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

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

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Executive Summary

The General and Further Education and Training Quality Assurance Act (Act No 58 of 2001, amended in 2008) mandates Umalusi to quality assure all exit point assessments and approve the release of examination results.

Umalusi executes this function through a rigorous quality assurance system which includes

- Ensuring that 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.

Umalusi judges the quality and standard of assessment by determining its adherence to policies which regulate the conduct, management and administration of the national examinations. The following quality assurance of assessment processes for Vocational Education and Training were conducted:

- Moderation of a sample of the NC(V) November 2013 and 2014 Supplementary examination question papers;
- Moderation of a sample of NATED April, August and November 2013 examination question papers;
- 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.

The results of the April and August examinations have been released and this report focusses on the NC(V) and the November 2013 NATED N1 – N3 examinations. (The April and August reports are available on request).

The purpose of this report is to present the findings and evaluation of the quality assurance exercise of the November 2013 NATED N1 – N3 and NC(V) L2 – L4 assessments. The report is divided into four sections: section one covers the quality assurance of the NC(V), section two the quality assurance of the NATED, section three, the monitoring of the conduct of

the November examinations that cut across both the NATED and the NC(V), and section four an update on the current status of NC(V) Levels 2, 3 and 4 and NATED N3 certification. The following aspects of the November 2013 examinations have been monitored and moderated by Umalusi's external moderators and monitors respectively: the NC(V) and NATED examination question papers set and internally moderated by the DHET and thereafter externally moderated by Umalusi (Chapter 1 of Section one and of Section two); internal continuous assessment of both NC(V) and NATED (Chapter 2 of Section one and of Section two); conduct of the NC(V) integrated summative assessment tasks (Chapter 3 of Section one); NC(V) L4 and NATED N3 marking guideline discussions and NATED and NC(V) verification of marking (Chapter 4 of Section one and Chapter 3 of Section two); monitoring of the conduct of the November examinations (Section three) and the standardisation of marks and verification of mark capturing (Chapter 5 of Section one and Chapter 4 of Section two). Reports on each aspect were submitted by external moderators and monitors. The information extracted from the reports is summarised and interpreted in each of these chapters.

The moderation of question papers is the primary process in quality assurance. The aim is to ensure that the examination papers are correct, fair, valid and reliable and that they comply with the appropriate curriculum and examination policies. Moderation also aims to ensure that question papers are of a standard comparable to that of question papers from previous years so that learners of a specific year are not advantaged or disadvantaged when compared to those of previous years. The marking guidelines of the papers are moderated to ensure correctness, fairness, validity and reliability. A sample the 264 NC(V) question papers that included Level 4 (94%) and a sample of NC(V) Level 2 (24%) and Level 3 (26%) November 2013 and Supplementary 2014 subjects was moderated. A sample of 27 NATED N2 and N3 question papers from the November examinations, 16 of which were on N3 level and 11 on N2 level, was moderated. Despite difficulties experienced with the initial moderation of NC(V)question papers, owing to aspects of the format, content and cognitive demand of question papers that were not uniformly implemented, the inferior quality and standard of internal moderation and challenges posed by the setting and moderation model that was used, the setting and moderation processes were in general terms successful.

The integrated summative assessment task (ISAT) component of the NC(V) constitutes 30% of the examination mark of the vocational subjects in the NC(V) programmes. The ISATs are set nationally and the same tasks are implemented over a period of three years. None of the ISATs that had expired were revised and thus none of these tasks were submitted for external moderation. From the evaluation of the external moderators' reports it is evident that a substantial number of the ISATs require urgent revision. Umalusi moderators visited sampled sites to report on the conduct of the ISATs during September/ October 2013. This included monitoring the planning and progress of the conduct of the ISATs and/or the moderation of the completed tasks. High numbers of candidates enrolled for certain programmes at certain centres and a shortage of resources with which to accommodate and effectively educate and assess learners' acquisition of practical skills required in the workplace raised concerns.

The quality assurance of internal continuous assessment (ICASS) is of great importance as it constitutes 25% of a candidate's final mark in the fundamental subjects and 50% in the vocational subjects. Umalusi moderated the ICASS from a sample of the NC(V) subjects at a sample of sites across the country and different types of institutions during May and July 2013. In October 2013, the educator and learner portfolios were moderated at central venues in each of the nine provinces. Although the same subjects were included in May/July and October, a substantially greater number of sites were included in the October exercise. Umalusi also moderated the ICASS of a sample of the NATED subjects at a sample of sites across six provinces during October. The evaluation of information obtained from the external moderators' reports revealed that available resources and the standard of internal assessment at the sites visited differed tremendously. The quality of teaching and learning and class attendance at many sites was less satisfactory than expected and this had a negative impact on performance and pass rates. Further challenges to the quality of practical tasks in the NC(V) in particular, and to effective quality assurance of tasks and quality assurance of the implementation thereof, were evident.

Umalusi monitors verified the adherence to policy and procedures in the conduct of the national examinations and the marking of the various phases of the examinations written throughout the year. The state of readiness, writing and internal marking of examinations, as well as the capturing of results, were monitored during the November NATED and NC(V) examinations. The monitoring of writing covered all days on which examinations were written and all types of centres at which the NATED and NC(V) programmes were offered across all the provinces. Since examinations are conducted at such regular intervals in the VET sector, good systems, processes and procedures were found to be generally in place. The reporting and handling of irregularities, some of which were serious, remains a concern, however.

Marking guideline discussions of 50 NC(V) Level 4 and 13 NATED N3 and four N2 question papers were monitored by external moderators. Deliberations on possible alternative responses and finalisations of mark allocations were constructive in ensuring that candidates would not be advantaged or disadvantaged. Where applicable, the necessary communication between marking centres took place to ensure the standardisation of marking of a particular subject across different marking centres. Umalusi verified the marking of 69 NC(V) Level 4 question papers, as well as a sample of 16 Level 2 and 15 Level 3 question papers. The marking of a sample of 26 NATED subjects, including both N2 and N3 subjects, was also verified. Changes to the marking model of the DHET posed serious challenges in terms of the availability of markers, especially in the case of the NC(V) subjects. This, coupled with other administrative problems, had a negative effect on the moderation process with the result that alternative arrangements had to be made for the external moderation of some of the subjects.

The NC(V) is demanding in its assessment requirements (in terms of facilities, equipment, consumables and human resources). Challenges remain, mainly in terms of suitably qualified staff who can do justice to teaching and learning, and physical resources to accommodate effective implementation of internal assessment and the implementation

and administration of the practical component, including the ISATs. Most of these challenges also occur in the NATED programmes.

Other challenges facing the NATED Report 191 programmes which have been mentioned in previous reports are still evident: outdated and/or underspecified curricula that have a detrimental effect on the quality assurance of assessment and the meaningfulness of the qualification if the theory component is not enhanced by practical application. Significant interventions are required to improve the curriculum, teaching and learning and assessment of these programmes.

Based on the findings of the reports on the quality assurance processes undertaken by moderators and monitors in the November 2013 examinations, the November NC(V) and the NATED Report 191 examinations were conducted in a generally professional, fair and reliable manner and the results can be regarded as credible. Nevertheless, Umalusi is concerned about problems encountered in each of the quality assurance processes. These could, however, be addressed through the concerted efforts of all the stakeholders.

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
HEIs	Higher Education Institutions
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
LO	Learning Outcome
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
OHS	Occupational Health and Safety
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
SO	Subject Outcome
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

QUALITY ASSURANCE OF NC(V) ASSESSMENT

Chapter 1
Moderation of NC(V) 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. The setting and internal moderation of question papers is a core component of the assessment process and is carried out by examination panels appointed by the DHET.

Once the question papers have been set and internally moderated by the DHET examination panel, the standard and quality of a sample of these papers is verified by Umalusi through external moderation. This is a rigorous process which ensures that question papers comply with the requirements of the relevant Subject and Assessment Guidelines (SAG). A question paper is approved, conditionally approved or rejected, depending on its level of compliance with established criteria. Umalusi's instrument for the moderation of question papers subscribes to the principles of good assessment and focusses on various aspects including fairness, validity, reliability, practical feasibility and effectiveness.

External moderators from Umalusi and internal moderators from the DHET have this year, as in the past, worked closely in achieving the common objectives of producing print ready question papers, alleviating the resetting of papers and expediting the moderation process. Serious challenges were, however, posed by the DHET's amendment of the Subject Assessment Guideline specifications. This necessitated substantial adjustments to the question papers before they could be externally moderated, and consequently had a negative effect on the time frames and the external moderation process.

This section of the report covers the findings of the moderation of the NC(V) question papers and marking guidelines pertinent to the October/November 2013 and February/March 2014 Supplementary examinations.

2. PURPOSE

The purpose of this chapter is to:

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

3. SCOPE

Umalusi moderated a total of 264 papers for both the November 2013 and Supplementary 2014 examination sessions across Levels 2, 3 and 4, with the majority of these at Level 4 (62%), while Levels 2 and 3 each made up 19% of the sample.

The table below provides a list of the subjects and levels moderated over the two examination sessions.

Table 1: Moderation of NC(V) question papers

No	NC(V) subjects moderated	November 2013			March 2014		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
1	Advanced Plant Production			✓			✓
2	Advertising and Promotions	✓		✓	✓		✓
3	Afrikaans FAL P1	✓		✓	✓		✓
4	Afrikaans FAL P2	✓		✓	✓		✓
5	Agribusiness			✓			✓
6	Animal Production			✓			✓
7	Applied Accounting P1			✓			✓
8	Applied Accounting P2			✓			✓
9	Applied Engineering Technology			✓			✓
10	Applied Policing			✓			✓
11	Art and Science of Teaching			✓			✓
12	Automotive Repair and Maintenance			✓			✓
13	Business Practice		✓	✓		✓	✓
14	Carpentry and Roof Work		✓	✓		✓	✓
15	Client Services and Human Relations		✓	✓		✓	✓
16	Computer Hardware and Software		✓			✓	
17	Computer Integrated Manufacturing			✓			✓
18	Computer Programming P1			✓			✓
19	Computer Programming P2			✓			✓
20	Concrete Structures			✓			✓
21	Construction Planning	✓		✓	✓		✓
22	Construction Supervision			✓			✓
23	Consumer Behaviour			✓			✓
24	Contact Centre Operations			✓			✓
25	Criminal Justice Process			✓			✓
26	Criminology			✓			✓

Table 1: Moderation of NC(V) question papers (continued)

No	NC(V) subjects moderated	November 2013			March 2014		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
27	Data Communication and Networking			✓			✓
28	Drawing Office Procedures and Techniques P1			✓			✓
29	Drawing Office Procedures and Techniques P2			✓			✓
30	Early Childhood Development		✓	✓		✓	✓
31	Economic Environment			✓			✓
32	Electrical Principles and Practice			✓			✓
33	Electrical Systems and Construction	✓		✓	✓		✓
34	Electrical Workmanship			✓			✓
35	Electronic Control and Digital Electronics			✓			✓
36	Electro-Technology			✓			✓
37	Engineering Fabrication – Boiler Making		✓	✓		✓	✓
38	Engineering Processes			✓			✓
39	Engineering Technology	✓			✓		
40	English FAL P1	✓	✓	✓	✓	✓	✓
41	English FAL P2	✓	✓	✓	✓	✓	✓
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	Instrumentation Technology			✓			✓
51	Introduction to Information Systems	✓			✓		
52	Introduction to Law	✓			✓		
53	Law Procedures and Evidence			✓			✓
54	Learning Psychology			✓			✓
55	Life Orientation P1	✓	✓	✓	✓	✓	✓
56	Life Orientation P2	✓	✓	✓	✓	✓	✓
57	Management Practice			✓			✓
58	Marketing		✓	✓		✓	✓
59	Marketing Communication			✓			✓
60	Masonry			✓			✓

Table 1: Moderation of NC(V) question papers (continued)

No	NC(V) subjects moderated	November 2013			March 2014		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
61	Materials			✓			✓
62	Mathematical Literacy P1	✓	✓	✓	✓	✓	✓
63	Mathematical Literacy P2	✓	✓	✓	✓	✓	✓
64	Mathematics P1	✓	✓	✓	✓	✓	✓
65	Mathematics P2	✓	✓	✓	✓	✓	✓
66	Mechanical Draughting and Technology P1			✓			✓
67	Mechanical Draughting and Technology P2			✓			✓
68	Mechatronic Systems		✓	✓		✓	✓
69	New Venture Creation	✓		✓	✓		✓
70	Office Data Processing	✓		✓	✓		✓
71	Office Practice			✓			✓
72	Operations Management		✓	✓		✓	✓
73	Personal Assistance			✓			✓
74	Physical Science P1	✓	✓	✓	✓	✓	✓
75	Physical Science P2	✓	✓	✓	✓	✓	✓
76	Plant Production		✓			✓	
77	Process Chemistry	✓		✓	✓		✓
78	Process Control			✓			✓
79	Professional Engineering Practice			✓			✓
80	Project Management			✓			✓
81	Roads			✓			✓
82	Science of Tourism			✓			✓
83	Soil Science	✓			✓		
84	Stored Programme Systems			✓			✓
85	Sustainable Tourism in South Africa and Regional Travel		✓			✓	
86	Sustainable Tourism in South Africa and International Travel			✓			✓
86	System Analysis and Design			✓			✓
87	Theory of Policing Practices		✓			✓	
88	Transport Operations		✓			✓	
89	Tourism Operations	✓		✓	✓		✓
90	Welding			✓			✓
	Total question papers per level	**25**	**25**	**82**	**25**	**25**	**82**
	Percentage of subjects (with enrolments) moderated	**24%**	**26%**	**94%**			
	Total question papers	**264**					

By the end of November 2013, when this report was being compiled, the external moderation of sixteen of the Supplementary 2014 examination papers had not yet been finalised. These subjects are indicated in the table below.

Table 2: NC(V) Supplementary 2014 examination: external moderation process not completed

No	Subject and Level
1	Concrete Structures L4*
2	Drawing Office Procedures and Techniques L4 P1*
3	Electrical Systems and Construction L2
4	Electrical Systems and Construction L4
5	Electro-Technology L4
6	Engineering Processes L4*
7	Introduction to Law L2
8	Law Procedures and Evidence L4
9	New Venture Creation L4
10	Office Data Processing L4
11	Operations Management L3
12	Operations Management L4
13	Personal Assistance L4*
14	Stored Programme Systems L4
15	System Analysis and Design L4*
16	Transport Operations L3*

*Papers rejected and new papers not received from DHET.

4. APPROACH

Umalusi appointed subject experts from Higher Education Institutions (HEIs), Further Education and Training (FET) Colleges, provincial education departments and the private sector as external moderators. These external moderators were required 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 these papers was equivalent. The marking guidelines were evaluated in conjunction with the question papers. The moderation instrument provides for the question paper and marking guideline to be independently approved. An off-site approach was followed, whereby the question papers, marking guidelines and supporting documents were forwarded to the external moderators. The moderation process necessitated interaction between the external and internal moderators. After consulta-

tion and on reaching consensus on proposed changes, the question papers, marking guidelines and supporting documents were amended by the DHET. Due to the tight time frames the final papers could not be returned to the Umalusi external moderators for final sign off.

The criteria according to which the question papers were moderated covered the following aspects:

- Technical details related to the presentation of the question papers and marking guidelines;

- Internal moderation and its efficacy in assuring quality;

- The adherence of the question papers to the relevant Subject and Assessment Guidelines in terms of weighting, cognitive levels and question types;

- The consistency and appropriateness of mark distribution and allocation according to cognitive level and question type;

- The relevance and correctness of the marking guidelines and their facilitation of marking;

- The level of language and its appropriateness to the level of the candidates;

- The adherence of the question papers to language rules and use of unbiased content;

- The predictability and degree of innovation of questions;

- The progression between subject levels and the parity between the standard of the November and Supplementary question papers and those of previous years;

- An overall evaluation of the papers by external moderators in terms of validity, reliability, fairness and suitability to the level assessed.

On receipt of the question papers from the external moderators, Umalusi staff perused the question papers and marking guidelines before they were submitted to the DHET.

5. FINDINGS

The agreement with the DHET was that question papers would be received by February 2013 for external moderation. However, the first question papers were received only in April 2013. Many of these papers could not be sent for external moderation as they were received as incomplete sets with one or more of the question papers (November or Supplementary examination), marking guidelines, internal moderator reports or assessment frameworks of a specific subject missing. The table below indicates the status of question papers sent to external moderators by the end of May and middle of June 2013.

Table 3: Question papers sent for external moderation – first round

Level	Number of subjects to be moderated	Sent for external moderation by end of May	Sent for external moderation by middle of June
2	25 x 2	4 x 2 (16%)	14 x 2 (56%)
3	25 x 2	5 x 2 (20%)	10 x 2 (40%)
4	82 x 2	16 x 2 (20%)	43 x 2 (52%)

The moderation process was further complicated when it became apparent that the question papers received for external moderation had not all been set according to the prescriptions communicated during the DHET examination panel training sessions. The result was that all question papers had to be revised to ensure that they met the requirements of the SAG; the majority of question papers already sent for external moderation had to be withdrawn. As a result, some question papers for the November examination were received for external moderation as late as 26 September 2013. This late submission of papers for moderation is a serious concern as it places the moderation process under tremendous pressure, thus compromising the credibility of the process.

Table 4: The approval status of the papers after initial moderation:

Examination	Level	Approved	Conditionally approved	Rejected	Outstanding	Total
November	2	5	20	0	0	25
Supplementary	2	5	18	0	2	25
November	3	6	19	0	0	25
Supplementary	3	9	14	1	1	25
November	4	27	52	3	0	82
Supplementary	4	30	41	4	7	82
Total		**82**	**164**	**8**	**10**	**264**

The table below presents a summary of the findings of the initial moderation of question papers, as captured in the external moderator reports for the November 2013 and the Supplementary 2014 examinations.

Table 5: Moderation of NC(V) question papers – findings

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
TECHNICAL QUALITY The majority of the question papers and marking guidelines complied with the technical requirements; however, some papers did not meet all these requirements.	The assessment grid for the question paper was irrelevant or incorrect.		Drawing Office Procedures and Techniques L4 P1 English FAL L4 P2 Mathematical Literacy L3 P1

Table 5: *Moderation of NC(V) question papers – findings (continued)*

Aspects and findings	Challenges	Subjects implicated	
		November 2013	Supplementary 2014
TECHNICAL QUALITY (CONTINUED)	The addendum was incorrect or had been omitted.	Sustainable Tourism in South Africa and Regional Travel L3	Engineering Fabrication – Boiler Making L4
	The cover page did not contain all the details such as logo, name of subject, time allocation, number of pages and additional information (where applicable).	Drawing Office Procedures and Techniques L4 P1 Engineering Fabrication – Boiler Making L4 Engineering Technology L2 English FAL L2 P2 Financial Management L3 Life Orientation L2 P1 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 Mathematics L2 P1 Mechanical Draughting and Technology L4 P1 Mechanical Draughting and Technology L4 P2 Physical Science L2 P2 Physical Science L4 P2	Computer Programming L4 P2 Concrete Structures L4 Construction Planning L4 Drawing Office Procedures and Techniques L4 P1 Engineering Fabrication – Boiler Making L3 Engineering Technology L2 English FAL L2 P1 Financial Management L4 Life Orientation L2 P1 Life Orientation L3 P1 Mathematical Literacy L3 P1 Mathematics L2 P1 Physical Science L2 P1 Physical Science L2 P2
	The instructions to candidates were not clearly stated in 9% of the papers moderated.	Business Practice L4 Computer Programming L4 P1 English FAL L2 P1 English FAL L2 P2 Human and Social Development L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Office Data Processing L4 Process Chemistry L2 Tourism Operations L2	Business Practice L4 Computer Programming L4 P1 English FAL L2 P1 English FAL L2 P2 English FAL L4 P1 Financial Management L3 Financial Management L4 Human and Social Development L2 Human and Social Development L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1
	The layout of the paper was not reader friendly.	Life Orientation L3 P2 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematics L4 P2 Office Data Processing L4	Advertising and Promotions L2 Advertising and Promotions L4 Life Orientation L3 P2 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2
	The page numbering was incorrect.	English FAL L2 P2	English FAL L4 P2
	Numbering errors occurred in 10% of the papers.	Applied Accounting L4 P1 Business Practice L4 Computer Hardware and Software L3 Computer Programming L4 P1 Concrete Structures L4 Construction Planning L2 Construction Planning L4 Electrical Principles and Practice L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematics L2 P1	Animal Production L4 Business Practice L4 Computer Programming L4 P1 Drawing Office Procedures and Techniques L4 P1 Electrical Principles and Practice L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L4 P1 New Venture Creation L2 Tourism Operations L2

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
TECHNICAL QUALITY (CONTINUED)		New Venture Creation L2 Process Chemistry L2 Tourism Operations L2	
	The headers and footers were not consistently applied and did not follow the required format	Financial Management L3 Life Orientation L2 P1 Mathematical Literacy L2 P2	Animal Production L4 Financial Management L3 Mathematical Literacy L2 P2
	The same fonts were not used consistently throughout the paper.	Computer Programming L4 P1 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Office Data Processing L2 Project Management L4	Animal Production L4 Computer Programming L4 P1 Construction Planning L2 Financial Management L3 Life Orientation L3 P2 Marketing Communication L4 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 Office Data Processing L2
	Fonts in excerpts, illustrations, images and pictures were too small, making them illegible in places.		Advertising and Promotions L2 Advertising and Promotions L4
	Fonts were not subject-appropriate, in the case of technical/ mathematical subjects.	Life Orientation L2 P2 Process Chemistry L2	Life Orientation L2 P2 Mathematical Literacy L2 P2
	The mark allocation was not clearly indicated in 7% of the papers.	Business Practice L4 Computer Programming L4 P1 Construction Planning L2 Electrical Principles and Practice L4 Life Orientation L3 P1 Mathematics L2 P1 Mechanical Draughting and Technology L4 P1 Mechanical Draughting and Technology L4 P2 Science of Tourism L4	Agribusiness L4 Animal Production L4 Business Practice L4 Computer Programming L4 P1 Computer Programming L4 P2 Construction Planning L2 Drawing Office Procedures and Techniques L4 P1 Life Orientation L3 P1 Mechanical Draughting and Technology L4 P2 Science of Tourism L4
	The paper was too long to be completed in the time allocated; therefore some questions had to be removed.	English FAL L2 P1 English FAL L2 P2 Life Orientation L2 P2 Mechanical Draughting and Technology L4 P2 Transport Operations L3	English FAL L2 P1 English FAL L2 P2
	In 10% of the papers, the mark allocation of some questions did not correspond with that in the marking guideline.	Applied Engineering Technology L4 Business Practice L4 Data Communication and Networking L4 Financial Management L3 Financial Management L4 Law Procedures and Evidence L4	Agribusiness L4 Business Practice L4 Concrete Structures L4 Data Communication and Networking L4 Engineering Processes L4 English FAL L3 P2 Life Orientation L2 P1 Life Orientation L3 P1

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
TECHNICAL QUALITY (CONTINUED)		Life Orientation L3 P1 Life Orientation L3 P2 Life Orientation L4 P1 Mathematical Literacy L2 P1 Mathematics L2 P2 Mechanical Draughting and Technology L4 P2 New Venture Creation L2 English FAL L3 P2	Life Orientation L3 P2 Mathematics L2 P2 Mechanical Draughting and Technology L4 P2 Transport Operations L3
	The quality of illustrations, graphs, tables etc. was poor and not print ready in 16% of the papers.	Animal Production L4 Applied Accounting L4 P1 Concrete Structures L4 Economic Environment L4 Engineering Processes L4 English FAL L3 P1 Hospitality Generics L4 Life Orientation L2 P1 Life Orientation L2 P2 Mathematical Literacy L2 P1 Mathematical Literacy L3 P2 Mathematical Literacy L4 P2 Mathematics L2 P1 Mathematics L2 P2 Mechanical Draughting and Technology L4 P2 Plant Production L3 Process Chemistry L2 Process Chemistry L4	Advertising and Promotions L2 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Concrete Structures L4 English FAL L3 P1 English FAL L3 P2 Food Preparation L4 Hospitality Services L2 Life Orientation L2 P1 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematical Literacy L3 P2 Mathematical Literacy L4 P2 Mathematics L2 P1 Mathematics L2 P2 Mathematics L4 P1 Office Practice L4 Personal Assistance L4 Process Chemistry L2 Process Chemistry L4 Sustainable Tourism in South Africa and International Travel L4
	The papers did not adhere to the format requirements in the SAG in 5% of the papers.	Applied Engineering Technology L4 Computer Programming L4 P2 Law Procedures and Evidence L4 Life Orientation L2 P1 New Venture Creation L2 Plant Production L3	Computer Programming L4 P2 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Life Orientation L2 P1 New Venture Creation L2 Plant Production L3 Tourism Operations L2
INTERNAL MODERATION The internal moderators' reports did not include enough detail. There was little or no evidence that the internal moderator had made recommendations,	Some internal moderators' reports were only partially completed or did not provide enough detail.	Client Services and Human Relations L3 Client Services and Human Relations L4 Consumer Behaviour L4 English FAL L2 P1 English FAL L4 P2 Governance L4 Law Procedures and Evidence L4 Tourism Operations L2	Client Services and Human Relations L3 Client Services and Human Relations L4 Concrete Structures L4 Consumer Behaviour L4 English FAL L2 P1 English FAL L3 P1 English FAL L4 P2 Governance L4 Hospitality Generics L4 Marketing Communication L4

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
or whether these recommendations had been followed or addressed. Some reports provided very little qualitative information, while others had only completed the checklist but provided no relevant comments.			Mechanical Draughting and Technology L4 P1 Physical Science L2 P2 Tourism Operations L2
	Some reports were not signed by the internal moderator.	Drawing Office Procedures and Techniques L4 P1 Engineering Technology L2 Professional Engineering Practice L4	Engineering Technology L2 Professional Engineering Practice L4
	Twenty-eight percent of the internal moderators' reports were of poor quality and below standard.	Animal Production L4 Applied Accounting L4 P1 Business Practice L4 Client Services and Human Relations L3 Client Services and Human Relations L4 Computer Programming L4 P1 Computer Programming L4 P2 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 Electrical Systems and Construction L2 English FAL L2 P1 English FAL L2 P2 English FAL L4 P1 English FAL L4 P2 Fitting and Turning L4 Hospitality Generics L4 Introduction to Information Systems L2 Law Procedures and Evidence L4 Life Orientation L2 P2 Life Orientation L3 P1 Life Orientation L3 P2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mechanical Draughting and Technology L4 P2	Agribusiness L4 Animal Production L4 Client Services and Human Relations L3 Client Services and Human Relations L4 Computer Programming L4 P1 Computer Programming L4 P2 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 English FAL L2 P1 English FAL L2 P2 English FAL L3 P1 English FAL L4 P1 English FAL L4 P2 Food Preparation L4 Hospitality Generics L4 Introduction to Information Systems L2 Life Orientation L3 P1 Life Orientation L3 P2 Life Orientation L4 P1 Marketing Communication L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L4 P1 Mathematics L4 P2 Mechanical Draughting and Technology L4 P2 New Venture Creation L2 Office Practice L4 Physical Science L3 P1

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
INTERNAL MODERATION (CONTINUED)		New Venture Creation L4 Office Data Processing L4 Office Practice L4 Physical Science L3 P1 Physical Science L4 P1 System Analysis and Design L4 Transport Operations L3 Welding L4	Physical Science L4 P1 System Analysis and Design L4 Transport Operations L3
	In 22% of the reports, there was little or no evidence that the internal moderator had made recommendations, or whether these recommendations had been followed or addressed, as some papers were received with grammatical and/or typographical errors.	Automotive Repair and Maintenance L4 Computer Programming L4 P1 Drawing Office Procedures and Techniques L4 P1 Early Childhood Development L4 Electrical Systems and Construction L2 Electrical Systems and Construction L4 Engineering Processes L4 Engineering Technology L2 English FAL L2 P1 English FAL L2 P2 English FAL L3 P2 Farm Planning and Mechanisation L4 Introduction to Law L2 Law Procedures and Evidence L4 Life Orientation L4 P1 Life Orientation L4 P2 Marketing Communication L4 Mechanical Draughting and Technology L4 P2 New Venture Creation L4 Physical Science L2 P1 Physical Science L2 P2 Physical Science L3 P1 Physical Science L3 P2 Physical Science L4 P1 Process Chemistry L4 Project Management L4 Soil Science L2 System Analysis and Design L4 Transport Operations L3	Agribusiness L4 Automotive Repair and Maintenance L4 Client Services and Human Relations L3 Computer Programming L4 P1 Drawing Office Procedures and Techniques L4 P1 Early Childhood Development L4 Engineering Processes L4 Engineering Technology L2 English FAL L2 P1 English FAL L2 P2 English FAL L3 P1 English FAL L3 P2 English FAL L4 P1 Financial Management L3 Food Preparation L4 Life Orientation L4 P1 Life Orientation L4 P2 Marketing Communication L4 Physical Science L2 P1 Physical Science L2 P2 Physical Science L3 P1 Physical Science L4 P1 Process Chemistry L4 Project Management L4 Soil Science L2 System Analysis and Design L4 Transport Operations L3

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
CONTENT COVERAGE The majority of the question papers covered Learning Outcomes and the Assessment Standards adequately, as prescribed in the policy and guideline documents. However, some question papers did not comply with all the requirements, as indicated in this table.	The analysis grids in 8% of the question papers were compiled incorrectly. The questions did not correspond to the Subject Outcome/ Learning Outcome/ topic of the relevant subject.	Business Practice L3 Contact Centre Operations L4 English FAL L2 P1 English FAL L3 P1 English FAL L3 P2 English FAL L4 P2 Law Procedures and Evidence L4 Mechanical Draughting and Technology L4 P2 Plant Production L3 Soil Science L2	Business Practice L3 Contact Centre Operations L4 English FAL L2 P2 English FAL L3 P1 English FAL L3 P2 English FAL L4 P2 Mechanical Draughting and Technology L4 P2 Mechatronic Systems L3 Plant Production L3 Soil Science L2 Tourism Operations L2
	Only 9% of the question papers did not cover the Learning Outcomes and Assessment Standards adequately, as prescribed in the policy and guideline documents.	Concrete Structures L4 Consumer Behaviour L4 English FAL L3 P2 Law Procedures and Evidence L4 Life Orientation L2 P1 Life Orientation L2 P2 New Venture Creation L2 Personal Assistance L4 Sustainable Tourism in South Africa and Regional Travel L3 System Analysis and Design L4 Tourism Operations L2 Transport Operations L3 Welding L4	Concrete Structures L4 English FAL L3 P2 Food Preparation L4 Life Orientation L4 P1 New Venture Creation L2 Personal Assistance L4 Plant Production L3 Sustainable Tourism in South Africa and Regional Travel L3 System Analysis and Design L4 Transport Operations L3
	In 8% of the papers, questions were set outside the broad scope of the syllabus.	Client Services and Human Relations L3 Computer Programming L4 P1 Economic Environment L4 English FAL L3 P2 Human and Social Development L2 Life Orientation L3 P2 Plant Production L3 Project Management L4 Sustainable Tourism in South Africa and Regional Travel L3 System Analysis and Design L4	Client Services and Human Relations L4 Concrete Structures L4 Economic Environment L4 English FAL L3 P2 Life Orientation L3 P2 Mathematics L2 P1 Personal Assistance L4 Plant Production L3 Sustainable Tourism in South Africa and Regional Travel L3 System Analysis and Design L4
	In 17% of the papers, the spread or weightings of Learning Outcomes and Assessment Standards was not always appropriate.	Business Practice L3 Client Services and Human Relations L4 Computer Hardware and Software L3 Computer Programming L4 P2 Concrete Structures L4 Consumer Behaviour L4 English FAL L3 P1 English FAL L3 P2 Farm Planning and Mechanisation L4 Law Procedures and Evidence L4	Business Practice L3 Computer Hardware and Software L3 Computer Programming L4 P1 Computer Programming L4 P2 Concrete Structures L4 Consumer Behaviour L4 English FAL L3 P1 English FAL L3 P2 Food Preparation L4 Life Orientation L3 P1 Life Orientation L4 P1 Mathematics L2 P1 Mathematics L4 P2

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	Supplementary 2014
CONTENT COVERAGE (CONTINUED)		Life Orientation L2 P2 Marketing Communication L4 Mathematics L4 P2 New Venture Creation L2 New Venture Creation L4 Office Practice L4 Personal Assistance L4 Process Control L4 Soil Science L2 System Analysis and Design L4 Tourism Operations L2 Transport Operations L3	New Venture Creation L2 Personal Assistance L4 Process Chemistry L4 Process Control L4 Soil Science L2 System Analysis and Design L4 Tourism Operations L2 Transport Operations L3
	The Assessment Standards were not appropriately linked or integrated in 5% of the papers.	Advertising and Promotions L2 Applied Engineering Technology L4 Concrete Structures L4 English FAL L3 P2 Law Procedures and Evidence L4 Life Orientation L2 P2 System Analysis and Design L4	Client Services and Human Relations L3 Concrete Structures L4 English FAL L3 P2 Personal Assistance L4 System Analysis and Design L4 Tourism Operations L2
	Four percent of questions papers failed to provide questions representative of the latest developments in the subject.	Applied Accounting L4 P1 Electrical Principles and Practice L4 Life Orientation L2 P2 Process Chemistry L4	Electrical Principles and Practice L4 Law Procedures and Evidence L4 Life Orientation L2 P1 Life Orientation L4 P1 Process Chemistry L4
TEXT SELECTION, TYPE AND QUALITY OF QUESTIONS In the majority of the papers, mark allocation, level of difficulty and time allocation were strongly related. The use of a variety of question types was evident but creativity in questioning techniques still requires improvement. In some of the papers, the questions were poorly formulated, making what was expected of the candidates unclear.	The questions were limited to types that elicited restricted responses or short responses only.	Mathematical Literacy L3 P2 Mathematical Literacy L4 P1 Mathematical Literacy L4 P2	Concrete Structures L4 Mathematical Literacy L3 P2 Mathematical Literacy L4 P1 Mathematical Literacy L4 P2
	The papers did not allow for creative responses from candidates.	Applied Accounting L4 P1 Concrete Structures L4 Construction Planning L2 Construction Planning L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L3 P2 Food Preparation L4 Mathematical Literacy L3 P2 Mathematical Literacy L4 P1 Mathematical Literacy L4 P2 Office Practice L4 Process Chemistry L2	Applied Accounting L4 P1 Concrete Structures L4 Construction Planning L2 Construction Planning L4 English FAL L3 P2 Food Preparation L4 Life Orientation L2 P1 Mathematical Literacy L3 P2 Mathematical Literacy L4 P1 Mathematical Literacy L4 P2 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
These questions had to be replaced, rephrased or restructured for the sake of clarity.		Process Chemistry L4 System Analysis and Design L4	
	There was no correspondence between mark allocation, level of difficulty and time allocation in 10% of the papers.	Client Services and Human Relations L3 Client Services and Human Relations L4 Computer Programming L4 P2 Construction Planning L4 Electrical Principles and Practice L4 Engineering Processes L4 English FAL L2 P1 English FAL L3 P2 English FAL L4 P1 Law Procedures and Evidence L4 Life Orientation L3 P1 Life Orientation L3 P2 Life Orientation L4 P1 Life Orientation L4 P2 Mathematics L4 P1 New Venture Creation L4	Client Services and Human Relations L3 Computer Programming L4 P2 Construction Planning L4 English FAL L3 P2 English FAL L4 P1 Life Orientation L3 P1 Life Orientation L3 P2 Life Orientation L4 P2 Mathematics L4 P1 Sustainable Tourism in South Africa and Regional Travel L3
	The source material used in 5% of the question papers was inappropriate.	Computer Programming L4 P2 Human and Social Development L4 Life Orientation L2 P2 Life Orientation L3 P1 System Analysis and Design L4 Transport Operations L3	Afrikaans FAL L4 P1 Business Practice L3 Concrete Structures L4 Human and Social Development L4 Sustainable Tourism in South Africa and International Travel L4 System Analysis and Design L4 Transport Operations L3
	The language complexity was not appropriate to the level.	Food Preparation L4 Process Chemistry L2 Process Chemistry L4 Project Management L4	Afrikaans FAL L4 P1 Concrete Structures L4 Life Orientation L4 P1 Process Chemistry L4 Project Management L4 System Analysis and Design L4
	Eight percent of the question papers did not include questions set at all cognitive levels.	Computer Programming L4 P2 Engineering Fabrication – Boiler Making L4 English FAL L3 P2 Food Preparation L4 New Venture Creation L4 Office Practice L4 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4 Transport Operations L3	Afrikaans FAL L4 P1 Computer Programming L4 P2 Concrete Structures L4 Engineering Processes L4 English FAL L3 P2 Mechatronic Systems L4 Office Practice L4 Process Chemistry L4 System Analysis and Design L4 Transport Operations L3

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
TEXT SELECTION, TYPE AND QUALITY OF QUESTIONS (CONTINUED)	Some questions did not relate to issues pertinent to the subject.	English FAL L3 P2 System Analysis and Design L4	Life Orientation L4 P1 Mathematical Literacy L4 P2 Sustainable Tourism in South Africa and Regional Travel L3 System Analysis and Design L4
	Twenty-five percent of the question papers contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia or unintentional clues to the correct answers.	Afrikaans FAL L4 P2 Agribusiness L4 Animal Production L4 Client Services and Human Relations L3 Client Services and Human Relations L4 Concrete Structures L4 Consumer Behaviour L4 Drawing Office Procedures and Techniques L4 P1 Electrical Systems and Construction L2 Electronic Control and Digital Electronics L4 Engineering Processes L4 Engineering Technology L2 English FAL L3 P2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L2 P1 Life Orientation L3 P1 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L4 P1 Mathematics L4 P2 New Venture Creation L2 Office Data Processing L4 Office Practice L4 Physical Science L2 P1 Process Chemistry L2 Process Chemistry L4 Sustainable Tourism in South Africa and International Travel L4 System Analysis and Design L4 Tourism Operations L2 Transport Operations L3	Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Agribusiness L4 Animal Production L4 Client Services and Human Relations L3 Client Services and Human Relations L4 Concrete Structures L4 Construction Planning L4 Economic Environment L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L3 P2 Hospitality Generics L4 Life Orientation L2 P1 Life Orientation L3 P1 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L4 P1 Mathematics L4 P2 New Venture Creation L2 Process Chemistry L2 Process Chemistry L4 Project Management L4 Sustainable Tourism in South Africa and International Travel L4 System Analysis and Design L4 Tourism Operations L2 Transport Operations L3

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
TEXT SELECTION, TYPE AND QUALITY OF QUESTIONS (CONTINUED)	In 12% of the papers, the questions did not provide clear instructional key words/verbs.	Advertising and Promotions L2 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 P1 Business Practice L3 Business Practice L4 Concrete Structures L4 Electrical Systems and Construction L2 English FAL L4 P1 Hospitality Services L2 Hospitality Services L4 Life Orientation L2 P2 Marketing Communication L4 New Venture Creation L2 Office Data Processing L4 Physical Science L2 P1 System Analysis and Design L4 Tourism Operations L2	Advertising and Promotions L2 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Business Practice L4 Concrete Structures L4 English FAL L4 P2 Hospitality Services L4 Mathematical Literacy L3 P1 New Venture Creation L2 System Analysis and Design L4 Tourism Operations L2
	Some questions in 13% of papers did not contain sufficient information to elicit an appropriate response.	Applied Accounting L4 P1 Client Services and Human Relations L4 Computer Programming L4 P1 Concrete Structures L4 Consumer Behaviour L4 Drawing Office Procedures and Techniques L4 P1 Early Childhood Development L4 Electrical Systems and Construction L2 Electrical Systems and Construction L4 English FAL L3 P2 Hospitality Generics L4 Law Procedures and Evidence L4 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 Mathematics L2 P1 Mathematics L2 P2 Office Data Processing L4 Office Practice L4 System Analysis and Design L4	Animal Production L4 Computer Programming L4 P1 Concrete Structures L4 Consumer Behaviour L4 Early Childhood Development L4 Engineering Fabrication – Boiler Making L4 Human and Social Development L2 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Sustainable Tourism in South Africa and International Travel L4 System Analysis and Design L4 Tourism Operations L2

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
TEXT SELECTION, TYPE AND QUALITY OF QUESTIONS (CONTINUED)	There were factual errors or misleading information in questions in 21% of the papers.	Advertising and Promotions L4 Afrikaans FAL L4 P2 Agribusiness L4 Animal Production L4 Applied Accounting L4 P2 Applied Policing L4 Carpentry and Roof Work L4 Concrete Structures L4 Drawing Office Procedures and Techniques L4 P1 Early Childhood Development L3 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Systems and Construction L2 Electrical Systems and Construction L4 English FAL L3 P2 Food Preparation L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L2 P1 Marketing L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mechanical Draughting and Technology L4 P2 Office Practice L4 Physical Science L2 P1 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4 Tourism Operations L2	Afrikaans FAL L4 P2 Animal Production L4 Applied Policing L4 Business Practice L3 Carpentry and Roof Work L4 Concrete Structures L4 Consumer Behaviour L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Financial Management L3 Human and Social Development L4 Life Orientation L2 P1 Life Orientation L2 P2 Marketing L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 New Venture Creation L2 Office Practice L4 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4 Tourism Operations L2
	There were double negatives in questions, or questions which were formulated in unnecessarily negative terms in 10% of question papers.	Applied Policing L4 Business Practice L3 Business Practice L4 Carpentry and Roof Work L4 Financial Management L4 Marketing L4 Mechanical Draughting and Technology L4 P1 New Venture Creation L2 Process Chemistry L2 Process Chemistry L4 Tourism Operations L2 Transport Operations L3	Afrikaans FAL L4 P1 Applied Policing L4 Business Practice L3 Business Practice L4 Carpentry and Roof Work L4 Economic Environment L4 English FAL L4 P1 Marketing L4 Mechanical Draughting and Technology L4 P1 New Venture Creation L2 Process Chemistry L2 Tourism Operations L2 Transport Operations L3

