Report on the Quality Assurance of the Examinations and Assessment of the National Certificate (Vocational) and NATED (N1–N3) 2014

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

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QUALITY ASSURANCE OF NATIONAL CERTIFICATE (VOCATIONAL) ASSESSMENT

Executive Summary

By virtue of The General and Further Education and Training Quality Assurance Act (Act No 58 of 2001, amended in 2008), Umalusi quality assures all exit point assessments and approves the release of examination results.

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

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

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

In order to ensure a high overall standard and quality of examinations and assessments in the abovementioned qualifications, established quality assurance processes are followed. The following quality assurance processes were conducted in 2014 for Technical and Vocational Education and Training:

- Moderation of a sample of the NC(V) November 2014 examination question papers and 2015 supplementary and back-up papers
- Moderation of a larger sample of NATED question papers of examinations conducted in April, August and November 2014 and back-up examination question papers
- Moderation of ISATs in cases where changes to the curriculum had been made
- Monitoring and moderation of internal assessment of both the NC(V) and NATED
- Monitoring and moderation of the conduct of the ISATs
- Monitoring of various phases of examinations written throughout the year
- Verification of marking, and
- Standardisation of marks according to agreed principles and procedures.

In 2014, Umalusi introduced a variety of initiatives to support and strengthen the quality assurance of assessment processes in both the NC(V) and the NATED offerings. These included the appointment of additional moderators and monitors, training workshops for moderators and monitors, and a greater involvement by Umalusi staff in all the quality assurance processes.

The results of the NATED examinations conducted in April 2014 and August 2014 were approved and released. In addition, the May 2014 NC(V) ICASS moderation and monitoring report was released to TVET Colleges. These three reports are available on request.

This report focuses only on the quality assurance processes conducted with regard to the November 2014 examinations for NC(V) L2–L4 and NATED N1–N3.

The report is divided into five sections: section one covers the quality assurance of the NC(V) L2–L4, section two covers the quality assurance of the NATED N1–N3, section three deals with the monitoring of the conduct of the November 2014 examinations for both NATED and NC(V), and section four provides an update on the current status of NC(V) Levels 2, 3 and 4 and the NATED N3 certification. The last section contains a concluding summary.

MODERATION OF ASSESSMENT STANDARDS − QUESTION PAPERS

The moderation of question papers is critical to establishing the standard of assessment. The aim of moderation is to ensure that the examination papers are of the required standard in that they are correct, fair, valid and reliable and are in compliance with the particular curriculum and examination policies. Moderation is also intended to ensure that current question papers are of a standard that is equivalent to that of previous years' question papers so that learners writing in a particular year are not unfairly advantaged or disadvantaged compared to those who wrote in previous years. The marking guidelines, designed to guide the marking process, are moderated to ensure correctness, fairness, validity and reliability.

NC(V) question paper moderation

A sample of 387 NC(V) examination papers was moderated: 129 for the November 2014 examination, 129 for the 2015 supplementary examination and 129 for the back-up papers. The number of NC(V) subjects moderated was:

• Seventy-two (72 of 76) Level 4 subjects (95%)
• Twenty (20 of 84) Level 2 subjects (24%)
• Nineteen (19 of 81) Level 3 subjects (24%).

NATED N1–N3 question paper moderation

A sample of 38 question papers for the November 2014 examinations, NATED N2 and N3 was selected for moderation:

• Twenty-three (23) N3 subjects and
• Fifteen (15) N2 subjects.

The April and August 2014, and back-up question papers for the same subjects were also moderated.

Despite difficulties experienced in the moderation of both NC(V) and NATED question papers, the unforeseen consequence of the implementation of a new moderation model by the DHET, Umalusi's external moderation process was concluded successfully.

After deliberations on the advantage of moving into an eighteen month cycle, the decision to set and quality assure an extra set of question papers, was a step in the right direction.

ICASS MODERATION

The quality assurance of internal continuous assessment (ICASS) is important as this assessment constitutes 25% of a candidate's final mark in the fundamental subjects and 50% in the vocational subjects.

During May 2014, Umalusi moderated a sample of the ICASS for NC(V) L2, 3 and 4 subjects at a selected 59 institutions across the country. In October 2014, the educator and learner portfolios were moderated at central venues in all of the nine provinces. Although the same subjects were moderated in May 2014 and October 2014, a substantially greater number of sites were included in the October 2014 exercise. Umalusi also moderated the ICASS from a sample of NATED subjects, at selected sites across provinces during March 2014, July 2014 and October 2014.

The external moderators' reports revealed that the resources available at learning sites and the standard of internal assessment differed considerably from site to site. Familiar challenges remained at many sites in terms of suitably qualified staff, physical resources and the implementation of internal assessment, as well as in the administration and implementation of the practical component, including the ISATs. It is encouraging to report, however, that through continuous interventions in the delivery and assessment of the NC(V), the quality of teaching and learning at several sites had improved. This is commendable. The NC(V) is demanding in its assessment requirements (in terms of both facilities and resources), but these demands, where properly met, undoubtedly make the NC(V) a worthwhile learning experience, equipping learners for the world of work, good citizenship and life in general.

ISAT MODERATION

The integrated summative assessment task (ISAT) component constitutes 30% of the examination mark in the vocational subjects in the NC(V) programmes. The ISATs are set nationally by the Department of Higher Education and Training and are reviewed only every three years, with the result that the same tasks are used over a three-year period. As in 2013, despite the fact that ISATs had expired in terms of the three year implementation period, the ISATs had not been revised and therefore were not submitted to Umalusi for

external moderation. Programme and subject-specific ISATs for revised curricula were however received from the DHET and moderated by Umalusi.

The review and revision of the current ISATs is long overdue. It is evident from the external moderators' reports that a sizeable number of these ISATs require urgent revision.

Umalusi's moderators visited a selection of sites in order to report on the conduct of the ISATs during September/October 2014. This included monitoring the planning and progress of the conduct as well as moderating the completed tasks. Large numbers of candidates had enrolled for certain programmes at some centres and concerns were raised about the shortage of resources with which to effectively assess candidates' acquisition of the practical skills required in the workplace.

If the quality of the learning experience and the integrity of the qualification are not to be compromised, it is of utmost importance that solutions are found to the challenges facing the ISATs. This includes the introduction of effective measures to control their implementation.

MONITORING THE CONDUCT OF EXAMINATIONS

Umalusi's monitors verified the adherence to policy and procedures in the conduct of the national examinations and in the marking processes during the various examination phases throughout the year. The "state of readiness", the writing and internal marking of examinations, as well as the capturing of results, were monitored during the November 2014 NATED and NC(V) examinations. Monitoring of the writing of the examinations continued throughout the examination period and included centres in all provinces at which the NATED and NC(V) programmes were offered this year.

Since examinations are conducted at such regular intervals in the TVET sector, efficient systems, processes and procedures were generally found to be in place. There were, however, a number of sites where the examinations were not conducted according to policy and these sites will be monitored closely in future to ensure that improvements are made.

VERIFICATION OF MARKING

Umalusi attended marking guideline discussions and verified the quality of marking of various examinations during the course of the year. Marking guideline discussions for the November 2014 examinations were monitored by external moderators, as follows:

- Fifty-six (56) NC(V) Level 4 subjects
- Fifteen (15) NATED N3 subjects
- Five (5) NATED N2 subjects.

Umalusi moderated/verified the marking as follows:

- Sixty-six (66) NC(V) Level 4 subjects
- Ten (10) Level 3 NC(V) subjects
- Ten (10) Level 2 NC(V) subjects
- Thirty-three (33) NATED N2 and N3 subjects.

Once again, Umalusi officials found that the system followed in the recruitment and appointment of markers still requires improvement. The lack of preparation demonstrated by markers, chief markers and internal moderators is of concern. The process of marking a sample of scripts before the marking process commences should also be improved.

Challenges facing the NATED programmes that have been repeatedly mentioned in previous reports were still evident: outdated and/or underspecified curricula had a detrimental effect on the quality assurance of assessment and the credibility of the qualification, especially where the "theory component" was not enhanced by practical application. Significant interventions are required to improve the curriculum, teaching and learning, and assessment of these programmes.

It has become very clear that the growing number of enrolments in the trimester-based NATED programmes creates an insupportable burden on the national examinations system; the trimester system will not be sustainable in the long run.

Based on the information presented in the reports on the quality assurance processes undertaken by moderators and monitors in the November 2014 examinations, the NC(V) and NATED examinations were conducted in a generally professional, fair and reliable manner.

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

Acronyms

AS	Assessment standard
CD: NEA	Chief Directorate: National Examinations and Assessment
DHET	Department of Higher Education and Training
EC	Eastern Cape Province
FAL	First Additional Language
FET	Further Education and Training
FL	First Language
FS	Free State Province
Gau	Gauteng Province
HEIs	Higher Education Institutions
HOD	Head of Department
KZN	KwaZulu-Natal Province
ICASS	Internal Continuous Assessment
ISAT	Integrated Summative Assessment Task
ISATs	Integrated Summative Assessment Tasks
L2	Level 2
L3	Level 3
L4	Level 4
LO	Learning Outcome
Lim	Limpopo Province
Mpu	Mpumalanga Province
NATED	National Technical Education
NC	Northern Cape Province
NC(V)	National Certificate (Vocational)

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

SECTION ONE

QUALITY ASSURANCE OF NATIONAL CERTIFICATE (VOCATIONAL) ASSESSMENT

Chapter 1

Moderation of NC(V) Question Papers

1. INTRODUCTION AND PURPOSE

External assessment is crucial in the validation of learners' competencies in specific subject fields. The setting and internal moderation of question papers for the national examinations of the National Certificate (Vocational) is conducted by the Department of Higher Education and Training (DHET).

Umalusi quality assures a sample of these question papers. External moderators appointed by Umalusi moderate the standard and quality of papers according to set quality criteria. These criteria underwrite aspects such as fairness, validity, reliability, feasibility and effectiveness.

Finally, question papers and marking guidelines are forwarded to the external moderators and signed off.

Umalusi's external moderators and DHET's internal moderators worked closely in 2014 to achieve the common aim of high quality, print-ready question papers. Several difficulties arose in the finalisation of the question papers. These included:

- The internal moderation was conducted on hard copies of the question papers. This meant that internal moderators did not have copies of these moderated question papers when they later had to account for changes that had been made to papers. All changes had therefore to be made by DHET officials, which added to the workload of the departmental staff. This arrangement resulted in incorrect versions of question papers being sent to external moderators in several instances.

- Furthermore, the lengthy turn-around time after the rejection of certain papers caused a delay in the delivery of print-ready question papers.

The first steps towards the implementation of an eighteen-month cycle for the delivery of question papers were taken in 2014. An extra question paper was set for each subject, and these papers were internally and externally moderated. These extra question papers may be used for any examination in the future.

The findings of the moderation of the 2014 November NC(V) question papers and the 2015 NC(V) supplementary question papers, as well as of the moderation of the marking guidelines, are captured in this report. The findings of the moderation of the additional set of question papers are not recorded here.

The purpose of this chapter is to:

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

2. SCOPE AND APPROACH

Umalusi moderated a total of 258 papers for the 2014 November and 2015 supplementary examinations across NC(V) Levels 2, 3 and 4, with the majority of these at Level 4 (62%), while Levels 2 and 3 each made up 19% of the sample.

The table below provides a list of the subjects and levels moderated for the two examinations.

Table 1: Moderation of NC(V) question papers

No	NC(V) subjects moderated	November 2014			March 2015		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
1	Advanced Plant Production			✓			✓
2	Advertising and Promotions			✓			✓
3	Afrikaans FAL P1		✓	✓		✓	✓
4	Afrikaans FAL P2		✓	✓		✓	✓
5	Agribusiness	✓		✓	✓		✓
6	Animal Production			✓			✓
7	Applied Accounting P1			✓			✓
8	Applied Accounting P2			✓			✓
9	Applied Engineering Technology			✓			✓
10	Applied Policing			✓			✓
11	Art and Science of Teaching			✓			✓
12	Automotive Repair and Maintenance		✓	✓		✓	✓
13	Business Practice			✓			✓
14	Carpentry and Roof Work			✓			✓
15	Client Service and Human Relations			✓			✓
16	Computer Hardware and Software		✓			✓	
17	Computer Integrated Manufacturing			✓			✓
18	Computer Programming P1			✓			✓
19	Computer Programming P2			✓			✓
20	Concrete Structures			✓			✓
21	Construction Planning			✓			✓
22	Construction Supervision			✓			✓
23	Consumer Behaviour		✓	✓		✓	✓
24	Contact Centre Operations			✓			✓
25	Criminal Justice Process			✓			✓
26	Criminology			✓			✓
27	Data Communication and Networking			✓			✓
28	Early Childhood Development			✓			✓

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

No	NC(V) subjects moderated	November 2014			March 2015		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
29	Economic Environment	✓		✓	✓		✓
30	Electrical Principles and Practice			✓			✓
31	Electrical Systems and Construction			✓			✓
32	Electrical Workmanship			✓			✓
33	Electronic Control and Digital Electronics		✓	✓		✓	✓
34	Electro-Technology			✓			✓
35	Engineering Fabrication – Boiler Making			✓			✓
36	Engineering Processes			✓			✓
37	Engineering Systems	✓			✓		
38	English FAL P1	✓	✓	✓	✓	✓	✓
39	English FAL P2	✓	✓	✓	✓	✓	✓
40	Entrepreneurship	✓			✓		
41	Farm Planning and Mechanisation			✓			✓
42	Financial Management			✓			✓
43	Fitting and Turning		✓	✓		✓	✓
44	Food Preparation	✓		✓	✓		✓
45	Governance		✓	✓		✓	✓
46	Hospitality Generics		✓	✓		✓	✓
47	Hospitality Services			✓			✓
48	Human and Social Development	✓		✓	✓		✓
49	Introduction to Information Systems	✓			✓		
50	Law Procedures and Evidence			✓			✓
51	Learning Psychology			✓			✓
52	Life Orientation P1	✓	✓	✓	✓	✓	✓
53	Life Orientation P2	✓	✓	✓	✓	✓	✓
54	Marketing			✓			✓
55	Marketing Communication	✓		✓	✓		✓
56	Masonry			✓			✓
57	Materials			✓			✓
58	Mathematical Literacy P1	✓	✓	✓	✓	✓	✓
59	Mathematical Literacy P2	✓	✓	✓	✓	✓	✓
60	Mathematics P1	✓	✓	✓	✓	✓	✓
61	Mathematics P2	✓	✓	✓	✓	✓	✓
62	Mechatronic Systems			✓			✓
63	New Venture Creation	✓		✓	✓		✓
64	Office Data Processing			✓			✓
65	Office Practice	✓		✓	✓		✓
66	Operations Management			✓			✓

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

No	NC(V) subjects moderated	November 2014			March 2015		
		Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
67	Personal Assistance			✓			✓
68	Physical Science P1	✓	✓	✓	✓	✓	✓
69	Physical Science P2	✓	✓	✓	✓	✓	✓
70	Plumbing	✓		✓	✓		✓
71	Principles of Criminal Justice	✓			✓		
72	Process Chemistry			✓			✓
73	Process Control			✓			✓
74	Process Technology			✓			✓
75	Professional Engineering Practice			✓			✓
76	Project Management			✓			✓
77	Public Health		✓			✓	
78	Roads			✓			✓
79	Science of Tourism	✓		✓	✓		✓
80	Stored Programme Systems			✓			✓
81	Sustainable Tourism in South Africa and International Travel			✓			✓
82	Systems Analysis and Design			✓			✓
83	The Human Body and Mind		✓			✓	
84	The South African Health Care System		✓			✓	
85	Tourism Operations		✓	✓		✓	✓
86	Transport Economics		✓	✓		✓	✓
87	Transport Operations	✓		✓	✓		✓
88	Welding			✓			✓
89	Workshop Practice	✓			✓		
	Total question papers per level	**25**	**24**	**80**	**25**	**24**	**80**

By the end of November 2014, at the time of writing this report, the external moderation of 13 of the 2015 supplementary examination papers had not yet been finalised. These subjects are indicated in the table below.

Table 2: NC(V) 2015 supplementary examination: external moderation process not completed

No	Subject and Level
1	Carpentry and Roof Work L4
2	Concrete Structures L4
3	Early Child Development L4
4	Electrical Systems and Constructions L4
5	Electronic Control and Digital Electronics L3
6	Engineering Fabrication – Boiler Making L4

Table 2: NC(V) 2015 supplementary examination: external moderation process not completed (continued)

No	Subject and Level
7	New Venture Creation L4
8	Office Data Processing L4
9	Operations Management L4
10	Physical Science L3 P2
11	Physical Science L4 P2
12	Sustainable Tourism in South Africa and International Travel L4
13	Transport Operations L2

Umalusi appointed subject experts from Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) colleges, Provincial Education Departments and the private sector as external moderators. They were required to moderate the sample of NC(V) Level 2, 3 and 4 question papers and marking guidelines.

The external moderators worked off-site and the question papers, marking guidelines and supporting documents were forwarded to them. The question papers and accompanying marking guidelines for the 2014 November and 2015 supplementary examination and the back-up papers were moderated simultaneously to ensure that the standard of these papers was equivalent. The criteria according to which the question papers were moderated covered the following aspects:

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

- Internal moderation and its effectiveness in assuring quality

- Adherence to the relevant Subject and Assessment Guidelines (SAG) in terms of weighting, cognitive levels and question types

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

- The relevance and correctness of the marking guidelines and their facilitation of accurate 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 the parity between the standard of the November, supplementary and back-up question papers and those from previous years

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

After the initial external moderation has been completed, question papers are approved, conditionally approved or rejected, depending on the degree of compliance with the criteria. Proposed changes to the question papers are communicated to the internal moderator prior to implementation. After consultation and once consensus has been reached, the question papers, marking guidelines and supporting documents are amended by the DHET. Finally, question papers and marking guidelines are forwarded to the external moderators and signed off; a process that could not take place in 2013 as a result of time constraints. A meticulous moderation process ensures that question papers satisfy the requirements of the particular Subject and Assessment Guidelines (SAG).

3. FINDINGS

The revised approach to moderation adopted by the DHET this year has brought about new challenges. Internal moderators were required to make changes on hard copies of the question papers and marking guidelines. For this reason, changes were not indicated in some reports by internal moderators; only comments referring to changes on question papers and/or marking guidelines appeared in these reports. A great deal of time was wasted as a result of the submission of incorrect and incomplete sets of question papers and supporting documents to Umalusi.

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

Table 3: Moderation of NC(V) question papers – findings

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TECHNICAL QUALITY			
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements.	14% of the assessment documents were not received by Umalusi.	Afrikaans FAL L3 P1and P2 Applied Accounting L4 P1 Construction Planning L4 Consumer Behaviour L3 Early Childhood Development L4 English FAL L4 P2 Food Preparation L2 and L4 Mathematical Literacy L2 P1 Mathematics L3 P1 New Venture Creation L2 Principles of Criminal Justice L2 Project Management L4 Tourism Operations L4	Afrikaans FAL L3 P1 and P2 Agribusiness L4 Construction Planning L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Entrepreneurship L2 Food Preparation L2 and L4 Human and Social Development L2 Life Orientation L2 P2 Life Orientation L4 P1 Marketing Communication L4 Mathematical Literacy L2 P1 Mathematics L3 P1 New Venture Creation L2 and L4 Office Practice L4 Principles of Criminal Justice L2 Sustainable Tourism in South Africa and International Travel L4

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TECHNICAL QUALITY (continued)			
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements. (continued)	The answer sheet provided for one question paper was inappropriate.	New Venture Creation L2	
	Some of the printouts were omitted from the marking guideline in one subject.		Life Orientation L2 P2
	5% of the cover pages did not contain all the details, such as logo, name of subject, time allocation, number of pages and additional information.	Applied Accounting L4 P1 Criminal Justice Process L4 Food Preparation L2 Life Orientation L2 P1 Life Orientation L3 P2 Science of Tourism L2	Food Preparation L2 Life Orientation L2 P1 and P2 Mathematical Literacy L2 P2 Science of Tourism L2 Sustainable Tourism in South Africa and International Travel L4 Transport Operations L2
	The instructions to candidates were not clearly expressed in 14% of the papers.	Afrikaans FAL L4 P1 and P2 Agribusiness L2 and L4 Animal Production L4 Early Childhood Development L4 English FAL L2 P1and P2 English FAL L4 P1 Financial Management L4 Fitting and Turning L4 Hospitality Generics L3 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L2 P2 Office Data Processing L4 Office Practice L4 Principles of Criminal Justice L2 Professional Engineering Practice L4 Science of Tourism L2 and L4 The Human Body and Mind L3 The South African Health Care System L3	Afrikaans FAL L4 P1 and P2 Agribusiness L4 Animal Production L4 English FAL L2 P2 English FAL L4 P1 and P2 Financial Management L4 Fitting and Turning L4 Life Orientation L2 P2 Office Data Processing L4 Office Practice L4 Professional Engineering Practice L4 Science of Tourism L4
	The layout of seven (3%) question papers was not reader-friendly.	Afrikaans FAL L4 P2 Mathematical Literacy L2 P2	Life Orientation L2 P2 Mathematical Literacy L2 P1and P2 Marketing Communication L4 Transport Operations L4
	The page numbering was incorrect in two subjects.	Life Orientation L4 P2	Animal Production L4

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TECHNICAL QUALITY (continued)			
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements. (continued)	The questions were not correctly numbered in 12% of the papers.	Afrikaans FAL L4 P2 Agribusiness L2 and L4 Animal Production L4 Data Communication and Networking L4 English FAL L4 P1 and P2 Human and Social Development L4 Life Orientation L4 P2 Mathematical Literacy L2 P2 Mathematics L2 P2 New Venture Creation L2 Physical Science L4 P2 Transport Operations L2	Agribusiness L2 and L4 Animal Production L4 Automotive Repair and Maintenance L4 Computer Programming L4 P1 Criminal Justice Process L4 Electronic Control and Digital Electronics L4 Life Orientation L2 P1 and P2 Life Orientation L3 and L4 P1 Marketing Communication L4 Masonry L4 Mathematical Literacy L2 P2 Mathematics L3 P1 Operations Management L4 Sustainable Tourism in South Africa and International Travel L4
	The headers and footers in three papers were not consistent and did not follow the required format.	Science of Tourism L2	Life Orientation L2 P1 Science of Tourism L2
	In 4% of the papers, different fonts were used; one font should be used consistently throughout the paper.	Animal Production L4 Computer Programming L4 P1 Life Orientation L2 P2 Operations Management L4 Physical Science L4 P2 Science of Tourism L2	Computer Programming L4 P1 Life Orientation L2 and L4 P2 Science of Tourism L2
	In seven (3%) papers, an appropriate mathematical software programme was not used, e.g. Equation Editor.	Mathematical Literacy L2 P1 and P2 Mathematical Literacy L4 P2 Mathematics L2 P2	Mathematics L2 P2 Mathematical Literacy L3 P1 Mathematical Literacy L4 P2
	The mark allocation was not clearly indicated in 15% of the papers.	Agribusiness L2 and L4 Animal Production L4 Applied Engineering Technology L4 Computer Programming L4 P1 and P2 Electrical Principles and Practice L4 Engineering Systems L2 Food Preparation L2 Human and Social Development L4 Life Orientation L3 P2	Agribusiness L2 Animal Production L4 Applied Engineering Technology L4 Automotive Repair and Maintenance L3 and L4 Computer Programming L4 P1 Criminal Justice Process L4 Electrical Principles and Practice L4 Engineering Systems L2 Learning Psychology L4

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TECHNICAL QUALITY (continued)			
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements. (continued)		Mechatronic Systems L4 New Venture Creation L2 Principles of Criminal Justice L2 Science of Tourism L4 Systems Analysis and Design L4 Transport Operations L2	Life Orientation L2 P2 Life Orientation L3 P1 and P2 Marketing Communication L4 Masonry L4 Mechatronic Systems L4 Operations Management L4 Science of Tourism L4 Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4 Transport Operations L2
	Six (2%) papers could not be completed in the time allocated.	English FAL L3 P1 Life Orientation L3 P2	Computer Programming L4 P2 Entrepreneurship L2 Life Orientation L3 P2 Transport Operations L2
	The mark allocation on the paper did not correspond with that on the marking guideline in 10% of the papers.	Agribusiness L4 Animal Production L4 Computer Programming L4 P2 Engineering Systems L2 English FAL L3 P2 Financial Management L4 Hospitality Generics L3 Life Orientation L2 and L4 P1 Life Orientation L4 P2 Marketing Communication L4 Mathematics L2 P1 New Venture Creation L2 Sustainable Tourism in South Africa and International Travel L4 The Human Body and Mind L3	Agribusiness L4 Animal Production L4 Financial Management L4 Life Orientation L3 P1 and P2 Life Orientation L4 P1 and P2 Marketing Communication L4 New Venture Creation L2 Science of Tourism L2 Sustainable Tourism in South Africa and International Travel L4
	In 22% of the papers, the quality of illustrations, graphs, tables etc. was poor and not print-ready.	Animal Production L4 Applied Accounting L4 P1 Concrete Structures L4 Consumer Behaviour L4 Early Childhood Development L4 Electrical Systems and Construction L4 English FAL L4 P1 Farm Planning and Mechanisation L4 Financial Management L4 Hospitality Generics L3 and L4 Human and Social Development L2 Life Orientation L2 and L3 P1 Masonry L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P2 Mathematics L2 P1 and P2 New Venture Creation L2 Office Data Processing L4	Afrikaans FAL L4 P1 Animal Production L4 Concrete Structures L4 Consumer Behaviour L4 Electrical Principles and Practice L4 English FAL L4 P1 Financial Management L4 Hospitality Generics L3 and L4 Human and Social Development L2 Life Orientation L2 P2 Life Orientation L3 and L4 P1 Masonry L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P2 Mathematics L4 P1 Office Data Processing L4 Physical Science L3 and L4 P1 Process Chemistry L4 Science of Tourism L2 Transport Operations L2

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TECHNICAL QUALITY (continued)			
The majority of the question papers and marking guidelines satisfied technical requirements; however, some papers did not meet all the technical requirements. (continued)		Physical Science L3 and L4 P1 Process Control L4 Sustainable Tourism in South Africa and International Travel L4 Transport Operations L2 and L4 Welding L4	
	11% of the papers did not adhere to the format requirements in the Subject Assessment Guidelines (SAG).	Afrikaans FAL L4 P1 and P2 Concrete Structures L4 Electronic Control and Digital Electronics L3 and L4 Financial Management L4 Hospitality Generics L3 and L4 Life Orientation L3 P1 Mathematical Literacy L3 P1 Mathematics L2 P1 Systems Analysis and Design L4	Afrikaans FAL L4 P1 and P2 Concrete Structures L4 Electronic Control and Digital Electronics L3 and L4 Engineering Processes L4 Financial Management L4 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L2 P2 Life Orientation L3 P1 Mathematical Literacy L3 P1 Mechatronic Systems L4 New Venture Creation L2 Systems Analysis and Design L4
INTERNAL MODERATION			
It is evident that internal moderation is a neglected area in the quality assurance process. Although reports were provided for most of the papers, these were not always of appropriate quality and standard. In several cases the checklists were completed as a mere formality and little qualitative information of value was provided.	20% of the internal moderators' reports were only partially completed or did not provide sufficient information.	Afrikaans FAL L3 P1 Client Service and Human Relations L4 Computer Programming L4 P2 Consumer Behaviour L4 Electronic Control and Digital Electronics L4 English FAL L3 P1and P2 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Human and Social Development L2 and L4 Life Orientation L2 P1 Marketing Communication L2 Masonry L4 Mathematics L4 P1and P2 Mechatronic Systems L4 New Venture Creation L2 and L4 Operations Management L4 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3 Workshop Practice L2	Advanced Plant Production L4 Agribusiness L4 Applied Engineering Technology L4 Client Service and Human Relations L4 Consumer Behaviour L4 Electronic Control and Digital Electronics L4 Engineering Systems L2 Entrepreneurship L2 English FAL L3 P1 and P2 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Human and Social Development L2 Introduction to Information Systems L2 Life Orientation L2 P2 Marketing Communication L2 and L4 Masonry L4 Mathematics L4 P2 Mechatronic Systems L4 New Venture Creation L2 Office Practice L4 Tourism Operations L3 Workshop Practice L2

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
INTERNAL MODERATION (continued)			
In some of the question papers, recommendations made by the internal moderator were not implemented by the examiner. **In 22% of the internal moderators' reports, there was little or no evidence that the moderator had made recommendations, or that these had been addressed or implemented. Some of the papers contained grammatical and/or typographical errors.**	Reports on other subjects were submitted with three of the question papers.	Consumer Behaviour L3 The Human Body and Mind L3	The Human Body and Mind L3
	The information in the reports did not correspond with the question paper in six (2%) instances.	Animal Production L4 Food Preparation L2 Principles of Criminal Justice L2	Engineering Processes L4 Life Orientation L2 P2 Principles of Criminal Justice L2
	Handwritten reports were submitted with six (2%) question papers.	Electronic Control and Digital Electronics L4 Food Preparation L4 Professional Engineering Practice L4	Electronic Control and Digital Electronics L4 Food Preparation L4 Professional Engineering Practice L4
	In the case of two papers, the same report was submitted for both papers, with only the cover page having been changed.	Marketing Communication L2	Marketing Communication L2
	Not all changes recommended by the internal moderator had been implemented in 15 (6%) instances.	Computer Programming L4 P1 Human and Social Development L2 Life Orientation L2 P1 Life Orientation L3 and L4 P2 Mathematical Literacy L3 and L4 P2 Mathematics L4 P2	Computer Programming L4 P1 Consumer Behaviour L4 Financial Management L4 Life Orientation L2 and L3 P2 Mathematical Literacy L4 P2 Mathematics L4 P2
	In 22% of the reports, there was little or no evidence that the internal moderator had made recommendations, or that these had been addressed or implemented.	Concrete Structures L4 Electrical Systems and Construction L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P1and P2 Farm Planning and Mechanisation L4 Financial Management L4 Food Preparation L2 Hospitality Generics L3 and L4 Human and Social Development L2 and L4 Law Procedures and Evidence L4 Life Orientation L2 P1and P2 Life Orientation L3 P2 Marketing Communication L4 Mathematical Literacy L3 P2	Animal Production L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 English FAL L3 P1 Farm Planning and Mechanisation L4 Food Preparation L2 Hospitality Generics L3 and L4 Human and Social Development L2 Introduction to Information Systems L2 Law Procedures and Evidence L4 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 and L4

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
INTERNAL MODERATION (continued)			
	In 22% of the reports, there was little or no evidence that the internal moderator had made recommen-dations, or that these had been addressed or implemented. (continued)	Mathematics L3 P2 Mathematics L4 P1 Mechatronic Systems L4 New Venture Creation L2 and L4 Principles of Criminal Justice L2 Transport Economics L4 Transport Operations L2 and L4	Marketing L4 Masonry L4 Mathematical Literacy L3 P1and P2 Mathematics L3 P2 Mechatronic Systems L4 New Venture Creation L2 and L4 Office Practice L4 Physical Science L2 P2 Principles of Criminal Justice L2 Project Management L4 Tourism Operations L3 Transport Operations L2 and L4
CONTENT COVERAGE			
86% of the question papers covered the learning outcomes and the assessment standards, adequately, as prescribed in the policy and guideline documents.	In 16% of the question papers the analysis grids were compiled incorrectly. The questions did not correspond to the subject outcome/ learning outcome/topic of the relevant subject.	Advanced Plant Production L4 Afrikaans FAL L3 P2 Animal Production L4 Business Practice L4 Concrete Structures L4 Construction Planning L4 Consumer Behaviour L3 English FAL L3 P1 Food Preparation L4 Life Orientation L3 P2 New Venture Creation L2 Office Data Processing L4 Principles of Criminal Justice L2 Roads L4 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3 and L4 Transport Operations L2	Advanced Plant Production L4 Afrikaans FAL L3 P1 and P2 Business Practice L4 Concrete Structures L4 Construction Planning L4 Early Childhood Development L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L3 P2 Food Preparation L4 Human and Social Development L2 Life Orientation L3 P2 Mathematical Literacy L2 P1 New Venture Creation L2 and L4 Office Data Processing L4 Personal Assistance L4 Professional Engineering Practice L4 Roads L4 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3 Transport Operations L2
	No analysis grid was provided with the question paper in six (2%) instances.	Principles of Criminal Justice L2	English FAL L3 P2 Human and Social Development L2 New Venture Creation L4 Principles of Criminal Justice L2 Tourism Operations L3
	Incomplete analysis grids were submitted with four question papers.		Advanced Plant Production L4 Agribusiness L4 Office Practice L4 Roads L4

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
CONTENT COVERAGE (continued)			
86% of the question papers covered the learning outcomes and the assessment standards, adequately, as prescribed in the policy and guideline documents. (continued)	The content of 5% of question papers did not correspond with the analysis grids.	Afrikaans FAL L3 P2 Electronic Control and Digital Electronics L4 Food Preparation L2 Mathematics L3 P1 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3	Afrikaans FAL L3 P2 Electronic Control and Digital Electronics L4 Food Preparation L2 Mathematics L3 P1 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3
	14% of the question papers did not cover the learning outcomes and assessment standards as stipulated in the policy and guideline documents.	Advanced Plant Production L4 Computer Hardware and Software L3 Concrete Structures L4 Electronic Control and Digital Electronics L3 and L4 Entrepreneurship L2 Financial Management L4 Food Preparation L2 Hospitality Generics L3 Life Orientation L2 P2 Life Orientation L3 and L4 P1 Mathematical Literacy L2 P1 Mathematics L2 P1 Operations Management L4 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Systems Analysis and Design L4 Transport Operations L2 and L4	Concrete Structures L4 Consumer Behaviour L3 Electronic Control and Digital Electronics L3 Financial Management L4 Food Preparation L2 Introduction to Information Systems L2 Life Orientation L2 P2 Office Practice L4 Physical Science L4 P1 Principles of Criminal Justice L2 Project Management L4 Systems Analysis and Design L4 Transport Operations L2 and L4
	In 12% of the papers, some questions were beyond the scope of the syllabus.	Agribusiness L2 Electronic Control and Digital Electronics L4 Food Preparation L2 and L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L2 and L3 P2 Life Orientation L4 P1 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 and L4 P1 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Systems Analysis and Design L4	Electronic Control and Digital Electronics L4 Food Preparation L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L2 and L3 P2 Life Orientation L4 P1 Mathematical Literacy L3 P2 Mathematical Literacy L4 P1 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Systems Analysis and Design L4
	In 25% of the papers, the spread or weighting of learning outcomes and assessment standards was not always appropriate.	Advanced Plant Production L4 Agribusiness L2 Client Service and Human Relations L4 Computer Programming L4 P2 Concrete Structures L4 Construction Planning L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L3 and L4	Animal Production L4 Client Service and Human Relations L4 Computer Programming L4 P2 Concrete Structures L4 Construction Planning L4 Consumer Behaviour L3 Data Communication and Networking L4 Electronic Control and Digital Electronics L3 and L4

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
CONTENT COVERAGE (continued)			
86% of the question papers covered the learning outcomes and the assessment standards, adequately, as prescribed in the policy and guideline documents. (continued)	In 25% of the papers, the spread or weighting of learning outcomes and assessment standards was not always appropriate. (continued)	English FAL L3 P1 Entrepreneurship L2 Financial Management L4 Food Preparation L2 Hospitality Generics L3 Life Orientation L2 P2 Life Orientation L4 P1 Mathematical Literacy L2 and L3 P1 Mathematics L2 and L4 P1 Mathematics L4 P2 New Venture Creation L2 and L4 Operations Management L4 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Process Control L4 Science of Tourism L2 and L4 Tourism Operations L3 Transport Operations L2 and L4	English FAL L3 P1 Financial Management L4 Food Preparation L2 and L4 Life Orientation L2 P2 Life Orientation L3 P1 Mathematical Literacy L3 P1 and P2 Mathematics L4 P2 New Venture Creation L2 and L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 P1 Principles of Criminal Justice L2 Process Control L4 Project Management L4 Science of Tourism L2 Tourism Operations L3 Transport Operations L2 and L4
	The Assessment Standards were not appropriately linked or integrated in 4% of the papers.	Business Practice L4 Life Orientation L2 P1 New Venture Creation L2 Principles of Criminal Justice L2 Transport Operations L2	Business Practice L4 English FAL L3 P2 Financial Management L4 New Venture Creation L2 Principles of Criminal Justice L2 Transport Operations L2
	7% of question papers failed to provide questions representing the latest developments in the subject.	Applied Accounting L4 P1 Business Practice L4 Electrical Principles and Practice L4 English FAL L3 P2 Life Orientation L2 P1 and P2 Mathematical Literacy L3 P1 Principles of Criminal Justice L2 Process Chemistry L4	Animal Production L4 Business Practice L4 Electrical Principles and Practice L4 Introduction to Information Systems L2 Life Orientation L2 P2 Mathematical Literacy L3 P1 Physical Science L3 P2 Principles of Criminal Justice L2 Process Chemistry L4 Systems Analysis and Design L4
TEXT SELECTION, TYPES OF QUESTIONS AND QUALITY OF QUESTIONS			
The majority of papers included a variety of question types; however, there is still an absence of a creative use of questioning techniques.	The paper did not cover a sufficiently wide variety of question types in 6% of the papers.	Business Practice L4 Concrete Structures L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Systems Analysis and Design L4	Applied Engineering Technology L4 Business Practice L4 Concrete Structures L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 Engineering Systems L2 Systems Analysis and Design L4

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TEXT SELECTION, TYPES OF QUESTIONS AND QUALITY OF QUESTIONS (continued)			
Most papers reflected a correlation between mark allocation, level of difficulty and time allocation. **The choice of source material and referencing techniques requires attention.** **Poorly framed questions had to be replaced, rephrased or restructured to ensure clarity.**	11% of the question papers did not allow for creative responses from candidates.	Advertising and Promotions L4 Applied Accounting L4 P1 Business Practice L4 Concrete Structures L4 Construction Planning L4 Electrical Principles and Practice L4 Engineering Processes L4 English FAL L4 P2 Food Preparation L2 Hospitality Generics L3 Life Orientation L2 P1 and P2 Office Practice L2 and L4 Process Chemistry L4 Systems Analysis and Design L4	Advertising and Promotions L4 Applied Accounting L4 P1 Business Practice L4 Concrete Structures L4 Construction Planning L4 Electrical Principles and Practice L4 Engineering Processes L4 English FAL L3 P1 Hospitality Generics L3 New Venture Creation L2 Office Practice L4 Process Chemistry L4 Systems Analysis and Design L4
	There was no correlation between mark allocation, level of difficulty and time allocation in 13% of the papers.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Business Practice L4 Client Service and Human Relations L4 Electrical Systems and Construction L4 English FAL L3 P2 Food Preparation L2 Hospitality Generics L3 Life Orientation L2, L3 and L4 P2 New Venture Creation L2 Sustainable Tourism in South Africa and International Travel L4 Transport Operations L2	Advertising and Promotions L4 Agribusiness L4 Business Practice L4 Electronic Control and Digital Electronics L4 English FAL L3 and L4 P1 Food Preparation L2 Hospitality Generics L3 Introduction to Information Systems L2 Life Orientation L2 P1and P2 Life Orientation L3 P2 Life Orientation L4 P1and P2 Masonry L4 Mathematics L4 P2 Science of Tourism L4 Transport Operations L2
	The source material used in 22% of the question papers was inappropriate.	Advertising and Promotions L4 Afrikaans FAL L3 and L4 P1 Agribusiness L4 Animal Production L4 Business Practice L4 Computer Programming L4 P2 Concrete Structures L4 Early Childhood Development L4 Electrical Principles and Practice L4 English FAL L3 P1 Food Preparation L4 Hospitality Generics L3 and L4 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Mathematical Literacy L2, L3 and L4 P2 New Venture Creation L2 and L4 Office Practice L2 and L4 Process Chemistry L4	Advertising and Promotions L4 Afrikaans FAL L3 and L4 P1 Agribusiness L4 Business Practice L4 Computer Programming L4 P2 Electrical Principles and Practice L4 English FAL L3 P1 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Life Orientation L2 P1and P2 Life Orientation L3 P1 and P2 Life Orientation L4 P2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P2 New Venture Creation L2 and L4 Office Practice L4 Process Chemistry L4

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TEXT SELECTION, TYPES OF QUESTIONS AND QUALITY OF QUESTIONS (continued)			
The choice of source material and referencing techniques requires attention. **Poorly framed questions had to be replaced, rephrased or restructured to ensure clarity.** (continued)		Sustainable Tourism in South Africa and International Travel L4 Transport Operations L2 Welding L4	Sustainable Tourism in South Africa and International Travel L4 Transport Operations L2 and L4 Welding L4
	One paper used source material that contained language complexities that were inappropriate at that level.		Food Preparation L2
	In seven papers (3%), important sections of the syllabus were not examined.	Business Practice L4 English FAL L3 P2 Mathematical Literacy L2 P1 and P2	Business Practice L4 Food Preparation L2 Sustainable Tourism in South Africa and International Travel L4
	37% of the question papers contained vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers.	Advertising and Promotions L4 Afrikaans FAL L3 P1 and P2 Afrikaans FAL L4 P1 and P2 Agribusiness L2 and L4 Animal Production L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Programming L4 P1 Concrete Structures L4 Contact Centre Operations L4 Criminal Justice Process L4 Early Childhood Development L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L3 and L4 English FAL L2 P2 English FAL L3 P1 Financial Management L4 Food Preparation L4 Hospitality Generics L3 and L4 Law Procedures and Evidence L4 Life Orientation L2 P1 and P2 Life Orientation L3 P1 Life Orientation L4 P1 and P2 Marketing Communication L2 and L4 Masonry L4 Materials L4 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P2 New Venture Creation L2 Office Practice L2 and L4	Advertising and Promotions L4 Afrikaans FAL L3 P1 and P2 Afrikaans FAL L4 P1 and P2 Business Practice L4 Client Service and Human Relations L4 Computer Programming L4 P1 Concrete Structures L4 Contact Centre Operations L4 Criminal Justice Process L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4 English FAL L2 P1 English FAL L3 and L4 P2 Entrepreneurship L2 Financial Management L4 Food Preparation L2 Hospitality Generics L3 and L4 Law Procedures and Evidence L4 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Life Orientation L4 P1 Marketing Communication L2 and L4 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P2 Mathematics L4 P1 Office Practice L2 and L4 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Process Chemistry L4 Project Management L4 Tourism Operations L3 Transport Operations L2 and L4

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TEXT SELECTION, TYPES OF QUESTIONS AND QUALITY OF QUESTIONS (continued)			
Poorly framed questions had to be replaced, rephrased or restructured to ensure clarity. (continued)		Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Process Chemistry L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3 Transport Operations L2 and L4	
	In 17% of the papers, the questions did not provide clear instructional key words/verbs.	Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L3 Concrete Structures L4 Criminal Justice Process L4 Early Childhood Development L4 Electronic Control and Digital Electronics L4 English FAL L2 P2 Financial Management L4 Food Preparation L4 Hospitality Generics L3 Hospitality Services L4 Life Orientation L2 P2 Marketing Communication L2 Materials L4 Mathematical Literacy L2 and L3 P1 Mathematical Literacy L3 P2 New Venture Creation L2 Office Data Processing L4 Principles of Criminal Justice L2 Transport Operations L2 and L4	Agribusiness L4 Automotive Repair and Maintenance L3 Concrete Structures L4 Early Childhood Development L4 Electronic Control and Digital Electronics L4 English FAL L2 P1 English FAL L4 P2 Financial Management L4 Food Preparation L2 Hospitality Generics L3 Hospitality Services L4 Masonry L4 Mathematical Literacy L2 and L3 P1 Mathematical Literacy L3 P2 Mathematics L2 P1 Mechatronic Systems L4 Office Data Processing L4 Principles of Criminal Justice L2 Transport Operations L2 and L4
	In 20% of the papers, the questions did not contain information sufficient to elicit an appropriate response.	Afrikaans FAL L3 P1 and P2 Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L3 and L4 Client Service and Human Relations L4 Concrete Structures L4 Contact Centre Operations L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L3 Financial Management L4 Food Preparation L4 Hospitality Generics L3 and L4 Human and Social Development L4 Life Orientation L2 P1and P2 Life Orientation L3 and L4 P2 Mathematical Literacy L2 P1	Afrikaans FAL L3 P1 and P2 Agribusiness L4 Automotive Repair and Maintenance L3 and L4 Computer Programming L4 P1 Concrete Structures L4 Contact Centre Operations L4 Early Childhood Development L4 English FAL L3 and L4 P2 Financial Management L4 Food Preparation L2 Hospitality Generics L3 and L4 Law Procedures and Evidence L4 Life Orientation L2 and L3 P2 Mathematical Literacy L2 P1and P2 Mathematical Literacy L3 P2 Mechatronic Systems L4 Science of Tourism L4 Sustainable Tourism in South Africa and International Travel L4

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TEXT SELECTION, TYPES OF QUESTIONS AND QUALITY OF QUESTIONS (continued)			
Poorly framed questions had to be replaced, rephrased or restructured to ensure clarity. (continued)		Principles of Criminal Justice L2 Transport Operations L2 and L4	Tourism Operations L3 Transport Operations L2 and L4
	23% of the papers contained factual errors or misleading information.	Afrikaans FAL L4 P1 Agribusiness L2 and L4 Animal Production L4 Applied Accounting L4 P1 Contact Centre Operations L4 Early Childhood Development L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L3 Engineering Processes L4 English FAL L3 P2 Financial Management L4 Hospitality Generics L3 Human and Social Development L2 Law Procedures and Evidence L4 Life Orientation L2 P1 Marketing Communication L2 and L4 Materials L4 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P1 Mathematics L4 P1 Office Practice L2 Physical Science L2 P1 and P2 Physical Science L3 P1 Physical Science L4 P1 Process Chemistry L4 Sustainable Tourism in South Africa and International Travel L4 The South African Health Care System L3 Tourism Operations L3	Afrikaans FAL L4 P1 Agribusiness L4 Concrete Structures L4 Consumer Behaviour L4 Contact Centre Operations L4 Electrical Systems and Construction L4 English FAL L3 P1 Financial Management L4 Food Preparation L2 Hospitality Generics L3 Human and Social Development L2 and L4 Law Procedures and Evidence L4 Life Orientation L3 P2 Marketing Communication L4 Mathematical Literacy L3 P2 Mathematical Literacy L4 P1 Mathematics L4 P1 Office Practice L2 and L4 Physical Science L2 P1 and P2 Physical Science L3 and L4 P1 Process Chemistry L4 Tourism Operations L3 Transport Operations L2
	Questions in eight of the question papers (3%) contained double negatives or were formulated in unnecessarily negative terms.	Financial Management L4 Marketing Communication L4 New Venture Creation L2 Science of Tourism L4	Financial Management L4 Hospitality Services L4 Marketing Communication L2 and L4
	References in questions to prose texts, visuals, drawings, illustrations,	Automotive Repair and Maintenance L3 Computer Programming L4 P1 and P2 Consumer Behaviour L4 Early Childhood Development L4	Automotive Repair and Maintenance L3 Computer Programming L4 P1 Financial Management L4 Hospitality Generics L3 and L4 Life Orientation L3 P1and P2

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
TEXT SELECTION, TYPES OF QUESTIONS AND QUALITY OF QUESTIONS (continued)			
Poorly framed questions had to be replaced, rephrased or restructured to ensure clarity. (continued)	examples, tables, graphs, were not relevant or were incorrect in 12% of the papers.	Electrical Systems and Construction L4 Hospitality Generics L3 Introduction to Information Systems L2 Life Orientation L2 P1 Marketing Communication L2 Mathematical Literacy L4 P2 Mathematics L2 P1 New Venture Creation L2 Office Practice L4 Systems Analysis and Design L4 Transport Operations L2 Welding L4	Life Orientation L4 P1 Mathematical Literacy L2 and L4 P2 New Venture Creation L2 Systems Analysis and Design L4 Transport Operations L2 and L4
	The multiple-choice questions in 15% of the question papers were poorly formulated.	Advertising and Promotions L4 Agribusiness L4 Business Practice L4 Computer Programming L4 P1 Criminal Justice Process L4 Financial Management L4 Hospitality Generics L3 and L4 Hospitality Services L4 Human and Social Development L4 Introduction to Information Systems L2 Life Orientation L2 P1 New Venture Creation L2 Office Practice L2 and L4 Physical Science L2 P1 and P2 Principles of Criminal Justice L2 Project Management L4 Science of Tourism L4 Transport Operations L2 and L4	Advertising and Promotions L4 Business Practice L4 Computer Programming L4 P1 Financial Management L4 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Hospitality Services L4 Introduction to Information Systems L2 Life Orientation L2 P1 Office Practice L2 and L4 Physical Science L2 P1and P2 Principles of Criminal Justice L2 Tourism Operations L3
COGNITIVE SKILLS			
The assessment framework/ analysis grid is an essential tool in ensuring compliance with the weighting of topics, cognitive demand distribution, difficulty level of questions and time allocation. The assessment frameworks/ analysis grids for some question	In 13% of the question papers, the assessment framework/ analysis grid did not clearly indicate the cognitive level of each question/sub-question.	Business Practice L4 Construction Planning L4 Early Childhood Development L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P1 Fitting and Turning L3 Food Preparation L4 Life Orientation L3 and L4 P2 Mathematics L4 P1 New Venture Creation L2 and L4 Principles of Criminal Justice L2 Roads L4 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L4 Transport Operations L2	Agribusiness L4 Business Practice L4 Construction Planning L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L3 P1 Fitting and Turning L3 Food Preparation L2 and L4 Human and Social Development L2 Life Orientation L4 P2 New Venture Creation L2 and L4 Office Practice L4 Principles of Criminal Justice L2 Transport Operations L2

