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Council for Quality Assurance in General and Further Education and Training

Report on the Quality Assurance of Assessment of the DHET November 2016 NC (V) Examinations

REPORT ON THE QUALITY ASSURANCE OF ASSESSMENT OF THE DHET NOVEMBER 2016 NC (V) EXAMINATIONS

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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 assessments and approve the release of examination results at all exit points.

The National Certificate (Vocational) (NC (V)) Levels 2, 3 and 4 is a Technical and Vocational Education and Training (TVET) qualification, registered on Umalusi's qualifications sub-framework.

Umalusi undertakes the quality assurance of this national qualification. The quality and standard of assessment is judged by adherence to policies and guidelines that are designed to deal with the critical aspects of administering credible national assessments and examinations.

Established quality assurance processes are followed in order to ensure the overall high standard and quality of examinations and assessments in the abovementioned qualification. The following processes were followed in the November 2016 examinations:

- Moderation of the NC (V) Level 2, 3 and 4 November 2016 examination question papers;
- Monitoring and moderation of Internal Continuous Assessment (ICASS);
- Monitoring and moderation of the conduct of the Level 3 subject-specific integrated summative assessment tasks (ISATs) and two standardised internal practical assessment tasks;
- Monitoring of the state of readiness to conduct, administer and manage the November 2016 examinations;
- Monitoring of conduct of the writing and marking phases of the examinations;
- Monitoring of marker selection and appointment;
- Monitoring of marking guideline discussions;
- Verification of marking;
- Standardisation of marks according to agreed principles and procedures.

This report covers the various quality assurance processes implemented during 2016. In addition, it provides an update on the current status of the NC (V) Level 2, 3 and 4 certification.

The moderation of question papers is critical to the establishment of standards in assessment. The aim of moderation is to ensure that examination papers are of the required standard in that they are accurate, fair, valid and reliable and are in compliance with the approved curriculum and examination policies. Moderation is also intended to ensure that current question papers are of a standard that is equivalent or comparable to those of previous years so that learners writing in any particular year are not unfairly advantaged or disadvantaged. Marking guidelines, designed to guide the marking process, are moderated to ensure accuracy, fairness, validity and reliability. External moderators evaluate the quality of question papers against a set of criteria and their own individually prepared assessment frameworks.

Umalusi initially moderated 111 subjects (132 question papers) set for the November 2016 examination. The numbers of NC (V) subjects moderated per level were as follows:

- 74 Level 4 subjects (86%)
- 18 Level 2 subjects (21%)
- 19 Level 3 subjects (23%)

The external moderation of the sampled question papers was concluded successfully and all papers were approved. After initial moderation, 24% of the question papers were approved, 69% conditionally approved and 7% required resetting. In total, nine (L2, L3 and L4) question papers had to be reset as the cognitive level distribution and/or weighting of topics did not comply with departmental requirements. The quality and standard of marking guidelines and internal moderators' reports were also identified as areas that required improvement.

As a result of difficulties experienced in the distribution of question papers to examination centres during the November 2016 examination, 24 question papers moderated by Umalusi for the 2017 Supplementary examinations were used as replacement papers in the November 2016 NC (V) examinations.

The second step in the process of quality assurance was the moderation of internal continuous assessment (ICASS), which constitutes 25% of a candidate's final mark in the fundamental subjects and 50% in the vocational subjects of the NC (V) qualification.

During May 2016, Umalusi moderated a sample of the ICASS for NC (V) L2, 3 and 4 subjects at 41 selected institutions across the country. In October 2016, the educators' and learners' portfolios were moderated at central venues in eight of the nine provinces. Although the same subjects were moderated in May and in October, more sites were included in the October 2016 exercise. A few of the sampled sites did not submit ICASS evidence.

A deterioration in centres' compliance with the evaluation criteria was observed. While some colleges performed admirably in many areas, too many centres/campuses were still not observing the basic requirements for teaching an NC (V) subject. The main reasons for poor performance included a lack of human capital and some lecturers' inability to teach their own subject or to meet the administrative requirements. Some of the sampled centres also lacked lecturers who were able to guide students in practical work. Since assessment and moderation practices are essential in ensuring high quality teaching and learning, swift interventions are required to set this state of affairs right.

The moderation of ISATs constituted the third quality assurance process. The ISAT mark makes up 30% of the examination mark in the vocational subjects in the NC (V).

While the ISAT accounts for 15% of the final subject mark, two of the five ICASS assessments are practical in nature and make up 50% of the ICASS mark, representing 25% of the final subject mark in the vocational subjects of the NC (V). The DHET embarked on the progressive introduction of subject-specific ISAT and common practical internal assessment tasks for each of the NC (V) levels.

The newly developed Level 3 subject-specific ISAT and common practical internal assessment tasks were implemented for the first time in 2016.

During October 2016, Umalusi's moderators visited 51 selected sites in order to report on the conduct of the Level 3 ISAT and common practical internal assessment tasks. This included monitoring the planning, conduct and moderation of the completed tasks, or of the evidence of completed tasks and demonstrations of competency by students.

The implementation of the new tasks brought successes and challenges for the TVET sector. ISAT and practical tasks were generally conducted on time and according to specifications. Campuses that had not planned carefully and/or lacked resources failed to complete the tasks on time and/or according to specifications. The late arrival or the failure to deliver some of the tasks, student absenteeism and student unrest exacerbated the already unsatisfactory implementation and completion of tasks at some sites.

In addition, Umalusi's monitors verified adherence to policy and procedures in the conduct of the national examinations and in the marking processes. The state of readiness, the writing and marking of examinations were monitored before and during the November 2016 NC (V) examinations. Monitoring of the writing of the examinations (at 43 examination centres in total) and marking at 11 marking centres continued throughout the examination period. A sample of centres, at which the NC (V) programmes were offered this year were included in this process. Colleges conduct examinations regularly and it was expected that good systems and processes would be in place. Furthermore, the DHET had provided training and had communicated clear guidelines for the administration of examinations to all the examination centres. Nonetheless, it became clear from the reports that several rules for the writing of examinations had not been followed.

The marking centres were well managed. Management teams, with the exception of a few new appointments, were experienced as the same marking centre management teams were responsible for the marking process of a number of examinations. In this regard, systems that are in place at the marking centres require further refinement to improve processes and ensure full compliance.

Umalusi officials monitored DHET processes that were followed in the recruitment and appointment of markers and found that effective systems and processes were in place. Certain processes should, however, be refined and improved. Representatives from Umalusi also attended marking guideline discussions (34 subjects – 39 question papers) and verified the quality of marking (six Level 2, seven Level 3 and 68 Level 4 question papers). There was an improvement in the preparation for the marking process by the DHET, marking centres, markers, chief markers and internal moderators. However, while some areas of the marking process have improved considerably, especially where issues of an operational nature are involved, there are still some concerns with regard to the standard of marking and moderation.

The DHET presented a total of 256 subjects for standardisation of the NC (V) Level 2–4. The decisions made for the November 2016 NC (V) examinations were informed by trends in learner performance, qualitative input reports, the historical average and pairs analysis. Of the 256 subjects presented for standardisation, 217 were standardised and 39 were provisionally standardised pending a 95% capture rate.

Based on the information presented in the reports on the quality assurance processes undertaken by moderators and monitors in the November 2016 examinations, it was concluded that the NC (V) examinations had been conducted in a professional, fair and reliable manner. The evidence presented to Umalusi suggests that, apart from difficulties experienced during the printing and distribution of question papers, isolated cases of copying at some centres and the failure of some centres to submit ICASS and ISAT evidence, there were no systemic irregularities that might have compromised the credibility and integrity of the November 2016 NC (V) Level 2–4 examinations administered by the DHET.

Certification is the culmination of all the quality assurance processes, including the final examination conducted by the assessment body. As reported in the past, since the inception of the NC (V), L2 to L4 certification has been severely delayed. A significant number of candidates have been certified as part of a special project, but to date all candidate records have still not been certified, owing to errors in the data provided by the DHET. This delay in the certification of student records is a major concern as it means that students are being deprived of learning and employment opportunities.

Umalusi, in collaboration with all stakeholders, will continue its quality assurance drive to ensure credible and efficient examinations and assessment systems in the Technical and Vocational Education and Training Sector.

ACRONYMS AND ABBREVIATIONS

AS	Assessment standard
ASC	Assessment Standards Committee
CD: NEA	Chief Directorate: National Examinations and Assessment
CIC	College Irregularity Committee
CM	Chief marker
DBE	Department of Basic Education
DCS	Department of Correctional Services
DHET	Department of Higher Education and Training
DMCM	Deputy Marking Centre Manager
EC	Eastern Cape Province
FAL	First Additional Language
FET	Further Education and Training
FS	Free State Province
Gau	Gauteng Province
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GPW	Government Printing Works
HEIs	Higher Education Institutions
HOD	Head of Department
IM	Internal moderator
KZN	KwaZulu-Natal Province
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
ISATs	Integrated Summative Assessment Tasks
IT	Information Technology
L2	Level 2
L3	Level 3
L4	Level 4
LO	Learning Outcome

Lim	Limpopo Province
MCM	Marking Centre Manager
Mpu	Mpumalanga Province
NC	Northern Cape Province
NC (V)	National Certificate (Vocational)
NEIC	National Examination Irregularities Committee
NQF	National Qualifications Framework
NSC	National Senior Certificate
NW	North West Province
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PIAT	Practical Internal Assessment Task
PoA	Portfolio of Assessment (lecturer portfolio)
PoE	Portfolio of Evidence (learner portfolio)
SACE	South African Council for Educators
SADTU	South African Democratic Teachers Union
SAGs	Subject and Assessment Guidelines
SITA	State Information Technology Agency
SME	Subject Matter Expert
SO	Subject Outcome
SOR	State of Readiness
SSACI	Swiss South African Cooperation Initiative
TVET	Technical and Vocational Education and Training
Umalusi	Council for Quality Assurance in General and Further Education and Training
WBE	Work-based experience
WC	Western Cape Province
WCED	Western Cape Education Department

LIST OF TABLES AND GRAPHS

CHAPTER 1: MODERATION OF QUESTION PAPERS

1.1 Introduction and Purpose

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 question papers for the NC (V) are set and internally moderated by the DHET and a sample of these question papers is externally moderated by Umalusi.

Umalusi verifies the standard and quality of these question papers through a rigorous process of moderation. External moderators are appointed to quality assure the sample of question papers and marking guidelines according to set criteria that governs the quality and standard of question papers. A question paper is approved, conditionally approved or rejected, depending on the degree to which it meets these criteria.

The findings of the moderation of the November 2016 question papers and marking guidelines are captured in this report. The purpose of this chapter is to:
- provide an indication of the sample size of the external moderation in terms of subjects;
- provide an overview of the crucial findings on the standard and quality of the externally moderated question papers;
- highlight areas of good practice and of concern; and
- propose directives for improvement and compliance.

1.2 Scope and Approach

Umalusi moderated a total of 132 question papers of the November 2016 examinations across NC (V) Levels 2, 3 and 4. The majority of these papers came from Level 4 (62%), while Levels 2 and 3 papers each made up 19% of the sample. The table below provides a list of the subjects and levels moderated by Umalusi.

Table 1A: Subjects included in the moderated sample of question papers

No.	NC (V) Subjects moderated	November 2016		
		Level 2	Level 3	Level 4
1	Advanced Plant Production			✓
2	Advertising and Promotions			✓
3	Afrikaans FAL Paper 1	✓		✓
4	Afrikaans FAL Paper 2	✓		✓
5	Agribusiness			✓
6	Animal Production			✓
7	Applied Accounting Paper 1	✓		✓
8	Applied Accounting Paper 2			✓
9	Applied Engineering Technology			✓
10	Applied Policing			✓
11	Art and Science of Teaching			✓

No.	NC (V) Subjects moderated	November 2016		
		Level 2	Level 3	Level 4
12	Automotive Repair and Maintenance			✓
13	Business Practice	✓		✓
14	Carpentry and Roof Work			✓
15	Client Service and Human Relations	✓		✓
16	Computer Integrated Manufacturing			✓
17	Computer Programming Paper 1			✓
18	Computer Programming Paper 2			✓
19	Concrete Structures			✓
20	Construction Planning	✓		✓
21	Construction Supervision			✓
22	Consumer Behaviour			✓
23	Contact Centre Operations		✓	✓
24	Criminal Justice Process			✓
25	Criminal Law		✓	
26	Data Communication and Networking			✓
27	Early Childhood Development			✓
28	Economic Environment			✓
29	Electrical Principles and Practice		✓	✓
30	Electrical Systems and Construction			✓
31	Electrical Workmanship			✓
32	Electronic Control and Digital Electronics			✓
33	Electro-technology			✓
34	Engineering Fabrication – Boiler Making			✓
35	Engineering Fundamentals	✓		
36	Engineering Graphics and Design Paper 1		✓	
37	Engineering Graphics and Design Paper 2		✓	
38	Engineering Processes			✓
39	English FAL Paper 1	✓	✓	✓
40	English FAL Paper 2	✓	✓	✓
41	Farm Planning and Mechanisation			✓
42	Financial Management		✓	✓
43	Fitting and Turning			✓
44	Food Preparation			✓
45	Freight Logistics			✓
46	Governance			✓
47	Hospitality Generics			✓
48	Hospitality Services		✓	✓
49	Human and Social Development		✓	✓
50	Introduction to Policing Practices	✓		
51	Introduction to Systems Development Paper 1	✓		

No.	NC (V) Subjects moderated	November 2016		
		Level 2	Level 3	Level 4
52	Introduction to Systems Development Paper 2	✓		
53	Law Procedures and Evidence			✓
54	Learning Psychology	✓		✓
55	Life Orientation Paper 1	✓	✓	✓
56	Life Orientation Paper 2	✓	✓	✓
57	Machine Manufacturing		✓	
58	Management Practice			✓
59	Marketing	✓		✓
60	Marketing Communication			✓
61	Masonry			✓
62	Materials		✓	✓
63	Mathematical Literacy Paper 1	✓	✓	✓
64	Mathematical Literacy Paper 2	✓	✓	✓
65	Mathematics Paper 1	✓	✓	✓
66	Mathematics Paper 2	✓	✓	✓
67	Multimedia Service			✓
68	New Venture Creation			✓
69	Office Data Processing		✓	✓
70	Office Practice			✓
71	Operations Management	✓		✓
72	Personal Assistance			✓
73	Plant and Equipment		✓	
74	Physical Science Paper 1	✓	✓	✓
75	Physical Science Paper 2	✓	✓	✓
76	Plumbing			✓
77	Process Chemistry			✓
78	Process Control			✓
79	Process Technology			✓
80	Professional Engineering Practice			✓
81	Project Management		✓	✓
82	Science of Tourism		✓	✓
83	Soil Science		✓	
84	Stored Programme Systems			✓
85	Sustainable Tourism in South Africa	✓		
86	Sustainable Tourism in SA and International Travel			✓
87	Systems Analysis and Design			✓
88	The Human Body and Mind			✓
89	The South African Health Care System			✓
90	Tourism Operations			✓
91	Transport Economics	✓		✓

No.	NC (V) Subjects moderated	November 2016		
		Level 2	Level 3	Level 4
92	Transport Operations			✓
93	Welding			✓
	Total question papers per level	**25**	**25**	**82**

Umalusi appointed subject experts from higher education institutions (HEIs), technical and vocational education and training (TVET) colleges, provincial education departments and the private sector as external moderators.

The external moderators were presented with the question papers, accompanying marking guidelines and moderation instruments. Marking guidelines were evaluated in conjunction with the question papers, but were approved independently according to the provisions of the moderation instrument. An offsite approach was followed, in which the question papers, marking guidelines and supporting documents were forwarded to the external moderators for moderation.

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 effectiveness in assuring quality;
- Adherence to the relevant Subject and Assessment Guidelines (SAGs) in terms of weighting, cognitive levels and question types;
- The consistency and appropriateness of mark distribution and allocation according to cognitive levels and question types;
- The relevance and accuracy of the marking guidelines and their facilitation of consistent marking;
- The use of language and its appropriateness to the language level of the candidates;
- The adherence of the question papers to language rules and the use of unbiased content;
- The predictability and/or the degree of innovation in questions;
- The progression between subject levels and parity between the standard of the November and supplementary question papers and those from previous years; and
- An overall evaluation of the papers by external moderators in terms of validity, reliability, fairness and suitability for the level being assessed.

Once the initial external moderation had been completed, question papers were approved, conditionally approved or rejected, depending on the extent to which they fulfilled the criteria. Proposed changes to the question papers were communicated to the internal moderator prior to implementation. After consultation and once consensus had been reached and changes implemented, the question papers and marking guidelines were returned to the DHET. Finally, question papers and marking guidelines were forwarded to the external moderators and signed off. In cases where a paper was rejected, the question paper, marking guideline and report

with initial findings by the external moderator was sent to the DHET. The examiner and internal moderator then adjusted the question paper and marking guideline, taking the recommended changes or weaknesses of the paper, as indicated by the external moderator, into consideration. The paper was then sent to the moderator again for external moderation.

1.3 Summary of Findings

The graph and table below provide a summary of the findings of the initial moderation of question papers, as captured in the external moderators' reports.

Graph 1A: Approval status of NC (V) question papers after initial moderation

Legend: Approved | Conditionally Approved | Rejected

Level 2: Approved 16%, Conditionally Approved 76%, Rejected 8%
Level 3: Approved 20%, Conditionally Approved 76%, Rejected 4%
Level 4: Approved 28%, Conditionally Approved 65%, Rejected 7%
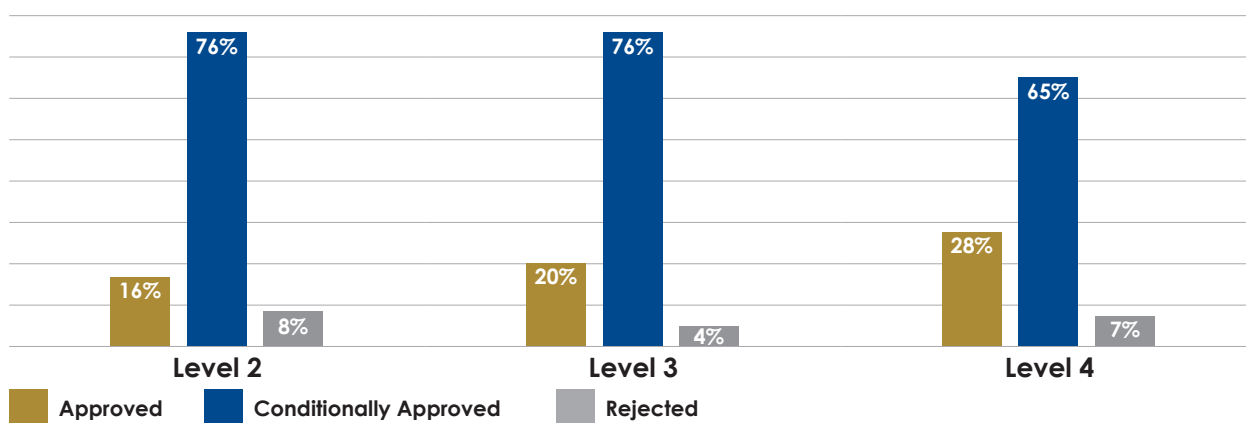
Table 1B: Summary of findings of the initial moderation of NC (V) question papers

Findings	Challenges	Subjects implicated
Criteria 1: Technical Quality		
More question papers and accompanying marking guidelines than in 2015 did not meet all technical requirements. **Lapses in technical aspects ranged from non-submission of supporting documents, incomplete and incorrect documents, to minor omissions.**	The question papers and accompanying marking guidelines which met all technical requirements are stipulated in the table. However, 73% of question papers and marking guidelines did not meet all technical criteria.	Advanced Plant Production L4 Afrikaans FAL L2 Paper 1, 2 Animal Production L4 Art and Science of Teaching L4 Computer Integrated Manufacturing L4 Construction Planning L2, L4 Construction Supervision L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Engineering Fundamentals L2 English FAL L3 Paper 1 English FAL L4 Paper 2 Fitting and Turning L4 Human and Social Development L4 Law Procedures and Evidence L4

Findings	Challenges	Subjects implicated
Criteria 1: Technical Quality		
More question papers and accompanying marking guidelines than in 2015 did not meet all technical requirements. **Lapses in technical aspects ranged from non-submission of supporting documents, incomplete and incorrect documents, to minor omissions.**		Learning Psychology L4 Life Orientation L3 Paper 1 Machine Manufacturing L3 Masonry L4 Operations Management L2 Physical Science L2 Paper 1 Physical Science L3 Paper 2 Physical Science L4 Paper 2 Process Chemistry L4 Process Technology L4 Project Management L3, L4 Soil Science L3 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 The South African Health Care System L4 Transport Economics L2, L4
	The majority of question papers received by Umalusi (listed) were accompanied by the required supporting documents, and these were completed in full. However, 43% of question papers received were not accompanied by supporting documents or the documents received were incomplete.	Advanced Plant Production L4 Afrikaans FAL L2 Paper 1, 2 Afrikaans FAL L4 Paper 1, 2 Animal Production L4 Applied Accounting L2 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Computer Integrated Manufacturing L4 Computer Programming L4 Paper 1, 2 Construction Planning L2, L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L3, L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Engineering Fundamentals L2 Engineering Processes L4 English FAL L2 Paper 2 English FAL L3 Paper 1 English FAL L4 Paper 1, 2 Financial Management L3, L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Human and Social Development L4 Introduction to Systems Development L2 Paper 2 Law Procedures and Evidence L4

Findings	Challenges	Subjects implicated
Criteria 1: Technical Quality		
More question papers and accompanying marking guidelines than in 2015 did not meet all technical requirements. **Lapses in technical aspects ranged from non-submission of supporting documents, incomplete and incorrect documents, to minor omissions.**		Learning Psychology L2, L4 Life Orientation L2 Paper 1 Life Orientation L3 Paper 1, 2 Life Orientation L4 Paper 1 Machine Manufacturing L3 Management Practice L4 Materials L3, L4 Mathematical Literacy L2 Paper 2 Mathematical Literacy L4 Paper 1, 2 Mathematics L2 Paper 2 Office Data Processing L3, L4 Office Practice L4 Operations Management L2, L4 Physical Science L2 Paper 1, 2 Physical Science L3 Paper 2 Physical Science L4 Paper 1, 2 Process Chemistry L4 Process Control L4 Process Technology L4 Project Management L3, L4 Soil Science L3 Sustainable Tourism in SA and International Travel L4 Sustainable Tourism L2 The Human Body and Mind L4 The South African Health Care System L4 Transport Economics L2, L4 Transport Operations L4
	Question papers with documents outstanding: • Assessment grid, examiner's report and internal moderator's report • Assessment grid and internal moderator's report • Internal moderator's report • Assessment grid • Addendum to the graph	 Engineering Fabrication – Boiler Making L4 Life Orientation L2 Paper 2 Applied Accounting L4 Paper 2 Engineering Graphics and Design L3 Paper 1 Multimedia Service L4 English FAL L3 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L4 Paper 1
	The internal moderator's report arrived a week after the question paper had been received by Umalusi.	English FAL L3 Paper 2
	Question papers with irrelevant assessment documents:	

Findings	Challenges	Subjects implicated
Criteria 1: Technical Quality		
More question papers and accompanying marking guidelines than in 2015 did not meet all technical requirements. **Lapses in technical aspects ranged from non-submission of supporting documents, incomplete and incorrect documents, to minor omissions.**	• The information in both the assessment grid and internal moderator's report did not correspond with the question paper.	Electro-technology L4 Human and Social Development L3 Mathematics L2 Paper 1 Personal Assistance L4 Transport Operations L4
	• The information in the assessment grid did not correspond with the question paper.	Business Practice L2 Farm Planning and Mechanisation L4 Mathematical Literacy L3 Paper 2 Plant and Equipment L3 Science of Tourism L4 Stored Programme Systems L4
	• The information in the internal moderator's report did not correspond with the question paper.	Electrical Systems and Construction L4 Mathematics L2 Paper 1 Science of Tourism L4
	Question papers with incomplete documents: • The examiners' details were not available for 31% of the question papers.	Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Business Practice L2, L4 Carpentry and Roof Work L4 Client Service and Human Relations L2, L4 Concrete Structures L4 Contact Centre Operations L3, L4 Criminal Law L3 Early Childhood Development L4 Electronic Control and Digital Electronics L4 English FAL L2 Paper 1, 2 Food Preparation L4 Hospitality Generics L4 Hospitality Services L3, L4 Introduction to Policing Practices L2 Introduction to Systems Development L2 Paper 1 Life Orientation L4 Paper 2 Marketing L2, L4 Masonry L4 Mathematical Literacy L2 Paper 1 Mathematics L2 Paper 1 Mathematics L4 Paper 1, 2 New Venture Creation L4 Physical Science L3 Paper 1 Plumbing L4 Professional Engineering Practice L4 Science of Tourism L3, L4

Findings	Challenges	Subjects implicated
Criteria 1: Technical Quality		
More question papers and accompanying marking guidelines than in 2015 did not meet all technical requirements. **Lapses in technical aspects ranged from non-submission of supporting documents, incomplete and incorrect documents, to minor omissions.**	• The examiners' and internal moderator's details were not available for 3% of the question papers. • The question paper was received with both the assessment grid and internal moderator's report only partially completed. • Thirteen percent of the cover pages lacked some information or contained incorrect or incomplete information or spelling errors (an increase of 9% from the previous year)	Systems Analysis and Design L4 Tourism Operations L4 Welding L4 Engineering Graphics and Design L3 Paper 1, 2 Mathematics L3 Paper 1, 2 Marketing Communication L4
	The date on the cover page was: • Omitted • Incorrect • Incomplete	 Engineering Processes L4 Governance L4 Learning Psychology L2 Life Orientation L4 Paper 2 Mathematical Literacy L2 Paper 1, 2 Mathematical Literacy L4 Paper 2 Electrical Principles and Practice L4 Life Orientation L3 Paper 2
	The subject code was: • Omitted • Incorrect	 Learning Psychology L2 Life Orientation L2 Paper 2
	The spelling of the subject title was incorrect.	Electrical Principles and Practice L3
	The title of the subject was incorrect.	Financial Management L4
	The instruction regarding the addendum was omitted from the cover page.	Mathematics L2 Paper 1 Mathematics L4 Paper 1
	The number of pages making up the question paper was not indicated on the cover page.	Agribusiness L4
	The mark allocation reflected on the cover page was incorrect.	Mathematics L4 Paper 2

Findings	Challenges	Subjects implicated
Criteria 1: Technical Quality		
More question papers and accompanying marking guidelines than in 2015 did not meet all technical requirements. **Lapses in technical aspects ranged from non-submission of supporting documents, incomplete and incorrect documents, to minor omissions.**	The instructions to candidates were not clearly explained in 11% of the papers (a decrease of 1% from the previous year).	Agribusiness L4 Applied Accounting L2 Financial Management L4 Life Orientation L2 Paper 2 Life Orientation L4 Paper 2 Marketing Communication L4 Materials L4 Mathematical Literacy L2 Paper 1, 2 Mathematical Literacy L3 Paper 2 Mathematical Literacy L4 Paper 2 Office Data Processing L4 Science of Tourism L3 Tourism Operations L4 Transport Operations L4
	The layout in 5% of the question papers was not reader-friendly (an increase of 1% from the previous year).	Agribusiness L4 Automotive Repair and Maintenance L4 Hospitality Generics L4 Hospitality Services L4 Life Orientation L2 Paper 2 Plumbing L4
	There were no page numbers in the question paper.	Mathematics L2 Paper 2
	The questions were not correctly numbered in 10% of the papers (an increase of 6% from the previous year).	Agribusiness L4 Applied Engineering Technology L4 Economic Environment L4 Engineering Processes L4 Introduction to Policing Practices L2 Introduction to Systems Development L2 Paper 2 Mathematical Literacy L4 Paper 1 Mathematics L2 Paper 1 New Venture Creation L4 Personal Assistance L4 Plant and Equipment L3 Professional Engineering Practice L4 Sustainable Tourism in SA L2
	In 11 % of the question papers, headers and footers required attention (an increase of 6% from the previous year). The headers and footers were: • Incomplete	 Applied Accounting L2 Applied Accounting L4 Paper 1, 2 Criminal Justice Process L4 Food Preparation L4 Life Orientation L4 Paper 1, 2 Materials L4

Findings	Challenges	Subjects implicated
Criteria 1: Technical Quality		
More question papers and accompanying marking guidelines than in 2015 did not meet all technical requirements. **Lapses in technical aspects ranged from non-submission of supporting documents, incomplete and incorrect documents, to minor omissions.**	• Inconsistent • Contained spelling errors • Did not adhere to the required format. • The title of the subject was incorrect in the header on the marking guideline. • Fonts were used incorrectly in 8% of the question papers: (an increase of 1% from the previous year).	Learning Psychology L2 Automotive Repair and Maintenance L4 Criminal Justice Process L4 Financial Management L4 Life Orientation L2 Paper 1 Financial Management L4
	Appropriate fonts were not used throughout the paper.	Financial Management L3 Science of Tourism L3, L4
	The standard font was not used consistently throughout the question paper.	Introduction to Systems Development L2 Paper 2 Life Orientation L4 Paper 2 Mathematical Literacy L2 Paper 1
	The marking guideline required the use of different fonts but the standard font was used.	Life Orientation L2 Paper 2
	The unnecessary use of italics was a recurrent problem.	Computer Programming L4 Paper 1, 2 Introduction to Systems Development L2 Paper 1
	There was an unnecessary use of bold lines in the table in the question paper.	Financial Management L4
	The mark allocation was not clearly indicated in 11% of the papers (a decrease of 2% from the previous year).	Agribusiness L4 Automotive Repair and Maintenance L4 Computer Programming L4 Paper 1 Concrete Structures L4 Consumer Behaviour L4 Early Childhood Development L4 Electrical Principles and Practice L3 Freight Logistics L4 Introduction to Systems Development L2 Paper 1 Materials L3, L4 Operations Management L4 Science of Tourism L4 Systems Analysis and Design L4
	The time allocation was inappropriate.	Client Service and Human Relations L2 Life Orientation L2 Paper 2

Findings	Challenges	Subjects implicated
Criteria 1: Technical Quality		
More question papers and accompanying marking guidelines than in 2015 did not meet all technical requirements. **Lapses in technical aspects ranged from non-submission of supporting documents, incomplete and incorrect documents, to minor omissions.**	The mark allocation on the paper did not correspond with that on the marking guideline in 7% of the papers (as in the previous year).	Agribusiness L4 Applied Accounting L4 Paper 2 Client Service and Human Relations L2 Early Childhood Development L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Mathematical Literacy L2 Paper 1 Office Data Processing L3 Operations Management L4
	In 21% of the papers, the quality of illustrations, graphs, tables etc. was poor and not print ready (an increase of 5% from the previous year).	Afrikaans FAL L4 Paper 1 Applied Accounting L4 Paper 1 Automotive Repair and Maintenance L4 Concrete Structures L4 Early Childhood Development L4 Electrical Workmanship L4 English FAL L4 Paper 1 Food Preparation L4 Life Orientation L2 Paper 1, 2 Life Orientation L3 Paper 2 Life Orientation L4 Paper 1, 2 Mathematical Literacy L2 Paper 1, 2 Mathematical Literacy L3 Paper 1, 2 Mathematical Literacy L4 Paper 1 Mathematics L2 Paper 1, 2 Mathematics L4 Paper 1, 2 Office Data Processing L4 Physical Science L2 Paper 2 Physical Science L4 Paper 1 Process Control L4 Science of Tourism L3 Systems Analysis and Design L4
	Nine percent of the papers did not adhere to the format requirements laid down in the SAG (a decrease of 2% from the previous year).	Afrikaans FAL L4 Paper 2 Financial Management L3, L4 Hospitality Generics L4 Hospitality Services L3, L4 Introduction to Systems Development L2 Paper 2 Life Orientation L4 Paper 1 Management Practice L4 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Office Practice L4

Findings	Challenges	Subjects implicated
Criteria 2: Internal Moderation		
The quality and standard of internal moderation had declined since the previous examination period. Thirty-one percent of the internal moderators' reports were of poor quality and/or low standard, an increase of 4% from the previous year. **The number of incomplete reports submitted had doubled (42%) since the previous examination period.** **Incomplete reports include reports where examiner's and internal moderator's details have been omitted. This made up 34% and three percent, respectively. Also included are reports where checklists have been ticked and no annotations have been made by the internal moderator.** **In 24% of the internal moderators' reports, there was little or no evidence that the moderator had made recommendations, or that these had been addressed or implemented.**	Internal moderators' reports for 4% of the question papers were not received by Umalusi (a decrease of 2% from the previous year).	Applied Accounting L4 Paper 2 Engineering Fabrication – Boiler Making L4 Engineering Graphics and Design L3 Paper 1 Life Orientation L2 Paper 2 Multimedia Service L4
	The information in the report did not correspond with the question paper in 6% of papers (an increase of 3% from the previous year).	Electro-technology L4 Human and Social Development L3 Mathematics L2 Paper 1 Personal Assistance L4 Transport Operations L4 Mathematics L2 Paper 1 Electrical Systems and Construction L4 Science of Tourism L4
	Forty-two percent of the reports from internal moderators were only partially completed or did not provide sufficient information (twice the number of the previous year).	Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Business Practice L2, L4 Carpentry and Roof Work L4 Client Service and Human Relations L2, L4 Computer Programming L4 Paper 1, 2 Concrete Structures L4 Contact Centre Operations L3, L4 Criminal Law L3 Data Communication and Networking L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Engineering Graphics and Design L3 Paper 1, 2 English FAL L2 Paper 1 English FAL L3 Paper 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L3, L4 Introduction to Policing Practices L2 Introduction to Systems Development L2 Paper 1 Life Orientation L3 Paper 2 Life Orientation L4 Paper 2 Marketing Communication L4 Marketing L2, L4 Masonry L4 Materials L3 Mathematical Literacy L2 Paper 1

Findings	Challenges	Subjects implicated
Criteria 2: Internal Moderation		
There has been a two percent increase from the previous examination period in the number of internal moderator's reports not being submitted with the question paper. **The table in the internal moderator report, where the internal moderator needs to capture the communication between him/her and the examiner was left blank in three percent of the question papers. The impression is thus that there was no communication between the examiner and the internal moderator.**		Mathematics L2 Paper 1 Mathematics L3 Paper 1, 2 Mathematics L4 Paper 1, 2 New Venture Creation L4 Office Practice L4 Physical Science L3 Paper 1 Physical Science L4 Paper 1 Plumbing L4 Professional Engineering Practice L4 Science of Tourism L3, L4 Systems Analysis and Design L4 Tourism Operations L4 Welding L4
	Thirty-one percent of the reports from internal moderators were of poor quality and/or low standard (an increase of 4% from the previous year).	Agribusiness L4 Animal Production L4 Applied Accounting L2 Applied Accounting L4 Paper 1 Business Practice L2 Computer Programming L4 Paper 1 Contact Centre Operations L4 Criminal Law L3 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L3, L4 Financial Management L3, L4 Food Preparation L4 Hospitality Services L3, L4 Introduction to Systems Development L2 Paper 1 Life Orientation L2 Paper 1 Life Orientation L3 Paper 2 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Marketing L2, L4 Materials L3 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2 Mathematics L4 Paper 1, 2 New Venture Creation L4 Office Practice L4 Operations Management L2, L4 Physical Science L2 Paper 1, 2 Professional Engineering Practice L4 Project Management L3, L4 Systems Analysis and Design L4 The Human Body and Mind L4 Welding L4

Findings	Challenges	Subjects implicated
Criteria 2: Internal Moderation		
	In 24% of the reports, there was little or no evidence that the internal moderator had made recommendations, or that these recommendations had been addressed or implemented (an increase of 4% from the previous year).	Afrikaans L2 Paper 2 Animal Production L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Computer Programming L4 Paper 1, 2 Concrete Structures L4 Contact Centre Operations L4 Data Communication and Networking L4 Early Childhood Development L4 Electrical Principles and Practice L4 English FAL L3 Paper 2 Financial Management L3 Freight Logistics L4 Hospitality Generics L4 Introduction to Systems Development L2 Paper 1, 2 Life Orientation L3 Paper 2 Life Orientation L4 Paper 2 Management Practice L4 Marketing Communication L4 Marketing L2, L4 Materials L3, L4 Mathematical Literacy L2 Paper 1 New Venture Creation L4 Operations Management L2, L4 Physical Science L4 Paper 2 Project Management L3 Soil Science L3
	The section in the report where communication between the internal moderator and examiner should have been reflected was left blank in 3% of question papers.	Criminal Law L3 Electrical Principles and Practice L3 Law Procedures and Evidence L4 Life Orientation L2 Paper 1
Criteria 3: Content Coverage		
Eighty-six percent of the question papers covered the learning outcomes and the assessment standards, adequately, as prescribed in the policy and guideline documents.	In 11% of the papers, the questions did not correspond with the subject outcome/learning outcome/topic of the subject (a decrease of 4% from the previous year).	Animal Production L4 Business Practice L2, L4 Criminal Law L3 Electrical Systems and Construction L4 Engineering Fabrication – Boiler Making L4 Financial Management L3, L4 Marketing Communication L4 Materials L3 Mathematical Literacy L3 Paper 1, 2 New Venture Creation L4 Personal Assistance L4

Findings	Challenges	Subjects implicated
Criteria 3: Content Coverage		
In 12% of the papers, some questions had been set beyond the scope of the syllabus. **The spread and/or weightings of learning outcomes and assessment standards was not always appropriate in 19% of the question papers; and in 8% of question papers, these were not appropriately linked or integrated.** **Question papers that failed to satisfy the requirements of the SAGs had to be reset or substantially reworked.**	Learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents in 14% of the question papers (an increase of 1% from the previous year).	Animal Production L4 Business Practice L4 Client Service and Human Relations L2, L4 Concrete Structures L4 English FAL L3 Paper 2 Financial Management L3, L4 Hospitality Generics L4 Life Orientation L2 Paper 1 Life Orientation L4 Paper 1 Mathematical Literacy L3 Paper 1 Operations Management L2, L4 Personal Assistance L4 Physical Science L4 Paper 1 Project Management L3 Sustainable Tourism in SA L2 Sustainable Tourism in South Africa and International Travel L4
	In 12% of the papers, some questions were beyond the scope of the syllabus (an increase of 2% from the previous year).	Agribusiness L4 Applied Engineering Technology L4 Business Practice L2, L4 Electronic Control and Digital Electronics L4 Financial Management L3, L4 Food Preparation L4 Life Orientation L2 Paper 1 Life Orientation L3 Paper 2 Life Orientation L4 Paper 2 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 1, 2 Mathematical Literacy L4 Paper 1 Project Management L3
	The spread and/or weightings of learning outcomes and assessment standards was not always appropriate:	
	The weighting and spread of learning outcomes and assessment standards was not appropriate in 9% of question papers.	Animal Production L4 Data Communication and Networking L4 Hospitality Generics L4 Introduction to Systems Development L2 Paper 2 Life Orientation L2 Paper 1 Life Orientation L4 Paper 1 Mathematical Literacy L3 Paper 1 Operations Management L2, L4 Personal Assistance L4 Physical Science L2 Paper 2 Physical Science L4 Paper 1

Findings	Challenges	Subjects implicated
Criteria 3: Content Coverage		
In 12% of the papers, some questions had been set beyond the scope of the syllabus. **The spread and/or weightings of learning outcomes and assessment standards was not always appropriate in 19% of the question papers; and in 8% of question papers, these were not appropriately linked or integrated.** **Question papers that failed to satisfy the requirements of the SAGs had to be reset or substantially reworked.**	The weighting of learning outcomes and assessment standards was not appropriate in 6% of papers.	Financial Management L3, L4 Life Orientation L3 Paper 2 Masonry L4 Process Control L4 Project Management L3 Sustainable Tourism in SA L2 Welding L4
	The learning outcomes and assessment standards were not spread appropriately throughout the question paper in 4% of papers.	Concrete Structures L4 Electronic Control and Digital Electronics L4 Mathematical Literacy L4 Paper 1 Office Practice L4 Transport Operations L4
	No analysis grid was provided for 3% of the question papers (a decrease of 1% from the previous year).	Engineering Fabrication – Boiler Making L4 English FAL L3 Paper 2 Life Orientation L2 Mathematical Literacy L3 Paper 1
	An incomplete analysis grid was submitted with the question paper.	Criminal Law L3
	There was no correspondence between the analysis grid and the question paper in 8% of cases (an increase of 4% from the previous year).	Business Practice L2 Electrical Systems and Construction L4 Electro-technology L4 Farm Planning and Mechanisation L4 Financial Management L4 Marketing Communication L4 Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 1 Personal Assistance L4 Transport Operations L4
	The assessment standards were not appropriately linked or integrated in 8% of the papers (an increase of 4% from the previous year).	Animal Production L4 Business Practice L4 Electrical Control and Digital Electronics L4 Financial Management L3, L4 Food Preparation L4 Introduction to Systems Development L2 Paper 2 Life Orientation L4 Paper 1 Mathematical Literacy L3 Paper 1 Office Practice L4
	Ten percent of question papers failed to provide questions that were representative of the latest developments in the subject (an increase of 3% from the previous year).	Animal Production L4 Applied Accounting L4 Paper 1 Concrete Structures L4 Data Communication and Networking L4 Electrical Principles and Practice L3, L4 Introduction to Systems Development L2 Paper 2 Life Orientation L4 Paper 1 Materials L3, L4 Mathematical Literacy L3 Paper 1 Process Chemistry L4 Systems Analysis and Design L4

Findings	Challenges	Subjects implicated
Criteria 3: Content Coverage		
A correlation among mark allocation, level of difficulty and time allocation was evident in 88% of question papers.	There was no correlation among mark allocation, level of difficulty and time allocation in 12% of the papers (an increase of 2% from the previous year).	Agribusiness L4 Business Practice L2, L4 Computer Programming L4 Paper 2 Electronic Control and Digital Electronics L4 Financial Management L3 Food Preparation L4 Hospitality Generics L4 Introduction to Systems Development L2 Paper 2 Life Orientation L4 Paper 2 Machine Manufacturing L3 Materials L3 New Venture Creation L4 Operations Management L2, L4 Transport Operations L4
Criteria 4: Text Selection, Types and Quality of Questions		
Ninety-six percent of question papers included a variety of question types. **Eleven percent of papers did not allow for creative responses from candidates.** **The choice of source material was inappropriate in 18% of question papers.** **Thirty-two percent of papers contained questions that lacked clarity and in 17% of the papers, the instructional key words/verbs were incorrect or absent.** **In 15% of the papers, the questions did not contain sufficient information to elicit an appropriate response.** **Twenty percent of the papers contained factual errors or misleading information.**	There was not a wide variety of question types in 4% of the papers (an increase of 1% from the previous year).	Concrete Structures L4 Engineering Processes L4 Food Preparation L4 Materials L4 Multimedia Service L4
	The paper did not contain any multiple-choice questions.	Electrical Principles and Practice L3 Construction Planning L4
	In 11% of the question papers no scope was provided for creative responses from candidates (an increase of 1% from the previous year).	Animal Production L4 Applied Accounting L2 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Contact Centre Operations L4 Data Communication and Networking L4 Electrical Principles and Practice L3 Farm Planning and Mechanisation L4 Hospitality Services L4 Life Orientation L4 Paper 1 Masonry L4 Office Practice L4 Operations Management L2, L4 Process Chemistry L4
	The source material used in 18% of the question papers was inappropriate (a decrease of 1% from the previous year).	
	The source material was: • Not subject specific • Not of the required length	Introduction to Systems Development L2 Paper 1 Contact Centre Operations L4 English FAL L4 Paper 1 Life Orientation L4 Paper 1, 2

Findings	Challenges	Subjects implicated
Criteria 4: Text Selection, Types and Quality of Questions		
The multiple-choice questions in 15% of the question papers did not adhere to established practices. **Poorly formulated/ framed questions had to be replaced, rephrased or restructured to ensure clarity. Inappropriate source material was modified or omitted.**	• Not functional, relevant or appropriate	Agribusiness L4 Business Practice L4 Computer Programming L4 Paper 2 Contact Centre Operations L4 Hospitality Generics L4 Introduction to Systems Development L2 Paper 1 Life Orientation L4 Paper 1, 2 Mathematical Literacy L3 Paper 1 Project Management L3
	• Contained complex language	Business Practice L4 Client Service and Human Relations L2 Life Orientation L2 Paper 1 Life Orientation L4 Paper 1 Sustainable Tourism in SA L2
	• Did not allow for the testing of skills	Animal Production L4 Business Practice L4 Contact Centre Operations L4 Electrical Principles and Practice L3 Office Practice L4 Project Management L3 Systems Analysis and Design L4
	• Did not generate questions across all cognitive levels	Animal Production L4 Business Practice L4 Contact Centre Operations L4 Electrical Principles and Practice L3, L4 Financial Management L3 Introduction to Systems Development L2 Paper 2 Life Orientation L2 Paper 1 Life Orientation L4 Paper 1 Machine Manufacturing L3 Office Practice L4 Project Management L3, L4 Welding L4
	The questions did not relate to what was pertinent to the subject in 5% of the papers.	Agribusiness L4 Financial Management L3, L4 Hospitality Generics L4 Materials L3 Mathematical Literacy L3 Paper 1 Welding L4
	Thirty-two percent of the question papers contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers (as in the previous year).	Afrikaans FAL L2 Paper 2 Afrikaans FAL L4 Paper 1 Agribusiness L4 Applied Accounting L4 Paper 1 Automotive Repair and Maintenance L4 Client Service and Human Relations L2 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4

Findings	Challenges	Subjects implicated
Criteria 4: Text Selection, Types and Quality of Questions		
The multiple-choice questions in 15% of the question papers did not adhere to established practices. **Poorly formulated/ framed questions had to be replaced, rephrased or restructured to ensure clarity. Inappropriate source material was modified or omitted.**		Criminal Law L3 Electronic Control and Digital Electronics L4 Electrical Principles and Practice L3 English FAL L3 Paper 1, 2 English FAL L4 Paper 1 Financial Management L3, L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L3, L4 Introduction to Systems Development L2 Paper 1 Law Procedures and Evidence L4 Life Orientation L2 Paper 1 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Materials L3, L4 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 2 Multimedia Service L4 New Venture Creation L4 Office Data Processing L3 Office Practice L4 Physical Science L4 Paper 1 Plant and Equipment L3 Process Chemistry L4 Project Management L3, L4 Systems Analysis and Design L4 Transport Operations L4
	Questions in 17% of papers did not provide clear instructional key words/verbs (a decrease of 1% from previous year).	Afrikaans L2 Paper 2 Agribusiness L4 Automotive Repair and Maintenance L4 Concrete Structures L4 Contact Centre Operations L4 Financial Management L4 Hospitality Services L3, L4 Introduction to Systems Development L2 Paper 2 Life Orientation L3 Paper 1 Marketing Communication L4 Masonry L4 Materials L3, L4 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 2 Multimedia Service L4 Office Data Processing L3, L4 Plant and Equipment L3 Project Management L3, L4 Systems Analysis and Design L4