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
TEXT SELECTION, TYPE AND QUALITY OF QUESTIONS (CONTINUED)	References in questions to prose texts, visuals, drawings, illustrations, examples, tables, graphs, were not relevant or were incorrect in 7% of the papers.	Electrical Systems and Construction L4 English FAL L3 P2 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 Physical Science L4 P1 Process Control L4 System Analysis and Design L4	Afrikaans FAL L4 P1 Business Practice L3 Electrical Principles and Practice L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P1 English FAL L3 P2 Mathematics L2 P2 Office Practice L4 Physical Science L4 P1 System Analysis and Design L4
	The multiple-choice questions in 11% of question papers were poorly formulated.	Agribusiness L4 Business Practice L3 Business Practice L4 Carpentry and Roof Work L4 Evidence L4 Hospitality Generics L4 Hospitality Services L2 Law Procedures and Evidence L4 Life Orientation L4 P2 New Venture Creation L2 Office Practice L4 Professional Engineering Practice L4 Process Control L4 Process Chemistry L2 Process Chemistry L4 Tourism Operations L2 Transport Operations L3	Agribusiness L4 Business Practice L3 Business Practice L4 Carpentry and Roof Work L4 Hospitality Generics L4 Hospitality Services L2 Hospitality Services L4 Introduction to Information Systems L2 New Venture Creation L2 Office Practice L4 Process Chemistry L2 Process Chemistry L4 Transport Operations L3

Aspects and findings	Challenges	November 2013	Supplementary 2014
COGNITIVE SKILLS An assessment framework/analysis grid for all question papers was received. Some question papers did not comply with the minimum requirements and standards regarding cognitive levels. As a result, there was substantial reworking of some of the question papers, while in other cases, questions had to be replaced or restructured.	The analysis grid in 4% of question papers was not of appropriate quality or standard.	Business Practice L3 Contact Centre Operations L4 English FAL L2 P1 English FAL L3 P1 Life Orientation L2 P1	Contact Centre Operations L4 English FAL L4 P2 Soil Science L2 Tourism Operations L2

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
COGNITIVE SKILLS (CONTINUED)	Twenty percent of the question papers showed an inappropriate distribution of cognitive levels.	Business Practice L4 Computer Integrated Manufacturing L4 Computer Programming L4 P2 Engineering Fabrication – Boiler Making L4 English FAL L3 P1 English FAL L3 P2 Fitting and Turning L4 Food Preparation L4 Hospitality Services L4 Law Procedures and Evidence L4 Life Orientation L2 P1 Life Orientation L3 P1 Mathematical Literacy L3 P1 Mathematics L4 P1 Mathematics L4 P2 Mechatronic Systems L3 Mechatronic Systems L4 New Venture Creation L4 Office Practice L4 Process Chemistry L4 System Analysis and Design L4 Transport Operations L3 Welding L4	Advertising and Promotions L4 Business Practice L3 Business Practice L4 Computer Integrated Manufacturing L4 Computer Programming L4 P2 Concrete Structures L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L3 P1 English FAL L3 P2 Fitting and Turning L4 Hospitality Generics L4 Hospitality Services L4 Life Orientation L2 P1 Life Orientation L3 P1 Life Orientation L4 P1 Mathematics L4 P1 Mathematics L4 P2 Mechatronic Systems L3 Mechatronic Systems L4 Office Practice L4 Process Chemistry L4 Process Control L4 System Analysis and Design L4 Tourism Operations L2 Transport Operations L3 Welding L4
MARKING GUIDELINES The quality and standard of most marking guidelines was acceptable, however: Discrepancies were evident in far too many marking guidelines. Marking guidelines were also open to too many interpretations, e.g. the words "or any relevant answer/any other appropriate answer" at the end of a question.	In 13% percent of marking guidelines there were answers which did not correspond to the questions.	Afrikaans FAL L4 P1 Applied Accounting L4 P1 Applied Accounting L4 P2 Business Practice L3 Client Services and Human Relations L4 Early Childhood Development L4 Economic Environment L4 English FAL L3 P2 Food Preparation L4 Law Procedures and Evidence L4 Life Orientation L4 P1 Management Practice L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L4 P1 Mathematical Literacy L4 P2 Physical Science L3 P2 Project Management L4	Afrikaans FAL L4 P1 Agribusiness L4 Client Services and Human Relations L4 Concrete Structures L4 Early Childhood Development L4 English FAL L3 P2 Financial Management L3 Financial Management L4 Human and Social Development L2 Life Orientation L2 P1 Life Orientation L3 P1 Mathematical Literacy L2 P1 Mathematics L4 P1 Project Management L4

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
MARKING GUIDELINES (CONTINUED)	Some of the answers in 35% of the marking guidelines were incorrect/ inaccurate.	Advertising and Promotions L2 Advertising and Promotions L4 Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Agribusiness L4 Animal Production L4 Applied Accounting L4 P1 Business Practice L3 Client Services and Human Relations L4 Concrete Structures L4 Economic Environment L4 Electronic Control and Digital Electronics L4 Electrical Systems and Construction L4 Electrical Principles and Practice L4 Engineering Fabrication – Boiler Making L4 Engineering Technology L2 English FAL L3 P2 Financial Management L3 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L2 P1 Life Orientation L2 P2 Life Orientation L3 P1 Life Orientation L3 P2 Life Orientation L4 P1 Management Practice L4 Marketing Communication L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematical Literacy L4 P1 Mathematical Literacy L4 P2 Mathematics L2 P2 Mathematics L3 P1 Mathematics L3 P2 Mathematics L4 P1 Mathematics L4 P2 Mechanical Draughting and Technology L4 P2 New Venture Creation L2 Office Practice L4 Physical Science L2 P1 Physical Science L3 P2 Process Chemistry L2 Process Control L4 Professional Engineering Practice L4	Advertising and Promotions L2 Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Agribusiness L4 Animal Production L4 Business Practice L4 Client Services and Human Relations L3 Concrete Structures L4 Economic Environment L4 Electrical Principles and Practice L4 Engineering Technology L2 English FAL L3 P1 English FAL L3 P2 English FAL L4 P1 Financial Management L3 Financial Management L4 Hospitality Generics L4 Human and Social Development L4 Introduction to Information Systems L2 Life Orientation L2 P1 Life Orientation L3 P1 Life Orientation L3 P2 Life Orientation L4 P1 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematical Literacy L4 P1 Mathematics L2 P1 Mathematics L2 P2 Mathematics L3 P1 Mathematics L4 P1 Mathematics L4 P2 New Venture Creation L2 Office Practice L4 Process Chemistry L4 Process Control L4 Sustainable Tourism in South Africa and International Travel L4 Sustainable Tourism in South Africa and Regional Travel L3 Tourism Operations L2 Welding L4

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	Supplementary 2014
MARKING GUIDELINES (CONTINUED)		Sustainable Tourism in South Africa and International Travel L4 Sustainable Tourism in South Africa and Regional Travel L3 Tourism Operations L2 Welding L4	
	Fifteen percent of the marking guidelines did not allow for alternative responses where such were possible.	Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Applied Engineering Technology L4 Business Practice L3 Business Practice L4 Client Services and Human Relations L3 Computer Hardware and Software L3 Computer Programming L4 P2 Electronic Control and Digital Electronics L4 Electrical Systems and Construction L2 Electrical Systems and Construction L4 Electrical Principles and Practice L4 Engineering Processes L4 Marketing Communication L4 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L2 P1 Mathematics L4 P1 Office Practice L4 Physical Science L4 P1	Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Business Practice L3 Business Practice L4 Client Services and Human Relations L4 Computer Programming L4 P2 Economic Environment L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Financial Management L4 Human and Social Development L2 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L2 P2 Mathematics L4 P1 Office Practice L4 Physical Science L4 P1 Transport Operations L3 Welding L4
	The marking guideline was not typed in a format which could be easily read.	Mathematical Literacy L2 P2	
	The mark allocation in some questions indicated on the marking guideline did not correspond with the mark allocation in the question paper.	Advertising and Promotions L4 Applied Accounting L4 P2 Applied Engineering Technology L4 Client Services and Human Relations L4 Computer Hardware and Software L3 Computer Programming L4 P2 English FAL L3 P2 Financial Management L4 Food Preparation L4 Life Orientation L3 P1 Life Orientation L4 P1 Mathematical Literacy L2 P1	Advertising and Promotions L4 Computer Programming L4 P2 Concrete Structures L4 Engineering Processes L4 English FAL L3 P2 Financial Management L4 Life Orientation L2 P1 Life Orientation L3 P1 Life Orientation L4 P1 Mechanical Draughting and Technology L4 P2 New Venture Creation L2 Science of Tourism L4

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
MARKING GUIDELINES (CONTINUED)		Mathematics L2 P2 Mechanical Draughting and Technology L4 P2 Science of Tourism L4	
	Eighteen percent of the marking guidelines were incomplete, or did not indicate mark allocation or distribution within questions.	Afrikaans FAL L4 P2 Agribusiness L4 Applied Accounting L4 P1 Client Services and Human Relations L4 Concrete Structures L4 Electronic Control and Digital Electronics L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L3 P1 Life Orientation L3 P2 Life Orientation L4 P1 Life Orientation L4 P2 Marketing Communication L4 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 Mathematics L2 P2 Mechanical Draughting and Technology L4 P1 Mechanical Draughting and Technology L4 P2 New Venture Creation L2 Process Chemistry L2 Process Chemistry L4 Professional Engineering Practice L4 Welding L4	Agribusiness L4 Concrete Structures L4 Drawing Office Procedures and Techniques L4 P1 Electronic Control and Digital Electronics L4 Electrical Workmanship L4 English FAL L2 P1 Food Preparation L4 Hospitality Generics L4 Life Orientation L3 P2 Life Orientation L4 P2 Marketing Communication L4 Masonry L4 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 Mathematics L2 P2 Mechanical Draughting and Technology L4 New Venture Creation L2 Office Practice L4 Process Chemistry L4 Professional Engineering Practice L4
LANGUAGE AND BIAS In most papers the language was pitched at the appropriate level. There were, however, grammatical errors in some question papers and marking guidelines. In some question papers, the questions/answers had to be rephrased or replaced to avoid confusion.	Subject terminology or data were not always used correctly.	Animal Production L4 Early Childhood Development L4 English FAL L3 P2 System Analysis and Design L4	Animal Production L4 Early Childhood Development L4 English FAL L3 P1 English FAL L3 P2 System Analysis and Design L4

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
LANGUAGE AND BIAS (CONTINUED)	The language register was not appropriate to the level of the candidates.	Computer Programming L4 P1 Law Procedures and Evidence L4 Process Chemistry L4	Animal Production L4 Computer Programming L4 P1 Drawing Office Procedures and Techniques L4 P1 Life Orientation L4 P1 Process Chemistry L4
	In 22% of the question papers, there were subtleties in the grammar that could have confused candidates.	Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Applied Policing L4 Automotive Repair and Maintenance L4 Business Practice L3 Business Practice L4 Carpentry and Roof Work L4 Client Services and Human Relations L3 Client Services and Human Relations L4 Concrete Structures L4 Electrical Principles and Practice L4 English FAL L3 P2 English FAL L4 P2 Hospitality Services L2 Hospitality Services L4 Law Procedures and Evidence L4 Life Orientation L2 P1 Marketing Communication L4 Marketing L4 Mathematics L4 P2 Mechanical Draughting and Technology L4 P1 Mechanical Draughting and Technology L4 P2 New Venture Creation L2 New Venture Creation L4 Office Data Processing L4 Process Chemistry L2 Process Chemistry L4 Tourism Operations L2 System Analysis and Design L4	Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Agribusiness L4 Applied Policing L4 Automotive Repair and Maintenance L4 Business Practice L3 Business Practice L4 Carpentry and Roof Work L4 Client Services and Human Relations L3 Client Services and Human Relations L4 Concrete Structures L4 Electrical Principles and Practice L4 Engineering Fabrication – Boiler Making L3 English FAL L3 P2 English FAL L4 P2 Financial Management L3 Financial Management L4 Hospitality Services L2 Hospitality Services L4 Marketing L4 Mathematics L4 P1 Mathematics L4 P2 Mechanical Draughting and Technology L4 P1 New Venture Creation L2 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4
	Grammatical errors in some questions occurred in 25% of papers.	Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L4 Business Practice L3 Business Practice L4 Client Services and Human Relations L3 Client Services and Human Relations L4	Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L4 Business Practice L3 Business Practice L4 Client Services and Human Relations L3 Client Services and Human Relations L4

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
LANGUAGE AND BIAS (CONTINUED)		Electrical Principles and Practice L4 English FAL L2 P1 English FAL L3 P1 English FAL L3 P2 English FAL L4 P1 English FAL L4 P2 Governance L4 Hospitality Generics L4 Hospitality Services L2 Law Procedures and Evidence L4 Life Orientation L2 P1 Life Orientation L2 P2 Life Orientation L4 P1 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Office Data Processing L4 Process Chemistry L2 Process Chemistry L4 Stored Programme Systems L4 System Analysis and Design L4 Tourism Operations L2	Criminology L4 Electrical Principles and Practice L4 Engineering Fabrication – Boiler Making L3 English FAL L2 P1 English FAL L2 P2 English FAL L3 P1 English FAL L3 P2 English FAL L4 P1 English FAL L4 P2 Financial Management L3 Financial Management L4 Governance L4 Hospitality Generics L4 Hospitality Services L2 Life Orientation L2 P1 Life Orientation L3 P1 Life Orientation L4 P1 Mathematical Literacy L2 P1 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mechanical Draughting and Technology L4 P1 Process Chemistry L4 Sustainable Tourism in South Africa and International Travel L4 Sustainable Tourism in South Africa and Regional Travel L3 System Analysis and Design L4
	In 13% of the papers there were grammatical errors in the marking memo/ guideline.	Animal Production L4 Concrete Structures L4 Criminology L4 Electrical Principles and Practice L4 English FAL L2 P1 English FAL L3 P1 English FAL L4 P1 Governance L4 Hospitality Generics L4 Hospitality Services L2 Law Procedures and Evidence L4 Life Orientation L2 P1 Marketing Communication L4 Process Chemistry L2	Animal Production L4 Concrete Structures L4 Criminology L4 Electrical Principles and Practice L4 English FAL L2 P1 English FAL L2 P2 English FAL L3 P1 English FAL L3 P2 English FAL L4 P1 English FAL L4 P2 Financial Management L3 Financial Management L4 Governance L4 Hospitality Generics L4 Hospitality Services L2 Life Orientation L2 P1 Life Orientation L3 P1 Life Orientation L4 P1 Mechanical Draughting and Technology L4 P1

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	Supplementary 2014
LANGUAGE AND BIAS (CONTINUED)	Ten percent of the question papers contained over-complicated syntax.	Applied Policing L4 Business Practice L3 Business Practice L4 Carpentry and Roof Work L4 Construction Planning L2 English FAL L3 P1 English FAL L3 P2 English FAL L4 P2 Food Preparation L4 Marketing Communication L4 Mechanical Draughting and Technology L4 P1 Mechanical Draughting and Technology L4 P2 New Venture Creation L4 Office Practice L4 Process Control L4 Transport Operations L3	Applied Policing L4 Business Practice L3 Business Practice L4 Carpentry and Roof Work L4 Economic Environment L4 English FAL L3 P1 English FAL L4 P2 Marketing L4 Mechanical Draughting and Technology L4 P1
	Foreign terms were used without being explained in a glossary.	English FAL L3 P2	
PREDICTABILITY There were some questions which had been taken verbatim from past papers and these had to be replaced. The repetition of the same or similar questions in the November and Supplementary question papers was a concern. Some question papers lacked a degree of innovation which would have enhanced their quality.	Twelve percent of papers contained questions that candidates could easily have spotted or predicted.	Animal Production L4 Carpentry and Roof Work L4 Concrete Structures L4 Electronic Control and Digital Electronics L4 English FAL L4 P2 Food Preparation L4 Hospitality Generics L4 Hospitality Services L2 Life Orientation L3 P1 Marketing Communication L4 New Venture Creation L2 Process Chemistry L2 Process Chemistry L4 Professional Engineering Practice L4 System Analysis and Design L4 Tourism Operations L2 Transport Operations L3	Animal Production L4 Carpentry and Roof Work L4 Concrete Structures L4 Electronic Control and Digital Electronics L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L2 Marketing Communication L4 New Venture Creation L2 Office Practice L4 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4
	Fourteen percent of question papers contained a question(s) taken verbatim from past question papers.	Agribusiness L4 Animal Production L4 Applied Policing L4 Business Practice L3 English FAL L4 P2 Food Preparation L4 Hospitality Generics L4 Introduction to Information Systems L2 Life Orientation L3 P1	Animal Production L4 Applied Engineering Technology L4 Applied Policing L4 Business Practice L3 Business Practice L4 Concrete Structures L4 Electronic Control and Digital Electronics L4 Engineering Technology L2

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
PREDICTABILITY (CONTINUED)		Marketing Communication L4 Mechanical Draughting and Technology L4 P1 New Venture Creation L2 Process Chemistry L2 Roads L4 System Analysis and Design L4	English FAL L4 P2 Food Preparation L4 Hospitality Generics L4 Introduction to Information Systems L2 Life Orientation L3 P1 Marketing Communication L4 New Venture Creation L2 Office Practice L4 Process Chemistry L2 Project Management L4 System Analysis and Design L4 Transport Operations L3
	Eight percent of question papers lacked innovation.	Animal Production L4 Business Practice L3 Computer Integrated Manufacturing L4 Electrical Principles and Practice L4 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4	Animal Production L4 Business Practice L4 Computer Integrated Manufacturing L4 Concrete Structures L4 Electrical Principles and Practice L4 Engineering Fabrication – Boiler Making L4 Life Orientation L4 P1 Office Practice L4 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4 Transport Operations L3
OVERALL IMPRESSION Overall, 87% of the November 2013 and Supplementary 2014 examination papers were considered to be of an appropriate standard. However, the findings indicate that there is still room for improvement.	Nine percent of the papers did not comply with the current policy/ guideline documents.	Computer Programming L4 P2 Economic Environment L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P2 Law Procedures and Evidence L4 Life Orientation L2 P1 Marketing Communication L4 New Venture Creation L2 System Analysis and Design L4 Transport Operations L3	Computer Programming L4 P2 Economic Environment L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P2 Food Preparation L4 Life Orientation L2 P1 Life Orientation L3 P1 Life Orientation L4 P1 Marketing Communication L4 New Venture Creation L2 Office Practice L4 Plant Production L3 System Analysis and Design L4 Transport Operations L3
	The paper as a whole did not assess the outcomes of the curriculum/syllabus.	Concrete Structures L4 Economic Environment L4 English FAL L3 P2 Law Procedures and Evidence L4 System Analysis and Design L4	Concrete Structures L4 Economic Environment L4 English FAL L3 P2 Food Preparation L4 Personal Assistance L4 Sustainable Tourism in South Africa and Regional Travel L3 System Analysis and Design L4

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
OVERALL IMPRESSION (CONTINUED)	Thirteen percent of the question papers were not of an appropriate standard.	Animal Production L4 Computer Programming L4 P1 Concrete Structures L4 Early Childhood Development L4 English FAL L3 P2 Fitting and Turning L4 Food Preparation L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L2 P1 Life Orientation L4 P1 New Venture Creation L2 Process Chemistry L4 System Analysis and Design L4 Transport Operations L3	Computer Programming L4 P1 Concrete Structures L4 Early Childhood Development L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P2 Food Preparation L4 Hospitality Generics L4 Life Orientation L2 P1 Life Orientation L3 P1 Life Orientation L4 P1 Mathematical Literacy L4 P2 Mathematics L2 P1 New Venture Creation L2 Office Practice L4 Personal Assistance L4 Process Chemistry L4 Sustainable Tourism in South Africa and Regional Travel L3 System Analysis and Design L4 Transport Operations L3
	Seven percent of the question papers did not compare favourably with those from previous years.	Concrete Structures L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P2 Farm Planning and Mechanisation L4 Financial Management L4 Food Preparation L4 Law Procedures and Evidence L4 Life Orientation L2 P2 Transport Operations L3	Concrete Structures L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P2 Food Preparation L4 Mathematics L2 P1 Office Practice L4 Personal Assistance L4 Transport Operations L3
	The standard of the November question papers differed from that of the Supplementary question papers.	Engineering Processes L4 English FAL L3 P2 Food Preparation L4 Law Procedures and Evidence L4 Life Orientation L3 P1 Life Orientation L3 P2 Life Orientation L4 P2 Marketing Communication L4 Mathematics L2 P1 Office Practice L4 Personal Assistance L4 Transport Operations L3	
	There was an imbalance in the assessment of skills, knowledge, attitudes, values and reasoning in 12% of the papers.	Business Practice L3 Business Practice L4 Computer Integrated Manufacturing L4 Concrete Structures L4	Business Practice L4 Computer Integrated Manufacturing L4 Concrete Structures L4 Engineering Fabrication – Boiler Making L4

Table 5: Moderation of NC(V) question papers – findings (continued)

Aspects and findings	Challenges	Subjects implicated	
		November 2013	**Supplementary 2014**
OVERALL IMPRESSION (CONTINUED)		Engineering Fabrication – Boiler Making L4 English FAL L3 P2 Food Preparation L4 Law Procedures and Evidence L4 Life Orientation L2 P1 Mechatronic Systems L3 Mechatronic Systems L4 New Venture Creation L4 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4 Transport Operations L3	English FAL L3 P1 English FAL L3 P2 Life Orientation L2 P1 Life Orientation L4 P1 Mechatronic Systems L3 Mechatronic Systems L4 Office Practice L4 Process Chemistry L2 Process Chemistry L4 System Analysis and Design L4 Transport Operations L3

6. AREAS OF GOOD PRACTICE

Effective communication between internal and external moderators has contributed tremendously in expediting the moderation process, improving the quality and standard of question papers and providing opportunities for professional development and capacity building in respect of the setting of question papers.

Similarly, the professional collaboration between Umalusi and the DHET contributed to the timely completion of the complex process of external moderation.

7. AREAS FOR IMPROVEMENT

Although the external moderation process was completed, many challenges were experienced.

7.1 Model of question paper moderation

The off-site model of moderation has always posed challenges and this approach should be reconsidered. Although this model provides for interaction between the internal and external moderators, a lack of cooperation this year caused delays in certain subjects. The return of question papers was not always prompt, contributing to delays in the process. An on-site moderation model would facilitate direct interaction between the moderators, and would expedite the moderation process, ensuring greater efficiency and security. Although budgetary constraints may make it impossible to implement an on-site moderation model for all subjects, the implementation of such a model in the case of the fundamental subjects and those which have been identified as problematic should be considered.

7.2 Technical aspects

The flaws in the technical quality of question papers and marking guidelines have been raised in previous Umalusi reports and remain a cause for concern. A question paper that is print ready should comply with all technical requirements.

The following aspects of the DHET quality assurance process require attention:

- The editing process must be rigorous to ensure that question papers are of a high standard. Papers should be free of any technical, syntactical or language errors before being presented for external moderation. The same applies to the final product that is sent to examination centres and marking centres.
- The instructions to candidates must be clearly stated.
- The quality of diagrams, symbols, texts and graphics in question papers must be improved to facilitate reproduction of good quality. Requirements for the use of coloured graphics must be clearly stipulated to ensure effective printing.

7.3 Internal moderation

The quality of internal moderators' reports is a matter of concern. As in previous years, most reports were focussed on complying with the requirements rather than on providing useful qualitative information and comments.

A detailed report would assist the external moderator in placing the paper in its developmental context.

The following aspects require improvement:

- The reports must be completed in full and should provide detailed and comprehensive recommendations/comments.
- The report must provide evidence that the internal moderator's recommendations have been followed or addressed. The communication between the examiner and internal moderator regarding recommendations and changes to the question paper and marking guideline should be recorded as evidence. Any other relevant qualitative information should also be provided to assist the external moderator in making an evaluative judgement.

7.4 Quality of questions

The quality of questions is a critical area that demands immediate attention. In some papers, questions were poorly formulated, with the result that what was expected of the candidate was unclear.

In order to improve the quality of questions, attention should be paid to the following:

- Questions must provide clear instructional key words/verbs.
- Questions must be free of vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers.
- Questions must contain sufficient information to elicit an appropriate response.
- Questions should be factually correct and free of misleading information.
- Questions should not make use of double negatives or be formulated in unnecessarily negative terms.
- Questions should stipulate the length of the response expected from the candidate, either in direct terms or in terms of the mark allocation.

7.5 Marking guidelines

More effort is required to improve the quality and standard of marking guidelines. Accurate and relevant marking guidelines would contribute to the efficiency of the marking process.

The following aspects require improvement:

- There should be a correlation between the level of the question and the expected response stated in the marking guideline.
- The answers in the marking guideline must be accurate.
- The marking guideline must make allowances for alternative responses.
- The mark allocations in the marking guideline must correspond with the mark allocations in the question paper.
- Allocation of marks within questions must be clearly indicated.

7.6 Adherence to policies/guideline documents

Question papers which failed to comply with the requirements of the Subject and Assessment Guidelines had to be reset or required substantial reworking.

The following aspects require compliance:

- The papers must adhere to the format requirements set out in the SAG.
- The papers must cover the Subject Outcomes and Learning Outcomes adequately, as prescribed in the policy and guideline documents.
- The question papers must comply with the prescribed weighting of topics and cognitive level distribution.
- The Assessment Standards must be appropriately linked and integrated.

7.7 General

It is evident that further capacity building of examiners, internal and external moderators is urgently required in order to address the issues identified during the quality assurance processes implemented by the DHET and Umalusi.

8. CONCLUSION

An examination paper is an important assessment tool, and is used to measure candidates' levels of competence in their respective subjects. A question paper requires careful planning and preparation and should conform to the principles of good assessment. Most of the November 2013 and Supplementary 2014 question papers succeeded in assessing the outcomes of the curriculum. Although the standard of question papers was generally satisfactory, the quality of some questions was below standard and the cognitive levels in some subjects had to be raised. The poor quality of some of the marking guidelines and internal moderators' reports indicates neglect, and improvement in these areas should be prioritised in the next setting session.

Despite the shortcomings revealed, it was pleasing to note that where there was compliance with policy requirements and a commitment to the process, most of the examination papers were of a satisfactory standard. Overall, the setting and moderation processes were satisfactory. Continued collaborative efforts will achieve an even greater degree of efficacy.

Chapter 2

Moderation of internal assessment NC(V)

INTRODUCTION

Internal continuous assessment (ICASS) is assessment conducted at the site of learning. Ideally, ICASS allows for assessment to take place at the time of learning and, more importantly, allows such assessment to be integrated into teaching. Internal assessment is mostly set, marked and graded at site level.

The 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% in the fundamental subjects and 50% in 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 implementation of a rigorous moderation process.

Umalusi's quality assurance of internal assessment comprised two phases. The first phase entailed the monitoring and moderation of internal continuous assessment at a sample of sites of learning during May/July 2013. The second phase was the moderation of portfolios at a centralised venue in each of the nine provinces during October 2013.

In this chapter of the report, Part A covers the May/July 2013 ICASS monitoring and moderation process, while Part B covers the moderation of Portfolios of Evidence and Portfolios of Assessment, carried out at centralised venues in each of the nine provinces during October 2013.

The main objective of monitoring and moderating the internal assessment was to:

- Evaluate whether sites of delivery were suitably resourced to offer the particular programme;
- Verify that internal assessment policies and systems had been established and were being implemented;
- Verify that the educator Portfolio of Assessment (PoA) and the learner Portfolio of Evidence (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, whether ICASS was integrated with teaching;
- Ensure that sufficient tasks of different types had been administered;
- Ensure that evidence had been collected and documented efficiently;
- Ensure that assessment across different sites of delivery was consistent and that standards were being maintained and
- Assure that the quality assurance of the internal assessment component of the NC(V) had been effectively managed.

This section of the report covers the scope, approach, findings and areas of good practice and areas requiring improvement, as reported by the external moderators.

PART A: ICASS MONITORING/MODERATION DURING MAY/JULY 2013

1. SCOPE

During May 2013, Umalusi monitored the implementation of internal assessment of a sample of NC(V) Level 2, 3 and 4 subjects at 58 college sites across the nine provinces. A team of 37 moderators was deployed to various sites to undertake the monitoring/moderation.

The table below indicates the sites and subjects included in the May and July 2013 monitoring/moderation visits.

Table 6: Sites and subjects included in the May/July ICASS monitoring/moderation visits

Subject	Level	Province	College/Site	Campus
Afrikaans FAL	L2	Northern Cape	Rural Public	Namaqualand
	L2, 4			Upington
Business Practice	L2	Free State	Warden Learning Centre	
	L3		Maluti	Bonamelo
Early Childhood Development	L2	Free State	Motheo	Bloemfontein
Electrical Systems and Construction	L4	Limpopo	Waterberg	Lebowakgomo
	L4		Capricorn	Seshego
English FAL	L2	KwaZulu-Natal	Elangeni	Pinetown
	L2		Umgungundlovu	Edendale
	L2	Northern Cape	Urban Public	Moremogolo
	L2	Free State	Motheo	Bloemfontein
Entrepreneurship	L2	Free State	Motheo	Botshabelo
	L2		Maluti	Lere la Tshepe
Financial Management	L2	KwaZulu-Natal	Elangeni	Inanda
	L2		Mnambithi	Ezakheni
Food Preparation	L3	Gauteng	Central Johannesburg	Smit Street
	L2, 3, 4	KwaZulu-Natal	Elangeni	KwaMashu
Hospitality Services	L2	Limpopo	Capricorn	Senwabarwana
	L2		Vhembe	Makwarela

Table 6: Sites and subjects included in the May/July ICASS monitoring/moderation visits (continued)

Subject	Level	Province	College/Site	Campus
Introduction to Policing Practices/Theory of Policing Practices/Applied Policing	L2, 3, 4	Gauteng	Tshwane South	Temba
	L2		Shepperd Academy	
Life Orientation: Life Skills	L2	KwaZulu-Natal	Thekwini	Asherville
	L2		Coastal KZN	Umlazi
	L2	Western Cape	West Coast	Atlantis
	L2		Boland	Strand
Life Orientation: Computer Component	L2	KwaZulu-Natal	Thekwini	Asherville
	L2		Coastal KZN	Umlazi BB
	L2	Western Cape	West Coast	Atlantis
	L2		Boland	Strand
Management Practice	L3	Limpopo	Vhembe	Makwarela
	L3		Capricorn	Senwabarwana
Marketing	L3	Eastern Cape	Fort Glamorgan Correctional Services	
	L2, 3, 4		Port Elizabeth	Russel Road
Marketing Communication	L2	Mpumalanga	Gert Sibande	Evander
	L2			Standerton
Masonry	L3	Gauteng	Ekurhuleni East	KwaThema
	L2		Tshwane South	Atteridgeville
Mathematical Literacy	L2	Free State	Motheo	Botshabelo
	L2			Bloemfontein
	L2			Thaba Nchu
	L4	KwaZulu-Natal	Coastal KZN	Swinton Road
	L4			Umbumbulu
	L4		Thekwini	Centec
	L2	North West	Vuselela	Jouberton
Mathematics	L2			Potchefstroom
	L2	Mpumalanga	Nkangala	Mpondozankomo
	L2		Gert Sibande	Evander
	L2	KwaZulu-Natal	Coastal KZN	As Salaam
	L2		Thekwini	Cato Manor
New Venture Creation	L2	Eastern Cape	King Hintsa	HB Tsengwa
	L2		King Sabata Dalindyebo	Mthatha
Personal Assistance	L4	North West	Orbit	Mankwe
	L4	Gauteng	Tshwane South	Centurion
Physical Science	L4	Gauteng	Ekurhuleni East	KwaThema
	L2		Central Johannesburg	Ellispark
Plant Production/ Advanced Plant Production	L4	Limpopo	Vhembe	Mashamba
	L3	Mpumalanga	Ehlanzeni	Mthimba
Principles of Computer Programming/Computer Programming	L3, 4	Free State	Motheo	Hillside View
	L3, 4		Flavius Mareka	Sasolburg

Table 6: Sites and subjects included in the May/July ICASS monitoring/moderation visits (continued)

Subject	Level	Province	College/Site	Campus
Process Control	L4	KwaZulu-Natal	Coastal KZN	Umlazi V
Professional Engineering Practice	L4		Umfolozi	Richtek
	L2, 3, 4	Limpopo	Capricorn	Seshego
Roads	L2, 3, 4	Western Cape	College of Cape Town	Thornton
Soil Science	L2	KwaZulu-Natal	Majuba	Majuba Technology Centre
System Analysis and Design	L4	Gauteng	Tshwane South	Pretoria West
	L4		Tshwane North	Mamelodi
Tourism Operations	L3	Limpopo	Vhembe	Makwarela
	L2		Capricorn	Polokwane
Transport Economics	L3	Gauteng	Ekurhuleni West	Kempton
Welding	L2	Western Cape	West Coast	Vredenburg
Workshop Practice	L2	KwaZulu-Natal	Mnambithi	Ezakheni A

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 the sampled sites during May/July 2013.

3. FINDINGS

The following section captures the general findings of the implementation of internal assessment as observed in May/July 2013.

Table 7: May ICASS monitoring/moderation – findings and challenges

Aspects	Findings and challenges	Sites and subjects
RESOURCES	Inadequate resources remain a challenge.	
Physical resources	Certain sites provided an environment that was conducive for learning and where learners could gain practical experience by making use of the necessary facilities and equipment as required by the outcomes of the SAG:	Bloemfontein (Mathematical Literacy and Early Childhood Development) Lere la Tshepe (Entrepreneurship) Smit Street (Food Preparation) Mthimba (Plant Production) Umlazi (Life Orientation and Professional Engineering Practice) Richtek (Professional Engineering Practice) Strand (Life Orientation) Evander (Mathematics and Marketing Communication) Standerton (Marketing Communication)

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
Physical resources (continued)		KwaThema (Masonry and Physical Science)
		Atteridgeville (Masonry)
		Swinton, Umbumbulu, As Salaam and Centec (Mathematical Literacy) Mpondozankomo and Cato Manor (Mathematics)
		Mankwe and Centurion (Personal Assistance)
		Vredenburg (Welding)
		Edendale (English FAL)
		Pretoria West and Mamelodi (Systems Analysis and Design)
		Sasolburg (Process Control)
		Thornton and Seshego (Roads)
	Even though 41% of the campuses had facilities conducive to teaching and learning, the rest of the campuses visited either had no facilities, had put them to some other use, did not have the right equipment or internet access or did not allow students access to these facilities.	
	• Some sites did not have adequately functioning practicum rooms.	Namaqualand (Afrikaans FAL)
		Bloemfontein (Early Childhood Development, Mathematical Literacy)
		Seshego (Electrical Systems and Construction)
		Moremogolo and Pinetown (English FAL)
		Botshabelo (Entrepreneurship, Mathematical Literacy)
		Inanda and Ezakheni (Financial Management)
		KwaMashu (Food Preparation)
		Strand (Life Orientation)
		Shepperd Academy (Introduction to Policing Practices)
		Temba (Introduction to Policing Practices, Theory of Policing Practices, Applied Policing)
		Asherville (Life Orientation) Senwabarwana (Management Practice)
		Fort Glamorgan Correctioncal Service (Marketing)
		HB Tsengwa and Mthatha (New Venture Creation)
		Majuba Technology Centre (Soil Science)
		Makwarela and Polokwane (Tourism Operations)

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
Physical resources (continued)		Mashamba (Plant Production)
		Kempton (Transport Economics)
		Thaba Nchu (Mathematical Literacy)
	• Space inadequate to accommodate all the students.	Upington (Afrikaans)
		Lebowakgomo (Electrical Infrastructure Construction)
		Botshabelo (Entrepreneurship) Makwarela (Hospitality Services) Hillside View (Computer Programming)
	• Insufficient computers and/or printers, and/or computers required upgrading and/or there was no or limited access to the internet.	Mashamba (Plant Production)
		Umlazi (Life Orientation)
		Bonamelo (Entrepreneurship)
		Asherville and Atlantis (Life Orientation)
		Makwarela (Management Practice)
		Russell Road (Marketing)
		Jouberton and Potchefstroom (Mathematics)
		Ezakheni (Workshop Practice)
	• Some campuses put their Student Centres or Practicum rooms to uses other than those for which they were intended.	Strand Campus used their SIM room as a staffroom.
		Senwabarwana used their SIM room as an office.
		Majuba Technology Centre used its laboratory as an office.
	• Facilities not conducive to teaching and learning — Classrooms lacked stimulating material and apparatus and/or classrooms and/or campuses were dirty and neglected.	Umlazi (Life Orientation)
		Bloemfontein (English FAL)
		Shepperd Academy (Introduction to Policing Practices)
		Thaba Nchu (Mathematical Literacy) Makwarela (Tourism Operations)
	Significant non-compliance in terms of available facilities.	At Lebowakgomo (Electrical Infrastructure Construction) three or four students had to share one computer.
		At Botshabelo (Entrepreneurship), there were only two classrooms to accommodate two groups of up to 80 students each.
		At KwaMashu (Food Preparation), the kitchen required major renovation urgently as there were too many learners sharing the training area and the OHS requirements were not met.
		The state of the science laboratory at KwaThema had deteriorated in the year since the last monitoring visit.
	At some campuses facilities were being upgraded.	Namaqualand (partnership with the mines);
		Inanda; Ezakheni; Umlazi is building new computer laboratories;
		Asherville is planning to replace its old computers;

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
Physical resources (continued)		Standerton is in the process of building a new learner support centre; Jouberton is in the process of acquiring laptops and data projectors for class-rooms; Evander's Student Resource Centre is under construction.
Human resources	Although most campuses had qualified, enthusiastic and committed staff, at more than 25% of the campuses, lecturers were not qualified to teach their subject. This could have had a negative impact on student performance.	
	• Staff needed training in assessment and moderation practices since this was not taking place at all the campuses.	Warden (Business Practice) Lebowakgomo (Electrical Systems) Umlazi (Professional Engineering Practice) Shepperd Academy (Introduction to Policing Practices) Strand (Life Orientation) Atteridgeville (Masonry) Bloemfontein and Thaba Nchu (Mathematical Literacy)
	• Lecturers needed computer training in Graphs.	Mathematics and Mathematical Literacy
	• The lecturer required training in process instrumentation devices.	Process Control
	Only 27% of staff had practical experience or had been exposed to industry or the workplace. This could have serious repercussions, especially in practical subjects such as the subjects listed.	Plant Production Professional Engineering Practice Food Preparation Management Practice Marketing Marketing Communication New Venture Creation Soil Science Tourism Operations Workshop Practice
	Some lecturers did not have typing or computer skills and were therefore unable to do research online or to type assessment tasks.	
	As inmates could not be sent out to gain workplace experience, this was a significant shortcoming as the students had to depend on their lecturers to share knowledge and experience with them, both of which these lecturers lacked.	Fort Glamorgan

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
Human resources (continued)	There was a high turnover of staff. Some classes had been without a lecturer for the first term and this term's work had to be covered in the second term. The students were falling behind in their work schedule.	Life Orientation
	There was a teaching overload. One lecturer had to teach all three levels (347 students).	Mthimba (Plant Production)
Learning and training material	Textbooks at 12 campuses had not been delivered on time. In many cases, the shortage of textbooks was caused by an unexpected increase in enrolments. Some of these campuses had contingency plans in place to rectify the situation.	Namaqualand and Upington (Afrikaans FAL) Bloemfontein (English FAL) Richtek and Umlazi (Professional Engineering Practice and Life Orientation) Inanda (Financial Management) Temba (Policing subjects) Atlantis (Life Orientation) Vredenburg (Welding) Sasolburg (Process Control) Thornton and Seshego (Roads)
	• Seven campuses still did not have all their textbooks. There were no contingency plans to address the issue.	Bloemfontein (English FAL: students were still without textbooks after four months) Inanda (Financial Management) Temba (Policing subjects) Sasolburg (Process Control) Atlantis (Life Orientation) Vredenburg (Welding) Thornton (Roads)
	The wrong equipment had been supplied to the workshop.	Seshego (Electrical Infrastructure Construction)
	Existing equipment stocks required auditing, for example: • Equipment had been delivered at the beginning of the year, but had yet to be unpacked. It had been left in unsecured storage areas.	KwaThema campus (Physical Science)
	• There was a laboratory but no equipment.	Majuba Technology Centre (Soil Science)
	• There was a serious shortage of equipment in the workshops.	Lebowakgomo (Electrical Infrastructure Construction)
	• Lack of control in purchasing consumables and equipment for workshops.	Seshego (Electrical Infrastructure Construction)
	Sixty-one percent of the campuses made no use of additional teaching materials.	

