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Report on the Quality Assurance of the Examinations and Assessment
of the National Certificate (Vocational)
and NATED (N2–N3)

2015

REPORT ON THE QUALITY ASSURANCE OF THE EXAMINATIONS AND ASSESSMENT OF THE NATIONAL CERTIFICATE (VOCATIONAL) AND NATED (N2–N3) 2015

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General and Further Education and Training

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SECTION B: QUALITY ASSURANCE OF NOVEMBER 2015 NATED N2-N3 ASSESSMENT

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.

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

• The National Certificate (Vocational) (NC (V)) Levels 2, 3 and 4

• The NATED Report 191 National Technical Certificates N2 and N3.

Umalusi undertakes the quality assurance of these national qualifications through a rigorous process of reporting on each of the assessment processes and procedures. The quality and standard of assessment is judged by the adherence to policies and guidelines that are designed to deal with the critical aspects of administering credible national assessments and examinations.

In order to ensure a high standard and quality of examinations and assessments overall in the abovementioned qualifications, established quality assurance processes are followed. The following quality assurance processes were conducted in 2015 for TVET:

• Moderation of the NC (V) Levels 2, 3 and 4 November 2015 examination question papers and the March 2016 Supplementary examination question papers.

• Moderation of the NATED N2 and N3 question papers for the examinations conducted in April, August and November 2015.

• Moderation of a sample of ISATs.

• Moderation of a sample of NC (V) L3 Practical Assessment Task packages (including subject-specific ISATs and two standardised practical assessment tasks).

• Monitoring and moderation of Internal Continuous Assessment (ICASS) in both the NC (V) and NATED.

• Monitoring and moderation of the conduct of the ISATs.

• Monitoring of the conduct of examinations.

• Finalisation of marking guidelines and verification of marking.

• Standardisation of marks according to agreed upon principles and procedures.

The moderation of question papers is critical to the establishment of standards in assessment. The aim of moderation is to ensure that the examination papers are of the required standard in that they are correct, 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 to that of previous years so that learners writing in a particular year are not unfairly advantaged or disadvantaged compared to those who wrote in previous years. The marking guidelines, designed to guide the marking process, are moderated to ensure correctness, fairness, validity and reliability. External moderators evaluate the quality of question papers against a set of criteria in conjunction with their individually prepared assessment frameworks.

With regard to the moderation of the NC (V) question papers, the Department of Higher Education and Training (DHET) decided to use the back-up papers set in 2014 for the November 2015 examination. Where curricula had changed, the 16 newly set question papers were moderated by Umalusi. Umalusi planned to moderate 390 question papers during the 2015/16 financial year. The number of NC (V) subjects that were to be moderated per examination was:

- 76 Level 4 subjects (92%)
- 18 Level 2 subjects (21%)
- 20 Level 3 subjects (24%)

The submission of question papers by the DHET for external moderation was extremely slow. By the time of this report going to press (end December 2015), only 52% percent of the sample of question papers had been signed off. The moderation of the last question papers from the supplementary examination is currently being finalised.

A sample of 36 question papers from the April and August examinations and 40 from the November 2015 NATED examinations (consisting of 20 N3 and 16 N2 Engineering subjects and four Business English papers) was selected for moderation.

In some instances Umalusi observed that the wrong versions of question papers had been printed. A substantial number of concession requests was received and granted. This suggests shortcomings in the DHET internal systems and processes and these should be addressed.

The second process of quality assurance embarked upon 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, and 40% in the NATED programmes.

During May 2015, Umalusi moderated a sample of the ICASS for NC (V) L2, 3 and 4 subjects at 50 selected institutions across the country. In October 2015, the educators' and learners' portfolios were moderated at central venues across the nine provinces. Although the same subjects were moderated in May 2015 and in October 2015, more sites were included in the October 2015 exercise.

Umalusi also moderated the ICASS from a sample of NATED subjects at selected sites across provinces during July 2015 and November 2015. The November NATED ICASS moderation entailed both on-site and off-site moderation.

A slight improvement was observed in meeting the criteria used for evaluation. Challenges remained at many sites, however, in terms of suitably qualified staff and the preparations made for the implementation of internal assessment, especially the practical component of the NC (V).

The moderation of integrated summative assessment tasks (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). The ISATs are set nationally by the DHET. The same tasks are used repeatedly. Programme and subject-specific ISATs for new and revised curricula as well as ISATs that required urgent revision were received from the DHET and moderated by Umalusi.

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). With the introduction of the NC (V) in 2007, Umalusi recommended that the DHET introduce common assessment tasks in order to set a standard for internal assessment and to improve the practical tasks in particular. Umalusi has continued to report on the poor quality and/or lack of implementation of practical assessment tasks. Feedback from industry has echoed the need to give greater prominence to the practical aspects of the NC (V) curriculum.

Finally, in 2015 the DHET put processes in place for the development of two common practical assessment tasks (PATs) and subject ISATs in all the vocational subjects, starting with Level 3, for implementation in 2016. This is a huge step in the right direction. Umalusi sampled 30 of these tasks for external moderation, which is currently in progress.

Umalusi's moderators visited a number of selected sites in order to report on the conduct of the ISATs during September/October 2015. This included monitoring the planning, conduct and moderation of the completed tasks, or evidence of the completed tasks.

In addition, Umalusi's monitors verified the adherence to policy and procedures in the conduct of the national examinations and in the marking processes during the various examination phases throughout the year. The 'state of readiness', the writing and internal marking of examinations were monitored during the November 2015 NATED and NC (V) examinations. Monitoring of the writing of the examinations continued throughout the examination period and included centres in all provinces at which the NATED and NC (V) programmes were offered this year.

Innovations in the adopted delivery model of the NATED question papers, introduced by the DHET, and the rigorous approach implemented in dealing with TVET institutions where examination irregularities had occurred yielded positive outcomes in the conduct of examinations. It is worth mentioning that no reports of alleged leakages of question papers were received and fewer irregularities were reported in these examinations; those that were reported were mainly administrative/technical in nature.

Representatives from Umalusi also attended the marking guideline discussions and verified the quality of marking in various examinations during the course of the year.

As a result of unrest at the some marking centres in December 2015, Umalusi's plans to attend marking guideline discussions and to verify marking activities were disrupted. Nevertheless, Umalusi officials continued to monitor the DHET processes and found that the system followed in the recruitment and appointment of markers still requires improvement. Notwithstanding, there was an improvement in the preparation for the marking process on the part of markers, chief markers and internal moderators. Most of the marking centres were generally well managed although there were systemic and other challenges, particularly at one centre.

There are still considerable challenges facing the NATED programmes. Urgent interim interventions are required to improve the curriculum, teaching and learning and assessment in these programmes, until the new qualifications have been developed and implemented. Work-based experience for both lecturers and students is strongly recommended.

This report focuses only on the quality assurance of the November 2015 examinations for NC (V) L2–L4 and NATED N2–N3.

The report is divided into five sections: section A covers the quality assurance of the NC (V) L2–L4, section B covers the quality assurance of the NATED N2–N3, section C deals with the monitoring of the conduct of the examinations for both NATED and NC (V), and section D provides an update on the current status of NC (V) Levels 2, 3 and 4 and the NATED N3 certification. Section E contains a list of all the tables and graphs included in the report, as well as a list acknowledgements.

Based on the information presented in the reports on the quality assurance processes undertaken by moderators and monitors in the November 2015 examinations, the NC (V) and NATED examinations were conducted in a professional, fair and reliable manner. There was no evidence of any activity that might have jeopardised the credibility of this examination.

Umalusi, in collaboration with all stakeholders, will continue through its quality assurance processes to ensure that the quality, integrity and credibility of the TVET assessments and examinations are not only maintained, but also improved.

ACRONYMS

AS	Assessment standard
CD: NEA	Chief Directorate: National Examinations and Assessment
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EC	Eastern Cape Province
FAL	First Additional Language
FET	Further Education and Training
FL	First Language
FS	Free State Province
Gau	Gauteng Province
GPW	Government Printing Works
HEIs	Higher Education Institutions
HOD	Head of Department
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
Mpu	Mpumalanga Province
NATED	National Technical Education

NC	Northern Cape Province
NC (V)	National Certificate (Vocational)
NQF	National Qualifications Framework
NSC	National Senior Certificate
NW	North West Province
OHS	Occupational Health and Safety
P1	Paper 1
P2	Paper 2
PoA	Portfolio of Assessment (lecturer portfolio)
PoE	Portfolio of Evidence (learner portfolio)
SSACI	Swiss South African Cooperation Initiative
SAGs	Subject and Assessment Guidelines
SL	Second Language
SO	Subject Outcome
SOR	State of Readiness
TVET	Technical and Vocational Education and Training
Umalusi	Quality Council for Quality Assurance in General and Further Education and Training
WBE	Work-based experience
WC	Western Cape Province
WCED	Western Cape Education Department

Quality Assurance of National Certificate (Vocational) Assessment

Chapter 1

MODERATION OF NC (V) QUESTION PAPERS

1. INTRODUCTION AND PURPOSE

The competency of students in specific fields must be validated to confirm the legitimacy of the evidence. The validity of the competencies is assessed by means of external examinations. The question papers for the National Certificate (Vocational) are set and internally moderated by the Department of Higher Education and Training (DHET) and a sample of these question papers is externally moderated by Umalusi.

Umalusi appoints external moderators who quality assure the sample of question papers and marking guidelines according to set criteria for quality and consistency in terms of standards. The moderators will judge the paper for compliance in terms of fairness, reliability, accuracy and feasibility. They also evaluate the balance of the assessment of skills, knowledge, attitudes, values and reasoning in the papers. A question paper is approved, conditionally approved or rejected, depending on the degree to which it meets the criteria.

The findings of the moderation of the back-up 2014 question papers and marking guidelines (used for the November 2015 examination) and a sample of 16 question papers and marking guidelines drafted in 2015 are captured in this report.

The purpose of this chapter is to:

- provide an indication of the external moderation sample size 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
- propose directives to improve compliance.

2. SCOPE AND APPROACH

Umalusi moderated a total of 134 papers used in the November 2015 examinations across NC (V) Levels 2, 3 and 4. The majority of these papers were for Level 4 (62%), while Levels 2 and 3 each made up 19% of the sample. The table below provides a list of the subjects and levels moderated by Umalusi.

Table 1: Moderation of NC (V) question papers

No.	NC (V) question papers moderated	November 2015		
		Level 2	Level 3	Level 4
1.	Advanced Plant Production			✓
2.	Advertising and Promotions			✓
3.	Afrikaans FAL P1		✓	✓
4.	Afrikaans FAL P2		✓	✓
5.	Agribusiness	✓		✓
6.	Animal Production			✓
7.	Applied Accounting P1			✓
8.	Applied Accounting P2			✓
9.	Applied Engineering Technology			✓
10.	Applied Policing			✓
11.	Art and Science of Teaching			✓

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

No.	NC (V) question papers moderated	November 2015		
		Level 2	Level 3	Level 4
12.	Automotive Repair and Maintenance		✓	✓
13.	Business Practice			✓
14.	Carpentry and Roof Work			✓
15.	Community Oriented Primary Care			✓
16.	Client Service and Human Relations			✓
17.	Computer Hardware and Software		✓	
18.	Computer Integrated Manufacturing			✓
19.	Computer Programming P1			✓
20.	Computer Programming P2			✓
21.	Concrete Structures			✓
22.	Construction Planning			✓
23.	Construction Supervision			✓
24.	Consumer Behaviour		✓	✓
25.	Contact Centre Operations			✓
26.	Criminal Justice Process			✓
27.	Criminology			✓
28.	Data Communication and Networking			✓
29.	Early Childhood Development			✓
30.	Economic Environment	✓		✓
31.	Electrical Principles and Practice			✓
32.	Electrical Systems and Construction			✓
33.	Electrical Workmanship			✓
34.	Electronic Control and Digital Electronics		✓	✓
35.	Electrotechnology			✓
36.	Engineering Fabrication – Boiler Making			✓
37.	Engineering Processes			✓
38.	Engineering Systems	✓		
39.	English FAL P1	✓	✓	✓
40.	English FAL P2	✓	✓	✓
41.	Entrepreneurship	✓		
42.	Farm Planning and Mechanisation			✓
43.	Financial Management			✓
44.	Fitting and Turning		✓	✓
45.	Food Preparation	✓		✓
46.	Governance		✓	✓
47.	Hospitality Generics		✓	✓
48.	Hospitality Services			✓
49.	Human and Social Development	✓		✓
50.	Introduction to Information Systems	✓		

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

No.	NC (V) question papers moderated	November 2015		
		Level 2	Level 3	Level 4
51.	Law Procedures and Evidence			✓
52.	Learning Psychology			✓
53.	Life Orientation P1	✓	✓	✓
54.	Life Orientation P2	✓	✓	✓
55.	Marketing			✓
56.	Marketing Communication	✓		✓
57.	Masonry			✓
58.	Materials			✓
59.	Mathematical Literacy P1	✓	✓	✓
60.	Mathematical Literacy P2	✓	✓	✓
61.	Mathematics P1	✓	✓	✓
62.	Mathematics P2	✓	✓	✓
63.	Mechatronic Systems			✓
64.	New Venture Creation	✓		✓
65.	Office Data Processing		✓	✓
66.	Office Practice	✓		✓
67.	Operations Management			✓
68.	Personal Assistance			✓
69.	Physical Science P1	✓	✓	✓
70.	Physical Science P2	✓	✓	✓
71.	Plumbing	✓		✓
72.	Principles of Criminal Justice	✓		
73.	Process Chemistry			✓
74.	Process Control			✓
75.	Process Technology			✓
76.	Professional Engineering Practice			✓
77.	Project Management			✓
78.	Public Health		✓	✓
79.	Roads			✓
80.	Science of Tourism	✓		✓
81.	Stored Programme Systems			✓
82.	Sustainable Tourism in South Africa and International Travel			✓
83.	Systems Analysis and Design			✓
84.	The Human Body and Mind		✓	✓
85.	The South African Health Care System		✓	✓
86.	Tourism Operations		✓	✓
87.	Transport Economics		✓	✓
88.	Transport Operations	✓		✓
89.	Welding			✓
90.	Workshop Practice	✓		
	Total question papers per level	**25**	**25**	**84**

The external moderators from Umalusi are subject experts in their fields. They are employed by Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Provincial Education Departments and the private sector.

An off-site moderation model was used for external moderation. The question papers, marking guidelines and supporting documents were forwarded to the external moderators. The question papers and accompanying marking guidelines for the previous examinations were compared to the papers used in the November 2015 examination to ensure that the standard had been maintained. 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 and cognitive levels.
- The consistency and appropriateness of mark distribution and allocation according to cognitive level and question type.
- 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, supplementary and back-up question papers (where applicable) and those from previous years.
- 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 has been completed, question papers are approved, conditionally approved or rejected, depending on the extent to which they fulfil the criteria. Proposed changes to the question papers are communicated to the internal moderator prior to implementation. After consultation and once consensus has been reached, the question papers, marking guidelines and supporting documents are returned to the DHET for amendment. Finally, question papers and marking guidelines are forwarded to the external moderators and signed off.

3. FINDINGS

The external moderators from Umalusi and internal moderators from the DHET worked together to finalise the question papers and to produce a document of a high standard for the external assessment. Challenges that arose in this regard in 2015 include the following:

- Since the back-up question papers from 2014 were used in the November 2015 examination, in subjects in which new syllabi had been implemented in 2015 new question papers had to be set and externally moderated. As a result, 16 question papers were reset.
- The quality of the back-up papers was in doubt. The tight timeframe for the setting and internal moderation of three sets of papers at the same time resulted in these papers not receiving as much attention as the other two sets. Contributing to their putative inferior quality was the impression of examiners and internal moderators that the back-up papers would only be used in cases where papers had been leaked or where other problems occurred during the examination sessions. In addition, only 50 of the 174 L2 and L3 question papers were externally moderated by Umalusi. In the light of the abovementioned facts, Umalusi had advised the DHET to rather use the back-up papers for the supplementary examination instead but this advice was not followed.

- The internal moderators worked on and submitted hard copies of the question papers and therefore did not have the question paper at their disposal. This complicated the discussions between internal and external moderators when completing the moderation process.
- The gains made in 2014 in moving closer to an 18-month cycle for the setting of question papers were unfortunately lost in 2015. Umalusi received question papers very late for external moderation. By 12 December 2015, Umalusi had received approximately 48% of the question papers to be externally moderated in the 2015/16 financial year.

The challenges experienced as a result of the approach to internal moderation adopted by the DHET last year were still applicable this year owing to the back-up papers set last year being used for the November 2015 examination. As indicated above, internal moderators were required to make any changes on hard copies of the question papers and marking guidelines, and to indicate these changes in their reports. It was not possible to reflect major changes on a hard copy or in the internal moderator's report; and according to the DHET's directive the electronic copy was not to be edited. For this reason, in some reports changes were not indicated by internal moderators; only comments referring to changes to question papers and/or marking guidelines appeared in these reports.

The graph and table below provide a summary of the findings of the initial moderation of the question papers, as captured in the external moderators' reports.
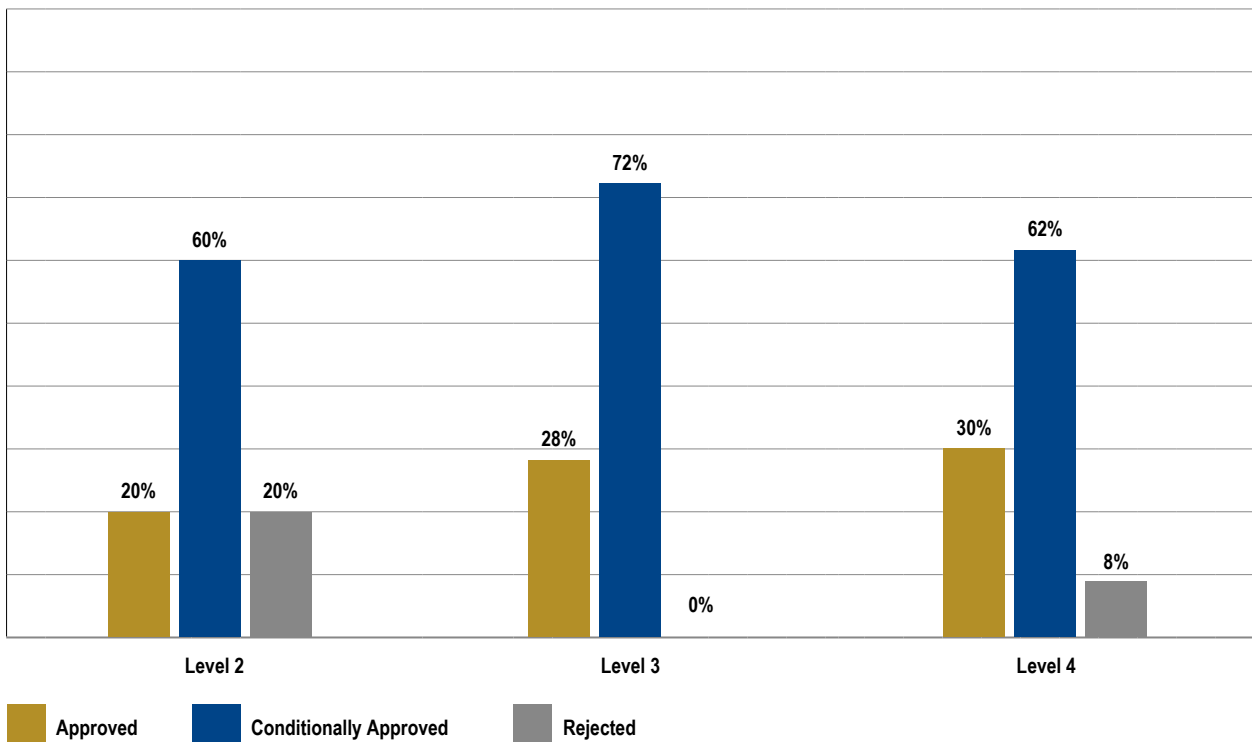
Graph 1: Approval status of NC (V) question papers after initial moderation

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

Criteria and findings	Challenges	Subjects concerned
TECHNICAL QUALITY		
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements.	Sixteen percent of question papers received by Umalusi were not accompanied by the required supporting documents or, where included, these documents were incorrect or incomplete.	Afrikaans FAL L3 P1 and P2 Agribusiness L4 Construction Planning L4 Construction Supervision L4 Economic Environment L4 Engineering Processes L4 Food Preparation L2 Human and Social Development L2 Marketing Communication L4 Mathematical Literacy L2 P1 and P2 Mathematics L3 P1 and P2 Office Practice L4 Physical Science L3 P2 Principles of Criminal Justice L2 Roads L4 Tourism Operations L4 Transport Economics L3 and L4 Transport Operations L2
	Four percent of the cover pages lacked some details, such as logo, name of subject, time allocation, number of pages and additional information.	Concrete Structures L4 Food Preparation L2 Marketing Communication L4 Science of Tourism L2 The Human Body and Mind L4
	The instructions to candidates were not clearly specified in 12% of the papers.	Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L3 Early Childhood Development L4 English FAL L2 P2 Financial Management L4 Fitting and Turning L3 Life Orientation L2 and L4 P2 Mathematical Literacy L2 P1 and P2 Office Data Processing L4 Office Practice L4 Principles of Criminal Justice L2 Science of Tourism L2 and L4
	The layout of five (4%) question papers was not reader-friendly.	Life Orientation L2 and L4 P2 Mathematical Literacy L2 P1 and P2 Transport Operations L2
	The page numbering was incorrect in three question papers.	Agribusiness L2 and L4 Applied Accounting L4 P1
	The questions were not correctly numbered in 4% of the papers.	Agribusiness L2 and L4 Masonry L4 Mathematical Literacy L2 P1 and P2 Personal Assistance L4

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

Criteria and findings	Challenges	Subjects concerned
TECHNICAL QUALITY (continued)		
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements. (continued)	The headers and footers in seven (5%) papers were not consistent and did not follow the required format.	Agribusiness L2 English FAL L4 P1 Life Orientation L4 P1 and P2 Office Data Processing L3 Science of Tourism L2 and L4
	In ten (7%) papers, there was inappropriate use of fonts: Fonts were not used effectively to differentiate between the question paper text and text of crafted documents within the paper.	Mathematical Literacy L3 P2
	The table in the question paper had been reduced to fit onto one page. This resulted in the print being too small and thus illegible.	Applied Accounting L4 P1
	In three papers, different fonts were used; one font should be used consistently throughout the paper.	Life Orientation L2 and L4 P2 Science of Tourism L2
	In two papers there was an unnecessary use of bold or italics.	Computer Programming L4 P1 Welding L4
	In three papers, an appropriate mathematical software program was not used, e.g. Equation Editor.	Mathematical Literacy L2 P1 and P2 Mathematics L2 P2
	The mark allocation was not clearly indicated in 13% of the papers.	Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L3 Computer Programming L4 P1 and P2 Consumer Behaviour L3 Electrical Principles and Practice L4 Engineering Systems L2 P1 Life Orientation L3 P2 Life Orientation L4 P1 Marketing Communication L4 Mechatronic Systems L4 New Venture Creation L2 Operations Management L4 Principles of Criminal Justice L2 Project Management L4 Science of Tourism L4 Systems Analysis and Design L4
	Two question papers could not be completed in the time allocated.	Life Orientation L3 P2 Transport Operations L2
	The mark allocation on the paper did not correspond with that on the marking guideline in 7% of the papers.	Agribusiness L4 Animal Production L4 Electronic Control and Digital Electronics L3 Engineering Systems L2 English FAL L3 P2 Financial Management L4 Life Orientation L3 P2

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

Criteria and findings	Challenges	Subjects concerned
TECHNICAL QUALITY (continued)		
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements. (continued)		Marketing Communication L4 Office Data Processing L3
	In 16% of the papers, the quality of illustrations, graphs, tables etc. was poor and not print ready.	Agribusiness L2 Concrete Structures L4 Data Communication and Networking L4 Early Childhood Development L4 Financial Management L4 Food Preparation L4 Life Orientation L2 P1 and P2 Life Orientation L3 P1 Life Orientation L4 P2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P2 Mathematical Literacy L4 P1 Mathematics L2 P1 and P2 Mathematics L4 P1 Mechatronic Systems L4 Office Data Processing L4 Physical Science L3 P1 Science of Tourism L2 and L4
	Eleven percent of the papers did not adhere to the format requirements in the Subject Assessment Guidelines (SAGs).	Concrete Structures L4 Electronic Control and Digital Electronics L3 and L4 Engineering Processes L4 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L2, L3 and L4 P1 Mathematical Literacy L2 P1 Mathematical Literacy L4 P2 Mechatronic Systems L4 Principles of Criminal Justice L2 Systems Analysis and Design L4
INTERNAL MODERATION		
No significant improvement in the quality or standard of internal moderation since the previous examination period was observed. The approval of deficient question papers, e.g. question papers and marking guidelines containing errors, failure to adhere to topic weightings and cognitive level distribution by internal moderators, is a recurring problem. Although moderators' reports were provided for most of the papers, these were not always of appropriate quality or standard. Some internal moderators, who have been appointed repeatedly since 2011, showed no improvement in the quality and/or standard of their moderation.	Internal moderators' reports for eight (6%) question papers were not received by Umalusi.	Afrikaans FAL L3 P1 and P2 Construction Planning L4 Construction Supervision L4 Physical Science L3 P2 Tourism Operations L4 Transport Economics L3 and L4
	Twenty-one percent of the internal moderators' reports were partially completed or did not provide sufficient information.	Advanced Plant Production L4 Agribusiness L4 Business Practice L4 Consumer Behaviour L4 Economic Environment L4 Electronic Control and Digital Electronics L3

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

Criteria and findings	Challenges	Subjects concerned
INTERNAL MODERATION (continued)		
In 20% 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. Incorrect or lack of supporting documents placed additional demands on the Umalusi staff and external moderators. Incorrect contact details or the absence thereof, of examiners and internal moderators also caused difficulties. In some cases the analysis grids did not match the question papers thus Umalusi suspected a "copy and paste" exercise from previous assessment grids. Some of the question papers received by the external moderators required substantial modifications.	Twenty-one percent of the internal moderators' reports were partially completed or did not provide sufficient information. (continued)	Engineering Systems L2 English FAL L3 P1 and P2 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Human and Social Development L2 Introduction to Information Systems L2 Life Orientation L3 P2 Marketing L4 Masonry L4 Mathematics L4 P2 Mechatronic Systems L4 New Venture Creation L2 and L4 Office Practice L4 Roads L4 Science of Tourism L2 Tourism Operations L3 Transport Operations L2 Workshop Practice L2
	Reports with missing pages were submitted with two of the question papers.	Human and Social Development L2 Transport Operations L2
	The information in the report did not correspond with the question paper in four (3%) instances.	Engineering Processes L4 English FAL L3 P1 Mathematical Literacy L2 P2 Principles of Criminal Justice L2
	Handwritten reports were submitted with two question papers.	Transport Operations L2 Workshop Practice L2
	In one subject, the same report was submitted for all three question papers in the setting period, with only the cover page having been changed.	Marketing Communication L2
	In one case, the report on another subject was submitted with the question paper.	The Human Body and Mind L3
	Twenty-seven percent of the internal moderators' reports were of poor quality and/ or low standard.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Concrete Structures L4 Consumer Behaviour L3 and L4 Contact Centre Operations L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L3 English FAL L3 and L4 P2 Hospitality Generics L3 and L4

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

Criteria and findings	Challenges	Subjects concerned
INTERNAL MODERATION (continued)		
No significant improvement in the quality or standard of internal moderation since the previous examination period was observed. The approval of deficient question papers, e.g. question papers and marking guidelines containing errors, failure to adhere to topic weightings and cognitive level distribution by internal moderators, is a recurring problem. Although moderators' reports were provided for most of the papers, these were not always of appropriate quality or standard. Some internal moderators, who have been appointed repeatedly since 2011, showed no improvement in the quality and/or standard of their moderation. In 20% 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. Incorrect or lack of supporting documents placed additional demands on the Umalusi staff and external moderators. Incorrect contact details or the absence thereof, of examiners and internal moderators also caused difficulties. In some cases the analysis grids did not match the question papers thus Umalusi suspected a "copy and paste" exercise from previous assessment grids. Some of the question papers received by the external moderators required substantial modifications. (continued)	Twenty-seven percent of the internal moderators' reports were of poor quality and/or low standard. (continued)	Life Orientation L2, L3 and L4 P2 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P2 Mathematics L2 P2 Mathematics L4 P1 and P2 Mechatronic Systems L4 New Venture Creation L2 and L4 Office Practice L4 Systems Analysis and Design L4 Tourism Operations L3 Transport Operations L4 Workshop Practice L2
	In 20% of the reports, there was little or no evidence of: communication between examiner and internal moderator; internal moderator recommendations; implementation of moderators' recommendations.	Advanced Plant Production L4 Computer Programming L4 P1 Consumer Behaviour L3 Electrical Principles and Practice L4 English FAL L4 P2 Farm Planning and Mechanisation L4 Financial Management L4 Hospitality Generics L3 and L4 Law Procedures and Evidence L4 Life Orientation L2, L3 and L4 P2 Marketing Communication L2 and L4 Marketing L4 Mathematical Literacy L2 and L3 P1 Mathematical Literacy L3 P2 Mathematics L2 and L3 P2 Mechatronic Systems L4 New Venture Creation L4 Office Practice L4 Project Management L4 Tourism Operations L3 Transport Operations L2
CONTENT COVERAGE		
The majority of the question papers covered the learning outcomes and the assessment standards adequately, as prescribed in the policy and guideline documents. Question papers that failed to satisfy the requirements of the Subject and Assessment Guidelines (SAGs) had to be reset or substantially reworked.	In 15% of the papers, some of the questions did not correspond to the subject outcome/ learning outcome/topic of the subject.	Advanced Plant Production L4 Afrikaans FAL L3 P1 and P2 Agribusiness L4 Business Practice L4 Concrete Structures L4 Construction Planning L4 Electrical Systems and Construction L4 Engineering Systems L2

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

Criteria and findings	Challenges	Subjects concerned
CONTENT COVERAGE (continued)		
The majority of the question papers covered the learning outcomes and the assessment standards adequately, as prescribed in the policy and guideline documents. Question papers that failed to satisfy the requirements of the Subject and Assessment Guidelines (SAGs) had to be reset or substantially reworked. (continued)	In 15% of the papers, some of the questions did not correspond to the subject outcome/ learning outcome/topic of the subject. (continued)	English FAL L3 P1 and P2 Farm Planning and Mechanisation L4 Food Preparation L4 Life Orientation L2 and L3 P2 Mathematics L2 P2 Office Data Processing L4 Tourism Operations L3 and L4 Transport Operations L2
	In 13% of the question papers learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents.	Advanced Plant Production L4 Concrete Structures L4 Consumer Behaviour L4 Farm Planning and Mechanisation L4 Financial Management L4 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L2 P2 Mathematical Literacy L4 P2 Office Practice L4 Physical Science L3 and L4 P1 Project Management L4 Systems Analysis and Design L4 Transport Operations L2 and L4
	In 10% of the papers, some questions were set beyond the scope of the syllabus.	Agribusiness L2 Electronic Control and Digital Electronics L4 Food Preparation L2 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Mathematical Literacy L2 P1 Physical Science L3 and L4 P1 Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4
	In 28% of the papers, the spread and/ or weightings of learning outcomes and assessment standards was not always appropriate.	Agribusiness L2 Client Service and Human Relations L4 Computer Hardware and Software L3 Computer Programming L4 P2 Concrete Structures L4 Construction Planning L4 Consumer Behaviour L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L3 and L4 English FAL L3 P1 Farm Planning and Mechanisation L4

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

Criteria and findings	Challenges	Subjects concerned
CONTENT COVERAGE (continued)		
The majority of the question papers covered the learning outcomes and the assessment standards adequately, as prescribed in the policy and guideline documents. Question papers that failed to satisfy the requirements of the Subject and Assessment Guidelines (SAGs) had to be reset or substantially reworked. (continued)	In 28% of the papers, the spread and/or weightings of learning outcomes and assessment standards was not always appropriate. (continued)	Financial Management L4 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L2 P2 Life Orientation L3 P1 and P2 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P1 and P2 Mathematics L4 P2 New Venture Creation L2 and L4 Office Practice L4 Operations Management L4 Physical Science L3 and L4 P1 Process Control L4 Project Management L4 Science of Tourism L2 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3 Transport Operations L2 and L4
	No analysis grid was provided with the question paper in five (4%) instances.	Construction Supervision L4 Mathematics L3 P2 Principles of Criminal Justice L2 Roads L4 Tourism Operations L4
	Incomplete analysis grids were submitted with two question papers.	Agribusiness L4 Engineering Systems L2
	A handwritten analysis grid was submitted with one question paper.	Food Preparation L2
	In one subject, the same analysis grid was submitted for all three question papers from the same examination session, with only the cover page having been changed.	Marketing Communication L2
	There was no correspondence between the analysis grid and question paper in six (4%) instances.	Electrical Systems and Construction L4 Engineering Processes L4 Farm Planning and Mechanisation L4 Food Preparation L2 Mathematics L2 P2 Mathematics L3 P1
	The assessment standards were not appropriately linked or integrated in 4% of the papers.	Business Practice L4 English FAL L3 P2 Fitting and Turning L4 Life Orientation L2 P1 Transport Operations L2
	Seven percent of question papers failed to provide questions representative of the latest developments in the subject.	Business Practice L4 Electrical Principles and Practice L4 English FAL L3 P2 Farm Planning and Mechanisation L4

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

Criteria and findings	Challenges	Subjects concerned
CONTENT COVERAGE (continued)		
		Life Orientation L2 P1 and P2 Process Chemistry L4 Science of Tourism L2 Systems Analysis and Design L4

TEXT SELECTION, TYPES AND QUALITY OF QUESTIONS		
While the majority of question papers included a variety of question types, there is still a need for creativity in the crafting of questions. Opportunities to assess skills, attitudes, values and reasoning were limited. Some papers did not cater for creative responses from candidates. Most papers reflected a correlation between mark allocation, level of difficulty and time allocation. The choice of source material and reference techniques required attention - The choice of source material was inappropriate in some question papers and in some instances the referencing of the source material was incorrect. In some papers, the questions were poorly framed and had to be replaced, rephrased or restructured to ensure clarity.	The paper did not cover a wide variety of question types in 3% of the papers.	Business Practice L4 Concrete Structures L4 Engineering Systems L2 Systems Analysis and Design L4
	In 10% of the question papers no allowance was made for creative responses from candidates.	Advertising and Promotions L4 Business Practice L4 Concrete Structures L4 Construction Planning L4 Engineering Processes L4 Farm Planning and Mechanisation L4 Hospitality Generics L3 Life Orientation L2 P2 Life Orientation L3 P1 Office Practice L2 and L4 Process Chemistry L4 Systems Analysis and Design L4
	There was no correlation between mark allocation, level of difficulty and time allocation in 10% of the papers.	Agribusiness L4 Business Practice L4 Computer Programming L4 P2 Electrical Principles and Practice L4 English FAL L3 P1 Farm Planning and Mechanisation L4 Food Preparation L2 and L4 Hospitality Generics L3 Life Orientation L2, L3 and L4 P2 Tourism Operations L3 Transport Operations L2
	The source material used in 19% of the question papers was inappropriate.	Advertising and Promotions L4 Afrikaans FAL L3 P1 Agribusiness L4 Business Practice L4 Computer Programming L4 P2 Electrical Principles and Practice L4 English FAL L3 and L4 P2 Farm Planning and Mechanisation L4 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Life Orientation L4 P1 and P2

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

Criteria and findings	Challenges	Subjects concerned
TEXT SELECTION, TYPES AND QUALITY OF QUESTIONS (continued)		
While the majority of question papers included a variety of question types, there is still a need for creativity in the crafting of questions. Opportunities to assess skills, attitudes, values and reasoning were limited. Some papers did not cater for creative responses from candidates. Most papers reflected a correlation between mark allocation, level of difficulty and time allocation. The choice of source material and reference techniques required attention - The choice of source material was inappropriate in some question papers and in some instances the referencing of the source material was incorrect. In some papers, the questions were poorly framed and had to be replaced, rephrased or restructured to ensure clarity. (continued)	The source material used in 19% of the question papers was inappropriate. (continued)	Masonry L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P2 New Venture Creation L4 Office Practice L2 and L4 Transport Operations L2
	The questions did not relate to what was pertinent to the subject in three instances.	Business Practice L4 Introduction to Information Systems L2 Mathematical Literacy L2 P1
	Thirty-two percent of the question papers included vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers.	Advertising and Promotions L4 Afrikaans FAL L3 P1 and P2 Agribusiness L2 and L4 Animal Production L4 Business Practice L4 Client Service and Human Relations L4 Computer Programming L4 P1 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 Early Childhood Development L4 Electronic Control and Digital Electronics L4 English FAL L2 P1 and P2 Financial Management L4 Hospitality Generics L3 and L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L2 P1 and P2 Life Orientation L3 and L4 P2 Marketing Communication L2 and L4 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 and P2 Mathematics L4 P2 New Venture Creation L2 Office Data Processing L3 Office Practice L2 and L4 Physical Science L3 and L4 P1 Process Chemistry L4 Project Management L4 The South African Health Care System L4 Tourism Operations L3 Transport Operations L2 and L4
	In 18% of the papers, the questions did not provide clear instructional key words/verbs.	Agribusiness L2 and L4 Animal Production L4 Automotive Repair and Maintenance L3 Concrete Structures L4 Criminal Justice Process L4

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

Criteria and findings	Challenges	Subjects concerned
TEXT SELECTION, TYPES AND QUALITY OF QUESTIONS (continued)		
While the majority of question papers included a variety of question types, there is still a need for creativity in the crafting of questions. Opportunities to assess skills, attitudes, values and reasoning were limited. Some papers did not cater for creative responses from candidates. Most papers reflected a correlation between mark allocation, level of difficulty and time allocation. The choice of source material and reference techniques required attention - The choice of source material was inappropriate in some question papers and in some instances the referencing of the source material was incorrect. In some papers, the questions were poorly framed and had to be replaced, rephrased or restructured to ensure clarity. (continued)	In 18% of the papers, the questions did not provide clear instructional key words/verbs. (continued)	Electrical Principles and Practice L4 Engineering Processes L4 English FAL L2 P1 and P2 Financial Management L4 Hospitality Generics L3 Hospitality Services L4 Life Orientation L2 P2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 and P2 New Venture Creation L2 Office Data Processing L3 and L4 The South African Health Care System L4 Transport Operations L2 and L4
	In 19% of the papers, some of the questions did not contain sufficient information to elicit an appropriate response.	Afrikaans FAL L3 P1 Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L3 and L4 Computer Programming L4 P1 Concrete Structures L4 Contact Centre Operations L4 English FAL L3 P2 Financial Management L4 Food Preparation L2 Hospitality Generics L3 and L4 Human and Social Development L2 and L4 Life Orientation L2, L3 and L4 P2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P2 Science of Tourism L4 The South African Health Care System L4 Transport Operations L2 and L4 Welding L4
	Twenty-two percent of the papers contained factual errors or misleading information.	Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L4 Computer Programming L4 P1 Concrete Structures L4 Contact Centre Operations L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L3 P1 and P2 Financial Management L4 Food Preparation L2 Hospitality Generics L3 Life Orientation L3 P1 and P2

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

Criteria and findings	Challenges	Subjects concerned
TEXT SELECTION, TYPES AND QUALITY OF QUESTIONS (continued)		
While the majority of question papers included a variety of question types, there is still a need for creativity in the crafting of questions. Opportunities to assess skills, attitudes, values and reasoning were limited. Some papers did not cater for creative responses from candidates. Most papers reflected a correlation between mark allocation, level of difficulty and time allocation. The choice of source material and reference techniques required attention - The choice of source material was inappropriate in some question papers and in some instances the referencing of the source material was incorrect. In some papers, the questions were poorly framed and had to be replaced, rephrased or restructured to ensure clarity. (continued)	Twenty-two percent of the papers contained factual errors or misleading information. (continued)	Marketing Communication L4 Mathematical Literacy L2 P1 and P2 Mathematics L4 P1 Office Practice L2 and L4 Physical Science L2 and L3 P1 Physical Science L2 P2 Physical Science L4 P1 Process Chemistry L4 Systems Analysis and Design L4 Tourism Operations L3 Transport Operations L2
	Questions in two of the question papers contained double negatives or were formulated in unnecessarily negative terms.	Financial Management L4 Marketing Communication L2
	References in questions to prose texts, visuals, drawings, illustrations, examples, tables, graphs, were irrelevant or incorrect in 9% of the papers.	Automotive Repair and Maintenance L4 Early Childhood Development L4 Hospitality Generics L3 and L4 Life Orientation L2 P1 and L2 Life Orientation L4 P1 and P2 Marketing Communication L2 Systems Analysis and Design L4 Transport Operations L2
	The multiple-choice questions in 15% of the question papers were poorly formulated.	Agribusiness L4 Business Practice L4 Computer Programming L4 P1 Food Preparation L4 Hospitality Generics L3 and L4 Life Orientation L2 and L4 P1 New Venture Creation L2 Office Practice L2 and L4 Physical Science L2 P1 and P2 Science of Tourism L4 Tourism Operations L3 Transport Operations L4

COGNITIVE SKILLS		
Assessment frameworks/ analysis grids were not provided for some question papers. Although the majority of question papers had assessment frameworks/analysis grids, these were not always of appropriate quality and standard. Nineteen percent of question papers did not comply with the minimum requirements and standards for the cognitive levels.	In 12% of the question papers, the assessment framework/ analysis grid did not clearly indicate the cognitive level of each question/sub-question.	Agribusiness L4 Business Practice L4 Construction Planning L4 Construction Supervision L4 Engineering Processes L4 English FAL L3 P2 Farm Planning and Mechanisation L4 Food Preparation L2

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

Criteria and findings	Challenges	Subjects concerned
COGNITIVE SKILLS (continued)		
As a result, some of the question papers required substantial reworking, while in other cases questions had to be modified. Twenty-three percent of question papers did not provide enough opportunities to assess higher order thinking skills. In subjects where two papers were set, examiners sometimes found it difficult to achieve the appropriate cognitive level distribution in both papers, as Paper 1 generally dealt with the knowledge aspects of the subject and Paper 2 with the application.	In 12% of the question papers, the assessment framework/ analysis grid did not clearly indicate the cognitive level of each question/sub-question. (continued)	Human and Social Development L2 Mathematical Literacy L2 P1 Mathematics L2 P2 New Venture Creation L4 Office Practice L4 Roads L4 Tourism Operations L3 Transport Operations L2
	No assessment grids were provided for 10% of question papers, or these grids were incomplete or irrelevant.	Agribusiness L4 Construction Supervision L4 Engineering Processes L4 Engineering Systems L2 English FAL L3 P2 Farm Planning and Mechanisation L4 Food Preparation L2 Marketing Communication L2 Mathematics L3 P1 and P2 Principles of Criminal Justice L2 Roads L4 Tourism Operations L4
	Nineteen percent of the question papers showed an inappropriate distribution of marks across cognitive levels.	Advertising and Promotions L4 Business Practice L4 Computer Programming L4 P1 and P2 Concrete Structures L4 Construction Supervision L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L3 Engineering Processes L4 English FAL L3 P1 Hospitality Generics L3 and L4 Hospitality Services L4 Introduction to Information Systems L2 Life Orientation L3 P1 and P2 New Venture Creation L2 and L4 Office Practice L2 and L4 Roads L4 Science of Tourism L2 and L4 Systems Analysis and Design L4 Transport Operations L2 Welding L4
	In six (4%) of the papers, some questions were not representative of the latest developments in teaching in this field.	Concrete Structures L4 Electrical Principles and Practice L4 Farm Planning and Mechanisation L4 Life Orientation L3 P1 Process Chemistry L4 Systems Analysis and Design L4

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

Criteria and findings	Challenges	Subjects concerned
MARKING GUIDELINES		
Over 30% of marking guidelines were lacking in some respect.	In 8% of the marking guidelines some of the answers did not correspond with the question papers.	Agribusiness L4 Construction Supervision L4 Engineering Systems L2 Food Preparation L2 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Life Orientation L4 P2 Mathematics L4 P2 New Venture Creation L2 Sustainable Tourism in South Africa and International Travel L4
	Some of the answers in 35% percent of the marking guidelines were incorrect/inaccurate.	Agribusiness L2 and L4 Animal Production L4 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Concrete Structures L4 Criminal Justice Process L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L3 and L4 English FAL L3 P1 and P2 Entrepreneurship L2 Financial Management L4 Food Preparation L2 and L4 Hospitality Generics L3 Human and Social Development L2 and L4 Law Procedures and Evidence L4 Life Orientation L2 P1 and P2 Life Orientation L3 and L4 P1 Marketing Communication L2 and L4 Masonry L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematical Literacy L4 P1 and P2 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 Mathematics L4 P2 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Project Management L4 Sustainable Tourism in South Africa and International Travel L4 Transport Operations L2 and L4 Welding L4

Criteria and findings	Challenges	Subjects concerned
MARKING GUIDELINES (continued)		
Over 30% of marking guidelines were lacking in some respect. (continued)	Twenty-one percent of the marking guidelines did not allow for alternative responses where applicable.	Agribusiness L2 and L4 Animal Production L4 Automotive Repair and Maintenance L3 Computer Programming L4 P2 Electronic Control and Digital Electronics L3 English FAL L3 P2 Financial Management L4 Hospitality Generics L3 Human and Social Development L2 and L4 Life Orientation L2 and L3 P2 Mathematical Literacy L2 and L3 P2 Mathematics L2 P1 and P2 Mathematics L4 P1 and P2 Office Practice L2 and L4 Physical Science L3 and L4 P1 Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4 Transport Operations L2 and L4 Welding L4
	The marking guidelines for 5% of the papers were not set out clearly.	Life Orientation L2 P2 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L4 P1 New Venture Creation L4 Science of Tourism L2 Transport Operations L4
	The marking guidelines for two papers were of very poor standard.	Concrete Structures L4 Mathematical Literacy L2 P1
	In 6% of papers, the mark allocation on the marking guideline did not correspond with the mark allocation on the question paper.	Agribusiness L2 Applied Engineering Technology L4 English FAL L3 P2 Financial Management L4 Life Orientation L2 P1 and P2 Office Data Processing L3 Professional Engineering Practice L4
	Twenty-eight percent of the marking guidelines were incomplete: mark allocations or mark distributions within questions had been omitted.	Advertising and Promotions L4 Afrikaans FAL L3 P1 and P2 Agribusiness L2 and L4 Animal Production L4 Applied Engineering Technology L4 Automotive Repair and Maintenance L3 Computer Programming L4 P1 and P2 Concrete Structures L4 Consumer Behaviour L3 and L4 Data Communication and Networking L4

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

Criteria and findings	Challenges	Subjects concerned
MARKING GUIDELINES (continued)		
Over 30% of marking guidelines were lacking in some respect. (continued)	Twenty-eight percent of the marking guidelines were incomplete: mark allocations or mark distributions within questions had been omitted. (continued)	Electrical Principles and Practice L4 Engineering Processes L4 Entrepreneurship L2 Financial Management L4 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Hospitality Services L4 Human and Social Development L2 Learning Psychology L4 Life Orientation L2 P1 and P2 Life Orientation L3 P1 Marketing Communication L2 and L4 Mathematical Literacy L2 P1 and P2 Mathematics L2 P2 Mechatronic Systems L4 Process Control L4 Project Management L4 Science of Tourism L2 Tourism Operations L3
	Twenty-two percent of marking guidelines would not have facilitated accurate marking.	Advertising and Promotions L4 Animal Production L4 Automotive Repair and Maintenance L4 Computer Programming L4 P2 Concrete Structures L4 Contact Centre Operations L4 English FAL L3 P1 and P2 English FAL L4 P2 Entrepreneurship L2 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Human and Social Development L4 Introduction to Information Systems L2 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Mathematical Literacy L3 P1 Mathematics L4 P1 and P2 New Venture Creation L2 Principles of Criminal Justice L2 Project Management L4 Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4 Transport Operations L2 and L4

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

Criteria and findings	Challenges	Subjects concerned
LANGUAGE AND BIAS		
In most papers the language was pitched at the appropriate level. There were grammatical errors in some question papers and marking guidelines. Rephrasing or replacing was necessary to avoid confusion in some of the question papers.	Subject terminology or data were not always used correctly in four papers (3%).	Animal Production L4 Concrete Structures L4 Life Orientation L2 P1 Office Data Processing L3
	The language register was not appropriate to the level of the candidate in 4% of the papers.	Agribusiness L4 Animal Production L4 Food Preparation L2 Hospitality Generics L3 Life Orientation L2 and L4 P1
	In 22% of the question papers, there were subtleties in the grammar that might have caused misunderstandings.	Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L4 Concrete Structures L4 Contact Centre Operations L4 English FAL L2 P1 and P2 English FAL L3 P1 Entrepreneurship L2 Financial Management L4 Food Preparation L4 Hospitality Generics L3 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L2 P1 Marketing Communication L4 Mathematical Literacy L3 P1 and P2 Office Data Processing L3 Office Practice L2 and L4 Physical Science L3 and L4 P1 Process Chemistry L4 Systems Analysis and Design L4 Tourism Operations L3 Transport Operations L2 and L4
	There were grammatical errors in 31% of question papers.	Agribusiness L2 and L4 Animal Production L4 Automotive Repair and Maintenance L3 and L4 Contact Centre Operations L4 Data Communication and Networking L4 Engineering Processes L4 English FAL L2 P1 and P2 English FAL L3 P1 and P2 English FAL L4 P2 Financial Management L4 Food Preparation L2 and L4 Governance L3 and L4

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

Criteria and findings	Challenges	Subjects concerned
LANGUAGE AND BIAS (continued)		
In most papers the language was pitched at the appropriate level. There were grammatical errors in some question papers and marking guidelines. Rephrasing or replacing was necessary to avoid confusion in some of the question papers. (continued)	There were grammatical errors in 31% of question papers. (continued)	Hospitality Generics L3 Human and Social Development L2 and L4 Life Orientation L2 P1 and P2 Life Orientation L3 and L4 P1 Marketing Communication L2 and L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 and P2 Mathematics L4 P1 Mechatronic Systems L4 Office Data Processing L3 and L4 Office Practice L2 and L4 Process Chemistry L4 Science of Tourism L2 Systems Analysis and Design L4 Tourism Operations L3 Transport Operations L2
	The language in the marking guideline contained grammatical errors in 16% of the papers.	Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L4 Consumer Behaviour L3 English FAL L3 P1 and P2 Financial Management L4 Food Preparation L4 Governance L3 and L4 Hospitality Generics L3 Human and Social Development L2 and L4 Life Orientation L2 P1 and P2 Life Orientation L3 and L4 P1 Marketing Communication L4 Office Data Processing L3 and L4 Transport Operations L2
	In 10% of papers there were questions featuring very complex syntax.	Animal Production L4 Financial Management L4 Food Preparation L2 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Life Orientation L4 P1 Marketing Communication L4 Mathematical Literacy L3 P1 and P2 Office Data Processing L3 and L4 Tourism Operations L3
	Foreign terms were used without a glossary in one question paper.	Project Management L4
	In 10% of question papers there was evidence of bias.	Agribusiness L2 and L4 Business Practice L4 English FAL L3 P2

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

Criteria and findings	Challenges	Subjects concerned
LANGUAGE AND BIAS (continued)		
In most papers the language was pitched at the appropriate level. There were grammatical errors in some question papers and marking guidelines. Rephrasing or replacing was necessary to avoid confusion in some of the question papers. (continued)	In 10% of question papers there was evidence of bias. (continued)	English FAL L4 P1 Entrepreneurship L2 Hospitality Generics L3 and L4 Life Orientation L2 P1 and P2 Life Orientation L4 P1 and P2 Tourism Operations L3 Transport Operations L2

Criteria and findings	Challenges	Subjects concerned
PREDICTABILITY		
The majority of question papers did not contain questions similar to those asked in the recent past. As the NC (V) learning programmes have become established in the TVET sector, there are more past question papers available. Examiners tend to use these as resources, 'cutting and pasting' questions and texts to reduce their work load. Individual examiners have developed certain styles/patterns when setting question papers, which makes it is easy for candidates to spot/predict questions.	Fourteen percent of papers contained questions that could have been easily spotted or predicted.	Advanced Plant Production L4 Concrete Structures L4 Electronic Control and Digital Electronics L3 Engineering Processes L4 English FAL L3 P1 Entrepreneurship L2 Hospitality Generics L3 and L4 Life Orientation L2 P1 Marketing Communication L4 Mathematical Literacy L2 P1 Office Practice L2 and L4 Physical Science L3 P1 Process Chemistry L4 Project Management L4 Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L3
	Nineteen percent of question papers contained a question(s) taken verbatim from a past question paper.	Advanced Plant Production L4 Agribusiness L4 Business Practice L4 Carpentry and Roof Work L4 Concrete Structures L4 Electronic Control and Digital Electronics L3 Engineering Processes L4 Entrepreneurship L2 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Hospitality Services L4 Law Procedures and Evidence L4 Life Orientation L2 P1 and L2 Marketing Communication L4 Mechatronic Systems L4 New Venture Creation L2 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L3 P1

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

Criteria and findings	Challenges	Subjects concerned
PREDICTABILITY (continued)		
The majority of question papers did not contain questions similar to those asked in the recent past. As the NC (V) learning programmes have become established in the TVET sector, there are more past question papers available. Examiners tend to use these as resources, 'cutting and pasting' questions and texts to reduce their work load. Individual examiners have developed certain styles/patterns when setting question papers, which makes it is easy for candidates to spot/predict questions. (continued)		Project Management L4 Systems Analysis and Design L4
	In 11% of question papers there was a lack of innovation.	Advanced Plant Production L4 Business Practice L4 Computer Hardware and Software L3 Concrete Structures L4 Data Communication and Networking L4 Farm Planning and Mechanisation L4 Hospitality Generics L4 Life Orientation L2 P1 Marketing L4 Mathematical Literacy L2 P2 Office Practice L2 and L4 Physical Science L4 P1 Process Chemistry L4 Systems Analysis and Design L4

OVERALL IMPRESSION		
Overall, the question papers moderated by Umalusi were considered to be of an acceptable standard.	Only 12% of papers did not satisfy requirements of the current policy/guideline documents.	Advertising and Promotions L4 Engineering Processes L4 Farm Planning and Mechanisation L4 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L2 P1 and P2 Life Orientation L3 P1 Mathematical Literacy L4 P1 and P2 New Venture Creation L2 Operations Management L4 Systems Analysis and Design L4 Transport Operations L2 and L4
	In 8% of cases, papers did not adequately assess the outcomes of the curriculum/syllabus.	Concrete Structures L4 Entrepreneurship L2 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L3 P2 Physical Science L3 and L4 P1 Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4 Transport Operations L2
	Nineteen percent of the question papers were not of an appropriate standard.	Advertising and Promotions L4 Applied Accounting L4 P1 Business Practice L4 Carpentry and Roof Work L4 Concrete Structures L4 Engineering Processes L4

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

Criteria and findings	Challenges	Subjects concerned
OVERALL IMPRESSION (continued)		
Overall, the question papers moderated by Umalusi were considered to be of an acceptable standard. (continued)	Nineteen percent of the question papers were not of an appropriate standard. (continued)	Farm Planning and Mechanisation L4 Financial Management L4 Hospitality Generics L3 and L4 Introduction to Information Systems L2 Law Procedures and Evidence L4 Life Orientation L2 P1 and P2 Life Orientation L3 and L4 P2 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P1 and P2 Office Practice L4 Systems Analysis and Design L4 Tourism Operations L3 Transport Operations L2 and L4
	Seven percent of the question papers did not compare favourably with those from previous years.	Advertising and Promotions L4 Business Practice L4 Farm Planning and Mechanisation L4 Hospitality Generics L4 Introduction to Information Systems L2 Life Orientation L2 P1 and P2 Life Orientation L4 P2 Office Practice L4 Systems Analysis and Design L4
	The standard of the November, Supplementary and back-up question papers differed in eight (6%) subjects.	Business Practice L4 Engineering Processes L4 Introduction to Information Systems L2 Life Orientation L2 and L4 P1 Masonry L4 Principles of Criminal Justice L2 Transport Operations L2
	The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 13% of papers.	Advertising and Promotions L4 Business Practice L4 Computer Programming L4 P1 Electronic Control and Digital Electronics L3 English FAL L3 P1 Farm Planning and Mechanisation L4 Food Preparation L2 Hospitality Generics L3 and L4 Introduction to Information Systems L2 Life Orientation L2 and L3 P1 Office Practice L2 and L4 Science of Tourism L2 and L4 Systems Analysis and Design L4 Transport Operations L2

4. AREAS OF GOOD PRACTICE

The quality and standard of question papers has improved over the examination cycles in some subjects. This can be attributed to the training workshop held for examiners and moderators, as well as to the initiative and commitment of some of the examiners and moderators. In some subjects, examiners and moderators have built capacity over the setting cycles and are producing question papers of good quality.

