REPORT ON THE QUALITY ASSURANCE OF THE NOVEMBER 2018 TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING EXAMINATIONS AND ASSESSMENT

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

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FOREWORD BY THE CHIEF EXECUTIVE OFFICER OF UMALUSI

Quality assurance of the Technical and Vocational Education and Training (TVET) assessment and examinations by Umalusi started in 2003. Umalusi takes pride in the great strides that have been made in setting, maintaining and improving standards in the quality assurance of the assessment and examinations in this sector over the past 15 years.

Over the years, Umalusi has established an effective and rigorous quality assurance of assessment system, with a set of quality assurance processes that cover assessments and examinations. This system and its processes are constantly being revised and refined.

Umalusi judges the quality and standard of assessments and examinations by the level of adherence to policy in the implementation of examination and assessment processes; the quality and standard of examination question papers and assessment tasks; the efficiency and effectiveness of systems, processes and procedures for the monitoring of the conduct, administration and management of examinations and assessments; the quality of marking; and the quality and standard of the assessment body's internal quality assurance processes.

Umalusi has established a professional working relationship with the Department of Higher Education and Training (DHET). There has been some improvement in the conduct, administration and management of examinations and assessment. There is ample evidence to confirm that the relevant chief directorates of the DHET, the regional offices, sites of learning and the examination and marking centres have continued to strive to improve systems and procedures related to the technical and vocational education and training examinations and assessments. However, despite numerous improvement initiatives, there are critical aspects, such as the revision of the NATED N2–N3 syllabi and internal moderation in general that require attention in the forthcoming year.

The Assessment Standards Committee (ASC) and the Executive Committee of Umalusi Council (EXCO) met during December 2018 to scrutinise evidence presented on the conduct of the November 2018 examinations. Having studied this evidence and having noted that, apart from the leakage of the Engineering Science N3 question paper and challenges of non-submission of ICASS evidence by some centres, no systemic irregularities were reported that might have compromised the overall credibility and integrity of the November 2018 Report 190/191 Engineering Studies N2–N3 and N3 Business Languages examinations administered by the DHET. The Executive Committee of Council approved the release of the results based on the following provisos:

- The DHET is required to block the results of candidates implicated in irregularities, including the Engineering Science N3 results from centres where the 13 candidates implicated in the leaking of papers were registered; as well as
- The results of centres that did not submit evidence of ICASS, pending the outcome of further DHET investigations and verification by Umalusi.

Umalusi remains concerned about the slow progress in the revision of the curriculum and the need to improve the management of assessments and examinations conducted at private colleges in particular.

The Executive Committee of Council also approved the release of the results of the November 2018 NC(V) Level 2–4 examinations administered by the DHET, based on the following proviso:

- The DHET is required to block the results of candidates/centres/and subjects implicated in irregularities and the results of centres that did not submit evidence of ICASS pending the outcome of further DHET investigations and submission of a detailed report to Umalusi.

The Executive Committee of Council commended the DHET for conducting a successful and credible NC(V) examination.

Umalusi will continue to ensure that the quality, integrity and credibility of the examinations and assessments are maintained, and to strive for an assessment system that is internationally comparable through research, benchmarking, continuous review and improvement to systems and processes.

Umalusi would like to thank all the stakeholders who have worked tirelessly with a view to ensuring the credibility of the November 2018 NC(V) and NATED N2–N3 examinations.

Dr Mafu S Rakometsi
December 2018

EXECUTIVE SUMMARY

The National Qualifications Framework (NQF) Act mandates Umalusi to develop and implement policy and criteria for the assessment of qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF).

Umalusi is mandated, through the General and Further Education and Training Quality Assurance (GENFETQA) Act (Act No. 58 of 2001, as amended in 2008) to quality assure all exit point assessments and approve the release of examination results. In terms of this responsibility, the Act stipulates that Umalusi as the Quality Council for General and Further Education and Training:
- Must perform the external moderation of assessment of the different assessment bodies and education institutions;
- May adjust raw marks during the standardisation process; and
- Must, with the concurrence of the Director-General and after consultation with the relevant assessment body or education institution, approve the publication of the results of learners if the Council is satisfied that the assessment body or education institution has:
  – conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
  – complied with the requirements prescribed by the Council for conducting assessments;
  – applied the standards prescribed by the Council which a learner is required to comply with in order to obtain a certificate; and
  – complied with every other condition determined by the Council.

In the Technical and Vocational Education and Training sector, Umalusi quality assures the assessments of the following qualifications/programmes:
- National Certificate (Vocational) [NC(V)] Level 2, 3 and 4;
- NATED Report 190/191 Engineering Studies N2 and N3; and
- N3 Business Languages.

Umalusi undertakes the quality assurance of these national qualifications/programmes 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 instructions designed to deal with the critical aspects of administering credible national assessments and examinations.

The abovementioned qualifications/programmes are offered at public and private colleges, correctional services centres and a few high schools. The quality assurance processes of Umalusi made provision for a sample of all the types of centres.

In addition to November, examinations in this sector are also conducted in February/March (NC(V) supplementary examination), and April and August for the NATED Report 190/191 Engineering Studies. The results of these examinations in 2018 have been released and the reports on the quality assurance of assessment are available on the Umalusi website.

The purpose of this report is to provide feedback on the processes followed by Umalusi in the quality assurance of the 2018 November NATED Report 190/191: Engineering Studies N2–N3, NC(V) Level 2–4 and N3 Business Language examinations. The report also reflects on the findings, areas

of non-compliance, areas of good practice and directives for compliance and improvement of the management, conduct and administration of these examinations and assessments. The findings are based on information obtained from the Umalusi moderation, monitoring, verification and standardisation processes, as well as from reports received from the Department of Higher Education and Training (DHET). Where applicable, comparisons are made with the November 2017 examinations.

This report covers the following quality assurance processes implemented by Umalusi, a brief outline of which is given below:

- Moderation of question papers from a sample of NATED Report 190/191 N2, N3, NC(V) L2, L3 and L4 instructional offerings/subjects (Chapters 1 and 10);
- Monitoring/moderation of internal assessment (Chapters 2 and 11);
- Moderation and review of Integrated Summative Assessment Tasks (Chapters 3 and 4)
- Selection, appointment and training of marking personnel (Chapter 5)
- Monitoring of the State of Readiness to conduct examinations (Chapter 16)
- Monitoring of the writing of examinations (Chapter 17);
- Monitoring of the marking of examinations (Chapter 18);
- Standardisation of marking guidelines (Chapters 6 and 12);
- Verification of marking (Chapters 7 and 13); and
- Standardisation and Resulting (Chapters 8 and 14).

Also included are Chapters 9 and 15, which cover the state of certification of candidates' achievements.

The report is divided into three sections: section one covers the quality assurance of the NC(V), section two the quality assurance of the NATED, and section three, the monitoring of the conduct of the November examinations that included both the NATED and the NC(V).

All the question papers for these November 2018 examinations were set nationally by the DHET. In the November 2018 examination, the DHET administered a total of 59 instructional offerings for N2 and N3 (40 of which were sampled for moderation by Umalusi), 260 subjects for NC(V) Level 2–4 (of which Umalusi sampled 149 for moderation) and four Business Languages. The main focus was on N3 (24 of 28 instructional offerings) and Level 4 (99 of 102 subjects).

The external moderation of question papers is Umalusi's primary process in quality assurance. The aim is to ensure that the examination question papers are correct, fair, valid and reliable in that that they comply with the appropriate curriculum/syllabi in terms of cognitive demand and content coverage. Moderation also aims to ensure that question papers are comparable in standard to question papers from previous years so that candidates in a specific year are not advantaged or disadvantaged compared to those from previous years. The marking guidelines of the question papers are moderated to ensure correctness, fairness, validity and reliability. The initial findings of the external moderators were that most of the question papers and marking guidelines were of appropriate standard, with some amendments required. The internal moderation, quality of marking guidelines, assessment grids, submission of the correct supporting documents and provision for the necessary software and an on-site setting and moderation process require intervention in the case of some subjects/instructional offerings.

The Integrated Summative Assessment Task (ISAT) component of the NC(V) constitutes 30% of the examination mark in vocational subjects. These tasks are set nationally. Umalusi moderated 20 of 21 subject-specific ISAT that had been revised. Furthermore, Umalusi moderators visited a sample of sites

to monitor the conduct of the ISAT during October 2018. This included monitoring the planning and progress of the conduct of the ISAT and/or the moderation of the completed tasks. Some of these sites have made significant progress with regard to the conduct of the ISAT. Poor planning and student unrest had an impact on the implementation of the ISAT, compelling lecturers to make improvisations such as deviating from the specifications of the ISAT by omitting sections from tasks, modifying tasks, relaxing assessment conditions and using substitutes in order to complete the ISAT on time. Some challenges in terms of procurement of equipment and consumables as well as insufficient resources were also observed. From the evaluation of the external moderators' reports it became evident that a substantial number of the tasks require revision. A lack of continuous quality assurance during the implementation of the ISAT was evident at 88% of the visited sites. This, coupled with inappropriate quality and standard of scoring/marking at 62% of the visited sites, point to areas that need urgent intervention.

The quality assurance of internal continuous assessment (ICASS) is of great importance as this assessment constitutes 25% of a candidate's final mark in the fundamental subjects and 50% in vocational subjects of the NC(V), and 40% of a candidate's final mark for the NATED. Umalusi moderated the ICASS portfolios from a sample of 49 NC(V) subjects (25 of which were at Level 4) in October 2018. The educator and student portfolios were moderated at central venues in each of the nine provinces. Umalusi also moderated the ICASS from a sample of the 17 NATED subjects at a sample of sites across all nine provinces during October 2018. In addition to moderating one instructional offering, each moderator was also required to gather information on three additional instructional offerings, the names of which were only disclosed upon arrival at the sites in an effort to prevent window dressing. In order to further strengthen the moderation of the ICASS process, Umalusi staff members visited 15 colleges to verify the ICASS evidence for Sake Afrikaans N3 and Business English N3. It was heartening to observe that many of the examples of non-compliance related to the ICASS planning and implementation of the Engineering Studies instructional offerings, reported in the previous year, had been addressed. The improvement in 2018 in both the NC(V) and NATED was very encouraging. This is the first time that 100% compliance was achieved in a number of instances. However, there were still a number of issues that will need to be addressed. Factors contributing to poor performance in the NC(V) included lecturers' inability to teach their subjects and to meet the administrative requirements. There was also cases where lecturers were unable to undertake enough practical work and to do so in an effective manner. Quality assurance at college level appeared to be a mere formality at most of the sites, since the principles of assessment and moderation were often ignored, reducing the practice to a mechanical and meaningless exercise. There were also serious concerns with regard to the implementation of the common practical assessment tasks (nationally set) and common tasks (set at provincial or college level). These must be addressed before implementing these assessments in 2019. The monitoring of the Business Languages revealed that justice had not been done in terms of class attendance and assessment. Furthermore, the practice of enrolling candidates in Business Languages at the same time as the third trimester Engineering Studies led to a spike in enrolments but no evidence of class attendance or assessment of many of these candidates throughout the year could be provided. Drastic interventions are required to ensure the credibility of these subjects that lead to a Senior Certificate or NSC Colleges (that is in the process of being phased out).

Umalusi monitors verified the adherence to policy and procedures in the preparation for the examinations, the conduct, administration and management of the national examinations and the marking of the examination scripts. Umalusi monitored the conduct, administration and management of examinations at 62 centres (44 centres monitored by monitors and 18 centres monitored by Umalusi staff) where the examinations were administered. Interviews were conducted with invigilators,

observations were made before and during the writing of the examinations and documents were verified. Improved levels of compliance were attained at the majority of examination centres monitored by Umalusi. Fourteen marking centres were monitored by Umalusi to determine their level of preparedness to undertake the marking and their progress with the marking of the November 2018 examinations. The marking centres were in general well managed and in compliance in most aspects. However, critical and non-negotiable areas not achieved at some of the examination and marking centres point to the need to further strengthen the recruitment and training of examination and marking personnel/management, as well as the monitoring of the conduct, administration and management of examinations.

Umalusi participated in the process of the standardisation of the marking guidelines for examination question papers to ensure that justice was done and that the finalised marking guidelines would ensure fair, accurate and consistent marking. The standardisation of marking guidelines process for 58 NC(V) and 20 NATED N2–N3 question papers was monitored by external moderators. Deliberations on possible alternative responses and finalisations of mark allocations were constructive in ensuring that candidates would not be unduly advantaged or disadvantaged. External verification of marking by Umalusi served to monitor that marking was conducted according to agreed and established practices and standards. Umalusi verified the marking of 69 NC(V) and 40 NATED question papers. The marking process has improved over the years, and the DHET has addressed a number of shortcomings revealed in previous marking sessions. It can be commended for these improvements. While in general marking was fair, there are some areas that where improvement would further enhance the marking process; a concerted effort in this regard is required from the role players. One serious and recurrent issue is the standardisation of marking guidelines across marking centres, where a subject is marked at more than one centre. Effective communication procedures should be established by the DHET to address this matter.

Standardisation and statistical moderation of results are used to mitigate the effects of factors other than students' ability and knowledge on performance, and to reduce the variability in marks from examination to examination. Umalusi standardised the marks for 59 NATED instructional offerings, four Business Languages and 260 NC(V) subjects presented by the DHET. In the majority of cases, the proposals by the DHET corresponded with those of Umalusi.

The closing of the examination cycle is confirmed by the issuing of certificates 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 examination. Information on certification is included to inform interested parties of the state of the certification of student achievements. As an assessment body, the DHET has the responsibility to process and submit records of candidate achievements to Umalusi for certification. Every effort must be made to ensure that all students who qualify for a certificate receive this as soon as possible. The IT system must be enhanced to ensure that once candidates' results have been approved, no changes to the marks can or will be made. Umalusi must give its approval to any mark changes made after the results have been released. In terms of the registration of students and the certification processes, Umalusi was satisfied that all systems were in place to achieve a successful certification and issuance of certificates for the November 2018 examinations.

Umalusi noted progress by the assessment body in addressing overarching systemic issues, for example:
   • The appointment of a project manager to drive the revision of policies and the development of regulations;
   • Attempts to strengthen support services to lecturers, students and college management.

Based on the findings of the reports on the quality assurance processes undertaken during the November 2018 examinations, the Executive Committee of Umalusi Council concluded that the November NC(V) and the NATED N2–N3 examinations were conducted in accordance with the policies that govern the conduct of examinations and assessments, and that they were generally conducted in a professional, fair and reliable manner. There were no systemic irregularities that might have jeopardised the overall integrity of examinations and the results can therefore be regarded as credible. The Executive Committee of Council approved the release of the results with certain provisos. Umalusi remains concerned about weaknesses in the assessment systems and processes.

Umalusi trusts that this report will provide the assessment body with a clear picture of the strengths and weaknesses of the various assessment systems and processes, and directives on where improvements are required.

Umalusi will continue to collaborate with all stakeholders in order to raise the standards in technical and vocational education and training in South Africa to equip citizens to cope better with current workplace demands.

ABBREVIATIONS AND ACRONYMS

ASC	Assessment Standards Committee
CD: NEA	Chief Directorate: National Examinations and Assessment
CEO	Chief Executive Officer
DHET	Department of Higher Education and Training
EC	Eastern Cape Province
EXCO	Executive Committee of Umalusi Council
FAL	First Additional Language
FET	Further Education and Training
GP	Gauteng Province
GENFETQA	General and Further Education and Training Quality Assurance
GFETQSF	General and Further Education and Training Qualifications Sub-framework
GPW	Government Printing Works
HOD	Head of Department
ICT	Information and Computer Technology
ID	Identity Document
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
IT	Information Technology
KZN	KwaZulu-Natal Province
LP	Limpopo Province
L2	Level 2
L3	Level 3
L4	Level 4
MP	Mpumalanga Province
NC	Northern Cape Province
NC(V)	National Certificate (Vocational)
NQF	National Qualifications Framework
NW	North West Province
OHS	Occupational Health and Safety
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task
PoA	Portfolio of Assessment (lecturer portfolio)
PoE	Portfolio of Evidence (learner portfolio)

SA	South Africa
SACE	South African Council for Educators
SAG	Subject and Assessment Guidelines
SOR	State of Readiness
TVET	Technical and Vocational Education and Training
Umalusi	Council for Quality Assurance in General and Further Education and Training
WBE	Work-based experience
WC	Western Cape Province
WIL	Work Integrated Learning

LISTS OF TABLES AND FIGURES

CHAPTER 1 MODERATION OF NATIONAL CERTIFICATE (VOCATIONAL) QUESTION PAPERS

1.1   Introduction

The Department of Higher Education and Training (DHET) is responsible for the conduct, administration and management of the National Certificate (Vocational) (NC(V)) examinations. While the DHET sets and internally moderates the question papers for the NC(V) examination, Umalusi moderates a sample of these question papers externally.

The moderation of question papers is a critical quality assurance process. Umalusi uses a set of criteria to determine the standard of the question papers and their compliance with the Subject and Assessment Guidelines (SAG).

The purpose of the moderation of question papers is to:
- ensure that question papers of the required standard are presented;
- ascertain that question papers cover a substantial amount of the curriculum;
- produce question papers that are fair and reliable;
- ensure that question papers are representative of relevant conceptual domains; and
- ensure that question papers are representative of relevant levels of cognitive demand.

1.2   Scope and Approach

Umalusi moderated a total of 149 question papers across NC(V) Levels 2, 3 and 4 for the November 2018 examinations. Most of these papers came from Level 4 (66%), while Level 2 and 3 papers each made up 17% of the sample. The table below provides a list of the subjects and levels moderated by Umalusi.

Table 1A: Subjects included in the moderated sample of NC(V) question papers

No.	NC(V) Subjects moderated	November 2018		
		Level 2	Level 3	Level 4
1	Advanced Plant Production			✓
2	Advertising and Promotions			✓
3	Afrikaans FAL Paper 1		✓	✓
4	Afrikaans FAL Paper 2		✓	✓
5	Agribusiness			✓
6	Animal Production			✓
7	Applied Accounting Paper 1			✓
8	Applied Accounting Paper 2			✓
9	Applied Engineering Technology			✓
10	Applied Policing			✓
11	Architectural Graphics and Technology Paper 1			✓

No.	NC(V) Subjects moderated	November 2018		
		Level 2	Level 3	Level 4
12	Architectural Graphics and Technology Paper 2			✓
13	Art and Science of Teaching			✓
14	Automotive Repair and Maintenance			✓
15	Business Practice		✓	✓
16	Carpentry and Roof Work			✓
17	Civil and Structural Steel Work Detailing Paper 1			✓
18	Civil and Structural Steel Work Detailing Paper 2			✓
19	Client Services and Human Relations	✓		✓
20	Computer Hardware and Software		✓	
21	Computer Integrated Manufacturing			✓
22	Computer Programming Paper 1			✓
23	Computer Programming Paper 2			✓
24	Concrete Structures			✓
25	Construction Planning			✓
26	Construction Supervision			✓
27	Consumer Behaviour		✓	✓
28	Contact Centre Operations			✓
29	Criminal Justice Process			✓
30	Criminal Justice Structures and Mandates		✓	
31	Criminology			✓
32	Data Communication and Networking			✓
33	Drawing Office Procedures and Techniques Paper 1			✓
34	Drawing Office Procedures and Techniques Paper 2			✓
35	Early Childhood Development		✓	Ü
36	Economic Environment			✓
37	Electrical Principles and Practice			✓
38	Electrical Systems and Construction			✓
39	Electrical Workmanship			✓
40	Electronic Control and Digital Electronics		✓	✓
41	Electrotechnology		✓	✓
42	Engineering Fabrication-Boiler Making			✓
43	Engineering Fabrication-Sheet Metal Work			✓
44	Engineering Graphics and Design Paper 1		✓	
45	Engineering Graphics and Design Paper 2		✓	
46	Engineering Processes			✓
47	English FAL Paper 1	✓	✓	✓
48	English FAL Paper 2	✓	✓	✓

No.	NC(V) Subjects moderated	November 2018		
		Level 2	Level 3	Level 4
49	Farm Planning and Mechanisation			✓
50	Financial Management	✓		✓
51	Fitting and Turning			✓
52	Food Preparation			✓
53	Freight Logistics		✓	✓
54	Governance			✓
55	Hospitality Generics		✓	✓
56	Hospitality Services			✓
57	Human and Social Development	✓		✓
58	Instrumentation Technology			✓
59	Introduction to Information Systems	✓		
60	Introduction to Policing Practices	✓		
61	Law Procedures and Evidence			✓
62	Learning Psychology			✓
63	Life Orientation Paper 1	✓	✓	✓
64	Life Orientation Paper 2	✓	✓	✓
65	Management Practice			✓
66	Marketing			✓
67	Marketing Communication	✓		✓
68	Masonry			✓
69	Materials Technology		✓	
70	Materials			✓
71	Mathematical Literacy Paper 1	✓	✓	✓
72	Mathematical Literacy Paper 2	✓	✓	✓
73	Mathematics Paper 1	✓	✓	✓
74	Mathematics Paper 2	✓	✓	✓
75	Mechanical Draughting and Technology Paper 1			✓
76	Mechanical Draughting and Technology Paper 2			✓
77	Mechatronic Systems			✓
78	Multimedia Service			✓
79	New Venture Creation	✓		✓
80	Office Data Processing			✓
81	Office Practice	✓		✓
82	Operations Management	✓		✓
83	Personal Assistance			✓
84	Physical Science Paper 1	✓	✓	✓
85	Physical Science Paper 2	✓	✓	✓

No.	NC(V) Subjects moderated	November 2018		
		Level 2	Level 3	Level 4
86	Plant and Equipment	✓		
87	Plant Production	✓		
88	Plumbing			✓
89	Process Chemistry			✓
90	Process Control			✓
91	Process Technology			✓
92	Professional Engineering Practice			✓
93	Project Management			✓
94	Public Health			✓
95	Refrigeration and Air-conditioning Processes			✓
96	Renewable Energy Technologies			✓
97	Roads			✓
98	Science of Tourism	✓		✓
99	Stored Programme Systems			✓
100	Sustainable Tourism in SA and International Travel			✓
101	Systems Analysis and Design			✓
102	The Human Body and Mind		✓	✓
103	The South African Health Care System	✓		✓
104	Tourism Operations			✓
105	Transport Economics			✓
106	Transport Operations	✓		✓
107	Welding			✓
108	Wholesale and Retail			✓
109	Workshop Practice	✓		
	Total question papers per level	**25**	**25**	**99**

Umalusi appointed subject experts from Higher Education Institutions (HEI), Technical and Vocational Education and Training (TVET) colleges, provincial education departments and industry as external moderators. These external moderators received the question papers, accompanying marking guidelines, internal moderator reports (including the assessment grids) and moderation instruments from Umalusi. They used the set criteria from the Umalusi instruments to assess the question papers and marking guidelines. The question papers and marking guidelines were evaluated in conjunction with but approved independently of each other. An off-site moderation approach was followed.

Umalusi moderated 97% of the NC(V) L4 question papers, 25% of the NC(V) L2 and 25% of the NC(V) L3 question papers. All the fundamental subjects, namely English FAL, Life Orientation, Mathematical Literacy and Mathematics are moderated externally at every level for each examination. The vocational subjects for Levels 2 and 3 are rotated on a yearly basis in order to cover all subjects over a four-year period. Where difficulties were experienced in subjects on Levels 2 and 3 in previous examinations, or when the curriculum of a specific subject is reviewed, such subjects are included in the list of subjects for external moderation.

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

- Technical details related to the presentation of question papers and marking guidelines;
- Internal moderation and its value in assuring quality;
- Adherence to the relevant SAG in terms of weighting, cognitive levels and question types;
- The consistency and appropriateness of mark distribution and allocation according to cognitive levels and question types;
- The relevance and accuracy of 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 question papers and those from previous years; and
- An overall evaluation of the papers by external moderators in terms of their validity, reliability, fairness and suitability to the level being assessed.

Depending on the extent to which they fulfilled the criteria, the Umalusi moderators approved, conditionally approved or rejected the question papers and marking guidelines. The external moderators drafted proposed changes for the improvement of question papers. Discussions between the external moderators from Umalusi and internal moderators from the DHET were conducted to improve the quality of the question papers and marking guidelines. After agreement had been reached and changes implemented, the question papers and marking guidelines were returned to the DHET for formatting. When returned by the DHET, question papers and marking guidelines were forwarded to the external moderators and signed off. In cases where a paper had been rejected, the question paper, marking guidelines and a report with initial findings by the external moderator were sent to the DHET. The internal moderator was responsible for adjusting the question paper and marking guidelines. The paper was then returned to the external moderator for external moderation.

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

Figure 1A below shows the approval status of NC(V) question papers after initial moderation.
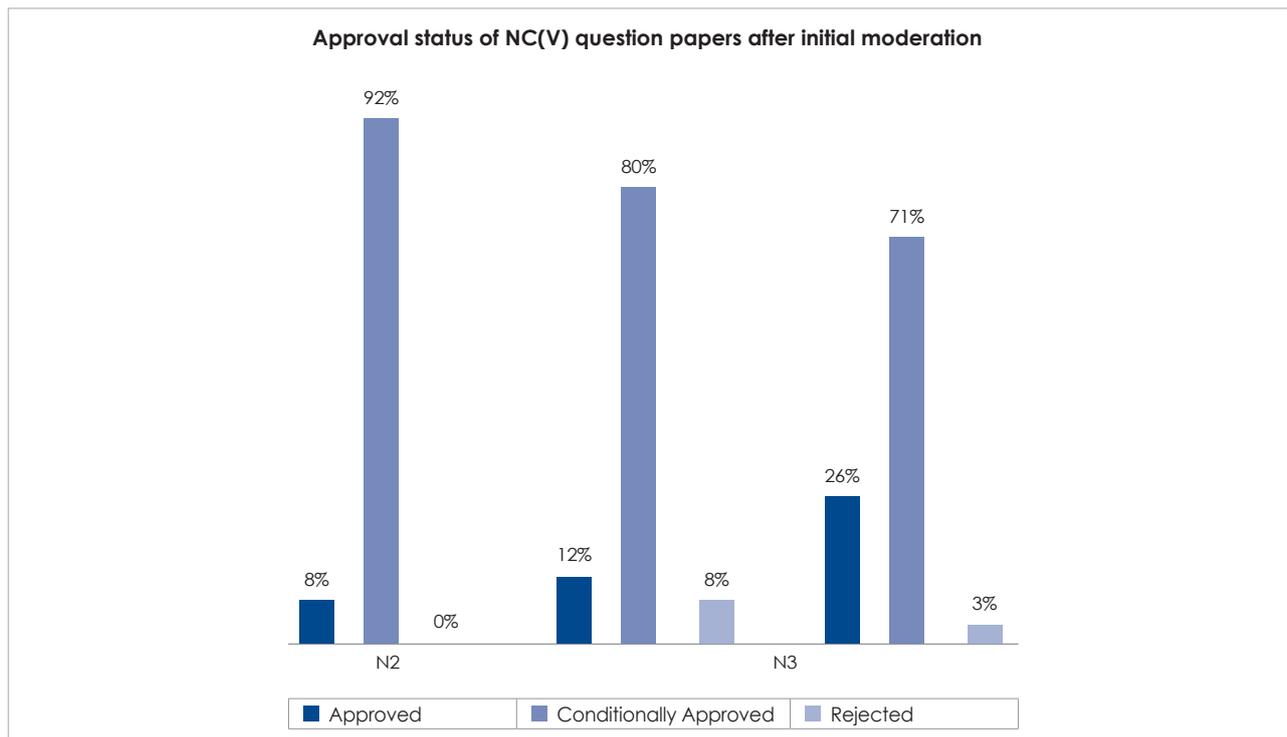
Figure 1A: Approval status of NC(V) question papers after initial moderation

1.3   Summary of Findings

Table 1B below provides a summary of the findings of the initial moderation of question papers, as captured in the external moderators' reports.

Table 1B: Summary of findings of the initial moderation of NC(V) question papers

Criteria	Findings and challenges
Criterion 1: Technical quality	
General compliance	Fifty-two percent of question papers and marking guidelines met all technical requirements (a decrease of 2% compared to the previous year). The following technical aspects were taken into consideration: • submission of relevant supporting documents; • completeness and accuracy of information on cover page; • clarity of instructions to candidates; • appropriate layout of paper; • clear mark allocation and correspondence of mark allocation between question paper and marking guidelines; • appropriate visuals of print ready quality; and • adherence to format requirements of the SAG. The remaining question papers and accompanying marking guidelines that did not meet one or more of the technical requirements as indicated above amounted to 48%.
Omission of information and instructions	Question papers with incomplete documents: • Neither the Examiner's nor the Internal Moderator's details were available for 14% of the question papers (an increase of 10% compared to the previous year).

Criteria	Findings and challenges
Information on the cover page	Five percent of the cover pages lacked some details or contained incorrect or incomplete information or did not adhere to the required format (a drop of 3% compared to the previous year).
	The layout of the cover page was not in accordance with DHET guidelines (one paper).
	The date of the examination was omitted from the cover page (one paper).
	The year of the examination was indicated as 2017 on the question paper/ marking guidelines (two question papers).
	The subject name was incorrect; the word "Processes" had been omitted (one question paper)
	The number of pages was incorrectly stated on the cover page (one paper).
	The time indicated on the cover page of the question paper did not correspond with the time on page 2 of the paper (one paper).
Instructions to candidates	In 7% of question papers, some instructions to candidates were not clearly specified (an increase of 2% compared to the previous year).
	One question, included matching columns, was not presented in the format recommended in the DHET 2018 Style guide (one paper).
Layout of question paper	Some pages in the question paper were not correctly numbered (3% of question papers).
	In 5% of the papers, some questions had been incorrectly numbered (a decrease of 1% compared to the previous year).
	The questions included introductory headings indicating the topics being tested. These were superfluous and had to be removed (two question papers).
Headers and Footers	The headers and footers in 8% of the question papers were inconsistent and/or did not adhere to the required format (an increase of 6% compared to the previous year).
Font type and size	**Fonts were used incorrectly in 8% of the question papers (an increase of 2% compared to the previous year).**
	Information and Communication Technology (ICT) papers require the use of non-standard fonts; however, these were not used appropriately in the paper.
	The size of the font used in tables, source material and labels of diagrams/ illustrations was not always appropriate (five question papers).
	Microsoft Equation 3 had not been used consistently throughout the paper.
Mark and time allocation	The mark allocation was not clearly indicated in 7% of the papers (a decrease of 1% compared to the previous year).
	Candidates would not have been able to complete the question paper in the allocated time (3% of papers).
	The mark allocation on the paper did not correspond with that on the marking guidelines in 5% of the papers (a drop of 1% compared to the previous year).
Quality of graphics and illustrations	In 14% of the papers, the quality of illustrations, graphs or tables etc. was poor and not print ready (a decrease of 3% compared to the previous year).
Format requirements	Nine percent of the papers did not adhere to the format requirements in the SAG (a decrease of 3% compared to the previous year).

Criteria	Findings and challenges
	Criterion 2: Internal moderation
Quality and standard of Internal Moderator reports	There was a marked improvement from the previous year in the quality and standard of Internal Moderators' reports; an improvement of 22% in quality and 11% in standard.
	In contrast, 28% of Internal Moderators' reports did not correspond with the question paper, r a steep increase of 27% compared to the previous year.
Incomplete moderator reports	**Irrelevant reports, incomplete reports and reports of poor quality from Internal Moderators, as well as the failure by some moderators to submit reports were once again a feature of this examination.**
	• As in 2017, Internal Moderators' reports for 3% of the question papers were not received by Umalusi.
	• The information in the Internal Moderator's report did not correspond with the question paper in 28% of the papers (an increase of 27% compared to the previous year).
	• Umalusi had to request the Internal Moderator's report from DHET on more than one occasion. Subsequently, the reports received from the DHET on each occasion were irrelevant (two question papers).
	• The Internal Moderator's report accompanying the question paper initially, was irrelevant. When these were requested by Umalusi, the DHET forwarded the correct reports (four question papers).
Incomplete moderator reports	Sixteen percent of the Internal Moderators' reports were of poor quality (a decrease of 22% compared to the previous year).
	The completeness of the Internal Moderator's report is one of the factors that determines its effectiveness.
	Reports that did not provide adequate information and reports in which checklists had been ticked but no annotations provided were regarded as incomplete.
	Twenty-four percent of the Internal Moderators' reports were of an inappropriate standard (a drop of 11% compared to the previous year).
	The approval of flawed question papers by Internal Moderators occurred once again in this examination.
	Checklists of these 24% question papers were inadequate and provided no valuable input; most reports were focused on complying with the requirements, rather than improving the quality and standard of question papers.
	Some reports appeared superficial, as the internal moderation was limited to the correction of layout, grammatical and typographical errors; core aspects such as adherence to the SAG in terms of topic weighting and cognitive distribution were neglected.
	In 20% of the Internal Moderators' reports the assessment grid accompanying report did not correspond with the question paper.
	The assessment grid, question paper, marking guideline and Internal Moderator's report make up a set of complementary assessment documents. Therefore, the information contained in these documents should correspond. Compiling an Internal Moderator's report using mismatched documents renders the report irrelevant.
Recommendations and their implementation	In 17% of the reports, there was little or no evidence that the Internal Moderator had made recommendations, or that these recommendations have been implemented or addressed (a decrease of 11% compared to the previous year).

Criteria	Findings and challenges
	Criterion 3: Content coverage
Coverage of learning outcomes and assessment standards	Ninety-seven percent of the question papers covered the learning outcomes and the assessment standards adequately, as prescribed in the policy and guideline documents; an improvement of 7% from the previous year.
	In 3% of the papers, some of the questions did not correspond to the subject outcome/learning outcome/topic of the subject. (a decrease of 6% compared to the previous examination).
	In 3% of the question papers, learning outcomes and assessment standards were not covered as stipulated in the policy and guideline documents (a decrease of 7% compared to the previous year).
	In 23% of question papers, assessment grids were not provided, were incomplete or were irrelevant (an increase of 16% compared to the previous year).
	No assessment grid was provided for 5% of question papers (as in 2017).
	In 17% of papers, the assessment grid and question paper did not correspond.
Spread and weightings of learning outcomes and assessment standards	The weighting and spread of learning outcomes and assessment standards was inappropriate in 10% of question papers (an increase of 4% compared to the previous year).
	In 7% of papers, the weighting of learning outcomes and assessment standards was not appropriate (an increase of 1% compared to the previous year).
	The learning outcomes and assessment standards were not spread appropriately throughout the question paper in 5% of papers (a decrease of 4% compared to the previous year).
	Thirteen percent of question papers failed to provide questions representative of the latest developments in the subject (an increase of 1% compared to the previous year).
	Criterion 4: Text Selection, Types and Quality of Questions
Types of questions	Ninety-one percent of question papers included a variety of question types (a drop of 3% compared to the previous year).
	There was not a wide variety of question types in 9% of the papers (an increase of 3% compared to the previous year).
Correlation between difficulty level and mark allocation	There was no correspondence between mark allocation, level of difficulty and time allocation in 20% of the papers (as in 2017).
Source material	The source material used in 21% of the question papers was inappropriate (a decrease of 8% compared to the previous year).
	The source material was:
	• Not subject-specific (2% of question papers)
	• Not of the required length (6% of question papers)
	• Not functional, relevant or appropriate (8% of question papers)
	• Not appropriate in terms of language complexity (4% of question papers)
	• Not allowing for the testing of skills (10% of question papers)

Criteria	Findings and challenges
Source material	• Not providing questions across all cognitive levels (11% of question papers)
	In 6% of the papers, questions did not relate to what was important in the subject (as in the previous year).
	In 20% of the papers, some questions did not provide clear instructional key words/verbs (a decrease of 5% compared to the previous year).
	In 20% of the papers, some questions did not contain the necessary information to elicit an appropriate response (as in the previous year).
	Some questions were expressed in unnecessarily negative terms (two question papers).
	There was a repetition of questions in the paper (one question paper).
	The multiple-choice questions in 12% of question papers were poorly formulated (a decrease of 5% compared to the previous year):
	The options:
	• did not follow grammatically from the stem (3% of question papers)
	• expressed in the negative for example 'which one is not' (one question paper)
	• were not of similar length. In some instances, the answers were longer, more specific, or more comprehensive than other options (5% of question papers).
Criterion 5: Cognitive skills	
Distribution of marks across cognitive levels	Eighty percent of the question papers showed an appropriate distribution of marks across cognitive levels (as in the previous year).
Assessment frameworks	In 2% of question papers, the assessment framework/ assessment grid did not clearly indicate the cognitive level of each question/sub-question (a decrease of 4% compared to the previous year).
	In 19% of question papers, assessment grids were not provided/ incomplete or irrelevant (an increase of 12% compared to the previous year).
	Twenty percent of the question papers featured an inappropriate distribution of marks across cognitive levels (as in the previous year).
Assessment of latest developments in field	In 11% of the papers, some questions were not representative of the latest developments in the field (as in the previous year).
Criterion 6: Marking guidelines	
Accuracy of marking guidelines	In 5% of the marking guidelines, some of the answers did not correspond to the questions in the question paper (a decrease of 7% compared to the previous year).
	Some of the answers in 39% of the marking guidelines were incomplete/ incorrect/inaccurate (an increase of 1% compared to the previous year).
	Twenty-two percent of the marking guidelines did not allow for alternative responses where applicable; where provided, these were not exhaustive (increase of 4% compared to the previous year).
	In 9% of papers, the mark allocation on the marking guidelines did not correspond to the mark allocation on the question paper (a drop of 3% compared to the previous year).
Mark allocation on marking guidelines	In 15% of marking guidelines, mark allocation was incomplete (an increase of 8% compared to the previous year).

Criteria	Findings and challenges
Criterion 7: Language and bias	
Language register	In 95% of question papers the language was pitched at the appropriate level (a decrease of 2% compared to the previous year).
	The language register was not appropriate to the level of the candidate in 5% of the papers (an increase of 2% compared to the previous year).
	Subject terminology or data were not always used correctly in 10% of the papers (a decrease of 1% compared to the previous year).
Grammar	There were grammatical errors in 28% of question papers (an increase of 2% compared to the previous year).
	The language in the marking guidelines contained grammatical errors in 11% of the papers (an increase of 1% compared to the previous year).
Bias	In 5% of question papers there was evidence of bias (a decrease of 3% compared to the previous year).
	There were examples of bias with regard to: • gender • provincial/regional • race, religion and stereotyping • reference to a specific product brand • reference to terminology used in other countries and not commonly used in South Africa • stereotyping
Criterion 8: Predictability	
Use of questions from previous examination papers	Eighty-three percent of question papers contained original questions that bore no similarity to questions from past question papers. Questions that could be easily spotted/predicted or those that were taken verbatim from past papers were replaced (a decrease of 5% compared to the previous year).
	Twelve percent of papers contained questions that could easily have been spotted or predicted (as in the previous year).
	Eleven percent of question papers contained a question(s) taken verbatim from a past question paper (a decrease of 1% compared to the previous year).
Innovation	There was a lack of innovation in 18% of question papers (a decrease of 7% compared to the previous year).
Criterion 9: Overall impression	
Standard of the question papers	Overall, 80% of the question papers moderated by Umalusi were regarded as of an acceptable standard (as in 2017).
	Of the twenty percent of question papers that were not of an appropriate standard (as in 2017):
	Sixteen percent of papers did not satisfy requirements of the current policy/guideline documents (an increase of 9% compared to the previous year).
	In 9% of cases, papers did not assess the outcomes of the curriculum/ syllabus adequately (an increase of 4% compared to the previous year).
	Thirteen percent of the question papers did not compare favourably with those from previous years (as in 2017).
	The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 18% of papers (an increase of 4% compared to the previous year).

1.4   Areas of Compliance

During the initial external moderation, areas of compliance were noted and some good practices acknowledged.

The following areas of compliance were noted:
- Fifty-two percent of question papers and marking guidelines met all technical requirements;
- Ninety-one percent of question papers adhered to the format requirements in the Subject Assessment Guidelines (SAG);
- Eighty-four percent of internal moderator reports were of an appropriate quality, making an improvement of 22% from the previous year; 76% of reports were of the appropriate standard, an improvement of 11% from 2017;
- The learning outcomes and the assessment standards were covered adequately as prescribed in the policy and guideline documents in 97% of the question papers; an improvement of 7% from the previous year;
- Eighty-nine percent of question papers contained questions that were representative of the latest developments in the subject;
- Ninety-one percent of question papers included a variety of question types;
- Eighty percent of question papers showed an appropriate distribution of marks across cognitive levels and 89% contained some questions that were representative of the latest developments in the teaching of the knowledge field;
- Sixty-one percent of marking guidelines contained correct, accurate and complete answers, while 78% provided alternative responses where applicable;
- In 95% of question papers, the language was pitched at the appropriate level, with 72% of question papers and 89% of marking guidelines being free from grammatical errors;
- Eighty-three percent of question papers did not contain any questions that were similar to those asked in the recent past, a decrease of 5% compared to the previous year;
- In 82% of question papers there was evidence of innovation, an improvement of 7% from the previous year;
- Overall, 80% of the question papers moderated by Umalusi were considered acceptable and 87% of question papers compared favourably with those from previous years; and
- Eighty-two percent of question papers showed a balance in the assessment of skills, knowledge, attitudes, values and reasoning.

The following good practices were identified:
- The Examiner and/or Internal Moderator of the following question papers were acknowledged and commended by the External Moderator for their efforts.

Table 1C below provides remarks by External Moderators concerning good practices identified during the initial moderation of question papers.

Table 1C: Good practices identified during the initial moderation of NC(V) question papers

Subject	External Moderator's remarks
Afrikaans FAL L3 Paper 1	The question paper comprises several interesting passages.
Afrikaans FAL L3 Paper 2	The question paper contains various interesting real-life scenarios.
Afrikaans FAL L4 Paper 1	Excellent layout and use of macros. A well planned and neat paper that adheres to almost all the requirements.
Afrikaans FAL L4 Paper 2	Excellent macro format.
Architectural Graphics and Technology L4 Paper 2	The paper is of good quality and most relevant.
Computer Integrated Manufacturing L4	The question paper and marking guidelines are of very good quality and a high standard. Both Examiner and Internal Moderator did a very good job.
Computer Programming L4 Paper 2	The work done by both the Examiner and the Internal Moderator is commendable.
Construction Planning L4	The quality of the drawing is good.
Construction Supervision L4	The question paper and marking guidelines are of a very high standard.
Early Childhood Development L4	The paper is of a high standard. It contains new questions, which is refreshing.
Electrotechnology L3	Internal moderation is of a high standard. Recommendations made by the Internal Moderator were implemented in the question paper and marking guidelines.
Electrotechnology L4	Internal Moderation is of a high standard.
Engineering Fabrication-Sheet Metal Work L4	The quality of the question paper and marking guidelines is very good.
Food Preparation L4	The question paper is of a high standard.
Human and Social Development L4	A good paper overall.
Learning Psychology L4	A very good paper, balanced in terms of variety of questions and appropriately challenging. It will test the relevant areas.
Life Orientation L4 Paper 1	The hard work of the Internal Moderator and Examiner is appreciated. This is a much improved, better quality paper than in previous years. A great deal of effort has gone into setting this paper.
Life Orientation L4 Paper 2	There is a clear improvement in the paper and it compares favourably with those of previous years.
Marketing L4	Good paper and an improvement on past papers.
Masonry L4	Paper is well prepared.
Mathematical Literacy L4 Paper 1 and 2	Paper is of a good quality.
Mathematics L2 Paper 2	The Internal Moderator has implemented recommendations from the previous year effectively in this question paper and marking guidelines.
Mathematics L3 Paper 2	Questions and diagrams are of a high quality.
Mathematics L4 Paper 2	Significant improvement from previous question papers in terms of the quality of questions.
Mechatronic Systems L4	Examiner and Internal Moderator have provided a question paper and marking guideline of good quality and a high standard.

Subject	External Moderator's remarks
New Venture Creation L2	Level of internal moderation in this paper is commendable.
Operations Management L2	Question paper is of a high standard and comparable to those observed by External Moderator at other institutions.
Personal Assistance L4	Remarkable improvement in the quality of the paper.
Plant and Equipment L2	Question paper, making guidelines and Internal Moderator's report are of a high standard.
Plant Production L2	Appropriate standard and compares well with papers of past years.
Process Chemistry L4	Some improvement in the quality of diagrams.
Project Management L4	Paper is of a high standard.
Stored Programme Systems L4	Examiner and Internal Moderator have set a question paper and marking guidelines of a very high standard.
The Human Body and Mind L3	The question paper and marking guidelines were well-prepared. The Internal Moderator and Examiner carried out their task with diligence.
The Human Body and Mind L4	The paper is a considerable improvement on previous years.
Tourism Operations L4	High standard and technically a good paper.
Wholesale and Retail L4	Good coverage of the SAG.

1.5   Areas of Non-compliance

The External Moderators' reports highlighted some challenges and areas of non-compliance that could compromise the examinations.
- Question papers that did not adhere to the requirements of the SAG, and/or had substantial conceptual flaws and/or contained a significant percentage of questions from past papers had to be re-set. This made up 3% of the question papers moderated by Umalusi:
  - Concrete Structures L4 – the question paper focussed on testing the contents of the textbook, showed an inappropriate distribution of marks across cognitive levels, and was not of an appropriate standard for Level 4 candidates.
  - Engineering Graphics and Design L3 Paper 1 – non-adherence to the requirements of the SAG and the poor quality of the questions led to the paper having to be reset.
  - Freight Logistics L3 – non-adherence to the requirements of the SAG, with the result that the question paper did not meet the required standard.
  - Systems Analysis and Design L4 – sub-questions of at least eight questions required replacement or reworking as a result of their poor quality and low standard.
  - Welding L4 – questions worth 60 marks were taken verbatim from recent past papers; that is, from the February 2017, November 2017 and February 2018 question papers.

- Although the following question papers were conditionally approved, significant reworking was necessary:
  - Business Practice L4 – substantial changes were required. These included the inclusion of case studies and the replacement of some questions to comply with the weighted values of topics as stipulated in the SAG.
  - Carpentry and Roof Work L4 – the distribution of marks across cognitive levels did not comply with the requirements of the SAG.

–   Electrical Systems and Construction L4 – the phrasing of some questions was unacceptable.
–   Hospitality Generics L4 – the paper was of poor quality and not challenging for L4 candidates.

•   Transport Economics L4 – the paper carried a mark allocation of 150, while some recent past papers had a total of 100 marks.

Challenges and areas of non-compliance:

Curriculum challenges

•   The following challenges arising from the curriculum were noted:
–   Computer Hardware and Software L3 – the question paper did not reflect the latest developments in the subject, as it was restricted by an aging curriculum.
–   Computer Programming L4 Paper 2 – one crucial aspect that must be addressed by the DHET is the version of the software currently in use. Some of the potential technologies applied (with relation to the compiler versions) are over 13 years old.
–   Data Communication and Networking L4 – the curriculum is out of date with current industry practices.
–   Electronic Control and Digital Electronics L4 – some practical skills are best tested in PAT or ISAT and not in the examination.
–   English FAL L4 Paper 2 – the SAG is has a limited list of topics that can be tested in the question paper.
–   Introduction to Policing Practices L2 – an outdated SAG was used to set the question paper.
–   Life Orientation L3 Paper 2 – the length of the question paper must be reviewed by the DHET; the time allocation specified in the SAG is not adequate for the number of learning outcomes that are assessed.
–   Sustainable Tourism in SA and International Travel L4 – the question paper format has reverted to the previous style, with a Section A and B. The concern is that the colleges were not alerted in good time to this format change;
–   The Human Body and Mind L4 – the SAG should be revised to make provision for more practical aspects to be assessed in the examination.

Communication between the DHET and Umalusi

The communication difficulties that hampered the moderation process were mostly the result of external moderators not being able to contact internal moderators/examiners.

•   in order to facilitate open communication between external moderators and internal moderator it is obligatory that the DHET provides the contact details of Internal Moderators to Umalusi. However, this was not always done; in 14% of papers, the internal moderator's name and/or contact details were not available.

•   Furthermore, where contact details of internal moderators were available, external moderators were not always able to contact them. This caused delays in the moderation process and, in some instances, placed the burden on the external moderator to finalise the paper without consultation with the DHET examination panel.

For example:

– Advertising and Promotions L4 – the question paper was set in 2015 and the internal moderator is no longer employed by the DHET. As a result, the current internal moderator was unable to discuss the changes required and the external moderator made the necessary changes.

– Life Orientation L2 Paper 2 – the external moderator was unable to contact the internal moderator and was compelled to finalise the paper without consultation as time was of the essence.

- Requests by Umalusi for the correct supporting documents resulted n some instances to a resubmission of incomplete or incorrect documents, as in the following:

– Life Orientation L2 Paper 2 – Umalusi requested the correct internal moderator's report from the DHET. When the report was received, it contained only two cover pages and no content.

– Afrikaans FAL L3 Paper 1 – Umalusi requested the correct internal moderator's report on two occasions and both the reports it received were incorrect.

Technical aspects

- Five percent of cover pages lacked some information contained incorrect or incomplete information or did not adhere to the required format.
  For example:

– Operations Management L2 – the date of the examination was omitted from the cover page.

– Physical Science L2 Paper 2 – the layout of the cover page did not comply with DHET guidelines.

– Refrigeration and Air-conditioning Processes L4 – the word 'Processes' was omitted from the subject name.

- Instructions to candidates were not clearly expressed in 7% of papers;

- Questions were not correctly numbered in 5% of papers; in 3% of question papers, the pages were not numbered correctly.
  For example:

– Client Services and Human Relations L2 – question 4.1 was incorrectly numbered as 1.1 in the question paper; and

– Electrotechnology L4 – page 3 was indicated as page 6.

- The headers and footers in 8% of the question papers were inconsistent and/or did not adhere to the required format.
  For example:

– Concrete Structures L4 – 'PTO' was printed on the last page of the question paper and the header on page 2 was omitted.

– Consumer Behaviour L3 – 'PTO' was not indicated on pages 3 to 5.

– Electrotechnology L4 – the header on pages 4, 5 and 6 was not consistent with rest of the question paper.

- In 8% of the question papers, fonts were not used appropriately:
  For example:

– Drawing Office Procedures and Techniques L4 Paper 2 – the font size for the dimensions were not appropriate for the drawings;

- Microsoft Equation 3 was used inconsistently throughout the Mathematics L2 Paper 1 question paper. As a result, difficulties occurred, such as equations printed as images, and changes (even simply inserting a space between thousands and hundreds) resulted in entire equations having to be retyped.

- Mark allocations were not clearly indicated in 7% of question papers. In 5% of the papers, the mark allocation did not correspond to that on the marking guidelines.
- In 3% of question papers candidates would not have been able to complete the question paper in the allocated time.
  For example:
  - Civil and Structural Steel Work Detailing L4 Paper 1 – the duration of the examination was two hours; however, a three-hour paper was set and internally moderated. Some questions had to be omitted and the question paper modified to comply with the SAG.
  - Life Orientation L4 Paper 2 – the amount of text that had to be keyed in by the candidate was overly time-consuming; therefore, the question paper could not have been completed in the allocated time.
- In 14% of the papers, the quality of illustrations, graphs, tables etc. was poor and not print-ready.
  For example:
  - English FAL L4 Paper 1 – the top of the picture had been cut off.
  - Mathematical Literacy L4 Paper 1 – the diagram in question 2.2 had to be redrawn as the font of the numbering was too small.
  - Mathematics L3 Paper 2 – the image in question 2.5 was rather dark, with the lines on the diagram barely visible.
  - Mathematics L4 Paper 2 – the diagram in question 1.4 was poorly drawn. It was smudged and the circle resembled an ellipse with low eccentricity.
  - Systems Analysis and Design L4 – figures 1, 2, 4 and 5 were not of suitable quality for printing. It appeared that some of the diagrams had been taken from sources that were not accredited; those taken from accredited sources had not been correctly referenced.
- Nine percent of the papers did not adhere to the format requirements set out in the Subject Assessment Guidelines (SAG).
  For example:
  - English FAL L4 Paper 2 – the business proposal should have been in section A, not section B.
  - Hospitality Generics L3 – topic 1 and 2 were not covered as per the requirements in the SAG; too little emphasis on topic 1 under and too much on topic 2.
  - Refrigeration and Air-conditioning Processes L4 – topic 3 was not covered at all and the total for topic 1 was 32 marks instead of 20.

Internal moderation

There was a marked improvement in the quality and standard of internal moderator reports from the previous year; however, some areas of internal moderation still require attention:
- In 28% of question papers the information in the Internal Moderator's report did not correspond with the question paper. This is steep increase of 27% compared to the previous year.
- Despite the significant improvement in quality since 2017, 16% of the Internal Moderator's reports were inadequate.
  For example:
  - Agribusiness L4 – the Internal Moderator's report was scanty with only general comments.
  - Mathematical Literacy L2 Paper 1 – the weighting per topic should have been in table format on the Moderator's report for ease of reference.
- Twenty-four percent of the Internal Moderators' reports were of a low standard.

For example:

- – Mathematical Literacy L2 Paper 2 – too many errors were not addressed.
- – Financial Management L2 – the Internal Moderator's report indicated that the paper met all criteria, yet the deviations from the SAG were extensive.
- – Data Communication and Networking L4 – the report was complete and matched the question paper at a technical level. However, the validation of responses in the marking guidelines had not been attended to and there was a repetition of questions in the paper, some poorly formulated questions, and the assessment grid did not correspond to the question paper.

- • Twenty percent of Internal Moderators' reports were not entirely relevant; the assessment grid accompanying the Internal Moderator's report did not correspond to the question paper.

  For example:

  - – Architectural Graphics and Technology L4 Paper 1 – the duration of the question paper was three hours but the assessment grid applied to a four-hour paper.
  - – Carpentry and Roof Work L4 – the assessment grid was incomplete as marks per cognitive level were not indicated.
  - – Life Orientation L4 Paper 1 – the assessment grid must correspond to the final corrected version of the question paper when submitted for external moderation.
  - – Marketing Communication L2 – the assessment grid did not match the question paper exactly.
  - – Mathematics L2 Paper 2 – marks indicated on the assessment grid did not always correspond with the mark allocation indicated on the question paper.
  - – Science of Tourism L2 – question numbers indicated on the Internal Moderator's assessment grid did not appear on the question paper.

Content coverage

- • The spread and/or weightings of learning outcomes and assessment standards were not always appropriate in 10% of the question papers.

  For example:

  - – Animal Production L4 – topics 2, 3 and 4 had an equal distribution of marks. That should not have been the case, as topic 2 is compulsory and topics 3 and 4 are reserved for the optional section.
  - – Business Practice L3 – the distribution of marks across topics and cognitive levels was inappropriate, real-life scenarios were not included in the paper, some of the mark allocations did not correspond to the level of difficulty of the question and advanced skills were not tested.
  - – Client Services and Human Relations L4 – some learning outcomes were tested more than once, while others were not tested at all.
  - – Concrete Structures L4 – the question paper was based on the textbook and not the SAG.
  - – Physical Science L2 Paper 2 – topic 5 was over-assessed while topics 6 and 7 were under-assessed.

- • Ten percent of question papers did not provide opportunities to assess advanced skills.

  For example:

  - – Carpentry and Roof Work L4 – the question paper covered the required content but did not test the vocational abilities and understanding of the subject.
  - – Computer Programming L4 Paper 1– the focus was on testing knowledge and no scenarios were included to assess application, evaluation and synthesis.

- In 13% of the question papers, some questions were not representative of the latest developments in the subject.
  For example:
  – Computer Programming L4 Paper 1 – some questions were not pertinent to current technologies. These questions still applied to the topics and applicable outcomes, however.

Quality of questions

- There was limited variety of question types in 9% of the papers.
- There was no correlation between mark allocation, level of difficulty and time allocation in 20% of the papers.
  – Hospitality Generics L3 – two marks were awarded to some questions; consequently, the content being assessed was not adequate for the duration of the paper.
  – Introduction to Information Systems L2 – the paper contained many questions in which two marks were awarded for one fact/statement;
  – Science of Tourism L2 – in some questions, two marks were allocated per answer, while other questions of similar difficulty were awarded one mark.
  – The South African Health Care System L4 – question 3.2, with a mark allocation of five had 21 possible answers; this could prove to be an extremely easy and predictable question.
- The source material used in 21% of the question papers was inappropriate.
  – Afrikaans FAL L3 Paper 1 – the source material was not of the required length as it did not comply with the word count indicated in the SAG.
  – Afrikaans FAL L4 Paper 1 – both the comprehension passage and the passage in question 3 exceeded the word limit stipulated in the SAG.
  – Transport Operations L2 – the extract in section 2 was not subject specific and was irrelevant as the questions in this section had no bearing on the extract.
- In 20% of the papers some questions did not provide clear instructional key words/verbs:
  – Life Orientation L3 Paper 1– all questions should contain action verbs. This had been brought to the attention of the examiner on previous occasions but there was still no adherence to this requirement.
- In 20 % of the papers, the questions did not contain enough information to elicit an appropriate response:
  – Engineering Graphics and Design L3 Paper 1 – in question 5, though technically correct, the assembly was poorly designed and impractical to manufacture.

Marking guidelines

- In 5% of the marking guidelines, some answers did not correspond to the question papers, while some answers in 39% of the marking guidelines were incorrect/ inaccurate/incomplete.
  For example:
  – Sustainable Tourism in SA and International Travel L4 – the questions in the paper were numbered differently in the marking guidelines.
  – Financial Management L4 – the answers provided in the marking guidelines to some questions that required calculations, were incorrect.
  – Transport Operations L2 – answers were not presented clearly.
- Twenty-two percent of the marking guidelines did not allow for alternative responses where applicable, and where provided were not exhaustive.

For example:
- – Mathematics L4 Paper 2 – not all well-known alternative solutions were included in the marking guidelines to facilitate marking and limit inconsistencies.
- – Physical Science L4 Paper 1 – as in previous years, insufficient attention had been given to the provision of alternative answers.
- In 9% of papers, the mark allocation on the marking guidelines did not correspond to the mark allocation on the question paper.
  For example:
  - – Advanced Plant Production L4 – some answers in the marking guidelines did not relate to the questions in the paper. It appeared that some questions had been replaced without changing the answers.
- In 15% of the marking guidelines, the mark allocation was incomplete.
  For example:
  - – Carpentry and Roof Work L4 – mark allocations were not provided for drawings.
  - – Early Childhood Development L4 – the answers to some questions in the marking guidelines did not provide enough detail for the mark allocation.

Language and bias
- The language level was not appropriate to the level of the candidate in 5% of the papers.
- Subject terminology or data were not always used correctly in 10% of the papers.
- There were grammatical errors in 28% of question papers and 11% of marking guidelines; for example, English FAL L4 Paper 2 – a language paper beset by grammatical errors.

Predictability
- Twelve percent of papers contained questions that could have been spotted or predicted easily and 11% of question papers contained a question or questions taken verbatim from past examination papers.
  For example:
  - – Architectural Graphics and Technology L4 Paper 1 – although the paper was of a high standard, it was too similar to the paper written in November 2017 and contained many familiar drawings.
  - – Plumbing L4 – some questions had been taken verbatim from recent past papers.
  - – Welding L4 – questions worth 60 marks had been taken verbatim from recent past papers; that is, from the February 2017, November 2017 and February 2018 question papers.
- There was a lack of innovation in 18% of question papers.
  For example:
  - – Business Practice L4 – the paper lacked innovation; papers received in 2017 were of better quality.
  - – Data Communication and Networking L4 – not enough scenario and real-life problems had been included in the paper, such as, screen dumps of actual networking challenges requiring candidates to suggest acceptable troubleshooting paths.
  - – Management Practice L4 – there was no trace of innovation in the question paper. The case study was taken from a textbook. Students using the textbook would have been advantaged, rendering the paper predictable.
  - – Office Practice L4 – the paper lacked originality and was very similar to past papers.
  - – Physical Science L4 Paper 2 – in topic 5.1 the approach adopted over the past few years has become formulaic, narrow in focus and lacking in creativity.

Adherence to policies/guideline documents

- Three percent of question papers grossly contravened the requirements of the SAG in terms of content coverage and cognitive level distribution; these papers had to be reset. The subjects concerned were: Concrete Structures L4, Engineering Graphics and Design L3 Paper 2 and Systems Analysis and Design L4.
- Question papers with lapses in adherence to the SAG had to be modified.
  For example:
  – Hospitality Generics L3 – 53% of the paper comprised knowledge-based questions that did not comply with the SAG in terms of cognitive level distribution.
  – Life Orientation L2 Paper 1 – as per the DHET directive, the question paper should have included questions on HIV/AIDS, but this was not the case. In addition, too great an emphasis was placed on knowledge-type questions.
  – Mathematics L2 Paper 2 – 11% of the question paper was beyond the scope of the SAG; in Mathematics L3 Paper 2 this amounted to 9%.

1.6   Directives for Compliance and Improvement

In order to improve the quality and standard of question papers, the DHET must ensure that:

- Question papers submitted to Umalusi meet all the requirements as stipulated in the Subject and Assessment Guidelines;
- Curricula are reviewed regularly, so that question papers can incorporate the latest developments in the subject field;
- Internal moderation is thorough; and
- Question papers submitted for moderation are accompanied by all relevant and fully completed supporting documents.

1.7   Conclusion

Overall, 80% of the moderated sample of the November 2018 question papers met the required standard. Twenty-one percent of question papers were approved immediately, although some of these required minor changes. Question papers that were conditionally approved (76%) were reworked to meet the required quality and standard. Regrettably, five question papers (3%) had to be reset, as they contained conceptual flaws and/or a significant percentage of questions from past papers.

The findings and feedback provided in the external moderators' reports for the November 2018 examination are fairly similar to those from previous years. Nonetheless, in the case of a few subjects it was observed that the DHET examination panel had taken heed of recommendations made by Umalusi. This has proved to be fruitful.

The DHET is urged to take steps to improve the quality of questions in future question papers. The examining panel should make a concerted effort to ensure that questions are carefully formulated to elicit the desired response, taking cognisance of all the other elements that make for a good question.

The quality and standard of marking guidelines, assessment grids and internal moderators' reports could be much improved. The submission of irrelevant assessment documents by the DHET is unacceptable. This causes delays in the moderation process. The DHET should review its structures and processes in this regard in order to ensure that question papers and supporting documents correspond and that they reach Umalusi in good time.

In order to prevent a recurrence of question papers that are below standard, the DHET should investigate the subjects concerned and take the necessary action to improve the setting of examination papers.

CHAPTER 2 MODERATION OF NATIONAL CERTIFICATE (VOCATIONAL) INTERNAL CONTINUOUS ASSESSMENT

2.1   Introduction

Internal Continuous Assessment (ICASS) is assessment conducted at the site of learning. Ideally, ICASS allows for assessment to take place at the time of learning, and, more importantly, to be integrated into teaching. Proof of the candidate's ICASS is contained as a portfolio of evidence (PoE), according to the requirements specified in the Subject Assessment Guidelines (SAG) of that specific subject and in the Internal Continuous Assessment (ICASS) Guidelines for the National Certificate (Vocational) (NC(V)) Qualifications.

An ICASS mark forms a compulsory component of the final subject promotion mark for all students registered for the NC(V). This mark has a weighting of 25% for the fundamental subjects and 50% for the vocational subjects. The internal continuous assessment of the NC(V) qualification is thus as important as the external assessment component in terms of contribution to the final mark. Umalusi assures the quality of internal assessment through the operation of a rigorous moderation process, which will be explained below.

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

The Department of Higher Education and Training (DHET) standardised the two practical tasks of the vocational subjects for Levels 3 and 4 to ensure a uniform standard across institutions. These two practical ICASS assessments are used to compile the practical marks of the ICASS. All the assessment tasks for Level 2 and the fundamental subjects are developed at the sites of learning or at college or provincial level, thus with some form of standardisation.