Findings	Challenges	Subjects implicated
Criteria 4: Text Selection, Types and Quality of Questions		
The multiple-choice questions in 15% of the question papers did not adhere to established practices. **Poorly formulated/ framed questions had to be replaced, rephrased or restructured to ensure clarity. Inappropriate source material was modified or omitted.**	In 15% of the papers, the questions did not contain sufficient information to elicit an appropriate response (a decrease of 4% from the previous year).	Afrikaans L2 Paper 2 Applied Accounting L4 Paper 2 Automotive Repair and Maintenance L4 Concrete Structures L4 Contact Centre Operations L4 Criminal Law L3 Electrical Principles and Practice L4 English FAL L3 Paper 1, 2 Financial Management L3 Food Preparation L4 Human and Social Development L3 Introduction to Systems Development L2 Paper 1 Life Orientation L2 Paper 1 Life Orientation L4 Paper 2 Materials L3, L4 Mathematical Literacy L3 Paper 2 Project Management L4 Systems Analysis and Design L4
	Twenty percent of the papers contained factual errors or misleading information (a decrease of 2% from the previous year).	Afrikaans L2 Paper 1 Applied Accounting L2 Applied Accounting L4 Paper 1, 2 Computer Programming L4 Paper 2 Electronic Control and Digital Electronics L4 Electrical Principles and Practice L4 Engineering Graphics and Design L3 Paper 2 English FAL L3 Paper 2 English FAL L4 Paper 2 Financial Management L3, L4 Introduction to Systems Development L2 Paper 1 Life Orientation L4 Paper 1 Materials L3, L4 Mathematical Literacy L2 Paper 1, 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L4 Paper 1, 2 Personal Assistance L4 Plant and Equipment L3 Process Chemistry L4 Sustainable Tourism in SA L2 Tourism Operations L4
	Some questions in the paper were formulated in unnecessarily negative terms.	New Venture Creation L4

Findings	Challenges	Subjects implicated
Criteria 4: Text Selection, Types and Quality of Questions		
The multiple-choice questions in 15% of the question papers did not adhere to established practices. **Poorly formulated/ framed questions had to be replaced, rephrased or restructured to ensure clarity. Inappropriate source material was modified or omitted.**	References in questions to prose texts, visuals, drawings, illustrations, examples, tables or graphs were not relevant or were incorrect in 11% of the papers (an increase of 2% from the previous year).	Applied Accounting L4 Paper 1 Contact Centre Operations L4 Engineering Graphics and Design L3 Paper 2 English FAL L3 Paper 2 Law Procedures and Evidence L4 Life Orientation L2 Paper 2 Life Orientation L4 Paper 1 Mathematical Literacy L2 Paper 1, 2 Operations Management L2, L4 Process Control L4 Sustainable Tourism in SA L2 Systems Analysis and Design L4 Tourism Operations L4
	The multiple-choice questions in 15% of the question papers were poorly formulated (as was the case last year):	
	• The options did not follow grammatically from the stem	Agribusiness L4 Food Preparation L4 Hospitality Services L3, L4 Materials L3 Office Practice L4 Project Management L3
	• The options contained clues that made one of the options an obvious choice	Business Practice L2, L4 Client Service and Human Relations L2 Financial Management L3 Freight Logistics L4 Hospitality Generics L4 Life Orientation L2 Paper 1 Office Practice L4 Physical Science L3 Paper 1
	• Vague terms such as "all of the above" or "none of the above" were used as options.	Criminal Law L3
	• Options were not equivalent in length: in some instances, the correct answer was longer, more specific, or more complete than the other options.	Client Service and Human Relations L2 Hospitality Services L3 Life Orientation L2 Paper 1 Masonry L4 Science of Tourism L4
	• Only three options were provided, instead of four.	Engineering Fundamentals L2
	• Five options were provided, instead of four.	English FAL L3 Paper 1

Findings	Challenges	Subjects implicated
Criteria 5: Cognitive Skills		
Seventy-three percent of the question papers reflected an appropriate distribution of marks across cognitive levels.	In 6% of the question papers, the assessment framework/analysis grid did not indicate clearly the cognitive level of each question/ sub-question (a decrease of 6% from the previous year).	Business Practice L2, L4 Farm Planning and Mechanisation L4 Financial Management L3 Marketing Communication L4 Materials L3 Plant and Equipment L3 Professional Engineering Practice L4
Twenty-seven percent of question papers did not comply with the minimum requirements and standards for the cognitive levels. Thus, some of the question papers required substantial reworking, while in other cases questions had to be modified.	No assessment grids were provided for 11% of question papers, or these grids were incomplete or irrelevant (an increase of 1% from the previous year).	Business Practice L2 Criminal Law L3 Electrical Systems and Construction L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 English FAL L3 Paper 2 Farm Planning and Mechanisation L4 Financial Management L4 Life Orientation L2 Marketing Communication L4 Mathematical Literacy L3 Paper 1, 2 Mathematics L2 Paper 1 Personal Assistance L4 Transport Operations L4
Twenty-four percent of question papers did not provide enough opportunities to assess higher order thinking skills.	Twenty-seven percent of the question papers reflected an inappropriate distribution of marks across cognitive levels (an increase of 8% from the previous year).	Animal Production L4 Business Practice L2, L4 Client Service and Human Relations L4 Computer Programming L4 Paper 2 Consumer Behaviour L4 Data Communication and Networking L4 Electrical Principles and Practice L3, L4 Farm Planning and Mechanisation L4 Financial Management L3, L4 Food Preparation L4 Hospitality Generics L4 Introduction to Systems Development L2 Paper 1, 2 Life Orientation L2 Paper 1, 2 Life Orientation L3 Paper 2 Life Orientation L4 Paper 1 Machine Manufacturing L3 Marketing Communication L4 Materials L3, L4 Mathematical Literacy L3 Paper 1 Office Practice L4 Operations Management L2, L4 Process Chemistry L4 Process Control L4 Professional Engineering Practice L4 Project Management L3 Sustainable Tourism in SA L2 Systems Analysis and Design L4 Welding L4

Findings	Challenges	Subjects implicated
Criteria 5: Cognitive Skills		
Seventy-three percent of the question papers reflected an appropriate distribution of marks across cognitive levels. **Twenty-seven percent of question papers did not comply with the minimum requirements and standards for the cognitive levels. Thus, some of the question papers required substantial reworking, while in other cases questions had to be modified.** **Twenty-four percent of question papers did not provide enough opportunities to assess higher order thinking skills.**	In 10% of the papers, some questions were not representative of the latest developments in the teaching of this knowledge field (an increase of 6% from the previous year).	Applied Accounting L2 Applied Accounting L4 Paper 1 Concrete Structures L4 Data Communication and Networking L4 Electrical Principles and Practice L3, L4 Life Orientation L4 Paper 1 Materials L3, L4 Mathematical Literacy L3 Paper 1 Process Chemistry L4 Systems Analysis and Design L4 Welding L4
Criteria 6: Marking Guidelines		
In 39% of the marking guidelines, some of the answers were incorrect or inaccurate. **Twenty-six percent of the marking guidelines did not allow for alternate responses, and where these were provided for, they were not exhaustive.** **Incorrect/inaccurate answers/responses were rectified and where applicable, alternative answers/ responses were provided.**	In 14% of the marking guidelines, some answers did not correspond with the question papers (an increase of 6% from the previous year).	Afrikaans FAL L4 Paper 1 Agribusiness L4 Applied Accounting L4 Paper 1, 2 Carpentry and Roof Work L4 Construction Planning L2 English FAL L3 Paper 2 Financial Management L3, L4 Human and Social Development L4 Learning Psychology L2 Life Orientation L4 Paper 1, 2 Materials L3 Mathematical Literacy L2 Paper 1, 2 Plant and Equipment L3 Sustainable Tourism in South Africa and International Travel L4
	In 39% of the marking guidelines, some answers were incorrect/ inaccurate (an increase of 4% from the previous year).	Afrikaans L2 Paper 1, 2 Agribusiness L4 Applied Accounting L2 Applied Accounting L4 Paper 1, 2 Applied Engineering Technology L4

Findings	Challenges	Subjects implicated
Criteria 6: Marking Guidelines		
In 26% of the marking guidelines, the mark allocations or mark distributions within questions had been omitted. **Twenty-three percent of marking guidelines would not have facilitated accurate marking.** **The following measures were recommended to improve the marking guideline, in order to facilitate accurate marking:** • **Ticks should be used to justify mark allocations;** • **Additional instructions to markers should be provided, to ensure clarity;** • **Key word/s in the answer to which mark/s are awarded, must be highlighted;** • **Annotations to the awarding of partial marks should be included;** • **Pointers towards 'positive marking' between sub-sections within a question should be included.**		Concrete Structures L4 Construction Planning L2 Construction Supervision L4 Contact Centre Operations L3, L4 Criminal Law L3 Economic Environment L4 Electronic Control and Digital Electronics L4 Electrical Principles and Practice L3, L4 Financial Management L3, L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L3, L4 Life Orientation L2 Paper 2 Life Orientation L3 Paper 2 Life Orientation L4 Paper 1, 2 Marketing L2, L4 Materials L3, L4 Mathematical Literacy L2 Paper 1, 2 Mathematical Literacy L3 Paper 1, 2 Mathematical Literacy L4 Paper 1, 2 Mathematics L2 Paper 2 Mathematics L3 Paper 2 Mathematics L4 Paper 1, 2 New Venture Creation L4 Operations Management L2 Plant and Equipment L3 Process Control L4 Project Management L3, L4 Science of Tourism L3 Sustainable Tourism in SA L2 Sustainable Tourism in South Africa and International Travel L4 Transport Operations L4 Welding L4
	Twenty-six percent of the marking guidelines did not allow for alternative responses where applicable, and where provided these were not exhaustive. (increase of 5% from previous year)	Afrikaans L2 Paper 1 Agribusiness L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Business Practice L4 Contact Centre Operations L4 Electrical Principles and Practice L3, L4 Engineering Processes L4 Hospitality Generics L4 Introduction to Systems Development L2 Paper 2 Life Orientation L2 Paper 1 Life Orientation L4 Paper 2 Marketing Communication L4

Findings	Challenges	Subjects implicated
Criteria 6: Marking Guidelines		
In 26% of the marking guidelines, the mark allocations or mark distributions within questions had been omitted. **Twenty-three percent of marking guidelines would not have facilitated accurate marking.** **The following measures were recommended to improve the marking guideline, in order to facilitate accurate marking:** • **Ticks should be used to justify mark allocations;** • **Additional instructions to markers should be provided, to ensure clarity;** • **Key word/s in the answer to which mark/s are awarded, must be highlighted;** • **Annotations to the awarding of partial marks should be included;** • **Pointers towards 'positive marking' between sub-sections within a question should be included.**		Marketing L4 Materials L4 Mathematical Literacy L2 Paper 1, 2 Mathematical Literacy L3 Paper 1, 2 Mathematics L2 Paper 2 Mathematics L4 Paper 1 and 2 Office Data Processing L3 Office Practice L4 Operations Management L2, L4 Physical Science L4 Paper 1 Sustainable Tourism in SA L2 Systems Analysis and Design L4 Tourism Operations L4 Transport Operations L4 Welding L4
	The marking guidelines for 2% of the papers were not set out clearly (a decrease of 3% from the previous year).	Life Orientation L2 Paper 2 Life Orientation L3 Paper 2 Early Childhood Development L4
	The marking guideline for one paper was of very poor quality.	Life Orientation L2 Paper 2
	In 8% of papers, the mark allocation on the marking guideline did not correspond with the mark allocation on the question paper (an increase of 2% from the previous year).	Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Electrical Workmanship L4 Life Orientation L2 Paper 1 Life Orientation L4 Paper 2 Marketing L2 Mathematical Literacy L2 Paper 1 Office Data Processing L3 Operations Management L4 Science of Tourism L4
	In 26% of the marking guidelines, the mark allocations or mark distributions within questions had been omitted (a decrease of 2% from the previous year).	Afrikaans L2 Paper 1, 2 Applied Accounting L2 Client Service and Human Relations L2 Computer Programming L4 Paper 2 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 Early Childhood Development L4 Electrical Principles and Practice L3, L4 Electrical Workmanship L4 Engineering Processes L4 English FAL L4 Paper 1 Financial Management L4 Food Preparation L4 Hospitality Generics L4

Findings	Challenges	Subjects implicated
Criteria 6: Marking Guidelines		
In 26% of the marking guidelines, the mark allocations or mark distributions within questions had been omitted. **Twenty-three percent of marking guidelines would not have facilitated accurate marking.** **The following measures were recommended to improve the marking guideline, in order to facilitate accurate marking:**		Introduction to Systems Development L2 Paper 1 Law Procedures and Evidence L4 Learning Psychology L2 Life Orientation L2 Paper 1 Marketing Communication L4 Materials L3, L4 Mathematical Literacy L2 Paper 1 Mathematical Literacy L3 Paper 1 Multimedia Service L4 Operations Management L2, L4 Process Chemistry L4 Stored Programme Systems L4 Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4 Welding L4
• Ticks should be used to justify mark allocations; **• Additional instructions to markers should be provided, to ensure clarity;** **• Key word/s in the answer to which mark/s are awarded, must be highlighted;** **• Annotations to the awarding of partial marks should be included;** **• Pointers towards 'positive marking' between sub-sections within a question should be included.**	Twenty-three percent of marking guidelines would not have facilitated accurate marking (an increase of 1% from the previous year).	Applied Accounting L4 Paper 1 Automotive Repair and Maintenance L4 Computer Programming L4 Paper 2 Concrete Structures L4 Engineering Fundamentals L2 Engineering Processes L4 English FAL L3 Paper 1, 2 English FAL L4 Paper 2 Financial Management L3, L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L3 Introduction to Systems Development L2 Paper 1 Life Orientation L2 Paper 1, 2 Life Orientation L3 Paper 2 Life Orientation L4 Paper 1, 2 Management Practice L4 Materials L3, L4 Mathematical Literacy L2 Paper 1, 2 Mathematical Literacy L3 Paper 1, 2 Physical Science L4 Paper 1 Project Management L3 Sustainable Tourism in SA L2 Tourism Operations L4
Criteria 7: Language and Bias		
In 91% of question papers, the language was pitched at the appropriate level.	Subject terminology or data were not always used correctly in 7% of the papers (an increase of 4% from the previous year).	Agribusiness L4 Financial Management L3, L4 Materials L3, L4 Mathematical Literacy L2 Paper 1 Office Data Processing L3 Plumbing L4 Science of Tourism L3

Findings	Challenges	Subjects implicated
Criteria 7: Language and Bias		
There were grammatical errors in 30% of question papers and 14% of marking guidelines. **Where grammatical errors did occur in question papers/ marking guidelines, the questions/answers were restructured, rephrased or replaced to ensure clarity.**	The language register was not appropriate to the level of the candidate in 9% of the papers (an increase of 5% from the previous year).	Agribusiness L4 Applied Accounting L4 Paper 1 Automotive Repair and Maintenance L4 Introduction to Systems Development L2 Paper 1 Learning Psychology L4 Life Orientation L2 Paper 1 Life Orientation L4 Paper 1 Materials L3 Mathematical Literacy L3 Paper 1 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA L2
	In 18% of the question papers, there were subtleties in the grammar that might have caused misunderstandings (a decrease of 4% from the previous year).	Agribusiness L4 Automotive Repair and Maintenance L4 Contact Centre Operations L4 Electrical Principles and Practice L3 English FAL L2 Paper 1, 2 English FAL L4 Paper 1 Financial Management L3, L4 Introduction to Systems Development L2 Paper 1 Life Orientation L2 Paper 1 Life Orientation L4 Paper 1 Marketing Communication L4 Masonry L4 Materials L3, L4 Mathematical Literacy L3 Paper 1, 2 Multimedia Service L4 Office Data Processing L3 Physical Science L4 Paper 1 Plumbing L4 Process Chemistry L4 Science of Tourism L3
	There were grammatical errors in 30% of question papers (a decrease of 1% from the previous year).	Afrikaans FAL L4 Paper 1 Agribusiness L4 Applied Accounting L2 Automotive Repair and Maintenance L4 Business Practice L2 Construction Planning L4 Contact Centre Operations L3, L4 Electrical Principles and Practice L4 Engineering Processes L4 English FAL L2 Paper 1, 2 English FAL L3 Paper 1, 2 English FAL L4 Paper 2 Financial Management L3, L4 Hospitality Generics L4 Introduction to Systems Development L2 Paper 1

Findings	Challenges	Subjects implicated
Criteria 7: Language and Bias		
There were grammatical errors in 30% of question papers and 14% of marking guidelines. **Where grammatical errors did occur in question papers/ marking guidelines, the questions/answers were restructured, rephrased or replaced to ensure clarity.**		Life Orientation L2 Paper 1, 2 Life Orientation L4 Paper 1 Marketing Communication L4 Marketing L2 Masonry L4 Mathematical Literacy L2 Paper 1, 2 Mathematical Literacy L3 Paper 1, 2 Multimedia Service L4 New Venture Creation L4 Office Data Processing L3, L4 Office Practice L4 Plumbing L4 Process Chemistry L4 Science of Tourism L3 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L4 Transport Operations L4
	The language in the marking guideline contained grammatical errors in the case of 14% of the papers (a decrease of 2% from the previous year).	Afrikaans FAL L4 Paper 1 Agribusiness L4 Automotive Repair and Maintenance L4 Contact Centre Operations L3, L4 Electrical Principles and Practice L4 English FAL L2 Paper 2 English FAL L3 Paper 1, 2 English FAL L4 Paper 2 Human and Social Development L3 Life Orientation L4 Paper 1 Marketing L2 Office Data Processing L3, L4 Professional Engineering Practice L4 Sustainable Tourism in SA L2 Sustainable Tourism in South Africa and International Travel L4 Transport Operations L4
	In 10% of the papers, there were questions featuring very complex syntax (as in the previous year).	Contact Centre Operations L4 English FAL L3 Paper 1 Financial Management L3 Human and Social Development L3 Introduction to Systems Development L2 Paper 1 Life Orientation L4 Paper 1 Marketing Communication L4 Materials L3 Mathematical Literacy L3 Paper 2 Multimedia Service L4 Office Data Processing L3, L4 Transport Operations L4

Findings	Challenges	Subjects implicated
Criteria 7: Language and Bias		
There were grammatical errors in 30% of question papers and 14% of marking guidelines. **Where grammatical errors did occur in question papers/ marking guidelines, the questions/answers were restructured, rephrased or replaced to ensure clarity.**	There was evidence of bias in 5% of the question papers (a decrease of 5% from the previous year).	
	Bias in terms of the following issues: • Political • Gender • Other • Gender and stereotyping • Gender, language, political bias and stereotyping	Mathematical Literacy L3 Paper 1 Life Orientation L4 Paper 2 Agribusiness L4 Marketing L4 Early Childhood Development L4 Life Orientation L4 Paper 1
Criteria 8: Predictability		
Eighty-four percent of the question papers did not contain questions that were similar to those asked in the recent past. Questions that could be easily "spotted" or predicted or those that were taken verbatim from past papers were replaced. **There was a lack of innovation in 17% of question papers.**	Fourteen percent of papers contained questions that could easily have been "spotted" or predicted (as in the previous year).	Animal Production L4 Applied Engineering Technology L4 Client Service and Human Relations L4 Concrete Structures L4 Construction Planning L2 Consumer Behaviour L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Fundamentals L2 Engineering Processes L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L2 Paper 1 Office Practice L4 Project Management L3, L4 The Human Body and Mind L4 Tourism Operations L4
	Sixteen percent of question papers contained a question or questions taken verbatim from past papers (a decrease of 3% from the previous year).	Animal Production L4 Concrete Structures L4 Construction Planning L2 Consumer Behaviour L4 Early Childhood Development L4 Engineering Fabrication – Boiler Making L4 Engineering Fundamentals L2 Engineering Processes L4 Food Preparation L4 Freight Logistics L4 Life Orientation L2 Paper 1 Life Orientation L3 Paper 2 Marketing L2 New Venture Creation L4 Office Practice L4 Operations Management L2, L4 Physical Science L2 Paper 1 Plant and Equipment L3 Project Management L3, L4

Findings	Challenges	Subjects implicated
Criteria 8: Predictability		
Eighty-four percent of the question papers did not contain questions that were similar to those asked in the recent past. Questions that could be easily "spotted" or predicted or those that were taken verbatim from past papers were replaced. **There was a lack of innovation in 17% of question papers.**	There was a lack of innovation in 17% of question papers (an increase of 6% from the previous year).	Animal Production L4 Applied Accounting L4 Paper 1 Business Practice L2, L4 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 Data Communication and Networking L4 Farm Planning and Mechanisation L4 Financial Management L4 Food Preparation L4 Hospitality Services L3, L4 Life Orientation L4 Paper 1, 2 Marketing L4 Mathematical Literacy L3 Paper 1 New Venture Creation L4 Office Practice L4 Process Chemistry L4 Project Management L3 Tourism Operations L4
Criteria 9: Overall Impression		
Overall, 77% of the question papers moderated by Umalusi were of an acceptable standard.	Seventeen percent of papers did not satisfy the requirements of the current policy/guideline documents (an increase of 5% from the previous year).	Animal Production L4 Concrete Structures L4 Criminal Law L3 Electronic Control and Digital Electronics L4 Farm Planning and Mechanisation L4 Financial Management L3, L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L3, L4 Introduction to Systems Development L2 Paper 1, 2 Law Procedures and Evidence L4 Life Orientation L2 Paper 2 Life Orientation L4 Paper 1 Marketing Communication L4 Materials L3 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Office Practice L4 Operations Management L2, L4
	In 9% of cases, papers did not adequately assess the outcomes of the curriculum/syllabus (an increase of 1% from the previous year).	Animal Production L4 Business Practice L2 Client Service and Human Relations L4 Concrete Structures L4 Farm Planning and Mechanisation L4 Financial Management L3, L4 Life Orientation L2 Paper 1 Mathematical Literacy L3 Paper 1, 2 Physical Science L4 Paper 1 Welding L4

Findings	Challenges	Subjects implicated
Criteria 9: Overall Impression		
Overall, 77% of the question papers moderated by Umalusi were of an acceptable standard.	Twenty-three percent of the question papers were not of an appropriate standard (an increase of 4% from the previous year).	Animal Production L4 Applied Accounting L2 Applied Accounting L4 Paper 1, 2 Business Practice L4 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 Data Communication and Networking L4 English FAL L3 Paper 1 Farm Planning and Mechanisation L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L3 Introduction to Systems Development L2 Paper 2 Life Orientation L3 Paper 2 Life Orientation L4 Paper 1, 2 Management Practice L4 Marketing Communication L4 Masonry L4 Materials L3, L4 Mathematical Literacy L3 Paper 1, 2 Office Practice L4 Operations Management L2 Project Management L3, L4
	Eleven percent of the question papers did not compare favourably with those of previous years (an increase of 4% from the previous year).	Animal Production L4 Contact Centre Operations L4 English FAL L3 Paper 1 Farm Planning and Mechanisation L4 Food Preparation L4 Hospitality Services L3 Introduction to Systems Development L2 Paper 2 Life Orientation L3 Paper 2 Life Orientation L4 Paper 1, 2 Masonry L4 Mathematical Literacy L3 Paper 1 Project Management L3, L4
	The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 24% of papers (an increase of 11% from the previous year).	Afrikaans L2 Paper 1 Animal Production L4 Business Practice L4 Computer Programming L4 Paper 2 Consumer Behaviour L4 Data Communication and Networking L4 Electrical Principles and Practice L3 Farm Planning and Mechanisation L4 Financial Management L3, L4 Food Preparation L4

Findings	Challenges	Subjects implicated
Criteria 9: Overall Impression		
Overall, 77% of the question papers moderated by Umalusi were of an acceptable standard.		Hospitality Generics L4 Introduction to Systems Development L2 Paper 1, 2 Life Orientation L2 Paper 1, 2 Life Orientation L4 Paper 1 Machine Manufacturing L3 Marketing Communication L4 Masonry L4 Materials L3, L4 Multimedia Service L4 New Venture Creation L4 Office Practice L4 Operations Management L2, L4 Process Chemistry L4 Project Management L3, L4 Systems Analysis and Design L4

1.4 Areas of Good Practice

Despite the many challenges, some areas of good practice were identified during external moderation.

- There was a remarkable improvement in the standard and quality of L2 question papers this year. After initial moderation, 76% percent of question papers were conditionally approved, an increase of 16% from last year. At the same time, the number of question papers that required resetting decreased by 12%.

- The External Moderator commended the Examiner and Internal Moderator for the good work done in the following subjects: Introduction to Policing Practices L2, Afrikaans FAL L4 Paper 2 and Applied Policing L4. Improvement in the quality and standard of question papers was acknowledged in subjects such as Personal Assistance L4 and Mathematics L2 Paper 1.

1.5 Areas of Concern

The external moderator reports indicated the following challenges that could compromise the examinations.

1.5.1 Curriculum challenges

- Discrepancies between the English FAL L4 and Afrikaans FAL L4 SAGs were evident. Although both languages enjoy the same status as first additional languages, the curriculum requirements differ. For example, in Paper 1, the number of words required in precis writing

in Afrikaans is set at 60–70 but for English 75–80 words are allowed. The format of Paper 2 also differed in the two languages.

English
Section A: Shorter and Intermediate functional texts (120–180 words)
Section B: Longer functional and reflective writing (250–350 words)

Afrikaans
Section A: Verslag (150–250 woorde)
Section B: Lang funksionele skryfstukke (150–180 words)

1.5.2 Technical aspects

- Eighty-three percent of question papers received by Umalusi were not accompanied by the required supporting documents or, where these had been included, they were incorrect or incomplete or arrived some time after the question paper had been received by Umalusi.
- In 21% of the papers (an increase of 5% from the previous year), the quality of illustrations, graphs, tables etc. was poor and not print ready for the following reasons:
  - Tables with errors and omissions – Mathematical Literacy L2 Paper 1
  - Case study structure too dense – Life Orientation L2 Paper 1
  - Screen grab/munch with tracking function on and (o) appearing for every entry – Life Orientation L2 Paper 2
  - Unclear illustrations/pictures/images/drawings – Afrikaans FAL L4 Paper 1, Concrete Structures L4, Food Preparation L4, Life Orientation L4 Paper 1, Mathematical Literacy L3 Paper 1, 2, Mathematical Literacy L4 Paper 1, Mathematics L2 Paper 2, Physical Science L4 Paper 1 and Science of Tourism L3
  - Poorly constructed graphs, where axes had moved – Mathematics L2 Paper 1 and Mathematics L4 Paper 1
  - Misleading labels caused by movement of the pointer arrows – Automotive Repair and Maintenance L4 and Process Control L4
  - Symbols used in figure were not standard for electrical circuit diagrams – Electrical Workmanship L4
  - Diagram did not meet standard specifications – Systems Analysis and Design L4
- Examiners and internal moderators of Mathematics and Mathematical Literacy used different versions of equation editor (MS Word), making it impossible to modify equations and objects. This necessitated the retyping of the question in its entirety when changes were made, which was time consuming.
- The time allocation per question for Client Service and Human Relations L2 was inappropriate. The candidates would have been able to complete the paper in far less time than was stipulated because the amount of work tested was disproportionate to the time allocation.

1.5.3 Internal moderation

The quality and standard of internal moderation had declined since the previous examination period.

- Thirty-one percent of the internal moderator reports were of poor quality and/or low standard, an increase of 4% from the previous year. The approval of flawed question papers by internal moderators is a recurrent problem.
- Examiners and internal moderators in some subjects failed to take heed of the corrections/suggestions provided by the external moderators. For example, in Mathematics L2 Paper 1, questions on the calculation of quarterly compound interest were included in the past three examination periods, although not in the SAGs. On each occasion, this was brought to the attention of the examiner and internal moderator via the external moderator's report, but the problem persisted. Recurring errors were observed in Business Practice L4, Contact Centre Operations L4 and Operations Management L2.
- The number of incomplete Internal Moderators' reports submitted had doubled (42%) since the previous examination period. Incomplete reports included those with information outstanding and those where checklists had been completed as an empty exercise that provided no valuable input. As in previous years, most reports were focussed on complying with the requirements. For example, in the case of Physical Science L2 Paper 1 and Physical Science L4 Paper 1, there were no comments in the Internal Moderator's report to assist the External Moderator in placing the paper in its developmental context. The evaluation of the internal moderation process was based on the final question paper and marking guideline, which the External Moderator felt did not do justice to the quality assurance exercise.
- There was little or no evidence that the moderator had made recommendations, or that these had been addressed or implemented, in 24% of the internal moderators' reports.

1.5.4 Content coverage

- The spread and/or weightings of learning outcomes and assessment standards was not entirely appropriate in 19% of question papers, and 27% of the question papers showed an inappropriate distribution of marks across cognitive levels, an increase of 8% from the previous year. Question papers that failed to satisfy the requirements of the SAGs had to be reset or substantially modified. For example, Materials L3 required substantial redrafting to align it to the SAGs, while Life Orientation L4 Paper 1 had to be reset to satisfy the requirements of the SAGs.
- In 10% of the papers, some questions were set beyond the scope of the syllabus, as was the case in Agribusiness L4, where questions were based on other core subjects.
- Twenty-four percent of question papers did not provide enough opportunities to assess higher order thinking skills.
- In 10% of the papers, some questions were not representative of the latest developments in the subject, an increase of 6% from last year. For example, in Governance L4, the

names of some government departments have changed and these should have been incorporated when teaching and testing the subject. Likewise, the latest developments in the industry should have been taught and tested in the Electrical Principles and Practice L3 paper.

1.5.5 Quality of questions

Poorly formulated questions were identified in some question papers.

- Thirty-two percent of the question papers contained questions that were not clearly defined and in 17% of the papers, the questions did not provide clear instructional key words/verbs.
- In 15% of the papers, the questions did not contain sufficient information to elicit an appropriate response, and 20% of the papers contained factual errors or misleading information. For instance, Afrikaans L2 Paper 1 contained a misleading passage and Applied Accounting L2 included factual errors.
- References in questions were not relevant or were incorrect in 11% of the papers. This was the case in Introduction to Systems Development L2 Paper 1, where the scenarios provided were unnecessary. Life Orientation L2 Paper 2 contained images that did not relate to the questions.
- The multiple-choice questions in 15% of the question papers were not expressed according to the DHET prescriptions. For example, multiple-choice distractor questions in the examination paper for Criminal Law L3 contained distractors such as "all of the above" and "none of the above".

1.5.6 Marking guidelines

- In 14% of the marking guidelines, some of the answers did not correspond with the question papers (an increase of 6% from last year), while some of the answers in 39% of the marking guidelines were incorrect or inaccurate, an increase of 4% from last year.
- Twenty-six percent of the marking guidelines did not allow for alternative responses where these were possible. For example, the Electrical Principles and Practice L4 marking guideline adhered strictly to the textbook and did not provide a comprehensive list of alternative responses where these were applicable.
- In 26% of the marking guidelines, mark allocations or mark distributions within questions had been omitted.
- Twenty-three percent of marking guidelines would not have facilitated accurate marking: for instance, some of the answers provided for Sustainable Tourism in South Africa L2 were in paragraph form and copied verbatim from the source, whereas if the answers were listed below one another or key words underlined or emphasised it would have facilitated marking. As for Mathematics L4 Paper 2, the marking guideline did not contain annotations regarding partial marks.

1.5.7 Adherence to policies/guideline documents

- Seven percent of question papers grossly contravened the provisions of the SAGs in terms of content coverage and cognitive level distribution. These papers had to be reset. The subjects involved were: Introduction to System Development L2 Paper 1, 2, Financial Management L3, Animal Production L4, Computer Programming L4 Paper 1, Consumer Behaviour L4, Farm Planning and Mechanisation L4, Life Orientation L4 Paper 1 and Office Practice L4.
- Question papers with minor mistakes had to be modified, as in the case of Mathematics L2 Paper 1, which contained questions that covered content that was not included in the curriculum, and the Criminal Law L3 question paper, which did not adhere to the provisions of the DHET Examiner's Quick Guide 2015. Client Service and Human Relations L2 and L4 papers were set according to a prescribed textbook and not the SAGs. Some of the questions in the Agribusiness L4 paper were drawn from other core subjects.

1.5.8 Language and bias

- There were grammatical errors in 30% of the question papers and 14% of the marking guidelines. The English FAL L3 Paper 1 question paper and marking guideline were riddled with grammatical errors and required substantial rewriting.
- In 18% of the question papers, there were subtleties in grammar that could have resulted in misunderstandings on the part of candidates.
- Ten percent of question papers showed evidence of bias, as was observed in the Life Orientation L4 Paper 1, which contained questions that reflected stereotyping, and gender, language and political bias.

1.5.9 Predictability

- Fourteen percent of papers contained questions that could easily have been "spotted" or predicted by candidates. One reason for the resetting of the Office Practice L4 paper was that it contained such questions, as well as questions taken verbatim from previous examination papers. Food Preparation L4 contained insufficient content that could be assessed because some aspects had already been tested in the ISAT, resulting in a predictable paper. The Life Orientation L4 Paper 2 contained source material from the prescribed textbook.
- There was a lack of innovation in 17% of question papers. In Data Communication and Networking L4, the exit level demands that the assessment includes more industry specific, scenario-based problems. The aging curriculum makes it very difficult to structure questions around current industry developments and practices. In the case of the Mathematical Literacy L4 Paper 1, it was recommended that questions include real-life scenarios, while it was suggested that Hospitality Services L3 incorporate illustrations to ensure more interesting and creative questions in future examination papers.

1.6   Directives for Compliance and Improvement

In order to improve the quality and standard of question papers, the DHET must ensure that:
- Question papers submitted to Umalusi must meet all the prescribed technical requirements.
- All required supporting documents are provided. Question papers presented for external moderation should be accompanied by the correct supporting documents and these documents should be completed in full and correspond with the question papers.
- Examiners and internal moderators of Mathematics and Mathematical Literacy use the latest version of Equation Editor (MS Word), as it is not possible to modify equations and objects created using older versions.
- The following internal moderation aspects are addressed:
  - Internal moderators' reports should provide detailed and comprehensive recommendations/comments and evidence that the internal moderator's recommendations have been implemented or addressed.
  - The communication between the examiner and internal moderator regarding recommendations and changes to the question paper and marking guideline should also be recorded as evidence.
- Intensive training is provided to ensure that the question papers meet the requirements as stipulated in the SAGs; questions are carefully formulated to elicit the desired response and the use of complex sentence structures are avoided.

1.7 Conclusion

Overall, 77% of the sample of November 2016 question papers received for moderation was considered to be of an appropriate standard. This is 4% fewer than in the previous examination period.

There was a marked improvement in the standard and quality of question papers at Level 2. The number of questions papers to be reset at Level 2 was 12% lower than in the previous examination period and the number of question papers conditionally approved increased by 16%.

After initial moderation, 24% of the question papers were approved, 69% conditionally approved and 7% required resetting. In total, nine (L2, L3 and L4) question papers had to be reset as the cognitive level distribution and/or weighting of topics did not comply with departmental requirements. It is imperative that the assessment framework is compiled correctly, as it serves as the foundation on which the question paper is constructed.

Poor quality of marking guidelines, assessment grids and internal moderation was once again common in this examination cycle. It is important that examiners and moderators adhere strictly to mandatory procedures and ensure that question papers of good quality and a high standard are produced. The quality and standard of marking guidelines and internal moderators' reports could be much improved.

The external moderation of the sampled question papers was concluded successfully.

CHAPTER 2: MODERATION OF THE CONDUCT OF ICASS

2.1 Introduction and Purpose

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, to be integrated with teaching. Proof of the candidate's ICASS is contained in a portfolio of evidence (PoE), according to the requirements specified in the Subject Assessment Guideline (SAG) of that particular subject and in the Revised Guideline for the Implementation of ICASS in the NC (V) Qualifications at TVET Colleges (for the rest of the document, referred to as ICASS Guideline).

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

Umalusi's quality assurance of internal assessment entails two phases – the initial examination of the provision at site level, focusing on the quality of tasks and their compliance with the ICASS Guideline at the sites of learning, and the second phase, namely the moderation of portfolio of assessment (PoA) and portfolios of evidence (PoEs) from sampled sites. The report on the May ICASS moderation process is available from Umalusi on request.

This chapter examines the moderation of PoAs and PoEs from the sampled sites. The main objective of moderating the internal assessment portfolios is to:
- Verify that the lecturer portfolio (PoA) and the students' portfolios (PoEs) adhere to the ICASS Guideline;
- Ascertain the appropriateness and standard of the assessment tasks;
- Determine whether ICASS allowed for assessment to take place at the time of learning and, more importantly, to be integrated with teaching;
- Ensure that sufficient tasks of different types were administered;
- Determine the extent to which the new standardised practical assessment tasks (PATs) for Level 3 were implemented;
- Ensure that evidence was collected and documented efficiently;
- Ensure that assessment across different sites of delivery was consistent and that standards were maintained; and
- Ensure that the quality assurance of the internal assessment component of the NC (V) was effectively managed.

The purpose of this section of the report is to:
- Outline the approach followed in the moderation of internal assessment;
- Provide an indication of the size of the sample included in the quality assurance of this internal assessment process in terms of sites and subjects;

- Provide an overview of the critical findings related to the quality and standard of the internal assessment;
- Highlight areas of good practice and those requiring improvement; and
- Make recommendations to enhance the quality of internal assessment.

2.2 Scope and Approach

Moderators and Umalusi staff members were sent to all provinces during October 2016 to moderate Levels 2, 3 and 4 internal assessment learner PoEs and lecturer PoAs from a selected sample of National Certificate (Vocational) or NC (V) subjects. At most of the sites the subjects moderated were at Level 4, except for the fundamental subjects, such as English First Additional Language (FAL), Mathematical Literacy, Mathematics and Life Orientation, which were moderated at all three levels. Introduction to Governance and Renewable Energy Technologies were moderated at Level 2 only and Physical Science and Science of Tourism at Level 3 only.

The moderation took place at a centralised venue in seven of the nine provinces. Where a limited number of sites offered a subject in a province, these sites were requested to submit the portfolios to another province. Three subjects, namely Afrikaans FAL L4, Art and Science of Teaching L4 and Mathematics L4, were meant to be externally moderated at the moderation centre in the Western Cape, but although these portfolios had apparently been submitted on time they could not be located for external moderation. These sites have thus not been included in the table that indicates the number of sites where moderation took place and they have been excluded from the findings reported below as they were not externally moderated.

Three other sites did not submit the portfolios for the requested level of a subject. These were Boland College: Strand Campus, which submitted Freight Logistics L3 portfolios instead of L4, but these were moderated; Flavius Mareka College, which submitted Office Data Processing L2 portfolios instead of L4 and Port Elizabeth College, which submitted Science of Tourism L4 instead of L3 portfolios. The last two sites were excluded from the findings reported below as they were not externally moderated.

Of the 27 subjects moderated (compared to 31 subjects in 2015), eight subjects were moderated in only one province, while nine subjects were moderated across two provinces and another nine subjects were moderated across three provinces (see list below). Freight Logistics was moderated across four provinces.

The external moderation was conducted over a period of four days, from 21–24 October 2016.

The subjects and provinces where the portfolios were moderated are indicated in the table below. Table 2A also reflects the levels from which portfolios were included as well as the number of campuses or sites (indicated in brackets).

Table 2A: Moderation of ICASS portfolios – October 2016

No.	Subject	Province							
		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Western Cape
1	Afrikaans First Additional Language								L4 (4)
2	Animal Production				L4 (2)		L4 (1)	L4 (2)	
3	Applied Accounting				L4 (5)				
4	Art and Science of Teaching		L4 (2)		L4 (2)				L4 (2)
5	Carpentry and Roof Work						L4 (3)	L4 (2)	
6	Construction Planning			L4 (5)		L4 (5)			
7	Consumer Behaviour			L4 (5)					
8	Criminal Law			L3 (5)					
9	Electrical Systems and Construction				L4 (5)				
10	Engineering Fabrication –			L4 (3)	L4 (1)				
11	Engineering Graphics and Design				L3 (5)		L3 (5)		
12	English First Additional Language	L2 (5)	L4 (5)	L3 (5)					
13	Food Preparation			L4 (5)		L4 (5)			
14	Freight Logistics			L4 (1)	L4 (2)			L4 (1)	L3 (1)
15	Introduction to Governance			L2 (5)					
16a	Life Orientation Paper 1 (Life Skills component)			L2/3 (10)	L4 (5)				
16b	Life Orientation Paper 2 (ICT component)				L2/3/4 (15)				
17	Management Practice			L4 (5)			L4 (1)	L4 (4)	
18	Marketing Communication	L4 (1)		L4 (5)					L4 (4)

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Western Cape
					Province				
19	Mathematical Literacy		L3 (5)		L4 (5)		L2 (5)		
20	Mathematics				L2 (5)			L3 (5)	L2/4 (2/3)
21	New Venture Creation		L4 (5)	L4					
22	Office Data Processing		L4 (7)		L4 (7)				
23	Physical Science					L3 (4)	L3 (1)		
24	Renewable Energy Technologies	L2 (1)		L2 (2)					L2/3 (2/2)
25	Science of Tourism	L3 (5)							L3 (5)
26	Stored Programme Systems	L4 (2)						L4 (1)	L4 (1)
27	Systems Analysis and Design			L4 (5)					

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

The central moderation of portfolios was completed during October 2016. Regional offices of the DHET, colleges and campuses were informed in writing in advance of this moderation process.

A sample of sites, including public and private colleges and correctional services centres, were requested to submit six portfolios of evidence (PoEs) each for moderation together with the relevant portfolios of assessment (PoA). Staff from selected TVET colleges as well as staff from the Western Cape and Gauteng regional offices coordinated the planning of this moderation process.

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

It was intended that this report would be based on a sample of 220 sites (a decrease of 3% compared to the 227 sites which were moderated in 2015[2]), representing 27 NC (V) subjects, compiled by Umalusi's external moderators who moderated PoAs and PoEs during this period. Despite being informed in good time in writing of Umalusi's impending external moderation, the following 11 sites (compared to 21 sites in 2015, thus a decrease of nine sites) failed to hand in their portfolios for moderation, as is indicated in the following table:

Table 2B: Failure to submit portfolios

Subject	Campus
Animal Production L4	Eshowe
Applied Accounting L4	Kokstad
Electrical Systems and Construction L4	Nongoma
Engineering Fabrication – Boiler Making	Umlazi V
Introduction to Governance L2	Edusa (Pretoria)
Mathematics L3	Klerksdorp
Office Data Processing L4	Enyenyezi
Science of Tourism L3	Centane
Stored Programme Systems L4	Iqhayiya, Germiston and Westlake

Eshowe had been given the opportunity to submit Animal Production L4 portfolios late for off-site moderation, but did not do so.

This was the second consecutive year that the following two colleges failed to submit portfolios on time for external moderation:
- King Hintsa College in the Eastern Cape: in 2015, this college failed to submit the Teko Campus portfolios for external moderation of the subject Electrical Principles and Practice. This year, this college did not submit portfolios for Science of Tourism L3 from Centane Campus;
- Mthashana College in KwaZulu-Natal: in 2015, this college failed to submit the Nongoma Campus portfolios for external moderation of the subject Mathematical Literacy L3, submitting the KwaGqikazi Campus portfolios instead.

All these instances of non-compliance should be followed up in 2017.

The portfolios for two subjects, namely English FAL L2 and Food Preparation L4, were submitted on time by the colleges but were moderated off-site. The reason for this was that the external moderators were unavailable at that time to moderate the two subjects externally at the moderation centres. Therefore, Umalusi staff members moderated the generic sections of the PoA at the moderation centre and the subject-specific sections of the portfolios were sent to the external moderators for off-site moderation. Their reports have been included in the findings.

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2 286 sites were moderated in 2014; this had decreased by 23% in 2016.

2.3 Summary of Findings

A. LECTURERS' PORTFOLIOS (PoAs)

2.3.1 Contents

Umalusi expects lecturers to ensure that their PoAs contain all the relevant documents, namely:
- Personal details and details of their experience as lecturers and in industry;
- A daily/weekly/year plan/schedule (pacesetter) with evidence that this was used as a planning and monitoring document;
- A formal schedule of assessment and moderation;
- The requirements for each assessment task, both theoretical and practical;
- The tasks themselves and the tools used for each assessment task; and
- The recording instruments.

Since the format of the PoAs has been standardised nationally, the general finding was that the contents and appearance of the PoAs had improved steadily in terms of compliance over the past six years, which is encouraging. However, only a total of 24 sites (11%) had assembled all the required documents and evidence in their PoAs (compared to 18 in 2015). These fully compliant sites are listed in the following table:

Table 2C: Campuses with 100% PoA compliance

Subject	Campus
Afrikaans FAL L4	Bellville, Caledon, Paarl and Worcester
Art and Science of Teaching L4	Atlantis
Carpentry and Roof Work L4	Brits
Construction Planning L4	Sir Val Duncan
Consumer Behaviour L4	Springs
English FAL L4	Welkom
Life Orientation L3 (Life Skills)	Usizo Kathorus
Management Practice L4	Brits
Marketing Communication L4	Technisa, City and George
Mathematical Literacy L2	Sibanesetfu, Balfour
Mathematics L4	Wingfield and Thornton
Physical Science L3	Mokopane and Ermelo
Science of Tourism L3	Mossel Bay
Stored Programme Systems L4	East London
Systems Analysis and Design L4	Sedibeng (Vereeniging) and Jeppe (Marshall Street)

The following colleges were identified as having PoAs that were well organised, neatly presented and well maintained, even though in some instances various documents were not provided.