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
COGNITIVE SKILLS (continued)			
papers were not of appropriate quality and standard. **24% of question papers did not comply with the minimum requirements and standards for the cognitive levels.** **As a result, some of the question papers required substantial reworking, while in other cases questions had to be replaced or restructured.**	24% of the question papers showed an inappropriate distribution of cognitive levels.	Advertising and Promotions L4 Agribusiness L2 Business Practice L4 Computer Programming L4 P1and P2 Concrete Structures L4 Electronic Control and Digital Electronics L3 and L4 English FAL L3 P1 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Life Orientation L2 and L3 P1 Life Orientation L3 P2 Mathematics L4 P1 and P2 New Venture Creation L2 and L4 Office Practice L2 and L4 Operations Management L4 Science of Tourism L2 and L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Operations L2 and L4 Welding L4	Advertising and Promotions L4 Business Practice L4 Computer Programming L4 P1 and P2 Concrete Structures L4 Electronic Control and Digital Electronics L3 and L4 Electrotechnology L4 Engineering Processes L4 English FAL L3 and L4 P1 Financial Management L4 Fitting and Turning L3 Food Preparation L2 Hospitality Generics L3 and L4 Hospitality Services L4 Introduction to Information Systems L2 Life Orientation L2 and L3 P1 Life Orientation L3 P2 New Venture Creation L2 and L4 Office Practice L2 and L4 Science of Tourism L2 Systems Analysis and Design L4 Transport Operations L2 and L4 Welding L4
	26% of question papers did not provide opportunities to assess one or more of the following abilities: the ability to reason the ability to communicate the ability to translate from verbal to symbolic the ability to translate visual evidence to a written response the ability to compare and contrast the ability to see causal relationships the ability to	Advertising and Promotions L4 Art and Science of Teaching L4 Computer Hardware and Software L3 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Concrete Structures L4 Consumer Behaviour L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Engineering Processes L4 English FAL L3 P1 and P2 English FAL L4 P1 and P2 Hospitality Generics L3 and L4 Human and Social Development L4 Life Orientation L2, L3 and L4 P1 Marketing Communication L2 and L4 Mathematics L2 P1 and P2 New Venture Creation L4 Physical Science L3 P2 Process Chemistry L4	Advertising and Promotions L4 Afrikaans FAL L4 P2 Applied Accounting L4 P1 Art and Science of Teaching L4 Computer Hardware and Software L3 Computer Integrated Manufacturing L4 Concrete Structures L4 Construction Supervision L4 Consumer Behaviour L3 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L3 and L4 Engineering Processes L4 English FAL L3 P1 Hospitality Generics L3 and L4 Hospitality Services L4 Life Orientation L2, L3 and L4 P1 Marketing Communication L2 and L4 Mathematics L2 P2 New Venture Creation L2 and L4 Office Practice L4 Operations Management L4 Process Chemistry L4

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
COGNITIVE SKILLS (continued)			
	express an argument clearly.	Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4 Transport Operations L2 and L4	Systems Analysis and Design L4 Transport Operations L2 and L4 Workshop Practice L2

MARKING GUIDELINES			
Over 40% of marking guidelines were deficient in some respect.	9% of the marking guidelines did not correspond with the question papers.	Afrikaans FAL L4 P1 Client Service and Human Relations L4 English FAL L3 P2 Life Orientation L2 P1and P2 Life Orientation L3 P2 Life Orientation L4 P1 Mathematical Literacy L2 P1 New Venture Creation L2 Transport Operations L2 and L4	Afrikaans FAL L4 P1 Agribusiness L4 Automotive Repair and Maintenance L3 Criminal Justice Process L4 Food Preparation L2 Human and Social Development L2 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Life Orientation L4 P1 Mathematical Literacy L2 P1 Professional Engineering Practice L4
	Some of the answers in 43% of the marking guidelines were incorrect/ inaccurate.	Afrikaans FAL L4 P1 and P2 Agribusiness L2 and L4 Animal Production L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Client Service and Human Relations L4 Concrete Structures L4 Construction Planning L4 Consumer Behaviour L3 and L4 Contact Centre Operations L4 Criminal Justice Process L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Systems L2 English FAL L3 P1and P2 English FAL L4 P1 Financial Management L4 Food Preparation L2 and L4 Hospitality Generics L3 Human and Social Development L2 and L4 Law Procedures and Evidence L4 Life Orientation L2 P1 and P2 Life Orientation L3 and L4 P1 Marketing Communication L4 Masonry L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1and P2 Mathematical Literacy L4 P1 and P2	Advertising and Promotions L4 Afrikaans FAL L4 P1 and P2 Agribusiness L2 and L4 Animal Production L4 Applied Accounting L4 P1 Automotive Repair and Maintenance L4 Concrete Structures L4 Construction Planning L4 Consumer Behaviour L4 Electrical Systems and Construction L4 English FAL L3 P1 Entrepreneurship L2 Financial Management L4 Food Preparation L2 and L4 Hospitality Generics L3 Human and Social Development L2 and L4 Law Procedures and Evidence L4 Life Orientation L2 P1and P2 Life Orientation L3 and L4 P1 Marketing Communication L2 and L4 Masonry L4 Materials L4 Mathematical Literacy L2 P1and P2 Mathematical Literacy L3 P1 Mathematical Literacy L4 P2 Mathematics L2 P1 and P2 Mathematics L3 P1and P2 Mathematics L4 P2

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
MARKING GUIDELINES (continued)			
Over 40% of marking guidelines were deficient in some respect. (continued)	Some of the answers in 43% of the marking guidelines were incorrect/ inaccurate. (continued)	Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 Mathematics L4 P1 New Venture Creation L2 Office Practice L4 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Process Control L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3 Transport Operations L2 and L4	Mechatronic Systems L4 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Process Control L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3 Transport Operations L2 and L4
	21% of the marking guidelines did not allow for alternative responses.	Agribusiness L2 Animal Production L4 Client Service and Human Relations L4 Computer Programming L4 P2 Electrical Principles and Practice L4 Electrical Systems and Construction L4 English FAL L3 P1 Financial Management L4 Hospitality Generics L3 Life Orientation L2 and L3 P2 Masonry L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1and P2 Mathematical Literacy L4 P1 and P2 Mathematics L2 P2 Mathematics L4 P1 and P2 New Venture Creation L2 Office Practice L2 and L4 Physical Science L3 and L4 P1 Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4	Agribusiness L2 and L4 Animal Production L4 Computer Programming L4 P2 Concrete Structures L4 Criminal Justice Process L4 Electrical Systems and Construction L4 English FAL L3 P2 Financial Management L4 Hospitality Generics L3 Life Orientation L2, L3 and L4 P2 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1and P2 Mathematical Literacy L4 P2 Mathematics L2 P2 Mathematics L4 P1 New Venture Creation L2 Office Practice L2 and L4 Physical Science L3 and L4 P1 Sustainable Tourism in South Africa and International Travel L4 Transport Operations L2 and L4
	The marking guidelines for 3% of the papers were not set out clearly.	Life Orientation L2 P2 Mathematical Literacy L2 P2 Mathematics L2 P2 New Venture Creation L4	Life Orientation L2 P2 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L4 P1 New Venture Creation L4
	The marking guidelines for two papers were of very poor quality.	Concrete Structures L4	Concrete Structures L4
	In 10% of papers, the mark allocation	Agribusiness L4 Applied Engineering Technology L4 Client Service and Human Relations L4	Agribusiness L4 Animal Production L4 Financial Management L4 Life Orientation L2 P1

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
MARKING GUIDELINES (continued)			
Over 40% of marking guidelines were deficient in some respect. (continued)	on the marking guideline did not correspond with the mark allocation on the question paper.	Contact Centre Operations L4 Engineering Systems L2 English FAL L3 P2 Financial Management L4 Hospitality Generics L3 Life Orientation L2 and L3 P1 Life Orientation L3 P2 Life Orientation L4 P1and P2 Marketing Communication L4 New Venture Creation L2 Sustainable Tourism in South Africa and International Travel L4	Life Orientation L3 P2 Life Orientation L4 P1and P2 Masonry L4 New Venture Creation L2 Science of Tourism L2
	36% of the marking guidelines were incomplete: mark allocations or mark distributions within questions had been omitted.	Advertising and Promotions L4 Afrikaans FAL L3 P1 and P2 Afrikaans FAL L4 P1 Agribusiness L2 and L4 Applied Engineering Technology L4 Automotive Repair and Maintenance L3 and L4 Client Service and Human Relations L4 Computer Hardware and Software L3 Computer Programming L4 P1 Concrete Structures L4 Consumer Behaviour L3 and L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L3 and L4 Engineering Processes L4 Engineering Systems L2 English FAL L4 P1 Financial Management L4 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Hospitality Services L4 Learning Psychology L4 Life Orientation L2 P1 and P2 Life Orientation L3 and L4 P1 Marketing Communication L4 Masonry L4 Mathematical Literacy L2 P1 and P2 Mechatronic Systems L4 New Venture Creation L2 Operations Management L4 Physical Science L3 P2 Process Control L4 Roads L4 Systems Analysis and Design L4 Tourism Operations L3 Transport Operations L2 and L4	Advertising and Promotions L4 Afrikaans FAL L3 P1 and P2 Afrikaans FAL L4 P1 Agribusiness L2 and L4 Automotive Repair and Maintenance L3 and L4 Computer Programming L4 P1 and P2 Concrete Structures L4 Consumer Behaviour L3 and L4 Contact Centre Operations L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Engineering Processes L4 English FAL L4 P1 Financial Management L4 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Hospitality Services L4 Learning Psychology L4 Life Orientation L2 P1and P2 Marketing Communication L2 and L4 Masonry L4 Mathematical Literacy L2 P1and P2 Mathematics L4 P1and P2 Mechatronic Systems L4 New Venture Creation L2 Principles of Criminal Justice L2 Process Control L4 Roads L4 Systems Analysis and Design L4 Tourism Operations L3 Transport Operations L2 and L4

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
MARKING GUIDELINES (continued)			
Over 40% of marking guidelines were deficient in some respect. (continued)	20% of marking guidelines would not facilitate effective marking.	Afrikaans FAL L4 P1 Agribusiness L4 Animal Production L4 Applied Accounting L4 P1 Computer Programming L4 P2 Concrete Structures L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L3 English FAL L3 and L4 P1 English FAL L4 P2 Food Preparation L4 Hospitality Generics L3 and L4 Learning Psychology L4 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Masonry L4 Mathematics L2 P1 Mathematics L4 P1 and P2 New Venture Creation L2 Principles of Criminal Justice L2 Sustainable Tourism in South Africa and International Travel L4 Transport Operations L4	Advertising and Promotions L4 Afrikaans FAL L4 P1 Agribusiness L2 Automotive Repair and Maintenance L4 Computer Programming L4 P2 Concrete Structures L4 Electrical Systems and Construction L4 English FAL L4 P1 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L2 and L3 P2 Marketing Communication L4 Masonry L4 Mathematical Literacy L3 P1 Mathematics L4 P1and P2 New Venture Creation L2 Principles of Criminal Justice L2 Roads L4 Sustainable Tourism in South Africa and International Travel L4 Tourism Operations L3 Transport Operations L2 and L4
LANGUAGE AND BIAS			
In most papers, the language was appropriate to the subject level. **There were grammatical errors in some question papers and marking guidelines.** **The questions/ answers to these questions had to be rephrased or replaced to avoid confusion.**	Subject terminology or data was not always used correctly in 11 papers (4%).	Animal Production L4 English FAL L3 P2 Masonry L4 Mathematical Literacy L3 P1	Animal Production L4 English FAL L3 P1 Food Preparation L2 Masonry L4 Mathematical Literacy L2 P1and P2 Mathematical Literacy L3 P1
	The language register was not appropriate for the level of candidates in 5% of the papers.	Afrikaans FAL L4 P1 Animal Production L4 Hospitality Generics L3 Life Orientation L4 P1 Office Practice L4	Afrikaans FAL L4 P1 Agribusiness L4 English FAL L4 P2 Hospitality Generics L3 Life Orientation L2 and L3 P1 Mathematics L2 P1 Principles of Criminal Justice L2
	In 27% of question papers there were subtleties in the grammar that might have caused confusion.	Afrikaans FAL L4 P1 and P2 Agribusiness L4 Animal Production L4 Automotive Repair and Maintenance L3 and L4 Client Service and Human Relations L4 Concrete Structures L4 Contact Centre Operations L4 Criminal Justice Process L4	Afrikaans FAL L4 P1 and P2 Contact Centre Operations L4 Electronic Control and Digital Electronics L4 English FAL L2 and L4 P2 Entrepreneurship L2 Financial Management L4 Food Preparation L2 Hospitality Generics L3 Law Procedures and Evidence L4

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
LANGUAGE AND BIAS (continued)			
In most papers, the language was appropriate to the subject level. **There were grammatical errors in some question papers and marking guidelines.** **The questions/ answers to these questions had to be rephrased or replaced to avoid confusion.** (continued)		Early Childhood Development L4 Electrical Principles and Practices L4 Electronic Control and Digital Electronics L3 and L4 English FAL L2 P1 and P2 English FAL L4 P2 Entrepreneurship L2 Financial Management L4 Hospitality Generics L3 Law Procedures and Evidence L4 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Marketing Communication L2 and L4 Masonry L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P1 and P2 Office Practice L2 and L4 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Process Chemistry L4 Process Control L4 Systems Analysis and Design L4 Tourism Operations L3 Transport Operations L2	Life Orientation L2 and L3 P2 Marketing Communication L4 Masonry L4 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P1 and P2 Office Practice L2 and L4 Physical Science L3 and L4 P1 Process Chemistry L4 Systems Analysis and Design L4 Tourism Operations L3
	In 33% of question papers there were grammatical errors in certain sections.	Afrikaans FAL L4 P1 and P2 Agribusiness L2 and L4 Animal Production L4 Automotive Repair and Maintenance L3 and L4 Client Service and Human Relations L4 Computer Programming L4 P1 Contact Centre Operations L4 Electrical Principles and Practice L4 English FAL L2 P1 and P2 English FAL L3 P1 and P2 English FAL L4 P1 and P2 Entrepreneurship L2 Financial Management L4 Food Preparation L2 Governance L3 and L4 Hospitality Generics L3 and L4 Human and Social Development L2 and L4 Introduction to Information Systems L2 Life Orientation L2 P1 and P2	Afrikaans FAL L4 P1 and P2 Agribusiness L2 and L4 Animal Production L4 Automotive Repair and Maintenance L3 Client Service and Human Relations L4 Computer Programming L4 P1 Contact Centre Operations L4 English FAL L2 P2 English FAL L3 P1 and P2 English FAL L4 P1 and P2 Financial Management L4 Governance L4 Hospitality Generics L3 and L4 Human and Social Development L2 and L4 Law Procedures and Evidence L4 Life Orientation L2 P2 Life Orientation L3 P1 and P2 Life Orientation L4 P1 Marketing Communication L2 and L4

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
LANGUAGE AND BIAS (continued)			
In most papers, the language was appropriate to the subject level. **There were grammatical errors in some question papers and marking guidelines.** **The questions/ answers to these questions had to be rephrased or replaced to avoid confusion.** (continued)	In 33% of question papers there were grammatical errors in certain sections. (continued)	Life Orientation L4 P1 Marketing Communication L2 and L4 Masonry L4 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P2 Mathematical Literacy L4 P1 and P2 Mechatronic Systems L4 Office Data Processing L4 Office Practice L2 and L4 Process Chemistry L4 Professional Engineering Practice L4 Systems Analysis and Design L4 Transport Operations L2	Masonry L4 Mathematical Literacy L3 P1 and P2 Mathematical Literacy L4 P1 and P2 Mechatronic Systems L4 Office Data Processing L4 Office Practice L2 and L4 Process Chemistry L4 Systems Analysis and Design L4
	The language in the marking guideline contained grammatical errors in 18% of papers.	Afrikaans FAL L4 P1 Afrikaans FAL L4 P2 Agribusiness L2 and L4 Automotive Repair and Maintenance L3 and L4 English FAL L3 P1and P2 English FAL L4 P1and P2 Financial Management L4 Governance L3 and L4 Hospitality Generics L3 Human and Social Development L2 and L4 Life Orientation L2, L3 and L4 P1 Marketing Communication L4 Masonry L4 Office Data Processing L4 Professional Engineering Practice L4 Sustainable Tourism in South Africa and International Travel L4	Afrikaans FAL L4 P1and P2 Agribusiness L2 and L4 Automotive Repair and Maintenance L3 English FAL L3 P1and P2 Financial Management L4 Governance L3 and L4 Hospitality Generics L3 Human and Social Development L2 and L4 Law Procedures and Evidence L4 Life Orientation L2, L3 and L4 P1 Marketing Communication L4 Masonry L4 Office Data Processing L4 Sustainable Tourism in South Africa and International Travel L4
	13% of papers contained questions featuring very complex syntax.	Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Agribusiness L4 Animal Production L4 Computer Programming L4 P1 Criminal Justice Process L4 Financial Management L4 Food Preparation L4 Life Orientation L2 P1 and P2 Life Orientation L3 P2 Life Orientation L4 P1 Marketing Communication L2 and L4 Masonry L4 Mathematical Literacy L3 P1 and P2 Office Data Processing L4 Principles of Criminal Justice L2 Transport Operations L2	Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Computer Programming L4 P1 English FAL L4 P2 Financial Management L4 Life Orientation L3 P2 Marketing Communication L4 Masonry L4 Mathematical Literacy L3 P1 and P2 Office Data Processing L4 Transport Operations L2

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
LANGUAGE AND BIAS (continued)			
	Foreign terms were used without providing a glossary in three papers.	Entrepreneurship L2	Entrepreneurship L2 Project Management L4
	5% of question papers showed evidence of bias.	Animal Production L4 Business Practice L4 Consumer Behaviour L4 English FAL L3 P2 Hospitality Generics L4 Life Orientation L4 P1	Automotive Repair and Maintenance L4 Food Preparation L2 Hospitality Generics L4 Life Orientation L2, L3 and L4 P1
PREDICTABILITY			
The majority of question papers did not contain questions similar to those asked in the recent past. **However, in some papers, questions had been taken verbatim from past papers and had to be replaced.** **Some question papers required a greater degree of innovation to improve their quality.**	16% of papers contained questions that could easily have been spotted or predicted.	Concrete Structures L4 Electronic Control and Digital Electronics L3 and L4 Entrepreneurship L2 Hospitality Generics L3 and L4 Hospitality Services L4 Life Orientation L2 P1 Life Orientation L4 P2 Office Practice L2 and L4 Physical Science L3 P1 and P2 Physical Science L4 P1 Principles of Criminal Justice L2 Process Chemistry L4 Project Management L4 Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L3	Concrete Structures L4 Electronic Control and Digital Electronics L3 and L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 Hospitality Generics L3 and L4 Introduction to Information Systems L2 Life Orientation L2 P1 Life Orientation L4 P2 Marketing Communication L4 New Venture Creation L4 Office Practice L2 and L4 Physical Science L3 and L4 P1 Principles of Criminal Justice L2 Process Chemistry L4 Project Management L4 Systems Analysis and Design L4 Tourism Operations L3
	14% of question papers contained a question(s) taken verbatim from a past question paper.	Business Practice L4 Concrete Structures L4 Construction Supervision L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 Entrepreneurship L2 Financial Management L4 Hospitality Generics L3 Life Orientation L2 P1 Office Practice L4 Operations Management L4 Physical Science L3 and L4 P1 Project Management L4 Systems Analysis and Design L4	Agribusiness L4 Business Practice L4 Concrete Structures L4 Construction Supervision L4 Electronic Control and Digital Electronics L3 and L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P1 Food Preparation L2 Hospitality Generics L3 Life Orientation L2 P1 Marketing Communication L4 Mathematical Literacy L2 and L3 P1 New Venture Creation L2 Office Practice L4

Criteria and findings	Challenges	Subjects concerned	
		November 2014	Supplementary 2015
PREDICTABILITY (continued)			
Some question papers required a greater degree of innovation to improve their quality. (continued)			Operations Management L4 Physical Science L3 and L4 P1 Systems Analysis and Design L4 Transport Operations L4
	12% of question papers lacked innovation.	Applied Accounting L4 P1 Business Practice L4 Computer Hardware and Software L3 Concrete Structures L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L3 Life Orientation L2 P1 Marketing L4 Office Practice L2 Principles of Criminal Justice L2 Process Chemistry L4 Systems Analysis and Design L4 Transport Operations L2	Applied Accounting L4 P1 Business Practice L4 Computer Hardware and Software L3 Concrete Structures L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L3 Engineering Fabrication – Boiler Making L4 English FAL L3 P1 Life Orientation L2 P1 Marketing L4 New Venture Creation L2 Office Practice L2 and L4 Principles of Criminal Justice L2 Process Chemistry L4 Systems Analysis and Design L4 Transport Operations L2
OVERALL IMPRESSION			
Overall, 86% of the November 2014 and 2015 supplementary examination papers were of an appropriate standard. This is in keeping with the previous examination period.	Only 13% of papers did not satisfy requirements of the current policy/guideline documents.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1 Electronic Control and Digital Electronics L3 Entrepreneurship L2 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L2 P2 Life Orientation L3 P1 Mathematical Literacy L2 P1 Mathematics L2 P1 New Venture Creation L2 Operations Management L4 Systems Analysis and Design L4 Transport Operations L2 and L4	Advertising and Promotions L4 Afrikaans FAL L4 P1 Animal Production L4 Electronic Control and Digital Electronics L3 Engineering Processes L4 Food Preparation L2 Hospitality Generics L3 and L4 Life Orientation L2 P2 Life Orientation L3 P1 Mathematics L2 P1 New Venture Creation L2 Operations Management L4 Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4 Transport Operations L2 and L4
	In 8% of cases, papers did not assess the outcomes of the curriculum/syllabus.	Concrete Structures L4 Food Preparation L2 and L4 Hospitality Generics L3 Life Orientation L3 P2 Mathematical Literacy L2 P1 Physical Science L3 and L4 P1 Physical Science L4 P1	Client Service and Human Relations L4 Concrete Structures L4 Entrepreneurship L2 Food Preparation L2 Hospitality Generics L3 Life Orientation L3 P2

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
OVERALL IMPRESSION (continued)			
Overall, 86% of the November 2014 and 2015 supplementary examination papers were of an appropriate standard. This is in keeping with the previous examination period. (continued)		Project Management L4 Systems Analysis and Design L4	Physical Science L3 and L4 P1 Sustainable Tourism in South Africa and International Travel L4 Systems Analysis and Design L4
	14% of question papers were not of an appropriate standard.	Advertising and Promotions L4 Business Practice L4 Carpentry and Roof Work L4 Concrete Structures L4 Early Childhood Development L4 Financial Management L4 Hospitality Generics L3 and L4 Life Orientation L2 P1and P2 Life Orientation L3 P1and P2 Mathematical Literacy L3 P1 and P2 New Venture Creation L2 Operations Management L4 Professional Engineering Practice L4 Systems Analysis and Design L4 Tourism Operations L3 Transport Operations L2 and L4	Advertising and Promotions L4 Business Practice L4 Concrete Structures L4 Engineering Fabrication – Boiler Making L4 English FAL L3 P1 Financial Management L4 Hospitality Generics L3 Introduction to Information Systems L2 Life Orientation L2 P2 Mathematical Literacy L3 P1and P2 New Venture Creation L2 Office Practice L4 Systems Analysis and Design L4 Transport Operations L2 and L4
	8% of question papers did not compare favourably with those from previous years.	Advertising and Promotions L4 Afrikaans FAL L4 P1 Business Practice L4 Electronic Control and Digital Electronics L4 Financial Management L4 Life Orientation L2 P1and P2 Systems Analysis and Design L4 Transport Operations L2	Advertising and Promotions L4 Afrikaans FAL L4 P1 Business Practice L4 Engineering Fabrication – Boiler Making L4 Introduction to Information Systems L2 Life Orientation L2 and L3 P2 New Venture Creation L2 Office Practice L4 Systems Analysis and Design L4 Transport Operations L2
	The standard of the 2014 November question papers differed from that of the 2015 supplementary question papers in 11 subjects (4%).	Advertising and Promotions L4 Business Practice L4 Engineering Fabrication-Boiler Making L4 Engineering Processes L4 Introduction to Information Systems L2 Life Orientation L2 and L4 P1 Masonry L4 New Venture Creation L2 Operations Management L4 Principles of Criminal Justice L2	
	The assessment of skills, knowledge, attitudes, values and reasoning was not balanced in 16% of papers.	Advertising and Promotions L4 Business Practice L4 Computer Programming L4 P1 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L3 and L4	Advertising and Promotions L4 Business Practice L4 Computer Programming L4 P1 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L3 and L4 English FAL L3 P1 Food Preparation L2

Table 3: Moderation of NC(V) question papers – findings (continued)

Criteria and findings	Challenges	Subjects concerned	
		November 2014	**Supplementary 2015**
OVERALL IMPRESSION (continued)			
Overall, 86% of the November 2014 and 2015 supplementary examination papers were of an appropriate standard. This is in keeping with the previous examination period. (continued)		English FAL L3 P1 Food Preparation L2 and L4 Hospitality Generics L3 and L4 Life Orientation L2 and L3 P1 New Venture Creation L2 Office Practice L2 and L4 Operations Management L4 Process Chemistry L4 Science of Tourism L2 and L4 Systems Analysis and Design L4 Transport Operations L2	Hospitality Generics L3 and L4 Introduction to Information Systems L2 Life Orientation L2 and L3 P1 New Venture Creation L2 and L4 Office Practice L2 and L4 Science of Tourism L2 Systems Analysis and Design L4 Transport Operations L2

4. AREAS OF GOOD PRACTICE

The quality and standard of most question papers has remained consistent and in keeping with that of the previous year. There are nevertheless aspects of the assessment process that continue to require improvement.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

5.1 Changes in internal moderation model

The revised approach to moderation recently adopted by the DHET has brought about new challenges. For instance, incorrect versions of question papers and marking guidelines were made available to Umalusi's moderators. The DHET should provide clearer directives as well as the necessary equipment to ensure that required changes can be made electronically to question papers by the panel of examiners. This would eliminate the confusion and uncertainty caused by different versions of question papers and marking guidelines in future examinations.

5.2 Technical aspects

The majority of question papers and marking guidelines satisfied technical requirements. Some did not meet all these requirements, however.

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

- The DHET should ensure that question papers and marking guidelines are of high quality. These should be error free before being presented for external moderation.

- The cover page should contain all the necessary information and must be checked for accuracy.

- The instructions to candidates must be clearly stated.

- Diagrams, illustrations, symbols, texts and graphics should be provided in a high resolution format to ensure good quality reprography.

- Drawings/diagrams should be produced using a computer-aided design programme.

- The template (macros) provided by the DHET must be used when setting all question papers.

5.3 Internal moderation

Internal moderation still remains a cause for concern. It is evident that internal moderation is a neglected aspect of the quality assurance process. Some of the lapses observed were:

- Incomplete moderators' reports

- Poor quality reports

- Handwritten moderators' reports

- Reports that did not correlate with question papers

- A single moderator's report submitted for three question papers.

Question papers and marking guidelines containing technical errors, grammatical errors and typographical errors were approved by the internal moderators. In some cases, recommendations made by the internal moderator were not implemented by the examiner.

Some of the question papers received by the external moderators required substantial revisions and/or modifications. In such cases, the onus fell on the external moderator to make these changes, requiring more time and effort. This could have been avoided if the internal moderation process had been respected and conducted thoroughly in the first place.

External moderation was further hindered by incorrect versions of question papers and marking guidelines being submitted to external moderators, as well as by the failure to submit essential documents, analysis grids and moderators' reports.

Discussion with the internal moderator and/or examiner was delayed in some instances as these officials did not have electronic copies of the question papers, a result of the new moderation model implemented by the DHET. They had to request electronic copies of question papers and marking guidelines from the DHET. The unavailability or incorrect

contact details of internal moderators also caused difficulties. Some internal moderators, who have been appointed repeatedly since 2011, have shown no improvement in the quality and/or standard of their moderation.

The following aspects require improvement:

- Internal moderation should be a more rigorous process and not a mere completion of checklists.
- All essential documents must be submitted together with the question paper and marking guideline.
- Internal moderators' reports should be completed in full and should provide detailed and comprehensive recommendations/comments.
- The report must provide evidence that the internal moderator's recommendations have been implemented or addressed. The communication between the examiner and internal moderator regarding recommendations and changes to the question paper and marking guideline should also be recorded as evidence.
- The internal moderator's recommendations should be implemented; if there are any queries in this regard, consultation should occur before finalisation of the paper.
- Contact details of the examiner and internal moderator must be provided, in case further consultation proves necessary.

5.4 Quality of questions

The majority of papers included a variety of question types; however, creative use of different questioning techniques is still lacking in many. In some question papers, there was an overemphasis on assessing knowledge, while opportunities to assess skills, attitudes, values and reasoning were limited.

The mark allocation, level of difficulty and time allocations were closely related in most of the papers. The choice of source material was inappropriate in some question papers and in some instances the referencing of the source material was incorrect. In some papers, questions were poorly formulated, with the result that it was unclear what was expected of the candidate. These questions had to be replaced, rephrased or restructured to ensure clarity.

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

- The paper must make provision for creative responses from candidates.
- The selected source material should be appropriate to the question and should be correctly referenced.

- Questions must provide clear instructional key words/verbs.

- Questions should be free of vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to correct answers.

- Questions should provide sufficient information to elicit an appropriate response.

- Questions should be factually correct and free of misleading information.

- Questions should not make use of double negatives or be formulated in unnecessarily negative terms.

- Instructions to questions should stipulate the length of the response expected from the candidate, either in direct terms or in terms of the mark allocation.

- Multiple-choice questions should be formulated in accordance with the accepted practices and the DHET's "Quick Guide".

5.5 Marking guidelines

Over 40% of marking guidelines were of poor quality. Marking guidelines that are flawed do not encourage effective marking. More effort is required of examiners and internal moderators in improving the quality and standard of marking guidelines.

The following aspects require improvement:

- It is essential that the answers in the marking guideline are accurate.

- The marking guideline should make provision for alternative responses.

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

- Allocation of marks within questions must be clearly indicated.

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

5.6 Adherence to policies/guideline documents

86% percent of the question papers adequately covered the Learning Outcomes and the Assessment Standards as prescribed in the policy and guideline documents. Question papers that failed to satisfy the requirements of the Subject and Assessment Guidelines had to be reset or substantially reworked. In subjects where two papers were set, Paper 1 generally dealt with the knowledge aspects of the subject and Paper 2 with the application; examiners sometimes found it difficult to achieve the appropriate cognitive level distribution in each paper.

The following aspects require greater compliance on the part of examiners:

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

5.7 Language and bias

The use of complex sentence structure should be avoided. Questions should be clear and concise.

Bias towards a certain province disadvantages students from other provinces. Bias in any form must be avoided.

5.8 Predictability

The repetition of the same or similar questions taken from past papers should be avoided. The inclusion of questions that can be easily spotted or predicted can be circumvented by the adoption of creative strategies, such as the use of different question types for the same topics, and setting questions that elicit free responses rather than restricted responses. Some question papers require a greater degree of innovation to enhance their quality.

6. CONCLUSION

Overall, 86% of the 2014 November and 2015 supplementary examination papers were considered to be of an appropriate standard at initial moderation. This is in keeping with findings from the previous examination period. Although the standard of question papers was generally satisfactory, the quality of some was below standard and the cognitive levels in some subjects had to be raised.

The poor quality of marking guidelines, assessment grids and internal moderation remains cause for concern. Examiners and moderators should make a concerted effort to improve the quality and standard of marking guidelines and internal moderators' reports, as these are fundamental to the quality assurance process. The implementation of the DHET's revised examiner and internal moderator report templates in the next examination setting

cycle should address some challenges presented by the quality of reports. Accurate and relevant marking guidelines are essential to the efficiency of the marking process.

The DHET should evaluate the examiners' and internal moderators' performance regularly, and provide training where necessary. Poorly performing examiners or moderators should not be considered for reappointment.

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

Chapter 2

Monitoring/Moderation of Internal Assessment

1. INTRODUCTION AND PURPOSE

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

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

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

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

This section of the report covers the scope of the moderation process, the approach, findings, areas of good practice and those areas requiring improvement, as reported by the external moderators after the 2014 October ICASS moderation of portfolios. The 2014 May NC(V) ICASS moderation and monitoring report was released to TVET Colleges earlier in the year and is available on request.

This report is based on a sample of 160 sites, representing 94 National Certificate (Vocational) subjects. It was compiled by Umalusi's external moderators who moderated Portfolios of Assessment (PoAs) and Portfolios of Evidence (PoEs) during this period.

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

- Verify that the educator PoA and the learner PoE adhered to the ICASS Guidelines

- Ascertain the appropriateness and standard of the assessment tasks

- Ensure that evidence had been collected and documented efficiently

- Ensure that assessment was consistent across different sites of delivery and that standards were being maintained

- Ensure that the quality assurance of the internal assessment component of the NC(V) had been effectively managed.

2. SCOPE AND APPROACH

During October 2014, external moderators and Umalusi staff members were deployed across all provinces to moderate NC(V) Levels 2, 3 and 4 internal assessment learner PoEs and educator PoAs from a sample of National Certificate (Vocational) subjects. A team of 38 moderators was appointed during October 2014 to moderate the sample. Moderation was conducted over a period of four days, from 17 to 20 October 2014, and included 160 sites.

The moderation took place at a centralised venue in each of the nine provinces. Of the 94 subjects moderated, 16 were moderated in only one province, while 69 were moderated across two provinces. English First Additional Language and Life Orientation Levels 2, 3 and 4 were moderated in three provinces, while Mathematics Levels 2, 3 and 4 was moderated in six provinces.

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

Provincial Departments of Education, colleges and campuses were informed in advance in writing of the moderation programme. The Provincial Department of Education coordinated the planning of the moderation process.

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

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

- Establish the appropriateness and standard of the assessment tasks
- Ensure that a satisfactory number of tasks of different types have been administered
- Ensure that evidence is collected and documented efficiently
- Ensure that assessment is consistent across different sites of delivery and that standards are maintained
- Monitor the quality of moderation at different levels in the system.

The subjects for which the ICASS was moderated and the provincial departments concerned are indicated in the tables that follow. The tables also reflect the NC(V) levels of the portfolios as well as the number of sites (indicated in brackets) where moderation was conducted.

Table 4: Sites and subjects included in the OCTOBER ICASS moderation

No	Subject	Province	College	Campus/Site	Level
1	Advertising and Promotions	Gauteng	South West Gauteng	Technical College of South Africa (TECHNISA)	2
			Ekurhuleni West	Alberton	3
			Sedibeng	Vanderbijlpark	2
			Westcol	Randfontein	3
			Tshwane North	Pretoria	3
		Mpumalanga	Gert Sibande	Ermelo	4
				Sibanesetfu	2,4
				Standerton	2
				Evander	3
2	Afrikaans First Additional Language	Western Cape	Boland	Worcester	4
				Paarl	3
			Northlink	Belhar	3
				Tygerberg	2
		Northern Cape	Rural	Kathu	3
				Namaqualand	3
			Urban	Northern Cape City	4
3	Agribusiness	Free State	Maluti	Sefikeng	4
		KwaZulu-Natal	Majuba	Majuba Technology Centre	2,4
			Mthashana	Emandleni	2
			Coastal KZN	Umlazi V	3
			Elangeni	Mpumalanga	2
4	Animal Production	Free State	Maluti	Sefikeng	2,3,4
		KwaZulu-Natal	Majuba	Majuba Technology Centre	2
			Coastal KZN	Umlazi V	2
			Esayidi	Gamalakhe	4
5	Applied Accounting	Gauteng	South West Gauteng	Dobsonville	2
			Ekurhuleni West	Usizo Kathorus	3
			Ekurhuleni East	Springs	2
			Westcol	Krugersdorp	3
			Tshwane South	Odi	3
		KwaZulu-Natal	Elangeni	Qadi	3
			Thekweni	Centec	4
			Umfolozi	Esikhawini	4
6	Automotive Repair and Maintenance	Gauteng	Ekurhuleni West	Tembisa	2
			Sedibeng	Vereeniging	4
			South West Gauteng	Molapo	4

No	Subject	Province	College	Campus/Site	Level
	Automotive Repair and Maintenance (continued)	Gauteng (continued)	Tshwane South	Centurion	4
			Tshwane North	Temba	2
		Mpumalanga	Nkangala	Mpondozankomo	4
				C N Mahlangu	4
				Middelburg	3
			Ehlanzeni	Mlumati	4
			Gert Sibande	Evander	4
7	Client Service and Human Relations	Eastern Cape	Eastcape Midlands	High Street	2
				Grahamstown	4
			Ikhala	Aliwal North	3
			Port Elizabeth	Russel Road	2
			Kirkwood Correctional Services		2
		Gauteng	Ekurhuleni East	Springs	2
			South West Gauteng	Roodepoort	2
			Tshwane North	Pretoria	4
			Westcol	Thuba Makote	2
			Central Johannesburg	Highveld	2
8	Concrete Structures	Gauteng	Tshwane North	Mamelodi	2,3
			Tshwane South	Atteridgeville	2,3
			Sedibeng	Sebokeng	2
9	Construction Planning	Limpopo	Waterberg	Lebowakgomo	3
			Vhembe	Mavhoi	2
			Capricorn	Seshego	3
			Letaba	Maake	2
			Mopani South East	Sir Val Duncan	4
		Gauteng	Tshwane North	Mamelodi	2
			Ekurhuleni East	Kwa Thema	3
			South West Gauteng	Molapo	4
			Central Johannesburg	Ellis Park	4
			Tshwane South	Atteridgeville	4
10	Consumer Behaviour	Gauteng	South West College	Dobsonville	2
				Technical College of South Africa (TECHNISA)	2
			Tshwane North	Pretoria	3
			Westcol	Randfontein	3
			Ekurhuleni East	Springs	4
		Limpopo	Capricorn	Polokwane	2,4
				Senwabarwana	3

No	Subject	Province	College	Campus/Site	Level
	Consumer Behaviour (continued)	Limpopo (continued)	Mopani South East	Phalaborwa	4
			Vhembe	Makwarela	2
11	Economic Environment	Gauteng	Westcol	Krugersdorp	2
			Ekurhuleni West	Germiston	2
				Alberton	2
			South West Gauteng	Dobsonville	4
			Tshwane North	Soshanguve	2,4
12	Electrical Principles and Practice	Western Cape	West Coast	Atlantis	2
			Northlink	Belhar	2
		Gauteng	Ekurhuleni East	Daveyton	3
			Tshwane South	Pretoria West	2
			Sedibeng	Heidelberg	2
			Westcol	Krugersdorp	2
13	Electronics/ Computer Hardware and Software	Gauteng	Ekurhuleni West	Germiston	2,3
			Jeppe	Marshall Street	2,3
			Tshwane South	Pretoria West	2,3
		Mpumalanga	Nkangala	Witbank	2,3
			Ehlanzeni	Mlumati	3
14	Electrotechnology	Eastern Cape	Buffalo City	East London	2,3,4
			Port Elizabeth	Iqhayiya	2,3
15	Engineering Fabrication – Boiler Making	Gauteng	Sedibeng	Sebokeng	2
				Vereeniging	2
			Ekurhuleni West	Tembisa	2
			Ekurhuleni East	Daveyton	2
			Tshwane North	Temba	2
16	Engineering Fundamentals/ Engineering Practice and Maintenance/ Engineering Processes	Gauteng	Central Johannesburg	Ellis Park	3
			Westcol	Randfontein	2
			Ekurhuleni West	Boksburg	2
		Western Cape	College of Cape Town	Thornton	2
			False Bay	Westlake	2
			West Coast	Atlantis	4
17	English First Additional Language	Western Cape	College of Cape Town	City	2
				Gugulethu	3
			South Cape	George	2
				Beaufort West	4
				Oudtshoorn	4
		Gauteng	Sedibeng	Sebokeng	2
			South West Gauteng	George Tabor	2
				Molapo	2

Table 4: Sites and subjects included in the OCTOBER ICASS moderation (continued)

No	Subject	Province	College	Campus/Site	Level
	English First Additional Language (continued)	Gauteng (continued)	Tshwane North	Temba	2
			Tshwane south	Pretoria West	2
		Mpumalanga	Nkangala	Middelburg	4
				Waterval Boven	4
				Mpondozankomo	4
				C N Mahlangu	4
18	Entrepreneurship/ Project Management	Eastern Cape	Lovedale	King	2
			Ikhala	Queenstown	4
				Sterkspruit	3
			King Sabatha Dalindyebo	Engcobo	4
		Western Cape	False Bay	Khayelitsha	2
				Fish Hoek	4
			College of Cape Town	Crawford	2
			Boland	Paarl	3
			West Coast	Malmesbury	4
19	Hospitality Generics	KwaZulu-Natal	Umfolozi	Esikhawini	2
			Coastal KZN	Swinton	3
				Umbumbulu	2
			Mthashana	Kwa-Gqikazi	2
			Esayidi	Gamalakhe	3
		Western Cape	College of Cape Town	City	2
			Northlink	Protea	3
			False Bay	Muizenberg	2
			South Cape	Oudtshoorn	3
			West Coast	Malmesbury	4
20	Introduction to Information Systems/ System Analysis and Design	Western Cape	College of Cape Town	Crawford	2
			South Cape	Mossel Bay	2
			False Bay	Fish Hoek	4
				Kayelitsha	4
			Boland	Stellenbosh	4
21	Life Orientation – Life Skills	KwaZulu-Natal	Coastal KZN	Durban	3
				Swinton	2
				Appelbosch	2
			Elangeni	Inanda	3
			Esayidi	Enyenyezi	3
				Kokstad	4
			Thekwini	Asherville	2
			Mnambithi	Ladysmith	2

No	Subject	Province	College	Campus/Site	Level
	Life Orientation – Life Skills (continued)	KwaZulu-Natal (continued)	Umfolozi	Richtek	2
			Majuba	Majuba Technology Centre	3
22	Life Orientation – Computer Component	Gauteng	Ekurhuleni East	Benoni	4
			Rostec	Pretoria	2
			Jeppe	Marshall Street	2
			Pretoria Central Prison		2
			Wilberforce Community		2
		Western Cape	West Coast	Atlantis	2
				Vredenburg	2
			College of Cape Town	City	3
			Boland	Worcester	4
				Strand	4
23	Mathematical Literacy	Free State	Goldfields	Welkom	4
			Flavius Mareka	Kroonstad	3
			Maluti	Bethlehem	2
				Harrismith	2
				Bonamelo	2
			Motheo	Bloemfontein	2
		KwaZulu-Natal	Coastal KZN	Appelbosch	2,3
			Thekwini	Asherville	3
			Umfolozi	Mandeni	3
			Majuba	Centre for People Development	3
				IT and Business	3
			Mnambithi	Escourt	2
			Mthashana	Vryheid	2
			Elangeni	Kwa Mashu	2
				Pinetown	3
				Mpumalanga	2
			Esayidi	Enyenezi	2
24	Mathematics	Eastern Cape	Eastcape Midlands	Park Avenue	2
			Buffalo City	John Knox Bokwe	2
			Lovedale	Zwelitsha	4
			King Hintsa	Teko	4
			Ingwe	Mount Fletcher	4
		Gauteng	Central Johannesburg	Ellis Park	2
			Tshwane North	Temba	4

No	Subject	Province	College	Campus/Site	Level
	Mathematics (continued)	Gauteng (continued)	Tshwane South	Pretoria West	4
			Sedibeng	Vereeniging	4
		KwaZulu-Natal	Coastal KZN	Swinton	4
			Umgungundlovu	Plessislaer	2
			Mthashana	Gqikazi	2
		Limpopo	Capricorn	Seshego	4
			Mopani South East	Sir Val Duncan	3
			Waterberg	Lebowakgomo	2
			Lephalale	Lephalale	2
			Sekhukhune	C N Phatudi	4
		Mpumalanga	Ehlanzeni	Kanyamazane	2,3
			Gert Sibande	Sibanesetfu	2
				Evander	3
				Ermelo	3
			Nkangala	Witbank	4
		Northern Cape	Urban	Moremogolo	2
			Rural	Upington	3
				Namaqualand	2
25	Materials	KwaZulu-Natal	Umfolozi	Esikhawini	4
			Umgungundlovu	Edendale	2
			Elangeni	Qadi	3
				Ndwedwe	2
			Coastal KZN	Appelbosch	2
26	Office Data Processing	Gauteng	Ekurhuleni East	Alberton	2
				Benoni	2
			Central Johannesburg	Parktown	3
			Westcol	Krugersdorp	4
				Carletonville	2
		Western Cape	West Coast	Atlantis	4
			College of Cape Town	Gugulethu	2
				Crawford	2
			Boland	Stellenbosch	3
			False Bay	Fish Hoek	3
27	Office Practice	North West	Orbit	Brits	4
				Rustenburg	2
			Taletso	Lehurutshe	3
				Mmabatho	2
			Vuselela	Taung	2
		Eastern Cape	Eastcape Midlands	Grahamstown	2

Table 4: Sites and subjects included in the OCTOBER ICASS moderation (continued)

No	Subject	Province	College	Campus/Site	Level
	Office Practice (continued)	Eastern Cape (continued)	Ingwe	Mount Frere	3
				Ngqungqushe	2
			Buffalo	East London	4
			King Sabatha Dalindyebo	Mthatha	2
28	Operations Management	Eastern Cape	Port Elizabeth	Dower	4
			King Hintsa	Idutywa	4
			King Sabatha Dalindyebo	Engcobo	3
			Ikhala	Queenstown	3
		Gauteng	Ekurhuleni West	Alberton	2
			Ekurhuleni East	Benoni	2
			Central Johannesburg	Parktown	2
			Tshwane North	Pretoria	2
			Maximum Leeuwkop Correctional Services		2
29	Physical Science	KwaZulu-Natal	Umfolozi	Esikhawini	2,3,4
		Limpopo	Mopani South East	Sir Val Duncan	2
			Vhembe	Mavhoi	3
			Waterberg	Mokopane	4
30	Process Chemistry	KwaZulu-Natal	Umfolozi	Esikhawini	2,3,4
		Limpopo	Capricorn	Seshego	2,3,4
31	Principles of Criminal Justice/Criminal Justice Structures and Mandates/ Criminal Justice Process	Gauteng	Tshwane North	Temba	4
			South West Gauteng	George Tabor	4
			Rostec	Vereeniging	2
				Pretoria	4
				Johannesburg	2
		Western Cape	Northlink	Parow	4
			Boland	Caledon	2
				Worcester	2
			South Cape	Oudtshoorn	4
			False Bay	Westlake	2
32	Science of Tourism	Eastern Cape	Port Elizabeth	Russel Road	2
			King Sabatha Dalindyebo	Mapuzi	2
			King Hintsa	Centane	2
			Eastcape Midlands	Grahamstown	2
				High Street	2
		Western Cape	South Cape	Oudtshoorn	3
				Beaufort West	3

Table 4: Sites and subjects included in the OCTOBER ICASS moderation (continued)

No	Subject	Province	College	Campus/Site	Level
	Science of Tourism (continued)	Western Cape (continued)		Mossel Bay	3
			Boland	Paarl	2
33	Tourism Operations	KwaZulu-Natal	Coastal KZN	Umbumbulu	4
				Swinton	2
				Ubuhle-Bogu	2
			Umfolozi	Richtek	3
			Thekwini	Centec	2
			Elangeni	Pinetown	2
			Esayidi	Gamalakhe	4
			Mnambithi	Ladysmith	4
			Majuba	Centre for People Development	4
34	Transport Operations	KwaZulu-Natal	Umfolozi	Esikhawini	2,3
		Limpopo	Capricorn	Polokwane	2,3,4
35	Workshop Practice/ Electrical Workmanship	Gauteng	South West Gauteng	Roodepoort West	2
			Ekurhuleni West	Tembisa	3
			Ekurhuleni East	Kwa Thema	4
			Sedibeng	Heidelberg	2
			Tshwane South	Odi	2
		Western Cape	College of Cape Town	Pinelands	2
			False Bay	Khayelitsha	2
			Northlink	Belhar	2
			West Coast	Citrusdal	3
				Vredenburg	4

Table 5: Moderation of ICASS portfolios – October 2014

No	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
1	Advertising and Promotions			L2,3 (5)			L2–4 (4)			
2	Afrikaans First Additional Language								L3,4 (3)	L2–4 (4)
3	Agribusiness		L4 (1)		L2–4 (4)					
4	Animal Production		L2–4 (1)		L2,4 (3)					

Table 5: Moderation of ICASS portfolios – October 2014 (continued)

No	Subject	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
										Province
5	Applied Accounting			L2,3 (5)	L3,4 (3)					
6	Automotive Repair and Maintenance			L2,4 (5)			L3,4 (5)			
7	Client Service and Human Relations	L2–4 (5)		L2,4 (5)						
8	Concrete Structures			L2,3 (3)						
9	Construction Planning			L2–4 (5)		L2–4 (5)				
10	Consumer Behaviour			L2–4 (5)		L2–4 (4)				
11	Economic Environment			L2,4 (5)						
12	Electrical Principles and Practice			L2,3 (4)						L2 (2)
13	Electronics/Computer Hardware and Software/Data Communication and Networking			L2,3 (3)			L2,3 (2)			
14	Electrotechnology	L2–4 (2)								
15	Engineering Fabrication – Boiler Making			L2 (5)						
16	Engineering Fundamentals/ Engineering Practice and Maintenance/ Engineering Processes			L2,3 (3)						L2,4 (3)
17	English First Additional Language			L2 (5)			L4 (4)			L2–4 (5)
18	Entrepreneurship/ Project Management	L2–4 (4)								L2–4 (5)
19	Hospitality Generics				L2,3 (5)					L2–4 (5)
20	Introduction to Information Systems/ Systems Analysis and Design									L2,4 (5)
21	Life Orientation – Life Skills				L2–4 (10)					

No	Subject	Province								
		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
22	Life Orientation - Computer Component			L2,4 (5)						L2–4 (5)
23	Mathematical Literacy		L2–4 (6)		L2–3 (11)					
24	Mathematics	L2,4 (5)		L2,4 (4)	L2,4 (3)	L2–4 (5)	L2–4 (5)		L2,3 (3)	
25	Materials				L2–4 (5)					
26	Office Data Processing			L2–4 (5)						L2–4 (5)
27	Office Practice	L2–4 (5)						L2–4 (5)		
28	Operations Management	L3,4 (4)		L2 (5)						
29	Physical Science				L2–4 (1)	L2–4 (3)				
30	Process Chemistry	L2–4 (1)				L2–4 (1)				
31	Principles of Criminal Justice/Criminal Justice Structures and Mandates/Criminal Justice Process			L2,4 (5)						L2,4 (5)
32	Science of Tourism	L2 (5)								L2,3 (4)
33	Tourism Operations				L2–4 (9)					
34	Transport Operations				L2,3 (1)	L2–4 (1)				
35	Workshop Practice/ Electrical Workmanship			L2–4 (5)						L2–4 (5)

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

Despite being informed in good time in writing of Umalusi's impending external moderation, the following 13 sites' portfolios were not available/could not be traced on the day that moderation took place:

• Citrusdal Campus (West Coast College) – Afrikaans First Additional Language L2

• Upington Campus (Northern Cape Rural College) – Afrikaans First Additional Language L3

- Eshowe Campus (Umfolozi College) – Agribusiness L4

- Mpumalanga Campus (Elangeni College) – Agribusiness L2

- Vredenburg Campus (West Coast College) – Electrical Principles and Practice L4

- Pinelands Campus (College of Cape Town) and Khayelitsha Campus (False Bay College) – Electrical Principles and Practice L3

- Johannesburg Correctional Centre B (Gauteng) – Electrical Principles and Practice L3

- Durban Campus (Coastal KZN College) and Melbourne Campus (Thekwini College) – Mathematics L4

- Ebus Technical Consulting (Gauteng) – Mathematics L2

- Seshego Campus (Capricorn College) – Physical Science L2

- City Campus (College of Cape Town) – Science of Tourism (portfolios arrived late)

These centres will all be followed up in 2015.