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
Financial resources	It was not clear whether all campuses had a budget for consumables, since this was often a centralised head office function, not a campus-specific function. Twenty-one percent of campuses indicated that they did not have a budget, or that they might have one but they were not sure about this. Many campuses had to order their consumables from the Central Office.	
POLICIES AND PLANNING	Most of the sites visited mentioned that they had policies but that they did not keep copies of these at the campuses. There was also evidence that policies were only partially implemented or not imple-mented at all.	
Assessment policy	Even though 92% of campuses indicated that they had a college assessment policy, these were largely out of date, up for re-view or not aligned with the DHET's Revised ICASS Requirements of February 2013. This might explain why only 62% of campuses conducted re-assessments according to the latest guidelines.	Campuses which indicated that there was no assessment policy were: Atteridgeville (Masonry) Ezakheni (Financial Management) KwaMashu and Smit Street (Food Prepa-ration) Senwabarwana (Management Prac-tice). This might not be accurate as lecturers were not always aware of the existence of policies which had not been circulated amongst staff.
	Despite the fact that the Revised ICASS Guidelines were specific, there were cer-tain areas which were not covered in the policy, such as:	
	• No provision had been made for ab-senteeism at 27% of campuses:	Atteridgeville (Masonry) Botshabelo and Thaba Nchu (Mathematical Literacy) Mpondozankomo and Cato Manor (Mathematics) Vredenburg (Welding) Namaqualand and Upington (Afrikaans FAL) Bonamelo (Business Practice), Botshabelo and Lere la Tshepe (Entrepreneurship) Ezakheni (Financial Management) KwaMashu and Smit Street (Food Preparation) Shepperd Academy and Temba (Policing subjects) Asherville and Atlantis (Life Orientation) Senwabarwana (Management Practice)

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
Assessment policy (continued)	• At 38% of campuses there were no measures to be taken for late or no submission of tasks:	Atteridgeville (Masonry) Botshabelo and Thaba Nchu (Mathematical Literacy) Jouberton and Potchefstroom (Mathematics) Vredenburg (Welding) Mamelodi (Systems Analysis and Design) Namaqualand and Upington (Afrikaans FAL) Bonamelo (Business Practice) Hillside View (Computer Programming) Moremogolo, Edendale and Bloemfontein (English FAL) Botshabelo and Lere la Tshepe (Entrepreneurship) Ezakheni (Financial Management) KwaMashu and Smit Street (Food Preparation) Shepperd Academy and Temba (Policing subjects) Umlazi, Asherville and Atlantis (Life Orientation) Senwabarwana (Management Practice) Fort Glamorgan (Marketing)
	• Forty-one percent of campuses did not make provision for learners with barriers:	Bonamelo (Business Practice) Moremogolo and Bloemfontein (English FAL) Botshabelo and Lere la Tshepe (Entrepreneurship) Inanda and Ezakheni (Financial Management) KwaMashu and Smit Street (Food Preparation) Shepperd Academy and Temba (Policing subjects) Umlazi, Asherville and Atlantis (Life Orientation) Senwabarwana (Management Practice) Fort Glamorgan (Marketing) Botshabelo and Thaba Nchu (Mathematical Literacy) Atteridgeville (Masonry) Jouberton, Potchefstroom and Cato Manor (Mathematics) HB Tsengwa and Mthatha (New Venture Creation) Vredenburg (Welding) Ezakheni A (Workshop Practice) Mamelodi (Systems Analysis and Design) Kempton (Transport Economics)

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
Irregularities register	Staff at 63% of campuses stated that there was an irregularities register but that it was used mainly for examinations. Only 25% of campuses used it to record ICASS irregularities. • Some of the campuses were not sure whether they provided for irregularities in their Assessment Policy since it was a Central Office function and not shared with the campuses.	
Plan to monitor ICASS	There were no plans in place to monitor ICASS at 16% of campuses.	Namaqualand (Afrikaans FAL) Bloemfontein (English FAL) Botshabelo (Entrepreneurship) Inanda and Ezakheni (Financial Management) Shepperd Academy (Introduction to Policing Practices) Atlantis and Umlazi (Life Orientation) KwaThema (Masonry) Centurion (Personal Assistance) Mamelodi (Systems Analysis and Design)
	• In some cases, even where a plan existed, no monitoring was taking place.	Umlazi (Professional Engineering Practice)
Assessment plan	• Twenty-eight percent of campuses did not develop tasks according to an assessment plan.	Hillside View (Computer Programming: the plan was still in draft form) Seshego (Electrical Systems and Construction) Moremogolo (English FAL) Botshabelo (Entrepreneurship) Inanda and Ezakheni (Financial Management) Senwabarwana (Hospitality Services) Shepperd Academy and Temba (Policing subjects) Asherville (Life Orientation) Evander and Standerton (Marketing Communication) Atteridgeville (Masonry) Botshabelo, Bloemfontein, Thaba Nchu, Swinton Road and Springfield (Mathematical Literacy) Umbumbulu (Mathematics) Sasolburg (Process Control)
	• At 21% of campuses tasks were not checked to ensure that they were of an acceptable standard.	Namaqualand (Afrikaans FAL) Hillside View (Computer Programming) Inada and Ezakheni (Financial Management) Makwarela (Hospitality Services) Temba (Policing subjects)

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
Assessment plan (continued)		Fort Glamorgan (Marketing)
		KwaThema and Atteridgeville (Masonry)
		HB Tsengwa and Mthatha (New Venture Creation)
		Centurion (Personal Assistance)
		Ellispark and KwaThema (Physical Science)
		Sasolburg (Process Control)
	• In the case of standardised assessments, many of the provincial assessment tasks were not of an appropriate standard.	
PORTFOLIOS OF ASSESSMENT	All campuses had PoAs which were neatly organised but not all contained all the necessary documents, such as:	
	• Evidence that an analysis/evaluation of student performance had taken place. This had taken place at only 65% of campuses but the necessary evidence to support this was not produced in all cases.	
	• Review of tasks. This had only taken place at 24% of campuses.	
	• Evidence that repeaters' tasks had been marked. This was difficult to monitor as repeaters are often in the same class as first time students and are treated as such.	
	Only 62% of re-assessments took place according to DHET's new policy, for example:	
	• Students were re-assessed if they had fared poorly.	Mashamba (Plant Production)
Planning	Even though most campuses had pacesetters, they were not used as planning documents. These were often unsigned and not kept up to date. The exception was Botshabelo (Mathematical Literacy) which had a comprehensive year plan.	
	• The pacesetter was still based on the old syllabus and had little bearing on the topics of the new 2013 curriculum.	Asherville (Life Orientation)
	• The syllabus was completed by the end of the second term and the entire third term was scheduled for revision.	Bloemfontein (English FAL and Mathematical Literacy)

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
Quality of tasks	Tasks were evaluated according to content coverage, cognitive demands and the quality of practical tasks. Very good assessment tasks were noted at some sites. They were professional and of a high standard.	Bonamelo (Business Practice)
Content coverage	In 82% of the tasks, the task was deemed appropriate and at 72% of the campuses, the contents had been covered satisfactorily. However, the spread and weighting of marks were found to be appropriate at only 65% of campuses. Content coverage was found to be inadequate at the listed sites.	Warden Learning Centre (Business Practice) Inanda and Ezakheni (Financial Management) KwaMashu (Food Preparation) Mthimba (Plant Production) Shepperd Academy and Temba (Policing subjects) Umlazi, Atlantis, Asherville and Strand (Life Orientation) Senwabarwana (Management Practice) Umbumbulu (Mathematics) Centec (Mathematical Literacy) HB Tsengwa and Mthatha (New Venture Creation) Vredenburg (Welding)
Cognitive demand	Tasks at 18% of campuses were not testing students at the appropriate cognitive level.	Warden Learning Centre (Business Practice) Botshabelo (Entrepreneurship) Inanda (Financial Management) KwaMashu (Food Preparation) Senwabarwana (Hospitality Services) Mthimba (Plant Production) Umlazi, Asherville and Strand (Life Orientation) Senwabarwana (Management Practice) Fort Glamorgan (Marketing)
	Only 53% of campuses had made use of an analysis grid.	
Supporting tasks	Only 31% of campuses could show evidence of additional supporting tasks, even though many claimed such additional supporting were implemented. This might be due to the fact that DHET had requested campuses not to include these in the PoA or the PoE.	
Practical tasks	There were insufficient practical tasks at 48% of campuses and very little attention was paid to the practical aspect of training.	

Table 7: May ICASS monitoring/moderation – findings and challenges (continued)

Aspects	Findings and challenges	Sites and subjects
INTERNAL MODERATION	Several shortcomings were found in this area. There was evidence that internal moderation had taken place at only 49% of campuses and only at 37% of campuses was the standard of internal moderation acceptable. The notable exceptions were:	
	• There was evidence that thorough monitoring and evaluation were taking place.	Smit Street (Food Preparation)
	• Each assessment task was moderated at college level. Provision was made for campus, college and external moderation.	Lere la Tshepe (Entrepreneurship)
Moderation of task	Even though a moderation checklist had been made available for the task at 85% of campuses, it was very clear that this had been a mere checklist, as a number of errors and weaknesses had been overlooked. Feedback had been given to the assessor at only 37% of campuses. A scant 23% of recommendations had been followed up.	
Moderation of marking	In many cases this was merely a shadow marking exercise, with red ticks duplicated by green ticks. At only 38% of campuses was there any evidence of qualitative feedback. Similarly, only 27% of campuses had followed up on any recommendations, where these had been made.	
	Seventy-five percent of campuses indicated that the tools were easy to use, ensuring standardisation of marking, while only 69% of campuses indicated that the mark allocation within questions was clear. Of the 31 campuses which indicated that they made use of a rubric, only 10 (32%) had used it correctly.	
	• Marking was not accurate or consistent and/or marks had not been recorded correctly or transferred accurately.	Namaqualand (Afrikaans FAL) Richtek (Professional Engineering Practice) Atlantis, Asherville and Umlazi (Life Orientation) Centec (Mathematical Literacy) Potchefstroom (Mathematics) Centurion (Personal Assistance) Warden Learning Centre (Business Practice) Ezakheni (Financial Management) KwaMashu (Food Preparation) Mashamba (Plant Production)
	• Constructive feedback was not given to students. Only 28% of campuses had given feedback of an acceptable standard to students.	

4. AREAS OF GOOD PRACTICE

4.1 Resources

- The Richtek Campus of Umfolozi College in KwaZulu-Natal has well-equipped work-shops and more than sufficient tools for the number of students per training session. The students use the necessary protective clothing during their practical tasks in the workshop. Richtek must be commended for the high standard of practical training that takes place at the campus. The neat and tidy campus is an example of good practice, with its well-equipped workshops and its focus on practical work. About 200 students were scheduled for work-based experience during the June holidays.

- Standerton Campus of Gert Sibande College in Mpumalanga was in the process of building a new student support centre which would provide students with access to resources and technology. Someone had been appointed to run the practicum cen-tre on the campus; students could use this to gain practical experience in their own time and students with special needs could also be assisted here.

- There was a huge improvement in the laboratory facilities at the Ellispark Campus of the Central Johannesburg College in Gauteng but the campus must ensure that these are fully functional.

- Despite unexpectedly large numbers, all the textbooks for Mathematical Literacy at the Thaba Nchu Campus of Motheo College in the Free State had been delivered on time at the beginning of the academic year. This is evidence of good planning.

- The media centre at the Smit Street Campus of the Central Johannesburg College held excellent reference books. There was a computer centre with internet connec-tion available to students throughout the day. Furthermore a newly installed dry store had been provided for the storage of consumables of the Hospitality Programme.

4.2 Assessment practices, monitoring and moderation

- Although notice of the monitoring visit had not been received by the Food Preparation department at the Smit Street Campus of the Central Johannesburg College, it was evident that quality monitoring and moderation was taking place in that department. All tasks had been pre-moderated and constructive feedback had been provided. A post-moderation review had taken place after every task. Class visits took place regularly. This campus displayed a positive attitude and a commitment to teaching and learning.

- In Entrepreneurship at Lere la Tshepe Campus of Maluti College, the college provides an assessment framework for each assessment task which, on completion by the as-sessor, is moderated at college level. Moderation and monitoring reports make pro-vision for campus, college and external moderation.

4.3 Teaching and learning

- The Atlantis Campus of West Coast College has an academic support hour (14:00 – 15:00) when the computer laboratories are used to do additional work with a specific focus on Life Orientation. There are also regular staff meetings to train the staff and discuss relevant teaching and learning issues in the department. The lecturers display high levels of warmth, understanding and empathy for their students.

- At the Strand Campus of Boland College, the programme manager for Life Orientation is very well qualified and his classroom is an example of what a Life Orientation Life Skills class should look like. There are posters and resources that are life skills specific and the manager does an excellent job in guiding his team of lecturers.

- The Standerton Campus of Gert Sibande College has a very strict policy regarding absenteeism. This is closely monitored and measures are in place to deal with non-compliance.

- The Botshabelo Campus of Motheo College has a comprehensive year plan which indicates topics, Specific and Learning Outcomes as well as a time frame for Mathematical Literacy which could be shared with other campuses.

- The staff of Vuselela College have developed a DVD which demonstrates all the Specific and Learning Outcomes for Mathematics L2. Each student receives a copy; if a section of the work is not understood, this can be reviewed using the DVD. This is also useful for a student who misses a class.

- The Polokwane Campus of Capricorn College has an extremely functional Tourism department.

4.4 Tasks of a high standard that could be shared with other sites of learning

- Bonamelo Campus of Maluti College has a good application-type question in an assignment for Business Practice. This requires the drawing up of a contract of employment based on information that is provided.

- In Early Childhood Development, the Bloemfontein Campus of Motheo College has a good example of practical application in a task where the students' understanding, knowledge and skills can be assessed.

- Richtek Campus of Umfolozi College uses a wide variety of practical tasks for Professional Engineering Practice.

- Lere la Tshepe Campus of Maluti College also has a good example of a practical task for Entrepreneurship.

- The Bloemfontein Campus of Motheo College has an excellent integrated listening (oral reading) exercise for English First Additional Language.

- Asherville Campus of Thekwini Campus uses a Life Orientation project which has merit. It is based on a volunteer project which students complete during the mid-year holidays.

5. AREAS FOR IMPROVEMENT

5.1 Resources

- It is of concern that not all campuses have the facilities necessary to provide vocational teaching and learning. There should be dedicated spaces where students can obtain practical experience in various subjects. It is also important that workshops are well equipped for this type of training.
- Students need a dedicated space where they can do research and access computers and the internet in order to complete their assignments.
- There should be a budget available for acquiring the necessary resources to aid teaching and to ensure that the curriculum is delivered effectively. Classrooms should be enriched with posters and other relevant support materials. Other resources such as reference books, videos, posters, magazines and newspapers should be used as additional teaching materials.
- As teaching and learning are the core business of these colleges, campuses should be clean and tidy with a clear maintenance plan for the upkeep of buildings and equipment. This will make staff and students proud of their environment.

5.2 Training

- Since vocational training is in essence training for the workplace, lecturers need to gain knowledge of the practical component of their subject and this aspect of teaching and learning should receive priority. Work-integrated learning is essential if students are to be well-prepared for employment. Partnerships should be forged with industry to ensure that students are not only in contact with potential employers but also that lecturers are able to prepare them for the latest workplace trends.
- Lecturers must be trained to become subject matter experts in their field as unqualified lecturers will produce under-qualified students. Ongoing training in their field is essential. Colleges should do regular training audits and lecturers should be trained to deliver excellent work. Many lecturers were unaware of a training plan or manual at their colleges. The Human Resource departments at these colleges should rectify this matter.

5.3 Policies and documents

- Although most colleges have policies, these policies require revision and updating as legislative requirements change. Each campus should be provided with the relevant policies for teaching and learning to ensure that information is current, relevant and correct. Not all campuses had the latest DHET ICASS requirements available and some lecturers were unaware of these.

- Staff should be trained in policy implementation on a regular basis.
- Monitoring must take place regularly to ensure that outdated policies/guidelines have been replaced with current ones and that they are implemented as required.

5.4 Assessment

Although there appears to be ongoing training in assessment, this remains an area that requires more attention. The following areas still need improvement:

- Designing an assessment instrument and assessment tools.
- A clear understanding of the difference between theoretical and practical tasks, and the assessment instruments and tools which are required for each.
- The use of assessment grids to ensure that theoretical tasks are balanced and meet DHET requirements.
- The development of standardised assessment instruments and tools of an appropriate standard across campuses.
- The practice of reviewing and adjusting tasks to ensure that they are of a high standard.
- Administering re-assessments according to DHET's Revised ICASS Guidelines.
- Improving the quality of marking so that it can be used as a diagnostic tool.
- Giving constructive feedback that is relevant, adequate and focused on the strengths and weaknesses of the individual candidate's work. This will allow the student to learn from his or her mistakes and encourage a desire to achieve.

5.5 Moderation

- Even though lecturers may have undergone training in moderation, they need to understand and value the process. There is evidence that internal moderation at campuses is a mechanical exercise, without any qualitative judgement or improvement to seriously flawed assessment tasks. Moderation should focus on the quality of the assessment instrument and assessment tools (pre-moderation phase), the quality of learner performance (post-moderation phase) and provide evidence of interventions and a follow-up of findings. There should be evidence of relevant feedback provided to educators and students.
- Provinces which have taken the initiative to standardise assessment instruments and tools across colleges in the province are to be congratulated. However, in some cases, poorly set, provincially standardised tasks and marking guidelines are used unchanged, without any attempt at improvement or the correction of errors at college level. It is also the moderator's task to ensure that these tasks and guidelines are appropriate and of a high standard.

Finally, there are a number of issues requiring urgent intervention since they affect the quality of teaching and learning.

a. Absenteeism among students

- The staff at many campuses raised concerns about exceptionally high levels of absenteeism. They find it difficult to present lessons in a sequential and organised way under these circumstances. This also has an effect on the progress of all the students attending the class, and affects the student performance and pass rates. This is reflected in the significant number of students who miss tests and fail to hand in assignments. Yet, nothing constructive seems to be done about it. Some educators complained that management did not support them in this matter and did not take the necessary steps to rectify the situation.
- The high rate of absenteeism is not always subject-specific, as seen in the number of subjects in which students do not attend classes: Shepperd Academy (Introduction to Policing Practices), Namaqualand (Afrikaans FAL), Umlazi (Professional Engineering Practice and Life Orientation), Asherville (Life Orientation), Atlantis (Life Orientation), Strand (Life Orientation), Russel Road (Marketing), Botshabelo (Mathematical Literacy), Springfield (Mathematical Literacy), Cato Manor (Mathematics), HB Tsengwa and Mthatha (New Venture Creation), Ellispark (Physical Science), Pinetown (English FAL) and Sasolburg (Process Control).

b. Absenteeism among educators

- On the day of the monitoring visit to Umlazi (Professional Engineering Practice), even though teaching was required to start at 07:45, students were in class only by 08:30 but there were no lecturers present. Staff and student discipline needs to be addressed urgently.
- On the day of the monitoring visit to Shepperd Academy, there were no students or lecturers in class even though classes had been scheduled.
- External monitoring and moderation could not take place at Ezakheni A as the lecturer was not present, there were no PoAs or PoEs and the classroom and cupboard were locked.

c. Student and staff unrest

Student unrest had serious repercussions for work schedules at several campuses.

- At As Salaam (Mathematics), only one of three tasks and one of two scheduled tests

had been completed because of student unrest at the campus at the beginning of the year. No practicals had been completed.

- The learners were on strike at Mthatha (New Venture Creation) and the support staff on contract were also on strike during the monitoring and moderation visit, intimidating educators who were reluctant to produce their portfolios out of fear of the striking staff. Very little teaching and learning was taking place on the campus.

d. Follow up visits

The moderators believe that urgent interventions are required at the following campuses:

- Shepperd Academy (Policing subjects): recommendations for improvement after a previous monitoring and moderation visit had been largely ignored.
- Temba (Policing subjects): no changes had been implemented since the last visit. There is a police college in close proximity with which the campus could probably partner in the practical application of the subject.
- Hillside View (Computer Programming): most non-compliance issues have been discussed with the college managers on more than one occasion, to no avail. A serious intervention is required at a higher level.
- Asherville (Life Orientation): there is very limited compliance. A follow-up visit is crucial.

PART B: MODERATION OF ICASS PORTFOLIOS: OCTOBER 2013

1. SCOPE

During October 2013, moderators and Umalusi staff members were deployed across all provinces to moderate Level 2, 3 and 4 internal assessment learner Portfolios of Evidence and educator 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. Some subjects were moderated across two or more provinces, for example, the Fundamental subjects (English FAL, Life Orientation, Mathematical Literacy and Mathematics). Other subjects moderated in more than one province were Plant Production, Food Preparation, Personal Assistance, Process Control and Roads. The moderation was conducted over a period of three days, from 5 – 7 October 2013.

The subjects and the provinces where 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 8: Moderation of ICASS portfolios – October 2013

No	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
		Province								
1	Afrikaans FAL								L2, 3 (4)	
2	Business Practice		L2, 3 (5)							
3	Early Childhood Development		L2, 3 (5)							
4	Electrical Systems and Construction					L2, 3, 4 (5)				
5	Engineering Technology/Material Technology				L2, 3 (5)					
6	English FAL	L2, 3, 4 (5)			L2, 3, 4 (5)				L2, 3, 4 (5)	
7	Entrepreneurship	L2 (4)								
8	Financial Management				L2, 3, 4 (4)					
9	Food Preparation			L2, 3 (5)	L2, 3, 4 (5)					
10	Hospitality Services				L2, 3, 4 (5)					
11	Introduction to Information Systems/Systems Analysis and Design			L2, 3, 4 (4)						
12	Introduction to Policing Practices/ Applied Policing			L2, 4 (5)						
13	Introduction to Systems Development/Principles of Computer Programming		L2, 3 (5)							
14	Life Orientation - Life Skills				L2, 3 (5)					L2, 3, 4 (5)
15	Life Orientation - Computer Component				L2, 3, 4 (5)					L2, 3, 4 (5)
16	Management Practice				L2, 3, 4 (4)					

Table 8: Moderation of ICASS portfolios – October 2013 (continued)

No	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
					Province					
17	Marketing	L2, 3, 4 (4)								
18	Marketing Communication						L3, 4 (4)			
19	Masonry			L2, 3, 4 (5)						
20	Mathematical Literacy		L2, 3, 4 (5)		L2, 4 (4)					
21	Mathematics				L3 (5)		L4 (5)	L2, 3, 4 (5)		
22	New Venture Creation	L2, 3 (5)								
23	Personal Assistance			L4 (5)				L4 (3)		
24	Physical Science			L2, 3, 4 (3)						
25	Plant Production/Advanced Plant Production					L2, 3, 4 (2)	L2, 3, 4 (1)			
26	Process Control	L3 (1)	L3 (1)							
27	Roads			L2, 3, 4 (2)						L2, 3, 4 (1)
28	Soil Science			L2, 3, 4 (4)						
29	Tourism Operations				L2, 3 (4)					
30	Transport Economics		L2, 3 (2)							
31	Welding									L2, 3, 4 (2)
32	Workshop Practice/Electrical Workmanship			L2, 3, 4 (4)						

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 of all sites included in the sample.

2. APPROACH

The central moderation of portfolios was completed during October 2013. 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 to 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.

The main objective of moderating the internal assessment portfolios was to:

- Ascertain the appropriateness and standard of the assessment tasks;
- Ensure that sufficient tasks of different types had been administered;
- Ensure that evidence had been collected and documented efficiently;
- Ensure that assessment across different sites of delivery was consistent and that standards had been maintained; and
- Monitor the quality of moderation at different levels in the system.

This report is based on a sample of 184 sites, representing 80 National Certificate (Vocational) subjects, compiled by Umalusi's external moderators who moderated Portfolios of Assessment (PoAs) and Portfolios of Evidence (PoEs) during this period.

3. FINDINGS

Portfolios from the following six sites were not available/could not be traced on the day moderation took place and they were requested to send their portfolios to the external moderators for moderation:

- Financial Management L2 portfolios from the Esikhawini and Ezakheni Campuses of Umfolozi College in KwaZulu-Natal.
- Introduction to Information Systems L2 and Mathematical Literacy L2 portfolios from Rostec Technical College in the Free State.
- The Computer Component of Life Orientation L3 portfolios from the Asherville Campus of Thekwini College in KwaZulu-Natal.
- Introduction to Policing Practices L2 portfolios from Shepperd Academy in Pretoria.
- Management Practice L4 portfolios from the CN Phathudi Campus of Sekhukhune College in Limpopo.

The following nine sampled sites did not hand in their files for external moderation:

- Hartland Training and Development Centre - Applied Policing L4 portfolios
- Sasolburg Campus of Flavius Mareka College in the Free State - Entrepreneurship L2 portfolios
- Umlazi Campus of Coastal College in KwaZulu-Natal - Financial Management L2 portfolios.
- Brooklyn City College, Vereeniging Campus - Information Technology L3 portfolios.
- Matatshe Technical Centre in Limpopo - Management Practice L3 portfolios.
- Emandleni Campus of Mthashana College in KwaZulu-Natal - Soil Science L3 portfolios.
- Mashamba Campus of Vhembe College in Limpopo - Tourism Operations L3 portfolios.
- Russel Road Campus of Port Elizabeth College in the Eastern Cape - Marketing L4 portfolios.
- Ezakheni Campus of Mnambithi College in Kwazulu-Natal - Electrical Workmanship L4 portfolios.

These will all be followed up in 2014.

3.1 Educators' portfolios (PoAs)

3.1.1 Content

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

- Personal details and details of their experience as educators and in industry;
- A daily/weekly/yearly plan/schedule (pacesetter) with evidence that this is used as a planning and monitoring document;
- The formal schedule of assessment and moderation;
- The requirements for each assessment task;
- The tasks themselves and the tools used for each assessment task; and
- The recording instruments.

Since the format of the PoAs had been standardised nationally, the general finding was that the contents and appearance of the PoAs had improved in terms of compliance over the past three years. Even though only seven colleges had all the required documents and evidence in their PoAs, most of the colleges were largely compliant.

Table 9: Campuses with 100% compliance

Campus	College	Subject
Bonamelo	Maluti	Business Practice L3
Grahamstown	East Cape Midlands	New Venture Creation L3
Boksburg	Ekurhuleni West	Personal Assistance L4
Brits	Orbit	Personal Assistance L4
Mankwe	Orbit	Personal Assistance L4
Rustenburg	Orbit	Personal Assistance L4
Thornton	College of Cape Town	Roads L2, 3 and 4

The following colleges are to be congratulated on the great improvement in the presentation and structure of their portfolios since 2012:

Table 10: Sites which have improved

Campus	College	Subject
Mthatha	King Sabatha Dalindyebo	New Venture Creation L3
HB Tsengwa	King Hintsa	New Venture Creation L2
Ngqungqushe	Ingwe	New Venture Creation L2
Grahamstown	East Cape Midlands	New Venture Creation L3
East London	Buffalo City	New Venture Creation L2
	Tshisimani	Tourism Operations L2

According to the External Moderator of New Venture Creation, a sense of pride and responsibility on the part of the compilers of both the PoAs and PoEs in the Eastern Cape was evident.

South Cape College's Beaufort West Campus (Life Orientation L3) was also singled out as having a very neatly ordered PoA which other campuses could do well to emulate. George Tabor Campus of South West Gauteng College was also singled out for its neat files for Introduction to Policing Practices L2. Phalaborwa Campus of Mopani South East College (Hospitality Services L4) also had a well-organised and presented PoA.

The main reasons for the majority of sites being judged as not fully compliant were the following:

- 26% of the sites' lecturers had not included their personal details.
- 19% of the PoAs did not contain the latest version of the Subject and Assessment Guidelines.
- Even though pacesetters (year plans) were found in the PoAs, only 68% of educators appeared to use these as working documents for planning and monitoring exercises. Only 72% of educators performed the planned tasks according to the schedule.

- Where 91% of the sites provided evidence of theoretical tasks, only 78% had made provision for practical tasks. The majority (83%) had included marking guidelines for these assessments.
- Seventy-six percent had planned for internal moderation with a pre-moderation checklist while 77% had included a post-moderation checklist. Yet, only 48% had analysed and evaluated their learners' performance for each task. A matter that still causes concern is that only 22% could provide evidence that the tasks had been reviewed.
- Not all the raw marks had been converted correctly, with only 71% being accurate. Assessment scores were also in some cases incorrectly recorded on the mark sheets.
- Despite a request to indicate on mark sheets which assessments had been moderated, only 72% of educators had done so.

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 offer educators the opportunity to plan and keep a record of teaching and learning. This was apparently not always the case.

The following fourteen sites were non-compliant with regard to the PoA:

Table 11: PoA non-compliance

Campus and College	Subject	Non-compliance
Nelspruit, Ehlanzeni College	Advanced Plant Production L4	DHET's guidelines had been misinterpreted.
Bonamelo, Maluti College	Business Practice L3	Missing documents, incomplete mark sheets, incomplete marking guidelines.
Umlazi, Coastal KZN College	Life Orientation Computer Component L4	The tasks had not been numbered.
Strand, Boland College	Life Orientation Life Skills L3	The assessments were not in logical order. The mark sheets had not been clearly labelled; it was difficult to ascertain what the marks had been allocated for.
Khayelitsha, False Bay College	Life Orientation Life Skills L3	The PoA was disorganised. It had been moderated but none of the shortcomings had been corrected.
Matlosana, Vuselela College	Mathematics L3	Only five assessments had been filed.
Mafikeng, Taletso College	Mathematics L3	Only three assessments had been filed and there were no mark sheets for the last four assessments.
KwaThema, Ekurhuleni East College; Atteridgeville, Tshwane South College and Sebokeng, Sedibeng College	Masonry L2 and L3	There was no evidence of a task or its marking guidelines in the PoA, but scores had been entered on the record sheet.

Table 11: PoA non-compliance (continued)

Campus and College	Subject	Non-compliance
KwaThema, Ekurhuleni East College	Physical Science L3	Mark sheets were missing from what appeared to be at least three groups of students. The marks had been entered as percentages and had not been converted. There was a general lack of attention to detail.
Kempton, Ekurhuleni West College	Physical Science L4	The PoA was incomplete and inconsistent. No practical tasks had been included. Record-keeping (marks) did not comply with the ICASS Guidelines.
Mokopane, Waterberg College	Plant Production L3	One PoE had no evidence that the task had been completed. No mark had been entered on his subject result sheet, but he scored 93% on the record sheet in the PoA.
Mdantsane, Correctional Centre	Marketing L4	There was no evidence of any assessment instrument in the PoA.
Mafikeng, Taletso College	Mathematics L2	Some of the assessments were not in the lecturers'/students' files.
Shepperd Academy, Pretoria	Introduction to Policing Practices L2	Very few outcomes in the assessment had been covered. Only two assignments and three topics had been partially covered.

In 2012, it was worrying that some educators had little or no qualifications or experience in the subject that they were teaching. This is unfortunately still the case as is clear from the following:

At nine of the sites visited, the lecturers offering the moderated subjects were either underqualified or not qualified at all to teach the subject, or not qualified to teach the subject at that specific level.

There were serious grammatical errors in tasks, indicating that the lecturers were not competent in English.

3.1.2 Assessment tasks

External moderators had been requested to focus on only one practical task, but in the absence of practical tasks (tasks of a practical nature were found in 78% of the PoAs), moderators were obliged to look at the available assessments. Only 46% of the practical tasks consisted of more than one part.

External moderators pointed out that some assessors did not know how to set appropriate theoretical or practical tasks. In 80% of cases, the DHET's guidelines had been used, but it is a matter of concern that an assessment framework or grid had been used to set the task in only 53% of the theoretical assessments. Assessors often confused the terms

"test" with "task" and "assignment" with "project". They often called a theoretical task a practical task.

There seems to be very little understanding of what a practical task is, as is evident from the external moderators' comments below. The general impression was that educators were training students to write an examination and not to master the subject or the practical application of skills.

Table 12: Lack of practical tasks and contextualisation

Practical tasks	Subject	Campus and College	Comments
Practical tasks were not contextualised to reflect the world of work.	New Venture Creation L2 and 3	Grahamstown, East Cape Midlands College and HB Tsengwa, King Hintsa College	Tasks not a reflection of the workplace.
	English FAL L2	Moremogolo, Northern Cape Urban College	Presentations were "speeches" with inappropriate topics such as My visit to the Farm and The day my sister/brother died.
Theoretical tasks were "disguised" as practical tasks.	English FAL L4	Kuruman, Northern Cape Rural College	Theoretical tasks were simply named Practical 1 and Practical 2.
	Material Technology L3	Ntuzuma, Elangeni College	Theory assignment not a practical task.
		As Salaam, Coastal KZN College	The practical task was available in the PoA, but had not been performed. The ICASS marks therefore comprised only theoretical assessments.
	Personal Assistance L4	Centurion, Tshwane South College	Purely theoretical task, made up of questions taken from old examination papers.
		Brits, Mankwe and Rustenburg, Orbit College	Theoretical class test completed in a longer time period.
	Advanced Plant Production L4	Mthimba, Ehlanzeni College	The assignment was a test of theory instead of a practical.
	Engineering Technology L2	As Salaam, Coastal KZN College	No practical tasks done but used theoretical tasks posing as practical task.

At some campuses, not all the assessments had been completed. The following campuses had unfinished tasks or no evidence of practical tasks in their files:

Table 13: Incomplete and missing practical tasks

Campus and College	Subject	Comments
Appelbosch, Coastal KZN College and Asherville, Thekwini College	Life Orientation L3	No practical tasks.
Senwabarwana, Capricorn College	Management Practice L2	No practical tasks.
KwaThema, Ekurhuleni East College; Atteridgeville, Tshwane South College and Sebokeng, Sedibeng College	Masonry L2, 4	No practical tasks.
Kempton, Ekurhuleni West College	Physical Science L4	No practical tasks.
Shepperd Academy, Pretoria	Introduction to Policing Practices L2	No practical assignment and most of the theory not covered.
George Tabor, South West Gauteng College	Introduction to Policing Practices L2	No practical tasks.
Ncome Correctional Services and Majuba Technology Centre, Majuba College	Soil Science L2, 3	No practical tasks.
Fort Glamorgan Correctional Services; Maluti and Mount Frere, Ingwe College; and Mdantsane Correctional Centre	Marketing L2, 4	Only theory was tested as there were no practical assignments at all.
Kwadabeka, Elangeni College; Nongoma, Mthashana College; Ezakheni, Mnambithi College and Enyenyezi, Esayidi College	Workshop Practice L2, Electrical Workmanship L4	No practical tasks and little application of theory assessment.

With regard to the technical aspects of assessment, 73% of tasks were neatly typed and contained most of the relevant information. Instructions were clear and unambiguous. Eighty percent of tasks made use of correct language and terminology. In 75% of the tasks clear mark allocations were indicated and the marks for the tasks were the same as those in the marking guidelines 71% of the time. In 77% of the tasks numbering was correct but in only 63% was the time allocation realistic.

Concern over the general quality of the assessment tasks was raised, as can be seen in the table on the next page.

Table 14: Quality of assessment tasks

Quality of assessment tasks	Campus and College	Subject
The task was based on past examination/test papers or copied from a textbook and was often not in line with the new curriculum.	Edendale, Umgungundlovu College	English FAL L2
	Ellisras, Lephalale College and Senwabarwana, Capricorn College	Hospitality Services L2
	Makwarela, Vhembe College	Hospitality Services L3
	Appelbosch, Coastal KZN College and Asherville, Thekwini College; Strand, Boland College	Life Orientation L3
	Swinton Road and Umbumbulu, Coastal KZN College; Umzimkhulu, Esayidi College; Mgazi IT Centre, Mthashana College and Msunduzi, Umgungundlovu College	Mathematical Literacy L2, 4
	Senwabarwana, Capricorn College	Management Practice L2
	Mthatha, King Sabatha Dalindyebo College; HB Tsengwa, King Hintsa College; Ngqungqushe, Ingwe College; Grahamstown, East Cape Midlands College and East London, Buffalo City College	New Venture Creation L2, 3
	Centurion, Tshwane South College	Personal Assistance L4
	Fort Glamorgan Correctional Services and Maluti, Ingwe College	Marketing L2
	Makwarela, Vhembe College	Tourism Operations L2
	Mafikeng, Taletso College	Mathematics L3
There were limited or vague, unclear, or no instructions in the task.	Swinton Road, Coastal KZN College	Food Preparation L3
	Innovatus College, Durban	English FAL L2
	Alberton, Ekurhuleni West College, Randfontein and Thuba Makote, South West Gauteng College	Food Preparation L2, 3
	Polokwane, Capricorn College	Hospitality Services L4
	KwaThema, Ekurhuleni East College	Physical Science L3
	Mashamba, Vhembe College	Plant Production L3

Table 14: Quality of assessment tasks (continued)

Quality of assessment tasks	Campus and College	Subject
There were limited or vague, unclear, or no instructions in the task. (continued)	Fort Glamorgan Correctional Services and Maluti, Ingwe College	Marketing L2
	KwaMashu, Elangeni College	Food Preparation L2
Diagrams or illustrations or copies were of poor quality.	Swinton Road and Umbumbulu, Coastal KZN College; and Umzimkhulu, Esayidi College	Mathematical Literacy L2, 4
No time allocation had been stipulated or the time allocation was inappropriate.	IT and Business Campus, Majuba College: KwaMashu, Elangeni College and KwaGqikazi, Mthashana College	Food Preparation L2, 3
	As Salaam, Coastal KZN College	Mathematics L3
	Makwarela, Vhembe College	Hospitality Services L3
	Umbilo, Thekwini College	Life Orientation Computer Component L2
	Swinton Road and Umbumbulu Coastal KZN College and Umzimkhulu, Esayidi College	Mathematical Literacy L2, 4
	Centurion, Tshwane South College	Personal Assistance L4
	KwaThema, Ekurhuleni East College	Physical Science L3
	Makwarela, Vhembe College	Tourism Operations L2
Errors had been made in the task (factual, spelling, grammatical or typing).	Swinton Road, Coastal KZN College	Food Preparation L3
	Umbilo, Thekwini College	Life Orientation Computer Component L2
	Makwarela, Vhembe College	Tourism Operations L2
	Innovatus College, Durban	English FAL L2
	Fort Glamorgan Correctional Services and Maluti, Ingwe College	Marketing L2
	KwaMashu, Elangeni College	Food Preparation L2
	Kwadabeka, Elangeni College	Workshop Practice L2
The language use was very poor.	Innovatus College, Durban	English FAL L2
	Senwabarwana, Capricorn College	Management Practice L2
Mark allocations left out/total marks for each question not indicated/mark allocation insufficient for time allocation.	Umbilo, Thekwini College	Life Orientation Computer Component L2
	Umlazi BB, Coastal KZN College	Life Orientation Computer Component L4
	Mashamba, Vhembe College	Plant Production L3
	Makwarela, Vhembe College	Tourism Operations L2
	KwaMashu, Elangeni College	Food Preparation L2

Table 14: Quality of assessment tasks (continued)

Quality of assessment tasks	Campus and College	Subject
The marking guideline was in the file but not the assessment task.	Botshabelo, Motheo College and Sefikeng, Maluti College	Mathematical Literacy L2, 4
	Senwabarwana, Capricorn College	Management Practice L2
The assessment task was in the file but not the marking guidelines.	Mashamba, Vhembe College	Plant Production L3

Finally, at Kempton Campus, Gauteng, in the subject Physical Science, there were errors in the chemical equation and the Table of Standard Reduction Potentials which had slipped out of alignment, with the result that students may well have been completely confused. Despite an internal moderation, this had not been identified as a serious error.

Other findings that applied to the assessments in the PoA in general were that

- 65% of assessments were regarded as covering the appropriate content.
- 63% covered a substantial amount of work.
- in 61% of cases, the weighting and spread were regarded as appropriate.
- 69% of the assessments had been pitched at the appropriate level.
- in 62% of assessments, creative responses had been allowed.
- 75% of the assessments included some practical application.
- in 67% of assessments, the latest developments and trends in the field had been applied.

The only campuses that could be commended for their practical tasks were the following:

Table 15: Good practical tasks

Campus and College	Subject
Bonamelo, Maluti College	Business Practice L3
Western Cape Colleges	Life Orientation Computer Component L2, 4
Umlazi BB, Coastal KZN College	Life Orientation L2
Makwarela, Vhembe College	Management Practice L3
Thornton, College of Cape Town	Roads L2, 3, 4
Bloemfontein, Motheo College and Bethlehem, Maluti College	Early Childhood Development L2
Umlazi V, Coastal KZN College	Electrical Workmanship L3

The Northern Cape Urban Colleges were also singled out for providing an interesting English FAL L2, 4, task on poetry and the Pretoria West Campus, Tshwane South College was commended for a good internal examination in Systems Analysis and Design L3.

3.1.3 Assessment tools

Sixty-one percent of the marking tools were relevant and appropriate and 68% were neatly typed. In a few cases, the marking guideline consisted of a question paper on which the answers had been handwritten. Only 58% of marking guidelines were easy to use. A clear indication of mark allocation within questions only occurred in 60% of cases.

Ticks had not always been used to indicate where marks should be awarded. The total mark allocation had simply been indicated at the end of the question. This made accurate marking difficult. Since an example of this type of marking guideline belonged to Life Orientation L2 and was used by all the colleges in the Western Cape, this was cause for concern.

In English FAL, it is virtually impossible to mark a presentation (or speech, in some instances) without a rubric. In the files moderated in the Northern Cape and KwaZulu-Natal, there was no rubric available.

Some of the answers in the marking guidelines were inaccurate. There was also no guide to how to answer extended writing questions. In some instances, the marking guideline had not been included in the PoA, making moderation of the assessment difficult.