Table 2D: Campuses with neat, orderly and well maintained PoAs

Subject	Campus
Construction Planning L4	KwaThema
Engineering Graphics and Design L3	Richtek
English FAL L3	Pretoria Central Prison
Freight Logistics L4	Mankwe and Kempton
Life Orientation L4 (ICT)	KwaGqikazi
Office Data Processing L4	Centre for People Development

The majority of sites were not fully compliant for the following reasons:
- Eleven percent of the sites did not provide a table of contents page (a slight decrease on the 7% of 2015);
- Twenty-three percent (compared to 20% in 2015) of the sites did not include personal details;
- Twenty percent of the PoAs did not contain the latest version of the subject and assessment guideline, which was a slight increase on the previous year's 23%;
- Even though pacesetters (year plans) were found in 69% of the PoAs, only 55% of lecturers appeared to have used these as working documents for planning and monitoring exercises. It is cause for concern that these findings show a sharp decrease from the previous year in the number of lecturers who understand the value of a year plan and who use it as a planning document. In 2015, 80% of the PoAs contained year plans and there was an indication that 79% of lecturers had used them as a planning tool. This constitutes a decrease of 11% and 24% respectively;
- There was evidence of a downward trend from the previous year in the number of planned tasks that were performed according to schedule, which is of grave concern. Fifty-eight percent of planned tasks were performed according to the schedule, a drop of 10% from the 68% of the previous year. Where 86% of the sites could provide evidence of theoretical tasks, only 66% had made provision for practical tasks. These results were also worrying when compared to the considerably higher percentages in 2015, 93% for theoretical tasks and 79% for practical tasks. Seventy-six percent of portfolios included marking guideline, compared to the 84% of 2015. External moderators found it difficult to check whether marks had been accurately calculated, converted and recorded where marking guideline did not accompany the tasks. Seventy-five percent of the moderated PoAs showed evidence that the marks had been recorded accurately, compared to the 80% of 2015, but only 64% of the sites had converted the raw marks correctly, compared to 73% in the previous year.

- Despite the annual request that sites indicate which assessments had been moderated, only 47% (compared with 66% in 2015) of lecturers had done so, 19% fewer than in 2015. The situation had thus deteriorated considerably.
- Seventy-seven percent (1% down from the previous year) had planned for internal moderation with a pre-moderation checklist and 70% (5% down from 2015) had included a post-moderation checklist. There was thus no improvement on the previous year, despite this essential aspect of teaching and learning being flagged as an area of concern. Instead, internal moderation at colleges had deteriorated. Forty-seven percent of lecturers provided evidence that they had analysed and evaluated their learners' performance for each task, compared to a marginally higher 51% in 2015. There was no change in the percentage of sites that could provide evidence that tasks had been reviewed, with 33% in both 2016 and 2015. These statistics reflect a decline in internal moderation practices when compared with those of previous years, evidence that internal moderation is still not being taken seriously.
- As in 2015, 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 was intended to offer lecturers the opportunity to plan and keep a record of teaching and learning. It seemed this was not always the case.

The following chart depicts the findings described above, illustrating the gradual decrease in compliance from 2015:

Graph 2A: Comparison of PoA documentation in 2015 and 2016
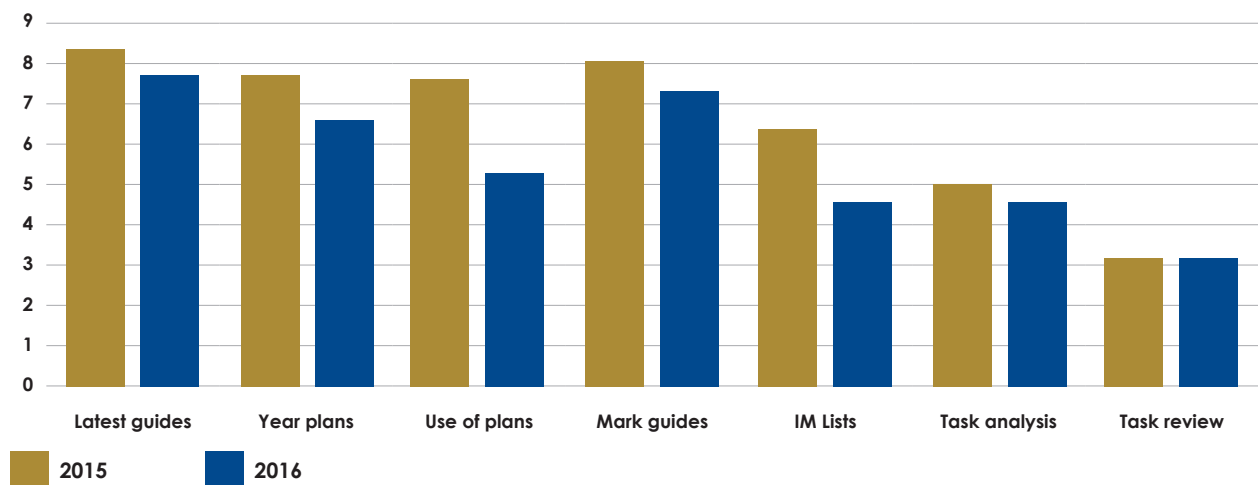
Some of the sites were singled out as submitting PoAs which were disorganised, despite the ICASS Guideline specifying the requirements. Serious issues of failure to comply with the requirements for the content of the POA were found at the following 12 sites:

Table 2E: Campuses with disorganised, untidy and/or incomplete PoAs

Subject	Campus	Comments
Applied Accounting L4	Esikhawini and Qadi	Very disorganised.
		Not compliant.
Criminal Law L3	Rostec (Vereeniging and Pretoria)	Incomplete paperwork.
	Dam Business – Braamfontein	
	Rhodes Technical – Lenasia	
	George Tabor	
Electrical Systems and Construction L4	Ntuzuma	Containing unnecessary papers, many blank.
Engineering Graphic and Design L3	Ntuzuma	No current documents.
English FAL L3	Pretoria	No care had been taken: contents page poorly photocopied and the section dividers handwritten in pencil. None of the necessary documents were filed. The evidence provided suggested that the subject was offered twice a week, thus not meeting the ICASS requirements. Lesson plans were handwritten on the same template as 2015, but for three months only. The mark sheet was incomplete and there was no way of verifying the marks. The register had also not been completed.
Freight Logistics L4	Esikhawini	Very poorly maintained. Documentation for other subjects had been included.
Life Orientation L4 (Life Skills)	Durban	The PoA was poorly organised. Contained a Mathematical Literacy checklist.
	KwaMashu	The PoA was incomplete.
Life Orientation L4 (ICT)	Innovatus (Durban)	The internal moderation checklist had been ticked but appeared to be merely an empty exercise as the ticked boxes did not correspond with the quality of the task presented. Mathematical Literacy assessment framework was included in the PoA.
	KwaMashu	The PoA was incomplete.
Marketing Communication L4	Dobsonville	Very disorganised. Difficult to find the required documents. Dividers had been used without content.
Mathematical Literacy L2	Nelspruit	Not neatly structured and missing documentation.

Subject	Campus	Comments
Mathematical Literacy L4	Maputa	The file did not facilitate navigation as the tabs did not correspond with the numbering on the contents page.
Mathematics L2	Dundee Technological Centre	There were many unnecessary documents that belonged to the subject file. There was an English assessment plan in this PoA.
	Mpumalanga	Documentation for all subjects, not only Mathematics, was included. The table of contents referred to a core subject only. There was very little evidence that teaching and learning had taken place.
Physical Science L3	LTT Murunwa School of Excellence	No evidence of ICASS being implemented. Incomplete documents as well as unnecessary documentation.
	Seshego	Incomplete documents as well as unnecessary documentation.

Note: There was no improvement in the English FAL L3 PoA from Edusa College in Pretoria. In 2015, their English FAL L3 PoA was found to be completely non-compliant. None of the required documents appeared in the file. A single page, a template for monthly preparation (a very simplistic form of pacesetter) was included, and that was all. It had been completed by hand with one or two words, like "meeting procedure". No detail was provided. The last entry was for July, and stated "Holidays!" There were no further entries and no evidence that any work had taken place after June in the PoA or the PoE. Findings in 2016 were similar, except that evidence of teaching and learning was provided for the first three months. The same applied to Life Orientation (Life Skills) L2, where the PoA was described as a "disaster". The external moderator added that this was an example of very poor teaching practices. These comments echo those of the English FAL L3 external moderator.

Despite the PoA of Life Orientation L4 (Life Skills) at Elangeni College's KwaMashu Campus being labelled as "chaotic" in 2015, and despite a further visit in May 2016, when a great deal of time was spent with the lecturers, there was only a slight improvement in the PoA. It was more orderly and contained slightly more of the necessary documentation but this campus was still not fully compliant, despite all the advice and assistance they had been offered. They also submitted their Life Skills and ICT portfolios long after the deadline. This was regarded as an indication that their work was still not correct or up to date, in blatant disregard of the support they had been given in May 2016. Both the external moderators of the Life Skills and ICT components of this subject expressed their concern about the low level of teaching and learning that appeared to be taking place at Elangeni College's KwaMashu Campus. In 2015, they had requested an urgent intervention at this campus, repeating it after a visit in May 2016, a plea that they have had to repeat in 2016.

The fact that the lecturer standing in the classroom is apparently not qualified to teach the subject is an issue that has been raised year after year, and one that continues to raise concerns. In this moderation session, 68% of lecturers were registered with SACE, an encouraging increase of 23% since 2015, and 64% had teaching experience, a positive increase of 19% since 2015. Unfortunately, only 48%, compared to 61% in 2015, had industry experience.

The external moderator of Criminal Law L3 pointed out that the lecturers at Rostec College's Pretoria Campus were not qualified to teach South African law; all the lecturers had foreign qualifications. During a visit in May, he suggested that this should be addressed in the college's development plans but this advice was ignored.

Lecturers' lack of the right qualifications to teach a language was also observed by the external moderator of English FAL L3 at Rostec College (Pretoria).

2.3.2 Assessment tasks

External moderators were requested to focus on only one practical task, but in the absence of practical tasks, moderators were obliged to consider the available assessments.

Provision had only been made for practical assessments in 74% of instances, which meant that at 26% of all the sites, there were no signs of a practical task.

The following sites did not comply with DHET's Guideline for practical assessments:

Table 2F: Campuses with no practical tasks

Subject	Campus	Comments
Animal Production L4	Lichtenburg	The assessments should adhere to the ICASS Guideline and also make use of an assessment framework indicating the cognitive distribution of questions in the tasks.
	Klerksdorp	Assessment scores should be recorded effectively according to the guideline. If the score achieved as well as its converted mark is not recorded, it is impossible to verify.
Applied Accounting L4	Esikhawini	The moderation was dated a month after the date of the assessment which runs counter to the guideline.
Engineering Fabrication – Boiler Making L4	Temba	This campus should adhere to the ICASS Guideline.

Subject	Campus	Comments
English FAL L3	Edusa (Pretoria), Rostec (Pretoria), Pretoria Central Prison, Alexandra and Thuba Makote	The requirements of the practical task had not been met, nor did the set task meet requirements. The oral presentation should have covered a topic related to the field of study and a general topic (such as HIV, rape and so on). Only one oral presentation was required, not two. No attempt had been made to set a task on Poetry, which implies that the topic in the syllabus had either been ignored or avoided.
English FAL L4	Hillside View, Itemoheleng and Sefikeng	The requirements of the practical task were not being followed. Instead of an assignment on literature, a comprehension had been set, based on knowledge questions.
Life Orientation L2 (Life Skills)	Pretoria, Molapo, Carletonville, Ellis Park and Highveld	The guidelines were not used.
Life Orientation L3 (Life Skills)	Pretoria	Very few of the ICASS Guideline had been followed.
Life Orientation L3 (ICT)	Asherville ,Melbourne and Umbumbulu	The lecturers did not appear to understand the difference between a practical assignment as required by the ICASS Guideline and a practical test. A thorough understanding of the SAGs is required.
Management Practice L4	Roodepoort and Leeuwkop Correctional Services	These two sites did not follow the ICASS Guideline.
Marketing Communication L4	Atteridgeville	The ICASS Guidelines were not used to ensure that the tasks were up to standard.
Mathematical Literacy L3	Bloemfontein, Thaba 'Nchu and Botshabelo	The guidelines were not fully implemented. For example, the correct number of tests had been conducted and the correct templates were in place and the correct weighting to record marks was applied, but the site did not comply with other academic requirements that carry more weight. For instance, there were no practical assessments and assessments had not been reviewed.
Mathematics L2	Plessislaer	The DHET ICASS Guidelines were not being implemented as too many documents were missing from the PoA. There were no tasks in either the PoA or the PoE.
Physical Science L3	Tswelopele Commercial Centre – Burgersfort and LTT Murunwa School of Excellence	These sites did not meet the ICASS requirements.
Renewable Energy Technologies L2	Ngqungqushe	This site had not followed the ICASS Guideline.

The external moderators also expressed concerns about the following:

- As in 2015, external moderators observed that assessors did not know how to set appropriate theoretical or practical tasks. In 75% of cases, ICASS Guideline had been used (which was 2% higher than in 2015). This was one of the few areas in which the findings of 2016 were an improvement on the previous year;
- In only 64% of the assessments (the same percentage as in 2015), had an assessment framework or grid being used to set the task. In some instances, where there was evidence of an analysis grid, this had been used incorrectly. A substantial number of lecturers (36%) appeared therefore unable to understand taxonomies. As noted in 2013, 2014 and 2015, assessors often confused the term "test" with "task" and "assignment" with "project". They also called a theoretical task a practical task. This confusion indicated that lecturers had not grasped what tasks were intended to assess and how this should take place; and
- External moderators also complained that in some cases, the tasks were not numbered in their PoAs, which made external moderation challenging as the correct tasks could not be easily located.

In 2015, Edusa College (Pretoria) did not submit any assessments for Life Orientation L3 (Life Skills). This was again the case in 2016. This college has thus failed to comply for two consecutive years.

As for the amount of content that the assessments covered, 61% of the sites provided the appropriate assessment task. Sixty-three percent covered a substantial amount of work and at 61% of sites, the weighting and spread of content were appropriate.

The following sites did not comply fully with regard to content coverage as described in the previous paragraph:

Table 2G: Campuses that did not cover the required content

Subject	Campus
Animal Production L4	Lichtenburg, Klerksdorp, Mthimba and Umlazi V
Applied Accounting L4	Esikhawini
Carpentry and Roof Work L4	Ermelo and CN Mahlangu
Construction Planning L4	Molapo
Criminal Law L3	Dam Business College – Braamfontein, Rhodes Technical –Lenasia, Rostec – Pretoria, Rostec – Vereeniging
Electrical Systems and Construction L4	Majuba Technology Centre and Ntuzuma
English FAL L4	Hillside View, Itemoheleng and Sefikeng
Food Preparation L4	Vanderbijlpark and Ellisras
Freight Logistics L4	Esikhawini
Life Orientation L2 (Life Skills)	Molapo and Highveld
Life Orientation L2 (ICT)	Umlazi BB, Gamalakhe and Clydesdale

Subject	Campus
Life Orientation L3 (Life Skills)	Pretoria
Life Orientation L3 (ICT)	Asherville, Melbourne and Umbumbulu
Life Orientation L4 (Life Skills)	KwaMashu and Innovatus - Durban
Life Orientation L4 (ICT)	Innovatus – Durban
Mathematical Literacy L4	Innovatus – Eshowe, Qalakabusha Correctional Centre and Maputa
New Venture Creation L4	Lekoa and Krugersdorp
Office Data Processing L4	Mandeni
Physical Science L3	LTT Murunwa School of Excellence – Louis Trichardt, Tswelopele Commercial Centre – Burgersfort and Seshego
Renewable Energy Technologies L4	Tosa and Ellis Park
Systems Analysis and Design L4	George Tabor

The following comments on the quality of practical tasks that did not adhere to the ICASS Guideline were made by external moderators:

Table 2H: Quality of practical task

Subject	Campus	Comments
Animal Production L4	Lichtenburg	Both practical assignments were theoretical in nature and did not develop the learner's practical skills. The task was too simplistic since learners only had to identify something (such as ostrich beads). If there had been an assessment framework, this would have ensured a better balance of questions testing cognitive skills. The task did not encourage practical application of skills and nor did it keep the students abreast of new technological developments in the field.
	Klerksdorp, Mthimba and Umlazi V	Theoretical knowledge should have been applied. There was also a tendency to test knowledge comprehension skills. The task needed to be physically carried out in the field (e.g. castration and milking) and should also have covered various subject and learning outcomes so that the learners could gain a grasp of a variety of practical skills in various animal production units.
Applied Accounting L4	Esikhawini and Qadi	The task was based on Paper 1 only whereas the practical component of the subject was addressed in Paper 2.

Subject	Campus	Comments
Carpentry and Roof Work L4	Ermelo and CN Mahlangu	The standard of the practical was not appropriate and served no learning purpose whatsoever.
Construction Planning L4	Molapo	The assessment task for a different subject (Construction Supervision) had been done and the wrong assessment guideline had been used.
Construction Planning L4	Mamelodi, Tembisa, Sebokeng, Mavhoi, Maake and CS Barlow	The assessment task was not appropriate for the outcomes being assessed. The task took the form of a written assignment and did not assess applied competence. Higher order questions were not addressed.
	Seshego and Sir Val Duncan	The written test lacked higher order questions and most questions were knowledge and application based. There was also little practical application.
Consumer Behaviour L4	Technisa, Alberton, Boksburg and Germiston	Even though there was an analysis grid, it had not been used correctly. The shared task was too theoretical.
English FAL L3	Rostec – Pretoria, Pretoria Central Prison and Thuba Makote	Both practical tasks were oral presentations on general topics although it is specified in the SAGs that topics should be relevant to the programme.
	Alexandra and Thuba Makote	Three practical tasks were required by the SAGs. Not all of these had been completed.
English FAL L4	Itemoheleng	No tasks were provided.
Food Preparation L4	Odi	No practical task was submitted and could therefore not be evaluated.
Freight Logistics L4	Esikhawini and Umbilo	No practical assessment tasks were available in the PoA.
Introduction to Governance L2	DSDC (Prinsloo Street) Rostec (Johannesburg and Vereeniging)	None of these sites had administered a practical task.
Life Orientation L2 (Life Skills)	Pretoria, Molapo, Carletonville, Ellis Park and Highveld	Task 5 should be a project and not a list of questions for students to answer from the knowledge they have accumulated.
Life Orientation L3 (Life Skills)	Innovatus (Durban)	The task was not a practical one and was based entirely on ICT and overly theoretical. This task did not comply with the requirements of the SAGs.
Life Orientation L3 (ICT)	Innovatus (Durban)	The practical task was not well designed. Instructions were not clear and insufficient information had been given to elicit the required response. The task also included elements that were not required by the SAGs.

Subject	Campus	Comments
Life Orientation L3 (ICT)	Melbourne	Although there was an analysis grid, it was of a very poor standard with the wrong information provided.
Life Orientation L4 (Life Skills)	KwaMashu	Neither a project nor a practical task had been done, only a take-home text which enabled students to copy from the textbook and from one another. All of them achieved 100%.
Marketing Communication L4	Alberton	The focus of a practical task should be on the demonstration of skills acquired. This was not the case as students merely had to recall information or use knowledge and skills in a case study.
	Atteridgeville	The practical task did not meet the stipulated criteria.
Mathematical Literacy L3	Bloemfontein, Thaba 'Nchu and Botshabelo	No practical tasks had been attempted.
Mathematical Literacy L4	Umlazi BB and As Salaam	Task 6 was referred to as a practical assessment, but it was a theoretical assessment in the form of an assignment.
Mathematics L2	Plessislaer	No tasks were submitted for external moderation.
	Dundee Technology Centre	Students were required to do too much in one assessment: it should have been broken up into three smaller tasks.
New Venture Creation L4	Lazarus Nhlapo	No practical tasks.
	Krugersdorp	Practical tasks partially completed.
	Rhodes Technical (Lenasia) and Lekoa	Practical task tested theoretically.
	Krugersdorp	Only one practical task included but the assignment resembled a test, assessing knowledge only and covering only one topic.
Office Data Processing L4	Centre for People Development	No practical tasks.
Science of Tourism L3	East London	There were no practical assessments.
Stored Programme Systems L4	Evander	Copied from textbook or old question paper.
Systems Analysis and Design L4	George Tabor	All the tasks were theoretical.

The technical aspects of the tasks were rated as follows:
- Seventy-eight percent had been neatly typed, containing all the relevant information such as the name of the subject, the time allocation and an indication of the allocation of marks;
- In 82% of cases, the instructions were clear and unambiguous;

- Appropriate language and terminology was used in 75% of cases. This did not compare well with the 84% of 2015;
- The marking allocation was clear 79% of the time, which did not compare well with the 83% of the previous year either;
- Seventy-two percent of the marks for the tools were the same as for the question paper, compared with 76% in 2015;
- Not all tasks required good quality illustrations, but where this was a requirement they were clear in 55% of the cases;
- Seventy-nine percent of the tasks were correctly numbered, compared with 84% in 2015; and
- In 67% of the tasks, the time allocation was realistic and adequate, compared to 73% in 2015.

The following sites did not comply with the required technical aspects in the tasks:

Table 2I: Complete non-compliance with the technical aspects of task-setting

Subject	Campus
Carpentry and Roof Work L4	Jouberton
Criminal Law L3	George Tabor, Dam Business (Braamfontein), Rhodes Technical (Lenasia), Rostec (Pretoria and Vereeniging)
English FAL L3	Edusa (Pretoria)
Life Orientation L3 (Life Skills)	Edusa (Pretoria)
Physical Science L3	Tswelopele Commercial Centre (Burgersfort) and Seshego

The following centres were only partly compliant:

Table 2J: Limited compliance with the technical aspects of tasks

Subject	Campus	Comments
Animal Production L4	Lichtenburg	Instructions were ambiguous; the mark allocation was unclear and did not match that in the marking guideline; the numbering was incorrect.
	Klerksdorp	Instructions were ambiguous; the language was inappropriate; the mark allocation was unclear and did not match that in the marking guideline; the numbering was incorrect.
	Umlazi V	The mark allocation was unclear and the numbering was incorrect.
Applied Accounting L4	Esikhawini	Not neatly typed and lacking some relevant information.
	Swinton	The marks did not match those in the marking guideline; the numbering was incorrect; the illustrations were poor quality and the time allocation was unrealistic.

Subject	Campus	Comments
Applied Accounting L4	Appelbosch	The tasks were not neatly typed; instructions were ambiguous; the mark allocation was unclear and did not match that in the marking guideline; the illustrations were of a good quality.
	Qadi	The task had not been neatly typed; instructions were ambiguous; the mark allocation was unclear and did not match that in the marking guideline; the illustrations were of a good quality.
Art and Science of Teaching L4	Bloemfontein	The marks in the marking guideline were not the same as in the question paper.
Carpentry and Roof Work L4	Brits	The task had not been neatly typed.
	Ermelo	The instructions were not clear and the time allocation was not realistic.
	CN Mahlangu	The instructions were not clear and the time allocation was unrealistic.
Construction Planning L4	Molapo, Mamelodi, Tembisa, and Sebokeng	The language and terminology was inappropriate.
	Seshego and Maake	The instructions were ambiguous.
Consumer Behaviour L4	Technisa	The instructions were ambiguous and the allocation of marks was unclear.
	Alberton	The instructions had were ambiguous and the language and terminology inappropriate.
Electrical Systems and Construction L4	Majuba Technology Centre and Ntuzuma	The tasks had not been neatly typed.
Engineering Fabrication – Boiler Making L4	Vereeniging	The tasks had not been neatly typed and the illustrations were poor in quality.
Engineering Graphics and Design L3	Swinton	The mark allocation was unclear and deviated from the marking guideline.
	Ntuzuma	The mark allocation was unclear.
English FAL L3	Rostec (Pretoria)	The time allocation was unrealistic.
	Pretoria Central Prison	The mark allocation was not clear and deviated from the marking guideline.
English FAL L4	Welkom and Hillside View	The instructions were not clear and the language was inappropriate.
	Sefikeng	The marks for the question paper did not correspond with those in the marking guideline.
Food Preparation L4	Springs	The mark allocation was unclear and the time allocation was unrealistic.
	Roodepoort	The time allocation was unrealistic.
	Ellisras	The task was not neatly typed out; the marks in the task did not correspond with those in the marking guideline; the time allocation was unrealistic.

Subject	Campus	Comments
Food Preparation L4	Makwarela	The task was not neatly typed; the instructions were not clear and the time allocation was unrealistic.
	Phalaborwa	The time allocation was unrealistic.
Freight Logistics L4	Esikhawini	The time allocation was unrealistic.
	Kempton	The mark allocation in the question paper did not correspond with that in the marking guideline; the time allocation was unrealistic.
Life Orientation L2 (Life Skills)	Carletonville	The mark allocation in the question paper did not correspond with that in the marking guideline; the time allocation was unrealistic.
	Molapo	The time allocation was unrealistic.
	Highveld	The tasks had not been typed out neatly and the instructions were ambiguous; the mark allocation was not clear and was not the same as in the marking guideline; the numbering was incorrect.
Life Orientation L2 (ICT)	Newcastle Technology Campus	The marks did not correspond with those in the marking guideline; the numbering was incorrect.
	Umlazi BB	The mark allocation was not clear and did not correspond with that in the marking guideline; the time allocation was unrealistic.
	Ubuhle-Bogu	The mark allocation was unclear.
	Gamalakhe	The tasks had not been neatly typed; the marks did not correspond with those in the marking guideline, were not numbered correctly and the time allocation was unrealistic.
	Clydesdale	The mark allocation was unclear and did not correspond with that in the marking guideline; the time allocation was unrealistic.
Life Orientation L3 (Life Skills)	Heidelberg	The quality of illustrations was poor.
Life Orientation L3 (ICT)	Melbourne	The mark allocation was unclear.
	Umbumbulu	The marks did not correspond with those in the marking guideline.
Life Orientation L4 (Life Skills)	KwaMashu	The instructions were not clear; the language was inappropriate; the marks did not correspond with those in the marking guideline.
	Innovatus (Durban)	The tasks had not been typed neatly and the instructions were not clear; the marks did not correspond with those in the marking guideline.
	Centre for People Development	The language was inappropriate; the time allocation was unrealistic.
	Umlazi V	The instructions were ambiguous.
Life Orientation L4 (ICT)	KwaMashu	The marks did not correspond with those in the marking guideline.

Subject	Campus	Comments
Life Orientation L4 (ICT)	Innovatus (Durban)	The instructions were unclear; the marks did not correspond with those in the marking guideline; the time allocation was unrealistic.
	Umlazi V	The time allocation was unrealistic.
Marketing Communication L4	Alberton	The time allocation was unrealistic.
Mathematical Literacy L2	Nelspruit and Barberton	Language and terminology was inappropriate; the quality of illustrations was poor, the numbering incorrect and the time allocation unrealistic.
	Sibanesetfu and Balfour	The instructions were unclear; the quality of illustrations was poor and the numbering was incorrect.
	Watervalboven	The mark allocation was unclear and did not correspond with that in the marking guideline.
Mathematical Literacy L3	Lere La Tsepe	The instructions were unclear and the language inappropriate; the quality of illustrations was poor.
Physical Science L3	LLT Murunwa School of Excellence	The tasks were not neatly typed; the instructions were unclear; the language and terminology was inappropriate; the quality of illustrations was poor; the time allocation was unrealistic.
Renewable Energy Technologies L2	Ngqungqushe	The tasks were not typed out neatly and the instructions were unclear; the language and terminology were inappropriate; the time allocation was unrealistic.
Science of Tourism L3	Grahamstown	The marks did not correspond with those in the marking guideline; the time allocation was unrealistic.
	Uitenhage	The marks did not correspond with those in the marking guideline; the time allocation was unrealistic.
Stored Programme Systems L4	Evander	The marks did not correspond with those in the marking guideline.
Systems Analysis and Design L4	George Tabor	The tasks had not been typed neatly and the instructions were unclear; the language was inappropriate; the mark allocation was unclear and the numbering incorrect.
	Pretoria West	The tasks had not been typed out neatly.

Some campuses did not set their own questions for their tasks, but took questions verbatim from previous examination papers. In several cases, these questions had been cut and pasted with changes made by hand on the tasks themselves. The following sites based their assessments on the textbook or previous examination question papers only:

Table 2K: Assessments based on textbooks/previous examination question papers

Subject	Campus	Comments
Applied Accounting L4	Esikhawini, Swinton and Qadi	Cut and pasted examination papers from previous years used as tests.
English FAL L3	Edusa (Pretoria)	The only assessment tasks were copies of activities from a textbook and copies of three previous examination papers.
	Rostec (Pretoria)	The tasks consisted of previous examination papers.
Food Preparation L4	Ellisras	The assignment consisted of a theoretical task the answers to which were copied from the textbook.
Life Orientation L2 (ICT)	Gamalakhe	Very poor copies of the past two years' examination papers were used, including the watermark and footers.
Life Orientation L3 (ICT)	Asherville, Melbourne and Umbumbulu	Although the practical task had been assessed, it was incomplete and taken from a previous examination question paper. This assessment took the form of a test.
Marketing Communication L4	Atteridgeville	The practical task did not have a practical component but was an assignment based on an old examination question paper.
Mathematical Literacy L4	Qalakabushe Correctional Centre	All assessments had simply been cut and pasted from previous examination question papers (old curriculum).
	Eshowe, Umlazi BB, Maputa and As Salaam	All the sites used previous examination question papers, based on the old syllabus, to set the assessments.
Mathematics L2	Richtek, Plessislaer and Edendale	The assessments were taken from past examination question papers. Richtek cut and pasted the questions verbatim. Edendale retained the original watermark and was poorly copied.
Mathematics L3	Matlosana	Some question papers were photocopied from the previous national examination question papers and numbers had been entered by hand.
Office Data Processing L4	Pinetown, Harrismith, Maluti (Main Campus), Bethlehem	There was a great deal of reliance on previous examination question papers.
Physical Science L3	LTT Murunwa School of Excellence (Louis Trichardt)	Practical tasks took the form of written assignments with very low cognitive demand, based on theoretical questions from previous examination question papers.
Stored Programme Systems L4	Evander	Copied from textbook or old examination question papers.
Systems Analysis and Design L4	George Tabor	All formative assessment content was copied and pasted from previous examination question papers without any evidence that the examiner had used any creative skills to set or create an assessment.

With regard to the cognitive demand of the tasks, the findings were as follows:

- Sixty-four percent of tasks were pitched at the right level, compared with 73% in 2015, a decrease of 9%.
- In 54% of assessments, creative responses had been allowed, compared with the 68% of 2015.
- Only 59% of the assessments, 14% fewer than the previous year's 73%, included practical application.
- In 57% of assessments, the latest developments and trends in the field had been applied, 14% fewer than the 71% of 2015.

All these percentages represented a significant decrease compared to 2015. The following chart illustrates the decline in compliance with the requirements for cognitive demand of questions in the tasks:

Graph 2B: Decline in the cognitive demand of tasks since 2015
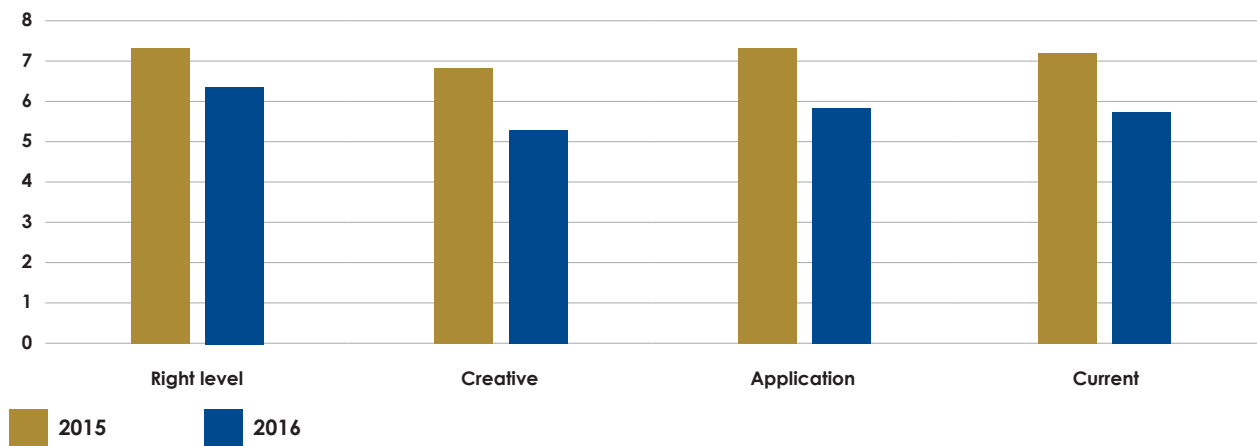
These findings raise serious concerns.

2.3.3 Assessment tools

Seventy-one percent of the marking tools were relevant and appropriate (a 4% drop from 75% in 2015) and 71% of the marking guideline were clear and neatly typed in comparison with 63% in the previous year, showing an encouraging increase of 8%. Sixty-one percent of the marking guideline were easy to use, which was significantly better than 2015 (41%). A clear indication of mark allocation within questions occurred in 65% of cases, similar to 2015. Generally, 2015 was an improvement on 2014, when many sites had only a few and many had no marking guideline available in the PoAs, and there was a definite increase in compliance in the development of marking guideline in 2016, which was encouraging. However, there is still room for improvement.

The absence of marking guideline made it difficult for the external moderators to moderate not only the tasks, but also the accuracy of the record of marks and the subsequent conversion of the raw marks. The following sites submitted no marking guideline:

Table 2L: No marking guidelines submitted

Subject	Campus
Art and Science of Teaching L4	Bloemfontein
Construction Planning L4	Mamelodi
Criminal Law L3	Dam Business (Braamfontein), Rhodes Technical (Lenasia), Rostec (Pretoria and Vereeniging)
Electrical Systems and Construction L4	Richtek, Mandeni and Ntuzuma
English FAL L3	Edusa (Pretoria) and Pretoria Central Prison
English FAL L4	Hillside View
Introduction to Governance L2	Rhodes Technical (Lenasia)
Life Orientation L2 (ICT)	Umlazi BB, Gamalakhe, Clydesdale and Edusa (Pretoria)
Life Orientation L4 (Life Skills)	Innovatus (Durban)
Life Orientation L4 (ICT)	KwaMashu and Innovatus (Durban)
New Venture Creation L4	Wilberforce Community College
Physical Science L3	Tswelopele Commercial Centre (Burgersfort) and Seshego
Systems Analysis and Design L4	George Tabor

The external moderators were critical of the standard and quality of the assessment tools or marking guideline, as can be seen from the following comments:

Table 2M: The standard and quality of assessment tools

Subject	Campus	Comments
Animal Production L4	Klerksdorp	As a result of the inadequate marking tool, the quality of marking was poor.
Consumer Behaviour L4	Technisa	The rubric used for marking was not specific, resulting in marks that were too high.
English FAL L3	Edusa (Pretoria)	In the absence of any marking guideline, it was difficult to judge the accuracy of the marking but it consisted mostly of red lines through answers.
Mathematics L2	Dundee Technology Centre	The rubric was unclear and did not facilitate marking. It contained no qualitative explanation of how the marks could be calculated.
New Venture Creation L4	Wilberforce Community College	The question paper was used as a marking tool. The answers were handwritten next to the question where there was sufficient space and, if not, the answer was written where space permitted in the question paper.

Subject	Campus	Comments
Science of Tourism L4	Uitenhage	The wrong marking guideline was submitted. This was not identified in the internal moderation process.
Systems Analysis and Design L4	George Tabor	All assessments were based on previous examination papers. The internal examination consisted of the complete external examination paper.

2.3.4 Internal moderation

Since 2011, external moderators have observed that there is a general lack of effective internal moderation of tasks and tools and of learner performance. Very little seems to have been done to rectify this, and the situation remained unchanged in 2016.

a) Pre-moderation (moderation of tasks)

Even though there was an indication that an internal moderator's checklist existed in 70% of cases (a drop of 2% from 2015), this appeared to be a formality with no evidence that it had been used effectively. Only in 24% of cases was there any evidence of qualitative feedback on the task being given to the assessor. The situation had declined sharply since 2015, when the proportion was 36%. The majority of tasks were simply rubberstamped, disregarding all errors and weaknesses such as language errors, errors in mark allocation and cut and pasted questions taken from previous examination papers. Only 17% of assessors, as opposed to 26% in 2015, had followed up on or implemented the recommendations, where these had been made.

The general lack of internal moderation resulted in poor assessment practices at many sites, described in 3.4.2 and 3.4.3 above (assessment tasks and tools). Please refer to Table 3N where sites that did not comply with all the basic requirements of designing effective assessment tools have been listed.

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

In only 58% of instances was the required 10% of marked tasks internally moderated, compared with 64% in 2015, with 58% of the sample moderated containing a full range of marks. In 2015, 63% contained a full range of marks. This means that, in many cases, moderation had not taken place at all. Once again, it was noted that where internal moderation of marking had occurred, it had been a mere formality with shadow marking. In only 26% of cases, a 10% drop from 2015, did the internal moderator provide qualitative feedback to the assessor.

External moderators had only positive comments to make about the internal moderation practices in two subjects at six campuses of three colleges (Boland, Northlink and South Cape), both in the Western Cape. These comments are reflected in the following table:

Table 2N: High standard and quality of internal moderation at colleges

Subject	Campus	Comments
Afrikaans FAL L4	Bellville, Caledon, Paarl and Worcester	Marking and moderation were done thoroughly and fairly in most cases.
Marketing Communication L4	Beaufort West and George	Moderation was up to standard.

However, these were not the only colleges to be fully compliant in internal moderation practices. The other 27 sites that were compliant are listed in the table below:

Table 2O: Compliance in internal moderation practices

Subject	Campus
Carpentry and Roof Work L4	Brits, Ermelo, Sibanesetfu and CN Mahlangu
Construction Planning L4	Seshego
Engineering Graphics and Design L3	Mlumati, Kanyamazane and Standerton
Freight Logistics L3	Strand
Freight Logistics L4	Umbilo and Kempton
Management Practice L4	Brits
Marketing Communication L4	City, Protea, Beaufort West and George
Mathematical Literacy L2	Sibanesetfu, Balfour and Watervalboven
Mathematics L3	Matlosana
Mathematics L4	Thornton and Fish Hoek
Physical Science L3	Mokopane and Ermelo
Science of Tourism nL3	Stellenbosch
Stored Programme Systems L4	East London
Systems Analysis and Design L4	Vereeniging

The following table reflects the comments made by external moderators on the poor standard and quality of internal moderation at some colleges:

Table 2P: Poor standard and quality of internal moderation at colleges

Subject	Campus	Comments
Animal Production L4	Lichtenburg	The substandard quality of the task was an indication that internal pre-moderation had not been effective.
	Klerksdorp and Umlazi V	Qualitative information on learner performance from post-moderation is important to give learners feedback on their scores and an indication of the areas they need to work on.

Subject	Campus	Comments
Animal Production L4	Mthimba	The internal moderation was so poor that the minimum number of quality indicators for compliance had not been met.
Applied Accounting L4	Esikhawini	This appeared to be a formality, with the pre- and post-moderation reports signed and dated on the same day as the assessment. The completion of the checklist did not add value.
	Swinton	All the assessments had been analysed in one document for purposes of compliance only. There was evidence of shadow moderation. The completion of the checklist was a formality only and did not add value.
	Qadi	The completion of the checklist was a mere formality and did not add value.
	Appelbosch	The internal moderator missed errors made by the marker.
Construction Planning L4	Molapo, Sebokeng and Maake	There was no evidence that the assessment task had been internally moderated. The quality and standard of the internal moderation at Maake was unacceptable.
	Mamelodi, Tembisa and KwaThema	The internal moderation process was for the purpose of compliance only.
	Mavhoi and CS Barlow	The quality and standard of the internal moderation was unacceptable.
Consumer Behaviour L4	Technisa, Alberton, Boksburg, Germiston and Springs	Internal moderation consisted of a checklist only.
English FAL L3	Edusa (Pretoria), Rostec (Pretoria) and Thuba Makote	There were incomplete moderation checklists in the PoA. Mark sheets did not indicate whether moderation had taken place. Although there were signs of internal moderation at Rostec and Thuba Makote, this was a mere formality for the sake of compliance.
	Pretoria Central Prison and Alexandra	Although there were signs that internal moderation had taken place, this appeared to be a formality for the sake of compliance.
Life Orientation L3 (ICT)	Melbourne	Although there were internal moderation checklists, they were of a poor quality.
	Asherville, Umbumbulu and Northdale	Although all four sites (this included Melbourne) appeared to have undergone pre-moderation, the moderator did not realise that the practical assignment did not meet the requirements of the SAGs.
Life Orientation L4 (Life Skills)	Innovatus (Durban)	According to the checklist, the task had been internally moderated, but the internal moderator did not notice the many mistakes and inadequacies in the task, such as the fact that it did not follow the Life Orientation curriculum, that there was no marking guidelineline and that the rubric was inadequate. Internal moderation had taken place but this was a formality for the sake of compliance
	KwaGqikazi	Shadow moderation had taken place, which served no purpose.

Subject	Campus	Comments
Management Practice L4	Barberton Correctional Services	There was evidence that shadow moderation had taken place.
Mathematical Literacy L2	Sibanesetfu and Watervalboven	There was evidence of shadow marking.
Mathematical Literacy L3	Bloemfontein, Thaba'Nchu and Botshabelo	Even though there were templates for pre- and post-moderation, they were either not completed or not completed correctly. Shadow moderation was also evident at Thaba 'Nchu.
	Lere La Tshepe	
	Lere La Tshepe	Although it was indicated that certain files had been moderated, this proved not to have been the case.
Mathematical Literacy L4	Innovatus (Eshowe) and Qalakbusha Correctional Centre	Shadow moderation only. The templates were there but they had not all been completed in such a way that they were relevant to that specific task since it was not a practical one.
Mathematics L2	Richtek, Edendale, Dundee Technology Centre and Mpumalanga	Internal moderation appeared to be a case of window dressing for purposes of compliance and the value and importance of pre- and post-moderation had clearly not been understood.
Science of Tourism L3	Grahamstown and Uitenhage	The moderation appeared to be a cut and paste exercise with no real value. There were random ticks, yet there were errors that had not been identified.

Besides some sites providing no evidence of any moderation, the chief problem appeared to be that shadow moderation was taking place or moderation for the sake of compliance rather than to improve the assessment practices it was meant to oversee.

2.3.5 Monitoring and auditing of portfolios

Monitoring and auditing visits took place at college or campus level at only 63% of sites, which was an indication that they were not taking place as regularly as they should have. In 2014, these visits took place at 82% of the sites, with an alarming drop of 13% in 2015 and a further drop of 6% in 2016. The frequency of these visits ranged from once a year to four times a year (or once a term).

At sites where these visits had taken place, only 57% provided auditing reports, compared with 62% in the previous year and 72% in 2014. There had thus been a steady decline in monitoring and auditing practices at the colleges. Even though auditing reports were available in some cases, only 26% of these reports appeared to have assisted the lecturer. This was a similar finding to 2015, where only 33% of the reports appeared to have assisted the lecturer. In some instances, although a monitoring visit had taken place, non-compliance issues had been ignored, as is clear from the tables citing non-compliance issues.

The external moderators reported on the lack of monitoring and evaluation at college or campus level as follows:

Table 2Q: Lack of monitoring portfolios at college or campus level

Subject	Campus	Comments
Animal Production L4	Lichtenburg	Monitoring should not be an empty exercise but should indicate to the lecturer how improvements can be made. Follow-up monitoring should then also be implemented.
	Klerksdorp	More detail is required in the reports to aid the lecturer's development.
Applied Accounting L4	Appelbosch	Even though there was evidence that the files had been monitored, there were no pre- or post-moderation reports and this had not been noticed. It was thus little more than an exercise in compliance. The assessment schedule also indicated that the task should have been conducted at a specified time, but it had in fact been conducted a month later. This had also not been flagged.
Mathematics L2	Edendale	There was a checklist that appeared to be little more than a rubber stamp. It had been signed on 20 October 2016, far too late for it to have been of any use.

The general lack of quality assurance of teaching and learning at campus and college level might have contributed to the level of non-compliance in the sector. As in 2015, it appeared that complete responsibility for quality assurance lay with Umalusi. This might explain why some of the reports were dated just before Umalusi's external moderation.

The following sites were not internally monitored or audited at campus or college level:

Table 2R: Sites where no monitoring and auditing took place

Subject	Campus
Animal Production L4	Mthimba and Umlazi V
Applied Accounting L4	Esikhawini and Qadi
Construction Planning L4	Sebokeng, Mavhoi and CS Barlow
Electrical Systems and Construction L4	Majuba Technology Centre, Richtek, Mandeni and Ntuzuma
Engineering Fabrication – Boiler Making	Temba and Majuba Technology Centre
English FAL L2	Park Avenue, East London, Dutywa, Edusa (Pretoria)
English FAL L3	Pretoria Central Prison and Alexandra
Food Preparation L4	Phalaborwa
Freight Logistics L4	Esikhawini
Introduction to Governance L2	Rhodes Technical College (Lenasia) and Rostec (Johannesburg)
Life Orientation L2 (Life Skills)	Molapo, Pretoria, Highveld and Ellis Park
Life Orientation L2 (ICT)	Umlazi BB and Ubuhle-Bogu
Life Orientation L3 (ICT)	Asherville and Umbumbulu
Life Orientation L4 (ICT)	KwaMashu and Umlazi V

Subject	Campus
Management Practice L4	Roodepoort, Pretoria and Mahikeng
Marketing Communication L4	Dobsonville
Mathematical Literacy L3	Bloemfontein, Thaba 'Nchu and Sasolburg
Mathematical Literacy L4	Eshowe, Qalakabusha Correctional Services, Umlazi B and As Salaam
Mathematics L3	Lehurutshe
Office Data Processing L4	Mandeni and Centre for People Development
New Venture Creation L4	Wilberforce Community College, Lazarus Nhlapo and Bloemfontein
Physical Science L3	Tswelopele Commercial Centre (Burgersfort)
Science of Tourism L3	East London
Systems Analysis and Design L4	George Tabor

Note: This is the second year running that the following colleges have failed to monitor or audit their campus portfolios (although not necessarily in the same subject):

Table 2S: Failure to monitor portfolios in 2015 and 2016

Subject	Campus
Animal Production L4	Umlazi V
Introduction to Governance L2	Rhodes Technical (Lenasia)
English FAL L3	Alexandra
Freight Logistics L3	Esikhawini
Life Orientation L4	Umlazi V
Mathematical Literacy L3	Innovatus (Eshowe and Durban)
Systems Analysis and Design L4	George Tabor

The fact that Coastal College's Umlazi V campus had not had its portfolios monitored in three subjects in 2015 and in two different subjects in 2016 means it is safe to surmise that this college did not check what was happening in its classrooms.

