject; 	Principles of Computer Programming L3
	<ul style="list-style-type: none"> Some centres did not amend mark allocations in the marking guideline which resulted in inconsistencies in marking; 	Mathematics L3
	<ul style="list-style-type: none"> In one subject, six of the marking centres sampled did not adhere to the marking guidelines. 	Marketing Communication L2 Dobsonville; Boksburg; Umlazi; Alberton; Senwabarwana; South West Gauteng Technisa

CRITERIA	FINDINGS AND CHALLENGES	SUBJECT
Marking procedure and standard of marking	<p>The marking procedure varied but the majority followed whole script marking.</p> <p>The general standard of marking was rated as reliable though the trend seemed to indicate that L2 markers were less experienced, resulting in inconsistent marking. Adherence to the marking guideline varied between being too rigid to a rather free interpretation.</p> <p>The following were noted :</p>	
	<ul style="list-style-type: none"> Changes had been made to the marking guideline but markers used their own interpretations of the guideline; 	Mathematics L2
	<ul style="list-style-type: none"> The markers were not always native English speakers which led to difficulties in making judgements of alternative responses and/or evaluating answers to open-ended questions. Marking was erratic and careless; 	English L2
	<ul style="list-style-type: none"> It was clear that some markers were not fully conversant with the subject; 	Entrepreneurship L2
	<ul style="list-style-type: none"> In some cases the marking guideline was followed very stringently and no room was given for alternative correct answers. Markers did not understand the questions themselves. 	Client Services and Human Relations L2
	<ul style="list-style-type: none"> Some marking guidelines had incorrect mark allocations; 	Mathematics L3
	<ul style="list-style-type: none"> The marking of certain subjects required more time to allow greater accuracy; 	Life Orientation L3 P2
	<ul style="list-style-type: none"> In certain subjects there was a significant discrepancy between markers' marks and those of the external moderator due to markers not converting marks correctly into percentages; 	Business Practice L2 and Mathematical Literacy L3
	<ul style="list-style-type: none"> In one subject the marking standard varied with some discrepancies amounting to as much as 19%. 	Marketing Communication L2 – centre 8/0819
Administration of marks	<p>Mark allocation and mark indication was generally acceptable but it was suggested that workshops should ensure consistency in whatever format was applied.</p>	Mathematics L3 P1, Criminal Justice Process L3, Marketing Communication L2

CRITERIA	FINDINGS AND CHALLENGES	SUBJECT
Moderation	Most moderators found that scripts had been moderated and the mark variance between internal and external moderators was generally acceptable. However, substantial differences between marks allocated by markers and external moderators in some papers were observed:	
	<ul style="list-style-type: none"> The marking was inconsistent. The marker and internal moderator did not interpret the questions correctly and gave the students marks for answers that did not relate to the question; 	Client Services and Human Relations L2 and Mathematics L2
	<ul style="list-style-type: none"> Moderation was neither constructive in picking up errors in marking nor geared to providing guidance to markers. There was no evidence of internal moderation feeding back into marking; rather, it was simply a duplication of the markers' mark allocations; 	Client Services and Human Relations L2 and Mathematics L2
	<ul style="list-style-type: none"> The difference between the marks of the marker and of the internal moderator indicated that the marking had been too lenient, the interpretation of the marking guideline too strict or that too much had been missed by non-native English speaking markers. 	English L2
	<ul style="list-style-type: none"> There was a tendency among markers to inflate borderline cases to a passing mark. 	Mathematics L3 P2
Standard of question papers/responses of students	Generally, the process applied during the moderation of question papers ensured that question papers were well designed and suited to the level of the candidates. However, it was observed that:	
	<ul style="list-style-type: none"> The examiner based the examination on a specific textbook and not on the assessment guideline; 	Marketing Communication L3
	<ul style="list-style-type: none"> It was found that the performance of candidates was poor. Despite the paper being balanced and fair, with all questions falling within the subject guidelines and based on the same concepts as the main examination, candidates' performance was not satisfactory since fewer than 10% achieved above 30%; 	Mathematics L3 P1
	<ul style="list-style-type: none"> Candidates did not interpret questions correctly and struggled where questions required medium to long responses; 	Client Services and Human Relations L2
	<ul style="list-style-type: none"> Candidates appeared to have relied too heavily on past papers and struggled to apply their knowledge; 	Business Practice L2
	<ul style="list-style-type: none"> Candidates had not mastered basic concepts; 	Mathematics L2

CRITERIA	FINDINGS AND CHALLENGES	SUBJECT
	<ul style="list-style-type: none"> Candidates were not well prepared for the examination. 	Mathematical Literacy L3

b. NC(V) Level 4

The table below provides a summary of the findings by Umalusi moderators during the verification of marking of NC(V) Level 4 scripts.

Table 32: Verification of marking NC(V) Level 4 - findings

CRITERIA	FINDINGS	EXAMPLES OF AFFECTED SUBJECTS/PAPERS
Marking guideline discussion	Additions were made to the marking guidelines at the discussions.	Applied Accounting, Life Orientation, Mathematical Literacy and Mathematics
Marking procedure and standard of marking	The recommended approach of marking by question was used in most of the subjects and generally the standard of marking was consistent and acceptable. However, it was observed that:	
	<ul style="list-style-type: none"> Insufficient attention was given to the guideline with the result that marking was inconsistent as markers were unable to interpret questions and give credit where due. 	Life Orientation P1 and Applied Accounting
Administration of marks	Allocation, indication and transfer of marks was accurate and efficient, with the exception of one of the subjects. Examination assistants verified all totals and discrepancies were highlighted and corrected.	Life Orientation P1
Internal moderation	A high standard of internal moderation was observed and 10% of all marked scripts were moderated. However, in one of the subjects there was no evidence of internal moderation.	Construction Planning
Standard of performance of candidates	Moderators judged that all moderated papers were set against the SAGs but candidates did not perform well. Moderators pointed out that the learners who wrote the supplementary were those who failed the November examinations after having attended regular classes. These learners were out of the classroom for almost four months and their lack of knowledge was manifested in their results. Other challenges mentioned include:	

CRITERIA	FINDINGS	EXAMPLES OF AFFECTED SUBJECTS/PAPERS
Standard of performance of candidates	<ul style="list-style-type: none"> Some students were still using the old format for income statements, indicating that lecturers had failed to prepare them in current practices; 	Applied Accounting P1
	<ul style="list-style-type: none"> The very poor performance indicated that students were not well versed in the programme. 	Applied Accounting P2

5.2 VERIFICATION OF MARKING OF NOVEMBER EXAMINATION

5.2.1 Marking guideline discussions

The discussions for both the fundamental and vocational subjects were generally rigorous, in-depth and detailed, ensuring that the marking guidelines for NC(V) Level 4 would support fair marking and the accurate allocation of marks.

The tables below present of the findings of the marking guideline discussions.

Table 33: NC(V) Level 4 marking guideline discussions - findings

CRITERIA	FINDINGS AND CHALLENGES	EXAMPLES OF AFFECTED SUBJECTS/PAPERS
Conduct of the marking guideline discussions	<p>The discussions were chaired by either a chief marker or the internal moderator. Some discussions were co-chaired by the chief marker/internal moderator/Umalusi external moderator.</p> <p>Umalusi external moderators provided valuable input and guidance during these discussions to ensure compliance with accepted practices. They were available to answer questions.</p> <p>The external moderators signed off the final marking guidelines.</p> <p>Minutes of the marking guideline meetings were submitted to the marking centre managers.</p>	This was the case for most subjects.
	Where either the chief marker or internal moderator was absent, or inexperienced, the external moderator chaired the meeting.	Food Preparation Office Practice
	Where the chief marker and/or internal moderator were inexperienced, the external moderator would explain the	Applied Accounting P1 Concrete Structures Hospitality Generics

CRITERIA	FINDINGS AND CHALLENGES	EXAMPLES OF AFFECTED SUBJECTS/PAPERS
	process and guide as needed.	
<p>Preparedness of the markers and chief markers</p> <p>In order to maximise the benefit of the marking guideline discussions, it is essential that markers and chief markers engage with the particular paper beforehand.</p>	<p>Some chief markers came to the discussions prepared and marked a sample of scripts. In some instances they had also prepared their own marking guidelines.</p>	<p>Advertising and Promotions Afrikaans First Additional Language Advanced Plant Production Business Practice Computer Integrated Manufacturing</p>
	<p>Only 48% of the chief markers had marked a sample of scripts before the discussions. The average number of scripts marked by the chief markers was between three and five.</p>	<p>Concrete Structures Contact Centre Operations Data Communication and Networking Early Childhood Development Electrical Principles and Practice English FAL Farm Planning and Mechanisation Marketing Materials Mathematical Literacy Office Data Processing Professional Engineering Practice Science of Tourism Tourism Operations Welding</p>
	<p>Many chief markers had not received the question papers, marking guidelines and a sample of answer scripts from the DHET prior to the meeting. The relevant documentation was only made available at the meeting.</p>	<p>English First Additional Language Fitting and Turning Life Orientation P2</p>
	<p>Some markers indicated that they were told at the last minute that they would be marking and did not know that they had to prepare their own marking guideline.</p>	<p>Construction Supervision</p>
<p>Availability of marking guideline</p>	<p>Marking guidelines for some subjects were not available and were not made available at all during the meeting.</p>	<p>Marketing Communication Management Practice</p>
<p>Attendance of the marking guideline discussion</p> <p>In the case of subjects marked at more than one marking centre, only the chief marker, internal moderator and</p>	<p>Some meetings could not take place on 24 November 2012 as the required personnel did not attend. Only the external moderator was present.</p>	<p>Electrical Systems and Construction Engineering Processes</p>
	<p>Chief markers in some subjects did not attend the meeting. Some of the meetings were delayed because chief markers did not arrive,</p>	<p>Animal Production Applied Accounting P1 (Umbumbulu marking centre) Consumer Behaviour</p>

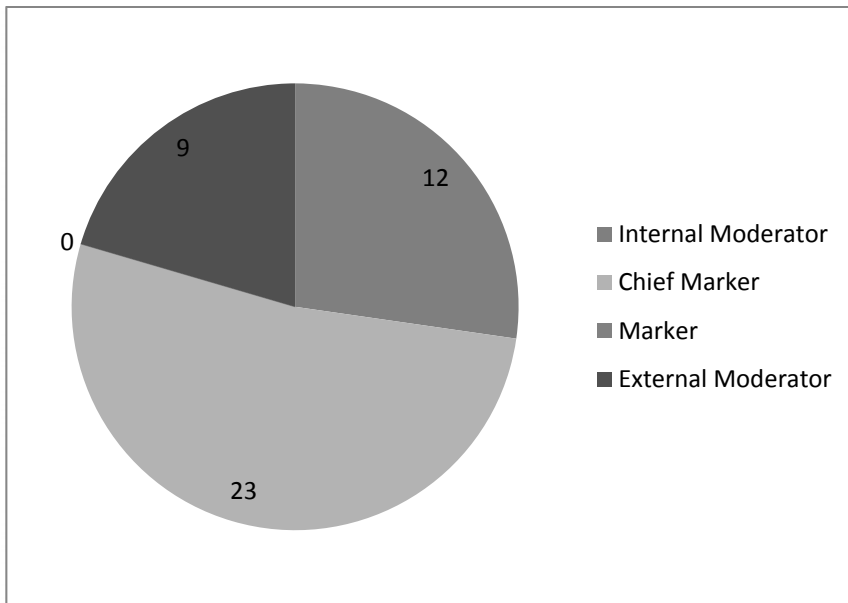
CRITERIA	FINDINGS AND CHALLENGES	EXAMPLES OF AFFECTED SUBJECTS/PAPERS
<p>external moderator were invited to the meeting, as chief markers would repeat the meeting at their marking centres.</p> <p>Attendance is essential for chief markers, internal moderators and markers to ensure uniformity in marking.</p> <p>The marking guideline discussions for vocational subjects that were marked at one centre only were held with the entire marking panel present, including markers.</p>	<p>without the groups being informed of this. In some instances a marker was appointed as a chief marker.</p> <p>Internal moderators for some subjects did not attend the meeting. In the case of the unavailability of internal moderators, the chief marker assumed this role in addition to his/her own.</p>	<p>Electrical Workmanship Engineering Processes Food Preparation Life Orientation P2 (Tygerberg marking centre) Management Practice Mathematics P1 (Umbumbulu marking centre) Mathematical Literacy P2 (Umbumbulu marking centre) Office Practice (Tygerberg marking centre) Project Management (Umbumbulu marking centre)</p> <p>Advanced Plant Production Advertising and Promotions Applied Accounting – P1 and P2 Art and Science of Teaching Consumer Behaviour Client Services and Human Relations Early Childhood Development Food Preparation Life Orientation P2 Mathematics P2 Office Practice Physical Science P1 Project Management Welding</p>
<p>Punctuality</p>	<p>Some chief markers, internal moderators and markers arrived late for the meeting or had to leave early.</p> <p>In some cases this was because they were appointed on the day owing to the non-arrival of the appointed chief marker.</p>	<p>Advanced Plant Production Applied Accounting P1 Construction Supervision Advertising and Promotions Consumer Behaviour</p>
<p>Shortage of markers</p>	<p>There was a shortage of markers in some subjects as a result of absence/withdrawal of some markers.</p>	<p>Mathematical Literacy P2 Electronic Control and Digital Electronics</p>
<p>Participation in discussion</p>	<p>In general, chief markers, markers and external moderators engaged actively and amended the marking guidelines where necessary.</p> <p>Some markers needed more guidance as they had not been teaching the subject or lacked marking experience.</p>	<p>Applied Accounting P2 Management Practice</p>

CRITERIA	FINDINGS AND CHALLENGES	EXAMPLES OF AFFECTED SUBJECTS/PAPERS
	Some internal moderators and chief markers were inexperienced and were not aware of their responsibilities in terms of the marking guideline discussions.	Concrete Structures
<p>Adjustment of marking guidelines</p> <p>Marking guidelines are interrogated for effectiveness at several stages.</p>	<p>It was noted that:</p> <p>Before the discussions, 27% of the marking guidelines had been adjusted by chief markers/internal moderators.</p>	<p>Electrical Principles and Practice English First Additional Language Farm Planning and Mechanisation Marketing Marketing Communication Office Data Processing Physical Science P1 Tourism Operations</p>
	During the marking guideline discussions, 90% of the guidelines were adjusted.	Most of the subjects.
	Scripts from 83% of subjects were sample marked after the discussion. The number of scripts in the sample per subject varied from one to five. In some cases, one script was photocopied and provided to the markers for sample marking.	<p>Food Preparation Office Practice Life Orientation Welding Afrikaans First Additional Language English First Additional Language Applied Accounting Fitting and Turning</p>
	Some subjects were not sample marked.	<p>Contact Centre Operations Electrical Principles and Practice Hospitality Generics Mathematical Literacy P1 and 2 Project Management</p>
	After the sample marking, 40% of the marking guidelines were further adjusted.	<p>Materials Electrical Workmanship Computer Integrated Manufacturing Economic Environment Early Childhood Development Life Orientation P1 and 2 Office Data Processing</p>
	<p>External moderators confirmed that all the adjustments were justified. The changes were mainly additional or alternative answers, and adjustments to the allocation of marks.</p> <p>The changes would enhance marking and fairness.</p> <p>These changes did not influence the cognitive level of the required responses.</p>	All papers

CRITERIA	FINDINGS AND CHALLENGES	EXAMPLES OF AFFECTED SUBJECTS/PAPERS
Adjustment of marking guidelines	In some instances, the question paper and/or marking guideline was not the same version as that approved by the external moderator.	Advertising and Promotions Management Practice Mathematics P1 Life Orientation P1
Translated marking guidelines	The translated versions of the marking guidelines were not available for most subjects at the commencement of the discussions. In most subjects, it was agreed that the Afrikaans speaking markers would mark the scripts of Afrikaans speaking candidates.	Office Practice Professional Engineering Practice Project Management Electrical Workmanship Carpentry and Roof Work Business Practice
Quality of final question papers and marking guidelines	The changes recommended by the external moderators during the moderation of question papers were implemented in most cases. These changes were made to 91% of the question papers and marking guidelines. However, it was noted that some recommendations made by external moderators had not been implemented by the DHET before the printing of question papers, or new errors had occurred after external moderators had signed off on the question papers and marking guidelines.	Farm Planning and Mechanisation Life Orientation P1 Mathematics P1 and P2 Office Data Processing Management Practice
Challenges observed during sample marking	In 18% of the papers markers complained that some questions were ambiguous/outside the Subject and Assessment Guidelines. The following are examples: <ul style="list-style-type: none"> • Instruction caused confusion. 	Advertising and Promotions
	<ul style="list-style-type: none"> • Ambiguous question. 	Farm Planning and Mechanisation Life Orientation P1 Marketing Communication
	<ul style="list-style-type: none"> • Question too open-ended. 	Fitting and Turning
	<ul style="list-style-type: none"> • Question too difficult. 	Professional Engineering Practice

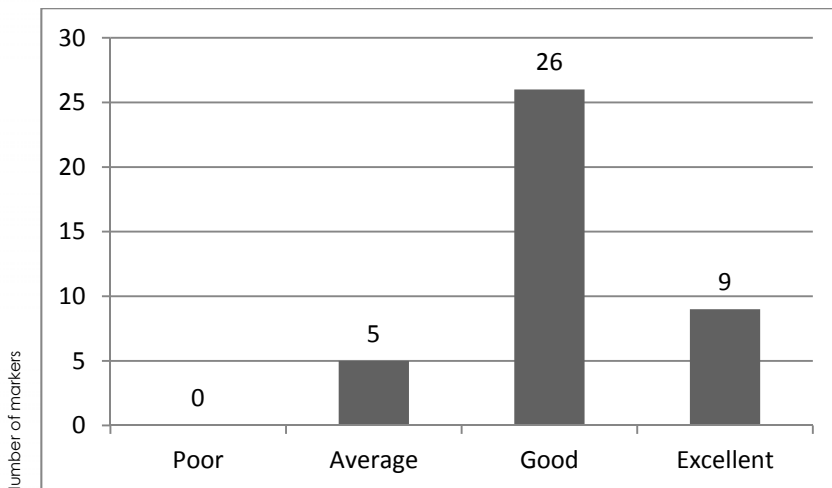
Graph 1 below indicates that most of the marking guideline meetings were chaired by the chief marker, with the internal moderator or external moderator stepping in on occasion.

Graph 1: Indication of who chaired the marking guideline meeting



The standard of marking and internal moderation during sample script marking after the marking guideline discussions was generally high, as indicated in the graph below.

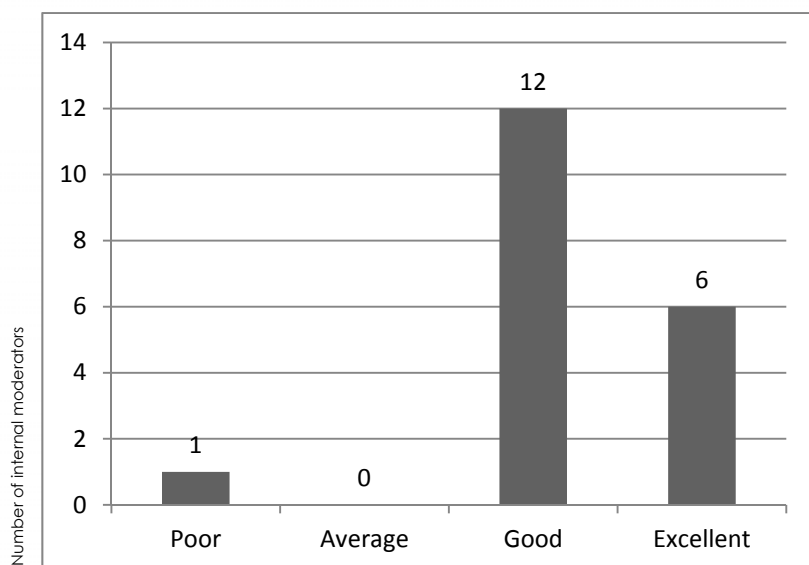
Graph 2: Performance of markers



Performance of markers

The standard of the internal moderation was generally high, as indicated in the graph below. However, many internal moderators were not present or left before the moderation process could be conducted.

Graph 3: Standard of internal moderation



Performance of moderators

5.2.2 Verification of marking

The tables below reflect the findings of Umalusi’s moderators as observed at the three Level 4 marking centres, Springs, Umbumbulu and Tygerberg, as well as the findings from the verification of Levels 2 and 3 scripts at Springs.