3.1.4 Internal moderation of tasks

In 2011 and in 2012, during the monitoring visits both in May and October, external moderators pointed out that there was a general lack of effective internal moderation of the tasks and tools. Very little seemed to have been done to rectify the matter.

a. Pre-moderation (internal moderation of tasks):

Sixty-two percent of the tasks appeared to have been moderated. There was evidence of a checklist but this appeared to be an empty exercise with no evidence that it had been used effectively. The majority of tasks had simply been rubberstamped, disregarding all errors and weaknesses such as linguistic errors. Only 31% of moderated tasks showed evidence of qualitative moderation having taken place. Very few (28%) of internally moderated tasks contained evidence of qualitative feedback to assessors.

The general lack of internal moderation resulted in the following poor assessment practices at many sites being observed by the external moderators, namely:

- Tasks were generally cut and paste exercises from previous examination papers or copied verbatim from textbook exercises.
- The language use in tasks was poor, with numerous spelling, grammar, factual and typing errors.
- Instructions were vaguely worded.
- The numbering was either absent or incorrect and did not always reflect the numbering used in the marking guideline.
- Time allocation was either not stipulated or unrealistic, e.g. three days for a task that should not have taken longer than a few hours to complete.
- Mark allocations did not correspond with the level of difficulty of the question.

b. Post-moderation (moderation of marking and learner performance)

Only 49% of marked tasks were internally moderated. This means that in most cases, moderation had not taken place at all. Once again, it was noted that when internal moderation of marking had occurred, it had been an empty exercise where shadow marking occurred. No changes had been made. Only 45% of internal moderation had been of an acceptable standard and quality.

Some of the questions had not been marked, but this had not been picked up during the internal moderation exercise.

In previous reports, it was recommended that monitoring and auditing visits take place regularly at college as well as at provincial and national level. Seventy-one percent of PoAs had been audited at college level, but the frequency of these audits varied between never (15%), to once or twice a year (50%), to once or more times a term (23%). In 12% of PoAs, it could not be determined whether the PoA had ever been monitored or audited. In 69% of the PoAs auditing reports had been included, but in only 43% was there any indication that the audit had enhanced the development of the educator.

Very rarely did moderation take place after administration of each task, as required by ICASS documentation.

No national visits had taken place for monitoring and audit purposes at the time of the Umalusi moderation process.

3.2 Learner portfolios (Portfolio of Evidence or PoEs)

3.2.1 Structure (contents) and adherence to Assessment Guidelines/policies

Only 47% of the PoEs contained all the required documents, but 81% contained the prescribed number of tasks. Of the 89% which had included a record of marks, 82% of the marks recorded in the PoA were the same as those in the PoE. Only 71% had transcribed the marks and converted them correctly. This was worrying as one was uncertain what mark had been submitted to represent the learner's internal assessment mark.

3.2.2 Learner performance

Seventy-three percent of the learners appeared to have responded well to the tasks, but a number of comments were made to the effect that the questions were unchallenging, the tasks were not practical nor did they cover a large portion of the work. An important observation was that tasks consisted of questions lifted out of previous examination papers, without any attempt to change or contextualise them. Even though comments led to the conclusion that the standard and quality of marking had been poor, reduced to a mechanical matter of ticks and crosses according to the requirements of the marking tools, 66% of the respondents indicated that the standard and quality of marking were acceptable. Thirty-four percent of respondents indicated that there was little qualitative or relevant feedback to students and many pointed out that one learned from one's mistakes, and that this essential part of teaching and learning was lacking.

4. AREAS OF GOOD PRACTICE

There were some colleges who were doing their best to perform well and deliver a good service. They were:

Table16: Examples of good practice

Campus and College	Subject	Area of good practice
Evander, Gert Sibande College and Middelburg, Nkangala College	Mathematics L4	Good internal moderation practices.
Bonamelo, Maluti College	Business Practice 2	Good practical task.
Pinetown, Elangeni College	English FAL L2	Excellent assessment, marking guideline and feedback to learners. Detailed marking guideline given to students with their marks entered against the relevant aspects and criteria.

Table16: Examples of good practice (continued)

Campus and College	Subject	Area of good practice
Northern Cape Urban Colleges	English FAL L2 – 4	Excellent poetry task which learners enjoyed and with which they could identify.
George Tabor, South West Gauteng College	Introduction to Policing Practices L2	Neat files.
Phalaborwa, Mopani South East College	Hospitality Services L4	Well-organised and presented PoA and PoEs. Constant monitoring and moderation.
Pretoria West, Tshwane South College	Systems Analysis and Design L3	Internal Examination of a good standard and level.
Western Cape Colleges	Life Orientation Computer Component L2 - 4	The practical assignment and Internal Examination of September 2013 were well integrated with theory topics as required by SAG.
Coastal KZN College	Life Orientation L2	Excellent practical task which encompassed the application of other skills as well, such as report writing.
Makwarela, Vhembe College	Management Practice L2, 3	Good practical assignments which were thought-provoking and encouraged students to reason.
Thornton, College of Cape Town	Roads L4	Excellent practical tasks and well developed tests.
Umlazi V, Coastal College	Electrical Workmanship L3	Good practical task.

Certain campuses stood out as pockets of excellence as they were fully compliant in most respects. They were as follows:

Table 17: Centres of excellence

Campus and College	Subject	Example of excellence
City, Northern Cape Urban College	Afrikaans FAL L3	Good planning and thorough internal moderation.
Lere la Tshepe, Maluti College	Introduction to Systems Development L2	Good PoA and PoEs with extensive internal moderation.
Umlazi BB, Coastal KZN College; Umbilo, Thekwini College and Maputa, Mthashana College	Life Orientation L2	All submitted good projects and had embraced the revised new L2 curriculum regarding the Volunteer Project.
Maputa, Mthashana College	Life Orientation L2	The moderation of the PoA was thorough and extensive feedback had been provided, with a list of items for the educator to deal with. This was more than good practice. The moderation was very thorough and was commendable.
Beaufort West, South Cape College	Life Orientation L3	Well-organised PoA. Supportive tests for under performers. Good practice.
Msunduzi, Umgungundlovu College	Mathematical Literacy L2, 4	The Campus complied in terms of procedures. The files were well maintained and they were following through with the templates used by the College.

Table 17: Centres of excellence (continued)

Campus and College	Subject	Example of excellence
Evander, Gert Sibande College	Mathematics L4	Complied with all the moderation criteria. There were assessment grids representing levels of cognitive demands of questions for all the assessment tasks in the PoA.
Mpondozankomo, CN Mahlangu and Middelburg, Nkangala College	Mathematics L4	System of students' workbooks was evidence that educators and students were engaged in activities. Students wrote their classwork and homework in the workbooks which provided evidence of students' activities.
Tembisa, Ekurhuleni West College and Ellispark, Central Johannesburg College	Masonry L3, 4	They were striving towards excellence and adhered to the ICASS Guideline principles.

5. AREAS FOR IMPROVEMENT

- A thorough understanding of the SAG in terms of planning, facilitation and assessments is required.

- A rubric should be used for assessing an oral presentation.

- It would be helpful if work groups or subject committees representative of all colleges in a region could be created. This committee could be responsible for the coordination of all the activities, projects, excursions and educator development related to that subject. In such a forum, problems could be raised and discussed.

- Poor quality (in terms of formulation, conceptualisation, administration and marking) of some provincially standardised assessments should be addressed.

- Absenteeism remains a problem. The announcement by the DHET of measures to address this problem is welcomed.

- Little value was afforded to tasks that did not contribute directly to examination preparation. The over-emphasis on examination preparation and coaching needs to be addressed. Educators need reminding that they are preparing the students for the world of work, not simply to pass an examination.

- Proper evidence was in some cases lacking which made external moderation difficult.

- Formative assessments should be done throughout the year.

- The value of internal moderation is not recognised by many colleges. Colleges have to apply internal moderation processes regularly and more efficiently so that it becomes a qualitative exercise and not simply a rubber stamp of assessment activities.

- Accurate recordkeeping is essential. A method of checking data for accuracy should be implemented where it is currently not done.

- Campuses have to ensure that they are using the latest version of the ICASS document and to remove all other versions from their PoAs.

- Tasks must be accompanied by their marking tools and should be clearly numbered and titled. They need to be filed in the correct order, e.g. from Task no. 1 to Task no. 7.
- All educators should develop complete and proper assessment grids for each theoretical task, regardless of who the task has been set by.
- Most year plans indicated that revision took place only at the end of the year. Revision is an essential teaching and learning tool and should take place throughout the year. Provision should be made in the year plan for regular revision.
- Some colleges use previous ISATs as practical assessments. This practice could be adopted by those who find it difficult to set practical assessments but these should not be the only practical tasks conducted.
- The findings and recommendations for improvement of the monitoring visits in May should be shared with the educators.

5.1 Areas where assistance was recommended

The following campuses need urgent assistance in the following areas:

Table 18: Campuses requiring assistance

Campus	Subject	Area for improvement
Nelspruit and Mthimba, Ehlanzeni College	Plant Production L2, 4	Task-setting and moderation. What is meant by a practical task. Use of analysis grid.
Namaqualand, Northern Cape Rural College	Afrikaans FAL L3	Planning of assessments and the compilation of rubrics for practical tasks.
Northern Cape Colleges	English FAL L2, 4	Setting and assessment of practical tasks and rubrics.
Seshego, Capricorn College	Electrical Infrastructure Construction L4	Structure for PoA and PoEs as well as instruments.
Ellisras, Lephalale College; Senwabarwana and Polokwane, Capricorn College; Makwarela, Vhembe College	Hospitality Services L2, 4	Setting of quality assignments and practical tasks. No improvement from last year's moderation. Performed poorly and should seek help from highly performing colleges.
Jeppe College, Marshall Street	Systems Analysis and Design L3	Assessment practices which were not conducive to good teaching and learning activities.
Hillside View and Thaba Nchu, Motheo College	Introduction to Systems Development L2 and Principles of Computer Programming L3	Quality assurance processes, administration of portfolios and internal moderation.
Rostec Technical College, Bloemfontein	Introduction to Systems Development L2	Internal pre- and post-moderation, quality instruments and tools.

Table 18: Campuses requiring assistance (continued)

Campus	Subject	Area for improvement
Atlantis, West Coast College	Life Orientation Computer Component L2, 3 and 4	Filing and marking.
Umlazi BB, Coastal KZN College	Life Orientation L2	Task marking, following a marking guideline and mark calculation and recording.
Maputa, Mthashana College	Life Orientation L2	Should include all evidence in the PoE; completion and maintenance of accurate mark sheets.
Umbilo, Thekwini College	Life Orientation L2	PoA compilation and ordering.
Umlazi BB, Coastal KZN College; Umbilo, Thekwini College and Maputa, Mthashana College	Life Orientation L2	Developing meaningful marking guidelines.
Appelbosch, Coastal KZN College and Asherville, Thekwini College	Life Orientation L3	Developing the practical task, compilation of portfolios, developing marking guidelines, the role and conduct of moderation and the use and completion of an analysis grid as well as how to give qualitative feedback.
Khayelitsha, False Bay College	Life Orientation L3	PoA organisation, consistent marking, moderation at campus and college level.
As Salaam, Coastal KZN College	Engineering Technology L2/ Material Technology L3	Compilation and maintenance of PoA and PoE files.
Mafikeng, Taletso College	Mathematics L2	Subject guidance for educators.
Botshabelo and Bloemfontein, Motheo College; Sefikeng and Harrismith, Maluti College	Mathematical Literacy L2, 4	Compiling analysis grids per question and sub-question. Completing analysis/evaluation of learner performance and the evidence of review of task templates as required by the ICASS guideline.
Sefikeng and Harrismith, Maluti College	Mathematical Literacy L3, 4	Post-assessment moderation process.
Sefikeng, Maluti College	Mathematical Literacy L3	Accurate capturing of marks process to be put in place.
Senwabarwana, Capricorn College	Management Practice L2, 4	Moderation.
KwaThema, Ekurhuleni East College; Atteridgeville, Tshwane South College; and Sebokeng, Sedibeng College	Masonry L2	Implementation of the ICASS Guidelines. Assessment planning.
KwaThema, Ekurhuleni East College	Physical Science L3	Completion of assessment tasks as per the SAG. Completion and maintenance of accurate mark sheets. Assessment and moderation practices.

Table 18: Campuses requiring assistance (continued)

Campus	Subject	Area for improvement
Kempton, Ekurhuleni West College	Physical Science L4	Effective ICASS implementation.
Mthimba, Ehlanzeni College	Plant Production L3	Use of SAG during planning, teaching and assessing. Development of practical tasks and use of an analysis grid.
Shepperd Academy, Pretoria	Introduction to Policing Practices L2	Effective teaching and learning. Compilation of assessment tasks and marking tools.
Mokopane, Waterberg College and Mashamba, Vhembe College	Plant Production L3	Task setting and moderation. Development of practical tasks.
LLT Murunwa School of Excellence	Tourism Operations L2, 3	Development of tasks. Implementation of the revised ICASS Guidelines. Moderation processes and the development of appropriate documents used to compile a PoA and PoE.
Vredenburg, West Coast College; Westlake, False Bay College	Welding L2	Setting quality marking rubrics for a practical task.
Fort Glamorgan Correctional Services; Maluti and Mount Frere, Ingwe College; and Mdantsane Correctional Centre	Marketing L2, 4	Setting quality assessments, especially setting a practical task.

6. CONCLUSION

While there were some colleges which performed admirably in many areas, a major cause of poor performance is the lack of human capital in the teaching of some subjects and the inability to undertake practical work. The DHET should address this as a matter of urgency. The principles of assessment and moderation had in some cases been largely ignored, reducing the practices to a mechanical and meaningless exercise. Since assessment and moderation practices are essential to ensuring teaching and learning of high quality, urgent interventions should take place to set this situation right.

Chapter 3

Moderation of conduct of integrated summative assessment tasks (ISATs)

1. INTRODUCTION

The integrated summative assessment task (ISAT) is a practical assessment task and a compulsory component of the external summative assessment of the vocational subjects of the National Certificate (Vocational). The external summative assessment component of these subjects comprises a theoretical question paper and an ISAT. The ISAT draws on the skills and practices of cumulative learning that have been achieved during the year and makes up 30% of the external summative assessment mark of the vocational subjects.

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 NC(V) programme; and
- Subject-specific ISATs for the optional vocational subject.

The ISATs are set by the DHET and moderated by Umalusi. Although the lifespan of ISATs is three years and a considerable number of ISATs were to be revised and or replaced this year, no ISATs were in fact developed to replace the existing ISATs during 2013. There is furthermore still no consensus on the development and implementation of subject specific ISATs.

The ISATs are either completed in phases throughout the year, over a specific period of time, or as a once off task, depending on the nature of the subject.

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 related to the conduct of ISATs at sampled sites;
- Highlight areas of good practice and
- Highlight areas requiring improvement.

3. SCOPE

Umalusi moderated the conduct of a total of 16 subject-specific ISATs and 15 programme ISATs (from 15 different programmes) during September and October 2013.

The objectives of this process were to:

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

Table 19: Programme ISATs – sites included in the moderation of the conduct of ISAT

No	Programme ISAT	Level	Province	College	Campus
1	Civil Engineering and Building Construction	2	Gauteng	Tshwane North	Mamelodi
2	Education and Development	2, 3	KwaZulu–Natal	Coastal KZN	Durban
		2, 4		Mnambithi	Ladysmith
		2, 3	Western Cape	South Cape	Oudtshoorn
		2, 3		West Coast	Malmesbury
3	Electrical Infrastructure Construction	2, 3	Free State	Motheo	Hillside View
		2, 3			Thaba Nchu
		2, 3	Limpopo	Capricorn	Seshego
		2		Letaba	Giyani
		2, 4	Gauteng	Ekurhuleni West	Boksburg
		2, 3	Western Cape	West Coast	Vredenburg
		2, 3		Northlink	Belhar
		2, 4	North West	Orbit	Rustenburg
4	Engineering and Related Design	2, 4	Gauteng	Tshwane South	Pretoria West
		2		Ekurhuleni East	KwaThema
		2, 4			Daveyton
		2, 3		Central Johannesburg	Ellispark
		2, 3	KwaZulu-Natal	Coastal KZN	Umlazi
		4		Umfolozi	Richtek
5	Finance Economics and Accounting	4	Limpopo	Capricorn	Polokwane
		4		Waterberg	Mahwelereng
		4	Western Cape	College of Cape Town	Crawford
6	Hospitality	2	Gauteng		Pretoria Central Prison
		2, 3		Tshwane North	Pretoria
		2	Limpopo	Waterberg	Mokopane
		2	Mpumalanga	Nkangala	Waterval Boven
		2, 4			Witbank

Table 19: Programme ISATs – sites included in the moderation of the conduct of ISAT (continued)

No	Programme ISAT	Level	Province	College	Campus
	Hospitality (continued)	2, 3	KwaZulu-Natal	Elangeni	KwaMashu
		2, 3	North West	Taletso	Mafikeng
		2, 3	Western Cape	South Cape	Oudtshoorn
		2, 4		Northlink	Protea
7	Information Technology and Computer Science	2, 4	Eastern Cape	King Hintsa	Idutywa
		2, 4		Buffalo City	East London
		2, 3	Western Cape	South Cape	Mossel Bay
		2, 3		False Bay	Fish Hoek
8	Management	4	Eastern Cape	Lovedale	King
		2		King Hintsa	Idutywa
		2	Gauteng		Medium Leeuwkop Correctional Services
		2, 4	North West	Taletso	Lehurutshe
		3, 4	Western Cape		Drakenstein Correctional Services
		2	Free State	Flavius Mareka	Sasolburg
9	Marketing	2	Eastern Cape	Port Elizabeth	Russel Road
		2	Gauteng	Tshwane North	Pretoria
		2, 3	Limpopo	Capricorn	Senwabarwana
		4	North West	Vuselela	Potchefstroom
10	Mechatronics	2, 4	Eastern Cape	Port Elizabeth	Iqhayiya
		3	Western Cape	False Bay	Westlake
		2, 3, 4 *	Gauteng	Sedibeng	Vereeniging
		3, 4		Tshwane South	Pretoria West
11	Office Administration	2	Free State	Motheo	Bloemfontein
		2, 4	Northern Cape	Northern Cape Urban	Moremogolo
		2	Western Cape	False Bay	Khayelitsha
		3, 4		West Coast	Atlantis
12	Primary Agriculture	2	KwaZulu-Natal	Elangeni	Mpumalanga
		2, 4	North West	Taletso	Lichtenburg
13	Safety in Society	2, 3	KwaZulu-Natal	Majuba	Newcastle Technology Centre
		2, 4	Eastern Cape	King Sabata Dalindyebo	Libode
14	Tourism	2, 3	Limpopo	Capricorn	Polokwane
		2		Waterberg	Mokopane
		2, 3	Eastern Cape	Buffalo City	East London

Table 19: Programme ISATs – sites included in the moderation of the conduct of ISAT (continued)

No	Programme ISAT	Level	Province	College	Campus
	Tourism (continued)	2, 4	Western Cape	College of Cape Town	Wynberg
		2, 4*	Gauteng	Ekurhuleni East	Springs
		2, 4		Tshwane North	Pretoria
15	Transport and Logistics	2	KwaZulu-Natal	Umfolozi	Esikhawini
		2	Western Cape	College of Cape Town	City

* additional levels moderated

Table 20: Subject-specific ISATs – sites included in moderation of ISAT conduct

No	Subject-specific ISAT	Level	Province	College	Campus
1	Agribusiness	2, 3	Limpopo	Waterberg	Mokopane
		2, 4	Mpumalanga	Ehlanzeni	Mthimba
2	Applied Accounting	4	KwaZulu-Natal	Coastal KZN	Swinton Road
3	Consumer Behaviour	2	North West	Vuselela	Potchefstroom
4	Carpentry and Roof Work	2	Eastern Cape	Port Elizabeth	Iqhayiya
		2, 3	Limpopo	Capricorn	Seshego
5	Client Services and Human Relations	2, 4	Limpopo	Mopani South East	Phalaborwa
		2		Vhembe	Makwarela
6	Concrete Structures	2	Gauteng	Tshwane South	Atteridgeville
		2		Sedibeng	Sebokeng
7	Contact Centre Operations	2, 4	North West	Vuselela	Potchefstroom
		2, 4	Gauteng	Sedibeng	Vanderbijlpark
8	Fitting and Turning	2	KwaZulu-Natal	Umfolozi	Mandeni
		2		Umgungundlovu	Plessislaer
9	Office Data Processing	2, 4	Mpumalanga	Gert Sibande	Ermelo
		4			Standerton
10	Physical Science	2	Free State	Motheo	Thaba Nchu
		2			Hillside View
		2, 4	Gauteng	Ekurhuleni East	KwaThema
		2		Central Johannesburg	Ellispark

4. APPROACH

The moderation of the ISATs commenced in the last week of the third term and the first two weeks of the last term (16 – 20 September and 1 – 11 October 2013 respectively). On-

site moderation was used to report on the conduct of the ISAT at 69 sites across the nine provinces. (More than one ISAT was moderated at some of the sites). Thirty moderators were deployed to observe the candidates completing the tasks, or to moderate the completed product and/or evidence of the completion of the task. Furthermore, the exercise focused on the planning for and process of ISAT implementation.

5. FINDINGS

The findings below capture information as observed and reported by the Umalusi moderators during and after the conduct of ISAT visits.

5.1 Quality of integrated summative assessment tasks

The standard of some of the tasks was at the appropriate level e.g.

- The ISAT for Information Technology and Computer Science L2 is regarded as appropriate for the level as it is well within the grasp of the learners and it covers a substantial amount of the practical work prescribed in the curriculum.

A large number of ISATs have expired in terms of the three-year implementation period and/or require urgent revision, as is evident from the remarks and recommendations below:

- There is only limited or no integration of the three subjects that comprise the ISAT, thus the intended purpose of the integrated task is negated, e.g. Electrical Infrastructure Construction L2, Management L2, 3 and 4.
- Errors on tasks/tools necessitated the adjustment of tasks, which is to be avoided as different tasks/tools are implemented at different sites, e.g. Management L2, Transport and Logistics L2.
- The instructions to students and or assessors are not clear or do not provide enough detail.
- Time frames for the completion of the task/parts of the sub-tasks are unrealistic, e.g. Agribusiness L2, Education and Development L4, Electrical Infrastructure Construction L3.
- Too much emphasis is placed on certain sections of the activities/subjects, e.g. Hospitality L3.
- ISAT has not been revised despite changes to the curriculum that necessitate adjustments to the ISAT.

Some of the tasks:

- are too theoretical and do not do justice to their aim which is to determine whether students have mastered the required skills, e.g. Carpentry and Roof Work L2, Client Services and Human Relations L2, Tourism L2 and L3;
- are too expensive and/or time consuming or impractical to implement for large numbers of students, e.g. Concrete Structures L2;
- are not set at the appropriate level, e.g. Engineering and Related Design L4, Fitting and Turning L2, Mechatronics L4, Physical Science L2, Transport and Logistics L2;
- require expensive equipment or consumables for implementation, e.g. Electrical Infrastructure Construction L2;
- require the use of computers or computer software that is not stipulated in the SAGs, e.g. Civil Engineering and Building Construction L2;
- contain information/activities that is outdated or not in line with current practices in the industry/field, e.g. Safety in Society L2, Agribusiness L2, Office Administration L2;
- focus unduly on group activities where an individual task would be more appropriate;
- do not contribute to students' ethics of what to expect in the workplace, e.g. Contact Centre Operations L4.

The assessment tools used in some ISATs are inadequate in assessing effectively, e.g. Agribusiness L2, 4, Concrete Structures L2, Electrical Infrastructure Construction L2, Engineering and Related Design L2, Office Data Processing L2, 3, Office Administration L3, Tourism L2, 4.

5.2 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 21 indicates the status of ISAT schedules at the sampled sites.

Table 21: Status of schedules/timetables for conduct of ISAT

Issue	ISAT	Site/Campus
Generic plans without specific details	Agribusiness L2	Mokopane
	Contact Centre Operations L2	Potchefstroom
	Electrical Infrastructure Construction L2	Seshego
	Electrical Infrastructure Construction L2, 4	Thaba Nchu
	Finance, Economics and Accounting L4	Standerton

Table 21: Status of schedules/timetables for conduct of ISAT (continued)

Issue	ISAT	Site/Campus
Generic plans without specific details (continued)	Marketing L2	Russel Road
	Office Data Processing L2	Ermelo
Plan available but not followed	Agribusiness L2	Mokopane
	Engineering and Related Design L4	Pretoria West
	Engineering and Related Design L2, 3	Umlazi V
	Fitting and Turning L2	Mandeni
	Hospitality L2	Waterval Boven
		Mafikeng
	Hospitality L2, 3, 4	Pretoria
	Hospitality L2, 4	Witbank
	Marketing L4	Pretoria
	Office Administration L2	Khayelitsha
	Primary Agriculture L2, 3	Lichtenburg
	Primary Agriculture L2	Mpumalanga
	Safety in Society L3	Newcastle Technology Centre
	Tourism L2	Mokopane
No schedule available or schedule unrealistic	Agribusiness L2, 4	Mthimba
	Applied Accounting L4	Swinton Road
	Carpentry and Roof Work L2	Seshego
		Iqhayiya
	Civil Engineering and Building Construction L2	Mamelodi
	Concrete Structures L2	Sedibeng
	Electrical Infrastructure Construction L2	Giyani
	Electrical Infrastructure Construction L2, 4	Hillside View
	Engineering and Related Design L2	KwaThema
		Plessislaer
		Ellispark
	Engineering and Related Design L3	Ellispark
	Hospitality L3	KwaMashu
	Information Technology and Computer Science L2, 4	Idutywa
	Marketing L3, 4	Drakenstein Correctional Services
	Marketing L2, 3	Senwabarwana
	Marketing L4	Potchefstroom
	Mechatronics L3, 4	Pretoria West
	Office Administration L2	Khayelitsha
	Transport and Logistics L2	City

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. Only 61% of the Programme/Subject-specific tasks were completed using the required equipment and consumables in an appropriately resourced, simulated or structured environment. Some tasks requiring specialist facilities were performed in an ordinary classroom without the necessary resources, or in laboratories/workshops with limited space and equipment. Inadequate computer hard- and software was a problem encountered at many sites.

Table 22: Challenges – facilities, equipment and consumables

Issue	ISAT	Site/Campus
Inadequate facilities	Agribusiness L2, 3	Mokopane
	Civil Engineering and Building Construction L2	Atteridgeville
	Electrical Infrastructure Construction L2, 4	Thaba Nchu
	Electrical Infrastructure Construction L2, 3	Seshego
	Electrical Infrastructure Construction L2	Giyani
	Engineering and Related Design L2	Ellispark
		Pretoria West
	Hospitality L2	Pretoria Central Prison
	Information Technology and Computer Science L2	Idutywa
	Marketing L2	Senwabarwana
		Pretoria
		Russel Road
	Mechatronics L3	Pretoria West
	Mechatronics L4	Vereeniging
	Office Administration L2	Moremogolo
	Physical Science L2	KwaThema
	Transport and Logistics L2	Esikhawini
Facilities shared by several groups	Concrete Structures L2	Sebokeng
	Engineering and Related Design L2	Pretoria West
	Mechatronics L3, 4	Vereeniging
Consumables in short supply	Civil Engineering and Building Construction L2	Mamelodi
	Electrical Infrastructure Construction L2, 4	Hillside View
	Mechatronics L3	Pretoria West
	Primary Agriculture L2	Lichtenburg
Shortage of equipment/ tools	Concrete Structures L2	Sebokeng
	Electrical Infrastructure Construction L2, 3	Vredenburg
	Electrical Infrastructure Construction L4	Hillside View

Table 22: Challenges – facilities, equipment and consumables (continued)

Issue	ISAT	Site/Campus
Difficulties with procurement/timely procurement of consumables	Electrical Infrastructure Construction L2	Vredenburg
		Giyani
	Electrical Infrastructure Construction L2, 3	Seshego
	Electrical Infrastructure Construction L2, 4	Thaba Nchu
	Engineering and Related Design L2	Daveyton
		Umlazi V
		Mandeni
		Plessislaer
	Engineering and Related Design L3	Ellispark
	Engineering and Related Design L4	Daveyton
	Finance, Economics and Accounting L4	Crawford
	Fitting and Turning L2	Plessislaer
		Mandeni
	Hospitality L2	Waterval Boven
		Mafikeng
	Hospitality L2, 3	Pretoria
	Hospitality L4	Witbank
	Management L2	Lehurutshe
	Marketing L2	Pretoria
	Mechatronics L2	Vereeniging
	Mechatronics L3	Pretoria West
	Mechatronics L3, L4	Vereeniging
	Office Administration L2	Khayelitsha
		Bloemfontein
	Physical Science L2	KwaThema
	Primary Agriculture L2	Lichtenburg
		Mpumalanga
	Primary Agriculture L4	Lichtenburg
Equipment not in working order	Carpentry and Roof Work L3	Seshego
	Information Technology and Computer Science L2	Idutywa
	Office Administration L2	Bloemfontein
Inadequate computer hardware or software	Client Services and Human Relations L2	Makwarela
	Electrical Infrastructure Construction L2	Rustenburg
		Giyani
		Hillside View
		Thaba Nchu
		Boksburg
	Electrical Infrastructure Construction L2, 3	Seshego
	Finance, Economics and Accounting L4	Crawford
		Polokwane

Table 22: Challenges – facilities, equipment and consumables (continued)

Issue	ISAT	Site/Campus
Inadequate computer hardware or software (continued)	Hospitality L2	KwaMashu
	Hospitality L2, 3	Mafikeng
	Management L2, 4	Lehurutshe
Inadequate access to internet to complete ISAT	Hospitality L2, 3, 4	Pretoria
	Hospitality L2, 4	Waterval Boven
	Hospitality L4	Witbank
	Information Technology and Computer Science L2	Idutywa
	Management L2, 4	Lehurutshe
	Management L3, 4	Drakenstein Correctional Services
	Management L2	Medium Leeuwkop Correctional Services
	Office Data Processing L2	Ermelo
	Transport and Logistics L2	Esikhawini

Strikes by lecturers and/or students had a negative impact on the teaching time and time available for the conduct of ISATs at Mahwelereng, Pretoria and Mpumalanga Campuses.

Table 23: Sites completing the ISAT on time and according to specifications

ISAT	Site/Campus
Agribusiness L2, 4	Mthimba
Applied Accounting L4	Swinton
Carpentry and Roof Work L2	Iqhayiya
Carpentry and Roof Work L2, 3	Seshego
Client Services and Human Relations L2, 4	Phalaborwa
Concrete Structures L2	Sebokeng
Contact Centre Operations L4	Potchefstroom
Education and Development L3	Durban
Education and Development L4	Malmesbury
	Oudtshoorn
Electrical Infrastructure Construction L2	Thaba Nchu
Electrical Infrastructure Construction L2, 4	Boksburg
Electrical Infrastructure Construction L4	Belhar
Engineering and Related Design L2	Ellispark
	Pretoria West
	Daveyton
	Umlazi V
Engineering and Related Design L4	Richtek
Information Technology and Computer Science L2	Fish Hoek
	Mossel Bay
Information Technology and Computer Science L2, 4	Buffalo City

Table 23: Sites completing the ISAT on time and according to specifications (continued)

ISAT	Site/Campus
Finance, Economics and Accounting L2, 4	Ermelo
	Polokwane
Finance, Economics and Accounting L4	Mahwelereng
Hospitality L2	KwaMashu
	Mokopane
	Oudtshoorn
	Waterval Boven
Hospitality L2, 4	Witbank
	Protea
Physical Science L2	KwaThema
Management L2, 4	Lehurutshe
	Sasolburg
Mechatronics L2, 4	Struandale
Mechatronics L2, 3, 4	Vereeniging
Mechatronics L4	Westlake
Marketing L2	Pretoria
Marketing L2, 3	Senwabarwana
	Vanderbijlpark
Marketing L4	Potchefstroom
Office Administration L2, 4	Atlantis
	Moremogolo
Physical Science L2	Ellispark
Primary Agriculture L2	Mpumalanga
Primary Agriculture L4	Lichtenburg
Safety in Society L2, 3	Newcastle Technology Centre
Safety in Society L4	Libode
Tourism L2	Pretoria
	Springs
	Wynberg
Tourism L2, 3	East London
	Polokwane

5.4 Quality and standard of marking and scoring

In general, tasks were assessed according to the set criteria. There were, however, many instances of incomplete marking or marking which had not yet started at the time of moderation by Umalusi. Umalusi moderators also observed inconsistencies in the marking and scoring of tasks. This raises serious concerns as inconsistent scoring compromises the validity of the students' marks. Furthermore, changes/adjustments were made to ISATs. It is evident that students are prepared for ISATs and that the marks scored are not always a true reflection of their abilities. The following practices were observed:

Table 24: Challenges – marking and scoring of ISATs

ISAT	Site/Campus	Challenge
Agribusiness L2	Mthimba	Information on marking tools very vague and marking was in general too lenient.
Agribusiness L4	Mthimba	Lack of record keeping templates.
Carpentry and Roof Work L2	Seshego	Marking tools not completed during the process and unavailable to moderators.
Civil Engineering and Building Construction L2	Mamelodi	Incorrect allocation of marks. Marks allocated for sub-task without any evidence of it being completed.
Client Services and Human Relations (Hospitality) L2	Makwarela Phalaborwa	Incorrect mark allocation.
Client Services and Human Relations (Hospitality) L4	Phalaborwa	Incorrect mark allocation.
Electrical Infrastructure Construction L3	Belhar	Rubric was not used for assessment as it is not user-friendly.
Electrical Infrastructure Construction L2	Giyani Hillside View	The ISAT was adjusted without adjusting the marking guideline accordingly.
Electrical Infrastructure Construction L4	Hillside View	ISAT incomplete.
Electrical Infrastructure Construction L2	Rustenburg	Full marks allocated for section which had not been done.
Electrical Infrastructure Construction L4	Rustenburg	The ISAT was adjusted without adjusting the marking guideline accordingly.
Electrical Infrastructure Construction L4	Thaba Nchu	No proof of fully functional product but marks allocated.
Engineering and Related Design L2	Ellispark	No evidence of marks allocated for sub-sections which had been captured only as a total on the score sheet.
Engineering and Related Design L3	Ellispark	Certain task was not done due to unavailability of equipment to complete the task.
Finance, Economics and Accounting L2	Ermelo	Marking too lenient.
Fitting and Turning L2	Mandeni	Minor calculation errors.
Hospitality L2	Mafikeng	Marks were allocated for incomplete tasks.
Hospitality L2	Oudtshoorn	Incorrect marking. Marks awarded for work not done.
Hospitality L2	Waterval Boven	Inconsistent marking.
Hospitality L3	KwaMashu	Inconsistent and lenient marking.
Hospitality L3	Mafikeng	Marking was too lenient.
Hospitality L3	Oudtshoorn	Inconsistent marking.
Hospitality L4	Protea	Subjective marking of certain sections and lack of evidence.
Management L2	Medium Leeuwkop Correctional Services	Mistakes in the assessment tool influenced the scoring.
Management L3, 4	Drakenstein Correctional Services	Marking too lenient.

Table 24: Challenges – marking and scoring of ISATs (continued)

ISAT	Site/Campus	Challenge
Management L4	Lehurutshe	Incorrect mark allocations.
Marketing L2	Russel Road	Marking not aligned to assessment criteria.
Office Administration L2	Khayelitsha	Lenient marking.
Office Administration L2	Moremogolo	A few marks were incorrectly recorded.
Office Administration L3	Atlantis	Lenient marking. Students not penalised for copying.
Office Administration L4	Atlantis	Lenient marking.
Physical Science L2	KwaThema	Lenient marking. Incorrect capturing of marks.
Primary Agriculture L2	Mpumalanga	Very lenient scoring.
Tourism L2	Springs	ISAT not conducted as examination - Guidance resulted in marks that were too high.
Tourism L2	Wynberg	Poor quality rubrics led to subjective marking and very low scores overall.
Tourism L3	East London	Inferior quality of rubrics and unclear instructions to students made fair marking difficult.
Tourism L3	Polokwane	Incorrect calculation of marks.
Tourism L4	Springs	No evidence of execution of oral section of task made verification impossible.
Transport and Logistics L2	Esikhawini	Marking was overly lenient and marks were very high.
Transport and Logistics L2	City	All students scored the same marks for a specific task.

5.5 Internal moderation

In approximately 67% 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 moderation instrument was no more than a checklist and no value was added to the moderation process. This was clear from the many discrepancies that were identified during the verification process.

6. AREAS OF GOOD PRACTICE

Most campuses planned thoroughly to ensure that the time frames would be realistic and that the ISAT would comply with all the required specifications. There was an improvement in the number of practicum rooms available where required.

7. AREAS FOR IMPROVEMENT

7.1 Quality of tasks

The following aspects require attention in order to improve the quality of some of the tasks:

- Expired ISATs and faulty ISATs should be revised as soon as possible.
- Tasks should be more economical, especially where expensive consumables and large groups are involved.
- Tasks should concentrate on individual rather than group activities.
- Tasks and instructions should be made clearer.
- Rubrics/marking guidelines and tasks should correspond to avoid confusion.
- Careful consideration should be given to rubrics and these should only be used where they are the most appropriate tool.
- Tasks should be challenging and not simply a questionnaire on theoretical work.
- Time frames in which to complete tasks should be realistic.
- Fewer tasks should be included but these should be more detailed and challenging.
- The compiler of the ISAT must ensure that the correct procedures are followed and that tasks include new trends in a specific field of study.

7.2 Planning for conduct

Despite the fact that many colleges planned effectively for the implementation of the ISATs, there were a number which had no plans in place or which did not adhere to the planned schedule. Colleges must be realistic and take into consideration the facilities and resources available when enrolling students.

ISATs should be planned well in advance to make provision for budgetary constraints to ensure that facilities and equipment as well as consumables can be procured in time.

7.3 Implementation of ISATs

Tasks must be conducted according to the specifications and no deviations should be made to accommodate facility and resource constraints. It is noted, however, that there are a few unrealistic tasks in certain ISATs which require urgent adjustment. A large number of ISATs have also expired which must also be reset urgently.

Erratic attendance of classes and absenteeism among students affects the completion of the ISATs. Lecturer and student unrest have also had an impact on the implementation and completion of ISATs. These matters should be addressed.

7.4 Quality and standard of marking and scoring

Assessors must engage with rubrics and marking guidelines before starting the marking process to ensure that they are well prepared to ensure reliability, validity and consistency of assessment. Care should be taken to prevent subjective and lenient marking.

7.5 Quality and standard of moderation

Internal moderation is an important part of assuring the credibility of the assessment process. However, at many colleges this process is neglected. Shadow moderation, verification of marks and checklist audit moderation does not add any value to the moderation process. Moderation of product development is very important but is seldom applied.

7.6 Training and development

Educators require continual further training in:

- New trends, developments, machinery, equipment and methods;
- Use of equipment and machinery;
- Implementation and assessment of practical tasks, in particular the application of rubrics; and
- Assessment and moderation processes.

8. CONCLUSION

While most colleges implemented the conduct of ISATs according to specifications, the misinterpretation of the ISATs by educators was also evident at some sites. In some colleges educators found it difficult to interpret the rubrics and the lack of facilities and resources also had a negative effect on the conduct of the ISATs. In some cases, the principles of assessment and moderation were largely ignored, reducing the practices to a mechanical and meaningless exercise. Training in the development and assessment of the practical task is important for educators if they are to improve their skills. The DHET should provide proper support to campuses which are not performing well. Erratic class attendance and absenteeism among students affects the completion of the ISATs. Lecturer and student unrest have played a part in the unsatisfactory implementation and completion of ISATs at some colleges. These matters should be urgently addressed.

Chapter 4

Verification of marking

1. INTRODUCTION

The purpose of verifying the standard of marking is to ensure the consistency and accuracy of the marking, which is a core responsibility of an assessment body offering a national assessment. This requirement applies to marking across all sites if the marking of a subject is 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 that marking is consistent and accurate.

Marking of the NC(V) Levels 2 and 3 examination scripts was conducted at various college/campus sites. Marking of the NC(V) Level 4 examination scripts was conducted at two central sites, namely Asherville Campus of Thekwini College and Springs Campus of Ekurhuleni East College.

The marking guidelines for Levels 2 and 3 were refined in a process established by the DHET, after which the marking guidelines were distributed to the colleges. Marking guideline discussions were required to be held at the college/campus marking centres before the onset of marking. The marking guidelines for the NC(V) Level 4 examinations were refined at the marking guideline discussions at the two centralised marking venues. There were no coordinating or centralised marking guideline discussions for the two Level 4 centres, with each venue holding its own meetings. The DHET examinations section appointed a chief marker, an internal moderator and markers for each Level 4 subject at the two centralised venues, in accordance with the enrolment numbers.

Umalusi monitored the state of readiness of the Level 4 marking centres and the progress of marking, attended selected marking guideline discussions and verified the marking of a sample of NC(V) Levels 2, 3 and 4 scripts across a range of examination centres and provinces.

2. PURPOSE

The purpose of this chapter is to report on:

- The reliability and viability of the systems, processes and procedures as planned and implemented at the marking centres;
- The standard of the marking guidelines and the marking guideline discussions;
- The standard and quality of the marking and internal moderation;
- The performance of students in specific subjects;
- Identification of good practices as well as areas of concern;
- Recommendations based on the findings.