The main objectives of moderating the internal assessment portfolios was to:
- Verify that the lecturer portfolio (PoA) and the students' portfolios (PoE) adhere to the ICASS Guidelines, ensuring that enough tasks of different types were administered and that the quality assurance of the internal assessment component of the NC(V) was effectively managed;
- Ascertain the appropriateness and standard of the assessment tasks in the case of vocational subjects without standardised tasks and the fundamental subjects;
- Determine whether ICASS allowed for assessment to take place at the time of learning and, more importantly, to be integrated into teaching;
- Determine the extent to which the standardised practical assessment tasks (PAT) for Levels 3 and 4 were implemented and required review;
- Ensure that evidence was collected and documented efficiently; and
- Ensure that assessment across different sites of delivery was consistent and that standards were maintained.

2.2   Scope and Approach

Umalusi officials visited all nine provinces during October 2018 to moderate Levels 2, 3 and 4 internal assessment student and lecturer portfolios from a selected sample of National Certificate (Vocational) or NC(V) subjects. In the main, Level 4 subjects were moderated. Afrikaans First Additional Language (FAL), Life Orientation, which consists of two components, namely Life Skills and ICT, Freight Logistics, Physical Science Mathematical Literacy and Mathematics were moderated at all three levels; that is Levels 2, 3 and 4. Client Services and Human Relations, Engineering Technology and Operations Management were moderated at Level 2, while English FAL was moderated at Levels 2 and 4. Computer Hardware and Software, Criminal Law, Hospitality Generics, Material Technology and Soil Science were moderated at Level 3 while Consumer Behaviour, Public Health and Stored Programme Systems were moderated at Levels 3 and 4.

The external moderation took place at centralised venues in all nine provinces over a period of four days, from 19–22 October 2018.

The subjects and the provinces in which the portfolios were moderated are indicated in the table below. This table also reflects the levels that were moderated as well as the number of campuses or sites included in the process.

Table 2A: Moderation of ICASS portfolios – October 2018

No.	Subject	Province								
		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
1	Afrikaans First Additional Language								L2 (1) L3 (2) L4 (2)	
2	Applied Accounting						L4 (5)			L4 (5)
3	Business Practice			L4 (5)						L4 (4)
4	Client Services and Human Relations				L2 (4)					
5	Computer Hardware and Software									L3 (5)
6	Construction Supervision				L4 (5)	L4 (5)				
7	Consumer Behaviour	L3 (1) L4 (4)			L4 (4)					
8	Criminal Justice Process					L4 (4)				

No.	Subject	Province								
9	Criminal Law				L3 (1)					
10	Early Childhood Development				L4 (5)					
11	Electrical Principles and Practice	L4 (5)								L4 (5)
12	Electronic Control and Digital Electronics			L4 (4)		L4 (5)				
13	Engineering Technology							L2 (1)		
14	English First Additional Language			L2 (5) L4 (5)						
15	Farm Planning and Mechanisation			L4 (1)				L4 (2)		
16	Food Preparation	L4 (4)								L4 (5)
17	Freight Logistics			L2 (1) L3 (2) L4 (2)						
18	Hospitality Generics				L3 (5)					
19	Life Orientation Life Skills	L2 (5)	L3 (3)	L4 (5)			L3 (5)	L3 (5)	L2 (5)	L3 (5) L4 (5)
20	Life Orientation ICT	L2 (4)		L2 (5) L4 (5)	L3 (5)	L3 (5)				L4 (5)
21	Management Practice	L4 (5)			L4 (5)					
22	Masonry					L4 (5)				
23	Material Technology							L3 (4)		
24	Mathematical Literacy	L3 (5) L4 (5)	L2 (5)			L2 (5)	L3 (5) L4 (5)	L2 (5)	L2 (5)	L2 (5) L3 (5)
25	Mathematics	L2 (5) L4 (5)				L2 (5) L3 (5)	L4 (5)	L2 (5) L3 (5)		L2 (5)
26	New Venture Creation							L4 (5)	L4 (5)	

No.	Subject	Province							
27	Office Practice	L4 (5)		L4 (5)					
28	Operations Management						L2 (5)		
29	Personal Assistance				L4 (4)				
30	Physical Science		L2 (2) L3 (2)	L4 (4)					
31	Public Health			L3 (1) L4 (4)					L3 (1) L4 (4)
32	Soil Science			L3 (1)			L3 (1)		
33	Stored Programme Systems			L3 (2) L4 (3)					
34	Sustainable Tourism in South Africa and International Travel				L4 (5)				L4 (4)

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

Provincial departments of education, colleges and campuses were informed in writing in advance of this moderation process. A sample of sites, including public and private colleges and correctional services centres, were each requested to submit six Portfolios of Evidence (PoE) for moderation, together with the relevant portfolio of assessment (PoA). Staff from selected TVET colleges as well as staff from the Western Cape and Gauteng regional offices coordinated the planning of this moderation process.

Umalusi's brief to the external moderators was to check compliance with the stipulations of the ICASS Guidelines. The focus was, however, on the in-depth evaluation of the quality of one specified task.

A total of 329 sites (compared to 239 sites in 2017), representing 49 NC(V) subjects, were sampled by Umalusi for the moderation of Portfolios of Assessment (PoA) and Portfolios of Evidence (PoE).

2.3   Summary of Findings

Taletso and Lovedale TVET Colleges were on strike; their files could thus not be submitted.

Sedibeng TVET College's Vereeniging campus submitted 12 folders for Life Orientation ICT L4 (six folders each from two lecturers). Each folder contained an electronic mark sheet and the evidence of one task. No PoA was submitted. The folders did not contain any of the other documents that make up a student's PoE, which made moderation very difficult.

The following four campuses, the same number as in 2017, submitted their portfolios late and the moderation had to be done off-site:

Table 2B: Late submission of portfolios

College	Campus	Subject
Elangeni	Mpumalanga	Hospitality Generics L3
Ingwe	Mount Fletcher	Mathematical Literacy L3
Umgungundlovu	Northdale	Client Services and Human Relations L2
	Msunduzi	Sustainable Tourism in South Africa and International Travel L4

A.   PORTFOLIOS OF ASSESSMENT

2.3.1   Contents

Umalusi requires lecturers to ensure that their PoA contain all the relevant documents and information, namely:

- Contents page;
- Lecturer information on the appointment and duties (name, qualifications, SACE registration, teaching/lecturing experience, work experience);
- Latest version of the Assessment Guidelines;
- Subject assessment schedule;
- All ICASS tasks and their accompanying marking guidelines;
- A complete pre-moderation checklist for each of the ICASS tasks, and their accompanying assessment tools;
- A post-moderation checklist completed once the task had been administered and assessed;
- Subject record sheet per level reflecting the marks achieved by students in the ICASS tasks;
- Electronically captured marks;
- Evidence of review of tasks; and
- Evidence that repeaters' work/tasks were assessed.

Since the format of the PoA has been standardised nationally, the general finding was that the contents and appearance of the PoA had improved steadily in terms of compliance over the past seven years. However, a total of only 26 sites had assembled all the required documents and evidence in their PoA (compared with 29 in 2017). A further 36 sites would have been fully compliant had they included evidence of SACE registration as well as professional and industry experience in their files. The conforming sites are listed in the following table:

Table 2C: Campuses with 100% PoA compliance

Campus	College	Subject
Asherville	Thekwini	Criminal Law L3
Bethlehem	Maluti	Business Practice L4
Bitou	South Cape	Mathematical Literacy L2
Bonamelo	Maluti	Mathematical Literacy L2
Brits	Orbit	Mathematical Literacy L3
Caledon	Boland	Public Health L4
Centane	King Hintsa	Food Preparation L4
City	College of Cape Town	Life Orientation Life Skills L3 and L4
		Life Orientation ICT L4

Campus	College	Subject
Dower	Port Elizabeth	Mathematical Literacy L4
East London	Buffalo City	Mathematics L2
Fish Hoek	False Bay	Life Orientation Life Skills L4
Gugulethu	College of Cape Town	Business Practice L4
Harrismith	Maluti	Business Practice L4
		Life Orientation Life Skills L3
John Knox Bokwe	Buffalo City	Mathematics L4
Kempton	Ekurhuleni West	Freight Logistics L3 and L4
Middelburg	Nkangala	Mathematics L4
Mossel Bay	South Cape	Computer Hardware and Software L3
Potchefstroom	Vuselela	Material Technology L3
Pretoria	Tshwane North	Consumer Behaviour L4
Rustenburg	Orbit	Material Technology L3
Seshego	Capricorn	Construction Supervision L4
Sibanesetfu	Gert Sibande	Mathematics L4
Springfield	Thekwini	Life Orientation ICT L3
Upington	Northern Cape Urban	Afrikaans FAL L3

The following colleges stood out for having a PoA that was well organised, neatly presented and well maintained, although in some instances, some documents were not included.

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

Campus	College	Subject
Centurion	Tshwane South	Life Orientation ICT L4
Germiston	Ekurhuleni West	Stored Programme Systems L4
Kwa-Thema	Ekurhuleni East	Construction Supervision L4
Maake	Letaba	Construction Supervision L4
Malmesbury	West Coast	Mathematical Literacy L2
Molapo	South West Gauteng	Construction Supervision L4
Mount Fletcher	Ingwe	Mathematical Literacy L3
Muizenberg	False Bay	Mathematical Literacy L2
Potchefstroom	Vuselela	Mathematics L2
Protea	Northlink	Mathematical Literacy L3
Vanderbijlpark	Sedibeng	English FAL L4
Vredendal	West Coast	Mathematical Literacy L3
Worcester	Boland	Mathematical Literacy L2

Some of the campuses that received monitoring visits in May 2018, had improved their documentation, but this will be reported on in 2.4.

The main reasons for PoA at most sites not being fully compliant were the following:

- Four percent of the sites did not provide a contents page (an improvement compared to the 5% of the previous year);
- Eight percent of the PoA did not contain the latest version of the assessment guidelines, as was the case in the previous year;
- Pacesetters (year plans) were found in 82% of the PoA. Sixty-four percent of lecturers appeared to have used these as working documents for planning and monitoring exercises. In 2017, 81% of the PoA contained year plans and 64% had used them as planning tools, so the situation remained the same;
- Seventy-six percent (an improvement on the previous year's 69%) of planned tasks had been performed according to the schedule. Where 92% (1% lower than the 93% in 2017) of the sites had evidence of theoretical tasks, 82% (3% lower than the 85% of 2017) had made provision for practical tasks. Eighty-five percent of the PoA included marking guidelines, an improvement of 7% on the 78% of 2017;
- There was evidence of pre-moderation at 81% of the sites, compared to 76% in 2017, and post-moderation at 78% of the sites, compared to 71% the previous year. This suggested an improvement in this function in 2018. In pre-moderation, the internal moderator checks the accuracy and suitability of the task before it is handed to students. With post-moderation, the internal moderator checks the accuracy of the marking by the lecturer of a sample of 10% of the tasks, which reflects a range of marks. The accuracy of the recording of the marks and their conversion according to the ICASS guidelines is also checked. In 58% of instances was there evidence of an analysis and evaluation of the student's performance in each task. This is a slight improvement on the 52% of the previous year. The tasks were reviewed at 47% of the sites, compared to 27% in 2017, which shows a considerable improvement, but this could still not be regarded as satisfactory. This is an indication that internal moderation has yet to be taken seriously by many of the colleges. The quality of internal moderation will be discussed further in section 2.3.4;
- Seventy-five percent of the sites had converted their marks accurately. This was a further indication that internal moderation was not functioning as it should at 25% of the sites; and
- Despite an annual request that sites indicate which assessments had been moderated, 28% of the sites had not done so (compared to 35% in 2017). The situation had thus improved but not sufficiently.

Some of the sites were singled out as submitting PoA that were disorganised, despite the ICASS Guidelines specifying the requirements. Simply compiling a PoA seemed to present a real challenge at 52 sites, as illustrated in Table 2E. This is 15 more sites than the 37 in 2017 and 40 more than the 12 in 2016. It is evident that the state of the PoA has deteriorated every year for the past three years.

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

PoA non-compliance	Campus	College	Subject
Poorly organised	Aliwal North	Ikhala	Life Orientation Life Skills L2
	Dutywa	King Hintsa	Management Practice L4
	Ermelo	Gert Sibande	Life Orientation Life Skills L3
	Fish Hoek	False Bay	Applied Accounting L4
	Highveld	Central Johannesburg	English FAL L4
	Kroonstad	Flavius Mareka	Business Practice L4
	Kuruman	Northern Cape Rural	New Venture Creation L4
	Mamelodi	Tshwane North	Construction Supervision L4
	Mankwe	Orbit	Material Technology L3
	Mpumalanga	Elangeni	Hospitality Generics L3
	Umbumbulu	Coastal KZN	Sustainable Tourism in SA and International Travel L4
	Umlazi		Masonry L4
	Vereeniging	Wilberforce Community	Life Orientation Life Skills L4
A range of missing/ incomplete documents	Aliwal North	Ikhala	Life Orientation Life Skills L2
	Bloemfontein	Motheo	Business Practice L4
	Centane	King Hintsa	Life Orientation Life Skills L2
	Dobsonville	South West	Life Orientation Life Skills L4
	Estcourt	Mnambithi	Criminal Justice Process L4
	Fish Hoek	False Bay	Applied Accounting L4
	Heidelberg	Sedibeng	Physical Science L4
	Inanda	Elangeni	Criminal Justice Process L4
	John Knox Bokwe	Buffalo City	Life Orientation ICT L2
	Kempton Park	Ekurhuleni West	Freight Logistics L4
	Mamelodi	Tshwane North	Construction Supervision L4
	Mankwe	Orbit	Material Technology L3
	Matatshe Correctional Services		Management Practice L4
	Modimolle	Lephalale	Mathematical Literacy L2
	Mpumalanga	Elangeni	Hospitality Generics L3
	Namaqualand	Northern Cape Urban	Afrikaans FAL L4
	Newcastle Technology Centre	Majuba	Criminal Justice Process L4
	Seshego	Capricorn	Construction Supervision L4
	Vredenburg	West Coast	Sustainable Tourism in SA and International Travel L4

PoA non-compliance	Campus	College	Subject
Outdated documents/latest guidelines not filed	Carletonville	Western	Life Orientation ICT L2
	Centane	King Hintsa	Life Orientation Life Skills L2
	City	College of Cape Town	Mathematical Literacy L3
	Ezibeleni	Ikhala	Electrical Principles and Practice L4
	Giyani	Letaba	Mathematics L2
	Iqhayiya	Port Elizabeth	Electrical Principles and Practice L4
			Mathematics L2
	Krugersdorp	Western	Life Orientation Life Skills L4
	Kwa-Thema	Ekurhuleni East	Construction Supervision L4
	Langlaagte	Central Johannesburg	English FAL L2
	Mamelodi	Tshwane North	Construction Supervision L4
	Moremogolo	Northern Cape Urban	Mathematical Literacy L2
	Mossel Bay	South Cape	Electrical Principles and Practice L4
	Mthatha	King Sabatha Dalindyebo	Electrical Principles and Practice L4
	Park Avenue	Eastcape Midlands	Electrical Principles and Practice L4
	Pretoria Central Correctional Services		Life Orientation Life Skills L4
	Teko	King Hintsa	Electrical Principles and Practice L4
	Upington	Northern Cape Rural	Life Orientation Life Skills L2
Incorrect documents (for subject/level)	Mamelodi	Tshwane North	Construction Supervision L4
	Mount Fletcher	Ingwe	Mathematical Literacy L3

It was difficult to determine whether marks had been recorded correctly or that conversions were correct because in many instances the mark sheet was incomplete or blank.

The sites in the following table did not record or convert students' marks in the required manner:

Table 2F: Mark sheets: compliance issues

Non-compliance	Campus	College	Subject
Not all the mark sheets were filed	City	Northern Cape Urban	New Venture Creation L4
	Oudtshoorn	South Cape	Mathematical Literacy L3
	Vredenburg	West Coast	Sustainable Tourism in SA and International Travel L4
Blank/no mark sheets -correlation of scores between PoA and PoE could thus not be verified	Centane	King Hintsa	Life Orientation Life Skills L2
	Fort Glamorgan Correctional Services		Consumer Behaviour L4
	Grahamstown	Eastcape Midlands	Mathematical Literacy L3
	Iqhayiya	Port Elizabeth	Electrical Principles and Practice L4

Non-compliance	Campus	College	Subject
Blank/no mark sheets -correlation of scores between PoA and PoE could thus not be verified	Msunduzi	Umgungundlovu	Sustainable Tourism in SA and International Travel L4
	Odi	Tshwane South	Office Practice L4
	Roodepoort	South West Gauteng	Public Health L4
	Russel Road	Port Elizabeth	Mathematical Literacy L3
	Sasolburg	Flavius Mareka	Life Orientation Life Skills L3
	Seshego	Capricorn	Construction Supervision L4
	Soshanguve	Tshwane North	Office Practice L4
	Umbumbulu	Coastal KZN	Sustainable Tourism in SA and International Travel
	Vredenburg	West Coast	Sustainable Tourism in SA and International Travel
Incomplete mark sheets	Libode	King Sabata Dalindyebo	Mathematical Literacy L3
	Mthatha		Consumer Behaviour L3 and L4
Poor recording of scores (including weighting and conversions)/errors in entering of marks/ discrepancies between marks in PoA and PoE	Amandelbult	Waterberg	Mathematics L3
	Barberton Correctional Services		Mathematical Literacy L3
	Barberton	Ehlanzeni	Mathematical Literacy L3
	Bloemfontein	Motheo	Business Practice L4
	Boksburg	Ekurhuleni West	Life Orientation Life Skills L4
	Braamfontein	Central Johannesburg	Life Orientation ICT L2
	Citrusdal	West Coast	Life Orientation ICT L4
	City	Northern Cape Urban	Life Orientation Life Skills L2
	Dower	Port Elizabeth	Management Practice L4
			Mathematical Literacy L3
	Esikhaweni	Umfolozi	Hospitality Generics L3
	Kathu	Northern Cape Rural	Mathematical Literacy L2
	Klerksdorp	Vuselela	Mathematical Literacy L3
	Kuruman	Northern Cape Rural	Life Orientation Life Skills L2
	Langlaagte	Central Johannesburg	English FAL L2
	Lenasia	Rhodes Technical	Mathematical Literacy L2
	Libode	King Sabata Dalindyebo	Mathematical Literacy L3
	Mapuzi		Life Orientation Life Skills L2
	Moremogolo	Northern Cape Urban	Life Orientation Life Skills L2
			Mathematical Literacy L2
	Ntuzuma	Elangeni	Masonry L4
	Potchefstroom	Vuselela	New Venture Creation L4
	Pretoria	Rostec Technical	English FAL L2
	Pretoria Correctional Services		Life Orientation Life Skills L4

Non-compliance	Campus	College	Subject
Poor recording of scores (including weighting and conversions)/errors in entering of marks/ discrepancies between marks in PoA and PoE	Queenstown	Ikhala	Management Practice L4
			Mathematical Literacy L3
	Soshanguve	Tshwane North	Office Practice L4
	Tosa	Goldfields	Physical Science L2
	Usizo Kathorus	Ekurhuleni West	Life Orientation ICT L2
	Vereeniging	Rostec Technical	Life Orientation ICT L2

An issue that is raised every year is the fact that in some cases, lecturers may not be qualified to teach their subject. This continues to cause concern. If lecturers are not in possession of a SACE certificate, this should mean that the lecturer does not have a teaching qualification. However, this is not automatically the case. In this external moderation session, 63% of the lecturers were registered with SACE, 3% fewer than the 66% of 2017. Eighty-two percent of the lecturers had teaching experience, an 8% increase on the 74% of 2017. Fifty-five percent had industry experience, 4% higher than the 51% of 2017.

2.3.2   Assessment tasks

Umalusi's focus was on only one practical task, but in the absence of practical tasks, moderators were obliged to consider any available assessments. The following sites failed to provide evidence of their practical tasks:

Table 2G: No practical tasks

College	Campus	Subject
Barberton Correctional Services		Mathematical Literacy L3
Ehlanzeni	Barberton	Mathematical Literacy L3
	Mapulaneng	Mathematical Literacy L3
Gert Sibande	Perdekop	Mathematical Literacy L3
	Standerton	Mathematical Literacy L3
	Balfour	Mathematical Literacy L3
	Evander	Mathematical Literacy L3
Majuba	Majuba Technology Centre	Masonry L4
Nkangala	Waterval Boven	Mathematical Literacy L3
	Witbank	Mathematical Literacy L4
	Waterval Boven	Mathematical Literacy L3
Vuselela	Klerksdorp	Mathematical Literacy L3
	Taung	New Venture Creation L4

Some of the sites failed to file the correct task or to include all their tasks in their PoA, as can be seen in the following table:

Table 2H: All tasks were not filed in the PoA

Non-compliance	Campus	College	
There was no evidence of the task, so it could not be moderated	Fort Glamorgan Correctional Services		Consumer Behaviour L4
	Alexandra	Central Johannesburg	Life Orientation ICT L4
	Centane	King Hintsa	Life Orientation Life Skills L2
	Centre for People Development	Majuba	Client Services and Human Relations L2
	Ellispark	Central Johannesburg	Construction Supervision L4
	Ellisras	Lephalale	Mathematics L3
	Libode	King Sabata Dalindyebo	Mathematical Literacy L3
	Mamelodi	Tshwane North	Construction Supervision L4
	Mount Frere	Ingwe	Mathematics L2
Some tasks were not included in the PoA	Centre for People Development	Majuba	Client Services and Human Relations L2
	Centane	King Hintsa	Life Orientation Life Skills L2
	Ellisras	Lephalale	Mathematics L3
	Esikhawini	Umfolozi	Masonry L4
	Libode	King Sabata Dalindyebo	Mathematical Literacy L3
	Mamelodi	Tshwane North	Construction Supervision L4
	Mount Frere	Ingwe	Mathematics L2
	Vereeniging	Sedibeng	Life Orientation ICT L4
Incorrect tasks were filed	Braamfontein	Central Johannesburg	Life Orientation ICT L2
	Makwarela	Vhembe	Construction Supervision L4
	Mount Frere	Ingwe	Mathematics L2
	Seshego	Capricorn	Construction Supervision L4

Adherence to the technical aspects was as the previous year, except for the requirement of a time allocation for the task. This aspect dropped by 10%, as can be seen in the following list:

- Eighty-two percent of the tasks had been neatly typed and contained all the relevant information, which compares well with the 78% of the previous year. The tasks in Mathematical Literacy and Mathematics were often handwritten as the assessor was unable to type mathematical symbols;
- In 2017, the instructions in the questions were clear and unambiguous in 86% of the tasks but in 2018 this decreased slightly to 83%;
- In 88% of the tasks, the appropriate language and terminology had been used, as compared to 87% in 2017;
- The mark allocation was clear in 86% of the tasks (85% in 2017) and the marks in the task were the same as the marks allocated in the marking guidelines in 83% of the tasks (84% in 2017);
- The numbering was correct in 86% of tasks, compared to 83% in 2017; and
- The time allocation was realistic and adequate for 76% of the tasks, compared to 86% in 2017.

There were many instances of tasks that were not numbered in the order prescribed in the ICASS Guidelines. There was either no time or mark allocation, or the time and mark allocations were regarded as inappropriate. At the following three colleges, the time had been broadly allocated, for example April to August 2018, with no submission date specified: King Sabata Dalindyebo TVET College's Mngazi Campus, False Bay TVET College's Muizenberg Campus and West Coast TVET College's Citrusdal Campus.

Eighty-one percent of tasks were appropriate in terms of content coverage. A substantial amount of work had been covered at 77% of the sites and the weighting and cognitive spread of the questions were appropriate 78% of the time. Seventy-four percent of the tasks were pitched at the right level, with 67% allowing creative responses and 74% including practical application. Seventy-four percent of the tasks were representative of the latest developments in the subject.

Unfortunately, an analysis grid was not used or was used incorrectly to ensure that the tasks were pitched at the appropriate level in 26% of cases. Questions were thus often too easy, focusing mainly on knowledge questions. This did not prepare the student adequately for the examination or for the world of work, where the student would be expected to solve problems and think critically.

In the following table, certain issues related to the quality of the tasks are highlighted:

Table 2I: Quality of the tasks

Quality issues	Campus	College	Subject
Not all the tasks were set according to the guidelines	Mlumati	Ehlanzeni	Applied Accounting L4
	Namaqualand	Northern Cape Urban	Afrikaans FAL L3
The same questions were often repeated. Some questions were incorrect or impossible to understand	Braamfontein	Central Johannesburg	Life Orientation ICT L2
	Centane	King Hintsa	Life Orientation Life Skills L2
	George Tabor	South West Gauteng	Freight Logistics L3 and L4
	Inanda	Elangeni	Criminal Justice Process L4
	John Knox Bokwe	Buffalo City	Life Orientation ICT L2
	Kroonstad	Flavius Mareka	Business Practice L4
	Mamelodi	Tshwane North	Construction Supervision L4
	Mthatha	King Sabata Dalindyebo	Life Orientation ICT L2
	Taung	Vuselela	Life Orientation Life Skills L3
	Tzaneen	Letaba	Life Orientation ICT L3
	Vereeniging	Wilberforce Community	Life Orientation Life Skills L4
	Welkom	Goldfields	Business Practice L4
Work that was not part of the syllabus was tested/work at the wrong level was assessed	Mount Fletcher	Ingwe	Mathematical Literacy L3
	Teko	King Hintsa	Mathematics L2
	Iqhayiya	Port Elizabeth	Mathematics L2

Quality issues	Campus	College	Subject
Old assessments were used, with no change of date	Iqhayiya	Port Elizabeth	Electrical Principles and Practice L4
	Randfontein	Western	Office Practice L4
The tasks were poorly designed; task did not make sense and had with many errors and marks were inflated	Giyani	Letaba	Mathematics L2
	Heidelberg	Sedibeng	Physical Science L4
	Mankwe	Orbit	Mathematics L2
	Mount Frere	Ingwe	Mathematics L2
	Umlazi	Coastal KZN	Masonry L4
There were spelling, grammar and typing errors	Centane	King Hintsa	Life Orientation Life Skills L2
	Charles Goodyear	Eastcape Midlands	Life Orientation Life Skills L2
	Kroonstad	Flavius Mareka	Business Practice L4
	Ntuzuma	Elangeni	Masonry L4
	Welkom	Goldfields	Business Practice L4
There were errors in the drawing in the task that would cause confusion/elicit incorrect answers	Giyani	Letaba	Mathematics L2
The written information and the information on the drawing differed	Amandelbult Training Centre	Waterberg	Mathematics L2
	Lebowakgomo		
	Mahwelereng		
The focus of the prescribed tasks was incorrect (creative writing instead of literature)	Atteridgeville	Tshwane South	English FAL L4
	Temba	Tshwane North	English FAL L4
Not all the prescribed tasks had been covered/ insufficient outcomes covered	Boksburg	Ekurhuleni West	Life Orientation ICT L4
	Braamfontein	Central Johannesburg	Life Orientation ICT L2
	Centane	King Hintsa	Life Orientation Life Skills L2
	Centurion	Tshwane South	Life Orientation ICT L4
	City	Northern Cape Urban	Life Orientation Life Skills L2
			New Venture Creation L4
	CN Phatudi	Sekhukhune	Life Orientation ICT L3
	Emandleni	Mthashana	Life Orientation ICT L3
	Gamalakhe	Esayidi	Hospitality Generics L3
	Harrismith	Maluti	Life Orientation Life Skills L3
	Highveld	Central Johannesburg	English FAL L4
	Inanda	Elangeni	Life Orientation ICT L3
	John Knox Bokwe	Buffalo City	Mathematics L4
	Kuruman	Northern Cape Rural	Life Orientation Life Skills L2

Quality issues	Campus	College	Subject
Not all the prescribed tasks had been covered/ insufficient outcomes covered	Lenasia	Rhodes Technical	English FAL L2
	Mandeni	Umfolozi	Life Orientation ICT L3
	Mashamba	Vhembe	Life Orientation ICT L3
	Mokopane	Waterberg	Life Orientation ICT L3
	Moremogolo	Northern Cape Urban	Life Orientation Life Skills L2
	Mount Frere	Ingwe	Life Orientation Life Skills L2
			Mathematics L2
	Pretoria	Rostec Technical	English FAL L2
	Pretoria Correctional Services		Life Orientation Life Skills L4
	Senwabarwana	Capricorn	Life Orientation ICT L3
	Springfield	Thekwini	Life Orientation ICT L3
	Springs	Ekurhuleni East	Life Orientation ICT L4
	Teko	King Hintsa	Mathematics L2 and L4
	Tosa	Goldfields	Physical Science L2
	Tzaneen	Letaba	Life Orientation ICT L3
	Upington	Northern Cape Rural	Life Orientation Life Skills L2
Only/mainly test-like tasks; based on/cut and pasted from previous examination paper	Amandelbult Training Centre	Waterberg	Mathematics L2
	Barberton	Ehlanzeni	Mathematical Literacy L3
	Barberton Correctional Services		Mathematical Literacy L3
	Boksburg	Ekurhuleni West	Life Orientation Life Skills L4 and ICT L4
	Centurion	Tshwane South	Life Orientation ICT L4
	Clydesdale	Esayidi	Early Childhood Development L4
	Durban	Coastal KZN	Early Childhood Development L4
	Ellis Park	Central Johannesburg	Physical Science L4
	Gamalakhe	Esayidi	Hospitality Generics L3
	Giyani	Letaba	Mathematics L2
	Grahamstown	Eastcape Midlands	Food Preparation L4
	Heidelberg	Sedibeng	Physical Science L4
	Kanyamazane	Ehlanzeni	Mathematics L4
	Kempton	Ekurhuleni West	Physical Science L4
	Kwa-Thema	Ekurhuleni East	Physical Science L4
	Ladysmith	Mnambithi	Early Childhood Development L4
	Lebowakgomo	Waterberg	Mathematics L2
	Libode	King Sabata Dalindyebo	Mathematical Literacy L3
	Mahwelereng	Waterberg	Mathematics L2

Quality issues	Campus	College	Subject
Only/mainly test-like tasks; based on/cut and pasted from previous examination paper	Mankwe	Orbit	Mathematics L2
	Mapulaneng	Ehlanzeni	Mathematical Literacy L3
			Mathematics L4
	Mashamba	Vhembe	Mathematics L2
	Mthimba	Ehlanzeni	Mathematics L4
	Perdekop	Gert Sibande	Mathematical Literacy L3
	Pinetown	Elangeni	Client Services and Human Relations L2
	Plessislaer	Umgungundlovu	Early Childhood Development L4
	Potchefstroom	Vuselela	Mathematics L2
	Springs	Ekurhuleni East	Life Orientation ICT L4
	Standerton	Gert Sibande	Mathematical Literacy L3
	Verulam	Innovatus	Early Childhood Development L4
	Waterval Boven	Nkangala	Mathematical Literacy L3
	Witbank		Mathematical Literacy L4
Contained only multiple-choice questions	Mngazi	King Sabata Dalindyebo	Office Practice L4
Multiple instructions in one question	Alexandra	Central Johannesburg	Life Orientation ICT L4
	Siteto	Ingwe	Management Practice L4
The task in the PoA was not the same as the task in the PoE	Esikhawini	Umfolozi	Masonry L4
	Mount Frere	Ingwe	Mathematics L2
The task contained serious errors, which would have confused students	Harrismith	Maluti	Life Orientation Life Skills L3
The task did not correspond to the marks and the time allocation	Nelspruit	Ehlanzeni	Applied Accounting L4
The old format of the income statement was still being used. Students are penalised for this in the external examination	Nelspruit	Ehlanzeni	Applied Accounting L4
	Middelburg	Nkangala	Applied Accounting L4
Marks were inflated/marks too high	Nelspruit	Ehlanzeni	Applied Accounting L4
	Bethlehem	Maluti	Business Practice L4
	Centane	King Hintsa	Life Orientation Life Skills L2
	CN Phatudi	Sekhukhune	Management Practice L4

Quality issues	Campus	College	Subject
Marks were inflated/marks too high	Dobsonville	South West	Life Orientation Life Skills L4
	Harrismith	Maluti	Business Practice L4
	Iqhayiya	Port Elizabeth	Electrical Principles and Practice L4
	Makwarela	Vhembe	Management Practice L4
	Matatshe Correctional Services		Management Practice L4
	Mount Frere	Ingwe	Life Orientation Life Skills L2
	Teko	King Hintsa	Electrical Principles and Practice L4
	Welkom	Goldfields	Business Practice L4
No mark allocation/ distribution or incorrect/ incorrect addition	Braamfontein	Central Johannesburg	Life Orientation ICT L2
	Centane	King Hintsa	Life Orientation Life Skills L2
	Charles Goodyear	Eastcape Midlands	Life Orientation Life Skills L2
	Edendale	Umgungundlovu	Masonry L4
	Ermelo	Gert Sibande	Life Orientation Life Skills L3
	Esikhawini	Umfolozi	Masonry L4
	George Tabor	South West Gauteng	Farm Planning and Mechanisation L4
	Libode	King Sabata Dalindyebo	Mathematical Literacy L3
	Mapulaneng	Ehlanzeni	Life Orientation Life Skills L3
	Mapuzi	King Sabatha Dalindyebo	Life Orientation Life Skills L2
	Mpumalanga	Elangeni	Hospitality Generics L3
	Nelspruit	Ehlanzeni	Applied Accounting L4
	Northdale	Umgungundlovu	Client Services and Human Relations L2
	Ntuzuma	Elangeni	Masonry L4
	Pretoria West	Tshwane South	Life Orientation ICT L2
	Queenstown	Ikhala	Management Practice L4
	Randfontein	Western	Consumer Behaviour L4
No ticks within questions to indicate mark distribution	Mlumati	Ehlanzeni	Applied Accounting L4
	Middelburg	Nkangala	Applied Accounting L4
	Evander	Gert Sibande	Applied Accounting L4
	Ermelo		
	Protea	Northlink	Applied Accounting L4
	Fish Hoek	False Bay	Applied Accounting L4
	Khayelitsha		
	Mthatha	King Sabata Dalindyebo	Consumer Behaviour L3
	Pinelands	College of Cape Town	Electrical Principles and Practice L4

Quality issues	Campus	College	Subject
No ticks within questions to indicate mark distribution	Teko	King Hintsa	Electrical Principles and Practice L4
	Atlantis	West Coast	Electrical Principles and Practice L4
	George Tabor	South West Gauteng	Soil Science L3
	George Tabor	South West Gauteng	Farm Planning and Mechanisation L4
	Mpumalanga	Elangeni	Hospitality Generics L3
	Esikhawini	Umfolozi	Hospitality Generics L3
	Cato Manor	Thekwini	Hospitality Generics L3
	Gamalakhe	Esayidi	Hospitality Generics L3
	KwaGqikiza	Mthashana	Hospitality Generics L3
	Centane	King Hintsa	Life Orientation Life Skills L2
	Mount Frere	Ingwe	Life Orientation Life Skills L2
	Charles Goodyear	Eastcape Midlands	Life Orientation Life Skills L2
	Dobsonville	South West Gauteng	Life Orientation Life Skills L4
	Vereeniging	Rostec Technical	Life Orientation ICT L2
	Alexandra	Central Johannesburg	Life Orientation ICT L4
	Siteto	Ingwe	Management Practice L4
	Phalaborwa	Mopani South East	Management Practice L4
	Bonamelo	Maluti	Mathematical Literacy L2
	Moremogolo	Northern Cape Urban	Mathematical Literacy L2
	Lenasia	Rhodes Technical	Mathematical Literacy L2
	Makwarela	Vhembe	Mathematical Literacy L2
	Teko	King Hintsa	Mathematics L2
In general, tasks did not meet the technical requirements. The questions had been cut and pasted by hand into the document, and then photocopied. Numbering was inserted by hand and language use was incorrect	Gamalakhe	Esayidi	Hospitality Generics L3

Umalusi was concerned about the fact that the marking guidelines, which were meant to accompany the task to facilitate marking, were either absent or flawed. The quality of the assessment tools is discussed in the next section.

2.3.3   Assessment tools

The following findings on the design of assessment tools emerged:
- Eighty-one percent of the marking tools were relevant and appropriate, compared to 80% in 2017;
- Seventy-nine percent of the marking guidelines were clear and neatly typed, compared to 78% in the previous year, an increase of 1%;
- A clear indication of mark allocation within questions occurred in 68% of cases, compared to 77% in 2017, a decrease of 9%; and
- Seventy-three percent of the marking guidelines were easy to use, a drop of 3% since 2017.

The following chart reflects the rate of improvement in the development of assessment tools over the last three years:
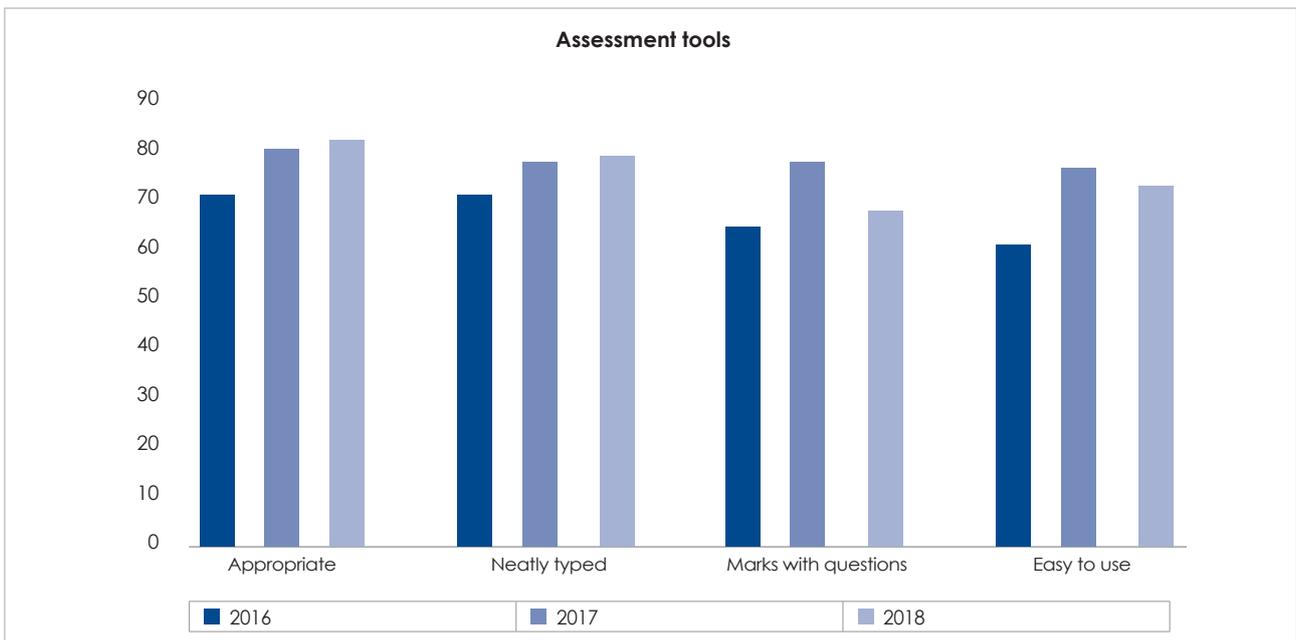
Figure 2A Rate of improvement of assessment tools over the last three years

There was a steady improvement in the development of assessment tools between 2016 and 2017 in some instances but this was not true in all cases. The trend appeared to be downward.

Not all the sites submitted assessment tools with their tasks. There were also tasks that could not be moderated or validated for a number of reasons, as can be seen in the following table:

Table 2J: The marking tool could not be validated

Non-compliance	Campus	College	Subject
No marking guidelines at all	Aliwal North	Ikhala	Life Orientation Life Skills L2
	Centre for People Development	Majuba	Client Services and Human Relations L2
	Fort Glamorgan Correctional Services		Consumer Behaviour L4
	Highveld (Riverlea)	Central Johannesburg	English FAL L4
	Mamelodi	Tshwane North	Construction Supervision L4
	Mossel Bay	South Cape	Electrical Principles and Practice L4
			Sustainable Tourism in SA and International Travel L4
	Mount Fletcher	Ingwe	Mathematical Literacy L3
	Mount Frere		Life Orientation Life Skills L2
No assessments; the marking guidelines could therefore not be validated	Central Johannesburg	Ellispark	Construction Supervision L4
Marking guidelines incomplete/ not all marking guidelines available	Alexandra	Central Johannesburg	Life Orientation ICT L4
	Atteridgeville	Tshwane South	English FAL L4
	Boksburg	Ekurhuleni West	Life Orientation ICT L4
	Braamfontein	Central Johannesburg	Life Orientation ICT L2
	Gamalakhe	Esayidi	Hospitality Generics L3
	George Tabor	South West Gauteng	Freight Logistics L3
	Inanda	Elangeni	Life Orientation ICT L3
	Mapulaneng	Ehlanzeni	Life Orientation Life Skills L3
	Mapuzi	King Sabatha Dalindyebo	Life Orientation Life Skills L2
	Pinelands	College of Cape Town	Electrical Principles and Practice L4
	Polokwane	Capricorn	Mathematical Literacy L2
	Roodepoort	South West Gauteng	Public Health L3
	Taung	Vuselela	New Venture Creation L4
	Umbumbulu	Coastal KZN	Sustainable Tourism in SA and International Travel L4
	Umlazi		Masonry L4

The absence of marking guidelines made it difficult for Umalusi to moderate not only tasks but also the accuracy of recorded marks and the subsequent conversion of raw marks.

The following table reflects various issues concerning the quality of marking guidelines:

Table 2K: The quality of marking guidelines

Quality issues	Campus	College	Subject
There was no/a limited relationship between the task and marking guidelines in terms of marks/ time allocation/ content. There were also some incorrect answers	Nelspruit	Ehlanzeni	Applied Accounting L4
	Kroonstad	Flavius Mareka	Business Practice L4
	Mthatha	King Sabata Dalindyebo	Consumer Behaviour L3 and L4
Not all answers were correct	Barberton Correctional Services		Mathematical Literacy L3
	Barberton	Ehlanzeni	Mathematical Literacy L3
	Centane	King Hintsa	Life Orientation Life Skills L2
	Esikhawini	Umfolozi	Masonry L4
	Harrismith	Maluti	Life Orientation Life Skills L3
	Highveld (Riverlea)	Central Johannesburg	English FAL L4
	Inanda	Elangeni	Criminal Justice Process L4
	Libode	King Sabata Dalindyebo	Mathematical Literacy L3
	Makwarela	Vhembe	Management Practice L4
	Mount Frere	Ingwe	Life Orientation Life Skills L2
	Sasolburg	Flavius Mareka	Life Orientation Life Skills L3
	Senwabarwana	Capricorn	Management Practice L4
	Teko	King Hintsa	Electrical Principles and Practice L4
	Temba	Tshwane North	English FAL L4
Errors made in the task had an impact on the marking guideline these had not been detected nor had alternative answers been provided	Amandelbult Training Centre	Waterberg	Mathematics L2
	Giyani	Letaba	Mathematics L2
	Lebowakgomo		Mathematics L2
	Mahwelereng		Mathematics L2
There was very little relationship between the mark allocation in the task and the marking guidelines/ some questions/ answers were missing	Alexandra	Central Johannesburg	Life Orientation ICT L4
	Barberton	Barberton Correctional Services	Mathematical Literacy L3
	Centane	King Hintsa	Life Orientation Life Skills L2
	Dutywa		Management Practice L4
	Esikhawini	Umfolozi	Masonry L4
	Mashamba	Vhembe	Life Orientation ICT L3
	Mount Frere	Ingwe	Mathematics L2
	Springs	Ekurhuleni East	Life Orientation ICT L4

Quality issues	Campus	College	Subject
The marking guidelines did not assist marking	Barberton Correctional Services		Mathematical Literacy L3
	Bonamelo	Maluti	Mathematical Literacy L2
	Centane	King Hintsa	Life Orientation Life Skills L2
	De Aar	Northern Cape Rural	Life Orientation Life Skills L2
	Ellis Park	Central Johannesburg	Physical Science L4
	Ezibeleni	Ikhala	Electrical Principles and Practice L4
	Fish Hoek	False Bay	Applied Accounting L4
	George Tabor	South West Gauteng	English FAL L4
	Heidelberg	Sedibeng	Physical Science L4
	Kempton	Ekurhuleni West	Physical Science L4
	Klerksdorp	Vuselela	Mathematical Literacy L3
	Kuruman	Northern Cape Rural	Life Orientation Life Skills L2
	Kwa-Thema	Ekurhuleni East	Physical Science L4
	Lenasia	Rhodes Technical	Mathematical Literacy L2
	Mapulaneng	Ehlanzeni	Mathematical Literacy L3
	Mapuzi	King Sabatha Dalindyebo	Life Orientation Life Skills L2
	Moremogolo	Northern Cape Urban	Life Orientation Life Skills L2
			Mathematical Literacy L2
	Mount Frere	Ingwe	Life Orientation Life Skills L2
	Northdale	Umgungundlovu	Client Services and Human Relations L2
	Phalaborwa	Mopani South East	Management Practice L4
	Teko	King Hintsa	Mathematics L2
	Upington	Northern Cape Rural	Life Orientation Life Skills L2
	Usizo Kathorus	Ekurhuleni West	Life Orientation ICT L2
	Vereeniging	Rostec Technical	Life Orientation ICT L2
An impression mark out of 10 had been allowed which led to subjective marking	Msunduzi	Umgungundlovu	Sustainable Tourism in South Africa and International Travel L4
The marking guidelines had been changed by hand	Maake	Letaba	Construction Supervision L4
Type of assessment tool inappropriate/ did not match the type of task	Centane	King Hintsa	Life Orientation Life Skills L2
	City	Northern Cape Urban	Life Orientation Life Skills L2

Quality issues	Campus	College	Subject
Type of assessment tool inappropriate/ did not match the type of task	De Aar	Northern Cape Rural	Life Orientation Life Skills L2
	Kuruman		Life Orientation Life Skills L2
	Moremogolo	Northern Cape Urban	Life Orientation Life Skills L2
	Mount Frere	Ingwe	Life Orientation Life Skills L2
	Perdekop	Gert Sibande	Mathematical Literacy L3
	Swinton	Coastal KZN	Client Services and Human Relations L2
	Upington	Northern Cape Rural	Life Orientation Life Skills L2
Spelling/ grammar mistakes/typing errors/poor language use	Bitou	South Cape	Mathematical Literacy L2
	Maake	Letaba	Construction Supervision L4
	Malmesbury	West Coast	Mathematical Literacy L2
	Mthatha	King Sabata Dalindyebo	Consumer Behaviour L4
	Seshego	Capricorn	Construction Supervision L4
	Worcester	Boland	Mathematical Literacy L2
Marks not allocated/no marks allocated/ incorrect mark allocation	Ermelo	Gert Sibande	Life Orientation Life Skills L3
	Esikhawini	Umfolozi	Hospitality Generics L3
	Giyani	Letaba	Mathematics L2
	Inanda	Elangeni	Life Orientation ICT L3
	Kanyamazane	Ehlanzeni	Mathematics L4
	Maake	Letaba	Construction Supervision L4
	Modimolle	Lephalale	Mathematical Literacy L2
	Msunduzi	Umgungundlovu	Sustainable Tourism in South Africa and International Travel L4
	Protea	Northlink	Mathematical Literacy L3
	Randfontein	Western	Consumer Behaviour L4
	Sterkspruit	Ikhala	Mathematical Literacy L3
	Taung	Vuselela	Mathematics L3
	Teko	King Hintsa	Mathematics L4
	Usizo Kathorus	Ekurhuleni West	Life Orientation ICT L2

Many of the omissions and mistakes that had been made in designing and implementing assessment tasks and tools could have been identified by thorough, qualitative internal moderation, as explained in the following section.

2.3.4   Internal Moderation

Very little had changed between 2011 and 2017, when Umalusi pointed out that there was a general lack of effective internal moderation of tasks and tools and of student performance. The situation remained largely unchanged in 2018.

a) Pre-Moderation (moderation of tasks)

Even though there was an indication that pre-moderation had taken place, often with the evidence of an internal moderator's checklist at 75% of the sites, a vast improvement on the 58% in 2017, this appeared to have been only a formality. There was little evidence that the checklist had been used effectively. In only 33% of instances, an 8% improvement on the 25% of 2017, was there any evidence that qualitative feedback on the task had been provided to the assessor. Where recommendations were made, only 24% of assessors, as opposed to 29% in 2017, had followed up or implemented these.

The reason for this deterioration in pre-moderation at the colleges could be the introduction of the PAT 1 and 2, discussed more fully later in the chapter. The PAT is pre-moderated and the colleges simply implement it. However, the general lack of internal moderation resulted in poor assessment practices at the sites described in the previous section.

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

In 73% of instances, a sharp increase on the 59% in 2017, the required 10% of marked tasks had been internally moderated. Seventy percent of those moderated reflected a full range of marks, again a sharp increase on the 59% of 2017. Once again, it was noted that when internal moderation of marking did take place, it was a mere formality and shadow moderation had occurred. The internal moderator had provided qualitative feedback to the assessor in 37% of cases, an increase on the 26% of 2017. Post moderation thus improved considerably in 2018. It is this finding that led to the conclusion that the introduction of the pre-moderated PAT had led to a deterioration on pre-moderation.

The poor standard and quality of internal moderation at some colleges is reflected in the following table:

Table 2L: The poor quality of internal moderation at campuses

Concerns	Campus	College	Subject
No evidence of any internal moderation	Amandelbult Training Centre	Waterberg	Mathematics L2
	Atlantis	West Coast	Mathematics L2
	Barberton	Ehlanzeni	Mathematical Literacy L3
	Barberton Correctional Services		Mathematical Literacy L3
	Bitou	South Cape	Life Orientation Life Skills L3
	Braamfontein	Central Johannesburg	Life Orientation ICT L2
	Brits	Orbit	New Venture Creation L4
	Carletonville	Western	Life Orientation ICT L2
	Cato Manor	Thekwini	Hospitality Generics L3
	Centane	King Hintsa	Life Orientation Life Skills L2
	Centre for People Development	Majuba	Sustainable Tourism in SA and International Travel
			Client Services and Human Relations L2
	City	College of Cape Town	Life Orientation Life Skills L3
	CN Phatudi	Sekhukhune	Life Orientation ICT L3
	De Aar	Northern Cape Rural	New Venture Creation L4

Concerns	Campus	College	Subject
No evidence of any internal moderation	Dower	Port Elizabeth	Mathematical Literacy L3
	Emandleni	Mthashana	Life Orientation ICT L3
	Esikhawini	Umfolozi	Hospitality Generics L3
			Masonry L4
	Fort Glamorgan Correctional Services		Consumer Behaviour L4
	George Tabor	South West Gauteng	English FAL L4
			Farm Planning and Mechanisation L4
			Freight Logistics L2, L3 and L4
	Grahamstown	Eastcape Midlands	Mathematical Literacy L3
	Inanda	Elangeni	Life Orientation ICT L3
	Kanyamazane	Ehlanzeni	Mathematics L4
	Kathu	Northern Cape Rural	New Venture Creation L4
	Kempton Park	Ekurhuleni West	Freight Logistics L4
	Klerksdorp	Vuselela	Soil Science L3
			Farm Planning and Mechanisation L4
			Mathematical Literacy L3
	KwaGqikiza	Mthashana	Hospitality Generics L3
	Lebowakgomo	Waterberg	Mathematics L2
	Lenasia	Rhodes Technical	Mathematical Literacy L2
	Mahwelereng	Waterberg	Mathematics L2
	Majuba Technology Centre	Majuba	Masonry L4
	Makwarela	Vhembe	Mathematical Literacy L2
	Mamelodi	Tshwane North	Construction Supervision L4
	Mandeni	Umfolozi	Life Orientation ICT L3
	Mankwe	Orbit	Life Orientation Life Skills L3
			Material Technology L3
			Mathematics L2
	Mapulaneng	Ehlanzeni	Life Orientation Life Skills L3
	Mapuzi	King Sabatha Dalindyebo	Life Orientation Life Skills L2
			Mathematical Literacy L4
	Mashamba	Vhembe	Mathematics L2
			Life Orientation ICT L3
	Matatshe Correctional Services		Mathematical Literacy L2
	Mlumati	Ehlanzeni	Applied Accounting L4
	Modimolle	Lephalale	Mathematical Literacy L2
	Mokopane	Waterberg	Life Orientation ICT L3

Concerns	Campus	College	Subject
No evidence of any internal moderation	Msunduzi	Umgungundlovu	Sustainable Tourism in South Africa and International Travel L4
	Mthimba	Ehlanzeni	Mathematics L4
	Namaqualand	Northern Cape Urban	Afrikaans FAL L3
	Ngqungqushe	Ingwe	Mathematics L4
	Northdale	Umgungundlovu	Client Services and Human Relations L2
	Ntuzuma	Elangeni	Masonry L4
	Park Avenue	Eastcape Midlands	Mathematics L4
	Perdekop	Gert Sibande	Mathematical Literacy L3
	Phalaborwa	Mopani South East	Mathematical Literacy L2
	Pinetown	Elangeni	Client Services and Human Relations L2
			Sustainable Tourism in SA and International Travel
	Polokwane	Capricorn	Mathematical Literacy L2
	Potchefstroom	Vuselela	Mathematics L2
			Life Orientation Life Skills L3
			New Venture Creation L4
	Pretoria Central Correctional Services		Operations Management L2
	Rustenburg	Orbit	Mathematics L3
	Sebokeng	Sedibeng	Stored Programme Systems L4
	Senwabarwana	Capricorn	Life Orientation ICT L3
	Sibanesetfu	Gert Sibande	Mathematics L4
	Sir Val Duncan	Mopani South East	Construction Supervision L4
	Soshanguve	Tshwane North	Office Practice L4
	Springfield	Thekwini	Life Orientation ICT L3
	Standerton	Gert Sibande	Mathematical Literacy L3
	Strand	Boland	Mathematics L2
	Taung	Vuselela	Life Orientation Life Skills L3
			Mathematics L3
			New Venture Creation L4
	Technisa	South West Gauteng	Public Health L4
	Teko	King Hintsa	Mathematics L2 and L4
	Tzaneen	Letaba	Life Orientation ICT L3
	Umbumbulu	Coastal KZN	Sustainable Tourism in SA and International Travel L4
	Umlazi		Masonry L4
	Usizo Kathorus	Ekurhuleni West	Life Orientation ICT L2
	Vereeniging	Rostec Technical	Life Orientation ICT L2

Concerns	Campus	College	Subject
No evidence of any internal moderation	Vredenburg	West Coast	Life Orientation Life Skills L3
	Vredendal		Mathematical Literacy L3
	Waterval Boven	Nkangala	Mathematical Literacy L3
	Witbank		Mathematical Literacy L4
No/little evidence of post-moderation	Alexandra	Central Johannesburg	Life Orientation ICT L4
	Barberton	Ehlanzeni	Mathematical Literacy L3
	Barberton Correctional Services		Mathematical Literacy L3
	Bloemfontein	Motheo	Mathematical Literacy L2
	Bloemfontein	Rostec Technical	Mathematical Literacy L2
	Boksburg	Ekurhuleni West	Life Orientation ICT L4
	Bonamelo	Maluti	Mathematical Literacy L2
	Brits	Orbit	Mathematical Literacy L3
			New Venture Creation L4
	Carletonville	Western	Life Orientation ICT L2
	Centane	King Hintsa	Life Orientation Life Skills L2
	Centre for People Development	Majuba	Personal Assistance L4
			Sustainable Tourism in SA and International Travel
	CN Phatudi	Sekhukhune	Management Practice L4
	De Aar	Northern Cape Rural	New Venture Creation L4
	Dower	Port Elizabeth	Mathematical Literacy L3
	Edendale	Umgungundlovu	Masonry L4
	Ellisras	Lephalale	Mathematics L3
	Esikhawini	Umfolozi	Masonry L4
	Gamalakhe	Esayidi	Sustainable Tourism in SA and International Travel
	George Tabor	South West Gauteng	Soil Science L3
			Farm Planning and Mechanisation L4
	Grahamstown	Eastcape Midlands	Mathematical Literacy L3
	Inanda	Elangeni	Life Orientation ICT L3
	Kathu	Northern Cape Rural	New Venture Creation L4
	Kroonstad	Flavius Mareka	Business Practice L4
			Mathematical Literacy L2
	Kuruman	Northern Cape Rural	Life Orientation Life Skills L2
			New Venture Creation L4
	Kwa-Thema	Ekurhuleni East	Public Health L4
	Lebowakgomo	Waterberg	Mathematics L2
	Lenasia	Rhodes Technical	Mathematical Literacy L2
	Maluti	Ingwe	Mathematical Literacy L3

Concerns	Campus	College	Subject
No/little evidence of post-moderation	Mandeni	Umfolozi	Life Orientation ICT L3
			Personal Assistance L4
	Mankwe	Orbit	Life Orientation Life Skills L3
			Material Technology L3
			Mathematics L2
	Mapulaneng	Ehlanzeni	Mathematical Literacy L3
	Mapuzi	King Sabatha Dalindyebo	Life Orientation Life Skills L2
			Mathematical Literacy L4
	Mashamba	Vhembe	Mathematics L2
	Medium C Leeuwkop		English FAL L2
	Modimolle	Lephalale	Mathematical Literacy L2
	Mount Fletcher	Ingwe	Mathematical Literacy L3
	Ngqungqushe		Mathematics L4
	Northdale	Umgungundlovu	Client Services and Human Relations L2
	Park Avenue	Eastcape Midlands	Mathematics L4
	Parktown	Central Johannesburg	Office Practice L4
	Perdekop	Gert Sibande	Mathematical Literacy L3
	Phalaborwa	Mopani South East	Management Practice L4
			Mathematical Literacy L2
	Pinelands	College of Cape Town	Electrical Principles and Practice L4
	Pinetown	Elangeni	Client Services and Human Relations L2
			Sustainable Tourism in SA and International Travel
	Potchefstroom	Vuselela	Life Orientation Life Skills L3
	Queenstown	Ikhala	Mathematical Literacy L3
	Randfontein	Western	Office Practice L4
	Roodepoort	South West Gauteng	Public Health L3
	Senwabarwana	Capricorn	Management Practice L4
	Soshanguve	Tshwane North	Office Practice L4
	Springs	Ekurhuleni East	Life Orientation ICT L4
	Standerton	Gert Sibande	Mathematical Literacy L3
	Teko	King Hintsa	Mathematics L2 and L4
	Temba	Tshwane North	English FAL L4
	Umbumbulu	Coastal KZN	Sustainable Tourism in SA and International Travel
	Usizo Kathorus	Ekurhuleni West	Life Orientation ICT L2
	Vereeniging	Rostec Technical	Life Orientation ICT L2
	Waterval Boven	Nkangala	Mathematical Literacy L3

Concerns	Campus	College	Subject
Internal moderation was merely a formality, with no qualitative input	Atlantis	West Coast	Electrical Principles and Practice L4
	Atteridgeville	Tshwane South	English FAL L4
	Balfour	Gert Sibande	Mathematical Literacy L3
	Centane	King Hintsa	Life Orientation Life Skills L2
	City	Northern Cape Urban	Life Orientation Life Skills L2
	Crawford	College of Cape Town	Applied Accounting L3
			Public Health L4
	Daveyton	Ekurhuleni East	Electronic Control and Digital Electronics L4
	De Aar	Northern Cape Rural	Life Orientation Life Skills L2
	Dundee Technology Centre	Majuba	Personal Assistance L4
	East London	Buffalo City	Office Practice L4
	Ellispark	Central Johannesburg	Construction Supervision L4
			Electronic Control and Digital Electronics L4
			Physical Science L4
	Ermelo	Gert Sibande	Applied Accounting L4
	Esikhawini	Umfolozi	Hospitality Generics L3
	Evander	Gert Sibande	Applied Accounting L4
			Mathematical Literacy L3
	Ezibeleni	Ikhala	Electrical Principles and Practice L4
	Fish Hoek	False Bay	Applied Accounting L4
	Gamalakhe	Esayidi	Hospitality Generics L3
	George Tabor	South West Gauteng	Soil Science L3
	Giyani	Letaba	Mathematics L2
	Heidelberg	Sedibeng	Physical Science L4
	Iqhayiya	Port Elizabeth	Electrical Principles and Practice L4
	Jouberton	Vuselela	Mathematics L2
	Kempton	Ekurhuleni West	Physical Science L4
	Kuruman	Northern Cape Rural	Life Orientation Life Skills L2
			Mathematical Literacy L2
	Kwa-Thema	Ekurhuleni East	Physical Science L4
	Langlaagte	Central Johannesburg	English FAL L2
	Lenasia	Rhodes Technical	English FAL L2
			Mathematical Literacy L2
	Malmesbury	West Coast	Mathematical Literacy L2
	Mankwe	Orbit	Mathematics L2
	Mapulaneng	Ehlanzeni	Mathematical Literacy L3

Concerns	Campus	College	Subject
Internal moderation was merely a formality, with no qualitative input	Mapuzi	King Sabata Dalindyebo	Food Preparation L4
			Life Orientation Life Skills L2
	Matatshe Correctional Services		Management Practice L4
	Medium C Leeuwkop Correctional Services		English FAL L2
	Mngazi	King Sabata Dalindyebo	Office Practice L4
	Moremogolo	Northern Cape Urban	Life Orientation Life Skills L2
	Mossel Bay	South Cape	Electrical Principles and Practice L4
	Mount Frere	Ingwe	Life Orientation Life Skills L2
	Mthatha	King Sabatha Dalindyebo	Electrical Principles and Practice L4
	Nelspruit	Ehlanzeni	Applied Accounting L4
	Ntuzuma	Elangeni	Masonry L4
	Park Avenue	Eastcape Midlands	Electrical Principles and Practice L4
	Pinelands	College of Cape Town	Electrical Principles and Practice L4
	Pretoria	Tshwane North	Consumer Behaviour L4
	Pretoria Central Correctional Services		Life Orientation Life Skills L4
	Pretoria West	Tshwane South	Electronic Control and Digital Electronics L4
			Life Orientation ICT L2
	Randfontein	Western	Consumer Behaviour L4
	Russel Road	Port Elizabeth	Food Preparation L4
	Sebokeng	Sedibeng	Construction Supervision L4
	Soshanguve	Tshwane North	Electronic Control and Digital Electronics L4
	Sterkspruit	Ikhala	Office Practice L4
	Strand	Boland	Electrical Principles and Practice L4
	Technisa	South West Gauteng	Consumer Behaviour L4
	Teko	King Hintsa	Electrical Principles and Practice L4
	Upington	Northern Cape Rural	Life Orientation Life Skills L2
	Vanderbijlpark	Sedibeng	English FAL L4
	Vereeniging	Rostec Technical	Life Orientation ICT L2
	Waterval Boven	Nkangala	Mathematical Literacy L3
	Worcester	Boland	Mathematical Literacy L2
Inadequate internal moderation (less than 10%)	Alexandra	Central Johannesburg	Life Orientation ICT L4
	Boksburg	Ekurhuleni West	Life Orientation ICT L4
	Brits	Orbit	New Venture Creation L4
	Centane	King Hintsa	Life Orientation Life Skills L2

Concerns	Campus	College	Subject
Inadequate internal moderation (less than 10%)	Centre for People Development	Majuba	Sustainable Tourism in SA and International Travel
	City	Northern Cape Urban	Life Orientation Life Skills L2
	City	College of Cape Town	Mathematical Literacy L3
	East London	Buffalo City	Mathematics L2
	Ellispark	Central Johannesburg	Construction Supervision L4
	Gamalakhe	Esayidi	Sustainable Tourism in SA and International Travel
	Inanda	Elangeni	Criminal Justice Process L4
	Klerksdorp	Vuselela	Mathematics L3
	Kuruman	Northern Cape Rural	Mathematical Literacy L2
	Lenasia	Rhodes Technical	Mathematical Literacy L2
	Libode	King Sabata Dalindyebo	Mathematical Literacy L3
	Mahwelereng	Waterberg	Mathematics L2
	Maluti	Ingwe	Consumer Behaviour L4
	Mandeni	Umfolozi	Personal Assistance L4
	Mankwe	Orbit	Life Orientation Life Skills L3
			Mathematics L2
	Mapuzi	King Sabatha Dalindyebo	Life Orientation Life Skills L2
	Mount Fletcher	Ingwe	Mathematical Literacy L3
	Mount Frere	Ingwe	Life Orientation Life Skills L2
	Namaqualand	Northern Cape Urban	Afrikaans FAL L3
	Northdale	Umgungundlovu	Client Services and Human Relations L2
	Pinetown	Elangeni	Sustainable Tourism in SA and International Travel
	Polokwane	Capricorn	Mathematical Literacy L2
	Potchefstroom	Vuselela	Life Orientation Life Skills L3
	Pretoria	Tshwane North	Consumer Behaviour L4
	Randfontein	Western	Consumer Behaviour L4
	Russel Road	Port Elizabeth	Mathematical Literacy L3
	Sebokeng	Sedibeng	Stored Programme Systems L3 and L4
	Sefikeng	Maluti	Physical Science L3
	Taung	Vuselela	Mathematics L3
	Umbumbulu	Coastal KZN	Sustainable Tourism in SA and International Travel
	Upington	Northern Cape Rural	Life Orientation Life Skills L2

Concerns	Campus	College	Subject
Shadow moderation	Barberton Correctional Services		Mathematical Literacy L3
	Benoni	Ekurhuleni East	Office Practice L4
	Caledon	Boland	Business Practice L4
	Centane	King Hintsa	Life Orientation Life Skills L2
	City	Northern Cape Urban	New Venture Creation L4
	CN Phatudi	Sekhukhune	Life Orientation ICT L3
	De Aar	Northern Cape Rural	Life Orientation Life Skills L2
	Dundee Technology Centre	Majuba	Personal Assistance L4
	Emandleni	Mthashana	Life Orientation ICT L3
	Ermelo	Gert Sibande	Applied Accounting L4
	Evander		
	Ezakheni	Mnambithi	Life Orientation ICT L3
	Germiston	Ekurhuleni West	Consumer Behaviour L4
	Giyani	Letaba	Mathematics L2
	Grahamstown	Eastcape Midlands	Food Preparation L4
	Inanda	Elangeni	Life Orientation ICT L3
	Kathu	Northern Cape Rural	New Venture Creation L4
	Kuruman		Life Orientation Life Skills L2
	Mandeni	Umfolozi	Life Orientation ICT L3
	Mapuzi	King Sabatha Dalindyebo	Life Orientation Life Skills L2
	Mashamba	Vhembe	Life Orientation ICT L3
	Middelburg	Nkangala	Applied Accounting L4
	Mokopane	Waterberg	Life Orientation ICT L3
	Mthatha	King Sabata Dalindyebo	Consumer Behaviour L4
	Northdale	Umgungundlovu	Client Services and Human Relations L2
	Ntuzuma	Elangeni	Masonry L4
	Odi	Tshwane South	Office Practice L4
	Potchefstroom	Vuselela	New Venture Creation L4
	Pretoria West	Tshwane South	Life Orientation ICT L2
	Randfontein	Western	Consumer Behaviour L4
	Senwabarwana	Capricorn	Life Orientation ICT L3
	Springfield	Thekwini	Life Orientation ICT L3
	Swinton	Coastal KZN	Client Services and Human Relations L2
	Temba	Tshwane North	English FAL L4
	Tzaneen	Letaba	Life Orientation ICT L3
	Upington	Northern Cape Rural	Life Orientation Life Skills L2
	Vredendal	West Coast	Mathematical Literacy L3

Concerns	Campus	College	Subject
Shadow moderation	Waterval Boven	Nkangala	Mathematical Literacy L3
	Welkom	Goldfields	Business Practice L4

Although there was evidence of some internal moderation, no practical assessments in Afrikaans FAL L4 had been moderated at the Northern Cape Urban TVET College's Namaqualand Campus.