B LEARNER PORTFOLIOS (PORTFOLIO OF EVIDENCE OR POEs)

Fewer than half (41%) of the PoEs were fully compliant at 93 sites. This finding was comparable with 42% in 2015 and 41% in 2014. There had therefore not been much improvement in this area.

The contents of the PoE had not improved since the previous year. In fact, in all aspects, there was a drop in compliant PoEs. Sixty-eight percent (77% in 2015) of the PoEs, had evidence of an assessment plan. Seventy-seven percent (85% in 2015) of the files contained examples of work that had been marked, with 73% (83% in 2015) containing an appropriate record of scores. Seventy-two percent (82% in 2015) of these scores correlated with the marks in the PoA. It was very difficult to ascertain whether the marks had been transcribed and converted correctly, as has

been reported above. This was worrying as external moderators were uncertain what mark had been submitted as a representative of the learner's internal mark.

The following sites submitted PoEs of a high standard:

Table 2T: High quality PoEs

Subject	Campus	Comments
Afrikaans FAL L4	Bellville, Caledon, Paarl and Worcester	The PoEs were neat and well maintained.
Construction Planning L4	Kwathema, Tembisa, Seshego, Sir Val Duncan and CS Barlow	The PoEs were neat and well organised.
English FAL L3	Pretoria Central Prison and Thuba Makote	The PoEs were neat and orderly.
Mathematical Literacy L3	Sasolburg	The PoEs were well maintained with all the marks reflected correctly in their raw form percentages and weighted mark conversions. This mark corresponded with the mark in the PoA.

Essential documents could not be found in the following PoEs:

Table 2U: Poor quality PoEs

Subject	Campus	Comments
Applied Accounting L4	Esikhawini	The scoresheet was included in the PoE but it had not been completed.
Applied Accounting L4	Qadi	The PoE was non-compliant in most respects. The assessment plan was handwritten and appeared to have been inserted in the PoE to be compliant: the assessment dates did not make sense as they overlapped.
Electrical Systems and Construction L4	Richtek	No PoEs submitted, only plastic sleeves containing some of the tasks.
Engineering Graphics and Design L3	Standerton	All the tasks and tests for six students had been filed in one file, with no personal details for any of these students.
English FAL L2	Park Avenue, East London and Dutywa	The PoEs were not handed in – only one assessment task.
Life Orientation L4 (Life Skills)	KwaMashu	The PoE was a muddle of unnecessary and irrelevant page dividers. Tasks were inserted anywhere and in any order. Tasks had not been numbered and some documents were duplicated. The new PoE requirements had not been followed.

Subject	Campus	Comments
Marketing Communication L4	Dobsonville	Where one file would have a complete document, another would contain a half completed page of the same document, while a third contained no documents at all. There were a number of dividers in a file, but the relevant document had not been filed. None of the sample had been internally moderated.
Mathematical Literacy L3	Thaba 'Nchu	The tasks in the PoE were not filed in the same order as in the PoA.

2.3.1 Learner performance

Seventy-nine percent of the learners appeared to have responded well to the tasks, which was a drop of 5% from 2015. However, a number of comments were made to the effect that the questions were unchallenging, the tasks impractical or not covering a large portion of the work. A common observation was that tasks consisted of questions taken verbatim from previous examination papers, without any attempt to change or contextualise them. Those that had been changed had been done so by hand. This non-compliance has been fully explained earlier in this chapter.

2.3.2 Standard of marking

Even though comments led to the conclusion that the standard and quality of marking was poor, reduced to a mechanical matter of ticks and crosses according to the requirements of the marking tools as reported in detail above, the standard and quality of marking at 57% of the sites was found to be acceptable. This does not compare well with the 74% of 2015. Even less qualitative and relevant feedback was provided to students (36% compared to 40% in 2015), even though it was previously pointed out that this was an essential part of teaching and learning.

In the following two subjects, external moderators observed good marking:

Table 2V: Good quality of marking

Subject	Campus	Comments
Marketing Communication L4	Beaufort West and George	Marking was of a high standard.
Mathematical Literacy L4	Umlazi BB, Maputa and As Salaam	The marking was of an appropriate to good standard.

However, there were many sites where the marking was poor. These sites are listed below:

Table 2W: Poor quality of marking

Subject	Campus	Comments
Applied Accounting L4	Esikhawini	Marking was poor with red lines through the entire solution and no par marks allocated. One student was given 0 out of 10, whereas the external moderator found seven marks. No feedback was provided and there was evidence of shadow marking.
	Swinton Road	Marking was inconsistent, of a poor standard and very careless. The marking guideline had not been adhered to and marks differed from the external moderator's. No constructive feedback was provided.
	Appelbosch	Marking was inconsistent with marks deducted in some instances but not in others. This inconsistency went unnoticed by the internal moderator.
	Qadi	The marking was of an unacceptable quality. A lack of knowledge of accounting and accounting principles was evident. The marker could not differentiate between a trial balance and the general journal, or between a total and a balance. These are taught at Level 2 and 3.
Electrical Systems and Construction L4	Ntuzuma	The assessments and tools were handwritten, incompletely marked and the marks did not correspond with the marking guideline.
Food Preparation L4	Ellisras, Polokwane, Makwarela, Phalaborwa and Mokopane,	Lecturers marked without a marking tool in many cases and irrelevant facts were marked correct. Even though students had followed all the instructions, they were awarded full marks. Ticks were untidy slashes and these were counted to reach the total.
	Odi, Alberton, Springs, Vanderbijlpark and Roodepoort	Markers allocated marks randomly.
Marketing Communication L4	Technisa	Although a rubric had been used, the assessor only recorded a tick in the rubric itself. No mark was indicated or allocated to each criterion, which made it difficult to determine how the assessor had come to the final decision since a range of marks was indicated in the rubric.
Mathematical Literacy L2	Nelspruit, Barberton, Sibanesetfu and Balfour	The marker had ticked but at no stage added up the marks and written them next to questions and sub-questions as totals.
	Watervalboven	In some questions, there were no ticks that could be counted as marks.

2.3.3 Standard of internal moderation

As mentioned earlier, the most worrying finding was the lack of internal moderation. There appeared to be scant understanding of the role and responsibility of the internal moderator, which had been reduced to a mechanical, paper exercise that added no value to the core business of the college, which was the quality assurance of teaching and learning. There was evidence that internal moderation had taken place at 43% of the sites, but only at 19% of these sites was the standard of this moderation found to be acceptable. This situation was cause for concern since the quality of internal moderation in 2015 was 54%, representing a drop of 35% this year. In 2015, the finding was that there had been an improvement compared with 27% in 2014, but in 2016 the finding was that qualitative internal moderation had dropped below the level of two years ago. This situation requires an urgent intervention at the majority of colleges in the country.

2.4 Areas of Good Practice

Some colleges were doing their best to perform well and deliver a good service.

Twelve sites were identified as centres of excellence. These and the reason for their selection are listed in the following table:

Table 2X: Centres of Excellence

Subject	Campus	Comments
Carpentry and Roof Work L4	Brits	The filing system was in order. The quality of assessments and tasks was good. There was evidence of effective and meaningful moderation and there were clear signs that the lecturer was taking full responsibility and ownership of the subject. The lecturer is to be commended.
Engineering Graphic and Design L3	Standerton	Despite not submitting the students' PoE and submitting the tasks and tests of only six students, this campus has done excellent work.
Marketing Communication L4	City, Protea, Beaufort West and George	These sites met most of the criteria.
New Venture Creation L4	Harrismith	The evidence provided indicated that the ICASS Guideline had been fully implemented at this campus.
Physical Science L3	Ermelo	Quality assurance of the ICASS component was successfully implemented and managed by the site. The PoA and PoEs were well organised with good assessment tasks that had been effectively moderated. There was plentiful evidence of proper planning, administration, management, recording and reporting of students' performance in the tasks making up the ICASS at this site.

Subject	Campus	Comments
Science of Tourism L3	City, Mossel Bay and Stellenbosch	All processes and procedures adhered to the guideline of the DHET with effective administration, assessments of a high standard, excellent marking and good moderation processes.
Stored Programme Systems L4	East London	This campus formed part of the development of Mechatronics and their laboratories were up to standard and had all the necessary equipment.

External moderators felt that the following tasks should be shared with other sites:

Table 2Y: Tasks that should be shared

Subject	Campus	Comments
Afrikaans FAL L4	Bellville, Caledon, Paarl and Worcester	Task 6 of the Western Cape's standardised tasks was good and well implemented. It was fully understood by students even though it lacked some creativity.
Carpentry and Roof Work L4	Brits	The installation of doors and door furniture is an example of a good task as conducted and assessed by this campus. It exposed the students to a simulated working environment.
English FAL L3	Thuba Makote	Task 4 (oral presentation) covered a great deal of content in the SAGs such as, for example, making a mind map and developing paragraphs.
English FAL L4	Welkom and Sasolburg	Task numbers 1, 3 and 5 were good.
Life Orientation L4 (Life Skills)	KwaGqikazi and Umlazi V	The tasks were good, and with some refinement they could be made excellent. The only shortcoming was a lack of evidence in the PoE.
Management Practice L4	Mahikeng	The second assignment would be worth sharing.
Marketing Communication L4	Technisa	The practical task could be recommended as it integrated research, working with images and applying understanding and skills.
Mathematics L2	Dundee Technology Centre	The practical task 3, with slight amendments as it was too long, could be shared as good practice. The rubric would also require revision. It was refreshing to see something really practical.
Physical Science L3	Ermelo	The practical assessment tasks could be shared.
	Mokopane	Additional supporting tasks for daily monitoring of students' progress could be shared.
Science of Tourism L3	City, Mossel Bay, Pollsmoor Correctional Services, Muizenberg and Stellenbosch	The standardised assessment should be shared with the rest of the country.
Stored Programme Systems L4	East London	All the tasks could be shared as they were of a high quality and in line with the SAGs.

2.5 Areas of Concern

As in 2015, the following areas are in dire need of urgent attention:
- Compilation of PoA and PoEs in line with DHET Guideline;
- An understanding of the new DHET guideline;
- Adherence to an assessment plan;
- Development of tests and assignments;
- Analysis grids and Bloom's taxonomy;
- Knowledge of the difference between a theoretical and a practical task;
- Development of marking tools and rubrics;
- Assessment and moderation practices;
- Accuracy in capturing, recording and converting marks.

This list mirrors the list compiled in 2014, an indication that the report was not read or that colleges are not serious about improving delivery at their sites.

External moderators suggested that the following sites in particular require assistance in some or in all of the above:

Table 2Z: Sites in need of assistance

Subject	Campus	Comments
Animal Production L4	Lichtenburg, Klerksdorp, Mthimba and Umlazi V	Assessment practices that include the setting and marking of tasks.
Applied Accounting L4	Qadi	An intervention is needed urgently at this site. The PoAs and PoEs did not comply with requirements. Incorrect procedures were being taught. The marked scripts contained the same marking errors, with some answers marked correct despite being incorrect. There was no evidence of internal moderation, so none of this had been identified.
Carpentry and Roof Work L4	Jouberton	The lecturer should have dedicated more time to organising administrative requirements and keeping them up to date. He needed strong support from his internal moderator as well as from the subject head at the college.
Construction Planning L4	Mamelodi, Tembisa and Sebokeng	Help with setting practical tasks that included application of applied competencies is required. Mamelodi also requires assistance in complying with the requirements of the PoA. Sebokeng needs assistance with internal moderation processes.
	C S Barlow	This site needs assistance in all internal moderation processes.
Electrical Systems and Construction L4	Majuba Technological Centre, Richtek, Mandeni and Ntuzuma	All sites require assistance in compiling the PoA and PoE, and on how to conduct a proper practical assessment.

Subject	Campus	Comments
Engineering Fabrication - Boiler Making L4	Vereeniging	The site needs assistance in creating new practical tasks and theoretical question papers; the use of the same questions every year should be avoided.
	Majuba Technology Centre	This campus needs assistance with the moderation process. The files should have been completed; at this point they contained only a few marked tasks. The site also failed to submit the correct number of PoE.
Engineering Graphics and Design L3	Witbank, Mapulaneng, Mlumati, Kanyamazane and Ntuzuma	Assistance with administration, recordkeeping, assessment and moderation practices is required.
		This campus needs help with everything to do with administration, assessment and internal moderation practices related to this subject.
English FAL L2	Park Avenue, East London and Dutywa	Assistance is required in assessment and internal moderation.
English FAL L3	Edusa (Pretoria)	This site needs help in all areas of teaching and learning. Inadequate templates were supplied to the lecturer. There was no year plan, no tasks set and no evidence that all the tasks had been attempted, including the internal examination. No internal moderation had taken place. Attendance appeared to be very poor, with a 50% drop-out rate. As there had been no improvement since the ICASS visit in May, the external moderator suggested that an urgent intervention by the DHET should be called for as the students at this college were being disadvantaged.
English FAL L4	Hillside View	The lecturer needs assistance with the principles of teaching and learning, how to plan and set tasks according to an analysis grid and how to mark these tasks.
	Itemoheleng	A critical intervention is needed. None of the tasks had been submitted and none of the PoE.
Food Preparation L4	Ellisras	Needs help with the development of practical tasks.
	Palaborwa, Mokopane and Ellisras	All sites need help with the development of tasks. The assignment had little value, requiring students to copy answers from the textbook.
	Springs	Marking of assignments should be improved.
Freight Logistics L4	Esikhawini	This campus was not compliant and an urgent intervention is required.
Introduction to Governance L2	DSDC (Prinsloo Street), Rhodes Technical (Lenasia), Rostec (Johannesburg and Vereeniging)	All the sites moderated externally require assistance in offering this subject. The priority should be to empower inexperienced lecturers.
Life Orientation L2 (Life Skills)	Newcastle Technology Centre, Umlazi BB, Ubuhle-Bugo, Gamalakhe and Clydesdale	These campuses need assistance in understanding the subject being taught and all aspects of teaching and learning.

Subject	Campus	Comments
Life Orientation L3 (Life Skills)	Pretoria	This college needs an immediate intervention. Their fitness to offer this subject must be investigated as there was no evidence of compliance.
Life Orientation L3 (ICT)	Umbumbulu	This site requires help with PoA and PoE development, training on how to complete an assessment framework and on how to set practical assignments.
Life Orientation L4 (Life Skills)	KwaMashu	The work that was being done at this site was, on the whole, extremely poor. Staff were not prepared for the May visit, and a recommendation was made not to accept their marks. The late submission of their documents means that they were not ready for this moderation either. The task was set centrally and distributed to all campuses, but it was neither a project nor a practical. All the tasks appeared to be tests and mock examinations. Neither the SAGs nor the ICASS Guideline were being followed. The marks had been inflated, with many students achieving 100%. A great deal of the curriculum was not being covered. An urgent intervention is required.
	Durban	The PoA, PoEs and tasks were of an extremely poor quality. The curriculum had been ignored in the setting of the task and there were no marking guideline. This campus is in need of urgent help at the central office where the tasks are set. They also need help and training in the Life Orientation curriculum content and moderation. This college should be investigated urgently in order to ascertain whether the students are receiving the education they deserve. No improvements had been made since the May moderation.
Life Orientation L4 (ICT)	KwaMashu	This site requires help with assembling the PoA and PoE so that they conform to the DHET's requirements. Many documents could not be located and evidence had not been filed in the correct order, and assessments were unnumbered.
	Innovatus (Durban)	This site is in desperate need of assistance in the design and development of assessment tasks and tools, marking of ICT assessment and internal moderation. Planning for learning also requires guidance.
	KwaGqikazi	This site needs assistance with the design of assessment tasks, marking tools and the marking of ICT assessments.
	Centre for People Development and Umlazi V	These sites both need assistance with internal moderation. Shadow moderation had taken place at both the sites to prove their compliance but with no understanding of moderation.
Management Practice L4	Roodepoort and Leeuwkop Correctional Services	These sites need to be supported to ensure that the ICASS Guideline are implemented in future.

Subject	Campus	Comments
Marketing Communication L4	Atteridgeville	This site needs assistance with the setting of a practical task and also on how feedback should be provided.
	Dobsonville	This site requires help with organisational skills as far as the PoA is concerned.
	Mthatha	This site needs help with the setting of tasks and the assessment guideline, and also with qualitative assessment and internal moderation, which includes moderation documentation.
Mathematical Literacy L2	Nelspruit, Barberton Sibanesetfu, Balfour and Watervalboven	All these sites need assistance with providing feedback to the student, for example, by circling or underlining a mistake and providing a method or hint where possible. It was evident that lecturers were only marking assignments for the sake of providing a mark on a mark sheet. Constructive feedback should always be provided.
Mathematical Literacy L3	Bloemfontein, Thaba 'Nchu and Botshabelo	All three sites require assistance with regard to what constitutes a practical task. They also require assistance in planning and implementation of facilitation and assessment since these sites are not adhering to the DHET's requirements. Review and remedial measures must also receive due consideration.
Mathematical Literacy L4	Innovatus (Eshowe), Qalakabusha Correctional Centre, Umlazi BB, Maputa and As Salaam	All five sites need assistance with the internal moderation process.
Mathematics L2	Plessislaer	A general lack of compliance was observed. An urgent intervention with regard to teaching and learning is required.
	Mpumalanga	The impression given was that the PoA had been put together when the site had heard that it was to be externally moderated. It was not available at the moderation centre, but was sent to the external moderator later. The site needs assistance in assembling the PoA as well as in assessment and moderation practices. The marks generated at this campus should be declared invalid.
Mathematics L3	Mankwe	This site needs assistance with internal moderation.
	Lehurutshe	This site requires assistance with ICASS administration as well as assessment and moderation practices.
New Venture Creation L4	Wilberforce Community College	This site requires assistance in all aspects of teaching and learning.
	Lekoa	This site needs assistance in internal moderation practices.
Office Data Processing L4	KwaMashu and Pinetown	Both sites need assistance in assessment and moderation practices as well as marking.
	Centre for People Development and Bloemfontein	These sites need assistance in setting tasks, particularly with regard to time allocation, marking and internal moderation.
	Harrismith, Maluti (Main Campus) and Bethlehem	These sites need assistance with the setting of assessments and internal moderation.

Subject	Campus	Comments
Physical Science L3	LTT Murunwa School of Excellence, Tshwelopele Commercial Centre (Burgersfort) and Seshego	ICASS was not being effectively implemented at these sites. The PoA and PoEs revealed a lack of continuous quality assurance during the implementation of the ICASS component.
Renewable Energy Technologies L2	Ngqungqushe	Assistance is required in designing a pacesetter, effective recording of students' scores and the implementation of the ICASS Guideline.
	Ellis Park	The lecturer needs assistance in using Microsoft Word.
Science of Tourism L3	East London, Grahamstown and Uitenhage	All three sites require assistance with assessment and moderation practices.
	Pollsmoor Correctional Services	This site requires assistance with planning and moderation practices.
Stored Programme Systems L4	East London	This site needs assistance in offering this subject.
Systems Analysis and Design L4	George Tabor	This site requires assistance with assessment and moderation practices.

Colleges appeared to need assistance in the same areas year after year, as mentioned above, yet the situation had not improved and had, in fact, deteriorated when compared to the previous two years.

Concerns were raised on a number of issues, most of which have been addressed above, but one of the major concerns was that 20% of sites were still not making use of the latest SAGs. This should be one of the most important considerations before a subject can be offered. The syllabi or subject assessment guideline (SAGs) in a number of subjects have changed quite radically and by not using the latest SAGs, the sites were disadvantaging the learners as they were not being adequately prepared for the external examination.

A further concern was that despite site visits conducted by external moderators in May 2016, these sites failed to improve or follow advice from the external moderators. Some of these moderators had gone to a great deal of trouble to meet with lecturers and even management to give them expert advice and guidance.

The most pressing concern was the fact that the standard and quality of teaching and learning had deteriorated since 2015, despite all Umalusi's attempts to change this situation. The concerns include the following:

- Poor adherence to ICASS Guideline;
- Poorly compiled and untidy PoAs;
- Inaccurate documentation and record keeping;
- Poor assessment practices, which extended to the setting of tasks, theoretical and practical, and poor, inaccurate marking guideline;
- Poor internal moderation practices; and
- Despite site visits by external moderators in May 2016, many colleges had failed to improve or follow advice from these external moderators.

2.6 Directives for Compliance and Improvement

The DHET must direct management staff of colleges to:
- Train lecturers in assessment and internal moderation practices so that teaching and learning at the colleges is improved. This includes how to set an assessment task and marking guideline, how to analyse whether these tasks have been effective or not, how to mark scripts and give qualitative feedback to students and how to moderate the whole process internally. Lecturers should be trained in the design and use of an analysis grid to set assessments, ensuring that the various cognitive levels are covered; and
- Improve their monitoring and auditing systems. These checks should take place on a regular basis, ensuring that what is happening in the classroom is of the right quality and standard.

2.7 Conclusion

While there are a few colleges that performed admirably in many areas, there are far too many campuses that still do not comply with the basic requirements for teaching an NC (V) subject. One of the chief reasons for poor performance is the lack of human capital and ability to teach some subjects and to meet the administrative requirements. There is also an inability to undertake practical work. Quality assurance at colleges appeared in many cases to be simply a compliance exercise, since the principles of assessment and moderation were largely ignored, reducing the practice to a mechanical and meaningless exercise. Since assessment and moderation practices are essential in ensuring high quality teaching and learning, swift interventions are required to set this situation right. Those colleges that remain non-compliant year after year should be followed up immediately as they are compromising the integrity of the sector.

CHAPTER 3: MODERATION OF CONDUCT OF INTEGRATED SUMMATIVE ASSESSMENTS TASKS

3.1 Introduction and Purpose

The integrated summative assessment task (ISAT) is a compulsory, practical component of the external summative assessment of the vocational subjects in the National Certificate (Vocational) (NC (V)). The external summative assessment, i.e. the final examination, comprises a theoretical examination and an ISAT. The ISAT draws on the skills and practice of cumulative learning that have been achieved during the year and constitutes 30% of the external summative assessment mark in the vocational subjects.

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

The practical ISAT and ICASS assessments play a central role in expressing the vocational nature of the NC (V) qualification as they require the demonstration of the practical application of theoretical knowledge through the performance of assessment tasks that replicate or simulate a workplace or real-life process and/or product.

In the past, internal practical assessments were developed and assessed at college/campus level and the standard varied from college to college. Umalusi repeatedly reported on the generally poor quality and/or lack of implementation of practical assessment tasks at the sites of delivery. At the beginning of 2015, the Department of Higher Education and Training (DHET) requested that the focus for the year be placed on the setting of new subject-specific tasks for all Level 3 subjects, for implementation in 2016. The DHET established a process for the simultaneous development of two common practical internal assessment tasks (PIATs), together with the development of subject-specific ISAT for the vocational subjects. The focus of Umalusi's moderation of the conduct of the ISAT was on the newly implemented Level 3 subject ISAT. When visiting the sites, the moderators also made general observations about the implementation of the common internal practical assessment tasks.

The purpose of this chapter is to:
- Report on the appropriateness and standard of the L3 ISAT assessment environment, including the availability and implementation of plans;
- Confirm whether candidates could demonstrate the acquired skills and competence, as well as the knowledge underpinning the tasks;
- Report on the consistency of the assessment and the assurance of the same standard across different sites of delivery;
- Confirm that proper assessment processes and procedures had been followed in the implementation;
- Provide an overview of crucial findings related to the conduct of ISAT at selected sites;
- Highlight areas of good practice and areas requiring improvement; and
- Make recommendations for compliance and improvement.

3.2 Scope and Approach

The focus in 2016 was on the implementation of the Level 3 ISAT as this was the first year of implementation of subject-specific ISATs. Umalusi moderated the conduct of a total of 30 Level 3 ISATs to determine the degree of compliance with policy, quality and standard of the assessment. Umalusi deployed 31 moderators to 55 sites to evaluate planning for the conduct of ISAT; to assess/ test the competency acquired by candidates; to verify the conduct and internal moderation of the ISAT; and to make general observations on the conduct of the ISAT and new common internal practical assessment tasks.

On-site moderation was used to report on the conduct of the ISAT at 51 sites across the nine provinces. For four sites, moderation was done off-site for the following reasons:

- While every effort was made to inform all colleges of the pending ISAT visits, two sites indicated that they had not received the information;
- Strike action occurred at one site on the day of the visit; and
- One site could not be visited because of technical problems experienced by the external moderator.

Table 3A below indicates the subjects and sites included in the monitoring and moderation of the conduct of the Level 3 ISATs.

Table 3A: Sites included in the moderation of the conduct of Level 3 ISATs

No.	Subject	Province	College	Campus/Site
1	**Agribusiness**	Limpopo	Vhembe	Mashamba
		Limpopo	Waterberg	Mahwelereng
2	**Automotive Repair and Maintenance**	Gauteng	Central Johannesburg	Alexandra
		Gauteng	South West Gauteng	Molapo
3	**Client Service and Human Relations**	Eastern Cape	East Cape Midlands	Grahamstown
		Eastern Cape	Port Elizabeth	Russel Road
4	**Computer Hardware and Software**	Gauteng	Ekurhuleni West	Germiston
		Gauteng	Jeppe	Marshall Street
5	**Concrete Structures**	Gauteng	Tshwane South	Atteridgeville
		Gauteng	Tshwane North	Mamelodi
6	**Contact Centre Operations**	KwaZulu-Natal	Thekwini	Melbourne
		KwaZulu-Natal	Umgungundlovu	Msunduzi
7	**Criminal Justice Structures and Mandates**	Free State	Motheo	Bloemfontein
		Free State	Rostec	Bloemfontein
8	**Drawing Office Procedures and Techniques**	Gauteng	Central Johannesburg	Ellis Park
9	**Early Childhood Development**	Gauteng	South West Gauteng	Roodepoort

No.	Subject	Province	College	Campus/Site
10	**Economic Environment**	Mpumalanga	Nkangala	CN Mahlangu
		Mpumalanga	Gert Sibande	Evander
11	**Electrical Principles and Practice**	Western Cape	West Coast	Citrusdal
		Western Cape	College of Cape Town	Pinelands
12	**Electrical Workmanship**	Gauteng	Central Johannesburg	Ellis Park
		Gauteng	Tshwane South	Pretoria West
13	**Financial Management**	Gauteng	South West Gauteng	Technisa
		Gauteng	Ekurhuleni West	Alberton
14	**Fitting and Turning**	Gauteng	Sedibeng	Heidelberg
		Gauteng	Ekurhuleni East	Kwa-Thema
15	**Hospitality Services**	Mpumalanga	Ehlanzeni	Mapulaneng
		Limpopo	Mopani South East	Phalaborwa
16	**Human and Social Development**	KwaZulu-Natal	Coastal KZN	Durban
17	**Machine Manufacturing**	Eastern Cape	Buffalo City	East London
		Eastern Cape	Port Elizabeth	Iqhayiya
18	**Marketing**	Eastern Cape	East Cape Midlands	High Street
		Eastern Cape	Port Elizabeth	Russel Road
19	**Masonry**	Mpumalanga	Gert Sibande	Balfour
		Gauteng	Ekurhuleni West	Tembisa
20	**Material Technology**	Mpumalanga	Nkangala	Mpondozankomo
21	**Office Practice**	Gauteng	Ekurhuleni West	Alberton
		Gauteng	Tshwane South	Centurion
22	**Operations Management**	Gauteng	South West Gauteng	Roodepoort
		Gauteng	Tshwane North	Pretoria
23	**Physical Science**	Limpopo	Capricorn	Seshego
		Gauteng	South West Gauteng	Roodepoort West
24	**Plant and Equipment**	Northern Cape	Northern Cape Urban	Moremogolo
25	**Plumbing**	KwaZulu-Natal	Coastal KZN	Umlazi V
26	**Principles of Computer Programming**	Western Cape	College of Cape Town	Crawford
		Western Cape	False Bay	Fish Hoek
27	**Soil Science**	Gauteng	South West Gauteng	George Tabor
		North West	Vuselela	Klerksdorp
28	**Sustainable Tourism in SA and Regional Travel**	Gauteng	South West Gauteng	George Tabor
		Gauteng	Tshwane North	Pretoria
29	**Tourism Operations**	Limpopo	Capricorn	Polokwane
		Limpopo	Ekurhuleni East	Springs
30	**Transport Economics**	Gauteng	Ekurhuleni West	Kempton
		North West	Orbit	Mankwe

It was found that seven colleges (13%) had administered the old ISATs.

Table 3B: Colleges administering old ISATs

College	Campus	Subject	Reason
Thekweni	Melbourne	Contact Centre Operations	Had not received new PIAT and ISAT.
Rostec	Bloemfontein	Criminal Justice Structures and Mandates	Had not received new PIAT and ISAT.
West Coast	Citrusdal	Electrical principles and Practice	New PIAT and ISAT had not been finalised or distributed to colleges.
College of Cape Town	Pinelands	Electrical principles and Practice	New PIAT and ISAT had not been finalised or distributed to colleges.
Ekurhuleni East	Kwa-Thema	Fitting and Turning	Had not received new PIAT and ISAT.
Capricorn	Seshego	Physical Science	New PIAT and ISAT had not been finalised or distributed to colleges.
South West Gauteng	Roodepoort West	Physical Science	New PIAT and ISAT had not been finalised or distributed to colleges.

3.3 Summary of Findings

3.3.1 Planning for conduct of PIAT and ISAT

It is imperative for the success of the ISAT that thorough planning is done. A number of factors have to be considered when planning, specifically the facilities, the number of students, staffing requirements, procurement procedures and timing of the task. In this case, ISATs at sites that had planned carefully and had adhered to the plan/schedule/timetable were completed on time. Unfortunately, planning for ISAT was hampered by several problems. These included sites with inadequate resources; introduction of (illegal) group work where individual work was required; and/or multiple sessions of the ISAT at the same facility. At some sites, where costly consumables were required for the ISAT, substitutes were used that did not always serve the purpose. Some tasks requiring specialist facilities were performed in ordinary classrooms, or in simulators/laboratories/workshops with limited space and equipment. In some of the tasks, students provided consumables at their own expense. At some sites where the equipment/tools/consumables were not available, no attempt had been made to complete the task. Some campuses made use of outside facilities to complete the ISAT. Internet facilities and access to the internet did not appear to be a priority at some campuses. Table 3C indicates planning related findings and challenges at sampled sites.

Table 3C: Planning related findings and challenges at sampled sites

Aspects	Findings and challenges	Subject	Site
Date of receipt of ISAT	Of all the 51 sites that had received the standardised PIAT and subject ISAT, only 15 (29%) received them before the end of February 2016.	Agribusiness	Mokopane
		Client Service and Human Relations	Grahamstown
		Economic Environment	Evander
		Human and Social Development	Durban
		Machine Manufacturing	East London Iqhayiya
		Marketing	High Street Russel Road
		Plumbing	Umlazi V
		Principles of Computer Programming	Crawford Fish Hoek
		Soil Science	Klerksdorp
		Sustainable Tourism in SA and Regional Travel	Pretoria
		Tourism Operations	Polokwane Springs
	At the seven listed sites (13%), it was reported that the new PIAT and ISAT were not received.	Electrical Principles and Practice	Citusdal Pinelands
		Contact Centre Operations	Melbourne
		Criminal Justice Structures and Mandates	Rostec –Bloemfontein
		Fitting and Turning	Kwa-Thema
		Physical Science	Roodepoort West Seshego
Clear understanding of the expectations of ISAT	Most lecturers (76%) had a clear understanding of what was expected from the ISAT. At the listed sites, lecturers did not clearly understand the expectations of ISAT.	Agribusiness	Mashamba
		Client Service and Human Relations	Russel Road
		Concrete Structures	Atteridgeville
		Contact Centre Operations	Msunduzi
		Drawing Office Procedures and Techniques	Ellis Park
		Early Childhood Development	Roodepoort
		Economic Environment	CN Mahlangu Evander
		Machine Manufacturing	East London
		Materials Technology	Mpondozankomo

Aspects	Findings and challenges	Subject	Site
Clear understanding of the expectations of ISAT		Operations Management	Pretoria
		Plant and Equipment	Moremogolo
		Transport Economics	Kempton
Schedule/time table for the conduct of the ISAT	Forty-one sites visited (75%) had a schedule/ time table available for the conduct of the ISAT. Only the listed sites (25%) did not have one.	Agribusiness	Mashamba
		Automotive Repair and Maintenance	Alexandra
		Criminal Justice Structures and Mandates	Rostec – Bloemfontein
		Drawing Office Procedures and Techniques	Ellis Park
		Electrical Principles and Practice	Pinelands
		Electrical Workmanship	Ellis Park
		Human and Social Development	Durban
		Marketing	High Street
		Operations Management	Roodepoort Pretoria
		Plant and Equipment	Moremogolo
		Soil Science	George Tabor
		Sustainable Tourism In SA and Regional Travel	Pretoria
		Transport Economics	Mankwe
Inadequate/ inappropriate facilities	Challenges were noted in terms of a lack of facilities at 18% of the sites :		
	• Workshop in a very poor state and/ or limited space causing congestion.	Automotive Repair and Maintenance	Molapo Alexandra
		Concrete Structures	Atteridgeville Mamelodi
	• No fully functional simulation room.	Contact Centre Operations	Msunduzi
		Operations Management	Pretoria
	• Resources not adequate for number of students/ limited access to resources.	Automotive Repair and Maintenance	Alexandra Molapo
		Concrete Structures	Atteridgeville Mamelodi
		Electrical Principles and Practice	Pinelands
		Electrical Workmanship	Ellis Park

Aspects	Findings and challenges	Subject	Site
Inadequate/ inappropriate facilities		Hospitality Services	Mapulaneng
		Masonry	Tembisa
		Material Technology	Standerton
Inappropriate use of facilities	The lecturer had to use his own vehicle for training tasks.	Automotive Repair and Maintenance	Alexandra
Shortage of equipment/ tools	Insufficient equipment/ tools for practical assessments were found at the listed sites.	Automotive Repair and Maintenance	Molapo Alexandra
		Concrete Structures	Atteridgeville
		Contact Centre Operations	Msunduzi
		Electrical Principles and Practice	Citrusdal
		Electrical Workmanship	Ellis Park Pretoria West
		Machine Manufacturing	East London
		Materials Technology	Standerton
		Operations Management	Pretoria
		Soil Science	George Tabor Klerksdorp
Equipment not in working order	The wheel balancing machine was out of order.	Automotive Repair and Maintenance	Molapo Alexandra
Difficulties with procurement/ timely procurement of consumables	Materials for ISAT were not received and/or consumables were not provided.	Concrete Structures	Mamelodi
		Client Service and Human Relations	Grahamstown
		Early Childhood Development	Roodepoort
		Physical Science	Roodepoort West
	Expired chemicals kept in the laboratory.	Physical Science	Seshego
	Material procured was incorrect, affecting the completion of ISAT.	Materials Technology	Mpondozankomo
	Consumables for the ISAT were procured late.	Machine Manufacturing	East London Iqhayiya
Inadequate internet facilities/ limited access to internet	No internet/limited access to internet.	Agribusiness	Mashamba Mokopane
		Client Service and Human Relations	Russel Road
		Contact Centre Operations	Msunduzi
		Criminal Justice Structures and Mandates	Rostec Bloemfontein

Aspects	Findings and challenges	Subject	Site
Inadequate internet facilities/ limited access to internet		Human and Social Development	Durban
		Marketing	High Street
		Operations Management	Roodepoort
	Not enough computers for number of students.	Marketing	Russel Road
		Office Practice	Alberton
		Sustainable Tourism in SA and Regional Travel	George Tabor
Additional resources not made available	Only on-line resources were available. Other resources such as magazines and newspapers were not available.	Economic Environment	CN Mahlangu Evander
Poor student attendance	Students did not attend regularly.	Automotive Repair and Maintenance	Alexandra
		Office Practice	Centurion
Student unrest	Student unrest caused delays and postponements to the implementation.	Plumbing	Umlazi V
		Contact Centre Operations	Msunduzi
		Principles of Computer Practice	Crawford
Partnerships with stakeholders in the conduct of ISAT	Campus manager had arranged for students to do shadow training and assessment off campus.	Automotive Repair and Maintenance	Alexandra
	The lecturer took the initiative, taking students to a nearby steel works for training and assessment.	Concrete Structures	Atteridgeville

3.3.2 Implementation of the conduct of ISAT

Only 51% of the sites visited had completed their ISATs according to the plan and specifications.

Table 3D: Sites that had completed their ISAT according to plan

Subject-Specific ISAT	Campus
Agribusiness	Mahwelereng
Computer Hardware and Software	Germiston
	Marshall Street
Concrete Structures	Atteridgeville

Subject-Specific ISAT	Campus
Contact Centre Operations	Melbourne
Criminal Justice Structures and Mandates	Bloemfontein
Economic Environment	CN Mahlangu
	Evander
Electrical Principles and Practice	Citrusdal
Financial Management	Alberton
	Technisa
Fitting and Turning	Heidelberg
	Kwa-Thema
Hospitality Services	Phalaborwa
Marketing	Russel Road
Masonry	Balfour
	Tembisa
Material Technology	Mpondozankomo
	Standerton
Office Practice	Alberton
	Centurion
Physical Science	Roodepoort West
	Seshego
Plumbing	Umlazi V
Principles of Computer Programming	Fish Hoek
Soil Science	Klerksdorp
Tourism Operations	Polokwane
	Springs

While some ISATs were conducted in a satisfactory manner, others were not done according to requirements, as was evident from the remarks and recommendations provided in the reports received from external moderators. See Table 3E below.

Table 3E: Implementation of PIAT and ISAT

Aspects	Findings and challenges	ISAT	Site/Campus
Execution of tasks under strict examination conditions	Tasks were not executed under strict examination conditions in subjects at the listed sites (42%).	Agribusiness	Mashamba Mokopane
		Automotive Repair and Maintenance	Molapo
		Client Services and Human Relations	Russel Road
		Computer Hardware and Software	Germiston Jeppe – Marshall Street
		Concrete Structures	Atteridgeville Mamelodi

Aspects	Findings and challenges	ISAT	Site/Campus
Execution of tasks under strict examination conditions		Early Childhood Development	Roodepoort
		Economic Environment	CN Mahlangu Evander
		Financial Management	Technisa
		Human and Social Development	Durban
		Machine Manufacturing	East London Iqhayiya
		Marketing	High Street
		Masonry	Balfour Tembisa
		Material Technology	Standerton
		Operations Management	Roodepoort Pretoria
		Soil Science	George Tabor
		Transport Economics	Kempton
Marking tools	Tools did not facilitate accurate scoring/ marking of competency of the task in 25% of subjects.	Agribusiness	Mashamba Mokopane
		Automotive Repair and Maintenance	Molapo
		Client Service and Human Relations	Grahamstown Russel Road
		Computer Hardware and Software	Germiston Marshall Street
		Concrete Structures	Mamelodi
		Contact Centre Operations	Msunduzi
		Criminal Justice Structures and Mandates	Rostec –Bloemfontein
		Drawing Office Procedures and Techniques	Ellis Park
		Early Childhood Development	Roodepoort
		Economic Environment	Evander
		Electrical Principles and Practice	Citrusdal Pinelands
		Financial Management	Alberton
		Machine Manufacturing	East London
		Tourism Operations	Polokwane Springs

Aspects	Findings and challenges	ISAT	Site/Campus
Quality and standard of scoring/marking	Scoring/marking was not appropriate and/ or not a true reflection of candidates' competence in skills, understanding and insight in 24% of the subjects.	Agribusiness	Mashamba Mokopane
		Automotive Repair and Maintenance	Alexandra Molapo
		Client Service and Human Relations	Grahamstown Russel Road
		Computer Hardware and Software	Germiston Marshall Street
		Concrete Structures	Mamelodi
		Criminal Justice Structures and Mandates	Rostec Bloemfontein
		Drawing Office Procedures and Techniques	Ellis Park
		Early Childhood Development	Roodepoort
		Economic Environment	CN Mahlangu
		Electrical Principles and Practice	Pinelands
		Material Technology	Mpondozankomo Standerton
		Machine Manufacturing	East London
		Operations Management	Pretoria Roodepoort
		Physical Science	Roodepoort West
		Transport Economics	Kempton Mankwe

3.3.3 Moderation of ISAT

The internal moderation of ISATs remains an area of concern. Although moderation had been implemented at most of the sites, its quality and standard was not appropriate in all cases. It is evident that the moderation checklists were completed as a matter of compliance only. In most cases, feedback to the assessor/student was not provided and dates on which the moderation took place had not been recorded. In one instance, the assessor was also the moderator. At most of the sites, the marks had been internally moderated, while at a few sites the product and/or process had also been moderated. No internal moderation took place at 25% of the sites chosen for moderation (see Table 3F below).

Table 3F: Sites where internal moderation of ISAT had not been conducted by the time of Umalusi's visit

ISAT	Campus/Site
Agribusiness	Mashamba
Automotive Repair and Maintenance	Alexandra
Concrete Structures	Mamelodi
Criminal Justice Structures and Mandates	Bloemfontein
Drawing Office Procedures and Techniques	Ellis Park
Electrical Workmanship	Ellis Park
Fitting and Turning	Heidelberg
Hospitality Services	Phalaborwa
Human and Social Development	Durban
Marketing	High Street
Operations Management	Pretoria
Plant and Equipment	Moremogolo
Soil Science	George Tabor
Sustainable Tourism in SA and Regional Travel	Pretoria

Table 3G: Sites where internal moderation of ISAT had been conducted by the time of Umalusi's visit

ISAT	Campus/Site
Agribusiness	Mokopane
Automotive Repair and Maintenance	Molapo
Client Service and Human Relations	Grahamstown
Client Service and Human Relations	Russel Road
Computer Hardware and Software	Germiston
Computer Hardware and Software	Jeppe – Marshall Street
Concrete Structures	Atteridgeville
Criminal Justice Structures and Mandates	Rostec Bloemfontein
Contact Centre Operations	Melbourne
Contact Centre Operations	Msunduzi
Early Childhood Development	Roodepoort
Economic Environment	CN Mahlangu
Economic Environment	Evander
Electrical Principles and Practice	Citrusdal
Electrical Principles and Practice	Pinelands
Electrical Workmanship	Pretoria West
Financial Management	Technisa
Financial Management	Alberton
Fitting and Turning	Kwa-Thema
Hospitality Services	Mapulaneng

ISAT	Campus/Site
Machine Manufacturing	East London
Machine Manufacturing	Iqhayiya
Marketing	Russel Road
Masonry	Balfour
Masonry	Tembisa
Material Technology	Mpondozankomo
Material Technology	Standerton
Office Practice	Alberton
Office Practice	Centurion
Operations Management	Roodepoort
Physical Science	Seshego
Physical Science	Roodepoort West
Plumbing	Umlazi V
Principles of Computer Programming	Crawford
Principles of Computer Programming	Fish Hoek
Soil Science	Klerksdorp
Sustainable Tourism in SA and Regional Travel	George Tabor
Tourism Operations	Polokwane
Tourism Operations	Springs
Transport Economics	Kempton
Transport Economics	Mankwe

3.4 Areas of Good Practice

It was pleasing to note that colleges were in the main positive about the new tasks. Some colleges had effective systems and procedures in place to ensure the smooth implementation of the new ISATs. Despite the challenges encountered at some sites, good practices were observed. There was a commitment from management and staff at several sites to raise the status of the ISAT and to refine the planning and implementation process.

External moderators identified the following good practices:

- The majority of lecturers (76%) had a clear understanding of what was expected from the ISAT. With most lecturers understanding the purpose of tasks, the quality of the implementation of the conduct of ISAT should improve;
- Lecturers at the visited sites (75%) could produce a schedule/time table for the conduct of the ISAT;
- The campus manager had arranged for students to undergo shadow training and assessment off campus in Automotive Repair and Maintenance at the Alexandra Campus because of an acute shortage of resources;

- The lecturer at Atteridgeville Campus took the initiative by taking students to a nearby steel works for training and assessment in Concrete Structures PIAT and ISAT. The industry experience and additional practical experience the students gained while completing the task added value to their knowledge and skills in this subject as well as in related subjects;
- At the Heidelberg Campus, the workshops used for Fitting and Turning were well laid out and kept neat. All the required machinery and tools were available. The ISAT were well executed and very good pieces of work were produced; and
- The productive partnership between Klerksdorp Campus and a local farmer who provides the site and resources for students to undertake practical tasks in Soil Science was impressive. This included the transporting of students to the farm when necessary. This has made it much easier than before for students from the college to complete their practical tasks.

3.5 Areas of Concern

3.5.1 Planning

The majority of campuses had planned for the conduct of ISAT but there were difficulties at some campuses. Planning was hampered by the following:

- The late arrival/distribution of the new ISAT at some sites affected planning, as in some cases the packages for subjects were distributed as late as June/July 2016, preventing lecturers from making proper arrangements. Of all the sites (51) that received the standardised PIAT and ISAT, only 15 (29%) received the tasks before the end of February 2016. The late arrival of the PIAT and ISAT caused major planning and procurement difficulties;
- Lack of resources for the conduct of ISAT has long been a concern and this year was no different. At 49% of the sites, ISAT could not be completed according to plan owing to a lack of resources. A lecturer at one campus had to use his own vehicle to complete the practical tasks for ISAT;
- At three sites (5%), planning was threatened by student absenteeism and/or student unrest/strike action; and
- There were no specific plans at 14 sites (25%) for the conduct of the ISAT.