5. AREAS OF CONCERN

5.1 Challenges in the internal moderation model

In some subjects, the electronic copy of the question paper and marking guideline sent to Umalusi for external moderation differed from the one moderated by the DHET's moderator.

5.2 Changes in curriculum

The setting unit of the DHET was not advised in advance of the change in curricula in some subjects, such as the Electrical subjects, Life Orientation and English, and this resulted in papers being set that could not be used.

5.3 Technical aspects

The software programmes used by those setting the papers and by moderators differed in some cases and this led to challenges in compatibility.

5.4 Internal moderation

There has been no significant improvement in the quality and standard of internal moderation from previous years. Incomplete and poor quality moderators' reports, handwritten moderators' reports and reports that did not correspond to question papers were common once again in this examination cycle. Furthermore, there was little or no evidence in some reports that the moderator had made recommendations, or that these concerns had been addressed or implemented. The assessment grid was missing or provided nothing of value in some reports.

5.5 Quality of questions

Some questions did not provide opportunities for creative responses from candidates or were not pitched at the correct cognitive level.

5.6 Marking guidelines

Some marking guidelines did not cater for all possible answers or were incorrect, such as answers in the law subjects where facts had changed as a result of new developments in the discipline.

5.7 Adherence to policies/guideline documents

Some papers did not adhere to the SAG requirements, for example in Hospitality Generics L4 where more than 40 marks were irrelevant to the outcomes and assessment standards for Level 4 and the paper did not adhere to the prescribed weighing of topics.

5.8 Language and bias

The terminology used in question papers was not always correct, grammatical errors occurred, bias was evident in some papers and foreign terms were used without a glossary.

5.9 Predictability

Some questions could easily have been spotted or predicted.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

6.1 Challenges in the internal moderation model

The approach to moderation adopted by the DHET in 2014 has presented some challenges. The DHET's panels should reach consensus on the changes, implement them and present a final, internally moderated electronic copy for external moderation.

6.2 Predictability

The changes in the curriculum in some subjects warranted the resetting of question papers in order to satisfy the requirements of the new curriculum. Nonetheless, it was observed during the external moderation process that some papers had been set in accordance with the old curriculum and had not been modified to satisfy the requirements of the new curriculum. The matter was addressed by the external moderators.

The setting and curriculum units of the DHET must communicate developments in their units to prevent the setting and moderation of question papers that are unusable. The examination section needs to ensure that the examinations are set according to the new SAGs.

6.3 Technical aspects

The question papers and marking guidelines should be error free before being presented for external moderation. The majority of question papers and marking guidelines satisfied technical requirements; however some did not meet all these requirements.

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

- The cover page should contain all the necessary information and must be checked for accuracy.
- The instructions to candidates must be clearly stated.
- The mark allocation per question must be clearly indicated in the question paper and in the marking guideline and this must be verified during the internal moderation process.
- Diagrams, illustrations, symbols, texts and graphics should be provided in a high resolution format to ensure good quality reprography.

- Geometric shapes/drawings/diagrams should be produced using a computer-aided design programme.
- An appropriate mathematical software programme such as Equation Editor should be used to create equations in Mathematics and Mathematical Literacy question papers.
- The template (macros/shells) provided by the DHET must be used when setting all question papers.

6.4 Internal moderation

Internal moderation was unsatisfactory in some subjects. The following aspects require improvement:

- Internal moderation should be conducted diligently, with the aim of improving the quality and standard of question papers.
- The internal moderator's recommendations should be implemented; if there are any queries in this regard, consultation should occur before finalisation of the paper.
- The report must provide 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.
- Internal moderators' reports should provide detailed and comprehensive recommendations/comments.
- Contact details of the examiner and internal moderator must be provided.
- All supporting documents must be submitted together with the question paper and marking guideline for external moderation. These should be completed in full and should correspond with the question papers.
- The performance of examiners and internal moderators should be evaluated and these officials should be replaced where it is evident that they have produced work of inferior quality.

6.5 Quality of questions

While the majority of question papers included a variety of question types, there is still a need for more creativity in formulating questions. Opportunities to assess skills, attitudes, values and reasoning were limited in some instances. Some papers did not provide questions that would elicit creative responses from candidates.

In most of the papers, there was a correlation between mark allocation, level of difficulty and time allocation.

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

- All question papers must make provision for creative responses from candidates.
- The selected source material should be recent and appropriate to the question. It should be correctly referenced.
- Questions must provide clear instructional key words/verbs.
- Questions should be free of vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers.
- Questions should provide sufficient information to elicit an appropriate response.
- Questions should be factually correct and free of misleading information.
- Instructions to questions should stipulate the length of the response expected from the candidate, either in direct terms or in terms of the mark allocation.
- Multiple-choice questions should be formulated in accordance with the accepted practices and the DHET's "Quick Guide".

6.6 Marking guidelines

Marking guidelines that are flawed do not encourage effective marking and hinder the marking process. Attention to detail is required from examiners and moderators in improving the quality and standard of marking guidelines.

The following aspects require improvement:

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

6.7 Adherence to policies/guideline documents

Eighty-one percent of the question papers covered the learning outcomes and the assessment standards adequately, as prescribed in the policy and guideline documents. Question papers that failed to satisfy the requirements of the Subject and Assessment Guidelines (SAGs) had to be reset or substantially reworked.

The following aspects require attention from examiners:

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

6.8 Language and bias

- Grammar rules should be observed in both the question paper and marking guideline.
- The use of complex sentence structure should be avoided.
- Questions should be well conceived and clearly expressed to elicit the desired response.
- The papers should not contain any form of bias, whether direct or implied.
- Question setters should refrain from expressing bias.

6.9 Predictability

The setting of questions similar to those in past papers must be avoided at all costs. Some question papers require a greater degree of innovation to enhance their quality. Question papers must contain information that is recent, relevant and in line with the latest trends in industry as well as the latest developments in the subject and teaching techniques in order to enhance the quality of question papers.

7. CONCLUSION

Overall, 81% of the sample of the November 2015 question papers received for moderation were considered to be of an appropriate standard. This is 5% fewer than in the previous examination period.

Incorrect cognitive level distribution and/or incorrect weighting of topics was cause for concern in some subjects, requiring the resetting of 10 (L2, L3 and L4) question papers. The assessment framework/analysis grid is an essential tool in ensuring adherence to the weighting of topics, cognitive demand distribution, difficulty level of questions and time allocation. It is imperative that these are compiled correctly.

Yet again, poor quality marking guidelines, assessment grids and internal moderation were evident in this examination setting cycle. It is incumbent upon examiners and moderators to comply with mandatory procedures and to ensure that question papers of good quality and a high standard are produced. In order to improve the quality and standard of marking guidelines and internal moderators' reports, more effort and greater attention to detail is required from examiners and moderators.

The DHET should evaluate the performance of examiners and moderators regularly, identifying training needs and providing training when necessary. Examiners and moderators who perform poorly should not be considered for reappointment.

It was pleasing to note that where there was compliance with policy requirements and a commitment to the process, most of the examination papers were of a satisfactory standard. Continued collaborative efforts will achieve an even greater degree of efficacy.

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

Chapter 2

MODERATION OF NC (V) INTERNAL ASSESSMENT

1. INTRODUCTION AND PURPOSE

The moderation of internal assessment is one of the most important processes used by Umalusi to ensure quality and credibility of assessments that contribute to the final examination mark.

Internal Continuous Assessment (ICASS) conducted at sites of learning should ideally allow for assessment to take place at the time of learning and, more importantly, for such assessment to be integrated into teaching.

The ICASS mark forms a compulsory component of the final subject promotion mark for all learners registered for the NC (V). This mark has a weighting of 25% of the final score in the fundamental subjects and 50% in the vocational subjects. The internal assessment of the NC (V) qualification is therefore just as important as the external assessment component in terms of its contribution to the final mark. Umalusi assures the quality of this internal assessment through the implementation of a rigorous moderation process of a sample of subjects.

Umalusi's annual quality assurance of internal assessment comprises two phases. The first phase entails the monitoring and moderation of internal continuous assessment at a selection of sites of learning during May. The second phase comprises the moderation of portfolios at a centralised venue in each of the nine provinces during October.

This section of the report covers the scope of the October moderation process, the approach, findings, areas of good practice and those areas requiring improvement, as reported by the external moderators after the 2015 October ICASS moderation of portfolios. The May 2015 NC (V) ICASS moderation and monitoring report is available on request.

This report is based on a sample of 227 sites, representing 55 National Certificate (Vocational) subjects. It was compiled by Umalusi's external moderators who moderated Portfolios of Assessment (PoAs) and Portfolios of Evidence (PoEs) during October 2015.

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

• Verify that the educator PoA and the learner PoE adhered to the ICASS Guidelines.
• Ascertain the appropriateness and standard of the assessment tasks.
• Ensure that evidence had been collected and documented properly.
• Ensure that assessment was consistent across different sites of delivery and that standards were being maintained.
• Ensure that the quality assurance of the internal assessment component of the NC (V) had been effectively managed.

2. SCOPE AND APPROACH

Between 16 and 19 October 2015 (four days) external moderators and Umalusi staff members were deployed across all provinces to moderate NC (V) Levels 2, 3 and 4 internal assessment learner PoEs and educator PoAs from a sample of NC (V) subjects. A team of 41 moderators was assigned to moderate the sample.

The moderation took place at a centralised venue in each of the nine provinces. Of the subjects moderated, 11 were moderated in only one province, while 15 were moderated across two provinces. Agribusiness, English First Additional Language, Fitting and Turning and The Human Body and Mind were moderated in three provinces and Life Orientation: Life Skills was moderated in four provinces.

A sample of sites, including public and private colleges and correctional services facilities, were requested to submit a predetermined number of PoEs for moderation together with the relevant PoAs. The number of sites and levels included was dependent on the number of sites offering a particular programme in a specific province.

Regional offices, colleges and campuses were informed in writing in advance of the moderation programme. Staff from the regional offices and/or the venue at which the moderation was to take place coordinated the planning of the moderation process.

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

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

- Establish the appropriateness and standard of the specified assessment tasks.
- Ensure that a satisfactory number of tasks of different types had been completed.
- Ensure that evidence had been collected and documented properly.
- Monitor the quality of moderation at different levels in the system.

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

Table 3: Moderation of ICASS portfolios – October 2015

No.	Subject	Province								
		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
1.	Afrikaans FAL								L2–3 (2)	L2–3 (4)
2.	Agribusiness	L3 (1)			L3 (2)	L3 (2)				
3.	Art and Science of Teaching				L2/4 (5)					
4.	Automotive Repair and Maintenance					L4 (5)				L3/4 (5)
5.	Contact Centre Operations			L2/4 (5)	L3/4 (4)					
6.	Construction Supervision				L2/4 (3)					L4 (3)
7.	Electrical Principles and Practice	L2/4 (5)								
8.	Electrical Workmanship				L4 (5)					
9.	English FAL			L3 (5)			L4 (4)		L2/4 (5)	

Table 3: Moderation of ICASS portfolios – October 2015

No.	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
10.	Fitting and Turning	L2/4 (4)		L4 (2)				L4 (3)		
11.	Governance									L4 (5)
12.	Hospitality Services			L2/4 (5)			L2/4 (4)			
13.	Introduction to Governance			L2 (5)						
14.	Introduction to Policing Practices			L2 (5)						
15.	Life Orientation: Life Skills		L3 (5)	L2 (5)	L4 (5)					L4 (5)
16.	Life Orientation: Computer Component				L2–4 (10)					
17.	Management Practice					L2/4 (4)	L2 (5)			
18.	Masonry			L2/4 (5)						
19.	Material Technology				L3 (4)					
20.	Mathematical Literacy				L3/4 (7)					L2 (5)
21.	Mathematics			L2/4 (8)			L4 (3)			
22.	New Venture Creation	L2/4 (4)		L2/4 (5)						
23.	Personal Assistance			L4 (5)		L4 (5)				
24.	Physical Science			L2/4 (2)			L4 (3)			
25.	Plant and Equipment				L2 (2)					L2 (1)
26.	Plumbing				L3 (5)					
27.	Process Chemistry				L2/4 (1)	L2–4 (1)				
28.	Systems Analysis and Design			L3 (5)		L4 (5)				
29.	The Human Body and Mind			L2 (3)	L2 (1)	L2 (2)				
30.	Tourism Operations			L2/4 (8)				L4 (1)		
31.	Transport Economics		L2 (1)	L2 (2)						

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.

Unfortunately, no external moderator's report was submitted to Umalusi for Electrotechnology L3 despite numerous attempts to secure it. Evander (Gert Sibande TVET College, Mpumalanga), Polokwane (Capricorn TVET College, Limpopo), Vereeniging and Sebokeng (Sedibeng TVET College, Gauteng) and Germiston (Ekurhuleni West TVET College, Gauteng) submitted portfolios but there were no results available for these visits. These sites are thus not included in this report.

Despite being informed in writing in good time about Umalusi's impending external moderation, a number of sites failed to submit their portfolios for moderation, or the portfolios could not be traced on the day of the moderation. Rhodes Technical College (Gauteng) submitted only the PoEs for Introduction to Governance L2 and not the PoA. Although Mnambithi College was requested to submit only the Estcourt Campus portfolios for Life Orientation L2, the staff also submitted the Ezakheni portfolios; these were moderated as well.

3. FINDINGS

3.1 Educators' Portfolios (PoAs)

3.1.1 Content

Umalusi expected educators to ensure that their PoAs contained all the appropriate documents, namely:

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

Since the format of the PoAs had been standardised nationally, the general finding was that the contents and appearance of the PoAs had improved in terms of compliance over the past five years, which was encouraging. Even though only 17 colleges had all the required documents and evidence in their PoAs (compared with 16 in 2014), most of the colleges had complied in the main. These sites are listed according to province below, although the listing would usually be alphabetical according to subject.

Table 4: Campuses that were 100% compliant

Campus	College	Province	Subject
Durban and Swinton Road	Coastal KZN	KwaZulu-Natal	Art and Science of Teaching L4
Standerton	Gert Sibande	Mpumalanga	English FAL L4
Waterval-Boven	Ehlanzeni		
Middelburg	Nkangala		
Giyani and Maake	Letaba	Limpopo	Automotive Repair and Maintenance L4
Lebowakgomo	Waterberg		
Paarl, Caledon and Worcester	Boland	Western Cape	Afrikaans FAL L2 and L3
Mossel Bay	South Cape		Automotive Repair and Maintenance L4
Parow	Northlink		Governance L4
Oudtshoorn	South Cape		
Khayelitsha	False Bay		Mathematical Literacy L2
Strand	Boland		
Pollsmoor Correctional Services			

The following colleges were identified as having PoAs that were well organised, neatly presented and up to date, even though in some instance some documents were not available. Comments were included, such as that the PoA was of a high standard, that it was well presented and completed in accordance with the guidelines provided by the DHET. These campuses are listed below according to province.

Table 5: Campuses with neat and complete PoAs

Campus	College	Province	Subject
John Knox Bokwe	Buffalo City	Eastern Cape	Electrical Principles and Practice L4
Bonamelo	Maluti	Free State	Life Orientation: Life Skills L2
Randfontein	Western	Gauteng	Hospitality Services L4
Pretoria	Tshwane North		
Roodepoort	South West Gauteng		Mathematics L4
Newcastle Technology Centre	Majuba	KwaZulu-Natal	Electrical Workmanship L4
Majuba Technology Centre			Life Orientation: Life Skills L4
Mankwe	Orbit	North West	Fitting and Turning L4
Rustenburg			

The majority of sites were not fully compliant for the following reasons:

- Seven percent had not provided a contents page (slightly lower than the 8% of 2014).
- Twenty percent of the sites' lecturers had not included their personal details.
- Forty-three percent of PoAs did not contain the latest version of the subject and assessment guidelines, which was an improvement on the only 17% of last year.
- Pacesetters (year plans) were found in 80% of the PoAs and 79% of educators (a 20% increase on the previous year) appeared to use these as working documents for planning and monitoring activities. Sixty-eight percent performed the planned tasks according to the schedule, which was an encouraging 11% increase on 2014. This represented a considerable improvement in this area. Where 93% of the sites provided evidence of theoretical tasks, only 79% had made provision for practical tasks. Eighty-four percent included marking guidelines.
- Seventy-eight percent of sites had planned for internal moderation with a pre-moderation checklist and 75% had included a post-moderation checklist. This was a marginal improvement on the previous year, although only 51% had analysed and evaluated their learners' performance in each task. This represented a marginal improvement on previous years, but internal moderation was evidently still not being taken seriously. A matter that continued to cause concern was that only 33% of sites could provide evidence that tasks had been reviewed.
- While 80% of sites had recorded their marks accurately on the mark sheets, an 11% improvement on the previous year, not all the raw marks had been converted correctly, with only 73% being accurate, a 5% improvement on the previous year.
- Despite a request to indicate which assessments had been moderated, only 66% of educators had done so, 1% more than 2014. The situation had thus not improved a great deal.

A criticism was that the files appeared to have been compiled as a form of window dressing instead of as an essential tool to aid teaching. The PoA is designed to offer educators the opportunity to plan and keep a record of teaching and learning. This did not appear to have happened in all cases.

Serious failures to comply with regard to the PoA were found at the following 17 sites (arranged according to provinces):

Table 6: PoA non-compliance

College and Campus	Province	Subject	Non-Compliance
Rhodes Technical College	Gauteng	Introduction to Governance L2	Failure to submit the PoA
Rostec College (Pretoria)	Gauteng	English FAL L3	PoA was not well-organised or professional, with most of the contents missing and mark sheets incomplete.
EDUSA	Gauteng	English FAL L3	The PoA did not comply in any respect with the guidelines: none of the required documents appeared in the file; there was a one-page document used as a template for monthly preparation (a very simplistic form of pacesetter) that had been completed by hand with one or two words, such as 'meeting procedure'; no further details were provided; the most recent entry was for July; there were no further entries and no evidence in the PoA or in the PoE that any work had taken place after June.
EDUSA	Gauteng	Life Orientation (Life Skills) L2	The only documents present indicated that the old SAGs were still being used. In the incomplete PoA, there was only one marking tool, which was incomplete and not relevant; this was an example of very poor teaching practices.
DAM Business College (Pretoria)	Gauteng	Life Orientation (Life Skills) L2	The PoA was disorganised and contained unnecessary documents, many of which had been left incomplete; crucial documents could not be found in the PoA.
South West Gauteng College (Roodepoort)	Gauteng	Hospitality Services L4	The PoA did not meet the minimum criteria: duplicates of tasks had been filed in the PoA; documents had not been filed according to the index; dividers and printed cover pages did not correspond with the numbers, and the type of tasks had not been indicated.
Esayidi College (Kokstad)	KwaZulu-Natal	Construction Supervision L4	Two PoAs for one lecturer were submitted, which made finding documents extremely difficult. The tasks were not numbered as in the PoEs which made the PoAs difficult to moderate.
Elangeni College (KwaMashu)	KwaZulu-Natal	Life Orientation (Life Skills) L4	Incorrect filing in PoA, with tasks and other items missing and some learner responses included.
Coastal KZN College (Durban)	KwaZulu-Natal	Life Orientation (Life Skills) L2	Irrelevant information, such as information from Report 191, was included in the file.
Coastal KZN College (Appelbosch), Majuba College (Majuba Technology Centre), Elangeni College (KwaMashu), Umfolozi College (Esikhawini) and Esayidi College (Clydesdale)	KwaZulu-Natal	Life Orientation (Computer Component) L3	The compilation of PoAs was not consistent.
Ehlanzeni College (Waterval-Boven) and Gert Sibande College (Standerton)	Mpumalanga	Hospitality Services L2	The tasks and sections in the PoA had not been separated or demarcated, making it difficult to find the relevant documents.
Nkangala College (Witbank) and Ehlanzeni College (Mapulaneng)	Mpumalanga	Hospitality Services L4	Monitoring and moderation of PoAs had not been conducted often enough to verify whether suggestions had been implemented. There were gaps in the PoA.

The fact that the educator in the classroom was apparently not qualified to teach the subject is an issue that has been raised year after year, but one that continues to be cause for concern. In this moderation process, only 45% of educators were registered with SACE or had teaching experience (this figure was down by 10% from 2014, which is alarming), but 61% had industry experience, an encouraging increase of 25% from 2014.

It was not always easy to find evidence of any qualifications in the PoA if no Curriculum Vitae or other evidence of a qualification was included. Sixty-seven of the sites moderated did not provide evidence of any teaching experience, coupled with the fact that they had no evidence of SACE registration; this represented 30% of the sites moderated.

3.1.2 Assessment tasks

External moderators had been requested to focus on only one practical task, but in the absence of such practical tasks moderators were obliged to consider those that were available. Sixty-one percent of the practical tasks consisted of more than one part, an improvement of 14% on 2014.

As in 2014, external moderators observed that assessors did not know how to set appropriate theoretical or practical tasks. In 73% of cases, the DHET guidelines had been used (5% fewer than in 2014), but it was a matter of concern that in only 64% of the assessments had an assessment framework or grid been used to set the task (even though this was an improvement of 8% on 2014, this lack of understanding still raises concerns). As noted in 2013 and 2014, assessors often confused the terms 'test' with 'task', 'assignment' or 'project'. They also referred to a theoretical task as a practical task.

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

Table 7: Quality of Practical Tasks

College and Campus	Province	Subject	Comments
Boland College (Caledon, Paarl and Worcester) and Northlink College (Bellville)	Western Cape	Afrikaans FAL L2	Made use of a provincially set task but should have allowed room for creative responses. The task did not allow for adequate practical application.
Letaba College (Giyani and Maake)	Limpopo	Automotive Repair and Maintenance L4	Practical tasks took the form of written assignments based on theoretical questions from previous question papers. This did not develop the hand skills required in this occupation.
College of Cape Town (Thornton) and Northlink College (Belhar) and South Cape College (Mossel Bay)	Western Cape	Construction Supervision L4	The practical task did not test the practical skills that learners had acquired during their course of study, as it comprised theoretical questions from past external examination papers.
Jeppe College (Johannesburg), Central Johannesburg College (Parktown) and Wilberforce Community College	Gauteng	Contact Centre Operations L2	The practical task was actually a theoretical task.
Elangeni College (Mpumalanga)	KwaZulu-Natal	Electrical Workmanship L4	All practical tasks were completed in one day with a time allocation of one hour and a mark allocation of 50 marks.
Rostec College (Pretoria)	Gauteng	English FAL L3	The oral presentation consisted of a handwritten list of topics more suitable for a primary school learner. There were no instructions and the marking rubric was inadequate. There was evidence that this had become a written exercise, with candidates writing a few paragraphs on one of the topics; this was then marked. There was also evidence that later in the year the students wrote another two paragraphs on a different topic (Crime in South Africa). The listening task was interpreted as a reading and writing task.

College and Campus	Province	Subject	Comments
Jeppe College (Vereeniging)	Gauteng	English FAL L3	According to the PoA, this group of learners was given topics for an oral presentation more suitable for undergraduates: 'any topic of your choice that is a critique, a pastiche, and a comparison of two pieces of writing' etc. The marking guideline contained no mark allocation, suggesting that the mark was based on an impression.
Ehlanzeni College (Waterval-Boven) and Nkangala College (Middelburg)	Mpumalanga	English FAL L4	The two campuses used the same task, which had too many marks awarded to one-word content answers. There were a number of typing errors. Photocopying was poor, some sentences were incomplete. There were language errors in the text that may have caused confusion. The photographs were too small and their quality was poor.
Ingwe College (Mount Frere) and Eastcape Midlands College (Charles Goodyear)	Eastern Cape	Fitting and Turning L2 and L4	The only tasks available were theoretical tests.
Northlink College (Parow), Boland College (Caledon and Worcester) and False Bay College (Westlake)	Western Cape	Governance L4	The practical assignment required learners to execute a cut and paste exercise rather than to apply their knowledge in a practical manner. The task was undemanding and unimaginative. Since this was a standardised task for the province, it is suggested that the pre-moderation of tasks should be more stringent.
Western College (Thuba Makote) and Ekurhuleni West College (Alberton)	Gauteng	Hospitality Services L2	The task resembled a test and did not make provision for the demonstration of practical skills or creative responses.
West Coast College (Atlantis and Vredenburg), College of Cape Town (City and Pinelands) and Boland College (Strand)	Western Cape	Life Orientation (Life Skills) L4	The second practical task was a theoretical test, thus provision was made for only one practical task; this was counter to the DHET's ICASS requirements.
Boland College (Strand)	Western Cape	Life Orientation (Life Skills) L4	The inclusion of a test-type, knowledge-based question instructing students to find the answers in the textbook detracted from the practical task.
Orbit College (Mankwe)	North West	Fitting and Turning L4	Since there was no practical task, the moderation was based on a theoretical task.
Vuselela College (Matlosana)	North West	Fitting and Turning L4	No instructions had been given to the candidates.
Western College (Carletonville)	Gauteng	Life Orientation (Life Skills) L2	Candidates wrote a test instead of completing a community project, contrary to what was stipulated in the assessment guidelines. Even the names given to the assessment tasks were not in accordance with the guideline.
Aranda Learnership College	Gauteng	Life Orientation (Life Skills) L2	A computer task (examination) counting 50 marks was completed instead of a practical assignment for 70 marks, as stipulated in the assessment guidelines.
DAM Business College (Braamfontein and Pretoria)	Gauteng	Life Orientation (Life Skills) L2	There was no evidence of a project as prescribed. At the Pretoria Campus, there was no relationship between the available assessment tools and the memoranda. There were also memoranda that gave no indication of which assessment they referred to.
EDUSA	Gauteng	Life Orientation (Life Skills) L2	There were no assessments in the PoA.
Coastal KZN College (Appelbosch)	KwaZulu-Natal	Life Orientation (Life Skills) L4	There was no practical task or project. In the PoE, there was evidence of a volunteer project, in line with the L2 and L3 curriculum.

Table 7: Quality of Practical Tasks (continued)

College and Campus	Province	Subject	Comments
Elangeni College (KwaMashu) and Esayidi College (Clydesdale)	KwaZulu-Natal	Life Orientation (Life Skills) L4	There were tests but no practical task or project.
Umfolozi College (Esikhawini)	KwaZulu-Natal	Life Orientation (Life Skills) L4	The practical task was more like a test, in which a scenario or case study served as a comprehension test.
Mnambithi College (Ezakheni)	KwaZulu-Natal	Life Orientation (Life Skills) L2	Even though a community project had been completed, it had not been assessed.
Mnambithi College (Estcourt)	KwaZulu-Natal	Life Orientation (Life Skills) L2	A community project had not been done as required by the syllabus.
Mnambithi College (Estcourt)	KwaZulu-Natal	Life Orientation (Computer Component) L3	Since all the tasks were assessed according to the old curriculum, sections of the practical component had been omitted.
Elangeni College (Inanda)	KwaZulu-Natal	Life Orientation (Computer Component) L3	The PowerPoint practical task was set as a theory test.
Elangeni College (Ntuzuma) and Thekwini College (Springfield)	KwaZulu-Natal	Material Technology L3	The practical assessments were theory tests set as assignments to be completed at home.
Elangeni College (KwaDabeka)	KwaZulu-Natal	Material Technology L3	The practical was passed off as a theory test.
Mnambithi College (Ladysmith) and Coastal KZN College (Umlazi BB)	KwaZulu-Natal	Mathematical Literacy L2 and L3	The practical task was a theoretical task.
False Bay College (Khayelitsha), Boland College (Strand and Stellenbosch), Pollsmoor Correctional Services and West Coast College (Malmesbury)	Western Cape	Mathematical Literacy L2	The practical task was in the form of an assignment and inappropriate for this subject.
Thekwini College (Centec) and Mnambithi College (Ladysmith)	KwaZulu-Natal	Mathematical Literacy L2	The assessment task was intended to be practical in nature but was completed as a test.
Ehlanzeni College (Kanyamazane and Mlumati)	Mpumalanga	Mathematics L4	The tasks were too theoretical.
Nkangala College (Witbank)	Mpumalanga	Mathematics L4	The tasks were too theoretical.
Jeppe College (Johannesburg)	Gauteng	New Venture Creation L4	The practical task assessed only lower cognitive level skills.
DSDC College of South Africa (Prinsloo)	Gauteng	New Venture Creation L4	No practical tasks were submitted.
Academy of Business and Computer Studies	Eastern Cape	New Venture Creation L2	The practical task had been taken verbatim from a textbook.
Ingwe College (Ngqungqushe)	Eastern Cape	New Venture Creation L4	Only the cover pages of the task and tool had been filed in a plastic folder.
King Sabatha Dalindyebo College (Mngazi))	Eastern Cape	New Venture Creation L2	Only the marking guideline had been provided, not the question paper; without this the relevance of the marking guideline could not be judged.
Letaba College (Giyani and Tzaneen)	Limpopo	Personal Assistance L4	The SSACI task was used but there was no evidence of this in the PoE.
Vhembe College (Makwarela) and Sekhukhune College (CS Barlow)	Limpopo	Personal Assistance L4	A short test was given to assess the practical work. Practical application was not tested.
Boland College (Paarl)	Western Cape	Plant and Equipment L2	The practical task was replaced with an inferior theoretical test.

Table 7: Quality of Practical Tasks (continued)

College and Campus	Province	Subject	Comments
Westville Correctional Service, Mthashana College (Nongoma), Umgungundlovu College (Edendale), Coastal KZN College (Umlazi V) and Elangeni College (Qadi)	KwaZulu-Natal	Plumbing L3	There were not two practical tasks as required by the SAGs; one of the two practical tasks was theoretical.
Coastal KZN College (Umlazi V)	KwaZulu-Natal	Plumbing L3	The learners would not have been able to complete the practical assignment in the allocated time (an hour to fit a high pressure geyser). This task was a copy and paste exercise and no real work could have been done.
Ingwe College (Siteto) and King Sabatha Dalindyebo College (Mthatha)	Eastern Cape	Electrical Principles and Practice L2 and L4	Only assignments were completed and these did not equip learners with the skills to perform work in the discipline.

The following 19 sites reproduced the entire past examination papers or questions from past examination papers to serve as practical tasks. Where amendments had been made to previous examination papers, these were sometimes handwritten.

Table 8: The use of questions from previous examination papers as practical tasks

College and Campus	Province	Subject
Thekwini College (Melbourne), Umfolozi College (Richtek) and Mnambithi College (Ladysmith)	KwaZulu-Natal	Contact Centre Operations L3
Umgungundlovu College (Msunduzi)		Contact Centre Operations L4
South West Gauteng College (Roodepoort)	Gauteng	Hospitality Services L4
Mnambithi College (Ladysmith)	KwaZulu-Natal	Mathematical Literacy L2
Thekwini College (Centec)		
Ekurhuleni East College (Daveyton), Sedibeng College (Heidelberg) and Tshwane North College (Soshanguve)	Gauteng	Mathematics L2
Westville Correctional Services and Coastal KZN College (Umlazi V)	KwaZulu-Natal	Plumbing L3
DSDC College of South Africa (Prinsloo) and Rhodes Technical College	Gauteng	Systems Analysis and Design L3
Ekurhuleni West College (Kempton) and Western College (Randfontein)	Gauteng	Physical Science L4
Gert Sibande College (Standerton and Ermelo)	Mpumalanga	Physical Science L4
Rostec College (Johannesburg)	Gauteng	English FAL L3

A further concern raised by the moderators was that the number of practical (or other) assignments stipulated in the DHET's ICASS guidelines in the SAGs had not been adhered to at the following 14 sites. Their concerns are provided in the table below:

Table 9: Failure to adhere to requirements of the Subject Assessment Guidelines (SAGs)

College and Campus	Province	Subject	Comments
Ikhala College (Ezibeleni)	Eastern Cape	Electrical Principles and Practice L2	A task on digital systems, inappropriate for this subject and not included in the assessment guidelines, was submitted.
Esayidi College (Enyenyesi)	KwaZulu-Natal	Electrical Workmanship L4	Relied on tests.
Elangeni College (Mpumalanga)			Only four assessments had been completed.
Western College (Krugersdorp)	Gauteng	English FAL L3	Only five tasks were available and one of them did not have a marking guideline.
EDUSA			Only theoretical tasks; only one with a marking guideline.
Ingwe College (Mount Frere)	Eastern Cape	Fitting and Turning L4	Did not comply with the prescribed number of assessments. Over-reliance on textbook tasks.
Rhodes Technical College	Gauteng	Introduction to Governance L2	No assessments had been submitted.
DAM Business College (Pretoria)		Life Orientation (Life Skills) L2	Did not comply with prescribed number of tasks.
Western College (Carletonville)			The assessment requiring students to explain why volunteering was important was missing.
Majuba College (Majuba Technology Centre)	KwaZulu-Natal	Life Orientation (Computer Component) L3	Did not comply with the prescribed number of assessments. Only two assessments had been conducted and there was no evidence that all the topics had been assessed. The conversion of marks was also incorrect.
King Sabatha Dalindyebo College (Mngazi)	KwaZulu-Natal	New Venture Creation L2	There was no evidence that one of the planned tasks had been completed.
Ekurhuleni West College (Kempton)	Gauteng	Physical Science L4	These assessments were copied verbatim from previous ones.
Western (Randfontein)			The internal examination was not set at the right level and was more suitable for L3.
Jeppe College (Marshall Street)		Systems Analysis and Design L3	Only three assessments could be found in the PoA; marking guidelines were not filed together with these.

The technical aspect of the tasks was rated as follows:

- Seventy-eight percent had been neatly typed, and contained all the required 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 had been used in 84% of cases.
- The marking allocation was clear 83% of the time.
- Seventy-six percent of the marks in the tools corresponded with those on the question paper.
- Where illustrations were used, 59% were of the appropriate quality.
- Eighty-four percent of the tasks had been correctly numbered.
- The time allocation was realistic and adequate in 73% of the tasks.

The following centres, which have been listed alphabetically according to subject, were not fully compliant in terms of technical aspects of the tasks:

Table 10: Reasons for non-compliance with technical aspects of tasks

College and Campus	Province	Subject	Reasons
Boland College (Paarl and Worcester)	Western Cape	Afrikaans FAL L3	Instructions vague and ambiguous.
Northern Cape Rural College (Upington and Namaqualand)	Northern Cape	Afrikaans FAL L3	Inappropriate language and terminology.
Vhembe College (Mashamba)	Limpopo	Agribusiness L3	Instructions unclear and ambiguous; mark allocation not clear; marking tools did not correspond with question paper.
Mthashana College (Emandleni)	KwaZulu-Natal	Agribusiness L3	Marking tools did not correspond with question paper and numbering was incorrect.
Umgungundlovu College (Plessislaer)	KwaZulu-Natal	Art and Science of Teaching L4	Not neatly typed with all the necessary information; mark allocation not clear; marking tools did not correspond to question paper and illustrations were of poor quality.
Mopani South East College (Sir Val Duncan) and Sekhukhune College (CN Phatudi)	Limpopo	Art and Science of Teaching L4	Illustrations were of poor quality.
College of Cape Town (Athlone)	Western Cape	Automotive Repair and Maintenance L4	Tasks were typed in capitals making them difficult to read.
Northlink College (Belhar)	Western Cape	Construction Supervision L4	Tasks not neatly typed and lacked all the necessary information; instructions unclear and ambiguous; mark allocation unclear; marking tools did not correspond to question paper and illustrations were of poor quality.
Jeppe College (Marshall Street)	Gauteng	Contact Centre Operations L2	Tasks not neatly typed and lacked the necessary information; mark allocation not clear; numbering incorrect and unrealistic and inadequate time allocation.
Central Johannesburg College (Parktown)	Gauteng	Contact Centre Operations L2	Mark allocation unclear and unrealistic; inadequate time allowed.
Wilberforce Community College	Gauteng	Contact Centre Operations L2	Tasks not neatly typed and lacked all the necessary information; mark allocation unclear and unrealistic; inadequate time allowed.
Thewini College (Melbourne) and Umfolozi College (Richtek)	KwaZulu-Natal	Contact Centre Operations L3	Incorrect numbering
Mnambithi College (Ladysmith)	KwaZulu-Natal	Contact Centre Operations L3	Unrealistic and inadequate time allocation
Sedibeng College (Vanderbijlpark)	Gauteng	Contact Centre Operations L4	Tasks not neatly typed and lacked all the necessary information.
Ingwe College (Siteto) and Buffalo City College (John Knox Bokwe)	Eastern Cape	Electrical Principles and Practice L2	Tasks not neatly typed and lacked all the necessary information.
King Sabatha Dalindyebo (Mthatha)	Eastern Cape	Electrical Principles and Practice L4	Tasks not neatly typed and lacked all the necessary information.
Rostec College (Johannesburg)	Gauteng	English FAL L3	Instructions unclear and ambiguous with illustrations of poor quality.
Jeppe College (Vereeniging)	Gauteng	English FAL L3	Tasks not neatly typed and lacked all the necessary information; instructions unclear and ambiguous; language and terminology not appropriate; mark allocation unclear; marking tools did not correspond to question paper and numbering was incorrect; time allocation was unrealistic.

Table 10: Reasons for non-compliance with technical aspects of tasks (continued)

College and Campus	Province	Subject	Reasons
Ehlanzeni College (Waterval-Boven) and Nkangala College (Middelburg)	Mpumalanga	English FAL L4	Language and terminology were inappropriate and illustrations were of a poor quality.
Vuselela College (Matlosana)	North West	Fitting and Turning L4	Tasks not neatly typed and lacked all the necessary information and instructions were unclear and ambiguous.
Rostec College (Vereeniging)	Gauteng	Introduction to Governance L2	Tasks not neatly typed and lacked all the necessary information and language and terminology were not appropriate.
Jeppe College (Johannesburg)	Gauteng	Introduction to Governance L2	Incorrect numbering
Western College (Thuba Makote)	Gauteng	Hospitality Services L2	Tasks not neatly typed and lacked all the necessary information, with an unrealistic and inadequate time allocation.
Ekurhuleni West College (Alberton)	Gauteng	Hospitality Services L2	Tasks not neatly typed and lacked all the necessary information.
Nkangala College (Witbank)	Mpumalanga	Hospitality Services L4	Marking tools did not correspond to question paper.
Ehlanzeni College (Mapulaneng)	Mpumalanga	Hospitality Services L4	Marking tools did not correspond to question paper.
Western College (Randfontein)	Gauteng	Hospitality Services L4	Marking tools did not correspond to question paper.
Ekurhuleni East College (Daveyton)	Gauteng	The Human Body and Mind L2	Tasks not neatly typed and lacked all the necessary information.
Rostec College (Vereeniging)	Gauteng	Introduction to Policing Practices L2	Unrealistic and inadequate time allocation.
DSDC College of South Africa (Prinsloo)	Gauteng	Introduction to Policing Practices L2	Tasks not neatly typed and lacked all the necessary information; instructions unclear and ambiguous; language and terminology not appropriate; mark allocation unclear; marking tools did not correspond with question paper; illustrations of poor quality; unrealistic and inadequate time allocation.
DAM Business College (Braamfontein)	Gauteng	Life Orientation (Life Skills) L2	Marking tools did not correspond to question paper and numbering was incorrect.
West Coast College (Atlantis, Vredenburg) and College of Cape Town (Pinelands)	Western Cape	Life Orientation (Life Skills) L4	Unclear and ambiguous instructions.
Boland College (Strand)	Western Cape	Life Orientation (Life Skills) L4	Marking tools did not correspond to question paper.
Umfolozi College (Esikhawini)	KwaZulu-Natal	Life Orientation (Life Skills) L4	Tasks not neatly typed and lacked all the necessary information; marking tools did not correspond to question paper.
Coastal KZN College (Durban)	KwaZulu-Natal	Life Orientation (Computer Component) L2	Marking tools did not correspond to question paper; illustrations were not of a good quality; numbering incorrect; unrealistic and inadequate time allocation.
Mnambithi College (Ezakheni)	KwaZulu-Natal	Life Orientation (Computer Component) L2	Language and terminology were inappropriate; mark allocation unclear; marking tools did not correspond to question paper; unrealistic and inadequate time allocation.
Coastal KZN College (Durban)	KwaZulu-Natal	Life Orientation (Computer Component) L3	Unrealistic and inadequate time allocation.
Mnambithi College (Estcourt)	KwaZulu-Natal	Life Orientation (Computer Component) L3	Mark allocation unclear; marking tools did not correspond to question paper; unrealistic and inadequate time allocation.

Table 10: Reasons for non-compliance with technical aspects of tasks (continued)

College and Campus	Province	Subject	Reasons
Tshwane North College (Soshanguve)	Gauteng	Masonry L2	Tasks not neatly typed and lacked all the necessary information; mark allocation unclear.
Elangeni College (Ntuzuma and KwaDabeka)	KwaZulu-Natal	Material Technology L3	Marking tools did not correspond to question paper; unrealistic and inadequate time allocation.
Coastal KZN College (Umlazi V)	KwaZulu-Natal	Material Technology L3	Mark allocation unclear; marking tools did not correspond to question paper; unrealistic and inadequate time allocation.
Thekwini College (Springfield)	KwaZulu-Natal	Material Technology L3	Unrealistic and inadequate time allocation.
False Bay College (Khayelitsha)	Western Cape	Mathematical Literacy L2	Instructions unclear and ambiguous; illustrations of poor quality; unrealistic and inadequate time allocation.
Boland College (Strand)	Western Cape	Mathematical Literacy L2	Instructions unclear and ambiguous; inappropriate language and terminology; illustrations of poor quality; incorrect numbering; unrealistic and inadequate time allocation.
Boland College (Stellenbosch)	Western Cape	Mathematical Literacy L2	Unrealistic and inadequate time allocation.
Pollsmoor Correctional Services	Western Cape	Mathematical Literacy L2	Instructions unclear and ambiguous; illustrations of poor quality and unrealistic and inadequate time allocation.
West Coast College (Malmesbury)	Western Cape	Mathematical Literacy L2	Instructions unclear and ambiguous; inappropriate language and terminology; illustrations of poor quality; incorrect numbering; unrealistic and inadequate time allocation.
Mnambithi College (Ladysmith)	KwaZulu-Natal	Mathematical Literacy L2	Tasks not neatly typed and lacked all the necessary information; illustrations of poor quality and unrealistic and inadequate time allocation.
Coastal KZN College (Umlazi BB)	KwaZulu-Natal	Mathematical Literacy L3	Incorrect numbering
Mthashana College (Kwa-Gqikasi)	KwaZulu-Natal	Mathematical Literacy L3	Marking tools did not correspond to question paper.
Coastal KZN College (Umlazi BB)	KwaZulu-Natal	Mathematical Literacy L4	Illustrations of a poor quality.
Innovatus College (Durban)	KwaZulu-Natal	Mathematical Literacy L4	Unrealistic and inadequate time allocation.
Ekurhuleni East College (Daveyton)	Gauteng	Mathematics L2	Tasks not neatly typed and lacked all the necessary information; mark allocation unclear; marking tools did not correspond to question paper; unrealistic and inadequate time allocation.
Sedibeng College (Heidelberg)	Gauteng	Mathematics L2	Not neatly typed and lacked all the necessary information; illustrations of poor quality; unrealistic and inadequate time allocation.
Tshwane North College (Soshanguve)	Gauteng	Mathematics L2	Marking tools did not correspond to question paper.
Ehlanzeni College (Mlumati)	Mpumalanga	Mathematics L4	Marking tools did not correspond to question paper.
Nkangala College (Witbank)	Mpumalanga	Mathematics L4	Illustrations of poor quality; incorrectly numbered; unrealistic and inadequate time allocation.
Ekurhuleni East College (KwaThema) and Tshwane North College (Mamelodi)	Gauteng	Mathematics L4	Diagrams of poor quality.
Academy of Computer and Business Studies	Eastern Cape	New Venture Creation L2	Tasks not neatly typed and lacked all the necessary information; instructions unclear and ambiguous.

Table 10: Reasons for non-compliance with technical aspects of tasks (continued)

College and Campus	Province	Subject	Reasons
Jeppe College (Vereeniging)	Gauteng	New Venture Creation L2	Tasks not neatly typed and lacked all the necessary information; instructions unclear and ambiguous; inappropriate language and terminology; mark allocation unclear; illustrations of poor quality; incorrect numbering.
Wilberforce Community College	Gauteng	New Venture Creation L2	Not neatly typed and lacked all the necessary information; instructions unclear and ambiguous; inappropriate language and terminology; mark allocation unclear.
Ingwe College (Mount Fletcher)	Eastern Cape	New Venture Creation L4	Tasks not neatly typed and lacked all the necessary information.
Vhembe College (Makwarela)	Limpopo	Personal Assistance L4	Tasks not neatly typed and lacked all the necessary information.
Boland College (Paarl)	Western Cape	Plant and Equipment L2	Tasks not neatly typed and lacked all the necessary information.
Elangeni College (Qadi)	KwaZulu-Natal	Plant and Equipment L2	Mark allocation unclear; marking tools did not correspond with question paper.
Ekurhuleni West College (Tembisa and Boksburg)	Gauteng	Systems Analysis and Design L3	Inappropriate language and terminology.
Sekhukhune College (CS Barlow)	Limpopo	Systems Analysis and Design L4	Inappropriate language and terminology.
Orbit College (Mankwe)	North West	Tourism Operations L2	Marking tools did not correspond to question paper.
Taletso College (Lehurutse)	North West	Tourism Operations L4	Instructions unclear and ambiguous; unrealistic and inadequate time allocation
Central Johannesburg College (Highveld)	Gauteng	Tourism Operations L4	Tasks not neatly typed and lacked all the necessary information; instructions unclear and ambiguous; inappropriate language and terminology; mark allocation unclear; marking tools did not correspond to question paper.
Western College (Krugersdorp)	Gauteng	Tourism Operations L4	Unrealistic and inadequate time allocation
Ekurhuleni West College (Kemptonpark)	Gauteng	Transport Economics L2	Instructions unclear and ambiguous; incorrect numbering
South West Gauteng College (George Tabor)	Gauteng	Transport Economics L2	Tasks not neatly typed and lacked all the necessary information; marking tools did not correspond to question paper; unrealistic and inadequate time allocation.
Motheo College (Bloemfontein)	Free State	Transport Economics L2	Mark allocation unclear; marking tools did not correspond to question paper; numbering incorrect.

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

- Seventy-three percent of tasks had been set at the right level.
- In 68% of assessments, creative responses had been allowed for, compared to 56% in 2014.
- In 71% of assessments, the latest developments and trends in the field had been applied.

All these percentages represented a slight increase on those of the previous year. This was regarded as a general improvement.