Besides no moderation at all, the most serious problem encountered was that shadow moderation or moderation for the sake of compliance rather than to improve the assessment practices was a common practice. However, this is the first year that there has been some, albeit inadequate, improvement in post-moderation.

2.3.5   Implementation of Practical Assessment Tasks (PAT)

In 2018, PATs were implemented at Level 3 and 4 in all vocational subjects, but not in the fundamentals, namely languages, Mathematical Literacy, Mathematics and Life Orientation. The implementation of the PAT was not without its challenges.

The PAT was implemented according to instructions in 78% of cases. At seventy-five percent of the sites, the lecturer had a clear understanding of what was expected of students and lecturer. The tool facilitated accurate marking in 78% of instances. Internal moderation occurred in 78% of subjects but was only of an appropriate standard in 59% of cases. The PAT was cost effective at 80% of the sites.

The following table refers to a range of challenges experienced at the campuses when implementing the PAT, many related specific subjects:

Table 2M: Challenges posed by implementation of PAT

Challenges	Campus	College	Subject
Some sites did not submit any PAT	Ellispark	Central Johannesburg	Electronic Control and Digital Electronics L4
	Heidelberg	Sedibeng	Physical Science L4
	Kroonstad	Flavius Mareka	Business Practice L4
	Soshanguve North	Tshwane North	Electronic Control and Digital Electronics L4
Only one of the two PAT was submitted	Kempton	Ekurhuleni West	Physical Science L4
Site did not attempt to implement PAT in this subject but implemented the PAT for Electronic Control and Digital Electronics instead. A reason for this was not provided. This caused great concern	Ezibeleni	Ikhala	Electrical Principles and Practice L4
As the result of a strike, the PAT could not take place on the set date. It was scheduled for later in October and could thus not be moderated	Barlow	Sekhukhune	Construction Supervision L4

Challenges	Campus	College	Subject
PAT 2 required learners to do research and give a presentation, but students did not fare well as a result of a language barrier	Heidelberg	Sedibeng	Physical Science L4
Marks were inflated	All campuses included in sample.	Western Cape and Free State	Business Practice L4
The code of conduct was not assessed correctly	All campuses included in sample.	Free State and Eastern Cape	Business Practice L4
The mark allocation was incorrect. Implementation of PAT was problematic as the artefact did not serve as evidence (fixing a computer problem)	All campuses included in sample.	Western Cape	Computer Hardware and Software L3
The students found it difficult to draw up the questionnaire required in PAT 1 and PAT 2. The checklist was not user-friendly	All campuses included in sample.	Eastern Cape and Gauteng	Consumer Behaviour L4
Students did not do the assessment based on the use of the oscilloscope as they did not have the equipment	Mthatha	Eastern Cape	Electrical Principles and Practice L4
The same marks were allocated to each student in the group that had completed the practical together. This implied that single students had not been observed performing the task separately	Teko	King Hintsa	Electrical Principles and Practice L4
Students repeating the year did not do the PAT; the mark from the previous year was used instead	Westlake	False Bay	Electrical Principles and Practice L4
This site did not make use of the official PAT marking guidelines	Mavhoi	Vhembe	Electronic Control and Digital Electronics L4
Some of the recipes required adaptation. Some colleges did not have industry-equivalent facilities and therefore found it difficult to provide a perfectly simulated environment	All campuses included in the sample.	Eastern Cape	Food Preparation L4
The marking guidelines were disregarded, incorrect answers were marked correct and marks awarded were not a true reflection of students' worth	Elangeni	Mpumalanga	Hospitality Generics L3
The scope of work was not broad enough. **The instructions were too complex. There were too many addenda in the lecturers' instructions and not enough in the workbook. No examples were provided to assist students**	All the sampled campuses	All the Kwa-Zulu Natal TVET college campuses	Hospitality Generics L3

Challenges	Campus	College	Subject
The standardised PAT assessments had not been implemented according to instructions although they were found in the files. PAT 1 was marked according to students' and not the lecturer's checklist and was recorded as part of students' marks. PAT 2 was not in the PoE. Both the assessment tasks and the marking guidelines had been cut and pasted and were not neatly typed. They were also incomplete	Gamalakhe	Esayidi	Hospitality Generics L3
The marking guidelines were not included in the PoA	Majuba Technology Centre	Majuba	Masonry L4
Not all colleges had access to computers to conduct the required research	All the sampled campuses	KwaZulu-Natal and Western Cape TVET Colleges	Sustainable Tourism in SA and International Travel L4

2.3.6   Monitoring and auditing of portfolios

Monitoring and auditing visits took place at college or campus level at 77% of the sites, a significant improvement on the previous year's 27%. The frequency of these visits ranged from once a year to eight times a year. Two campuses were moderated seven times and one campus eight times. Most campuses were thus still not being monitored every term.

It is especially worrying to note that where the one monitoring and auditing visit of the year did take place, this was in mid-May in many instances, just before the monitoring visit, or between 1 and 19 October, just prior to Umalusi's external moderation. It appeared that this was simply a formality, and did not fulfil the role of a monitoring visit, which is ensuring that teaching and learning is taking place at a campus and to the required standard. Another shortcoming of the system is that no national visits took place.

At sites where college or campus visits did take place, 67% had provided auditing reports, compared to 96% in the previous year. This decrease frequency is alarming. Although a monitoring visit was made, non-compliance issues were ignored and in some instances consisted of an undated college stamp. It was therefore difficult to determine the dates of these visits and it was not always clear whether the visits had been conducted by college or campus management. Sometimes the monitoring and auditing of the campuses was simply a case of rubber stamping without checking for compliance; in some cases an undated checklist was provided instead of a report.

This general lack of quality assurance of teaching and learning at campus or college level might be a contributing factor in the limited compliance in the sector. As in 2017, it appeared that complete reliance on quality assurance lay with Umalusi. This might explain why some of the reports were dated just prior to the date on which Umalusi visited the site.

B.   STUDENTS' PORTFOLIOS OF EVIDENCE

Even though colleges were requested to submit six portfolios of evidence (PoE) for every site, this did not always happen. The number of submitted portfolios ranged between one and six. Some campuses did not submit portfolios at all or submitted them in the wrong format.

Eighty-five percent of the PoE submitted were found to be fully in keeping with requirements. There was a great improvement in the compilation of the PoE.

There was improved compliance in all aspects related to the contents of the PoE. In 77% (68% in 2017) of the PoE, there was evidence of an assessment plan. Eighty-eight percent (85% in 2017) of the files contained examples of work that had been marked, with 84% containing an appropriate record of scores. Eighty-three percent (81% in 2017) of these scores correlated with the marks in the PoA. Eighty-six percent of the PoE contained the prescribed number of tasks.

Some of the sites had taken a great deal of trouble with their PoE. These were described as exceptional, well-constructed, neatly compiled and complete. The following sites submitted PoE of a high standard:

Table 2O: High quality of PoE

College	Campus	Subject
Ekurhuleni East	Kwa-Thema	Construction Supervision L4
Goldfields	Tosa	Physical Science L2 and L3
Port Elizabeth	Dower	Mathematical Literacy L3
Vhembe	Mashamba	Mathematics L2
Waterberg	Lebowakgomo	Mathematics L2
	Mahwelereng	Mathematics L2

2.3.7   Student performance

Eighty-eight percent of the students (compared to 80% in 2017) appeared to have interpreted and responded well to the tasks. Eighty percent of the marks allocated were a true reflection of students' ability.

2.3.8   Standard of marking

The marking was consistent with the marking guidelines in 81% of PoE. Even though comments led to the conclusion that the standard and quality of marking was poor, reduced to a mechanical matter of ticks and crosses according to the requirements of the marking tools, the standard and quality of marking at 78% of the sites showed an improvement of 10% on the previous year, when it was 68%. More qualitative and relevant feedback was provided to students this year (37% compared to 28% in 2017) even though it was often pointed out that this was an essential part of teaching and learning.

In some respects, even though there was a marking guideline, the quality of marking was so poor that it was difficult to ascertain how marks had been awarded. The poor quality of marking was often the result of poor marking guidelines or, in some instances, markers ignoring the marking guidelines altogether. Umalusi was critical of the standard of marking, as can be seen in the following table:

Table 2P: Quality of marking

Quality issues	Campus	College	Subject
Marking guidelines ignored by marker/marker deviated from marking guidelines/incorrect answers marked as correct, and vice versa	Brits	Orbit	New Venture Creation L4
	Centane	King Hintsa	Life Orientation Life Skills L2
	City	Northern Cape Urban	New Venture Creation L4
	Clydesdale	Esayidi	Early Childhood Development L4
	Daveyton	Ekurhuleni East	Electronic Control and Digital Electronics L4
	Durban	Coastal KZN	Early Childhood Development L4
	Giyani	Letaba	Mathematics L2
	Kathu	Northern Cape Rural	New Venture Creation L4
	Kempton	Ekurhuleni West	Physical Science L4
	Khayelitsha	False Bay	Applied Accounting L4
	Ladysmith	Mnambithi	Early Childhood Development L4
	Lenasia	Rhodes Technical	English FAL L2
			Mathematical Literacy L2
	Makwarela	Vhembe	Mathematical Literacy L2
	Mankwe	Orbit	Mathematics L2
	Mpumalanga	Elangeni	Hospitality Generics L3
	Mthatha	King Sabatha Dalindyebo	Electrical Principles and Practice L4
	Park Avenue	Eastcape Midlands	Electrical Principles and Practice L4
	Pinelands	College of Cape Town	Electrical Principles and Practice L4
	Plessislaer	Umgungundlovu	Early Childhood Development L4
	Potchefstroom	Vuselela	New Venture Creation L4
	Pretoria	Rostec Technical	English FAL L2
	Pretoria West	Tshwane South	Life Orientation ICT L2
	Sterkspruit	Ikhala	Mathematical Literacy L3
	Taung	Vuselela	Life Orientation Life Skills L3
	Verulam	Innovatus	Early Childhood Development L4
	Vredendal	West Coast	Mathematical Literacy L3
Marking too lenient/ inconsistent and of a poor standard/no or few ticks	Khayelitsha	False Bay	Applied Accounting L4
The marker used a marking guideline in which answers did not correspond to the questions in the task. Some answers were incorrect	Barberton Correctional Services		Mathematical Literacy L3
	Boksburg	Ekurhuleni West	Life Orientation Life Skills L4
	City	Northern Cape Urban	Life Orientation Life Skills L2
	Clydesdale	Esayidi	Early Childhood Development L4
	Durban	Coastal KZN	Early Childhood Development L4

Quality issues	Campus	College	Subject
The marker used a marking guideline in which answers did not correspond to the questions in the task. Some answers were incorrect	Gamalakhe	Esayidi	Hospitality Generics L3
	Germiston	Ekurhuleni West	Consumer Behaviour L4
	Kroonstad	Flavius Mareka	Business Practice L4
	Kuruman	Northern Cape Rural	Life Orientation Life Skills L2
	Ladysmith	Mnambithi	Early Childhood Development L4
	Lenasia	Rhodes Technical	English FAL L2
			Mathematical Literacy L2
	Mamelodi	Tshwane North	Construction Supervision L4
	Mapulaneng	Ehlanzeni	Life Orientation Life Skills L3
	Mount Frere	Ingwe	Life Orientation Life Skills L2
	Namaqualand	Northen Cape Rural	Afrikaans FAL L4
	Phalaborwa	Mopani South East	Management Practice L4
	Plessislaer	Umgungundlovu	Early Childhood Development L4
	Pretoria	Rostec Technical	English FAL L2
	Pretoria West	Tshwane South	Life Orientation ICT L2
	Taung	Vuselela	Life Orientation Life Skills L3
	Teko	King Hintsa	Electrical Principles and Practice L4
	Umlazi	Coastal KZN	Masonry L4
	Usizo Kathorus	Ekurhuleni West	Life Orientation ICT L2
	Vereeniging	Rostec Technical	Life Orientation ICT L2
	Verulam	Innovatus	Early Childhood Development L4
The marker awarded more marks than were allocated in the marking guidelines, resulting in marks that were inflated	Grahamstown	Eastcape Midlands	Mathematical Literacy L3
	Kempton	Ekurhuleni West	Physical Science L4
	Lebowakgomo	Waterberg	Mathematics L2
	Mankwe	Orbit	Mathematics L2
	Mashamba	Vhembe	Mathematics L2

2.3.9   Standard of internal post-moderation

As was referred to above, the most worrying finding was the lack of internal moderation. There appeared to be scant understanding of the role and responsibility of the internal moderator, which had been reduced to a mechanical exercise that did not add value to the core business of the college, which was the quality assurance of teaching and learning. There was evidence that internal moderation of the marked work of students had taken place at 59% of the sites, which was a slight improvement on the 51% of the previous year. Even though internal moderation was taking place at just over half the campuses, only 59% of the internal moderation appeared to be of an acceptable standard; nonetheless, this was a slight improvement on the 31% of 2017.

It was of real concern that, despite site visits conducted by Umalusi in May 2018, the sites listed in the following table failed to improve or follow advice provided during the monitoring and moderation visits. Some of these moderators had gone to a great deal of trouble to meet with lecturers and even members of management to give them expert advice and guidance.

2.3.10   Follow up on sites visited by Umalusi in May 2018

Sixty-five campuses received monitoring visits from Umalusi in May 2018. Follow-up visits revealed that the campuses in the following table had attempted to address their shortcomings:

Table 2Q: Improvements noted after the monitoring visit in May 2018

College	Campus	Subject
Buffalo City	East London	Office Practice L4
Capricorn	Seshego	Construction Supervision L4
Central Johannesburg	Langlaagte	English FAL L2
College of Cape Town	Pinelands	Construction Supervision L4
	City	Food Preparation L4
		Life Orientation Life Skills L4
		Life Orientation ICT L4
Eastcape Midlands	Charles Goodyear	Life Orientation Life Skills L2
Ehlanzeni	Kanyamazane	Mathematics L4
Ekurhuleni West	Boksburg	Life Orientation Life Skills L4
False Bay	Khayelitsha	Computer Hardware and Software L3
Ikhala	Queenstown	Mathematical Literacy L3
King Hintsa	Centane	Food Preparation L4
Maluti	Bethlehem	Business Practice L4
Nkangala	Witbank	Mathematical Literacy L4
Northern Cape	Upington	Life Orientation Life Skills L2
Northlink	Bellville	Mathematics L2
	Protea	Sustainable Tourism in SA and International Travel L4
Orbit	Rustenburg	Material Technology L3
South West Gauteng	Molapo	Construction Supervision L4
	George Tabor	Freight Logistics L4
Thekwini	Asherville	Criminal Justice Process L4
Umfolozi	Mandeni	Life Orientation ICT L3
Vuselela	Klerksdorp	Farm Planning and Mechanisation L4
Waterberg	Mokopane	Life Orientation ICT L3
West Coast	Vredenburg	Business Practice L4

Umalusi officials reported that the College of Cape Town's City Campus had maintained the high standard of work observed in Life Orientation during the May visit.

Although some of the sites had attempted to act on recommendations that had been made by Umalusi's external moderators during the visit, many sites visited in May had not done this.

Table 2R: Campuses visited in May found to be non-compliant

Campus	College	Subject
Daveyton	Ekurhuleni East	Electronic Control and Digital Electronics L4
Dower	Port Elizabeth	Management Practice L4
Durban	Coastal KZN	Early Childhood Development L4
Ermelo	Gert Sibande	Life Orientation Life Skills L3
John Knox Bokwe	Buffalo City	Life Orientation ICT L2
Klerksdorp	Vuselela	Mathematical Literacy L3
Moremogolo	Northern Cape Urban	Mathematical Literacy L2
Mpumalanga	Elangeni	Hospitality Generics L3
Mthatha	King Sabata Dalindyebo	Consumer Behaviour L4
		Electrical Principles and Practice L4
Nelspruit	Ehlanzeni	Applied Accounting L4
Ngqungqushe	Ingwe	Mathematics L4
Perdekop	Gert Sibande	Mathematical Literacy L3
Phalaborwa	Mopani South East	Management Practice L4
Potchefstroom	Vuselela	New Venture Creation L4
Randfontein	Western	Consumer Behaviour L4
Sir Val Duncan	Mopani South East	Electronic Control and Digital Electronics L4
Soshanguve South	Tshwane North	Office Practice L4
Sterkspruit	Ikhala	Mathematical Literacy L3
Taung	Vuselela	Life Orientation Life Skills L3
Tosa	Goldfields	Physical Science L2
Usizo Kathorus	Ekurhuleni West	Life Orientation ICT L2
Vereeniging	Sedibeng	Stored Programme Systems L4
Worcester	Boland	Mathematical Literacy L2

Despite interventions, some sites still needed assistance in the following:
- All aspects of teaching and learning;
- Assessment practices (setting of assessments, including the use of an analysis grid, marking guidelines and internal moderation and qualitative feedback);
- A structured format for capturing and verifying the accuracy of marks in the PoA and PoE files, and converting these marks correctly;
- Compiling a PoA and PoE according to the ICASS Guidelines;
- All aspects of how to teach certain subjects such as Early Childhood Development, Life Orientation and Mathematics;
- Marking functional writing; and
- The implementation of the ICASS Guidelines.

2.4   Areas of Compliance

Some colleges were doing their best to perform well and to deliver good service. The sites listed upheld a high quality of work and could be regarded as leaders in their field. Areas of good practice are listed as follows:

- Colleges could learn from the way in which Maluti TVET College organised the monitoring of its Bethlehem and Harrismith campuses. The campuses worked in teams to ensure consistency in filing and the verification of teaching and learning in Business Practice L4. This practice increased capacity for lecturer improvement. The monitoring of files was regular and thorough;
- The monitoring of Life Orientation Life Skills L4 files was regular and thorough at Ekurhuleni West TVET College's Boksburg Campus;
- Thekwini TVET College's Asherville Campus delivered excellent work in all aspects of teaching and learning in Criminal Law L3;
- The documentation and work in Food Preparation L4 at the following campuses was of a high standard, with minor shortcomings that could be eradicated easily:
  - College of Cape Town's City Campus,
  - False Bay TVET College's Muizenberg Campus,
  - South Cape TVET College's Oudtshoorn Campus and
  - West Coast TVET College's Malmesbury Campus.
- The documentation and work in Freight Logistics L3 and L4 at Ekurhuleni West TVET College's Kempton Campus and of Stored Programme Systems L4 at its Germiston Campus were also of a high standard with minor shortcomings;
- College of Cape Town's City Campus and South Cape TVET College's Beaufort West Campus produced work of a high standard in Life Orientation Life Skills L4;
- Northlink TVET College's Bellville Campus, False Bay TVET College's Westlake Campus and College of Cape Town's Thornton Campus in the Western Cape can be regarded as centres of excellence as all the evidence in the Mathematics L2 files pointed to well-run campuses, dedicated lecturers and a positive learning environment;
- Northlink TVET College's Parow Campus, College of Cape Town's City Campus, South Cape TVET College's Bitou Campus, Boland TVET College's Caledon Campus and West Coast TVET College's Vredenburg Campus continued to submit work of a high standard in Life Orientation Life Skills L3;
- The marking in Life Orientation Life Skills L4 at the Wilberforce Community College was consistent, accurate and insightful and the lecturer gave exceptionally thorough feedback on tasks. Tasks were innovative;
- The assessment from the Life Orientation Life Skills L4 workbook had been very well implemented at Western TVET College's Krugersdorp Campus, showing a thorough understanding of the project;
- The internal moderation of Mathematics L2 at Buffalo City TVET College's East London Campus was exemplary; and
- Compliance with ICASS requirements at Nkangala TVET College's Middelburg Campus was strict. There appeared to be a high degree of control by management, suggesting that compliance is a factor in strong management intervention.

Umalusi believes that the following tasks, documents and practices could be shared with other campuses:

- Excellent formative assessments (Northern Cape Urban TVET College's Upington Campus: Afrikaans FAL L4);
- Creative and well-designed task (Coastal KZN TVET College's Swinton Campus: Client Services and Human Relations L2);
- Innovative implementation of PAT 2, using ballasts instead of transformers, the latter being very expensive, thus making a saving (King Sabatha Dalindyebo TVET College's Mthatha Campus: Electrical Principles and Practice L4);
- The standardised version of the assessment was well adapted. It was student-friendly and made a creative link with HIV and AIDS. It was a comprehensive project (College of Cape Town's City Campus: Life Orientation Life Skills L4);
- Standardised task was adapted to make a good project (South Cape TVET College's Bitou Campus and Boland TVET College's Paarl Campus: Life Orientation Life Skills L4);
- The task was well designed and a good example of a practical task that allowed for creativity and the integration of various topics and subject and learning outcomes. The rubric was also clearly formulated and facilitated easy and consistent marking of the practical task. However, the time frame should have been four hours rather than four months, and no submission date indicated on the task (False Bay TVET College's Muizenberg Campus: Life Orientation Life Skills L4);
- The shared task was of a good standard, allowing for creativity and the application of various skills (South Cape TVET College's Bitou Campus and West Coast TVET College's Citrusdal Campus: Life Orientation ICT L4);
- A good practical assessment but the marking guidelines should have made use of a rubric (Ikhala TVET College's Queenstown Campus: Mathematical Literacy L3);
- Excellent practical assignment and excellent marking guidelines (Buffalo City TVET College's East London Campus: Mathematics L2);
- Excellent analysis of learner performance and review of tasks (Buffalo City TVET College's East London Campus: Mathematics L2);
- Very good practical task that had been standardised across the province and was used by all colleges (Western Cape TVET colleges: Mathematics L2); and
- The TVET colleges in the Western Cape all used a standardised pacesetter. It was well designed, realistic and a useful tool if used properly by lecturers (Mathematics L2).

2.5   Areas of Non-compliance

The areas of concern are listed as follows:
- Despite Umalusi's monitoring visit in May, some campuses ignored the external moderators' recommendations and continued to submit files that were lacking in certain areas;
- Disregard for notional hours for teaching and learning; omission of important information or inappropriate information on assessment tasks e.g. no time or mark allocation or unrealistic/ inappropriate mark allocation:
    – Lack of expertise and experience of lecturers in their subjects, e.g. Applied Accounting, Early Childhood Development, Mathematics; Material Technology and Physical Science. This led to ineffective (inaccurate) teaching and learning;

- Students who were repeating the year did not redo the PAT; their mark from the previous year was used;
- Instructions on the assessment of PAT were not followed where group work was required, i.e. all students were awarded the same mark instead of being scored individually;
- No official process was in place to address errors on standardised tasks and assessment tools that were developed at provincial level, for instance;
- Outdated information in certain curricula and textbooks e.g. Computer Hardware and Software L3; and Criminal Justice Process L4;
- Use of student numbers instead of ID numbers on mark sheets;
- Internal moderation implemented as a formality and not for its intended purpose; and
- Misalignment between the naming and numbering of tasks on the assessments and task numbers in the ICASS Guidelines: this had a negative impact on the cross referencing of assessments and marks in the moderation process.

Three sites were singled out for urgent intervention by DHET, as listed below:
- Tshwane North TVET College's Mamelodi Campus
- Fort Glamorgan Correctional Services and
- Vuselela TVET College's Taung Campus.

2.6   Directives for Compliance and Improvement

The DHET should instruct management staff of colleges to:
- Improve their monitoring and auditing systems. These checks should take place on a regular basis, ensuring that planning is effective (the justice is done to teaching time allowed for the theoretical and practical component); all documentation is compliant; that what is happening in the classroom is of the right quality and standard; effective implementation of PAT; and that evidence of implementation is kept (such as videos and photographs);
- Ensure that all staff are experienced and qualified to teach the subject; the DHET should assist in the training of lecturers to empower them to teach specialised subjects;
- Train lecturers in qualitative assessment and internal moderation practices so that teaching and learning can improve at the colleges. This includes how to design an analysis grid, how to set an assessment task and marking guidelines (including the use of software where required to develop tasks), how to analyse whether these tasks have been effective after implementation, how to score candidates (especially where group work is concerned), how to correctly convert and capture marks, how to provide qualitative feedback to students and how to execute internal moderation;
- Ensure that the two common PATs do not replace all practical tasks; and
- The colleges that have been flagged in this chapter as significantly non-compliant should be investigated for non-performance since students at these colleges are at a serious disadvantage.

2.7   Conclusion

While there was a general improvement in compliance with most criteria compared to findings in 2017, and despite the fact that a few colleges performed admirably in many areas, there were still far too many sites that had not complied with the basic requirements. Contributing to poor performance was the inability of some lecturers to teach their subjects and to meet the administrative requirements. There was also an inability to cover the required practical work, and in an effective

manner. Quality assurance at college level appeared to be little more than lip service, since the principles of assessment and moderation were frequently ignored, reducing the practice to a mechanical and meaningless exercise. There were also serious concerns about the implementation of the common PATs (nationally set) and common tasks (provincially or college set) which should be addressed before they are implemented in 2019.

Since assessment and moderation practices are essential to ensuring superior teaching and learning, swift interventions are required to set the situation right. Those colleges that remain non-compliant year after year should be followed up as they are compromising the integrity of the sector and the qualification.

CHAPTER 3 MODERATION OF CONDUCT OF INTEGRATED SUMMATIVE ASSESSMENT TASKS AND PRACTICAL ASSESSMENT TASKS

3.1   Introduction

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

The ISAT and Internal Continuous Assessment (ICASS) express the practical nature of the NC(V) qualification through the performance of assessment tasks that replicate or simulate a workplace or real-life process and/or product. The ISAT is completed either in phases throughout the year, over a specific period of time, or as a once-off task, depending on the nature of the subject.

The Department of Higher Education and Training (DHET) has developed two common practical assessment tasks (PAT), together with the development of subject-specific ISAT for the vocational subjects for Level 3 and Level 4. The 2018 academic year was the second year of implementation of these common PAT and ISAT at Level 4. This year, the DHET embarked on a review of some of the Level 3 and Level 4 PAT and ISAT for implementation in 2019.

The purpose of the moderation of the conduct of the ISAT was to:
- Report on the appropriateness and standard of the L2, L3 and L4 ISAT assessment environment, including the availability and implementation of plans;
- Confirm whether candidates could demonstrate the acquired skills and competencies, as well as the knowledge underpinning the tasks;
- Report on the consistency of the assessment and the assurance of a uniform standard across the various sites of delivery; and
- Confirm whether proper assessment processes and procedures were followed in the implementation of ISAT.

3.2   Scope and Approach

The focus in 2018 was on the implementation of the Level 4 ISAT as a continuation from 2017. In addition to the L4, one subject each from L2 and L3 were also sampled. Umalusi moderated the conduct of a total of one Level 2, one Level 3 and 35 Level 4 subject ISAT in order to determine the degree of compliance with policy, quality and standard of the assessment. A total of 37 external moderators were sent to 52 sites across the nine provinces to evaluate planning for the conduct of ISAT; to assess/test the competency acquired by candidates; to verify the conduct and internal moderation of the ISAT; and to make general observations on the conduct of the ISAT and new common internal PAT.

Table 3A below indicates the subjects and sites included in the monitoring and moderation of the conduct of the Level 2, 3 and 4 PAT/ISAT.

Table 3A: Sites included in the moderation of the conduct of L2, L3 and L4 PAT/ISAT

No.	Subject	Province	College	Campus/Site
1	Advanced Plant Production L4	Gauteng	South West Gauteng	George Tabor
2	Agribusiness L4	North West	Vuselela	Klerksdorp
3	Animal Production L4	Mpumalanga	Gert Sibande	Perdekop
4	Architectural Graphics and Technology L4	Limpopo	Capricorn	Seshego
5	Art and Science of Teaching L4	Eastern Cape	Buffalo City	East London
6	Automotive Repair and Maintenance L4	Eastern Cape	Ingwe	Mount Frere
7	Client Services and Human Relations L4	KwaZulu-Natal	Coastal KZN	Umbumbulu
		KwaZulu-Natal	Thekwini	Cato Manor
8	Computer Programming L4	Gauteng	Tshwane South	Pretoria West
9	Construction Planning L4	Gauteng	Tshwane North	Mamelodi
		Limpopo	Sekhukhune	CS Barlow
10	Contact Centre Operations L4	KwaZulu-Natal	Mnambithi	Ladysmith
11	Electrical Workmanship L4	KwaZulu-Natal	Majuba	Majuba Technology Centre
		Mpumalanga	Gert Sibande	Standerton
12	Electrotechnology L4	Mpumalanga	Gert Sibande	Evander
		Mpumalanga	Sebokeng	Sedibeng
13	Engineering Fabrication-Boiler Making L4	Gauteng	Sedibeng	Vereeniging
		Western Cape	West Coast	Vredenburg
14	Engineering Graphics and Design L3	Eastern Cape	Eastcape Midlands	Charles Goodyear
15	Engineering Processes L4	Gauteng	Central Johannesburg	Alexandra
		KwaZulu-Natal	Umfolozi	Chief Albert Luthuli
16	Financial Management L4	Northern Cape	Northern Cape Urban	City
		Western Cape	False Bay	Khayelitsha
17	Fitting and Turning L4	Gauteng	Ekurhuleni West	Usizo Kathorus
18	Governance L4	Gauteng	South West Gauteng	George Tabor
19	Hospitality Services L4	Gauteng	Ekurhuleni West	Alberton
20	Human and Social Development L4	Free State	Motheo	Bloemfontein
21	Law Procedures and Evidence L4	Eastern Cape	King Sabata Dalindyebo	Libode
22	Marketing L4	Gauteng	Tshwane North	Pretoria
23	Marketing Communication L4	Gauteng	South West Gauteng	Technisa
		Mpumalanga	Gert Sibande	Sibanesetfu
24	Mechatronic Systems L4	Eastern Cape	Port Elizabeth	Iqhayiya

No.	Subject	Province	College	Campus/Site
25	Multimedia Services L4	Gauteng	South West Gauteng	George Tabor
26	Office Data Processing L4	Gauteng	Tshwane South	Atteridgeville
		KwaZulu-Natal	Elangeni	Kwa-Mashu
27	Operations Management L4	Gauteng	Central Johannesburg	Highveld Langlaagte
		North West	Taletso	Mafikeng
28	Physical Science L2	Gauteng	Ekurhuleni West	Kempton Park
		KwaZulu-Natal	Umfolozi	Mandeni
29	Plumbing L4	KwaZulu-Natal	Coastal KZN	Umlazi V
		KwaZulu-Natal	Umgungundlovu	Edendale
30	Process Control L4	Limpopo	Capricorn	Seshego
31	Refrigeration and Air Conditioning Processes L4	Limpopo	Capricorn	Seshego
32	Roads L4	Limpopo	Capricorn	Seshego
33	Science of Tourism L4	Western Cape	False Bay	Muizenberg
		Western Cape	West Coast	Vredenburg
34	The South African Health Care System L4	Gauteng	South West Gauteng	Technisa
35	Tourism Operations L4	Limpopo	Vhembe	Tshisimani
		Mpumalanga	Nkangala	Waterval Boven
36	Transport Operations L4	KwaZulu-Natal	Thekwini	Umbilo
		KwaZulu-Natal	Umgungundlovu	Midlands
37	Wholesale and Retail L4	Western Cape	College of Cape Town	Crawford

3.3   Summary of Findings

3.3.1   Planning for conduct of PAT/ISAT

Planning is crucial for the successful execution of the PAT/ISAT at colleges. A number of factors have to be considered when planning, particularly the facilities, the number of students, staffing requirements, staff competency, procurement procedures and timing of the task. Sites that planned properly and adhered to the plan/schedule/timetable, completed the PAT/ISAT on time.

Regrettably, planning and preparation for PAT/ISAT at various sites was hampered by particular challenges: inadequate resources, defective equipment, a shortage of components and consumables, difficulties with procurement and ill-timed procurement of consumables, lack of computer and internet facilities, use of outside facilities and student unrest. Table 3B indicates planning challenges at the sampled sites.

Table 3B: Planning challenges at sampled sites

Aspects	Findings and challenges	PAT/ISAT	Site
Receipt and distribution of PAT/ ISAT to colleges	Ninety-six percent of the visited sites were in possession of the latest ISAT and these were used for the 2018 examination period. Only two subjects (Refrigeration and Air Conditioning Processes L4 and Roads L4) at the visited sites did not make use of the latest ISAT:		
	The campus manager claimed that the ISAT was received in March 2018, leaving the college insufficient time to procure the essentials required for the ISAT. Therefore, it was decided to use the old ISAT.	Refrigeration and Air Conditioning Processes L4	Seshego
	The outdated 2014 ISAT was used for the 2018 examination period. Although the 2017 ISAT has been in use for two years at colleges, campus management and the lecturer concerned claimed that as a result of miscommunication, the campus did not receive the latest version of the ISAT from their college's central office.	Roads L4	Seshego
Clear understanding of the expectations of ISAT	At 71% of the visited sites, lecturers had a clear understanding of what was expected from the ISAT (a decrease of 5% compared to the previous examination period) Only at the listed sites (29%) did lecturers not clearly understand the expectations of the ISAT (an increase of 5% on the previous examination period)	Agribusiness L4	Klerksdorp
		Architectural Graphics and Technology L4	Seshego
		Construction Planning L4	CS Barlow
			Mamelodi
		Client Services and Human Relations L4	Cato Manor
			Umbumbulu
		Electrical Workmanship L4	Standerton
		Law Procedures and Evidence L4	Libode
		Multimedia Services L4	George Tabor
		Physical Science L2	Mandeni
		Process Control L4	Seshego
		Refrigeration and Air Conditioning Processes L4	Seshego
		Roads L4	Seshego
		Science of Tourism L4	Vredenburg
		Transport Operations L4	Midlands

Aspects	Findings and challenges	PAT/ISAT	Site
Schedule/ timetable for the conduct of the ISAT	Eighty-seven percent of sites visited had a schedule/timetable available for the conduct of the ISAT; however, these were not always of appropriate quality (an improvement of 1% compared to the previous year). Some schedules/ timetables were unrealistic and unachievable; others were not specific or did not include relevant information:		
	Written plans for the conduct of the ISAT were not available at four sites.	Client Services and Human Relations L4	Umbumbulu
		Engineering Fabrication-Boiler Making L4	Vereeniging
		Financial Management L4	Khayelitsha
		Process Control L4	Seshego
	The timetable used for teaching and learning during the year was used for the conduct of the ISAT. Internal arrangements were made between lecturers to accommodate candidates in block sessions during the week.	Multimedia Services L4	George Tabor
	The 2017 plan/schedule/ time-table for the conduct of the ISAT was used for the 2018 examination period.	Engineering Fabrication-Boiler Making L4	Vredenburg
Inadequate/ inappropriate facilities	The workshop was not conducive to teaching and learning. Housekeeping required urgent attention.	Automotive Repair and Maintenance L4	Mount Frere
	No proper telephone system was available; two telephones were placed in a classroom to complete sub-task 4.	Contact Centre Operations L4	Ladysmith
	Simulation rooms were under-resourced.	Operations Management L4	Mafikeng
	The campus did not have the necessary infrastructure; there was no building/ structure on which the solar panel and geyser could be mounted.	Plumbing L4	Umlazi V
Shortage of working model/ equipment/ tools/ software/safety gear	No vehicle or sensors were available for the ISAT as required. The lecturer used private vehicle to conduct the ISAT. This compromised private property as well as students' freedom to practise under ideal teaching and learning conditions.	Automotive Repair and Maintenance L4	Mount Frere
	Considering the number of students, there should ideally have been two simulators, not one for the implementation of the ISAT.	Fitting and Turning L4	Usizo Kathorus
	The computers used at the college were not compatible with the new software. Candidates were at a disadvantage as the old software had to be used until new computers could be purchased.	Multimedia Services L4	George Tabor

Aspects	Findings and challenges	PAT/ISAT	Site
Shortage of working model/ equipment/ tools/ software/safety gear	The candidates selected for the demonstration during the Umalusi visit were not wearing safety gear such as goggles and protective gloves.	Physical Science L2	Kempton Park
	The campus did not have the basic equipment and tools required to complete the task: no hand compactor, rakes or brooms were available.	Roads L4	Seshego
Defective equipment	The punch and cropping machine was not in working order, therefore the holes required in the ISAT could not be.	Engineering Fabrication-Boiler Making L4	Vereeniging
Shortage of consumables	Paving blocks, cement and bedding sand were not available to carry out the ISAT.	Roads L4	Seshego
Difficulties with procurement/ timely procurement of consumables	Students provided consumables at their own expense.	Architectural Graphics and Technology L4	Seshego
		Engineering Graphics and Design L3	Charles Goodyear
	Procurement was adversely affected by lengthy strike action. The Perspex required for the ISAT was not ordered.	Engineering Processes L4	Alexandra
	New computers were requisitioned in 2017. As per licence agreement, the correct software arrived at the beginning of 2018, but the computers required to run the software arrived only in October 2018.	Multimedia Services L4	George Tabor
	Procurement delays had an adverse effect on the implementation of the ISAT. As printing paper and other materials required for the ISAT were not available, some candidates chose to present handwritten tasks while others made use of internet cafés to complete their tasks.	Operations Management L4	Mafikeng
	Bedding sand and cement were ordered but not delivered in time for the ISAT.	Roads L4	Seshego
Use of substitutes	Owing to lengthy strike action and resultant delays in procurement, materials that were available had to be used: metal was used instead of Perspex for sub-tasks 1 and 2.	Engineering Processes L4	Alexandra
	Sensors for the gravity feeder were not available. These had been ordered in advance but were not delivered in time for the ISAT. As sensors were not provided, one student improvised by using a switch as a sensor. Another student simply ignored the sensing of objects in the gravity feeder.	Mechatronic Systems L4	Iqhayiya
	Ordinary bricks were used in place of concrete paving blocks.	Roads L4	Seshego

Aspects	Findings and challenges	PAT/ISAT	Site
Inadequate computer and internet facilities/ limited access to computers and internet facilities	Insufficient internet facilities for students to prepare and practise for the ISAT.	Agribusiness L4	Klerksdorp
	Internet access was a common problem. Students had to use internet cafés at their own expense to complete their tasks.	Marketing L4	Pretoria
	A lack of resources meant that candidates were called in over weekends to complete sub-tasks.	Multimedia Services L4	George Tabor
	The computers were slow and the server crashed during the implementation of the tasks.	Office Data Processing L4	Kwa-Mashu
	As there were not enough computers at the campus, some students used their personal laptops to complete the ISAT.	Operations Management L4	Highveld Langlaagte
	Inadequate computer/internet facilities and problems with network	Operations Management L4	Mafikeng
	Since all NC(V) ISATs were scheduled at the same time, internet/ computer facilities were over-subscribed, resulting in students not being given sufficient access to conduct research.	Science of Tourism L4	Vredenburg
Student unrest	Student unrest caused delays and the postponement of PAT/ISAT.	Construction Planning L4	CS Barlow
		Engineering Processes L4	Alexandra
		Law Procedures and Evidence L4	Libode
		Transport Operations L4	Umbilo
Use of outside facilities in the conduct of ISAT	The campus conducted the ISAT at a dairy farm; however, the sub-tasks were not carried out according to the specifications.	Animal Production L4	Perdekop

3.3.2   Implementation of the conduct of PAT/ISAT

Fifty-four percent of the visited sites completed their ISAT according to specifications; a decline of 2% since the previous examination period.

Table 3C: Sites that completed their ISAT according to specifications

No.	ISAT	Campus
1	Advanced Plant Production L4	George Tabor
2	Art and Science of Teaching L4	East London
3	Automotive Repair and Maintenance L4	Mount Frere
4	Computer Programming L4	Pretoria West
5	Contact Centre Operations L4	Ladysmith
6	Electrical Workmanship L4	Majuba Technology Centre
7	Electrotechnology L4	Sedibeng
8	Engineering Fabrication-Boiler Making L4	Vredenburg
9	Engineering Graphics and Design L3	Charles Goodyear

No.	ISAT	Campus
10	Engineering Processes L4	Chief Albert Luthuli
11	Governance L4	George Tabor
12	Hospitality Services L4	Alberton
13	Human and Social Development L4	Bloemfontein
14	Law Procedures and Evidence L4	Libode
15	Marketing L4	Pretoria
16	Marketing Communication L4	Sibanesetfu
		Technisa
17	Office Data Processing L4	Kwa-Mashu
18	Operations Management L4	Highveld Langlaagte
19	Physical Science L2	Kempton Park
20	Plumbing L4	Edendale
		Umlazi V
21	Science of Tourism L4	Muizenberg
		Vredenburg
22	The South African Health Care System L4	Technisa
23	Tourism Operations L4	Tshisimani
		Waterval Boven
24	Transport Operations L4	Midlands

While some ISATs were conducted in an appropriate manner, others were not done according to the specifications, as was evident from the remarks and recommendations provided in the ISAT reports. The sites listed in Table 3D deviated from the requirements of the ISAT.

Table 3D: Implementation of PAT/ISAT

Aspects	Findings and challenges	ISAT	Site/Campus
Adherence to specifications of PAT/ISAT	Sub-task 1: students were required to engage in the milking process but they simply observed the milking process at the dairy farm. Sub-task 2: artificial insemination was not performed; students watched a video on artificial insemination instead.	Animal Production L4	Perdekop
	Standard of tasks was very low and could not be compared to what is required in the hospitality/tourism industry.	Client Services and Human Relations L4	Cato Manor
	Tasks were not completed under assessment conditions as specified in the ISAT.	Construction Planning L4	CS Barlow
			Mamelodi

Aspects	Findings and challenges	ISAT	Site/Campus
Adherence to specifications of PAT/ISAT	As pipes were not available, the lecturer decided that these should be manufactured from plate metal. This led to the duration of the task being extended and the quality of the final product being compromised.	Engineering Fabrication-Boiler Making L4	Vereeniging
	Substituting Perspex with metal was counter-productive to the ISAT.	Engineering Processes L4	Alexandra
	Sub-task requiring the identification of faults and submission of report was not completed.	Fitting and Turning L4	Usizo Kathorus
	PAT/ISAT was modified by the lecturer.	Mechatronic Systems L4	Iqhayiya
	Sub-tasks 3 and 4 did not meet the standard required by the ISAT.	Multimedia Services L4	George Tabor
	Because the 2017 PAT/ISAT instrument was not used, the sub-tasks that were implemented were outdated and therefore did not meet the required standard.	Roads L4	Seshego
	The lecturer retyped the entire ISAT and adapted the format of the report to a template for students to use. The lecturer then gave every student the same case study of a transport company to be used as reference for completing the report template. This changed the requirements of the ISAT. The lecturer also changed the task 2 presentation completely.	Transport Operations L4	Midlands
	The ISAT was not conducted under strict assessment conditions, but students completed it at home over a five-week period. Task 2 was omitted and the total marks were reduced by 12. The lecturer indicated that student unrest had prompted the change in the conduct of the ISAT.	Transport Operations L4	Umbilo

Some of the marking tools did not allow for accurate scoring/marking of the competency of the task. The difficulties with the marking tools are reflected in Table 3E.

Table 3E: Difficulties with the marking tools

Aspects	Findings and challenges	ISAT	Site/Campus
Scoring/marking tools	Tools did not facilitate accurate scoring/marking of the competency of the task at 25% of the visited sites (a decrease of 2% compared to the previous examination period) and in 35% of the ISAT.		
	Poor structure of the assessment tool encouraged leniency in scoring. Instructions regarding the use of the internet should be clear.	Art and Science of Teaching L4	East London

Aspects	Findings and challenges	ISAT	Site/Campus
Scoring/marking tools	More marks were allocated for preparation than for actual performance.	Automotive Repair and Maintenance L4	Mount Frere
		Financial Management L4	Khayelitsha
		Operations Management L4	Highveld Langlaagte
		Tourism Operations L4	Waterval Boven
	Emphasis was not on assessing practical skills.	Contact Centre Operations L4	Ladysmith
		Construction Planning L4	Mamelodi
	Too many marks were allocated for the use of correct equipment.	Electrotechnology L4	Sedibeng
	In order to ensure accuracy and consistency in scoring, additional tools should have been used for certain sub-sections where scores were unjustifiably high.	Engineering Fabrication-Boiler Making L4	Vereeniging
	The judgement was subjective and the matrix should be improved.	Law Procedures and Evidence L4	Libode
	The assessment tool did not provide a clear picture of the candidates' level of competence or understanding of the sub-tasks. Poorly formulated rubrics led to subjective and inaccurate scoring.	Roads L4	Seshego
	Sub-tasks 1 and 3 had no indication of specific marks per item. This made it difficult for the lecturer to mark objectively.	Science of Tourism L4	Muizenberg
	Information/instructions on Worksheets A, B and C required clarity. These should be amended in order to ensure consistency in scoring/marking.	Tourism Operations L4	Waterval Boven
	The assessment tool should provide clarity on what is expected of the candidate and how marks are to be awarded for different levels of competence.	Wholesale and Retail L4	Crawford

The scoring/marking of the task at 62% of the visited sites was inappropriate. Among others, this could be attributed to badly designed scoring/marking tools, a failure to adhere to the scoring/marking tool, subjective and inconsistent scoring/marking, lenient scoring/marking, careless scoring/marking, and the modification of tasks, which resulted in mismatched scoring/marking tools. (Refer to Table 3F below.)

Table 3F: Scoring/marking

Aspects	Findings and challenges	ISAT	Site/Campus
Scoring/marking	The scoring/marking was not appropriate and/or not a true reflection of candidates' competence in skills, understanding and insight at 62% of the visited sites. (an increase of 7% compared to the previous examination).		
	Sub-task 2 - the scoring was lenient and students were unduly advantaged. The lecturer was not sure of how to score individual activities. Sub-task 3 - students were required to write a report; instead, they copied the suggested headings and wrote a word or a sentence under it. Although the product was not of appropriate standard, the candidates were nonetheless awarded marks.	Advanced Plant Production L4	George Tabor
	Variance between subject lecturer and external moderator's scoring of the marked and moderated papers was more than 10%. This suggests that the tools were not used appropriately and as a result the scoring did not accurately reflect candidates' performance.	Agribusiness L4	Klerksdorp
	ISAT was not carried out according to specifications, with the result that scoring was not a true reflection of candidates' competence.	Animal Production L4	Perdekop
	Scoring was inappropriate as the assessment tool was not used.	Architectural Graphics and Technology L4	Seshego
	Scoring was lenient.	Art and Science of Teaching L4	East London
	Marks allocated by the lecturer were high but evidence was poor and lacking authenticity.	Client Services and Human Relations L4	Cato Manor
	Candidates did not produce authentic work; candidates researched and completed tasks in their own time and not under strict assessment conditions; copying was identified in sub-task 1; inappropriate marking - one tick for a page of facts; and incorrect answers were not identified.	Client Services and Human Relations L4	Umbumbulu
	Sub-tasks 1, 3 and 4 were not completed under supervision, as per ISAT requirements. The lecturer compiled his own score sheet as the one provided by the DHET was not available.	Construction Planning L4	CS Barlow

Aspects	Findings and challenges	ISAT	Site/Campus
Scoring/marking	Authenticity of candidates' work could not be proved. The lecturer had completed the checklist but not the score sheet.	Construction Planning L4	Mamelodi
	Candidates worked in groups of three when individual work was required. All tasks/sub-tasks were completed as group work, and all students in a group received the same mark.	Electrical Workmanship L4	Standerton
	Scoring/marking could not be verified by the external moderator as the assessment tools for the PAT/ISAT were not available.	Electrotechnology L4	Evander
	Conversions from raw marks to percentages were incorrect in the case of three candidates.	Electrotechnology L4	Sedibeng
	Scoring was not appropriate as there were deviations from the ISAT	Engineering Fabrication-Boiler Making L4	Vereeniging
	Marks were too high. The assessment tool was used only for Task 1 and 2. Marks were awarded as for a group performance and not individual competence.	Engineering Processes L4	Alexandra
	Marks were awarded as for a group performance and not for individual competence.	Engineering Processes L4	Chief Albert Luthuli
	Most of the students (14 of the total 16) were awarded 93%. On closer inspection, it was discovered that the lecturer did not mark according to the marking guidelines. Incorrect answers were marked as correct.	Financial Management L4	Khayelitsha
	Unethical practices: Marks were awarded for sub-task 5 although no written report was submitted by candidates. Lecturer indicated that he had used his own judgement in allocating marks for the reporting section.	Fitting and Turning L4	Usizo Kathorus
	The same high mark was awarded to all candidates in group.	Governance L4	George Tabor
	Some of the assessment criteria encouraged subjectivity, and scoring appeared to be biased. For these reasons, the External Moderator judged the marks to be inflated.	Marketing Communication L4	Technisa
	Sub-task 3 - attention to detail was not applied. There was no indication of how marks had been allocated or deducted in the sub-tasks.	Office Data Processing L4	Atteridgeville

Aspects	Findings and challenges	ISAT	Site/Campus
Scoring/marking	Accuracy errors were overlooked. Sub-task 3 was not marked appropriately. The lecturer did not indicate how marks had been allocated or deducted in the sub-tasks.	Office Data Processing L4	Kwa-Mashu
	The mark was incorrectly entered for one candidate - 88% instead of 80%.	Operations Management L4	Highveld Langlaagte
	Mark sheets and some students' recording sheets were incomplete. The sub-task requiring a PowerPoint presentation had not been done; however, one candidate was awarded 10 marks. Upon enquiry, the HOD indicated that because there had been difficulties with regard to computers, students performed the presentation without slides, and were awarded marks.	Operations Management L4	Mafikeng
	In some of the moderated PoE, only a final mark was indicated on the ISAT and there was no supporting evidence of how this mark had been arrived at. The External Moderator remarked the moderated tasks in order to ensure that the marks awarded were a true reflection of the level of candidates' performance. All candidates in the group were awarded the same mark for the conduct of the ISAT and individual competencies were overlooked. However, the written report was completed individually and each candidate was awarded marks based on his/her competence.	Physical Science L2	Kempton Park
	Interviews conducted with three learners at the campus indicated that the scoring/marking was not appropriate. All students displayed a lack of understanding when asked basic questions and failed to answer questions that they had apparently answered correctly in the ISAT. Candidates' competency levels were not consistent with the ISAT scores. It is unclear whether students completed the assessment according to the set standards. There was also no evidence of an assessment tool having been used.	Process Control L4	Seshego
	The candidates could not connect at least one pipe on the compressor. It appeared that they had been awarded random marks that were very high.	Refrigeration and Air Conditioning Processes L4	Seshego

Aspects	Findings and challenges	ISAT	Site/Campus
Scoring/marking	It was not possible to verify any aspect of the assessment process, as the lecturer's PoA and students PoE were not available on site.	Roads L4	Seshego
	Inconsistencies in scoring emerged as marks were not allocated per item, but awarded globally for each criterion/quality indicator. Marking was subjective as answers provided by some students were accepted and similar answers given by other students were marked incorrect.	Science of Tourism L4	Muizenberg
	Marking was too lenient. Lecturer's carelessness resulted in students being unfairly advantaged. One student received a lecturer's checklist instead of a student's checklist.	Science of Tourism L4	Vredenburg
	The ISAT was modified and marked according to changes implemented by the lecturer.	Transport Operations L4	Midlands
	The ISAT was not completed under assessment conditions. However, the marks awarded were a clear indication of the candidate's competence under the conditions/circumstances of the ISAT.	Transport Operations L4	Umbilo
	The marks allocated per group were not a true reflection of the ability and competence of individual students. Students did not demonstrate in their investigative reports that they understood the task completely. The same mark was allocated to the whole group, which advantaged or disadvantaged individual students.	Wholesale and Retail L4	Crawford

3.3.3   Moderation of ISAT

Moderation of ISAT had been conducted at 62% of the visited sites (a decline of 24% from the previous examination period), but the quality and standard was not always appropriate. Most of the moderation occurred at campus level. At sites where internal moderation had not been done by the time of the Umalusi visit, it was not clear whether there was any plan to moderate the ISAT at a later stage. At some of the sites, there was proof of moderation but the supporting documentation was not readily available.

The focus at most sites was on the moderation of marks. There were some sites where moderation of conduct and/or product and/or marks had been implemented.

Once again, shadow moderation, verification of marks and checklist audits were common at sites, giving the impression that internal moderation was a meaningless exercise. The lack of feedback to assessors/students was also a recurring issue.

At 38% of the sites, no internal moderation of ISAT had occurred by the time of the Umalusi visit.

Table 3G: Sites where no internal moderation of ISAT had occurred by the time of the Umalusi visit

No.	ISAT	Campus
1	Animal Production L4	Perdekop
2	Architectural Graphics and Technology L4	Seshego
3	Automotive Repair and Maintenance L4	Mount Frere
4	Client Services and Human Relations L4	Umbumbulu
5	Construction Planning L4	CS Barlow
6	Electrical Workmanship L4	Majuba Technology Centre
7	Electrotechnology L4	Sedibeng
8		Evander
9	Engineering Fabrication-Boiler Making L4	Vereeniging
10	Engineering Processes L4	Alexandra
11	Financial Management L4	Khayelitsha
12	Human and Social Development L4	Bloemfontein
13	Mechatronic Systems L4	Iqhayiya
14	Operations Management L4	Mafikeng
15	Physical Science L2	Mandeni
16	Plumbing L4	Umlazi V
17	Process Control L4	Seshego
18	Refrigeration and Air Conditioning Processes L4	Seshego
19	Wholesale and Retail L4	Crawford
20	Marketing Communication L4	Sibanesetfu

Thirty-eight percent of the sites had implemented types of moderation other than the moderation of marks.

Table 3H: Types of moderation

Types of moderation	Subject	Site/Campus
Moderation of conduct	Roads L4	Seshego
Moderation of product	Art and Science of Teaching L4	East London
	Marketing Communication L4	Technisa
	Physical Science L2	Kempton Park
	Tourism Operations L4	Tshisimani
		Waterval Boven

Types of moderation	Subject	Site/Campus
Moderation of marks	Agribusiness L4	Klerksdorp
	Client Services and Human Relations L4	Cato Manor
	Construction Planning L4	Mamelodi
	Contact Centre Operations L4	Ladysmith
	Financial Management L4	City
	Law Procedures and Evidence L4	Libode
	Marketing L4	Pretoria
	Office Data Processing L4	Atteridgeville
		Kwa-Mashu
	Plumbing L4	Edendale
	Science of Tourism L4	Muizenberg
	The South African Health Care System L4	Technisa
Moderation of conduct and marks	Advanced Plant Production L4	George Tabor
	Computer Programming L4	Pretoria West
	Fitting and Turning L4	Usizo Kathorus
Moderation of conduct and product	Electrical Workmanship L4	Standerton
	Hospitality Services L4	Alberton
Moderation of product and marks	Engineering Fabrication-Boiler Making L4	Vredenburg
	Engineering Graphics and Design L3	Charles Goodyear
	Engineering Processes L4	Chief Albert Luthuli
	Governance L4	George Tabor
	Multimedia Services L4	George Tabor
	Operations Management L4	Highveld Langlaagte
	Science of Tourism L4	Vredenburg
	Transport Operations L4	Midlands
		Umbilo

3.4 Areas of Compliance

Some of the sites had made significant progress with regard to the conduct of the PAT/ISAT. At sites where planning was evident, a smooth implementation of the PAT/ISAT was observed. However, inherent difficulties carried over from one examination period to the next still persist at some sites. A few sites have become proficient in the conduct of the PAT/ISAT, having developed infrastructure, human resources and systems over the years. Notwithstanding the challenges encountered at some of the visited sites, areas of compliance were noted and some good practices identified.

Areas of compliance observed:
- All the visited sites were in possession of the latest ISAT; however, only 96% of sites made use of them in the 2018 examination period.
- At 71% of the visited sites, lecturers had a clear understanding of what was expected from the PAT/ISAT.

- Eighty-seven percent of the sites visited used a plan/schedule/timetable for the conduct of the PAT/ISAT.
- Tasks were executed as per specifications of the PAT/ISAT at 54% of the visited sites.
- Internal moderation had been implemented at 60% of the visited sites, and at 38% of sites types of moderation other than the moderation of marks were noted.
- The scoring/marking for competency in the task at 38% of the visited sites was appropriate.

Areas of good practice identified in reports:
At 25% of the sites chosen for moderation, good practices were noted (see Table 3I below).

Table 3I: Sites where good practices in the conduct of the ISAT were observed

PAT/ISAT	Site	Good practices
Advanced Plant Production L4	George Tabor	The campus set aside a dedicated orientation week for ISAT, during which all aspects of the ISAT were covered.
Computer Programming L4	Pretoria West	This campus has an air-conditioned laboratory with modern computers, including internet access and high volume networked printing resources.
Electrical Workmanship L4	Majuba Technology Centre	The campus has a well-equipped workshop and all lecturers in the subject are qualified electricians. Creative and practical modes of communication were used to keep students posted on ISAT developments, namely, notices on bulletin boards and messages on cell phones.
Engineering Graphics and Design L3	Charles Goodyear	Records of students' work were well maintained and marking of the ISAT was very good.
Engineering Processes L4	Chief Albert Luthuli	As the sub-tasks were completed well in advance, more time was available to deliver products of a high standard.
Hospitality Services L4	Alberton	Excellent planning for the ISAT. Dates on the College Management Plan, the Campus Management Plan and the lecturer's personal time table corresponded. The PAT/ ISAT were implemented in an exceptionally neat and well-equipped restaurant and kitchen laboratory on the campus under the supervision of the examiner and internal moderator. The internal moderator is a specialist in the hospitality field and was present throughout the duration of the ISAT; this added value and credibility to the process.
Marketing L4	Pretoria	Moderation was conducted effectively and constructive feedback was provided to the lecturer by the moderator.
Marketing Communication L4	Sibanesetfu	Although centre staff were not expecting the visit from Umalusi, they were well prepared and all records were in order. The campus fosters a strong culture of teaching and learning and this was evident in the dedication shown by management, staff and students.
Marketing Communication L4	Technisa	Students were well prepared for the ISAT.
Mechatronic Systems L4	Iqhayiya	PAT/ISAT was of a very high standard.

PAT/ISAT	Site	Good practices
Physical Science L2	Kempton Park	The campus had a well-resourced laboratory. The various role players at the college made an effort to establish quality assurance processes. There was evidence of relevant, qualitative feedback from the internal moderator to the assessor.
Science of Tourism L4	Vredenburg	Students had ample time to conduct research and to complete all sub-tasks. All but one of the students handed in the final product on the due date set by the lecturer.
Tourism Operations L4	Tshisimani	Planning for the PAT/ISAT was done in October of the previous year at the same time as the college's academic planning. The campus management was present at the planning session and the due dates were cascaded down to campus level.

3.5   Areas of Non-compliance

The External Moderator reports indicated some challenges and areas of non-compliance that might have compromised the PAT/ISAT.

3.5.1   Planning and implementation

It was observed that sites that had planned well and had adhered to the assessment plan were successful in completing the PAT/ISAT on time. In contrast, sites where planning presented a challenge did not always have favourable outcomes.

- While 87% of the visited sites had a plan/schedule/time-table in place, the remaining 13% of sites had no specific plan for the PAT/ISAT. Four of these sites had no written plans available, namely Client Services and Human Relations L4 (Umbumbulu), Engineering Fabrication-Boiler Making L4 (Vereeniging), Financial Management L4 (Khayelitsha) and Process Control L4 (Seshego).
- Poor planning and student unrest hampered the implementation of the ISAT, compelling lecturers to make improvisations such as deviating from the specifications of the PAT/ISAT by omitting tasks, modifying tasks, relaxing assessment conditions and using substitutes in order to complete the ISAT on time. At 46% of the visited sites, task and sub-tasks were not completed according to the specifications of the ISAT.
- Some sites relaxed the conditions under which students could complete the ISAT, for example, Construction Planning L4 (CS Barlow).
- A lack of resources required to conduct PAT/ISAT was once again observed during this examination period. There were instances where campuses could not complete their PAT/ISAT according to plan/specification because of a lack of resources. For example, Contact Centre Operations L4 (Ladysmith).
- Thirteen percent of sites experienced difficulties in procuring equipment and consumables, for example Multimedia Services L4 (George Tabor).
- There was a shortage of working models/ equipment/ tools/software/safety gear at 10% of sites, for example Automotive Repair and Maintenance L4 (Mount Frere).
- At some sites where there was a shortage of consumables, lecturers improvised by using substitutes that did not always serve the purpose (e.g. Roads L4 (Seshego)). At others, improvisations in facilities and/or tools and/or consumables were counterproductive. The use of outside facilities presented some challenges, as was the case in Animal Production L4 (Perdekop).