3.5.2 Implementation of ISATs

The effective implementation of the conduct of PIAT and ISAT depends largely on proper planning:
- Some of the consequences of unsatisfactory planning included delays in the implementation of the ISAT, ISAT not being conducted according to specifications, improvisations with regard to facilities and/or tools and/or consumables, multiple runs of the same task and ISAT completed in one session instead of over several sessions;

- Some sections of the ISAT demand that they be conducted under strict examination conditions, and this did not happen at 42% of sites. Staff at some sites claimed that they were not aware of such instructions;
- Some of the ISAT environments were unsatisfactory; ISATs were implemented in overcrowded, cluttered and untidy venues at 18% of the sites;
- In some ISATs, students were expected to conduct internet research but there was no access to the internet or what access there was, was limited (20% of sites). Where internet research had been conducted, some students had plagiarised internet sites. In other instances, students did not have the means to visit businesses to conduct research; and
- A few sites (13%) were forced to continue with the old ISAT as they did not receive the new tasks, or because of complications with the new ISAT; this had a detrimental effect on the consistent implementation of ISAT and PIAT across all the centres;

3.5.3 Quality and standard of marking and scoring

During moderation it was found that the tools used for marking did not facilitate accurate scoring/marking of the competency of the task in 25% of the subjects. In addition, scoring/marking was not appropriate and/or not a true reflection of candidates' competence in skills, understanding and insight in 24% of the subjects.

3.5.4 Quality and standard of moderation

At the time of Umalusi's visit, internal moderation had not been implemented at 25% of the sites and it was not always clear whether there was any intention to moderate the ISAT.

3.6 Directives for Compliance and Improvement

3.6.1 Planning

- The DHET must ensure that colleges receive the ISATs and directives regarding these tasks by November each year to facilitate effective procurement of equipment and consumables for the next year. Colleges must also ensure that they send out these ISAT and PIAT to their campuses in good time;
- The DHET must ensure that colleges do not offer a programme if they do not have the necessary resources (physical and human) to do justice to the implementation of the NC (V) qualification. The DHET must revise the resource lists for the various NC (V) programmes and improve it such that it is specific in terms of the required resources; and
- Induction workshops for lecturers on the PIAT and the ISAT and how they should be administered are required for the effective implementation of the new tasks.

3.6.2 Quality and standard of marking and scoring

The marking tools for certain tasks should be refined to ensure consistent marking/scoring.

3.6.3 Quality and standard of moderation

The DHET must ensure that colleges do justice to the internal moderation process and that the actual conduct of each ISAT is moderated in a professional manner, in order to enhance the standards of assessment.

3.7 Conclusion

The implementation of the standardised common PIAT in 2016 brought success and challenges to the TVET sector. The common denominator in the success of the PIAT and ISAT is an understanding that the same quality assessment tasks will be administered to all students , irrespective of their demographic area and other challenges.

Planning for the implementation of PIAT and ISAT was badly affected by the late arrival of tasks at colleges. In some instances, the new PIAT and ISAT were not received as the task setting and moderation could not be concluded on time. This predicament posed challenges for colleges.

Lack of adequate planning can lead to serious failures in implementation. The fact that some tasks were not received led to complications in the procurement of resources. At campuses where proper planning had been implemented, the ISATs were generally conducted on time and according to requirements. Campuses where planning was not thorough and/or that lacked resources failed to complete the tasks on time and/or according to specifications. Student absenteeism and student unrest exacerbated the unsatisfactory implementation and completion of ISATs at some sites.

In some instances, tools did not facilitate accurate scoring/marking of the competency of the task. In cases where the scoring/marking of the ISAT was not appropriate, the marks awarded were not a true reflection of candidates' competence in skills, understanding or insight.

Internal moderation has always been undervalued as a component of the quality assurance process. The apathy at some colleges will only change if management and staff recognise the importance of internal moderation, establish set practices and processes and adhere to these. In general, colleges should implement internal moderation processes more efficiently so that moderation adds value and credibility to the practical component of the assessment.

CHAPTER 4: STATE OF READINESS

4.1 Introduction

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

The purpose of this report is to provide an update on the state of readiness of the Department of Higher Education and Training (DHET) to administer and manage the 2016 November NATED Report 190/191: Engineering Studies and National Certificate (Vocational) (NC (V)) examinations.

Please note that in this chapter reference is made to information that pertains to both NATED REport 190/191: Engineering Studies N2-N3 and the NC (V).

4.2 Scope and Approach

External monitoring by Umalusi was intended to verify the appropriateness of examination processes and procedures established by the DHET to conduct the 2016 November examinations.

Umalusi officials conducted a verification process of the state of readiness of the DHET. Data was collected through observations and interviews, and by verification and observation of presentations by DHET officials of their systems, using pre-determined audit tools. The findings, areas of good practice, areas of concern and recommendations for compliance are presented below.

4.3 Summary of Findings

Umalusi officials visited the DHET in order to verify its state of readiness. The visitors made the following findings:

4.3.1 Registration of Candidates

The registration of candidates for the NC (V) had been completed. Registration of the NATED Report 190/191: Engineering Studies candidates was continuing and would be completed by 24 October 2016.

The majority of the centres (mainly public) were using electronic registration although some had submitted hard copies completed by the candidates.

Although the examination system has been designed to validate whether the identity document (ID) number has 13 characters, in this case it could not validate whether a number was valid as the system had not been linked to Home Affairs.

Many colleges merely reregister candidates from one examination session to the next, without verifying whether the candidate is in fact attending classes at that college. Such a candidate may then register at a different institution, with the result that registration for this candidate may be duplicated. This is further compounded by the fact that the assessment body does not de-register a candidate at either centre level or when a subject is changed. The assessment body indicated that in such cases, every effort was made to link candidate records in order to avoid duplication. The question arose as to which college the candidate was registered at and whether the candidate was attending classes there.

The use of a manually generated mark sheet is regarded as an irregularity and disallowed. The DHET has introduced a process of oversight to ensure that all issues of wrongly registered subjects and unregistered candidates are handled before writing commences.

4.3.2 Conduct of Internal Continuous Assessment (ICASS)

The National Guidelines for NC (V) and NATED ICASS are used to inform the monitoring and moderation of the ICASS process.

The appointment (reintroduction) of regional officials was seen as a positive move this year. As a result of visits by these officials to selected colleges, the submission of ICASS files had improved in general. These officials had been trained to monitor the ICASS early in 2016 at the DHET offices in Pretoria.

Monitoring is conducted during each examination cycle. Some regions prefer to do this at a centralised venue while others visit individual colleges. The Institutional Assessments unit at the DHET selects subjects and communicates this information to regional officials. These officials then select various subjects to monitor, including as many as possible in the monitoring and moderation process. Colleges that did not adhere to ICASS Guidelines and those where ICASS tasks were of an inferior quality are revisited. A consolidated report on each examination cycle is compiled once the monitoring has been concluded.

Moderation is conducted by subject matter experts who are selected from current DHET setting and marking panels. This year, the moderation was planned from 22–23 October 2016 and a consolidated moderation report would then be compiled. The subject experts would check whether ISATs had been implemented according to the specifications for compliance, whether internal assessment had been completed on time and whether candidates had done the complete ISATs.

Marks for Department of Correctional Services (DCS) and private centres are captured in-house at Chief Directorate: National Examinations and Assessment (CD: NEA), while public centres capture and submit electronic text files that are then uploaded onto the mainframe by CD: NEA.

One of the challenges remains the failure of certain colleges to submit evidence of their internal assessments, suggesting that these colleges had candidates who were writing the examination only. The DHET official requested enrolments from the registration unit. If candidates were enrolled for the examination only, the official would ask where the college got the ICASS mark, often without success.

Financial constraints (limited budgets) make the monitoring and moderation of internal assessments difficult.

Conversions of marks must be done according to the ICASS Guidelines. The procedures for the correct capturing and conversion of marks are also prescribed in the Guidelines for the Conduct and Administration of Examinations in TVET Programmes.

4.3.3 Printing, Packaging and Distribution

a) Printing and Packaging

The CD: NEA has for the last year outsourced printing and packaging to the Government Printing Works (GPW). The security arrangements are stringent at the printing works and only authorised personnel are allowed access. This year the DHET indicated that they had monitored the situation daily by sending DHET officials to the packing area as they were not allowed in the printing area. No registers were available to verify that this had been done, however. In addition, no checklist was available to indicate how officials monitored this printing site. As a rule, the DHET sends the approved papers on a CD to GPW; the papers are not proofread once they have been printed. This aroused concerns as some items may not print correctly in the required format and should be checked before packing. Unique job numbers for each question paper were used to track these papers during the printing process, however.

Once scripts have been printed they are electronically packaged in batches and labelled according to the sites of delivery. The machines pack up to 220 scripts at a time. In cases of high volume and short lead time, packages may be placed manually in bags for distribution. Those scripts packed manually did not have bar codes attached: the DHET has made it a priority to rectify this in 2017.

The CD: NEA has no influence on who is employed by the GPW, where contract staff assists with operational tasks. The only precaution taken is that staff members sign a declaration of secrecy. This raised concerns as examination papers are high risk and it was suggested that a more stringent process of screening of staff dealing with examination papers should be followed.

To date, there have been no problems related to packaging of scripts. The process is still fairly new as GPW was awarded the contract only from the beginning of 2016.

When asked whether the CD: NEA was concerned about the capacity and security of the GPW, officials made it clear that they were confident as the GPW was employed in many high security risk operations, such as the printing of identity documents for the Department of Home Affairs, and had delivered successfully.

b) Storage and Distribution

The department provides the printing works with a list of nodal points of delivery, together with the addresses and names of contact persons who sign for the receipt of question papers. The printers distribute the packs by labelling them accordingly. Packs of the various subjects to be written at and collected by an examination centre are placed in one bag that is sent to the address indicated by the DHET. The courier, Skynet, collects these bags from the GPW and delivers them to centres in all provinces. Papers are delivered three to four days prior to the date of the examination. Individuals from the various examination centres collect the papers two hours before the examination is to be written and return the answer scripts one hour after the examination has been written. In cases where the travelling distance is too great to allow this, a concession may be made once prior permission has been obtained.

To date, the DHET has experienced no problems regarding this distribution, but once again the contract with the GPW is fairly new. The actual distribution process has not been verified by viewing it at the GPW and will thus require monitoring during the examination period.

In conclusion, the packaging and distribution has been outsourced to the GPW and the terms of reference have been clearly spelt out in the contract. Although the DHET alluded to visits to the printing works, a clear monitoring plan with a checklist of what should be monitored must be completed when monitoring visits take place during printing, packaging and distribution visits. This checklist should then be filed for easy access in order to provide evidence that these processes have been monitored.

4.3.4 Conduct of Examinations

The DHET has developed detailed Guidelines for Conduct and Administration of Examinations in the TVET programme, which was revised in May 2016. Roadshows were planned for all the provinces. Evidence of these roadshows having taken place was provided for verification.

a) Appointment of Chief Invigilators and Invigilators

All campus managers are deemed to be the chief invigilators for their particular centre. These officials may delegate this duty to a senior official. Chief invigilators are formally appointed by principals and they then appoint invigilators. Training sessions for chief invigilators took place

during September and October 2016 and the attendance register was provided as evidence. Signed letters of appointment for chief invigilators were also provided.

b) Monitoring of Examinations

Monitoring of the 2016 examinations will be conducted at various levels. The DHET will sample a number of colleges to monitor. The sampling and the targeted number of centres had not yet been finalised at the time of Umalusi's visit.

It was decided that the newly established regional offices would be used for the first time to monitor examination centres. All regional offices would use the monitoring schedule and newly prescribed instrument provided by the DHET. Training of all monitors had been conducted and the training manual as well as the attendance register was provided for verification.

c) Management of Irregularities

The department has a fully functional National Examination Irregularities Committee that is chaired by the director. All irregularities identified during the writing of examinations are to be reported to the College Irregularity Committees (CIC), which is responsible for managing irregularities. These irregularities should be recorded daily after each examination session. The DHET blocks all reported irregularities if they have not been resolved.

A register of all irregularities is kept by the DHET, which submits all irregularity reports from each examination cycle to Umalusi.

It was established that monitoring of all high risk centres might not be possible during this examination cycle owing to a shortage of staff.

4.3.5 Appointment and Training of Marking Personnel

a) Appointment of Markers

Memorandum 04 of 2016 was sent to all the sites of delivery, stipulating the procedures to be followed during the marking application process.

The marker selection panel consisted of DHET officials, marking centre managers and deputy managers of national and provincial marking centres. SADTU maintained its observer status at meetings held on 12–13 March 2016 and 14–15 May 2016. In addition, a representative from the Free State regional office attended the meeting which was held on 12–13 March 2016.

The purpose of the meetings was not only to evaluate the applications and make recommendations for the appointment of markers, chief markers and internal moderators, but also to reinforce the marking centre management teams' responsibilities and address areas of concern. New developments in terms of assessment and related matters were also shared in order to inspire and support high quality vocational training and education in South Africa.

Management staff at each marking centre was provided with an opportunity to select and recommend its own staff as marking personnel in accordance with the criteria stipulated in the Personnel Administrative Measures (PAM), chapter E and paragraph 4.1 to 4.3 of the Employment of Educators Act, Act 76 of 1998. The following criteria from these documents were applicable to the selection of markers:
- An individual should have at least a three-year post-matriculation qualification, which must include the subject concerned at second or third-year level or other appropriate post matriculation qualifications;
- An individual should have extensive experience as an educator in the particular subject or a related subject and at least two years' experience teaching the subject at the level, currently and/or within the last two years;
- Preference should be given to serving college-based educators in persal or council posts;
- Language competency.

Applicants indicated the position applied for e.g. marker, chief marker or internal moderator on the application forms. Applicants' experience in marking and lecturing were considered when appointing chief markers and internal moderators.

Where no candidate with the minimum qualifications or experience could be recruited, approval for the appointment of a candidate with another appropriate post-school qualification or less than the required experience could be granted in particular cases. New appointments should be included to build capacity among serving educators.

The application form used in the past was reviewed and the following additional information was included:
- Deputy principal: academic must approve applications; and
- Information on the performance/results of the applicant's students in the 2014 and 2015 examinations is required.

An evaluation checklist including the following information was to be checked (by the evaluators) and completed for each applicant:
- Number of years teaching (lecturing) the subject at the particular level;
- Year in which the subject was last taught at this level;
- Application signed by applicant;
- Application endorsed and signed by immediate supervisor/HOD;

- Application endorsed and signed by campus manager;
- Application endorsed and signed by the deputy principal: academic;
- A certified copy of the ID attached;
- Does the applicant have a relevant qualification in the subject he/she is applying to mark?
- Recommendation by DHET selection panel and the position (marker, chief marker, internal moderator, reserve list or not eligible – with a reason if not eligible); and
- Surname, initials and signature of the evaluator.

A system comprising detailed processes had been established to assist in the recruitment and appointment of marking personnel.

The following shortcomings were observed, however:
- Duplicate applications, e.g. applicants who applied for more than one subject and different levels were not identified before the marker selection process. A candidate could therefore go through the initial screening process and be recommended for appointment to a number of subjects. This complicated the appointment process and was furthermore a factor that contributed to the shortage of markers;
- The exclusion of experienced markers owing to the requirement that an applicant had to have taught the subject at the particular level during the past two years;
- Low number of marker applications received and the subsequent large number of marking staff appointed at the marking centres, who in some cases did not meet the criteria;
- Lack of markers for certain subjects;
- Incomplete application forms, or applications that did not meet the minimum requirements, signed off by campus management;
- Recommendation of marking staff whose performance was below the 50% pass rate or who did not indicate their performance;
- Inconsistent recommendations by evaluators, e.g. a less well qualified applicant with less teaching experience appointed as a marker or internal moderator while an applicant with better qualifications was recommended as a reserve marker.

All appointed markers were requested to submit a response form (acceptance of appointment form). In addition, they received the Conditions of Appointment, Duties of Marking Officials and House Rules. Each marker was required to sign a personal declaration and submit a "release for marking duties" form signed by his/her manager.

In an attempt to solve the recurring shortage of marking personnel in certain subjects, the DHET decided to mark these subjects at more or specific marking centres, e.g. the fundamental subjects. Insufficient applications were received at some of the marking centres and these plans had to be adjusted.

Where shortfalls in the number of marking personnel for particular subjects occurred, recruitment was done by the marking centre.

Marking personnel were appointed for all three examination cycles in the case of NATED Report 190/191: Engineering Studies (thus the April, August and November examinations) and for both the November and Supplementary examinations for NC (V). Many markers applied to mark both NATED and the NC (V). This led to a shortage of 350 NC (V) markers. The DHET therefore embarked on a further advocacy and recruitment process. The closing date for these applications was 14 October and Umalusi would have to monitor the final appointments after 21 October 2016.

The following criteria were applicable for the appointment of examination assistants:
- Applicant must be a college graduate, i.e. have completed NC (V) Level 4, NSC or N6;
- Applicant must not be a registered student at a TVET college;
- Applicant must not be a candidate who sat for the examination being marked;
- Must be a South African citizen; and
- One examination assistant per 1 000 scripts should be appointed;
- Only college administrative personnel and/or students should be appointed.

b) Training of Marking Personnel

Chief markers and internal moderators are trained before the pre-marking sessions. All markers undergo the same training before the standardisation of the marking guidelines and the sample marking sessions. Further training is conducted during the marking guideline discussions and marking process.

4.3.6 Capturing of Marks and Certification

a) Capturing of Marks

Marks for the Integrated Summative Assessment Task (ISAT) and ICASS (for both NC (V) and NATED), and the end-of-year examination for NC (V) L2 and L3 are captured by the TVET colleges (public colleges) and sent to the DHET as text files where they are uploaded onto the mainframe. The DHET makes spot checks/selective verifications to verify the correctness of the marks. Marks from private centres are captured from the mark sheets at the DHET by appointed data capturers.

Capturing of examination marks for L4 occurs at the marking centres. Data capturers are contracted and trained for this purpose. At the time of this visit, no data capturers had been appointed. Once appointed, data capturers sign a declaration of secrecy before they assume duties. All capturing that takes place at the marking centre is verified: double capturing is applied in the capturing of marks. Capturing is done by two users or user ID(s).

The DHET uses a scanning program, MPFLOW, to manage and control mark sheets. Mark sheets are scanned during despatch and on return. Capturing of marks runs parallel to the marking process to ensure that all marks are captured in time for the standardisation process. The DHET uses an offline capturing tool for this purpose.

b) Certification

The certification of learner achievement remains problematic.

The on-going changing of marks, after the resulting process has been completed, raises serious concerns as to the authenticity of the data submitted at certification. These mark changes are effected for many and varied reasons; however, only one official determines a mark change and this is captured on the examination system by a single official.

The assessment body does not control the distribution of certificates to learners. The onus rests on the TVET colleges to ensure that learners have received their certificates. There are no control measures to ensure that candidates receive the correct certificate, nor are any controls in place to ensure that candidates are aware that their certificates are ready for collection.

4.4 Areas of Good Practice

4.4.1 Registration of Candidates

The registration of candidates for the NC (V) has been completed.

4.4.2 Conduct of Internal Continuous Assessment

- Monitoring of internal assessments by regional officials;
- Subject matter expert moderation of conduct of internal assessment;
- Improvement in submission of files; and
- Monitoring during each exam cycle.

4.4.3 Conduct of examinations

- The guideline for the conduct and administration of examinations in TVET programmes has been revised; and
- Roadshows were planned in all provinces and undertaken by the DHET to make stakeholders aware of the revised Guidelines for the Conduct and Administration of Examinations in TVET Programmes.

4.4.4 Appointment and Training of Marking Personnel

- There is a system with detailed processes in place for recruitment and appointment of marking personnel;
- Application form has been reviewed;
- Applications with information on the performance/results are approved by the deputy principal: academic;
- Evaluation checklist is completed for each applicant;
- Detailed information is provided to and requested from markers. This cycle, all appointed markers were required to submit a response form (acceptance of appointment form), they received the Conditions of Appointment, Duties of Marking Officials and House Rules and they were required to sign a personal declaration and submit a "release for marking duties" form signed by their managers; and
- The marking of subjects that had posed challenges with the recruitment of markers in the past was decentralised.

4.4.5 Capturing of Marks

- The use of a manually generated mark sheet is regarded as an irregularity and disallowed. The DHET has introduced a process of oversight to ensure that all issues of wrongly registered subjects and unregistered candidates are handled before writing commences; and
- The internal assessment and examination mark sheets are managed and controlled by scanners during the dispatch, marking process and on return to ensure that outstanding mark sheets are tracked down. This is done to ensure a 100% capture rate for the standardisation process.

4.5 Areas of Concern

4.5.1 Registration of candidates

- The management process of duplicate registrations is not managed effectively.

4.5.2 Conduct of Internal Continuous Assessment

- Failure of some colleges to submit evidence of internal assessments; and
- Limited budgets pose a challenge to the monitoring and moderation of internal assessments.

4.5.3 Printing, Packaging and Distribution

- Final, printed papers are not proofread by DHET. There is thus the risk that some items may not be printed in the required format; and
- Shortage of staff to monitor packaging and distribution.

4.5.4 Conduct of Examinations

- Inadequate monitoring owing to a shortage of staff;
- Monitoring plans were incomplete during Umalusi's visit; and
- DHET could not provide the number of centres that it was to monitor.

4.5.5 Appointment and Training of Marking Personnel

- Appointed of markers was not concluded during Umalusi's visit;
- Duplicate applications and incomplete application forms;
- Very few or no applicants to mark certain subjects. There was a lack of capacity in some subjects;
- Limited number of marker applications received and subsequently large numbers of marking staff were appointed at the marking centres, some of whom did not meet all the criteria;
- Overall shortage of 350 markers for NC (V);
- Inconsistent application of criteria/recommendations by different marking centres;
- Markers had been evaluated but despite some measures to prevent re-appointment of underperforming markers, there were still some challenges; and
- Exclusion of experienced markers who were not teaching the subject.

4.5.6 Capturing of Marks

- A detailed management plan for capturing of marks/results was not in place; and
- Effective double capturing of marks was not evident.

4.6 Directives for Compliance and Improvement

4.6.1 Conduct of Internal Continuous Assessment

Punitive measures should be introduced where colleges do not submit the internal assessments as requested by the DHET.

4.6.2 Appointment and Training of Marking Personnel

- There are specific challenges in the TVET sector: the criteria for the appointment of marking personnel should be revised; and
- Viable solutions must be found in the case of subjects that repeatedly pose challenges in terms of the recruitment and appointment of suitably qualified and experienced markers/chief markers/internal moderators.

4.6.3 Capturing of Results

- A detailed management plan for the capture of marks/results should be developed from the DHET's broader examination management plan in order to ensure that all activities leading up to capturing are planned and addressed on time. For instance, plans need to be made regarding the appointment of data capturers and their training in the use of the offline capturing tool.
- Measures must be put in place to ensure that the examination system is designed to prohibit a user from both capturing and verifying the capturing of marks.

4.7 Conclusion

The audit of state of readiness of the DHET examination system confirmed that the DHET did comply with the majority of the state of readiness requirements for administering the 2016 NATED and NC (V) examinations. The DHET was advised to consider the concerns noted in this report and to report to Umalusi on its full commitment to administer the 2016 NATED and NC (V) examinations according to the requirements.

CHAPTER 5: MONITORING OF WRITING

5.1 Introduction and Purpose

In terms of its founding Act, the General and Further Education and Training Quality Assurance (GENFETQA) Act (No. 58 of 2001, as amended in 2008), Umalusi is mandated to ensure the integrity and credibility of the quality assurance of the qualifications it certifies, and to that effect, to determine whether the national policy pertaining to the conduct, administration and management of the examinations for the Technical and Vocational Education and Training (TVET) qualifications has been followed.

On the other hand, the Department of Higher Education and Training (DHET) carries the responsibility of ensuring that the examinations it administers are conducted and managed in a credible manner. During the course of 2016, the DHET invited all colleges to road shows where it provided comprehensive training on the administration and conduct of examinations.

During the months of October and November 2016, the DHET administered and managed the National Certificate (Vocational) (NC (V)) and NATED Report 190/191: Engineering Studies N2 and N3 examinations across all registered TVET colleges. In verifying the credibility of the writing of these examinations, Umalusi undertook rigorous and extensive monitoring of their conduct.

This chapter provides a summary of the findings of the monitoring of a sample of centres, and further acknowledges good practices where these were observed, and areas of concern. It also outlines directives for compliance and improvement, which should be followed by the assessment body in future.

Please note that in this chapter, reference is made to information that pertains to both NATED Report 190/191: Engineering Studies N2-N3 as the conduct of the examinations overlaps.

5.2 Scope and Approach

As the Quality Council in the General and Further Education and Training Qualifications Sub-framework (GFETQSF), Umalusi judges the quality and standard of examinations by determining the degree to which the policy has been adhered to in the implementation of all examination processes, including the efficiency and effectiveness of systems, processes, and procedures for the monitoring of the conduct of the writing of examinations.

Umalusi visited a sample of 42 TVET examination centres (43 visits) to monitor the writing phase of the examinations (November/December 2016 NC (V) and NATED Report 190/191: Engineering Studies). One centre was visited twice.

The 42 centres are listed in Table 5A below. These include 19 private centres and 23 public centres. A specially designed monitoring instrument was used by the individual monitors to monitor the conduct, administration and management of the writing phase of the examinations at these centres.

Table 5A: Examination centres monitored during the writing of examinations

No.	Province	Site/Campus	Date	Subject	Candidates registered/actual
1	Eastern Cape	John Knox Bokwe	14/11/2016	New Venture Creation L3	108/94
2	Eastern Cape	Ezibeleni	2/11/ 2016	Mathematics N2	157/135
3	Eastern Cape	King	2/12/2016	Mathematics N2	122/115
				Engineering Science N3	157/17
				Fitting and Machining Theory N2	03/01
4	Free State	Tosa	2/12/2016	Mathematics N2	306/186
5	Free State	Sasolburg	17/11/2016	Engineering Science N3	214/152
6	Free State	Thaba 'Nchu	17/11/2016	Engineering Science N3	62/50
7	Gauteng	Benoni	21/11/2016	Engineering Science N2	59/15
				Mathematical Literacy L3	103/88
8	Gauteng	Central Technical College – Pretoria*	18/11/2016	Industrial Orientation N3	58/39
				Industrial Electronics N2	36/17
				Industrial Orientation N2	30/06
9	Gauteng	Randfontein	7/11/2016	Mathematical Literacy L4 Paper 1	82/76
10	Gauteng	Taalnet Training Institute*	2/11/2016	Mathematics N2	97/75
11	Gauteng	Ressuct Centre for Skills*	21/11/2016	Mathematics N3	15/08
12	Gauteng	Sandton Technical College*	17/11/2016	Engineering Science N3	76/7
13	Gauteng	Churchill Resource College*	2/12/2016	Mathematics N2	97/42
14	Gauteng	Molapo	21/11/2016	Mathematics N3	48/37
15	Gauteng	Watersrand Computer and Business College*	17/11/2016	Engineering Science N3	48/19
				Fitting and Machining Theory N2	02/01
				Building Science N3	01/01
16	Gauteng	Denver Technical College*	2/12/2016	Mathematics N2	536/434
17	Gauteng	Khomanani Business College*	21/11/2016	Mathematics N3	318/51
				Engineering Science N2	97/17
18	Gauteng	Temba	2/12/2016	Mathematics N2	232/220

No.	Province	Site/Campus	Date	Subject	Candidates registered/ actual
19	Gauteng	City View Business College*	7/11/2016	Public Administration N5	01
20	Gauteng	JFA Square Technical Training Institution*	2/12/2016	Mathematics N2	139/94
21	Gauteng	Ikage SD College*	2/12/2016	Mathematics N2	55/46
22	Gauteng	Anitec College*	2/12/2016	Mathematics N2	101/96
23	Gauteng	Roseville FET College*	18/11/2016	Indusial Electronics N3	50/13
				Industrial Electronics N2	19/09
24	Gauteng	Tshwane City College*	22/11/2016	Business English N3	31/22
25	Gauteng	Jengrac College – Sebokeng*	23/11/2016	Industrial Organisation and Planning N3	44/05
26	KwaZulu-Natal	Port Shepstone	7/11/2016	Mathematics L4	11/11
				Mathematical Literacy L4	86/78
27	KwaZulu-Natal	Innovatus – Durban*	22/11/2016	Mathematical Literacy L3	06/06
28	KwaZulu-Natal	Majuba Technology Centre	2/12/2016	Mathematics N2	503/429
29	KwaZulu-Natal	Newcastle Technology Centre	2/12/2016	Mathematics N2	379/306
30	KwaZulu-Natal	Sundumbili	2/12/2016	Mathematics N2	138/106
31	KwaZulu-Natal	Ogwini Comprehensive Technical School*	2/12/2016	Mathematics N2	15/15
32	KwaZulu-Natal	Berea Technical College – Durban*	21/11/2016	Engineering Science N2	314
				Mathematics N3	22
33	KwaZulu-Natal	Central Technical College – Durban*	24/11/2016	Engineering Science N1	37
34	KwaZulu-Natal	Central Technical College – Durban*	2/12/2016	Mathematics N2	
35	Limpopo	Giyani	2 /12/2016	(replacement paper)	104/61
36	Limpopo	Ellisras	2/12/2016	Mathematics N2	87/81
37	Mpumalanga	Witbank	2/12/2016	Mathematics N2	358/318
38	North West	Rustenburg	1/11/2016	Mathematics N2	261/239
39	Northern Cape	Namaqualand	2/12/2016	English FAL L4	229
				Mathematics N2	119/108
40	Northern Cape	Upington	2/12/2016	Mathematics N2	18/13
41	Western Cape	Thornton	17/11/2016	Engineering Science N3	92/61
42	Western Cape	Bellville	2/12/2016	Mathematics N2	215/133
43	Western Cape	Vredendal	17/11/2016	Engineering Science N3	10

*Private Colleges

5.3 Summary of Findings

Table 5B provides a summary of the observations at the 42 sites monitored for the writing of NC (V) and NATED Report 190/191: Engineering Studies N2-N3 examinations.

Table 5B: Findings from examination centres monitored for the writing of examinations

Criteria	Findings and Challenges	Centres Implicated
Delivery and storage of examination material before writing	Twenty-eight (65%) centres complied fully with criteria governing the delivery and storage of examination material before the commencement of the writing session.	Bellville Benoni Berea Technical College – Durban Central Technical College – Durban (2) Ellisras Ezibeleni Giyani Ikage SD College Innovatus – Durban Jengrac College – Sebokeng JFA Square Technical Training Institution King Majuba Technology Centre Namaqualand Newcastle Technology Centre Port Shepstone Randfontein Ressuct Centre for Skills Rustenburg Sasolburg Sundumbili Temba Thaba 'Nchu Thornton Tosa Tshwane City College Upington Vredendal
	At ten of the centres visited (23%), most of the requirements for the storage of examination materials had been met. The following challenges were noted at these centres: • At Taalnet Training Institute the papers were collected from the nodal point in Boksburg by the delegated chief invigilator, but he/she was not in possession of a letter of delegation. • Examination material was not stored in a safe or a locked cabinet at Sandton Technical College. • At Ezibeleni and John Knox Bokwe the question paper was e-mailed	Anitec College Central Technical College – Pretoria Ezibeleni John Knox Bokwe Molapo Ogwini Comprehensive Technical School Sandton Technical College Taalnet Training Institute Watersrand Computer and Business College Witbank

Criteria	Findings and Challenges	Centres Implicated
Delivery and storage of examination material before writing	to the centre on the day of the visit and copies of it had to be made. • At Ogwini Comprehensive Technical School there was no safe/strong room and the papers were stored at a nearby school. • Central Technical College: some of the question papers were not available on the date of the examination and were received via e-mail and copied for the students. This caused delays in the commencement of the examination.	
	• At one centre (2%), limited compliance with the set criteria for storage of examination material was observed by the monitors. Material required on the day of the visit was collected by a college driver. • Material required for this session arrived late, at 08:52, and was taken straight to the centre. There was no secure strong room on the floor where the examination rooms were located.	Khomanani Business College
	• At three centres (7%) satisfactory adherence to the set criteria was observed. • At Churchill Resource College the answer scripts were kept in a very cluttered strong room.	Churchill Resource College Denver Technical College Roseville FET College
	At one centre (2%), the monitor reported a lack of compliance. There was no security to keep examination material safe. Examination materials were stacked on the floor and on a table at the back of the examination hall. The fire extinguisher was last serviced in 2013, with an expiry date of 12/2014. The building was a safety hazard. The lifts did not work. The examination room was situated on the 6th floor with the offices on the 4th floor. The building had been condemned and the college was not allowed to advertise its name on the building.	City View Business College

Criteria	Findings and Challenges	Centres Implicated
The Invigilators and their training	Twenty-seven of the monitored centres (63%) complied fully with the set criteria regarding invigilators and their training.	Bellville Berea Technical College – Durban Central Technical College – Durban (2) Central Technical College – Pretoria Ellisras Ezibeleni Giyani Ikage SD College Innovatus – Durban JFA Square Technical Training Institution John Knox Bokwe King Majuba Technology Centre Molapo Namaqualand Port Shepstone Rustenburg Sasolburg Sundumbili Thaba 'Nchu Thornton Tosa Tshwane City College Upington Vredendal Watersrand Computer and Business College
	Six centres (14%) complied partially with the criteria for invigilators and their training: • The chief invigilator (the campus manager of Taalnet Training Institute) was not available on the day of the visit to the centre and the acting invigilator did not have a letter of delegation. • At one of these centres, the chief invigilator did not have an appointment letter and had not been trained. • At four of these centres, invigilators could not all produce appointment letters or signed appointment letters.	Churchill Resource College Denver Technical College Ogwini Comprehensive Technical School Sandton Technical College Taalnet Training Institute Temba
	Four centres (9%) showed very limited compliance with the requirements regarding invigilators and their training. The main areas of neglect observed at these centres were: • Appointment letters and/or evidence of training were not available at these five centres. • At one centre, administration	Anitec College City View Business College Ressuct Centre for Skills Roseville FET College

Criteria	Findings and Challenges	Centres Implicated
The Invigilators and their training	officials assisted with the invigilation but carried no identification. • Letters of appointment were not valid for the November/December examinations at two centres.	
	The five centres concerned (12%) mostly complied with the criteria for the appointment and training of invigilators. However, minor problems were observed in the following areas: • Proof of training was not available at three of the centres. • At one centre, the invigilators could not all produce their signed appointment letters.	Benoni Jengrac College – Sebokeng Newcastle Technology Centre Randfontein Witbank
	At one centre (2%), no compliance with the requirement for invigilators and their training was observed by the monitor. Neither the chief invigilator (director) nor the invigilators (lecturers) had appointment letters. No evidence of training could be provided.	Khomanani Business College
Preparations for writing and the examination venues	Six centres (14%) demonstrated adherence to all the monitoring criteria set by Umalusi for the preparation of examination venues.	Berea Technical College – Durban Central Technical College – Durban Ezibeleni JFA Square Technical Training Institution Majuba Technology Centre Sasolburg
	Four of the centres monitored (9%), complied only in a limited way with the criteria for monitoring the preparation of examination venues. At these centres, the following lapses occurred: • No directions to examination room. • No seating plan available. • No clock in several of the examination rooms. • No invigilators' attendance register signed on the day of the monitoring visit. • Invigilators were not wearing name tags. • No examination file or only some documents were available. • ID and examination permits were not verified before admitting candidates to the examination venue. • At one examination venue the environment was not conducive to the writing of examinations.	Churchill Resource College Khomanani Business College Sandton Technical College Tshwane City College

Criteria	Findings and Challenges	Centres Implicated
Preparations for writing and the examination venues	• There were calculations and charts on walls in one room; according to the chief invigilator, however, these calculations did not relate to the subject and had therefore not been removed. • Two candidates had students' cards for Hillcross Business College but admission letters for the monitored centre (Khomanani Business College). • One candidate had an admission letter that did not indicate the right date or subject for the monitored session; nonetheless he/she was allowed to write. During the packaging of scripts, one did not appear on any of the mark sheets and WAS NOT PACKED. • Cell phones were allowed in the examination venue. • A chief invigilator used his cell phone during the examination and two candidates left the examination venues to answer their cell phones.	
	Twenty-one centres (49%) demonstrated compliance with most of the monitoring criteria for the preparation of venues.	Bellville Benoni Central Technical College –Durban Ellisras Giyani Innovatus – Durban King Molapo Namaqualand Newcastle Technology Centre Port Shepstone Randfontein Rustenburg Campus Thaba 'Nchu Thornton Tosa Upington Vredendal Watersrand Computer and Business College Denver Technical College Witbank

Criteria	Findings and Challenges	Centres Implicated
Preparations for writing and the examination venues	Twelve of the monitored centres (28%) demonstrated satisfactory adherence to the criteria for the preparation of venues. The following areas of neglect were observed by monitors: • At one centre, the prescribed ratio (1:30) had not been adhered to. • Not enough seating to accommodate all candidates. • Neither relief invigilator nor invigilator attendance registers could be produced. • No examination file or only limited information had been filed. • A candidate's cell phone rang during the examination. • At one centre (Ressuct Centre for Skills), the Umalusi monitor found the Mathematics parcel, opened, in the principal's office. • No seating plans were available and candidates were seated randomly. • At one centre (Central Technical College) no drawing boards were provided to the candidates and they had to use their flat tables.	Anitec College Central Technical College – Durban City View Business College Ikage SD College Jengrac College – Sebokeng John Knox Bokwe Ogwini Comprehensive Technical School Ressuct Centre for Skills Roseville FET College Sundumbili Taalnet Training Institute Temba
Time management	Time management at 15 centres (35%) was in accordance with all the set criteria.	Bellville Benoni Berea Technical College – Durban Central Technical College – Durban (2) Ellisras Giyani Ikage SD College Innovatus – Durban JFA Square Technical Training Institution Namaqualand Temba Thaba 'Nchu Tosa Upington
	Twenty-three centres (54%) adhered to most criteria in a satisfactory way as far as time management was concerned. The following problem areas were observed: • Candidates arrived late at the examination centres owing to transport difficulties. • Papers were delayed, e.g. Industrial Orientation N3, and further delays were caused by the printing of	Anitec College Central Technical College Denver Technical College Ezibeleni Jengrac College – Sebokeng John Knox Bokwe King Majuba Technology Centre Molapo Newcastle Technology Centre Ogwini Comprehensive Technical School

Criteria	Findings and Challenges	Centres Implicated
Time management	e-mailed papers. This resulted in delayed starts to examinations. • The candidates were not given ten minutes to read through their question papers.	Port Shepstone Randfontein Roseville FET College Rustenburg Sandton Technical College Sasolburg Sundumbili Thornton Tshwane City College Vredendal Watersrand Computer and Business College Witbank
	Five centres (12%) demonstrated no compliance with the Umalusi criteria for time management. • Candidates were admitted late to the examination room. • Question papers were distributed late. • At one centre, the wrong papers were delivered by the DHET. • The examination rules were not read out to candidates. • The question papers were not checked for technical accuracy. • Candidates were not given time to read the question paper before writing (ten minutes).	Churchill Resource College City View Business College Khomanani Business College Ressuct Centre for Skills Taalnet Training Institute
Checking of environment	Nine centres (21%) observed by the monitors did not comply with the monitoring requirements set by Umalusi. At these centres, the invigilators did not check male or female ablution facilities for material that could have been used by candidates to cheat.	City View Business College Ezibeleni John Knox Bokwe Khomanani Business College Newcastle Technology Centre Ogwini Comprehensive Technical School Thornton Watersrand Computer and Business College Witbank
	Thirty-four centres visited (79%) checked the ablution facilities before the commencement of the examination session for any material that could be used by candidates to cheat.	Anitec College Bellville Benoni Berea Technical College Central Technical College Durban (2) Central Technical College - Pretoria Churchill Resource College Denver Technical College Ellisras Giyani Ikage SD College

Criteria	Findings and Challenges	Centres Implicated
Checking of environment		Innovatus – Durban Jengrac College – Sebokeng JFA Square Technical Training Institution King Majuba Technology Centre Molapo Namaqualand Port Shepstone Randfontein Ressuct Centre for Skills Roseville FET College Rustenburg Sandton Technical College Sasolburg Sundumbili Taalnet Training Institute Temba Thaba 'Nchu Tosa Tshwane City College Upington Vredendal
Activities during the writing process	Twenty of the centres (47%) complied with all the set criteria.	Bellville Central Technical College – Durban City View Business College Ellisras Giyani Ikage SD College Innovatus – Durban John Knox Bokwe Majuba Technology Centre Newcastle Technology Centre Port Shepstone Ressuct Centre for Skills Roseville FET College Rustenburg Sandton Technical College Sasolburg Sudumbili Thaba 'Nchu Thornton Tosa
	Nine of the centres (21%) failed to comply with most of the criteria. They did for example not assist candidates to complete the cover page of the examination book.	Anitec Benoni Berea Technical College Churchill Resource College Ezibeleni Temba Upington Vredendal Witbank

Criteria	Findings and Challenges	Centres Implicated
Activities during the writing process	One centre (2%) did not comply with the criteria. At this centre, an unregistered candidate wrote the examination paper. No seating plan was available, candidates were admitted to the examination room without proper identification and the paper was not checked for errors. The invigilators did not move around the room and the examination rules were not read out to candidates. The examination did not start on time and the stipulated space between the rows was not adhered to. One candidate was found with "crib" notes.	Khomanani Business College
	One of the centres (2%) complied to a limited extent with the set criteria. At the Taalnet Training Institute, invigilators remained seated at times, not all candidates were accompanied to the toilet and candidates left the examination room during the last 15 minutes of the session. One learner had a cell phone.	Taalnet Training Institute
	Eleven of the centres (26%) complied partially with the set criteria. The following challenges were observed: • At Thornton and Tshwane City College candidates were not accompanied to the toilet. • At Churchill Resource College the cover page of the examination papers was not checked. • At Molapo the examination papers arrived late. • At Newcastle Technology Centre the monitor reported that according to the chief invigilator a candidate was caught with crib notes and this was reported to the Department. • At King there were no female invigilators for the monitored session. Male invigilators were forced to escort female candidates to the toilet. • At King one candidate had no ID and he was allowed to write, this was captured as an irregularity. • At Tshwane City College, two candidates had their cell phones with them, when they rang, the candidates went out to reply them.	Central Technical College – Pretoria City View Business College Churchill Resource College Denver Technical College Ezibeleni King Molapo Newcastle Technology Centre Thornton Tshwane City College Watersrand Computer and Business College

Criteria	Findings and Challenges	Centres Implicated
Packaging and transport of scripts after writing	At 26 of the 43 monitored centres (60%), the packaging and transport of scripts after the examination had been conducted strictly in accordance with the set criteria. In most cases, the examination rooms were used to count and pack the scripts after candidates had left. This was done by the chief invigilator and the invigilators responsible for that examination. The scripts were packed in numerical order, according to the mark sheet and carefully cross checked. The scripts had been sealed in the plastic bags provided by the DHET and locked in the safe or dispatched to the marking centres or nodal points. It must be noted however that many of these sites did not submit daily irregularity reports to the DHET.	Anitec College Bellville Benoni Berea Technical College Central Technical College – Durban (2) Central Technical College – Pretoria Ellisras Ezibeleni Ikage SD College Innovatus – Durban JFA Square Technical Training Institution John Knox Bokwe Majuba Technology Centre Molapo Namaqualand Newcastle Technology Centre Port Shepstone Roseville FET College Sasolburg Temba Thaba 'Nchu Tosa Tshwane City College Upington Vredendal
	At four centres (9%) partially compliance with the set criteria was observed. At Watersrand Computer and Business College no situational report was completed and two candidates commenced late with the writing of the paper due to clashes on their time table.	Khomanani Business College City View Business College Watersrand Computer and Business College Witbank
	Thirteen of the centres monitored (30%) complied with most of the monitoring criteria for the packaging and dispatch of scripts.	Churchill Resource College Denver Technical College Giyani Jengrac College – Sebokeng King Ogwini Comprehensive Technical School Randfontein Ressuct Centre for Skills Rustenburg Sandton Technical College Sundumbili Taalnet Training Institute Thornton

5.4 Areas of Good Practice

Some areas of compliance were observed by the monitors:
- Twenty-five (65%) met all the criteria for the delivery and storage of examination material;
- Twenty-seven of the monitored centres (63%) complied fully with the criteria for invigilators and their training;
- Thirty-four centres (79%) checked the immediate environment before the commencement of the examination for any material that could have been used by candidates;
- Chief invigilators at 26 centres (60%) completed a daily situational report before scripts were transported to the assessment body;
- At 26 of the 43 centres monitored (60%), the packaging and transport of scripts after an examination was conducted strictly according to the set criteria.

5.5 Areas of Concern

Areas of serious concern were observed at certain of the sites:
- The inability of the GPW to honour its printing and distribution contract with the DHET and the subsequent e-mailing of question papers that then had to be duplicated at centres posed a high security risk for the examinations. This was a breach to the norms and standards for the safekeeping of examination question papers;
- Khomanani Business College and City View Business College in particular did not comply with all the criteria for the monitoring of the writing of examinations and this might have compromised the examination. For example, these sites did not follow the rules for the delivery and storage of examination material; security; the training and appointment of invigilators; and rules for the conduct of the examination;
- Time was not managed effectively at five centres (12%).

5.6 Directives for Compliance and Improvement

Serious concerns were raised during the monitoring process. The DHET must ensure that:
- Measures are put in place to prevent a repetition of the disruptions resulting from the GPW's failure to honour its contract and reproduce and deliver question papers on time.
- The Examination centre status of colleges that did not comply with basic requirements for the conduct of examinations be revoked.
- The examination results of City View Business College and Khomanani Business College be blocked.

5.7 Conclusion

The failure of the GPW to print and distribute question papers on time had a damaging effect on the November 2016 NC (V) and NATED Report 190/191: Engineering Studies N2-N3 examinations.

Colleges conduct examinations regularly. It is therefore expected of them that they are aware of and apply the principles of effective examination management. Furthermore, the DHET communicated clear guidelines for the administration of examinations to all examination centres. Reports received make it clear, however, that several aspects of the conduct of examinations were not observed. These malpractices are of serious concern as they could compromise the examination and the credibility of the qualification. Punitive measures should be taken to deal with sites that repeatedly contravene the rules and are guilty of malpractice.

CHAPTER 6: MONITORING OF MARKING

6.1 Introduction and Purpose

In accordance with the National Policy Pertaining to the Conduct, Administration and Management of the examinations for the Technical and Vocational Education and Training (TVET), the Department of Higher Education and Training (DHET) takes complete responsibility for the credible conduct, administration and management of the marking of examinations in the qualifications it is registered and accredited to offer.

Umalusi is mandated to verify the extent to which the conduct, administration and management of marking processes at marking centres comply with legislation governing examinations administered by the DHET.

This chapter reports on the findings of the monitoring of the conduct of marking of examinations conducted and managed by the DHET. The report acknowledges areas of good practice and areas of concern observed during the monitoring of the marking across marking centres, and issues directives for compliance and improvement with which the assessment body must comply.