3. SCOPE

3.1 State of readiness of Level 4 marking centres

Umalusi staff visited both the Level 4 marking centres (Springs and Asherville) on 1 December 2013, the date on which the marking guideline discussions for all the subjects with larger enrolments were convened.

3.2 Marking guideline discussions

Umalusi deployed 45 moderators to attend the marking guideline discussions of a sample of 50 question papers. A total of 18 moderators visited the Asherville marking centre and 27 the Springs marking centre on 30 November 2013 and 1 December 2013.

Table 25: NC(V) Level 4 marking guideline discussions attended

No	Subject
1	Advanced Plant Production
2	Advertising and Promotions
3	Afrikaans FAL P1
4	Afrikaans FAL P2
5	Agribusiness
6	Animal Production
7	Applied Accounting P1
8	Applied Accounting P2
9	Applied Engineering Technology
10	Applied Policing
11	Business Practice
12	Client Services and Human Relations
13	Computer Programming P2
14	Construction Planning
15	Construction Supervision
16	Consumer Behaviour
17	Criminal Justice Process
18	Data Communications and Networking
19	Economic Environment
20	Electrical Principles and Practice
21	Electrical Systems and Construction
22	Electronic Control and Digital Electronics
23	Engineering Processes

Table 25: NC(V) Level 4 marking guideline discussions attended (continued)

No	Subject
24	English FAL P1
25	English FAL P2
26	Financial Management
27	Food Preparation
28	Governance
29	Hospitality Generics
30	Human and Social Development
31	Law Procedures and Evidence
32	Learning Psychology
33	Life Orientation P1
34	Life Orientation P2
35	Marketing Communication
36	Marketing
37	Mathematical Literacy P1
38	Mathematical Literacy P2
39	Mathematics P1
40	Mathematics P2
41	Mechatronic Systems
42	Office Data Processing
43	Office Practice
44	Physical Science P1
45	Professional Engineering Practice
46	Project Management
47	Science of Tourism
48	Sustainable Tourism in SA and International Travel
49	System Analysis and Design
50	Tourism Operations

3.3 Verification of marking

Umalusi deployed 19 moderators to verify the marking of a sample of Level 2 scripts in 13 subjects (16 question papers)and Level 3 scripts in 11 subjects (15 question papers) at one central venue, Asherville. Sampled colleges were requested to send sampled Level 2 and 3 scripts to this centre for external moderation.

With respect to Level 4, Umalusi deployed 64 moderators to verify the marking at the Asherville and Springs marking centres. (Level 4 subjects with high enrolments were marked at both marking centres). In all, marking of 62 of the 74 Level 4 subjects were

verified; in some subjects this included both Paper 1 and Paper 2. In some instances, different moderators were responsible for different papers in one subject.

In total, Umalusi deployed 75 moderators to monitor and verify marking of Levels 2, 3 and 4 at the two marking centres.

Umalusi aimed to include scripts from as many provinces and examination centres as possible in its verification sample. The sample of scripts covered a full range of candidate performance. The three tables that follow provide information on the subjects, the number of provinces and sites included in Umalusi's verification sample.

Reasons for not including scripts from all nine provinces include the following:

• Since the external moderators visited only one of the two marking centres, only the marking of scripts from the provinces marked at the particular marking centre could be verified.
• Certain subjects, e.g. Transport Operations and Transport Economics, are offered at a limited number of centres and only in certain provinces.
• The marking of certain provinces was not completed by the time of external moderation.
• The late submission/arrival of scripts at the marking centre.

Table 26: 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
Electrical Systems and Construction L2	5	3	-	-	3	-	2	-	1	1
Engineering Technology L2	5	1	1	3	-	-	2	1	-	-
Entrepreneurship L2	6	2	1	1	2	-	-	-	1	2
Introduction to Policing Practices L2	3	-	-	3	3	-	-	-	-	3
Life Orientation L2 P2	9	2	1	3	3	2	3	2	2	3
Mathematical Literacy L2 P1	6	4	1	2	1	-	-	-	2	1
Mathematical Literacy L2 P2	6	2	1	2	-	-	1	-	2	2
Mathematics L2 P1	9	1	1	2	2	3	2	2	1	2
Mathematics L2 P2	9	3	1	3	2	1	1	2	1	3
New Venture Creation L2	9	3	2	2	2	3	2	2	2	2
Office Data Processing L2	5	1	1	-	1	-	-	2	-	1

Table 26: Verification of marking NC(V) Level 2 (continued)

NC(V) subject	Number of provinces	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
	Number of centres sampled within each province									
Physical Science L2 P1	5	2	-	1	-	1	2	-	-	2
Physical Science L2 P2	7	2	1	2	-	1	2	-	1	1
Soil Science L2	5	2	-	1	3	2	-	1	-	-
Transport Economics L2	3	-	-	-	1	2	-	-	-	1
Transport Operations L2	4	-	1	1	2	-	-	-	-	1

Table 27: Verification of marking NC(V) Level 3

NC(V) subject	Number of provinces	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
	Number of centres sampled within each province									
Electrical Principles and Practice L3	9	2	1	3	3	1	3	2	1	1
Electronic Control and Digital Electronics L3	7	3	-	2	2	1	-	2	1	3
English FAL L3 P1	7	4	1	1	2	-	-	1	1	2
English FAL L3 P2	7	5	2	1	2	-	-	2	1	2
Life Orientation L3 P2	7	3	1	3	2	3	-	-	1	3
Mathematical Literacy L3 P1	9	1	1	1	1	1	1	1	2	1
Mathematical Literacy L3 P2	9	3	1	1	2	2	1	1	1	3
Mathematics L3 P1	8	3	-	2	1	2	2	2	1	2
Mathematics L3 P2	8	4	1	1	2	2	1	1	-	3
Plant and Equipment L3	8	3	2	3	3	2	2	2	-	2
Physical Science L3 P1	4	-	-	2	-	1	1	-	-	1
Physical Science L3 P2	5	1	-	1	-	1	2	1	-	-
Theory of Policing Practices L3	2	-	-	-	2	-	-	-	-	5
Transport Economics L3	3	-	-	-	1	1	-	1	-	-
Transport Operations L3	3	-	-	1	2	-	-	1	-	-

Table 28: 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 L4	6	1	1	-	1	1	1	1	-	-
Advertising and Promotions L4	8	1	1	1	1	1	1	1	-	1
Afrikaans FAL L4 P1	2	-	-	-	-	-	-	-	1	3
Afrikaans FAL L4 P2	2	-	-	-	-	-	-	-	2	4
Agribusiness L4	6	2	1	-	1	2	1	1	-	-
Animal Production L4	4	2	1	-	7	1	-	-	-	-
Applied Accounting L4 P1	2	-	-	1	2	-	-	-	-	-
Applied Accounting L4 P2	1	2	-	-	-	-	-	-	-	-
Applied Engineering Technology L4	9	1	1	1	2	1	1	1	1	1
Applied Policing L4	5	3	-	3	4	1	-	-	-	5
Art and Science of Teaching L4	4	1	2	-	1	1	-	-	-	-
Automotive Repair and Maintenance L4	9	3	2	2	1	3	2	2	2	2
Business Practice L4	5	2	2	-	2	-	-	-	2	2
Carpentry and Roof Work L4	9	5	1	1	5	4	2	1	1	2
Client Services and Human Relations L4	9	1	1	2	1	1	1	1	1	2
Computer Programming L4 P2	8	1	1	2	2	1	-	2	1	1
Concrete Structures L4	1	-	-	3	-	-	-	-	-	-
Construction Planning L4	9	1	2	2	3	2	2	2	1	2
Construction Supervision L4	9	2	1	2	2	2	2	2	1	2
Consumer Behaviour L4	9	2	1	1	2	2	1	1	1	2
Contact Centre Operations L4	6	1	1	1	1	1	-	2	-	-
Criminal Justice Process L4	5	4	-	9	4	2	-	-	-	6
Data Communication and Networking L4	7	1	2	1	1	1	-	1	-	1
Economic Environment L4	6	2	1	1	1	1	-	-	1	-
Electrical Principles and Practice L4	5	-	-	1	-	-	1	1	1	1
Electrical Systems and Construction L4	7	1	-	1	2	1	1	2	-	1
Electrical Workmanship L4	9	2	1	2	2	1	1	2	1	2
Electronic Control and Digital Electronics L4	4	1	-	-	-	-	1	-	1	2
Engineering Fabrication – Boiler Making L4	8	-	1	4	1	4	3	2	1	2
Engineering Processes L4	4	-	-	1	-	2	1	-	-	2
English FAL L4 P1	4	-	-	2	-	2	1	1	-	-
English FAL L4 P2	4	-	-	2	-	3	2	2	-	-
Farm Planning and Mechanisation L4	6	2	1	-	7	3	1	1	-	-
Financial Management L4	6	1	-	1	2	1	1	-	-	3

Table 28: Verification of marking NC(V) Level 4 (continued)

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
Fitting and Turning L4	6	-	-	1	1	1	2	1	-	1
Food Preparation L4	9	2	1	2	2	2	2	3	1	1
Governance L4	5	2	-	3	2	2	-	-	-	3
Hospitality Generics L4	9	2	2	2	3	4	2	2	1	2
Hospitality Services L4	9	1	1	1	1	1	1	1	1	2
Human and Social Development L4	6	2	1	1	4	1	-	-	-	1
Law Procedures and Evidence L4	4	3	-	4	2	-	-	-	-	3
Learning Psychology L4	6	1	1	1	1	1	-	-	-	1
Life Orientation L4 P1	5	7	6	-	7	-	-	-	2	5
Life Orientation L4 P2	6	3	3	-	4	-	1	-	2	4
Management Practice L4	9	1	1	1	1	1	1	2	2	2
Marketing Communication L4	7	2	1	4	2	4	2	-	-	2
Marketing L4	5	1	-	1	1	-	1	-	-	3
Masonry L4	4	1	1	-	1	-	-	-	-	1
Materials L4	9	1	1	1	1	1	1	1	1	1
Mathematical Literacy L4 P1	5	2	1	-	2	-	-	-	1	1
Mathematical Literacy L4 P2	6	4	1	-	2	-	1	-	1	3
Mathematics L4 P1	5	4	4	-	5	-	-	-	1	3
Mathematics L4 P2	5	7	1	-	6	-	-	-	1	3
Mechatronic Systems L4	4	2	-	3	-	1	-	-	-	1
New Venture Creation L4	9	1	1	1	2	2	1	1	2	1
Office Data Processing L4	3	-	-	1	-	1	-	1	-	-
Office Practice L4	5	4	1	-	4	-	-	-	3	3
Personal Assistance L4	7	1	1	1	1	1	-	-	1	1
Physical Science L4 P1	8	1	2	4	2	4	2	1	-	1
Physical Science L4 P2	6	1	5	5	-	5	2	2	-	-
Process Control L4	2	-	-	1	1	-	-	-	-	-
Professional Engineering Practice L4	9	2	1	3	3	3	2	2	1	3
Project Management L4	6	1	1	1	-	-	-	1	1	2
Roads L4	2	-	-	-	-	2	-	-	-	2
Science of Tourism L4	6	2	1	-	1	1	-	-	1	1
Sustainable Tourism in SA and International Travel L4	9	2	1	3	2	2	1	2	1	3
System Analysis and Design L4	7	1	-	1	1	2	2	3	-	1
Tourism Operations L4	8	1	1	3	-	1	1	2	1	1
Welding L4	6	-	2	2	3	2	1	-	-	3

4. APPROACH

Umalusi appointed experienced external moderators to verify the consistency of Level 4 marking. The sample of scripts verified was spread across provinces, as represented in the tables on the previous pages.

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

- Attendance of the marking guideline discussions for selected Level 4 subjects;
- Verification of the marking of a sample of Level 2 and 3 scripts at the Asherville marking centre;
- Verification of the marking of a sample of Level 4 subjects at each of the two centralised marking centres.

The marking guideline discussions for the Level 4 subjects were held at the two marking centres, namely Asherville and Springs. These marking guideline discussion meetings were attended by the chief markers, internal moderators, external moderators and markers, where available. Umalusi's moderators played an important role in guiding and assisting in this process.

A sample of campuses was requested to submit the marked and internally moderated scripts for Level 2 and Level L3 subjects to the Asherville marking centre, for verification of marking. The examination assistants drew a sample of scripts according to criteria stipulated. The marking of the sampled scripts was verified by the Umalusi moderators.

The external moderators were deployed to one of the two marking centres to verify the marking of a sample of scripts for Level 4 from as many provinces and centres as possible.

In addition, Umalusi staff:

- Monitored the marking venues before the marking process;
- Scanned through chief marker/internal moderation of marking reports from Levels 2, 3, and 4 where available. (This is reported on in Chapter 5.)

5. FINDINGS

5.1 Monitoring of state of readiness of marking centres

The marking centres were established in August/ September 2013. A detailed training session was conducted for the marking centre managers and the deputy marking centre managers on 19 and 20 October 2013. A manual, Marking and Moderation of Scripts at National Marking Centres, formed the basis of the training session.

5.1.1 Security and safety

Springs Campus had tight security in place. Asherville was not considered secure enough. Entry was not controlled and it was clear that this newly established marking centre could not manage the large numbers of marking staff on the first day of marking. This marking centre was also not fully aware of the requirements such as a fully equipped first aid kit, emergency telephone numbers and clearly displayed evacuation plan.

5.1.2 Accommodation and meals

No provision was made for accommodation or meals at any of the marking centres. Markers who required accommodation had to make their own arrangements and were remunerated according to the DHET rate. There were cafeterias or tuck shops at both marking centres.

5.1.3 Recruitment and appointment of marking staff

Marking staff were initially appointed only if they met the criteria in a specific category. However, due to a shortage of markers, these criteria had to be relaxed and markers, chief markers and internal moderators who did not meet all the criteria were appointed in certain subjects.

Markers were informed of their appointments via text messages only at a very late stage (a few days before the start of the marking session). They received their appointment letters only on arrival at the marking centres – too late to meet the requirements as stipulated, i.e. to come prepared, having worked through the marking guidelines on their own.

5.1.4 Management of marking staff

An effective process for the registration and deregistration of markers was put in place at all the marking centres visited.

Daily meetings were held with chief markers and/or deputy marking centre managers to discuss pertinent issues and to evaluate the progress of marking.

An irregularities committee was established at each of the marking centres.

5.1.5 Management of scripts and mark sheets

The centres captured information manually (Asherville) and scanned in the relevant information (Springs) as scripts arrived at the marking centres. The process was effectively managed. Some batches of scripts were received without mark sheets and this caused difficulties. These incidences were reported as technical irregularities. Other discrepancies, e.g. missing scripts, were also evident. Where scripts were outstanding, colleges were called upon to follow up on outstanding scripts.

The flow of scripts to and from the marking venues was well managed. Completed mark sheets were faxed to the DHET and a record was kept of all these. The original mark sheets were couriered or delivered to the DHET.

5.1.6 Marking process

The principle of question-wise marking was not always applied, especially in subjects with low enrolments.

There was very little evidence of moderation at the beginning of the marking process.

5.2 Marking guideline discussions

Marking guideline discussions were arranged so that they could be attended by the entire marking panel for each subject, at both centralised venues. The marking guideline discussion meetings included sample marking of one or more scripts and, in many instances, internal moderation of the sample-marking process.

Table 29: Findings of marking guideline discussions for NC(V) Level 4

Aspects	Findings and challenges	Subjects
Appointment of and attendance of markers, chief markers and internal moderators at the marking guideline discussion meeting	The required chief marker, internal moderator and a number of markers were in attendance in all the subjects listed.	Agribusiness Applied Policing Economic Environment Electrical Systems and Construction Food Preparation Law Procedures and Evidence
	Markers were absent; in 31 subjects (the majority) not all markers attended the marking guideline discussion.	Advanced Plant Production Advertising and Promotions Business Practice Client Services and Human Relations Computer Programming P2 Construction Planning Construction Supervision

Table 29: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Appointment of and attendance of markers, chief markers and internal moderators at the marking guideline discussion meeting (continued)		Consumer Behaviour Data Communication and Networking Electrical Principles and Practice Electronic Control and Digital Electronics Engineering Processes English FAL P1 and P2 Financial Management Hospitality Generics Human and Social Development Learning Psychology Life Orientation P1 and P2 Marketing Marketing Communication Mathematical Literacy P1 and P2 Mathematics P1 and P2 Office Data Processing Office Practice Professional Engineering Practice Project Management Science of Tourism Sustainable Tourism in South Africa and International Travel Tourism Operations
	The chief marker did not attend the marking guideline discussion.	Marketing Communication
	Some internal moderators did not attend the marking guideline discussion, as one moderator is on occasion appointed to moderate the marking of several subjects.	Applied Engineering Technology Construction Planning Governance Learning Psychology Mechatronic Systems
Problems regarding inexperienced markers, markers not teaching the subject or inadequate number of markers	A serious shortage of markers was experienced in the subjects listed. Furthermore, some of the markers appointed had not taught the subject at Level 4 nor did they meet the experience requirements.	Advanced Plant Production Applied Accounting P1 Applied Engineering Technology Client Services and Human Relations Construction Planning Construction Supervision Consumer Behaviour Electrical Principles and Practice Electrical Systems and Construction Electronic Control and Digital Electronics English FAL P1and P2 Financial Management Food Preparation Hospitality Generics Life Orientation P1 and P2 Marketing Communication Office Data Processing Office Practice Professional Engineering Practice Science of Tourism

Table 29: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Recommended changes to the question paper and marking guidelines during external moderation effected	External moderators' changes were effected. However:	Most subjects
	• The recommended changes were not all made in the subjects listed.	Animal Production (marking guideline) Construction Supervision Law Procedures and Evidence Learning Psychology (marking guideline) Office Practice Sustainable Tourism in South Africa and International Travel
Preparedness of the markers and chief markers	The chief markers of the listed subjects marked a sample of scripts before the meeting. This was only the case in few subjects, as the majority of scripts were not available until the day of the marking guideline discussion.	Agribusiness Law Procedures and Evidence Advanced Plant Production Applied Policing Construction Planning Consumer Behaviour Marketing Professional Engineering Practice
	Only the markers in the listed subjects attended the marking guideline discussion having prepared their own marking guideline.	Afrikaans FAL P1 Applied Policing Electrical Systems and Construction Governance Law Procedures and Evidence Marketing Communication Mechatronic Systems Office Data Processing
	The markers in the majority of subjects did not come prepared to the marking guideline discussion. This was due mainly to unavailability of question papers and marking guidelines, as well as to the late appointment of markers, who claimed that they had not been told to prepare in advance. (Experienced markers should know that this is a prerequisite for the attendance of marking guideline discussions and marking).	Most subjects
	In the instance of the two listed subjects, novice chief markers were appointed who were not familiar with the process of sample marking and were unprepared, or a chief marker was not prepared for the meeting.	Electrical Principles and Practice Financial Management

Table 29: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Adjustments to marking guidelines	In the case of the subjects listed, marking guidelines were adjusted before the marking guideline discussion, in most cases during the meeting between the chief marker and internal moderator.	Advanced Plant Production Advertising and Promotions Applied Policing Business Practice Computer Programming Consumer Behaviour Criminal Justice Process Economic Environment English FAL P1 and P2 Food Preparation Governance Hospitality Generics Life Orientation P1 and P2 Marketing Communication Office Practice Professional Engineering Practice System Analysis and Design Tourism Operations
	Marking guidelines were adjusted during the meeting.	Most subjects
	Marking guidelines were adjusted after the sample marking had taken place.	Advanced Plant Production Construction Supervision Electronic Control and Digital Electronics Food Preparation Hospitality Generics Life Orientation P2 Mechatronic Systems Professional Engineering Practice
	Not all changes or additions to the marking guideline were justified.	Law Procedures and Evidence Life Orientation P1 Tourism Operations
Sample marking	No sample marking was done after the meeting as scripts and marking guidelines were not available or there were no markers present.	Advertising and Promotions Animal Production Construction Planning Learning Psychology Office Data Processing Science of Tourism
	Sample marking was done after the marking guideline had been discussed.	Most subjects
Adherence to marking guidelines during sample marking and performance of markers	Excellent and good marking was evident in the listed subjects.	Afrikaans FAL P1 and P2 Agribusiness Economic Environment Electrical Systems and Construction Governance Human and Social Development Law Procedures and Evidence Marketing Communication Mathematical Literacy P1 and P2 Mechatronic Systems Physical Science P1 Systems Analysis and Design Tourism Operations

Table 29: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Adherence to marking guidelines during sample marking and performance of markers (continued)	Average and poor marking were also reported.	Financial Management Food Preparation Hospitality Generics Marketing Sustainable Tourism in South Africa and International Travel
Standard of internal moderation during sample marking	The internal moderation of the sample marking was rated as average to good in most subjects. However, the following concerns were recorded:	
	• External moderator depicted a poor standard of moderation in the case of two subjects.	Food Preparation Marketing
	• No internal moderation was conducted in the subjects listed. In some cases, internal moderation could not be completed during the sample marking while the external moderator was present.	Agribusiness Business Practice Electrical Principles and Practice Hospitality Generics Mathematics P1 and P2 Mechatronic Systems Life Orientation P1 and P2 Sustainable Tourism in South Africa and International Travel
Measures to address inconsistencies in marking and calculation errors	Examination assistants checked that all questions had been marked and that calculation and transfer of marks to the cover page of scripts was accurate. The internal moderators guided markers where necessary to ensure consistent marking.	All subjects
Complaints about questions that were ambiguous, or beyond the scope of the curriculum or the level	There were very few complaints about ambiguous questions or questions outside the scope of the subject. However:	
	• In the case of the subjects listed some questions were seen as ambiguous or outside the scope of the subject.	Agribusiness Computer Programming Consumer Behaviour Food Preparation Mathematical Literacy P1 and P2 Office Practice
Minutes of marking guideline discussions were submitted to the marking centre manager	The minutes of the marking guideline discussion for most subjects were submitted to the marking centre manager. However:	
	• Minutes for the subjects listed had not yet been submitted to the marking centre manager at the time of verification.	Construction Planning Electrical Principles and Practice Marketing Marketing Communication Mathematics P1 and P2 Mechatronic Systems Physical Science P1 Systems Analysis and Design

5.3 Verification of marking NC(V) Level 2 and 3

The verification of the marking process aimed to include scripts from as many provinces and examination centres as possible. The scripts that were included covered the full range of performance by candidates.

The table below reflects the findings of Umalusi's moderators regarding the standard of marking and the procedures followed at the various making centres, for the 25 subjects moderated.

Table 30: Findings of verification of marking NC(V) Level 2 and 3

Aspects	Findings and challenges	Subjects
Marking guideline discussions	Changes to the marking guideline were made at the marking guideline discussions convened in the Western Cape.	Electronic Control and Digital Electronics L3 Life Orientation L3 P2 Mathematics L2 P1 Mathematics L2 P2 New Venture Creation L2 Physical Science L2 P1 Physical Science L3 P1 Transport Operations L2
	• In some instances, these changes were not justified.	Mathematics L2 P1 Mathematics L2 P2 New Venture Creation L2
	For one subject, there was a marking concession of 14 marks granted. The paper had to be marked out of 286 instead of 300.	Office Data Processing L2
Timely receipt of scripts at marking centre	Only a few subjects' scripts, as listed, were received in time at the marking centre. However:	Electrical Systems and Construction L2 Electronic Control and Digital Electronics L3 Mathematical Literacy L3 P2
	• The scripts for a long list of subjects were not all received at the time of verification/were not all made available for verification.	Electrical Principles and Practice L3 Engineering Technology L2 English FAL L3 P1 and P2 Life Orientation L2 P2 Life Orientation L3 P2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 New Venture Creation L2 Office Data Processing L2 Soil Science L2 Transport Economics L2 and L3 Transport Operations L2 and L3
Marking procedure **The instruction was that a question-wise marking approach should be followed.**	Whole script marking occurred for the listed subjects. In some instances, this was due to the small number of enrolments and hence only one marker per subject.	Electrical Principles and Practice L3 Electrical Systems and Construction L2 Office Data Processing L2 Soil Science L2 Theory of Policing Practices L3 Transport Economics L2 and L3 Transport Operations L2 and L3

Table 30: Findings of verification of marking NC(V) Level 2 and 3 (continued)

Aspects	Findings and challenges	Subjects
Marking procedure The instruction was that a question-wise marking approach should be followed. (continued)	Some of the centres from which scripts were received conducted whole script marking while others followed question-wise marking.	Electronic Control and Digital Electronics L3 Engineering Technology L2 English L3 FAL P1 and P2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 New Venture Creation L2 Physical Science L2 P1 and P2 Physical Science L3 P1 and P2
Adherence to marking guidelines	Markers adhered to the marking guideline at most marking centres in respect of the subjects listed. However:	Electrical Systems and Construction L2 Electronic Control and Digital Electronics L3 Life Orientation L2 P2 Life Orientation L3 P2 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L2 P1 and P2 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 New Venture Creation L2 Office Data Processing L2 Physical Science L2 P1 and P2 Physical Science L3 P1 Soil Science L2 Transport Economics L2 and L3 Transport Operations L2 and L3
	• Some centres did not always adhere to the marking guideline. The listed subjects are implicated.	Electrical Principles and Practice L3 Introduction to Policing Practices L2 Physical Science L3 P2 Theory of Policing Practices L3
	• Markers in the two listed subjects from most of the centres from which scripts were moderated did not adhere to the marking guideline.	Engineering Technology L2 English FAL L3 P1 and P2
Standard of marking/ performance of markers	For the majority of the subjects moderated, the marking of the listed subjects was of a good standard.	Electrical Systems and Construction L2 Electronic Control and Digital Electronics L3 Life Orientation L2 P2 Life Orientation L3 P2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 and P2 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 New Venture Creation L2 Office Data Processing L2 Physical Science L2 P1 and P2 Physical Science L3 P1 and P2 Soil Science L2 Transport Economics L3 Transport Operations L2 and L3

Table 30: Findings of verification of marking NC(V) Level 2 and 3 (continued)

Aspects	Findings and challenges	Subjects
Standard of marking/ performance of markers (continued)	• The standard of marking of the four listed subjects was rated as average.	Electrical Principles and Practice L3 Introduction to Policing Practices L2 Plant and Equipment L3 Theory of Policing Practices L3
	• The marking of the three subjects listed was rated as poor.	Engineering Technology L2 English FAL L3 P1 and P2 Transport Economics L2
	Discrepancies in marking were observed in three subjects: certain centres decided unilaterally to ignore a question/allocate marks regardless of students' performance/adjust marks upward/donate bonus marks/inflate marks.	English FAL L3 P1 Mathematics L3 P2 Theory of Policing Practices L3
Administration	The prescribed procedure for the allocation of marks, indication of marks per question, indication of mistakes, correct transfer of marks and making of notes during marking to facilitate report writing, was followed in most subjects.	Electrical Principles and Practice L3 Electrical Systems and Construction L2 Electronic Control and Digital Electronics L3 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P2 New Venture Creation L2 Office Data Processing L2 Physical Science L3 P2 Physical Science L2 P1 and P2 Soil Science L2 Theory of Policing Practices L3 Transport Economics L2 and L3 Transport Operations L2 and L3
	The prescribed procedure was, however, not always followed for some subjects.	Engineering Technology L2 English FAL L3 P1 and P2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 and P2 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 Physical Science L2 P1 Physical Science L3 P1
	The name of the internal moderator was clearly indicated on the scripts in the two subjects listed. However, in the majority of subjects moderated:	Electrical Principles and Practice L3 Office Data Processing L2
	• The internal moderator's name was not clearly indicated on the scripts.	Electrical Systems and Construction L2 Electronic Control and Digital Electronics L3 Engineering Technology L2 English FAL L3 P1 and P2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P2 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L2 P1 and P2 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2

Table 30: Findings of verification of marking NC(V) Level 2 and 3 (continued)

Aspects	Findings and challenges	Subjects
Administration (continued)		New Venture Creation L2 Physical Science L2 P1 and P2 Physical Science L3 P1 and P2 Plant and Equipment L3 Soil Science L2 Theory of Policing Practices L3 Transport Economics L2 and L3 Transport Operations L2 and L3
Internal moderation	In some subjects, scripts from all the marking centres were moderated.	Electrical Principles and Practice L3 English FAL L3 P1 and P2 Life Orientation L2 P2 Mathematical Literacy L3 P1 Plant and Equipment L3 Transport Operations L2 and L3
	For the subjects listed, there was no evidence of moderation of scripts submitted.	Introduction to Policing Practices L2 Life Orientation L3 P2 Mathematics L2 P2 New Venture Creation L2 Physical Science L3 P1 Physical Science L3 P2 Soil Science L2 Theory of Policing Practices L3
	The internal moderation for five subjects was of a good standard.	Mathematical Literacy L3 P2 Mathematics L2 P2 Mathematics L3 P1 Soil Science L2 Transport Operations L2 and L3
	The internal moderation for the majority of the subjects was rated as average.	Electrical Principles and Practice L3 Electrical Systems and Construction L2 Electronic Control and Digital Electronics L3 Engineering Technology L2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 New Venture Creation L2 Office Data Processing L2 Physical Science L2 P1 and P2 Physical Science L3 P1 and P2 Plant and Equipment L3 Theory of Policing Practices L3 Transport Economics L2 and L3 Transport Economics L3
	The standard of internal moderation of one subject was rated as poor.	English FAL L3 P1 and P2
	Shadow moderation was evident at some of the marking centres, for the subjects listed.	English FAL L3 P1 and P2 Life Orientation L3 P2 Mathematical Literacy L2 P1 and P2 Office Data Processing L2 Plant and Equipment L3 Theory of Policing Practices L3

Table 30: Findings of verification of marking NC(V) Level 2 and 3 (continued)

Aspects	Findings and challenges	Subjects
The percentage of scripts moderated	In most subjects a sample of scripts had been moderated.	Electrical Principles and Practice L3 Introduction to Policing Practices L2 Mathematical Literacy L2 P2 Mathematical Literacy L3 P2 Mathematics L2 P2 New Venture Creation L2 Physical Science L2 P1 and P2 Physical Science L3 P1 and P2 Plant and Equipment L3 Soil Science L2 Theory of Policing Practices L3 Transport Economics L2 and L3 Transport Operations L2 and L3
	In most subjects, candidates' performance was in line with the predicted expectations.	Electrical Principles and Practice L3 Introduction to Policing Practices L2 Mathematical Literacy L2 P2 Mathematical Literacy L3 P2 Mathematics L2 P2 New Venture Creation L2 Physical Science L2 P1 and P2 Physical Science L3 P1 and P2 Plant and Equipment L3 Soil Science L2 Theory of Policing Practices L3 Transport Economics L2 and L3 Transport Operations L2 and L3
Response to the examination question paper	In most subjects, candidates' performance was in line with the predicted expectations.	Electrical Principles and Practice L3 Electrical Systems and Construction L2 Electronic Control and Digital Electronics L3 English FAL L3 P1 and P2 Life Orientation L2 P2 Life Orientation L3 P2 Mathematical Literacy L2 P2 Mathematical Literacy L3 P2 Mathematics L2 P2 New Venture Creation L2 Office Data Processing L2 Physical Science L2 P1 Physical Science L3 P1 and P2 Soil Science L2 Theory of Policing Practices L3 Transport Economics L3 Transport Operations L3
	Candidates' performance was lower than expected in the subjects listed.	Engineering Technology L2 Physical Science L2 P1 Plant and Equipment L3 Transport Economics L2 Transport Operations L2
Handling of irregularities	There were no irregularities reported in most of the subjects. However:	

Table 30: Findings of verification of marking NC(V) Level 2 and 3 (continued)

Aspects	Findings and challenges	Subjects
Handling of irregularities (continued)	• Many colleges did not comply with the watermark that should have appeared on printouts of computer subjects; this could have led to irregularities.	Life Orientation L2 P2
Chief marker and internal moderator reports	The reports of the listed subjects that were submitted, were of an acceptable standard.	Introduction to Policing Practices L2 Life Orientation L3 P2 Theory of Policing Practices L3
	The majority of the subjects' reports were of poor quality and did not include adequate qualitative data to be informative/in some instances content was copied and pasted from previous reports.	Engineering Technology L2 English FAL L3 P1 and P2 Life Orientation L2 P2 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L2 P1 and P2 Office Data Processing L2
	Reports were not prepared or unavailable for some of the subjects, as listed.	Electrical Principles and Practice L3 Mathematics L2 P2 New Venture Creation L2
Adjustment of marks	Bonus marks were awarded indiscriminately by some markers.	English FAL L3 P1 and P2
	Four of the sampled examination centres adjusted their students' marks upwards by 5% to 15% claiming that the paper was difficult.	Mathematics L3 P2
	One centre did not mark a question and two other centres simply allocated 21 marks to students, claiming that the question was beyond the scope of the subject.	Theory of Policing Practices L3

5.4 Verification of marking of NC(V) Level 4

Table 31: Findings of verification of marking NC(V) Level 4

Aspects	Findings and challenges	Subjects
Timely receipt of scripts at marking centres	In most subjects (84%), all scripts were received.	
	There were however outstanding scripts that had not yet been received for the subjects listed, at the time of verification.	Afrikaans FAL L4 P2 Automotive Repair and Maintenance L4 Consumer Behaviour L4 Electronic Control and Digital Electronics L4 Electrical Workmanship L4 Engineering Processes L4 Hospitality Generics L4 Hospitality Services L4 Office Practice L4 Physical Science L4 P1

Table 31: Findings of verification of marking NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Marking procedure Question-wise marking was promoted	The required question-wise marking occurred.	Many of the subjects (68%)
	Whole script marking occurred in the subjects listed instead of the required question-wise marking. In some instances it was due to a small enrolment and the appointment of only one marker/shortage of markers.	Advanced Plant Production L4 Afrikaans FAL L4 P1 and P2 Agribusiness L4 Animal Production L4 Art and Science of Teaching L4 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 Electrical Systems and Construction L4 Engineering Fabrication - Boiler Making L4 Farm Planning and Mechanisation L4 Hospitality Generics L4 Human and Social Development L4 Learning Psychology L4 Masonry L4 Mechatronic Systems L4 Physical Science L4 P1 and P2 Process Control L4 Roads L4 Welding L4
Adherence to marking guidelines	In the majority of subjects there was good adherence to marking guidelines by markers. However:	
	• In the subjects listed markers' adherence to marking guidelines was rated as average.	Animal Production L4 Automotive Repair and Maintenance L4 Computer Programming L4 Concrete Structures L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 P1 Mathematics L4 P2 Personal Assistance L4 Science of Tourism L4
	• In the subjects listed markers' adherence to the marking guideline was rated as poor.	Hospitality Services L4 English FAL L4 P1 Masonry L4 Office Practice L4
Standard of marking/ performance of markers	The standard of marking was rated as good in the majority of the subjects. However:	
	• for the subjects listed the standard of marking was rated as average.	Animal Production L4 Automotive Repair and Maintenance L4 Client Services and Human Relations L4 Concrete Structures L4 Construction Supervision L4

Table 31: Findings of verification of marking NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Standard of marking/ performance of markers (continued)		Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L4 Learning Psychology L4 Life Orientation L4 P1 Mathematics L4 P2 Office Practice L4 Process Control L4 Project Management L4 Science of Tourism L4 Welding L4
	• in a few subjects the marking was rated as weak.	Marketing L4 Masonry L4
Administration	The prescribed procedure for allocation of marks, indication of marks per question, indication of mistakes, correct transfer of marks and making of notes during marking to facilitate report writing was followed in many of the subjects. However:	
	• The prescribed procedure for marks administration was not followed in all respects for the subjects listed.	Advertising and Promotions L4 Animal Production L4 Applied Accounting L4 P1 Carpentry and Roof Work L4 Concrete Structures L4 Construction Planning L4 Contact Centre Operations L4 Criminal Justice Process L4 Engineering Fabrication - Boiler Making L4 Engineering Processes L4 English FAL L4 P1 and P2 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Human and Social Development L4 Learning Psychology L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 P1 and P2 Physical Science L4 P2 Process Control L4 Science of Tourism L4 System Analysis and Design L4
Control	The name of the internal moderator was clearly indicated on the scripts of most of the subjects moderated (69%).	

Table 31: Findings of verification of marking NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Control (continued)	The name of the internal moderator was, however, not clearly indicated on the scripts of some of the subjects, as listed.	Animal Production L4 Applied Engineering Technology L4 Art and Science of Teaching L4 Concrete Structures L4 Contact Centre Operations L4 Economic Environment L4 Electrical Principles and Practice L4 Engineering Processes L4 Farm Planning and Mechanisation L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 P2 Marketing Communication L4 Marketing L4 Masonry L4 Materials L4 Mechatronic Systems L4 Physical Science L4 P2 Process Control L4 System Analysis and Design L4
Internal moderation	In 47% of the subjects, scripts from all the examination centres were moderated.	Some subjects
	This was not the case in many of the subjects (listed) where scripts from only certain centres were moderated.	Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Engineering Technology L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Concrete Structures L4 Contact Centre Operations L4 Criminal Justice Process L4 Economic Environment L4 Electronic Control and Digital Electronics L4 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 P1 and P2 Masonry L4 Materials L4 Mathematics L4 P1 and P2 Mechatronic Systems L4 New Venture Creation L4 Physical Science L4 P2 Process Control L4 Roads L4 Sustainable Tourism in South Africa and International Travel L4 System Analysis and Design L4

Table 31: Findings of verification of marking NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Internal moderation (continued)	The standard of internal moderation for most of the subjects was rated as good. However:	
	• the standard of internal moderation was rated as average for a substantial number of subjects, as listed.	Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Client Services and Human Relations L4 Construction Supervision L4 Electronic Control and Digital Electronics L4 Engineering Fabrication - Boiler Making L4 Engineering Processes L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L4 Project Management L4
	• The internal moderation of three of the subjects was rated as poor.	Learning Psychology L4 Marketing L4 Masonry L4
Percentage of scripts moderated internally	Scripts were internally moderated or there were plans in place for the moderation. However:	Most subjects
	• Fewer than 10% of the scripts were moderated or were to be moderated.	Animal Production L4 Carpentry and Roof Work L4 Economic Environment L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Human and Social Development L4 Life Orientation L4 P1 and P2 Mathematics L4 P1 and P2 Office Data Processing L4
	• No scripts were internally moderated by the time of external moderation and/or it was not clear whether internal moderation would take place, for the subjects listed.	Art and Science of Teaching L4 Concrete Structures L4 Contact Centre Operations L4 Mechatronic Systems L4 Physical Science L4 P2 Process Control L4 Roads L4 System Analysis and Design L4 Welding L4
Response to the examination question paper	In the majority of the subjects (71%), candidates' performance was in line with the predicted expectations. However:	
	• candidates' performance disappointed expectations in a substantial number of the subjects, as listed.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Carpentry and Roof Work L4 Client Services and Human Relations L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Law Procedures and Evidence L4

Table 31: Findings of verification of marking NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Response to the examination question paper (continued)		Mathematics L4 P1 and P2 Mechatronic Systems L4 New Venture Creation L4 Physical Science L4 P1 Professional Engineering Practice L4 Sustainable Tourism in South Africa and International Travel L4
Performance of candidates	In the majority of the subjects, the students found the papers fair. However:	
	• In the subjects listed the candidates found the question paper difficult.	Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 P1 and P2 Applied Policing L4 Client Services and Human Relations L4 Computer Programming L4 Construction Planning L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Food Preparation L4 Hospitality Generics L4 Law Procedures and Evidence L4 Mathematics L4 P2 Mechatronic Systems L4 Physical Science L4 P1 and P2 Professional Engineering Practice L4
Handling of irregularities	There were no irregularities reported for most of the subjects but	
	• Alleged irregularities, mostly technical in nature, were reported or identified during marking or moderation in the subjects listed.	Animal Production L4 Applied Accounting L4 P2 Applied Policing L4 Construction Planning L4 Criminal Justice Process L4 Electrical Workmanship L4 English FAL L4 P2
Preparation of chief marker and internal moderator reports	Reports were prepared and submitted for most subjects. However:	
	• in six subjects, reports were not yet prepared or available and/ or no notes were made during the marking process to facilitate report writing.	Advertising and Promotions L4 Animal Production L4 Carpentry and Roof Work L4 Masonry L4 Physical Science L4 P2 Roads L4

6. AREAS OF GOOD PRACTICE

6.1 Readiness of marking centres

The training sessions offered by the DHET equipped the marking centre managers and deputy marking centre managers for the task. Standardised systems and processes across the marking centres contributed to the effectiveness of the marking.

6.2 Marking guideline discussions

- Only some subjects' chief markers were prepared for the marking guideline discussions. Such preparations are cardinal to the success of the marking guideline discussion.
- At the Asherville marking centre, all question papers and marking guidelines, as well as scripts for pre-marking, were photocopied and ready for dissemination before the meetings started. This was conducive to good practice, with the meetings starting on time and time used optimally.
- In subjects with larger enrolments, both a chief marker and an internal moderator were appointed.
- Examination assistants were appointed to control the scripts received, help check calculations and verify the correct transfer of marks to cover pages.
- In most subjects, the level of internal moderation for sample marking, where this had been conducted, was of an average to good standard.

6.3 Verification of marking Level 2 and 3

- Many centres sent in the required scripts for external moderation.
- Some centres conducted question-wise marking.
- In some subjects, good adherence by markers to the marking guideline was observed at most marking centres.
- A good standard of marking was maintained in many subjects.
- The prescribed procedure for allocation of marks, indication of marks per question, indication of mistakes, correct transfer of marks and making of notes during marking to facilitate report writing was observed for some marking centres.
- Internal moderation was done as prescribed at many of the marking centres.
- In many subjects, the candidates' performance was in line with the predicted expectations.
- In some subjects, students' performance in the examination improved, which might indicate improvement in the standard and quality of teaching and learning.