- At 13% of sites there were inadequate computer and internet facilities/limited access to computers and internet facilities. For example, in Science of Tourism L4 (Vredenburg) this was the case as all NC (V) ISAT were scheduled for the same time and internet/computer facilities were over-subscribed.
- At 29% of the visited sites, lecturers did not have a clear understanding of the expectations of ISAT.
- Some environments for the ISAT were not conducive to teaching and learning, for example Automotive Repair and Maintenance L4 (Mount Frere).
- Student unrest caused delays and postponements of PAT/ISAT at four sites: Construction Planning L4 (CS Barlow), Engineering Processes L4 (Alexandra), Law Procedures and Evidence L4 (Libode) and Transport Operations L4 (Umbilo).
- A lack of collegial support at some of the sites adversely affected the planning and preparation for the PAT/ISAT.
- A lack of accountability and of preparation for external moderation at some sites raised concerns. At some sites, authenticity of students' work was questionable. In the case of ISATs where internet research was conducted, some students plagiarised internet sites, for example Client Services and Human Relations L4 (Cato Manor). Students copied the same sheet from the internet for sub-task 1.
- A lack of continuous quality assurance during the implementation of the ISAT was evident at 88% of the visited sites; only six sites (12%) could provide evidence of moderation during the conduct of the ISAT.

3.5.2   Quality and standard of scoring and marking

- At some of the visited sites, scoring/marking of the ISAT was affected by irregularities such as modifications of the ISAT and deviations from the specifications of the tasks. These sites included Transport Operations L4 (Midlands).
- The assessment tools did not facilitate accurate scoring/marking of the competency of the task in 35% of the ISATs that had been moderated. In some of the ISATs, more marks were allocated for preparation than for actual performance, or the emphasis was not on assessing practical skills. In some instances, too many marks were allocated for the use of correct equipment, as in Electrotechnology L4 (Sedibeng).
- The quality and standard of scoring/marking was not appropriate at 62% of the visited sites:
    – Flawed rubrics/marking tools led to subjective and overly lenient marking, for example Marketing Communication L4 (Technisa).
    – Careless scoring/marking and failure to adhere to the marking tool was identified at some sites, such as Electrotechnology L4 (Sedibeng).
    – In some cases where group work was required, candidates' individual competence was not assessed and all members of the group were awarded the same mark, such as in Governance L4 (George Tabor).

3.5.3   Quality and standard of moderation

- Moderation had been conducted at 62% of the visited sites, but the quality and standard were not always appropriate.
- At 38% of the sites, internal moderation had not taken place at the time of the Umalusi visit, and it was not clear whether there was any intention to moderate the ISAT.
- The focus at most sites was on the moderation of marks. There were some sites, however, where moderation of conduct and/or product and/or marks had been implemented.
- Once again, shadow moderation, verification of marks and checklist audits were common at sites, giving the impression that internal moderation was a meaningless exercise. The lack of feedback to assessors/students remained a problem.

3.6　Directives for Compliance and Improvement

Some serious irregularities were observed by the External Moderators and these require urgent intervention from the assessment body. The DHET should ensure that:

- All campuses/sites receive and use the latest and correct subject ISAT tasks for each examination period;
- Colleges plan well in advance for the acquisition of equipment and facilities; procurement procedures must be followed;
- Only colleges with the requisite infrastructure and facilities should be allowed to offer the NC(V) programmes;
- Colleges provide adequate opportunities for practical training so that by the time the PAT/ISAT is implemented students have gained the necessary knowledge and skills;
- Lecturers receive support and training in the conduct of assessment and scoring of PAT/ISAT before they implement the PAT/ISAT.
- Colleges monitor that tasks and sub-tasks are carried out according to specifications of the PAT/ISAT;
- Planning is staggered so that staff and facilities can be used efficiently;
- Authenticity is preserved throughout the implementation of the ISAT and evidence is filed/stored for ease of reference;
- Internal moderation becomes a collaborative effort by management, assessors and moderators of the college/campus; and
- Colleges understand their roles and responsibilities and the value of moderation as an important component of the quality assurance process.

3.7　Conclusion

It is imperative that sites conduct the ISAT according to the specifications and that scoring/marking is fair and consistent. Colleges should ensure that moderation processes are in place and that internal moderation is meaningful and adds value to the assessment process.

The planning, implementation, scoring/marking and moderation of ISAT is an all-inclusive process and involves the college as a whole. Therefore proper administration, implementation, management, support and guidance are necessary at all times.

Since the review of ISAT/PAT has commenced in 2018, the DHET should also consider the aspect of implementation costs when reviewing the PAT/ISAT in order to avoid increasing the financial burden on colleges. Colleges should be discouraged from offering a programme if they do not have the necessary resources to do justice to the implementation of the NC(V) qualification.

It is also vital that colleges acknowledge that some lecturers require training and that students understand the importance of the ISAT and why it is to their advantage. They should be made aware that their employability depends not only on their qualification, but also on their related skills and competence. Level 4 students are expected to be sufficiently competent to enter the world of work, equipped with the necessary knowledge and skills. This may bring about a more positive attitude towards PAT/ISAT, which is a significant component of the NC(V) qualification.

The lack of facilities, equipment and consumables continues to pose a challenge at some campuses/sites. Colleges should budget for ISAT requirements, bearing in mind that facilities and equipment are not once-off acquisitions for the ISAT. Building on resources and maintaining current resources should form part of colleges' operational and strategic planning.

CHAPTER 4 REVIEW OF INTEGRATED SUMMATIVE ASSESSMENTS TASKS AND PRACTICAL ASSESSMENT TASKS

4.1   Introduction

The integrated summative assessment task (ISAT) is a compulsory practical component of the external summative assessment for the vocational subjects in the National Certificate (Vocational) (NC(V)) qualifications.

Practical Assessment Tasks (PAT) are tasks that form part of the practical component of the curriculum and contribute towards the Internal Continuous Assessment (ICASS) mark.

The Department of Higher Education and Training (DHET) has in recent years developed two common Practical Assessment Tasks (PAT), together with a subject-specific ISAT for the vocational subjects on Level 3 and Level 4.

The 2018 academic year was the second year of implementation of these common PAT and ISAT at Level 4. This year the DHET embarked on the review of some of the Level 3 and Level 4 PAT and ISAT for implementation in 2019. The review was aimed at rectifying and correcting problems encountered in the implementation of the ISAT and PAT in previous years. These difficulties included lack of relevance, inaccurate tools, curriculum change requirements, etc. Twenty-one subjects were identified by the DHET for review in 2018.

Umalusi verified the standard and quality of the reviewed ISAT and PAT through moderation.

The purpose of the verification of the reviewed ISAT was to:
- Report on the appropriateness and standard of the reviewed ISAT and PAT and their assessment tools.

4.2   Scope and Approach

The DHET conducted the training for the review of ISAT and PAT and was in charge of the initial stages that took place at a central venue in Cape Town. Two Umalusi staff members observed this process. Umalusi received the reviewed tasks from the DHET and used an off-site approach in which each task was e-mailed to the respective external moderator for moderation within a specific time frame.

Umalusi moderated the ISAT and PAT for a total of 20 of the 21 subjects reviewed for implementation in 2019. Ten Level 3 and 10 Level 4 subject specific ISAT and PAT were moderated by Umalusi. One of the subjects (Renewable Energy Technologies L3) was not moderated as the external moderator was not available.

Table 4A: Subjects included in the moderation of reviewed L3 and L4 PAT/ISAT

No.	Subject	Level 3	Level 4
1	Business Practice	✓	✓
2	Client Services and Human Relations		✓
3	Electrical Principles and Practice	✓	
4	Food Preparation	✓	✓
5	Governance	✓	✓
6	Hospitality Generics	✓	✓
7	Hospitality Services	✓	✓
8	Office Data Processing	✓	✓
9	Personal Assistance		✓
10	Project Management	✓	
11	Renewable Energy Technologies		✓
12	Science of Tourism	✓	
13	The South African Health Care System	✓	✓

4.3 Summary of Findings

The purpose of the review process was to address challenges experienced during the implementation of the ISAT and PAT only and not to develop completely new tasks. The result was that the ISAT and PAT received from the internal moderators in the main adhered to the NC(V) assessment guidelines and the DHET standards for the ISAT and PAT design.

Amendments were however still required for one or more of the ISAT and PAT in terms of the following:
- Viability and affordability in terms of equipment and resources required;
- Instructions and guidance to lecturers on task implementation;
- Instructions to students;
- Assessment tools to include more detailed information on how to allocate marks to ensure consistent marking across different centres;
- Time allowed for completion of tasks;
- Selection of assessment activities;
- Alignment of tasks to the latest developments and product usage in the field of study; and
- Inclusion of the four dimensions of competency namely task skills, task management skills, contingency management skills and job environment skills.

4.4 Directives for Compliance and Improvement

The DHET must ensure that:
- There is a long term plan in place for continuous improvement of ISAT/PAT;
- Review of ISAT/PAT is done early in the year to allow time for external moderation and procurement of equipment /consumables by colleges;
- Tasks are representative of the latest developments in their fields;
- Tasks have clear instructions to students and lecturers;

- Tasks can be completed within the stipulated timeframes; and
- There is cooperation between the curriculum and assessment directorates to ensure that where curricula have been amended, ISAT/PAT are prepared accordingly.

4.5   Conclusion

The review of ISAT and PAT got off to a slow start in 2018 as a result of various constraints. Nonetheless, the DHET is commended for delivering on the review of 21 subject specific ISAT and PAT.

The 2018 academic year was the first attempt to review the subject specific ISAT and common PAT since their inception and for this reason the findings should be used as baseline for the 2019 process.

CHAPTER 5 SELECTION, APPOINTMENT AND TRAINING OF MARKING PERSONNEL

5.1   Introduction

Umalusi monitors the process of appointing marking staff to ensure that appropriately qualified and experienced people are appointed as this is a prerequisite for fair and consistent marking. The DHET recruitment process started with the distribution of Memorandum TE04 of 2018, dated 8 February 2018, to colleges and campuses. This invited staff members to apply to mark the Engineering Studies N2–N6, Business Studies N4–N6 and NC(V) Level 4 2018 examination scripts. Suitably qualified staff who met the criteria as stipulated in the Public Administration Measures as well as in the memorandum were urged to apply.

The DHET held meetings for the selection of NC(V) markers on 28 September 2018 at the Springs Marking Centre, and on 4 October 2018 at the Asherville marking centre.

5.2   Scope and Approach

Two staff members from Umalusi attended the DHET selection meetings and monitored the evaluation of applications and the marker selection process. The selection committee, which recommends the appointment of markers, comprised marking centre management, officials from the Chief Directorate: National Examinations and Assessment (CD: NEA), officials from neighbouring colleges, and provincial coordinators. Representatives from registered and recognised labour unions observed the process to ensure transparency and fairness.

The selection committee at each marking centre was provided with an opportunity to select and recommend their marking staff in accordance with the stipulated criteria. The staff from the DHET arranged hard copies of the applications in batches according to specific subjects and filed the applications in the relevant NC(V) programmes before the commencement of the selection process. A spreadsheet containing information on the applications accompanied each batch. When a decision on an application was made, it would be noted on the spreadsheet as M (Marker), IM (Internal Moderator), CM (Chief Marker) or NE (Not Eligible). The findings were electronically captured by the DHET.

According to the memorandum circulated, and in line with the Personnel Administrative Measures (PAM), chapter E and paragraph 4.1 to 4.3 of the Employment of Educators Act 76 of 1998, and additional stipulated requirements, applications were invited from suitably qualified individuals meeting the following criteria:
- three-year post-school qualification which must include the subject concerned at second- or third-year level, or other appropriate post matric qualifications;
- The applicant must have taught the subject at the relevant level within the last two years and have a minimum of at least three full years' teaching experience in the subject. Furthermore, in order to be considered for appointment as a marker, applicants should have taught the subject(s) appearing on the examination timetables for 2018 at the respective level;

- All applications must be supported by the applicant's HoD and campus manager and signed accordingly. Any application not signed by both these individuals will not be processed and will result in the affected applicant being eliminated from the process;
- All completed application forms must be verified and signed off by the Principal or Deputy Principal: Academic. Any documentation not signed off will not be processed and will result in the affected applicant being eliminated from the process;
- All applications must be accompanied by certified copies of the applicant's ID, highest qualification, academic record in the specific subject and SACE registration certificate. Non-South Africans must also submit copies of their work permits and passports.
- A schedule of applications (list of all applicants) must be submitted per qualification (NATED or NC(V)) per college.

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

A total of 60 applications from seven subjects at the Asherville marking centre and 156 applications from 18 subjects at the Springs marking centre (see tables below) were sampled by Umalusi. The Umalusi staff members took a sample of candidates from subjects for which the marking team was already selected to confirm the credibility of the selection process.

Table 5A: Subjects included in the sample

No.	Subject and level	Number of applications included
1	Advertising and Promotion L4	12
2	Applied Accounting L4	1
3	Automotive Repair and Maintenance L4	9
4	Business English L4	1
5	Business Practice L4	22
6	Carpentry and Roof Work L4	4
7	Computer Programming L4 P1	6
8	Data Communication and Networking L4	7
9	Early Childhood Development L4	8
10	Electrical Systems and Construction L4	9
11	Electrical Workmanship L4	11
12	Engineering Fabrication – Boiler Making L4	3
13	Engineering Processes L4	11
14	Fitting and Turning L4	12
15	Food Preparation L4	13
16	Hospitality Generics L4	7
17	Hospitality Services L4	6
18	Learning Psychology L4	6
19	Marketing L4	15

No.	Subject and level	Number of applications included
20	Personal Assistance L4	8
21	Process Chemistry L4	2
22	Process Technology L4	2
23	Professional Engineering Practice L4	10
24	Science of Tourism L4	17
25	Tourism Operations L4	14
	Total	**216**

5.3 Summary of Findings

These findings are based on the evaluation of the application forms for: completeness of applications; qualifications of applicants; teaching experience; supporting documents; and assessment of recommendations by panels of the sampled applications. Eight applications were eligible to serve on the marking team but were put on the reserve list as only a limited number of markers was required. The nine applications that were not eligible for appointment as markers, internal moderators or chief markers were excluded from the findings below. In total, 51 candidates were eligible to serve on the marking team and are included in the findings below.

5.3.1 Completeness of Application Forms

Despite a caution in the memorandum that incomplete application forms would be ignored, not all forms had been completed in full. Information with regard to marking experience and documents were frequently missing.

Forty applicants (78%) indicated their years of experience at a marking centre. Ninety percent of the application forms had been signed (approved) by the HoD, campus manager and Principal or Deputy Principal: Academic, despite the fact that not all applicants met the set criteria. Seventy-one percent of candidates had included all documents required.

5.3.2 Qualifications of Applicants

According to the criteria, t*he applicant must have a three-year post school qualification, which must include the subject concerned at second- or third-year level, or other appropriate post matric qualifications.*

Two of the recommended applications (4%) were qualified artisans. The qualifications of the remaining applicants ranged from a technical certificate, a National Diploma, a Bachelors degree to a post-graduate diploma.

5.3.3 Teaching Experience

The criteria are clear that *the applicant must have taught the subject at the relevant level **within the last two years** and the applicant must have a minimum of at least **three full years' teaching experience in the subject***.

Of all the recommended applications sampled, only one applicant (2%) did not have the minimum of at least three full years' teaching experience in the subject. Fifty candidates (98%) had taught the subject at the relevant level within the last two years.

5.3.4   Supporting Documents

The criteria also state that *all applications must be accompanied by certified copies of the applicant's ID, highest qualification, academic record in the subject applied for and SACE registration certificate. Non-South Africans must also submit copies of their work permits and passports.* Below are the findings in relation to supporting documents:

- **SACE attachments**
  Twenty-nine (29%) were approved without attached SACE certificates. Of the 51 applicants referred to in 5.3, four (8%) were recommended as chief markers, seven (14%) as internal moderators, nine (18%) were added to the reserve list, and the remainder were recommended as markers.

5.3.5   Experience as an Examiner

Three candidates (6%) had served as examiners of question papers. One was appointed as chief marker, one as internal moderator and one as a marker.

5.4   Areas of Compliance

The monitoring of the DHET process revealed that:
- There was a system in place with detailed processes for the recruitment and appointment of marking staff; and
- Eight of the applicants (16%) had adhered to the requirement to furnish their previous classroom teaching performance as part of the application.

5.5   Areas of Non-compliance

The following shortcomings were observed in the process and other matters. These require urgent intervention:
- College managers had approved applications that did not meet the criteria;
- Inconsistent implementation of criteria and double standards when appointing marking personnel;
- Many applications had been approved without an attached copy of the SACE registration document.

5.6   Directives for Compliance and Improvement

The DHET must address the following:
- The recruitment of markers should be treated as seriously as any other recruitment process. Incomplete forms must not be accepted by the Colleges or the DHET.

5.7   Conclusion

The marking of scripts is the last process in the assessment of candidates' performance. It is crucial that the recommended chief markers, internal moderators and markers are qualified, experienced and capable of performing in their position. The selection panels must adhere strictly to the requirements of the appointment of marking officials. Markers who do not meet the requirements must be prevented from applying and prevented from doing so during the initial phase of applications at college level.

It is important that Umalusi continues with the monitoring process in order to confirm that in future, the appointment of marking personnel adheres to the criteria, and in order to monitor the performance of marking personnel to ensure effective marking and credible results.

CHAPTER 6 STANDARDISATION OF NATIONAL CERTIFICATE (VOCATIONAL) MARKING GUIDELINES

6.1 Introduction

Before the marking process can commence, all marking guidelines must be standardised to promote fair and consistent marking. Marking guideline discussion meetings were held to improve the quality of the marking guidelines. During the marking guideline discussion meetings, markers reached consensus on and a common understanding of how to mark and allocate marks.

Shortly after each paper was written, standardising committees conducted marking guideline discussion meetings to standardise the marking guidelines for NC(V) Level 2 and Level 3. Most of these meetings were held in the Western Cape, with a few in other provinces. The standardised marking guidelines were then added to the DHET Dropbox so that colleges could access them. Scripts were marked on site at colleges/campuses. Colleges held marking guideline discussion meetings for each question paper with all the marking staff of the college. All updated and amended marking guidelines were submitted to the Department of Higher Education and Training (DHET). Umalusi attended a small selection of Level 2 and 3 marking guideline discussion meetings, as listed in Table 5A.

Marking guideline discussion meetings for NC(V) Level 4 subjects were conducted nationally at centralised and decentralised venues. Level 4 marking guideline discussion meetings were attended by the chief markers, internal moderators and markers. No joint marking guideline meetings were held for subjects or question papers that were to be marked at more than one marking centre. Chief markers and internal moderators liaised telephonically with other centres marking these subjects to reconcile amendments/standardisation of the marking guidelines. Umalusi attended meetings for selected question papers as listed in Table 5B.

The purpose of this quality assurance process was to:
- Report on the reliability and viability of the systems, processes and procedures as planned and implemented at the marking guideline meetings; and
- Report on improvements made since the 2017 examination process.

6.2 Scope and Approach

Four Umalusi external moderators attended the marking guideline discussion meetings for a sample of four question papers from Level 2 and Level 3. In the case of NC(V) Level 4 question papers, 47 Umalusi moderators attended marking guideline meetings for 54 examination papers. Marking guideline meetings for NC(V) Level 2, Level 3 and Level 4 were held at the Bloemfontein, Midlands, Pretoria-West, Seshego, Springs and Struandale marking centres and at Muizenberg Campus, Parow Campus, Pinelands Campus and Thornton Campus.

6.2.1   NC(V) Levels 2 and 3

Umalusi officials attended a marking guideline discussion meeting at Muizenberg Campus, Parow Campus, Pinelands Campus and Thornton Campus in Cape Town in the Western Cape. These meetings were provincial in the Western Cape, with representatives present from most colleges. The meetings were all held in October and November 2018. Table 6A lists the centres where meetings were attended by Umalusi, the relevant question papers and the dates.

Table 6A: NC(V) Level 2 and Level 3 marking guideline meetings attended by Umalusi

No.	Subject	Centre	Dates
1	Life Orientation L2 Paper 2	Parow	30/10/2018
2	Life Orientation L3 Paper 1	Thornton	30 /11/ 2018
3	Mathematical Literacy L3 Paper 1	Muizenberg	2/11/2018
4	Mathematics L2 Paper 1	Pinelands	5/11/2018

6.2.2   NC(V) Level 4

Umalusi sent one moderator to Bloemfontein (Free State), one to Pretoria West (Gauteng) and one to Struandale (Eastern Cape), two moderators to Seshego (Limpopo) marking centre, 17 moderators to the Midlands (KwaZulu-Natal) marking centre and 25 moderators to Springs (Gauteng) marking centre. The majority of the marking guideline discussion meetings were held on 1 December 2018. Marking guideline discussion meetings for fundamental subjects were held in November: English First Additional Language (FAL) L4 and Office Data Processes L4 on 17 November 2018, Afrikaans First Additional Language (FAL) L4 on 24 November 2018, Life Orientation L4 Paper 2, Mathematical Literacy L4 Paper 1 and 2 and Mathematics L4 Paper 1 and 2 on 10 November 2018, and Electrotechnology L4 on 2 December 2018.

Table 6B lists the question papers concerned and the marking centres at which meetings were attended by Umalusi.

Table 6B: NC(V) Level 4 question papers included in the sample of marking guideline discussion meetings attended by Umalusi

No.	Subject	Marking centre
1	Advanced Plant Production L4	Midlands
2	Afrikaans FAL L4 Paper 1	Bloemfontein
3	Applied Accounting L4 Paper 1	Midlands
4	Art and Science of Teaching L4	Midlands
5	Automotive Repair and Maintenance L4	Springs
6	Business Practice L4	Springs
7	Civil and Structural Steel Work Detailing L4 Paper 1, 2	Springs
8	Client Services and Human Relations L4	Springs
9	Concrete Structures L4	Pretoria West
10	Construction Planning L4	Midlands
11	Consumer Behaviour L4	Springs
12	Data Communication and Networking L4	Springs

No.	Subject	Marking centre
13	Early Childhood Development L4	Midlands
14	Economic Environment L4	Springs
15	Electrical Principles and Practice L4	Midlands
16	Electrical Workmanship L4	Springs
17	Electronic Control and Digital Electronics L4	Springs
18	Electrotechnology L4	Struandale
19	Engineering Fabrication-Boiler Making L4	Springs
20	Engineering Processes L4	Springs
21	English FAL L4 Paper 1, 2	Springs
22	Financial Management L4	Springs
23	Food Preparation L4	Springs
24	Freight Logistics L4	Midlands
25	Governance L4	Midlands
26	Hospitality Services L4	Springs
27	Human and Social Development L4	Midlands
28	Law Procedures and Evidence L4	Midlands
29	Life Orientation L4 Paper 1, 2	Springs
30	Marketing L4	Springs
31	Mathematical Literacy L4 Paper 1, 2	Midlands
32	Mathematics L4 Paper 1, 2	Midlands
33	Mechanical Draughting and Technology L4 Paper 1, 2	Springs
34	Office Data Processing L4	Springs
35	Office Practice L4	Springs
36	Operations Management L4	Springs
37	Physical Science L4 Paper 1, 2	Midlands
38	Professional Engineering Practice L4	Midlands
39	Roads L4	Seshego
40	Science of Tourism L4	Midlands
41	Stored Programme Systems L4	Struandale
42	Sustainable Tourism in SA and International Travel L4	Springs
43	System Analysis and Design L4	Springs
44	The Human Body and Mind L4	Springs
45	The South African Health Care System L4	Springs
46	Tourism Operations L4	Seshego
47	Transport Operations L4	Midlands

6.3 Summary of Findings

6.3.1 Summary of Findings for NC(V) L2 and L3

Four external moderators each attended a marking guideline discussion meeting for either Level 2 or Level 3. The findings that follow provide information on the process of standardisation of the marking guidelines.

a) Attendance

The standardisation committee for the marking guidelines for each question paper was well represented by lecturers from various colleges of the Western Cape. The attendance at the meetings was good.

b) Notification

All participants in the marking guideline discussion meetings were informed a month or more in advance about the meeting.

c) Duration of meeting

The meetings were four to five hours long, except in the case of Life Orientation L3 Paper 1 where the meeting was completed in two hours and forty-five minutes.

d) Preparedness of the attendees

The coordinator and committee members of all but one question paper received the original marking guidelines and amendment report template in MS Word format immediately after the paper was written.

- The marking guidelines for Mathematics L2 Paper 1 were distributed at the marking guideline discussion meeting. Only the coordinator received the documents immediately after the paper was written.

Committee members whose campuses were a long distance from the meeting venue and who were thus unable to attend were expected to sample mark at least one script from their marking centre and to e-mail their input on the standardisation of marking guidelines. No contributions were received for Mathematical Literacy L3 Paper 1 or Mathematics L2 Paper 1 from South Cape College.

e) Status of marking guideline and amendments

The marking guidelines were mostly of the required standard; however, a correction was made to the answer to the following question:

- Mathematics L2 Paper 1 included an incorrect answer in question 2.2.3, where the variable y was not equal to -2 and not zero.

Further additions to marking guidelines were implemented. The purpose was to clarify and provide alternative answers or methods, as well as to include more possible answers. These amendments would promote consistency in marking and accommodate a wide range of correct responses where possible.

f) Amendment Reports

Amendment reports for all the question papers were submitted to the DHET.

g) Sample marking

Sample marking of at least five different scripts was recommended to promote informed participation in the marking guideline discussion meeting. The marking team for two question papers conducted sample marking of five scripts. The committee members at Life Orientation L3 Paper 1 and Mathematical Literacy L3 Paper 1 marked only two and one sample script respectively owing to time constraints.

h) Usefulness of the marking guideline discussion meeting

it was agreed by markers of all the instructional offerings that the amended marking guidelines would support consistent marking at college and campus level.

The following should be taken into consideration:
- In Mathematics L2 Paper 1 the committee members were well prepared and made valuable contributions; and
- In Life Orientation L2 Paper 2 the committee members indicated that the amended marking guidelines would provide further clarification for markers. However, the external moderator mentioned three amendments that were not supported by committee members. These amendments involved the marking of manipulation.

6.3.2   Summary of Findings from NC(V) L4

Umalusi attended marking guideline discussion meetings for 47 subjects (54 question papers) at six marking centres during the November 2018 examination. The findings from the NC(V) Level 4 marking guideline discussion meetings are summarised in Table 5C. These findings include good practices and challenges.

Table 6C: NC(V) L4 Summary of findings

Criteria	Findings	Subjects
Attendance/ absenteeism of participants	Eighty-seven percent of chief markers attended the marking guideline discussion meetings. This was a decrease compared to 94% in 2017.	Advanced Plant Production L4 Afrikaans FAL L4 Paper 1 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Services and Human Relations L4 Concrete Structures L4 Construction Planning L4 Consumer Behaviour L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Fabrication-Boiler Making L4 Engineering Process L4 English FAL L4 Paper 1, 2 Financial Management L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4

Criteria	Findings	Subjects
Attendance/ absenteeism of participants		Transport Operations L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 2 Marketing L4 Mathematical Literacy L4 Paper 1, 2 Office Data Processing L4 Office Practice L4 Operations Management L4 Physical Science L4 Paper 1, 2 Professional Engineering Practice L4 Roads L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 System Analysis and Design L4 The Human Body and Mind L4 The South African Health Care System L4 Tourism Operations L4
	The chief markers of seven (11%) question papers were not present at the marking guideline discussion meetings.	Civil and Structural Steelwork Detailing L4 Paper 1, 2 Life Orientation L4 Paper 1 Mathematics L4 Paper 1, 2 Mechanical Draughting and Technology L4 Paper 1, 2
	Sixty-three percent of markers appointed were present at the marking guideline discussion meetings.	Advanced Plant Production L4 Applied Accounting L4 Paper 1 Automotive Repair and Maintenance L4 Business Practice L4 Civil and Structural Steelwork Detailing L4 Paper 1, 2 Client Services and Human Relations L4 Construction Planning L4 Consumer Behaviour L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Process L4 English FAL L4 Paper 1, 2 Financial Management L4 Life Orientation L4 Paper 2 Marketing L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1, 2 Office Data Processing L4 Operations Management L4 Professional Engineering Practice L4 Roads L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 System Analysis and Design L4 The Human Body and Mind L4 The South African Health Care System L4

Criteria	Findings	Subjects
Attendance/ absenteeism of participants	Thirty-seven percent of markers appointed were not present at the start of the marking guideline discussion meetings.	Afrikaans FAL L4 Paper 1 Art and Science of Teaching L4 Concrete Structures L4 Electrotechnology L4 Engineering Fabrication-Boiler Making L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 1 Mathematical Literacy L4 Paper 1 Mechanical Draughting and Technology L4 Paper 1, 2 Office Practice L4 Physical Science L4 Paper 1, 2 Tourism Operations L4 Transport Operations L4
	Eighty-one percent of internal moderators were present at the marking guideline discussion meetings. This is a decrease compared to 100% in the November 2017 examination session.	Advanced Plant Production L4 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Services and Human Relations L4 Construction Planning L4 Consumer Behaviour L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Fabrication-Boiler Making L4 Engineering Process L4 English FAL L4 Paper 1, 2 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Life Orientation L4 Paper 1, 2 Marketing L4 Mathematical Literacy L4 Paper 2 Mathematics L4 Paper 1, 2 Mechanical Draughting and Technology L4 Paper 1, 2 Operations Management L4 Physical Science L4 Paper 1, 2 Professional Engineering Practice L4 Roads L4 Science of Tourism L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 System Analysis and Design L4 The Human Body and Mind L4 The South African Health Care System L4 Tourism Operations L4 Transport Operations L4

Criteria	Findings	Subjects
Attendance/ absenteeism of participants	The internal moderators of 18% of the question papers were absent from the meeting.	Afrikaans FAL L4 Paper 1 Civil and Structural Steelwork Detailing L4 Paper 1, 2 Concrete Structures L4 Financial Management L4 Human and Social Development L4 Law Procedures and Evidence L4 Mathematical Literacy L4 Paper 1 Office Data Processing L4 Office Practice L4
	The participants in the marking of 63% of the question papers were on time for the marking guideline discussion meetings. This is a significant decrease compared to 74% in 2017.	Advanced Plant Production L4 Afrikaans FAL L4 Paper 1 Applied Accounting L4 Paper 1 Client Services and Human Relations L4 Concrete Structures L4 Construction Planning L4 Consumer Behaviour L4 Early Childhood Development L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Fabrication-Boiler Making L4 English FAL L4 Paper 2 Financial Management L4 Freight Logistics L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Marketing L4 Mathematics L4 Paper 1, 2 Office Data Processing L4 Office Practice L4 Operations Management L4 Physical Science L4 Paper 1, 2 Professional Engineering Practice L4 Roads L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 The Human Body and Mind L4 The South African Health Care System L4 Tourism Operations L4 Transport Operations L4
	The participants in the marking of 37% of the question papers arrived late for the marking guideline discussion meetings.	Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Civil and Structural Steelwork Detailing L4 Paper 1, 2 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Engineering Process L4 English FAL L4 Paper 1 Food Preparation L4 Governance L4 Life Orientation L4 Paper 1, 2 Mathematical Literacy L4 Paper 1, 2 Mechanical Draughting and Technology L4 Paper 1, 2 Science of Tourism L4 System Analysis and Design L4

Criteria	Findings	Subjects
Ratio of scripts per marker	The ratio of scripts per marker was within the stipulated limit of 300 or below in 95% of the question papers. This is an improvement compared to 12% in 2017.	
	In three question papers, the ratio was an average of 500 scripts per marker. Reasons for exceeding the maximum of 300 were not indicated.	Engineering Fabrication-Boiler Making L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 1
Contingency plans to address absenteeism among marking personnel	In 55% of the question papers, the contingency plan was to appoint substitute markers from a reserve list provided to marking centre managers by the DHET. In 6% of the question papers, the scripts were shared amongst the markers present but did not exceed the stipulated number of scripts per marker. Business Practice L4 experienced a significant shortage of markers as a result of internal marking of L2 and L3 papers at colleges. Business Practice L2, L3 and L4 were written nationally the day before the marking guideline discussion meetings. Colleges would not release staff for marking before they had fulfilled their duties at campus level.	Business Practice L4
Appointment of marking staff	The chief markers, internal moderators and markers were appointed in good time and received their appointment letters in advance in the majority of the question papers (91%). This is an improvement on the timely appointment rate of 88% in 2017.	
	Marking personnel in 9% of the question papers did not receive their appointment letters in time.	Automotive Repair and Maintenance L4 Concrete Structures L4 Mechanical Draughting and Technology L4 Paper 1, 2 The Human Body and Mind L4
Recruitment process	The marking personnel were recruited via DHET circulars sent to campus managers, who communicated the content to all academic staff. Markers were informed of their appointments by email and SMS, and some received appointment letters sent to their colleges.	

Criteria	Findings	Subjects
Umalusi's changes to question paper and marking guideline during moderation process	The changes recommended by the Umalusi moderator were implemented in all the question papers.	
Participants' preparedness for the marking guideline discussions	Participants from 87% of the question papers came prepared to the marking centre and submitted a copy of their own marking guidelines.	
	Thirteen percent of the participants did not come prepared and did not submit a copy of their own marking guidelines to the marking centre.	Applied Accounting L4 Paper 1 Civil and Structural Steelwork Detailing L4 Paper 1, 2 Freight Logistics L4 Mechanical Draughting and Technology L4 Paper 1, 2 Transport Operations L4
Sample marking	In 44% of the question papers, the chief marker/internal moderator marked a sample of scripts before the marking guideline discussion meetings took place.	
	In 56% of the question papers, the chief marker/internal moderator did not mark a sample of scripts before the marking guideline discussion meetings. This was an increase of 5% compared to 51% in 2017.	Afrikaans FAL L4 Paper 1 Art and Science of Teaching L4 Business Practice L4 Civil and Structural Steelwork Detailing L4 Paper 1, 2 Client Services and Human Relations L4 Concrete Structures L4 Data Communication and Networking L4 Early Childhood Development L4 Economic Environment L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Process L4 Financial Management L4 Hospitality Services L4 Life Orientation L4 Paper 1, 2 Mathematical Literacy L4 Paper 1, 2 Mathematics L4 Paper 1, 2 Mechanical Draughting and Technology L4 Paper 1, 2 Office Practice L4 Physical Science L4 Paper 1, 2 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 System Analysis and Design L4 The South African Health Care System L4
Adjustments to marking guidelines before the marking guideline discussion	The chief marker/ internal moderator of 72% of the question papers made no adjustments to the marking guidelines before the meeting took place.	

Criteria	Findings	Subjects
Adjustments to marking guidelines before the marking guideline discussion	The chief marker/moderator in 28% of the question papers made adjustments to the marking guidelines before the discussion meeting took place. These adjustments were mainly the inclusion of alternative correct answers. This percentage was similar to 30% in 2017.	Advanced Plant Production L4 Art and Science of Teaching L4 Consumer Behaviour L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Food Preparation L4 Governance L4 Hospitality Services L4 Law Procedures and Evidence L4 Operations Management L4 Professional Engineering Practice L4 Sustainable Tourism in SA and International Travel L4 System Analysis and Design L4 Tourism Operations L4
Adjustments to marking guidelines during the marking guideline discussion meetings	Adjustments to the marking guidelines were made in 89% of the discussion meetings. In the majority of cases, this was to include alternative correct answers to assist markers in marking consistently and fairly, and to accommodate a range of correct responses.	
	No adjustments were made to the marking guidelines for 11% of question papers during the marking guideline discussion meetings.	Business Practice L4 Concrete Structures L4 Electrical Principles and Practice L4 Governance L4 Marketing L4 The South African Health Care System L4
Sharing of marking guideline changes between marking centres	In 59% of the question papers, all scripts were to be marked at one venue only.	
	The marking personnel for 30% of the question papers indicated that they would email the adjusted marking guidelines to the other marking centres where the papers were being marked.	Business Practice L4 Client Services and Human Relations L4 Electronic Control and Digital Electronics L4 Food Preparation L4 Governance L4 Hospitality Services L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 2 Mathematical Literacy L4 Paper 1, 2 Mathematics L4 Paper 1, 2 Office Data Processing L4 Office Practice L4 Professional Engineering Practice L4 Tourism Operations L4
	The adjustments to 9% of the marking guidelines were communicated via telephone because of electricity load shedding on the day of the discussion meetings. The moderators undertook to send the electronic versions once the electricity supply had been restored.	Electrical Workmanship L4 Engineering Process L4 English FAL L4 Paper 1, 2 Sustainable Tourism in SA and International Travel L4

Criteria	Findings	Subjects
Sharing of marking guideline changes between marking centres	In one case (2%,) the chief marker was obliged to telephone one marking centre to finalise the marking guidelines, and then share the adjusted guidelines with all the other marking centres involved via the DHET's Dropbox.	Life Orientation L4 Paper 1
Justification for changes to the marking guidelines	In 94% of the question papers the adjustments to the marking guidelines were justified.	
	In the case of three question papers, the marking guideline adjustments were not justified. For instance, the additional answers were incorrect in one question paper. In another, the adjustments were based mainly on a specific textbook.	Food Preparation L4 Transport Operations L4 Life Orientation L4 Paper 1
Effects of changes to the marking guidelines on cognitive level of answers/ responses	The adjustments made to the marking guidelines did not affect cognitive levels.	All instructional offerings
Role of the Umalusi moderator in marking guideline discussion meetings	The moderators guided, observed, assisted, assisted in final decision-making, ensured that the required standard was maintained, provided subject content information where this was lacking, supported, answered questions, reiterated the importance of sample marking, assisted novice markers, explained processes to the chief markers and internal moderators, and contributed to the success of the marking guideline discussion meetings.	All instructional offerings
Sample marking of examination scripts: each marker received scripts to mark.	In 98% of the question papers, each marker received a sample of scripts to mark. This compares to the 97% in 2017.	All instructional offerings
	The scripts for one subject did not arrive with the result that no sample marking could be done.	Business Practice L4
	In 83% of the question papers where sample scripts were marked, the marking panel received the same script to mark in order to determine consistency in marking. This is a drop compared to 97% in 2017.	

Criteria	Findings	Subjects
Sample marking: each marker marked a copy of the same script to determine consistency in marking.	Markers did not mark a copy of the same script in 17% of the question papers.	Civil and Structural Steelwork Detailing L4 Paper 1, 2 Engineering Fabrication-Boiler Making L4 Engineering Process L4 Mechanical Draughting and Technology L4 Paper 1, 2 Office Data Processing L4 The South African Health Care System L4 Transport Operations L4
Sample marking: each marker received a sample of scripts to mark from a range of centres.	Markers for 82% of the question papers received a sample of scripts from a range of centres to mark. This is an improvement compared to 70% in 2017.	
Sample marking: training and guidance provided to markers	Umalusi, the chief marker and internal moderator provided guidance where needed.	
Sample marking: adherence to marking guidelines	Markers for 96% of the question papers adhered to the marking guidelines during sample marking. This is an improvement compared to 84% in 2017.	
	In two question papers the Umalusi moderator was not present during sample marking.	Business Practice L4 Electronic Control and Digital Electronics L4
Sample marking: performance of markers during sample marking	In one question paper, the marking was rated as poor during the sample marking process.	Marketing L4
	Marking of 15% of the question papers was rated as average.	Automotive Repair and Maintenance L4 Construction Planning L4 Early Childhood Development L4 Economic Environment L4 Life Orientation L4 Paper 1 Mechanical Draughting and Technology L4 Paper 1, 2 Science of Tourism L4
	Marking of 50% of the question papers was rated as good.	Advanced Plant Production L4 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Civil and Structural Steelwork Detailing L4 Paper 1, 2 Client Services and Human Relations L4 Consumer Behaviour L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication-Boiler Making L4 Engineering Process L4 Financial Management L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 2 Mathematical Literacy L4 Paper 1

Criteria	Findings	Subjects
Sample marking: performance of markers during sample marking		Mathematics L4 Paper 1, 2 Office Data Processing L4 Office Practice L4 Operations Management L4 Professional Engineering Practice L4 Roads L4 Sustainable Tourism in SA and International Travel L4 The South African Health Care System L4 Transport Operations L4
	Marking of 33% of the question papers was rated as excellent.	Afrikaans FAL L4 Paper 1 Concrete Structures L4 Electrotechnology L4 Food Preparation L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Physical Science L4 Paper 1, 2 Stored Programme Systems L4 System Analysis and Design L4 The Human Body and Mind L4 Tourism Operations L4
Sample marking: performance of internal moderators during sample marking	Internal moderation was not done in 37% of question papers. This is an increase from 24% in 2017.	Business Practice L4 Concrete Structures L4 Consumer Behaviour L4 Economic Environment L4 English FAL L4 Paper 1, 2 Hospitality Services L4 Life Orientation L4 Paper 1, 2 Mathematics L4 Paper 1,2 Mechanical Draughting and Technology L4 Paper 1, 2 Office Practice L4 Operations Management L4 Roads L4 Sustainable Tourism in SA and International Travel L4 System Analysis and Design L4 The South African Health Care System L4 Tourism Operations L4
	Internal moderation was rated poor in 2% of the question papers.	Marketing L4
	In 7% of the question papers, internal moderation was rated as average.	Advanced Plant Production L4 Automotive Repair and Maintenance L4 Client Services and Human Relations L4 Engineering Process L4
	In 32% of the question papers, internal moderation was rated as good. This is a significant drop from 77% in 2017.	Afrikaans FAL L4 Paper 1 Applied Accounting L4 Paper 1 Art and Science of Teaching L4 Civil and Structural Steelwork Detailing L4 Paper 1, 2 Construction Planning L4 Data Communication and Networking L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication-Boiler Making L4 Financial Management L4 Law Procedures and Evidence L4 Office Data Processing L4 Science of Tourism L4 Transport Operations L4

Criteria	Findings	Subjects
Sample marking: performance of internal moderators during sample marking	Internal moderation of 22% of the question papers was rated as excellent. This is an increase compared to 8% in 2017.	Electrotechnology L4 Food Preparation L4 Freight Logistics L4 Governance L4 Human and Social Development L4 Mathematical Literacy L4 Paper 1, 2 Physical Science L4 Paper 1, 2 Professional Engineering Practice L4 Stored Programme Systems L4 The Human Body and Mind L4
Measures to address inconsistencies in marking and calculation errors during sample marking	Chief markers and internal moderators moderated and checked constantly for consistencies. Examination assistants checked all calculations.	All question papers
Adjustments to the marking guidelines after sample marking	Adjustments were made to marking guidelines after the sample marking process in 26% of the question papers. This was a decrease compared to 44% in 2017.	Art and Science of Teaching L4 Construction Planning L4 Consumer Behaviour L4 Data Communication and Networking L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Food Preparation L4 Marketing L4 Physical Science L4 Paper 1, 2 Science of Tourism L4 System Analysis and Design L4 The Human Body and Mind L4
	Adjustments were not made to marking guidelines after the sample marking process in 74% of the question papers. This is considerably higher than the figure of 56% in 2017.	Advanced Plant Production L4 Afrikaans FAL L4 Paper 1 Applied Accounting L4 Paper 1 Automotive Repair and Maintenance L4 Business Practice L4 Civil and Structural Steelwork Detailing L4 Paper 1, 2 Client Services and Human Relations L4 Concrete Structures L4 Economic Environment L4 Electrical Workmanship L4 Electrotechnology L4 Engineering Fabrication-Boiler Making L4 Engineering Process L4 English FAL L4 Paper 1, 2 Financial Management L4 Freight Logistics L4 Governance L4 Hospitality Services L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 Paper 1, 2 Mathematical Literacy L4 Paper 1, 2 Mathematics L4 Paper 1, 2 Mechanical Draughting and Technology L4 Paper 1, 2 Office Data Processing L4 Office Practice L4 Operations Management L4

Criteria	Findings	Subjects
Adjustments to the marking guidelines after sample marking		Professional Engineering Practice L4 Roads L4 Stored Programme Systems L4 Sustainable Tourism in SA and International Travel L4 The South African Health Care System L4 Tourism Operations L4 Transport Operations L4
Signing off the marking guidelines	Umalusi signed off the adjusted marking guidelines for 89% of the question papers. This is an improvement of 1% compared to 2017.	
	Umalusi did not sign off the adjusted marking guidelines for 11% of the question papers owing to a delay in the finalisation of marking guidelines at various marking centres.	Data Communication and Networking L4 Economic Environment L4 English FAL L4 Paper 1, 2 Human and Social Development L4 Life Orientation L4 Paper 1
Translated marking guidelines	Translated marking guidelines were received for two question papers.	Consumer Behaviour L4 Life Orientation L4 Paper 2
	Translated guidelines were not received for 96% of the question papers.	
Conduct of marking staff	Complaints about marking personnel for three question papers were received, compared to none in 2017.	Mechanical Draughting and Technology L4 Paper 1, 2 Tourism Operations L4
Fairness of the question paper	There were no complaints about 84% of the question papers. This was a significant improvement compared to 68% in 2017.	
	Complaints were received about 16% of the question papers. These complaints concerned phrasing of questions, and ambiguous questions.	Advanced Plant Production L4 Art and Science of Teaching L4 Construction Planning L4 Data Communication and Networking L4 Engineering Process L4 Human and Social Development L4 Mechanical Draughting and Technology L4 Tourism Operations L4
Minutes of marking guideline discussions	Minutes of the marking guideline discussion meetings for 98% of the question papers were submitted to the marking centre managers.	
	The minutes of the marking guideline discussion meeting for one question paper were not submitted to the marking centre manager.	Roads L4

Criteria	Findings	Subjects
Submission of adjusted marking guidelines	Adjusted marking guidelines for all the question papers were submitted to the marking centre manager. This was an improvement compared to 82% in 2017.	All verified instructional offerings
Comments and recommendations from Umalusi moderators	The DHET approved a textbook that contained errors that may have confused students.	Automotive Repair and Maintenance L4
	Where instructional offerings are marked at different venues, the marking guideline discussion meetings should be held at one venue in order to standardise the guidelines.	All question papers marked at more than one marking centre
	The DHET appointed an internal moderator who had no previous experience in national marking either as a marker or as a chief marker.	System Analysis and Design L4

6.4   Areas of Compliance

NC(V) Level 2 and Level 3
In the four marking guideline discussion meetings in which Umalusi participated, compliance was evident:
- The committee members were informed well in advance of the meeting in the majority of the question papers, as in 2017;
- The required amendment report was completed for all question papers;
- All the committee members prepared for the meetings in advance; and
- The amended marking guidelines would support consistent marking at college and campus level.

NC(V) Level 4
The findings indicate compliance in fundamental aspects.
- The marking staff for all the question papers were appointed in good time, between September and November 2018. The DHET was well prepared for the November 2018 marking period as 91% of appointment letters were received before the marking guideline discussion meetings commenced;
- The changes suggested during the external moderation of the question papers and marking guidelines by Umalusi moderators were implemented in all cases;
- The marking personnel for 87% of the question papers arrived prepared at the marking guideline discussion meetings, each having prepared his/her own marking guideline and submitted a copy to the marking centre, compared to 74% in 2017;
- The changes made to the marking guidelines for 89% of the question papers were justified;
- The changes had no effect in any question papers on the cognitive level of the answers or responses required;
- The markers of 98% of the question papers received scripts to mark after the marking guideline discussion meetings (the scripts for one subject did not arrive, hence no sample marking could be done);

- The markers of 83% of the question papers marked a copy of the same script to measure inconsistency in each of the markers' marking;
- The markers of 96% of the question papers adhered to the marking guidelines during the sample marking process;
- The Umalusi moderator signed off the marking guidelines for 89% of the question papers;
- Questions in 84% of question papers were regarded as fair, clear, set according to the SAG, and appropriate to the level of the candidates;
- The minutes of the marking guideline discussion meetings for 98% of the question papers had already been submitted to the marking centre manager by the time of the monitoring visit; and
- A copy of the adjusted marking guidelines for all the instructional offerings was submitted to the marking centre manager.

6.5   Areas of Non-compliance

During the marking guideline discussions, a few instances of non-compliance with various criteria were observed:

NC (V) Level 2
- Sample marking of at least five different scripts occurred in only 50% of the marking guideline discussions.

NC (V) Level 4
- Some of the appointed markers for 37% of the question papers were not present at the marking guideline discussion meetings;
- The participants of 37% of the meetings did not arrive on time for the start of the marking guideline discussion meetings;
- The chief marker or internal moderator of 56% of the question papers did not mark a sample of scripts before the marking guideline discussion meetings;
- The scripts for one subject did not arrive, with the result that no sample marking could be done;
- Internal moderation was not done during sample marking in 37% of the question papers. This was an increase of 13% compared to 2017; and
- Complaints about the fairness of the question paper were received for 16% of the question papers.

6.6   Directives for Compliance and Improvement

The DHET should improve the standard of the marking guideline discussion meetings to enhance the quality of the process at all the marking centres across the country by implementing the following:

NC(V) Level 2
- Sample marking should be done at all standardisation meetings for Level 2 and Level 3 question papers.

NC(V) Level 4
- All marking personnel must attend the marking guideline discussion meetings;
- Chief markers and internal moderators must mark a sample of scripts before the marking guideline discussion meetings commence;

- Where specific question papers are marked at more than one marking centre, a centralised marking guideline discussion meeting should be held to standardise the marking guidelines; and
- The timetable for the examination should be planned in such a way that Level 4 markers are able to attend the marking from the day that the marking guideline discussions take place.

6.7   Conclusion

The DHET is to be commended on its improvements in the preparations for and the conduct of the marking guideline discussion meetings. It is encouraging to note the progress and the efforts made to comply with the requirement to ensure effective marking. The marking personnel were appointed in good time, however, some markers failed to arrive at the beginning of the marking session. This was mainly because internal marking had to be completed at their respective sites. Attendance at the marking guideline discussion meetings was thus affected. Sample marking by the chief markers and internal moderators before the marking guideline discussions proved to be of the utmost importance as it ensured that they were able to provide valuable information and assistance to markers during the marking guideline discussion meetings the following day.

CHAPTER 7 VERIFICATION OF NATIONAL CERTIFICATE (VOCATIONAL) MARKING

7.1 Introduction

Accurate and fair marking is crucial to ensuring that examination results are credible and fair. Umalusi verifies marking through the use of external moderators to ensure that it is conducted according to agreed and established practices and standards, and that it is consistent, fair and accurate.

The marking of the NC(V) Level 2 and Level 3 examination scripts was conducted internally at various colleges/campuses/learning sites. Lecturers responsible for teaching the subject marked the scripts. .

Marking of the NC(V) Level 4 examination scripts was conducted at 10 central marking centres. These centres were the Bloemfontein Campus of Motheo TVET College, the East London Campus of Buffalo City TVET College, the Midlands Campus of Umgungundlovu TVET College, the Nelspruit Campus of Ehlanzeni TVET College, the Potchefstroom Campus of Vuselela TVET College, the Seshego Campus of Capricorn TVET College, the Springs Campus of Ekurhuleni East TVET College, the Struandale Campus of Port Elizabeth TVET College and the Tygerberg Campus of Northlink TVET College. Level 4 question papers with high enrolments, such as the Fundamental subjects, were marked at more than one marking centre.

The Department of Higher Education and Training (DHET) examinations directorate appointed a chief marker, an internal moderator and markers for each Level 4 question paper. The number of marking personnel was determined by the number of scripts expected. The maximum number of scripts to be marked by one marker was set at 300. In the case of subjects with large numbers, for example Life Orientation, two chief markers were appointed for each question paper.

Umalusi verified the consistency of marking in a sample of scripts from selected subjects from Levels 2, 3 and 4, from a range of centres from all provinces.

The purpose of the external verification of marking was to report on:
- The reliability and viability of the systems, processes and procedures as planned and implemented at the marking centres;
- The standard and quality of the marking and internal moderation;
- Administration during the marking process;
- Communication between marking centres; and
- Irregularities.

7.2 Scope and Approach

Umalusi moderated a sample of five subjects (six question papers) from NC(V) Level 2, five subjects (six question papers) from NC(V) Level 3 and 51 subjects (58 question papers) from NC(V) Level 4 in the November 2018 examinations. The subjects and papers are listed in Tables 7A, 7B and 7C.

Umalusi used 55 moderators in the verification process.

Umalusi requested sampled sites to submit a number of marked scripts from L2 and L3 subjects to the Springs Marking Centre. This sample comprised mainly fundamental subjects and these are indicated in Tables 7A and 7B.

Twenty-one NC(V) L4 question papers were marked at more than one marking centre. Umalusi deployed moderators to verify the marking as follows:

- The moderators of 27 question papers visited only one marking centre for the verification of marking.
- The moderators of 14 question papers visited the marking guideline discussion meeting and the verification of marking at the same marking centre.
- The moderators of eight question papers visited one marking centre for the marking guideline discussion meetings and a different marking centre for the verification of marking.
- The moderators of four question papers visited three different marking centres, one centre for the marking guideline discussion meeting and two for the verification of marking.
- The moderator of one question paper visited the marking guideline discussion at one centre and verified the marking at the same centre and at one other centre.

The marking of the following L2, L3 and L4 NC(V) subjects was verified, as indicated in Tables 7A, 7B and 7C.

Table 7A: Level 2 question papers included in the Verification of marking

No.	Subject
1	Client Services and Human Relations L2
2	English FAL L2 Paper 1
3	Life Orientation L2 Paper 1
4	Life Orientation L2 Paper 2
5	Mathematical Literacy L2 Paper 1
6	Mathematics L2 Paper 2

Table 7B: Level 3 question papers included in the Verification of marking

No.	Subject
1	Afrikaans FAL L3 Paper 1
2	Afrikaans FAL L3 Paper 2
3	English FAL L3 Paper 1
4	Life Orientation L3 Paper 1
5	Life Orientation L3 Paper 2
6	Mathematical Literacy L3 Paper 1
7	Mathematics L3 Paper 1

Table 7C: Level 4 question papers included in the Verification of marking

No.	Subject
1	Advanced Plant Production L4
2	Advertising and Promotions L4
3	Afrikaans FAL L4 Paper 1
4	Agribusiness L4
5	Animal Production L4
6	Applied Accounting L4 Paper 1
7	Applied Engineering Technology L4
8	Applied Policing L4
9	Civil and Structural Steelwork Detailing L4 Paper 1
10	Civil and Structural Steelwork Detailing L4 Paper 2
11	Computer Integrated Manufacturing L4
12	Computer Programming L4 Paper 1
13	Construction Planning L4
14	Construction Supervision L4
15	Consumer Behaviour L4
16	Contact Centre Operations L4
17	Criminal Justice Process L4
18	Early Childhood Development L4
19	Electrical Principles and Practice L4
20	Electrical Systems and Construction L4
21	Electrical Workmanship L4
22	Electronic Control and Digital Electronics L4
23	Engineering Fabrication - Boiler Making L4
24	Engineering Processes L4
25	English FAL L4 Paper 1
26	English FAL L4 Paper 2
27	Financial Management L4
28	Fitting and Turning L4
29	Hospitality Generics L4
30	Hospitality Services L4
31	Learning Psychology L4
32	Life Orientation L4 Paper 1 – Midlands
33	Life Orientation L4 Paper 1 – Seshego*
34	Life Orientation L4 Paper 2 – East London
35	Life Orientation L4 Paper 2 – Springs
36	Management Practice L4
37	Marketing Communication L4
38	Mathematical Literacy L4 Paper 1

No.	Subject
39	Mathematical Literacy L4 Paper 2
40	Mathematics L4 Paper 1
41	Mathematics L4 Paper 2
42	Multimedia Service L4
43	New Venture Creation L4
44	Office Data Processing L4
45	Office Practice L4
46	Operations Management L4
47	Personal Assistance L4
48	Physical Science L4 Paper 1
49	Plumbing L4
50	Process Chemistry L4
51	Process Technology L4
52	Professional Engineering Practice L4
53	Project Management L4
54	Public Health L4
55	Renewable Energy Technologies L4
56	Tourism Operations L4
57	Transport Economics L4
58	Welding L4

*Please note: The marking of Life Orientation L4 Paper 1 at Seshego marking centre was delayed. The markers for this paper were engaged to mark both papers. The marking of Paper 2 was completed first. When the Umalusi moderator for Life Orientation L4 Paper 1 arrived to verify the marking, the markers had not yet finished marking Paper 2. As a result, the marking of Life Orientation L4 Paper 1 could not be verified at this centre.

The following three tables (7D – 7F) provide information on the question papers, and the number of provinces and centres included in Umalusi's verification sample.

Table 7D: NC(V) Verification of marking Level 2: question papers, number of provinces and number of centres

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North west
Client Services and Human Relations L2	9	2	1	1	1	2	2	1	2	2
English FAL L2 Paper 1	2	0	0	0	0	0	0	0	1	1
Life Orientation L2 Paper 1	8	2	1	1	1	2	1	0	2	3
Life Orientation L2 Paper 2	7	1	1	1	1	2	0	0	2	1
Mathematical Literacy L2 Paper 1	7	2	0	2	2	2	2	2	3	0
Mathematics L2 Paper 2	9	2	2	3	3	4	1	1	3	1

Table 7E: NC(V) Verification of marking Level 3: question papers, number of provinces and number of centres

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Afrikaans FAL L3 Paper 1 and 2	2	2	2	0	0	0	0	0	0	0
English FAL L3 Paper 1	9	2	1	1	1	2	1	1	2	1
Life Orientation L3 Paper 1	5	0	0	0	0	1	1	2	1	1
Life Orientation L3 Paper 2	8	2	0	1	2	3	1	1	2	1
Mathematical Literacy L3 Paper 1	9	1	2	1	1	1	2	1	2	1
Mathematics L3 Paper 1	9	3	2	1	1	1	2	2	1	2

Table 7F: NC(V) Verification of marking Level 4: question papers, number of provinces and number of centres

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	8	1	0	1	2	3	1	2	1	1
Advertising and Promotions L4	7	1	0	1	2	1	1	1	1	0
Afrikaans FAL L4 Paper 1	2	2	2	0	0	0	0	0	0	0
Agribusiness L4	6	1	0	1	1	2	1	1	0	0
Animal Production L4	4	1	0	0	0	4	1	0	1	0
Applied Accounting L4 Paper 1	5	1	0	0	4	2	2	3	0	0
Applied Engineering Technology L4	4	0	0	0	0	0	1	3	4	2
Applied Policing L4	2	2	1	0	0	0	0	0	0	0
Civil and Structural Steelwork Detailing L4 Paper 1	3	0	0	1	0	0	0	1	1	0
Civil and Structural Steelwork Detailing L4 Paper 2	3	0	0	1	0	0	0	1	1	0
Computer Integrated Manufacturing L4	4	0	0	0	2	0	1	1	3	0
Computer Programming L4 Paper 1	6	3	0	0	1	1	0	1	3	1
Construction Planning L4	9	2	2	2	2	2	2	2	2	2
Construction Supervision L4	9	2	2	2	1	1	1	2	1	1
Consumer Behaviour L4	7	1	0	1	2	1	2	2	3	0
Contact Centre Operations L4	6	1	0	0	1	1	0	2	1	1
Criminal Justice Process L4	6	1	1	2	3	5	0	1	0	0
Early Childhood Development L4	6	2	0	2	2	6	1	0	1	0
Electrical Principles and Practice L4	7	1	0	0	1	1	1	1	1	1

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Electrical Systems and Construction L4	9	2	2	2	3	3	6	2	3	2
Electrical Workmanship L4	4	0	0	0	0	0	1	3	4	5
Electronic Control and Digital Electronics L4	7	0	1	0	1	2	3	3	4	2
Engineering Fabrication - Boiler Making L4	8	3	1	1	0	2	3	3	3	1
Engineering Processes L4	4	0	0	0	0	0	2	2	2	2
English FAL L4 Paper 1	2	0	1	1	0	0	0	0	0	0
English FAL L4 Paper 2	2	0	0	0	0	0	1	0	16	0
Financial Management L4	9	1	1	1	1	2	2	1	2	1
Fitting and Turning L4	4	0	0	0	0	3	2	2	2	0
Hospitality Generics L4	4	0	0	0	0	0	4	1	9	2
Hospitality Services L4	5	0	0	0	0	1	1	1	2	2
Learning Psychology L4	5	2	0	2	2	5	0	0	1	0
Life Orientation L4 Paper 1 – Midlands	2	6	0	0	0	8	0	0	0	0
Life Orientation L4 Paper 1 – Seshego	Marking could not be verified									
Life Orientation L4 Paper 2 – East London	1	0	0	0	12	0	0	0	0	0
Life Orientation L4 Paper 2 – Springs	1	0	0	0	0	0	0	0	10	0
Management Practice L4	5	0	1	0	2	0	1	3	2	0
Marketing Communication L4	4	0	0	0	2	0	1	2	3	0
Mathematical Literacy L4 Paper 1	2	0	0	0	0	0	5	0	5	0
Mathematical Literacy L4 Paper 2	5	0	0	0	0	0	0	0	0	5
Mathematics L4 Paper 1	2	0	0	0	0	0	0	2	18	0
Mathematics L4 Paper 2	1	13	0	0	0	0	0	0	0	0
Multimedia Service L4	4	1	0	0	0	2	1	0	0	1
New Venture Creation L4	2	0	0	0	0	0	0	0	12	1
Office Data Processing L4	4	5	0	0	1	2	0	0	0	1
Office Practice L4	1	15	0	0	0	0	0	0	0	0
Operations Management L4	8	2	0	2	1	1	1	3	1	3
Personal Assistance L4	2	0	0	0	0	0	0	3	5	0
Physical Science L4 Paper 1	5	0	0	1	1	1	1	1	1	0
Plumbing L4	8	2	1	2	1	3	1	2	1	0
Process Chemistry L4	2	0	0	0	0	1	0	2	0	0

NC(V) Subject	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West
Process Technology L4	3	0	0	0	0	1	0	2	1	0
Professional Engineering Practice L4	2	0	0	0	0	0	0	3	11	0
Project Management L4	8	1	0	2	2	3	2	1	2	2
Public Health L4	5	3	1	0	1	0	1	0	1	0
Renewable Energy Technologies L4	4	2	0	1	3	2	0	0	0	0
Tourism Operations L4	2	0	0	0	0	0	0	4	3	0
Transport Economics L4	8	2	0	1	1	3	1	2	1	1
Welding L4	7	2	1	0	1	5	1	4	3	0

The following section summarises the findings of the verification of marking processes.

7.3   Summary of Findings

NC(V) Level 2 and Level 3

The findings from the Level 2 and Level 3 verification of marking are summarised in Table 7G. Thirteen question papers were included in this moderation sample. While this is a small sample, the moderation of each question paper was sufficiently comprehensive to give a good indication of marking practices across various centres.