3. FINDINGS

3.1 Educators' portfolios (PoAs)

3.1.1 Content

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

- Personal details and details of their experience as educators and in industry

- A daily/weekly/year plan/schedule (pacesetter) with evidence that this is used as a planning and monitoring document

- The formal schedule of assessment and moderation

- The requirements for each assessment task

- The tasks themselves and the tools used for each assessment task

- The recording instruments.

Since the national standardisation of the format of the PoAs three years ago, the general finding has been that their contents and appearance have improved in terms of compliance. Although only 16 sites had included all the required documents and evidence in their PoAs (compared to seven in 2013), most of the colleges had largely complied with the requirements.

Table 6: Campuses with 100% compliance

Campus	College	Province	Subject
Belhar	Northlink	Western Cape	Afrikaans FAL L3
Bonamelo	Maluti	Free State	Mathematical Literacy L2
C N Mahlangu	Nkangala	Mpumalanga	Automotive Repair and Maintenance L4
Citrusdal	West Coast	Western Cape	Electrical Workmanship L3
City	Northern Cape Urban	Northern Cape	Afrikaans FAL L4
Evander	Gert Sibande	Mpumalanga	Advertising and Promotions L3
			Automotive Repair and Maintenance L4
Gugulethu	College of Cape Town	Western Cape	English FAL L2
Mlumati	Ehlanzeni	Mpumalanga	Automotive Repair and Maintenance L4
Mossel Bay	South Cape	Western Cape	Science of Tourism L3
Mpondozankomo	Nkangala	Mpumalanga	Automotive Repair and Maintenance L4
Muizenberg	False Bay	Western Cape	Hospitality Generics L2
Oudtshoorn	South Cape	Western Cape	English FAL L4
Paarl	Boland	Western Cape	Afrikaans FAL L3
			Science of Tourism L2
Worcester	Boland	Western Cape	Afrikaans FAL L4

The following colleges were singled out as having PoAs that were well organised, neatly presented and well maintained, although some documents were missing.

Table 7: Campuses with neat and orderly PoAs

Campus	College	Province	Subject
Alberton	Ekurhuleni West	Gauteng	Advertising and Promotions L2
Centre for People Development	Majuba	KwaZulu-Natal	Mathematical Literacy L3
Crawford	College of Cape Town	Western Cape	Introduction to Information Systems L2
Majuba Technology Centre	Majuba	KwaZulu-Natal	Life Orientation L3
Odi	Tshwane South	Gauteng	Workshop Practice L2
Paarl and Worcester	Boland	Western Cape	Afrikaans FAL L3 and L4
Pinelands	College of Cape Town	Western Cape	Workshop Practice L2
Vryheid	Mthashana	KwaZulu-Natal	Mathematical Literacy L3
Witbank	Nkangala	Mpumalanga	Electronics L2

The most commonly cited reasons for sites failing to comply with requirements were:

- 8% did not provide a contents page.
- 25% of the sites did not include the personal details of the lecturers.

- Only 40% of educators were registered with SACE; only 55% had experience as an educator and 39% in industry. These percentages are almost identical to 2013, and show no improvement.

- 17% of the PoAs did not contain the latest version of the Subject and Assessment Guidelines.

- Even though pacesetters (year plans) were found in the PoAs, only 59% of educators appeared to use these as working documents for planning and monitoring exercises. This number is 10% lower than 2013. Only 57% performed the planned tasks according to the schedule, 15% lower than 2013. There was therefore no improvement in this area.

- Where 88% of the sites provided evidence of theoretical tasks, only 79% made provision for practical tasks. 86% included Marking Guides for these assessments, an improvement of 4% on 2013.

- 74% planned for internal moderation with a pre-moderation checklist while 71% included a post-moderation checklist. Nonetheless, only 46% analysed and evaluated their learners' performance on each task. A matter that is still cause for concern is the fact that only 29% of sites could provide evidence that the tasks had been reviewed.

- While 68% of sites recorded their marks accurately on the mark sheets, not all had converted the raw marks correctly, with only 68% being accurate.

- Despite a request to sites to indicate which assessments had been moderated, only 65% of educators did so, 7% fewer than in 2013.

A criticism was made that the files appeared to have been compiled as a form of "window dressing", instead of as an essential tool to aid teaching. The PoA is meant to offer educators the opportunity to plan and keep a record of teaching and learning. This was apparently not always the case.

The following table identifies campuses where PoAs did not fulfil the requirements:

Table 8: PoA non-compliance

Campus and college	Province	Subject	Non-compliance
Appelbosch (Coastal KZN)	KwaZulu-Natal	Mathematical Literacy L3	This campus was requested during the monitoring visit in May 2014 to update its PoA using the latest DHET ICASS Guidelines, but this request was ignored. The lack of evidence suggested that teaching and learning were limited.
Benoni (Ekurhuleni East), Rostec Technical College (Pretoria), Jeppe College and Wilberforce Community College	Gauteng	Life Orientation - Computer Component L2	The PoA had not been compiled according to the latest ICASS Guidelines.

Campus and college	Province	Subject	Non-compliance
Dobsonville (Ekurhuleni West)	Gauteng	Applied Accounting L2	The gaps in the PoAs were troubling: they reflected a carelessness and an indifference to the system.
Durban (Coastal KZN)	KwaZulu-Natal	Life Orientation L3	The organisation of the PoA needed attention.
Ezikhawini (Umfolozi)	KwaZulu-Natal	Transport Operations L2	The PoA was poorly organised and badly managed with no clear division between NC(V) L3 and L4 work. Portfolio did not include the required number of tasks. There was no evidence of internal moderation.
Inanda (Elangeni)	KwaZulu-Natal	Life Orientation L3	Only the old ICASS Guidelines were available. The PoA was disorganised.
Jeppe	Gauteng	Electronics L2/ Computer Hardware and Software L3	Poorly constructed PoA with a haphazard collection of assessment instruments, simply cut and pasted from previous examination papers. The PoA did not meet the minimum requirements as outlined in the DHET Guidelines which are freely available. This could have been addressed had any monitoring or audits been conducted.
King (Lovedale)	Eastern Cape	Entrepreneurship L2	There were many items missing from one of the three lecturers' PoAs.
Majuba Technology Centre (Majuba)	KwaZulu-Natal	Agribusiness L2	The PoA had not been properly prepared or organised. Marks had not been accurately converted.
Pinetown (Elanzeni)	KwaZulu-Natal	Mathematical Literacy L3	The PoA was not well organised. The audit was superficial with no real guidance or development among lecturers at this site.
Richtek (Umfolozi)	KwaZulu-Natal	Life Orientation L2	The PoA was very poorly organised and contained outdated Guidelines.
		Tourism Operations L3	More care should be taken in the compilation of the PoA.
Sefikeng (Maluti)	Free State	Animal Production L2	The PoA was incomplete, lacking an assessment plan or anything that addressed the practical component of this subject, which had not been assessed at all. There was no year plan.
Springs (Ekurhuleni East)	Gauteng	Applied Accounting L2	The gaps in the PoAs were cause for concern. This showed carelessness and indifference to the system.
Swinton (Coastal KZN)	KwaZulu-Natal	Life Orientation L2	The PoA was poorly organised with missing items, outdated curricula and old examination papers. No assessment plan was available. The project did not have an accompanying marking tool.
Umlazi (Coastal KZN)	KwaZulu-Natal	Agribusiness L2	There were only three assessment tasks (test 1, 2 and an internal examination) in the PoA.

The following campuses appeared to insert documents into the PoA simply to fulfil the requirements. It was evident that these documents had not been used as working documents. This applied particularly to the year plan.

Table 9: PoA containing documents that are not used for planning or record keeping

Campus and college	Province	Subject	Non-compliance
Emandleni (Mthashana)	KwaZulu-Natal	Agribusiness L2	Dates had been filled in on the year plan but no completion dates had been entered. The inclusion of this document was thus merely for the sake of requirements.
Grahamstown and High Street (Eastcape Midlands), Russel Road (Port Elizabeth), Aliwal North (Ikhala) and Kirkwood Correctional Services	Eastern Cape	Client Service and Human Relations L2–4	Assessment plans had not been completed carefully. Year plans were not user-friendly and were not workable documents.
Parktown (Central Johannesburg)	Gauteng	Office Data Processing L3	Documents did not appear to be working documents but had been included to fulfil requirements.

The matter of lecturer capacity was raised in 2012 and again in 2013; many lecturers appear to lack the necessary qualifications or experience in the subjects they teach. To date, this appears unfortunately still to be the case at some of the sites visited.

3.1.2 Assessment tasks

External Moderators were requested to focus on only one practical task, but in the absence of practical tasks (as has already been mentioned, only 79% of the tasks were of a practical nature), moderators were obliged to look at those assessments that were available.

External Moderators indicated that the assessors did not appear to know how to set appropriate theoretical or practical tasks. In 78% of cases, the DHET's Guidelines had been used, but it was worrying that an assessment framework or grid had been used to set the task in only 56% of the assessments, a 3% increase on 2013, which is not significant. A substantial number of educators therefore did not appear to understand the taxonomies. As noted in 2013, assessors often confused the terms "test" with "task", and "assignment" with "project". Many also called a theoretical task a practical task.

Only 66% of assessments were regarded as appropriate. There seemed to be very little understanding of what a practical task was or how to compile or apply an analysis grid, as is evident from the external moderators' comments below. The general impression was that educators were training students to write an examination and not to achieve mastery of the subject or its practical application.

Table 10: Lack of practical tasks and contextualisation

Practical Tasks	Subject	Comments
The task was theoretical, not practical in nature, repeating work already covered in tests (often copied from the textbook or based on past examination papers).	Client Service and Human Relations L2–4	Tasks required no application, research or problem-solving skills. Tasks were not practical but resembled instead open-book worksheets. There appeared to be a total reliance on textbooks. As a result, students obtained very high marks. There was a lack of content that resulted in inflated marks.
	Project Management L4	Tasks were very similar to examination papers.
	Advertising and Promotions L4	The tasks were overly theoretical and appeared to be a simple cut-and-paste exercise.
	Office Data Processing L3	There appeared to be confusion between what constituted a practical and what constituted a theoretical task.
	Electronics L2/ Computer Hardware and Software L3	This is a practical subject, yet the practical task was theoretical, duplicating work already covered in the theory.
	Computer Hardware and Software L3	The moderated task was completely inappropriate and was a cut-and-paste presentation from a past national exam paper. No attempt had been made to present the instrument as authentic and the task covered topics and subject outcomes that had already been covered by the first three, equally inappropriate, instruments. All questions were short response-type questions, not appropriate for a summative assessment.
	Electronics L2	The majority of the practical task comprised the repetition of work already covered in the theory test in the same assessment period, even though the content presented ample opportunity to assess the learners' application as required by the Subject and Assessment Guidelines (SAG).
	Construction Planning L2	The task was called a practical task but in reality it was an open-book theory exam to be completed in groups.
	Life Orientation L3	There was no evidence of a practical task, only a theoretical task that was simply knowledge-based, the answers to which could be found in the textbook.
	Materials L2 and L4	Tasks were overly theoretical, testing only knowledge. The lecturer set theoretical tests using only the textbook, which may have been the result of a lack of experience in the subject. There were no practical tasks in this very practical subject. Only three of the five tasks had been completed.
	Consumer Practice L2–4	The practical task was overly theoretical.
	Mathematical Literacy L4	The task had been copied from a previous examination paper.
	English FAL L2	The assessment had been copied straight from the textbook.

Table 10: Lack of practical tasks and contextualisation (continued)

Practical Tasks	Subject	Comments
The task was theoretical, not practical in nature, repeating work already covered in tests (often copied from the textbook or based on past examination papers). (continued)	Mathematics L2 and 4	The practical task comprised a theoretical test.
	Automotive Repair and Maintenance L2 and L4	The practical task was in the form of an assignment based on a past examination paper, with questions that were not appropriate for evaluating practical skills. For example, observing correct workshop practices.
	Office Practice L4	This was a theoretical, not a practical task, containing true/false type multiple-choice questions.
	Advertising and Promotions L2–4	Extreme dependence on previous examination papers.
	Electronics L2/ Computer Hardware and Software L3	Questions were cut and pasted from previous examination papers.
	Life Orientation L3	The task was based on outdated examination papers with an over-reliance on the textbook.
	Process Chemistry L2–4	Practical tasks had been neglected.
	Agribusiness L2	The tasks had been compiled using a variety of questions on different topics that had been cut and pasted from previous examination papers.
The practical tasks were not industry or workplace related.	Engineering Fabrication – Boiler Making L2	Candidates were not exposed to the tools, equipment or machines used in industry.
The naming of tasks conflicted with the nature of the task.	Mathematical Literacy L3	This was not a practical task but a theoretical task, even though it had been labelled as practical.
	Life Orientation L3	The tasks were incorrectly labelled. A practical task was seen as a take-home, open-book test.
Some tasks were duplications of ISAT.	Hospitality Generics L2	The practical tasks 1 and 2 were a duplication of the ISAT.
Inappropriate marking tools for a practical task.	Consumer Behaviour L2–4	The marking tool used in the practical task was incomplete and the rubric/checklist listed criteria that were unsuitable to a practical task.
	Client Service and Human Relations Levels 2–4	There was a mismatch between rubric and task.
	Advertising and Promotions L4	No marking tool was provided.
	Advertising and Promotions L2–4	It was evident that lecturers did not know how to draw up a rubric.
	English FAL L4	These could not be assessed as the marking tools were incomplete or missing.
The tasks completed by students were not the same as the tasks filed in the PoA.	Office Data Processing L2	The tasks in the PoE did not match the assessment documents in the PoA, although the marks corresponded. External moderation could therefore not take place. Had internal moderation taken place, this anomaly could have been identified and rectified.
The wrong task had been filed.	Construction Planning L2	The task was related to Automotive Repair and Maintenance and not to Construction Planning, yet it was labelled "Construction Planning".

A concern raised by many external moderators was that only 56% of the tasks moderated showed evidence that an analysis grid had been either compiled or applied correctly to test a range of cognitive levels. The weighting and spread of marks was regarded as appropriate in only 60% of cases. Only 63% of the assessments had been set at the appropriate level. The comments in the following table offer further clarification:

Table 11: Lack of analysis grids

Campus	Subject	Comments
Alberton, Pretoria, TECHNISA and Randfontein	Advertising and Promotions L2–4	The higher cognitive levels were not covered in the tasks and there was excessive dependence on previous exam papers.
Dobsonville	Applied Accounting L2	The assessment did not cater for a range of cognitive levels and consisted of only two simple questions for 50 marks. The assessment grid had been incorrectly completed.
Emandleni	Agribusiness L2	The weighting grid reflected incorrect totals (30 instead of 50).
Germiston and Pretoria West	Electronics L2/ Computer Hardware and Software L3	The cognitive requirements had been covered.
Grahamstown, Russel Road, High Street, Aliwal North and Kirkwood Correctional Services	Client Service and Human Relations Levels 2–4	The weighted value of the tasks did not correspond with the actual task in terms of level of challenge. There was evidence of a neglect of research and careful planning on the part of the lecturer in the development of the assessment tasks. The tasks did not create interest and were not sufficiently challenging. There was undue reliance on knowledge questions.
Inanda	Hospitality Generics L2	Knowledge only had been tested, not application.
Jeppe	Electronics L2/ Computer Hardware and Software L3	There were only short response-type questions.
Majuba Technology Centre	Agribusiness L2	There was no analysis grid and no indication that the Subject Outcomes had been assessed. The tasks had been compiled using a variety of questions on different topics, simply cut and pasted from previous exam papers.
Odi	Applied Accounting L4	Tasks included mainly knowledge questions with undue time allocated to the task.
Sterkspruit	Project Management L3	Most questions demanded only recall and failed to challenge students by requiring analysis of data and an application of what they had learnt.
Witbank	Electronics L2	The cognitive requirements had not been met.
	Computer Hardware and Software L3	An analysis grid should be created to ensure appropriate coverage of all cognitive levels.

Only 70% of the tasks that were moderated covered a substantial amount of work. The following findings elaborate on this:

Table 12: Adherence to the curriculum

Campus	Subject	Comments
East London and Brits	Office Practice L4	The required task (a log book) had not been completed.
Grahamstown, Russel Road, High Street, Aliwal North and Kirkwood Correctional Services	Client Service and Human Relations Levels 2–4	The Learning Outcomes were not clearly identified and in several cases only one learning outcome had been addressed.
		The content was inadequate, resulting in inflated marks.
Jeppe	Life Orientation - Computer Component L2	The SAG had not been followed. Questions were set on aspects that were not in the requirements and the use of the internet and email had not been examined as prescribed.
Maake	Construction Planning L2	A question had been set on the use of the dumpy level, an obsolete tool. The question should have been set on the theodolite.
Majuba Technology Centre	Agribusiness L2	There was no analysis grid and no indication of what SOs had been assessed. The tasks were compiled with a variety of questions on different topics that had been cut and pasted from previous exam papers.
Mpondozankomo, Waterval Boven, Middelburg, Mlumati and C N Mahlangu	English FAL L4	Tasks had not been completed according to the SAG.
Qadi	Agribusiness L2	Only two of the six questions in the task were relevant to the subject.
Seshego	Construction Planning L3	Questions were set on the use of concrete slabs and beams, neither of which are in the L3 syllabus.
Sterkspruit	Project Management L3	Topics and subject objectives were not covered adequately.
Witbank	Electronics L2/ Computer Hardware and Software L3	Content had not been covered adequately.

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

Table 13: Incomplete and missing practical tasks

Campus	Subject	Comments
Atteridgeville	Concrete Structures L2–3	There was no evidence of a practical task having been completed.
Daveyton, Pretoria West, Heidelberg and Krugersdorp	Electrical Principles and Practice L2 and 3	It is a cause for concern that none of these campuses had any practical tasks in their files and so could not be moderated.
Edendale, Ndwedwe and Appelbosch	Materials L2	Not one of these campuses provided a practical task so the moderator was unable to moderate as required. This was worrying as it meant the SAG was not being followed.

Table 13: Incomplete and missing practical tasks (continued)

Campus	Subject	Comments
Ellis Park	Engineering Practice and Maintenance L3	There was no practical task in evidence.
Mthatha	Office Practice L2	No practical task was found in the files but the marks for this task had been recorded.
Polokwane	Transport Operations L4	There were no practical tasks available to be moderated, nor had a mark been given, implying that the work had not been done.
Richtek	Life Orientation L2	There was no evidence of a practical task in the file.
Rostec	Life Orientation - Computer Component L2	The task was not in the file so could not be moderated.
Umlazi	Agribusiness L2	There was no evidence of any practical tasks or assignments in the PoA or PoE. The ICASS could therefore not be moderated.

As far as the technical aspects of the tasks are concerned, 73% of tasks were neatly typed and contained most of the relevant information. Instructions were clear and unambiguous in 75% of tasks; 81% of tasks contained correct language usage and terminology; 82% of the tasks indicated clear mark allocations; 74% of the marks for the tasks correlated with the Marking Guide, an improvement on 2013. 82% of the tasks were correctly numbered. In only 68% of tasks was the time allocation realistic, which is a slight improvement on 2013. Concern over the general quality of the ICASS tasks has already been mentioned above, but additional comments are provided in the following table:

Table 14: Other technical aspects noted in the tasks

Campus	Subject	Comments
Ellis Park	Construction Planning L4	The candidates were given 90 minutes to complete a 50-minute task.
Grahamstown, Russel Road, High Street, Aliwal North and Kirkwood Correctional Services	Client Service and Human Relations Levels 2–4	The instructions were not clear, yet the students scored high marks. Lecturers did not take care to set tasks that were student friendly or that generated authentic answers. Assessors were satisfied with students providing similar answers.
Molapo	Construction Planning L4	Besides numerous typing errors, the mark total was incorrect. Five days were allowed for a task that should not have taken longer than 90 minutes to complete.
Witbank and Mlumati	Computer Hardware and Software L3	Failure to fulfil technical requirements was the direct result of poor internal moderation.

Positive findings that applied to the ICASS in the PoAs in general, were that:

• In 56% of assessments, creative responses were allowed.

• 65% of the assessments included some practical application.

• In 67% of assessments, the latest developments and trends in the field were applied and assessed.

These results were similar to the percentages recorded in 2013.

Campuses that can be commended for their practical tasks are listed below:

Table 15: Good practical tasks

Campus	Subject
Atlantis, Vredenburg, City (College of Cape Town)	Life Orientation L2 and L3 (the practical task for the Computer Component was a well-designed assessment requiring the learner to research a topic and prepare a presentation based on the information obtained. The learner was also required to send an email. The electronic form was well designed and would have reduced the difficulties that might have been experienced at centres that had difficulties with connectivity.
Citrusdal	Electrical Workmanship L3 (the three-phase motor test was an example of a good practical).
City (Northern Cape Urban)	Afrikaans FAL L4 (a very good practical task).
Colleges in KwaZulu-Natal	Life Orientation L2 (the provincial project task had the potential to be excellent).
Emandleni	Agribusiness L2 (the practical/research task on the visit to the chicken farm was an example of a very good assignment).
George Tabor and Malopo	English FAL L2 (a very good short story assignment).
Kayelitsha and Crawford	Entrepreneurship L2 (the internal assessment and second practical assessment task were commended).
Parow, Oudtshoorn, Caledon, Worcester and Westlake (Western Cape Campuses)	Criminal Justice L2 and L4 (all the tasks, which are set provincially, were of a very high standard).
Pinelands	Workshop Practice L2 (the layout and quality of the practical tasks were excellent).
Swinton and Appelbosch	Life Orientation L3 (both the Life Skills and Computer Component tasks were excellent).
Vanderbijlpark	Advertising and Promotions L4 (the use of a work-based task for the practical task was commendable).
Worcester	Afrikaans FAL L4 (a good integration of a real-life experience with theory in the practical task).

3.1.3 Assessment tools

70% of the marking tools were relevant and appropriate and 70% were clear and neatly typed. Only 58% of the Marking Guides were easy to use. A clear indication of mark allocation within questions occurred in only 56% of tasks, which is 4% lower than in 2013. This would have hindered accurate marking.

3.1.4 Internal moderation of tasks

In 2012 and in 2013, both during the monitoring visits in May and during the moderation visits during October, external moderators pointed out that there was a general lack of effective internal moderation, both of the tasks and tools and of learner performance. Very little seems to have been done to rectify this as the situation remained unchanged in 2014.

Pre-moderation *(internal moderation of tasks)*

Even though there was an indication that an internal moderator's checklist existed in 65% of cases, this appeared to be a formality, with no evidence that it had been used effectively. In only 28% of cases was there any evidence of qualitative feedback on the task to the assessor. The majority of tasks were simply rubber stamped, disregarding all errors and weaknesses such as poor language. Only 21% of assessors implemented recommendations.

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

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

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

In only 63% of instances was the required 10% sample of marked tasks moderated internally. Only 60% of the moderators ensured that scripts covering the full range of performance by candidates were moderated. This meant that in most cases, internal moderation had not taken place at all. Once again, it was noted that where internal moderation of marking had occurred, it was a formality using shadow marking. No changes had been made, despite the fact that there were errors in that questions had not been marked, answers mirrored the marking guide or questions were missing from

the task; the necessary changes had not been made to the marking guide, either. This resulted in incorrect mark totals. Only 28% of internal moderation was of an acceptable standard and quality.

In previous reports, it was recommended that regular monitoring and auditing visits should take place at colleges, as well as at provincial and national levels. The majority (82%) of PoAs were audited at campus or college level, which represents an 11% increase from 2013, but the frequency of these audits varied from once a year to once or more a term. It could not be determined from many of the PoAs whether they had ever been monitored or audited; 72% of PoAs contained auditing reports but in only 28% was there any indication that the audit had contributed to the development of the educator. This suggests that most of these audits were also simply a formality. Monitoring visits at provincial level took place in only 5% of instances and in only 2% at national level. This indicates a possible reason for failure to comply with requirements, particularly in the setting of assessments and assessment tools, and internal moderation. It appeared to moderators that all quality assurance was left to Umalusi, with no effective internal quality assurance processes being conducted. It was worrying that eight sites were audited at college or campus level for the first time just prior to Umalusi's visit (Client Service and Human Relations Levels 2 and 4 at Grahamstown, Aliwal North, Springs and Thuba Makote; Introduction to Information Systems L2 at Mossel Bay; Office Practice L4 at East London and Grahamstown; and Engineering Fundamentals L2 at Westlake).

3.2 Learner portfolios (Portfolio of Evidence or PoEs)

3.2.1 Structure (contents) and adherence to assessment guidelines/policies

Only 41% of the PoEs contained all the required documents. In 77% of the PoEs, there was evidence of an assessment plan and 71% of the prescribed tasks were made available. 80% of the files contained examples of work that had been marked, with 78% containing an appropriate record of scores. Only 68% of these scores correlated with the marks in the PoA. If was very difficult to ascertain whether the marks had been transcribed and converted accurately. This was worrying as External Moderators were uncertain as to which mark had been submitted as the learner's ICASS mark.

3.2.2 Learner performance

80% of the learners appeared to have responded competently to the tasks, representing an increase of 7% from 2013, but a number of comments have already been made regarding the quality of the tasks: the questions were not challenging, the tasks were not practical nor did they cover a large portion of the work. An important observation was that tasks consisted of questions taken verbatim from previous examination papers, without any attempt to change or contextualise them.

3.2.3 Standard of marking

Despite the finding 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 63% of the sites was found to be acceptable. There was little qualitative or relevant feedback provided to students (29%) even though it was pointed out that this was an essential part of the assessment cycle.

3.2.4 Standard of internal moderation

As has been mentioned in 3.1.4, 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 was reduced to a mechanical, meaningless exercise that added little value to the quality management of teaching and learning. In only 51% of cases was there any evidence of internal moderation having taken place, and in only 27% was this qualitative in nature. This situation requires urgent intervention at the majority of colleges throughout the country.

4. AREAS OF GOOD PRACTICE

There were some colleges that performed well and delivered good service. These were:

Table 16: Examples of good practice

Campus and college	Province	Subject	Area of good practice
Asherville (Thekwini)	KwaZulu-Natal	Life Orientation L2	This site is commended for good practice in requesting a letter from the places where students had done volunteer work as proof of compliance. This not only proved compliance but could be useful in the student's CV.
Belhar, Parow (Northlink)	Western Cape	Afrikaans FAL L3	Indicated sample (low, average and high marks) on separate mark sheets in the front of the PoA, which was very helpful.
Bethlehem and Harrismith (Maluti)	Free State	Mathematical Literacy L2	The internal moderation was of a high standard.
Bonamelo (Maluti)	Free State	Mathematical Literacy L2	Lecturer's feedback on assessment results was excellent and constructive. Feedback was provided on the answer scripts next to each question where a mistake had been made, which helped the students to correct their errors.

Campus and college	Province	Subject	Area of good practice
Crawford (College of Cape Town)	Western Cape	Entrepreneurship L2	Tasks were reviewed and the lecturers provided very good feedback to the learners on the test or task. Poor performance was identified and measures for improvement were implemented.
			There was evidence of useful feedback being provided to learners and that poor learner performance had improved.
Crawford and Gugulethu (College of Cape Town)	Western Cape	Office Data Processing L2	Commended for providing consistently qualitative feedback to learners and also providing moderator feedback to the assessors.
Engcobo (King Sabatha Dalindyebo)	Eastern Cape	Project Management L4	This campus had a very good Quality Management system for pre- and post-moderation, with recommendations for corrections and a most impressive lecturer's assessment task report that included diagnostic analysis and corrective interventions. This was unfortunately not used, however.
Evander (Gert Sibande)	Mpumalanga	Automotive Repair and Maintenance L4	Well-documented evidence of workplace-based exposure of lecturers.
Gugulethu (College of Cape Town)	Western Cape	Office Data Processing L2	Provided a year plan and assessment plan, both of which were working documents.
Ladysmith (Mnambithi)	KwaZulu-Natal	Life Orientation L2	There was evidence of good practice at Ladysmith. The PoAs and PoEs were in good order and it was clear that good work was being done.
Mlumati (Ehlanzeni)	Mpumalanga	Automotive Repair and Maintenance L4	Well-documented academic year plan with details and dates for assignments.
Mpondozankomo (Nkangala)	Mpumalanga	Automotive Repair and Maintenance L4	An instrument for diagnostic analysis of student performance was provided. The college used a comprehensive tool that could prove useful as a reflective learning instrument.
North West colleges	North West	Office Practice L2 - 4	There was a very good assessment review sheet, which was designed as a follow-up and remedial/intervention process after assessments, but no documentation could be found to show that it had been implemented.
Pinelands (College of Cape Town)	Western Cape	Workshop Practice L2	This site is commended for the well-ordered files and the excellent practical assignments that they presented.
Pretoria West (Tshwane South)	Gauteng	Electrical Principles and PracticeL2	During the monitoring of PoAs, a number of recommendations to improve the portfolios were made. Some useful internal moderation feedback was also provided.
Stellenbosch (Boland)	Western Cape	Office Data Processing L3	Gave good student feedback, consistently throughout all assessments.

Two campuses stood out as Centres of Excellence. They were:

Table 17: Centres of Excellence

Subject	Campus	Example of excellence
Introduction to Information Systems L2	Crawford	This was an example of an exemplary college with a strong emphasis on applying the correct assessment and moderation practices. The files and reporting structures were complete, well organised and went beyond the norm. Moderation was constant and good feedback was provided. This college was a pacesetter in the province with regard to the standard of work and the pride they took in their work. They were professional and maintained excellent records.
Life Orientation L3	Majuba Technology Centre	This campus was way ahead of all the centres that were moderated. Attention was paid to detail, the PoA and PoEs were well-organised as was the moderation. Both were moderated regularly. The college had a very practical and efficient system in place that would be useful for other colleges. The tasks were arranged in a logical order. Real teaching and learning was taking place at this campus.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

The following areas were in need of urgent attention:

- Improving and deepening the understanding of the latest ICASS Guidelines.
- Compliance with the ICASS Guidelines with regard to the compilation of PoA and PoEs.
- Development of assignments and tasks.
- Understanding of the difference between a theoretical and a practical task. Most colleges did not use practical assessments at all. This represents a serious contravention of the ICASS requirements.
- Intelligent use of analysis grids and Bloom's taxonomy.
- Development of marking tools and rubrics.
- Adherence to assessment plans.
- Assessment and moderation practices.
- Filing of documents in sequence so that they correlate with the contents page. Proper and well-ordered evidence was lacking, making external moderation difficult.
- Accuracy in capturing and recording marks and conversions.

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

Table 18: Campuses requiring assistance

Subject	Campus	Area requiring assistance
Advertising and Promotions L3 and L2 respectively	Pretoria and TECHNISA	Compiling PoEs so that they are in line with ICASS Guidelines; setting practical tasks and designing a rubric; training of internal moderators in how to monitor the conduct of internal assessment.
Agribusiness L2	Majuba	Completion of mark sheets.
Animal Production L2	Umlazi V	Training in assessment practices and internal moderation.
Animal Production L2 and L3	Sefikeng	Numbering and organising of lecturer's tasks. No practical tasks were completed, so the students did not learn or practise any subject-related skills. The lecturer needs to learn how to compile a worksheet, as well as the assessment tool for a practical task. She needs to understand the value of providing feedback to her students on completion of a task.
Applied Accounting L2	Dobsonville	Staff workshops on assessment procedures. Staff should be monitored more carefully.
Applied Accounting L3	Qadi	All aspects of assessment.
Automotive Repair and Maintenance L4	Mpondozankomo, Evander and Mlumati	Using an analysis grid. The quality of assessments is generally low.
Consumer Behaviour L4	Polokwane	Files and moderation process need attention.
	Makwarela	Quality of PoA and PoE files needs attention.
Criminal Justice Process L4	Rostec (Pretoria)	Assistance required in all areas, including assessments, marking, moderation and filing.
Economic Environment L4	Dobsonville	Currently no quality assurance of assessment procedures takes place – these should be introduced and supported through training.
English FAL L4	Mpondozankomo, Waterval Boven, Middelburg, Mlumati and C N Mahlangu	The lecturers are not preparing learners adequately for the examination or for the workplace. Assignments are designed according to the Level 3 SAG, not the L4 SAG. Questions are poorly worded with language errors. Assistance required in formatting of meeting documentation and reports. Marking is mechanical and unhelpful with inflated marks and no guidance to students on how to improve. Work that was incorrect was marked correct so students did not learn what was acceptable in the exam. There was an absence of internal moderation, mentoring and guidance.
Life Orientation L2	Richtek	Most aspects of ICASS: the PoA is extremely poor quality, moderation is poor and an oudated version of the Guidelines was used. The PoEs were also poorly organised.
Life Orientation L3	Enyenyezi	An urgent intervention is required at this campus. It needs help in most aspects, from organising the PoA and PoE to setting tasks. The old curricula are followed and no new ICASS Guidelines were used. Tasks were incorrectly described, the topics were incorrect and confused and the tasks in the PoA differed from those in the PoEs. In general, students are not being properly prepared for the examination. There is no exposure to practical tasks such as volunteer projects, which is disadvantaging students.
	Kokstad	Type of task, marking standard and moderation are all cause for concern.

Subject	Campus	Area requiring assistance
Materials L2	Ndwedwe	Even though the PoA was well organised and the lecturer had planned well, lecturers need help in arranging their PoEs and assessment tools, and in developing practical tasks and assessment documents.
	Appelbosch	Development of the PoEs; they also need help in developing practical tasks and assessment documents.
	Alberton	Training in assessment and moderation practices. The lecturer has very little experience, to the detriment of the candidates.
	Parktown and Leeuwkop Correctional Services	Training in assessment and moderation practices is essential.
Materials L3	Qadi	Preparation of assessments according to the ICASS Guidelines.
Materials L4	Esikhawini	Arrangement of PoA and PoEs and all assessment documentation in order to become compliant.
Mathematical Literacy L2	Mpumalanga	The assessors cannot use macros and do not know how to use Bloom's taxonomy or an analysis grid. They have no access to Equation Editor and drawing software.
Mathematical Literacy L3	Pinetown, Mandeni, Asherville, Centre for People Development	DHET Guidelines and adherence to these.
Mathematics L2 and L3	Upington, Namaqualand, Moremogolo	Recordkeeping, standardisation of files, assessment and especially internal moderation. The forms may be there but they appear to be window dressing as they do not seem to have been used.
Mathematics L4	Temba	Monitoring and support to address incomplete work and failure to comply with requirements.
	Seshego	Improved monitoring and support; there are gaps in the PoEs that monitoring would remedy.
Office Data Processing L2	Carletonville, Benoni and Alberton	Setting of practical tasks in a vocational context.
Principles of Criminal Justice L2	Rostec (Johannesburg and Vereeniging)	Assistance in all areas, including assessments, marking, moderation and filing.
Process Chemistry L2–4	Esikhawini	All aspects of ICASS: major improvements are required in this subject.
Project Management L3	Sterkspruit	Development of assignments. Support also needed to assist moderator and assessor in developing application and analysis questions in tasks.
Science of Tourism L2	Centane	Planning and implementation of schedules (assessment and pacesetter), including the use of an analysis grid.
Science of Tourism L3	Paarl, Beaufort West, Oudtshoorn, and Mossel Bay	The process of pre- and post-assessment moderation.
Workshop Practice L2	Belhar	Quality of assessment tasks as well as accurate recordkeeping of marks.

Despite monitoring visits to some of these sites, where guidance was provided on how they could improve, no attempt was made to improve compliance at the following sites:

Table 19: Campuses monitored but not improved

Subject	Campus	Area requiring assistance
Hospitality Generics L2	Esikhawini	These sites used task 1 and 2 of the ISAT for the practical task. College templates used in the PoA and PoE contained spelling mistakes. Lecturers clearly did not understand different cognitive levels or analysis grids. Instruments tested knowledge only. Moderation was of a poor standard and added no value. Although Esikhawini was monitored in May, there was no evidence that they had made any attempt to improve.
Mathematical Literacy L2	Appelbosch	Lecturers need help with filing and record keeping. This has been pointed out to them before but no improvement was observed.
Mathematical Literacy L3	Appelbosch	Despite having requirements explained to them on a previous visit, this site did not complete the assessment process as stipulated in the ICASS Guidelines. There was insufficient evidence in the PoA to justify compliance. An urgent intervention is necessary.
Mathematics L2	Moremogolo	Despite a monitoring visit where recommendations were made, none of these recommendations had been implemented. The analysis grid had still not been compiled or used. There was no sign of internal moderation. Tools were still handwritten. The lecturer requires continuous monitoring.
Transport Operations L4	Polokwane	The lecturer needs continuous and sustained support. Areas of non-compliance were identified during a previous visit as well as during a campus monitoring visit, but they had not been resolved. The ICASS did not comply with policy. Assessments were missing or of a poor standard. There was no evidence of record keeping or satisfactory organisation in the PoA and PoEs.

6. RECOMMENDATIONS

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

- Campuses must ensure that they use the latest version of the ICASS document and remove all other versions from their PoAs.

- All educators should develop complete and proper analysis grids for each task, regardless of whether the task has been set by someone else (for example, in the case of standardised, provincial assessments).

- A rubric should be used for some assessments.

- Tasks must be accompanied by Marking Guides and should be clearly numbered and titled. These should be filed in the correct order, from Task no. 1 to Task no. 5 or 7.

- The value of internal moderation is not recognised by colleges. Colleges should implement internal moderation processes more efficiently so that the process adds value and is not simply a rubber stamping of assessment activities. Internal moderation should occur regularly as should college or campus monitoring.

- Accurate recordkeeping is essential. A mechanism for checking the accuracy of data must be put in place and implemented.

- It appears that little value is afforded to tasks that do not contribute directly to examination preparation. The undue emphasis on examination preparation and coaching should be urgently addressed. Educators should be reminded that they are preparing the learners for the world of work, not simply to pass an examination.

- The findings and recommendations of the monitoring visits in May should be shared with the educators as many External Moderators complained that nothing had changed despite recommendations for improvement having been made.

7. CONCLUSION

While there were some colleges that performed admirably in many areas, the majority are still not complying with the basic requirements of teaching an NC(V) subject. A major cause of poor performance was the lack of subject expertise in some subjects, an inability to meet the administrative requirements and to undertake practical work. The quality assurance process appeared to be a mere formality in many instances and it was evident that the principles of assessment and moderation had been largely ignored, reducing the assessment practices to a mechanical and meaningless exercise. Since assessment and moderation practices are essential to ensuring high quality teaching and learning, urgent interventions are needed to rectify this situation. Developing the staff at colleges needs to be handled as a priority. Those colleges that fail to comply year after year should be trained, followed up, and monitored if they are not to compromise the integrity of the sector.

Chapter 3

Moderation of Integrated Summative Assessment Tasks

1. INTRODUCTION AND PURPOSE

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

Two types of ISATs are currently used:

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

- Subject-specific ISATs for the optional vocational subject.

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

The ISATs are set by the DHET and moderated by Umalusi. The lifespan of ISATs is three years; at this point, most have already expired and require revision or replacement. The revision of NC(V) Level 2 ISATs is also necessary, given the decision in 2014 to phase in subject-specific ISATs progressively each year as from 2015. By the time of the finalisation of this report Umalusi had not received any of the new subject-specific ISATs for moderation. Programme and Subject ISATs for revised curricula had, however, been received from the DHET and moderated.

The purpose of this chapter is to:

- Provide an overview of the moderated ISATs

- Report on the appropriateness and the standard of the ISAT assessment environment, including the availability and implementation of plans

- Confirm whether candidates could demonstrate the required skills and competence, as well as the underpinning knowledge

- Report on the consistency of assessment and the assurance of the same standards across different sites of delivery

- Confirm that proper assessment processes and procedures had been followed in the implementation

- Provide an overview of the crucial findings related to the conduct of ISATs at selected sites

- Highlight areas of good practice and areas requiring improvement.

2. SCOPE AND APPROACH

The revision of curricula in certain NC(V) programmes and the implementation of new NC(V) programmes necessitated the setting and moderation of tasks. Umalusi moderated 13 of these ISATs. See table 20 below for the list:

Table 20: Moderated ISAT tasks

	Task	Subject or Programme
1	Automotive Repair and Maintenance L2 and L3	Subject
2	Electrical Infrastructure Construction L2 and L3	Programme
3	Electrical Systems and Construction L2 and L3	Subject
4	Fitting and Turning L2 and L3	Subject
5	Office Data Processing L2	Subject
6	Office Administration L2	Programme
7	Transport and Logistics L4	Programme
8	Welding L2 and L3	Subject

Umalusi moderated the conduct of a total of 26 subject-specific ISATs and 39 programme ISATs between 15 September and 3 October 2014. On-site moderation was used to report on the conduct of the ISAT at 66 sites across the nine provinces. (more than one ISAT or level was moderated at some of these sites).

Thirty-three moderators were deployed to evaluate both the planning and the assessment facilities and to observe the candidates completing the tasks, or to moderate the completed product and/or evidence of the completion of the task.

Table 21: Programme ISATs − sites included in the moderation of the conduct of ISATs

No	Programme ISAT	Level	Province	College	Campus
1	Civil Engineering and Building Construction	L2	Gauteng	Tshwane South	Atteridgeville
		L2	North West	Orbit	Brits
		L4	Free State	Flavius Mareka	Kroonstad
		L4		Goldfields	Tosa
2	Electrical Infrastructure Construction	L2,3	Western Cape	West Coast	Vredenburg
		L2,4	Northern Cape	Northern Cape Urban	City
		L2,4	Mpumalanga	Gert Sibande	Evander
		L4	Free State	Motheo	Hillside View
3	Engineering and Related Design	L2,3	Gauteng	Central Johannesburg	Ellis Park
		L4		Ekurhuleni East	Daveyton
		L2,4	Limpopo	Mopani South East	Sir Val Duncan
		L3,4		Letaba	Maake
4	Finance Economics and Accounting	L4	KwaZulu-Natal	Coastal KZN	Umlazi BB
		L4		Elangeni	Inanda

Table 21: Programme ISATs − sites included in the moderation of the conduct of ISATs (continued)

No	Programme ISAT	Level	Province	College	Campus
	Finance Economics and Accounting (continued)	L4	Gauteng	Tshwane South	Atteridgeville
		L4		Tshwane North	Soshanguve
5	Hospitality	L2,3,4	Gauteng	Tshwane North	Pretoria
		L2,3,4	Free State	Goldfields	Welkom
		L2,3,4	Western Cape	Northlink	Protea
		L2,3,4		False Bay	Muizenberg
6	Information Technology and Computer Science	L2	North West	Vuselela	Jouberton
		L3		Orbit	Rustenburg
		L3,4	Western Cape	Boland	Stellenbosch
		L3,4		College of Cape Town	Crawford
7	Management	L2,3	Eastern Cape	King Hintsa	Ildutywa
		L3,4		King Sabata Dalindyebo	Engcobo
8	Marketing	L2	KwaZulu-Natal	Umgungundlovu	Msunduzi
		L4		Coastal KZN	Umbumbulu
		L2	Western Cape	College of Cape Town	City
		L2		South Cape	George
		L3	Gauteng	Ekurhuleni West	Boksburg
		L4			Germiston
		L2	Mpumalanga	Gert Sibande	Sibanesetfu
		L3			Ermelo
9	Mechatronics	L2,3,4	Gauteng	Sedibeng	Vereeniging
		L2,4	Eastern Cape	Buffalo City	East London
10	Office Administration	L2,4	Free State	Motheo	Bloemfontein
		L3,4			Botshabelo
		L4	Limpopo	Lephalale	Modimolle
		L4		Waterberg	Mahwelereng
11	Primary Agriculture	L2,4	Eastern Cape	Lovedale	Alice
		L2,3	Mpumalanga	Ehlanzeni	Mthimba
12	Primary Health	L2	Western Cape	Northlink	Parow
		L2		College of Cape Town	Crawford
13	Process Plant Operation	L2,3	KwaZulu-Natal	Umfolozi	Mandeni
14	Safety in Society	L2,4	Gauteng	Rostec	Vereeniging
		L2,3			Pretoria
15	Tourism	L2,4	Gauteng	Jeppe	Vereeniging
		L2,4		Central Johannesburg	Highveld
		L2,4	Western Cape	South Cape	Bitou
		L2,4			Oudtshoorn
16	Transport and Logistics	L2,3	KwaZulu-Natal	Thekwini	Umbilo
		L2,3		Umfolozi	Esikhawini

Table 22: Subject-specific ISATs — sites included in the moderation of the conduct of ISATs

No	Programme ISAT	Level	Province	College	Campus
1	Carpentry and Roof Work	L3	Eastern Cape	Port Elizabeth	Iqhayiya
2	Community Oriented Primary Care	L2	Gauteng	Ekurhuleni East	Kwa Thema
		L2	Western Cape	Northlink	Parow
		L2		College of Cape Town	Crawford
3	Early Childhood Development	L3	Western Cape	College of Cape Town	Crawford
4	Electrical Systems and Construction	L2	Eastern Cape	Buffalo City	John Knox Bokwe
		L2,3		Lovedale	Zwelitsha
		L2,4	Gauteng	Ekurhuleni East	Daveyton
		L3,4		South West Gauteng	Roodepoort West
5	Fitting and Turning	L3,4	Eastern Cape	Eastcape Midlands	Park Avenue
		L3,4		Port Elizabeth	Iqhayiya
		L2,4	North West	Orbit	Rustenburg
		L2,4		Vuselela	Matlosana
6	Hospitality Services	L2,4	Mpumalanga	Gert Sibande	Standerton
		L2,3		Nkangala	Witbank
7	Masonry	L2,4	KwaZulu-Natal	Umfolozi	Esikhawini
8	New Venture Creation	L2	Northern Cape	Northern Cape Rural	Kuruman
		L2		Northern Cape Urban	Moremogolo
		L2,3	Western Cape	West Coast	Atlantis
		L2,3			Citrusdal
9	Personal Assistance	L4	Gauteng	Sedibeng	Heidelberg
		L4	Limpopo	Letaba	Tzaneen
10	Physical Science Paper 1	L3,4	KwaZulu-Natal	Umfolozi	Esikhawini
		L2	Limpopo	Capricorn	Seshego
		L2		Waterberg	Mokopane
11	Physical Science Paper 2	L2,4	Gauteng	Central Johannesburg	Ellis Park
		L2,4		Ekurhuleni East	Kwa Thema
		L3	Mpumalanga	Gert Sibande	Standerton
		L3			Ermelo
12	Plumbing	L2	Gauteng	Central Johannesburg	Ellis Park
		L2	Limpopo	Capricorn	Lebowakgomo
13	Public Health	L2	Western Cape	College of Cape Town	Crawford
		L2		Northlink	Parow
14	The Human Body and Mind	L2	Western Cape	College of Cape Town	Crawford
		L2		Northlink	Parow
15	The South African Health Care System	L2	Western Cape	College of Cape Town	Crawford
		L2		Northlink	Parow
16	Welding	L2,3	Limpopo	Capricorn	Seshego
		L2,3		Waterberg	Lebowakgomo

3. FINDINGS

The findings below are based on information from the moderation of the ISATs and observations by the Umalusi moderators during both the moderation of tasks and the conduct of the ISAT visits.

3.1 Moderation of ISATs

The ISATs were received very late (from May 2014 to as late as August 2014). ISATs ought to have been distributed to the colleges during the first quarter of the year. This threatened the moderation process. In some cases (three of the 13 ISATs moderated) the moderators felt that it was too late to make substantial changes to the tasks or for colleges to procure the necessary resources and equipment. In these cases, the moderators recommended that either the previous ISAT be used for 2014 (Electrical Systems and Construction) or that further changes be made before implementation of the ISATs in 2015 (Fitting and Turning L3). One ISAT, set by an individual from the industry, was inappropriate and was reset by the DHET (Transport and Logistics).