Campuses that could be commended for their practical tasks were the following:

Table 11: Good practical tasks

College and Campus	Province	Subject	Comment
Boland College (Paarl and Worcester)	Western Cape	Afrikaans FAL L3	Their practical tasks, comprehension test and internal examination papers could be shared with other colleges.
Mthashana College (Emandleni)	KwaZulu-Natal	Agribusiness L3	The assignment could be shared but the marking tool needed improvement.
Port Elizabeth College (Iqhayiya)	Eastern Cape	Fitting and Turning L4	The practical assessment for the centre lathe chuck could be shared with others.
West Coast, Northlink, Boland Colleges and College of Cape Town	Western Cape	Life Orientation (Life Skills) L4	The generic voting project had great potential for future use but needed refinement.
Orbit College (Mankwe and Rustenburg)	North West	Fitting and Turning L4	The task on grinding wheel/machine use and maintenance and the internal examination were of a high standard.
Majuba College (Majuba Technology Centre)	KwaZulu-Natal	Life Orientation (Life Skills) L4	With a few minor refinements the project on voting could become an excellent task.
South West Gauteng College (Molapo) and Sedibeng College (Sebokeng)	Gauteng	Masonry L4	These sites produced good tasks.
Coastal KZN College (Umlazi V)	KwaZulu-Natal	Material Technology L3	A table requiring the identification of 10 different types of metals, two properties and two uses of each type was good.
Mthashana College (Kwa-Gqikasi)	KwaZulu-Natal	Mathematical Literacy L2 and L3	The practical task assessment was of a high standard.
South West Gauteng College (Dobsonville)	Gauteng	New Venture Creation L4	This campus used an effective aegrotat that could be shared.
Jeppe College (Vereeniging)	Gauteng	Tourism Operations L2	The practical task using cartoon images of 'unsafe' office environments could be shared as an example of good practice.
Ekurhuleni East College (Springs)	Gauteng	Tourism Operations L4	A resource list had been included with the task as part of the planning; this could be shared. A good review document forming part of a diagnostic analysis document was used.
Buffalo City College (John Knox Bokwe)	Eastern Cape	Electrical Principles and Practice L2	The task 'Wire up a PLC with switchgear and an appropriate power supply' was practical, relevant and addressed some of the outcomes in terms of the appropriate demonstration of skills.

3.1.3 Assessment tools

Seventy-five percent of the marking tools were relevant and appropriate (5% more than in 2014) and 63% were clear and neatly typed, compared to 70% in the previous year, a decrease of 7%. Sixty-one percent of the marking guidelines were easy to use, which represented a slight improvement on the 58% of 2014. A clear indication of mark allocation within questions was observed in only 64% of cases. This signified an increase of 8% compared to 56% in 2014, but would still have made accurate marking difficult. In only 68% of cases was the marking guideline regarded as easy to use, but this is an increase of 10% on the 58% in the previous year. Generally, the tasks in 2015 showed an improvement on those of 2014, when several sites could provide only a few marking guidelines, and many had none in the PoA.

The external moderators assessed the standard and quality of the assessment tools or marking guidelines as follows:

Table 12: Poor standard of assessment tools

College and Campus	Province	Subject	Comment
Northern Cape Rural College (Upington and Namaqualand)	Northern Cape	Afrikaans FAL L3	Inaccurate: one mark awarded for a two-part answer; language not always correct; some incorrect answers.
Vhembe College (Mashamba)	Limpopo	Agribusiness L3	A single, global mark was awarded without a detailed marking guideline.
Waterberg College (Mokopane)	Limpopo	Agribusiness L3	The marks were too high and the marking guideline was inadequate.
Jeppe College (Johannesburg), Central Johannesburg College (Parktown) and Wilberforce Community College	Gauteng	Contact Centre Operations L2	Errors ranged from no ticks indicating where the marks had been allocated to ticks only at the end of questions, making it difficult for markers to know where to allocate marks. At Wilberforce Community College, the marks had not been tallied and only a percentage was indicated. The marking guideline was untidy and handwritten in places.
Thekwini College (Melbourne), Umfolozi College (Richtek) and Mnambithi College (Ladysmith)	KwaZulu-Natal	Contact Centre Operations L3	Errors ranged from no ticks to indicate where marks had been allocated, to a handwritten and very untidy marking guideline. No provision had been made for alternative answers and ticks occurred only at the end of answers, making it difficult to establish how markers had allocated marks.
Majuba College (Newcastle Technology Centre)	KwaZulu-Natal	Electrical Workmanship L4	Handwritten marking guideline.
Mnambithi College (Ezakheni A)	KwaZulu-Natal	Electrical Workmanship L4	No alternative answers provided in the marking guidelines; no allocation of marks per question.
Port Elizabeth College (Iqhayiya)	Eastern Cape	Fitting and Turning L4	Marking guideline was handwritten.
Vuselela College (Matlosana)	North West	Fitting and Turning L4	There was no marking guideline in the file.
Rostec College (Vereeniging and Pretoria), Jeppe College (Johannesburg), Rhodes Technical College and Tshwane North College (Temba)	Gauteng	Introduction to Governance l2	No marking tools had been submitted.
Northlink College (Parow), South Cape College (Oudtshoorn), Boland College (Caledon and Worcester) and False Bay College (Westlake)	Western Cape	Governance L4	There was a factual inaccuracy in the marking guideline that may have disadvantaged learners.
Ehlanzeni College (Waterval-Boven) and Gert Sibande College (Standerton)	Mpumalanga	Hospitality Services L2	There were spelling and grammatical errors in the task as well as in the marking guideline.
Western College (Thuba Makote)	Gauteng	Hospitality Services L2	Ticks in the marking guideline should indicate where marks are to be allocated. The question and the suggested answer in the marking guideline did not correspond.
Boland College (Strand)	Western Cape	Life Orientation (Life Skills) L4	Changes had been made to the task but the marking guideline had not been adjusted.
DAM Business College (Braamfontein)	Gauteng	Life Orientation (Life Skills) L2	The tools were based on the previous syllabus.
Western College (Carletonville)	Gauteng	Life Orientation (Life Skills) L2	The mark allocations for answers were left to the marker to interpret since there was no indication of this in the marking guideline.

Table 12: Poor standard of assessment tools (continued)

College and Campus	Province	Subject	Comment
EDUSA	Gauteng	Life Orientation (Life Skills) L2	There was only one marking tool and this was incomplete and irrelevant.
Coastal KZN College (Durban)	KwaZulu-Natal	Life Orientation (Life Skills) L2	Not all the marking tools had been filed. Mark allocations had not been included in some marking guidelines.
Coastal KZN College (Durban) and Mnambithi College (Ezakheni)	KwaZulu-Natal	Life Orientation (Life Skills) L2	Some assessments did not have mark allocations.
Elangeni College (Inanda)	KwaZulu-Natal	Life Orientation (Life Skills) L2	Marking tools had not been included for all the assessments.
Mnambithi College (Estcourt)	KwaZulu-Natal	Life Orientation (Computer Component) L3	No marking tools had been included in the PoA.
False Bay College (Khayelitsha), Boland College (Strand and Stellenbosch), Pollsmoor Correctional Services and West Coast College (Malmesbury)	Western Cape	Mathematical Literacy L2	The marking guideline would not have facilitated marking.
Boland College (Stellenbosch)	Western Cape	Mathematical Literacy L2	There were numbering errors, unallocated ticks and incorrect answers in the marking guideline.
South West Gauteng College (Dobsonville), Jeppe College (Johannesburg) and Wilberforce Community College	Gauteng	New Venture Creation L4	None of the campuses had provided a marking tool for the practical tasks.

3.1.4 Standard of Marking

There was evidence that 68% of the tasks had been implemented according to schedule. Only 33% of sites had reviewed the tasks to ascertain whether improvements had been required. The general finding with regard to the standard of feedback after marking was that it would not have led to an improvement in teaching and learning. Only half the sites (51%) had analysed or evaluated learner performance in each task. External moderators found that marking had been of a very poor quality at some of the sites, as is reflected in the following findings:

Table 13: Poor quality of marking

College and Campus	Province	Subject	Comment
Vhembe College (Mashamba)	Limpopo	Agribusiness L3	Marking was of a very low standard.
Elangeni College (Mpumalanga)	KwaZulu-Natal	Electrical Workmanship L4	Unacceptable standard of marking. Not all questions had been marked, yet the student achieved 94%.
Ehlanzeni College (Waterval-Boven)	Mpumalanga	Hospitality Services L2	The marks for the practical work were very high and the marking and moderation were not consistent with the marking tool. This raised concerns about the validity and standard of the assessments of the practical work.
College of Cape Town (City)	Western Cape	Life Orientation (Life Skills) L4	There was an absence of ticks to indicate how marks had been allocated.
West Coast College (Atlantis)	Western Cape	Life Orientation (Life Skills) L4	Overly generous marking.
Mnambithi College (Ladysmith) and Mthashana College (Kwa-Gqikasi)	KwaZulu-Natal	Mathematical Literacy L2 and L3	Answers were marked incorrectly and the result was that the mark was not a true reflection of the candidate's performance.

3.1.5 Accuracy of the award and capture of marks

The accuracy of the award and capture of marks raised a number of concerns. External moderators reported discrepancies when the marks recorded in the PoA were compared with marks recorded in the PoE. Many markers had not applied the correct weighting required in the DHET's ICASS Guidelines and the SAGs. It was difficult for external moderators to determine whether these marks had been converted correctly because they had not been converted on the mark sheets. The negative findings of the external moderators are provided in the following table:

Table 14: Accuracy of award and capture of marks

College and Campus	Province	Subject	Findings
Boland College (Worcester)	Western Cape	Afrikaans FAL L2	Discrepancies were found in the evidence in the PoE and the available mark sheet. The final mark sheet was not in the PoA.
Esayidi College (Kokstad)	KwaZulu-Natal	Construction Supervision L4	Assessment scores were not recorded in all cases and some mark sheets were partially filled in and undated.
Elangeni College (Mpumalanga), Mthashana College (Vryheid) and Mnambithi College (Ezakheni A)	KwaZulu-Natal	Electrical Workmanship L4	There was no evidence of the conversion of marks.
Rostec College (Pretoria)	Gauteng	English FAL L3	Not all the totals of marks had been entered.
EDUSA	Gauteng	English FAL L3	The marks had not been totalled.
Ingwe College (Mount Frere)	Eastern Cape	Fitting and Turning L2	There was no record of marks.
Boland College (Paarl)	Western Cape	Afrikaans FAL L3	Incorrect answers were awarded marks.
Northern Cape Rural College (Namaqualand)	Northern Cape	Afrikaans FAL L3	All three candidates provided answers that were identical to the answers in the marking guideline. The marks were too high and the marking too generous.
Western College (Krugersdorp)	Gauteng	English FAL L3	The records of marks in the files were incomplete and did not correspond with those found in the PoA.
Ehlanzeni College (Waterval-Boven)	Mpumalanga	Hospitality Services L2	Changes to learners' marks had not been effected.
Maluti College (Bonamelo, Itemoheleng and Sefikeng), Motheo College (Hillside View) and Goldfields College (Tosa)	Free State	Life Orientation (Life Skills) L3	Correcting fluid had been used on official documents such as mark sheets.
West Coast College (Atlantis)	Western Cape	Life Orientation (Life Skills) L4	The marks had been inflated unfairly.
Western College (Carletonville)	Gauteng	Life Orientation (Life Skills) L2	Marks had been captured manually; mark sheets were incomplete; weightings differed from the assessment guidelines; no year marks had been entered.
Aranda Learnership College	Gauteng	Life Orientation (Life Skills) L2	Marks had been entered manually onto a mark sheet but it was not clear what totals these had been based on (raw mark or percentage); impossible to ascertain whether the conversions had been done.
DAM Business College (Braamfontein)	Gauteng	Life Orientation (Life Skills) L2	There was no evidence of any marks having been captured.
DAM Business College (Pretoria)	Gauteng	Life Orientation (Life Skills) L2	Marks were entered manually into a template which belonged to languages; weightings of the assessments were thus completely incorrect; no indication of a year mark.

Table 14: Accuracy of award and capture of marks (continued)

College and Campus	Province	Subject	Findings
South West Gauteng College (Roodepoort)	Gauteng	Life Orientation (Life Skills) L4	The weightings of marks were not correct.
Elangeni College (KwaMashu) and Umfolozi College (Esikhawini)	KwaZulu-Natal	Life Orientation (Life Skills) L4	The weightings of marks were not correct.
Coastal KZN College (Durban)	KwaZulu-Natal	Life Orientation (Life Skills) L2	Only the marks of the first assessment had been captured.
Elangeni College (Inanda)	KwaZulu-Natal	Life Orientation (Life Skills) L2	Marks had been entered by hand.
Mnambithi College (Estcourt)	KwaZulu-Natal	Life Orientation (Life Skills) L2	The weightings had not been set according to the SAGs.
Northern Cape Rural College (Namaqualand)	Northern Cape	Afrikaans FAL L3	Marks had been incorrectly transferred from scripts to the mark sheet.
South West Gauteng College (Roodepoort)	Gauteng	Hospitality Services L4	Marks that had been adjusted on the answer sheet were not adjusted on the record sheet.
Coastal KZN College (Durban)	KwaZulu-Natal	Life Orientation (Computer Component) L3	Marks had been incorrectly captured on the Coltech printout (91% on the mark sheet and 78% on the printout).
Barberton Correctional Services	Mpumalanga	Management Practice L2	Marks were not transferred correctly from the PoE to the PoA for conversion of the ICASS mark; a discrepancy of up to 30 marks in seven instances.
Elangeni College (Ntuzuma)	KwaZulu-Natal	Material Technology L3	The marks for only two assessments had been captured.

It was evident from these findings that internal moderation was not being effectively conducted at all sites.

3.1.6 Internal moderation of tasks

Since 2011, external moderators have indicated that there is a general lack of effective internal moderation of the tasks and tools and of learner performance. Very little seems to have been done to rectify the matter as the situation remained unchanged in 2015.

The following 10 sites were, however, commended for their sound internal moderation practices:

Table 15: High standard and quality of internal moderation

College and Campus	Province	Subject	Findings
Northern Cape Rural College (Upington)	Northern Cape	Afrikaans FAL L3	The internal moderator had written insightful and comprehensive reports.
Northern Cape Rural College (Namaqualand)	Northern Cape	Afrikaans FAL L3	Some of the shortcomings of the past had been addressed. Post-moderation was now conducted diligently and constructive feedback was provided.
Innovatus College (Eshowe and Verulam)	KwaZulu-Natal	Art of Science and Teaching L2	Staff at both campuses took their internal moderation practices seriously.
False Bay College (Westlake)	Western Cape	Automotive Repair and Maintenance L4	Subject meeting minutes provided excellent evidence of recommendations and how they had been followed up.

Table 15: High standard and quality of internal moderation (continued)

College and Campus	Province	Subject	Findings
South Cape College (Mossel Bay)	Western Cape	Automotive Repair and Maintenance L4	Good templates for the review/reflection of tasks and assignments that could be valuable in on-going assessment improvement strategies and practices.
Western College (Randfontein) and Tshwane North College (Pretoria)	Gauteng	Hospitality Services L4	PoA and PoE were well presented with good quality tasks that had been effectively moderated.
College of Cape Town (Pinelands) and West Coast College (Vredenburg)	Western Cape	Life Orientation (Life Skills) L4	Good internal moderation and feedback to learners.

Pre-moderation (internal moderation of tasks)

Even though there was an indication that an internal moderator's checklist existed in 72% of cases, this appeared to be a mere formality with no evidence that it had been used effectively. Only in 36% of cases was there any evidence of qualitative feedback on the task being provided to the assessor. The majority of tasks had simply been rubberstamped, with a complete disregard for errors and weaknesses such as linguistic errors, errors in mark allocation and exercises taken verbatim from previous examination papers. Only 26% of assessors had implemented recommendations, where these had been made.

The general lack of internal moderation resulted in the following poor assessment practices at many sites:

- Tasks were generally taken verbatim from previous examination papers or from textbook exercises.
- The language use in tasks was poor, with numerous spelling, grammatical, factual and typing errors.
- Instructions were vaguely worded.
- The numbering was either absent or incorrect and did not always reflect the numbering used in the marking guideline.
- Time allocations were either missing or unrealistic.
- Mark allocations did not correspond with the level of difficulty of the question.

Post-moderation (moderation of marking and learner performance)

In only 64% of instances was the required 10% of marked tasks internally moderated, with 63% of the sample moderated containing a full range of marks. This meant that in many cases, moderation had not taken place at all. Once again, it was noted that when internal moderation of marking had occurred, it often took the form of shadow marking. In only 36% of cases had the internal moderator provided qualitative feedback to the assessor.

The comments made by external moderators on the poor standard and quality of internal moderation at the colleges are provided in the table below:

Table 16: Poor standard and quality of internal moderation

College and Campus	Province	Subject	Comments
College of Cape Town (Thornton) and Northlink College (Belhar) and South Cape College (Mossel Bay)	Western Cape	Construction Supervision L4	Internal moderation appeared to be merely a formality.
Esayidi College (Kokstad)	KwaZulu-Natal	Construction Supervision L4	Internal moderation appeared to be merely a formality.
Jeppe College (Johannesburg), Central Johannesburg College (Parktown) and Wilberforce Community College	Gauteng	Contact Centre Operations L2	Internal moderation was merely a formality. The space for 'recommended improvements' had been left blank. There was clear evidence that shadow marking had been done.
Thekwini College (Melbourne), Umfolozi College (Richtek) and Mnambithi College (Ladysmith)	KwaZulu-Natal	Contact Centre Operations L3	Internal moderation was a mere formality.
Northern Cape Rural College (Kuruman)	Northern Cape	English FAL L2	Internal moderation required attention; shadow marking was evident; no evidence that systematic and meticulous moderation had taken place.
Rostec College (Johannesburg)	Gauteng	English FAL L3	There was evidence that internal moderation might have taken place once in February, but not thereafter.
Ehlanzeni College (Waterval-Boven and Mthimba), Nkangala College (Middelburg) and Gert Sibande College (Standerton)	Mpumalanga	English FAL L4	Internal moderation appeared to have been a formality only at all these campuses; no required changes had been made; instances where marks had not been allocated or where they should have been allocated; typing, grammatical errors and poor photocopying had not been noted; no feedback had been provided.
Rhodes Technical College	Gauteng	Introduction to Governance L2	There was no evidence of any internal moderation having taken place.
Northlink College (Parow), South Cape College (Oudtshoorn), Boland College (Caledon and Worcester) and False Bay College (Westlake)	Western Cape	Governance L4	The internal moderator's checklist was problematic in that it did not provide the opportunity for narrative feedback to the assessor; in its present state the form was inadequate in raising concerns, recommending remedial action or enhancing the development of the educator.
Ehlanzeni College (Waterval-Boven) and Gert Sibande College (Standerton)	Mpumalanga	Hospitality Services L2	The quality of moderation and constructive feedback after moderation was inadequate; evidence of shadow marking; the internal moderation did not add any value to the assessment process.
Ekurhuleni East (Daveyton)	Gauteng	The Human Body and Mind L2	Internal moderation appeared to have been an exercise in compliance only and did not add anything of value.
Maluti College (Bonamelo, Itemoheleng and Sefikeng), Motheo College (Hillside View) and Goldfields College (Tosa)	Free State	Life Orientation (Life Skills) L3	Learners' scripts were not internally moderated; where moderation had been done, it was merely a case of shadow marking; no constructive written feedback had been provided.
Boland College (Strand) and West Coast College (Atlantis)	Western Cape	Life Orientation (Life Skills) L4	Evidence of shadow marking.
Western College (Carletonville)	Gauteng	Life Orientation (Life Skills) L2	Evidence of shadow marking.
DAM Business College (Braamfontein and Pretoria)	Gauteng	Life Orientation (Life Skills) L2	There was no evidence of internal moderation; forms had been filed but not completed; forms consisted of one page only; evidence of shadow marking; internal moderation was not taken seriously at these sites.

Table 16: Poor standard and quality of internal moderation (continued)

College and Campus	Province	Subject	Comments
EDUSA	Gauteng	Life Orientation (Life Skills) L2	No internal moderation whatsoever had taken place.
Coastal KZN College (Appelbosch), Elangeni College (KwaMashu) and Umfolozi College (Esikhawini)	KwaZulu-Natal	Life Orientation (Life Skills) L4	There was little evidence that internal moderation had been conducted.
Mnambithi College (Ezakheni) and Mnambithi College (Estcourt)	KwaZulu-Natal	Life Orientation (Life Skills) L2	Recommendations made by the internal moderator had been ignored.
Innovatus College (Durban)	KwaZulu-Natal	Life Orientation (Computer Component) L3	Even though internal moderation had taken place, the moderator did not notice that the tasks were based on the old syllabus.
West Coast College (Malmesbury)	Western Cape	Mathematical Literacy L2	Even though the marks awarded by the marker and those awarded by the internal moderator had a 6 – 8% variance, there were no comments on corrective measures that should be taken.
Mthashana College (Kwa-Gqikasi)	KwaZulu-Natal	Mathematical Literacy L3	Even though the internal moderator identified a discrepancy between the marks in the PoA and in the PoE, this was not corrected by the lecturer.
Ehlanzeni College (Kanyamazane)	Mpumalanga	Mathematics L4	Instruments for learner performance analysis were available for some tasks but they had been left blank.
Pretoria Correctional Services	Gauteng	Physical Science L2	No evidence whatsoever of moderation.
Gert Sibande College (Standerton and Ermelo)	Mpumalanga	Physical Science L4	The names of the assessor and internal moderator were not part of the assessment plan, yet their names appeared on the cover pages of some assessments.

3.1.7 Monitoring and auditing of portfolios

Monitoring and auditing visits had been taking place at college or campus level at only 69% of sites, an indication that these were not as regular as they should have been. This is an alarming drop of 13% since 2014, when these visits took place at 82% of the sites. The frequency of these visits ranged from once a year to four times a year (or once a term). The frequency of regional or national visits ranged from 0.9% to 1%. This indicates that provincial and national visits were not as regular as in the past.

At sites where these visits had taken place, only 62% provided auditing reports, compared with 72% in 2014. Even though there were auditing reports, only 33% of these reports appeared to have assisted the lecturer. There was a similar finding in 2014, where only 32% of reports appeared to have assisted the lecturer. In some cases, although a monitoring visit had taken place, areas of non-compliance had been ignored. For example, at Elangeni College (KwaDabeka), blank templates had been filed in the PoA even though the file had been audited, indicating that this exercise had not been treated seriously. Even though Western College appeared to have an effective monitoring and evaluation system, at Krugersdorp the recommendations did not appear to have been heeded since the records of marks in the files were incomplete and did not correspond to those found in the PoA. This serious omission should have been identified and rectified.

This general lack of quality assurance of teaching and learning at campus and college level may have contributed to the high level of non-compliance.

Table 17: No monitoring or auditing of portfolios

College and Campus	Province	Subject
Waterberg College (Mokopane)	Limpopo	Agribusiness L3
Sekhukhune College (CN Phatudi)	Limpopo	Automotive Repair and Maintenance L4
College of Cape Town (Athlone)	Western Cape	Automotive Repair and Maintenance L4
Esayidi College (Kokstad)	KwaZulu-Natal	Construction Supervision L4
Jeppe College (Johannesburg), Central Johannesburg College (Parktown)and Wilberforce Community College	Gauteng	Contact Centre Operations L2
Umfolozi College (Richtek) and Mnambithi College (Ladysmith)	KwaZulu-Natal	Contact Centre Operations L3
Sedibeng College (Vanderbijlpark)	Gauteng	Contact Centre Operations L4
Rostec College (Pretoria and Johannesburg), EDUSA and Jeppe College (Vereeniging)	Gauteng	English FAL L3
Ingwe College (Mount Frere)	Eastern Cape	Fitting and Turning L2
Orbit College (Mankwe)	North West	Fitting and Turning L4
Rostec College (Pretoria), Jeppe College (Johannesburg) and Rhodes Technical College	Gauteng	Introduction to Governance L2
Boland College (Caledon) and False Bay College (Westlake)	Western Cape	Governance L4
South West Gauteng College (Roodepoort)	Gauteng	The Human Body and Mind L2
Capricorn College (Senwabarwana)	Limpopo	The Human Body and Mind L2
Rhodes Technical College	Gauteng	Introduction to Policing Practices L2
DAM Business College (Braamfontein), EDUSA and DAM Technical College (Pretoria)	Gauteng	Life Orientation (Life Skills) L2
Coastal KZN College (Appelbosch) and Umfolozi College (Esikhawini)	KwaZulu-Natal	Life Orientation (Life Skills) L4
Coastal KZN College(Durban) and Innovatus College (Durban)	KwaZulu-Natal	Life Orientation (Computer Component) L2
Coastal KZN (Durban), Mnambithi College (Estcourt), Innovatus College (Durban) and Elangeni College (Inanda)	KwaZulu-Natal	Life Orientation (Computer Component) L3
Umfolozi College (Esikhawini)	KwaZulu-Natal	Life Orientation (Computer Component) L4
Ehlanzeni College (Mapulaneng) and Barberton Correctional Services	Mpumalanga	Management Practice L2
Capricorn College (Senwabarwana)	Limpopo	Management Practice L4
Tshwane North College (Soshanguve)	Gauteng	Masonry L2
Elangeni College (Ntuzuma), Coastal KZN College (Umlazi V) and Thekwini College (Springfield)	KwaZulu-Natal	Material Technology L3
Thekwini College (Centec)and Mnambithi College (Ladysmith)	KwaZulu-Natal	Mathematical Literacy L2
Coastal KZN College (Umlazi V), Innovatus College (Durban) and Esayidi College (Port Shepstone)	KwaZulu-Natal	Mathematical Literacy L4
Sedibeng College (Heidelberg) and Tshwane North College (Soshanguve)	Gauteng	Mathematics L2
Central Johannesburg College (Alexandra) and Tshwane North College (Mamelodi)	Gauteng	Mathematics L4
Academy of Business and Computer Studies	Eastern Cape	New Venture Creation L2
Jeppe College (Johannesburg and Vereeniging), Wilberforce Community College and DSDC College of South Africa (Prinsloo)	Gauteng	New Venture Creation L2

Table 17: No monitoring or auditing of portfolios (continued)

College and Campus	Province	Subject
Ingwe College (Ngqungqushe)	Eastern Cape	New Venture Creation L4
South West Gauteng College (Dobsonville)	Gauteng	New Venture Creation L4
Vhembe College (Makwarela) and Capricorn College (Polokwane)	Limpopo	Personal Assistance L4
Central Johannesburg College (Parktown) and Sedibeng College (Heidelberg)	Gauteng	Personal Assistance L4
Westville Correctional Services and Coastal KZN College (Umlazi V)	KwaZulu-Natal	Plumbing L3
DSDC College of South Africa (Prinsloo)	Gauteng	Systems Analysis and Design L3
Capricorn College (Polokwane)	Limpopo	Systems Analysis and Design L3
Jeppe College (Vereeniging)	Gauteng	Tourism Operations L2
South West Gauteng College (George Tabor)	Gauteng	Transport Economics L2

3.2 Learner portfolios (Portfolio of Evidence)

3.2.1 Contents and adherence to assessment guidelines/policies

Only 42% of the PoE (similar to the 41% in 2014) contained all the required documents; there had thus not been much improvement. In 77% of the PoEs, there was evidence of an assessment plan but 80% of the prescribed tasks had been made available. Eighty-five percent of the files contained examples of work that had been marked, with 83% containing an appropriate record of scores. Eighty-two percent of these scores corresponded to the marks in the PoA. If was very difficult to ascertain whether the marks had been transcribed and converted correctly. This was worrying as external moderators were uncertain as to what marks had been submitted to represent a learner's internal mark.

The tasks were not marked or documents were missing from the portfolios in the following subjects:

Table 18: Tasks not marked or essential documents omitted from PoEs

College and Campus	Province	Subject
Letaba College (Maake)	Limpopo	Automotive Repair and Maintenance L4
Vhembe College (Mashamba)	Limpopo	Agribusiness L3
Ingwe College (Siteto)	Eastern Cape	Electrical Principles and Practice L2
Elangeni College (Mpumalanga)	KwaZulu-Natal	Electrical Workmanship L4
EDUSA and Western College (Krugersdorp)	Gauteng	English FAL L3
Eastcape Midlands College (Charles Goodyear)	Eastern Cape	Fitting and Turning L4
Rhodes Technical College	Gauteng	Introduction to Governance L2
South West Gauteng College (Roodepoort)	Gauteng	Hospitality Service L4
Rhodes Technical College	Gauteng	Introduction to Policing Practices L2
DAM Business College (Braamfontein), EDUSA and DAM Technical College (Pretoria)	Gauteng	Life Orientation (Life Skills) L2
West Coast College (Atlantis and Vredenburg) and College of Cape Town (Pinelands)	Western Cape	Life Orientation (Life Skills) L4
Coastal KZN College (Appelbosch) and Elangeni College (KwaMashu)	KwaZulu-Natal	Life Orientation (Life Skills) L4

Table 18: Tasks not marked or essential documents omitted from PoEs

College and Campus	Province	Subject
Umfolozi College (Esikhawini)	KwaZulu-Natal	Life Orientation (Life Skills) L4
Coastal KZN (Durban) and Mnambithi College (Ezakheni and Estcourt)	KwaZulu-Natal	Life Orientation (Computer Component) L2
Mnambithi College (Estcourt)	KwaZulu-Natal	Life Orientation (Computer Component) L3
Elangeni College (KwaMashu)	KwaZulu-Natal	Life Orientation (Computer Component)L4
Elangeni College (Ntuzuma)	KwaZulu-Natal	Material Technology L3
Thekwini College (Centec)	KwaZulu-Natal	Mathematical Literacy L2
Ekurhuleni East College (Daveyton)	Gauteng	Mathematics L2
Nkangala College (Middelburg)	Mpumalanga	Mathematics L2
Jeppe College (Johannesburg)	Gauteng	New Venture Creation L2
Ingwe College (Ngqungqushe)	KwaZulu-Natal	New Venture Creation L4
Letaba College (Giyani and Tzaneen)	Limpopo	Personal Assistance L4
Coastal KZN College (Umlazi V)	KwaZulu-Natal	Plumbing L3
Jeppe College (Vereeniging)	Gauteng	Tourism Operations L2

3.2.2 Learner performance

Eighty-four percent of the learners appeared to have responded well to the tasks, representing an increase of 4% from 2014, but a number of comments had been made to the effect that the questions were unchallenging, the tasks not practical or not covering a large portion of the work. As mentioned above, some tasks consisted of questions taken verbatim from previous examination papers, without any attempt to change or contextualise them.

3.2.3 Standard of marking

Even though comments led to the conclusion that the standard and quality of marking had been poor, reduced to a mechanical process of ticks and crosses according to the requirements of the marking tools, the standard and quality of marking at 74% of the sites was found to be acceptable. There was an improvement in qualitative and relevant feedback to students (40% compared to 29% in 2014).

3.2.4 Standard of internal moderation

As noted earlier in this chapter, a worrying finding was the lack of internal moderation. There appeared to be scant understanding of the role and responsibility of the internal moderator, which in many cases had been reduced to a mechanical exercise that added nothing of value to the core business of the college, that is, the quality assurance of teaching and learning. In only 54% of instances (51% in 2014) was there any evidence of internal moderation having taken place; 41% of these cases were qualitative in nature, which was an improvement on the 27% of 2014. This situation requires urgent intervention at the majority of colleges throughout the country.

4. AREAS OF GOOD PRACTICE

- Administration of standardised tasks across colleges or campuses of a specific college, e.g. Afrikaans FAL L2 and L3 and Mathematical Literacy L2 in the Western Cape

- Proper planning to allow for additional time on topics that posed challenges, e.g. Automotive Repair and Maintenance L4 at Letaba College

- Meticulously prepared marking tools for English FAL L4 at Northern Cape Rural College

- Well-designed cover pages that allowed for the capturing of qualitative feedback, marks, moderated marks and learning objectives e.g. Western College and Port Elizabeth College

- Comprehensive evidence of communication with the learner through a review and feedback form, with revision tasks listed to improve student performance in Tourism Operations L2 at Orbit College.

Centres of Excellence

Ten colleges (4%) were identified as centres where examples of excellent practices were observed. This achievement compared well with the two that were noted in 2014.

Table 19: Centres with good practice

College and Campus	Province	Subject	Example of Excellence
Boland College (Paarl and Worcester)	Western Cape	Afrikaans FAL L3	All tasks and tests were of a high standard and were presented professionally; the master file provided evidence of a hard-working, dedicated and professional lecturer; all marking was meticulous.
Letaba College (Maake and Giyani)	Limpopo	Automotive Repair and Maintenance L4	There was evidence of best practice and the cover sheets were comprehensive, providing all the information required for each assessment throughout the year.
Northern Cape Rural College (De Aar)	Northern Cape	English FAL L4	The pre-moderation was meticulous; comprehensive feedback was provided to the assessor with corrective measures suggested and pitfalls highlighted. In the post-moderation, marking was commendable; marking tools were excellent; verification and review of the assessment process was evident.
Northlink College (Parow)	Western Cape	Governance L4	The PoA and PoE were well organised and neatly presented; educator was clearly meticulous and this good organisation had been adopted by the students.
Ekurhuleni East College (KwaThema)	Gauteng	Masonry L4	Level of organisation and effective moderation was commendable.
False Bay College (Khayelitsha)	Western Cape	Mathematical Literacy L2	The quality of internal moderation practices was high.
Nkangala College (Witbank)	Mpumalanga	Mathematics L4	The work was neat and well organised.
Sedibeng College (Vanderbijlpark)	Gauteng	Personal Assistance L4	Analysis grid had been used effectively.
Capricorn College (Seshego)	Limpopo	Process Chemistry L3 and L4	Practical tasks could serve as an example to other sites.

5. AREAS OF CONCERN

The following areas need attention at some of the sites included in the portfolio moderation:

- An understanding of the revised ICASS Guidelines.
- Adherence to an assessment plan.
- Development of tests and assignments.
- Use of analysis grids and Bloom's taxonomy.
- Differentiation between a theoretical and practical task.
- Development of marking tools and rubrics.
- Assessment and moderation practices.
- Accuracy in capturing and recording marks and conversions.

This list is the same as the one compiled in 2014. In particular, the sites listed below require assistance in some or all of the abovementioned aspects. Furthermore, it must be noted that some sites have been mentioned repeatedly, which is a clear indication that they require assistance.

Table 20: Campuses requiring assistance

College and Campus	Province	Subject
Boland College (Worcester)	Western Cape	Afrikaans FAL L2
Vhembe College (Mashamba)	Limpopo	Agribusiness L3
Mthashana College (Emandleni)	KwaZulu-Natal	Agribusiness L3
Umgungundlovu College (Plessislaer)	KwaZulu-Natal	Art and Science of Learning
Umfolozi College (Richtek)	KwaZulu-Natal	Contact Centre Operations L3
Elangeni College (Mpumalanga)	KwaZulu-Natal	Electrical Workmanship L4
Rostec College (Pretoria and Johannesburg) and EDUSA	Gauteng	English FAL L3
Eastcape Midlands College (Charles Goodyear) and Buffalo City College (John Knox Bokwe)	Eastern Cape	Fitting and Turning L4
False Bay College (Westlake) and Boland College (Caledon)	Western Cape	Governance L4
Ehlanzeni College (Waterval-Boven)	Mpumalanga	Hospitality Services L2
Western College (Thuba Makote)	Gauteng	Hospitality Services L2
South West Gauteng College (Roodepoort)	Gauteng	Hospitality Services L4
Motheo College (Hillside View)	Free State	Life Orientation (Life Skills) L3
Boland College (Strand), West Coast College (Atlantis and Vredenburg) and College of Cape Town (City and Pinelands)	Western Cape	Life Orientation (Life Skills) L4
Vuselela College (Matlosana)	North West	Fitting and Turning L4
Western College (Carletonville) and Aranda Learnership College	Gauteng	Life Orientation (Life Skills) L2
DAM Business College (Braamfontein and Pretoria) and EDUSA	Gauteng	Life Orientation (Life Skills) L2
Coastal KZN College (Appelbosch), Umfolozi College (Esikhawini), Esayidi College (Clydesdale) and Elangeni College (KwaMashu)	KwaZulu-Natal	Life Orientation (Life Skills) L4
Coastal KZN College (Durban), Mnambithi College (Ezakheni and Estcourt) and Elangeni College (Inanda)	KwaZulu-Natal	Life Orientation (Life Skills) L2
Mnambithi College (Estcourt)	KwaZulu-Natal	Life Orientation (Computer Component) L3
Tshwane North College (Soshanguve)	Gauteng	Masonry L4
Elangeni College (Ntuzuma and KwaDabeka) and Thekwini College (Springfield)	KwaZulu-Natal	Material Technology L3

Table 20: Campuses requiring assistance (continued)

College and Campus	Province	Subject
Coastal KZN College (Umlazi BB)	KwaZulu-Natal	Mathematical Literacy L3
Innovatus College (Durban)	KwaZulu-Natal	Mathematical Literacy L4
Sedibeng College (Heidelberg) and Tshwane North College (Soshanguve)	Gauteng	Mathematics L2
Ehlanzeni College (Mlumati)	Mpumalanga	Mathematics L4
Tshwane North College (Mamelodi)	Gauteng	Mathematics L4
Jeppe College (Johannesburg and Vereeniging), Wilberforce Community College and DSDC College of South Africa (Prinsloo)	Gauteng	New Venture Creation L4
King Sabata Dalindyebo College (Mngazi)	Eastern Cape	New Venture Creation L2
Elangeni College (Ndwedwe and Qadi)	KwaZulu-Natal	Plant and Equipment L2
Coastal KZN College (Umlazi V)	KwaZulu-Natal	Plumbing L3
Umfolozi College (Esikhawini)	KwaZulu-Natal	Process Chemistry L2 and L4
Jeppe College (Johannesburg), DSDC College of South Africa (Prinsloo) and Rhodes Technical College	Gauteng	Systems Analysis and Design L3
Sekhukhune College (CS Barlow), Vhembe College (Mavhoi and Makwarela), Capricorn College (Polokwane) and Mopani South East College (Sir Val Duncan)	Limpopo	Systems Analysis and Design L3
Jeppe College (Vereeniging)	Gauteng	Tourism Operations L2
Central Johannesburg College (Highveld)	Gauteng	Tourism Operations L4
South West Gauteng College (George Tabor)	Gauteng	Transport Economics L2
Rostec College (Vereeniging and Pretoria), Jeppe College (Johannesburg), Rhodes Technical College and Tshwane North College (Temba)	Gauteng	Introduction to Governance L2

The following 15 colleges were flagged as being in flagrant contravention of the DHET's ICASS requirements. Urgent interventions are required as students are being disadvantaged at these sites:

• Waterberg College (Mashamba and Mokopane) and Mthashana College (Emandleni) (Agribusiness)
• Rostec College (Johannesburg, Pretoria and Vereeniging) (English FAL, Introduction to Governance)
• EDUSA (English FAL and Life Orientation: Life Skills)
• Western College (Thuba Makote) and South West Gauteng College (Roodepoort) (Hospitality Services)
• Western College (Carletonville) (Life Orientation: Life Skills)
• DAM Business College (Braamfontein and Pretoria) (Life Orientation: Life Skills)
• Elangeni College (KwaMashu) (Life Orientation: Life Skills)
• Coastal KZN College (Appelbosch) (Life Orientation: Life Skills)
• Coastal KZN College (Umlazi BB) (Mathematical Literacy)
• Coastal KZN College (Umlazi V) (Plumbing)
• Innovatus College (Durban) (Life Orientation and Mathematical Literacy)
• Tshwane North College (Mamelodi) (Mathematics)
• Wilberforce Community College (New Venture Creation, Contact Centre Operations)
• DSDC College of South Africa (Prinsloo) (New Venture Creation, Systems Analysis and Design and Introduction to Policing Practices)
• Umfolozi College (Esikhawini) (Process Chemistry)

- Jeppe College (Johannesburg and Vereeniging) (Systems Analysis and Design, Introduction to Governance and Tourism Operations)
- Rhodes Technical College (Systems Analysis and Design and Introduction to Governance)
- Tshwane North College (Temba) (Introduction to Governance).

General Concerns

Concerns were raised about a number of issues, most of which have been addressed above; however, a major concern is that some sites were not making use of the latest SAGs, which must be considered before a subject can be offered. The syllabi or SAGs for a number of subjects had changed quite radically and by failing to use the latest SAGs, colleges are disadvantaging learners by not preparing them adequately for the external examination. The following sites are using outdated SAGs:

Table 21: The use of outdated Subject Assessment Guidelines (SAGs)

College and Campus	Province	Subject
Mopani South East College (Sir Val Duncan) and Sekhukhune College (CN Phatudi)	Limpopo	Automotive Repair and Maintenance L4
Western College (Krugersdorp)	Gauteng	English FAL L3
DAM Business College (Braamfontein and Pretoria)	Gauteng	Life Orientation (Life Skills) L2
Coastal KZN College (Durban) and Innovatus College (Durban)	KwaZulu-Natal	Life Orientation (Computer Component) L3
Tshwane North College (Soshanguve and Atteridgeville), South West Gauteng College (Molapo), Sedibeng College (Sebokeng) and Ekurhuleni East College (KwaThema)	Gauteng	Masonry L2 and L4
Innovatus College (Durban)	KwaZulu-Natal	Mathematical Literacy L4

Other general issues raised were the following:

- Incorrect use of terminology: Governance L4, Boland College (Caledon).
- Lenient marking.
- Lecturers not suitably qualified for the subjects they were teaching, e.g. a lecturer with a social science degree in marketing, media and communication teaching Mechanical Engineering.
- Using the SSACI project as one of the practical assignments does not provide enough evidence of the practical skills acquired.
- Accredited sites not complying with basic principles of good education.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

- The DHET should in training sessions emphasise that Subject and Assessment Guidelines should be internalised to ensure effective planning, facilitation and assessments.
- Measures must be put in place to ensure accurate recordkeeping including accurate transfer and conversion of marks.
- All tasks should be accompanied by a marking tool.
- Guidance and training should be provided in the development and execution of practical tasks. The marks that were awarded for these tasks could not always be verified as a true reflection of the learner's capabilities.

- Lecturers require training in in moderation practices. Colleges must apply internal moderation processes more diligently so that moderation becomes a qualitative exercise and not simply a rubber stamp of assessment activities. Moderation should be conducted regularly, as should college or campus monitoring.

- Pre-moderation should be planned so that there is enough time between the setting, reviewing and writing of the task in which to apply any changes.

- Effective feedback should be ensured. It is fundamental to good practice to provide qualitative feedback to the individual who sets the task and to the marker, as well as to the learner, in order to improve performance. Feedback should be structured and functional so that learning can be improved.

- There should be a section in the PoA that deals specifically with the review of assessments as it was difficult to determine what mechanisms had been used to remedy situations where learners did not perform to the satisfaction of the educator. Such review should cover issues such as common mistakes, factors that could have influenced the assessment and the outcomes thereof, and an action plan to address any problems identified during assessment.

- It is essential that an analysis grid is used when setting tasks. Questions should also favour creative application and higher order skills, no matter what the subject.

7. CONCLUSION

While there are a few colleges that performed admirably in many areas, there are too many still failing to comply with the basic requirements for teaching an NC (V) subject. One of the main reasons for poor performance is the lack of human capital in teaching some subjects, in meeting the administrative requirements and in undertaking practical work.

Quality assurance at colleges appears in many cases to be a mere formality since the principles of assessment and moderation are largely ignored, reducing the practices to a mechanical and meaningless exercise. Since assessment and moderation practices are essential to ensuring teaching and learning of high quality, interventions are required urgently to change these attitudes.

The fact that the same colleges have failed to comply year after year should be followed up immediately and their accreditation should be reassessed as they compromise the integrity of the sector.

Chapter 3

MODERATION OF INTEGRATED SUMMATIVE ASSESSMENT TASKS

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). 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 ISATs are 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.

Two types of ISATs are currently used:

- Programme ISATs that integrate a substantial portion of the practical work from the three compulsory vocational subjects in a specific NC (V) programme.
- Subject-specific ISATs in the optional vocational subject.

Subject ISATs rather than programme ISATs will be implemented progressively as from 2016 to facilitate the unhindered progression between NC (V) levels, in keeping with the NC (V) policy on admission and progression.

At the beginning of 2015, the DHET requested that the focus for the year be on the setting of new subject-specific tasks for all the Level 3 subjects, for implementation in 2016, as well as those subjects/programmes where the curricula had changed. In light of repeated concerns regarding certain ISATs, Umalusi requested that a number of other ISATs be added to the list of tasks for review. The DHET and Umalusi reached consensus that the focus would be on:

- the setting of the Level 3 subject ISATs for implementation in 2016 and
- sixteen ISATs identified for implementation in 2015.

Furthermore, in 2015 the DHET established a process for the simultaneous development of two common practical assessment tasks (PATs), together with the development of the subject ISATs for each of the vocational subjects, starting with Level 3 in 2015 and to be implemented in 2016. The development of common assessment tasks and subject ISATs for Level 4 will take place in 2016, to be implemented in 2017, and for Level 2 in 2017, for implementation in 2018.

Umalusi sampled 30 of these PAT packages for external moderation. By the time of going to press, the process had not yet been completed and is therefore not included in this report.

The purpose of this chapter is to:

- Provide an overview of the moderated ISATs.
- Provide an overview of the crucial findings relating to the quality and standard of ISATs.
- Report on the appropriateness and the standard of the ISAT assessment environment, including the availability and implementation of plans.
- Confirm whether candidates could demonstrate the required skills and competence, as well as the knowledge underpinning the tasks.
- Report on the consistency of 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 the crucial findings related to the conduct of ISATs at selected sites.
- Highlight areas of good practice and areas requiring improvement.

2. SCOPE AND APPROACH

2.1 Moderation of ISATs

The changes in curricula in certain NC (V) programmes, poor quality of some tasks and the implementation of new programmes necessitated the setting, revision and moderation of some ISATs before their implementation in 2015. Umalusi planned to moderate 16 ISATs as indicated in the table below:

Table 22: Moderation of ISATs

No.	ISAT	Level	Programme/Subject	Reason/Challenge
1.	Automotive Repair and Maintenance	4	Subject	New curriculum
2.	Civil Engineering and Building Construction	4	Programme	Too easy
3.	Community Oriented Primary Care	4	Subject	New subject
4.	Electrical Infrastructure and Construction	4	Programme	New curriculum
5.	Electrical Systems and Construction	2	Subject	New curriculum
6.	Electrical Systems and Construction	3	Subject	New curriculum
7.	Electrical Systems and Construction	4	Subject	New curriculum
8.	Fitting and Turning	4	Subject	New curriculum
9.	Management	2	Programme	Corrections required
10.	Management	3	Programme	Corrections required
11.	Office Data Processing	3	Subject	New curriculum
12.	Office Administration	3	Programme	New curriculum
13.	Primary Health	4	Programme	New programme
14.	Renewable Energy Technologies	2	Subject	New subject
15.	Transport and Logistics	3	Programme	Corrections required
16.	Welding	4	Subject	New curriculum

The Western Cape Regional Office was tasked with the planning and coordination of the development of the abovementioned ISATs. The intention was to complete the project in time to release the ISATs to the colleges at the beginning of the second semester (20 July 2015). This was rather late considering that the SAGs indicate that tasks should be sent to colleges during the first trimester of the year.

Three of the 16 ISATs were not moderated for reasons indicated in the table below:

Table 23: Tasks not moderated

Subject/Programme	Reason
Renewable Energy Technologies L2	New subject, no external moderator appointed
Primary Health and Community Oriented Primary Care L4	ISATs received from the person who set the task very late, delayed internal moderation, too late to do effective external moderation of tasks to be implemented this year.

A fourth task (Automotive Repair and Maintenance L4) was received only on 20 July 2015 – too late for extensive moderation. The external moderator did, however, agree to look at the task and provided some valuable input.

Umalusi's instrument for the moderation of ISATs was reviewed and adjusted.

An electronic off-site moderation process was followed. The ISATs and the compliance documents received from the subject matter experts responsible for the setting of the tasks were e-mailed to the external moderators.

Umalusi received the ISATs for external moderation on the dates indicated in the table below.

Table 24: Dates of receipt of ISATs

No.	ISAT	Received from WC/DHET
1.	Automotive Repair and Maintenance L4	20 July 2015
2.	Civil Engineering and Building Construction L4	13 June 2015
3.	Community Oriented Primary Care L4	16 July 2015
4.	Electrical Infrastructure and Construction L4	9 June 2015
5.	Electrical Systems and Construction L2	9 June 2015
6.	Electrical Systems and Construction L3	9 June 2015
7.	Electrical Systems and Construction L4	9 June 2015
8.	Fitting and Turning L4	9 June 2015
9.	Management L2	9 June 2015
10.	Management L3	9 June 2015
11.	Office Administration L3	9 June 2015
12.	Office Data Processing L3	9 June 2015
13.	Primary Health L4	Not received
14.	Renewable Energy Technologies L2	16 July 2015
15.	Transport and Logistics L3	9 June 2015
16.	Welding L4	9 June 2015

2.2 Moderation of ISAT conduct

Umalusi moderated the conduct of a total of 21 subject-specific ISATs and 18 programme ISATs between 14 September and 2 October 2015. On-site moderation was used to report on the conduct of the ISATs at 55 sites across the nine provinces (more than one ISAT or level was moderated at some of these sites).

Twenty-nine moderators were deployed to evaluate both the planning and the assessment facilities and to observe candidates completing the tasks or to request candidates to demonstrate some of the skills required to complete the tasks, or to moderate the completed product and/or evidence of the completion of the task.

Table 25: Programme ISATs – sites included in the moderation of the conduct of ISATs

No.	Programme ISAT	Level	Province	College	Campus
1.	Civil Engineering and Building Construction	L4	Limpopo	Waterberg	Lebowakgomo
		L4	Limpopo	Letaba	Maake
2.	Education and Development	L4	Eastern Cape	Buffalo City	East London
		L4	Western Cape	West Coast	Atlantis
3.	Electrical Infrastructure Construction	L4	Gauteng	Central Johannesburg	Ellispark
		L4	Gauteng	Tshwane South	Pretoria West

Table 25: Programme ISATs – sites included in the moderation of the conduct of ISATs (continued)

No.	Programme ISAT	Level	Province	College	Campus
4.	Engineering and Related Design	L4	Western Cape	False Bay	Westlake
		L4	Western Cape	West Coast	Vredenburg
5.	Finance Economics and Accounting	L3	KwaZulu-Natal	Esayidi	Gamalakhe
		L4	Free State	Goldfields	Welkom
		L4	Free State	Maluti	Bonamelo
		L4	KwaZulu-Natal	Coastal KZN	Umbumbulu
6.	Hospitality	L4	Gauteng	Tshwane North	Pretoria
		L4	North West	Orbit	Mankwe
7.	Information Technology and Computer Science	L4	Gauteng	Sedibeng	Vereeniging
		L4	Gauteng	South West Gauteng	George Tabor
8.	Management	L4	Western Cape	Northlink	Protea
		L4	Western Cape	West Coast	Atlantis
9.	Marketing	L4	Gauteng	Ekurhuleni East	Springs
		L4	Limpopo	Capricorn	Polokwane
		L4	KwaZulu-Natal	Coastal KZN	Umbumbulu
		L4	KwaZulu-Natal	Msunduzi	Msunduzi
10.	Office Administration	L4	Gauteng	Ekurhuleni East	Benoni
		L4	Gauteng	Ekurhuleni West	Alberton
		L4	KwaZulu-Natal	Coastal KZN	Swinton Road
		L4	KwaZulu-Natal	Elangeni	Pinetown
		L4	Northern Cape	Northern Cape Rural	Kuruman
11.	Primary Agriculture	L4	Limpopo	Waterberg	Mahwelereng
		L4	Mpumalanga	Ehlanzeni	Mthimba
12.	Primary Health	L3,L4	North West	Taletso	Lehurutshe
		L4	Gauteng	Ekurhuleni East	KwaThema
13.	Safety in Society	L4	Eastern Cape	Buffalo City	John Knox Bokwe
		L4	Eastern Cape	Port Elizabeth	Dower
14.	Tourism	L4	Eastern Cape	East Cape Midlands	High Street
		L4	Eastern Cape	Port Elizabeth	Russel Road
15.	Transport and Logistics	L3	Gauteng	South West Gauteng	George Tabor
		L4	Gauteng	Ekurhuleni West	Kempton

Table 26: Subject-specific ISATs – sites included in the moderation of the conduct of ISATs

No.	Subject-specific ISAT	Level	Province	College	Campus
1.	Carpentry and Roof Work	L4	Limpopo	Sekhukhune	CS Barlow
		L4	Mpumalanga	Nkangala	CN Mahlangu
2.	Community Oriented Primary Care	L3,L4	Gauteng	South West Gauteng	Technisa
		L3,L4	Mpumalanga	Gert Sibande	Ermelo
3.	Concrete Structures	L2,L3	Gauteng	Sedibeng	Sebokeng
		L2,L3	Gauteng	Tshwane North	Mamelodi
4.	Electrical Systems and Construction	L3,L4	Eastern Cape	East Cape Midlands	Park Avenue
		L3,L4	Eastern Cape	Port Elizabeth	Iqhayiya

Table 26: Subject-specific ISATs – sites included in the moderation of the conduct of ISATs (continued)

No.	Subject-specific ISAT	Level	Province	College	Campus
5.	Engineering Fabrication Boiler Making	L3,L4	North West	Orbit	Mankwe
		L3,L4	North West	Vuselela	Matlosana
6.	Mechatronic Systems	L2,L3	Gauteng	Sedibeng	Sebokeng
7.	Multimedia Basics/Service	L2,L3	KwaZulu-Natal	Coastal KZN	Durban
		L2,L3	KwaZulu-Natal	Elangeni	KwaMashu
8.	Process Technology	L4	Limpopo	Capricorn	Seshego
9.	Project Management	L3,L4	KwaZulu-Natal	Umfolozi	Esikhawini
10.	Renewable Energy Technologies	L2	Western Cape	West Coast	Citrusdal
11.	Theory of Policing Practices/Applied Policing	L3,L4	Gauteng	South West Gauteng	George Tabor
		L3,L4	Gauteng	Tshwane North	Temba

3. FINDINGS

3.1 Moderation of ISATs

It was evident that some of the subject specialists had gone out of their way to correct and improve the ISATs, e.g. Management L2 and L3, Welding L4 and Automotive Repair and Maintenance L4. It was disheartening, however, that in a considerable number of ISATs no effort had been made to prepare a new ISAT and superficial changes only had been made, mostly in terms of corrections to terminology, mark allocation, etc.