Table 7G: NC(V) Findings Level 2 and Level 3

Criteria	Findings
Delivery of scripts	At the time of the verification of marking by Umalusi, scripts from all 13 question papers in the sample (100%) had still not been received from some centres.
	This is more than the 92% of subjects with scripts outstanding in 2017.
	Not all marking centres were able to indicate exactly how many scripts were outstanding.
	Colleges that did not forward the Life Orientation L2 Paper 1 scripts to the marking centre were sent reminders making them aware that scripts should be sent to the marking centre.
Marking guideline discussion	All reports accompanying the scripts indicated that marking guideline discussions had been held; however, evidence was not provided for some of the question papers (38%).
Marking guideline changes	During the marking process, no changes were made to the official marking guidelines distributed by the DHET in 46% of the question papers.
	During the marking process, changes were made to the official marking guidelines distributed by DHET in 54% of the question papers.
	This compares to the 54% of question papers where changes were made in the 2017 examination.

Criteria	Findings
Adherence to marking guidelines	In 69% of the question papers, there was strict adherence to the marking guidelines. This compares to the 69% of subjects showing good adherence in 2017.
	There was average adherence to the marking guidelines in 15% of the question papers.
	Adherence to the marking guidelines was poor in Life Orientation L2 Paper 1 and average to poor in Paper 2. In Paper 1, a wide range of answers was accepted as correct and this was evident at 12 centres. In Paper 2, poor adherence at centre 5/0520 was observed as too many amendments were made to the marking guidelines. Adherence at centre 1/0141 was very strict in Life Orientation L2 Paper 2.
Marking procedure	The correct marking procedures were followed when candidates gave the same answer for more than one question or where they answered an extra question in four question papers. Where candidates produced two identical answers a line was drawn through the second to indicate that it was a duplication.
	In the marking of one question paper, the incorrect procedure was followed in the case of duplicated questions.
Standard of marking	The standard of marking was rated as good in 46% of the question papers. This is lower compared to 54% in the 2017 examination.
	In 46% of the question papers, the standard of marking was rated as average.
	The standard of marking of one question paper was rated as poor.
	Lack of consistency in the allocation of marks was observed at some centres.
	Some questions in one subject (Client Services and Human Relations L2) were interpreted incorrectly by markers; either advantaging or disadvantaging candidates.
	As the Life Orientation L2 Paper 1 focuses on evaluating candidates' life skills, markers were of the impression that any answer was acceptable.
Standard of marking	Markers experienced difficulties in interpreting questions correctly and allocated marks too leniently. In some instances, markers awarded marks for the same point that was expressed slightly differently (Life Orientation L3 Paper 1)
	Markers had difficulty in interpreting questions and giving credit for correct answers in Mathematical Literacy L3 Paper 1.
Administration: mark indication	The prescribed procedure for the indication of marks was followed in 77% of the question papers (compared to 85% in the 2017 examination).
	The prescribed procedure was not followed in the marking of 23% of the question papers (Afrikaans FAL L3 Paper 1 and 2 and Life Orientation L2 Paper 1).
Administration: identifying errors	Errors identified by the moderator were clearly indicated in 46% of the question papers (an improvement compared to 38% in the 2017 examination).
	Errors identified by the moderator were not clearly indicated in 54% of the question papers (Client Services and Human Relations L2 (Life Orientation L2 Paper 1 and 2, Mathematical Literacy L2 and L3 Paper 1, Mathematics L2 Paper 2 and Mathematics L3 Paper 1).

Criteria	Findings
Administration: transfer of marks	Marks were correctly transferred to the cover page and mark sheet in 77% of question papers (compared to 85% in the 2017 examination).
	Marks were not transferred correctly to the cover page and mark sheet in 23% of the question papers (Afrikaans FAL L3 Paper 1 and 2 Life Orientation L3 Paper).
Administration: completion of mark sheets	Mark sheets were completed correctly in 62% of the question papers (compared to 77% in the 2017 examination). Correct completion entails that no correcting fluid is used, all marks indicated as two digits, there are no blank spaces, IRR is indicated to left of candidate number in cases of irregularities, and the name of the marker is indicated on the mark sheet.
	Mark sheets were completed incorrectly in 38% of the question papers (Life Orientation L2 and L3 Paper 1 Mathematical Literacy L3 Paper 1 Mathematics L2 Paper 2 Mathematics L3 Paper 1).
Control: identification of markers	Markers' names were clearly indicated on the cover pages of the scripts in 46% of the question papers (an improvement compared to 38% in 2017).
	Markers' names were not clearly indicated on the cover pages of the scripts in 54% of the question papers (Life Orientation L2 Paper 1 and 2, Life Orientation L3 Paper 1, Mathematical Literacy L2 and L3 Paper 1, Mathematics L2 Paper 2 and Mathematics L3 Paper 1).
Internal moderation	Internal moderation was conducted for all question papers at all but two marking centres, where no moderation was conducted for Life Orientation L2 Paper 1.
	Moderated scripts were identified across the whole range of students' performance in 92% of the question papers.
	Whole script moderation was conducted for all of the question papers.
	The name of the internal moderator was clearly indicated on most of the moderated scripts in 54% of the question papers (a decrease compared to 67% in the 2017 examination).
	The name of the internal moderator was not clearly indicated on the moderated scripts in 46% of the question papers.
	The standard of internal moderation was rated as good in 31% of the question papers (compared to 42% in 2017).
	In 62% of the papers, the standard of internal moderation was rated as average (an increase compared to 58% in 2017).
	The standard of internal moderation was rated as poor in one paper (Mathematical Literacy L3 Paper 1).
	The standard of internal moderation of Life Orientation L2 Paper 1 was poor at centres 9/5905 and 5/5523. Various incorrect answers and errors were not identified by the moderator.
	There was evidence of shadow moderation in 77% of the question papers, (a substantial increase compared to 54% in the 2017 examination).
Candidates' responses	The candidates performed as predicted by finding the easier questions uncomplicated and the more difficult questions more challenging in all question papers (100%).
	This was an improvement compared to 92% of question papers in the 2017 examination.

Criteria	Findings
Candidates' responses	Specific questions in some question papers, however, did pose challenges, e.g. two questions were inaccurately presented in two papers (Client Services and Human Relations L2 and Mathematics L2 Paper 2) and a question that was regarded as unfair in Mathematics L3 Paper 1.
	Candidates found some questions difficult (Life Orientation L2 Paper 1 and Client Services and Human Relations L2).
Prevention and handling of irregularities	No irregularities were identified in 62% of question papers (a significant increase compared to 85% of question papers in 2017).
Reports	Qualitative reports were prepared in 54% of the question papers (a decrease compared to 58% of question papers in 2017). However, the quality of these reports varied in terms of meaningfulness.
	Even though the report instrument allows for qualitative reporting, internal moderators often simply ticked Yes or No on the checklist without making comments or providing reasons for their rating.
Recommendations to improve the standard of question papers and marking guidelines	The mark allocation for language and the letter format in Afrikaans FAL L3 Paper 2 could be improved.
	Language should be simple and broad based/ alternative responses should be provided for general questions (Client Services and Human Relations L2).
	The same topic should not be used throughout the paper; different topics should be included to ensure that the paper is interesting (Life Orientation L3 Paper 1).
	All alternative methods/answers should be provided (Mathematics L3 Paper 1).
Recommendations to improve marking and the process of marking	Sample marking should be done to standardise marking. Internal moderation should be thorough to minimise/eliminate errors/inconsistencies before the marking process begins (Client Services and Human Relations L2).
	It must be emphasised that there is a prescribed marking method for the Information and Communication Technologies (ICT) component of Life Orientation. Over the years markers across the provinces have applied different marking techniques when marking Life Orientation Paper 2. This was the main reason for the changes made to marks in the external moderation process. There should be frequent workshops for lecturers in this subject to avoid this in the future.
	The Life Orientation L3 Paper 1 should be written early in the examination period so that there is sufficient time to mark the scripts.
General/informative comments/ recommendations made by Umalusi, internal moderator and examiner	Papers should be more college orientated and less school-like. Emphasis should be on communication in the workplace (Afrikaans FAL L3 Paper 1 and 2).
Comments to improve teaching and learning	Students should be encouraged to write in formal language and not in a colloquial register. More attention should be devoted in class to the interpretation and execution of instructions (Afrikaans FAL L3 Paper 1 and 2).
	Lecturers should complement classroom learning with other, interesting educational activities, such as inviting guest speakers and going on excursions. This would give students real-life exposure.
	Students should be encouraged to become more practically involved, such as volunteering at non-governmental organisations.
	Students should be taught according to the SAG and not simply prepared for examinations using past examination papers.

Criteria	Findings
Comments to improve teaching and learning	Competent and appropriately qualified lecturers should be assigned to teach the subject.
	Students should be taught to indicate their calculations and not simply to provide answers without showing the steps used to arrive at the solution/answer.
	Students require language competence to read and interpret questions; conceptual teaching is recommended.
	Mathematics poses a challenge to students at TVET colleges.
	It is recommended that foundational competence be established before students are allowed to choose a subject.
	Tutorials should be provided and more lessons should be dedicated to the teaching of Mathematics in an effort to improve student performance in the subject.

NC(V) Level 4

The findings for the verification of the marking process are summarised in Table 7H. The findings were collated from the moderation of 70 questions papers at seven marking centres. Where the same question paper was verified at different marking centres, the name of the marking centre is added to the paper for in order to differentiate between results obtained for the same question paper marked at different marking centres.

Table 7H: NC(V) Level 4 Findings of Verification of marking

Criteria	Findings
Script reception	The scripts for 72% of question papers had been received at the marking centre at the time of verification.
	This is less compared to 78% in 2017.
Marking guideline changes	Changes were made to marking guidelines during the marking guideline discussions in 79% of the subjects and papers (a decrease compared to 87% in 2017).
	In the majority of question papers (75%), the changes did not affect the standard of the question paper.
	Some of the changes were made to correct errors in the question paper/marking guidelines so that students would not be disadvantaged; in most instances, additional alternative responses were included.
	The standard of two question papers was lowered as a result of these changes:
	Changes and additions made to question 1.3.4, 3.1 and 3.2 lowered the standard of the question paper (Agribusiness L4).
	Changes to the marking guidelines of Life Orientation L4 Paper 1 rendered the paper considerable less challenging. Most of the changes were made to accommodate markers' interpretations of the questions. It appeared that markers did not know the content of Topics 2 and 4 very well, and deviated from specific answers that were required to general questions. This was apparent at both Springs and Midlands.
	In 81% of the question papers, no changes/additions were made to the marking guidelines during marking.
	However, in 19% of question papers, changes/additions were made to the marking guidelines during the marking process. The majority of these changes were additional alternative answers.
	In 2017, 83% of question papers made no changes during marking, and 17% of the question papers made changes during marking.

Criteria	Findings
Communication across marking centres	Sixty percent of the subjects were marked at one marking centre.
	Fundamental subjects and subjects with large student numbers were marked at more than one marking centre (40%).
	Where a subject/paper was marked at one marking centre, the following procedure was followed when changes were made to the marking guideline:
	The chief marker, after consultation with the marking panel, amended the marking guideline and forwarded it to the marking centre manager to be signed off.
	In 47% of papers, this procedure was observed; in Transport Economics L4, however, this procedure was not followed.
	In subjects/papers marked at more than one centre, communication systems should have been in place to ensure consistent marking across marking centres. However, this was not always the case.
	The following challenges were noted during the Umalusi visit:
	The marking centre manager at Springs called the marking centre manager at Asherville, who then requested the chief marker at Asherville to call the chief marker at Springs. This process took four hours because the internet system at Springs Marking Centre was out of order.
	In the case of Life Orientation L4 Paper 1, there was telephonic conversation between Springs and Midlands marking centres. An adjusted marking guideline was distributed by Springs marking centre, but this was riddled with errors. Not all the additions were highlighted. Some of the changes listed by Midlands marking centre were not inserted by the internal moderator at Springs after his conversation with the chief marker from Midlands.
	The external moderator for New Venture Creation L4 called the Midlands, Seshego and East London chief markers on 2 December 2018 to collate the changes over the telephone. However, there was a delay in making contact with the East London marking centre. After several attempts, contact was made the following day at about 11:00.
	The Springs marking centre manager was required to e-mail the amended and signed-off Office Practice L4 marking guideline to the respective marking centres; however, Tygerberg Marking Centre did not receive these guidelines.
	The external moderator for Tourism Operations L4 advised the chief marker at Seshego marking centre to type out the minutes and record the input and amendments. These were to be handed over to the marking centre manager and e-mailed to the Midlands marking centre. During the Umalusi visit on 5 December 2018, the matter was followed up and according to the marking centre manager at Seshego, this had not been necessary. No communication was received from Midlands marking centre.
Training for the marking process	Marking training was conducted for 88% of the question papers. The training varied from attending a briefing session, sample marking and/or being briefed by the chief marker/internal moderator.
	This is an improvement compared to 2017, when training was conducted for only 78% of subjects.
	There was no training of markers in the question papers listed (7%) (Office Practice L4, Physical Science L4 Paper 1, Process Technology L4 and Renewable Energy Technologies L4)
	In 5% of the papers, induction only took place and there was no subject-specific training for the marking process (Fitting and Turning L4, Transport Economics L4 and Learning Psychology L4).

Criteria	Findings
Marking procedure	Question-wise marking, where a marker marks one question in a batch, the requirement, was used as the marking procedure in 63% of the question papers. Chief markers and internal moderators marked whole scripts.
	In 11% of papers, where there was only one marker for the subject, whole scripts were marked, but one question at a time.
	Where question papers had low enrolments, markers marked the whole script. Only one or two markers were appointed for these question papers (21%).
	Both whole-script marking and question-wise marking were used in 5% of the question papers.
Adherence to marking guidelines	In 75% of question papers, there was strict adherence to the marking guidelines (an increase of 9% compared to 66% in 2017).
	There was adequate adherence to the marking guideline in 23% of the question papers.
	Poor adherence to marking guidelines was noted in two question papers.
Standard of marking	The standard of marking was rated as good in 74% of the question papers. Where marking was good, there was very little difference in mark allocation between the marker and the moderator. The marker was able to interpret questions and give credit for correct answers, and allocate marks in a consistent way (an improvement compared to 67% in the 2017 examination).
	The marking of 23% of the question papers was rated as average 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; • markers were unable to interpret questions and give credit for correct answers; • markers failed to allocate marks in a consistent way; and • incorrect answers were marked correct and vice versa.
	Where markers were not subject specialists and did not know the subject content, marking was poor. This compromised the outcome as well as the candidates.
	Observations/concerns expressed by external moderators regarding the consistency of marking.
	The internal moderator awarded marks for an attempt rather than the answer (Advanced Plant Production L4).
	There were inconsistencies in marking, the result mainly of sheer carelessness (Applied Accounting L4 Paper 1).
	The external moderator had to assist in the interpretation and remarking of some questions (Applied Policing L4).
	Inconsistencies in the marking of some of the less competent markers were identified and these were addressed immediately (Construction Supervision L4).
	Initially, variances between external moderator's and marker's scores ranged from 2% to 7% in the sample marking. As marking progressed the variance of the adjusted mark was within 2% (Electrical Principles and Practice L4).
	Inconsistent marking was noted in questions 1 and 3 (English FAL L4 Paper 1).
	The calculation of marks was sometimes careless. In one instance, both marker and moderator arrived at a total of 15 marks for a question instead of 31. This had a significant impact on the final mark (Learning Psychology L4).
	Accuracy errors (spelling errors/omissions) were sometimes overlooked, resulting in inconsistent marking (Life Orientation L4 Paper 2 – Springs).

Criteria	Findings
Standard of marking	Mark allocation across questions was inconsistent. Questions marked correct were later marked incorrect. Some answers were not marked. The marks for some questions were totalled incorrectly (Multimedia Service L4).
	Markers sometimes deviated from the marking guideline, allocating 2 marks instead of 1 and vice versa (New Venture Creation L4).
	Markers were not consistent in allocating marks in questions that allowed for any other relevant answers (Public Health L4).
	Observations/concerns expressed by external moderators with regard to interpretation of questions and credit for correct answers.
	Markers had difficulty in interpreting answers when candidates expressed the correct answers in their own words. They appeared to expect word for word adherence to the marking guidelines. The language competence of the markers and candidates was also questionable (Advanced Plant Production L4).
	The ability of markers to interpret and make a proper analysis of answers was poor (Applied Accounting L4 Paper 1).
	Both markers from 2017 were appointed once again. They offer the Early Childhood Development (ECD) Programme at their campuses, but do not possess sufficient experience or proper qualifications for ECD. They found it challenging to understand application type questions. The chief marker reported that both markers were still struggling with interpretation long after the external moderator had left the marking centre (Early Childhood Development L4).
	The initial marking phase proved to be a challenge, since there were a number of instances where markers had not awarded marks to candidates for answers that were technically correct but differently worded. There were also instances where drawings were provided to support explanations, and though correct, candidates were not awarded the appropriate marks. The interpretation of answers and awarding of marks improved significantly after sample marking and subsequent discussions to address concerns in this regard (Electrical Principles and Practice L4).
	Poor interpretation in the case of a number of questions was identified. Markers had difficulty in interpreting and awarding marks on merit. They tended to inflate marks for these answers even where the argument presented was completely incorrect (English FAL L4 Paper 1).
	Additional training and in-depth discussions were held to address those questions where there was a significant difference in mark allocation between marker and moderator. This assisted the markers to improve the consistency of their marking (Hospitality Services L4).
	There were cases of the marker and internal moderator allocating marks where no or fewer marks should have been allocated. It seemed that the internal moderator and marker were not entirely comfortable with the interpretation of answers (Learning Psychology L4).
	Some markers were able to interpret answers correctly; however, many markers struggled with this as they lacked content knowledge (Life Orientation L4 Paper 1 – Midlands).
	Where interpretation of answers was required, markers were overly lenient in the allocation of marks (Multimedia Service L4).
	Where alternative answers were available, especially for application type questions, marks were not always awarded appropriately (New Venture Creation L4).
	For question 3, two of the four markers found it difficult to identify where credit should be given to a candidate (Office Data Processing L4).
Standard of marking	

Criteria	Findings
Administration	The overall administration of marking was rated as compliant in 96% of the question papers (an improvement on the 89% in 2017).
Administration: mark allocation	The prescribed procedure for the allocation of marks was followed in the marking of all question papers.
Administration: mark indication	Marks were indicated per question on the scripts of 98% of question papers.
	Marks were not indicated per question on the scripts of one question paper (Multimedia Service L4).
Administration: indication of errors	Errors were clearly indicated on the scripts of 81% of the question papers.
	Mistakes were not clearly indicated on the scripts of 11% of the question papers.
	The marking of 8% of the question papers, was in the early stages and no moderation had taken place by the time the verification of marking by Umalusi took place.
Administration: transfer of marks	Marks were transferred correctly to the cover page and mark sheet in 96% of the question papers.
	Marks were not transferred correctly to the cover page and mark sheet in 4% of the question papers (Multimedia Service L4 and Transport Economics L4).
Administration: completion of mark sheets	Mark sheets were completed correctly in 70% of the subjects. Correct completion entails the absence of any correcting fluid, all marks indicated as three digits, no blank spaces, IRR indicated to left of candidate number in cases of an irregularity, and the name and signature of the examination assistant and chief marker indicated on the completed mark sheet.
	The mark sheets for some subjects did not include the name or signature of the examination assistant and chief marker as marking was still in the early stages.
	Mark sheets for 30% of the question papers were completed incorrectly.
Administration: note-keeping	Notes were kept throughout the marking period to facilitate report writing in 81% of the question papers (a decrease compared to 82% in 2017).
Control: identification of markers	Markers indicated their codes or initials in red ink next to the question marked on cover page of the script in 95% of the question papers. This is an improvement compared to 92% of 2017.
	Markers did not indicate their codes or initials in red ink next to the question marked on cover page of the script in 5% of the question papers (Applied Policing L4 Construction Supervision L4 Public Health L4).
Control: identification of internal moderator	The name of the internal moderator was clearly indicated on the scripts of 81% of the question papers (a decrease compared to 85% in the 2017 examination).
	The name of the internal moderator was not clearly indicated on the scripts of 5% of the question papers (Advertising and Promotions L4, Construction Supervision L4, Multimedia Service L4).
	In 11% of question papers, internal moderation had not commenced by the time of the Umalusi visit.
	Moderation was conducted by the external moderator. As there were a small number of scripts, the examiner of the question paper was appointed as the chief marker and no moderator was appointed (Afrikaans FAL L4 Paper 1).
	The internal moderator of Office Practice L4 was not present during the Umalusi visit and no moderation had taken place.
	The initial/signature of the examination assistant was clearly indicated on the checked scripts of 49% of the question papers.

Criteria	Findings
Control: identification of internal moderator	In 51% of the question papers, the scripts had not been checked by the examination assistant as marking and moderation were still in progress.
	No internal moderator had been appointed for 9% of the papers (Civil and Structural Steelwork Detailing L4 Paper 1 and 2, Process Chemistry L4, Process Technology L4 and Renewable Energy Technologies L4).
	There was evidence of moderation of scripts during the marking process in 72% of the question papers (significantly lower than 90% in the 2017 examination).
	There was no evidence of moderation of scripts during the marking process in 4% of the question papers (Applied Accounting L4 Paper 1 and Welding L4).
	It is standard practice to moderate 10% of the total number of scripts; this should include scores ranging from high, medium to low. The chief markers and internal moderators of 79% of papers intended to moderate scripts across performance levels. This can only be achieved as marking progresses. During the Umalusi visit, marking and moderation was in progress. The chief markers and internal moderators assured Umalusi that the quota of 10% moderation would be met, as it is a DHET requirement.
	Scripts from 49% of the papers from all examination centres were moderated. This is a substantial decrease compared to 74% in 2017.
	However, as marking progressed, moderation of scripts from all examination centres would be covered, provided that the chief marker and internal moderator had a strategy.
	Whole script moderation occurred for 81% of question papers that were moderated.
	A combination of whole script moderation and the moderation of selected certain questions only applied in the case of Applied Accounting L4 Paper 1.
	Only certain questions were moderated in Tourism Operations L4.
	The standard of internal moderation was rated as good in 61% of the question papers (a decrease compared to 68% in the 2017 examination).
	In 18% of the question papers, the standard of internal moderation was rated as average.
	The standard of internal moderation was rated as poor in 4% of the question papers. In some instances, this included shadow moderation (Applied Accounting L4 Paper 1 and Welding L4).
	Challenges arising from the appointment of internal moderators
	The internal moderator declined his/her appointment and the centre manager decided that the sole marker should act as internal moderator as he/she was present during the marking guideline discussion (Public Health L4).
	During the Umalusi visit, the chief marker was not present at the marking centre, having been called back to campus to complete internal marking (Multimedia Service L4).
	The chief marker marked and moderator moderated considerably more than the required 10% to increase their remuneration (Welding L4).

Criteria	Findings
Candidates' responses	In 77% of the question papers, candidates performed as predicted, finding the easier questions uncomplicated and the more difficult questions more challenging, (a drop compared to 86% in 2017).
	However, in a number of cases, (12% of question papers), candidates did not perform as predicted (a decrease compared to 14% in 2017).
	In 7% of subjects, candidates found the paper difficult. This is a significant decrease of 16% compared to 23% in 2017.
	Candidates found one question paper easy.
	The candidate's performance in the examination may have been affected negatively by: • **Unfair questions** • **Questions above the level of the paper** • **Questions that were presented inaccurately.** Questions of this nature were identified during the marking process in the following subjects: Agribusiness L4, Applied Engineering Technology L4, Computer Programming L4, Paper 1, Consumer Behaviour L4, Contact Centre Operations L4, Learning Psychology L4 and Tourism Operations L4.
Prevention and management of irregularities	No irregularities were observed in the majority of question papers (79%) (as in 2017).
	Irregularities were identified in scripts from 21% of the question papers. In most of these cases, the correct reporting procedures were followed at the marking centres.
Reports	Qualitative reports were prepared, or were in the process of being prepared by the marking panels of 96% of the question papers. These reports are submitted to the marking centre manager at the end of the marking process. However, preparation of these reports remains ongoing, with notes taken and daily short reports collated.
	At the time of verification of marking by Umalusi, there was no evidence of preparations for reporting in 4% of the question papers, or no evidence that reports has been submitted (Hospitality Services L4 and New Venture Creation L4).
Chief marker	In 67% of question papers for which chief markers had been appointed, the chief marker was rated as good in terms of leadership, administrative skills, organisation of resources, assistance to markers and relationships (a drop compared to 72% in 2017).
	In 9% of question papers, the chief marker was viewed as not yet competent to manage the demanding challenges of the position.
	Observations/concerns with regard to chief markers
	The chief marker of Mathematical Literacy L4 Paper 2 was not at the marking centre during the external moderation process.
	In subjects, where there was one marker, this marker was given the designation of chief marker; however, the roles and responsibilities differed from those of an officially appointed chief marker.

Criteria	Findings
General fairness of marking	Marking was regarded as fair for 86% of the question papers. In most cases, markers adhered to the marking guidelines and also allowed for alternative answers from candidates. Marking was consistent and the correct marking procedures were followed.
	In eight question papers, specific concerns were identified concerning the fairness of the marking process. Examples include:
	The marking of Welding L4 was not fair. The chief marker showed no insight into the subject content and could not make informed decisions on alternative answers. Both the chief marker and internal moderator marked very poorly.
Discipline at the marking centre	Discipline at the marking centres was described as good for 89% of the question papers. This meant that marking staff were punctual, cell phones were switched off during marking, attendance registers were signed daily on arrival and departure and marking staff remained at the marking centre (a decrease compared to 94% in 2017).
	Discipline posed some challenges among the marking teams for 11% of question papers. These concerned mainly the use of cell phones, markers being absent from the marking centre for days at a time, and high noise levels.
Conditions at marking centre	It is imperative that markers are comfortable in terms of basic needs such as refreshments, water, clean and resourced toilets, enough space to mark and adequate ventilation.
	The experiences of the marking teams at the same marking centre differed, as marking was conducted on different days.
	In general, moderators were satisfied with the conditions at the marking centres. Complaints concerned the heat (limited or no air-conditioning/fans), ablution facilities (these were not always clean and in some cases there was no toilet paper or soap) and inadequate natural light at one marking centre.
Recommendations to improve marking and its processes	The minutes of the marking guideline meeting must be properly typed and signed to facilitate reference to discussions and resolutions taken by those present.
	A stamp must be provided for use in the marking of drawings. All drawings must be drawn to the same scale.
	The examiner and internal moderator of the question paper should attend the marking process to experience any difficulties markers may experience in marking their specific questions and in the way question papersare structured.
	The small number of scripts received warranted only one marker, a chief marker and an internal moderator. This should not occur at centres. In such cases, it would be wise to increase the number of markers and have a chief marker only.
	Markers should receive refresher courses in marking every year at their respective campuses as is the norm with invigilation.
	Questions that allowed any other relevant answers led to inconsistencies in marking as markers used their own discretion.
	Marking was fair; however, where a subject is a "live" subject, more current alternatives should be added and accepted.

Criteria	Findings
General/informative comments/ recommendations to be noted by Umalusi, internal moderator and examiner	It would be more convenient and more cost effective to mark Afrikaans FAL in the Western Cape, where the majority of candidates are registered. Logistically and financially, this would be the best option.
	It seems that many lecturers are not sufficiently equipped to teach Construction Supervision L4. Industry experience is lacking and this was evident in the way that some markers were interpreting questions.
	The curriculum for Consumer Behaviour L4 should be revised and the content reduced; the content is too broad and covers a wide variety of topics.
	In order to attract support and to create awareness of the difficulties faced by learners, the content of DHET reports should be made available to college lecturers.
	Fully functioning simulation rooms should be made available for practical work.
	The lecturers require more training in teaching methodologies and content.
	Currently, markers are paid per script; therefore, they prefer whole-script marking as opposed to question-wise marking. When they apply, markers should be assessed to evaluate their level of understanding of the subject content.
	The examiner, internal moderator and external moderator must have access to the marking guideline discussion reports.
	Issues identified during marking must be shared with all the other campuses/ colleges.
	NC(V) L2 and L3 subjects should be written earlier in the session so that internal marking can be finalised earlier.
	Marking a subject at several centres leads to individuals marking fewer than 300 scripts, putting lecturers off applying in the future.
	The marking team complained about the poor attendance of NC(V) L4 learners. They indicated that they were sometimes forced by pressure from the Student Representative Council (SRC) to allow candidates to write examinations, even though they were underprepared.
	The Office Practice L4 curriculum covers too many financial documents in depth; in the workplace these are completed by specialist staff and not the office assistant. The curriculum should be revised to include recent developments in the workplace, while the sections on financial documents should be revised.
	The new examiner for Tourism Operations L4 had a fresh approach to the style of the question paper; this was a surprise to some candidates. Well prepared and well taught candidates managed the paper better and had greater success than weaker candidates..
Comments to improve teaching and learning	Students need more practical exposure in the subject and less theoretical knowledge.
	Engineering students should go on excursions to gain more practical exposure to industry. Work-based experience (WBE) programmes should be introduced as early as L2.
	All workshops on campuses should be fully equipped with the necessary resources to perform the ISAT more efficiently.
	The current workshops could be used as an industrial unit that could do work for the public to generate income.
	The benefits of this would be that any income could be used to upgrade the workshops. Students would also have greater exposure to the real-life work environment.
	This workshop could later be developed as an accredited assessment centre.

Criteria	Findings
Comments to improve teaching and learning	The Computer Programming L4 curriculum is fragmented, as is clear in the lack of cohesion in the paper. It would appear that the subject is taught in the same fragmented manner, that is, topics are delivered in isolation and chronologically. In reality, the topics are interrelated.
	Practical activities would enhance learning especially if learners repeat the actions/activities. More time should be dedicated to the teaching of the topic of Computer Numeric Control (CNC) in Engineering Fabrication.
	Lecturing staff should attend regular workshops to ensure that they have the requisite knowledge and skills to teach the subject. Most of the lecturing staff in this field have very little or no experience in CNC, either teaching or learning. Free CNC simulation programs can be downloaded and copied onto learners' cell phones, iPads or laptops, allowing them to practise and simulate programming language competence.
	Correct technical terminology must be used when teaching and testing.
	Students should be taught how to tackle questions methodically and to provide specific answers.
	Topics concerning on CNC turning and CNC milling need revision. Poor performance across all centres was observed and lecturer training in this area should be mandatory.
	The curriculum for Hospitality Generics should be revised. The PAT and ISAT for this subject were designed to improve students' understanding of topics 3 and 4 but most candidates performed poorly in questions based on these topics.
	It is recommended that lecturers focus on improving the competency level in the following areas of Life Orientation(ICT component), where candidates do not perform well: • Performing calculations using formulae • Using absolute cell references • Displaying formulae • Producing a chart using advanced features of Excel.
	Teaching in certain subjects appeared to have been focussed on the textbook only. Students should be taught to apply their knowledge, rather than to simply name, discuss and explain.
	The teaching time for mathematics should be increased. Although the subject is allocated about five hours per week, there is significant time loss during internal examinations and ISAT assessments. Many students concentrate on the ISAT in the third term and do not attend Mathematics lectures. Student unrest also contributes to loss of time in the classroom.
	In Office Data Processing L4 typing technique and time management need more attention; this would enable students to complete the question paper. The DHET should lay down minimum requirements for this curriculum as is the case with Pastel, to ensure that students are kept abreast of technological changes in the workplace.
	The quality of teaching and learning requires improvement. Lecturers should use various methodologies to teach students and should also include assessments that test students' higher order thinking skills.
	The student performance has deteriorated over the years.
	More practical exposure is required.

Criteria	Findings
Comments to improve teaching and learning	Teaching and learning requires exposure to industry and is crucial at Level 4, as examination questions are directly related to industrial activities. These could be better explained if excursions were arranged to industries.
	Improvement in the training of lecturers is required.
	Revision of the curriculum for Process Chemistry L4 is recommended.
	Resources other than a single textbook should be used.

7.4   Areas of Compliance

A number of areas of where colleges had adhered to the requirements were noted during the verification of marking. Higher levels of compliance imply that the marking process was effective and that the marking was fair.

NC(V) Level 2 and Level 3
- Marking guideline discussion meetings were held before marking commenced in 62% of the subjects (as in the 2017 examination).
- There was strict adherence to the marking guideline in 69% of the subjects (as in. in 2017).
- The correct marking procedures were followed in matters of question duplication and ignoring superfluous questions at some centres.
- The prescribed procedure for the indication of marks was followed in 77% of question papers.
- Marks were transferred correctly to the cover page and mark sheet for 77% of the question papers.
- Mark sheets were completed correctly for 62% of question papers.
- Markers' names were clearly indicated on the cover pages of the scripts from 46% of question papers (an increase compared to 38% in 2017).
- Moderation was conducted for all of the question papers at all but two of marking centres in the sample; Life Orientation L2 Paper 1 was not moderated.
- Moderated scripts included the whole range of performance of students in 92% of the papers, and whole-script moderation was done for all question papers.
- The name of the internal moderator was clearly indicated on most of the moderated scripts from 54% of the question papers.
- The candidates performed as predicted by finding the easier questions uncomplicated and the more difficult questions more challenging in all question papers (100%) (an increase compare to 92% shown in the 2017 examination).

NC(V) Level 4
- The majority of the scripts (72%) had been received for marking, although there were still scripts from some centres outstanding at the time of verification.
- Changes were made to 79% of the marking guidelines during marking guideline discussions. Most of these changes were justified, adding additional alternative answers to ensure fair marking.
- Training was conducted for the marking of 88% of the question papers (an increase compared to 78% in 2017).
- There was strict adherence to the marking guidelines and the standard of marking was rated as good for 74% of the question papers (an improvement in standard compared to 67% in the 2017 examinations).

- The prescribed procedure for administration, such as mark allocation, mark indication, indication of errors, transfer of marks, completion of mark sheets showed an overall 96% compliance rate (an improvement compared to an overall compliance rating of 89% in 2017).
- Control was good, with 95% of markers indicating their initials in red ink next to the question marked and 81% of internal moderators clearly indicating their names on moderated scripts.
- Notes were kept throughout the marking period to facilitate report writing for 81% of the question papers.
- There was evidence that internal moderation of scripts had taken place during the marking process in 72% of subjects. The standard of internal moderation was rated as good in 61% of the subjects,
- The candidates performed as predicted by finding the easier questions uncomplicated and the more difficult questions challenging; this suggests an acceptable standard of question papers in 77% of the subjects.
- As in 2017, the markers of the majority of question papers, 79%, identified no irregularities. In instances where irregularities were reported, these were dealt with according to the standard procedures.
- Marking panels of 96% of the question papers were in the process of completing qualitative reports.
- Competent chief markers had been appointed for the majority of question papers (67%).
- Discipline at marking centres was described as good for 89% of question papers; good discipline indicates that marking personnel concentrated on their tasks.
- Where marking was rated as fair (86% of papers) there was strict adherence to the marking guideline and students' marks were a true reflection of their performance in the question paper.
- Overall, marking venues were rated as satisfactory and improvements were noted.

7.5 Areas of Non-compliance

Although some areas of compliance had improved since the 2017 examinations, others showed a decline in compliance with regulations. Such aspects detracted from the success of the marking process and compromised the quality and standard of marking. The following areas of non-compliance were observed:

NC(V) Level 2 and Level 3
- The changes made to the official marking guidelines in 54% of subjects may not all have been justified. There was no evidence that these changes were standardised and communicated to all colleges/campuses;
- The average adherence to the marking guidelines in 15% of question papers and the average standard of marking in 46% of the question papers was of concern. The standard of marking for Life Orientation L2 Paper 1 was rated as poor; markers were of the impression that since this was a Life Skills paper, any answer was acceptable, which defeated the purpose of the examination;
- A lack of consistency in the allocation of marks was observed at some centres and some questions were interpreted incorrectly by markers, either advantaging or disadvantaging candidates. This was the case in Client Services and Human Relations L2;
- The prescribed procedure for the indication of marks was not followed in 23% of the papers, nor were marks transferred correctly to the cover page and mark sheet in 23% of question papers;

- Markers' names were not clearly indicated on the cover pages of the scripts from 54% of the question papers and mark sheets were completed incorrectly for 38% of question papers;
- The standard of internal moderation was rated as average on the scripts of 62% of the question papers, and shadow moderation occurred in 77% of papers. The standard of internal moderation was rated as poor in Mathematical Literacy L3 Paper 1: markers and moderators had difficulty in interpreting questions and giving credit for correct answers. In 46% of papers, the name of the internal moderator was not clearly indicated on the moderated scripts and in 54% of papers, mistakes identified by the moderator were not clearly indicated. This was not the quality and standard of internal moderation that was required;
- There was no evidence of qualitative reports from 15% of the question papers; and
- A lack of a standardised marking method in Life Orientation Level 2 Paper 2 was a serious example of non-compliance: for example, Life Orientation L2 Paper 2 – Examination Centre 5/0520 had made numerous amendments to the marking guidelines.

NC(V) Level 4
- The number of question papers/marking guidelines containing errors is cause for concern. For example, Electrical Systems and Construction L4, Question 6.1 (8 marks) was not answered by most candidates as the formulae sheets were not provided. Agribusiness L4, Question 5.2 included an amount for tomatoes, but this amount was not included in the calculation on the marking guideline;
- The changes made to the marking guidelines at marking guideline discussions were not justified in all cases and lowered the standard of the question paper, as was the case in Agribusiness L4 and Life Orientation L4 Paper 1. Most of the changes were made to accommodate markers' interpretations of the questions.
- The lack of communication systems/procedures across the various marking centres marking the same subject was identified as a serious shortcoming in previous examinations and has not yet been adequately addressed;
- Training was not provided to all marking personnel in all subjects. In 5% of the papers, only induction took place and no subject specific training for the marking process was provided, for instance in Fitting and Turning L4. In subjects with small enrolments that required only one marker; the examiner of the question paper was appointed as marker and no training was provided. These subjects were; Physical Science L4 Paper 1, Process Technology L4 and Renewable Energy Technologies L4;
- Whole-script marking was applied in subjects where there was more than one marker, for example chief markers and internal moderators applied whole script marking. Question-wise marking should be the norm for all subjects;
- Adherence to the marking guidelines in 26% of papers was rated average to poor; this was reflected in the average to poor standard of marking. Some reasons cited were: marks were not allocated according to the marking guidelines, markers were unable to interpret questions and give credit for correct answers, markers failed to allocate marks in a consistent way and incorrect answers were marked as correct and vice versa;
- The appointment of marking personnel should be given careful consideration. The reappointment of incompetent markers delayed the marking process and compromised the standard of marking;
- Internal moderation is a key aspect of the marking process. However, no internal moderators were appointed for some question papers, such as Renewable Energy Technologies L4. In other question papers, on the other hand, internal moderation was poor. Internal moderation was not conducted throughout the marking process for some question papers;

- While the appointed chief markers were rated overall as highly competent, there were cases where the chief markers did not fulfil their roles adequately and required further support or training;
- Question papers and marking guidelines based on a textbook. The use of a single textbook may advantage or disadvantage candidates;
- Conduct of markers was good, although there were some instances of cell phone use and flouting of marking centre rules; and
- While the marking centres were rated as good to satisfactory, there were some concerns that should be addressed before the next marking session. Poor ventilation was a major issue at the marking centres. Extremely hot weather conditions should make it necessary for air-conditioners or fans to be installed or provided at marking venues. There were several complaints regarding toilets that were out of order and the absence of toilet paper and soap at the Springs marking centre. This centre faced had additional challenges during load shedding: some administration tasks that required the use of the computer were held up, communication with other marking centres via internet was not possible, and fans and air-conditioners could not be used at this time. The poor lighting and tinted windows in the hall at Seshego marking centre hampered marking, especially during overcast weather conditions.

7.6 Directives for Compliance and Improvement

Greater compliance and some improvements would enhance the marking process and give effect to the examination mechanisms of the DHET, benefiting the TVET colleges at large. The DHET should take cognisance of the following directives for compliance and improvement:
- Standardised L2 and L3 marking guidelines must be sent to all sites;
- Lecturers must be regularly trained and supported to enhance good quality marking;
- Internal moderation must be improved;
- Quality reports should be compiled by all chief markers/internal moderators and recommendations followed through; and
- Marking centres must be carefully selected to ensure compliance with all requirements, including alignment between the number of subjects marked and the space available.

7.7 Conclusion

Umalusi verified the marking of scripts from 13 question papers on Level 2 and 3 and 57 papers on Level 4. Overall, the marking process for the NC(V) 2018 examination was implemented successfully, despite the many challenges encountered in the marking process at marking centres. Despite this, the marking process has progressed over the years, and the DHET has addressed a number of shortcomings found in previous marking sessions and should be commended for the many improvements.

While marking in general was fair, there were some areas that could be improved to further enhance the marking process. A serious and recurrent issue is the standardisation of marking guidelines across all marking centres in cases where a subject is marked at more than one centre. Effective communication procedures are essential and must be implemented by the DHET if the standard of marking and moderation is to be raised in fundamental subjects and subjects with high enrolments.

Markers, chief markers and internal moderators should prepare for their roles, starting at college level; they are often the same individuals who teach the subject, set the question papers and mark the papers.

CHAPTER 8 NATIONAL CERTIFICATE (VOCATIONAL) STANDARDISATION AND VERIFICATION OF RESULTS

8.1   Introduction

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity in a given context, by considering possible sources of variability other than candidates' ability and knowledge. In general, variability may be a function of the standard of question papers, the quality of marking or other related factors. It is for this reason that examination results are standardised to control their variability from one examination session to the next.

Section 17A (4) of the GENFETQA Act of 2001 as amended in 2008 states that the Council may adjust raw marks during the standardisation process. In broad terms, standardisation involves verification of subject structures, mark capturing and the computer system used by an assessment body. It also involves the development and verification of norms, and the production and verification of standardisation booklets in preparation for the standardisation meetings. During standardisation, qualitative input from external moderators, internal moderators, monitoring reports, post-examination analysis reports (in selected subjects), intervention reports presented by the assessment bodies, and the principles of standardisation are used to inform decisions. The process is concluded with the approval of mark adjustments per subject, statistical moderation and the resulting process.

8.2   Scope and Approach

The Department of Higher Education and Training (DHET) presented 260 subjects for the standardisation of the NC(V) Levels 2–4. In turn, Umalusi performed verification of the historical averages, monitoring of mark capturing and verification of standardisation, adjustments, statistical moderation and the resulting datasets.

8.2.1   Development of historical averages

Historical averages for NC(V) Levels 2–4 are developed using the previous five examination sessions. Once that is done, as per policy requirements, the DHET submits historical averages or norms to Umalusi for verification. Where a distribution contains outliers, the historical average is calculated excluding data from the outlying examination session. Finally, Umalusi takes into account historical averages during the standardisation process.

8.2.2   Capturing of marks

Umalusi verified the capturing of examination marks by visiting the data capturing centres. The following four centres were selected for verification purposes: Ehlanzeni TVET College (Nelspruit Campus); Buffalo City TVET College (East London Campus); Ekurhuleni East TVET College (Springs Campus); and Umgungundlovu TVET College (KZN Midlands Campus). During the verification of the capturing of marks, Umalusi considered the management of the capturing process, the systems used for the verification of the captured marks and the mechanisms to secure the process of the capturing of marks, amongst others.

8.2.3   Verification of datasets and standardisation booklets

The DHET submitted standardisation datasets and electronic booklets according to the Umalusi management plan. The datasets were verified and approved. As a result, final standardisation booklets were printed.

8.2.4   Pre-standardisation and standardisation

The pre-standardisation and standardisation meetings for NC(V) Levels 2–4 were held on 19 December 2018. Umalusi was guided by several factors in reaching its standardisation decisions, including qualitative and quantitative information. Qualitative inputs included evidence-based reports presented by the DHET, research findings from Umalusi's post-examination analyses in selected subjects, and reports from Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information was concerned, Umalusi considered historical averages and pairs analysis, together with standardisation principles.

8.2.5   Post-standardisation

After the standardisation meetings, the DHET submitted the final adjustments and candidates' resulting files for verification and approval.

8.3   Summary of Findings

8.3.1   Development of historical averages

As explained above, the historical averages for NC(V) Levels 2–4 were developed using the previous five examination sessions. In order to do this, the DHET was required to submit the historical averages for verification in accordance with the Umalusi management plan. Where outliers were found, the principle of exclusion was applied and, as a result, the norm was calculated using four examination sessions. Table 10B indicates subjects with outliers.

Table 8A: Subjects with outliers

Level	Code	Subjects	Outlying year
L2	8021022	Criminology	201611
L3	3061023	Office Data Processing	201711
L4	1011014	Advanced Plant Production	201511

Where no historical data were available in the case of new subjects, the Means Analysis Test (Moon Walk) was used to support standardisation decisions. Table 8B shows the subjects that were standardised using the Moon Walk method. The performance of candidates in these subjects was comparable to the performance in subjects that fall within the same programme.

Table 8B: Subjects adjusted using Moon Walk method

Level	Code	Subjects
2	11030012	Wholesale and Retail (O)
3	11030023	Wholesale and Retail (O)
	12041043	Renewable Energy Technologies (O)
4	11030034	Wholesale and Retail (O)
	12041044	Renewable Energy Technologies (O)

8.3.2   Capturing of marks

The capturing of marks at all centres monitored was conducted in accordance with the DHET NC(V) Levels 2–4 marking processes management plan. As the capturing centres were set up at marking centres, the two processes – marking of scripts and capturing of marks – were conducted concurrently.

While the marks for the ISAT, ICASS and end of year examination for NC(V) L2 and L3 were captured by TVET colleges/centres and sent to the DHET as text files for uploading onto the mainframe, the end of year examination marks for L4 were captured by the DHET's data capturers. Usually, the DHET performs quality assurance of the submitted marks by conducting spot checks.

The DHET utilises an offline capturing tool to capture examination marks. Data are backed up and exported to the DHET on a daily basis. While this happens, the DHET employs a double capturing method to verify accuracy of the captured marks. All the capturing facilities visited were under 24-hour security surveillance, and access was controlled by access cards. Of the four centres, only Buffalo City TVET College (East London Campus) and Umgungundlovu TVET College (KZN Midlands Campus) had CCTV cameras and a bio-matrix system in place. None of the centres had generators on standby to mitigate any possible power failures.

8.3.3   Verification of datasets and standardisation booklets

In preparation for the standardisation processes, Umalusi, in conjunction with the DHET, embarked on a process to verify its systems through dry runs. The aim was to ensure proper alignment of the examination computer systems and the compatibility of data and formulae used for data processing. The DHET participated in all processes to ensure correct resulting of candidates.

The submitted standardisation datasets and electronic booklets for NC(V) Levels 2–4 fulfilled to the requirements as spelt out in the *Requirements and Specification for Standardisation, Statistical Moderation and Resulting Policy*.

a) Pre-Standardisation and Standardisation
Standardisation decisions were informed by qualitative reports from external moderators, examination monitors, and post-examination analysis findings in selected subjects. In addition, intervention reports presented by the assessment body were considered.

As already indicated, the DHET presented 260 subjects for the standardisation of NC(V) Levels 2–4. The decisions for the November 2018 NC(V) examinations were informed by trends in student performance, the qualitative input, the historical average and pairs analysis. There were five new

subjects that did not have historical averages. Consequently, these subjects were standardised using the Means Analysis Test (Moon Walk). Eventually, all subjects presented were standardised.

The impact of the implementation of the new subminimum rule – students had to have obtained a minimum year mark of 40% to qualify to sit the examinations – was clear at all three levels. Examination results showed a new trend in student performance, different to previous years. The table below presents a summary of standardisation decisions:

Table 8C: Summary of standardisation decisions

Description	Total
Number of subjects presented	**260**
Raw marks accepted	156
Adjusted (mainly upwards)	65
Adjusted (mainly downwards)	39
Provisionally standardised	0
Number of standardised subjects	**260**

b) Post standardisation

The adjustments, statistical moderation and candidates' files were submitted and approved on time. The adjustments, statistical moderation and candidate files for NC(V) Levels 3 and 4 were approved on first submission. In the case of NC(V) L2, only the candidates' file was not approved as the result of an incorrect final mark. Only one candidate was affected. More specifically, the final percentages that candidates had obtained were reflected as zeros instead of substantive marks. However, these errors were corrected and the records were subsequently approved.

8.4   Areas of Compliance

The following areas of good practice were observed:
- The sites that were monitored had an adequate number of experienced data capturers. They were guided by a document providing guidelines on the capturing of marks;
- Scanning as a method of mark sheet control was commended;
- An increase in the number of subjects accepted as raw scores; and
- The submission of the standardisation booklets two days before the pre-standardisation meeting was commended.

8.5   Areas of Non-compliance

None.

8.6   Directives for Compliance and Improvement

None.

8.7   Conclusion

The process of standardisation was conducted in a systematic, objective and transparent manner. The decisions taken on whether to accept raw marks or to make an upward or downward adjustment were based on sound educational reasoning. In the majority of cases, the proposals by the DHET corresponded with those of Umalusi.

Based on observations made by Umalusi monitors and the submitted reports, it can be concluded that the DHET's systems are constantly improving. For instance, most of the datasets sent to Umalusi for verification purposes were approved on first submission. This can, in part, be attributed to the efforts and investment of time by the DHET in the verification of systems prior to the submission of real time data.

CHAPTER 9 NATIONAL CERTIFICATE (VOCATIONAL) CERTIFICATION

9.1 Introduction

Umalusi is mandated by its founding and amended General and Further Education and Training Quality Assurance (GENFETQA) Act (Act No. 58 of 2001) for the certification of learner achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). The NC(V) Levels 2 to 4 form part of the Sub-framework. Umalusi upholds the adherence to policies promulgated by the Minister of Higher Education and Training for the NC(V) qualification.

Certification is the culmination of multistep processes conducted by an assessment body, in this instance the Department of Higher Education and Training (DHET). These processes commence with the registration of students and culminate in the conduct of the examination. After candidates have written the examinations administered by the assessment body and their scripts have been marked, the marks are processed, and quality assured and approved by Umalusi. Qualifying students are presented with an individual Statement of Results issued by the DHET. This is a preliminary document outlining the outcomes of the examination. Before the certification of student achievements can be completed, it is important that the DHET finalises and ensures that all examination marks and all internal continuous assessment tasks have indeed been captured and processed. Umalusi verifies the accuracy of the calculation and processing of the raw marks for the resulting of candidates. The Statement of Results is, in due course, replaced by the final document, a certificate issued by Umalusi.

The NC(V) was promulgated as three separate exit qualifications, i.e. NQF Levels 2, 3 and 4, each of which requires certification. The NC(V) Level 2 was first introduced in 2007 and the further two levels followed in 2008 and 2009 respectively. In order to be awarded the full certificate for NC(V) Level 4, the previous exit qualifications on Levels 2 and 3 must have been completed and certified. Since the inception of these qualifications, NC(V) certification of Levels 2 to 4 has been severely delayed, with the result that several candidates have not received their combined certificates (subject statements received from multiple examinations combined into a certificate). It must be mentioned that the DHET, with the support of its IT service provider, the State Information Technology Agency (SITA) has made good progress in the issuing of certificates after a specific examination.

Throughout the quality assurance processes, verification and checking of the results, Umalusi strives to uphold the credibility of the certificates it issues to qualifying candidates. This will contribute in upholding the standard of the qualifications within the Sub-framework, for which Umalusi is responsible.

9.2 Scope and Approach

In order to ensure that the data for certification are valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when submitting candidate data for the certification of a specific qualification. All records of candidates who are registered and/or have written the NC(V) L2–4 examinations, including those who have not passed a single subject or who did not write the examination, are submitted for certification to Umalusi by the DHET.

Umalusi verifies all the data received from the DHET. The certification data must correspond with the quality assured results that were approved for release after the examination. It is important that all changes in marks are approved before results are released to students. This include marks that were captured after the official release of the result, re-marks and re-checking of marks as well as marks of the supplementary examination. Where discrepancies are detected, the DHET is obliged to provide supporting documentation and explanations for these. This process serves to ensure that a candidate is not inadvertently advantaged or disadvantaged as a result of a possible programme and/or human error; it also limits later requests for the reissue of incorrect certificates. The issuing of certificates, subject statements and confirmation of those candidates who have not qualified for any type of certificate closes the examination cycle.

During the past year, Umalusi's officials engaged on several levels with officials from the DHET to verify the appropriateness of the examination processes and procedures put in place by the DHET to conduct the November 2018 examinations. Following these examination processes and procedures would lead to the successful certification of student achievements and the issuing of certificates to all qualifying candidates. These engagements were focused not only on the November 2018 examinations but also addressed situations where students who had qualified for a certificate were not certified, in an effort to ensure that all qualifying students received a certificate. The collaboration of Umalusi, the DHET and SITA included meetings, workshops and training sessions.

9.3 Summary of Findings

After a combined effort by Umalusi, the DHET and SITA, outstanding NC(V) certificates were issued to qualifying candidates and the IT systems and operational procedures were aligned in preparation for the forthcoming examination and certification processes. SITA is continuing with the process of conducting completeness tests on the database to ensure that all possible certificates have indeed been issued to candidates. Umalusi has also identified candidates whose previously issued subject statements from several examinations can be combined in one certificate.

Between 1 December 2017 and 30 November 2018, the following certificates were issued by the DHET as the assessment body to candidates who wrote examinations on Levels 2 to 4:

Table 9A: NC(V) transactions, statements and certificates issued during the period 1 December 2017 to 30 November 2018

Type of transaction, statement or certificate issued	L2 Transactions	L3 Transactions	L4 Transactions
Subject Statement	34 793	23 837	19 646
Reissue of Subject Statement	37	27	13
National Certificate (Vocational)	20 688	12 122	
National Certificate (Vocational) L4 with admission to Higher Certificate study			8 170
National Certificate (Vocational) L4 with admission to Diploma			1 238
National Certificate (Vocational) L4 with admission to Bachelor's degree study			132
Replacement: Subject Statement			
Replacement: NC(V) admission to Higher Certificate (Duplicate)			20
Replacement: NC(V) admission to Diploma (Duplicate)			5

Type of transaction, statement or certificate issued	L2 Transactions	L3 Transactions	L4 Transactions
Replacement: NC(V) admission to Bachelor's degree			
Replacement: NC(V) (Change of Status)	3 021	3 283	
Replacement (Change of Status) with admission to Bachelor's			1
Replacement (Change of Status) with admission to Diploma			13
Replacement (Change of Status) with admission to Higher Certificate			1061
Replacement: NC(V) (Duplicate of Original)		30	
Reissue NC(V)	69	669	4
Reissue NC(V) with admission to Higher Certificate			919
Reissue NC(V) with admission to Diploma			78
Reissue NC(V) with admission to Bachelor's degree			10
Replacement NC(V) (Complied with prerequisite)		398	
Replacement NC(V) (Complied with prerequisite) with admission to Higher Certificate			139
Replacement NC(V) (Complied with prerequisite) with admission to Diploma			4
Total	**58 669**	**40 366**	**31 453**
Total first issues – Certificates and Statements	**55 481**	**35 959**	**29 186**
Total first issues – Certificates	**20 688**	**12 122**	**9 540**

Table 9B: NC(V) Transactions, statements and certificates issued to November 2017 and March 2018 cohort of students

Type of transaction, statement or certificate issued	L2 Transactions	L3 Transactions	L4 Transactions
Subject Statement	34 580	23 627	19 460
National Certificate (Vocational)	20 599	12 089	
National Certificate (Vocational) L4 with admission to Higher Certificate			8 127
National Certificate (Vocational) L4 with admission to Diploma			1 230
National Certificate (Vocational) L4 with admission to Bachelor's degree			132
Replacement: NC(V) (Change of Status)	461	311	1
Replacement (Change of Status) with admission to Bachelor's degree			
Replacement (Change of Status) with admission to Diploma			2
Replacement (Change of Status) with admission to Higher Certificate			152
Reissue Subject Statement	0	0	
Reissue NC(V)	0	28	
Reissue NC(V) with admission to Higher Certificate			37
Reissue NC(V) with admission to Diploma			4

Type of transaction, statement or certificate issued	L2 Transactions	L3 Transactions	L4 Transactions
Withdrawn	25 399	8 792	4 738
Failed all Subjects	4 533	2 814	2 742
Certified only – no subject statement printed	42	13	51
Total	**85 614**	**47 683**	**36 676**
Total minus Withdrawn and Failed All	**55 682**	**36 077**	**29 196**
Total first issues – Certificates and Subject		**398**	

The above table includes all colleges that write public examinations that are conducted and administered by the DHET, thus public and private colleges as well as correctional services centres.

Currently, Umalusi faces the problem of outstanding certification fees from private providers in the vocational education and training sector. As these private colleges owe Umalusi money, the issuing of certificates to them has been suspended. Candidates who wish to pay Umalusi directly for their certificates may do so – if the candidate has adhered to the requirements for the achievement of the qualification and has clearance from his or her college.

The phasing out of the automatic printing of subject statements was introduced in 2018 in an effort to reduce the cost of issuing certificates to private colleges. Umalusi will in future only print subject statements if a college has requested this from the DHET; the DHET will then request certification from Umalusi according to the relevant directives.

The registration of NC(V) candidates was completed and the admission letters were dispatched to all TVET and private colleges. One improvement in the registration process was that all TVET and private colleges were now required to submit registration data electronically, according to a prescribed format. These data were then uploaded to the DHET examination system. The manual submission of entry forms has been phased out and this has prevented incomplete and delayed submissions.

The printing and verification of the preliminary entry schedules followed the loading of the registration data onto the mainframe system. After the correction and checking of entries had been completed, the admission permits/letters were printed and distributed to TVET colleges that offer the NC(V) programme.

The DHET informed examination centres that no late entries/registrations or manually generated mark sheets would be accepted. Late entries would be processed as irregularities and would require a valid explanation if they were to be entered.

9.4   Areas of Compliance

Areas of compliance and good practice are discussed below.
- The registration of NC(V) candidates was completed and the admission letters were dispatched to all TVET and private colleges. An improvement in the registration process required all TVET and private colleges to submit registration data electronically, according to a prescribed format. These data were then uploaded to the DHET's examination system;
- In order to ensure that candidates' details were correctly captured on the system, DHET is in the process of verifying and checking the candidates' information, in cooperation with the

Department of Home affairs. Candidates are encouraged to register with valid ID numbers. Confirming personal details limits the reissue of certificates;

- The submission of datasets for the certification of candidate achievements has improved and was done according to the directives. The majority of candidates were certified within the required period after the conduct of the examination; and
- There was an improvement in the management of marks. The raw marks did not change from those that were approved during the resulting process. The measures taken to ensure that candidates' marks were "locked" on the IT system and that changes to marks without prior approval would not occur in future were successfully implemented.

9.5   Areas of Non-compliance

Continuous monitoring and verification processes throughout the year brought minor areas of concern to the fore. These could affect the successful certification of the November 2018 examinations.

In terms of the certification of candidate achievements for the November 2017 examination, areas of concern were:

- Not all candidate records were submitted for the approval of results during the standardisation and resulting process. During the certification process, records were rejected where results had not been approved and where evidence was required from the DHET. This delayed the issuing of certificates to candidates;
- Not all candidate records submitted during the approval of results were submitted for certification; this led to missing certificates. This created a backlog in the issuing of certificates;
- The "appearance of raw marks" where a candidate had been indicated as absent also raised concerns. The practice of submitting marks as "absent", and then requesting a concession at a later stage to change an "absent mark" to a valid mark has implications for the statistical calculations and does not reflect the actual performance of the cohort of students;
- Changes to ICASS marks after the results had been approved and released to candidates was another area of non-compliance. Changes to raw marks require evidence and also delay the issuing of certificates. Providing and capturing incorrect raw marks also has an impact on the calculation of results; and
- The consolidation of a candidate's records over several examinations remains a challenge and an area of non-compliance. This non-compliance leads to cases where candidates who are eligible for a certificate are not issued with one.

9.6   Directives for Compliance and Improvement

The following directives for compliance and improvement to the conduct of the examinations and the certification of student achievements must be addressed:

- The capturing of marks, both by colleges and the DHET should be more strictly controlled to ensure the accuracy of marks. Any mark changes made after the approval of results must be submitted to Umalusi for quality assurance and approval. The processes prescribed in the directives should be followed;
- Capturing of marks as "absent" must be confirmed and should not be done in order to achieve the required capture rate. Steps must be taken to ensure that all marks are captured on the due date and by the closure of mark capturing; absentees must be verified before a candidate is captured as "absent";

- The certification of all students must be completed within three months of the release of the results, but should preferably be done in the shortest possible time after the results have been released. The DHET must ensure that all irregularities, re-marks and re-checks are finalised within three months;
- The IT system must be enhanced to ensure that, once candidates' results have been approved, no changes to the marks will or can be made. Umalusi must give its approval to any mark changes after the results have been released;
- All candidate records must be submitted for the standardisation and resulting process. The DHET must confirm that all these records have been submitted for certification. This will ensure that all candidates are certified.
- As a matter of urgency, the DHET is required, with the assistance of its IT service provider, to consolidate the records of candidates who have written and passed subjects in several examination sessions. This must be done so that certificates can be issued to these candidates as soon as possible; and
- The DHET must submit registration data to Umalusi. These data would support the verification of entries and help to confirm that all candidates have been accounted for in the resulting and certification process.

9.7   Conclusion

As an assessment body, the DHET is responsible for processing and submitting candidate achievements to Umalusi for certification.

It was noted that the certification of the November 2017 examination had improved and that the majority of candidates received their certificates within three months of the resulting. The backlog in the issuing of NC(V) certificates had been resolved. Improvements were made to the IT system and the process to ensure that all candidates who had qualified for a certificate would receive this as soon as possible.

In terms of the registration of candidates and the certification processes, Umalusi was satisfied that all systems were in place to achieve a successful certification and issuing of certificates for the November 2018 examinations.

CHAPTER 10 MODERATION OF NATED REPORT 190/191 QUESTION PAPERS

10.1   Introduction

Umalusi conducts the external moderation of the NATED Report 190/191 Engineering Studies N2–N3 examination question papers and marking guidelines to ensure that the required quality and standard are maintained across examination cycles.

The moderation of question papers is a critical part of the quality assurance process, and ensures that the examination question papers are relatively valid and reliable. The moderation process also ensures that the question papers have been compiled with rigour and that they comply with Umalusi's criteria and the syllabi of the Department of Higher Education and Training (DHET). In order to maintain public confidence in the national examination system, the question papers must furthermore be seen to be:

- Representative of an adequate sample of the curriculum;
- Representative of relevant conceptual domains; and
- Representative of relevant levels of cognitive demand.

All the question papers for these examinations are set nationally by the DHET. The DHET is expected to appoint examiners and internal moderators with the requisite subject content knowledge to set and moderate question papers internally. All question papers are internally moderated and edited before they are presented to Umalusi for external moderation.

Umalusi employed external moderators, all of whom were experts in the instructional offerings, from TVET colleges, provincial education departments, universities, universities of technology and industry. These moderators quality assured a sample of question papers and marking guidelines according to eight set criteria.

10.2   Scope and Approach

A total of 40 question papers, 24 at N3 level and 16 at N2 level, were moderated by Umalusi during the 2018 November Report 190/191: Engineering Studies examination. This sample included the fundamental engineering subjects, Mathematics and Engineering Science. Umalusi verified the standard and quality of the question paper in a rigorous process of moderation.