The quality of the ISATs differed considerable in terms of cognitive demand and it is very clear that more discussion is required if consensus is to be reached on the content of ISATs at the various levels.

The late distribution of the ISATs led to the implementation of different ISATs for the same programmes/subjects at different sites.

3.1.1 Adherence to assessment guidelines

In general, the ISATs adhered to the Assessment Guidelines for the particular programmes/subjects, in that they were designed to test the integrated application of competence through the demonstration of skills, or the ability to apply the relevant acquired knowledge.

3.1.2 Technical aspects

Most ISATs were well structured, correctly formatted, with clearly reproduced illustrations, graphs, etc. In all but one of the ISATs moderated the instructions and guidance to the educator and learners on the implementation of the ISAT were clear and unambiguous. A full list of all the resources required to complete the task was provided for all the ISATs. Most of the tasks (85%) were affordable and could be completed (85%) within the given time frame.

There were grammatical or syntactical errors in 50% of the ISATs received for external moderation. Correct technical terms were not used consistently (Automotive Repair and Maintenance).

3.1.3 Internal moderation

All the tasks were accompanied by a compliance tool. There was virtually no evidence of internal moderation or of any recommendations having been implemented, however.

3.1.4 Content coverage

Seventy-seven percent of the moderated ISATs covered an adequate range of subject and learning outcomes within the broad scope of the particular subject(s). Three of the tasks did not include enough challenging, practical application while 37% of the tasks were not sufficiently innovative.

3.1.5 Cognitive demand

In general, the tasks covered the full range of levels of cognitive demand, and thus differentiated effectively between the average, the competent and the advanced learner.

The ISATs for Electrical Systems and Construction for NC(V) L2 and L3 were virtually identical, which is a clear indication of a lack of progression from one level to the next.

3.1.6 Assessment tools

In 39% of the ISATs moderated the assessment tools were not of the appropriate standard and would not have allowed lecturers to make a reliable assessment of the skills. In over 50% of the tasks, the proposed scoring and cognitive demand did not correlate.

3.1.7 Language and bias

The register used in 85% of the moderated ISATs was appropriate. The ISATs were free of any bias in terms of gender, race, culture or region/situation.

3.2 MODERATION OF CONDUCT OF ISATs

3.2.1 Quality of integrated summative assessment tasks

While some ISATs were of an appropriate standard, the majority had expired in terms of the three-year cycle and/or required urgent revision, as was evident from the remarks and recommendations provided in the ISAT reports.

Table 23: ISATs that require urgent revision

Issue	ISAT
Errors in the marking guideline require correction.	Management L3
Instructions to students and/or assessors are not clear or do not provide sufficient detail.	Marketing L2 Tourism L4 (sub-task 3)
Time frames for the completion of the task/parts of the sub-tasks are unrealistic.	Community Oriented Primary Care L2 Electrical Infrastructure Construction L4 Plumbing L2 Public Health L2 Transport and Logistics L3
Undue emphasis is placed on certain sections of the content.	Hospitality L2 Physical Science Level 2 P1 Plumbing L2
ISAT has been revised but an important section of the work (Milling) is not covered.	Fitting and Turning L3
ISATs are overly theoretical and do not do justice to their aim, which is to determine whether students have mastered the required practical skills.	Tourism L2 (tasks 1 and 3)
Tasks are too expensive, time consuming and impractical to implement for large groups of students.	Civil Engineering and Building Construction L2
Tasks are not set at the appropriate level.	Electrical Infrastructure Construction L4 Engineering and Related Design L4 Information Technology and Computer Science L3
Task contains activities that are not in keeping with current practices in the industry.	New Venture Creation L2
Tasks focus unduly on group activities, where individual tasks would be more appropriate.	Physical Science L3
Tasks are not equivalent in terms of subject distribution.	Information Technology and Computer Science L3
Tasks should be more practical and interactive.	Community Oriented Primary Care L2 The South African Health Care System L2 Public Health L2
Tasks at different levels of the same subject are too similar.	Safety in Society L2,3
ISAT does not adhere to the SAG.	Marketing L4 (Consumer Behaviour L4) Process Plant Operation L2,3
Rubrics are flawed and in need of revision.	Marketing L2,3,4 Physical Science L3 P1 Physical Science L2 P2 Welding L3

Table 23: ISATs that require urgent revision (continued)

Issue	ISAT
Marking guidelines are not clear.	Management L4 Physical Science L2 P1 The Human Body and Mind L2
Evidence of practical tasks involves the use of multimedia that require trained personnel.	Office Administration L2
Access to business is not always easy in smaller towns/rural areas.	New Venture Creation L2
Too many skills are tested at the foundational level.	New Venture Creation L2
Tasks are unstimulating and repetitive.	The Human Body and Mind L2
Focus is on less important aspects of the content.	Hospitality Services L4 Public Health L2
Use of contrived scenarios makes the task unrealistic.	Marketing L2
Sub-tasks of the ISAT lack sequence.	Information Technology and Computer Science L3
The weighting attached to certain sub-tasks is inappropriate.	Civil Engineering and Building Construction L4 Electrical Systems and Construction L2
Students are unable to obtain relevant documents such as ITR 12 forms.	Finance, Economics and Accounting L4 (Financial Management L4)
There is an imbalance in the mark allocation.	Engineering and Related Design L2
The combination of marking guideline and rubric for the same task causes confusion.	Electrical Systems and Construction L3

3.2.2 Schedules/timetables for the administration of the ISAT

A realistic schedule showing the progression of the conduct of the ISAT is essential to ensuring that the tasks are completed on time. Inadequate schedules, lack of adequate facilities, procurement difficulties and staff and student unrest affected the administration of the ISAT at several sites. ISATs at those sites that had comprehensive schedules were generally implemented within the time frames and the tasks were completed on time. Many colleges had planned effectively for the implementation of the ISATs, having taken into consideration the number of students and the facilities and time they had available. Table 24 indicates challenges facing ISAT schedules at the selected sites.

Table 24: Status of schedules/timetables for conduct of ISAT

Issue	ISAT	Site/Campus
Generic plans lacking specific details	Community Oriented Primary Care L2	Parow
	Electrical Infrastructure Construction L2,4	Evander
	Electrical Infrastructure Construction L4	Hillside View
	Electrical Systems and Construction L2	Daveyton
	Finance, Economics and Accounting L4	Soshanguve
	Fitting and Turning L3	Iqhayiya

Issue	ISAT	Site/Campus
Generic plans lacking specific details (continued)	Hospitality L2,3,4	Pretoria
	Information Technology and Computer Science L3	Rustenburg
	Information Technology and Computer Science L3,4	Stellenbosch
	Marketing L3	Boksburg
	Marketing L4	Germiston
	Office Administration L3	Bloemfontein
	Personal Assistance L4	Tzaneen
	Primary Health Care L2	Parow
	The Human Body and Mind L2	Parow
	The South African Health Care System L2	Parow
Plan available but not followed	Community Oriented Primary Care L2	Kwa Thema
	Electrical Systems and Construction L4	Daveyton
	Engineering and Related Design L2	Ellis Park
		Sir Val Duncan
	Tourism L4	Vereeniging Campus of Jeppe College
	Transport and Logistics L2,3	Umbilo
No schedule available	Carpentry and Roof Work L3	Iqhayiya
	Engineering and Related Design L3	Ellis Park
	Fitting and Turning L2	Matlosana
	Fitting and Turning L3,4	Park Avenue
	Fitting and Turning L4	Iqhayiya
	Management L2,3	Ildutywa
	Office Administration L2	Bloemfontein
	Office Administration L4	Botshabelo
	Physical Science L3 P2	Standerton
	Primary Agriculture L4	Alice
	Tourism L2	Vereeniging Campus of Jeppe College
	Transport and Logistics L2,3	Esikhawini
Unrealistic/ unachievable schedule	Electrical Infrastructure Construction L2,3	Vredenburg
	Electrical Infrastructure Construction L2,4	City Campus of Northern Cape Urban
	Engineering and Related Design L3	Maake
	Engineering and Related Design L4	Daveyton
	Finance, Economics and Accounting L4	Inanda
	Masonry L2	Esikhawini
	Welding L3	Lebowakgomo
		Seshego
Schedule affected by student unrest/ strike action	Early Childhood Development L3	Crawford
	Electrical Systems and Construction L2	John Knox Bokwe
	Electrical Systems and Construction L2,3	Zwelitsha

Table 24: Status of schedules/timetables for conduct of ISAT (continued)

Issue	ISAT	Site/Campus
Schedule affected by student unrest/ strike action (continued)	Engineering and Related Design L3	Maake
	Fitting and Turning L2,4	Rustenburg
	Fitting and Turning L4	Iqhayiya
	Management L2,3	Ildutywa
	Masonry L2,4	Esikhawini
	Physical Science L3 and L4 P1	Esikhawini
	Primary Agriculture L2	Alice
	Transport and Logistics L2,3	Esikhawini

3.2.3 Availability of resources for the completion of tasks

If the ISATs are to be effectively implemented it is imperative that appropriate facilities, equipment and consumables are provided at all campuses. Any failure in this regard could result in an inability to conduct the ISAT according to the specifications. Only 50% of the programme/subject-specific ISATs were completed in an environment conducive to learning. Where there were inadequate resources, some sites improvised by substituting group work in tasks where individual work was required, and/or by conducting multiple sessions of the ISAT at the same facility. At some sites, where there were shortages of consumables and/or where costly consumables were required, the ISAT product was dismantled and the components reused by the next group of students. Tasks requiring specialist facilities were performed in ordinary classrooms at some sites, or in simulators/laboratories/workshops with limited space and equipment.

Table 25: Challenges — facilities, equipment and consumables

Issue	ISAT	Site/Campus
Inadequate facilities	Finance, Economics and Accounting L4	Soshanguve
	Fitting and Turning L2	Matlosana
		Rustenburg
	Hospitality L2	Pretoria
	Hospitality Services L3	Witbank
	Marketing L2	Msunduzi
	Mechatronics L2,3,4	Vereeniging
	New Venture Creation L2,3	Atlantis
	New Venture Creation L3	Citrusdal
	Office Administration L2,3	Bloemfontein
	Office Administration L3,4	Botshabelo
	Physical Science L3 P2	Standerton
	Plumbing L2	Lebowakgomo
	Primary Agriculture L2,4	Alice
	Primary Agriculture L3	Mthimba

Issue	ISAT	Site/Campus
Inadequate facilities (continued)	Transport and Logistics L2,3	Umbilo
	Welding L3	Lebowakgomo
		Seshego
Consumables in short supply	Electrical Systems and Construction L3	Zwelitsha
	Engineering and Related Design L2	Ellis Park
	Fitting and Turning L3,4	Park Avenue
	Hospitality L4	Pretoria
	Hospitality Services L3	Witbank
	Mechatronics L2,3,4	Vereeniging
	New Venture Creation L2,3	Atlantis
	New Venture Creation L3	Citrusdal
	Physical Science L4 P1	Esikhawini
	Plumbing L2	Lebowakgomo
	Primary Agriculture L3	Mthimba
	Welding L3	Lebowakgomo
		Seshego
Shortage of equipment/tools	Electrical Infrastructure Construction L2,4	Evander
		City Campus of Northern Cape Urban
	Electrical Infrastructure Construction L4	Hillside View
	Electrical Systems and Construction L2	Daveyton
	Electrical Systems and Construction L3	Zwelitsha
	Engineering and Related Design L3	Ellis Park
	Engineering and Related Design L4	Daveyton
	Fitting and Turning L2	Rustenburg
	Fitting and Turning L3	Iqhayiya
	Hospitality Services L4	Standerton
	Mechatronics L2,3,4	Vereeniging
	New Venture Creation L2,3	Atlantis
	New Venture Creation L3	Citrusdal
	Physical Science L3 P2	Standerton
	Plumbing L2	Lebowakgomo
	Primary Agriculture L2,4	Alice
	Primary Agriculture L3	Mthimba
	Welding L3	Lebowakgomo
		Seshego
Difficulties with procurement/timely procurement of consumables	Electrical Systems and Construction L2	Daveyton
	Engineering and Related Design L3	Maake
	Fitting and Turning L2	Matlosana
	Hospitality Services L3	Witbank
	Mechatronics L2,3,4	Vereeniging
	Plumbing L2	Johannesburg

Issue	ISAT	Site/Campus
	Plumbing L2	Lebowakgomo
	Welding L3	Lebowakgomo
Equipment not in working order	Fitting and Turning L2	Matlosana
	Hospitality L4	Pretoria
Inadequate computer hardware or software	Electrical Infrastructure Construction L4	Hillside View
	Marketing L2	Msunduzi
	Transport and Logistics L2,3	Esikhawini
		Umbilo
Access to internet inadequate to complete ISAT	Marketing L2	Msunduzi
	Office Administration L3	Botshabelo
	Transport and Logistics L2,3	Esikhawini
		Umbilo
Dysfunctional facility	Physical Science L2 P1	Seshego

Despite the challenges faced at some of the sites, the ISATs were completed on time and according to specifications at a number of them.

Table 26: Sites completing the ISAT on time and according to specifications

ISAT	Site/Campus
Carpentry and Roof Work L3	Iqhayiya
Civil Engineering and Building Construction L4	Kroonstad, Tosa
Community Oriented Primary Care L2	Crawford, Parow
Early Childhood Development L3	Crawford
Electrical Systems and Construction L2	John Knox Bokwe, Zwelitsha
Electrical Systems and Construction L2,4	Daveyton
Electrical Systems and Construction L3,4	Roodepoort West
Engineering and Related Design L4	Maake, Sir Val Duncan
Finance, Economics and Accounting L4	Atteridgeville, Umlazi BB
Hospitality L2,3	Pretoria
Hospitality L2,3,4	Protea
Hospitality L2,4	Welkom
Hospitality Services L2	Witbank
Hospitality Services L2,4	Standerton
The Human Body and Mind L2	Crawford, Parow
Information Technology and Computer Science L3,4	Crawford, Stellenbosch
Management L2	Ildutywa
Management L3,4	Engcobo
Marketing L2	City (College of Cape Town), George, Sibanesetfu
Marketing L3	Boksburg, Ermelo
Marketing L4	Umbumbulu

Table 26: Sites completing the ISAT on time and according to specifications (continued)

ISAT	Site/Campus
Mechatronics L2,3,4	Vereeniging
Mechatronics L2,4	East London
New Venture Creation L2	Moremogolo
New Venture Creation L2,3	Atlantis, Citrusdal
Personal Assistance L4	Heidelberg, Tzaneen
Physical Science L2 P1	Mokopane
Physical Science L3 P1	Esikhawini
Physical Science L2 and L4 P2	Ellis Park, Kwa Thema
Physical Science L3 P2	Ermelo
Plumbing L2	Ellis Park
Primary Agriculture L3	Mthimba
Primary Health Care L2	Crawford, Parow
Process Plant Operation L2,3	Mandeni
Public Health L2	Crawford, Parow
Safety in Society L2,4	Vereeniging
The Human Body and Mind L2	Crawford, Parow
The South African Health Care System L2	Crawford, Parow
Tourism L2	Bitou
Tourism L2,4	Highveld, Oudtshoorn
Transport and Logistics L2	Umbilo

3.2.4 Quality and standard of marking and scoring

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

Table 27: Sites with incomplete ISATs/ISATs not assessed at time of Umalusi moderation

ISAT	Site/Campus
Finance, Economics and Accounting L4	Soshanguve
Fitting and Turning L2,4	Matlosana
	Rustenburg
Fitting and Turning L3	Iqhayiya
Fitting and Turning L3,4	Park Avenue
Hospitality L3	Pretoria
Information Technology and Computer Science L3	Rustenburg
Marketing L2	Msunduzi
Physical Science L2 P1	Seshego
Plumbing L2	Lebowakgomo

ISAT	Site/Campus
Primary Agriculture L2,4	Alice
Safety in Society L3	Pretoria
Tourism L2	Vereeniging Campus of Jeppe College

Inconsistencies in the marking and scoring of tasks were evident at sites. These ranged from minor errors in calculations to serious anomalies such as students being awarded marks for work they had not completed.

The following practices were observed:

Table 28: Challenges – marking and scoring of ISATs

ISAT	Site/Campus	Challenge
Civil Engineering and Building Construction L2	Atteridgeville	Marks awarded for work not done Calculation errors in rubric scores Incomplete rubrics
Civil Engineering and Building Construction L4	Kroonstad	Use of incorrect rubric deprived students of marks
	Tosa	Marking overly lenient
Community Oriented Primary Care L2	Kwa Thema	Marking overly lenient Failure to adhere to assessment criteria
Electrical Infrastructure Construction L4	City Campus of Northern Cape Urban	Rubric not used in assessment Marks awarded for tasks not done No marks awarded for developmental tasks
Electrical Infrastructure Construction L2	City Campus of Northern Cape Urban	Rubric not used for assessment
Electrical Infrastructure Construction L3	Vredenburg	No proof of fully functional product but marks allocated
Electrical Infrastructure Construction L4	Hillside View	ISAT not conducted under examination conditions Non-adherence to assessment criteria Full marks allocated for sections not done
Electrical Systems and Construction L3	Zwelitsha	Students assessed in groups owing to absence of consumables, but individual scores awarded
Engineering and Related Design L2	Ellis Park	Poor quality rubric led to imbalance of marks between process and product
Engineering and Related Design L4	Daveyton	Owing to unavailability of mass calculation equipment, a standard value provided by the educator was used instead of each learner determining the mass; resulted in an unacceptable deviation from task and thus invalid marks
	Sir Val Duncan	Marking overly generous
Finance, Economics and Accounting L4	Inanda	Incorrect marking
	Umlazi BB	Incorrect marking
Fitting and Turning L3	Iqhayiya	Owing to nature of task, no tangible product available for moderation
Hospitality L3	Protea	Marks awarded for tasks not submitted
	Welkom	Marking of some sections overly lenient Students not penalised for flouting recipe instructions

ISAT	Site/Campus	Challenge
Hospitality L4	Muizenberg	Marking not aligned with assessment criteria
	Pretoria	Scoring overly lenient and marks very high Some sections misinterpreted by assessor
	Protea	Marks awarded for tasks copied from source material and templates provided by assessor
Hospitality Services L2	Standerton	Marking overly lenient resulting in very high marks
Information Technology and Computer Science L2	Jouberton	Negative marking applied to some sections of ISAT
Management L2	Ildutywa	Students reassessed owing to their poor performance
Management L3	Engcobo	Tasks pertaining to one of the three subjects marked very leniently
Marketing L2	Msunduzi	Marking overly lenient, resulting in very high marks
Marketing L4	Umbumbulu	Inconsistent and lenient marking
Office Administration L2	Bloemfontein	Section of task not done because equipment unavailable and students penalised by not being awarded marks for this section
Office Administration L3	Botshabelo	Marking not aligned to assessment criteria
Office Administration L4	Botshabelo	Task not done because equipment was unavailable, but marks awarded
Personal Assistance L4	Heidelberg	Marking too lenient
	Tzaneen	Very lenient scoring Students assessed in groups Uniform individual scores, determined by performance of group
Physical Science L2 P1	Seshego	Incorrect rubric used
Physical Science L3 P1	Esikhawini	Poor quality rubrics leading to subjective marking and very high scores overall
Physical Science L4 P1	Esikhawini	Certain tasks incorrectly marked
Physical Science L3 P2	Ermelo	Duration of ISAT extended by half an hour
Plumbing L2	Lebowakgomo	Incorrect materials used for certain tasks Non-adherence to assessment criteria
Process Plant Operation L3	Mandeni	Incorrect calculation of marks
Public Health L2	Parow	Inconsistent and lenient marking
Tourism L2	Bitou	Incorrect mark allocation
	Highveld	Marking overly lenient
Tourism L4	Oudtshoorn	Subjective marking of certain sections
	Vereenigng Campus of Jeppe College	Subjective marking of certain sections
Transport and Logistics L3	Umbilo	Certain tasks omitted and total reduced accordingly
Welding L2,3	Seshego	Marking overly lenient Marks awarded for work not completed

3.2.5 Internal moderation

Seventy-five percent of the tasks that were externally moderated by Umalusi were also internally moderated. At 25 sites (39 ISATs), where tasks had not been completed or marking had not been done, no internal moderation took place (see table 29 below). At some sites, the marks had been internally moderated, while at others the products had been moderated. Even though a moderation instrument had been made available for the tasks, it was evident that internal moderation was often only implemented as a formality, i.e. the checklist was simply completed. In most instances, feedback to the assessor was not provided by the internal moderator, and dates on which moderation had taken place had not been recorded.

Table 29: Sites where internal moderation of ISATs had not been conducted at the time of Umalusi's visit

ISAT	Site/Campus
Civil Engineering and Building Construction L4	Kroonstad
Community Oriented Primary Care L2	Kwa Thema
Electrical Infrastructure Construction L2,4	Evander
	City Campus of Northern Cape Urban
Electrical Infrastructure Construction L4	Hillside View
Electrical Systems and Construction L2	Daveyton
Engineering and Related Design L3,4	Maake
Engineering and Related Design L4	Sir Val Duncan
Finance, Economics and Accounting L4	Inanda
	Umlazi BB
Fitting and Turning L4	Iqhayiya
Hospitality L2,3	Muizenberg
Hospitality Services L2,3	Witbank
Hospitality Services L2,4	Standerton
Management L2,3	Ildutywa
Management L4	Engcobo
Marketing L3	Boksburg
Marketing L4	Umbumbulu
Masonry L2,3	Esikhawini
Office Administration L3	Bloemfontein
Office Administration L4	Botshabelo
Physical Science L2 P1	Mokopane
Physical Science L3 P1	Esikhawini
Process Plant Operation L2,3	Mandeni
Safety in Society L2	Pretoria
Tourism L4	Highveld
Transport and Logistics L2,3	Esikhawini
Welding L2,3	Seshego

4. AREAS OF GOOD PRACTICE

In embracing the NC(V) curriculum and the ISAT component, some colleges have made a concerted effort to ensure that facilities, equipment and resources are available for the smooth implementation of the ISAT and ICASS activities. Furthermore, management at these sites was proactive in setting out realistic plans, supporting the lecturing staff and endeavouring to maintain a high standard of educational offering. External moderators were inspired by the good practices evident in the implementation of the practical component at several of the sites visited. These good practices were not limited to those seen in the administration of the ISATs.

Some good practices observed during Umalusi's external moderation:

At Vereeniging Campus of Jeppe College, an Assessment Administrator ensures ISAT and ICASS documents are in order.

Oudtshoorn Campus has a specific room with an organised filing system, dedicated to the storage of ISATs, PoEs and other related student assessments.

Outstanding work was noted at Johannesburg Campus for Physical Science. The lecturer has inspired science students at Levels 2, 3 and 4 and made them aware of the real possibilities of exciting careers in science. Her positive attitude and dedication are commendable.

The lecturer in Physical Science Level 3 at Ermelo Campus is vibrant and enthusiastic and students appear to be thriving under her tutelage, e.g. creative use of recycled glass jars to produce methylated spirit burners was observed.

At Moremogolo, the ISAT for New Venture Creation L2 had been consistently marked by all four educators. It was evident that they worked well as a team under the effective leadership of the Senior Lecturer and HOD. The ISATs for all students were very neat, well-structured and presented in a very professional manner. The campus has a well-equipped Academic Support Centre that was used to very good effect. The college had solicited the help of SETA interns to assist students with research. They also made academic support software such as PLATO and Ask Archie available to assist students in literacy and numeracy.

The dedication and enthusiasm of staff in the Primary Health Programme at Crawford Campus was inspirational. Excellent facilities were available for the implementation of the practical component: well-resourced classrooms, a stimulating training environment, e-learning facilities, a vegetable garden and a chicken run and coop.

Many colleges run a programme in partnership with the Swiss South African Cooperation Initiative (SSACI), called the "Workplace-based experience" (WBE). Students are assigned to workplaces to undergo a week's workplace experience during the holidays. Follow-up visits and post-assessments are conducted when the students return to class after

the holidays. This is an extremely worthwhile exercise as it not only provides students with exposure to the practical aspects of their courses, but also assists them in finding employment when they have completed their studies.

The Sibanesetfu Campus took pride in their role of facilitating learning and exposing learners to as much practical experience as possible in the various aspects of Marketing. The planning and execution of assessments was exemplary.

At Jouberton Campus, where the Information Technology and Computer Science L2 ISAT was moderated, staff and management of the college had taken great pride in their work. This was manifest in the neatness and comprehensive nature of the subject and ISAT files. This campus places great emphasis on efficient record keeping.

The planning and implementation of the Information Technology and Computer Science L3 and L4 ISATs at Crawford Campus was remarkable. Including the ISAT in the daily timetable seemed an excellent idea. This facilitated the management of the implementation of the ISAT throughout the academic year. The introduction of a Common Control File assisted in keeping all staff up to date in the conduct of ISATs. In some instances, parts of the process were completed before the planned time. Internal moderation started early in the year and was consistent throughout the year. Floating profiles were assigned to students to authenticate their work when they logged on to the college computer systems.

At Tzaneen Campus, evidence for the Personal Assistance L4 ISAT was presented in the form of a DVD. This provided a clear account of the proceedings, showing the progress of the event from beginning to end. The quality of the students' work was impressive. The event in question was a huge undertaking, during which their hosts during work-based experience were acknowledged and thanked. The entire event was planned and organised by the students themselves.

Lecturers at Northern Cape Urban College (City Campus) were regularly sent for training to the De Beer Training centre to keep abreast of trends in the industry.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

5.1 Quality of tasks/tools

The quality of tasks remains a cause for concern. The following areas require attention in some of the tasks:

- Expired and defective ISATs should be revised as a matter of urgency.

- The compilers of the ISAT should ensure that tasks include new trends in the field of study and that up-to-date information is used.

- Tasks should be planned to accommodate campuses in rural areas and small towns, as some facilities are unavailable to students.

- More practical work, spread over more topics, should be included to ensure that a broader spectrum of the syllabus is covered in the ISAT.

- Tasks should be interesting and practical in nature. Tasks or sections of tasks should not resemble theoretical questions similar to those in examination question papers.

- Tasks should be challenging and have the potential to promote experiential learning.

- Cognisance should be taken of the impact of technological changes in commerce and industry, e.g. some information/documentation can only be obtained electronically.

- Where an artefact is to be produced, a prototype should be created to ensure that the task is feasible.

- Contrived scenarios should be avoided, as they hinder learning.

- Tasks should be focused on individual rather than group activities.

- Progression from one level to the next should be evident.

- Tasks should be economical, especially where consumables and large groups are involved.

- Time frames in which to complete tasks should be realistic.

- Rubrics for tasks/tools should provide clear instructions.

- The assessment tool should be appropriate for the task.

- Some assessment tools need refining to ensure consistent and reliable marking.

- Additional checklists are required to clarify criteria and to facilitate reliable and effective marking.

- Rubrics should be carefully crafted to ensure that scoring is balanced and that students do not earn high marks without having to complete any practical activity.

- Careful attention should be given to rubrics to avoid duplication of criteria.

- Rubrics/marking guidelines and tasks should correspond to avoid confusion.

5.2 Planning for conduct

There were a number of campuses that had no plans in place, or that did not adhere to the planned schedule. At a number of sites, planning was threatened by student unrest/ strike action.

Colleges should be realistic and take the facilities and resources into consideration when enrolling students. Overcrowded and under-resourced campuses cannot provide effective teaching and learning as they lack capacity to conduct ICASS and ISAT activities.

Advanced planning for ISATs is essential, as the provision of facilities, equipment and consumables is dependent on the college budget and procurement procedures. It is incumbent upon the DHET to ensure that colleges receive the ISATs and directives regarding these in good time. In the case of some programmes/subjects, new ISATs were distributed to colleges as late as September 2014, forcing these colleges to plan at short notice. At some campuses, lecturers decided to change over to the new ISATs although work had already begun on the expired ISATs, while at others the decision was taken to continue with the expired ISATs. This had a detrimental effect on the reliability of the examination.

5.3 Implementation of ISATs

In general, campuses that planned well and could provide the required facilities, equipment and consumables experienced a smooth implementation of the ISATs. Sites with poor plans and that were under-resourced or overcrowded experienced problems such as delays in the implementation process, deviations from the ISAT specifications and frustration among lecturers who were required to conduct multiple sessions of the same task. The implementation of some ISATs required the presence of more than one invigilator as a result of the nature of the assessment task. It is recommended that in general more staff should be on duty in ISAT venues.

Erratic attendance, unpunctuality and absenteeism among students affected the completion of ISATs. Lecturer and student unrest has also had an impact on the implementation and completion of ISATs this year.

At some campuses, very little practical work was completed prior to the ISAT tests and this was evident during the ISAT implementation. Students should have acquired a sound knowledge of the principles, practices and procedures, as well as of the practical application of the subject concerned before the implementation of the ISAT. The ISAT is the ultimate test of a student's competence in the field of study and should be accorded the status it deserves.

Colleges should also ensure that the dress code of the particular profession/industry is observed during ISAT implementation.

5.4 Quality and standard of marking and scoring

Assessors should engage with the assessment tools before embarking on the marking process. At colleges where there is more than one assessor a marking guideline meeting should be held to address marking and scoring issues. Marking should be consistent across tasks, as well as across campuses. It is imperative that assessors refrain from engaging in any unethical practices and care should be taken to prevent subjective and overly lenient marking.

5.5 Quality and standard of moderation

Although the majority of sites conducted internal moderation, this was not always satisfactory. Internal moderation is under-valued at some sites and is conducted simply as a formality. Shadow moderation, verification of marks and checklist audit moderation does not add any value to the internal moderation process. Colleges should establish processes to ensure that the conduct of each ISAT is moderated in an effective manner so as to enhance the standards of assessment.

5.6 Training and development

Lecturers require continual professional development as changes and developments occur in business/industry. Special attention should be given to:

- New trends, developments, machinery, equipment and methods
- Use of equipment and machinery
- Use of multi-media.

Networking with other campuses or colleges can also be useful.

6. CONCLUSION

The quality of tasks remains a cause for concern. Expired or defective ISATs should be revised as a matter of urgency by a team of subject experts from business/industry and education, well in advance of their intended implementation date.

It is imperative that the ISATs are aligned with what is expected from learners when they enter business and industry. It is important that stakeholders reach consensus on what an ISAT should entail at the three different levels of the NC(V).

The DHET should ensure that tasks/tools are reviewed by engaging all stakeholders in the assessment process. This would prevent any shortcomings from being continued through the three-year ISAT cycle.

While most colleges planned carefully and implemented the conduct of ISATs according to the specifications, and completed the tasks on time, setbacks were experienced at some colleges.

A lack of facilities, resources and consumables resulted in some sites not being able to implement the ISATs on time and/or not according to the specifications. Other factors contributing to poor outcomes included erratic attendance of classes, student absenteeism and lecturer and student unrest. Poor planning also played a part in the unsatisfactory implementation and completion of ISATs at some colleges.

Poor quality tasks and/or tools led to improvisation and in some cases misinterpretation of tasks and/or tools by educators. This had a detrimental effect on the conduct of the ISATs at some sites. The quality and standard of marking and internal moderation at some campuses is also cause for concern. Unethical practices in assessment were observed at some sites. Subjective and lenient marking was evident at a number of sites. The sites in question should refrain from such practices as they undermine the integrity of assessment and of the NC(V) qualification as a whole.

Internal moderation has been neglected at many colleges, and this was evident from the poor moderation records.

At some sites, staff went out of their way to ensure that the practical component was well managed and in so doing closed the gap between the world of work and the classroom.

Ongoing training and development, together with good management, must be implemented to improve the quality of assessment and moderation of ISATs and to ensure the credibility of this component of the external examinations.

Chapter 4

Discussion of Marking Guidelines and Verification of Marking

1. INTRODUCTION AND PURPOSE

A core responsibility of an assessment body is to verify the standard of assessment by testing the accuracy and consistency of marking. External verification of marking by Umalusi serves to monitor marking in order to ensure that it is conducted according to agreed and established practices and standards and that it is consistent and accurate.

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

Marking of the NC(V) Level 4 examination scripts was conducted at two central venues, namely the Asherville Campus of Thekwini College and the Springs Campus of Ekurhuleni East College. Level 4 subjects with high enrolments were marked at both marking centres.

Umalusi confirmed the readiness of the Asherville and Springs marking centres before the marking process began (this is reported on in Section 4: Monitoring the conduct of examinations).

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

The purpose of this chapter is to report on:

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

2. SCOPE AND APPROACH

2.1 Marking guideline discussions

Umalusi deployed 57 moderators to attend the marking guideline discussions of a sample of 56 subjects (62 question papers). A total of 21 moderators were deployed to the Asherville marking centre and 36 to the Springs marking centre on 3 December 2014.

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

No	Subject
1	Advanced Plant Production L4
2	Advertising and Promotions L4
3	Afrikaans FAL L4 P1
4	Afrikaans FAL L4 P2
5	Agribusiness L4
6	Applied Accounting L4 P1
7	Applied Accounting L4 P2
8	Applied Engineering Technology L4
9	Applied Policing L4
10	Automotive Repair and Maintenance L4
11	Business Practice L4
12	Client Service and Human Relations L4
13	Computer Integrated Manufacturing L4
14	Computer Programming L4 P1
15	Construction Supervision L4
16	Consumer Behaviour L4
17	Criminal Justice Process L4
18	Data Communication and Networking L4
19	Economic Environment L4
20	Electrical Principles and Practice L4
21	Electrical Systems and Construction L4
22	Electrical Workmanship L4
23	Electronic Control and Digital Electronics L4
24	Electrotechnology L4
25	Engineering Processes L4
26	English FAL L4 P1
27	English FAL L4 P2
28	Financial Management L4
29	Fitting and Turning L4
30	Food Preparation L4
31	Governance L4
32	Hospitality Generics L4
33	Human and Social Development L4
34	Law Procedures and Evidence L4
35	Learning Psychology L4
36	Life Orientation L4 P1
37	Life Orientation L4 P2
38	Management Practice L4
39	Marketing L4

No	Subject
40	Marketing Communication L4
41	Masonry L4
42	Mathematical Literacy L4 P1
43	Mathematical Literacy L4 P2
44	Mathematics L4 P1
45	Mathematics L4 P2
46	Mechatronic Systems L4
47	New Venture Creation L4
48	Office Data Processing L4
49	Office Practice L4
50	Operations Management L4
51	Personal Assistance L4
52	Physical Science L4 P1
53	Plumbing L4
54	Process Technology L4
55	Professional Engineering Practice L4
56	Project Management L4
57	Science of Tourism L4
58	Sustainable Tourism in South Africa and International Travel L4
59	Systems Analysis and Design L4
60	Tourism Operations L4
61	Transport Economics L4
62	Transport Operations L4

The DHET examinations unit appointed a chief marker, an internal moderator and markers for each Level 4 subject at the two centralised venues, in accordance with the enrolment numbers. The Level 4 marking guideline discussion meetings held at Asherville and Springs were attended by the chief markers, internal moderators, markers and external moderators (where applicable). No joint marking guideline discussions were held for subjects that were marked at both venues. Umalusi's moderators played an important role in the confirmation of proposed changes to marking guidelines and the sample marking process.

Umalusi deployed 23 moderators to verify the marking of a sample of Level 2 scripts in 10 subjects (14 question papers) and of a sample of Level 3 scripts in 10 subjects (13 question papers) at one of the centralised venues, Asherville.

With respect to Level 4, Umalusi deployed 71 moderators to verify the marking at the Asherville and Springs marking centres. In all, the marking of 66 of the 72 Level 4 subjects was verified; in some subjects this included both Paper 1 and Paper 2. In some instances, different moderators were responsible for different papers in one subject. In the case of two subjects, namely Management Practice L4 and Multimedia Service L4, the marking

was verified although the question papers and marking guidelines were not externally moderated.

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

The selection of scripts for verification of marking was based on the principle of including as many provinces and examination centres as possible in the verification process. The sample of scripts covered the full range of candidate performance. The three tables that follow provide information on the subjects, the number of provinces and the sites included in Umalusi's verification sample.

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

- Since the external moderators each visited only one of the two marking centres, only the marking of scripts from the provinces marked at the particular marking centre could be verified.

- Certain subjects, e.g. Transport Operations and Transport Economics, are offered at a limited number of centres and only in certain provinces.

- The marking had not been completed in certain provinces by the time external moderation took place.

- The late submission/arrival of scripts at the marking centre.

In addition, Umalusi staff:

- Monitored the marking venues before the marking process

- Scanned chief markers'/internal moderators' marking reports from Levels 2, 3, and 4 where available. (This is reported on in Chapter 5.)

Table 31: NC(V) Verification of marking L2: Number of centres per subject per province

NC(V) subject	Number of provinces	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
English FAL L2 P1	9	2	1	1	2	2	2	3	1	1
English FAL L2 P2	9	1	2	3	2	3	1	2	1	2
Food Preparation L2	9	2	2	2	3	2	2	2	1	2
Introduction to Policing Practices L2	7	2	2	3	2	1	0	0	1	2
Life Orientation L2 P2 Moderator A	9	1	1	1	2	1	1	1	1	1
Life Orientation L2 P2 Moderator B	9	1	3	2	1	2	2	3	2	2

Table 31: NC(V) Verification of marking L2: Number of centres per subject per province (continued)

NC(V) subject	Number of provinces	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Life Orientation L2 P2 Moderator C	8	2	2	1	1	0	1	1	1	1
Marketing Communication L2	7	4	3	1	1	1	1	0	0	3
Mathematical Literacy L2 P1	9	2	2	2	2	1	1	1	2	2
Mathematical Literacy L2 P2	9	2	1	2	2	1	2	1	1	2
Mathematics L2 P1	9	3	2	2	2	2	3	1	1	2
Mathematics L2 P2	9	2	2	3	2	2	2	1	1	2
New Venture Creation L2	9	2	2	2	2	1	2	2	2	3
Physical Science L2 P1	6	0	1	2	1	1	1	0	0	1
Physical Science L2 P2	8	1	3	1	1	1	1	1	0	1
Principles of Criminal Justice L2	7	2	1	3	1	1	0	0	1	2

Table 32: NC(V) Verification of marking L3: Number of centres per subject per province

NC(V) subject	Number of provinces	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Engineering Graphics and Design L3 P1	6	1	0	2	1	2	1	0	0	1
Engineering Graphics and Design L3 P2	6	1	0	2	1	2	1	0	0	1
English FAL L3 P1	9	1	2	1	1	1	1	2	2	1
English FAL L3 P2	9	1	1	1	1	2	1	1	1	1
Financial Management L3	9	2	2	2	3	2	2	2	2	2
Life Orientation L3 P1 Moderator A	7	1	1	2	0	1	1	1	0	1
Life Orientation L3 P1 Moderator B	9	2	2	1	1	1	1	1	1	1
Mathematical Literacy L3 P1	7	1	1	1	2	2	0	1	0	1
Mathematics L3 P1	8	1	1	1	1	1	1	0	1	2
Mathematics L3 P2	9	2	1	1	1	1	1	1	1	1
Public Health L3	7	1	1	4	0	0	1	1	1	2
The Human Body and Mind L3	6	1	1	4	0	0	1	0	1	2
The South African Health Care System L3	7	1	1	4	0	0	1	1	1	2
Tourism Operations L3	9	1	1	3	1	1	1	2	1	1

Table 33: NC(V) Verification of marking L4: Number of centres per subject per province

NC(V) subject	Number of provinces	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Advanced Plant Production L4	7	1	1	1	3	1	1	1	0	0
Advertising and Promotions L4	8	2	1	1	1	1	1	1	0	1
Afrikaans FAL L4 P1	2	0	0	0	0	0	0	0	3	4
Afrikaans FAL L4 P2	2	0	0	0	0	0	0	0	3	6
Agribusiness L4	7	1	1	1	4	2	1	1	0	0
Animal Production L4	7	2	1	1	4	2	1	1	0	0
Applied Accounting L4 P1	5	1	3	0	4	0	0	0	1	2
Applied Engineering Technology L4	4	0	0	4	0	4	4	3	0	0
Applied Policing L4	6	3	1	3	5	1	0	0	0	6
Art and Science of Teaching L4	7	1	1	1	2	1	0	0	1	1
Automotive Repair and Maintenance L4	7	3	0	2	3	2	4	2	0	3
Business Practice L4	4	0	0	3	0	3	3	2	0	0
Client Service and Human Relations L4	4	0	0	4	0	6	1	1	0	0
Computer Integrated Manufacturing L4	4	2	0	4	0	1	0	0	0	1
Computer Programming L4 P1	9	1	2	2	1	1	1	2	1	1
Concrete Structures L4	1	0	0	3	0	0	0	0	0	0
Construction Planning L4	9	1	1	2	1	2	1	2	1	1
Construction Supervision L4	9	2	2	2	3	3	2	2	1	2
Consumer Behaviour L4	7	3	1	5	2	0	1	1	0	2
Contact Centre Operations L4	7	1	2	1	1	1	0	1	0	1
Criminal Justice Process L4	6	3	1	4	4	2	0	0	0	6
Data Communication and Networking L4	9	1	1	1	1	1	1	1	1	1
Economic Environment L4	9	1	1	1	2	1	1	1	1	1
Electrical Principles and Practice L4	4	0	0	1	0	1	1	2	0	0
Electrical Systems and Construction L4	4	0	0	3	0	3	2	1	0	0
Electrical Workmanship L4	4	0	0	7	0	3	4	3	0	0
Electronic Control and Digital Electronics L4	4	0	0	1	0	2	5	2	0	0
Electrotechnology L4	4	2	0	4	0	1	0	0	0	1
Engineering Fabrication – Boiler Making L4	4	0	0	5	0	1	1	3	0	0
Engineering Processes L4	4	0	0	3	0	3	1	2	0	0
English FAL L4 P1	5	0	0	2	0	2	0	2	1	1
English FAL L4 P2	4	0	0	2	0	1	0	1	0	3
Farm Planning and Mechanisation L4	5	2	1	0	3	1	0	1	0	0

Table 33: NC(V) Verification of marking L4: Number of centres per subject per province (continued)

NC(V) subject	Number of provinces	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Financial Management L4	8	1	1	1	1	1	1	2	0	1
Fitting and Turning L4	9	1	1	1	1	1	1	1	1	2
Food Preparation L4	9	2	2	2	3	2	2	2	1	2
Governance L4	5	2	0	2	1	1	0	0	0	3
Hospitality Generics L4	9	3	1	3	3	2	2	2	1	2
Human and Social Development L4	7	2	2	1	4	1	0	0	2	3
Law Procedures and Evidence L4	6	2	1	3	3	2	0	0	0	2
Learning Psychology L4	6	2	2	3	7	0	0	0	1	2
Life Orientation L4 P1	4	3	2	0	3	0	3	0	0	0
Life Orientation L4 P2	4	7	1	0	6	0	3	0	0	0
Management Practice L4	9	1	1	4	1	2	1	1	1	1
Marketing Communication L4	8	2	1	4	2	2	3	2	0	2
Marketing L4	5	3	0	1	3	3	0	0	0	3
Masonry L4	9	2	1	1	3	2	1	2	1	1
Materials L4	9	1	1	1	1	1	1	1	1	1
Mathematical Literacy L4 P1	3	3	0	0	10	0	6	0	0	0
Mathematical Literacy L4 P2	4	2	2	0	3	0	2	0	0	0
Mathematics L4 P1	4	7	2	0	3	0	2	0	0	0
Mathematics L4 P2	4	3	3	0	5	0	6	0	0	0
Mechatronic Systems L4	4	2	0	4	0	1	0	0	0	2
Multimedia Service L4	5	0	0	2	2	2	2	2	0	0
New Venture Creation L4	4	0	0	3	0	2	3	2	0	0
Office Data Processing L4	6	0	2	2	0	3	1	3	1	0
Office Practice L4	6	0	1	3	0	3	3	3	1	0
Operations Management L4	9	1	1	4	1	2	1	4	1	4
Personal Assistance L4	4	0	0	3	0	2	1	2	0	0
Physical Science L4 P1	8	1	3	3	2	2	2	1	0	1
Physical Science L4 P2	7	1	1	0	2	2	3	1	0	1
Plumbing L4	8	1	1	2	4	2	1	0	1	1
Process Chemistry L4	2	0	0	1	0	1	0	0	0	0
Process Control L4	3	0	0	1	1	1	0	0	0	0
Process Technology L4	3	0	0	1	1	1	0	0	0	0
Professional Engineering Practice L4	5	4	2	0	5	0	0	0	2	5
Project Management L4	5	3	1	0	1	0	0	0	1	4
Science of Tourism L4	6	2	1	3	2	2	0	0	0	3

NC(V) subject	Number of provinces	Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape
Sustainable Tourism in SA and International Travel L4	9	1	1	3	2	1	1	1	1	2
System Analysis and Design L4	7	2	2	1	3	4	0	1	0	1
Tourism Operations L4	9	1	1	2	4	2	1	1	1	2
Transport Economics L4	4	0	0	1	2	2	0	1	0	0
Transport Operations L4	4	0	0	1	2	1	0	1	0	0
Welding L4	6	0	3	0	2	3	2	1	0	2

3. FINDINGS

3.1 Marking guideline discussions

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

Table 34: Findings of marking guideline discussions for NC(V) Level 4

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance of markers, chief markers and internal moderators at the marking guideline discussion meeting	The required chief marker and internal moderator were in attendance in all the subjects listed (77%).	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1 and P2 Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Applied Policing L4 Business Practice L4 Client Service and Human Relations L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Processes L4 English FAL L4 P1 and P2

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance of markers, chief markers and internal moderators at the marking guideline discussion meeting (continued)	The required chief marker and internal moderator were in attendance in all the subjects listed (77%). (continued)	Financial Management L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L4 P1 and P2 Management Practice L4 Marketing L4 Masonry L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Personal Assistance L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	In two subjects, the chief marker did not attend the marking guideline discussion.	Human and Social Development L4 Physical Science L4 P1
	In 19% of subjects the internal moderator did not attend the marking guideline discussion.	Automotive Repair and Maintenance L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Economic Environment L4 Electrical Systems and Construction L4 Learning Psychology L4 Marketing Communication L4 Mechatronic Systems L4 Office Practice L4 Plumbing L4 Process Technology L4 Professional Engineering Practice L4
	Not all those attending the meeting were punctual. Meetings were delayed or started without participants in 17% of subjects.	Advertising and Promotions L4 Agribusiness L4 Business Practice L4 Computer Integrated Manufacturing L4 Consumer Behaviour L4 Life Orientation L4 P1 and P2 Mathematics L4 P2 New Venture Creation L4 Office Practice L4 Sustainable Tourism in SA and International Travel L4
	The required number of markers was not appointed/not available for the marking of the subjects listed. This meant that there were not enough markers in 27% of the subjects.	Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance of markers, chief markers and internal moderators at the marking guideline discussion meeting (continued)	The required number of markers was not appointed/not available for the marking of the subjects listed. This meant that there were not enough markers in 27% of the subjects. (continued)	Electronic Control and Digital Electronics L4 Engineering Processes L4 Food Preparation L4 Human and Social Development L4 Learning Psychology L4 Marketing Communication L4 Mechatronic Systems L4 New Venture Creation L4 Office Practice L4 Science of Tourism L4 Tourism Operations L4
	In 30% of the subjects, some markers were absent.	Advertising and Promotions L4 Applied Engineering Technology L4 Business Practice L4 Criminal Justice Process L4 Hospitality Generics L4 Human and Social Development L4 Life Orientation L4 P1 and P2 Management Practice L4 Masonry L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 New Venture Creation L4 Office Practice L4 Personal Assistance L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4
	Appointments of marking personnel were not made in time. In the subjects listed this resulted in marking personnel being unprepared or absent.	Economic Environment L4 Electrotechnology L4 Hospitality Generics L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 P1 Marketing L4 Mathematics L4 P1 and P2 Office Practice L4 Operations Management L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4
	40% of the marking personnel did not receive their appointment letters before the marking guideline discussions.	Advertising and Promotions L4 Agribusiness L4 Applied Policing L4 Business Practice L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Consumer Behaviour L4 Data Communication and Networking L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance of markers, chief markers and internal moderators at the marking guideline discussion meeting (continued)	40% of the marking personnel did not receive their appointment letters before the marking guideline discussions. (continued)	Electrotechnology L4 Human and Social Development L4 Life Orientation L4 P1 Management Practice L4 Marketing Communication L4 Marketing L4 Mathematics L4 P1 and P2 Mechatronic Systems L4 New Venture Creation L4 Office Practice L4 Personal Assistance L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4
Conduct of the marking guideline discussion	The discussions were chaired by the chief marker in all instances, except in the case of the subjects listed below:	
	• Marking guideline discussion was chaired by the internal moderator.	Office Data Processing L4 Physical Science L4 P1 Plumbing L4
	• Marking guideline discussion was chaired by the external moderator.	Business Practice L4 Computer Integrated Manufacturing L4 Criminal Justice Process L4 Electrotechnology L4 Human and Social Development L4 Masonry L4 Process Technology L4 Sustainable Tourism in SA and International Travel L4
	• There was no designated chair of the meeting.	Marketing Communication L4
	• The chief marker refused to attend the meeting.	Learning Psychology L4
Problems regarding inexperienced markers and markers who did not teach the subject	The last minute appointment of markers occurred without consideration being given to their experience and qualifications.	Applied Accounting L4 P1
	Internal moderator did not lecture in the subject.	Applied Policing L4
	Markers did not lecture in the subject.	Applied Policing L4 Business Practice L4 Human and Social Development L4
	Internal moderator and chief marker had not taught Life Orientation in the current year.	Life Orientation L4 P2
	The chief marker was a novice marker who did not understand the marking process/duties of a chief marker.	Electrical Systems and Construction L4