- No irregularities were reported in the majority of the subjects.
- Reports on the marking process and achievement of students were prepared in most instances.

6.4 Verification of marking Level 4

- Most of the scripts were received at marking centres in time for the marking process.
- The required question-wise marking occurred in the majority of the subjects.
- Most of the markers adhered to the correct administration of marks.
- A good standard of marking was evident in many of the subjects.
- Scripts from many of the subjects' examination centres were moderated and the moderation of 10% of the scripts was the norm for most subjects. The standard of internal moderation was good in most of the subjects.
- The appointment of examination assistants enhanced the marking process.
- The use of central marking venues is the most reliable model in ensuring consistent marking and is an example of good practice.
- Most of the chief markers and internal moderators prepared or were preparing reports to submit.

7. AREAS FOR IMPROVEMENT

7.1 Readiness of marking centres

7.1.1 Recruitment and appointment of marking staff

The recruitment and appointment of marking staff must start much earlier and measures should be put in place to ensure that enough suitably qualified and experienced markers apply, accept appointments, are well prepared and assume duty on the starting date of the marking process. Issues around the differences in remuneration for the NC(V) and NATED must be resolved.

7.1.2 Centre preparedness for marking guideline discussions

At the Springs marking centre, the relevant documents were not ready in some subjects and a great deal of time was wasted before the marking guideline meetings could commence. The centre was not cooperative regarding the photocopying of some scripts for sample marking. All subjects' sample marking scripts, question papers and marking guidelines should be prepared in advance and readily available on the day of the meetings.

One venue should be allocated per subject for the marking guideline discussions to ensure uninterrupted and focussed discussions. It is not conducive to productive meetings if different subjects have to share a venue. If marking centres cannot accommodate different groups, they should not be chosen as marking sites.

At the Asherville marking centre, the record of scripts sent to the marking venue was manually captured by the examination assistants due to problems encountered with the scanner. The monitoring of expected scripts against the number of scripts received would have been much more efficient if the scanner had been used.

The DHET examination section must adhere to the timelines which it communicates to Umalusi. Some meetings started at 7:30, others at 8:00 or 8:30, even though Umalusi had been informed that the starting time was 9:00. In another instance, the marking guideline discussions were postponed from 15:00 on 30/11/2013 to 15:00 on 01/12/2013, because markers arrived late. In other instances, when the external moderator arrived at the appointed time to attend the marking guideline discussion, as arranged, the discussion had already taken place. A common understanding of what a marking guideline discussion meeting entails needs to be shared by all involved.

7.2 Marking guideline discussions

7.2.1 Challenges and recommendations with the appointment of markers

The challenges posed by the appointment of markers are of great concern and this was one of the biggest setbacks in the marking process. Markers, chief markers and internal moderators were appointed too late in the process, which led to many markers not attending and not taking up appointments. In some instances, in the absence of a chief marker or internal moderator, markers would summarily be appointed to these positions. Markers received their appointment letters on arrival at the marking centres – too late to do the necessary preparation as stipulated in the letters. Consequently, they were not aware that they had to prepare their own marking guidelines. Chief markers, internal moderators and markers should have received proper appointment letters indicating roles, responsibilities and remuneration in good time.

Furthermore, many markers opted to mark at the NATED centres because of the higher tariffs paid. For some subjects, there were no markers in attendance at the marking guideline discussions, as they did not take up their appointments. In most subjects, there were not enough markers on the day of the marking guideline discussions. Many subjects' markers were then asked to phone friends/colleagues in order to make up the numbers of markers.

Appointments should be done in time. Markers should receive their appointment letters well in advance, where their remuneration for marking, as well as tariffs for expenses such

as transport, accommodation and refreshments, are clearly stipulated. In addition, their duties and preparation details need to be outlined. Measures should be put in place to ensure that no marker is appointed to more than one marking site or in more than one subject. Acceptance of their appointment should be confirmed well in advance of the process.

Enough markers must be present from the beginning of the process. All people involved in the marking process should attend and participate in the marking guideline discussions.

While the appointment of new and inexperienced markers is vital to ensure capacity building across the colleges, prospective markers should teach the subject at the required level and should have taught the subject for at least two years. Chief markers and internal moderators require a briefing and training session before marking commences and cannot summarily be appointed on the day of the marking guideline discussion in lieu of absent personnel.

Chief markers and internal moderators should be drawn from a pool of markers who have marked at national level. The chief marker and internal moderator should have ample experience in marking examinations at national level before they are appointed. It is inconceivable that these posts are filled by lecturers who have never marked at national level and who have little experience in teaching the subject.

There were unfortunate instances where markers had not yet been paid for previous marking sessions. Markers were also not informed of the rates at which they would be paid. When the markers tried to address the matter of remuneration at the Springs marking centre general meeting, they were not allowed to and the meeting was summarily closed. This led to a number of markers deciding not to mark.

In some instances, all the persons involved in the marking process were from the same college. This is not in line with the new model to build capacity. A range of markers from various colleges is required to ensure equitable marking and to build capacity across colleges. Markers should be representative of as many colleges as is practical and should include individuals from a range of geographical areas to ensure equity in marking and capacity building across a broader range of colleges.

The examiner and internal moderator of the question paper should attend the marking guideline discussions.

Marking guidelines must be made available to the marking centres well before marking guideline discussions. Care should be taken to provide the correct marking guidelines and not drafts. Problems occurred, where in some subjects, the corrections recommended by Umalusi were made to question papers but not to the concomitant marking guidelines.

7.2.2 Lack of communication between marking centres

The process of finalisation of marking guidelines of the Level 4 subjects that are marked at both of the marking centres should be more effectively managed. No structures were established to facilitate communication between the two marking centres.

The reintroduction of centralised marking guideline discussions to be held with the chief markers and internal moderators from both marking centres should be considered. The use of Skype to facilitate communication between marking centres could also be considered.

7.2.3 Sample marking and internal moderation

Not all subjects conducted sample marking, and not all subjects moderated the sample of marked scripts internally. Sample marking should be done by all subjects and should be regarded as a core component of the marking guideline discussion meeting. Exhaustive discussions on the variances in marking should be held to reach a common understanding and consensus to promote standardisation of marking.

The sample marking exercise should inform the chief markers of the markers' strengths and guide the allocation of questions to markers. Question allocation should not be a random process, but must be carefully considered.

Issues of concern related to the careless appointment of markers and internal moderators were noted by Umalusi moderators during the sample marking exercise. For example, a moderator who had apparently not marked the subject in the past was appointed, leading to erratic marking. The variance in this internal moderator's marking of the sample scripts was very high compared to that of the markers, who were more congruent with one another.

Some markers demonstrated their lack of experience. For example, the variance in marks after the sample marking of the scripts showed a lack of content knowledge and an inability to identify correct answers; furthermore markers changed the questions to suit the answers in the scripts.

7.2.4 Lack of marker training

Virtually no training was offered to markers. In some instances, chief markers and internal moderators attended a meeting where they were briefed. However, for some subjects there were no chief markers or internal moderators present at the time of the meeting. It is imperative that comprehensive training is offered to all involved and that personnel who do not attend training are not allowed to mark.

7.3 Verification of marking Level 2 and 3

7.3.1 General

The timely receipt and sorting of scripts are vital.

Greater adherence to marking guidelines is imperative to ensure fair and valid results across the country. The practice at some marking centres of changing the marking guideline unilaterally to advantage their students, is unacceptable. The centres and subjects where poor marking was evident require support to improve the levels of marking.

The practice of excessively lenient marking should be discouraged, as this has an adverse effect on the validity of marks, and sends the wrong message to students.

The practice of shadow-marking by internal moderators must stop. Internal moderators must remark entire scripts and send entire batches back to markers for remarking if there are differences of more than 5% in mark allocation. Internal moderators who are experts in both the subject as well as in marking and assessment should be appointed. The importance of internal moderation must be emphasised; it should not be seen as a mere administrative duty.

7.3.2 Reports by chief markers/internal moderators

Most of the marking and moderating reports which were submitted were limited in the information they provided and did not report on challenges which may have affected the performance of students, either positively or negatively. The reports were not qualitative in nature.

Not all colleges submitted reports. Reports were often completed as a formality, hence little significant information was provided. Some reports were cut-and-paste exercises from previous reports. In many cases, where the marking guideline had been amended this was not indicated on the page made available for this purpose. More emphasis should be placed on the writing of quality reports. Qualitative, informative, and accurate reports on the marking process and students' performance in each subject should be compiled with great care to inform the improvement of teaching and learning.

7.3.3 Improvement in marking and the process of marking

Care should be taken that markers do not allocate marks to incorrect answers, in an effort to improve their students' achievement rates.

There is a need for training sessions at college/campus level to explain the basics of marking, i.e. the use of a red pen to mark and a green pen to moderate; the use of neat,

small ticks for correct answers and crosses for incorrect answers; the entering of marks in margins; the totalling of ticks at the end of the question on the right hand side or at the start of the question; the circling of the total; the correct transfer of marks to the cover page; and the signing of the script by the marker and internal moderator.

7.3.4 Comments to improve teaching and learning

Lecturers should be encouraged to focus on activities related to current and everyday life situations, e.g. reading and interpreting information from graphs and tables. It was clear that many of the students had not had sufficient exposure to such activities.

7.4 Verification of the marking of Level 4

7.4.1 Appointment of markers, marking and marking centres

The shortage of markers had a seriously adverse effect on the marking process. This led to some subjects being marked without the supervision of a chief marker or internal moderator, or cases where the chief marker and internal moderator did not spend enough time on internal moderation, or cases where no internal moderation took place. Some markers started very late in the process. The issue of the appointment and remuneration of markers requires attention and must be addressed as a matter of urgency.

There are instances where the required number of markers was not appointed. For example, a moderator reported that by Friday 6 December no markers had arrived, leaving only three days for the marking to be completed. The chief marker was left to mark 408 scripts, a daunting task which may have affected the credibility of the marking.

Questions should be allocated to markers on the basis of the marking of the sample scripts. Random allocation of questions to mark is not advisable. Question-wise marking must be the norm, with whole script marking allowed only where there is only one marker. In such cases, the marker should still follow an approach where one question is marked across all scripts before moving on to the next question. Ideally, the chief marker and internal moderator should not mark, but should instead remark, train, check and control and conduct administrative duties.

The markers must be trained to ensure consistency in marking. Inexperienced markers should be assisted throughout the process, and moderated on a daily basis, as well as given guidance and training throughout. This year the marking process was compromised by instances where training of markers did not take place during the process of marking and markers received no guidance.

Markers should be discouraged from being too lenient when marking. Markers should desist from allocating marks where candidates simply rephrase the information provided in the questions. In addition, markers should penalise students who provide one-word responses where a sentence or paragraph is required. Deviations from the marking guideline that are not formally noted should be avoided.

It is vital that marking centres are well-organised, have photocopying facilities for the duplication of scripts for sample marking and for copying marking guidelines, and separate venues for all subjects being marked. The choice of venue is very important as it can facilitate or hinder the process of marking. The Springs Campus was not conducive to consistent marking, as was evident from complaints about disorganisation, a high level of noise, a lack of facilities and general dissatisfaction among markers.

7.4.2 Marking guidelines

The provision of a model answer for each extensive writing question caused difficulties, especially in the case of inexperienced markers. It would be better to list the points required for a good answer in such cases.

Markers, chief markers and internal moderators must make notes during marking/moderation of candidates' performance in order to compile informative reports.

7.4.3 Internal moderation

While internal moderation of an acceptable standard was conducted in most of the subjects, there were still cases where no internal moderation occurred or where it was not up to standard. In some instances, owing to a shortage of markers, the internal moderator became the marker and hence no internal moderation took place. In other instances, no internal moderator was available or had been appointed. Some internal moderators were inexperienced as markers or did not know the subject content. The vital role of internal moderation cannot be underestimated; internal moderators should be experienced, knowledgeable in their subject and able and willing to guide markers. It is unacceptable that internal moderators do not interact with markers and that there are incongruities in marking.

The chief marker and internal moderator must be carefully chosen and be in a position to offer guidance to other markers and should not require guidance himself/herself.

The internal moderator should moderate and supervise the entire process.

7.4.4 Teaching and learning

Markers were of the opinion that the question papers were of a good standard and fair for all students; however, a common observation was that the students did not know the content and, in particular, the concepts of their subject. It was clear that students did not spend enough time studying or had been absent from classes. In addition, it was felt that little effort had been made by the lecturers to highlight the key concepts of the subject. This was reflected in the fact that students could not explain how key concepts were put into practice and could thus not answer the questions. Furthermore, questions were scaffolded, starting with the concepts and requiring the student to further explain the content in order to achieve marks. If students did not have a firm grasp of the key concepts they found the questions difficult, if not impossible to answer. This had a cumulative effect and made subsequent questions difficult to answer.

Students in general preferred to answer the short questions and revealed an inability to answer essay type questions. Lecturers should provide students with greater practice in answering longer questions.

Lecturers must use a range of study materials to expose candidates to more practical tasks. Lecturers should dedicate time to ensuring that candidates understand the concepts and terminology which are fundamental to the subject. Emphasis must also be placed on application and synthesis/analysis cognitive levels, as most candidates were unable to apply what they had learned.

A greater emphasis on the practical component at college-level would assist candidates in coping more successfully with the demands of the examination. Colleges should expose students at this level to more practical situations, in accordance with the requirements of the curriculum. This would prepare students better for the application of the theory.

There has been a marked improvement in the responses of candidates over the years since 2007. It is possible that the practice of using different textbooks and a range of other resources are being followed at many centres and this may be contributing to the improvement in marks. The language of candidates is still poor and remains an area where improvement is needed.

Lecturers should follow the Subject and Assessment Guidelines more closely in the delivery of lessons. In some instances, it was evident that students had no idea as to what was required of them in terms of a suitable response to the examination questions.

It is recommended that subject forums be set up where lecturers can share best practices and discuss the challenges that they experience in order to strive for improved teaching and learning in all subjects.

8. CONCLUSION

The large number of markers who did not attend the marking sessions is unacceptable, as this compromised the entire marking process. The timely appointment of marking personnel from a wide range of colleges and geographical areas is of vital importance if the standard of marking is to be improved. Markers, chief markers and internal moderators should be appointed only if they meet the set criteria. The haphazard appointment of chief markers, internal moderators and markers in many subjects is a cause for concern. The fluid starting times and interpretations of what a marking guideline discussion entails added to a general sense of disorganisation. The general unpreparedness of staff involved in the marking process is a retrogressive step and not conducive to a fair, valid and reliable marking process.

Continuous training of markers should be the norm. The current practice of marking by internal moderators should be reconsidered, as these officials would be better employed if they were actively engaged in moderation, checking and guiding markers right from the start of the marking process.

The verification of marking of Level 4 subjects included areas of good practice, such as the timely receipt of most scripts at marking centres, the application of the required question-wise marking in the majority of the subjects and a generally good standard of marking in many of the subjects. Scripts from many examination centres were moderated. The appointment of examination assistants enhanced the marking process. The use of central marking venues is the most useful model to follow and is an example of good practice.

Lecturers should improve their teaching and should be discouraged from emphasising examination preparation to the detriment of comprehension of core concepts and practical experience in the subject.

Chapter 5

Review and moderation of learner performance - Standardisation of results

1. INTRODUCTION

Through its quality assurance processes and the standardisation of results, Umalusi aims to ensure that the NC(V) assessments 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 sites 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 a moderation process used to mitigate the effects on performance of factors other than candidates knowledge and aptitude. The standardisation of examination results is necessary in order to deal with any variations which may occur in the standard of question papers, despite careful moderation processes, as well as variations in the standard of marking that may occur from year to year. Other sources of variation include undetected errors and unexpected interpretations of questions by candidates. Standardisation is thus essential to the achievement of comparability and consistency of examinations from year to year.

3. SCOPE

This chapter outlines the 2013 NC(V) standardisation approach and decisions. A total of 229 subjects (80 Level 2, 76 Level 3 and 73 Level 4 subjects) were presented for standardisation.   There were 21 subjects (six at Level 2, six at Level 3 and nine at Level 4) for which there were no enrolments. The results in Refrigeration Practice L3 were not presented for standardisation.

4. APPROACH

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

As the NC(V) is a relatively new examination, the Means Analysis Test has been used since its introduction in 2007. In this method, the means or averages of subjects within a programme are compared and adjustments are made to bring these means within a predetermined tolerance level. This year this test was used only in the new NC(V) pro- grammes which were introduced in 2011, 2012 and 2013, or where a new curriculum had been implemented. 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 methods used.

Table 32: Number of subjects and standardisation methods used

| Method | Number of subjects | | | |
	Level 2	Level 3	Level 4	TOTAL
Norm Referenced	68	67	52	**187**
Means Analysis Test	12	9	21	**42**
TOTAL	**80**	**76**	**73**	**229**

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

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 ex- amination session, and weekly consolidated reports from the DHET. A further report on all irregularities reported per level was received with the standardisation data and a com- posite report on the date of standardisation.

4.1 Pre-standardisation meeting

Preliminary discussions and statistical moderation meetings took place on the morning of 21 December 2013, at which the examination results for each subject on all three levels were discussed by the Assessment Standards Committee of the Umalusi Council, in collaboration with Umalusi staff. Preliminary decisions on adjustments were taken at this meeting.

4.2 Standardisation meeting

The November NC(V) Level 2, 3, and 4 examination results were standardised on the af- ternoon of 21 December 2013.

5. FINDINGS AND DECISIONS

5.1 Reporting of irregularities

There was an improvement in the submission of irregularity reports to Umalusi. Umalusi received weekly reports for all but one week (4 – 8 November 2013) during the examination period.

There was an increase in the number of colleges that submitted reports on a daily basis and also in the reporting of different types of irregularities that occurred. According to the records, the following colleges did not submit reports or did not submit reports on a regular basis: King Hintsa; Buffalo City; Motheo; Goldfields; Umfolozi; Taletso; Vuselela; Mopani; Sekhukune; Letaba and Northlink.

The irregularities reported on during the examination session include technical issues as well as acts of dishonesty.

The following broad types of irregularities/incidents were reported:

- Candidates could not produce their identity documents;
- Candidates found with crib notes on their person;
- Cell phones found/rang in examination venues;
- Technical problems with computers, including power failures;
- Shortages of question papers/question papers not delivered on time;
- Registration errors;
- Errata on question papers;
- Conflicting information regarding open/closed book examinations;
- Candidates falling ill during examination or causing a disturbance.

Many of these irregularities are regarded as technical incidents and are not included in the composite register of irregularities received from the DHET.

The DHET did, however, block the results of those candidates allegedly involved in irregularities (composite register), 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 data that could have an impact on standardisation decisions. Umalusi received chief marker and/or internal moderator reports from 224 subjects. This constitutes approximately 98% of the subjects written. Chief marker and or internal moderator reports were received from all L4 subjects in which

examinations were written. 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 reports received. The inclusion of more detailed information on the performance of learners per question provided a more comprehensive picture of the question paper and the performance of candidates. Some reports were inadequate, however, providing little qualitative data of value. Some reports were incomplete. The DHET process of verifying the content of reports at the marking centres has thus not yet been perfected. In some cases, the instructions for the completion of reports were not followed. Many chief markers did not complete the amendments to the marking guideline template, merely referring to an attached document that was not sent to Umalusi.

There were no internal moderator reports and thus no evidence of internal moderation in certain subjects, e.g. Pulp and Papermaking Theory L4 and Concrete Structures L4. No internal moderator report was provided for any of the four subjects of the Mechatronics L4 programme.

Limited time and the high number of reports received made it impossible to evaluate and capture the information from all the chief marker and internal moderator reports. Nonetheless, Umalusi worked through all the Level 4 and selected Level 2 and 3 reports and was able to form a broad picture of the contents. Where necessary, attention could be paid to details (including the reports of other Level 2 and 3 subjects) at the standardisation meeting.

Problems arising from question papers and marking guidelines included:

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

Remarks common to reports included the following:

- Problems encountered with marking owing to a shortage of marking staff and subsequent appointment of markers/chief markers/internal moderators with limited experience.
- 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 find it difficult to express themselves and to perform basic calculations and conversions, such as from one unit to another, e.g. m to km.

- Candidates do not read the questions carefully (with understanding) and this leads to misinterpretation.
- Subject specific terminology is not always taught effectively.
- Learners are unable to apply their knowledge to practical tasks and they struggle with higher order questions. Their answers reveal a lack of in-depth understanding.
- Insufficient time is spent on engagement in practical activities.
- Learners need more experience of case study questions.
- Integration of topics is required to prepare learners for the workplace.
- Lecturing staff require training and support. More workshops/seminars are required to allow lecturers to share good practice and to learn from others.
- Lecturers must keep up to date with the latest developments in the workplace/industry.

Some markers were not familiar with the subject content, e.g. Science of Tourism L4. This had a detrimental effect on their ability to interpret some candidates' responses.

5.3 Standardisation meeting

All but one of 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 33: Standardisation of NC(V) results

Decisions	Number of subjects			
	Level 2	Level 3	Level 4	TOTAL
Raw marks accepted	37	41	37	115
Moderated upwards	16	20	24	60
Moderated downwards	27	15	12	54
TOTAL	**80**	**76**	**73**	**229**

In 50% of subjects the raw marks were accepted, while marks in 24% of subjects were moderated downwards, and upwards in 26% of 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 subjects. The DHET process of verifying the content of reports at the marking centres played a role in this improvement. The inclusion of more detailed information on the performance of learners in an improved format provided a more comprehensive picture of the question papers and the performance of candidates.

7. AREAS FOR IMPROVEMENT

7.1 Chief marker and internal moderator reports

Some chief markers' and internal moderators' reports, in particular those from Level 2 and 3, lacked useful qualitative information. The instructions for the completion of reports were not always followed. No reports were received for a few subjects.

It is important that all involved in the process have a common understanding of what constitutes a change to a marking guideline. In future, this common understanding of the meaning of adjustments to marking guidelines must be ensured. The template used should make provision for additions and adjustments.

The concerns raised about teaching and learning must be addressed.

7.2 Irregularities

The fact that not all irregularities are reported remains a concern. Colleges that did not submit irregularity reports should be called to task. The unacceptable time lapse before irregularities are resolved can no longer be tolerated and must be addressed immediately.

7.3 Standardisation data

The standardisation data should be presented to Umalusi per level.

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.

The general improvement in the chief marker and internal moderator reports and the improvement in the number of subjects for which reports were received are noted. Continuous improvement and assurance that reports for all subjects, at all three levels are received must be aimed for.

Systemic issues such as the timely appointment of marking panels with the necessary experience and skills should be addressed. Markers also require more effective training to enable them to mark all answers in a fair and consistent way.

Umalusi is satisfied that the final examination marks, the raw marks in the majority of cases, represent a fair reflection of the candidates' performance in the November 2013 examination.

SECTION TWO

QUALITY ASSURANCE OF THE NOVEMBER NATED N1 - N3 ASSESSMENT

Chapter 1

Moderation of NATED question papers

1. INTRODUCTION

The Department of Higher Education and Training (DHET) is responsible for the conduct, administration and management of the NATED Report 191 examinations. All the NATED Report 191 question papers are set and internally moderated by examiners and moderators appointed by the DHET. A sample of the N2 and N3 question papers is externally moderated by Umalusi.

The moderation of the NATED Report 191 question papers still presents a challenge to the quality assurance process. As indicated in previous reports, some of the difficulties arise because curricula are outdated and underspecified. In some subjects, the syllabi are merely lists of topics to be covered. In the absence of learning outcomes, assessment standards, range, weighting and cognitive level distribution, it is not possible to analyse and evaluate the standard and fairness of the question papers effectively. Due to the lack of prescription of the weighting of topics and cognitive level distribution in some subjects, decisions in this regard are left to the discretion of the examination panel.

Despite these obstacles, Umalusi has, through a rigorous moderation process, confirmed the standard and quality of a sample of NATED Report 191 N2 and N3 question papers written during the November 2013 examinations. This report covers the findings of this external moderation process.

2. PURPOSE

The purpose of this chapter is to:

- provide an indication of the sample size in terms of subjects;
- provide an overview of the crucial findings related to the standard and quality of the externally moderated question papers;
- highlight areas of good practice and
- highlight areas requiring improvement.

3. SCOPE

Umalusi moderated 27 question papers from the November 2013 examination, 16 on N3 level and 11 on N2 level. This sample included the fundamental Engineering subjects, Mathematics and Engineering Science. Beyond these, the focus was mostly on N2 and N3 subjects with higher enrolments, or subjects which had been identified in the past as problematic in terms of candidates' performance. In the case of 9 subjects, both N2 and N3 were included in the sample; these were moderated by the same moderator, specifically in order to evaluate the progression between levels, to identify any overlaps and to deal with other pertinent issues.

Table 34: Subjects included in the moderated sample of question papers

Subject	Level
Building and Civil Technology	N3
Building Drawing	N2, 3
Building Science	N2, 3
Diesel Trade Theory	N2, 3
Electrical Trade Theory	N2, 3
Electro-Technology	N3
Engineering Drawing	N2, 3
Engineering Science	N2, 3
Fitting and Machining Theory	N2
Industrial Electronics	N2, 3
Industrial Organisation and Planning	N3
Industrial Orientation	N3
Logic Systems	N3
Mathematics	N2, 3
Mechanotechnology	N3
Plater's Theory	N2
Plating and Structural Steel Drawing	N2, 3
Supervision in Industry	N3

4. APPROACH

Umalusi appointed subject experts from Further Education and Training (FET) colleges and Provincial Education Departments as external moderators. These external moderators were required to moderate a sample of NATED Report 191 N2 and N3 question papers and their accompanying marking guidelines.

An off-site approach was followed, whereby the question papers, marking guidelines, assessment frameworks and internal moderators' reports were forwarded to the external moderators. The moderation process necessitated interaction between the external and internal moderators. After consultation and upon reaching consensus on proposed changes, the question papers and marking guidelines were returned to the DHET for finalisation. Due to the tight time frames the question papers and marking guidelines could not be returned to the moderators for final checking and signing off after the required changes had been made by the DHET.

The criteria according to which the question papers were moderated covered the following aspects:

- Technical details related to the presentation of the question papers and marking guidelines;
- Internal moderation and its efficacy in assuring quality;
- The adherence to the syllabus reflected in question papers;
- The consistency and appropriateness of mark distribution and allocation according to cognitive level and question type;
- The relevance and correctness of the marking guidelines;
- The level of language and absence of bias;
- The degree of predictability of the questions;
- An overall evaluation of the papers in terms of validity, reliability, fairness and suitability to the level assessed.

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

Table 35: Status of NATED Report 191 question papers after initial moderation

Approved	Conditionally approved	Rejected
19	7	1
Building and Civil Technology N3 Building Drawing N3 Building Science N2 Building Science N3 Diesel Trade Theory N2 Diesel Trade Theory N3 Electrical Trade Theory N2 Electrical Trade Theory N3 Engineering Drawing N2 Engineering Drawing N3 Engineering Science N2 Engineering Science N3 Industrial Organisation and Planning N3 Logic Systems N3 Mathematics N2 Plater's Theory N2 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3 Supervision in Industry N3	Electro-Technology N3 Fitting and Machining Theory N3 Industrial Electronics N2 Industrial Electronics N3 Industrial Orientation N3 Mathematics N3 Mechanotechnology N3	Building Drawing N2

5. FINDINGS

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

Table 36: Moderation of NATED Report 191 question papers - findings

Aspects and findings	Challenges	Subjects implicated
TECHNICAL CRITERIA The majority of the question papers and marking guidelines complied with the technical requirements; however, some papers did not meet all these requirements.	The internal moderator's report was not received initially.	Supervision in Industry N3
	The cover page did not contain all the required information, such as logo, name of subject, time allocation, number of pages and other additional information (where applicable).	Building Drawing N3 Diesel Trade Theory N2 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3
	The instructions to candidates were not clearly expressed in 15% of the papers.	Building Drawing N3 Diesel Trade Theory N2 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	The layout of the paper was not reader friendly.	Building Science N2 Diesel Trade Theory N2
	Numbering on the paper was incorrect.	Engineering Drawing N2
	The mark allocations were not clearly indicated on the paper.	Building Drawing N2 Mathematics N2 Mathematics N3
	Concerns were raised about whether the students would be able to complete the paper in the time allowed.	Plating and Structural Steel Drawing N2
	The mark allocation on the paper did not correspond with that on the marking guideline.	Building Science N3 Mathematics N2 Plating and Structural Steel Drawing N2
	The quality of illustrations, graphs, tables etc. was poor and/or not print ready in 26% of the papers moderated.	Building Science N2 Diesel Trade Theory N2 Electro-Technology N3 Engineering Drawing N2 Engineering Drawing N3 Fitting and Machining Theory N2 Mathematics N3
	The paper did not adhere to the format requirements of the syllabus.	Mathematics N3
INTERNAL MODERATION The internal moderators' reports were in general of poor quality or below standard; they were little more than an exercise in compliance and did not add value to the quality assurance process.	Some of the internal moderators' reports were only partially completed or did not provide enough detail.	Electrical Trade Theory N2 Electrical Trade Theory N3 Electro-Technology N3 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Electronics N3 Plating and Structural Steel Drawing N2

Table 36: Moderation of NATED Report 191 question papers - findings (continued)

Aspects and findings	Challenges	Subjects implicated
There was furthermore no evidence that the internal moderator's recommendations had been implemented or addressed.	Fifty-two percent of the internal moderators' reports provided inadequate qualitative information, while other reports contained only the completed checklist with no relevant comments. There was little or no evidence that the internal moderator had made recommendations, or whether these had been implemented or addressed.	Building Drawing N2 Building Drawing N3 Diesel Trade Theory N3 Electrical Trade Theory N2 Electrical Trade Theory N3 Electro-Technology N3 Engineering Drawing N2 Engineering Drawing N3 Engineering Science N3 Fitting and Machining Theory N2 Industrial Electronics N3 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N2
CONTENT COVERAGE AND COGNITIVE SKILLS The majority of the question papers covered the prescribed content and included questions of varying cognitive demand. The weighting and spread of topics was inappropriate in some papers.	The papers did not cover the syllabus adequately.	Electro-Technology N3 Mathematics N2
	The questions were limited to types that elicited restricted or short responses.	Fitting and Machining Theory N2 Mathematics N2 Mathematics N3
	The papers did not allow for creative responses from candidates.	Electrical Trade Theory N2 Engineering Science N2 Mathematics N3
	The weighting and spread of topics was inappropriate in some papers.	Industrial Electronics N3 Mathematics N2 Mathematics N3 Plater's Theory N2
	Some of the examples/illustrations used were inappropriate or incorrect.	Engineering Drawing N2 Mathematics N3
	There was no correspondence between mark allocation, level of difficulty and time allocation in some of the questions.	Supervision in Industry N3
	Topics were not appropriately linked and integrated.	Engineering Science N2 Mathematics N3 Supervision in Industry N3
	Distribution of questions across cognitive levels was inappropriate.	Mathematics N3
	The distribution of marks did not adhere to the requirements of the syllabus.	Industrial Electronics N3 Mathematics N3
	The papers failed to provide questions representative of the latest developments in the subject.	Diesel Trade Theory N2 Diesel Trade Theory N3 Electro-Technology N3 Industrial Orientation N3 Logic Systems N3 Supervision in Industry N3

Table 36: Moderation of NATED Report 191 question papers - findings (continued)

Aspects and findings	Challenges	Subjects implicated
MARKING GUIDELINES Many of the marking guidelines were below the standard required.	The marking guideline/or certain sections of the marking guideline did not correspond to the question paper.	Building Science N3 Electro-Technology N3 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3
	Some answers in 44% of the marking guidelines were not correct/ accurate.	Building Drawing N2 Building Drawing N3 Building Science N3 Electro-Technology N3 Engineering Drawing N3 Fitting and Machining Theory N2 Industrial Orientation N3 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	The marking guidelines did not allow for alternative responses (where appropriate).	Building Drawing N2 Building Drawing N3 Diesel Trade Theory N2 Fitting and Machining Theory N2 Mathematics N2 Mathematics N3 Plating and Structural Steel Drawing N2
	The marking guideline was not clearly set out.	Building Drawing N2 Building Science N3 Plating and Structural Steel Drawing N2
	The marking guideline was below standard.	Building Drawing N2
	The mark allocation on the marking guideline did not correspond to the mark allocation on the question paper.	Building Science N3 Mathematics N2 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3
	The marking guidelines were incomplete, with omitted mark allocation or distribution within questions.	Building Drawing N2 Building Drawing N3 Building Science N2 Building Science N3 Industrial Electronics N2 Mathematics N3 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3
	Thirty percent of the marking guidelines were inadequate.	Building Drawing N2 Building Drawing N3 Building Science N2 Building Science N3 Industrial Electronics N2 Mathematics N3 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3

Table 36: Moderation of NATED Report 191 question papers - findings (continued)

Aspects and findings	Challenges	Subjects implicated
LANGUAGE AND BIAS In most papers, the language was pitched at the appropriate level. There were grammatical errors in some question papers. These questions were rephrased or replaced to avoid confusion.	Subject terminology or data was not always used correctly.	Mathematics N2
	The language register was not appropriate to the level of the candidate.	Diesel Trade Theory N2
	There were ambiguities in the text that may have caused confusion and forced the candidate to provide an incorrect response.	Diesel Trade Theory N2 Electro-Technology N3 Fitting and Machining Theory N2 Industrial Orientation N3 Mathematics N3 Supervision in Industry N3
ADHERENCE TO ASSESSMENT POLICIES/GUIDELINE DOCUMENTS The analysis grid/ assessment framework, a document essential to the setting process, was not available for some of the question papers or was incomplete.	The question paper did not comply with the syllabus requirements.	Diesel Trade Theory N2 Industrial Electronics N3 Mathematics N3
	The analysis grid/assessment framework for 44% of the papers was not received or of inferior quality.	Building Drawing N2 Electrical Trade Theory N2 Electrical Trade Theory N3 Electro-Technology N3 Engineering Drawing N3 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Electronics N3 Mechanotechnology N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 Plating and Structural Steel Drawing N3
PREDICTABILITY	Twenty-two percent of question papers contained a question(s) taken verbatim from past question papers.	Building Drawing N2 Industrial Electronics N3 Industrial Orientation N3 Mathematics N3 Plating and Structural Steel Drawing N2 Supervision in Industry N3
	The question papers showed a lack of innovation.	Industrial Electronics N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 Mathematics N3 Supervision in Industry N3

6. AREAS OF GOOD PRACTICE

Question papers for all three examination sessions (April, August and November 2013) were set and internally moderated simultaneously to ensure that the standard of question papers was comparable.

Of the moderated question papers, 85% were of an acceptable standard and compared favourably to those from previous years. However, these findings indicate that there is still room for improvement.

7. AREAS FOR IMPROVEMENT

7.1 Technical aspects

The majority of the question papers and marking guidelines complied with the technical requirements although some did not meet all these requirements.

The following aspects of the DHET quality assurance process require attention:

- The editing process must be more rigorous to ensure question papers of high quality. Papers should be error free before being presented for external moderation. The same principle applies to the final product that is sent to examination and marking centres.
- The cover page should contain all the relevant information as prescribed in the DHET Examiner's Guide.
- The instructions to candidates must be clearly expressed.
- The quality of diagrams, symbols, texts and graphics in some of the question papers must be improved to facilitate high quality reprography.

7.2 Internal moderation

The internal moderators' reports were generally poor and did not provide useful qualitative information to assist external moderators. Very little evidence of meaningful moderation was found. A detailed report would assist the external moderator in placing the paper in its developmental context.

The following aspects must be improved:

- The reports must be completed in full and should provide detailed and comprehensive recommendations/comments.
- The report must provide evidence that the internal moderator's recommendations have been implemented or addressed. Communication between the examiner and internal moderator as well as recommendations and changes should be recorded to serve as evidence. Any other relevant qualitative information should also be provided to assist the external moderator in making an evaluative judgement.

7.3 Marking guidelines

More effort is required to improve the quality and standard of marking guidelines.

The following aspects require improvement:

- The marking guideline must correspond to the questions in the question paper, especially in terms of the level of questioning.
- The answers in the marking guideline must be accurate.
- The marking guideline must make allowances for alternative responses where applicable.
- The mark allocations in the marking guideline must correspond to the mark allocations in the question paper.
- Allocation of marks within questions must be clearly indicated.

7.4 Adherence to policy, content coverage and cognitive skills

The majority of the question papers conformed to current syllabi. In subjects where the weighting of topics and cognitive level distribution was not prescribed, the decisions were left to the examining panels. In such cases, the syllabi should be modified to include these aspects.

In 44% of the papers, the analysis grid/assessment framework was not made available or of inferior quality. This is an essential document in the examination setting process. The quality of the assessment frameworks requires improvement through practical training workshops.

7.5 Predictability

The lack of innovation and the repetition of questions from previous examinations should be avoided in future. Twenty-two percent of question papers contained a question(s) taken from past examination papers. Some question papers require a greater degree of innovation to enhance their quality.

8. CONCLUSION

The standard of question papers was generally satisfactory; however, in some cases the content has become highly predictable, owing to similarity of format and repetition of questions. This is a concern as candidates who work through previous examination papers are able to pass a particular subject without having mastered its concepts and contents.

The poor quality of marking guidelines and internal moderators' reports indicates neglect of these areas; this should be prioritised for discussion in the next setting session. The modified examiner's and internal moderator's report format (a collaborative effort between the

DHET and Umalusi) to be implemented in the next setting session is a measure which will help to ensure that internal moderation is more than merely the ticking off of items on a checklist; rather, it should become an effective quality assurance process.

Analysis grids/assessment frameworks are essential tools in the setting of balanced question papers. All question papers should be accompanied by an assessment framework.

As stated in previous reports, the curriculum urgently requires revision if it is to be responsive to technological developments and current trends in industry. This should be made a priority by the DHET, as an outdated curriculum disadvantages candidates and has a negative impact on their chances of employment.

Despite the shortcomings revealed in this report, most of the examination papers were of an acceptable standard.

Chapter 2

Monitoring/moderation of internal assessment NATED

1. INTRODUCTION

Internal assessment provides the opportunity to assess students on an ongoing basis in the normal teaching and learning environment, without the constraints of an examination process. A term mark is a compulsory component of the final promotion mark for all learners registered for the NATED Report 191 programmes. This mark has a weighting of 40% towards the final total.

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

• Ascertain the appropriateness and standard of the assessment tasks;
• Verify that the educator Portfolio of Assessment (PoA) and the learner Portfolio of Evidence (PoE) adhered to the newly developed and implemented NATED ICASS Guidelines;
• Ensure that the internal assessment component of the NATED Report 191 programmes, as well as the quality assurance of this component, had been effectively managed.

The late release of results had an impact on the teaching schedule at colleges since this limited the time available for the completion of the syllabus.

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 chapter of the report is to:

• Outline the approach followed in the October 2013 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 AND APPROACH

During October 2013, Umalusi monitored the internal assessment in a sample of 19 NATED subjects at 11 sites across public colleges in six provinces. An additional site's internal assessment was moderated off-site.

A team of nine 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 37: Sites and subjects moderated during October 2013

Subject	Province	College	Site
Building Drawing N2, 3	KwaZulu-Natal	Majuba	Majuba Technology Centre
Building Science N2, 3	Limpopo	Vhembe	Makwarela
Building and Civil Technology N3	Free State	Motheo	Hillside View
Engineering Science N2, 3	Mpumalanga	Gert Sibande	Evander
Electrical Trade Theory N2, 3	Limpopo	Capricorn	Seshego
Industrial Electronics N2, 3	Gauteng	Central Johannesburg	Alexandra
Industrial Orientation N3	Free State	Jeppe	Bloemfontein*
Logic Systems N3	Western Cape	Northlink	Belhar
Mathematics N2, 3	Gauteng	Tshwane North	Temba
Mechanotechnology N3	Gauteng	Ekurhuleni West	Usizo Kathorus
Plater's Theory N2	Gauteng	Westcol	Carletonville
Plating and Structural Steel Drawing N2, 3	Gauteng	Westcol	Krugersdorp

* off-site moderation

4. FINDINGS

The following section presents the findings of the monitoring of the implementation of internal assessment as reported by the external moderators. The concern remains that, where shortcomings were noted, effective delivery of the NATED Report 191 N1 – N3 programme may have been compromised.

4.1 Physical resources

From the reports, it was clear that at 92% of the sites, textbooks were available on time, ensuring that teaching could take place. Only the Evander Campus of the Gert Sibande College did not receive its Engineering Science books on time, but the campus did put measures in place to deal with the situation. This is a considerable improvement on the previous year.

4.1.1 Additional teaching materials/workshops

Only 58% of sites made use of additional teaching materials. This was especially worrying as many colleges do not have workshops or laboratories for practical demonstrations and simulations. At the very least, a college was expected to have acquired simulation materials and DVDs to make up for this lack of practical demonstration as this would affect the learners' understanding of the subject and, ultimately, the throughput rates. It was also of concern that only 57% of the subjects' learners had been exposed to practical application of theory. Models, simulations and other additional materials should have been used to address this.

Eighty-three percent of the sites visited had good facilities and workshops; 75% had computer laboratories with internet access at 83%, but these, as well as the workshops, were usually occupied by the NC(V) learners. These students were given preference when it came to use of the facilities owing to the nature of the NATED programmes.