Table 34: Verification of marking NC(V) Levels 2 and 3 - findings

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
<p>Scripts received for moderation Many Level 2 and 3 scripts were not received for external moderation, with 93% of the moderators not having received all the scripts as requested for the moderation process.</p>	<p>A large percentage of scripts from the sampled centres were not available for external moderation.</p>	<p>Life Orientation L3 P2 Food Preparation L2 Mathematics L2 P1 Introduction to Policing Practices L2 Introduction to Systems Development L2 English First Additional Language L3 P2 Animal Production L2 Materials Technology L3 Marketing Communication L3 Plant and Equipment L2 Automotive Repair and Maintenance L2 Mathematics Paper L3 P2 Mathematical Literacy L2 P2</p>

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
		Sustainable Tourism in South Africa L2 Process Chemistry L2
<p>Adherence to marking guidelines</p> <p>In general, there was satisfactory adherence to the marking guidelines in 62% of the subjects.</p>	<p>However:</p> <ul style="list-style-type: none"> Some centres deviated from the marking guide but did not indicate this in their reports as adjustments to the marking guideline. 	English First Additional Language L3 P2
	<ul style="list-style-type: none"> Markers did not adhere to the marking guideline and marking was too lenient. 	Mathematics L2 P1 and 2 Automotive Repair and Maintenance L2
	<ul style="list-style-type: none"> Markers did not adhere to the marking guideline and disadvantaged students as correct answers were marked wrong. 	Introduction to Systems Development L2
	<ul style="list-style-type: none"> Many centres ignored the marking guide completely, even though it was perfectly clear and the mark allocation accurate and simple to follow. Markers allocated marks according to their own systems. 	English First Additional Language L3 P2
	<ul style="list-style-type: none"> Some markers adhered to the marking guideline but a few deviated completely from it. 	Food Preparation L2 Financial Management L3
	<ul style="list-style-type: none"> Inconsistent and lenient marking. 	English First Additional Language L3 P1 Introduction to Systems Development L2
	<ul style="list-style-type: none"> Different centres interpreted questions differently and different markers interpreted questions differently. Mark allocation was inconsistent. 	Animal Production L2 Workshop Practice L2 English First Additional Language L3 P2 Financial Management L3 Plant and Equipment L2
	<ul style="list-style-type: none"> Poor quality marking and internal moderation – substantial differences between marker, internal moderator and external moderator's marks. 	Concrete Structures L3 (centre 8/0802)
	<ul style="list-style-type: none"> Instructions were not followed – examination numbers were not printed on printouts but scripts were marked. 	Life Orientation L2 P2
	<ul style="list-style-type: none"> Some markers stuck rigidly to the marking guideline to the detriment of the students. There were no corrected marking guidelines, which resulted in inconsistencies in the allocation of marks. 	Learning Psychology L2

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
<p>Standard of marking/performance of markers</p> <p>The standard of marking was generally not high, with only 44% of the subjects rated as consistently good at all centres moderated.</p>	<ul style="list-style-type: none"> Some of the markers were not able to interpret the questions correctly and did not award marks for correct answers. A few markers marked irrelevant answers as correct. 	Food Preparation L2 Sustainable Tourism in South Africa L2
	<ul style="list-style-type: none"> Marker did not show the ability to interpret questions and give credit for correct answers. 	Mathematics L2 P2 (centre 9/5916)
	<ul style="list-style-type: none"> There was inconsistency in some instances where higher marks than those stipulated were awarded. 	Workshop Practice L2
	<ul style="list-style-type: none"> Huge discrepancies between the external moderated mark and the internal moderator/marker's mark. 	Life Orientation L3 P2 (centre 6/5612) Workshop Practice L2 Introduction to Systems Development L2 (centre 4/5418) Concrete Structures L2
	<ul style="list-style-type: none"> The marking was strict in some cases and too lenient in others. 	Introduction to Systems Development L2
	<ul style="list-style-type: none"> Questions were not marked – at one campus, the marker did not mark graphs on the graph paper. The graph papers were loose attachments. 	Mathematics L3 P1
<p>Administration</p> <p>The prescribed procedures were followed in only 43% of the subjects.</p> <p>Markers did not sign their names clearly in 75% of the subjects.</p> <p>The name of the internal moderator was not clear on 68% of the scripts.</p>	<ul style="list-style-type: none"> In many cases the markers and moderators did not adhere to the prescribed procedure for the allocation of marks, indication of marks per question, and the entering of the marks on the cover and the mark sheet. 	Animal Production L2 Mathematical Literacy L3 P1 and P2 Marketing Communication L3 Mathematical Literacy L2 P2 Materials Technology L3 English First Additional Language L3 P1 Food Preparation L2 Mathematics L2 P1
	<ul style="list-style-type: none"> Marks were not entered on the mark sheet as three digit numbers. 	Sustainable Tourism in South Africa L2 Food Preparation L2 Materials Technology L3
	<ul style="list-style-type: none"> The question numbers were not indicated and it was difficult to verify the allocation of marks per question. 	Introduction to Systems Development L2
	<ul style="list-style-type: none"> Mark transcription and tabulation errors were detected. 	Mathematical Literacy L3 P2 (centre 6/0665)
	<ul style="list-style-type: none"> The annexure of one candidate's script 	Concrete Structures L3

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
Administration	<p>was not in the answer book and could not be verified although a mark was allocated to the two answers.</p>	
	<ul style="list-style-type: none"> Some markers did not indicate their names on the scripts. Some only put their signatures which were often illegible; the same applied to some chief markers and internal moderators. 	Mathematics L3 P2 Physical Science L3 P2 Automotive Repair and Maintenance L2 Introduction to Systems Development L2
	<ul style="list-style-type: none"> Marking procedures were not consistent across the provinces and marking centres. 	Sustainable Tourism in South Africa L2 Introduction to Systems Development L2
Handling of irregularities Irregularities were handled according to policy. Not many irregularities were recorded.	<ul style="list-style-type: none"> Many colleges did not comply with the watermark and this may have led to irregularities. 	Life Orientation L2 P2
Internal moderation The standard of the internal moderation was generally unsatisfactory.	<ul style="list-style-type: none"> There was no evidence of internal moderation at certain sites. 	Physical Science L3 P2 Mathematical Literacy L2 P2 (centre 7/0702) Plant and Equipment L2
	<ul style="list-style-type: none"> The requirement to moderate 10% of the marked scripts was not always followed. 	Process Chemistry L2 Sustainable Tourism in South Africa L2 (centre 8/5813) Mathematical Literacy L2 P2 (centre 2/5206)
	<ul style="list-style-type: none"> The quality of the internal moderation at certain campuses was very poor. Mistakes by the marker were repeated. 	English First Additional Language L3 P1 Animal Production L2 Materials Technology L3 (centre 1/5167) Life Orientation L3 P2 (centre 6/5612) Mathematical Literacy L2 P2 Life Orientation L3 P2
	<ul style="list-style-type: none"> It was evident that some internal moderators had merely shadow-marked. 	Mathematics L2 P2 (centre 3/0305) Mathematical Literacy L2 P2 Food Preparation L2 Materials Technology L3

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
Internal moderation		(centre 1/5167)
	<ul style="list-style-type: none"> The sample of scripts moderated was not representative of the whole range of performance of candidates. 	Life Orientation L2 P2
	<ul style="list-style-type: none"> The only evidence of internal moderation at one of the campuses was a signature on the cover page in green ink. 	Financial Management L3
	<ul style="list-style-type: none"> Some of the differences between internal moderators' and markers' marks were greater than 5%. There was no evidence of corrective measures taken by the moderator to intervene, e.g. the remarking of the batch. 	Mathematical Literacy L2 P2 (centre 1/5167, 4/5408)
Response to examination question paper Question papers were generally rated as fair.	<ul style="list-style-type: none"> Language difficulties hampered students' achievement. 	Mathematical Literacy L2 P2 Financial Management L3 Process Chemistry L2 Physical Science L3 P2
	<ul style="list-style-type: none"> In some subjects candidates' performance was mostly fair, whilst in others the performance was poor. 	Animal Production L2 Materials Technology L3
	<ul style="list-style-type: none"> Candidates on the whole performed poorly. Comments by centres indicated that students did not spend enough time on examination preparation and did not have adequate pre-knowledge from the site of learning. 	Mathematics L2 P1
	<ul style="list-style-type: none"> It is clear that the use of textbooks created confusion in provinces, depending on how they used the content when teaching the subject. 	Introduction to Policing Practices L2
	<ul style="list-style-type: none"> Some of the reports from the examiners and moderators expressed their concern that the syllabus/Subject and Assessment Guidelines was too intensive for the level. 	Life Orientation L3 P2 Introduction to Systems Development L2
	<ul style="list-style-type: none"> The paper was fair with few challenging questions, yet candidates tended not to read the questions properly. 	English First Additional Language L3 P2
	Performance of candidates The performance of candidates was disappointing overall. A common observation was that students were not	<ul style="list-style-type: none"> Candidates performed well in objective questions but struggled with the higher order questions that required interpretation.
<ul style="list-style-type: none"> Some candidates experienced difficulty in showing formulae or using the correct formulae. 		Life Orientation L3 P2
<ul style="list-style-type: none"> Language/phrasing of questions was a 		Automotive Repair and

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
adequately prepared for the examination.	barrier to performance.	Maintenance L2 Financial Management L3
Overview of marker and internal moderator reports Some reports provided by chief markers and internal moderators at college level were of good quality. However, in many subjects few reports were available. Many reports that were available were merely checklists with no qualitative data.	<ul style="list-style-type: none"> Few reports were available. For example, there were no reports for: 	Workshop Practice L2 Introduction to Systems Development L2 Physical Science L3 P2 Concrete Structures L2
	<ul style="list-style-type: none"> Reports were received from only some of the centres that had submitted scripts for external moderation. 	Mathematics L2 P1
	<ul style="list-style-type: none"> The reports submitted were not qualitative in nature. Most chief marker and internal moderator reports were one word responses. 	Life Orientation L2 P2 English First Additional Language L3 P1 and P2
	<ul style="list-style-type: none"> Some of the internal moderator and chief marker reports lacked detail – there was not much evidence that comments by chief markers and internal moderators had been applied to the marking process. 	Marketing Communication L3
	<ul style="list-style-type: none"> The reports from the moderators at college/marketing centre level were very poor and not informative. 	Mathematical Literacy L3 P1 and P2
General Concerns	Errors in papers and marking guidelines of papers not moderated by Umalusi caused problems during the marking, such as:	
	<ul style="list-style-type: none"> Marking guideline was vague and some of the mark allocations were disproportionate. 	Plant and Equipment L2
	<ul style="list-style-type: none"> Only certain centres noted corrections to marking guidelines. This disadvantaged other centres' candidates. 	Automotive Repair and Maintenance L2

Table 35: Verification of marking NC(V) Level 4 - findings

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
Scripts received for marking Most scripts had been received for marking by the centres at the time of moderation, with 72% of subjects' scripts received.	<ul style="list-style-type: none"> Not all scripts in some subjects had been received by the time of moderation. 	Project Management Science of Tourism Office Data Processing Law Procedures and Evidence Fitting and Turning English First Additional Language P1 and P2 Electrical Workmanship

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
Scripts received for marking		Economic Environment Consumer Behaviour Client Services and Human Relations Applied Accounting P1 and P2 Advertising and Promotions
Marking procedure In 81% of papers markers marked individual questions across scripts/marked question-wise.	<ul style="list-style-type: none"> In some instances, contrary to DHET guidelines, whole script marking occurred. This was mainly in subjects with low candidate numbers and hence few markers. Initially, there was an error in the appointment of markers but more markers were employed. 	Afrikaans First Additional Language P1 and P2 Advanced Plant Production Art and Science of Teaching Computer Integrated Manufacturing Carpentry and Roof Work Electro-Technology Fitting and Turning Marketing Communication Physical Science P2 Welding Mathematical Literacy P2
Adherence to marking guidelines In general, there was acceptable adherence to marking guidelines in 89% of the subjects, with only minor deviations. These comprised mostly a slightly different interpretation of questions or the addition of alternative answers.	<ul style="list-style-type: none"> In a number of cases some of the markers did not adhere to the marking guideline. There were many discrepancies in the allocation of marks and inconsistencies in marking by different markers. In the absence of revised marking guidelines, markers marked according to their own interpretation. Marking procedures and marking were not consistent across the marking centres. 	Food Preparation Project Management Hospitality Generics English First Additional Language P1 Electrical Workmanship Applied Accounting P1 Applied Accounting P1 Concrete Structures Electrical Workmanship Life Orientation P1
Standard of marking/performance of markers The marking process was generally fair, and high standards were upheld in 78% of the	<ul style="list-style-type: none"> Not all markers taught the subject or level they were marking. The overall standard of marking was not acceptable. There was some inconsistency in mark allocation and some markers were unable to interpret questions correctly. Some markers could not distinguish 	Life Orientation P1 and P2 Office Data Processing Life Orientation P2 (Information Technology component)

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
<p>subjects. The markers worked together as teams, discussing problems as they arose.</p> <p>There was a high level of consistency in marking, as evidenced in the verification of marking control sheets which reflected little variation between marks awarded by the marker and the internal and external moderators.</p>	<p>between accuracy and manipulation errors, did not understand some of the computer terminology, e.g. row and column headings, or how to award/penalise for horizontal and vertical lines.</p>	
	<ul style="list-style-type: none"> • Question was not marked according to the marking guideline. 	Concrete Structures
	<ul style="list-style-type: none"> • In sample marking, the internal moderator reported that five markers had not adhered to the marking guideline in one question and hence the scripts were all remarked. 	Project Management
	<ul style="list-style-type: none"> • Inexperienced markers were unable to interpret answers which were not identical to the marking guideline. 	Life Orientation P1 and P2 English First Additional Language P1 and P2 Food Preparation New Venture Creation
	<ul style="list-style-type: none"> • Markers were all novices which led to inconsistent marking and deviations from the marking guidelines. Markers tended to give credit for incorrect answers and were overly lenient in the awarding marks. 	Hospitality Generics
<p>Administration</p> <p>The prescribed procedures were mostly followed in 78% of the subjects.</p> <p>Markers signed their initials next to the questions that they had marked and the marker who totalled the script signed in full in 75% of the subjects.</p> <p>The name of the internal moderator was clear on 85% of the subjects/scripts.</p>	<ul style="list-style-type: none"> • Inability of the markers to interpret the questions and mark accordingly. 	Economic Environment
	<ul style="list-style-type: none"> • The prescribed procedure for the allocation of marks, the indication of marks per question and the indication of mistakes was on the whole not well done. In some subjects specific aspects were not adhered to. 	English First Additional Language P1
	<ul style="list-style-type: none"> • None of the markers kept to the correct procedure throughout. 	Marketing Communication
	<ul style="list-style-type: none"> • Adding/totalling errors were evident. 	Applied Accounting P1 Life Orientation P1 and P2 Office Practice Consumer Behaviour
	<ul style="list-style-type: none"> • An incorrect point was not always indicated by a cross, e.g. it was left blank. 	Applied Accounting P1 Food Preparation Concrete Structures
<ul style="list-style-type: none"> • Marks were not entered on the mark sheet as three digit numbers. 	Mathematical Literacy P1 and P2 Advertising and Promotions Consumer Behaviour Food Preparation	

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
Administration	<ul style="list-style-type: none"> Transfer of marks to the cover was incorrect/not done. 	Governance Electrical Principles and Practice
	<ul style="list-style-type: none"> Names of markers were not indicated on scripts. 	Management Practice
	<ul style="list-style-type: none"> Some scripts were not marked. In scripts where the text had been printed over three pages instead of one, the marker and moderator ignored the second and third pages, resulting in the candidate being penalised for missing text instead of for merely printing over more than one page. 	Electrical Systems and Construction Life Orientation P2 (Information Technology component)
	<ul style="list-style-type: none"> Ineffective system for management of scripts. 	Electrical Principles and Practice (Umbumbulu) Electrical Systems and Construction (Springs)
Handling of irregularities Irregularities were dealt with according to policy. All irregularities were reported. There were no irregularities reported in 79% of the subjects.	The following were reported by the external moderators, however: <ul style="list-style-type: none"> The number of printouts without an examination number was a major problem. At the marking guideline meeting it was agreed that printouts without an examination number would be marked, but reported as irregularities as authenticity could not be verified. However, due to the large numbers of printouts received without examination numbers, the internal moderator advised the chief marker to mark the scripts and not to report them as irregularities. 	Life Orientation P2 (Information Technology component)
	<ul style="list-style-type: none"> Candidate had pages with two different watermarks – there was probably a difficulty with printing and the candidate had been moved to another computer. 	Office Data Processing
	<ul style="list-style-type: none"> One candidate's script did not have the addendum worth 30 marks attached. Without this the candidate scored 48%. 	English First Additional Language P2 (centre 8/9583)
	<ul style="list-style-type: none"> The wrong answer book was used by a candidate(s). 	Engineering Processes Marketing Life Orientation P1 (5/0563)
	<ul style="list-style-type: none"> Missing scripts. 	Life Orientation P1 (centre 7/0703)

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
Handling of irregularities	<ul style="list-style-type: none"> Crib notes. 	Life Orientation P1 Business Practice Office Practice Construction Supervision
	<ul style="list-style-type: none"> Alleged copying. 	Hospitality Generics
	<ul style="list-style-type: none"> Different handwriting in the same script. 	Early Childhood Development Governance Tourism Operations
	<ul style="list-style-type: none"> Answers very similar or identical to marking guideline. 	Computer Integrated Manufacturing
Internal moderation The standard of the internal moderation was generally satisfactory in 80% of the subjects, as most chief markers and internal moderators were experienced and proficient, resulting in consistency and objectivity.	Poor internal moderation was noted in some instances, however:	
	<ul style="list-style-type: none"> mostly cases of 'shadow moderation' as the internal moderator repeated the errors of markers. 	Applied Accounting Concrete Structures
	<ul style="list-style-type: none"> Fewer than 10% of scripts had been moderated or moderation was inferior. 	Life Orientation P2 (Information Technology component) Electrical Systems and Construction
	<ul style="list-style-type: none"> No internal moderator had been appointed/internal moderator was not available. 	Applied Accounting P1 and P2 Advertising and Promotions Animal Production Construction Planning Construction Supervision Consumer Behaviour Food Preparation Marketing Communication Physical Science P2 Early Childhood Development
	<ul style="list-style-type: none"> Ineffective sampling of scripts for moderation – whole range of performance was not covered. 	Farm Planning and Mechanisation Mathematical Literacy P1
Response to examination question paper Question papers were generally rated as fair. However, the students' performance did not	<ul style="list-style-type: none"> Instructions were not followed/inability to interpret questions, e.g. one word answers instead of sentences, generic answer instead of applying information according to case study provided, illustrations incorrect or details missing. 	Operations Management Electrical Principles and Practice Construction Planning Advertising and Promotions
	<ul style="list-style-type: none"> Poor performance because of inadequate 	Mathematics P1 and P2

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
<p>correspond with expectations in most instances, as students tended to perform poorly.</p> <p>The performance of candidates was disappointing overall. Candidates mostly performed well in questions which required them to memorise facts, but poorly in those which required them to analyse or find solutions by calculation.</p> <p>A common observation was that students were not adequately prepared for the examination.</p>	<p>preparation, either by learners or lecturers.</p>	<p>Applied Accounting P1</p>
	<ul style="list-style-type: none"> Poor performance – higher order questions were not answered well. 	<p>New Venture Creation Data Communication and Networking Professional Engineering Practice Engineering Processes Law Procedures and Evidence Operations Management Economic Environment Office Practice</p>
	<ul style="list-style-type: none"> The language barrier and/or poor numeracy skills had a negative impact on the performance of candidates. 	<p>Carpentry and Roof Work Science of Tourism Agribusiness</p>
	<ul style="list-style-type: none"> The performance of candidates in some questions was below expectations. 	<p>Construction Supervision Consumer Behaviour Contact Centre Operations Farm Planning and Mechanisation Economic Environment Food Preparation Marketing Communication Governance Electrical Principles and Practice English First Additional Language P1</p>
	<ul style="list-style-type: none"> Many students did not complete the paper. 	<p>Hospitality Generics</p>
	<ul style="list-style-type: none"> Poor performance at some centres. 	<p>Office Data Processing Physical Science P2 Advertising and Promotions Computer Integrated Manufacturing Materials Marketing Communication Animal Production</p>
<p>Overview of marker and internal moderator reports</p> <p>In some instances reports were completed and of</p>	<p>No reports were available as they were still to be compiled and submitted. Examples include:</p>	<p>Office Practice Physical Science P1 and P2 Project Management Concrete structures Marketing Communication Food Preparation</p>

CRITERIA AND FINDINGS	CHALLENGES	SUBJECTS AFFECTED
good quality. However, marking had not yet been completed, hence only 58% of subject reports had been submitted.		Engineering Processes

General observations and remarks

- Students in general lacked the skills to apply knowledge; a lack of practical experience and information was evident. Students' responses were overly rote learnt and textbook based and in many instances did not address the questions adequately. In many instances there was no in-depth understanding of the topic.
- Students struggled in particular with application, synthesis and evaluation type questions. The students had difficulty responding to questions that required that they had been exposed to the practical environment to which the subject content related.
- There were inconsistencies in marking at the different marking centres in some subjects.
- Not all chief markers, internal moderators and markers honoured their appointments. Adequate numbers of internal moderators were not appointed.
- Where some centres' chief markers and internal moderator were not present at the marking guideline meeting, unnecessary confusion arose from conflicting decisions.
- Markers should have a sound knowledge of the subject to make provision for marking alternative responses in the scripts. Quite a number of cases were found where answers were marked as incorrect but the given answer had the same meaning as that on the marking guideline, and had merely been expressed differently. Not all the markers were subject experts; some were inexperienced, others did not lecture the subject at all while many did not lecture at the level they were marking. In some subjects, a few of the markers did not appear to understand some of the questions.
- There was inadequate training of markers. Some of the markers did not follow the correct procedures for indicating correct and incorrect answers and for indicating marks and totals. Their mark indication was not clear and could indicate anything between a tick to a line drawn through a fact. The markers should be trained properly to apply the correct rules and requirements when marking.
- The use of black ink by the chief marker should be reconsidered as it creates some confusion if candidates also use black ink. In some cases internal moderators also used black ink instead of green, creating further confusion.