Some task setters and external moderators indicated that it had been too late to make substantial changes to tasks that needed to be implemented this year, as materials could not be procured at such a late stage. A further concern was that both the task setter and the external moderator for Fitting and Turning L4 indicated that the new content (Computer Numerical Control with a weighting of 26%) contained in the revised curriculum could not be included in the ISAT as a result of a lack of readiness at colleges to offer this section.

Numerous discrepancies in terms of lay-out and formatting were observed.

3.2 Moderation of Conduct of ISATs

3.2.1 Quality of integrated summative assessment tasks

While some of the ISATs were of an acceptable standard, the majority require urgent revision, as was evident from the remarks and recommendations provided in the ISAT reports.

Please note that as a result of the late distribution of tasks to the colleges, the "old" ISATs were implemented at some sites. The findings in the table below may be applicable to the old ISATs.

Table 27: Aspects where ISATs require revision

ISAT	Challenges				
	Level of task	Type of task	Content assessed	Instructions/ Guidance to student/ lecturer	Assessment Tools
Carpentry and Roof Work L4			X		
Civil Engineering and Building Construction L4			X		
Community Oriented Primary Care L3			X		
Community Oriented Primary Care L4		X			
Concrete Structures L2 and L3			X		
Education and Development L4		X			
Electrical Infrastructure Construction L4			X		
Electrical Systems and Construction L3			X		
Electrical Systems and Construction L4		X			
Engineering Related Design L4	X				
Finance, Economics and Accounting L4			X		
Hospitality L4					X
Information Technology and Computer Science L4					X
Management L4		X			
Marketing L4					X
Multimedia Basics L2					X
Multimedia Service L3					X
Office Administration L4	X				
Primary Agriculture L4					X
Primary Health L4				X	
Process Technology L4					X
Project Management L3		X			
Safety in Society L4		X			
Tourism L4			X		
Transport and Logistics L4					X

As is evident from the table, the type of tasks and assessment tools often proved problematic.

3.2.2 Schedules/timetables for the administration of the ISAT

Thorough planning is the key to the successful implementation of the ISAT. 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. A comprehensive plan/schedule/timetable showing the progression of the conduct of the ISAT is essential to ensuring that the task is completed on time. Inefficient schedules, lack of facilities, procurement complications, student absenteeism and student unrest affected the administration of the ISAT at several sites. ISATs at sites that had planned carefully and had adhered to the plan/schedule/timetable completed the tasks on time. Table 28 indicates challenges facing ISAT schedules at sampled sites.

Table 28: Status of schedules/timetables for conduct of ISAT

Issue	ISAT	Site/Campus
ISAT plan not comprehensive	Finance, Economics and Accounting L4	Bonamelo
		Welkom
	Marketing L4	Polokwane
	Multimedia Basics/Service L2,3	Durban
		KwaMashu
	Office Administration L4	Pinetown
Management plan and ISAT plan do not correspond	Hospitality L4	Pretoria
Plan available but not followed	Carpentry and Roof Work L4	CS Barlow
	Community Oriented Primary Care L3	Technisa
	Community Oriented Primary Care L4	Ermelo
	Concrete Structures L2,3	Mamelodi
	Finance, Economics and Accounting L4	Umbumbulu
	Hospitality L4	Mankwe
	Information Technology and Computer Science L4	George Tabor
	Management L4	Atlantis
	Marketing L4	Springs
	Primary Agriculture L4	Mahwelereng
	Primary Health L4	KwaThema
No schedule available	Marketing L4	Msunduzi
	Project Management L3,4	Esikhawini
	Renewable Energy Technologies L2	Citrusdal
	Tourism L4	Russel Road
	Transport and Logistics L3	George Tabor
Too many similar plans to follow – ISAT plan, campus management plan and HOD plan	Office Administration L4	Alberton
Late arrival of ISAT affected planning	Carpentry and Roof Work L4	CS Barlow
	Civil Engineering and Building Construction L4	Lebowakgomo
		Maake
	Community Oriented Primary Care L4	Technisa
		Ermelo
	Concrete Structures L2,3	Mamelodi
		Sebokeng
	Electrical Infrastructure Construction L4	Pretoria West
	Electrical Systems and Construction L3,4	Park Avenue
	Finance, Economics and Accounting L3	Gamalakhe
	Marketing L4	Polokwane
	Mechatronic Systems L2,3	Sebokeng
	Multimedia Basics/Service L2,3	Durban
		KwaMashu
	Primary Health L3,4	Lehurutshe
	Project Management L3,4	Esikhawini
	Renewable Energy Technologies L2	Citrusdal
	Tourism L4	High Street
	Transport and Logistics L3	George Tabor

Table 28: Status of schedules/timetables for conduct of ISAT (continued)

Issue	ISAT	Site/Campus
Schedule affected by student unrest/ strike action	Education and Development L4	East London
	Primary Agriculture L4	Mthimba
	Safety in Society L4	Dower
		John Knox Bokwe
Schedule affected by poor student attendance	Electrical Systems and Construction L3	Iqhayiya
	Information Technology and Computer Science L4	George Tabor

3.2.3 Availability of resources for the completion of tasks

The availability of appropriate and adequate facilities and the provision of equipment and consumables are essential for the completion of ISATs. Any difficulties in this regard have a negative effect on the implementation of the ISATs.

Problems included sites with inadequate resources, improvisation (illegal) by arranging for 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 and 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 a few of the 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 seem to be a priority at some campuses.

Table 29: Challenges – facilities, equipment and consumables

Aspects	Findings and challenges	ISAT	Site/Campus
Inadequate/ inappropriate facilities	Limited space for large groups Overcrowded and disorganised workshops Equipment in need of service Poor ventilation No dust extractors	Concrete Structures L2,3	Mamelodi
	Limited space caused congestion	Hospitality L4	Pretoria
	Limited resources for number of students Limited access to resources	Management L4	Atlantis
	Boardroom not available and classroom used instead	Management L4	Protea
	No computers or internet connection in simulation room	Marketing L4	Umbumbulu
	Use of classroom that was not conducive to presentations	Marketing L4	Polokwane
	Internet facilities not available on campus No simulation room	Office Administration L4	Kuruman
	Farm situated too far away – 60km from campus	Primary Agriculture L4	Mahwelereng
	Task not executed at the site of learning	Process Technology L4	Seshego
	Not suitably resourced for the subject	Renewable Energy Technologies L2	Citrusdal

Table 29: Challenges – facilities, equipment and consumables (continued)

Aspects	Findings and challenges	ISAT	Site/Campus
	No internet access No simulation room	Transport and Logistics L4	Kempton
Inappropriate use of facilities	Two venues were used for the implementation of different sections of the ISAT, one overcrowded and the other underutilised	Civil Engineering and Building Construction L4	Lebowakgomo
	Facilities did not comply with health and safety standards	Hospitality L4	Pretoria
Consumables in short supply	Shortage of consumables as a result of budget constraints and large student numbers	Concrete Structures L2,3	Mamelodi
	Not all required consumables were available	Hospitality L4	Pretoria
	ISAT postponed owing to a lack of consumables	Hospitality L4	Mankwe
	Recycled paper used	Management L4	Atlantis
	One page of flipchart made available to each student and no stand or markers provided	Marketing L4	Polokwane
	Students provided earphones at own expense Photo paper had not been purchased owing to high costs	Multimedia Basics/Service L2,3	KwaMashu
	Lack of printing paper	Primary Health L4	Lehurutshe
	Students provided own paper and markers for their posters	Tourism L4	High Street
	Students provided stationery at own expense	Transport and Logistics L4	Kempton
Shortage of equipment/ tools	Only one gas cylinder and one oxygen cylinder available	Engineering Fabrication Boiler Making L3	Mankwe
	No laptop or projector available: both required for the implementation of the ISAT	Management L4	Atlantis
	Correct equipment/tools not available and substitutes used	Primary Agriculture L4	Mahwelereng
	Not enough equipment for the task	Renewable Energy Technologies L2	Citrusdal
Difficulties with procurement/ timely procurement of consumables	Campus did not plan ahead for resources required	Civil Engineering and Building Construction L4	Lebowakgomo
	Late arrival of ISAT affected procurement Campus unable to obtain all the required components at short notice	Electrical Infrastructure Construction L4	Pretoria West
	The late arrival of overalls and safety boots hindered practical sessions	Engineering Fabrication Boiler Making L3,4	Matlosana
	Late arrival of seed led to deviations from the ISAT plan	Primary Agriculture L4	Mahwelereng
	Delay in arrival of materials affected planning for ISAT	Primary Health L3	Lehurutshe
	Resuscitation dummy ordered but did not arrive in time; a prototype doll used to simulate CPR	Primary Health L4	KwaThema
	Late arrival of equipment and consumables caused delays in the implementation of ISAT	Renewable Energy Technologies L2	Citrusdal
Equipment not in working order	Dysfunctional machinery in workshop	Concrete Structures L2, 3	Mamelodi
	Problems with printers caused by the use of recycled paper	Management L4	Atlantis
	Main server crashed prior to conduct of ISAT	Mechatronic Systems L2	Sebokeng

Table 29: Challenges – facilities, equipment and consumables (continued)

Aspects	Findings and challenges	ISAT	Site/Campus
Inadequate internet facilities/ limited access to internet	Purchased scanner not operational	Multimedia Basics/Service L2, 3	KwaMashu
	Faulty computers	Primary Health L4	Lehurutshe
	Limited internet facilities	Finance, Economics and Accounting L3	Gamalakhe
	Internet off line	Hospitality L4	Pretoria
	No internet access	Marketing L4	Springs
	Insufficient computers in simulation room therefore access to internet limited	Office Administration L4	Benoni
	Limited access to internet	Office Administration L4	Kuruman
	Unreliable internet connection	Primary Health L4	Lehurutshe
	No access to computers or internet	Project Management L3, 4	Esikhawini
	No internet access	Transport and Logistics L4	Kempton

Table 30: Deviation from ISAT instructions: sites where tasks were not completed to specification

Challenge	ISAT	Campus/Site
ISAT not done to specification but the required competencies had been assessed.	Carpentry and Roof Work L4	CS Barlow
The overall size of the ISAT was reduced because of time constraints.	Carpentry and Roof Work L4	CN Mahlangu
ISAT completed without due diligence to the process.	Community Oriented Primary Care L4	Ermelo
The task was not completed to specification because of inadequate facilities.	Concrete Structures L2	Mamelodi
The ISAT stipulated that candidates be placed in groups of five, but groups of 11 were used instead. Students were assisted with complex tasks.	Concrete Structures L3	Sebokeng
The Logic diagram was incorrect. The stipulated components were not used for the task.	Electrical Infrastructure Construction L4	Pretoria West
One sub-task was not done to specification.	Engineering Related Design L4	Westlake
Task not completed under examination conditions.	Finance, Economics and Accounting L3	Gamalakhe
More time allocated than allowed to complete the task.	Finance, Economics and Accounting L4	Bonamelo
ISAT given three months in advance to students and not completed under examination conditions.	Finance, Economics and Accounting L4	Welkom
The recipes used were inappropriate for L4, as they assessed competence at lower levels in the subject. The prescribed dishes or preparation methods did not comply with the requirements of the SAGs. Time management document was of a poor standard.	Hospitality L4	Mankwe and Pretoria
The flipchart presentation was replaced by a poster presentation; this was prepared in advance and thus not executed under exam conditions.	Marketing L4	Springs

Table 30: Deviation from ISAT instructions: sites where tasks were not completed to specification (continued)

Challenge	ISAT	Campus/Site
Not all students included brochures/advertisements. Some students submitted quotations from businesses without completing the quotation forms. The flipchart presentation was replaced by a poster presentation that was prepared in advance.	Marketing L4	Polokwane
PowerPoint presentation was not done.	Marketing L4	Msunduzi
Old ISAT used Storyboard with drawings but insufficient spoken words. PowerPoint presentation not completed.	Marketing L4	Umbumbulu
Students worked mainly at home, affecting authenticity.	Marketing L4	Polokwane
Lecturer misunderstood information and requested two quotations instead of three.	Marketing L4	Springs
Diagrams were hand drawn as		
Computer-Aided Design (CAD) programme not available as a result of a crashed server.	Mechatronic Systems L2	Sebokeng
Story-telling partially completed in the form of a play.	Multimedia Basics L2	KwaMashu
Little or no research done for the task.	Multimedia Service L3	KwaMashu
Groups of 12 were formed when ISAT stipulated groups of six.		
Group work done for sub-tasks where individual work was required.	Office Administration L4	Alberton
Misinterpretation of instructions;		
the questionnaire was completed in MS Word and the analysis in Excel.	Office Administration L4	Pinetown
Implementation required the use of Excel but lecturer advised students to use Access for the analysis.	Office Administration L4	Swinton Road
Group work where individual work was required. Few students completed the practical task on grafting but all members of the group compiled individual reports based on the experience of the few who had completed the practical activity.	Primary Agriculture L4	Mthimba
Old ISAT used.	Theory of Policing Practices L3	Temba
Deviation from ISAT instructions and marking tool.	Tourism L4	Russel Road

Despite the challenges faced at some of the sampled sites, a number of sites completed the ISAT on time and according to specifications.

Table 31: Sites completing the ISAT on time and according to specifications

ISAT	Site/Campus
Civil Engineering and Building Construction L4	Maake
Community Oriented Primary Care L3	Ermelo

Table 31: Sites completing the ISAT on time and according to specifications (continued)

ISAT	Site/Campus
Community Oriented Primary Care L3,4	Technisa
Concrete Structures L2	Sebokeng
Concrete Structures L3	Mamelodi
Education and Development L4	Atlantis
	East London
Electrical Systems and Construction L3,4	Iqhayiya
	Park Avenue
Engineering and Related Design L4	Vredenburg
Engineering Fabrication Boiler Making L3,4	Mankwe
	Matlosana
Finance Economics and Accounting L4	Umbumbulu
Information Technology and Computer Science L4	George Tabor
	Vereeniging
Management L4	Atlantis
	Protea
Mechatronic Systems L3	Sebokeng
Multimedia Basics/Service L2,3	Durban
Office Administration L4	Benoni
	Kuruman
Primary Agriculture L4	Mahwelereng
	Mthimba
Primary Health L4	KwaThema
	Lehurutshe
Process Technology L4	Seshego
Project Management L3,4	Esikhawini
Renewable Energy Technologies L2	Citrusdal
Safety in Society L4	Dower
	John Knox Bokwe
Tourism L4	High Street
Theory of Policing Practices/Applied Policing L3,4	George Tabor
Applied Policing L4	Temba
Transport and Logistics L3	George Tabor
Transport and Logistics L4	Kempton

3.2.4 Quality and standard of marking and scoring

It was not possible to evaluate the quality and standard of marking and scoring at some of the sites because, at the time of moderation by Umalusi, the ISATs were incomplete or, where completed, marking had not yet commenced.

Table 32: Sites with incomplete ISATs/ISATs not assessed at time of Umalusi moderation

ISAT	Site/Campus
Carpentry and Roof Work L4	CS Barlow
Civil Engineering and Building Construction L4	Lebowakgomo
Electrical Infrastructure Construction L4	Ellispark
Engineering Fabrication Boiler Making L4	Mankwe
Multimedia Basics/Service L2,3	KwaMashu
Project Management L3	Esikhawini
Safety in Society L4	Dower

Discrepancies in the marking and scoring were evident at some sites. Poor quality rubrics led to subjective marking and very high scores. Group work also created difficulties in scoring. It was not easy to assess the effort of individuals within a group.

The following practices were observed:

Table 33: Challenges – marking and scoring of ISATs

Challenges	ISAT	Site/Campus
Scoring overly lenient.	Carpentry and Roof Work L4	CN Mahlangu
Marking overly lenient.	Community Oriented Primary Care L3	Ermelo
Marking too lenient. Ticks for information that was not relevant. No clear differentiation between poor, average and good performance.	Community Oriented Primary Care L4	Ermelo
Marking overly lenient.	Community Oriented Primary Care L3	Technisa
Marking overly generous especially where higher order thinking skills were tested.	Community Oriented Primary Care L4	Technisa
Scoring was partially based on interviews. Lecturer interviewed candidates to ascertain individual competence as task was completed in very large groups.	Concrete Structures L2,3	Sebokeng
Scoring overly lenient and marks very high.	Education and Development L4	Atlantis
Individual work was required, but two students built one electronic siren and earned the same marks.	Electrical Infrastructure Construction L4	Pretoria West
Poor performance in both tasks but high marks awarded.	Electrical Infrastructure Construction L4	Pretoria West
Poor quality of marking. Remarking of tasks.	Finance, Economics and Accounting L3	Gamalakhe
Inconsistent marking.	Finance, Economics and Accounting L4	Umbumbulu
Marks not indicated for each question. Ticks did not correspond to marks. A final mark was indicated.	Finance, Economics and Accounting L4	Welkom
Scores overly lenient.	Hospitality L4	Mankwe
		Pretoria
Group work with individual submissions. Students working in the same group were awarded different marks.	Management L4	Atlantis

Table 33: Challenges – marking and scoring of ISATs (continued)

Challenges	ISAT	Site/Campus
Incorrect addition of marks. Marking too strict. Instead of one person in the group presenting, each student in the group presented and was awarded same marks for the Operations Management component, while the other two subjects were given individual marks.	Management L4	Protea
Group work done where individual work was required. Identical individual scores determined by performance of the group. Scoring overly lenient and marks too high.	Marketing L4	Msunduzi
Scoring overly lenient and marks too high.	Marketing L4	Polokwane
Marks awarded for tasks copied from source.	Marketing L4	Umbumbulu
Group work done. Marking too lenient. Identical individual scores determined by performance of the group.	Office Administration L4	Alberton
Incorrect allocation of marks for one of the tasks. Questionnaire marking very strict.	Office Administration L4	Benoni
Assessor misinterpreted the assessment tool and marked incorrectly.	Office Administration L4	Benoni
Discrepancies in the scoring of one task.	Office Administration L4	Kuruman
Marks awarded for tasks not completed to compensate for unclear instructions.	Office Administration L4	Pinetown
Identical individual scores determined by performance of the group.	Office Administration L4	Pinetown Swinton Road
Group work done where individual work required. Identical individual scores awarded, determined by performance of the group. Individual competence not recognised.	Primary Agriculture L4	Mahwelereng
Poor quality rubric led to inappropriate scoring. Students worked in groups of three but were scored individually.	Primary Agriculture L4	Mthimba
Students assessed in groups owing to limited resources, but individual scores were awarded. Assessor developed own tools to supplement rubric and facilitate scoring.	Process Technology L4	Seshego
Awarded identical individual scores determined by performance of the group.	Safety in Society L4	John Knox Bokwe
Poor quality rubric leading to subjective marking and very high scores overall.	Applied Policing L4	George Tabor
Deviation from the ISAT instructions. Changes made by assessor: Task 2 changed to questionnaire; assessment tool changed from checklist to memorandum.	Tourism L4	Russel Road
Marking too lenient. Pattern observed in answers of candidates – similar to the marking guideline.	Transport and Logistics L4	Kempton

3.2.5 Internal Moderation

Internal moderation of ISATs remains an area of concern. Although moderation had been implemented at most of the sites, the quality and standard was not always appropriate. 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 had taken place had not been recorded. Some of the reports were backdated and 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. Proof of moderation in the form of documentation was not readily available at some sites. At 18 sites (19 ISATs), where tasks had not been completed or marking had not been done, no internal moderation had taken place (see Table 34 below).

Table 34: Sites where internal moderation of ISATs had not been conducted at time of Umalusi visit

ISAT	Site/Campus
Carpentry and Roof Work L4	CS Barlow
Civil Engineering and Building Construction L4	Lebowakgomo
	Maake
Concrete Structures L2,3	Mamelodi
Education and Development L4	East London
Electrical Infrastructure Construction L4	Ellispark
Electrical Systems and Construction L3	Iqhayiya
Engineering Fabrication Boiler Making L3,4	Mankwe
Finance, Economics and Accounting L4	Umbumbulu
Hospitality L4	Pretoria
Marketing L4	Msunduzi
	Polokwane
	Umbumbulu
Multimedia Basics/Service L2,3	KwaMashu
Primary Agriculture L4	Mthimba
Project Management L3	Esikhawini
Safety in Society L4	Dower
Theory of Policing Practices/Applied Policing L3,4	Temba

4. AREAS OF GOOD PRACTICE

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

External moderators identified the following good practices:

- At Mankwe Campus, the facilities for Hospitality L4 were excellent. In the opinion of the external moderator, this was one of the neatest and best run campuses visited. The laboratory/kitchen was well equipped and spotlessly clean. Equipment was stored on shelves and the campus had a cold room (walk-in fridge and freezer). Crockery and glassware were kept in a locked storeroom. The PoE files were very neat and well organised which made moderation easy. The campus held their ISAT meeting

for Engineering Fabrication - Boiler Making L3 with students in March and started the process in June. The early start was beneficial to campus operations. The lecturer stamped each completed task with the student number and signed all paperwork. This practice is useful when determining the authenticity of tasks.

- The involvement of non-lecturing staff in Management L4 at Protea Campus must be acknowledged. The Student Support Officer at the campus invigilated the typing of the PowerPoint presentation at the Student Support Centre.

- The teamwork displayed by lecturers in Primary Health L3 and L4 at Lehurutshe Campus was exceptional. The four lecturers held a meeting to discuss the ISAT documents and addressed concerns that had arisen. They supported each other before, during and after implementation of the ISAT.

- Springs Campus demonstrated that lecturers of the fundamental subjects can also assist in the implementation of the ISATs. These lecturers were actively involved in preparing students for the ISAT. While the ISAT was in progress, students continued to attend lectures in the fundamental subjects. In the case of Marketing L4, the language lecturer assisted in refining presentation skills and the Life Orientation lecturer assisted by guiding students in the compilation of typed documents and the accessing of information on the internet. The mathematics lecturer assisted students in completing the quotation forms.

- East London Campus handed out ISAT packs to the Education and Development L4 students in preparation for the ISAT. The pack contained all the essentials for the implementation of the ISAT.

- Some practices observed at George Tabor Campus in Information Technology and Computer Science L4 could be followed at other sites. The ISAT plan included a description of tasks, pre- and post-moderation as well as verification visits during implementation. The lecturer introduced a progress sheet in order to keep a record of each student's progress throughout the ISAT implementation. Whenever a task/sub-task was completed, a record was made and signed by the student, lending strong support to authentication of tasks.

- Although the Vereeniging Campus had not been informed of the external moderation of ISAT for Information Technology and Computer Science L4, they were well prepared. The planning and implementation of the ISAT was commendable, although the quality assurance component required improvement.

- The administration of the ISAT process for Carpentry and Roof Work L4 at CN Mahlangu Campus is of a very high standard.

- In Management L4 ISATs at Protea Campus, the assessor allowed each student in the group to present a section of the PowerPoint presentation. This was helpful when scoring the tasks. This practice also ensured that individuals were given the opportunity to display their knowledge and skills, boosting the confidence of all members of the group.

- At Maake Campus, the administration of the ISAT for Civil Engineering and Building Construction L4 was flawless.

- At two campuses,

ISAT	Campus
Electrical Systems and Construction L3	Iqhayiya
Electrical Systems and Construction L4	Park Avenue

the assessors conducted individual sessions of the ISAT. They went further to conduct face-to-face interviews in order to establish the students' level of competence and to score them fairly. Although this was time consuming and tedious, they nevertheless completed the tasks with dedication.

- The imminent closure of the mine affected the electricity supply to Matlosana Campus, as the workshop belongs to the mining company. The campus improvised by using generators and completed the ISATs for Engineering Fabrication - Boiler Making L3 and L4 on time.

- The internal moderation practices observed at Atlantis Campus were exemplary. The Education and Development L4 ISATs were moderated at two levels. The conduct of the ISAT was moderated by the campus moderator and marks were moderated by the HOD. Moderation was of a high standard, relevant and meaningful. Sufficient feedback was provided. The external moderator asked to view Level 2 and Level 3 ISATs of the programme. Although the campus staff were caught unawares, they produced up to date tasks to be internally moderated.

- Presentations are an important component in some of the programme/subject ISATs; however, verification of authenticity has always posed a challenge. At Benoni Campus, lecturers attached photographs of the presentation in progress and provided copies of the presenter's identity document. This was a great help when the external moderator was verifying the authenticity of tasks.

- The lecturer for Community Oriented Primary Care L3 at Ermelo Campus took the initiative in completing a statistical analysis of the marks of the entire group. This could be useful for diagnostic analysis and remediation. The Level 4 students were requested to type out the ISAT, giving them the opportunity to apply the skills acquired in Life Orientation.

- At KwaThema Campus, the lecturers and students of the Primary Health programme were proactive in gaining work-based experience. The campus established a partnership with a non-governmental organisation (NGO) called Local Drugs Action Committee (LDAC) and lecturers and students volunteered there every Friday, assisting in the activities of the NGO. This was especially useful to L3 students, as they gained hands-on experience of aspects covered in the curriculum. The NGO is made up of stakeholders from the Department of Basic Education (DBE), South African Police Services (SAPS), Department of Health (DoH), Department of Social Development, the South African National Council on Alcoholism and Drug Dependence (SANCA) and traditional healers. Staff members attend meetings monthly or bi-weekly. The campus is community orientated and is involved in activities that promote social responsibility. A community garden has been established to assist the residents. It is believed that students' practical tasks should be completed in the community where they are much needed. The campus is in the process of purchasing a dwelling (shack) in order to train students for this purpose.

- Similarly, all Level 4 Transport and Logistics students from Kempton Campus are part of the Swiss South African Cooperation Initiative (SSACI) "Workplace-based experience" (WBE) programme. They have all been successfully placed in industry.

- The moderation visit to the John Knox Bokwe Campus for Safety in Society L4 was inspirational. The campus is managed effectively and the staff members are dedicated and knowledgeable. The best practices on this campus could be cascaded down to other colleges/campuses. The lecturers in the programme were enthusiastic about assisting the DHET with the redevelopment of the ISAT. Having implemented the ISAT for the past six years, they felt qualified to make suggestions based on their experience.

5. AREAS OF CONCERN

5.1 Quality of tasks/tools

Unrealistic inclusion of new content in curricula: as much as it is essential to keep track of the latest developments in industry and to remain competitive, the inclusion of, for example, Computer Numerical Control (CNC) with a weighting of 26% in Fitting and Turning L4 raises serious concerns as it would seem that colleges are not ready to implement this section of the syllabus. At present, even industry is using CNC

technology on a very limited scale as not all companies can afford the machines it requires. Furthermore, the availability of qualified programmers and operators also poses a challenge. Perhaps when colleges have been identified as centres of specialisation the CNC aspect can be phased into ISATs.

The majority of tasks are in need of revision e.g.

- tasks are too theoretical
- not economical
- not sufficiently challenging
- instructions are not clear
- group work instead of individual tasks where individual tasks are warranted
- inferior assessment tools.

Tasks that require documents to be downloaded or to be obtained from government departments are problematic.

Unrealistic expectations in terms of tasks, e.g. where tasks require interviews with outside agencies, large student numbers, small towns, rural areas and the willingness of the agencies to assist; all these pose serious challenges.

5.2 Planning

The majority of campuses had planned for the conduct of ISATs but adherence to the planned schedule presented difficulties at some campuses. At some sites, planning was threatened by student absenteeism and/or student unrest/strike action. There were no plans at five sites and some sites had more than one plan, which caused confusion.

The late arrival of the new ISATs affected planning at many sites as the ISATs for some programmes/ subjects were distributed to colleges as late as August 2015, forcing colleges to make arrangements at very short notice. These included making facilities available and procuring equipment and consumables. Some sites had to improvise while staff at others felt pressurised by the lack of resources and the need to plan at short notice. There was not enough time to train lecturers in the implementation of the new ISAT or for students to complete enough practical work before the ISAT. Some campuses that had already planned for the old ISATs had to adjust their plans. Few campuses chose to continue with the expired ISATs, which had a detrimental effect on the reliability of the examination.

5.3 Implementation of ISATs

A lack of resources, poor planning and procurement complications, large numbers of students, student absenteeism and unrest and underprepared staff had a negative effect on the implementation of the ISATs. Some of the consequences included delays in the implementation of the ISATs, ISATs not conducted according to specifications, improvisations with regard to facilities and/or tools and/or consumables, multiple runs of the same task and ISATs completed in one session instead of over several sessions.

A lack of continuous quality assurance during the implementation of the ISATs was evident at most sites. Some sections of the ISATs demanded that they be conducted under strict examination conditions, and this did not take place at all sites. Staff at some sites claimed that they were not aware of such instructions.

Students who were absent during the planned ISAT sessions had to be accommodated at another time. In some ISATs, students were expected to conduct internet research but internet access was not available or was limited, with the result that this research was not completed. Where internet research was conducted, some of the students plagiarised internet sites. In other instances, students did not have the means to visit businesses to conduct research.

There were instances where lecturers misinterpreted the ISAT, or did not follow specifications, or implemented the ISAT without adhering to the stipulations.

Some of the ISAT environments were most unsatisfactory; ISATs were implemented in overcrowded venues, cluttered venues, venues storing obsolete machinery and venues with untidy storerooms.

5.4 Quality and standard of marking and scoring

Poor quality rubrics/marking tools and marking guidelines had a negative effect on the quality and standard of marking/scoring. Flawed rubrics/marking tools led to subjective and overly lenient marking. At some sites, marking tools were amended and/or additional checklists were developed to facilitate reliable and effective scoring.

5.5 Quality and standard of moderation

At the time of Umalusi's visit, internal moderation had not been implemented at some of the sites and it was not clear whether there was any intention to moderate the ISATs. There was no documented proof at some sites to indicate that moderation had taken place.

The focus at most sites was on the moderation of marks. There were very few sites where moderation of process, product and marks had been implemented. Shadow moderation, verification of marks, checklist audit moderation and lack of feedback were common at sites.

5.6 Training and development

Most sites have well qualified and/or experienced lecturers, but the need for continuous professional development remains. With changes occurring in business/industry and developments in subject content and in teaching/assessment methods, it is essential that lecturers keep up to date.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

6.1 Quality of tasks/tools

It is imperative that where new curricula are implemented, the necessary planning is in place to prepare and distribute ISATs in good time.

The inclusion of Computer Numerical Control (CNC) with a weighting of 26% in Fitting and Turning L4 should be revisited as at present, even industry is using CNC technology on a very limited scale as not all companies can afford the machines it requires. Furthermore, the availability of qualified programmers and operators also poses a challenge. When colleges have been identified as centres of specialisation the CNC aspect can be phased into ISATs.

Measures must be taken to improve on the quality and standard of tasks. The following areas require attention in some of the tasks:

- "Expired" and defective ISATs should be revised as a matter of urgency.
- The compilers of the ISATs should ensure that tasks include up-to-date information and references that are current.
- Consideration should be given to where tasks require documents to be downloaded or to be obtained from government departments, these should be provided by the compilers of the task.

- Where tasks require interviews with outside agencies, factors such as large student numbers, small towns, rural areas and the willingness of the agencies should be taken into consideration.
- While cognisance is taken of campuses in rural areas, the use of new media should be encouraged, especially at L4.
- More practical work, spread over more topics, should be included to ensure that a variety of skills across the curriculum is assessed.
- Tasks should be practical and allow for the demonstration of the acquired skills and their relevance to business and industry.
- Sub-tasks should not involve a duplication of information.
- Tasks should be economical, especially where consumables and large groups are involved.
- Tasks should be challenging, with the potential to promote experiential learning.
- Tasks should be focused on individual rather than group activities. Where group work is warranted, clear instructions must be provided regarding implementation and scoring.
- The instructions to assessors and students should be clearly stated, leaving no room for confusion.
- Marking guidelines/rubrics should provide clear instructions.
- Rubrics should be carefully designed, showing clear distinctions between the levels of competence. The competency indicators should be clearly defined to ensure that scoring is fair.
- Additional checklists are required to clarify criteria and to facilitate reliable and effective scoring.

6.2 Planning

The DHET must ensure that colleges receive the ISATs and directives regarding these tasks in good time. Colleges should be in possession of the ISAT at the beginning of each year.

6.3 Implementation of ISATs

Colleges should not be allowed to offer a programme if they do not have the necessary resources to do justice to the implementation of the NC (V) qualification. The resource lists for the various NC (V) programmes must be revised and improved to make clear exactly what is required in terms of resources. The requirements must be stipulated in terms of numbers of candidates enrolled.

Where student numbers are large and where group work is required, more invigilators should be on duty at the ISAT venues.

In some programmes, lecturers require training from subject specialists before they implement the ISATs.

ISATs should be implemented in venues that are pleasant and conducive to learning.

6.4 Quality and standard of marking and scoring

Assessors should engage with the assessment tools before the commencement of marking. At campuses where there is more than one assessor, a marking guideline meeting should be held to address marking and scoring issues. Marking/scoring should be consistent across tasks, as well as across campuses. Assessors should ensure that marking/scoring is fair and a true reflection of the students' competence.

6.5 Quality and standard of moderation

The management, assessors and moderators at campuses should view internal moderation as an important component of quality assurance and give it the attention it deserves. Processes should be established to ensure that the conduct of each ISAT is moderated in a professional manner so as to enhance the standards of assessment.

6.6 Training and development

The following training and development needs require attention:

- Didactic principles, especially where the lecturer has no teaching qualifications.
- In-depth knowledge of the subject content.
- Assessment principles and practices.
- Conduct of ISAT.
- Marking/scoring and internal moderation.

7. CONCLUSION

The quality of tasks/tools could be improved with greater engagement by stakeholders. Appropriate channels should be established to allow assessors and moderators to provide feedback in the form of reports stating the challenges and good practices experienced during the conduct of the ISATs. This would allow the compilers of the ISATs to form a better understanding of the experiences of the people who implement them and to take remedial action where necessary. Review and revision should be a continuous process to prevent the perpetuation of any shortcomings.

At campuses where proper planning had been implemented, the ISATs were generally conducted on time and according to specifications. Campuses that did not plan thoroughly and/or 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.

Poor quality tasks and/or tools led to improvisations and in some cases misinterpretations of tasks and/ or tools by lecturers. The quality and standard of marking and internal moderation at some sites required improvement. Inadequate marking/scoring tools led to subjective and lenient marking at a number of sites.

Internal moderation has always been undervalued as a component of the quality assurance process. The apathy revealed 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 lends credibility to the ISAT component of the external examinations.

There is a need for continued professional development. With ongoing training and development, the lecturers will be professionally empowered and made more aware of the value of assessment practices.

Chapter 4

DISCUSSION OF MARKING GUIDELINES AND VERIFICATION OF MARKING NC (V)

1. INTRODUCTION AND PURPOSE

A core responsibility of an assessment body is the verification of the standard of assessment by testing the accuracy and consistency of marking. 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 consistent and accurate.

The marking of the NC (V) Levels 2 and 3 examination scripts was conducted internally at various college/campus examination sites. The DHET implemented a quality assurance process for the finalisation of the marking guidelines for NC (V) Levels 2 and 3 subjects.

Marking of the NC (V) Level 4 examination scripts was conducted at three central venues, namely the Asherville Campus of Thekwini TVET College, the Springs Campus of Ekurhuleni East TVET College and the Tygerberg Campus of Northlink TVET College. Level 4 subjects with high enrolments, such as the Fundamentals, were marked at more than one marking centre.

The DHET examinations directorate appointed a chief marker, an internal moderator and markers for each Level 4 subject, in accordance with the enrolment numbers. Subjects with small enrolments shared chief markers and internal moderators; this was the exception, however.

Umalusi confirmed the readiness of the Asherville and Springs marking centres before the marking process began.

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

In addition to attendance at the marking guideline discussions, external moderators from Umalusi verified the consistency of marking across a sample of scripts from selected subjects from Levels 2, 3 and 4, across the 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 of the marking guidelines and the marking guideline discussions.
- The standard and quality of the marking and internal moderation.
- The performance of students in specific subjects.
- Identification of good practices as well as areas of concern.
- Recommendations based on the findings.

2. SCOPE AND APPROACH

2.1 Marking guideline discussions

A total of 39 Umalusi external moderators attended the marking guideline discussions in a sample of 38 subjects (42 question papers). Umalusi deployed 15 moderators to the Asherville marking centre, 21 to the Springs marking centre and three to the Tygerberg marking centre, on 5 and 6 December 2015.

Table 35: NC (V) Level 4: List of marking guideline discussions scheduled to be attended by Umalusi moderators

No.	Subject
1.	Agribusiness L4
2.	Applied Accounting L4 P1
3.	Applied Accounting L4 P2
4.	Applied Engineering Technology L4
5.	Business Practice L4
6.	Client Service and Human Relations L4
7.	Computer Programming L4
8.	Construction Planning L4
9.	Construction Supervision L4
10.	Criminal Justice Process L4
11.	Data Communication and Networking L4
12.	Economic Environment L4
13.	Electrical Principles and Practice L4
14.	Electrical Systems and Construction L4
15.	Electrical Workmanship L4
16.	Electronic Control and Digital Electronics L4
17.	Engineering Processes L4
18.	English FAL L4 P1
19.	English FAL L4 P2
20.	Financial Management L4
21.	Food Preparation L4
22.	Hospitality Generics L4
23.	Human and Social Development L4
24.	Law Procedures and Evidence L4
25.	Learning Psychology L4
26.	Life Orientation L4 P1
27.	Life Orientation L4 P2
28.	Marketing L4
29.	Marketing Communication L4
30.	Materials L4
31.	Mathematical Literacy L4 P1
32.	Mathematical Literacy L4 P2*
33.	Mathematics L4 P1
34.	Mathematics L4 P2
35.	Office Data Processing L4
36.	Office Practice L4
37.	Operations Management L4

Table 35: NC (V) Level 4: List of marking guideline discussions scheduled to be attended by Umalusi moderators (continued)

No.	Subject
38.	Professional Engineering Practice L4
39.	Project Management L4
40.	Science of Tourism L4
41.	Systems Analysis and Design L4
42.	The Human Body and Mind L4
43.	Transport Operations L4

* Moderator did not have time to attend meeting

2.2 Verification of marking

Umalusi deployed 16 moderators to verify the marking of a sample of Level 2 scripts in eight subjects (nine question papers) and of a sample of Level 3 scripts in six subjects (seven question papers) at Springs.

With respect to Level 4, 56 moderators were sent by Umalusi to verify the marking at the Asherville, Springs and Tygerberg marking centres. In total, the marking of 55 of the 76 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 used a total of 72 moderators to monitor and verify the marking of Levels 2, 3 and 4 scripts at the three marking centres.

Umalusi's moderators played an important role in the confirmation of proposed changes to marking guidelines, providing guidance during the sample marking process as well as ascertaining the readiness for marking of the subject to take place in terms of appointments of chief markers, internal moderators and markers. They made honest attempts to communicate the changes to the marking guidelines to the other marking centres to ensure the implementation of the same marking guidelines across all marking centres.

The selection of scripts for verification of marking was based on the principle of including as many provinces and examination centres as possible in the verification process. The sample of scripts covered the full range of candidate performance.

A delay in the commencement of marking at Springs marking centre led to the cancellation or postponement of verification of marking visits by some of the external moderators. Umalusi and the DHET agreed that a sample of 30 scripts (drawn according to Umalusi's specifications) would be couriered to the 13 external moderators affected to allow them to complete the task. The table below indicates the subjects included in the off-site verification of Level 4 marking.

Table 36: Level 4 subjects included in the off-site verification of marking

No.	Subject
1.	Automotive Repair and Maintenance L4
2.	Client Service and Human Relations L4
3.	Computer Integrated Manufacturing L4
4.	Electrical Principles and Practice L4*
5.	Electrical Workmanship L4

Table 36: Level 4 subjects included in the off-site verification of marking (continued)

No.	Subject
6.	Financial Management L4
7.	Human and Social Development L4*
8.	Marketing L4*
9.	Operations Management L4
10.	Project Management L4*
11.	Stored Programme Systems L4
12.	The Human Body and Mind L4
13.	Welding L4

* Subjects where marking could not be verified before the finalisation of this report, resulting in these subjects not being taken into consideration in statistical analysis.

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

Table 37: 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
Advertising and Promotions** L2	7	2	0	2	5	4	2	2	7	0
Afrikaans FAL L2	2	4	1	0	0	0	0	0	0	0
English FAL L2	9	1	1	1	3	3	2	3	2	2
Introduction to Policing Practices L2	3	4	0	0	0	1	0	0	3	0
Life Orientation L2 P1	8	2	0	1	3	3	2	3	4	2
Life Orientation L2 P2	9	2	1	2	3	3	2	2	2	2
Mathematical Literacy L2 P1	9	2	2	2	2	1	2	2	2	2
Mathematics L2 P1	9	2	1	2	2	3	1	1	3	1
New Venture Creation L2	9	2	2	2	2	2	3	3	2	2

**Marking concession granted for this subject and reported on separately – see 3.4

Table 38: 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
English FAL L3	8	2	1	1	1	1	0	1	2	2
Life Orientation L3 P1	9	2	2	3	2	1	2	4	2	3
Life Orientation L3 P2	9	1	1	1	2	2	1	1	2	1

Table 38: NC (V) Verification of marking L3: subjects, number of provinces and number of sites (continued)

Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Masonry L3	5	0	0	0	0	3	1	2	2	2
Mathematical Literacy L3 P2	8	2	0	1	2	2	1	1	2	1
Mathematics L3	5	3	0	1	0	1	2	0	1	0
Physical Science L3	6	1	0	0	1	1	1	1	3	0

Table 39: 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	7	0	0	1	2	5	1	1	1	1
Agribusiness L4	7	0	0	1	1	3	1	2	1	1
Applied Accounting L4 P1	4	1	2	1	3	0	0	0	0	0
Applied Accounting L4 P2	2	1	0	0	0	1	0	0	0	0
Applied Engineering Technology L4	7	2	0	0	1	1	1	2	3	1
Art and Science of Teaching L4	4	2	0	1	1	6	0	0	0	0
Business Practice L4	3	4	3	4	0	0	0	0	0	0
Carpentry and Roof Work L4	8	1	1	1	2	2	2	2	0	1
Community Oriented Primary Care L4	7	2	1	1	0	1	0	1	1	1
Computer Programming L4 P2	9	1	1	1	1	1	1	1	1	1
Construction Planning L4	9	1	1	1	1	1	1	1	1	1
Construction Supervision L4	9	2	1	2	2	3	2	2	2	2
Consumer Behaviour L4	7	1	0	1	1	0	1	2	3	1
Criminal Justice Process L4	6	1	1	0	2	2	0	1	3	0
Data Communication and Networking L4	2	0	0	0	0	0	0	0	3	3
Economic Environment L4	5	0	0	3	4	4	2	2	0	0
Electrical Systems and Construction L4	4	0	0	0	0	0	2	1	1	2
Electronic Control and Digital Electronics L4	4	0	0	0	0	0	2	1	4	3
Engineering Processes L4	4	0	0	0	0	0	1	1	3	1
English FAL L4 P1	3	0	0	0	0	0	0	1	2	1
English FAL L4 P2	3	0	0	0	0	0	0	1	2	2
Fitting and Turning L4	6	2	1	0	1	2	0	1	2	0
Food Preparation L4	9	3	1	2	1	1	2	2	2	2
Governance L4	4	0	1	0	1	2	0	0	5	0
Hospitality Generics L4	9	2	1	1	1	2	1	3	3	1
Law Procedures and Evidence L4	6	4	2	2	2	2	0	0	3	0

Table 39: NC (V) Verification of marking L4: subjects, number of provinces and number of sites (continued)

NC (V) subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Learning Psychology L4	3	2	0	0	1	0	1	0	0	0
Life Orientation L4 P1	3	0	0	0	6	7	3	0	0	0
Life Orientation L4 P2	3	0	0	0	8	15	8	0	0	0
Management Practice L4	9	1	1	1	1	1	1	2	1	1
Marketing Communication L4	7	1	0	2	1	1	1	1	3	0
Mathematical Literacy L4 P1	3	0	0	0	2	7	2	0	0	0
Mathematical Literacy L4 P2	3	0	0	0	6	6	3	0	0	0
Mathematics L4 P1	3	0	0	0	6	4	3	0	0	0
Mathematics L4 P2	3	0	0	0	5	8	4	0	0	0
Office Data Processing L4	2	3	3	0	0	0	0	0	0	0
Office Practice L4	3	5	1	1	0	0	0	0	0	0
Physical Science L4 P1	8	2	0	3	3	3	2	3	3	1
Plumbing L4	9	1	1	1	1	2	1	2	1	1
Process Control L4	2	0	0	0	0	1	0	0	1	0
Professional Engineering Practice L4	5	5	3	3	4	5	0	0	0	0
Public Health L4	3	1	0	0	0	0	0	1	1	0
Science of Tourism L4	9	1	1	1	1	1	1	1	1	1
Systems Analysis and Design L4	9	1	1	2	2	1	1	2	3	1
Tourism Operations L4	9	2	1	1	1	1	1	2	1	1
Transport Economics L4	5	1	0	1	0	2	0	2	1	1
Transport Operations L4	6	1	0	1	0	2	0	1	1	1

Table 40: Off-site verification of marking: subjects, provinces and number of sites

Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West	Province 10*
Automotive Repair and Maintenance L4	8	2	1	0	2	2	2	2	3	1	0
Client Service and Human Relations L4	4	0	0	0	0	0	2	2	1	2	0
Computer Integrated Manufacturing L4	6	2	0	0	2	0	1	1	4	0	1
Electrical Workmanship L4	3	0	0	0	0	0	1	2	1	0	0
Financial Management L4	9	2	1	1	2	2	2	2	2	1	0
Operations Management L4	9	1	1	1	1	1	1	1	1	1	0
Stored Programme Systems L4	5	1	0	0	2	0	1	1	4	0	0
The Human Body and Mind L4	9	4	1	1	1	1	1	1	3	1	0
Welding L4	8	1	0	1	1	2	2	3	1	1	0

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

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

In addition, Umalusi staff:

• Attended the training of the marking centre managers by DHET in Pretoria.
• Monitored the marking venues at the commencement of the marking process.

3. FINDINGS

3.1 General

The DHET conducted an extensive training programme with all marking centre managers and deputy marking centre managers. Specialised training was provided for deputy centre managers in keeping with their responsibilities, namely academic, administrative and financial.

Even though reserve lists of markers were in place, some subjects still did not have sufficient markers, internal moderators or chief markers at the start of the marking process. The managers of the three marking centres were then faced with the difficult task of securing competent markers at the last minute. This caused Umalusi to question the experience and qualifications of these last minute appointments.

The marking centre at Springs was disrupted by strike action by marking staff. This delayed the process and caused some markers to fail to honour their commitment to mark in 2015. The verification of marking by external moderators in some subjects was disrupted to such an extent that the process had to be conducted off-site.

3.2 Marking guideline discussions

Marking guideline discussions are conducted between the chief marker and internal moderator of each subject a day before the arrival of the markers at a centralised venue. The DHET failed to communicate the correct date for the marking guideline discussions to Umalusi with the result that the external moderators arrived on the day of the discussions between the chief markers and internal moderators. This prevented their attendance of the marking guideline discussions attended by the entire marking panel for each subject, that is, the markers, chief markers and internal moderators. Where travel arrangements could be changed, the external moderators' visits were postponed by one day to allow them to attend discussions with the entire marking team in each subject.

Added to this, in a number of subjects, the DHET sent the incorrect marking guidelines to the marking centres, causing delays in the commencement of the finalisation of the marking guideline. In some instances, external moderators provided their approved moderated copies of marking guidelines to enable the process to continue.

The marking guideline discussion meetings included making minor adjustments to the marking guidelines in most subjects to ensure fair marking, the marking of a sample of one or more scripts and, in some instances, internal moderation of this marking process.

The table below indicates the most important findings of the observations at marking guideline discussions.