Please note that in this chapter, reference is made to information that pertains to both NATED Report 190/191: Engineering Studies N2-N3 and the National Certificate (Vocational).

6.2 Scope and Approach

Umalusi deployed monitors to a sample of DHET marking centres in seven provinces. In addition, Umalusi staff monitored four marking centres.

Data used to compile this report were gathered from on-site monitoring of the marking centres, interviews and observations by Umalusi staff and monitors, using an instrument designed for this purpose.

Tables 6A and 6B below provide an account of the province, centre and dates on which the respective marking centres were visited.

Table 6A: Marking centres monitored by Umalusi monitors

Qualification	Province	Centre	Date
N2	KwaZulu-Natal	Umgungundlovu: Midlands Campus	7/12/16
N2	Western Cape	College of Cape Town: Thornton Campus	3/12/16
N2*	Eastern Cape	Port Elizabeth: Iqhayiya Campus	6/12/16
N2	Free State	Motheo TVET College: Hillside View Campus	27/11/16
N2*	Limpopo	Capricorn TVET College: Seshego Campus	8/12/16
N2	Mpumalanga	Nkangala TVET College: Mpondozankomo Campus	3/12/16
N2	North West	Orbit TVET College: Rustenburg Campus	7/12/16

*Certain N3 subjects with high enrolments and or specialised N3 subjects were also marked at these sites.

Table 6B: Marking centres monitored by Umalusi staff members

Qualification	Province	Centre	Date
N3	Gauteng	Tshwane South TVET College: Pretoria West Campus	3/12/16
Level 4		Ekurhuleni East TVET College: Springs Campus	
Level 4	KwaZulu-Natal	Thekwini TVET College: Asherville Campus	
N2-N3	Gauteng	Tshwane South TVET College: Centurion Campus	

6.3 Summary of Findings

6.3.1 Monitors' findings

The findings below are in accordance with the criteria for monitoring the marking of examinations prescribed by Umalusi.

a) Planning for marking

Detailed management plans were presented and scrutinised. Monitors observed that centre managers had monitored the progress across all the marking activities according to the approved management plan. A comprehensive list of marking and administrative personnel had been maintained by centre managers. All markers, with a few exceptions, arrived at the marking centre on the stipulated date. Some managers (e.g. at Iqhayiya) mentioned that marking guidelines arrived a little late and this meant a change to the commencement date and time of marking. However, these centre managers worked extra hours to make up for the lost time. All monitors reported that the marking rate corresponded to the management plan and that completion of marking would not be compromised.

b) Marking centres

The marking centres were well chosen as all communication infrastructure was available. The centres were equipped with appropriate furniture. No provision was made for accommodation or meals for markers at any of the marking centres. At some venues, no cafeteria was available and markers were required to bring their own meals. However, almost all centres began marking between 7:00 and 7:30 and concluded the day at around 19:30.

Adequate control of scripts was observed at all centres. The marking centre received a record of centres from which scripts in all the subjects that were to be marked at the centre would be received. On receipt of the scripts, the examination assistants (EA) verified them against the mark sheets.

c) Security

There was adequate security at all marking centres. Of the seven centres monitored, at six:

- The premises were under 24-hour surveillance;
- An alarm system had been installed and was linked to armed response;
- There were fire extinguishers inside the building to protect all the examination material in case of fire;
- Security gates and burglar doors had been installed.

Although there were adequate security personnel at the gates, at some marking centres cars were not checked. Furthermore, at one marking centre there was no record of markers signing in or out at the main security gate.

All scripts were transported to the marking centres by Sky Net Courier Services. The security personnel accompanied the EA when scripts were moved from the control centres to the marking venues and vice versa.

d) Training of marking personnel

All marking centre managers (MCM) and deputy managers were trained by the DHET in Pretoria. Documents to this effect were verified on-site.

The chief markers and internal moderators were trained by the MCM on their arrival at the marking centre. Chief markers and internal moderators were responsible for training all markers and EAs.

Marking personnel were provided with dummy scripts to mark. Immediate training was provided where problems were identified.

e) Marking procedure

Once the marking guidelines had been confirmed at the marking guideline discussion meetings, no changes were allowed. At those centres monitored, fairly good quality assurance processes were in place to ensure that an entire script had been marked. It was noted, for instance, that each marker was provided with a unique code. It was clear that one of the most critical responsibilities of the senior marking personnel (i.e. chief marker and the internal moderator) was the monitoring and moderation of the quality of marking and the recording of their findings against the marker's code, should any discrepancies be found. This allowed for further interventions and support to take place.

Markers' attendance registers were controlled and monitored by the respective chief markers.

f) Monitoring of marking

The rate and quality of marking were very closely monitored by the chief marker, assisted by the internal moderator. A further quality assurance process ensured that the computation and transfer of marks to the cover page was correct. There were procedures to monitor underperforming markers. These markers were to be provided with additional support in areas where their lack of competence or inconsistency was identified. It was emphasised that in all such cases, training was to be provided by the chief marker and the internal moderator. Thereafter, the quality of marking by the marker concerned would be closely monitored. This evaluation of markers was adopted by the DHET to ensure appropriate appointments in the future.

g) Handling of irregularities

The protocol for dealing with examination irregularities forms one of the most critical quality assurance directives that the assessment body must promote, manage and maintain. It was emphasised that the handling of examination irregularities was discussed during the training session offered by the MCM and that all markers had been made aware of the procedure to be followed when an irregularity was detected. The most crucial aspect of this procedure is that:
- Markers must inform their respective chief marker and internal moderator immediately;
- It is the duty of the chief marker to discuss the matter with the irregularity committee, which is chaired by the MCM.

The irregularity committee comprises the MCM, chief markers and internal moderators (of the subject in which the irregularity has occurred) and the script control manager. It was noted that the committee was aware of its mandatory roles and responsibilities as this had been documented in the presentation made during the training of marking personnel.

At one campus, three types of irregularities were identified while the Umalusi monitor was present, namely: scripts with different centre numbers, notes on calculator covers (crib notes) and candidates with identical correct and incorrect answers. Due process was followed at the marking centre concerned and the monitor included the irregularities in his report to Umalusi.

i) Quality assurance procedures

Checks and balances are in place to quality assure each step of the marking process. After the entire script has been marked, the respective codes of the markers are added to the script. The EAs, who are on duty at all times in the examination venue, checks that all sections of the script have been marked, that sub-totals are correct and all other computation procedures have been completed. The EA then adds his/her code to the script. Finally, the chief marker and internal moderator ratify a sample of all scripts.

k) Reports

It is the responsibility of the chief marker to evaluate each marker under his/her supervision. The reports are then forwarded to the DHET, which assists in future appointments of markers. However, the chief marker made mention that the DHET should implement these recommendations more stringently as underperforming markers were still being reappointed.

The chief marker and internal moderator compile detailed reports on the subject, identifying all the strengths and weaknesses related to the quality of the question paper and marking guidelines as well as the marking process. It is the duty of the deputy MCM: academic to ascertain that all reports meet specific standards before they are submitted to the DHET.

6.3.2 Findings by Umalusi staff

Table 6C below reflects the observations of the Umalusi staff at the Asherville, Centurion, Springs and Pretoria West marking centres on 3 December, the date on which the majority of the NC (V) L4 and N3 marking guidelines were conducted.

Table 6C: Findings by Umalusi Staff

Criteria	Findings
Preparations for marking	The marking centres had appropriate infrastructure and facilities to support the marking process.
	The names of the subjects marked in each venue were displayed on the doors.
	All centres had the enough rooms to accommodate the marking personnel in the various subjects, with the exception of six N3 subjects, which were all marked in one room at Pretoria West. This was not a suitable environment, particularly during the marking guideline discussions.
	Preparations were made for live and dummy scripts for sample marking.
	Large enough rooms such as halls were available at all centres for the control of scripts. The necessary communication facilities (fax machine, telephone and internet access) were made available at all centres.
	There were adequate and very clean ablution facilities with the exception of Springs marking centre, where there were adequate ablution facilities but these were not in a good condition.
	The official marking hours were from 07:00 to 19:00. Marking centres had adequate security personnel at the gates and visitors were required to sign a register before entering.

Criteria	Findings
Management of answer scripts and mark sheets	The marking centres received a record of centres from which scripts for all the subjects were expected with the exception of Afrikaans, which was not on the list at Springs marking centre. On receipt of the scripts, the EA verified the scripts against the mark sheets. Asherville and Centurion marking centres had not received all the expected scripts at the time of monitoring. There were discrepancies which were declared as technical irregularities. At Centurion, it was discovered that candidates had been marked present but their scripts were missing and vice versa. The examination centres were contacted to submit the seating plan or any alternative evidence that students had been present. At Springs, very effective distribution of scripts occurred and the security personnel escorted the EA. All marking centres did data capturing at the site: the data capturer captured the marks and all marks were verified and sent electronically to the DHET. Hard copies were sent by courier to the DHET.
Appointments and training	NC (V) markers were recruited in May and NATED Report 190/191: Engineering Studies markers in March 2016. Shortages occurred and the markers/chief markers/internal moderators in subjects had not been appointed by the time of the marking guideline discussions, e.g. Business English N3 and Afrikaans FAL L4. Evidence of the appointment of the marking centre management staff was available. Markers were trained by the MCM and subject specific training was done by the chief markers and internal moderators. Some markers did not attend the MCM's training session. Daily meetings were held by the MCM, chief markers and internal moderators to discuss pertinent issues.
Attendance at marking guideline discussions and sample marking	Markers were asked to bring their own worked out marking guidelines to the marking centres. The internal moderator for Water Treatment Practice N3 arrived with an incorrect and incomplete marking guideline. Absenteeism/shortages of marking personnel were observed in some of the subjects. In the case of subjects that were to be marked in other provinces, marking guidelines were standardised, signed off and sent to the marking centres via Dropbox. Scripts were prepared in time for dummy script marking and sample marking.
Moderation of marking	The chief marker and internal moderator moderated a whole script. The management team monitored the moderation process from the outset to ensure that there was evidence of moderation at an early stage of marking.

Criteria	Findings
Reports	The necessary infrastructure(computers) was in place for the preparation of reports. Chief markers and internal moderators for every subject were to write comprehensive reports on the marking process, highlighting any difficulties experienced in the marking process. The DHET provided standardised templates to all MCMs in order to ensure consistency in reporting. The marking centre manager and the deputy marking centre manager are held accountable for the quality of the chief marker and internal moderation of marking reports.
Dealing with irregularities	There was a prescribed process in place to follow when reporting and dealing with irregularities. An irregularity committee was established and it would meet on a daily basis.

6.4 Areas of Good Practice

The following areas of good practice were noted:
- The marking plan was closely monitored and adhered to;
- The criteria for selection of marking venues was fairly conducted, especially in the case of infrastructure;
- The integrity of the marking process was not compromised;
- Good control of the flow of scripts was observed;
- An additional process, where each script received was stamped to prevent others from being inserted in the pile was observed at Springs marking centre.

6.5 Areas of Concern

The following practices raised concerns:
- Monitoring by the assessment body was not evident at the marking centres monitored by Umalusi;
- Late arrival of marking guidelines had implications for the determined norm time;
- Reappointment of underperforming markers was observed;
- Some markers were inadequately prepared for the marking guideline discussions;
- Some markers did not attend the MCM's training session.

6.6 Directives for Compliance and Improvement

The DHET must ensure that:
- Evidence to indicate monitoring by the assessment body must be made available;

- Marking guidelines must be despatched in good time to allow marking to start on schedule;
- The evaluation of markers' performance forms are considered when appointments are made;
- Marking staff who do not attend the MCM training sessions or the training at the marking guideline discussions are not to be allowed to mark;
- Accurate information concerning subjects to be marked at a specific marking centre is communicated to the marking centres;
- The directive that all marking staff must come prepared (with their own worked out marking guideline) to the marking guideline discussions are enforced.

6.7 Conclusion

The marking centres were well managed. Management teams were experienced as the same marking centre management teams, with the exception of a few new appointments, were responsible for the marking process for a number of examinations. The systems and processes that were in place require further refinement to improve processes and ensure compliance.

CHAPTER 7: MONITORING OF MARKER SELECTION AND APPOINTMENT

7.1 Introduction and Purpose

The appointment of appropriately qualified and experienced marking staff is of paramount importance in the success and credibility of assessments.

The DHET sent an invitation (Memorandum 04 of 2016 dated 21 January 2016) to colleges and campuses, encouraging lecturers who qualified as markers to apply for the marking positions in all the 2016 examinations. All duly completed, signed and recommended (by heads of department (HOD), campus managers and deputy principals: academic) applications were required to be accompanied by certified copies of the applicant's identity document, highest qualifications, academic record in the subject applied for and the South African Council for Educators (SACE) registration certificate. Non-South African citizens were also required to submit copies of their work permits, passports and proof of residence. A schedule of applications (list of all applicants) was to be submitted per qualification (NATED or National Certificate Vocational NC (V)) per college.

The purpose of this section of the report is to provide an account of this process for NC (V) marking, as observed by Umalusi staff.

7.2 Scope and Approach

The DHET held a selection of markers of NC (V) subjects meeting on 14 and 15 May 2016 at the Department of Basic Education's (DBE) Conference Hall. Umalusi staff attended the meeting and monitored the evaluation of applications and the marker selection process. Eleven marking centre management teams attended the meeting. The focus for Umalusi staff was on the applications received by two centres where marking of NC (V) Level 4 subjects would take place, namely Asherville and Springs marking centres.

The marker selection panels consisted of DHET officials, marking centre managers (MCM) and deputy marking centre managers (DMCMs) of the national and provincial marking centres. In addition, SADTU maintained its observer status.

The purpose of the meeting was not only to evaluate applications and make recommendations in the appointment of markers, chief markers (CM) and internal moderators (IM), but also to reinforce the marking centre management teams' responsibilities and address areas of concern. New developments in terms of assessment and related matters were also shared in order to inspire and support high quality vocational training and education in South Africa.

The marking centre management at each marking centre was provided with an opportunity to select and recommend marking staff who fulfilled the stipulated criteria of the Personnel Administrative Measures (PAM), chapter E and paragraph 4.1 to 4.3 of the Employment of Educators Act 76 of 1998. Prospective markers were required to fulfil the following criteria:

- Have at least a three-year post-matriculation qualification that includes the subject concerned at second or third-year level, or other appropriate post matric qualifications;
- Have extensive experience as an educator in the particular subject or a related subject and at least two years' teaching experience in the subject or other curriculum related experience within the last five years, and at the appropriate level currently and/or within the last two years;
- Preference would be given to serving college-based educators on Persal or in council posts;
- Language competency; and
- The applicant must be registered with SACE.

The PAM document indicates that where no suitable candidate with the required minimum qualifications or experience can be recruited, the HOD concerned may approve the appointment of a suitable candidate with another, appropriate post-school qualification or less than the required experience after consultation in this regard with the relevant unions. Furthermore, a certain number of new appointments should be included to build capacity among serving educators.

In an attempt to solve the recurring challenge of shortages of marking personnel in certain subjects, the DHET decided to mark identified subjects at more or at specific marking centres.

The allocation of subjects for marking at a particular marking centre depends, amongst others, on the offering of the subject in the province. The majority of subjects were to be marked at Asherville and Springs marking centres.

A total of 53 applications were sampled by Umalusi from eight subjects (on average, two CM, two IM, two markers) from Springs (27 applications) and Asherville marking centres (26 applications). Of these 53 applications, 49 were recommended for appointment while three were not and one application could not be traced. Table 7A below indicates the subjects and centres included in the monitoring process.

Table 7A: The subjects and centres included in the monitoring process

Subject	Marking centre and number of applications assessed
Applied Accounting	Asherville (7)
Community Oriented Primary Care	Springs (6)
English FAL	Springs (7)
Life Orientation	Asherville (7)
Mathematical Literacy	Springs (6)
Mathematics	Asherville (7)
Physical Science	Asherville (5)
Systems Analysis and Design	Springs (8)

7.3 Summary of Findings

Memorandum 04 of 2016 sent to all sites of delivery clearly stipulated the procedures to be followed during the application process. The application form that had been used in the past was reviewed and the following additional information was included:

- Deputy principal: academic must approve applications; and
- Information on the performance/results of the applicant's students in the 2014 and 2015 examinations.

These findings are based on the completion of the application forms, qualifications of applicants, their teaching and marking experience, performance of the applicant's students in previous examinations and on an assessment of recommendations by panels. Table 7B presents the findings of the audit of the recruitment and appointment process.

Table 7B: Findings of the audit of recruitment and appointment process

Aspect	Findings/Challenges	Subjects
Completion of Application Forms	Applicants did not appear to take the application process seriously. In seven of the eight (88%) subjects, applicants did not provide information on one or more of the following aspects: • Marking experience • Teaching experience • SACE registration attachments • Qualifications • Performance of candidates	All subjects excepts Mathematical Literacy
Qualifications of applicants	The following observations were made regarding qualifications of applicants:	
	• All assessed applications (100%) included teachers' qualifications;	English
	• Seven of the seven recommended applications (86%) did not include teachers' qualifications;	Mathematics English Systems Analysis and Design Community Oriented Primary Care Mathematics Applied Accounting Physical Science
	• Only 18% of the recommended applications did not include SACE certificates in the subjects listed. In Life Orientation and Mathematical Literacy, all applicants included SACE certificates.	

Aspect	Findings/Challenges	Subjects
Teaching and marking experience	Number of years teaching the subject was misinterpreted by some applicants to mean number of years of teaching experience.	In Life Orientation, one applicant suggested that he/she had taught the subject for 23 years although the subject was introduced to the college sector only in 2007.
	In the listed subjects, some recommended applicants did not indicate teaching/marking experience.	Applied Accounting (14%) Community Oriented Primary Care (67%) Life Orientation (50%) Mathematical Literacy (17%) Mathematics (14%) Physical Science (40%) Systems Analysis and Design (33%)
Previous performance of the applicant's students	Chief markers' and internal moderators' student performance in the listed subjects was below 50%, or applicants did not provide this information.	Applied Accounting Community Oriented Primary Care English Mathematics Physical Science Systems Analysis and Design
Assessment of recommendations by panels	Inconsistent implementation of the criteria and inconsistent recommendations by evaluators were observed:	
	The recommended chief marker did not have a teaching qualification and obtained 0% student pass rate in the last examination. An applicant recommended as marker had a teaching qualification and student pass rate of over 50%.	Physical Science
	The recommended chief marker had an N6 certificate/diploma only and student pass rate was not indicated. A recommended marker with a degree and teacher's qualification as well as student performance of over 75% was overlooked for the position of chief marker.	Applied Accounting
	The chief marker recommended for the listed subject had an N6 with no teaching qualification, and student pass rate of below 30%. An applicant recommended as a marker had a degree and a student pass rate of 89%	Mathematics

7.4 Areas of Good Practice

The monitoring of the DHET process revealed that:
- There was a system of detailed processes in place for the recruitment and appointment of marking personnel;
- A significant number of recommended marking personnel had SACE certificates;
- Recommended marking personnel received detailed information concerning their responsibilities; and
- In subjects such as English, all recommended marking personnel were qualified educators/lecturers.

7.5 Areas of Concern

The following shortcomings were observed in terms of the process and other matters. These require urgent intervention:
- Incomplete application forms;
- Unconditional recommendations of applicants who did not meet the requirements or whose application forms were incomplete were confirmed and signed by campus management and deputy principals: academic; and
- Inconsistent adherence to criteria and application of double standards when appointing marking personnel. Lecturers who did not qualify were recommended for appointment as marking personnel.

7.6 Directives for Compliance and Improvement

It is recommended that the DHET consider the following:
- The recruitment of markers should be treated as seriously as any other recruitment process. Incomplete forms should not be accepted by the colleges or the DHET;
- Student performance of applicants should be regarded as an important criterion as it serves as an indication of the ability and reliability of the applicant; and
- Colleges must employ qualified lecturers for teaching and learning. Qualified markers should be recruited from this pool.

7.7 Conclusion

Success in recruiting well qualified and competent markers depends largely on campuses and marking centre panels. Campus management should scrutinise each application form before submitting it to the DHET in order to reject applicants who do not qualify. The quality of shortlisted markers starts with the appointment of adequately qualified lecturers to teach students.

Umalusi will continue with this monitoring process to ensure that the appointment of marking personnel in future adheres to the criteria, and to monitor the performance of these individuals to ensure effective marking and credible results.

CHAPTER 8: MONITORING OF THE MARKING GUIDELINE DISCUSSIONS

8.1 Introduction and Purpose

The NC (V) Level 4 marking guideline discussions were attended by the chief markers, internal moderators, markers and external moderators (of selected subjects). No joint marking guideline discussions were held for subjects that were marked at more than one marking centre.

The NC (V) Level 2 and Level 3 scripts were marked on-site at colleges/campuses. A provincial standardising team conducted discussions at which subject experts from colleges made their contributions to the finalisation of the Level 2 and Level 3 marking guidelines. The marking guidelines were then forwarded to the DHET for distribution to the colleges. It was the first time that external moderators from Umalusi had attended such discussions for the NC (V). External moderators were present at the Mathematical Literacy L3 Paper 2 and Mathematics L2 Paper 2 marking guideline discussions.

The DHET applied a staggered approach to the marking of the 2016 November NC (V) Level 4 examinations. Marking was to be done over weekends, starting with the marking guideline discussion on the Saturday of the week in which the paper was written. Marking guideline discussions started on the first Saturday of November 2016 at Springs, Asherville, Seshego, Tygerberg, Struandale and Nelspruit marking centres.

As a result of pressure from the student union, the DHET amended the timetable for the 2016 November NC (V) L2–4 examinations. Memorandum TE60 of 2016, signed on 26 October 2016, indicated the revised dates for the 14 papers that were affected. This necessitated a change to Umalusi's Moderation of Marking Plan. The marking guideline discussions for Mathematical Literacy Paper 2 and Mathematics Paper 2 were held after the moderation of the marking of Paper 1 in both subjects had commenced. The marking guideline discussion for New Venture Creation L4, which was scheduled for 12 November 2016 according to the DHET plan, was rescheduled to 19 November 2016 to accommodate the revised examination dates.

The marking of the Mechatronics programme was moved to the Struandale Campus in the Eastern Cape as there was capacity to mark the subject in this province. This decision was further justified by the inconsistent marking and remarking of Stored Programme Systems L4 in November 2015.

The DHET adopted a new model for sample marking in an attempt to improve the standard of the finalised marking guidelines.

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;
- Identification of good practices as well as areas of concern; and
- Recommendations based on the findings.

8.2 Scope and Approach

A total of 37 Umalusi external moderators attended the marking guideline discussions for a sample of 34 subjects (39 question papers). Umalusi deployed 16 moderators to the Asherville marking centre, 18 moderators to the Springs marking centre, one moderator to the Struandale marking centre, one moderator to Crawford Campus (Level 3 provincial marking guideline discussion) and one moderator to Wingfield Campus (Level 2 provincial marking guideline discussion).

Table 8A: NC (V) Level 2 and 3 marking guideline discussions attended by Umalusi moderators

No.	Subject	Site
1	Mathematical Literacy L3 Paper 2	College of Cape Town - Crawford Campus
2	Mathematics L2 Paper 2	Northlink College - Wingfield Campus

Table 8B: NC (V) Level 4 marking guideline discussions attended by Umalusi moderators

No.	Subject	Marking Centre
1	Advanced Plant Production L4	Asherville
2	Advertising and Promotions L4	Springs
3	Afrikaans FAL L4 Paper 1, 2	Springs
4	Agribusiness L4	Asherville
5	Applied Accounting L4 Paper 1	Asherville
6	Applied Engineering Technology L4	Springs
7	Business Practice L4	Springs
8	Construction Planning L4	Asherville
9	Construction Supervision L4	Asherville
10	Consumer Behaviour L4	Springs
11	Criminal Justice Process L4	Asherville
12	Early Childhood Development L4	Asherville
13	Economic Environment L4	Springs
14	Electrical Principles and Practice L4	Asherville
15	Electrical Systems and Construction L4	Asherville
16	Electrical Workmanship L4	Asherville
17	Electronic Control and Digital Electronics L4	Springs
18	Engineering Fabrication – Boiler Making L4	Springs
19	Engineering Processes L4	Springs
20	English FAL L4 Paper 1, 2	Springs
21	Financial Management L4	Springs
22	Food Preparation L4	Springs
23	Hospitality Generics L4	Asherville
24	Life Orientation L4 Paper 1, 2	Asherville
25	Marketing Communication L4	Springs
26	Masonry L4	Asherville
27	Mathematical Literacy L4 Paper 2	Asherville

No.	Subject	Marking Centre
28	Mathematics L4 Paper 2	Asherville
29	New Venture Creation L4	Springs
30	Office Data Processing L4	Springs
31	Operations Management L4	Springs
32	Stored Programme Systems L4	Struandale
33	Systems Analysis and Design L4	Springs
34	Tourism Operations L4	Springs

8.3 Summary of Findings

Table 8C: Findings from marking guideline discussions for NC (V) Level 2 and 3

Aspects	Findings and challenges	Subjects implicated
Suitability of venue	The campus boardroom was used for the marking guideline discussion. The venue was fully equipped with projector, screen, adequate electrical points to accommodate laptops, an air conditioner and ample seating.	Mathematical Literacy L3 Paper 2
	An ordinary classroom was used for the marking guideline discussion.	Mathematics L2 Paper 2
Punctuality of participants	All participants were punctual and the marking guideline discussion commenced promptly.	Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2
Duration of discussion	Five hours	Mathematical Literacy L3 Paper 2
	Three hours and 50 minutes	Mathematics L2 Paper 2
Correspondence with committee members	Committee members were informed in good time of the marking guideline discussion via email.	
	Two weeks in advance	Mathematical Literacy L3 Paper 2
	Three weeks in advance	Mathematics L2 Paper 2
Absent participants	Apologies were tendered in advance from the South Cape TVET College member.	Mathematical Literacy L3 Paper 2
	The Northlink TVET College member left 40 minutes after the commencement of the marking guideline discussion.	Mathematics L2 Paper 2
Conduct of the marking guidelines discussion	The chairpersons of the marking guideline discussions were appointed by the DHET curriculum coordinator from the Western Cape. It was their responsibility to chair the discussion, discuss markers' comments and finalise the marking guidelines.	Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2
Adjustments to marking guidelines	Adjustments were made to the marking guidelines. The changes were made to the original DHET marking guidelines (Word format), highlighted in yellow and saved in the same format as the original document.	Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2

Aspects	Findings and challenges	Subjects implicated
Adjustments to marking guidelines	Ticks used to justify marks, were omitted from the DHET marking guidelines. These were inserted to indicate the point at which a mark should be awarded. Alternative solutions were included. Mark allocations were clarified.	Mathematical Literacy L3 Paper 2
	Clarity was provided on the awarding of full marks. Alternative methods were added (if these applied). Recognised Mathematical methods were added for those students using the Grade 12 Mathematics methods. A typographical error was corrected.	Mathematics L2 Paper 2
Amendment Report and original marking guideline	The Amendment Reports were duly completed.	Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2
	The marking committee chairperson (MCC) and committee members received the marking guidelines and Amendment Report template on time. However, ticks indicating where marks were to be awarded were omitted from the original marking guidelines and had to be inserted at the marking guidelines discussion.	Mathematical Literacy L3 Paper 2
	The MCC received the marking guidelines and Amendment Report template, but the committee members received a copy of the marking guidelines only.	Mathematics L2 Paper 2
Preparedness of the committee members	It was evident from the input and deliberations that the committee members had familiarised themselves with the question paper and marking guideline.	Mathematical Literacy L3 Paper 2
	Not all committee members came well prepared to the meeting. Some had simply scribbled answers on the question paper, for instance.	Mathematics L2 Paper 2
Sample marking	Although five dummy scripts were available for marking, the committee members decided to mark three scripts because of time constraints.	Mathematical Literacy L3 Paper 2
	Five dummy scripts were marked.	Mathematics L2 Paper 2
Input from absent committee members	South Cape TVET College members did not attend the marking guideline discussions owing to the fact that they would have had to travel a considerable distance to the marking centre.	
	An Amendment Report was received. Markers' comments were acknowledged and areas of concern were dealt with during the deliberations.	Mathematical Literacy L3 Paper 2
	No Amendment Report was received.	Mathematics L2 Paper 2

Aspects	Findings and challenges	Subjects implicated
Accuracy of marking guidelines	All answers in the marking guideline were correct.	Mathematical Literacy L3 Paper 2
	Answers to three sub-questions were corrected.	Mathematics L2 Paper 2
	The addition of marks, sub-totals and totals of marks was correct.	Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2
Inclusion of alternative methods/answers in the marking guidelines	Alternative answers to five sub-questions (with no changes to the mark allocation) were included in the marking guidelines.	Mathematical Literacy L3 Paper 2
	Alternative methods were included in the marking guideline to accommodate candidates who had completed Grade 12 Mathematics.	Mathematics L2 Paper 2
Specification of mark allocation to clarify ranges of marks	Ticks were inserted where marks were to be awarded. Marking codes per mark allocation were changed in instances where the original marking code was inappropriate.	Mathematical Literacy L3 Paper 2
	None	Mathematics L2 Paper 2
Adherence to marking guidelines	The team adhered to the marking guidelines during sample marking.	Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2
Validity of question paper	All questions were fair, valid and within the Subject and Assessment Guidelines (SAGs).	Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2
Measures in place to ensure equivalence of translated marking guidelines	One of the committee members observed several errors in the Afrikaans version of the paper. The committee had no measures in place to ensure that the English and Afrikaans marking guidelines were equivalent.	Mathematical Literacy L3 Paper 2
Effectiveness of the marking committee/ marking guideline discussion	The marking committee provides a forum where the standard of marking guidelines can be raised. Through consultation and input comprehensive, accurate, fair, valid and reliable marking guidelines can be achieved. The initiatives of the marking committee would benefit the markers of the subject and ensure consistency of marking across all provinces.	Mathematical Literacy L3 Paper 2 Mathematics L2 Paper 2

Table 8D: Findings from marking guideline discussions for NC (V) Level 4

Aspects	Findings and challenges	Subjects
Attendance of markers, chief markers and internal moderators at the marking guideline discussion	In 68% of the subjects, the full complement of appointed internal moderator, chief marker and markers attended the meeting. Although all participants in the marking of Electrical Workmanship L4 were present, two of them were not punctual.	Applied Accounting L4 Paper 1 Business Practice L4 Construction Supervision L4 Criminal Justice Process L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 1, 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Stored Programme Systems L4 Systems Analysis and Design L4
	The marking guideline discussion took place between the external moderator and marker. No internal moderator or chief marker was appointed for the subject. Only one marker was appointed owing to the low number of scripts.	Afrikaans FAL L4 Paper 1, 2
	A chief marker was present at the meeting for 94% of subjects, including those who were appointed upon arrival at the marking centre (5% increase from previous year).	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 1, 2

Aspects	Findings and challenges	Subjects
Attendance of markers, chief markers and internal moderators at the marking guideline discussion		Financial Management L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Stored Programme Systems L4 Systems Analysis and Design L4
	However, chief markers were absent from two subjects:	
	One of the two chief markers was absent and did not inform the marking centre.	Life Orientation L4 Paper 1
	Enquiries were made by the external moderator, who found that the chief marker had not taken up the appointment, citing long-distance travel as the reason.	Tourism Operations L4
	An internal moderator was present at 88% of subject meetings, including those who were appointed upon arrival at the marking centre.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 Paper 1 Business Practice L4 Construction Planning L4 Construction Supervision L4 Criminal Justice Process L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 1, 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 Paper 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4

Aspects	Findings and challenges	Subjects
Attendance of markers, chief markers and internal moderators at the marking guideline discussion		Stored Programme Systems L4 Systems Analysis and Design L4 Tourism Operations L4
	The appointed internal moderators in 9% of subjects were absent and did not notify the marking centre accordingly.	Applied Engineering Technology L4 Consumer Behaviour L4 Economic Environment L4
	The internal moderator was absent but informed the chief marker of his arrival the next day. Long-distance travel was the reason for the delay.	Life Orientation L4 Paper 1
	In 15% of subjects, appointed markers did not attend the marking guideline discussion and did not inform the marking centre of their absence or intentions.	
	The number of absent markers per subject:	
	One	Advanced Plant Production L4 Construction Planning L4 Tourism Operations L4
	Two	New Venture Creation L4
	Three	Life Orientation L4 Paper 1
Punctuality of markers, chief markers and internal moderators at the marking guideline discussion	In 65% of subjects, the participants were punctual for the marking guideline discussions (an increase of 8% from 2015).	Advertising and Promotions L4 Business Practice L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 1, 2 Financial Management L4 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 Office Data Processing L4 Stored Programme Systems L4 Systems Analysis and Design L4
	However, in 35% of the subjects not all participants were punctual.	Advanced Plant Production L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Engineering Technology L4

Aspects	Findings and challenges	Subjects
Punctuality of markers, chief markers and internal moderators at the marking guideline discussion		Economic Environment L4 Electrical Workmanship L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 New Venture Creation L4 Operations Management L4 Tourism Operations L4
Training of markers, chief markers and internal moderators	In 44% of subjects, all participants present at the marking guideline discussion had received training from either the DHET or the MCM.	Advanced Plant Production L4 Advertising and Promotions L4 Applied Accounting L4 Paper 1 Business Practice L4 Consumer Behaviour L4 Economic Environment L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 1, 2 Financial Management L4 Food Preparation L4 Masonry L4 Operations Management L4
	However, in 56% of subjects not all participants present at the marking guideline discussion had attended the DHET/MCM training.	Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Engineering Technology L4 Construction Planning L4 Construction Supervision L4 Criminal Justice Process L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Stored Programme Systems L4 Systems Analysis and Design L4 Tourism Operations L4
Appointment of markers, chief markers and internal moderators	Marking personnel in 79% of subjects were appointed in good time and had received their appointment letters before the marking guideline discussions.	Advanced Plant Production L4 Advertising and Promotions L4 Business Practice L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4

Aspects	Findings and challenges	Subjects
Appointment of markers, chief markers and internal moderators		Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Life Orientation L4 Paper 1 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Operations Management L4 Stored Programme Systems L4 Systems Analysis and Design L4 Tourism Operations L4
	The following inadequacies regarding appointments were noted, however:	
	The marker replacing an absent marker was not formally appointed but had marked the subject previously.	Advanced Plant Production L4
	One of the markers was appointed as chief marker upon arrival at the marking centre.	Advertising and Promotions L4
	One of the markers was appointed on the morning of the marking guideline discussion.	Hospitality Generics L4
	No internal moderator was appointed for the subject. A third marker was appointed at short notice.	Early Childhood Development L4
	The chief marker heard informally from a colleague about his appointment. The appointment letter was yet to be received.	English FAL L4 Paper 1
	The chief marker received his letter of appointment the day before reporting for the marking guideline discussion. The internal moderator received notice of appointment via email three days prior to the marking guideline discussion. No appointment letter was received.	English FAL L4 Paper 2

Aspects	Findings and challenges	Subjects
Appointment of markers, chief markers and internal moderators	Fifty markers were required but only 28 were appointed. The usual internal moderator for Paper 1 was appointed to Paper 2, but he declined. The chief marker telephoned him and convinced him to take up the appointment as internal moderator for Paper 1. He was set to arrive the following day.	Life Orientation L4 Paper 1
	The two chief markers and 14 markers had not received letters of appointment by the start of the marking session. Four markers indicated that they had not been informed of their appointments and one chief marker was informed verbally upon arrival at the marking centre.	Life Orientation L4 Paper 2
	The internal moderator and chief marker were appointed upon arrival at the marking centre.	Mathematics L4 Paper 2
	Marking personnel were informed a day before the marking guideline discussion. No appointment letters were received. An additional marker was appointed the following day.	Office Data Processing L4
	No appointments were made in the subject. The MCM telephoned the previous year's marker who arrived at 13:30.	Afrikaans FAL L4 Paper 1, 2
	One marker was appointed on the morning of the marking guideline discussion to replace a marker who had not turned up.	Agribusiness L4
	The day before the marking guideline discussion, the internal moderator and one marker were appointed telephonically and one marker scheduled to mark at Springs was requested to report to Asherville.	Applied Accounting L4 Paper 1
	In 15% of subjects, more markers than the required number were appointed. Markers who were absent from these subjects did not have a detrimental effect on the number of scripts allocated per marker.	Electrical Principles and Practice L4 Electrical Workmanship L4 Financial Management L4 Food Preparation L4 New Venture Creation L4

Aspects	Findings and challenges	Subjects
Contingency plans	The DHET/marking centres had no contingency plans in place. The MCM had a database of marking personnel from previous years and used this information to recruit marking personnel in cases of absenteeism or where more markers were required in subjects that were undersubscribed. Some ad hoc arrangements were made:	
	An absent marker was replaced by a marker who had been recommended by a colleague.	Marketing Communication L4
	No internal moderator was appointed for the subject. One of the markers was requested to act as internal moderator and a third marker was called in at short notice.	Early Childhood Development L4
	The MCM telephoned the absent internal moderator and marker to establish whether they intended to moderate/ mark or not.	Applied Engineering Technology L4
	Pertaining to two subjects: as one marker was absent the scripts were distributed among the marking panel members. The number of scripts per marker fell within the stipulated marking limits.	Construction Planning L4 Criminal Justice Process L4
	The appointed internal moderator did take up his appointment.	Consumer Behaviour L4
	The internal moderator was absent: an experienced marker was to be appointed in this position.	Economic Environment L4
	The chief marker did not inform the MCM in time of his intention not to mark. An experienced marker was appointed as chief marker and two additional markers from the database were to be contacted.	Tourism Operations L4
	The chief marker had yet to establish the number of scripts to be marked per marker. Many scripts were sent to another marking centre. Fourteen markers were available and a further 14 would be required, based on the number of scripts due at the marking centre.	Mathematical Literacy L4 Paper 2

Aspects	Findings and challenges	Subjects
Contingency plans	The required number of markers had not been appointed. The ratio of scripts per marker exceeded the stipulated limit. The chief marker's plan was supported and approved by the DHET.	Advertising and Promotions L4
	The internal moderator took ill before the commencement of sample marking, forcing the chief marker to take on his responsibilities in addition to his own.	Operations Management L4
Conduct of the marking guideline discussions	The discussions were chaired by the chief marker in 76% of subjects, by the internal moderator in 6% of subjects. In 18% of subjects, the discussions were co-chaired or were informal.	
	The internal moderator held an informal discussion while waiting for the chief marker to arrive. It was later discovered that the chief marker had declined the appointment and a new chief marker would have to be appointed.	Tourism Operations L4
	The chief marker for Life Orientation L4 Paper 1 (who initially chaired the discussion) changed places with the chief marker of Life Orientation L4 Paper 2 at 13:00. The appointed internal moderator took over as chief marker 1, and the moderator for Life Orientation L4 Paper 2 became chief marker 2.	Life Orientation L4 Paper 1
	The internal moderator and chief marker were not aware of Umalusi's monitoring and commenced with the discussion ahead of scheduled time, before the arrival of the external moderator, who was on time.	Electrical Principles and Practice L4
	The marking guideline discussion concluded before the arrival of the external moderator. The external moderator was late as a result of a delayed flight.	Electrical Systems and Construction L4

Aspects	Findings and challenges	Subjects
Recommended changes made to the question paper and marking guidelines during external moderation	The externally moderated marking guidelines were provided for 91% of the subjects. All changes recommended during external moderation of the question paper and marking guidelines were applied (an increase of 9% from last year).	Advanced Plant Production L4 Afrikaans FAL L4 Paper 1, 2 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 1, 2 Food Preparation L4 Financial Management L4 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Stored Programme Systems L4 Systems Analysis and Design L4 Tourism Operations L4
	In 3% of the subjects, changes were made to the externally moderated marking guidelines.	Agribusiness L4
	The question paper and marking guidelines were externally moderated by someone other than the external moderator who attended the marking guideline discussions in 9% of subjects.	Advertising and Promotions L4 Applied Engineering Technology L4 Construction Planning L4
Preparedness of markers, chief markers and internal moderators	In 32% of subjects, the entire marking panel (markers, chief markers and internal moderators) arrived at the marking guideline discussion having prepared their own marking guidelines.	Advertising and Promotions L4 Applied Engineering Technology L4 Criminal Justice Process L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Masonry L4 Stored Programme Systems L4

Aspects	Findings and challenges	Subjects
Preparedness of markers, chief markers and internal moderators	However, in 68% of subjects not all marking personnel arrived prepared for the marking guideline discussions. They had not prepared their own marking guidelines and thus did not submit a copy to the marking centre (an increase of 21% since 2015).	Advanced Plant Production L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 1 Business Practice L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 English FAL L4 Paper 1, 2 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Systems Analysis and Design L4 Tourism Operations L4
	The internal moderator and chief marker in 35% of the subjects marked a sample of scripts before the marking guideline discussion. The number ranged from three to ten scripts.	Advanced Plant Production L4 Agribusiness L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Masonry L4 Operations Management L4
	However, in 65% of subjects, the internal moderator and/or chief marker did not mark a sample of scripts before commencement of the marking guideline discussions. This means that these individuals were not adequately prepared for the discussion.	Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 English FAL L4 Paper 1, 2

Aspects	Findings and challenges	Subjects
Preparedness of markers, chief markers and internal moderators		Financial Management L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Stored Programme Systems L4 Systems Analysis and Design L4 Tourism Operations L4
	It must be noted:	
	The internal moderator and chief marker marked a sample of scripts after being advised by the external moderator.	Agribusiness L4
	No preparation had been made for this subject as the marker was appointed on the day of the marking guideline discussion and arrived late.	Afrikaans FAL L4 Paper 1, 2
Adjustments to marking guidelines	In 29% of the subjects, marking guidelines were adjusted before the marking guideline discussions, in most cases during the meeting between the chief marker and internal moderator (a decrease of 21% since 2015).	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Applied Engineering Technology L4 Construction Planning L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Masonry L4 Mathematics L4 Paper 2 Tourism Operations L4
	In 71% of subjects, no adjustments were made to the marking guidelines before the marking guideline discussions. In subjects where sample marking was not done; adjustments could not be made.	Afrikaans FAL L4 Paper 1, 2 Applied Accounting L4 Paper 1 Business Practice L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Engineering Fabrication – Boiler Making L4 English FAL L4 Paper 1, 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4

Aspects	Findings and challenges	Subjects
Adjustments to marking guidelines		Mathematical Literacy L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Stored Programme Systems L4 Systems Analysis and Design L4
	Marking guidelines for all subjects were adjusted during the marking guideline discussions. In all instances, the cognitive level of the answers/responses was not influenced and all adjustments were justified, except:	
	Markers insisted on additional facts that were, in the external moderator's opinion, not relevant or important. It was made known to the markers that the difficulty level of the answers/responses would be influenced.	Food Preparation L4
	The external moderator was of the opinion that the adjustments to the answers/responses to Question 7.4 were not justifiable. However, the markers were adamant. It also appeared that they would regard a range of answers not specific to the context as correct.	Life Orientation L4 Paper 1
	No adjustments were made during the marking guideline discussions.	English FAL L4 Paper 1, 2
Role of Umalusi moderator	The role of the Umalusi moderator was to observe, guide and support the marking panel through the due processes and to ensure that the marking guidelines were inclusive and that all changes were justified. Furthermore, they were to report on the readiness of each subject for the marking process.	All subjects for which marking guideline discussions took place.
Sample marking	In 97% of the subjects, sample marking was done by markers after the marking guidelines had been discussed.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4

Aspects	Findings and challenges	Subjects
Sample marking		Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 1, 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Systems Analysis and Design L4 Tourism Operations L4
	In 88% of subjects, each marker marked a copy of the same script (dummy script) to establish consistency in marking.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 1, 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4

Aspects	Findings and challenges	Subjects
Sample marking		Operations Management L4 Tourism Operations L4
	In 9% of subjects, no dummy scripts were marked.	Afrikaans FAL L4 Paper 1, 2 Electrical Workmanship L4 Systems Analysis and Design L4
	In 3% of subjects, sample marking was not done. As there were only two markers, it was decided that they would commence with live script marking.	Stored Programme Systems L4
	In 71% of subjects, each marker received a sample of scripts from a range of centres to mark.	Advanced Plant Production L4 Advertising and Promotions L4 Applied Accounting L4 Paper 1 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Systems Analysis and Design L4
	Each marker received a sample of scripts from the same centre to mark.	Business Practice L4
	Each marker received three different scripts to mark.	Electrical Workmanship L4
	In 18% of subjects, the markers did not have sufficient time to mark a sample of scripts from a range of centres.	Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 English FAL L4 Paper 1, 2 Hospitality Generics L4 Mathematics L4 Paper 2 Tourism Operations L4

Aspects	Findings and challenges	Subjects
Guidance and training provided to markers during sample marking	The external moderator, internal moderator, chief marker and fellow markers provided ongoing guidance and support throughout the sample marking process. Training was spontaneous and whenever concerns arose, these were addressed immediately.	All subjects in which marking guideline discussions took place.
	No training was provided.	Early Childhood Development L4
	The markers received the scripts and started marking.	Food Preparation L4
	There was very little guidance and no training. The external moderator provided some guidance and the chief marker gave some hints. The marking centre staff provided some advice during their visit.	Life Orientation L4 Paper 1
Adherence to marking guidelines during sample marking	In 74 % of subjects, markers adhered to the marking guidelines during sample marking. Inconsistencies were addressed immediately and new markers were given individual attention (a decrease of 15% from last year).	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Construction Planning L4 Construction Supervision L4 Criminal Justice Process L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Life Orientation L4 Paper 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Office Data Processing L4 Systems Analysis and Design L4 Tourism Operations L4
	In 24% of subjects, the markers did not adhere to the marking guidelines:	
	One marker deviated from the marking guidelines.	Consumer Behaviour L4
	Markers had only marked dummy scripts, and found it difficult to make the transition to live scripts.	Early Childhood Development L4