Table 10A indicates the instructional offerings and question papers moderated per level:

Table 10A: Instructional offerings included in the moderated sample of question papers

No.	Instructional Offerings	Level
1	Aircraft Maintenance Theory	N3
2	Armature Winding	N2
3	Building and Civil Technology	N3
4	Building Drawing	N2 and N3

No.	Instructional Offerings	Level
5	Building Science	N2 and N3
6	Diesel Trade Theory	N2 and N3
7	Electrical Trade Theory	N2 and N3
8	Electrotechnology	N3
9	Engineering Drawing	N2 and N3
10	Engineering Science	N2 and N3
11	Fitting and Machining Theory	N2
12	Industrial Electronics	N2 and N3
13	Industrial Organisation and Planning	N3
14	Industrial Orientation	N3
15	Instrument Trade Theory	N3
16	Logic Systems	N3
17	Mathematics	N2 and N3
18	Mechanotechnology	N3
19	Motor Trade Theory	N2 and N3
20	Plant Operation Theory	N2 and N3
21	Platers' Theory	N2
22	Plating and Structural Steel Drawing	N2 and N3
23	Plumbing Theory	N2
24	Radio and Television Theory	N3
25	Refrigeration Trade Theory	N3
26	Supervision in Industry	N3
27	Waste-water Treatment Practice	N3
28	Water and Waste-water Treatment Practice	N2
29	Water Treatment Practice	N3

The model used in the moderation process was an off-site approach in which the question papers, marking guidelines, assessment frameworks and internal moderators' reports were forwarded electronically to external moderators. The external moderators prepared assessment frameworks with which to appraise the cognitive demand and weighting of the syllabi topics, and to evaluate the question papers in terms of the specified criteria.

The question papers and marking guidelines were moderated according to nine criteria or detailed quality indicators, set by Umalusi. These are outlined in Table 10B:

Table 10B: Moderation criteria

Criteria	Quality indicators
Technical criteria	The general layout, format and structure of the question paper, correct page numbering, mark allocation in the question paper and marking guideline, and the quality of illustrations, graphs, tables, etc.
Internal moderation	The quality, standard and relevance of the internal moderator's report and the extent to which its recommendations were addressed and implemented.
Content coverage	The extent to which the question papers cover the syllabus in terms of prescribed weighting, spread, linking and integration of different topics and the extent to which the examination questions represent the latest developments in the subject field(s).
Type and quality of questions	The variety and overall quality of questions, the correspondence between mark allocation and level of difficulty, and time allocation, the formulation of questions and instructions.
Cognitive skills	The distribution of questions in terms of cognitive levels (according to Bloom's Taxonomy, for example), the extent to which the question paper allows for the assessment of the candidate's ability to reason, communicate, translate from verbal to symbolic, compare and contrast, identify causal relationships and to express an argument clearly.
Marking guidelines	The overall layout of the marking guidelines, the correspondence between the marking guidelines and the question paper (in terms of questions and mark allocation), the accuracy of answers in the marking guidelines and the extent to which the marking guidelines would facilitate the marking process.
Language bias	The correct use of instructional offering terminology, the use of an appropriate language register, the complexity of vocabulary in view of candidates' language ability, the use of grammatically correct language in both the question paper and the marking guidelines and the extent to which the question paper is free from stereotyping and bias when dealing with issues such as culture, gender, race, religion, etc.
Predictability	The degree of innovation in the question paper and the extent to which question repetition is avoided.
Overall impression	The degree to which the question paper aligns with the current syllabus, the extent to which the question paper assesses the outcomes of this syllabus, how the standard of the question paper compares to examinations from previous years and the proportion of questions that assess skills, knowledge, attitudes, values and reasoning.

Once the initial external moderation had been completed, question papers were approved, conditionally approved or rejected, depending on the degree of their compliance with the criteria. Proposed changes to question papers were communicated to the internal moderator prior to implementation. After consultation, and once consensus had been reached, the question papers, marking guidelines and supporting documents were returned via Umalusi to the DHET.

10.3   Summary of Findings

A summary of findings of the initial moderation process of the 40 sampled question papers and marking guidelines revealed the following:

- Two question papers were approved and print-ready but both the marking guidelines were only conditionally approved as they required minor changes;
- Seventeen question papers were approved but required minor technical changes;
- Eighteen question papers were approved conditionally; and
- Three question papers and marking guidelines were rejected and reset and resubmitted for external moderation. This is a decrease in compliance as compared to the November 2017 examination where only one question paper and one marking guideline were rejected, reset and resubmitted.

The graphs below (Figure 10A and 10B) provide a summary of the findings after the external moderation of the question papers and the marking guidelines, as compiled from the external moderators' reports.
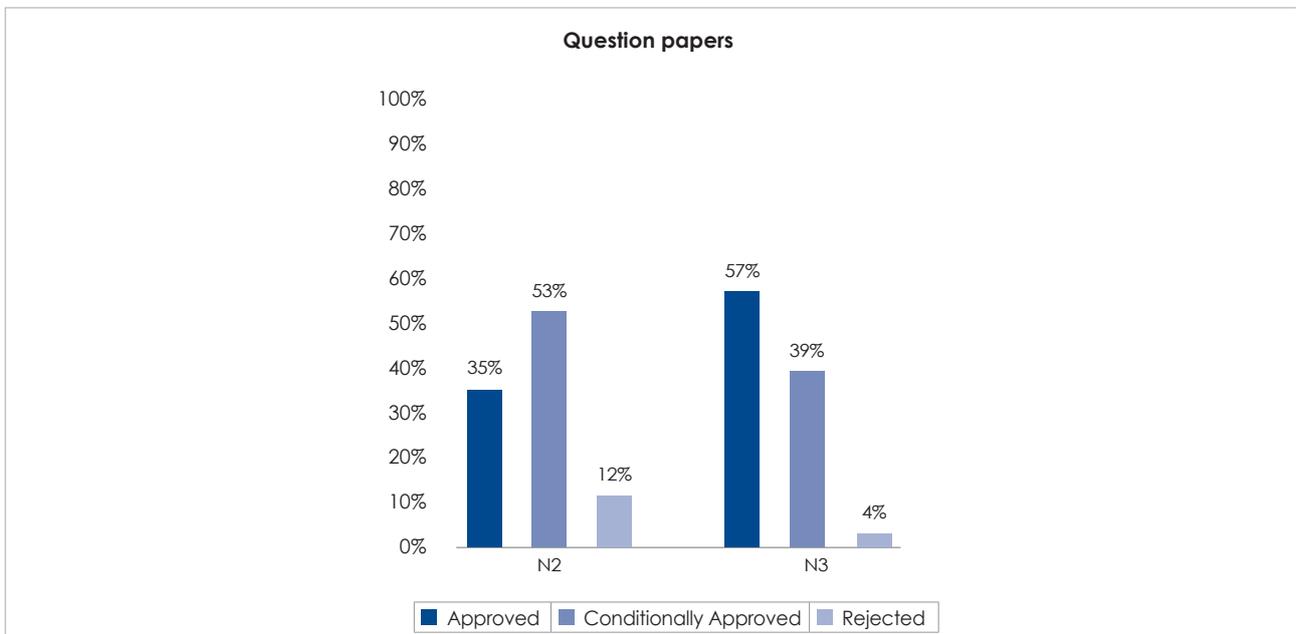
Figure 10A: Approval Status of NATED Report 190/191: Engineering Studies question papers after preliminary moderation

Marking guidelines
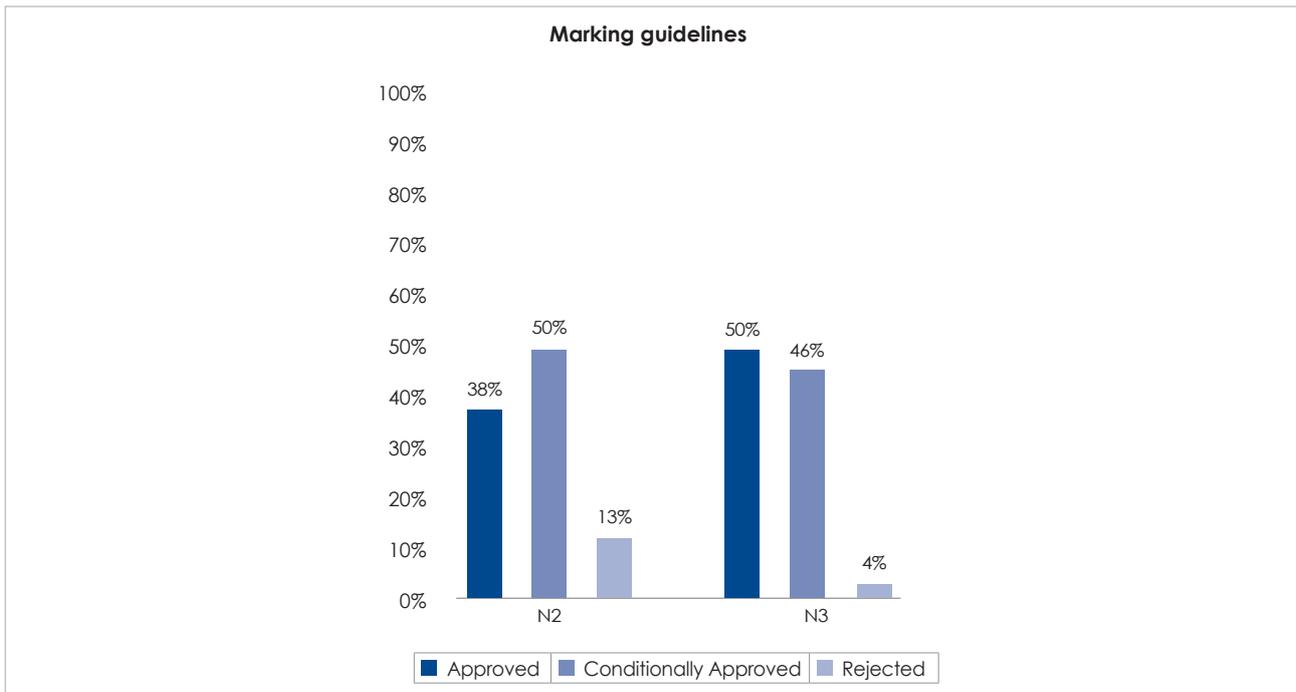
Figure 10B: Approval Status of NATED Report 190/191: Engineering Studies marking guidelines after preliminary moderation

Table 10C and 10D summarise the status of the NATED Report 190/191: Engineering Studies question papers and the marking guidelines after the preliminary moderation, i.e. prior to the external moderator making contact with the internal moderator.

Table 10C: Question paper approval status after initial moderation

Judgement after preliminary moderation	Instructional Offerings
Approved: **Print ready**	Building Science N2 Instrument Trade Theory N3
Approved: **Minor technical changes required.**	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Building Science N3 Diesel Trade Theory N2 Electrical Trade Theory N3 Electrotechnology N3 Industrial Electronics N3 Logic Systems N3 Platers' Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Radio and Television Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2
Conditionally approved: **Questions required restructuring/ rephrasing.**	Building Drawing N2 Diesel Trade Theory N3 Engineering Science N2 Motor Trade Theory N3 Plant Operation Theory N3

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Judgement after preliminary moderation	Instructional Offerings
Conditionally approved: **Some questions replaced.**	Engineering Drawing N3 Industrial Organisation and Planning N3
Conditionally approved: **Some questions required restructuring/** **rephrasing/ replacement.**	Armature Winding N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Mathematics N2 and N3 Mechanotechnology N3 Plant Operation Theory N2 Refrigeration Trade Theory N3 Water Treatment Practice N3
Rejected: **Question paper to be reset and resubmitted** **for internal and external moderation**	Engineering Drawing N2 Industrial Orientation N3 Motor Trade Theory N2

Table 10D: Marking guidelines approval status after initial moderation

Judgement after preliminary moderation	Instructional Offering
Approved: **Print ready**	Building Science N2 Instrument Trade Theory N3
Approved: **Minor technical changes**	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Drawing N3 Diesel Trade Theory N2 Electrical Trade Theory N3 Electrotechnology N3 Industrial Electronics N3 Instrument Trade Theory N3 Logic Systems N3 Platers' Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Radio and Television Theory N3 Supervision in Industry N3 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2
Conditionally approved: Answer/s to be **restructured/ rephrased**	Armature Winding N2 Building Drawing N2 Building Science N3 Diesel Trade Theory N3 Engineering Science N2 and N3 Mathematics N3 Motor Trade Theory N3 Plant Operation Theory N3
Conditionally approved: Answer/s to be **replaced**	Electrical Trade Theory N2 Engineering Drawing N3 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Organisation and Planning N3 Mathematics N2 Mechanotechnology N3 Plant Operation Theory N2 Refrigeration Trade Theory N3 Water Treatment Practice N3

Judgement after preliminary moderation	Instructional Offering
Rejected: **Marking guidelines to be reset and resubmitted for internal and external moderation**	Engineering Drawing N2 Industrial Orientation N3 Motor Trade Theory N2

Table 10E provides a summary of the most significant findings from the moderation of the 2018 question papers and marking guidelines. All findings are discussed in terms of the sample of subjects (40) moderated.

Table 10E: Judgement after preliminary moderation

Criterion and findings	Challenges	Instructional offerings concerned
Technical criteria		
Submission of supporting documents	Question paper, marking guideline, assessment grid and internal moderation report document for one (3%) question paper had not been completed (compared to 15% in the November 2017 examination).	Refrigeration Trade Theory N3
	One (3%) question paper was not received with the relevant addenda (this was the same number as in the November 2017 examination).	Platers' Theory N2
Inclusion of information and instructions	The cover page for one (3%) question paper did not include all the relevant details such as additional information (compared to 10% in November 2017 examination).	Platers' Theory N2
	In three (8%) question papers, the instructions to candidates were ambiguous or not clearly specified in line with DHET specifications (compared to 13% in the November 2017 examination).	Building Drawing N2 Engineering Drawing N3 Platers' Theory N2
Layout of the question paper	In one (3%) question paper, the layout was not reader-friendly (compared to 10% in the November 2017 examination).	Engineering Drawing N2
	In two (5%) question papers, the pages were not correctly numbered (an increase compared to 3% in the November 2017 examination).	Engineering Science N2 Platers' Theory N2
	In three (8%) question papers, the questions were not correctly numbered (an increase compared to 3% in the November 2017 examination).	Industrial Electronics N2 and N3 Water Treatment Practice N3
Header and footer	In one (3%) question paper, the headers and footers were not consistent on each page and did not adhere to the required format (compared to 5% in the November 2017 examination).	Plating and Structural Steel Drawing N2

Criterion and findings	Challenges	Instructional offerings concerned
Font type and size	The fonts used in two (5%) question papers were not appropriate (an increase compared to 3% in the November 2017 examination).	Mathematics N2 Platers' Theory N2
Mark and time allocation	In three (8%) question papers, the mark allocations were not clearly indicated (as was the case in the November 2017 examination).	Aircraft Maintenance Theory N3 Plating and Structural Steel Drawing N2 and N3
	One (3%) question paper could not be completed in the time allowed.	Engineering Drawing N2
	In three question papers the mark allocation on the paper was not the same as that in the marking guidelines (an increase compared to one question paper in the November 2017 examination).	Electrical Trade Theory N3 Plating and Structural Steel Drawing N2 and N3
Quality of graphics and illustrations	The quality of illustrations, graphs and tables was poor, unclear, contained errors and/or was not print-ready in 14 (35%) of the question papers (compared to 30% in the November 2017 examination).	Building and Civil Technology N3 Diesel Trade Theory N3 Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 and N3 Engineering Science N3 Mathematics N2 and N3 Motor Trade Theory N2 Platers' Theory N2 Plating and Structural Steel Drawing N3 Plumbing Theory N2
Internal moderation		
Incomplete moderator reports	Internal moderation reports for six (15%) question papers were not complete (compared to 30% in the November 2017 examination).	Building Science N2 Electrical Trade Theory N2 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2
Quality and standard of internal moderation report	The internal moderation reports for 13 (33%) question papers were not of appropriate quality (compared to 35% in the November 2017 examination).	Building Science N2 and N3 Diesel Trade Theory N3 Electrical Trade Theory N2 Engineering Drawing N2 and N3 Industrial Electronics N3 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N3 Refrigeration Trade Theory N3 Waste-water Treatment Practice N3 Water and Waste-water Treatment Practice N2

Criterion and findings	Challenges	Instructional offerings concerned
Quality and standard of internal moderation report	The internal moderation reports for 13 (33%) question papers were not up to standard (compared to 35% in the November 2017 examination).	Building Science N2 and N3 Diesel Trade Theory N3 Engineering Drawing N2 and N3 Mathematics N2 Mechanotechnology N3 Motor Trade Theory N3 Plant Operation Theory N2 an N3 Plating and Structural Steel Drawing N3 Refrigeration Trade TheoryN3 Waste-water Treatment Practice N3
	The internal moderator's report for 12 (30%) question papers, lacked relevance (compared to 23% in the 2017 examination).	Building Science N2 Diesel Trade Theory N3 Electrical Trade Theory N2 Engineering Drawing N2 Mathematics N2 Mechanotechnology N3 Motor Trade Theory N3 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Refrigeration Trade Theory N3 Waste-water Treatment Practice N3
Recommendations and implementation of recommendations	There was no evidence in 19 (48%) question papers that the internal moderation recommendations had been implemented or addressed (compared to 33% in the November 2017 examination).	Building Science N2 and N3 Diesel Trade Theory N2 and N3 Electrical Trade TheoryN2 and N3 Electrotechnology N3 Engineering Drawing N2 Fitting and Machining Theory N2 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 and N3 Platers' Theory N2 Plating and Structural Steel Drawing N3 Plumbing Theory N2 Refrigeration Trade Theory N3 Waste-water Treatment Practice N3
Content coverage		
Coverage of the syllabus	The syllabus was not covered adequately in six (15%) question papers (compared to 30% in the November 2017 examination).	Engineering Drawing N3 Industrial Electronics N2 Mathematics N3 Motor Trade Theory N2 Platers' Theory N2 Refrigeration Trade Theory N3
	Six (15%) question papers, contained questions that went beyond the scope of the syllabus (compared to 13% in the November 2017 examination).	Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N3 Motor Trade Theory N2 Platers' Theory N2
	Topics were not covered according to the prescribed weightings in three (8%) question papers.	Electrical Trade Theory N3 Mathematics N3 Motor Trade Theory N2

Criterion and findings	Challenges	Instructional offerings concerned
Coverage of the syllabus	In at least six (15%) question papers, topics were not appropriately linked or integrated (compared to 20% in the November 2017 examination).	Diesel Trade Theory N3 Mathematics N2 and N3 Motor Trade Theory N2 and N3 Refrigeration Trade Theory N3
	Seven (18%) question papers were not representative of the latest developments in the subject (compared to 15% in the November 2017 examination).	Diesel Trade Theory N3 Engineering Drawing N2 Industrial Organisation and Planning N3 Mathematics N2 and N3 Motor Trade Theory N2 and N3
Types and quality of questions		
Types of questions	Four question papers (10%) did not contain different types of questions: for example, multiple-choice, paragraph, data/source-based response, essay, real-life scenario or real-life problem-solving questions (compared to 15% in the November 2017 examination).	Diesel Trade Theory N3 Mathematics N2 and N3 Motor Trade Theory N3
	In four questions papers (10%), no allowance was made for creative responses from candidates (compared to 8% in the November 2017 examination).	Engineering Science N3 Mathematics N2 Motor Trade Theory N2 and N3
	There was no correlation between mark allocation, level of difficulty and time allocation in 10 (25%) question papers (compared to 20% in the November 2017 examination).	Electrical Trade Theory N2 and N3 Engineering Drawing N2 and N3 Engineering Science N3 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2 Refrigeration Trade TheoryN3 Water Treatment Practice N3
Quality of questions	The questions in 8% of question papers did not relate to what was pertinent in the instructional offering (as in the November 2017 examination).	Industrial Electronics N3 Industrial Organisation and Planning N3 Mathematics N3
	Twenty percent of the question papers contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers (compared to 23% in the November 2017 examination).	Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 and N3 Mathematics N2 and N3
	The questions in six (15%) question papers did not contain sufficient information to elicit appropriate responses (compared to 18% in the November 2017 examination).	Diesel Trade Theory N2 Engineering Drawing N3 Engineering Science N2 and N3 Industrial Electronics N2 Motor Trade Theory N2
	Five (13%) question papers contained factual errors or misleading information (compared to 18% in the November 2017 examination).	Engineering Science N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Refrigeration Trade Theory N3
	References in questions to quality diagrams in one (3%) question paper were not relevant and were incorrect.	Diesel Trade Theory N3

Criterion and findings	Challenges	Instructional offerings concerned
Cognitive skills		
Analysis grid	The analysis grid for three (8%) question papers was not received with the question paper (compared to 25% in the November 2017 examination).	Engineering Drawing N2 Plating and Structural Steel Drawing N2 and N3
	There was an inappropriate distribution in terms of cognitive levels (Bloom's taxonomy or any other taxonomy that might have been used) in three (8%) question papers (compared to 20% in the November 2017 examination).	Mathematics N3 Motor Trade Theory N2 and N3
Assessment of latest developments	Seven (18%) question papers were not representative of the latest developments in the teaching of the respective knowledge fields.	Aircraft Maintenance Theory N3 Diesel Trade Theory N3 Engineering Drawing N2 and N3 Mathematics N2 Motor Trade Theory N2 and N3
Marking guidelines		
Accuracy of marking guidelines	In five (13%) marking guidelines, some answers did not correspond to the question papers (compared to 3% in the November 2017 examination).	Platers' Theory N2 Plating and Structural Steel Drawing N2 and N3 Supervision in Industry N3 Water Treatment Practice N3
	Some answers in 53% of marking guidelines were inaccurate (compared to 35% in the November 2017 examination).	Building Drawing N2 Building Science N2 and N3 Electrical Trade TheoryN2 Engineering Drawing N2 and N3 Engineering Science N2 and N3 Industrial Electronics N2 and N3 Instrument Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Plant Operation Theory N2 and N3 Platers' Theory N2 Plating and Structural Steel Drawing N2 and N3 Refrigeration Trade Theory N3 Water Treatment Practice N3
	Fifteen (38%) marking guidelines did not allow for alternative responses where these were applicable (compared to 23% in the November 2017 examination).	Aircraft Maintenance Theory N3 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Science N2 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 and N3 Mechanotechnology N3 Plant Operation Theory N3 Refrigeration Trade Theory N3 Supervision in Industry N3 Water Treatment Practice N3

Criterion and findings	Challenges	Instructional offerings concerned
Accuracy of marking guidelines	Three (8%) marking guidelines were not laid out clearly (compared to 8% in the 2017 examination).	Engineering Drawing N2 and N3 Plating and Structural Steel Drawing N3
	Three (8%) marking guidelines were not neatly typed (compared to 5% in the November 2017 examination).	Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Plumbing Theory N2
	In 8% of question papers, the mark allocation on the marking guidelines did not correspond with the mark allocation on the question papers (as in the November 2017 examination).	Plating and Structural Steel Drawing N2 and N3 Water Treatment Practice N3
	A total of 14 (35%) of marking guidelines were incomplete with regard to mark allocation and distribution of marks in each question (compared to 33% in the November 2017 examination).	Aircraft Maintenance Theory N3 Building Drawing N2 Electrical Trade Theory N2 Electrotechnology N3 Engineering Drawing N2 and N3 Fitting and Machining Theory N2 Industrial Electronics N2 and N3 Instrument Trade Theory N3 Mechanotechnology N3 Plating and Structural Steel Drawing N2 and N3 Radio and Television Theory N3
Facilitation of marking	Thirteen (33%) marking guidelines would not facilitate marking (compared to 25% in the November 2017 examination).	Building Drawing N2 Building Science N2 and N3 Electrical Trade Theory N2 Engineering Drawing N2 Industrial Electronics N2 and N3 Mathematics N2 and N3 Mechanotechnology N3 Platers' Theory N2 Plating and Structural Steel Drawing N2 and N3
Language and bias		
Language register	In one (3%) question paper the subject terminology was not used correctly (as in the November 2017 examination).	Diesel Trade Theory N2
Grammar	In 15% of the question papers, there were grammatical complexities that could cause misunderstandings (compared to 18% in the November 2017 examination).	Building Science N3 Electrical Trade Theory N2 and N3 Fitting and Machining Theory N2 Industrial Electronics N2 Plumbing Theory N2
	The language used in one (3%) question paper was grammatically incorrect (compared to 13% in the November 2017 examination).	Plumbing Theory N2
	One (3%) question paper contained complex syntax (compared to 8% in the November 2017 examination).	Diesel Trade Theory N2

Criterion and findings	Challenges	Instructional offerings concerned
Predictability		
Repetition of questions from previous examinations	Seven (18%) question papers contained questions that could easily be spotted or predicted (compared to10% in the November 2017 examination).	Armature Winding N2 Electrical Trade Theory N2 and N3 Engineering Drawing N2 Industrial Orientation N3 Mathematics N2 and N3
	Five (13%) question papers contained questions from the past three years' examination question papers (compared to 15% in the November 2017 examination).	Electrical Trade Theory N2 Engineering Drawing N2 Industrial Orientation N3 Plant Operation Theory N2 Refrigeration Trade Theory N3
Innovation	Six (15%) question papers lacked the appropriate degree of innovation (compared to 5% in the November 2017 examination).	Armature Winding N2 Engineering Drawing N2 Industrial Orientation N3 Mathematics N2 and N3 Motor Trade Theory N3
Overall impression		
Standard of question papers	Six (15%) question papers were not in line with the relevant current syllabus (compared to13% in the November 2017 examination).	Electrical Trade Theory N2 Engineering Drawing N3 Fitting and Machining Theory N2 Mathematics N3 Motor Trade Theory N2 Platers' Theory N2
	Five (13%) question papers did not assess the outcomes of the curriculum/ syllabus as a whole (compared to18% in the November 2017 examination).	Fitting and Machining Theory N2 Mathematics N3 Motor Trade Theory N2 Platers' Theory N2 Refrigeration Trade Theory N3
	Twenty-five percent of the question papers were not of the appropriate standard (compared to 30% in the November 2017 examination).	Diesel Trade Theory N3 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Orientation N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plant Operation Theory N2 Platers' Theory N2
	Six (15%) question papers did not compare favourably to previous years' examination question papers (compared to 25% in the November 2017 examination).	Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Orientation N3 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2
	Five (13%) question papers were not the same standard as the question papers in the previous cycle.	Engineering Drawing N2 Fitting and Machining Theory N2 Mathematics N2 Motor Trade Theory N2 Platers' Theory N2
	There was no balance in the assessment of skills, knowledge, attitudes, values and reasoning in five (13%) question papers (compared to 10% in the November 2017 examination).	Diesel Trade Theory N3 Mathematics N2 and N3 Motor Trade Theory N2 Platers' Theory N2

10.4   Areas of Compliance

The following areas of compliance were observed:

A total of 92% of the November 2018 question papers and marking guidelines were of good quality according to the technical quality indicators, with only minor errors to be corrected before the papers were approved. This is an improvement compared to 89% in November 2017. In all the question papers the language level and complexity of the vocabulary were appropriate for the level of candidates.

- A total of 93% of question papers were set according to the prescribed weighting, a significant improvement compared to 63% reported in the 2017 November examination;
- The analysis grids for 90% of the questions papers were received with the question papers; and
- The external moderators reported that 85% of the question papers were of the same standard as question papers from previous examination cycles (April, August, November and back-up papers).

10.5   Areas of Non-compliance

Umalusi reports revealed the areas of non-compliance listed below:
- Out-dated syllabi in most instructional offerings did not allow for questions to be set on the latest developments in the industry;
- The supporting documents for the question papers received by Umalusi lacked appropriate quality and relevance (33% and 30% respectively). The internal moderators declared the question papers print ready despite many examples of non-compliance;
- There was no evidence in 48% of the internal moderators' reports that moderators had made recommendations;
- In 13% of the marking guidelines, some answers did not correspond to the question papers, while some of the answers in 53% of the marking guidelines were inaccurate;
- Thirty-eight percent of the marking guidelines did not allow for alternative responses where applicable; when these had been provided, they were not comprehensive;
- Quality of illustrations was not good in 14 question papers and the software used to set the papers was questionable as it was not in line with DHET standards as some scales in the drawings and illustrations were inaccurate; and
- External moderators identified inconsistencies in mark and time allocation in 25% of the question papers. Time allocation was not realistic and it was unlikely that candidates would be able to complete the examination in the allowed time.

10.6   Directives for Compliance and Improvement

Based on the findings in the external moderators' reports, the following directives were made to improve the quality of the process of approving question papers for national examinations:
- DHET must ensure that syllabi are updated to meet the current demands of skills and knowledge required by the industry;
- DHET must finalise a plan to allow the setting and moderation process of drawing subjects to be conducted at one venue in the presence of the examiner, internal moderator and external moderator, in order to ensure the accuracy of the process; and
- DHET should provide external moderators with the appropriate software for setting drawing papers.

10.7   Conclusion

Although the standard of the question papers was satisfactory, the quality of some was below standard. The poor quality of some marking guidelines and internal moderators' reports indicates negligence. Improvements in these areas should be prioritised. Examiners and moderators must make a concerted effort to improve the quality and standard of marking guidelines.

The quality of illustrations, graphs and tables was not up to standard in certain question papers, placing candidates at a disadvantage. The poor quality of marking guidelines remains a cause for concern. All question papers set and submitted to Umalusi must be aligned to the syllabi and questions must cover all topics.

CHAPTER 11 MODERATION OF THE CONDUCT OF NATED REPORT 190/191 INTERNAL CONTINUOUS ASSESSMENT

11.1   Introduction

The internal continuous assessment (term mark) contributes 40% towards the final mark for each instructional offering in the NATED Report 190/191 Engineering Studies N2–N3 programme. It is thus imperative that ICASS implementation is quality assured. Umalusi moderators have been moderating the internal assessments of selected Report 190/191: Engineering Studies N2 and N3 instructional offerings every trimester since 2012.

A number of private FET colleges offer the N3 Business Languages, which can currently be combined with N3 instructional offerings and/or the old Senior Certificate subjects to obtain either an NSC (colleges) or a Senior Certificate (amended).

The two Business Languages, Sakeafrikaans N3 and Business English N3 are year courses. Enrolments for these Business Languages are currently done in the third trimester with the November NATED Report 190/191 Engineering Studies enrolments.

Umalusi moderated ICASS in the Engineering Studies and Business Languages to verify the quality and standard of work done by students. The quality and standard of the teaching by lecturers responsible for the N2 and N3 instructional offering/subjects of the Department of Higher Education and Training (DHET) was also moderated.

The main objectives of this external moderation of ICASS were to:
- Verify whether the lecturer's portfolio of assessment (PoA) adhered to the DHET ICASS Instructions;
- Ascertain the appropriateness and standard of the assessment tasks;
- Ensure that tasks were administered and evidence collected and documented in line with ICASS instructions; and
- Ensure that the quality assurance of the internal assessment component was had been maintained.

11.2   Scope and Approach

Moderators were sent to eight of the nine provinces on 8, 12 and 13 November 2018 to moderate the internal continuous assessment of N2 and N3 students and lecturers' portfolios from a selected sample of Report 190/191 instructional offerings. The external moderators drafted reports on their findings at the sampled sites. The table below indicates the sites and the instructional offerings included in the process. Sixteen instructional offerings (two instructional offerings were moderated at each of two sites) were moderated at nine private and nine public colleges (13 were moderated in 2017).

Table 11A below provides information on the sampled instructional offerings, sites and provinces involved in the moderation of Report 190/191 internal continuous assessment during November 2018.

Table 11A: Moderation of Report 190/191 internal continuous assessment

Instructional Offering	College	Site/Campus	Province
Aircraft Maintenance Theory N3	JFA Square Technical Training	Boksburg	Gauteng
Building Drawing N3	Gauteng City	Braampark	Gauteng
Building Science N2	South West Gauteng	Molapo	Gauteng
Building Science N3	Motheo	Hillside View Campus	Free State
Diesel Trade Theory N2	Tshwane South	Centurion	Gauteng
Engineering Drawing N2	Growth Path Projects	Middelburg	Mpumalanga
Engineering Science N2	Sekhukhune	CN Phatudi	Limpopo
Engineering Science N3	Thekwini	Springfield	KwaZulu-Natal
Industrial Electronics N2	Springfield	Klerksdorp	North West
Industrial Orientation N3	Technicol SA	Centurion	Gauteng
Logic Systems N3	Port Elizabeth	Iqhayiya	Eastern Cape
Motor Trade Theory N2	Thekwini City	Durban	KwaZulu-Natal
Plant Operation Theory N3	Central Technical	Braamfontein	Gauteng
Plating and Structural Steel Drawing N2	Rostec Technical	Pretoria	Gauteng
Plating and Structural Steel Drawing N2*	Sandton Technical	Pretoria	Gauteng
Plumbing Theory N2	College of Cape Town	Thornton	Western Cape
Waste-water Treatment Practice N3	Ikhala	Ezibeleni	Eastern Cape
Welding Theory N2	West Coast	Vredenburg	Western Cape

* Please note: The original arrangement was to monitor and moderate Plating and Structural Steel Drawing N3. According to the DHET, three students enrolled in this instructional offering for the November 2018 examination. On arrival, only one student had been enrolled at N3 level. It was decided to monitor and report on Plating and Structural Steel Drawing at N2 level only.

In addition, moderators were requested to gather information on three additional instructional offerings. The colleges/campuses were not informed of this additional monitoring of specific instructional offerings prior to the visits. This prevented window-dressing of the tasks and any accompanying documents.

Table 11B below provides information on additionally sampled instructional offerings and sites that were involved in the moderation of Report 190/191 internal continuous assessment during November 2018. The table also reflects the numbers of students enrolled with the Department of Higher Education and Training (DHET).

Table 11B: Additional instructional offerings moderated and number of students enrolled with DHET

Sites	Mathematics N2	Engineering Science N2	Industrial Orientation N3	Engineering Drawing N3
Central Technical: Braamfontein	56	52	34	
College of Cape Town: Thornton	82	35		28
Gauteng City	211	167	41	
Growth Path Projects	148	134		31
Ikhala: Ezibeleni	177	152		15
JFA Square Technical Training	99	108		5
Motheo: Hillside View	402	293		60
Port Elizabeth: Iqhayiya	356	254		66
Rostec Technical: Pretoria	120	92	12	
Sandton Technical: Pretoria	73	61	55	
Sekhukhune: CN Phatudi	81	130 (N3)		57
South West Gauteng: Molapo	352	232		77
Springfield: Klerksdorp	6	56	43	
Technicol SA: Centurion	53	49	178	
Thekwini City: Durban	153	120		32
Thekwini: Springfield	193	178		7
Tshwane South: Centurion	166	177		50
West Coast: Vredenburg	77	69		24 (N2)

In addition to the abovementioned nine Umalusi staff members, each monitored the compliance and credibility of ICASS at one or more sampled colleges that offer the Business Languages. The sample included 15 private FET colleges.

The instrument used by Umalusi in this monitoring included criteria that focussed on the availability of subject files, portfolios of assessment (lecturer files), portfolios of evidence (student files) and documents required as evidence of class attendance, assessment and calculation of the ICASS

marks submitted to the DHET. The enrolments by the DHET were compared to the evidence and mark sheets provided by the colleges and the ICASS marks submitted to the DHET.

Table 11C indicates the Business Languages included in the sample and the enrolment numbers.

Table 11C: Colleges and Business Languages included in the sample

No.	College	Business English First Language	Sakeafrikaans Second Language
1	Academy of Business and Computer Studies: Johannesburg		630
2	Churchil Resource	418	
3	Denver Technical		28
4	Hillcross		167
5	Imra	185	
6	Jeppe: Vereeniging	8	
7	Jengrac Technical: Sebokeng	257	
8	Roseville: Pretoria	163	
9	Rostec: Polokwane	137	140
10	Sandton Technical: Pretoria	107	106
11	Sharpeville	336	
12	Technicol SA		191
13	True Harvest	198	
14	Watersrand Computer and Business		126
15	Westrand Graduate Institute of Training and Engineering	218	

As indicated in the table above, observations of both Business English and Sakeafrikaans were conducted. The findings are therefore captured in terms of 17 rather than of 15 sites.

11.3   Summary of Findings

Despite being informed in advance of Umalusi's moderation of the Engineering Studies instructional offerings, there were a number of campuses that were not adequately prepared for the visit, namely:
- Motheo TVET College's Hillside View Campus was not ready for the visit by the external moderator for Building Science N3. The head of department was not on the campus and the lecturer could not answer all the questions. The students' work was not available for the spot checks even though 402 students were enrolled. There were serious non-compliance issues at this campus.
- Only seven of the 14 students' scripts were available in Motor Trade Theory N2 at the Thekwini City College and only two of these had been internally moderated.
- Nothing was ready at Rostec Technical College's Pretoria Campus. Umalusi staff had to leave and return later that day.

The section below indicates the findings as reported by the external moderators for the Engineering Studies instructional offerings, followed by the findings from Umalusi's moderation of the Business Languages. These sections present the findings of the monitoring of the implementation of ICASS. Shortcomings noted might have hampered the effective delivery of the NATED N1–N3 programmes.

11.3.1 Enrolments

Enrolment figures were provided by the DHET but when compared to the enrolled students on site, it was found that in ten instances, compared to two in 2017, the DHET figures differed from the number of students enrolled at colleges. It was difficult to verify actual enrolment figures. Eighty-three percent of the sites (compared with 77% in 2017), could provide a register and a record of attendance.

The following table indicates enrolment figures provided by the DHET and by colleges:

Table 11D: Comparison of DHET and site enrolments

Subject	College	Site/Campus	DHET	Site
Aircraft Maintenance Theory N3	JFA Square Technical	Anderbolt Boksburg North	N1 – 0 N2 – 5 N3 – 8	N1 – 0 N2 – 2 (3)* N3 - 8
Building Drawing N3	Gauteng City	Braampark	N1 – 0 N2 – 0 N3 – 7	N1 – 0 N2 – 0 N3 – 6 (1)*
Building Science N2	South West Gauteng	Molapo	N1 – 28 N2 – 64 N3 – 65	N1 – 38 N2 – 59 (5)* N3 – 59 (6)*
Building Science N3	Motheo	Hillside View	N1 – 29 N2 – 40 N3 – 34	N1 – 29 N2 – 26 (14)* N3 – 29 (5)*
Diesel Trade Theory N2	Tshwane South	Centurion	N1 – 0 N2 – 63 N3 – 0	N1 – 36 (1)* N2 – 63 (8)* N3 – 21
Engineering Drawing N2	Growth Path Projects	Middelburg	N1 – 6 N2 – 77 N3 – 31	N1 – 6 N2 – 77 (3)* N3 – 31 (2)*
Engineering Science N2	Sekhukhune	CN Phatudi	N1 – 0 N2 – 75 N3 – 96	N1 – 0 N2 – 75 N3 – 96
Engineering Science N3	Thekwini	Springfield	N1 – 0 N2 – 127 N3 – 87	N1 – 0 N2 – 127 N3 – 89
Industrial Electronics N2	Springfield	Klerksdorp	N1 – 0 N2 – 31 N3 – 0	N1 – 3 N2 – 20 (10)* N3 – 16 (2)*
Industrial Orientation N3	Technicol SA	Centurion	N1 – 0 N2 – 0 N3 – 178	N1 – 0 N2 – 0 N3 – 160 (28)*
Logic Systems N3	Port Elizabeth	Iqhayiya	N1 – 0 N2 – 0 N3 – 27	N1 – 0 N2 – 0 N3 – 27
Motor Trade Theory N2	Thekwini City		N1 – 6 N2 – 14 N3 – 12	N1 – 6 N2 – 10 (4)* N3 – 6 (6)*
Plant Operation Theory N3	Central Technical	Braamfontein	N1 – 20 N2 – 63 N3 – 23	N1 – 0 N2 – 8 N3 – 0 (4)*

Subject	College	Site/Campus	DHET	Site
Plating and Structural Steel Drawing N2	Rostec Technical	Pretoria	N1 – 0 N2 – 16 N3 – 0	N1 – 0 N2 – 0 N3 – 0
Plating and Structural Steel Drawing N2	Sandton Technical	Pretoria	N1 – 0 N2 – 9 N3 – 0	N1 – 0 N2 – 15 N3 – 1
Plumbing Theory N2	College of Cape Town	Thornton	N1 – 0 N2 – 12 N3 – 0	N1 – 12 (1)* N2 – 11 N3 – 0
Waste-water Treatment Practice N3	Ikhala	Ezibeleni	N1 – 0 N2 – 39 N3 – 46	N1 – 0 N2 – 39 N3 – 40 (6)*
Welding Theory N2	West Coast	Vredenburg	N1 – 56 N2 – 157 N3 – 80	N1 – 0 N2 – 9(3)* N3 – 0

*Please note: the figure in brackets represent the number of students who were repeating the subject.

11.3.2   Tuition time

Tuition time varied from 1.3 hours per week to 12 hours per week. The tuition time for students studying on a part-time (PT), full-time (FT) or distance learning (DL) basis is reflected in the following table:

Table 11E: Contact time allocated to instructional offerings

Subject	College	Site/Campus	Hours/week
Aircraft Maintenance Theory N3	JFA Square Technical	Anderbolt Boksburg North	PT – 0 FT – 4.50 DL – 3.50
Building Drawing N3	Gauteng City	Braampark	PT – 0 FT – 3 DL – 0
Building Science N2	South West Gauteng	Molapo	PT – 4 FT – 5 DL – 0
Building Science N3	Motheo	Hillside View	PT – 12 FT – 6 DL – 0
Diesel Trade Theory N2	Tshwane South	Centurion	PT – 0 FT – 6 DL – 0
Engineering Drawing N2	Growth Path Projects	Middelburg	PT – 4 FT – 5 DL – 0
Engineering Science N2	Sekhukhune	CN Phatudi	PT – 0 FT – 5 DL – 2
Engineering Science N3	Thekwini	Springfield	Could not be established.
Industrial Electronics N2	Springfield	Klerksdorp	PT – 1:30 FT – 3:45 DL – 0

Subject	College	Site/Campus	Hours/week
Industrial Orientation N3	Technicol SA	Centurion	PT – 0 FT – 0 DL – 5
Logic Systems N3	Port Elizabeth	Iqhayiya	PT – 6 FT – 7:50 DL – 0
Motor Trade Theory N2	Thekwini City		PT – 0 FT – 5 DL – 0
Plant Operation Theory N3	Central Technical	Braamfontein	PT – 3 FT – 5 DL – 0
Plating and Structural Steel Drawing N2	Rostec Technical	Pretoria	PT – 0 FT – 3 DL – 0
Plating and Structural Steel Drawing N2	Sandton Technical	Pretoria	PT – 0 FT – 3 DL – 0
Plumbing Theory N2	College of Cape Town	Thornton	PT – 0 FT – 3.20 DL – 0
Waste-water Treatment Practice N3	Ikhala	Ezibeleni	PT – 0 FT – 5.50 DL – 0
Welding Theory N2	West Coast	Vredenburg	PT – 0 FT – 5 DL – 0

As is evident from the table, tuition time varied for full-time, part-time and distance learning students, but the actual time could not be verified as there was no timetable for the part-time or distance learning students at any of the colleges moderated.

It was assumed that students in employment would attend part-time classes. Although students in employment were enrolled at seven of the 18 sites, as in 2017, this assumption could not be confirmed. The majority of the students were unemployed.

Not all sites allocated sufficient tuition time according to the subject requirements, as can be seen in the following table:

Table 11F: Insufficient contact time allocated to instructional offerings

Insufficient tuition time	College	Site/Campus	Subject
DET specified that a minimum of seven hours per week over a period of 10 weeks was necessary. This site allocated only three hours a week. The students were disadvantaged	Gauteng City	Braampark	Building Drawing N3
The students were given three hours' full-time contact time a week in this subject. They would not have been able to complete the syllabus	Rostec Technical	Pretoria	Plating and Structural Steel Drawing N2

Sixty-one percent of the students, compared to 54% in 2017, were given support before enrolment. The support ranged from CAP and PACE tests, baseline mathematical tests, and aptitude and competency tests. Three colleges (JFA Square Technical Training College, Central Technical College and West Coast TVET College) interviewed prospective students. At Motheo TVET College, it was reported that only NC(V) students were supported with competency/placement tests pre-enrolment. At Thekwini City College, an informal numeracy and literacy test was administered and any unsuccessful students were offered extra Mathematics classes during the trimester.

The following seven colleges did not offer any pre-enrolment support:

Table 11G: No pre-enrolment support for students

Subject	College	Site/Campus
Building Drawing N3	Gauteng City	Braampark
Building Science N3	Motheo	Hillside View
Engineering Drawing N2	Growth Path Projects	Middelburg
Engineering Science N3	Thekwini	Springfield
Industrial Orientation N3	Technicol SA	Centurion
Plating and Structural Steel Drawing N2	Rostec Technical	Pretoria
Plating and Structural Steel Drawing N2	Sandton Technical	Pretoria

11.3.3   Physical and other resources

Eighty-three percent of the available facilities were adequate. This did not compare well with 92% in the previous year. There were sufficient computers and printers at 78% (62% in 2017) of the sites and 72% (46% in 2017) of the students had access to the internet.

The facilities at the Ikhala TVET College's Ezibeleni Campus were well maintained. Good campus governance and strategic processes were practised in line with policy.

The sites listed in the following table had inadequate physical resources:

Table 11H: Inadequate physical resources

Inadequate physical resources	College	Site/Campus	Subject
There were no computers or connectivity for students to conduct research or to complete their work. Lecturers were also disadvantaged in this way	Thekwini	Springfield	Engineering Science N3
The electronic laboratory could not be accessed by students in the NATED programme	Port Elizabeth	Iqhayiya	Logic Systems N3
There were enough desks, but there were no drawing tables. The classrooms were in a three-storey office building with no windows	Rostec Technical	Pretoria	Plating and Structural Steel Drawing N2
	Sandton Technical	Pretoria	Plating and Structural Steel Drawing N2

At Growth Path Projects in Middelburg, the number of students could not be accommodated in the venue. Full-time and part-time students in Engineering Drawing N2 were listed on the same attendance register and the lecturer was unable to say who was part-time and who full-time.

The textbooks were available on time at all the sites. However, in only 89% of titles were there enough books for the number of students. The quality of the textbooks ranged from average to good at most of the sites. The only exception was the textbook for Aircraft Maintenance Theory, which was a 1999 issue, nearly 20 years old and out of date.

The students at the following sites were expected to buy their own textbooks and, at some sites, their own learning resources:

Table 11I: Purchasing of own textbooks and resources

Purchased own textbooks	College	Site/Campus	Subject
Students had to buy their own textbooks, drawing-boards, drawing instruments and other learning materials	Growth Path Projects	Middelburg	Engineering Drawing N2
	Rostec Technical	Pretoria	Plating and Structural Steel Drawing N2
Students had to buy their own textbooks	Springfield	Klerksdorp	Industrial Electronics N2
	Thekwini City		Motor Trade Theory N2
Students had to buy their own books or photocopy them	Rostec Technical	Pretoria	Plating and Structural Steel Drawing N2
	Sandton Technical	Pretoria	Plating and Structural Steel Drawing N2

Colleges that allowed students to photocopy entire textbooks were infringing copyright laws and moderators took a very dim view of this.

Additional teaching material was used at only 61% of the sites; however, this was a significant improvement on 46% in 2017. The following sites made use of additional teaching materials, mostly in the form of videos or YouTube videos:

Table 11J: Additional teaching materials

College	Site/Campus	Subject
Gauteng City	Braampark	Building Drawing N3
Motheo	Hillside View	Building Science N3
Springfield	Klerksdorp	Industrial Electronics N2
Growth Path Projects	Middelburg	Engineering Drawing N2

Although the practical application of instructional offerings at the college is not a prerequisite for the offering of the NATED N2–N3 programmes, exposure to practicals prepares the student for the world of work. Only 50% of the sites (compared to 31% in 2017) exposed their students to the practical application of instructional offerings. This meant that at some sites, students were not exposed to any form of practical work conducted in a workshop, nor were there any models available for demonstration, as can be seen in the following table:

Table 11K: Practical application of theory

No practical application	College	Site/Campus	Subject
There was no practical implementation of the theory	Thekwini	Springfield	Engineering Science N3
The lecturer was not trained in the subject and had no practical experience. There was thus no practical implementation of the theory	Springfield	Klerksdorp	Industrial Electronics N2
There was no motor workshop for practical application of the theory	Thekwini City	Durban	Motor Trade Theory N2

However, one site was highlighted as having workshops of a high standard and an environment that was conducive to learning, namely West Coast TVET College's Vredenburg Campus. Here practical implementation of the theory occurred regularly. This is discussed in more detail in 11.4.

Technicol SA College had an arrangement with a company, Amatuba, allowing candidates in Industrial Orientation N3 to be placed in the workplace once they had qualified. This college also had an agreement with this company to allow the students to spend a working day in industry while they were studying.

11.3.4   Human Resources

Most lecturers had teacher training and industry experience but it was not always clear whether they were qualified to do the work in their particular position. Some lecturers did not include their qualifications in their portfolios. Some lecturers did not appear to be qualified to teach their subject.

At 72% of the sites, compared to 62% in 2017, there was a process for identifying training needs and a training plan for staff development. Seventy-eight percent of these sites had a training manual to ensure that lecturers were trained to teach and assess their subject, compared to 54% in 2017. Sixty-seven percent of the lecturers indicated that they needed further training in teaching their subject, assessment principles and methods, such as the setting of tasks using an analysis guide, marking guides and internal moderation. At Central Technical College's Braamfontein site, lecturers in Plant Operation Theory N3 were encouraged to enrol for any of the college's programmes as well as their online programmes.

Fifty percent of lecturers had been exposed to the workplace, compared to 31% in 2017.

11.3.5   Internal assessment policies and systems

Compared to 85% in the previous year, 94% of the sites visited had an up-to-date college assessment policy. The various aspects of the assessment policy provided for the following: planning for assessment (94% compared to 69% in 2017), monitoring and moderation of assessments at college or campus level (94% compared to 62% in 2017), appeals procedure (78% compared to 62% in 2017), absenteeism (61% compared to 46% in 2017), late or non-submission of tasks (61% compared to 31% in 2017), learners with barriers (67% compared to 59% in 2017), conditions for re-assessment (72% compared to 69% in 2017) and irregularities (56% compared to 54% in 2017). There was thus a significant improvement in all aspects of the assessment policies when compared to 2017.

The following table provides general findings in terms of shortcomings of the colleges' policies and systems:

Table 11L: Policies and procedures

Policies and Procedures	College	Site/Campus	Subject
The assessment and moderation policy had a number of shortcomings	South West Gauteng	Molapo	Building Science N2
	Motheo	Hillside View	Building Science N3
	Springfield	Klerksdorp	Industrial Electronics N2
The staff member was unaware of the college's assessment policy	Motheo	Hillside View	Building Science N3
The assessment policy was more relevant to NC(V) programmes than Report 190/191	Growth Path Projects	Middelburg	Engineering Drawing N2
The Report 191 ICASS Guidelines of 2018 for compiling and managing documentation were not being applied	College of Cape Town	Thornton	Plumbing Theory N2

One college (Sandton Technical College) had no assessment plan but the majority of sites (10) were fully compliant. These sites are listed below:
- Central Technical College (Braamfontein);
- College of Cape Town (Thornton);
- Ikhala TVET College (Ezibeleni);
- JFA Square Technical Training College (Boksburg);
- Rostec Technical College (Pretoria);
- Sekhukhune TVET College (CN Phatudi);
- Technicol SA College (Pretoria);
- Thekwini City College (Springfield);
- Tshwane South TVET College (Centurion); and
- West Coast College (Vredenburg).

11.3.6   Monitoring

Monitoring of assessment practices was not taken seriously at all sites. At 67% of the sites, compared to 69% in 2017, there was evidence of a monitoring plan. The plan had been implemented at 72% of the sites, which was an improvement on 54% in 2017. Evidence of a report to the DHET or the academic board could be found at 56% of the sites, a significant improvement on 39% in 2017. In 61% of instances (54% in 2017), there was evidence of a subject monitoring report. In 61% of instances, compared to 39% in 2017, there was evidence of a pre- and post-assessment monitoring report, a substantial improvement on the previous year's efforts.

11.3.7   Task development plan

The development of tasks had been planned at 83% of the sites, increase from 69% in 2017. In 78% of cases the following had been planned:
- The tasks had been determined (62% in 2017);
- The person setting the tasks was identified (62% in 2017);
- The moderator was identified (62% in 2017);
- The content to be covered (69% in 2017);
- The duration of the task and mark allocation had been determined (69% in 2017);
- The timeframes were indicated (69% in 2017); and
- The task had been developed according to the plan (62% in 2017).

In 78% of cases (compared to 77% in 2017) there were systems in place for checking that the tasks were of an acceptable standard. At 61% of the sites (62% in 2017), there were examples of additional supporting tasks. This was the only requirement that did not show an improvement on 2017.

The tasks and marking guidelines for Industrial Electronics N2 at Springfield College's FET College in Klerksdorp were professionally set.

11.3.8   Irregularities register

Although 72% of sites had irregularity registers (compared to 77% in 2017), only 56% of these sites had recorded irregularities in internal assessments (31% in 2017), and only 61% of these irregularities had been recorded accurately.

11.3.9   Lecturers' files

a)   Lecturers' assessment files (PoA)

Three of the sites had filed all the required documents in the PoA: Tshwane South TVET College, Centurion Campus, Thekwini City College and College of Cape Town, Thornton Campus. These colleges can be congratulated on making an effort to become fully compliant.

Seventy-two sites had included copies of lecturers' qualifications in the files. Fifty percent of the lecturers were registered with SACE and 89% of them had teacher qualifications. Seventy-two percent of lecturers had industry experience; nine had more than five years' experience. Eighty-three percent of the PoA contained a class register and record of attendance. Managing the attendance registers for distance learners posed a challenge. The subject syllabus appeared in 94% of the files, an increase compared to 69% in 2017. There was also a pacesetter in 94% of the files, compared to 62% in 2017; evidence that this pacesetter had been used as a planning document was found in 78% of instances – an increase compared to 46% of the previous year.

Eighty-nine percent of the PoA contained assessment schedules, and 94% of the files contained two tests with their marking guidelines. This is an increase compared to 69% in 2017. Pre- and post-moderation had been done in 83% of instances compared to 54% in 2017. Mark sheets could be found in 94% of the files (compared to 85% in 2017), but moderation reports and checklists in only 78% of instances (compared to 62% in 2017). The marks captured electronically had been verified in 83% of cases and the assessment scores had been recorded, transcribed and converted accurately in 78% of files, compared to 62% in 2017. In 89% of instances, there was evidence that the syllabus and the ICASS guidelines had been used, compared to 69% in 2017. Learner performance for each task had been analysed in 67% of cases, compared to 39% in 2017. There was thus evidence of a considerable improvement in 2018.

The following problems related to the capturing and recording of marks were identified:

Table 11M: Incorrect recording of marks

Concerns	College	Site/Campus	Subject
There were serious errors in the recording of marks	Growth Path Projects	Middelburg	Engineering Drawing N2
The marks on the answer script did not correspond to the mark submitted for capturing. Test 1: the student scored 30% but was awarded 80%; a second learner scored 16% but was awarded 60%; a third scored 14% but was awarded 49% on the mark sheet	Growth Path Projects	Middelburg	Engineering Drawing N2
The marks were not checked and errors were identified during the internal moderation of 10% of the scripts	Springfield	Klerksdorp	Industrial Electronics N2

b) Lecturers' subject files

Subject files containing lesson plans and teaching resources were found at 94% of the sites (77% in 2017). There was evidence of additional supporting tasks, as required by policy, in 61% of these files, 94% of which contained old examination papers for additional exercises, compared to 54% in 2017. In 56% of instances (compared to 39% in 2017), there was evidence that the tasks had been reviewed and in 56% of these files (62% in 2017), there were minutes of meetings. This indicated a significant improvement in the contents of subject files.

Unfortunately, South West Gauteng TVET College's Molapo Campus submitted a PoA for Building Science N2 that was in disarray, and with a great deal of duplication. The Report 190/191 ICASS Guideline of 2018 was not followed in the filing of documentation by the College of Cape Town's Thornton Campus for Plumbing Theory N2.

The documentation for the subject Waste-water Treatment Practice N3 at the Ikhala TVET College's Ezibeleni Campus was neatly and systematically presented, which was commendable.

11.3.10 The assessment tasks

Seventy-two percent of the sites, 10% more than in 2017, had used previous question papers as tasks and tests. All the sites had covered a substantial amount of the syllabus in these tasks and tests and had ensured that the weighting and spread, where applicable, was appropriate. These two requirements compared very well with the 69% that had complied with these requirements in 2017. The mark allocation was correct in 94% of instances but in 50% of the tasks, the marks did not reflect the correct weighting for the subject. Ninety-four percent of the tasks contained questions that were within the scope of the content.

As far as cognitive demand was concerned, all sites were fully compliant, setting the questions at the right cognitive level (compared to 85% in 2017), varying the questions in terms of difficulty (77% in 2017) and assessing a variety of knowledge and skills (77% in 2017). Ninety-four percent of the questions were a combination of short, medium and extended questions, in comparison to 77% in the previous year. Eighty-nine percent, compared to 77% in 2017, were a reflection of the latest developments in the subject and 91% (69% in 2017) allowed creative responses where appropriate.

Both the lecturer for Building Drawing N3 and his administrator at Gauteng City College's Braampark site were under the impression that term marks were to be submitted to the DHET by 13 December 2018; the correct date was 19 November 2018.

The following table reflects findings concerning the quality of tasks at the sites visited:

Table 11N: Quality of the tasks

Quality of tasks	College	Site/Campus	Subject
The assessor had used the analysis grid incorrectly	Gauteng City	Braampark	Building Drawing N3
Essential information was missing in the task; this would have confused students	Motheo	Hillside View	Building Science N3
The mark allocation for the task was incorrect	Tshwane South	Centurion	Diesel Trade Theory N2
A clear distinction should be made in the task between questions for Motor Trade Theory and questions for Diesel Trade Theory. The questions should not be mixed up as they were in these tasks	Thekwini City		Motor Trade Theory N2
The task had been cut and pasted from previous examination papers	Rostec Technical	Pretoria	Plating and Structural Steel Drawing N2

Despite these findings, the 2018 statistics show that there was a significant improvement in the setting of assessment tasks and tests compared to the previous year.

11.3.11 Technical aspects

Compared to 77% in 2017, this year all tests were neatly typed, containing all the relevant information with the appropriate time allocation. The same font was used consistently in 83% of the tasks. Eighty-three percent of the sites had covered the content correctly and 94% of the tasks were numbered correctly, with 83% including the date. Although only 83% of the tasks included instructions, these instructions were clear and unambiguous 89% of the time. Language use and terminology were appropriate and relevant in 94% of cases, compared to 85% in 2017. The marks were clearly allocated in each question and marks for the tools were the same as for the test at all sites, compared to 85% in 2017. The tasks and marking guidelines for Industrial Electronics N2 at Springfield FET College in Klerksdorp were professionally set.

11.3.12 Marking tools

The marking tools were relevant and appropriate at all sites, compared to 85% in 2017. Ninety-four percent of the tools (a significant improvement compared to 62% in 2017) were clear and neatly typed. At 89% of the sites (77% in 2017), the tools allowed for alternative responses and at 94% of the sites (compared to 77% in 2017), the marks were distributed appropriately within questions. Eighty-three percent of the tools were easy to use, compared to 77% in 2017, and would facilitate marking. Eighty-nine percent of the marked tests were included in term marks.

The following table highlights issues of non-compliance in the marking tools:

Table 11O: Quality of marking tool

Non-compliance	College	Site/Campus	Subject
The marking guidelines were hand-drawn instead of using a CAD programme and would not facilitate marking	Gauteng City	Braampark	Building Drawing N3
The correct layout for a marking guideline as specified by the DHET was not used	Gauteng City	Braampark	Building Drawing N3
	Tshwane South	Centurion	Diesel Trade Theory N2
	Growth Path Projects	Middelburg	Engineering Drawing N2
Mark distribution was not indicated within questions: marks were thus inflated	Tshwane South	Centurion	Diesel Trade Theory N2
	Growth Path Projects	Middelburg	Engineering Drawing N2
The marking guidelines did not correspond to the task, which led to inaccurate marking	Growth Path Projects	Middelburg	Engineering Drawing N2
A thermal transparency should be used as a standard marking tool for this subject. When questioned, the lecturers admitted that they had not heard of this	Rostec Technical	Pretoria	Plating and Structural Steel Drawing N2
	Sandton Technical	Pretoria	

11.3.13 Internal moderation of tasks

Although the quality of internal moderation at the sites visited showed a marked improvement on the previous year, qualitative moderation remained a neglected area, as mentioned earlier. Even with an internal moderator's checklist for the task at 94% of the sites (compared to 62% in 2017), in 83% (54% in 2017) of instances the standard of the checklist was poor. This suggested that for a number of sites, this was nothing more than a formality. Ninety-one percent of the sites, compared to 31% in 2017, provided the lecturer with qualitative feedback on the task. If there were any recommendations, only 50% of lecturers had reacted (compared to 23% in 2017). Even though this was a significant improvement on 2017, this aspect of teaching and learning should be fully compliant if students are not to be disadvantaged.

With regard to post-moderation, 78% of internal moderators (compared to 62% in 2017) had moderated 10% of the tasks, as required by the ICASS instructions, with 83% of the sample (54% in 2017) containing the full range of student performance. This showed a marked improvement on the previous year. However, qualitative feedback to the assessor was given only 44% of the time, compared to 23% in 2017. Thirty-nine percent of assessors followed up on recommendations, compared to 23% in 2017. This remains a neglected area.

The following table illustrates how Umalusi experienced internal moderation at sites:

Table 11P: Quality of internal moderation

Concerns	College	Site/Campus	Subject
The internal moderation should have been done more diligently	Gauteng City	Braampark	Building Drawing N3
There was no evidence of the setting of assessments or internal moderation having taken place	Gauteng City	Braampark	Building Drawing N3
The lecturers shared their work among themselves, which served as internal moderation	Thekwini	Springfield	Engineering Science N3
Since the test was written the day before the moderation, internal moderation of the marking had not yet taken place. A hundred marks were allocated for the test, but the one written was only worth 85 marks. One question had been removed as the work had not been covered at this late stage of the programme	South West Gauteng	Molapo	Building Science N2
No post-moderation	South West Gauteng	Molapo	Building Science N2
	Motheo	Hillside View	Building Science N3
	Sandton Technical	Pretoria	Plating and Structural Steel Drawing N2
The internal moderator did not identify mistakes in the task	Motheo	Hillside View	Building Science N3
	Growth Path Projects	Middelburg	Engineering Drawing N2
The internal moderator only marked certain questions in the script	Tshwane South	Centurion	Diesel Trade Theory N2
Although there was evidence of pre- and post-moderation, the internal moderator changed nothing, even though the marking guideline was incorrect and students' marks were inflated. The internal moderator had no experience in engineering drawing	Growth Path Projects	Middelburg	Engineering Drawing N2
It was clear that shadow moderation had taken place	Growth Path Projects	Middelburg	Engineering Drawing N2
The marking guidelines were handwritten: the lecturer said there were no computers available to lecturers	Thekwini	Springfield	Engineering Science N3
Either 10% or five scripts should be internally moderated. This moderator had only moderated two of the 14 scripts	Thekwini City		Motor Trade Theory N2
The internal moderator did not notice that the assessor had not allocated marks for every answer on the script	Central Technical	Braamfontein	Plant Operation Theory N3

Had internal moderation been more rigorous, these issues of non-compliance might have been prevented.

11.3.14 Student performance

Interpretation of the tasks and responses from students were good in 94% of cases, compared to 77% in the previous year. Marking was consistent with the marking guidelines and the mark allocated was a true reflection of students' ability in 94% of cases, compared to 69% in 2017. At 94% of the sites (85% in 2017), totals and transfer of marks were accurate. The standard and quality of marking was acceptable at 83% of sites, compared to 69% in 2017. However, feedback to students was given at only 33% of sites, compared to 39% in 2017. This feedback was of an acceptable standard at 39% of sites, compared to 46% in 2017. This very valuable aspect of marking thus fared 7% worse compared to 2017.

It was also reported that ticks on scripts did not correspond to allocated marks at JFA Square Technical Training College and Growth Path Projects.