The facilities of the Krugersdorp Campus of Westcol College were well-equipped with the resources such as buildings, equipment, machinery and computer programmes necessary to deliver Plating and Structural Steel Drawing N3 more effectively.

4.1.2 Practical implementation of the theory

Generally, there was a lack of practical application of the theoretical component. Only 67% of students were exposed to practical work.

4.2 Human resources

Eighty-two percent of the sites visited had suitably-qualified staff. Although there were staff development plans at 83% of the sites, the NATED staff did not always have the same opportunities for training as the NC(V) staff.

At some of the sites visited the lecturers were unqualified/underqualified and lacked knowledge and skills in the subject, coupled with limited work exposure. The colleges also failed to guide or monitor these lecturers. Some lecturers had very limited knowledge of NATED Report 191 requirements.

The most serious cases occurred where classes were left without lecturers.

Some educators were in temporary positions which led to a high turnover of staff.

4.3 Policies and plans

4.3.1 Assessment policy

Most (92%) of sites visited had assessment policies but these had been written with the NC(V) in mind and were not all applicable to NATED programmes. Many of these policies lacked important information such as:

- appeals procedure (75%)
- late or non-submission of tasks (67%)
- learners with barriers to learning (58%)
- conditions for reassessment (75%).

4.3.2 Monitoring policy

At 75% of sites there was a plan for monitoring assessments but only 67% had a plan for ensuring that quality teaching and learning was implemented in the classroom. This is a worrying statistic.

4.3.3 Internal assessment tasks development plan

A plan was in place at 67% of sites but many of the requirements were not fully adhered to. One of the aspects found lacking was examples of additional supporting material; only 58% had managed to provide such examples. Even though there was a plan at some of the sites, only 75% of these sites developed tasks according to the plan. At Alexandra Campus (Industrial Electronics), there were no assessments or moderations and the files were virtually empty. There seemed to be no planning or monitoring taking place.

However, at the Belhar Campus of Northlink College, the assessment of Logic Systems L3 was taken very seriously and should be commended.

4.3.4 Irregularities register

Sixty-seven percent of sites had an irregularity register but irregularities were not consistently recorded.

4.4 Lecturer file

Most of the documentation had been filed (a variance of between 75% and 92%).

Of chief concern was the fact that only 75% of sites had a copy of the syllabus in the lecturer file. At 83% of sites lecturers indicated that they made use of the syllabus.

At Hillside View (Building and Civil Technology), the lecturer did not have a syllabus but used the textbook instead. At Temba, there was no syllabus for Mathematics and only 73% of the syllabus had been covered. The files at this campus were inadequate. This was also a sign of a lack of monitoring of lecturer files by an internal moderator.

At Evander (Plating and Structural Steel Drawing), even though the monitoring of internal assessments was well structured, all the necessary documents had been signed the day before the external moderation. Yet, since the campus was clearly well managed, this might not necessarily have been a case of window dressing.

All the sites used testing as the preferred form of assessment with only two sites making use of assignments. There was a tendency at colleges to use only previous examination papers to set tests.

4.5 Moderation of tasks

Three of the sites visited made three tasks available for moderation. Five sites made two tasks available and two sites had only one task available. One site did not provide any tasks for moderation. At one site, the tests consisted of short questions taken from the end of each chapter in the textbook.

Table 38: Number of tasks per site

Tasks	Site	Subject	Level
2	Majuba Technology Centre	Building Drawing	N2, 3
2	Makwarela	Building Science	N2, 3
3	Hillside View	Building and Civil Technology	N3
3	Evander	Engineering Science	N2, 3
3	Seshego	Electrical Trade Theory	N2, 3
0	Alexandra	Industrial Electronics	N2, 3
2	Belhar	Logic Systems	N2
1	Temba	Mathematics	N2, 3
1	Usizo Kathorus	Mechanotechnology	N3
2	Carletonville	Plater's Theory	N2
2	Krugersdorp	Plating and Structural Steel Drawing	N3

4.5.1 Content coverage

In 81% of cases, the assessment task was of the appropriate standard; 75% of sites ensured that a substantial amount of work had been covered and that the weighting and spread was appropriate.

4.5.2 Cognitive demand of the set tasks and difficulty levels

Only two sites, namely Hillside View (Building and Civil Technology) and Temba (Mathematics), had not pitched the assessments at the right level and had assessed a variety of different knowledge and skills. Only 58% had allowed for creative responses. The marks were commensurate with the level of difficulty and time allocation and 67% of colleges had tried to keep up with the latest developments in the field.

4.5.3 Internal moderation

This aspect of quality assurance of teaching and learning proved to be problematic since only six of the sites were fully compliant.

- Hillside View (Building and Civil Technology) and Seshego (Electrical Trade Theory) did not comply.
- Temba (Mathematics) could show that they had a moderation checklist and that 10% of their assessments had been moderated, but this was a mere formality as none of the other quality indicators had been met. The internal moderator had not identified any of the errors in the marking guideline or the marking of tasks. Marks had also been incorrectly added up by both the assessor and the moderator.
- No moderation whatsoever had taken place at Alexander Campus (Industrial Electronics) since there were no assessments to moderate.
- At Majuba Technology Centre, moderation was a formality only.

4.5.4 Technical aspects

Majuba Technology Centre (Building Drawing), Makwarela (Building Science), Evander (Engineering Science), Belhar (Logic Systems), Carletonville (Plater's Theory) and Krugersdorp (Plating and Structural Steel Drawing) had all designed technically sound assessment tasks. Two sites, Hillside View (Building and Civil Technology) and Seshego (Electrical Trade Theory) did not comply with any of the criteria. Usizo Kathorus (Mechanotechnology) did not ensure that the marks in the task corresponded to the marks in the marking guideline.

4.5.5 Marking tools

Only Krugersdorp (Plating and Structural Steel Drawing) complied fully. Makwarela (Building Science) showed almost full compliance but had handwritten marking guidelines. Two sites, Hillside View (Building and Civil Technology) and Seshego (Electrical Trade Theory) did not comply with any of the criteria. Alexandra (Industrial Electronics) had no marking tools to moderate. Only 67% of the sites had produced marking tools that were relevant and appropriate, with only 58% of these allowing for alternative responses. Only 58% of the marking tools were neatly typed. Internal moderators had not identified these weaknesses.

4.6 Moderation of learner evidence

One site, Alexandra (Industrial Electronics) did not have any tasks that could be internally moderated.

4.6.1 Learner performance

Generally, learners interpreted tasks correctly (83%). In 75% of instances, their responses had met expectations and the demands of the assessment. However, there was little evidence that low scoring learners were being assisted to improve in any way.

4.6.2 Quality of marking

Marking was of an acceptable standard at 75% of sites. Only half of the sites provided qualitative feedback to learners. This meant that an opportunity to enhance teaching and learning had been lost.

4.6.3 Internal moderation

Even though 75% of the sites had conducted internal moderation, the standard of moderation was acceptable in only 58% of cases.

5. AREAS OF GOOD PRACTICE

There were a number of colleges that were offering quality assessment. The sites that could be singled out for praise were Makwarela (Building Science), Evander (Engineering Science), Belhar (Logic Systems) and Carletonville (Plater's Theory). They were commended on their excellent recordkeeping and moderation processes. Belhar took assessment processes very seriously. Evander was very well managed.

6. AREAS FOR IMPROVEMENT

Feedback must be provided to assessors by moderators and to students by assessors to improve the quality of teaching and learning.

Weak learners should receive more attention in an effort to improve throughput rates.

Learners should be tested more regularly. Assessors should be more creative in their assessments and avoid relying simply on past examination papers. The use of assignments as an alternative assessment method should be considered.

Workshops should be organised to train lecturers in preparing and marking of assessments. They also need training in methodology.

7. CONCLUSION

The late release of results had a negative impact on the teaching and learning at colleges since this limited the already limited time available for completion of the syllabus and assessment.

It remains difficult to expect inexperienced lecturers to perform well, especially in the Engineering field. NATED Report 191 lecturers should be capacitated in the same way as NC(V) lecturers. It is also essential that NATED learners and NC(V) learners are treated alike. In order to enhance the programme, it is imperative that students are exposed to the equipment used in the field of study. Training sites need to source additional learning materials to ensure meaningful teaching and learning.

Attention must be given to internal assessment and moderation practices as these are a neglected aspect of training, yet an essential part of teaching and learning.

Implementation of the NATED ICASS Guidelines should be monitored more closely in 2014.

Chapter 3

Verification of marking

1. INTRODUCTION

The moderation of marking is of vital importance as it is largely through this process that the standard and quality of marking is verified. It ensures that marking is conducted according to the marking guidelines. The purpose of Umalusi's verification of marking is to assure consistency and accuracy of marking and that both marking and internal moderation are conducted according to agreed and established practices and standards.

The N3 scripts were marked centrally at the KwaThema Campus of Ekurhuleni East College. The N2 marking was, for the first time, conducted provincially at marking centres across the nine provinces. Subjects with higher enrolments were marked at each of the nine provincial marking centres, whereas subjects with low enrolments were marked at selected centres. As in past years, N1 scripts were marked at the sites of learning.

Umalusi staff monitored the "state of readiness" of the marking centres and the progress of marking. Umalusi's external moderators attended the marking guideline discussions and verified the marking of a sample of N2 and N3 scripts.

2. PURPOSE

The purpose of this chapter is to report on:

- The preparedness of the marking centres for marking;
- The standard of the marking guidelines and marking guideline discussions;
- The reliability of the systems, processes and procedures as planned and implemented at the marking centres;
- The consistency of the marking and internal moderation;
- The performance of candidates in specific examination papers;
- The identification of good practices as well as areas of concern and
- To make recommendations based on the findings.

3. SCOPE

Umalusi deployed four moderators at Centurion Campus for the marking guideline discussions for four N2 subjects on 30 November, and 13 moderators were deployed at KwaThema Campus to attend the marking guideline discussions for 13 N3 subjects on 1 December 2013. An Umalusi staff member was also present at the marking centre on the day of the N3 marking guideline discussions.

Umalusi deployed moderators to verify the marking of a sample of 10 N2 subjects at marking centres in five provinces and to verify the marking of 16 N3 subjects at KwaThe-

ma. Umalusi staff visited the N2 marking centres in the Eastern Cape (Iqhayia Campus of Port Elizabeth College), Northern Cape (City Campus of Northern Cape Urban College) and Limpopo (Seshego Campus of Capricorn College).

4. APPROACH

An Umalusi staff member visited the KwaThema marking centre to evaluate the state of readiness of the marking centre for the marking process.

Verification of marking of N2 and N3 examination scripts entailed:

- Umalusi moderators attending the marking guideline discussions of a sample of N2 and N3 subjects;
- Verification of marking of a sample of N2 and N3 subjects.

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

Since N2 marking was conducted at provincial level for the first time this year, Umalusi strove to include as many of the marking centres in the verification process. Eight of the nine sites were visited by staff or external moderators.

The aim of the verification of marking exercise was to determine whether the marking was consistent. Scripts that were included in the sample covered the whole range of performance by candidates and came from as many provinces and marking centres as possible. The table below provides information on the subjects, number of provinces and number of sites included in Umalusi's verification of marking.

Table 39: Verification of marking NATED Report 191 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	10*
Building Drawing N3	4	-	3	4	-	3	-	-	-	2	-
Building Science N2	1	-	-	16	-	-	-	-	-	-	-
Building Science N3	8	4	3	2	2	4	2	1	-	2	-
Diesel Trade Theory N2	2	-	-	-	3	-	-	-	-	1	-
Diesel Trade Theory N3	4	-	2	2	5	-	-	-	-	1	-

Table 39: Verification of marking NATED Report 191 N2 and N3 (continued)

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	10*
Electrical Trade Theory N2	3	-	-	10	-	3	-	-	-	-	-
Electrical Trade Theory N3	4	-	-	3	-	6	3	1	-	-	-
Electro-Technology N3	8	1	1	1	1	2	1	1	-	1	-
Engineering Drawing N2	2	1	-	-	14	-	-	-	-	-	-
Engineering Drawing N3	9	2	1	4	2	3	3	2	2	1	-
Engineering Science N2	1	-	-	18	-	-	-	-	-	-	-
Engineering Science N3	9	2	2	4	2	2	2	2	2	2	-
Fitting and Machining N2	1	-	-	-	-	-	4	-	-	-	-
Industrial Electronics N2	1	-	-	-	13	-	-	-	-	-	-
Industrial Electronics N3	8	2	2	2	3	2	2	3	-	3	-
Industrial Organisation and Planning N3	7	-	2	3	1	2	2	1	1	-	-
Industrial Orientation N3	8	-	1	2	2	3	2	1	1	-	-
Logic Systems N3	5	1	1	2	1	1	-	-	-	-	-
Mathematics N2	1	-	2	-	-	-	-	-	-	-	-
Mathematics N3	9	2	1	2	3	2	3	2	1	1	-
Mechanotechnology N3	10	2	1	2	2	2	2	2	2	1	1
Plater's Theory N2	1	-	-	-	-	-	-	-	6	-	-
Plating and Structural Steel Drawing N3	8	-	-	2	2	2	2	2	1	2	1
Supervision in Industry N3	9	2	2	2	2	2	2	2	1	1	-

5. FINDINGS

5.1 Monitoring of state of readiness of marking centres

The marking centres were established in August/September 2013. A detailed training session was conducted for marking centre managers and deputy marking centre managers on 19 and 20 October 2013. A manual, Marking and Moderation of Scripts at National Marking Centres, formed the basis of the training session.

5.1.1 Security and safety

All the centres had excellent security measures in place.

The newly established marking centres were not all aware of the requirements of a fully equipped first aid kit, emergency telephone numbers and clearly displayed evacuation plan.

5.1.2 Accommodation and meals

No provision was made for accommodation or meals at the marking centres. Markers who required accommodation had to make their own arrangements and were remunerated according to the rate set by the Department of Higher Education and Training. There were cafeterias/tuck shops at each of the marking centres.

5.1.3 Recruitment and appointment of marking staff

Markers were informed of their appointment via text messages at a very late stage. They received their appointment letters only when they arrived at the marking centres - too late to meet the requirements as stipulated, i.e. to come prepared, having prepared their own answers to the question paper.

5.1.4 Management of marking staff

An effective process for the registration and deregistration of markers was put in place at all the marking centres.

Daily meetings were held with chief markers and/or deputy marking centre managers to discuss pertinent issues and to evaluate the progress of the marking.

5.1.5 Control of answer scripts and mark sheets

The centres either captured information manually or scanned in the relevant information as scripts arrived at the marking centres. The process was effectively managed. There were however challenges due to:

- scripts sent to wrong marking centres and
- conflicting information with regards to the centres responsible for the marking of some of the subjects with low enrolments.

The flow of scripts to and from the marking venues was well managed. Completed mark sheets were faxed to the DHET and a record was kept of all these. The original mark sheets were couriered to the DHET.

5.1.6 Marking process

The principle of question-wise marking was not always applied, especially in subjects with low enrolments.

There was very little evidence of moderation at the beginning of the marking process.

5.2 Marking guideline discussions

Marking guideline discussions were attended by the chief marker, internal moderator and designated markers as well as Umalusi's external moderator. Members of the marking panels were given the opportunity to participate in discussions and to make contributions to the marking guidelines in an effort to encourage more efficient marking.

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

Table 40: NATED N2 and N3 marking guideline discussions - findings

Aspects	Findings and challenges	Subjects
Recommended changes to the question paper and marking guidelines effected	The changes recommended by the external moderator during the moderation process had not been made to the question papers and marking guidelines in all cases.	Building Drawing N2 Engineering Drawing N2 Industrial Organisation and Planning N3 Logic Systems N3
Conduct of the marking guideline discussion	The discussions were chaired by the chief markers in all but the two subjects listed.	Electrical Trade Theory N3 Engineering Drawing N3
Preparedness of the chief markers and the markers	In the subjects listed, the chief markers had marked a sample of scripts before the marking guideline discussion.	Building Science N3 Diesel Trade Theory N2 Engineering Science N3 Industrial Organisation and Planning N3 Logic Systems N3 Plater's Theory N2 Supervision in Industry N3
	In the subjects listed, the chief markers did not manage to mark a sample of scripts before the marking guideline discussions.	Building and Civil Technology N3 Building Drawing N2 Building Drawing N3 Electrical Trade Theory N3 Electro-Technology N3 Engineering Drawing N2 Engineering Drawing N3 Industrial Orientation N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3

Table 40: NATED N2 and N3 marking guideline discussions - findings (continued)

Aspects	Findings and challenges	Subjects
Preparedness of the chief markers and the markers (continued)	Fifty-six percent of the markers of the subjects moderated by Umalusi came prepared to the meeting. However:	Building and Civil Technology N3 Diesel Trade Theory N2 Industrial Orientation N3 Industrial Organisation and Planning N3 Logic Systems N3 Plater's Theory N2 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	• Forty-four percent of the markers did not come prepared to the meeting.	Building Drawing N2 Building Drawing N3 Building Science N3 Engineering Drawing N2 Engineering Drawing N3 Engineering Science N3 Electrical Trade Theory N3 Electro-Technology N3 Mathematics N3 Mechanotechnology N3
Appointment of marking panels	Not all markers had been appointed by the time the meeting took place.	Building Drawing N3 Engineering Drawing N2 Mathematics N3 Plating and Structural Steel Drawing N3
Adjustments to the marking guidelines	• In 22% of subjects, chief markers made adjustments to marking guidelines before the marking guideline discussions.	Diesel Trade Theory N2 Plater's Theory N2 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	• During the discussions, it was decided that the marking guidelines be accepted as presented.	Electrical Trade Theory N3 Industrial Orientation N3 Logic Systems N3 Mechanotechnology N3
	• A change to the marking guideline was not justified.	Mathematics N3
	• The changes to the marking guidelines in two subjects influenced the cognitive level of the answer/response required.	Mathematics N3 Plater's Theory N2
	• Two marking guidelines were adjusted after the sample marking was completed.	Plater's Theory N2 Supervision in Industry N3
Adherence to marking guidelines and performance of the panel members during sample marking	Eighty-three percent of markers adhered to the marking guidelines.	
	Markers in two subjects were rated as excellent during the sample marking.	Diesel Trade Theory N2 Industrial Organisation and Planning N3

Table 40: NATED N2 and N3 marking guideline discussions - findings (continued)

Aspects	Findings and challenges	Subjects
Adherence to marking guidelines and performance of the panel members during sample marking (continued)	Internal moderation of four subjects was rated as excellent.	Diesel Trade Theory N2 Electro-Technology N3 Engineering Science N3 Industrial Organisation and Planning N3
	Four subjects were not sample marked.	Building Drawing N2 Building Drawing N3 Electrical Trade Theory N3 Plating and Structural Steel Drawing N3
Translated marking guidelines	None of the groups were provided with the translated marking guidelines required to mark the Afrikaans scripts.	
Inconsistency in marking and calculation errors	Remarking was the corrective procedure in four subjects during sample marking.	Diesel Trade Theory N2 Engineering Drawing N2 Industrial Organisation and Planning N3 Logic Systems L3
General remarks and observations	In several instances, chief markers, internal moderators and markers were not appointed well enough in advance to ensure thorough preparation. The process of printing and distribution of question papers and approved marking guidelines in preparation of the marking guideline discussions and sample marking was not effectively managed.	

5.3 Verification of marking

The table below reflects the findings of Umalusi's moderators regarding the consistency of marking and the procedures followed at the marking centres where marking was verified.

Table 41: Findings of verification of marking of NATED N2 and N3

Aspects	Findings and challenges	Subjects
Availability of scripts for marking and moderation	As far as could be determined, all the scripts to be marked at the centre for the subjects listed had been received.	Building and Civil Technology N3 Building Science N2, 3 Diesel Trade Theory N2, 3 Electrical Trade Theory N2, 3 Engineering Science N2, 3 Engineering Drawing N2 Industrial Organisation and Planning N3 Logic Systems N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3

Table 41: Findings of verification of marking of NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Availability of scripts for marking and moderation (continued)	Not all the scripts to be marked for the five subjects listed were received.	Engineering Drawing N3 Building Drawing N3 Industrial Electronics N2 Mathematics N2, 3
Quality of marking guidelines	The marking guideline was in order and no changes were effected during the marking guideline discussion of the subjects listed.	Electrical Trade Theory N3 Electro-Technology N3 Engineering Science N3 Industrial Electronics N2 Logic Systems N3
	A number of changes were required and/or additions were made to the marking guideline during the discussion for the subjects listed.	Building and Civil Technology N3 Building Drawing N3 Building Science N2, 3 Diesel Trade Theory N2, 3 Electrical Trade Theory N2 Engineering Drawing N2, 3 Engineering Science N2, 3 Fitting and Machining Theory N2 Industrial Electronics N2, 3 Industrial Orientation N3 Industrial Organisation and Planning N3 Mathematics N2, 3 Mechanotechnology N3 Plater's Theory N2 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	The marking guideline used at Centurion during the finalisation of the N2 marking guidelines was not the moderated and approved marking guideline signed off by Umalusi. The updated marking guideline was therefore not distributed to the nine provincial marking centres.	Mathematics N2
Marking procedures	Whole script marking was used in 10 subjects owing to: • low enrolments • a shortage of markers at the onset of the process, making it impractical to change the model halfway through the process.	Building and Civil Technology N3 Building Science N2 Diesel Trade Theory N2, 3 Engineering Drawing N2 Industrial Organisation and Planning N3 Logic Systems N3 Plater's Theory N2 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	In the subjects where question marking was applied, each marker marked specific questions or a particular question in all 300 scripts. The scripts were then rotated and each marker then marked a newly allocated question.	Building Drawing N3 Building Science N3 Electrical Trade Theory N2, 3 Electro-Technology N3 Engineering Drawing N3 Engineering Science N2, 3 Fitting and Machining Theory N2 Industrial Electronics N2

Table 41: Findings of verification of marking of NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Marking procedures (continued)		Industrial Orientation N3 Mathematics N2, 3 Mechanotechnology N3
Adherence to the marking guidelines	Good adherence to marking guidelines was evident in all the subjects listed.	Building and Civil Technology N3 Building Science N2, 3 Diesel Trade Theory N2 Electrical Trade Theory N2, 3 Electro-Technology N3 Engineering Drawing N2, 3 Engineering Science N2, 3 Fitting and Machining Theory N2 Industrial Electronics N2, 3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	Non-adherence to the marking guideline by some of the markers was evident in two subjects. Inexperience of the markers contributed to this failure to adhere to the marking guidelines.	Electrical Trade Theory N3 Mathematics N3
Standard of marking/ performance of markers	The marking was rated as good in all the subjects listed in this section.	Building and Civil Technology N3 Building Drawing N3 Building Science N2, 3 Diesel Trade Theory N2 Electrical Trade Theory N2 Electro-Technology N3 Engineering Drawing N2, 3 Engineering Science N2, 3 Fitting and Machining Theory N2 Industrial Electronics N2, 3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	Marking was inconsistent and rated as weak in three subjects due to the inexperience of markers.	Diesel Trade Theory N3 Electrical Trade Theory N3 Mathematics N3
	The standard of marking was rated as average in the subjects listed. Some sections in subjects such as Mechanotechnology N3 had to be remarked.	Building Science N3 Engineering Drawing N2, 3 Mathematics N2 Mechanotechnology N3 Plater's Theory N2

Table 41: Findings of verification of marking of NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Administration	In all the subjects listed the prescribed procedure for allocation of marks was followed. Marks were clearly indicated per question and mostly transferred accurately to the cover page. Marks were accurately transferred to the mark sheet where this could be verified.	Building and Civil Technology N3 Building Science N3 Electrical Trade Theory N2 Electro-Technology N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mechanotechnology N3 Plater's Theory N2 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	In 14 subjects, the prescribed procedure for allocation of marks was followed, although mistakes were not clearly indicated and/or marks were not transferred correctly to the cover page and/or mark sheet, and notes were not made.	Building Drawing N3 Building Science N2 Diesel Trade Theory N2, 3 Electrical Trade Theory N3 Engineering Drawing N2, 3 Engineering Science N2, 3 Fitting and Machining Theory N2 Industrial Electronics N2, 3 Mathematics N2, 3
Control	The name of the marker and internal moderator was clearly indicated on all scripts except in the four subjects listed.	Diesel Trade Theory N3 Mathematics N2, 3 Building Drawing N3
Handling of irregularities	The correct procedure for the reporting of irregularities was followed. The following irregularities were captured at the centres visited: • Crib notes on the back of a calculator	Electrical Trade Theory N2
	• Crib notes were discovered in a script. About 15 irregularities were reported for this particular subject.	Industrial Electronics N3
	• Two candidates' scripts contained identical answers. Scripts were soiled with oil.	Plater's Theory N2
	Missing scripts (two batches were missing).	Building Science N3
	Candidate wrote subject for which he/she was not registered.	Plating and Structural Steel Drawing N3
	Irregularities were reported during marking.	Mathematics N2, 3
Internal moderation	Scripts from all the examination centres were moderated.	
	The standard of internal moderation was good in most subjects, however:	

Table 41: Findings of verification of marking of NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Internal moderation (continued)	• The standard of internal moderation was rated as average for two N2 subjects and five N3 subjects.	Building Drawing N3 Electrical Trade Theory N2, 3 Engineering Drawing N3 Industrial Electronics N3 Mathematics N2 Mechanotechnology N3
	• The standard of internal moderation was singled out as poor in two subjects.	Engineering Drawing N2 Mathematics N3
Response to the examination question paper	The students' performance was in line with the predicted expectations and in 84% of all papers for which marking was moderated this was rated as fair.	Building and Civil Technology N3 Building Science N2, 3 Diesel Trade Theory N2, 3 Electrical Trade Theory N2, 3 Electro-Technology N3 Engineering Drawing N2, 3 Engineering Science N2, 3 Industrial Electronics N2, 3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2, 3 Mechanotechnology N3 Plater's Theory N2 Plating and Structural Steel Drawing N3 Supervision in Industry N3
	However: • The students' responses were not in line with expectations and the papers were too difficult in three of the subjects.	Building Drawing N3 Fitting and Machining Theory N2 Logic Systems N3
Performance of candidates	In general, the performance of students across the board was good.	Industrial Electronics N2
	Performance of some students in the listed subjects was very poor.	Plating Structural Steel Drawing N3 Mechanotechnology N3 Logic Systems N3 Industrial Orientation N3 Engineering Science N2
Preparation of marker and internal moderator reports	Reports had not yet been compiled as marking was still in progress at the time of verification.	Building Science N2, 3 Building Drawing N3 Diesel Trade Theory N3 Electrical Trade Theory N2, 3 Electro-Technology N3 Engineering Drawing N2 Engineering Science N2, 3 Fitting and Machining Theory N2 Industrial Electronics N2, 3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N2, 3 Plater's Theory N2

Table 41: Findings of verification of marking of NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Preparation of marker and internal moderator reports (continued)		Plating and Structural Steel Drawing N3 Supervision in Industry N3
	Reports were completed and ready for submission.	Building and Civil Technology N3 Engineering Science N3
	Reports submitted were vague and incomplete.	Mechanotechnology N3 Engineering Drawing N3

6. AREAS OF GOOD PRACTICE

6.1 Readiness of marking centres

The training sessions offered by the DHET equipped the marking centre managers and deputy marking centre managers for the task. Improved and standardised systems and processes contributed to the effectiveness of the marking process, e.g. the use of templates and the scanning of scripts received from examination centres.

6.2 Marking guideline discussions

The training presentation and manual that was provided by DHET during the training of the chief markers and internal moderators improved the effectiveness of the marking guideline discussions. The matter of inconsistent or incorrect marking during the sample marking exercise was addressed effectively by the chief markers of the various subjects.

6.3 Verification of marking

In most instances, all the scripts to be marked at the centres were received. In general, marking was of a high standard. Most markers adhered to marking guidelines. Chief markers and moderators identified errors and guided markers; marks were accordingly rectified. The standard of internal moderation was mostly good; however, in some instances marking was inconsistent and rated as poor due to the inexperience of markers.

The papers were mostly considered to be fair and there were some centres where students excelled in certain subjects. The opposite was however also evident.

Where irregularities were reported, the correct procedures were followed to address them. A consolidated irregularities report was sent to DHET.

7. AREAS FOR IMPROVEMENT

7.1 Readiness of marking centres

7.1.1 Recruitment and appointment of marking staff

The process of recruitment must start much earlier and measures should be put in place to ensure that enough suitably qualified and experienced markers apply, are well prepared and assume duty on the starting date of the marking process.

7.1.2 Lack of discipline

Markers should arrive on time for registration and attendance of the marking guideline discussions. Professional conduct should be the norm at all times – no talking, telephonic conversations, or unnecessary movement should occur in marking venues whilst marking is in progress.

7.2 Marking guideline discussions

The timely appointment and notification of all members of marking panels should be addressed. The provision of question papers and marking guidelines to all members of panels at the start of the discussions requires attention. The lack of preparedness of the marking panel for the discussions is a cause for concern. Experienced markers must be appointed for the Drawing subjects. The credentials of markers should be more carefully verified.

7.3 Verification of marking

Sufficient time should be allowed for markers to complete the marking process; markers should not be overly rushed or be required to work extremely long hours, as this may contribute to errors and inaccuracies.

Poor performance of candidates can be attributed to poor teaching and learning. This was evident where learners did not understand basic concepts and terminology.

8. CONCLUSION

The marking centres were in general well prepared for the marking process, except for the late confirmation of the appointment of markers.

The marking guideline discussions were in general successful and contributed to the effective marking of the NATED Report 191 N2 and N3 scripts in the November 2013 examination.

The verification of marking by Umalusi revealed that the marking of NATED N2 and N3 scripts was conducted in a fair and consistent manner. Lack of discipline among marking staff does, however, need to be addressed if the marking process is to be conducted in a professional and secure environment. Furthermore, the lack of effective internal moderation during the initial stages of marking requires attention.

Question papers were regarded as fair and of an acceptable standard. The poor performance of students in certain subjects could be addressed by improving the standard of tuition and the guidance that students receive. Prospective students need guidance to assist them in enrolling in a programme for which they have the necessary interest and aptitude. Lecturers should receive the necessary support in addressing these problems, or more suitably qualified staff should be appointed.

Chapter 4

Standardisation of results

1. INTRODUCTION

Through its quality assurance processes and the standardisation of results, Umalusi aims to ensure that the NATED N1 – N3 assessments yield results that are credible.

Standardisation is the moderation process used to mitigate the effects on performance of factors other than students 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 have occurred despite careful moderation processes, as well as variations in the standard of marking that may have taken place from one examination setting to the next examination setting. Other causes of variation include undetected errors and unexpected interpretations of questions by candidates. This chapter outlines the November 2013 NATED N1 – N3 standardisation processes and decisions.

2. PURPOSE

The purpose of this chapter is to report on:

- Salient findings from the reports by chief markers and the internal moderation of the marking process;
- The extent to which marks were moderated during the standardisation meeting; and
- Areas of good practice and areas for improvement.

3. SCOPE

A total of 82 N1 – N3 subjects were presented for standardisation.

The N1, N2 and N3 chief marker and internal moderation of marking reports, as well as the irregularity reports received from the DHET during and after the examination, were screened for qualitative and other relevant information.

4. APPROACH

The Kolmogrov-Smirnov goodness of fit procedure in conjunction with fixed norms and historical averages is 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, where applicable and appropriate, qualitative data contained in the chief markers' and internal moderators' marking reports received from the DHET, as well as matters raised during the finalisation of marking guidelines and the marking process were considered in the decision-making process.

The daily reports on irregularities sent to Umalusi by some of the colleges, as well as the consolidated reports received from the DHET on a weekly basis were evaluated. The further reports on all reported irregularities and proposals for the management of irregularities received, both with the standardisation data and on the day of the standardisation meeting were also considered.

4.1 Pre-standardisation meeting

The pre-standardisation meeting took place on 20 December 2013. Here learner performance in each subject was discussed by the Assessment Standards Committee of the Umalusi Council. Preliminary decisions on adjustments were made at this meeting.

4.2 Standardisation meeting

The November NATED N1 – N3 results were standardised on 21 December 2013.

5. FINDINGS AND DECISIONS

5.1 Reporting of irregularities

An improvement in the quality and submission of irregularity reports to Umalusi by the DHET was observed. However, the failure to report any alleged leakage of N2 and N3 question papers immediately is of serious concern. Although the alleged leakage of the first four question papers that leaked occurred between 15 and 25 November, Umalusi was only informed of this on 29 November 2013. In addition, Umalusi did not receive a weekly report for the examination period 4 – 8 November 2013.

There was an improvement in the number of colleges that submitted reports on a daily basis and also in the reporting of different types of irregularities. According to the records, the following colleges did not submit reports/did not submit reports on a regular basis: King Hintsa; Buffalo City; Motheo; Goldfields; Umfolozi; Taletso; Vuselela; Mopani; Sekhukune, Letaba and Northlink.

Irregularities reported during the writing of examinations include technical issues as well as acts of dishonesty.

The following broad types of irregularities/incidents were reported:

- Candidates could not produce identity documents;
- Candidates found with crib notes on their person;
- Cell phones found/rang in examination venues;
- Shortages of question papers/question papers not delivered on time;
- Registration errors;
- Errata on question papers;
- Candidates who fell ill during the examination or caused disturbances.

Many of these are seen as technical irregularities or incidents and are not included in the composite register of irregularities received from the DHET.

The DHET did, however, block the results of candidates allegedly involved in irregularities (composite register), 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 were screened for qualitative information that could affect standardisation decisions. Umalusi received chief marker and/or internal moderator reports from 66 N1, N2 and N3 subjects. This constitutes approximately 77% of the subjects written. Reports for 27 of the 33 N3 subjects were received. Although multiple reports were received from some of the N1 subjects, these represent only a fraction of those which should have been submitted by the marking centres.

No provision was made for the internal moderation of some of the subjects with low enrolments, e.g. Aircraft Maintenance Theory. There were no internal moderator reports and thus no evidence of internal moderation in certain subjects, e.g. Radio and Television Theory N3. Although this occurred mainly in subjects with low enrolments, there were also subjects with high enrolments, e.g. Building Science N3 and Plating and Structural Steel Drawing N3, for which no internal moderator reports were received. No chief marker or internal moderator reports for Radio Theory N3 were received.

There was an improvement in the quality of the majority of reports. The DHET's process for the verification of the content of reports at the marking centres played a significant role in this improvement. The inclusion of more detailed information on the performance of learners in an improved format proved to be of great value in providing a more comprehensive picture of the question papers and the performance of candidates. Some

reports were inadequate, however, providing little qualitative data of value. In addition, the instructions for the completion of reports were not always followed.

Different meanings are attached to adjustments made to marking guidelines. Some markers do not regard additional, possibly correct, answers as adjustments to marking guidelines.

Problems encountered in question papers/marking guidelines and the marking of scripts included:

- Typing and other errors;
- Incomplete marking guidelines, e.g. mark allocation within questions not indicated, as in Instrument Trade Theory N3;
- No provision for alternative correct answers;
- 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. Water Treatment Practice N3.

Candidates were in some cases not penalised for failing to follow instructions on the question paper, e.g. where candidates were asked to tabulate an answer, or to explain or differentiate between concepts. This affects the cognitive level of the answer and negates the intended purpose of assessing at a higher level. Candidates' marks are thus not a true reflection of their abilities. In some cases, markers overcompensated for language difficulties of candidates.

Chief markers' recommendations for the adjustment of marks and obscure reasons provided for adjustments are a clear indication that many markers do not understand the purpose of the adjustment of marks.

Comments common to reports included the following:

- Candidates must be exposed to practicals/models/the real world of work in order to improve their understanding and to make the programme more meaningful.
- Candidates who are exposed to the practical component/attached to a workplace perform better/show more insight when answering questions.
- Candidates lack basic literacy and numeracy skills and therefore find it difficult to express themselves, to draw to scale 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.

- Candidates lack basic knowledge and understanding of subject terminology.
- The quality of candidates' sketches is poor and these are not clearly labelled.
- Candidates in general have difficulty coping with practical and real-life questions; rote learning with only limited understanding is a concern.
- Lecturers rely solely on textbooks and previous examination question papers instead of the syllabus in their teaching.
- Lecturing staff require greater exposure to the industry in order to build their capacity.

Marking by a substantial number of markers was found to be inconsistent at the beginning of the marking process. This emphasises the importance of moderation throughout the marking session, but especially at the beginning, in order to address discrepancies.

5.3 Standardisation meeting

In total, 82 subjects were presented for standardisation. The capture rate was very high, with most subjects having a rate of above 90% and many being close to 100%.

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 42: Standardisation decisions

Description	Numbers
Number of subjects presented for standardisation.	82
Number of subjects in which no candidates wrote the examination or where all candidate(s) that sat for the examination failed.	5
Number of subjects that could not be standardised owing to alleged disclosure of papers.	8
Number of subjects where Umalusi requested a revision of the proposed decision by the DHET.	10
Number of subjects where raw marks were accepted.	44
Number of subjects for which marks were adjusted:	
Number of subjects for which marks were adjusted upwards.	6
Number of subjects for which marks were adjusted downwards.	19
Number of subjects standardised at standardisation meeting.	74

The results in four subjects were not presented for standardisation owing to low capture rates or no enrolments.

Because of alleged unlawful disclosure of question papers before the examination, the results of eight of the subjects presented for standardisation were not standardised. The results of one subject in this category were not presented for standardisation. These sub-

jects were to be standardised after considering the proposals presented in the DHET irregularities report submitted to Umalusi and/or pending the outcome of an investigation into these alleged irregularities and the submission of a report to Umalusi.

The following issues were raised as points of concern/for improvement at the standardisation meeting:

- Inaccurate data – errors in 2012 information;
- Standardisation data should be shared with the examiners, internal moderators and external moderators to alert them to possible shortcomings of question papers;
- The findings of the marking process should be shared with colleges in an effort to improve teaching and learning;
- Interventions at 40% for N1 subjects;
- Ogives for the standardisation of results should be prepared and the system should be tested to avoid problems.

The DHET committed itself to engagement with the following:

- Preparation of Ogives for the standardisation of results;
- Setting of time frames for the submission of investigation reports and targeted interventions for identified subjects;
- Investigation of the possible inflation of marks;
- Audit of their examiners and internal moderators.

6. AREAS OF GOOD PRACTICE

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

The DHET's dedication in the preparation of files and CDs with the chief marker and internal moderation of marking reports is appreciated.

The effort made by the majority of chief markers and internal moderators to provide detailed qualitative information on the performance of candidates led to better quality reports. These can be used to improve teaching and learning and, ultimately, the performance of learners and the throughput rate.

7. AREAS FOR IMPROVEMENT

The standardisation method should be changed from the KS norms to Ogives – this request has been tabled with the DHET for some time.

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

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 exists.

It is clear that there is an urgent need for capacity building among lecturing staff in the sector.

Marking interventions at the 40% mark were again prevalent in some N1 subjects. It is important that the sites at which this practice occurs are identified and this recurrent problem addressed.

The fact that not all irregularities are reported remains a concern. The manner in which irregularities are dealt with requires attention as this has led to whistleblowers being unwilling to report irregularities. The unacceptable time lapse before irregularities are resolved can no longer be tolerated and must be addressed immediately.

Additional tuition for candidates should be considered; the poor performance of candidates could be an indication that not enough time is spent on tuition in the classroom.

8. CONCLUSION

The November 2013 NATED N1 – N3 examinations were in general fair and reliable. Notice is taken of a drop in the number of allegedly leaked or disclosed question papers but this remains an untenable situation. The disclosure of papers does not appear to have been widespread, however, and did not jeopardise the integrity of the examination as a whole. Nonetheless, the danger remains that if this issue is not resolved it will place the integrity of the NATED examinations at risk.

Systemic issues need to be addressed, although cognisance is taken of the improvement plans implemented by the DHET and the positive effect these have had. These include the quality control measures for reports and the intention to address issues concerning the capacity of examiners and moderators.

The majority of candidates have difficulties both with language and with basic mathematical applications, problem solving, and examination writing techniques. It is also clear that many of the lecturing staff do not have the necessary skills to provide effective teaching and foster successful learning. No standardisation process can redeem this situation.

SECTION THREE

MONITORING THE CONDUCT OF EXAMINATIONS

1. INTRODUCTION

The monitoring of the November 2013 VET examinations was conducted in October and November 2013.

The monitoring of the "state of readiness" was undertaken to establish whether 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 2013 examinations were conducted simultaneously and no distinction was made between these in the sampling of the sites.

The purpose of external monitoring of the capturing of marks was to assess the integrity of the process. The monitoring provided an opportunity to identify best practices but also revealed any challenges encountered in the capturing of marks.

2. PURPOSE

The purpose of this chapter is to report on:

- The state of readiness of the sampled examination and internal marking centres;
- The effectiveness of the systems established for the administration of examinations, including:

  - The appointment of chief invigilators, invigilators, marking centre managers, marking moderators and markers;
  - The measures taken to ensure the safekeeping of the question papers, answer scripts and other examination material;
  - The processes related to the administration and conduct of the examinations;
  - The processes involved in the marking of scripts; and
  - The capturing of marks.

3. SCOPE

The state of readiness was monitored at six public FET colleges across five provinces at the beginning of October 2013.

Umalusi planned visits to 62 centres across all nine provinces in order to monitor the writing of examinations and the monitoring of internal marking at the examination centres. Thirty monitors and four officials from Umalusi were deployed to conduct the visits. The centres that were visited include three Correctional Service Centres, 53 campuses of public FET colleges and five private FET institutions as well as one school.