- There were many reported miscalculations and incorrect additions of marks; however, these were mostly rectified by examination assistants under the guidance of chief markers.
- Some of the venues were noisy and there was too much chattering and ringing of cell phones while marking was taking place. It is not clear how markers could focus under such circumstances.
- Not all centres had adequate security, with venues left unlocked and unattended and scripts not signed for (Springs).
- Prior distribution of question papers, marking guidelines and at least five sample answer scripts, should be the norm, to enable those involved in marking guideline discussions and marking to prepare better.
- Feedback should be provided to colleges after each moderation and verification session completed by Umalusi. Colleges should then act on the recommendations made.

6 AREAS OF GOOD PRACTICE

6.1 MARKING GUIDELINE DISCUSSIONS

The DHET was well prepared and informative presentations were given, as well as a useful and instructive marking information pack. This will enhance markers' ability and guide them. A great deal of effort and planning went into the marking guideline meetings, and the DHET is to be commended for this.

The approach of inviting only the chief markers of the three marking centres, the internal moderator and external moderator for the fundamental and other subjects with large student numbers to the marking guideline discussion, is an excellent one. This gives the marking panels sufficient time to discuss and prepare for the separate meetings with markers. The subjects which used the time set out for the marking guideline discussion well, benefitted enormously. External moderators were satisfied with this approach and again commended the DHET for this initiative.

The marking guideline meetings were professionally conducted.

Allowing more time for sample script marking is useful. This process ensures that correct methods and answers from candidates which are not initially mentioned in the guidelines are included in the final version. It also provides opportunities for markers to share common interpretations of questions and answers, and to debate a standard procedure

to be followed. This process ensures consistency, fairness and professionalism in the conduct of marking.

6.2 VERIFICATION OF MARKING

The following observations were made during the verification of marking process:

- The overall standard of marking was good, especially in Level 4 marking;
- The general standard of many Level 4 chief markers and internal moderators was good to excellent;
- Level 4 markers worked together as teams, discussing problems as they arose;
- The prescribed procedures for marking were generally followed;
- Adherence to the marking guidelines (Level 4) was commendable;
- Question papers were mostly rated as fair and of an appropriate standard;
- The introduction of question-wise marking helped to ensure fairness and allowed markers to focus on one area of expertise. This process was followed in most subjects;
- The appointment of examination assistants made a valuable contribution to the administration of marks, checking of totals and the control of scripts;
- Irregularities, especially in Level 4 examinations, were identified and reported on a daily basis;
- The use of three central marking centres for Level 4 marking was conducive to good marking and efficient processes;
- The marking of Level 4 in particular was professional, well-run and well organised.

7 AREAS FOR IMPROVEMENT

7.1 MARKING GUIDELINES

Marking guideline discussions

- It is important to ensure that all persons concerned are present at the marking guideline discussion. The preparedness of marking panels must be facilitated, particularly of chief markers, so that the time can be used optimally. It must be ensured that enough sample scripts are available for pre-marking. Chief markers and internal moderators, who do not attend the meetings or do not remain for the duration of the meetings, should not be allowed to continue in their designated roles.
- One venue should be allocated per subject for the marking guideline discussions to ensure uninterrupted and focused discussions.
- Marking guideline discussions at all levels are an essential requirement for good marking practice and should be thorough, resulting in guidelines that are accurate,

consistent and focused on ensuring that candidates' answers are fairly and reliably interpreted. It is essential that all markers come prepared for the discussions.

Appointment of markers

- The criteria for the appointment of markers, chief markers and internal moderators should be adhered to. No markers should mark subjects they do not lecture or levels at which they are not currently lecturing.
- In order to ensure continuity the chief markers and internal moderators as well as a percentage of the markers who prove their competency should be retained from year to year.
- Markers should be recruited and appointed from all colleges in order to build capacity.
- Contingencies should be planned for by having a number of suitably qualified markers/chief markers/internal moderators available on standby should they be needed.
- The large number of chief markers and internal moderators who were absent was cause for concern. In many instances markers were summarily appointed as chief markers, irrespective of their experience, to fill in for these officials who did not arrive. All appointments and travel arrangements must be concluded well before the time; last minute appointments do not do the process justice and cause confusion.

Attendance and participation

- Only chief markers, markers and internal moderators who attend the guideline discussions should be permitted to mark. All participants should be punctual and attend for the full duration of the marking session. Chief markers should be fully conversant with the marking processes and be able to impart this information to markers. No deviation from this requirement should be allowed.
- Markers should commit to full attendance over the marking period and not leave the venue during working hours.

Availability of papers and documents

- All necessary documents, including the correct marking guidelines, must be available at the discussions from the outset.
- The necessary facilities for reproduction should be available and functional at all times (the problems encountered at Springs were unacceptable).

Preparedness for marking guideline discussions

- Markers must prepare for the discussions by working out a marking guideline on their own. This preparation maximises the discussion process. It should also be mandatory for chief markers to mark a sample of scripts before the discussions.

7.2 VERIFICATION OF MARKING

The following recommendations are made, based on the observation of the verification of marking:

- Support of markers through training workshops and monitoring must be provided so that marking and moderation procedures can be consistently applied.
- The subject and language proficiency of markers and moderators should be exceptional. Only lecturers who teach the subject, and at the level being marked, should be appointed as markers, chief markers and internal moderators.
- Internal moderation of marking of Level 2 and 3 scripts must be improved. The current practice of shadow-marking or merely signing cover sheets is often no more than an audit or a compliance exercise, and is not useful. Training of internal moderators should be a priority.
- In order to ensure equivalence in marking across the three Level 4 centres, chief markers and internal moderators should agree on any changes to the marking guideline. Systems must be put in place to ensure consistent interpretation and application of the marking guideline of a particular Level 2 or Level 3 subject at all the marking centres. Corrections should be coordinated nationally to ensure consistent marking.
- The required procedures for marking should be strictly enforced and applied. The way marks are indicated should be uniformly applied.
- Question-wise marking should be applied in all subjects, across all levels.
- Level 2 and 3 centres should submit their scripts timeously for external moderation.
- Marking centres for Levels 2 and 3 that repeatedly reveal discrepancies in marking and deviation from marking guidelines or poor marking, should be assisted and closely monitored.
- Students' language skills remain a concern. Lecturers should give students more opportunities to write full sentences, paragraphs and short essays. One-word answers to questions should not be encouraged. There should be regular opportunities to engage in discussions, debates and oral presentations.
- Students should be given ample opportunities to improve their cognitive skills. The analysis of realistic work-related case studies and scenarios, requiring application of skills and creative problem solving, should be encouraged.
- The teaching of learning, study and examination writing methods is strongly recommended.

8 CONCLUSION

The verification of marking by Umalusi revealed that marking of the NC(V) scripts had been conducted in a professional and competent manner in the case of Level 4. However, marking of Levels 2 and 3 should be better implemented and controlled to ensure greater accuracy and consistency in marking across marking centres. The reports reveal that there is great scope for improvement of the systems and practices at Levels 2 and 3.

The poor performance of candidates is of great concern. In order to improve this, attendance of all classes should be compulsory. The teaching and learning time should be extended.

To ensure better results and greater competency, lecturers must be trained on a continuing basis to improve not only their knowledge and expertise in their subjects, but also their teaching methodology. Greater efforts must be made to link their teaching more closely with industry/the workplace and to allow a more practical application of updated theoretical constructs.

Chapter 5

Standardisation of results

1 INTRODUCTION

Through its quality assurance processes and the standardisation of results, Umalusi aims to ensure that the NC(V) examinations yield results that are comparable with those of previous years.

The standardisation of the examination and internal assessment marks is necessary in order to address the variations that occur in the standard of examination question papers, the assessment conducted at the site of learning and the marking process. Marks are moderated only where it is found that candidates have been unfairly advantaged or disadvantaged in the assessment of a particular subject.

The marks presented for standardisation represent the full component of the external examination, and therefore include the ISAT as well as the examination marks in the case of the vocational subjects, and the examination marks in the case of the fundamental subjects.

2 PURPOSE

Standardisation is the moderation process used to mitigate the effects on performance of factors other than learners' knowledge and aptitude. The standardisation of examination results is necessary in order to deal with any variations in the standard of question papers which may occur, despite careful moderation processes, as well as variations in the standard of marking that may take place from year to year. Other sources of variation include undetected errors and unexpected interpretations of questions by learners. Standardisation is thus essential to the achievement of comparability and consistency of examinations from year to year.

3 SCOPE

This chapter outlines the 2012 NC(V) standardisation decisions. A total of 221 subjects (79 Level 2, 74 Level 3 and 68 Level 4 subjects) were presented for standardisation. There were eleven subjects (three at Level 2, six at Level 3 and two at Level 4) for which there

were no enrolments or where the few candidates who had enrolled for the subject (Engineering Fabrication – Sheet Metal Work L3) did not sit for the examination.

4 APPROACH

Standardisation decisions take into account historical and situational factors and are the result of careful and systematic reasoning.

Due to the lack of a history in this examination, the Means Analysis test has been used since the introduction of the NC(V) in 2007. In this method the means or averages of subjects within a programme are compared and adjustments are made to bring the means within a predetermined tolerance level. This year this test was used only for the new NC(V) programmes which were introduced in 2010, 2011 and 2012, or where a new curriculum had been implemented (e.g. in the Civil Engineering and Building Construction programme implemented in 2010). The Norm Referenced method could this year be used for most Level 2, 3 and 4 subjects as a history of at least three years existed at all three levels.

The table below indicates the number of subjects and the standardisation method used.

Table 36: Number of subjects and standardisation method used

METHOD	NUMBER OF SUBJECTS			
	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL
Norm Referenced	69	52	48	169
Means Analysis Test	10	22	20	52
TOTAL	79	74	68	221

Pairs analysis reveals correlations between the average performance of candidates in the subject being standardised and in other, related subjects. The pairs analysis test was considered in the decision-making process.

Qualitative data, as contained in the chief markers' and internal moderators' marking reports received from the DHET, was also considered where applicable and appropriate.

Umalusi received daily reports on irregularities from some of the colleges during the examinations, and consolidated reports from the DHET on a weekly basis. A further report on all the irregularities reported per level was received with the standardisation data.

4.1 PRE-STANDARDISATION MEETING

Preliminary discussions and statistical moderation meetings took place on 17 and 18 December 2012, at which the examination results in each subject on all three levels were discussed by the Assessment Standards Committee of the Umalusi Council. Preliminary decisions on adjustments were agreed upon at this meeting.

4.2 STANDARDISATION MEETING

The November NC(V) Level 2, 3, and 4 examination results were standardised on 18 December 2012.

5 FINDINGS AND DECISIONS

5.1 REPORTING OF IRREGULARITIES

There was an improvement in the submission of irregularity reports to Umalusi. However, these reports were in some cases incomplete or lacking in important detail.

5.2 EVALUATION OF CHIEF MARKER AND INTERNAL MODERATOR REPORTS

These reports are screened for qualitative data that could have an impact on standardisation decisions. Umalusi received chief marker and/or internal moderator reports from 204 subjects. This constitutes approximately 92% of the subjects written. Chief marker and or internal moderator reports were received for all L4 subjects. Although multiple reports for each of the L2 and L3 subjects were received, these represent only a small number of the reports that should have been submitted by the marking centres.

There was a marked improvement in the quality of the majority of the reports received. The inclusion of more detailed information on the performance of learners per question was also of value in providing a more comprehensive picture of the question paper and the performance of candidates. Some of the reports were inadequate, however, providing little qualitative data of value. In some cases, the instructions for the completion of reports were not followed. The DHET process of verifying the content of reports at the marking centres is thus not yet completely effective.

It was an impossible task to evaluate and capture the information from all the chief marker reports, although it was possible to form a broad picture of the contents and, where required, attention could be paid to details at the standardisation meeting.

Problems arising from question papers and marking guidelines included:

- Typing and other errors;
- Incomplete marking guidelines;
- No provision for possible alternative correct answers;
- Discrepancies between the questions and the answers provided;
- Inadequate instructions which had an impact on marking, e.g. where it was not stipulated that all calculations had to be shown.

Common remarks in reports included the following:

- Lecturing staff need support, e.g. through subject advisors who move from college to college to monitor, evaluate and provide subject specific training.
- More workshops/seminars are required to allow lecturers to share good practice and to learn from others. Lecturers need to keep up to date with the latest developments in the workplace.
- Lecturers teach from textbooks instead of from the SAGs.
- Learners are unable to relate knowledge to practical activities. They struggle with higher order questions.
- The question papers are pitched at the right level, but the performance of candidates is poor because of their inadequate vocabulary or poor reading skills. They lack basic literacy and numeracy skills and therefore find it difficult to express themselves and to do basic calculations and conversions from one unit to another, e.g. m to km. Their answers to questions also show that they lack in-depth understanding.
- Candidates do not read the questions carefully (with understanding) and this leads to misinterpretation.
- Learners need to be exposed to questions on the same topic which are worded differently in order to teach them to follow instructions, e.g. list versus describe or explain, advantages versus disadvantages, explain versus calculate, provide reasons versus provide results, roles versus responsibilities; one word answers versus full sentences.
- Insufficient time is spent on engagement in practical activities.
- Subject specific terminology is not always effectively taught.
- Integration of topics is required to prepare learners for the workplace.

Although the Level 4 syllabi were covered in most subjects at most colleges, there was some evidence that not all outcomes of all subjects had received adequate coverage at

all centres. Examples of these subjects are Electronic Control and Digital Electronics, System Analysis and Design, Electro-Technology, English, Applied Accounting (computer component), Construction Supervision and Fitting and Turning.

5.3 STANDARDISATION MEETING

All the NC(V) subjects for which candidates sat the examination were presented for standardisation.

The table below is a summary of the standardisation decisions. It is clear that in the majority of subjects, the raw marks were close enough to the historical average or mean to be accepted without any adjustment.

Table 37: Standardisation of NC(V) results

DECISIONS	NUMBER OF SUBJECTS			
	LEVEL 2	LEVEL 3	LEVEL 4	TOTAL
Raw marks accepted	55	56	37	148
Moderated upwards	17	13	21	51
Moderated downwards	7	5	10	22
TOTAL	79	74	68	221

In 67% of the subjects, the raw marks were accepted, while marks in 10% of the subjects were moderated downwards, and upwards in 23%. Proposed decisions were discussed and revised in 56 subjects.

6 AREAS OF GOOD PRACTICE

In general, there was a marked improvement in the standard of chief marker and internal moderator reports, especially those from Level 4. Some very useful information was contained in these reports.

7 AREAS FOR IMPROVEMENT

7.1 CHIEF MARKER AND INTERNAL MODERATOR REPORTS

The chief markers' and internal moderators' reports, in particular those from Level 2 and 3, in some cases lacked useful qualitative information or contained contradictory information.

It is important that everybody involved in the process has the same understanding of what constitutes a change to a marking guideline. In future, there must be a common understanding of the meaning of adjustments to marking guidelines.

When errors on a question paper warrant marking out of a lower total, this demands a system of reporting to ensure consistent implementation. In such cases, permission from Umalusi must be obtained before any action is taken.

The concerns raised about teaching and learning must be addressed.

7.2 DATA SETS

Accurate data sets must be made available at least 24 hours before the standardisation meeting to allow the Assessment Standards Committee and Umalusi staff time to interrogate the various sources of data.

7.3 INVESTIGATIONS

The reasons for low or no enrolments in the eleven subjects noted above must be investigated. The erratic performance of candidates in certain subjects should also be investigated.

7.4 IRREGULARITIES

All irregularities must be reported. A prerequisite of this is that there must be a common understanding in the college sector and in the provinces of what constitutes an irregularity. All examination personnel must be trained to detect and effectively report such irregularities.

8 CONCLUSION

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform slight upward or downward moderations were based on sound educational reasoning. The majority of the DHET proposals corresponded with those of Umalusi, which is a clear indication of a maturing examination system.

Umalusi is satisfied that the final examination marks, in the majority of cases the raw marks, represent a fair reflection of the candidates' performance in the November 2012 examination.

Section three

Quality assurance of the November NATED N1 - N3 assessment

Chapter 1

Moderation of question papers

1 INTRODUCTION

The Department of Higher Education and Training (DHET) is responsible for the conduct, administration and management of the NATED examinations. All the NATED Report 191 question papers are nationally set and internally moderated.

As stipulated in previous reports, difficulties with the quality assurance of the NATED question papers arise because curricula are outdated and underspecified and there are no Learning Outcomes, Assessment Standards or indications of the range that should be covered; there are no Subject or Assessment Guidelines for these subjects either. The weighting of topics is often not specified. Similarly, there is often no stipulation in terms of the cognitive demand of the assessment. The syllabi for some of the subjects are merely lists of topics which are to be covered. This has a negative impact on effective analysis, in-depth evaluation and judgement of the standard and fairness of the question papers.

Despite these obstacles, Umalusi has through a rigorous moderation process confirmed the standard and quality of a sample of N2 and N3 question papers.

This report covers the findings of the moderation process of the NATED N2 and N3 examination papers which were written during the November 2012 examinations.

2 PURPOSE

The purpose of this chapter is to report on the standard and quality of the sampled November 2012 examination question papers for NATED N2 and N3. This report provides:

- an indication of the sample size in terms of subjects;
- an overview of the crucial findings relating to the standard and quality of the externally moderated question papers; and
- highlights both good practice and areas for improvement.

3 SCOPE

Umalusi moderated fourteen question papers of the November 2012 examination, including the fundamental Engineering N3 subjects (Mathematics and Engineering Science). Beyond these, the focus was mostly on N3 subjects with higher enrolments, or subjects which had been identified in the past as problematic in terms of the performance of candidates. Two N2 subjects were also included in the sample.

Examination papers in the following subjects were moderated:

- Building Drawing N3
- Electrical Trade Theory N3
- Electro-Technology N3
- Engineering Drawing N3
- Engineering Science N3
- Fitting and Machining Theory N2
- Industrial Electronics N3
- Instrument Trade Theory N3
- Logic Systems N3
- Mathematics N3
- Mechanotechnology N3
- Plater's Theory N2
- Plating and Structural Steel Drawing N3
- Radio and Television Theory N3

4 APPROACH

Umalusi used a team of recently appointed subject experts (external moderators) from Further Education and Training (FET) colleges, provincial education departments and the private sector to moderate a sample of NATED N2 and N3 question papers and their accompanying marking guidelines.

An off-site approach was followed, in which the question papers, marking guidelines and internal moderator reports were sent to the external moderators. The process of moderation entailed communication/interaction with the internal moderators in order to reach consensus on the proposed changes and the finalisation of the question papers and marking guidelines before they were returned to Umalusi. The question papers and marking guidelines were returned to the moderators for final approval after the necessary changes had been made by the DHET.

The criteria observed in the moderation of the question papers cover the following aspects:

- Technical details related to the presentation of the question papers and marking guidelines;
- Internal moderation in terms of purposeful efficiency in assuring quality;
- The adherence of the question papers to the syllabus;
- The consistency and appropriateness of mark distribution and allocation according to cognitive skill demand and type of question;
- The relevance and correctness of the marking guidelines, especially in facilitating accuracy and a high standard of marking;
- The language level and absence of bias;
- The predictability of the questions;
- An overall evaluative judgement by external moderators of the papers as valid, reliable and suitable to the level they purport to assess.

The external moderators prepared assessment frameworks to judge the cognitive demand and weighting of the various topics in the syllabi concerned.

5 FINDINGS

There was an improvement in the number of papers that were reported to be print ready, with only one needing to be reset (Engineering Science N3) and one requiring substantial reworking owing to the repetition of questions from previous examination papers (Plating and Structural Steel Drawing N3). The Industrial Electronics N3, Instrument Trade Theory N3, Logic Systems N3 and Radio and Television Theory N3 question papers were reported to be of an appropriate standard, requiring no changes. There were, however, minor changes required to the marking guidelines of the Industrial Electronics and Instrument Trade Theory questions papers. Four question papers were conditionally approved. The grammar of the Building Drawing N3 paper needed correction and a number of changes were made to the action verbs in the Mechanotechnology N3, while the Electro-Technology N3 paper required extensive changes. The Mathematics N3 paper was not set at the correct cognitive level and not all subject objectives were covered. The remainder of question papers moderated required changes, mostly minor, as indicated in the table below. These included Electrical Trade Theory N3, Engineering Drawing N3, Fitting and Machining Theory N2 and Plater's Theory N2.