Table 41: Findings of marking guideline discussions for NC (V) Level 4

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance of markers, chief markers and internal moderators at the marking guideline discussion meeting	The required chief marker was in attendance in 89% of the subjects. In 11% of the subjects, the appointed chief marker did not attend the marking guideline discussion. The subjects are listed.	Applied Accounting L4 P2 Data Communication and Networking L4 Economic Environment L4 The Human Body and Mind L4
	The required internal moderator was in attendance in 89% of the subjects. In 11% of the subjects the internal moderator did not attend the marking guideline discussion. The subjects are listed.	Client Service and Human Relations L4 Data Communication and Networking L4 Economic Environment L4 Food Preparation L4
	The participants were not all punctual. Meetings were delayed or started without all the required individuals present in 57% of the subjects. Subjects in which all the participants were not on time for meetings are listed.	Agribusiness L4 Applied Accounting L4 P1 and P2 Computer Programming L4 Construction Supervision L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L4 Life Orientation L4 P1 and P2 Marketing Communication L4 Mathematics L4 P1 and P2 Operations Management L4 Project Management L4 The Human Body and Mind L4
	No marking guideline discussion meeting could take place as there was no chief marker and no internal moderator at the venue.	Data Communication and Networking L4
	No marking guideline discussion meeting could take place as there was no chief marker present and the internal moderator only arrived at the venue at 13:00.	Economic Environment L4
	No marking guideline discussions took place in the listed subjects as a result of problems at the Springs marking centre on the scheduled dates.	Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Learning Psychology L4

Table 41: Findings of marking guideline discussions for NC (V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance of markers, chief markers and internal moderators at the marking guideline discussion meeting (continued)	The marking guideline discussion was severely compromised as the incorrect marking guideline was provided. The correct marking guideline was received at 15:30 but still had to be photocopied.	English FAL L4 P1 and P2
	Problems caused by the administration of the incorrect question paper in the examination meant that the external moderator was only able to attend one paper's marking guideline discussion meeting as it took some time to resolve these problems.	Mathematical Literacy L4 P1
	Appointments of marking staff were not made in good time. Ninety-seven percent of the marking staff did not receive their appointment letters before the marking guideline discussions. This meant that they were unaware of the demands. They did not receive their appointment letters at the meeting either; it appeared that letters were not ready in the majority of subjects. Appointments were mostly made via text message and in a few instances telephonically. Some of these notifications were made the day before the marking guideline discussion meeting or even on the day of the meeting. In most instances, markers were not notified of the subject for which they had been appointed; they were thus unable to prepare adequately. Those subjects where no appointment letters were available, as far as external moderators were able to determine, are listed.	Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Business Practice L4 Client Service and Human Relations L4 Construction Planning L4 Criminal Justice Process L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 P1 and P2 Marketing Communication L4 Marketing L4 Materials L4 Mathematical Literacy L4 P1 Mathematics L4 P1 and P2 Office Data Processing L4 Office Practice L4 Operations Management L4 Professional Engineering Practice L4 Science of Tourism L4 Systems Analysis and Design L4 The Human Body and Mind L4 Transport Operations L4
	The required number of markers had not been appointed or markers did not arrive in the subjects listed. This led to an inadequate number of markers at the onset of the marking guideline discussions in 38% of the subjects, as listed.	Applied Accounting L4 P1 and P2 Client Service and Human Relations L4 Construction Planning L4 Construction Supervision L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Food Preparation L4 Law Procedures and Evidence L4 Life Orientation L4 P1 and P2

Table 41: Findings of marking guideline discussions for NC (V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance of markers, chief markers and internal moderators at the marking guideline discussion meeting (continued)		Office Data Processing L4 Operations Management L4 The Human Body and Mind L4 Transport Operations L4
Conduct of the marking guideline discussion	The discussions were chaired by the chief marker in 65% of the meetings, by the internal moderator in 20% and by the external moderator (Umalusi) in 15% of the meetings. The marking guideline meetings chaired by the chief marker are listed.	Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Client Service and Human Relations L4 Construction Planning L4 Construction Supervision L4 Criminal Justice Process L4 Financial Management L4 Human and Social Development L4 Life Orientation L4 P1 and P2 Marketing L4 Materials L4 Mathematical Literacy L4 P1 Office Data Processing L4 Office Practice L4 Operations Management L4 Professional Engineering Practice L4 Project Management L4 Science of Tourism L4 Transport Operations L4
	The marking guideline discussion was chaired by the internal moderator in the subjects listed.	Computer Programming L4 Engineering Processes L4 Law Procedures and Evidence L4 Marketing Communication L4 Mathematics L4 P1 and P2 Systems Analysis and Design L4
	The marking guideline discussion was chaired by the external moderator in the subjects listed.	Business Practice L4 Electronic Control and Digital Electronics L4 Food Preparation L4 Hospitality Generics L4 The Human Body and Mind L4
Problems caused by inexperienced markers and markers not teaching the subject	The last minute appointment of markers occurred, in some cases without any consideration being given to their experience or qualifications. In some subjects, markers telephoned their colleagues or friends to come and mark. In other subjects, markers were arbitrarily assigned to the team. Not all the markers had taught the subject they had been appointed to mark. In some subjects, all the markers were inexperienced or novice markers at national level. Examples of subjects where such difficulties arose are listed.	Applied Accounting L4 P2 Client Service and Human Relations L4 Electronic Control and Digital Electronics L4 Life Orientation L4 P1 and P2 Hospitality Generics L4

Table 41: Findings of marking guideline discussions for NC (V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Problems caused by inexperienced markers and markers not teaching the subject (continued)	It was worrying that neither the chief marker nor the internal moderator was a subject-matter expert, and neither individual was teaching Hospitality Generics on any level of NC (V).	Hospitality Generics L4
Recommended changes made to the question paper and marking guidelines during external moderation	The externally moderated marking guidelines were provided in the majority of subjects (82%). However, marking guidelines that had not been approved were sent to marking centres in the subjects listed (18%).	Agribusiness L4 Food Preparation L4 Mathematical Literacy L4 P1 Mathematics L4 P2 Office Data Processing L4 Office Practice L4
	The incorrect marking guidelines were circulated by the DHET. In some instances these were the versions that had not been signed off or marking guidelines of back-up papers from an earlier curriculum that had become irrelevant, or the marking guidelines for 2016. The incorrect versions of the marking guidelines did not match the question papers in the listed subjects.	English FAL L4 P1 Life Orientation L4 P1 Welding L4
	The incorrect question paper was circulated and written. This was not the paper that the external moderator had signed off and some of the questions were irrelevant as a result of curriculum changes. The paper was in fact the back-up version of the 2014 examination question paper that had been based on the old curriculum.	Mathematical Literacy L4 P1 The translated (Afrikaans version) of Life Orientation L4 P1 and Welding L4
	The incorrect version of the question paper, not the paper that the external moderator had signed off, was written.	Mathematics L4 P2
Preparedness of the markers and chief markers	The chief markers/internal moderators in 49% of the subjects marked a sample of scripts before the meeting. However, in the 51% of subjects listed, sample scripts had not been marked before the meeting commenced. This means that these individuals were not adequately prepared for the meeting.	Applied Engineering Technology L4 Computer Programming L4 Construction Planning L4 Construction Supervision L4 Data Communication and Networking L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 P1 Marketing Communication L4 Materials L4 Mathematical Literacy L4 P1 Mathematics L4 P2 Operations Management L4 Project Management L4 The Human Body and Mind L4

Table 41: Findings of marking guideline discussions for NC (V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Preparedness of the markers and chief markers (continued)	Some of the marking staff in the listed subjects did not arrive prepared at the marking guideline discussion. They had not prepared their own marking guideline and thus did not submit a copy to the marking centre (47%).	Agribusiness L4 Applied Accounting L4 P1 and P2 Client Service and Human Relations L4 Construction Planning L4 Construction Supervision L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L4 Life Orientation L4 P1 and P2 Marketing Communication L4 Mathematics L4 P2 Project Management L4
Adjustments to marking guidelines	In 50% of the subjects, marking guidelines were adjusted before the marking guideline discussion, in most cases during the meeting between the chief marker and internal moderator. Subjects in which adjustments were made are listed.	Agribusiness L4 Applied Accounting L4 P1 and P2 Business Practice L4 Client Service and Human Relations L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Food Preparation L4 Life Orientation L4 P2 Marketing Communication L4 Marketing L4 Materials L4 Office Practice L4 Project Management L4 Science of Tourism L4 Systems Analysis and Design L4 Transport Operations L4
	Marking guidelines in 91% of the subjects were adjusted during the marking guideline discussion meetings. The 9% to which no adjustments were made during the meetings are listed.	Applied Accounting L4 P1 and P2 Mathematics L4 P1
Role of Umalusi moderator	The role of the Umalusi moderator was to guide, support and encourage a high standard of sample marking, to ensure that any changes to the marking guideline were justified and to report on the readiness of each subject for the marking process.	All subjects in which marking guideline discussions took place.
Sample marking	Sample marking was done by markers after the marking guideline had been discussed in all the subjects listed.	Agribusiness L4 Applied Accounting L4 P1 and P2 Business Practice L4 Client Service and Human Relations L4 Construction Supervision L4 Criminal Justice Process L4 Electronic Control and Digital Electronics L4 Financial Management L4

Table 41: Findings of marking guideline discussions for NC (V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Sample marking (continued)	Sample marking was done by markers after the marking guideline had been discussed in all the subjects listed. (continued)	Hospitality Generics L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 P1 and P2 Marketing Communication L4 Marketing L4 Materials L4 Mathematics L4 P1 and P2 Office Data Processing L4 Office Practice L4 Operations Management L4 Project Management L4 Science of Tourism L4 Systems Analysis and Design L4 The Human Body and Mind L4 Transport Operations L4
	The meetings where no sample marking was done by markers were those where no markers were present, or where no marking guidelines had been printed for markers, or where the meeting was cut short because of disturbances at Springs marking centre. In one instance, no chief marker was present. Subjects in which markers did not do sample marking while the Umalusi moderator was present are listed.	Applied Engineering Technology L4 Computer Programming L4 Construction Planning L4 Data Communication and Networking L4 Economic Environment L4 Engineering Processes L4 English FAL L4 P1 and P2 Food Preparation L4 Mathematical Literacy L4 P1 Professional Engineering Practice L4
	Each marker marked a copy of the same script (dummy script) to determine consistency in marking in all subjects where sample marking took place, except in those listed.	Office Practice L4 Operations Management L4
	Each marker received a sample of scripts from a range of centres to mark in 57% of the subjects; in the 43% subjects listed, markers did not receive a range of sample scripts to mark.	Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Engineering Processes L4 Financial Management L4 Human and Social Development L4 Life Orientation L4 P1 and P2 Mathematics L4 P1 and P2 Operations Management L4 The Human Body and Mind L4
Adherence to marking guidelines during sample marking and performance of markers	In 91% of subjects, markers adhered to the marking guideline during sample marking; in 9% of subjects the markers did not adhere to the marking guidelines. The subjects with poor adherence are listed.	Electronic Control and Digital Electronics L4 Hospitality Generics L4
	Good marking was evident in 65% of the subjects, with 8% cited as excellent. Average marking by some markers was reported in the subjects listed (27%).	Applied Accounting L4 P1 and P2 Engineering Processes L4 Electronic Control and Digital Electronics L4 Hospitality Generics L4 Life Orientation L4 P1 and P2

Table 41: Findings of marking guideline discussions for NC (V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Standard of internal moderation during sample marking	The internal moderation of the sample marking was rated as good in 76% of the subjects, and as excellent in 14% of the subjects; in 10% of the subjects, as listed, average internal moderation was observed,.	Electronic Control and Digital Electronics L4 Engineering Processes L4
	Not all subjects' sample scripts were internally moderated. The subjects where no internal moderation took place are listed.	Client Service and Human Relations L4 Hospitality Generics L4 Life Orientation L4 P1 Marketing L4 Mathematics L4 P1 Science of Tourism L4 The Human Body and Mind L4
Measures to address inconsistencies in marking and calculation errors	In many subjects the external moderator, chief marker and internal moderator played an important role in counteracting inconsistencies and guiding markers. During the marking process, examination assistants were employed to check calculations.	All subjects
Guidance and training provided to markers during sample marking	Guidance was provided where necessary, but limited time made this difficult.	All subjects where marking guideline discussions took place.
Adjustments made to marking guideline after sample marking	In 75% of the subjects, no changes occurred after sample marking. Adjustments were made to 25% of the marking guidelines after sample marking. The subjects where such adjustments were made are listed.	Agribusiness L4 Business Practice L4 Client Service and Human Relations L4 Criminal Justice Process L4 Human and Social Development L4 Life Orientation L4 P1 and P2 Science of Tourism L4
Complaints about questions that were ambiguous, or beyond the scope of the curriculum or the level	There were some complaints about ambiguous questions or questions that were beyond the scope of the subject. In the case of the subjects listed (24%), some questions were seen as ambiguous, too difficult, unfair or beyond the scope of the subject.	Business Practice L4 Financial Management L4 Hospitality Generics L4 Life Orientation L4 P1 Materials L4 Mathematics L4 P2 Project Management L4 Systems Analysis and Design L4
Conduct of markers	There were no complaints about markers' behaviour in 89% of the subjects. Examples of problems experienced are listed below:	
	The internal moderator absconded before the marking guideline discussion commenced.	Food Preparation L4
	Chief marker was unwilling to make changes or additions to marking guideline and insisted on lenient marking.	Hospitality Generics L4
	There were complaints of unacceptable levels of noise from markers at the Springs marking venue; this noise disrupted meetings.	

Table 41: Findings of marking guideline discussions for NC (V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
External moderator signed off the marking guideline adjustments	In 81% of the subjects, the external moderator signed off the marking guideline. However, in the 19% subjects listed, the signing off of the marking guideline was not witnessed by the external moderators.	Financial Management L4 Food Preparation L4 Hospitality Generics L4 Marketing Communication L4 Office Data Processing L4 Operations Management L4
Minutes of marking guideline discussion and a copy of the adjusted marking guideline were submitted to marking centre manager	The minutes of the marking guideline discussion meetings in most subjects were submitted to the marking centre managers; the minutes for the subjects listed had not yet been submitted to the marking centre manager at the time of the meeting as they were being finalised. They were to be submitted later (28%).	Electronic Control and Digital Electronics L4 Engineering Processes L4 Hospitality Generics L4 Human and Social Development L4 Marketing Communication L4 Office Practice L4 Operations Management L4 Professional Engineering Practice L4 The Human Body and Mind L4
Specific concerns, general remarks and observations	Marking guideline discussions did not start on the scheduled day or at the set time. The DHET examinations directorate communicated the incorrect date to Umalusi. There was general confusion about the dates and times of marking guideline discussions.	
Concerns about marking centres	The Tygerberg centre did not indicate where marking venues were and this caused confusion initially.	Office Data Processing L4
	The Tygerberg marking centre could not recruit enough markers for Life Orientation; this was not communicated to Umalusi until the last minute.	Life Orientation L4 P1
	At Springs, sample scripts were not included for marking in the chief marker and internal moderator's files.	Food Preparation L4
	There was confusion at Springs around the appointment of markers for the subject listed.	Human and Social Development L4
	Meetings for different subjects where held in the same room and this interfered with marking guideline discussions (Springs).	Electronic Control and Digital Electronics L4
Concerns about markers	Moderators expressed concerns about markers who had been appointed but who were not teaching the subject; about the failure to appoint good markers from the previous year's team; about the appointment of novice markers to replace experienced markers.	

Table 41: Findings of marking guideline discussions for NC (V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Concerns about markers (continued)	In some instances, the process had taken a step backwards in that in the previous year only markers who taught the subject were appointed; this year markers appeared to have been appointed arbitrarily in a number of subjects.	
	The following are examples of common problems experienced in many subjects:	
	Late notification of appointment.	Engineering Processes L4
	Appointed to a different subject than the one applied for.	Agribusiness L4
	Prospective markers were called to mark on the recommendation of their friends.	Applied Accounting L4 P1
	No marking guideline discussion took place because both the chief marker and the internal moderator were absent.	Data Communication and Networking L4
	Late arrival of markers and the appointment of inexperienced markers.	Life Orientation L4 P2
	The most appropriate of the three marking centres available was not selected for the marking of this subject (this also occurred in 2014).	Human and Social Development L4
	Overly generous marking as a result of the markers' lack of knowledge and understanding of the subject.	Hospitality Generics L4
	Only novice markers had been appointed.	Electronic Control and Digital Electronics L4
	Appointment of inexperienced markers (this also occurred in 2014).	Client Service and Human Relations L4
Wrong marking guidelines	The circulation of incorrect marking guidelines by the DHET remains a problem. In this session it delayed the process and caused numerous upsets.	English FAL L4 P1 and P2 Life Orientation L4 P1
Improved practice	The Asherville marking centre is going from strength to strength and functioned in a professional, highly organised way to facilitate marking.	
	Sample marking is becoming the norm and occurred in most subjects. This is good practice and guides the marker in mastering the necessary skills to mark in a fair and consistent way.	
	Chief markers and internal moderators were appointed in all the subjects.	

3.3 Verification of marking Level 2 and Level 3

Table 42: Findings of NC (V) marking Level 2 and Level 3

Please note that the findings for Advertising and Promotions L2 are discussed separately.

Criteria	Findings and challenges	Subjects
Availability of scripts for moderation	At the time of the verification of marking by Umalusi:	
	Scripts were available for verification of marking from more than 80% of centres in the subjects mentioned.	Life Orientation L2 P2 Life Orientation L3 P1 and P2 Mathematics L2 P1 Mathematical Literacy L2 P1 New Venture Creation L2
	Fewer than 80% of centres' scripts were available for verification of marking in the listed subjects.	Afrikaans FAL L2 English FAL L2 and L3 Introduction to Policing Practices L2 Life Orientation L2 P1 Masonry L3 Mathematical Literacy L3 P2 Physical Science L3
	The availability of scripts in the listed subject could not be established.	Mathematics L3
Marking guideline discussion	There was evidence that marking guideline discussions had been held at the colleges in the listed subjects (60%).	Afrikaans FAL L2 English FAL L2 Introduction to Policing Practices L2 Life Orientation L2 P1 and P2 Life Orientation L3 P1 Mathematical Literacy L3 P2 Mathematics L3 New Venture Creation L2
	There was no evidence of marking guideline discussions having been held at college level in the following subjects (40%).	English FAL L3 Life Orientation L3 P2 Masonry L3 Mathematical Literacy L2 P1 Mathematics L2 P1 Physical Science L3
Changes made to the marking guidelines	There was evidence of changes having been made to the official marking guideline during the marking process (40%).	English FAL L3 Introduction to Policing Practices L2 Life Orientation L2 P1 Mathematical Literacy L2 P1 Mathematical Literacy L3 P2 New Venture Creation L2
	In the listed subjects, no changes were made to the official marking guideline (60%).	Afrikaans FAL L2 English FAL L2 Life Orientation L2 P2 Life Orientation L3 P1 and P2 Masonry L3 Mathematics L2 P1 Mathematics L3 Physical Science L3

Table 42: Findings of NC (V) marking Level 2 and Level 3 (continued)

Criteria	Findings and challenges	Subjects
Adherence to marking guidelines	Strict adherence to marking guidelines was evident in 53% of the subjects.	Afrikaans FAL L2 English FAL L2 Life Orientation L3 P1 and P2 Mathematical Literacy L2 P1 Mathematics L2 P1 Mathematics L3 Physical Science L3
	In 47% of the subjects, average to poor adherence to the marking guideline was apparent: for example, repeated answers were given marks, ticks were made where nothing had been written and incorrect answers were marked right and vice versa.	English FAL L3 Introduction to Policing Practices L2 Life Orientation L2 P1 and P2 Masonry L3 Mathematical Literacy L3 P2 New Venture Creation L2
Marking procedure	The markers followed the correct procedure when candidates answered both optional questions or duplicated a question in the subjects mentioned.	Afrikaans FAL L2 English FAL L2 and L3 Life Orientation L2 and L3 P2 Mathematical Literacy L2 P1
	The listed subjects did not have optional questions or students did not duplicate questions.	Introduction to Policing Practices L2 Life Orientation L2 and L3 P1 Masonry L3 Mathematical Literacy L3 P2 Mathematics L2 P1 Mathematics L3 New Venture Creation L2 Physical Science L3
Standard of marking/performance of markers	The marking was rated as generally good in 47% of subjects.	English FAL L2 Life Orientation L3 P1 and P2 Masonry L3 Mathematical Literacy L2 P1 Mathematics L3 Physical Science L3
	The marking in the subjects indicated (53%) was rated as average to poor as a result of some observed inconsistencies in marking and/or markers generally misinterpreting the marking guidelines/not adhering to the marking guidelines.	Afrikaans FAL L2 English FAL L3 Introduction to Policing Practices L2 Life Orientation L2 P1 and P2 Mathematical Literacy L3 P2 Mathematics L2 P1 New Venture Creation L2
Administration	The prescribed procedure for allocation of marks was followed. 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 (27%).	Introduction to Policing Practices L2 Life Orientation L3 P2 Mathematical Literacy L2 P1 Mathematics L3

Table 42: Findings of NC (V) marking Level 2 and Level 3 (continued)

Criteria	Findings and challenges	Subjects
Administration (continued)	The prescribed process was not followed in 73% of subjects; in particular, marks were not indicated per question, transferred incorrectly to the cover page or mark sheet, mistakes were not clearly indicated, mark sheets were not completed correctly.	Afrikaans FAL L2 English FAL L2 and L3 Life Orientation L2 P1 and P2 Life Orientation L3 P1 Masonry L3 Mathematical Literacy L3 P2 Mathematics L2 P1 New Venture Creation L2 Physical Science L3
Control	The name of the marker was clearly indicated on the scripts in the listed subjects (53%).	Afrikaans FAL L2 English FAL L2 Introduction to Policing Practices L2 Masonry L3 Mathematical Literacy L3 P2 Mathematics L3 New Venture Creation L2 Physical Science L3
	The name of the internal moderator was not clearly indicated on the scripts in the listed subjects (47%).	English FAL L3 Life Orientation L2 P1 and P2 Life Orientation L3 P1 and P2 Mathematical Literacy L2 P1 Mathematics L2 P1
Internal moderation	Internal moderation was done at all the centres included in the sample.	Afrikaans FAL L2 English FAL L3 Introduction to Policing Practices L2 Life Orientation L2 P1 Life Orientation L3 P1 and P2 Masonry L3 Mathematical Literacy L3 P2 Mathematics L2 P1 Mathematics L3 New Venture Creation L2 Physical Science L3
	The moderated scripts included scripts from the whole range of student performance in most of the subjects. (87%).	Afrikaans FAL L2 English FAL L2 Introduction to Policing Practices L2 Life Orientation L2 P1 and P2 Life Orientation L3 P1 and P2 Mathematical Literacy L2 P1 Mathematical Literacy L3 P2 Mathematics L2 P1 Mathematics L3 New Venture Creation L2 Physical Science L3

Table 42: Findings of NC (V) marking Level 2 and Level 3 (continued)

Criteria	Findings and challenges	Subjects
Internal moderation (continued)	Whole-script moderation occurred in 93% of the subjects.	Afrikaans FAL L2 English FAL L2 and L3 Introduction to Policing Practices L2 Life Orientation L2 P1 and P2 Life Orientation L3 P1 and P2 Mathematical Literacy L2 P1 Mathematical Literacy L3 P2 Mathematics L2 P1 Mathematics L3 New Venture Creation L2 Physical Science L3
	The standard of internal moderation was rated as good in 47% of the subjects.	Afrikaans FAL L2 English FAL L2 Introduction to Policing Practices L2 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Mathematics L3
	The standard of internal moderation was rated as average or poor in 53% of the subjects. In some instances, internal moderators had been overly lenient. In many cases, internal moderators had not identified marking or calculation errors.	English FAL L3 Life Orientation L3 P1 Masonry L3 Mathematical Literacy L2 P1 Mathematical Literacy L3 P2 Mathematics L2 P1 New Venture Creation L2 Physical Science L3
	Shadow marking by moderators was evident in the listed subjects (60%).	English FAL L3 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Mathematical Literacy L2 P1 Mathematical Literacy L3 P2 Mathematics L2 P1 New Venture Creation L2 Physical Science L3
Response to the examination question paper	The students' performance met or exceeded expectations in all subjects.	All subjects
	The candidates found the paper fair in the majority of subjects (93%).	Afrikaans FAL L2 English FAL L2 Introduction to Policing Practices L2 Life Orientation L2 P1 and P2 Life Orientation L3 P1 and P2 Masonry L3 Mathematical Literacy L2 P1 Mathematical Literacy L3 P2 Mathematics L2 P1 Mathematics L3 New Venture Creation L2 Physical Science L3

Table 42: Findings of NC (V) marking Level 2 and Level 3 (continued)

Criteria	Findings and challenges	Subjects
Response to the examination question paper (continued)	The candidates found the paper easy in one subject.	English FAL L3
Preventing and dealing with irregularities	No irregularities were reported in 87% of the subjects.	Afrikaans FAL L2 English FAL L2 and L3 Introduction to Policing Practices L2 Life Orientation L2 P1 and P2 Life Orientation L3 P1 Masonry L3 Mathematical Literacy L2 P1 Mathematical Literacy L3 P2 Mathematics L2 P1 Mathematics L3 Physical Science L3
	Alleged irregularities were reported and recorded in the subjects listed (13%).	Life Orientation L3 P2 New Venture Creation L2
Reports	Qualitative reports were prepared by the markers/internal moderators and these were of an acceptable quality (40%).	Afrikaans FAL L2 English FAL L2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P1 New Venture Creation L2
	Submitted reports provided no meaningful qualitative information (60%).	English FAL L3 Life Orientation L2 P1 Life Orientation L3 P2 Masonry L3 Mathematical Literacy L2 P1 Mathematical Literacy L3 P2 Mathematics L2 P1 Mathematics L3 Physical Science L3

3.4 Findings of moderation of marking of Advertising and Promotions Level 2

The DHET sent out three different marking guidelines for this subject to colleges on different dates. This resulted in the colleges all using different marking guideline documents.

Marking guideline one was sent to colleges with no changes, marking guideline two carried an instruction to award 43 marks to candidates as questions were regarded as ambiguous, irrelevant or beyond the scope of the syllabus. Marking guideline three contained a concession from Umalusi indicating that the total marks (150) should be reduced by 20 to 130 for all candidates; total out of 130 was then to be converted to a percentage.

The colleges that were sampled for the verification of marking had used all three marking guidelines. The majority of the colleges used marking guideline two, some used marking guideline one but only a few used marking guideline three as it was distributed late in the marking process. Of the 25 centres sampled from seven provinces, nine centres used marking guideline one, 14 centres used marking guideline two and two used marking guideline three.

Taking this into consideration, Umalusi came to the conclusion that marking guideline three might have reached the colleges after the marking had been completed. The paper was written on 20 November 2015 and marking guideline three was signed on 2 December 2015. Most centres conducted marking according to marking guideline two, which meant that these candidates were advantaged unfairly compared to those whose scripts had been marked at the other centres.

3.5 Verification of Level 4 marking

Table 43: Findings of NC (V) marking Level 4

Criteria	Findings and challenges	Subjects
Marking guideline	Changes were made to guidelines at marking guideline meetings in 70% of the subjects. Additional correct answers were incorporated into the marking guideline and in a few instances changes consisted of corrections or clarifications.	Advanced Plant Production L4 Agribusiness L4 Applied Engineering Technology L4 Business Practice L4 Carpentry and Roof Work L4 Computer Programming L4 P2 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 and P2 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P1 and P2 Management Practice L4 Mathematics L4 P2 Office Data Processing L4 Office Practice L4 Professional Engineering Practice L4 Science of Tourism L4 Tourism Operations L4 Transport Operations L4
	No changes were made to guidelines at the marking guideline meetings in 30% of subjects.	Applied Accounting L4 P1 and P2 Art and Science of Teaching L4 Community Oriented Primary Care L4 Marketing Communication L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 Physical Science L4 P1 Plumbing L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Marking guideline (continued)	No changes were made to guidelines at the marking guideline meetings in 30% of subjects. (continued)	Process Control L4 Public Health L4 Systems Analysis and Design L4 Transport Economics L4
	Changes were made during the marking process in 32% of the subjects. This occurred when alternative correct answers were observed.	Agribusiness L4 Art and Science of Teaching L4 Business Practice L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Engineering Processes L4 English FAL L4 P1 Hospitality Generics L4 Learning Psychology L4 Life Orientation L4 P2 Physical Science L4 P1 Process Control L4 Science of Tourism L4 Transport Economics L4
	Where subjects were marked at more than one centre, no measures were in place to ensure consistent marking across centres and it was unclear how communication would be achieved.	Electrical Systems and Construction L4 English FAL L4 P1 Life Orientation L4 P1 and P2 Professional Engineering Practice L4
	Unfair questions were noted in four subjects. In order to ensure fairness to all candidates, concessions were granted in these subjects.	Consumer Behaviour L4 Management Practice L4 Mathematical Literacy L4 P1 Tourism Operations L4
	The pre-moderation version of the question paper was written in one subject.	Office Data Processing L4
Availability of scripts for marking and moderation	At the time of the verification of marking, all or almost all scripts had been received in the subjects indicated (81%).	Advanced Plant Production L4 Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Art and Science of Teaching L4 Community Oriented Primary Care L4 Computer Programming L4 P2 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 Fitting and Turning L4 Food Preparation L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Availability of scripts for marking and moderation (continued)	At the time of the verification of marking, all or almost all scripts had been received in the subjects indicated (81%). (continued)	Governance L4 Hospitality Generics L4 Learning Psychology L4 Life Orientation L4 P1 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 Office Data Processing L4 Office Practice L4 Plumbing L4 Process Control L4 Public Health L4 Science of Tourism L4 Systems Analysis and Design L4 Transport Economics L4 Transport Operations L4
	Some scripts in the subjects listed (13%) had still not been received by the time external moderation took place.	Business Practice L4 Carpentry and Roof Work L4 Law Procedures and Evidence L4 Life Orientation L4 P2 Professional Engineering Practice L4 Tourism Operations L4
	The number of scripts expected and the number received could not be confirmed in one subject.	Physical Science L4 P1
	Scripts designated for other marking centres were received. In two subjects, the number of scripts received exceeded the number expected.	Economic Environment L4 English FAL L4 P2
Training in marking	Training in marking was conducted in 62% of the subjects.	Advanced Plant Production L4 Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Business Practice L4 Carpentry and Roof Work L4 Computer Programming L4 P2 Construction Planning L4 Construction Supervision L4 Criminal Justice Process L4 Economic Environment L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 English FAL L4 P1 and P2 Governance L4 Hospitality Generics L4 Life Orientation L4 P2 Marketing Communication L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Training in marking (continued)	Training in marking was conducted in 62% of the subjects. (continued)	Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 Office Data Processing L4 Physical Science L4 P1 Plumbing L4 Professional Engineering Practice L4 Tourism Operations L4
	Generic training occurred in six subjects.	Community Oriented Primary Care L4 Engineering Processes L4 Learning Psychology L4 Management Practice L4 Public Health L4 Science of Tourism L4
	There was virtually no marking training in 26% of subjects.	Art and Science of Teaching L4 Consumer Behaviour L4 Data Communication and Networking L4 Fitting and Turning L4 Food Preparation L4 Law Procedures and Evidence L4 Life Orientation L4 P1 Office Practice L4 Process Control L4 Systems Analysis and Design L4 Transport Economics L4 Transport Operations L4
Marking procedure	Whole-script marking occurred in 23% of subjects – mostly where enrolments were low, or where there were only a few or one marker.	Advanced Plant Production L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Criminal Justice Process L4 Governance L4 Law Procedures and Evidence L4 Plumbing L4 Process Control L4 Systems Analysis and Design L4 Transport Economics L4 Transport Operations L4
	The stipulated method of marking individual questions occurred in 68% of subjects.	Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Business Practice L4 Community Oriented Primary Care L4 Computer Programming L4 P2 Construction Planning L4 Construction Supervision L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction 4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Marking procedure (continued)	The stipulated method of marking individual questions occurred in 68% of subjects. (continued)	Engineering Processes L4 English FAL L4 P1 and P2 Fitting and Turning L4 Food Preparation L4 Hospitality Generics L4 Learning Psychology L4 Life Orientation L4 P2 Marketing Communication L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 Office Data Processing L4 Office Practice L4 Physical Science L4 P1 Professional Engineering Practice L4 Public Health L4 Science of Tourism L4 Tourism Operations L4
	In 9% of the subjects, a combination of whole-script marking and the stipulated method of marking individual questions was followed.	Consumer Behaviour L4 Electronic Control and Digital Electronics L4 Life Orientation L4 P1 Management Practice L4
Adherence to marking guidelines	Strict adherence to marking guidelines was observed in 68% of subjects.	Advanced Plant Production L4 Agribusiness L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Business Practice L4 Community Oriented Primary Care L4 Construction Planning Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction L4 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P2 Management Practice L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 Office Data Processing L4 Office Practice L4 Physical Science L4 P1 Plumbing L4 Process Control L4 Public Health L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Adherence to marking guidelines (continued)	Strict adherence to marking guidelines was observed in 68% of subjects. (continued)	Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4
	Average to poor adherence to the marking guideline was observed in 32% of subjects.	Applied Accounting L4 P2 Art and Science of Teaching L4 Carpentry and Roof Work L4 Computer Programming L4 P2 Construction Supervision L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 and P2 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 P1 Marketing Communication L4 Professional Engineering Practice L4 Transport Operations L4
Standard of marking/performance of markers	The marking was rated as generally good in the subjects indicated (55%).	Advanced Plant Production L4 Agribusiness L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Community Oriented Primary Care L4 Construction Planning L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Learning Psychology L4 Management Practice L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 Office Data Processing L4 Office Practice L4 Plumbing L4 Process Control L4 Public Health L4 Science of Tourism 4 Tourism Operations L4 Transport Economics L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Standard of marking/performance of markers (continued)	Marking in the subjects indicated (45%) was rated as average to poor as a result of inaccuracies and or substantial differences in marks allocated by the marker/internal moderator and external moderator, where marks were not allocated according to the marking guidelines, and where wrong answers were marked correct and vice versa.	Applied Accounting L4 P2 Art and Science of Teaching L4 Business Practice L4 Carpentry and Roof Work L4 Computer Programming L4 P2 Construction Supervision L4 Consumer Behaviour L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 and P2 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 P1 and P2 Marketing Communication L4 Physical Science L4 P1 Professional Engineering Practice L4 Systems Analysis and Design L4 Transport Operations L4
	Failure to adhere to the marking guideline and poor quality marking was identified at the onset of marking in three subjects. The affected scripts had to be remarked to ensure that candidates had been assessed fairly.	Applied Accounting L4 P2 Life Orientation L4 P2 Systems Analysis and Design L4
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 the majority of subjects (72%).	Advanced Plant Production L4 Agribusiness L4 Applied Engineering Technology L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Community Oriented Primary Care L4 Construction Planning L4 Construction Supervision L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P2 Fitting and Turning L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L4 P2 Management Practice L4 Marketing Communication L4 Mathematics L4 P1 and P2

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Administration (continued)	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 the majority of subjects (72%). (continued)	Office Data Processing L4 Office Practice L4 Physical Science L4 P1 Plumbing L4 Process Control L4 Public Health L4 Science of Tourism L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	The prescribed process was not followed in some subjects (28%), in particular where marks were not transferred correctly to the cover page or mark sheet and/or mistakes were not clearly indicated, or mark sheets were not completed correctly.	Applied Accounting L4 P1 and P2 Business Practice L4 Computer Programming L4 P2 Consumer Behaviour L4 English FAL L4 P1 Food Preparation L4 Learning Psychology L4 Life Orientation L4 P1 Mathematical Literacy L4 P1 and P2 Professional Engineering Practice L4 Systems Analysis and Design L4
	There was no evidence in the subjects listed (17%) that notes to supplement the chief marker and internal moderator reports had been made during marking.	Applied Accounting L4 P2 Construction Planning L4 Data Communication and Networking L4 English FAL L4 P2 Learning Psychology L4 Management Practice L4 Office Practice L4 Tourism Operations L4
Control	The name (or code) of the marker(s) was clearly indicated on the script in 87% of the subjects. This was not the case in the listed subjects (13%). While some markers were not aware of this requirement, others failed to comply with it.	Agribusiness L4 Applied Engineering Technology L4 Carpentry and Roof Work L4 Engineering Processes L4 Food Preparation L4 Law Procedures and Evidence L4
	The name of the internal moderator was clearly indicated on the script in 85% of the subjects; internal moderators in the listed subjects (15%) did not comply with or were not aware of this requirement.	Agribusiness L4 Art and Science of Teaching L4 Computer Programming L4 P2 Economic Environment L4 Hospitality Generics L4 Physical Science L4 P1 Process Control L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Control (continued)	Scripts from all marking centres were internally moderated in 53% of subjects. In 47% of the subjects (those listed) marking and/or moderation had just commenced or the internal moderator had not planned well, making it impossible for scripts from all examination centres to be internally moderated.	Business Practice L4 Carpentry and Roof Work L4 Computer Programming L4 P2 Consumer Behaviour L4 Data Communication and Networking L4 English FAL L4 P1 and P2 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P1 and P2 Marketing Communication L4 Mathematical Literacy L4 P1 Office Practice L4 Public Health L4 Science of Tourism L4 Systems Analysis and Design L4 Transport Operations L4
	Whole-script moderation occurred in all subjects listed.	Advanced Plant Production L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Business Practice L4 Carpentry and Roof Work L4 Mathematical Literacy L4 P2 Community Oriented Primary Care L4 Computer Programming L4 P2 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 and P2 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L4 P1 and P2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 P1 and P2

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Control (continued)	Whole-script moderation occurred in all subjects listed. (continued)	Mathematics L4 P1 and P2 Office Data Processing L4 Office Practice L4 Physical Science L4 P1 Plumbing L4 Professional Engineering Practice L4 Public Health L4 Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	The standard of internal moderation was rated as good in the subjects indicated (66%).	Advanced Plant Production L4 Agribusiness L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Business Practice L4 Community Oriented Primary Care L4 Computer Programming L4 P2 Construction Planning L4 Construction Supervision L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Systems and Construction L4 English FAL L4 P1 and P2 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Life Orientation L4 P1 Marketing Communication L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 Office Data Processing L4 Office Practice L4 Plumbing L4 Public Health L4 Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4
	The standard of internal moderation was rated as average or poor in the subjects indicated (28%). 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 P2 Carpentry and Roof Work L4 Consumer Behaviour L4 Economic Environment L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Food Preparation L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Control (continued)	The standard of internal moderation was rated as average or poor in the subjects indicated (28%). In some instances, internal moderators were overly lenient. In many cases, internal moderators did not identify errors in marking or in calculations. (continued)	Hospitality Generics L4 Life Orientation L4 P2 Management Practice L4 Physical Science L4 P1 Professional Engineering Practice L4 Transport Operations L4
	The prescribed sample of 10% of scripts was internally moderated in the listed subjects (28%) where marking was completed or near completion.	Agribusiness L4 Construction Planning L4 Construction Supervision L4 Electrical Systems and Construction L4 Fitting and Turning L4 Mathematics L4 P1 and P2 Physical Science L4 P1 Plumbing L4 Professional Engineering Practice L4 Science of Tourism L4 Transport Economics L4 Transport Operations L4
	Fewer than 10% of scripts were moderated in 66% 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; in the case of the Fundamental subjects, fewer than 10% of scripts were internally moderated.	Advanced Plant Production L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Business Practice L4 Carpentry and Roof Work L4 Community Oriented Primary Care L4 Computer Programming L4 P2 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 and P2 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L4 P1 and P2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 P1 and P2 Office Data Processing L4 Office Practice L4 Public Health L4 Systems Analysis and Design L4 Tourism Operations L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Control (continued)	Evidence of shadow moderation was found in seven subjects (15%).	Applied Accounting L4 P1 Community Oriented Primary Care L4 Economic Environment L4 Electronic Control and Digital Electronics L4 English FAL L4 P1 Management Practice L4 Public Health L4
	No evidence of internal moderation by the time of the external moderator's visit: The protest action by markers caused delays in the marking and moderation of some subjects at Springs Campus. Only one marker and no internal moderator had been appointed in the subject.	Art and Science of Teaching L4 Learning Psychology L4 Process Control L4
Response to the examination question paper	The students' performance was in keeping with expectations and with the level of the subject in 70% of subjects.	Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Computer Programming L4 P2 Construction Planning L4 Consumer Behaviour L4 Criminal Justice Process L4 Economic Environment L4 Electrical Systems and Construction L4 Engineering Processes L4 English FAL L4 P1 and P2 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P1 and P2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 P1 and P2 Office Data Processing L4 Office Practice L4 Physical Science L4 P1 Plumbing L4 Process Control L4 Public Health L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	The students performed less well than expected in the subjects indicated (30%).	Advanced Plant Production L4 Art and Science of Teaching L4 Business Practice L4 Carpentry and Roof Work L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Response to the examination question paper (continued)	The students performed less well than expected in the subjects indicated (30%). (continued)	Community Oriented Primary Care L4 Construction Supervision L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Fitting and Turning L4 Mathematics L4 P1 and P2 Professional Engineering Practice L4 Science of Tourism L4 Systems Analysis and Design L4
	The candidates found the paper difficult in 30% of the subjects.	Advanced Plant Production L4 Applied Engineering Technology L4 Art and Science of Teaching L4 Community Oriented Primary Care L4 Computer Programming L4 P2 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Fitting and Turning L4 Law Procedures and Evidence L4 Learning Psychology L4 Mathematics L4 P1 and P2 Professional Engineering Practice L4 Systems Analysis and Design L4
	The candidates found the paper fair in the majority of subjects (70%).	Agribusiness L4 Applied Accounting L4 P1 and P2 Business Practice L4 Carpentry and Roof Work L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Economic Environment L4 Electrical Systems and Construction L4 Engineering Processes L4 English FAL L4 P1 and P2 Food Preparation L4 Governance L4 Hospitality Generics L4 Life Orientation L4 P1 and P2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 P1 and P2 Office Data Processing L4 Office Practice L4 Physical Science L4 P1 Plumbing L4 Process Control L4 Public Health L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Response to the examination question paper (continued)	The candidates found the paper fair in the majority of subjects (70%). (continued)	Science of Tourism L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
Preventing and dealing with irregularities	No irregularities were identified at the time of external moderation in 79% of the subjects.	Advanced Plant Production L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Art and Science of Teaching L4 Carpentry and Roof Work L4 Community Oriented Primary Care L4 Computer Programming L4 P2 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Learning Psychology 4 Marketing Communication L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P2 Office Data Processing L4 Office Practice L4 Physical Science L4 P1 Plumbing L4 Professional Engineering Practice L4 Public Health L4 Science of Tourism L4 Systems Analysis and Design L4 Transport Economics L4
	Alleged irregularities were noted, however, some of which are described below:	
	Evidence of copying in some scripts.	Process Control L4
	A page had been torn out of the answer book and replaced with a new page.	English FAL L4 P2
	One candidate wrote the L2 paper instead of L4.	Life Orientation L4 P1

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Preventing and dealing with irregularities (continued)	Answer scripts were not stamped at some of the examination centres.	Management Practice L4 Tourism Operations L4 Transport Operations L4
	In Management Practice L4 a candidate had inadvertently written the incorrect subject on the cover page of Operations Management L4 and submitted two scripts with the same subject (Management Practice L4) indicated on the cover page.	Management Practice L4
	Candidates were marked as absent but their answer scripts were found.	Agribusiness L4 Mathematics L4 P1
	Candidate was found in possession of cell phone.	Agribusiness L4
	The rule that absentee forms were to be used and scripts were to be stamped was not followed at certain centres in the subjects indicated.	Business Practice L4 Life Orientation L4 P1
	A student number did not correspond to the student number on the mark sheet.	Business Practice L4
	Some scripts were missing either an examination number or a watermark, or both. At one centre, printouts for three candidates were stapled together; these should have been placed in individual folders/cover sheets.	Life Orientation L4 P2
Reports	Evidence of reports being prepared by markers/chief markers/internal moderators for submission to the marking centre managers was observed in the 30 listed subjects (64%).	Advanced Plant Production L4 Agribusiness L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Business Practice L4 Community Oriented Primary Care L4 Construction Planning L4 Construction Supervision L4 Criminal Justice Process L4 Economic Environment L4 English FAL L4 P1 and P2 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L4 P1 and P2 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 Office Data Processing L4 Process Control L4 Professional Engineering Practice L4 Public Health L4 Science of Tourism L4 Transport Economics L4 Transport Operations L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Reports (continued)	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 the subjects listed (36%).	Applied Accounting L4 P2 Art and Science of Teaching L4 Carpentry and Roof Work L4 Computer Programming L4 P2 Consumer Behaviour L4 Data Communication and Networking L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Learning Psychology L4 Management Practice L4 Marketing Communication L4 Office Practice L4 Physical Science L4 P1 Plumbing L4 Systems Analysis and Design L4 Tourism Operations L4
Discipline at the marking centre	Strict discipline was observed in 74% of subjects. This meant that the rules of the examination centre were followed, ensuring that marking and moderation was properly conducted.	Advanced Plant Production L4 Applied Engineering Technology L4 Art and Science of Teaching L4 Community Oriented Primary Care L4 Computer Programming L4 P2 Construction Planning L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 and P2 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P2 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 Office Data Processing L4 Office Practice L4 Plumbing L4 Process Control L4 Professional Engineering Practice L4 Public Health L4 Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Operations L4

Table 43: Findings of NC (V) marking Level 4 (continued)

Criteria	Findings and challenges	Subjects
Discipline at the marking centre (continued)	Poor discipline was observed at marking centres. More instances of poor discipline were observed at Springs marking centre than at Asherville and Tygerberg. These included noise, late coming, use of cell phones in marking venues and markers leaving the centre at unauthorised times.	Agribusiness L4 Applied Accounting L4 P1 and P2 Business Practice L4 Carpentry and Roof Work L4 Construction Supervision L4 Economic Environment L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 P1 Physical Science L4 P1 Transport Economics L4
General concerns	The appointment of markers and internal moderators after the commencement of the marking session is problematic and disrupts the marking process. This occurred in the five subjects listed.	Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Life Orientation L4 P2 Transport Operations L4
	The marking panel seemed apprehensive and would not cooperate with the external moderator.	Physical Science L4 P1

3.6 Off-site NC (V) Level 4 Verification of marking

The findings of the off-site verification of marking process are reflected in the table below:

Table 44: Findings of the off-site verification of marking for NC (V) Level 4

Criteria	Findings and challenges	Subjects
Marking procedure	There was only one marker responsible for the marking of 44% of the subjects, as listed.	Computer Integrated Manufacturing L4 Stored Programme Systems L4 The Human Body and Mind L4 Welding L4
	The specified method of question-wise marking was followed in 56% of the subjects.	Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Electrical Workmanship L4 Financial Management L4 Operations Management L4
Adherence to marking guidelines	Strict adherence to marking guidelines was evident in 67% of the subjects.	Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Electrical Workmanship L4 Financial Management L4 Operations Management L4 Welding L4
	In 33% of the subjects, average to poor adherence to the marking guideline was observed.	Automotive Repair and Maintenance L4 Stored Programme Systems L4 The Human Body and Mind L4
Standard of marking/performance of markers	The marking was rated as generally good in 56% of the subjects.	Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Electrical Workmanship L4

Table 44: Findings of the off-site verification of marking for NC (V) Level 4 (continued)

Criteria	Findings and challenges	Subjects
Standard of marking/performance of markers (continued)		Financial Management L4 Welding L4
	The marking in the subjects indicated (44%) was rated as average to poor as a result of some observed inaccuracies and/or substantial differences in marks allocated by the marker/internal moderator and the external moderator.	Automotive Repair and Maintenance L4 Operations Management L4 Stored Programme Systems L4 The Human Body and Mind L4
	Mistakes were clearly indicated in the answers scripts in 78% of the subjects, as listed.	Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Electrical Workmanship L4 Operations Management L4 Stored Programme Systems L4 The Human Body and Mind L4 Welding L4
	Marks were transferred correctly to the cover page and mark sheet in 78% of subjects.	Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Electrical Workmanship L4 Financial Management L4 Operations Management L4 Welding L4
Control	The name (or code) of the marker was not indicated on the scripts in the listed subject.	Stored Programme Systems L4
	The name of the internal moderator was indicated on the scripts in four subjects (44%).	Client Service and Human Relations L4 Electrical Workmanship L4 Financial Management L4 Operations Management L4
Internal moderation	There was evidence of whole-script moderation in 56% of subjects.	Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Financial Management L4 Operations Management L4 The Human Body and Mind L4
	The standard of internal moderation was rated as good in the subjects listed.	Client Service and Human Relations L4 Electrical Workmanship L4 Financial Management L4
	The standard of internal moderation was rated as average or poor in the subjects listed.	Automotive Repair and Maintenance L4 Operations Management L4 The Human Body and Mind L4
Response to the examination question paper	The students' performance met expectations in 78% of subjects.	Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Electrical Workmanship L4 Operations Management L4 Stored Programme Systems L4 The Human Body and Mind L4 Welding L4

Table 44: Findings of the off-site verification of marking for NC (V) Level 4 (continued)

Criteria	Findings and challenges	Subjects
Response to the examination question paper (continued)	In 33% of subjects, the candidates found the paper difficult.	Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Electrical Workmanship L4
	The candidates found the paper fair in 67% of subjects.	Automotive Repair and Maintenance L4 Financial Management L4 Operations Management L4 Stored Programme Systems L4 The Human Body and Mind L4 Welding L4

4. AREAS OF GOOD PRACTICE

4.1 Marking guideline discussions

- The chief marker and internal moderator were in attendance in the majority of the subjects, as required.
- Chief markers/internal moderators in 49% of the subjects had marked a sample of scripts before the meeting. This meant that they were prepared for their meetings.
- Marking guideline adjustments were generally regarded as justified, reasonable and fair.
- Sample marking took place after the marking guideline had been discussed in all of the subjects where markers were available. This is an excellent way of guiding and preparing markers and promoting consistent, accurate and fair marking.
- Good marking and internal moderation of sample marking was observed in some subjects. This augured well for the marking process in those subjects. The moderation of sample marking helped to ensure that questions were assigned to suitable markers with the appropriate experience.
- The Asherville marking centre is proving to be excellent; it is well organised, strict discipline is maintained and in general it enhances the marking process.

4.2 Verification of marking

- Changes made to the marking guidelines were justified; additional correct answers were incorporated and in a few instances, changes consisted of corrections or clarifications.
- The majority of the scripts had been received for marking by the date of the moderation visits; this is crucial if marking centres are to conduct their core responsibilities in the time allowed.
- In 62% of the subjects marked, the marking panel had received subject-specific training. This is essential as new and inexperienced makers have joined the marking teams.
- The stipulated method of marking individual questions occurred in 68% of Level 4 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 the 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 in the allocation of questions, if necessary.
- In the majority of subjects, the adherence to marking guidelines and stipulations regarding administration and control measures when dealing with scripts were diligently observed.
- Whole-script moderation occurred in all the subjects that were moderated and the standard of internal moderation in 66% of the subjects was rated as good.

- In the majority of subjects, the students' performance was in keeping with expectations and the papers were rated as fair.
- At the time of external moderation, no irregularities had been identified in 79% of the subjects.
- Preparations for reports were in progress. In 83% of the subjects, markers made notes of topics that proved problematic and examination centres that struggled or excelled in specific questions.
- Strict discipline was observed in 74% of subjects. In ensuring that the marking process is unhindered, marking personnel proved to be considerate and cooperative by abiding by the centre rules.
- The marking centre manager and staff of Asherville must be commended for their high levels of organisation and the support that they provided to stakeholders during the marking process. Asherville has grown from strength to strength over the years and can be regarded as an excellent marking centre.

5. AREAS OF CONCERN

5.1 Marking guideline discussions

5.1.1 General management

- Inappropriate allocation of subjects to marking centres e.g. Education and Development programme offered at only one centre in Gauteng but at a number of centres in the Western Cape and KwaZulu-Natal, but marked at Springs.
- The incorrect marking guideline discussion dates were communicated by the DHET examinations section. In 2014 the incorrect times were communicated.
- The distribution of the wrong marking guidelines in certain subjects is cause for concern. It is incomprehensible that such serious errors could be made by the DHET examination section.
- There was no evidence that Level 2 and 3 marking guideline discussions had been held at some of the marking centres.
- No formal system was in place to communicate and finalise changes to marking guidelines in Level 4 subjects that were being marked at more than one marking centre, or to communicate required changes to Level 2 and 3 marking guidelines.
- Disruptions at the Springs marking centre had a detrimental effect on marking and the complaints by the markers about this centre were similar to those made in previous years.
- Complaints from markers were that some venues were poorly ventilated, with no fans or air conditioning available.

5.1.2 Appointment of marking staff

- Marking staff were not notified of their appointments in good time; a consequence of this was that some had not prepared for marking, or did not arrive at all.
- The marking in many subjects was hampered by a shortage of markers.
- Reappointment of markers whose marking was rated as poor during the previous marking session is a serious concern.
-

5.1.3 Training and sample marking

- Not enough attention was given to and time allowed for interrogation and finalisation of marking guidelines, sample marking and moderation of sample marking, training of markers, administration and logistics – especially where new curricula had been introduced.

- Markers did not always follow the correct procedures, e.g. errors were not always indicated, or in instances where a candidate had answered the same question twice, in some cases both answers were marked.

5.2 Verification of marking

5.2.1 Training of marking staff

Inadequate training of marking staff, especially of novice markers and subjects with new curricula.

5.2.2 Approach to marking

- Prescribed approach to marking was not followed in certain subjects, especially Level 2 and Level 3 subjects, subjects with low enrolments and subjects where a shortage of markers occurred at the beginning of the marking process.
- The lack of ability of markers to interpret answers that differed from those in the marking guidelines is an area of concern and one that requires attention.

5.2.3 Internal moderation

- Appointment of moderators after the commencement of the marking process.
- Lack of or inadequate internal moderation of marking, including shadow moderation.
- The standard of internal moderation in Level 2 and Level 3 was rated as average to poor in most subjects.
- Some internal moderators and chief markers focused on marking their quota of scripts before starting the moderation.

5.2.4 Chief marker and internal moderator reports

Inferior quality of chief marker and internal moderator reports.