Two monitors visited the Department of Higher Education and Training to monitor the capturing of results.

3.1 Monitoring the "state of readiness"

Table 43: State of readiness for conduct of examinations – sites visited

Province	College	Campus
Eastern Cape	Port Elizabeth	Iqhayiya
Free State	Motheo	Hillside View
Gauteng	Ekurhuleni West	Germiston
North West	Orbit	Brits
		Rustenburg
Western Cape	Boland	Strand

3.2 Monitoring of writing and internal marking

Table 44: Monitoring of the writing phase and/or internal marking phase – sites visited

Province	College	Campus
Eastern Cape	East Cape Midlands	Park Avenue
	Fort Glamorgan Correctional Services	
	Ikhala	Queenstown
	Ingwe	Maluti
		Siteto
	King Sabatha Dalindyebo	Mngazi
		Mthatha
	Lovedale	Zwelitsha
	Port Elizabeth	Russel Road
Free State	Goldfields	Welkom
	Flavius Mareka	Kroonstad
	Maluti	Harrismith
	Motheo	Bloemfontein
		Thaba Nchu
Gauteng	Belvedere School	
	Central Johannesburg College	Parktown
		Johannesburg
	Damelin (Vereeniging)	
	Ekurhuleni East	KwaThema
	Ekurhuleni West	Alberton
	Leeuwkop Correctional Services	

Table 44: Monitoring of the writing phase and/or internal marking phase – sites visited (continued)

Province	College	Campus
Gauteng (continued)	Sedibeng	Sebokeng
	South West Gauteng	Dobsonville
		Roodepoort West
	Tshwane North	Soshanguve
		Rosslyn
	Tshwane South	Atteridgeville
		Centurion
		Pretoria West
KwaZulu-Natal	Coastal KZN	Swinton Road
		Durban
	Esayidi	Umzimkhulu
		Enyenyezi
	First Choice Varsity (Durban)	
	Majuba	Centre for People Development
	Mthashana	Vryheid
	Umfolozi	Richtek
		Mandeni
Limpopo	Better Best Education Projects (Mokopane)	
	Brooklyn City (Polokwane)	
	Letaba	Giyani
	Mopani	Sir Val Duncan
	Sekhukhune	CS Barlow
	Waterberg	Mahwelereng
Mpumalanga	Ehlanzeni	Nelspruit
		Kanyamazane
	Gert Sibande	Sibanesetfu
		Ermelo
	Nkangala	CN Mahlangu
	Thibela (Witbank)	
Northern Cape	Northern Cape Urban	Moremogolo
	Northern Cape Rural	Kuruman
		Namaqualand
North West	Orbit	Rustenburg
	Taletso	Lehurutshe
	Vuselela	Taung
Western Cape	Boland	Worcester
	False Bay	Muizenberg
	Northlink	Goodwood
	Pollsmoor Correctional Services	
	West Coast	Citrusdal

4. APPROACH

Umalusi deployed four staff members at six examination centres in five provinces to shadow the DHET in the monitoring of the "state of readiness" of examination and marking centres.

Sites at which the writing and marking phases were monitored were selected on the basis of the following:

- Inclusion of all types of centres offering qualifications/programmes certified by Umalusi;
- Sites representative of all nine provinces and regions of provinces;
- A visit to an institution which conducted the VET examinations on each day of the examination period;
- Sites identified as historically poor performing centres; and
- Sites that had not recently been visited.

A predetermined set of criteria were used for the monitoring of the writing and marking phases.

The monitoring of the capture of marks was based on the following criteria:

- Authenticity of mark sheets;
- Capture of marks;
- Appointment and training of capturers;
- Management of capturing centres and
- Systems to secure examination material.

The above criteria were verified through interviews and observations.

5. FINDINGS

5.1 State of readiness of examination centres

The majority of the six sites visited had the necessary systems and processes in place or had made plans to ensure that they would be ready for the examinations. Nonetheless, there was room for improvement, especially at two sites.

The table on the next page reflects the findings of Umalusi's monitors regarding the state of readiness of the centres to conduct examinations.

Table 45: Monitoring of state of readiness for the conduct of examinations – findings

Aspects	Findings and challenges	Sites
General	All the campuses visited had adequate and suitable venues to conduct the examinations. Some of the classrooms were, however, too small to accommodate the expected number of candidates when seated one metre apart as required.	
	All but one of the sites visited had enough furniture.	Hillside View
	Three of the sites visited did not have a contingency plan in place should a power failure occur.	Hillside View Iqhayiya Strand
Registration of candidates	Candidates at all sites were duly registered and the campuses were well aware of the process of approval of late entries as well the consequences of late registrations.	
Security and storage facilities	The names and contact details of the staff responsible for the receipt and checking of question papers on delivery at the site were indicated on the self-evaluation form. This is an effective way of updating important information.	
	All six sites had a strong room/safe in which question papers and examination material were stored. Sites were not aware that these facilities should be used exclusively for examination purposes.	
	Access to the strong room was limited to designated persons. However:	
	• Too many individuals had access to the strong room at two centres.	Strand Iqhayiya
	There were effective measures in place to secure and control the question papers and scripts at all six sites.	
Preparation for the examinations	Five of the centres still had to order examination materials and/or had not received examination material.	Brits Germiston Iqhayiya Rustenburg Strand
	One of the six sites did not have a functional examination irregularities committee.	Hillside View
	Most of the committee members at the centres had not been appointed in writing.	Brits Germiston Iqhayiya Strand
	All sites but one had either run workshops or had plans in place to run workshops with students to explain the rules and regulations pertaining to the examinations, e.g. use of cell phones, late arrival for examination session, identification.	Hillside View
	The campuses were preparing for the examinations and therefore one or more of the following had not yet been finalised at the sites visited: appointment and training of invigilators, identification cards, invigilation timetables and seating plans.	

Table 45: Monitoring of state of readiness for the conduct of examinations – findings (continued)

Aspects	Findings and challenges	Sites
Preparation for the examinations (continued)	There are no set criteria for the appointment of external invigilators; therefore different standards were evident at various centres.	
Conduct of examinations	Plans were in place for the control of answer books before, during and after the writing of each examination session, e.g. the use of colour-coded centre number identification stamps.	
	All six sites were well aware of the procedures to be followed in the case of irregularities. The sites also had plans and measures in place to prevent irregularities.	

5.2 Monitoring of the writing of examinations

As is evident from the tables below, the examination and marking processes were on the whole successfully managed. Monitors reported that all the sites visited met most of the requirements. In instances where policies were not adhered to, the deviations were minor and did not jeopardise the examinations or their outcome.

The table below reflects the findings of Umalusi's monitors regarding the conduct of the examinations.

Table 46: Monitoring of the writing of examinations – findings

General management of the examination		
Aspects	**Findings and challenges**	**Sites**
Security	Most sites met the security requirements for access and the safe-keeping of question papers and examination material. However, the following were causes for concern:	
	• Access to the centre was difficult and dangerous due to the condition of the access road and bridge leading to the site.	Enyenyezi
	• The security system was flawed by the system of access control.	Namaqualand Nelspruit
Receipt and storage of examination material	Access to question papers and examination material was controlled by the campus heads/chief invigilators and the examinations officers. However, the following concerns were recorded:	
	• The examination officer's assistant had access to the store/strong room key, which compromised security.	Park Avenue
	Receipt of question papers was the responsibility of the chief invigilators and the examination officers who cross checked the contents.	
	A daily register of issue and return of examination material and answer books was kept at the centres. However, the following caused concern:	
	• The issuing of examination material was not properly recorded by one centre.	First Choice Varsity (Durban)

Table 46: Monitoring of the writing of examinations – findings (continued)

Aspects	Findings and challenges	Sites
Receipt and storage of examination material (continued)	• No evidence of a register was found.	Park Avenue Umzimkhulu
Appointment of the chief invigilator and invigilators	Appointment of the chief invigilator was made in writing.	
	Letters of appointment of chief invigilators were kept on file. However:	
	• No appointment letter was available at four of the sites visited.	KwaThema Namaqualand Queenstown CS Barlow
	• Senior staff members were verbally appointed to act as deputy chief invigilators.	Rustenburg Taung Lehurutshe
	All lecturers were appointed in writing as invigilators. External invigilators were employed at some colleges.	
	Relief invigilators were employed to ensure that invigilation was effective. However:	
	• No relief invigilators were appointed at two sites.	Bloemfontein Thaba Nchu
	• Relief invigilators were not included in the timetables at three centres.	Esikhawini Bloemfontein Thaba Nchu
Training of the chief invigilator and invigilators	Training of the chief invigilator and invigilators was organised from the head offices of FET colleges. The Examination Manual of the college and/or DHET and the relevant Government gazette was used as training material. However:	
	• The invigilators at three sites had not been trained.	Soshanguve Rustenburg Taung
	• There was no proof of training at six sites visited.	Harrismith Pretoria West Leeuwkop Correctional Services Dobsonville Moremogolo Welkom
Documentation	An attendance register for invigilators was in place and signed by all invigilators. However:	
	• One site did not have an attendance register.	Pretoria West
	The examination timetable, invigilation timetable, manual for examinations and seating plans were in files and/or strategically placed.	All sites
Management of unregistered candidates	Candidates whose names did not appear on mark sheets were allowed to write and mark sheets were manually generated. Such cases were observed at the sites listed.	Rosslyn Bloemfontein Kroonstad Nelspruit Harrismith
Management and assistance for candidates with special needs	Centres applied for concessions and additional support if needed, as listed.	Vryheid Muizenberg

Table 46: Monitoring of the writing of examinations – findings (continued)

Aspects	Findings and challenges	Sites
Procedure for late arrivals (candidates) at an examination and assistance during the examination	Candidates who arrived after the commencement of the examination were allowed to enter up to an hour after the official starting time but no extra writing time was allowed.	All sites where observed
	Candidate(s) who needed to leave the examination room during the writing of the examination were accompanied by an official of the same gender.	All sites where observed
	The invigilators used a cell phone to summon assistance.	All sites where observed
Procedures for exit from the examination room	The invigilator checked the front cover for correctness and the attendance register was signed after which the candidate may have exited.	
	No exit was allowed during the last 30 minutes of the examination.	All sites in the Western Cape Siteto
	Candidates were allowed to leave whenever they had finished.	Harrismith Welkom Kroonstad
Preparedness of all equipment	There was no evidence of the computers having been serviced before the commencement of the examination.	Bloemfontein
Contingency plans	No specific emergency plan was in place to deal with disruptions or crises.	Welkom Bloemfontein Harrismith
	No generators were available in case of a power cut.	KwaThema Leeuwkop Correctional Services Nelspruit Kanyamazane Ermelo CN Mahlangu Thibela

Examination room		
Location of the examination room	The location was not clearly indicated.	Dobsonville Johannesburg Sebokeng Giyani Siteto Kroonstad Welkom
Suitability of venues	Small windows in the hall could not be opened, thus there was inadequate ventilation.	Umzimkhulu
Display of important information	The centre number, etc. was clearly displayed. However:	
	• Whiteboards had not been cleaned and previous day's information was still on the board.	Mandeni
	• Only the centre number was displayed to candidates.	Kroonstad Namaqualand Kuruman
	• No form of timekeeping displayed for students.	Pretoria West

Table 46: Monitoring of the writing of examinations – findings (continued)

Aspects	Findings and challenges	Sites
Display of important information (continued)	• Centre number not displayed.	Belvedere School
	• The centre number was not legible.	Maluti
Timekeeping	A small clock was available in the centre but it was not visible to everyone. However:	Johannesburg Maluti Leeuwkop Correctional Services Siteto Umzimkhulu
	• There were venues that had no clocks or other means to display the time.	Namaqualand
Space between desks in the examination room	Eight sites did not adhere to the rule of a one-metre space between desks.	Ellispark Sebokeng Leeuwkop Correctional Services Johannesburg Dobsonville Rustenburg Taung Sibanesetfu

Before the commencement of examination		
Punctuality of candidates	Many candidates were late but arrived within the first hour of the examination.	First Choice Varsity (Durban) Kroonstad Nelspruit Thaba Nchu Welkom
Admission of candidates to examination venues	The identification documents were not checked at the doors of the examination rooms.	Maluti
	Calculators were not checked.	Welkom
	Cell phones were not allowed in any of the examination venues.	All sites
Invigilator:candidate ratio	Invigilator: candidate ratio of 1:30 was applied at all venues.	
Candidates with subject clashes	Candidates who wrote two subjects in one session wrote the first examination, were allowed a short break under supervision and then wrote the second subject.	All sites
Reading of examination rules before commencement	The examination rules were not read to the candidates at two sites.	Maluti Siteto
	Latecomers disturbed the other candidates.	Mandeni First Choice Varsity (Durban)

The writing of the examination		
Distribution of question papers to examination venues	There was a delay in the distribution of question papers to all the examination rooms.	Lehurutshe Taung

Table 46: Monitoring of the writing of examinations – findings (continued)

Aspects	Findings and challenges	Sites
Checking of question paper before writing	At some sites the invigilators did not page through the question paper with the students.	Rosslyn Sebokeng Swinton Road Park Avenue First Choice Varsity (Durban) Mandeni Brooklyn City (Polokwane)
Verification of subject	Invigilators did not request candidates to verify that they had the correct question paper.	KwaThema Park Avenue Mandeni First Choice Varsity (Durban)
Reading time allowed	The reading time varied from zero to 15 minutes.	Taung Enyenyezi Dobsonville
	There was no reading time allowed.	Thaba Nchu
Display of documents	Identification documents and examination permits were displayed on desks.	All sites
Administrative documents	Attendance registers and seating plans were available at all sites.	
Invigilation	Invigilators were vigilant at all sites, however, the following was a concern:	
	• An invigilator at one site was sitting on a desk, reading.	First Choice Varsity (Durban)
Collection of scripts	Effective procedures were in place to collect scripts.	
	At most of the centres, answer scripts were collected from candidates while they were seated. At some sites:	
	• Candidates handed the answer books to the invigilator.	Limpopo campuses Kroonstad
Daily reports	Daily reports were prepared and submitted to head office (colleges). Head offices compiled composite reports which were sent to the DHET.	All examination centres
Irregularities	The following irregularities were recorded:	
	• Administrative	Vryheid Swinton Road Durban
	• Candidate using cell phone as a calculator	Giyani
	• Technical	KwaThema
	• Dishonesty	Rustenburg Bloemfontein
	• Not specified	Mngazi
	• Crib notes	Thibela (Witbank)

Table 46: Monitoring of the writing of examinations – findings (continued)

Aspects	Findings and challenges	Sites
Packing and transmission of answer scripts		
Packing of answer scripts	Scripts were packed, according to mark sheets, for dispatch by courier to marking centres or for safekeeping for internal marking.	All centres
Dispatch registers	The number of scripts, subject and dates of dispatch were recorded. Waybills were prepared, copied and kept as evidence.	All centres

Monitoring		
Monitoring by DHET	Some centres were monitored by the DHET. However:	
	• The listed centres had no evidence of these visits.	Taung Rustenburg Muizenberg Citrusdal Goodwood Pollsmoor Correctional Services Swinton Road Enyenyezi Welkom Namaqualand Harrismith Sibanesetfu Thibela (Witbank) Kanyamazane Ermelo

5.3 Monitoring of internal marking

The table below reflects the findings of Umalusi's monitors regarding the standard of the marking at the centres visited.

Table 47: Monitoring of Level 2 and 3 marking

Aspects	Findings and challenges	Sites
Planning for marking The campuses had marking and moderation plans in place.	Marking and moderation plans were available at most of the centres visited. However:	
	• One centre did not have a formally set out plan.	Pollsmoor Correctional Services
	• The listed centres had no management plans for marking/there was no evidence of readiness for marking.	First Choice Varsity (Durban) Centre for People Development Thibela (Witbank) Thaba Nchu Taung

Table 47: Monitoring of Level 2 and Level 3 marking (continued)

Aspects	Findings and challenges	Sites
Marking model	Most of the centres followed the campus level marking model. However:	
	• Marking was decentralised and all scripts were marked at designated campuses of the colleges, as listed.	Mthatha Lehurutshe Rustenburg All centres visited in Mpumalanga and Limpopo
Arrangements for marking of scripts	Measures to ensure that lecturers did not mark their own students' scripts were in place. However:	Vryheid Park Avenue All centres visited in Limpopo
	• There were no measures to ensure that lecturers did not mark the scripts of their own candidates at the colleges listed.	Durban Swinton Road Esikhaweni Taung Welkom Pretoria West Parktown Sebokeng Johannesburg KwaThema
	• The listed centres had only one lecturer or not enough lecturers who were qualified to mark.	Centre for People Development Kuruman Thaba Nchu
	• Lecturers teaching the subject at higher levels were used for marking at lower levels at the campuses listed.	Muizenburg Atteridgeville Rustenburg
Commencement of marking	At most centres marking commenced as planned. However:	
	• In many subjects marking was delayed because of the late arrival of marking guidelines. Many sites complained about the late arrival of marking guidelines. The affected sites are listed.	CN Mahlangu Thibela (Witbank) Taung Parktown Pretoria West Sebokeng KwaThema Belvedere School Sir Val Duncan Giyani Durban Swinton Road Esikhawini
	• A lack of accommodation for lecturers delayed the marking.	Nelspruit
Marking venue Designated areas for marking	All centres had designated areas for marking. However:	
	• The designated area was too small.	Sibanesetfu
Communication facilities	The marking centres had the necessary facilities for communication, mainly in the administration block.	All sites

Table 47: Monitoring of Level 2 and 3 marking (continued)

Aspects	Findings and challenges	Sites
Suitable furniture	Tables and desks in the marking venues were suitable for markers.	All sites
Marking hours	Generally, marking took place from 8:00 to 15:00 daily. However:	
	• At the listed centres, the marking venues were open from 8:00 to 19:00, Monday to Thursday.	Centre for People Development Kroonstad Sebokeng
Attendance registers	A daily attendance register was signed by markers and moderators. However:	
	• There was no attendance register at one site.	Kroonstad
Security Control of access to the marking centre	Access to marking centres was well controlled at most centres. However:	
	• There was no access control at two centres.	Siteto Queenstown
	• Security should be improved at the sites listed.	Nelspruit Thibela (Witbank)
Control of answer scripts	All answer scripts were kept in strong rooms or secured storerooms. A daily register was kept to control the movement of scripts.	All sites
	Markers were not allowed to take scripts home or to any venue other than the marking venue.	All sites
	Where the college model had been adopted the scripts were transported by official cars to the marking centres. The scripts were taken back to the examination centres after marking had been completed.	
Appointment of markers	Criteria applied for the appointment of markers were: • Expert knowledge of the subject material and • Experience in teaching and marking the subject. • Appointed by virtue of job description.	
Training of markers	The basis of training was the examination manual. Markers received general training by the marking centre manager, campus examinations officer and/or HODs at all campuses. However, in some cases the training focused only on orientation in the use of the marking guideline.	Lehurutshe Namaqualand
Marking procedure	Discussions were held at all centres and minutes were kept. However:	
	• There was no evidence of marking guideline discussions held before marking at one centre.	Kanyamazane
Changes to marking guidelines	No major changes were made to marking guidelines; only alternatives or additions to the options were provided. However:	
	• At some centres, as listed, changes were effected to the marking guidelines, e.g. English FAL L3 and Mathematical Literacy. These changes were noted in the internal moderator's report.	Russel Road Park Avenue Thaba Nchu

Table 47: Monitoring of Level 2 and 3 marking (continued)

Aspects	Findings and challenges	Sites
Sample marking	Sample marking occurred at most centres. However:	
	• No sample marking was done before marking started at the listed centres.	Siteto Namaqualand Johannesburg Thaba Nchu
Approach to marking	Most subjects were marked question by question. Whole script marking was used in subjects with low enrolments.	All sites
	Most subjects did not have optional questions. If candidates answered both optional questions, the first question was marked and the second was cancelled. However:	All sites
	• At two centres, both questions were marked where there was a choice in the paper and the higher mark was used.	Mandeni Welkom
	Internal moderators and marking centre managers supervised marking.	All centres
	Where differences between marks of more than 5% were found by the internal moderator, the script was remarked.	All centres
	Markers signed scripts. At one site, control numbers were indicated on the scripts which linked the markers to the scripts.	Esikhawini
Control measures for accurate marking and transfer of marks	Examination assistants were appointed to check that all questions had been marked, that subtotals, totals and grand totals were correct and that the marks had been correctly transferred to the cover page.	
	In some provinces/at some sites, markers checked each other's marking, calculations and transfer of marks.	Gauteng and Esikhawini
	At one centre there were no quality assurance measures in place.	Namaqualand
Internal moderation	Generally, in the case of Fundamental subjects, the senior lecturers acted as internal moderators. In other subjects, lecturers who were experts in their field were appointed as internal moderators.	
	Internal moderation was the responsibility of programme heads.	All centres visited in the Western Cape
	Lecturers from other campuses conducted the internal moderation.	All centres visited in North West
Appointment of moderators	Moderators had not been officially appointed in writing.	All campuses visited in Eastern Cape Kroonstad Thaba Nchu
	Due to their other responsibilities, moderators could not be present throughout the marking period. Moderators moderated 10% of scripts from all markers. They also compiled qualitative reports.	

Table 47: Monitoring of Level 2 and 3 marking (continued)

Aspects	Findings and challenges	Sites
Appointment of moderators (continued)	Most moderators included the whole range of performance of learners but at some sites (as listed) the sample was random.	Esikhawini Welkom All campuses visited in Gauteng
Handling of irregularities	At all centres monitored, markers were aware of what constituted an irregularity. They were trained on the handling of irregularities.	
Electronic capturing of marks	Data capturing took place at campus level. Mark sheets were taken from the marking centre to the management/ examination officer in the administration block where data was captured.	
	The captured marks were sent to the examination officer or to senior lecturers for verification. The verification process ensured that all marks were captured.	All centres
	After capturing onsite, the original mark sheets were couriered to the DHET.	
Reports	Daily reports were completed by the campus manager at most of the sites visited. At the sites listed no evidence of this could be produced.	Welkom Kroonstad
	The internal moderators completed comprehensive qualitative reports (template provided by DHET) with inputs from markers.	
	The marking centre managers collected the reports from the internal moderators. There was no evidence of control at one centre.	Welkom
	These reports were scrutinised by marking centre managers and/or campus heads before being sent to the DHET.	
	Some centres, as listed, were not aware of the real purpose of the reports.	Esikhawini Swinton Road Park Avenue All campuses visited in Western Cape and Limpopo
Packing and transmission of documentation	At all sites: • Marked scripts were counted and recorded by a designated person.	
	• Original mark sheets were couriered to DHET and copies kept at the centres.	
	• Records of reports and dispatched mark sheets were kept in dispatch registers.	
	• Copies of waybills were filed.	

5.4 Capturing of marks

5.4.1Authenticity of marks

The DHET receives mark sheets for internal assessment electronically from FET colleges and marks are uploaded onto the examination system. In order to allow the DHET to verify the authenticity of the marks, the original mark sheets had to be submitted. Marks are received in text format without any security, e.g. encryption, and it is therefore possible for anyone who has access to these files to change them. When the format of the data is incorrect, it can be amended, aligned and uploaded by the chief data capturer as there is no time to send errors back to the FET College for resubmission. Only in cases where there are mistakes on the hard copy or the uploaded mark, will this be queried with a college. Where a single mark differs, this is not queried.

There was evidence of the following on mark sheets:

- Moderated marks were not entered in a different colour pen. This made it difficult to distinguish moderation or correction.
- Some mark sheets contained decimal points and the capturer had to make a final decision with regard to the rounding off of these marks.
- Some mark sheets had not been signed.

5.4.2 Capturing of marks

Umalusi expects double capturing to be implemented, preventing the same person from capturing a mark twice. In the DHET process it was observed that the same person captured and verified the marks. There was therefore no proper control of the process, affecting the integrity of the process. One mark sheet bore evidence of marks being crossed out but not signed.

It was also noted that the DHET did not have a national or internal policy for the capturing of marks. Instructions for management and completion of mark sheets were forwarded to colleges on an annual basis, but this was not consistently enforced. There was no evidence that the flow of mark sheets between colleges and the DHET and even internally at the capturing venue was controlled.

5.4.3 Appointment and training of capturers

Eight full-time capturers and a chief data capturer were employed. These capturers worked under extreme pressure to complete the capturing process. This resulted in their having to make decisions, such as the rounding off of marks, and also prevented them from sending mark sheets back to colleges for rectification.

5.4.4 Management of data capturing centres

The lack of policy and procedural documents resulted in:

- The need for regular meetings which were not always recorded.
- Inadequate control of mark sheets.
- Managers responsible for capturing were also involved in site visits to marking centres and were not on site at all times during the capturing period.

5.4.5 Security systems for examination material

There was no designated area for the capture of marks and this process took place in the offices of the officials involved. The chief data-capturer was responsible for receiving mark sheets, uploading electronic mark sheets and ensuring that the process was well managed. The chief data-capturer reported to assistant directors and the Chief Education Specialist. Assistant Directors also received mark sheets via fax which were then handed to the chief data-capturer. This compromised the confidentiality of the marks.

6. AREAS OF GOOD PRACTICE

6.1 Examination centres

- The security at the examination centres was good.
- At some examination centres latecomers were forced to read the examination rules.

6.2 Internal marking centres

- The campuses had marking and moderation of marking plans in place.
- All centres had designated areas for marking, ranging from classrooms to boardrooms to rooms for special subjects.
- The marking centres had the necessary facilities for communication, computers and printers available.
- Access to marking centres was controlled at most centres.
- All answer scripts were kept in strong rooms or secured storerooms.
- Marking was supervised.
- Examination assistants or other staff was appointed to check that all questions had been marked, subtotals, totals and grand totals were correct and that the marks had been correctly transferred to the cover page.

- At all centres monitored, markers were aware of what constituted an irregularity and how it should be dealt with.

7. AREAS FOR IMPROVEMENT

7.1 Examination centres

- Poor infrastructure that might have a negative impact on the writing of the examinations, e.g. poor maintenance of travel routes to campuses and venues not suitable for the writing of examinations should receive attention.
- Relief invigilators not indicated on the invigilation timetable.
- Latecomers compromised the pre-examination processes, e.g. reading of the examination rules, completion of the cover page, paging through the paper and verification of the paper being written. The issue of latecomers should be addressed.
- Candidates at some venues could not see the time on small portable boards or clocks.
- Lack of emergency plans in many of the centres - Campus Heads should devise contingency plans for handling crises that might occur during the writing of examinations.
- Some centres had not been visited by monitors from the DHET.

7.2 Internal marking centres

- The access to keys of some of the marking centres posed a security risk and should be addressed.
- The marking guidelines arrived late at some marking centres and the DHET must put measures in place to address the matter.
- Changes to the marking guidelines must be communicated to the DHET first, before implementation. The process should be better controlled.
- Colleges should familiarise themselves with the purpose of the marker and internal moderator reports.

7.3 Capturing of marks

The DHET must develop policies and guidelines/procedural documents to guide the capturing of marks. These policies must be strictly adhered to in order to ensure that the integrity of this process is not compromised.

8. CONCLUSION

At most of the six sites visited at the beginning of October 2013 the necessary systems and processes were in place, or there were plans to ensure that the centre would be ready for the examinations.

In the main, the examination centres were well prepared for the conduct of examinations, especially for the writing of these examinations.

It is clear that policies are required to guide the capturing process and to ensure that the process is not compromised.

The monitoring of the four phases – preparation, writing, marking and capturing of the VET November 2013 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 FOUR

THE STATUS OF CERTIFICATION OF THE NATIONAL CERTIFICATE (VOCATIONAL), 2012/2013 AND NATIONAL CERTIFICATE N3, 2012/2013

1. BACKGROUND

Certification is the culmination of an examination process conducted by an assessment body, in this instance the Department of Higher Education and Training. After the examinations are administered and marked, the marks are processed, and candidates are presented with statements of results issued by the assessment body. The statement of results is a preliminary document outlining to the candidate the outcomes of the examination.

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 meets 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 for a specific examination. Umalusi also ensures adherence to policies and regulations promulgated by the Minister of Higher Education and Training for the National Certificate (Vocational) and the N3 qualifications.

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

The Department of Higher Education and Training must ensure that all records for candidates who registered for the NC(V) examination and those qualifying for a subject or N3 certificate in a specific examination cycle are submitted to Umalusi. The data sets must also include records of candidates who did 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 did 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.

Umalusi is currently only charging private FET colleges certification fees, as certification fees for public FET colleges are funded through a funding agreement with the Department of Basic Education.

2. CURRENT STATUS

2.1 National Certificate (Vocational) (NC(V) L2, 3 and 4)

The National Certificate (Vocational) was first introduced in 2007. The NC(V) was designed around three exit qualifications namely NC(V) L2, 3 and 4 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. This therefore required that the lower levels had to be certified before Level 4 could be certified.

The certification of the NC(V) Levels 2, 3 and 4 has been severely delayed since the inception of the qualification, as reported in 2012. In April 2013 the DHET, declared that the certification data of the NC(V) Levels 2 – 4 was ready to be submitted to Umalusi for certification as part of a "special project" that was to take 6 months.

Umalusi 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 2012 cohorts. The rejected records were indicated to the DHET by way of error reports and needs to be reworked and re-submitted. It has also not certified any candidate records for the 2013 supplementary examinations. The reason for the delay in certification of the 2013 supplementary examination, is due to the fact that the Information Technology system used by the DHET still poses some challenges and needs to be enhanced to ensure correct combination of the November and Supplementary results for certification.

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 certificate. Needless to say, this might mean that people are missing work opportunities as well as access to further studies. This situation, from the perspective of NC(V) students, is untenable.

The ongoing problem with regard to the combination of results in lower levels, where a candidate completed the requirements for the issuing of a certificate over two or more years, where candidates already offered some subjects or the full qualification on the next level adds to the delay in finalising certification for previous and current years. Umalusi has raised the issues with regard to combination of results both in its Directives and reports to the DHET on an ongoing basis since 2009.

A further delay in the issuing of certificates is the poor management of examination centre registration and accreditation in the case of private centres. Umalusi addressed this issue with the DHET in 2013 and requires that the registration of private and public examination centres be confirmed before June 2014.

During 2012 and early 2013 Umalusi worked closely with the DHET and offered support in finalizing the NC(V) certification module. Notwithstanding this arrangement the DHET

have not been able to finalise the certification module within the agreed time frames and therefore Umalusi is unable to certify candidates in this year as originally planned. As of December 2013 more than 30 000 records for the period November 2007 to November 2012, for NC(V) Levels 2 to 4 have to be re-submitted for certification.

Umalusi issued certificates for NC(V) Levels 2 – 4 for the period 15 April 2013 to 18 November 2013 as reflected in the table below.

Table 48: NC(V) Levels 2 - 4 certificates issued – April to November 2013

	* Records accepted	Certificates issued	Accepted - failed all	Accepted – withdraw (absent)	Rejected
200711	15 222	8 950	1 848	4 424	39
200803	3 545	2 631	400	514	13
200811	20 943	19 413	308	1 222	22
200903	37 024	18 774	1 451	16 799	948
200911	67 777	43 337	6 228	18 212	338
201003	19 372	12 538	1 101	5 733	877
201011	102 142	71 738	8 186	22 218	1 212
201103	23 718	18 829	1 165	3 724	1 936
201111	96 154	75 155	5 546	15 453	4 751
201203	31 971	25 031	3 779	3 161	5 269
201211	106 482	70 308	10 345	25 832	8 063
201303	0	0	0	0	0
Total	524 350	366 704	40 357	117 292	23 468

* Records accepted reflects the certificates issued, the failed all records (no certificates are issued) and the withdraw records (absent) which is recorded for statistical purposes only

2.2 National Certificate N3

The resulting and certification systems for the National Certificate N3 are well established. Currently Umalusi is only certifying the Engineering programmes as all other N1 – N3 courses have been phased out. The Engineering programmes are assessed in November, April and August every year. Candidates that have completed the N3 however, also still have the opportunity to obtain the National Senior Certificate if only the language requirements are outstanding by offering the Business Languages in November annually and then requesting a combination of results.

While the DHET has complied with the time frames in submitting the data for certification, there is a concern that many of the private colleges that are registered as examination centres do not comply with the current policies with regard to accreditation and

registration of private FET colleges. In this regard Umalusi has raised some concerns with the DHET to ensure that only examination centres that are legally approved to operate should be involved in the examination and certification processes. The DHET has agreed to address this as a matter of priority.

Many records were rejected as a result of public and private FET colleges not honouring their financial obligation to Umalusi with regard to payment for certificates issued. Umalusi suspended such accounts, and on request of the DHET, agreed to remove the suspension on colleges with outstanding fees, with the understanding that the DHET would engage with FET colleges to settle the outstanding fees.

Below are the figures for certification for the N3 and SC (Colleges) for the period January 2011 to 5 December 2013.

Table 49: N3 certificates issued – January 2011 to 5 December 2013

	2011	2012	2013	Total
N3 Subject certificate	29380	35978	51719	117077
N3 First issue	2548	5663	7622	15833
NSC First Issue	3	0	23*	26
N3 : Replacement (improved status)	4283	5766	9198	19247
NSC : Replacement (improved status)	226	9	237	472
Total	**36440**	**47416**	**68799**	**152655**

* There is a slight increase in the number of NSC certificates issued; this is due to the fact that the Business languages are now offered again to complete the NSC where the language requirement was the only outstanding requirement.

SECTION FIVE

CONCLUDING SUMMARY

1. INTRODUCTION

In 2013, Umalusi conducted quality assurance of the National Certificate (Vocational) and the NATED Report 191 N1 – N3 programmes offered at public and private FET colleges, Correctional Services Centres and schools.

Umalusi recognises the efforts made by the DHET to improve the examination system, capacity building activities and the quality control measures which have been implemented, specifically in terms of:

- Revision of existing model and implementation of new model for the marking of N2;
- Extensive training and support provided for marking centre management staff;
- Control measures to improve the quality of marking reports; and
- Processes to address issues arising from the capacity of examiners and moderators.

There are still challenges facing quality assurance, however. These include effective teaching and learning, internal as well as external assessment, the prevention of the disclosure of question papers, efficient recruitment and appointment of marking staff, and the choice of model for NATED standardisation. In addition, fundamental systemic and operational issues remain, which must be dealt with urgently.

2. QUALITY ASSURANCE OF NC(V) PROGRAMMES

Umalusi moderated a total of 264 question papers from the November 2013 and Supplementary 2014 examinations, across Levels 2, 3 and 4. The majority (94%) of the Level 4 question papers for which candidates were enrolled were moderated, as well as a sample of Level 2 (24%) and Level 3 (26%) question papers.

The standard of question papers was generally satisfactory; however, the following matters need attention:

- The cognitive demand must be aligned with the levels prescribed in the SAG;
- Careful consideration should be given to the weighting of the paper according to the expected outcomes;
- Greater creativity in the formulation of questions is required;
- Internal moderation and reporting on internal moderation;
- Quality of marking guidelines;
- Provisions made for final sign-off of question papers.
- The time frames for the setting and moderation of question papers. An eighteen-month cycle for this process should be introduced.

During the first half of the year, the internal assessment component of a sample of subjects was monitored and moderated at 58 sites. Portfolios from the same subjects but from a substantially larger sample (184 sites representing 80 subjects) were moderated during the last quarter of the year.

Specific concerns were raised and require action:

- Inadequate resources, both physical and human, have a detrimental effect on teaching and learning;
- The development and conduct of high quality practical assignments/tasks;
- Lack of contextualisation of practical tasks;
- Lack of understanding of the value of qualitative moderation;
- Lack of analysis/evaluation of candidates' performance that reveals their shortcomings;
- Lack of evidence of review of the task/assignment or of adjustments to improve the quality of the task/assignment where required;
- Lack of constructive and qualitative feedback to both assessors and students.

It was clear that examination coaching was emphasised at many colleges, and this should be discouraged in future. Students should not be prepared for examinations per se, but for the reality of the workplace. Students should be taught to think critically and to understand concepts rather than to rely solely on past examination papers and textbooks.

Since the lifespan of ISATs is three years and a considerable number of these had expired, new ISATs should have been developed. However, there has as yet been no final decision on the implementation of subject-specific ISATs to replace the current programme ISATs and as a result no tasks were received for external moderation. The DHET should address the matter of the revision and/or improvement of ISATs with some urgency.

Umalusi moderated the conduct of the subject or the programme ISATs at 69 sites across the nine provinces.

Since the ISAT mark constitutes 30% of the external assessment mark, the marks awarded to candidates should be a true reflection of their ability and skills. The following observations require particular attention

- marking that is subjective and overly lenient
- inadequate or no moderation

as these aspects call into question the reliability and validity of the ISAT marks.

In addition to the monitoring of marking centres' state of readiness and the capture of marks by Umalusi staff, 45 moderators were deployed to attend the marking guideline

discussions of a sample of 50 question papers, while 75 moderators monitored and verified the marking of 86 question papers from Levels 2, 3 and 4 at the two marking centres during the November 2013 examination.

In general, marking centres were well managed. Most scripts were received in good time and the required question-wise marking was applied in most subjects. The most serious challenges were posed by the recruitment and appointment of marking personnel and related to, amongst other aspects, differences in tariffs paid for the marking of the various qualifications. A lack of preparation by staff involved in the marking process was more pronounced than in previous years. There was a general air of disorganisation; starting times were irregular and there was a lack of consensus on what a marking guideline discussion should entail. Efficient marking personnel are vital if the standard of marking is to be raised. It is incumbent upon the DHET to see to it that the necessary systems and processes are established in order to ensure that markers, chief markers and internal moderators:

- meet the set criteria;
- are recruited, appointed and informed in good time;
- come prepared to the marking guideline discussions; and
- participate in the sample marking.

Moderation of marking must be implemented from the outset of the marking process. The inconsistencies in marking and the lack of adherence to the finalised marking guidelines, particularly at Level 2 and Level 3, must be addressed.

The standardisation process was conducted in a professional manner. The majority of proposals by the DHET for the moderation of marks corresponded with those of Umalusi.

3. QUALITY ASSURANCE OF NATED REPORT 191 N1 – N3

The curriculum requires immediate revision if it is to be responsive to technological developments and current trends in industry.

Umalusi moderated more question papers this year than in previous years. A sample of 27 question papers from the November 2013 examination, 16 on N3 level and 11 on N2 level, were moderated. The standard of question papers was generally satisfactory; however, in some cases the content had become highly predictable and very similar to previous question papers in terms of format and phrasing of questions. The poor quality of drawings, marking guidelines, analysis grids/assessment frameworks and internal moderators' reports reflected a neglect of these areas. It is also important that the DHET adheres to the time frames set for the external moderation of question papers.

A particularly pressing issue is the alleged leaking of question papers. Stricter measures had been implemented to combat this problem; nonetheless, papers continued to be leaked and this is an untenable situation. The danger is that if this issue is not resolved it will place the integrity of the NATED examinations at risk.

Umalusi monitored the internal assessment of a sample of 19 NATED subjects at 11 sites across public colleges in six provinces during October 2013. In addition, internal assessment of one site was moderated off-site. The implementation of ICASS guidelines for NATED was a step in the right direction. However, there is still a great deal of work to be done in the areas of compliance and quality tasks.

Umalusi deployed four moderators at Centurion Campus and 13 moderators at KwaThema Campus to attend the marking guideline discussions of the November 2013 examinations. Moderators were also deployed to verify the marking of a sample of 10 N2 subjects at marking centres in five provinces, and to verify the marking of 16 N3 subjects at KwaThema. Umalusi staff visited the N2 marking centres in the Eastern Cape, Northern Cape and Limpopo.

Umalusi was generally satisfied that the marking guideline discussions and the marking had been conducted in a fair and consistent manner. A lack of discipline among marking staff still needs to be addressed, however.

The delivery model of the qualification also requires a revised approach. The majority of candidates have difficulties with language as well as with basic mathematical applications, problem solving, and examination writing techniques.

The standardisation method should be changed from KS norms to Ogives – this request has already been lodged with the DHET.

4. CONDUCT OF EXAMINATIONS

The November 2013 examinations for the NC(V) and NATED were administered in compliance with the policies regulating the management and administration of examinations. The centres were well prepared for the conduct of examinations, especially for the writing of these examinations. Nevertheless, policies are required to guide the process of the capturing of results.

5. TRAINING OF LECTURERS

Lecturers require training if they are to keep abreast of the changing curricula, new approaches to teaching methodology in their subjects and trends in industry. Many of the lecturing staff lack the skills with which to provide effective teaching and to foster suc-

cessful learning. NATED Report 191 lecturers should be capacitated in the same way as NC(V) lecturers.

6. CONCLUSION

Umalusi Council is of the opinion that there are some fundamental systemic and operational issues which must be dealt with urgently. Notwithstanding, the Executive Committee of the Umalusi Council concluded that the NC(V) and the NATED Report 191 N1 – N3 examinations were generally conducted in a professional, fair and reliable manner and that the results could be regarded as credible. This conclusion was based on reports of the quality assurance processes undertaken by external moderators and monitors, and on the deliberations of the Assessment Standards Committee of the Umalusi Council.

List of tables

Acknowledgements

consolidated the individual reports from the external moderators and monitors into one report.

The staff of the VET sub-unit of Umalusi's Quality Assurance of Assessment (QAA) unit that evaluated, synthesized and consolidated the individual chapters and the final report: Mr EJ Twigg, Mrs CH Koorzen and Ms TT Machaba with the assistance of Mrs MS du Toit, Mr VD Naidoo, Mrs E Rabe and Mrs RR Masemola.

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