Table 38: Status of NATED question papers after initial moderation

APPROVED – PRINT READY	APPROVED – MINOR CHANGES	CONDITIONALLY APPROVED	REJECTED
4	4	4	2
Industrial Electronics N3 Instrument Trade Theory N3 Logic Systems N3 Radio and Television Theory N3	Electrical Trade Theory N3 Engineering Drawing N3 Fitting and Machining Theory N2 Plater's Theory N2	Building Drawing N3 Electro-Technology N3 Mathematics N3 Mechanotechnology N3	Engineering Science N3 Plating and Structural Steel Drawing N3

Some of the question papers were received very late which placed the external moderators under unnecessary pressure when completing the task.

The table below provides a summary of the most important findings and challenges.

Table 39: Moderation of NATED question papers - findings

CRITERIA	FINDINGS AND CHALLENGES	SUBJECTS IMPLICATED
Technical aspects	Some documents, e.g. answer sheets, addenda and formulae sheets, were not received with the question papers. Layout of question papers and marking guidelines was reader-friendly; instructions to candidates were clear; the mark allocation was appropriate to the questions and the papers could be completed in the allotted time. However:	Building Drawing Industrial Electronics Mathematics Plating and Structural Steel Drawing
	<ul style="list-style-type: none"> No assessment frameworks were used by examiners or internal moderators. 	All subjects moderated
	<ul style="list-style-type: none"> Instructions were not always clear. 	Mathematics Mechanotechnology
	<ul style="list-style-type: none"> Errors in numbering occurred. 	Mathematics
	<ul style="list-style-type: none"> The quality of illustrations, graphs and/or tables was not acceptable/print ready. 	Building Drawing Electrical Trade Theory Electro-Technology Engineering Drawing Mathematics Plating and Structural Steel Drawing
	<ul style="list-style-type: none"> Drawings were made by hand and scanned into the paper. The external moderator used CAD to redraw the diagrams. 	Electrical Trade Theory

CRITERIA	FINDINGS AND CHALLENGES	SUBJECTS IMPLICATED
Internal moderation	The internal moderation reports were inferior in quality and did not provide useful qualitative information to assist the external moderator; internal moderator reports were incomplete. Vague or one-word answers and short phrases were the norm. (One internal moderator report is prepared to cover all three examinations thus the April, August and November examinations.)	All subjects moderated
	In the subjects for which replacement papers were set/ revised for the November examination, no updated reports were received.	Engineering Science Building Drawing Plating and Structural Steel Drawing
	Some reports were broad and, although informative, were not specific to any issues which may have been dealt with internally between the moderator and examiner.	Electro-Technology Electrical Trade Theory
	The many errors and/or missing or incomplete information observed in question papers and marking guidelines was a clear indication of inadequate internal moderation. Further evidence of this was the verbatim repetition of questions from recent examination papers.	Engineering Science
Content coverage and cognitive skills	The question papers in all subjects covered the prescribed content and included questions of varying cognitive demand.	
	The external moderators all used an assessment framework to ensure that there was a fair spread across the levels of cognitive demand and topics. The weighting of two papers was incorrect. (Note: weighting is not specified in most of the subjects.)	Mathematics Engineering Science
	All questions were within the scope of the syllabus; different types of questions were included; and the mark allocation was appropriate to anticipated answers and time allowed, but <ul style="list-style-type: none"> • The format of some question papers required adjustment. 	Mathematics
	In two papers, moderators found that drawings either had to be re-drawn or alternative drawings had to be provided.	Electro-Technology Electrical Trade Theory
	In most cases, the type of questions set complied with the expectations and latest developments in the subject, but creativity in questioning techniques was lacking:	
	<ul style="list-style-type: none"> • Outdated curricula in some subjects led to difficulties in assessment. 	Building Drawing

CRITERIA	FINDINGS AND CHALLENGES	SUBJECTS IMPLICATED
	<ul style="list-style-type: none"> Some papers did not allow for creative responses from students. 	Engineering Science Industrial Electronics
Marking guidelines Alignment of question paper and marking guidelines	<p>The mark allocation in the question papers and marking guidelines corresponded; the answers were mostly complete and correct.</p> <p>However:</p> <ul style="list-style-type: none"> No provision was made for alternative responses (where applicable) to some of the questions. 	Electrical Trade Theory Mathematics
	<ul style="list-style-type: none"> The mark allocation within the subsections of questions was not indicated in some of the moderated subjects. 	Electro-Technology Engineering Drawing Mathematics Plating and Structural Steel Drawing
	<ul style="list-style-type: none"> Answers to certain questions provided in the marking guidelines were not clear or were incorrect. 	Engineering Science Fitting and Machining Industrial Electronics Mathematics Plating and Structural Steel Drawing
Language and bias	Subject terminology/data was used correctly in 93% of sampled papers. This was not used correctly in one paper.	Mathematics
	The language of the sampled question papers was set at the right level, except for one paper. Gender, race and cultural bias were not evident in these question papers.	Mathematics
	Some questions were judged to be ambiguous.	Building Drawing Electro-Technology Plater's Theory
Adherence to policy	The weighting of topics and cognitive demand was not prescribed in some of the subjects, which left decisions on spread and demand to the discretion of the examining panels.	
	All the papers conformed to current syllabi.	

6 AREAS OF GOOD PRACTICE

Question papers in all three examinations (April, August and November 2012) were set and internally moderated at the same time.

Of the question papers moderated, 86% were found to be of an acceptable standard and to compare favourably to those of previous years. Syllabi were adequately covered and papers were aligned with current policy and guideline documents.

7 AREAS FOR IMPROVEMENT

The weighting of topics and their cognitive demand must be stipulated in all subjects. Evidence of actual interrogation of the question papers in the form of a detailed report and assessment framework for each paper could then be stipulated as a requirement for the setting process, as there would be specific standards against which to measure the question papers. This is essential if we are to ensure that question papers meet all the requirements in terms of cognitive demand, weighting of different topics/sections, difficulty level and length.

The quality of internal moderation requires improvement. Very little evidence of meaningful internal moderation was found. Reports which were made available were not of an appropriate quality or standard. The quality of papers would be improved if thorough internal moderation is done.

The marking guidelines must correspond to the question paper; provision must be made for alternative answers where appropriate and the layout and mark allocation within questions must be clear in order to facilitate marking.

The poor standard of the Mathematics N3 paper should be noted. The paper failed to comply with many of the requirements.

Many moderators observed that syllabi are outdated and do not keep up with current technological developments. The lack of innovation and the repetition of questions from previous examination papers (although not always verbatim) is a concern, particularly in the light of the fact that these programmes have to provide the country with much needed artisans.

8 CONCLUSION

The quality and standard of question papers appear acceptable, but owing to similar format and the repetition of questions, their content has become highly predictable. This is a concern as candidates who work through previous examination papers could pass a certain subject without having actually mastered its content.

Evidence of actual interrogation of the question papers in the form of detailed reports and assessment frameworks must be stipulated by the DHET to ensure that question papers are balanced and challenging. The under-specification of content, weightings of topics and cognitive demand and content that is outdated are curriculum issues which must be addressed urgently to ensure the setting of question papers at the appropriate level. If justice is to be done to the many thousands of learners in the system the revision of curricula should be prioritised.

Cognisance is taken of the progress made in certain processes and the efforts of the DHET to train examiners and internal moderators. It is to be hoped that the positive results of these training sessions will be evident in the question papers in the next examination cycle.

Chapter 2

Monitoring/moderation of internal assessment

1 INTRODUCTION

A term mark is a compulsory component of the final promotion mark of all learners registered for the NATED programmes. This mark has a weighting of 40% towards the final total.

This examination was the second time (the first being the August 2012 examination) since the reintroduction of the NATED programmes that Umalusi moderated the internal assessment of a sample of subjects.

The main objectives of this monitoring and moderation of internal assessment by Umalusi were to:

- Ascertain the appropriateness and standard of the assessment tasks;
- Ensure that the internal assessment component of the NATED programmes, as well as the quality assurance of this component, had been effectively managed.

This evaluation is based on reports submitted by Umalusi's external moderators after their visits to the selected sites at which they conducted interviews, made observations and scrutinised documentary evidence.

2 PURPOSE

The purpose of this section of the report is to:

- Outline the approach followed in the October 2012 monitoring and moderation of internal assessment;
- Provide an indication of the sample size, that is, the sites and subjects included in the quality assurance of the internal assessment exercise;
- Provide an overview of crucial findings related to the quality and standard of internal assessment;
- Highlight areas of good practice and those where improvement is required; and
- Include recommendations which, once implemented, will enhance the quality of internal assessment.

3 SCOPE

Umalusi's quality assurance of the internal assessment component entailed the monitoring of the implementation of internal assessment at a selection of sites. During October 2012, Umalusi monitored this internal assessment in a sample of NATED subjects at fourteen sites across public and private colleges in five provinces.

A team of ten moderators was deployed to various sites to undertake the monitoring/moderation. The table below indicates the sites and the subjects included in the monitoring/moderation process.

Table 40: Sites and subjects included in the October internal assessment monitoring/moderation

SUBJECT	PROVINCE	COLLEGE	SITE
Electro-Technology	Mpumalanga	Nkangala	Mpondozankomo
Building Drawing	Gauteng	South West Gauteng	Molapo
Electrical Trade Theory	Free State	Flavius Mareka	Sasolburg
Engineering Science	Mpumalanga	Nkangala	1. Middelburg 2. Witbank
Fitting and Machining Theory	Free State	Maluti	Itemoheleng
Industrial Electronics	KwaZulu-Natal	Thekwini	Melbourne
Instrument Trade Theory	North West	Orbit	Rustenburg
Logic Systems	Gauteng	Central Johannesburg	Ellis Park
Mathematics	North West	Orbit	Brits
Mechanotechnology	Gauteng	1. St Ignatious 2. Brooklyn City	Vereeniging Vereeniging
Plating and Structural Steel Drawing	Mpumalanga	1. Nkangala 2. Advisor Progressive	Mpondozankomo Witbank

4 APPROACH

Provincial departments, colleges and campuses were informed in advance of Umalusi's monitoring visits. On-site monitoring/moderation of the state of internal assessment was conducted at the sites during October 2012.

5 FINDINGS

The following section presents the findings of the monitoring of the implementation of internal assessment. The concern remains that, where shortcomings were noted, effective delivery of the NATED N1 - N3 programme may have been hampered.

5.1 PHYSICAL RESOURCES

From the reports it became clear that textbooks were available on time at the majority of sites, ensuring that teaching took place. However, students' lack of exposure to the practical implementation of theory is cause for concern.

a. Textbooks/teaching materials

It was found that 77% of the sites visited had received textbooks/teaching material at the beginning of the trimester. At two of the sites it was reported that students had bought their own textbooks but these were available on time. At one site, only a photocopied textbook was available.

The table below indicates the sites that received textbooks late and the subjects which were affected.

Table 41: Examples of sites and subjects affected by late/non-delivery of textbooks

SUBJECT	CAMPUS	FINDING
Electrical Trade Theory	Sasolburg	Textbooks were not available at the beginning of the trimester.
Logic systems	Ellis Park	Textbooks and teaching materials were not available at the beginning of the trimester.
Plating and Structural Steel Drawing	Advisor Progressive	It was reported that textbooks were available on time but that only a photocopied text by JJM Prince was shown to the moderator.
Plating and Structural Steel Drawing	Mpondozankomo	Even though all students had textbooks, they were only available two weeks after commencement of classes.

b. Additional teaching materials/workshops

It was found that only 46% of sites had made additional teaching materials available – or had used the additional materials effectively – to enhance teaching and learning. A great many sites did not have workshops or, where they were available, N1– N3 students did not have access to them as they were being used by NC(V) students.

There were cases, such as N3 Plating and Structural Steel Drawing at Mpondozankomo, where students were exposed to relevant models and practical demonstrations and had access to workshops for practical experience.

Since the majority of students enrolled are not in employment, the general expectation is that colleges should take the responsibility of exposing learners to the practical component, in an attempt to make the programme meaningful and to ensure that these students are better equipped for the world of work. At this stage, however, there are vast differences in terms of the facilities available and the exposure of students to the practical component, as is indicated in the table below.

Table 42: Lack of/inadequate facilities to offer NATED N1 – N3 programmes

No	SUBJECT	LEVEL	SITE	FINDING
1	Building Drawing	N1 – N3	Molapo	Even though models are used to cover certain aspects of the syllabus, this practice should be extended to cover the entire syllabus. The venue housing the drawing tables (40) is not adequate for the largest class of 60 students.
2	Electrical Trade Theory	N1 – N3	Sasolburg	Workshops are not fully operational yet after being closed for a considerable period.
3	Fitting and Machining Theory	N2	Itemoheleng	Only NC(V) learners have access to the workshops. Therefore NATED students are given no experience of equipment or machines.
4	Instrument Trade Theory	N3	Rustenburg	Students are not exposed to any practical implementation of the theory. No additional teaching materials are available to enhance theory.
5	Logic Systems	N2 and N3	Ellis Park	There is currently no workshop available for this subject but a budget has been secured for this purpose and the target date for implementation is April 2013.
6	Mathematics	N3	Brits	Adequate resources and facilities are at the disposal of students. However, lecturers need to make better use of the available resources to enhance teaching and learning.
7	Mechanotechnology	N3	St Ignatious (Vereeniging)	The college has no workshops and no models that can be used for demonstrations.
		N3	Brooklyn City College (Vereeniging)	Students do not have access to a workshop and there are no practical demonstrations.
8	Plating and Structural Steel Drawing	N3	Advisor Progressive (Witbank)	Students do not have access to drawing tables and have to work on tables of standard height. No models are available to enhance teaching and learning.

c. Adequate facilities for enrolled students

It was found that at 70% of sites facilities were adequate to accommodate enrolled students. At sites where drawing subjects were moderated, however, there were not enough drawing tables available, tables were in a poor condition, or there were no drawing tables at all.

d. Computers and internet

Most students had access to computers and the internet (85%) when necessary.

e. Practical implementation of the theory

This area presents a serious problem as practical implementation of the theory was observed at only 38% of sites. Moderators recommended that campuses forge links with industry as it is of the utmost importance that students receive practical experience.

5.2 HUMAN RESOURCES

There was an indication that only 46% of the sites visited had suitably qualified and experienced staff to offer the specific N1 – N3 subjects, and only 31% of staff members were trained in the subject matter they were teaching. Even though 85% of the sites visited had plans to train staff, only 38% had a training manual. Of the sites moderated, 69% provided evidence that a training plan had been implemented. Many staff members had only N4 - N6 qualifications and no formal training in teaching methodology. At the sites visited, 62% of staff members had been trained in OBE practices and assessment principles but only 46% had knowledge of integration of assessment. Training is clearly an imperative as lecturers at 92% of the sites indicated that they needed further training.

Lecturers at all the sites visited indicated that they had not been exposed to the workplace environment or to the relevant industry. All the subjects, with the exception of Mathematics, are practical subjects in fields characterised by technological advances. Lecturers' own lack of awareness of technological developments and their ignorance of the notion of sharing of good practices will have a severe impact on students' readiness for the workplace.

5.3 ASSESSMENT

a. Assessment policy

Approximately 85% of the sites visited had an assessment policy. However, it has to be noted that at 69% of these sites, policies lacked some important information. Sections

which were missing from policies included absenteeism, late/non-submission of tasks, provision for learners with barriers to learning and irregularities.

b. Monitoring policy

Almost all sites (85%) had a monitoring policy. However, at the majority of sites where such a policy was in place, no implementation had yet occurred. In other words, despite the fact that a plan existed, there was no monitoring of the quality of teaching and learning in the classroom.

c. Internal assessment tasks development plan

A plan was in place at 80% of the sites. However, many of the requirements were not fully adhered to. One of the aspects found to be lacking was examples of additional supporting tasks. The absence of a well-developed assessment development plan at so many of the sites could be an indication that the quality of assessment was being seriously compromised. This was particularly evident at one site where the lecturer simply used the assessment tasks from the previous year. In this instance a senior staff member had not even checked the quality of the tasks.

d. Irregularities register

Only 62% of the sites had an irregularities register. In many cases, even though such a register existed, irregularities were not recorded and therefore not discussed.

5.4 LECTURER FILES

Even though 80% of the sites visited were able to produce some form of evidence that lecturer files existed, only 30% of these files were found to be in compliance with the set criteria. Of serious concern is the large number of sites where no syllabus was found, or no evidence that the syllabus was being used (46%). Colleges either cited difficulty in obtaining syllabi or an inability to use the syllabus effectively as reasons for this. It also appeared that moderation was not being effectively carried out. Even though moderation forms had been completed, assessment tasks were not up to standard and marking guidelines were incorrect. At two of the sites, it was clear that files had merely been compiled to comply with the moderation visit. At Advisor Progressive College, Witbank (Plating and Structural Steel Drawing) the lecturer files were of such a low standard that it was recommended that a Departmental official visit the college.

It became clear from these reports that tests are the preferred method of assessment. Of the sites visited, only 62% had scheduled assignments in the moderated subjects and at one site, even though an assignment had been set, the task was not completed. Only one site failed to schedule or write any tests, while one site did not schedule any tests but

wrote two. There appears to be a tendency at colleges to use only previous examination papers to set tests and assignments.

5.5 MODERATION OF TASKS

Of the sites visited, 38% made one task available for moderation, 46% made two tasks available and 15%, three tasks.

Table 43: Number of tasks per site

Nc OF TASKS	SITE	SUBJECT	LEVEL
3	Middelburg	Engineering Science	N3
	St Ignatious	Mechanotechnology	N3
2	Sasolburg	Electrical Trade Theory	N1– N3
	Witbank	Engineering Science	N1– N3
	Itemoheleng	Fitting and Machining Theory	N2
	Melbourne	Industrial Electronics	N1– N3
	Ellis Park	Logic Systems	N2 and N3
	Brooklyn City College (Vereeniging)	Mechanotronics	N3
1	Molapo	Building Drawing	N1– N3
	Rustenburg	Instrument Trade Theory	N3
	Brits	Mathematics	N3
	Advisor Progressive	Plating and Structural Steel Drawing	N3
	Mpondozankomo	Plating and Structural Steel Drawing	N3

5.5.1 Content coverage

Moderators found that 62% of sites had covered a substantial portion of the syllabus and had weighted and spread content appropriately. Tests were mostly used to assess students and lecturers often made use of past examination papers. A common shortcoming which was identified was that the tasks did not cover all the topics.

5.5.2 Cognitive demand of the set tasks and difficulty levels

Only two sites (15%), namely Brooklyn City College (Vereeniging) (Mechanotechnology N3) and Mpondozankomo (Plating and Structural Steel Drawing N3) set tasks that assessed a variety of knowledge and skills at the appropriate cognitive levels. The common practice to make use of past examination papers proved to be problematic as lecturers duplicated questions verbatim. As questions were repeated frequently and students had

access to memoranda, it was found that students merely studied past question papers and memoranda and did not think creatively when being assessed. This is also likely to lead to the practice of "spotting" by students.

Moderators frequently advised sites to make more use of low, middle and higher order questions. The N3 Mathematics paper from Brits was a good example of a lecturer failing to design a question paper in a way that made appropriate cognitive demands on students.

5.5.3 Internal moderation

This aspect proved to be problematic as only one site, Mpondozankomo (Plating and Structural Steel Drawing N3), was reported as fully in compliance; 54% of sites could not provide evidence that tasks had been adequately moderated. The moderation tool was not of an appropriate standard, or the quality, standard and relevance of inputs from the moderator were not appropriate. In many instances moderation merely reflected compliance. In other words, the moderation tool had been completed but mistakes in question papers had not been corrected. The practice of relying solely on previous questions papers is widely accepted by moderators. This is an indication of a level of engagement with tasks which does not encourage high quality assessment.

5.5.4 Technical aspects

Once again, Mpondozankomo was the only site that had designed technically sound assessment tasks. In other words, papers were clear and unambiguous in terms of instructions to students, language, mark allocation and quality of illustrations and layout. Two sites, Itemohleng (Fitting and Machining Theory N2) and Witbank (Plating and Structural Steel Drawing N3), did not comply with any of these criteria. A common problem observed by moderators was the fact that instructions to candidates were not clear. Candidates are at a distinct disadvantage if instructions are ambiguous. There was no careful moderation and it was observed that moderators did not identify problems in the allocation of marks. The use of a standard cover page was encouraged by moderators.

5.5.5 Marking tools

Only one site, St Ignatious (Mechanotechnology N3), made use of a marking tool which was appropriate for the scoring of the tasks, with 31% of sites not complying with this requirement at all.

Table 44: Sites not complying with marking tool quality standards

SITE	LEVEL	SUBJECT
Itemoheleng	N2	Fitting and Machining Theory
Brits	N3	Mathematics
Melbourne	N1– N3	Industrial Electronics
Advisor Progressive	N3	Plating and Structural Steel Drawing

At 69% of sites moderated the marking tool was neither clear nor neatly typed. In addition to being handwritten, drawings and graphs were also drawn by hand. Mark allocations were not clearly indicated; with instances noted where marks allocated on the test did not correspond with those on the marking tool. Once again it was noted that moderators had not noticed these mistakes during the moderation process. The common practice of using questions from previous examination papers resulted in 58% of marking tools not making provision for alternative responses.