Aspects	Findings and challenges	Subjects
Adherence to marking guidelines during sample marking	Two markers needed constant guidance as they were penalising students without reading the response in its entirety and not allocating marks where they should be allocated.	Hospitality Generics L4
	Paper 1: Question 1 Some markers were awarding marks for generic comments instead of specific answers to questions. Paper 2: There was a tendency to over-mark, especially the grammar aspect of writing.	English FAL L4 Paper 1, 2
	Some markers hardly referred to the marking guidelines, while others marked virtually any answer correct.	Life Orientation L4 Paper 1
	There was a high degree of inconsistency; after discussion, adherence improved.	Mathematics L4 Paper 2
	A departure from the marking guidelines was evident in questions 5 and 6.	New Venture Creation L4
	One marker had very little knowledge of the subject and limited marking experience.	Operations Management L4
Performance of markers	Good marking was evident in 35% of the subjects (a drop of 30% from last year).	Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 1 Business Practice L4 Construction Supervision L4 Electrical Principles and Practice L4 Engineering Fabrication – Boiler Making L4 Financial Management L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 Systems Analysis and Design L4 Tourism Operations L4
	In 9% of subjects, the marking ranged from good to excellent.	Electrical Systems and Construction L4 Marketing Communication L4 Masonry L4
	The marking in 12% of subjects was rated as average.	Early Childhood Development L4 English FAL L4 Paper 1, 2 Life Orientation L4 Paper 1 Office Data Processing L4
	In 12% of subjects, a mix of excellent, good and average marking was evident.	Advanced Plant Production L4 Criminal Justice Process L4 Hospitality Generics L4 Life Orientation L4 Paper 2

Aspects	Findings and challenges	Subjects
Performance of markers	In 24% of subjects the marking ranged from average to good (a decrease of 3% from last year).	Advertising and Promotions L4 Applied Engineering Technology L4 Construction Planning L4 Consumer Behaviour L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 New Venture Creation L4
	In 6% of subjects, one of the markers performed poorly.	New Venture Creation L4 Operations Management L4
	Two markers were incompetent and inexperienced.	Food Preparation L4
Standard of internal moderation during sample marking	The internal moderation of the sample marking was rated as excellent in 6% of the subjects.	Marketing Communication L4 Masonry L4
	In 56% of subjects the internal moderation of sample marking was rated as good. (a decrease of 20% from last year).	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 Paper 1 Business Practice L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Life Orientation L4 Paper 2 Mathematical Literacy L4 Paper 2 Systems Analysis and Design L4
	The standard of moderation of sample scripts in 9% of subjects was rated as average.	Applied Engineering Technology L4 New Venture Creation L4 Office Data Processing L4
	Shadow marking was evident in this subject.	Early Childhood Development L4
	Sample scripts were not internally moderated in all subjects. No internal moderation took place in 26% of subjects.	
	Internal moderation did not take place owing to time constraints.	Afrikaans FAL L4 Paper 1, 2 English FAL L4 Paper 1, 2 Food Preparation L4 Hospitality Generics L4 Mathematics L4 Paper 2

Aspects	Findings and challenges	Subjects
Standard of internal moderation during sample marking	No internal moderation took place as no internal moderator had been appointed for the subject.	Life Orientation L4 Paper 1
	No moderation took place as the internal moderator fell ill and left the marking centre before sample marking commenced.	Operations Management L4
	No moderation took place as there were only two markers.	Stored Programme Systems L4
	No moderation took place as the internal moderator was overwhelmed as no chief marker had been appointed.	Tourism Operations L4
Measures to address inconsistencies in marking and calculation errors	The external moderator, chief marker and internal moderator played an important role in dealing with inconsistencies and guiding markers. During the marking process, examination assistants were employed to check calculations. Internal moderators were appointed to check on inconsistencies, to monitor markers' performance and to take remedial measures where necessary.	
Adjustments made to marking guidelines after sample marking	In 68% of the subjects, no changes occurred after sample marking (a decrease of 7% from last year).	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 1 Business Practice L4 Construction Supervision L4 Criminal Justice Process L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 English FAL L4 Paper 1, 2 Financial Management L4 Hospitality Generics L4 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 Office Data Processing L4 Stored Programme Systems L4 Systems Analysis and Design L4

Aspects	Findings and challenges	Subjects
Adjustments made to marking guidelines after sample marking	Adjustments were made to 32% of the marking guidelines after sample marking (an increase of 7% from last year).	Applied Engineering Technology L4 Construction Planning L4 Consumer Behaviour L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Food Preparation L4 Life Orientation L4 Paper 1, 2 New Venture Creation L4 Operations Management L4 Tourism Operations L4
Complaints about questions that were ambiguous, or beyond the scope of the curriculum or above the level	In 32% of subjects, some questions were seen as ambiguous or unfair (an increase of 8% from 2015).	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Applied Engineering Technology L4 Consumer Behaviour L4 Early Childhood Development L4 Electronic Control and Digital Electronics L4 Financial Management L4 Mathematical Literacy L4 Paper 2 Systems Analysis and Design L4 Tourism Operations L4
Conduct of markers	The markers in 88% of the subjects conducted themselves professionally and focussed on the task at hand (a decrease of 1% from last year).	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Stored Programme Systems L4 Systems Analysis and Design L4 Tourism Operations L4

Aspects	Findings and challenges	Subjects
Conduct of markers	There were complaints about markers' behaviour in 12% of the subjects, however, as indicated below:	
	Markers showed no sense of urgency. A great deal of talking occurred during sample marking.	English FAL L4 Paper 1, 2
	The chief marker tried to add irrelevant facts/answers to the marking guideline that were not appropriate to Level 4 standard. This created the impression that students were being favoured at the expense of standard and quality.	Food Preparation L4
	The chief marker and internal moderator were not involved in the sample marking or the allocation of questions. They indicated that they were busy with other "stuff". If the external moderator had not been present, it is unclear who would have facilitated the process.	Hospitality Generics L4
	While there were heated arguments between the external moderator and marking panel members, the discussion remained civil. The discussion was sometimes tense as markers wanted to mark leniently and the external moderator wanted to raise the level of marking or raise the standard of the subject.	Life Orientation L4 Paper 1
	After the marking guideline discussion, one of the chief markers requested to move to Paper 1. The two chief markers were swopped. This disrupted the flow of proceedings, wasted time and delayed the process.	Life Orientation L4 Paper 2
External moderator signed off the marking guideline adjustments	In 88 % of the subjects, the external moderator signed off the marking guidelines (an increase of 7% from last year).	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Construction Planning L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4

Aspects	Findings and challenges	Subjects
External moderator signed off the marking guideline adjustments		Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 Paper 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Stored Programme Systems L4 Tourism Operations L4
	However, in 15% of subjects, the signing off of marking guidelines was not witnessed by the external moderators (a decrease of 7% from last year).	Construction Supervision L4 Economic Environment L4 English FAL L4 Paper 1, 2 Life Orientation L4 Paper 1 Systems Analysis and Design L4
Measures in place to ensure translated marking guidelines were equivalent to original	No translated marking guidelines were received at the marking centre.	
Minutes of marking guideline discussion and a copy of the adjusted marking guideline were submitted to MCM	The minutes of the marking guideline discussions in 50% of subjects were submitted to the MCM.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Life Orientation L4 Paper 2 Masonry L4 Mathematical Literacy L4 Paper 2 Operations Management L4 Stored Programme Systems L4
	The minutes of the marking guideline discussions for 50% of subjects had not yet been submitted to the MCM at the time of the discussion as they were being finalised. They were to be submitted later (an increase of 22% from last year).	Afrikaans FAL L4 Paper 1, 2 Construction Planning L4 Construction Supervision L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Engineering Fabrication – Boiler Making L4

Aspects	Findings and challenges	Subjects
Minutes of marking guideline discussion and a copy of the adjusted marking guideline were submitted to MCM		English FAL L4 Paper 1, 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 Paper 1 Marketing Communication L4 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Systems Analysis and Design L4 Tourism Operations L4
	In 68% of the subjects, a copy of the adjusted marking guidelines was submitted to the MCM.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 1 Applied Engineering Technology L4 Business Practice L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Life Orientation L4 Paper 2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 2 Operations Management L4 Stored Programme Systems L4
	A copy of the adjusted marking guidelines for 35% of subjects had not yet been submitted to the MCM at the time of the discussion as they were being finalised. They were to be submitted later.	Construction Planning L4 Construction Supervision L4 Economic Environment L4 Engineering Fabrication – Boiler Making L4 English FAL L4 Paper 1, 2 Hospitality Generics L4 Life Orientation L4 Paper 1 Mathematics L4 Paper 2 New Venture Creation L4 Office Data Processing L4 Systems Analysis and Design L4 Tourism Operations L4

Aspects	Findings and challenges	Subjects
Concerns about marking centres	At Asherville marking centre, the venue used for the marking guideline discussions was a hallway shared by seven marking panels. Multiple marking guideline discussions were held simultaneously. The venue was not conducive to marking, as it was extremely noisy and hot. The marking centre did not have adequate computer facilities and this led to delays in the finalisation and submission of the minutes of the marking guideline discussions and amended marking guideline. No examination assistant was present for Electrical Principles and Practice L4.	Construction Supervision L4 Electrical Principles and Practice L4 Electrical Workmanship L4
	There was no indication of the location of the marking venues at Springs marking centre (at the onset of the staggered marking) and this initially caused confusion. There were no signs/directions to the venues.	Office Data Processing L4
General concerns	The marking panel raised concerns that important information regarding marking was not disseminated effectively and that they were of the opinion that the DHET had not made a concerted effort to improve this.	Electrical Principles and Practice L4
Change in date of marking guideline discussions	The marking guideline discussion scheduled for 12 November 2016 was postponed to 19 November 2016, owing to the revised examination timetable.	New Venture Creation L4
Curriculum challenges	The study material in the subject was outdated. Answers/responses on both recent developments and past occurrences were accepted.	Criminal Justice Process L4
Workload of marking personnel	The marker appointed for this subject was also the chief marker for another subject, which increased the workload and is of concern.	Engineering Fabrication – Boiler Making L4
	Two different question papers were written in 18% of the subjects. This was the result of a delay in the delivery of the original paper and occurred in the Western Cape.	Consumer Behaviour L4 Early Childhood Development L4 Electrical Systems and Construction L4 Engineering Fabrication – Boiler Making L4 Masonry L4 Tourism Operations L4

8.4 Areas of Good Practice

There was tremendous improvement in the marking guideline finalisation process and some areas of good practice were identified.

NC (V) Level 2 and Level 3
- The presence of the external moderator at the marking guideline discussion for Mathematical Literacy L3 Paper 2 and Mathematics L2 Paper 2 benefitted markers across the country.
- All participants were punctual and the marking guideline discussions commenced promptly.
- The South Cape TVET College member who was unable to attend informed the committee in advance and forwarded an Amendment Report.
- The deliberations were lengthy and care was taken to ensure that the marking guidelines were inclusive, accurate, valid, fair and reliable and that they would facilitate consistency in marking. The initiatives of the marking committee must be commended.
- The use of the Crawford Campus boardroom for Mathematical Literacy L3 Paper 2 marking guidelines discussion was acknowledged and appreciated.
- Credit must be given to the DHET and curriculum co-ordinator of the Western Cape for notifying the marking committee members well in advance of the marking guideline discussion.

NC (V) Level 4
- In 68% of the subjects, the full complement of appointed internal moderator, chief marker/s and markers attended the marking guideline discussions.
- The chief markers in 94% of subjects were present at the marking guideline discussions and in 88% of subjects, internal moderators were present.
- Seventy-nine percent of marking personnel were appointed in good time and appointment letters were received before the marking guideline discussions. This was a remarkable improvement since 2015, when only 12% of marking personnel received appointment letters before the marking guideline discussions.
- In 91% of subjects, the externally moderated marking guidelines were provided at the marking guideline discussions.
- After the marking guideline discussion, sample marking was done in 97% of the subjects.
- In 88% of the subjects, the marking personnel conducted themselves responsibly and focussed on the task at hand.

8.5 Areas of Concern

Overall, there was an improvement in the marking process; however, some areas still require attention.

NC (V) Level 2 and Level 3

- Not all committee members arrived adequately prepared for the marking guideline discussions.
- The instructions were that committee members should come prepared with their own marking guideline and a hard copy of the DHET marking guidelines would be handed to each member at the marking guideline discussions. In the event, all committee members had already received a soft copy of the DHET marking guidelines, printed it out and checked theirs against this. The original idea was that they would only receive a hard copy and the provincial co-ordinator a soft copy.
- The South Cape TVET College member for Mathematics L2 Paper 2 was absent and made no attempt to tender an apology or forward an Amendment Report.
- It was noted that the chairperson of the Mathematical Literacy L3 Paper 2 marking guideline discussions had to multitask by performing too many roles.
- A member of the committee reported that there were many errors in the Afrikaans version of the Mathematical Literacy L3 Paper 2 marking guidelines.

NC (V) Level 4

- In 35% of subjects, marking personnel were not punctual for the marking guideline discussions and in 56% of subjects some marking personnel had not attended any training workshop prior to the marking guideline discussions.
- Where marking personnel were absent or in cases where appointments for marking positions were declined, or in subjects in which insufficient markers were appointed, ad hoc arrangements were made to recruit new marking personnel.
- In 68% of subjects, marking personnel did not prepare for the marking process; they had not compiled their own marking guidelines before the marking guideline discussion, an increase of 21% from last year.
- Sample marking before the marking guideline discussion was neglected; in 65% of subjects, internal moderators and/or chief markers had done no sample marking before the marking guideline discussion.
- In 24% of subjects, the markers did not adhere to the marking guidelines, and in some subjects, markers did this deliberately.
- The performance of markers was good in 35% of subjects, a decrease of 30% from last year.
- Internal moderation was rated as good in 56% of the subjects, a decrease of 20% from last year.
- There were complaints about questions being ambiguous or unfair in 32% of subjects.
- In 12% of subjects, the conduct of marking personnel was unacceptable, especially where they were adamant about marking leniently and in total disregard of the marking guidelines.
- The venues at the Asherville marking centre were not conducive to discussion or marking. Congestion as a result of too many subjects being marked at the centre, poor ventilation, high levels of noise and inadequate computer facilities were some of the problems.
- Communication from the DHET remains a concern; important information regarding marking is not disseminated effectively.

8.6 Directives for Compliance and Improvement

- The appointment of marking personnel should be done carefully, so that the correct numbers of markers are allocated to each subject and that there are no shortage.
- The appointment of chief markers, internal moderators and markers needs to be done on time, in view of the fact that owing to staggered marking, some subjects had already been marked by the beginning of November.
- The appointment of internal moderators and chief markers should be given due consideration. Markers with experience should be groomed for the next level and new markers should be trained. Arbitrary appointments of senior marking personnel should be avoided.
- Contingency plans should be in place in case of absenteeism, withdrawals and other eventualities. The ad hoc appointment of markers does not augur well for the marking process, as these individuals have not prepared or attended training workshops.
- Marking personnel should arrive prepared for the marking process, having compiled their own marking guidelines; internal moderators and chief markers must mark a sample of scripts before the marking guideline discussions to familiarise themselves with the marking guidelines.

8.7 Conclusion

The marking guideline discussions for the November 2016 NC (V) examinations were successfully completed. The improvement in the operational and logistical aspects related to the marking process must be acknowledged.

While there have been tremendous improvements in some areas of the process, others still require attention, particularly the standard of marking and moderation. Training workshops provided by the DHET/MCM are short-term interventions. Markers can develop themselves professionally by engaging with the SAGs at college level. The knowledge and experience gained from marking guideline discussions should be translated to the lecture room and incorporated in the teaching and learning of the subject.

CHAPTER 9: VERIFICATION OF MARKING

9.1 Introduction and Purpose

A core responsibility of an assessment body is the verification of the standard of assessment. The marking process is one component of assessment and a determinant in the standard of this assessment. The marking guideline discussion meetings, the culmination of the marking guideline, and the marking of scripts are key elements in verifying the standard of assessment. External verification of marking by Umalusi serves to monitor marking in order to ensure that it is conducted according to agreed and established practices and standards and that it is accurate and consistent.

The verification of marking was conducted from 12 November to 8 December 2016. Marking of the NC (V) Level 4 examination scripts was done at five central venues, namely the Asherville Campus of Thekwini TVET College, the Springs Campus of Ekurhuleni East TVET College, the Tygerberg Campus of Northlink TVET College, the Seshego Campus of Capricorn College and the Struandale Campus of Port Elizabeth College. Level 4 subjects with high enrolments, such as the fundamentals, were marked at more than one marking centre.

The marking and internal moderation of the NC (V) Levels 2 and 3 examination scripts was conducted internally at various college/campus examination sites. Umalusi sampled sites that were asked to submit a number of marked scripts to the Springs Marking Centre. This sample comprised mainly fundamental subjects. External moderators from Umalusi verified the standard of marking in these subjects.

The Department of Higher Education and Training (DHET) examinations directorate appointed a chief marker, an internal moderator and markers for each Level 4 subject, according to enrolment numbers. Subjects with small enrolments shared chief markers and internal moderators¸ although this was the exception.

External moderators from Umalusi verified the consistency of marking across a sample of scripts from selected subjects from Levels 2, 3 and 4, across all provinces.

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 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.

9.2 Scope and Approach

Umalusi deployed 13 external moderators and one Umalusi official to verify the marking of a sample of Level 2 scripts from six subjects (six question papers) and of a sample of Level 3 scripts from seven subjects (eight question papers) at Springs.

The marking of subjects with high enrolments started the weekend after the paper was written. The marking would only be conducted during weekends. The first external verification of marking was conducted on 12 November 2016 for Applied Accounting L4 P1. The external moderator of Life Orientation L4 Paper 1 verified marking at Seshego Campus. The Springs and Asherville Campuses were requested to send sample copies of scripts of this subject to Seshego. In this way, marking across the three marking centres and adherence to the marking guideline at the three marking centres could be verified. Life Orientation L4 Paper 2 was verified at the Asherville Campus. The marking centres at Springs and Seshego were each requested to send 14 copies of scripts of the Life Orientation L4 Paper 2 to Asherville Campus for the verification of marking process as discussed above.

The marking of Business Practice L4 was externally verified at the Tygerberg Campus. Fourteen copies of scripts from Seshego, Springs and Asherville were couriered to Tygerberg for inclusion in the sample of verification of marking of Business Practice L4.

The external moderator for Mathematical Literacy L4 verified the marking at the Springs Campus, Asherville Campus and Tygerberg Campus. The information in the three reports, stating the standard of marking at all three centres, is included in this report. The marking of Mathematics L4 and Office Data Processing L4 was externally verified at Asherville Campus and Springs Campus.

In the case of Level 4, 65 moderators were sent by Umalusi to verify the marking at the Asherville, Springs, Tygerberg, Seshego and Struandale marking centres. In total, the marking of 68 of the 86 Level 4 subjects was 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. Overall, Umalusi employed a total of 77 moderators to monitor and verify the marking of Levels 2, 3 and 4 scripts at the five marking centres.

The selection of scripts for verification of marking was designed to include as many provinces and examination centres as possible in the process. The sample of scripts included the full range of candidate performance.

Table 9A: Level 2 subjects included in the off-site verification of marking

No.	Subject
1	Engineering Fundamentals L2
2	English FAL L2
3	Life Orientation L2
4	Mathematical Literacy L2
5	Mathematics L2
6	Physical Science L2

Table 9B: Level 3 subjects included in the off-site verification of marking

No.	Subject
1	Afrikaans FAL L3
2	English FAL L3
3	Life Orientation L3
5	Mathematical Literacy L3
6	Mathematics L3
7	Physical Science L3
8	Renewable Energy Technologies L3

Table 9C: Level 4 subjects included in the verification of marking

No.	Subject
1	Advanced Plant Production L4
2	Advertising and Promotions L4
3	Afrikaans FAL L4
4	Agribusiness L4
5	Animal Production L4
6	Applied Accounting L4
7	Applied Engineering Technology L4
8	Applied Policing L4
9	Art and Science of Teaching L4
10	Automotive Repair and Maintenance L4
11	Business Practice L4
12	Carpentry and Roof Work L4
13	Client Service and Human Relations L4
14	Computer Integrated Manufacturing L4
15	Computer Programming L4
16	Construction Planning L4
17	Construction Supervision L4
18	Consumer Behaviour L4
19	Contact Centre Operations L4

No.	Subject
20	Criminal Justice Process L4
21	Data Communication and Networking L4
22	Early Childhood Development L4
23	Economic Environment L4
24	Electrical Principles and Practice L4
25	Electrical Systems and Construction L4
26	Electrical Workmanship L4
27	Electronic Control and Digital Electronics L4
28	Electro-technology L4
29	Engineering Fabrication – Boiler Making L4
30	Engineering Processes L4
31	English FAL L4
32	Financial Management L4
33	Fitting and Turning L4
34	Food Preparation L4
35	Freight Logistics L4
36	Governance L4
37	Hospitality Generics L4
38	Hospitality Services L4
39	Human and Social Development L4
40	Law Procedures and Evidence L4
41	Learning Psychology L4
42	Life Orientation L4
43	Management Practice L4
44	Marketing Communication L4
45	Marketing L4
46	Masonry L4
47	Mathematical Literacy L4
48	Mathematics L4
49	Mechatronic Systems L4
50	Multimedia Service L4
51	New Venture Creation L4
52	Office Data Processing L4
53	Office Practice L4
54	Operations Management L4
55	Personal Assistance L4
56	Physical Science L4
57	Process Control L4
58	Process Technology L4
59	Project Management L4
60	Science of Tourism L4
61	Stored Programme Systems L4

No.	Subject
62	Sustainable Tourism in SA and International Travel L4
63	Systems Analysis and Design L4
64	The Human Body and Mind L4
65	Tourism Operations L4
66	Transport Economics L4
67	Transport Operations L4
68	Welding L4

The three tables that follow provide information on the question papers, the number of provinces and sites included in Umalusi's verification sample.

Table 9D: NC (V) Verification of marking L2: subjects, number of provinces and number of sites

Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Engineering Fundamentals L2	8	1	1	1	2	1	1	0	1	2
English FAL L2 Paper 1	8	2	0	1	1	1	1	1	2	1
Life Orientation L2 Paper 2	9	1	1	2	2	2	1	1	2	2
Mathematical Literacy L2 Paper 2	4	1	0	0	1	0	0	2	0	1
Mathematics L2 Paper 1	9	2	1	2	1	2	2	2	2	2
Mathematics L2 Paper 2	8	2	0	1	2	2	2	2	3	2
Physical Science L2 Paper 1	5	0	0	2	1	0	2	2	3	0

Table 9E: NC (V) Verification of marking L3: subjects, number of provinces and number of sites

Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Afrikaans FAL L3	2	4	1	0	0	0	0	0	0	0
English FAL L3 Paper 1	6	2	1	0	0	1	1	1	1	0
English FAL L3 Paper 2	4	2	1	0	0	0	0	1	1	0
Life Orientation L3 Paper 1	6	1	1	0	2	1	0	1	2	0
Mathematical Literacy L3 Paper 1	9	2	1	1	2	1	1	2	1	2
Mathematics L3 Paper 1	9	2	2	1	2	2	1	2	2	2
Physical Science L3 Paper 1	7	1	0	1	1	2	2	1	2	0
Renewable Energy Technologies L3	3	3	0	0	1	2	0	0	0	0

Table 9F: NC (V) Verification of marking L4: subjects, number of provinces and number of sites

NC (V) subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Advanced Plant Production L4	6	0	0	1	1	3	1	1	0	1
Advertising and Promotions L4	4	1	0	0	1	0	0	1	1	0
Afrikaans FAL L4 Paper 1	2	5	1	0	0	0	0	0	0	0
Afrikaans FAL L4 Paper 2	2	3	1	0	0	0	0	0	0	0
Agribusiness L4	7	0	0	1	2	4	1	2	1	2
Animal Production L4	6	0	0	1	1	2	1	1	0	2
Applied Accounting L4 Paper 1	4	0	1	2	4	4	0	0	0	0
Applied Engineering Technology L4	4	0	0	0	0	0	1	1	3	1
Applied Policing L4	5	3	0	0	1	4	0	2	4	0
Art and Science of Teaching L4	4	1	0	0	0	2	1	1	0	0
Automotive Repair and Maintenance L4	9	3	1	1	2	2	1	2	2	2
Business Practice L4	5	4	0	0	0	3	0	4	3	4
Carpentry and Roof Work L4	8	0	1	2	1	3	1	1	2	2
Client Service and Human Relations L4	4	0	0	0	0	0	2	2	3	2
Computer Integrated Manufacturing L4	5	1	0	0	2	0	1	1	3	0
Computer Programming L4	9	1	1	1	1	1	1	2	2	1
Construction Planning L4	9	3	1	2	1	3	2	3	1	1
Construction Supervision L4	9	2	1	1	2	3	2	1	2	2
Consumer Behaviour L4	7	1	0	2	3	1	1	3	4	0
Contact Centre Operations L4	4	0	0	0	1	1	0	1	3	0
Criminal Justice Process L4	6	1	0	1	1	1	0	1	2	0
Data Communication and Networking L4	8	1	1	2	2	3	1	2	1	0
Early Childhood Development L4	4	2	0	1	3	4	0	0	0	0
Economic Environment L4	4	1	0	0	1	0	2	1	0	0
Electrical Principles and Practice L4	4	1	0	2	2	2	0	0	0	0
Electrical Systems and Construction L4	4	2	0	1	3	2	0	0	0	0
Electrical Workmanship L4	8	3	0	1	2	4	1	2	4	1
Electronic Control and Digital Electronics L4	4	0	0	0	0	0	2	2	2	2
Electro-technology L4	5	1	0	0	2	0	1	1	3	0
Engineering Fabrication – Boiler Making L4	6	0	1	0	0	2	2	2	1	1

NC (V) subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Engineering Processes L4	5	1	0	0	0	0	2	3	3	2
English FAL L4 Paper 1	3	0	2	0	0	0	0	0	4	3
English FAL L4 Paper 2	2	0	0	0	0	0	0	0	6	4
Financial Management L4	9	2	1	2	2	2	2	2	3	2
Fitting and Turning L4	9	2	1	1	1	1	1	1	1	1
Food Preparation L4	9	2	2	2	2	2	2	2	2	2
Freight Logistics L4	6	1	0	1	0	2	0	2	2	1
Governance L4	4	4	0	0	1	5	0	0	1	0
Hospitality Generics L4	7	3	0	0	3	4	1	2	2	1
Hospitality Services L4	4	0	0	0	1	1	0	1	1	0
Human and Social Development L4	8	1	1	1	2	2	1	1	1	0
Law Procedures and Evidence L4	3	3	0	0	0	2	0	0	2	0
Learning Psychology L4	6	1	0	1	1	1	1	1	0	0
Life Orientation L4 Paper 1	5	3	0	0	0	3	0	12	3	4
Life Orientation L4 Paper 2	7	2	3	3	0	3	0	6	5	3
Management Practice L4	7	2	1	1	0	1	0	1	3	1
Marketing Communication L4	6	2	0	0	1	1	2	1	2	0
Marketing L4	4	2	0	0	2	0	0	3	4	0
Masonry L4	9	1	1	1	2	2	1	1	1	1
Mathematical Literacy L4 Paper 1 Asherville	4	0	1	6	5	4	0	0	0	0
Mathematical Literacy L4 Paper1 Springs	4	0	0	0	0	0	4	7	4	1
Mathematical Literacy L4 Paper1 Tygerberg	1	14	0	0	0	0	0	0	0	0
Mathematics L4 P1 Asherville	3	3	0	0	1	6	0	0	0	0
Mathematics L4 P1 Springs	4	0	0	0	0	0	2	1	8	2
Mechatronic Systems L4	4	1	0	0	2	0	0	1	3	0
Multimedia Service L4	6	1	0	0	0	1	1	1	1	1
New Venture Creation L4	4	0	0	0	0	0	1	1	1	2
Office Data Processing L4 Asherville	4	3	1	0	1	3	0	0	0	0
Office Data Processing L4 Springs	2	0	0	0	0	0	2	0	1	0
Office Practice L4	1	13	0	0	0	0	0	0	0	0
Operations Management L4	8	2	1	2	3	0	2	2	4	2
Personal Assistance L4	3	0	0	0	0	0	0	4	1	1
Physical Science L4 Paper1	8	2	0	2	1	2	2	2	5	1

NC (V) subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Process Control L4	2	0	0	0	0	2	0	2	0	0
Process Technology L4	3	0	0	0	0	2	0	1	1	0
Project Management L4	2	0	0	0	0	0	0	1	1	0
Science of Tourism L4	4	0	0	0	2	1	0	1	1	0
Stored Programme Systems L4	5	1	0	0	3	0	2	1	3	0
Sustainable Tourism in SA and International Travel L4	6	2	0	2	2	1	0	1	2	0
Systems Analysis and Design L4	9	1	1	1	2	1	1	1	2	1
The Human Body and Mind L4	7	1	0	1	1	0	1	1	2	1
Tourism Operations L4	7	2	0	1	1	1	0	1	2	1
Transport Economics L4	6	1	0	1	0	2	0	2	2	1
Transport Operations L4	6	1	0	1	0	2	0	1	1	1
Welding L4	8	3	0	2	1	2	3	2	2	1

In addition, Umalusi staff
- Acted as observers at the training workshop for marking centre managers (MCM) held by the DHET in Pretoria
- Monitored the marking venues at the commencement of the marking process.

9.3 Summary of Findings

Table 9G: Findings of NC (V) marking Level 2 and Level 3

Criteria	Findings and challenges	Subjects implicated
Availability of scripts for moderation	At the time of the verification of marking by Umalusi:	
	In one subject, all scripts had been received at the marking centre.	Engineering Fundamentals L2
	In 92% of the subjects, not all scripts had been received at the marking centre.	Afrikaans FAL L3 Paper 2 English FAL L2 Paper 1 English FAL L3 Paper 1 Life Orientation L2 Paper 2 Life Orientation L3 Paper 1 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1 Renewable Energy Technologies L3

Criteria	Findings and challenges	Subjects implicated
Marking guideline discussions	There was evidence that marking guideline discussions had been held at colleges in 69% of the subjects.	Afrikaans FAL L3 Paper 2 English FAL L3 Paper 1 Life Orientation L2 Paper 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Renewable Energy Technologies L3
	There was no evidence of marking guideline discussions having been held at college level in 31% of the subjects.	Engineering Fundamentals L2 English FAL L2 Paper 1 Life Orientation L3 Paper 1 Physical Science L3 Paper 1
Changes made to the marking guidelines	There was evidence of changes having been made to the official marking guideline during the marking process in 54% of subjects.	Afrikaans FAL L3 Paper 2 English FAL L3 Paper 1 Life Orientation L3 Paper 1 Mathematical Literacy L2 Paper 2 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1
	In 46% of subjects, no changes were made to the official marking guideline.	Engineering Fundamentals L2 English FAL L2 Paper 1 Life Orientation L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Renewable Energy Technologies L3
Adherence to marking guidelines	Strict adherence to marking guidelines was evident in 54% of the subjects.	Afrikaans FAL L3 Paper 2 Life Orientation L2 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1 Renewable Energy Technologies L3
	Average to poor adherence to the marking guideline was apparent in 46% of the subjects: for example, answers that were repeated were awarded marks and incorrect answers were marked correct and vice versa. Overly lenient marking was also evident.	Engineering Fundamentals L2 English FAL L2 Paper 1 English FAL L3 Paper 1 Life Orientation L3 Paper 1 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1
Marking procedure	In 31% of papers, the markers followed the correct procedure when candidates answered both optional questions or duplicated a question.	Afrikaans FAL L3 Paper 2 Life Orientation L2 Paper 2 Life Orientation L3 Paper 1 Physical Science L3 Paper 1
	However, the correct procedure was not followed in one paper.	Mathematical Literacy L3 Paper 1

Criteria	Findings and challenges	Subjects implicated
Marking procedure	Sixty-two percent of subjects did not have optional questions, or students did not duplicate questions.	Engineering Fundamentals L2 English FAL L2 Paper 1 English FAL L3 Paper 1 Mathematical Literacy L2 Paper 2 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Renewable Energy Technologies L3
Standard of marking/ performance of markers	The marking was rated as generally good in 46% of papers.	Afrikaans FAL L3 Paper 2 Engineering Fundamentals L2 Life Orientation L2 Paper 2 Mathematics L2 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1
	The marking in 54% of papers was rated as average to poor as a result of some inconsistencies observed in marking and/ or markers generally misinterpreting the marking guidelines/not adhering to the marking guidelines.	English FAL L2 Paper 1 English FAL L3 Paper 1 Life Orientation L3 Paper 1 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L3 Paper 1 Renewable Energy Technologies L3
Administration	The prescribed procedure for allocation of marks was followed in 54% of the papers. Marks were clearly indicated per question and transferred correctly to the cover page and the mark sheet. Mistakes were clearly identified. Mark sheets were completed correctly.	Afrikaans FAL L3 Paper 2 English FAL L2 Paper 1 Life Orientation L2 Paper 2 Mathematical Literacy L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1 Renewable Energy Technologies L3
	The prescribed process was not followed in 46% of the paeprs; in particular, marks were not indicated per question or were transferred incorrectly to the cover page or mark sheet; mistakes were not clearly indicated; mark sheets were not completed correctly.	Engineering Fundamentals L2 Mathematical Literacy L2 Paper 2 Mathematics L2 Paper 1 English FAL L3 Paper 1 Life Orientation L3 Paper 1 Mathematics L3 Paper 1
Control	In 46% of subjects, the name of the marker was clearly indicated on the scripts.	Afrikaans FAL L3 Paper 2 Engineering Fundamentals L2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1
	The name of the internal moderator was clearly indicated on the scripts in 46% of the papers.	Afrikaans FAL L3 Paper 2 Engineering Fundamentals L2 Life Orientation L2 Paper 2 Mathematical Literacy L2 Paper 2 Physical Science L2 Paper 1 Physical Science L3 Paper 1

Criteria	Findings and challenges	Subjects implicated
Internal moderation	Internal moderation was conducted at all the centres included in the sample.	Afrikaans FAL L3 Paper 2 Engineering Fundamentals L2 English FAL L2 Paper 1 English FAL L3 Paper 1 Life Orientation L2 Paper 2 Life Orientation L3 Paper 1 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1 Renewable Energy Technologies L3
	The moderated scripts included scripts from the whole range of student performance in 85% of the moderated papers.	Afrikaans FAL L3 Paper 2 Engineering Fundamentals L2 English FAL L2 Paper 1 English FAL L3 Paper 1 Life Orientation L2 Paper 2 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1 Renewable Energy Technologies L3
	In 15% of the papers, the moderated scripts from some examination centres did not include the whole range of student performance.	Life Orientation L3 Paper 1 Mathematics L2 Paper 1
	Whole-script moderation occurred in all papers.	Afrikaans FAL L3 Paper 2 Engineering Fundamentals L2 English FAL L2 Paper 1 English FAL L3 Paper 1 Life Orientation L2 Paper 2 Life Orientation L3 Paper 1 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1 Renewable Energy Technologies L3
	The standard of internal moderation was rated as good in 15% of the papers.	Afrikaans FAL L3 Paper 2 Life Orientation L2 Paper 2
	The standard of internal moderation was rated as average or poor in 85% of the papers. In some instances, internal moderators were overly lenient. In many cases, internal moderators had not identified marking or calculation errors.	Engineering Fundamentals L2 English FAL L2 Paper 1 English FAL L3 Paper 1 Life Orientation L3 Paper 1 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1

Criteria	Findings and challenges	Subjects implicated
Internal moderation		Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1 Renewable Energy Technologies L3
	Shadow marking by moderators was evident in 23% of the papers.	Engineering Fundamentals L2 Life Orientation L3 Paper 1 Mathematical Literacy L3 Paper 1
Response to the examination question paper	The students' performance met or exceeded expectations in all papers, except Mathematical Literacy L2 Paper 2.	Afrikaans FAL L3 Paper 2 Engineering Fundamentals L2 English FAL L2 Paper 1 English FAL L3 Paper 1 Life Orientation L2 Paper 2 Life Orientation L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1 Renewable Energy Technologies L3
	The candidates found the paper fair in 77% of the papers.	Afrikaans FAL L3 Paper 2 Engineering Fundamentals L2 English FAL L2 Paper 1 English FAL L3 Paper 1 Life Orientation L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Renewable Energy Technologies L3
	The candidates found the paper difficult in 23% of subjects.	Mathematical Literacy L2 Paper 2 Life Orientation L3 Paper 1 Physical Science L3 Paper 1
Preventing and dealing with irregularities	No irregularities were reported in 69% of the papers.	Engineering Fundamentals L2 English FAL L2 Paper 1 English FAL L3 Paper 1 Mathematical Literacy L2 Paper 2 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L3 Paper 1 Renewable Energy Technologies L3
	Alleged irregularities were reported and recorded in 31% of subjects. Irregularities such as no examination number on printouts, absentee forms that were not inserted, no stamps on scripts occurred.	Afrikaans FAL L3 Paper 2 Life Orientation L2 Paper 2 Life Orientation L3 Paper 1 Physical Science L2 Paper 1

Criteria	Findings and challenges	Subjects implicated
Reports	In 23% of papers, qualitative reports were prepared by the markers/internal moderators and these were of an acceptable standard.	Afrikaans FAL L3 Paper 2 Mathematical Literacy L2 Paper 2 Renewable Energy Technologies L3
	Not all centres submitted reports in 15% of papers.	English FAL L2 Paper 1 Mathematical Literacy L3 Paper 1
	Submitted reports provided no meaningful qualitative information in 62% of the papers.	Engineering Fundamentals L2 English FAL L3 Paper 1 Life Orientation L2 Paper 2 Life Orientation L3 Paper 1 Mathematics L2 Paper 1 Mathematics L3 Paper 1 Physical Science L2 Paper 1 Physical Science L3 Paper 1

Table 9H: Findings of NC (V) marking Level 4

Criteria	Findings and challenges	Subjects
Marking guidelines	During discussions, changes were made to the marking guidelines in 84% of the papers. Additional correct answers were incorporated into the marking guideline; in a few instances changes consisted of corrections or clarifications.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1 and Paper 2 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4

Criteria	Findings and challenges	Subjects
Marking guidelines		Freight Logistics L4 Hospitality Generics L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 Paper 1, 2 Management Practice L4 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mathematics Level 4 Paper 1 Mechatronic Systems L4 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Process Control L4 Process Technology L4 Project Management L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	No changes were made to marking guidelines at the marking guideline discussions in 16% of papers.	Electrical Principles and Practice L4 Electrical Systems and Construction L4 English FAL L4 Paper 2 Governance L4 Hospitality Services L4 Marketing Communication L4 Multimedia Service L4 Office Practice L4 Personal Assistance L4 Physical Science L4 Paper 1 Welding L4
	In 3% of subjects, some adjustments made to the marking guideline during the marking guideline discussions were not justified.	Automotive Repair and Maintenance L4 Early Childhood Development L4
	No changes were made to the marking guideline during the marking process in 69% of the papers.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Policing L4 Automotive Repair and Maintenance L4

Criteria	Findings and challenges	Subjects
Marking guidelines		Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Construction Planning L4 Construction Supervision L4 Contact Centre Operations L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 Paper 2 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Mechatronic Systems L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Process Technology L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 Tourism Operations L4 Transport Operations L4 Welding L4
	Changes were made to the marking guidelines during the marking process in 31% of the subjects. This occurred when alternative correct answers were added.	Applied Engineering Technology L4 Art and Science of Teaching L4 Business Practice L4 Computer Integrated Manufacturing L4 Consumer Behaviour L4 Criminal Justice Process L4 Electrical Principles and Practice L4 Electro-technology L4 Engineering Processes L4

Criteria	Findings and challenges	Subjects
Marking guidelines		Food Preparation L4 Hospitality Generics L4 Hospitality Services L4 Life Orientation L4 Paper 1 Multimedia Service L4 New Venture Creation L4 Physical Science L4 Paper 1 Process Control L4 Project Management L4 Science of Tourism L4 Stored Programme Systems L4 Systems Analysis and Design L4 Transport Economics L4
	Where subjects were marked at more than one marking centre, no standard procedure was in place for communicating adjustments to marking guidelines between respective marking centres. The changes were communicated in different ways or not at all.	Applied Accounting L4 Paper 2 Business Practice L4 Client Service and Human Relations L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 Paper 2 Electrical Workmanship L4 Life Orientation L4 Paper 1, 2 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Office Data Processing L4 Office Practise L4 New Venture Creation L4 Personal Assistance L4 Professional Engineering Practise L4 Project Management L4
	The pre-moderated version of the replacement question paper was written in one subject. Centres 199990144 and 199995164 were affected.	Electrical Systems and Construction L4
Availability of scripts for marking and moderation	At the time of verification of marking, all or almost all scripts had been received in the papers indicated (88%).	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1 and Paper 2 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Planning L4

Criteria	Findings and challenges	Subjects
Availability of scripts for marking and moderation		Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Fitting and Turning L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 Paper 1 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Mechatronic Systems L4 Multimedia Service L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 Paper 1 Process Control L4 Process Technology L4 Project Management L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4 Welding L4
	In 22% of the subjects, there were no proper records of scripts already marked, or scripts were not forwarded to the designated marking centre or scripts were still outstanding at the time of external moderation.	