Scripts had been internally moderated at 83% of the sites, compared to 62% in 2017, but the standard of marking was acceptable at only 61% of the sites, compared to 46% the previous year.

Generally, the standard of marking and moderation had improved considerably this year, a very positive finding.

Seventy-seven candidates had enrolled for the subject Engineering Drawing N2 at the Growth Path Projects in Middelburg. According to the mark sheet, 46 wrote the two tests but only 21 achieved a 40% year mark and qualified to write the national examination. However, 64 candidates sat for the national examination.

Central Technical College in Braamfontein did not have a system for storing assessments at the end of each trimester.

11.3.15 Check for compliance of additional instructional offerings

As indicated earlier in this report, external moderators were requested to check for the compliance of documents pertaining to other instructional offerings at the sites visited. They found discrepancies at the following sites between numbers of students registered with the DHET and numbers registered at colleges:

Table 11Q: Numbers enrolled with DHET and registered at the site

College	Site/Campus	Subject	DHET	Mark sheet
JFA Square Technical	Anderbolt Boksburg North	Mathematics N2	99	85
		Engineering Science N2	108	94
		Engineering Drawing N3	4	2
Gauteng City	Braampark	Mathematics N2	211	171
		Engineering Science N2	167	167
		Industrial Orientation N3	42	42
South West Gauteng	Molapo	Mathematics N2	352	337
		Engineering Science N2	232	215
		Engineering Drawing N3	77	87

College	Site/Campus	Subject	DHET	Mark sheet
Motheo	Hillside View	Mathematics N2	402	-
		Engineering Science N2	293	38
		Engineering Drawing N3	60	36
Tshwane South	Centurion	Mathematics N2	166	166
		Engineering Science N2	177	177
		Engineering Drawing N3	50	50
Growth Path Projects	Middelburg	Mathematics N2	148	44
		Engineering Science N2	134	47
		Engineering Drawing N3	31	14
Sekhukhune	CN Phatudi	Mathematics N2	31	30
		Engineering Drawing N3	50	49
		Engineering Science N3	130	96
Thekwini	Springfield	Mathematics N2	178	127
		Engineering Science N2	193	127
		Engineering Drawing N3	7	-
Springfield	Klerksdorp	Mathematics N2	6	6
		Engineering Science N2	56	56
		Industrial Orientation N3	43	44
Technicol SA	Centurion	Mathematics N2	53	53
		Engineering Science N2	49	49
		Industrial Orientation N3	178	188
Port Elizabeth	Iqhayiya	Mathematics N2	232	356
		Engineering Science N2	165	254
		Engineering Drawing N3	36	66
Thekwini City	Durban	Mathematics N2	152	144
		Engineering Science N2	140	117
		Engineering Drawing N3	32	26
Central Technical	Braamfontein	Mathematics N2	58	58
		Engineering Science N2	50	50
		Industrial Orientation N3	15	15
Rostec Technical	Pretoria	Mathematics N2	120	70
		Engineering Science N2	120	60
		Engineering Drawing N3	12	13
Sandton Technical	Pretoria	Mathematics N2	73	-
		Engineering Science N2	61	-
		Industrial Orientation N3	55	58

College	Site/Campus	Subject	DHET	Mark sheet
College of Cape Town	Thornton	Mathematics N2	74	72
		Engineering Science N2	30	29
		Engineering Drawing N3	27	27
Ikhala	Ezibeleni	Mathematics N2	177	177
		Engineering Science N2	152	152
		Engineering Drawing N3	15	15
West Coast	Vredenburg	Mathematics N2	77	77
		Engineering Science N2	69	69
		Engineering Drawing N3	24	24

As is evident in the table, there were major discrepancies in the enrolment figures at certain sites.

Please note:
At Thekwini TVET College's Springfield Campus, there was no record of enrolments for Engineering Drawing N3 because they were all examination only enrolments. This raised concerns as there should have been a record of their ICASS.

At Port Elizabeth TVET College's Iqhayiya Campus management explained that the discrepancy between the number of candidates enrolled with the DHET and the number of those on the ICASS mark sheet was the result of students from other providers enrolling at the college for examination purposes only.

At Sandton Technical College, enrolments could not be verified.

Sixty-three percent (compared to 83% in 2017) of sites had a record of class attendance and 41% (64% in 2017) had implemented the 80% class attendance rule. There was evidence at 72% of the sites (as in 2017) that Test 1 had been completed and at 65% at the sites (compared to 58% in 2017) that Test 2 had been completed.

Sites were requested to provide evidence of the marked tests for the additional subjects. The following table indicates how sites complied or failed to comply with ICASS requirements stated in the DHET ICASS Instructions for 2018:

Table 11R: Evidence of one or both tests with mark sheets

College	Subject	Test 1	Test 2 ICASS mark	Mark sheet available
JFA Square Technical Training	Engineering Drawing N3	Yes	No	Yes
Motheo	Mathematics N2	No	No	No
Growth Path Projects	Mathematics N2	Yes	No	No
	Engineering Science N2	Yes	No	No
	Engineering Drawing N2	Yes	No	No
Springfield	Industrial Orientation N3	Yes	Yes	No
Technicol SA	Mathematics N2	Yes	Yes	No
	Engineering Science N2	Yes	Yes	No

College	Subject	Test 1	Test 2 ICASS mark	Mark sheet available
Central Technical	Industrial Orientation N3	No	No	No
Rostec Technical	Engineering Drawing N2	No	No	No
Sandton Technical	Mathematics N2	No	No	No
	Engineering Science N2	No	No	No
	Industrial Orientation N3	No	No	No

It could not be verified at the following colleges whether test 1 or test 2 had been written, or whether there was a mark sheet:

- Motheo TVET College, Hillside View Campus (Engineering Drawing N3);
- Thekwini TVET College, Springfield Campus (Engineering Drawing N3); and
- Springfield FET College, Klerksdorp (Mathematics N2).

The general findings of these spot checks are reflected in the following table:

Table 11S: General findings of spot check

General findings	College	Site
No evidence could be provided for spot checks of Mathematics N2 or Engineering Drawing N3	Motheo	Hillside View
The documentation was not available for the additional instructional offerings because lecturers were attending training	Tshwane South	Centurion
It was not possible to determine the validity of the attendance register for Mathematics N2 as only one page was available; this contained inaccuracies	Growth Path Projects	Middelburg
In both Mathematics N2 and Engineering Drawing N3, there were scripts for candidates whose names did not appear on the attendance register	Growth Path Projects	Middelburg
As in Engineering Drawing N2, the official marking guidelines for Engineering Drawing N3 were not adhered to. The marks were thus not a true reflection of candidates' abilities	Growth Path Projects	Middelburg
Only marks for full-time candidates in Engineering Science N2 were provided. Marks for part-time and examination only candidates were not provided	Thekwini	Springfield
The attendance register and all the evidence pertaining to test 1 and test 2 in Mathematics N2 were unavailable as they had been submitted to the DHET for auditing	Springfield	Klerksdorp
There was no evidence of an attendance register for the following subjects: • **Engineering Science N2;** • **Engineering Drawing N3; and** • **Industrial Orientation N3.**	Springfield	Klerksdorp
The two tests in Engineering Drawing N3 were not provided as they had been given to students	Springfield	Klerksdorp
In Engineering Science N3, one candidate's Question 3 and 4 in Test 2 had not been marked. A mark of 71% had been awarded but the answers were only worth 58% when moderated by Umalusi	Technicol	Centurion
There was no post-moderation report or a record of marks for: • **Mathematics N2; and** • **Engineering Science N2.**	Technicol	Centurion

Findings from the monitoring of the Business Languages

Serious discrepancies were found between enrolment figures logged during Umalusi's monitoring visits in July 2018 and enrolment figures received from the DHET for the November 2018 examinations. Furthermore, the number of candidates enrolled and the number that sat for the examinations differed substantially, thus the drop-out rate was high.

Table 11T: Findings from monitoring of Business Languages

Criteria	Findings	Colleges implicated
Subject file and Portfolio of Assessment	At 59% of the sites visited, the lecturer files (subject and portfolio of assessment) were not available on the day of the visit. In most cases the reason given was that the lecturer was absent because of the Business Language examination.	Churchil Hillcross Imra Roseville Rostec: Polokwane (Sakeafrikaans and Business English) Sandton Technical (Sakeafrikaans) Technicol SA Watersrand Westrand Graduate Institute of Training and Engineering
	Where files were available (at 41% of the sites), one file served both as subject file and portfolio of assessment at six of the seven colleges. Only one college (Jengrac) had separate files.	Academy of Business and Computer Studies Denver Jeppe Sandton Technical (Business English) Sharpeville True Harvest
	The information below indicates the findings in terms of seven (41%) colleges at which lecturer files were available:	
Annual plan and implementation of plan	• Only three of the seven colleges could provide annual plans and evidence that they had been implemented.	Denver Jengrac Sandton Technical (Business English)
	• There was no evidence of an annual plan/ schedule or of its implementation in lecturer files at the remaining four colleges in this group.	Academy of Business and Computer Studies Jeppe Sharpeville True Harvest
Assessment plan	• There were no assessment plans in lecturers' files at any of the sites.	
Assessment tasks and tools	• Only four of the seven lecturer files contained appropriate assessment tasks and tools.	Academy of Business and Computer Studies Denver Jengrac Sharpeville
	However, some colleges provided evidence of assessment tasks. In some cases, these tasks were restricted to previous examination papers or tasks from previous years.	Rostec Sandton Technical (Business English) Technicol SA
Pre- and post- moderation of tasks	Only two colleges could provide evidence of the pre- and post-moderation of tasks.	Denver Jengrac

Criteria	Findings	Colleges implicated
Administration of assessment tasks	Nine of the 17 (53%) colleges could provide some evidence that tasks had been implemented.	Academy of Business and Computer Studies Churchil Denver Hillcross Jengrac Jeppe Roseville Rostec (Business English) Sandton Technical (Sakeafrikaans)
	Where evidence of the implementation of tasks was available, the number of tasks administered varied from two to four.	Denver (three tasks) Churchil (three tasks) Hillcross (three tasks) Jengrac (two tasks) Rostec (four tasks) Sandton Technical (Sakeafrikaans) (2 tasks)
	Assessment dates could not be verified as these were not indicated on the answer scripts or on the assessment tasks in most cases.	
Records of class attendance	Records of class attendance had not been well administered. Where records were available, except for two sites (Rostec for both languages), they were limited to a short period of the year, e.g. from September to October.	
	Attendance by candidates was poor and erratic.	
Portfolios of evidence	The number of portfolios available did not correspond to the number of candidates who had sat the examinations, the number of candidates enrolled, or the number of candidates whose ICASS marks had been submitted to the DHET.	
Calculation of internal assessment marks	At most of the visited colleges, Umalusi moderators were unable to determine how marks had been calculated or whether they had been transferred correctly, as the staff members responsible for this task were absent. It was clear, however, that different methods and formulas had been used to calculate the ICASS marks.	
	The following are examples of observations with regard to discrepancies in marks or calculation of marks. These raised questions about the reliability of the submitted ICASS marks:	
	• Marks on lecturer mark sheet differed from marks submitted to DHET;	Sandton Technical (Business English)
	• No marks for certain candidates on lecturer mark sheet but marks submitted to DHET;	Sandton Technical (Business English)
	• Marks submitted to DHET but tasks not marked;	Sandton Technical (Sakeafrikaans) True Harvest

Criteria	Findings	Colleges implicated
Calculation of internal assessment marks	• Inconsistent marking, e.g. incorrect answers marked as correct and vice versa; marks (ticks on scripts) did not correspond to the mark allocated; some questions not marked but a final mark was indicated; and	Churchil
	• ICASS marks submitted to DHET were inflated.	Technicol

11.4   Areas of Compliance

In contrast to the findings in the November 2017 sample, there was a marked improvement in terms of compliance with most of the criteria, namely:
- Physical and other resources;
- Human resources;
- Internal assessment policies and systems;
- Task development plan;
- Lecturers' files;
- The assessment tasks;
- Technical aspects; and
- Marking tools.

Pockets of good practice were observed at some sites, as indicated in the following list:
- The tasks and marking guidelines for Industrial Electronics N2 at Springfield College's FET College in Klerksdorp had been professionally set.
- Technicol SA College had an arrangement with the company Amatuba under which candidates in Industrial Orientation N3 would be placed in the workplace after they had qualified. This college also had an agreement with this company to allow students to spend a working day in industry while they were studying.
- Central Technical College's Braamfontein site had a good in-house online training programme for its lecturers. The college had also developed practical projects to cover the theory in Plant Operation Theory N3.
- The documentation in the subject Waste-water Treatment Practice N3 at Ikhala TVET College's Ezibeleni Campus was neatly and systematically presented, which was commendable. The facilities were also well maintained. Good campus governance and strategic processes were practised in line with policy.
- West Coast TVET College's Vredenburg Campus had an excellent welding centre with 48 welding cubicles and a trade test centre for welding. The management, administration, implementation and delivery of Welding Theory N2 were all of a high standard.
- Colleges can thus be commended for their efforts, which show a marked improvement in assessment policies since 2017.

11.5   Areas of Non-Compliance

Unfortunately, there were also a number of concerns raised. These concerns are listed below:
- Out-of-date syllabi;
- The physical resources at a number of sites were not suitable for the drawing instructional offerings, for example Plating and Structural Steel Drawing N2;
- Discrepancies in enrolment statistics point to candidates being enrolled at sites other than those where tuition is provided and other registration anomalies. The available resources were not always in keeping with enrolment figures.

- Managing of distance learning;
- Infringement of copyright law;
- Seventy-two percent of sites had irregularity registers, a decline of 5% from November 2017;
- Fifty-six percent of lecturers' subject files contained minutes of meetings, a drop of 6% from 2017; and
- Sixty-three percent (compared to 83% in 2017) of sites had kept a record of class attendance.

11.6   Directives for Compliance and Improvement

In order for teaching and learning of the Engineering Studies instructional offerings to take place effectively at colleges in this sector, the DHET must address the following directives for compliance and improvement without delay:
- Academic Managers at colleges must be trained to improve the development and implementation of plans, tasks and supporting material; monitoring and feedback; effective management of tuition time and student records; compilation and submission of records to the academic board and DHET; improvement of policies;
- Physical resources should be adequate for their purpose; and
- Lecturers should be kept abreast of new technological improvements and new developments, for instance through exposure to the industries.

A college should be allowed to offer an instructional offering only if a suitably qualified and experienced lecturer is available. Otherwise, lecturers should be trained in all aspects of teaching and assessment, as well as being exposed to the industry. New lecturers should be mentored until they have built up the necessary knowledge and experience.

In the Business Languages, the DHET must ensure that:
- Candidates are enrolled for the N3 Business Languages at the beginning of the year; and
- ICASS Instructions for N3 Business Languages are made available at the beginning of 2019 and their implementation is monitored closely.

11.7   Conclusion

It was heartening to observe that many of the failures to comply with ICASS planning and implementation of the Engineering Studies instructional offerings that were reported in 2017 had been addressed. The improvement in 2018 was very encouraging. This is the first time that 100% compliance has been achieved in a number of instances. However, there are still a number of issues to be addressed and, hopefully, colleges will continue with their improvement plans and improve on the good results next year. Every improvement signals a student who is well prepared for the world of work, thus contributing to the economy of the country. This is the mandate of the TVET sector.

The monitoring of the Business Languages, on the other hand, revealed that justice is not done in terms of class attendance and assessment. Current practices are not in the interest of candidates or of Umalusi. Furthermore, the practice of enrolling candidates for Business Languages together with third trimester Engineering Studies led to a spike in enrolments, with no evidence of class attendance or assessment of many candidates throughout the year. Drastic interventions are necessary to ensure the credibility of these subjects that, although they are being phased out, lead to a matric qualification at this point.

CHAPTER 12: STANDARDISATION OF NATED REPORT 190/191 MARKING GUIDELINES

12.1   Introduction

The marking guideline discussion meetings, held in preparation for the marking of candidates' scripts for NATED Report 190/191 November 2018 examinations, took place from 17 November 2018 to 1 December 2018. Each marking guideline discussion meeting was attended by the markers, chief markers, internal moderators; a sample of these meetings was attended by Umalusi external moderators.

The purpose of standardising marking guidelines was to interrogate and finalise these guidelines. As part of this finalisation, the panel marked a sample of scripts and conducted internal moderation of a sample of both dummy and live scripts. The signed-off marking guidelines of each instructional offering were to be distributed to and implemented at all the marking centres. This process would ensure consistency in application of the marking guidelines across the marking centres.

This process meant that all possible interpretations of questions and answers could be included in the marking guidelines to assist markers and ensure that no candidates would be advantaged or disadvantaged. The sample marking also served as an evaluation of interpretation and mark allocation by various markers.

The standardisation of marking guidelines for the sample of N2 and N3 instructional offerings was conducted by chief markers, internal moderators and markers at the Gauteng and Struandale marking centres.

12.2   Scope and Approach

Umalusi deployed 20 moderators to attend a sample of the N3 (11) and N2 (nine) marking guideline discussions (as listed below) on 17 and 24 November and 1 December 2018 at the Centurion, Struandale and Pretoria West marking centres.

Table 12A: N2 marking guideline discussions attended by Umalusi

No.	Instructional offering	Date	Marking centre
1	Building Drawing N2	17 November 2018	Pretoria West
2	Electrical Trade Theory N2	24 November 2018	
3	Engineering Science N2	24 November 2018	
4	Fitting and Machining Theory N2	24 November 2018	
5	Mathematics N2	17 November 2018	
6	Plant Operation Theory N2	1 December 2018	
7	Plumbing Theory N2	1 December 2018	
8	Water and Waste-water Treatment Practice N2	24 November 2018	
9	Welders' Theory N2	1 December 2018	

Table 12B: N3 marking guideline discussions attended by Umalusi

No.	Instructional offering	Date	Marking centre
1	Aircraft Maintenance Theory N3	1 December 2018	Centurion
2	Building and Civil Technology N3	1 December 2018	Pretoria West
3	Building Science N3	24 November 2018	
4	Diesel Trade Theory N3	1 December 2018	Struandale
5	Electrotechnology N3	1 December 2018	Pretoria West
6	Engineering Drawing N3	17 November 2018	
7	Engineering Science N3	24 November 2018	
8	Industrial Electronics N3	1 December 2018	
9	Mathematics N3	17 November 2018	
10	Mechanotechnology N3	24 November 2018	
11	Plating and Structural Steel Drawing N3	24 November 2018	

Table 8D shows the criteria and quality indicators that were used during the evaluation of the finalisation of the marking guidelines process for N2 and N3 instructional offerings.

Table 12C: Evaluation criteria and quality indicators for marking guideline discussions

Criterion	Quality indicator
Staff attendance	The appointed marker, chief marker and internal moderator attended the marking guideline discussion. All participants arrived on time for the training session.
Appointment of marking staff	Marker, chief marker, and the internal moderator were appointed on time. Marking personnel received their appointment letters before the marking guideline discussions.
External moderation	All recommended changes made to the question papers and the marking guidelines were implemented.
Sample marking	The chief marker or the internal moderator marked a sample of examinations scripts before the marking guideline discussions.
Adjustments to the marking guidelines	The chief marker or the internal moderator made appropriate adjustments to the marking guidelines before the marking guideline discussions.
Marking guideline discussion meeting	Management of the marking guideline discussion meeting.
Participants' preparedness for the marking guideline discussions	Chief marker, internal moderator and all markers came prepared to the marking guideline discussions.
Adjustments to the marking guidelines during the marking guideline discussions	Indication of adjustments made to the marking guidelines during the marking guideline discussions. Changes made to the marking guidelines were justified.
Influence of changes to the marking guidelines on the cognitive level of the question paper	Indication of whether changes to the marking guidelines influenced the cognitive level of the question paper.
Role of the external moderator in the marking guideline discussions	Role played by the external moderator during the marking guideline discussions.

Criterion	Quality indicator
Sample marking of examinations scripts	Process of sample marking: Markers received examination scripts to mark after the marking guideline discussion. Markers marked a copy of the same examination script. Markers marked a sample of scripts from a range of examination centres.
Guidance and/or training during the sample marking	Guidance or training provided to markers during the sample marking.
Adherence to marking guidelines during sample marking	Adherence to the marking guidelines during sample marking.
Performance of markers and internal moderators during sample marking	Rating of the performance of the markers and internal moderators during sample marking: poor, average, good or excellent.
Measures to address inconsistency in marking or calculation errors during sample marking	Measures to address inconsistencies in marking or calculation errors identified during the sample marking process.
Adjustments to the marking guidelines	Adjustments made to the marking guidelines after sample marking.
General conduct of internal moderators, chief markers and markers	Problems experienced in the general conduct of internal moderators, chief markers and markers.
Signing off of the marking guidelines	The external moderator signed off the marking guidelines.
Translated marking guidelines	Measures in place to ensure that translated marking guidelines were equivalent to the originals.
Fairness of the question paper	Complaints concerning: Questions that were ambiguous. Questions that went beyond the scope of the syllabus. Questions that were above the level of candidates involved.
Minutes of marking guideline discussions	Minutes of the marking guideline discussions were submitted to the marking centre manager.
Comments and recommendations	Comments and recommendations on the outcome of the marking guideline discussions.

12.3   Summary of Findings

The external moderators reported that sufficient attention was paid and adequate time allowed for rigorous discussion and finalisation of the marking guidelines. The markers were trained extensively in understanding and knowledge of mark allocation.

Table 12D and 12E present the findings from the standardisation of marking guidelines process as reported by Umalusi's external moderators.

Table 12D: Findings from the standardisation of marking guidelines of NATED N2 instructional offerings

Evaluation criteria	Findings and challenges	Instructional offerings
Attendance/ absenteeism of participants	All (100%) chief markers of the sampled instructional offerings were present at the marking guideline discussion meetings. This was an improvement compared to 75% in the 2017 November examinations.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	All (100%) markers who had been appointed were present.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	All (100%) internal moderators were present at the marking guideline discussion meetings.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	In two instructional offerings (22%), the participants were not on time and the marking guideline discussion meetings started without them. This was also the case in the November 2017 examinations.	Building Drawing N2 Mathematics N2
Appointment of marking staff	All participants were notified of their appointments before the marking guideline discussion meetings. In the case of two instructional offerings, participants did not receive their appointment letters but were notified by short message service (sms).	Fitting and Machining Theory N2 Mathematics N2
Sample marking	Tthe chief markers and internal moderators of three (33%) instructional offerings marked a sample of scripts before the marking guideline discussion meetings.	Plant Operation Theory N2 Plumbing Theory N2 Welders' Theory N2
Adjustments to the marking guidelines	In one instructional offering the chief marker and internal moderator made adjustments to the marking guideline before the marking guideline discussion meetings.	Water and Waste-water Treatment Practice N2

Evaluation criteria	Findings and challenges	Instructional offerings
Participants' preparedness for the marking guideline discussions meetings	All (100%) participants came prepared to the marking guideline discussion, with their own prepared marking guidelines. This is an increase on the 75% in the November 2017 examinations.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Adjustments to the marking guidelines during the marking guideline discussion meetings	In eight (89%) instructional offerings, adjustments to the marking guideline were made during the marking guideline discussion meetings. In the November 2017 examinations, adjustments were made to all instructional offerings included in the sample.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Welders' Theory N2
Justification for changes to marking guidelines	The changes made to the marking guidelines in all the instructional offerings were justified. The changes included clarifications and additional alternative responses to questions.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Effect of changes to marking guidelines on the cognitive level of question papers	The changes made to all the marking guidelines (100%) of the sampled instructional offerings had no effect on the cognitive level of questions.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Role of the external moderator in the marking guideline discussion meetings	External moderators from all (100%) the instructional offerings played an observer role but assisted when clarification was required.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2

Evaluation criteria	Findings and challenges	Instructional offerings
Sample marking of examinations scripts	In eight (89%) instructional offerings, the marker received scripts to mark after the marking guideline discussion meetings. The markers marked copies of the same scripts to determine the consistency in marking. This is an increase from 75% in the November 2017 examinations.	Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	In one (11%) instructional offering the marker did not receive a sample of scripts from a range of examination centres.	Plumbing Theory N2
Guidance and/or training during the sample marking	In seven (78%) of the instructional offerings where sample marking took place, ongoing assistance and interaction between the internal moderators, chief markers and markers occurred to guide and monitor consistency in marking. This is a decrease from the 100% in the November 2017 examinations.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Plant Operation Theory N2 Plumbing Theory N2 Welders' Theory N2
Adherence to marking guidelines during sample marking	All participants (100%) present at the marking guideline discussion meetings adhered to the marking guidelines as discussed. No inconsistencies were reported. This was also the case in the November 2017 examinations.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Performance of markers and internal moderators during sample marking	The performance of markers was good in five (56%) instructional offerings.	Building Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Plant Operation Theory N2 Plumbing Theory N2
	The performance of the markers was excellent in three (33%) instructional offerings.	Electrical Trade Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	The performance of markers was average in one (11%) instructional offering.	Mathematics N2
	The performance of internal moderation was good in four (45%) instructional offerings.	Building Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Plumbing Theory N2
	The performance of internal moderation was excellent in three (33%) instructional offerings.	Electrical Trade Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	In one (11%) instructional offering, the internal moderation was rated as poor.	Plant Operation Theory N2
	In one (11%) instructional offering no internal moderation was conducted.	Mathematics N2

Evaluation criteria	Findings and challenges	Instructional offerings
Measures to address inconsistencies in marking and calculation errors during sample marking	Scripts marked in sample marking were moderated by chief markers and/or internal moderators and inconsistencies were discussed with the markers involved.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Adjustments to marking guidelines	No adjustments were made to the marking guidelines after sample marking in eight (89%) instructional offerings. This was the case in the whole sample (100%) in the November 2017 examinations.	Building Drawing N2 Electrical Trade Theory N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
	In one (11%) instructional offering, adjustments were made to the marking guidelines after the sample marking.	Engineering Science N2
Signing off the marking guidelines	Marking guidelines for all (100%) sampled instructional offerings were signed off and submitted to the marking centre manager, as in the November 2017 examinations.	Building Drawing N2 Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Translated marking guidelines	In six (67%) sampled instructional offerings, translated marking guidelines were not received, compared to 75% in the November 2017 examinations.	Electrical Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Mathematics N2 Plant Operation Theory N2 Plumbing Theory N2
	The translated marking guidelines were received for three (33%) instructional offerings. This is an increase from the 25% in the November 2017 examinations.	Building Drawing N2 Water and Waste-water Treatment Practice N2 Welders' Theory N2
Comments and recommendations	The chief marker and internal moderator should meet the day before the marking guideline discussion, with their sample marking completed and prepared for the marking guideline discussion meetings. The group attending the marking guideline discussion meeting was too large and hampered constructive participation and the timely completion of the marking guideline discussions.	Mathematics N2

Table 12E: Findings from the Verification of marking of NATED N3 instructional offerings

Evaluation criteria	Findings and challenges	Instructional offerings
Staff attendance	The chief markers of ten (91%) sampled instructional offerings attended the marking guideline discussion meetings. This was a decrease from the 100% attendance of the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	The chief marker for one instructional offering did not attend the marking guideline discussion meeting as he was sent by Umalusi to a marking guideline discussion meeting at another marking centre.	Diesel Trade Theory N3
	All (100%) the markers and internal moderators appointed were present at the marking guideline discussion meetings; some markers did arrive late, however, without providing a reason for this.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Appointment of marking staff	In eight (73%) of the sampled instructional offerings, the marking staff was appointed at the beginning of the year for the three trimesters of 2018. This was a drop from the 100% in the November 2017 examinations.	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Engineering Drawing N3 Engineering Science N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	In three (27%) instructional offerings, the staff present indicated that they had been appointed in November 2018.	Aircraft Maintenance Theory N3 Electrotechnology N3 Industrial Electronics N3
Sample marking	In two (18%) instructional offerings, the internal moderator marked a sample of the scripts before the marking guideline discussion meeting, compared to 25% in the November 2017 examinations.	Diesel Trade Theory N3 Plating and Structural Steel Drawing N3
	The chief markers and/or internal moderators of nine (82%) instructional offerings did not mark a sample of scripts before the marking guideline discussion meeting, compared to 75% in the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3

Evaluation criteria	Findings and challenges	Instructional offerings
Adjustments to the marking guidelines	Adjustments were made to the marking guidelines before the marking guideline discussion meeting in three (23%) instructional offerings, slightly lower than 25% in the November 2017 examinations.	Aircraft Maintenance Theory N3 Industrial Electronics N3 Plating and Structural Steel Drawing N3
	In eight (73%) instructional offerings, no adjustments were made to the marking guidelines before the marking guideline discussion meeting, compared to 75% in the November 2017 examinations.	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Mathematics N3 Mechanotechnology N3
Participants' preparedness for the marking guideline discussion meetings	In eight (73%) of the instructional offerings, participants came prepared to the meeting with their own marking guidelines. This is an increase on 67% of the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Plating and Structural Steel Drawing N3
	In two (18%) instructional offerings, some participants did not work through the marking guidelines before the meeting.	Industrial Electronics N3 Mathematics N3
	In one (9%) instructional offering, the internal moderator and chief marker submitted the same typed, worked out marking guideline, changing only the cover page.	Mechanotechnology N3
Adjustments to the marking guidelines during the marking guideline discussion meetings	Adjustments were made to the marking guidelines during the marking guideline discussions in nine (82%) instructional offerings. This was a decrease from the 100% of the November 2017 examinations.	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Justification for changes to marking guidelines	Changes made to the marking guidelines were justified in nine (82%) instructional offerings.	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3

Evaluation criteria	Findings and challenges	Instructional offerings
Effect of changes to marking guidelines on cognitive level of question papers	In eleven (100%) instructional offerings, the changes to the marking guideline did not have any effect on the cognitive level of the question papers.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Role of the external moderator in the marking guideline discussions	In all (100%) the instructional offerings, the external moderator played an active role in the marking guideline discussions, offering guidance when there were differences of opinion.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Sample marking of examination scripts	In all (100%) the instructional offerings, each marker received scripts to mark after the marking guideline discussion meeting and each marker marked a copy of the same script to determine consistency in marking.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	In nine (82%) instructional offerings, after sample marking a copy of the same script, each marker received scripts from a range of examination centres in order to determine whether it was necessary to include further possible answers. In the November 2017 examinations, this figure was 83%.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	In two (18%) instructional offerings, markers did not receive scripts to mark.	Diesel Trade Theory N3 Industrial Electronics N3
Guidance and/ or training during sample marking	In all instructional offerings where sample marking took place, the internal moderator offered constant assistance and interacted with markers to guide and monitor the consistency of marking. This also occurred in the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3

Evaluation criteria	Findings and challenges	Instructional offerings
Adherence to marking guidelines during sample marking	In all (100%) the sampled instructional offerings, markers adhered to the marking guidelines during the sample marking. This was an improvement when compared to 91% in the November 2017 examinations.	Engineering Drawing N3 Mathematics N3 Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Performance of markers and internal moderators during sample marking	Markers' performance was rated as excellent in three (27%) instructional offerings.	Aircraft Maintenance Theory N3 Building Science N3 Diesel Trade Theory N3
	Markers' performance was rated as good in six (55%) instructional offerings	Building and Civil Technology N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	Markers' performance was rated as average in two (18%) instructional offerings.	Industrial Electronics N3 Mathematics N3
	Internal moderation was rated excellent in four (36%) instructional offerings.	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Engineering Drawing N3
	Internal moderation was rated as good in four (36%) instructional offerings.	Electrotechnology N3 Engineering Science N3 Mathematics N3 Plating and Structural Steel Drawing N3
	Internal moderation was not conducted in three (28%) instructional offerings.	Aircraft Maintenance Theory N3 Industrial Electronics N3 Mechanotechnology N3
Measures to address inconsistencies in marking and calculation errors during sample marking	In all instructional offerings, the chief markers/internal moderator retrained affected markers who were then required to remark the entire batch of scripts.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3

Evaluation criteria	Findings and challenges	Instructional offerings
Adjustments to the marking guidelines	In two (18%) instructional offerings, adjustments were made to the marking guidelines after the sample marking. This was a decrease from the 42% in the November 2017 examinations.	Industrial Electronics N3 Mechanotechnology N3
	In nine (82%) instructional offerings, no adjustments were made to the marking guidelines after the sample marking. This was an increase from the 58% in the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Mathematics N3 Plating and Structural Steel Drawing N3
General conduct of internal moderators, chief markers and markers	In one instructional offering, difficulties were experienced with markers' conduct, they became aggressive because they could not get their own way. These markers wanted to change the marking guideline, claiming that a question was incorrect. This matter was resolved by the chief marker, internal moderator and external moderator.	Mathematics N3
	In ten instructional offerings, no difficulties were experienced with markers'/chief marker's/ internal moderators' conduct. This represented a drop from the 100% in the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Signing off the marking guidelines	In all (100%) instructional offerings, the external moderators signed off the marking guidelines, as was the case in the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3

Evaluation criteria	Findings and challenges	Instructional offerings
Translated marking guidelines	Nine (82%) instructional offerings did not have translated marking guidelines, compared to 92% in the November 2017 examinations.	Aircraft Maintenance Theory N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	Translated marking guidelines were received for two (18%) instructional offerings.	Building and Civil Technology N3 Building Science N3
Fairness of question papers	There were no complaints with regard to the fairness of question papers in any of the instructional offerings (100% were fair). This is an improvement compared to 58% in the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Minutes of marking guideline discussion meetings	In all (100%) instructional offerings, the minutes of the marking guideline discussion meetings were submitted to the marking centre manager. This was an improvement when compared to the 92% in the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Submission of adjusted marking guidelines	In all (100%) the instructional offerings, the adjusted marking guidelines were submitted to the marking centre manager. This was an improvement on 92% in the November 2017 examinations.	Aircraft Maintenance Theory N3 Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3

12.4   Areas of Compliance

The following areas of compliance were observed in the marking guideline discussions:
- All chief markers of N2 instructional offerings attended the marking guideline discussion meetings;
- The markers and internal moderators of all the instructional offerings attended the marking guideline discussion meetings;
- In the N3 instructional offerings, 91% of participants received their appointment letters before the marking guideline discussions;

- The N2 markers came prepared to the marking guideline discussion meetings;
- In both the N2 and N3 sampled instructional offerings, the participants participated actively in the marking guideline discussion meetings;
- The changes made to the marking guidelines were justified in all the N3 instructional offerings, and these enhanced the marking guidelines;
- In the sampled N3 instructional offerings, 82% of the markers received a sample of scripts from different examinations centres to mark; and
- In both the N2 and N3 instructional offerings, markers adhered to the marking guidelines during the sample marking.

12.5   Areas of Non-compliance

Based on the findings from the external moderators' reports, the following areas of concern were noted:
- Of the late arrival of participants at the marking guideline discussion meetings, without valid reasons, continues to raise concerns. Only 45% of participants arrived punctually for the N3 instructional offerings;
- In only18% of N3 and 33% of N2 instructional offerings had the moderator marked a sample of scripts before the marking guideline discussion meeting;
- Although there was an improvement in the preparedness of N3 markers, some markers had still failed to prepare for the meetings;
- There was a lack of assistance for N2 markers in certain instructional offerings during the sample marking; and
- Internal moderation was not conducted in Mathematics N2, Aircraft Maintenance Theory N3, Industrial Electronics N3 or Mechanotechnology N3.

12.6   Directives for Compliance and Improvement

The DHET must ensure that:
- Consequence management is enforced where marking personnel arrive late without a valid reason;
- Markers, chief markers and internal moderators who do not come prepared to the marking guideline discussions should not be allowed to participate in the process; and
- The panels that finalise the marking guidelines should be extended, for instance to include the chief markers from the various marking centres.

12.7   Conclusion

Based on the reports of the external moderators, it could be concluded that the process of the finalisation of marking guidelines for the November 2018 examinations for NATED Report 190/191: Engineering Studies in N2 and N3 was successfully completed. This was evident in the fact that the instructional offerings met all the compliance criteria. For example, the chief markers of all instructional offerings and all the appointed personnel who were present at the marking guideline discussion meetings participated actively in the discussions, and the marking guidelines were adhered to during the sample marking process.

CHAPTER 13 VERIFICATION OF NATED REPORT 190/191 MARKING

13.1 Introduction

The moderation of marking is of vital importance as it is mainly by this means that the standard and quality of marking can be verified.

It is of paramount importance that Umalusi moderators attend and verify the marking process in order to report on:
- The standard and quality of marking and internal moderation; and
- Consistency of marking.

External verification of marking by Umalusi serves to monitor that marking is conducted according to agreed and established practices and standards.

Five N3 instructional offerings with high enrolments, namely Mathematics, Engineering Science, Industrial Electronics, Electrotechnology and Mechanotechnology were marked at various provincial marking centres. Some instructional offerings, e.g. Motor Trade Theory N3 and Diesel Trade Theory N3 were marked at Struandale marking centre because there were limited numbers of scripts and particular expertise at this centre. The majority of N2 instructional offerings were marked provincially at one marking centre in each of the nine provinces. Instructional offerings with low enrolments were redirected to a limited number of provinces or to just one marking centre for marking.

Umalusi staff monitored marking centres at the commencement of the marking process and during the progress of marking.

13.2 Scope and Approach

Moderators (40 in total) verified the marking of a sample of N2 and N3 instructional offerings: at the Thornton (four instructional offerings); Centurion (seven instructional offerings); Northdale (11 instructional offerings); Iqhayiya (two instructional offerings); Mpondozankomo (two instructional offerings); Hillside View (one instructional offering); and Pretoria West (13 instructional offerings) Campuses. The dates set for verification of marking was 3 to 6 December 2018. Each moderator verified the marking of an instructional offering at one marking centre.

Verification of marking in the following instructional offerings was conducted:

Table 13A: N2 Verification of marking

No.	Instructional offering	Date	Marking Centre
1	Building Drawing N2	03 December 2018	Mpondozankomo
2	Building Science N2	04 December 2018	Northdale
3	Diesel Trade Theory N2	04 December 2018	Thornton
4	Electrical Trade Theory N2	05 December 2018	Northdale

No.	Instructional offering	Date	Marking Centre
5	Engineering Drawing N2	03 December 2018	Northdale
6	Engineering Science N2	04 December 2018	Hillside View
7	Fitting and Machining Theory N2	04 December 2018	Mpondozankomo
8	Industrial Electronics N2	03 December 2018	Northdale
9	Mathematics N2	05 December 2018	Northdale
10	Motor Trade Theory N2	04 December 2018	Thornton
11	Plant Operation Theory N2	03 December 2018	Pretoria West
12	Platers' Theory N2	04 December 2018	Northdale
13	Plating and Structural Steel Drawing N2	06 December 2018	Northdale
14	Plumbing Theory N2	04 December 2018	Northdale
15	Water and Waste-water Treatment Practice N2	05 December 2018	Pretoria West
16	Welders' Theory N2	04 December 2018	Thornton

Table 13B: N3 Verification of marking

No.	Instructional offering	Date	Marking Centre
1	Aircraft Maintenance Theory N3	03 December 2018	Centurion
2	Building and Civil Technology N3	03 December 2018	Pretoria West
3	Building Drawing N3	03 December 2018	Pretoria West
4	Building Science N3	05 December 2018	Pretoria West
5	Diesel Trade theory N3	03 December 2018	Iqhayiya
6	Electrical Trade Theory N3	03 December 2018	Pretoria West
7	Electrotechnology N3	03 December 2018	Northdale
8	Engineering Drawing N3	04 December 2018	Pretoria West
9	Engineering Science N3	03 December 2018	Pretoria West
10	Industrial Electronics N3	05 December 2018	Northdale
11	Industrial Organisation and Planning N3	05 December 2018	Centurion
12	Industrial Orientation N3	03 December 2018	Centurion
13	Instrument Trade Theory N3	05 December 2018	Pretoria West
14	Logic Systems N3	04 December 2018	Centurion
15	Mathematics N3	04 December 2018	Northdale
16	Mechanotechnology N3	05 December 2018	Thornton
17	Motor Trade Theory N3	10 December 2018	Iqhayiya
18	Plant Operation Theory N3	02 December 2018	Pretoria West
19	Plating and Structural Steel Drawing N2	05 December 2018	Pretoria West
20	Radio and Television Theory N3	03 December 2018	Centurion
21	Refrigeration Trade Theory N3	04 December 2018	Centurion
22	Supervision in Industry N3	04 December 2018	Centurion
23	Waste-water Treatment Practice N3	03 December 2018	Pretoria West
24	Water Treatment Practice N3	05 December 2018	Pretoria West

Moderators sampled 20 scripts from across the provinces and examination centres that were marked at the specific marking centre they visited. The table below indicates the number of marking centres and provinces included in the sample per instructional offering. It should be noted that the reason for the inclusion of scripts from only one marking centre or one province was in most cases that scripts were marked at various marking centres but Umalusi verified marking at only one centre.

Table 13C: Verification of marking N2 and N3: instructional offerings, number of provinces and number of sites per province

Instructional offering	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West	Province 10*
Aircraft Maintenance Theory N3	1	-	-	-	-	-	-	-	5	-	-
Building and Civil Technology N3	5	-	-	4	4	3	-	6	3	-	-
Building Drawing N2	2	-	-	-	-	-	16	-	4	-	-
Building Drawing N3	6	-	-	-	3	5	3	2	6	1	-
Building Science N2	1	-	-	-	-	12	-	-	-	-	-
Building Science N3	9	2	-	2	3	2	2	2	3	2	2
Diesel Trade Theory N2	1	-	-	-	-	6	-	-	-	-	-
Diesel Trade theory N3	5	-	-	-	-	2	6	-	5	4	1
Electrical Trade Theory N2	1	-	-	-	-	14	-	-	-	-	-
Electrical Trade Theory N3	4	-	-	-	-	3	-	13	3	1	-
Electrotechnology N3	1	-	-	-	-	7	-	-	-	-	-
Engineering Drawing N2	1	-	-	-	-	13	-	-	-	-	-
Engineering Drawing N3	9	-	2	3	2	2	3	2	2	2	2
Engineering Science N2	2	-	3	17	-	-	-	-	-	-	-
Engineering Science N3	3	-	-	-	-	-	-	-	10	9	1
Fitting and Machining Theory N2	1	-	-	-	-	-	13	-	-	-	-
Industrial Electronics N2	1	-	-	-	-	16	-	-	-	-	-
Industrial Electronics N3	1	-	-	-	-	16	-	-	-	-	-
Industrial Organisation and Planning N3	6	-	1	1	-	-	5	3	6	3	-
Industrial Orientation N3	9	1	1	2	-	1	1	3	6	1	1
Instrument Trade Theory N3	5	-	1	-	-	4	1	1	8	-	-
Logic Systems N3	4	-	-	-	3	2	-	4	11	-	-
Mathematics N2	1	-	-	-	-	20	-	-	-	-	-
Mathematics N3	1	-	-	-	-	12	-	-	-	-	-
Mechanotechnology N3	1	11	-	-	-	-	-	-	-	-	-
Motor Trade Theory N2	5	-	-	-	8	4	1	1	1	-	-
Motor Trade Theory N3	6	1	-	3	6	2	-	4	4	-	-
Plant Operation Theory N2	6	-	-	3	-	6	5	4	1	1	-

Instructional offering	Number of Provinces	Western Cape	Northern Cape	Free State	Eastern Cape	KwaZulu-Natal	Mpumalanga	Limpopo	Gauteng	North West	Province 10*
Plant Operation Theory N3	7	1	-	1	1	3	3	7	4	-	-
Platers' Theory N2	1	-	-	-	-	5	-	-	-	-	-
Plating and Structural Steel Drawing N2	1	-	-	-	-	13	-	-	-	-	-
Plating and Structural Steel Drawing N3	3	-	-	-	-	3	-	7	10	0	0
Plumbing Theory N2	1	-	-	-	-	11	-	-	-	-	-
Radio and Television Theory N3	2	-	-	-	-	-	-	6	6	-	-
Refrigeration Trade Theory N3	4	4	-	-	-	1	-	-	2	-	2
Supervision in Industry N3	6	-	1	3	-	-	1	2	9	4	-
Waste-water Treatment Practice N3	6	-	-	3	2	3	1	8	4	-	-
Water and Waste-water Treatment Practice N2	5	-	-	2	4	1	-	8	5	-	-
Water Treatment Practice N3	6	-	-	1	1	3	3	9	3	-	-
Welders' Theory N2	1	6	-	-	-	-	-	-	-	-	-

Table 13D shows the criteria and quality indicators that were used during the evaluation of the marking process in N2 and N3 instructional offerings.

Table 13D: Evaluation criteria and quality indicators for Verification of marking

Criterion	Quality indicators
Marking guideline discussion meetings	Changes made to the marking guidelines during the marking guideline discussion meetings at the marking centre.
	Additions made to the marking guidelines during the marking process, e.g. further possible correct answers identified after the commencement of marking.
	The communication process used to ensure consistent marking across marking centres when further changes were made to the marking guidelines after approval of the marking guidelines.
Marking	All anticipated examination scripts received for marking at the centre.
	Marking training conducted.
	Marking approach followed.
	Adherence to marking guidelines.
	Standard of marking.
	Marking administration. Prescribed procedure for allocation of marks followed. Marks indicated per question. Mistakes clearly indicated. Marks correctly transferred to cover page of examination script and to mark sheet. Mark sheets completed correctly. Notes kept throughout the marking period to facilitate report writing.

Criterion	Quality indicators
Marking	Marking control. List of names of those responsible for marking of each question. Marker indicated his/her code/name. Name of internal moderator clearly indicated.
Internal moderation	Evidence of internal moderation throughout the marking process.
	Criteria used for the sampling of examination scripts.
	Sample of centres internally moderated.
	Internal moderation process.
	Standard of internal moderation.
	Number/percentage of scripts moderated.
Response to the examination question paper	Candidates' performance in line with predictions. Evidence of performance of candidates.
Prevention and handling of irregularities	Evidence and reporting of irregularities.
Reports	Chief markers, markers and internal moderators prepared/contributed to qualitative reports.
	Quality assurance of reports.
	Submission and use of reports.

13.3   Summary of Findings

Table 13E and 13F present the findings of the verification of marking process as reported by Umalusi's moderators for each instructional offering in the sample.

Table 13E: Findings from the Verification of marking of N2 instructional offerings

Evaluation criteria	Findings and challenges
Changes to the marking guidelines	Changes were made to the marking guidelines in 63% of the instructional offerings at the marking guideline discussion meetings (compared to 57% in the November 2017 examination).
	Changes made did not affect the cognitive demand of the marking guidelines in any of the instructional offerings.
	No further changes were made to the marking guidelines for any instructional offerings during the marking process.
Marking	In 87% of the instructional offerings, training of markers was conducted throughout the marking process (compared to 80% in the November 2017 examination).
	Adherence to marking guidelines was rated as good in 69% of the instructional offerings.
	Adherence to marking guidelines was rated average in 25% of the instructional offerings.
	Adherence to marking guidelines was rated as poor in 6% of the instructional offerings.

Evaluation criteria	Findings and challenges
Marking	The prescribed procedure for allocation of marks per question was followed in 81% of the instructional offerings. This can be compared to 70% of instructional offerings that followed the prescribed procedure in the November 2017 examination.
	The prescribed procedure for allocation of marks was not followed in 19% of the instructional offerings (compared to 30% in November 2017 examination).
	In 88% of the instructional offerings, marks were indicated per question, compared to 90% in the 2017 examination.
	Marks were not indicated per question in 12% of the instructional offerings.
	Errors were clearly indicated in 88% of the instructional offerings, a slight decrease from 90% in the November 2017 examination.
	Marks were transferred correctly from the cover page to the mark sheet in 88% of the instructional offerings. This was a slight decrease compared to 90% in the November 2017 examination.
	Mark sheets were completed correctly in 94% of the instructional offerings (compared to 90% in the November 2017 examination).
	Notes were kept throughout the marking period to facilitate report writing in 69% of the instructional offerings (compared to 80% in the November 2017 examination).
	In 81% of the instructional offerings, the code/name of the marker was indicated in red ink on the cover page next to the question marked, a slight increase of 1% compared to the November 2017 examination.
	The name of the internal moderator was clearly indicated on 56% of the examination scripts (compared to 100% in the November 2017 examination).
Internal moderation	In 69% of the instructional offerings, there was evidence of moderation of examination scripts (compared to 80% in the November 2017 examination).
	In 69% of the instructional offerings the criterion for sampling of scripts for internal moderation was a random selection of high, medium and low marks from a batch of scripts.
	In 56% of the instructional offerings, a sample of examination scripts from all examination centres was moderated during verification (compared to 50% in November 2017 examination).
	In 44% of the instructional offerings, most examination centres were included in the internal moderation process at the time of verification.
	A whole-script moderation approach was used during the internal moderation process in 69% of the instructional offerings (compared to 100% in the 2017 November examination).
	The standard of internal moderation was rated as good in 70% of the instructional offerings (compared to 60% in the November 2017 examination).
	Standard of internal moderation was rated average in 19% of the instructional offerings.
	Standard of internal moderation was rated poor in 6% of the instructional offerings.
Candidates' response to the examination question paper	Candidates' performance was in line with predictions in 75% of the instructional offerings (compared to 70% in the November 2017 examination).
	Candidates found the question paper difficult in 12% of the instructional offerings (compared to 40% in the November 2017 examination).
	Candidates found question paper fair in 88% of the instructional offerings.

Evaluation criteria	Findings and challenges
Prevention and handling of irregularities	No irregularities were reported at the time of the external moderation in 94% of the instructional offerings (compared to 80% in the November 2017 examination).
Chief markers and internal moderation of marking report	In 88% of the instructional offerings, reports had not been completed as marking was still in progress at the time of the external moderation visit (compared to 90% in the November 2017 examination).
Performance of markers, chief markers and internal moderators	Markers were rated as good in 63% of the instructional offerings.
	Markers were rated as average in 31% of the instructional offerings.
	Markers were rated as poor in 6% of the instructional offerings.
Conduct at marking centres	At all the marking centres monitored, it was reported that the general conduct of markers at the marking centre was good, professional, no cell phones rang, markers were mostly punctual and attendance registers were controlled by the chief markers.

Table 13F: Findings from the Verification of marking of N3 instructional offerings

Criterion	Findings and challenges
Marking guideline discussion meetings	Changes were made in 71% of the instructional offerings during the marking guideline discussion meetings at the marking centre.
	No changes were made to 29% of the marking guidelines during the marking guideline discussion meetings held.
	No further additions were made to 92% of the marking guidelines during the marking process (compared to 75% in the November 2017 examination).
	Additions were made to marking guidelines during the marking process in 13% of instructional offerings. These included: • Alternative responses; and/or • Changes to wording of questions.
Marking	Training of marking personnel was conducted throughout the marking process in 92% of the instructional offerings (compared to 70% in the November 2017 examination).
Adherence to marking guidelines	Adherence to the marking guidelines was rated as good in 92% of the instructional offerings (compared to 65% in the November 2017 examination).
	Adherence to marking guidelines was rated as average in 4% of instructional offerings.
	Adherence to marking guidelines was rated as poor in 4% of instructional offerings.
Administration	The prescribed procedure for allocation of marks was followed in 96% in the sampled instructional offerings (compared to 100% in the November 2017 examination).
	In 96% of the instructional offerings the following transpired: • Marks were indicated per question; • Errors were clearly indicated; and • Marks were transferred correctly to the cover page and mark sheet.
Note taking throughout the marking period	In 83% of the instructional offerings, notes were kept throughout the marking period (compared to 80% in November 2017 examination).

Criterion	Findings and challenges
Control	The code/name of the marker was indicated in red ink on the cover page next to the question marked in 83% of the instructional offerings (compared to 80% in the November 2017 examination).
	The name of the internal moderator was clearly indicated on the scripts in 71% of the instructional offerings (compared to 85% in the November 2017 examination).
Internal moderation	There was evidence of internal moderation throughout the marking process in 71% of the instructional offerings (compared to 95% in the November 2017 examination).
	Criteria used in sampling of scripts for internal moderation was a random selection of high, medium and low marks from a batch of scripts for all (100%) instructional offerings where internal moderation was evident.
	In 46% of the instructional offerings, a sample of examination scripts from all examination centres was moderated.
	In 21% of the instructional offerings, scripts from selected examination centres were moderated.
	In 33% of the instructional offerings, moderation had not taken place at the time of the verification of marking.
	A whole-script moderation approach was followed during the internal moderation process in all (100%) instructional offerings.
	The standard of internal moderation was rated as good in 67% of the instructional offerings.
	The standard of internal moderation was rated average in 25% of the instructional offerings.
	The standard of internal moderation was rated poor in 8% of the instructional offerings.
Response to the examination question paper	Candidates' performance in 67% of the instructional offerings was in line with predictions (compared to 90% in the November 2017 examination).
	Candidates' performance in 33% of the instructional offerings was not in line with predictions.
	Candidates found the question paper difficult in 25% of the instructional offerings (compared to 15% in the November 2017 examination).
	Candidates found the question paper to be fair in 75% of the instructional offerings.
Prevention and handling of irregularities	In 75% of the instructional offerings, no irregularities had been reported by the time of the external moderator visit.
	Eight percent of the instructional offering reported irregularities. There was evidence of copying by candidates.
Reports	In 50% of the instructional offerings, reports were completed by the chief marker, markers and internal moderator.
	In 50% of the instructional offerings, reports were still in the process of being completed.
Conduct at marking centres	It was reported at all marking centres that general conduct was good, professional, no cell phones rang, markers were mostly punctual and attendance registers were controlled by the chief markers.

13.4   Areas of Compliance

Umalusi observed and noted areas of good practice and compliance during the verification of marking visits during the November 2018 examination:
- In all the N2 instructional offerings, no further changes were made to any of the marking guidelines during the marking process. The marking guideline discussion meetings proved to be thorough in this regard;
- It was found that, in general, markers followed the administrative procedures for mark allocation. Marks were indicated per question, errors were clearly indicated, marks were transferred correctly to the cover page and to mark sheets, and mark sheets were filled in correctly ; and
- In all (100%) N2 and N3 instructional offerings it was reported that the general conduct of markers at the marking centre was good and professional.

13.5   Areas of Non-compliance

Umalusi's reports revealed the following concerns:
- No moderation was done in one instructional offering, Refrigeration Trade Theory N3, as there was only one marker and nine scripts;
- In 31% of N2 and 29% of N3 instructional offerings, there was no evidence of moderation of examination scripts by the time of the verification of marking by Umalusi;
- Adherence to marking guidelines was rated as good in only 69% of the instructional offerings; and
- Notes for report writing were kept during the marking period in only 69% of the instructional offerings, compared to 80% in the November 2017 examination.

13.6   Directives for Compliance and Improvement

In order to improve the quality and standard of the marking, the DHET must ensure that:
- Markers, chief markers and internal moderators are reminded of the importance of taking notes during the marking period in order to contribute to and improve the quality of chief marker and internal moderator reports; and
- Internal moderation of scripts takes place immediately, at the start of the marking process and throughout the marking in order to rectify any inconsistencies, should they arise.

13.7   Conclusion

Reports by external moderators indicated that the marking process for the November 2018 examination for Report 190/191: Engineering Studies N2 and N3 had been completed successfully. Question papers appeared to be fair and the performance by most candidates was as expected. The conduct of marking staff at the marking centres visited was commendable.

CHAPTER 14 NATED REPORT 190/191 STANDARDISATION AND RESULTING

14.1   Introduction

Standardisation is a process that is informed by evidence presented in the form of qualitative and quantitative reports. Its primary aim is to achieve an optimum degree of uniformity in a given context by considering possible sources of variability other than candidates' ability and knowledge. In general, variability may be a function of the standard of question papers, the quality of marking or other related factors. It is for this reason that examination results are standardised to control their variability from one examination session to the next.

Section 17A (4) of the GENFETQA Act of 2001 as amended in 2008 states that the Council may adjust raw marks during the standardisation process. In broad terms, standardisation involves the verification of subject structures, mark capturing and the computer system used by an assessment body. It includes the development and verification of norms; and the production and verification of standardisation booklets in preparation for the standardisation meetings. During standardisation, qualitative inputs from external moderators, internal moderators, monitoring reports, post-examination analysis reports in selected subjects, intervention reports presented by the assessment bodies and the principles of standardisation are used to inform decisions. The process is concluded by the approval of mark adjustments per instructional offering, statistical moderation and the resulting process.

14.2   Scope and Approach

The Department of Higher Education and Training (DHET) presented 59 instructional offerings and four Business Languages for the standardisation of the NATED Report 190/191 Engineering Studies N2 and N3 and Business Languages examinations. In turn, Umalusi verified the historical averages, the monitoring of mark capturing and the standardisation, adjustments, statistical moderation, and the resulting datasets.

14.2.1   Calculation of the historical averages

Historical averages are calculated using the previous six examination sessions. Once that is done, as per policy requirements the DHET submits historical averages or norms to Umalusi for verification. Where a distribution contains outliers, the historical average is calculated excluding data from the outlying examination session. Finally, Umalusi takes into account historical averages during the standardisation process.

14.2.2   Capturing of marks

Capturing of marks took place at various marking centres where the N2 and N3 instructional offerings were marked. Umalusi could not verify the capturing of NATED Report 190/191 Engineering Studies N2–N3 marks.

14.2.3 Verification of datasets and standardisation booklets

The DHET submitted standardisation datasets and electronic booklets according to the Umalusi management plan. The datasets were verified and approved. Final standardisation booklets were then printed.

14.2.4 Pre-standardisation and standardisation

The pre-standardisation and standardisation meetings for NATED Report 190/191 Engineering Studies N2–N3 and Business Languages examinations were held on 18 December 2018. Umalusi was guided by many factors in reaching its standardisation decisions, including qualitative and quantitative information. Qualitative input included evidence-based reports presented by the DHET, and reports from Umalusi's external moderators and monitors on the conduct, administration and management of examinations. As far as quantitative information was concerned, Umalusi considered historical averages and pairs analysis, together with standardisation principles.

14.2.5 Post-standardisation

Once the standardisation meetings had been concluded, the DHET submitted the final adjustments and candidates' resulting files for verification and final approval.

14.3 Findings and Decisions

14.3.1 Calculation of historical averages

As explained in the paragraphs above, the historical averages for NATED Report 190/191 Engineering Studies N2–N3 and Business Languages examinations were calculated using the previous six examination sessions. In order to do this, the DHET was required to submit the historical averages for verification in accordance with the Umalusi management plan. Where outliers were found, the principle of exclusion was applied and, as a result, the norm was calculated using five examination sittings. Table 14A indicates instructional offerings with outliers.

Table 14A: Instructional offerings with outliers

Level	Code	Instructional Offering	Excluded Examination Sessions
N2	8080602	Industrial Electronics	201611
	8090272	Engineering Drawing	201708
	8120022	Water and Waste-water Treatment Practice	201808
	11022192	Carpentry and Roofing Theory	201708
	11040452	Instrument Trade Theory	201611
	11040612	Motor Electrical Theory	201808
N3	11040673	Motor Trade Theory	201708

14.3.2   Capturing of marks

The findings were as follows:

The capturing of marks at all the monitored centres was conducted in accordance with the DHET's examinations marking processes management plan. Because the capturing centres were set up at marking centres, the two processes – marking of scripts and capturing of marks – were conducted concurrently. The capturing of marks was done according to the guidelines.

While the marks for ICASS for NATED Report 190/191 Engineering Studies N2–N3 Examinations were captured by TVET colleges/centres and sent to the DHET as text files for uploading onto the mainframe, the end of year examination marks were captured by the DHET's data capturers. As a rule, the DHET performs quality assurance of the submitted marks by conducting spot checks.

The DHET utilises an offline tool to capture examination marks. Data are backed up and exported to the DHET on a daily basis. While this happens, the DHET employs a double capturing method to verify the accuracy of the captured marks. All the capturing facilities that were visited were under 24-hours security surveillance, and access was controlled.

14.3.3   Verification of datasets and standardisation booklets

In preparation for the standardisation processes, Umalusi and the DHET verified its systems through a process of dry runs. The aim was to ensure proper alignment of the examination computer systems and compatibility of data and formulae used for data processing. The DHET participated in all processes to ensure correct resulting of candidates.

The standardisation datasets and electronic booklets submitted for the NATED Report 190/191 Engineering Studies N2–N3 and Business Languages examinations adhered to the requirements as spelt out in the Requirements and Specifications for Standardisation, Statistical Moderation and Resulting Policy.

14.3.4   Pre-standardisation and standardisation

Standardisation decisions were informed by qualitative reports from external moderators, examination monitors, and by post-examination analysis findings in selected subjects. In addition, intervention reports presented by the assessment bodies were considered.

As already indicated, the DHET presented 59 instructional offerings for the standardisation of the NATED Report 190/191 Engineering Studies N2–N3 Examinations and four subjects from Business Languages. The decisions for the November 2018 NATED examinations were informed by trends in student performance, the qualitative input, the historical average and pairs analysis. Eventually, all instructional offerings and subjects that had been presented were standardised.

The impact of the implementation of the new subminimum rule – that students have to obtain a minimum year mark of 40% to qualify to sit the examinations – was evident in the results. Examination results for NATED N2 and N3 reflected a new trend in candidates' performance, different from previous years. The tables below present a summary of standardisation decisions:

Table 14B: Standardisation decisions NATED Report 190/191: Engineering Studies N2 and N3

Description	Total
Number of instructional offerings presented	59
Raw marks accepted	33
Adjustments (mainly upwards)	20
Adjustments (mainly downwards)	6
Provisionally standardised	0
Not standardised	0
Number of instructional offerings standardised	59

Table 14C: Standardisation decisions Business Languages

Description	Total
Number of subjects presented	4
Raw marks accepted	1
Adjusted (mainly upwards)	0
Adjusted (mainly downwards)	3
Provisionally standardised	0
Number of subjects standardised	4

14.3.5   Post standardisation

The N2 and N3 adjustments were approved during the second submissions. The statistical moderation and resulting datasets for N3 and N2 were approved during the first and second submissions respectively.

14.4   Areas of Compliance

The following areas of compliance were observed:
- The DHET submitted the adjustments, statistical moderation and resulting datasets within the stipulated timeframes; and
- The historical averages, the standardisation datasets and electronic booklets for N2 and N3 were approved at first submission and the statistical moderation and resulting datasets for N3 were also approved during the first moderation.

14.5   Areas of Non-compliance

The following areas of non-compliance were observed:
- A significant decline in learner enrolment and performance in almost all the instructional offerings; and
- The tampering with marks of 30%, 40% and 50% by markers.

14.6 Directives for Improvement and Compliance

The DHET must:
- Ensure that markers adhere strictly to the marking guidelines and refrain from tampering with marks of 30%, 40% and 50%.

14.7 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 reasoning. The majority of the DHET proposals corresponded with those of Umalusi.

CHAPTER 15 NATED REPORT 190/191 CERTIFICATION

15.1　Introduction

Umalusi is mandated by its founding amended General and Further Education and Training Quality Assurance (GENFETQA) Act (Act No. 58 of 2001) for the certification of learner achievements for South African qualifications registered on the General and Further Education and Training Qualifications Sub-framework (GFETQSF) of the National Qualifications Framework (NQF). This sub-framework includes the National N3 and National Senior Certificate (Colleges) qualifications at Level 4 on the NQF. Umalusi upholds the adherence to policies promulgated by the Minister of Higher Education and Training for the National N3 and National Senior Certificate (Colleges).

Certification is the culmination of an examination process made up of various steps conducted by an assessment body, in this instance the Department of Higher Education and Training (DHET). This process commences with the registration of students. After candidates have written examinations administered by the assessment body, the examination scripts are marked. These marks are processed and only after quality assurance and approval by Umalusi are students presented with individual Statements of Results. These are preliminary documents issued by the assessment body, outlining the outcomes of the examination. The finalisation and verification that all examination marks have indeed been captured and processed occurs before certification. The Statement of Results is, in due course, replaced by the final document, a certificate issued by Umalusi.