5.6 MODERATION OF LEARNER EVIDENCE

Itemoheleng (N2 Fitting and Machining Theory) did not submit any tasks which had been moderated internally. Advisor Progressive (N3 Plating and Structural Steel Drawing) submitted tasks but little evidence could be found that the quality of marking or the students' performance had been moderated internally.

5.6.1 Learner performance

In many instances students did not interpret assessment tasks correctly. This could be ascribed to a previous finding that instructions to students were not clearly formulated. This tendency was especially prevalent amongst the low scoring students.

5.6.2 Quality of marking

The quality of marking was compromised, as marking tools were generally not of a high standard. A high percentage of sites (69%) provided no feedback to students and no corrections were made, nor were discussions held which could have served as a learning intervention. This reduces assessment to a mere collection of term marks, not a tool that should enhance teaching and learning.

5.6.3 Internal moderation

Even though moderation of marking had been conducted, the quality of this moderation was often unacceptable. Colleges must be made aware of the value of assessment review in order to correct errors and to improve the quality of assessment tools.

6 AREAS OF GOOD PRACTICE

6.1 PHYSICAL RESOURCES

Students at the majority of colleges had access to computer rooms and the internet. If used optimally, this could enhance teaching and learning.

6.2 TEACHING AND LEARNING MATERIAL

Proper planning ensures that textbooks are available on time and that available teaching and training time is optimised.

6.3 HUMAN RESOURCES

The majority of colleges have detailed plans for staff development. If implemented, this might bring about marked improvement in the quality of teaching and training.

6.4 INTERNAL ASSESSMENT POLICIES AND SYSTEMS

Most colleges have started to develop policies and systems. The challenge remains to complete, refine and implement these documents.

7 AREAS FOR IMPROVEMENT

7.1 PHYSICAL RESOURCES

The lack of additional training materials, such as models, has a serious impact on teaching and learning. The same can be said for the lack of access to workshops where students receive practical exposure in their field of study. It appears that in many instances, NC(V) students get preference at colleges where workshops are available. Subjects moderated

are of a practical nature and should prepare students for the workplace. Currently, this is not the case. Forging links with relevant industries could alleviate this problem.

7.2 HUMAN RESOURCES

The lack of suitably trained and qualified staff is of grave concern. The fact that such a high percentage of staff members are not trained in the subject matter they teach will have a detrimental effect on the quality of curriculum delivery. Add to this the fact that the majority of lecturers at the sites visited were not trained in teaching methodology and it becomes evident that this matter needs urgent attention.

The lack of exposure to relevant industries and the workplace environment compounds this problem. Support and guidance for lecturers without practical/industry experience and for those with industry experience but without the necessary educator training must become a national priority if the delivery of these programmes, intended to address the shortage of artisans in this country, is to be strengthened.

7.3 INTERNAL ASSESSMENT POLICIES AND SYSTEMS

Even though the majority of colleges provided evidence of assessment policies and systems, these documents were either incomplete or not fully implemented. Remedying this would improve the quality of assessment.

7.4 LECTURER FILES

Lecturer files across the board were of a poor-quality. Of particular concern was the absence of syllabi from a large number of files. As so many lecturers are not trained educators, colleges should make it a priority to train them in the interpretation of a syllabus to ensure that all the learning content is covered adequately.

7.5 ASSESSMENT

Each assessment task should be designed to test content competencies, skills, values and attitudes embodied in a particular subject, and to provide students, lecturers and parents with results that are meaningful indicators of what students know, understand and can do at the time of assessment. All question papers should be of a high technical standard. The poor quality of some assessment tasks points to the fact that the majority of lecturers lack the ability to develop high quality tasks. Reliance on previous question papers and

exemplars must be limited as this inhibits creativity and innovation. Coupled with this, the quality of marking tools must be improved if valid and fair assessments are to be ensured.

7.6 MODERATION

Moderation at different levels is important in ensuring that tasks of an appropriate standard are administered. Moderation should focus on the standard of the instruments and the tools, the quality of learner performance, evidence of interventions and follow-up on initial findings in order to support learning, and the setting of standards. The moderation must be meaningful and serve a purpose; it should be more than a simple check of compliance.

8 CONCLUSION

Even though it is reassuring to note that the majority of students had access to textbooks when the trimester commenced, the lack of additional resources and workshops has a detrimental effect on teaching and learning. Of particular concern is the manner in which internal continuous assessment is conducted. Assessment tasks are inadequate, moderation is ineffective and the theory component is not linked to practical application. This state of affairs is linked directly to the lack of properly trained lecturing staff. The issue of staff training requires attention at the highest level. In order to set a uniform national standard across all colleges and provinces, the Department must take an increasingly active role in monitoring colleges to ensure that they are taking responsibility for effective curriculum delivery.

Chapter 3

Verification of marking

1 INTRODUCTION

The moderation of marking is of critical importance as it is through this process that the standard and quality of marking is largely determined. It ensures that marking is done according to established practices and standards and remains consistent with the marking guidelines. The purpose of Umalusi's verification of marking is thus to assure the quality of marking as far as consistency and accuracy are concerned and that both marking and internal moderation are conducted according to agreed and established practices and standards.

In response to issues about the standard of marking in 2011, the DHET implemented a new, centralised marking model for N3 in 2012. Marking of N3 scripts was conducted centrally at Ekurhuleni East College, KwaThema Campus. Marking of N2 was conducted at decentralised venues and marking of N1 was completed at site level as in the past.

Umalusi monitored the state of readiness of the marking centres and progress in the marking, attended the marking guideline discussions and verified the marking of a sample of N2 and N3 scripts.

2 PURPOSE

The purpose of this section is to report on:

- The standard of the marking guideline discussions;
- The consistency of marking and the quality of internal moderation;
- The performance of candidates in specific examination papers.

3 SCOPE

Umalusi deployed five moderators to attend a sample of the marking guideline discussions on 29 November. An Umalusi staff member was also present on the day of the marking guideline discussions.

Umalusi deployed 12 moderators to verify the marking of a sample of scripts in 14 subjects: 12 from N3 and two from N2.

Umalusi moderators attended the marking guideline discussions for the following subjects:

Table 45: NATED N3 marking guideline discussions attended

SUBJECT
Building Drawing N3
Engineering Drawing N3
Engineering Science N3
Instrument Trade Theory N3
Mathematics N3

Subjects included in the verification of marking:

Table 46: Subjects included in verification of marking in NATED N2 and N3

SUBJECT
Building Drawing N3
Electrical Trade Theory N3
Electro-Technology N3
Engineering Drawing N3
Engineering Science N3
Fitting and Machining Theory N2
Industrial Electronics N3
Instrument Trade Theory N3
Logic Systems N3
Mathematics N3
Mechanotechnology N3
Plater's Theory N2
Plating and Structural Steel Drawing N3
Radio and Television Theory N3

4 APPROACH

Umalusi's verification of marking of N2 and N3 examination scripts entailed:

- Attendance at the marking guideline discussions of a sample of N3 subjects;
- Verification of the marking of a sample of N3 subjects at the centralised marking centre; and two subjects at decentralised venues (Newcastle and Thornton).

In addition, Umalusi staff visited the N3 marking centre on 28 November, the day before the commencement of marking. This was followed by a visit on 29 November, the date of marking guidelines discussions, and by another visit on 2 December. Umalusi also scanned through the chief marker and internal moderator reports of all three levels. (This is reported on in Section 4 and Chapter 4 respectively.)

The Umalusi moderators attended the marking guideline discussions to report on the standard of these meetings and the preparedness of the markers and to confirm the accuracy of the marking guidelines.

The aim was to include scripts from as many provinces and examination centres as possible in the verification of marking exercise. Scripts which were included covered the whole range of performance by candidates. The table below provides information on the subjects, number of provinces and sites included in Umalusi's verification of marking.

Table 47: Verification of marking NATED N2 and N3

SUBJECTS	NUMBER OF PROVINCES	NUMBER OF CENTRES SAMPLED WITHIN EACH PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU-NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
Building Drawing N3	6	0	2	0	1	1	2	1	0	1
Electrical Trade Theory N3	4	0	0	4	0	6	3	2	0	0
Electro-Technology N3	9	1	1	1	1	1	1	1	1	1
Engineering Drawing N3	9	1	1	2	1	2	2	2	1	1
Engineering Science N3	9	2	2	4	2	2	2	2	1	1
Fitting and Machining Theory N2	8	2	1	1	1	1	2	0	1	1
Industrial Electronics N3	9	2	2	3	3	2	2	1	1	2
Instrument Trade Theory N3	7	0	2	2	1	1	2	1	0	1
Logic Systems N3	6	1	1	3	1	1	0	1	0	1
Mathematics N3	6	1	2	2	2	1	2	0	0	0
Mechanotechnology N3	9	2	1	4	2	2	2	2	2	2
Plater's Theory N2	8	0	1	5	1	2	5	2	1	2
Plating and Structural Steel Drawing N3	7	0	1	4	1	1	2	1	0	2

SUBJECTS	NUMBER OF PROVINCES	NUMBER OF CENTRES SAMPLED WITHIN EACH PROVINCE								
		EASTERN CAPE	FREE STATE	GAUTENG	KWAZULU-NATAL	LIMPOPO	MPUMALANGA	NORTH WEST	NORTHERN CAPE	WESTERN CAPE
Radio and Television Theory N3	4	0	0	3	1	4	0	0	0	1

5 FINDINGS

5.1 MARKING GUIDELINE DISCUSSIONS

Marking guideline discussions were attended by the entire marking panel. This meant that all members of the various panels had the opportunity to participate in discussions and to make contributions to the marking guidelines.

The table below presents the findings of the marking guideline discussions.

Table 48: NATED N3 marking guideline discussions - findings

CRITERIA	FINDING AND CHALLENGES	SUBJECTS
Recommended changes to the question paper and marking guidelines	The approved question paper and marking guidelines were not available and copies of the un-moderated documents were used during the discussion. The necessary changes were made during the discussion.	Mathematics
Conduct of the marking guideline discussion	The discussions were chaired by the internal moderator/chief marker.	Building Drawing Engineering Drawing Engineering Science Instrument Trade Theory Mathematics
Preparedness of the markers and chief markers	The chief markers of some subjects were prepared for the marking discussion.	Instrument Trade Theory
	The chief markers for some subjects were not prepared.	Building Drawing Engineering Drawing Engineering Science Mathematics
Appointment to and attendance at the marking guideline discussions	Not all markers had been appointed in writing by the time the meeting took place.	Mathematics
	All markers in all the subjects (except one) attended the discussion meetings.	Mathematics
Adjustments of the marking	<ul style="list-style-type: none"> Chief markers made adjustments to 	Engineering Drawing

CRITERIA	FINDING AND CHALLENGES	SUBJECTS
guidelines	40% of marking guidelines before the marking discussions.	Mathematics
	<ul style="list-style-type: none"> During the discussions adjustments were made to all the marking guidelines. 	Building Drawing Engineering Drawing Engineering Science Instrument Trade Theory Mathematics
	<ul style="list-style-type: none"> Due to the incorrect version of the marking guideline being made available to the markers at the marking guideline discussion, all the answers in the marking guideline were adjusted. 	Mathematics
	<ul style="list-style-type: none"> External moderators confirmed that the adjustments were justified. The changes made added additional answers and prevented ambiguity and misunderstandings. 	Mathematics
	<ul style="list-style-type: none"> Only one marking guideline was adjusted after the sample marking had been completed. An additional answer was provided for a drawing due to a particular interpretation by some candidates. 	Building Drawing
Sample marking	All the subjects were sample marked. The number of scripts in the sample per subject varied from one to 10.	Building Drawing Engineering Drawing Engineering Science Instrument Trade Theory Mathematics
Adherence to marking guidelines during sample marking	Only 50% of markers adhered to the marking guidelines.	
	There was a discrepancy between marks allocated for neatness of drawings by markers. This was due to individuals' interpretations of neatness.	Building Drawing
	There was a significant variation in the allocation of marks in some questions.	Mathematics
Translated marking guidelines	None of the groups were provided with translated marking guidelines.	
Discussion on content of question papers	A change in the format of a question paper led to a debate on the suitability of multiple-choice questions, allocation of marks to short questions and how the technical quality of the paper could affect the performance of students.	Mathematics
General remarks and	<ul style="list-style-type: none"> In several instances chief markers, 	

CRITERIA	FINDING AND CHALLENGES	SUBJECTS
observations	<p>internal moderators and markers were not appointed enough in advance to ensure thorough preparation.</p> <ul style="list-style-type: none"> • The process of distribution of question papers and approved marking guidelines was not effective. • In general, markers did not prepare their own marking guidelines before they arrived at marking centres. In some instances markers had not even seen the paper beforehand. 	

5.2 VERIFICATION OF MARKING

The table below reflects the findings of Umalusi's moderators, as observed at the NATED N3 marking centre.

Table 49: Verification of NATED N2 and N3 marking - findings

CRITERIA	FINDING AND CHALLENGES	SUBJECTS AFFECTED
Quality of marking guideline	The marking guideline made available to markers was handwritten or of a poor quality.	Mathematics Plating and Structural Steel Drawing Radio and Television Theory
Marking procedure	In 54% of papers, markers marked individual, assigned questions.	Building Drawing Electrical Trade Theory Electro-Technology Engineering Science Logic Systems Mathematics
Adherence to marking guidelines	In 85% of the sampled subjects, markers' adherence to the marking guidelines was consistent. However, <ul style="list-style-type: none"> • Even though marking was generally consistent, interpretations of the neatness of the drawing differed. 	Building Drawing
	<ul style="list-style-type: none"> • Errors in marking were identified early in the marking process and the affected scripts were remarked. 	Mathematics
	<ul style="list-style-type: none"> • Discrepancies which occurred because many markers were novices were rectified with guidance from the chief marker. 	Mechanotechnology
Standard of marking/	In 85% of papers the standard of marking was reported as consistent and of a high standard.	

CRITERIA	FINDING AND CHALLENGES	SUBJECTS AFFECTED
performance of markers	In the remaining subjects the following was reported:	
	<ul style="list-style-type: none"> Minor inconsistencies arising from the interpretation of line work and accuracy of drawings were reported. 	Engineering Drawing
	<ul style="list-style-type: none"> Marking was inconsistent, largely due to markers' lack of subject knowledge. 	Mathematics
Administration	<ul style="list-style-type: none"> Marking was below standard and deviations in mark allocation of as much as 12% were identified. However, the affected scripts were remarked. 	Mechanotechnology
	The prescribed procedures were followed by the majority of markers. In most cases marks were transferred and recorded accurately. However,	
	<ul style="list-style-type: none"> Marks were initially transferred incorrectly, but the affected mark sheets were corrected. 	Engineering Science
	<ul style="list-style-type: none"> One marker was allocated to transfer marks. This was done untidily and illegibly in some instances. 	Mechanotechnology
Internal moderation	<ul style="list-style-type: none"> The procedure for recording marks on the cover sheet was incorrect although the transfer of marks was accurate. 	Plating and Structural Steel Drawing
	In the majority of cases (57%) internal moderation was reported to be effective and of a high standard. However, in the remainder of subjects there was no evidence of internal moderation, either because there was only one marker, or because moderation had not been completed by the time the external moderator visited the marking centre:	
	<ul style="list-style-type: none"> No internal moderator appointed. 	Logic Systems Radio and Television Theory
	<ul style="list-style-type: none"> Moderation had not been done by the time the external moderator arrived. 	Plating and Structural Steel Drawing
Response to examination paper	In addition, the following irregularity was identified:	
	<ul style="list-style-type: none"> Shadow moderation: the chief marker merely followed the marker's ticks. This was rectified. 	Engineering Science
	The majority of papers were reported to be fair. Where papers appeared difficult, this was mostly because candidates had not been well prepared.	
Response to examination paper	<ul style="list-style-type: none"> The paper was reported to be difficult. New and innovative questions were used and questions were therefore not predictable. 	Building Drawing
	<ul style="list-style-type: none"> Even though the paper was fair, candidates performed poorly as they were not well prepared/lacked basic knowledge. 	Electrical Trade Theory Plating and Structural Steel Drawing
	<ul style="list-style-type: none"> The fact that candidates' answers did not relate to the questions gave the impression that the paper was difficult. 	Logic Systems

CRITERIA	FINDING AND CHALLENGES	SUBJECTS AFFECTED
	<ul style="list-style-type: none"> The performance was better than previous years, but still poor. 	Radio and Television Theory
Handling of irregularities	There was a high incidence of reported irregularities. The disclosure of papers is of particular concern. Other alleged irregularities include:	
	<ul style="list-style-type: none"> Copying/assistance provided. 	Electro-Technology Engineering Drawing Building Drawing
	<ul style="list-style-type: none"> Script from one subject found among scripts of another. 	Engineering Drawing Building Science
	<ul style="list-style-type: none"> Crib notes. 	Electrical Trade Theory Mathematics Industrial Electronics
	<ul style="list-style-type: none"> Answers identical to marking guideline. 	Mechanotechnology
	<ul style="list-style-type: none"> Many markers suspected irregularities. 	Mathematics
Performance of candidates	<ul style="list-style-type: none"> It was found that students performed poorly at examination centres where there were low enrolments. In all likelihood, these students had not received any tuition. 	Building Drawing
	<ul style="list-style-type: none"> Performance of full time students was average, while part time students performed poorly because they probably relied entirely on textbooks. 	Instrument Trade Theory
	<ul style="list-style-type: none"> Poor performance across all centres. This was ascribed largely to lecturers failing to prepare their students properly, and to students' poor mathematics and language skills. 	Electrical Trade Theory Logic Systems Mechanotechnology Mathematics
	<ul style="list-style-type: none"> One centre had a zero percent pass rate. 	Engineering Drawing
	<ul style="list-style-type: none"> Students performed poorly in certain sections. 	Electro-Technology Industrial Electronics
General remarks and observations	<ul style="list-style-type: none"> Marking individual questions ('question-wise marking') has a definite advantage as markers have less content to memorise and therefore mark more consistently. The syllabi are not correctly interpreted by all lecturers, putting students at a disadvantage during examinations. When setting papers, textbooks are often used instead of syllabi. As not all sections of work are necessarily covered in these textbooks, only certain sections of work are examined in the question papers. One examiner who has been suspended since 2011 was once again appointed as a chief marker. 	

6 AREAS OF GOOD PRACTICE

6.1 MARKING GUIDELINE DISCUSSIONS

The meeting for the discussion of marking guidelines was attended by full marking panels. This helped to ensure effective and consistent marking.

In instances where inconsistent or incorrect marking was identified during sample marking, scripts were remarked and marks adjusted.

6.2 VERIFICATION OF MARKING

The overall standard of marking was high. Markers adhered to marking guidelines and followed them consistently. Cases where markers did not mark consistently were identified by chief markers and scripts were remarked after discussing the concerns with the markers involved.

The administration procedures were followed correctly. Marks were transferred accurately and checked thoroughly for possible mistakes.

Even though the performance of students was not always of the desired standard, papers were deemed to have been fair.

In most cases subject matter experts were appointed as markers, resulting in sound interpretation of questions and accurate marking of alternative responses.

7 AREAS FOR IMPROVEMENT

7.1 MARKING GUIDELINES

- In some cases the marking guidelines approved by Umalusi did not reach the marking centres. This is unacceptable as it defeats the purpose of the external moderation of marking guidelines.
- The process of appointing markers should be reviewed. Markers should only be appointed in accordance with the set criteria.

7.2 VERIFICATION OF MARKING

- The high incidence of irregularities has to be addressed, especially the matter of disclosure of papers. The source of leaks should be identified and eliminated.
- Students are not well prepared for the examination and lack understanding of even the most basic concepts in some instances. Lecturers should either be supported by in-service training or only suitably qualified staff should be appointed as markers.
- The poor performance of part-time students suggests that they do not receive tuition and are left to study on their own. This practice should be investigated and eliminated as a matter of urgency.
- Examination centres should take more care when invigilating and packing scripts as it is unacceptable that there are scripts without any identification and/or incorrectly packaged reaching marking centres.
- The marking of drawings sometimes results in inconsistencies as individual interpretations of aspects such as neatness and accuracy may differ. Marking guidelines should provide clear descriptors of what is expected and these descriptors should be followed to the letter.

8 CONCLUSION

The verification of marking by Umalusi revealed that the marking of NATED N2 and N3 scripts was conducted in a fair and consistent manner. There are, however, systemic issues which must be addressed.

Question papers were fair and of an acceptable standard. The poor performance of candidates could largely be attributed to a low standard of tuition, lecturers' inability to prepare students for the examination and students' lack of basic knowledge and skills. Lecturers should receive the necessary support to address these problems, or suitably qualified staff should be appointed.

Chapter 4

Standardisation of results

1 INTRODUCTION

Umalusi aims through its quality assurance processes and the standardisation of results to ensure that the NATED N1 – N3 examinations yield results that are fair, valid and comparable to those of previous examinations.