Criteria	Findings and challenges	Subjects
Availability of scripts for marking and moderation	Some scripts had still not been received by the time external moderation took place.	Financial Management L4 Office Data Processing L4 New Venture Creation L4
	The number of scripts expected and the number received could not be confirmed.	Early Childhood Development L4 Electrical Principles and Practice L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 2
	Unofficial script control records kept by the marking centre were incorrect as more scripts had been received than were indicated on the control sheet.	Animal Production L4 Carpentry and Roof Work L4
	Scripts designated for Springs Campus were erroneously sent to other marking centres, causing delays in marking.	English FAL L4 Paper 2
Training in marking	Training in marking was conducted in 69% of the subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 Paper 1 Management Practice L4 Marketing Communication L4 Marketing L4 Mathematics L4 Paper 1 Mechatronic Systems L4

Criteria	Findings and challenges	Subjects
Training in marking		Multimedia Service L4 New Venture Creation L4 Physical Science L4 Paper 1 Process Technology L4 Project Management L4 Science of Tourism L4 Stored Program Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4 Welding L4
	Generic training occurred in 7% of subjects.	Consumer Behaviour L4 Early Childhood Development L4 Electrical Principles and Practice L4 Freight Logistics L4 Office Data Processing L4
	There was virtually no marking training in 24% of subjects.	Construction Planning L4 Construction Supervision L4 Contact Centre Operations L4 Electro-technology L4 Food Preparation L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 2 Masonry L4 Mathematical Literacy L4 Paper 1 Office Practice L4 Operations Management L4 Personal Assistance L4 Process Control L4 Transport Economics L4 Transport Operations L4
Marking procedure	Whole-script marking occurred in 26% of subjects – mostly where enrolments were low, or where there were only a few markers.	Afrikaans FAL L4 Paper 1, 2 Applied Policing L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Criminal Justice Process L4 Early Childhood Development L4 Engineering Fabrication – Boiler Making L4 Freight Logistics L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Masonry L4 Multimedia Service L4 Process Control L4 Process Technology L4

Criteria	Findings and challenges	Subjects
Marking procedure		Transport Economics L4 Transport Operations L4
	The stipulated method of marking individual questions occurred in 70% of subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L4 Life Orientation L4 Paper 1, 2 Management Practice L4 Marketing Communication L4 Marketing L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Mechatronic Systems L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Physical Science L4 Paper 1 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Welding L4

Criteria	Findings and challenges	Subjects
Marking procedure	In 4% of the subjects, a combination of whole-script marking and the stipulated method of marking individual questions was followed.	The Human Body and Mind L4 Project Management L4 Personal Assistance L4
Adherence to marking guidelines	Strict adherence to marking guidelines was observed in 79% of subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Art and Science of Teaching L4 Business Practice L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Construction Planning L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 Paper 2 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Mechatronic Systems L4 Multimedia Service L4 Office Practice L4 Personal Assistance L4 Physical Science L4 Paper 1 Process Control L4 Process Technology L4

Criteria	Findings and challenges	Subjects
Adherence to marking guidelines		Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4 Welding L4
	Average to poor adherence to the marking guidelines was observed in 21% of the papers.	Applied Policing L4 Automotive Repair and Maintenance L4 Computer Programming L4 Paper 1 Construction Supervision L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 English FAL L4 Paper 2 Life Orientation L4 Paper 1 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Project Management L4 Transport Operations L4
Standard of marking/ performance of markers	The marking was rated as good in 69% of the papers.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 2 Applied Policing L4 Art and Science of Teaching L4 Business Practice L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Construction Planning L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Fitting and Turning L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4

Criteria	Findings and challenges	Subjects
Standard of marking/ performance of markers		Law Procedures and Evidence L4 Learning Psychology L4 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Mechatronic Systems L4 Office Practice L4 Physical Science L4 Paper 1 Process Control L4 Process Technology L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 Transport Economics L4 Welding L4
	There were extremes of good and poor marking in the subject.	Business Practice L4
	Marking in 29% of the papers was rated as average to poor as a result of inaccuracies or substantial differences in marks allocated by the marker/internal moderator and external moderator: marks were not allocated according to the marking guidelines, and wrong answers were marked correct and vice versa.	Animal Production L4 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Computer Programming L4 Paper 1 Construction Supervision L4 Early Childhood Development L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Hospitality Generics L4 Life Orientation L4 Paper 1, 2 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Project Management L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Operations L4
	Failure to adhere to the marking guideline and poor marking was identified at the onset of marking in one subject. The marking team was incompetent and inexperienced.	Personal Assistance L4

Criteria	Findings and challenges	Subjects
Administration	The prescribed procedure for the allocation of marks was followed. Marks were clearly indicated per question and transferred correctly to the cover page. Marks were correctly transferred to the mark sheet where this could be verified. This occurred in 76% of the papers.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Fitting and Turning L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 Paper 1, 2 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mechatronic Systems L4 Office Data Processing L4 Physical Science L4 Paper 1 Process Control L4 Process Technology L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International

Criteria	Findings and challenges	Subjects
Administration		Travel L4 Systems Analysis and Design L4 Transport Economics L4 Transport Operations L4
	The prescribed process was not followed in 16% of papers, in particular where marks were not transferred correctly to the cover page or mark sheet and/or mistakes were not clearly indicated, or where mark sheets were not completed correctly.	Animal Production L4 Contact Centre Operations L4 English FAL L4 Paper 2 Financial Management L4 Mathematical Literacy L4 Paper 1 Multimedia Service L4 Operations Management L4 Personal Assistance L4 Project Management L4 Tourism Operations L4 Welding L4
	Mark sheets were not completed at the time of external moderation in 16% of papers.	Afrikaans FAL L4 Paper 1, 2 Animal Production L4 Contact Centre Operations L4 English FAL L4 Paper 2 Financial Management L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Multimedia Service L4 New Venture Creation L4 Office Practice L4 The Human Body and Mind L4
	In 78% of the papers, notes were kept during the marking process for reporting purposes and remedial action.	Advanced Plant Production L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4

Criteria	Findings and challenges	Subjects
Administration		Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Marketing L4 Mathematics L4 Paper 1 Mechatronic Systems L4 Office Data Processing L4 Operations Management L4 Personal Assistance L4 Process Control L4 Process Technology L4 Project Management L4 Science of Tourism L4 Stored Programme Systems L4 Systems Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4 Transport Operations Level 4 Welding L4
	There was no evidence in 22% of subjects that notes to supplement chief marker and internal moderator reports had been made during marking.	Advertising and Promotions L4 Afrikaans FAL L4 Paper 1 2 Data Communication and Networking L4 Electro-technology L4 Food Preparation L4 Learning Psychology L4 Management Practice L4 Masonry L4 Mathematical Literacy L4 Paper 1 Multimedia Service L4 New Venture Creation L4 Office Practice L4 Physical Science L4 Paper 1 Sustainable Tourism in SA and International Travel L4
Control	The name (or code) of the marker(s) was clearly indicated on the script in 88% of the subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4

Criteria	Findings and challenges	Subjects
Control		Applied Policing L4
		Art and Science of Teaching L4
		Automotive Repair and Maintenance L4
		Business Practice L4
		Carpentry and Roof Work L4
		Client Service and Human Relations L4
		Computer Programming L4 Paper 1
		Computer Integrated Manufacturing L4
		Construction Planning L4
		Construction Supervision L4
		Consumer Behaviour L4
		Contact Centre Operations L4
		Criminal Justice Process L4
		Data Communication and Networking L4
		Economic Environment L4
		Electrical Principles and Practice L4
		Electrical Systems and Construction L4
		Electrical Workmanship L4
		Electronic Control and Digital Electronics L4
		Electro-technology L4
		Engineering Fabrication – Boiler Making L4
		Engineering Processes L4
		English FAL L4 Paper 2
		Financial Management L4
		Fitting and Turning L4
		Food Preparation L4
		Governance L4
		Hospitality Generics L4
		Hospitality Services L4
		Human and Social Development L4
		Learning Psychology L4
		Life Orientation L4 Paper 1, 2
		Management Practice L4
		Marketing Communication L4
		Marketing L4
		Masonry L4
		Mathematical Literacy L4 Paper 1
		Mathematics L4 Paper 1
		New Venture Creation L4
		Office Data Processing L4
		Office Practice L4
		Personal Assistance L4
		Physical Science L4 Paper 1
		Process Control L4
		Process Technology L4
		Project Management L4
		Science of Tourism L4
		Stored Programme Systems L4
		Sustainable Tourism in SA and International Travel L4
		Systems Analysis and Design L4

Criteria	Findings and challenges	Subjects
Control		Tourism Operations L4 Transport Economics L4 Transport Operations L4 Welding L4
	The name (or code) of the marker(s) was not indicated on the script in 12% of the subjects.	Animal Production L4 Early Childhood Development L4 Freight Logistics L4 Law Procedures and Evidence L4 Mechatronic Systems L4 Multimedia Service L4 Operations Management L4 The Human Body and Mind L4
	The name of the internal moderator was clearly indicated on the script in 85% of the papers.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Automotive Repair and Maintenance L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 Paper 1, 2 Management Practice L4 Marketing Communication L4 Marketing L4

Criteria	Findings and challenges	Subjects
Control		Masonry L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Operations Management L4 Personal Assistance L4 Physical Science L4 Paper 1 Process Technology L4 Project Management L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Instead of the name, the internal moderator had added his/her signature to the scripts.	Art and Science of Teaching L4
	The internal moderator was not present and no internal moderation occurred on the day of external moderation.	Office Data Processing L4
	No internal moderation took place at time of external moderation.	Office Practice L4
	There was no internal moderation in the subject.	Afrikaans FAL L4 Paper 1, 2 Welding L4
	The name of the internal moderator was not indicated on the scripts.	Electrical Systems and Construction L4 Electro-technology L4 Hospitality Generics L4 Process Control L4
Internal moderation	Scripts from all examination centres were internally moderated in 54% of the papers.	Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Consumer Behaviour L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4

Criteria	Findings and challenges	Subjects
Internal moderation		Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Fabrication –Boiler Making L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 Paper 2 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Personal Assistance L4 Process Technology L4 Science of Tourism L4 Stored Programme Systems L4 Systems Analysis and Design L4 Transport Economics L4 Transport Operations L4
	In 40% of the papers, marking and/or moderation had just commenced or the internal moderator had not made adequate plans to include scripts from all centres in his/her quota for internal moderation. This might have caused some centres to be excluded from the internal moderation process.	Advanced Plant Production L4 Advertising and Promotions L4 Carpentry and Roof Work L4 Construction Planning L4 Construction Supervision L4 Contact Centre Operations L4 Data Communication and Networking L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 1 Management Practice L4 Marketing Communication L4 Mathematics Level 4 Paper 1 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Operations Management L4 Physical Science L4 Paper 1 Project Management L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 Tourism Operations L4

Criteria	Findings and challenges	Subjects
Internal moderation	Whole-script moderation occurred in 90% of subjects listed.	Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 Paper 1 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 Paper 1, 2 Management Practice L4 Marketing L4 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mathematics Level 4 Paper 1 Multimedia Service L4 New Venture Creation L4 Operations Management L4

Criteria	Findings and challenges	Subjects
Internal moderation		Personal Assistance L4 Physical Science L4 Paper 1 Process Technology L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Sampled question moderation occurred.	Mechatronic Systems L4 Stored Programme Systems L4
	A combination of whole-script and question moderation occurred in one subject.	Advanced Plant Production L4
	The standard of internal moderation was rated as good in 65% of the subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Engineering Technology L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Computer Integrated Manufacturing L4 Construction Planning L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Engineering Fabrication – Boiler Making L4 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 Paper 1 Marketing Communication L4 Marketing L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Mechatronic Systems L4 Multimedia Service L4

Criteria	Findings and challenges	Subjects
Internal moderation		Operations Management L4 Physical Science L4 Paper 1 Process Technology L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	The standard of internal moderation was rated as average or poor in 24% of the papers. In some instances, internal moderators were overly lenient. In many cases, internal moderators did not identify errors in marking or in calculations.	Applied Accounting L4 Paper 2 Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Construction Supervision L4 Criminal Justice Process L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Processes L4 Food Preparation L4 Hospitality Services L4 Life Orientation L4 Paper 2 Management Practice L4 Masonry L4 New Venture Creation L4 Systems Analysis and Design L4
	The standard of internal moderation was appalling. There was no internal moderator in the subject; the marker who moderated the scripts was not experienced or trained for the task.	Early Childhood Development L4
	Shadow moderation was evident in all scripts from the Springs marking centre that were externally moderated.	Life Orientation L4 Paper 1
	Shadow moderation was detected in scripts from the Asherville marking centre that were externally moderated.	Life Orientation L4 Paper 2
	The prescribed sample of 10% of scripts was internally moderated in 44% of the subjects where marking was completed or near completion.	Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Art and Science of Teaching L4 Business Practice L4 Client Service and Human Relations L4

Criteria	Findings and challenges	Subjects
Internal moderation		Computer Integrated Manufacturing L4 Consumer Behaviour L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Fitting and Turning L4 Freight Logistics L4 Learning Psychology L4 Life Orientation L4 Paper 2 Masonry L4 Mathematical Literacy L4 Paper 1 Mechatronic Systems L4 Personal Assistance L4 Physical Science L4 Paper 1 Process Technology L4 Science of Tourism L4 Stored Programme Systems L4 Transport Operations Level 4
	Fewer than 10% of scripts were moderated in 47% of the subjects. Marking and moderation in these subjects was in progress and the internal moderation would only have been completed by the end of the marking session.	Advanced Plant Production L4 Applied Policing L4 Automotive Repair and Maintenance L4 Carpentry and Roof Work L4 Construction Planning L4 Construction Supervision L4 Contact Centre Operations L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Food Preparation L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 1 Management Practice L4 Marketing Communication L4 Marketing L4 Mathematics L4 Paper 1 New Venture Creation L4 Operations Management L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4

Criteria	Findings and challenges	Subjects
Internal moderation		The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4
	Evidence of shadow moderation was found in 7% of subjects.	Business Practice L4 Client Service and Human Relations L4 Early Childhood Development L4 Electronic Control and Digital Electronics L4 Personal Assistance L4
	There was no evidence of internal moderation at the time of the external moderator's visit.	Hospitality Generics L4 Office Data Processing L4 Office Practice L4 Process Control L4 Project Management L4
	Only one marker and no internal moderator had been appointed for the subject.	Afrikaans FAL L4 Paper 1, 2 Welding L4
	There were insufficient scripts for external moderation.	Carpentry and Roof Work L4 Construction Supervision L4
Response to the examination question paper	The students' performance was in keeping with expectations and with the level of the subject in 76% of subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Planning L4 Contact Centre Operations L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 2 Freight Logistics L4 Governance L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4

Criteria	Findings and challenges	Subjects
Response to the examination question paper		Learning Psychology L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mechatronic Systems L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Physical Science L4 Paper 1 Process Control L4 Process Technology L4 Project Management L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 Transport Economics L4 Transport Operations L4 Welding L4
	The students did not perform as well as expected in 24% of the papers.	Agribusiness L4 Animal Production L4 Applied Accounting L4 Paper 2 Construction Supervision L4 Consumer Behaviour L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Management Practice L4 Mathematics L4 Paper 1 Multimedia Service L4 Operations Management L4 Personal Assistance L4 Tourism Operations L4
	The candidates found the paper difficult in 35% of the papers.	Afrikaans FAL L4 Paper 2 Agribusiness L4 Animal Production L4 Applied Policing L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Construction Planning L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4

Criteria	Findings and challenges	Subjects
Response to the examination question paper		Data Communication and Networking L4 Electrical Principles and Practice L4 Electro-technology L4 Food Preparation L4 Hospitality Generics L4 Law Procedures and Evidence L4 Management Practice L4 Mathematics L4 Paper 1 Operations Management L4 Tourism Operations L4 Transport Economics L4 Transport Operations Level 4 Welding L4
	The candidates found the paper fair in 65% of the papers.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Business Practice L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Supervision L4 Early Childhood Development L4 Economic Environment L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 Paper 1, 2 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Personal Assistance L4 Physical Science L4 Paper 1 Process Control L4 Process Technology L4

Criteria	Findings and challenges	Subjects
Response to the examination question paper		Project Management L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4
	Candidates from some centres found the paper difficult while candidates from others found it to be fair.	Automotive Repair and Maintenance L4
Preventing and dealing with irregularities	No irregularities had been identified by the time of external moderation in 71% of the subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 2 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 Paper 2 Financial Management L4 Freight Logistics L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Learning Psychology L4 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mechatronic Systems L4 Multimedia Service L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Physical Science L4 Paper 1 Process Control L4

Criteria	Findings and challenges	Subjects
Preventing and dealing with irregularities		Project Management L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Transport Economics L4 Transport Operations L4 Welding L4
	Alleged irregularities were noted, including: manually generated mark sheets; answers in scripts identical to those in marking guidelines; crib notes; unstamped scripts; student numbers on scripts differing from those on mark sheets; student marked absent on mark sheet but script found in batch or student marked present on mark sheet but no script found in batch; student number marked "IRR" on mark sheet but not accompanied by an irregularity report; mark sheet not signed; student wrote in pencil; another tore a page from his/her script; candidates did not write their examination number on the printout (computer subject); some questions were not answered in the Mathematical Literacy L4 Paper 1 and according to a student, they were told by the invigilator not to answer them; candidate used a cell phone to access internet in the examination room; and a behavioural irregularity.	Animal Production L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Contact Centre Operations L4 Economic Environment L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Fitting and Turning L4 Food Preparation L4 Hospitality Services L4 Human and Social Development L4 Life Orientation L4 Paper 2 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 New Venture Creation L4 Personal Assistance L4 Process Technology L4 The Human Body and Mind L4 Tourism Operations L4
Unethical practices in marking and moderation	The chief marker marked two questions on the paper. Although whole-script moderation was carried out, the questions marked by the chief marker were not moderated in any batches because the chief marker could not mark or moderate his own work. It was observed that the examination assistant (EA) checked the marks, transferred the totals to the mark sheet in pencil, after which the marker copied the marks onto the mark sheet. The DHET states clearly that mark sheets must be completed before the EA checks the marks.	Business Practice L4

Criteria	Findings and challenges	Subjects
Unethical practices in marking and moderation	It was observed that markers were more lenient when it came to marking certain centres.	Carpentry and Roof Work L4
Reports	Evidence of reports being prepared by markers/chief markers/internal moderators for submission to MCM was observed in 25% of the subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Animal Production L4 Applied Engineering Technology L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Computer Programming L4 Paper 1 Construction Supervision L4 Criminal Justice Process L4 Electrical Systems and Construction L4 Fitting and Turning L4 Freight Logistics L4 Governance L4 Learning Psychology L4 Life Orientation L4 Paper 1, 2
	Although reports are finalised and submitted at the end of the marking session, notes and preparations for reporting are made as the marking progresses. At the time of verification of marking by Umalusi there was no evidence of preparation for reporting in 75% of papers.	Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 2 Applied Policing L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Construction Planning L4 Consumer Behaviour L4 Contact Centre Operations L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Mechatronic Systems L4

Criteria	Findings and challenges	Subjects
Reports		Multimedia Service L4 New Venture Creation L4 Transport Economics L4 Transport Operations L4 Welding L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 Paper 1 Process Control L4 Process Technology L4 Project Management L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4
Discipline at the marking centre	Strict discipline was observed in 94% of subjects. This meant that the rules of the marking centre were followed, ensuring that marking and moderation were properly conducted.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 Paper 1, 2 Agribusiness L4 Applied Accounting L4 Paper 2 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Carpentry and Roof Work L4 Client Service and Human Relations L4 Computer Programming L4 Paper 1 Computer Integrated Manufacturing L4 Construction Planning L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electro-technology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4

Criteria	Findings and challenges	Subjects
Discipline at the marking centre		Freight Logistics L4 Governance L4 Hospitality Generics L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 Paper 1, 2 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 Paper 1 Mathematics L4 Paper 1 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Personal Assistance L4 Physical Science L4 Paper 1 Process Control L4 Process Technology L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4 Welding L4
	Poor discipline was observed in four subjects:	
	Lack of focus on marking as a result of disruptions caused by cell phone calls and social media.	Animal Production L4
	Marker attending to other matters, slow, poor totalling and bad attitude. Marker did not teach the subject.	Applied Engineering Technology L4
	The internal moderator left after the marking guideline discussion and did not return the next day. The chief marker did not report the matter to the centre manager.	Operations Management L4

Criteria	Findings and challenges	Subjects
Discipline at the marking centre	The whereabouts of the internal moderator were unknown and the external moderator had to search the marking centre. Some markers from other subjects did not observe the rules regarding cell phones.	Construction Supervision L4
Difficulties experienced with marking personnel	The chief marker was adamant about some answers/responses that were not justified.	Automotive Repair and Maintenance L4
External moderation	External moderation did not occur while marking was in progress; it was therefore not possible to comment on some aspects of the marking process.	English FAL L4 Paper 1
Curriculum	The curriculum in this subject should be revised as it is outdated.	Early Childhood Development L4
Appointment of Markers/Chief Markers/Internal Moderators	Markers were not appointed owing to the shortage of applications in the subject. With the approval of the DHET, the MCM called the internal moderator for the subject to mark. Subsequently, the marking process was delayed. The internal moderator was appointed as marker for another subject as well.	Multimedia Service L4
	Markers from the Financial Management L4 panel who had taught Project Management L4 were requested to mark the subject as there was a shortage of markers.	Project Management L4
	The internal moderator moderated two subjects. It is always a challenge dealing with marking guidelines from two different subjects. Ideally, one moderator per subject should be appointed.	Transport Operations L4
	A new marker who joined the team after questions were appropriately allocated had to do whole-script marking while the rest of the team continued with the stipulated method of marking individual questions.	Personal Assistance L4
	The late appointment of markers led to delays in marking and markers did not have sufficient time to prepare for the marking process.	Office Data Processing L4

Criteria	Findings and challenges	Subjects
Serious concerns	The following matter was raised at marking centres: As from the 10 November 2016, the campuses received the printed question papers the day after the scheduled date for receipt of papers. In order to address the situation, the DHET decided to e-mail question papers to campuses, to be printed for the examination. These soft copies sometimes arrived very late. In the Western Cape, two centres wrote the back-up question paper on 22 November 2016. Marking personnel had to familiarise themselves with a new question paper and marking guideline.	

9.4 Areas of Good Practice

Many areas of good practice seen in previous years were observed once again in the November 2016 examinations marking session. Areas of improvement were acknowledged by marking personnel.

- Some external moderators commended the DHET and marking centres on their planning, organisation and smooth implementation of the marking process, observing a remarkable improvement from the previous years.
- In the opinion of the external moderator for Computer Programming L4 Paper 1, the training of the markers had a positive influence on the standard of the marking.
- According to the external moderator, the centralised verification process for Life Orientation L4 Paper 2 proved to be a very fruitful exercise as it provided an overview of the standard of marking, moderation and consistency of marking across the three centres. It was pleasing to note that the amended guidelines were adhered to across the three centres and marking was relatively consistent.
- The external moderator for Contact Centre Operations L4 acknowledged an improvement in the allocation of marking venues at the Springs marking centre. Having one subject per venue was particularly conducive to good marking and control.
- The following observations were made by e.g. the external moderator of Data Communication and Networking L4: discipline had much improved with timed breaks and controlled access on and off campus. The subject had a dedicated marking venue as opposed to previous years when subjects shared a marking space. This contributed significantly to a more disciplined and controlled atmosphere (no cell phones, no music, no endless chatting etc.) Also, all markers were not allowed to leave the campus without the permission of the chief marker and the MCM. This process was controlled through an access card which had to be signed by the MCM and shown to campus security on leaving and entering the campus.

- Changes made to the marking guidelines were justified. An inclusive marking guideline would have facilitated effective marking.
- Eighty-eight percent of the scripts had been received for marking by the date of the moderation visits; this is critical if marking centres are to conduct their core responsibilities, given the time constraints.
- In 69% of the subjects marked, the marking panel had received subject-specific training (an increase of 7% from 2015). This is essential as new and inexperienced markers have joined the marking teams.
- The stipulated method of marking individual questions occurred in 70% of subjects. In order to ensure fair and accurate marking where there are large numbers of scripts and a number of markers, this is the preferred method of marking. In some subjects, experienced markers were allocated to more challenging questions, with less experienced markers marking the simpler questions. This method also allows the internal moderator to assess the strengths and weaknesses of markers and to make changes to the allocation of questions, if necessary.
- In 79% of subjects, there was good adherence to the marking guidelines and in 76% of subjects, regulations regarding administration were observed. Control measures when dealing with scripts were diligently observed in 86% of subjects.
- Whole-script moderation occurred in 90% of the subjects that were moderated and the standard of internal moderation in 65% of the subjects was rated as good.
- In 76% of subjects, the students' performance was in keeping with expectations and in 65% of subjects the papers were rated as fair.
- At the time of external moderation, no irregularities had been identified in 71% of the subjects (decrease of 8% from last year).
- Preparations for reports were in progress. In 78% of the subjects, markers made notes of topics that had proved problematic and examination centres that had struggled or excelled in specific questions.
- Strict discipline was observed in 94% of subjects. In ensuring that the marking process was unhindered, marking personnel proved to be considerate and cooperative by abiding by the centre rules (an improvement of 20% from last year).

9.5 Areas of Concern

NC (V) Level 2 and Level 3

These issues were raised last year and remain areas of concern.
- The changes made to the official marking guidelines in 54% of subjects and whether these changes had been communicated to all colleges/campuses.
- Failure to adhere to the marking guidelines and the average to poor standard of marking in 46% of subjects.
- The standard of internal moderation is of great concern and in 85% of subjects the standard of moderation was rated as average to poor.

- The poor quality of reports in 62% of subjects.
- Training of staff in marking and subject content.
- The prevalence and managing of irregularities.

NC (V) Level 4

While there were many improvements in the administration and control of the marking process, some critical areas require attention:
- Where subjects were marked at more than one marking centre, there was no standard procedure for communicating adjustments in the marking guideline to respective marking centres, as in Applied Accounting L4 Paper 2.
- The pre-moderated version of the question paper was written in Electrical Systems and Construction L4.
- Not all marking staff had had subject specific training. For example, the markers in Food Preparation L4 were awarding marks to responses that were not justified.
- The standard of performance of markers in 29% of subjects is of concern. Non-adherence to marking guidelines and lack of ability on the part of markers to interpret answers that differed from those in the marking guidelines were common problems. Lenient marking was also evident in these subjects.
- The prescribed approach to marking was not followed in certain subjects, particularly those with lower enrolments such as, Governance L4 and subjects where a shortage of markers occurred at the beginning of the marking process, as in Personal Assistance L4.
- Appointment of marking personnel after the commencement of the marking process and the reshuffling of marking personnel occurred in Life Orientation L4 Paper 1 and 2.
- The standard of moderation was average to poor in 25% of subjects. Some internal moderators and chief markers focussed on marking their quota of scripts before starting with moderation. Shadow moderation was evident, as was observed in Early Childhood Development L4.
- The number of irregularities witnessed during this examination was alarming.
- There were concerns that many students could not integrate practice and theory, as revealed in their responses in the examinations.
- Unethical practices were observed during the marking process. It was observed that the markers were more lenient when marking certain centres, e.g. Carpentry and Roof Work L4.
- The chief marker was adamant about including answers/responses that were not justified, e.g. Automotive Repair and Maintenance L4.
- The curriculum in some subjects was outdated and needed revision, e.g. Early Childhood Development L4.
- The re-scheduling of examinations at a very late stage.
- E-mailing of question papers posed a security risk to examination practices.

- Two different question papers in the same subject, owing to the non-delivery of question papers and need to instate replacement papers at certain examination centres e.g. for Project Management L4.

9.6 Directives for Compliance and Improvement

Many areas of concern were identified in the marking process. These require improvement and, in some instances, compliance is necessary.
- Where different centres are used to mark the same Level 4 subject, systems must be established to deal with the communication and finalisation of the marking guidelines.
- Marking personnel should be appointed in good time and appointments should be confirmed. Contingency plans should be in place in case marking personnel decline their appointments.
- Unethical practices among marking personnel should be avoided at all costs. The concerned person/s should be investigated and flagged in order to prevent his/her re-appointment.
- Question papers should be innovative and in keeping with latest developments in the subject/industry. Marking guidelines must provide an exhaustive list of alternative answers.

9.7 Conclusion

While some areas of the marking process have improved considerably, especially issues of an operational nature; there are still some major concerns. There is still some way to go before the standard of marking and moderation is raised to an acceptable level. Marking and moderation are key activities in the assessment process and can compromise the quality and standard of assessment. It is essential therefore to take remedial action.

There should be continuity between the marking process and the college system. Staff development will be required if it is found that this is an area of weakness that has contributed to poor student results.

CHAPTER 10: STANDARDISATION AND VERIFICATION OF RESULTS

10.1 Introduction and Purpose

Standardisation is a qualitative and quantitative process aimed at achieving an optimum degree of uniformity in a given context by considering sources of variability other than learners' ability and knowledge. These sources may include the standard of question papers and the quality of marking. The standardisation of examination results is necessary to control the variability of marks from one examination to the next.

Section 17A (4) of the GENFETQA Act of 2001 and amended in 2008 states that the Council may adjust raw marks during the standardisation process.

10.2 Scope and Approach

The Department of Higher Education and Training (DHET) presented a total of 256 subjects for the standardisation of the NC (V) L2–L4. Umalusi conducted the monitoring of mark capturing, the verification of the historical averages, the standardisation, statistical moderation and the resulting of datasets.

Standardisation involves various procedures to ensure that the process is carried out accurately. This includes the verification of subject structures, the capturing of marks and the computer system used by the assessment body. It also involves the development and verification of norms and the production of and verification of standardisation data booklets in preparation for the standardisation meetings. During standardisation, qualitative reports from external moderators, internal moderators, monitoring reports, reports on the post examination analysis of question papers, intervention reports presented by the assessment bodies and the principles of standardisation are used to inform decisions. The process is concluded with the approval of mark adjustments (where required) per subject.

10.2.1 Development of historical averages

The subject structures submitted by the DHET were verified and approved. The historical data for most subjects were considered during the standardisation process. The Means Analysis Test (Moon Walk) is implemented where means or averages of subjects within a programme are compared and adjustments are made to bring the means within a predetermined tolerance level. This formula was used only in the following new NC (V) programmes and subjects with less than a three-year history:

Table 10A: NC (V) subjects with less than a three-year history

Level 2	Level 3	Level 4
Wholesale and Retail	Renewable Energy Technologies	Architectural Graphics and Technology
Renewable Energy Technologies		Civil and Structural Steel Work Detailing
		Mechanical Draughting and Technology
		Drawing Office Procedures and Techniques
		Engineering Fabrication – Boiler Making
		Public Health
		The Human Body and Mind
		The South African Health Care System
		Community Oriented Primary Care
		Criminology

Where applicable, subjects with outliers were identified and the principle of exclusion of outliers was applied when calculating the historical average.

10.2.2 Capturing of marks

Umalusi monitored the capturing of marks at DHET capturing centres. A sample of mark sheets was verified.

10.2.3 Verification of data sets and standardisation booklets

The data sets were verified before the printing of the final standardisation booklets. The number of candidates processed, the calculation of norms, the adjusted marks, raw marks and graphs were all verified and approved.

10.2.4 Pre-standardisation and standardisation

The pre-standardisation and standardisation meetings were held on the 22nd and 23rd of December 2016 respectively.

Qualitative input reports, historical averages, pairs analysis and standardisation principles were considered when determining adjustments per subject.

10.2.5 Post Standardisation

The assessment body submitted the adjusted data sets according to the agreed standardisation decisions. These were verified after one round of moderation, and adjustments were approved after the correction of differences.

10.3 Findings and Decisions

10.3.1 Development of historical averages

The subject structures were verified and approved as received while the historical averages were verified and approved after two rounds of moderation. The following subjects were identified as outliers and the principle of exclusion was followed in the calculation of the norm.

Table 10B: Outliers that were excluded in the calculation of the norm

Level	Subject	Excluded Examination sitting
2	Concrete Structures 12020132	201511
3	Process Technology 6050353	201511
4	Early Childhood Development 5030124	201511

10.3.2 Capturing of marks

The DHET developed a management plan and general guidelines for standardisation. This plan included information on the capturing of marks for the October/November 2016 NC (V) examinations. Marks for ISAT, ICASS, as well as end of year examinations for NC (V) L2 and L3 were captured by the TVET colleges/centres and sent to DHET as text files and uploaded onto the mainframe. DHET did spot checks/selective verification to verify the marks. DHET's permanently appointed data capturers captured marks from the mark sheets received from the private centres.

The capturing of examination marks for NC (V) Level 4 took place at the marking centres. An official from the DHET trained the contracted data capturers on the data capturing process. The attendance registers as well as the training manual were availed as evidence during the verification of capturing of examination marks at the Thekwini TVET College, Asherville Campus and Capricorn TVET College Seshego Campus (marking centres). All personnel in charge of and appointed for data capturing signed the declaration of secrecy before commencing the duties. The DHET utilized a scanning programme called MPFLOW to manage and control mark sheets. Mark sheets were scanned during despatch and on return.

The capturing of marks ran parallel to the marking process to ensure that all marks were captured for the standardisation process. The DHET utilized an offline capturing tool to capture marks. Standalone computers were used for the capturing of marks, data was backed up daily and exported to the DHET office. The late arrival of mark sheets from marking centres contributed to the capturing falling behind schedule.

All capturing that was done at the marking centre is verified, i.e. double capturing was applied to authenticate marks. The capturers and verifiers were allocated user IDs and user IDs were attached to functions. A user could only be allocated one function either capturing or verifying. This was verified onsite at the Thekwini TVET, Asherville Campus marking centre and Capricorn TVET College, Seshego Campus marking centre. However, the capturer and verifier used the same computer and sat next to each other, which exposes the process of double capturing to collusion.

The capturing facility was under 24-hour security surveillance. Access to the centre was controlled by access cards to the building and a bio-matrix system was in place.

Contingency plan measures were in place at all the centres monitored: there were standby computers available; a daily backup was implemented and captured data was exported to DHET on a daily basis. There were standby UPS (except Asherville marking centre) available in case of a power failure. The DHET had an arrangement with SITA (BETA) to use their facility as a back-up plan in the case of system or power failures.

10.3.3 Verification of data sets and standardisation booklets

The DHET systems had not been completed owing to late submission of the data. Only the standardisation of one data set was verified on first moderation. Many errors were identified and feedback was sent to the DHET. The verification of standardisation datasets for all levels was approved after several rectifications. Incorrect computer adjustments to all levels were identified. Furthermore, system errors in the application of the subminimum requirements on L2 datasets were also observed. The electronic booklets were approved after first moderation.

The DHET presented a total of 256 subjects for the standardisation of the NC (V) Levels 2–4. The decisions for the November 2016 NC (V) examination were informed by trends in learner performance, the qualitative input reports, the historical average and pairs analysis. A total of 14 subjects were standardised by The Means Analysis Test (Moon Walk) and 242 through Ogives. Of the 256 subjects presented for standardisation, 217 were standardised and 39 were provisionally standardised pending a 95% capture rate.

The table below indicates the standardisation decisions:

Table 10C: Standardisation decisions

Description	Total
Number of subjects presented	256
Raw marks accepted	102
Adjusted (mainly upwards)	34
Adjusted (mainly downwards)	81
Provisionally standardised	39

10.4 Areas of Good Practice

The following areas of good practice were observed:
- The monitored DHET sites had adequate and experienced data capturers and a guideline document on the capturing of marks;
- Scanning as a method of mark sheet control is highly commendable;
- The electronic standardisation booklets were accepted after first moderation;
- The DHET implemented the subminimum requirements for admission to examinations at L2.

10.5 Areas of Concern

The following areas of concern were observed:
- The submission of datasets for the verification of systems did not conform to the stipulated procedures;
- The DHET did not correctly apply the codes for the application of Level 2 subminimum requirements;
- The inability of the DHET to adhere to its management plan affected the smooth implementation of Umalusi's planning for standardisation;
- In many cases the number of candidates appearing on the mark sheets and the computer system did not tally.

10.6 Directives for Compliance and Improvement

The DHET must:
- Ensure that standardisation booklets are made available in good time;
- Ensure that the correct codes are used in the application of the subminimum requirements;
- Verify the registration process to verify the number of candidates and investigate the difference in the number of candidates between the system and mark sheet.

10.7 Conclusion

Although there were delays in the approval of the datasets and in the submission of booklets, these delays did not affect the standardisation processes.

CHAPTER 11: CERTIFICATION

11.1 Introduction and Purpose

This chapter serves to inform interested parties of the current state of the certification of learner achievement in the National Certificate (Vocational) (NC (V)) at Levels 2–4.

Umalusi affirms the adherence to policies and regulations promulgated by the Minister of Higher Education and Training for NC (V) qualifications.

Through the founding General and Further Education and Training Act (GENFETQA) 2001 (Act No. 58 of 2001), as amended, Umalusi is responsible for the certification of learner achievements in South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework of the National Qualifications Framework (NQF). These include the NC (V) Levels 2 to 4.

Certification is the culmination of all the quality assurance processes, including the final examination process conducted by an assessment body, in this instance the Department of Higher Education and Training (DHET).

This process has a number of steps, commencing with the registration of students and ending with the writing and resulting of the examination. After the candidate has written the examination, which is administered by the assessment body, the examination scripts are marked, the marks are processed, and only after quality assurance and approval by Umalusi, students are presented with individual Statements of Results (SoR). These documents are preliminary, outlining the outcomes of the examination, and are issued by the assessment body. In due course, the SoR are replaced by the final document, a certificate, issued by Umalusi. (Certain additional processes, such as remarks and/or supplementary examinations may cause changes to be made to marks between the issuing of the SoR and the final certificate, but these changes must be quality assured by Umalusi before certification.)

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

The DHET must therefore ensure that all records of candidates who are registered for the NC (V) L2–4 examinations, including those who qualify for one or more subjects only in a particular examination cycle are submitted to Umalusi for certification. It is imperative that datasets also include the records of students who have not qualified for a certificate. These will be those students who withdrew from the course/qualification (that is, candidates who registered to write examinations, but did not write any subjects) as well as those who failed all subjects (candidates who wrote the examination, but did not pass any subjects).

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

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

Umalusi is currently charging only private colleges certification fees. The certification fees for public TVET colleges are funded by a funding agreement with the Department of Basic Education (DBE).

11.2 Scope and Approach

The NC (V) was promulgated as three separate exit qualifications, i.e. NQF Levels 2, 3 and 4, each of which requires certification. NC (V) Level 2 was first introduced in 2007 and the other two levels followed in 2008 and 2009 respectively.

In order to be awarded the full certificate for Levels 3 and 4, the previous exit qualification must have been completed and certified. In other words, a candidate can only be awarded a Level 3 certificate if all the Level 2 requirements have been met and the full certificate, not a subject statement, has been issued. In the case of the Level 4 certificate, all requirements for both Levels 2 and 3 must have been fulfilled to qualify for the issue of a full certificate. The certificates, not subject statements, for each level must have been issued.

As reported previously, since the inception of the NC (V), L2 to L4 certification has been severely delayed. In April 2013, the DHET declared the certification data for the NC (V) L2 to L4 ready for submission to Umalusi. Umalusi agreed to undertake this certification as a special project for a period of six months.

A considerable number of candidates were certified as part of this special project, but to date, not all candidate records have been certified, owing to errors in the data provided by the DHET. After much discussion, in January 2014 the special project period was extended and remains ongoing: the six-month project has thus now been extended for more than three years.

In August 2015, a special project was initiated by the Portfolio Committee on Higher Education of Parliament to address the backlog in the issuing of certificates. An undertaking was given by the State Information Technology Agency (SITA) that all candidates for the period November 2007 to March 2016 would be certificated within six months of the meeting. To this end, SoftwareAG was employed to assist in the correction of all program errors. When the first datasets were received and processed, however, numerous data errors remained and required correction.

Umalusi raised concerns over the decision to certificate the November 2014 candidates first. It was noted that this would be counterproductive and would disadvantage candidates who had as yet not received their full certificates as a result of the backlog in the certification of records. Ultimately, it was agreed to commence with the November 2007 candidates first and to work toward the March 2016 cohort.

11.3 Summary of Findings

The following statistics on the certification of NC (V) L2–L4 can be reported:

Table 11A: NC (V) L2 certificates issued during the period 1 December 2015 to December 2016[3]

Type of certificate issued	Number issued
National Certificate (Vocational) L2	29 121
Subject Statement	66 653
Replacement: NC (V) (Change of Status)[4]	8 066
Reissue[5] NC (V)	4
Reissue Subject Statement	6
Total	**103 776**

Table 11B: NC (V) L3 certificates issued during the period 1 December 2015 to December 2016

Type of certificate issued	Number issued
National Certificate (Vocational) L3	15 223
Subject Statement	72 325
Replacement: NC (V) (Change of Status)	5 554
Reissue NC (V)[6]	4 497
Replacement (Complied with prerequisites)[7]	345
Total	**97 944**

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3   Tables 11A, 11B and 11C include the figures listed below for the November 2015 and March 2016 cohort of learners
4   A replacement (change of status) certificate is issued when the candidate has a number of Subject Statements which are combined to issue a single full certificate
5   A certificate is reissued when some aspect of the information on the certificate has been amended. This can include marks, names, surnames, date of birth etc.; alternatively, see Footnote 4.
6   The majority of these reissues are the result of the NC (V) backlog project, where the L2/L3 certificate had been achieved but not issued and, as a consequence, the full L3/L4 certificate, which the candidate had initially qualified for in a single sitting, could not be issued. A Subject Statement was issued in lieu of this certificate, at least until such time as certification at the lower levels had been completed.
7   This category differs from the above in that the candidate had met the requirements for L2/L3, but only after meeting those of L3/L4. The candidate was consequently issued with a Subject Statement for L3/L4 until the L2/L3 requirements had been met. For example, the candidate met the requirements for L3 in 2010 and those of L2 in 2012. The L3 certificate is then issued with an effective date 2012, which is when the candidate met the full set of requirements for the qualification in terms of the policy.

Table 11C: NC (V) L4 certificates issued during the period 1 December 2015 to December 2016

Type of certificate issued	Number issued
National Certificate (Vocational) L4 with admission to Higher Certificate study	43 749
National Certificate (Vocational) L4 with admission to Diploma study	1 480
National Certificate (Vocational) L4 with admission to Bachelor's degree study	187
Subject Statement	43 749
Replacement (Change of Status) with admission to Bachelor's degree study	2
Replacement (Change of Status) with admission to Diploma study	76
Replacement (Change of Status) with admission to Higher Certificate study	2 975
Reissue NC (V)	7
Reissue NC (V) with admission to Higher Certificate study	7 322
Reissue NC (V) with admission to Diploma study	695
Reissue NC (V) with admission to Bachelor's degree study	84
Replacement NC (V) (Complied with prerequisite) with admission to Higher Certificate study	131
Replacement NC (V) (Complied with prerequisite) with admission to Diploma study	7
Replacement NC (V) (Complied with prerequisite) with admission to Bachelor's degree study	1
Total	**63 611**

Table 11D: NC (V) L2 certificates issued for the November 2015 and March 2016 cohort of learners

Type of certificate issued	Number issued
National Certificate (Vocational) L2	23 352
Subject Statement	28 616
Withdrawn (did not write examinations)	23 929
Failed all subjects	6 517
Total	**82 414**

A total of 10 716 or 11.5% of candidates' records were submitted at the point of resulting but were not certified as anticipated.

Chart 11A: Certification data versus resulting data NC (V) L2, November 2015 cohort

- Uncertified records
- Certified records
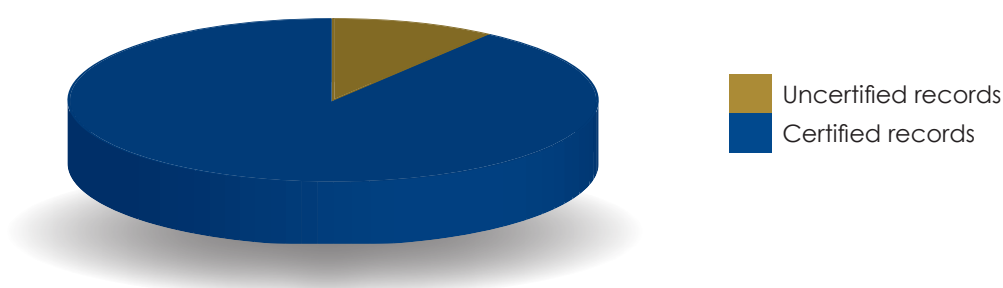
Table 11E: NC (V) L3 certificates issued for the November 2015 and March 2016 cohort of learners

Type of certificate issued	Number issued
National Certificate (Vocational) L3	12 051
Subject Statement	16 664
Withdrawn (did not write examinations)	8 066
Failed all subjects	3 244
Replacement (Change of Status)[8]	1
Total	**40 026**

A total of 15 723 students were not certificated as anticipated. This translates to 28.2% of the total number of students who were quality assured at the time of resulting.

Chart 11B Level 3 certification data versus resulting data, November 2015 cohort

Uncertified records
Certified records
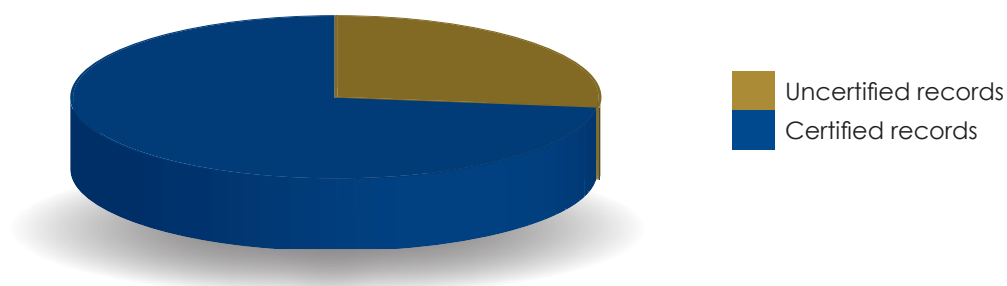
Table 11F: NC (V) L4 certificates issued for the November 2015 and March 2016 cohorts of learners

Type of certificate issued	Number issued
National Certificate (Vocational) L4 with admission to Higher Certificate study	5 237
National Certificate (Vocational) L4 with admission to Diploma study	1 156
National Certificate (Vocational) L4 with admission to Bachelor's Degree study	148
Subject Statement	9 160
Withdrawn (did not write examinations)	3 998
Failed all subjects	1 271
Total	**20 970**

A total of 13 124 L4 students were not certificated during the anticipated timeframe. This translates to 34.5% of candidates submitted at the point of resulting for approval by Umalusi.

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8   The candidate has a number of Subject Statements that are combined to allow the issuing of a single certificate.

Chart 11C: Level 4 certification data versus resulting data

Uncertified records
Certified records
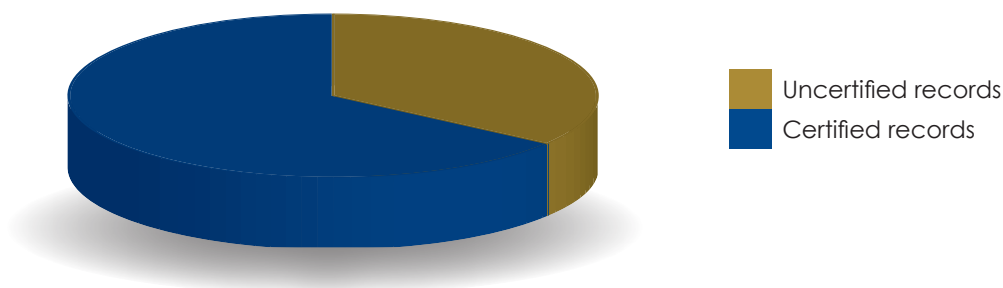
Certain student records were not certificated because of discrepancies between the resulting and certification data or because they were not submitted to Umalusi, or were rejected by Umalusi, because of program or other errors.

It was disturbing to note the continuing trend of an increase in non-certification through the levels, with the highest percentage of non-certificated candidates in the L4 cohort and the lowest percentage at L2.

The Directives for Certification of the National Certificate (Vocational) indicate that requests for the certification of student achievement should be made not more than three (3) months after the release of results.

The statistics for the November 2015 and November 2016 sittings reflected this trend:

Table 11G: Comparison of certification figures for NC (V) Levels for November 2015 and November 2016 cohorts

	November 2014 and March 2015 cohort certified	November 2015 and March 2016
NC (V) L2	93 130	82 414
NC (V) L3	50 806	40 026
NC (V) L4	31 118	20 970

The volume of Subject Statements issued at the various levels is a further concern. This volume is indicative firstly of the fact that candidates are not managing to meet the pass requirements in a single sitting. Furthermore, the numbers reveal that many students who were issued Subject Statements during the backlog project will now require combined certificates.

The printing of such large numbers of certificates has placed undue pressure on the certification sub-unit that is required to process data sets in the allocated time. Furthermore, this inefficiency has become an added financial burden on private colleges that have received unexpected

certification invoices, and on Umalusi as an institution, which has had to make provision for additional background paper for the printing of such certificates.

11.4 Areas of Good Practice

Staff dealing with certification have made great efforts to minimise the backlog and to certify candidate records.

11.5 Areas of Concern

In the first half of 2015, it was found that the NC (V) certification data differed from that submitted at the point of resulting, and that this was true for large numbers of students. Explanations for these anomalies were provided by the DHET and a way forward was plotted. At the time it was agreed that this matter would be addressed with the TVET colleges, and that such anomalies would be limited in future. However, when the 2015 cohort of students were submitted for certification a year later (that is, in 2016), it was found that the number of anomalies had increased, rather than decreased. At some centres, the marks for all candidates in a specific subject had changed; in the case of others, the marks in all their subjects had changed. This is unacceptable and indicates a systemic flaw requiring urgent attention. Such anomalies will be treated as irregularities from now on, and Umalusi's Executive Committee of Council will ultimately decide on whether such mark changes should be accepted or not.

The delay in certification of student records is a major concern as this means that students are being deprived of learning and employment opportunities.

Students continue to be disadvantaged because the certificates for lower levels were not issued in good time, resulting in the issue of Subject Statements at higher levels, even when the student may have qualified for the full qualification. This matter is of particular concern considering the backlog project, as consolidated certificates have still not been issued. A by-product of this is the unnecessary printing of certificates, with associated unnecessary expenditure.

It appears that the registration of candidates was not completed in time to ensure that all data captured were true and correct. There was little to no evidence of a verification of the accuracy of captured information. Students whose information was incorrectly captured will receive the certificates with this information, which may not then be amended as insufficient evidence has been retained by the college to support the change.

In addition, it appears that students are being registered at more than one institution; however, because the registration process is incomplete, they are not deregistered at their previous institution, or in their previous subjects. This results in the duplication of data, leading to incorrect numbers when reporting. It may also suggest some form of abuse in the practice of funding students at colleges.

11.6 Directives for Compliance and Improvement

The capturing of marks, both by the TVET colleges and by the DHET, must be strictly controlled to ensure the accuracy of the marks. Any mark changes made after the approval of results should be limited to the remarking of scripts and other exceptional cases. This should not become the norm affecting thousands of students, as is currently the case.

In instances where the marks for a specific subject at a TVET college are changed for all candidates, this will be investigated as an irregularity.

The certification of all students must be completed in good time so as to avoid disadvantaging them when they apply for job placements or to institutions of higher learning. This has implications for finalising the certificates for all candidates in the system.

11.7 Conclusion

As an assessment body, the DHET is in an extremely precarious position as the requirements for the certification of student achievement continue to be neglected, despite all the assurances it has given. This failure poses a threat to the credibility of the qualification in its entirety; this may in fact already be reflected in the decline in student numbers. As was evident in the course of 2016, the lack of certification has also led to unrest among students at various TVET colleges.

The DHET should endeavour to streamline all processes in order to have an examination system that is credible both nationally and internationally.

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