5.2.5 Teaching and learning

There were concerns that many students could not integrate practice and theory, as revealed in their responses in the examinations.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

6.1 Marking guideline discussions

6.1.1 General management

- Careful consideration should be given to the allocation of subjects to a specific marking centre, e.g. take into account the number of centres that offer the programme or subject in a specific province.
- The DHET must implement a system to inform colleges that marking should be suspended when the issuing of marking guidelines is delayed as a result of concession requests. The DHET and Umalusi need to agree on the deadlines for the finalisation of concessions.

- It is imperative to communicate the correct marking dates to Umalusi in good time to ensure that external moderators can attend the meetings as planned. In 2014 the incorrect times were communicated and this year the incorrect date was communicated; this is a communication issue that should be addressed urgently.

- Measures must be put in place to ensure that only the final/signed off, correct marking guidelines are circulated to the Level 4 marking centres, and that enough copies are made for every marker to receive a copy.

- The DHET should ensure that only one finalised Level 2 or Level 3 marking guideline is sent to colleges.

- After standardisation of the Level 2 and Level 3 marking guidelines at national level, marking guideline discussions should be held at college level in all subjects.

- 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.

- If warranted changes are made to marking guidelines during the marking process (Levels 2, 3 and 4), then these should be circulated to all marking centres. Protocol in this regard should be established and procedures formalised.

- The use of Springs Campus as a marking venue in future should be reconsidered.

- Suitable venues should be provided, keeping in mind that markers spend long hours in these rooms.

6.1.2 Appointment of marking staff

The timely notification of markers, chief markers and internal moderators in writing by DHET is essential in ensuring proper preparation for and attendance at marking guideline discussions, effective finalisation of the marking guidelines and the identification of suitable markers to mark particular questions.

In order to improve the appointment process, attention should be paid to the following:

- More attention must be given to the appointment of markers in writing in advance.

- The discrepancies in the remuneration of NATED and NC (V) markers should be resolved.

- Markers must be paid on time.

- In cases where subjects have large enrolments, such as in the Fundamental subjects, senior markers should be appointed to ensure the moderation of marking of an acceptable percentage of the scripts.

- Chief marker and marking centre manager reports from previous years should be perused to identify good markers and to limit the appointment of individuals who are not competent or not punctual. The input of the marking centre manager in this regard should be more highly valued.

6.1.3 Training of marking personnel

The day on which the marking guideline discussion is scheduled should be used for the interrogation of the question paper and marking guideline, the marking of dummy scripts and the sample marking of scripts from different centres, the moderation of sample marking, the training of markers, and for administration and logistics. Marking of scripts should not commence on this day. In cases of new curricula or where no national training has been provided to lecturers in a subject, it is imperative that time is set aside to train markers in the content of the new curriculum in order to equip them to mark competently.

In order to ensure effective training of markers, attention should be given to the following:

- More scripts should be marked and moderated in sample marking in order to finalise the marking guideline and equip markers with the necessary marking skills.

- Internal moderation should take place in all instances of sample marking. This helps to identify problems and should guide chief markers in the allocation of questions to markers.

- The same marking procedures, for example providing a clear indication of what marks should be allocated for and how to deal with incorrect answers, should be followed by all subjects and at all levels. The guideline document used in the past should be reinstated.

6.2 Verification of marking

6.2.1 Training of marking personnel

- The training offered to markers should be improved. Training for marking personnel across Levels 2, 3 and 4 should be compulsory. Novice markers require extensive training and new chief markers and internal moderators also require focused training to guide them in all their responsibilities. Experienced markers require refresher sessions and should be brought up to date with changes in marking procedures. Intensive training will ensure more accurate marking (including interpretation of correct answers that differ from the marking guideline), limit technical problems and simplify the work of the chief marker and internal moderator.

6.2.2 Approach to marking

- The question-wise approach to marking should be followed even if there is only one marker in the subject. In such cases, the marker should mark the same question in all the scripts before starting to mark the next question.
- The prescribed process of allocation of marks should be followed to the letter for the marking of all three levels.

6.2.3 Internal moderation

All subjects should be internally moderated, even those with low enrolments. Competent internal moderators should be appointed well in advance, so that they can prepare thoroughly before the marking process commences.

- Internal moderation of Level 2 and Level 3 should be taken seriously and measures must be taken to ensure that it is conducted thoroughly and competently.
- Senior markers must be appointed in Level 4 subjects with large enrolments to ensure that 10% of all scripts can be moderated.
- The internal moderators should desist from shadow marking scripts and should instead be taught to check the quality of the marking.
- Internal moderators and chief markers should refrain from marking their quota of scripts before starting on the moderation. Moderation should be done immediately so that mistakes can be detected and rectified as early in the process as possible.

6.2.4 Reports

- Chief markers and internal moderators should prepare comprehensive qualitative reports that provide meaningful information to the relevant stakeholders – such reports should be more than a formality. These reports are vital in ensuring the identification and follow-up of problem areas at specific examination centres and in particular subjects.

- The chief marker and internal moderator reports must be made available to the appropriate staff members at the colleges.

6.2.5 Teaching and learning

- In order to improve teaching and learning, students should be exposed to more practical activities, where classroom knowledge can be applied meaningfully and they can learn from their own experiences. The responsibility lies with the lecturers to provide opportunities to bridge the gap between theory and practice.
- Candidates must be taught to answer higher order questions as it was evident that they did not know how to approach such questions. When candidates merely use key words in free response type questions, such answers do not necessarily merit a mark. The context and understanding needs to be judged as technically correct.

7. CONCLUSION

Many of the concerns mentioned here have been raised in previous reports. These matters, mostly operational in nature, must be addressed by the assessment body.

The Level 4 chief marker reports should be sent to colleges to assist lecturers in preparing students for examinations, but also to allow them to reflect on the standard of the question paper, the fairness of the marking and the transparency of the process as a whole.

While some areas of good practice were noted during the verification of marking, many aspects of the marking process require improvement or revision. As the custodian of the NC (V) programme, the DHET should evaluate the academic aspects of the college system holistically on an ongoing basis in order to ensure its optimal functioning. Lecturers should use the subject and assessment guidelines instead of concentrating only on a single textbook.

Cognisance should be taken of the fact that college staff take on many roles in the system; these include the role of manager, lecturer, marker, moderator and examiner. Training and development of lecturers should be prioritised, assisting lecturers to become subject experts who are competent in the assessment of their students. Their core responsibility is to ensure that teaching and learning is of good quality and a high standard. Once this occurs in the classroom, a pool of potential examiners, markers and moderators will be created. With specific training these individuals could become highly competent in specialised tasks. Such improvement in teaching and learning will lead to better assessment and higher levels of competence among students.

Chapter 5

STANDARDISATION AND VERIFICATION OF NC (V) RESULTS

1. INTRODUCTION AND PURPOSE

Standardisation is a statistical moderation process used to mitigate the effects on performance of factors other than learners' ability and knowledge. The standardisation of examination results is necessary to minimise the variation in marks from one examination session to the next. The reasons for variations in marks may include the standard of question papers and the quality of marking. Standardisation thus ensures that a relatively constant product is delivered to the market.

Section 17A (4) of the *GENFETQA Act of 2001* and amended in *2008* states:

The Council may adjust raw marks during the standardisation process.

During the statistical moderation process, qualitative reports from external moderators, internal moderators, monitoring reports, and the principles of standardisation are taken into consideration.

Standardisation involves various procedures to ensure that the process is accurate. 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 meeting. The process is concluded with the approval of mark adjustments (where necessary) per subject.

2. SCOPE AND APPROACH

2.1 Development of historical averages

The subject structures submitted by the DHET were verified and approved. The historical data were considered during the standardisation process in most of the subjects. The Means Analysis Test (Moon walk), where the means or averages of subjects within a programme are compared and adjustments are made to bring these means within a predetermined tolerance level, was used only in the new NC (V) programmes and in subjects with a history of under three years. Subjects with outliers were identified and the principle of exclusion of outliers was applied when calculating the historical average.

2.2 Capturing of marks

Umalusi conducted the verification of the capturing of marks at the DHET. A sample of mark sheets was verified.

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 the norms, the adjusted mark, the raw marks and the graphs were verified and approved.

2.4 Pre-standardisation and standardisation

The pre-standardisation and standardisation meetings took place on 20 December 2015.

The qualitative input reports, the historical averages, the pairs analysis and the standardisation principles were used to determine any adjustments.

2.5 Post-standardisation

The assessment body was required to submit the adjusted data sets according to the agreed standardisation decisions. These were verified after one moderation, and adjustments were approved after the rectification of the differences.

3. FINDINGS AND DECISIONS

3.1 Development historical averages

The subject structures and the historical average were verified and approved without any changes. Subjects with outliers were identified and the principle of exclusion was applied in the calculation of the norm.

3.2 Capturing of marks

The DHET developed a management plan and general guidelines for standardisation, including a plan for the capturing of marks in the October/November 2015 NC (V) examination. The supervisors and data capturers were permanent employees in the data capturing unit of the DHET. Meetings or training of the capturers were held informally, with no minutes being taken, but training manuals were in evidence to confirm that training had taken place.

A total of 1 021 486 marks were scheduled to be captured at the centre and at the time of monitoring, 969 195 (94.9%) marks had been captured and verified. The late arrival of mark sheets from marking centres contributed to the capturing process falling behind schedule. Double capturing was used to authenticate the marks.

The capturing facility was under 24-hour security surveillance, and access to the centre was controlled by the use of access cards and a bio-matrix system.

The DHET had arranged with SITA (BETA) to use its facility as a back-up plan in case of system failure or power failure. All capturing was done online for transfer of data to the mainframe server in case of software/ hardware failure. Standby computers were available at the capturing venue. There was also a central system back-up in place.

3.3 Verification of data sets and standardisation booklets

DHET systems were verified before the statistical moderation to ensure their readiness for the finalisation of the November examination process. The datasets were verified and approved after several moderations before the printing of the final standardisation booklets. The number of candidates who had been processed, the calculation of the norms, the adjusted marks and raw marks were verified and approved after several corrections. The years 2012 and 2013 were identified as the preceding years instead of 2013 and 2014, although the graphs were correct. The graphs were approved on condition that the DHET corrects the preceding years in 2016.

3.4 Pre-standardisation and standardisation

The qualitative input reports, historical averages, pairs analysis and the standardisation principles were scrutinised to determine any adjustments required per subject.

The DHET presented a total of 252 subjects for the statistical moderation of the NC (V) Level 2–4. The decisions made for the November 2015 NC (V) examinations were informed by the trends in learner performance, the qualitative input reports, the historical average and pairs analysis. A total of 32 subjects was standardised by the Means Analysis Test (Moon walk) and 219 by means of Ogives and one subject was not standardised. Of the 252 subjects presented for standardisation, 247 were standardised. Four subjects were provisionally standardised pending a 95% capture rate while one subject was not standardised as a result of the poor quality of the marking. The DHET was requested to remark the scripts in this subject.

The table below indicates the standardisation decisions:

Table 45: Standardisation decisions

Description	Total
Number of subjects presented:	**252**
Raw marks accepted	122
Adjusted (mainly upwards)	127
Adjusted (mainly downwards)	2
No decision	1
Number of subjects standardised:	**251**
Number of subjects not standardised:	**1**

From the table above it is evident that raw marks were accepted for almost half the subjects presented for standardisation.

4. AREAS OF GOOD PRACTICE

- Norms were approved during the first phase of moderation.
- The DHET had adequate and experienced data capturers and a guideline document for the capturing of marks.

5. AREAS OF CONCERN

- The DHET did not have a procedural document for the management of the capture of marks.
- Meetings or training of data capturers were held informally, with no minutes to confirm that training had occurred.
- Use of the same person as capturer and verifier.
- The number of candidates absent from examinations was very high.
- Absence of chief marker and internal moderator reports in certain subjects/papers.
- Inferior quality of some chief marker and internal moderator reports.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

- The DHET must develop procedural documents for the management of the capturing process.
- The DHET must ensure that declaration forms are signed by all capturers at the beginning of the process and that copies are kept for verification purposes.
- The DHET must ensure that high quality chief marker and internal moderation of marking reports for all subjects are made available to Umalusi in good time.
- The DHET must ensure that standardisation booklets are made available in good time. The graphs indicating previous years must be correctly labelled.

7. CONCLUSION

The standardisation process was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept the raw marks or to perform slight upward or downward adjustments were based on sound educational principles. The majority of the DHET proposals corresponded with those of the Umalusi Council.

Umalusi is satisfied that the final examination marks, the raw marks in almost 50% of the subjects, are a fair reflection of the NC (V) candidates' performance in the November 2015 examinations.

Quality Assurance of November 2015 NATED N2–N3 Assessment

Chapter 6

MODERATION OF NATED QUESTION PAPERS

1. INTRODUCTION AND PURPOSE

The November examination is one of three annual examinations in the natural sciences conducted in the Technical Vocational Education and Training (TVET) sector. The NATED Report 191 question papers are set nationally and moderated internally by examiners and moderators appointed by the DHET. These question papers are used in examinations that are conducted at public TVET colleges, private colleges, correctional service centres and at schools. Umalusi moderates a sample of the N2 and N3 question papers.

This year, outdated and underspecified curricula still posed a challenge and a threat to the credibility of the NATED examination. In many cases, the content had become highly predictable, owing to a similarity in format and the repetition of questions. This is a concern as candidates who work through previous examination papers are able to pass a particular subject without having mastered its concepts or content.

Umalusi appointed external moderators who assured the quality of a sample of N2 and N3 question papers and marking guidelines according to set criteria. The moderators judged the papers on their adherence to these criteria in terms of fairness, reliability, accuracy and feasibility. The question papers and marking guidelines were accordingly approved, conditionally approved or rejected.

The purpose of this chapter is to:

- provide an indication of the sample size in terms of subjects moderated for the November 2015 examination
- provide an overview of the crucial findings related to the standard and quality of the externally moderated question papers
- highlight areas of good practice
- raise issues of concern
- propose directives for improved compliance.

2. SCOPE AND APPROACH

Umalusi used its team of external moderators, all of whom are subject experts from Technical Vocational Education and Training (TVET) colleges, provincial education departments and universities of technology, to moderate a sample of NATED N2 and N3 question papers and marking guidelines.

Umalusi intended to moderate a sample of 40 question papers. However, as a result of unresolved issues and poor communication of decisions and their implementation, the four Business English N3 (First and Second language) question papers were not moderated. Umalusi moderated 36 question papers, 20 at N3 level and 16 at N2 level. This sample included the fundamental engineering subjects, Mathematics and Engineering Science. Beyond these, most of the N3 subjects and the N2 subjects with higher enrolments were moderated.

Table 46: Moderation of NATED question papers

Subject	Level
Bricklaying and Plastering Theory	N2
Building and Civil Technology	N3
Building Drawing	N2 and N3

Table 46: Moderation of NATED question papers (continued)

Subject	Level
Building Science	N2 and N3
Carpentry and Roofing Theory	N2
Diesel Trade Theory	N2 and N3
Electrical Trade Theory	N2 and N3
Electrotechnology	N3
Engineering Drawing	N2 and N3
Engineering Science	N2 and N3
Fitting and Machining Theory	N2
Industrial Electronics	N2 and N3
Industrial Organisation and Planning	N3
Industrial Orientation	N3
Instrument Trade Theory	N2 and N3
Logic Systems	N3
Mathematics	N2 and N3
Mechanotechnology	N3
Motor Trade Theory	N2 and N3
Plant Operation Theory	N3
Plater's Theory	N2
Plating and Structural Steel Drawing	N2 and N3
Supervision in Industry	N3
Waste Water Treatment Practice	N3
Water and Waste Water Treatment Practice	N2

Table 47: Number and percentage of NATED question papers moderated by Umalusi

Level	Number of subjects written	Number of subjects moderated by Umalusi	Percentage of subjects moderated
N2	32	16	50%
N3	28	20	71%
TOTAL	**60**	**36**	**60%**

The budget allowed for the moderation of 71% of N3 and 50% of N2 subjects.

The moderation process followed an off-site model in which the question papers, marking guidelines, assessment frameworks and internal moderators' reports received from the DHET were forwarded to the external moderators. Communication between the external and internal moderators was a vital part of the process. Question papers were finalised only after this consultation process had been completed and consensus on proposed changes had been reached. The papers were returned to the DHET, where the necessary changes were made. The final step in the process was the return of the question papers and marking guidelines to the external moderators for approval and signing off.

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

- Technical details related to the presentation of the question papers and marking guidelines.
- Internal moderation and its efficacy in assuring quality.
- Adherence to the syllabus.
- The consistency and appropriateness of mark distribution and allocation according to cognitive level and question type.
- The level of language and the question of bias.
- The degree of predictability of questions.
- An overall evaluation of the papers.

3. FINDINGS

The external moderators from Umalusi and internal moderators from the DHET worked together to finalise the question papers and the respective marking guidelines in good time. The difficulties experienced in the moderation of the November 2015 question papers included the following:

- Late submission of some of the question papers and or the accompanying supporting documents (internal moderator reports and assessment frameworks).
- Lack of compatibility between software programmes used by examiners, internal moderators and external moderators.
- Lack of cooperation between some internal moderators and external moderators.

The graph below indicates the status of the NATED Report 191 question papers after initial moderation.
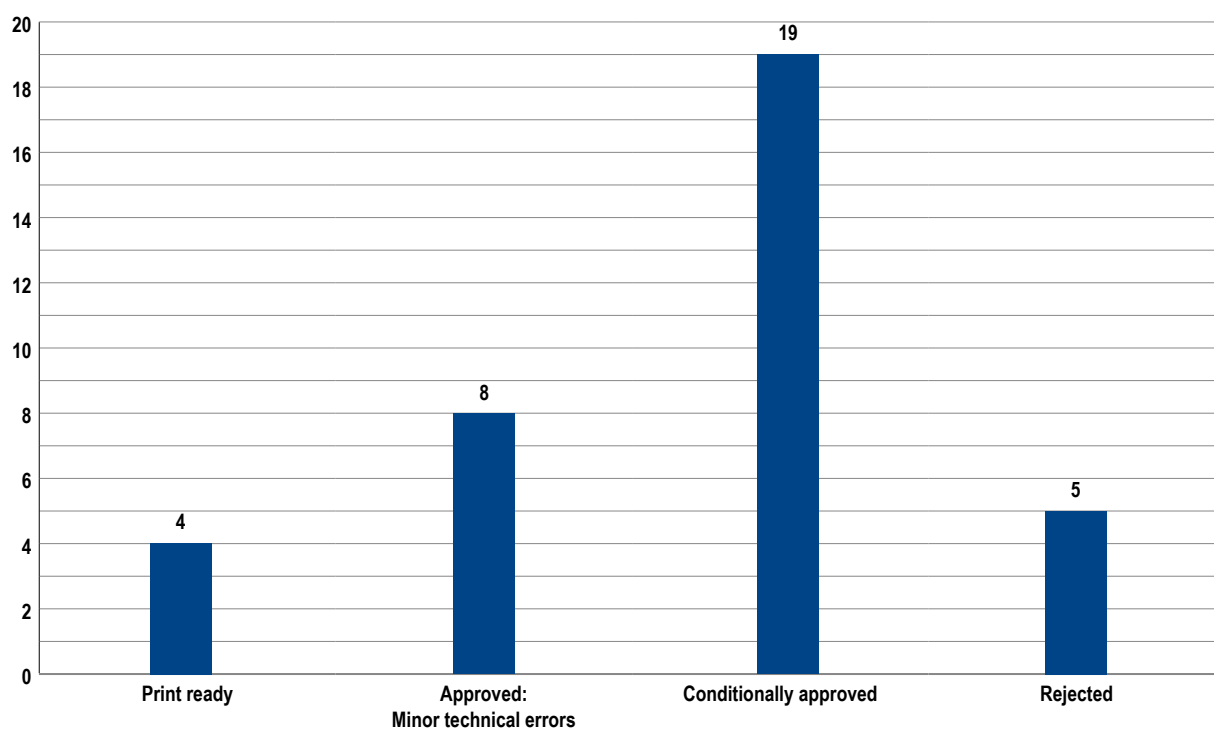
Graph 2: Status of NATED Report 191 question papers after initial moderation

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

Table 48: Moderation of NATED question papers – findings

Criteria and findings	Challenges	Subjects concerned
TECHNICAL QUALITY OF PAPERS		
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements.	Twenty-eight percent of question papers received by Umalusi did not have the required supporting documents attached, or had incorrect or incomplete documents attached.	Bricklaying and Plastering Theory N2 Electrical Trade Theory N3 Engineering Drawing N2 Engineering Science N3 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 Mechanotechnology N3 Supervision in Industry N3
	The required formula sheets were not provided for two question papers.	Building Science N2 Mechanotechnology N3
	Some of the questions in the question paper required the use of graph paper. This was not prescribed and therefore not indicated on the cover page.	Mathematics N2
	The number of pages in the question paper was incorrectly reflected on the cover page in two instances.	Engineering Drawing N2 Industrial Electronics N2
	The numbering of some of the questions was incorrect in one question paper.	Industrial Electronics N2
	In five (14%) question papers, there was an inappropriate use of fonts:	
	Figure 3 in the question paper had been reduced to fit onto one page. This resulted in the details becoming illegible.	Engineering Drawing N3
	The font used in the question paper was different from the one used in the formula sheet; the prescribed font should have been used consistently throughout the paper.	Electrical Trade Theory N2
	The font used in the dimensions in the illustration was too small and not legible.	Industrial Electronics N3
	An appropriate mathematical software programme, e.g. Equation Editor, was not used when setting the question paper.	Mathematics N3
	Different fonts were used to label the diagrams. There should be consistency in the fonts used.	Motor Trade Theory N2
	The mark allocations in some questions were not clearly indicated in three of the papers.	Building Drawing N2 Plating and Structural Steel Drawing N2 and N3
	One question paper would not have been completed in the allocated time.	Engineering Drawing N2
	The mark allocation on the question paper did not correspond with that on the marking guideline in three of the papers.	Engineering Drawing N2 Plating and Structural Steel Drawing N2 and N3

Table 48: Moderation of NATED question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned
TECHNICAL QUALITY OF PAPERS (continued)		
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements. (continued)	In 36% of the question papers, the quality of illustrations, graphs, tables etc. was poor and not print ready.	Building Science N2 and N3 Electrical Trade Theory N2 and N3 Engineering Drawing N2 and N3 Fitting and Machining Theory N2 Industrial Electronics N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plant Operation Theory N3
	One question paper did not meet the assessment format requirements as prescribed in the syllabus.	Fitting and Machining Theory N2

Criteria and findings	Challenges	Subjects concerned
QUALITY OF INTERNAL MODERATION		
Overall, there was an improvement in the quality and standard of internal moderation since the previous setting cycle. Twenty-five percent of internal moderators' reports had little or no effect on the quality and/or standard of question papers.	Umalusi did not receive the internal moderator's report for six (17%) question papers.	Diesel Trade Theory N2 and N3 Electrical Trade Theory N3 Engineering Science N3 Mechanotechnology N3 Supervision in Industry N3
	Three of the internal moderators' reports were partially completed or did not provide sufficient information.	Mathematics N2 Plant Operation Theory N3 Water and Waste Water Treatment Practice N2
Question papers and marking guidelines containing technical errors, grammatical errors and typographical errors were approved by the internal moderators. A failure to adhere to topic weightings and cognitive level distribution was overlooked in some question papers. Internal moderators' recommendations were not always documented; in some instances, where recommendations were documented, there was little or no evidence that these had been implemented or addressed.	The information in the report did not correspond with the question paper in four (11%) instances.	Bricklaying and Plastering Theory N2 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3
	Twenty-five percent of the internal moderators' reports were of poor quality and/or low standard.	Building and Civil Technology N3 Building Drawing N3 Engineering Drawing N3 Instrument Trade Theory N2 and N3 Mathematics N2 and N3 Plant Operation Theory N3 Water and Waste Water Treatment Practice N2
	Eight (22%) of internal moderators' reports had little or no effect on the quality and/or standard of question papers.	Building and Civil Technology N3 Engineering Drawing N3 Industrial Orientation N3 Instrument Trade Theory N2 and N3 Mathematics N2 and N3 Plant Operation Theory N3
	In nine (25%) of the reports, internal moderators' recommendations were not always documented and in some instances where recommendations were documented, there was little or no evidence that these had been implemented or addressed.	Building Drawing N3 Carpentry and Roofing Theory N2 Industrial Electronics N2 Instrument Trade Theory N2 and N3 Logic Systems N3 Motor Trade Theory N2 and N3 Water and Waste Water Treatment Practice N2

Table 48: Moderation of NATED question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned
CONTENT COVERAGE AND COGNITIVE SKILLS		
In 82% of the question papers, the syllabus was adequately covered. The distribution in terms of cognitive level was appropriate in 81% of the question papers. The weighting and spread of topics was appropriate in 83% of the papers. Some question papers did not provide opportunities to assess a variety of cognitive skills. Question papers should be representative of the latest developments in subject content and teaching techniques.	Three (8%) of the question papers moderated did not cover the syllabus adequately.	Engineering Drawing N2 Mathematics N2 Plant Operation Theory N3
	In two question papers, some questions were beyond the scope of the syllabus.	Building Drawing N3 Mathematics N2
	The weighting and spread of topics was inappropriate in six (17%) of the question papers.	
	• Weighting of topics was inappropriate	Engineering Drawing N2 Fitting and Machining Theory N2
	• Spread of topics was not always appropriate	Bricklaying and Plastering Theory N2 Plant Operation Theory N3
	• Both the weighting and spread was inappropriate	Mathematics N2 and N3
	Analysis grids were not provided for two (6%) question papers.	Bricklaying and Plastering Theory N2 Supervision in Industry N3
	In the case of one question paper, the analysis grid was aligned to a textbook and not to the syllabus.	Plant Operation Theory N3
	There was no correlation between the analysis grid and question paper in four (11%) instances.	Bricklaying and Plastering Theory N2 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Orientation N3
	The analysis grid did not clearly indicate the cognitive level of each question/sub-question in nine (25%) of the moderated question papers.	Bricklaying and Plastering Theory N2 Building Drawing N2 and N3 Electrical Trade Theory N3 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Supervision in Industry N3
	The distribution of questions across cognitive levels was inappropriate in seven (19%) of the question papers.	Bricklaying and Plastering Theory N2 Electrical Trade Theory N3 Fitting and Machining Theory N2 Instrument Trade Theory N3 Mathematics N2 and N3 Supervision in Industry N3
	In seven (19%) of the question papers, some questions were not representative of the latest developments in the teaching of this knowledge field.	Electrotechnology N3 Engineering Drawing N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N2 and N3 Mathematics N3
	Different topics were not appropriately linked or integrated in three (8%) of the question papers.	Diesel Trade Theory N2 and N3 Mechanotechnology N3

Table 48: Moderation of NATED question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned
CONTENT COVERAGE AND COGNITIVE SKILLS (continued)		
	Seven (19%) of the question papers failed to provide questions representative of the latest developments in the subject field, due to outdated syllabi.	Diesel Trade Theory N2 and N3 Electrical Trade Theory N3 Electrotechnology N3 Industrial Organisation and Planning N3 Instrument Trade Theory N2 Motor Trade Theory N2

TYPES AND QUALITY OF QUESTIONS		
While the majority of question papers included a variety of question types, there is still a need for creativity in formulating questions. Some papers did not cater for creative responses from candidates, focusing mainly on assessing knowledge through objective response questions.	Six (17%) of the question papers did not include a range of question types.	Building Drawing N3 Engineering Science N3 Fitting and Machining Theory N2 Mathematics N2 and N3 Motor Trade Theory N2
	Six (17%) of the question papers did not allow for creative responses from candidates.	Engineering Science N2 and N3 Instrument Trade Theory N2 and N3 Mathematics N2 and N3
In some papers, the questions were poorly framed and had to be replaced, rephrased or restructured to ensure clarity. Most papers reflected a correlation between mark allocation, level of difficulty and time allocation.	There was no correlation between mark allocation, level of difficulty and time allocation in three (8%) of the question papers.	Electrical Trade Theory N3 Engineering Drawing N2 Instrument Trade Theory N3
	In one question paper, some of the questions did not relate to what was pertinent in the subject.	Mathematics N3
	Twenty-eight percent of the question papers contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers.	Building and Civil Technology N3 Electrical Trade Theory N3 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2 and N3 Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N3 Water and Waste Water Treatment Practice N2
	In 33% of the question papers, some of the questions did not provide clear instructional key words/verbs.	Building Drawing N3 Building and Civil Technology N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 and N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N2 Fitting and Machining Theory N2 Mathematics N2 and N3 Mechanotechnology N3

Table 48: Moderation of NATED question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned
TYPES AND QUALITY OF QUESTIONS (continued)		
In some papers, the questions were poorly framed and had to be replaced, rephrased or restructured to ensure clarity. Most papers reflected a correlation between mark allocation, level of difficulty and time allocation. (continued)	In 22% of the question papers, the questions did not contain sufficient information to elicit an appropriate response.	Building Drawing N3 Building and Civil Technology N3 Electrical Trade Theory N3 Engineering Drawing N2 and N3 Mathematics N2 and N3 Water and Waste Water Treatment Practice N2
	Twenty-five percent of the question papers contained factual errors or misleading information.	Building and Civil Technology N3 Building Drawing N2 Electrical Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Water and Waste Water Treatment Practice N2
	In one question paper, a question containing double negatives had to be rephrased for the sake of clarity.	Industrial Electronics N3
	References in questions to drawings/illustrations were incorrect in four (11%) of the question papers.	Building and Civil Technology N3 Electrical Trade Theory N3 Engineering Science N3 Mathematics N2
	The multiple-choice questions in two of the questions papers were poorly formulated.	Building and Civil Technology N3 Plant Operation Theory N3

Criteria and findings	Challenges	Subjects concerned
QUALITY OF MARKING GUIDELINE		
Over 30% of marking guidelines were deficient in some respect. Some of the marking guidelines would not have facilitated accurate and consistent marking.	Some of the answers in 33% percent of the marking guidelines were not correct/accurate.	Building Drawing N3 Building Science N3 Carpentry and Roofing Theory N2 Electrical Trade Theory N3 Engineering Drawing N2 and N3 Mathematics N2 Mechanotechnology N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N2 and N3 Water and Waste Water Treatment Practice N2
	Eight (22%) of the marking guidelines did not allow for alternative responses where appropriate.	Building Drawing N3 Carpentry and Roofing Theory N2 Industrial Electronics N2 and N3 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N3 Water and Waste Water Treatment Practice N2
	The marking guidelines for two question papers were of very poor quality.	Mathematics N2 and N3

Table 48: Moderation of NATED question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned
QUALITY OF MARKING GUIDELINE (continued)		
Over 30% of marking guidelines were deficient in some respect. Some of the marking guidelines would not have facilitated accurate and consistent marking. (continued)	In four (11%) of question papers, the mark allocation on the marking guideline did not correspond with the mark allocation on the question paper.	Electrical Trade Theory N3 Engineering Drawing N2 Plating and Structural Steel Drawing N2 and N3
	Thirty-three percent of the marking guidelines were incomplete: mark allocations or mark distributions within questions had been omitted.	Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 and N3 Fitting and Machining Theory N2 Industrial Electronics N2 and N3 Industrial Orientation N3 Plant Operation Theory N3 Supervision in Industry N3 Water and Waste Water Treatment Practice N2
	Twenty-two percent of marking guidelines would not have facilitated accurate and consistent marking.	Building Drawing N3 Electrical Trade Theory N3 Engineering Drawing N2 Fitting and Machining Theory N2 Instrument Trade Theory N2 and N3 Mathematics N2 Mechanotechnology N3

Criteria and findings	Challenges	Subjects concerned
QUALITY OF LANGUAGE AND LEVEL OF BIAS		
In 97% of the question papers the language was pitched at the appropriate level.	Subject terminology or data were not always used correctly in three question papers (8%).	Building and Civil Technology N3 Engineering Drawing N2 Water and Waste Water Treatment Practice N2
There were grammatical errors in some question papers and marking guidelines.	The language register was not appropriate for the level of the candidate in one of the question papers.	Carpentry and Roofing Theory N2
	In six (17%) of the question papers, there were subtleties in the grammar that might have caused misunderstandings.	Building and Civil Technology N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Fitting and Machining Theory N2
	There were grammatical errors in seven (19%) of the question papers.	Diesel Trade Theory N3 Electrical Trade Theory N3 Fitting and Machining Theory N2 Industrial Electronics N2 and N3 Mathematics N2 and N3
	The language in the marking guideline contained grammatical errors in four (11%) of the question papers.	Diesel Trade Theory N3 Electrical Trade Theory N3 Fitting and Machining Theory N2 Mathematics N2

Table 48: Moderation of NATED question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned
QUALITY OF LANGUAGE AND LEVEL OF BIAS (continued)		
There were grammatical errors in some question papers and marking guidelines. (continued)	Three (8%) of question papers contained questions featuring very complex syntax.	Carpentry and Roofing Theory N2 Industrial Electronics N3 Mathematics N2
	One question paper showed evidence of bias.	Electrical Trade Theory N3

Criteria and findings	Challenges	Subjects concerned
ADHERENCE TO ASSESSMENT POLICIES/GUIDELINE DOCUMENTS		
Most of the question papers complied with current policies and guideline documents.	Four (11%) of the question papers did not comply with the current policy/guideline documents.	Electrical Trade Theory N3 Mathematics N2 and N3 Plant Operation Theory N3
	The analysis grid/assessment framework provided for 12 (36%) of the question papers was of inferior quality.	Bricklaying and Plastering Theory N2 Building Drawing N2 and N3 Electrical Trade Theory N3 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Mathematics N2 and N3 Plant Operation Theory N3 Supervision in Industry N3

Criteria and findings	Challenges	Subjects concerned
PREDICTABILITY OF QUESTIONS		
Over 20% of papers contained questions that were identical or similar to those in recent past papers. Some question papers require a greater degree of innovation.	Nine (25%) of question papers contained questions that could easily have been spotted or predicted.	Building Drawing N3 Carpentry and Roofing Theory N2 Engineering Drawing N2 Industrial Orientation N3 Instrument Trade Theory N2 and N3 Mathematics N2 and N3 Supervision in Industry N3
	Eleven (31%) of question papers contained a question(s) taken verbatim from a past question paper.	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Drawing N3 Electrical Trade Theory N3 Engineering Drawing N2 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N2 and N3 Mathematics N2 Supervision in Industry N3
	Seven (19%) of question papers lacked innovation.	Building and Civil Technology N3 Carpentry and Roofing Theory N2 Engineering Drawing N2 Mathematics N2 and N3 Motor Trade Theory N3 Supervision in Industry N3

Table 48: Moderation of NATED question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned
OVERALL QUALITY		
Overall, 86% of the question papers were considered to be of an acceptable standard.	Three (8%) of the moderated question papers were not aligned to the syllabus.	Building Drawing N3 Electrical Trade Theory N3 Mathematics N2
	Four (11%) of the question papers did not assess the stated objectives of the syllabus.	Building Drawing N3 Mathematics N2 and N3 Plant Operation Theory N3
	Five (14%) of the question papers were not of an appropriate standard.	Building and Civil Technology N3 Electrical Trade Theory N3 Engineering Drawing N2 Mathematics N2 and N3
	Five (14%) of the question papers did not compare favourably with those from previous years.	Building and Civil Technology N3 Electrical Trade Theory N3 Engineering Drawing N2 Mathematics N2 Supervision in Industry N3
	Five (14%) of the question papers from this cycle were not of the same standard as those from past examinations.	Building and Civil Technology N3 Electrical Trade Theory N3 Engineering Drawing N2 Industrial Orientation N3 Mathematics N2
	There was an imbalance in the assessment of skills, knowledge, attitudes, values and reasoning in four (11%) papers.	Electrical Trade Theory N3 Mathematics N2 and N3 Motor Trade Theory N3

4. AREAS OF GOOD PRACTICE

In general, an improvement in the quality and standard of question papers was observed compared to the previous examination cycle. This may be partly attributable to the DHET's training workshop for examiners and internal moderators.

The language in most of the question papers was pitched at the appropriate level, and all but one of the question papers were free from any form of bias.

5. AREAS OF CONCERN

5.1 Technical aspects

The illustrations, graphs and symbols were sometimes in a format that did not allow good quality reprography. The cover page did not always contain the necessary information.

5.2 Internal moderation

The reports of the internal moderators did not always provide sufficient information or were of poor quality or did not correspond with the question paper.

5.3 Content coverage and cognitive skills

Some questions covered aspects that were not in the syllabi or content of a textbook that did not cover the syllabus. In some papers, weighting and spread of topics were inappropriate. Sometimes the distribution between cognitive levels was not appropriate.

5.4 Quality of questions

Some questions were vague, provided clues to answers, did not contain sufficient information to allow a proper response or contained factual errors or misleading information.

5.5 Marking guidelines

Some of the answers in the marking guidelines did not correspond with the question paper; the marking guidelines did not cater for alternative responses or contained incorrect answers.

5.6 Quality of language and level of bias

Subject terminology was not always used correctly. In some cases, subtleties in the wording of questions might have caused misunderstandings. Grammatical errors were present.

5.7 Predictability

The use of some questions verbatim from previous question papers is a concern.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

6.1 Technical aspects

While the majority of the question papers and marking guidelines met the technical requirements, some did not.

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

- The question papers and marking guidelines should be print ready when presented for external moderation.
- The mark allocation on the question paper should correspond with the marking guideline; and the allocation per question must be clearly indicated.
- Formula sheets that are accurate must be provided with question papers where necessary.
- Additional stationery such as graph paper should be indicated on the cover page of the question paper.

- An appropriate mathematical software programme, e.g. Equation Editor, should be used for equations in Mathematics question papers.
- One font should be used consistently throughout the paper, except in Mathematics papers.
- When diagrams/illustrations/tables are reduced to fit one page, they must remain legible.
- Diagrams, illustrations, symbols, texts and graphics should be provided in a high resolution format to ensure good quality reprography.
- Geometric shapes/drawings/diagrams should be produced using a computer-aided design programme to ensure that dimensions remain fixed during reprography.
- The template (macros/shells) provided by the DHET must be used when setting all question papers.

6.2 Internal moderation

In comparison to 2014, an overall improvement in the quality and standard of internal moderation was observed. It is evident that cognisance has been taken of the recommendations in the 2014 report. The initiatives of the DHET to improve the quality of internal moderation have proved fruitful. If internal moderation is to be effective, it must be done thoroughly and with the aim of raising assessment standards.

The following aspects require improvement:

- Supporting assessment documents must be submitted with the question paper and marking guideline for external moderation. These should be completed in full and should correspond with the question paper.
- Internal moderators' reports should provide detailed and comprehensive recommendations/comments.
- The report must provide 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.
- The quality and standard of analysis grids/assessment frameworks require attention, as these are essential tools in ensuring compliance with the syllabus.
- Contact details of both the examiner and internal moderator must be provided.

6.3 Quality of questions

While the majority of question papers included a variety of question types, there is still a need for creativity in crafting questions. Real-life problems and scenarios should be included in the question papers to demonstrate the relevance of the subject to the real world.

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

- Grammar rules should be observed in the question paper and marking guideline.
- All question papers must allow for creative responses from candidates.
- Questions must provide clear instructional key words/verbs.
- Questions should be free of vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers.
- Questions should provide sufficient information to elicit the desired responses.
- Questions should be factually correct and free of misleading information.

6.4 Marking guidelines

Over 30% of marking guidelines were of poor quality. Marking guidelines that are flawed do not encourage fair marking and instead hinder the marking process. Attention to detail is required from examiners and moderators in improving the quality and standard of marking guidelines.

The following aspects require improvement:

• The answers in the marking guideline must be correct/accurate.

• The marking guideline should allow for alternative responses where applicable.

• The mark allocations in the marking guideline should correspond with the mark allocations in the question paper.

• Allocation of marks within questions must be clearly indicated to facilitate marking.

• There should be a correlation between the level of the question and the expected response in the marking guideline.

6.5 Adherence to policy, content coverage and cognitive skills

As long as the NATED curriculum remains unrevised, the difficulties regarding assessment will persist. Despite these challenges, the findings indicate that the majority of the question papers covered the syllabus adequately.

The standard and quality of assessment grids is crucial and should be improved as these are essential tools in the examination setting process.

Outdated and restrictive curricula do not allow for the latest developments in the subject to be included in the question paper. Outdated and underspecified curricula must be revised as a matter of urgency. As an interim measure the cognitive demand should be stipulated for all subjects.

6.6 Predictability

There has been a tendency for experienced examiners to become complacent and for newly appointed examiners to use past papers on the premise that these are reliable and have passed through the system. Individual examiners have developed certain styles/patterns/formats when setting question papers, making it easy for candidates to spot/predict these.

The repetition of similar questions from past papers must be avoided. Although the syllabi may be limiting, variations from paper to paper are possible, depending on the resourcefulness and training of the examiner.

7. CONCLUSION

Overall, 86% of the moderated sample of November 2015 question papers were considered to be of an appropriate standard. This is an increase of 25% from the previous examination cycle. The initiatives to raise the standard of question papers have proved valuable.

While the standard of question papers was generally satisfactory, the findings indicate that there is still room for improvement in some areas of the assessment process.

The correct and completed assessment documents together with the question paper and marking guideline should be provided for external moderation. As a result of the fact that the DHET examination panel works with four sets of question papers per examination cycle, care should be taken to ensure that documents are in the correct sets.

The assessment framework/analysis grid is another area requiring improvement. It is an essential tool in ensuring compliance with the weighting of topics, cognitive demand distribution, difficulty level of questions and time allocation and should therefore be compiled correctly.

Although there has been a marked improvement in internal moderation, the reporting thereof has been neglected.

The quality of marking guidelines has also improved; however, examiners and moderators need to pay more attention to the details.

Predictability of questions has been a recurrent problem in the NATED subjects, although a slight improvement from the previous examination period was observed in this area. Examiners and moderators should engage some creative strategies to reduce the predictability of questions.

MONITORING/MODERATION OF NATED INTERNAL ASSESSMENT

1. INTRODUCTION AND PURPOSE

It is compulsory that all students at TVET colleges complete two internal assessments in the form of tests every trimester. This contributes 40% to the promotion mark of learners registered for the NATED 191 N1–N3 programmes.

The external moderators from Umalusi monitor and moderate the internal assessments to verify that:

- the content coverage and cognitive demand of the assessment tasks are appropriate
- the portfolios of assessment (PoA) and the learner portfolios of evidence (PoE) adhere to the NATED ICASS Guidelines
- the internal management and quality assurance of the internal assessment component is effective at college and campus level.

The evidence provided by the students is scrutinised before the external moderators make a judgment. During on-site visits, the moderators interview staff members and students at various colleges, and they observe the learning environment in which assessments are conducted. In addition to the on-site monitoring/moderation visits, Umalusi also moderates the portfolios in specific subjects from a sample of sites at a centralised venue.

The purpose of this section of the report is to:

- describe the approach followed in the November 2015 monitoring and moderation of internal assessments
- indicate the sample size, that is, the sites and subjects included in the quality assurance of the internal assessment exercise
- provide an overview of crucial findings related to the quality and standard of internal assessment
- highlight areas of good practice and those where improvements are required.

This evaluation is based on reports submitted by Umalusi's external moderators. Four of these moderators moderated Portfolios of Assessment (PoA) and Portfolios of Evidence (PoE) and four undertook visits to selected sites where they made observations and scrutinised documentary evidence.

2. SCOPE AND APPROACH

Between 9 and 13 November 2015, external moderators from Umalusi moderated the internal assessment of eight NATED subjects. A team of four moderators was deployed to various sites to undertake the monitoring/moderation of subjects at the sites of teaching and learning.

Four subjects were moderated at the Umalusi premises. Scripts moderated off-site were each drawn from four sampled sites per subject for which lecturer files and students' tests had to be submitted. The files for each off-site subject were taken from a specific province.

Umalusi informed the DHET, colleges and campuses in advance of its intended visits. The colleges and campuses sampled for off-site moderation were requested to submit the lecturers' files and a selection of students' tests, representative of the full scope of performance in that particular subject.

The subjects sampled came from five provinces. The tables below indicate the sites and the subjects included in the planned monitoring/moderation process.

Table 49: Sites and subjects moderated on-site during November 2015

Subject	Province	College	Campus/Site
Engineering Drawing N3	KwaZulu- Natal	Coastal KZN College	Durban
Industrial Organisation and Planning N3	Gauteng	Technicol SA	Main
Carpentry and Roofing Theory N2	Western Cape	Northlink College	Belhar
Plant Operation Theory N2	Gauteng	South West Gauteng College	Roodepoort West

Table 50: Sites and subjects moderated off-site during November 2015

Subject	Province	College	Campus/Site
Building and Civil Technology N3	Limpopo	Brooklyn City College: Polokwane	
		Northern Technical College	
		Sandton Technical College: Polokwane	
		Capricorn College	Seshego Campus
Electrical Trade Theory N3	Gauteng	Denver Technical College	
		Central Johannesburg College	Highveld Campus
		Jeppe College: Pretoria Campus	
		Tshwane North College	Rosslyn Campus
Mathematics N3	Gauteng	Apollo Technical College	
		Damelin: Pretoria	
		Tshwane Institute of Technology	
		JFA Square Technical Training	
Plating and Structural Steel Drawing N3	Mpumalanga	Crane International Academy	
		Shepperd Academy: Witbank	
		Thibela Technical College	
		White River Technical College	

The following four institutions failed to submit their portfolios to Umalusi, despite being requested to do so:

Table 51: Non-submission of NATED portfolios for off-site moderation of ICASS

Subject	Province	College	Site
Electrical Trade Theory N3	Gauteng	Central Johannesburg College	Highveld
Building and Civil Technology N3	Limpopo	Brooklyn City College	Polokwane
Building and Civil Technology N3	Limpopo	Sandton Technical College	Polokwane
Plating and Structural Steel Drawing N3	Mpumalanga	Thibela Technical College	Witbank

The DHET, colleges and campuses were informed in advance, in writing, of Umalusi's moderation visits, or of whether they should submit portfolios to Umalusi.

3. FINDINGS

The following section presents the findings of the monitoring of the implementation of internal assessment. The concern remains that, where shortcomings were noted, effective delivery of the NATED N1–N3 programmes might have been compromised.

3.1 Physical and other Resources

Since the majority of students enrolled were not employed, and although this was not required, the general expectation was that the college would take responsibility for exposing learners to the practical component. This would make the programme more meaningful and ensure that these students are better prepared for the world of work. Only 25% of sites monitored, compared to 50% in 2014, had exposed their students to the workplace. However, students did have access to computers and printers at all of the sites and all were able to access the internet. This is a vast improvement on 2014.

At 75% of the sites, sufficient textbooks were available when the programme commenced or within a week of the programme commencing. It is a concern that only one of the sites, Technicol SA, made use of additional teaching materials.

The following observations were made with regard to physical resources:

Table 52: Moderation of NATED assessment – Learning material

Site	Subject	Findings
South West Gauteng College (Roodepoort West)	Plant Operation Theory N3	There were no practical models. This programme was only introduced in 2014, with the result that equipment for demonstration purposes had still to be accumulated, such as items of equipment to demonstrate the type of pumps, refrigeration principles, instrumentation and insulation etc.
Coastal KZN College (Durban)	Engineering Drawing N3	There were no models available for demonstration. The lecturer had reference books for personal use, but these were not made available to the students.
Northlink College (Belhar)	Carpentry and Roofing Theory N2	First Aid kits were locked away and not available near the workshops. The students were not wearing safety shoes or gloves, which was in contravention of the OHS rules.

3.2 Human Resources

As far as could be determined, most of the educators at the sites visited were suitably qualified to offer the subjects. However, only 75% of the educators had been exposed to the workplace environment or to the relevant industry.

Only 25% of the sites had a training plan for their staff, yet 50% of the staff indicated that they required training.

3.3 Assessment

3.3.1 Policies

Fifty percent of the sites visited had an assessment policy. It was noted, however, that at 50% of these sites, the policies did not cover aspects such as planning, and only 75% of sites provided for monitoring and

moderation of assessment. Not all sites made provision for the following: appeals procedures (50% were compliant), absenteeism (50% were compliant), late or non-submission of tasks (75% were compliant), conditions for reassessment (50% were compliant) and dealing with irregularities (50% were compliant). None of the colleges (four sites) made provision for learners with barriers to learning nor could any of these colleges provide all the necessary documents.

3.3.2 Monitoring

Twenty-five percent of sites had a plan for monitoring assessments and 25% of sites could provide evidence of this plan having been implemented. No sites had submitted reports to the Academic Board. No sites could produce evidence of a pre- or post-moderation report. This is discussed in more detail below. In these instances, lecturers were left very much to their own devices.

3.3.3 Task development plan

In 50% of instances, a plan had been implemented for the development of tasks. At 75% of the sites there was evidence that the tasks had been developed according to this plan. Two sites, Coastal KZN College and Technicol SA, had not complied with this requirement as they did not have a plan. Only 50% of sites had systems in place for checking that tasks were of an acceptable standard, which is cause for concern. None of the sites could provide examples of additional supporting tasks; this raised further concerns.

The lecturer at Coastal KZN College (Engineering Drawing N3) pointed out to the external moderator that the ICASS Guidelines were used to guide assessment practice but that no assessment plan existed for NATED. Lecturers were given a date by which to submit their test marks and they scheduled their own tests in their own time. No assessments were submitted prior to the commencement of teaching. The students were not provided with assessment schedules, either.

The table below provides the findings of the external moderators with regard to use of the ICASS Guidelines:

Table 53: Use of the ICASS Guidelines

Site	Subject	Findings
Apollo Technical College	Mathematics N3	There was no evidence that the guidelines were being used correctly. Test 2 did not cover at least 75–80% of the syllabus; it covered only 68% of the syllabus.
Damelin: Pretoria	Mathematics N3	There was no evidence that the syllabus was being used correctly; 13% of Test 2 fell outside the scope of the syllabus.
Coastal KZN College (Durban)	Engineering Drawing N3	There was no evidence that the ICASS Guidelines had been consulted.

3.3.4 Irregularity registers

Although 50% of sites had irregularity registers, none of these sites had adequately recorded irregularities in assessments.

From this stage of the report onwards, the findings of the four sites visited are combined with the findings of the off-site moderation.

3.4 Portfolio of Assessment (Lecturers' Files)

None of the sites visited or moderated off-site made all the required documents available for moderation. Sites that fared best in this regard were Northern Technical College and Capricorn College (Building and Civil Technology N3). The only evidence missing at the former college was of the syllabus having being filed. There was no evidence that the pacesetter had been used as a planning tool. At the second college, the syllabus and assessment tasks for practical tasks had not been filed, nor had marks been recorded accurately.

The following sites were non-compliant:

Table 54: Implementation of the ICASS Guidelines

Site	Subject	Findings
Tshwane Institute of Technology	Mathematics N3	It was difficult to find the relevant files. Crucial documents that ensure effective teaching and learning were missing, e.g. the syllabus, ICASS Guidelines, assessment schedules etc. There was limited or no evidence that ICASS was being implemented. The files had not been monitored.
Damelin: Pretoria	Mathematics N3	Most of the documents were missing from the files and it was difficult to ascertain whether subject meetings had taken place, and whether learners had been given additional exercises to do in class or at home.
Northlink College (Belhar)	Carpentry and Roofing Theory N2	Documents were missing from the PoA and the external moderator had to rely on the PoE to find evidence of tasks.

Only eight sites (50%) could provide a SACE certificate for the lecturer responsible for the subject; 75% could provide evidence of teaching experience and 63% of industry or work experience. It is not surprising that only 56% of lecturers had filed the latest syllabi, since these had not been revised since the seventies to mid-1990s.

Even though the pacesetter is an essential planning tool, only 69% had used it as such. Even though there was evidence that pre- and post-moderation had taken place (in 75% of instances and at 75% of sites there was a clear indication of which scripts had been moderated), only 25% of sites reviewed their tasks, and at only 44% of sites had analysis and evaluation of learner performance taken place. Alarmingly, marks had been recorded accurately at only 56% of sites, and converted correctly at only 50% of sites.