Standardisation is the moderation process used to mitigate the effects on performance of factors other than learners' knowledge and aptitude. The standardisation of examination results is necessary in order to deal with any variations in the standard of question papers which may occur despite careful moderation processes, as well as variations in the standard of marking that may take place from one examination to the next. Other causes of variation include undetected errors and unexpected interpretations of questions by learners.

2 PURPOSE

The purpose of this chapter is to report on:

- Salient findings from the reports from chief markers and the internal moderation of marking process;
- The extent of moderation of marks during the standardisation meeting;
- Areas of good practise and areas for improvement.

3 SCOPE

This chapter outlines the November 2012 NATED N1 – N3 standardisation decisions. A total of 73 subjects were presented for standardisation.

4 APPROACH

The Kolmogorov-Smirnov (KS) goodness of fit procedure in conjunction with fixed norms and historical averages are used in the standardisation of the NATED N1 – N3 results. The KS norms are not in keeping with actual performance trends, however. The actual performance of candidates, whether better or worse than the norm, was therefore considered when decisions were taken.

The marks presented for standardisation represent the examination mark. Internal assessment marks are statistically moderated after the standardisation process according to the standardisation decisions and within a specified tolerance range.

In addition, qualitative data, as contained in the chief markers' and internal moderators' marking reports received from the DHET, was considered in the decision-making process where applicable and appropriate.

During the examinations, Umalusi received daily reports on irregularities from some of the colleges, and consolidated reports from the DHET on a weekly basis. A further report on all reported irregularities was received with the standardisation data.

4.1 PRE-STANDARDISATION MEETING

The pre-standardisation meeting took place on 14 December 2012. Here learner performance in each subject was discussed by the Assessment Standards Committee of the Umalusi Council. Preliminary decisions on adjustments were agreed upon at this meeting.

4.2 STANDARDISATION MEETING

The November NATED N1 – N3 results were standardised on the afternoon of 14 December 2012.

5 FINDINGS AND DECISIONS

5.1 REPORTING OF IRREGULARITIES

An improvement in the submission of irregularity reports to Umalusi was observed. However, these reports were in many cases incomplete and lacking in detail.

Very low numbers of irregularities were reported at the examination centres. The impression gained is that there is a lack of understanding of what constitutes an irregularity, or that staff deem it unnecessary to report certain categories of irregularities.

The consolidated DHET alleged irregularity report included the following:

- Serious irregularities occurred at certain private colleges
- Copying/similar incorrect answers - 3 candidates
- Crib notes - 11 candidates
- Another person wrote examination for candidate – 2 candidates.

The DHET blocks the results of candidates allegedly involved in irregularities, pending the finalisation of investigations and decisions at the National Examination Irregularity Committee meetings.

5.2 EVALUATION OF CHIEF MARKER AND INTERNAL MODERATOR REPORTS

These reports are screened for qualitative information that could influence standardisation decisions. Umalusi received chief marker and/or internal moderator reports from 16 N1, 13 N2 and 29 N3 subjects. This constitutes approximately 73% of the subjects written. Reports for all but one of the N3 subjects were received. Although multiple reports were received from some of the N1 subjects, these represent only a fraction of the reports which should have been submitted by the marking centres.

There was some improvement in the quality of most of the reports received. The N3 marker and internal moderation of marking reports were accompanied by the adjusted marking guidelines and the minutes of the marking guideline discussions (in standard format). This was very useful. The inclusion of more detailed information on the performance of learners per question was of great value in providing a more comprehensive picture of the question paper and the performance of candidates. Some of the reports were inadequate, however, providing little qualitative data of value. The instructions for the completion of reports were also not always followed. The DHET process of verifying the content of reports at the marking centres is thus not yet completely effective.

Problems with question papers and marking guidelines included:

- Generally poor quality of some question papers;
- Typing and other errors;
- Incomplete marking guidelines e.g. Building and Civil Technology N3;
- No provision for other possible/alternative correct answers;

- Discrepancies/mismatches between the questions and the answers provided on the marking guideline;
- Discrepancies between the mark allocation on question papers and marking guidelines and inconsistent allocation of marks;
- Inadequate instructions which affected the marking, e.g. failure to stipulate that all calculations should be shown;
- Repetition of questions from previous question papers, e.g. Building and Civil Technology N3, Industrial Organisation and Planning N3;
- Dearth of higher order questions in question papers.

Common comments across the reports and subjects included the following:

- Candidates must be exposed to practicals/models/the real world of work to improve their understanding and to make the programme meaningful.
- Candidates lack basic literacy and numeracy skills and therefore find it difficult to express themselves and to do basic calculations and conversions from one SI unit to another.
- Candidates do not read the questions carefully (with understanding) which leads to misinterpretation.
- There is a need for capacity building among lecturing staff.

There were no internal moderator reports and thus no evidence of internal moderation for subjects with low enrolments, e.g. Water Treatment Practice, Refrigeration Trade Theory.

Concerns were raised about the disclosure of papers as, in addition to the detrimental effect this has on the credibility of the examination, it makes the marking process very difficult. Markers are unable to make a clear and informed judgement of the performance of candidates as it is not easy to distinguish between honest learners and those who have cheated. Furthermore, honest and hardworking students may be penalised by the alleged leaking of question papers.

Some of the markers were not familiar with the subject content, e.g. in Mathematics. This had a negative effect on their ability to interpret some candidates' responses.

Some reports claimed that no changes had been made to the marking guidelines but when compared to the copy of the guidelines in Umalusi's possession it was clear that minor adjustments had been/had to be made, e.g. Motor Trade Theory N3, Plant Operations Theory N3, Engineering Science N1 and Building Science N1. Different adjustments made by N1 marking centres may have had a detrimental effect on the consistency of marking.

5.3 STANDARDISATION MEETING

In total, 73 subjects were presented for standardisation. The capture rate was very high, with most subjects having a rate of above 90% and several above 95%.

In most cases, the raw scores of the subjects were accepted, as indicated in the table below. This table also provides additional information on the decisions taken at the standardisation meeting.

Table 50: NATED N1 - N3 standardisation decisions

DESCRIPTION	NUMBERS
Number of subjects presented for standardisation.	73
Number of subjects in which all candidates that wrote the examination failed.	1
Number of subjects that could not be standardised due to allegedly leaked papers.	6
Number of subjects where Umalusi requested a revision of the proposed decision by the DHET.	10
Number of subjects where raw marks were accepted.	43

Number of subjects for which marks were moderated:

Number of subjects for which marks were moderated upwards.	19
Number of subjects for which marks were moderated downwards.	5
Number of subjects standardised at standardisation meeting.	67

The results in seven subjects were not presented for standardisation owing to low capture rates.

Because of certain alleged irregularities, the results of six of the subjects presented for standardisation were not standardised. These subjects were standardised after the outcomes of an investigation into these alleged irregularities and a report had been submitted to Umalusi.

Umalusi requested that the DHET scrutinise the reported irregularities of a further two subjects:

- Mathematics N2
- Industrial Electronics N3.

Both these subjects were alleged to have been leaked but were not included in the consolidated DHET irregularity report.

The following issues were raised as areas of concern at the standardisation meeting:

- Poor quality of certain question papers and marking guidelines;
- Challenges presented by teaching and learning;
- Alleged leaking of question papers;
- Flaws in the process of recruitment of marking personnel;
- Marking interventions at 40% prevalent in many N1 subjects.
- The DHET had been requested to investigate the poor performance of some of the same subjects in the previous examination – but no report had so far been received.

The following observation was also made:

- Poor performance of candidates in the lower performance ranges where papers had been disclosed in the previous examination session.

6 AREAS OF GOOD PRACTICE

The timeous receipt of the chief marker and moderator reports enabled Umalusi staff to engage with the content in a constructive manner.

The implementation of a template for the minutes of the marking guideline discussions led to an improvement in the quality of these minutes. The submission of minutes and finalised marking guidelines together with the marking reports was very helpful. The DHET deserves to be commended on the effort made in the preparation of the files and the reports.

7 AREAS FOR IMPROVEMENT

Although some advances in the standard of the reports and the report format were observed, there was still room for improvement. The impression was that the majority of moderators exerted very little effort when providing qualitative feedback. If these reports were fed back into the system they would make very little impact on teaching and learning.

The quality of some of the chief marker and internal moderation of marking reports raised serious concerns about the competency of some markers.

It is important that every individual involved in the marking process has the same understanding of what constitutes an amendment to a marking guideline. In future, it must

be ensured that such a common understanding of the meaning of adjustments to the marking guidelines exists.

The high failure rate in some subjects could be attributed to the admission to particular levels of learners who have no background in the subject at previous levels. This is a policy matter that must be addressed. Other contributing factors mentioned in this chapter should receive the necessary attention. It is clear that there is an urgent need for capacity building in the sector.

Marking interventions at 40% were prevalent in many N1 subjects. It is important that the sites at which this practice occurs are identified and the problem addressed. (This was also pointed out during the April and August 2012 examinations.)

The manner in which irregularities are dealt with is generally unacceptable. The erratic reporting of irregularities and the unacceptable time lapse before they are resolved can no longer be tolerated and must be addressed immediately.

The fact that not all irregularities are being reported remains a concern. Certain serious technical irregularities did not appear in the irregularity report received from the DHET. Tighter control of this reporting should be instituted.

8 CONCLUSION

The November 2012 NATED N1 – N3 examinations were in general fair and reliable, with the exception of those cases where question papers had been disclosed before the time, where systems had deteriorated at some public colleges and where serious malpractices were discovered at certain private colleges. These incidents were not widespread, however, and did not jeopardise the integrity of the examination as a whole. But if these issues are not addressed swiftly they may well place the integrity of the NATED examinations at risk in the future.

Section four

Monitoring the conduct of examinations

1 INTRODUCTION

The monitoring of the November 2012 VET examinations covered the following aspects:

- Advance monitoring of the state of readiness to determine whether the assessment body, namely the Department of Higher Education and Training (DHET), the provincial departments of education (PDEs) and the examination centres were ready to administer and manage the examinations.
- The writing of the examinations and the marking of scripts were monitored to ensure adherence to policy.

The NC(V) and NATED November 2012 examinations were conducted simultaneously at the same examination centres and no distinction was made between these in the sampling of the sites. The information contained in this chapter is therefore applicable to both the NATED N1 – N3 as well as the NC(V) Level 2, 3 and 4 examinations.

2 PURPOSE

The purpose of this chapter is to report on:

- The preparedness and involvement of the nine provincial departments of education (PDEs) in the monitoring of the conduct of the examinations;
- The state of examination readiness of the sampled examination and marking centres (for on-site internal marking);
- The state of readiness of the DHET for the centralised marking of N3 and L4 scripts;
- The effectiveness of the systems in place for the administration of examinations, including:
 - the appointment of chief invigilators, invigilators, marking centre managers, marking moderators, chief markers and markers;
 - the measures taken to ensure the safekeeping of the question papers, scripts and examination material;
 - the processes related to the administration and conduct of the examination; and
 - the processes involved in the marking of scripts.

3 SCOPE

Umalusi deployed 32 monitors and three Umalusi officials to a pre-selected sample of examination and marking centres located in the nine provinces. The 66 examination sites monitored included one Correctional Services centre, 16 private centres and 49 public

centres. The four centralised marking venues for NC(V) Level 4 and NATED N3 were also monitored by Umalusi officials.

3.1 MONITORING THE STATE OF READINESS

All nine provinces were required to complete and submit a self-evaluation instrument to indicate their state of readiness to conduct the NC(V) examinations. In addition, Umalusi staff members monitored a total of eleven sites across four provinces and the four centres used for centralised marking of the N3 and L4 scripts.

Table 51: Monitoring of state of readiness of colleges

PROVINCE	COLLEGE AND TYPE	CAMPUS
Eastern Cape	Lovedale Public	Zwelitsha
		King
	Buffalo City College Public	East London
		St Marks
Gauteng	Hartland Training and Development Private	Pretoria
KwaZulu-Natal	Coastal KZN Public	Swinton
		Umbumbulu
		Durban
Limpopo	Waterberg Public	Mahwelereng
	Letaba Public	Giyani
	Vhembe Public	Makwarela

3.2 MONITORING OF WRITING AND INTERNAL MARKING

The table below provides a list of the sites included in Umalusi's monitoring of the conduct of the November 2012 examinations.

Table 52: Monitoring of the writing phase and/or internal marking phase

PROVINCE	COLLEGE AND TYPE	CAMPUS
Eastern Cape	Brooklyn City College Private	East London
	Buffalo City	St Marks (satellite of East London Campus)

PROVINCE	COLLEGE AND TYPE	CAMPUS
Eastern Cape	Public	
	King Hintsa Public	Centane
	King Sabatha Dalindyebo Public	Libode Mthatha
	Port Elizabeth Public	Victoria (Satellite of Russel Road Campus)
		Algoa (Satellite of Iqhayiya Campus)
Free State	Flavius Mareka Public	Kroonstad
	Khomanani Business College Private	Bloemfontein Welkom
	Motheo FET Public	Bloemfontein
	St Ignatious College Private	Bloemfontein
Gauteng	Hartland Training and Development Private	Pretoria
	Jeppe College Private	Johannesburg - Marshall Street
	Khomanani Business College Private	Johannesburg
	Roseville College Private	
	Rostec Technical Private	Vereeniging
	Sedibeng Public	Heidelberg
	Tshwane North Public	Rosslyn
	Western Public	Krugersdorp
KwaZulu-Natal	Coastal KZN Public	Umlazi V
	Elangeni Public	Kwadabeka Ntuzuma
	Esayidi Public	Kokstad Enyenyenzi
	Majuba Public	Newcastle Technology Centre

PROVINCE	COLLEGE AND TYPE	CAMPUS
Limpopo	Capricorn Public	Senwabarwana Seshego
	Jeppe College Private	Polokwane
	Lephalale Public	Ellisras
	Mopani South East Public	Sir Val Duncan
	Seshego Community Computer College Private	
	Vhembe Public	Mashamba
Mpumalanga	Advisor Progressive Private	Nelspruit
	Ehlanzeni Public	Mapulaneng Mthimba
	Gert Sibande Public	Sibaneseffthu
	Nkangala Public	CN Mahlangu Middelburg
	Thibela Private	
North West	Khomanani Business College Private	Rustenburg
	Orbit Public	Brits Mankwe
	Rock of Springs Private	Brits
	Taletso Public	Mafikeng
	Vuselela Public	Jouberton
Northern Cape	Northern Cape Rural Public	Kathu
		Kuruman
		Namaqualand Upington
	Northern Cape Urban Public	City
Western Cape	Boland Public	Worcester
	College of Cape Town Public	Pinelands

PROVINCE	COLLEGE AND TYPE	CAMPUS
Western Cape	Drakenstein Correctional Services	
	False Bay Public	Khayelitsha
	West Coast Public	Atlantis

NC(V) Level 2 and Level 3 and NATED N1 examination scripts were marked internally at college or campus level. The monitoring of the writing of the examination coincided with the monitoring of the marking centres.

The NC(V) Level 4 and NATED N3 examination scripts were marked centrally at the Springs and KwaThema Campuses of Ekurhuleni East College, Tygerberg Campus of Northlink College, and Umbumbulu Campus of Coastal KZN College. All four marking centres were monitored by Umalusi officials.

4 APPROACH

The PDEs completed a self-evaluation instrument on their readiness and involvement in the VET examinations which, together with supporting evidence, was submitted to Umalusi.

Sites were selected according to a plan by which Umalusi undertook to visit all examination and marking centres over a period of time. The plan also accommodated following up on previously poorly performing centres where necessary. The writing and marking (of Levels 2 and 3) were monitored simultaneously.

Umalusi staff members were deployed to the Level 4 marking centres before the commencement of the marking session as well as during the marking process.

5 FINDINGS

FET colleges administer examinations regularly throughout the year and, in most cases, do so very competently. Deviations from policy in the conduct of examinations were mostly minor in nature. Monitors found that more than 80% of the campuses monitored met the minimum requirements and would only require cyclic monitoring, while 15% required support and follow-up monitoring. Three were evaluated as excellent.

The findings of the monitoring by Umalusi of the various phases are presented in the table below.

Table 53: Monitoring - findings

5.1 State of Readiness	
5.1.1 Provincial departments of education	
CRITERIA	FINDINGS
The PDEs were involved in the following aspects of the examinations:	
Evaluation of new sites for examination centre status	Three sites were evaluated, one each in the Eastern Cape (Mdantsane Correctional Centre), KwaZulu-Natal and Northern Cape (Correctional Services Centre).
Training of new chief invigilators on request by colleges	Training workshops covering the procedures, rules and regulations regarding examinations, according to the relevant policies, were provided by the PDEs in all nine provinces.
Conduct of examination monitoring visits	Three stages – the design, writing and marking phases – were monitored by Eastern Cape (eight monitors), Free State (nine monitors), KwaZulu-Natal (twelve monitors) Limpopo (six monitors), Mpumalanga (two monitors), North West (five monitors), Northern Cape (four monitors), Western Cape (three monitors) and Gauteng (three monitors). It was pleasing to note that, in general, more PDE monitors were involved than in 2011. It was therefore possible to visit more campuses belonging to public colleges. In Mpumalanga (two monitors) an average of two centres were targeted at each stage of the examinations. Verbal and written feedback was provided to campus managers, chief invigilators and senior officials involved in the administration of examinations.
5.1.2 Colleges	
The processes related to planning for the administration and conduct of the examinations were generally implemented according to policy.	
Registration of candidates	The preliminary examination entries were checked by candidates and programme managers/lecturers. Thereafter these were sent electronically to the Chief Directorate: National Examinations and Assessment for final examination planning.
Permits	Examination permits were received in September (some in October) 2012 and were issued to candidates just before the commencement of the examinations. At Waterberg some permits contained incorrect information even after having been checked twice. This was reported to the DHET with a request for corrections. At this centre and also at Vhembe, notices to collect permits at the examination office were posted on the notice board.
Training	Information extracted from the DHET policy was used for the training of invigilators and markers. Training of markers and discussions on the effective implementation of technical aspects were also done at the marking guideline discussions.
Conduct preparation	Comprehensive examination conduct files for their campuses were prepared by colleges.
Registers	Registers for receipt of examination material were in place. Control sheets were

	provided by the DHET.
Marking	Suitable venues were identified and prepared for internal marking: these had security doors, alarm systems and burglar-proofing. At several centres, provision was made for 24 hour security guards. Marking timetables were prepared and submitted to the DHET. Scripts were stored in safes/strong rooms until issued to programme managers. These were returned to safekeeping each day.
5.1.3 Centralised marking centres for N3 and Level 4 marking	
Preparation of marking centre	DHET identified suitable marking centres and preparations at these centres started months before the commencement of marking. All four marking centre managers had previous experience in this role. The marking centres were organised in a professional manner, with the exception of Springs, where a number of obstacles were experienced, e.g. malfunctioning copying facilities.
Appointment and training of staff	<ul style="list-style-type: none"> • Relevant staff and support staff were appointed. The marking centre managers assisted in the recruitment of marking personnel. • Many of the markers and chief markers were appointed at a very late stage – this had a negative impact, particularly on the centralised marking guideline discussions. Some of the markers/chief markers were requested to fulfil the role of moderator as no internal moderators had been appointed in certain subjects. Halfway through the marking session (on 2 December) some internal moderators had still not received appointment letters, e.g. Early Childhood Development, Advertising and Promotions, Marketing Communication and Consumer Behaviour. • The majority of markers appointed came from the areas surrounding the marking centres. Markers from Mpumalanga, Limpopo and KwaZulu-Natal were appointed at the Springs marking centre. The marking centre managers of Tygerberg and Umbumbulu indicated that they were not allowed to appoint markers from other provinces owing to budgetary constraints. DHET teams were deployed to the marking centres for the entire marking period. • Additional security staff was appointed to control access to the centres and marking venues, as well as strategic points and parking areas. Additional night security staff and patrols by the SAPS ensured 24 hour security. • Most appointed marking staff met the criteria for appointment. Finding enough suitably qualified and experienced markers for certain subjects proved to be a challenge, however (e.g. Life Orientation L4, Electronic Control and Digital Electronics L4, Motor Bodywork Theory N3, Armature Winding N3). • Marking staff were trained before marking began. The DHET deserves to be commended on the excellent training material which was prepared and presented to the marking panels. Further subject specific training was done by the chief markers during and after the marking guideline discussions as required.
Preparation of facilities	<ul style="list-style-type: none"> • Emergency numbers and evacuation plans were clearly displayed. • Necessary communication facilities were available and in good working order, except at Springs marking centre where the copying of documents posed a difficulty. • Effective planning for marking staff who required accommodation and catering for all markers, internal moderators and examination assistants was found to have been done. There were some complaints about the condition of the accommodation and other facilities at Springs marking centre.