The Report 190/191 (N3) programme was promulgated as a one-year exit qualification with a model in which candidates can enrol and achieve subject credits in "blocks" (April, August and November) that are combined into a certificate when sufficient subject credits have been obtained. A candidate can, however, qualify for a certificate in one examination session. In order to be awarded the Report 190/191 (N3) certificate, the previous exit qualifications, the N1 and N2, must have been completed and certified.

This chapter informs interested parties of the current state of the certification of student achievement in the National N3 and National Senior Certificate (Colleges) for candidates registered to write the examinations through the DHET.

15.2　Scope and Approach

In order to ensure that the data for certification are valid, reliable and in the correct format, Umalusi publishes directives for certification that must be adhered to by all assessment bodies when submitting candidate data for the certification of a specific qualification. All records of candidates who are registered for the N3 qualification, including those who qualify for an instructional offering in a particular examination cycle only, are submitted for certification to Umalusi by the DHET.

Umalusi verifies all the data received from the DHET. The certification data must correspond to the quality assured results, keeping in mind that all changes to marks must be approved before they are released to students. Where discrepancies are identified, the DHET is obliged to provide supporting documentation and explanations for such discrepancies. This process serves to ensure that the

candidate is not inadvertently advantaged or disadvantaged as a result of a possible programme and/or human error; it also limits later requests for the reissue of an incorrect certificate.

The issuing of certificates, subject statements and confirmation of those candidates who have not qualified for any type of certificate closes the examination cycle.

Over the last year, Umalusi's officials have engaged on several levels with officials from the DHET in order to verify the appropriateness of the examination processes and procedures established by the DHET to conduct the examinations that lead to the certification of student achievements. These engagements have been focused not only on specific examination cycles, but also on addressing the backlog in certification. Umalusi, the DHET and the State Information Technology Agency (SITA) have worked together in this regard at meetings, workshops and training sessions.

Throughout the quality assurance processes, the verification and checking of the results, and the certification processes, Umalusi strives to uphold the credibility of the certificates issued to qualifying students. This will contribute to upholding of the standard of qualifications within the Sub-framework for which Umalusi is responsible.

15.3   Summary of Findings

After a combined effort by Umalusi, the DHET and SITA, outstanding certificates were issued to qualifying candidates and the IT systems and operational procedures were aligned in preparation for the forthcoming examination and certification processes. SITA is continuing with the process of conducting completeness tests on the database to ensure that all possible certificates have indeed been issued to candidates.

An improvement was observed in the registration process: all TVET and private colleges were required to submit registration data electronically, according to a prescribed format. These data were then uploaded onto the DHET examination system. The manual submission of entry forms was phased out and this reduced the number of incomplete and late submissions.

Efforts were made to improve the registration processes and to allow time for the correction of errors to ensure that candidate information submitted at the time of certification was true and correct. The DHET also improved the system by making sure that all duplicate records were deleted.

The registration of Report 190/191 (N3) candidates was completed and the admission letters were dispatched to all TVET and private colleges before the commencement of the examination.

The printing and verification of the preliminary entry schedules followed the loading of the registration data onto the mainframe system. After the correction and checking of entries had been completed, the admission permits/letters were printed and distributed to TVET colleges offering Report 190/191 subjects.

The following certificates were issued for examination dates in November 2017, April 2018 and August 2018 (at time of publishing, no certificates had been issued for August):

Table 15A: Certificates issued for examination dates November 2017, April 2018 and August 2018

Type of certificate issued	201711	201804	201808	Total
Subject Certificate	20 862			20 862
N3 Certificate	4 178	3 083		7 261
Replacement N3 certificate (Lost)	543	5		543
Replacement NSC	19			19
NSC (Colleges)	3			3
Transaction only	2 285	17 812		20 097
Total	**27 890**	**20 895**	**00**	**48 785**

Table 15B: Certificates issued to candidates between 1 December 2017 and 30 November 2018

Type of certificate issued	Total
Subject certificate	31 476
N3 Certificate	11 795
National Senior Certificate (NSC)	12
Replacement: N3 Certificate	7 935
Replacement: NSC	189
Duplicate: Subject Certificate	10
Duplicate: N3	122
Duplicate: National Senior Certificate	58
Reissue: Subject Certificate	13
Reissue: N3	74
Reissue: National Senior Certificate	3
Total transactions	51 687

Currently, Umalusi is faced with private providers in the vocational education and training sector that have not yet paid their certification fees. As these private colleges owe Umalusi money, the issuing of their certificates has been suspended. Students who wish to pay Umalusi directly for their certificates may do so – if they have adhered to the requirements for the achievement of the qualification and have clearance from their respective college.

15.4   Areas of Compliance

The areas of compliance and good practice are discussed below:

- The registration of the Report 190/191 (N3) candidates was completed according to management plans for the upcoming examination and the admission letters were dispatched to all TVET and private colleges. The printing and verification of the preliminary entry schedules followed the loading of the registration data onto the mainframe system. After corrections had been made, the admission permits/letters were printed and distributed to colleges; and
- It was decided that no late entries/registrations or manually generated mark sheets would be accepted. Late entries would be processed as irregularities and would require a formal explanation in order to qualify for entry.

15.5   Areas of Non-compliance

The external monitoring and verification processes brought minor areas of concern to the fore; these may have affected the successful conduct of the November 2017 examinations and may have led to problems during the certification processes.

In terms of the certification of candidate achievements for the November 2017 examination, areas of concern were:

- The "sudden appearance of raw marks" where a candidate was indicated as absent raised concerns. It appeared that the practice was to capture marks as absent in order to achieve the required capture percentage. This practice of submitting marks as "absent", only to request concessions at a later stage to change the "absent mark" to a valid mark has implications for the statistical calculations and does not reflect the actual performance of the cohort of students; and
- The changing of marks between the approval of the results and the certification of student achievements as a result of "uncontrollable IT processes" causes delays in the certification of student achievements and poses a risk to the credibility of the qualification.

The certification for Report 190/191 (N3) is generally processed and completed within three months of the release of the results. However, it has come to light that not all certificates for previous examinations were issued and there may be a backlog in this regard.

15.6   Directives for Compliance and Improvement

The following are directives for compliance and improvement to the conduct of the examinations and the certification of candidate achievements. The following points are the responsibility of the DHET:

- The registration of candidates must be managed effectively at the correct centre, for the correct programme and instructional offering(s). Candidates should be required to sign a schedule of entries, authenticating the accuracy of the registration data;
- The certification of all students must be completed within three months of the release of the results, but should preferably be done in the shortest possible time. This requires that the DHET completes the re-marks, re-checks and irregularities and submits requests for certification to Umalusi as soon as possible, but within three months of the release of the results;
- The practice of capturing marks as absent in order to achieve the required capture percentage must be stopped immediately. Processes must be established to ensure that all marks are captured on the due date and before the close of mark capturing;
- Adjustments to marks of all candidates in a specific instructional offering at a particular college must be regarded as an irregularity. Sufficient proof and explanation will be required in order for Umalusi to approve such changes; and
- The IT system must be enhanced to ensure that once candidates' results have been approved, no changes to the marks will or can be made.

15.7   Conclusion

As an assessment body, the DHET has the responsibility of processing and submitting candidate achievements to Umalusi for certification. Every effort must be made to ensure that all students who qualify for a certificate receive this as soon as possible.

In terms of the registration of students and the certification processes, Umalusi was satisfied that all systems were in place to achieve a successful certification and issuing of certificates for the November 2018 examinations.

CHAPTER 16 MONITORING OF STATE OF READINESS TO CONDUCT EXAMINATIONS

16.1   Introduction

Umalusi is mandated to undertake the monitoring of the state of readiness to conduct the national examinations at exit-points across the assessment bodies that offer the qualifications registered on the General and Further Education Qualifications Sub-framework (GFETQSF).

The purpose of conducting the monitoring and verification of the level of readiness of the Department of Higher Education and Training (DHET) to conduct the November 2018 National Certificate (Vocational) NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations was largely to:

- Gauge the level of preparedness of the DHET to conduct the November 2018 NC(V) and NATED Report 109/191 Engineering Studies N2–N3 examinations;
- Track the progress made in addressing the directives on compliance and improvement issued after the November 2017 NC(V) and NATED Report 190/191 Engineering Studies N2–N3 examinations;
- Verify whether the DHET had systems in place to ensure the integrity of the November 2018 examinations; and
- Report on any shortcomings identified during the evaluation and verification of the DHET systems.

This year, Umalusi reconceptualised its approach to conducting the state of readiness processes, and this approach is detailed in 16.2 below.

16.2   Scope and Approach

The State of Readiness (SOR) is a quality assurance process that Umalusi undertakes to determine the level of preparedness of assessment bodies to conduct, administer, and manage exit point examinations that are conducted annually.

Historically, the SOR verification process has been implemented as a once-off process carried out closer to the commencement of examinations. In 2018, Umalusi adopted a Risk-Based Management approach to conducting the SOR verification process, by phasing out the once-off process and implementing a three-phased approach.

In **Phase 1,** the DHET was required to submit the following:
- a)   improvement plans and progress reports based on the directives for improvement issued in 2017;
- b)   its annual management plan for the current year; and
- c)   a completed self-evaluation instrument.

Phase 2

    a) A desktop analysis of the submitted documents was undertaken;

    b) The analysis of areas, that might compromise the credibility of the National Certificate (Vocational) (NC(V)) and NATED Report 190/191 Engineering Studies N2–N3 examinations; and

    c) A risk profile of the DHET's preparedness to conduct, administer and manage the 2018 examinations was determined.

Phase 3

This phase of summative evaluation was conducted on site at the DHET examination and assessment management directorate's premises to verify aspects listed in the risk profile report. This phase was critical in ensuring that all the identified risks were understood. Furthermore, during this phase the DHET was required to address those risks that were classified as short-term prior to the commencement of the examination session while the long term ones were noted for later mitigation.

Umalusi conducted its verification of various aspects as outlined in the risk profile. The DHET offices and the printing site were visited to verify some of the crucial processes as well as to ascertain and verify some information noted in the self-evaluation report.

Verification was conducted on 11 October 2018, and the processes entailed various methods, including among others, observation, interviews, evidence-based verification of documents and testing of systems.

16.3   Summary of Findings

The summary of findings below was compiled according to the sequence of focus areas in the instrument for monitoring the state of readiness.

The DHET submitted a self-evaluation instrument as per Umalusi's requirements. The completed instrument lacked detail in terms of comments and this trend was evident across the majority of focus areas.

16.3.1   Management Matters

All examination processes were covered in the management plans that were presented. For instance, the processes for the setting of question papers; processes related to the printing, packaging and distribution of question papers; recruitment and training of marking personnel and so on.

Serious shortfalls in terms of the allocated budget received from Treasury and the actual cost of the national examinations for the different qualifications and programmes the DHET is responsible for, are evident. The current number and the many levels at which examinations are managed will not be sustainable in the long run. A serious concern is the ever-increasing number of private colleges and the additional costs and resources required to provide question papers, examination material and monitoring of these centres.

The shortage of professional staff remains a serious challenge facing the directorate. The DHET appointed a project manager for the development of regulations for the conduct, management and administration of examinations. The section on the management of irregularities has been prioritised

and the intention was to have the draft completed before the November 2018 examinations. The current plan is to have the draft regulations ready by April 2019. The DHET also provided evidence of its intention to establish a national policy task team consisting of the regional manager of each of the eight regions and two deputy principals from each region.

16.3.2 Registration of candidates and examination centres

The registration of NATED Report 190/191 November 2018 examinations had not yet been finalised by the date of the monitoring visit. It was reported that the mark sheets and examination permits would be printed and dispatched from 1 November 2018. The registration of NC(V) candidates had been completed and is indicated in Table 16A.

Table 16A: Number of candidates

Qualification: NC(V)	November 2017	November 2018	Difference
Level 2	85 193	78 476	6 717
Level 3	47 407	48 859	1 452
Level 4	36 682	34 363	2 319
Total	**169 282**	**161 698**	**7 584**

(Data provided by DHET)

It is evident from the table that there was a drop in enrolments at Levels 2 and 4, but a slight increase at Level 3. Table 16B provides the number of examination centres registered to administer the November 2018 examinations.

Table 16B: Number of examination centres registered to administer the November 2018 examinations

Centre category	Report 190/191			NC(V)
	April	August	November	November
Public TVET Colleges	140	137	146	220
Private FET Colleges	157	167	150	26
Correctional Services Centres	32	35	34	8
Examination centres outside SA Borders	6	6	5	0
Total	**335**	**345**	**335**	**254**

(Data received from DHET)

The examination centres completed and submitted a compliance tool (Section C: State of Readiness) on their state of readiness to conduct the examinations. The information from these instruments is captured and verified during the monitoring of examinations.

16.3.3 Management of Internal Continuous Assessment (ICASS)

The DHET had clear plans in place for the moderation of internal assessments for the November 2018 examinations on 27–28 October 2018. These plans made provision for the sampling of subjects/ instructional offerings at centralised venues across all the regions. The conduct of moderation provided for an evaluation of compliance in terms of policies (national as well as college), planning, monitoring and training by the college/campus, and content of lecturer and student portfolios.

16.3.4 Printing, packaging and distribution of examination question papers

a) Printing and packaging of question papers and examination materials

The DHET outsourced all printing to the Government Printing Works (GPW). A Service Level Agreement was entered into between the DHET and GPW. All GPW officials responsible for printing and packaging signed a Confidentiality Agreement Form.

The DHET highlighted the point that the printing was to take place at a new facility. The security measures were outlined and included the following:

- Controlled access;
- Closed circuit camera surveillance and recording;
- Security guards at all entrances to the printing venue;
- Automated printing and packaging processes for high risk question papers and highly controlled processes where packaging was done manually;
- Active alarm system;
- Smoke detectors; and
- Fire extinguishers.

The DHET sent delegates to monitor and examine the quality of printing at regular times. The GPW ensured that the machines and area around the printing machines were cleared of all material before the start of a new printing job. The GPW ensured that printing was done according to the management plan provided. Barcoding would be applied to 15 high risk Engineering Studies instructional offerings.

The packaging process for subjects with high enrolments provided for automated scanning and consolidation of question papers for each examination centre, based on the distribution list provided. Automatic sealing of the bulk printed question papers in tamperproof plastic bags labelled with identification stickers formed part of the packaging process. The sealed and labelled plastic bags were automatically packed and sealed in boxes of various sizes, depending on the number of question papers.

The GPW used a cross-cutting shredding machine for the destruction of spoilt material. This shredded material was securely stored until collected by the waste management.

b) Distribution and security of examination question papers

The DHET presented its detailed management plan for the delivery of examination question papers. There were adequate plans for the distribution of these papers. Some of the measures taken to facilitate distribution included the following:

- Vehicles used to distribute the question papers would be tracked while in transit and, where necessary, armed security guards would escort these vehicles.
- Security at the delivery/ storage points would be strengthened;
- Consignments of question papers for delivery would be dispatched weekly in line with the management plan;
- Security guards would be deployed at all storage facilities; and
- Storage points would be audited.

Umalusi observed that there was a substantial improvement in the printing, packaging and distribution of examinations materials.

16.3.5   Conduct of examinations

The management plan for the conduct, administration and management of the 2018 November examinations was available and verified.

The DHET conducted training sessions such as Support Workshops for chief invigilators and examination officials from public and private colleges as well as Correctional Services Centres. Decentralised training sessions were held in all nine provinces, starting on 20 August 2018 in KwaZulu-Natal and ending on 28 September 2018 in North West. Each workshop was conducted over two days.

On day one of these training sessions, the Umalusi report of the November 2017 examinations was discussed and shortcomings and recommendations emanating from the report were highlighted. Group discussions followed during which the following were discussed:
- Thirty days prior to the examination – what activities needed to be attended to?
- On the day of the examinations – what needs to be in place?
- What qualities are required in individuals appointed as invigilators?
- Dealing with irregularities
- Preparation of an evacuation plan
- Management of examinations where computers are used.

Day 2 was dedicated to a discussion of the:
- Requirements of NC(V) and Report 190/191 Engineering N2–N3 ICASS
- Implementation and conduct of ICASS and ISAT
- Pass requirements – no ICASS/Practical ISAT – no results
- Period that ICASS/ISAT marks (NC(V)) remains valid.

The attendance of college staff was monitored and colleges that did not send representatives would be noted. The training was effective and officials from colleges were reminded of the required processes and procedures.

The DHET's monitoring plans for the conduct of the November 2018 examinations were approved. The shortage of monitors at national level remained a challenge. This was highlighted in the 2017 state of readiness report. National monitors would be assisted by the regional monitors in the monitoring of different levels. The national monitors would conduct monitoring of the writing, distribution points and the marking process. All regional offices would submit their monitoring schedules to the DHET and the final schedule would be drawn up.

Training of all monitors was conducted and the training manual and attendance registers were made available for verification.

A plan was made to send resident monitors to the 14 high risk colleges identified during the August 2018 examinations.

16.3.6   Appointment and training of marking personnel

Marking personnel were appointed for both NC(V) and Report 190/191. The management teams were also trained. The DHET secured eight marking centres for NC(V), nine for NATED Report 190/191 Engineering Studies N2–N3 and one for the Business Languages. A marking centre manager and three deputy marking centre managers were appointed for each marking centre.

Marking centre management teams were trained on 13 October 2018. These teams comprised marking centre managers, deputy marking centre managers: academic, deputy marking centre managers: administration and deputy marking centre managers: finance. The marking centre management teams then trained the chief markers and internal moderators, who in turn trained the remaining markers before the commencement of the marking process.

16.3.7   Capturing and release of results

A strategy for the capture of ICASS, ISAT and examination marks was in place. This plan was embedded in the DHET's management plan for the October/November 2018 Examinations. The capturing of ISAT and ICASS marks was the responsibility of colleges, which captured the marks and sent them as text files to the DHET for uploading.

Full-time examination data capturers would capture the end of year examination marks. These individuals were well conversant with the examinations computer systems. The capturing of examination marks would take place concurrently with marking. Capturing of marks would also take place at the marking centres and examination assistants were trained to do the task.

The training manual and the procedural manual on the capturing of marks could not be verified on site.

16.3.8   Management of examination irregularities

The DHET has a well-structured and fully functional National Examination Irregularity Committee (NEIC). Policies, processes and procedures are in place to guide the committee during the proceedings of meetings.

The DHET has put measures in place to ensure the effective management and the limitation of irregularities. These include the appointment of a private company to investigate the alleged source of the leakage of question papers; minutes of National Examinations Irregularities Committee (NEIC) meetings are kept and the legal section is more closely involved, and closeout reports are submitted to Umalusi.

The DHET indicated that discrepancies in terms of irregularities according to the standardisation data and the irregularity report were caused by the IT system. The system recorded all candidates who did not meet minimum admission requirements for ICASS as irregularities. This matter received the necessary attention from SITA and the problem was resolved. The DHET did point out, however, that another reason for the discrepancies was the fact that the irregularity report was produced according to the deadlines before the standardisation meetings. This meant that some of the irregularities reported at marking centres were received too late for inclusion in the irregularity report submitted to Umalusi.

It was noted that the DHET manages a huge system, which impacts on the effective management of examinations irregularities.

16.4   Areas of Compliance

Umalusi noted and acknowledges the following areas of good practice and progress achieved by the DHET:
- Detailed and approved management plans for the various processes had been established and it was evident that these were implemented;
- Capacity building of college examination management staff was done through training workshops, with the aim of ensuring compliance and credible examinations and assessment;
- The high-level technology used in the printing process improved both the security and the quality of work produced;
- Tightened security at all storage and distribution points was an improvement;
- Marking personnel were appointed and trained on time; and
- Sound controls were in place to ensure accuracy in the capturing of marks.

16.5   Areas of Non-compliance

The following concerns were noted:
- Serious shortfalls in terms of the budget received from National Treasury;
- Shortage of professional staff; and
- Unavailability of a training manual and procedural manual/guideline/policy for the capturing of marks.

16.6   Directives for Compliance and Improvement

The DHET is required to:
- Ensure that posts for professional staff are created and filled as a matter of urgency;
- Ensure that funding for critical examination management tasks is secured for the conduct of the multiple examinations;
- Ensure that the conduct of multiple examinations at different levels e.g. N1–N6 and L2–L4 is reconsidered; and
- Ensure that a training manual and procedural manual/guideline/policy on capturing of marks is developed.

16.7   Conclusion

Umalusi found that the DHET had improved a number of its systems and processes significantly. Some areas of concern that were raised and do, however, need to be addressed urgently to ensure the credibility of the outcome of examinations. Umalusi was in the main satisfied that the DHET was able to conduct, administer and manage examinations.

CHAPTER 17 MONITORING OF WRITING

17.1   Introduction

Umalusi monitored the November 2018 Report 190/191: Engineering Studies N2–N3, National Certificate (Vocational) (NC(V) and N3 Business Languages examinations during November 2018.

The purpose was to determine whether examinations administered by the Department of Higher Education and Training (DHET) had been conducted in accordance with the current policies and examination instructions. This was done in order to measure the degree of credibility of the conduct of the examinations for the Technical and Vocational Education and Training (TVET) sector.

This chapter reports on the findings from monitoring conducted on a sample of 61 examination centres. Furthermore, reference is made to information that pertains to Report 190/191: Engineering Studies N2–N3, the National Certificate (Vocational) Level 2–4 and the N3 Business Languages, as these examinations ran concurrently.

17.2   Scope and Approach

Umalusi sent officials to a sample of 44 examination centres to monitor the writing phase of the November 2018 NC(V) and Report 190/191: Engineering Studies N2–N3 examinations. In addition, Umalusi staff monitored the writing of the N3 Business Languages and Report 190/191: Engineering Studies N2–N3 examinations at 18 centres.

The data used to compile this chapter were collected using a mixed method approach as indicated below:
- On-site monitoring of examination centres;
- Conduct of interviews and observations by monitors, using the criteria of Umalusi's monitoring of the writing of examinations instrument; and
- Evidence-based verification of examination related forms and examination instructions issued by the DHET.

Table 17A below lists the monitored centres.

Table 17A: Examination centres monitored during the writing of examinations

No.	Name of College and Type	Site/Campus	Province	Subject/Instructional offering	Date	Candidates registered/ actual number who wrote
1	Advisor Progressive Private	Rustenburg	North West	Engineering Drawing N2	12/11/18	12/8
2	Berea Technical Private	Durban	KwaZulu-Natal	Engineering Science N2	20/11/18	431/144
3	Capricorn Public	Senwabarwana	Limpopo	Mathematics L2	05/11/18	370/350
4	Capricorn Public	Polokwane	Limpopo	Life Orientation L3	27/10/18	300/243
5	Circleway Training Private	Bethal	Mpumalanga	Mathematics N3	14/11/18	19/12
6	Coastal KZN Public	As-Salaam	KwaZulu-Natal	Applied Accounting L2	28/11/18	67/59
7	Coastal KZN Public	Umlazi BB	KwaZulu-Natal	Office Practice L2	20/11/18	74/65
8	Coastal KZN Public	Umlazi V	KwaZulu-Natal	Electro-technology N3	28/11/18	192/175
9	Crane International Academy Private	Middelburg	Mpumalanga	Electrical Trade Theory N2	23/11/18	17/12
10	Damelin East London Private	East London	Eastern Cape	Mathematics N3	14/11/18	14/7
11	Ekurhuleni East	Daveyton	Gauteng	Mathematics L4	06/11/18	126/105
12	Ekurhuleni West Public	Kathorus	Gauteng	Mathematics L2	02/11/18	661/302
				Mathematical Literacy L2	02/11/18	44/39
13	Ekurhuleni West Public	Germiston	Gauteng	Life Orientation L2	25/10/18	29/20
14	Fort Glamorgan Correctional Services	East London	Eastern Cape	Mathematical Literacy L3	05/11/18	12/12
15	Gateway City Private	Durban	KwaZulu-Natal	Mathematics N3	14/11/18	42/30
16	Ingwe Public	Mount Frere	Eastern Cape	New Venture Creation Level 3	27/11/18	84/63
17	Jengrac Technical Private	Sebokeng	Gauteng	Mathematics N3	14/11/18	92/34

No.	Name of College and Type	Site/Campus	Province	Subject/Instructional offering	Date	Candidates registered/actual number who wrote
18	Kingsway College of Computing and Business Studies Private	Cape Town	Western Cape	Mathematics N2	15/11/18	14/8
19	Madzahisi Private	Malamulele	Limpopo	Engineering Drawing N3	09/11/18	13/8
20	Majuba Public	Majuba Technology Centre	KwaZulu-Natal	Industrial Electronics N3	30/11/18	138/132
21	Nkangala Public	Mpondozankomo	Mpumalanga	Electrical Principles and Practice L4	08/11/18	236/155
22	Elangeni Public	Ntuzuma	KwaZulu-Natal	Electrical Systems and Construction L3	21/11/18	21/18
23	Port Elizabeth Public	Russell Road	Eastern Cape	English FAL L2	15/11/18	264/252
24	Revine Private	White River	Mpumalanga	Engineering Science N3	19/11/18	53/26
25	Rostec Technical Private	Polokwane	Limpopo	Introduction to Policing Practices L2	22/11/18	111/81
26	Rostec Technical Private	Pretoria	Gauteng	Industrial Electronics N2	16/11/18	40/35
27	Sekhukhune Public	CS Barlow	Limpopo	English FAL L2	15/11/18	251/210
28	Sekhukhune Public	CN Phatudi	Limpopo	Engineering Graphics and Design L3	07/11/18	148/130
29	Shepperd Academy Private	Emalahleni	Mpumalanga	Industrial Electronics N3	30/11/18	57/35
30	South Cape Public	George	Western Cape	Mathematical Literacy L2	02/11/18	123/112
31	South West Gauteng Public	Dobsonville	Gauteng	Life Orientation L4	30/10/18	212/197
32	South West Gauteng Public	Technisa	Gauteng	Mathematical Literacy L2	6/11/18	531/345
33	Springfield Private	Kempton Park	Gauteng	Industrial Electronics N2	16/11/18	19/17
34	Springfield Private	Klerksdorp	North West	Mathematics N3	14/11/18	84/38

No.	Name of College and Type	Site/Campus	Province	Subject/Instructional offering	Date	Candidates registered/ actual number who wrote
35	Springfield Private	Rustenburg	North West	Electrical Trade Theory N2	23/11/18	48/35
36	Thekwini City Private	Durban	KwaZulu-Natal	Industrial Electronics N3	30/11/18	58/39
37	Thibela Private	Emalahleni	Mpumalanga	Engineering Drawing N3	09/11/18	30/17
38	Tlharihani Private	Giyani	Limpopo	Electro-technology N3	28/11/18	10/8
39	Tshwane College of Commerce and Computer Studies Private	Pretoria	Gauteng	Industrial Electronics N3	30/11/18	31/26
40	Umgungundlovu Public	Plessislaer	KwaZulu-Natal	Early Childhood Development L2	22/11/18	180/174
41	Vhembe Public	Makwarela	Limpopo	Mathematics N2	15/11/18	460/377
42	White River Technical Private	White River	Mpumalanga	Engineering Science N2	20/11/18	40/33
43	Whitestone Private	Klerksdorp	North West	Supervision in Industry N3	27/11/18	33/16
44	Wilberforce Community Private	Evaton	Gauteng	English FAL L3	15/11/18	15/9
The following three centres were monitored by Umalusi staff						
1	Shakaland Technical Private	KwaDukuza	KwaZulu-Natal	Mathematics N2	15/11/18	49/41
2	Stanger Private	KwaDukuza	KwaZulu-Natal	Industrial Electronics N2	16/11/18	14/09
3	Namibian Institute of Mining and Technology Private	Swakopmund (Arandis)	Namibia	Building and Civil Technology N3 Diesel Trade Theory N2	27/11/18	2/2 1/1
The following 15 centres were monitored by Umalusi staff: the focus was on the Business Languages						
1	Academy of Business and Computer Studies Private	Johannesburg	Gauteng	Sakeafrikaans Tweede Taal	29/11/18	
2	Churchil Resource Private	Pretoria	Gauteng	Sakeafrikaans Tweede Taal	29/11/18	
3	Denver Technical Private	Pretoria	Gauteng	Sakeafrikaans Tweede Taal	23/11/18	
4	Hillcross Business Private	Johannesburg	Gauteng	Sakeafrikaans Tweede Taal	29/11/18	

No.	Name of College and Type	Site/Campus	Province	Subject/Instructional offering	Date	Candidates registered/ actual number who wrote
5	Imra Technical Academy Private	Johannesburg	Gauteng	Mechano-technology N3	22/11/18	
6	Jengrac Technical Private	Sebokeng	Gauteng	Business English First Language	26/11/18	
7	Jeppe Private	Vereeniging	Gauteng	Business English First Language	26/11/18	
8	Roseville Private	Pretoria	Gauteng	Sakeafrikaans Tweede Taal	23/11/18	
9	Rostec Technical Private	Polokwane	Limpopo	Business English First Language	26/11/18	
10	Sandton Technical Private	Pretoria	Gauteng	Sakeafrikaans Tweede Taal	23/11/18	
11	Sharpeville Private	Vereeniging	Gauteng	Business English First Language	20/11/18	
12	Technicol SA Private	Centurion	Gauteng	Business English First Language	23/11/18	
13	True Harvest Private	Pretoria	Gauteng	Business English First Language	26/11/18	
14	Watersrand Computer and Business Private	Johannesburg	Gauteng	Sakeafrikaans Tweede Taal	23/11/18	
15	Westrand Graduate Institute of Training and Engineering Private	Randfontein	Gauteng	Business English First Language	26/11/18	

17.3   Summary of Findings

The findings of the monitoring are addressed below, by criteria in Umalusi's monitoring of the writing of examinations instrument.

Table 17B below indicates the general findings on level of compliance with criteria at the 44 centres monitored by Umalusi monitors. Table 17C indicates the general findings by staff of the 18 centres.

Table 17B: Findings at sites monitored by Umalusi monitors

Criteria	Findings/Challenges	Implicated centres/sites
Preparation for the examination	Twenty-one of the 44 centres (47.8%) complied fully with criteria for preparation for the examination before the writing session: • The examination centres were verified by the assessment body to ensure SOR compliance; • The examination centres were conducive to the writing of examinations; • Question papers were collected from and delivered to designated nodal points on the day of writing. The necessary and correct procedures were followed to ensure accountability and ethical practice; • Question papers were sealed and opened only in the presence of candidates prior to the examination.	• Advisor Progressive • Capricorn (Polokwane and Senwabarwana) • Circleway Training • Coastal KZN (As-Salaam, Umlazi BB and Umlazi V) • Ekurhuleni West (Germiston) • Elangeni (Ntuzuma) • Gateway City • Jengrac Technical • Kingsway College of Computing and Business Studies • Madzahisi • Majuba (Majuba Technology Centre) • Port Elizabeth (Russel Road) • Sekhukhune (CN Phatudi) • South West Gauteng (Technisa) • Springfield (Kempton Park) • Tshwane College of Commerce and Computer Studies • Vhembe (Makwarela)
	Twenty-two of the 44 centres (50%) achieved between 81 and 94%, indicating that these colleges had complied with most of the criteria. They had failed to comply in one or more of the following areas: • No SOR verification visits were conducted by the assessment body at 18 centres;	• Crane International Academy • Ekurhuleni East (Daveyton) • Ekurhuleni West (Kathorus) • Fort Glamorgan Correctional Services • Nkangala (Mpondozankomo) • Revine • Rostec (Pretoria and Polokwane) • Sekhukhune (CS Barlow) • Shepperd Academy • South Cape (George) • South West Gauteng (Dobsonville) • Springfield (Rustenburg and Klerksdorp) • Thlarihani • Umgungundlovu (Plessislaer) • White River • Whitestone
	• The environment was not conducive to the writing of examinations as there was outside noise, inadequate lighting, insufficient spacing and limited furniture.	• Thekwini City • Thibela
	• Dispatch documents were kept at the nodal point and no records of this were available at the examination centre.	• Berea Technical
	• As a result of technical errors, some candidates at the centre had not been registered.	• Wilberforce Community
	One of the 44 centres (2.3%) achieved 75%: • Candidates had to share desks and the noise levels were exceptionally high.	• Damelin East London

Criteria	Findings/Challenges	Implicated centres/sites
The invigilators and their training	Thirty of the 44 monitored centres (68%) complied fully with the criteria regarding invigilators and their training: • The chief invigilators and invigilators had been trained and appointed in writing.	• Advisor Progressive • Berea Technical • Capricorn (Polokwane and Senwabarwana) • Coastal KZN (As-Salaam, Umlazi BB and Umlazi V) • Damelin East London • Ekurhuleni East (Daveyton) • Ekurhuleni West (Germiston and Kathorus) • Elangeni (Ntuzuma) • Fort Glamorgan Correctional Services • Ingwe (Mount Frere) • Jengrac Technical • Majuba (Majuba Technology Centre) • Port Elizabeth (Russell Road) • Revine • Rostec (Pretoria) • Sekhukhune (CN Phatudi) • South West Gauteng (Dobsonville and Technisa) • Springfield (Kempton Park) • Thekwini City • Tlharihani • Tshwane College of Commerce and Computer Studies • Umgungundlovu (Plessislaer) • Vhembe (Makwarela) • White River • Whitestone
	Twelve of the 44 centres (27%) achieved 75%, demonstrating adherence to three of the four criteria. • Principals had not been appointed as the chief invigilators, and a delegation of appointment letter was not available; • No evidence of attendance at training for chief invigilators; • Invigilators were not appointed in writing; • Chief invigilators were trained internally and not by the assessment body.	• Kingsway College of Computing and Business Studies • Madzahisi • Rostec (Pretoria) • Thibela • Springfield (Kempton Park and Rustenburg) • Crane International Academy • South Cape (George) • Gateway City • Nkangala (Mpondozankomo) • Shepperd Academy • Wilberforce Community
	Two of the 44 centres attained 50% which indicated that this college achieved compliance in two of the four areas of the criteria; • There was no evidence that the chief invigilator attended invigilator training and neither was there an appointment letter for the chief invigilators.	• Circleway Training • Sekhukhune (CS Barlow)

Criteria	Findings/Challenges	Implicated centres/sites
Preparations for writing of examinations	Twenty-four (55%) of the 44 centres monitored achieved 100% adherence to all 14 monitoring criteria set by Umalusi for the preparation of examination venues and were found to have complied fully with the following: • The inner and outer environments of the examination centre were conducive to the writing of examinations; • A seating plan was available and candidates were seated accordingly; • The furniture was adequate and appropriate and desks were arranged one metre apart; • Identity of candidates was verified on admission to the examination room; • The examination file contained all relevant documentation; • Information on the examination in progress and centre information was clearly displayed.	• Capricorn (Polokwane and Senwabarwana) • Coastal KZN (As-Salaam, Umlazi BB and Umlazi V) • Ekurhuleni East (Daveyton) • Ekurhuleni West (Germiston and Kathorus) • Gateway City • Ingwe (Mount Frere) • Jengrac Technical • Madzahisi • Port Elizabeth (Russell Road) • Revine • Rostec (Pretoria) • Sekhukhune (CN Phatudi) • South West Gauteng (Dobsonville) • Springfield (Rustenburg) • Thekwini City • Thibela • Tlharihani • Tshwane College of Commerce and Computer Studies • White River • Whitestone
	Thirteen of the 44 centres (30%) achieved between 81% to 94% compliance. The following observations were made: • Candidates were not admitted to the examination room on time; • Measures were not taken to ensure that calculators were checked, or that candidates were not in possession of cell phones or any other material that was not required in the examination; • Adequate information on the examination in progress and on the centre was not displayed; • Examination file with relevant information was not available.	• Fort Glamorgan Correctional Services • Majuba (Majuba Technology Centre) • Springfield (Kempton Park) • Umgungundlovu (Plessislaer) • Circleway Training • Crane International Academy • Kingsway College of Computing and Business Studies • Nkangala (Mpondozankomo) • Vhembe (Makwarela) • Berea Technical • Crane International Academy • Nkangala (Mpondozankomo) • Sekhukhune (CS Barlow) • South West Gauteng (Technisa) • Vhembe (Makwarela) • South Cape (George)
	Five of the 44 monitored centres (11%) achieved between 64% and 80% for these criteria. The following lapses were identified: • No seating plan was evident/it could not be established whether candidates were seated according to a seating plan; • Candidates' identification was not verified; • No check to determine whether calculators were compliant.	• Rostec(Polokwane) • Springfield (Kempton Park) • Shepperd Academy • Springfield (Klerksdorp) • Advisor Progressive • Shepperd Academy • Springfield (Kempton Park)

Criteria	Findings/Challenges	Implicated centres/sites
Preparations for writing of examinations	Two of the 44 centres achieved 57%, indicating limited adherence to the criteria: • No evidence of relief invigilators; • Information on the examination was not displayed and clocks were not visible; • No measures taken to ensure that candidates were in possession of prohibited materials or cell phones, which might have assisted them in the examination; • No check of whether calculators were compliant.	• Wilberforce Community • Damelin East London
Time management	Twenty-seven of the 44 centres (61%) adhered to all the set criteria: • All 27 centres began and ended the examinations on time; • All crucial activities were executed diligently and ethically within the timeframe of the examinations.	• Advisor Progressive • Berea Technical • Capricorn (Polokwane and Senwabarwana) • Coastal KZN (As-Salaam and Umlazi V) • Crane International Academy • Ekurhuleni East (Daveyton) • Ekurhuleni West (Germiston) • Elangeni (Ntuzuma) • Ingwe (Mount Frere) • Jengrac Technical • Kingsway College of Computing and Business Studies • Port Elizabeth (Russell Road) • Revine • Rostec(Polokwane and Pretoria) • Sekhukhune (CS Barlow) • Shepperd Academy • South Cape (George) • South West Gauteng (Dobsonville) • Thekwini City • Thibela • Tlharihani • Tshwane College of Commerce and Computer Studies • White River • Wilberforce Community
	Twelve (27%) of the 44 centres achieved between 81% and 94%. All 12 centres adhered to most criteria as far as time management was concerned: The following observations were made at one or more of the centres: • Technical accuracy of question papers was not checked; • Correctness of the information provided on the cover page of the answer book was not checked; • Candidates were not given regulated reading time; • Examinations concluded 15 minutes later than the stipulated time.	• Coastal KZN (Umlazi BB) • Ekurhuleni West (Kathorus) • Gateway City • Madzahisi • Nkangala (Mpondozankomo) • Sekhukhune (CN Phatudi) • Springfield (Kempton Park, Klerksdorp and Rustenburg) • Umgungundlovu (Plessislaer) • Vhembe (Makwarela) • Whitestone

Criteria	Findings/Challenges	Implicated centres/sites
Time management	Five of the 44 centres (11%) achieved 77%. The following findings were made at one or more of the centres: • Invigilators arrived late at the examination centre; • Reading time was less than the regulated time and one centre did not provide any reading time; • Technical accuracy of question papers was not checked; • The examination did not commence on time; • Candidates were admitted late to the examination room.	• Circleway Training • Damelin East London • Fort Glamorgan Correctional Services • Majuba (Majuba Technology Centre) • South West Gauteng (Technisa)
Activities during the writing process	Thirty-two of the 44 centres (73%) complied with all the set aspects of this criterion: • Invigilators executed their roles and responsibilities in a professional manner and abided by all the rules during the writing process; • The examination proceeded without any irregularities.	• Advisor Progressive • Berea Technical • Capricorn (Senwabarwana) • Circleway Training • Coastal KZN (As-Salaam) • Crane International Academy • Ekurhuleni East (Daveyton) • Ekurhuleni West (Germiston) • Elangeni (Ntuzuma) • Gateway City • Jengrac Technical • Kingsway College of Computing and Business Studies • Madzahisi • Revine • Rostec (Pretoria) • Rostec (Polokwane) • Fort Glamorgan Correctional Services • Springfield (Rustenburg, Klerksdorp and Kempton Park) • Whitestone • Sekhukhune (CN Phatudi and CS Barlow) • South Cape (George) • South West Gauteng (Dobsonville and Technisa) • Thekwini City • Thibela • Tlharihani • Tshwane College of Commerce and Computer Studies • Umgungundlovu (Plessislaer) • White River

Criteria	Findings/Challenges	Implicated centres/sites
Activities during the writing process	Nine (20%) of the 44 centres complied with most of the criteria and achieved between 81% and 94%. The following lapses occurred at one or more of the centres: • Candidates were allowed to leave the examination room during the last 15 minutes; • Irregularities in the form of copying, candidates in possession of crib notes and cell phones were identified on the day of monitoring or during the current examination; • Six candidates could produce no form of identification.	• Coastal KZN (Umlazi BB) • Damelin East London • Ekurhuleni West (Kathorus) • Ingwe (Mount Frere) • Majuba (Majuba Technology Centre) • Nkangala (Mpondozankomo) • Port Elizabeth (Russell Road) • Shepperd Academy • Vhembe (Makwarela)
	Three (7%) of the 44 centres achieved 75% adherence to this criterion. The following were evident at one or more of the centres: • Candidates were in possession of cell phones and other inadmissible items on the day of monitoring of the examination session; • One candidate wrote an incorrect paper: N5 instead of N3; • Candidates were allowed to leave the room during the last 15 minutes of the examination.	• Capricorn (Polokwane) • Coastal KZN (Umlazi BB) • Wilberforce Community
Packaging and transport of scripts after writing	Twenty-two of the 44 centres (50%) complied with all aspects of this criterion: • All candidates handed over their answer scripts to Invigilators when they had finished writing or at the end of the examination; • All due processes pertaining to the counting and packaging of the scripts to their dispatch were followed diligently; and • Only authorised personnel were present in the safe or secure area when scripts were counted and packaged.	• Advisor Progressive • Berea Technical • Circleway Training • Coastal KZN (Umlazi V) • Ekurhuleni East (Daveyton) • Ekurhuleni West (Germiston) • Gateway City • Jengrac Technical • Madzahisi • Majuba (Majuba Technology Centre) • Revine • Sekhukhune (CN Phatudi) • South Cape (George) • South West Gauteng (Dobsonville) • Springfield (Klerksdorp and Rustenburg) • Thekwini City • Tlharihani • Tshwane College of Commerce and Computer Studies • Vhembe (Makwarela) • White River • Whitestone

Criteria	Findings/Challenges	Implicated centres/sites
Packaging and transport of scripts after writing	Nineteen of the 44 centres (43%) achieved between 81% and 94% and complied with most of the aspects of this criterion. The following was observed: • Situational report was not completed.	• Capricorn (Polokwane and Senwabarwana) • Coastal KZN (Umlazi BB and As-Salaam) • Crane International Academy • Damelin East London • Ekurhuleni West (Kathorus) • Elangeni (Ntuzuma) • Ingwe (Mount Frere) • Kingsway College of Computing and Business Studies • Nkangala (Mpondozankomo) • Rostec (Polokwane and Pretoria) • Sekhukhune (CS Barlow) • Shepperd Academy • South West Gauteng (Technisa) • Thibela • Umgungundlovu (Plessislaer) • Wilberforce Community
	Three of the 44 centres (7%) achieved between 64% and 80% for this criterion. The following areas where there were failures to comply were observed: • Situational report had not been completed; • Answer scripts were left on the desk for the invigilator to collect after the examination;	• Fort Glamorgan Correctional Services • Port Elizabeth (Russell Road) • Springfield (Kempton Park)
Monitoring by the Assessment Body	Monitoring reports from the assessment body were available at 16 centres visited by Umalusi.	• Berea Technical • Capricorn (Polokwane) • Circleway Training • Coastal KZN (As-Salaam and Umlazi BB) • Ekurhuleni West (Germiston) • Elangeni (Ntuzuma) • Kingsway College of Computing and Business Studies • Madzahisi • Majuba (Majuba Technology Centre) • Port Elizabeth (Russell Road) • Sekhukhune (CN Phatudi) • South West Gauteng (Technisa) • Vhembe (Makwarela) • Thibela • White River

The following table provides the findings by Umalusi staff on monitored colleges. The main focus was on the Business Languages

Table 17C: Findings at sites monitored by Umalusi staff

Criteria	Findings/Challenges	Implicated centres/sites
General preparation for the examination	Seventeen of 18 centres complied fully with this criterion. • The examination venue was conducive to the writing of examinations; • Question papers were delivered to the examination centre on a daily basis; and • The centre received the correct question papers for each examination.	• Academy of Business and Computer Studies • Churchil Resource • Denver • Hillcross Business • Imra Technical Academy • Jengrac Technical • Jeppe • Namibian Institute of Mining and Technology • Rostec • Sandton Technical • Shakaland Technical • Sharpeville • Stanger • Technicol SA • True Harvest • Watersrand Computer and Business • Westrand Graduate Institute of Training and Engineering
	One centre did not comply with two of the four criteria. • Surroundings of venue were very noisy. • The question paper arrived late and the candidate was given extra time.	• Roseville
Security of examination materials	Twelve centres complied with all the criteria monitored. • Strong room/safe with double locking system for safe-keeping of examination material was available; • Strong room had sufficient space to accommodate all examination materials for the current examination session.	• Academy of Business and Computer Studies • Churchill Resource • Denver • Hillcross Business • Imra Technical Academy • Jengrac • Roseville • Rostec • Shakaland • Technicol SA • True Harvest • Watersrand Computer and Business
	Failure to comply with one or more of the indicators of this criterion was observed at six centres: • Only one key was available and held by the chief invigilator; • Strong room was too small and was also in disorder; • Strong room was not used: papers were kept in an office.	• Jeppe (Vereeniging) • Namibian Institute of Mining and Technology • Stanger • Sandton Technical • Sharpeville • Westrand Graduate Institute of Training and Engineering

Criteria	Findings/Challenges	Implicated centres/sites
Invigilation of examination sessions	Fourteen centres complied with all the criteria monitored. • All invigilators were appointed in writing; • All invigilators were trained for the current examination.	• Academy of Business and Computer Studies • Churchil Resource • Denver • Hillcross Business • Imra Technical Academy • Jengrac Technical • Jeppe • Roseville • Rostec Technical • Shakaland Technical • Sharpeville • Stanger • True Harvest • Watersrand Computer and Business
	At two centres invigilators had not been trained and were not appointed in writing.	• Sandton Technical • Technicol SA
	At one centre invigilators were appointed in writing but there was no evidence of training.	• Namibian Institute of Mining and Technology
	At Westrand Graduate Institute of Training and Engineering the chief invigilator had not been appointed in writing.	• Westrand Graduate Institute of Training and Engineering
Admission to examination	Ten centres complied with all the criteria monitored. • Candidates were allowed into the examination room 30 minutes prior to the commencement of the examination; • Invigilators verified candidates' examination documentation ' prior to their admission to the examination room • Candidates were not in possession of cell phones or any other impermissible material/equipment; • Candidates signed an attendance register at the beginning of the session; • Invigilators verified the correctness of the information provided on the cover page of the answer books.	• Academy of Business and Computer Studies • Denver • Hillcross Business • Imra Technical Academy • Jengrac Technical • Jeppe • Rostec • Shakaland Technical • Sharpeville • Stanger
	Failure to comply observed at eight of the examination centres included: • Candidates were admitted only 15 minutes before the starting time of the examination; • Invigilators did not verify the admission letters/examination permits/identity documents of candidates before admission to the examination room; • Invigilator did not ensure that the candidates were not in possession of cell phones or any other impermissible material/equipment; • Invigilators did not verify the correctness of the information provided on the cover page of examination scripts.	• Churchil Resource • Roseville • Sandton Technical • True Harvest • Westrand Graduate Institute of Training and Engineering • Technicol SA • Namibian Institute of Mining and Technology • Watersrand Computer and Business

Criteria	Findings/Challenges	Implicated centres/sites
Distribution and control of question papers before writing	Five centres complied with all the set criteria. Invigilator(s): • Checked the question paper for technical accuracy with the candidates; • Provided regulated reading time before writing; • Read examination rules to the candidates; • Started the examination as indicated on the timetable; • The chief invigilator opened the sealed question paper in front of candidates.	• Churchil Resource • Jengrac Technical • Jeppe • Rostec Technical • Sharpeville
	The following lapses was observed: • The chief invigilator did not open the sealed question paper in front of the candidates; • The invigilator did not check the technical accuracy of the question paper with the candidates; • Candidates were not allowed the regulated reading time; • The examination did not start on time; • Examination instructions were not read to candidates or to latecomers.	• Technicol SA • Denver • Imra Technical Academy • Namibian Institute of Mining and Technology • Sandton Technical • Shakaland Technical • Stanger • Hillcross Business • Watersrand Computer and Business • Imra Technical Academy • Roseville • Sandton Technical • Technicol SA • Academy of Business and Computer Studies • Rostec Technical • Technicol SA • True Harvest
Packaging and transport of scripts after writing	Eleven centres complied with all the set criteria. • The examination ended according to the timetable; • All the answer scripts were collected from candidate(s) by the invigilator at the end the writing session; • Answer scripts were packaged according to the sequence on the mark sheet; • The number of scripts tallied with the number of candidates marked present and who wrote the examination; • The number of scripts packaged corresponded with the number written on the wrapper; answer scripts were packaged and sealed in official satchels provided by the assessment body.	• Academy of Business and Computer Studies • Churchil Resource • Denver • Hillcross Business • Imra Technical Academy • Jengrac Technical • Rostec Technical • Sandton Technical • Shakaland Technical • Sharpeville • Stanger

Criteria	Findings/Challenges	Implicated centres/sites
Monitoring by the assessment body	There was no evidence of monitoring by the assessment body at 11 centres at the time of Umalusi's visit.	• Academy of Business and Computer Studies • Denver • Hillcross Business • Imra Technical Academy • Jengrac • Jeppe • Namibian Institute of Mining and Technology • Rostec Technical • Shakaland Technical • Sharpeville • Stanger • Technicol SA
	The assessment body conducted monitoring and had provided a report at six of the centres monitored by Umalusi.	• Churchil Resource • Roseville • Sandton Technical • True Harvest • Watersrand Computer and Business • Westrand Graduate Institute of Training and Engineering

17.4   Irregularities Identified by Umalusi Monitors and Staff

The monitors and staff highlighted the following irregularities:

- At four examination centres, candidates had cell phones in their possession; a candidate's phone rang during the examination at Nkangala TVET College (Mpondozankomo Campus) and Coastal KZN College (Umlazi Campus). Invigilators at Nkangala TVET College (Mpondozankomo Campus) were unable to identify the candidate who was in possession of the cell phone and therefore no further action could be taken. The matter was reported to the chief invigilator who was not present in the examination room at the time of the incident;
- At Damelin East London, a candidate used his cell phone to copy mathematics equations during the examinations. The invigilator confiscated the phone and issued him with a new answer book. The necessary irregularity documentation was completed and disciplinary action was to be taken after the examination;
- At Vhembe TVET College (Makwarela Campus), three candidates were found in possession of crib notes during the examination and the assessment body was notified accordingly;
- An incorrect examination paper was given to one candidate at Coastal KZN College (Umlazi Campus). The candidate, who wrote an N5 instead of an N3 paper, only discovered the error after the examination;
- At True Harvest, one candidate did not have an examination permit;
- At Technicol SA College, the invigilator could not produce the signed declaration that papers had been opened in the presence of the candidates. It was alleged that the invigilator had not opened the question papers in front of the candidates. Answer scripts were left unattended after the examinations.

17.5   Areas of Compliance

The following areas of compliance were observed:
- Twenty five (40%) of the monitored centres were well prepared for the examinations;
- The majority (61%) of the monitored centres managed the time well. Examinations commenced and ended on time and all crucial activities were executed diligently and ethically;
- At most of the monitored centres invigilators executed their roles and responsibilities in a professional and ethical manner and abided by all the rules during the writing process; and
- At Jengrac Technical College, good management and administration of examinations were evident.

17.6   Areas of Non-compliance

The following caused concern at one or more of the centres monitored:
- Examinations did not take place at the site of teaching and learning - candidates were transported over a long distance to write at another examination venue;
- Chief invigilators and/or invigilators were not appointed in writing and neither were there any evidence of attendance of training;
- Poor preparation for the examination;
- Handwritten instead of official DHET examination permits;
- Technical aspects and information on the cover page with regard to the question paper were not checked at 14 of the 62 centres.
- At Jeppe (Vereeniging), Roseville and Sandton Technical the invigilators did not perform their duties with due diligence;
- At Sandton Technical, Shepperd Academy, Watersrand Computer and Business and True Harvest serious shortcomings were observed in terms of the conduct of the examinations. For example poor control of the examination, invigilators were not punctual, candidates' identity documents were not checked before writing, ineffective control of issued and returned examination material, instructions not read to candidates and not enough invigilators; and
- At Springfield (Kempton Park), Wilberforce Community and Roseville candidates left their answer scripts unattended on the desk after completion of their examination.

17.7   Directives for Compliance and Improvement

The DHET is required to ensure that:
- All chief invigilators are appointed in writing and trained.

17.8   Conclusion

Despite the challenges noted at some examination centres, the conduct and administration of the November 2018 Report 190/191 Engineering Studies N2–N3 and National Certificate (Vocational) examinations were of an acceptable standard at the monitored venues. The levels of compliance with important criteria were generally acceptable at the majority of examination centres. Problems were not widespread and did not compromise the integrity and credibility of the examinations.

CHAPTER 18: MONITORING OF MARKING

18.1   Introduction

In accordance with its quality assurance mandate and process, Umalusi verified the integrity and credibility of the conduct of the November 2018 examination marking for NATED Report 190/191: Engineering Studies N2–N3 and the National Certificate (Vocational).

The Department of Higher Education and Training (DHET) provided Umalusi with the following:
- Registration data that indicated the number of candidates enrolled for various subjects/instructional offerings;
- The location of the various marking centres, including the physical addresses;
- The subjects/learning areas to be marked at each of the marking centres; and
- The dates for marking.

18.2   Scope and Approach

The marking of the November 2018 Report 190/191: Engineering Studies N2–N3 and the National Certificate (Vocational) were conducted at various marking centres across the nine provinces. Umalusi sent monitors and Umalusi staff members to a sample of 14 of the 19 marking centres used by the DHET.

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

Tables 18A and 18B below provide an account of the provinces, centres and dates on which the marking centres were visited.

Table 18A: Marking centres monitored by Umalusi monitors

	Qualification	Province	Centre	Date
1	NC(V), N2 and N3	Limpopo	Seshego Campus	2 December 201818
2	N2 and N3	Gauteng	Centurion Campus	7 December 2018
3	N2 and N3	Gauteng	Pretoria West Campus	7 December 2018
4	N2 and N3	Free State	Hillside View Campus	7 December 2018
5	NC(V)	Free State	Bloemfontein Campus	8 December 2018
6	NC(V) and N2	Western Cape	Thornton Campus	8 December 2018
7	NC(V)	Western Cape	Tygerberg Campus	7 December 2018
8	N2 and N3	Eastern Cape	Struandale Campus	11 December 2018

Table 18B: Marking centres monitored by Umalusi staff members

	Qualification	Province	Centre	Date
9	NC(V)	KwaZulu-Natal	Midlands Campus	1 December 2018
10	N2 and N3	KwaZulu-Natal	Northdale Campus	1 December 2018
11	NC(V)	Gauteng	Springs Campus	1 December 2018
12	NC(V)	North West	Potchefstroom Campus	1 December 2018
13	NC(V) and N3	Mpumalanga	Nelspruit Campus	2 December 2018
14	N2 and N3	Mpumalanga	Mpondozankomo Campus	7 December 2018

18.3   Summary of Findings

18.3.1   Monitors' Findings

The findings below are presented according to the criteria for the monitoring of the marking of examinations prescribed by Umalusi.

a) Preparation and Planning for Marking

All but one marking centre was in possession of a marking management plan. The Bloemfontein Campus did not have a marking management plan. All marking centres kept registers for all subjects being marked. The monitors verified the subject registers. Marking personnel arrived according to plan and the marking commenced on 2 December 2018 as scheduled. Comprehensive lists of all chief markers, internal moderators, markers and examination assistants were available at all centres.

b) Marking Centre Resources

All marking centres were equipped with excellent infrastructure, except for Struandale Campus, where the marking venue was not large enough to accommodate 16 000 scripts. The required furniture was available at all centres. No accommodation was provided for the marking personnel at any of the marking centres, except by Tygerberg Campus, which accommodated 30 markers, and Nelspruit Campus, which accommodated 50 markers at the hostel.

Marking at all centres commenced between 07:00 and 08:00 and ended between 19:00 and 20:00 daily. All marking centres complied with the Occupational Health and Safety requirements.

c) Security Measures

Security was provided by controlled access at the gate and entrance of the marking centre. At all centres except Struandale in the Eastern Cape, security personnel accompanied the examination assistants when transferring scripts from the script control room to the marking venue and vice versa. No security staff accompanied the examination assistants or the script control officer when transferring scripts from the safe to the marking venue, which was some distance away at Struandale.

All visitors were issued with visitors' cards and body searches were conducted on all persons entering and leaving the marking centre buildings.

The monitor's vehicle was not searched before allowing him/her access to the marking centre premises at Thornton Campus.

Scripts from the nodal points were transported to the relevant marking centres by courier services. At the marking centre, the number of scripts was verified against the attendance register and mark sheets were scanned.

d) Management of Irregularities

The marking centre management team was trained to identify and manage irregularities during the DHET training session. It was incumbent on the marking centre manager to discuss processes and procedures to do with irregularities with chief markers and internal moderators during their training. The chief markers and internal moderators in turn discussed these procedures with markers during the marking guideline discussions.

The process of identifying and dealing with irregularities were standardised across all centres. Once a marker had identified an irregularity, he/she discussed it immediately with the chief marker. With the help of the internal moderator, the chief marker evaluated the validity of the irregularity. If evidence was conclusive, the matter was escalated to the marking centre manager and the irregularity committee. The irregularity committee then forwarded a report together with all the evidence to the DHET.

Irregularity reports were received from three examination centres:, Hillside View Campus, Bloemfontein Campus and Thornton Campus. Candidates at all three examination centres were found with notes in their possession during the examination; these may have assisted them.

e) Monitoring by Assessment Body

DHET officials visited all centres regularly. No monitoring tool was completed and only visual monitoring was conducted, hence there were no reports of findings.

18.3.2   Findings by Umalusi Staff

Table 18C below reflects the observations of the Umalusi staff at the Midlands, Springs, Nelspruit, Northdale, Mpondozankomo and Potchefstroom marking centres.

Table 18C: Summary of the findings

Criteria	Findings
Preparation and planning for marking	All marking centres were in possession of the marking management plan. All marking centres kept registers for all the subjects being marked. The monitors verified the subject registers. Marking personnel arrived as per plan and the marking guideline discussions and sample marking commenced on 01 December 2018, according to plan. A comprehensive list of all chief markers, internal moderators, markers and examination assistants was available at all centres.
	Marking commenced daily at 07:00 and ended at 19:00 or 20:00. Special arrangements were made for some markers to start at 06:00 and stop at 21:00 at the Nelspruit Campus. The deputy marking centre manager was always on duty during these special arrangements. There were security personnel at all marking centres. All visitors were requested to sign in before entering the marking centre.
	At Midlands marking centre, there was a shortage of markers, as several appointed markers did not report for duty.
	The marking commenced three hours late at the Northdale Campus owing to a deadlock between markers and the DHET over payment timelines. The matter was resolved by a DHET official.
	Scripts were sent to the wrong marking centre; in example Northdale Campus received scripts for subjects marked at Midlands Campus and vice versa.

Criteria	Findings
Marking centre resources	All marking centres were equipped with excellent communication infrastructure. The required furniture was available at all the centres. Rooms were shared by subjects with lower enrolments at the Midlands Campus, and this was not an ideal situation.
	Accommodation and meals were provided at the Springs and Nelspruit marking centres. At Midlands Campus, a cafeteria provided meals at a reasonable cost. The marking personnel at Potchefstroom provided their own accommodation and meals.
	All Occupational Health and Safety requirements were complied with, except at the Springs centre, where the fire extinguishers were past the service date.
Security measures provided	Access to the main gate and entrance to the marking centre were controlled Security staff accompanied examination assistants when they transferred scripts from the script control room to the marking venue and vice versa at all marking centres except Midlands.
	All visitors were issued with visitors' cards and escorted to the marking centre manager for verification.
	All scripts from the nodal points were transported to the relevant marking centres by courier services. On receipt of scripts, the number of scripts was verified against the attendance register and mark sheets were scanned.
Management of irregularities	The identification and management of examination irregularities were discussed with the marking centre management team during the training session. It was incumbent on marking centre managers to discuss the processes and procedures of dealing with irregularities with chief markers and internal moderators during their training. The chief markers and internal moderators in turn discussed these procedures with markers at the marking guideline discussions.
	The process of identifying and dealing with irregularities was standardised across all centres. Once a marker had identified an irregularity, he/she discussed it immediately with the chief marker. With the help of the internal moderator, the chief marker evaluated the validity of the irregularity. If there was substantive evidence, the matter was escalated to the marking centre manager and the irregularity committee. The irregularity committee forwarded a report together with all the evidence to the DHET. Reports were submitted on a daily basis to the DHET. Administrative errors/omissions identified by examination assistants were recorded and addressed, including the incorrect addition of marks.
	Irregularities were reported by the Potchefstroom marking centre, where candidates wrote their names instead of their identity numbers on their scripts, and damaged or removed the addendum from the scripts of Mathematical Literacy Level 4.
	Suspected group copying at two examination centres was reported by Mpondozankomo marking centre.
Monitoring by assessment body	The DHET monitored the Midlands centre and provided a detailed report, but no report was available for the monitoring at the Nelspruit, Mpondozankomo or Northdale marking centres. No monitoring was conducted at Springs and Potchefstroom marking centres.

18.4   Areas of Compliance

Both the monitors and Umalusi staff noted the following areas of compliance:
- The marking management plans were very detailed;
- Most marking venues had been well selected as far as their infrastructure communication facilities, security and space were concerned;
- Comprehensive irregularity management procedures existed to deal with any irregularities;
- All mark sheets were scanned upon receipt for security and control purposes;
- All received scripts were stamped to prevent the insertion of a duplicate script;

- Adequate security measures were in place;
- The flow of scripts was strictly monitored and all examination assistants were escorted by security personnel when moving scripts between the control room and the marking rooms, except at Midlands Campus; and
- All marking centres, except the Springs Campus, had adequate facilities and complied with the minimum Occupational Health and Safety requirements.

18.5   Areas of Non-compliance

The following concerns were raised:
- No management plan at Bloemfontein Campus;
- The inefficiency of the security personnel at Thornton and Struandale Campuses;
- Challenges posed by the internet connection at Springs Campus on 1 December 2018. These had an impact on the communication of amended marking guidelines to other centres.
- Marking venue too small to accommodate the large volume of scripts at Struandale Campus and the number of subjects to be marked at Midlands Campus;
- A marking centre also used as a nodal point, had a single strong room;
- Lack of monitoring and/or monitoring reports from assessment body, except at the Midlands Campus, where a detailed report was available;
- The Midlands marking centre experienced the greatest shortage of markers as internal marking had not yet been completed at colleges; and
- Scripts were sent to the wrong marking centre and this delayed the marking.

18.6   Directives for Compliance and Improvement

The DHET must:
- Ensure that the unavailability of marking personnel is addressed; and
- Ensure that the number of subjects/instructional offerings marked at a specific marking centre is in keeping with the available space.

18.7   Conclusion

The marking centres were well organised and activities were executed according to the marking management plan. Marking personnel fulfilled their duties in a professional manner. The DHET made provision for more marking centres to ensure timely and effective marking. Care must be taken to make sure that the number of subjects and volume of scripts to be marked at a centre can be accommodated. Solutions must be found to address the reasons for the shortage of markers at the beginning of the marking period.

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