3.5 Assessment Tasks

Not all the tasks (two prescribed tests) had been submitted for external moderation.

Table 55: Tasks not submitted for external moderation

Site	Subject	Findings
Tshwane North College (Rosslyn)	Electrical Trade Theory N2	There was evidence of only one test.
Denver Technical College	Electrical Trade Theory N2	Only one marking guideline was found but the mark sheets had been filed.
Apollo Technical College	Mathematics N3	Only one question paper could be found, and this was without a marking guideline.
Coastal KZN College (Durban)	Engineering Drawing N3	An analysis grid had not been used to set the questions. No marked scripts were available for moderation.
Shepperd Academy (Witbank)	Plating and Structural Steel Drawing N3	There was a record sheet with names and marks, but no evidence of tests or marking guidelines.

3.5.1   Quality of assessment tasks

Some of the tasks were not of an appropriate standard, as reflected in the following table:

Table 56: Poor quality of tasks

Site	Subject	Findings
Denver Technical College	Electrical Trade Theory N2	Hand-drawn sketches had been scanned instead of using CAD; as a result these were not clear.
Coastal KZN College (Durban)	Engineering Drawing N3	The cover pages of the tests had been printed on the day of the Umalusi visit (11 November 2015). The test had been written on 13 October. The names on the test differed from those on the cover page.

3.5.2 Content coverage

Sixty-nine percent of the sites had used appropriate assessment tasks that covered a substantial amount of work. The weighting and spread of questions was appropriate at 63% of the sites.

3.5.3 Cognitive demand and difficulty levels of the set tasks

In 69% of instances, the tasks had been pitched at the right level, but only 38% of tasks allowed for creative responses. Fifty-six percent of the tasks included practical application, but in only 38% of instances were the tasks representative of the latest developments in the field.

3.5.4 Technical aspects

Sixty-three percent of the tasks had been neatly typed, containing all the relevant information. The instructions were clear and unambiguous at 69% of the sites. The language and terminology used was appropriate at 88% of the sites. The tasks at more than half sites fulfilled all the requirements. It was found that there was a clear mark allocation (69%), the marking tools correlated with the question paper (63%), the illustrations and diagrams were of good quality (63%), questions were numbered correctly (75%) and the time allocation was realistic and adequate (75%).

The main problem was the use of previous examination papers that had not been re-typed, but had either been scanned or photocopied and presented to the students as a test or task. As a result, students were coached in answering old examination papers instead of focusing on the content of the subject. The ICASS Guidelines stipulate that sites should set their own tasks.

The external moderators made the following observations and raised a number of concerns:

Table 57: The use of past examination papers as tasks

Site	Subject	Findings
Tshwane North College (Rosslyn), Denver Technical College and Jeppe College (Pretoria)	Electrical Trade Theory N2	Lecturers used past papers instead of setting new tasks. Rosslyn and Jeppe did not attempt to change the papers at all but Denver used various questions from different papers and included a few new ones. Learners were coached in answering past examination papers. They often quoted the marking guideline verbatim or the whole group's answers were the same.
JFA Square Technical Training, Apollo Technical College, Tshwane Institute of Technology	Mathematics N3	Past examination papers were used verbatim as tests.
Coastal KZN College (Durban)	Engineering Drawing N3	The assessment tasks consisted of previous examination papers.
South West Gauteng College (Roodepoort West)	Plant Operation Theory N3	The lecturers used past examination papers as assessment tasks; these were printed at the back of the textbook and included a marking guideline.
White River Technical College	Plating and Structural Steel Drawing N3	Past examination papers were the only form of assessment tasks.

The impression was created that lecturers were not committed and did not take their role as educators seriously.

The copying of answers from textbooks or other resources threatens the integrity of the internal mark and should be further investigated.

3.5.5 Marking tools

The marking guidelines were found to be relevant and appropriate in 69% of instances. They were clear and neatly typed at 63% of the sites, providing alternative responses 56% of the time, with mark distributions clearly allocated within questions (63%). They were easy to use 63% of the time.

Nevertheless, there were sites that were not compliant as can be seen from the following table:

Table 58: Challenges presented by marking tools

Site	Subject	Findings
Northern Technical College and Capricorn College (Seshego)	Building and Civil Technology N3	The mark allocation was not clearly indicated in the marking guideline for the building drawings, with the result that marks were allocated randomly, without the accuracy or the scale of the drawings being taken into consideration.
Tshwane Institute of Technology	Mathematics N3	The marking guideline was incomplete and poorly worded. There was no indication of the allocation of marks within questions.
Northlink College (Belhar)	Carpentry and Roofing Theory N2	One of the marking guidelines could not be found in the PoA.
Coastal KZN College (Durban)	Engineering Drawing N3	The marking guideline did not indicate any mark allocation.
South West Gauteng College (Roodepoort West)	Plant Operation Theory N3	The numbering on the marking guideline did not correspond to the numbering in the test.

3.5.6 Learner performance

Despite the many instances of poor educational practices at many of these sites, 88% of students appeared to interpret and respond to the assessments competently. This percentage may be skewed, however, since most of the assessments consisted of past examination papers, which, together with their marking guidelines, were freely available.

3.5.7 Quality of marking and recording of marks

Forty-four percent of the marking was consistent with the marking guideline. Fifty percent demonstrated an acceptable standard and quality of marking but feedback to the student was only offered 44% of the time.

The external moderators' findings are indicated in the table below:

Table 59: Quality of marking

Site	Subject	Findings
Northern Technical College and Capricorn College (Seshego)	Building and Civil Technology N3	Marks in six out of the eight scripts moderated externally were incorrectly calculated. In some cases, marks were awarded (without the use of ticks) but in others, marks were not awarded. The marking guideline had been completely ignored.
Denver Technical College	Electrical Trade Theory N2	Weightings were incorrect according to national standards. One learner's response had no bearing on the paper whatsoever, and yet the lecturer had marked it as correct. The marking was generally inaccurate and unreliable. There was no correlation between the marking and the marking guideline.
Tshwane North College (Rosslyn)	Electrical Trade Theory N2	The marking was inaccurate. There was no consistency in the marking. Correct answers were marked wrong and incorrect answers were marked correct. The tick looked more like a bolt of lightning than a tick. The internal moderator used the same symbol as the marker, suggesting that the person who had marked the script had also moderated it, and that the internal moderator was complicit by signing the internal moderation form.
Jeppe College (Pretoria)	Electrical Trade Theory N2	The total on the script was out of 70, but the marks on the question paper added up to 100. This had not been picked up by the internal moderator.
JFA Square Technical Training	Mathematics N3	No mark sheets could be found. Both the marker and the internal moderator marked correct answers wrong, and incorrect answers right. The marking was very poor and would have confused the learners.
Apollo Technical College	Mathematics N3	Marks had not been recorded accurately.
Tshwane Institute of Technology	Mathematics N3	Marking and allocation of marks was inaccurate.
South West Gauteng College (Roodepoort West)	Plant Operation Theory N3	There were no measures in place to verify the correct transcription of marks or conversions. A mark sheet with the final totals was not provided in the PoA.
White River Technical College	Plating and Structural Steel Drawing N3	Marking was inconsistent. One question had been duplicated and the marks captured by the examiner and rubber-stamped by the internal moderator. A second question had not been attempted by the student but marks had still been awarded.

3.6 Internal Moderation

The general impression among the external moderators was that internal moderation was a neglected area at most of the sites visited. Had better internal moderation been conducted, the technical aspects of the tasks would have been better and irregularities would have been identified and rectified.

Sixty-nine percent of sites could produce an internal moderation checklist; however, only 25% of these sites could provide evidence of qualitative feedback to the educator.

Table 60: Poor quality of internal moderation

Site	Subject	Findings
Northern Technical College and Capricorn College (Seshego)	Building and Civil Technology N3	Poor internal moderation: • internal moderator did not notice that the marking guideline was unclear or that • marks for six of the eight candidates had been incorrectly calculated.
Tshwane North College (Rosslyn), Denver Technical College and Jeppe College (Pretoria)	Electrical Trade Theory N2	The moderation checklist had been completed, but there was no further evidence of internal moderation.
Tshwane North College (Rosslyn)	Electrical Trade Theory N2	The moderator shadow marked and used ticks similar to those used by the marker. It was suspected that the marker had moderated his/her own work and that the internal moderator had merely signed off the marking.
JFA Square Technical Training	Mathematics N3	A subject meeting took place just before the external moderation, suggesting that this was simply a compliance formality. The standard of the internal moderation was poor.
Tshwane Institute of Technology and Damelin College (Pretoria)	Mathematics N3	No internal moderation had taken place. These colleges did not appear to be adhering to the requirements of the ICASS Guidelines.
Coastal KZN College (Durban)	Engineering Drawing N3	No internal moderation had taken place.
South West Gauteng College (Roodepoort West)	Plant Operation Theory N3	Poor pre- and post-moderation: • internal moderator had not picked up obvious mistakes such as the repetition of questions • mark totals were incorrect • mark allocations and questions did not correspond with the analysis grid.
White River Technical College	Plating and Structural Steel Drawing N3	Internal moderation was merely an exercise in compliance.

3.7 Sites Requiring Assistance

The following sites need assistance:

Table 61: Sites requiring assistance

Site	Subject	Findings
Tshwane North College (Rosslyn), Denver Technical College and Jeppe College (Pretoria)	Electrical Trade Theory N2	These sites all need assistance in: • setting question papers and marking guidelines • assessment and moderation practices • teaching and examination ethics • monitoring.

Table 61: Sites requiring assistance (continued)

Site	Subject	Findings
Tshwane Institute of Technology	Mathematics N3	• The PoA did not contain the required documentation • only previous question papers used as tasks • the marking guideline did not facilitate marking • the standard of marking was unacceptable • no evidence that a syllabus or the ICASS Guidelines was being used • no evidence of moderation.
Coastal KZN College (Durban)	Engineering Drawing N3	An urgent intervention is required at this site, as indicated in remarks above.
Shepperd Academy (Witbank)	Plating and Structural Steel Drawing N3	There was nothing to evaluate since nothing had been submitted. This college requires an urgent intervention.
White River Technical College	Plating and Structural Steel Drawing N3	This college needs assistance in assessment and moderation practices.
Apollo Technical College	Mathematics N3	There was no evidence of additional tasks having been completed by the learners.
Tshwane Institute of Technology	Mathematics N3	The only qualification the lecturer had was an N6 certificate with Mathematics as one of the subjects. The certificate had not been certified.
Coastal KZN College (Durban)	Engineering Drawing N3	No correlation between the names on the tests, the attendance registers and the marks on the mark sheets. Although some of the students had been absent, there were marks entered next to their names.
South West Gauteng College (Roodepoort West)	Plant Operation Theory N3	The students had had only three one-hour periods a week, which was insufficient to cover the syllabus effectively.

Some of the allegations made were serious, among them fraudulent practices; these require urgent investigation.

4. AREAS OF GOOD PRACTICE

There was one site that can be singled out for good practice, namely Damelin College (Pretoria). The facilitator at this site was required to report on the progress of teaching and learning and also to write a report containing detailed comments on each question (unfortunately, no suggestions were made as to how to improve the tasks). The students also signed to confirm the accuracy of their marks on the mark sheets. The lecturer also developed his/her own tasks.

Examples of good reporting documents that could be shared were found at the Seshego Campus of Capricorn College. These included, for example, the following:

• ICASS monitoring instrument with reporting
• lecturer subject evidence control sheet
• college standard trimester subject assessment plan
• standard lesson plan format for lecturers
• standard cover page for tests
• progress assessment review report.

5. AREAS OF CONCERN

- No or incomplete policies found at the sites of learning.
- Unavailability of training plans for their staff, despite the fact that 50% of the staff indicated that they required training.
- Many sites did not have systems in place for checking that tasks were of an acceptable standard. Furthermore, none of the sites could provide examples of additional supporting tasks.
- Only 25% of sites reviewed their tasks, and at only 44% of sites analysed and evaluated learner performance.
- Alarmingly, marks had been recorded accurately at only 56% of sites, and converted correctly at only 50% of sites.
- Tasks were often not representative of the latest developments in the field.
- Previous examination papers were used as tests and these, together with their marking guidelines, were freely available.
- Inconsistent marking.
- Negligence of internal moderation.
- Lack of evidence of qualitative feedback to educators and candidates.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

Lecturers at most of these sites would benefit from training in assessment and moderation practices, the setting of assessment tasks and marking guidelines as well as marking and recordkeeping. Analysis and review forms should form part of assessment and moderation practices.

More regular monitoring and moderation visits should take place at these sites to ensure that they become and remain compliant.

7. CONCLUSION

It is a matter of grave concern that assessment and moderation practices are not being conducted satisfactorily. Assessment tasks were not always adequate, and internal moderation was largely ineffective. There should be a link between what is taught and what is required in the workplace. If educators are not exposed to the workplace more regularly, they will not be able to share this knowledge with their students. The question of staff training needs to be addressed urgently to ensure that curriculum delivery takes place more effectively.

The most worrying finding was that allegedly fraudulent practices were occurring at some of the sites and this should be investigated as a matter of urgency.

Chapter 8

DISCUSSION OF MARKING GUIDELINES AND VERIFICATION OF MARKING NATED

1. INTRODUCTION AND PURPOSE

The moderation of marking is of vital importance as it is largely through this process that the standard and quality of marking is verified. The purpose of Umalusi's process in the verification of marking is to assure consistency and accuracy of marking that is in accordance with the marking guidelines, as well as to establish that both the marking and the internal moderation processes are conducted according to agreed and established practices and standards. The roles of the Umalusi moderator, chief marker and internal moderator are cardinal in addressing inconsistencies in marking and in rectifying calculation errors.

Centralised marking centres for the marking of the N3 scripts were established at the Pretoria West Campus of Tshwane South TVET College and the Midlands Campus of Umgungundlovu TVET College. The majority of N3 subjects were marked at Pretoria West, with only a few subjects with large enrolments being marked at Midlands as well.

The N2 marking guidelines were standardised by panels consisting of the chief markers from three provinces (Gauteng, North West and Mpumalanga) and the internal moderator from Gauteng. The finalised (signed-off) N2 marking guidelines were distributed electronically to the nine provincial marking centres. N2 subjects with low enrolments, or those for which the necessary expertise was not available, were marked at Centurion Campus (the Gauteng N2 marking centre).

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

- Attendance at the marking guideline discussions for a sample of N2 and N3 subjects.
- Verification of marking of a sample of scripts from N2 and N3 subjects.

The purpose of this section is to report on:

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

2. SCOPE AND APPROACH

2.1 Marking guideline discussions

Umalusi's external moderators attended the marking guideline discussions for a sample of N2 and N3 subjects at different marking centres across the country, as listed in the tables below.

Table 62: N2 Marking guideline discussions attended

No.	Subject	Date	Marking Centre
1.	Bricklaying and Plastering Theory	28 November 2015	Centurion
2.	Building Drawing	21 November 2015	
3.	Engineering Drawing*	28 November 2015	
4.	Engineering Science	3 December 2015	
5.	Mathematics	28 November 2015	

* Moderator was unwell and could not attend the marking guideline discussion.

Table 63: N3 Marking guideline discussions attended

No.	Subject	Marking Centre
1.	Building and Civil Technology	Pretoria West
2.	Building Drawing	
3.	Business English Second Language	Pretoria
4.	Electrical Trade Theory	Pretoria West
5.	Electrotechnology	Midlands KZN
6.	Engineering Drawing	
7.	Engineering Science	
8.	Industrial Electronics	
9.	Mathematics	
10.	Mechanotechnology	
11.	Plating and Structural Steel Drawing	Pretoria West

As is evident from these tables, during the 2015 November examination session Umalusi deployed four moderators to Tshwane South TVET College, Centurion Campus to attend the marking guideline discussions of four N2 subjects on 21 and 28 November and 3 December 2015 respectively. In the case of the N3 marking guideline discussions, one moderator was deployed to Tshwane North TVET College, Pretoria Campus, four moderators attended marking guideline discussions at Tshwane South TVET College, Pretoria West Campus, while six moderators participated in the discussions at the Midlands Campus of Umgungundlovu TVET College on 5 December 2015.

Umalusi staff members were also present at the marking centres on the days that the marking guideline discussions took place.

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

2.2 Verification of marking

Umalusi moderators verified the marking of 12 N2 and 19 N3 subjects. Both on-site and centralised models were followed for the verification of marking. Most N2 subjects were marked at provincial level. The external moderators involved in the verification of marking of N2 subjects each visited only one provincial marking centre, hence the verification of marking of scripts from only a specific province could be verified. Certain N2 subjects, e.g. Fitting and Machining Theory, Motor Trade Theory and Plumbing Theory, are offered at a limited number of centres and were marked in only certain provinces; in these subjects, scripts from a number of provinces could be verified.

The purpose of verification of marking is to determine whether marking is consistent. Scripts that were included in the sample covered the whole range of performance by candidates and were drawn from as many provinces and marking centres as possible.

In addition to the process discussed above, two moderators were deployed to Midlands Campus to verify the marking of two subjects, namely Engineering Science N2 and Industrial Electronics N2. The sampled scripts were drawn from all nine provincial marking centres. Each of the nine provinces was requested to courier the scripts from a predetermined sample of colleges to Midlands marking centre. The purpose of the verification of marking of the sampled scripts in these two subjects was to determine the consistency of marking across the nine provincial marking centres. A concession of three marks had been granted to Engineering Science N2 and the implementation of this concession was also evaluated.

The tables below indicate the subjects included and the marking centres at which the verification of marking took place.

Table 64: N2 Subjects and marking centres included in the verification of marking

No.	Subject	Date	Marking Centre
1.	Building Drawing	9 December 2015	Centurion
2.	Building Science	7 December 2015	Iqhayiya
3.	Carpentry and Roofing Theory	8 December 2015	Seshego
4.	Electrical Trade Theory	7 December 2015	Midlands
5.	Engineering Science*	9–10 December 2015	Midlands *
6.	Fitting and Machining Theory	9 December 2015	Centurion
7.	Industrial Electronics*	10–11 December 2015	Midlands *
8.	Instrument Trade Theory	7 December 2015	Mpondozankomo
9.	Mathematics	7 December 2015	
10.	Motor Trade Theory	9 December 2015	Centurion
11.	Plumbing Theory	9 December 2015	
12.	Water and Waste Water Treatment Practice	7 December 2015	Seshego

* Centralised verification of marking of sampled scripts from across all nine provinces

Table 65: N3 Subjects and marking centres included in the verification of marking

No.	Subject	Date	Marking Centre
1.	Building and Civil Technology	7 December 2015	Pretoria West
2.	Building Drawing	8 December 2015	
3.	Building Science	6 December 2015	
4.	Business English Second Language	6 December 2015	Pretoria
5.	Diesel Trade Theory	9 December 2015	Pretoria West
6.	Electrical Trade Theory	7 December 2015	
7.	Electrotechnology	7 December 2015	Midlands
8.	Engineering Drawing	7 December 2015	
9.	Engineering Science	9 December 2015	
10.	Industrial Electronics	10 December 2015	
11.	Industrial Organisation and Planning	9 December 2015	Pretoria West
12.	Industrial Orientation	9 December 2015	
13.	Instrument Trade Theory	6 December 2015	
14.	Logic Systems	6 December 2015	
15.	Mathematics	9 December 2015	Midlands
16.	Mechanotechnology	7 December 2015	
17.	Plant Operations Theory	6 December 2015	Pretoria West
18.	Supervision in Industry	8 December 2015	
19.	Waste Water Treatment Practice	9 December 2015	

The tables below provide information on the subjects, number of provinces and number of sites included in Umalusi's process of on-site verification of marking.

Table 66: Verification of marking N2: subjects, provinces and number of sites

Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West	Province 10*
Building Drawing	1	0	0	0	0	0	0	0	4	0	0
Building Science	1	0	0	0	9	0	0	0	0	0	0
Carpentry and Roofing Theory	1	0	0	0	0	0	0	8	0	0	0
Electrical Trade Theory	1	0	0	0	0	14	0	0	0	0	0
Fitting and Machining Theory	3	0	0	0	2	0	0	0	13	0	2
Instrument Trade Theory	1	0	0	0	0	0	14	0	0	0	0
Mathematics	1	0	0	0	0	0	13	0	0	0	0
Motor Trade Theory	4	0	3	3	0	0	1	0	5	0	0
Plumbing Theory	5	0	0	1	0	0	1	0	3	1	2
Water and Waste Water Treatment Practice	1	0	0	0	0	0	0	4	0	0	0

Table 67: Verification of marking N3: subjects, provinces and number of sites

Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West	Province 10*
Building and Civil Technology	7	1	0	0	2	2	2	1	2	1	0
Building Drawing	8	1	0	1	3	2	1	0	1	1	2
Building Science	9	1	0	1	1	1	1	1	2	1	1
Business English Second Language	1	0	0	0	0	0	1	0	0	0	0
Diesel Trade Theory	10	1	2	1	1	2	1	1	1	1	2
Electrical Trade Theory	8	1	0	1	0	3	1	4	3	2	2
Electrotechnology	3	2	2	2	0	0	0	0	0	0	0
Engineering Drawing	3	4	3	4	0	0	0	0	0	0	0
Engineering Science	3	8	2	5	0	0	0	0	0	0	0
Industrial Electronics	3	7	3	7	0	0	0	0	0	0	0
Industrial Organisation and Planning	6	0	1	2	1	0	1	2	6	0	0
Industrial Orientation	5	1	0	0	0	0	1	1	8	2	0
Instrument Trade Theory	6	0	0	0	1	1	4	4	4	2	0
Logic Systems	6	1	0	0	3	2	1	1	4	0	0
Mathematics	2	6	0	7	0	0	0	0	0	0	0
Mechanotechnology	3	4	3	5	0	0	0	0	0	0	0
Plant Operation Theory	9	1	1	1	1	3	1	3	5	0	1
Supervision in Industry	7	1	0	3	0	1	2	3	5	1	0
Waste Water Treatment Practice	4	0	0	0	0	3	1	2	3	0	0

3. FINDINGS

3.1 Marking guideline discussions

Marking guideline discussions in the sampled subjects were attended by the chief marker, internal moderator (and markers appointed for N3 subjects) as well as Umalusi's external moderators. Panels consisting of the chief markers from three provinces, namely Gauteng, Mpumalanga and North West, and the Gauteng internal moderator were invited to participate in the discussions and sample marking to finalise the N2 marking guidelines. Many of the N2 panels were, however, incomplete as some of the chief markers and or internal moderators did not honour their invitations to attend the discussions. This weakened the panels and may have had a negative impact on the quality of the finalised marking guidelines. Some of the participants did not attend the training sessions, claiming that the same information was repeated at all trimester training sessions.

Concerns about the non-payment for marking duties and other issues were raised by marking personnel and addressed at the marking centres before the marking guideline discussions commenced.

The marking panels engaged actively in the marking guidelines, conducted sample marking, identified shortcomings and made adjustments to the marking guidelines where necessary. The purpose of the discussion was to ensure that the marking instruments were fair, valid and reliable and that they would facilitate efficient marking and consistency in the standard of marking.

The table below presents the findings of the marking guideline discussions as captured in the external moderator reports.

Table 68: Findings of marking guideline discussions for NATED N2 and N3

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance by markers, chief markers and internal moderators at the marking guideline discussion meetings	The required chief markers and internal moderators were in attendance in all the subjects listed.	Building and Civil Technology N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	Some of the panel members (chief markers) appointed to finalise the N2 marking guidelines failed to attend the meeting.	Bricklaying and Plastering Theory N2 Building Drawing N2 Mathematics N2
	The internal moderator did not attend the marking guideline discussion.	Business English Second Language N3 Engineering Science N2
	Appointed internal moderator was substituted prior to the meeting.	Industrial Electronics N3
	The chief markers/internal moderators attending the meeting were not all punctual.	Business English Second Language N3 Industrial Electronics N3 Mathematics N2
	The meeting did not start on time.	Building Drawing N2
	The required number of markers had not been appointed for the marking of this subject.	Plating and Structural Steel Drawing N3
	Appointed markers failed to arrive on duty and urgent appointments had to be made to fill the vacant positions.	Business English Second Language N3 Industrial Electronics N3
	Some markers were absent.	Electrical Trade Theory N3
	Markers were not appointed on time and did not receive their appointment letters before the marking guideline discussions. Some of the appointments were confirmed via text messages.	Building and Civil Technology N3 Business English Second Language N3 Engineering Drawing N3 Engineering Science N3 Mathematics N3 Mechanotechnology N3
	Appointment letter forwarded to the wrong college.	Electrical Trade Theory N3
Conduct of the marking guideline discussion	The discussions were chaired by the chief marker in all but the subjects indicated, where the meeting was chaired by the:	
	• internal moderator	Electrical Trade Theory N3
	• external moderator	Building Drawing N2 Engineering Drawing N3 Mechanotechnology N3

Table 68: Findings of marking guideline discussions for NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Issues arising during the marking guideline meeting	The externally moderated marking guidelines were provided for the majority of N3 subjects, however, the unmoderated marking guidelines were provided to the marking centres in the subjects listed.	Building Drawing N3 Engineering Drawing N3 Mathematics N3 Mechanotechnology N3
	The external moderator provided the correct marking guideline as the incorrect version had been distributed to the marking centre.	Building Drawing N2
	Translated marking guidelines were not received. Translated marking guideline did not correspond with the English version.	Bricklaying and Plastering Theory N2 Electrotechnology N3 Mathematics N2 and N3 Electrical Trade Theory N3
Preparedness of the markers, chief markers and internal moderators	The chief markers/internal moderators for the listed N3 subjects (73%) did not mark a sample of scripts before the marking guideline discussion and were thus not properly prepared.	Building Drawing N3 Business English Second Language N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Plating and Structural Steel Drawing N3
	The participants in the listed subjects (20%) arrived at the marking guideline discussion without having prepared their own marking guidelines.	Building Drawing N2 Business English Second Language N3 Mathematics N2
Adjustments to marking guidelines	In the case of the subjects indicated, marking guidelines were adjusted before the general discussion, in most cases at a meeting between the chief marker and internal moderator.	Building Drawing N3 Industrial Electronics N3 Mathematics N3 Plating and Structural Steel Drawing N3
	In most cases (87%), the marking guidelines were adjusted during these meetings.	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Drawing N2 and N3 Business English Second Language N3 Electrotechnology N3 Engineering Science N2 and N3 Industrial Electronics N3 Mathematics N2 and N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	Marking guidelines were adjusted after the sample marking had been completed.	Engineering Drawing N3 Mathematics N2 and N3
	No adjustments were made in the case of one paper.	Electrical Trade Theory N3

Table 68: Findings of marking guideline discussions for NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Sample marking	In 93% of the subjects, sample marking was done after the marking guideline had been discussed.	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Drawing N2 and N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N2 and N3 Industrial Electronics N3 Mathematics N2 and N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	Each marker marked a copy of the same script (dummy script) to establish consistency of marking.	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N2 and N3 Industrial Electronics N3 Mathematics N2 and N3 Mechanotechnology N3
	Each marker then received a sample of scripts to mark from a range of centres.	Building and Civil Technology N3 Electrotechnology N3 Engineering Drawing N3 Mathematics N3 Mechanotechnology N3
	No sample marking was done in one subject.	Business English Second Language N3
	Sample marking posed challenges as a result of a decrease in the size of drawings (A3 reduced to A4).	Drawing subjects
Adherence to marking guidelines during sample marking and performance of markers	Accurate marking was evident in the listed subjects.	Building and Civil Technology N3 Building Drawing N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N2 and N3 Mechanotechnology N3
	Average or poor marking was reported in the listed subjects.	Bricklaying and Plastering Theory N2 Building Drawing N2 Electrical Trade Theory N3 Industrial Electronics N3
	Good, average and poor marking was observed in the listed subjects.	Mathematics N2 and N3
Standard of internal moderation during sample marking	The internal moderation of the sample marking was rated as good in 47% of the subjects.	Building and Civil Technology N3 Building Drawing N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N2 and N3

Table 68: Findings of marking guideline discussions for NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Standard of internal moderation during sample marking (continued)	The following concerns were recorded:	
	Average standard of internal moderation in two subjects	Building Drawing N2 Industrial Electronics N3
	Poor standard of internal moderation in one subject	Bricklaying and Plastering Theory N2
	No internal moderation was conducted in the subjects listed.	Business English Second Language N3 Mathematics N2 and N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Complaints about questions that were ambiguous, or beyond the scope of the curriculum or the level	Two questions in the paper were beyond the scope of the curriculum.	Engineering Science N2
	The question paper was of poor quality and did not adhere to the requirements of the curriculum.	Business English Second Language N3
Overall behaviour of markers	In general, the markers' conduct was professional and exemplary. However, in the subject listed, one marker behaved unacceptably by arriving late and talking continually on a cell phone.	Mathematics N2
Marking guideline discussion affected by strike action	Disorder caused by strike action at Pretoria Campus led to delays and uncertainty among marking panels.	Business English Second Language N3

3.2 Verification of marking

The focus of the verification of marking was on the consistency of implementation of the marking guideline in the marking, accurate marking and effective internal moderation.

The findings, as observed at the N2 and N3 marking centres, are reflected in the table below. Please note that this table does not include information on the verification of marking of Engineering Science N2 and Industrial Electronics N2.

Table 69: Findings of the verification of marking for N2 and N3

Aspects	Findings and challenges	Subjects
Changes to marking guidelines	No changes/further changes were made at the national/ provincial marking guideline meetings in 14% of the subjects. (This subject list excludes subjects in which marking guideline discussions were attended by external moderators.)	Electrical Trade Theory N2 Industrial Orientation N3 Instrument Trade Theory N2 Waste Water Treatment Practice N3
	Changes were made to the marking guidelines during the marking process in the subjects listed (24%).	Business English Second Language N3 Electrotechnology N3 Engineering Drawing N3 Industrial Orientation N3 Logic Systems N3 Motor Trade Theory N2 Plumbing Theory N2

Table 69: Findings of the verification of marking for N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Availability of scripts for marking and moderation	At the time of the verification of marking by Umalusi:	
	All the expected scripts had been received in the subjects indicated (62%).	Building and Civil Technology N3 Building Drawing N2 and N3 Building Science N2 and N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N3 Electrical Trade Theory N2 Electrotechnology N3 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Instrument Trade Theory N2 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N2 Plumbing Theory N2 Waste Water Treatment Practice N3
	Scripts were outstanding in the eight subjects (28%) listed. These varied from negligible to substantial numbers.	Business English Second Language N3 Engineering Science N3 Industrial Electronics N3 Industrial Orientation N3 Mathematics N2 Plant Operation Theory N3 Supervision in Industry N3 Water and Waste Water Treatment Practice N2
	The number of scripts expected and the number received could not be confirmed in three subjects (10%).	Electrical Trade Theory N3 Engineering Drawing N3 Instrument Trade Theory N3
Training in marking	Training in marking was conducted in most subjects (86%).	Building and Civil Technology N3 Building Drawing N2 and N3 Building Science N2 and N3 Diesel Trade Theory N3 Electrical Trade Theory N2 and N3 Electrotechnology N3 Fitting and Machining Theory N2 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N2 and N3 Logic Systems N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plant Operation Theory N3 Plumbing Theory N2 Supervision in Industry N3 Waste Water Treatment Practice N3 Water and Waste Water Treatment Practice N2

Table 69: Findings of the verification of marking for N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Training in marking (continued)	No specific training was conducted in one subject as there was only one marker.	Carpentry and Roofing Theory N2
	Intensive training in these subjects was conducted during the marking guideline meeting attended by the external moderators.	Business English Second Language N3 Engineering Drawing N3 Engineering Science N3
Marking procedure	Whole-script marking occurred in 41% of the subjects, mainly where enrolments were low and/or where only one marker had been appointed.	Business English Second Language N3 Carpentry and Roofing Theory N2 Engineering Drawing N3 Fitting and Machining Theory N2 Instrument Trade Theory N2 and N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N2 Plant Operation Theory N3 Plumbing Theory N2 Water and Waste Water Treatment Practice N2
	The specified method of question-wise marking was followed in 59% of the subjects.	Building and Civil Technology N3 Building Drawing N2 and N3 Building Science N2 and N3 Diesel Trade Theory N3 Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 and N3 Supervision in Industry N3 Waste Water Treatment Practice N3
Adherence to marking guidelines	Strict adherence to marking guidelines was evident in 66% of the subjects.	Building and Civil Technology N3 Building Drawing N3 Building Science N2 and N3 Business English Second Language N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N2 and N3 Logic Systems N3 Mechanotechnology N3 Plant Operation Theory N3 Supervision in Industry N3 Waste Water Treatment Practice N3 Water and Waste Water Treatment Practice N2

Table 69: Findings of the verification of marking for N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Adherence to marking guidelines (continued)	In 34% of the subjects, average to poor adherence to the marking guideline was apparent: for example, marks were not allocated according to the marking guidelines, and wrong answers were marked correct and vice versa.	Building Drawing N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 and N3 Motor Trade Theory N2 Plumbing Theory N2
Standard of marking/ performance of markers	The marking was rated as generally accurate in the 59% of the subjects.	Building and Civil Technology N3 Building Drawing N3 Building Science N2 Business English Second Language N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Instrument Trade Theory N2 and N3 Logic Systems N3 Mechanotechnology N3 Plant Operation Theory N3 Waste Water Treatment Practice N3 Water Waste Water Treatment Practice N2
	The marking in the subjects indicated (41%) was rated as average to poor as a result of some observed inaccuracies and/or substantial differences between marks allocated by the marker/internal moderator and by the external moderator.	Building Drawing N2 Building Science N3 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 and N3 Motor Trade Theory N2 Plumbing Theory N2 Supervision in Industry N3
Administration	The prescribed procedure for the allocation of marks was followed. Marks were clearly indicated per question and transferred correctly to the cover page and the mark sheet. Mistakes were identified and clearly indicated. Mark sheets were completed correctly (69%).	Building and Civil Technology N3 Building Drawing N3 Building Science N2 and N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3

Table 69: Findings of the verification of marking for N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Administration (continued)	The prescribed procedure for the allocation of marks was followed. Marks were clearly indicated per question and transferred correctly to the cover page and the mark sheet. Mistakes were identified and clearly indicated. Mark sheets were completed correctly (69%). (continued)	Instrument Trade Theory N2 and N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N2 Plant Operations Theory N3 Plumbing Theory N2 Water and Waste Water Treatment Practice N2
	The prescribed process was not followed in eight subjects (28%), in particular where marks were transferred incorrectly to the cover page or mark sheet, and/or mistakes were not clearly indicated, or mark sheets were not completed correctly.	Building Drawing N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Industrial Orientation N3 Mathematics N2 and N3 Supervision in Industry N3 Waste Water Treatment Practice N3
	The moderator was unable to evaluate the administrative aspects in one subject as only one script had been marked at the time of verification.	Business English Second Language N3
	In 48 % of the subjects there was no evidence that notes to supplement the chief marker and internal moderator reports had been made during marking.	Building Drawing N2 and N3 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 and N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Mathematics N2 Motor Trade Theory N2 Plumbing Theory N2 Supervision in Industry N3 Waste Water Treatment Practice N3
Control	The name (or code) of the marker was not indicated on the scripts in the five listed subjects (17%).	Building Drawing N2 Building Drawing N3 Fitting and Machining Theory N2 Motor Trade Theory N2 Plant Operation Theory N3
	The name of the internal moderator was not indicated on the scripts in three subjects (14%).	Building Drawing N2 and N3 Fitting and Machining Theory N2
Internal moderation	In 24% of the subjects, not all centres were included in the moderation of marking process.	Building Drawing N2 Business English Second Language N3 Electrical Trade Theory N2 Engineering Drawing N3 Industrial Electronics N3 Logic Systems N3 Mechanotechnology N3

Table 69: Findings of the verification of marking for N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Internal moderation (continued)	Whole-script moderation occurred in 97% of the subjects.	Building and Civil Technology N3 Building Drawing N3 Building Science N2 and N3 Business English Second Language N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N3 Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Fitting and Machining Theory N2 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N2 and N3 Logic Systems N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plant Operation Theory N3 Plumbing Theory N2 Supervision in Industry N3 Waste Water Treatment Practice N3 Water and Waste Water Treatment Practice N2
	Only certain sections were moderated in one subject.	Building Drawing N2
	The standard of internal moderation was rated as good in 62% of the subjects.	Building and Civil Technology N3 Building Drawing N3 Building Science N2 and N3 Diesel Trade Theory N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N2 and N3 Logic Systems N3 Mechanotechnology N3 Plant Operation Theory N3 Plumbing Theory N2
	The standard of internal moderation was rated as average or poor in 34% of the subjects. In some instances, internal moderators had been overly lenient. In many cases, internal moderators had not identified marking or calculation errors. **Note:** Subjects not moderated were not included in the analysis.	Building Drawing N2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Industrial Orientation N3 Mathematics N2 and N3 Motor Trade Theory N2

Table 69: Findings of the verification of marking for N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Internal moderation (continued)		Supervision in Industry N3
		Waste Water Treatment Practice N3
	Shadow moderation occurred in four subjects.	Building Drawing N2
		Industrial Orientation N3
		Supervision in Industry N3
		Water and Waste Water Treatment Practice N2
	The prescribed percentage (10%) of scripts had been internally moderated by either the chief marker or the internal moderator in 41% of the subjects.	Building and Civil Technology N3
		Diesel Trade Theory N3
		Electrotechnology N3
		Engineering Drawing N3
		Industrial Electronics N3
		Industrial Orientation N3
		Logic Systems N3
		Mathematics N2
		Plumbing Theory N2
		Supervision in Industry N3
		Waste Water Treatment Practice N3
		Water and Waste Water Treatment Practice N2
	Fewer than the required percentage (10%) of scripts had been moderated at the time of the external moderator's visit; marking or moderation had just commenced at some sites or it had not been possible to moderate 10% of scripts as a result of high enrolments.	Building Drawing N2 and N3
		Building Science N2 and N3
		Carpentry and Roofing Theory N2
		Electrical Trade Theory N2 and N3
		Engineering Science N3
		Fitting and Machining Theory N2
		Industrial Organisation and Planning N3
		Instrument Trade Theory N2 and N3
		Mathematics N3
		Mechanotechnology N3
		Motor Trade Theory N2
		Plant Operation Theory N3
	No moderation had taken place as a result of delays to the commencement of marking.	Business English Second Language N3
Response to the examination question paper	The students' performance did not meet expectations in 10% of subjects.	Diesel Trade Theory N3
		Industrial Electronics N3
		Motor Trade Theory N2
	In 17% of subjects the candidates found the paper difficult.	Building Science N2
		Carpentry and Roofing Theory N2
		Diesel Trade Theory N3
		Industrial Electronics N3
		Motor Trade Theory N2
	The candidates found the paper fair in the majority of subjects (79%).	Building and Civil Technology N3
		Building Drawing N2 and N3
		Building Science N3
		Electrical Trade Theory N2 and N3
		Electrotechnology N3
		Engineering Drawing N3
		Engineering Science N3

Table 69: Findings of the verification of marking for N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Response to the examination question paper (continued)	The candidates found the paper fair in the majority of subjects (79%). (continued)	Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N2 and N3 Logic Systems N3 Mathematics N2 and N3 Mechanotechnology N3 Plant Operation Theory N3 Plumbing Theory N2 Supervision in Industry N3 Waste Water Treatment Practice N3 Water and Waste Water Treatment Practice N2
	Unfair questions were noted in one subject.	Business English Second Language N3
Preventing and dealing with irregularities	By the time the external moderation took place, no irregularities had been reported in 66% of the subjects.	Building and Civil Technology N3 Building Drawing N2 and N3 Building Science N2 and N3 Business English Second Language N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N2 Mechanotechnology N3 Motor Trade Theory N2 Plumbing Theory N2 Waste Water Treatment Practice N3 Water and Waste Water Treatment Practice N2
	Alleged irregularities were reported and recorded in the subjects listed.	Electrical Trade Theory N2 and N3 Fitting and Machining Theory N2 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N2 and N3 Plant Operation Theory N3 Supervision in Industry N3
Reports	Reports were generally completed at the end of the marking process; however, notes were compiled as the marking progressed. At the time of the external verification of marking, evidence of the preparation of marker/chief marker reports was available in 31% of the subjects.	Building and Civil Technology N3 Building Science N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N3 Electrical Trade Theory N2 Electrotechnology N3 Mathematics N3 Plumbing Theory N2 Supervision in Industry N3

Table 69: Findings of the verification of marking for N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Discipline at marking centres	Strict discipline was observed at most of the marking venues, with the exception of three subjects where transgressions occurred.	Building Drawing N2 Electrical Trade Theory N3 Industrial Orientation N3
Challenges at marking centres	The environment was not conducive to marking in the case of two subjects. Overcrowding, poor ventilation and background noise were some of the problems encountered.	Building and Civil Technology N3 Water and Waste Water Treatment Practice N2

3.3 Verification of Engineering Science N2 and Industrial Electronics N2 marking

Eight of the nine provinces submitted scripts on time for the verification of marking exercise. The scripts from North West arrived too late to be included in all the steps of the evaluation. However only four of the nine provinces submitted the marking guidelines used for marking, as requested.

It was clear that although the centrally finalised marking guidelines for both subjects had been distributed to the marking centres, no final master marking guideline was implemented across the nine marking centres. Further additions were made at the marking centres but there was no mechanism in place to communicate and implement these changes consistently at all nine marking centres.

The section below captures the most important findings of the verification of marking exercise.

3.3.1 Engineering Science N2

The sample scripts from the eight provinces moderated revealed that the marking was of a high standard. There was consistency in the allocation of marks, the markers were able to interpret questions and give credit for correct answers. All marks were transferred correctly to the cover page in eight provinces. Alternative correct answers were added to the marking guideline in some of the provinces, with the result that candidates in certain provinces may have been advantaged or disadvantaged.

As mentioned earlier, a concession of three marks was granted in this subject. The instruction was that two questions should not be marked, and that the question paper should be marked out of a total of 97. The marks were then to be converted to a percentage. Markers across the eight provinces did not all adhere to the concession granted, however, and either marked the question or added the marks at the end. In Gauteng, Western Cape and Mpumalanga provinces, markers did not implement the concession.

The moderation was detailed although it did not identify that markers had not implemented the concession correctly, or where they had failed to implement it altogether.

3.3.2 Industrial Electronics N2

As in Engineering Science N2, alternative answers were accepted at certain marking centres. Furthermore, the majority of marking centres (six out of the nine) did not credit students for correct methods used in sub-questions, albeit where the carried over answers were wrong (Question 3). The impact of this on marks was as much as 3% in some cases. KwaZulu-Natal, for example, gave 50% credit for method per sub-question, while the Western Cape gave full credit. It was thus evident that marking practices, which might also be related to lack of knowledge and experience among marking staff, affected the consistency in the marking of the calculations in sub-questions.

4. AREAS OF GOOD PRACTICE

4.1 Marking guideline discussions

- The chief markers and internal moderators were present at the marking guideline discussions for nine of the 11 N3 subjects attended by external moderators. As team leaders, their attendance is vital.
- Participants in 80% of the subjects arrived at the marking guideline meeting having prepared their own marking guidelines. This was indicative of their positive attitude and readiness to engage in the marking process.
- Adjustments made to the marking guidelines were appropriate and justified in enhancing quality. An accurate and reliable marking guideline is critical in ensuring accurate marking and consistency in the standard of marking.
- Sample marking was done in 93% of the subjects sampled. As a fundamental aspect of the marking process, this is vital in establishing consistency in marking and in identifying further, possibly correct answers after marking has begun; this was the case in some subjects.
- In most subjects, guidance and training was provided by the chief markers, internal moderators and external moderators. During their deliberations, common marking issues were addressed and inputs were made to the marking guidelines.
- Minutes of the marking guideline discussions and copies of the adjusted marking guidelines were submitted to the marking centre managers.
- Overall, markers conducted themselves professionally and embraced the task with alacrity.

4.2 Verification of marking

- Training in marking was conducted in most subjects. This was beneficial in setting the tone for the marking process.
- There was strict adherence to the marking guideline in 66% of the subjects and a commensurate high standard of marking in 59% of the subjects verified.
- The specified method of marking per question was followed in 59% of the subjects and the compliance with the prescribed procedure for allocation of marks was observed in 69% of the subjects verified.
- The standard of internal moderation was good in 62% of the subjects and mostly whole-script moderation occurred.
- The students' performance was in keeping with expectations in the majority of the subjects, and most question papers were rated as "fair".
- Strict discipline was observed at many of the marking venues. This is a positive move towards ensuring a sound work culture that has a direct bearing on the quality and standard of marking.

5. AREAS OF CONCERN

5.1 Marking guideline discussions

- Absence of appointed chief markers from the finalisation of the N2 marking guideline meetings.
- Failure of appointed markers to report for duty and the phenomenon of 'walk in' markers remain problematic. In some cases where markers were appointed late, those who had applied for NC (V) or higher levels of the NATED programme switched to the more lucrative NATED options with no warning. In 40% of the subjects, markers were not appointed in time and had not received their appointment letters before the marking guideline discussions. Some of the markers were informed of their appointments via text messages.

- Incorrect versions of question papers and/or marking guidelines were distributed to the marking centres.
- Unpreparedness of markers for marking guideline discussions.
- No sample marking and internal moderation done in certain subjects.

5.2 Verification of marking

- Average to poor quality of marking in 41% of the subjects. Among others, the ability to interpret answers correctly was a major problem, especially where inexperienced or underqualified markers had been appointed.
- Average to poor standard of moderation in 34% of the subjects. In some instances, internal moderators were overly lenient and/or did not identify marking or calculation errors.
- Poor performance of candidates at certain centres.
- The large number of alleged irregularities observed at the marking centres raises questions.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

6.1 Marking guideline discussions

- Marking guideline discussions at marking centres should be planned effectively to minimise logistical and administrative challenges.
- The correct number of qualified markers should be appointed in good time. Internal moderators, chief markers and markers should be informed of their appointments in advance. Letters of appointment must be sent out in good time.
- Attendance at marking guideline discussions is compulsory. Meetings should commence on time and punctuality at meetings should be enforced. A participant who does not attend the meeting should not be allowed to continue with the marking process.
- Care should be taken that the correct versions of question papers and/or marking guidelines are distributed to the marking centres.
- All the marking personnel should come prepared to the marking guideline discussions. They should not be allowed to participate without evidence of having made proper preparations for the discussions.
- Marking of dummy scripts should be compulsory in all subjects.
- Sample marking of Drawing subjects should be done on the original scripts and the necessary resources for marking should be made available at the marking centres.
- Attendance by appointed chief markers of the finalisation of the N2 marking guideline meeting is compulsory and vital in ensuring that the process is effective. The necessary rigour must be applied to the finalisation of N2 marking guidelines to ensure that these signed-off marking guidelines can be implemented without the need for further amendments at the provincial marking centres. Alternatively, mechanisms must be put in place to ensure timely and effective communication of justified adjustments in the interests of fair and reliable marking, across all marking centres.
- It is of utmost importance that the marking guideline, especially in subjects that include calculations, provides detailed information on the penalisation of errors in calculations where the method is correct.
- Internal moderation of sample marking should be implemented in all subjects to ensure that marking is accurate, consistent and fair.

6.2 Verification of marking

- The implementation of concessions in marking must be addressed during the DHET training sessions to ensure consistency.
- The standard of moderation requires improvement and the appointment of internal moderators should be scrutinised.
- Centres with reported irregularities should be investigated and future examinations should be monitored closely to avoid further infringements.
- Training and development of lecturers should be prioritised at colleges in order to improve the quality of teaching and learning.

7. CONCLUSION

While some aspects of the marking process had improved, others require substantial improvement. Marking centres had prepared well for the marking process and centres were managed efficiently. The strict discipline among markers is commendable and their commitment to the marking process is acknowledged.

The late appointment of markers, failure to attend marking guideline discussion meetings, markers failing to report for duty and markers not preparing in advance are some of the areas that demand attention. It is imperative that marking personnel are appointed in good time, that they honour their appointments and that they prepare in advance for the marking guideline discussions, as well as for the marking process. Appointment letters should be sent out well in advance and if electronic communication is to be used, then all colleges should be informed accordingly.

The process of assessment can be described as generally valid and reliable. Most question papers appeared to be fair to the candidates and the performance of most candidates was in keeping with expectations. There was also a generally acceptable standard of marking and moderation in the majority of subjects.

Chapter 9

STANDARDISATION AND VERIFICATION OF NATED RESULTS

1. INTRODUCTION AND PURPOSE

Standardisation is a statistical moderation process used to mitigate the effects on performance of factors other than learners' ability and knowledge. The standardisation of examination results is necessary to minimise the variation in marks from one examination session to the next. The reasons for this variability may include the standard of question papers and the quality of marking. Standardisation thus ensures that a relatively constant product is delivered to the market.

Section 17A (4) of the *GENFETQA Act of 2001* as amended in *2008* states:

The Council may adjust raw marks during the standardisation process.

Standardisation involves various procedures to ensure that the standardisation process is accurate. This includes the verification of subject structures, the capture of marks and of the computer system used by the assessment body. It also involves the development and verification of norms, and the production and verification of standardisation data booklets in preparation for the standardisation meeting. The process is concluded with the approval of mark adjustments (where necessary) per subject.

During the statistical moderation process, qualitative reports from external moderators, internal moderators, monitoring of marking reports and the principles of standardisation are taken into consideration.

2. SCOPE AND APPROACH

The Kolmogrov-Smirnov (KS) goodness of fit procedure, in conjunction with fixed norms and historical averages, used in the standardisation of the NATED N1–N3 results for many years, was this examination session replaced by Ogives.

2.1 Development of historical averages

The subject structures submitted by the DHET were verified and approved. The historical norm was calculated from previous exam sessions. Outliers were identified and the principle of exclusion was applied.

2.2 Capturing of marks

Umalusi conducted the verification of the capture of marks at the CD: NEA as well as at the N3 marking centre (Pretoria West Campus of Tshwane South TVET College). A sample of mark sheets was verified.

2.3 Verification of datasets and standardisation booklets

The datasets were verified before the printing of the final standardisation booklets. The number of candidates processed, the calculation of the norms, the adjusted marks, raw marks and the graphs were verified and approved after several corrections had been made.

2.4 Pre-standardisation and standardisation

The qualitative input reports, historical averages, pairs analysis as well as the standardisation principles were scrutinised to determine any adjustments required per subject.

2.5 Post standardisation

The assessment body was required to submit the adjusted datasets according to the agreed standardisation decisions. These were verified after one moderation, and adjustments were approved after the rectification of the differences.

3. FINDINGS AND DECISIONS

3.1 Development of historical averages

The historical norm for the Engineering studies was submitted, verified and approved on time. Delays in submission of historical norms were experienced in the Business subjects.

3.2 Capturing of marks

A description of how the marks were captured was provided by the system administrator. The data capturing centres did not have policy guidelines or procedural documents to authenticate the mark sheets, the appointment or training of data capturers or the management of capturing centres. Instead, the CD: NEA provided a guideline for data capturers to use. The DHET officials provided a verbal description of the security systems to protect the examination materials as well as a status report on the capturing process. Capturing was done both online and offline. A guideline for the capturing process was provided but no evidence of training or training manuals was available. The explanations given showed that the centres had mostly complied with required procedures.

3.3 Verification of datasets and standardisation booklets

The DHET systems were verified up until the statistical moderation of the November 2015 examinations. Datasets were verified and approved after several moderations. Delays in the approval of datasets occurred because the DHET had not used the approved norms where subjects had outliers.

3.4 Pre-standardisation and standardisation

3.4.1 Pre-standardisation

The pre-standardisation meeting took place on 19 December 2015. Learner performance in each subject was discussed by the Assessment Standards Committee of the Umalusi Council with qualitative input provided by Umalusi staff. Preliminary decisions on adjustments were made at this meeting.

3.4.2 Standardisation meeting

The November NATED N1–N3 results were standardised on the afternoon of 19 December 2015.

The DHET presented a total of 59 instructional offerings for the statistical moderation of the NATED Natural Sciences Studies N2 and N3 programmes. Fourteen of the 59 subjects had low enrolments. The four Business Languages were also part of the 59 subjects presented for standardisation.