Aspects	Findings and challenges	Subjects
	The chief marker and internal moderator were unsure of which processes to follow.	Marketing L4
Recommended changes to the question paper and marking guidelines effected	External moderators' changes were made in the majority of subjects. However some of the recommended changes were not made in the subjects listed.	Computer Programming L4 P1 Marketing Communication L4 Office Data Processing L4
	The wrong marking guidelines were provided by the DHET. In some instances, these were the unmoderated versions. The incorrect versions did not match the question papers.	Office Data Processing L4 Systems Analysis and Design L4
Preparedness of markers and chief markers	The chief markers/internal moderators of 54% of the subjects marked a sample of scripts before the meeting.	Advertising and Promotions L4 Afrikaans FAL L4 P1 and P2 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Applied Policing L4 Automotive Repair and Maintenance L4 Business Practice L4 Computer Programming L4 P1 Consumer Behaviour L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 English FAL L4 P1and P2 Financial Management L4 Fitting and Turning L4 Governance L4 Hospitality Generics L4 Life Orientation L4 P1and P2 Masonry L4 Mathematical Literacy L4 P1and P2 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Physical Science L4 P1 Process Technology L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	The chief markers and/or internal moderator **did not mark** a sample of scripts before the marking guideline discussion and were thus unprepared (46%).	Advanced Plant Production L4 Agribusiness L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Construction Supervision L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Engineering Processes L4 Food Preparation L4

Aspects	Findings and challenges	Subjects
Preparedness of markers and chief markers (continued)	The chief markers and/or internal moderator **did not mark** a sample of scripts before the marking guideline discussion and were thus unprepared (46%). (continued)	Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Management Practice L4 Marketing Communication L4 Marketing L4 Mathematics L4 P1and P2 Mechatronic Systems L4 Operations Management L4 Personal Assistance L4 Professional Engineering Practice L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4
	In only 21% of the subjects had those attending the marking guideline discussion prepared their own marking guideline.	Afrikaans FAL L4 P1and P2 Applied Engineering Technology L4 Data Communication and Networking L4 Electrotechnology L4 Marketing Communication L4 Masonry L4 Office Data Processing L4 Physical Science L4 P1 Science of Tourism L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Not all participants from the listed subjects came prepared to the marking guideline discussion (79%).	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Policing L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1and P2 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Human and Social Development L4 Law Procedures and Evidence L4

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Preparedness of markers and chief markers (continued)	Not all participants from the listed subjects came prepared to the marking guideline discussion (79%). (continued)	Learning Psychology L4 Life Orientation L4 P1 and P2 Management Practice L4 Marketing L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 Mechatronic Systems L4 New Venture Creation L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Professional Engineering Practice L4 Project Management L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Plumbing L4
Adjustments to marking guidelines	In 58% of the subjects, marking guidelines were adjusted before the marking guideline discussion, mostly during the meeting between the chief marker and internal moderator.	Advertising and Promotions L4 Afrikaans FAL L4 P1 Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Applied Policing L4 Client Service and Human Relations L4 Computer Programming L4 P1 Consumer Behaviour L4 Criminal Justice Process L4 English FAL L4 P1and P2 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Life Orientation L4 P1and P2 Management Practice L4 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 P1and P2 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Physical Science L4 P1 Process Technology L4 Professional Engineering Practice L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Economics L4
	Marking guidelines for 69% of the subjects were adjusted during the marking guideline discussion meetings.	Advertising and Promotions L4 Agribusiness L4 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Business Practice L4

Aspects	Findings and challenges	Subjects
Adjustments to marking guidelines (continued)	Marking guidelines for 69% of the subjects were adjusted during the marking guideline discussion meetings. (continued)	Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Processes L4 English FAL L4 P1and P2 Food Preparation L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 P1 and P2 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematics L4 P1and P2 Mechatronic Systems L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Process Technology L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4
	No marking guideline adjustments were made in the subjects listed.	Advanced Plant Production L4 Afrikaans FAL L4 P2 Data Communication and Networking L4 Electrical Systems and Construction L4 Plumbing L4 Transport Operations L4
Sample marking	No sample marking occurred after the meeting as scripts and marking guidelines were not available, or there were no markers present.	Learning Psychology L4
	No sample marking occurred.	Physical Science L4 P1 Process Technology L4
	Sample marking took place after the marking guideline had been discussed in 89% of subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1 and P2 Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Sample marking (continued)	Sample marking took place after the marking guideline had been discussed in 89% of subjects. (continued)	Applied Policing L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 and P2 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 P1 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1and P2 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Plumbing L4 Professional Engineering Practice L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Each marker marked a copy of the same script to establish consistency in marking.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1 and P2 Agribusiness L4 Applied Accounting L4 P1 and P2 Applied Engineering Technology L4 Applied Policing L4 Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Computer Programming L4 P1

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Sample marking (continued)	Each marker marked a copy of the same script to establish consistency in marking. (continued)	Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 and P2 Financial Management L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 P1 Management Practice L4 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 New Venture Creation L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Professional Engineering Practice L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Markers did not mark a copy of the same script in the subjects listed.	Business Practice L4 Fitting and Turning L4 Marketing L4 Project Management L4
	Each marker received a sample of scripts to mark from a range of centres, except in the subjects listed.	Advanced Plant Production L4 Afrikaans FAL L4 P1 and P2 Agribusiness L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electronic Control and Digital Electronics L4

Aspects	Findings and challenges	Subjects
Sample marking (continued)	Each marker received a sample of scripts to mark from a range of centres, except in the subjects listed. (continued)	Financial Management L4 Governance L4 Hospitality Generics L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 P2 Management Practice L4 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 Mechatronic Systems L4 New Venture Creation L4 Operations Management L4 Professional Engineering Practice L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
Adherence to marking guidelines during sample marking and performance of markers	Accurate marking was evident in 68% of the subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1 and P2 Agribusiness L4 Applied Accounting L4 P2 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Business Practice L4 Computer Integrated Manufacturing L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Workmanship L4 Engineering Processes L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 Mechatronic Systems L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Project Management L4

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Adherence to marking guidelines during sample marking and performance of markers (continued)	Accurate marking was evident in 68% of the subjects. (continued)	Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Average or poor marking was reported in the subjects listed.	Applied Accounting L4 P1 Applied Policing L4 Client Service and Human Relations L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 P1and P2 Management Practice L4 Operations Management L4 Professional Engineering Practice L4 Project Management L4 Plumbing L4
Standard of internal moderation during sample marking	The internal moderation of the sample marking was rated as good in the subjects listed (67%).	Afrikaans FAL L4 P1 and P2 Agribusiness L4 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Engineering Processes L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Management Practice L4 Marketing Communication L4 Marketing L4 Masonry L4 Mathematical Literacy L4 P1 and P2 New Venture Creation L4 Office Data Processing L4 Personal Assistance L4 Professional Engineering Practice L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Standard of internal moderation during sample marking (continued)	However, the following concerns were recorded:	
	There was an average standard of internal moderation in the subjects listed.	Advanced Plant Production L4 Applied Policing L4 Electronic Control and Digital Electronics L4 Operations Management L4 Project Management L4
	No internal moderation was conducted in 21% of subjects.	Advertising and Promotions L4 Applied Accounting L4 P1 and P2 Business Practice L4 Computer Programming L4 P1 Electrotechnology L4 Hospitality Generics L4 Life Orientation L4 P1 Mechatronic Systems L4 Office Practice L4 Physical Science L4 P1 Process Technology L4 Systems Analysis and Design L4
Measures to address inconsistencies in marking and calculation errors	In most subjects the external moderator, chief marker and internal moderator played an important role in countering inconsistencies and guiding markers. Examination assistants were also employed to check calculations.	
Guidance and training provided to markers during sample marking	No guidance was provided in the two subjects listed.	Agribusiness L4 Advanced Plant Production L4
Complaints about questions that were ambiguous, or beyond the scope of the curriculum or level	There were few complaints about ambiguous questions or questions beyond the scope of the subject. However, in the case of the subjects listed, some questions were regarded as ambiguous, unfair or beyond the scope of the subject.	Engineering Processes L4 Management Practice L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Project Management L4
Conduct of markers	In general, markers' conduct was professional and exemplary. However, in the subjects listed, markers behaved unacceptably by arriving late or leaving early, or both.	Computer Integrated Manufacturing L4
	The chief marker was not prepared to have a discussion/meeting and no marking guideline discussion was held.	Learning Psychology L4
	There was evidence of poor time management and lack of supervision by chief marker and high levels of noise in venue.	Life Orientation L4 P2

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Minutes of marking guideline discussion and a copy of the adjusted marking guideline were submitted to marking centre manager	The minutes of the marking guideline discussions for most subjects were submitted to the marking centre manager. However, the minutes for the subjects listed had not been submitted to the marking centre manager at the time of verification as they were being finalised. These will be submitted.	Advertising and Promotions L4 Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Consumer Behaviour L4 Economic Environment L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Financial Management L4 Marketing Communication L4 Masonry L4 Mathematics L4 P1 and P2 New Venture Creation L4 Operations Management L4 Physical Science L4 P1
	There were no minutes of marking guideline discussions.	Learning Psychology L4 Plumbing L4
Specific concerns, general remarks and observations	Marking guideline discussions did not start at the scheduled time of 11:00; some started at 8:00.	Applied Accounting L4 P1 and P2 Applied Policing L4 Governance L4 Hospitality Generics L4 Life Orientation L4 P1and P2 Professional Engineering Practice L4 Project Management L4
	Marking guideline discussions did not start on the scheduled day; they were conducted the day before. This meant that external moderators were not present.	Law Procedures and Evidence L4 Plumbing L4
	There were numerous complaints about the Springs marking centre. For instance, the process of printing and distributing question papers and marking guidelines was not effectively managed. For example, by 16:40 photocopied versions of sample scripts were still not available and logistical arrangements at the centre were poor.	Economic Environment L4
	Confusion in terms of the venue allocated to the subject (not listed on notice boards as for other subjects).	Data Communication and Networking L4
	The general state at the marking centre at Springs was somewhat chaotic.	Computer Integrated Manufacturing L4
	The template for minutes was handed out only on the day of the meeting/ long after the meeting.	Marketing Communication L4
	Poor security measures had been taken regarding question papers, such as unlocked venues. This is a cause for concern.	Office Data Processing L4 Office Practice L4 Operations Management L4 Sustainable Tourism in SA and International Travel L4

Table 34: Findings of marking guideline discussions for NC(V) Level 4 (continued)

Aspects	Findings and challenges	Subjects
Specific concerns, general remarks and observations (continued)	Complaints about shared venues were noted. The fact that marking venues were shared by between two and six subjects caused a great deal of disturbance and disrupted meetings and sample marking.	Advanced Plant Production L4 Construction Supervision L4 Electrical Workmanship L4 Food Preparation L4 Personal Assistance L4
	Three appointees from the same college and campus were responsible for the three subjects from Transport and Logistics. They alternated roles as marker, internal marker, and chief marker, affecting the integrity of the process.	Transport Economics L4
Improved practice	An improvement in the marking process since last year was observed. Many markers worked out their own marking guidelines. This ensured an effective, fruitful marking discussion.	
	All the markers lectured in Life Orientation – Life Skills at Level 4; this is a great improvement on previous years, when some markers and a chief marker did not lecture in the subject.	Life Orientation L4 P1

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

The findings of the verification of the marking of the 20 selected NC(V) Level 2 and 3 subjects are captured in the table below.

Table 35: Findings of the verification of marking of NC(V) Level 2 and Level 3

Criteria	Findings and challenges	Subjects
Availability of scripts for moderation	Scripts for verification were received from all the applicable centres.	Financial Management L3
	Not all the scripts for verification of marking were received or were available for moderation on the date of the external moderation.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 English FAL L3 P1 and P2 Food Preparation L2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 New Venture Creation L2 Physical Science L2 P1 and P2

Table 35: Findings of the verification of marking of NC(V) Level 2 and Level 3 (continued)

Criteria	Findings and challenges	Subjects
Availability of scripts for moderation (continued)	Not all the scripts for verification of marking were received or were available for moderation on the date of the external moderation. (continued)	Principles of Criminal Justice L2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3
Marking guideline discussion	Evidence that marking guideline discussions had been held was available in the form of minutes from some centres, as listed.	English FAL L2 P2 English FAL L3 P1 Financial Management L3 Introduction to Policing Practices L2 Life Orientation L2 P2 Mathematics L3 P1and P2 New Venture Creation L2 Physical Science L2 P1 and P2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3
	There was no evidence that marking guideline discussions had been held in 50% of the subjects.	Engineering Graphics and Design L3 English FAL L2 P1 English FAL L3 P2 Food Preparation L2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P1and P2 Principles of Criminal Justice L2 Tourism Operations L3
	No changes had been made to the marking guidelines in 69% of subjects.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 Food Preparation L2 Introduction to Policing Practices L2 Marketing Communication L2 Mathematical Literacy L2 P2 Mathematical Literacy L3 P1 Mathematics L2 P2 Mathematics L3 P1and P2 Physical Science L2 P2 Principles of Criminal Justice L2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3
	Substantial changes were made to the marking guideline to correct errors and ambiguities in the question paper, and where the answer book did not correspond to the question paper.	Financial Management L3
	The external moderators felt that the changes made to the marking guideline by the marking centres were incorrect or unnecessary and that these advantaged students unfairly.	English FAL L3 P1and P2 Life Orientation L3 P1 Mathematical Literacy L2 P1 Mathematics L2 P1

Criteria	Findings and challenges	Subjects
Marking guideline discussion (continued)	Changes were made to allow for alternative answers.	New Venture Creation L2 Physical Science L2 P1
	The adjustments made to the L2 marking guideline regarding the marking for accuracy lacked clarity; it was not clear whether they applied to spelling errors, omissions, repetitions or all of these. These adjustments also differed from the method applied in previous years.	Life Orientation L2 P2
Adherence to marking guidelines	Strict adherence to marking guidelines was evident in general in 50% of the subjects.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 Mathematics L2 P1and P2 Mathematics L3 P1and P2 New Venture Creation L2 Physical Science L2 P1and P2 Public Health L3 The South African Health Care System L3
	Average to poor adherence to the marking guideline was apparent at some marking centres. This included calculation errors and incorrect answers being marked correct. Markers did not pay attention to the finer details in the marking guideline. (50% of the subjects).	English FAL L2 P1 and P2 English FAL L3 P1and P2 Financial Management L3 Food Preparation L2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P2 Principles of Criminal Justice L2 The Human Body and Mind L3 Tourism Operations L3
Standard of marking	A high standard of marking was evident in 26% of subjects.	Mathematical Literacy L3 P1 Mathematics L2 P1 Public Health L3 Physical Science L2 P1and P2 Mathematics L3 P1and P2
	Marking was rated as average to poor as a result of inaccuracies and/or substantial differences in marks allocated by the marker/internal moderator and external moderator, and/or the inflation of marks, in 73% of subjects.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 English FAL L3 P1 and P2 Financial Management L3 Food Preparation L2 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P1and P2 Mathematics L2 P2 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3 New Venture Creation L2 Introduction to Policing Practices L2 Principles of Criminal Justice L2

Table 35: Findings of the verification of marking of NC(V) Level 2 and Level 3 (continued)

Criteria	Findings and challenges	Subjects
Administration	The prescribed procedure for allocation of marks was followed. Marks were clearly indicated per question and transferred correctly to the cover page. Marks were correctly transferred to the mark sheet where these could be verified (46% of subjects).	Engineering Graphics and Design L3 English FAL L2 P1 and P2 Life Orientation L2 P2 Marketing Communication L2 Mathematical Literacy L2 P2 New Venture Creation L2 Physical Science L2 P1 and P2 Principles of Criminal Justice L2 Public Health L3 The Human Body and Mind L3
	The prescribed process **was not** followed in some subjects, in particular where marks were not transferred correctly to the cover page or mark sheet, and/or mistakes were not clearly indicated (57% of the subjects).	English FAL L3 P1 and P2 Financial Management L3 Food Preparation L2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P1 Mathematical Literacy L2 P1 Mathematical Literacy L3 P1 Mathematics L2 P1 and P2 Mathematics L3 P1and P2 The South African Health Care System L3 Tourism Operations L3
Control	The name of the marker was clearly indicated on the cover page of the scripts in only 15% of subjects.	Introduction to Policing Practices L2 Mathematics L3 P2 Physical Science L2 P1and P2
	The name of the marker was not clearly indicated on the cover page of the script in 85% of subjects.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 English FAL L3 P1and P2 Financial Management L3 Food Preparation L2 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P1and P2 Mathematics L3 P1 New Venture Creation L2 Principles of Criminal Justice L2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3
Internal moderation	Internal moderation occurred at most of the marking centres selected for external moderation.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 English FAL L3 P1 and P2 Financial Management L3 Food Preparation L2 Introduction to Policing Practices L2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1

Criteria	Findings and challenges	Subjects
Internal moderation (continued)	Internal moderation occurred at most of the marking centres selected for external moderation. (continued)	Mathematics L2 P1and P2 Mathematics L3 P1and P2 New Venture Creation L2 Physical Science L2 P1and P2 Principles of Criminal Justice L2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3
	Internal moderation **did not occur** at all the marking centres included for external moderation.	Life Orientation L2 P2
	Moderation **did not** include scripts from across a range of candidates' performance.	Life Orientation L2 P2 Mathematical Literacy L2 P2 Mathematics L2 P1 Public Health L3
	Whole-script moderation occurred in most subjects.	Engineering Graphics and Design L3 English FAL L2 P1and P2 Food Preparation L2 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P2 Mathematics L3 P1and P2 New Venture Creation L2 Physical Science L2 P1and P2 Principles of Criminal Justice L2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3
	One centre moderated only one question.	Life Orientation L2 P2
	The name of the internal moderator **was not clearly** indicated on the moderated scripts (73% of the subjects sampled).	Engineering Graphics and Design L3 English FAL L2 P1 and P2 English FAL L3 P1 and P2 Financial Management L3 Introduction to Policing Practices L2 Life Orientation L2 P2 Marketing Communication L2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P1and P2 New Venture Creation L2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3
	The standard of internal moderation was generally **high** in 19% of subjects.	Financial Management L3 Introduction to Policing Practices L2 Mathematics L3 P1and P2 Public Health L3

Table 35: Findings of the verification of marking of NC(V) Level 2 and Level 3 (continued)

Criteria	Findings and challenges	Subjects
Internal moderation (continued)	The standard of internal moderation **was rated as average or poor** in the subjects indicated. In some instances, internal moderators were overly lenient. In many cases, internal moderators did not identify marking or calculation errors (81%).	Engineering Graphics and Design L3 English FAL L2 P1and P2 English FAL L3 P1and P2 Food Preparation L2 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P1and P2 New Venture Creation L2 Physical Science L2 P1 and P2 Principles of Criminal Justice L2 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3
	Shadow moderation occurred at 50% of the centres.	English FAL L3 P1and P2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P1 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P1 and P2 New Venture Creation L2 Principles of Criminal Justice L2 Tourism Operations L3
	The prescribed sample of 10% of scripts was internally moderated in most subjects.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 English FAL L3 P1and P2 Financial Management L3 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L3 P1 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 Public Health L3 The Human Body and Mind L3 Tourism Operations L3
	Fewer than the required 10% of scripts were moderated at some centres.	Mathematical Literacy L2 P2 The South African Health Care System L3
	Marks were inflated by internal moderators.	Marketing Communication L2 New Venture Creation L2
Response to the examination question paper	The students' performance was in keeping with expectations in 88% of subjects.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 English FAL L3 P1 and P2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P1 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2

Criteria	Findings and challenges	Subjects
Response to the examination question paper (continued)	The students' performance was in keeping with expectations in 88% of subjects. (continued)	New Venture Creation L2 Physical Science L2 P1 and P2 Principles of Criminal Justice L2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3
	The students' performance did not meet expectations in 12% of subjects.	Financial Management L3 Food Preparation L2 Marketing Communication L2
	The candidates found the paper difficult.	Marketing Communication L2 Mathematics L2 P1 and P2 Tourism Operations L3
	81% of candidates found the paper fair.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 Financial Management L3 Food Preparation L2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P1 Mathematical Literacy L2 P1 and P2 Mathematical Literacy L3 P1 Mathematics L3 P1 and P2 New Venture Creation L2 Physical Science L2 P1 and P2 Principles of Criminal Justice L2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3
	The candidates found the paper easy.	English FAL L3 P1
	Unfair questions were noted in the subjects listed.	Engineering Graphics and Design L3 Mathematical Literacy L2 P2 New Venture Creation L2 Tourism Operations L3
Performance of candidates	At certain centres, the performance of candidates was not satisfactory (54%).	English FAL L2 P2 English FAL L3 P1 Food Preparation L2 Introduction to Policing Practices L2 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P2 Mathematics L2 P1 and P2 Mathematics L3 P1 and P2 Physical Science L2 P1 and P2
Preventing and dealing with irregularities	No irregularities were reported in 77% of subjects.	Engineering Graphics and Design L3 English FAL L2 P1 and P2 Financial Management L3 Food Preparation L2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L2 P1 and P2

Criteria	Findings and challenges	Subjects
Preventing and dealing with irregularities (continued)	No irregularities were reported in 77% of subjects. (continued)	Mathematical Literacy L3 P1 Mathematics L2 P1and P2 Mathematics L3 P1and P2 Principles of Criminal Justice L2 Public Health L3 The Human Body and Mind L3 The South African Health Care System L3 Tourism Operations L3
	However, irregularities occurred in a number of other subjects. For example:	
	Answer scripts were not stamped at the examination centre.	New Venture Creation L2
	The new rule that absentee forms were to be used and scripts were to be stamped was not followed at certain centres in the subjects indicated.	English FAL L3 P1 New Venture Creation L2
	One centre did not submit a mark sheet.	Life Orientation L2 P2
	Irregularities such as no examination number on printouts and missing scripts occurred.	Life Orientation L2 P2
Reports	Reports were prepared by the markers/chief markers/internal moderators.	Financial Management L3 Introduction to Policing Practices L2 Mathematics L3 P1and P2 New Venture Creation L2 Principles of Criminal Justice L2 The Human Body and Mind L3 Tourism Operations L3
	Not all centres submitted reports.	Engineering Graphics and Design L3 English FAL L2 P1and P2 English FAL L3 P1 Food Preparation L2 Life Orientation L2 P2 Life Orientation L3 P1 Mathematical Literacy L2 P1 and P2 Mathematics L2 P1 and P2 Physical Science L2 P1 and P2
	Reports were submitted by some centres but lacked substance and were not informative or qualitative.	English FAL L3 P1 Life Orientation L2 P2 Life Orientation L3 P1 Marketing Communication L2 Mathematical Literacy L3 P1

3.3 Verification of marking NC(V) Level 4

The findings of the verification of marking of the 74 selected NC(V) Level 4 question papers are captured in the table below.

Table 36: Findings on the verification of marking NC(V) Level 4

Criteria	Findings and challenges	Subjects
Marking guideline	Changes were made to marking guidelines at marking guideline meetings in 78% of the subjects. The changes mostly concerned additional correct answers to promote accurate and fair marking. In a few instances, changes consisted of corrections or clarification.	Advertising and Promotions L4 Afrikaans FAL L4 P1 Agribusiness L4 Animal Production L4 Applied Accounting L4 P1 Applied Policing L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 P1and P2 Farm Planning and Mechanisation L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Human and Social Development L4 Law Procedures and Evidence L4 Life Orientation L4 P1and P2 Management Practice L4 Marketing Communication L4 Masonry L4 Materials L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 P1 Process Control L4 Process Technology L4 Professional Engineering Practice L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4

Criteria	Findings and challenges	Subjects
Marking guideline (continued)	No changes were made at the marking guideline meetings in 22% of subjects.	Advanced Plant Production L4 Afrikaans FAL L4 P2 Applied Engineering Technology L4 Art and Science of Teaching L4 Concrete Structures L4 Data Communication and Networking L4 Electrical Systems and Construction L4 Electrotechnology L4 Financial Management L4 Learning Psychology L4 Plumbing L4 Project Management L4 Welding L4 Marketing L4
	Changes were made during the marking process in 35% of the subjects. This occurred when alternative correct answers were identified.	Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Agribusiness L4 Animal Production L4 Client Service and Human Relations L4 Concrete Structures L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Engineering Fabrication - Boiler Making L4 Farm Planning and Mechanisation L4 Financial Management L4 Hospitality Generics L4 Human and Social Development L4 Life Orientation L4 P1and P2 Management Practice L4 Mechatronic Systems L4 New Venture Creation L4 Operations Management L4 Process Chemistry L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4
	No measures were in place to ensure consistent marking across the two centres where subjects were marked at both, or it was unclear how communication would be facilitated.	Client Service and Human Relations L4 Electrical Principles and Practice L4 Engineering Processes L4 Financial Management L4 Life Orientation L4 P1
	The incorrect final marking guideline was distributed to marking centres; the moderated and approved guideline was not used.	Animal Production L4 Process Chemistry L4
Availability of scripts for marking and moderation	There was a marked improvement in the rate of receipt of scripts at the marking centres. At the time of the verification of marking, all or almost all scripts had been received for the subjects indicated (85%).	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Agribusiness L4 Animal Production L4 Applied Policing L4 Art and Science of Teaching L4

Table 36: Findings on the verification of marking NC(V) Level 4 (continued)

Criteria	Findings and challenges	Subjects
Availability of scripts for marking and moderation (continued)	There was a marked improvement in the rate of receipt of scripts at the marking centres. At the time of the verification of marking, all or almost all scripts had been received for the subjects indicated (85%). (continued)	Business Practice L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Concrete Structures L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electrotechnology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 P1 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P1and P2 Management Practice L4 Marketing L4 Marketing Communication L4 Masonry L4 Materials L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Personal Assistance L4 Physical Science L4 P2 Plumbing L4 Process Chemistry L4 Process Control L4 Process Technology L4 Project Management L4 Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4 Welding L4
	Some scripts in the subjects listed (15%) were still outstanding by the time external moderation took place.	Applied Accounting L4 P1 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Economic Environment L4

Criteria	Findings and challenges	Subjects
Availability of scripts for marking and moderation (continued)	Some scripts in the subjects listed (15%) were still outstanding by the time external moderation took place. (continued)	Electronic Control and Digital Electronics L4 English FAL L4 P2 Farm Planning and Mechanisation L4 Human and Social Development L4 Office Practice L4 Physical Science L4 P1 Professional Engineering Practice L4 Sustainable Tourism in SA and International Travel L4
Training in marking	Training in marking was conducted for 66% of the subjects.	Advanced Plant Production L4 Afrikaans FAL L4 P1 and P2 Agribusiness L4 Animal Production L4 Applied Accounting L4 P1 Applied Policing L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Construction Planning L4 Construction Supervision L4 Contact Centre Operations L4 Economic Environment L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 English FAL L4 P1and P2 Financial Management L4 Fitting and Turning L4 Governance L4 Hospitality Generics L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 P1and P2 Management Practice L4 Marketing L4 Materials L4 Mathematics L4 P1and P2 Mechatronic Systems L4 Office Data Processing L4 Operations Management L4 Personal Assistance L4 Physical Science L4 P1 Professional Engineering Practice L4 Science of Tourism L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4 Welding L4

Table 36: Findings on the verification of marking NC(V) Level 4 (continued)

Criteria	Findings and challenges	Subjects
Training in marking (continued)	There was virtually no marking training in 34% of subjects.	Advertising and Promotions L4 Art and Science of Teaching L4 Concrete Structures L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Principles and Practice L4 Electrotechnology L4 Engineering Processes L4 Farm Planning and Mechanisation L4 Food Preparation L4 Law Procedures and Evidence L4 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 P1and P2 Multimedia Service L4 Office Practice L4 Plumbing L4 Process Chemistry L4 Process Control L4 Process Technology L4 Project Management L4 Sustainable Tourism in SA and International Travel L4
Marking procedure	Whole-script marking occurred in 4% of subjects – mostly where enrolments were low, or where there were only a few or one marker. However, whole-script marking was also used in some subjects with high enrolments.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Animal Production L4 Applied Policing L4 Art and Science of Teaching L4 Computer Integrated Manufacturing L4 Concrete Structures L4 Contact Centre Operations L4 Criminal Justice Process L4 Electrical Workmanship L4 Electrotechnology L4 Engineering Fabrication – Boiler Making L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Masonry L4 Multimedia Service L4 Operations Management L4 Personal Assistance L4 Physical Science L4 P1and P2 Plumbing L4 Process Chemistry L4 Process Control L4 Process Technology L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4

Criteria	Findings and challenges	Subjects
Marking procedure (continued)		Transport Economics L4 Transport Operations L4 Welding L4
	The specified method of marking individual questions occurred in 51% of subjects. The aim is that all subjects should eventually use this method to ensure fairer and more accurate marking.	Agribusiness L4 Applied Accounting L4 P1 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1 and P2 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Life Orientation L4 P1 and P2 Marketing L4 Marketing Communication L4 Materials L4 Mathematical Literacy L4 P1 and P2 Mathematics L4 P1 and P2 Mechatronic Systems L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Professional Engineering Practice L4 Systems Analysis and Design L4 Tourism Operations L4
Adherence to marking guidelines	Strict adherence to marking guidelines was evident in 75% of subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1 and P2 Agribusiness L4 Applied Engineering Technology L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4

Criteria	Findings and challenges	Subjects
Adherence to marking guidelines (continued)	Strict adherence to marking guidelines was evident in 75% of subjects. (continued)	Electrotechnology L4 Engineering Processes L4 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Life Orientation L4 P2 Marketing L4 Marketing Communication L4 Masonry L4 Materials L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Personal Assistance L4 Physical Science L4 P1and P2 Plumbing L4 Process Chemistry L4 Process Control L4 Process Technology L4 Professional Engineering Practice L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Average to poor adherence to the marking guideline was apparent in 25% of subjects.	Animal Production L4 Applied Accounting L4 P2 Applied Policing L4 Concrete Structures L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Farm Planning and Mechanisation L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 P1 Management Practice L4 Operations Management L4 Project Management L4 Welding L4
Standard of marking/ performance of markers	The marking was generally rated as good in the subjects indicated (61%).	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Agribusiness L4 Art and Science of Teaching L4

Table 36: Findings on the verification of marking NC(V) Level 4 (continued)

Criteria	Findings and challenges	Subjects
Standard of marking/ performance of markers (continued)	The marking was generally rated as good in the subjects indicated (61%). (continued)	Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Workmanship L4 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Life Orientation L4 P2 Marketing L4 Marketing Communication L4 Materials L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 Mechatronic Systems L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Personal Assistance L4 Physical Science L4 P1and P2 Process Chemistry L4 Process Control L4 Process Technology L4 Professional Engineering Practice L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Marking in the subjects indicated was rated as **average to poor** as a result of inaccuracies and/or substantial differences in marks allocated by the marker/internal moderator and external moderator, where marks were not allocated according to the marking guidelines, and where wrong answers were marked correct and vice versa (39% of the subjects).	Animal Production L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Applied Policing L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Concrete Structures L4 Data Communication and Networking L4 Electrical Systems and Construction L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 P2 Farm Planning and Mechanisation L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4

Criteria	Findings and challenges	Subjects
Standard of marking/ performance of markers (continued)	Marking in the subjects indicated was rated as **average to poor** as a result of inaccuracies and/or substantial differences in marks allocated by the marker/internal moderator and external moderator, where marks were not allocated according to the marking guidelines, and where wrong answers were marked correct and vice versa (39% of the subjects). (continued)	Human and Social Development L4 Learning Psychology L4 Life Orientation L4 P1 Management Practice L4 Masonry L4 Multimedia Service L4 Operations Management L4 Plumbing L4 Project Management L4 Welding L4
Administration	The prescribed procedure for the allocation of marks was followed. Marks were clearly indicated per question and transferred correctly to the cover page. Marks were correctly transferred to the mark sheet where these could be verified. This occurred in the majority (80%) of subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Agribusiness L4 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Concrete Structures L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Fabrication – Boiler Making L4 English FAL L4 P2 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P2 Management Practice L4 Marketing Communication L4 Masonry L4 Materials L4 Mathematics L4 P1and P2 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Personal Assistance L4

Criteria	Findings and challenges	Subjects
Administration (continued)	The prescribed procedure for the allocation of marks was followed. Marks were clearly indicated per question and transferred correctly to the cover page. Marks were correctly transferred to the mark sheet where these could be verified. This occurred in the majority (80%) of subjects. (continued)	Physical Science L4 P1 Plumbing L4 Process Chemistry L4 Process Control L4 Process Technology L4 Professional Engineering Practice L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	The prescribed process was not followed in some subjects (20%), in particular where marks were not transferred correctly to the cover page or mark sheet and/or mistakes were not clearly indicated, or mark sheets were not completed correctly.	Animal Production L4 Applied Accounting L4 P1 Data Communication and Networking L4 Engineering Processes L4 English FAL L4 P1 Food Preparation L4 Hospitality Generics L4 Life Orientation L4 P1 Marketing L4 Mathematical Literacy L4 P1and P2 Operations Management L4 Physical Science L4 P2 Project Management L4 Welding L4
	There was no evidence that notes had been kept during marking in the subjects listed (30%). These notes are meant to be used in report writing to inform the chief marker and internal moderator of topics proved problematic and examination centres that struggled or excelled in specific questions.	Animal Production L4 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Computer Integrated Manufacturing L4 Concrete Structures L4 Construction Supervision L4 Criminal Justice Process L4 Data Communication and Networking L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Fitting and Turning L4 Learning Psychology L4 Management Practice L4 Mathematical Literacy L4 P1and P2 Multimedia Service L4 Physical Science L4 P1and P2 Plumbing L4 Process Chemistry L4 Welding L4
Control	The name (or code) of the marker(s) was clearly indicated on the script in the subjects listed (78% of subjects).	Advanced Plant Production L4 Afrikaans FAL L4 P1and P2 Applied Accounting L4 P1 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Business Practice L4 Client Service and Human Relations L4

Criteria	Findings and challenges	Subjects
Control (continued)	The name (or code) of the marker(s) was clearly indicated on the script in the subjects listed (78% of subjects). (continued)	Computer Programming L4 P1 Concrete Structures L4 Construction Planning L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Engineering Processes L4 English FAL L4 P1and P2 Financial Management L4 Hospitality Generics L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 P2 Management Practice L4 Marketing L4 Marketing Communication L4 Masonry L4 Materials L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Operations Management L4 Personal Assistance L4 Physical Science L4 P1and P2 Plumbing L4 Process Chemistry L4 Process Control L4 Professional Engineering Practice L4 Project Management L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4 Welding L4
	The name (or code) of the marker was not indicated on the script in 22% of subjects.	Advertising and Promotions L4 Agribusiness L4 Automotive Repair and Maintenance L4 Computer Integrated Manufacturing L4 Construction Supervision L4 Electrotechnology L4 Farm Planning and Mechanisation L4 Fitting and Turning L4 Food Preparation L4 Law Procedures and Evidence L4 Life Orientation L4 P1

Criteria	Findings and challenges	Subjects
Control (continued)	The name (or code) of the marker was not indicated on the script in 22% of subjects. (continued)	Mechatronic Systems L4 Office Practice L4 Process Technology L4 Science of Tourism L4 Systems Analysis and Design L4
	The name of the internal moderator was clearly indicated on the script in 89% of subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Agribusiness L4 Animal Production L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Programming L4 P1 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Processes L4 English FAL L4 P1and P2 Farm Planning and Mechanisation L4 Fitting and Turning L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P1and P2 Management Practice L4 Marketing L4 Marketing Communication L4 Materials L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 P1and P2 Plumbing L4 Process Control L4 Professional Engineering Practice L4 Project Management L4

Criteria	Findings and challenges	Subjects
Control (continued)	The name of the internal moderator was clearly indicated on the script in 89% of subjects. (continued)	Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	The name of the internal moderator was not clearly indicated on the scripts in 11% of subjects.	Computer Integrated Manufacturing L4 Engineering Fabrication – Boiler Making L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Mechatronic Systems L4 Multimedia Service L4
Internal moderation	Scripts from all marking centres were internally moderated in 68% of subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Agribusiness L4 Animal Production L4 Applied Engineering Technology L4 Applied Policing L4 Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Economic Environment L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Processes L4 English FAL L4 P1and P2 Food Preparation L4 Governance L4 Law Procedures and Evidence L4 Learning Psychology L4 Management Practice L4 Marketing Communication L4 Mathematical Literacy L4 P1and P2 Office Data Processing L4 Office Practice L4 Operations Management L4 Personal Assistance L4 Physical Science L4 P1and P2 Professional Engineering Practice L4 Project Management L4 Science of Tourism L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4

Criteria	Findings and challenges	Subjects
Internal moderation (continued)	Scripts from all examination centres were not internally moderated in the subjects listed (32%).	Applied Accounting L4 P1 Business Practice L4 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Hospitality Generics L4 Human and Social Development L4 Life Orientation L4 P1and P2 Marketing L4 Materials L4 Mathematics L4 P1and P2 Mechatronic Systems L4 New Venture Creation L4 Plumbing L4 Process Chemistry L4 Process Control L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Welding L4
	Whole-script moderation occurred in all subjects.	
	The standard of internal moderation was rated as **good** in the subjects indicated (63%).	Advanced Plant Production L4 Advertising and Promotions L4 Afrikaans FAL L4 P1and P2 Agribusiness L4 Art and Science of Teaching L4 Business Practice L4 Client Service and Human Relations L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Engineering Processes L4 English FAL L4 P1and P2 Fitting and Turning L4 Governance L4 Law Procedures and Evidence L4 Management Practice L4 Marketing L4 Marketing Communication L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Personal Assistance L4 Physical Science L4 P1and P2 Professional Engineering Practice L4 Science of Tourism L4

Criteria	Findings and challenges	Subjects
Internal moderation (continued)	The standard of internal moderation was rated as **good** in the subjects indicated (63%). (continued)	Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	The standard of internal moderation was rated as **average or poor** in the subjects indicated (37%). In some instances, internal moderators were overly lenient. In many cases internal moderators did not identify marking or calculation errors.	Animal Production L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Applied Policing L4 Automotive Repair and Maintenance L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Fabrication – Boiler Making L4 Farm Planning and Mechanisation L4 Financial Management L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L4 Learning Psychology L4 Life Orientation L4 P1and P2 Materials L4 Operations Management L4 Plumbing L4 Project Management L4 Systems Analysis and Design L4
	The prescribed sample of 10% of scripts was internally moderated. This was done either by the chief marker or by the internal moderator in 85% of the subjects.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Animal Production L4 Applied Accounting L4 P1 Applied Engineering Technology L4 Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Electrotechnology L4 Engineering Processes L4 Financial Management L4 Food Preparation L4 Governance L4 Hospitality Generics L4

Criteria	Findings and challenges	Subjects
Internal moderation (continued)	The prescribed sample of 10% of scripts was internally moderated. This was done either by the chief marker or by the internal moderator in 85% of the subjects. (continued)	Law Procedures and Evidence L4 Management Practice L4 Marketing Communication L4 Materials L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 New Venture Creation L4 Office Practice L4 Personal Assistance L4 Physical Science L4 P1 Professional Engineering Practice L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Fewer than 10% of scripts were moderated in 15% of the subjects.	Business Practice L4 English FAL L4 P1and P2 Farm Planning and Mechanisation L4 Life Orientation L4 P1 and P2 Operations Management L4 Plumbing L4
	No internal moderation had taken place by the time of the external moderator's visit as this occurred at the start of the process, or the internal moderator was not available because he/she was marking other subjects or, most perturbing of all, no internal moderator had been appointed. The absence of an internal moderator was noted in 15% of subjects, as listed.	Concrete Structures L4 Masonry L4 Mechatronic Systems L4 Multimedia Service L4 Process Chemistry L4 Process Control L4 Process Technology L4 Welding L4
Response to the examination question paper	The students' performance was in keeping with expectations and with the paper in 84% of subjects.	Advanced Plant Production L4 Afrikaans FAL L4 P1and P2 Animal Production L4 Applied Accounting L4 P1 Applied Policing L4 Automotive Repair and Maintenance L4 Business Practice L4 Client Service and Human Relations L4 Computer Programming L4 P1 Concrete Structures L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4

Criteria	Findings and challenges	Subjects
Response to the examination question paper (continued)	The students' performance was in keeping with expectations and with the paper in 84% of subjects. (continued)	Electrotechnology L4 Engineering Processes L4 English FAL L4 P1and P2 Farm Planning and Mechanisation L4 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P1and P2 Management Practice L4 Marketing L4 Marketing Communication L4 Masonry L4 Materials L4 Mathematical Literacy L4 P1and P2 Mechatronic Systems L4 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Physical Science L4 P1 Plumbing L4 Process Chemistry L4 Process Control L4 Process Technology L4 Professional Engineering Practice L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4 Welding L4
	The students' performance did not meet expectations in the subjects indicated (16%). The students performed less well than expected.	Advertising and Promotions L4 Agribusiness L4 Art and Science of Teaching L4 Computer Integrated Manufacturing L4 Data Communication and Networking L4 Electronic Control and Digital Electronics L4 Engineering Fabrication – Boiler Making L4 Hospitality Generics L4 Mathematics L4 P1and P2 Personal Assistance L4 Physical Science L4 P2
	The candidates found the paper difficult in 29% of the subjects.	Advertising and Promotions L4 Agribusiness L4 Applied Accounting L4 P1 Applied Policing L4

Criteria	Findings and challenges	Subjects
Response to the examination question paper (continued)	The candidates found the paper difficult in 29% of the subjects. (continued)	Art and Science of Teaching L4 Automotive Repair and Maintenance L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Criminal Justice Process L4 Data Communication and Networking L4 Electrotechnology L4 Engineering Fabrication – Boiler Making L4 Farm Planning and Mechanisation L4 Hospitality Generics L4 Mathematics L4 P1and P2 Mechatronic Systems L4 Personal Assistance L4 Physical Science L4 P2 Process Technology L4 Systems Analysis and Design L4
	The candidates found the paper fair in the majority of subjects (71%).	Advanced Plant Production L4 Afrikaans FAL L4 P1and P2 Animal Production L4 Business Practice L4 Client Service and Human Relations L4 Concrete Structures L4 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Economic Environment L4 Electrical Principles and Practice L4 Electrical Systems and Construction L4 Electrical Workmanship L4 Electronic Control and Digital Electronics L4 Engineering Processes L4 English FAL L4 P1and P2 Financial Management L4 Fitting and Turning L4 Food Preparation L4 Governance L4 Human and Social Development L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P1and P2 Management Practice L4 Marketing L4 Marketing Communication L4 Masonry L4 Materials L4 Mathematical Literacy L4 P1and P2 Multimedia Service L4 New Venture Creation L4 Office Data Processing L4 Office Practice L4 Operations Management L4 Physical Science L4 P1 Plumbing L4 Process Chemistry L4

Criteria	Findings and challenges	Subjects
Response to the examination question paper (continued)	The candidates found the paper fair in the majority of subjects (71%). (continued)	Process Control L4 Professional Engineering Practice L4 Project Management L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4 Welding L4
Performance of candidates	At certain centres the performance of candidates was unsatisfactory, with many students failing at a particular centre or unable to answer specific questions.	Advertising and Promotions L4 Animal Production L4 Applied Accounting L4 P1 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Concrete Structures L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Electrotechnology L4 English FAL L4 P1 Fitting and Turning L4 Food Preparation L4 Hospitality Generics L4 Human and Social Development L4 Life Orientation L4 P2 Management Practice L4 Marketing Communication L4 Marketing L4 Process Technology L4 Professional Engineering Practice L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Tourism Operations L4 Transport Operations L4
Preventing and dealing with irregularities	No irregularities were identified at the time of moderation in 55% of the subjects.	Advanced Plant Production L4 Afrikaans FAL L4 P2 Applied Policing L4 Automotive Repair and Maintenance L4 Client Service and Human Relations L4 Computer Integrated Manufacturing L4 Computer Programming L4 P1 Construction Supervision L4 Consumer Behaviour L4 Criminal Justice Process L4 Data Communication and Networking L4 Economic Environment L4 Electrical Systems and Construction L4 Electrotechnology L4 Engineering Fabrication – Boiler Making L4 English FAL L4 P1 Farm Planning and Mechanisation L4 Financial Management L4

Table 36: Findings on the verification of marking NC(V) Level 4 (continued)

Criteria	Findings and challenges	Subjects
Preventing and dealing with irregularities (continued)	No irregularities were identified at the time of moderation in 55% of the subjects. (continued)	Fitting and Turning L4 Food Preparation L4 Governance L4 Hospitality Generics L4 Learning Psychology L4 Management Practice L4 Marketing L4 Masonry L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 Mechatronic Systems L4 Multimedia Service L4 Personal Assistance L4 Plumbing L4 Process Technology L4 Science of Tourism L4 Sustainable Tourism in SA and International Travel L4 Systems Analysis and Design L4 Transport Economics L4 Transport Operations L4 Welding L4
	However, alleged irregularities were noted, some of which are described below:	
	Students wrote exams on behalf of others.	Applied Engineering Technology L4
	Marks were unrealistically high and answers from a range of students were phrased in the same way. Scripts with suspicious similarities in answers or identical answers were discovered.	Electrical Principles and Practice L4 Professional Engineering Practice L4
	One candidate wrote the wrong paper.	Marketing Communication L4
	Answer scripts were not stamped at some of the examination centres.	Advertising and Promotions L4 Animal Production L4 Human and Social Development L4 Operations Management L4 Physical Science L4 P1and P2 Process Chemistry L4 Process Control L4
	A candidate was marked as absent but his/her answer script was found.	Tourism Operations L4
	A candidate's Construction Supervision script was found in her/his Construction Planning script (these examinations were written on 13 and 17 November respectively).	Construction Planning L4
	One examination centre omitted to collect the script from one student. A script belonging to another student from another subject was placed in the pack instead.	Engineering Processes L4

Criteria	Findings and challenges	Subjects
Preventing and dealing with irregularities (continued)	Candidates were found in possession of cell phones or using earphones.	Office Practice L4
	The new rule that absentee forms were to be used and scripts were to be stamped was not followed at certain centres, in the subjects indicated.	Animal Production L4 Business Practice L4 English FAL L4 P2 Law Procedures and Evidence L4 Physical Science L4 P2
	Scripts missing either an examination number or a watermark, or both, were noted.	Life Orientation L4 P2
	"Crib" notes were reported in the subjects indicated.	Concrete Structures L4 Contact Centre Operations L4 Life Orientation L4 P1 New Venture Creation L4 Tourism Operations L4
	The official examination booklet was not used by one examination centre.	Business Practice L4 Contact Centre Operations L4
	No or very few attendance registers were included.	Agribusiness L4 Animal Production L4 Business Practice L4 Concrete Structures L4 Contact Centre Operations L4 Economic Environment L4 Human and Social Development L4 Physical Science L4 P2
Reports	Evidence of reports being prepared by the markers/chief markers/internal moderators for submission to the marking centre managers were observed in the 31 listed subjects.	Afrikaans FAL L4 P1 Agribusiness L4 Animal Production L4 Client Service and Human Relations L4 Computer Programming L4 P1 Consumer Behaviour L4 Contact Centre Operations L4 Criminal Justice Process L4 Electrical Principles and Practice L4 English FAL L4 P1and P2 Farm Planning and Mechanisation L4 Fitting and Turning L4 Food Preparation L4 Hospitality Generics L4 Law Procedures and Evidence L4 Learning Psychology L4 Life Orientation L4 P1and P2 Marketing Communication L4 Masonry L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 Multimedia Service L4 New Venture Creation L4 Office Practice L4 Process Control L4 Professional Engineering Practice L4 Project Management L4 Tourism Operations L4

Criteria	Findings and challenges	Subjects
Reports (continued)		Transport Economics L4 Transport Operations L4 Welding L4
	No reports were prepared or there were no reporting templates, or no reports were available by the time the external verification of marking took place in the six subjects listed.	Advertising and Promotions L4 Concrete Structures L4 Electrotechnology L4 Marketing L4 Physical Science L4 P2 Process Chemistry L4
Discipline at the marking centre	Strict discipline was observed (39% of subjects). This meant that the rules of the examination centre were followed. Good discipline is essential to a productive marking environment and to helping markers to focus on their task.	Advanced Plant Production L4 Advertising and Promotions L4 Agribusiness L4 Art and Science of Teaching L4 Client Service and Human Relations L4 Computer Programming L4 P1 Construction Planning L4 Construction Supervision L4 Consumer Behaviour L4 Contact Centre Operations L4 Farm Planning and Mechanisation L4 English FAL L4 P2 Fitting and Turning L4 Hospitality Generics L4 Law Procedures and Evidence L4 Marketing L4 Masonry L4 Materials L4 Mathematical Literacy L4 P1and P2 Mathematics L4 P1and P2 New Venture Creation L4 Office Practice L4 Project Management L4 Science of Tourism L4 Tourism Operations L4 Transport Economics L4 Transport Operations L4
	Poor discipline was observed at the marking centre. More instances of poor discipline were observed at Springs than at Asherville. This included noise, late coming, use of cell phones in marking venues and leaving the centre at unauthorised times.	Afrikaans FAL L4 P1and P2 Animal Production L4 Data Communication and Networking L4 Economic Environment L4 Electrical Principles and Practice L4 Electrotechnology L4 Engineering Fabrication – Boiler Making L4 English FAL L4 P1 Marketing Communication L4 Operations Management L4 Professional Engineering Practice L4
General concerns	The internal moderator was nominated by the chief marker on the day the marking commenced.	Electrotechnology L4
	During the verification of marking, the internal moderator was appointed on the spot, without having proper background information on the question paper or guideline.	Farm Planning and Mechanisation L4

Criteria	Findings and challenges	Subjects
General concerns (continued)	The chief marker was not experienced and/or knowledgeable about the distinction between accuracy and manipulation errors and could therefore not provide the necessary clarity and guidance to new markers in the computer component of Life Orientation.	Life Orientation L4 P2

4. AREAS OF GOOD PRACTICE

4.1 Marking guideline discussions

- The required chief marker and internal moderator were in attendance in the majority of the subjects. The required number of markers was appointed and arrived to mark in most of the subjects.