Preparation of facilities	<ul style="list-style-type: none"> • Directions to venues were clearly indicated and marking venues were clearly signposted.
Control of marking staff	<ul style="list-style-type: none"> • Processes for registration and de-registration of marking staff were in place. • Daily attendance registers were to be signed by all marking staff. • Chief markers reported on the quality and progress of marking and other pertinent issues on a daily basis. • Targets were set and monitored to ensure timely completion of processes.
Control of receipt of scripts and reports	<p>The control of scripts was very effective. Mark sheets for all scripts received were scanned electronically, and scripts counted to confirm numbers. The following difficulties arose:</p> <ul style="list-style-type: none"> • There was an increase in the number of unregistered/incorrectly registered candidates which necessitated the submission of handwritten mark sheets. • Many scripts were sent to the wrong marking centres, causing unnecessary administration and costs. • Mismatches between the number of scripts indicated on 'belly bands' and actual numbers were also found. • Incorrect mark sheets were submitted with scripts. • Candidates were marked as absent when they had been present, and vice versa. • No mark sheet submitted with scripts. <p>Computers were made available for the writing of chief marker and internal moderator reports.</p>

5.2 Monitoring of the conduct (writing)	
5.2.1 Preparation of examination centres	
Colleges had detailed plans in place.	
Planning	<ul style="list-style-type: none"> • Campus management compiled invigilation and duty rosters for their centres and had contingency plans in place, although this was not the case at all the centres. Several centres had a generator on standby, e.g. Rock of Springs Technical College in Brits, Zwelitsha Campus and Rostec Technical College. There was no contingency plan at the Hartland Training and Development Centre. • Satellite campuses placed their orders for examination material via their Head Office. • Appointment of invigilators and markers, examination timetables, examination venues, seating plans and marking planning had all been arranged and relevant documents were available for scrutiny. • Inadequate facilities were evident at King Sabata Dalindyebo College, where multiple sessions had to be arranged for the conduct of examinations where computers are required.
Security	<ul style="list-style-type: none"> • All public colleges had security systems in place. The systems differed from college to college and ranged from burglar proofing, access control and alarms linked to armed response to 24 hour security guards, or combinations of these. • All question papers were received via courier services from the DHET.

Security	<p>They were sealed in thick plastic packages inside courier boxes. There were no reported incidents of question papers being received unsealed.</p> <ul style="list-style-type: none"> • Measures were in place to ensure that all question papers were received. At Kathu Campus shortfalls in the numbers of question papers were experienced. The matter was immediately brought to the attention of DHET. • Once received, the papers were safely locked away in strong rooms in secured sections of the administrative buildings by the chief invigilators and/or examination officers. • Examination stationery was in most cases securely stored with stock registers in place. At Lephalale College (Ellisras Campus) no inventory had been made of the examination material or stationery. At King Hintsa (Centane Campus) and King Campus of Lovedale College, some records had been kept but improvements were recommended. • Access to examination material was strictly limited to chief invigilators and campus managers or other senior staff members. • Question papers were issued as required and checked by these personnel against the examination timetable.
Invigilation	<ul style="list-style-type: none"> • Detailed timetables were prepared at most centres. In drawing up the timetables, chief invigilators ensured that lecturers did not invigilate their own subjects except where computers were used, e.g. Life Orientation Paper 2, where the lecturer was an additional invigilator. • Chief invigilators were appointed in writing by the college or province. • Most chief invigilators were either very experienced or had received additional training. Training covered security, invigilation of examinations, irregularity procedures, dispatch and storage of examination material. The chief invigilator at Sirval Duncan Campus had received no formal training but depended on experience in managing the examinations. • Some colleges made use of external invigilators e.g. Orbit College, Vhembe College and Lovedale College.
General management of the examination	
a. General	
Procedures followed in conduct of examination	<ul style="list-style-type: none"> • Examinations requiring computers or other technological equipment were carefully monitored, and were found to be well supported and organised at the majority of centres.
Security at examination rooms	<ul style="list-style-type: none"> • Strict procedures with regard to cellular telephones were followed with appropriate warning notices at several venues. The NC(V) conduct policy stipulation was, however, not followed at all centres, e.g. King Campus and Zwelitsha Campus, where candidates were allowed to take their cell phones into the examination rooms but had to display them on their desks. At other sites, candidates were required only to switch off their telephones. Although candidates at Ntuzuma Campus were instructed to switch off their telephones, there were instances of these ringing. At some centres invigilators used text messages to summon assistance from the office when necessary. • Candidates' personal belongings were not permitted in the

Security at examination rooms	<p>examination room, or had to be placed in the front or at the back in the room. At King Campus some candidates entered the examination room with bags and only brought them to the front when reminded to do so. The control of candidates who were allowed to write was not well managed at this centre. Some candidates had no identity documents but only their student cards. These issues all raised questions and concerns about other practices at this college.</p> <ul style="list-style-type: none"> • Invigilation ratios were generally adhered to and invigilators wore identity badges at most of the centres.
b. Before the commencement of the examination	
Preparation and state of venues	<ul style="list-style-type: none"> • Venues were classrooms or halls set in quiet, secluded areas of the colleges. In most cases there were clear directions to these venues and notices requiring silence were displayed in the vicinity. • Most venues were well ventilated, well lit, neat and tidy. One venue at Makwarela Campus had poor lighting and ventilation, however. At Khomanani Business College the level of noise from outside the venue was unacceptable, with loud music blaring from amplifiers around the building. • Seating plans were used at most colleges. Candidates were in most cases seated in numerical order. • There were no seating plans at the following colleges: <ul style="list-style-type: none"> ○ Libode Campus. ○ At Centane Campus, where 287 candidates wrote in eight venues, candidates sat anywhere they could find a place. They shared desks, in some instances elbow to elbow – a crowded and unsatisfactory situation. • At Khomanani Business College, as well as at Kuruman and Kathu Campuses, the rooms were overcrowded and tables were much closer together than the stipulated one metre. • The centre number, subject(s) to be written, and duration of the examination were clearly displayed. • In most cases a clock or other means of displaying the time was clearly visible. Of the eight venues at Centane Campus, only three or four had clocks which were in working order. These clocks were not clearly visible to candidates. • Question papers were opened by the chief invigilator, examinations officer or head invigilator in the presence of the candidates. • There was no contingency plan to cope with crises at several of the centres. At Sir Val Duncan Campus, however, it was found that the security was so good that the staff could deal with any crisis or disruption that might occur.
Preparation for invigilation	<ul style="list-style-type: none"> • Lecturers were appointed as invigilators in writing. Owing to the large number of candidates, external invigilators were sometimes appointed, e.g. at the East London, Bloemfontein, Algoa and Ntuzuma Campuses. • Relief invigilators were not always available, e.g. at Namaqualand Campus. • The attendance registers for both invigilators and candidates were in place at all campuses.

<p>Candidates' preparation</p>	<ul style="list-style-type: none"> • Candidates generally arrived on time. However, at Kayelitsha Campus a large number arrived up to 10 minutes late because of transport problems. At Elangeni College (Pinetown Campus) candidates loitered on the campus before entering the exam venue. This is a management issue and should be dealt with by the campus manager. • The two invigilators at Libode Campus did not seem to know what to do in the absence of the Campus Head who arrived 45 minutes after the start of the exam. They refused admission to some candidates without identity documents and others because their fees were outstanding. The Campus Head allowed them to write. • At some centres the rules of the examination were not read out to candidates, e.g. Drakenstein Correctional Services, Ntuzuma, Durban and Mthatha Campuses. At King Campus an adjusted version of the examination rules was read out to candidates. Announcements to one of the examination rooms during the exam session were made in Xhosa at this centre. • Candidates were not always instructed to verify that they were writing the correct paper, e.g. at Kroonstad Campus and at Drakenstein Correctional Services. • The question papers were not always checked with the candidates for technical problems, e.g. at Libode Campus, Mthatha Campus, Ntuzuma Campus, Zwelitsha Campus and Newcastle Technology Centre. • At Drakenstein Correctional Services and Nkangala College, candidates were allowed no reading time.
<p>c. During the examination</p>	
<p>Candidate security procedures/ supervision/invigilation procedures</p>	<ul style="list-style-type: none"> • The centres generally complied with the required candidate-invigilator ratios. In the case of examinations involving the use of computers, the number of invigilators on duty was generally doubled to ensure that the examination was not undermined in any way, particularly when candidates were printing out answers. A computer technician was on standby at most centres. • Errata were not effectively dealt with in all cases, e.g. fifty minutes into writing English FAL Paper 1 at Northern Cape Urban College an e-mail from DHET was received stating that candidates were permitted to use two dictionaries. As it was too late for candidates to get these dictionaries, it was decided to refer the matter to the chief invigilator with the request that the matter should be addressed during the marking. • Invigilators conducted themselves in a professional manner. They were mobile, vigilant and fully aware of their functions. At Khomanani Business College, however, the impression gained was that the invigilators had not been properly trained. • Escorting candidates to cloakrooms was gender sensitive in most cases. • Candidates were not allowed to leave the venue until an hour had elapsed. They indicated that they had finished by raising a hand, and an invigilator collected their scripts while candidates signed a register. After the front cover of each script had been checked the candidates were allowed to leave quietly. Some deviations from this practice were

Invigilation procedures	<p>observed, e.g. at King Campus and St Marks Campus, where scripts were left on the desks. At Drakenstein Correctional Services all candidates had to remain in the examination room until the end of the session.</p> <ul style="list-style-type: none"> • It was observed that a significant number of candidates did not use all the time allocated to the examination and left well before the scheduled end time. This was a general phenomenon observed at many centres.
Packaging and transport of answer scripts	<ul style="list-style-type: none"> • Scripts were collected and arranged according to the mark sheets provided. The invigilators then cross checked to ensure that all scripts were accounted for and listed on the mark sheets and attendance register. • Packaged scripts for L2 and L3 were stored in the strong room until required by the relevant markers. The dispatch of L4 scripts to the central marking venues was conducted according to policy. • Way-bill duplicates were kept as a record of scripts that had been dispatched. No such records were kept at St Marks Campus.
Handling/recording of irregularities	<ul style="list-style-type: none"> • All irregularities were reported to the chief invigilator, and the campus head was also immediately informed. The relevant forms were completed and kept on file in an irregularity register. This irregularity register was missing at several centres, e.g. Centane Campus, St Marks Campus and Thibela College. • Irregularity committees were appointed at some centres to discuss any irregularities. Serious irregularities were immediately communicated to the DHET. • The following serious irregularities were observed whilst monitoring: <ul style="list-style-type: none"> ○ At Khomanani Business College, Johannesburg the monitor found plastic bags of question papers, which were to be written on that day and on the following day, already opened before 08:00. This irregularity was immediately reported to the DHET. A team of investigators was sent to the college the same day. At Khomanani Business College in Bloemfontein all 21 candidates for Industrial Organisation and Planning N3 were seated at 08:35 on 21 November 2012, ready to write the paper. By 09:00 the papers had still not been delivered. Several reasons were given for the delay. At 10:00 the candidates were told to leave. ○ Crib notes were found at Umlazi Campus.
Daily reports	<ul style="list-style-type: none"> • Daily reports were completed and sent to the central office.
Evidence of monitoring by assessment body	<ul style="list-style-type: none"> • There was some evidence of monitoring by the assessment body (DHET) or the provincial education departments.

5.3 Monitoring of Level 2 and Level 3 marking phase	
Planning	<ul style="list-style-type: none"> • Most examination centres had a marking and moderation of marking plan in place. At Sir Val Duncan Campus, however, no written plan was available. At City Campus, Worcester Campus, the campuses of the Port Elizabeth College and Pinelands Campus detailed marking plans were available.
Facilities	<ul style="list-style-type: none"> • Secure areas were set aside for the marking process. • Most marking centres were open from 08:00 to 16:00. In cases where lecturers preferred longer hours or marking on Saturdays, arrangements were made with the campus managers.
Security	<ul style="list-style-type: none"> • The security at the on-site marking centres was generally tight. Marking centre managers were responsible for the logistics concerning security. • The security at most marking centres included security guards (24 hours), access control, alarms and CCTV cameras and storage facilities such as strong rooms or safes. At Pinelands Campus the marking centre manager was provided with a two-way radio. • There were registers to control access to the marking centres and the movement of markers. However, at Mankwe, Rosslyn and Kathu Campuses access to the marking centre was not controlled. • The centre manager controlled the flow of scripts. • Strict registers of L2 and L3 scripts were kept, indicating removal for marking and return for storage. • Markers were not allowed to remove scripts from the venue or to mark them elsewhere.
Appointment and training of markers	<ul style="list-style-type: none"> • Markers were appointed according to accepted criteria. • Training programmes were in evidence at most centres. At Kuruman Campus, no official training had taken place. • Marking guideline discussions and pre-marking constituted training.
Marking guideline discussion/changes	<ul style="list-style-type: none"> • Internal marking guideline discussions for N1 and Levels 2 and 3 were held at colleges/campuses. • Discussion of the marking guideline formed part of the training of markers. Minutes were generally kept as required by policy. • Minor changes to the marking guidelines were made locally. Major changes were referred to the DHET for approval.
Marking approach and process	<ul style="list-style-type: none"> • Several models of marking were followed. Some colleges followed a centralised model, e.g. King Sabata Dalindyebo and King Hintsa College. Others marked certain subjects centrally, e.g. Lovedale, while the majority of colleges marked scripts at the site of learning. • Marking guideline discussions were followed by a process of pre-marking. Moderators gave the go ahead to start marking only once they were satisfied that common interpretation and consistency had been achieved. • The approach to marking, whether markers marked a particular question or an entire script, differed according to the subject and the number of scripts to be marked. • As far as possible, measures were in place to ensure that lecturers did not mark their own candidates' scripts. This was not always possible, e.g. at Namaqualand Campus and Kathu Campus there was in many

Marking approach and process	<p>instances only one lecturer per subject available, with the result that almost all lecturers marked their own candidates' scripts. This was also the case at Drakenstein Correctional Services, where the entire staff consisted of only four people.</p> <ul style="list-style-type: none"> • There was an arrangement at Brooklyn City College (East London) to exchange scripts with Brooklyn City College in Durban to ensure that lecturers did not mark their own candidates' scripts. • Policy with regard to the marking of the optional answers and second answers was generally followed. Kathu Campus and Drakenstein Correctional Services, however, did not follow this rule and marked both answers and the higher of the two scores was taken as the candidate's mark.
Marking procedure: allocation of marks/checking	<ul style="list-style-type: none"> • A process was found to be in place at most centres to check whether all questions had been marked, that totals had been correctly calculated and that they had been accurately transferred to the mark sheets. • At the Worcester Campus an assistant was specifically appointed to check each marked script.
Internal moderation: appointment, training, percentage of scripts	<ul style="list-style-type: none"> • Internal moderators were appointed based on their expertise and they moderated scripts as per the guidelines. • At most centres, a representative sample (10%) of marked scripts was moderated. • At Krugersdorp Campus no internal moderators had been appointed. One of the markers of the subject was responsible for the internal moderation.
Packaging/handling	<ul style="list-style-type: none"> • The checking, collection, recording and packaging of scripts was carefully done. • Mark sheets were emailed by the campus manager and hard copies were sent via courier services. • Scripts were packaged according to their order on the mark sheets. Level 2 and 3 scripts were stored on site. Samples of scripts were sent to Springs marking centre for external moderation by Umalusi where required.
Reporting and record keeping of irregularities	<ul style="list-style-type: none"> • Where irregularity registers were kept, all irregularities were reported to the marking centre manager. The relevant forms were completed and kept on file in an irregularities register. • Serious irregularities were immediately communicated to the DHET. • There was a general absence of irregularity registers, however, which prevented monitors from gauging improvement in the marking phase from year to year. • Some centres had an Irregularity Committee. Possible irregularities were referred first to this committee. If the committee regarded the infringement as a real irregularity, the matter was referred by the campus manager to the college head, accompanied by statements from the parties concerned.

6 AREAS OF GOOD PRACTICE

6.1 EXAMINATION CENTRES

Management of the examinations was generally of a high standard, particularly at Northern Cape Urban College, Atlantis and Worcester Campuses.

Most examination centres had prepared detailed management plans. Comprehensive management files were available for scrutiny at some centres.

Suitable examination venues were identified. The invigilation duty rosters were carefully planned. In general, the invigilators conducted themselves in a professional manner and were fully aware of what was expected of them.

Appropriate seating plans had been prepared at most venues.

Most of the centres had taken very good security measures to ensure the safety of examination question papers and material, as well as scripts.

Some monitors remarked positively on how candidates behaved themselves – particularly their punctuality.

6.2 MARKING CENTRES

Marking centres were well organised. The security was generally tight and sound procedures were followed in the management of scripts.

7 AREAS FOR IMPROVEMENT

The majority of examination centres complied with policy requirements; however, the following aspects could be improved at some centres:

7.1 EXAMINATION CENTRES

- Security of papers is very important. Practices such as carrying question papers to the examination venue (two blocks away), observed at Kuruman Campus, are unacceptable.

- Examination stationery must at all times be securely stored together with stock registers.
- Availability of equipment must be considered when candidates are enrolled.
- A clear demarcation between the functions of the examination officer and the chief invigilator must be made. This was not the case at St Marks. This institution requires thorough training on the management of examinations. This is also applicable to some other colleges.
- Better planning of venues should be done to avoid overcrowding and/or violation of the policy regarding spacing between desks.
- There must be a seating plan for each examination venue.
- Cellular telephones should not be allowed into examination venues.
- It is important that all chief invigilators page through the question paper with the candidates to check for technical problems before the commencement of the examination session.
- Ten minutes' reading time should be allowed to candidates. This was not observed at some of the centres.
- Contingency plans for coping with a crisis must be in place at all centres in order to minimise disruptions to examinations.
- Every examination centre must have an irregularities register, preferably one which is used from year to year. All irregularities must be reported to the DHET.
- The keeping of records of the dispatch of answer scripts to marking centres should be improved. In addition to waybills, a register should be kept.
- Examination centres must record the monitoring visits by the DHET, PDE and Umalusi as an integral part of their record keeping.
- Colleges where serious malpractices were observed should be monitored closely and the necessary steps taken. Khomanani Business College is a case in point: management of the examinations at this college was found to be generally poor and, in addition, certain practices that could place the whole NATED examination in jeopardy were observed.

7.2 MARKING CENTRES

- Marking venues must be totally secure. Scripts must be kept in a secured room and the signing out by the marker must be supervised at all times.
- College management must ensure that an effective system of double checking is in place to ensure that entire scripts are marked, that the marks have been correctly transferred to the cover of the script, and that the final calculations have been made and are accurate.

8 CONCLUSION

Umalusi completed its monitoring processes as planned. In the main, the examination centres were well prepared for the conduct of examinations, especially for the writing of these examinations.

The monitoring of the three phases – preparation, writing and marking of the VET November 2012 examinations – confirmed that, apart from the policy deviations and problem areas mentioned in this report, examinations were conducted in accordance with the prescribed procedures.

Section five

**The status of certification of National Certificate (Vocational)
and National Certificate N3**

1 BACKGROUND

It is evident that certification is perceived by many people as the simple action of printing a certificate. This is far removed from reality and the actual processes that lead to the issuing of a credible certificate. Certification, as the formal recognition of a full qualification or of a subject or subjects achieved by a candidate, requires many layers of complex processes.

Umalusi, through its Act, is responsible for certification of learner achievements in South Africa for the qualifications registered on the General and Further Education and Training Sub-framework of Qualifications. This means that Umalusi is responsible for ensuring that through rigorous quality assurance processes, the certificates it issues meet the minimum requirements for the qualification. In respect of this responsibility, Umalusi has published directives for certification that must be adhered to by all assessment bodies who submit candidate data for certification. Umalusi also ensures adherence to policies and regulations promulgated by the Minister of Higher Education and Training in respect of the NC(V) Levels 2 - 4, and the National Technical N3 Certificate.

In order to give further effect to this mandate Umalusi must ensure that certification data is valid and reliable and that it is submitted by public and private assessment bodies in a format prescribed by the Council.

Assessment bodies must ensure that all records for candidates who registered for an examination in a specific examination cycle are submitted to Umalusi. The data set must also include records of candidates who do not qualify for a certificate, such as the records of candidates who withdrew from the examination after registration was completed or candidates who failed all subjects.

The closing of the examination cycle is confirmed by the issuing of a certificate, subject statement or a confirmation that the candidate does not qualify for any type of certificate, which would be the case when all subjects were failed or the candidate was absent for the examination.

2 CURRENT CERTIFICATION STATUS

2.1 NATIONAL CERTIFICATE (VOCATIONAL) [NC(V) L2, L3 AND L4]

The certification of the NC(V) Levels 2, 3 and 4 has been severely delayed since the inception of the qualification due to a number of factors but this situation must be seen in the context of the qualification design, the implementation, policy changes and various other factors such as the split in the Ministry of Education in 2009.

The National Certificate (Vocational) was first introduced in 2007. The NC(V) was designed around three exit qualifications namely NC(V) L2, L3 and L4 each of which required certification. In order to be awarded the NC(V) L4 certificate, candidates had to pass all subjects in the two previous levels.

2.1.1 Certification NC(V) Levels 2 and 3

NC(V) L2 was examined for the first time in 2007. In 2008 Umalusi Council took a decision not to certify NC(V) Levels 2 and 3 after concerns were raised with the then Department of Education regarding:

- a) the cost of quality assurance versus the low throughput rates
- b) the quality of the assessment and marking process.

At the time it was agreed that the Department of Education would issue learners with a statement of results.