Fifty-nine subjects were standardised and two were provisionally standardised, one pending a 95% capture rate and the other pending the outcome of an investigation by the DHET. Two of the Business Languages were standardised whilst two were provisionally standardised pending a 95% capture rate.

The decisions on the November 2015 examination of NATED N1–N3 were informed by the trends in learner performance, the qualitative input reports and the historical norm and pairs analysis.

Table 70: Standardisation decisions Engineering Studies

Description	Total
Number of instructional offerings presented	**59**
Raw marks accepted	29
Adjusted (mainly upwards)	28
Adjustments (mainly downwards)	1
No Decision	1
Number of instructional offerings standardised:	**58**

Table 71: Standardisation decisions Business Languages

Description	Total
Number of instructional offerings presented	4
Raw mark	2
Adjusted (mainly upwards)	2
Number of instructional offerings standardised	**4**

4. AREAS OF GOOD PRACTICE

• The successful replacement of the KS norms by Ogives represents the achievement of a major milestone. The DHET's successful implementation of the Ogive is highly commended.

• Norms were approved in the first phase of moderation.

• Both sites monitored had adequate and experienced data capturers and a guideline document for the capturing of marks.

5. AREAS OF CONCERN

• None of the DHET capturing centres monitored had a procedural document for the management of the capturing of marks.

• Meetings or training of data capturers were held informally, without minutes being taken, but training manuals served as evidence to confirm that training had occurred.

• The number of candidates absent from exams was very high.

• The failure of the DHET to adhere to set deadlines is worrying.

• Very few high quality chief marker and internal moderator of marking reports were provided by the DHET.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

- The DHET must ensure that the system reflects candidates' marks accurately, especially in the case of zero marks.
- The DHET must develop procedural documents for the management of the capturing process.
- The DHET must ensure that declaration forms are signed by all capturers at the beginning of the process and that copies are kept for verification purposes.

7. CONCLUSION

History was made with the implementation of Ogives to standardise results.

The DHET's dedication to resolving difficulties caused by the leakage of question papers is commendable. The new process used in the printing and distribution of question papers to examination centres and the return of answer scripts to nodal points bore fruit and no reports of leaked papers were received.

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

Monitoring of Examinations

MONITORING THE STATE OF READINESS

1. INTRODUCTION AND PURPOSE

Section 17 of the General Further Education and Training Quality Act, Act no 58 of 2001, as amended in 2008, mandates Umalusi to approve the publication of the results if all quality assurance standards have been adhered to by the respective assessment bodies. This implies that assessment bodies should at all times protect and uphold the integrity of all their assessment processes, including the examinations.

One of the quality assurance processes adopted by Umalusi to ensure the integrity of the assessment of qualifications on its sub-framework is the monitoring of the conduct, administration and management of the writing and marking phases of the examinations. Prior to the examinations of qualifications on its sub-framework being written, Umalusi embarks on a state of readiness (SOR) process to assess assessment bodies' level of preparedness to administer such examinations.

The Department of Higher Education and Training (DHET) is a public assessment body, and is as such deemed accredited to conduct, administer and manage the National Certificate (Vocational) (NC (V)) and the NATED examinations. It is therefore incumbent on Umalusi to verify the DHET's level of readiness to administer examinations that are free from irregularities that might jeopardise the integrity of the examination.

This chapter reports on the findings from Umalusi's monitoring processes with regard to the DHET's level of readiness to administer the 2015 November NC (V) and NATED examinations.

2. SCOPE AND APPROACH

In order to verify the maintenance of standards and adherence to applicable policies and regulations, Umalusi provided the DHET with a self-evaluation instrument, to be completed and returned to Umalusi. Umalusi then visited the DHET head office and a sample of 14 of its registered examination centres to verify the information provided in the self-evaluation instrument. The instrument focused on critical areas that would give an indication of the DHET's readiness to administer examinations. The critical areas include the following:

- appropriate policy development and implementation
- availability and utilisation of suitable systems, processes and procedures
- management plans for assessment, moderation and monitoring
- appointment and training of relevant personnel
- adequacy of resources
- safekeeping and security of examination material.

3. SUMMARY OF FINDINGS

3.1 Strategic management issues

The Chief Directorate: National Examination and Assessment (CD: NEA) of the DHET is responsible for the management and administration of the NC (V) and NATED examinations. The current, permanently funded staff establishment of the CD: NEA does not match all the responsibilities for managing the November 2015 GETC, NATED and NC (V) examinations. This is as a result of the non-extension of the organogram to cater for the decision in 2002 to nationalise college examinations and the new NC (V) qualification introduced in 2007. As a contingency measure, the CD: NEA appoints contract workers, interns and examination

assistants to assist with several administrative tasks during all examination cycles. Furthermore, an offline capturing tool is utilised at marking centres to speed up the resulting process, which will be monitored and supported by national data capturers. All these administration assistants sign confidentiality forms. Same security vetting processes have been initiated with permanent staff and additional staff will follow.

As noted above, the CD: NEA has been historically underfunded as no additional baseline funding followed the decision in 2002 to nationalise college examinations and no funding was added to the baseline to cater for the new NC (V) qualification in 2007. However, a request for additional funding has been made to cover the remuneration shortfall of college-based officials appointed to mark, set and moderate examinations. Furthermore, monitoring will be limited to a sample of examination centres, with primary focus being on those centres where serious irregularities were detected and/or reported on in past examinations.

While the buildings, equipment and machinery are adequate, security measures and facilities are lacking in critical areas. It was confirmed during 2015 that DHET examinations will remain within the Department of Basic Education (DBE) building until a new DHET building is ready for occupation. In light of this, the DHET is in a position to negotiate improved security measures and facilities and this is currently work in progress.

3.2 Management plan for the conduct and administration of the examinations

A detailed management plan for conducting, managing and administering the 2015 November NC (V) and NATED examinations is in place. This management plan is monitored through weekly reports and meetings where thorough planning and reporting occurs. The plan highlights all the processes for conducting, managing and administering the examinations, with associated timelines. Expectations and directives on the conduct of examinations are communicated to colleges by means of circulars.

3.3 Registration of candidates and examination centres

The DHET has an established National Examinations Information Technology system for the registration of candidates. By the time of Umalusi's visit to the DHET, the NC (V) candidates' registration had been successfully concluded. A total number of 183 085 candidates and 1 021 283 subject entries had been successfully registered for the November 2015 examination cycle. Concessions had also been finalised for the said examinations. All examination permits had been issued to all eligible candidates according to plan. These figures are similar to those of the November 2014 examinations, indicating the stability of the NC (V) qualification over the years.

As for the NATED, a provisional total of 292 778 candidates and 303 346 subject entries were registered for the November 2015 (Engineering Studies third trimester) examination cycle. Most examination centres are currently finalising candidate registrations where results were released late as a result of irregularities detected in the August 2015 examination. The total number of enrolments is almost double that of the 2014 November examination. This number is expected to drop as soon as the verification process has been concluded. Examination permits for all registered candidates were printed and distributed to all examination centres.

The DHET allows immigrant candidates to register. There are no validation processes in place to verify immigrant status as the system does not differentiate between South African and immigrant candidates. The examination IT system generates an examination number for an immigrant candidate in the absence of an official South African identity number. Candidates are registered at both private and public TVET colleges across South Africa (table 73 refers). It was also noted that the DHET has six examination centres in Namibia with a total enrolment of 1 415 candidates and one centre in Swaziland where enrolments have not yet been confirmed, pending finalisation of registration data.

Table 72: Number of TVET colleges and registered candidates

DETAILS OF COLLEGES	EC	FS	GP	KZN	LP	MP	NC	NW	WC	Total
Total number of public colleges	8	4	8	9	7	3	2	3	6	50
Total number of campuses	34	19	39	62	25	19	7	13	40	258
Correctional Services Centres	7	3	12	7	3	3	3	5	20	63
Total number of private colleges	23	13	80	55	39	23	5	13	12	263
Total number of registered candidates for NATED N1–N3 and NC (V) L2–L4	32 833	13 895	75 284	52 536	47456	23 545	5 495	17 094	24 640	292 778

3.4 Planning and administration of the moderation of ICASS and ISAT

The CD: NEA uses the National Policy on the Conduct, Administration and Management of the National Certificate (Vocational) to monitor and moderate internal assessment. In addition, revised internal continuous assessment guidelines for NC (V) and NATED were released in 2014 for implementation in 2015 in order to provide a framework for the monitoring and moderation of internal assessment. The moderation instrument for 2015 was revised to include an item where moderators were required to ensure that the marks captured during the conduct of internal assessment were valid and reliable.

The monitoring of ICASS and ISAT is conducted by CD: NEA officials who are employed in the Institutional Assessments Unit. As a result of human and financial constraints, the monitoring is done once per annum, and a consolidated report is then compiled once the monitoring has been concluded. The monitoring of the implementation of ICASS and ISAT tasks was conducted from 17 August to 18 September 2015. Once the moderation of ICASS and ISAT has been concluded, examination centres are provided with copies of the moderation instrument.

In the case of monitoring and moderation, one of the challenges posed was the failure to submit evidence of the implementation of ISAT, despite the fact that the memorandum sent to examination centres stated explicitly that this evidence was to be submitted. The human resources component is inadequate in the face of the large number of registered examination centres at both private and public colleges and the number of qualifications currently on offer. Financial constraints also impede the monitoring and moderation processes of each examination cycle.

3.5 Printing, packaging and distribution of examination materials

The printing and packing facility is on the premises of the DBE. The printing of the NATED question papers has been outsourced. Both printing facilities have adequate security measures, including biometric access control measures, surveillance cameras and security staff on site. There are sufficient machines at both facilities to print all question papers on time. All question papers received from the Editing Unit are subjected to a separate quality control process in the Production Unit, during which all technical issues such as the information on the cover page and coding is rechecked. A first proof is printed, verified against the original hard copy submitted by the Editing Unit and signed off by the printing manager before bulk printing commences.

Skynet is the courier service contracted to deliver all DHET examination documents to all delivery points (to consignee). The NC (V) and Business Studies examinations are delivered in weekly consignments and examination centres collect question papers on a daily basis from the delivery points. All temporary staff have signed a declaration of secrecy and are mentored and supervised by full-time staff. The vetting process of all staff is currently being negotiated at senior management level.

3.6 Safekeeping and security of examination materials at examination centre level

The examination centres monitored by Umalusi confirmed the delivery mode of examination material as explained above. At all the monitored centres, examination material was to be stored in safes/strong rooms located in the office of the chief invigilators or in the administration block of the college. Security was found to be adequate, with examination centres having a combination of alarm systems, surveillance cameras, 24-hour security guards and burglar proofing on all doors and windows.

3.7 Appointment and training of invigilators and monitors

All campus managers are deemed to be chief invigilators at their centres but may delegate a senior official to fulfil this function on their behalf. Chief invigilators are formally appointed by the college principal. Invigilators are formally appointed by the chief invigilator. By the time of Umalusi's visits to examination centres, not all centres had appointed nor trained invigilators and the drafting of invigilation timetables was still in progress at some centres. The national training of chief invigilators was conducted from 12 August to 18 September 2015 and these officials were then required to cascade the training to invigilators at centre level.

A sample of colleges is scheduled to be visited by CD: NEA and the staff from the newly established regional offices. A monitoring instrument will be used to record the findings. Each regional office has been instructed to monitor at least five centres.

3.8 The examination rooms

All examination centres monitored had rooms identified for the writing of examinations and these were large enough to cater for the number of envisaged candidates. Equipment and other amenities to be used during the writing phase of the examination were adequate for the number of candidates at all centres monitored. All examination rooms in the centres monitored are to provide an environment that is conducive to the writing of examinations.

3.9 The management of irregularities

The DHET uses the National Policy on the Conduct, Administration and Management of the NC (V) to manage irregularities. In addition, standard operating procedures were developed and updated in 2015 to provide an enabling environment for the management of irregularities. The National Examinations Irregularity Committee comprises the Director: Examinations Management and Monitoring and officials employed in the same unit for the sole purpose of dealing with irregularities, as well as officials from the Legal Unit of the department. Officials from quality assurance bodies, viz. Umalusi and QCTO, are also members of the Committee. There is a comprehensive record kept of previous irregularities.

Colleges that have been involved in irregularities will be closely monitored during the conduct of the 2015 November examinations. Officials from public colleges will be appointed to supervise the conduct of examinations at colleges implicated in recent examination irregularities. Of the 14 centres monitored by Umalusi, 10 had formed irregularity committees but only seven of these had kept records of meetings of these committees.

3.10 Selection of markers and marking centres

The DHET has a policy guiding the selection of markers/chief markers/internal moderators/marking centre managers/deputy marking centre managers and examination assistants. The policy further outlines the

selection criteria in each category, including: three-year post matric qualification, teaching experience in the subject, teaching at a college, and language competency. By the time of Umalusi's visit, the process for the selection of marking personnel for the NC (V) was still underway.

Before the standardisation of the marking guideline, the DHET conducts training of chief markers and internal moderators on the management of the marking of the scripts. Sample script marking is then conducted by chief markers and internal moderators, after the marking guidelines discussion. The same presentation made to chief markers and internal moderators is made by the marking centre managers to markers. After the marking guidelines discussions, markers complete sample script marking.

The DHET has identified marking centres for the 2015 examinations. They have been selected because they have the required facilities, adequate security, enough rooms for the marking panels, and sufficient ablution facilities, dining halls and meeting rooms. Two of the marking venues are close to each other in order to facilitate transport arrangements. The DHET conducts monitoring visits to each marking centre before the start of each trimester and semester examination. Another visit will be made to each marking centre before commencement of marking in November. The security company at each campus provides additional security during marking. There will be strict access control at the main gate to each marking centre.

3.11 Capturing of marks and certification

The DHET has procedural documents and a detailed management plan in place for the capturing of marks. All mark sheets submitted to the DHET for capturing are subjected to a double capture process by the same DHET capturing official for the NC (V) and NATED programmes. A request has been submitted to SITA to modify the process to ensure that the second layer of capturing is done by a different official – this process is currently being piloted at some marking centres.

All electronic data files submitted to the DHET are tested and then uploaded electronically onto the system. A sample of these marks is verified by DHET officials. User roles and access rights are reviewed on a quarterly basis along with the system administrator's activity log. Outstanding internal assessment mark sheets are managed by the resulting teams and outstanding examination mark sheets by the marking teams.

4. AREAS OF GOOD PRACTICE

- The DHET has a detailed management plan in place for the conduct, management and administration of the 2015 November examinations.
- The registration of candidates and the related processes had almost been completed at the time of Umalusi's monitoring visit.
- The national training sessions organised for chief invigilators will ensure the consistent application of expected procedures for invigilation.
- The examination centres monitored have good facilities for the writing of examinations.

5. AREAS OF CONCERN

- Excessive handling of the active examination papers occurs in the printing and packing processes at both of the printing sites.
- Inadequate human resources at head office limit other core functions of CD: NEA of DHET.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

• The CD: NEA should put systems in place to limit the number of people handling active question papers.
• The CD: NEA personnel organogram should be aligned to the current mandate.

7. CONCLUSION

The Report 191 Engineering Studies trimester examination system is not sustainable. The short turnaround time between the finalisation of the previous examination cycle and the registration for the next one makes it impossible for both the centres and the CD: NEA to complete all registrations in good time. This results in delays in the finalisation of each examination cycle. In general, the DHET has prepared and implemented systems and processes to ensure the efficient conduct, management and administration of the 2015 November NC (V) and NATED examinations.

Chapter 11

MONITORING OF WRITING

1. INTRODUCTION AND PURPOSE

The Department of Higher Education and Training (DHET) administered the National Certificate (Vocational) (NC (V)) and NATED examinations during the period 23 October to 2 December 2015. Umalusi deployed provincial monitors and staff members to a sample of examination centres across the nine provinces to monitor the writing of these examinations. The purpose of the monitoring exercise was to quality assure the efficiency and the effectiveness of the DHET systems in the administration and management of examinations. This chapter presents the findings of the monitoring exercise by Umalusi and reports on the areas of good practice and those needing improvement.

2. SCOPE AND APPROACH

A sample of 41 colleges, as listed in the table below, were sampled across the nine provinces, on the basis of one of the following aspects:

- High candidate enrolment in the subject(s) written on the date of monitoring.
- Occurrence of some form of irregularity during the recent examinations.
- No monitoring by Umalusi in recent examinations.
- Inclusion of both public TVET and private FET colleges in the monitoring plan.

The monitors were provided with a set of criteria against which to evaluate the standard of the conduct and administration of the examinations. This evaluation was achieved by recording observations of procedures, scrutiny of documentation and interviews with relevant personnel on the conduct and administration of examinations.

Table 73: Examination centres monitored for the writing of examinations

No.	Province	Centre	Date	Subject	Candidates
1.	Eastern Cape	Buffalo City TVET College: St Marks Campus	25/11/2015	Mathematics N3	203
2.	Eastern Cape	Ikhala TVET College: Ezibeleni Campus	24/11/2015	Electronic Control and Digital Electronics L2	90
3.	Eastern Cape	Damelin: East London Campus	25/11/2015	Mathematics N3	16
4.	Eastern Cape	Sandton Technical College: East London	25/11/2015	Mathematics N3	29
5.	Eastern Cape	King Hintsa TVET College: Centane Campus	30/11/2015	Masonry L2	30
				Electrical Systems and Construction L2	58
				Plumbing L2	28
6.	Eastern Cape	Buffalo City TVET College: East London Campus	29/10/2015	Life Orientation L4 P2	236
7.	Eastern Cape	Ikhala TVET College: Queenstown Campus	30/11/2015	Entrepreneurship L2	227
8.	Free State	Flavius Mareka TVET College: Mphohadi Campus	26/11/2015	Engineering Science N3	38
9.	Free State	Maluti TVET College: Lere la Tsepe Campus	20/11/2015	Food Preparation L2	64
10.	Free State	Maluti TVET College: Itemoheleng Campus	25/10/2015	Mathematics N3	45
11.	Free State	Maluti TVET College: Harrismith Campus	18/11/2015	Financial Management L4	20
12.	Gauteng	Tshwane South TVET College: Atteridgeville Campus	30/11/2015	Engineering Science N3	61

Table 73: Examination centres monitored for the writing of examinations (continued)

No.	Province	Centre	Date	Subject	Candidates
13.	Gauteng	Tshwane South TVET College: Odi Campus	23/11/2015	Client Service and Human Relations L2	77
				Industrial Electronics N1	31
14.	Gauteng	Tshwane North TVET College: Temba Campus	18/11/2015	Introduction to Governance L2	162
15.	KwaZulu-Natal	Coastal KZN TVET College: Umlazi BB Campus	25/11/2015	Economic Environment L3	97
16.	KwaZulu-Natal	Umgungundlovu TVET College: Plessislaer Campus	06/11/2015	English FAL L2 and L4 P2	251
17.	KwaZulu-Natal	Mthashana TVET College: Vryheid Campus	05/11/2015	Mathematics and Mathematical Literacy L3 P1	129
18.	KwaZulu-Natal	Majuba TVET College: Majuba Technology Centre	23/11/2015	Electrotechnology N3	70
19.	KwaZulu-Natal	Umfolozi TVET College: Mandeni Campus	06/11/2015	English FAL L2 and L4 P2	425
					293
20.	KwaZulu-Natal	Thekwini TVET College: Centec Campus	23/11/2015	Client Service and Human Relations L2	120
21.	KwaZulu-Natal	Coastal KZN TVET College: Swinton Road Campus	30/11/2015	Engineering Science N3	88
22.	Limpopo	Lephalale TVET College: Modimolle Campus	13/11/2015	New Venture Creation L2	29
23.	Limpopo	Letaba TVET College: Giyani Campus	30/11/2015	Engineering Science N3	119
				Entrepreneurship L2	94
24.	Limpopo	Vhembe TVET College: Mashamba Campus	18/11/2015	Soil Science L2	199
25.	Limpopo	St Ignatius College: Polokwane	25/11/2015	Mathematics N3	25
26.	Mpumalanga	Ehlanzeni TVET College: Mapulaneng Campus	25/11/2015	Mathematics N3	79
27.	Mpumalanga	Ehlanzeni TVET College: Mthimba Campus	18/11/2015	Soil Science L2	167
28.	Mpumalanga	Advisor Progressive College	16/11/2015	Supervision in Industry N3	17
29.	Mpumalanga	Nkangala TVET College: CN Mahlangu Campus	29/10/2015	Life Orientation L4 P2	189
30.	North West	Orbit TVET College: Brits Campus	13/11/2015	New Venture Creation L2 and L4	259
					26
31.	North West	Rock of Spring Technical College	25/11/2015	Mathematics N2	125
32.	Northern Cape	Northern Cape Rural TVET College: Namaqualand Campus	20/11/2015	Engineering Technology L2	27
				Motor Trade Theory N2	09
				Plater's Theory N2	07
				Workshop Practice L2	12
33.	Northern Cape	Northern Cape Urban TVET College: City Campus	16/11/2015	Plating and Structural Steel Drawing N1	03
34.	Western Cape	False Bay TVET College: Westlake Campus	03/11/2015	Life Orientation L4 P1	278
35.	Western Cape	Northlink TVET College: Wingfield Campus	25/11/2015	Mathematics N3	295
36.	Western Cape	South Cape TVET College: Mossel Bay Campus	30/11/2015	Engineering Science N3	65
37.	Western Cape	South Cape TVET College: Mossel Bay Campus	11/11/2015	Mathematics and Mathematical Literacy L4 P2	192
38.	Western Cape	Northlink TVET College: Protea Campus	04/11/2015	Mathematical Literacy L4 P1	372
39.	Western Cape	Central Technical College: Cape Town	24/11/2015	Industrial Electronics N3	12
40.	Western Cape	Northlink TVET College: Belhar Campus	25/11/2015	Mathematics N3	375
41.	Western Cape	False Bay TVET College: Westlake Campus	29/10/2015	Life Orientation L2 P2	278

3. SUMMARY OF FINDINGS

The summary of the findings of Umalusi's monitoring of examination centres is presented in Table 75 below. The centres were evaluated on the basis of their compliance with the eight criteria, according to whether all, most of or only a few of the aspects of a criterion had been met. In this report, the words college and examination centre are used interchangeably.

Table 74: Level of compliance in relation to criteria

Criteria	Met all criteria	Met most criteria	Met few/none of the criteria
Delivery and storage of examination material	34	6	1
Appointment of invigilators and their training	33	7	1
Preparations for writing and examination room/venue(s)	24	16	1
Checking of the immediate environment	17	8	16
Time management	26	9	6
Activities during writing	33	7	1
Packaging and transport of answer sripts	31	9	1
Monitoring by the assessment body	14	6	21

3.1 Delivery and storage of examination material

The NC (V) and NATED question papers were delivered on a daily basis to nodal points and collected by officials appointed by the DHET or by the chief invigilators. All examination material was received in sealed plastic bags. This material was checked and signed for by the chief invigilators or other responsible officials. Thereafter, the materials were locked in either a strong room or a safe. At almost all the centres, the chief invigilator kept the keys on his or her person.

It was observed, however, that at some centres the strong room was used for other purposes and could therefore not be secured for examination materials only. Adequate security measures were in place for the safe keeping of examination material, mostly in the form of access control, burglar proofing, alarm systems and, in certain instances, surveillance cameras. A high level of compliance was observed in this regard.

3.2 The invigilators and their training

All the examination centres employed college lecturers as invigilators, except one examination centre in Mpumalanga where retired educators were also appointed as invigilators. Campus managers/principals of colleges were appointed as chief invigilators at most centres while at some centres the college examination officers were appointed in this role. However, it was observed that at one centre a chief administrative clerk had been appointed as chief invigilator.

At most centres chief invigilators were officially appointed, had received training and could provide evidence of this training. They were trained by DHET examination officials during provincial road shows and they in turn trained their own invigilators. At one centre, invigilators took it in turns to act as chief invigilator. None of them could provide proof of their appointment as chief invigilator. Nevertheless, a high level of compliance was observed in the case of this criterion.

3.3 Preparations for writing and the examination venues

The majority of the examination centres did not provide directions to the examination venues and no signs were displayed at examination venues. Examination rooms were conducive to the writing of examinations in that they were well ventilated, had enough light and were in quiet locations. No materials that could have assisted candidates unduly were displayed inside the examination rooms. Candidates were seated according to seating plans that were displayed either on the walls of the room or on the desks. At one centre in the Eastern Cape the seating plan was compiled only when candidates had already started writing.

A mark sheet was circulated on which candidates indicated their presence. One centre in Gauteng and Eastern Cape respectively, did not have seating plans and candidates sat wherever they pleased. A register of attendance by invigilators was kept at all centres. An invigilator to candidate ratio of 1:30 was observed at all centres. The majority of centres could produce examination files containing the necessary documents.

Non-compliance was observed in the following areas at some centres: verification of candidates' identity documents was only done once the examination had started. At one centre in KwaZulu-Natal a candidate arrived at the examination venue without an identity document. The college gave him his proof of registration to serve as identification. At the same venue, a candidate had only an examination permit. In both cases the candidates were requested to submit their identity documents within 24 hours.

3.4 Time management

Invigilators and candidates arrived at the scheduled time and candidates were generally admitted to the examination rooms 30 minutes before the starting time, except at one centre in the Eastern Cape. The candidates wasted a great deal of time trying to locate the correct venues for their subjects because examination rooms were not properly marked. This resulted in the late start of examination and in this case question papers were not checked for technical accuracy. Question papers were also not checked for technical accuracy with candidates at one centre in Gauteng.

At most of the examination centres, all the critical procedures had been completed before the examination as prescribed and on time. The following incidents did occur at some of the centres: question papers not checked for technical accuracy with candidates, and candidates not allowed 10 minutes' reading time before commencing writing.

3.5 Checking the immediate environment

Almost half of all the examination centres sampled for monitoring did not comply with this criterion. It can be concluded that this criterion was neglected by most invigilators as they did not check the available ablution facilities for any material that could have advantaged candidates unfairly. Umalusi monitors reported five incidents of candidates using these facilities during the writing of the examination. They were accompanied by invigilators of the same gender, as prescribed in the policy, on all occasions.

3.6 Activities during writing

Invigilators were vigilant, attentive and walked around in the examination rooms. Candidates completed attendance registers immediately after the commencement of the examinations. At some centres attendance registers were completed when candidates had finished writing, during the collection of the answer booklets. In general, candidates who finished writing before the last 15 minutes of the examination session raised their hands for the invigilators to collect their scripts. Invigilators made certain that cover pages had been correctly

completed, the attendance register signed and then collected the booklets. No candidates were allowed to leave the examination rooms within the last 15 minutes of a session. Invigilators remembered to sound the five-minute warning of the end of the examination. At most centres, the examination started and ended at the scheduled time, except at one centre. Many centres complied or met all the requirements of this criterion.

3.7 Packaging and transport of answer scripts

Many centres counted and packaged scripts in the examination rooms, after the candidates had left. The chief invigilator, the invigilators who had been on duty during that session and Umalusi monitors were all present in the examination rooms during this process. Answer scripts were counted and packaged according to the sequence on the mark sheet. These were rechecked to ensure that the scripts corresponded with the candidates marked present on the mark sheet.

Scripts were then sealed in the plastic bags provided by the DHET and locked in the safe after they had been recorded on the dispatch forms. Most of the centres had daily deliveries and collections of consignments by the courier services. There was also a fairly high level of compliance with the requirements of this criterion.

3.8 Monitoring by the assessment body

By the time of Umalusi's visits, there was evidence of monitoring by DHET to some of the examination centres. Reports left by DHET monitors on those centres monitored didn't raise any shortcomings.

3.9 Incidents of non-compliance and irregularities

Monitors identified some incidents of non-compliance and irregularities during their monitoring visits to the examination centres and those are:

- At one centre an administrative clerk had been appointed as chief invigilator.
- Some centres had no seating plans.
- Question papers were not checked with candidates for technical accuracy and candidates were not given 10 minutes' reading time before the start of the examination at two centres.
- Examination started 12 minutes late at one centre because the examination venues had not been clearly indicated and candidates had challenges finding them.
- Errata from the assessment body arrived an hour and 10 minutes after the examination had started at one centre. Some of the candidates had already left when the correction was announced in the examination room.
- Invigilators served as chief invigilator on a rotational basis without proof of formal appointment in each case.
- A candidate was found with 'Crib' notes in his/ her possession during the writing of an examination.
- Cell phones were allowed into the examination room at one centre, on trust that candidates would obey the instruction to switch their cell phones off.

The table below provides a summary of the incidents of non-compliance at sites monitored during the writing of examinations at colleges.

Table 75: Summarised areas of concern – Writing Phase

Criteria	Nature of non-compliance	Centres implicated
Delivery and storage of examination material	Errata arriving an hour and 10 minutes after the start of the examination	Coastal KZN: Swinton Road Campus
The invigilators and their training	Invigilators had no appointment letters	Tshwane North: Temba Campus
	Invigilators sharing role of chief invigilator	Tshwane North: Temba Campus
Preparation for writing and the examination venues	Examination venues not properly indicated	Buffalo City: St Marks Campus
	Candidate without identity document and another without admission letter	Majuba: Majuba Technology Centre
	No seating plan	Buffalo City: East London Campus Tshwane North: Temba Campus
	Cell phones allowed into the examination venue	False Bay College: Westlake Campus
Time management	Examination started 12 minutes late in one examination room	Buffalo City College: St Marks Campus
	Question papers not checked for technical accuracy	Buffalo City College: St Marks Campus Ikhala College: Ezibeleni Campus
	No reading time allowed	False Bay College: Westlake Campus
Activities during writing	'Crib' notes found on candidate during examination	Ikhala College: Ezibeleni Campus

4. AREAS OF GOOD PRACTICE

The following areas of good practice were observed;

- Improved systems in the conduct of examinations and measures to ensure the security of examination materials.
- Effective training of chief invigilators and invigilators.
- The examination centres provided environments that were conducive to the writing of examinations.

5. AREAS OF CONCERN

The following issues were noted during the monitoring visits. These need to be addressed:

- The strong rooms at some centres were not used for storage of examination materials only, creating a security risk in that examination material might have been accessed by unauthorised persons.
- Ablution facilities not checked for material that could have assisted candidates during writing at more than 50% of the centres monitored.
- Invigilators taking turns to fill the role of chief invigilator in examination sessions, without appropriate appointment letters.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

- The examination centres must have a designated area with limited access and reliable security features for the storage of examination material.
- DHET must ensure that any errata must arrive on time at the examination centres.
- Ablution facilities must be checked for any material that could assist candidates during the writing of the examination.
- Invigilating official must be properly appointed and have appointment letters signed by the designated officials.

7. CONCLUSION

Evidence presented in this report indicates that a few incidents of non-compliance were observed at some centres. However, none of the incidents were of a nature that would have threatened the credibility and integrity of the examination.

Chapter 12

MONITORING OF MARKING

1. INTRODUCTION AND PURPOSE

This chapter is informed by Umalusi's monitoring visits to a sample of marking centres under the jurisdiction of the Department of Higher Education and Training (DHET) during the marking of the 2015 November National Certificate Vocational (NC (V)) and NATED examinations. Umalusi monitored the marking of these examinations to ascertain the credibility of the conduct, management and administration of the marking. Furthermore, this chapter gives a brief account of DHET plans for marking, the state of the marking centres, security at the marking centres, the training of marking personnel, marking procedures, monitoring of marking, management of irregularities as well as quality assurance procedures and reports. Areas of concern, areas of improvement as well as directives for compliance and improvement are discussed.

2. SCOPE AND APPROACH

The DHET arranged the marking of candidates' answer scripts in the 2015 November NC (V) and NATED examinations from 4 December to 14 December 2015. The marking of Engineering Studies N2 scripts was centralised at provincial level while that of Engineering Studies N3 and NC (V) Level 4 was centralised nationally at one and three marking centres respectively. During the same period, Umalusi staff and monitors visited a sample of eight marking centres, as illustrated in Table 76 below, to monitor the conduct of marking.

Table 76: Marking centres monitored by Umalusi

No	Qualification	Province	Centre	Date
1.	NATED – N2	Free State	Motheo TVET College: Hillside View Campus	5/12/15
2.	NATED – N2	Gauteng	Tshwane South TVET College: Centurion Campus	5/12/15
3.	NATED – N3	Gauteng	Tshwane South TVET College: Pretoria West Campus	5/12/15
4.	NATED – N2	KwaZulu-Natal	Umgungundlovu TVET College: Midlands Campus	6/12/15
5.	NC(V) L4	KwaZulu-Natal	Thekwini TVET College: Asherville Campus	7/12/15
6.	NC(V) L4	Limpopo	Capricorn TVET College: Seshego Campus	7/12/15
7.	NATED – N2	North West	Orbit TVET College: Brits Campus	5/12/15
8.	NATED – N2	Western Cape	College of Cape Town for TVET: Thornton Campus	5/12/15

3. FINDINGS

A summary of the findings on how DHET marking centres were managed in relation to Umalusi monitoring criteria is provided in the table below. The table reflects good compliance with the nine criteria for the conduct and management of the marking phase of the examination. Nonetheless, there were some inconsistencies observed that require attention. Further details on each criterion are presented in the sections that follow.

Table 77: Level of compliance in relation to criteria

Criteria	Met all criteria	Met most criteria	Met few/none of the criteria
Planning for marking	8	-	
Suitability of marking centre	6	2	-
Security	7	1	-
Training of marking management	3	5	-
Marking procedure	5	3	-
Monitoring of marking	7	1	-
Management of irregularities	6	2	-
Quality assurance procedures	7	1	-
Reports	5	3	-

3.1 Planning for marking

At most centres, a management plan was available, except at two centres where the plan was still being developed at the time of Umalusi's monitoring visit. At most centres, the management teams reported officially on 4 December 2015, and the chief markers and internal moderators on 5 December 2015. All marking centres had lists of markers but at one centre there were eight markers too few for Life Orientation L4 Paper 2. At one marking centre, the DHET sent the incorrect English First Additional Language L4 marking guidelines and this had a knock-on effect on the pace and completion of marking. The attendance registers for all marking personnel (chief markers, internal moderators and markers), including examination assistants, were verified on site and kept up to date.

3.2 Infrastructure

The marking centres monitored by Umalusi had appropriate infrastructure and facilities to support the marking process. All selected marking centres were primarily TVET colleges; as such, the furniture used by markers was adequate and appropriate. All centres had the necessary rooms to accommodate the marking personnel in the various subjects. Large enough rooms such as halls were available at all centres for the control of scripts. Communication facilities (fax, telephone and internet access) were made available at all centres and there were adequate and very clean ablution facilities. The official marking hours were from 07:00 to 19:00. However, all officials needed to provide their own accommodation.

3.3 Safekeeping and Security

Marking centres had adequate security personnel at the gates and the main entrances throughout the marking session. Visitors were required to sign a register at the gate and visitors' identification cards were issued at main entrances. Monitors' cars were not searched at the gate at two centres. Additional security measures at the various centres included burglar proofing, alarm systems, electric fences and surveillance cameras.

All scripts were transported by Sky Net Couriers from the TVET colleges to the allocated marking centres. All despatch and acknowledgement documents were in order and checked by the respective monitors. Control sheets and registers were used to record the flow of scripts to and from the control room and the

marking rooms. For added control, all mark sheets were scanned into a computer programme that indicated any missing mark sheets.

3.4 Training of marking personnel

The DHET trained the marking centre managers, chief markers and internal moderators at the provincial venues from 16 to 19 November 2015. It was the responsibility of these trained officials to train the markers and exam assistants. The markers were not subjected to any competency tests but were required to mark a dummy script that was quality assured by the chief marker and internal moderator. Markers who did not fare well were retrained until the required competency level had been achieved. These markers were also monitored closely by the chief marker.

3.5 Marking procedures

Markers were required to declare the centre numbers of the institutions at which they were teaching. This was to ensure that they did not mark their own candidates' scripts. In most subjects, per question marking approach was adopted. Each marker was allocated a code and this was used when issuing batches of scripts and doing quality control.

The memoranda presented during the marking guideline discussions were taken as final and no further amendments were allowed. First responses were to be marked in cases where candidate answered the same question twice and/or answered both optional questions.

3.6 Monitoring of marking

The chief markers and internal moderators were responsible for monitoring the quality and the pace of marking. Some chief markers complained that their administrative duties interfered with their monitoring of the quality of marking to some extent. Chief markers evaluated each marker's performance, using the official form. This evaluation process informs the selection of markers for subsequent examinations. Underperforming markers were retrained and their batches were constantly moderated. In certain cases, these markers were allocated less complex questions.

3.7 Management of irregularities

The marking centre manager discussed the management of irregularities with all marking personnel on the first day of the marking session. The DHET also provided a detailed process flow of the documentation of irregularities. The procedures and documents for recording irregularities were verified on site. The marking centre manager was mandated to constitute an irregularity committee at each marking centre. The composition of this committee was verified at each centre. No irregularities had been recorded by the time of Umalusi's monitoring visits.

3.8 Quality assurance procedures

The quality assurance process and the flow of answer scripts were verified at each centre visited. Examination assistants were present in all marking rooms. Once a batch had been marked and quality assured by the chief marker and internal moderator, the examination assistants checked each script for errors in computation and in the transfer of marks to the cover page. Once checked and ratified, permission was granted for the batch to be returned to the control room. The examination assistants in the control

rooms checked each script again until all processes had been completed and the mark sheet was ready to be forwarded to the mark capturing centre.

3.9 Reports

It is mandatory for the chief marker and internal moderator in every subject to write comprehensive reports on the marking process, highlighting any difficulties experienced in the marking process. In order to ensure consistency in reporting, the DHET provided a standardised template to all marking centre managers. These reports are forwarded to DHET for consolidation and to be shared and discussed with principals of TVET colleges and Umalusi. There was evidence that DHET officials and monitors had visited all the marking centres. Unfortunately, these officials did not provide any monitoring reports to the marking centre managers.

4. AREAS OF GOOD PRACTICE

- The marking centres provided environments that were conducive to effective marking; there were adequate and appropriate facilities and resources.
- High levels of security and strict measures to control answer scripts were observed at all marking centres.
- The scanning of mark sheets was a positive move as this ensured that all mark sheets could be accounted for.

5. AREAS OF CONCERN

A few areas requiring attention were noted:

- Incorrect English FAL L4 P2 marking guideline distributed to the marking centre at Thekwini College: Asherville Campus.
- Cars not checked at the entrance of Motheo TVET College: Hillside View Campus; this might have threatened the security of examination material.
- Too few markers appointed for Life Orientation L4 P2 at Thekwini TVET College: Asherville Campus.

6. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

- The DHET should ensure that the approved marking guidelines are received in good time at all marking centres.
- The DHET should ensure that standard procedures for safekeeping and security at marking centres are implemented uniformly.
- The appointment of markers should be completed well in advance and any new appointments should be addressed and finalised before the commencement of marking.

7. CONCLUSION

Notwithstanding the areas of concern mentioned above, the DHET demonstrated its ability to manage the marking of the 2015 November National Certificate (Vocational) (NC (V)) and NATED examinations successfully.

Certification

Chapter 13

THE STATUS OF CERTIFICATION OF THE NATIONAL CERTIFICATE (VOCATIONAL), 2014/2015 AND NATIONAL CERTIFICATE N3, 2014/2015

1. BACKGROUND

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

Through its founding Act, Umalusi is also responsible for the certification of learner achievements in South Africa in qualifications registered on the General and Further Education and Training Sub-framework of the National Qualifications Framework (NQF). These include the National Certificate (Vocational) Levels 2 to 4 and the NATED N3.

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

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

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

The Department of Higher Education and Training must therefore ensure that all records of candidates who registered for the NC (V) Level 2 to 4 examinations and of those qualifying for a subject or N3 certificate in a particular examination cycle, are submitted to Umalusi for certification. The datasets must also include the records of those candidates who have not qualified for a certificate, such as those who withdrew from the course/qualification (that is, candidates who registered to write examinations, but did not write any subjects) and those candidates who failed all subjects (candidates who wrote the examination, but did not pass any subject).

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

The conclusion 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 failed all subjects or did not write the examinations.

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

This chapter provides the Minister of Higher Education and Training and the Department with a status report on the certification of the qualifications for which the Department is responsible. It indicates the shortcomings in the certification processes and the financial challenges presented by the reluctance of private FET colleges to honour the debts incurred for certification, a matter with a longstanding history and one which the DHET should attend to urgently.

2. CURRENT STATUS

2.1 National Certificate (Vocational) (NC (V)) Levels 2, 3 and 4

At the point of regulation, the NC (V) was designed as three separate exit qualifications, i.e. NQF Levels 2, 3 and 4, each of which requires certification. The National Certificate (Vocational) 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. In other words, a candidate can only be awarded a Level 3 certificate if 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, both Level 2 and 3 requirements for the full certificate must have been fulfilled and the certificates, not subject statements, for each level must have been issued.

The certification of the NC (V) Levels 2, 3 and 4 has been severely delayed since inception, as previously reported. In April 2013, the DHET declared that the certification data for the NC (V) Levels 2, 3 and 4 were 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 as yet not all candidate records have been certified, as a result of errors in the data provided by the DHET. After much discussion, in January 2014 the special project period was extended, and is still ongoing, thus implying that the six-month project has now been extended to more than two years.

In May 2015 Umalusi Council suspended the processing of all NC (V) Levels 2, 3 and 4 datasets because a large number of anomalies in the data were discovered. Some of these included requests from candidates, who had previously been issued with certificates, for new certificates with different marks. Such requests were made without the previous certificate having been cancelled. Data sets were submitted in which marks at certification differed from those previously quality assured. The DHET has also on occasion submitted data sets in which the marks differ from those that appear on the master control record that is used for verification purposes, and so on.

As reported in 2014, there has been continued delay in the certification of candidates who wrote the 2013 and 2014 supplementary examinations. The reason for this is that the DHET information technology system is still unable to consolidate the November and supplementary results accurately, or to submit the combined result for certification.

There are thus candidates who have still not been awarded their Level 4 certificates, as a result of not meeting the Level 2 and 3 certification requirements. One of the reasons for this situation is the concession made by the then Minister of Education in 2008, allowing candidates to register for the next level even though they had not fulfilled all the requirements of the previous level. It is therefore currently possible for a candidate to be registered to write Levels 2, 3 and 4 in the same year. The date on the Level 3 and 4 certificates will reflect the month and year in which the requirements for the previous level(s) were met. Candidates are often poorly informed about these requirements, and therefore think that once they have fulfilled the requirements for Level 4, they no longer need to meet those for Levels 2 and 3.

Furthermore, the ongoing difficulties in combining results for the awarding of the Level 2 and 3 certificates remain in the case of those candidates who have achieved results from more than one examination session. These candidates have been issued with the various subject statements, but have not yet received the combined certificate. The net result, once again, is that candidates may meet the requirements for the Level 4 certificate, but this cannot be awarded until the Level 2 and Level 3 certificates have been issued.

These issues have been raised with the DHET repeatedly. The impact that these backlogs are having on the future of these candidates is a matter of grave concern to Umalusi. If candidates are not certified, they are adversely affected both in their search for work and with regard to study opportunities.

In summary, neither the DHET certification module, nor the module for the consolidation of November and supplementary results has as yet been finalised, which means that those candidates who qualify cannot receive their full certificates.

The Portfolio committee required explanations for this and SoftwareAG was appointed as a service provider on a six-month contract, ending on 31 January 2016, to assist in addressing these issues: few datasets have been submitted for a small number of candidates, but the backlog dating from 2007 has not been addressed.

Umalusi has raised its concerns about the latest decision to certificate the 2014/11 cohort of learners first, followed by the 2015/03 cohort. Once again, the issue is that candidates who have met the promotion requirements for the qualification, may – or may not – have fulfilled the requirements for certification, but the system will not be able to confirm their status. As a result, all candidates will have to be issued with a Subject Statement, even if they ought to qualify for the NC (V) Level 4. Only after the results from previous years have been attended to, will qualifying candidates finally be awarded the qualification. In short, the pursuit of numbers of certificates rather than the certification of the most reliable data has been raised with SoftwareAG as a serious risk, as it has a negative impact on the future of candidates and causes wasteful expenditure on the unnecessary printing of certificates.

The statistics available for the certification of the National Certificate (Vocational) Levels 2–4 for the 2014/11 cohort of learners are indicated below:

Table 78: Number of candidates registered for the November 2014 examinations

Level	Full-time	Part-time	Total number registered
2	63 682	18 972	82 654
3	22 661	15 965	38 626
4	10 893	6 489	17 382

Table 79: 2014/11 Certification information

Level	Dropouts	Fail	Pass	Condoned pass	Irregularities
2	24 629	36 845	21 180	1 615	46
3	7 623	21 320	9 683	680	30
4	3 022	12 174	2 186	86	92

Note that the condoned passes and irregularities are subsumed in either the pass or fail totals, so should not be counted twice.

Bachelors' degree pass	172
Diploma pass	923
Higher certificate pass	1 091

Should the new certification order be followed, these 2 186 candidates may receive a Subject Statement, but not a full certificate, as the backlog will not have been addressed.

No certificates have been issued for the 2015/03 cohort of learners.

Certificates that have been issued at various levels (on particular dates) in the period 1 January to 30 November 2015 are as follows:

Table 81: NC (V) Certificates issued per level from January-November 2015

Type of certificate	Level	Number issued
National Certificate (Vocational)	2	23 903
Subject Statement	2	41 776
National Certificate (Vocational) Change of Status	2	124
Re-issue National Certificate (Vocational)	2	30
Re-issue Subject Statement	2	4
National Certificate (Vocational)	3	10 345
Subject Statement	3	32 529
National Certificate (Vocational) Change of status	3	25
National Certificate (Vocational) Duplicate of the original	3	1
Re-issue National Certificate (Vocational)	3	9
Subject Statement	4	23 644
Bachelor's Degree pass	4	195
Diploma pass	4	1 018
Higher Certificate pass	4	1 331
Higher Certificate pass (Change of status)	4	10
Re-issue Diploma pass	4	1
Re-issue Higher Certificate pass	4	2
Replacement Diploma pass (fulfilled the requirements)	4	1
Replacement Higher Certificate pass (fulfilled the requirements)	4	1
Total number of certificates issued		**134 949**

The DHET is informed of all rejected records by means of the error reports generated at the time of the evaluation of the data. These records must be recalculated and the corrected data resubmitted. This is not always done, and rejected records are repeatedly submitted to Umalusi without any corrections having been made.

The DHET is also informed of all records containing unexplained discrepancies between the quality-assured data and the data supplied at certification. These discrepancies require explanation and, where necessary, the submission of supporting documentation by the DHET. These records are rejected to allow the certification of the majority of the candidates, but must be addressed by the DHET in an effort to deal with the problem cases. This has been extremely slow in happening.

In short, datasets are sent late, and error reports are not attended to as necessary.

2.2 National Certificate N3

The results and certification systems for the National Certificate N3 are well-established. Currently, Umalusi certifies only the Engineering programmes since all other N1 – N3 courses have been phased out.

The Engineering programmes are assessed in April, August and November each year. Candidates who have completed the N3 and who require only the two language components to fulfil the requirements of the National Senior Certificate (NATED 190/191) may register for and write the business languages in November and then request that their results be combined.

Candidates who have completed the N3 and have Senior Certificate credits may request that their results be combined in order to be issued with either the National Senior Certificate (NATED 191) or the Senior Certificate, depending on the assessment body and the qualification requirements.

Given that the last Senior Certificate examinations were written in June 2014, and with the promulgation of the amendments to the Senior Certificate, the Senior Certificate option is no longer available. However, in light of the fact that there are candidates in the system who are currently registered for N3 subjects with the intention of combining them with Senior Certificate credits to obtain the Senior Certificate, and that the Amended Senior Certificate was promulgated in August 2014, Umalusi has made provision for transitional arrangements. These are that candidates will still be able to combine N3 subjects and Senior Certificate credits in order to obtain the Senior Certificate until 1 January 2016.

The following statistics apply to the NATED N3 certificate for the period 29 November 2014 to 30 November 2015:

Table 82: NATED certificates issued from 29 November 2014 to 30 November 2015

Type of certificate	Number issued
Subject certificate	38 461
First issue: N3 Certificate	7 434
First issue: NSC	14
Replacement N3 Certificate	8 745
Replacement NSC	107
Duplicate Subject Certificate	16
Duplicate N3 Certificate	107
Duplicate NSC	83
Re-issue Subject Certificate	8
Re-issue N3 Certificate	24
Re-issue NSC	5
Combination NSC	3
Total number of certificates issued	**55 007**

While the DHET has generally complied with timeframes for submitting data for N3 certification, its registration of private FET colleges as examination centres for the NATED programmes remains a concern. These colleges do not all comply with Umalusi's accreditation requirements. Umalusi has raised this concern with the DHET on previous occasions and the situation appears to be improving, although not at a rate that is acceptable to Umalusi.

During the 2015 academic year it was discovered that there were some private FET Colleges that were offering subjects and programmes for which they had not been accredited. This is a serious irregularity and may result in a failure to certify candidates' results. This matter is being investigated jointly by Umalusi and the DHET.

Because many state TVET and private FET colleges were in arrears with their payment of certification fees (from 2013 and even earlier in the case of the former), Umalusi had blocked all further printing of certificates for candidates at these colleges; it made little sense financially to allow the debt at these colleges to increase when no arrangements had been made to pay outstanding amounts. Umalusi did, however, request the DHET to follow up on these colleges and some payments of outstanding certification fees were subsequently received. This resulted in a temporary lifting of the block on printing of certificates for colleges with fees outstanding. There are still 186 colleges owing a total of R2 371 729.24, however. Such debt has major financial implications for Umalusi and, as a result, in May 2015 it once again suspended the printing of certificates for those colleges still owing fees.

3. CONCLUSION

The challenges posed by dealing with the certification backlog in the NC (V) were raised by the Portfolio Committee on Higher Education and Training. The State Information Technology Agency (SITA) undertook to rectify the shortcomings in its systems for the DHET at the Portfolio Committee hearings of 3 June and 12 August 2015. To this end, Software AG was appointed to assist.

A positive outcome has been:

- An understanding of why the backlog from 2007 to the present should be addressed, and of why it is important to finalise the NC (V) Level 2 certification for all years before moving on to NC (V) Level 3, and finally to Level 4.

The challenges that remain appear to be that:

- A system for combining NC (V) data from the November and supplementary examinations is still required, as is a system for combining results across years.
- The data that colleges submit for standardisation are incomplete or incorrect – students are marked as absent or as having 0 in order to meet the numbers required for standardisation. This practice has serious implications for the decisions made in the moderation process, which includes statistical moderation. The colleges also fill in marks that do not form part of Umalusi's quality assured record of results. This practice gives rise to many queries from Umalusi, which the DHET then has to follow up with the colleges in order to provide evidence for these changes. It is incumbent on the Department to ensure that the colleges are made more accountable for the quality of the final marks they submit, even if this means that regulations governing the work in this area are promulgated that hold colleges accountable.
- The data produced by the system remain unstable in a variety of ways. The DHET itself must insist on establishing the prerequisite functions in order to evaluate the data accurately before they are sent to Umalusi; at this point Umalusi is, in effect, doing the testing work that should be undertaken by the assessment body itself.
- The disregard for the timeframes in the certification process remains concerning: there are candidates from 2007 who still have not received their certificates, and this is the case for all the years since. As soon as the certification functions are working, it is imperative that colleges adhere to the timeframes for certification set by the directives.
- The issue of how payment by private colleges of their certification fees is handled must be reviewed. As the assessment body in charge of the private FET colleges, the DHET ought to be responsible for this payment of certification fees, as is the case for all other assessment bodies in the system. How the monies are recouped from private colleges is a matter that the DHET should swiftly resolve.

Finally, it needs to be noted that, until such time as the data submitted are stable, Umalusi will reserve the right to insert additional quality assurance tests into its system to check the reliability of the data presented for certification.

Graphs, Tables and Acknowledgements

LIST OF TABLES AND GRAPHS

MONITORING

CERTIFICATION

ACKNOWLEDGEMENTS