- Chief markers/internal moderators for half the subjects marked a sample of scripts before the meeting. This meant that they were well prepared for their meetings.

- Marking guideline adjustments were made with insight and were regarded as reasonable and fair.

- Sample marking took place after the marking guideline had been discussed in most subjects. This is an excellent way of preparing markers and promoting consistent, accurate and fair marking.

- Excellent and good marking and internal moderation of sample marking was evident in many subjects. This augured well for the marking process that followed.

- In most subjects the external moderator, chief marker and internal moderator played an important role in countering inconsistencies and guiding markers. Examination assistants were also employed to check calculations.

4.2 L2 and L3 marking

- Some centres submitted evidence of the marking guideline discussions, in the form of minutes.

- In many subjects there was evidence that no changes had been made to the marking guideline. This is an indication of the thoroughness of moderation and the finalisation of the marking guidelines.

- Strict adherence to the marking guideline was observed in some subjects, and similarly a high standard of marking was identified in other subjects.

- The prescribed administrative procedures were followed in some subjects.

- Internal moderation was done for all the subjects listed and at the majority of the marking centres. Whole-script moderation occurred. The prescribed sample of 10% was moderated in most subjects.

- In the majority of the subjects, the students' performance was in keeping with expectations and the papers were rated as fair.

- In the majority of subjects, no irregularities were noted.

- The venue for external moderation at Asherville was conducive to thorough moderation and the scripts were in most cases neatly organised per subject, thus facilitating the moderation process.

4.3 Marking NC(V) L4

- Changes to marking guidelines promoted fair and accurate marking. There were no complaints about unnecessary changes.

- The majority of the scripts had been received for marking; this is a marked improvement and is commendable.

- The specified method of question-wise marking occurred in just over half the subjects. Question-wise marking promotes fair and accurate marking. The adherence to marking guidelines in most of the subjects reflects progress, and a high standard of marking was also evident in many of the subjects. In the majority of subjects, the prescribed procedure for allocation of marks was followed.

- The name (or code) of the marker was clearly indicated on the scripts and most internal moderators indicated their names. This is essential for purposes of control and transparency.

- Scripts from all the marking centres sampled were internally moderated in many of the subjects. Laudably, whole-script moderation occurred in all the subjects that were moderated. The standard of internal moderation was rated as good in many subjects, and the prescribed sample of 10% of scripts was internally moderated in the majority of the subjects.

- The students' performance was in keeping with expectations and the paper was rated as fair in the majority of subjects.

- In just over half the subjects, no irregularities were identified at the time of moderation.

- Reports were prepared by the markers/chief markers/internal moderators for submission to the marking centre managers. These reports are vital to ensuring the identification and follow-up of problem areas at specific examination centres and in particular subjects.

- Moderators commented on the greatly improved discipline and organisation at the Asherville marking centre and were in general very satisfied with the marking process. This marking centre was rated as highly functional. Moderators commented on the usefulness of the marking centre manager's frequent visits to the marking venues, helpful interventions to promote good discipline and high visibility to ensure all was in order.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

5.1 Marking guideline discussions

- In certain subjects, the marking guideline discussions were held earlier than planned, some as early as a day before. It is incomprehensible that agreed upon starting times and dates for the marking guideline discussion meetings were arbitrarily changed. The stipulated times should be strictly adhered to. Marking centre managers and DHET officials should not pressurise chief markers to start marking on the day of the marking guideline meeting or to accelerate the meeting; the entire day should be set aside for sample marking and training of markers, administration and logistics.

- It is vital that all marking personnel attend the marking guideline meetings. The absence of internal moderators and markers from some subjects' meetings is a cause for grave concern. Where the required number of markers were not appointed for the marking of the subjects listed, this meant either that markers had to mark more than their quota of 300 scripts or that more markers had to be appointed. In addition, markers who were appointed late did not attend the marking guideline meeting. Punctuality among all participants is imperative to ensure productive meetings.

- The appointment of marking personnel was not made in good time. This meant that in the subjects listed, marking personnel were not prepared for marking or did not arrive at all. As there is an examination in November each year that has to be marked in early December, it is certainly not impossible to appoint markers in time and to send out their appointment letters well in advance of these dates.

- Care should be taken to provide the correct marking guidelines, not the unmoderated versions.

- Preparation of marking personnel prior to the meeting is vital. Far too many chief markers and/or internal moderators did not mark a sample of scripts before the marking guideline discussion and were thus unprepared. Similarly, it was very disappointing to note the small percentage of markers who came prepared to the marking guideline discussion by working out their own guidelines.

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

- The many complaints about the Springs marking centre are similar to those made in previous years. The use of this centre as a marking venue in future should be reconsidered.

- Complaints about shared venues should be urgently addressed as this has a detrimental effect on the marking process and meetings.

5.2 Marking L2 and L3

- In far too many cases, all the required scripts had not been received or were not available when the external moderation took place. The timely receipt of scripts is vital.

- While it is understood that the marking guideline is finalised by a selected panel with the purpose of providing greater clarity to markers, incorporating alternative answers and correcting discrepancies between the question paper and marking guideline, it is of great concern when adjustments that are made cause ambiguity and create contradictions. Furthermore, the unfortunate practice of making changes to the marking guideline to favour students or to adjust for sections of the curriculum that have not been covered in class, or of making unnecessary or erroneous changes, cannot be condoned. No changes should be made unless errors in the marking guideline and question paper are apparent and justify amendment. Changes made to the marking guideline must be verified by Umalusi in the subjects moderated by Umalusi.

- Poor adherence to marking guidelines is of grave concern. Numerous calculation errors, the acceptance of incorrect answers as correct, and the marking of correct answers as incorrect, is unacceptable. The inability of many markers to assess answers that were formulated in wording different from the marking guideline or to interpret alternative, correct responses is a serious concern.

- The poor standard of marking identified in certain subjects is also a serious issue. It is indicative of a lack of care, and in some instances a lack of subject knowledge. Overly lenient marking cannot be condoned.

- It is vital that marking centres follow the prescribed procedure for marking. Still too many centres do not follow the correct procedure.

- The lack of control and transparency in marking must be addressed. Markers cannot be readily identified as their names or codes do not appear on the cover page of scripts, and this is unacceptable.

- While internal moderation is taking place, there are serious concerns about the standard of this moderation. It is vital to include scripts from across a range of performance when internal moderation is conducted. This did not happen in all instances, such as when only the lowest or the highest marks were moderated, or where only the first few scripts in a batch were moderated. Where internal moderators

either inflated marks, or did not identify errors, the purpose of moderation was compromised. The appalling practice of shadow moderation is counter-productive and negates the purpose of moderation. Shadow moderation was particularly evident in the fundamental subjects. If this is the result of the high numbers of scripts, then additional internal moderators should be appointed. It is imperative that internal moderators are knowledgeable in the subjects they moderate and that they have studied the curriculum in depth and are conversant with the marking guideline. An internal moderator can add great value to the assessment process; however, this was not apparent at far too many marking centres. In addition, a standardised process of checking calculations, transferring marks to the cover sheets and transferring marks to the mark sheets is imperative.

- At some centres the performance of students was unsatisfactory as they performed at an unacceptably low level.

- The number of technical irregularities in the Life Orientation Paper 2 is a concern. The correct procedures were not followed at some centres.

- Errors in question papers and marking guidelines are not acceptable. The mistakes made in distributing question papers, where the wrong versions were submitted to some provinces should be avoided at all costs. The correct versions of all question papers and marking guidelines should be distributed.

- Where curricula have been revised, such as in Life Orientation, it is apparent that not all centres have embraced the changes or become conversant with the new requirements. The students appeared to have been coached for the exam using the outdated versions of the curriculum in both Papers 1 and 2 of Levels 2 and 3. It is imperative that centres study the revised curricula and base their teaching on these.

- Ongoing lecturer training in subject content, interactive teaching methodologies as well as in assessment practices is of paramount importance.

5.3 Marking NC(V) Level 4

- In some of the subjects marked at both centres, no measures had been taken to ensure consistent marking across the two centres. Some chief markers and internal moderatos did not receive their counterparts' amended marking guidelines. It is vital that ongoing close communication between marking centres occurs.

- It is not acceptable that the incorrect final marking guideline for some subjects was distributed to marking centres. The moderated and approved guideline should always be used. Where there is no external moderator in a subject, the DHET must ensure that the question paper and marking guidelines are carefully moderated and error-free.

- The training offered to markers should be improved. Novice markers require extensive training and new chief markers and internal moderators also require focused training to guide them in all the processes in which they will be involved. Experienced markers

require refresher sessions and should be brought up to date with changes in marking procedures. The qualifications and teaching experience of new markers who are recruited to replace absent markers should be verified. They should also attend additional training sessions to make up for their absence from the sample marking session and any training that may have been offered.

- The subjects still following the whole-script approach should change to question-wise making. If only one marker is available, the marker should mark the same question in all the scripts first before commencing with the next question.

- Adherence to marking guidelines could be improved. For example, an instance was noted where a marker did not have the required marking guideline visible and could not readily produce it on request.

- The standard of marking must continue to improve. The goal should be to achieve a 100% good rating in all subjects. The ability of markers to interpret answers that differ from those in the marking guidelines is an area that requires much improvement.

- The redesign of the cover page of the answer scripts should be considered. Separate columns for the marks awarded by the marker, the internal moderator and the external moderator should be introduced. Space should also be provided for markers to identify who marked a particular question.

- The standard of internal moderation, while good in general, still needs to improve. It is not conducive to a fair process if some subjects do not have internal moderators. Internal moderators should be selected with great care and not be summarily appointed on the day marking commences. The marking of all subjects must be moderated. It is unacceptable that the marking of subjects with low enrolments is repeatedly not moderated. The practice of being a marker or chief marker for one subject and internal moderator for another, where the chief marker or marker then becomes that subject's internal moderator should cease as it does not promote optimal examination practices and processes.

- The internal moderator and chief markers should focus on moderation and monitoring of marking and on guiding and assisting markers, not on marking their quota of scripts. It is also recommended that in two fundamental subjects, namely English and Life Orientation, additional internal moderators be appointed at each marking centre to increase the percentage of scripts that are moderated. The centres where students' performance was unsatisfactory should be assisted in identifying and resolving problems.

- There were a number of specific complaints about poor discipline, noise and chaotic organisation at the Springs marking centre, and general complaints about venues and disorganisation at this campus. The same complaints surface year after year and no action appears to have been taken to improve this centre as a marking venue. The use of this campus as a marking centre should be reconsidered.

- In order to minimise disruptions, it is recommended that different subjects do not share marking venues.

- In order to improve teaching and learning, students should be exposed to the practical application of the subject to form a better understanding. Lecturers should expose students to simulation rooms to support the theory presented in class and to improve their understanding of various topics. More emphasis should also be placed on practical work. There were concerns that many students could not integrate practice and theory, as revealed in their responses in the examinations. Visits to sites to experience the real world and practical onsite training are vital.

- Lecturers are urged to use the subject and assessment guidelines instead of concentrating on only one textbook.

- Examiners should keep in touch with new developments, changes within the industry, name changes, restructuring of government departments and new inventions, and reflect these in question papers and marking guidelines.

6. CONCLUSION

Areas of good practice were noted, such as improved sample marking, the appointment of chief markers and internal moderators and the necessary number of markers in most subjects, and the prompt receipt of most of the scripts for Level 4. In many Level 2 and 3 subjects there was evidence that no changes had been made to marking guidelines, which indicated thoroughness in terms of moderation. In the majority of the subjects for Levels 2, 3 and 4, students' performance was in keeping with expectations and the papers were rated as fair.

However, concerns included changes in the dates and times set for marking guideline meetings and the absence of core participants from some subjects' marking guideline discussions at Level 4. The appointments of marking personnel must be made much earlier and appointment letters should be sent out well in advance. Preparation before marking guideline discussions is vital; all markers should prepare their own marking guidelines. More time should be allocated to sample marking and the training of markers.

In the case of Levels 2 and 3, the practice of making unnecessary changes to marking guidelines should be discontinued. Lenient and poor marking needs to be addressed. The poor standard of internal moderation is a serious concern and too many instances of shadow moderation were noted.

If teaching and learning are to be improved, students should be exposed to the practical application of subjects to improve their understanding. The counter-productive practice of teaching to previous years' examination papers instead of to the Subject and Assessment Guidelines should be avoided. Lecturers should be encouraged instead to adopt interactive methods to render their subjects interesting, relevant and comprehensible.

Chapter 5

Standardisation of results

1. INTRODUCTION AND PURPOSE

Standardisation is a moderation process used to mitigate the effects on performance of factors other than learners' knowledge and aptitude. Standardisation decisions take into account historical and situational factors and are the result of careful and systematic reasoning. Marks are moderated only where it is found that candidates have been unfairly advantaged or disadvantaged in the assessment of a particular subject.

The standardisation of examination results is necessary in order to deal with any variations that may occur in the standard of question papers, despite careful moderation processes, as well as variations in the standard of marking that may occur from year to year. Other sources of variation include undetected errors and unexpected interpretations of questions by learners. Standardisation is thus essential to the achievement of comparability and consistency of examinations from year to year. Assessment conducted at the sites of learning is often unreliable and these marks are adjusted against the standardised examination marks.

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

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

This chapter outlines the 2014 NC(V):

- standardisation approach and decisions
- relevant information obtained from the chief marker, internal and external moderator reports and irregularity report
- areas of good practice and areas requiring improvement.

2. SCOPE AND APPROACH

A total of 241 subjects (84 Level 2, 81 Level 3 and 76 Level 4 subjects) were presented for standardisation. There were 17 subjects (two at Level 2, six at Level 3 and nine at Level 4) for which there were no enrolments.

The Means Analysis Test has been used since the NC(V) was introduced in 2007. In this method, the means or averages of subjects within a programme are compared and adjustments are made to bring these means within a predetermined tolerance level. This year the test was used only in the new NC(V) programmes and subjects that were

introduced in 2012 and 2013. The Norm Referenced method could this year be used for most Level 2, 3 and 4 subjects as a history of at least three years existed at all three levels.

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

Table 37: Number of subjects and standardisation methods used

Method	Number of subjects			
	Level 2	Level 3	Level 4	TOTAL
Norm Referenced	75	70	68	213
Means Analysis Test	9	11	8	28
TOTAL	**84**	**81**	**76**	**241**

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

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

Umalusi received weekly consolidated irregularity reports from the DHET. A further composite report on all irregularities reported per level was received a day before the standardisation meeting.

2.1 Pre-standardisation meeting

The preliminary discussions and statistical moderation meeting took place on the morning of 21 December 2014, at which the examination results for each subject at all three levels were discussed by the Assessment Standards Committee of Umalusi Council, in collaboration with Umalusi staff. Preliminary decisions on adjustments were taken at this meeting.

2.2 Standardisation meeting

The November NC(V) Level 2, 3, and 4 examination results were standardised on the afternoon of 21 December 2014.

3. FINDINGS AND DECISIONS

3.1 Reporting of irregularities

There was a noted improvement in the quality of weekly irregularity reports submitted to Umalusi. There was an increase in the number of colleges that submitted reports on a daily basis and also in the reporting of different types of irregularities that had occurred. In contrast to past years, all types of irregularities were reported. According to the records, public and private colleges and correctional services did not submit reports or did not submit reports on a regular basis at the beginning of the examination period, although the submission of reports improved as the examinations progressed. However, while monitoring the conduct of examinations at some of the listed colleges it was observed that daily reports were prepared. The impression is thus that there is a communication breakdown between the campuses and the central office of the college, or between the central office and the DHET official responsible for the receipt and compilation of the composite report.

The 403 irregularities reported on during the examination session included technical issues as well as acts of dishonesty.

The following broad types of irregularities/incidents were reported:

- Candidates could not produce their identity documents
- Candidates were found with crib notes on their person
- Cell phones found/rang in examination venues
- Technical problems with computers, including power failures
- Not enough question papers/question papers not delivered on time
- Registration errors
- Errata on question papers
- Candidate left examination room with the answer script
- Candidates falling ill during examination or causing a disturbance
- Improper invigilation
- Damaged examination scripts
- Candidate assisted by fellow candidate/another person
- Copying reported by markers
- Two answer scripts submitted for same candidate
- Drunk and disorderly conduct
- Different handwriting on the same script

- Fraud: someone wrote in place of candidate
- Missing scripts
- Script taken out of examination room and returned.

The DHET blocked the results of those candidates allegedly involved in irregularities (composite register), pending the finalisation of investigations and decisions at the National Examination Irregularity Committee meetings.

3.2 Evaluation of chief marker and internal moderator reports

These reports are screened for qualitative data that could have an impact on standardisation decisions. Umalusi received chief marker and/or internal moderator reports from 82 L2, 71 L3 and 69 L4 subjects. This constitutes approximately 98% of the L2 subjects, 88% of the L3 subjects and 91% of the L4 subjects written.

There was an improvement in the quality of the majority of reports received. The inclusion of more detailed information on the performance of learners per question provided a more comprehensive picture of the question paper and the performance of candidates. Some reports were inadequate, however, providing little qualitative data of value. Some reports were incomplete. In some cases, the instructions for the completion of reports were not followed. Very few comments were provided.

There were no internal moderator reports and thus no evidence of internal moderation in certain subjects, e.g. Afrikaans FAL L2 and L3, Agribusiness L3, Animal Production L3, Business Practice L4, Computer Integrated Manufacturing L4, Concrete Structures L3, Criminology L3, Early Childhood Development L3 and L4, Electrotechnology L4, Engineering Graphics and Design L3, Financial Management L3, Human and Social Development L4, Learning Psychology L3 and L4, Marketing L4, Marketing Communication L3 and L4, Mechatronic Systems L4, Multimedia Content L3, Multimedia Service L4, Operations Management L4, Plumbing L4, Process Technology L2, Refrigeration Practice L3, Refrigeration Principles L2, Roads L3 and L4, Soil Science L2 and L3, Sustainable Tourism in SA and International Travel L4, Systems Analysis and Design L4, The Human Body and Mind L3, Transport Economics L3 and Welding L4.

Umalusi worked through all the NC(V) Level 4 and selected Level 2 and 3 reports. The content assisted committee members in making informed decisions during the moderation of marks.

Problems arising from question papers and marking guidelines included:

- Typing and other errors
- Information missing from marking guidelines

- No provision for alternative correct answers where relevant
- Discrepancies between the questions and the answers provided
- Incomplete instructions that affected marking, e.g. where it was not stipulated that all calculations should be shown.

Remarks common to reports included the following:

- Problems encountered in marking owing to shortage of marking staff and subsequent appointment of markers/chief markers/internal moderators with limited experience.
- The question papers were set at the right level, but the performance of candidates was poor because of their limited vocabulary or poor reading skills. They lacked basic literacy and numeracy skills and found it difficult to express themselves and to perform basic calculations and conversions, such as from one unit to another, e.g. m to km.
- Candidates do not read the questions carefully (with understanding) and this led to misinterpretations.
- Subject specific terminology had not always been taught effectively.
- Learners were unable to apply their knowledge to practical tasks and they struggled with higher order questions. Their answers revealed a lack of in-depth understanding.
- Insufficient time was spent on engagement in practical activities.
- Learners needed more experience in case study questions.
- Integration of topics was required to prepare learners for the workplace.
- Lecturing staff required training and support. More workshops/seminars were required to allow lecturers to share good practice and to learn from others.
- Lecturers must keep up to date with the latest developments in the workplace/industry.

3.3 Standardisation meeting

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

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

Table 38: Standardisation of NC(V) results

Decisions	Number of subjects			
	Level 2	Level 3	Level 4	TOTAL
Raw marks accepted	48	46	31	125
Moderated upwards	6	6	26	38
Moderated downwards	30	29	19	78
Total	**84**	**81**	**76**	**241**

In 52% of subjects the raw marks were accepted, while marks in 32% of subjects were moderated downwards. Marks were moderated upwards in 16% of subjects.

4. AREAS OF GOOD PRACTICE

In general, the chief marker and internal moderator reports, especially those for Level 4 subjects, were of good quality. The inclusion of detailed information on the performance of learners provided a more comprehensive picture of the question papers.

Cognisance is taken of the DHET's measures to improve the efficiency of delivery of question papers and to deal with the tampering with question papers and other irregularities.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

5.1 ISAT marks

The reliability and validity of the ISAT marks is a cause for concern. The possibility of presenting these marks separately should be investigated.

5.2 Chief marker and internal moderator reports

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

It is important that all involved in the process have a common understanding of what constitutes a change to a marking guideline. The template used should make provision for additions and adjustments.

5.3 Irregularities

Examination centres that did not submit irregularity reports should be taken to task. Improvements are still required in the reporting of irregularities in terms of clarity and completeness of information.

6. CONCLUSION

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

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

The failure to submit reports, and the poor quality of quantitative checklists serving as reports, hinders the identification and rectification of issues and the improvement of the assessment and teaching and learning processes.

Umalusi is satisfied that the final examination marks, the raw marks in the majority of cases, are a fair reflection of the candidates' performance in the November 2014 examination.

SECTION TWO

QUALITY ASSURANCE OF NOVEMBER 2014 NATED N1–N3 ASSESSMENT

Chapter 1

Moderation of NATED Question Papers

1. INTRODUCTION AND PURPOSE

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

Owing to the fact that some curricula are outdated and underspecified, as indicated in previous reports, the moderation of the NATED Report 191 question papers still presents challenges to the quality assurance process. The standard and fairness of the question papers cannot be effectively evaluated in the absence of explicit learning outcomes, assessment standards, range statements, weighting prescriptions and the specified distribution of cognitive levels. In some subjects, syllabi are nothing more than lists of topics.

The CD: NEA of the DHET submitted question papers in accordance with the agreed timelines. Difficulties arose when papers were rejected because the DHET had failed to meet the timelines. A lack of cooperation between internal and external moderators in meeting the set deadlines posed another challenge. Some papers were still undergoing moderation only a week or two before the national examination was due to start.

Despite these difficulties, Umalusi confirmed the standard and quality of a sample of NATED N2 and N3 question papers for the November 2014 examinations, through the use of rigorous moderation processes.

The purpose of this chapter is to:

- provide information on the sample size for external moderation in terms of subjects
- provide an overview of the crucial findings related to the standard and quality of the moderated question papers in terms of the following criteria:

  o technical details related to the presentation of the question papers and marking guidelines

  o internal moderation and its efficacy in assuring quality

  o adherence to and coverage of the syllabus as reflected in question papers

  o the consistency and appropriateness of mark distribution and allocation according to cognitive level and question type

  o the relevance and accuracy of the marking guidelines

  o the standard of language and evidence of bias

  o the degree of predictability in the questions

  o an overall evaluation of the papers in terms of validity, reliability, fairness and suitability to the level assessed

- highlight areas of good practice

- highlight areas requiring improvement.

2. SCOPE AND APPROACH

The 21 external moderators appointed by Umalusi were experts from Technical and Vocational Education and Training (TVET) colleges, universities, universities of technology and provincial education departments. They were required to moderate a sample of NATED Report 191 N2 and N3 question papers and the accompanying marking guidelines.

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

Umalusi moderated 38 question papers for the November 2014 examination, 23 (77%) on N3 level and 15 (56%) on N2 level. This sample included the fundamental Engineering subjects, Mathematics and Engineering Science. Beyond these, the focus was mostly on N2 and N3 subjects with higher enrolments, or subjects that had been identified in the past as problematic in terms of candidates' performance. In the case of nine subjects, both N2 and N3 were included in the sample; these were moderated by the same moderator, specifically in order to evaluate the progression between levels, to identify any overlaps and to deal with other pertinent issues. The Business English question papers, both first and second language, were also moderated. As has been the case in the past, Umalusi did not moderate any of the N1 question papers. In addition to the November 2014 examination papers, Umalusi also moderated 38 back-up question papers for the same subjects. The focus of this report is on the November 2014 question papers only.

Table 39: Subjects included in the sample of question papers moderated

Subject	Level
Bricklaying and Plastering Theory	N2
Building and Civil Technology	N3
Building Drawing	N2 and N3
Building Science	N2 and N3
Business English First Language Paper 1 and Paper 2	N3
Business English Second Language Paper 1 and Paper 2	N3
Carpentry and Roofing Theory	N2

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

Table 40: Percentage of question papers moderated by Umalusi

Level	Number of subjects offered	Number of subjects moderated	Percentage of subjects moderated
N1	23*	0	0
N2	27*	15	56%
N3	26 +4 *	23	77%

*according to the DHET timetable

3. FINDINGS

Table 41: Status of NATED question papers after initial moderation

Approved	Conditionally approved	Rejected
Building and Civil Technology N3 Engineering Drawing N3 Industrial Electronics N2 and N3 Logic Systems N3 Plumbing Theory N2	Bricklaying and Plastering Theory N2 Building Drawing N3 Building Science N2 and N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N3 Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 Engineering Science N2 and N3 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Mathematics N2 and N3 Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Supervision in Industry N3	Building Drawing N2 Business English First Language Paper 1 and 2 Business English Second Language Paper 1 and 2 Diesel Trade Theory N2 Mechanotechnology N3 Motor Trade Theory N2 Waste Water Treatment Practice N3
6	**23**	**9**

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

Table 42: Moderation of NATED question papers — findings

Criteria and findings	Challenges	Subjects concerned
TECHNICAL QUALITY OF PAPERS		
The majority of the question papers and marking guidelines satisfied the technical requirements; however, some papers did not meet all the technical requirements.	Some of the assessment documents were not received by Umalusi: • Moderator's and examiner's analysis grid/ assessment framework (one subject) • Examiner's analysis grid/assessment framework (two subjects) • Internal moderator's report (one subject) • Examiner's report (one subject).	Building Drawing N2 Industrial Electronics N2 and N3 Carpentry and Roofing Theory N2 Engineering Drawing N2
	The cover page of one question paper did not include the subject-specific requirements of the paper.	Plating and Structural Steel Drawing N3
	The cover page of one question paper contained incorrect information (wrong examination).	Mathematics N3

Table 42: Moderation of NATED question papers — findings (continued)

Criteria and findings	Challenges	Subjects concerned
TECHNICAL QUALITY OF PAPERS (continued)		
The majority of the question papers and marking guidelines satisfied the technical requirements; however, some papers did not meet all the technical requirements. (continued)	The instructions to candidates were not clearly stated in four (11%) of the question papers.	Diesel Trade Theory N2 Fitting and Machining Theory N2 Plating and Structural Steel Drawing N2 and N3
	The layout of three (8%) of the question papers was not reader-friendly.	Diesel Trade Theory N3 Plating and Structural Steel Drawing N2 and N3
	The numbering of some of the questions was incorrect in four (11%) of the papers.	Building Drawing N3 Building Science N2 Diesel Trade Theory N2 and N3
	The mark allocations for some questions were not clearly indicated in six (16%) of the papers.	Building Drawing N2 Diesel Trade Theory N2 Engineering Drawing N3 Mathematics N2 Plating and Structural Steel Drawing N2 and N3
	The mark allocation on the paper did not correspond with that on the marking guideline in six (16%) of the papers.	Building Science N2 Business English SL N3 P1 and P2 Engineering Drawing N2 Plating and Structural Steel Drawing N2 and N3
	The quality of illustrations, graphs, tables etc. was poor in 14 (37%) of the papers and consequently the papers were not print ready.	Building Science N2 and N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 Industrial Electronics N3 Mathematics N2 Plater's Theory N2 Plant Operation Theory N3 Plating and Structural Steel Drawing N2 and N3
	The paper did not meet the assessment format requirements as prescribed by the syllabus in six (16%) of the papers.	Bricklaying and Plastering Theory N2 Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Engineering Science N2
QUALITY OF INTERNAL MODERATION		
It is clear that internal moderation is a neglected area of the quality assurance process. Although reports were provided for most of the papers, these were not always of appropriate quality	Nineteen (50%) of the internal moderators' reports were only partially completed or did not provide enough detail.	Building Drawing N2 and N3 Business English SL N3 P1 and P2 Diesel Trade Theory N2 and N3 Engineering Drawing N2 Engineering Science N2 and N3 Fitting and Machining Theory N2 Instrument Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plater's Theory N2

Criteria and findings	Challenges	Subjects concerned
QUALITY OF INTERNAL MODERATION (continued)		
or standard. The checklists provided had frequently been completed as a mere formality and very little qualitative information of value was provided. If internal moderation is to be effective, it should be done thoroughly and constructively with the intention of improving the quality of the paper. **There was little or no evidence that the internal moderator had made recommendations, and, where these had been made, there was no evidence that these recommendations had been addressed or implemented.**		Plating and Structural Steel Drawing N2 and N3 Waste Water Treatment Practice N3
	Umalusi did not receive the internal moderator's report for one subject.	Carpentry and Roofing Theory N2
	A handwritten report was provided for one subject.	Diesel Trade Theory N3
	Twenty-four (63%) of the internal moderators' reports were of poor quality and/or low standard.	Bricklaying and Plastering Theory N2 Building Drawing N2 and N3 Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Diesel Trade Theory N2 and N3 Engineering Drawing N2 Engineering Science N2 and N3 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plater's Theory N2 Plant Operation Theory N3 Plating and Structural Steel Drawing N2 and N3 Waste Water Treatment Practice N3
	Twenty-one (55%) internal moderators' reports had little or no effect on the quality and/or standard of question papers.	Bricklaying and Plastering Theory N2 Building Drawing N2 and N3 Business English N3 FL P1 Business English N3 SL P1 and P2 Diesel Trade Theory N2 and N3 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Instrument Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plater's Theory N2 Plant Operation Theory N3 Plating and Structural Steel Drawing N2 and N3 Waste Water Treatment Practice N3
	There was no evidence that the internal moderators' recommendations had been addressed or implemented in 21 (55%) of the moderated question papers.	Bricklaying and Plastering Theory N2 Building Drawing N2 and N3 Business English N3 FL P1 and P2 Business English N3 SL P1 and P2 Diesel Trade Theory N2 and N3 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3

Criteria and findings	Challenges	Subjects concerned
QUALITY OF INTERNAL MODERATION (continued)		
	There was no evidence that the internal moderators' recommendations had been addressed or implemented in 21 (55%) of the moderated question papers. (continued)	Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Waste Water Treatment Practice N3

Criteria and findings	Challenges	Subjects concerned
CONTENT COVERAGE AND COGNITIVE SKILLS		
In the majority of the question papers, the syllabus was covered adequately. **The distribution in terms of cognitive levels was appropriate in 79% of the question papers.** **The weighting and spread of topics was appropriate in 74% of the papers.** **34% of papers contained questions where mark allocation, level of difficulty and time allocation were inconsistent.**	The papers of eight (21%) of the question papers moderated did not cover the syllabus adequately.	Bricklaying and Plastering Theory N2 Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Industrial Organisation and Planning N3 Mathematics N2 Plant Operation Theory N3
	Four (11%) of the papers did not include a range of question types.	Electrotechnology N3 Industrial Organisation and Planning N3 Mathematics N2 Motor Trade Theory N2
	Nine (24%) of the papers did not provide for creative responses from candidates.	Diesel Trade Theory N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Orientation N3 Instrument Trade Theory N3 Mathematics N2 and N3 Motor Trade Theory N2 Supervision in Industry N3
	The weighting and spread of topics was inappropriate in 10 (26%) of the papers.	Bricklaying and Plastering Theory N2 Business English FL N3 P1 and P2 Business English SL N3 P1and P2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Mathematics N2 and N3
	The examples/illustrations used were inappropriate or incorrect in eight (21%) of the moderated papers.	Diesel Trade Theory N2 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N2 Mathematics N2 and N3 Motor Trade Theory N2 Plant Operation Theory N3
	There was no correlation between mark allocation, level of difficulty and time allocation in 13 (34%) of the question papers.	Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N3 Engineering Drawing N2 Fitting and Machining Theory N2 Instrument Trade Theory N3

Criteria and findings	Challenges	Subjects concerned
CONTENT COVERAGE AND COGNITIVE SKILLS (continued)		
In the majority of the question papers, the syllabus was covered adequately. **The distribution in terms of cognitive levels was appropriate in 79% of the question papers.** **The weighting and spread of topics was appropriate in 74% of the papers.** **34% of papers contained questions where mark allocation, level of difficulty and time allocation were inconsistent.** (continued)		Motor Trade Theory N2 Plating and Structural Steel Drawing N2 and N3
	The various topics were not appropriately linked or integrated in four (11%) of the subjects.	Business English FL N3 P2 Diesel Trade Theory N2 and N3 Motor Trade Theory N2
	The analysis grid did not clearly indicate the cognitive level of each question/ sub-question in12 (32%) of the moderated subjects.	Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Fitting and Machining Theory N2 Instrument Trade Theory N3 Mechanotechnology N3 Motor Trade Theory N2 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Waste Water Treatment Practice N3
	The distribution in terms of cognitive levels was inappropriate in eight (21%) of the subjects.	Building Drawing N2 Business English FL N3 P1 Fitting and Machining Theory N2 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plant Operation Theory N3
	The distribution of marks was not made according to the syllabus in eight (21%) of the question papers.	Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Mathematics N2
	Ten papers (26%) did not provide opportunities to assess higher order thinking skills. For example, the assessment of one or more of the following abilities: • the ability to reason • the ability to communicate • the ability to translate from verbal to symbolic • the ability to translate visual evidence to a written response • the ability to compare and contrast • the ability to see causal relationships • the ability to express an argument clearly.	Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Organisation and Planning N3 Mathematics N2 Motor Trade Theory N2 Plant Operation Theory N3
	Nine (24%) of the papers failed to provide questions reflecting the latest developments in the subject/field.	Business English FL N3 P1 Business English SL N3 P1 and P2 Diesel Trade Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N3 Motor Trade Theory N2 Supervision in Industry N3

Table 42: Moderation of NATED question papers — findings (continued)

Criteria and findings	Challenges	Subjects concerned
QUALITY OF THE MARKING GUIDELINE		
Over 50% of marking guidelines were poor in quality. **Several marking guidelines were flawed and would not facilitate effective marking.**	The marking guidelines for four papers (11%) did not correspond with the question papers.	Engineering Drawing N2 Mechanotechnology N3 Plating and Structural Steel Drawing N2 and N3
	Some of the answers in 21 (55%) of the marking guidelines were not correct/ accurate.	Building Drawing N2 and N3 Building Science N3 Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Carpentry and Roofing Theory N2 Electrotechnology N3 Engineering Drawing N2 and N3 Engineering Science N3 Fitting and Machining Theory N2 Industrial Electronics N3 Industrial Organisation and Planning N3 Mathematics N2 and N3 Motor Trade Theory N2 Plating and Structural Steel Drawing N2 and N3 Supervision in Industry N3
	In 12 (32%) of the question papers the marking guidelines did not allow for alternative responses where appropriate.	Building Drawing N2 and N3 Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Diesel Trade Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N3 Motor Trade Theory N2 Supervision in Industry N3
	The marking guideline was not set out clearly in six (16%) of moderated subjects.	Bricklaying and Plastering Theory N2 Engineering Drawing N2 Engineering Science N2 Mathematics N3 Plating and Structural Steel Drawing N2 and N3
	The marking guideline for one subject was poor in quality.	Engineering Science N2
	The mark allocation on the marking guideline for three (8%) of the subjects did not correspond with the mark allocation on the question paper.	Mathematics N3 Plating and Structural Steel Drawing N2 and N3
	The marking guidelines for 21 (55%) of the question papers, were incomplete, or had missing mark allocations or distributions.	Bricklaying and Plastering Theory N2 Building Drawing N2 Building Science N2 and N3 Business English FL N3 P2 Diesel Trade Theory N2 and N3 Engineering Drawing N2 and N3 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 and N3 Industrial Orientation N3

Table 42: Moderation of NATED question papers — findings (continued)

Criteria and findings	Challenges	Subjects concerned
QUALITY OF THE MARKING GUIDELINE(continued)		
Over 50% of marking guidelines were poor in quality. **Several marking guidelines were flawed and would not facilitate effective marking.** (continued)	The marking guidelines for 21 (55%) of the question papers, were incomplete, or had missing mark allocations or distributions. (continued)	Instrument Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N2 and N3
	Fifty-five percent (55%) of the marking guidelines would have hindered effective marking.	Bricklaying and Plastering Theory N2 Building Drawing N2 and N3 Building Science N2 and N3 Business English FL P1 and P2 Business English SL P1 and P2 Engineering Drawing N2 Engineering Science N2 Fitting and Machining Theory N2 Industrial Electronics N2 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Plant Operation Theory N3 Plating and Structural Steel Drawing N2 and N3

Criteria and findings	Challenges	Subjects concerned
QUALITY OF LANGUAGE AND LEVELS OF BIAS		
In the majority of question papers the language was appropriate for the level of the candidates. **There were grammatical errors in some of the question papers and marking guidelines.** **Certain questions and answers had to be replaced, rephrased or restructured for the sake of clarity.**	Subject terminology or data was not always used correctly in seven (18%) of the question papers.	Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Engineering Drawing N2 Fitting and Machining Theory N2 Mathematics N3
	The language register in one paper was not suitable for the level of the candidates.	Fitting and Machining Theory N2
	There were subtleties in the grammar that might have confused candidates in eight (21%) of the question papers.	Diesel Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Electronics N3 Mathematics N3 Plant Operation Theory N3
	One paper contained questions featuring very complex syntax.	Mechanotechnology N3
	Grammatical errors in questions occurred in six (16%) papers.	Building Drawing N3 Business English FL N3 P1 and P2 Engineering Drawing N2 Fitting and Machining Theory N2 Mathematics N3
	There were grammatical errors in the marking guidelines of three (8%) of the question papers.	Business English FL N3 P1 and P2 Fitting and Machining Theory N2
	Bias in favour of province, region and gender were evident in two of the question papers (5%).	Industrial Electronics N3 Industrial Orientation N3

Table 42: Moderation of NATED question papers — findings (continued)

Criteria and findings	Challenges	Subjects concerned
ADHERENCE TO ASSESSMENT POLICIES/GUIDELINE DOCUMENTS		
Most of the question papers complied with current policies and guideline documents.	Nine (24%) of the papers did not comply with the current policy/guideline documents.	Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Diesel Trade Theory N2 Mathematics N2 and N3 Motor Trade Theory N2 Waste Water Treatment Practice N3
	The analysis grid/assessment framework provided for 17 (45%) of the papers was of inferior quality.	Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Carpentry and Roofing Theory N2 Engineering Drawing N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Waste Water Treatment Practice N3

PREDICTABILITY OF QUESTIONS		
The use of questions identical or similar to those in past papers has been a recurrent problem. **Some question papers lacked the innovation that might have improved their quality.**	Eleven (29%) papers contained questions that candidates could easily have spotted or predicted from previous question papers.	Building Drawing N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N2 Plant Operation Theory N3 Waste Water Treatment Practice N3
	Fourteen (37%) of the question papers contained one or more questions taken verbatim from past papers.	Bricklaying and Plastering Theory N2 Building Drawing N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Plant Operation Theory N3 Supervision in Industry N3 Waste Water Treatment Practice N3
	Ten (26%) of the question papers lacked innovation.	Business English FL N3 P1 Diesel Trade Theory N2 Industrial Orientation N3

Table 42: Moderation of NATED question papers — findings (continued)

Criteria and findings	Challenges	Subjects concerned
PREDICTABILITY OF QUESTIONS(continued)		
Some question papers lacked the innovation that might have improved their quality. (continued)	Ten (26%) of the question papers lacked innovation. (continued)	Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Plant Operation Theory N3 Supervision in Industry N3 Waste Water Treatment Practice N3

OVERALL QUALITY		
Overall, 61% of the question papers were considered to be of an appropriate standard. However, the findings indicate that there is still room for improvement in many areas of the assessment process.	Seven (18%) of the moderated question papers were not aligned to the syllabus.	Building Drawing N2 Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Mathematics N2 and N3
	Seven (18%) of the papers did not assess the stated objectives of the syllabus.	Bricklaying and Plastering Theory N2 Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Industrial Organisation and Planning N3 Mathematics N2
	Fifteen (39%) of the question papers were not of an appropriate standard	Bricklaying and Plastering Theory N2 Building Drawing N2 Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Carpentry and Roofing Theory N2 Fitting and Machining Theory N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 Mechanotechnology N3 Motor Trade Theory N2 Supervision in Industry N3 Waste Water Treatment Practice N3
	Ten (26%) of the question papers did not compare favourably with those from previous years.	Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 and 3 Mechanotechnology N3 Supervision in Industry N3
	Four (11%) of the question papers from this cycle were not of the same standard as those from past examinations.	Fitting and Machining Theory N2 Industrial Orientation N3 Mathematics N2 and N3
	There was an imbalance in the assessment of skills, knowledge, attitudes, values and reasoning in eight (21%) papers.	Business English FL N3 P1 and P2 Business English SL N3 P1 and P2 Mathematics N2 and N3 Motor Trade Theory N2 Plant Operation Theory N3

4. AREAS OF GOOD PRACTICE

The majority of the question papers and marking guidelines satisfied the technical requirements. This could be attributed to the effective use of the DHET's "Quick Guide" by examiners and internal moderators.

An analysis grid/assessment framework was provided for almost all question papers. This is a considerable improvement on last year; however, the quality and standard of these documents requires improvement.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

5.1 Technical aspects

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

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

- Print ready question papers and marking guidelines should be presented for external moderation.
- The cover page should contain all the necessary information and should be carefully checked to ensure accuracy.
- The instructions to candidates must be clearly stated.
- Diagrams, illustrations, symbols, texts and graphics should be provided in a high resolution format to ensure high quality reproduction.
- Drawings used in the technical subjects should be made using a computer-aided design programme.

5.2 Internal moderation

The number of errors and inaccuracies identified in question papers and marking guidelines during external moderation is indicative of the poor standard of internal moderation and/ or the incompetence of moderators. It is evident that internal moderation is neglected as a quality assurance measure. Although internal moderation reports were provided for most of the papers, these were not always of appropriate quality and standard. In several cases, checklists were completed merely as a formality and contained very little qualitative information of value. If internal moderation is to be effective, it must be done thoroughly and with the aim of raising assessment standards.

The following aspects require improvement:

- The reports should be completed in full and should provide detailed recommendations/comments.
- The report should provide evidence that the internal moderator's recommendations have been implemented or addressed.
- Communication between the examiner and internal moderator as well as recommendations and changes should be recorded to serve as evidence.
- Dates and signatures should be inserted.

5.3 Marking guidelines

Over 50% of the marking guidelines were of poor quality. More effort is required of examiners and internal moderators to improve the quality and standard of these documents. Accurate and relevant marking guidelines should contribute to the efficiency of the marking process.

The following aspects require improvement:

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

5.4 Adherence to policy, content coverage and cognitive skills

Outdated and underspecified curricula must be revised as a matter of urgency.

Bearing in mind the challenges posed by outdated syllabi that hinder the proper evaluation of question papers, the majority of the question papers covered the syllabus adequately.

The standard and quality of the analysis grid/assessment framework for 45% of the papers was inappropriate. As an essential tool in the examination setting process, the standard and quality of these grids is vital and should be improved. Training of examiners and internal moderators in the use of the analysis grid is crucial to enhancing the development of high quality question papers and marking guidelines.

A total of 100 marks for a three-hour paper seemed insufficient to test the breadth of the curriculum. The total for the examination papers should be increased. The use of ½ marks leads to errors in calculations and is unnecessary; this practice should be discontinued.

5.5 Predictability

The repetition of the same or similar questions from past papers has been a recurrent problem. The repetition of questions verbatim from previous examinations is to be avoided at all costs. The inclusion of questions that are easily predicted can be circumvented if the examiner adopts more creative strategies, such as using different types of questions when examining a topic and by varying questions to elicit open-ended responses rather than close-ended responses. Some question papers require a greater degree of innovation to enhance their quality.

Examiners need more training in the setting of good quality question papers. They should be taught how to include a range of question types across the cognitive levels, as well as scenario-based, real-life relevant questions. Examiners should note that examining the entire syllabus will force lecturers to teach each facet of the syllabus. This will encourage them to teach curriculum content rather than previous examination papers.

6. CONCLUSION

The standard of question papers was generally satisfactory; however, in some cases the content was highly predictable, owing to a similarity in format and content to previous papers. Predictability has always been a contentious issue in the NATED subjects. Subject content is of such a nature that one would expect certain topics to feature in most or all question papers in a particular subject. The examiner should therefore engage in creative strategies such as the use of a variety of question types and/or the use of a different format in the question paper, while maintaining the correct coverage in terms of cognitive levels. An appropriate degree of innovation is required to enhance the quality of most question papers.

The poor quality of marking guidelines and internal moderators' reports remains cause for concern. Examiners and moderators should make a concerted effort to improve the quality and standard of marking guidelines and internal moderators' reports, as these are fundamental to the quality assurance process.

An area that also requires improvement is the compilation of the analysis grids/assessment frameworks. These are essential to the setting of balanced question papers and should be compiled correctly.

Although most of the examination papers were of an acceptable standard, the statistics do not compare favourably with those of last year.

Monitoring/Moderation of Internal Assessment

1. INTRODUCTION AND PURPOSE

A term mark is a compulsory component of the final promotion mark for all learners registered for the NATED Report 191 programmes. This mark has a weighting of 40% towards the final total. Each student must complete two assessment tasks per trimester, in the form of two tests.

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

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

The moderators interviewed staff members and students at various colleges, studied relevant assessment documents and observed evidence in order to make a fair and accurate judgement.

The purpose of this section of the report is to:

- Outline the approach followed in the October 2014 monitoring and moderation of internal assessment
- Provide an indication of the sample size, that is, the sites and subjects included in the quality assurance of the internal assessment exercise
- Provide an overview of crucial findings related to the quality and standard of internal assessment
- Highlight areas of good practice and those where improvements are required.

2. SCOPE AND APPROACH

During October 2014, Umalusi monitored the internal assessment of a sample of 17 NATED subjects at 15 sites across public and private colleges in eight provinces. The internal assessment of an additional site was moderated off-site.

Umalusi informed provincial departments of education, colleges and campuses in advance of its intended monitoring visits.

A team of 15 moderators was deployed to various sites to undertake the monitoring/ moderation. Umalusi's external moderators visited selected sites where they scrutinised documentary evidence, made observations and conducted interviews with relevant stakeholders.

The table below indicates the sites and the subjects included in the monitoring/moderation process.

Table 43: Sites and subjects moderated during October 2014

Subject	Province	College	Campus/Site
Bricklaying and Plastering N2	Western Cape	Northlink	Belhar
Building and Civil Technology N3	Gauteng	Denver	Pretoria
Building Drawing N2 and N3	Limpopo	Capricorn	Seshego
Building Science N2 and N3		Vhembe	Mavhoi
Electrical Trade Theory N2	Gauteng	Pretoria Gardens Technical High School	
Electrotechnology N3	KwaZulu-Natal	Berea	
Logic Systems N3	Gauteng	Central Johannesburg	Ellis Park
Mathematics N2 and N3	Limpopo	Westcol	Amandelbult
Mechanotechnology N3	Mpumalanga	Thibela	
Motor Trade Theory N2	Western Cape	False Bay	Khayelitsha
		Northlink	Bellville
Plating and Structural Steel Drawing N2	Free State	Goldfields	Tosa
Plumbing Theory N2	Eastern Cape	King Sabatha Dalindyebo	Mthatha
Supervision in Industry N3	North West	Whitestone	
Waste Water Treatment Practice N3	KwaZulu-Natal	Umbilo Further Education and Training	

3. FINDINGS

The following section presents the finding of the monitoring of the implementation of internal assessment.

3.1 Physical and other resources

Even though 81% of sites had adequate facilities, it was reported that these facilities were not sufficient at four of the sites visited, as can be seen in the table below:

Table 44: Inadequate facilities

Subject	College	Campus	Comments
Building Drawing	Capricorn	Seshego	There was only one drawing room with 25 drawing boards; these were not sufficient for the number of students enrolled.
Logic Systems	Central Johannesburg	Ellis Park	Better planning was required to expose students to computers and the Internet, as preference had been given to the NC(V) students.
Mathematics	Westcol	Amandelbult	The students attended class in prefabricated classrooms in an area with extremely high temperatures.
Plating and Structural Steel Drawing	Goldfields	Tosa	The facilities were shared with NC(V) students. NATED students were not able to use the workshops as this could not be accommodated in the timetable.

Since the majority of students enrolled were not employed, the general expectation was that the college would take responsibility for exposing the learners to the real world of work in an attempt to make the programme more meaningful and to ensure that these students were better equipped for employment. It was thus essential for the colleges offering these subjects to have models available to expose the students to the reality of what they would be doing once they were employed. It is encouraging to note that some sites realised the shortcomings of the qualification and exposed their students to the workplace or some form of practical application. Half (50%) the sites monitored gave their students workplace experience.

The students had access to computers and printers at only 44% of the sites and only 62% of these provided access to the Internet. Also of concern was the fact that only half the sites made use of additional teaching materials.

Two sites (Khayelitsha and Bellville) were singled out as having workshops (for Motor Trade Theory N2) of a high standard, where the environment was conducive to learning.

At 88% of the sites, textbooks were available to all students when the programme commenced.

3.2 Human resources

There were a number of very experienced and well qualified lecturers offering the NATED N1–N3 subjects. It was reported that 94% of these were qualified to teach the subjects they had been allocated. However, only 56% of the lecturers had been exposed to the workplace environment or to the relevant industry. There were also those who were either unqualified or with little or no experience in the field.