In 2011 after the split of the Department of Education, Umalusi was approached by the Minister of Higher Education and Training to reconsider certification of Levels 2 and 3. After discussions it became clear that:

- a) the resulting system for the NC(V) was incomplete
- b) the quality of the NC(V) L2 and L3 data was uncertain
- c) the Department of Higher Education and Training was unable to carry the costs of certification.

At the beginning of 2012 agreement was reached around the conditions for the certification of the NC(V) Levels 2 and 3 which would be done retrospectively at no cost to the DHET or Colleges. Further amendments to the agreement by the DHET delayed the process and to date the DHET has not been able to finalise the certification system and provide Umalusi with reliable data for the purposes of certification.

2.1.2 Certification of NC(V) Level 4

Umalusi has certified the NC(V) Level 4 from its implementation in 2009, but has to date not received all the candidate data from DHET for certification of the 2009 and 2010 cohort. It has also not been able to certify any candidate records for the November 2011 and Supplementary 2012 NC(V) Level 4 examinations due to the backlog of Levels 2 and 3.

Because of the requirements to verify achievement of NC(V) Levels 2 and 3 certificates before the NC(V) Level 4 can be certified, and because of the delay in certifying NC(V) Levels 2 and 3, candidates who have successfully achieved all three qualifications are still without their final certificates almost a year after they wrote. Needless to say, this may mean that people are losing out on work opportunities as well as access to further studies. This situation, from the perspective of NC(V) students, is untenable.

In 2008 and 2009 the Minister of Education granted a concession allowing NC(V) candidates to continue with the next level of the NC(V) qualification, before the previous NC(V) level had been passed as required in the policy. The result was that the Department of Education was not in a position to combine the subject results to determine if a candidate has passed or failed the NC(V) qualification at the end of NC(V) Levels 3 and 4. This could only be determined after the supplementary examinations had been written in respect of all the subjects failed on the lower levels, and the combination of results for the different levels and years had been completed. This also added to the delay in the certification of the NC(V).

During 2012 Umalusi worked closely with the DHET and offered support in finalising the NC(V) certification module. Notwithstanding this arrangement the DHET have not been able to finalise the certification module within the agreed timeframes for Umalusi to certify candidates in this year as originally planned. As of December 2012 the DHET has completed the testing of this module and the current plan is to commence with the submission of data for certification early in January 2013.

2.2 NATIONAL CERTIFICATE N3 CERTIFICATION

Umalusi has certificated the National Certificate N3 since 2001 and the resulting and certification system is well established. Currently it is only certifying the Engineering programmes as the General and Business Studies N1 - N3 have been phased out. The Engineering programmes are assessed in November, April and August every year.

Although colleges are required to pay certification fees directly to Umalusi, the Certification data is submitted through the DHET certification module. The DHET has complied with the timeframes in submitting the data for certification. However, there is a concern that many of the Colleges do not adhere to the payment requirements, and consequently the certificates are withheld.

In 2012 Umalusi issued a total of 32 868 certificates for the N3 qualification, i.e. 3026 N3 certificates for candidates that qualified in a single examination; 3567 N3 certificates where candidates accumulated credits over more than one examination period and where a certificate was issued in lieu of a lost certificate; and 26 275 subject certificates.

Section six

Conclusion

Conclusion

In 2012, Umalusi conducted quality assurance of the National Certificate (Vocational) and the NATED N1 – N3 programmes offered at public and private FET colleges and Correctional Service Centres.

Umalusi found that the DHET had successfully reviewed its systems and procedures; however, the difficulty in implementing proper plans, coupled with the evident lack of capacity, continues to have an impact on the quality and standard, especially with regard to assessment, of both the ICASS and ISAT at site level. In addition, the absence at some sites of delivery of systems and resources to allow the effective training of the numbers of learners enrolled remains a serious concern. This is a matter in which the DHET, as the national assessment body, must take urgent steps to resolve situations where the learning experience and the quality of the qualification are compromised.

In particular, Umalusi is concerned about the implementation and assessment of the NATED. As indicated in previous reports, difficulties with the quality assurance of the NATED question papers arise because curricula are outdated and underspecified and lack any Learning Outcomes, Assessment Standards or indications of the range that should be covered; there are no Subject or Assessment Guidelines for these subjects either. The weighting of topics is often not specified. In addition, there is often no stipulation in terms of the cognitive demand of the assessment. This hampers effective analysis, in-depth evaluation and judgement of the standard and fairness of the question papers. Added to this, teaching and learning, learner and educator support and reliability of internal assessment marks in these programmes are facing significant challenges.

Ninety-four percent of the NC(V) Level 4 and a sample of the Level 2 (25%) and Level 3 (29%) question papers were moderated by Umalusi. A sample of NATED N2 (two subjects) and N3 (12 subjects) question papers was also moderated. All these papers moderated by Umalusi were approved and thus evaluated as appropriate in terms of subject content and cognitive challenge for the level in question.

The internal assessment component of both the NC(V) and NATED was monitored and moderated at sampled sites during the year. The implementation of the Revised NC(V) ICASS Guidelines proved to be a step in the right direction as far as the strengthening of compliance and reliability in this component of the final marks was concerned. However, there is still a great deal of work to be done in this area if quality and not mere compliance is to be ensured.

The degree of compliance with the Revised ICASS Guidelines' stipulations of processes was found to be acceptable, although there is still a concern that the quality of tasks, especially practical tasks, and the effective implementation of moderation, feedback and analysis is still inadequate. Tasks, especially practical ones, must be of an appropriate standard. Furthermore, moderation must be meaningful and add value; it should not be merely a compliance exercise as is the current tendency.

The 2012 examinations for the NC(V) and the NATED were administered in compliance with the policy regulating the management and administration of examinations. In most cases, acceptable standards were maintained in the administration of the examinations. However, Umalusi remains concerned about the alleged leakage or disclosure of NATED question papers, the malpractices prevalent in examination administration at certain colleges and the possible impact thereof on the credibility of the examinations. Furthermore, Umalusi is concerned about the lacklustre conduct of the ISAT at certain sites, and the questionable reliability and validity of the ISAT marks. It is crucial to the credibility of the NC(V) programmes concerned that the implementation of ISATs is monitored and effectively moderated at campus and at college level.

Umalusi is generally satisfied that marking was consistent. There are, however, certain systemic issues that warrant revision and improvement. For example, the system used for the appointment and training of suitably qualified and experienced markers, chief markers and internal moderators demands scrutiny. The finalisation of the N1 and Level 2 and Level 3 marking guidelines, as well as the process of ensuring consistent marking across marking centres for these levels require attention.

Umalusi noted the DHET's improved quality assurance and capacity building activities, including amongst others:

- Implementation of Revised ICASS Guidelines for the NC(V);
- Development of internal assessment guidelines for the NATED programmes, to be implemented in 2013;
- Monitoring and moderation of ICASS on a larger scale;
- The use of workshops to improve quality of question papers and marking guidelines;
- Improved monitoring of examinations.

Teaching and learning require urgent attention. The external moderators' reports indicate clearly that poor performance is directly related to teaching and learning. The following recommendations to improve teaching and learning were made repeatedly in reports on the various processes.

Work-based experience and exposure to industry

Suitably qualified lecturers must be appointed and supported by in-service training workshops throughout the year to ensure effective teaching, learning and examination preparation.

More practical work should be covered. More hands-on practical work linked to the topics covered in the curriculum will enhance students' understanding of difficult concepts. Work-based experience and exposure to industry should be the norm rather than the exception. During their training students should be exposed regularly to a range of real life workplace situations. Greater emphasis must be placed on the use of simulation as a teaching and learning tool.

Curriculum coverage

Lecturers should plan to cover the entire curriculum, and must avoid focussing only on easier aspects of topics or the first topics in the Subject and Assessment Guidelines. It appears that some aspects of curricula are not covered at all by lecturers, with the result that students have difficulty with these in examinations.

There must be greater use of the content of the Subject and Assessment Guidelines and less focus on the textbook as the only teaching resource document. A range of textbooks and additional resources should be used in order to supplement the prescribed textbooks and lecturers need to keep up-to-date with current developments in industry.

Exposure to the range of cognitive levels

Lecturers must prepare their students better for higher order questions. They will have to help their students to analyse and evaluate the work in greater depth in order to answer higher order questions. Students require insight into the theory in order to apply this to different scenarios.

Attention has to be given to numeracy and mathematical skills. These are basic skills required in many subjects.

Lecturers should be encouraged to focus on activities related to current and everyday situations and based on higher levels of thinking, such as reading and interpreting information from graphs and tables. It was clear that many of the students had not been sufficiently exposed to these activities. Students tended to perform poorly in questions which required problem-solving skills; more practice in problem solving is required.

Greater use of case studies and scenarios must be made where appropriate to assist students in the application of their knowledge.

Examination writing-, learning- and study skills

Students should be encouraged to read and follow all instructions very carefully. Many marks were forfeited as a result of not following instructions.

Many students do not read questions properly. They must be taught to read a question carefully, to interpret it and to identify exactly what is required of them before attempting an answer. Students should be taught to underline key words (especially verbs) in a question. This would help them to avoid misinterpretation of questions. Many students appear to identify one word and then to start writing about this word (topic) and in this way misinterpreting the question.

Students should be trained to answer and interpret different types of questions. More attention should be paid to assisting candidates to deal with the challenges presented by longer questions in terms of the discussion, interpretation and analysis of scenarios. Many such questions require students to motivate their answers and to apply their reasoning and many of them need to be taught these skills.

Students must familiarise themselves with the vocabulary and terminology typical of examination questions. For instance, they need to understand the difference between the words type and example. They must be taught how to compare and should understand the difference between compare and discuss. It is vital that students understand how typical examination instructions are expressed and, in particular, the use of action verbs such as explain, describe and name. Students should also be taught the terminology of each specific subject to enable them to better interpret questions.

Students need to learn how to use the mark allocation of a question as a guideline; too many one-word responses were provided when sentences or paragraphs were required. Students must be advised to show all the steps in a calculation, not merely the answer. They should also work through question papers and marking guidelines from past examinations as part of their examination preparation.

Students' attendance influences their performance. Students should attend all classes and measures should be taken to ensure improved attendance.

Training of lecturers

On-going training of lecturers is vital if standards are to be improved. Regular workshops should be held to assist lecturers to teach content with which they are not familiar. The relevant sections of the chief marker and internal moderator reports should be made available to lecturers to enhance teaching and learning.

Development and implementation of ISATs

The inaccuracies and unrealistic specifications contained in some of the ISATs point to a need on the part of the DHET to enhance the present systems to ensure that these flaws are addressed before the next examination phase.

In conclusion, Umalusi Council is of the opinion that there are some fundamental systemic and operational issues which must be dealt with urgently. It highlights the following specific aspects of the quality assurance of VET qualifications which the assessment body must attend to in 2013:

- Umalusi is seriously concerned about:
 - The leakage of NATED question papers;
 - The malpractices in the distribution of question papers at some private colleges;
 - Alleged irregularities in the submission of term/internal assessment marks.

If these practices continue the integrity of the NATED examinations could be jeopardised and the credibility of the programmes undermined.

The model of off-site setting of question papers must be reviewed. Cognisance is taken of the intent to move to an on-site model in at least some of the subjects.

National question papers must ensure that standards of assessment across subjects are comparable in terms of cognitive skills and difficulty levels. Currently some of the question papers are much more demanding than others. This matter demands urgent attention.

The quality of the NATED question papers and the internal moderator reports (for both NC(V) and NATED) require urgent attention, although cognisance is taken of training sessions conducted by the DHET during 2012 to improve the standard of the question papers.

The lack of adequate infrastructure or human resources to offer certain programmes at certain colleges as well as inadequate resources/facilities to cater for the number of learners enrolled at others must be resolved – and state-of-the-art facilities and equipment must be matched with appropriately skilled and adequately experienced personnel to ensure high quality tuition and assessment of the NC(V) and NATED programmes. The large enrolments for NATED instructional offerings must be accompanied by effective support and control.

Internal moderation of internal assessment and ISAT conduct must become a meaningful exercise and one which adds value – the current practice is a compliance exercise and does not address issues of quality assurance.

The recruitment and appointment of marking staff for centralised marking of N3 and Level 4 must start well in advance of the examination period in order to secure the best possible markers across the country and to ensure that all marking processes run efficiently. The introduction of a competency test for markers should also be considered.

Some markers/chief markers/internal moderators failed to attend marking guideline discussions. Officials who do not attend these discussions should not be allowed to participate in the marking process.

Internal marking remains a challenge. Different interpretations/deviations from the finalised marking guidelines were observed. Adherence to the finalised marking guideline is of the utmost importance in ensuring consistency in the marking across marking centres. It is therefore vital that adjustments to the marking guidelines are communicated and implemented uniformly at all marking centres. A more efficient process for the finalisation of marking guidelines must be developed and implemented.

The interventions which are made, particularly in marks which are in the region of 40% (especially N1 subjects) are unacceptable. The DHET must identify the sites at which such intervention occurs and indicate to these colleges that this is unacceptable and that action will be taken against any marker found guilty of such a practice.

Although the quality of chief marker and internal moderator reports has improved there are still aspects which need attention.

The DHET must ensure that all irregularities are reported to Umalusi. The failure to report irregularities and/or the underreporting of irregularities could bring the credibility of the examinations into question. The delay in the finalisation of irregularities is also a concern. A detailed report is vital if Umalusi is to pass judgement on the credibility of the examinations.

These issues notwithstanding, Umalusi Council has approved the release of the results based on the belief that the examinations were administered in accordance with examination policies.

LIST OF TABLES AND GRAPHS

NC(V) assessment

Table 1:	Moderation of NC(V) question papers sample – subjects and levels
Table 2:	Moderation of NC(V) question papers – findings
Table 3:	Sites and subjects included in the May ICASS monitoring/moderation visits
Table 4:	May ICASS monitoring/moderation - findings and challenges
Table 5:	Provinces, sites and subjects included in the September 2012 ICASS monitoring/moderation
Table 6:	Shortcomings in internal assessment policies
Table 7:	Moderation of ICASS portfolios – September/October 2012
Table 8:	Examples of sites with well-organised portfolios
Table 9:	Examples of excellent practical assessment tasks
Table 10:	Examples of sites with limited or no compliance
Table 11:	List of moderated ISATs
Table 12:	Programme ISATs – sites sampled for verification of ISAT conduct
Table 13:	Subject-specific ISATs – sites sampled for verification of ISAT conduct
Table 14:	External moderation of ISATs – findings
Table 15:	Late receipt of ISAT at sites of delivery
Table 16:	Status of schedules/timetables for conduct of ISAT
Table 17:	Challenges – facilities, equipment and consumables
Table 18:	Sites that completed the ISAT on time and according to specifications
Table 19:	ISAT not completed/not completed according to specifications at the time of the moderation visits
Table 20:	Sites where ISAT conduct had not started at time of moderation visit
Table 21:	Challenges – marking and scoring of ISATs
Table 22:	Marking guideline discussions attended – Supplementary examination
Table 23:	Verification of marking NC(V) Level 2
Table 24:	Verification of marking NC(V) Level 3
Table 25:	Verification of marking NC(V) Level 4
Table 26:	NC(V) Level 4 marking guideline discussions attended – November examination
Table 27:	Verification of marking NC(V) Level 2
Table 28:	Verification of marking NC(V) Level 3
Table 29:	Verification of marking NC(V) Level 4
Table 30:	NC(V) Level 4 marking guideline discussions - findings
Table 31:	Verification of marking NC(V) Level 2 and Level 3 - findings
Table 32:	Verification of marking NC(V) Level 4 - findings

Table 33:	NC(V) Level 4 marking guideline discussions - findings
Table 34:	Verification of marking NC(V) Levels 2 and 3 - findings
Table 35:	Verification of marking NC(V) Level 4 - findings
Table 36:	Number of subjects and standardisation method used
Table 37:	Standardisation of NC(V) results

NATED N1 – N3 assessment

Table 38:	Status of NATED question papers after initial moderation
Table 39:	Moderation of NATED question papers - findings
Table 40:	Sites and subjects included in the October internal assessment monitoring/moderation
Table 41:	Examples of sites and subjects affected by late/non-delivery of textbooks
Table 42:	Lack of/inadequate facilities to offer NATED N1 – N3 programmes
Table 43:	Number of tasks per site
Table 44:	Sites not complying with marking tool quality standards
Table 45:	NATED N3 marking guideline discussions attended
Table 46:	Subjects included in verification of marking NATED N2 and N3
Table 47:	Verification of marking NATED N2 and N3
Table 48:	NATED N3 marking guideline discussions - findings
Table 49:	Verification of NATED N2 and N3 marking - findings
Table 50:	NATED N1- N3 standardisation decisions

Monitoring the conduct of examinations

Table 51:	Monitoring of state of readiness of colleges
Table 52:	Monitoring of the writing phase and/or internal marking phase
Table 53:	Monitoring - findings

Graphs

Graph 1:	Indication of who chaired marking guideline meeting
Graph 2:	Performance of markers
Graph 3:	Standard of internal moderation

ACKNOWLEDGEMENTS

This report is the result of the concerted effort of many people.

The moderation and verification of question papers, ISATs and internal assessment of the NC(V) was conducted by the following external moderators:

Mrs F Allie-Ebrahim, Mrs A Baptiste, Mrs SR Barnabas, Mrs D Bell, Mrs AJ Botha, Dr CJ Botha, Mr MW Buthelezi, Dr J Clark, Mr MR Corneilse, Ms J Daniels, Mrs W de Villiers, Mr SJ Diedericks, Ms T Diedericks, Mr A Dietrich, Mr I Dout, Mr REG Engel, Mr JJ Engelbrecht, Ms Z Fodo, Mr B George, Mr R Gokul, Mr R Goliath, Mr HF Goosen, Mr PS Gopal, Dr P Govender, Dr S Govender, Mr DD Hendricks, Mrs S Hewitt, Mr TE Hleza, Mrs M Hornby, Mr A Hurjunlal, Mrs A Hurjunlal, Mrs A Janse van Rensburg, Mrs ED Jenkins, Prof K Kanny, Mr E Kibuuka, Ms K Kleintjies, Mrs MCJ Kropman, Mrs PR Langenhoven, Mrs A Markides, Mr ZI Masondo, Mr KS Mgidi, Mr M Mogambery, Mr TL Mokoena, Mr M Moodley, Mr TM Mthethwa, Mrs Y Murray, Mr AS Naicker, Prof P Naidoo, Mr Z Narain, Mr R Narayan, Ms JSL Nortje, Mr J Nota, Dr SKO Ntwampe, Prof JJ Odhiambo, Mr IC Petersen, Mr W Petersen, Ms AS Ramdhani, Mr A Ramodumo, Mrs CA Robertson, Dr E Rooth, Mr SP Sebetleng, Mrs M Singh, Mr KA Sipholi, Mr CA Smit, Ms J Smit, Mr GK Thomas, Dr L Taitz, Prof DO Umesiobi, Dr CF van As, Mr CJ van Heerden, Ms C van Rooyen, Mrs G Venter, Mrs MA Venter, Mr JL von Landsberg, Ms SE Zikhali.

The moderation of question papers, internal assessment and marking of the NATED subjects was conducted by the following external moderators:

Mr RN Behari, Mr CO Gryffenberg, Mr A Harrichuran, Mr H Jaganath, Mrs KJ Jooste, Mr PJ Kraft, Mr N Lakhan, Mr R Lakhan, Mr SM Mashinini, Mr BO Peters, Mr SH Rampersadh, Mr C van den Berg, Mrs AM van Staden.

The monitoring of the examination centres was conducted by the following external monitors:

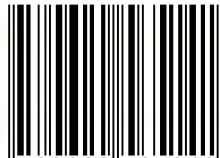
Mr SM Dlakude, Mr HE Franzsen, Prof CZ Gebeda, Mr LW Gwala, Mr SJ Hlatswayo, Mr MK Kgole, Dr GJ Kotze, Mr C Maakal, Mr JJ Mabotja, Mr SM Mafora, Mr MT Magadze, Mr MP Mamabolo, Mr MW Mokoena, Mr ADO Moloabi, Mrs JN Mophiring, Mrs MC Motlhabane, Mr MS Nduna, Ms SS Nongogo, Mr BO Nzimande, Mr S Pillay, Ms CE Radise, Dr NM Rathando, Mr A Seckle, Mr DR Shepherd, Mr MM Seitshiro, Mr MRC Setshogoe, Mr KP Spies, Mr FG van Wyk, Mrs M van Venrooy, Mrs MA Venter, Ms T Yawa, Mr SM Zuma.

The section on certification was prepared by Mrs A Janse van Rensburg.

The consolidated report was compiled by Mrs A Pelsler, Mrs CA Robertson, Dr E Rooth, Mr PJ Venter, Mrs HE Erasmus and Mrs B Molaudzi with the assistance of Mrs MS du Toit, Mr V Naidoo and Ms RR Tladi.

Ms R Scheepers was responsible for the editing of the report.

ISBN 978-0-620-56514-1



9 780620 565141 >

37 General Van Ryneveld Street, Persequor Technopark, Pretoria

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

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

UMALUSI



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