All subjects except Mathematics were practical subjects in fields characterised by technological advances. The lack of workplace exposure has an impact on the ability of lecturers to prepare their students for employment.

Only 56% of the sites had a training plan for their staff, yet 75% of the staff indicated that they needed training. At Goldfields College, only the NC(V) lecturers were sent for training.

3.3 Assessment

The majority (94%) of sites visited had an assessment policy. At 83% of the sites, policies covered aspects such as monitoring and moderation of assessment (88% were compliant), an appeals procedure (94% were compliant), absenteeism (88% were compliant), late or non-submission of tasks (88% were compliant), provision for learners with barriers to learning (63% were compliant), conditions for reassessment (88% were compliant) and dealing with irregularities (75% were compliant). Six colleges (10 sites) had all the necessary documents. These were Denver Technical College, Northlink College, Vhembe College, Pretoria Gardens Technical High School, False Bay College and Goldfields College.

3.3.1 Monitoring

Even though 81% of sites had a plan for monitoring assessments, only 75% of them could provide evidence of this plan having been implemented, and only 75% had submitted reports to the Academic Board. At 88% of sites, there was evidence of a pre- and post-moderation report but as will be noted below, these reports do not guarantee effective moderation.

3.3.2 Task development plan

In 94% of cases, there was a plan for the development of tasks and yet at only 81% of the sites was there evidence that tasks had been developed according to the plan. Two sites, Thibela College and Umbilo FET College, were not compliant in that they did not have a plan. Only 69% of sites had systems in place for checking that tasks were of an acceptable standard, which is cause for concern. Only 44% of sites could show examples of additional supporting tasks, which raised even more concerns.

3.3.3 Irregularities register

Although 75% of sites had irregularity registers, only 56% of these sites had recorded irregularities of assessments adequately.

3.4 Lecturers' files

Only nine of the sites visited had all the documents available in their files. Only 88% of sites had evidence of registers. At Whitestone College, Klerksdorp, class attendance was not monitored. 75% of sites had a subject syllabus. Lesson plans and teaching resources were available at 88% of sites but evidence of additional supporting tasks as required by policy were available at only 75% of sites. Three quarters of the sites did not review students' tasks but 94% of sites could show evidence that revision had taken place in some form.

3.5 Task development

Assessment tasks and marking guides could be found at 75% of sites. 81% of the tasks had been pre-moderated and post-moderation had taken place at 88% of sites, yet moderation reports and checklists were available at only 69% of the sites. The marks had been captured electronically at 69% of the sites, with assessment scores recorded, transcribed and converted at 75% of the sites. There was evidence that the syllabus had been used at only 75% of the sites. Learner performance had been analysed at 69% of the sites.

3.5.1 Content coverage

The content of the tasks met all the requirements at all but three sites, namely Thibela College, where the marks did not reflect the correct weighting for the subject, Khayelitsha, where the task did not cover a substantial amount of work and the weightings and spread of the content was not appropriate, and Umbilo FET College, where the only task available was a previous examination paper that had not been marked, although an "impression" mark had been awarded.

3.5.2 Cognitive demand of the set tasks and difficulty levels

At 94% of sites, the task was set at the right level with a variety of knowledge and skills assessed. 81% of sites had used a combination of short, medium and extended responses and had encouraged creative responses. At 88% of sites, there was evidence that the latest developments in the subject had been taken into account.

Berea Technical College was advised to develop assessment grids for Electrotechnology N3 more comprehensively.

3.5.3 Internal moderation

The general impression of the external moderators was that internal moderation was a neglected area at most of the sites visited. Six sites were compliant (Denver Technical College, Belhar, Mavhoi, Pretoria Gardens Technical High School, Khayelitsha and Tosa) but three sites were not compliant (Amandelbult, Thibela and Umbilo). Even though there were checklists available at 81% of the sites where some form of internal moderation was taking place, the standard of these checklists was only deemed appropriate at 75% of the sites, with only 50% providing qualitative feedback to the lecturer. At 75% of the sites, 10% of the tasks had been moderated and at 69% of the sites the sample was representative of a full range of student performance. Qualitative feedback on the marking was given to the assessor in only 44% of instances.

It was found that at Ellis Park, monitoring and verification needed urgent attention. The quality of the work was unacceptable and lacked uniformity. Scheduled class visits could contribute to an improvement in the quality of work. At Amandelbult, internal moderation could not take place because of the distance between campuses and the lack of human capacity.

3.5.4 Technical aspects

Had there been better internal moderation, the technical aspects of the tasks might have been improved. 81% of the tasks had been neatly typed and contained all the relevant information with clear, unambiguous instructions. 94% of the tasks contained appropriate language and terminology. In 88% of instances, the mark allocation was clear. In 75% of cases, the marks on the question paper corresponded with the marks in the marking guideline. Illustrations were of good quality in 75% of instances. In 88% of the tasks, the numbering was correct and the time allocation realistic. At Whitestone College in Klerksdorp, the Supervision in Industry N3 tasks were based exclusively on previous examination papers.

3.5.5 Marking tools

The marking tools were appropriate and relevant at 75% of the sites visited. 69% allowed alternative responses, were clear and neatly typed with clear mark allocations and distributions in the questions. 75% of marking tools were easy to use. At Mthatha Campus (King Sabatha Dalindyebo College) there were no marking guidelines available for moderation.

3.6 Moderation of learner evidence

There were no tasks available at Umbilo FET College to be moderated since the only task was a previous examination paper, without a marking guideline, which had not been marked. The principal confirmed that an impression mark had been awarded. The cover page indicated that the task had been moderated but there was no evidence of this having taken place. The lecturer was a full-time employee at another company and a part-time lecturer at this college and neglected his academic responsibilities.

3.6.1 Learner performance

In 88% of the tasks moderated, the interpretation and responses of the students were good and the marking was consistent with the marking guideline.

3.6.2 Quality of marking

The quality of the marking was adequate at 75% of the sites moderated. Most worrying was the fact that feedback of an acceptable standard was given to students at only 44% of the sites.

At 94% of sites, the marks were added accurately and transferred to the mark sheet.

3.6.3 Internal moderation

At Seshego, there was evidence of shadow marking and the suggestion that internal moderation was merely a formality. Marks had been entered incorrectly but this had not been picked up by the internal moderator.

Only 69% of the students' work had been internally moderated and given qualitative feedback.

4. AREAS OF GOOD PRACTICE

There were pockets of excellence at some of the sites moderated. It was encouraging to experience the dedication of innovative lecturers who took pride in teaching and were willing to go out of their way to assist students.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

The following matters need attention at some sites:

- Availability and implementation of the latest version of the ICASS Guideline document must be ensured. Improvement in administration, especially in terms of record keeping, is required at some centres.

- Colleges should address lecturers' limited experience in the industry by implementing training programmes.

- Lecturers must teach the content prescribed in the syllabus and not merely the content found in one textbook.

- The lack of additional training materials, such as models, has a serious impact on teaching and learning. Teaching aids are needed to improve students' understanding of the subject content.

- Exposure of students to the latest technology and trends. This would enhance their training. Colleges should consider the procurement of simulation software that could be used in a computer laboratory to enhance teaching and learning.

- Class attendance and retention rates at certain colleges should be addressed.

- The trimester approach of the NATED courses allows too little time for actual teaching; contact time should be extended to facilitate practical work where this is not currently part of the course.

6. CONCLUSION

Although it was reassuring to note that the majority of students had access to textbooks at the beginning of the trimester, the lack of additional resources had a detrimental effect on teaching and learning. It is imperative that students are given opportunities for practical learning and more practical work should be integrated with the theoretical aspects. Workplace exposure should be the norm. It is of grave concern that assessment and moderation practices are still not being conducted satisfactorily. Assessment tasks were not always adequate and internal moderation was largely ineffective. The emphasis should be on practical training in line with what is required in the workplace. If lecturers are not exposed to the workplace more regularly, they will not be able to share this knowledge with students. The issue of staff training should be urgently addressed to ensure that curriculum delivery takes place more effectively.

The trimester approach of the NATED courses allows too little time for actual teaching; contact time should be extended to facilitate more practical learning.

Chapter 3

Discussion of Marking Guidelines and Verification of Marking

1. INTRODUCTION AND PURPOSE

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

Verification of marking of N2 and N3 examination scripts entailed the following:

- Umalusi moderators attended the marking guideline discussions for a sample of N2 and N3 subjects
- Verification of marking of a sample of scripts from N2 and N3 subjects.

The purpose of this section is to report on:

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

2. SCOPE AND APPROACH

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

Table 45: N2 Marking guideline discussions

	Subject
1	Building Drawing N2
2	Diesel Trade Theory N2
3	Engineering Drawing N2
4	Mathematics N2
5	Plating and Structural Steel Drawing N2

Table 46: N3 Marking guideline discussions

	Subject
1	Building and Civil Technology N3
2	Building Drawing N3
3	Building Science N3
4	Business English Second Language N3
5	Electrical Trade Theory N3
6	Electrotechnology N3
7	Engineering Drawing N3
8	Engineering Science N3
9	Industrial Electronics N3
10	Industrial Organisation and Planning N3
11	Industrial Orientation N3
12	Logic Systems N3
13	Mathematics N3
14	Mechanotechnology N3
15	Plating and Structural Steel Drawing N3

Umalusi deployed five moderators at Tshwane North TVET College, Pretoria Campus, to attend the marking guideline discussions for five N2 subjects on 15, 22 and 29 November 2014, and 15 moderators were deployed at Kwa Thema Campus and Pretoria Campus to attend the marking guideline discussion for 15 N3 subjects on 3 December 2014. An Umalusi staff member was also present at the marking centre on the days these discussions took place.

An Umalusi staff member visited the Kwa Thema marking centre to evaluate the state of readiness of the centre for the marking process on 2 December 2014.

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

The purpose of verifying marking is to determine whether it has been done consistently. Scripts that were included in the sample covered a range of performance by candidates and were drawn from as many provinces and marking centres as possible.

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

Table 47: Verification of marking N3: subjects, number of provinces and number of sites

Subjects	Number of provinces	Number of centres sampled within each province									
		Eastern Cape	Free State	Gauteng	KwaZulu-Natal	Limpopo	Mpumalanga	North West	Northern Cape	Western Cape	10*
Building and Civil Technology N3	7	2	1	1	2	1	0	1	0	2	0
Building Drawing N3	8	1	1	2	1	2	1	1	0	1	0
Building Science N3	8	2	2	3	3	2	2	2	0	4	0
Business English Second Language N3 P1	2	0	0	0	0	0	2	1	0	0	0
Business English Second Language N3 P2	5	0	1	6	0	2	1	1	0	0	0
Diesel Trade Theory N3	7	0	1	1	1	1	0	1	0	1	1
Electrical Trade Theory N3	8	1	1	3	4	4	3	1	0	1	0
Electrotechnology N3	1	0	0	0	0	0	0	16	0	0	0
Engineering Drawing N3	9	3	2	4	2	2	1	1	1	3	0
Engineering Science N3	9	3	2	2	2	2	2	2	2	3	0
Industrial Electronics N3	10	2	2	2	2	2	2	2	1	2	2
Industrial Organisation and Planning N3	1	0	0	0	0	0	0	16	0	0	0
Industrial Orientation N3	7	0	5	3	1	2	2	1	0	1	0
Instrument Trade Theory N3	9	0	1	3	2	2	7	1	2	1	1
Logic Systems N3	5	2	0	2	1	1	0	0	0	1	0
Mathematics N3	10	1	1	5	1	2	1	1	1	1	1
Mechanotechnology N3	10	2	2	2	2	2	2	2	2	2	2
Plant Operation Theory N3	9	1	1	6	4	3	2	1	0	1	1
Plating and Structural Steel Drawing N3	9	0	1	1	1	1	2	1	1	1	1
Supervision in Industry N3	8	1	4	3	1	1	1	0	2	1	0
Waste Water Treatment Practice N3	4	0	0	1	3	2	1	0	0	0	0

* Examination centres outside South Africa

The N2 subjects were marked at provincial level. Each external moderator involved in the moderation of an N2 subject visited one province. Three moderators each visited one province to verify the marking of Motor Trade Theory N2.

Table 48: Verification of marking N2: subjects, provinces and number of sites

Subject	Province	Number of sites
Bricklaying and Plastering N2	Gauteng	15
Building Drawing N2	Gauteng	9
	Outside South Africa	2
Building Science N2	Limpopo	11
Carpentry and Roofing Theory N2	Free State	3
Diesel Trade Theory N2	Gauteng	6
Electrical Trade Theory N2	North West	16
Engineering Drawing N2	KwaZulu-Natal	14
Engineering Science N2	Limpopo	19
Industrial Electronics N2	North West	16
Mathematics N2	Northern Cape	4
Motor Trade Theory N2	Eastern Cape	11
	Gauteng	6
	KwaZulu-Natal	5
Plater's Theory N2	Gauteng	18
Plating and Structural Steel Drawing N2	Gauteng	16
Plumbing Theory N2	KwaZulu-Natal	10

3. FINDINGS

3.1 Marking guideline discussions

Marking guideline discussions were attended by the chief marker, internal moderator and appointed markers as well as Umalusi's external moderator for N3 subjects. Chief markers from three provinces, namely Gauteng, Mpumalanga and North West, and the Gauteng internal moderator were invited to participate in the N2 discussions. The marking panels were given the opportunity to participate in discussions and to make contributions to the marking guidelines in an effort to encourage more efficient marking.

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

Table 49: Findings of marking guideline discussions for NATED N2 and N3

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance by markers, chief markers and internal moderators at the marking guideline discussion meetings	The required chief markers and internal moderators were in attendance in all the subjects listed.	Building and Civil Technology N3 Building Drawing N3 Building Science N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3

Table 49: Findings of marking guideline discussions for NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Appointment of and punctual attendance by markers, chief markers and internal moderators at the marking guideline discussion meetings (continued)	The required chief markers and internal moderators were in attendance in all the subjects listed. (continued)	Industrial Electronics N3 Industrial Organisation and Planning N3 Logic Systems N3 Mathematics N3 Plating and Structural Steel Drawing N3
	Those attending the meeting were not all punctual.	Business English Second Language N3 P2 Industrial Orientation N3 Mathematics N3
	The required number of markers had not been appointed for the marking of this subject.	Engineering Drawing N3 Mechanotechnology N3
	The chief marker did not attend the marking guideline discussion. In the case of N2 subjects, some of the three provinces' chief markers failed to attend.	Building Drawing N2 Diesel Trade Theory N2 Mechanotechnology N3 Plating and Structural Steel Drawing N2
	Internal moderators did not attend the marking guideline discussions.	Business English Second Language N3 P2 Diesel Trade Theory N2 Engineering Drawing N2 Industrial Orientation N3 Mathematics N2 Plating and Structural Steel Drawing N2
	Some markers were absent.	Business English Second Language N3 P2 Engineering Drawing N3 Engineering Science N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	Markers were not appointed in time.	Business English Second Language N3 P2 Mechanotechnology N3
	80% of the markers did not receive their appointment letters before the marking guideline discussions.	Building and Civil Technology N3 Building Drawing N3 Business English Second Language N3 P2 Electrical Trade Theory N3 Electrotechnology N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
Conduct of the marking guideline discussion	The discussions were chaired by the chief marker in all but the subjects indicated, where the meeting was chaired by the:	
	• internal moderator	Engineering Drawing N3 Mechanotechnology N3
	• external moderator.	Mathematics N2 Logic Systems N3

Table 49: Findings of marking guideline discussions for NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Recommended changes made to the question paper and marking guidelines during external moderation	External moderators' proposed amendments to the marking guidelines had been made in the majority of subjects. However, the required changes had not been made in the subjects listed. In 30% of the subjects the wrong question paper and/or marking guideline was distributed to the marking centres.	Business English Second Language N3 P2 Diesel Trade Theory N2 Engineering Drawing N2 and N3 Mechanotechnology N3 Mathematics N3
	No adjustments were made to the Afrikaans version of the paper with the result that the English and Afrikaans papers were two different papers.	Diesel Trade Theory N2
Preparedness of the markers, chief markers and internal moderators	The chief markers/internal moderators for the listed N3 subjects marked a sample of scripts before the marking guideline discussion meeting.	Building and Civil Technology N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Logic Systems N3
	53% of the chief markers and/or internal moderators did not mark a sample of scripts before the marking guideline discussion and were thus unprepared.	Building Drawing N3 Building Science N3 Business English Second Language N3 P2 Electrical Trade Theory N3 Industrial Orientation N3 Mathematics N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	Only the participants from the subjects indicated had prepared their own marking guidelines before the marking guideline discussion.	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N2 Electrical Trade Theory N3 Electrotechnology N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Mechanotechnology N3 Plating and Structural Steel Drawing N2 and N3
	The participants from the listed subjects (50%) arrived unprepared at the marking guideline discussion, without having prepared their own marking guidelines.	Building Drawing N2 and N3 Business English Second Language N3 P2 Engineering Drawing N2 and N3 Engineering Science N3 Industrial Orientation N3 Logic Systems N3 Mathematics N2 and N3
Adjustments to marking guidelines	In the case of the subjects indicated, marking guidelines were adjusted before the general discussion, in most cases at a meeting between the chief marker and internal moderator.	Building and Civil Technology N3 Electrical Trade Theory N3 Engineering Drawing N3 Industrial Electronics N3 Plating and Structural Steel Drawing N3

Aspects	Findings and challenges	Subjects
Adjustments to marking guidelines (continued)	Marking guidelines were adjusted during the meeting.	Building Drawing N3 Building Science N3 Business English Second Language N3 P2 Diesel Trade Theory N2 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Orientation N3 Mathematics N2 and N3 Mechanotechnology N3 Plating and Structural Steel Drawing N3
	No adjustments were made to the marking guideline.	Building Drawing N2 Engineering Drawing N2 Industrial Organisation and Planning N3 Logic Systems N3 Plating and Structural Steel Drawing N2
	Not all changes or additions to the marking guideline were justified.	Mathematics N3
	Marking guidelines were adjusted after the sample marking had been completed.	Diesel Trade Theory N2 Mechanotechnology N3
Sample marking	No sample marking was done after the meeting: scripts and marking guidelines were not available, or there were no markers present, or no scripts were available.	Building Drawing N2 Plating and Structural Steel Drawing N3
	In 90% of the subjects, sample marking was done after the marking guideline had been discussed.	Building and Civil Technology N3 Building Drawing N3 Building Science N3 Business English Second Language N3 P2 Diesel Trade Theory N2 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N2 and N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N2 and N3 Mechanotechnology N3 Plating and Structural Steel Drawing N2
	Each marker marked a copy of the same script to establish consistency in marking.	Building and Civil Technology N3 Building Drawing N3 Building Science N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 and N3 Mechanotechnology N3

Table 49: Findings of marking guideline discussions for NATED N2 and N3 (continued)

Aspects	Findings and challenges	Subjects
Sample marking (continued)	Each marker then received a sample of scripts from a range of centres to mark.	Building and Civil Technology N3 Building Science N3 Electrical Trade Theory N3 Engineering Drawing N2 Engineering Science N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N2 Mechanotechnology N3 Plating and Structural Steel Drawing N2
Adherence to marking guidelines during sample marking and performance of markers	Good marking was evident in the listed subjects (72%).	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N2 Electrotechnology N3 Engineering Drawing N2 and N3 Engineering Science N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mechanotechnology N3 Plating and Structural Steel Drawing N2
	Average and poor marking were reported in the listed subjects.	Building Drawing N3 Business English Second Language N3 P2 Industrial Electronics N3 Industrial Orientation N3 Mathematics N2 and N3
Standard of internal moderation during sample marking	The internal moderation of the sample marking was rated as good in 61% of the subjects.	Building and Civil Technology N3 Building Science N3 Diesel Trade Theory N2 Electrotechnology N3 Engineering Drawing N3 Engineering Science N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3
	However, the following concerns were recorded:	
	A poor standard of internal moderation in one paper, as listed.	Business English Second Language N3 P2
	No internal moderation was conducted in the subjects listed.	Engineering Drawing N2 Industrial Electronics N3 Mathematics N2 Plating and Structural Steel Drawing N2 and N3
Guidance and training provided to markers during sample marking	Umalusi's moderator, the chief marker and internal moderator provided assistance and guidance.	All the subjects where sample marking took place.

Aspects	Findings and challenges	Subjects
Complaints about questions that were ambiguous, or beyond the scope of the curriculum or the level	There was a complaint that too much work was required in a question for 10 marks.	Building Drawing N3
Overall behaviour of markers	In general, the markers' conduct was professional and exemplary. However, in the subjects listed, some markers behaved unacceptably by arriving late or leaving early, or both.	Building Drawing N3 Industrial Orientation N3
Minutes of marking guideline discussion and a copy of the adjusted marking guideline were submitted to the marking centre manager	In most subjects, the minutes of the marking guideline discussion were submitted to the marking centre manager. However, the minutes for the subjects listed had not yet been submitted at the time of verification as they were being finalised, but would be submitted.	Business English Second Language N3 P2 Industrial Electronics N3 Mathematics N3
Specific concerns, general remarks and observations	Marking guideline discussions did not take place on the scheduled day/time. This meant that the external moderators were not present.	Engineering Drawing N3 Industrial Organisation and Planning N3
	Venues were too small/rooms were shared by three subjects and were not conducive to meetings and sample marking sessions.	Building Drawing N3 Building and Civil Technology N3 Building Science N3
	There were no scripts available for sample marking in one subject.	Building Drawing N2

3.2 Verification of marking

Umalusi moderators verified the marking of 14 N2 and 19 N3 subjects.

Table 50: N2 Verification of marking

No	Subject
1	Bricklaying and Plastering Theory N2
2	Building Drawing N2
3	Building Science N2
4	Carpentry and Roofing Theory N2
5	Diesel Trade Theory N2
6	Electrical Trade Theory N2
7	Engineering Drawing N2
8	Engineering Science N2

Table 50: N2 Verification of marking (continued)

No	Subject
9	Industrial Electronics N2
10	Mathematics N2
11	Motor Trade Theory N2 – at three different marking centres
12	Plater's Theory N2
13	Plating and Structural Steel Drawing N2
14	Plumbing Theory N2

Table 51: N3 Verification of marking

No	Subject
1	Building and Civil Technology N3
2	Building Drawing N3
3	Building Science N3
4	Business English Second Language N3
5	Diesel Trade Theory N3
6	Electrical Trade Theory N3
7	Electrotechnology N3
8	Engineering Drawing N3
9	Engineering Science N3
10	Industrial Electronics N3
11	Industrial Organisation and Planning N3
12	Industrial Orientation N3
13	Logic Systems N3
14	Mathematics N3
15	Mechanotechnology N3
16	Plant Operation Theory N3
17	Plating and Structural Steel Drawing N3
18	Supervision in Industry N3
19	Waste Water Treatment Practice N3

Table 52: Findings of the verification of marking for N2 and N3

Criteria	Findings and challenges	Subjects
Changes to marking guidelines	Changes were made to marking guidelines at the marking guideline meetings in 52% of the subjects. These included corrections, additional alternative answers and information to strengthen the marking process. (The subjects listed exclude subjects where marking guideline discussions were attended by external moderators.)	Carpentry and Roofing Theory N2 Diesel Trade Theory N3 Engineering Science N2 Industrial Electronics N2 Motor Trade Theory N2 Plater's Theory N2 Plumbing Theory N2 Supervision in Industry N3

Table 52: Findings of the verification of marking for N2 and N3 (continued)

Criteria	Findings and challenges	Subjects
Changes to marking guidelines (continued)	No changes were made at the marking guideline meetings in 44% of the subjects. (This subject list excludes subjects in which marking guideline discussions were attended by external moderators.)	Bricklaying and Plastering Theory N2 Building Science N2 Electrical Trade Theory N2 Instrument Trade Theory N3 Plant Operation Theory N3 Waste Water Treatment Practice N3
	Changes were made to the marking guidelines during the marking process in the subjects listed.	Electrical Trade Theory N2 Instrument Trade Theory N3 Mathematics N2 Supervision in Industry N3 Waste Water Treatment Practice N3
	Incorrect question papers and/or marking guidelines were distributed. These were either pre-moderation versions or the originals prior to amendments and sign-off. (The marking guideline discussions for these subjects were not attended by the external moderators and the errors were identified during the verification of marking.)	Building Science N2 Instrument Trade Theory N3
Availability of scripts for marking and moderation	There was a marked improvement in the rate of receipt of scripts at the marking centres. At the time of the verification of marking, all or almost all the expected scripts had been received in the subjects indicated (67%).	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Drawing N2 Building Science N2 and N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 Electrotechnology N3 Engineering Science N2 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N2 KZN Motor Trade Theory N2 EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Waste Water Treatment Practice N3
	However, a substantial number of scripts had not yet been received at the time of the verification of marking of the 12 subjects (33%) listed.	Building Drawing N3 Business English Second Language N3 P2 Diesel Trade Theory N3 Electrical Trade Theory N3 Engineering Drawing N2 and N3 Engineering Science N3 Industrial Orientation N3 Mathematics N2 and N3 Motor Trade Theory N2 Gauteng Supervision in Industry N3

Table 52: Findings of the verification of marking for N2 and N3 (continued)

Criteria	Findings and challenges	Subjects
Training in marking	Training in marking was conducted in most subjects (83%).	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Drawing N2 and N3 Building Science N2 and N3 Diesel Trade Theory N3 Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 and N3 Engineering Science N2 and N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Gauteng Motor Trade Theory N2 EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Supervision in Industry N3
	However, there was no specific training of markers in the listed subjects. (These subjects have low enrolments and therefore only one marker is responsible for the marking.)	Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Motor Trade Theory N2 KZN Plumbing Theory N2 Waste Water Treatment Practice N3
Marking procedure	Whole script marking occurred in 20% of the subjects, mainly where enrolments were low and/or where only one marker had been appointed.	Instrument Trade Theory N3 Logic Systems N3 Motor Trade Theory N2 KZN Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Plumbing Theory N2 Waste Water Treatment Practice N3
	The specified method of question-wise marking occurred in 80% of the subjects.	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Drawing N2 and N3 Building Science N2 and N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 and N3 Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 and N3 Engineering Science N2 and N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Gauteng and EC Plater's Theory N2 Plating and Structural Steel Drawing N2 Supervision in Industry N3

Table 52: Findings of the verification of marking for N2 and N3 (continued)

Criteria	Findings and challenges	Subjects
Adherence to marking guidelines	Good adherence to marking guidelines was evident in 78% of the subjects.	Building and Civil Technology N3 Building Science N2 Building Science N3 Business English Second Language N3 P2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 and N3 Engineering Science N2 and N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N2 Gauteng, KZN and EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Supervision in Industry N3 Waste Water Treatment Practice N3
	In 22% of the subjects, average to poor adherence to the marking guideline was apparent: for example, marks were not allocated according to the marking guidelines, and wrong answers were marked correct and vice versa.	Bricklaying and Plastering Theory N2 Building Drawing N2 and N3 Electrical Trade Theory N2 and N3 Industrial Orientation N3 Mathematics N2 and N3
Standard of marking/ performance of markers	The marking was rated as generally good in the 75% of the subjects.	Building and Civil Technology N3 Building Science N2 and N3 Business English Second Language N3 P2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 and N3 Engineering Science N2 and N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mechanotechnology N3 Motor Trade Theory N2 Gauteng KZN and EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Supervision in Industry N3 Waste Water Treatment Practice N3

Table 52: Findings of the verification of marking for N2 and N3 (continued)

Criteria	Findings and challenges	Subjects
Standard of marking/ performance of markers (continued)	The marking in the subjects indicated (24%) was rated as average to poor as a result of some observed inaccuracies and/or substantial differences in marks allocated by the marker/internal moderator and external moderator.	Bricklaying and Plastering Theory N2 Building Drawing N2 Electrical Trade Theory N2 and N3 Industrial Electronics N2 Industrial Orientation N3 Mathematics N2 and N3
Administration	The prescribed procedure for allocation of marks was followed. Marks were clearly indicated per question and transferred correctly to the cover page and the mark sheet. Mistakes were clearly identified. Mark sheets were completed correctly (76%).	Building and Civil Technology N3 Building Drawing N2 and N3 Building Science N2 and N3 Business English Second Language N3 P2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 and N3 Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 Engineering Science N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 KZN and EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Supervision in Industry N3
	The prescribed process was not followed in some subjects, in particular where marks were transferred incorrectly to the cover page, or mark sheet and/or mistakes were not clearly indicated, or mark sheets were not completed correctly.	Bricklaying and Plastering Theory N2 Engineering Drawing N3 Engineering Science N2 Industrial Orientation N3 Logic Systems N3 Motor Trade Theory N2 Gauteng Waste Water Treatment Practice N3
	In 33% of the subjects there was no evidence that notes to enhance the chief marker and internal moderator reports had been made during marking.	Electrical Trade Theory N3 Engineering Drawing N2 and N3 Industrial Electronics N2 and N3 Industrial Orientation N3 Logic Systems N3 Mathematics N2 and N3 Motor Trade Theory N2 Gauteng Plumbing Theory N2 Waste Water Treatment Practice N3
Control	The name (or code) of the marker was clearly indicated on the script in most of the subjects (72%).	Building and Civil Technology N3 Building Drawing N2 and N3 Building Science N3 Business English Second Language N3 P2 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Electrotechnology N3 Engineering Drawing N2 Engineering Science N3

Criteria	Findings and challenges	Subjects
Control (continued)	The name (or code) of the marker was clearly indicated on the script in most of the subjects (72%). (continued)	Industrial Electronics N2 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N2 Gauteng and EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Supervision in Industry N3 Waste Water Treatment Practice N3
	However, in the case of the listed subjects the name (or code) of the marker was not indicated on the scripts.	Bricklaying and Plastering Theory N2 Building Science N2 Diesel Trade Theory N2 and N3 Electrical Trade Theory N3 Engineering Science N2 Industrial Electronics N3 Mathematics N2 Motor Trade Theory N2 KZN
	The name of the internal moderator was clearly indicated on the script in 58% of the subjects moderated.	Building and Civil Technology N3 Building Drawing N3 Building Science N2 and N3 Diesel Trade Theory N2 Electrical Trade Theory N2 Engineering Drawing N2 and N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mechanotechnology N3 Motor Trade Theory N2 KZN and EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Supervision in Industry N3
	However, the name of the internal moderator **was not** clearly indicated on the scripts from the listed subjects.	Bricklaying and Plastering Theory N2 Carpentry and Roofing Theory N2 Diesel Trade Theory N3 Engineering Science N2 and N3 Industrial Orientation N3 Logic Systems N3 Mathematics N3 Motor Trade Theory N2 Gauteng
Internal moderation	In 50% of the subjects, scripts from all the marking centres had been moderated.	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Diesel Trade Theory N2 and N3 Electrical Trade Theory N2 Electrotechnology N3 Engineering Drawing N2 and N3

Table 52: Findings of the verification of marking for N2 and N3 (continued)

Criteria	Findings and challenges	Subjects
Internal moderation (continued)	In 50% of the subjects, scripts from all the marking centres had been moderated. (continued)	Engineering Science N2 and N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N2 KZN Supervision in Industry N3
	However, scripts from some of the examination centres had not been moderated, as listed.	Building Drawing N2 and N3 Building Science N2 and N3 Carpentry and Roofing Theory N2 Electrical Trade Theory N3 Industrial Orientation N3 Mathematics N2 Motor Trade Theory N2 Gauteng and EC Plant Operation Theory N3 Plumbing Theory N2
	Whole script moderation occurred in 75% of the subjects.	Building Drawing N2 Building Science N2 and N3 Business English Second Language N3 P2 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 and N3 Electrical Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 and N3 Engineering Science N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Instrument Trade Theory N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N2 KZN and EC Plant Operation Theory N3 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Supervision in Industry N3
	A combination of whole-script and individual question moderation was applied in one subject.	Bricklaying and Plastering Theory N2
	Only certain sections were moderated in one subject.	Mathematics N2
	The standard of internal moderation was good in 61% of the subjects.	Building and Civil Technology N3 Building Science N2 and N3 Business English Second Language N3 P2 Diesel Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N2 Engineering Science N2 and N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N3

Criteria	Findings and challenges	Subjects
Internal moderation (continued)	The standard of internal moderation was good in 61% of the subjects. (continued)	Mechanotechnology N3 Motor Trade Theory N2 KZN and EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3
	The standard of internal moderation was rated as average or poor in 31% of the subjects. In some instances, internal moderators had been overly lenient. In many cases internal moderators had not identified marking or calculation errors. **Note:** Subjects not moderated were not included in the statistics	Bricklaying and Plastering Theory N2 Building Drawing N2 and N3 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 and N3 Engineering Drawing N3 Industrial Orientation N3 Mathematics N2 Plumbing Theory N2 Supervision in Industry N3
	Shadow moderation occurred.	Supervision in Industry N3
	The prescribed 10% of scripts had been internally moderated by either the chief marker or the internal moderator in 58% of the subjects.	Building and Civil Technology N3 Building Drawing N2 and N3 Building Science N2 and N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 and N3 Electrical Trade Theory N2 Engineering Drawing N2 Engineering Science N3 Industrial Electronics N2 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mathematics N2 Mechanotechnology N3 Motor Trade Theory N2 KZN Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 Supervision in Industry N3
	Fewer than the required 10% of scripts had been moderated.	Electrical Trade Theory N3 Electrotechnology N3 Industrial Orientation N3 Mathematics N3 Plumbing Theory N2
	At some sites, no moderation had taken place by the time of external moderator's visit; the process was just starting or the internal moderator was not available, in some instances because of his/her involvement in the marking of another subject.	Logic Systems N3 Motor Trade Theory N2 Gauteng Waste Water Treatment Practice N3
Response to the examination question paper	In 74% of subjects the students' performance was in keeping with expectations of the paper.	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Science N2 and N3 Business English Second Language N3 P2 Diesel Trade Theory N2 and N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N2 and N3

Criteria	Findings and challenges	Subjects
Response to the examination question paper	In 74% of subjects the students' performance was in keeping with expectations of the paper. (continued)	Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Gauteng and EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Waste Water Treatment Practice N3
	The students' performance did not meet expectations in 26% of subjects.	Building Drawing N2 and N3 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 and N3 Industrial Electronics N2 Instrument Trade Theory N3 Motor Trade Theory N2 KZN Supervision in Industry N3
	In 25% of subjects the candidates found the paper difficult.	Building Drawing N2 and N3 Carpentry and Roofing Theory N2 Electrical Trade Theory N2 Industrial Electronics N2 Instrument Trade Theory N3 Motor Trade Theory N2 KZN Supervision in Industry N3 Waste Water Treatment Practice N3
	The candidates found the paper fair in the majority of subjects (69%).	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Building Science N2 and N3 Business English Second Language N3 P2 Diesel Trade Theory N2 and N3 Electrical Trade Theory N3 Electrotechnology N3 Engineering Drawing N3 Engineering Science N2 and N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Industrial Orientation N3 Logic Systems N3 Mathematics N2 and N3 Mechanotechnology N3 Motor Trade Theory N2 Gauteng and EC Plant Operation Theory N3 Plater's Theory N2 Plating and Structural Steel Drawing N2 Plumbing Theory N2
	Unfair questions were noted in one subject.	Mathematics N2
Performance of candidates	At certain centres (44% of the subjects) the performance of candidates was not satisfactory.	Bricklaying and Plastering Theory N2 Building Drawing N2 and N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N2

Criteria	Findings and challenges	Subjects
Performance of candidates (continued)	At certain centres (44% of the subjects) the performance of candidates was not satisfactory. (continued)	Engineering Drawing N2 Industrial Electronics N2 Industrial Organisation and Planning N3 Mathematics N3 Mechanotechnology N3 Motor Trade Theory N2 Gauteng, KZN and EC Plant Operation Theory N3 Plating and Structural Steel Drawing N3 Waste Water Treatment Practice N3
Preventing and dealing with irregularities	By the time the external moderation took place, no irregularities had been reported in 36% of the subjects.	Building Science N3 Diesel Trade Theory N2 Engineering Science N2 Logic Systems N3 Mathematics N2 Motor Trade Theory N2 Gauteng and EC Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2 Supervision in Industry N3 Waste Water Treatment Practice N3
	However, a substantial number of irregularities were reported in many subjects, some of which are described below:	
	Answers relating to the question paper were found on a student's cell phone in an examination room.	Mathematics N3
	Drawing paper was not stamped by the centres and at one examination centre official examination drawing paper was not used.	Building Drawing N2
	Answer scripts were not stamped at some examination centres.	Engineering Drawing N2 and N3 Engineering Science N3 Mathematics N2 and N3 Mechanotechnology N3
	Scripts with very similar answers and/or photocopied answer sheets were reported in the listed subjects.	Electrical Trade Theory N2 Engineering Drawing N2 and N3 Industrial Electronics N2 and N3 Industrial Orientation N3
	In some instances, a candidate was marked as absent but there was an answer script for this candidate. In other instances, a candidate was marked present but no answer script could be found. In particular, two examination centres in Gauteng appeared to have transgressed repeatedly in this manner.	Engineering Drawing N3 Industrial Electronics N2 and N3 Mechanotechnology N3
	A student wrote both Industrial Electronics N5 and Industrial Electronics N2, and both were submitted in one batch of scripts.	Industrial Electronics N2
	Irregularities were suspected owing to unusually high marks for many candidates.	Electrical Trade Theory N3

Table 52: Findings of the verification of marking for N2 and N3 (continued)

Criteria	Findings and challenges	Subjects
Preventing and dealing with irregularities (continued)	An irregularity occurred when a marking centre instructed candidates to leave out a question worth 25 marks because one part of the question, worth only 1 mark, was not clear on the drawing.	Engineering Drawing N3
	The new rule that absentee forms were to be used and scripts were to be stamped was not followed at certain centres in the subjects indicated.	Building Drawing N2 and N3 Diesel Trade Theory N3 Engineering Drawing N2 Plant Operation Theory N3
	Tippex had been used on a mark sheet.	Building Drawing N3
	Incorrect scripts were placed in a folder.	Business English Second Language N3 P2
	A question was completed on an addendum in A4 instead of in A3 format; the latter should have been attached to the question paper.	Engineering Drawing N3
	Candidates entered the incorrect examination number or identity number.	Engineering Drawing N3 Mechanotechnology N3
	Few centres submitted registers.	Engineering Drawing N3
	"Crib" notes were found on a student's person.	Mechanotechnology N3
	Candidates used NC(V) answer booklets.	Mechanotechnology N3
	Attendance registers were not included with answer scripts.	Engineering Drawing N3 Engineering Science N3
Reports	At the time of the external verification of marking, evidence of marker/chief marker reports was available in 41% of the subjects.	Bricklaying and Plastering Theory N2 Building and Civil Technology N3 Electrical Trade Theory N2 Electrotechnology N3 Engineering Drawing N2 Engineering Science N2 and N3 Industrial Electronics N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Mechanotechnology N3 Motor Trade Theory N2 KZN and EC Plant Operation Theory N3 Plumbing Theory N2
Discipline at marking centres	Good discipline was observed in the marking venues of 63% of the subjects.	Building and Civil Technology N3 Building Drawing N2 Building Science N3 Carpentry and Roofing Theory N2 Diesel Trade Theory N2 Electrical Trade Theory N2 and N3 Engineering Drawing N2 Engineering Science N2 and N3 Industrial Electronics N2 and N3 Industrial Organisation and Planning N3 Instrument Trade Theory N3 Logic Systems N3 Mathematics N2 Mechanotechnology N3 Motor Trade Theory N2 KZN and EC Plater's Theory N2 Plating and Structural Steel Drawing N2 and N3 Plumbing Theory N2

Table 52: Findings of the verification of marking for N2 and N3 (continued)

Criteria	Findings and challenges	Subjects
Discipline at marking centres (continued)	However, poor discipline was observed in the listed subjects.	Building Drawing N3 Diesel Trade Theory N3 Engineering Drawing N3 Industrial Orientation N3 Motor Trade Theory N2 Gauteng Supervision in Industry N3

4. AREAS OF GOOD PRACTICE

4.1 Marking guideline discussions

- The chief markers and internal moderators were present at the marking guideline discussions for 12 of the 15 N3 subjects. Their attendance is vital.

- Markers were appointed for all three NATED examinations in 2014. As there were lower enrolments for the November 2014 examination, the required number of markers for most of the N3 subjects had been appointed and was available. This facilitated the marking process.

- Adjustments to the marking guidelines were appropriate and enhanced accurate and fair marking.

- Sample marking was done in 90% of the subjects sampled. This is commendable as sample marking is an essential aspect of the marking process. Good marking was identified in 72% of the subjects where sample marking had occurred.

- In most subjects, guidance and training was provided by the chief markers, internal moderators and external moderators. These same individuals also established measures to address inconsistencies in marking and calculation errors.

- Minutes of the marking guideline discussion and a copy of the adjusted marking guidelines were submitted to the marking centre manager.

4.2 Verification of marking

- A high percentage of the scripts had been marked and were ready for verification of marking. This facilitated the external moderation of a range of centres.

- Training in marking was conducted for most subjects. This was exemplified in the strict adherence to the marking guideline and high standard of marking found in the majority of subjects. In addition, the specified method of question-wise marking occurred in most subjects, as did the prescribed procedure for allocation of marks.

- The standard of internal moderation was high in many of the subjects and mostly whole-script moderation occurred.

- The students' performance was in keeping with expectations in the majority of the subjects, and most question papers were rated as "fair".

- Good discipline was observed at many of the marking venues; this is an important improvement and one that will raise the quality of the marking process.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

5.1 Marking guideline discussions

- A management plan indicating important dates should be available well in advance.

- Chief markers and internal moderators should be informed of their appointments in advance.

- Many markers apply to mark more than one subject and need to be informed in good time of the subject for which they have been appointed. If not, this can be used as an excuse for failing to prepare for the marking guideline discussion.

- The failure of appointed markers to report for duty and the phenomenon of "walk in" markers remains a problem. Measures must be taken to address these challenges.

- Care must be taken when chief markers, internal moderators and markers are appointed for more than one subject in order to do justice to the marking/internal moderation of all subjects.

- Attendance by markers at marking guideline discussions should be non-negotiable. Markers should not be allowed to mark if they have not attended the marking guideline discussions; likewise, chief markers and internal moderators should not be allowed to moderate if they have not attended the meetings.

- The absence of chief markers and internal moderators, particularly for the N2 subjects, is a serious concern. The absence of markers for the N3 subjects is also worrying. It is vital that all marking personnel attend the marking guideline meetings.

- The fact that 80% of the N3 markers had not received their appointment letters before the marking guideline discussions is a cause for concern.

- The cases where the incorrect versions of question papers and/or marking guidelines were distributed at marking guideline meetings is also cause for concern. This happened in 30% of subjects. This delayed meetings and, in some instances, prevented sample marking from taking place.

- The lack of preparedness of 53% of the chief markers and internal moderators is unacceptable. While this may be the result in some instances of late appointments (in a specific subject), sample marking should be seen as core to the task and must be done prior to the meeting. Similarly, 50% of the markers did not prepare themselves adequately by creating their own marking guidelines.

- Marking guideline discussions should take place on the day and at the time agreed upon, not a day before or three hours earlier.

- It is vital that sample marking is efficient and that all participants in the marking process receive copies of the same scripts (dummy scripts). This will establish consistency in marking and highlight any problems. However, not all subjects received enough copies of the same scripts.

- It is counterproductive if internal moderation of a sample of marked scripts does not take place. The value of sample marking lies in comparing and checking, identifying and dealing with any problems.

- Marking venues should be appropriate and small venues should be used by no more than one subject. The nature of the subject should be considered when marking rooms are allocated, e.g. drawing subjects require more space.

- The marking process should be prioritised. No other official assessment training or meetings should be scheduled on dates of marking guideline discussions.

- The Afrikaans versions of the marking guidelines should be available to the marking team.

5.2 Verification of marking

- In some instances, the incorrect question papers and/or marking guidelines were distributed. These were either pre-moderated versions or versions without the corrections made as in the moderated versions. It is vital to ensure the correct question papers and marking guidelines are distributed to all marking centres.

- Greater efforts should be made to ensure that all scripts to be marked are received in good time.

- A sufficient number of venues should be made available at marking centres to ensure that one subject per venue is the norm; using one venue to mark three subjects is not conducive to accurate or fair marking.

- Those marking centres that proved to be noisy or where there were high rates of marker absenteeism should reconsider their disciplinary structures and processes.

- It is a concern that some subjects are still marked poorly, as evidenced by inaccuracies or an inability to interpret answers correctly. The right number of qualified markers should be appointed in good time in order to prevent individuals from marking more than their quota of 300 scripts. Markers/internal moderators and chief markers should not double up as markers for other subjects.

- The standard of internal moderation requires improvement in some subjects. In some instances, internal moderators were overly lenient and/or did not identify marking or calculation errors. At some sites no internal moderation had taken place by the

time of the external moderator's visit, as the moderators were not available, in some instances as a result of their involvement in the marking of other subjects.

- Investigations are required at the centres where the performance of candidates was not satisfactory.

- The considerable number of reported irregularities is a cause for concern. The reduction of irregularities should become a particular focus in 2015.

- Training of lecturers should be prioritised in order to improve the quality of teaching and learning.

6. CONCLUSION

Marking centres were well prepared for marking. However, not all chief markers and internal moderators attended marking guideline discussions, or had prepared for these discussions. It is imperative that all marking personnel are appointed in good time, that they honour their appointments and that they prepare in advance for the marking guideline discussions, as well as the marking. Appointment letters should be sent out well in advance.

With question papers rated as "fair" and most subjects' performance in keeping with expectations, and marking and moderation rated as "good" in some subjects, the process of assessment can be described as generally valid and reliable, with the proviso that markers who struggle be given more training and centres with under-performing candidates be given additional support.

The irregularities, both technical and behavioural, should be addressed as a matter of urgency. If no action is taken, the value of this qualification could be severely compromised.

In order to ensure that NATED becomes a respected and sought after qualification, revised and updated curricula must be implemented in conjunction with further lecturer training. This, together with the provision of practical learning opportunities, should be a priority.

Chapter 4

Standardisation of results

1. INTRODUCTION AND PURPOSE

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

Standardisation is the moderation process used to mitigate the effects on performance of factors other than learners' knowledge and aptitude. The standardisation of examination results is necessary in order to deal with any variations in the standard of question papers that may have occurred despite careful moderation processes, as well as variations in the standard of marking that may have occurred from one examination setting to the next. Other causes of variation include undetected errors and unexpected interpretations of questions by candidates. This chapter outlines the November 2014 NATED N1–N3 standardisation processes and decisions.

The purpose of this chapter is to report on:

- The process followed
- Salient findings from the irregularity reports as well as from reports by chief markers and the internal moderators on the marking process
- The extent to which marks were moderated during the standardisation meeting
- Areas requiring improvement.

2. SCOPE AND APPROACH

A total of 87 N1–N3 subjects were presented for standardisation.

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

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

In addition, where applicable and appropriate, qualitative data contained in the chief markers' and internal moderators' marking reports received from the DHET, as well as matters raised during the finalisation of marking guidelines and the marking process were considered in the decision-making process.

The consolidated irregularity reports received from the DHET on a weekly basis were evaluated. A further report on all irregularities, received on the day before the standardisation meeting, was also considered.

2.1 Pre-standardisation meeting

The pre-standardisation meeting took place on 20 December 2014. Learner performance in each subject was discussed by the Assessment Standards Committee of Umalusi Council with input from Umalusi staff. Preliminary decisions on adjustments were made at this meeting.

2.2 Standardisation meeting

The November NATED N1–N3 results were standardised on 21 December 2014.

3. FINDINGS AND DECISIONS

3.1 Reporting of irregularities

An improvement in the quality and submission of irregularity reports submitted by the DHET to Umalusi was observed. Despite follow-ups, Umalusi did not receive a report for the last examination period 24–27 November 2014.

A steady increase in the number of colleges that submitted reports on a daily basis was observed. The manner in which irregularities were reported was also an improvement on previous examinations.

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

The following broad types of irregularities/incidents were reported:

- Candidates could not produce identity documents
- Candidates were found with crib notes on their person
- Candidates wrote the examination on behalf of another person
- Candidates did not use the prescribed answer books
- Cell phones and/or head phones were found/rang in examination venues
- Notes were found on cell phones
- Not enough question papers/question papers not delivered on time
- Registration errors
- Errata on question papers
- Candidates who fell ill during the examination or caused disturbances/ignored

invigilator's instructions

- Inadequate invigilation
- Damaged examination scripts
- Candidates helped by another candidate/another person
- Copying reported by markers
- Two examination scripts for the same candidate
- Different handwriting on the same script
- Missing scripts
- Examination written outside the examination room.

The DHET blocked the results of those candidates who had been allegedly involved in irregularities (236 irregularities appeared on the composite register), pending the finalisation of investigations and the decisions taken at the National Examination Irregularity Committee meetings.

3.2 Evaluation of chief marker and internal moderator reports

These reports were screened for qualitative information that could affect standardisation decisions. Umalusi received chief marker and/or internal moderator reports from 20 N1, 29 N2 and 26 N3 subjects. This constitutes approximately 82% of the subjects written.

No provision was made for the internal moderation of subjects with low enrolments, e.g. Welder's Theory N2. There were no internal moderator reports and thus no evidence of internal moderation in certain subjects, e.g. Foundry N1, Motor Bodywork Theory N2, Moulders' Theory N2, Rigging Theory N2, Refrigeration Trade Theory N2. No chief marker or internal moderator reports were received for Business English N3 or Sake Afrikaans N3.

Most reports were little more than checklists and contained very few if any comments. Although the inclusion of information on the performance of learners provides a more comprehensive picture of the question papers, there is ample room for improvement.

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

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

- Typing and other errors
- Incomplete marking guidelines, e.g. mark allocation within questions not indicated, as in Instrument Trade Theory N2

- No provision made for alternative, correct answers

- Discrepancies between the mark allocation on the question paper and marking guidelines, and the inconsistent allocation of marks.

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

Comments common to reports included the following:

- Candidates must be exposed to practicals/models/the real world of work in order to improve their understanding and to make the programme more meaningful

- Candidates who are exposed to the practical component/attached to a workplace perform better/show more insight when answering questions

- Candidates do not read the questions carefully (with understanding), which leads to misinterpretation

- Candidates lack basic knowledge and understanding of subject terminology

- The quality of candidates' sketches is poor and these are not clearly labelled

- Candidates in general have difficulty coping with practical and real-life questions; rote learning with only limited understanding is a concern

- Lecturers rely solely on textbooks and previous examination question papers, instead of the syllabus, in their teaching

- Lecturing staff require greater exposure to the industry in order to build their capacity.

Some marking was found to be inconsistent at the beginning of the marking process. Markers did improve after guidance and training, however. This emphasises the importance of moderation throughout the marking session, but particularly at the beginning, in order to address discrepancies.

3.3 Standardisation meeting

In total, 87 subjects were presented for standardisation. The capture rate of marks was very high, with most subjects being close to 100%.

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

Table 53: Standardisation decisions

DESCRIPTION	Numbers
Number of subjects presented for standardisation.	87
Number of subjects in which no candidates wrote the examination.	1
Number of subjects that could not be standardised owing to pending further investigations.	3
Number of subjects where raw marks were accepted.	46
Number of subjects for which marks were adjusted:	
Number of subjects for which marks were adjusted upwards.	15
Number of subjects for which marks were adjusted downwards.	22
Number of subjects standardised at standardisation meeting.	83

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

The results of three subjects were not standardised as the unusual pass rate patterns warranted further investigation.

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

- Challenges posed by outdated and underspecified curricula
- Number of concessions required
- Poor quality of chief marker and internal moderator reports
- Interventions at 40% for N1 subjects.

4. AREAS OF GOOD PRACTICE

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

The monitoring and vigilance of the DHET in preventing irregularities and in following up where these occurred is commendable. Cognisance is also taken of additional measures that are planned to further curb unacceptable practices.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

The poor quality of chief marker and internal moderation of marking reports raised grave concerns about the commitment of these officials to the process. It would be helpful if the mark allocation per question or sub question could be included in chief markers' reports.

Marking interventions at the 40% mark were again common in some N1 subjects. It is important that the sites at which this practice occurs are identified in order to address this recurrent problem.

6. CONCLUSION

The November 2014 NATED N1–N3 examinations were in general fair and reliable.

The chief marker and internal moderator reports do require improvement, however. Detailed qualitative reports are required, not merely quantitative checklists with limited information. All participants in the marking process should keep notes to inform the report writing process more effectively. The reports generated by chief markers require more information regarding student performance on individual questions. A concerted effort is required to recognise the common errors and difficulties of students and to address these at all colleges.

SECTION THREE

MONITORING THE CONDUCT OF EXAMINATIONS

1. INTRODUCTION AND PURPOSE

The monitoring of the November 2014 TVET examinations was conducted in October and November 2014.

The monitoring of the "state of readiness" was undertaken to establish whether the examination centres were ready to administer and manage the examinations, and whether marking centres were ready to mark.

The writing of the examinations and the marking of scripts were monitored to ensure adherence to policy. The NC(V) and NATED November 2014 examinations were conducted at the same time and no distinction was made between these in the sampling of sites.

The purpose of this chapter is to report on:

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

  o The appointment of chief invigilators, invigilators, marking centre managers, marking moderators and markers

  o The measures taken to ensure the safekeeping of the question papers, answer scripts and other examination material

  o The processes related to the administration and conduct of the examinations

  o The processes involved in the marking of scripts.

2. SCOPE AND APPROACH

Umalusi appointed 39 monitors across nine provinces to monitor the state of readiness in advance of the examinations and also to monitor the administration and marking of examinations for N1–N3 and NC(V) L2–4 during October and November 2014.

Monitors appointed per province were each required to conduct three to four monitoring visits to examination centres during the first period (up to the end of October 2014).

Umalusi planned another 60 visits to TVET exam centres during the November phase of the writing of examinations, including the internal marking sessions at some of these centres. In addition to the TVET colleges visited, three correctional services centres were also monitored. Three central marking centres were visited in order to monitor marking.

2.1 Monitoring the state of readiness

Umalusi monitored a sample of colleges across all provinces to determine their state of readiness for the conduct of examinations. A provincial marking centre was also monitored to determine whether the centre was prepared to undertake the marking guideline discussions for NATED N2.

Umalusi monitored the conduct of the marking guideline discussions for NATED N2 on 15, 22 and 29 November 2014 at Tshwane North College, Pretoria Campus. Only chief markers and internal moderators were involved in these marking guideline discussions. The teams responsible for the finalisation of the marking guidelines consisted of the chief markers from three provinces (North West, Gauteng and Mpumalanga) and the internal moderator for Gauteng. The external moderators of a sample of subjects attended the marking guideline discussions on each of the three days. The marking guidelines were signed off at this centre and distributed by the DHET to the other eight provincial N2 marking centres.

Umalusi deployed monitors to the three national marking centres (Asherville and Springs for NC(V) L4 and Kwa Thema for NATED N3) to establish state of readiness for the marking process.

2.2 Monitoring conduct of examinations and marking

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

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

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

Instruments specifically designed to gather information on the conduct of writing and marking were used by all Umalusi monitors and staff who visited examination and marking centres.

Examination centres were monitored across all nine provinces.

3. FINDINGS

3.1 State of readiness of examination centres

State of readiness implies the preparedness of the examination and marking centres to conduct the examinations and to mark the candidates' scripts.

The majority of the sites visited had established the necessary systems and processes or had made plans to ensure that they would be ready for the examinations.

The campuses visited were generally well prepared for the examinations, as follows:

- Campuses had adequate and suitable venues in which to conduct the examinations. Some sites did not have contingency plans in place should a power failure occur.

- Candidates at all sites were duly registered and plans were in place to clarify examination procedures with learners.

- The examination centres had strong rooms/safes in which question papers and examination material were stored.

- Effective measures had been taken to secure and control the question papers and scripts.

- Campuses had plans in place to appoint and train invigilators, and were in various stages of finalising invigilation timetables and seating plans.

- Plans had been made to control answer books before, during and after the writing of each examination.

- Campuses were well aware of the procedures to be followed in the case of irregularities. The sites had also taken measures to prevent irregularities.

3.2 State of readiness of marking centres

3.2.1 Readiness of centre for N2 marking guideline discussions

a. Preparation of centre

There were security officers at the gate into the parking area as well at the entrance to the college. The system was not entirely effective as the security guards did not request the Umalusi monitor to sign in nor did they search bags or cars on entry or on exiting the premises.

The marking centre was well prepared in terms of the registration process and files containing the necessary documentation for the chief markers and internal moderators. Directions and signs to the venues were on display.

Only the English versions of the marking guidelines were made available to the panels.

The incorrect version of the marking guideline was made available in some subjects e.g. Engineering Drawing.

Copies of scripts (two per subject) were available for sample marking. There were some exceptions, however, e.g. Building Drawing, Logic Systems and Water and Waste Water Treatment Practice, where no scripts were available for sample marking.

b. Appointment and training of chief markers and internal moderators

The chief markers and internal moderators were informed by text message of their appointments a few days/two weeks before the marking guideline discussions. They were given the dates of the marking guideline discussions and instructed to prepare for the marking process. They received their appointment letters on the day of the marking guideline discussions or the day on which the marking commenced.

Training of the chief markers and internal moderators took the form of a PowerPoint presentation that covered the important strategic as well as operational issues of marking, moderation and administration.

c. Attendance at N2 marking guideline discussions

Many of the panels consisted of fewer than the four individuals. Some internal moderators/chief markers had been appointed for more than one subject. This had a detrimental effect on their attendance and contributions to the finalisation of the marking guidelines in some subjects.

The table below reflects the enrolments and attendance of chief markers and internal moderators at N2 marking guideline discussions. It should be noted that the table does not necessarily reflect cases where a chief marker or internal moderator was involved in more than one subject.

Table 54: Enrolments and attendance of chief markers and internal moderators at N2 marking guideline discussions

Date of N2 marking guideline discussion	Subject	Total Enrolments	Enrolments per province and attendance of chief marker and internal moderator		Mpumalanga	North West
			Gauteng			
			IM	CM	CM	CM
15 November	Carpentry and Roofing Theory	**408**	69		5	8
			✓	✓	-	-
	Diesel Trade Theory	**3034**	923		570	268
			✓	✓	✓	✓
	Electrical Trade Theory	**14442**	4150		1601	1185
			✓	✓	✓	✓
	Instrument Trade Theory	**563**	199		150	82
			-	-	✓	-

Table 54: Enrolments and attendance of chief markers and internal moderators at N2 marking guideline discussions (continued)

Date of N2 marking guideline discussion	Subject	Total Enrolments	Enrolments per province and attendance of chief marker and internal moderator			
			Gauteng		Mpumalanga	North West
			IM	CM	CM	CM
15 November (continued)	Motor Bodywork Theory	**21**	14		0	0
			-	✓	-	-
	Motor Electrical Theory	**86**	45		10	3
			-	✓	-	-
	Motor Trade Theory	**1416**	446		35	88
			-	✓	-	-
	Plumbing Theory	**835**	208		11	100
			-	✓	-	✓
	Radio Theory	**13**	0		0	0
			-	-	-	-
	Radio and Television Theory	**106**	12		0	0
			-	-	-	-
	Rigging Theory	**120**	47		22	28
			-	✓	-	-
	Welder's Theory	**341**	99		6	37
			-	✓	-	-
22 November	Building Science	**2861**	696		67	207
			-	✓	-	-
	Engineering Science	**23601**	6953		2990	1805
			✓	✓	✓	✓
	Mathematics	**26740**	7836		3124	2119
			✓	-	-	✓
29 November	Building Drawing	**3301**	894		71	214
			✓	✓	-	✓
	Engineering Drawing	**7853**	2506		997	666
			-	✓	✓	✓
	Industrial Electronics	**12429**	3599		1540	1058
			✓	✓	-	-
	Industrial Orientation	**132**	77		8	2
			✓	-	-	-
	Logic Systems	**377**	101		17	0
			✓	✓	-	✓
	Plating and Structural Steel Drawing	**2381**	895		327	203
			-	✓	-	-
	Water and Waste Water Treatment Practice	**437**	31		26	1
			-	✓	-	-

Note: In some cases, the representative from a province was a marker or an internal moderator and not the chief marker.

From the table it is clear that all four panel members attended the marking guideline discussion in only a few cases (Diesel Trade Theory, Electrical Trade Theory and Engineering Science). In some subjects with large enrolments, the panels were incomplete, e.g. Mathematics and Engineering Drawing. In some subjects, e.g. Motor Trade Theory, the chief marker of North West was also appointed as the internal moderator for another subject. He attended the Diesel Trade Theory marking guideline discussion and the only other person available for Motor Trade Theory was the chief marker from Gauteng. The marking guideline discussion for this subject could thus not take place at the scheduled time and might not even have taken place.

Other subjects where there was only one member of the panel present were Plating and Structural Steel Drawing, Water and Waste Water Treatment Practice, Industrial Orientation, Instrument Trade Theory, Motor Bodywork Theory and Motor Electrical Theory. Some of these subjects had very low enrolments or no enrolments at all in the provinces that were selected to finalise the marking guidelines. In some cases, the majority of the enrolments were located in another or other provinces than those sampled for the process, e.g. Radio Theory N2 (only 13 candidates enrolled, all in the Western Cape) and Radio and Television Theory N2 (only 12 candidates enrolled in Gauteng), whereas there were 35 candidates enrolled in Limpopo and 56 in the Western Cape.

d. Preparedness of chief markers and internal moderators

Many of the chief markers and internal moderators did not come prepared (having worked out their own marking guideline) to the marking guideline discussion, e.g. none of the chief markers for Mathematics and Engineering Science was prepared; neither the chief marker nor the internal moderator of Carpentry and Roofing Theory (Gauteng) came prepared; the same applied to the chief markers for Welder's Theory (Gauteng) and Rigging Theory (Gauteng). Some of the reasons offered for this unpreparedness were that individuals had been informed of their appointments at a late stage or that individuals were unaware for which subject they had been appointed.

3.2.2 Readiness of N3 and NC(V) L4 marking centres

Table 55: Readiness of N3 and NC(V) L4 marking centres

Criteria	Findings and challenges
READINESS OF MARKING CENTRES	
Preparation of marking centres	The marking centre managers attended an intensive training session on 18 and 19 October 2014.
	Good security measures had been taken. There were security officers who searched the cars at the gate. People entering the premises were required to sign

Criteria	Findings and challenges
READINESS OF MARKING CENTRES (continued)	
Preparation of marking centres (continued)	in. The venues were well secured by security gates, alarm systems and/or restricted access to certain areas.
	Lists of the venues for marking of various subjects were displayed. The names of the subjects were also displayed on the doors. During the morning of the marking guideline discussions at Springs, some subjects were moved to other rooms. There was no indication where to find the markers of these subjects. More than one subject was allocated to one room in some cases (e.g. Building Drawing N3, Building Science N3, Building and Civil Technology N3) – this was not conducive to productive marking guideline discussions. The internal marking of NC(V) scripts was not completed in some subjects as a result of the late arrival of marking guidelines. This restricted the number of rooms that could be made available for the N3 and NC(V) L4 marking.
	Plans for various activities, e.g. scanning of scripts on receipt, photocopying of scripts for sample marking, allocation of venues for marking, control and dispatch of mark sheets and so on were in place. Most of the marking guidelines were received – although it could not be verified whether these were the right versions of the marking guidelines. (The wrong version of the marking guidelines was made available in certain subjects, e.g. Engineering Drawing N3, Systems Analysis and Design L4, Business English N3, Mechanotechnology N3). Only the English version of the marking guidelines was available.
	The necessary communication facilities were available and in good working order.
	Emergency numbers were displayed. Evacuation plans were not displayed at Kwa Thema and Springs, however.
	Cafeteria/Tuck shops sold food as well as refreshments.
	The ablution facilities were adequate but required maintenance and upgrading.
	The necessary preparations for the sample marking process had not been made in all cases, especially at Kwa Thema.
Appointment, and training of management and marking staff	There was a marking centre manager and three deputy marking centre managers (academic, finance, administration) at each marking centre. Additional staff and support staff were also appointed – such as examination assistants, cleaners and security personnel.
	Application forms of some markers/chief markers and moderators were scrutinised by Umalusi to confirm that they met the requirements of the PAM document. According to the marking centre managers, all marking staff met the minimum criteria although when the marking guideline discussions started it was reported that some markers did not. The markers/chief markers were informed by text message of their appointments and instructed to prepare for the marking guideline discussions.
	The marking centre did not verify any of the applicants' information, nor did they verify the applicants against performance records of the markers from the previous marking sessions.
	None of the markers/chief markers/internal moderators had been appointed in writing by the time the marking guideline discussions took place.
	A chief marker and internal moderator were appointed, for most subjects. For subjects with low student enrolments only a chief marker was appointed, e.g. Refrigeration and Air Conditioning Theory. At Kwa Thema, nine of the 30 N3 subjects had low enrolments, thus no internal moderators were appointed for these subjects. For some subjects with low enrolments, e.g. Freight Logistics L4 and Transport Economics L4, the same moderator was responsible for the moderation of more than one subject.

Criteria	Findings and challenges
READINESS OF MARKING CENTRES (continued)	
Appointment, and training of management and marking staff (continued)	It was difficult to find markers/chief markers for some of the subjects with low enrolments, e.g. Motor Bodywork Theory N3, Aircraft Metalwork Theory N3, Aircraft Maintenance Theory N3, Motor Electrical Theory N3, Patternmaker's Theory N3, Radio and Television Theory N3, Radio Theory N3, Refrigeration Theory N3, Refrigeration Trade Theory N3. On 3 December, the date of the marking guideline discussions, no markers had been appointed for any of the abovementioned subjects.
	A number of so-called walk-in markers (lecturers who were not appointed but arrived in the expectation that they would be appointed where appointed markers had not arrived) were observed at Kwa Thema. The process followed in the appointment of markers when markers/chief markers/internal moderators failed to honour their appointments is of concern.
	The training of markers, chief markers and internal moderators took the form of a detailed PowerPoint presentation by a DHET official before the onset of the marking guideline discussions. The presentation covered all important aspects of the marking process. In addition, the marking guideline discussions served as training for the markers.
	A committee was established at each of the marking centres to deal with irregularities.
Control of marking staff	A process for registration and de-registration of marking staff was established – during the registration process a record was kept of the submission of their "own worked out marking guidelines". No marking staff were allowed to leave the marking centre before the submission of a clearance certificate that attested to the fact that all the necessary documentation had been completed and submitted.
	Daily attendance registers were to be signed.
	Daily meetings were planned with the chief markers to discuss pertinent issues. Progress in terms of marking would be evaluated and reported on a daily basis to ensure that all scripts were marked in good time. A template was provided for this purpose. The completed forms were to be submitted during the daily meetings.
	The quality of the marking and internal moderation reports received from the chief marker/internal moderator was to be controlled by the deputy marking centre manager (academic).
Control of scripts and mark sheets	Mark sheets for all scripts received were scanned electronically, and scripts were counted to confirm numbers. A substantial number of scripts were still outstanding by 3 December, e.g. the Building Drawing N3 scripts from several centres were still outstanding, despite the fact that the examination date of this subject was 11 November. Examination centres were contacted by telephone to locate the outstanding scripts. The failure to submit zero mark sheets (where none of the enrolled candidates sat the examination) posed a problem. The DHET indicated that the late submission of scripts would be treated as a technical irregularity.
	After marking, all scripts would be scanned again and then packed.
	Arrangements for the effective distribution of scripts to the marking rooms were in place. The same applied to the flow of scripts in the marking rooms and to the control and submission of mark sheets to the DHET for the capturing of marks.
	A substantial number of manually generated mark sheets (for late entries) were received. The marking centres also received scripts without mark sheets or errors on mark sheets. Certain centres seemed to transgress repeatedly, e.g. centres 8/0895, 8/5833, 8/0810, 8/8877, 8/8854, 5/5578. The DHET indicated that these transgressions would be handled as technical irregularities.

Criteria	Findings and challenges
READINESS OF MARKING CENTRES (continued)	
Attendance of marking guideline discussions and sample marking	When the marking staff was informed via text message of their appointment, the message also stipulated that markers were required to bring their own worked out marking guidelines with them.
	Many appointed markers and internal moderators did not arrive, particularly in the NC(V) L4 subjects. This resulted in a shortage of markers/internal moderators for several subjects, e.g. Electrical Workmanship, Learning Psychology, Human and Social Development, Contact Centre Operations, Economic Environment, Management Practice, Electronic Control and Digital Electronics. Although there were reserve lists, these could not effectively cater for all the shortages. The ripple effect was that marking guideline discussions were not attended by full panels of markers.
	A system was in place to check whether markers/chief markers/internal moderators had prepared for the marking guideline discussions. Many had not.
Handling of irregularities	The necessary report formats and procedures existed to deal with both technical as well as behavioral irregularities. Technical irregularities were to be reported and dealt with at marking centre level but serious irregularities were to be reported to and handled by the DHET.

3.3 Monitoring of the writing of examinations

As is evident from the findings, the examination and marking processes were on the whole successfully managed. Monitors reported that most sites visited met the minimum requirements. In instances where policies had not been adhered to, the deviations were minor and did not jeopardise the examinations or their outcome, with the exception of a few examination centres.

Five colleges about which grave concerns were expressed by the Umalusi monitors were Central Technical College in Durban, Gateway City College in Durban, Namaqualand Campus (Northern Cape Rural College), City Campus (Northern Cape Urban College), in the latter specifically the NC(V) Mathematics paper, and Sandton College (East London Campus). These demonstrated poor control in the conduct of the examinations, and in the case of Sandton College, gross negligence was observed. The DHET is advised to strengthen the monitoring at all these colleges.

3.3.1 General management of the examination

- Most examination centres visited met the security requirements for access and the safekeeping of question papers and examination material. Most of the necessary security features such as security guards, strong rooms, burglar proofing on doors and windows and fire extinguishers were in place where examination material was stored. However, at Ntabozuko Campus (King Sabata Dalindyebo College) in the Eastern

Cape, question papers were kept in a lockable office. There was neither a strong room nor any other security features such as burglar proofing on doors or windows. A security guard was the only form of security measure.

- Question papers were delivered by courier services and were sealed upon receipt at all centres. They were checked and signed for by either the chief invigilator or examinations officer.

- It is clear that all provinces took the appointment of chief invigilators and invigilators seriously. Appointments of chief invigilators and invigilators were made in writing and in most cases, campus managers were appointed as chief invigilators. Most of the centres appointed lecturers as invigilators. At only a few examination centres external invigilators were employed to invigilate the writing of examinations.

- Training of chief invigilators and invigilators was given the attention it deserved by all sites. The manner in which chief invigilators performed their duties indicated that they had been trained. However, there is still room for improvement. The chief invigilators of certain colleges, e.g. Sandton College, (East London Campus), did not attend training this year. They last attended training in 2013. It was nonetheless pleasing to note that at all centres monitored, invigilators were aware of how to deal with unregistered candidates. In some cases registered candidates' names did not appear on mark sheets. They were allowed to write, and mark sheets were generated manually.

- Many of the centres visited did not have contingency plans to deal with emergencies. They did not have generators for use in case of power failure.

- In some centres the examination file containing all the important documents related to the conduct of examinations was not available.

Moremogolo Campus (Northern Cape Urban College) should have written the Life Orientation (Computer Component) examination on 22 October. There was no Internet connection and candidates had to wait for Telkom to connect them. The examinations had to be postponed to the next day.

3.3.2 The examination room

Umalusi monitors reported that while the locations of the examination venues were clearly marked at many centres, in the North West province many centres did not have signage indicating the location of venues. This made it difficult for visitors to find venues where examinations were being written.

Venues were in general suitable and conducive to the writing of examinations. They were well ventilated, adequately lit, clean and free from noise. Almost all centres had relevant subject seating plans; but a number of colleges did not and this should be remedied. At Moremogolo (Northern Cape Urban) and De Aar (Northern Cape Rural) Campuses in the Northern Cape and at Springfield College in the North West, candidates were allowed

to choose seats after which the seating plans were finalised. This practice could lead to dishonesty in the examination.

In most centres there was a form of time keeping on display for candidates to see. Where there were no clocks, times were written on the board.

3.3.3 Procedures before the commencement of the examination

Umalusi's monitors reported a consistent practice of verifying the identity of candidates on admission to examination venues at most centres. However, some of them made this verification only once candidates were seated. Cell phones were not allowed into examination venues at any centre.

It was worrying to note that at many sites for example Mafikeng/Mmabatho Campus (Taletso College), Springfield College and Nongoma Campus (Mthashana College), invigilators did not check question papers with candidates for technical accuracy. Equally worrisome was the fact that at Rustenburg Campus and Springfield College candidates were not given ten minutes reading time. Failure to allow time for candidates to go through the question paper before writing denies them an opportunity to reflect on questions and to plan their approach to the examination question paper.

At some sites, for example Klerksdorp and Jouberton Campuses of Vuselela College, invigilators did not read out examination regulations to candidates.

3.3.4 The writing of the examination and time management

At most centres monitored, question papers were opened by chief invigilators in the presence of the candidates. Invigilators were generally vigilant. Effective procedures were in place at all sites to collect answer scripts. At most centres answer scripts were collected from candidates while they were still seated.

At Central Technical College, Durban, the papers were opened prior to the examination.

Concessions were granted in line with policy. In the Western Cape there were three centres at which a total of 21 candidates were granted concessions. They were either learning disabled or physically disabled and were consequently given extra time and/or scribing support to complete the exams. At Mthatha Campus (King Sabata Dalindyebo College), a visually impaired candidate was granted a concession (extra time allowed).

At most centres, examinations started and finished at the scheduled times. Power failures, however, caused disruptions, for example:

- At Rustenburg Campus (Orbit College) in North West examinations started six minutes late owing to a power failure.

- The power failure at Mankwe Campus (Orbit College) resulted in candidates having to be moved to Rustenburg Campus where they started the examination at 16:55. They were afforded three hours as scheduled, to complete the paper, however.

Subject clashes were managed in the appropriate way. There were candidates who were registered for Industrial Organisation and Planning, which clashed with Supervision in Industry on the timetable at Jengrac Technical College in the Free State.

Attendance registers were complete and most examination sessions were handled according to policy at many of the centres that were sampled for monitoring. At most centres, candidates were not allowed to leave the examination room during the last 15 minutes. Invigilators sounded the five-minute warning before the examination ended.

Candidates who needed to leave the examination room during the session to use the bathroom were generally escorted by invigilators of the same gender, although there are some centres where this did not occur. At Gateway City College in KwaZulu-Natal, students were also not accompanied and left the examination venue in groups to use the bathroom. On inspection the Umalusi Monitor found textbooks, and notes in the toilets (see irregularities section).

At the same college (Gateway City in KwaZulu-Natal), students without identity documents and admission letters were permitted to write the examination.

Sandton College, East London Campus, did not to meet the minimum requirements for an examination centre. The administration of the examinations was not compliant in almost all respects, although no actual irregularities were reported, such as cheating.

3.3.5 Packaging and transport of answer scripts

The scripts were processed in either the examination venue or the office of the chief invigilator. It was gratifying to note that at most centres, scripts were packaged using the sequence on the mark sheet and correlated with the number of candidates marked present.

The number of scripts, subject and dates of dispatch were recorded. Waybills were prepared for transporting scripts that were going to be marked elsewhere. Registers of all the material collected or delivered were signed and copies were kept at most centres.

The answer scripts were not always dispatched within 24 hours of the writing of the examination; for example at the two Springfield College campuses monitored, papers were not sent to the marking centre within 24 hours, nor were the papers securely sealed and stored in the envelopes provided.

3.3.6 Monitoring by assessment body

Although there was evidence of some monitoring of examination centres by the assessment body (DHET) and/or the Provincial Education Department, a large number of centres were still neglected.

Where centres had been monitored, more than one had not acted on the recommendations for improvement from the DHET.

3.3.7 Irregularities during the writing phase of the examination

The continued failure to adhere to prescribed protocol and policy puts the validity and credibility of the examinations at risk.

Cases of non-compliance such as those observed at Gateway City College in KwaZulu-Natal and Eastern Cape Technical and Commercial College: a candidate/some candidates were found with cell phones on them in the examination room whilst others entered the examination without identity documents or examination permits/proper checking of these documents, put the credibility of examination at risk.

One case of crib notes was reported at Bellville Campus.

3.4 Monitoring the internal marking of answer scripts

3.4.1 Planning for marking

Although not all provinces were sampled in the monitoring of the marking process, those that were appeared to be adequately prepared for the task of marking the answer scripts. They had detailed plans outlining all issues related to marking which included the flow of scripts from one point to another, security, moderation, etc. Some of the colleges were unable to provide evidence of their marking plans, however.

Most marking centres adopted the campus-marking model.

3.4.2 Marking venues

Although institutions differ when it comes to the standard of facilities available, all colleges in the sample chose the best available rooms to use as marking venues. College halls, staffrooms and classrooms with suitable furniture and resources were used.

3.4.3 Security

At all the marking centres visited, the security of answer scripts and other examination material was given priority by storing the material in strong rooms. Access to the storage and marking venues was strictly controlled and monitored. Answer scripts were counted and recorded and any movement from one point to another was signed for to ensure that every candidate's script could be accounted for.

3.4.4 Appointments and training of marking personnel

It was evident that every effort was made to ensure marking was of a high standard.

In most centres, markers were trained using marking guideline discussions. Centre managers and chief invigilators' training was conducted by DHET.

3.4.5 Marking procedure and internal moderation

The late receipt of marking guidelines posed a serious challenge. This delayed the marking process and had a detrimental effect on invigilation plans, submission and capturing of marks and the release of staff to fulfil other duties such as marking at the national marking centres.

All reports of monitors who visited the marking centres show that marking was conducted professionally at all centres.

Internal moderation indicated that markers adhered to marking guidelines. It was in very few cases where re-marking as a corrective measure had to be applied. In most cases, 10% and up to 20% of scripts per batch were moderated.

3.4.6 Quality assurance process, reporting and irregularities

It is clear that every marking centre took steps to ensure that there were adequate internal control measures in place and that they were implemented.

In general, centre managers seemed to be knowledgeable on how to deal with irregularities. The same can also be said about the markers.

The evidence gathered during the monitoring process clearly indicates that the internal marking of the National Certificate (Vocational) and NATED was in most cases successfully managed. There were very few instances of minor deviations from policy that did not undermine the credibility of the assessment process.

4. AREAS OF GOOD PRACTICE

4.1 State of readiness

Improvement in systems and processes were noted, e.g. measures to ensure that marking staff arrived prepared for the marking guideline discussions.

The marking centre managers were well trained and detailed planning had been done to ensure the smooth running of the marking process.

4.2 Monitoring the writing phase

Most of the centres met the minimum standard, but the following areas must be singled out for commendation:

- Access control at the entrance at most centres was very tight.
- Safety and security of examination material was good.
- There was ample evidence to show that examination management and administration was being taken seriously. Invigilators were trained and understood the exam centre protocols. Candidates were also familiar with the examination procedures and regulations. Most examination venues were well organised, equipped and laid out.
- Candidates with special needs were accommodated and/or assisted appropriately.
- Most examination centres had irregularity registers and understood the process for reporting irregularities. Most campuses took the necessary measures to prevent irregularities and few examination irregularities were reported.

4.3 Monitoring the internal marking phase

- Safety and security of marking personnel and material was in general very good. Marking was conducted professionally and markers generally adhered to marking guidelines.
- At all centres monitored, markers were aware of what constituted an irregularity and how it should be dealt with.

5. DIRECTIVES FOR COMPLIANCE/IMPROVEMENT

This section highlights areas that were of concern and require special attention:

5.1 State of readiness marking centres

5.1.1 Finalising the marking guideline

Where there is only one person, instead of a panel, to finalise the marking guideline of a specific N2 subject, the purpose of the process is compromised. In order to improve attendance and preparedness of the chief markers and internal moderators, it is imperative that they are informed well in advance of the dates of the marking guideline discussions and the subjects for which they are appointed.

5.1.2 Timing of marking guideline discussions

The marking guideline discussions for the N2 subjects written on Thursdays and Fridays should instead be included with those of subjects written on the Monday, Tuesday and Wednesday of the next week, so as to consolidate the plans.

5.1.3 Distribution of correct versions of marking guidelines

Care must be taken to ensure that the correct versions (Afrikaans and English) of the marking guidelines are distributed to the marking centres.

5.1.4 Improvement of marker preparedness

The process for the submission and control of the submission of the "own worked out marking guidelines" should be refined.

5.1.5 Reserve lists of markers

The reserve lists of potential markers should be extended to ensure that there will be enough markers of the right calibre in all subjects. Markers should not be allowed to mark more than their agreed upon quota unless there are valid reasons for doing so.

5.1.6 Marking and internal moderation

The marking and internal moderation of subjects with low enrolments should be reviewed. Factors such as enrolments per province and expertise should be considered. The internal moderation of subjects with low enrolments in and across provinces should receive attention.

5.1.7 Allocation of venues

The number of markers and the nature of the subject, e.g. drawing subjects, where extra space is required, must be considered when rooms are allocated for marking.

5.1.8 Sample marking

The sample marking process should be strengthened. Careful consideration should be given to the scripts selected for sample marking, e.g. making sure that all questions were answered and that different optional questions are covered in the sampled scripts, in order to make sample marking a worthwhile exercise.

5.1.9 Use of reporting forms

All reporting forms should be used for the intended purpose, e.g. the evaluation of markers of the August 2014 NATED examination were filed but not used. No evaluation forms were available for a number of subjects. These forms therefore did not serve the intended purpose.

5.2 Monitoring the writing phase

5.2.1 Monitoring by assessment bodies

Limited monitoring by the assessment body remains a major concern as many centres have not been visited or supported recently. The assessment body should make a concerted effort to monitor examination centres during the writing phase. Centres stand to benefit a great deal from external monitoring visits.

5.2.2 Contingency plans

The lack of contingency plans to deal with emergencies at some centres, such as power outages, remains a concern. All centres must have a documented contingency plan to facilitate response in the event of an emergency. This plan must be expanded in order to cover health risks (choking, fainting, etc. of candidates during examinations), technological risks such as power failure, as well as social risks such as community protests.

5.2.3 Examination files

The fact that the examination file, containing all the important documents related to the conduct of examinations was not in evidence at some centres should be addressed.

5.2.4 Late arrival of candidates

At a number of colleges, large numbers of candidates arrived late for examinations and therefore missed the preliminary orientation. The importance of punctuality must be emphasised. Late-coming should only be tolerated when candidates can provide valid excuses.

5.2.5 Protocols

The protocols relating to the writing of examinations MUST be followed. While many colleges conducted well run and disciplined examinations, there were also those that allowed students to write without identification or admission letters, who permitted candidates to go to the toilets unattended or who generally administered the examination poorly. These unacceptable practices must desist. The policies relating to the writing of examinations must be strictly followed so as to pre-empt irregularities.

5.3 Monitoring the internal marking phase

Marking guidelines should be distributed as per the agreed upon deadlines.

6. CONCLUSION

The October/November 2014 National Certificate (Vocational) and the NATED (N1–N3) examinations and the marking of these examinations were administered in a manner that is generally in keeping with policy regarding assessment and examinations. There were no reports of serious irregularities that might have compromised the credibility of the assessment process.

SECTION FOUR

THE STATUS OF CERTIFICATION OF THE NATIONAL CERTIFICATE (VOCATIONAL), 2013 AND NATIONAL CERTIFICATE N3, 2013/2014

1. BACKGROUND

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

Through its founding Act, Umalusi is responsible for the certification of learner achievements in South Africa, in qualifications registered on the General and Further Education and Training Sub-framework of the National Qualifications Framework (NQF), which includes the National Certificate (Vocational) and the NATED N3.

Certification is the culmination of an examination process conducted by an assessment body, in this instance the Department of Higher Education and Training.

This process includes a number of different steps, starting with the candidate's registration and culminating in the writing of the examinations. After the candidate has written the examinations, which have been administered by the assessment body, the examination scripts are marked. The marks are then processed, and after quality assurance and approval by Umalusi, candidates are presented with individual Statements of Results, which are preliminary documents outlining the outcomes of the examinations. These initial records are issued by the assessment body. The Statement of Results is, in due time, replaced by the final document, the certificate issued by Umalusi.

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

The Department of Higher Education and Training must therefore ensure that all records of candidates who are registered for the NC(V) examination, as well as those qualifying for a subject or N3 certificate in a specific examination cycle, are submitted to Umalusi for certification. The datasets must also include the records of those candidates who have not qualified for a certificate, such as those who have withdrawn from the course/qualification (that is, candidates who register to write examinations, but do not write any) and those candidates who wrote the examination but failed all subjects.

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

Umalusi is currently charging only private TVET colleges a certification fee. The certification fees of public TVET colleges are funded through a funding agreement with the Department of Basic Education.

2. CURRENT STATUS

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

The NC(V) was designed as three separate exit qualifications, i.e. at NQF Levels 2, 3 and 4, each of which requires certification. The National Certificate (Vocational) Level 2 was first introduced in 2007 and Levels 3 and 4 were implemented in 2008 and 2009 respectively.

In order to be awarded the full certificate for Levels 3 and 4, the previous exit qualification must have been completed by a learner. In other words, a candidate cannot be awarded a Level 3 certificate unless the Level 2 requirements have been met and the full certificate, not a subject statement, has been issued. In the case of the Level 4 certificate, both Level 2 and 3 requirements for the full certificate must have been met and the certificate, not a subject statement, must have been issued.

The certification of NC(V) Levels 2, 3 and 4 has been severely delayed since their inception, as previously reported. In April 2013, the DHET declared that the certification data of NC(V) Levels 2–4 was ready for submission to Umalusi. Umalusi agreed to undertake this certification as a special project for a period of six months.

A substantial number of candidates were certified as part of this special project, but at this point not all candidate records have been certified, the result of errors in the data provided by the Department. After lengthy discussions in January 2014, the special project was extended, and it is still running.

Umalusi issued certificates for NC(V) Levels 2, 3 and 4 as indicated in the table below during the **2013/11** examinations.

Table 56: Certificates issued by Umalusi for NC(V) Levels 2, 3 and 4

Type of Certificate	Level	Number issued
First issue National Certificate (Vocational)	2	22 271
First issue Subject Statement	2	32 308
Withdrawn	2	23 856
Failed all subjects	2	10 919
First issue National Certificate (Vocational)	3	8 435
First issue Subject Statement	3	13 215
Withdrawn	3	5 533
Failed all subjects	3	3 260
First issue Subject Statement	4	4 935
First issue NC(V) Bachelor's degree	4	181
First issue NC(V) Diploma	4	1 067
First issue NC(V) Higher Certificate	4	3 473
Withdrawn	4	2 131
Failed all subjects	4	488
TOTAL NUMBER OF CERTIFICATES ISSUED		**132 073**

The DHET is informed of all rejected records by means of the error reports generated at the time of evaluation of the data. These records have to be revised and the corrected data resubmitted. This step is not always completed, however, and rejected records are submitted to Umalusi repeatedly without any corrections having been made.

There are also continued delays in the certification of candidates who have written the 2013 and 2014 supplementary examinations. The reason for this is that the DHET information technology system is still not able to consolidate the November and supplementary results accurately and submit the combined results for certification.

There are thus candidates who have still not been awarded their Level 4 certificates as a result of outstanding Level 2 and 3 results. One of the reasons for this situation is the concession made by the Minister of Education in 2009 that allowed candidates to register for the next level even though they had not met all the previous level's requirements. It is therefore currently possible for a candidate to be registered to write Levels 2, 3 and 4 in the same year. The effective date, i.e. the date from which the candidate met the requirements for the level, on the Level 3 and 4 certificates will reflect the month and year in which the requirements for the previous level(s) were met. Candidates are not always fully informed of these requirements and assume that once they have met the requirements for Level 4, they no longer need to meet the requirements for Levels 2 and 3.

Furthermore, there are continuing difficulties in combining the results required for the award of the Level 2 and 3 certificates when a candidate has achieved subject results over more than one examination session. Candidates have been issued with subject statements but have not yet received the combined certificate. The result, once again, is that candidates may meet the requirements of the Level 4 certificate, but this cannot be awarded until the Level 2 and Level 3 certificates have been issued.

These issues have been raised with the DHET repeatedly. The impact of these backlogs on the future of the candidates concerned is of grave concern to Umalusi. Not only are candidates not certified, but this also has a detrimental effect on their work and/or study prospects.

In summary, the development of the DHET certification module has still not been finalised, nor has the module for the consolidation of the November and supplementary results. The result is that these candidates cannot receive their full certificates if they qualify.

Furthermore, the "special certification project", which ought to have been completed a year ago, is still incomplete.

At present, datasets are slow in arriving and error reports are not attended to, as expected.

2.2 National Certificate N3

The resulting and certification systems for the National Certificate N3 are well-established. Currently, Umalusi certifies only the Engineering programmes, since all other N1–N3 courses have been phased out.

The Engineering programmes are assessed in April, August and November of each year. Candidates who have completed the N3 are required to pass only the two language components to comply with the requirements for the National Senior Certificate (NATED 190/191). They may register for and write the business languages in November. Their results can then be combined.

Candidates who have completed the N3 and have Senior Certificate credits may request the combination of their results in order to have either the National Senior Certificate or the Senior Certificate issued, depending on the assessment body and the qualification requirements.

As the Senior Certificate examinations came to an end in June 2014, and with the promulgation of the amendments to the Senior Certificate, this option will not be available much longer. However, in light of the fact that there are candidates in the system currently registered for N3 subjects with the intention of combining them with Senior Certificate credits to obtain the Senior Certificate, Umalusi has made transitional arrangements; until November 2015 candidates will still be able to combine N3 subjects and Senior Certificate credits in order to obtain the Senior Certificate.

While the DHET has generally complied with time frames for submitting data for N3 certification, a concern remains regarding the registration of private TVET colleges as examination centres for the NATED programmes.

New colleges have been issued with the centre numbers of colleges that have closed and not with unique examination centre numbers. This has the potential to compromise the integrity of the certification data. The DHET was informed of the unacceptability of this practice and have since allocated new unique centre numbers to the centres in question. The consequence of the misallocation of numbers has been that 666 candidates who wrote the August 2014 examinations will not be certified with the rest of the cohort, as they will need to be re-registered according to the newly allocated centre numbers.

A further concern remains the registration of private colleges as that they do not always comply with Umalusi's accreditation and registration requirements. Umalusi has raised this concern with the DHET and the situation appears to be improving, although not at a rate that would be acceptable to Umalusi.

After an agreement with the DHET on the payment by private colleges of outstanding certification fees, and the DHET's undertaking to attend to this as a matter of urgency, Umalusi has lifted the suspension on the certification of candidates from defaulting

private colleges. Although some of the outstanding fees have been received, there are still many colleges that have not paid, which has grave financial implications for Umalusi. The matter has, once again, been brought to the attention of the DHET and an indication has been given that the suspension on defaulting colleges will be reinstated – a most undesirable situation.

The following statistics apply to the NATED N3 certificate for the period 6 December 2013 to 28 November 2014:

Table 57: NATED N3 certificates issued by Umalusi

Type of Certificate	Level
First issue: N3 Certificate	50 400
First issue: NSC	7 123
Replacement N3 Certificate	6 073
Replacement NSC	196
Duplicate Subject Certificate	19
Duplicate N3 Certificate	180
Duplicate NSC	85
Re-issue Subject Certificate	15
Re-issue N3 Certificate	53
Re-issue NSC	4
Combination NSC	5
Total number of certificates issued	**64 173**

SECTION FIVE

CONCLUDING SUMMARY

1. INTRODUCTION

In 2014, by virtue of the General and Further Education and Training Quality Assurance Act, Umalusi conducted quality assurance of the National Certificate (Vocational) and the NATED Report 191 N1–N3 programmes offered at public and private TVET colleges, correctional service centres and schools.

Good cooperation between the DHET and Umalusi was evident throughout the process. Many of the challenges faced in the past had been addressed successfully by the DHET over the year. Umalusi takes cognisance of the DHET's concerted efforts to improve the examination system, its capacity building activities and the quality control measures it has taken, specifically in terms of:

- Extensive training and support provided to colleges and marking centre management staff
- Planning to improve the quality of ISATs
- Measures to move over to an 18-month question paper setting cycle
- Prevention of the disclosure of examination question papers and improved dealing with irregularities
- Planning to effectively change the NATED standardisation model in 2015.

Many of the challenges posed by the outdated NATED curriculum, effective teaching and learning, internal as well as external assessment, efficient recruitment and appointment of marking staff are still cause for grave concern, however. There are some fundamental systemic and operational issues that must be dealt with and resolved.

2. QUALITY ASSURANCE OF NC(V) PROGRAMMES

Umalusi moderated a total of 287 papers for the November 2014, 2015 supplementary and a set of back-up question papers across Levels 2, 3 and 4. The majority (95%) of the Level 4 subjects for which candidates had enrolled were moderated, as well as a sample of Level 2 (24%) and Level 3 (24%) subjects.

The standard of question papers was generally satisfactory; however, the following matters need attention:

- Creativity in the formulation of questions
- Internal moderation and reporting on internal moderation
- Quality of marking guidelines
- The deadlines for the setting and moderation of question papers.

The internal assessment component of a sample of subjects was monitored and moderated at a sample of 59 sites during May 2014. Portfolios of the same subjects, but a considerably larger number of sites (160 sites representing 94 subjects), were moderated during October 2014.

The same concerns raised in previous reports were evident. Specific issues that demand attention include:

- Inadequate resources, both physical and human, have a detrimental effect on teaching and learning of candidates
- The lack of development and conduct of sufficient, high quality practical tasks to prepare students for the world of work
- The lack of contextualisation of practical tasks
- The lack of understanding of the value of qualitative moderation
- The lack of analysis/evaluation of the performance of candidates to reveal their shortcomings
- The lack of evidence of review of the task/assignment and possible adjustment to improve its quality
- The lack of constructive and qualitative feedback to the assessors and students.

Since the lifespan of ISATs is three years and a considerable number had expired, new ISATs should have been developed. The decision to implement subject specific ISATs instead of the current programme ISATs and plans for the development of the first of these ISATS (Level 2) is welcomed. The revision and/or improvement of a number of other ISATs also require the urgent attention of the DHET, however.

Umalusi moderated the ISAT conduct of the subject and or the programme ISATs at 66 sites across the nine provinces.

Since the ISAT mark constitutes 30% of the external assessment mark, the mark obtained by candidates should be a true reflection of their abilities and the required skills. The following aspects require specific attention:

- lack of resources (human and physical) for effective conduct of the ISATs
- overly lenient and subjective marking
- limited or no moderation

These shortcomings point clearly to the questionable reliability and validity of the ISAT marks.

In addition to the monitoring of the "state of readiness" of marking centres by Umalusi staff, 57 moderators were deployed to attend the marking guideline discussions in a

sample of 56 subjects. In addition, 75 moderators monitored and verified the marking of 86 subjects for Levels 2, 3 and 4 at the two marking centres for the November 2014 examination.

The Asherville marking centre was in general better organised than the Springs centre. Most scripts were received in time and the required question-wise marking was used in most subjects. There were, however, still challenges resulting from the recruitment and appointment of adequate marking personnel in certain subjects. The efforts of the DHET to ensure that marking staff come prepared to the marking guideline discussions bore fruit but there were still too many who arrived without having prepared. Dedicated marking personnel are of vital importance to the process. The DHET must ensure that the necessary systems and processes are established to ensure that markers, chief markers and internal moderators:

• are recruited, appointed and informed in good time

• come prepared and attend the marking guideline discussions

• sample marking is refined.

The inconsistencies in marking and the lack of adherence to the finalised marking guidelines, especially at Level 2 and Level 3, must be addressed.

The standardisation process was conducted in a professional manner. The majority of the DHET proposals for the moderation of marks corresponded with those of Umalusi Council.

3. QUALITY ASSURANCE OF NATED REPORT 191 N1–N3

As has been repeatedly reported, the curriculum urgently requires revision if it is to be responsive to technological developments and current trends in industry. The outdated and irrelevant curricula render many of these subjects meaningless. The value of NATED is often questioned as a result of these unsuitable curricula and very short delivery time frames.

The requirements for achieving a certificate also require revision. The majority of candidates are not exposed to practical application of the theory and thus the development of much needed skills lags behind.

Umalusi moderated a greater number of question papers this year. A sample of 38 question papers from the November 2014 examination, 23 at N3 level and 15 at N2 level, were moderated. The back-up question papers for the same subjects were also moderated. The standard of these question papers was generally satisfactory; however, in some cases the content has become highly predictable, owing to similarities to previous question papers in terms of format and the phrasing of questions. The poor quality of drawings, marking guidelines, analysis grids/assessment frameworks and internal moderators'

reports indicated a neglect of these areas. The deadlines set for the moderation of question papers must be adhered to.

The DHET has successfully implemented tight measures to combat the leakage of question papers, and this is commendable.

Umalusi monitored the internal assessment in a sample of 17 NATED subjects at 15 sites across public colleges in eight provinces during October 2014. The internal assessment of an additional site was moderated off-site. The implementation of ICASS Guidelines for NATED has clearly started to reap rewards. There is still an urgent need to ensure students are given opportunities for practical learning, however, and more practical work should be integrated with the theoretical aspects. Site exposure should be the norm.

Umalusi deployed six moderators at Pretoria Campus and 15 at Kwa Thema Campus to attend the marking guideline discussions of the November 2014 examinations. Moderators were deployed to verify the marking of a sample of 14 N2 subjects at marking centres in seven provinces and to verify the marking of 19 N3 subjects at Kwa Thema/Pretoria.

Umalusi was in general satisfied that the marking guideline discussions and marking was conducted in a fair and consistent manner.

4. CONDUCT OF EXAMINATIONS

The November 2014 examinations for the NC(V) and NATED were in general administered in compliance with the policies regulating the management and administration of examinations. Most of the centres were well prepared for the conduct of examinations, especially for the writing of these examinations.

5. CERTIFICATION

The certification of NC(V) Levels 2, 3 and 4 has been severely delayed since their inception, as previously reported. A substantial number of candidates were certified as part of a "special project" to address the backlogs, but at this point not all candidate records have been certified, the result of errors in the data provided by the Department. Umalusi issued 132 073 certificates for NC(V) Levels 2, 3 and 4 from December 2013 to November 2014.

While the DHET has generally complied with deadlines for submitting data for N3 certification, concerns remain regarding the registration of private TVET colleges as examination centres for the NATED programmes. Umalusi issued 64 173 NATED N3 certificates for the period 6 December 2013 to 28 November 2014.

6. CONCLUSION

The Executive Committee of the Umalusi Council concluded that the NC(V) and the NATED Report 191 N1–N3 examinations were generally conducted in a professional, fair and reliable manner and that the results could be regarded as credible. This conclusion was based on reports on the quality assurance processes undertaken by external moderators, monitors and Umalusi staff and on the deliberations of the Assessment Standards Committee of Umalusi Council. Umalusi Council has approved the release of the results based on the belief that the examinations were administered in accordance with examination policies and there is no reason to suggest that the credibility of the NC(V) and NATED N1-N3 examinations was compromised in any way.

List of tables

QUALITY ASSURANCE OF NOVEMBER 2014 NATED N1–N3 ASSESSMENT

MONITORING THE CONDUCT OF EXAMINATIONS

STATUS OF CERTIFICATION OF NATIONAL CERTIFICATE (VOCATIONAL) 2013 AND NATIONAL CERTIFICATE N3, 2013/2014

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